



SELF-STUDY REPORT

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ACS WASC Focus on Learning Accreditation Manual

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Preface

Back in 2012 – just months into our first full year – we decided that the accreditation process in general, and the WASC Focus on Learning criteria specifically, would help us to stay on track in the development of a quality student-centered academic program. Since that time, we have kept at the heart of our actions a focus on our students and their needs.

Involvement of Faculty & Stakeholders

As we worked through the Focus on Learning protocol, we created various learning communities to address each of the key areas outlined in this report (see chart in the section that follows the Preface for specific groups and members). Under normal circumstances (i.e., when we are all on campus and not in a pandemic or experiencing a military coup), we would connect the work of the self-study section writers with our students via the Student Council leadership representatives, with the parents via the PACT (PTO) representatives, and with our Board via school leadership. Due to the special circumstances that exist, we decided that the best way to include the voices of the majority of our students (Grades 4 and up), the voices of all of our faculty members, and the voices of our students' parents would be through schoolwide surveys, which we have highlighted throughout this report. In addition, in order to make transparent both our accomplishments and, more importantly, our areas for improvement, we shared the report draft with all stakeholders via our school website and/or through e-mail.

ESLRs

Beginning in year two (2013/14), the HOS created a sub-committee of teachers to develop our Expected Schoolwide Learning Results (ESLRs). The committee collaborated to create a plan to have teachers work with their students to find out who they wanted to be upon graduating from AIS. Each classroom teacher collected a variety of graphic organizers, poems, essays, and other expressions to determine common themes. Based on the students' submissions, the committee spent a few months developing three ESLRs, each with subcategories/explanations. These ESLRs were then reviewed by all teachers, and the committee integrated some new suggestions. This version of the ESLRs was then sent to the Managing Director to share with parents, and they gave their support. The ESLRs were adopted by the end of the school term and have since been available in our school handbooks, on our website, and also all around campus on large posters (both in English and in Myanmar).

The committee developed activities and materials to promote the use and understanding of the ESLRs during the subsequent annual orientation session (August 2014). Beginning with the 2014/15 school year and continuing to the present, the school has used its monthly assemblies to promote an understanding of the ESLRs. Each month, different classes present ESLR-themed performances to demonstrate their own understanding of the ESLRs. These performances also serve as a re-teaching of the ESLRs for our entire community. We also developed a student-of-the-month award, which was based on students who had shown development or exceptional understanding of an ESLR for a particular month. We have continued this process to this day.

As part of the recent self-study process, we reviewed our ESLRs (along with the rest of our school statements). The community - via survey - overwhelmingly chose to retain our original ESLRs. As noted above, the ESLRs originated with the students and teachers in what was truly a community effort, and we have since continued to shape our program based on the ESLRs.

Analysis of Data

Regarding data analysis, AIS has come a long way since the original in-house benchmark exams that we chose to administer at the end of the 2013/14 school year. Since the spring of 2015, AIS students in grades 3-10 have taken the ISA (International Schools' Assessment), which tests reading comprehension, essay writing, and math. The first year's testing results helped us to identify all three of our critical learning areas: reading comprehension, writing, and EAL support in reading and writing. Subsequent administrations and analysis of the data have shown that our myriad reading and writing initiatives have dramatically improved students' test scores over the past several years. Some of these initiatives included purchasing various leveled reading resources, conducting reading assessments throughout the school year, strengthening our EAL program, and increasing our library collection to approximately 35,000 books.

Once we started our high school program (2013/14), we adopted more tests geared toward the upper grades: PSAT, SAT, and iTOEFL. More recently, we have added AP tests. The PSAT and SAT information further confirm what we have learned from the ISA data: namely that reading and writing remain critical learning needs despite our gains.

All of the aforementioned data sources led to schoolwide strategies. Individual class teachers, under the guidance of their administrators, use the longitudinal data from ISA and SAT exams to identify specific areas of weakness for each student. They use this information to create goals for their students and to help them plan for necessary interventions throughout the school year.

Assessment of the Entire School Program

Yet another source of data collection – one related to overall assessment of the school – is our schoolwide satisfaction survey (called the “End-of-Year Survey”). This survey, which started in year one (2012/13) and which has continued each year, gives teachers, students, and parents the opportunity to reflect on every aspect of the school (e.g., courses, extra-curricular activities, facilities, instruction, et cetera). Each year, leadership reviews the data to look for areas of discord (identified by category ratings that fall below 70%) in order to make changes to improve the program.

Alignment of Long-Range Action Plan

AIS leadership created its first three-year action plan directly from the WASC Initial Visit Report. That report guided us in the creation of ESLRs, in the coordination of UbD-based unit plans and accompanying assessments, in the hiring of fully qualified teachers, and in the construction of additional facilities to meet the needs of a fast-growing school. Similarly, we took all that we learned from the 2016 self-study process, along with the

feedback from the 2016 formal WASC visit, to help us create our six-year long-range action plan, which covered 2016 to 2022. This six-year plan, which was fully completed within three years (an indication of the degree to which we are able, as a community, to accomplish our goals) was replaced with a new plan for the years 2019 to 2022. First the pandemic and then the military coup kept us from completing all of the items on the new action plan (e.g., we have not yet been able to host a regional educational conference or to complete preparations for our scholarship plan).

Concluding Remarks and Special Circumstances to Note

We started to organize for the self-study process immediately after the mid-cycle accreditation visit, and we were able to have face-to-face meetings for most of the 2019/20 school year. Due to the pandemic, the government closed all schools, and we finished the year in an online format. We expected to be back to face-to-face classes as usual by August of 2020. As the pandemic worsened, several teachers - due to concerns about the pandemic, poor healthcare in Myanmar, and flight restrictions - left the country prior to the end of the school year, with several choosing not to return the next year. Thus, not only was our writing process interrupted, but we lost several persons who could have contributed to the report.

On the instructions of the HOS, our category writing chairs continued to focus on writing the report in a way that reflects our normal face-to-face program, for we were certain we would be back on campus for the 2020/21 school year. However, flights remained closed for all of semester one, and we instituted our emergency online plan, which was based on asynchronous teaching and with all students studying from home. The asynchronous model met our teachers' needs, for they were spread out in various countries (most in the US), which would have meant teaching through the night in a synchronous model. As noted in our end-of-year survey (discussed later in this report), our foreign teachers were generally satisfied with the online plan we created; however, the majority of our students and nearly all of our students' parents requested synchronous "live" teaching for the 2021/22 school year.

As teachers were spread out in multiple time zones with most teaching asynchronously and others (of their own initiative) teaching either fully synchronously or partially synchronously, we were not able to have the kind of full-community collaboration that we had planned for in the writing of the self-study report. Instead, our section chairs took on full responsibility for their categories, gathering data when needed, and - at least for some groups - getting support from other teachers in the form of writing assistance, feedback, suggestions for evidence, etc. Our original timetable - which had drafts for all sections ready for review well before the end of the school year - was radically altered to accommodate the unexpected circumstances that arose during 2020/21: the loss of approximately 50% of our faculty from the previous year, the different schedules and time zones for our faculty, the extension of flight restrictions through the end of semester one and on into semester two, the death of a beloved science teacher mid-year, the dramatic increase in Covid cases throughout Myanmar, and the military coup that began on February 1 and that continues to this day.

Under these circumstances, it is remarkable that we completed our work at all. The category chairs completed their sections at various times throughout the 2020/21 school year, the WASC co-chairs provided guidance and reviewed the work as drafts were completed, and the HOS provided the final review of all sections, completed the overall editing, and provided detailed feedback and (if necessary) further writing instructions to the section chairs. The HOS completed a final review during the summer of 2021, and he was responsible for adding the missing data that could only be provided once we had begun the 2021/22 school year (enrollment numbers, retention data, financial information, et cetera).

We all hoped that we would be back on campus for the 2021/22 school year; however, both the pandemic and the military situation made it unsafe to return to campus. Rather than face yet another year of online teaching, and out of concerns related to the pandemic, the coup, and safety in general in Myanmar, several teachers broke contract (as with the previous year). As a result, only 25% of the lead teachers who were present during the 2019 mid-cycle accreditation visit are still with AIS today. Fortunately, all current school leaders and all category chairs/co-chairs have remained a part of our community. Thus, while the vast majority of our teachers today have not stepped foot on campus, the ones responsible for writing this report are the ones who carry the history of the school and who know what our real (face-to-face) program and community are like.

For the 2021/22 school year, our teachers are still spread out, though we do have a few main communities: Tbilisi (Georgia), Phuket (Thailand), Chiang Mai (Thailand), and Bangkok (Thailand), which puts nearly all of our teachers in a time zone close to Myanmar Time. We also have a handful of individuals living in other parts of the world. One common factor is that - based on the wishes of our students and their parents - we are teaching classes synchronously this year. Once our students are allowed back on campus, we will be able to have the closest approximation of our normal program as possible: students in the class, a local teacher supervising every group, and only the lead teacher teaching live from afar. Thus, we believe that the report that follows - which is based primarily on our normal program - is still a reasonably accurate depiction of our community and our academic program.

One of our goals is to improve every single year. Thus, we welcome the feedback that comes from the formal report provided by the visiting WASC team. Such feedback forms the basis of our action plan and helps to keep us focused on the students and on providing our students with a quality experience.

Sincerely,



Dr. Gary Robson
Head of School

WASC Visiting Team

(Visit: November 7-11, 2021)

Chair: Miss Kristin Kappelmann
Elementary Principal
Concordia International School-Hanoi
Hanoi, Vietnam

Member: TBD

Title

School

City, Country

Member: TBD

Title

School

City, Country

Member: TBD

Title

School

City, Country

Member: TBD

Title

School

City, Country

WASC Committees

For all lists below, a name in bold indicates a faculty member who was present during the 2019/20 school year, which was the last year that we were able to have face-to-face classes. Names in italics represent committee members who did not return for the 2021/22 school year.

WASC Leadership Team

Mr. Brock Hughes, Secondary Principal
Mr. Matt Smith, Elementary Principal
Mrs. Lori Black, Librarian
Mr. Ethan Htut, Secondary teacher
Mr. Reid Jordan, Secondary Teacher
Mr. George Kelly, Secondary Teacher
Ms. Harper McCauley, Elementary Teacher
Dr. Gary Robson, Head of School

Focus Groups

A. Organization

Dr. Gary Robson, Chair, Head of School
Ms. Zar Zar Khin, Account Manager
Mr. Aung Ko Latt, Managing Director
Ms. Poe Nu, Assistant to the Head of School
Ms. Tin Zar Oo, Admin Manager
Ms. Kaing Kaing Win Than, Reception Manager

B.1 Curriculum	B.2 Instruction	B.3/4 Assessment
Mr. Brock Hughes (Chair, Secondary Principal) Ms. Michelle Farrell (Preschool) <i>Ms. Emily Laudner</i> (Secondary Science) Ms. Dana Meehan (Secondary ESL) Mr. Jordi Riu (Athletic Director) Ms. Samantha Stone (Grade 2)	Mr. George Kelly (Chair, Secondary English) <i>Ms. Sabneet Bajwa</i> (Grade 4) <i>Mr. James Carter</i> (Grade 5) <i>Ms. Catherine de Domenico</i> (Secondary English) Ms. Jessica Dominguez (Preschool) <i>Mr. Robert Oddo</i> (Secondary Science)	Mr. Reid Jordan (Co-chair, Secondary Math) Ms. Harper McCauley (Co-chair, Grade 2) Ms. Christine Milton (Preschool) <i>Ms. Leah Murfield</i> (Grade 3) Mr. Marlon Timbang (Physical Education) <i>Mr. Mike Weber</i> (Secondary Science)

C. Student Support/Growth Mrs. Lori Black (Co-chair, Head Librarian) Mr. Ethan Htut (Co-chair, Secondary Math) <i>Mr. Kyle Dick</i> (Grade 4) <i>Mr. Nicolas Ormond</i> (Grade 5) Ms. Yee-chen Robson (Preschool Principal) <i>Mr. Kyle Seasly</i> (Secondary Social Studies)	D. Culture and Environment Mr. Matthew Smith (Chair, Elementary Principal) <i>Ms. Caroline Bowen</i> (Grade 2) <i>Ms. Yvette Dauster</i> (College Counselor) Mr. Paul Milton (Preschool) <i>Mr. Arun Sharma</i> (Secondary Science)
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Home Groups

Lower Elementary (Grades 1-3) <i>Ms. Clare Bondi</i> <i>Ms. Caroline Bowen</i> <i>Ms. Ivone Damian Chanocua</i> <i>Ms. Sherry Greenlee</i> <i>Ms. Jessica Kalinowski</i> <i>Mr. Dan Mariani</i> Ms. Harper McCauley <i>Ms. Caitlin McMorro</i> <i>Ms. Leah Murfield</i> <i>Ms. Niki Neumann</i> Ms. Samantha Stone <i>Ms. Diana Pinel Urrutia</i>	Upper Elementary (Grades 4-5) <i>Ms. Sabneet Bajwa</i> <i>Mr. James Carter</i> <i>Mr. Kyle Dick</i> <i>Ms. Heather Dixon</i> <i>Ms. Erin Frank</i> <i>Ms. Marvel Vander Kooi</i> <i>Mr. Nicolas Ormond</i>
Secondary Social Studies <i>Mr. Nolan Cope</i> <i>Mr. Jason Chang</i> <i>Mr. Jordan Judd</i> <i>Mr. Kyles Seasly</i> <i>Mr. David Smith</i>	Secondary Languages <i>Ms. Aida Campos-Nava</i> <i>Ms. Catherine de Domenico</i> Mr. George Kelly <i>Mr. Matt Smith</i>

Secondary Math <i>Ms. Meryl Bracalenti</i> Mr. Ethan Htut Mr. Reid Jordan Mr. Jack Masters	Secondary Science Ms. Lisa Hellman <i>Ms. Emily Laudner</i> <i>Mr. Robert Oddo</i> <i>Mr. Arun Sharma</i> <i>Mr. Mike Weber</i>
Physical Education Ms. Mandy Nurrenburn Mr. Jordi Riu Mr. Marlon Timbang <i>Mr. Jonathan Whibley</i>	Electives (ICT, Art, & Music) <i>Ms. Allison Lehtinen</i> Mr. Nick Thompson Ms. Cherie Warren
Support (Library, EAL, LS, Counseling) Ms. Lori Black Ms. Kristen Collins <i>Ms. Yvette Dauster</i> Ms. Dana Meehan Ms. Cecelia Thuy Nguyen Ms. Gaby Rife	Preschool Ms. Kinsey Camelio Ms. Jessica Dominguez Ms. Teolina Dosseva Mr. Cameron Farrell Ms. Michelle Farrell <i>Ms. Molly Healy</i> Ms. Grace Hegstetter <i>Ms. Jeanett Jansen</i> <i>Ms. Danae Bofill Madurga</i> Ms. Christine Milton Mr. Paul Milton Ms. Jessica Patton <i>Mr. David Watts</i> <i>Ms. Lindsey Watts</i>

Glossary of AIS Terms & Acronyms

AIS	Ayeyarwaddy International School
AT	Assistant Teacher
CLT	Co-Lead Teacher
EARCOS	East Asia Regional Council of School
EAL	English as an Additional Language
ESLRs	Expected Schoolwide Learning Results
HOS	Head of School
ICT	Information and Communications Technology
ISA	International Schools' Assessment
LS	Learning Support
LT	Lead Teacher
MD	Managing Director
PE	Physical Education
PACT	Parents of Ayeyarwaddy Connecting with Teachers
SC	Student Council
UbD	Understanding by Design
WASC	Western Association of Schools and Colleges

Chapter I: Progress Report

What follows is a summary of the progress we made on each section of the original (2016) schoolwide critical areas that made up our action plan. Critical areas added by the 2016 VC are identified below. The completion of each of these items was validated by the 2019 VC during its midcycle visit.

Action Item 1: Curriculum, Instruction, & Assessment

1A: Ensure horizontal and vertical alignment of the curricula schoolwide (including ESL).

For the 2017/18 school year, our two curriculum coordinators (one for elementary and one for secondary) met with the teachers in their divisions throughout the school year with the main emphasis on getting the core unit plans into final form, which was accomplished by the end of that year. For the 2018/19 school year, the focus was on alignment, and the work was completed by June of 2019 under the supervision of our elementary and secondary principals, who served as curriculum coordinators for their divisions. Our elementary principal also worked with our preschool principal to ensure that there was alignment and a smooth transition from KG (the last year of our preschool program) to Grade 1 (the first year of our elementary program).

For the 2020/21 school year, we adopted several new texts (mainly because our former texts were no longer in print). The elementary principal for that year (now the current secondary principal) oversaw the process of ensuring that our current unit plans reflected the new resources that we switched to, in addition to ensuring that we maintained vertical and horizontal alignment of the curricula.

The 2019 VC members confirmed that this action item had been successfully addressed.

1B: Further develop the curricula, including identifying areas for differentiation and developing course offerings for struggling and advanced students; create core classes and elective classes for Grade 12.

Our 2017/18 curriculum coordinators worked with teachers throughout that school year to help identify areas for differentiation and to give suggestions for level-appropriate activities for students throughout the program. Regarding course offerings, we taught high school Physics for the first time that year, and we added MUN (Model UN) and Economics as electives.

In 2018/19, in order to support our struggling students, we added a second full-time EAL (English as an Additional Language) teacher (we had only one in previous years) and one full-time LS (Learning Support) teacher (we had zero in previous years). Regarding EAL, we purchased the WIDA assessments so that we could more accurately identify our EAL students' strengths and weaknesses. We also ran two summer programs in the summer

of 2018 to support students: one EAL course and one transition course for KG students moving to Grade 1.

For our advanced students, we provided new offerings and electives for the 2018/19 school year: AP Calculus, AP Chemistry, and AP World History. We also offered a new course for Grade 12 students – College & Career Readiness – in order to provide them with the guidance necessary to gain acceptance into universities and also to provide the students with the support necessary to succeed in the US (and other countries) after graduation. In addition to the above, we began offering new secondary electives, including Psychology, Sociology, Debate, Public Speaking, US History, and English Special Topics.

In 2019/20, we created two versions of what was previously one math class: Trigonometry (for students who needed a slower-paced and less demanding post-Algebra 2 math option) and Pre-Calculus (for advanced students who needed a more demanding post-Algebra 2 math option). We continued LS and EAL for struggling students, and we added new classes for advanced students (which also met our goal of providing additional courses for our G12 students): AP Environmental Science, AP Biology, AP Macroeconomics, and AP Microeconomics.

For 2020/21, we added AP Language & Composition for our advanced students. We also added Accounting for students who would be better served by a math-based alternative to AP Calculus, Pre-Calculus, and Trigonometry. We continued to serve students needing academic support and remediation at the elementary level with a full-time LS teacher.

The 2019 VC members confirmed that this action item had been successfully addressed.

1C: Re-create the current backward-design unit plans in a format that is practical, understandable, and usable; map out unit plans via backward-design for all new secondary and elective courses.

Our curriculum coordinators led teachers through a continuation of the review and revision of all unit plans which started in 2016/17. They created new and more organized Google Doc folders for all work that grade-level teams (elementary) and PLC groups (secondary) produced. The result is that the teachers completed backward-design unit plans for all core subjects and all elective courses as of June 2018 with only a few pending areas: one science section, one history section, and a few of the ICT units.

All of the aforementioned pending areas, along with all new course offerings, were completed by June 2020. The only remaining pieces were the curricula for the newest courses (AP Language & Composition and Accounting), which were completed by the end of the 2020/21 school year. Thus, as of the start of the 2021/22 school year,

all unit plans are complete. We will, of course, always have updates to do (e.g., for when we select new textbooks and for when we introduce new courses).

The 2019 VC members confirmed that this action item had been successfully addressed.

1D: Provide additional access to technology tools and ICT-based curriculum resources; develop a technology plan so that a clear process of implementation is in place for technology in the school (added by WASC VC in February 2016).

At the end of the 2016/17 school year, we set up a second ICT lab for both divisions (elementary and secondary) to use on a rotating schedule in 2017/18, which gave every classroom the opportunity to have class-wide research or language-enrichment time in the second ICT lab (our original ICT lab has always been reserved full-time for ICT elective classes and has only been otherwise available for students' use after school). In order to provide even more access to technology (one of the weaknesses of the program, based on the 2018 ESLR surveys), we set up a third ICT lab during the summer of 2018. This allowed us to reserve an entire ICT lab for the elementary division and another one just for the secondary division.

Regarding the ICT curriculum, we used the technology skills which are embedded in the Common Core Standards. We then created backward-design unit plans with these standards. Finally, we started a Google initiative for the 2018/19 school year, which includes the integration of Google Classroom and various other online tools for upper elementary and beyond. All teachers (including at the preschool level) made use of Google Classroom during our mandatory online format for Quarter 4 of the 2019/20 school year due to Covid-19 and the closure of schools in Myanmar.

For the 2020/21 and 2021/22 school years, we have had to continue online education since the pandemic (first) and the coup (second) prevented us from running our normal program. During these years, our community has utilized Zoom, Edmodo, SeeSaw, and a host of online tools and programs. The 2020/21 ESLR survey results gave our students the highest rating to date in terms of their mastery of tech-based skills. Perhaps this is the only good to come from not being face-to-face with our students.

The 2019 VC members confirmed that this action item had been successfully addressed.

1E: Use longitudinal data (obtained from the annual ISA test results) to track each student's progress in reading and writing so that we can determine the extent to which our Critical Learner Need interventions are helping; develop an assessment plan that includes an assessment philosophy, schoolwide assessment policies, and assessment procedures so that assessment is defined and procedures are in place for consistent implementation (added by WASC VC in February 2016).

Regarding the assessment plan, we created an assessment philosophy in 2016 as a first step. This was followed by a concrete assessment plan, which included assessment policies and guidelines for both the elementary and the secondary divisions. These have been in place and consistently enforced since the start of the 2018/19 school year.

Regarding data usage, prior to the start of the 2017/18 school year, we created a comparative chart for every student showing how each one did in all content areas of the International Schools' Assessment (math, reading, narrative writing, and expository writing) since the exam was first administered at AIS (2015). At the start of that year, we shared the data files with teachers at orientation, and we had a session on how to use the data to make decisions about reading and math groups, along with interventions for struggling students.

We added the 2018 data to the master data file, re-grouped the students based on class rosters for 2018/19, and provided another presentation on data usage and the importance of making data-based decisions during that year's orientation. We did the same for the 2019/20 and 2020/21 school years so that the teachers could make the best use of the longitudinal data (six years' worth of data). Analyzing the data in this way helped us to continue to track students' progress and to look for areas that required improvement. Due to the situation in Myanmar (pandemic and military coup), we were unable to administer the ISA during the 2020/21 school year.

The 2019 VC members confirmed that this action item had been successfully addressed.

1F: Re-evaluate the purpose, focus, and implementation of the learning support program to maximize learning opportunities for identified students.

In 2017/18, we had a Learning Support teacher (with 30 years' worth of early childhood classroom experience) to work one-to-one with early elementary students who struggled for non-linguistic reasons (i.e., those students who struggled for non-EAL reasons). As she was not a certified ESE (Exceptional Student Education) teacher and had limited knowledge of assessing LS students and working with upper elementary, we decided to add a full-time LS specialist to our faculty starting with the 2018/19 school year. We created classroom space and a schedule that allowed for the development of a genuine LS program for students with mild to moderate exceptionalities.

While the addition of a full-time certified LS teacher was helpful in supporting students, one person could only reach a limited number of students. Thus, our teacher spent the majority of her time working with a handful of the students with the greatest needs, leaving the classroom teachers to provide the main support for those students with fewer needs. In an effort to meet more students' needs, as well as to provide guidance to our preschool teachers who in recent years had more questions related to identifying and supporting our youngest learners, we decided to add a second full-time LS teacher beginning with the 2021/22 school year.

The 2019 VC members confirmed that this action item had been successfully addressed.

Action Item 2: Professional Development

2A: Provide PD opportunities specific to the curricular changes noted under Action Item 1 and inclusive of instruction and assessment.

All of the AIS curriculum-based PD came in the form of myriad curriculum meetings led by the curriculum coordinators throughout each school year (the elementary CC met with grade level teams and the secondary CC met with subject area teachers). The result of these meetings was the completed backward-design unit plans. For our local teachers, just as we did the previous summer, we created a PD summer training program for the summers of 2018 and 2019. The former sessions included training based, in part, on Stephen Covey's *The 7 Habits of Highly Effective People* and the latter sessions included training based, in part, on wellness. Unfortunately, due to Covid-19, we were unable to provide a similar summer training program for our local teachers for the summer of 2020. However, they did all have training on leading a classroom and on technology use (e.g., Zoom and Edmodo). For the summer of 2021, we returned to our former practice of providing summer PD for our local teachers with sessions organized or otherwise coordinated by our Managing Director and our division principals.

In addition, we tried a new approach to PD in 2017/18 based on our expatriate teachers' suggestions: individual PD tailored to teachers' specific needs. To accomplish this, the Board approved the use of \$3,000 for PD per division (preschool, elementary, and secondary). While preschool has focused on necessary Montessori training for new and returning teachers each year, the other two divisions allowed teachers to select from various online options so that they could choose PD specific to their own professional growth needs. Since so few teachers took advantage of this opportunity, starting in 2018/19, the elementary and secondary principals began using part of their PD funds in a different way: by sending teachers to various conferences and having the teachers provide in-house PD upon their return to AIS – a practice which we have continued in subsequent school years. Examples of PD opportunities include in-house PD provided by our HMH textbook representatives on how to best utilize our resources; in-house PD provided by an administrator or a teacher with special expertise; external PD to prepare teachers for the myriad AP courses we offer; and the aforementioned opportunities for self-selected online PD. In addition, we have always sent both teacher representatives and school leaders to the annual EARCOS conferences so that they can bring back ideas to share with our community.

Finally, for the past several years, we added a PD element to each of our monthly schoolwide faculty meetings. At each meeting, a school leader or a teacher volunteer has presented a good idea, strategy, method, et cetera to the team. This practice has been interrupted starting with the 2020/21 school year; instead, we have relied on division-based PD which can occur during the principals' weekly meetings with their teachers. The more information our teachers have and the more tools in their tool bags, the more effective they will be with our students; thus, the various forms of PD that we provide for the teachers will ultimately benefit our students.

The 2019 VC members confirmed that this action item had been successfully addressed.

Action Item 3: Parent Connections

3A: Bridge the gap between school and parents with the goal of building a school culture based on trust.

We supported (and continue to support) parent-led initiatives such as Water Festival (a schoolwide celebratory event) and Kuh Tain (a schoolwide fundraising event to support monasteries) each year (with the exception of the pandemic and coup period, when such events were not practical or permissible). By supporting the parents in these two very important cultural initiatives, we have helped to create more trust among all parties: students, parents, teachers, and Board members. We also have annual Student Council-led International Women's Day and International Culture Day events, which have been held since the spring of 2018 and which include parent input and participation. These joint events have helped to emphasize the commonality of purpose that students, teachers, and parents share.

Each year, we have continued to use the ISA (International Schools' Assessment) results to serve as a means of transparently showing our students' parents how the school did this year versus previous years in the key content areas of math, reading comprehension, and essay writing. We also refer back to previous years' promises and outline exactly what we had done to fulfill those promises from one school year to the next. In other words, all promises made in May for any given school year are revisited – point by point – in a parent meeting in May of the following school year. Outside of this, we have also held important meetings to discuss with parents our plans for each summer's KG-Grade 1 transition class, as well as the EAL summer classes that we offer in most summers.

In addition to the above, the school principals have monthly parent education workshops delivered through PACT (Parents at AIS Connecting with Teachers, which is our version of a Parent Teacher Organization) from the start of the 2016/17 school year up to the present time (with interruptions during the pandemic/coup period). This affords parents the chance to discuss any concerns or special issues in an open forum. The trust that we have established with our parents can perhaps best be seen in our parents' pledge to continue to send their children to AIS during the turbulent situation that all in Myanmar have had to endure.

The 2019 VC members confirmed that this action item had been successfully addressed.

3B: Establish a functioning and sustainable PTO.

After creating PACT in 2016, we have – as noted above – continued to host monthly meetings (led by the principals) up to the pandemic/coup and will continue to do so in the

future. Each meeting has had a specific focus. Topics include progress on school facilities and school initiatives, students' health and safety, students' competitions, various general announcements, International Childhood Cancer Day at AIS, ISA testing, preschool and KG summer programs and overviews of summer school, preparing students for the next school year, attendance issues, after-school clubs, parent school/classroom support, various short presentations by teachers and students, new school policies, and parking issues. In addition to the focus topics, we end each meeting with an open forum, which allows parents and faculty representatives to ask questions and discuss myriad issues. Despite the limitations on connecting with the parents caused by the pandemic and the coup, our preschool principal - who remained on campus during the 2020/21 school year - was able to continue to meet with parents in small groups. Otherwise, leadership has connected with parents as necessary in a one-to-one online format.

The 2019 VC members confirmed that this action item had been successfully addressed.

Action Item 4: Personnel

4A: Hire full principals to oversee each division of the school.

We started and ended the 2017/18 school year with three experienced principals (one per division) and one experienced Head of School (HOS). Our preschool and secondary principals, along with our HOS, continued for 2018/19 and 2019/20. A novice elementary principal, who worked as a full-time teacher at AIS for the previous two years, joined the leadership team for the 2018/19 and the 2019/20 school years. That principal was assigned to lead the secondary division for the 2020/21 and 2021/22 school years, while a novice elementary principal (who worked as a full-time teacher at AIS for the previous seven years) joined the leadership team for the 2020/21 and 2021/22 school years. The original preschool principal and HOS have remained in their roles (the former has led the preschool division since January 2013 and the latter has led the entire school since its founding in 2011).

The 2019 VC members confirmed that this action item had been successfully addressed.

4B: Hire an elementary counselor/teacher to help support students.

It remains a challenge to determine how we can successfully support students emotionally and socially while not imposing Western values and perspectives on families that have different values and different culturally appropriate ways of disciplining and/or raising their children. It is particularly challenging in a culture that discourages the sharing of problems with those outside the immediate family and even within the immediate family. With this in mind, rather than immediately hire an elementary counselor/teacher, we tried the following approach for school years 2016/17 and 2017/18: teachers who identified students with special issues attempted to communicate with the child through the local assistant teacher (who has the same language and cultural background); if additional

support was needed, the division administrator was called in to help; if counseling was needed, the division administrator asked the parents for permission to have their child work with our school counselor.

Although the aforementioned structure was helpful, based on the number of issues that continued to occur, we decided to have in place a structure that was more likely to address students' needs as they arose. Thus, starting in 2018/19, our school counselor (who previously focused on college/career counseling) was given more responsibility for also helping to meet the students' social and emotional needs. In addition, during that same school year, our new LS teacher – who had experience and expertise in working with students' social and emotional issues – became a go-to person for the emotional support of students. For the 2019/20 school year, we added a second full-time school counselor; in addition, we fully implemented a SEL (Social and Emotional Learning) program for elementary and secondary. In 2021/22, we added a second elementary LS teacher; both LS teachers continue to serve as social/emotional support staff. In addition to the above, in the event of a serious issue, we have continued the practice of informing the parents and seeking permission to work with their child via an LS teacher, an administrator, a school counselor, a classroom lead and/or assistant teacher, or some combination of the above.

The 2019 VC members confirmed that this action item had been successfully addressed.

Action Item 5: Handbooks

5A: Update teacher handbook annually.

The school's handbooks (faculty and parent/student) are revised annually by the HOS with input from teachers and leadership. Prior to the start of the 2018/19 school year, the HOS worked with the newly formed School Improvement Committee (SIC) to identify areas of the handbook that needed further clarification or improvement. Suggestions from the SIC, the teachers, the principals, and the Managing Director were woven into a newly revised handbook, which became the basis of future handbooks. Each year, we have an HOS-led handbook orientation session during the five-day teacher orientation program in order to provide teachers with a clear understanding of important policies and procedures in the handbook and to outline major changes or additions. Each year's updated Faculty Handbook, along with a newly revised Student/Parent Handbook, has been shared with the faculty via our New Teacher Facebook page and/or through e-mail prior to our orientation since the 2018/19 school year, giving the faculty plenty of time to review the handbooks before the start of the school year.

The 2019 VC members confirmed that this action item had been successfully addressed.

Action Item 6: Playgrounds

6A: Create playground plan (added by WASC VC in February 2016).

We completed this action item three years ahead of schedule. Currently, we have a large playground area with space and age-appropriate apparatuses for all elementary students. We also have a playground area designed only for preschool students that is part of the preschool compound. In more recent years, we have added new equipment and also made improvements to the field area, which students use for recess.

The 2019 VC members confirmed that this action item had been successfully addressed.

2019-2022 Action Plan

Since we completed all of the items from our original (2016-2021) action plan by June of 2019, we created a new three-year action plan for the remainder of the current six-year accreditation cycle. This new plan is based on two items from students' feedback (the first two), two items from faculty members' feedback (the next two), one item from the Board (the fifth item), and two items from the HOS (the final two). The 2019 VC members supported this new plan, provided two recommendations which mirrored two of our own, and provided a third recommendation which enhanced one of our original action plan items.

Action Item 1: College Counseling

1A: Create college/career information sessions from early high school through graduation. (WASC 2019 VC Recommendation #1 of 3)

Prior to the 2019/20 school year, our counselor provided college/career sessions exclusively for our G11 and G12 students. In 2019/20, the counseling team (which by that year was increased to two full-time school counselors) provided various information sessions which have continued in subsequent school years. For G9, the students work on personality inventories and participate in on-campus college fairs. Under the supervision of the counselors, they create a four-year plan. In addition, the counselors present on graduation requirements and on how GPA works.

For G10, the students complete job interest inventories and attend on-campus college fairs (virtual fairs during the pandemic/coup period). They use a college-board tutorial to help them determine best college matches. They also research jobs based on the results they received from the aforementioned interest inventories.

The G11 students work on a version of the Myers Briggs Personality test. Using College-Board, they work through a college match tutorial and a college search. The counselors meet with the students to discuss and explain safety, match, and reach schools and demonstrate virtual college tours. Under the guidance of the counselors, the students review resources to study for the SAT and the TOEFL tests. Finally, the students

participate in on-campus college fairs (pre-pandemic/coup) and online fairs (pandemic/coup period).

For G12, the counselors organize mock job interviews and mock college interviews with our faculty. The students participate in two college fairs on campus (pre-pandemic/coup). They also research scholarship opportunities; learn about pathway programs; secure recommendation letters; prepare personal statements; and complete various college applications, the common application, and the coalition application. The G12 students also complete interest, personality, and value inventories, and they register to retake the SAT and the TOEFL (for those who want to improve their scores).

Prior to the pandemic/coup, we satisfactorily addressed this action item. During 2020/21, the students were at home for the year, and we had only one counselor who was able to regularly work synchronously with the students. Thus, she focused primarily on meeting the needs of the G12 students. In addition, we were unable to do the normal testing (for SAT, TOEFL, and AP) that takes place annually. For 2021/22, with both counselors working synchronously, we are able to once again begin the college counseling process in G9. Regarding testing, this continues to pose a problem, for the city and country must be stable for AIS to be able to offer on-campus testing.

Action Item 2: Textbook Plan

2A: Create a schoolwide plan for either hard copy textbooks or an alternative resource plan.

As many of the textbook series that we had been using since the first (2012/13) school year were going out of print, we had to decide prior to the 2020/21 school year if we wanted to use new versions similar to our original texts, to use completely different hard copy texts, or to use some alternative resource. Since we invested so much time and energy into completing our current unit plans, and since the Board asked us to postpone considering a shift to online resources (due to complications with securing, paying for, adjusting to, and maintaining devices for students), we decided to continue with hard copy textbooks at least through the end of the current action plan cycle (June of 2022). Thus, our schoolwide textbook plan is a continuation of the previous plan (hard copies). We will revisit the option to switch to alternative resources after the 2021/22 school year.

Here is a summary of the textbook plan that came out of our faculty and leadership discussions during the 2019/20 school year:

Social Studies: We decided to continue to use the same social studies textbooks for grades 1-3 and for grades 6-12. For G4, we decided to switch to a new resource that better met the needs of the students, and we developed the former G4 resources (on the history of Myanmar and the geography of SE Asia) for our G5 students, which was a better fit for G5 than for G4.

Language Arts: For G1-6, we decided to transition from *Journeys* textbooks and *Scope and Sequence* by Lucy Calkins to *Into Reading* (which includes a writing workshop). For G7-12, we decided to transition from our old literature textbooks to *Into Literature*.

Math: For G1-5, we decided to transition from *Go Math* to *Into Math* (the elementary team deemed the latter to be a better fit for our community) and to continue with our current G6-12 math textbooks, switching to updated versions as they become available.

Science: For G1-5, we decided to transition from *Science Fusion* to *Science Dimensions* and to continue with our secondary selections just as we did for math.

As noted above, one of our reasons for switching texts was that many of the original texts we were using were going out of print. In addition, online resources were no longer available for the texts we were using for some courses. One reason for the switch that is specific to language arts is that – at the elementary level – our former usage of both *Journeys* and the curricula from Lucy Calkins was confusing for new teachers. That, plus the fact that we have new teachers coming in for some grades each year, led to the decision to simplify the curriculum so that it matches the text more readily. One reason specific to the change in elementary math is that the new texts include SEL connections and are set up for using standards-referenced grading, which is something the school is considering for the future. In addition, *Go Math* was considered too simple by many of our grade-level teachers. The science shift in elementary was due to the fact that the majority of the teachers felt that the old text series was not interactive enough and that led to it being used sparingly by some.

Social studies has always been a challenge in terms of finding appropriate resources for elementary classes. The US texts that we have used are America-centric, and we have always had to create our own resources with either a local or a global focus to replace the US focus. We follow the scope and sequence of the texts, but we created resources for lessons that were more appropriate for the students we serve. Thus, since we have the resources already, it was not necessary to select a new textbook series. The main problem that we faced was with G4 and G5, where the elementary team determined that the content was both inappropriate for the culture and at too high a reading level for upper-elementary students. Thus, we chose, and then more fully developed, level-appropriate and content-appropriate resources for those classes.

This action plan item has been completed as of June 2020.

Action Item 3: Learning Management System (LMS)

3A: Pilot and then select an LMS for the secondary division. (WASC 2019 VC Recommendation #2 of 3)

We received Board approval for this initiative one year earlier than expected and had already piloted an LMS (Rediker) for the 2018/19 school year. We officially adopted

Rediker as of August 2019 and have continued to use it since then; thus, this action plan item has been completed.

Action Item 4: Curriculum Review

4A: Review the curriculum by division, identifying areas that need further refinement and alignment, especially including continued monitoring of ESE support program as well as continued study of best practice in assessment. Also that the school continue to focus on student learning needs in reading and writing as deemed necessary upon review of student learning data (added by WASC VC in May 2019). (WASC VC Recommendation #3 of 3)

Our preschool division (which includes KG) follows a traditional Montessori Method curriculum and thus is relatively unmalleable. However, the textbook decisions that we had to make for G1-12 necessitated a careful review of the curriculum with a focus on the degree to which the curriculum met the students' needs.

As noted above, our monitoring of the LS program led to the doubling of full-time LS faculty. Through feedback from teachers, we determined that there were more students who needed support beyond what was provided by the classroom teacher. In addition, preschool teachers' requests for guidance for students with possible learning issues confirmed the need for an additional full-time specialist at the elementary level who could also advise the preschool teachers. Thus, we hired a second full-time LS teacher for the 2021/22 school year despite the fact that we had our first dip in enrollment at the same time that we provided a 20% tuition discount due to our continued online learning plan, while having no reduction in teachers' salaries.

Regarding assessment, both elementary and secondary teachers follow a specific assessment plan based on best practice, which includes parameters for formative and summative assessments. The specific plan is similar for both elementary and secondary: both require 30% formative and 70% summative assessments, and both plans address academic integrity, failing (or missing) a summative assessment, failing (or missing) a formative assessment, and embedding grammar grades in certain assessments. We have been following the aforementioned plan since the 2018/19 school year (exceptions related to assessments have been made to adjust for the pandemic and the coup since both Internet availability and personal safety for the students have been factors).

Reading and writing have remained critical learner needs since the first year. As reported above and discussed more thoroughly in Chapter II of this report, we annually analyze the data from the students' ISA scores, track the students' progress, discuss the data with teachers formally during Orientation, and charge the teachers and division principals with using the data to make decisions to best support the students (from remediation to enrichment).

We believe that we have satisfactorily addressed this action item despite having to lose a year's worth of data (2020/21 school year), when the students couldn't take the ISA due to the pandemic and the coup.

Action Item 5: Yearlong Visas

5A: Obtain approval from the Ministry of Immigration for a visa plan that allows AIS teachers to receive yearlong visas at a cost within the Board's budget.

We started working on this initiative as of the 2018/19 school year, and we were successful in obtaining yearlong visas with the support of the Ministry of Immigration; we had a specific contract with the Ministry in place as of the 2019/20 school year. Thus, this action plan item has been completed despite the fact that no teachers can currently safely return to Myanmar. We believe that once the situation is stable again, we will be able to return and once more secure yearlong visas as per our agreement with the Ministry of Immigration.

Action Item 6: Outreach

6A: Create and run an AIS Teachers' Conference for regional teachers.

Although we had three years to meet this goal, we already had Board approval to host the conference at AIS in May of 2020 (two years ahead of schedule). Unfortunately, the pandemic led to the closure of the campus, and we had to postpone our first conference until May of 2021. The military coup led to another postponement until May of 2022, when we hope that the country will be safe and stable once again. We are ready to host the conference for the benefit of local teachers; we are just waiting until it is safe to do so.

Action Item 7: Scholarships

7A: Identify qualified students to be recipients of full scholarships.

Similar to Action Item 6, we were on track to complete this action item ahead of schedule. In 2019/20, we created criteria for choosing the scholars, and we created a committee comprised of board members and representatives from the leadership team, from the foreign teachers, and from the local teachers. We were in the process of advertising the availability of scholarships and attempting to secure applications when the pandemic led to the closure of the campus. Both the continued pandemic and the coup have forced us to put this action item on hold. Once we are able to return to campus, we will pick up where we left off, and our first scholars will be able to join us when the country is safe and stable once again.

Chapter II: Student/Community Profile & Supporting Data and Findings

AIS Identifying Information

Head of School (HOS): Dr. Gary Robson (2011 to present)

Year Established: 2011

First Complete School Year: 2012-2013

WASC Accreditation History:

2012 (December): Initial Site Visit by Two-Person WASC Team

2013 (February): Probationary Status Granted

2016 (February): 1st Self-Study Accreditation Visit

2016 (June): Six-Year Accreditation Granted, Preschool to Grade 11

2016 (November): Grade 12 Visit by One-Person WASC Representative

2017 (June): Grade 12 added to Accreditation

2019 (March): Mid-Cycle Accreditation Visit

2021 (November): 2nd Self-Study Accreditation Visit

Grades: Preschool to Grade 12 (Note: Our first Grade 12 class was in 2016/17.)

Current Enrollment: 973 (as of August 19 of the 2021/22 school year)

Enrollment Progression:

2012 Introductory Summer Program:	180
2012/13 Year One:	423
2013/14 Year Two:	738
2014/15 Year Three:	811
2015/16 Year Four:	901
2016/17 Year Five:	997
2017/18 Year Six:	1,053
2018/19 Year Seven:	1,077
2019/20 Year Eight:	1,111
2020/21 Year Nine (Pandemic and Coup):	1,067
2021/22 Year Ten (Pandemic and Coup continued):	973

The School and Its Programs

Mandalay, with a population of over one million, is Myanmar's second largest city. Its central location and proximity to the Ayeyarwaddy River has made it a commercial center with goods coming into Mandalay from all directions. Although business is strong, infrastructure in Mandalay – as with the rest of the country – remains undeveloped. Internet, basic power, sanitation/drainage, et cetera all require significant attention in order to make this into a fully developed city. Despite the business potential that the city represents, few expatriates have settled here, and few international businesses have

been developed. This is due to the long-standing international sanctions imposed on Myanmar from the West as well as the self-imposed isolation by Myanmar's ruling military regime. With the 2016 change in leadership, the opening of the country to outsiders, and the lifting of external sanctions, Myanmar had begun to slowly move toward becoming a fully developed country. Of course, any gains that were made have since been lost due to the military coup of early 2021. The degree to which the country truly develops is now dependent upon whether or not the country becomes (and remains) stable. Mandalay's development is directly linked to the development of the country as a whole.

Regarding education, before AIS was established, there were myriad government schools in Mandalay, a few small (under 100 enrollment) private schools taught by Myanmar nationals, and a few larger (over 100 enrollment) private schools. None of the aforementioned schools provides an American curriculum, has a majority of its lead teachers certified by school boards, or meets the requirements necessary for accreditation by Western standards. From the time that AIS was established up to the time that it became a successful US-accredited school with a student population that grew from 0 to over 1000, dozens of other schools have "popped up" all around the city. To date, none of the other schools has earned US-accreditation or has a program similar to what we offer at AIS.

AIS, founded in 2011, meets the community's need for a rigorous college-preparatory program based on the American school system, which results in graduates who are eligible for entrance into Western universities and who have skills to enable them to lead happy and successful lives. We follow the Common Core Curriculum of the USA, use common core-linked textbooks from Houghton Mifflin Harcourt, and hire certified teachers to lead our classes.

At the preschool division, we offer a Montessori education, where nursery, preschool, and kindergarten students are placed in multi-age classes and taught via the Montessori Method. Although we use traditional Montessori methods and manipulatives in the forenoon, in the afternoon, the lead teachers work with KG students in a more traditional public school model with a focus on literacy. The purpose of the literacy block is to help KG students to transition more smoothly into our Grade 1 classes, where the teachers maintain an academic focus with an emphasis on reading and writing. In addition to the special KG classes, the preschool students at every age study Myanmar for thirty minutes every day. Beginning with the 2018/19 school year, our preschool has operated out of its own building (a school within a school), which was designed based on a traditional Montessori classroom model.

At the elementary division (Grades 1-5), we follow an American public school model. Students take all academic classes (English, Social Studies, Math, and Science) with their homeroom teacher, and they take electives (PE, Art, Music, and ICT) with subject area specialists. Outside of these classes, the elementary students study Myanmar for thirty-five minutes each day. Elementary students who struggle with English attend a separate EAL class instead of Myanmar so that they can better succeed in our core program, which is all taught in English.

Our secondary division consists of a middle school (Grades 6-8) and a high school (Grades 9-12), and we follow the US model just as we do at the elementary level. In both MS and HS, students take core classes (English, Social Studies, Math, and Science) from subject area specialists. Middle school students take the same electives as elementary students, and struggling students also take EAL classes (for 55 minutes) in place of Myanmar classes.

In high school, PE is required for G9 students. The students have their choice of electives in G10-11, and, as of the 2018/19 school year, the G12 students are required to take College & Career Readiness during one of their elective blocks. HS students also have the option of taking Spanish instead of Myanmar, which nearly all choose to do. Since the 2018/19 school year, high school students in Grades 11 and 12 have had the option of taking Advanced Placement courses. We have added AP offerings each year through the 2021/22 school year; the current list of courses includes AP Calculus, AP World History, AP Chemistry, AP Biology, AP Environmental Science, AP Macroeconomics, AP Microeconomics, and AP Statistics.

For extra support, we have EAL classes for grades 1-8, LS services for grades 1-5 (as of the 2018/19 school year), after-school remediation for all grades via our Extra Study program, and Saturday school for additional remediation. Outside of the support programs, we offer a rich and diverse after-school club program, which is run by our lead teachers (each teacher is responsible for leading or co-leading a club once per week). Beyond clubs, we have sports teams for boys and/or girls for soccer, basketball, volleyball, badminton, table tennis, and swimming. The sports have been put on hold during the pandemic and coup period. We canceled clubs during the 2020/21 asynchronous year and have brought them back for the 2021/22 synchronous year.

AIS's Vision, Mission, and ESLRs (Expected Schoolwide Learning Results)

Vision Statement (our aspiration):

Ayeyarwaddy International School will be the premier regional academy by providing an academic education and the skills necessary for lifelong success for the students of Mandalay.

(Our vision statement was slightly modified from the original during the 2020/21 self-study process. See below for details.)

Mission Statement (our purpose):

Ayeyarwaddy International School will serve Preschool to Grade 12 students as an academic institution dedicated to the development of creativity and the enhancement of quality of life, producing educated and self-directed individuals.

(Our mission statement was reconfirmed during the 2020/21 self-study process.)

Philosophy (our beliefs):

At Ayeyarwaddy International School, we believe that

- every child deserves the chance to improve the quality of his/her life.
- education is one of the most important vehicles for moving students toward a better quality of life.
- a sound academic curriculum, in concert with caring and qualified educators, is the best way to educate the children in our charge.
- quality textbooks, supplementary academic resources, and access to technology can serve educators in their effort to meet their academic goals for their students.
- schools work best when the community, the parents, the students, the teachers, and the administration have an open dialog and work together to improve the education of the students.

(Our philosophy was slightly modified from the original during the 2020/21 self-study process. See below for details.)

Expected Schoolwide Learning Results (ESLRs):

AIS students are . . .

Socially and Globally Involved Citizens who...

- actively participate in community projects
- are environmentally responsible
- speak multiple languages

Creative and Critical Thinkers who...

- view failure as the first step toward success
- work collaboratively to problem-solve
- employ reasoning and problem-solving skills across disciplines

Academically Prepared Learners who...

- demonstrate mastery of essential concepts in core academic subjects
- possess ICT skills to thrive in an interconnected world
- utilize effective study and research techniques

(Our ESLRs were reconfirmed during the 2020/21 self-study process.)

AIS School Purpose & ESLRs

Our initial core values, vision and mission statements, and philosophy were developed by the Head of School in 2011 after consultation with parents, the Board, and other stakeholders. Our 2012 WASC candidacy accreditation visit directly led to the creation of our ESLRs. Teachers and students – with input from other stakeholders – developed the first draft of our ESLRs in 2013. We worked through various drafts until arriving at our final version, officially adopted for the start of the 2014/15 school year. The ESLRs were overtly brought into class lessons and highlighted during schoolwide assemblies starting

with the 2014/15 school year, and teachers began formally assessing the ESLRs on report cards by the second semester of that same year.

Shortly after the ESLRs were adopted and posters were placed around campus and in every classroom, faculty noticed that the language was not particularly student-friendly, and we looked for other ways to help explain our ESLRs in student-friendly language. We accomplished this indirectly by adopting as our official school song an ESLR-based alma mater which puts the academic language of the ESLRs into everyday language that is easy to memorize. We have since made posters of the school song which we have placed side-by-side with the ESLR posters.

For the 2018/19 school year, we created large banners highlighting the three core ESLRs. These banners are located in every classroom and activity space in the school so that teachers can more easily refer directly to the ESLRs when touching on ESLR-based classroom lessons. In addition to highlighting ESLRs during our school assemblies and on report cards, we have – since the 2018/19 school year – based graduation awards on the ESLRs, with students and faculty nominating one student for each of the three core ESLRs.

During the self-study process (2020/21), our community revisited the vision, mission, philosophy, and ESLRs to determine the degree to which they reflected the current program and our stakeholders' needs. As a result of survey feedback from students, parents, and teachers, we adopted two changes to the vision statement (changing "premier English language academy" to "regional academy" and deleting "and, ultimately, for students throughout Myanmar" from the statement) and one change to the philosophy statement (changing "in-class technology" to "access to technology" in sub-point four).

Our community agreed to keep our original mission statement and ESLRs as is. Our three ESLRs reflect the heartbeat of the school and constitute the driving force behind all that we do. Our community has worked diligently these past few years to ensure that the ESLRs were properly constructed, that they were brought regularly into and outside of the classroom, and that they were formally assessed. As we continue to grow and develop, we will consistently reflect on and, as necessary, refine our ESLRs.

Student and Faculty/Staff Demographics

Enrollment Patterns

From year one (2012/13) to year two (2013/14), AIS transitioned from a traditional preschool (separated into classes of three-year-old nursery students, four-year-old preschool students, and five-year-old kindergarten students) to a multi-age (3-, 4-, and 5-year-old) Montessori preschool. Students who move into our traditional elementary school – which begins with Grade 1 – are typically at least 6 years old by the first month of the school year. Students are typically at least 11 for the start of middle school (Grade 6 in our program) and at least 14 for the start of high school (Grade 9 in our program). Students must graduate by the age of 20.

AIS is currently in its tenth year (as of August 2021). Up until this current year, AIS has had – compared to other schools in the region – remarkable short-term growth, increasing in enrollment 74% between year one and year two and increasing by at least an additional 10% between years two and three, years three and four, and years four and five. Since then, enrollment has been relatively stable, with increases between 2% and 6% for the past 5 school years with the only exceptions being the 2020/21 and the 2021/22 pandemic/coup school years, where the students were home-bound (for 2020/21 and likely for all of 2021/22) and where the teachers have taught online (2020/21 and 2021/22).

Considering that a coup took place in the middle of a pandemic, it is remarkable that we did not lose more students. The fact that we retained as many students as we did is an indication of the trust that our students and parents have in our community. Indeed, we lost relatively few students in G1-12. The greatest losses came in preschool, where parents of our youngest learners understandably opted to keep their children out of school for the year, thinking that online education is better suited to older students. Enrollment numbers are shown in the following table (1500 represents the maximum number of students we can serve on our campus):

Overall Enrollment

#	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22
1500										
1400										
1300										
1200										
1100						1,053	1,077	1,111	1,067	
1000					997					973
900				901						
800			811							
700		738								
600										
500										
400	423									
300										
200										
100										
0										

In terms of enrollment by division, Preschool has remained stable (see chart below) with the exception of the 2020/21 and 2021/22 pandemic/coup school years. Through a careful analysis of enrollment trends in relation to available classrooms, we determined that – as of the 2021/22 school year – we must cap enrollment in preschool at 300 (100 in nursery, 100 in preKG, and 100 in KG), or we would run out of available classroom space within 6 years. Based on this latest analysis, the maximum number of students we could serve

(assuming that every classroom has a maximum of 25 students per class) is 1500, and the earliest that we could reach maximum enrollment would be the 2029/30 school year. This gives us plenty of time to prepare for a gradual move toward our cap, while maintaining a focus on quality each year.

Enrollment at the elementary and middle school levels has also remained stable, though we have lost students in these divisions due to the pandemic and the coup (see charts below). The greatest gains in recent years are at the high school level, where we have more than doubled in size from 2016/17 to the present (see chart below). The reason for this is due to the fact that our high school opened for the first time in 2013/14 with a class of six students, and each year the high school division continued to grow as middle school students moved up. 2020/21 marks the first time that the secondary division (middle and high school combined) was the largest division in the school (elementary was always the largest division in the past), and it should remain the largest division for the foreseeable future.

We continue to have a major exodus of students (up to 25 or an entire class) after Grade 8. The main reason for this is that the Myanmar government only allows students to attend Myanmar colleges (which are essentially free) if they attend Grades 9 and above in government schools. Thus, many families do not want to lose a chance to have their son or daughter become a doctor or other professional via the Myanmar system of education. We also lose a small number of students between Grades 9 and 12 who switch to IGCSE-based programs in Singapore or who ultimately attend university in China.

Despite the aforementioned losses, our high school has grown the most of all divisions for the reasons noted above. The fact that 100% of the first graduating class got accepted into US universities helped to keep high school enrollment up. Successful college placements with subsequent graduating classes, along with a 100% college acceptance rate each year, has further helped to strengthen our reputation as a viable option for Myanmar students wishing to study abroad. In addition, since we began offering Advanced Placement (AP) classes, our enhanced curriculum has served as a further incentive for high school students to stay at AIS, regardless of where they choose to study for college.

As we move toward our maximum enrollment cap of 1500, we have already identified steps that we may need to take in order to continue to provide a quality program while maximizing the available classroom space. For example, if the maximum possible enrollment occurs, we may need to do one or more of the following: assign secondary students to classrooms and have roving secondary teachers (including Myanmar teachers), teach elementary art and music in the elementary classrooms instead of in a separate classroom, use the science labs as classrooms for the high school science classes, use all of the all-purpose rooms as classrooms, convert the elementary and secondary meeting rooms into classrooms, and convert the fourth-floor Conference Room into two classrooms. Of course, if either the pandemic or the coup continues, it is most likely that our enrollment will stay close to its current level or decrease, and none of the aforementioned measures will need to take effect.

Enrollment by Division: Preschool (includes KG)

(maximum possible enrollment highlighted in red)

#	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22
300					251	262	261	259		
200		177	212	234					199	
100	99									138
0										

Enrollment by Division: Elementary (Grades 1-5)

#	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22
500										
400		362	368	406	424	429	425	429	415	396
300										
200	213									
100										
0										

Enrollment by Division: Middle School (Grades 6-8)

#	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22
300									255	
200		176	180	203	223	236	249	235		235
100	111									
0										

Enrollment by Division: High School (Grades 9-12)

#	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22
400										
300										
200								188	198	204
100			51	58	99	126	142			
0	0	23								

Overall retention, even during the 2020/21 pandemic/coup year, has always been 90% or above. Only now (2021/22), when the situation in Myanmar is much more dire than before, has retention dropped below 90% (we started this year at 86%). This suggests that, overall, the vast majority of our students and their parents are satisfied with our program or, at the very least, consider it the best option for education from one year to the next. A main goal of any school is, of course, 100% satisfaction and 100% retention. There are, however, valid reasons for losing a percentage of our students each year (the reasons below are in addition to the pandemic and coup, which have already been noted).

The vast majority of students who have left have done so to attend other schools. Most of these students have joined government schools, and a small number have left to attend

one of the other private schools in the area. The main appeal of government schools is that Myanmar nationals can become doctors, lawyers, etc. for free. In order to be eligible for government school, students must attend full-time beginning in grade 9. Thus, we lose up to an entire class (25 students) from secondary each year from students moving from AIS to government schools.

The only other main reason that students leave AIS is due to families relocating to other parts of Myanmar or to other countries (mainly China and Singapore). Outside of this, a small number of students are not invited back to AIS (due to academic and/or behavioral issues), a myriad number of issues that apply to only a few cases (e.g., a specific health issue, a family problem, a specific problem in a classroom, etc.), and the remaining reasons are unknown (families do not always want to give a reason for withdrawal).

We had a number of parents refuse to give reasons for not returning for the 2020/21 and 2021/22 school years. With the pandemic and the coup having badly impacted the economy, we suspect that many of these families did not return because of financial reasons. We also had a much higher than usual percentage of families who were outside of Mandalay, which was often attributed to reasons related to either the pandemic or the coup. We have also had a number of families who indicated that they were not returning because they did not want their children to have online instruction (which is the only way that we could run our program for 2020/21 and likely also for all of 2021/22).

Here is the specific data on retention and on leavers since 2016/17, which we obtained from exit interviews:

Schoolwide Retention

	16/17	17/18	18/19	19/20	20/21	21/22
Returned to AIS	93%	92%	92%	91%	90%	86%
Left AIS	7%	8%	8%	9%	10%	14%

Note: Figures pertain to movement from the previous school year to the year listed.

Data on Leavers

Reason for Leaving	16/17	17/18	18/19	19/20	20/21	21/22
Government (or other) school	39%	63%	61%	65%	15%	23%
Moved to another town/country	24%	24%	24%	13%	32%	11%
Other	9%	6%	8%	5%	8%	13%
Dismissed	6%	3%	1%	3%	0%	0%
Unknown (no reason given)	22%	4%	6%	14%	22%	42%
Online Instruction due to covid/coup	NA	NA	NA	NA	22%	11%

Note: Figures pertain to movement from the previous school year to the year listed.

Student Diversity

The majority of Mandalay's residents are ethnically Myanmar or a Myanmar/minority combination (e.g., Myanmar-Shan, Myanmar-Ko Kant, et cetera). Myanmar students (whether 100% Myanmar or part-Myanmar) make up approximately half of the students at our school. Perhaps as much as one-third of Mandalay's residents are ethnically

Chinese, most of whom eventually made their way from China to Mandalay after the Myanmar-China border was re-opened for trade in the early 1990s. The exact number of Chinese (or other ethnic minorities) is not known due to the government's policy of considering those who are not ethnically Myanmar as guests instead of as citizens (this policy applies to the first two generations of non-Myanmar nationals who were born in Myanmar; only third-generation persons can make a claim for residency and receive an identity card that identifies them as having the same rights as Myanmar natives). The Chinese community - regardless of citizenship status - dominates business in the city and the region. Chinese and Chinese-minority mix students (e.g., Chinese-Shan, Chinese-Karen, et cetera) make up approximately half of the students at AIS.

These two groups – Myanmar and Chinese – have made up 97-99% of our students every year. The remaining percentage – depending on the school year – has been made up of Korean, American, part-American, Indian, and myriad Myanmar minority groups (e.g., Shan, Rakhine, Ko Kant, et cetera). Regardless of ethnicity, the vast majority of all of our students' parents are among the wealthiest persons in the city, which means that there is little – or no – economic diversity amongst our families. Until Mandalay begins to attract more foreign investors and NGO workers who relocate with their school-aged children, we expect to continue to have the same ethnic make-up (Myanmar and Chinese dominant) with less than 5% exceptions. Similarly, we expect to continue to serve a majority (95% to 99%) of students who identify themselves as Asian both linguistically and culturally.

Students' Ethnicity for the Past Seven Academic Years

Ethnicity	15/16	16/17	17/18	18/19	19/20	20/21	21/22
Myanmar & Myanmar/Minority	52%	50%	50%	45%	43%	46%	45%
Chinese & Chinese/Minority	47%	48%	48%	52%	54%	51%	52%
Other	1%	2%	2%	3%	3%	3%	3%

Teacher-Student Ratios and Gender Mix

Class size caps are set at 25 for all three divisions (during the past 7 years, we have had only a few exceptional cases where we had classes with over 25 students). Each preschool classroom has had three to four teachers each year: one or two lead or co-lead teachers and one or two assistant teachers; each elementary class has had two or three teachers: one lead teacher (LT) and one or two assistant teachers (AT); and – up until 2018/19 – each middle school class has had two teachers: one LT and one AT. For the past few years, we have maintained a limited number of middle-school ATs with three primary roles: support classroom teachers in classes with the greatest need for additional support, serve as on-call substitute teachers for our foreign LTs in the secondary division, and support struggling students in our extra study program.

For high school, up until the 2018/19 school year, each high school class also had a local assistant teacher with each lead teacher. We made the change to a lead teacher only model for a few reasons. First, over the past several years, our students had made

tremendous gains in their language ability and content knowledge, and we had several students at the high school level whose skills were equal to, or superior to, the skills of available ATs. We also recognized that we would soon have students entering high school who began our program in preschool and who would have even stronger skills. Second, as we began to implement our AP curriculum, which is essentially college-level material, it became increasingly difficult to find local assistant teachers with sufficient language background and content knowledge to take on an instructional role in the classroom. Our ultimate plan is to follow what the rest of the EARCOS schools do: have assistants at the preschool and early elementary levels only.

We have, however, had to adjust our plans for the 2021/22 school year. Since students may be allowed back on campus and in the classroom sometime during the current school year, we need an adult in the room for every class. Thus, we currently have at least one AT in every classroom. Once the country is stable and foreign teachers are able to enter the country to resume our normal program, we will continue the original plan outlined above.

Here are the teacher-student ratios broken down by division and school year for the past seven years:

Teacher to Student Ratio

	15/16	16/17	17/18	18/19	19/20	20/21	21/22
Preschool	1:6	1:5	1:6	1:6	1:6	1:4	1:3
Elementary	1:11	1:12	1:12	1:11	1:11	1:11	1:9
Secondary	1:12	1:12	1:12	1:14	1:17	1:14	1:11
Overall	1:10	1:9	1:9	1:10	1:10	1:9	1:7

Regarding the ratio changes from 2020/21 to 2021/22, we kept the same number of local teachers in preschool and in elementary despite the decreases in enrollment for each division. In secondary, we hired several more local teachers so that - as noted above - we could have at least one local teacher in the classroom should the students be able to return to campus at some point during the school year.

Regarding gender mix, we combine boys and girls in each classroom. Here is the gender breakdown (female to male ratio) by grade level for the last seven years:

Female to Male Ratio

	15/16	16/17	17/18	18/19	19/20	20/21	21/22
Preschool	1:1.1	1:1.1	1:1.4	1:1	1:1.1	1:1	1:1.1
Elementary	1:1.1	1:1.1	1:1.2	1:1.2	1:1.1	1:1.2	1:1.1
Middle School	1:1	1:1	1:1	1:1	1:1.2	1:1.2	1:1.2
High School	1:1.1	1:1.2	1:1.2	1:1.5	1:1.1	1:1	1:1
Overall	1:1.1	1:1.1	1:1.2	1:1.1	1:1.1	1:1.2	1:1.1

Each year, the division principal, with the support of a teacher team, re-groups the elementary and secondary classes prior to the start of the subsequent school year. This allows the teachers to adjust for unbalanced classes (in terms of ability, gender, behavior, etc.), it allows for accelerated math groupings for students on the AP Calculus track, and it gives the students the opportunity to develop new friendships each year.

Attendance

Attendance is recorded every day by the classroom teachers (preschool and elementary) and by homeroom and subject teachers (secondary). We use SchoolTool in a normal school year to record attendance at the preschool and elementary levels and Rediker at the secondary level. Administrators oversee attendance and, with the help of assistant teachers and Reception personnel, follow up on any questions related to absences (e.g., illness, emergencies, and other leave requests made by parents). The following attendance percentages are based on the total number of present days divided by the total number of school days to create schoolwide averages. Here is the breakdown by division and by year for our most recent school years with the exception of 2020/21, when frequent Internet power outages, mass demonstrations, family relocations, extended illnesses, and general instability made it impossible to accurately determine attendance for the year:

Attendance				
	2017/18	2018/19	2019/20	2020/21
Preschool	93%	93%	90%	NA
Elementary	96%	96%	97%	NA
Middle School	96%	96%	96%	NA
High School	96%	95%	96%	NA
Overall	95%	95%	95%	NA

Outside of illness, students sometimes miss school (in a normal school year) for the following reasons: religious observances (these are counted as excused absences), extended funeral services (these, too, are excused), and family trips (these are unexcused).

Criteria for Admission of Students

Parents begin in Reception by filling out an admission form with relevant information about the student and family (contact information, date of birth, prior school records, et cetera). Parents are given information about schedules, school calendar, uniforms, and textbooks. Students are given a placement test, which differs by division (e.g., Montessori has an interview process that includes interactions and observations, whereas elementary and secondary have a stronger emphasis on a literacy-based placement test).

Afterwards, the Head of School (or another administrator) reviews the test and shares the placement decision with the family (either in person or through Reception staff). Placement decisions generally take place within two days. In order to allow siblings and

twins to fully develop as individuals, we make it a policy to place such students into separate classes (unless there is only one class available for a particular grade). Parents who have questions about the placement decision meet directly with the division administrator and, if necessary, with the HOS for discussions.

Nearly all of our students are non-native speakers of English, and we have the following supports in place: bilingual assistant teachers for every class in every division; after-school extra study sessions Monday to Friday for remediation; Saturday school for students who need additional support beyond extra study sessions; EAL (English as an Additional Language) program; and LS (Learning Support). Saturday school and extra-study sessions were not available during the 2020/21 school year, when all schools in Myanmar were required by the government to remain closed. We will resume these support programs for the 2021/22 school year, when the government allows schools to reopen and when it is safe to do so. Until then, our local teachers are available from 3:35 to 4:30 p.m. M-F to provide online extra study sessions.

Discipline

The Student/Parent Handbook (written both in English and in Myanmar) outlines school rules, regulations, procedures, and policies, as well as students' responsibilities. Handbooks are sent to families at the beginning of the year. Consequences for major violations of school rules and policies are explained in the handbooks. The leadership team (who also receive suggestions from faculty members) annually reviews and updates the handbook.

Students' behavior is unusually good by Western standards. However, there are sometimes behavioral issues that arise. Situations that are beyond those normally handled by the classroom teacher result in a behavior contract and necessitate a meeting between parent and administrator. The contract outlines acceptable behavior, along with rewards and consequences associated with the contract.

The most common recurring infractions pertain to plagiarism, dress code violations, and social media issues and nearly always apply to secondary students. The school continues to work hard to educate students and parents as to what constitutes plagiarism and to set up classroom procedures that help to ensure that students take responsibility for completing their own work. Likewise, the secondary principal works to educate both students and parents as to the reasons why we have dress code and social media policies and has a plan in place to help monitor both issues and to help students to consistently follow school policies.

Non-Academic Activities

Since the school opened, we have offered daily after-school clubs for students. These clubs are led by our foreign lead teachers and occasionally by a few local teachers as well. Any student who is not on an academic or behavioral warning list may participate in after-school clubs. The clubs have changed from one year to the next (depending on the faculty for any given year). With approximately 60 foreign faculty members for any given

school year, we normally offer a variety of clubs and activities to the students (all of which are posted on our website for students, parents, and other interested persons to view). This program was temporarily put on hold during the 2020/21 school year, and we have resumed clubs (all online) for the current school year.

In addition to after-school clubs, we also have an athletic program with developed teams which compete locally and nationally. This includes various age-groupings for boys' and girls' soccer, basketball, table tennis, volleyball, badminton, and swimming. These teams have coaches who work regularly with the players. Players' eligibility is based on good academic standing, and the entire program – along with the aforementioned club program – is run by our Athletic Director. This program has also been temporarily put on hold during the pandemic/coup years.

In 2014/15, AIS started its first student council (SC). Guided by secondary teachers and with the support of the secondary principal, the SC meets weekly and includes both middle and high school students. In 2019/20, we began an elementary branch of the SC. The SC gives our students the opportunity to develop leadership skills and to work in concert with our community's parents, teachers, and administrators. This program, too, has been temporarily put on hold during the pandemic/coup years.

Health Issues

Since year one, AIS has had at least one full-time registered nurse on campus. Currently, we employ one nurse and one doctor. They have their own health station, which we stock with general supplies necessary for most minor incidents (major injuries are treated by doctors at the Children's Hospital in town). Since the school opened, we have participated in various government health initiatives (e.g., vaccinations against measles and rubella, along with strict adherence to all policies related to Covid-19).

Student Intentions after Graduation

Those students who stay with us all the way through high school graduation are primarily intent on a Western-based college education. All six of the 2017 graduating class (our first graduates) attended college in the United States, and the vast majority of all graduates have gone on to study in the United States. 100% of those graduates who have applied for college have been accepted (we have had a small number of students from the past two graduating classes who decided not to apply to college either for financial reasons or because the student chose to pursue a profession that the family determined did not necessarily require college). As noted in greater detail earlier in this report, those students interested in studying in Myanmar withdraw from our program at the end of Grade 8; those interested in studying in Singapore or China withdraw prior to completing their high school requirements.

Faculty and Staff Data

We made dramatic changes in our faculty during the first four years of operation, moving from zero certified teachers in year one, to mostly certified teachers in subsequent years, to 100% certified teachers (for core classroom teachers in elementary and secondary) by

the 2015/16 school year. During that same time frame, we also moved from one-year contracts to standard two-year contracts, making exceptions for emergency situations. Beginning in the 2017/18 school year, we began offering three-year contracts (that included a master's degree paid for by AIS) for teachers in good standing who had completed two or more years at AIS. For the 2021/22 school year, due to the uncertainty of the situation in Myanmar, we offered several one-year contracts.

The biggest change in the past year pertains to preschool. With preschool enrollment shrinking due to the pandemic and the coup, we transferred all but one of the certified preschool teachers to fill elementary vacancies for the 2021/22 school year. As preschool begins to grow during the post-pandemic/coup years, we will focus on hiring certified teachers for the new openings. The lone secondary teacher without certification in 2020/21 and 2021/22 is an experienced college/career counselor who has a master's degree in Education Counseling and is eminently qualified for her position. The lone elementary teacher without certification in 2021/22 moved from preschool to elementary to take over for a teacher who resigned during the first week of school and is considered an emergency replacement. He has been an exemplary teacher at AIS for the past four years, has successfully served as a long-term elementary substitute for us in the past, is well-respected by our students' parents, and was highly recommended both by our preschool principal and by our elementary principal.

F/T Foreign Faculty: Percentage of Certified Educators

	15/16	16/17	17/18	18/19	19/20	20/21	21/22
Preschool	63%	43%	56%	45%	46%	62%	17%
Elementary	100%	100%	100%	100%	100%	100%	95%
Secondary	100%	100%	100%	100%	100%	95%	95%
Elective	67%	78%	78%	71%	100%	88%	100%
Admin.	100%	100%	100%	100%	100%	100%	100%
Overall	89%	88%	89%	89%	89%	91%	88%

Certification in the preschool division remains comparatively low regardless of which school year is considered. Part of the reason for this is that we have had very few certified preschool teachers apply, though we have actively recruited through International Schools Service, the University of Northern Iowa, and other services. Connected with this, ours is a Montessori preschool; thus, teachers with early childhood certification still need to complete numerous in-house trainings on the Montessori Method in order to work within our program effectively. As noted above, the dramatic decrease in certified teachers for the current school resulted from the need to move all but one of our certified teachers to the elementary level, where we still had openings (and where preschool had too many teachers due to the loss of students from the pandemic and the coup).

Country of Origin: Full-Time Foreign Faculty (Teachers & Administrators)

	15/16	16/17	17/18	18/19	19/20	20/21	21/22
USA	24 (50%)	29 (57%)	39 (70%)	43 (70%)	46 (72%)	49 (73%)	47 (82%)
Canada	10 (20%)	9 (18%)	2 (4%)	4 (7%)	5 (8%)	5 (7%)	2 (4%)
UK	1 (2%)	0 (0%)	1 (2%)	2 (3%)	3 (5%)	3 (4%)	1 (2%)
Philippines	7 (14%)	6 (12%)	5 (9%)	3 (5%)	2 (3%)	1 (1%)	1 (2%)
Other	6 (12%)	7 (14%)	9 (16%)	9 (15%)	8 (13%)	9 (13%)	6 (11%)
Total	48	51	56	61	64	67	57

NB: Figures may not total 100% due to rounding up/down.

The main item to note is the 2017/18 and beyond increase in the number of teachers from the US. This has been a conscious effort on the part of the HOS to bring in as many teachers as possible who are familiar with the Common Core (US) curriculum that we follow, the US textbooks/resources that we use, and the US school system in general. As the majority of our graduates are targeting the US for college (between 85% and 100%, depending on the school year), having more educators from the US for the students to interact with also seems logical.

F/T Foreign Faculty: Percentage of Returning Faculty

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Preschool	63%	29%	78%	73%	46%	75%
Elementary	76%	33%	63%	95%	48%	40%
Secondary	64%	33%	67%	79%	58%	48%
Elective	67%	100%	56%	71%	43%	86%
Administrator	75%	60%	75%	100%	75%	80%
Overall	72%	47%	66%	84%	50%	57%

We had significant turnover at the end of the 2016/17 school year, which led to low numbers of returning teachers for the 2017/18 school year. At that time, we had a number of teachers who were upset about policy changes, most notably a switch from visa runs to long-term visas (a goal the Board had been pursuing since the first year the school opened), about increased scrutiny by the school in terms of teachers' travels outside of the country (due to directives from the Ministry of Immigration), and about increased scrutiny of teachers' off-campus behavior (due to the Board's concerns about the damage to the school's reputation by the behavior of some of the 2016/17 teachers). The end result was that several teachers opted not to extend their contracts, and several teachers-of-concern (based on negative attitude and behavior) who wished to return were instead

released. For 2017/18, we made major changes in personnel to complement a strong team of returning teachers; the result was an improved community overall and – by the 2019/20 school year – the highest ever retention percentage (84%) in the school’s history.

Concerns about the pandemic and the required switch to online learning had an enormous effect on retention moving from the 2019/20 school year to the 2020/21 school year. In addition to the problems of being forced to remain outside of Myanmar and having to continue teaching online for 2021/22, the military coup and the resulting tragedies within Myanmar led to another year of unusually high turnover. We expect to continue to face this problem until Myanmar becomes stable and safe enough for us to resume our face-to-face program, for the best part of our program continues to be the students and the greater community in general. Living and working in Mandalay is what appeals to the vast majority of people who join our community, and it is what keeps them there for years beyond their initial two-year commitment. With that part gone, turnover remains high. Despite the increase in turnover over the pandemic and coup years, our current team is strong, positive, and dedicated to our students. Our goal is to continue to identify teachers who put the students’ needs first, who are skilled educators, and who have both a positive attitude and a positive lifestyle.

Full-Time Foreign & Local Faculty (Teachers & Administrators)

	15/16	16/17	17/18	18/19	19/20	20/21	21/22
Administrator	3	5	4	4	4	5	4
Lead Teacher	55	47	51	58	61	63	53
Asst. Teacher	65	77	81	83	86	82	109
Myanmar Teacher	7	9	9	7	10	10	10
Total	130	138	145	152	161	160	176
Percent Increase	10%	6%	5%	5%	6%	0%	10%

Regarding local faculty, we have continued to offer only one-year contracts. At the end of each normal school year (individual meetings did not take place during the pandemic/coup years), the HOS meets individually with local teachers to discuss how they have grown and to consider placements for the following year. We issue contracts for local teachers that are based on requirements designed by the Ministry of Labor.

As more and more opportunities (via tourism, private businesses, NGOs, etc.) appeared, it became more challenging to recruit additional ATs (assistant teachers). That said, we have – year after year – been able to secure two or more ATs per class at the preschool division, 1 or more at the elementary level, and a team of secondary ATs who support the middle-school students and who serve as substitute teachers for the secondary division. The pandemic and the coup changed local teacher availability dramatically. So many programs either shut down or released their local teachers that when we needed more ATs to provide supervision for all classrooms for the 2021/22 school year, we had a large pool to draw from and were able to hire the teachers we needed. In the event that our

students are able to return to campus but our lead teachers are still out of the country, we need to have one adult in each classroom, which explains the 10% increase in assistant teachers for the current school year.

Regarding support staff (see chart below), we have had the same Managing Director (MD) since the school started. In the case of AIS, the MD and the school founder are one and the same. The MD oversees all of the other support staff members listed in the chart. Since 2017, the overall support staff has increased or decreased by a small number each year to match enrollment and programmatic needs. Here are the numbers for the past seven school years.

Full-Time Local Support Staff

	15/16	16/17	17/18	18/19	19/20	20/21	21/22
Managing Director	1	1	1	1	1	1	1
Library	4	4	3	4	5	5	4
Security	16	14	23	21	20	20	17
Cleaners	35	37	40	40	38	39	33
Reception	3	2	3	3	3	3	3
Office Staff	28	29	30	34	36	33	31
Accounting	8	9	12	14	13	13	13
Cafeteria	8	9	9	9	10	10	9
Nurse/Doctor	2	3	3	3	2	2	2
Total	105	108	124	129	127	126	113

Professional Development (PD)

PD at AIS has taken multiple forms each year for the past several years. Each year begins with a five-day initial orientation/training both for new teachers and for returning teachers. In recent years, we have included representatives of our textbook providers (Houghton Mifflin Harcourt) to walk our teachers through effective ways of utilizing the texts. This is something that we have done during the school year as well as during Orientation. In addition, the division leaders meet with their teachers on a weekly basis, which sometimes includes PD-based sessions. The HOS also hosts a monthly schoolwide faculty meeting with the bulk of the time devoted to teachers sharing good ideas with one another. The schoolwide meeting has been put on hold during the pandemic and coup years; however, the other meetings have remained in place.

In addition to the above, each principal has an annual budget of \$3,000 specifically for PD. Montessori – of necessity – primarily focuses on PD related to the Montessori Method since many of our teachers are new to Montessori education even if they are otherwise experienced early childhood educators. In elementary and secondary, the principals from the most recent years have identified workshops and trainings that are either directly linked specifically to our critical learner needs or generally linked to students' needs. Outside of this, teachers can submit a request to their principal for other educational

training. As long as there is a direct link to the students' needs and available funds in the PD budget, these requests are generally approved.

Each year, we send teacher representatives to the EARCOS (East Asia Regional Council of Schools) conference for teachers, which takes place in the spring. Those who attend provide in-house PD for the rest of the team upon their return. Leadership also attends the EARCOS conference for school leaders, which takes place each fall. Recent EARCOS events were cancelled by EARCOS due to the pandemic.

Professional development specific to local teachers includes academic-based summer sessions led by foreign lead teachers or administrators, our experienced local faculty members, and/or local guest presenters. Local teachers in the preschool division meet weekly with their supervisor and receive Montessori training throughout the year. Elementary and secondary local teachers meet weekly with their division principal and on Saturdays with their local teacher supervisor, where the majority of the meetings (for Saturday) include a PD emphasis. Unfortunately, due to the pandemic and then the coup, the on-campus PD has been dramatically reduced from what we normally provide.

School Finances

AIS is a for-profit private academy. Thus far, resources for our school have been allocated in one of two ways: either the Head of School has made the request and secured the items with Board approval (e.g., purchasing core textbooks, library books, classroom desks/chairs, whiteboards, Smart Boards, et cetera) or faculty members have made requests and obtained items with HOS or HOS/Board approval (e.g., obtaining supplemental teaching resources, gym equipment, musical instruments, et cetera). Some items – like our HMH textbooks – must be ordered from the USA. Other items – like our Smart-Boards, library books, most of our gym equipment, some of our lab equipment, and some of our musical instruments – are ordered from China or Thailand. Still other items – like our tables, chairs, and message books – are ordered locally.

Most schools have an annual budget. Our school does not have a budget – i.e., there is not a predetermined amount of money set aside for x, y, and z. Instead, we have (from year one until the present time) operated as follows: If an item is essential for our school to run successfully, then we buy it. If it is not essential, then we decide to buy it on a case-by-case basis (as described above). The CEO early on expressed her willingness to forgo any profits in order to provide all of the essentials that we have needed to develop to the extent that we have. Her support of the school has been particularly noteworthy during the 2020/21 and 2021/22 school years, where for the first time we had a decrease in enrollment. At a time when we had less income due to lower enrollment and substantial (30%) tuition discounts that we gave to all families due to our switch to online learning and also due to the wrecked economy, the CEO promised to give up any profits in order to ensure that all of our teachers – both foreign and local – received full pay and benefits.

In addition to the above, the CEO agreed to house local teachers on campus during the worst of the pandemic (all of the 2020/21 school year). The Board (which is comprised of

only two members: the CEO and the MD) supported the HOS's request for \$335,000 (\$500 per month per teacher) for living expenses for the foreign teachers for the 2021/22 school year to help offset the cost of living for the foreigner teachers living abroad. The Board also supported the HOS's request to keep class sizes capped at 25 during online learning, which resulted in the hiring of 10 additional teachers (who wouldn't have been needed if we'd increased class sizes to 30) at a total cost of between \$250,000 and \$300,000. Furthermore, the Board agreed to continue to provide the teachers with an annual travel stipend of \$1,500 per teacher (total amount just under \$100,000) whether or not relocation was required for the 2021/22 school year, which also helped to offset the costs of the teachers. All of this was done during a time when we had a drop in enrollment, when we were offering discounted tuition to help our students' families, and when 400 of our 1,000 students' families still owed AIS tuition for the 2020/21 school year. This speaks to two important points: that this for-profit school genuinely operates with the stakeholders' needs first and foremost and that the school's financial success from earlier years has allowed us to weather the financial challenges posed by the pandemic and the coup years.

Most schools have an annual audit. Our school has a weekly audit with a CEO-supplied auditor who creates regular reports. Every single item that is purchased – even if valued at \$1 – must be accounted for. We do this by having a signature system which requires the HOS or the MD (Managing Director and Board member) to sign off for every expense. The signature ensures that leadership is aware of the expense and approves of it. The auditor then verifies all expenses that were made on a weekly basis and reports to the CEO. Any questions that the CEO has about the expenses are answered either directly by the MD or indirectly by the HOS (via the MD).

The following chart shows the total income and expenses for the school from day one until the end of July 2015. "From CEO" refers to start-up money needed to begin the school; this was a loan which needed to be repaid.

Income/Expenses: 2011-2015

	Year One Pre-2012 – February 2013	Year Two March 2013 – February 2014	Year Three March 2014 – July 2015
Income			
From CEO	3,539,121,000	480,000,000	0
From Tuition	1,312,585,000	2,453,904,600	3,163,204,600
From Other (uniforms, etc.)	179,395,860	365,992,650	377,246,150
From Bank Interest	20,172,076.72	30,364,830.73	135,753,650.84
From Deposit/Leavers	0	2,000,000	13,390,000
Total Income	5,051,273,936.72	3,332,262,080.73	3,689,594,400.84
Expenses			

Fixed Assets (buildings, etc.)	3,713,692,442	936,626,869	466,421,460.75
Admin (repairs, bills, etc.)	507,561,739.50	982,140,098	41,580,348.50
Office Staff Salary	174,448,439	105,236,326	196,841,003
Foreign Teacher Salary	361,727,690	577,938,042	1,113,035,081.50
Local Teacher Salary	73,035,944	129,323,069	259,952,706
School Supplies	634,082	398,848,026	497,611,667
Total Expenses	4,831,100,336.50	3,130,112,430	2,575,442,266.75
Balance	220,173,600.22	202,149,650.73	1,114,152,134.09
Cumulative Balance	220,173,600.22	422,323,250.95	1,536,475,385.04
To CEO	0	0	1,450,000,000
Cash Balance	220,173,600.22	422,323,250.95	86,475,385.04

Note 1: All figures are in the local currency (Myanmar kyat). The exchange rate has fluctuated greatly from one year to the next. As of August 2021, the exchange rate was approximately 1,650 kyat to \$1, though the rate can fluctuate dramatically on a daily basis.

Note 2: We followed the Myanmar calendar for the first two years (March to April constituted summer, and May to February constituted the regular school year). We switched to an international calendar for year three (August to June for the regular year), which explains why year three ran for more than 12 months.

Note 3: The CEO lent the school close to three million dollars for the initial construction and accompanying expenses so that we could begin the school.

The following chart shows our accounting records for the next three years of operation.

Income/Expenses: 2015-2018

	Year Four August 2015 – July 2016	Year Five August 2016 – July 2017	Year Six August 2017 – July 2018
Income			
From CEO	0	0	0
From Tuition	3,934,204,000	5,248,117,500	6,691,594,400
From Other (uniforms, etc.)	562,946,450	369,797,360	499,802,150
From Bank Interest	162,012,140.77	267,730,132.96	268,799,168.01
From Deposit/Leavers	47,835,000	33,219,600	60,900,700
Total Income	4,706,997,590.77	5,918,864,592.96	7,521,096,418.01

Expenses			
Fixed Assets (buildings, etc.)	191,365,979.79	563,689,863.60	2,084,932,503.00
Admin (repairs, bills, etc.)	891,966,647.50	1,334,374,298.68	1,290,630,687.26
Office Staff Salary	174,779,329	242,331,276	301,185,513
Foreign Teacher Salary	1,383,393,944	1,702,379,553	1,851,562,087
Local Teacher Salary	237,097,205	280,161,103	293,092,688
School Supplies	299,565,071	231,035,170	278,117,528
Total Expenses	3,178,168,176.29	4,353,971,264.28	6,099,521,006.46
Balance	1,528,829,414.48	1,564,893,328.68	1,421,575,411.55
Cumulative Balance	1,615,304,799.52	2,180,198,128.20	3,601,773,539.75
To CEO	1,000,000,000	0	3,000,000,000
Cash Balance: August 1	615,304,799.52	2,180,198,128.20	601,773,539.75

Rather than insist on the maximum payback in the shortest amount of time, our CEO floated the initial loan and let money that otherwise would have been a profit on her investment stay with the school so that school leaders could continue to focus on quality and the continuous development and improvement of the school. By the end of the fifth year of operation, because the school's facilities had developed dramatically and teachers' salaries had gone through various stages of increase, the school still owed the CEO over one million dollars. However, by the end of the 2017/18 school year, the CEO was able both to recoup her initial investment and to see a profit for the first time since the school was opened. This took place in a year that saw the completion of our new preschool building and the promise of a new salary scale for 2018/19 that significantly increased the pay of our faculty.

The following chart shows our accounting records for the most recent three years of operation:

Income/Expenses: 2018-2021

	Year Seven August 2018 – July 2019	Year Eight August 2019 – July 2020	Year Nine August 2020 – July 2021
Income			
From CEO	0	0	0
From Tuition	7,958,224,000	9,092,505,900	6,935,780,900
From Other (uniforms, etc.)	481,959,350	520,806,950	329,417,501
From Bank Interest	319,030,782.04	283,509,326.28	245,009,456.86

From Deposit/Leavers	65,688,800	0	0
Total Income	8,824,902,932.04	9,896,822,176.28	7,510,207,857.86
Expenses			
Fixed Assets (buildings, etc.)	334,984,876.37	474,009,612.93	52,618,295.03
Admin (repairs, bills, etc.)	2,426,183,338.57	1,287,393,508.30	1,316,823,638.12
Office Staff Salary	363,924,150	397,755,315	347,780,992
Foreign Teacher Salary	2,589,869,406	2,621,138,315	2,654,916,472
Local Teacher Salary	320,935,086	346,603,874	402,542,000
School Supplies	216,917,988.47	679,469,407	35,030,115.08
Total Expenses	6,252,814,845.41	5,806,370,032.27	4,809,711,512.23
Balance	2,572,088,086.63	4,090,452,144.01	2,700,496,345.63
Cumulative Balance	3,173,861,626.38	4,764,313,770.39	4,464,810,116.02
To CEO	2,500,000,000	3,000,000,000	0
Cash Balance: August 1	673,861,626.38	1,764,313,770.39	4,464,810,116.02

As the balance sheets above show, AIS is financially sound (even through such challenging times as the current pandemic and coup years) and is able to continue to operate without financial straits for the foreseeable future.

Tuition

Since its first school year (2012/13), AIS has been at, or near, the bottom of the list in terms of tuition costs for EARCOS schools. Even within Myanmar, for the type of program we offer (US accredited program with an American curriculum, AP courses, and 100% acceptance for those who apply to college), we remain remarkably low. The three programs closest to ours in terms of academic goals and type of program cost significantly more than AIS. Although we have had tuition increases at times over the past 9 years, the Board has been cautious about raising tuition. This explains why – even after we made significant programmatic changes that improved the quality of the school and that justified significant increases – tuition still remains well below the tuition of the aforementioned similar schools. The chart below shows the latest average tuition cost for the similar schools, along with AIS tuition (“SS1” means “Similar School 1”):

	SS1 2021/22	SS2 2021/22	SS3 2021/22	AIS 2021/22
Pre-K3	NA	NA	\$4,268	\$3,512
Pre-K4	\$14,400	\$11,029	\$6,640	\$3,512
KG	\$18,210	\$12,794	\$6,958	\$3,512
Grades 1-5	\$20,210	\$14,559 to \$20,038	\$9,662	\$5,329

Grades 6-8	\$20,210	\$20,038	\$11,114	\$5,888
Grades 9-10	\$22,070	\$21,679	\$12,122	\$6,729
Grade 11	\$22,070	NA	\$12,122	\$7,406
Grade 12	\$22,070	NA	\$13,162	\$7,406

Note 1: The other schools also charge fees that AIS does not charge (e.g., registration fees, annual capital levy, and/or other fees depending on the school).

Note 2: We have kept the schools' names private since we are posting our report on our public website; we can discuss the details with the Visiting Committee if necessary.

In spite of our relatively low tuition, AIS is in good financial shape. Since the 2014/15 school year, AIS has operated without any outside contributions; in other words, the school has run on school-based income alone. As noted above, by the end of year six, we were able to repay in full the debt owed to the CEO who – after letting the debt slide year after year in order to allow us to dramatically improve the quality of the program – eventually was able to earn a profit up until the pandemic and coup years, when she allowed all income from the school to be used in ways to ensure that our program will survive these challenging times.

Student Achievement Data

Students in Grades 3-10 sit for the ISA (International Schools' Assessment), which is an achievement test taken by students in many schools in our region. The tests are based on math, reading comprehension, and writing (both narrative and expository essays). Our students first took the test in 2015. Here is the data for each year:

Math							
	2015	2016	2017	2018	2019	2020	2021
G3	351	358	352	329	344	355	NA
G4	420	376	395	399	391	410	NA
G5	411	418	434	463	451	449	NA
G6	489	504	505	490	516	526	NA
G7	519	550	532	553	546	576	NA
G8	557	578	558	562	587	586	NA
G9	600	578	576	589	600	610	NA
G10	585	650	609	611	655	597	NA

The bold font indicates the all-time high score for each grade level. For example, of the 8 grade levels that took the test in 2020, three grades (G6, G7, and G9) achieved their highest ever grade-level average for the test. Six of the eight grades tested scored either

at, or within 10 points of, the highest average, and one of the remaining two grades was within 15 points of the highest ever average. Overall, this is one indication that the math program is sound and that students as a whole are progressing satisfactorily.

The green boxes indicate satisfactory minimal progress from one grade to the next (e.g., the G3 students who took the test in 2016 averaged 358; then they averaged 395 in G4, 463 in G5, 516 in G6, 576 in G7, et cetera). The red boxes indicate unsatisfactory minimal progress from one grade to the next. The only major concern from recent years is the G10 class from 2020, which actually performed worse than they did as G9 students. To address this issue, our division principal, under the guidance of the HOS, worked with the math team to develop a plan which included conducting an itemized analysis of the students' missed questions in conjunction with a review of the curriculum to ensure that students were back to making adequate progress in math by the end of the subsequent school year. The principal worked with the math team to ensure that the students in need of remediation received it while still addressing the G11 standards over the course of the 2020/21 school year. Unfortunately, due to the pandemic and the coup, we were unable to test our students in the ISA or the PSAT, which comes after six years of successive testing of all eligible grades. Thus, we are unable to provide external standardized test data to determine if our math interventions were successful.

ISA scores include comparison data of "like," "all," and "regional" schools. The first refers to test scores of schools with a similar student population (in our case, that means other schools with 0-15% native English speakers); the second refers to the overall scores of all students who took the test, including schools with a majority of native English speakers; and the third refers to test scores of schools within our region (Asia/Pacific). The regional scores are always higher than "like" and "all" scores for each category: math, reading, narrative essay, and expository essay. Here is how AIS compares to Like Schools in math based on the latest scores (the green box indicates that the score has statistical significance and is higher for AIS because of a reason other than pure chance, no color indicates there is no statistical difference between the two scores, and a red box indicates that the score has statistical significance and is lower for AIS because of a reason other than chance):

Math (2020 Scores)

	AIS	Like
G3	355	294
G4	410	376
G5	449	408
G6	526	449
G7	576	472
G8	586	528

G9	610	553
G10	597	580

Here's how AIS compares to All Schools:

Math (2020 Scores)

	AIS	All
G3	355	306
G4	410	380
G5	449	434
G6	526	462
G7	576	501
G8	586	549
G9	610	580
G10	597	616

Here's how AIS compares to Regional Schools:

Math (2020 Scores)

	AIS	Reg.
G3	355	332
G4	410	404
G5	449	460
G6	526	493
G7	576	533
G8	586	581
G9	610	606
G10	597	638

Based on this data from six years' worth of scores, along with our latest comparison to "like," "all," and "regional" schools, we can conclude that – overall – our math program is strong in comparison to Like, All, and Regional international schools whose students take

the ISA exam, and we can further conclude that we have been able to maintain our high levels.

In reading comprehension, we started off quite low. The results of the early ISA tests helped us to identify reading as one of our critical learner needs. Subsequently, we made reading one of the areas of focus schoolwide. Here are the scores:

Reading Comprehension

	2015	2016	2017	2018	2019	2020	2021
G3	254	277	274	280	317	312	NA
G4	300	331	328	333	344	344	NA
G5	326	367	370	375	381	399	NA
G6	385	398	393	423	425	432	NA
G7	395	440	438	445	473	474	NA
G8	442	433	463	485	488	497	NA
G9	461	472	481	505	515	520	NA
G10	458	560	512	517	532	535	NA

Thus far, we have made steady progress in reading comprehension, which is a good indication that we have succeeded in our various initiatives to improve in reading since the time that we first identified reading comprehension as a schoolwide critical learner need (2015). In addition to the steady progress that each grade has made in subsequent grades, the latest (2020) scores indicate that six of eight grades tested were at their all-time high, and one grade was within 5 points of its all-time high. Thus, our reading initiatives (which included schoolwide diagnostic reading assessments and a general focus on reading in the classroom) has not only affected classes as they progress from one grade to the next, but has also helped to ensure that the students' level is at – or near – the highest level we have achieved since we began ISA testing. Here's how we compare with Like Schools:

Reading (2020 Scores)

	AIS	Like
G3	312	262
G4	344	301
G5	399	330
G6	432	386
G7	474	438

G8	497	462
G9	520	489
G10	535	527

Here's how AIS compares to All Schools:

Reading (2020 Scores)

	AIS	All
G3	312	304
G4	344	344
G5	399	384
G6	432	429
G7	474	480
G8	497	508
G9	520	530
G10	535	568

Here's how AIS compares to Regional Schools:

Reading (2020 Scores)

	AIS	Reg.
G3	312	319
G4	344	363
G5	399	406
G6	432	452
G7	474	498
G8	497	525
G9	520	537
G10	535	574

Our focus on reading these past five years has helped us to do as well as, or better than, Like and All Schools at every grade level except G10 for All Schools. We are also doing as well as Regional Schools in four of the eight grades. However, because we are still

below in Grades 4, 7, 8, and 10 compared to Regional Schools, reading comprehension remains a critical learner need for the 2021/22 school year.

The students who struggle the most with reading are our lowest-level EAL students (note that approximately 99% of all of our students are EAL students). Here are the interventions that we have in place for struggling students for the 2021/22 school year:

1. **English as an Additional Language (EAL):** This is a program to help students with difficulties due to limited English skills. These sessions take place during school every day and are led by our EAL pull-out teachers. **Elementary Lead Teachers (LTs)** provide their administrator with a list of such students within the first few weeks of school, and the EAL teacher tests all students using the WIDA proficiency tests. The students are escorted to the EAL classroom during Myanmar time for an extra 35 minutes/day of English remediation. **Secondary LTs** (for Grades 6-8) provide their administrator with a list of such students within the first few weeks of school; these students' levels are determined via WIDA proficiency tests. The administrator then provides the Myanmar teachers with a list so that they will know who to send to the EAL classroom during secondary Myanmar classes. The students will have an extra 55 minutes/day of English remediation
2. **Learning Support (LS):** The purpose of the LS program, which currently serves students in grades 1 to 6, is to provide additional instruction in basic skills and core academic content to those students who are struggling academically for reasons other than those described under EAL. At AIS, this is limited to students with mild-to-moderate special needs. These are students who can generally function within the general education classroom. Referrals are based on non-EAL problems only; however, a student may receive both LS and EAL services if both types of services are needed. Classroom teachers make the initial recommendation and meet with the LS teacher and the division administrator to form a committee to create an appropriate intervention plan. The LS teacher may work with students individually or in small groups in a pull-out model, or the LS teacher may work with the students within the main classroom during academic lessons. The length of the sessions will be determined by the needs of the students, the demands of the activity, and the availability of the LS teacher.
3. **Extra Study Sessions:** These sessions take place after school (3:30 p.m. to 4:30 p.m.) and on Saturdays (9:00 a.m. to 12:00 p.m.) and are normally led by our Assistant Teachers (we sometimes offer LT-led extra study classes for students). Any student who is struggling will be referred to extra study sessions. We cancelled these sessions during the 2020/21 asynchronous school year; however, we are resuming these sessions for the current (2021/22) synchronous school year. We are making these sessions available M-F and Saturdays via online support from our local teachers.
4. **Home Tuition Requests:** There might be some rare instances where the assistance by the regular classroom LT and AT, the extra lessons with the EAL

and/or LS teacher, and the extra study sessions after school and/or on Saturday do not bring the child up to the appropriate level. In such cases, LTs may recommend to parents that they hire a competent tutor (called “extra tuition” locally) to work with the child at home.

In writing, when comparing AIS to other schools, we have always had fairly good scores in expository writing (the second of the two essays on the ISA exam) and relatively lower scores on narrative writing (the first of the two essays). Our teachers have identified that – in most grades – significantly more writing is done for expository essays than for narrative ones by the time that the students take the ISA exam (February). Thus, our students have good essay writing skills (as noted by the expository scores), but they lack practice in narrative writing by the time of the test. Here are the scores:

Narrative Writing

	2015	2016	2017	2018	2019	2020	2021
G3	372	382	386	375	381	392	NA
G4	407	421	414	394	420	421	NA
G5	429	439	453	441	446	452	NA
G6	469	476	481	471	487	480	NA
G7	521	502	510	488	525	514	NA
G8	524	511	529	514	539	556	NA
G9	539	544	536	521	550	559	NA
G10	540	576	572	554	572	600	NA

Expository Writing

	2015	2016	2017	2018	2019	2020	2021
G3	422	407	421	427	434	472	NA
G4	437	452	450	462	464	493	NA
G5	471	477	489	496	504	515	NA
G6	516	521	495	535	532	540	NA
G7	517	542	536	549	568	561	NA
G8	540	571	565	586	584	593	NA
G9	561	613	549	602	571	586	NA
G10	539	620	605	591	622	604	NA

From 2015 to the present, we have made significant progress in our expository writing scores. We still have substantial room for growth, which is why writing remains a schoolwide critical learner need. The latest (2020) scores indicate that we are at or within 15 points of the all-time high in every grade level for narrative writing, and we are at or within 15 points of the all-time high in six of the eight grades for expository writing. Thus, our writing interventions have had a positive effect on overall scores. Here is how we compare to Like Schools in both essays:

Narrative (2020 Levels)

	AIS	Like
G3	392	345
G4	421	390
G5	452	423
G6	480	459
G7	514	478
G8	556	517
G9	559	536
G10	600	565

Expository (2020 Levels)

	AIS	Like
G3	472	401
G4	493	442
G5	515	460
G6	540	494
G7	561	506
G8	593	543
G9	586	561
G10	604	586

Here is how AIS compares to All Schools:

Narrative (2020 Levels)

	AIS	All
G3	392	364
G4	421	405
G5	452	448
G6	480	476
G7	514	507
G8	556	539
G9	559	562
G10	600	597

Expository (2020 Levels)

	AIS	All
G3	472	415
G4	493	451
G5	515	482
G6	540	506
G7	561	530
G8	593	562
G9	586	583
G10	604	621

Here is how AIS compares to Regional Schools:

Narrative (2020 Levels)

	AIS	Reg.
G3	392	377
G4	421	419
G5	452	465
G6	480	495

G7	514	530
G8	556	556
G9	559	577
G10	600	605

Expository (2020 Levels)

	AIS	Reg.
G3	472	429
G4	493	468
G5	515	506
G6	540	529
G7	561	554
G8	593	584
G9	586	602
G10	604	630

As noted above, writing remains a critical learner need. Although our students' expository essay scores look good in comparison to both Like and All Schools, we still have room for improvement when we compare ourselves to Regional Schools. It is the same in narrative writing. Thus, we will continue to focus on writing. In addition to in-class interventions, the same interventions noted above (EAL classes, LS support, extra study sessions, and home tuition) will benefit those students who struggle in writing. Overall, however, for a relatively new school that is just beginning its 10th year, our students' scores (in comparison to other schools' scores from the same tests) are respectable.

In addition to the ISA test, high school students take the PSAT exam (G11) and the SAT exam (G12) at AIS, which serves as an official SAT Testing Center for the region.

PSAT Scores

	2016 April	2016 Nov.	2017 Nov.	2018 Nov.	2019 Nov.	2020 Nov.
Total Average	1060	1153	1059	1023	1096	NA
ERW Average	500	544	495	488	509	NA
Met ERW Benchmark	82%	90%	71%	66%	76%	NA

Math Average	560	609	564	535	588	NA
Met Math Benchmark	77%	90%	71%	58%	88%	NA

Note 1: In April 2016, G10 students took the exam with a lower benchmark; for all other years, G11 students took the exam with slightly higher benchmarks.

Note 2: Due to the pandemic, we were unable to give the PSAT exam in 2020.

SAT Scores for Class of 2017, Class of 2018, & Class of 2019

	2016 June	2016 Oct.	2017 June	2017 Oct.	2018 June	2018 Nov.
Total Average	1082	1050	1149	1235	1154	1171
ERW Average	506	490	523	579	534	547
Met ERW Benchmark	60%	40%	75%	100%	79%	80%
Math Average	576	560	627	657	621	624
Met Math Benchmark	80%	40%	83%	93%	79%	90%

SAT Scores for Class of 2020, Class of 2021, & Class of 2022

	2019 June	2019 Oct.	2020 Aug.	2020 Oct.	2021 May
Total Average	1098	1099	1217	NA	NA
ERW Average	506	511	553	NA	NA
Met ERW Benchmark	67%	74%	82%	NA	NA
Math Average	593	589	664	NA	NA
Met Math Benchmark	73%	77%	96%	NA	NA

The students who took the SAT exam in the summer and fall of 2016 were the Class of 2017, our first graduating class. All students have two or more opportunities per year (in a normal school year) to take the test at AIS; however, several students choose to take the test only once (particularly those students who are pursuing a community college path). Although the total average of the scores from the first graduating class were lower than the students who followed them, every student from the Class of 2017 was accepted into college in the US. The Class of 2018 was an unusually strong group. As with the former class, these students all gained acceptance into college (17 in the US, 2 in the UK, and 1 in Australia).

In more recent years, the Class of 2019 (with 100% college acceptance) did better than the Class of 2020. In the former group, between the summer and fall results, only 2 students did not meet the ERW benchmark, and only 1 student did not meet the Math

benchmark. For the latter group, 9 students failed to meet the ERW mark, and 7 students failed to meet the Math mark. Although the overall averages of the Class of 2020 were lower than the scores of the previous group, 100% of the students gained acceptance into college.

Because of the pandemic (and later, because of both the pandemic and the coup), we were forced to keep our campus closed, which means that we could not even test our own students despite the fact that we are the region's SAT Test Center. The last SAT exams that we were able to host took place in August of 2020 and relate to the Class of 2021. Despite the fact that these students had been homebound and learning online since Quarter 4 of the previous school year, the Class of 2021 had our highest ever average for math (only one student failed to meet the Math benchmark) and our second highest ever average for ERW (five students failed to meet the ERW benchmark). Our students' average (1217) was significantly higher than the national average for US students (1051) for 2020, which can be used as an indication of the degree to which we are meeting our students' needs and successfully preparing them for college.

As an official SAT Test Center, we cannot teach an SAT Prep course; however, we can direct students to resources that will help them to prepare on their own for the exam. We do this through our relatively new College and Career Preparation course, which has been a required class for G12 students since 2018/19. This course assists those students who may wish to retake the SAT prior to applying to college. For all other students, we continue to provide a high quality secondary education which helps to improve their English and math skills in general.

Although some of our students also took various AP exams prior to 2019, they did not take their AP coursework at AIS; thus, their scores do not reflect preparation through our program. In 2018/19, we offered three AP courses: Calculus, Chemistry, and World History. In 2019/20, we added Biology, Environmental Science, Microeconomics, and Macroeconomics. In 2020/21, we added Language & Composition. In 2021/22, we added AP Statistics.

Students in our AP courses earn credit for the course whether or not they take the AP exam. Thus far, although many students have taken the AP exam, several still opt out of testing each year (specific numbers are listed below for each exam). Our secondary principal has been charged with the task of working with his team to encourage the students in his division to take the exams. Our minimum benchmark criteria is Level 3 (Qualified). However, the most beneficial result is a score of Level 4 or 5, which would give the students a better chance of receiving college credit for their efforts. Here are the students' AP test results from 2019 onward:

Calculus BC

	Levels 1 & 2 Unqualified	Level 3 Qualified	Level 4 Well Qualified	Level 5 Extremely Well Qualified
2019	25%	50%	0%	25%
2020	NA	NA	NA	NA
2021	NA	NA	NA	NA

NB: Figures may not total 100% due to rounding up/down.

Calculus AB

	Levels 1 & 2 Unqualified	Level 3 Qualified	Level 4 Well Qualified	Level 5 Extremely Well Qualified
2019	NA	NA	NA	NA
2020	14%	14%	57%	14%
2021	33%	0%	0%	67%

NB: Figures may not total 100% due to rounding up/down.

In 2019, only 4 out of 9 (44%) of the students who took the AP Calculus course sat for the Calculus BC exam, with 75% meeting or exceeding the minimum benchmark. In 2020, 7 out of 13 (54%) students took Calculus AB with 86% meeting or exceeding the minimum benchmark (compared to the global average of 61%), and in 2021, 3 out of 13 (23%) students took the exam with 66% meeting or exceeding the minimum benchmark (compared to the global average of 51%).

World History

	Levels 1 & 2 Unqualified	Level 3 Qualified	Level 4 Well Qualified	Level 5 Extremely Well Qualified
2019	43%	14%	29%	14%
2020	0%	33%	56%	11%
2021	17%	50%	33%	0%

NB: Figures may not total 100% due to rounding up/down.

In 2019, only 7 out of 11 (64%) of the students who took the AP World History course sat for the World History exam with 57% meeting or exceeding the minimum benchmark. In 2020, 9 out of 16 (56%) students took the exam with 100% meeting or exceeding the minimum benchmark (compared to the global average of 60%), and in 2021, 6 out of 8

(75%) students took the exam with 83% meeting or exceeding the minimum benchmark (compared to the global average of 52%).

Chemistry

	Levels 1 & 2 Unqualified	Level 3 Qualified	Level 4 Well Qualified	Level 5 Extremely Well Qualified
2019	13%	63%	25%	0%
2020	0%	80%	0%	20%
2021	0%	67%	0%	33%

NB: Figures may not total 100% due to rounding up/down.

In 2019, 8 out of 9 (89%) of the students who took the AP Chemistry course sat for the exam with 88% meeting or exceeding the minimum benchmark. In 2020, 5 out of 5 (100%) students took the exam with 100% meeting or exceeding the minimum benchmark (compared to the global average of 56%), and in 2021, 3 out of 12 (25%) students took the exam with 100% meeting or exceeding the minimum benchmark (compared to the global average of 51%).

Biology

	Levels 1 & 2 Unqualified	Level 3 Qualified	Level 4 Well Qualified	Level 5 Extremely Well Qualified
2020	0%	50%	50%	0%
2021	0%	67%	33%	0%

NB: Figures may not total 100% due to rounding up/down.

In 2020, 10 out of 14 (71%) students took the Biology exam with 100% meeting or exceeding the minimum benchmark (compared to the global average of 69%), and in 2021, 3 out of 7 (43%) students took the exam with 100% meeting or exceeding the minimum benchmark (compared to the global average of 61%).

Environmental Science

	Levels 1 & 2 Unqualified	Level 3 Qualified	Level 4 Well Qualified	Level 5 Extremely Well Qualified
2020	35%	20%	25%	20%
2021	0%	50%	50%	0%

NB: Figures may not total 100% due to rounding up/down.

In 2020, 20 out of 28 (71%) students took the Environment Science exam with 65% meeting or exceeding the minimum benchmark (compared to the global average of 53%),

and in 2021, 2 out of 13 (15%) students took the exam with 100% meeting or exceeding the minimum benchmark (compared to the global average of 48%).

Microeconomics

	Levels 1 & 2 Unqualified	Level 3 Qualified	Level 4 Well Qualified	Level 5 Extremely Well Qualified
2020	0%	0%	100%	0%
2021	17%	0%	67%	17%

NB: Figures may not total 100% due to rounding up/down.

In 2020, 1 out of 22 (5%) students took the Microeconomics exam with 100% meeting or exceeding the minimum benchmark (compared to the global average of 69%), and in 2021, 6 out of 18 (33%) students took the exam with 83% meeting or exceeding the minimum benchmark (compared to the global average of 60%).

Macroeconomics

	Levels 1 & 2 Unqualified	Level 3 Qualified	Level 4 Well Qualified	Level 5 Extremely Well Qualified
2020	0%	0%	100%	0%
2021	20%	40%	20%	20%

NB: Figures may not total 100% due to rounding up/down.

In 2020, 1 out of 22 (5%) students took the Macroeconomics exam with 100% meeting or exceeding the minimum benchmark (compared to the global average of 63%), and in 2021, 5 out of 18 (28%) students took the exam with 80% meeting or exceeding the minimum benchmark (compared to the global average of 52%).

Language & Composition

	Levels 1 & 2 Unqualified	Level 3 Qualified	Level 4 Well Qualified	Level 5 Extremely Well Qualified
2021	50%	0%	50%	0%

NB: Figures may not total 100% due to rounding up/down.

We did not offer the AP Language & Composition course until the 2020/21 school year. In 2021, 2 out of 9 (22%) students took the exam with 50% meeting or exceeding the minimum benchmark (compared to the global average of 57%).

A minimum goal is to have 100% of the students achieve at least a Level 3 result in order to demonstrate basic mastery of the content. In 2019, 0 of 3 classes (0%) met this goal,

and in 2020, 5 of 7 classes (71%) met this goal; however, in two of those classes, just a single student took and passed the exams. In 2021, 3 of 8 classes (38%) met this goal; however, very few students took the exams, and those that did were forced to take them at home (where Internet is unreliable) instead of on our campus since we were unable to open the school due to Covid restrictions. With few scores and insufficient longitudinal data, there is little that we can conclude at this time, though it is encouraging that our students' results for nearly every test exceed the global average. Drawing conclusions and creating program-based initiatives to address areas for improvement is further complicated by the fact that several potential test takers opt out since our school's AP Test Center remains closed and home Internet is often unstable.

Discussion of the Data

The main discussion of the data appears under each testing section. As noted above, our ISA results are promising. However, we still can improve in reading comprehension and in narrative writing – particularly as they compare with Regional Schools, which represents the highest benchmark. Thus, reading and writing remain critical learner needs for the 2021/22 school year. Interventions for these areas have been noted above.

Our SAT scores have dramatically improved from the Class of 2017 to the Class of 2018, and our benchmark scores are respectable for the Class of 2019. Although scores dipped for the Class of 2020, they returned to a very respectable level with the Class of 2021. We will continue to provide support for our high school students via our counseling department and also through our new College and Career Readiness course which has continued each year since the 2018/19 school year. In addition, the numerous interventions that we have related to reading and writing for our G1-10 students will also have a “trickle up” effect and should help to create strong classes of future G11 and G12 students.

For AP, the challenge remains to find an effective way to motivate all of the students who are taking the AP courses to sit for the exams and to have the region stabilized (in terms of the pandemic and the coup) so that we can once again open our AP Test Center. We also need more longitudinal data in order to make reasonable conclusions from which we can identify interventions that will assist those students who fail to meet the minimum benchmark. One major factor that relates to all tests (AP, SAT, PSAT, and ISA) is a lack of data due to the pandemic and the coup. If either the pandemic or the coup continues, we may go more years without essential data. Through a careful analysis of ISA data over the past several years, we do know that our literacy-based initiatives have been effective, and we can continue to provide support for our students based on this knowledge even if we are unable to give additional exams in the near future.

We have one other critical learner need that has been carried over since our first year of operation: support for our struggling EAL students. As noted above, about 99% of our students are non-native speakers of English; however, some struggle more than others. We have made improvements in our support for EAL students. Although we have always run EAL classes to provide remediation for struggling students, we did not have a native-speaking certified EAL teacher leading the department until 2016/17. Beginning with the

2018/19 school year, we added a second certified EAL teacher to the department. With one teacher focusing on elementary and the other on middle school, we have a better chance of meeting the needs of those students who struggle for linguistic reasons. In addition, our schoolwide focus on reading and writing (our other critical learner needs) also benefit our struggling EAL students.

Regarding ongoing school improvement, we have a multi-faceted process for engaging our stakeholders in a review of the student achievement data and the implementation and monitoring of the schoolwide action plan, as follows:

Orientation

We use our annual orientation to inform new teachers (and to remind returning teachers) what our critical learner needs (CLNs) are and why we have those particular CLNs. We also go over the International Schools' Assessment (ISA) data, explain its significance, show how the teachers can identify students who need either remediation or enrichment, and provide suggestions on how to support our students. All support options are also outlined in detail in the Faculty Handbook, which all teachers receive, and which is also discussed (in abbreviated format) during orientation. Finally, we start the year with a discussion of our Schoolwide Action Plan so that all teachers understand what the key areas of concern are, the progress we have made thus far, and what remains to be done in any given school year.

Handbooks

As noted above, the faculty receive a handbook that outlines all key areas, including the latest updates on the Schoolwide Action Plan. We share the same information in our Student/Parent Handbook, which is one way that we inform our stakeholders about our CLNs, ESLRs, and Action Plan updates.

ISA Meeting

As noted above, the teachers have an orientation session dedicated to a discussion of the ISA test data, its significance, and how we can use the data to meet our students' needs. In addition, the HOS leads an annual meeting for parents and teachers in which he discusses the latest ISA scores, explains how the school is doing grade-by-grade in each content area, and discusses with the stakeholders who are present what the school and the parents can do to help the students to continue to improve.

Counseling Meetings

Throughout the year, our school counselors meet with students and/or their parents to discuss the PSAT and SAT tests in general and to discuss individual students' scores so that both students and parents can understand what the scores mean for their children.

SIC

The School Improvement Committee (SIC), which is comprised of faculty and which meets weekly or biweekly in a normal school year, has the primary task of discussing ways in which the school can best meet the needs of our students. Starting with the 2020/21 school year, the SIC did not hold meetings. With everyone in different time zones

and with the main focus on providing quality online instruction, we decided to postpone the SIC until we are able to return to our normal program or until we switch to a synchronous learning plan. Now that we are following a synchronous plan, we have resumed SIC meetings as of the 2021/22 school year.

PACT

Our principals meet monthly with the parents who participate in PACT: Parents of AIS Connecting with Teachers (our version of a PTO). The monthly meetings are based on myriad topics, many of which focus on school safety, school improvement, the students' progress, and the development of our divisions. This is one way to include parents in the discussions on overall school goals. In addition, parents have the opportunity at these meetings to ask about any school-related issues. PACT meetings - like SIC meetings - were postponed for the 2020/21 school year. Principals found it more practical to meet online with individual parents about specific incidents related to their children. Despite the challenges of hosting PACT meetings during the pandemic and the coup, we are resuming PACT meetings (in an online format) as of the 2021/22 school year.

ESLR Surveys

In order to spotlight our ESLRs and to get our stakeholders to focus on the ESLRs, how we are achieving them, and how well we understand them, AIS leadership created ESLR surveys for these groups: students in Grades 4-12, foreign teachers, local teachers, parents, and graduates. The surveys have been distributed annually since the spring of 2018. The HOS analyzes the data each summer and then shares the results in the upcoming orientation session for all faculty prior to the start of the school year, noting programmatic implications. We share the results with the parents during one of the PACT sessions in a normal school year.

ESLR Survey: Foreign Teachers

(Percentages reflect "agree" and "mostly agree" responses.)

Part One - ESLRs: AIS Students . . .	2018	2019	2020	2021
Actively participate in community projects	54%	68%	57%	52%
Are environmentally responsible	51%	40%	52%	65%
Speak multiple languages	100%	100%	100%	100%
View failure as the first step toward success	65%	62%	52%	81%
Work collaboratively to problem-solve	84%	81%	76%	87%
Employ reasoning & problem-solving skills across disciplines	73%	87%	67%	84%
Demonstrate mastery of essential concepts in core subjects	73%	89%	91%	94%
Possess ICT skills to thrive in an interconnected world	59%	64%	76%	100%
Utilize effective study and research techniques	65%	57%	67%	81%

Part Two: Knowledge of ESLRs				
I know we have ESLRs & can describe them to others.	84%	100%	91%	97%
I understand why we have ESLRs.	89%	100%	95%	97%

ESLR Survey: Local Teachers

(Percentages reflect “agree” and “mostly agree” responses.)

Part One - ESLRs: AIS Students . . .	2018	2019	2020	2021
Actively participate in community projects	94%	97%	97%	91%
Are environmentally responsible	75%	90%	95%	96%
Speak multiple languages	94%	93%	86%	98%
View failure as the first step toward success	74%	81%	81%	89%
Work collaboratively to problem-solve	87%	93%	94%	96%
Employ reasoning & problem-solving skills across disciplines	70%	81%	85%	91%
Demonstrate mastery of essential concepts in core subjects	79%	90%	96%	96%
Possess ICT skills to thrive in an interconnected world	77%	91%	89%	94%
Utilize effective study and research techniques	85%	93%	93%	98%
Part Two: Knowledge of ESLRs				
I know we have ESLRs & can describe them to others.	93%	99%	99%	98%
I understand why we have ESLRs.	98%	99%	100%	100%

ESLR Survey: Students (G4-12)

(Percentages reflect “agree” and “mostly agree” responses.)

Part One - ESLRs: AIS Students . . .	2018	2019	2020	2021
Actively participate in community projects	71%	79%	84%	65%
Are environmentally responsible	53%	54%	66%	68%
Speak multiple languages	86%	89%	92%	92%
View failure as the first step toward success	66%	69%	72%	71%
Work collaboratively to problem-solve	69%	70%	81%	72%

Employ reasoning & problem-solving skills across disciplines	64%	73%	81%	75%
Demonstrate mastery of essential concepts in core subjects	64%	72%	83%	80%
Possess ICT skills to thrive in an interconnected world	57%	68%	79%	82%
Utilize effective study and research techniques	72%	79%	87%	79%
Part Two: Knowledge of ESLRs				
I know we have ESLRs & can describe them to others.	68%	77%	79%	81%
I understand why we have ESLRs.	72%	81%	89%	86%

ESLR Survey: Parents

(Percentages reflect “agree” and “mostly agree” responses.)

Part One - ESLRs: AIS Students . . .	2018	2019	2020	2021
Actively participate in community projects	NA	97%	93%	83%
Are environmentally responsible	NA	93%	88%	90%
Speak multiple languages	NA	90%	93%	87%
View failure as the first step toward success	NA	88%	84%	81%
Work collaboratively to problem-solve	NA	97%	93%	87%
Employ reasoning & problem-solving skills across disciplines	NA	95%	91%	88%
Demonstrate mastery of essential concepts in core subjects	NA	85%	93%	85%
Possess ICT skills to thrive in an interconnected world	NA	90%	87%	86%
Utilize effective study and research techniques	NA	91%	92%	84%
Part Two: Knowledge of ESLRs				
I know we have ESLRs & can describe them to others.	NA	88%	85%	79%
I understand why we have ESLRs.	NA	91%	92%	87%

As ESLRs represent learning results that are expected to be mastered by graduation, it is no surprise that nearly all of the areas are less than 100%. There are a few items of particular significance in comparing the 2021 survey results with the results from the previous year:

1. In nearly every ESLR category, both the foreign and the local teachers gave our students the highest rating that they have ever received.
2. Both foreign teachers and students see a need for improvement in terms of environmental responsibility (this was one of only two areas where our community rated the students below 70%). This is an area that we need to focus on throughout

our program, for Myanmar in general is well behind the rest of the world in terms of environmental protection. Thus, many environmental issues are presented to the students for the first time at AIS.

3. The only other area rated below 70% (and this again only applies to surveys from the foreign teachers and the students) pertains to participation in community projects. With all students homebound due to the pandemic and the coup, this is to be expected.
4. Scores related to ICT skills increased dramatically based on the surveys from foreign teachers, local teachers, and students. This, too, is to be expected, and it may be the one bright spot in having to switch to an online program during the pandemic and the coup.
5. While the survey scores from foreign and local teachers were at an all-time high in nearly all categories, scores from students and parents decreased between 1% and 10% for the majority of categories. The online format for the 2020/21 school year resulted in less one-to-one contact time and far less general interactions between teachers and their students, as well as far less contact between teachers and parents than we have in a normal school year. This may account for why both students and parents are less aware of the gains their foreign and local teachers identified. For the 2021/22 school year, we are switching to synchronous “live” lessons based on our normal school day, and we expect this to have a positive effect on how our students and students’ parents perceive their progress toward our ESLRs.
6. Lack of knowledge of the ESLRs is a major concern. 100% of all teachers, students, and parents should know about the ESLRs and why we have them. Since the 2018 orientation, the HOS has annually addressed this issue with the faculty so that ESLRs can be woven into daily lessons. To assist the teachers, the school provided large posters of the main ESLRs so that teachers can easily refer to them in the course of lessons and discussions. We have also decided to keep the ESLRs as the main focus of our monthly assemblies, and each division principal is charged with ensuring that all of the teachers (local and foreign), all of the students, and all of the parents in their division both understand why we have ESLRs and can explain them to others. For 2021, we missed the 100% mark for foreign teachers and local teachers by a single teacher. Our greatest area of focus remains the students and parents, where we need - through classroom opportunities, through monthly assemblies, and through various correspondence with our stakeholders - to raise students and parents from 80% understanding to 100%.

ESLR Survey: Class of 2017, 2018, 2019, & 2020

The survey for our graduating classes was constructed in a way to draw out information related to the degree to which our graduates exemplified the ESLRs in their post-AIS life:

1. List the community or global projects that you participated in this year. (ESLR 1)

Each year, the students have responded with myriad projects and activities, including volunteer work, charity, assisting those in their immediate communities, etc.

2. Think of one incident this year in which you had a problem. Describe the problem and state the steps you took to fix the problem. (ESLR 2)

Students use examples related to cultural adjustment (mostly related to living with roommates), day-to-day issues (transportation and insurance), academic struggles, emotional issues, etc.

3. How are you doing in college in terms of grades? (ESLR 3)

Thus far, the students have primarily replied either “excellent” or “good,” though a few have responded “average.”

In addition to the above core ESLR questions, we also gathered information via two other questions:

4. How are you doing in terms of social/emotional adjustment?

To date, the responses have ranged from “excellent” to “average.”

5. Reflecting on your own experience, in what ways can AIS help to prepare future graduating classes for life and study in the US?

The main suggestions which have occurred more than once (either in a given year or from one year to the next) include giving students as many chances as possible (1) to do projects in the US for more exposure prior to college, (2) to help the students to develop independence and self-discipline, (3) to encourage the students to socialize more, (4) to encourage the students to speak more English, (5) to teach time management skills, and (6) to provide a stronger counseling base.

The results from this survey from the first few years it was issued played a major part in the decision to offer a College and Career class for our seniors to help them to be better prepared for life and study in the United States. This class was first taught during the 2018/19 school year, and we have continued to offer this mandatory course every year since. Both the survey results and the support from the initiatives that came from the survey responses suggest that the ESLRs will continue to influence students in life beyond AIS.

Annual Surveys

In addition to the ESLR surveys, we give an annual survey at the end of every school year. These surveys yield data on overall satisfaction of nearly every facet of the school from students (Grades 4-12), teachers (both foreign and local), and parents. This is another way that we have our stakeholders reflect on all of the critical parts of our program. The result is that they are able to provide ratings of the school and school

personnel, and they are able to give feedback to help improve the overall running of the school.

Although it would be nice to have all scores at the A+ (100%) level, for a school as large as this and with as many components as it has, it is reasonable to consider anything at 2.0 (70%) or above to be satisfactory. Thus, anything below 2.0 is a concern. Here is the data from the student surveys for the past four years:

Combined Student Survey Results (Grades 4-12)

	17/18	18/19	19/20	20/21
Lead Teachers	3.3	3.3	3.4	3.3
Assistant Teachers	3.0	3.3	3.3	3.4
Myanmar Class	3.0	3.2	3.3	3.3
Spanish Class	3.5	3.4	3.8	2.8
ESL Class	3.2	3.6	3.6	3.3
PE Class	2.9	3.1	3.3	3.0
ICT Class	2.6	2.9	3.7	3.5
Art Class	3.2	3.2	3.4	3.6
Music Class	3.3	3.5	3.2	3.3
Principals	3.1	3.3	3.4	3.2
Head of School	3.5	3.7	3.5	3.2
Library	2.8	2.9	3.2	NA
Cafeteria	2.4	2.5	2.6	NA
Classrooms	3.2	3.2	3.3	NA
Textbooks	2.9	3.1	3.0	NA
Extra-Study Sessions	2.7	2.8	2.8	NA
Clubs	3.1	3.2	3.2	NA
School Competitions	3.0	3.1	2.9	NA
Online Learning	NA	NA	NA	2.0
Overall Rating	B	B	B+	B

Since the campus was closed for the year, we did not have the students rate the facilities or the extracurricular programs/support that we have in place during a normal school year (and which we couldn't provide in 2020/21). We also had ratings related to textbooks/curriculum replaced with an assessment of our online learning program. Thus far, our students have never rated an area of the school below 2.0 for any year. The closest they've come to doing so is the 2.4 rating of the cafeteria from 2017/18 and the 2.0 rating of our online learning program for the 2020/21 school year. While our foreign and local teachers viewed our online program more favorably, the students and parents (as noted in their comments) wanted more contact time with their teachers. Our switch from asynchronous to synchronous "live" lessons for the 2021/22 school year is our way of meeting our stakeholders' needs. Even with the 2.0 rating of our online program, our

students gave our program an overall rating of B, which is quite respectable considering that 2020/21 was a pandemic and coup year.

At the end of each survey, we give participants the chance to provide feedback, suggestions, ideas, etc. From the latest (2021) survey, leadership identified major and minor areas of concern (“major” is defined as an item that appears in at least 5% of the surveys; “minor” is defined as an item that appears in at least 3% of the surveys).

Major Areas of Concern:

- NA

Minor Areas of Concern:

- Decrease Tuition (3%)

Regarding tuition, the school provided a 30% tuition discount since we switched to an online asynchronous program. As a response to feedback from both students and parents, AIS has continued to provide discounted tuition for the 2021/22 school year, in addition to teaching lessons synchronously.

Regarding the faculty survey, thus far all results are within the acceptable range of 2.0 or higher (see below).

Combined Teacher Survey Results

	17/18	18/19	19/20	20/21
Cleaning Staff	3.5	3.5	3.4	NA
Security Staff	3.5	3.7	3.6	NA
Cafeteria Staff	3.5	3.4	3.3	NA
4F Support Staff	3.8	3.8	3.7	NA
4F Accounting Staff	3.5	3.6	3.4	NA
3F Copy Room Staff	3.6	3.6	3.6	NA
Library Staff	3.5	3.6	3.6	NA
Reception Staff	3.6	3.6	3.5	NA
Local Teacher Supervisor	3.6	3.7	3.5	NA
Principals	3.3	3.3	3.4	3.3
Head of School	3.5	3.6	3.5	3.2
Managing Director	3.5	3.6	3.4	3.4
Students' Parents	3.1	3.3	3.1	3.2
Students	3.3	3.5	3.5	3.5
Self-Rating (Teachers)	3.2	3.2	3.2	3.1
Classrooms	3.5	3.5	3.5	NA
Curriculum & Textbooks	3.2	3.4	3.4	NA
School Resources	3.3	3.5	3.5	NA
Extra-Study Program	2.9	3.2	3.0	NA
After-School Club Program	3.2	3.4	3.3	NA

School Competitions	3.4	3.3	3.3	NA
Housing (Foreign Faculty)	3.1	3.3	3.4	NA
Online Learning	NA	NA	NA	3.0
Overall Rating	B+	B+	B+	B

From the latest survey, leadership identified major and minor areas of concern from the faculty (“major” is defined as an item that appears in at least 5% of the surveys; “minor” is defined as an item that appears in at least 3% of surveys).

Major Areas of Concern:

- NA

Minor Areas of Concern:

- NA

There were no major or minor areas of concern, which is consistent with survey results from previous years. The teachers’ ratings are nearly always between 3.0 and 3.8. As noted above, the foreign and local teachers viewed our online program more favorably than did our students and their parents.

Near the end of the 2017/18 school year, we conducted our first parent survey (prior to that, we collected parents’ feedback through our monthly PACT meetings, via suggestion boxes around campus, and via Reception, which serves as the central hub for parents and is usually the first place a parent will go to make a suggestion). Unfortunately, we had only 13 parents in total respond to our first survey, which is too small a sample to have usable data. Here are the results from the last three years, where we had a significantly higher number of participants:

Parent Survey Results

	18/19	19/20	20/21
Cleaning Staff	3.3	3.3	NA
Security Staff	2.8	3.2	NA
Cafeteria Staff	3.0	3.0	NA
Library Staff	3.1	3.2	NA
Reception Staff	2.8	3.2	3.0
Principals	3.2	3.4	3.3
Head of School	3.3	3.6	3.3
Managing Director	3.0	3.0	3.0
Your Child’s Teachers	3.3	3.4	3.3
Your Child	3.0	3.3	3.1
Self-Rating (Parents)	2.9	3.2	3.0
Classrooms	3.4	3.4	NA
Curriculum & Textbooks	3.3	3.2	NA

School Resources	3.1	3.1	NA
Extra-Study Program	3.0	3.1	NA
After-School Club Program	3.0	3.2	NA
School Competitions	3.0	3.1	NA
Online Learning	NA	NA	2.3
Overall Rating	B	B	B

From the latest survey, leadership identified major and minor areas of concern from the parents (“major” is defined as an item that appears in at least 5% of the surveys; “minor” is defined as an item that appears in at least 3% of surveys).

Major Areas of Concern:

- NA

Minor Areas of Concern:

- Decrease Tuition (4%)
- Provide Synchronous Lessons (3%)

Our students’ parents generally rate all aspects of our program around the 3.0 level. This year - as with the students - the parents gave a low rating (2.3) to our online learning program. Their main complaint (as noted in the comments they shared) is that the students had too little time with their teachers. We have switched to synchronous teaching for 2021/22 to address this area. As noted above, we are continuing to provide a substantial tuition discount for the 2021/22 school year.

We are grateful to our stakeholders - students, parents, and teachers - for recognizing that we have been doing our best in a school year that included both a pandemic and a coup (both of which are continuing for the 2021/22 school year). To receive an overall B rating from all stakeholders under these circumstances is something to celebrate.

Conclusion

AIS has experienced tremendous growth and change since its last full self-study submission. Some of the highlights include the following:

- We have had 5 graduating classes with 100% acceptance for those applying to college. Acceptances include some of the top schools in the US: Columbia, Brown, U Penn, and UCLA, among others.
- We have added thousands of books to our library (the total number of volumes is approximately 35,000), along with leveled readers series and myriad other student and teacher resources.
- We have added facilities to meet students’ needs, including two additional ICT labs for research and two additional science labs. We have also added a new building, which serves as the main building for our Montessori preschool program, as well as additional housing for faculty.
- We have become an official test center for PSAT, SAT, AP, and iTOEFL.

- We have created a KG to Grade 1 transition program, which we run in the summer to ensure that we have a smooth transition for the students moving from Montessori to our elementary program.
- We completed our 2016 Six-Year Action Plan within three years and created an entirely new three-year plan for 2019 to 2022.
- We created an online learning plan in response to the pandemic and the coup and survived these challenges with a relatively minimal drop in overall enrollment.
- Our stakeholders have indicated - by their survey responses - that we are still a quality program despite the constraints and challenges we have faced (and which we continue to face).

While we have accomplished much, we know that we can still improve and that we still have much to work on. As we move toward maximum student enrollment in all divisions, we need to maintain a focus on quality, while ensuring that we have sufficient classroom materials/resources, sufficient space within our compound, and a schedule that allows for the maximum use of our library, science labs, computer labs, sports areas, and cafeteria. We also want to uphold our 100% college acceptance rate, which requires continued best practice in our educational program from preschool to high school. We are guided in this work by our WASC-driven schoolwide action plan. Despite the challenges that we continue to face with the pandemic and the coup, what we said back in 2016 is equally appropriate now: Today is an exciting time; tomorrow is just as exciting!

Chapter III: Self-Study Findings

Category A: Organization for Student Learning

A1. School Purpose Criterion

A1.1 Beliefs and Philosophy

Prompt: Evaluate the written purpose in relationship to the beliefs and philosophy of the school and its constituency served.

The families we serve choose AIS because they want a strong academic foundation for their children, they want their children to be fluent in English, and – for the vast majority of our families – they want their children to have a successful college experience in the US. The philosophy of Ayeyarwaddy International School closely matches our stakeholders' needs. Our mission comprises five goals: that children deserve to improve their lives; that education is an essential means to that end; that a strong curriculum with certified teachers can provide that education; that educators need resources and support to achieve their goals; and that the entire community needs to be involved stakeholders.

Our school's vision includes the goal of being a top-tier regional school with an aim toward the lifelong success of our students. Our mission statement emphasizes creativity and quality of life. The promise of a sound academic education is a theme that runs through each of the three statements (vision, mission, and philosophy). Our handbook, which is in two languages (English and Myanmar) is updated and distributed to all of our families each year to remind them of the shared underlying vision, mission, and philosophy, as well as to inform our students and parents about current policies, procedures, and rules.

A1.2 Purpose, Schoolwide Learner Outcomes, and Profile Data

Prompt: Evaluate the degree to which the development of the school's vision, mission, and schoolwide learner outcomes have been impacted by pertinent student/community profile data and identified future global competencies, and current educational research.

In 2011, well before our official opening as a school, the Head of School (HOS) met with various prospective parents and other potential stakeholders. In the course of that visit, two overarching community goals emerged, which formed the basis of what ultimately became our vision, mission, philosophy, and ESLRs:

1. to create a preschool-to-Grade 12 school experience that would set the foundations for what would eventually lead to a better quality of life and
2. to develop high school graduates with skills that would enable them to qualify for entrance into Western universities.

In the fall and early winter of 2011, the HOS used anecdotal data (drawn both from prospective students and from parents of prospective students and later confirmed by AIS assistant teachers who had previously taught at other Mandalay schools) to create a chart of strengths and weaknesses that students drawn from other Mandalay schools would bring to AIS. Strengths included a sound academic background in mathematics, a culturally instilled respect for educators and education, and generally good behavior in a school setting. Weaknesses included limited exposure to the English language, no access to professional educators, no access to North American textbooks/curricula, and limited access to approaches to education which led to the development of skills such as creativity and critical thinking (skills essential both to success in North American schools and to success in life beyond school). The prospective students would come from two predominant cultural and linguistic backgrounds: Myanmar (Burmese) and Chinese (Yunnan).

At that time, there were a limited number of sizable programs which collectively formed the pool of prospective AIS students, including a few private schools that served the Myanmar and the Chinese communities, and a private school that primarily served the Muslim community. Outside of these, there were myriad private and government schools. All schools had the weaknesses noted above.

The HOS used the information drawn from his initial site visit and subsequent interactions with stakeholders to create the school's mission, vision, and philosophy statements, which emphasized the development of academic skills (including general academic skills, English-specific skills, and critical skills such as creativity) and which also included an emphasis on a school program that would ultimately enhance the quality of life of its students. The mission, vision, and philosophy statements were shared with prospective stakeholders and the Board and were officially adopted prior to the start of our first school year (2012/13).

While the original mission, vision, and philosophy statements were created by a veteran educator and former Professor of Education (i.e., the HOS) and were based on the previously mentioned data and information, the number of stakeholders involved was relatively small. This is due to the fact that the school was not yet running and had at that time only prospective students and parents.

The ESLRs, however, were truly a community undertaking. A WASC sub-committee developed the ESLRs during the 2013 school year. Students were polled to learn what their goals might be upon graduation from AIS. Classroom teachers collected graphic organizers, poems, essays, and other expressions to determine common themes. Based on the students' submissions, the committee spent a few months developing three overarching ESLRs, each with subcategories/explanations (see table below). The school adopted these ESLRs, with parental approval, by the end of the 2013/14 school year. What is interesting to note is that the ESLRs – which were created independent of the mission, vision, and philosophy statements – match the aforementioned statements so well that we saw no need to revise those initial statements when we revisited them during

our first Self Study process. For the same reason, we made only a few minor changes (as described in the introductory chapters) during our most recent Self Study process. This suggests that the sample (prospective) community that led to the creation of the mission, vision, and philosophy statements – although small – was in fact representative of the larger community which developed our ESLRs.

After the ESLRs were finalized, we placed ESLR posters in every classroom and in the hallways both in English and in Myanmar. Teachers at all grade levels regularly reflect on data and artifacts related to how students exemplify the ESLRs. Such reflections serve as the rationale for teachers' monthly selection of Students of the Month. Awardees are formally recognized and celebrated at each month's schoolwide assembly (see 2020/21 Sample List of Students of the Month and 2020/21 Sample Student of the Month Award).

Although we did not specifically draw on current educational research during the process of creating our school statements and ESLRs, we believe that we have conformed to best practice by having gathered key information from available stakeholders (including potential stakeholders), by including multiple voices and perspectives, by directly involving in the process the beneficiaries themselves (i.e., the students), by following an overall collaborative process, and by communicating both the process and – in particular – the finished product to all stakeholders.

Expected Schoolwide Learning Results (ESLRs)

AIS students are . . .

- 1. Socially and Globally Involved Citizens who**
 - 1.1 Actively participate in community projects
 - 1.2 Are environmentally responsible
 - 1.3 Speak multiple languages
- 2. Creative and Critical Thinkers who**
 - 2.1 View failure as the first step toward success
 - 2.2 Work collaboratively to problem-solve
 - 2.3 Employ reasoning and problem-solving skills across disciplines
- 3. Academically Prepared Learners who**
 - 3.1 Demonstrate mastery of essential concepts in core academic subjects
 - 3.2 Possess ICT skills to thrive in an interconnected world
 - 3.3 Utilize effective study and research techniques

A1.3 Involvement of All

Prompt: Evaluate the processes 1) to ensure the involvement of representatives from the entire school community in the defining of global competence and the development/refinement of the core values vision, mission, and schoolwide learner outcomes and 2) to determine their effectiveness.

As noted in the previous section, the HOS directed the creation of the mission, vision, and philosophy statements based on data drawn from stakeholders (and potential stakeholders) prior to the first year of the school. At that time (September 2011 to February 2012), we had just the beginnings of a school community. We did, however, have a full community in place at the time that we began to develop our ESLRs (2013/14); thus, the process of creating the ESLRs was more detailed, as outlined below.

During the first year of the school (2012/13), we did not have ESLRs; instead, we used the vision, mission, and philosophy statements as our guides. Once we had had our initial WASC site visit (at the very end of year one), we followed the VC chair's suggestion to determine the ESLRs. The creation of the ESLRs was a collaborative process that included the voices of students, faculty, leadership, Board, and, to a lesser degree, the students' parents.

During the 2013/14 school year, we asked our students what was important to them – that is, what they valued and hoped to be able to demonstrate by the time that they left AIS. Faculty then took data derived from the various classes and – through graphic organizers – categorized reoccurring themes that emerged. These themes were then fine-tuned by a faculty committee and leadership and shaped into ESLR statements. The statements, in turn, went through various editions for editing and refinement (overseen by faculty and leadership). With the help of the school's Managing Director, who met with parents, we were able to solicit feedback and input from selected parents and stakeholders prior to coming to our final version (if we had had a functioning PTO at that time, it would have been easier for us to include more parents' voices in the process).

The final version was ready by the first semester of the 2014/15 school year. Once we had our final version, we posted ESLR posters in both English and Myanmar in prominent places around campus and also on our school website in an effort to ensure that all of our community had access to our ESLRs. In addition, since we had by that time a rudimentary PTO, we charged its leaders with the task of incorporating the ESLRs into their first initiative, which they attempted to do as part of a schoolwide festival that they hosted that year.

As part of our most recent self-study process, we revisited the vision, mission, philosophy, and ESLRs to determine if they still reflected the values and beliefs of our community. During the 2020/21 school year, leadership surveyed students, parents, and teachers. Here are the results of the surveys:

99% of those surveyed indicated that the original mission represented the school and did not need to be changed; 98% said the same about our ESLRs. From the teachers, 79% supported an alternate version of our vision statement, and 92% supported an alternate version of our philosophy statement. We then surveyed the parents, and 92% supported the revised vision statement, and 90% supported the revised philosophy statement. The students, too, supported the changes (63% for the revised vision statement and 81% for the revised philosophy statement). Thus, as a result of survey feedback from students,

parents, and teachers, we adopted two changes to the vision statement (changing “premier English language academy” to “regional academy” and deleting “and, ultimately, for students throughout Myanmar” from the statement) and one change to the philosophy statement (changing “in-class technology” to “access to technology” in sub-point four). As we move forward, we will continue to seek our stakeholders’ input as to the accuracy and appropriateness of our school statements.

A1.4 Consistency of Purpose, Schoolwide Learner Outcomes, and Program

Prompt: Provide a range of examples that the school vision, mission, schoolwide learner outcomes, and program are consistent with the school’s explanation of global competencies.

The school’s vision, mission, and philosophy statements have two overarching themes: an environment that results in improved quality of life of its participants and a program that specifically leads to academic skills that result in readiness for college and beyond. As noted above, a faculty committee determined that the ESLRs – developed independently of the aforementioned statements – complemented the initial statements. The ESLRs themselves give a more precise view of exactly what our program of study will lead to, namely socially and globally involved citizens, creative and critical thinkers, and academically prepared learners. These in turn reflect AIS’s definition of global competencies – that is, the knowledge and skills that students need in the 21st century.

There are myriad examples of how our ESLRs have been directly addressed in all grades, across all disciplines, and both in the main academic program and in after-school clubs and activities. Social Studies is the academic course most closely aligned with our first ESLR (socially and globally involved citizens), which includes content and myriad project opportunities related to social and/or environmental responsibility. Students also address this ESLR through various clubs - particularly our Volunteer Club, which has remained one of our most popular clubs since the school started. Through this club, students have supported or otherwise worked with orphans, poor children in village schools, and other disenfranchised persons. We have also run annual events (e.g., the AIS Fun Run) to raise money to provide clean water to the needy or for other similar causes.

Our second ESLR (creative and critical thinkers) is apparent in all classes. In math and science, students work collaboratively to solve math problems or to do scientific investigations - whether in one of our three labs or in the classroom. Humanities teachers ask students to reflect critically on historical events and literary passages and complete myriad performance-based assignments that reflect their creativity and understanding of the content. Cooperative learning (pair work, group work, etc.) is a part of each teacher’s classroom. Finally, our third ESLR (academically prepared learners) is daily reflected in our core content classes, which all students take: language arts, social studies, math, and science.

In the 2013/14 school year, we began discussing how to assess the ESLRs so that we could ensure that we were meeting the ESLRs and also so that we could formally report on the students' progress to stakeholders. By the end of the 2014/15 school year, we had added an ESLR section to our quarterly report cards, which required the instructors to reflect on and report on students' progress on targeted ESLRs during any given quarter. By the end of that school year, all report cards reflected progress both in academics and in ESLR competencies. This initial format was ultimately shaped into what we use today (see 2021 Sample Report Card).

A1.5 Communication about Vision, Mission, and Schoolwide Learner Outcomes

Prompt: Examine the effectiveness of the means to publicize the purpose and the schoolwide learner outcomes to the students, parents, and other members of the school community.

Our mission, vision, and philosophy have been a part of school handbooks since the very first year (see 2021 Sample Handbooks). Since the beginning of the school, we have sent home hard copies of the Student/Parent Handbook; thus, all stakeholders have both an English and Myanmar version of the school statements. We also added the ESLRs to the handbooks starting with the first school year after the ESLRs were determined.

In addition to the handbooks, we have the ESLRs posted in every classroom and also in prominent areas which are frequently visited by parents (e.g., the main entrance and the major corridors). We also have all statements and ESLRs posted on the main page of our school website. As noted in Chapter 2 of this report, we annually administer ESLR surveys to help gauge the degree to which we have been successful in explaining the ESLRs to our students, parents, and teachers. Aside from the Myanmar translation of the ESLRs in posters and in handbooks, and aside from the annual ESLR-based surveys, we have tried to work through PACT (our version of a PTO) to educate the parents as to what exactly ESLRs are and why they are important (see PACT Meeting Agenda, though note that - due to the pandemic and the coup - we postponed PACT meetings during the 2020/21 school year).

Teachers incorporate ESLRs into their lessons on a regular basis. We also highlight our ESLRs during monthly assemblies. Each month, classes from various grade levels present ESLR-themed skits or songs to demonstrate their own understanding of the ESLRs. These performances serve to reteach the ESLRs for our entire community. As part of these monthly assemblies, we have implemented a student-of-the-month award, which is based on students showing development in, or exceptional understanding of, the ESLR of the month.

A1.6 Regular Review/Revision

Prompt: Evaluate the effectiveness of the regular process for review/revision of the core beliefs, school vision, mission, and the schoolwide learner outcomes. Include the degree

to which the review/revision process addresses current and future learner needs and other local and global trends and conditions.

We are still a relatively new school (not yet 10 years old) and with only recently-completed ESLRs (2014/15). Although we haven't had our ESLRs for long, we did not delay in evaluating their impact or in reviewing them. One part of this review revolves around our graduates. Starting with our first graduating class (the Class of 2017), we have surveyed our graduates to determine the continuing impact that our ESLRs have had on their post-AIS lives. In addition, we learn about students' academic preparedness (via their grades) and their social and emotional wellness (via a self-reported assessment) through these annual surveys. Although the number of students' responses decreases for each year that a graduating class has been out of high school, we have been able to determine that our students consistently use the ESLR-based skills that we emphasized at AIS, that they are performing average or above average in their academics, and that they are socially adjusted in their new post-AIS environments (see Sample Graduate ESLR Surveys).

As noted above, we also reflect on our school belief statements and goals via a number of surveys. Our most recent surveys of students, parents, and teachers indicated that our community overwhelmingly believes that our original ESLRs and belief statements (with only minor adjustments to our vision and philosophy statements) continue to reflect the values of our stakeholders. In future years, we can continue to look at data from our college graduates to see how well our ESLRs and our program in general have prepared our students for life. From such longitudinal data, we can further refine our core beliefs and ESLRs.

Conclusions

As of the current (2021/22) school year, AIS has clearly stated vision, mission, and philosophy statements which complement, and which are further developed in, community-created ESLRs. The latter outlines in detail what our global competencies are and is reflected through myriad in-class and out-of-class activities. The ESLRs are translated and distributed to all stakeholders, they are highlighted in formal schoolwide activities (e.g., assemblies), and they are formally assessed and displayed on quarterly report cards. Our school has three critical learner needs: a schoolwide emphasis on reading, a schoolwide emphasis on writing, and remediation for struggling students. The vision, mission, philosophy, and ESLRs all include a focus on academic readiness, and this clearly matches all three critical learner needs.

Evidence:

1. [Faculty Handbook](#)
2. [Student/Parent Handbooks](#)
3. [AIS Website](#)
4. [Sample List of Students of the Month](#)
5. [Sample Student of the Month Award](#)

6. [Vision, Mission, Philosophy, and ESLR Survey for Students, Parents, and Teachers](#)
7. [ESLRs: Students' Work Samples](#)
8. [Sample Report Cards](#)
9. [PACT Meeting Agenda and Samples](#)

A2. Governance Criterion

A2.1 Written Procedures and Coherent Policies

Prompt 1: Evaluate the clarity of the written procedures and coherent practices regarding the roles and responsibilities of the governing authority/ownership.

Prompt 2: Evaluate the clarity of the policies and procedures regarding the selection, composition, and specific duties of the governing authority.

The governing body of AIS consists of the CEO (Ms. Gao Cai Mei, who is also the owner) and the Managing Director and school founder (Mr. Aung Ko Latt). This two-person Board has served the school from its founding in 2011 to the present time. The HOS (Dr. Gary Robson), while not on the Board, is peripherally connected to it by serving as an advisor and non-voting member.

In Myanmar, it is traditional and typical for organizations to be run by the founding/controlling family. These persons are appointed as opposed to being elected. Since they have little or no background necessary to run a school, they generally leave the practical running of the school to the Managing Director (MD) and/or Head of School (HOS), relegating their own position to that of supporting initiatives put forth by the MD himself or by the MD on behalf of the HOS. In the case of AIS, this is precisely how the school operates. At AIS, the MD is responsible for non-academic issues, and the HOS is responsible for academic issues. Each one consults with the other on a weekly (often daily) basis. With few exceptions, the HOS defers to the MD on non-academic issues, and the MD defers to the HOS on academic issues. Our community has had the same MD and HOS since the school was founded (2011).

The structure is small, informal, and works well for our school. One of the most effective aspects of the governing structure is rapid decision-making ability. There are no immediate plans to change the composition of the governing body. However, the Board has had informal talks with the HOS about including him on the Board at the time of his retirement so that an academician with intimate knowledge of AIS since the beginning can help to direct the community's future.

Because the Board has always been small, and because the school has been run by the MD and the HOS, we did not have a formal School Board Manual (SBM) until recently (2019). Prior to the start of the 2019/20 school year and at the request of the HOS, the Board formally adopted the manual that has been included in every handbook since 2019/20. As noted in the SBM, the Board's main role is to support the MD and the HOS in the overall operations of the school. The Board itself does not create school policies (thus far, these have been created by the leadership team, under the guidance of the HOS). The SBM provides a clear and logical outline of the AIS Board and includes sections on board structure, pre-training, policy creation, involvement of the governing authority, school community understanding, relationship to the professional staff, Board's

evaluation/monitoring procedures, complaint and conflict resolution, general evaluation procedures, and evaluation of the governing authority.

A2.2 Pre-training of Potential Board Members

Prompt: Evaluate the effectiveness of the training that is offered to prospective or new school board members.

AIS follows a model that is specific to Myanmar and that currently does not allow for the inclusion of new Board members. Thus, there is no training program designated for prospective Board members. Until the structure changes, the only way for new Board members to assume responsibility for the school would be for the current CEO to give up ownership of the school or for the current MD to resign his post.

A2.3 Relationship to Professional Staff

Prompt: Determine whether there is clear understanding about the relationship between the governing board and the responsibilities of the professional staff and how that understanding is developed and maintained.

As noted in the SBM, the expectations of the Board are articulated to the professional staff through the Managing Director and HOS. Their expectations of an outstanding learning community with successful students and satisfied parents is understood and reiterated at staff meetings and via procedural updates. As noted above, the Board allows the HOS and the other school administrators to manage day-to-day operations while the Board – represented by the MD – focuses primarily on non-academic matters (development of school facilities, use of available school property, tuition matters, et cetera).

A2.4 Relationship of Policies

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

The Board itself does not create any policies; thus, we cannot answer this question in relation to the Board. Thus far, all school policies – as noted above – have been created by the leadership team, under the guidance of the HOS. The initial handbooks, which include all school policies and procedures, were originally created by the HOS in 2011, prior to the start of the first school year (2012/13). From that time until today, leadership has revised the handbooks prior to the start of the subsequent school year based on administrators' feedback, teachers' feedback (via administrators) and issues that arose in any given school year that required clarification for students, parents, and/or teachers. Since the school policy makers are the same persons who have

overseen the creation of the school goals, it has been relatively easy to ensure that school policies are in harmony with school goals. Regarding financial plans, the school has been financially self-sufficient (i.e., it operates on tuition alone without the need for additional support from the CEO) for the past several years. As with all other school policies and procedures, the leadership team is responsible for planning for financial needs for the current and future school years.

Additional Online Instruction Prompt: Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.

The use of online instruction and support methodologies is challenging in Myanmar. The country as a whole has a restricted infrastructure, making Internet access limited, expensive, and unreliable, at best. The Board has on several occasions (2014, 2015, 2016, 2018, and 2020) approved significant capital outlays to provide cabling and/or to otherwise increase the bandwidth at the school, which has resulted in AIS having one of the strongest signals in the city. However, our stakeholders (as noted clearly in their latest survey feedback) prefer that we maintain our face-to-face program and limit online instruction to times of emergency (such as the current pandemic and coup situation). During the current emergency situation, we continue to follow our face-to-face unit plans and general curricula; the main difference is in terms of delivery (synchronous lessons via Zoom, use of video files, et cetera).

Regarding Internet safety, we have a detailed Telecommunications Safety section in our Student/Parent Handbook. In this section, we outline the students' responsibilities regarding safe usage. We also outline specific actions (e.g., bypassing the school system's filtering server, engaging in cyber-bullying, etc.) which are not tolerated. Regarding access to the Internet, students at AIS are only able to work online under the direct supervision of a teacher. This includes times when students are working in any of our three computer labs.

A2.5 Involvement of Governing Authority

Prompt: Evaluate the processes for the involvement of the governing board in the regular review and refinement of the school's vision, mission and schoolwide learner outcomes and remaining current in research-based knowledge about effective schools.

As noted above, the Board has not been directly involved in the creation or modification of school goals (vision, mission, philosophy, and ESLRs). Instead, the Board has relied on the experience and expertise of the HOS, along with the community knowledge brought by the school founder and Managing Director, to ensure that school goals are created, that they are appropriate for the community, and that they are evaluated and revised as necessary.

A2.6 Professional Development of Governing Authority/Ownership

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

Due to the special nature of our community, where the HOS and other school leaders are responsible for the overall practical running of the school and the creation and enforcement of policies, neither the CEO nor the MD has participated in a training program on how to be an effective Board member. The MD, however, has attended all but one of the EARCOS leadership conferences since 2013, where he has participated in several sessions related to Board members. Similarly, all of the school leaders (principals and HOS) – those responsible for the effective running of the school – attend the EARCOS leadership conference each year. The CEO, who does not speak English, has yet to attend an EARCOS event.

A2.7 School Community Understanding

Prompt: To what degree does the school community understand the governing authority's role?

The school community is well aware that our MD founded the school and that our CEO funded the school. Both Board members attend school functions and celebrations throughout the year. One of the aspects of the school which has attracted many families is that they know the CEO family and/or the MD personally and trust their vision in developing a school that will meet the needs of our community.

A2.8 Stakeholder Involvement

Prompt: Comment on the degree of stakeholder involvement in major decisions about the school.

Parents, students, and teachers complete annual surveys, which gives them both the opportunity to provide feedback on the major aspects of our community and to make specific requests related to school improvement. The leadership team carefully reviews and discusses this feedback each year. The goal is to identify any areas that require special attention. Our current action plan is based primarily on survey feedback. For example, action items 1 and 2 (counseling support and textbook usage) came directly from the students' feedback (some parents, too, identified these areas as problematic); and action items 3 and 4 (LMS and curricula review) came from teachers' feedback. These four items make up the majority of the Schoolwide Action Plan (the remaining three items came from the Board and from the HOS).

For major decisions that are made by the leadership team, the HOS (or another school leader) shares the decisions via formal letter (translated into Myanmar), along with the reasons for the decisions and the implications for the stakeholders. Items that require

more discussion or that necessitate direct input from the parents are discussed face-to-face via PACT meetings with leadership. The 2020 Covid-19 crisis led to some quick decisions and policy-making on the part of school leadership. At that time, parents were informed of important information via letter, AIS website, and AIS Facebook page. Other decisions and/or updates to policies are shared via our school handbooks, which are updated annually.

A2.9 Board Evaluation/Monitoring Procedures

Prompt: Determine the degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing board, including review of student performance, overall school programs and operations, and fiscal health of the school.

The Board itself neither evaluates the academic program nor monitors academic procedures (since they do not have the academic background and training for this, it has been left entirely to the HOS and the leadership team). Instead, the Board makes its presence known by financially supporting academic and student-based initiatives presented by the leadership team. For example, the Board provides the means to procure all curricular items, all supplemental teaching resources, and all items related to facilities that lead to school improvement. Specific examples of Board-approved initiatives include the addition of faculty (foreign lead teachers for electives that were formerly taught by local teachers), the restructuring of current facilities and the addition of new facilities, as well as the inclusion of ISA (International Schools' Assessment) testing, which helps to ensure that AIS students are performing at a level comparable or superior to their peers in international schools worldwide.

In an effort to monitor how school funds are used, the Board oversees a weekly audit. This allows the Board to track every dollar that was spent in a given week and gives it a general sense of the fiscal health of the school. In the short time that the school has been open, we have made tremendous improvements to the quality of the program (all of which necessitated the allocation of school funds) while at the same time managing to repay the CEO 100% of her initial investment in the school (not counting the value of the land itself) by the end of the sixth year of operation. This debt could have been repaid much sooner; however, the Board agreed to continue to support more school-based initiatives and deferred repayment to allow for continued school improvement. This can be used as evidence to show both that the school is financially healthy and that the Board is supportive of how school funds are employed.

A2.10 Complaint and Conflict Resolution Procedures

Prompt: Comment on the effectiveness of the established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders.

Complaints and conflict resolution in relation to stakeholders (parents and students) are handled in the following ways:

1. Parent complaints that go directly to the CEO are redirected to the MD (also a Board member) for direct resolution. The MD has an open-door policy when it comes to parents and meets regularly whether a parent schedules an appointment or simply drops in. He also receives telephone complaints 24/7 and works directly with parents to resolve issues in areas that he oversees.
2. Parent complaints that pertain specifically to academic issues are referred to the HOS. The HOS (or the HOS together with the MD) will meet directly with any parent who requests a meeting to discuss and resolve school-related issues. Similarly, all division principals may never reject a parent's request to a meeting and often meet directly with parents to resolve school issues.
3. Student complaints and concerns are handled on a case-by-case basis by the division principal and sometimes by both the division principal and the HOS.

We believe that the above processes have been effective. Our annual student and parent satisfaction surveys serve as evidence of their satisfaction with every facet of school life. Items that reoccur year after year would indicate areas of complaint that the school has not satisfactorily addressed. In recent years, we have had no such items. For the action items noted above, we had to narrow our search to areas of discord that appeared no more than 2% in any given survey because there were no items that occurred to a greater degree.

A2.11 Evaluation Procedures

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

As noted above, the only evaluation procedure that the Board oversees relates to a weekly auditing of accounting. Both Board members do, however, receive the annual schoolwide surveys, where both the HOS and the principals are anonymously evaluated by the students (grades 4-12) and the teachers. Regarding the annual evaluation of the HOS, G4-12 students, foreign and local teachers, and students' parents evaluate the HOS each year. From 2012/13 to the present, all yearly averaged students' ratings of the HOS have fallen between a B and an A; all yearly averaged teachers' ratings have fallen between a B- and an A-; and all parents' ratings have fallen between a B and a B+. For the most recent school year, all ratings of school leaders (principals, HOS, and the MD) by students, parents, and teachers, fell between a B and a B+. This indicates that the majority of students, teachers, and parents are basically satisfied with the overall performance of the school's leadership team.

A2.12 Evaluation of Governing Authority

Prompt: Review the effectiveness of the evaluation process.

The MD is annually evaluated by the faculty and the parents via our schoolwide anonymous surveys. From 2012/13 until the present, all yearly averaged faculty ratings for the MD have fallen between a B- and a B+. Similarly, the MD has scored a solid B from each of our parent surveys, indicating an overall favorable response. There is no formal procedure in place that allows for the evaluation of the CEO (our only other Board member). As it is throughout Myanmar in schools structured like ours, the main way that stakeholders express their satisfaction or dissatisfaction with the governing authority is through enrollment: if they are dissatisfied, they will not hesitate to move their children to another school.

Conclusions

Due to the nature of private school education in Myanmar as it currently exists, our Board in almost no way functions as a Board would in the US, Canada, and elsewhere. Instead, our Board is comprised of school owners who have no background in education and no desire to direct school policies. Instead, they give complete supervision of the academic side of the program to the Head of School who makes decisions that otherwise would be overseen by a Board (e.g., the creation of the school goals, hiring decisions, all decisions related to program development, school stakeholder issues, et cetera).

The decision to allow an academician to oversee issues normally overseen by a Board allows – in the case of AIS – for a direct impact on all three of our critical learner needs. We have a learning support program, accompanying resources, and personnel to direct the program because the HOS – with input from the faculty – requested it. We have supplemental writing and reading materials, an external assessment to help us annually gauge progress in writing and reading, and professional development in writing and in reading because the HOS – again, with input from faculty – requested it.

Ideally, we should have had a Board that could effectively navigate the school through the complicated process of creating the first American-based accredited school in Mandalay while simultaneously representing all stakeholders' interests and having a mind toward meeting the owners' financial needs. Until circumstances allow for such a Board to emerge, we believe that we are currently operating in the most effective way possible, with an emphasis on students' needs and on the creation of a quality program.

Evidence:

- [1. School Board Manual \(located in Faculty Handbook on page 111\)](#)
- [2. Schoolwide Satisfaction Survey \(Students\)](#)
- [3. Schoolwide Satisfaction Survey \(Parents\)](#)
- [4. Schoolwide Satisfaction Survey \(Teachers\)](#)
- [5. Faculty Handbook](#)
- [6. Student/Parent Handbook](#)
- [7. Schoolwide Action Plan \(located in Faculty Handbook on page 107\)](#)

A3. School Leadership Criterion

A3.1 Defined Responsibilities, Practices, etc.

Prompt: Evaluate the administrator and faculty written policies, charts, and handbooks. Determine the clarity and understanding of these by administration and faculty.

For the first three school years, AIS had a Lead Teacher Handbook, an Assistant Teacher Handbook, and a Student/Parent Handbook. For year four (2015/16), the Lead Teacher and Assistant Teacher handbooks were combined into a single handbook, and we have gone with two handbooks (Faculty and Student/Parent) since that time. All handbooks were originally written by the Head of School (HOS). After the original versions were created, subsequent versions have been revised on an annual basis with mandatory reviews by each principal on behalf of their divisions. Revisions are based on changes in policy, issues that arose within our community that needed to be addressed, issues already in the handbook that required further clarification (based on teachers' requests, leadership members' requests, or the Board's requests), and/or changes in operations or policy based on requirements by the Myanmar government (e.g., policies related to immigration, Covid-19, et cetera).

The final edited versions of each year's handbooks are completed by the end of June and shared electronically with the faculty well before the start of the school year, giving all teachers sufficient time to review the handbooks (Faculty, Student/Parent, as well as the separate Swimming Addendum). The HOS and other school leaders present key issues or new updates from the handbooks during orientation. Teachers are required to read the handbooks, and all teachers must sign a form by the end of orientation indicating that they have read and understood the handbooks. The Student/Parent Handbook, which is written both in English and in Myanmar, is distributed to families during the first week of school, and – as with the Faculty Handbook – the readers are required to sign a form indicating that they have read and understood the policies.

The original (2012/13) Faculty Handbook grew from a 22-page overview to a much more comprehensive 125-page document that, for the current school year, includes 10 sections and 4 appendices. The sections include Philosophy, Schedule, Curriculum, Duties, Policies, Facilities and Supplies, Procedures, Miscellaneous and Extra Duties, Living in Myanmar and Special Issues, and Head of School's Messages. The appendices include a user-friendly list of who to see if a particular situation arises, the Schoolwide Action Plan, the School Board Manual, and a Covid-19 plan (see Sample Handbooks).

Questions that teachers may have about policies are addressed at faculty meetings (schoolwide meetings and divisional meetings). Comments and experiences from each year's faculty and administrators have helped to replace any confusing or otherwise inappropriate sections with clearer sections. We have also added numerous sections over the years that reflect specific responsibilities of students, parents, teachers, and administrators. Although the current document is by far superior to any earlier versions,

leadership acknowledges that the handbook will always be a work in progress since new situations, laws, pandemics, etc. can occur at any given time.

A3.2 Existing Structures

Prompt: How effective are the existing structures for internal communication, planning, and conflict resolution?

The existing structure for internal communication, planning, and conflict resolution is based on the school's divisions. The school has three divisions (preschool, elementary, and secondary), and each division has one leader (principal) who directly oversees the division. Each division leader meets weekly with lead and assistant teachers, grade-level teachers have weekly shared planning time (during Myanmar time for elementary teachers and on a rotating schedule for secondary), and lead teachers meet their assistants on a daily basis. This is a very effective structure because it ensures that we have regular communication amongst faculty with a specific focus on meeting the students' various needs.

Regarding conflict resolution, the current structure has an effective and relatively simple two-step basis: a teacher's first go-to person is the immediate supervisor and – if the issue cannot be resolved – the second stop is the supervisor's supervisor. For example, a secondary assistant teacher would first discuss an issue with his/her lead teacher; afterwards, if no acceptable resolution is found, the AT could then consult with his/her division supervisor (i.e., the principal of the division). Similarly, a lead teacher would go first to his/her division supervisor and could then – if necessary – turn to the Head of School for assistance or support. Administrators have the HOS to report to first and the Managing Director as a back-up person. Only the HOS has no one beyond his immediate supervisor (the MD) to turn to for support, assistance, or direction related to conflict resolution. This plan is explained clearly in the handbook (see Sample Handbook).

Although we have a chain of command, emphasis is based on working out problems amicably at the first level. For example, we encourage LTs and ATs to work out their problems together and to only turn to a next-level supervisor when they cannot find an appropriate solution on their own. This approach is extended to personal situations too. All foreign teachers live on campus (during a normal school year) and are neighbors with one another. When issues arise (e.g., noise or other disturbance), we trust our teachers to speak with one another and to work out an amicable solution, turning to their principal only in extreme circumstances.

A3.3 Involvement of Staff

Prompt: How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning in a global environment?

There are at least two teachers for every classroom (in classes that are led by foreign teachers), and all teachers are charged with the same responsibility: meet the students' learning needs. As outlined in the handbook and explained at orientation, lead teachers are responsible for planning the lessons, for meeting the standards for a particular subject, and for identifying and working with struggling learners. As noted above, teachers' schedules are created in a way that allows for shared grade- or subject-level planning time so that common issues can be worked on in a collaborative manner. In addition, all division members have weekly meetings with their supervising administrator, which allows for larger and/or more comprehensive issues (i.e., issues that span grades) to be addressed with the support of leadership.

In addition to the procedures related to meeting the general needs of the students, we also have built into our program procedures that directly relate to our critical learner needs. Our struggling learners participate in a learning support (LS) program which focuses on non-EAL (English as an Additional Language) issues, and those struggling with language-based issues attend daily EAL classes. Classroom teachers are responsible for identifying struggling learners within the first few weeks of school and formally referring them to the LS and EAL teachers. The support teachers, in turn, are responsible for communicating with the grade-level teachers and division leaders so that all parties know how the struggling students' needs are being addressed and how the students are progressing over the course of a school year.

Similarly, classroom LTs and ATs together identify students needing additional attention and refer them to a classroom-based extra study program, which provides students with extra time (after school and/or on Saturdays) to receive additional academic instruction from a classroom AT. Teachers are required to communicate with parents about all struggling students, and teachers are also required to formally request an in-person conference when students are in danger of failing. In other words, the process involves all classroom teachers, support teachers (e.g., the LS and EAL faculty), grade-level teaching peers (depending on the problem), division leaders, parents, and, of course, the students themselves. Between the in-class actions of the classroom LTs and ATs, the in-school formal learning support program, the after-school extra study program, and the Saturday school program, the faculty improves its chances of identifying struggling learners and providing them with necessary support.

In addition to the above, AIS has supported a School Improvement Committee (SIC) since 2017. The only required members of the SIC are the principals. The rest of the participants are comprised of teachers – on a voluntary basis – from all three divisions. The main purpose of the SIC is to identify ways that our community can best support our students' needs. A secondary purpose is to identify ways that we can better support our teachers so that they in turn can best support our students. These monthly meetings represent yet another way that members from our community can collaborate and discuss ways to meet our students' needs. During the 2020/21 asynchronous year, we were unable to continue our extra study program, and we did not hold SIC meetings. Now that

we are on a synchronous model, we have resumed these support programs for the 2021/22 school year.

A3.4 Evaluation of Existing Processes

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

Leadership reviews existing processes on an annual basis at the very least and, informally, on a day-to-day basis. There are several examples that highlight the regular reviews done in relation to a focus on successful student learning. For example, we went from having no learning support program at all to having one led by general teachers, which in turn was replaced by a formal program led by a certified ESE teacher, which includes a referral process, monitoring, accountability, and parent communication. Upon further review and reflection, we doubled (as of the 2021/22 school year) the ESE staff. We did the same for our EAL program: limited support to general support to formal support by a qualified teacher to a doubling of EAL teachers (including the adoption of WIDA assessments). Similarly, we went from an unstructured extra-study model to an invitation-only model in order to meet the teachers' requests to keep the focus on the students who genuinely need the academic support provided by our extra study program.

Concerning planning, we went from no common planning time to a slightly more structured schedule which allowed for time for all grade-level and subject-level teachers to get together. From there, based on review and reflection, we moved to the current structured planning and/or PLC time, which provides time for teachers to discuss identifying and meeting students' needs. All of these examples have one thing in common: the ultimate goal is on assisting students, particularly in terms of the identified critical learner needs (reading, writing, and EAL-based support).

While the process itself is working in that we are able to identify students in need, we can still improve on the consistent use of data (specifically the G3-10 ISA assessments, the PSAT scores, and the SAT scores) to support students' needs. At the leadership level, principals review the data each year and take time at orientation to explain the data and how to use it. However, we can still improve in terms of holding teachers accountable for using the data to address curricular weaknesses and to create additional initiatives to support both struggling and excelling students.

A3.5 Child Protection

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

Child protection is the main responsibility both of school leaders and of every person within our community, and all school leaders and teachers are tasked with always keeping in mind the school's Prime Directive in relation to child protection: Never hurt a student. We believe that it is everyone's professional and ethical duty to ensure that our students have a safe and secure environment whether on or off campus. We have a clear and carefully-written formal Child Protection Policy (CPP), which is shared with our community members in our handbooks (both the Faculty Handbook and the Student/Parent Handbook) and formally discussed with teachers during each year's orientation. Leaders' responsibilities – as well as teachers' responsibilities – are clearly outlined in the policy. For leaders, this includes hiring practices.

AIS leadership is tasked to implement safe hiring practices to ensure that our staff members are verified as safe to work with children. For local staff, this involves teachers and support staff providing police clearance. For foreign staff, this involves hiring through agencies that verify teachers' backgrounds, getting confirmation of a teacher's suitability to work with children from a minimum of three professional references, and requiring teachers to disclose any history of criminal conduct, of employment termination, and of visa restrictions. The HOS includes the CPP in each teacher's contract so that they are aware of the importance of child protection within our community and know that – by joining our community – they are bound to the CPP and to the protection of our students. Furthermore, teachers are required to complete two online trainings related to protecting our students (suicide prevention and basic first aid).

For issues of abuse or neglect, teachers are responsible for reporting cases to their administrator immediately. Leadership will then, within 24 hours, form a Response Team, consisting of at least one administrator, at least one local leader, the HOS, and, as necessary, one or more faculty members (e.g., school counselor, school nurse, or other individuals as determined by the Response Team Leader). Leadership will then gather information (e.g, interview staff members, review the child's history, discuss with the child, observe the child in class, and/or meet with the family). The Response Team will then create an Action Plan based on the information gathered.

Although we believe that the policy is clear and appropriate for our community, we cannot yet comment on the effectiveness of the processes outlined in the policy. To date, we have not yet needed to form a Response Team. We do, however, believe that our policies and community mindset have prepared our school leaders and our community in general to appropriately manage a child-protection issue should one arise.

A3.6 Interconnectedness of the School to the World

Prompt: Evaluate the processes and the results in relation to the school's interconnectedness to the world to promote a globally-minded culture.

The handbooks themselves, to a certain degree, represent a link between the host culture and the rest of the world. The handbook contains many policies and procedures that

reflect a Western viewpoint (e.g., splitting up siblings so that each is in a different class) but that were written with a sensitivity to local cultural mores and that are in fact enacted in a mini-America within a greater Mandalay. Western policies, international and local teachers, Western textbooks, local students and parents – all are interwoven and allow for myriad connections with a world much larger than what is contained within Mandalay alone.

Our music and art classes also serve as bridges between AIS and the rest of the world. Our music room includes instruments (all of the brass instruments, for example) that do not exist in other music programs in Mandalay, and our Western-trained music teacher regularly exposes our students to international sounds. Similarly, our US-certified art teacher brings into her classes techniques and projects that typically occur in classes in America and Europe.

We have also – over the past several years – promoted regional, national, and international trips for students, which have helped to expose them to other views and other cultures. For example, in past years, students have participated in World Scholars Cup events, debates, Model United Nations, and various other academic-based activities both within Myanmar and abroad. We also have an ongoing relationship with a community in Japan which culminates in an annual cultural exchange trip to Japan, where our students spend time in Japanese schools and do cultural presentations (Myanmar traditional dances). Related to this, for the past several years, AIS high school students have had the opportunity to go to the US for an annual college tour, where they interact with US students and speak with myriad college representatives.

Conclusions

Our policies and procedures, as outlined in our handbooks and enacted by our faculty and leaders, reflect all three of our critical learner needs. We have policies in place (as described above) which result in the identification of students who are struggling because of limited English or who have special challenges due to an issue that is not language-based. We also have in place programs to assist these students (LS, EAL, extra study, and Saturday school) and clearly outlined procedures for ensuring that the students have access to personnel and materials that will help them to improve. Furthermore, we have a clearly written Child Protection Policy to guide us during any emergency related to child safety.

We are still working on making more consistent use – at the classroom level – of the assessment data that we have available to us. To address this, our division leaders have been tasked with working directly with their teachers on interpreting and making use of the data we have available: ISA, PSAT, and SAT. By so doing, we believe that we can more consistently make data-driven decisions.

Evidence:

1. [Sample Faculty Handbook](#)
2. [Sample Student/Parent Handbook](#)
3. [Swimming Addendum](#)
4. [Handbook Acknowledgement Form \(in Faculty Handbook\)](#)
5. [School Schedule](#)
6. [Sample SIC Meeting Agenda](#)
7. [Sample ISA Data File](#)
8. [Child Protection Policy \(see page 55 in Faculty Handbook\)](#)

A4. Staff Criterion

A4.1 Employment Policies/Practices

Prompt: Evaluate the clarity of the employment policies and practices related to qualification/statutory requirements of current and potential staff for all programs, including all types of online instruction and specialized programs such as college/career preparation.

AIS clearly outlines the qualifications and other requirements for instructors via its website (item number one in the FAQ section):

1. What are the preferred qualifications for instructors?

Our ideal candidate has the following qualifications:

- BA/BS in Education or a postgraduate degree in Education from a fully accredited university
- Current subject area certification in Montessori Early Childhood Education (ages 3-6), Elementary Education, or Secondary Education
- Two or more years of successful full-time teaching experience in an academic preschool or K-12 setting
- Excellent health
- Fluency in English
- Willing and able to follow a professional dress code to the letter
- Cultural sensitivity, respect for other cultures, and respect for the host culture
- Open, caring, humane individuals who have positive outlooks

In general, we are looking for professional teachers – teachers who know how to prepare lessons, how to follow an established curriculum, how to dress professionally, how to manage a classroom, how to conduct themselves appropriately both inside and outside of the classroom, and how to work effectively with parents, coworkers, and administrators (see website: www.ais.edu.mm).

AIS posts similar requirements each time it advertises for teachers or otherwise recruits (e.g., via the ISS (International School Services) and UNI (University of Northern Iowa) recruitment fairs). In addition, the school makes clear what it seeks in educators by posting current teachers' profiles both on the website and on poster boards in prominent places both within Reception and in the main archway where parents frequently gather. The profiles highlight university degree(s), teacher certification, and years of relevant experience.

Throughout the school's history, the HOS tried a number of recruiting avenues (e.g., TIE, TORF, UNI, Search, Schrole, ISS, et cetera) until finding that the best-fit candidates

generally came from two sources: ISS candidates and UNI candidates. The vast majority of all faculty members have come from recruiting efforts that targeted these sources. We also have on staff a number of RPCVs (Returned Peace Corps Volunteers), who have international teaching experience and cultural sensitivity training as part of their volunteer experience.

A4.2 Qualifications of Staff

Prompt: Evaluate the procedures to ensure all staff members in all programs, including online instruction, based on staff background, training, and preparation are qualified for their responsibilities within any type of instruction to ensure quality student learning.

The HOS has conducted interviews and hired all faculty (both lead and assistant teachers) from the start of the school until the present. The HOS makes hiring decisions after reviewing relevant information such as Curriculum Vitae, university transcripts, and certification documents. Face-to-face interviews are conducted whenever possible; otherwise, Google Meet is utilized.

Relevant documents (application, CV, and copy of teaching credentials) make up each teacher's personnel file and are kept with each division's administrator. Certificates for teachers hired through ISS and UNI are posted on their websites, which the HOS, as a member, always has access to. Before any teacher is hired, the HOS must receive favorable responses to a set of questions (related to a candidate's qualifications) from a minimum of three referees.

A4.3 Child Protection

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

As noted above, the HOS recruits from reputable sources. During the review of credential stage (the initial stage, which takes place before a candidate is contacted for an interview), if any document (e.g., confidential reference, police record, etc.) in any way indicates a red flag in terms of moral character or suitability to work with students, the HOS will not set up an interview, and the candidate's application dies at that stage of the process. The second stage – the interview itself – provides an additional opportunity for the HOS to determine if there are any concerns related to a candidate. The third and final stage is the reference stage. As noted above, a candidate may only be offered a position if s/he receives three positive references. As part of that process, the HOS asks – among a host of questions – the following questions specifically related to the candidate's suitability:

1. Did the candidate leave in good standing and is s/he eligible for rehire?
2. Is there any reason why s/he shouldn't work, or be around, children?

Any "no" response to either of the above questions results in an immediate end to the pursuit of the candidate. The HOS also asks every referee if s/he would speak candidly about any concerns that s/he has about the candidate. This question is an extra precaution in case the two questions above are answered "yes" but there is still a major concern related to the candidate that the referee might reveal.

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

AIS faculty and staff serve as protectors of all of our students, and it is everyone's professional and ethical duty to ensure that our students have a safe and secure environment whether on or off campus. As noted above, the Prime Directive, which is stated in our Child Protection Policy (located in the Faculty Handbook, the Student/Parent Handbook, and the teachers' employment contracts) in terms of child protection is as follows: Never hurt a student.

In addition to the Child Protection Policy previously discussed in this report, AIS has important policies outlined in the handbook which give clear guidelines for the appropriate behavior of adults toward students. For example, we have a "Classroom Security and Safety" section of the handbook, which makes clear that students may never stay alone in a classroom and that teachers may **never** be alone with students in a room that is not clearly in view of other staff or students. In addition, every classroom door **must** have a viewing window. Teachers wishing to cover the window with a flap to block out the sun's rays **must put the cover on the outside of the door** so that anyone from outside of the classroom can easily remove the flap and view the inside of the classroom at any time. An additional handbook section that outlines appropriate behavior of adults toward students is the "Faculty-Student Relationships" section, which specifies that under no circumstances should teachers hang out with students socially. The rare exception would be if the students' parents invited the teacher out for dinner and were also present.

Regarding the behavior of students toward other students, our schoolwide discipline policy (found in both handbooks) clearly identifies inappropriate behavior (while implying appropriate behavior) including the following: fighting, religious or racially motivated behavior, bullying (including cyber-bullying), and inappropriate student relationships. In a separate, but related, section on telecommunication safety, we further outline appropriate behavior, including communicating with other students in a courteous and respectful manner. In that same section, we clearly outline inappropriate actions of a student toward another, including distributing abusive, harassing, bullying, libelous, obscene, offensive, profane, pornographic, threatening, or illegal material.

Outside of the handbooks, the school has a SEL (Social Emotional Learning) program. The program is designed to foster in students the ability to establish and maintain positive relationships, to take care of one another, and to treat one another with respect. Anti-bullying, particularly at the secondary level, is an important SEL theme. Between the SEL program and the handbooks, in addition to teacher responses to incidents that occur during any given week, we believe that we have an appropriate approach to teaching students how to treat one another.

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

The HOS discusses the Child Protection Policy with all faculty (both new and returning teachers) at each year's orientation program. The point of having the HOS lead this part of our training on day one is to emphasize the importance of child protection to all of our stakeholders and to help ensure that all teachers from day one onward follow the policy to the letter. In addition to the orientation session provided by the school, teachers also complete two external trainings (one on basic first aid and the other on suicide prevention) – both of which form part of our larger training on child protection.

As to the effectiveness of the training, from 2012 until the present day, there has been one instance of inappropriate behavior of a teacher toward a student. In that particular case, an angry teacher threw volleyballs at a student. After a full investigation, the teacher was released. Additional evidence of the effectiveness can be found in the teachers' anonymous survey responses to the orientation training program. For the most recent session on school policy (including child protection), the teachers indicated the appropriateness/usefulness of the session by giving it an overall rating of 88% (4.4/5.0).

A4.4 Maximum Use of Staff Expertise

Prompt: Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared for their responsibilities including any type of online instruction.

The HOS, with input from division principals, makes all decisions regarding placement of staff. Although we have a formal orientation process (see below), we actually begin preparing our new teachers for our community well in advance of their arrival. One way that we do that is by connecting teachers with faculty members at the time of hiring so that they have a go-to person who they can ask questions to (along with the HOS, who fields questions from hiring to arrival). In addition, in February or March of each year, the HOS adds all new teachers to our school's New Teacher Facebook page, which allows incoming teachers to connect with our entire community of foreign teachers well before the start of the school year. We keep a history of FAQs on the Facebook page, which provides new teachers with answers to nearly any question one could ask about living and working at AIS in Mandalay. Also before arrival, division principals connect with their teachers via e-mail and send out important information related to the curriculum, unit

plans, etc. Likewise, the HOS sends out the school calendar, the handbooks, and other pertinent information months before school begins to help the teachers to prepare for their upcoming assignments.

One of the faculty job requirements is to attend a one-week orientation/training program prior to the beginning of each school year. Orientation focuses on introducing teachers to the specifics of how our school runs. Training sessions include ESLR discussion; action plan discussion; divisional meetings to discuss the curricula, assessment, and resources; school policy presentation, including child protection; technology overviews; DRA and learning target discussion; ISA data discussion; and a cultural session. While some sessions are schoolwide, others are by division. Anonymous feedback on our orientation sessions remains positive after several years. Here is the feedback from the most recent (2021) orientation (all feedback is on a scale of 0 to 5, with 5 being the highest):

Activity	Rating (0-5)	Percentage
HOS Welcome Message, CLNs, ESLRs, and Action Plan	4.5	89%
Essential School Policies/Handbooks	4.4	88%
Accreditation Explained	4.5	89%
Clubs & Activities	4.0	79%
Tech Overview (Google, Zoom, Calendar, SeeSaw, Etc.)	4.4	88%
Meet & Greet for All Divisions	4.5	89%
Report Cards for All Divisions	4.3	87%
Online Learning Plan for All Divisions	4.4	88%
Class/Department Meetings & Planning	4.6	91%
Curriculum & Assessment for All Divisions	4.4	88%
Plagiarism (Secondary only)	3.8	76%
ISA & Student Support	4.2	84%
HMH Resource Training	4.3	87%

A4.5 Defining and Understanding Practices/Relationships

Prompt: Evaluate the administrator and faculty written policies, charts, pacing guides, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.

Since the inception of the school, there have been handbooks for students, parents, and faculty which describe responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Staff, parents, and students are all required to read their respective handbooks each year and sign an acknowledgment form to indicate that they have read and understood the handbook. The Student/Parent Handbook is written both in English (for students) and in Myanmar (for parents).

The handbooks are updated yearly in order to address new situations that arise in any given year (e.g., Covid-19 and our response to it), to revise policies as necessary (e.g. adding personal days into our overall sick day policy), and to provide clarification on policies based on feedback from teachers, students, and/or administrators (e.g., our Covid-19 Matrix and instructional plan both went through numerous revisions until we reached the latest draft). The feedback on policies that we receive comes throughout the year and is also formally requested at the end of each year via our schoolwide surveys. While any given year's handbooks are set for an entire academic year with revisions applied to the subsequent year's handbooks, there are some emergency situations that can result in a change to a handbook mid-year (e.g., Covid-19 and the need both for a general response plan and for an online educational plan).

One clear example of how operational policies were put into effect took place during the 2019/20 school year, when all schools in Myanmar were closed by the government due to Covid-19 concerns. While the majority of teachers were leaving campus to return to their homes, we implemented our online learning plan. At the same time, with the HOS stranded in the US and one other administrator stranded in Thailand after flights were canceled, our incoming elementary principal and returning preschool principal assumed on-site leadership for the school and saw our community through until the end of the school year and on into the subsequent year. Thus, even in extreme situations, the school has in place a procedure to continue operating as effectively as possible.

A4.6 Staff Actions/Accountability to Support Learning

Prompt: How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning?

Faculty in all grade levels (teaching the same classes) have scheduling which allows them to work together to coordinate planning, discuss learning initiatives, problem-solve, discuss assessment plans, etc. Elementary teachers meet regularly with their grade-level partners; secondary teachers meet in cooperative teams during designated PLC time. Each division principal runs a weekly meeting to discuss students, curriculum, and day-to-day management issues. In addition, we have several initiatives throughout the school to promote cooperation between grade levels and to allow for cross-curricular projects.

For example, we have a SEL program, which includes all of the elementary and secondary classes. We also have an ongoing Sex Education program, which begins in preschool and continues at specific grades both in elementary and in secondary. We have also had regular art and science fairs, organized by the art teacher and the elementary and secondary science staff – each of which is presented in a way that allows the entire school to see the artwork and science projects.

For every school year, we have had formal observation/coaching, which allows for feedback and discussions on myriad issues related to specific grade levels and projects. Teachers from all divisions are encouraged to observe classes taught by other teachers and to discuss teaching options and exchange ideas. Further examples include the use of staff to research and provide PD. For example, the majority of each monthly schoolwide faculty meeting is devoted to teachers sharing ideas, methods, et cetera with their peers.

Other initiatives include learning support and EAL support, where classroom teachers work with our LS and our EAL teachers to create the most beneficial learning environment for our students. Still more initiatives include cross curricular projects. For example, over the past several years, teachers have worked together to create assignments such as Social Studies/English research papers, Science/English papers, and Science/Math projects.

Our local teachers participate in the aforementioned schoolwide faculty meetings and also meet weekly with their division principal. They also meet each Saturday with their supervisors, where they work on their presentation skills and provide PD to one another. Similarly, the local teachers participate in PD-based summer training.

Our annual ISA scores represent the data which reflects the degree to which the above activities lead to effective support of student learning. As noted in the opening chapters, AIS students consistently exceed students' scores from Like Schools (schools with a similar number of non-native English speakers), and we frequently do as well as, or better than, All Schools, which represents a higher achievement bar. At this stage, we now mainly compare our students to Regional Schools, which represents the highest bar (see ISA scores). That said, we can still improve on the consistent use of data (ISA, PSAT, and SAT) to support students' academic needs. While we emphasize this during each year's orientation/training program, and while we have school leaders who walk the teachers through the data, we are not yet holding teachers accountable for demonstrating their regular and consistent use of the data to support initiatives for struggling or for gifted students.

Additional Online Instruction Prompt: Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.

At this time, AIS does not provide online instruction as part of its normal program and has no plans to do so in the future. We have only employed online instruction in emergency situations (e.g., during the Covid-19 pandemic and the coup).

A4.7 Support of Professional Development

Prompt 1: How effective is the support of professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the schoolwide learner outcomes? Provide evidence and examples.

Prompt 2: Evaluate the effectiveness of the professional learning in relation to global competency skills being applied in individual classes and the learning results.

We have an effective PD plan, which begins with our week-long orientation/training program prior to the start of classes each year. At our orientation, teachers work collaboratively with others in their grade level or subject area to learn about our curriculum and the most effective way to implement it. Teachers also learn about the supplemental resources that we have available and are guided in the use of our main resources. We have frequently had our textbook series curriculum experts consult with our teachers on the best way to use our resources.

Additional PD comes in a variety of forms. For example, as noted above, we have weekly divisional meetings (many of which include division-based PD) and monthly schoolwide faculty meetings, which include a focus on in-house PD. Outside of this, each division principal has an annual budget of \$3,000 to provide additional PD; the one stipulation is that the PD must be based on the students' needs. Principals have used their budget to send teachers to regional conferences, to bring presenters to AIS, and/or to provide their teachers with online course offerings. Outside of this, AIS sends a group of teachers to the annual EARCOS Teacher Conference each year. Those teachers return to AIS and provide in-house PD based on the sessions they attended. Similarly, the leadership team attends the EARCOS Leadership Conference each year.

In terms of how the above is effective for achieving academic standards, we again can point to our ISA data, which shows that – overall – our students are steadily improving year by year and are doing as well as, or better than, the majority of students who participate in the assessments. The assessment results, along with our 100% college acceptance rate, serve as evidence that our students are meeting two of our three ESLRs: Creative & Critical Thinkers and Academically Prepared Learners.

It is more challenging to quantify the degree to which one is a Socially & Globally Involved Citizen. We do, however, have myriad activities (mostly through social studies and science lessons) which reflect opportunities for students to engage in relevant activities, and these activities are assessed. In addition, our most popular club (from 2012 until the present) has been the Volunteer Club, which allows students the chance to learn about what is happening both in and around Mandalay and to actively help others. Similarly, we have a number of student-led initiatives and clubs at the high school level which reflect a high level of student involvement in socially and globally-based activities (e.g., clubs based on women empowering women, clubs to help improve undeveloped schools, clubs and Student Council-led initiatives to help raise funds for areas damaged by floods or other disasters, et cetera).

A4.8 Supervision and Evaluation

Prompt: How effective are the school's supervision and evaluation procedures?

Formal quarterly observations and frequent walk-throughs have been in place since the school opened in 2012. For the first few years, the HOS conducted all formal observations and had post-observation meetings with teachers to discuss areas of strength and areas for development. For the past several years, division principals have conducted the formal observations and walk-throughs, while the HOS has continued to do walk-throughs throughout the year. Each principal has his/her own procedure; however, pre- and post-interview discussions, along with formal plans for areas to focus on, are common among all divisions.

Principals are annually evaluated by the HOS via an evaluation matrix, which the principals complete first and which the HOS then comments upon. The matrix includes a section for reflecting on the completion of predetermined goals, along with a section for creating goals for the next year (both self-determined goals and HOS-determined goals). Once the principal and the HOS have completed the evaluation matrix, they have a live meeting to discuss progress made during the year, to clarify goals for the next year, and to address any concerns from either party.

Our overall evaluation plan continues to be effective. The process allows for a dialog between individual faculty members and supervisors. In addition, the teachers and administrators have the opportunity to reflect on their own performance and to set their own goals, along with input from their supervisor. Since the purpose of the evaluations is to support teachers' and administrators' growth, and is in no way punitive, we have a better chance for all parties to fully engage in the process without apprehensive or undue stress. The HOS and principals emphasize the growth aspect of the observations and go so far as to ask teachers to choose a class or subject where they are struggling in order to get more support from their supervisor.

Additional Online Instruction Prompt: How effective are the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?

At this time, AIS does not provide online instruction and has no plans to do so in the future. The only exception is during emergencies (e.g., during the Covid-19 pandemic and the coup).

A4.9 Measurable Effect of Professional Development

Prompt: Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence how the professional development/learning has had a positive impact on student learning, e.g., developing the students' global competencies.

Since 2015, we have begun to put more effort into tracking the progress of our professional development and its impact on students. It was in that year when our

students first took the ISA test, which led to the identification of our critical learner needs: reading comprehension, writing, and EAL support. We have made great progress toward improving our students' reading and writing scores; however, since 99% of our students are non-native English speakers, these same three areas have remained our students' critical learner needs until the present time.

These needs have been addressed in formal and informal PD sessions since they were first identified. A push to improve our ability to identify struggling readers led to the purchase of leveled readers which help teachers determine where each student falls in relation to others in his/her grade level. Teachers already familiar with using these leveled readers have led PD sessions for other teachers in order to involve all grade levels. These leveled readers also led to a new organizational system in our library with a push to level our collection to allow students to read within their levels and to strive to improve their reading. We have also added thousands of volumes to our library each year in an effort to improve our students' literacy skills. As mentioned in previous sections, our ISA scores have improved dramatically in reading comprehension and writing since 2015, and we now compare our students' results with the highest available benchmark: Regional Schools.

Conclusions

Improvement in the quality of education for students has been aided greatly by the commitment of school leadership to hire only experienced, certified teachers. Myriad in-house PD sessions, online trainings, PD from experts visiting AIS, and international conferences have also helped to improve the quality of the teaching by allowing teachers to experience new techniques and methodologies. Similarly, building in time within the teachers' schedules for grade-level and subject-area collaboration has led to an overall stronger teaching force which, in turn, leads to better learning opportunities for our students. Along with this, our formal observation plan, coupled with frequent walk-throughs, ensures that our leadership team is aware of teachers' strengths and areas for development and has a formal plan in place to guide teachers as they improve from one quarter to the next. These efforts have all led to an improved classroom experience for our students, with consistently improving ISA scores as evidence of the improvement.

Evidence:

1. [2021 Sample Handbook Acknowledgement Form \(Faculty\)](#)
2. [2021 Sample Handbook Acknowledgement Form \(Students and Parents\)](#)
3. [EOY Survey Results](#)
4. [Covid-19 Matrix and Teaching Plan \(see page 119 in the Faculty Handbook\)](#)
5. [ISA Test Results](#)

A5. School Improvement Process Criterion

A5.1 Caring, Concern, High Expectations

Prompt: To what extent does the school demonstrate caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning?

The expectations of students at Ayeyarwaddy International School (AIS) are reflected in the vision statement, the mission statement, the philosophy of the school, and the ESLRs, which are posted in both English and Myanmar throughout the school for students, teachers, and parents to see.

Regarding care and concern, we have over 100 local (mainly assistant) teachers who provide additional guidance in and out of the classroom. Local teachers spend much of their time working one-on-one with students to improve knowledge and understanding of the lessons. In addition, assistant teachers provide extra study sessions for struggling students after school until 4:30 p.m. each school day and from 9:00 a.m. to 12:00 p.m. on Saturdays (with interruptions to this service coming only during the 2020/21 school year). Assistant teachers escort preschool and elementary classes to and from their homerooms and other classes on campus. They also watch over students during recess and lunch time. Assistant teachers practice active supervision to prevent harm and ensure that students are behaving in a safe manner.

AIS has both an EAL (English as an Additional Language) and an LS (Learning Support) program led by certified teachers to provide extra assistance to those students who need it. We also have two full-time counselors to generally support students, along with assisting our secondary students with their transition from AIS to university. In addition to the above, we have a schoolwide SEL program and a Child Protection Plan to further protect and support our students at all grade levels.

As to high expectations, AIS is a college-preparatory program that offers a rigorous curriculum, including a number of AP courses. We have a 100% college acceptance rate, which serves to illustrate that our students are deemed college-ready by the US (and other) colleges which they attend. Our students' increasing ISA scores also help to demonstrate our focus on academics and high expectations for all students. While our program offers a generally demanding curriculum, we make sure to honor individual differences. For example, there are alternatives to the most demanding AP courses that we offer each semester. We also have a diverse club and extra-curriculum program, which allows students to pursue myriad interests.

A5.2 Broad-Based and Collaborative

Prompt: Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative, and fosters the commitment of the stakeholders, including the staff, students, and parents.

The students' CLNs (critical learning needs: reading comprehension, writing, and EAL support) drive the school planning process. The need to support students in these areas resulted in our focus on data-driven decision making and an emphasis on using longitudinal data from our ISA scores to address areas of need. Similarly, we conduct annual reading assessments to help us to track gains in reading each year. These same critical learning areas resulted in the creation of our EAL and LS programs, along with the purchase of additional resources (e.g., WIDA exams, library books, leveled readers, etc.) that related to the critical areas. Finally, our PD and orientation/training sessions have primarily related to how teachers can best support our students in their critical need areas.

Aside from the CLNs, which were confirmed by a careful analysis of ISA data, we gather stakeholders' input via annual surveys and make programmatic decisions based on our findings. For example, high school students' requests resulted in our present AP program. Administrators' and teachers' requests resulted in our current SEL program. Our schoolwide policies related to dress code, male/female relationships, and English only came from parents' requests. Our most recent Action Plan was based on two items identified by students, two from faculty, one from the Board, and two from leadership.

A5.3 School Plan Correlated to Student Learning

Prompt: How does the school ensure that the analyses of student achievement of the critical learner needs, schoolwide learner outcomes, and academic standards impacts the development, implementation, and monitoring of the plan?

We annually review our ISA data, our annual schoolwide and ESLR survey data, and our students' quarterly report cards. By doing so, we are able to identify areas that are working and those that need support. For example, initial ISA scores helped us to identify our CLNs and to provide programs (EAL and LS) and resources (additional library resources, WIDA assessment, and supplemental resources) to address these weaknesses. Our ISA scores today show that the intervening reading, writing, and EAL initiatives have had a positive effect on students' improvement of the CLNs.

Similarly, the same analysis of data helped us to identify the need for alternative course offerings for our high school students. This led to the creation of AP options, non-AP options, and alternatives to advanced mathematics. Our analysis of the ESLR survey data resulted in principals working with teachers to bring the ESLRs more overtly into class lessons. It also resulted in the decision to make the ESLRs the focus of school assemblies.

A5.4 Systems Alignment

Prompt: What evidence supports the systems alignment in areas such as professional goals, teacher evaluation, and strategic planning for the purpose of ongoing school improvement?

One example of systems alignment pertains to certified and qualified teachers. We need qualified teachers in order to improve the overall academic program (school improvement), and we set aside funds to send leadership to key international recruiting fairs (e.g., UNI in the US, ISS in the US and Bangkok, etc.) to hire certified/qualified teachers. We set aside PD (Professional Development) time for areas where teachers may lack knowledge specific to our program (e.g., our specific curriculum, our SMS, et cetera). We continue to bring in curriculum experts from our textbook publishers in order to help teachers understand how to best use our textbooks and accompanying resources. We have also sent groups of teachers and leadership to EARCOS (and other) conferences since the school opened in order to provide our team with additional training. Another example specifically ties in with our critical learner needs. Our students (nearly all of whom are non-native speakers of English) struggle in reading and writing, and we have based our main PD sessions on these critical areas in addition to devoting funds toward the purchase of resources related to literacy (as noted in the sections above).

Regarding teacher evaluation, teachers are evaluated by an administrator every quarter (via our quarterly formal observations), where the teachers and their principal are tasked with reflecting on how well they are meeting students' needs. This helps to ensure that teachers get proper feedback, direction, and support. Classroom visits (both formal observations and walk-throughs) also give leadership the opportunity to gauge how students are progressing in terms of the critical learning areas. The ISA exam itself also serves as a form of teacher evaluation, for it breaks down the success of students by class in areas that directly reflect our critical learner needs of reading and writing.

A5.5 Correlation between All Resources, SLOs, & Action Plan

Prompt: Examine and evaluate the degree to which the allocation of time/fiscal/personnel/material resources support the implementation, monitoring, and accomplishment of the schoolwide action plan.

The schoolwide Action Plan was written in such a way that key personnel, specific tasks, and timelines are clear and achievable. Our first Action Plan was designed to cover the years 2016 to 2022; however, we completed the plan prior to the end of the 2018/19 school year and so created an entirely new plan (with the approval of the Mid-Cycle VC) for 2019 to 2022, which again (aside from two initiatives made impossible by the pandemic and coup) will be completed in advance of the deadline. That speaks to the degree to which time, money, and personnel have been appropriately allocated in order for us to successfully complete our plans.

The HOS updates the Action Plan on a monthly basis and highlights those areas that are still pending. This is posted on the school's intranet. This monthly check ensures that we are on target to complete all tasks. As noted above, we are ahead of schedule on all action plan items for the current plan with two exceptions. Every item in the Action Plan is constructed in such a way as to reflect back to the ESLRs (see Action Plan). Resources for all tasks are allocated in advance, and leadership follows through with all action plan items to ensure that they are completed appropriately. As noted above, there are two

pending items (conference for regional teachers and scholarships for local students) that are dependent upon a return of the safe environment that we enjoyed prior to the pandemic and the coup.

Our current action plan expires June of 2022. We will soon have received detailed feedback from the WASC Accreditation Site Visit Committee. As we did with feedback from the previous VC, we will use suggestions from the 2021 visit to help us create the final version of our next Action Plan.

Conclusions

Leadership has a clearly expressed schoolwide improvement plan, which is driven by an overall Action Plan. Our most recent Schoolwide Action Plan is based on students' needs and is derived from teacher feedback via faculty meetings and end-of-year surveys; student and parent feedback via end-of-year surveys and, for parents, feedback expressed during both PACT and regular school meetings; and leadership's meetings with the Board's representative (i.e., the school's Managing Director). In addition, the plan will be adjusted based on WASC feedback from the 2021/22 visit. We believe that an acceptable accountability measure is in place, for every initiative comes with a timeline, lists who the responsible party for the initiative is, and asks for specific evidence that serves as proof that the initiative was accomplished as promised.

In terms of guiding the work of the school, all of the major initiatives have come directly from our various action plans. For example, our previous schoolwide creation of UbD unit plans (which drive the curriculum) were an action plan initiative. The development of a Learning Support program was another initiative. The creation of every school facility is reflected in our action plans.

Our action plans – over the past several years – have had a tremendous impact on our ability to meet our CLNs. The school's curriculum has been translated into UbD unit plans, making it easier for teachers to meet all of our learners' needs (including the critical needs related to reading, writing, and EAL support). We have created common planning time, which allows faculty to work in concert and to support one another as they strive to meet the schoolwide goals related to improvement in reading and writing. We have a Learning Support program which has been run by certified teachers; this allows us to directly meet the critical need of support for our struggling learners. All of the above actions and initiatives are reflected in current or former action plans, which means that they must be undertaken, overseen, supported, and ultimately accomplished.

Evidence:

1. [Child Protection Plan \(see page 55 in Faculty Handbook\)](#)
2. [ISA Test Results](#)
3. [Schoolwide and ESLR Surveys](#)
4. [Club Schedule](#)
5. [Teacher Observation Form](#)
6. [Principal Evaluation Form](#)

A6. Resources Criterion

A6.1 Allocation Decisions

Prompt: To what extent are resources allocated to meet the school's vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes, and the academic standards? Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?

Resources are allocated to meet the students' needs and to address the CLNs, the ESLRs, and the academic standards in the following ways:

Salaries for Qualified Educators: Our school mission and ESLRs cannot be accomplished without the direction of certified and qualified teachers. Overall expenses for salaries increase significantly each year (see chart below). Each year (including 2020/21) that the school has been open, returning local teachers have received an annual pay increase. The most dramatic pay increases, however, have occurred for the foreign lead teachers. The chart below shows salaries for all personnel who play an important role in our community (office staff, local staff, and foreign staff) and does not include expenses related to housing for the foreign teachers, annual visa expenses, or comprehensive health insurance, which we also provide.

Salary Chart for Faculty & Staff

	Salary (in Kyat)	% Increase
2012/13	609,212,073	NA
2013/14	812,497,437	+33%
2014/15	1,569,828,791	+93%
2015/16	1,795,270,478	+14%
2016/17	2,224,871,932	+24%
2017/18	2,445,840,288	+10%
2018/19	3,274,728,642	+34%
2019/20	3,365,497,504	+3%
2020/21	3,405,239,464	+1%

In addition to the above, AIS provides teachers with a yearly classroom stipend of 200,000 kyat per class, which allows teachers to apply those funds toward general academic or ESLR-specific activities.

Library: As noted earlier in the Self-Study, AIS has grown its library from less than a thousand volumes to approximately 35,000 volumes in less than ten years, giving our students access to the largest English language collection in Mandalay and one of the largest in the country.

Technology for Instruction: Every classroom in our school – including the preschool classes – has a Smart-Board, an accompanying projector, and a desktop computer so that teachers can use technology to enhance their lessons for the students. In addition, we have three ICT labs (one for electives and two for research). The school spends approximately \$3,000 each month for schoolwide wifi, which is among the fastest in the city.

Textbooks and Supplemental Materials: Although the parents purchase the texts for the students, the school purchases and provides Teacher Editions for all core subjects, in addition to annual purchases of supplemental materials so that teachers have extra materials (e.g., instructional materials – both online and hard copy – that accompany our primary resources, assessment books, practice workbooks, etc.) to complement their common core aligned main textbooks. These materials are primarily ordered from a US textbook publisher (Houghton Mifflin Harcourt). Similarly, the school financially supports the initial and ongoing expenses connected with three science laboratories in order to give the students an appropriate hands-on experience when working toward mastery of science concepts. Few materials are available locally, so the school needs to transport in nearly all equipment and chemicals from either the US or from nearby countries.

Regarding critical learner needs, all of the language arts texts include EAL-specific suggestions and enrichment lessons for writing. In addition, we allocated funds for our critical learner need related to reading by purchasing leveled readers and by purchasing even more grade-level appropriate library books between April of 2015 (when we identified the critical learner need) and the present.

Facilities: Thus far, the greatest allocation of resources for our students has been in the form of facilities that support an overall rich educational experience. For PE, we have one of the best school football fields in the city, a swimming pool, and a gymnasium. We have A/C for all classrooms, for our library, and for our cafeteria, which allows students to have an appropriate and a healthy school experience even during the 100-degree weeks in March and April. Within the past few years, we completed our Montessori preschool building (a school within a school) to house our preschool program. We also have the top floor of the main building, the top two floors of the preschool building, and two separate buildings designated as housing for our foreign faculty.

Safety: We've set up CCTV in every classroom and throughout the campus in an effort to provide a safe environment for our students, for our teachers, and for our visitors. We back this up with a force of full-time security guards and a fully gated school community with scanning stations at each entrance to the campus. We followed both CDC and Myanmar government regulations to make our campus safe during the pandemic (partitions around desks and in the cafeteria; temperature-check stations; hand-washing stations; adequate space between desks; et cetera).

Assessment: Since 2015, we have allocated funds for the ISA exams for all Grade 3-10 students so that we can identify strengths and weaknesses of our program and make

programmatic changes to adjust for the weaknesses. The exam costs approximately \$50 per student, which AIS pays. Every student between grades 3 and 10 takes this exam.

Learning Support & EAL: Our assistant teachers are paid to work for one hour beyond the regular school day and also on Saturday so that our struggling students can have academic support for an additional hour each day after school for the regular school week and for half a day on Saturday. This directly relates to our critical learner needs, for it provides extra support for students who struggle due to language issues, and it provides extra instructional support schoolwide for students who struggle with writing and reading. Additionally, starting in year two, we provided extra faculty to work with struggling students during the school day in a formal learning support program. This program grew into two separate programs – EAL and LS – with each program being led by foreign teachers with local assistants. The EAL program includes an annual WIDA membership and the costs associated with administering the WIDA exams. These programs meet all of the identified critical learner needs in that they target our linguistically challenged students and include a focus on reading, writing, and special support.

Generators: The school maintains primary generators for different parts of the campus, which allow all of the above academic programs to continue relatively uninterrupted. When the power is out in Mandalay – as it frequently is – we have A/C in the classes, and our teachers are able to use their Smart-Boards and projectors.

Clubs: While many clubs are free or require no funds, we do offer a number of after-school clubs that require equipment, which the school provides (e.g., soccer balls, basketballs, badminton birdies, Ping-Pong balls, et cetera).

Everything described above costs money and is necessary to support the school mission, the ESLRs that drive our school, and the critical learner needs. All allocation decisions are directly overseen by leadership (either by the HOS, the MD, or both the HOS and the MD). Operational requests related to facilities are generated by staff and overseen by the MD. Academic requests requiring funds for core classes or elective programs are generated by faculty and division principals and are overseen by the HOS. Similarly, year-to-year supplemental material and textbook requests are made directly by the persons responsible for using the materials (i.e., the teachers) and are overseen both by the division principals and by the HOS.

The process of allowing experts – classroom teachers and/or school leadership – to choose core academic materials and supplemental resources has resulted in academically appropriate resources that further our mission and support our ESLRs. Specifically, classroom Smart-Boards, common core aligned textbooks, accompanying supplementary materials, and a large library have all supported our overall academic mission. Having a Managing Director who oversees all major school expenditures ensures that there is accountability in the allocation of resources.

The process – as outlined above – specifically relates to student learning and to our critical learner needs in that it led to appropriate external assessments (ISA), it resulted

in extra learning support for struggling students (extra study sessions, Saturday school, and in-school learning support program), and it brought the students essential supplementary materials in the form of both teacher-selected textbook-aligned resources (e.g., leveled readers for struggling readers) and a large library of books in the target language. The best evidence that shows how this process has positively affected students' learning can be found in our ISA scores (which have dramatically increased in the critical areas of reading and writing since year one) and in our college acceptance rate (100% each year).

A6.2 Practices

Prompt: Evaluate the school's processes for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds.

Most schools have an annual budget. Our school does not have a budget – i.e., there is not a predetermined amount of money set aside for x, y, and z. Instead, we have (from year one until the present time) operated as follows: If an item is essential to the success of the students, then we buy it. If it is not essential, then we decide to buy it on a case-by-case basis (i.e., faculty or staff requests overseen by the HOS and MD, as described above). The CEO invested millions of dollars into the school in order to provide all of the essentials needed to develop as we have.

Most schools have an annual audit. Our school has a weekly audit with a CEO-supplied auditor who creates a monthly report. Every single item that is purchased – even if valued at \$1 – must be accounted for. We do this by having a signature system which requires the HOS or the MD to sign off for every expense. The signature ensures that leadership is aware of the expense and approves of it. The auditor then verifies all expenses that were made on a weekly basis and reports to the CEO. Any questions that the CEO has about the expenses are answered either directly by the MD or indirectly by the HOS (via the MD).

The benefit of such a system – i.e., operating without a specific budget – is that it has allowed AIS to grow rapidly with an emphasis on quality from the very beginning. We started our school with Smart-Boards in place, with common core aligned textbooks from the USA, and with A/C in every classroom. When we nearly doubled in enrollment and needed more suitable facilities, we did not have to wait to build a new teacher apartment complex to house the increased number of faculty, to build a two-story cafeteria, to convert our old cafeteria into a library, etc. When we needed better qualified and/or traditionally certified teachers, we used funds so that we could recruit alongside premier schools at UNI in the USA and through ISS in the USA and regionally.

Another benefit is that major decisions that sometimes take other schools a year or more to finalize can often be finalized at AIS within a matter of days. The HOS and the MD work out the details for every major school decision and – as necessary – get confirmation from a third person: the CEO. Regarding the CEO, she has yet to waiver in her support

of the school and even delayed recouping her initial investment and any profit for several years in order to allow the above process (a focus on quality and the attainment of needed facilities or materials) to occur. Similarly, during the 2020/21 Covid-19 school year and continuing with the 2021/22 school year, the CEO agreed to forgo profits in order to support the school when we had a drop in enrollment and a reduction in school fees due to our switch to an online learning program, while still paying full salaries and benefits to our faculty and staff. Our CEO and our MD have allowed the school to run like a school (with a focus on quality) rather than like a business (with a focus on profit).

The greatest disadvantage to such a system is the same as one of the benefits: it is dependent upon so few people. If the CEO and/or the MD were to leave the school in others' hands, AIS could become a very different place. Fortunately, both Board members have – as noted above – continued to fully support the improvement of our program, and both are committed to the school indefinitely.

As noted above, leaving the major decisions in the hands of a few people could be a disadvantage. If, for example, the two persons who make the decisions for the school – the MD and the HOS – were continually at odds or had opposing goals, decisions might cease altogether. Thus far, the MD has deferred to the HOS on items the HOS deems indispensable to a quality academic program, and the HOS has deferred to the MD on all other items. A change in either MD or HOS could make for a very different situation, and this might be one argument for increasing the size of a capable Board, for such a Board might be able to provide appropriate direction for the school in the event of a breakdown in current leadership.

A6.3 Facilities

Prompt: Evaluate the adequacy of the facilities in relation to the health and safety needs of students and supporting the schools' mission, desired learner goals, and educational program.

Our facilities are a highlight of our school, particularly when compared with other schools both in the immediate area and also in Yangon. Few schools in Myanmar have such a large campus (4.5 acres) that houses such facilities as have been noted throughout this document. In terms of health, we have a large staff of cleaners who are responsible for the daily cleaning of classrooms, restrooms, general facilities, and cafeteria. Mandalay is a very hot and dry place; all instruction takes place within air-conditioned classrooms. Even our gymnasium has been enclosed and is cooled by giant fans for use during the hottest months of the year (if this is not sufficient for some of the 100-degree days, we have designated indoor space for PE in rooms with A/C units). For accidents and injuries, we have a health station and a minimum of two full-time qualified healthcare workers.

Regarding safety, we have evacuation maps posted in every classroom and elsewhere on campus, and we provide regular drills to practice various evacuation scenarios. The school itself is a gated compound overseen by a security team with members working in shifts that allow for 24/7 coverage. We also have CCTV installed in every classroom, in

corridors, and elsewhere around campus to ensure that our students, teachers, parents, and visitors enter a safe and secure environment. Persons can only enter our campus at one of the main gates, all of which include turnstile stations that only operate with proper ID and/or with facial recognition.

A6.4 Child Protection

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

As noted in the section above, no one can enter or leave campus without passing through our security gates. These gates are manned 24/7 and limit entry to those within our community. All other persons must present valid ID and sign in at the security gate before they can enter our campus. The entire campus is gated and controlled by our security team. CCTV cameras are in every classroom, every hallway, every main building, and elsewhere around campus to provide a safe and secure environment.

A6.5 Instructional Materials and Equipment

Prompt 1: Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, manipulatives, and laboratory materials for instruction.

Prompt 2: Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate technology and software for all instruction.

As noted in an earlier section, we have acquired the essential materials and equipment necessary for running a quality program and have added supplemental materials on a case-by-case basis. Deciding on the main materials has been relatively quick and easy (also described above); the challenge has been in finding the items and in getting them physically into our school in a reasonable time frame. For example, we order our core textbooks and all accompanying supplemental materials from the US, which takes a minimum of four months to arrive from time of order.

Other essential materials – such as our Smart-Boards, some of our library books, our gym equipment, our Montessori materials, some of our laboratory equipment, and many of our music materials – all come from nearby countries (mainly China and Thailand), for we cannot obtain such materials and equipment locally. This adds to the expense of each purchase, and the complicated and bureaucratic border-crossing process results in sometimes month-long delays. Nearly all of our most expensive essential items come from outside of Myanmar; thus, we have to order early and wait patiently.

Technology in general has been a challenge since the school first opened. Our initial Internet service was sporadic and poor, making it all but impossible to do anything tech-

based in the classroom. Over the past 9 years, we have invested over a few hundred thousand dollars in technology (including three computer labs and approximately \$3,000 per month to maintain the quality Internet service that we have enjoyed for the past few years). The improvement in service allows us to run both elective ICT classes and research activities in two separate computer labs simultaneously. It also allows students at the secondary level to do online activities in the classrooms. Although we have a stronger tech-based program than any school in the area, we are still limited by the generally poor infrastructure that exists in Myanmar, so much so that we recently (2019) decided that we cannot yet support any educational initiatives based on a one-to-one device model. Connected with this is a lack of tech equipment, replacement parts, and the general support and services which would all be necessary to successfully increase the use of technology on campus.

While we have Smart-Boards and projectors in every class, they are dependent upon a steady flow of power. This means that whenever power blinks off – even if for a moment – they shut down and need to be rebooted. This is a time-consuming process and can make for a frustrating experience (the same situation applies to office and administrative computers, which operate without back-up batteries and so shut down when the power blinks off). To compensate for this, the school has expensive generators which ensure that when the power is off elsewhere in Mandalay, it remains on at AIS.

In terms of software, we have a collection of curriculum-supported DVDs and other software to accompany our core texts. These make up a part of each year's approved teacher-requested orders. We order such materials directly through our distributor, which means that they take four months to arrive (just as our textbooks do). Such supplemental materials are housed in a teacher resource area for easy access; teachers check them out and use them on an as-needed basis. Teachers are responsible for caring for materials they have checked out and also for returning them in good condition at the end of the school year. We have a checkout procedure which ensures that all materials are accounted for when returned. In addition to supplemental textbook-based materials, we also use licensed materials (e.g., Windows) on all computers in the school and otherwise follow copyright law in terms of software usage.

A6.6 Well-Qualified Staff

Prompt: Determine if the resources available enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, including online instruction and college/career.

As noted earlier in this report, teachers' salaries make up a significant percentage of each year's expenses, and we have allocated funds to ensure that we have certified instructors for all core academic classes in Grades 1 to 12. We have also shifted from non-certified to certified teachers for our elective and our preschool classes as well; however, we still do not have 100% content-certified instructors for preschool. In addition, one of our counselors has an advanced degree in School Counseling; however, she does not currently hold a certificate. Despite lacking certification, she is eminently qualified for her job.

In preschool, although we do not yet have a fully certified preschool faculty, we provide Montessori teacher training throughout the entire school year and pair our new teachers with local teachers who have participated in our in-house Montessori training for one or more years. Moreover, during a recent school year, we had a designated teacher trainer in Montessori to help train and support the preschool team. Regarding assistant teachers, nearly all have a college degree (a few have yet to graduate because their education has been delayed due to the pandemic and the coup), and several have a master's degree. This support group varies in English language ability, but each teacher has at least basic English proficiency.

We have a two-person college/career counseling team. They are responsible for working with students from Grades 9 to 12 and for seeing our graduates successfully through the college enrollment process. As part of their duties, they lead a College and Career class for Grade 12 students both to assist them with their college applications and to help them adjust to living abroad (nearly all of our students attend college in the US). Thus far, our college acceptance rate has been 100%.

Regarding funds for leadership positions, the HOS was *the* school leader (directly overseeing all divisions) at the start of the program and directly led one or more divisions (in addition to being full-time HOS) until the 2016/17 school year. The Board initially wanted to stick to a one-principal model; however, with the dramatic increase in enrollment and with the HOS working two or more full-time jobs simultaneously, the Board agreed to expand the leadership team under the guidance of the HOS. Since 2017/18, we have had full principals leading each of our three divisions, and the amount of program control of the administrators has increased tremendously since our first administrators were hired. At present, our division principals fully lead their divisions, though they still seek guidance and support from the HOS for all major issues.

Support of growth for faculty (in the form of nurturing and professional development) takes numerous forms each year, including a five-day initial orientation/training, weekly division meetings (which often include PD), monthly schoolwide faculty meetings (which are primarily for PD), new teacher mentor programs for each division, and various PD opportunities (both in-house and outside of the region, as outlined earlier in this report). The five-day orientation/training has changed as the faculty has changed. During initial years, when none of the teachers were certified, the HOS devoted most of the training time to lesson planning, to keeping a grade book, and especially to methodology (e.g., specific techniques for teaching academic content to non-native English speakers). With the arrival of more qualified faculty for the subsequent school years, training/orientation included more time for the teachers to begin preparing their specific lessons and more time for working with other teachers and administrators to create a plan for meeting their students' needs.

School-year PD must be based on students' needs. Montessori necessarily focuses on training related to the Montessori Method. When we started our AP program, we approved PD requests for teachers to complete training related to their AP courses. Most of the other PD (whether in-house, regional, or international via the EARCOS conferences)

has been based on reading comprehension or writing (our CLNs). We have also regularly invited a team of curriculum experts from our textbook publishers to assist our teachers with making the best use of our primary and supplemental resources. Regarding EARCOS, we send a group of teachers to each year's EARCOS conference, and our leadership team (including the MD) attends the EARCOS conference on leadership each year.

Professional development specific to local teachers includes training every summer. Depending on the summer, our LTS (Local Teacher Supervisors) have led training sessions, the HOS has presented on specific topics, and various teachers who have stayed on campus for part of the summer have also worked with our local teachers and staff. Our local teachers also have weekly meetings with their division principal, have weekly meetings with their LTS, and participate in the schoolwide faculty meetings each year.

Conclusions

Overall, the school allocates resources which provide the basic materials, the facilities, and the personnel sufficient to run a quality program. Money allocated for textbooks, supplemental resources, library, and Internet access provides the basis for students' mastery of academic content (ESLR three). Money allocated for certified and otherwise qualified lead and assistant instructors results in a community of educators capable of incorporating in-class lessons and out-of-class experiences that foster creative and critical thinking (ESLR two). Money allocated for language instruction (Spanish and Myanmar), for environmental initiatives (garbage cans for recycling), and for community-based projects (e.g., volunteer initiatives or donation ceremonies) fosters social and global citizenship (ESLR one). Finally, money allocated for the purchase of writing texts, for leveled readers, and for additional library books; for the provision of teachers for remedial support during school hours; and for the provision of teachers after school each day and on Saturdays allows us to address our critical learner needs: schoolwide support for strengthening reading and writing, in addition to language-specific support for students who struggle with the English language.

Although the program is running in a positive direction, there are specific areas that require additional consideration. For example, leadership needs to consider if we should, when we should, and how we should transition from the current budget-less approach to a formal budget approach in terms of managing school funds. The school also needs to consider the same if-when-how questions in terms of the expansion of the Board. Finally, leadership needs to consider alternatives to acquiring essential school resources in a timely manner.

Evidence:

1. [Library Collection](#)
2. [ICT & Science Labs](#)
3. [Collections of Primary & Secondary Teaching Resources](#)
 - a. Leveled Readers
 - b. STEAM Room Supplies

- c. Teacher Supplementary Resources
- 4. [Additional Facility Photos:](#)
 - a. CCTV & Security Gates
 - b. Health Station
- 5. [The Actual Facilities](#)

A7. Resource Planning Criterion

A7.1 Long-Range Resource Plan

Prompt 1: Evaluate the process for regular examination of the long-range resource plan to ensure the continual availability of appropriate resources that support the school's vision, mission, and student learning.

Prompt 2: Provide evidence that the school has financial reserves and a strategy in case of natural disasters and/or economic fluctuation.

As we move beyond our first decade, our plan is to expand on the quality program that we have outlined throughout this Self Study. Well before we have completed our second decade, we expect to have reached a maximum enrollment of 1,500 students (300 in preschool, 500 in elementary, 300 in middle school, and 400 in high school). We have the facilities to support this number of students, and we have the on-campus housing sufficient to support the required number of foreign teachers to serve this number. Once we reach maximum enrollment, our plan is to stop at that number and continue to focus on quality (rather than squeezing in portables or otherwise over-crowding our campus to accept an overflow of students). Rather than go beyond what our campus can accommodate, the Board is already – years in advance – considering options for serving additional students, including the possible completion of a second AIS.

Since 2014, the school has covered all expenses through tuition alone (no additional income from the CEO), and – also since 2014 – we have maintained financial reserves in the amount of 600 million kyat at a minimum, which is sufficient for emergency expenses. In addition, in extreme situations, the CEO has already demonstrated her willingness to put the students' and the community's needs ahead of profits. For example, although she could have begun to recoup her investments as early as years one and two, she floated her loan to allow the school to use all available resources to continue to grow the program. She did the same during the 2016/17 school year, when we needed to set aside money for the new preschool building, and she did the same during the 2020/21 and the 2021/22 Covid-19 and coup school years, when we had the same expenses but reduced income. Thus, in a natural disaster, economic crisis, or coup, we can rely on the CEO, on the self-sufficiency the school has maintained since 2014, and on the financial reserves that we have made available since that same year.

Originally, we thought that if we continued to focus on a quality program for our students that we would hold onto the majority of our AIS families, and our program would continue to grow with the arrival of new students each year. As we move into our 10th year, we have found that our original plan has worked in just that way. We have increased our enrollment every year – with the exception of the recent challenging pandemic and coup period – and we have done so at a time when there has never been more competing schools in Mandalay. To make sure that we continue to meet our stakeholders' needs, the MD and the HOS meet regularly to discuss parent, student, and teacher concerns and suggestions, and leadership meets regularly with parents to ensure that the families

and the school are in concert with one another. Regarding specific long-range planning, leadership has identified the following areas that are critical to the long-term sustainability of AIS:

Enrollment: Our goal is to develop the preschool program to the point where we have a waiting list of parents with one- and two-year-olds who have early registered to enable their children to enter AIS preschool at age three. To do this, we need a steady stream of 300 preschool children – 100 three-year-olds, 100 four-year-olds, and 100 five-year-olds – and, until the pandemic and coup forced a dramatic decrease in preschool enrollment, this is nearly where we were. If we have 100 students moving into Grade 1 each year, then we will have four classes of 25 Grade 1 students who will move on to Grade 2 the following year, and so on until we reach the full enrollment of 1500 noted above. As we continue to build enrollment in this manner, our students' level of English and academic ability will be significantly stronger than it currently is, which will allow students to finish their school career with us at the highest level possible. We have already noticed a vast improvement in the elementary and middle school students' level compared to the early years of our program, which is the direct result of students starting with us at age three and continuing on at AIS.

College Acceptance: The 12-grade USA-based system that we follow is new to all of the families in our community. In order for our school to have long-term sustainability, it is essential for us to clearly explain to our families how our program benefits college-bound students. Aside from parent and student education meetings to discuss our program, we need to actually place our graduates into US colleges, which is the intended destination of nearly all of our graduates. This, we believe, is the main factor that will dramatically impact the future of our high school program. When 100% of our first graduating class was accepted into US colleges, we found that parents' confidence in our program increased, and that has resulted in the continued increase in enrollment at the high school level. The fact that every student who has applied to college has been accepted (including to Ivy League schools) has helped to further solidify our reputation as a quality college-preparatory program. Furthermore, it has led to the growth of our high school program which, as of the 2020/21 school year, is now the largest division at AIS.

Regarding our high school program, we are now at the stage where we can focus on continuing to improve our offerings. We still have a few AP courses which we can add. We also can look for more elective courses to make our offerings as diverse as possible in an effort to meet all students' needs and interests.

Tuition: Long-range planning is entirely dependent upon available funds. Tuition fees at AIS are significantly below the tuition at comparable schools in Yangon and elsewhere in Asia. Although we have demonstrated that we are able to achieve our goals on less income, part of our long-range planning includes strategic tuition increases which will allow the school to arrive at a tuition schedule that is similar to that of comparable schools. More income means more options that we can provide to our students, more teachers for special courses, more support personnel, more resources, etc.

A7.2 Use of Research and Information

Prompt: To what extent do the school leadership and staff use research and information to develop the long-range plan?

We gather data each year from schoolwide surveys and from ESLR-specific surveys given to students, parents, and teachers. This data has directly impacted our long-range planning in general and specifically impacted our Schoolwide Action Plans (four of the Action Plan items from our latest AP came directly from requests made by students and teachers). We also do an annual deep analysis of our ISA scores and use longitudinal data from the ISA assessments to develop long-range academic initiatives (e.g., the many reading, writing, and EAL initiatives that have been highlighted in this report). We have also tracked students' college goals and – based on their needs and goals – developed a College and Career course for G12 students, planned annual college tours in the US, and provided counseling to assist our students.

In addition to the above, the HOS used available information to – at the very outset of our program – project the maximum enrollment per division. The HOS worked closely with the MD to determine in advance the necessary facilities to accommodate the target number of students and the teachers required to serve the students. This led to our new cafeteria, our new preschool building, our science and computer labs, and our new faculty housing – all of which has proven necessary to help support our students as they transition from AIS to mostly US colleges.

A7.3 Involvement of Stakeholders

Prompt: Evaluate the effectiveness of the involvement of stakeholders in the school's future planning.

Up to this point (year ten: 2021/22), educational experts have made the major decisions regarding the program (e.g., type of educational program, curriculum, accompanying textbooks, qualified teachers, et cetera). This has resulted in the program that we have today, the materials that we use, and the teachers we have to guide our students. However, these decisions relied heavily on input from our stakeholders. As noted in the section above, we get annual data on all aspects of our program (including a separate survey focused on our ESLRs), and we use the information to make major long-term decisions (as can be found in our Action Plans).

The survey method has proven satisfactory from the start of the program to the present time in terms of feedback from students and teachers. Over 90% of the G4-12 students provide schoolwide feedback each year, and the majority of local and foreign teachers do so as well. We initially had problems getting any survey feedback from our students' parents. However, during the current Covid-19 pandemic and the coup, when we have been forced to teach via an online program, we received significantly more responses to our surveys than in previous years. We plan to continue to solicit survey feedback in this online manner from parents.

A7.4 Informing

Prompt: Comment on the evidence that the governing authority and school leaders are involved in informing the public and appropriate governmental authorities about the financial needs of the organization.

Due to current national policies on education, AIS – and all other private non-Myanmar schools – operates independently from the Ministry of Education. Although we have had formal visits from the Mandalay Minister of Education, as well as inspections of our entire program, our main link to both public and government authorities lies with the tax department and other collection agencies. AIS regularly pays taxes and fees to all agencies charged with overseeing businesses in Mandalay.

A7.5 Marketing Strategies

Prompt: How effective are the marketing strategies to support the implementation of the developmental program?

Ten years ago, we employed a few marketing strategies prior to opening (including one billboard and a few periodical postings). Since that time, our only marketing strategy has been word-of-mouth. While this would seem odd in most other settings, it is appropriate for a city such as Mandalay. The reason is that the city operates very much like a small village in terms of communication since connections and relationships form the heart of the local culture. Word-of-mouth alone moved us from 0 students to 400+ in year one to 900+ in year ten.

Conclusions

AIS has a long-range resource plan to continue to develop with a focus on quality, which allows for the aforementioned faculty, materials, and facilities that support our school mission and ESLRs. We expect to reach maximum capacity within the next ten years. Our financial plan is directly linked to our programs of study (e.g., preschool enrollment will determine to a great extent overall future enrollment in all grades at AIS). School leaders gather data from surveys, which allows them to take into consideration stakeholders' satisfaction with the current program and to connect long-range plans directly to stakeholders' needs (e.g., the students' need to prepare for entrance into mostly US colleges). Regarding critical learner needs, AIS has both short- and long-range plans to continue to develop our current program so that we can assist struggling learners, and we will base future instructional decisions on the results we gather from the ISA longitudinal data (the writing and reading assessments in particular).

Evidence:

1. Financial Charts in Chapter 2
2. [Schoolwide and ESLR Surveys](#)
3. [Schoolwide Action Plan \(see page 107 in handbook\)](#)

Category A. Organization for Student Learning: Summary, Strengths, & Growth Needs

Summary

Prompt: Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs.

Overall, Category A represents a strength of our program. We have clearly articulated beliefs and ESLRs that were based on stakeholders' needs and goals. Our Mission, Vision, and ESLRs complement one another. We are communicating the ESLRs via classroom lessons, handbooks, and monthly assemblies. Although we have infused our program with the ESLRs and have made them part of our formal assessment process, we still do not have 100% understanding of the ESLRs (or of why we have them) based on our annual ESLR surveys.

Our small (two-person) Board is highly effective in that we are able to make important decisions in the fraction of the time it takes schools with larger boards to make. The Board leaves policy creation and enforcement in the hands of the administrative team, under the guidance of the HOS. Stakeholders' feedback clearly indicates that they are satisfied with how the school is being run.

We have a clearly written Child Protection Plan. This is complemented by a campus with security checkpoints, 24/7 security, and CCTV cameras in all important locations. The result is that we have a safe and healthy environment for our stakeholders.

Regarding faculty, we have in place a process that ensures that we hire qualified teachers who have appropriate backgrounds to safeguard our students. The annual surveys from all stakeholders indicate an overall satisfaction of not only the program in general, but also of each of the specific elements that comprise our program, including key personnel (teachers, support personnel, and leadership). This community – so highly regarded by our stakeholders – is based on the hiring of faculty and the procurement of resources (both primary and supplemental), which have allowed us to focus on our students' critical learning needs of reading comprehension, writing, and EAL support. We have done so via curriculum initiatives, textbook and material orders, and special programs (EAL, LS, and extra-study). The results of our efforts are reflected in significantly higher ISA scores in the literacy-based categories than were attained during the first years our students took the tests.

Category A: Prioritized Areas of Strength

1. AIS offers a secure, clean, and healthy environment for our students, including an appropriate Child Protection Policy to ensure the safety of our students.

2. Our program's philosophy, mission, and ESLRs match the students' and parents' needs and result in college acceptance at US colleges (the main goal of our families).
3. We have a clearly written, comprehensive, and regularly updated handbook (including Child Protection Policy) for faculty, students, and parents.
4. Our small Board allows us to accomplish goals quickly and puts academic decisions in the hands of educators.
5. We have a supportive CEO, who places school needs above personal profits.

Category A: Prioritized Areas of Growth

1. We still need to better infuse the ESLRs into our community so that we can achieve 100% understanding of the ESLRs (and why we have them) from students, parents, and teachers. Regardless of how close we get, what is most important is that we hit the mark.
2. We can still improve on the consistent use of data (ISA, PSAT, and SAT) to support students' academic needs. While we emphasize this during each year's orientation/training program, and while we have school leaders who walk the teachers through the data, we are not yet holding teachers accountable for demonstrating their regular and consistent use of the data to support initiatives for struggling or for gifted students.
3. We need in place a plan for adding educational experts to the Board, which would help to ensure that sound educational decisions are made should the school ever lose the current HOS or MD. Both the HOS and the MD have been with AIS since 2011 - before our first school year - and the school needs to prepare for a possible new dynamic should either retire.

Category B: Curriculum, Instruction, and Assessment

B1. What Students Learn Criterion

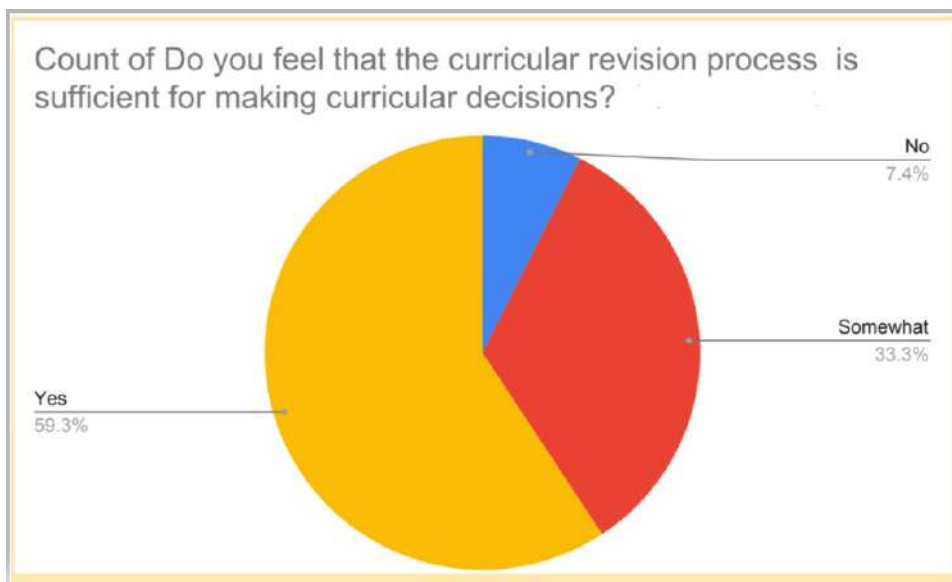
B1.1 Current Educational Research and Thinking

Prompt: Comment on the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff members revise the curriculum appropriately within the curricular review cycle.

The 2016 self-study report indicated that more of a “curricular review cycle would be implemented in the future.” Since 2016, the curriculum has been reviewed, adapted, and improved upon consistently, and curricular resources have been updated or added on an annual basis. Review teams from all divisions and departments agreed that decisions made would speak directly to the Common Core requirements, support our ESLRs, provide quality and relevant materials, and facilitate vertical alignment. The revision process at AIS is as follows:

- a. the principal (who serves as the curriculum coordinator) arranges grade-level, departmental, and/or divisional meetings for teachers to discuss and analyze the curricular resources
- b. the principal provides support during the meeting process
- c. the principal works with elective teachers on an individual basis
- d. “edreports.org” is used for peer-reviewed research to help compare curricular options when considering new textbooks
- e. teachers and principals work together to select curricular samples, which are requested by the principal and reviewed by all relevant parties
- f. curricular decisions are made by the principals based on the feedback from teacher collaboration and from the results of Ed Reports, while considering the CLNs, ESLRs, additional student needs, parent needs, and school philosophy
- g. in some cases, new textbooks are piloted by one teacher or one grade level before they are selected for a wider group
- h. the HOS reviews requested changes and provides final approval

The most recent survey data to help indicate the effectiveness of the revision process can be used as an indicator; however, due to a limited number of returning teachers (the survey coincided with a turnover year), there were limited results, most notably in elementary and preschool.



Of the teachers that responded with “somewhat” or “no” to the question above, there were no common suggestions to justify any immediate changes in the review process.

Preschool

For preschool, weekly meetings that include all LTs are sometimes used for curricular review, most often at the end of each quarter. Local teachers also meet weekly and discuss the Montessori curriculum goals. In 2019, a Montessori trainer was hired to help align the Montessori curriculum and train the teachers to effectively meet the curricular objectives. The LTs meet annually at the end of the year under the direction of the preschool principal to review and adjust the curriculum with an emphasis on the KG program. In 2020, the preschool faculty members were unable to review the curriculum at the end of the school year due to the Covid-19 outbreak; however, the preschool principal was able to review and discuss all curriculum changes with the returning staff who were based on campus. For the 2020/21 school year, AIS hired an Assistant Principal, whose primary area of focus was the KG program and its curriculum. The curriculum continues to be reviewed and improved on an annual basis.

In preschool, 66% of returning teachers responded to the curriculum survey and indicated that the review process was sufficient, but those who did not respond “yes” indicated that the review process was limited in some form. With the addition of the aforementioned preschool assistant principal for the 2020/21 school year, a plan for more critical curriculum revision and development was put in place.

Elementary

In elementary, the teachers have daily collaboration times in which they have the opportunity to meet frequently and review the curriculum. In 2019/20, the elementary

principal met with grade-level teams on a weekly basis to help guide the analysis of their curricula over several months. Each grade level reviewed each subject area and provided both positive and negative aspects of the curricula used. The elementary principal synthesized information to help identify common areas in need of change. The principal requested samples from HMH for new science, math, and literacy curricula. The teams continued to collaborate in order to analyze and compare curriculum options. Upon the findings from each grade level, the elementary principal determined that we would update or change several of the subject textbooks. Additionally, the elementary principal followed the same methodology for determining if the students would use 1:1 devices in the 2019/20 school year.

The returning elementary teachers were surveyed on their opinion of the revision process; however, the sample size was small as most of the elementary teachers did not return following the onset of Covid-19. The results of the small sample size showed that 75% of the teachers feel that our current revision process is sufficient, and 25% feel it is somewhat sufficient. The evaluation of the new textbooks demonstrates that there are some concerns with the new selections.

The Curriculum Survey for Teachers indicated that there are no concerns with the new literacy texts, but there are some concerns with the math and science textbooks. For math, a common concern is that the “wordiness” makes it difficult for the EAL population. For science, the concerns range from “too little content” to “too geared toward standardized tests.” There were also positive comments about the new science textbooks, including “more aligned to NGSS” and “focused more on critical thinking and logic.” As the new textbooks have only been implemented in the online environment thus far, there will be more teacher evaluation done on the textbooks once the teachers are face-to-face teaching with students to ensure that the texts are meeting the needs of the community.

A recommendation in the survey for the evaluation process was that the school should consider piloting a new curriculum before committing to any long-term changes. Piloting new texts or programs is something the school considers. Fourth grade piloted the new Myanmar history curriculum in 2018, which is now being used as the standard curriculum for fifth grade. Overall, the process seems to be sufficient for the school’s needs, and piloting a new curriculum is one area that will be considered on a more regular basis.

Secondary

In secondary, the teachers have more autonomy with their classes as many of them are the sole instructors of their respective courses. Thus, they are usually the most knowledgeable about their curriculum and are given more voice in large-scale curricular decisions, such as textbook selections. Additionally, the secondary staff members have

fewer available times to meet, as collaborative periods for departments do not fit into the weekly instructional schedule; therefore, the secondary principal organizes weekly morning collaboration (PLC) meetings before school begins. The weekly collaboration period rotates on a bi-weekly basis between grade-level and departmental meetings. This meeting time did not begin until 2018 and was suspended during online learning in 2020/21 due to the number of teachers in different time zones. The collaborative meetings are often used for curricular evaluation, revision, and decisions. The secondary principal offers support for curricular adjustments, and the departmental teams collaborate to determine if curricular changes are needed and what those changes should be. The secondary principal ensures that any changes made are in line with the CLNs and support the ESLRs before submitting the changes to the HOS for final approval.

It has also been noted by the principals that neither the AP teachers nor the principals often know the best text to use for new AP courses. The choices are often made by taking recommendations directly from the College Board website, and the specific selections are often chosen based on previous familiarity or preference with a particular publisher. The principals also noted that the greatest strength and challenge of the curricular revision process is that all teachers are involved. This requires a great deal of planning and collaboration, but it also helps to ensure that the best decisions are made for student learning.

The returning secondary teachers were also surveyed on the curricular revision process with 50% responding that the revision process is sufficient, 40% responding that it is somewhat sufficient, and 10% responding that it is not sufficient. The only recommendations specific to the revision process include “not including new teachers in the process as they are not familiar enough with the program” and “consider having an assigned curriculum coordinator to each division.” There were no common suggestions from more than one teacher in regard to curriculum revision.

Electives

The revision process for elective classes is done with the supervising principal and the teacher for each elective class. There were not enough respondents to the survey from elective teachers to provide further insight into the revision process for elective classes. The former and current curriculum coordinators have stated that curriculum revision in the electives is difficult due to recent turnover of elective teachers and the varying opinions about curriculum from each teacher. Furthermore, there is only one elective teacher for music, art, and ICT; thus, there is less opportunity for collaboration and successful curricular reform. The PE department has continuous and consistent revision under the guidance of the Athletic Director (AD), and the department has more consistency with staff retention. This has resulted in effective curricular revision as

determined by the AD and the principal. Outside of the PE department, successful curricular revision with elective classes has been, and continues to be, a challenge.

Myanmar

The revision process for the AIS Myanmar program is done by the government. The Myanmar program adapts the curriculum to the government curriculum. There has been a recent shift to the new government curriculum, which has taken place over several years and was completed under the supervision of the Local Teacher Supervisor (LTS). According to the LTS, who met with and discussed the curriculum revision process with the Myanmar teachers, they “feel positive about the new curriculum” indicating that the revision process is sufficient.

Summary

In both the elementary and secondary divisions, the revision process includes updates to the textbooks. We are able to leverage HMH’s printed materials with the availability of the HMH Global Learning Platform (GLP) to bring to our instructors and students cutting edge and research-supported texts, as well as online supports to better serve our students’ critical learning needs in the areas of reading comprehension and standard English writing skills. In each textbook unit, there are embedded SEL anchors that not only support our SEL initiative, but also speak to our scholars in a familiar and relatable fashion. While the existing use of current educational research related to the curriculum is adequate to support the current AIS program, further professional development for teachers in this area could be a possible future growth area based on teacher feedback.

B1.2 Academic Standards for Each Area

Prompt: Evaluate to what extent there are defined academic standards for each subject area, course, and/or program (e.g., online instruction) that meet state or national/international standards.

The preschool/Montessori program uses the Common Core Standards as laid out in the original AIS Curriculum Framework for preschool. The HOS and school leaders determined that the preschool should use the Common Core Standards for the purpose of aligning the Montessori program to the elementary program. Montessori does not use UbDs, but it does incorporate similar tenets. The Montessori Method is in itself a curriculum which uses a child-centered framework tailored to each child’s developmental needs and interests. The Montessori curriculum focuses on the individual child’s readiness to learn new material once they have mastered a skill. The standards have a strong correlation to what is being taught in Grade 1 in order to adequately prepare the KG students for their transition to elementary school. The reading standards in preschool

are very ambitious and overlap with some of the Grade 1 standards. This is done in an effort to promote the children's ability to self-teach through reading in order to counteract their lack of language support at home.

All AIS core subjects have clearly-defined academic standards. AIS has adopted the Common Core Standards from the United States for English/language arts and mathematics. For social studies, AIS has chosen standards that best suit the grade levels, specific elective class needs, and/or textbook resources. Elementary uses the American Education Reaches Out (AERO) Social Studies Standards. The use of the AERO Standards allows teachers to build a curriculum that is less America-centric than the former Maryland standards used and ensures that students receive a more global view of history. Grade 6 and 7 geography courses follow the National Geographic Standards Index, while grades 8-12 world and US history standards are based on the UCLA History Standards. The UCLA Standards best align with the secondary social studies textbooks and also facilitate easier transitions for new teachers. The National Content Standards in Economics developed by the Council for Economic Education are used for the economics elective course. The science department has continued to use the Next Generation Science Standards (NGSS) from the United States.

The AIS Myanmar program does not follow specified "standards"; instead, teachers are guided by the government-provided curriculum guides and teachers' manuals. Based on the curriculum guidelines and teachers' manuals, the AIS Myanmar program has developed weekly, monthly, and annual plans that help to ensure the guidelines are met.

Elementary has developed a learning support program to provide additional support for student instruction in basic skills and core academic content to those students who are struggling academically for reasons other than those described under EAL. The standards and curriculum followed by the learning support program is in accordance with the students' homeroom classes, particularly the Common Core literacy and English/language arts standards.

The EAL program has developed an in-house curriculum designed to support the students in English/language arts instruction for grades 1 through 8. Students who are recommended for EAL are assessed on their skills using the World-class Instructional Design and Assessment (WIDA) test. The WIDA test assesses the four language domains of listening, speaking, reading, and writing. Teacher recommendations, below average ISA scores, and a WIDA test score showing an overall proficiency level lower than four (on a scale from one to six) are used as a guide to accept students into EAL. The curriculum is based on the Common Core English Language Arts standards as well as the WIDA standards.

In 2017, the PE program was based on the 2006 Physical Education Syllabus from the Ministry of Education of Singapore. In the 2018/19 school year, the PE department used two curricular in-service days to review the curriculum and determine if the standards were the best fit for the AIS community. The PE department, in conjunction with the principals, agreed that changing to American standards would enhance the PE program and provide more horizontal alignment with the consistent use of American-based standards. The PE department now plans all units using SHAPE America's National Standards & Grade-Level Outcomes for K-12 Physical Education in order to improve curricular alignment across the school, as well as to support teachers by providing more accessible resources to match the standards. The consistent curricular evaluation and revision is evident by comparing the 2017/18 PE curriculum with the current curriculum.

We have also adopted standards for our music curriculum. All elementary and secondary music classes are developed based on the National Core Arts Standards. These standards for music were chosen both to align with the visual arts standards and to support the performance-based music program that our school adopted from its initiation.

Visual Art and Music both follow the National Core Arts Standards (NCAS) which have been revised to include improved alignment to the Common Core English and math standards used throughout the school. These standards help to provide natural cross-curricular connections to core academic subjects and to other elective classes using the NCAS. The primary music standards used with the NCAS are the performance-based standards as our program focuses on performance over theory in order to best meet the needs of our students.

For ICT, teachers use the International Society for Technology in Education (ISTE) standards in combination with the Long Beach Unified School District's (LBUSD) K-12 Technology Skills Standards. The ISTE standards are used for teachers to better align the skills being taught related to our ESLRs. The LBUSD Technology standards also reinforce the Common Core English Language Arts and Mathematics standards throughout the curriculum and provide the teachers with a more detailed scope and sequence to ensure that we have appropriate vertical alignment.

Spanish uses the National Standards for Foreign Language Education which were chosen in 2017 by the curriculum coordinator in cooperation with the Spanish teachers because they are American-based and have better alignment to the school's focus of preparing students for American colleges. Additionally, they align with Common Core English Standards.

Curriculum/standards for all subjects are saved on Google Drive under the shared AIS Curriculum account. Google Drive is the main way in which the curriculum is communicated to teachers. In 2017/18, unit plans were developed for all classes using a revised template of the Understanding by Design (UbD) model. The revised UbD model includes the standards covered, skills taught, and a learning plan with formative and summative assessment as well as learning activities. In subsequent years, teachers have continued to revise the UbDs as needed.

The Curriculum Survey for Teachers (from October 2020) results indicate that the majority of teachers know the standards they are required to teach for all or most of their classes. Of the teachers that took the survey, 23% do not know the standards they teach for all or some of their classes, and 27.5% of the surveyed teachers do not feel prepared to teach the required standards. The high percentage of teachers who are not familiar with the standards is likely due to the fact that the teachers were surveyed during 2020/21, when orientation was heavily focused on preparing for online learning and when there was less curriculum focus. Additionally, there was a large number of new teachers in the 2020/21 school year. These teachers did not write the unit plans and are less familiar with the program and curriculum. Nonetheless, this is an issue that needs to be addressed; therefore, the principals prepared and provided a thorough focus on standards during the 2021/22 orientation.

Teacher feedback from the 2020 survey also includes opposing perspectives. One perspective is that the standards are not readily available or that teachers do not have adequate guidance on how to implement the standards in class or assess students based on the standards. However, the larger population of AIS teachers believe that the textbooks align with the standards well, thus providing proper implementation of standards within the curriculum. Although it may not be a critical need, AIS could consider standards-referenced grading, more PD on standards, and/or more intentional communication of the standards in order to make future improvements. Moreover, vertical alignment of the standards should continue to be monitored during collaborative revision meetings.

Additional Online Instruction Prompts: Evaluate the extent to which the online curriculum/courses consistently meet academic standards. Determine if there is effective integration of outsourced curriculum into the program.

At this time, AIS does not provide online instruction as part of its normal program and has no plans to do so in the future. We have only employed online instruction in emergency situations (e.g., during the Covid-19 pandemic and the coup).

B1.3 Embedded Global Perspectives

Prompt: Examine the curricular documentation and observe the delivered curriculum to determine the extent to which there is integration of global concepts, perspectives, and issues.

Global concepts, perspectives, and issues are integrated into the curriculum at AIS in a variety of ways. One of the three foundational ESLRs for our school is “Socially and globally involved citizens,” which demonstrates that the school values global perspectives and involvement. One of our school goals is that each AIS student be a “socially and globally involved citizen who actively participates in the community, is environmentally responsible, and speaks multiple languages.” The curriculum, extra curricular activities, and the naturally occurring setting/culture of the school all help to support this ESLR and the fostering of global perspectives.

Global concepts and perspectives can first be identified in the curriculum and through the curricular changes that have occurred recently. The social studies curriculum had been adapted for grades 1-12 to help include global perspectives. Since 2016, grades 1-3 have integrated Myanmar and American content to teach the globally supported AERO social studies standards. Beginning in 2020, the grade 4 students began their first exposure to world history using a text that offers a narrative approach to history. Beginning in 2021, grade 5 students will focus on Myanmar history.

The inclusion of Myanmar history throughout the elementary social studies curriculum ensures that AIS teachers are globally minded and can understand the perspectives and issues of the local culture on a deeper level. Additionally, the students often do not get exposure to their own history outside of AIS because most of them do not attend Myanmar school. Each of these curricular changes addressed concerns in the 2016 self-study report, indicating that the school is continuing to make progress toward fostering local perspectives.

Grade 6 and 7 focus on geography of the world, whereby the students cover the eastern and western hemispheres in consecutive years. During these two years, the students follow the National Geographic Geography Standards, which are designed for global understanding. Grades 8-10 take world history courses, which, along with the geography courses, focus on global perspectives, concepts, and issues. The elective courses offer students the opportunity for more global perspectives with choices including AP World History and English Special Topics, which both focus on global perspectives. In 2021/22, the school began offering Current Events as another elective course. This course is centered around building global perspectives and is a prime example of how AIS continues to make improvements in this area.

The new HMH Into Literature textbooks and GLP resources used in grades 7 through 12 contain English-language literature selections from all over the world, as well as diverse selections translated from other languages into English, and provide many further opportunities for students to explore past and present global issues. Nearly all of the reading selections (with the exceptions of expected canonical texts) have been revised for relevance and speak directly to global issues at hand, such as basic human rights, social diversity/inclusion, global disparities in wealth, and resource distribution. English classes highlight students making text-to-self connections locally, regionally, and globally.

Although the remaining subjects are less naturally aligned to global perspectives, all teachers are sensitive to introducing to their students outside texts and resources that provide a more global or Asia-specific perspective than is evident in the American curricular materials. One method in which the curriculum could be revised to improve global perspectives is to include more memoirs, fiction, and poetry by Asian and Asian-American writers, as well as western writers who lived in South-East Asia and wrote about their experiences. The 2016 report indicated that teachers found it difficult to integrate global perspectives into math classes (although not completely neglected), and this still holds true in 2021. The teachers reported the extent to which global perspectives are integrated into the curriculum that they use, and the results indicate that 95% of the teachers feel that the curriculum is sufficiently inclusive of global perspectives.

The extra-curricular program at AIS is another way that AIS students become involved in the global perspectives, concepts, and issues that are learned in class. The World Scholars Cup Club has been a regular club at AIS for over four years and encourages the students to learn about the world, travel to different countries, and compete against other students from different regions. The Eco-School Club was established in January of 2020. This is a student-centered club in which the students become more informed about the environmental issues of the world and then take action toward environmental changes within the AIS community. The Model United Nations Club was established in 2018 and supports students' ability to become informed about global issues as well as to demonstrate understanding of these issues. Moreover, the students have the opportunity to travel and work with other globally-minded students from around the world. Each year, the school organizes a college trip for high school students in which the students travel to different parts of the United States. This is yet another opportunity for students to travel and enhance global perspectives. Although AIS does not directly oversee international summer programs for secondary students, the school does support student participation as it provides invaluable experiences for the students.

Recently, the community perspective on American colleges has slightly shifted, and a few more students and families have been expressing interest in colleges in other countries.

The College and Career Counseling Department of AIS supports students as they apply to various countries and regions around the world including, but not limited to, China, Singapore, Australia, Switzerland, England, Germany, and Canada. This demonstrates that the school supports a global perspective and is making attempts to balance the American-based curriculum with global understandings.

The AIS community naturally establishes global perspectives as 99% of the student population is ethnically and culturally Myanmar or Chinese, while immersed in the American-based program established at AIS. They are surrounded by curriculum and teachers that help to foster global perspectives. Fifty-one percent of students in the 2020/21 school year were ethnically Chinese. These students speak three or more languages and are exposed to three different cultures (Chinese, Myanmar, and American) on a regular basis.

In preschool, global concepts, perspectives, and issues are taught as a part of the Montessori Cosmic Curriculum within the Montessori classroom. Students are exposed to the concepts of globes and maps. They are provided with hands-on materials to learn about the people, culture, food, and geography of each continent. The Montessori Cosmic Curriculum incorporates both physical and cultural geography. The students explore the physical universe as well as the study of human society and culture, allowing them to gain a broad understanding of why it is important that all people throughout the world learn to respect one another, care for one another, and coexist peacefully.

Global concepts, perspectives, and issues are supported in the EAL curriculum through a current events unit, which focuses on current events in a different part of the world each week. Furthermore, global perspectives are supported in the EAL curriculum through collaboration with English Language Arts classes and the “Into Literature” curriculum as students read and analyze literature from around the world. The data and the evidence both suggest that the inclusion of global concepts, perspectives, and issues are found throughout the AIS program. There will always be opportunities to improve upon this, but there are no overarching concerns in this area.

B1.4 Congruence

Prompt: Evaluate if there is congruence between the actual concepts and skills taught, the academic standards, and the schoolwide learner outcomes.

The ESLRs are the overarching student learner outcomes that are integrated throughout the curriculum. Improvements were made in 2018 to ensure that the ESLRs were included as a part of regular instruction by being added to the weekly lesson plans and

observation forms for grades 1-12. In elementary school during the 2018/19 school year, the teachers provided the principal with feedback that the ESLRs were difficult for the younger students to understand. In response to this, the elementary SEL committee reworded the ESLRs to fit the needs of the elementary population for easier integration in day-to-day instruction. The elementary teachers post the ESLR-of-the-month on the whiteboards in order to ensure that they are visible and emphasized on a regular basis.

In 2019, the ESLRs were integrated into the curriculum for grades 1-12, which can be identified in the unit plans for the majority of classes. The ESLRs are also supported through a monthly ESLR focus, whereby one student from each class is selected as the student of the month for exemplifying an ESLR. The report cards also include a place for teachers to assess the students' progress for the ESLR of any particular month. Currently, the students are assessed on the ESLRs using anecdotal evidence unless the specific teachers make measures to collect assessment data on their own. Additionally, the chronological order of the ESLR-of-the-month was changed in 2019/20 in order to better align with the curriculum and needs of the community during different times in the year. This change occurred again in 2020/21 due to the needs of the community related to online learning. Improvements continue to be made to better ensure that there is congruence between the ESLRs and the skills taught in class. The next logical phase of improvement would be using a standard method of assessment.

The initial gap between the ESLR stating that students will “possess ICT skills needed to thrive in an interconnected world” from 2016 has been somewhat bridged by tripling the ICT lab resources, expanding the school's wifi coverage, and revising the “Bring Your Own Device” policy to include supervised use of phones and tablets in secondary. As Myanmar's ICT infrastructure continues to improve, school leadership continues to pursue upgrades in the technology available at AIS to allow teachers and students to better achieve this ESLR. In particular, improved access to online curricular resources, such as technology-based resources accompanying our textbooks, is a major addition, and this will strengthen our achievement of this goal and aid in meeting the school's critical learner need of effectively reaching ELL students.

At AIS, the concepts and skills taught in class are driven by the standards infused in the unit plans; this is the foundation of congruence with the curriculum. The unit plans (UbDs) are used to some degree by most (89%) of the teachers to guide their instruction. When surveyed, 50% of teachers responded that they use the UbDs regularly to guide instruction, 39% use them “sometimes,” and 11% responded that they do not use them regularly. As the unit plans are the foundation and housing of the curricular congruence, it will be essential that the principals/curriculum coordinators work closely with teachers to ensure that the UbDs are being utilized and updated frequently.

When all teachers were asked on the 2020 curriculum survey to provide feedback on how the UbDs can be used effectively and on how we can improve alignment of the curriculum, there were myriad answers, which is expected because the curriculum varies between subjects and divisions. A small number of respondents (11%) noted that the school does not currently have, or provide, the capacity to support the recommended changes that would help to improve alignment and the unit plans themselves. It was suggested that either teachers be given more time to work on the curriculum or that AIS hire a full-time curriculum coordinator. The other notable common suggestions include ensuring yearly revision on all UbDs and implementing more standards alignment. The survey results indicate that there are gaps in some subjects or divisions but not in all (e.g., the math department is confident that their curriculum is well-aligned to support the instruction of standards). Along with the focus on standards, the principals prepared a more thorough orientation (for 2021/22) of the curriculum and curricular expectations in order to ensure that the UbDs are utilized. Furthermore, the principals currently have in place a 2021/22 plan for more consistent UbD revision time with departments and specific teachers.

In addition to the UbDs, the teachers are beginning to include the standards and descriptions of student work when posting their work in the hallways. This expectation is a work-in-progress and is not an established routine for all teachers. The only accountability for alignment of day-to-day teaching for the standards is through principal observation. The principals look for standards alignment during observations, which can be seen on the observation forms. There are not currently any expectations for including standards on assessments or for posting them daily. Standards-referenced grading has been in the discussion for a number of years. If the school does decide to shift toward standards-referenced grading, more standards alignment would need to take place within the curriculum. This would likely benefit the congruence between the concepts and skills taught and the standards.

Our teachers' use of textbooks, which are aligned to the standards, helps to ensure that our teachers naturally teach the standards by following the content and skills of the texts. This helps to ensure that the standards are met even for those teachers who - as noted above - do not always utilize the standards-infused unit plans that our community created. AIS primarily uses curriculum from the Houghton Mifflin Harcourt publisher, and this also helps to maintain vertical and horizontal alignment.

B1.5 Student Work — Engagement in Learning

Prompt: Evaluate to what extent the examination of representative samples of student work show consistent critical analysis and application of thought in different contexts. Evaluate observations of students engaged in learning to determine the degree to which

students are aware of their own learning and the purpose of the work connected to a standards-based curriculum and the schoolwide learner outcomes.

Critical analysis is a part of the ESLRs as students are expected to become "creative and critical thinkers." Students' ability to demonstrate critical thinking and apply it can be observed throughout the school. Representative student samples of work are visible on classroom walls, in the hallways, and in student portfolios. The representative student samples demonstrate that critical analysis and application are consistent throughout the school from preschool to Grade 12. Outside of the individual classroom setting, student work that demonstrates critical analysis and application of thought can be observed in a variety of settings, including the following:

- the annual Art Show demonstrates the creativity and variety of students' work
- student presentations during monthly assemblies often combine content academics with the ESLRs
- the International Women's Day event facilitates students' ability to combine critical analysis with the arts
- in-class work is sometimes showcased during PACT meetings so that parents are able to see the performance-based assessments of students that exemplify critical analysis and application of thought
- various projects, including community gardens and staff interviews, demonstrate students' application of thought
- various clubs - including Eco-School, numerous student volunteer clubs, the newspaper club, the media club, and more - are all indicators of the students' application of thought in different contexts and demonstrate their ability to use critical thinking skills

Although the students are exemplifying the ESLRs, the degree to which they themselves understand this is less visible. In 2017, the curriculum coordinators implemented a more consistent approach to assessment by prioritizing performance tasks as summative assessments and including these on the UbDs. As a result, the students consistently demonstrate their understanding through various performance-based assessments that include both critical thinking and application skills. The 2016 self-study authors reported the following, "[W]hile students were adequately progressing in developing a solid understanding of their core course content, they were inconsistently aware of this content's connection with the standards and ESLRs." Students' understanding of their own learning and the connection to the standards has improved immensely but is not yet consistently linked to the standards. Our faculty strives to provide real-world connections to the curriculum for our students, such as focused field trips, guest speakers, and alumni of AIS conducting lectures. While these initiatives are worthwhile and wholly supported

by the administration, clearer connections to our ESLRs and specific learning objectives that speak to our academic standards will further enhance the value of these endeavors. A shift to standards-referenced assessment was proposed for 2017, but following feedback from the MD, it was deemed too early to shift the grading practice for the parent community that was still adjusting to many other new changes within the school. The curriculum coordinators then implemented a “standards-based mindset” into the assessment practices, which is described during orientations and can also be seen on the elementary report cards. Although the teachers continue to assess using percentage and letter grades in elementary and secondary, they often come to the percentage grades with rubrics designed in a standards-based method. The elementary report cards indicate which percentage grade represents a student’s understanding in summation of a given subject area. The goal of the “standards-based mindset” was to slowly shift the assessment philosophy of the entire AIS community until a time came that the parent community would be ready for the change. The standards-based mindset helps teachers support students’ ability to be aware of their own learning. If AIS were to effectively implement a full standards-referenced assessment model, it could further enhance student self-assessment.

The summative assessments and the essential standards for each unit are visible on the UbDs. However, the assessments do not all have the standards on them. Thus, it is not natural for students to be aware of their own learning toward any given standard unless the teacher makes a specific effort to make this clear. The principals are working with the staff in the 2021/22 school year to ensure that assessments include the ESLRs. This will help to ensure that students have awareness of their own learning of the global competencies.

All teachers use learning objectives to guide their lessons. It is an expectation that these learning objectives are visible and explicitly discussed for each lesson. Teachers are provided feedback (following formal observations) on their ability to effectively use objectives and to help to make students aware of their own learning. Furthermore, in elementary, there was also in-house PD given on this topic to help improve professional practice for effectively using objectives to begin lessons. This has vastly improved the consistency in which students are engaged in their own understanding of their learning. Additionally, the ESLRs were added to the UbDs so that they are thoughtfully included into the curriculum. The teachers’ ability to include the ESLRs into lessons is assessed during observations, which further improves students’ awareness of their own learning standards. Although the EOY survey results only demonstrate minimal improvements with understanding of the ESLRs, the increased inclusion can be easily witnessed by walking into teachers’ classrooms, where teachers make the ESLR-of-the-month visible

in each classroom. Furthermore, most of the elementary teachers explicitly teach the ESLRs and link them into the daily or weekly content on a regular basis.

When choosing new textbooks in 2019/20, one of the deciding factors for choosing the new Into Math curriculum was that it included student self-assessments toward the standards in each chapter. Although the school has not yet adopted a complete standards-referenced assessment model, there have been many clear initiatives toward this model. According to the 2020 Curriculum Survey results, as well as teacher comments during grade-level meetings, several teachers feel it would be beneficial to link the standards to the assessments in a more consistent manner. It is difficult to determine if the school is ready for a transition to a full standards-referenced assessment model, but this does seem like the next major step toward improving student engagement toward awareness of self-learning.

B1.6 Accessibility of All Students to Curriculum

Prompt: What has been learned about the accessibility of a rigorous, relevant, coherent, and globally focused curriculum to all students through the various courses/programs offered, e.g., online instruction? What has been learned from examining the demographics and situation of students throughout the class offerings? Evaluate how the instructional practices and other activities facilitate access and success for all students toward achieving the standards.

Toward the completion of each academic year, administration, local teachers, and foreign teachers come together in grade level meetings (including all subjects) and work together to create balanced classes. Classes are formed, as much as possible, with a balance of gender and diversity of language, academic, and social skills to form heterogeneous classes. This, by its nature, demands a strong need for differentiated instruction, but as the literature suggests, it is a best practice for all levels of student learning. By combining students of such different skills, teachers are required to differentiate within their lessons so that all students are able to access the curriculum at a level appropriate to them. Administration facilitates teacher collaboration on differentiation strategies during schoolwide faculty meetings, divisional meetings, grade-level meetings, and departmental meetings. The ATs hold extra-study sessions after school for the students of all grade-levels who wish (or who are recommended) to receive additional help on homework/projects or to receive extended testing time on summative assessments.

Students also have the option to attend extra-study sessions each Saturday morning with the local teachers at the LT's recommendation. Students who have the greatest language-based needs are referred to EAL classes instead of attending Myanmar

instruction. Two learning support teachers are also available for students who may need more behavioral, emotional, or cognitive support throughout the day in order to better access the curriculum. The learning support teachers focus on Grade 1 through Grade 6, and the school intends to hire more support in the LS department in 2022/23 in order to better support the needs of students in secondary.

Students in Grades 6-8 who have the greatest language-based needs are grouped into the same classes so that they may attend the EAL classes instead of Myanmar instruction. The school has also piloted an advanced math class in order to support the needs of high-achieving students; however, we determined that this model does not align with the AIS philosophy of differentiation within the classroom. Thus, it was discontinued in 2021/22 after two years of implementation. Although AIS has made improvements to help high-need and exceptional-learner students, secondary teachers have expressed concern in recent years that there is a need for learning support in Grades 6-12. As the learning support program has developed and grown over the last three years in elementary, so too have the IEP students who benefit from the program. 2021/22 is the first year that any of these students have entered secondary school. As noted previously, this situation is being addressed by the hiring of new learning support teachers for secondary. Although there will be no secondary-only learning support teacher in 2021/22, the elementary learning support teachers are supporting the IEP students in G6 for this school year, and there are plans to hire a secondary-only teacher for this position for 2022/23.

As the high school population has grown, AIS has expanded the course options to all students in Grades 10-12. Each year, the administration surveys the current Grade 9-11 students to gather data on which classes the students are most interested in for the following year. Student survey responses, in combination with evaluating the credentials of teacher availability, allow administration to select the courses that are a best fit for the community. General elective courses that students are able to select vary from year to year and include Current Events, Psychology & Sociology, Physics, Environmental Science, Philosophy, Accounting, Art, Music, ICT, Debate, Public Speaking, and more.

Advanced Placement (AP) classes are available to the students who wish to challenge themselves and potentially receive college credit for their learning while at AIS. The AP classes offered at AIS have included Language and Composition, Micro and Macro Economics, Statistics, Calculus, Biology, Environmental Science, Chemistry, and Modern World History. More AP classes will be added once the school is large enough. By adding the aforementioned AP and elective classes, AIS allows students to choose courses that they are more invested in and that meet their academic needs.

All teachers recognize that - due to the western nature of our texts and curriculum - contextually rich lessons, especially concerning historical and cultural contexts, are part and parcel of regular lesson planning. Incorporating more “Myanmar-centric” materials and concepts continues to present an intricate challenge. Teaching Myanmar history, culture, and social concepts requires astute sensitivity to the nature of Myanmar political and cultural history and current issues, and while greater integration remains elusive, school leadership continues to work toward providing more curricular balance regarding Myanmar.

Our Chinese school students often struggle to access the curriculum. Currently, 51% of the students are ethnically Chinese, of which many attend Chinese school. There are several barriers that this creates for these students at AIS. First, they cannot usually attend the extra-study sessions as their Chinese school schedules conflict with extra study. Second, these students are often trilingual; thus, they have more languages that they are simultaneously trying to master. Lastly, these students have limited time to keep up with homework as their school day for both schools can range between 10 and 14 hours a day. The difficult school schedule often results in students having a lack of sleep, which further interrupts their learning. Although AIS has many supports for students, this specific population of students is difficult to remediate without a change in daily school schedules of students. AIS continues to educate parents about the importance of sleep, play time, and other healthy habits that will benefit the students. While we respect the parents’ right to maintain their heritage language, when students are struggling too much, we advise parents to choose one program of study. AIS will continue to educate parents in the hopes that parents will limit the amount of additional school that AIS students are enrolled in.

B1.7 Acceptable Student Achievement

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

While initially the school relied solely on publisher and teacher-created assessments to measure achievement of the academic standards, these practices have evolved to incorporate more authentic and performance-based assessment opportunities. Furthermore, all assessment and rubric items are anchored to specific Common Core Standards. This is facilitated by the backwards design theory of the UbD philosophy, wherein teachers determine which standards will be assessed, design the assessments, and then structure instruction and learning activities accordingly. All lessons contain an ELL and contextual component. Students are apprised of their progress regularly (often

every two weeks), and multiple opportunities are offered for scholars to demonstrate their levels of mastery of any given standard. Students often have a voice in the nature of the assessment for their mastery, and it is not uncommon for any given teacher to design multiple assessments to speak to individual learning styles and assessment accommodations. Grades are delivered quarterly for all school divisions, and GPAs are calculated and delivered semesterly (contained within the second and fourth report cards issued).

In addition to the regular classroom assessments, the most widely used academic standard performance indicator at AIS is the ISA test results for Grades 3-10. The ISA results are used to make curriculum and instructional decisions on an annual basis. Originally, AIS students' test results were compared to that of the "like schools," but after surpassing the average of "like schools" in almost all areas, the school aimed to improve student results so that they surpassed the average for "all schools." In 2018, the students performed above the "all schools" standard in almost all areas and began a new goal of meeting or surpassing the average for "regional schools," which is the highest of the three categories and includes many schools that have much larger numbers of native English speakers than we have at AIS.

In 2020, AIS elementary students performed above regional averages in expository writing and in reading for Grade 3. Continuing reviews of this assessment's data suggest that the trend of AIS students' strength in their math skills remains, their skills in the argumentative/persuasive writing mode continue to improve, and their skills in narrative writing remain a concern. Of all the English literacy skills measured, reading comprehension for grades 3-10 remains our greatest opportunity to serve our scholars and our greatest challenge as educators. This performance indicator continues to be the AIS standard measurement for Grades 3-10; however, we are simultaneously measuring each year's results against the previous year's result for AIS alone (independent of how other schools do).

All elementary students from Grades 1-5 are assessed using the Developmental Reading Assessment (DRA) on a biannual basis and sometimes triannually. These results are useful for individual teachers to make instructional decisions in their classroom, but due to inconsistencies in assessment scoring practices, it has not been the most valid measure of student reading performance between classes or grade-levels. In order to overcome this difficulty, the elementary division is beginning to include a more involved DRA orientation process.

For upper high school students, academic performance indicators include the PSAT, SAT, TOEFL, and AP exams. Each performance indicator results are compared to previous

years in order to help make decisions to support students. For example, this past year, the SAT results showed that one student performed below the math benchmark; thus, a plan was put into place to support this student to better prepare the student for upper-level math that will be needed in college. Our school's standard for acceptable student achievement is that students are prepared to succeed in college and life beyond AIS. The series of tests for upper-level high school students allows administration to identify students in need of remediation and to help guide students toward colleges that match their needs and capabilities.

The schoolwide learner outcomes at AIS are measured anecdotally by teachers on a regular basis, and the measurements can be seen on a three-tiered scale (Developing, Proficient, and Advanced) on the report cards for Grades 1-12. Additionally, more specific performance indicators have been developed for the ESLRs but have yet to be used schoolwide. Although the teachers evaluate the students with regard to the ESLRs, they do so independent of any schoolwide performance measurement.

B1.8 Integration Among Disciplines

Prompt: Evaluate to what extent is there integration among disciplines and, if applicable, integration of outsourced curriculum into the program for which curricular integrity, reliability, and security is maintained.

Discipline integration is becoming a regular practice at AIS. In elementary, flexibility was given to teachers in scheduling to allow for longer blocks. In 2016, the majority of teachers taught 5 subjects per day, and cross-curricular teaching was completely at the discretion of the teachers with little-to-no foundations in place to support discipline integration. Beginning in 2017, new year-long plans were developed for the elementary grades that aligned the different subjects to allow for discipline integration to occur more naturally. Additionally, teachers were given the option of teaching science or social studies each day to allow for longer blocks of time that could include more disciplinary integration.

By 2019, the elementary principal observed that all of the elementary teachers were utilizing the longer block option and that cross-curricular connections were being made on a regular basis. In several cases, the unit plans that were revised included cross-curricular learning. The elementary teachers have two common planning times per day - one of which is used for grade-level collaboration. The meetings are used for teachers to collaborate on curricular and instructional tasks, including the development of cross-curricular instruction and multi-disciplinary performance tasks. The textbooks also serve as support for instructional subject integration. In elementary, the new science texts all

have a math connection with each lesson, and the math texts connect to SEL, science, and/or social studies at the beginning of each unit.

In 2016, the school obtained over a thousand leveled readers that teachers use to integrate reading into all other subject areas, and these books are used for KG-Grade 6. In 2019, the books were moved to a more convenient location so that teachers could access them more easily and, as a result, the books were checked out more frequently. The reading and writing integration across other subjects also supports the CLNs of the students.

In 2017, performance tasks became the standard method for summative assessments. Performance tasks are cross-curricular. This shift in assessment has increased cross-curricular learning throughout the school, and this is evident in the majority of unit plans which include performance tasks.

The 2016 Self-Study authors state that in the secondary division, “some teachers suggested developing a more formal plan for integrating curricular areas in the future.” As there is no common planning time among disciplinary teachers in secondary, the division principal initiated a standard weekly morning meeting time. Teachers meet and collaborate with teachers of the same grade level or same discipline on a bi-weekly basis. Additionally, the elective teachers join different disciplinary meetings and grade-level meetings for the purpose of cross-curricular collaboration.

In 2018, as a means to increase the literacy skills of the students and improve upon the CLN interventions, the secondary principal began a “Writing Across the Curriculum” program. The goal of this program is to have students write more frequently across all disciplines. As a result, there has been more frequent English Language integration in all other subject areas. According to the survey results of returning teachers in 2020, the program should continue but will need to be revised and will need to include more training for teachers. All of the teachers who responded noted that they included intentional writing activities on a regular or daily basis.

The school has continued annual events, such as International Women’s Day and the International Fun Fair, that include disciplinary integration. During the International Women’s Day event, the students prepare a multimedia presentation to help inform the AIS community about topics such as gender equality, gender acceptance, women’s rights, and more. The students include poetry, monologues, dances, skits, videos, and more to help share their messages. Events hosted by students have been a great way for students to demonstrate their interdisciplinary skills. The resources, the curriculum, and

the schedule all now support disciplinary integration. According to teacher survey results, the school should continue these practices but work to improve upon them.

Teacher collaboration in secondary remains an area of improvement for further integration among disciplines. A number of factors contribute to this, including but not limited to faculty turnover, administration turnover, and the difficulty of scheduling common planning periods in the school day. The secondary principal will work with the staff in order to ensure that we have regular and meaningful collaborative sessions for the purpose of discipline integration improvement.

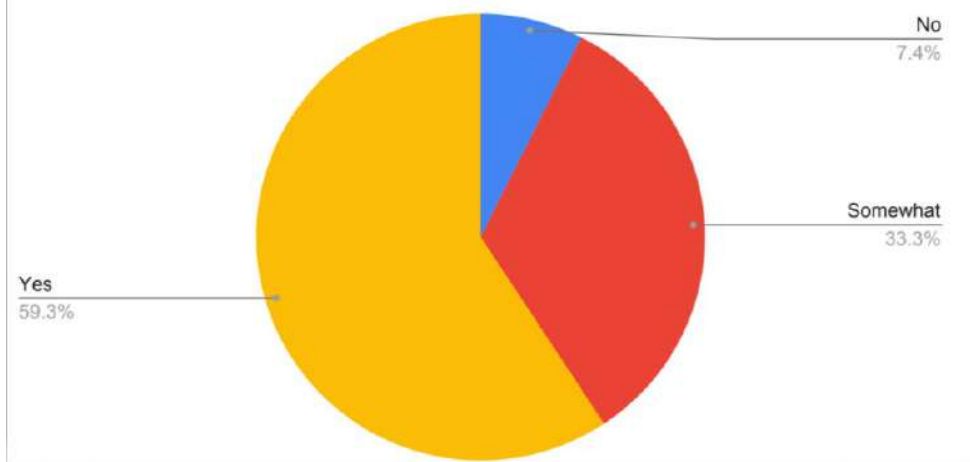
B1.9 Curricular Review, Revision, and Evaluation

Prompt: Comment on the effectiveness of the school's curriculum review and evaluation processes for each program area and the impact on providing a challenging, coherent, and relevant curriculum for all students. Evaluate the effectiveness of the processes to assess curricular gaps and modify the curriculum to ensure that specific student needs are being met.

The HOS was the initial curriculum coordinator of the school and has continued to monitor, review, and approve revisions to the curriculum according to the needs of the community. The HOS works to ensure that all stakeholders are included when considering changes. For example, the AP Language and Composition course was offered following numerous student requests. The HOS remains receptive to input from the principals, teachers, students, and parents when initiating curricular changes.

In 2020, the teachers were surveyed and asked if they felt the "curriculum revision process was sufficient for making curricular decisions." The results indicated that only 7.4% of teachers felt that it was not sufficient. 33% selected "somewhat sufficient," and 59.3% selected "sufficient," indicating that the revision process is mostly sufficient but with areas for improvement.

Count of Do you feel that the curricular revision process is sufficient for making curricular decisions?



To evaluate the most recent large-scale curricular changes (changes in textbooks), the following item was asked on the curriculum survey for teachers in 2020: “If you have switched textbooks in the last two years, please select the best option for how you feel about the change.” A 1-5 scale was used with 5 being very satisfied and 1 being very unsatisfied. Overall, the average was 3.28 (66%), indicating that the changes in texts reflect some improvement. It should be noted that many new texts were selected in elementary in 2019, and they were not selected with the intention of online learning (which - due to the pandemic and then the coup - we were forced to switch to for the end of the 2019/20 school year and up until the present).

The following information will give more insight into the curriculum revision and evaluation process in each division. We will also discuss how AIS teachers and principals use the revision and evaluation process to “assess curricular gaps and modify the curriculum to ensure that specific student needs are being met.”

Preschool

The preschool curriculum revision process is completed primarily by teachers under the guidance of the principal. Teachers are given adequate time during departmental meetings that allow for curricular adjustments to be made. However, the implementation and explanation of the adjustments to the curriculum - specifically with regard to the KG curriculum - require more time allotment according to the preschool teachers. With the addition of an assistant principal to the preschool for the 2020/21 school year, a more comprehensive review was completed as well as a curriculum guide that includes pacing and instructional guidelines. This was done to ensure that all classes have a more comprehensive understanding of the curriculum and can meet the curricular goals.

Elementary

The curricular revision process in Grades 1-5 (1-6 in literacy) includes a combination of grade-level meetings focused on analyzing the curriculum; the principal's own analysis; and divisional meetings that focus on division-wide findings, teacher contributions, and curricular conclusions. We get input from all teachers and from select students. Student feedback is collected through teachers. This allows for a variety of perspectives and helps to determine division-wide goals for the curriculum. Additionally, an Ed Reports analysis is used to gain more insight and feedback on new curricula up for review; this helps to ensure that they are research-based curricula viable for our community. The ED Report process can be viewed here: <https://www.edreports.org/about/process#s00>.

The school did not choose any curriculum that was deemed insufficient by either the AIS community or the research-based Ed Report Review. The revision process is not flawless, as there was an alignment issue discovered after the school updated the curriculum. The alignment concern is that the reading curriculum and the writing workshop within *Into Reading* do not always align by skill. Overall, however, the revision process is effective, but textbook changes that involve the rewriting of curriculum should be spaced out in order to allow for enough time to complete a more thorough analysis. In 2020/21, three textbooks were switched in elementary - all of which required curricular changes. As a result, there were more concerns with the textbook choices in elementary than in secondary according to the Curriculum Survey for Teachers.

Secondary

The curricular revision process in secondary focuses on the collaboration of departments and the input of the teachers who are the experts of their given subjects. When a department feels that a change may be necessary, the teachers are given the opportunity to review various curricula and textbook options. The departments then work to develop a long-term plan that will best meet the needs of the students and the AIS community keeping the CLNs and ESLRs at the forefront of the decision-making process. The readability of the text is one major component of revision that is considered in order to best meet the CLNs of the students. The principal/curriculum coordinator serves to facilitate the department meetings and provide administrative input; however, the development heavily relies on the expertise of the teachers in their specific subject areas. Pending approval from the HOS, the principal/curriculum coordinator makes the final decision on which texts will be used from year to year. This process has proven to be successful as there have been very few concerns about the choice of textbooks.

Schoolwide

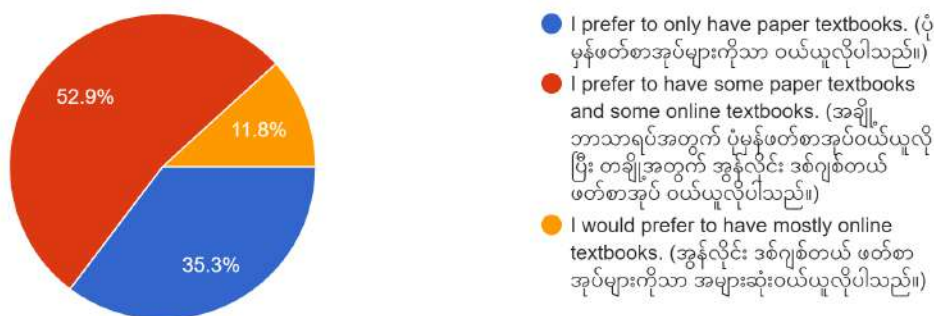
The curriculum revision process for each division focuses on collaboration between teachers and administration. Improving the curriculum is a constant task, and our

community strives to model the ESLRs by “working collaboratively to problem solve” and develop a curriculum that best meets the needs of the students. Some schoolwide factors that influence the decision-making process include the following:

- a. Our school has a close relationship with Houghton Mifflin Harcourt (HMH). HMH provides our school with a great deal of support, and they troubleshoot issues that we have whenever needed. If undecided between textbooks, HMH texts will usually be the final choice.
- b. In the past, parents have requested physical texts. We have continued to give parents the chance to purchase or rent physical texts as many do not have many (or any) English books in their homes. The textbooks from AIS serve as both content support and a means for families to build an English library of their own. Secondary parents were surveyed about their textbook needs in 2021, and the results indicated that the majority of secondary parents still prefer physical textbooks but that they are ready for some textbooks to be online. See below for results.

Online textbooks are much cheaper than paper copies. Do you like the idea of your children having some online textbooks at a lower cost? (For exam...်စာအုပ်သည် ဒေါ်လာ ၄၀ ခန့်သာ ကျသင့်မည် ဖြစ်သည်။)

17 responses



- c. Schools in Myanmar (including AIS) face higher levels of teacher turnover each year. Textbooks help to provide teacher support and overall congruence, which is helpful for newly-arrived teachers. Additionally, the parent community values the use of a textbook in class. Thus, the school continues to provide a textbook for almost every class (a few electives are the only classes without any form of core text for students or teachers).

Elementary Literacy

The elementary team communicated concerns about the *Journeys* reading textbooks, and the limited use of the *Write Source* textbooks; thus, the school opted for the *Lucy Calkins* writing program to coincide with the *Journeys* texts for Grades 1-6 in the 2017/18 school year. This decision was made both to support the needs of our students and teachers and to remain in line with the most current educational research, which indicated that the workshop model is an effective, student-centered approach to teaching literacy

by limiting lecture time and providing students with more practice time, more timely feedback, and more teacher conferencing. *Journeys* was used for reading, and *Lucy Calkins* was used for writing.

In the following years, the students continued to improve their literacy skills as demonstrated by the ISA results. However, following an extensive curricular review in the 2019/20 school year, we determined that many teachers were still supplementing the use of *Journeys* or, in some cases, not using it at all. In regard to the *Lucy Calkins* curriculum, many claimed that it was difficult to put into practice and too detailed for practical use, while others claimed that it was very beneficial and the most useful portion of the literacy curriculum. Most teachers concluded that it was difficult to balance the two programs and that it would be beneficial to have only one literacy program. As a result, the teachers of Grades 1 through 6, along with the elementary principal, reviewed the most current resources from Houghton Mifflin Harcourt (HMH): *Into Reading*. After a detailed review, we determined that the 2020 *Into Reading* textbook would be a beneficial change for several reasons:

- a. it includes a writing workshop section, which allows teachers to align their reading and writing instruction more effectively while maintaining the best practice of the workshop model
- b. the writing workshop is easier to follow than the Lucy Calkins program
- c. it includes valuable online resources that support students' digital learning
- d. it has more social/emotional curricular connections in order to provide support for the whole child
- e. the stories in *Into Reading* are accessible for our EAL student population, which was also a concern for the *Journeys* curriculum according to the 2016 self-study report; this was one way that we could better meet the CLNs of our students with the text

Additionally, Ed Reports indicated very low scores for *Journeys* and much higher scores for *Into Reading*, which can be seen here:

Grades 3-8 Ed Report Literacy Results

	Text Quality	Building Knowledge	Alignment Rating	Usability Rating
Journeys (2012)	27/42	12/32	Does not Meet Expectations	32/34
Into Reading (2020) G1-6	40/42	32/32	Meets Expectations	N/A
Into Literature (2020) G7-12	36/36	30/32	Meets Expectations	31/34

Results taken from Ed Reports: <https://www.edreports.org/compare/results/ela-38>

Secondary Literacy

For the secondary division, we decided to update the literacy textbooks as the old textbooks were dated, and there was limited access to online materials. The English department reviewed both the updated *Into Literature* textbook as well as the *Collections* series from HMH. *Into Literature* was decided upon for the purpose of alignment, usability, and the ability to meet the reading and writing CLNs of the students. Additionally, it was most appropriate for preparing our students for upper level English classes offered at our school (e.g., AP English Literature and Composition). Ed Reports indicated very high scores for both alignment and usability in all grade levels from 6-12, which further supports the decision.

Elementary Math

The elementary team compared *Go Math* with several other programs, such as *Bridges*, *Eureka*, *Everyday Math*, and *Into Math* using Ed Reports. Two of the programs that stood out were *Into Math* and *Bridges*. Upon further investigation, we decided that *Bridges* was too difficult for teachers to learn and implement effectively. *Into Math* had great Ed Report results. The elementary team reviewed the *Into Math* curriculum and determined that it would be a good fit for the following reasons: it included SEL connections which our school is working into the curriculum, it better supports standards referenced grading and student reflection of their own learning, and the questions are more fitting for the high EAL population. It is important to note that we are still investigating the degree to which the questions are a better fit for the EAL community. More evaluation will take place in order to determine if more language support is needed in math classes.

Secondary Math

The Math department, including the secondary principal and the secondary curriculum coordinator, collaborated to ensure that we had in place an effective and viable curriculum for the secondary math program. Despite the slightly lower results on Ed Reports, *Big Ideas* was determined to have several benefits over *Go Math* and *Into Math* and remains as our school's math textbook. Most notably, *Big Ideas* allows for more vertical alignment because it includes high school classes (e.g., Algebra 1, Algebra 2, and Geometry). Additionally, the online resources are easy to navigate, and the teachers are familiar with the program. AIS updated the *Big Ideas* textbooks to the 2019 editions in order to stay current and for better access to online resources. The math program has been a strength for the school for many years based on ISA data, and we decided that a change of textbook was not necessary and potentially not beneficial to the AIS community and the success of students. The teachers anecdotally reported that the digital resources for the updated *Big Ideas* texts are easy to use and effective for online teaching.

Elementary Social Studies

Upon revision of the current social studies resources in elementary and based on anecdotal feedback for years, one of the biggest concerns has been that the textbooks were too US-centric. Moreover, the alternative texts were not at an appropriate level for the students. Both Grades 4 and 5 indicated that the resources they were using were above the reading comprehension level of their students. In 2018/19, the fourth-grade team piloted a Myanmar history/SE Asia geography series that would help to bring more relevant learning to students and solve the problem of the US-centric content as it is written from a multi-ethnic perspective. The new materials are at reading comprehension level closer to 4th grade. Additionally, 5th grade still had a world history program with a text above grade-level. The team reviewed other options and decided upon the *History of the World* text, which has content relevant to students at various reading levels from Grades 3-5. Upon review, the team determined that this would be an effective alternative to the current curriculum. Beginning in 2020/21, 4th grade uses the *History of the World, Part 1* as an introduction to world history, and 5th grade uses the *History of Burma, A Multi-ethnic Perspective* and *Southeast Asian Studies* texts.

Secondary Social Studies

In 2020/21, many of the social studies textbooks became out of print, including Grade 6-7 Geography, Grades 8-10 World History, and Economics. These books had served the community well for a number of years, but without an option to purchase them again, the social studies team collaborated to determine which texts would be best. The team decided on continuing with the HMH updated books. Furthermore, an investigation into the readability of the HMH history books was conducted, and textbooks were chosen for specific grade levels that best met the CLNs of students. Grade 6 and 7 decided to select one book that would serve both Grades 6 and 7. This was done to improve vertical alignment and support teacher collaboration.

Elementary Science

Science Dimensions was selected as the new textbook in elementary because it is more centered on performance, and it includes online components that make learning more accessible. *Science Dimensions* better aligns to the NGSS standards as the books are designed around them, as opposed to the *Science Fusion* books (our previous text) which were linked to the standards after being created. As the only evaluation of the new book has been during the year of online learning, it is difficult to determine the effectiveness of the evaluation process, for the book was selected with the intention of face-to-face use.

Secondary Science

In 2020/21, the science team met online to discuss if curriculum revision was needed. We decided not to make a large-scale change during a year that already had so much

change. The teachers reviewed new curriculum and text options before making the decision. The team was satisfied with the current curriculum and felt that it still allowed teachers to encourage students to meet different ESLR expectations, while preparing students effectively for AP courses. The 2021/22 year will include an in-depth analysis and review of the science curriculum. The team will explore many options, including fully online texts, online curriculum with no textbook, and new textbooks. The satisfaction with the current curriculum (although dated) is evidence that the evaluation process has been effective for years.

Myanmar Revision

Myanmar curriculum changes have been ongoing since 2016 and include the following changes at the following times:

KG: 2016/17

G1: 2017/18

G2: 2018/19

G3 and G6: 2019/20

G4, G7, and G10: 2020/21

The curriculum changes are ongoing, and the AIS Myanmar curriculum is based on the state government Myanmar curriculum. AIS updates the Myanmar curriculum as the government updates it. Our Myanmar department ensures that the changes made match the educational changes of the government. The Myanmar teacher representative summarized the feelings of the Myanmar teachers following a discussion about the curriculum and described the changes in the following way: “The old curriculum was difficult to teach because it was outdated, and it was difficult to engage students. The old textbooks were of poor quality and contained only black and white images. Most of the old lessons have been replaced by updated lessons that are more colorful, engaging, and meaningful. The exercises have been improved, and there are more student centered practices such as group work, presentations, critical thinking skills, and problem solving skills.” The pros and cons of the new curriculum, according to the Myanmar teachers, include the following:

Pros:

1. Teaching is more based on the four C's: critical thinking, creativity, cooperation, and communication.
2. Lessons are mostly student-centered.
3. Textbooks are more relevant to the students from different major or minor ethnic groups in the country.
4. Lessons are mostly based on language structure, so students can benefit from the studies.
5. There is proper differentiation based on the grade levels.

Cons:

1. There is a lot of content for each lesson, and teachers find it difficult to have enough time to cope with the curriculum expectations.

Based on the positive feedback from the Myanmar teachers and the need to stay aligned with government standards, the new curriculum will continue to be implemented.

Elective Revision**PE**

The PE department met with the Athletic Director and with the division principal/curriculum coordinator during weekly PE meetings in order to review and revise the curriculum. In 2019/20, the PE department created the first draft of a new PE curriculum that includes US PE standards, yearly plans, assessment guidelines, unit formation samples in each grade level, and more. The PE department continues to meet under the guidance of the Athletic Director to make updates and revisions based on student data and teacher feedback. The effectiveness of the curriculum revision is demonstrated by the alignment of teaching practices in the PE department. In 2016, the curriculum was based on specific sports and included Singapore standards. Currently, US standards are used, which have improved horizontal alignment. The current curriculum uses the standards and skills as the basis for each unit. This allows teachers to teach the necessary skills for their grade level without being committed to one sport. Furthermore, this eliminates the need for teachers to be committed to specific sports and allows them to ensure that we have vertical alignment while teaching the sports that they specialize in.

ICT/Art/Music

ICT, Art, and Music elective teachers meet with secondary departments during departmental meetings in order to develop cross-curricular initiatives. They also meet individually with the appropriate divisional principal to review the curriculum as needed.

ICT

As with all subjects, the ICT revision process is done through meetings with the division principal/curriculum coordinator. The ICT curriculum was adapted in 2020 to include digital citizenship based on feedback from teachers about potential plagiarism issues and academic dishonesty. The feedback was expressed in divisional meetings. Additionally, an Online Learning Survey was sent to teachers, and more than 50% of teachers reported being aware of academic dishonesty issues in their classroom. As a result, the secondary principal worked with the ICT teacher to develop and implement a plan for digital citizenship. We determined that this was a necessary change for meeting the following

ESLR: “Students are academically prepared learners who possess ICT skills to thrive in an interconnected world.”

Art

The art revision process is done through meetings with the division principal/curriculum coordinator. The art teacher (we have only one full-time art LT) typically makes changes to the curriculum that are either cross-curricular or multi-cultural in order to reflect two of our ESLRs: (1) Socially and Globally Involved Citizens and (2) Academically Prepared Learners who demonstrate mastery of all core academic subjects. As the art program is performance based (similar to that of the music program), the art teacher adds additional performance tasks to the curriculum during the revision process so that future teachers have a wider selection to choose from while still meeting the standards.

Music

The music revision process is done through meetings with the division principal/curriculum coordinator. In 2019/20, the music room was moved to help create an environment which allows the curriculum to be more aligned with skills specific to instruments. In other words, the new room has more space, which allows the music program to use class sets of more instruments. This shift allows the teacher to meet the curricular goals, which are heavily performance based and less focused on theory.

ESLRs

Although there is no specific curriculum for the ESLRs, the overall curriculum serves to move the students toward mastery of our three overarching ESLRs: socially and globally involved citizens, creative and critical thinkers, and academically prepared learners. The ESLRs were added to the unit plans in 2019/20. This process was completed during grade-level meetings in elementary and on an individual basis in secondary. Additionally, the ESLRs were added to the teacher observation forms. Several teachers have mentioned the need for a common standard for assessing the ESLRs.

Social Emotional Learning (SEL)

There is not currently a set curriculum for SEL, but SEL concepts are being interwoven into the curriculum in a variety of ways supported by CASEL and HMH research. One of the deciding factors in updating the literacy textbooks in 2019/20 was that the new textbooks included SEL connections throughout. Although not perfectly aligned to the ESLR buzzwords in elementary, the teachers can easily connect the SEL topics to the ESLRs. The plan is to continue to weave SEL naturally into the curriculum rather than developing a set curriculum. This decision was based on feedback from teachers at divisional meetings.

Summary

The high turnover inherent in traditionally hard-to-staff locations (such as Myanmar) poses a challenge for curriculum development. Specifically, with new arrivals every year or two, and with several novice teachers each year, we need to have in place a user-friendly curriculum. To help address this problem, AIS uses teacher-developed and otherwise enhanced unit plans, which allows for great flexibility and the ability to best meet the specific needs of the AIS student population. Teachers are encouraged by the principals to develop unit plans that are more thematic, standard driven, and adaptable to varied content.

In the 2015/16 self-study, it was recommended that a full-time curriculum coordinator be hired for curriculum evaluation and revision. This was promptly done the following year; however, the necessary curricular work was not completed. In addition, information gaps developed between the curriculum coordinator and the administrators; in other words, the principals and the curriculum coordinator were not always on the same page. To help correct this situation, in 2018/19 the division principals were given the dual role of curriculum coordinator and principal. As a result, the principals are more versed with the curriculum of their assigned divisions and communication is more consistent. However, as noted by some teachers in the 2020 Curriculum Survey for Teachers, there is not always enough time allotted to curricular development with this new model.

As the school continues to grow and develop, it is worth considering the addition of a full-time or part-time curriculum coordinator, who will be able to devote more time to facilitating teacher-developed and student-driven curriculum, provided that there is consistent communication with the administrators. Another consideration that teachers have suggested during departmental meetings and School Improvement Committee meetings is that the school should consider having department heads who are responsible for division or grade-level curriculum development. AIS has not had the appropriate teacher retention to do this in the past, but if teacher retention improves, this could be considered a viable choice for curricular enhancement.

B1.10 Collaborative Work

Prompt: Comment on the collaborative strategies used to examine curriculum design and student work and its effect on refining lessons, units, and/or courses.

As noted in the prompt above, collaboration is utilized across all divisions/departments and is essential to the curriculum revision process at AIS. Collaboration is encouraged and facilitated through grade-level, departmental, and divisional meetings. In order to meet the need for more collaborative opportunities, two annual in-service days were

added in 2017/18. The in-service days have been available for all teachers or select teachers (e.g., those dedicating more time to curricular development) each year since 2017/18 as determined by the HOS. The school administrators each set their own timeframes for collaborative meetings or curriculum development. Typically, Q1 is used for familiarizing staff with the curriculum. Q2 and Q3 are used for evaluating and reviewing curriculum, and Q4 is used for revising curriculum. In addition to curriculum design, collaborative meetings also serve to provide teachers the opportunity to focus on comparing and contrasting classroom data (student work, assessment results, student and parent feedback, etc.) to make instructional and organizational changes that help to ensure that the students are improving upon the CLNs and developing ESLR skills. Although there are many collaborative opportunities, a more structured approach to curriculum refinement during collaborative opportunities is recommended for further improving the curriculum design in order to best meet student needs. Principals will continue to put forth intentional curricular goals in subsequent years.

Students of concern are often a topic of discussion during collaborative meetings. Students of concern include students who have difficulty with the ESLR “demonstrate mastery of essential concepts in core academic subjects.” This also includes the EAL students who typically have a difficult time meeting the reading and writing goals. The list includes students who need organizational support, time management support, and/or who are having difficulty developing the ESLR goal of “utilizing effective study and research techniques.”

At AIS, we believe that “failure is the first step towards success” and, as such, we make it a priority to work with the students who have failed courses, and we collaborate to ensure that these students receive the support they need to take the necessary steps toward future success. Teachers collaborate in teams to share important information about the students of concern so that successful strategies can be used in all of the student’s classes. Additionally, LTs collaborate with ATs to help ensure that students have appropriate support during the extra study program, which is facilitated by the ATs. Principals track the students of concern and work to ensure that they receive the support they need.

Moreover, the principals facilitate collaboration to help ensure that the necessary measures are taken for appropriate student support. In 2020/21, there was a high number of students of concern due to the online learning environment and a lack of face-to-face supervision. The secondary division developed a plan to support students by assigning specific students to local and foreign teachers who could best meet the specific needs of each student (core academic support, time management support, or social/emotional support). The political climate created additional hurdles during the conclusion of the

2020/21 school year (and continuing to this day) that made it difficult to determine the effectiveness of this program. It will continue to be monitored and revised as needed in future years.

The collaboration between LT and AT is essential in improving classroom lessons, units of instruction, and/or courses. In preschool and elementary, the LTs have individual break times in which they have the opportunity to collaborate with ATs. The ATs often have SEL and cultural insights to share with LTs, and LTs often have academic, communication, and managerial insight to offer the ATs. This collaboration is essential to the teachers' ability to best support students. Secondary teachers do not have breaks that align with all of their departmental coworkers. Thus, it is more difficult for secondary teachers to collaborate for the purpose of refining lessons and coursework. To compensate for this, the division principal designates times outside of the daily schedule to ensure that teachers still collaborate for curricular and classroom needs. Currently, the school is not large enough to allow for much flexibility in the schedule, but once it is, opportunities for more common collaboration time in secondary school should be included.

Policies — Rigorous, Relevant, Coherent Curriculum

Prompt: Evaluate the effectiveness of the process through which key stakeholders assess the curriculum in relation to these school's policies.

As indicated in the 2016 WASC Report, "we should also seriously evaluate adding greater differentiation opportunities for our most advanced students, such as honors, AP, or even IB classes, as our secondary program continues to grow." Beginning in 2017/18, the school first started offering AP classes, beginning with four AP courses. Currently, the school offers nine AP courses (an average of over 1 AP course has been added each year over the last 4 years). Course offerings are based on a combination of student academic results, student requests, teacher/counselor recommendations, and leadership's input. An example of using student requests to determine a potential course offering is the AP Language and Composition course. As 98% of the student body is considered EAL, AP Language and Composition was not initially considered as an option. The students requested the course, and the English teachers helped to determine if the course would be a viable option for the student population. We determined that there would be a small number of students that could likely succeed in the demanding course but that it was worth offering this challenge and opportunity for the students for the 2020/21 school year. Student feedback is also used to help make course offering decisions, including Current Events and AP Statistics for the 2021/22 school year. As of the 2019/20 school year, the school hired two College and Career Counselors who both

work to help determine the needs of the high school students, to communicate regularly with colleges, and to make course recommendations to the secondary principal.

In the 2016 WASC report, we stated that “concern was also expressed that current enrollment numbers and rigid coursework timetables, particularly at the high school level, make it difficult to provide appropriate remedial and enrichment opportunities for students at the highest and lowest ends of the achievement spectrum.” Since 2016, the school has had fewer ATs in the secondary division who are responsible for running the extra-study program. The shortage of teachers is attributed to the lack of qualified local teachers for the secondary division, which requires English proficiency equivalent to the student population, secondary-level content understanding, and a teaching skill-set that will earn the respect of the older students. What has happened over the past 9 years is that the local teachers’ skills have not kept up with the development of the students’ progress in language and content. Therefore, remediation at the higher levels continues to be a challenge as the supplementary programs are less effective. Despite this, the school has worked to improve the extra study program. In 2018/19, a foreign teacher was appointed to monitor and help improve the extra-study program. This teacher’s primary responsibility was to monitor the participation of students who need remediation. Additionally, the teacher worked to help ensure that appropriate support was provided. This was done through communication with the LTs of the students’ various subjects and through providing individual support as needed for both students and ATs. Following an evaluation, the added teacher role was discontinued in 2019/20, but the division continues to collaborate on methods to improve the program.

While the number of ATs in the secondary division decreased prior to the 2021/22 school year, we have increased the number to the highest level for the current school year. With the exception of one LT who is local and able to communicate directly with parents and coordinate support for his students, every secondary LT has one local AT. The reason for this shift is due to the changes to our program caused by the pandemic and the coup. If our students are allowed on campus at any time during 2021/22 and our foreign teachers are still out of the country, we need a competent adult for every classroom to supervise the students and to coordinate instruction with each teacher.

Regarding ATs in other divisions, the number has increased in both elementary and preschool. In the preschool classes, there are now three or more local teachers in the classrooms. In elementary, G1 teachers have had - for the past few years - the option of adding an extra AT in their classroom. The decision to increase the amount of support in the younger years was made at the request of teachers and principals based on the needs of the students. The school was able to accommodate this request as it is easier to find qualified staff for the younger years. This added support has helped the preschool

students more effectively prepare for Grade 1, and the Grade 1 students are more effectively prepared for the rest of their AIS careers. The ISA results indicated a sharp increase in the results of Grade 3 students in the 2019/20 school year from previous years. This suggests that having multiple ATs in preschool and G1 may have contributed to the strengthening of students in early grades and is also evidence that the school works to provide the necessary support so that these students are prepared to meet all ESLR goals by graduation.

The course timetable has also not changed in the secondary division. The school has explored options to lengthen the school day in order to have more flexibility with the timetable, but due to the Chinese school schedules, the school is bound to the hours of 9:00 - 3:30 for the core academic program. As many (over 50%) of the students at AIS attend Chinese school, it would not be sensitive to the community to interfere with Chinese schooling. Due to the restricted time frame, certain initiatives (e.g., an advisory period or a homework period) have not been able to fit into the schedule without sacrificing the time needed to teach the curricular requirements needed for high school graduation.

In the secondary division, the 2020/21 curricular assessment was ongoing due to the continued changes that the community faced. Following the political changes, connectivity challenges, and emotional turmoil of the community, the assessment and homework policies were reviewed. The division principal sent surveys to students, parents, and teachers in order to gain valuable feedback. The principal then used this feedback to develop a plan for assessment methodology which was then reviewed and revised by the HOS and MD. This is a clear example of community inclusion and collaboration for the purpose of developing appropriate school and curricular policies. This methodology will continue to be used in future years.

Additional Online Instruction Prompt: Determine the effectiveness of the school's policy for outsourced curriculum to maintain curricular integrity, reliability, and security.

At this time AIS does not provide online instruction as part of its normal program and has no plans to do so in the future. We have only employed online instruction in emergency situations (e.g., during the Covid-19 pandemic and the coup).

Articulation and Follow-up Studies

Prompt: Share examples of articulation with feeder schools and local colleges and universities, including comments on the regularity of their occurrence. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?

AIS is a nursery through G12 program with no other feeder schools associated with it. Students range from 3 to 20 years of age. As the preschool, elementary, and high school are all on the same campus, there is a great deal of articulation between the divisions. The principals in each division meet with the HOS on a weekly basis to discuss a variety of issues (e.g., curriculum alignment, problem solving as necessary, setting goals, developing schoolwide initiatives, and providing support and guidance for one another). During semester 2 of each year, preschool and elementary principals collaborate to arrange Grade 1 visits for the KG students. Additionally, the Grade 1 teachers complete preschool classroom visits in order to better understand the preschool setting and the student capabilities of the KG students they will teach in the future. The secondary principal collaborates with the elementary principal and facilitates the Grade 6 transition, which helps the current Grade 5 students prepare for middle school by meeting with current middle schoolers and seeing the classes during instructional time.

In 2019/20, an additional counselor was added. This staff member helped to build relationships with various universities and with other international schools in Myanmar (joining an informal working group of regional school counselors). The counselors are still working on building relationships with other schools in Mandalay.

AIS continues communication with its graduates in order to gain feedback as to how the program prepares students for college life and for meeting the ESLRs. The HOS sends an annual survey to the graduates and uses the data to support institutional improvements. We also use the survey data to better understand the status of our graduates and offer SEL support and/or advice on an as-needed basis. The counselors, and often the teachers as well, remain in contact with the graduates. Counselors provide support/advice for the graduates and use the anecdotal feedback to improve the college and career readiness course. The most recent survey sent out to graduates did not result in enough responses or common suggestions to warrant any concerns or initiatives. As the program continues to grow, the feedback gained from graduates will become more substantive and will better guide future changes to the program.

Conclusion for B1 - What Students Learn

Summary (including comments about the critical student learning needs)

The curriculum that AIS uses is in support of the students' CLNs. Physical textbooks have been a priority for the AIS community as they serve as an English language book that students have previously not had much access to outside of AIS. In other words, each year's textbooks serve as the foundation of a home library for the students, which helps to ensure that students have sufficient English-based resources at home. When considering the textbooks to use, teachers collaborate with one another and with their divisional principal in order to make decisions that support the students' CLNs. Examples of this include the consistent changes in textbook placements in upper elementary social

studies in order to better align with the reading levels of students, the shift to a literacy program that allows teachers to more readily combine reading and writing curriculum to ensure appropriate alignment, and the selection of secondary social studies books that best align with the literacy capabilities of the students.

Students at AIS work toward the curricular standards, and as they do this, they are supported with a curriculum that helps to ensure that their CLNs (reading, writing, and EAL support) are met. Textbooks and supplementary resources that support both enrichment and remediation are ordered on an annual basis. These resources support teachers in their ability to best meet the needs of the individual students in their diverse classrooms.

There are a few circumstances that limit the school. For example, the school day is bound to the Chinese school schedule, the size of our program currently limits staffing to one lead subject teacher for each of the three elective classes (Music, Art, and ICT), and common planning time in secondary must primarily take place before school or after school. These barriers prevent opportunities for teacher collaboration, and they prevent opportunities to better support the CLNs of students. AIS believes in ongoing improvement of the curriculum and continues to make revisions on a consistent basis so as to improve those areas of weakness that can be controlled.

Critical Areas of Strength

Based on our analysis of various data related to the curriculum at AIS, we have agreed that the following are currently our strongest areas:

1. The PE curriculum has been consistently enhanced since the 2019/20 school year. Although the revisions are not yet finished, the curriculum serves as an example for other departments by including common assessments for grade levels that are used consistently by various teachers. The curriculum is designed around the standards and includes matching “I can” (objective) statements for each lesson. The PE program is now beginning to make their updates and improvements on the high school PE curriculum.
2. The elementary division has the scheduling to support numerous collaborative opportunities. This results in critical evaluation of the curriculum and consistent revision. The principal is able to schedule regular grade-level meetings to help improve the curriculum and make decisions that will best support the CLNs of our students.
3. All divisions work to prioritize teacher input in curricular decisions. Whether through divisional, departmental, or grade-level meetings, the teachers are given both voice and choice during curricular evaluation, review, and revision. Teachers use student data and classroom experiences to guide their curricular decisions, while the principal ensures that the decisions that are made fit the AIS philosophies and support the CLNs and the ESLRs. The inclusion of teachers in this process helps to ensure that effective curricular decisions are made on a regular basis.
4. In addition to strong core curricular and Advanced Placement programs, students also have access to rich and diverse extra-curricular offerings through sports and

other after-school clubs and programs, which are advised by our international faculty.

Critical Areas of Growth

Based on the analysis of various data related to the AIS curriculum, the following are our main areas of growth:

1. The standards are not visible enough throughout the school. Both teachers and students should be more aware of the standards, and the curriculum should reflect the importance of them. The first steps to help make the standards more visible include adding them to summative assessments/performance tasks and providing more information and training on the standards during orientation so that teachers have no concerns about how to meet the standards. Once this is done, the school can consider standards-referenced grading for different age groups.
2. Long-term planning for in-depth curricular review would benefit teachers and help to ensure that we have thorough and appropriate evaluation and review of the curricula. In 2019/20, there were many curricular changes, and our surveys show that our teachers do not always make use of the work that is completed (e.g., 39% sometimes use the unit plans and 11% do not use it at all). In order to help ensure that curricular changes result in meaningful improvements that are utilized and that teachers who write the unit plans have appropriate time to revise curricula, there should be designated areas of curricular focus for each year (e.g., Science and Math curriculum review focus in 20__/20__). Furthermore, the plans should be inclusive of the specific goals for grade level and departmental meetings in order to make better use of this time.
3. There are currently no performance indicators used for the ESLRs. The ESLRs are assessed based on anecdotal evidence and are subjective. It is difficult to gauge if the students are making steady progress in each of the ESLR categories. Teachers do not know the standard grade-level expectations for the ESLRs, and this creates inconsistencies among the report cards.

Evidence:

1. [AIS Curriculum \(Elementary and Secondary\):](#)
 - a. Year Long Plans
 - b. Unit Plans
 - c. Assessments
 - d. Learning Activities
 - e. AIS Standards Overview
2. [Montessori Preschool Curriculum:](#)
 - a. Curriculum Document (Pacing Guide Included)
 - b. Introduction to Montessori Program
 - c. Montessori Meeting Notes
 - d. Montessori to Grade 1 Presentation

- e. Montessori to G1 Visit Schedule
- f. Preschool Survey for Teachers
- 3. PE Curriculum:
 - a. [2020/21 AD Curriculum Documents](#)
 - b. [2018 to 2021 Meeting Notes](#)
 - c. [PE In-service Day Evidence](#)
 - d. [2017/18 Curriculum Documents](#)
 - e. [List of Clubs](#)
- 4. [Course Selection:](#)
 - a. Student Surveys
 - b. Course Selection Sheet
 - c. AP Course Descriptions
 - d. Sign Up Forms
- 5. [EAL:](#)
 - a. Student Roster
 - b. WIDA Results
 - c. Wida Testing Schedule
 - d. EAL Parent Letter
 - e. Class Division Notes (With EAL List)
- 6. [Extra Study:](#)
 - a. Attendance (2019)
 - b. Schedule/Plans for 2020/21
 - c. Secondary Attendance (21/22)
- 7. [Class Placements](#)
- 8. [PACT Folder:](#)
 - a. Meeting Samples
 - b. PACT Plan
 - c. PACT 21/22
- 9. [AIS Assessment:](#)
 - a. Assessment Presentation for Orientation
 - b. Learning Target PD
 - c. Survey Results for Assessment
- 10. [Report Card Samples:](#)
 - a. Preschool Report Card Sample
 - b. Elementary Report Card Sample
 - c. Secondary Report Card Sample
- 11. [Teacher Observation Forms](#)
- 12. [End-of-Year Survey Results](#)
- 13. [Curriculum Revision:](#)
 - a. Curriculum Survey Results for Teachers

- b. [ED Reports](#)
- c. Math Revision Plan
- d. Divisional/Departmental and Grade Level Meeting Notes
- e. Parent Textbook Survey
- f. Writing Across the Curriculum Survey
- g. Publisher Correspondance
- 14. [Improving Digital Access:](#)
 - a. Digital Investigation Notes
 - b. 2021 Surveys
- 15. [Lesson Plans](#)
- 16. [ESLRs:](#)
 - a. ESLR of the Month Selections
 - b. ESLR of the Month Presentation
 - c. SEL Connection
 - d. ESLR Proficiency Scale
 - e. [AIS Website for ESLRs](#)
- 17. [Photos of Student Work in Hallways](#)
- 18. [Textbook/Supplementary Orders](#)
 - a. Teacher Revision Resources/Documentation
 - b. Order Forms
- 19. [Orientation](#)
 - a. Schedules
 - b. Presentations
 - c. Orientation Survey
- 20. [Standardized Assessment Data:](#)
 - a. SAT Results/Analysis
 - b. TOEFL Results
 - c. AP Exam Results
 - d. DRA Results
 - e. DRA Orientation and PD
 - f. ISA Data and Analysis
 - g. Parent Information
 - h. College and Career Counseling Meeting Notes
- 21. [Leadership Meeting Notes](#)
- 22. [Grade 5-6 Transition Plan](#)
- 23. [College Student Surveys](#)
- 24. [Administrative Scheduling](#)
 - a. AT/LT Faculty Pairing Lists
 - b. School Schedule
- 25. [Students-of-Concern Documents](#)

- 26. [Social Emotional Learning \(SEL\) Integration](#)
- 27. [Extra Curricular Activity Example Photos](#)
 - a. Kuhtein Festival
 - b. International Fun Fair

B2. How Students Learn Criterion

B2.1 Research-based Knowledge

Prompt: Provide a range of examples that demonstrate teachers are current in the instructional content taught and research-based instructional methodology.

Teachers are given the opportunity to remain current in research-based methodology and teaching practices through various forms of professional development throughout the school year (as noted below).

Since the beginning of our school's operation, our Head of School, Dr. Gary Robson, a former Professor of Education in the field of English to Speakers of Other Languages, has provided professional training and developed a cache of training materials, video workshops, and demonstration lessons focusing on curriculum connections, assessment protocols, first and second language acquisition theory, teaching methodology, and classroom best practices. These valuable tools are available to all teachers through our intranet server. Incoming and returning teachers often refer to Dr. Robson's work during yearly orientation and throughout the school year to refine our alignment in delivering our curriculum to a student body of non-native English learners.

Begun during the 2014/15 orientation weeks and continuing forward each year, teachers are given training pertaining to the use of Smart-Boards in the classroom and the corresponding Smart-Notebook software and updates. These sessions give incoming and returning teachers valuable practice working with this technology, with the overall goal of improving how all learners interact with this tool to enhance their learning experience. These sessions are conducted by faculty members with deep knowledge and experience of the technology, and who use the same in their classrooms everyday.

Something begun in 2015/16 that remains popular with the faculty are teacher-led demonstrations of new techniques during our whole school monthly meetings, called "Good Ideas." LTs (lead teachers) or ATs (assistant teachers) deliver brief 5-20 minute demonstrations on something that they have been using in the classroom with success. Examples of topics presented so far include whole-brain teaching; chunk spelling; creative ways to conduct review activities; using music to teach vocabulary and grammar; using technology — via real-time educational games — to teach math; jigsaw collaborative learning; and leveraging educational platforms such as Quizlet, Padlet, Kahoot!, etc.

AIS secured outside PD (professional development) through HMH for the online resources for the new curricular materials purchased. Training was received on the HMH Global Learning Platform (Trunity), as well as the HMH USA site. This session focused heavily on effectively using the ELL-themed activities and resources of each textbook to better help our student population become more actively involved in the learning experience. The ELL stream within the textbook allows teachers to better address the critical learner need for remediation regarding basic English language skills.

Our Advanced Placement course offerings continue to grow, and with them come opportunities for deeper professional development. Thanks to the interest of our students and parents, coupled with the experience of our faculty, AIS currently offers on-campus faculty-instructed AP courses in Biology, Calculus, Chemistry, Economics, English Language and Composition, Environmental Science, Statistics, and World History. Such a rich and diverse set of rigorous offerings to our EAL students brings the necessity for more professional development opportunities for our AP instructors. AIS is meeting this need by budgeting for AP professional development for our teachers to attend genuine CollegeBoard seminars during the school year and summer months.

While a budget has been established for professional development as noted, currently the approach is largely ad hoc, with teachers being offered a set stipend for PD. While this may benefit some teachers individually, it is difficult to determine what direct benefits our students are receiving from this approach. Perhaps a more focused effort to provide PD based upon what our students' most critical needs are is advisable.

Our teachers, by and large, practice their own continuing education through individual research and sharing of ideas and materials, and not relying on formal PD. Articles are shared, techniques and approaches traded, and spirited and lively conversations are had during the school day and especially after school. Many teachers remark that speaking with colleagues out of their departments is not only refreshing, but enlightening as to possible classroom management approaches.

B2.2 Planning Processes

Prompt: Comment on the effectiveness of the planning processes, including the use of formative assessment results, to engage all students actively at a high level of learning consistent with the academic standards and school wide learner outcomes.

Teachers at AIS employ a variety of formative assessment strategies in the classroom, and in the true nature of formative assessment use them to inform their teaching. Some of the strategies used in classrooms include using dry-erase boards for a review quiz at the end of a lesson or to review key points from a previous lesson, student-led summaries of the previous learning, exit tickets, having students write a short reflection on what they have learned on sticky notes and then posting them on a display board, and the use of hand signals for the class to self-assess levels of understanding. The faculty recognizes that it is particularly important for us to continually assess how well students understand each lesson's essential concepts due to our high EAL population within the school. In order to adequately address our identified critical learner needs, we need to ensure that remediation is provided when students indicate that they cannot meet the lesson's success criteria either through teacher observation or self-assessment techniques, well in advance of summative assessments, thus providing early intervention to our students' learning gaps.

For the 2014/15 school year, unit plans were created by faculty members following the methodology of Understanding by Design. Each grade level or subject level team worked to create unit plans for each core subject area. These plans included explicit details on what students were expected to know and be able to do at the end of the unit. There was also a section on essential questions, which could be posed to students in spoken or written form to assess understanding of essential concepts. The engagement of all learners is something that the UbD template addresses well because teachers must specify how they will hook learners, how they will allow them to experience and explore the big ideas, how they will incorporate opportunities for rethinking and self-reflection, and how the learning will be tailored to meet the specific needs of all learners in the classroom.

Following the 2014/15 school year, the teachers determined that they were not entirely satisfied with the formatting of the UbD unit plans. Feedback via stratified interviews revealed that the template, which was based upon Grant Wiggins and Jay McTighe's first edition of their UbD guide, was not user-friendly and therefore the unit plans were not being utilized as envisioned by the current faculty members. In response to this feedback from faculty members, the administration team created two full-time Curriculum Coordinator positions (elementary and secondary) assumed by returning teachers with deep knowledge of our students' needs.

The newly installed Curriculum Coordinators oversaw the process of revamping the template according to the version in Wiggins and McTighe's second edition and worked with faculty to review the new sections and migrate information from the old format to the new. Initial feedback from faculty members indicated that the new template is more user-friendly and should make the planning process more efficient. Each year, the faculty undergoes a curriculum review by department to further streamline and update the unit plans to better serve our students' and teachers' needs. This is critically important for an international school. Due to the nature of international teaching, international schools as a whole experience greater faculty attrition than their conventional counterparts, meaning that unit plans must be current, concise, and immediately usable by new teachers of varying levels of experience. The division principals, who serve as their division's curriculum coordinator, work with the faculty to continue to refine unit plans to better support both returning and newly arriving teachers.

At the end of the 2013/14 school year, students completed a benchmark test to assess their abilities in reading, writing, and mathematics. From the results of this assessment, the need for an emphasis on writing instruction was included as a critical learner need for the following year. To address this critical learning need, teachers concentrated on incorporating more writing across the curriculum in their planning. For example, in Grade 5, the teachers decided to reorganize their classes for a 4-week "Writing Boot Camp" that was based on differentiated instruction for three groups. This initiative was well-received by staff and students alike, and the writing results for that grade on the ISA test were equal to all schools who took the test in 2015.

Writing across the curriculum continues to represent a significant opportunity to better serve our scholars and improve their English language acquisition. While many of our

students have adequate to near-native verbal English skills, test data from the ISA, as well as in-class writing and authentic essay-style assessments, suggests that formal standard English writing skills in the rhetorical, analytical, and narrative modes belies our scholars' conversational abilities. Our faculty and administration are keen to make relevant writing activities regular and customary in all grades for all disciplines. In academic year 2019/20, the secondary principal, with the guidance and blessing of the leadership team, began a secondary-wide writing across the curriculum initiative. While early acceptance and enthusiasm of the faculty and students was promising, the disruptions brought about by unforeseen outside influences globally precluded being able to measure the initiative's effects on our scholars' writing skills. During our late-year 2021 division and departmental meetings, the writing across the curriculum initiative was again raised, but no concrete plans were agreed upon. In academic year 2021/22, newly minted AIS teachers joined returning teachers with three or more years of experience at the school, and we believe that there is ample time for the faculty to forge a writing across the curriculum plan, at least initially for the language and humanities courses.

The ISA test, conducted in February 2015 for the first time in school history, provided teachers and administrators with a wealth of quantitative data on the school's areas of strength and where the school needed to focus attention on improvement. When the results of this standardized assessment were analyzed, leadership determined that reading was a critical area of importance moving forward. Within one week of receiving the results, the school began a reorganization of the more than 11,000 books in our library to allow students and teachers better access to reading materials at the appropriate level for each learner. This reorganization coincided with the introduction of a leveled reader program in the elementary and secondary divisions, as well as a concentrated focus on reading across the campus. AIS has participated in the ISA exams continuously since 2015, with the exception of the 2020-2021 academic year (for obvious reasons), and while incremental improvements have been seen in reading scores, reading remains an area of critical importance as indicated by ISA and internal classroom data. In the secondary division, the same reading assessments were combined with data from the previous years' ISA tests to modify the list of students who were in need of academic intervention. These identified students are placed into the EAL and/or Learning Support programs, where they receive daily remediation lessons in English (primarily in reading and writing skills) instead of attending Myanmar language classes.

In academic year 2020/21, the new librarian, Lori Black (also a secondary language teacher and elementary grade level teacher for seven years at AIS) completely revamped and reorganized the facility and the ever growing volume of English texts to be more open, airy, inviting, and better organized for our scholars' needs. Substantial capital investment for technology was made in the library for new audio/visual capabilities, such as teleconferencing with sister schools, and official institutional subscriptions to ERIC and JSTOR for our scholars' research and reference needs.

The Expected Schoolwide Learner Results (ESLRs) at AIS are embedded in the planning of all teachers. Teachers and students continue to report a high degree of familiarity with the ESLRs based on end-of-year survey results. Evidence of ESLR achievement across

the curriculum is logged by each teacher in an evidence file, stored in the Teacher Share drive, and reviewed periodically at Home Group meetings to share amongst other teachers and to celebrate particular achievements. ESLRs are required to be readily visible alongside the daily lesson objectives, and teachers are to explicitly reference and connect the appropriate ESLR to the daily lesson objective. Teachable moments for ESLR reinforcement are made explicit when they happen naturally during the lessons in any particular class.

B2.3 Professional Collaboration

Prompt: Comment on the effectiveness of how administrators and teachers use various collaborative strategies to examine curricular design and student work to improve learning and teaching, including demonstrating critical thinking, problem-solving, knowledge, and application. Include examples of the selection of the instructional approaches based on the learning purpose(s) desired.

Professional collaboration at AIS occurs regularly and consistently over the school year in several ways. Elementary grade-level teams meet more than once per week on average — a by-product of our schedule design that sees each grade receive their Myanmar language lesson at the same time every day. Having the schedule aligned in such a manner frees up the lead teachers of each grade level at the same time, which allows for professional collaboration to occur daily, if needed. The main focus of these collaborative meetings revolves around achievement of curriculum goals and the assessment guidelines used to evaluate students' work. It also allows teachers in the same grade level to discuss various behavior management approaches that are working well, special projects that are coming up on the calendar, or any other issue related to school life. Meeting minutes are expected to be completed after these sessions, but upon further review it was found that documentation of these sessions was inconsistent and inadequate. Therefore, there is an identified need to improve the process of recording and organizing the meeting minutes for grade-level collaboration meetings in the future.

The secondary teachers normally meet once per week as a division, once per week as departments, and every two weeks as grade level colleagues to engage in administration-hosted and self-directed professional learning communities. Within the professional learning communities (PLCs), teachers engage in dialogue and planning on how to enhance the learning experience for all students across the different subjects and collectively share to improve practice for one another. Since the 2015/16 school year, a number of cross-curricular learning activities have been instituted, mostly in the social studies and language departments. Moving forward, more time will be dedicated to developing interesting and relevant learning activities and projects, with clear and explicit expected learning outcomes, including plans to further refine UbD units for future teachers.

Secondary teachers are still of the collective opinion that meeting with other teachers in their subject area is challenging due to conflicting schedules. When meetings do occur, teachers reported that the bulk of time was spent discussing situations relating to individual students and other day-to-day concerns. There is an identified need amongst

the secondary faculty to increase the amount and quality of time spent discussing assessment and curriculum-related issues. More active participation of administration to set the tone and purpose of these meetings would be welcome, as would the possibility of department heads to better channel our teachers' time and efforts.

Finally, there are faculty meetings led by our Head of School, Dr. Robson, that happen monthly during a normal school year. These meetings are brief, agenda-driven, and include the entire AIS teaching community. Updates about regulations, requirements, important dates and events are covered, as are "kudos card" acknowledgements of faculty members, and a faculty mini-professional development "good idea." The "kudos cards" are acknowledgements given from one faculty member to another, anonymously, to recognize an individual going above and beyond the normal scope of their job responsibilities to make an impact for our scholars and faculty. The "good idea" segment is presented by a volunteer faculty member to offer a specific and easily actionable strategy or best practice that can be implemented with little to no planning or setup. Both the "kudos cards" and the "good idea" segments of the monthly Head of School's meeting are popular and eagerly anticipated.

Faculty feel that while teachers and administrators working together to analyze our curriculum and examine student work to improve teaching and learning has been improving, there remain ample opportunities for development. The major concerns of the faculty are that principals are not always clear about what is expected, as well as too much of what is interpreted as a principal's role being delegated.

B2.4 Professional Development

Prompt: Comment on the effectiveness of how the school uses ongoing professional development to enhance the curriculum and improve learning and teaching.

AIS continues to provide ongoing professional development, leveraging yearly beginning of school orientation days, online resources, remote training, and when permitted by our host culture's national holidays, dedicated professional development days during the school year. This is in addition to the professional development delivered by faculty and administration during divisional, department, and grade-level meetings.

Since the 2018/19 school year, all teachers, new and returning, are required to maintain certifications in suicide prevention and basic first aid. Beginning with the 2019/20 academic year, the faculty attends regular workshops hosted by administrators and counselors for Social-Emotional Learning, as well as incorporating prepared lessons supplied by Common Sense Curriculum periodically throughout all learning units.

With the adoption of new texts in elementary and secondary divisions, teachers attended concentrated and comprehensive training provided by HMH. Along with new textbooks, AIS also purchased HMH's Trunity online teaching and learning platform to help sustain an effective rollout of the new texts. Trunity is a comprehensive teaching and learning platform, and this investment is paying dividends, especially in ELA classes, as teachers are easily able to give low-stakes benchmark and formative assessments and assign

individualized enrichment or remediation activities as warranted. Support from HMH for Trunity is on-going.

EARCOS conferences, attended by various members of AIS staff over the past several years, remain a standard part of our professional development plan. Seminars have included classroom-based assessment strategies, using social media in the classroom, implementing Next Generation Science Standards into practice, and writing across the curriculum. In any given year, numerous EARCOS sessions address one or more of our identified critical learner needs: reading, writing, and EAL support. Teachers who attend sessions return to AIS and share what they learned during in-house sessions with AIS teachers either schoolwide or in a specific division or subject area.

Discussions amongst secondary ELA teachers at weekly meetings and, later, at grade-level meetings revealed that teachers feel that they need more professional development on planning to fulfill curricular needs, on using various forms of assessment in the classroom to inform teaching, and on following the most current best practices to keep their instruction relevant and fresh. The notion of instituting teacher in-service days has seen some serious discussion and is favored by some of the faculty. However, our host culture remains resistant to half-session school days for their children. Recruiting outside experts to conduct professional development is also challenging given the school's location; therefore, with the exception of PD provided by our HMH textbook experts, EARCOS conference presenters, and CollegeBoard for AP teachers, much of our professional development is planned and delivered by current members of staff or else comes in the form of online training.

B2.5 Challenging and Varied Instructional Strategies

Prompt: Provide a range of examples from examining students working and their work that give insight to the degree to which all students are actively engaged in learning to achieve the academic standards and school wide learner outcomes. This includes students demonstrating critical thinking, problem solving, knowledge, application and the development of a wide range of technological skills and global competencies.

The lead teachers preserve an abundance of evidence that demonstrates critical thinking and problem solving both in collaborative and individual activities - a sample of which is stored in our Google Drive evidence files. When surveyed, 90% of lead teachers sampled identified that they were conscious of balancing individual, pair, and group work activities to meet the varied needs of all learners. Formal classroom observations of LTs, performed each quarter and including principals' feedback on lessons in terms of content and ESLR focus, provide additional evidence of ESLR-based critical thinking, appropriate academic content delivery, and social learning in our classrooms. Evidence of student work and learning supports the data, and this remains a strong area for the school. Across all grade levels and subject areas, there is evidence to support the assertion that AIS is giving students many opportunities to practice being collaborative problem-solvers.

Teachers are encouraged to capitalize on the outreach abilities of social media by maintaining classroom pages on Facebook, Instagram, and classroom channels on YouTube. During the faculty orientation week, there are presentations on how to set up a page, what should/should not be posted on such a page, and how to drive traffic to the site. By sharing these posts from the Ayeyarwaddy International School Facebook page, we are able to generate thousands of views on the teachers' posts, and feedback from the wider community has been positive. An abundance of examples have already been cataloged from experiences both on campus and off-site. Faculty members often discuss with one another what they are doing in the classroom based on photos and captions which are posted to their pages.

Analysis of teacher feedback, student work, and the narrative writing results from the ISA test identify a need to focus stronger attention on the development of creativity (specifically in relation to creative writing) across grade levels. This can, at times, seem at odds with the argumentative writing focus of our Common Core curriculum. The school's library reorganization allows students to better access appropriate reading material, and having access to quality fictional reading material should help to boost creative thinking across the school. The English elective, "English Special Topics" provides more opportunity for sustained narrative writing than the regular ELA curriculum. More focus on creativity within Mathematics and Science through various STEM projects could provide additional development in this area.

B2.6 Technological Integration

Prompt: Comment on the integration of technology within the school so that all students develop a wide range of technological skills.

AIS continues to make significant commitments to the integration of technology within the school through the resources it purchases and the ways that teachers leverage said resources. Each classroom is equipped with a SMART interactive whiteboard and corresponding SMART Notebook software is installed on each teacher's desktop computer. This software allows the students to engage more with the board instead of it being used solely to show PowerPoint presentations or other content. Training for all staff on the use of this technology is provided during the orientation week by a qualified member of staff. While teachers are committed to using this technology in the classroom, power outages in Mandalay occur almost daily, and so teachers must be aware of this and plan alternative activities in the event of a power outage. Infrastructure in Myanmar also presents a problem in terms of Internet speed, and this greatly affects how well teachers are able to utilize the Internet as a teaching tool. While the country's infrastructure has greatly matured over the past few years, slow connection speeds may still be problematic. However, teachers regularly incorporate YouTube, TeacherTube, and teacher-produced video segments of their lessons, which represents a quantum leap in instructional possibilities since 2014/15. Teachers are also encouraged and fully supported in their DIY resourcefulness to find alternative ways to incorporate technology into instruction, such as employing smartphones and document cameras. Teachers, in ad hoc grassroots fashion, share their classroom "hacks" freely, and they often show up as topics for the HOS's "good idea" segment of his monthly meetings.

TeacherShare, an online shared drive on the school's network, contains thousands of videos and other digital resources which are cataloged and available for teacher use. This resource is particularly useful because it does not depend on the local area network, so access to content is uninterrupted for the most part. For the 2015/16 school year, the TeacherShare network was restructured to make it more secure. Each division was given its own drive, and permission levels were applied to the various logon IDs. While there is no standard naming convention within the TeacherShare drives, the material is organized in meaningful folders and is accessible to all faculty members. While file migration is ongoing to shared Google drives, TeacherShare remains operational and an invaluable resource for new teachers needing readily available, classroom-ready resources while they build their own resource libraries.

Lead and assistant teachers also utilize digital cameras within the classroom to record evidence of student learning. The role of photographer is often delegated to students, who can gain valuable experience using such devices. Photographs taken by staff and students are frequently featured on the Facebook page for AIS, which allows parents and members of the community to interact with the school using social media. Conversations held during the 2015/16 school year showed that faculty members would benefit from the use of document cameras in the classroom to show material on the whiteboard in real-time. In response to the teachers' feedback, the school approved the use of classroom stipends (currently at 200,000 kyat per teacher) for document cameras for those teachers who request them.

In May 2015, lead and assistant teachers attended an in-house professional development workshop on setting up and using a classroom blog on the WordPress platform. The goal of this initiative was to have lead and assistant teachers work together with students to learn about responsible online practices, post updates, and promote traffic to their class website. This type of positive online presence increases the school's visibility and will hopefully allow for some meaningful connections to occur with learners in other countries in addition to serving as a means of communicating with students, parents, and the wider community. Subsequently, teachers moved their classroom blogs from WordPress, an open-source platform with inadequate security for educational use, to more protected locations such as Google Classroom and Edmodo.

The ICT availability at AIS began with one lab and thirty desktop computers and has tripled in capacity over the years to keep up with student interest, as well as students' and teachers' needs. This was based upon teacher and student feedback, and the Board approved the capital investment to enlarge our ICT facilities. Students attend formal ICT classes as electives, and the additional two labs are also available for student use before and after school. Additionally, nearly all elementary students benefit from teachers scheduling ICT lab time for their classes, and high school classes regularly reserve lab time for research projects. Expanding the connection between our students in Myanmar and the global online community is something that features prominently in the school's plan for the ICT department. Experienced and certified ICT instructors are hired as full-time faculty, and they work with talented local co-teachers to deliver an ICT curriculum that will bridge the digital divide between Myanmar scholars and their global counterparts

in more developed countries. The continuing maturation and development of the telecommunications infrastructure in Myanmar will further facilitate the school's objectives for the ICT department.

A proposal was made in September 2015 for a set of laptops to be used in our secondary classes to afford our secondary scholars more accessibility to online resources. The laptop request was rejected by the Board due to concerns about the maintenance and repair costs associated with such a program. The Board suggested that students bring their own laptop computers to school, which is being done in the form of a BYOD (bring your own device) plan. All secondary students may bring their personal computing devices to be used in class, with their respective teacher's permission. When the BYOD program began, there was a bit of consternation regarding what constituted an acceptable device, as some lead teachers were ambivalent about smartphones being used, and others were adamantly against phones in the classroom. Since 2015/16, our leadership team has refined over the years the current policy in place and stated the same unambiguously in our Student-Parent and our Faculty handbooks to address the divergent needs of all of our stakeholders.

The Board of AIS, at the request of our Head of School, administration, and faculty, continues to invest heavily in our Internet and wifi infrastructure and capabilities. At one point, during school years 2014-2016, teachers needed to sign out one of five wifi routers to bring online access into their classes, which was inconvenient, inconsistent, and unreliable. As of academic year 2019/20, every classroom has a wifi hotspot, granting instantaneous access to high-speed connections for all students and teachers. Teachers are issued (and may request additional) access codes, valid for one hour, to use in their classes as they see fit. An ancillary benefit to the school's continuing capital investments in our network is the greater quality of life afforded our foreign teachers residing on campus because of the greatly improved connectivity. Video calls with loved ones back home that were once tenuous, are now typical.

Our Head of School and our Managing Director recognize that hardware is only one-half of the challenge of keeping our promise to our shareholders in our Belief statement that "quality textbooks, supplementary academic resources, and access to technology can serve educators in their effort to meet their academic goals for their students," and facilitating our ESLR that "AIS students are Academically Prepared Learners who possess ICT skills to thrive in an interconnected world," and who "utilize effective study and research techniques." The other half of the fulcrum is software and applications. The ongoing review process of our IT needs led our Head of School to request from the Board a major capital investment to replace our obsolete operating system and productivity suite with current genuine Microsoft Windows and Microsoft Office products. The Board approved Dr. Robson's request, and the fresh installations of Windows and Office were performed over the summer months of calendar year 2017.

Another matter reviewed at the same time, based upon feedback from parents, students, and teachers, was the need for a more comprehensive learning management system (LMS). At the time, SchoolTool was the LMS employed by the elementary and secondary

divisions, along with the casual use of Google Classroom. SchoolTool was satisfactory for the elementary division; however, the secondary division's needs grew beyond its capabilities. Parents, students, and teachers wanted an LMS that would offer real-time accessibility to grades, direct communication with teachers, and the ability to post calendars for important dates and assignments. Administrators hoped for a more streamlined process for producing physical report cards and calculating GPAs. Dr. Robson again requested that the Board make another major capital investment, which the Board approved, and AIS piloted the Rediker PlusPortal LMS for the secondary division during the 2016/17 school year. While not perfect, and in some respects cumbersome, Rediker PlusPortals was continued through the 2020/21 school year, and renewed for 2021/22, in combination with Edmodo, which we adopted specifically for the online program required for the pandemic and coup years.

B2.7 Evidence of Results based upon Challenging Learning Experiences

Prompt: Comment on the student work and how it demonstrates critical and creative thinking, problem solving, knowledge attainment, and application skills.

AIS scholars' work reflects our teachers' continuing embrace of authentic assessment strategies. Objective assessments are still administered, and most of these constitute formative assessments, while summative assessments largely consist of project-based learning experiences (PBL), written essays, and papers. When viewed as a whole, our students' work demonstrates higher-order cognition while directly addressing our ESLRs. This is not by happenstance, but through a concerted effort by our teachers and administration to rely less on direct teaching and objective assessments, and allow our scholars more opportunities to leverage their individual learning styles.

While PBL is not new business in our STEM classes, our ELA and humanities courses have been slower to embrace this strategy. However, these teachers are now incorporating PBL with more frequency into their instruction and assessments. In English, students closely read and analyze a broad and deep selection of fiction and non-fiction texts from all major literary eras, genres, and movements. Texts spanning the earliest known written Old English text through popular modern novels offer our scholars opportunities to dive deeply into the texts, analyze universal themes, and make connections to themselves and the world around them. Students are assessed on their understanding of the texts and required to bring their critical thinking skills to bear on literary analysis, rhetorical analysis, and critical theory papers.

Poetry is a mainstay, and students write original poetry, honoring the conventions of the genres, while making personal statements along the way. To exploit our scholars' native creativity, each piece of original poetry is illustrated by the poet. In the secondary grades, our poets' work is curated into digital collections for them to share and save as keepsakes. Each unit's summative activities includes at least one major writing piece, and, each quarter, students submit a portfolio of marked work that they believe best illustrates their growth in standard written English. Scholars meet with their instructors individually, and they make their cases for what marks they believe their portfolios deserve. In nearly all

cases, the ELA instructors found that scholars, during their conferences, demonstrated exceptional insight and reflection, and more often than not were more critical of their work than their instructors.

In Social Studies and other humanities courses, PBL has taken the shape of three-dimensional modeling of civilizations, recreations of cultural artifacts, and the making of physicians' costumes circa the European plague years. All PBL in the humanities requires an individual written reflection that accompanies the pieces produced through the project. In our STEM classes, teachers have led our scholars through engaging experiences, such as mock stock investing portfolios, original sneaker creation (with a mock Sneaker Con expo), semester-long recycling projects, hydroponic farming, classroom air-quality indices development, water conservation/carbon footprint reduction, and Rube Goldberg machine design and construction. Again, all PBL in STEM requires an individual written reflection that accompanies the pieces produced through the project.

Defining features of project-based learning at AIS are clearly articulated expected learning outcomes that speak to Common Core standards and rubrics explicitly communicating criteria for mastery of learning. PBL experiences are, by and large, not overly instructed, and the best experiences (determined by student enthusiasm, engagement, and results), are those that require students to take ownership of their learning to create and problem-solve throughout the activity. Teachers who settle back into facilitator roles and empower our scholars to work through the details appear to have high levels of student engagement and enthusiasm. Projects are displayed ubiquitously in the school hallways and common areas, and some are featured on the AIS website, teachers' Facebook pages, and the school's Facebook page.

While project-based learning is a recognized instructional best practice as these experiences afford students practical, hands-on skills applications, and creative and critical thinking opportunities, they also permit teachers to better differentiate assessments with wider and more equitable interpretations of their scholars' knowledge attainment. Thus, the ELA and humanities departments of AIS need to make PBL experiences regular and customary in instruction and assessment, as they currently are in the STEM courses.

Additional Online Instruction Prompt: Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.

At this time, AIS does not provide online instruction as part of its normal program and has no plans to do so in the future. We have only employed online instruction in emergency situations (e.g., during the Covid-19 pandemic and the coup).

B2.8 Student Understanding of the Learning Expectations

Prompt: Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study.

The faculty members at AIS recognize the importance of clearly articulating expected learning outcomes to their students in order to ensure that they have achievable goals in each lesson or series of lessons. Faculty members enjoy the added bonus of having clearly outlined learning objectives in the teacher editions of their grade-level textbooks. These are either written in the form of essential guiding questions or via a “Students will be able to...” format. By sharing the learning goals, teachers are also sharing with students what will be assessed during the particular unit of study. This is an effective roadmap which students can use to achieve success in the classroom.

Leadership requires teachers to post learning objectives, and they confirm that this is being done by completing classroom walk-throughs. Such checks revealed that many teachers include the learning objectives on their whiteboard each day, while others choose to show the learning goals on the interactive SmartBoard at the beginning of each lesson. Teachers are encouraged to revisit those learning objectives throughout the lesson to remind students of what the goals are for that day. Big ideas and essential questions are prominently displayed in a number of elementary classrooms, which serves to reinforce the learning goals of that unit.

Beginning with the academic year 2017/18, it became compulsory for each secondary teacher to frame their lesson objectives with a personal statement such as “I can,” or “I will,” and post these prominently on the whiteboard. Framing the learning objectives as personal statements, and having the students as a chorus read them before the start of each lesson, encourages student ownership of their learning. Similarly, as noted above, revisiting the objectives at the end of the class helps students (and teachers) to reflect on the degree to which they met the day’s objectives.

B2.9 Student Perceptions

Prompt: Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes. Evaluate the effectiveness of the student-teacher interaction based on student feedback.

When the group responsible for this section of the self-study previewed the prompt and previous response, we determined that we should keep the methodology and criteria consistent with the prior self-study as much as possible to estimate what, if anything, has changed. The group retained the three focused questions that addressed the following areas:

1. college and career preparation
2. identifying with our schoolwide learner results
3. comfort level approaching teachers with academic or social problems

As noted in the previous response to this prompt, the younger middle school scholars (G6-7) are not quite as attuned to preparation for the future as grades 8-12; this is confirmed in the survey which the Category C writing team completed. Montessori is not

represented in this response. Three students from each grade level to be interviewed (G8-12) were selected, and the above questions were posed to them.

The students of G8 were keenly aware of the challenges of moving into high school and were unanimously concerned about what a GPA would mean for them going forward, and how a poor showing in their 9th grade year could affect their university possibilities. Grade 10 scholars voiced concerns about embarking on the university selection process earlier than G11, and they enthusiastically endorsed the availability, experience, and knowledge of the school counselors. Also, G10 scholars hoped that AIS would offer a more formal SAT preparation course as an elective, as many of their parents enroll them in such courses as outside tuition.

Grade 11 scholars were the most vocal and had strong opinions about not feeling prepared in English grammar and basic business writing, such as letters, e-mails, and memos. The G11 scholars felt trepidation moving into G12, as the idea of writing college essays, filling out the CommonAPP along with other comparable applications for the UK university system, taking AP courses, and keeping up with their regular coursework seems daunting to them. The G11 students also expressed a desire for greater availability to the counselors, as they felt that too much focus was given to the G12 students, which is further discussed in greater detail in Category C. Across all of the grades interviewed, there were students still enrolled in Chinese school, and this is a notable stressor for them, as they feel caught in the middle between two competing schools and educational philosophies. Overall, the students believe that AIS is trying to prepare them for their futures, and they acknowledge that not all the needs of every student can be met at the same time.

The second question of the stratified interviews targeted the ESLRs and, more specifically, which ESLR the students most identified with. The scholars' responses were all over the board for this, but there seems to be a recognition that over academic years 2019/20 and 2020/21, our ESLRs became much more relevant and concrete, for obvious reasons. One rising junior commented that for her, the ESLRs of working collaboratively to problem-solve and possessing ICT skills to thrive in an interconnected world became her school day mantras, and admitted that before she thought the ESLRs were "corny," but now she sees them as qualities of character to aspire to.

Finally, students were questioned on their level of comfort approaching teachers with academic or other needs. The interview data collected revealed that all of the students felt extremely comfortable and confident approaching their foreign teachers with academic and personal issues if they had an established relationship with the teacher. The scholars were unanimous in stating that if the problem was trivial or of low stakes, then they would seek out any teacher, but, if the issue were of some magnitude, then there were only three or possibly four foreign teachers they would approach. However, every student interviewed felt comfortable to approach any local teacher for guidance and support. This is not surprising for a number of reasons. Foreign trained and experienced teachers, especially those from the United States, are keenly aware of maintaining a professional distance from their students. Also, foreign teachers teaching high school

grades are committed to building responsibility and accountability in their students, and as a result, students are often asked to think through problems and questions on their own, and then ask for guidance. This speaks directly to nearly all of our ESLRs.

However, this creates a dichotomy, as our host Myanmar culture is accustomed to a more pastoral approach from teachers. As scholars progress through their years at AIS, they become more accustomed to the foreign teachers' western philosophy of self-reliance, relying less on the teacher solving their problems. Our local teachers expertly fill the pastoral void for those scholars needing more time to adapt. Thus, the pairing of local and foreign co-teachers (ATs & LTs) in classes clearly remains in our scholars' best interests.

B2.10 Student Needs

Prompt: How do teachers address the variety of ways in which students learn and their individual needs through instructional approaches appropriate for the subject?

When the group responsible for this section of the self-study previewed the prompt and previous response, we determined that we should keep the methodology and criteria consistent with the prior self-study as much as possible to estimate what, if anything, has changed.

The group retained the bulk of our previous self-study's criteria, focusing on visual, auditory, and kinesthetic learning styles, but with greater emphasis on Gardner's theory that learning styles, like multiple intelligences, are not mutually exclusive and should be considered possibly dominant or co-dominant pathways to learning. This group, considering the significant musical and performance talents of our students, believes that due to the weight given by our host culture and our students' observable learning characteristics, we should also consider Gardner's Musical Intelligence along with the previously mentioned criteria.

The group unanimously agreed that while great gains have been made in procuring and delivering support and enrichment resources, the process of meeting our students' needs in linguistic intelligences (for our purposes considered verbal and auditory) is still, and will continue to be, a work in progress. While our students have benefited greatly from persistent exposure to native speakers of English, and all of their core classes being taught exclusively in English, we agree that not all of our students are being adequately served. This is evidenced by a surprising number of our students consistently annotating texts and taking notes in languages other than English (predominantly Chinese), repeating written miscues in basic English grammar (most notably the misuse of the infinitive and the absence of the third-person singular in the simple present tense), and problematic pronunciation and listening skills.

We agree with our previous group's assertions that "young students in particular are mostly exposed to their teacher's voice and often display confusion when adapting to someone else's accent or style of speech," but we would like to note that the differences

in the English varieties spoken by our native English speaking foreign teachers (American, British, South African), their regional accents, and their differing colloquialisms confound our high school students from time to time as well. We recognize these situations as opportunities for our foreign teachers to contribute more support, such as providing more visual context while speaking or lecturing when possible, encouraging students to record lectures and class instruction for home review, and immediately writing any elevated diction on the whiteboards and having students take turns reading the definitions aloud from the classroom sets of dictionaries. Naturally, our students must be able to process verbal communications at natural speed, but for our teachers from regions where English is spoken at a rapid velocity, or with a thick accent, students need to feel more empowered to ask their teachers to repeat what was said. This can be at odds with our host culture, as asking a teacher to repeat information may be interpreted as questioning a teacher, which is still considered verboten.

All of our humanities and language teachers offer audio recordings of texts, either for our scholars to use at home, or for classroom use to hear a native speaker of English other than the classroom teacher. Additionally, our new online resources from HMH (Trinity) afford dictation features for every text, which mirror the texts in the physical textbook. Students are highly encouraged to use this feature as a read-along to help develop pronunciation and pacing with punctuation. It is rare, if ever, that a student will not have an audio support resource to an assigned text.

The elementary classrooms all have access to sharing audio files, though not on a one-to-one basis. Still, teachers have the ability to play audiobooks and pre-recorded lesson resources for the class, and have the ability to share the same with students for either after-school use in the ICT labs or at home. The group agreed with the concept of having a weekly guest reader, but disagreed with who would be the best suited for the task. We believe that our students have ample exposure to all of our native varieties of English and, as native speakers of English, are expected to be fluent. However, an older high school student from their culture, who is not a native speaker, reading to them with near native fluency, pacing, and pronunciation would provide an excellent model of what they are trying to achieve and would also give them concrete proof that the mastery level of English AIS strives to instill in our scholars is not only possible, but also plausible. Further planning and communication between the elementary and secondary divisions is needed, as well as developing rationales for why our high school students should want to take part in such an initiative.

Teachers continue to incorporate kinesthetic learning activities into the classrooms at every possible and appropriate opportunity. Throughout all school divisions, there are a number of examples that demonstrate a hands-on approach to learning rather than simply relying on the “chalk-and-talk” method. The science lab has grown from one room, which was rarely used in the first few years of the school, to three facilities to places which are used regularly by students of all ages, during classes and after school as well. Kits have been assembled for the elementary teachers that match each unit of study, and these can be taken from room to room in order to conduct various hands-on investigations. The middle and high school students are constantly involved in different hands-on

experiences related to their studies, including modeling phases of mitosis using clay, creating three-dimensional diagrams of cells, and collecting samples around the school to demonstrate asexual reproduction of bacteria cells. The Environmental Science teachers require their students to maintain classroom hydroponic growing systems of indigenous plant species throughout the year.

Continuing along the lines of kinesthetic learning, the group discussed the use of manipulatives to support delivery of our mathematics curriculum. Teacher feedback notably suggests that teachers who had access to purpose-built manipulatives in the classroom, either outside sourced or teacher-made, reported that there was a definite improvement in their ability to effectively cover the content with these resources in place. Purchasing resources is still problematic for a variety of reasons (mostly logistical), and faculty members without access to the purpose-built manipulatives reported using a number of different work-arounds, including creating their own resources using various household items and using built-in functions on the interactive whiteboard. The creativity, resourcefulness, and collegiate spirit of sharing within the math and science department teachers ensures that our scholars have the necessary tools to complement their textbooks.

Speaking to the musical intelligence in ELA, language, and humanities classes is conventional, expected, and easily lends itself to these curricula. Exploring poetry in music (especially popular music) in ELA, deeper diving into the Spanish or Myanmar culture through cultural music, and examining the role of music in popular movements and protests in Social Studies is habitual in those courses at AIS. However, as a number of group members commented, this presents a challenge to the STEM departments.

The group took time to discuss and brainstorm possible ways to leverage our students' natural abilities and curiosity in music for our STEM classes. One suggestion is that since musical theory, scales, and notation are based upon mathematics, there may be a natural collaboration available between the STEM departments and the music department. Another suggestion put forward is that geometry (especially the Pythagorean theorem) and the physics of vibration frequency are the foundations that nearly all stringed instruments are based upon, especially the guitar family. A group project might be to give a set of students a specific scale length of an instrument (guitar, bass, ukulele, etc.), and using their math lessons, determine at what intervals all the frets would need to be for a two-octave neck, or perhaps the tension required for each of the strings to vibrate (depending upon given string masses) at standard concert pitch, which would connect to algebra and physics. Curiously, these suggestions came from an English teacher and a science teacher, which further supports the necessity of greater interdepartmental exchanges.

B2.11 Student Use of Resources

Prompt: To what extent do students use resources for learning beyond the limits of the textbook such as effective use of technology, collaborative activities, and community resources?

Textbooks at AIS continue to represent the primary resource for instruction in all classes. Our parents remain firmly rooted in their expectations that the textbooks be used unfailingly because of cultural and economic concerns. Our lead teachers painstakingly develop their unit and weekly lesson plans around the textbook and capitalize on all opportunities to extend the textbook learning and bring more context to the American texts for our scholars from outside sources. Sources outside of the textbooks remain ancillary, and this situation may not change in the near future, as we must honor our parents' wishes. Independent reading and research projects help to extend the learning beyond the textbooks, and our online resources from HMH (Trinity) supplement and expand our textbooks. Through the school's BYOD policy, secondary teachers and students can take advantage of the online resources secured through HMH.

The campus at AIS provides faculty members with the space and opportunity to conduct various outdoor learning activities. We have a wide variety of local plant life around the campus, which is used to support various science units from lower elementary through high school classes. Additionally, our student-friendly spaces outdoors provide a safe, clean environment for teachers to bring students outside to conduct group readings or to stimulate thinking when completing writing tasks. Over the summer months of academic year 2018/19, a group of sophomores and seniors developed an unused corner of the courtyard across from the library into an oasis of shade using local trees and other flora. "Arcadia," as named by the student-developers, remains a quiet corner for students to sit, read, reflect, and generally relax. Safety precautions remain necessary when bringing students outdoors due to the presence of snakes on the campus from time to time (though the number of snake sightings has decreased in direct proportion to the increase in the development of the surrounding area, there are a number of poisonous snakes in Mandalay, and precautions related to snakes remain a part of our Handbook guidelines).

Outdoor learning is extended beyond the walls of the campus when classes embark on field trips to different locations in Mandalay or to other locations in Myanmar. Common trips include outings to the botanical gardens in Pyin Oo Lwin, cultural-themed trips to locations such as Bagan and Naypyidaw, and opportunities to explore our backyard in the surrounding mountains close to the school campus. Classes have also visited different locations in Mandalay to provide services to disadvantaged citizens. This type of excursion is particularly valuable for students because it provides them with an opportunity to see the value of our ESLR related to active participation in community projects. Additionally, overseas trips to Japan, Singapore, Thailand, and the United States with foreign and local faculty chaperones are yearly events with the goals of cultural exchange and global awareness, as written into our ESLRs.

Individual class trips are done once or twice per year. To ensure that trips are not simple getaways for a weekend, and to ensure that we maintain a focus on specific learning objectives, our school requires detailed itineraries with explicit learning objectives and a writing component to be submitted before a request for a class trip will be approved. On the Monday after a class trip (normally taken over a weekend), our principals will informally stop by the class to chat and see what learning our scholars gleaned from their

trip. Normally, the students of the class are responsible to develop the itinerary and the learning objectives so as to understand that while the trips are to be enjoyable, there must also be some academic relevance to them.

A grassroots service learning program is taking hold with our students, thanks to our after-school clubs and organizations. Students, under the guidance of foreign and local faculty, are better understanding the value of community partnerships, and members of the Mandalay community who are in need of sustained support are receiving the same. Our Student Empowerment group, Women's Empowerment group, and Helping Hands group are all student created, student administered, and student staffed, with our foreign and local faculty providing oversight to safety and other potential complications. Each of these groups is focused upon a specific socioeconomic stratum of the Mandalay community, but ultimately provide resources and assistance to the community as a whole. Students conduct fundraisers such as bake sales, craft sales, and art expositions and sales, and they donate their time by giving English lessons, hygiene instruction, and group reading instruction. Funds raised are used to develop local libraries, beautify areas of Mandalay, and purchase basic foodstuffs for families in need.

Yearly flooding in the Mandalay region has become more frequent during the rainy season of May through October. During the 2015/16 school year and continuing to this day, our students, faculty, and parent community have maintained an action team to raise funds for the flood victims in rural Mandalay. From the money collected through various initiatives, the AIS Flood Relief team is able to help restore facilities in the small villages close to Mandalay as well as provide emergency supplies such as bags of rice and canned foods to displaced residents. The AIS Flood Relief team restored a village school close to Mandalay that was ravaged by flood waters, and the school had its grand opening not long ago; we remain committed to continuing our relationship with this community and its young learners and parents.

Additional Online Instruction Prompt: Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.

At this time, AIS does not provide online instruction as part of its normal program and has no plans to do so in the future. We have only employed online instruction in emergency situations (e.g., during the Covid-19 pandemic and the coup).

Conclusions

Prompt: Comment on the degree to which this criterion is being addressed.

The focus group believes that, overall, the school is making acceptable progress addressing the instructional areas examined within this section. The school is staffed by fully certified teachers, many with ten or more years of public, private, and international teaching experience. The blend of highly qualified and experienced teachers, along with newly minted or less experienced certified teachers, creates a naturally collegiate community, especially as all of our foreign teachers reside on-campus during a normal

school year. As the school continues to grow and develop, it will be important to continue the current hiring trend of bringing in teachers with a background in education who hold a valid teaching certification from their home state or province.

The school provides diverse opportunities for faculty to collaborate with each other — both in their respective grade or subject areas and with the wider community of educators here. These opportunities are critical for our younger AIS teachers to develop and to provide continuity in teaching and learning as our foreign staff turns over. Further in this vein, our Head of School continues to retain our experienced teachers by offering multi-year contract extensions, thereby ensuring that our scholars have a solid and reliable faculty, and not an all-too-typical revolving door of teachers that plagues other international schools. (Of course, during these two extraordinary years of a pandemic coupled with a coup, we have had uncharacteristically high turnover.) Faculty members continue to explore different ways to incorporate student feedback into their teaching in order to maximize the effectiveness in terms of meeting curricular goals and schoolwide learning results.

As the focus group worked its way through the indicators, it was encouraging to celebrate the various achievements that emerged from the interviews, discussions, and analyses of student work. However, the group was keenly aware of the need to identify growth areas in the program and to discuss realistic options to address these areas. In particular, the group felt that the school could improve in these areas: (1) PD opportunities, particularly in relation to the CLNs, (2) a refined and more effective PLC plan at the secondary level, (3) an improvement in the process for revising or modifying the curriculum via regular analyses, and (4) a continuation of our original plan for writing-across-the-curriculum at the secondary level.

To conclude, the focus group is encouraged by the quality of the instructional practices being implemented across the school and the frequency with which they are being applied. The school continues moving in a positive direction, and the group is confident that with the proper feedback and guidance from the Visiting Committee — as well as with input from school administration, teachers, and students — the program we have will continue to grow and evolve.

Prompt: Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.

The school's identified critical learner needs (reading, writing, and support for struggling students) are inextricably linked to the instructional practices at AIS. A considerable amount of time and money continues to be invested in resources and training for faculty members at AIS to address these needs. Continuing feedback from student work and from teachers appears to show positive growth on the whole and tremendous overall progress since 2016, yet the ISA data indicates that we continue to have individual students who struggle with one or more of our CLNs. Teachers have resources and the training needed to continue building effective literacy programs within their classrooms, and, as implied, this is a work in progress.

As the faculty at AIS continues to learn, implement, reflect on, and revise their practices in collaboration with other members of staff, the future remains very bright for the quality of learning that is taking place at the school. The teachers are afforded more and more quality opportunities to discuss successes and challenges in meeting the CLNs of the school and from these dialogues, new ideas are constantly being put forth and tested in the classrooms. By combining a strong curriculum, instructional practices grounded in current research and effective assessment strategies, the teachers at AIS are equipped to deliver a quality learning experience to each and every student who enters the classroom.

Critical Areas of Strength

Based on our analysis of various data related to the instruction at AIS, we have agreed that the following are currently our strongest areas concerning how students learn:

1. The school continues to respond to the identified need for more professional development by offering individual PD opportunities as well as conducting formal professional development activities on a monthly basis through faculty meetings. Yearly orientation continues to have more focus on professional development. Teachers continue to implement many of the strategies learned at these sessions.
2. Teachers, especially ones at the elementary level, are given ample opportunities to have meaningful dialog with their grade or subject area teams. In secondary, the weekly professional learning community uses its time to plan various interdisciplinary projects and discuss department protocol.
3. The school is targeting professional development opportunities which address our school's critical learner needs. AIS faculty are given the opportunity to attend regional workshops and conferences and then return to deliver in-house PD workshops for other faculty members.
4. Faculty at AIS focus more on the learning objectives of a unit or lesson rather than relying on a content coverage approach. These objectives are clear, explicit, and referenced during lessons. Faculty members are continuing to hone their instructional skills for writing, assessing, and revising explicit learning goals in the classroom to ensure that students understand what they need to know or be able to do in order to be successful.
5. AIS students are growing in their ability to recognize the value of mistakes as part of the learning process. This may not appear to be a huge achievement for some schools, but it represents a major cultural shift for our student population and wider community here in Myanmar, where test scores and results remain paramount.

Critical Areas of Growth

Based on our analysis of the data regarding instruction at AIS, we have determined that the following are key areas for follow up and improvement:

1. Provide a more focused effort on PD based upon our students' CLNs; in addition, provide PD on planning to fulfill curricular needs, on using various forms of assessment in the classroom to inform teaching, and on following the most current best practices to keep teachers' instruction relevant.

2. Solidify and implement our previously-drafted writing-across-the-curriculum plan at the secondary level.
3. Create and implement a plan for regular PLC time at the secondary level with predetermined and purposeful agendas.
4. Create clear expectations regarding the regular analysis of our curriculum and the examination of student work to improve teaching and learning, including clear parameters for responsibilities that are assigned to, and appropriate for, division principals, which are distinguished from responsibilities assigned to teachers.

Evidence:

1. [Student Work Samples](#)
2. [Teacher Observation Forms](#)
3. [Sample Class FB Page](#)
4. [Sample Class YouTube Channel](#)
5. [2021 Orientation Schedule](#)
6. [Professional Development](#)
 - a. 2021 PD Example Survey
 - b. Online PD Application
 - c. 2019 PD from Publisher
7. [Suicide Prevention Training Link](#)
8. [First Aid Training Link](#)
9. [SEL Training Examples](#)
10. [HMH Training Agenda - See Orientation Schedule](#)
11. [EARCOS Teacher Conference Website Link](#)
12. [Master Schedule](#)
13. [Grade Level/Departmental Meetings](#)
14. [UbD Unit Plans](#) - See Curriculum Folder
15. [Writing-across-the-Curriculum Plan](#)
16. [ISA Data](#)
17. [Students of Concern Tracking](#)
18. [Images of Library](#)
19. [2021 EOY Survey Summary](#)
20. [Orientation Agenda for 2020 and 2021](#)
21. ["Good Idea" PowerPoint Sample](#)
22. [Principal's List of CollegeBoard AP Trainings Completed](#)
23. [Screenshot of Trunity List of Resources](#)
24. [Faculty Handbook](#)
25. [Student/Parent Handbook](#)
26. [Approved Field Trips, 2019/20](#)
27. [Discover Life Field Trips](#)
28. International Trips
 - a. [Kagoshima Exchange](#)
 - b. [College Tours](#)
29. [AIS Facebook Page](#)
30. [Facilities Photos](#)
31. [Additional Facility Photos](#)

- a. Green Space
 - b. Arcadia Garden
 - c. Smart Board
 - d. Student Work In Hallways
- 32. [Lesson Plans](#)
 - 33. [Student Work Samples](#)
 - 34. [AIS Website](#)
 - 35. VC's Classroom Observations
 - 36. [Mock Interviews for Students](#)

B3. How Assessment is Used Criterion - Reporting & Accountability Processes

B3.1 Professionally Acceptable Assessment Process

Prompt: Evaluate the effectiveness of the assessment processes.

One form of measurement as to the effectiveness of assessment at AIS is to compare assessment practice with the AIS Assessment Philosophy to ensure that they align. The assessment philosophy is as follows: “At AIS, we believe that assessment is a guide for all teachers and students as they grow and learn. Assessment is an ongoing process of collecting and analyzing evidence, which shows how well students are meeting the learning goals. Teachers use this evidence to adjust instruction and to report students’ progress and achievement to both students and parents.”

Preschool teachers have different forms of assessment that help them to evaluate students on their core subject skills, gross and fine motor skills, and life skills. Students in the Montessori program are given many hands-on activities, such as cleaning, cooking, and washing. These skills help students to develop both gross and fine motor skills, as well as developing personal responsibility and socialization. Math and science lessons also promote hands-on learning. The assessments for preschool learners are done one on one or in small groups with the teachers or the principal. Assessments in activity form allow for the students to demonstrate their knowledge in real-world situations and also allows them to display their thought processes. Preschool and kindergarten report cards are standards-based and provide specific details concerning the skills and abilities the students should accomplish for each quarter. The effectiveness of this assessment process can be demonstrated by the continuous growth of the students who take the ISA assessment for the first time.

Types of assessments that teachers use regularly include both formative and summative assessment. The goal of formative assessment is to monitor student learning as it is happening. This allows students to monitor their own learning progress and make adjustments when necessary. The goal of summative assessment is to assess student learning after it has occurred, typically midway through, or at the end of, an instructional unit. Formative assessments include classwork, homework, quizzes, discussions, participation, and various forms of opportunities to respond. Summative assessments used at AIS are a mix of tests and performance tasks. The performance tasks include clear objectives and rubrics; however, quizzes, unit tests, and end-of-quarter tests are also used to gauge competency. According to the assessment survey results, 52% of teachers use an even mix of performance tasks and standard tests. Of the remaining teachers, more use performance tasks.

Teachers are expected to include rubrics or other forms of grading scales for summative performance tasks in order to ensure that there is grading transparency and clear learning objectives for students. These rubrics also improve horizontal alignment between teachers’ assessments at different grade levels. Using both formative and summative assessments helps teachers to further analyze assessment data in order to make instructional decisions that better support student growth. Furthermore, the analysis

allows teachers to better communicate with both students and parents about areas of growth so that all student support parties can work toward student progress. This varied methodology for collecting assessment data is aligned with the AIS assessment philosophy, as both formative and summative data allow for ongoing data collection in various forms.

All elementary and secondary teachers assess students in a variety of methods “categories” as they are referred to in the gradebook. In addition to tests, homework, quizzes, and projects, students are evaluated on participation and classroom behavior in elementary classes. The participation grade allows students to demonstrate what they know - not only through formal exams but also through class discussions and homework. The behavior grade is assessed separately from academic grades to ensure that the academic grades that students earn are solely based on students’ ability to meet the academic standards. Elementary students are also assessed through the Developmental Reading Assessment (DRA). At the beginning of the year, elementary students are given the DRA to establish their reading level. With the data collected from this assessment, the teachers are able to compare students to the grade-level benchmark, differentiate the classroom learning to fit the students’ reading level, and provide specific reading goals for students, all of which aligns with the assessment philosophy.

In secondary, teachers use the same assessment methods as elementary, but the frequency of specific methods vary between departments. In English, for example, a higher percentage of the grade would be determined by written pieces, whereas in math, more emphasis might be attached to a summative test of mathematical ability. Students in all subject areas work on performance tasks, which allow them to demonstrate content knowledge, apply various skills, and integrate cross-curricular connections. Self-reflections are also beginning to be used more widely, whereby students think about what grade they want and what they need to do to achieve it. According to the assessment survey results, 87.5% of teachers use student assessment reflections as a part of their formative assessment. It is worth noting that the frequency to which they are used could be improved upon as the majority of teachers use them infrequently. There is emphasis placed on having a variety of assessment types (recall tests versus creative/inventive assignments) with the intention of using as many different kinds of questions as possible to reach every learner. Teachers use their curriculum guides as a goal. Students are identified as ready to move onto the next grade level when they have satisfactorily demonstrated an understanding of the various curriculum requirements.

In physical education (PE), teachers monitor students' effort, their attitude, and their adherence to the PE dress code. It is important to note that PE grades are not tied to athletic excellence at the elementary level. In other words, a student does not earn an "A" simply because s/he is an excellent athlete. To explain further, there are three domains. All the activities inside the class are normally based on one of these three domains of learning: (1) psychomotor – skills and physical abilities related to movement literacy, (2) cognitive – mental skills related to knowledge of movement or the content being assessed, and (3) affective – addresses growth in feelings or attitudes (SEL, values, sportsmanship, teamwork). The PE department assesses what students know, understand, and can do

in relation to specific outcomes. The PE teachers also monitor participation (attendance, effort, tardiness, and excused/unexcused absences), sportsmanship/attitude (safety, responsibility, kindness, and respect toward teachers and fellow students), and preparation (wearing of PE uniform and proper warm up exercises led by students). With many factors playing into a student's PE grade, it proves an effective way to assess a student rather than solely focusing on the student's athletic ability.

In ICT, both elementary and middle school primarily use short-term projects as a way to assess student learning and mastery. This is because ICT for G1-8 only meets once each week. It would be difficult to complete long-term projects in the same way as is done at the high school, where students take ICT each day. These short-term projects are done in class, and the students submit them via an online portal. Exit slips are often used as a formative assessment as well; they are used to check the students' daily understanding and see what needs to be reviewed during the next class period. For the high school elective class, final projects, group projects, and presentations are used throughout the year. On average, high school students must complete 5 projects (individual and group) and 2 presentations per semester. Daily tasks are also used frequently at the high school level. For example, during the Google Sheets unit, students submit a sheet demonstrating a skill almost every day.

Other required elective classes that are offered at AIS are music and art. Just like the ICT elective classes, the elementary and middle school students meet for music and art only once per week, while the high school students meet daily. Music is assessed in a variety of ways, but participation is always a strong component across all grades. Students at the secondary level have often had the option of choosing the type of project they would like to do. For example, for the end-of-year summative assessment, students were given the option to choose an instrumental or vocal piece, as well as the option of performing it solo or as an ensemble. For the younger grades, students are assessed on their understanding of rhythm, pitch, and getting comfortable singing in front of others.

Participation is also a big part of formatively assessing students in art class. For summative assessments, secondary students are given a medium or an artistic style and asked to produce their own project based on their knowledge of that particular concept. Elementary students are assessed on their use of color, space, and neatness in their work. The younger students especially are not assessed on how "good of an artist" they are; instead, they are assessed based on the effort and time they put into their work. They are often given a style or art form and asked to make it their own. For all grades, exit tickets are used as a formative assessment to direct learning for the following class.

Beginning in the 2014/15 school year, AIS began using the International Schools' Assessment (ISA) standardized testing to assess reading, writing, and math for grades 3-10. The data from this standardized examination reveals the extent to which the program is effective. The results are presented in a form which allows the community to compare AIS students to students from "like schools" (i.e., those schools with a majority of non-native English speakers), to "all schools" (i.e., including schools with a majority of native English speakers), and to "regional schools" (other international schools in South

East and East Asia, where the students are typically higher performing). Administrators and teachers have used students' results to make both programmatic changes and resource allocation decisions. For example, ISA testing results have led us to identify that reading and writing remain critical learning needs and that specific components of these areas require extra focus (narrative writing over expository writing).

Teachers are able to see by grade level and classroom which standards the students are struggling the most with and can adjust instruction to help ensure that mastery is achieved in the future. ISA data is also used to track the growth of students individually and longitudinally. This last is invaluable as it helps teachers to identify which students need one of our support services (e.g., extra-study sessions) or enrichment lessons. The ISA data helps us to project whether AIS students will be able to hit future benchmarks based on previous trends. Principals develop improvement plans based on the ISA results and meet with individual teachers, departments, or divisions when addressing concerns or identifying strengths.

In 2018, AIS began utilizing the standardized assessment tool WIDA. This assessment is used to identify students who would benefit from EAL support services. If students qualify for EAL services, the WIDA test gives information on their progress pertaining to English language skills and provides a benchmark for future performances. The EAL teachers use the data collected from WIDA testing to both enter and exit students in the EAL program. The test results are also shared with the students' teacher(s) and are then used for further differentiation within the homeroom classroom.

According to the assessment survey results, 31% of staff feel that standardized assessment data is being used effectively, while 50% feel it is being used somewhat effectively. This suggests that more can be done to ensure data is being used effectively. Additional collaboration on data usage is suggested to further enhance the use of data.

Teachers use a variety of assessment strategies to measure students' progress. Regarding reading – one of the critical learner needs (CLNs) – at both the elementary and secondary level, teachers keep running records to assess students' reading levels over time. Running records and a leveled-reading plan were first introduced at the start of the 2015-16 school year. All students are assessed at the start of the year and again at the end of the year. On a case-by-case basis, teachers assess students in the middle of the year to check that sufficient growth has occurred. This running record helps determine the extent to which the reading approach is effective, how it can be improved, and what additional resources will best serve students and teachers. Additionally, it is used as a means to ensure that teachers have 1:1 reading time with every student.

The effectiveness of the aforementioned assessment structure can be analyzed by the continuous growth of the students, most notably in the CLNs. The longitudinal ISA data indicates that the students continue to improve their results from one year to the next. The most notable improvement (according to ISA results) is seen in the students who have started their education with AIS during their early years, for younger students have

the best results in the CLN areas such as reading and writing. According to the 2020 ISA results, the third grade students outperformed even the highest performing group (Regional Schools).

B3.2 Basis for Determination of Performance Levels

Prompt: Evaluate the impact and effectiveness of the basis for which students' grades, their growth, and performance levels are determined.

Standardized assessments are used to determine growth for AIS students. The standardized assessments used include the DRA for elementary; the ISA for Grades 3-10; the PSAT for Grade 11; and the SAT, i-TOEFL, and AP tests for Grade 11 and Grade 12 students. Additionally, there is assessment alignment across elementary and secondary with assessment weighting: 30% formative and 70% summative. In the elementary division, each grade level gives one common summative assessment per unit. According to the assessment survey results, the elementary teachers use common summative assessments most of the time. There is also alignment in terms of categorized assessment weighting by department at the secondary level (e.g., 30% labs, 30% tests, and 10% quizzes for science summatives).

Student work is graded by the classroom teachers. Grades on the report cards are the result of various modes of assessment – classroom work, quizzes, projects, tests, and teacher observation. All elementary classes include citizenship or participation grades as part of the quarterly mark for each student. Elementary and secondary report cards also include a proficiency level in respect to two ESLRs per quarter. These are assessed by the teachers, and students are encouraged every quarter to work toward mastery of various ESLRs.

Collaboration is an important component for the basis of how data is used. In the elementary division, grade-level teams have weekly meetings in which teachers collaborate on goals, pacing, and assessment methods (see Elementary Master Schedule for details and times). This allows for more consistency, while still allowing flexibility in how each teacher grades his/her class. For example, some teachers allow students to make test corrections for a better grade, some grade on a curve, and some give a retest if the grades for an assessment are very poor. Common assessments are being used more than in the past. According to our 2016 self-study report, teachers used “similar” assessments 75% of the time. We no longer strive for “similar assessments” and instead focus on “common assessments,” which teachers use 70% of the time (according to schoolwide data in the assessment survey results). Despite the 5% decrease, the standard for common assessments as opposed to similar assessments demonstrates growth toward assessment alignment. Struggling students, or those in danger of receiving a failing grade, are discussed in grade-level meetings, and extra help is arranged in the form of in-class assistance, learning support, extra study sessions, and Saturday school. Students can be retained based on the LT's recommendation and the administrator's support (see Section C of Self Study for more details).

In the secondary division, most of the work is graded by the individual teachers; however, on interdisciplinary projects, the work is graded by each of the subject teachers involved. Teachers of sections of the same grade set the percentage weights for each of these categories at the start of the school year to ensure that there is consistency within each subject area. LTs, in conjunction with ATs, grade each student's work. Teachers meet regularly to ensure that there is consistency in what is taught across grade levels and between classes. Secondary teachers regularly collaborate with their departments (Humanities, Math, and Science); such collaborative meetings are performed bi-weekly in conjunction with grade-level meetings.

Secondary teachers discuss struggling students during bi-weekly grade-level meetings and divisional meetings. Students who want or need help at the middle school level are encouraged to participate in the extra-study program, which gives students the opportunity to work in small groups with staff familiar with their grade-level content and assignments. If a student needs to be held back in a subject, it must be agreed upon by both the subject teacher and administration. Students in all grade levels can only be retained if they fail to meet the minimum standards in two or more of the core academic subjects. These students are identified between Q2 and Q3 so that teachers, principals, and parents can develop plans to help students meet the standards before the end of the year. The primary data used for these decisions are report card data and teacher observations. There is not a separate plan for remediation of students who are retained; instead, we follow our schoolwide plan for any struggling student, which includes in-class support, extra-study sessions, Saturday school, and home tutoring. In the future, more consistent follow-up consultations with parents and faculty of retained students should be considered to more closely monitor the success of these students.

In the 2015/16 school year, AIS implemented the schoolwide leveled-reader assessment known as Developmental Reading Assessment (DRA). Using the individual student reading results and generalized trends across grade levels, the teachers are better prepared to meet the needs of all students. Beginning and end-of-year assessments allow teachers to measure growth and recognize areas of need for their students. Assessment information about any given student is available at the start of the school year, including ISA scores, DRA results, and report card results. This data is used in conjunction with beginning-of-year DRA testing to help establish a strong understanding of individual student needs. As noted previously, the majority of teachers (81%) are at least somewhat satisfied with how this data is used; however, principals have noted that the data specifically from the DRA is more inconsistent due to the variations from different elementary teachers proctoring the assessment. That said, the benefit of teachers learning more about their students through 1:1 conferences was deemed more beneficial than having one staff member assess all students.

The impact of the performance measurement process is most easily measured by the ISA data. From 2015/16-2019/20, AIS has used the ISA to assess students in Grades 3-10 for literacy and math with an aim toward using assessments to guide decision making and program improvement. AIS students have improved steadily, and data is now being

used to compare AIS students to the highest achieving group (Regional Schools) as we have met or surpassed “Like School” and “All School” scores in all categories in the majority of grades. The most recent ISA results (2020) indicate that there is great strength in the early elementary literacy program, for the students outperformed even the Regional Schools in some grades. These results are also used to identify weaknesses in the program. Administrators analyze ISA results for their respective divisions and work with teachers to address major areas of concern.

Additional Online Instruction Prompts: Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated. Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers. Evaluate how effective teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

At this time, AIS does not provide online instruction as part of its normal program and has no plans to do so in the future. We have only employed online instruction in emergency situations (e.g., during the Covid-19 pandemic and the coup).

B3.3 Modifications based on Assessment Results

Prompt: Comment on how assessment results have caused modifications in the school program, professional development activities, and/or resource allocations demonstrating a results-driven continuous process.

In 2018, the ISA data showed that AIS students were, on average, scoring 20 points below regional schools in reading. In response to this data analysis, AIS brought in a representative from Houghton Mifflin Harcourt (HMH) to do a full-day professional development workshop on literacy. This PD focused on literacy in the elementary/middle school classrooms, as well as literacy instruction for EAL students. The representative helped teachers develop new ways of reaching students that center on the CLNs of the AIS community. The PD survey results from that year (2019) indicated that this was an effective measure in helping teachers to better support the needs of students.

A Learning Support (LS) teacher for elementary was hired for the 2018/19 school year in response to elementary teachers’ classroom assessment analysis, as well as standardized assessment analysis from administrators. It was found that a handful of AIS students qualify for an Individualized Education Plan (IEP) as they consistently struggled with assessments and other tasks despite their English understanding. These students now receive one-on-one instructional time with the LS teacher to focus on IEP specific goals. Students on an IEP also receive small group literacy instruction from the LS

teacher with grade-level peers. Small group instruction and assessment allows for a slower pace of teaching to occur as well as repetition of instruction, giving students a greater chance of mastery. Based on the success of our pilot LS program, and based on additional need in this area, AIS added a second full-time LS teacher as of the 2021/22 school year. With a second full-time teacher, we are able to stretch up to early middle school to continue to support former elementary LS students; in addition, we are able to advise preschool teachers if they suspect that a child has a non-EAL based issue.

AIS had one full-time EAL (English as an Additional Language) teacher for most of its history. Due to the high number of EAL students, and due to the continued assessment results that indicated a need for more literacy support, a second full-time EAL teacher was hired in 2018 in order to better accommodate the language development needs for the elementary and secondary students. Currently, one EAL teacher is devoted to the secondary division (focusing on middle school), and one is devoted to elementary.

AIS places a lot of focus on students' reading and writing needs. Throughout the elementary division, teachers have used running records in conjunction with a leveled reading program (DRA) to tailor instruction to the needs of the students. The DRA program was brought to the school in the 2015/16 school year after teachers requested a more uniform way to measure students' reading success across grade levels. These assessments give a clear idea of where each student is in terms of reading skills. With this information, the teachers are able to help individual students with the specific strategies they most need. Students are assessed at the start, at the end, and optionally at various times throughout the year to provide information to teachers and to inform leadership about where to direct future literacy resources.

In 2016/17, the school purchased leveled readers, which are stored in the elementary staff room, allowing teachers more accessible books to use during small group reading instruction. The school continues to purchase thousands of books each year to provide appropriate literature for all grade levels. The library collection includes multiple grade-level appropriate class sets of books for each grade. In addition to reading materials, the school purchased WIDA tests (in the 2018/19 school year and beyond) in order to better identify the students in need of additional literacy support and to help distinguish the students in need of EAL support from the students in need of LS.

While much of the assessment data continues to show a need to focus on improving students' reading and writing skills, it also shows that many of the AIS students perform at, or above, grade level in the areas of math and science. This highlighted a need to provide students with the option to pursue more rigorous coursework in those areas. As a result, over the past four years the school has made strides to enrich the secondary course offerings. During the 2018/19 school year, the school introduced an accelerated math program at the 7th grade level, along with the introduction of AP Calculus and Chemistry classes. The school's AP program has since grown to include nine separate classes, five of which are STEM related.

AIS elementary students typically score high on standardized math assessments. This has led to a new, more rigorous, math program being implemented in the 2020/21 school year in Grades 1 through 5. The new math program covers all of the math standards, but asks for students to show more in-depth knowledge to explain their thinking. The Into Math program also has more focus on word problems than the previous curriculum, which allows for more reading and writing exposure across the disciplines in order to improve the CLNs of students.

Funds have been allocated based on in-house assessments as well as on the ISA exam data. For example, the ISA test results led to the confirmation (and later reconfirmation) of reading and writing as CLNs and the subsequent allocation of funds both for materials (Into Reading, Into Writing, and Into Literature text series) and for personnel (two full-time LS teachers and two EAL teachers). In addition, the data analysis of the exams led to the further development of the LS program from a relatively unstructured tutoring center to a CLN-focused center for improvement.

Additional Online Instruction Prompt: Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.

At this time, AIS does not provide online instruction as part of its normal program and has no plans to do so in the future. We have only employed online instruction in emergency situations (e.g., during the Covid-19 pandemic and the coup).

B3.4 Monitoring of Student Growth

Prompt: Evaluate the effectiveness of the system used to monitor the progress of all students toward meeting the academic standards and schoolwide learner outcomes.

The ISA test has proven to be an effective means of monitoring progress towards meeting academic standards at the individual, grade, and overall school level. Each grade level is able to see a breakdown, which shows proficiencies by subject (Reading, Writing, and Math) and by subcategories of those subjects. Results are then used to target specific areas needing improvement. Students receive results on an individual basis, which allows teachers to target areas of improvement for specific students. The ISA data is shared with individual students and their parents each year by the Head of School, who gives a presentation designed to educate parents and students on how to interpret the ISA data. Part of each year's teacher orientation week includes a discussion of the ISA results from the previous year, along with information on how teachers should use the data to group students, to target students' weaknesses, and to provide enrichment for students who excel.

Teachers use electronic gradebooks for inputting grades, for providing feedback to students, and for producing report cards. SchoolTool is used in elementary, and Rediker/Plus Portals is used in secondary. These programs allow us to produce quarterly

report cards, which are used to identify students in need of support and to open channels of communication with parents (including parent/teacher conferences). If students demonstrate exceptionally low performance in one class, or below average performance in multiple classes, they are added to a student-of-concern list, which results in parent meetings, action plans, and additional assistance from teachers. The student-of-concern list is also shared among teachers as a catalyst of communication at weekly/bi-weekly grade-level meetings. The electronic gradebooks allow teachers to determine a student's grades in real time. Each gradebook uses formative and summative subcategories for student work, but the electronic gradebooks also allow teachers to have specific subcategories including, but not limited to, tests, projects, in-class activities, explorations, review assignments, daily assignments, warm-up and exit tickets, participation, etc. The subcategories provide evidence of the areas in which students need the most support. Rediker also allows for the assessment of the ESLRs directly into the academic gradebook system for teachers, students, and parents to see on a consistent basis.

Regarding the ESLRs, in addition to being assessed by teachers as part of our quarterly reporting of grades, we also give our students the opportunity each year to self-assess. We do this via end-of-year ESLR surveys that require the students to rate their own progress toward all school ESLRs (see earlier section for the data and discussion related to this). In addition, in separate surveys, we have the students' parents, their lead teachers, and their assistant teachers reflect on the students' progress toward our ESLRs. This helps us to identify any areas in which students are not making satisfactory progress and to create initiatives for the next school year based on our findings. For example, our latest findings show that 81% of students indicated that they know we have ESLRs and can describe them to others, and 86% of students indicated that they understand why we have ESLRs. One of our main goals for the 2021/22 school year is to ensure that 100% of our students understand why we have ESLRs and also have the ability to describe them to others. Our division principals have been given the responsibility of working with the teachers and students in their divisions to ensure that everyone in our community fully understands the ESLRs and the role they play in our community. We are continuing to address this through our monthly assemblies and also through our daily classes by overtly making ESLR connections during lessons.

In the classroom, there are many different strategies used by teachers to assess students' understanding of a topic, such as opportunities to respond (OTRs), conferences, written reflections, review games, pre-assessments, and pre/post assessment reflections. Students are given many opportunities to self-assess and set goals toward meeting the standards. Students are encouraged to reflect on their readiness for an upcoming test to help them decide whether or not to attend extra-study classes for more studying and support opportunities.

In preschool, the division principal gives a reading diagnostic test to all of the KG students in order to determine their ability to meet the reading standards and their readiness for Grade 1. After preschool, the elementary teachers provide a bi-annual reading diagnostic for their students. The data collected is less reliable than the data collected in preschool because it is administered by many different teachers, but the reliability has been

improved by continued PD each year on DRA administration. Although the division-wide reading diagnostic data is less reliable in the elementary division, the teachers are more aware of their students' specific needs and can better make instructional decisions that ensure that their students are meeting the standards. Although the administration methodology is different between preschool and elementary, they both serve to ensure that students are meeting academic standards.

Grade-level teachers meet at least once a week in elementary and bi-weekly in secondary for common planning time, and in some cases grade levels elect to meet daily. During this time, common summative assessments are planned, rubrics are made, and pacing is decided so that all students are being assessed fairly across the grade level. At the secondary level, shared courses are also required to provide common assessments. Along with this, an effort has been made to improve the vertical alignment of the school's curriculum. In August of 2020, the math department expanded the use of the Big Ideas Curriculum. Previously, this curriculum was used for grades 6 to 8; now it is used through Algebra II, which is taken in 10th or 11th grade. The streamlining of the curriculum means that the assessments will be more consistent for the students. Assessment consistency is something that will continue to be developed throughout the school and will help to effectively monitor students' progress toward meeting the standards and ESLRs.

The effectiveness of our assessment process is demonstrated by the continued academic progress shown in our standardized assessment results. According to teacher feedback, 81% of teachers believe that standardized tests are said to be used at least somewhat effectively. The longitudinal data is there, and leadership takes time during orientation to highlight the importance of it and how it should be utilized. Not everyone, however, creates class-based initiatives based on the data. Thus, if there are more teachers involved in the process of monitoring and utilizing standardized assessment data at the class level, then it is more likely that our community will be using the data to the greatest effect.

B3.5 Reporting Student Progress

Prompt: Evaluate the effectiveness of the processes that inform appropriate stakeholders (governing board members, schoolwide learner outcomes, i.e., global competencies).

Each month, teachers determine who their “students-of-the-month” are. This award is given out at the schoolwide monthly assembly, which parents are invited to attend. Students who receive this award are in good academic standing and effectively display the ESLRs of a particular month. The AIS website is also used to showcase events and progress at school in relation to ESLR and non-ESLR activities. Teachers evaluate students on the ESLRs in class, but this area is in need of improvement since it has been inconsistent from one class to another. According to the assessment survey results, 29% of teachers do not assess the ESLRs in their classes, and 59% “somewhat” assess them. According to teacher commentary, the “somewhat” refers to assessing the ESLRs subjectively as there is not a proficiency scale or description of mastery that is widely

used. It would be beneficial for each division to have a proficiency scale to better support teachers in their ability to effectively assess the ESLRs in their classrooms. This inconsistent focus on the ESLRs also helps to explain the 81% and 86% student self-assessment ratings noted above.

During the second semester of the 2020/21 school year, the secondary department began allowing both students and parents to view student grades in real time using the school's grade and attendance management software: Plus Portals. Now each family has easy and up-to-date access to the students' current achievement, including performance on specific assignments and incomplete work. This also holds teachers accountable for maintaining accurate and timely records.

Each classroom has two display boards to display students' work. Teachers are encouraged to display student work on these display boards, outside the classroom, and in the stairwells. In the past two years, small display boards have been added outside the elementary classrooms and in the main stairwell. This shows the school's support to showcase student work for other students to admire and learn from, as well as to inform parents and Board members of the work being done in the classroom. More recently, much of this work is also being displayed alongside the standards and expectations of the work on display in order to better inform the community of the skills being learned. Teachers also highlight students' work via the Internet. A number of teachers have either a classroom Facebook page or a class website. Teachers post examples of work, photos of activities, and videos of projects or field trips. This helps the students and teachers connect directly with parents and the wider Mandalay community more easily and also advances technological literacy (one of the ESLRs).

As noted earlier in this report, the Head of School is responsible for sharing the ISA data. He does this through an annual presentation designed to educate parents and students on how to interpret the ISA data. Similarly, the HOS and/or a division principal shares the ISA data with teachers at each orientation to show trends and to provide guidelines for how teachers should use the data. Additionally, the principals are responsible for using the data as a basis for making programmatic initiatives for grades levels or for individual classes.

B3.6 Security Systems

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

AIS uses a number of standardized tests throughout the year. The ISA test is administered in February by teachers in grades 3-10. All testing materials stay in the admin offices locked in cabinets until the morning of the test, when they are distributed to teachers. The admin office is locked to help ensure that we have proper test security. On the morning of the test, principals and principal assistants check that each classroom is following proper ISA procedures for correct classroom setup. There is at least one teacher

acting as proctor in each classroom while the principals walk through and make regular checks on the testing progress. Once finished, teachers return tests immediately to admin offices. Tests are accounted for, packaged, and shipped without delay. If a student misses a testing day, they are excused from that section of the test. No copies of the ISA are kept on campus after the test date has passed.

iTOEFL, AP, SAT and PSAT are all standardized tests that follow similar security measures. The AIS counselors are the supervisors and/or coordinators of these assessments. The counselors have been trained as proctors and/or coordinators for these tests. It is the counselors' role to administer these tests, and if they are unable to, their assistant, who has test administration training as well, takes on this role. The principals and other teachers are also used as proctors on an as-needed basis, and online training is provided as necessary in order to ensure that proper test security and regulations are met for each test administration. During pencil/paper tests, a test code is sent to the coordinator on the morning of the test administration to unlock the box of tests. This ensures that there is proper test security prior to test taking. Once the testing is finished, proctors bring tests immediately to test coordinators. Tests are accounted for, packaged, and shipped the same day (usually via DHL). If a student is absent, a blank booklet is sent back along with those that were completed. The student will reschedule a test date and receive a new test booklet on that date. AIS is the region's official test center for the SAT, the iTOEFL, and the AP exams.

AIS started using the WIDA computer test to assess EAL students in the 2018/19 school year. The EAL teacher works in small groups to supervise and proctor this online test. As with the other tests mentioned, the WIDA is supervised by a qualified faculty member who helps to ensure that we maintain the security and integrity of the assessments.

B4. How Assessment is Used Criterion — Classroom Assessment Strategies

B4.1 Appropriate Assessment Strategies

Prompt: To what extent do teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills, including global competencies?

In accordance with the assessment philosophy and orientation training, teachers primarily use performance tasks as summative assessments for their students. As noted in section one, the assessment data does indicate that teachers use performance tasks more than standard tests on summative assessments, but not by a large margin. Specifically, they are used approximately 51% of the time according to the data. Performance tasks allow teachers to include the global competencies within their assessments, while also ensuring that students can meet the academic standards in the curriculum. Furthermore, performance tasks are cross-curricular and allow for easier teacher collaboration, which in turn helps to create more accountability and more aligned assessments.

AIS follows the Common Core Curriculum for language arts and math and the Next Generation Science Standards for science. Common Core-aligned textbooks are used for math and language arts; thus, all textbook-based assessments (quizzes, tests, and projects) are aligned with the standards for those subjects. Social studies integrates both US content/standards and Myanmar content so that students stay aligned to the specific skills they need while learning relevant information. It has been particularly important to include the focus on Myanmar when exploring social studies, for our curriculum is otherwise too American-centric and less practical for our students (99% of whom are local).

In order to ensure that we have more accurate grading related to meeting the standards, there is a minimum of 7 formative and 3 summative assessments per class/subject per quarter for both elementary and secondary. Teachers are encouraged to have more formative assessments, but the minimum allows for teacher flexibility with grouping assessments. The minimum number of assessments helps to ensure that students have an appropriate number of attempts to show mastery of different skills and also limits grade skewing which can occur from too few assessments.

As mentioned above, teachers are required to use formative and summative assessments to assess students. The formative assessments are used to measure students' understanding during the process of learning new concepts and expanding on old concepts. The summative assessments are used to quantify retention and measure the students' ability to connect concepts throughout the entire unit or set of standards. The summative assessment assures that the students can demonstrate mastery of the unit learning objectives, and the formative assessment process decreases the likelihood that students will be unprepared for such an assessment. The formative assessment process also helps teachers understand which individuals need more support and signals if the classes are prepared for the summative assessments.

It is also mentioned above that elementary and secondary teachers assess students in a variety of categories and by using various types of formative and summative assessments. This variety ensures that students with different strengths and weaknesses are given the opportunity to show an understanding of the subject matter. For example, Student A might feel no pressure during timed tests but has poor time-management, whereas Student B might suffer from test anxiety but be well organized and motivated to complete assigned work in a timely manner. By varying the type of assessments, it is more likely that both students will be given an opportunity to demonstrate understanding of the content if they are under conditions that align with their learning style.

At the secondary level, the students' global competencies are measured through their understanding of the Expected Schoolwide Learning Results (ESLRs). Our ESLRs reflect our belief that students should be successful not only academically, but also in other settings (e.g., socially, professionally, environmentally, et cetera). These competencies are built into the curriculum that AIS follows. In 2019/20, the ESLRs were directly added to the unit plans in all elementary grades and most secondary classes (exceptions are made in some classes - for example, AP courses - where syllabi, as per College Board requirements, are created instead of unit plans). In addition to the curriculum, group work is strongly encouraged because it aligns with the ESLRs. Teachers are encouraged to maintain a balance of cooperative and individual tasks. Teachers are also encouraged to vary their seating charts and include group seating at least some of the time. According to the assessment survey, all but one teacher surveyed indicated that they used collaboration as a part of summative assessments at least some of the time. Typically, collaborative activities are used during formative assessments more frequently.

According to the assessment survey, almost 30% of teachers indicated that they do not measure students' ability to meet the ESLR requirements and that there are no specific outcomes for teachers to measure their students on. This results in more subjective progress reports on the ESLRs during quarterly report cards. A proficiency scale for the ESLRs was introduced to teachers in 2018, but it has not yet been used formally. For the 2021/22 school year, the principals are responsible for working with their teachers to develop an efficient and appropriate means to objectively assess the ESLRs. One potential solution is to ensure that the ESLRs in the unit plans are assessed on the summative assessments. This will require the ESLRs to be added to the summative assessments.

B4.2 Demonstration of Student Achievement

Prompt: Examine and evaluate how student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes.

The summative assessments and some of the formative assessments, in conjunction with the standards and ESLRs, are included in the UbDs. This allows teachers to ensure that the appropriate standards are being assessed in each unit through both the work and the assessments that students complete. Teachers use a mix of standard testing methods

(49%) and performance tasks (51%) in order to best prepare students for their futures. The mix of methods at AIS helps to ensure that we assess the ESLRs, which is done in the following ways:

- Creative and Critical Thinkers are assessed during higher level thinking assessments, which include all performance tasks and appropriately constructed tests.
- Academically Prepared Students are assessed with the balance of AIS tests, quizzes, and standardized tests that AIS helps students prepare for.
- Socially and Globally Involved Students are assessed through performance tasks as they include real-world connections and often a call-to-action component. Furthermore, this ESLR is assessed through students' participation in after-school clubs and volunteer groups.

The SAT and the ISA tests are effective indicators of students' ability to meet many of the academic standards for English and Mathematics. The most recent ISA scores (from 2020 since we were unable to test in 2021) were the highest overall scores that AIS students have received. This demonstrates that our academic program (including its accompanying assessment plan) supports continued student improvement.

Each month, a schoolwide assembly is held, and Students-of-the-Month are awarded for each grade level. These students are recognized based on their good academic standing and effective display of the ESLR of the particular month. In the elementary classrooms, teachers use "ESLR buzzwords" developed by the Social Emotional Learning Committee. Teachers explicitly describe and create meaning of these words and then frequently reuse and revisit them throughout the month to keep the students focused and reminded of the monthly ESLR. Homeroom teachers monitor how/when students demonstrate the ESLR-of-the-month through a mix of teacher-created formal assessment and natural assessment opportunities noted above. Still, as noted above, there is a great degree of subjectivity involved when teachers compare one student's attainment of an ESLR to another's attainment; thus, one area of improvement is to provide a concrete objective way for teachers to gauge students' progress toward the ESLRs.

Additional Online Instruction Prompt: Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.

At this time, AIS does not provide online instruction as part of its normal program and has no plans to do so in the future. We have only employed online instruction in emergency situations (e.g., during the Covid-19 pandemic and the coup).

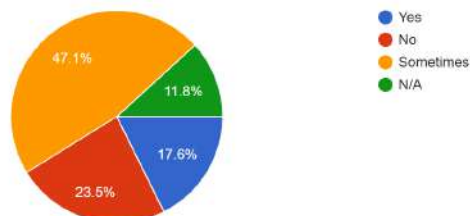
B4.3 Modification/Decisions based on Assessment Data

Prompt: Evaluate the effectiveness of how assessment data is collected, analyzed, and used to make changes and decisions about curriculum, instruction, professional development activities, and resource allocation.

Seventy-three percent of classes at AIS include pre-assessments in at least some of the units in order to determine students' strengths and prior knowledge on the given standards and objectives. However, approximately 27% of teachers do not include any pre-assessments, and only 20% include them regularly. Furthermore, only 37.5% of teachers regularly include a beginning-of-the-year diagnostic test. (These percentages take into account the N/A responses from the charts below.)

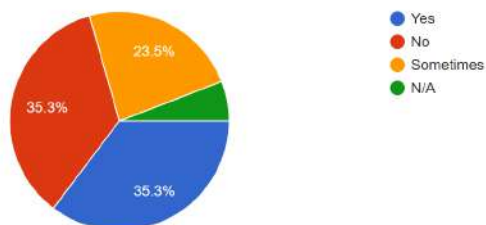
Do you use pre-assessments at the beginning of units?

17 responses



Do you provide a beginning of the year diagnostic test for your classes?

17 responses



Increasing the amount of pre-assessments could help teachers better gauge how students improve upon meeting the standards. One suggestion is to increase the use of such diagnostic assessments (with appropriate end-of-year follow-up assessments) in order to identify patterns of improvement on a grade-by-grade and schoolwide basis. Beginning-of-the-year diagnostic testing was included in the 2021/22 orientation in order to address the potential gaps in learning caused from a year of online learning. This may serve as the model for the future based on further analysis.

AIS uses triangulated data for placing students into (or for removing students from) support programs. The triangulated data includes WIDA results, report card results, and teacher observations for EAL placement. For Learning Support, the same data may be used in conjunction with the LS teacher's observations. The triangulated data is analyzed by all involved parties and the division principal. All information is shared with parents, along with the school's recommendation, and parents have the final say as to whether or not their child will be served by one of our support programs.

Our CLNs have always come from an analysis of our standardized test data (the ISA). The data is analyzed first by the HOS, then by the principals, and finally by the teachers so that all student support staff can use the data to make instructional decisions to support student needs. The division principals develop plans to improve results in areas of need,

which are based on the test results. The principals work with their divisions, grade levels, departments, and/or individuals in order to best address any common or outlying concerns.

Each year, division principals have \$3,000 (per division for a total of \$9,000) to allocate toward professional development (PD) needs. PD decisions are based on the CLNs and/or the current needs of the community. As the CLNs are primarily based on assessment data, the PD that AIS offers is also supported by assessment data. AIS hosted a two-day PD session on reading comprehension and EAL strategies. A representative from HMH ran workshops for all relevant teachers (lead teachers and/or assistant teachers from preschool to Grade 6). The representative covered strategies to use in teaching reading comprehension and also included ways to effectively integrate reading and writing more fully into all subject areas. A survey following the PD indicated that the PD was effective according to the attending teachers.

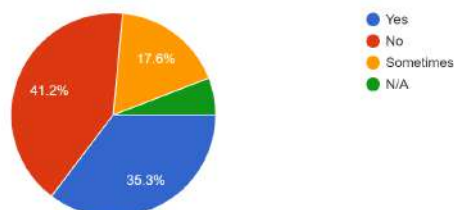
The DRA literacy program has been helpful in providing meaningful feedback across the elementary division and leading students into Grade 6. The DRA results help both the current classroom teacher and future teachers and principals. The current teachers are able to tailor instruction to specific needs of the students in a small group class setting, in addition to working with the LS teacher to make a learning plan for those students who are testing below average. Future teachers are given their new students' DRA scores at the start of the year, thus allowing them to plan a literacy program to fit the specific needs of the students. The elementary principal collects the DRA results of the division and uses the data in combination with other data to make instructional or curricular changes.

The Into Reading and Into Writing program was purchased and put into use for the 2020/21 school year. The Into Reading program has an easy-to-follow phonics, vocabulary, and readers/writers workshop assessment sequence. There is much repetition of skills throughout the books, which allows teachers to consistently assess skills that are necessary for the high EAL population that AIS serves. Beginning in 2018/19, the school began using the WIDA test to help make informed assessment decisions aligned to the CLNs. This also helps to ensure that we are placing students in the appropriate support program (EAL, LS, or both). Each year, the school purchases WIDA tests to best support the language needs of the students.

According to the assessment survey results, assessments given to students are primarily teacher-created tests (65%) with assessments from the texts interspersed. Typically, teachers will use quizzes from the texts and teacher-developed or team-developed summative assessments that include the ESLR skills. Teacher-created assessments are beneficial for the purpose of using relevant assessments that include an alignment with the ESLRs; however, a lack of regulation on the creation of the summative assessments can result in inconsistencies in regard to standards alignment. It is recommended that teachers continue to create common assessments that embody the academic and global competency standards; however, more emphasis should be put on the inclusion of standards within the assessments. According to the assessment survey results, approximately 60% of teachers irregularly include the standards in their summative assessments.

Do you include the academic standards or the objectives that align to the standards on your summative assessments?

17 responses



The ESLRs embody collaboration, creativity, and global involvement. In order to ensure that students are assessed with these competencies in mind, they should continue to be assessed via performance tasks. However, this assessment method can be improved upon by including more cross-curricular assessments. According to the assessment survey results for the most recent school year, 56% of teachers have collaborated for the purpose of cross-curricular assessment. Although this is an improvement from 2016, it is recommended that all teachers collaborate on cross-curricular assessments and that these assessments be integrated into the curriculum.

Teachers are asked at the close of each school year to add their suggestions to the list of desired additional resources. AIS then evaluates the need, effectiveness, scope, and availability of each request before making purchases for the subsequent school year. The school has also allocated money and resources to build up the learning support program (as noted above) and to increase the library collection. Levelling the books in the library (completed in the fall of 2015 and ongoing as new books come in) has assisted teachers and students who are following the leveled reading program. In addition, the leveled books help teachers guide their students in their choice of appropriate texts for remediation. All of these resource allocation decisions help to support the CLNs.

B4.4 Teacher Feedback to Students

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

There are many different strategies used to assess students' understanding of a topic, such as thumbs up or down, conferences, written reflections, and review games. Some teachers ask students how they did after an activity or assessment, and some ask students how they felt both before and after an assessment is given. This allows students to realize where their mistakes are and how to correct them next time. Students are encouraged to reflect on their readiness for an upcoming big test to help them decide whether or not to attend extra study classes prior to the test.

Another example of feedback would be student-teacher conferences. Students can then tell why they think they received a certain grade and self-reflect on their level of achievement. This is also a good time for feedback from the students about how the teacher can better support their learning. For projects, there is often a self-reflection element, which allows students to think about and report on how they liked the assignment and the reasons why they did or did not. Similarly, some teachers ask students how they felt about a quiz. For example, some teachers ask the following types of questions: “Was the quiz fair?” and “Were the questions accurate and based on information covered in the class?” Furthermore, students are sometimes asked which type of assessment they prefer (e.g., traditional quiz/test, open book test, research paper, book report, et cetera).

After classroom lessons, quizzes, projects, or tests, teachers spend time going over the answers/results, which also supports a student-centered learning environment. Teachers almost always ask questions of the students during teaching, so they can give immediate oral responses to student misconceptions. All lead teachers host office hours daily, and many make their time available through appointment, over Zoom, or over other teleconferencing platforms. This is in response to student feedback that due to their busy after-school agendas (clubs, sports, Chinese school, etc.), they need more availability than one day per week from their lead teachers. It should be noted that while lead teachers are contractually obligated to one hour per week for extracurricular activities, they are, for the most part, generous of their time for their scholars after school hours.

If students are not succeeding in a subject or class, the teacher checks their message book to ensure that they have been recording the day’s homework (the message book is the student’s reminder of all that they need to study, review, or otherwise focus on before the next day’s class). The next step is to encourage the student to attend extra-study sessions after school and on Saturdays. The third step is to set up a parent meeting to set goals for the student and to ensure both parent and teacher are equally invested.

Teachers provide more than double the amount of formative assessments than summative assessments. Formative assessments are used to provide students feedback so that they can meet the standards by the time they take summative assessments. The school provides quarterly report cards, which include both quantitative and qualitative feedback from teachers. Teachers also provide feedback to parents during parent-teacher conferences, which occur at least 3 times per year. Rubrics are used with summative performance tasks in order to ensure that students receive feedback specific to their ability to meet academic standards and the ESLRs (when ESLRs are included in the assessments). Teachers are encouraged to provide timely and relevant feedback on assessments for the purpose of guiding students toward meeting objectives.

In 2018/19, daily objectives were standardized throughout the program. Teachers are required to post their daily objective so that students can self-reflect on their ability to meet the standard, and teachers can provide relevant feedback specific to the standards. In 2020/21 the secondary division implemented the student and parent portal so that stakeholders have access to the grades in real time. Although grades alone are not sufficient feedback, the portal helps to encourage open conversations between principals,

teachers, students, and parents, which results in more effective qualitative feedback. Teachers are also required to provide feedback on the students who may require additional support in order to help determine placement in support programs (e.g. EAL and LS).

Conclusion for B3/B4 - How Assessment is Used

Summary (including comments about the critical student learning needs)

Assessment at AIS has improved over the last 6 years in a variety of ways. First, more performance tasks and less standard tests are now included in the curriculum. These assessments align with the ESLRs, engage students, provide cross-curricular opportunities, and ensure that students have more real-world tasks. The assessment process has continued to improve as teachers develop their common assessments and as administrators work with teachers to improve the assortment of formative assessment methods.

The CLNs are met through the assessment process, most notably with the addition of the annual/bi-annual WIDA assessments for the EAL students. AIS uses a number of standardized assessment tools to gauge student progress in the areas of reading and writing. DRA, ISA, SAT, iTOEFL, WIDA, and AP tests are all standardized assessments used consistently at AIS to assess the reading and writing skills of the students. The data from each of these assessments is used to make instructional decisions to support the language development of students and to make resource allocation decisions. An analysis of data from these assessments has led to relevant PD, more relevant books in the library, more student interventions (and full-time support personnel), more specific assessment tools, and more instructional materials.

As AIS continues to develop the assessment process, it is worth noting that there are some areas that have deficiencies. Most notable are the lack of academic and global competency standards included on the summative and/or common assessments, and the lack of an objective and measurable method by which all teachers assess students' progress toward the ESLRs. With increased focus and collaboration on assessment deficiencies, AIS will fill the assessment process gaps identified in this study.

Prioritize the areas of strength and growth for Category B3/B4

Category B3/B4: Assessment: Areas of Strength

1. The secondary division now uses Plus Portals to report grades to students and parents as teachers update their grades. This is a significant improvement from 2016, when the division was still utilizing free software that was limited for the needs of the division. Plus Portals is also used for auto-generating report cards and sharing report cards with relevant stakeholders. The students and parents now have digital report card records at their disposal in addition to the paper report cards they still receive. The inclusion and utilization of Plus Portals has greatly increased the ability

- of AIS to communicate assessment data to the stakeholders. Furthermore, it helps to create more accountability and consistency with teachers' assessment reporting.
2. AIS differentiates assessments. As noted above, performance tasks are used 51% of the time for summative assessments, which helps to create an even mix of assessment methods. The variety of assessment methods also helps to ensure that the ESLRs are met through various means.
 3. The continued improvement on the ISA exams from year to year demonstrates that our general academic program (including its accompanying assessment process) is effective in meeting students' needs. Without an effective means to assess and evaluate students, it is unlikely that the students would continue the rapid improvement that they have been demonstrating. Regarding the ISA, AIS has quickly moved from using Like Schools (the lowest bar) as its benchmark for comparison to Regional Schools (the highest bar).
 4. AIS continues to allocate resources to the areas that best support student development of the CLNs, and assessment data is used to support these decisions.

Category B3/B4: Assessment: Areas of Growth

1. Although the ESLRs are naturally assessed through the various assessment methods described above, a majority of our teachers do not believe that they assess the ESLRs clearly or objectively. In order for teachers to assess the ESLRs more explicitly, the ESLRs should be included on summative assessments. Additionally, a proficiency scale or definition of mastery for each of the ESLRs should be developed and used throughout the elementary and secondary divisions to ensure that teachers can provide an objective evaluation of progress toward the ESLRs.
2. Sixty percent of teachers do not regularly include the standards on their assessments. In order to best ensure that the academic standards are being assessed and met, they should be included on all summative assessments. Standard-referenced grading should be considered for elementary and middle school. Furthermore, more regular self-assessments should be included in the overall assessment plan in order to better inform the students about their own mastery of the standards (56.5% of teachers do not regularly use self-assessments in their classrooms).
3. Collaborative opportunities for the purpose of improving assessment should be increased. Forty-four percent of AIS staff have never collaborated for the purpose of cross-curricular assessment. Furthermore, the most common feedback in regard to assessment from teachers was to have more collaborative opportunities to focus on assessment. This should be both for the purpose of creating assessments and for analyzing assessment data. Sixty-nine percent of teachers feel that standardized assessment data is either not used effectively or is some that used effectively. We can improve in this area by designating certain grade-level/departamental-level meetings specifically for assessment-related tasks.
4. AIS should develop beginning-of-the-year and end-of-the-year diagnostic tests to accompany the other standardized assessments. This would help to further gauge growth and to allow teachers to have a standardized method of assessing students in areas that the ISA, DRA, and SAT do not provide information for (science and social studies). Finally, this could help to improve the use of standardized

assessment data as teachers will be more involved in the assessment process. Only 37.5% of teachers regularly provide a beginning-of-the-year diagnostic test; thus, there is plenty of room to improve and more focus should be put on the areas that have limited data (specifically, science and social studies).

5. Regarding the relatively small number of students who are retained each year, AIS should make a more formalized follow-up plan (including regular meetings with stakeholders, with classroom teachers, and with support teachers) to ensure that appropriate measures are taken that lead to the success of our retained students in future school years.

Evidence:

1. Plus Portals Sample - Observable During VC Observations
2. [Assessment Samples](#)
3. [ISA:](#)
 - a. ISA Sample Letter to Parents
 - b. ISA Orientation Presentation
 - c. ISA Plans
 - d. ISA Results and Data
4. [Student of Concern List](#)
5. [Report Card Samples](#)
6. [Schedules](#)
7. [Extra Study Documents](#)
8. [2016 WASC Report](#)
9. [PE Assessment Details From Shape America](#)
10. [DRA Data](#)
11. [Assessment Information:](#)
 - a. Elementary and Secondary Assessment Policies
 - b. Assessment Orientation
 - c. Assessment Survey
12. [PD](#)
 - a. PD from 2019/20
 - b. PD survey results
13. [Monthly ESLR Awards and Winner Selections](#)
14. [Photos of Student Work in the Hallway](#)
15. List of Qualified Proctors - Counselors and Secondary Principal Have Necessary Login Requirements for Details.
16. SAT/ISA Year-to-Year Results - [See Standardized Assessments](#)
17. [AIS Curriculum with UbDs](#)
 - a. Social Studies Curriculum
 - b. UbD Examples with ESLRs

Category C: Support for Student Personal and Academic Growth

C1. Student Connectedness Criterion

C1.1 Adequate Personalized Support

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

Since its inception in 2011, Ayeyarwaddy International School has put forth continual effort toward the development of a connected system of support services to aid students in both academic and social settings. As a fast-growing school, we have actively recruited qualified individuals to meet the needs of our student body.

Career Counseling: In the past, career counseling and personal counseling of students were handled by a collaborative team of staff members, teachers, and our administrators. While AIS still works as a team to make sure that the career and personal counseling needs of each student is met, the majority of the work is now in the hands of our two college counselors and one assistant counselor. The College and Career Counseling Program at AIS is focused on providing post-secondary planning to all students. AIS recognizes that much of a student's learning and preparedness for the real world begins at home. Since 2018, the counselors have scheduled meetings to inform parents of secondary students about what AIS does to prepare their child for university. They provide parents with the information needed so that they can understand what support their child will need in the future and how they can help them at home.

Counselors host several presentations for grade 11 students. In the fall and spring, they discuss their post-secondary goals. They set a plan in order to prepare for career options, to create personal statements, to look at college choices, and to learn about required tests over the next two years. Services are provided to students through one-on-one meetings and through grade-level presentations with topics including the importance of transcripts, SAT preparations, TOEFL preparations, scholarship searches, and how to research universities.

During their senior year, students are required to take the College and Career Readiness course. This course is split up into 3 stages:

Stage 1 - students learn how to:

- Identify post-secondary options consistent with interests, achievement, aptitude, and ability
- Develop skills to locate, evaluate, and interpret career information
- Learn about the variety of traditional and nontraditional occupations
- Recognize projected job growth and high demand jobs
- Develop an awareness of personal abilities, skills, interests, and motivations
- Demonstrate knowledge about the changing workplace
- Identify personal skills, interests, and abilities and relate them to current career choice
- Demonstrate knowledge of the career-planning process
- Identify personal preferences and interests influencing career choice and success
- Understand that work is an important and satisfying means of personal expression

Stage 2 - students learn how to:

- Acquire employability skills such as working on a team, problem-solving, and organizational skills
- Write a résumé
- Recognize the benefits as well as the consequences of using social media
- Distinguish between appropriate and inappropriate behavior

Stage 3 - students learn how to:

- Develop a cohesive college application
- Understand the purpose of standardized tests as well as the relationship between standardized tests scores and college admissions
- Demonstrate awareness of the time commitments of different post-secondary options
- Learn to make decisions
- Learn how to set goals
- Establish the ability to communicate effectively and share information about themselves beyond their initial college application.
- Develop an action plan to set and achieve realistic goals

In addition, counselors help students with the acquisition of letters of recommendation and mock interviews. Students also learn about cultural differences, how to cook, sex education, budgeting, healthy life choices, and other do's and don'ts during college. Each year, counselors invite AIS alumni that attend universities abroad to talk about college life, their experiences living abroad, and personal perspectives of life as an international college student.

Juniors and seniors are also invited to go on college and university visits in the US each spring. In the 2019/20 school year, students were scheduled to visit schools in California,

Arizona, and Colorado; however, the pandemic prevented the trip from taking place. These visits will resume once travel bans are lifted and once the school feels it is safe for students to travel.

Myanmar, especially Mandalay, is still underdeveloped, which makes the availability of direct university contact for students limited. However, the country is changing rapidly, and AIS students are becoming more exposed to universities around the world through online fairs, Zoom meetings, and in-person visits. During the 2020/21 school year, students were connected to fairs in Myanmar and abroad, including the fairs set up by MISA (Myanmar International School Association). AIS students also attended the college fair at the Jefferson Center in Mandalay that is organized by the US Embassy each year. They also attended webinars with schools from the US, Australia, UK, Canada, Ireland, Japan, Switzerland, and from some universities with satellite campuses in Yangon.

The counselors use the school website, Facebook, and Edmodo to keep the students informed of the latest university news and to provide links for scholarships and resources to assist with the university search. AIS is one of the few international schools in Mandalay, and the counselors use the Internet to network with international schools in SE Asia. We are also a part of an informal network of international school counselors in Myanmar.

Personal Counseling: For the personal counseling needs of the rest of the student population, AIS teachers develop relationships with students in order to better understand student needs and provide social and emotional support as well as support for academic achievement and personal growth. To better assist students, teachers formed the Social and Emotional Learning Committee during the 2017/18 school year. The team meets monthly to discuss the SEL needs of our students and find ways to support them. In 2018, the committee introduced SEL expectations that were added to our monthly ESLRs. In addition, the committee requested that all teachers have weekly meetings that inform students of those expectations and give students time to achieve their social and emotional learning goals.

In cases where a staff member suspects abuse or neglect, students are referred to division principals. The principal will then form a response team that includes the Head of School, a principal, a local leader, and one or more faculty members. The team will then meet with the student's teachers and with the student and their family; in addition, response team members would observe the student in order to gather information about the situation. The response team would then create an action plan to assist the child and family.

The school counselors can also provide support to students from any grade who are identified as struggling with social or emotional issues. Students can either seek out the help of the counselor, or teachers are able to refer students by filling out a form and e-mailing it to the counselor. Students are referred for many issues – from teacher requests for a quick check to requests for more intensive support. The counselor meets weekly

with students who require additional support for individual counseling sessions. Because Mandalay is underdeveloped, there are limited outside resources available to students.

Academic Support: Elementary academic progress is monitored by the classroom teacher with the help of the ATs (Assistant Teachers). Issues in progress are identified by the classroom teacher or the elective teachers. Additional support is provided within grade-level teams for advice for students at the elementary level. The school provides after-school extra-study sessions, EAL classes, Learning Support (LS), Myanmar for non-native speakers, and Myanmar extra-study sessions. When students are in danger of failing a subject, letters are sent home to parents to request a face-to-face meeting to discuss a plan for success. Other issues are communicated with parents during the parent-teacher conference days to ensure that we provide support not only at school but also at home.

Administration and teachers work together to identify at-risk students and provide early interventions. Parent meetings are held before the end of quarter one to discuss options, including extra study (weekdays and/or Saturdays), EAL, LS, or Myanmar extra study. Students are encouraged to advocate for themselves if they are struggling in a course. If a high school student fails a semester, credit recovery is offered online through CompuHigh, which is a fully accredited high school based in the United States.

Intervention and Referral Services: Classroom teachers are the first line of defense for students who are struggling academically. When needed, classroom ATs (Assistant Teachers) are able to spend more time with students who need the extra help while LTs (Lead Teachers) are able to continue with the regular lesson. Conversely, there are times when the AT can monitor the general class, leaving the LT free to work one-to-one or in small groups with struggling students.

Retention: For the elementary division, a student needs two consecutive “I” (0-69) grades and the teacher’s recommendation in order to repeat a grade. No matter how much a teacher believes that a child should be retained, AIS will only retain a student if the report card grades reflect the teacher’s recommendation. Teachers work with their division principal to make the final determination.

For secondary, we can only retain a student whose average for the four quarters is equivalent to an “F” and if they have this average in more than one of their core academic subjects. In other words, if students pass English, History, and Science but fail Math, they can still advance to the next grade. This is true for grades 6-8. In high school, the students have to repeat failed courses in order to earn sufficient credits to graduate. Well before report cards are issued, teachers will do two things to support student success in elementary and secondary:

1. Teachers will give students an overview of their work for the quarter. In addition, the lead teacher, assistant teacher, and student will work out a plan to ensure that all parties understand the current problem(s) the student is facing and that everything possible will

be done to help the child succeed between the time of the meeting and the end of the quarter.

2. For both struggling and failing students, a letter is sent home by the appropriate administrator, and parents are requested to attend a meeting to inform them about their child's situation. For students who are failing multiple subjects, teachers are invited to join the meeting to share their concerns and prepare a plan to help the student. For students who are failing with grades of "I" in elementary and "F" in secondary, LTs are required to contact and meet with the parents. If the child's parents or guardians do not sign up for a parent-teacher conference, then the class AT will call the parents directly to set up an appointment. For the meeting, the LT will produce a plan of action to help the struggling learners and will inform the parent how we will work to assist the child, how the child can improve his/her own situation, and how the parents can work with us. Here are some suggestions that have worked with some of our failing students in the past:

- Set up EAL sessions during Myanmar time if scheduling permits.
- Require mandatory extra-study and Saturday sessions (if the students are in Chinese school, they are asked to put more time into their AIS classes until they improve).
- Work with the parents to connect home rewards (Internet time, phone time, TV time, etc.) with daily success at AIS.

Students who are in danger of failing or who are already failing classes are required to stay after school to work in small groups (or individually) with the ATs for extra study. AIS also offers half-day Saturday sessions for students who need extra help to succeed.

Extra Study: Extra-study sessions take place after school (3:30 p.m. to 4:30 p.m.) and on Saturdays (9:00 a.m. to 12:00 p.m.) and are led by our ATs. Students who need more academic support or who are performing poorly and in danger of failing a class must attend extra study sessions. LTs and ATs work closely to pinpoint students' needs and make the most of their time in extra study. Though ATs lead these extra study sessions, it is common to find the LTs after school providing help and support to students who are struggling with the main concepts. ATs keep attendance during extra study and Saturday sessions so that they can inform parents of their children's participation. Every student who comes on Saturday must sign in with their classroom teacher and remain in class until a parent picks them up. Any student who is in need of that extra support is referred to extra study sessions, and parents are informed by the LT.

English as an Additional Language (EAL): This is a program to help students with difficulties due to limited English skills. These sessions take place during school every day. Elementary LTs provide their administrator with a list of EAL students within the first two weeks of school. Students who participated in the class in the previous year will be automatically placed in the class again unless they tested out at the end of the previous year. The students are escorted to the EAL classroom during Myanmar time for an extra 35 minutes per day of English remediation. Secondary LTs also provide their administrator with a list of EAL students within the first two weeks of school for students

in grades 6-8. The administrator will then provide the Myanmar teachers with a list so that they will know who to send to the EAL classroom during secondary Myanmar classes. The secondary students have an extra 55 minutes per day of English remediation.

All of the EAL classes are led by a lead teacher with one or more ATs. This way, students have more individualized attention, and classes do not need to be cancelled in the event of an absence. While LTs are required to submit a list of EAL candidates to administration within the first two weeks of school, students may be admitted into the program at any time throughout the year. The placement recommendation is based, in part, on students' ISA reading scores, ISA narrative writing scores, ISA expository writing scores, reading diagnostics (DRA running records) completed by their EAL teachers, and narrative writing samples scored by their EAL teachers. If a student is new to AIS, a placement assessment is given, which includes a writing task, a reading passage, and an interview with administration.

In order to admit students and track their progress throughout the year and from grade to grade, EAL teachers administer the WIDA exam at the beginning and end of each school year or when a new student is recommended to the program. Teachers also give students DRA assessments and keep running records for students throughout each quarter. In addition, students are given one-to-one interviews with the teacher.

A letter is sent home to parents to explain why their child has been moved into the program and how that affects their school day. Students may be moved out of the program at any time, but there is a formal review of the students' performances every four weeks. This may include reviewing students' work for growth patterns, discussion with LTs of other content areas, and a DRA assessment. The EAL teachers participate in divisional meetings to share best practices with each other as well as with general classroom teachers. A folder was also created on our intranet so that the EAL teachers can share lesson plans, resources, and student portfolios. Moreover, leadership emphasizes the importance of our critical learner needs of reading, writing, and EAL support to the entire faculty during our annual orientation program.

Learning Support (LS): Students in grades 1-5 who have learning problems for non-EAL reasons are referred to our Learning Support specialists. Students moving up from the Montessori program to the elementary program are provided with records and evidence about students' special conditions so that elementary teachers are prepared for their arrival for first grade. Other elementary LTs are required to talk to their administrator about students that they suspect have learning disabilities. At that time, an LS specialist will observe the student in the classroom and meet with that student one-on-one to assess the student's abilities. Since there are no specialists in Mandalay and few within the country, our own team has to make the determination regarding necessary support services. Lead teachers, LS teachers, and administration use their best judgement when placing students in LS. Students who have already been identified and placed in LS will continue in the class the following year.

After teachers decide that the student would benefit from the class, the school requests to meet with the student's parents. The homeroom teacher, LS teacher, division principal,

and in some cases the EAL teacher or past teachers work together to make an Individualized Education Plan (IEP) for those students who need one, which is presented at a meeting with the parents. At that time, we need the parents' consent to place their child in our LS program with an IEP. Students visit the LS teacher during their Myanmar time and for one-on-one or small group lessons during the regular school day. Depending on students' needs, the teacher is available for push-in or pull-out services. During this time, the LS teacher works with students on reviewing and strengthening their understanding of mainstream lessons and on demonstrating and practicing good study habits, coping skills, and self control to help them perform in the mainstream classroom. Teachers also work on phonics, reading, and writing skills as needed. Students can return to the mainstream classroom with the recommendation of teachers, administration, and parents.

Myanmar for non-native speakers and Myanmar extra study: Although AIS has a relatively small foreign population and non-native Myanmar speaking population, we have created programs to assist students who are non-native Myanmar speakers or who are struggling with their Myanmar language skills (beginning in the 2017/18 school year). Our foreign students with little or no background knowledge of Myanmar are automatically placed in our Myanmar for non-native speaker classes. The lessons take place in one of the grade-level classrooms. Students are sent to that classroom during their regularly scheduled Myanmar time. The class is taught daily by grade-level assistant teachers. They are designed based on individual or small group needs and taught one-to-one or in small groups.

Students can be promoted to the mainstream classroom at any time, following the recommendation of the AT and the lead Myanmar teacher. Students who are placed in Myanmar for non-native speakers and students who are struggling with the Myanmar language are also encouraged and sometimes required to attend Myanmar extra study after school each day. Students who progress rapidly in their Myanmar class for non-native speakers can move back to the mainstream classroom in conjunction with Myanmar extra-study classes. They may also eventually rejoin the Myanmar mainstream classes if ATs and Myanmar LTs believe that the student can meet the class requirements. On the other hand, students can follow this program from year to year without returning to the mainstream classroom if necessary.

Home Tuition Requests: There might be some rare instances where the assistance by the regular classroom LT and AT, the extra lessons with the Learning Support teacher, and the extra-study sessions with the AT do not bring the child up to the appropriate level. In such cases - and only in such cases - LTs recommend to parents that they hire a competent tutor (called "tuition guide" locally) to work with the child at home.

Advanced Math Track for Accelerated Learners: In 2018, AIS began offering an accelerated math program for high-achieving students. The advantage of this program is that students have the opportunity to take Algebra 1 in eighth grade instead of ninth, which will allow them to take AP Calculus in twelfth grade. The accelerated curriculum begins

in Grade 7, and students who are interested must meet (and maintain) a majority of the following criteria:

- Minimum grade of B throughout the year up until time of selection in math for Grade 6 and B+ for Grade 9
- Teacher recommendation
- Minimum of B- in all other subjects (2.7 GPA for Grade 9)
- Pre-Algebra assessment (created and administered in house) for Grade 6
- ISA score above the AIS grade-level average for Grade 5 and 6 or Grade 8 and 9
- Parent agreement
- Student agreement
- Principal recommendation based on behavior and attendance

The advantage of the accelerated math program is that it allows students to have more flexibility in choosing high school classes because they can complete their prerequisite math classes at an earlier date. As noted above, it also allows them to complete our AP Calculus course during their senior year without needing to “double up” and take Algebra 2 and Geometry at the same time. The accelerated program also focuses much more on self-motivation and places stronger emphasis on the exploration of mathematical concepts instead of direct content instruction. The goal here is to increase the academic stamina of the students along with their ability to connect concepts independently. Although we have recently put this program on hold (due to faculty members’ requests to maintain academically heterogeneous and balanced classes), we may return to this model after gathering more feedback from students and teachers.

Student Behavior: In terms of student behavior, most day-to-day disciplinary issues are handled by the classroom teacher. Students are required to follow both classroom and schoolwide policies, which are outlined in the Student/Parent Handbook. An administrator is only involved if one of the following occurs:

- A student has committed a major violation.
- A student has violated an important policy more than once.
- A student has repeatedly violated normal classroom and schoolwide policies.

In the event that a student is taken to an administrator for a major infraction, principals, teachers, and students meet together to create an individualized behavior contract that includes a plan to help support positive behavior. The behavior contract involves three strikes. After the first strike, the student will be taken to an administrator, and his/her parents will be asked to come in for a conference to discuss the contract. In the case of a second strike, the Head of School will become involved and an additional parent conference will be held. A third strike will result in suspension or expulsion as decided by the Head of School. Students who complete the year without breaking the contract will have their contract removed for the following school year.

Health: With the relatively sudden influx of imported goods into Myanmar from the rest of the world, it is a challenge for Myanmar consumers to know what is healthy and what is not. At AIS, it is part of our responsibility to educate our students and also their parents

on how to eat healthily and how to lead a healthy lifestyle. Each parent who sends his/her child to school with a lunch or snack has the duty to ensure that the food is healthy. Foods that are deemed unhealthy, such as soda, energy drinks, coffee/tea, and any junk food (e.g., candy, chips, and most processed foods that are high in fat and/or sugar) are highly discouraged. Examples of healthy foods include juice (without added sugar), milk (without added sugar), fresh fruit, fresh vegetables, nuts, and freshly made sandwiches on whole-grain bread.

Teachers and staff at AIS often participate in healthy eating/lifestyle events to educate our students. Here are some specific ways that we are working to promote good health:

- The Athletic Director provides workshops for all elementary classes on the benefits of a healthy diet.
- The lunch menu in the cafeteria has been reviewed to improve its nutritional value and to reduce the amount of saturated fat/salt/sugar being used.
- Elementary classroom teachers promote healthy eating through praise and rewards for eating fruit.
- To promote healthy eating, some classes have run a “fruit truck shop” at recess, selling fruit to the other students.
- School assemblies address issues such as health, bullying, racism, environmental responsibility, and the promotion of positive values.
- Students often sell food to raise funds for various clubs or charities. AIS requires students to sell healthy items only, and administration screens all requests to sell food or drinks on campus.

In addition to the promotion of a healthy lifestyle, AIS is also staffed with at least one local nurse (for most of our history, we have had two) and a doctor. During the 2019/20 and the 2020/21 school years, AIS added a US registered nurse who worked as a physical consultant to the medical staff. The medical team is trained to serve the students and staff for most injuries that occur in the school setting. They also have the skills to stabilize more serious cases (e.g., broken bones, etc.) prior to trips to the hospital. Since 2018, all AIS teachers have been required to take online first aid training and a suicide prevention course before the start of the school year.

The school dispensary is stocked with portable first-aid boxes, vitamins, medicines, oxygen tanks, crutches, wheel chairs, and four beds for injuries and illnesses. Parents or family members are asked to bring sick students home. For some (non-emergency) medical issues, we rely on parent transportation to take students to a nearby clinic or hospital. For immediate health concerns, the school provides transportation to a nearby hospital.

Student Accommodations: All students have various difficulties at one time or another. However, if a student experiences prolonged academic difficulties, behavior problems, or social/emotional problems, the teacher will consult with an administrator in order to create an appropriate plan of action. If teachers and administrators decide that further information needs to be gathered (e.g., a psychological test), then the parent will be contacted first in order to discuss the issue in a face-to-face meeting. While AIS staff will

provide information (names of doctors and addresses in nearby Bangkok), it is the parents' responsibility to secure the services of an appropriate specialist to administer and interpret the results of a screening. If a child qualifies for special services, teachers and administrators will meet with parents in order to discuss how we can proceed, and we will do our best to make accommodations for students with special needs. However, there may be cases (e.g., severe physical, mental, or emotional disability) that are beyond the expertise or ability of our staff to properly address or that require special equipment or additional facilities that we do not have. In such cases, AIS will not admit the child.

For the start of the 2018/19 school year, AIS hired a certified Special Education teacher (we had formerly employed an early-childhood certified teacher) to lead our Learning Support program for grades 1-5. Preschool students with mental, emotional, behavioral, and/or physical problems may continue to G1 on a case-by-case basis, with teacher and leadership approval, and based on the student's ability to succeed in our school with the support systems outlined above. For 2021/22, AIS has hired a second full-time LS teacher to expand our services to G1-5 students and to provide advice and support to the preschool division, in addition to stretching the LS support up to G6 (middle school). With the number of elementary students who will soon be entering middle school, AIS should consider hiring an additional LS teacher to provide support to the secondary division.

Identified students in any grade receive the same kinds of differentiated instruction that we have always advocated at AIS; however, as of the 2021/22 school year, only students in grades 1-6 will have an Individualized Education Plan and work directly with our LS teachers. Students who do not meet grade-level academic standards may (with teacher and leadership approval) be promoted via social promotion. Prior to entrance into high school, leadership will meet with parents of identified students to discuss how to proceed. Options include continuing to G9 with the same type of differentiated instruction that we have provided in lower grades, continuing to G9 on a social promotion plan, or exiting the program.

It is important here to add a note about the slow development of our LS program in relation to the local culture. There are cultural taboos related to students being labeled as "different" or "special"; consequently, initial conversations with parents about LS in general was challenging. After several years, we gained enough trust from the parents to not only introduce our initial LS program but to - with parental support - expand it to its present form: from advisory sessions that start in preschool up to IEPs (as needed) for G1-6, which is overseen by two full-time ESE specialists. We believe that the community will now also accept further development in this area, which is why we are recommending that we expand our LS program to the secondary division.

Additional Online Instruction Prompt: Comment on the availability, adequacy, and appropriateness of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.

At this time, AIS does not provide online instruction as part of its normal program and has no plans to do so in the future. We have only employed online instruction in emergency situations (e.g., during the Covid-19 pandemic and the coup).

C1.2 Strategies Used for Student Growth/Development

Prompt: Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.

AIS prides itself on its ability to provide an individualized education for all of our students. Our teachers know their students and their needs and try their best to help them improve and to challenge them. As noted below, individualized education is a core component in our preschool division.

Montessori: The Montessori program at AIS follows the principles of Maria Montessori as outlined in the Montessori Method. Each classroom is set up for nursery, pre-KG, and kindergarten students with ages ranging from 3 to 7 years old. The children work together as peer educators and observers. Our teachers act as guides to help students on their individualized learning journeys. Teachers give guidance for math, language, science, practical life, and sensorial lessons.

The classrooms are set up with Montessori materials that are thoughtfully chosen for each lesson or unit to help students understand objectives. Students have the freedom to choose the activity or lesson. While they are working, students are given uninterrupted work time to complete their task(s) to go through the learning process and to become fully engaged in the lesson. While classrooms do have 20-25 students, there are multiple teachers in each room who know each student very well. Teachers prepare individualized lesson plans and create development charts for each student.

In the 2014/15 school year, AIS took note of the challenges that Montessori students were having while transitioning to the more traditional first grade classroom. In response to this challenge, “KG time” was developed for the kindergarten students during the nursery and pre-KG nap time. During this time, Montessori foreign lead teachers help students learn how to sit at desks, how to understand teacher expectations during teacher-led discussions, and how to work independently in small groups. They are also trained in phonics awareness, CVC words, and beginning reading and writing skills.

Another way the Montessori program helped with transitioning KG students to our elementary program was to give DRA tests to students to help give G1 teachers an idea of student needs on day one of each school year. Those scores are shared with teachers when they receive their rosters. Additionally, at the end of each year, KG students visit a G1 classroom. They are introduced to G1 teachers and G1 students. The teachers and students show KG students around the classroom, discuss

schedules, show them their homework books, and share their work with the KG students.

Each year, KG and G1 teachers, along with administration, work closely to develop a curriculum for an optional summer program for students who move on to our elementary school program in order to make the transition as smooth as possible. The focus is similar to KG time: working at a desk, understanding teacher expectations during teacher-led discussions, and working independently in small groups and in large groups. The program runs from 9:00-12:00, Monday through Friday for four weeks before the start of each school year. The classes are led by a combination of G1 assistant teachers and Montessori co-lead teachers. New G1 teachers are required to visit Montessori classrooms to help them understand where their students are coming from and the style of education that they are used to. Experienced G1 teachers help new G1 teachers to learn about the transitions, and they also help them to welcome their new students. Since the implementation of the summer program in 2016, G1 teachers have noted the overall ease of the Montessori to elementary transition.

Elementary and Secondary: Each year, elementary teachers are required to give students a DRA test before the end of the first month of school. This gives teachers an idea of each student's reading and comprehension level at the beginning of the year. Giving the DRA is an effective method for determining which students may need extra study, EAL support, or learning support and also which students might need to be challenged with higher level texts, assignments, or materials.

Beyond the reading and comprehension aspect of the test, the time teachers take to administer the test is an excellent opportunity for teachers to sit one-on-one with their students, to get to know them as a person, and to allow them to feel comfortable with the teacher. Teachers also have the opportunity to talk to students about their feelings about reading, school, and their relationships with their families. During this time, teachers can get to know students' likes and dislikes, as well as general strengths and weaknesses which can be helpful throughout the school year for providing a personalized approach to learning.

The DRA is also a useful way to track student progress. It is required at the beginning and end of each school year and encouraged, especially for struggling students, in the middle of the year. This information is kept from year to year so that teachers are able to track student progress for the duration of their time from KG to G5. As mentioned in the previous prompt, for those students who are struggling, AIS provides extra study, English language assistance, and ESE for students with special needs. Students needing extensive intervention are put on IEPs to ensure that their needs are met and that the students succeed.

In 2017, AIS purchased guided reading sets for small groups for levels AA (pre-KG) to level 80 (Grade 8). There are 16-20 fiction and non-fiction titles for each level and 6 books for each title for small group instruction. It also includes a guide for each title with multiple suggestions for differentiated lessons. In 2020, AIS added HMH leveled readers that follow the new "Into Reading" curriculum as well as leveled readers for math, science,

and engineering. In addition, each elementary and middle school teacher has a classroom library equipped with varied levels of grade-appropriate books with a range of topics for students' free reading time.

In order to ensure that we have differentiation and a personalized approach to learning, AIS adopted the workshop model for reading and writing and encouraged it for other subjects. At the time that it was first introduced, the school set the expectation that each lesson should have an objective clearly posted for students to see, which is written in student-friendly language. Teachers should also have a mini-lesson, time to work and practice, student conferencing time with teachers and/or peers, and a wrap-up lesson. Most teachers found the conferencing time to be the best way to provide opportunities for individualized and differentiated learning. During that time, teachers and students were able to sit and talk about reading and writing, discuss improvements, set expectations, and create learning goals. Students also enjoy the time they have with their teachers. AIS teachers provided in-house PD, and teachers participated in Professional Learning Communities during grade-level meetings to improve their workshoping skills.

While AIS prefers that teachers give students performance tasks as summative assessments, teachers are given freedom to choose what types of assessments they use in their classroom. Most teachers use multiple forms of assessment to give students an equal playing field. Teachers may use the pre-made tests and quizzes that come with the textbook, teacher-made tests and quizzes, performance-based tasks, or projects. In some cases, students are given differentiated assessments based on student abilities. Grade-level teams do need to give common assessments to ensure that students are given the same opportunities within their grade level.

In order for teachers to make the most of their teaching time, teachers have access to, and are encouraged to use, a myriad of supplemental materials. AIS has guided leveled readers with over 500 titles, Into Reading mentor texts, Lucy Calkins readers and writers workshops and mentor texts, workbooks, practice books, math readers, science and engineering guided readers, classroom libraries, and HMH online resources. Many teachers also have accounts with Prodigy, Epic!, Khan Academy, Freckle, Brain Pop, and others to help their students do their best. AIS provides class stipends which teachers can use toward such subscriptions.

For students in grades 3-10, AIS is able to monitor and track student progress through the ISA exam that is taken in February of each year. Students' scores have improved dramatically since the test was first administered in February of 2015. We evaluate the test scores and identify our struggling students, as well as our exceptional students, and make sure that they are receiving the support that they need. We also use that data to identify any areas that need improvement schoolwide. Once identified, AIS targets the critical need area and makes recommendations about how we can improve. The results are shared with teachers during orientation and are used to guide instruction for the following school year. Students in G11-12 take the PSAT, SAT, TOEFL, and AP exams.

Throughout secondary, teachers use multiple strategies that lead to growth and development in their students. When looking at strategies for inclusion, teachers work to facilitate a strong class and school community so that every child has a voice and actively participates within a safe and supportive environment. Other teachers use hands-on student-based projects, motivating individuals by giving them choices. Teachers also adapt lessons for struggling students to maximize learning. To make sure that all learners have access to the curriculum, teachers provide visuals, including videos, artwork, diagrams, demonstrations, simple experiments, and hands-on activities to support textbooks and lectures.

In high school, students have the freedom to choose the classes that they want to take for electives beginning in G10. Students even take part in the process of the development of new elective classes. In the past, students showed particular interest in psychology, sociology, economics, advanced math, and AP courses, all of which are now offered as part of our curriculum. Although we have added a number of new courses to our secondary division, our students still have relatively few choices compared with the best schools in Asia; thus, we recommend that AIS continue to expand its secondary course offerings each year.

Additional Online Instruction Prompt: Comment on the availability, adequacy, and appropriateness of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.

At this time, AIS does not provide online instruction as part of its normal program and has no plans to do so in the future. We have only employed online instruction in emergency situations (e.g., during the Covid-19 pandemic and the coup).

C1.3 Support Services and Learning

Prompt: Evaluate the extent to which the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs.

AIS provides students with qualified and compassionate teachers, engaging classroom settings full of supplemental learning materials, and a well-developed curriculum to ensure student success. Teachers use multiple methods to track student progress and academic achievement. For example, we use informal and formal observations of general student performance on classroom assignments and on various projects. We also reflect on assessment results and quarterly grades. In addition, we use students' DRA results and (for grades 3-10) ISA exam results to make teaching and learning decisions. For our high school students, teachers and administration look at AP test scores, SAT scores, and PSAT scores. These are the various methods used to collect and track data related to student progress. We use these methods to identify and provide support for our struggling students as well as for our accelerated learners. Regarding the ISA, scores

from previous years are shared with teachers during orientation so that teachers are able to use the data to make classroom decisions before the students arrive.

Academic support begins in the classroom with the teacher. When a student needs additional support, teachers may create individual differentiated activities for students or work one-on-one with students before or after school (e.g., through our extra-study program, which runs M-F and also on Saturdays). Teachers also have time to collaborate and receive peer advice for providing appropriate support. Planning by staff and administrators occurs throughout the year to organize the program to best suit the needs of our students. When necessary, in-service days can be utilized for any large-scale initiative designed to support students or teachers.

For students who need extra support beyond what has been done in the classroom, AIS provides a number of support systems. Teachers can recommend that students attend extra-study sessions, where assistant teachers re-teach lessons, help students improve their study habits, and address individual needs. Students can go to EAL to improve their English language skills. AIS also offers Learning Support, which provides personalized support and guidance to students with specialized academic needs. Students who have difficulties in Myanmar or speak Myanmar as a foreign language receive one-on-one or small group Myanmar language classes from one of the ATs, and they have the option of attending Myanmar extra study to boost their language skills. As mentioned in the intervention and referral services section in Prompt 1, there is a clear process that is used to identify under-performing and struggling students, along with the interventions necessary to address the students' learning needs.

Students may exit our extra study program once they have shown improvement through higher grades, better study habits, reaching set goals, or teacher recommendation. Students may exit EAL after they have met grade-level language requirements on the WIDA exam. Students can leave Learning Support and return to the mainstream classroom full-time if learning goals are met and teachers believe that the student has acquired the skills to be successful in the mainstream classroom. Students in Myanmar extra study can be exited from the program once they are on the same level with their peers or at the recommendation of the Myanmar teacher. Teachers at AIS want their students to reach their greatest potential and use the resources available to help students do so.

Additional Online Instruction Prompt: Comment on the availability, adequacy, and appropriateness of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.

At this time, AIS does not provide online instruction as part of its normal program and has no plans to do so in the future. We have only employed online instruction in emergency situations (e.g., during the Covid-19 pandemic or the coup).

C1.4 Co-Curricular Activities

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

We are fortunate at AIS to have the facilities and staff to offer an extensive athletic program. Our PE department faculty members follow SHAPE America's National Standards & Grade-Level Outcomes for K-12 Physical Education. The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. Students at AIS focus on a number of lessons, including fundamental motor skills in a variety of contexts; basic movement concepts in dance, gymnastics, and small-sided practice tasks; health-related fitness concepts, tactics, and strategies related to games; how to cooperate with and encourage classmates; and how to accept individual differences and inclusive behaviors. Our facilities also permit the students to learn swimming skills and water safety. In addition to that, we offer a wide range of after-school activities and clubs. Our AIS athletic program has teams competing in regional, national, and international competitions in soccer, basketball, volleyball, table tennis, badminton, and swimming.

Our PE department is in charge of a number of activities outside of the classroom. For example, the Athletic Director (AD) is in charge of organizing and overseeing our entire extracurricular club-based program. The AD and PE teachers also organize and supervise our annual Field Day, where grade-level teams participate in outdoor athletic games and activities that promote teamwork and that provide opportunities for our students to focus on our ESLR based on failure as a first step toward success. In addition, the PE team is essential to the successful running of our holiday and end-of-year performances that showcase various dance styles from around the world.

For students who are in good academic standing, AIS offers team sports such as soccer, basketball, badminton, and table tennis. These teams compete against schools in and around Mandalay as well as other parts of Myanmar and Thailand. Although we encourage students to be competitive and try to achieve their potential, the most important aspects of all sporting activities at AIS are sportsmanship and fair play; these values are at the heart of everything we do and connect to our schoolwide learner outcomes.

Our PE department uses the strengths and talents of our foreign staff members in order to offer K-12 students a diverse range of after-school athletic activities and clubs. Although our clubs change with our teachers, some of the recurring clubs include volleyball, dodgeball, yoga and meditation, anime, skating, reading, writing, drawing, pickleball, rock climbing, and chess to name a few. Our extracurricular club program is extremely popular with students, and many students participate in multiple clubs each year.

AIS also offers a variety of after-school academic clubs such as academic prep, college search, yearbook, newspaper, and MUN (Model UN). One of our most popular academic clubs is our Volunteer Club, which is led by a local faculty member and designed to help students engage with the greater Mandalay community. The Volunteer Club is open to all secondary students from 6th grade to 12th grade. The school encourages the students to actively participate in community projects which are conducted in cooperation with local community service associations. There are two main schoolwide events on campus that are organized by the Volunteer Club: AIS Diabetes Camp (A4D) and International Childhood Cancer Day (ICCD).

In the 2017/18 and 2018/19 school years, the A4D Club invited about 50 children with diabetes and their families to visit AIS for a weekend-long event. The Volunteer Club worked with the AIS administration to organize accommodation, meals, transportation, and presents. The event included speeches from prominent regional doctors and medical students, visitors from the Action for Diabetes Organization (A4D), games, and activities. After the first year, the A4D organization requested that AIS hold the event annually at AIS, to which the Volunteer Club agreed. Unfortunately, we have had to postpone the latest events due to the pandemic and the coup.

Similarly, the Volunteer Club led the celebration of ICCD (International Childhood Cancer Day) twice on campus. Both were half-day long events. The club invited to AIS more than 50 children with cancer and their guardians. Again, the Volunteer Club worked with the AIS administration to organize accommodation, meals, transportation, and presents. There were talks by physicians and professors, performances by the club members, and fun activities by the local teachers and the club members.

The Volunteer Club is working hard to actively participate in community projects to help make Mandalay and Myanmar a better place. These students demonstrate excellent examples of collaboration, planning, and problem solving. In addition, the Volunteer Club has led many successful drives. Over the years, they have had a backpack drive, a book drive, and a jacket drive for the local schools. The care card drive, the toy drive, and the snack drive were organized for patients in the local hospitals. The lost-and-found drive resulted in numerous items that were provided to the local villages. The Volunteer Club members also ran a month-long “funducation” event for the local summer school students in 2017. Through these experiences, many high school students have been motivated to start their own clubs, which are now doing a lot of good things for the community.

AIS also offers a student council (SC) for elementary and secondary students. Students are voted into their positions by their peers after an election process. The elementary students are responsible for organizing the annual Spelling Bee, Math Competition, and Talent Show. The secondary students are responsible for organizing the annual Halloween party, the Fun Run, the International Fun Fair, and International Women’s Day, among other initiatives. Once we are through the pandemic and the coup, and once the campus is a safe place, we hope to resume all of these annual activities. For the 2021/22 school year, our secondary SC is up and running, though there are limited initiatives due to the current situation.

One of our biggest events of the school year is our annual “Fun Run.” It was started in 2014 to provide clean drinking water for needy communities. Our students and teachers find sponsors who donate money for every lap that they run or walk. Each year thereafter, students choose a cause or an organization to which money is donated. In the past, funds have been donated to hospitals, the construction of the Ma Au Kun Na Pin Village school, and the creation of a computer lab for Ma Au Alel Village.

In addition to actively participating in community services, our staff members also try to instill in our students a sense of local and worldwide awareness in the classroom. Teachers, grade level teams, and departments come together to create meaningful class initiatives. Some activities include pen-pals with students in teachers’ home countries or other international schools, trash clean-up around the community, and documentary videos about daily life in Myanmar that are shared with other students around the world.

One year, teachers had students work on a project to call attention to the declining Ayeyarwaddy dolphin population. They wrote letters to the editor of the Myanmar Times newspaper, and students were interviewed by reporters. Students presented their projects to the students of a Myanmar village school in Sithe. They sat down with the school children and helped them make posters which were posted in the village school.

Another year, students in G5 created infographics while exploring five different text structures (description, cause and effect, problem and solution, sequence, and compare and contrast). As a focal point for one group’s project on environmentalism, students were able to interview a local scientist and plastic waste reduction researcher from Yangon. Through his connection, the class was able to bring an art installation to AIS called “Thant Myanmar, Awareness on Single-Use Plastic Consumption & Pollution.” This initial project very quickly turned into a community project that included connecting the school with a not-for-profit company, which resulted in learning about plastic consumption from the 1970s to modern-day in Myanmar.

Another example of local and global service is the development of AIS as a “green community” and “eco-school.” Students began working with a group out of Yangon called Bokashi Myanmar, which met with students and suggested that we conduct a full trash audit to explore where our food comes from, where it is going, how much is produced daily, and what the cafeteria staff and snack shop staff can help do to build a green community. This organization has begun to teach our Eco Club about how we can create a circular economy at AIS and in our local community. The ultimate aim for the Eco Club is to gather waste, create a bokashi composter, and begin to build our own community gardens at AIS.

Our aim at AIS is to mold individuals who are socially and globally involved citizens (ESLR #1). To help our students understand the greater world, teachers at AIS utilize a variety of methods to engage them. By doing so, our students are able to share with others outside of our immediate community and even cross international boundaries.

Additional Online Instruction Prompt: Evaluate the school's processes to address the needs of socialization for the students and involvement in the school.

At this time, AIS does not provide online instruction as part of its normal program and has no plans to do so in the future. We have only employed online instruction in emergency situations (e.g., during the Covid-19 pandemic and the coup).

C1.5 Student Involvement in Curriculum/Co-Curricular Activities

Prompt: Comment on the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

With the wide variety of social, academic, and athletic clubs and sports that AIS offers, students have the option of keeping busy and engaged with teachers and peers after school hours. In order to keep track of all of our students after school, Montessori and elementary teachers post students' whereabouts on their outdoor bulletin board. In addition, attendance is taken at the beginning of each club and reported to the Athletic Director on a weekly basis. If any club has consistently low numbers or lack of student interest, the teacher is asked to discontinue the club and start a club that will attract more students. Clubs that are popular from year to year and have high attendance records are considered a priority. The AD ensures that we have coverage and availability to students throughout the year. If students show an interest in, or otherwise suggest, a club that is not offered, we do our best to find someone to create and offer that club. Students also have the option of running their own club with the support and guidance of a teacher.

Homeroom teachers keep track of any students who are attending extra study, Myanmar extra study, EAL, or Learning Support at AIS. Teachers communicate with parents to solicit their support in helping to ensure that any student who would benefit from extra study is in fact coming to the after-school program. In addition to using tracking to make sure that students are attending sessions, we also use it to make sure that only those students who are in good academic standing (or who are progressing in their academic development by attending extra support sessions) are able to participate in school athletics.

In addition, administration keeps a record of all students who are tested by an outside professional. The Learning Support teachers keep track of all documents related to the students they serve. Similarly, administrators keep records of correspondence with parents of students in our LS program. Administrators also keep track of entrance test results, which they share with teachers on an as-needed basis. Finally, the school nurse keeps records of every student and teacher intervention and hospital referral.

Additional Online Instruction Prompt: Provide evidence about the effectiveness of the students' involvement in school and community activities such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.

At this time, AIS does not provide online instruction as part of its normal program and has no plans to do so in the future. We have only employed online instruction in emergency situations (e.g., during the Covid-19 pandemic and the coup).

C1.6 Student Perceptions

Prompt: Comment on the student view of student support services after interviewing and dialoguing with student representatives of the school population.

Because of both the coup and the pandemic, we were unable to have the kind of in-person meeting that we had with student representatives for the 2016 self-study report. Instead, we invited all G6-11 students to participate via our online general support service survey, and we invited all of the G12 students to participate via our online counseling/career survey. Unfortunately, only a small percentage of those invited to the former survey provided feedback, and less than half of our 2021 graduates responded to the survey. Here are the survey questions and the results:

Survey 1: General Survey on Support Services (for students in G6-11)

Q1. Do you know where you can go for career and college counseling (G9-11 only)?

Only 23% of eligible G9-11 students provided a response. From this group, 35% indicated that they strongly agreed or agreed that they knew where to go for college/career counseling. This is clearly a concern, for we want 100% of our high-school students to know that they should turn to our college/career counselors for support. The responses more than anything reflect our circumstances caused by the pandemic and then the coup.

During the 2018/19 school year, we had already identified the problem of having too few persons (one counselor) with too narrow a focus (primarily G12 students and, to a lesser extent, G11 students). Thus, the HOS and the counselor worked out a plan for the 2019/20 school year. We hired an additional full-time college/career counselor, and we enacted a plan to have both counselors work with all high school students. In G9, the counselors presented on graduation requirements and on how GPA works, they worked with the students to create four-year plans, they provided the students with personality inventories, and they invited the G9 students to on-campus college fairs. In G10, the counselors shared job interest inventories, invited the students to college fairs, and showed the students how to use a College Board tutorial to help them determine college matches. For G11, the counselors shared the Myers-Briggs Personality Test, guided the students through a college match tutorial and a college search, demonstrated virtual college tours, reviewed resources for the SAT and TOEFL, invited the students to on-campus college fairs, and discussed safety, match, and reach schools.

By the final quarter of the 2019/20 school year, all schools in Myanmar were closed by the government due to the pandemic, and our senior counselor resigned her post at that time and returned to the US out of concerns over the virus. Our remaining counselor (first year at AIS) had full responsibility for our program and essentially focused on seeing that

the G12 students had everything in place to move forward with their college placements. Thus, the support we had provided earlier that year to our G9-11 students (in terms of college/career support) dropped off dramatically.

For 2020/21, both counselors were off campus for much of the school year (one was in the US for the entire school year). Campus was closed all year, students were home-bound, and the counselor in the US worked asynchronously for much of the time, which put her out of touch with our students during the year. Despite the best efforts of the second (new) counselor, who eventually made it onto campus and who was for the most part single-handedly taking responsibility for the entire program, she was unable to provide all of the support for G9-11 outlined above and focused mainly on getting the G12 students ready for college, while addressing myriad student concerns based on mental health as a result of the stress and fear that came with the coup. Finding a way to meet our G9-11 students' needs during another year of online instruction remains a priority for our counseling department. A few ways that we are immediately working to address this issue include running a synchronous program and having both counselors in the region. They are located close enough to Myanmar where they can be among the first to get to campus once it is safe to do so.

Q1A: How can AIS improve its College and Career services (for G9-11)?

Only 7% of the G9-11 students provided comments. The two most frequent comments pertained to guidance and early connections. Regarding the former, the students asked that counselors provide more information about careers, to give advice on AIS course selection in relation to future careers, and to provide guidance on matching colleges with specific careers. Regarding the latter, the students suggested that the counseling process begin in G9 (identical to the plan we followed prior to the pandemic and the coup).

Q2: Do you know where you can get help or the support you need at school in order to do well in your classes (for G6-11)?

Sixty-one percent of the students indicated that they strongly agreed or agreed that they knew where to get help or support. Again, in a normal school year, we believe that this percentage would be much higher. In a year where the campus was closed, the teachers were primarily teaching asynchronously, the local teachers had no direct contact with the students, and one of our primary support services (i.e. extra-study sessions both Monday to Friday and on Saturdays) could not take place, it is remarkable that the number is as high as it is. With the 2021/22 switch to synchronous teaching, our students have the full support of their LTs and both counselors, who serve as their primary support persons for the year.

Q2A: How can we improve academic support at AIS (for G6-11)?

Only 2% of the G6-11 population responded to this question. Of the eleven comments by students, four mentioned Zoom: two students wanted all teachers to do synchronous lessons, one student only wanted Zoom to be used to introduce new topics, and one

student asked for a more flexible class environment during Zoom lessons. As noted earlier in this report, AIS used feedback from parents and students on the end-of-year survey to switch to a fully synchronous online model for next year.

Q3: How well do you feel the school helps (has helped) you learn English both in and out of the school (for G6-11)?

Only 12% of the G6-11 population responded to this question. Of this small sample, 63% indicated that they strongly agreed or agreed that the school helps them learn English. This is a surprising result, which conflicts with the data from the ESLR survey, which was based on a much larger sample. In the ESLR survey, 92% of the students indicated that they can speak multiple languages, and 80% indicated that they have mastered key academic concepts, which includes language arts. This also contradicts the students' end-of-year survey results, where they gave the school an overall higher rating on all counts. It is most likely that these responses are a reflection on the limited contact our students had all year with the majority of their teachers due to our asynchronous online program and the loss of all after-school and other campus-based activities that we have in a normal school year.

Q3A: How can the current support system be improved to help you learn English both in and out of classes (for G6-11)?

Only 1% (3 students) provided a response. One suggested providing after-school extra-study sessions as we had before, one suggested that all teachers use their full time to teach (implying that asynchronous teaching results in far less teaching time), and one suggested that all teachers teach synchronously. Although only a few responded, their responses support our suggestion that the students feel that they missed out on contact time with teachers due to our asynchronous model and our loss of campus activities.

Q4: Do you feel that you can get the help, support, or advice that you need at school from teachers, administrators, counselors, ATs, or LTs if you have personal problems (for G6-11)?

Based on the responses above, it is not surprising to learn that only 41% of the respondents indicated that they felt they got the support they needed. No online program will ever match the amount of time and attention that we are able to provide with our on-campus, face-to-face program. Our move to synchronous learning is a step in the right direction, though we are all waiting for a return to our normal program, where students can meet teachers and counselors more easily and face-to-face, where connections with parents and teachers are easy to arrange, and where we have a strong after-school and Saturday support program for students.

Q4A: How can the current support systems be improved to help you with your personal problems (for G6-11)?

Only 2% provided a response, and there was no common response. Responses included having counselors actively reach out to students, giving more time off from classes, and guaranteeing confidentiality of meetings between counselors and students.

Q5: Do you know where you can get help or support in terms of illnesses or health concerns (for G6-11)?

Of the 12% who responded, 66% indicated that they knew where they could get help for health-related issues. This, too, reflects what our students lost due to being home-bound. They had no access to our medical team (nurse and doctor) due to the closure of the campus.

Q5A: How can we improve the health services at AIS (for G6-11)?

Only 1% of G6-11 students provided a response, and there were no common responses. With campus closed and the students home-bound, our students have had no access to health services at AIS.

Q6: Do you think the school offers a variety of extracurricular activities (for G6-11)?

Of the 12% who responded, 49% thought that the school offered a variety of activities. Again, since Q4 of the 2019/20 school year, we have been unable to provide our students with any campus-based extracurricular activities. Our club program, as noted earlier in this report, has always been robust and a highlight of our overall program. All clubs and sports were postponed from Q4 of 2019/20 to the end of the 2020/21 school year. While we still cannot offer sports for the 2021/22 school year, we have resumed our extracurricular clubs via online clubs.

Q6A: What are some new extracurricular activities that you would like to see at AIS (for G6-11)?

Of the 4% who provided a response, sports-related activities appeared the most (6 times). Unfortunately, sports can only resume when we are able to return to campus.

Survey 2: Student Perceptions of College & Career Services at AIS (G12 students)

Our second survey targeted only G12 students. This is the group that - due to the situation noted above (asynchronous sessions, campus closed, one counselor in Myanmar for part of the year) - received the lion's share of support from our counseling team. Forty-two percent of the G12 students responded to this career/counseling survey.

Q1: Do you know where to go for help with college and career counseling?

Unlike the low percentage from the first survey, 93% of the G12 students (those with 4 and 5 responses) indicated that they knew where to go for help.

Q2: Do you feel that you received adequate support for test preparation from the counselors and teachers at AIS (re. TOEFL, SAT, PSAT)?

Only 14% responded favorably. This is not a surprise. Our students and parents have often requested that we have formal classes and training for SAT and TOEFL tests. However, as an official testing center for both SAT and TOEFL (and also for AP), we are prohibited from having such classes since it is a conflict of interest. Instead, we have focused on providing a strong academic program through our core courses in order to ensure that our students have a solid background in the kinds of topics that are tested on both SAT and TOEFL. In addition, our counselors - via our College and Career course - give students advice on how they can prepare on their own, and our library has a number of resources for the students to borrow. Giving up test center status is not an option since the benefits of being able to test our own students far outweigh the benefits of running SAT and TOEFL preparation courses on campus.

Q3: Do you feel that you were exposed to a wide variety of college options?

Q4: Do you feel that you were exposed to a wide variety of colleges and universities from around the world?

Just 64% of respondents gave a favorable response to both Q3 and Q4. We think this relatively low percentage is due to a change in our students' goals based on the current crises (pandemic and coup). Throughout the 2020/21 school year, our community was concerned that travel to the US would not even be possible. More families than ever considered non-US options, though our counseling program has always been more heavily focused on US colleges. For the 2021/22 school year, we are adjusting our target destinations based on what is feasible for our community should the pandemic and the coup continue.

Economics is now another factor that we need to consider which - in previous years - was not a major consideration. Both the pandemic and the coup have damaged the economy tremendously, and many of our families now have financial concerns that didn't exist less than two years ago. This, too, is causing some of our families to consider non-US options, and we will adjust our counseling focus to match our families' needs.

Q5: Do you feel that you received adequate support during your college search from the counselors at AIS?

Of the respondents, 72% gave a positive response. Please see notes above for the constraints on our college/career counselors during this time of the pandemic and the coup.

Q6: Do you feel that you received support during the college application process (re. college essays, applications, letters of recommendation, scholarships, et cetera)?

Considering the limitations our counseling team faced, it is remarkable that 79% of the students responded favorably. It is a testament to our counselors (particularly to our one counselor who finally made it onto campus and who shouldered the majority of the responsibility for supporting our students). With both counselors in the region and working synchronously, we expect our support to be even more widespread and effective for this current (2021/22) school year.

Q7: Do you feel that AIS has prepared you to live and study at a foreign university or college?

Only 64% responded favorably, which is to be expected, considering that our students did not have the same amount of contact time with our full counseling team (as described in detail above).

Q8: How do you think that AIS can improve their career and college counseling in the future?

Only seven students responded to this question. There were, however, three similar responses, where students requested more private (individual) time between students and counselors.

Category C. Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Summary

Prompt: Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs.

Overall, Category C represents a strength of our program. Since the beginning of AIS until the present time (9+ academic years), the teachers, administration, and staff have made steady progress in meeting the academic, social, and emotional needs of our students in order to provide them with the support that they need. The programs we have developed include both in-school and after-school support programs. They range from support for our youngest learners all the way up to our graduating seniors.

AIS has created a strong career counseling program to make sure that our graduates get the best start in life after high school, as well as acceptance into college (we have thus far enjoyed a 100% college acceptance rate for all graduates), though we also acknowledge that we have been less successful during our asynchronous online program. In a normal school year, we provide academic support to students in all grades via our extra-study program, which includes Saturday school. We offer EAL support to G1-8 students, learning support guidance for the preschool division, a formal learning support program for G1-6, and Myanmar language support for all grades. Outside of this, our

teachers are available and willing to help any student who needs them. We keep our students happy and healthy with an excellent PE program, along with on-site medical personnel to tend to any illnesses or injuries. AIS has a number of after-school sports teams, clubs, and other activities to keep our students active and social during a normal school year.

With few resources available in Mandalay, it has not always been easy to provide for our students. Despite these limitations, if students, teachers, administrators, or parents identified a need, we have either addressed it directly or are in the process of addressing it. While we are aware that there are improvements that need to be made, our tenacious team of teachers and determined student body will do whatever it takes to make AIS the best school possible.

Regarding our CLNs, as noted earlier in this section, we have reading initiatives (including DRA testing and leveled readers), which support both EAL and non-EAL students in reading. We also have an EAL program and an LS program - both of which support students in reading and writing. This support, along with the academic-based support given through our extra-study program, is in addition to the general support that students receive via differentiated instruction by their classroom teachers. Finally, we use longitudinal ISA data to make programmatic decisions and purchases related to our CLNs (specifically, reading and writing).

Prioritized Areas of Strength

1. We provide numerous support-programs for our students, including EAL, LS, and extra-study sessions.
2. In a normal school year, we have a robust and heavily attended extra-curricular program, which includes daily after-school clubs and numerous sports both on weekdays and on Saturdays.
3. We have used our ISA data to identify (and later reconfirm) our CLNs, and we have used this information to make programmatic decisions and purchases (e.g., DRA testing, leveled readers, and appropriate textbooks/materials) to help meet our students' greatest needs.
4. Our college/career program - despite the problems that resulted from the pandemic and the coup - is overall a strength, for we have (even during the pandemic and the coup) continued to ensure that 100% of the students who apply to college have gained acceptance, including to some of the best schools in the US.

Prioritized Areas of Growth

1. We have had a Learning Support teacher working with students for the past few years. During that time, we recognized that students and teachers may need more support,

which led to the hiring of a second LS teacher for the 2021/22 school. In addition, we expanded our LS support (adding G6 to the formal G1-5 program and providing advice and support to the preschool division on a case-by-case basis). As more students in our current LS program move on to secondary, and as our community's understanding and acceptance of our LS program has grown, we recommend adding a third full-time teacher to the secondary division for the 2022/23 year and, if deemed necessary, adding a possible fourth (part-time or full-time) for a future school year.

2. As our population grows, AIS strives to meet students' needs and help them explore new interests. Each year, we survey our students to find out what subjects have the greatest interest, and we have increased our number of course offerings every year for the past several years. We recommend that AIS continue to expand its secondary course offerings each year.
3. Over the past nine years, AIS has focused most of its energy on helping struggling students. We are now in a better position to give more attention to our advanced students. While we do have the option for an advanced math track, there is room for improvement in the elementary and middle school areas. We recommend a twofold approach: (1) In individual classrooms, teachers should provide more enrichment activities and (2) Our extra study and/or Saturday program can be expanded to include our enrichment students. Both points will likely require the school to provide enrichment-based training or PD.

Evidence:

1. [AIS Website](#)
2. [AIS Facebook Page](#)
3. [Elementary and Secondary Curriculum](#)
 - a. Counseling UbDs
4. [Preschool Curriculum](#)
5. [Standardized Assessment Data](#)
 - a. DRA Tracking
 - b. ISA Scores
 - c. AP Scores
 - d. SAT Scores
6. [KG→G1 Summer School Folder](#)
7. [PD](#)
8. [Secondary Elective Offerings](#)
9. [AIS Student/Parent Handbook](#)
10. [Faculty Handbook](#)
11. [Behavior Intervention Records](#)
12. Rediker Records - Observable by VC (Speak with Secondary Principal)
13. [Counselor Meeting Notes](#)
14. [Learning Support Overview](#)

- a. Templates
- b. Student List
- c. Student Tracking and Documentation
- d. See Handbook for LS Synopsis
- 15. [Academic Recovery Letter to Parents](#)
- 16. [EAL](#)
 - a. [Parent Letter](#)
 - b. EAL Candidate List
 - c. WIDA Exam Results
- 17. [Incident Report](#)
- 18. [Accelerated Math Admission Criteria](#)
- 19. [Clubs](#)
 - a. Calendar
 - b. Attendance Records
- 20. [Extra Study Records](#)
- 21. Entrance Test Records - Kept by Reception (Not Digital)
- 22. Student Council Records
- 23. [EOY Survey Results](#)
- 24. [Athletic Team Rosters](#)
- 25. [Diabetes Camp Records](#)
- 26. International Childhood Cancer Day - [See Website](#)
- 27. [Additional Photos of Campus](#)
- 28. [Trash Clean Up](#)
- 29. AIS Documentaries
 - a. [Video 1](#)
 - b. [Video 2](#)
- 30. [AIS Youtube Channel](#)

Category D: School Culture and Environment

D1. School Environment and Child Protection Criterion

D1.1 Caring, Concern, High Expectations

Prompt: To what extent does the school demonstrate caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning?

At Ayeyarwaddy International School, we have sought to create an environment that embraces and supports all students both academically and emotionally. The backbone of this support system is the implementation and visibility of our Expected Schoolwide Learning Results (ESLRs). Our ESLRs highlight the school's goal to produce students who recognize individuality and are able to work collaboratively with different people in an interconnected world. The following ESLRs highlight this mindset:

Socially and Globally Involved Citizens who...

- Actively participate in community projects
- Speak multiple languages

Creative and Critical Thinkers who...

- View failure as the first step to success
- Work collaboratively to problem-solve

During the 2019/20 school year, committed teachers formed a group focused on supporting our students socially and emotionally. This group met monthly in order to better integrate the ESLRs into daily use. One of the accomplishments of this group was creating a list of buzzwords that would allow students to better identify the ESLR of the month. These buzzwords have been included in the report cards and also in the monthly assemblies in order to make the ESLRs more accessible to students. The ESLRs have also been physically posted in all classrooms and throughout the school to make them visible to both students and staff. Teachers are encouraged to reference these ESLRs during lessons to create a continuum of learning and competencies through all grade levels.

Weekly lesson plans have also been created by each teacher that include "I can" statements. These statements allow students to focus on a particular skill that will be covered for the day. It is critical to set clear learning goals and expectations for our students so that both the teacher and the student can track, and take responsibility for, their own learning. We encourage students to become familiar with the learning objectives, so that they can set their own high expectations for learning.

Teachers include ESLR topics in their daily lesson plans. These topics, with ties to social and emotional learning, show the integration of the ESLR ideas with the academic learning objectives and curriculum. By integrating these beliefs into daily practice, our

students become more aware of the meaning behind the ESLRs in real-life applicable situations.

At AIS, both students and teachers are encouraged to participate in activities that highlight the ESLRs. The International Fun Fair is an annual event that gives students the opportunity to explore different cultures around the world. This yearly event includes student-created kiosks that highlight the food, sport, art, and language of cultures around the world. The yearly AIS Fun Run is another opportunity for the entire AIS community to support and connect with the Myanmar community at large. Funds raised by this event have been used to support local public education and community development needs in rural areas of Myanmar. Student-led volunteer groups are another way that AIS students reach out to the community. Many of these groups in the past have raised money and procured donations for disaster-relief campaigns as well as for resources for supporting education in rural areas of Myanmar.

In addition to our ESLRs, we have also added professional staff to better support our students in critical learning need areas. In previous years, we employed one full-time exceptional student education specialist to work with a small group of students with exceptional needs, which has been expanded to a two-person team - plus local assistant teachers for additional support - for the 2021/22 school year. We also employ two full-time English as an additional language (EAL) support teachers for those students who have difficulty with the English language. The EAL team includes local assistant teachers as well.

Finally, our curriculum resources from HMH have social and emotional connections included in each unit. The following themes are included and highlighted in the program:

1. Set goals with children to give them a sense of purpose and motivate them to take on challenges.
2. Clear and consistent classroom routines help all children follow expectations, focus on productive learning, and build confidence and independence.
3. Work to promote inclusivity, resist bias, and cultivate a classroom where every child feels welcomed, appreciated, and encouraged.
4. Focusing on building a strong social-emotional foundation for children can lead to school success and a lifetime of benefits.
5. Set positive behavior goals that require children to meet the expectations in different classroom contexts and school settings.
6. In-text stories that promote self-awareness, self-management, social awareness, responsible decision-making, and relationship skills

D1.2 Student Self-Esteem

Prompt: To what extent does the school foster student self-esteem through high expectations for each student and recognition of successes?

AIS fosters student self-esteem in a variety of ways through both internal and external competitions and celebrations. The importance of the ESLRs are highlighted and celebrated during monthly all-school assemblies. Teacher-nominated student winners from all grade levels are recognized for exemplifying the monthly ESLR. These students are also recognized on the school bulletin board monthly. The ESLR goals go beyond academic achievement and also incorporate ideals that focus on communication and working collaboratively. By recognizing student achievement in these areas, we hope to build a more caring learning environment.

In another effort to help students become aware of the monthly ESLRs, we include quarterly ESLR comments on our report cards from grade 1 to grade 12. These comments categorize the students' understanding and demonstration of the ESLR as developing, proficient, or advanced. Different ESLRs are highlighted in each quarter so that students can understand and work toward mastering a particular ESLR during each grading period.

AIS demonstrates high expectations by highlighting and awarding exceptional student participation in academics, social endeavors, and community involvement. The following is a list of some of the awards presented to AIS students in the past:

1. Monthly ESLR award winners in each grade level (KG-G12)
2. Yearly certificates for academically prepared learners, creative and critical thinkers, and socially and globally involved citizens
3. Achievement awards for high school students for high academic performances in both core academic classes and elective classes
4. PE field day and sports awards for club sports
5. Trophy display of student achievements
6. East Asian Regional Council of Schools Global Citizenship Award
7. Internal spelling bee champions
8. World Scholar's Cup competitions
9. AIS Annual Fun Run fundraising competitions

AIS also supports and sets high standards for our high school students in their college and career preparations. The school has dedicated two full-time college counselors to assist our graduating class in preparing for, and applying to, universities around the world. These dedicated professionals also lead college prep classes to better prepare the students for academics and life after AIS.

AIS has also supported students by becoming both SAT and TOEFL authorized test centers, which makes it more convenient for our students to take these important exams. In order for students to be more competitive in university admissions, it is important that they perform to their highest potential in regards to these two exams. By offering both the SAT and TOEFL exams on campus, AIS allows our students to take these tests in a comfortable and familiar environment. We hope that by providing these opportunities, our students can perform at their highest level.

D1.3 Collaborative Culture of Mutual Respect, Inquiry, and Communication

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

Staff Communication

Open communication between teachers, administrators, and auxiliary staff is key to the management of the school and the success of our students. All-school meetings are held monthly and involve the entire foreign and local teaching staff from all divisions. During this time, the Head of School relays important schoolwide information. This includes time to recognize outstanding service by our staff with “kudos cards”; these are teacher-submitted “thank you” notes that are presented by the Head of School.

Department level meetings occur weekly in order for the principals to relay important information or to highlight successful teaching practices. Weekly grade-level meetings are held at the elementary level for instructional guidance and collaboration within the specific grade. At the secondary level, teachers are given PLC time so that teachers in the same (or similar) field can collaborate.

Daily planning periods are built into the schedules for all teachers which, along with time for individual planning, allows teachers the opportunity to collaborate either within grade levels or between grade levels. While an entire grade-level team is able to meet during these prep periods in elementary, due to scheduling, the secondary team cannot meet as an intact group. Instead, as noted above, they meet at specially scheduled times in PLCs. It would be more convenient for vertical and cross-curricular collaboration if secondary teachers could have the same planning time with one another each day. We recognize this as an area in need of improvement, while at the same time acknowledging that we are limited by scheduling restrictions.

Since the 2016/17 school year, administrators and teachers (on a volunteer basis) have participated in the School Improvement Committee (SIC). The goal of this committee is to promote communication between teachers and administrators with an overall focus on how we can (1) better support our students and (2) better support our teachers in their efforts to serve our students. This group meets monthly and notes of the meetings are shared schoolwide.

The use of Google Calendar, Google Forms, and Google Docs has strengthened the links of communication between staff members as well. Teacher surveys have been conducted via Google Forms in order to gain important feedback. Teachers have completed surveys in order to voice their opinions concerning orientation, admin support, overall school effectiveness, and end-of-year procedures. The use of Google Calendar has enabled teachers to become more aware of meeting times and school events. Google Docs have allowed teachers to edit plans and meeting notes from different locations simultaneously or over a given period of time.

Staff and Student Communication

Aside from the COVID-19 and pandemic years (when we switched to online learning), students begin their day in a homeroom class. This class time serves as the center of information distribution from the homeroom teacher. Daily reminders or “housekeeping” issues are addressed during this meeting time. Students also convene at monthly assemblies. These assemblies address schoolwide issues and goals. Administrators are able to relay messages directly to students during these assemblies.

The use of message books and daily learning goals presented to students by their instructors is another integral part of communication at AIS. Students are reminded daily of the classroom expectations, and clear objectives are created by the homeroom teachers in the elementary division or by the lead teachers in the secondary division. This daily, detailed, organizational tool has helped our students to take responsibility for their success and academic progress.

During the pandemic and coup period, we have communicated to students through a few major platforms. In the Montessori and elementary divisions, we use the Seesaw learning management system alongside Zoom meetings to communicate with students daily. In the secondary division, we use a combination of Rediker and Edmodo for our learning management system and Zoom for daily live communication. The school made significant investments in these programs to ensure that we have the best communication available during challenging times.

Parent and Staff Communication

AIS has implemented a number of ways to communicate effectively with parents. Access to technology in Myanmar continues to improve, and - spurred on by the communication challenges we faced during the pandemic and the coup - we worked toward alternative means of connecting with parents. That said, face-to-face interactions with parents are still our most effective method of communication.

The school reception office is a central point of information distribution. The reception team manages the school website and Facebook page. Both platforms are used to relay schoolwide information and notifications. The school reception team also contacts families directly via phone if a student is ill or in need during school hours.

Assistant teachers and principals’ assistants also regularly reach out to parents in order to keep them informed of their students’ academic progression. While both teachers and principals have open door policies in regard to meeting with parents, the assistants help in bridging the gap when there may be language barriers between the foreign teacher/principal and a student’s family member.

Parent surveys are another important mode of communication that allows our community to give feedback on a number of issues. ESLR surveys are distributed to parents yearly to gauge the understanding of the school goals and philosophy. In previous surveys, parents have responded positively to the surveys and agree that they are knowledgeable of our community’s goals and expectations. The preschool department also distributes

surveys that gather information regarding parent concerns with student achievement. This survey allows us to collect data on student preferences for different subjects, areas of strength/improvement, and information about students' daily schedules.

AIS also uses regular written mediums to communicate with parents and family members of students. Parent letters and message books continue to be a helpful tool in reaching parents with little, or no, Internet communication skills. Parent letters that can be sent home with students have served as a tool to disseminate schoolwide information, while the message books allow teachers to give more personalized feedback for parents concerning specific students' academic progress.

Report cards are another tool used at AIS to communicate the academic performance of students with parents. Parent meetings with the foreign lead teachers are also held concurrently with the release of the report cards. The report card system and quarterly parent meetings cover academic progress, social and emotional progress, and understanding of the ESLRs.

AIS also hosts monthly PACT meetings in order for the faculty and the parents to stay connected. Details of these meetings can be found in Chapter 1 of this document. Since the 2019/20 school year, elementary grade-level teaching teams have also held open house nights for parents. These grade-level meetings are held to communicate grade-level expectations for parents, to display student work, and to give parent support tips to encourage students to perform at their highest level. The preschool division hosts parent meetings specific to their division throughout the year, and secondary hosts parent meetings on an as-needed basis (e.g., for college-tour trip planning, for general field trips, et cetera). Further information regarding parent connections can be found in Chapter 1, Action Item 3A.

D1.4 Teacher Support and Encouragement

Prompt: How effective is the level of support and encouragement for teachers to use innovative approaches to enhance student learning?

AIS continues to offer opportunities that provide support and encouragement for teachers to use innovative approaches to enhance student learning. Professional development opportunities related to this are highlighted in Chapter 1, Action Item 2A. To promote innovative planning, other than during the pandemic and coup period (when the school moved to a remote learning platform), teachers meet in grade-level teams and subject-area teams with the support of their principals to develop and/or enhance backward-design unit plans. Much of this work was done during in-house PD (Professional Development) days in order to create a guaranteed and viable curriculum, and it continues when new courses are created or when we otherwise need to enhance a course.

During the time that we moved to an online platform, much of the in-house PD was delivered by instructional videos pre-recorded by our leadership team as well as by online instructional PD created by our textbook provider (Houghton Mifflin Harcourt). In-house

Zoom training was provided for our local staff over the summer of 2020. Seesaw and Edmodo instructional videos were also uploaded by the division administrators during online orientation for the 2020/21 and 2021/22 school years.

Additionally, since the 2017/18 school year, the Board has provided annual funds of \$3,000 per division for professional development. Details of how these funds were initially used can be found in Chapter One, Action Item 2A of this document. Most recently, these funds have been spent on online or in-person PD opportunities that were selected by teachers. These teachers then led in-house PD sessions within their departments based on the skills and information gained from the PD they attended.

Outside of the allotted funds per division, AIS has also sent both teacher and administrator representatives to the yearly EARCOS teacher and leadership conferences. Our school counselor also attended the EARCOS counselor's seminar during the 2019/20 school year. According to the EARCOS website, the objectives and purposes of these conferences are as follows:

- To promote intercultural understanding and international friendship through the activities of member schools.
- To broaden the dimensions of education of all schools involved in the Council in the interest of a total program of education.
- To advance the professional growth and welfare of individuals belonging to the educational staff of member schools.
- To facilitate communication and cooperative action between and among all associated schools.
- To cooperate with other organizations and individuals pursuing the same objectives as this council.

The Montessori preschool division principal and teachers have also led additional in-house PD for both local and foreign staff. For the 2019/20 school year, the school created the position of Montessori Teacher Trainer and hired an individual to train all preschool teachers in using the Montessori method with their young students. Before moving to an online platform, foreign teachers in the Montessori school department had 6 to 7 hours of training monthly. During the COVID-19 pandemic and the coup, they received virtual training using Google slide presentations, including audio with explanations and videos showing Montessori materials and lessons.

Foreign teachers receive a PD certificate with the number of training hours that they have attended. Local teachers are divided into groups and have 4 to 5 hours of training weekly. Local teachers who take the full training are awarded a school certificate upon completion of the full Montessori training, which includes six sections: the Montessori Philosophy, Practical Life, Sensorial, Mathematics, Language, and Science.

In addition to the above, elements of PD have been added to the monthly all-school meetings. These sessions include "good ideas" and teaching tips that can be used in any grade level schoolwide. The presenters are all volunteers and have included both foreign and local teachers.

There are myriad PD-based initiatives at AIS. The kinds of professional development opportunities noted above help our teachers to identify and implement best teaching practices throughout the school. This continued support equips teachers with the most up-to-date teaching strategies and tools, and it ultimately provides our students with a high-quality learning environment.

D1.5 Safe, Clean, and Orderly Environment

Prompt: Comment on your analysis of the effectiveness of a) the existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning, and b) all aspects of the school with respect to safety regulations including effective operating procedures for Internet safety.

AIS has existing policies and resources to ensure that we have a safe and clean campus. The school employs over two dozen full-time cleaning staff members to ensure that the campus is physically clean and safe for students at all times. AIS also employs approximately 20 security staff members to ensure that the students and staff on campus are safe. Both teachers and parents are surveyed to rate the performance of the security and cleaning staff at AIS. Teachers have always given high ratings for support staff since the surveys began (2012/13). The Parent Survey started in 2018, and both the cleaning and security staff have received a “B” rating or higher each year.

AIS employs a minimum of two full-time medical staff (one or more nurses and a doctor). These are licensed healthcare professionals in Myanmar. These professionals provide on-campus medical care for both students and teachers. Students are referred to medical staff, and an incident report is made if there are any serious injuries that occur on campus.

The AIS campus is a gated community, and each of the main entrances has constant security, along with locked entryways that require facial recognition or current ID card to activate. A number of security devices have also been installed on campus to ensure that our students are safe. CCTV cameras have been installed in every classroom in both the front and back of the rooms. Other security cameras have been installed throughout the campus and the campus perimeter to cover all areas where students may convene. Only students or guardians with valid identification are allowed on campus. The school WeChat account can also monitor the movement of students as they check in or leave campus. All other visitors must check in with security at the gate, sign in after legal ID is verified, and then wear a badge to indicate that they are a visitor.

AIS has also invested in a quality recruiting and hiring process to ensure that our teachers are both qualified and safe to be around children. During the interview and hiring process, teachers are screened for potential child protection issues. This includes extensive checks via confidential references that specifically ask former supervisors to state whether or not there is any reason that a candidate should not work with, or be around, children. Another way of vetting teaching candidates is by hiring those with up-to-date teaching certificates/licenses. AIS also hires the vast majority of its candidates through reputable recruitment organizations (such as ISS and UNI), which provide additional

reference and background resources to help ensure that all teachers joining AIS are appropriate for our community.

Since the 2018/19 school year, local and foreign teachers have completed online training as another way for us to focus on student safety and well-being. Teachers are required to complete both basic first aid and suicide prevention trainings before the school year begins. Certificates of completion are kept on file; details of the programs can be found on the following websites:

1. Suicide prevention training: <https://sptsuniversity.org/>
2. First aid training: <https://www.firstaidforfree.com/>

Fire, earthquake, and lockdown drills are practiced quarterly. Evacuation routes are posted in each classroom, along with student rosters that are taken with teachers during evacuations. Detailed procedural planning for these drills can be found in the faculty handbook. The order in which these drills are practiced are determined by the likelihood of the emergency. Earthquake, fire, and lockdown drills are normally practiced in this order. AIS has two other emergency protocols outlined in the faculty handbook; the first addresses the risk of snakes on campus, and the second addresses strangers on campus.

Field trips are encouraged at AIS, and safety procedures are in place to ensure that students are safe while they are off campus. Open communication between parents, teachers, and administrators is the first step toward making sure our students are safe. Itineraries must be approved by the division principal, and sufficient supervision must be provided for every field trip. First aid kits are provided by the school in case of any minor injury during a trip. Detailed information concerning field trip safety and planning can be found in the faculty handbook.

AIS has created effective operating procedures for Internet safety. Online communication between teachers and students is encouraged by using platforms like Seesaw, Edmodo, and Google Apps. Administrators have access to these platforms and can monitor communications between teachers and students. Facebook is a major source for news and communication with the local community. While teachers are not allowed to “friend” students or parents, many teachers have set up successful teacher and classroom pages to offer another connection with the community.

Starting in the 2020/21 school year, a digital citizenship curriculum from commonsense.org was added to the elementary and secondary ICT classes. The core concepts of this curriculum include media balance and well-being, privacy and security, digital footprint and identity, relationships and communication, cyberbullying and hate speech, and news and media literacy. An overview of the curriculum and the research supporting the program can be found online at the following site:

<https://www.commonsense.org/education/planning-resources>

Within Mandalay, there are few local resources available for student social and emotional support. Counseling and mental health professionals have yet to be identified in the community. As Myanmar continues to develop its healthcare system, we hope to find new

support systems locally that would be able to supplement our own efforts to support our students' physical and mental well-being.

D1.6 Child Protection

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

AIS recognizes child abuse in many forms and has created a comprehensive and appropriate definition. It is our goal to provide a safe environment for our students at all times. This includes safeguarding and reporting any abuse that may occur during or outside of school hours. AIS has developed and adopted the following definition of child abuse, which can be found in both the faculty and parent/student handbooks:

Any action by another person (whether adult or child) that causes significant harm to a child or that creates a substantial risk of harm is considered child abuse. This can be physical, emotional, or sexual. Neglect pertains to the failure to provide for a child's basic needs, including a lack of care and/or a lack of attention. Commercial exploitation pertains to using a child in work (e.g., child labor or child prostitution) which benefits others and which harms a child's development, education, and/or health (physical or mental).

At AIS, we classify abuse into six main categories:

1. Physical Abuse
2. Emotional Abuse
3. Sexual Abuse
4. Domestic Abuse
5. Neglect
6. Bullying & Cyber-Bullying

Prompt: Evaluate the effectiveness of the specific child protection policies, practices and faculty and staff training programs to ensure the safety and welfare of all students within boarding facilities, homestay and residential arrangements and on excursions, trips, and student exchanges. Determine if these policies and practices are reviewed regularly.

AIS takes great measures to ensure that our students are safe and cared for. This begins with the vetting and hiring process of all of our teachers - both foreign and local. As mentioned above, AIS seeks to employ certified staff with impeccable references and backgrounds. Our local staff are also required to have a Head of Quarter reference letter and/or a criminal background check by local authorities. After the hiring process, staff are instructed on our child protection policy as it is written in our handbook. It is a contractual duty to read and understand this policy fully, and it appears not only in the handbook but also in the employment contract. This is reiterated during our annual orientation by the HOS and division principals in order to emphasize its importance to our community.

As mentioned above, all foreign and local staff complete online training in first aid and suicide prevention before the start of the academic year. School bus drivers are licensed

and are accompanied by an auxiliary staff member while on field trips. The drivers and the auxiliary staff members provide additional support for students during off-campus excursions. The school has also created policies to ensure that students are safe during off-campus day trips or overnight excursions. The following policy notes regarding field trips can be found in the faculty handbook:

1. Any full class field trip requires two teachers from AIS and two staff members (and/or parents) as chaperons.
2. Non-AIS students or adults may not join AIS field trips.
3. Teachers wishing to take students on a field trip must first get their administrator's approval.
4. The teacher is responsible for the safety and well-being of the students, and all such activities – even those during the long school holidays – require the permission of the division principal.
5. Teachers must have a signed permission slip for every child for every trip. No student may participate on a field trip without parental/guardian permission.
6. All teachers must check with the nurse the morning of the field trip for any medications.
7. For out-of-town and out-of-country field trips, the teacher must meet with the parents at least two weeks in advance to discuss the details and the costs associated with the trip. Parents have the right to refuse to let a child go on a field trip, and no child may take a trip without a parent's written and verbal permission (the latter, which may be done via phone call, is security in case a student presents a written slip that was signed by someone other than a parent). During field trip meetings with the parents, the teacher should always invite the parents to accompany as chaperons (at their own expense).
8. If problems arise while on the field trip, the teacher must notify the school and/or administration immediately. If the group returns to school after regular dismissal time, teachers may not leave until all children have been picked up. Finally, in order to be fully prepared for an off-campus trip, all teachers are required to have completed an online First Aid Training Program (or its equivalent) prior to the first day of school.

At AIS, teachers are encouraged to lead excursions outside of school in order to connect our students with the local, national, and international communities. Our safety procedures and field-trip planning have thus far been successful. Since the opening of our school, teachers have led hundreds of day and overnight field trips, and there have been no serious injuries or incidents involving students thus far.

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

Faculty and staff are required to review and sign the faculty handbook - which includes our child protection policy - each school year. The child protection policy in the school handbook is reviewed and discussed in orientation. The importance of the child protection policy is emphasized by the HOS and division principals before the start of each school

year. Division leaders also have meetings throughout the year with staff to discuss child protection - especially concerning cultural norms regarding discipline in Myanmar. Corporal punishment at home can still be an issue in Myanmar, and if there is a concern, the reporting party will meet with division supervisors and local assistant teachers to discuss and create an action plan with the parties involved.

As mentioned above, all local and foreign teachers are required to complete online training in both first aid and suicide prevention prior to the start of the academic school year. The Suicide Prevention Resource Center lists the following program objectives for the online course:

After training, participants should be able to:

1. Define suicide prevention as a part of school culture by contextualizing it as a component of a “competent school community”
2. Describe the critical but limited role of the educator in the prevention process
3. Explain why specific categories of students may be at elevated risk
4. Discuss strategies for dealing with at-risk students

The first aid training program consists of four modules. The modules include an introduction to first aid and training for incident management and infection control; CPR; dealing with major bleeding, puncture wounds, and shock; and the treatment of burns. The website and program were founded by a first aid instructor and Emergency Medical Technician (EMT), and the program is continually updated by first aid instructors and experts from across the world.

AIS has also provided staff and teachers with pool safety training. PE lead teachers, assistant teachers, and auxiliary staff members have been educated on pool safety by our school athletic director. This training includes pool safety procedures, how to supervise students, and swimming lessons. Additional staff members are always on hand to monitor swimming lessons. Related to this, AIS has a separate Swimming Addendum, which is a part of our school handbook.

Throughout the year, meeting notes and policy suggestions created by our SEL Committee are discussed and implemented during department-level meetings. By creating a strong SEL program, the teachers help to ensure that students will develop better awareness and communication skills with one another, with teachers, and with school staff. AIS aims to create a supportive environment where students feel comfortable and have open communication with teachers and staff. Students are encouraged to reach out to staff to report any incidents of neglect or abuse.

While our teachers are the first resource for students when reporting abuse, our two school counselors have also received training in child abuse recognition and intervention. These counselors are available to all students at the school. Our school nurse has also been trained to identify abuse and can be used as a resource if needed. Teachers have invited nurses to the classroom to introduce themselves and discuss their roles and

responsibilities. This introduction is another way to build relationships between staff and students.

We do believe that the training and programs in place have been successful. In the history of the school, we have only had a single event when an AIS staff member has behaved inappropriately with a student. In this case, a foreign PE teacher threw volleyballs at a student. Several students reported this incident to the administration, and swift action was taken. After viewing CCTV footage of the incident and discussing the event with the parties concerned, the HOS released the teacher from her position at AIS. The admin response team met with the student and with the student's family to provide support for the family.

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

Formal learning programs have been implemented in all divisions. Safeguarding and educating students on child protection begins in the preschool division, where children are taught about body parts and how to keep their bodies clean, healthy, and strong. Our youngest learners are instructed on "stranger danger," child rights, and what is considered appropriate and inappropriate touching by caregivers.

The elementary department has a systematic learning program within the Into Reading literature series. This curriculum framework focuses on student self-awareness, self-management, social awareness, responsible decision-making, and relationship skills. The paired texts are introduced and discussed by the grade-level teacher. By introducing a supportive SEL program in our curriculum, we seek to create a safe environment for our students. The following texts are included in the grade 1-5 ELA curriculum and focus on student SEL awareness and development:

SOCIAL-EMOTIONAL COMPETENCY	GRADE 1 TEXTS	GRADE 2 TEXTS
Self-Awareness	<i>The Nest; I am Amelia Earhart; Goal!; Pelé, King of Soccer; Blue Bird and Coyote; Step-by-Step Advice from the Animal Kingdom; Monument City; You're a Grand Old Flag; The Contest; Presidents' Day</i>	<i>The Great Fuzz Frenzy; Hollywood Chicken; The Important Book; The Puddle Puzzle; How to Read a Story; A Crow, a Lion, and a Mouse! Oh, My!; If the Shoe Fits; The Perfect Season for Dreaming</i>
Self-Management	<i>Chicken Little; Interrupting Chicken; The Grasshopper and the Ants; The Kissing Hand; So You Want to Grow a Taco?; The Talking Vegetables; The Curious Garden; What Can You Do?; Charlotte the Scientist Is Squished; Kids Are Inventors, Too!; Sky Color; Young Frank Architect</i>	<i>The Stories He Tells; Jackie and the Beanstalk; I Am Helen Keller; Drum Dream Girl; The Legend of the Indian Paintbrush; Miss Moore Thought Otherwise; Experiment with What Plants Need to Grow; The Patchwork Garden; My Dream Playground; Seed by Seed; Wilma Rudolph: Against All Odds; Whoosh!; Stand Tall, Molly Lou Melon</i>
Social Awareness	<i>Who Put the Cookies in the Cookie Jar?; Maybe Something Beautiful; Places in My Neighborhood; Dan Had a Plan; Sam & Dave Dig a Hole; Whose Hands Are These?; On Meadowview Street; Grand Canyon; Do You Really Want to Visit a Wetland?; I am Amelia Earhart; Pelé, King of Soccer; Goal!; Try This!</i>	<i>Clark the Shark; Spoon; The Name Jar; Where on Earth Is My Bagel?; Dreams Around the World; Being a Good Citizen; The William Hoy Story; May Day Around the World; Goal!; Clouette; Whatever the Weather; Freddy the Frogcaster; We Are Super Citizens; Hello, World!</i>
Responsible Decision-Making	<i>Blackout; Waiting Is Not Easy!; Suki's Kimono; Maybe Something Beautiful</i>	<i>Big Red Lollipop; Clark the Shark; Pepita and the Bully; I Am Helen Keller; Wilma Rudolph: Against All Odds; Gingerbread for Liberty!; Great Leaders</i>
Relationship Skills	<i>Good Sports; Goal!; A Big Guy Took My Ball!; If You Plant a Seed; Pete the Cat: Rocking in My School Shoes; Baseball Hour; The Great Ball Game; Color Your World with Kindness; Do Unto Otters; You Will Be My Friend!; My School Trip; Kids' Guide to Friends; Suki's Kimono</i>	<i>Gingerbread for Liberty!; Be a Hero! Work It Out!; Nature's Patchwork Quilt; Sea Otter Pups; The Great Kapok Tree; Meet Me Halfway; Working with Others; Big Red Lollipop; Pepita and the Bully; The Best Habitat for Me</i>

SOCIAL-EMOTIONAL COMPETENCY	GRADE 3 TEXTS	GRADE 4 TEXTS	GRADE 5 TEXTS
Self-awareness	<i>Marisol McDonald Doesn't Match; Judy Moody, Mood Martian; The Upside Down Boy; Rosie Revere, Engineer</i>	<i>Yes! We Are Latinos; The Year of the Rat; Kitoto the Mighty; Blind Ambition; My Diary from Here to There; Seeds of Change; Cooper's Lesson</i>	<i>The Inventor's Secret; The Poem That Will Not End; Rita Moreno; A Movie in My Pillow; From Scratch; Inside Out and Back Again; Mr. Linden's Library</i>
Self-management	<i>Zach Jumps In!; Scaredy Squirrel; The Upside Down Boy; Gigi and the Wishing Ring</i>	<i>Flora and Ulysses; Blind Ambition; The Game of Silence; Rent Party Jazz; Catch Me If You Can; Perseus and the Fall of Medusa; Thunder Rose; In the Days of King Adobe</i>	<i>The Miracle of Spring; The Good Garden; Rita Moreno; Play, Louis, Play!; Phillis's Big Test; A Movie in My Pillow; Elisa's Diary; Inside Out and Back Again</i>
Social Awareness	<i>The U.S. Constitution; Why We Celebrate the Fourth of July; Let's Build a Park; Farmer Will Allen and the Growing Table; One Plastic Bag; Energy Island: How One Community Harnessed the Wind and Changed Their World; The Storyteller's Candle; Great Ideas from Great Parents</i>	<i>Smokeyjumpers to the Rescue!; The Battle of the Alamo; Mariana Trench; Nature's Wonders; Eco-Friendly Food; Luz Sees the Light; On Sea Turtle Patrol; How Can We Reduce Household Waste?; Seeds of Change</i>	<i>Airborn; Quaking Earth, Racing Waves; Phillis's Big Test; Elisa's Diary; Inside Out and Back Again; Willie B.</i>
Responsible Decision-Making	<i>The Flag Maker; Timeless Thomas: How Thomas Edison Changed Our Lives; One Plastic Bag; Energy Island: How One Community Harnessed the Wind and Changed Their World; The Storyteller's Candle; Great Ideas from Great Parents</i>	<i>The Year of the Rat; The Battle of the Alamo; In the Days of King Adobe; Eco-Friendly Food; How Can We Reduce Household Waste? Seeds of Change</i>	<i>The Miracle of Spring; Eruption!; A Pioneer Sampler; Living Green; The Good Garden; Christo and Jeanne-Claude; The Mighty Mars Rovers</i>
Relationship Skills	<i>Dear Primo: A Letter to My Cousin; Dear Dragon; Teamwork = Victory!; Soccer Shootout; Running Rivals; Brothers at Bat</i>	<i>The Year of the Rat; The Game of Silence; Rent Party Jazz; Now You're Cooking; Luz Sees the Light; A New Language — Invented by Kids; Cooper's Lesson</i>	<i>Living Green; From Scratch; Elisa's Diary; Can We Be Friends?</i>

The secondary division has created lessons related to child protection and delivers them through health classes, as well as through the college preparation classes. Health classes are taught to both sexes separately with a male teacher assigned to the male students and a female teacher assigned to the female students. During these classes, discussions

and topics include puberty, reproduction, personal hygiene, healthy relationships, identity, consent, practicing safe sex, and sexually transmitted infections. The college preparation class helps to prepare our seniors for life after AIS. Learning goals related to student safety and protection can be found in the class unit plans and are as follows:

Students will be able to...

1. Understand the consequences of bullying and how to respect others even if you do not support their life choices.
2. Have an improved understanding of what prejudice and implicit biases are.
3. Think critically about sexual harassment and the consequences.
4. Understand what contraceptives are.
5. Understand what sexually transmitted diseases and sexually transmitted infections are.
6. Describe both short-and long-term effects of drugs on the human body
7. Understand the laws and regulations of the university, state, and country of their school in regards to drugs use, drinking, sexual harassment, and bullying.
8. Obtain decision-making skills referencing dangerous risk-taking behaviors.

The formal learning programs at AIS provide social and emotional support for our students. This is augmented by health and well-being classes that inform the students on challenges they will face as they grow into adulthood. With caring and compassionate teachers delivering this curriculum, we hope to instill lifelong lessons that will support student growth both academically and personally.

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

AIS has structured procedures for reporting suspected abuse. This process has been created to ensure that our students are safe, to promote transparency, and to create open dialogue with parents and students involved. This plan was created by our HOS with input from the division principals, the managing director, and local staff. The following procedures for reporting child maltreatment or abuse can be found in the faculty handbook on page 56:

Acting on Suspected or Reported Abuse and/or Neglect

If a child reports a case to a teacher, counselor, or administrator, or if a school employee suspects abuse or neglect, these are the steps to follow:

1. Faculty and support staff must immediately inform their supervisor (principal) who in turn will inform the Head of School.
2. Leadership will, within 24 hours, form a Response Team consisting of at least one administrator who serves as the Response Team Leader (normally, this will be the division principal), at least one local leader (normally, this will be the MD), the HOS, and, if necessary, one or more faculty members (e.g., school counselor, school nurse, or other individuals as determined by the Response Team Leader).

3. The Response Team will gather information. Actions that may take place include interviewing staff members, reviewing the child's history, discussions with the child, in class observations of the child, and meetings with the family to present the school's concerns.
4. After gathering information, the Response Team will create an Action Plan to assist the child and family. Actions that may take place include referring the child and/or family to outside support and/or counseling, reporting the incident to the local authorities, and if an expatriate is involved, contacting the Consulate/Embassy. The Response Team Leader will record all steps taken from the initial reporting to the creation of the Action Plan. This record will be kept in a confidential school file.

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

AIS takes child protection and abuse seriously. It is important that, as a school, we confront these issues and situations carefully and with sensitivity in relation to the cultural expectations of Myanmar. The following special notes and considerations have been included in the faculty handbook in the section outlining child protection:

Special Cultural Considerations

Any investigation of suspected abuse or neglect must take into account the culture of the families we serve. In Myanmar, families have their own attitudes and ideas about what is acceptable discipline and what is acceptable behavior. Our foreign staff will always work with local leadership to help distinguish between local cultural mores and actual abuse.

Special Notes

1. Most cases of suspected abuse or neglect will be handled by school leadership and/or school counselors (under the supervision of school leadership), including cases involving . . .

- Student relationships with peers
- Parenting skills related to disciplining children at home
- Student-parent relationships
- Mental health issues such as depression, low self-esteem, grieving, etc

2. Some cases will be referred to outside resources and/or reported for further investigation, including cases involving . . .

- Mental health issues such as depression, psychosis, dissociation, suicide ideation, etc.
- Severe and ongoing physical abuse or neglect
- Sexual abuse and incest

AIS will continue to do everything possible to ensure that our students are safe and cared for. We will continue to communicate with our stakeholders and provide guidance for local and foreign teachers on how best to handle difficult situations that arise. Understanding cultural norms and providing support and education for students and parents are critical to our overall plan for protecting our students.

D2. Parent/Community Involvement Criterion

D2.1 Regular Parent Involvement

Prompt: Evaluate the strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. Comment on the effectiveness of involving non-English speaking parents and/or online parents.

Creating positive parent connections and involvement has been an area of improvement and focus for the school since our initial WASC accreditation. AIS has taken significant steps to reach out to parents and guardians for input and feedback concerning the programs and culture at our school. The most significant step has been the establishment of the school PACT (Parents at AIS Connecting with Teachers) group. Administrators and teachers meet with this group monthly to discuss school activities and initiatives.

Each meeting has a specific focus. Topics include progress on school facilities and school initiatives, students' health and safety, students' competitions, various general announcements, International Childhood Cancer Day at AIS, ISA testing, preschool and KG summer programs and overviews of summer school, preparing students for the next school year, attendance issues, after-school clubs, parent school/classroom support, various short presentations by teachers and students, new school policies, and parking issues. In addition to the focus topics, we end each meeting with an open forum, which allows parents and faculty representatives to ask questions and discuss myriad issues.

In addition to the monthly PACT meetings, our three school divisions (Preschool, Elementary, and Secondary) also host parent night and group meetings to discuss issues relevant to their specific divisions. In the preschool division, these meetings focus on introducing the Montessori teaching and learning program, providing parents with information on healthy eating and living tips for students, and introducing parents to the idea of having their students become responsible classroom citizens that are in control of their own learning and academic success.

Elementary meetings with parents are held 3-4 times per semester. Each homeroom teacher meets with parents each quarter to discuss individual student progress and our reporting method. These meetings also allow parents and teachers to plan and implement support systems for struggling students. Since 2019, grade-level meetings have also been held by teachers to better connect with parents. These meetings address critical learner needs and inform parents of quarterly learning goals. They are also an opportunity for teachers to model exceptional student work.

Secondary parent night meetings allow parents to communicate with subject-area teachers concerning student progress. These meetings are also held quarterly during the time of report card distribution. Other parent meetings held in the secondary division revolve around preparing students for life after AIS. College prep and information sessions are held with the secondary administrator and the school counselors. These

meetings serve to inform parents about (1) SAT and TOEFL tests, (2) students' GPA and its calculation, and (3) what colleges are looking for when accepting students to their schools. Since the majority of students graduating from AIS continue their education abroad, it is important to not only prepare students, but also parents, for this challenging transition. During all of the meetings mentioned above, a Myanmar speaking translator is present to facilitate communication between parents, students, and foreign teachers.

Open and clear communication with our local community is essential for student success. Aside from face-to-face meetings, letters and other documents sent home with students are another important mode of communication between the school and our parents. Important schoolwide messages and policies are printed in both English and Myanmar. This includes documents like the student/parent handbook and the yearly ESLR surveys. Since 2018, end-of-year surveys have also been conducted with parents to gauge satisfaction with staff, curriculum, resources, facilities, and auxiliary staff.

Overall, these surveys have yielded positive feedback. The results of these surveys can be found in Chapter 2 of this document. In the elementary division, parts of the quarterly report cards are also translated into Myanmar to ensure that parents understand the grading system in place. Schoolwide announcements are also translated into Myanmar on the AIS Facebook account as this is still a major platform of communication for many of our families. School assemblies, such as the end-of-year celebration, winter celebration, and graduation are also translated for parents from English to Myanmar. During these celebrations, we want to communicate clearly with parents in order to highlight students' successes and achievements.

As mentioned previously in this document under action item 3A, other meetings are held in order to create an environment of transparency. An important meeting that is held with parents concerns the ISA (International Schools' Assessment) and the results from that assessment. During this meeting, we discuss the importance of the ISA, how it allows us to compare with other international schools, and how our students have performed year after year.

The results of the ISA, along with our students' college acceptances, serve to hold the school accountable for student outcome and performance. We see this as a way to fulfill school promises that have been made to parents in the past. Rising ISA scores are a testament to the hard work that both students and teachers have put in over past years. These results and the accompanying future goals are related to parents in both English and Myanmar in order to inform our stakeholders of the high standards held at AIS.

Another important meeting for parents of our youngest learners is held during the students' transition from KG to grade 1. Students transition from the Montessori curriculum (in preschool, which includes KG) to a more traditional US curriculum (which begins in Grade 1 and continues until graduation). It is important to prepare students and parents for this transition. A summer transition class has been implemented along with EAL classes during the summer to facilitate the transition.

Aside from academics, the school continues to support parent-led cultural events. As mentioned in action item 3A, “We supported (and continue to support) parent-led initiatives such as Water Festival (a schoolwide celebratory event) and Kuh Tain (a schoolwide fundraising event to support monasteries) each year. By supporting the parents in these two very important cultural initiatives, we have helped to create more trust among all parties: students, parents, teachers, and Board members. We also have annual Student Council-led International Women’s Day and International Culture Day events, which have been held since the spring of 2018 and which include parent input and participation. These joint events have helped to emphasize the commonality of purpose that students, teachers, and parents share.”

Another important communication link between AIS and parents has been the student message book. The message book has been particularly useful when family members are not available through e-mail or phone contacts. Teachers use the message books as direct communication links to parents. Parents are expected to review the message books daily to stay updated on student progress and assignments in each subject. Assistant teachers are also encouraged to translate any messages sent to family members through the message book to ensure that the message is communicated accurately.

We value the input from parents and caregivers of our students. This is why the AIS administration, teachers, and Managing Director have open-door policies concerning parent communication. We welcome parents to provide feedback and bring forward any concerns they may have about the educational support provided by our school. We will continue to make efforts to have clear and transparent communication with parents to improve the quality of education for our students.

D2.2 Use of Community Resources

Prompt: How effective is the school use of community resources to support students?

Connecting students and teachers with the community at large is an important goal for AIS and is reflected in our ESLRs. Students can make connections between the academic standards and the real world when we engage with the local and global communities. AIS seeks to make these connections through a variety of ways. Guest speakers, field trips, volunteer groups, and activities all help our students to make critical connections between what they learn in class and what it looks like in the real world.

Field trips are highly encouraged at AIS. While there are few theaters, museums, and other traditional venues for field trips in Mandalay, teachers have made many valuable connections with the community so that students can still have educational experiences outside of the classroom. The following table shows some of the most recent field trips that our students have taken (prior to the pandemic and the coup), along with the curricular connections and ESLR connections for each outing.

Grade Level or Division	Venue	Academic Connection	ESLR Connection
KG	Zoo, SP bakery, Fire station, Kandawgyi in Pyin Oo Lwin, Flower and Fruit and Vegetable Fair, Nature's Life	Community members, natural resources, plant and animal traits	Socially and globally involved citizen, environmentally responsible
1	Fire station, bakery, post office, Castle Amazing	Social Studies: Members of the community	Socially and globally involved citizen
1	Biscuit factory, embroidery factory, ice cream factory	Social Studies: How products are made from natural resource to factory	Socially and globally involved citizen
1	Mandalay Zoo	Science: Animals and ecosystems	Environmentally responsible
1	Mandalay Hill, Mandalay Palace, Kuthodaw Pagoda	Social Studies: History and landmarks	Socially and globally involved citizen/Academically prepared learner
2	Dee Doke Elephant Sanctuary	Science: Animals and conservation	Environmentally responsible
2	City Park (amusement park)	Science: Forces and motion	Academically prepared learner/Critical thinker
2	Pho La Pyae Handicraft Shop	Social Studies: Local cultures and traditions LA: Myanmar Folktales	Socially and globally involved citizen
3	U Bein Bridge	Science: Engineering	Critical thinking and problem solving
3	Ye Dagon Taung (Waterfall Mountain)	Science: Landforms and biomes	Environmentally responsible

3	National Landmarks Garden	Social Studies: Identifying national landmarks	Socially and globally involved citizen
4	Inwa (former imperial capital)	Social Studies: Myanmar History and Geography	Critical thinking across disciplines
4	Central Park Pizzeria	SS: Supply chain, Math: Fractions	Critical thinking across disciplines
5	Mandalay Palace	Social Studies: History	Socially and globally involved citizen
5	Pyin Oo Lwin gardens/farms	Science: Natural resources	Environmentally responsible
Secondary	Bagan National Heritage Site	History/Math- Myanmar history and budget planning	Creative and collaborative thinking
Secondary	Taunggyi/Kalaw	PE/Science/Math- Trekking, natural resources, budget planning	Problem solving skills across disciplines
Secondary	Nay Pyi Taw National Museums	Myanmar History	Socially and globally involved citizen
Secondary	Mount Victoria and Orphanage	PE/Math-Trekking and budget planning	Socially and globally involved citizen

AIS also connects to the community by hosting charity events and educational training on campus. The International Childhood Cancer day is an event that involves parents, students, teachers, and staff. During this event, local children spend a day playing games and participating in student-led or teacher-led activities on the AIS campus. This is also a time for speakers to raise awareness concerning cancer and its treatment. This event allows local children to enjoy on-campus activities, and it is an opportunity for our AIS community to learn more about challenges faced by others in the community.

The Diabetes Family Camp is another community outreach program facilitated by AIS. AIS partners with A4D (Action for Diabetes) to create a weekend of fun for local children that have been diagnosed with diabetes. During these days, teachers, students, and AIS staff set up games, dances, art projects, and other activities for local children. AIS provides lunches and snacks for the participants and their families. There are also guest speakers during this event that raise awareness of diabetes and discuss ways to manage the disease.

AIS hosts other events as well. For example, we annually host a student-led event as part of International Women's Day, and we have several Myanmar holiday celebrations that include guest speakers from the community. These celebrations connect the AIS community to people and resources in Mandalay and beyond.

Volunteer Club members at AIS also reach out to the community. This is outlined in detail on our website: "AIS Volunteer Club members have made significant improvements in the community - not only in Mandalay, but in the nearby regions as well. The accomplishments of our AIS students are comprehensive and diverse and include providing funding, food supply, and emergency educational services for victims of natural disasters; raising awareness and much-needed funding for new primary schools for our underserved children; and participating in hospital and hospice support to provide comfort and companionship for the sickly and the elderly. . . . Another club - the newly formed Youth Habitat Club - is focusing on bringing library service and texts to nearby villages and creating eco-friendly spaces and garden areas. These efforts have been well-received and appreciated."

AIS continues to be connected to the wider community through sports. Students build athletic and teamwork skills through participation in a variety of activities. Teams that compete with outside schools include soccer, basketball, volleyball, badminton, table tennis, and swimming. Boy and girl teams have been created for volleyball, basketball, and soccer. Co-ed teams are represented in badminton, table tennis, and swimming.

AIS has successfully created a number of connections with the international community as well. Recently, this has come from an opportunity for our students to represent Myanmar, alongside representatives from eight other Asian countries, at the annual Kagoshima Asian Youth Arts Festival (KAYAF) in Japan. Our students perform traditional Myanmar dances, among other performances. During the event, our students have opportunities to share Myanmar traditions and arts with students from other countries while simultaneously learning about musical performances of others.

AIS students also participate in US college tours each year. Photos and a summary of the most recent tour in any given school year can be found on the AIS website. During these trips, students are taken on tours by college students and college faculty on a variety of campuses. The students are able to compare large and small colleges, urban and rural colleges, and business-centered and arts-centered colleges. They gain valuable information about life in college and begin to better understand important information about what is necessary to gain acceptance into various colleges. Our students listen to professors and interact with the college and career counselors in order to better determine an individual plan for applications in the future. The students are also able to have meaningful experiences in and around the major cities. On these trips, the students learn important responsibilities, they learn more about American culture, and they gain a meaningful experience that will help them to better understand their futures after AIS.

D2.3 Parent/Community and Student Achievement

Prompt: Determine the adequacy and effectiveness of the school's strategies to ensure that parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program. Evaluate the understanding level and involvement of parents in the focus on students demonstrating global competencies.

Since our 2016 self study, a great deal of attention has been given to promoting and making our ESLRs an integral part of our school community, and we have taken steps to successfully communicate these schoolwide goals to parents and other members of the AIS community. We are able to gauge our community's understanding of our ESLRs through the various surveys and other means of communication that are distributed to parents and guardians throughout the school year. The ESLR Parent Survey has yielded positive results concerning parent understanding of the school's learner expectations and the ability of our students to achieve those ESLR goals. (Please see the introductory chapters for a full discussion of the ESLR data.)

Parent ESLR Survey

(Percentages reflect "agree" and "mostly agree" responses.)

Part One - ESLRs: AIS Students . . .	2019	2020	2021
Actively participate in community projects	97%	93%	83%
Are environmentally responsible	93%	88%	90%
Speak multiple languages	90%	93%	87%
View failure as the first step toward success	88%	84%	81%
Work collaboratively to problem-solve	97%	93%	87%
Employ reasoning & problem-solving skills across disciplines	95%	91%	88%
Demonstrate mastery of essential concepts in core subjects	85%	93%	85%
Possess ICT skills to thrive in an interconnected world	90%	87%	86%
Utilize effective study and research techniques	91%	92%	84%
Part Two: Knowledge of ESLRs			
I know we have ESLRs & can describe them to others.	88%	85%	79%
I understand why we have ESLRs.	91%	92%	87%

As mentioned in the introductory chapters, since the 2017/18 school year, AIS has reached out to parents to obtain parents' perception of staff, facilities, and resources. This survey has also yielded positive results with an overall "B" rating of the school's performance. More detailed data from this survey can be found in Chapter 2 of this document.

While these surveys continue to give us hard evidence and data concerning parent satisfaction, we also continue to promote an open-door policy with parents at all levels of the school. Teachers, administrators, and the Managing Director hold countless face-to-face meetings with parents in order to address any concerns with our program or with the academic growth of the students. We will continue this policy of transparency and support in the future.

Additional Online Instruction Prompt: Evaluate the school's processes to ensure that parents understand the expectations for the online instruction in relation to the desired student achievement and to review and counsel families for whom the selected online instruction format may not be the best match.

At this time, AIS does not provide online instruction as part of its normal program and has no plans to do so in the future. We have only employed online instruction in emergency situations (e.g., during the Covid-19 pandemic and the coup).

Conclusion for D - School Environment

Summary (including comments about the critical student learning needs)

At AIS, we believe that education is a stepping stone for students toward happiness, success, and understanding of the world around them. The school environment and culture are essential to creating a positive learning environment for all our students at every level. We seek to provide a nurturing and caring community, where students feel encouraged in their lifelong educational journeys. This stance is reflected in the school's mission statement, ESLRs, and curriculum. The school philosophy, which is published on our school website, highlights the following points that are central to our beliefs:

- every child deserves the chance to improve the quality of his/her life.
- education is one of the most important vehicles for moving students toward a better quality of life.
- a sound academic curriculum, in concert with caring and qualified educators, is the best way to educate the children in our charge.
- quality textbooks, supplementary academic resources, and in-class technology can serve educators in their effort to meet their academic goals for their students.
- schools work best when the community, the parents, the students, the teachers, and the administration have an open dialog and work together to improve the education of the students.

Teachers, staff, students, and parents are well-informed of the ESLRs and school mission. Since the last WASC self-study process, we have made the school ESLRs more visible

throughout the school; they are displayed in hallways and in all classrooms, as well as in other prominent places (e.g., the cafeteria). We have implemented ESLR-based language in our school curriculum through lesson plans and unit plans. Teachers use the ESLR language (i.e., buzzwords) in classes during lessons, when helping students set goals, and when working with students toward desired results. Through official school communications and events, AIS promotes and reinforces the ESLRs within our community.

According to the previous ESLR surveys, foreign teachers overwhelmingly answered that they knew the ESLRs, could explain them to others, and understood why we have them. Other positive aspects from this survey include a consensus from foreign teachers that students could work collaboratively and demonstrate mastery of essential concepts. Areas of improvement from some of the foreign teachers' perspective include the need for students to be environmentally conscious and the need to view failure as a first step toward success. While these were the areas of concern, the majority of foreign teachers still "agreed" or "mostly agreed" that students exhibited those expected learner results.

Local teachers have an even more positive outlook concerning our school environment and the implementation of the ESLRs at AIS. An overwhelming majority answered that students exhibit the ESLRs, and almost every local teacher understands the ESLRs and why we have them at our school. It is important that our local teaching staff both understand and are able to communicate the ESLRs as they are a bridge between the foreign teachers and our greater school community. The local assistant teachers also help build a stronger school community by communicating cultural differences that may exist between foreign teachers and the local community. The local teaching staff members are valuable assets to our school, given the academic support they provide our students and their positive effect on school morale.

Student ESLR surveys also reflect positively on our school culture. Each year (until the pandemic and coup years), there has been an increase related to student awareness of the ESLRs and to the perception that students are working toward mastery of the learning goals represented by the ESLRs. It is essential that students understand the goals so that they can be aware of (and even self-monitor) their own progress toward mastering the ESLRs. AIS has helped the students to keep a focus on the ESLRs by making them visible to students throughout the campus, during schoolwide assemblies, and on official school communications like report cards and award certificates.

Parents also have a positive view of our school culture and the ESLRs. Since 2019, AIS parents/guardians have completed ESLR surveys to help us gauge their perceptions of the school environment. The responses to the survey have been overwhelmingly positive. Parents agree or mostly agree that students are meeting the ESLRs, and a vast majority of the parents agree or mostly agree that they understand both the ESLRs and why the ESLRs are important to our community.

Through the establishment and monitoring of the ESLRs, AIS aims to create a caring environment that emphasizes communication and collaboration. The implementation of

the ESLRs and the culture it creates allows students to set their own high expectations and to take responsibility for achieving their academic goals. We will continue to educate teachers and parents on the importance of the ESLRs and how they can contribute to academic success and a positive school environment.

At AIS, we are proud of the multiple opportunities that students have to show what they know and the opportunities to celebrate their achievements. AIS sets high academic expectations, and students are celebrated for their hard work at monthly and yearly all-school assemblies. Students are also recognized for their achievements in athletics and social contributions through volunteer clubs and activities. Celebrating student achievement begins in the classroom and is extended schoolwide to create a caring culture that promotes student success and well-being.

Open communication and honesty with our staff and stakeholders have been key to our school's success thus far. Those in leadership positions are encouraged to maintain an open-door policy for communication. This willingness to communicate is visible through weekly grade-level meetings, weekly divisional meetings, and monthly all-school meetings. During these times, school leaders reach out to staff to support them in areas of concern and to allow time for open discussion to address school-related issues.

Foreign and local teachers meet several times a week in order to coordinate lessons with attention given toward both vertical and horizontal alignment. Resource sharing, lesson and unit planning, and both cross-curricular and cross-grade level coordination are encouraged at these meetings. We have time for collaboration built into the preschool and elementary schedules, and we create time as necessary for PLC work at the secondary division.

AIS has improved communication with parents and students greatly since the beginning of the school. The development of the PACT group has allowed parents to become more involved in, and informed about, their children's education. Departmental meetings and grade-level meetings have resulted in communication of relevant information to parents about school events and policies. These meetings also serve as opportunities for our teachers to celebrate students' work and to display exemplary models of student work. Teachers and school leaders also provide instructions and suggestions on how to support students at home during these meetings. While we have made great improvement in parent/student communication, it is another area in which we hope to improve in the future. Myanmar is still developing its technology sector, and as parents/guardians become more adept at using online tools, we hope to provide more communication via e-mail and other online platforms.

AIS teachers are encouraged to use innovative and creative ways to reach our students. Each year, the school administration reviews resources and textbooks that our teachers and students use. There are yearly assessment results that - when combined with discussions with teachers - help us to identify and acquire the best resources available to support our students' needs. These tools, along with the freedom to identify supplementary materials each year, create an environment that allows creativity and

personalization in the classroom. Teacher input and communication with school leaders and support staff help to create an exciting and productive learning experience for our students.

The use of data from assessment and teachers' reflection on the data (as noted above), is also how we are able to continue to focus on our CLNs (Critical Learner Needs). Our CLNs relate to reading comprehension, writing, and support for our EAL population. Our resource purchases and much of our in-school training over the past six years has resulted in myriad literacy-based resources for our teachers to use with their students. It has also led to the current EAL and Learning Support programs that we have, including the qualified educators who are leading these programs.

AIS has also continued to support teachers with PD opportunities throughout the year. There is scheduled in-house training during orientation and throughout the year. This includes instructional PD relevant to the classroom, as well as PD that focuses on cultural awareness and adapting to living abroad. We have also had representatives from our textbook providers lead PD sessions for our teachers. We have also sent teachers to external PD conferences so that they could return to our school and share valuable information with the rest of our school community. The idea of PD at AIS does not stop with the individual. We encourage teachers to take the individual PD opportunities they participate in and then bring that knowledge back to their division or grade-level team.

Creating a safe, clean, and orderly environment has been an area of improvement for AIS over the last few years. Investments have been made to make the campus safer physically, and new programs have been implemented to train teachers in creating a safe environment for our students. Local cleaning and security staff provide a tremendous safety net for our students. There is always someone in the hallways or on the playground (in addition to teachers and assistant teachers) to keep an eye on our students. Security cameras, a secured perimeter, and closely-monitored entrances/exits provide additional safety for our campus. Emergency procedure training and practice prepares our teachers, staff, and students for emergency situations. AIS also takes steps to protect our students from harm outside of the classroom through Internet safety and digital citizenship instruction. At AIS, we believe that having a safe and secure campus is critical to providing an environment conducive to learning.

Another area of improvement over the past few years pertains to updating and defining our child protection policy and procedures. Both faculty and parent handbooks include clear definitions of child abuse. The handbooks also provide a detailed explanation of school procedures when addressing suspected abuse or neglect. This includes a plan that takes into consideration the sensitive issue of cultural differences regarding child discipline. It is important that we continue a policy of open and clear communication with our stakeholders regarding child abuse to ensure that we provide for the safety and well-being of our students.

The implementation of formal learning plans for safety and for social and emotional well-being at AIS also helps to create a safe and nurturing environment for our students. Both

school leaders and teachers have worked to identify the best resources available for providing this support. Child protection and safety instruction takes place from preschool through grade 12. While many of these programs are still relatively new, we feel that with continuous review and revisions to the program based on students' needs, we will continue to provide a curriculum that appropriately informs our students about child protection, student rights, and how to lead a happy and healthy lifestyle conducive to lifelong learning.

Parent outreach and communication is an area where we feel we have made tremendous progress. AIS is proud of its open and honest model of communication with our stakeholders. As the surveys show, there has been overall high satisfaction from parents concerning learning expectations and the performances of teachers, leadership, and students. While progress has been made, there are still communication issues that need to be addressed. As our students' parents become more familiar with the use of online tools and online communication platforms, AIS hopes to use these new modes of communication to our advantage when communicating with parents. We plan to support parents and our community in developing the use of these resources.

Prioritize the areas of strength and growth for Category D.

Category D: School Culture and Environment: Areas of Strength

1. AIS has created a strong relationship of trust and communication with parents. We feel that promises made have been promises kept.
2. We have developed an appropriate plan of action related to child protection.
3. We have increased the awareness of our ESLRs for parents, students, and staff by connecting ESLRs to our curriculum and by celebrating student success in achieving the ESLRs.
4. Major investments have been made to make the campus more secure and safe for faculty and students.

Category D: School Culture and Environment: Areas of Growth

1. We can better serve our students by identifying, as they become available, local resources for student social and emotional support and counseling.
2. We can help our students' parents with their ability to use new technology to connect and communicate effectively with AIS staff and teachers.

Evidence:

1. [Faculty Handbook](#)
2. [Student/Parent Handbook](#)
3. [End of Year Surveys](#)
4. [ESLR Information](#)
 - a. [ESLRs on School Website](#)
 - b. ESLR Posters

- c. ESLR Buzzwords
- d. ESLR Presentations
- e. [ESLR Video Presentation Sample](#)
- 5. [Additional Facilities Photos](#)
 - a. Security
 - b. Health Station
 - c. Student Work in Hallways
 - d. International Fun Fair
 - e. Kuhtein Festival
- 6. [Schedules and Faculty](#)
- 7. [Incident Report Template](#)
- 8. Online Learning Management Systems - Seesaw and Edmodo Observable by VC
- 9. [AIS Facebook Page](#)
- 10. [Sample Class FB Page](#)
- 11. Digital Citizenship Resources - [See Common Sense Media](#)
- 12. [SEL Resources](#)
- 13. [Elementary and Secondary Curriculum](#) - UbDs Included
- 14. [Preschool Curriculum and Overview](#)
- 15. [Orientations](#)
- 16. Divisional PD Funds - Can be Verified by Accounting Department
- 17. [PD](#)
 - a. Certificates
 - b. Request forms
- 18. Montessori Training Certificates
- 19. [Division Meeting Notes/Agendas](#)
- 20. [School Improvement Committee Meeting Notes](#)
- 21. Google Drive, Google Calendar, and Gmail - Observable by VC
- 22. KG Montessori Surveys
- 23. [Report Cards](#)
- 24. [2021 End-of-Year Ceremony](#) - Previous EOY Ceremonies On Local Teacher Drive
- 25. [Field Day Photos](#)
- 26. [EARCOS Citizenship Award Winners - Winner from AIS](#)
- 27. Testing Dates on Google Calendar - Observable by VC (Speak with Secondary Principal)
- 28. [Lesson Plans](#)
- 29. [Volunteer Activities](#)
 - a. Child Cancer Awareness
 - b. Student Volunteer Clubs
- 30. HMH Social and Emotional Learning [Documents](#)
- 31. [HMH SEL Documents](#)

- 32. [College Counseling Course UBD](#)
- 33. [Health Class UBD](#)
- 34. [PACT Information](#)
- 35. [Sample Translated Letter](#)
- 36. [ISA Powerpoint Presentation](#)
- 37. [AIS Special Events](#)
 - a. KuhTain
 - b. International Fun Fair
 - c. Speak with Reception for Photos of any Other Special Events
- 38. [Field Trip Documents](#)
- 39. [Clubs and Teams](#)
- 40. [SEL Documents](#)
- 41. Suicide Prevention Training Certificates
- 42. First Aid Training Certificates

Prioritized Areas of Growth Needs from Categories A through D

After a careful review of the Chapter 3 findings, the WASC leadership team members identified the following overarching areas of growth, listed in order of priority and built into the new Schoolwide Action Plan:

1. ESLRs

- a. Infuse the ESLRs into our community so that we can achieve 100% understanding of the ESLRs (and why we have them) from students, parents, and teachers.
- b. Create performance indicators for the ESLRs by grade level and include the ESLRs on summative assessments to achieve a more objective and accurate understanding of the progress made by students toward achieving the ESLRs.

2. Curriculum, Instruction, and Assessment

- a. Use data (ISA, PSAT, and SAT) to support students' academic needs, and hold teachers accountable for demonstrating their regular and consistent use of the data to create and support initiatives for gifted and for struggling students, including the small number of struggling students who are retained each year.
- b. Make our curricular standards more visible, valued, and achievable by adding them to summative assessments/performance tasks and by providing more information and training on the standards during orientation.
- c. Consider adopting standard-referenced grading for elementary and secondary.
- d. Create a long-term plan with clear expectations, with scheduled structured collaborative planning time, with purposeful agendas, and with clear parameters for responsibilities to allow for teachers to work together for regular curricular review and revision both for the core program and for the elective program.
- e. Create a long-term plan with clear expectations, with scheduled structured collaborative planning time, with purposeful agendas, and with clear parameters for responsibilities to allow for teachers to work together for improving assessments, creating assessments, analyzing assessment data, and other assessment-related tasks, including beginning-of-year and end-of-year diagnostic test creation.
- f. Continue to expand secondary course offerings each year.
- g. Solidify & implement our previously-drafted writing-across-the-curriculum plan at the secondary level.

3. Student Support

- a. Identify, as they become available, local resources for student social and emotional support, including counseling.

4. Parent Support

- a. Provide training and information to our students' parents to help them become more tech-savvy in order to improve communication between the parents and the school.

5. Professional Development

- a. Identify and provide PD opportunities to prepare teachers for supporting our accelerated students.
- b. Provide a more focused effort on PD based upon our students' CLNs.

- c. Continue to provide PD on planning to fulfill curricular needs.
- d. Continue to provide PD on using various forms of assessment in the classroom to inform teaching.
- e. Continue to provide PD on following the most current best practices to keep teachers' instruction relevant.

6. Personnel

- a. Add a third full-time Learning Support teacher to focus on the secondary division for the immediate future and, if necessary, add a fourth teacher for a future school year.
- b. Create a plan for adding educational experts to the Board to help ensure that sound educational decisions are made beyond the tenure of the founding CEO, MD, and HOS.

Chapter IV: Schoolwide Action Plan

Our self-study process has helped us to identify critical areas which justify a new action plan for the next three years. The new plan – outlined below – will also include any critical suggestions provided by the 2021 WASC VC. In addition, the new action plan includes the following two in-progress items from the 2019-2022 plan, which were delayed due to both the pandemic and the coup:

1. Create and run an AIS Teachers' Conference for regional teachers (listed as action item 6A in the 2019-2022 action plan and listed as 7A Outreach in the new 2022-2025 action plan).
2. Identify qualified students to be recipients of full scholarships (listed as action item 7A in the 2019-2022 action plan and listed as 8A Scholarships in the new 2022-2025 action plan).

Ayeyarwaddy International School Three-Year Action Plan: 2022-2025

Approved by Board of Directors (August 2021)

Introductory Note: This Action Plan covers the period from August 2022 to July 2025. All of the issues presented here specifically relate to how we can meet the needs of our students, parents, and teachers. We will revise the Action Plan after receiving feedback from the WASC Visiting Committee at the end of their visit on TBD, 2021.

BOD: Board of Directors	Green: Completed
MD: Managing Director	Purple: Initiated & Ongoing
HOS: Head of School	Yellow: Initiated & In Progress
ADMIN: Division Administrators & HOS	Red: Incomplete or Under Reconsideration

Action Item 1: ESLRs

Critical area for follow-up: In order to ensure that our community members fully understand our ESLRs and our students' progress toward them, the leadership team needs to make the ESLRs more visible and more understandable.

1A: Infuse the ESLRs into our community so that we can achieve 100% understanding of the ESLRs (and why we have them) from students, parents, and teachers.

Timeline	Leader	Means	Evidence	Progress
8/2022-6/2025 With the goal to have all	ADMIN with faculty and Board input.	For teachers, an emphasis on the ESLRs during orientation and throughout the year via faculty meetings;	Copy of orientation sessions, faculty meeting notes or presentations, PACT meeting notes or	

means initiated and in progress as of the start of the 2022/23 school year and 100% understanding by June 2025 or sooner.		for parents, via monthly PACT meetings, parent letters, and via our website and FB page for those who don't participate in PACT; and for students, via principals' consistent emphasis on the ESLRs during assemblies and other gatherings and via teachers' daily lessons, overt ESLR references, ESLR-infused assessments, and student-of-the-month ESLR awards.	presentations, principals' assembly notes or agendas, classroom observations and walkthroughs, copies of assessments, copies of student-of-the-month winners, and end-of-year surveys of stakeholders ESLR perceptions.	
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1B: Create performance indicators for the ESLRs by grade level and include the ESLRs on summative assessments to achieve a more objective and accurate understanding of the progress made by students toward achieving the ESLRs.

Timeline	Leader	Means	Evidence	Progress
8/2022-6/2025 With the goal to begin at the start of the 2022/23 school year.	ADMIN with faculty input.	G1-12 principals guide the teachers in the creation of the performance indicators and inclusion of the ESLRs on assessments during common planning/ PLC time.	Copies of the performance indicators and copies of the assessments with the ESLRs.	

Action Item 2: Curriculum, Instruction, and Assessment

Critical area for follow-up: In order to best guide the students toward achieving the ESLRs and in order for teachers to meet their students' CLNs, administrators and teachers need to make data-based decisions and create clear plans for reviewing the curricula, the academic standards, and the assessments.

2A: Create a long-term plan with clear expectations, with scheduled structured collaborative planning time, with purposeful agendas, and with clear parameters for

responsibilities to allow for teachers to work together for regular curricular review and revision both for the core program and for the elective program.

Timeline	Leader	Means	Evidence	Progress
8/2022-6/2025 With the goal of presenting the outline of the plan as part of the 2022/23 orientation.	ADMIN.	Leadership will create the plan based on the current schedule (which includes common planning time for elementary and which requires PLC time to be built in). The long-term plan will include the areas of focus that fall under Action Item 2.	Orientation presentation, meeting notes, and the completed long-term plan.	

2B: Create a long-term plan with clear expectations, with scheduled structured collaborative planning time, with purposeful agendas, and with clear parameters for responsibilities to allow for teachers to work together for improving assessments, creating assessments, analyzing assessment data, and other assessment-related tasks, including beginning-of-year and end-of-year diagnostic test creation.

Timeline	Leader	Means	Evidence	Progress
8/2022-6/2025 With the goal of presenting the outline of the plan as part of the 2022/23 orientation.	ADMIN.	Leadership will create the plan based on the current schedule (which includes common planning time for elementary and which requires PLC time to be built in). The long-term plan will include the areas of focus that fall under Action Item 2.	Orientation presentation, meeting notes, and the completed long-term plan.	

2C: Use data (ISA, PSAT, and SAT) to support students' academic needs, and hold teachers accountable for demonstrating their regular and consistent use of the data to create and support initiatives for gifted and for struggling students, including the small number of struggling students who are retained each year.

Timeline	Leader	Means	Evidence	Progress
8/2022-6/2025 With the goal to have the	ADMIN with faculty input.	Principals will lead their teachers in an analysis of the test data and in the creation of initiatives that target both	Meeting agendas, data analysis charts and conclusions, the completed initiatives, the	

data analysis and first initiatives created during the 2022/23 school year, and with evaluations of the initiatives and revisions ongoing.		struggling and gifted students. Principals will lead teachers in the regular review of the initiatives to determine the level of success and to, when necessary, revise and/or create initiatives to better serve the students.	evaluations of their effectiveness, and any additional or revised initiatives.	
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2D: Make our curricular standards more visible, valued, and achievable by adding them to summative assessments/performance tasks and by providing more information and training on the standards during orientation.

Timeline	Leader	Means	Evidence	Progress
8/2022-6/2025 With the goal to begin during the 2022/23 orientation.	ADMIN with faculty input.	Leadership will provide training during orientation and will guide the teachers in the addition of the standards to the assessments, including providing common planning/PLC time.	Orientation session notes/agenda and the updated summative assessments.	

2E: Consider adopting standard-referenced grading for elementary and secondary.

Timeline	Leader	Means	Evidence	Progress
8/2022-6/2025 With the goal to begin discussion during the 2022/23 school year.	ADMIN with faculty and Board input.	Leadership will meet with teachers in guided discussions about the pros and cons of adopting a new grading plan, with final decisions based on best practice, feasibility, and Board support.	Meeting agendas and discussion notes and, if adopted, the plan for switching to standard referenced grading.	

2F: Continue to expand secondary course offerings each year.

Timeline	Leader	Means	Evidence	Progress
8/2022-6/2025 With the goal to have the first new course(s) identified by the end of semester one to allow for ordering of new texts and materials in time for 2023/24.	ADMIN with student, faculty, and Board input.	Leadership will collect feedback from students and teachers and, in conjunction with a consideration of our students' goals, will add new electives (including AP courses) each year.	Student and faculty surveys, meeting notes, and each year's schedule showing new offerings.	

2G: Solidify & implement our previously-drafted writing-across-the-curriculum plan at the secondary level.

Timeline	Leader	Means	Evidence	Progress
8/2022-6/2025 With the goal to finalize the plan during 2022/23 orientation.	ADMIN with faculty input.	Secondary principal will, in consultation with teachers and HOS, finalize the plan and - through meetings - provide clear instructions on implementation and follow-up for evaluation.	Meeting agendas, the completed plan, and follow-up notes/reports on the effectiveness of the plan, including any modifications to the plan.	

Action Item 3: Student Support

Critical area for follow-up: In order to meet those students' needs that are beyond what we can provide via our SEL program, our counseling program, and our general support program, we need to secure the services of local experts.

3A: Identify, as they become available, local resources for student social and emotional support, including counseling.

Timeline	Leader	Means	Evidence	Progress
8/2022-6/2025 With the goal of beginning early in semester one of 2022/23.	ADMIN with Board input.	Leadership will, with the guidance of the Board and with the help of local staff, work through local networks and other agencies to identify local support personnel who can serve our students on a referral basis.	List of sources used to identify local experts; records of meetings with potential support persons, and a list of any experts we made an agreement with to serve AIS students.	

Action Item 4: Parent Support

Critical area for follow-up: As our program becomes increasingly tech-based, we need to provide training and support in this area for our students' parents to ensure that they are able to effectively communicate with faculty and staff.

4A: Provide training and information to our students' parents to help them become more tech-savvy in order to improve communication between the parents and the school.

Timeline	Leader	Means	Evidence	Progress
8/2022-6/2025 With the goal to introduce the plan and information during the 2022/23 school year and to provide on-campus training as soon as the region is stable and safe enough to do so.	ADMIN with faculty input and support.	Leadership will create and share the plan with parents via our PACT meetings and parent letters. Leadership will secure the support of our ICT staff to arrange for training and information sessions for the parents.	PACT meeting notes, parent letters, the training schedule, and the training outlines.	

Action Item 5: Professional Development

Critical area for follow-up: Our teachers need sufficient training in order to accomplish most of the items listed under Action Item 2, which in turn will lead to a stronger academic program, a greater emphasis on our ESLRs, and more focus on our CLNs.

5A: Identify and provide PD opportunities to prepare teachers for supporting our accelerated students.

Timeline	Leader	Means	Evidence	Progress
8/2022-6/2025 With the goal to begin early in 2022/23 and, if possible, beginning in orientation of that year.	ADMIN with faculty and Board input.	The leadership team will identify and secure the appropriate speaker (in-house or external), the appropriate venue (AIS or off-site), and the appropriate focus.	Outlines of the PD provided, including dates, main topics, and follow-up surveys of participants' perceptions.	

5B: Provide a more focused effort on PD based upon our students' CLNs.

Timeline	Leader	Means	Evidence	Progress
8/2022-6/2025 With the goal to begin early in 2022/23 and, if possible, beginning in orientation of that year.	ADMIN with faculty and Board input.	The leadership team will identify and secure the appropriate speaker (in-house or external), the appropriate venue (AIS or off-site), and the appropriate focus.	Outlines of the PD provided, including dates, main topics, and follow-up surveys of participants' perceptions.	

5C: Continue to provide PD on planning to fulfill curricular needs.

Timeline	Leader	Means	Evidence	Progress
8/2022-6/2025	ADMIN with faculty and Board input.	The leadership team will identify and secure the appropriate	Outlines of the PD provided, including dates, main topics,	

With the goal to begin early in 2022/23 and, if possible, beginning in orientation of that year.		speaker (in-house or external), the appropriate venue (AIS or off-site), and the appropriate focus.	and follow-up surveys of participants' perceptions.	
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5D: Continue to provide PD on using various forms of assessment in the classroom to inform teaching.

Timeline	Leader	Means	Evidence	Progress
8/2022-6/2025 With the goal to begin early in 2022/23 and, if possible, beginning in orientation of that year.	ADMIN with faculty and Board input.	The leadership team will identify and secure the appropriate speaker (in-house or external), the appropriate venue (AIS or off-site), and the appropriate focus.	Outlines of the PD provided, including dates, main topics, and follow-up surveys of participants' perceptions.	

5E: Continue to provide PD on following the most current best practices to keep teachers' instruction relevant.

Timeline	Leader	Means	Evidence	Progress
8/2022-6/2025 With the goal to begin early in 2022/23 and, if possible, beginning in orientation of that year.	ADMIN with faculty and Board input.	The leadership team will identify and secure the appropriate speaker (in-house or external), the appropriate venue (AIS or off-site), and the appropriate focus.	Outlines of the PD provided, including dates, main topics, and follow-up surveys of participants' perceptions.	

Action Item 6: Personnel

Critical area for follow-up: In order both to help all students meet our ESLRs and to provide personnel who can focus on our CLNs, we need to hire more support personnel and broaden our Board.

6A: Add a third full-time Learning Support teacher to focus the secondary division for the immediate future and, if necessary, add a fourth teacher for a future school year.

Timeline	Leader	Means	Evidence	Progress
8/2022-6/2025 With the goal of hiring the third LS teacher for the start of the 2023/24 school year and a fourth teacher for a future year (if needed).	ADMIN with Board input.	The HOS will hire one LS teacher for the immediate future and will work with ADMIN to determine whether there is a need for additional support.	List of additional LS teachers.	

6B: Create a plan for adding educational experts to the Board to help ensure that sound educational decisions are made beyond the tenure of the founding CEO, MD, and HOS.

Timeline	Leader	Means	Evidence	Progress
8/2022-6/2025 With the goal of having at least one new member by the end of the 2024/25 school year.	MD with HOS input.	The MD will create the criteria and the plan for adding one or more educational experts to help guide the Board in the future. The MD, with CEO approval, will make the final determination on candidates.	List of new Board members.	

Action Item 7: Outreach

Critical area for follow-up: In order to model for our students our first ESLR of being “socially and globally involved citizens,” we need to share our knowledge and experiences with disenfranchised populations.

7A: Create and run an AIS Teachers’ Conference for regional teachers.

Timeline	Leader	Means	Evidence	Progress
8/2022-6/2025 If the region is stable and safe, the goal is to have the first conference in the spring of 2023.	ADMIN with faculty and Board input	The HOS will work with faculty to create the conference sessions and to identify and inform our target population.	The conference itself.	

Action Item 8: Scholarships

Critical area for follow-up: As with Action Item 7, in order to model for our students our first ESLR of being “socially and globally involved citizens,” we have the opportunity to support disenfranchised students by providing full academic scholarships.

8A: Identify qualified students to be recipients of full scholarships.

Timeline	Leader	Means	Evidence	Progress
8/2022-6/2025 If the region is stable and safe, the goal is to have the first scholars ready to begin at AIS for the 2023/24 school year.	ADMIN with Board input	The HOS will work with the Board to create the parameters for the scholarships and to identify and select the participants.	The scholarship recipients.	

Appendices

Appendix 1: Current Schoolwide Action Plan (2019-2022)

Ayeyarwaddy International School

Three-Year Action Plan: 2019-2022

Approved by Board of Directors (December 20, 2018)

Introductory Note: This Action Plan covers the period from August 2019 to July 2022. All of the issues presented here specifically relate to how we can meet the needs of our students, parents, and teachers. We will revise the Action Plan after receiving feedback from the WASC Visiting Committee at the end of their visit on March 8, 2019.

BOD: Board of Directors

MD: Managing Director

HOS: Head of School

ADMIN: Division Administrators & HOS

Green: Completed

Purple: Initiated & Ongoing

Yellow: Initiated & In Progress

Red: Incomplete or Under Reconsideration

Action Item 1: College Counseling

Critical area for follow-up: In order to best guide the students for life after achieving the ESLRs and leaving AIS, the counseling department needs to provide students with college and career support, beginning in the early high school years and ending with graduation.

1A: Create college/career information sessions from early high school through graduation.

Timeline	Leader	Means	Evidence	Progress
8/2019-6/2022	Counselor (under supervision of ADMIN)	Quarterly before, during, and/or after-school meetings with high school grades.	Meeting agendas and copies of resources used.	G9-12 initial sessions were piloted during 2019/20.

Action Item 2: Textbook Plan

Critical area for follow-up: In order to achieve the ESLRs, the students need resources that are aligned both with the ESLRs and with the curriculum and that are utilized by the instructors.

2A: Create a schoolwide plan for either hard copy textbooks or an alternative resource plan.

Timeline	Leader	Means	Evidence	Progress
8/2019-6/2022	ADMIN with faculty and Board input	Leadership and department collaborative meetings, along with meetings with BOD as necessary.	Meeting agendas and the completed textbook/alternative resource plan.	Textbook plan finalized by February 2020.

Action Item 3: Learning Management System (LMS)

Critical area for follow-up: In order for secondary teachers to more effectively track attendance, maintain grades, complete report cards, and track students, they need an appropriate LMS.

3A: Pilot and then select an LMS that meets the criteria noted above and that also meets the Board's budgetary requirements.

Timeline	Leader	Means	Evidence	Progress
8/2018*-6/2022	ADMIN with faculty and Board input	Leadership will select a Board-approved LMS for teachers to pilot; teachers and ADMIN will provide feedback used to make a final decision.	Meeting notes on teachers' feedback from LMS trial.	We piloted Rediker during the 2018/19 school year and have continued using it.

* We received Board approval for this initiative one year earlier than expected and are already piloting an LMS for the 2018/19 school year.

Action Item 4: Curricula Review

Critical area for follow-up: In order for the students to progress toward mastery of the ESLRs, we completed extensive curricular updates during the preceding years. In order to ensure that the work we have done is suitable, we must take time to reflect on the work and to fine-tune the curricula as necessary before beginning new curricular initiatives.

4A: Review the curriculum by division, identify areas that require additional work or fine-tuning, and make necessary adjustments to the curriculum.

Timeline	Leader	Means	Evidence	Progress
8/2019-6/2022	ADMIN with faculty input and support	Principals will work with their teachers to conduct a	Review documents and the completed curriculum itself.	Initiated in 2019/20, continued

		comprehensive review of the recently completed curriculum.		reviews of UbDs and assessments for 2020/21, and ongoing for 2021/22.
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Action Item 5: Yearlong Visas

Critical area for follow-up: In order for the students to progress toward mastery of the ESLRs, they need guidance from certified and qualified educators for 180 days in a 180-day school year. For this to happen, AIS teachers need yearlong visas.

5A: Obtain approval from the Ministry of Immigration for a visa plan that allows AIS teachers to receive yearlong visas at a cost within the Board's budget.

Timeline	Leader	Means	Evidence	Progress
8/2018*-6/2022	MD	The MD will meet with Ministry officials to explain our needs and to discuss options that lead to yearlong visas.	The visas themselves.	We made the initial agreement at the start of the 2018/19 school year and secured yearly stay permits.

* We have started on this initiative for the current school year (2018/19) and – as of this writing – are in the process of obtaining yearlong visas with the support of the Ministry of Immigration.

Action Item 6: Outreach

Critical area for follow-up: In order to model for our students our first ESLR of being “socially and globally involved citizens,” we need to share our knowledge and experiences with disenfranchised populations.

6A: Create and run an AIS Teachers' Conference for regional teachers.

Timeline	Leader	Means	Evidence	Progress
8/2019-6/2022	ADMIN with faculty and Board input	The HOS will work with faculty to create the conference sessions and to	The conference itself.	We created the framework for the

		identify and inform our target population.		conference in 2019/20 but were prevented from hosting the event until now due to the pandemic and coup.
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Action Item 7: Scholarships

Critical area for follow-up: As with Action Item 6, in order to model for our students our first ESLR of being “socially and globally involved citizens,” we have the opportunity to support disenfranchised students by providing full academic scholarships.

7A: Identify qualified students to be recipients of full scholarships.

Timeline	Leader	Means	Evidence	Progress
8/2019-6/2022	ADMIN with Board input	The HOS will work with the Board to create the parameters for the scholarships and to identify and select the participants.	The scholarship recipients.	We created the plan for the scholarship in 2019/20 but were prevented from continuing due to the pandemic and coup.

Appendix 2: AIS Leadership Chain

Level 1: Assistant Teachers (ATs) & Myanmar Teachers

Supervises: N/A

Reports to: Lead Teachers (LTs) and/or Principal

Problems: If a Level 1 employee has a problem or concern, s/he should report directly to the LT. If the LT is unable to assist or is part of the problem, then the employee should report directly to the principal who is in charge of the department.

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Level 2: LTs, Elective Teachers, Librarian(s), & Counselor(s)

Supervises: ATs (if applicable)

Reports to:

- Preschool Principal: LTs
- Elementary Principal: LTs (also Art, Music, ICT, EAL, LS, & Librarian)
- Secondary Principal: LTs (also PE, EAL, LS, & Counselors)

Problems: If a Level 2 employee has a problem or concern, s/he should report directly to the administrator who is in charge of the department. If the administrator is unable to assist or is part of the problem, then the employee should report directly to the Head of School. **Special Note:** If preschool teachers are unable to resolve an issue directly with their administrator and if they feel uncomfortable speaking to the HOS – who is related to the preschool principal – then they may speak directly to the MD (Managing Director).

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Level 3: Division Principals

Supervises: All faculty as indicated above

Reports to: Head of School

Problems: If a Level 3 employee has a problem or concern, s/he should report directly to the HOS. If the HOS is part of the problem, then the employee should report directly to the MD.

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Level 4: Head of School

Supervises: Directly supervises all academic personnel and indirectly supervises all support personnel.

Reports to: Managing Director (MD)

Problems: If a Level 4 employee has a problem or concern, s/he should report directly to the MD.

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Level 5: Managing Director

Supervises: Directly supervises all support personnel (security, cafeteria, cleaners, reception, accounting, and general office staff) and indirectly supervises the HOS.

Reports to: CEO

Problems: If a Level 5 employee has a problem or concern, s/he should report directly to the CEO.

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Level 6: CEO

Supervises: N/A (Both the HOS and the MD are jointly responsible for directly supervising all employees and for making major school decisions.)

Reports to: N/A

Problems: The CEO will work directly with the MD and, if necessary, the HOS in order to address any problems that s/he has in relation to the school.