

Excellence International Schools online survey

Personal information

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Standrd 1

1 - 1

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.*

Not Met Partially Met Substainly Met Met

1 - 2

The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success*

Not Met Partially Met Substainly Met Met

1 - 3

The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.*

Not Met Partially Met Substainly Met Met

1 - 4

The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.*

Not Met Partially Met Substainly Met Met

Standard 2

2 - 1

The school operates under governance and leadership that promote and support student performance and school effectiveness.*

Not Met Partially Met Substainly Met Met

2 - 2

The governing body establishes policies and support practices that ensure effective administration of the school.*

Not Met Partially Met Substainly Met Met

2 - 3

The governing body operates responsibly and functions effectively.*

Not Met Partially Met Substainly Met Met

2 - 4

The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.*

Not Met Partially Met Substantly Met Met

2 - 5

Leadership and staff foster a culture consistent with the school's purpose and direction.*

Not Met Partially Met Substantly Met Met

2 - 6

Leadership engages stakeholders effectively in support of the school's purpose and direction.*

Not Met Partially Met Substantly Met Met

Standard 3

3 - 1

The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.*

Not Met Partially Met Substantly Met Met

3 - 2

Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.*

Not Met Partially Met Substantly Met Met

3 - 3

Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.*

Not Met Partially Met Substantly Met Met

3 - 4

School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.*

Not Met Partially Met Substantly Met Met

3 - 5

Teachers participate in collaborative learning to improve instruction and student learning.*

Not Met Partially Met Substantly Met Met

3 - 6

Teachers implement the school's instructional process in support of student learning.*

Not Met Partially Met Substantly Met Met

3 - 7

Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.*

Not Met Partially Met Substantly Met Met

3 - 8

The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.*

Not Met Partially Met Substantly Met Met

3 - 9

The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.*

Not Met Partially Met Substantly Met Met

3 - 10

Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade *

Not Met Partially Met Substantly Met Met

3 - 11

All staff members participate in a continuous program of professional learning.*

Not Met Partially Met Substantly Met Met

3 - 12

The school provides and coordinates learning support services to meet the unique learning needs of students.*

Not Met Partially Met Substantly Met Met

Standard 4

4 - 1

Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.*

Not Met Partially Met Substantly Met Met

4 - 2

Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.*

Not Met Partially Met Substantly Met Met

4 - 3

The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff*

Not Met Partially Met Substantly Met Met

4 - 4

Students and school personnel use a range of media and information resources to support the school's educational programs.*

Not Met Partially Met Substantly Met Met

4 - 5

The technology infrastructure supports the school's teaching, learning, and operational needs.*

Not Met Partially Met Substantly Met Met

4 - 6

The school provides support services to meet the physical, social, and emotional needs of the student population being served*

Not Met

Partially Met

Substainly Met

Met

4 - 7

The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.*

Not Met

Partially Met

Substainly Met

Met

Standard 5

5 - 1

The school establishes and maintains a clearly defined and comprehensive student assessment system.*

Not Met

Partially Met

Substainly Met

Met

5 - 2

Professional and support staffs continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.*

Not Met

Partially Met

Substainly Met

Met

5 - 3

Professional and support staffs are trained in the evaluation, interpretation, and use of data*

Not Met

Partially Met

Substainly Met

Met

5 - 4

The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.*

Not Met

Partially Met

Substainly Met

Met

5 - 5

Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

Not Met

Partially Met

Substainly Met

Met

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