

**Mid-Cycle Visit**

**Visiting Committee Report**

**ACCREDITING COMMISSION FOR SCHOOLS  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

**FOR**

**THAI-CHINESE INTERNATIONAL SCHOOL**

**101/177 Moo 7 Soi Prasertsin Road**

**BangPlee Yai, Bang Plee**

**Samutprakarn, 10504**

**Thailand**

**Original Self-Study Visit - Mar. 30-April 4, 2014**

**March 12-14, 2017**

**Visiting Committee Members**

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## I. Introduction

TCIS was established in 1995 with 155 students. The founding school board was comprised of a group of Taiwanese businessmen who had the vision and goal of creating an American curriculum school which would prepare students for U.S. and international universities with an additional Chinese language program comparable to the best schools in Taiwan. Students are regularly admitted to top Thai, Taiwanese, American, and other universities around the world. For the Class of 2016, 100% of the graduates earned university acceptance. TCIS is a non-profit organization and has no formal business ties or income other than tuition.

The **mission** of the school is to provide a strong educational program based on American curriculum standards and three required languages of Chinese, Thai, and American English.

The **vision** of the school is to create an international environment where both Eastern and Western philosophies/cultures are taught and encouraged.

The school has established ESLRs. The ESLRs include: developing critical thinkers, effective communicators, independent learners, collaborative workers, and being responsible global citizen participants.

It is interesting to note the language of instruction for the school. 59 % is delivered in English. 12 % is delivered in Chinese and 8 % is delivered in Thai.

As of August, 2016, the student enrollment was 665 students. The typical TCIS student is a non-native speaker from Thailand or Taiwan. 23 % of the students are Taiwanese. 69 % are from Thailand, and 8 % from other nationalities. Less than 1 % of the TCIS student population uses English as their mother tongue. The school has 8 ELL teachers that are available.

There are 89 faculty members and there is a teacher student ratio of 8 to 1. For this school year, the teachers have an average of 7-8 years of teaching experience. 33 % are American, 23 % Canadian, 15 % Thai, 20 % Taiwanese, 3 % Filipino, and 6 % other. Most of the teachers are certified. 38 have BA degrees, 31 have a MA degree, and 5 have a doctorate degree. The school has had significant teacher turnover in recent years. 41 out of 89 teachers have worked at TCIS for two years or less.

The TCIS parents are typically in the upper middle class. At last one parent has a college degree. Many of the parents are businessmen/women and are often business owners.

The school's facilities include a beautiful one hectare campus. There are more than 100 classrooms and they are well supplied. The soccer field has artificial turf and is the

centerpiece of the campus. The school's music facilities were recently renovated and enhanced.

After walking the buildings and meeting with stakeholder groups the visiting committee has verified that the school does not have a certified librarian. This was noticeable within the library in terms of organization. After consulting with an administrator a teacher will be reassigned to be a Multimedia Director for the 2017/18 school year.

The school follows a standards based American curriculum. The high school includes AP courses. A curriculum coordinator was hired in August, 2016.

### **Student Achievement Data**

TCIS uses a variety of assessments to measure student progress. Grades 1-9 use Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) as the external measure of progress. TCIS has been utilizing MAP testing to gather data since 2010. Testing is formally conducted in the spring and the fall. Additionally, starting in the 2015-2016 school year, informal winter MAP testing was implemented to gather mid-year data in the areas of reading and math.

The Lower School and Middle School have put forth a great effort to use MAP data to inform and improve instruction through individual student goal setting and small group instruction to target individual learning needs. Middle school teachers utilize MAP data to place students in advanced classes and differentiate instruction. In addition to MAP for grade 9, the high school relies on the PSAT, SAT, and AP as external exams. This data is used for future AP planning and course alignment.

Special notice must be mentioned of the change at TCIS to support teaching and learning with differentiated instruction and acceleration. Prior to 2013, all middle school students took the same classes at each grade level in English, math, science and social studies, regardless of past academic proficiency or English language skills. Beginning in August 2013, the middle school started individually scheduling students based on course mastery of content. Combined with the Language Academy, this has produced dramatic improvements in the academic classrooms for teaching and learning. Beginning in 2013, course promotion standards were also implemented to reward academic achievement and required academic accountability.

With the implementation of the Student Services Center in 2014, all students received individual counseling to support academic growth and individual needs. Since 2014, all students are individually nurtured and challenged for maximum academic growth. The

Student Services Center has English, Chinese and Thai counselors to support the daily needs of students.

Quarterly report cards are given at every level. While the Lower School continues to employ standards-based assessment and reporting, the Middle School and High School utilize a report card based on percentages and letter grades.

**MAP Data Analysis-Reading:** According to the MAP data, there is a need for improvement. The MAP scores are beginning to show improvements, as benefit from the new classroom expectations implemented in 2013. Measures have been taken to provide greater support for struggling students in order to raise their reading level. Starting in the lower school, a balanced literacy program and instructional strategies based on current best practice have been implemented. Teachers use MAP data to form student groups across grade levels (Walk to Read) and use RIT scores to determine skills taught in accordance with DesCartes and the Learning Continuum. The school recently invested in the Interactive Read-Aloud program and purchased iPads to be used for individual reading practice. A part-time reading specialist and ELL head of department positions have been created in 2015 to support the Language Academy effectiveness. Both of these positions work closely with teachers in the lower and middle school to support students with below-grade level reading scores. Middle school English teachers also utilize goal setting worksheets in individual student conferences. Due to a decline in student enrollment, the reading specialist position was not funded in 2016.

MAP Reading Achievement Data														
Reading	Spring 2013			Spring 2014			Spring 2015			2015 Student Norms	Spring 2016			2016 Student Norms
	TCIS	%tile	EARCOS	TCIS	%tile	EARCOS	TCIS	%tile	EARCOS		TCIS	%tile	EARCOS (Fall)	
Gr. 9	222	63	222	221	46	222	218	32	226	221	225	58	230	222
Gr. 8	216	54	221	214	23	220	219	45	224	220	221	52	228	220
Gr. 7	207	5	217	212	19	216	212	19	219	218	224	65	224	218
Gr. 6	213	31	213	210	19	211	213	36	214	215	217	53	218	216
Gr. 5	209	31	209	208	32	208	208	27	209	211	214	56	213	212
Gr. 4	203	29	203	201	20	201	201	24	202	205	206	50	206	206
Gr. 3	195	27	196	193	23	194	193	23	195	198	198	50	197	198
Gr. 2	191	84	185	197	91	186	191	66	184	188	192	59	185	189
Gr. 1	181	89	172	177	51	175	180	68	172	177	181	60	168	177

### **MAP Data Analysis-Math:**

Math scores have remained high averaging in the 70<sup>th</sup> percentile and above. The lower school has continued the use of math workstations to promote hands-on practice and conceptual understanding of math skills. Teachers also incorporate the use of math vocabulary for students to discuss their thinking and connect ideas to independent exploration and practice. Beginning in 2014, LS students were able to accelerate in math classes with MS teachers. In the middle school, teachers have individualized instruction through the use of linking RIT scores to skills targeted in Khan Academy online. Teachers have also met with students to discuss MAP scores and set goals for the spring. The most dramatic change has been the individualization and accountability for students in MS math.

Prior to 2013, all middle school students took the same grade level class, regardless of past proficiency. Beginning in 2013, students have been individually scheduled to take a math class based upon proficiency.

Prior to 2013, no MS students could take a math class beyond Algebra 1. In 2016, most of our grade 8 students are taking Geometry or Algebra II, with one student accelerated and taking Pre-Calculus. All of the MS accelerated courses are taught by HS teachers, which is a benefit of the common bell schedule.

The advancement in Math and Reading instruction have also been supported with a revamping of the ASEP (After School Education Program) and Summer School programs, that were implemented in 2015.

MAP Math Achievement Data														
Math	Spring 2013			Spring 2014			Spring 2015			2015 Student Norms	Spring 2016			2016 Student Norms
	TCIS	%tile	EARCOS	TCIS	%tile	EARCOS	TCIS	%tile	EARCOS		TCIS	%tile	EARCOS (Fall)	
Gr. 9	243	95	239	245	88	240	241	79	243	233	246	74	250	233
Gr. 8	241	86	236	241	91	235	241	86	238	230	245	77	246	231
Gr. 7	227	46	231	226	77	230	235	79	232	228	239	72	239	229
Gr. 6	228	73	225	228	73	223	229	71	225	225	229	59	230	225
Gr. 5	227	76	220	223	59	220	218	38	221	221	228	66	224	221
Gr. 4	216	64	211	214	57	211	214	53	212	213	218	62	212	213
Gr. 3	206	67	202	201	36	201	203	53	201	203	206	57	200	203
Gr. 2	199	87	191	204	97	192	202	95	191	192	201	74	190	192
Gr. 1	188	89	180	181	56	181	185	76	176	180	181	65	172	180

#### Advanced Placement Exams:

AP exams began at TCIS in 2007. AP offerings have grown extensively since then. As of 2010, all students registered in an AP course have been required to take the AP exam.

#### Advanced Placement Exam Data Analysis:

The total number of exams earning a score of 3 or above has been on a steady decline in recent years. This has caused the school to take a critical look at the AP courses offered to TCIS students. Some AP courses have become quite popular with students; however, not all students were successful. Due to this, similar courses have been offered that do not require an AP exam. These courses allow for instructional flexibility based on class progress. Students successful in these courses can decide to take the AP level course the following year.

In the 2014-2015 school year, the course catalog was amended with the introduction of strict criteria for entrance into AP courses. The criterion supports teachers in providing a rigorous learning environment.

Advanced Placement Achievement Data						
	2013-2014		2014-2015		2015-2016	
Total number of AP students	131		116		97	
	Total exams	Scores of 3 and above	Total exams	Scores of 3 and above	Total exams	Scores of 3 and above
Overall exams taken	239	142 (59%)	171	99 (58%)	171	100 (58%)
<b>Subject</b>						
Music Theory	4	4	3	3	0	0
Studio Art: Drawing Portfolio	2	2	4	4	2	2
English Language and Composition	28	8	19	5	22	8
English Literature and Composition	11	6	5	0	4	0
Comparative Government and Policies	7	5	6	2	5	3
Human Geography	8	6	15	7	<i>course not offered</i>	
Macroeconomics	22	12	<i>course not offered</i>		26	10
Microeconomics	22	14	<i>course not offered</i>		35	10
Psychology	<i>course not offered</i>		36	17	10	7
Calculus AB	18	15	19	13	11	9
Calculus BC	1	1	1	1	2	2
Biology	10	6	4	3	7	4
Chemistry	12	3	13	6	5	5
Environmental Science	9	7	5	5	<i>course not offered</i>	
Physics 1	<i>course not offered</i>		5	1	6	4
Physics 2	9	3	4	1	2	2
Chinese Language and Culture	34	34	32	31	34	34

**PSAT & SAT Exam Data Analysis:**

In recent years, TCIS has seen an increase in the number of seniors applying to universities in the United States and also taking the SAT. From the current senior class, 78% of students have taken the SAT. In light of this, an onsite SAT test prep course is offered to the students.

Beginning in Spring 2016, TCIS partnered with the Kaplan Test Center to offer a preparation test on campus. The second class was offered beginning in September 2016.

SPECIAL NOTE: The SAT test was revamped beginning in March 2016, with a return to the total score of 1600, versus the 2400.

The change means that the total composite scores can not be compared.

The score charts for 2012 to 2014 are left and a new chart was made to reflect the new SAT results.

**PSAT & SAT Exam Data Analysis:**

In recent years, TCIS has seen an increase in the number of seniors applying to universities in the United States and also taking the SAT. For example, during the 2015-2016 school year, 33% of the seniors applied to U.S. colleges. Additionally, 78% of the seniors have taken the SAT.

<u>PSAT</u> <u>Composite Scores</u>		<u>SAT</u> <u>Composite Scores</u>	
<u>Grade 11 Students</u>		<u>Grade 12 Students</u>	
<u>Year</u>	<u>Score</u>	<u>Year</u>	<u>Score</u>
<u>2015</u>	<u>135</u>	<u>2015</u>	<u>1164 *</u>
<u>2014</u>	<u>130</u>	<u>2014</u>	<u>1489</u>
<u>2013</u>	<u>122</u>	<u>2013</u>	<u>1579</u>
<u>2012</u>	<u>124</u>	<u>2012</u>	<u>1532</u>

**New scores with the 1600**



## **Significant Changes and Developments**

It should be noted that there were two recent WASC visiting teams to TCIS. The regular reaccreditation team visited in 2014. Another probationary visiting team visited in 2016. Therefore, the last visiting team was only a year ago.

**Staffing:** Over the last few years, there have been significant staffing changes. Almost half of the teachers were new during the last two years. Teacher retention continues to be an issue for the school. Significant changes for the administrative staff include a new head of school, a new elementary principal, a new middle school principal, and new curriculum director as of 2016.

**Enrollment:** The student enrollment has had a significant decline. There was a high of 803 in 2013 and the current enrollment is 662. This has an impact on the budget and overall school program and its resources. The Taiwan student population decreased from over 46 % to 23 % in 2016. A marketing specialist has been hired to explore how best to attract more students to TCIS.

**Student Services Center Established in 2014:** A student services center provides support for academic growth and supports individual needs. The school has English, Chinese, and Thai counselors. The Student Services team includes IT, heads of the language departments, and ELL personnel.

**Academic Rigor and Student Achievement:** Students are now scheduled for mastery of content versus with their age group. Some students are taking advanced courses above their regular grade level. After school programs and a summer school program were implemented to further support the academic program and student achievement. There was a decline of AP score results with a 3 or above score. AP course requirements now have more strict criteria for taking the class. More and more students are applying to US colleges and universities. For the middle school, the practice of social promotion and no retention was ended.

**Strategic Plan:** This was developed and implemented to provide a focus on school improvements. This is a comprehensible document and is on the Faculty Hub site And the school website for public accountability.

**Policy Updates:** A school policy manual was developed and handbooks were updated. This assisted with transparency, improved communication, and streamlining of school procedures. The policy manual is in Chinese and English and on the public website

**Curriculum Development:** There has been some progress on curriculum development and a new Curriculum Director has been hired. A curriculum framework is being used on google docs. A long term plan was developed for planning, developing expectations, implementing standards based practices, and more effective assessment and reporting practices. A curriculum and textbook review cycle was established.

**Probationary Accreditation Status Removed:** The school was put on probation as a result of the visit in 2014. Since then, the school made substantial progress on the various WASC recommendations. As a result, the visiting team in 2016 confirmed the re-establishment of accreditation and the removal of the probationary status.

**Parent Organization:** Previously, the parents were not allowed to meet due to their legal standing. Now the parents have reorganized and are legal. The parent organization is now actively involved in school planning and activities, including WASC input.

**School Board:** The school board has become more supportive of the administrative efforts. Transparency and communication have greatly improved. A few Board received training in November, 2015 and in the spring of 2016. This helped to enhance their effectiveness and with promoting the needs of the school.

**Facilities:** The school continues to upgrade the campus facilities. The music rooms were extensively upgraded. A new grand piano was purchased. One of the fitness centers was renovated with a new floor and remodeling.

Since the last accreditation visit, the school had a strong focus on working on all of the WASC recommendations. There was significant progress in all areas. Strategic plans were developed to address the WASC recommendations and these were fully communicated with all stakeholders. The report was mostly written by the Head of School with significant input from all stakeholder groups. To enhance communication and understanding, all WASC focus groups had reports provided in Chinese, Thai and English.

## **II. Progress on Critical Areas for Follow-up/Schoolwide Action Plan**

### **Spring 2014 Visit**

#### **1. The administration and school board are encouraged to continue to improve communication and transparency by writing, publishing, and distributing a Policy Manual for the professional employees.**

The Head of School guided the writing, publishing, and distribution of a Policy Manual beginning in the summer of 2014. Feedback was sought from the Faculty Association, Parents Association, and Board Members throughout the writing process from July 2014 to March 2015. The Policy Manual was formally presented to the School Board in May 2015. The Faculty Handbook was revised in 2015 and placed online for easier access by teachers. The contracts for new teachers and returning teachers were reviewed by the Faculty Association and revised for clarity. The Student and Parent Handbook was revised by a school committee and is now available as a web document linked to the TCIS home page. The Faculty Hub Website was created with links to all pertinent information. The strategic plan documents are on the TCIS website which shows the

documentation and status of the total school development.

**2. The administration and WASC Committee are encouraged to annually update and disseminate the Student/Community Profile (this has been a continued growth area in the WASC Visiting Committee's previous reports).**

In the fall of 2014, the Organization for Student Learning focus group began the process of updating the school's Student/Community Profile. Participating members in this focus group included administrators, Parents' Association representatives, a member of the school board, and a balanced mix of LS, MS, and HS teachers. As the focus group met throughout the school year, they reviewed and updated the Student/Community Profile in segments. Preliminary revisions were made before the information was distributed to particular administrators and department heads for review. Beginning in the 2015-2016 school year, the annual school/community profile will be reviewed and analyzed by the school community to identify program strengths and growth areas to be addressed in future action plans.

**3. The Board is highly encouraged to provide the financial support to attract and retain highly qualified teachers, upgrade salary and benefits, professional development, cost of living allowances, and to assist with teacher taxes.**

In April 2015, the Board increased the salary scales by 9,702,000 THB. This increased base salaries, depending on the step, from 9 to 16% for Western and Chinese teachers. The increases also improved the benefits offered with Provident Fund contributions and stipends paid. The salary increase of 10,500 THB (approximately \$300) per month was approved and implemented for the 2015-2016 academic year for Western and Chinese teachers. The Board has agreed that salaries will be reviewed on a regular basis. A 500,000 THB increase for the professional development budget was implemented in August 2015. However, due to an unexpected drop in enrollment, the increase has been frozen and will be reviewed. In addition, a PD committee was established to allocate the disbursement of funds in a more transparent and equitable manner. The Faculty Association approved a proposed change in the health insurance plan that seeks to improve access to medical care in Thailand. Several proposals have been made to the Board in an effort to upgrade faculty benefits. These proposals included suggested increases in faculty housing allowance, substitute pay, settlement allowance, and the stipend coaches are provided. Additional increases will be dependent upon future student enrollment. The administration has notified the faculty association that these proposed increases will be reviewed annually. The Resource Management and Development group is currently awaiting proposed changes in Thai law that would allow members of the Provident Fund to contribute a higher percentage of the monthly pay than currently allowed. The new law was approved in March 2016 and implemented at TCIS.

**4. The Board is highly encouraged to provide the financial support to upgrade the salary and benefits of the Thai local staff and teachers and provide additional funds for professional development.**

In April 2015, the Board increased the salary scale by 1,872,000 THB. This increased the base salary for Thai teachers from 6 to 15% and non certified staff up to 22% (a monthly increase of 4000 THB for Thai teachers and 2000 THB for Thai staff). The increases also improved the benefits offered with Provident Fund contributions and stipends paid. The Thai teachers are included in the increase with professional development funds and the allocation by the PD committee.

**5. The administration and relevant stakeholders develop a consistent K-12 evaluation plan for the professional staff.**

The administration and teachers met in 2014 and 2015 to identify an effective teacher evaluation system. The evaluation system was approved by the both the Faculty Association and the School Board and has been successfully implemented. Beginning in August 2015, all teachers, including Chinese and Thai, follow the same evaluation guidelines. Teachers are evaluated in a fair and consistent manner based on a set of professional domains. The system involves three primary steps: Initial Goal Setting, Classroom Observations, and Year-End Evaluation. The process was satisfactorily implemented again in 2016 for all teachers.

**6. The administration and teachers should examine and refine the current admissions policy and placement procedures to meet the needs of students and the school.**

A special administrative committee met in September 2014 to review and revise the admissions policies and process. Tougher criteria for admission were established and have since been used to insure that only qualified students are admitted. With the establishment of the Student Services Department in August 2014, student progress is now tracked throughout the year(s). Intervention exists for every student who is in danger of failing. Students who fail a course are offered an option of credit recovery at summer school or repeating the course the following school year. No students are promoted socially, as standards mastery is expected. All high school students have credit checks done on a yearly basis for a twofold purpose: ensuring that the correct number of credits in required areas are achieved and also to ensure that students are taking courses that coincide with their university and career plans. Students with limited English skills who enter the school after grade 7 are placed on probation for one year before full acceptance.

Due to continuing turnover within the local support staff, TCIS is training new registrars often. With lack of continuity within the registrar position, Student Services is leading much of the Admissions work. Student Services staff are working with IT to get student data uploaded into their SIS. The ELL coordinator who was hired in 2016 has now been reassigned to lead the Student Services department. With this new role comes the responsibility of taking on the role of an Admissions Officer in addition to organizing and running the other aspects of Student Services.

## Spring 2016 Probationary Visit

### 1. Identify and implement consistent systems for documenting and archiving standards-based curriculum.

Starting in the fall of 2016, a new position has been created to continue to develop the K-12 curriculum. A new curriculum coordinator was hired and started work in August 2016. The role of this position is to develop and implement systems and strategies to ensure a consistent and coherent standards-based curriculum. The Curriculum Coordinator has been filling in for the lower school principal who is taking time off to adopt a baby.

The curriculum coordinator is tasked with developing, in partnership with Heads of Departments and administration, annual action plans to achieve the following:

- a. Develop a plan to effectively collect and archive student learning data.
- b. Develop, implement, and monitor a consistent school-wide grading policy.
- c. Develop, implement, and monitor a common assessment approach for each academic department including the languages (mother/foreign tongue).
- d. Develop, implement, and monitor a common unit plan template/platform.
- e. Develop implement, and monitor common unit planning guidelines.
- f. Develop, implement, and monitor a plan to promote standards-based instruction, assessment, and reporting practices.
- g. Develop and manage the acquisition and accessibility of school-wide curriculum materials and resources.

There are inconsistencies within the curriculum documentation process taking place at each level of the school. A majority of the work to archive taught curriculum is being done in Google Docs. While TCIS has made a strong push to document and archive taught curriculum there is a great need for continued work and long range planning so that all stakeholders are aware of the processes being used and each person's role as improvements are made.

### 2. Develop systematic procedure to collaboratively review and update policy manual and administrative procedures with the faculty handbook. Also to fully implement the strategic plan to ensure effective communication and transparency.

A strategic plan was also collaboratively developed under the leadership of the Head of Schools in the fall of 2014 and is now shared publicly on the school website. All stakeholders were involved in the development of the strategic plan through a series of meetings for each specific group. In April 2015, stakeholders evaluated the HOS and

strategic plan and the HOS report card was publicized. In June 2015, all stakeholders were involved with creating a new strategic plan for 2015-2016

The strategic plan has a cycle for review and evaluation that involves all stakeholders. In addition to the annual review, the strategic plan, the policy manual and administrative procedures/faculty handbook are all publicly displayed on the TCIS homepage.

Beginning in October 2016, an “official TCIS line” group was formed to ensure fast and efficient communication to all stakeholders.

All of these strategies are directed by the HOS , with frequent reports to the Faculty Association, Parent Association and Board. Following annual reviews by representatives of parents, students, faculty and staff, all documents and report cards are publicly shared with all TCIS stakeholders.

Staff consistently report improvements in communication and an understanding of the work being done to meet the goals identified by previous WASC visiting teams.

### **3. Faculty handbook and policy manual updates should be in the school’s action plan.**

Starting in the spring of 2016, the manuals, handbooks, and strategic plan have been reviewed and updated annually. Faculty, staff, and administrative meetings were conducted and coordinated by the Faculty Association and administration review to complete this process. The strategic plan and evaluation cycles have been fully implemented. The administration and FA representatives are working to better address needed additions to the administrative procedures/faculty handbook. The process is stated in the action plan. The Student and Parent Handbook was revised by a school committee and is now available as a web document linked to the TCIS home page. The Faculty Hub Website was created with links to all pertinent information.

### **4. Continue to consider strategies and incentives to attract and retain quality administration, faculty, and staff.**

In the fall of 2016, the administration, Faculty Association and the executive board will continue to review current salary, benefits, and incentives during administrative and board meetings. The administration will continue to make proposals for the board to consider in the efforts to increase the recruitment and retention of quality administration, faculty, and staff. The following are proposals and actions taken since the spring 2016 visit:

Already approved by the Board for the 2016- 2017 school year:.

1. The administration was able to recruit and pay new hires for extended years of earned professional experience.
2. A settling allowance of 30,000 was reinstated for faculty arriving in July 2016. Same bonus for faculty hired before August 2012.

The administration and faculty association have presented items to the board to provide incentives for the faculty members most loyal to TCIS.

1. Loyalty for signing a contract beyond 4 years of service, by being placed on the teacher contract to teach 5 classes/blocks for 90 minutes per rotation. Before 2013 all teacher contracts required teaching 5 blocks per rotation. Starting in 2013 teacher contracts required 6 blocks per rotation.

Note: If the Board prefers all teacher contracts be 6 blocks per rotation, then the FA and administration recommend a 2nd salary increase, similar to 2014.

1. Loyalty with signing bonus. TCIS reinstated the signing bonus of 30,000 baht in August 2016, similar to the 30,000 baht signing bonus of those signing before August 2012. Individuals who signed contracts between 2012 and 2016 did not receive any signing bonus and are required to “pay back the settling allowance/advance of 30,000 baht” when they leave TCIS at the end of the contract period. Faculty Association and administration recommend that faculty members not pay back the settling advance, making this a “late signing bonus”.
2. Teaching an extra block: Currently a teacher teaching an extra block receives a 15% payment stipend, that has historically been 11 months. The FA and administration recommend that this be extended to 12 months, similar to normal teaching contracts.
3. Continue to review payment for extra assignments, such as ASEP, summer school and coaching to be competitive to other international schools and attractive to faculty and staff for filling positions.
4. Review the housing stipend and adjust for all faculty members.
5. Increase the match for the Provident fund. Perhaps 1 % increase for each year a faculty member stays beyond the first contract.

In addition to the steps listed above TCIS is now using the SEARCH database to post open positions and they attended the SEARCH SF fair in February. While attending the SF fair they successfully hired a new lower school principal.

TCIS has a need to improve housing benefits to be more competitive with neighboring international schools. The VC was presented with data collected by members of the Faculty Association that show a disparity in housing allowances compared to like schools in Thailand. In addition to housing needs, it has come to the attention of the VC that faculty with children are required to pay Miscellaneous fees for tuition and they have to pay health care premiums for children too.

##### **5. Develop a formal and consistent means of collecting stakeholder input and feedback regarding the overall effectiveness of the school program.**

While there has been surveys implemented to provide school-community data, there is a need to formalize and coordinate the data collection and analysis process. Starting in the fall of 2016, a timeline and calendar has been created to organize the implementation of surveys and the collection, dissemination, and analysis of

school-wide data. This process will increase transparency and allow for informed decision making regarding the overall effectiveness of the school program. The following surveys will continue to be implemented annually:

- Returning Faculty Exit Survey
- Non Returning Faculty Exit Survey
- Parent Perception Survey HS
- Parent Perception Survey: MS
- Parent Perception Survey: LS
- Strategic Plan Report Card-Evaluation of Head of School
- ASEP Survey
- Senior Survey
- Alumni Survey
- Students leaving TCIS have a required parent/student conference with the Head of the section and complete an exit survey
- Hosting parent sharing workshops during the school year
- Expanding conference time with LS parents to enhance understanding of goals and needs
- Scheduled campus tours with Parent Association representatives to identify facility issues
- Created a survey for the faculty to evaluate the effectiveness of the TCIS crisis plan, such as with practice for a fire drill or crisis preparation

**6. Review, revise, and write TCIS job descriptions including the new curriculum coordinator position.**

Starting the summer of 2016, the administration began reviews of all TCIS job descriptions for faculty, staff, and administration. Job descriptions were created for any new position, such as the curriculum coordinator and marketing director. All job descriptions were shared with all TCIS faculty members in September 2016 for review. All updated and new TCIS job descriptions are placed on the faculty hub and provided to all employees at the start of each academic year. This process will help ensure expectations, roles, and responsibilities are clear and transparent.

**7. Create a timeline and calendar of executive board meetings to be distributed to the school community and to all interested parties to help further the positive developments between the board and school.**

This Critical Area is identified in the school action plan as “being under review” by the Executive Board.

In the summer of 2016, Dr Steve presented an example of a calendar of meetings for the Executive Board and face-to-face work sessions for the full academic year. Once the Board approves, the schedule will then be published on the school website for reference by the school community. The Board is also identifying committee assignments for facilities, finance, recruitment and academics.



## **8. Examine administrative compensation to retain administrators.**

The administration and Board are reviewing local and international schools salary scales to consider a competitive salary and benefits package. TCIS has hired a new Lower School Principal and a New High School Principal for the start of the 2017/18 academic year. Both principals were brought in at different salary placements. The school does not have a salary schedule for admin.

### **III. Commendations and Recommendations**

#### **Commendations:**

The visiting committee commends TCIS for making substantial improvements in transparency and communication through the use of a faculty hub, strategic plan, policy manuals and extensive use of surveys. Examples have been shared in meetings and made available to all stakeholders via the TCIS website. In meetings hosted with TCIS stakeholders and the visiting committee, transparency and school communication has been one of the greatest areas of improvement since the 2014 visit.

The visiting committee commends TCIS for the strategic plans that have been shared with all stakeholders as well as the WASC Report Card. The plans have been a tremendous help to guide the school through its accreditation process, action plan, and for overall school improvement.

The visiting committee commends the school board for forward movement and improvements on the salary and benefit package made as a result of the 2014 WASC visit.

The visiting committee commends the school board for maintaining and improving school facilities including the newly remodeled music wing, lower gymnasium, cafeteria and other learning spaces.

The visiting committee commends the administration for developing a K-12 teacher evaluation procedure. This was completed and shared with the staff.

The visiting committee commends the school for the establishment of the Student Services department. The department is an integral part of the overall development and support for the students at TCIS.

The visiting committee recognizes that TCIS has many hard working and dedicated, teachers, students, supportive parents, hard working support staff, and a supportive Board of Education to help TCIS to be a quality international school. The report reflects the input of all of these stakeholders.

**Recommendations:**

Due to declining enrollment, the visiting committee recommends that the school implement an aggressive marketing plan to attract more students. The number of students has a significant impact on the overall funds available to maintain quality academic and co-curricular programs.

The visiting committee recommends that the school further develop and identify a platform and the necessary software to document the school's curriculum. The curriculum documentation should include mapping, standards, alignment, unit planning, and assessments. This has been an ongoing critical area for several WASC visits.

Teacher and administrator retention is a continuing concern for all stakeholders. The visiting committee highly recommends that the school continue to increase salaries for Thai teachers, Chinese teachers, foreign faculty and the local Thai staff. Housing allowances should be competitive with other international schools to support retention. Benefits such as insurance coverage, for approved dependents, should be considered as well as full tuition allowances to support teaching families. The school board is encouraged to examine the income tax requirements and to provide assistance where possible.

The visiting committee recommends that clear communication protocols be developed for all TCIS stakeholders so that school concerns and complaints can be handled in an efficient and appropriate manner.

The visiting committee recommends that an Admissions' Coordinator and Registrar be hired to coordinate the overall admissions' needs of the school.

**The visiting committee wishes to thank Head of School, Dr. Steve Ballowe, and the administrative staff for their work and support to make the WASC visit successful.**