ACHIEVING EXCELLENCE SYSTEM WIDE

A Self-Study for Accreditation by the Middle States Association Commissions on Elementary and Secondary Schools

Quality Schools International
Mosta, Malta

10-14 May 2021

Jim Gilson, President
Duane Root, Chair of the Board
Jerry Scott, Vice President

INTERNAL COORDINATOR
Debbie Downes, Accreditation and Child Protection Lead

Contents

DESCRIPTION OF THE SYSTEM

Official Name of the System	Quality Schools International Foundation
Address of the System (street address, city, state, zip code)	Registered Address: Suite 6, Borough House, Rue du Pre, St Peter Port, Guernsey GY1 3QU QSI Headquarters Office Address: Office 1-2, First Floor, Ardent Business Centre, Triq I-Oratorju, Naxxar NXR 2504, Malta
Telephone Number of the System	Not yet established
Name and Title of Head of the System	Jim Gilson, President QSI Board of Directors
E-mail Address of Head of the System	President: Jim-Gilson@qsi.org Chair of Board of Directors: Duane-Root@qsi.org
Website Address for the System	QSI.org

Type of Organization (*check all that apply*)		
		Public
	X	Independent
	X	Not for Profit
		Proprietary
		Religious
	X	Academic
		Career and Technical
	X	Preschool through Secondary Students
		Postsecondary Students

Year System Began Operating	1991
Date Charter/License to Operate Granted	1991: Began operation as a nonprofit organization in Yemen 2015: Registered as Quality Schools International Foundation in Guernsey

Year of First Graduating Class of the System	1992
State/Agency/Country Granting License to Operate	Guernsey

Diplomas/Certificates System is Licensed to Grant	High School Diploma
	Academic High School Diploma
	Academic High School Diploma with Honors
	AP Capstone Diploma (some schools)
	International Baccalaureate Diploma (some schools)

Calendar System	Quarter	Semester	Trimester	12-Month	Other (Describe):
					Quintile, 5 per year

Currently Accredited by	**Name of Agency**
	QSI schools are accredited on an individual basis through MSA. QSI is not yet accredited as a system.

QSI Self-Study

ORGANIZING FOR SELF-STUDY

A. INTERNAL COORDINATORS

A required component of the Achieving Excellence System Wide protocol is the appointment of teams of Internal Coordinators. The primary functions of the Internal Coordinators are to:

- Coordinate the system's and component schools' planning process and the development of a plan for growth and improvement in student performance and organizational capacity;
- Oversee planning and preparation for the Visiting Team's onsite visit; and
- Provide the energy, enthusiasm, and expertise to move the self-study and accreditation process to a successful conclusion.
- It is recommended that one or two Internal Coordinators be selected for the System along with each component school have one to two as well.

System Internal Coordinators

The System Internal Coordinators for the self-study and accreditation process are:

Name	Role in the Institution
Debbie Downes	Accreditation and Child Protection Lead

How and why were the System Internal Coordinators selected?

After serving as internal coordinator at 2 QSI schools over 8 years, Debbie Downes joined the QSI Headquarters staff as Accreditation Coordinator in 2016. Initially, her job was to support QSI schools through the Excellence by Design self-study process. In 2018, Debbie began exploring accreditation options for QSI schools, including Systems Accreditation through MSA. Middle States staff members, including the President, Vice President of Operations, and the Accreditation Officer who works most closely with QSI schools, provided information about Systems Accreditation and supported QSI's pursuit of system-wide accreditation. The Accreditation Officer worked closely with Debbie to personalize the Achieving Excellence System-Wide self-study so that it fit QSI's organizational structure. Once QSI was ready to begin the switch from individual school accreditation to system-wide accreditation, Debbie had already begun facilitating that switch and she continued in the role.

How did the System Internal Coordinators fulfill their role and responsibilities?

Debbie coordinated the distribution of the MSA standards surveys, collected and summarized the results, recruited members of the QSI planning team, organized and led planning team meetings, worked with the planning team to finalize the objectives and measurements, collected objective measurement baseline data, submitted the technical review, and organized the self-study and collection of evidence. Debbie divided the planning team into

four action teams that wrote action plans that include QSI-wide activities for each of the objectives.

For QSI schools, Debbie provides detailed guidance and support for all steps of the component school self-study. She hosts a Microsoft Team that includes all QSI administrators and internal coordinators to effectively share information and answer questions. She also holds virtual office hours for administrators and internal coordinators and participates in calls with individual schools to provide support and answer questions.

Debbie is the liaison between MSA, QSI, and individual schools. She provides updates to QSI senior leadership, administrators, and internal coordinators about the QSI self-study, and she communicates frequently with MSA to ask questions and share progress.

What kinds of support and assistance were provided to the System Internal Coordinators by the system to enable them to fulfill their responsibilities?

One-half of Debbie's job is devoted to the role of QSI Internal Coordinator, and she has been given the time and resources to fulfill her responsibilities well. QSI has given Debbie time in meetings and professional development sessions to talk about Systems Accreditation, funding for travel to the schools when possible, and support in helping to complete the self-study.

Component School Internal Coordinators

The Component School Internal Coordinators for the self-study and accreditation process are:

School	Director	Internal Coordinator
ALB	Jonathan Mudd	Ledia Arapi
ARM	Jeremy Simms	Karen Bayadyan
AST	Mike Pettersch	Harshita Tewani
ATR	Adam Laughlin	Heather Townsend
AZB	Lisa Haberman	Tim Ulrich
BHZ	Natalie Barboza	Amy Mims
BLR	Dan Owen	Eric Langevin, Anna Poplavskaya
BNN	Greg Sedmak	Jon Marck
BRD	Justin Fischer	Fabiana Lubelli
BZE	Susan Friend	Susan Friend

QSI Self-Study

CDU	Clare McDermott	Chantal Denier, Julian Penstone, Joyce Chan
DJB	Susan Kilby	Victoria Derr
DNG	Jocelyn Aebischer	Sarah Hazel
ETM	Lisa Sedlacek	Billy Edgerton
GRG	Jason Martin	Cheryl Vogler
HPH	Katherine Hannifin	Clarissa Sammons
KAZ	Jason Craig	Maya Itsakova, Natalie Mahon
KGZ	Carl Wieburg	Johannes Smith
KSV	Don Hale	Garrett Kreller
MCN	Josh Garrett	Valentina Jankulovska
MDV	Glenn Chapman	Heather Chapman
MLT	Patrick Doherty	Micaiah Landrus
MST	Brian Garner	Mirela Muschiol
MTG	Donn Maier	Karin Maier
PKT	Rob Peters	Thalita Simon
PPA	JC Sanders	Lariska Muurling
QVS	Frantisek Plasil	Frantisek Plasil, Jennifer Sedmak
SRM	Mitchell Elswick	Margaretta Jones
SVK	Dan Blaho	Shannon King
SYG	Claire Berger	Anna Berg
SZN	John Shirley	Joscelyn Benitez, Sarah Cornelius
TGR	Monica Crespo/Merry Wade	Jose Leon, Tara Sukhraj, Alicia Gomez
TJK	Taizu Wold	Charlene Roberts, Sharif Bazarov
TKM	Jon Routh	Lisa Routh
UKR	Luke Woodruff	Corene Anderson
ZHU	Jay Loftin	Mark Mason

QSI Self-Study

B. THE PLANNING TEAMS

<u>**The System Planning Team**</u>

A second required component of the Achieving Excellence System Wide protocol requires the system to establish planning teams that reflect the system's community of stakeholders at both the system and component school levels. It is expected that the Planning Teams will be given the authority, resources, and support to:

- Develop the vision for the system by creating or reaffirming a statement of the system's Mission;
- Develop a set of Beliefs to serve as the ethical code for the system;
- Develop a profile of the graduate expressing the knowledge, skills, and qualities the system expects of its graduates (or terminal grade of the system)
- Identify the areas of student performance and organizational capacity that are the priorities for growth and improvement;
- Oversee development of the action plans to achieve the improvement objectives;
- Monitor implementation of the action plans; and
- Conduct periodic reviews of the progress being made towards achieving the improvement objectives.

The members of the System Planning Team that met in July 2019 to begin the self-study process are:

Name	Role in the System
Debbie Downes	Accreditation and Child Protection Lead, Parent of QSI students
Jerry Scott	Vice President
Eben Please	Regional Supervisor, Parent of QSI students
Jeff McGuire	Regional Supervisor
Tim Kruger	Regional Supervisor, Parent of QSI students
Kim Black	Regional Supervisor
Jason Craig	Director, Almaty International School
Brian Garner	Director of Instruction, QSI International School of Shenzhen (currently Director of QSI International School of Munster), Parent of QSI students
Patrick Binder	Athletic Director and Secondary Teacher, Almaty International School, Parent of QSI students
Heather Naro	Director of Instruction, Almaty International School

Name	Role in the System
Heather Sherwood	Director of Instruction, Baku International School, Parent of QSI students
Karen Bayadyan	Elementary Teacher, Internal Coordinator, QSI International School of Yerevan, Parent of QSI students
Mary Russman	Regional Educational Officer, Office of Overseas Schools, US State Department

How and why were the System Planning Team members selected?

In May 2019, the QSI Internal Coordinator emailed an invitation to join the Planning Team to all staff and shared the invitation in the administrative and staff newsletters. Everyone who responded was included on the team. The Internal Coordinator also invited all Regional Supervisors, the Director of Curriculum, the QSI Vice President, and the Regional Educational Officer from the US State Department.

How did the System Planning Team members fulfill their roles and responsibilities?

All QSI Planning Team members were invited to the first meeting in Seattle, Washington in July 2019. Those who were able to attend examined the successes and challenges of QSI to determine two student performance objectives and two organizational capacity objectives for the organization and all QSI schools. As part of that process, the Team examined the Standards for Accreditation, standards survey results and comments from all stakeholders, student performance data including MAP scores and unit evaluations. The Team also reviewed the Mission, Core Beliefs, and Profile of Graduates to ensure that the objectives aligned with the foundational documents.

The Planning Team completed an internal and external scan of QSI and broke into small groups to look at data and identify strengths and challenges.

The Team also discussed the plan for institutionalizing an organizational planning ethic, the communication plan, and ways in which the Team would continue to function.

In fall 2019, all Planning Team members (including those who were not present at the first meeting) were invited to join Objective Action Plan Teams. These Teams finalized the wording of each objective and the objective measurements. In Fall 2020, the Action Teams re-formed. Most members stayed on each Team, but a few left and were replaced with interested stakeholders. The Action Teams created Action Plans for each objective, with activities that are required for either senior management to complete or for QSI school Action Teams to complete. The QSI Action Teams left room in each Action Plan for schools to add their own activities.

QSI Self-Study

How does the membership of the System Planning Team reflect the composition of the system's community of stakeholders?

The members of the QSI Planning Team represent all regions of QSI, and they represent different size schools. Collectively, the team members have experience in teaching all age-groups (Preschool through Secondary IV) and all subjects. Team members are all employed by QSI, with the exception of the US State Department representative who participated on behalf of children who attend QSI schools because their parents work for US Embassies. Many team members served dual roles on the team, both as QSI staff members and as parents of QSI students of different age groups.

The Action Teams have expanded to include local staff from several QSI schools. Although the QSI Planning Team is made up of QSI staff, the Planning Teams and Action Teams at QSI schools will include parents, students, and other community stakeholders.

What kinds of support and assistance were provided to the System Planning Team by the system to enable them to fulfill their responsibilities?

Quality Schools International, QSI administration, and the QSI Board of Directors fully support the accreditation process and leverage resources (personnel, finance, space, and time) to support school and organization improvement. The organization provided flights and accommodation to the Planning Team so they could attend the meeting in July 2019, as well as space and time to meet. Throughout the two school years since the Planning Team meeting, QSI has provided the time and means for members to meet virtually. The QSI Board and senior leaders approved of the objectives and action plans and agreed to complete all steps for which they are responsible.

What charge was given to the System Planning Team? What authority was it given to oversee, monitor, and make decisions regarding the system's planning for growth and improvement in student performance and organizational capacity?

The QSI Planning Team was charged with facilitating and overseeing the organization's planning for growth and improvement in student performance and organizational capacity. The team designed two student performance and two organizational capacity objectives, gathered the baseline data for those objectives, and developed action plans to support the objectives. The Team will monitor progress toward the objectives by gathering measurement data and revising action plans each year.

How does the System Planning Team function and make its decisions?

During the Planning meeting, Team members divided into small groups to examine data, discuss observations, offer suggestions, and share those observations and suggestions with the wider Team. The Internal Coordinator then facilitated a discussion of all ideas for improvement objectives until the Team reached a consensus. The Internal Coordinator recorded minutes of the Planning Team meeting and shared those minutes with the Team for

QSI Self-Study

corroboration and revision.

After the main meeting, the Team split into Action Plan Teams. Each of those Teams collaborated on shared documents and through video calls to discuss and finalize the objectives, measurements, and action plans.

How often did the System Planning Team meet? (Provide a list of the Team's meetings and minutes for the meetings in the Team's workroom.)

The Planning Team met in person once, on 11 July 2019, for a full day. After that, the Team broke into Action Plan Teams that met virtually as needed to finalize the objectives, measurements, and action plans.

What is the System Planning Team's relationship to any other groups in the system, if any, responsible for planning for growth and improvement in student performance and organizational capacity?

The Planning Team maintains open communication with the QSI Board of Directors, senior leadership, school administrators, and school internal coordinators through emails, articles in the administrative newsletter, and a Microsoft Team composed of school administrators and internal coordinators. All decisions related to improvement planning are approved by the Board of Directors and shared with school administrators and internal coordinators.

What is the System Planning Team's plan for rotating membership of the Team and identifying new members? What is the plan for training and orienting new members to the work of the Team?

The makeup of the Planning team will change yearly as members change positions within their school, transfer to a new school, or leave QSI and new members ask to join the team. Each year, the QSI Internal Coordinator will ask if any staff would like to join the Planning or Action Teams. At each Planning Team meeting, the Team will review the purpose and responsibilities of the Team and the decisions leading to the current strategic and action plans.

How will the System Planning Team function following the Visiting Team's visit and during the implementation of the Plan for Growth and Improvement?

The Planning Team will meet at least once each spring to review the objective data and related action plans, and the organization's adherence to the MSA standards. If there are any concerns that the organization is not meeting an MSA standard, or if the team identifies an area for improvement, the Team will make a plan to address the concerns. The Team will make suggestions for updating the action plans as needed.

QSI Self-Study

The Component Schools Planning Teams

What role was the school level team given regarding the system's planning for growth and improvement in student performance and organizational capacity?

> The school Planning Teams review the QSI objectives, review the schools' adherence to the 12 MSA standards, and plan for improvement in any identified areas of concern. The school Planning Teams also oversee the school objective Action Teams and offer suggestions for action plan steps based on the measurement data.

C.   ROLE OF THE SYSTEM'S GOVERNANCE AND HEADQUARTERS LEADERSHIP

It is the system's formal leaders—those in positions of authority and influence within the system and its component schools—who should serve as the primary "champions" for the self-study and accreditation process and the planning for growth and improvement.

What role has the system's governance and leadership played in the self-study process and the planning for growth and improvement in student performance and organizational capacity?

> The QSI Internal Coordinator is part of the QSI senior leadership team and communicates weekly with other senior leaders about the self-study process. The Regional Supervisors and Vice President are all Planning Team members. Several Regional Supervisors lead objective Action Teams. The QSI Board of Directors reviews and supports the plan for growth and improvement. Senior leaders are responsible for multiple steps in the Action Plans, and all leaders have assumed their responsibilities with enthusiasm.

How has the governance and leadership provided support for the self-study and accreditation processes?

> The leadership and governance of QSI have supported every step of the self-study process. They provided resources, including personnel, financing, space, and time, to support the self-study process. Senior leaders contributed evidence from each department to demonstrate how QSI meets the 12 MSA standards. The QSI Board of Directors and senior leadership reviewed the plan for growth and improvement and the self-study, and they support the proposed improvement plans. Leadership also dedicated a year of administrator professional development time to focus on strategic planning.

The Component Schools Leadership

QSI Self-Study

What role was the school level leadership given regarding the system's planning for growth and improvement in student performance and organizational capacity?

School-level leaders were invited to join the Planning Team, and several did. They are also part of the Microsoft Team for administrators and internal coordinators where they are invited to share questions and advice. They provided data to the QSI Internal Coordinator for the QSI self-study, and they communicate with their communities about the systems accreditation process. They work with school internal coordinators to facilitate the component school self-study, including implementation of the plan for growth and improvement. The QSI Planning Team provided action plans to the schools for each objective, with space for schools to add their own action steps that are meaningful within their unique communities.

D.   THE PLAN FOR IMPLEMENTING A PLANNING ETHIC

Describe the system's plan for institutionalizing a planning ethic, including:
- The system's plan for monitoring implementation of the action plans
- The system's plan for ensuring that the assessments designated for measuring the performance objectives are administered and that the results are collected, analyzed, and used to determine the efficacy of the action plans
- The system's plan for celebrating the successes reached in moving toward achievement of its objectives

1. The QSI Planning Team will be maintained in accordance with the Plan for Conducting Periodic Reviews of the Plan for Growth and Improvement.
2. The QSI Accreditation Lead will continue as the QSI Internal Coordinator and will lead the QSI Planning Team.
3. If the Accreditation Lead should leave the position, there will be a transition period of at least one month for the current Lead to train the next person assuming the position.
4. The QSI Planning Team will oversee the implementation of the objective action plans and collection of objective measurement data.
   a. The Internal Coordinator will collect objective measurement data each spring and share school-specific data with the school Internal Coordinators.
5. The Internal Coordinator will continue to collaborate with school Internal Coordinators to collect and share data, information, and resources related to the plan for growth and improvement.
6. The Internal Coordinator will communicate with school Internal Coordinators, school administrators, senior leadership, and the Board of Directors about progress and updates to the Plan for Growth and Improvement.
7. In accordance with the Plan for Conducting Periodic Reviews of the Plan for Growth and Improvement, QSI Action Teams will meet at least three times each year to:
   a. Implement, maintain, and support the QSI-wide activities on the action plan.
   b. Collect evidence to demonstrate progress on the action plan.
   c. Analyze the objective measurement data to gage progress toward the objectives and to check the effectiveness of the activities.

d. Revise the activities based on the analysis of data, feedback from the schools, recent research, and other ideas brought to the team.
   8. The Planning Team will meet once each spring to:
      a. Ensure that QSI is meeting or exceeding the standards set by MSA for the Achieving Excellence System-Wide protocol.
      b. Review action plans for the objectives and progress made toward the objectives.
      c. Review the data that measures progress toward the objectives and the analysis of that data.
      d. Review proposed changes to the Action Plans.
      e. Continue to guide organizational improvement by identifying areas for improvement and offering suggestions accordingly.
   9. The Action Team leaders will store Action Plans, evidence, and meeting notes in the Microsoft Team for the Planning Team.
   10. The Planning Team will plan celebrations for successes related to the Plan for Growth and Improvement, including:
      a. Announcing progress and successes in administrative meetings and in the administrative newsletter.
      b. Sharing successes at regional administrative meetings.
      c. Sharing successes on social media.
      d. Announcing progress in the Quintile, a publication for the entire QSI community, and in the QSI Connection, a newsletter for QSI teachers.

The Component Schools Planning Ethic

How will the system-wide planning ethic play out at the component school level?

Each QSI school, as part of the self-study, created a Plan for Implementing a Planning Ethic at the school level. The school plans include, at minimum, guidelines for the functioning of the school Planning Team and the school objective Action Teams to ensure implementation of the action plans, adherence to the 12 MSA standards, collection and analysis of objective data, and celebration of successes.

What role will the component school play in monitoring the implementation of the action plans, in measuring the performance objectives, and celebrating the successes?

QSI schools have Action Teams for the student performance and organizational capacity objectives. Those Action Teams are responsible for monitoring the implementation of the action plans and they work with the school Internal Coordinators to gather the measurements for each objective. The Action Teams analyze the data related to the school's progress toward each objective. The school Internal Coordinator, school administrators, school Planning Team, and school Action Teams work together to celebrate successes with their school communities.

QSI Self-Study

E.   A PLAN FOR COMMUNICATION AND AWARENESS

Describe the system's plan for communicating with and keeping the community of stakeholders aware of, involved in, and supportive of the self-study process.

Information about QSI's self-study and Plan for Growth and Improvement is shared with the community of stakeholders through:
- The QSI Quintile, a publication shared with all stakeholders, including teachers, staff, parents, students, community members, and potential employees at recruiting fairs.
- The QSI Connection, a QSI-wide newsletter for teachers.
- The QSI Administrative newsletter.
- Regional administrative meetings.
- The QSI website.

All stakeholders had the opportunity to complete the MSA standards survey, and the input gained from that survey was the basis for the development of the Plan for Growth and Improvement. Stakeholders will continue to provide feedback through yearly surveys related to the communication objective.

The Internal Coordinator will continue to:
- Maintain the Microsoft Team for Internal Coordinators and Administrators to share information and resources related to school self-studies and the Plan for Growth and Improvement.
- Maintain the Microsoft Team for the QSI Planning Team to share information and support collaboration on the Plan for Growth and Improvement.
- Provide updates on progress on the Plan for Growth and Improvement through newsletters, meetings, the QSI website, and social media.
- Recruit new members to the Planning Team and the Action Teams each school year.
- Support school Internal Coordinators in communicating with their school communities by sharing information and resources.

The Component Schools Communication and Awareness

Describe how will the component school be involved in communicating with and keeping the community of stakeholders aware?

Each QSI school has a Plan for Communication and Awareness as part of its self-study that includes guidelines for sharing information about the implementation of the Plan for Growth and Improvement at the school level.

QSI Self-Study

F. A PLAN FOR PERIODIC REVIEWS OF THE PLAN FOR GROWTH AND IMPROVEMENT

Describe the system's plan for conducting periodic reviews of its Plan for Growth and Improvement, including:
- The schedule of reviews by the Planning Team
- How the Planning Team will review progress toward implementation of the actions plans
- How the Planning Team will review the results of implementation of the action plans
- How the Planning Team will review the results obtained from administrations of the assessments used to measure achievement of the objectives
- How the Planning Team will make revisions to the action plans based on the results

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Planning Team Protocol:
1. The QSI planning team will meet at least once each spring, and more often as necessary, to monitor progress towards the objectives, QSI's adherence to the MSA standards, communication issues, celebrations, and the general maintenance of a continuous planning ethic.
2. The QSI Internal Coordinator will work with the action team leaders to ensure that they understand their role on the planning team. At each planning team meeting, leaders should:
   a. Present their respective action plans.
   b. Present progress on activities that make up the action plans.
   c. Present data that measures progress toward objectives, and analysis of that data.
   d. Present any proposed changes to the action plans.
   e. Solicit feedback from the planning team and share feedback with action teams to inform decisions about action plans.
3. Before each planning team meeting, the Internal Coordinator will share background information about MSA, the Achieving Excellence System-Wide protocol, the standards of the protocol, and the purpose of planning team meetings in order to orient new members. The purpose of planning team meetings is:
   a. To ensure that QSI is meeting or exceeding the standards set by MSA for the Achieving Excellence System-Wide protocol.
   b. To review the measurement data and action plans for the objectives.
   c. To continue to guide organizational improvement by identifying areas for improvement and offering suggestions accordingly.

Planning Team Maintenance:
4. Maintaining the planning team is the responsibility of the Internal Coordinator.
5. At the beginning of the school year, the Internal Coordinator will inform the community of stakeholders, via newsletters, announcements in Teams, and emails, that QSI is seeking new members for the planning team. Anyone who volunteers to join the team should be allowed to join the team.
6. The Internal Coordinator will ensure that students are represented on the team.

QSI Self-Study

7. The Internal Coordinator will invite team members as necessary to try to maintain a fair balance of stakeholder groups on the team, where the major groups that make up the community each have a voice.
8. Action team leaders are automatically part of the planning team.

Action Team Protocol:
9. The Internal Coordinator should work with the action team leaders to ensure that members understand their responsibilities as part of the action teams.
10. At the first action team meeting each year, the leader should:
    a. Present the objective and related data
    b. Present the action plan
    c. Give a brief history of the objective and the action plan
    d. Explain that the team's purpose is to:
        i. Implement, maintain, and support the activities on the action plan
        ii. Work with the Internal Coordinator to collect measurement data and other evidence showing progress on the action plan
        iii. Analyze the measurement data to gage progress towards the objectives and to check the effectiveness of the activities
        iv. Revise the activities based on the analysis of the measurement data, feedback from the schools, recent research, and other ideas brought to the team
11. The action teams will meet at least once per quintile; meetings will be planned more often as necessary to ensure that there is enough time to complete the tasks assigned to the team.
12. During the year, the action team will:
    a. Implement, maintain, and support the activities on the action plan
    b. Work with the Internal Coordinator to collect measurement data and other evidence to demonstrate progress on the action plan
    c. Analyze the measurement data to gage progress towards the objectives and to check the effectiveness of the activities
    d. Revise the activities based on the analysis of the measurement data, feedback from the schools, recent research, and other ideas brought to the team
    e. Share any revisions to QSI-wide action plans with the schools
13. Each spring, the action team leader will present to the planning team the progress that the school has made on the action plan, measurement data, the team's analysis of the data, and any proposed changes to the action plan. The team leaders will solicit input from the planning team on any necessary revisions to the action plans and make changes accordingly.
14. Each spring, the team leader will write and submit to the school administrators and internal coordinators a report on progress on the action plan and any changes to the action plan.

Action Team Maintenance:
15. Maintaining the action teams is the responsibility of the Internal Coordinator and the action team leaders.
16. Most action team members are QSI staff members, but parents and students will be encouraged to join via emails and newsletter announcements.

17. At the beginning of the school year, the Internal Coordinator and action team leaders will advertise the action teams through newsletters, emails, and social media and invite stakeholders to join a team. Anyone who volunteers to join a team should be allowed to join the team; if the team gets too big it might be divided so different groups focus on different action plan activities.
18. The Internal Coordinator and action team leaders will invite team members as necessary to try to maintain a fair balance of stakeholder groups on the team, where the major groups that make up the community each have a voice.

The Component Schools Periodic Reviews

How will the component schools be involved in the periodic reviews of and revisions to the Plan for Growth and Improvement?

Each QSI school developed a Plan for Periodic Reviews of the Plan for Growth and Improvement as part of its self-study. The school plans include developing school action teams and school planning teams to oversee the implementation of the action plans and to review their school's adherence to the MSA standards. School stakeholders will also be invited to join the QSI planning team and objective action teams.

THE SYSTEM'S FOUNDATION DOCUMENTS: MISSION, BELIEFS, PROFILE OF GRADUATES

The first major task of the self-study process is establishing a preferred future for the system. This is done by developing or reviewing/revising the system's Foundation Documents, which include: Mission, Beliefs, and Profile of Graduates. These foundational documents answer the following questions:

- *What is our vision for a better future for the children of our system?*
- *What beliefs or core values will guide our journey?*
- *What will our students have to know, be able to do, and demonstrate for us to achieve our mission?*

These statements are the cornerstone the system's long-range planning and day-to-day decision-making.

A.   MISSION

What is the system's Mission?

QSI Mission Statement

Virtually every five-year-old comes to school eager to learn. The mission of Quality Schools International (QSI) is to keep this urge to learn alive in every child in QSI schools. Our schools are established to provide in the English language a quality education for students in the cities we serve. These students are the children of parents of many nationalities who have come to a foreign country, usually for a limited stay of a year or more. Some students are permanent residents, citizens of the host country.

Our schools follow a logical model of education which measures success by the accomplishments and attitudes of our students. We believe that all of our students can succeed, that their successes encourage them to continue in a pattern of success, and that it is the schools' responsibility to provide the conditions for success.

These conditions include:
1. Developing clear statements in measurable terms of what the student will do to demonstrate mastery of learning
2. Providing the time and resources needed for each student to attain mastery
3. Ensuring that students engage in learning at a level which is challenging and yet a level for which each student has the prerequisite skills necessary for success.

We believe in providing an aesthetically pleasing physical surrounding under the charge of a caring staff who believe their students will be successful, and who use time with the students as a resource for learning rather than as a boundary condition

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to determine when a unit of learning begins and ends. We believe in providing resources such as books, learning materials, and educational technology. In the world today children need to become proficient in the use of computers and related technology as tools to accomplish a myriad of tasks.

Finally, we believe in working with parents to encourage our students to adopt qualities of living which lead to success long after formal schooling has ended. These include universally accepted "success orientations" of trustworthiness, kindness/politeness, responsibility, independent endeavor, concern for others, group interaction, and aesthetic appreciation.

How and by whom was the system's Mission developed/reviewed/revised?

The QSI Mission Statement was written by the founders, Jim Gilson and Duane Root, and adopted by the QSI Board of Directors in February 1996.

What is the date of the most recent revision/adoption of the system's Beliefs? Who approved the most recent revision/adoption?

The QSI Mission Statement was most recently revised in 1996 by the Board of Directors. The Board reviews the Mission annually to ensure that it represents the overarching Mission of all QSI schools. It was last reviewed, discussed, and endorsed by the Board in July 2019.

How does the system ensure that its community of stakeholders understands and supports its Mission?

The QSI Mission Statement is prominently displayed in all QSI schools. Directors discuss key points of the Mission with prospective parents considering enrollment. The Mission was reviewed by the QSI planning team in July 2019. It is reviewed by school planning teams and is shared on the school website and in school information packets. New staff are taught the concepts of the Mission Statement during pre-orientation training sessions, and schools share the main points of the Mission Statement in community gatherings and newsletters throughout each school year.

Where is the system's mission formally published?

The QSI Mission Statement is published on the school's website, in registration information packets, and in the Mission Statement and Exit Outcomes booklet that is shared with stakeholders. It is also posted in school public spaces and classrooms.

Do the component schools have individual Missions?

	YES	X	**NO**

B. BELIEFS

What are the system's Beliefs?

Core Beliefs of the QSI Educational Model

The schools of Quality Schools International (QSI) use a model of education based upon premises of successful student performance. A description of performance-based education implementation in the QSI schools follows:

The success oriented QSI Educational Model has Three Core Beliefs:
1. **QSI believes** that all students can experience success in their learning, including the application of higher order thinking skills such as critical thinking and problem-solving.
2. **QSI believes** that success breeds success.
3. **QSI believes** that it is the school's responsibility to provide the conditions for success.

This success-oriented way of operating schools leads to optimum learning and to happy and motivated students. Using knowledge of educational research, these schools are student performance-based rather than 'time-based' or 'calendar-based'. Teachers and students in QSI schools use time as a resource to reach mastery of clearly defined objectives (unit outcomes) rather than using time as a boundary condition to determine when learning begins and ends. Students are given the time needed to achieve success. Our teachers are expected to employ instructional practices of excellence. However, the measure of success is not how well the teacher teaches, but how well the students learn.

The implications of QSI's Three Core Beliefs:

1. **All students can experience success in their learning.**
   i. QSI defines academic success as performing at a level that would traditionally earn a "B" grade. The system for evaluation is mastery at an "A" or "B" level, or a "P" (the student is still in progress toward mastery in a particular unit).
   ii. Rather than employing an extensive grading system, such as A, B, C, D, E, or 1, 2, 3, 4, 5, etc. to record varying performance levels, QSI believes that the amount of time each student spends on a unit of study can vary considerably as each works toward achieving an "A" or "B" mastery level. A student performing at the "B" mastery level has full understanding of course content. A student performing at the "A" mastery level is able to apply course content with higher order thinking skills.

2. **Success breeds success.**

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      i. QSI believes there is a connection between student perception of their own performance in a subject and their actual performance in that subject.

     ii. Students who consistently experience failure are unlikely to see themselves as successful. QSI believes that it is important to break cycles of failure.

    iii. Placing students in situations where they will begin to experience success is the QSI goal.

3. **It is the responsibility of the school to provide the conditions for success.**

      i. QSI believes that more learning will occur if students have a desire to learn, have positive feelings concerning the school environment, and have success in their work. A comfortable atmosphere of caring and acceptance is considered important to QSI.

     ii. Possibility for success increases when students work at the appropriate level of difficulty and sense positive expectations from well qualified, experienced, and caring educators. A student must never be placed in a learning situation where he/she does not have the prerequisite skills to be successful in the unit of study.

To achieve these Core Beliefs, QSI takes on the responsibilities:

- To provide educators who have a love for children, who have positive expectations of children, and who are willing to expend the time and energy necessary to meet the success of individual students.
- To employ educators who maintain core values and who believe their lifestyle should be a positive influence on their students.
- To clearly define in measurable terms what students need to do in order to be successful. This is mastery learning, not mystery learning.
- To employ enough educators to maintain reasonably small class sizes.
- To provide facilities that support academic and activity programs.
- To assess each student in reading, mathematics, and writing upon initial enrollment to ensure proper placement and instructional achievement level in these courses.
- To encourage parental support of the school with a view toward enhanced learning and the development of positive student attitudes.

To achieve these Core Beliefs, the staff at QSI schools takes on the responsibilities:

- To continually assess students in all areas of learning to ensure mastery.
- To ensure students know what they need to do for success in a learning outcome.
- To provide appropriate learning experiences, allowing students sufficient time on tasks to be able to experience success.
- To provide reteaching experiences if mastery is not achieved.
- To reward students equally for mastery, regardless of the time taken for achievement.
- To evaluate students in a way that encourages self-growth rather than competition against other students' achievements.

QSI Self-Study

- To encourage students to use higher-order thinking skills and to apply them to real-world situations. To provide a positive school atmosphere by working with a cooperative spirit, supporting one another, and encouraging a high morale and efficiency within the staff.
- To incorporate differentiated teaching methods and styles within the classroom.

The pursuit of these Core Beliefs results in enhanced student learning and high student motivation as students are rewarded for their successes.

How and by whom were the system's Beliefs developed/reviewed/revised?

The Core Beliefs were developed by Jim Gilson (Director) and Duane Root (Director of Instruction), along with the staff of Sanaa International School in Yemen, in the 1986-1987 school year. These became the Core Beliefs of QSI when QSI was founded in the fall of 1991.

What is the date of the most recent revision/adoption of the system's Beliefs? Who approved the most recent revision/adoption?

The QSI Board of Directors reviews the Core Beliefs annually to ensure that they are representative of the Beliefs of all QSI schools. The Core Beliefs were most recently reviewed, discussed, and accepted by the Board in July 2019.

How does the system ensure that its community of stakeholders understands and supports its Beliefs?

The Core Beliefs were reviewed by the QSI Planning Team in July 2019. They are reviewed by school planning teams and shared on school websites.

Do the component schools have individual Beliefs?

	YES
X	**NO**

C. PROFILE OF GRADUATES

What is the system's Profile of Graduates?

QSI Exit Outcomes (Profile of Graduates)

When a student leaves Quality Schools International (QSI), it is purposed that each student demonstrate success in specified general outcomes or behaviors. When a student graduates from a QSI school, these outcomes are built into the graduation requirements and are reflected on both the graduation diploma and the student transcript. These outcomes are also reflected on a continual basis in the student evaluation reports at all age levels.

These Exit Outcomes fall into three categories: Success Orientations, Competencies, and Knowledge. Although there are related and overlapping issues and interdependencies among these three categories, they may be identified by the verbs 'to be' (Success Orientations), 'to do' (Competencies), and 'to know' (Knowledge). They are organized as follows:

I. SUCCESS ORIENTATIONS -

- A. Trustworthiness
- B. Responsibility
- C. Concern for Others
- D. Kindness/Politeness
- E. Group Interaction
- F. Aesthetic Appreciation
- G. Independent Endeavor

II. COMPETENCIES -

- A. Verbal and Written Communications Skills
- B. Numeracy and Mathematical Skills
- C. Psychomotor Skills
- D. Commercial Skills
- E. Artistic and Musical Skills
- F. Thinking and Problem-Solving Skills
- G. Decision Making and Judgment Skills

III. KNOWLEDGE -

- A. English/Literature
- B. Mathematics
- C. Cultural Studies
- D. Science
- E. Languages other than English
- F. Creative and Applied Arts
- G. Personal Health & World Environmental Issues

The following expands and clarifies each sub-heading.

SUCCESS ORIENTATIONS

Quality Schools International considers these success orientations to be primary indicators of future success in advanced education, employment, and life in general. Recognition for success in these seven orientations will be given five times during the school year. Teachers, students, and parents will be constantly aware that these are important components of a student's development.

Responsibility for success in these orientations rests first and foremost in the home; however, they will be actively encouraged and taught in virtually all areas of the school curriculum, with a view to making these success orientations a vital part of the students' life patterns. The school's role is to reinforce the parents' efforts. Thus, the home and school, working together, can enhance progress in these universally accepted characteristics of success.

In an attempt to separate academic evaluations from behavioral evaluations, the success orientations will be evaluated independently. Thus, the academic outcomes will be evaluated solely on the basis of student performance on the specified outcomes of the academic areas.

Evaluations of the success orientations will be limited to situations in which the student is under the jurisdiction of the school and will be made by a group of the professional staff for each student. If there is no evidence that a student is unsuccessful in a particular success orientation for an evaluation period, he will be awarded with one success orientation credit which will appear on the status report as an 'S', which denotes 'success'. A student who demonstrates noteworthy or exemplary positive behavior in a success orientation will also receive one success orientation credit, which will appear on the status report with the letter 'E', which denotes 'exemplary'. A student who is not yet successful in a success orientation will not receive the due credit for that period. This will appear on the status report as an 'X', which denotes 'not yet'. The awards given for each student will be reached by a consensus of the appropriate group of professional staff members.

Each of the following seven success orientations is listed with specific related behaviors. These behaviors are to be used as guides to define the meanings of the orientations and to assist the professional staff in issuing awards in the broad categories. The status reports will only include the seven broad categories

A. Trustworthiness

    1. **T**he **S**tudent **W**ill demonstrate honesty by
        a) habitually telling the truth and avoiding deception.
        b) telling the truth when negative consequences may follow.
        c) bringing lost items or money to the teacher or the office.
        d) being a person who does not cheat on tests.
        e) being a person who is not involved in theft.

2. TSW demonstrate trustworthiness by
    a) following a commitment with the appropriate action.
    b) promptly accomplishing an errand when requested by a teacher.
    c) displaying acceptable behavior when not under teacher supervision.
    d) being a person who is not involved in vandalism.

B. Responsibility

1. TSW demonstrate responsibility by
    a) coming to school and to each class on time except when ill or otherwise excused.
    b) bringing appropriate books and materials to class.
    c) consistently completing assigned schoolwork in a timely manner.
    d) showing organization and cooperation in completing assigned schoolwork in the prescribed manner (such as name, date, and layout included as directed).
    e) contributing ideas, reports, research, materials, and/or out-of class involvement that are not assigned.
    f) taking proper care of materials and equipment.
    g) taking appropriate action to avoid accidents, to avoid misdeeds, or to aid in a situation of need.
    h) being careful in making commitments.

C. Concern for Others

1. TSW demonstrate tolerance for those of other nationalities, races, religions, cultures, ages, and mental and physical abilities by
    a) being a person who does not make disparaging remarks concerning those different from himself/herself.
    b) joining in group activities with those different from themselves.
    c) having friendly associations with those different from themselves.

2. TSW demonstrate acceptance of others, particularly newcomers, by
    a) including them in informal social groups.
    b) being a person who does not actively exclude individuals from group activities.
    c) approaching newcomers with a view to making them feel welcome.

3. TSW demonstrate concern for others by
    a) avoiding actions or words that hurt another person.
    b) actions and/or words of support and/or sympathy for those who are unhappy or sad.
    c) helping others to be successful in their schoolwork, activities, and play.
    d) displaying unselfish behavior.

D. Kindness/Politeness

24

1. TSW demonstrate kindness by
   a) being a person who does not make remarks that put down another.
   b) being a person who does not physically abuse others.
   c) displaying acts of kindness (sympathy, encouragement, helpfulness, patience, etc.) toward others, particularly fellow students.
   d) giving time and resources to help another in need.

2. TSW demonstrate politeness by
   a) being a person who does not exhibit rudeness.
   b) using socially acceptable language.
   c) displaying acts of courtesy toward others.

E. Group Interaction

1. TSW demonstrate group involvement by actively participating in activities.

2. TSW demonstrate support of leadership by
   a) displaying words and actions that encourage responsible behavior by others.
   b) displaying words and actions which promote learning in a classroom by others.
   c) being a person who does not discourage responsible behavior or learning by others.
   d) assisting the leadership of others by cooperating and being good followers.

3. TSW demonstrate support of group activities by
   a) contributing ideas that are related to the goals of the group.
   b) being a person who does not make negative comments that are not constructive.
   c) controlling emotions when discussing different points of view.
   d) displaying kindness when expressing an opinion.
   e) displaying a cooperative attitude.

F. Aesthetic Appreciation

1. TSW demonstrate an appreciation of nature by
   a) not damaging trees and flowers.
   b) making positive comments that show appreciation for the beauty of wildlife, mountains, trees, flowers, stars, etc.
   c) creating artwork that illustrates nature.

2. TSW demonstrate an appreciation of orderly surroundings by
   a) voluntarily picking up unsightly litter.
   b) putting litter in proper receptacles rather than throwing it on the ground.
   c) keeping areas of work and play reasonably neat.

3. TSW demonstrate an appreciation of the beauty of ideas; musical, artistic, and theatrical creations; mathematical and scientific concepts; and literary works by
    a) making positive comments or written reports.
    b) being a person who does not display negative remarks or actions that show disrespect for such beauty.

G. Independent Endeavor

1. TSW show initiative in engaging in tasks other than those assigned with a view to 'in-depth' study or activity.

2. TSW consistently set goals that include more than the minimum effort needed to complete a task.

3. TSW have the opportunity to pursue a particular interest in an area not in the curriculum or to pursue a curricular area in depth, having a unit outcome created, evaluated, and credentialed.

4. TSW show initiative in using the library and other resources in assignments, projects, and homework.

5. TSW show reasonable self-sufficiency in completing assignments, projects, and homework.

It is not intended that a student must demonstrate all of the specific behaviors of a particular success orientation in a positive way in order to receive a credit in it. Rather, they are used as guides in defining acceptable behavior and in providing consistency in issuing awards. Some are used to identify exemplary success while others are helpful in identifying when a success credit is to be withheld. A success credit is not withheld for some minor discrepancy. A student must habitually display negative behaviors or have a major behavioral problem in order to have a success credit withheld, and this must be agreed upon by consensus in the appropriate group of professional staff members.

COMPETENCIES

In recent decades there has been a tremendous information explosion along with scientific and technological advances. Thus it becomes increasingly important for young people to develop competencies that give the tools to cope with this age. To become productive participants in modern society, our students need to gain skills related to these advances.

Particularly important are the higher order thinking skills. Skills related to the arts and physical fitness are also important with a view to beauty and quality of life.

These competencies are taught and evaluated in the school's curriculum.

QSI Self-Study

Each of the following seven competencies is listed with broad descriptions of demonstrations of success. These define in general terms the outcomes considered important which will be taught and encouraged in a QSI school.

A. Verbal and Written Communication Skills

1. TSW demonstrate effective speech by using correct grammar and sentence structure.

2. TSW demonstrate effective speech by employing reasonable depth in the use of vocabulary.

3. TSW demonstrate effective writing skills in essays, reports, and other written work by using correct grammar, sentence structure, punctuation, and spelling.

4. TSW demonstrate effective writing skills in essays, reports, and other written work by careful organization of thoughts and paragraph structure.

5. TSW demonstrate the use of a language other than English by speaking, reading, and writing at a level appropriate for at least two years of secondary level instruction or the equivalent.

6. TSW enhance two-way communications by demonstrating effective listening skills.

7. TSW demonstrate the ability to prepare neat and efficient written communications using a keyboard.

8. TSW demonstrate the ability to obtain information from the library, internet, and other sources by conducting research and report writing which reflects sound library, on-line, and other information-gathering skills.

B. Numeracy and Mathematical Skills

1. TSW demonstrate facility in the use of numbers in counting, measuring, estimating, and telling time.

2. TSW demonstrate computational skills by correctly adding, subtracting, multiplying, and dividing real numbers.

3. TSW demonstrate computational skills by using an electronic calculator for addition, subtraction, multiplication, division, finding square roots, and finding percentages.

4. TSW correctly use the metric system in measuring length, mass, and volume.

5. TSW use the concepts of fractions, proportions, ratios, decimals, and percents, in practical situations.

27

6. TSW correctly gather information from graphs and tables.

C. Psychomotor Skills

1. TSW participate in physical development activities and demonstrate an appropriate level of coordination, strength, and general physical fitness.

2. TSW participate in one or more lifetime sports and/or physical activities and demonstrate an appropriate level of proficiency.

3. TSW participate in one or more team sports and demonstrate an appropriate level of proficiency.

4. TSW demonstrate a working proficiency in entering data on a keyboard.

5. TSW demonstrate success in using equipment (scientific, etc.) and tools in accomplishing the task or experiment for which the equipment is designed and in avoiding damage or injury.

D. Commercial Skills

1. TSW correctly use decimal money systems in practical situations (buying, selling, etc.).

2. TSW demonstrate the ability to use a keyboard (with proper typing techniques) in preparing neat and organized written communications and in managing information through the use of computer software.

3. TSW apply knowledge of percents to calculate interest on loans, discounts on purchases, and various taxes.

4. TSW demonstrate proficiency in personal finance skills including banking and budgeting.

E. Fine Arts Skills

1. TSW develop music reading and instrument playing skills at an appropriate level aligned with the student's interest, cultural background, and innate talent.

2. TSW develop skills in art and in crafts at an appropriate level aligned with the student's interest, cultural background, and innate talent.

3. TSW develop skills in drama at an appropriate level aligned with the student's interest, cultural background, and talent.

QSI Self-Study

F. Thinking and Problem-Solving Skills

1. TSW develop logical thought patterns in solving problems.

2. TSW correctly translate word problems to mathematical terms and equations and then solve the problems.

3. TSW separate information into components and evaluate the use of each component in leading to conclusions or solutions.

4. TSW evaluate various input information and combine the data to lead to conclusions or solutions.

5. TSW build upon facts and knowledge using logical thought patterns in creating new ideas.

G. Decision-making and Judgment Skills

1. TSW develop a logical approach in making decisions.

2. TSW critically evaluate source materials and ask questions such as 'how?' and 'why?'.

3. TSW develop habits of carefully weighing evidence on all sides of a dispute, problem, or controversy before making a judgment.

4. In making a judgment, TSW carefully examine the evidence with a view to eliminating effects of unfounded prejudices.

5. In making a decision or a judgment, TSW carefully examine information with a view to eliminating effects of <u>unfounded</u> information produced by the famous, the media exalted, or by those swept along in the current of popular appeal.

6. TSW make reasonably accurate estimations for numerical problems and measurements.

KNOWLEDGE

In order for a student to develop competencies, there must exist a firm foundation of facts and knowledge. Certain facts must be memorized and used as tools in gaining other knowledge and in developing competencies. Other knowledge is gained by building upon and combining fundamental facts and bits of knowledge. This happens by hearing, seeing, and experiencing in learning situations, followed by practice and repeated exposure. This happens by dialogue, questioning, experimentation, risk-taking, and group activities. This happens by reflection, daydreaming, imagining, visualizing, and inspiration. No one knows <u>all</u> the ways this happens.

In the modern world, there has been a vast explosion of knowledge that continues today! It is impossible to include all knowledge in a school curriculum. Quality Schools International carefully selects knowledge considered essential for a person educated in modern society and concentrates on mastery of these essentials. The theme "LESS IS MORE" is employed which means that it is better to engage in the study of less information and gain mastery with a view to proficient use as applied to higher learning, than it is to "cover" large amounts of information superficially and without mastery.

Each of the following seven areas of knowledge is listed with broad categories of success. These define in general terms the outcomes considered important by Quality Schools International with a view to mastery by all of our students.

A. English/Literature

1. TSW develop a vocabulary in the English language that enables one to pursue higher education.

2. TSW know the rules of grammar, punctuation, and sentence structure.

3. TSW know how to spell correctly the vast majority of words used and how to find correct spellings for others.

4. TSW be familiar with selected literature (English and American) in the English language including fiction, non-fiction, short stories, poetry, and drama.

5. TSW know how to use the library and other sources of information in research and report writing.

B. Mathematics

1. TSW know number facts (addition and subtraction facts, multiplication tables etc.)

2. TSW demonstrate an understanding of geometrical concepts by solving problems involving geometrical shapes (two and three dimensions), by solving problems involving measurements, and by correctly identifying, defining, and using geometrical terms.

3. TSW demonstrate an understanding of algebra by mastery of algebraic concepts and of solving problems, leading to and including solving problems involving quadratic equations.

C. Cultural Studies

1. TSW develop a basic knowledge of the political, cultural, economic, and geographic divisions of the world.

2. TSW be familiar with the development of the great civilizations in history, including Egyptian, Greek, Roman, Arab, and Chinese.

3. TSW know different forms of government and relate these to countries in the world.

4. TSW demonstrate an understanding of the economic forces and economic development of the globe and relate them to different areas of the world.

5. TSW be familiar with the development of the United States of America including the main events of its history.

6. TSW be familiar with the history and geography of the country of the school's location and the geographical area surrounding the country.

D. Science

1. TSW know the basics of physical science including the concepts of and descriptions of motion, force, energy, electromagnetic radiation, atomic structure, chemical reactions, nuclear energy, and elementary astronomy.

2. TSW know the basics of earth science including beginning meteorology, geology, oceanography, and the structure of the earth's surface.

3. TSW know the basics of biological science including botany, zoology, anatomy, physiology, ecology, and models of origins of living things.

4. TSW gain a knowledge of experimental hands-on laboratory procedures which clarify and confirm scientific concepts and which give an ability to make independent laboratory tests and experiments.

E. Languages other than English

1. TSW develop a vocabulary in at least one language other than English at a level equivalent to or greater than that appropriate for two years of instruction at the secondary school level.

2. TSW know the rules of grammar, punctuation, and sentence structure of the same language under the same conditions as in #1 above.

3. TSW know the script, be able to write, and know how to spell correctly the vast majority of words used in the same language under the same conditions as in #1 above.

4. TSW be familiar with the culture (including selected literature) in the same language under the same conditions as in #1 above.

F. Creative and Applied Arts

1. TSW be familiar with the history of the development of classical music including a selection of world composers and their works and that of at least one other type of music from any culture.

2. TSW be familiar with the development of an international selection of great art and architectural works.

G. Personal Health and World Environmental Issues

1. TSW know how to plan a program of exercise and sports activities with a view to lifetime physical fitness.

2. TSW know what constitutes a nutritional and balanced diet and will recognize the dangers of eating disorders.

3. TSW know the facts concerning the harmful effects of tobacco, alcohol, and other drugs.

4. TSW be aware of the effects of overpopulation, pollution, depletion of the world's resources, and destruction of wildlife and natural areas.

5. TSW know the habits of good general personal hygiene with a view to the prevention of disease.

Who among the system's community of stakeholders was involved in the development/revision/reaffirmation of the system's Profile of Graduates?

The Exit Outcomes (Profiles of Graduates) were developed by Jim Gilson (Director) and Duane Root (Director of Instruction), with input from the staff of Sanaa International School in Yemen, during the 1986-1987 school year. These became the Exit Outcomes of QSI when QSI was founded in the fall of 1991.

Provide a brief description of process used to develop/revise/reaffirm the system's Profile of Graduates.

The QSI Board of Directors reviews the Exit Outcomes annually to ensure that they accurately reflect the characteristics of a successful QSI graduate. As schools review the Exit Outcomes with stakeholders, they may suggest revisions for the Board to consider. The most recent revisions were made in November 2018.

How does the system ensure that everyone understands and supports its Profile of Graduates?

QSI Self-Study

The Exit Outcomes are published on the QSI website and in the Mission Statement and Exit Outcomes booklet that is shared with stakeholders. New staff are trained in the concepts of the Exit Outcomes during the pre-orientation professional development sessions. The Exit outcomes are evident in graduation planning, course requirements, and Success Orientations.

What is the date of the most recent revision/adoption of the system's Profile of Graduates? Who approved the most recent revision/adoption?

The QSI Board of Directors revised, approved, and reaffirmed the Exit Outcomes (Profile of Graduates) in November 2018, and the Exit Outcomes were reaffirmed by the Board in July 2019.

Do the component schools have individual Profiles of Graduates?

	YES
X	NO

THE DESCRIPTIVE SUMMARY OF THE SYSTEM AND ITS COMMUNITY

A.   THE DESCRIPTIVE SUMMARY OF THE SYSTEM

Provide a description of the community(ies) the system serves—their major characteristics, including geographic location, major businesses and industries, and their socioeconomic and demographic makeup.

Quality Schools International has 1 virtual school, 1 school in North America, 2 schools in South America, 2 schools in Africa, 13 schools in Europe, and 17 schools in Asia. In all locations, the schools serve families who want their children educated in English using an American-style curriculum.

While QSI schools may have a similar feel due to the shared mission, Success Orientations, curriculum, and general ethos, QSI schools also have unique traits due to the countries in which they operate and communities that they serve. Some schools are located in countries where the government does not allow local students to attend international schools, while in other locations most students are citizens of the host country. Most small QSI schools have at least 10 nationalities represented by the student body, while larger schools have students who represent 40 or more nationalities.

Historically, QSI has started schools in countries where options for students to learn in English did not exist. Now, in some locations the QSI school is one of many international schools, while in other places QSI is still the only international school.

Parents of QSI students work for embassies, oil companies, NGOs, United Nations, World Bank, universities, hotels, and many other private corporations or governmental organizations. Some student tuitions are paid for by the parents' employers, and some parents pay out-of-pocket for their children's education. QSI schools offer a limited number of scholarships, mostly to local citizens.

The international composition of the QSI community is a positive factor. Together, members develop an appreciation and understanding of different cultures. Families who send their children to our schools want their children to be part of a global community while studying at QSI and throughout their lives.

Describe any major changes in the community(ies) over the last five years that have had an impact on the system socially, economically, and/or politically.

Over the past five years, QSI's student population has grown at a moderate pace. QSI opened schools in Djibouti and Suriname, and closed schools in Trinidad and Slovenia. With schools in 29 countries, the politics and economics that might negatively affect a school in one place were generally balanced by positive political and economic factors in a different

location so that overall, before the global COVID-19 pandemic, QSI was on a steady trajectory of expansion.

In late spring/early summer 2020, as it became clear that the pandemic was going to have lasting effects on many facets of life including international work and travel, some QSI staff and parents changed their plans for the 2020-2021 school year. Some parents and school staff members decided to return to their home countries, others decided to stay in country instead of seeking opportunities elsewhere, and others were caught out of their countries of residence with no flights available to return.

Since spring 2020, QSI's total student enrollment dropped by about 500 students to roughly 6,400 students currently. Staff numbers also dropped slightly as some staff members left QSI to return to their home countries. Staff members who wished to remain with QSI but were either unable to return to the school where they had worked in 2019-2020, or worked at schools that found themselves overstaffed, were offered transfers to QSI schools with open positions. Overall, QSI has weathered COVID-19 well in terms of staffing. No QSI hires have lost their jobs due to downsizing, and with the vaccine rollout and countries re-opening over the next few school years, we are hopeful that schools will begin increasing enrollment again.

Indicate any major changes in the community(ies) that are expected to occur during the next five years socially, economically, and/or politically.

Quality Schools International hopes to see international communities recover and thrive over the next five years. However, effects of the pandemic may reverberate in our communities for a long time. Other factors that might affect QSI schools and communities are:

- Competition: For-profit international schools are a booming business. QSI will continue to highlight our strengths as a nonprofit, student-centered organization with quality education for all.
- Oil prices: QSI schools in Central Asia and some other locations have grown as oil companies in the regions have grown. QSI strongly supports environmental conservation efforts. As companies move toward alternative energy resources, QSI may need to adapt to the different staffing and family plans of those companies.
- Teacher shortages: Enrollment in undergraduate education programs in the US has declined since the onset of the pandemic. If this trend continues, QSI may have difficulty hiring qualified teachers.

QSI's plan for growth and improvement includes increased collaboration and communication between senior leadership and the schools. During the pandemic, communication paths were established, and ideas were easily shared for addressing problems as they arose. If we can keep communication pathways and brainstorming sessions open, we will face challenges as they arise so that our community stays strong.

List the major educational and cultural programs and facilities in the community that are available for use by the system and its students.

Program/Facility
Schools will provide this information as it varies wildly by location.

B.   HISTORY OF THE SYSTEM:

Sanaa International School

Sanaa International School opened in September 1971 with four students and grew to over 200 within a few years. The school's early history is related to the founder's first assignment in Yemen. In 1966-67, Mr. James E. Gilson was employed as principal of the Yemen-American Cooperative School in Taiz, Yemen. In May of 1967, the American community was evacuated, and the school ceased operations. Mr. Gilson, encouraged by the friendliness and hospitality of the people of Yemen, had a desire to return. In the summer of 1971, as Mr. Gilson was completing a two-year assignment as the Principal of Nairobi International School in Kenya, the civil war in Yemen finished. Missionary friends of Mr. and Mrs. Gilson, Wolfgang and Beryl Stumpf, whom Mr. Gilson met in 1959 during his time with the US Army in Eritrea, encouraged them to return to Yemen to start an international school in Sanaa.

After discussions with key people in Sanaa, it became apparent that there was a need for a school. Therefore, Mr. Gilson accepted a teaching position in Saudi Arabia, hired a teaching couple to go to Yemen, and was able to financially guarantee the first year of Sanaa International School. The school grew to about 25 students in that first year making it possible for Mr. and Mrs. Gilson and their two sons, Marcus and Kevin, to move to Yemen in July 1972.

In 1974, the school's Advisory Board, composed of leading expatriates and Yemenis, joined by a few others in Sanaa, met and formulated the school's Articles of Organization and By-Laws. This established the school as a nonprofit organization and formed a Board of Directors. Accurate accounting records have been kept throughout the school's existence. As a nonprofit entity, the school has been able to receive grants, loans, and land.

As early as 1972, it was foreseen that a purpose-built facility should be constructed. After three years of discussions and meetings at many levels, the Yemen Government granted the school its present 35 acres (about 14 hectares) gratis for a period of fifty years. Many individuals of the Yemen Government, the American Government, the United Nations, and the German Government gave considerable assistance in time and influence to obtain this land that was occupied on 22 December 1976. Construction began on 1 January 1977. A formal agreement with the Yemen Government was signed on 7 May 1977 that included the land grant, as well as a tax-free status for foreign employees of the school.

The building program and site development included the school buildings, two water wells, one residential home, a workshop, and playground development (including a tennis court and a softball field with an outfield fence). In the fall of 1992 a new domed, carpeted auditorium/sports area was put into use, that was surrounded by large classrooms.

The educational program has progressed from the philosophy brought by the first teachers to a structured, performance-based model first implemented in the fall of 1987 in the secondary section. By the autumn of 1989, the entire school was performance-based. Formal accreditation was granted by the Middle States Association of Colleges and Schools on 24 April 1987.

Due to the presence of Al-Qaida in parts of Yemen that put our foreign staff in danger of kidnapping, the school was closed after the 2014-15 school year.

It is sad to report that on 29 December 2015 during another civil war, a bomber from the neighboring country dropped a bomb during the evening that destroyed the domed building. Thankfully, no one was in the building at the time. Requests seeking financial compensation for damages have not been recognized nor answered.

Quality Schools International
Quality Schools International has a recent history. In 1991, the political structure of the world began a rapid transition. Great changes took place in the former USSR and in areas formerly under its sphere of influence. Combining this recent history with experience in the school restructuring process leading to higher success in schools, QSI was launched.

Mr. H. Duane Root, Chairman of the QSI Board of Directors, and Mr. James E. Gilson, President of QSI, co-founded Quality Schools International as a nonprofit, educational organization, with a view to offering opportunities in education for expatriates in new countries.

In May of 1991, Mr. Gilson traveled to Albania to have a look at a country just emerging from over 45 years of dictatorial rule. During his time there, he met some key people in the Tirana community and made a decision to begin Tirana International School. This expansion has resulted today in an organization offering excellence in education with 35 schools in 29 different countries on five continents.

QSI Headquarters is in Malta. The QSI Vice President, Jerry Scott, lives in Malta and manages headquarters. This is also the location for the Personnel, Finance, School Operations, Information & Communications, Curriculum & Resources, and Technology departments of QSI.

QSI Regional Supervisors are located in regional locations. These six Regional Supervisors provide guidance and support to designated QSI schools.

QSI United States Business Office is located in Wilder, Idaho, USA. This office expedites financial transactions for QSI.

QSS (Quality Schools Services) is located in Wilder, Idaho, USA. The following offices are housed there: Shipping Manager and Shipping Assistants. QSS provides services for ordering, collection, and shipping of school materials to most QSI schools.

QSI Schools by Founding Year

1971: Sanaa, Yemen

1991: Tirana, Albania

1992: Kyiv, Ukraine

1993: Minsk, Belarus; Almaty, Kazakhstan

1994: Baku, Azerbaijan; Bishkek, Kyrgyzstan; Bratislava, Slovakia; Ashgabat, Turkmenistan

1995: Yerevan, Armenia; Tbilisi, Georgia

1996: Skopje, North Macedonia; Chisinau, Moldova

1997: Sarajevo, Bosnia and Herzegovina

1999: Zhuhai, China

2000: Phuket, Thailand

2001: Shenzhen, China

2002: Chengdu, China

2004: Dongguan, China; Dushanbe, Tajikistan; El Tigre, Venezuela

2005: Dili, Timor-Leste; Brindisi, Italy; Nur-Sultan, Kazakhstan; Haiphong, Vietnam

2006: Podgorica, Montenegro

2007: Atyrau, Kazakhstan; Mosta, Malta

2011: Belmopan, Belize; QSI Virtual School (QVS)

2012: Cotonou, Benin; Shenyang, China; Pápa Hungary

2015: Münster, Germany; Pristina, Kosovo

2016: Djibouti, Djibouti

2018: Paramaribo, Suriname

C. SYSTEM INFORMATION: INDEPENDENT, RELIGIOUS, AND PROPRIETARY SYSTEMS

Is the system incorporated?	X	Yes
		No
If yes, Name of Corporation:	Quality Schools International Foundation	

Is the system licensed to operate as an educational organization?		Yes
	X	No
If yes,		
In what state(s) is the system licensed to operate?		
In what country(ies) is the system licensed to operate?		
If no,		
Explain the system's authority to operate as an educational organization	Each individual QSI school is licensed or authorized to operate as a school in the country in which it operates.	

Is the system licensed to grant a high school diploma and/or certificates?		Yes
	X	No
If yes,		
In what state(s) is the system licensed to grant diplomas and/or certificates?		
Type(s) of diplomas or certificates offered		
If no,		

explain the system's authority to grant diplomas and/or certificates	Each individual QSI school is licensed or authorized to grant diplomas in the country in which it operates.

SYSTEM'S HEADQUARTERS STAFF

Position Title	Name	Beginning Year in This Position
President/Co-Founder of QSI	Jim Gilson	1991
Co-Founder of QSI	Duane Root	1991
Vice President Incoming President, 2021-2022	Jerry Scott	2020
Incoming Vice President, 2021-2022	Karen Hall	2021
Director of Personnel	Matt Lake	2014
Personnel Coordinator	Michelle Lake	2014
Personnel Assistant	Savannah Cunningham	2020
Director of Curriculum	Maura Martin	2020
Curriculum Coordinator	Chris Hilgeman	2021
Destiny Administrator	Scott Carpenter	2015
Director of Information and Communications	Aaron Harnden	2020
Director of Technology	Kevin Gilson	1999
Technology Coordinator	Josh Olson	2012
Technology Support	Ievgeniia (Jane) Oliynyk	2016
Educational Technology Coordinator	David Becker	2020
Marketing and Conference Coordinator	Hasmik Olson	2014
Accreditation and Child Protection Lead	Debbie Downes	2016
Director of Finance	Bonita VanVeen	1999
Deputy Finance Manager	Jon Cunningham	2020

QSI Self-Study

Position Title	Name	Beginning Year in This Position
Office Manager (USA)	Sarah Egusquiza	2010
QSI Finance Coordinator	Winnie Landrus	2013
Accountant	Rochel Curhalek	2014
Accountant	Tess Finkbeiner	2009
Accountant	Flerida (Dang) Garcia	2014
Accountant	Svetlana Barysheva	2016
Accountant	Hephzibah Solomon	2001
Accountant	Anna Syutkina	2017
Accountant	Olga Duncan	2019
General Counsel	Samo Heric	2014
Regional Legal Counsel (Ljubljana)	Valentina Sergas	2019
Regional Legal Counsel (Malta)	Urban Petelin	2018
Regional Legal Counsel (Kyiv)	Tatiana Bereziuik	2019
Regional Legal Counsel (Shenzhen)	Galyna Doroshenko	2019
Regional Legal Counsel (Dushanbe)	Dilovarsho Safariev	2019
Head Local Accountant	Ebenezer Pascua	2019
Learning Support Coordinator (Bratislava)	Elizabeth Pokorny	2019
Learning Support Coordinator (Brindisi)	Kelly Schelble	2019
Learning Support Coordinator (USA)	Shannon Raybold	2019
QSI Graduate Studies Program	Mitchell Elswick	2017
Regional Supervisor, The Americas	Jeff McGuire	2017
Regional Supervisor, Balkans and Caucasus	Scott Root	2006
Regional Supervisor, Africa	Aaron Harnden	2020

Position Title	Name	Beginning Year in This Position
Regional Supervisor, China and East Asia	Tim Kruger	2014
Regional Supervisor, Central Asia and Southern Europe	Kim Black	2019
Regional Supervisor, Central Asia and Northern Europe	Eben Plese	2017

SYSTEM'S COMPONENT SCHOOLS

Component School: Tirana International School (ALB)	
No. of Administrators	4
No. of Professional Staff	56
No. of Support Staff	57
Grade Levels Served	PreK-12 (Preschool – Secondary IV)
Total Student Population	307

Component School: QSI International School of Yerevan (ARM)	
No. of Administrators	2
No. of Professional Staff	26
No. of Support Staff	28
Grade Levels Served	PreK-12 (Preschool – Secondary IV)
Total Student Population	107

Component School: QSI International School of Astana (AST)	
No. of Administrators	2
No. of Professional Staff	58
No. of Support Staff	20

QSI Self-Study

Grade Levels Served	PreK-12 (Preschool – Secondary IV)
Total Student Population	218
Describe any special characteristics: 2019-2020 student population was 320.	

Component School: QSI International School of Atyrau (ATR)	
No. of Administrators	2
No. of Professional Staff	33
No. of Support Staff	18
Grade Levels Served	PreK-12 (Preschool – Secondary IV)
Total Student Population	97
Describe any special characteristics: School population low due to COVID-19.	

Component School: Baku International School (AZB)	
No. of Administrators	3
No. of Professional Staff	30
No. of Support Staff	41
Grade Levels Served	PreK-12 (Preschool – Secondary IV)
Total Student Population	177

Component School: QSI International School of Sarajevo (BHZ)	
No. of Administrators	1.5
No. of Professional Staff	21.5
No. of Support Staff	19
Grade Levels Served	PreK-12 (Preschool – Secondary IV)
Total Student Population	142
Describe any special characteristics: Most of our students are diplomat children.	

QSI Self-Study

Component School: QSI International School of Minsk (BLR)	
No. of Administrators	4
No. of Professional Staff	38
No. of Support Staff	7
Grade Levels Served	PreK-12 (Preschool – Secondary IV)
Total Student Population	210

Component School: QSI International School of Benin (BNN)	
No. of Administrators	1
No. of Professional Staff	25
No. of Support Staff	13
Grade Levels Served	PreK-12 (Preschool – Secondary IV)
Total Student Population	92

Component School: QSI International School of Brindisi (BRD)	
No. of Administrators	1
No. of Professional Staff	13
No. of Support Staff	1
Grade Levels Served	PreK-12 (Preschool – Secondary IV)
Total Student Population	39

Component School: QSI International School of Belize (BZE)	
No. of Administrators	1
No. of Professional Staff	7
No. of Support Staff	5
Grade Levels Served	K-12 (5-Year-Old Class—Secondary IV)
Total Student Population	43

Component School: QSI International School of Chengdu (CDU)	

QSI Self-Study

No. of Administrators	1.5
No. of Professional Staff	43
No. of Support Staff	52.5
Grade Levels Served	PreK-12 (Preschool – Secondary IV)
Total Student Population	275

Describe any special characteristics:
Students attending this school may not be Chinese Nationals according to our school license.

Component School: QSI International School of Djibouti (DJB)	
No. of Administrators	1
No. of Professional Staff	6
No. of Support Staff	6
Grade Levels Served	PreK-12 (Preschool – Secondary IV)
Total Student Population	33

Component School: QSI International School of Dongguan (DNG)	
No. of Administrators	2
No. of Professional Staff	49
No. of Support Staff	44
Grade Levels Served	PreK-12 (Preschool – Secondary IV)
Total Student Population	244

Describe any special characteristics: The school is diverse in its makeup with students from six out of the seven continents. Teachers are likewise diverse and from around the globe, however, most professional staff members are from U.S.A., Canada, and China.

Component School: QSI International School of Dili (ETM)	
No. of Administrators	1
No. of Professional Staff	18
No. of Support Staff	23
Grade Levels Served	PreK-12 (Preschool – Secondary IV)

Total Student Population	97

Component School: QSI International School of Tbilisi (GRG)	
No. of Administrators	2
No. of Professional Staff	56
No. of Support Staff	57
Grade Levels Served	PreK-12 (Preschool – Secondary IV)
Total Student Population	237

Component School: QSI International School of Haiphong (HPH)	
No. of Administrators	2
No. of Professional Staff	18
No. of Support Staff	25
Grade Levels Served	PreK-12 (Preschool – Secondary IV)
Total Student Population	144 students

Component School: Almaty International School (KAZ)	
No. of Administrators	6
No. of Professional Staff	77
No. of Support Staff	102
Grade Levels Served	PreK-12 (Preschool – Secondary IV)
Total Student Population	395

Component School: QSI International School of Bishkek (KGZ)	
No. of Administrators	1
No. of Professional Staff	19
No. of Support Staff	18
Grade Levels Served	PreK-12 (Preschool – Secondary IV)
Total Student Population	66

QSI Self-Study

Component School: QSI International School of Kosovo (KSV)	
No. of Administrators	1
No. of Professional Staff	20
No. of Support Staff	9
Grade Levels Served	PreK-12 (Preschool – Secondary IV)
Total Student Population	101

Component School: QSI International School of Skopje (MCN)	
No. of Administrators	1
No. of Professional Staff	24
No. of Support Staff	3
Grade Levels Served	PreK-12 (Preschool – Secondary IV)
Total Student Population	91

Describe any special characteristics: The data above refers to 2020-2021. In addition, the school has contracted services with a security agency – the school is secured 24h every day; and contracted service for school lunch, but this school year the lunch service is paused due to the state COVID protective restrictions for schools.

Component School: QSI International School of Chisinau (MDV)	
No. of Administrators	1
No. of Professional Staff	21
No. of Support Staff	14
Grade Levels Served	PreK-12 (Preschool – Secondary IV)
Total Student Population	103

Component School: QSI International School of Malta (MLT)	
No. of Administrators	3
No. of Professional Staff	27
No. of Support Staff	10
Grade Levels Served	PreK-12 (Preschool – Secondary IV)

QSI Self-Study

Total Student Population	228

Component School: QSI International School of Munster (MST)	
No. of Administrators	1
No. of Professional Staff	7
No. of Support Staff	1
Grade Levels Served	PreK-12 (Preschool – Secondary IV)
Total Student Population	51
Describe any special characteristics: The school has been in operation for five years. Two-thirds of the student population is connected to the NATO base.	

Component School: QSI International School of Montenegro (MTG)	
No. of Administrators	1
No. of Professional Staff	15
No. of Support Staff	12
Grade Levels Served	PreK-12 (Preschool – Secondary IV)
Total Student Population	90

Component School: QSI International School of Phuket (PKT)	
No. of Administrators	2
No. of Professional Staff	15
No. of Support Staff	9
Grade Levels Served	PreK-12 (Preschool – Secondary IV)
Total Student Population	65

Component School: QSI International School of Papa (PPA)	
No. of Administrators	1
No. of Professional Staff	14
No. of Support Staff	3
Grade Levels Served	PreK-12 (Preschool – Secondary IV)

QSI Self-Study

Total Student Population	90

Component School: QSI Virtual School (QVS)	
No. of Administrators	1
No. of Professional Staff	11
No. of Support Staff	1
Grade Levels Served	9-12 (Secondary I-IV)
Total Student Population	260
Describe any special characteristics: Online students and staff	

Component School: QSI International School of Suriname (SRM)	
No. of Administrators	1
No. of Professional Staff	10
No. of Support Staff	5
Grade Levels Served	PreK-12 (Preschool – Secondary IV)
Total Student Population	66

Component School: QSI International School of Bratislava (SVK)	
No. of Administrators	3
No. of Professional Staff	45
No. of Support Staff	29
Grade Levels Served	PreK-12 (Preschool – Secondary IV)
Total Student Population	284

Component School: QSI International School of Shenyang (SYG)	
No. of Administrators	1
No. of Professional Staff	11
No. of Support Staff	3
Grade Levels Served	PreK-10 (Preschool – Secondary II)

QSI Self-Study

Total Student Population	46
Describe any special characteristics: We are a very small school serving international businesses and consulate families locally.	

Component School: QSI International School of Shenzhen (SZN)	
No. of Administrators	6
No. of Professional Staff	180
No. of Support Staff	166
Grade Levels Served	PreK-12 (Preschool – Secondary IV)
Total Student Population	1,022

Component School: QSI International School of El Tigre (TGR)	
No. of Administrators	3
No. of Professional Staff	12
No. of Support Staff	4
Grade Levels Served	PreK-12 (Preschool – Secondary IV)
Total Student Population	48
Describe any special characteristics: All QSI El Tigre staff is local. There are only three foreign teachers (from Peru, Argentina, and Saint Lucia).	

Component School: QSI International School of Dushanbe (TJK)	
No. of Administrators	1.25
No. of Professional Staff	26
No. of Support Staff	25
Grade Levels Served	PreK-12 (Preschool – Secondary IV)
Total Student Population	124

Component School: Ashgabat International School (TKM)	
No. of Administrators	2
No. of Professional Staff	52

QSI Self-Study

No. of Support Staff	42
Grade Levels Served	PreK-12 (Preschool – Secondary IV)
Total Student Population	197

Describe any special characteristics: Currently most of our overseas staff is displaced around the world because we are unable to get into Turkmenistan. Because of that, we have hired more support staff and full-time substitute teachers to run face-to-face classes in country with the lessons created by the overseas staff.

Component School: Kyiv International School (UKR)	
No. of Administrators	6
No. of Professional Staff	113
No. of Support Staff	123
Grade Levels Served	PreK-12 (Preschool – Secondary IV)
Total Student Population	770

Component School: QSI International School of Zhuhai (ZHU)	
No. of Administrators	2
No. of Professional Staff	20
No. of Support Staff	12
Grade Levels Served	PreK-12 (Preschool – Secondary IV)
Total Student Population	140

<u>SYSTEM</u>- Student Enrollment

FOR THE ACADEMIC YEAR   2019 -- 2020

SYSTEM ENROLLMENT			
Grade Level	**GIRLS**	**BOYS**	**TOTAL**
2-Year-Old Class through 4-Year-Old Class (Preschool)	*Please see school self-studies	*Please see school self-studies	733

SYSTEM ENROLLMENT			
Grade Level	GIRLS	BOYS	TOTAL
5-Year-Old Class (Kindergarten)	106	119	225
6-Year-Old Class (Grade 1)	252	280	532
7-Year-Old Class (Grade 2)	305	314	619
8-Year-Old Class (Grade 3)	291	335	626
9-Year-Old Class (Grade 4)	271	335	606
10-Year-Old Class (Grade 5)	293	297	590
11-Year-Old Class (Grade 6)	273	297	570
12-Year-Old Class (Grade 7)	263	271	534
13-Year-Old Class (Grade 8)	277	294	571
Secondary I (Grade 9)	256	240	496
Secondary II (Grade 10)	224	214	438
Secondary III (Grade 11)	175	204	379
Secondary IV (Grade 12)	323	300	623
TOTALS	3,309	3,500	7,542

QSI Self-Study

SYSTEM ENROLLMENT			
Grade Level	GIRLS	BOYS	TOTAL
2-Year-Old Class through 4-Year-Old Class (Preschool)	*Please see school self-studies	*Please see school self-studies	255
5-Year-Old Class (Kindergarten)	220	224	444
6-Year-Old Class (Grade 1)	229	240	469
7-Year-Old Class (Grade 2)	260	272	532
8-Year-Old Class (Grade 3)	249	293	542
9-Year-Old Class (Grade 4)	245	288	533
10-Year-Old Class (Grade 5)	268	252	520
11-Year-Old Class (Grade 6)	228	265	493
12-Year-Old Class (Grade 7)	237	247	484
13-Year-Old Class (Grade 8)	253	270	523
Secondary I (Grade 9)	211	211	422
Secondary II (Grade 10)	203	204	407
Secondary III (Grade 11)	167	182	349
Secondary IV (Grade 12)	163	143	306
TOTALS	2,933	3,091	6,279

QSI Self-Study

Explain any significant or unusual enrollment trends for the system as a whole that will or might have an effect on the system's ability to produce the levels of student performance stated in its Mission and Profile Graduates.

Overall enrollment has dropped from November 2019 to November 2020. The biggest drop in enrollment occurred in preschool, which might be explained by parents' reluctance to enroll young children in school during online learning. As schools open for in-person instruction, and countries relax travel restrictions, we expect that our enrollment numbers will recover to previous levels.

D.   STUDENT DEMOGRAPHIC CHARACTERISTICS

SYSTEM- Student Demographics

FOR THE ACADEMIC YEAR   2020 -- 2021

Student Characteristic Gender and Nationality	Percent of Students Now	Percent of Students in Previous Year
Male	51.3%	51.4%
Female	48.7%	48.6%
USA	19%	20%
Hong Kong	8%	9%
South Korea	8%	9%
Ukraine	5%	4%
Kazakhstan	5%	5%
Russia	2%	2%
Germany	2%	2%
Canada	2%	2%
Slovakia	2%	2%
India	2%	2%
Turkmenistan	2%	2%
Taiwan	2%	2%
Great Britain	2%	2%

QSI Self-Study

Student Characteristic Gender and Nationality	Percent of Students Now	Percent of Students in Previous Year
China	1%	2%
Japan	1%	2%
Italy	2%	2%
Poland	2%	1%
Turkey	1%	1%
Georgia	1%	1%
France	1%	1%
Other	30%	27%
TOTALS	100%	100%

Explain any significant or unusual trends in the demographic characteristics of the system's students as a whole that will or might have an effect on the system's ability to produce the levels of student performance stated in its Mission and Profile Graduates.

None

E.   STUDENT MOBILITY

SYSTEM- Student Mobility

FOR THE ACADEMIC YEAR   2019 -- 2020

5-Year-Old Class through Secondary IV (K-12)	Number of Students	Percent of Total Students
Students enrolled for the entire academic year (5-year-old class through Secondary IV)	6813	87%
Students enrolled from 50% to 90% of the academic year	640	8%
Students enrolled for 49% or less of the academic year	383	5%

Describe significant trends in the system's student mobility rate that that will or might have an effect on the system's ability to produce the levels of student performance stated in its Mission and Profile Graduates.

Students at QSI schools are, generally, mobile. QSI schools provide students with instruction that meets them where they are and challenges them appropriately, so that students learn what they are ready to learn no matter the duration of their time at a QSI school.

F. THE PROFESSIONAL AND SUPPORT STAFFS

<u>SYSTEM</u>- Professional and Support Staffs

FOR THE ACADEMIC YEAR   2020 -- 2021

	Full-Time	Part-time	Total Full-Time Equivalent
ADMINISTRATIVE STAFF			
Administrators	69	1 (0.25) 5 (0.5)	71.75
INSTRUCTIONAL STAFF			
Classroom teachers-Preschool	121	5 (0.5)	123.5
Classroom teachers-elementary school (5-year-old through 11-year-old classes)	329	7 (0.5)	332.5
Classroom teachers- middle school (12-13-year-old classes)	167	8 (0.5)	171
Classroom teachers-secondary school (Secondary I-IV classes)	238	23 (0.5)	249.5
Learning support teachers	33	4 (0.5)	35
STUDENT SERVICES STAFF			
School counselors	22	2 (0.5)	23

QSI Self-Study

	Full-Time	**Part-time**	**Total Full-Time Equivalent**
Specialists and consultants	41	16 (0.5)	49
Technology services personnel	35	5 (0.5)	37.5
Information resources/ library personnel	27	6 (0.5)	30
Health services personnel	31	2 (0.5)	32
SUPPORT STAFF			
Paraprofessionals and aides	289	17 (0.5)	297.5
Office staff	190	4 (0.5)	192
Custodial personnel	204	9 (0.5)	208.5
Maintenance personnel	93	4 (0.5)	95
Food services personnel	110	1 (0.5)	111
Security personnel	175	6 (0.5) 1 (0.3)	178.3

Describe significant trends in the numbers of the system's faculty and staff that that will or might have an effect on the system's ability to produce the levels of student performance stated in its Mission and Profile Graduates.

Smaller QSI schools may not have all student services positions in place. Those schools may access student support services that are not available on campus through local providers and the QSI regional network.

QSI Self-Study

G. EXPERIENCE OF THE PROFESSIONAL AND SUPPORT STAFFS

SYSTEM- Experience of the Professional and Support Staffs

FOR THE ACADEMIC YEAR   2020 -- 2021

	0-1 Years	2-5 Years	6-10 Years	11-20 Years	over 20 Years
Administrative Staff	4	13	19	25	15
Instructional Staff	42	260	274	307	157
Student Services Staff (Counselors, Tech Staff, Library Staff, Health Staff)	17	57	85	65	44
Support Staff (Paraprofessionals, Office, Maintenance, Custodial, Food Services, Security)	73	300	371	244	68

Describe significant trends in the job experience of the system's faculty and staff that that will or might have an effect on the system's ability to produce the levels of student performance stated in its Mission and Profile Graduates.

The majority of faculty and staff have more than five years of experience from which to draw in serving the school and supporting newer staff members.

H. ACADEMIC PREPARATION OF THE PROFESSIONAL STAFF

SYSTEM- Academic Preparation of the Professional Staff

FOR THE ACADEMIC YEAR   2020 -- 2021

All QSI Staff (Local hire information included in Component School Self-Studies)	Bachelor's Degree	Master's Degree	Doctorate
Administrative Staff	16	65	8
Instructional Staff	216	267	5
Counselors	2	18	1
Learning Support Staff	0	4	0

Describe significant trends in the academic preparation of the system's faculty and staff that that will or might have an effect on the system's ability to produce the levels of student performance stated in its Mission and Profile Graduates.

The faculty and staff have relevant academic preparation to fulfill their positions, and they are provided with curricular support to help students to achieve mastery.

59

I. PROFESSIONAL CERTIFICATION OF THE PROFESSIONAL STAFF

SYSTEM- Professional Certification of the Staff

FOR THE ACADEMIC YEAR   2020 – 2021

All QSI Staff (Local hire information included in Component School Self-Studies)	No Certificate	Teaching Certificate	Counseling Certificate	Administrative Certificate
Administrative Staff	0	116	0	55
Instructional Staff	0	1081	2	40
Counselors	0	20	15	2
Learning Support Staff	0	3	0	2

Describe significant trends in the certification of the system's professional staff that that will or might have an effect on the system's ability to produce the levels of student performance stated in its Mission and Profile Graduates.

QSI requires all classroom teachers to have teaching certificates in their main subject areas, and all Directors and Directors of Instruction to have administrative certificates or be in the process of earning their administrative certificates.

QSI Self-Study

J. DEMOGRAPHIC CHARACTERISTICS OF THE PROFESSIONAL STAFF

<u>SYSTEM</u>- Demographic Characteristics of the Professional Staff

FOR THE ACADEMIC YEAR   2020 -- 2021

Characteristic	Percent of QSI Professional Staff Now
Female	71%
Male	29%
USA	36%
China	13%
Ukraine	6%
Kazakhstan	4%
Albania	3%
Canada	3%
Georgia	3%
Great Britain	2%
Philippines	2%
Azerbaijan	2%
Other	26%
TOTALS	100%

Describe significant trends in the demographic characteristics of the system's professional staff that that will or might have an effect on the system's ability to produce the levels of student performance stated in its Mission and Profile Graduates.

As QSI schools follow an American-style curriculum, it's helpful that roughly one-third of the staff is from the United States to support the implementation of the curriculum. The rest of the staff demographics reflect the international communities that QSI serves.

QSI Self-Study

K.   TURNOVER IN THE PROFESSIONAL AND SUPPORT STAFFS

SYSTEM- Turnover in the Professional and Support Staffs
FOR THE ACADEMIC YEAR   2020 -- 2021

	Percent New Hires Three Years Ago	Percent New Hires Two Years Ago	Percent New Hires One Year Ago
Administrative Staff	10%	8%	22%
Instructional Staff	20%	23%	19%
Counselors	0%	32%	29%
Learning Support Staff	0%	20%	0%

	Percent Changeover Three Years Ago	Percent Changeover Two Years Ago	Percent Changeover One Year Ago
Administrative Staff	16%	3%	19%
Instructional Staff	19%	13%	31%
Counselors	0%	4%	43%
Learning Support Staff	--	0%	0%

Describe significant trends in the rates of turnover in the system's faculty and staff that that will or might have an effect on the system's ability to produce the levels of student performance stated in its Mission and Profile Graduates.

The Learning Support program officially began in 2019, and all Learning Support Coordinator positions were filled by internal transfer. In 2020, more staff departed than usual due to the global pandemic. However, considering the effects of COVID-19 and international lockdowns on international schools, it's remarkable that QSI was able to ensure that no QSI employees who wished to stay with the organization lost their jobs. Continuing staff members were offered contracts to either continue at their current schools or transfer to other QSI schools.

THE DESCRIPTIVE SUMMARY OF SYSTEM STUDENT PERFORMANCE

A. ACADEMIC PERFORMANCE ON STANDARDIZED ASSESSMENTS—SYSTEM

ACADEMIC AREA ASSESSED:

RESULTS FOR THE ACADEMIC YEAR **Fall 2018 – Spring 2019 and Fall 2019 – Fall 2020**

Name of Standardized Assessment:	MAP Math	
Grade Level(s) at Which Administered:	5yoc through Sec. II (K-10)	

Sub-Group	Performance	
Lower Elementary (5-Year-Old Class through 7-Year-Old Class)	X	Above Standard
		At Standard
		Below Standard
Upper Elementary (8-Year-Old Class through 10-Year-Old Class	X	Above Standard
		At Standard
		Below Standard
Middle School (11-Year-Old Class through 13-Year-Old Class)	X	Above Standard
		At Standard
		Below Standard
Secondary I-II (Ninth and Tenth Grade)	X	Above Standard
		At Standard
		Below Standard

Name of Standardized Assessment:	MAP Reading	
Grade Level(s) at Which Administered:	5yoc through Sec. II (K-10)	

Sub-Group	Performance	

QSI Self-Study

Name of Standardized Assessment:		MAP Reading
Grade Level(s) at Which Administered: 5yoc through Sec. II (K-10)		

Lower Elementary (5-Year-Old Class through 7-Year-Old Class)	X	Above Standard
		At Standard
		Below Standard
Upper Elementary (8-Year-Old Class through 10-Year-Old Class	X	Above Standard
		At Standard
		Below Standard
Middle School (11-Year-Old Class through 13-Year-Old Class)	X	Above Standard
		At Standard
		Below Standard
Secondary I-II (Ninth and Tenth Grade)	X	Above Standard
		At Standard
		Below Standard

Name of Standardized Assessment:		MAP Language Usage
Grade Level(s) at Which Administered: 5yoc through Sec. II (K-10)		
Sub-Group		**Performance**
Lower Elementary (5-Year-Old Class through 7-Year-Old Class)	X	Above Standard
		At Standard
		Below Standard
Upper Elementary (8-Year-Old Class through 10-Year-Old Class	X	Above Standard
		At Standard
		Below Standard
Middle School (11-Year-Old Class through 13-Year-Old Class)	X	Above Standard
		At Standard
		Below Standard
	X	Above Standard

QSI Self-Study

Name of Standardized Assessment:	MAP Language Usage	
Grade Level(s) at Which Administered:	5yoc through Sec. II (K-10)	
Secondary I-II (Ninth and Tenth Grade)	At Standard	
	Below Standard	

Identify in the table below any component school whose performance on this assessment differs significantly from the system's average performance. Describe the actions the system/component school is taking in response to this performance.

Name of Component School:	None
Describe the degree to which this school's performance differs from the average for the system:	
Describe the actions the system/component school is taking in response to this performance:	

B. ACADEMIC PERFORMANCE—RETENTION IN GRADE

RESULTS FOR THE ACADEMIC YEAR   2019 -- 2020

Grade Level	Number of Students Retained in Grade	Percent of Students Retained in Grade
Preschool	3	0.4%
5-Year-Old Class	5	2%
6-Year-Old Class	3	0.6%
7-Year-Old Class	1	0.2%
8-Year-Old Class	2	0.3%
9-Year-Old Class	0	0%
10-Year-Old Class	1	0.2%
11-Year-Old Class	2	0.4%
12-Year-Old Class	1	0.2%

QSI Self-Study

Grade Level	Number of Students Retained in Grade	Percent of Students Retained in Grade
13-Year-Old Class	0	0%
Secondary I	1	0.2%
Secondary II	5	1%
Secondary III	0	0%
Secondary IV	2	0.3%

Identify in the table below any component school whose rate of retentions in grade differs significantly from the system's average performance. Describe the actions the system/component school is taking in response to this performance.

Name of Component School:	None
Describe the degree to which this school's performance differs from the average for the system:	
Describe the actions the system/component school is taking in response to this performance:	

C.   ADVANCED PLACEMENT® COURSE ENROLLMENT:

RESULTS FOR THE ACADEMIC YEAR   2018 -- 2019

Sub-Group of Students	Percentage Enrolling in and Passing One or More AP® Courses
Secondary I	10/505 = 2%
Secondary II	52/450 = 12%
Secondary III	107/368 = 29%
Secondary IV	375/835 = 45%

Sub-Group of Students	Percentage Enrolling in and Passing One or More AP® Courses
Secondary I	10/496 = 2%
Secondary II	81/438 = 18%
Secondary III	145/379 = 38%
Secondary IV	255/623 = 41%

Identify in the table below any component school whose enrollment and performance in Advanced Placement® courses differs significantly from the system's average performance. Describe the actions the system/component school is taking in response to this performance.

Name of Component School:	None
Describe the degree to which this school's performance differs from the average for the system:	
Describe the actions the system/component school is taking in response to this performance:	

D.   ADVANCED PLACEMENT® EXAMINATION PERFORMANCE:

RESULTS FOR THE ACADEMIC YEAR   2017 -- 2018

Sub-Group of Students	No. of Students Taking One or More AP® Examination	No. of Exams Taken	Percentage of Exams with Scores of Three or Above
All	525	955	73%

RESULTS FOR THE ACADEMIC YEAR   2018 -- 2019

Sub-Group of Students	No. of Students Taking One or More AP® Examination	No. of Exams Taken	Percentage of Exams with Scores of Three or Above
All	390	1,044	77%

RESULTS FOR THE ACADEMIC YEAR   2019 -- 2020

Sub-Group of Students	No. of Students Taking One or More AP® Examination	No. of Exams Taken	Percentage of Exams with Scores of Three or Above
All	583	1,189	78%

E.   INTERNATIONAL BACCALAUREATE PROGRAM PARTICIPATION

E.1. Full IB Diploma Program

FOR THE ACADEMIC YEAR   2018 -- 2019

International Baccalaureate Full Diploma Programme	No. of Students Enrolled (Sec. III – Sec. IV)	Percentage of System's Eligible Students
QSI International School of Chengdu (CDU)	8	8/40 = 20%
QSI International School of Bratislava (SVK)	21	21/74 = 28%
QSI International School of Shenzhen (SZN)	66	66/197 = 34%
Kyiv International School (UKR)	21	21/158 = 13%

International Baccalaureate Full Diploma Programme	No. of Students Enrolled (Sec. III – Sec. IV)	Percentage of System's Eligible Students
QSI International School of Chengdu (CDU)	6	6/21 = 29%
QSI International School of Bratislava (SVK)	28	28/78 = 36%
QSI International School of Shenzhen (SZN)	47	47/137 = 34%
Kyiv International School (UKR)	18	18/144 = 13%

International Baccalaureate Program Performance

FOR THE ACADEMIC YEAR   2018 -- 2019

International Baccalaureate Full Diploma Programme	No. of Students Enrolled	No. of Students Earned Full IB Diploma	Deviation between Predicted and Actual Grades	Average IB Diploma Score
QSI International School of Chengdu (CDU)	4	4	5.25	30.5
QSI International School of Bratislava (SVK)	4	4	4.25	28
QSI International School of Shenzhen (SZN)	36	29	4.8	31
Kyiv International School (UKR)	7	7	-0.24	32

69

International Baccalaureate Full Diploma Programme	No. of Students Enrolled	No. of Students Earned Full IB Diploma	Deviation between Predicted and Actual Grades	Average IB Diploma Score
QSI International School of Chengdu (CDU)	4	4	2	34.25
QSI International School of Bratislava (SVK)	16	16	2.9	34
QSI International School of Shenzhen (SZN)	30	28	2.2	32
Kyiv International School (UKR)	10	10	0.02	36

E.2. IB Certificate Program

FOR THE ACADEMIC YEAR   2018 -- 2019

International Baccalaureate Program	No. of Students Enrolled (Including DP Students)	Percentage of System's Eligible Students
A Studies in Language and Literature (Language A) Course	164	35%
A Language Acquisition (Language B) Course	133	28%
An Individuals and Societies Course	197	42%
A Sciences Course	164	35%
A Mathematics Course	167	36%
An Arts Course	78	17%
Core: Theory of Knowledge	123	26%

International Baccalaureate Program	No. of Students Enrolled (Including DP Students)	Percentage of System's Eligible Students
A Studies in Language and Literature (Language A) Course	147	39%
A Language Acquisition (Language B) Course	140	37%
An Individuals and Societies Course	202	53%
A Sciences Course	171	45%
A Mathematics Course	133	35%
An Arts Course	73	19%
Core: Theory of Knowledge	123	32%

F.   GRADUATION RATE:

RESULTS FOR THE ACADEMIC YEAR   2019 -- 2020

Sub-Group of Students	Percentage Graduating Within Four Years
All	100%
Ashgabat International School (TKM)	99%
QSI International School of Phuket (PKT)	95%
QSI International School of Tbilisi (GRG)	91%
QSI International School of Dushanbe	90%

Identify in the table below any component school whose graduation rate differs significantly from the system's average performance. Describe the actions the system/component school is taking in response to this performance.

QSI Self-Study

Name of Component School:	None. The schools who reported less than 100% of students graduating within 4 years had 1-2 students each who needed more time. With mastery learning, time is a resource, so students are allowed the time they need to master the subjects they study.
Describe the degree to which this school's performance differs from the average for the system:	
Describe the actions the system/component school is taking in response to this performance:	

G.   POST GRADUATION INTENTIONS

RESULTS FOR THE ACADEMIC YEAR   2019 -- 2020

Intentions	Percent of Total Senior Class
Attend 4-year college or university	97%
Attend junior or community college	1%
Attend another post-secondary, technical school or business college	1%
Continue education but unsure of what type of school	0%
Enter military service	0%
Enter the workforce	0%
Other: Gap Year	1%
Undecided	0%
TOTAL	**100%**

List the colleges, universities, and/or other post-secondary education institutions at which the ten highest numbers of graduates of the system's most recent graduating class were *accepted* for matriculation.

Post-Secondary School	Number Accepted
University of California, San Diego, USA	6
University of California, Davis, USA	5
Boston University, USA	4
Cornell University, USA	4
Jacobs University Bremen, Germany	4
Maastricht University, Netherlands	4
New York University, USA	4
Purdue University, USA	4
University of California, Berkeley, USA	4
University of California, Los Angeles, USA	4
University of Manchester, England	4

H. CITIZENSHIP PERFORMANCE—ALL SCHOOLS

H.1. ATTENDANCE

RESULTS FOR THE ACADEMIC YEAR   2019 -- 2020

Grade Level	Percentage Absent from School 20 or More Days
5-Year-Old Class (Kindergarten)	54%
6-Year-Old Class (Grade 1)	37%
7-Year-Old Class (Grade 2)	36%
8-Year-Old Class (Grade 3)	36%

73

9-Year-Old Class (Grade 4)	34%
10-Year-Old Class (Grade 5)	33%
11-Year-Old Class (Grade 6)	37%
12-Year-Old Class (Grade 7)	33%
13-Year-Old Class (Grade 8)	36%
Secondary I (Grade 9)	30%
Secondary II (Grade 10)	30%
Secondary III (Grade 11)	29%
Secondary IV (Grade 12)	29%

Name of Component School:	None
Describe the degree to which this school's performance differs from the average for the system:	
Describe the actions the system/component school is taking in response to this performance:	

H.2. SUSPENSIONS FROM SCHOOL

RESULTS FOR THE ACADEMIC YEAR   2019 -- 2020

Grade Level	Number of Students Suspended One or More Times	Percentage Suspended One or More Times

7-Year-Old Class	3	0.5%
8-Year-Old Class	7	1%
9-Year-Old Class	2	0.3%
10-Year-Old Class	7	1%
11-Year-Old Class	7	1%
12-Year-Old Class	3	0.6%
13-Year-Old Class	21	4%
Secondary I	6	1%
Secondary II	5	1%
Secondary III	1	0.3%
Secondary IV	1	0.2%

Name of Component School:	None
Describe the degree to which this school's performance differs from the average for the system:	
Describe the actions the system/component school is taking in response to this performance:	

H.3. EXPULSIONS FROM SCHOOL

RESULTS FOR THE ACADEMIC YEAR   2019 -- 2020

Grade Level	Sub-Group of Students	Percentage Expelled One or More Times
All	All	0%

Name of Component School:	None

Describe the degree to which this school's performance differs from the average for the system:
Describe the actions the system/component school is taking in response to this performance:

THE DESCRIPTIVE SUMMARY OF ORGANIZATIONAL CAPACITY

Method(s) Used to Conduct the Self-Assessment of Adherence to the Standards for Accreditation

By Standards Surveys

X	YES		NO	The self-assessment was conducted using the surveys provided by the Middle States Association.
Total Number of Surveys Returned				
The results represent surveys completed by:				
Students				518
Parents				365
Faculty and Staff				836

QSI Self-Study

MISSION STANDARD FOR ACCREDITATION

A.   DATA RELATED TO THIS STANDARD

List the stakeholders who participated in the most recent development/review of the Mission and the stakeholder group each participant represents.

Name	Stakeholder Group
Duane Root	Chairman of the QSI Board of Directors, Co-Founder
Jim Gilson	QSI President, Board Member, Co-Founder
Jerry Scott	QSI Vice President, Board Member, former Director of Curriculum, incoming President 2021-2022
Reed Patterson	Board Member, Director of Teach Overseas Institute
Dr. Paul Finkbeiner	Board Member, former school Director
Dr. Frank Underhill	Board Member, former school Director
Dr. Karen Hall	Board Member, former school Director, incoming Vice President 2021-2022

List the date(s) of the most recent revision/adoption of the system's Mission.

The Quality Schools International Mission Statement was written at the founding of QSI and has the approval of the Board of Directors. The Mission Statement was most recently revised in 1996 by the QSI Board of Directors. The Board reviews the Mission annually, most recently in Seattle in July 2019, to ensure that it represents the overarching Mission of all QSI schools.

In addition to adopting the QSI Mission Statement, QSI schools may clarify how the Mission is evidenced at a specific school by creating a Statement of Purpose. Most QSI schools have a Statement of Purpose which aligns with the QSI Mission and shares the unique ways that the school environment reflects the Mission.

By what body was the most recent revision/adoption of the system's Mission approved.

The Quality Schools International Mission Statement is approved by the QSI Board of Directors.

Indicate the places where and documents in which the Mission is formally published.

> The QSI Mission Statement is on each QSI school website, in registration information packets, in the QSI Employee Booklet, in the Mission Statement and Exit Outcomes Booklet, and displayed on walls in open areas and classrooms at QSI schools.

B. SELF-ASSESSMENT OF THE INDICATORS OF QUALITY

The system must meet this Standard for Accreditation to be granted "Accreditation" by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the system meets the Standard. Rate the degree to which the system meets each Indicator by using the following scale:

Rating of Adherence to the Indicator	
1. Does Not Meet	The evidence indicates the system **does not meet** the expectations of this Indicator
2. Partially Meets/In Need of Improvement	The evidence indicates that the system **partially meets** the expectations of this Indicator and **is in need of improvement**
3. Meets	The evidence indicates the system **meets** the expectations of this Indicator
4. Exceeds	The evidence indicates the system **exceeds** the expectations of this Indicator

Middle States Association Accreditation Standard:
Mission

The Standard: The system has a mission that conveys clearly and concisely the system's vision of a preferred future for the community and its expectations for student learning. The mission is consistent with the community's ethical norms and demonstrates respect for persons of all races, creeds, and cultures. The mission serves as the basis for daily operational and instructional decision-making as well as strategic planning. It is developed and periodically reviewed using a process that considers input by stakeholders of the system and is aligned with the needs of the community(ies) the system serves.

The system's statement of mission is:	Staff Survey Weighted Average	Student Survey Weighted Average	Parent Survey Weighted Average	QSI Stakeholders Weighted Average
1.1 Clearly aligned with the system's beliefs and profile of the graduate.	3.06			3.06

79

1.2 Communicated widely, understood and supported by the students, their families, and (if appropriate) the system's community of stakeholders.	2.98	2.95	3.07	3
1.3 Developed using a process that considered input by appropriate stakeholders of the system.	2.84			2.84
1.4 Reviewed periodically to determine its effectiveness in communicating the system's purposes and vision.	2.84			2.84

INDICATORS OF QUALITY FOR FAITH-BASED SYSTEMS:

X	**These Indicators are not applicable to our system.**

Component Schools with a separate Mission

	The System has Component Schools with a separate Mission
X	**The System does not have Component Schools with a separate Mission.**

Stakeholders' comments to support the ratings:

STANDARD: Mission	
Source of Comments	**Comments**
QSI Administrators, Faculty, Staff	- I don't feel that all students/parents understand the mastery system. - Teachers and administrators discuss the system regularly through meetings and marketing to the larger school community. It is in every newsletter and related to regularly in the classroom and in meetings. - I am unsure of the developing and updating of the mission statement process. - Mission statement is good but stagnant and has probably never been revised since developed by the founders of QSI many years ago. It is imposed on the organization, and very few feel very attached to the very wordy document. It is important that stakeholders feel more ownership in this document. - It needs to be revised but is usually not allowed to be a discussion point.

STANDARD: Mission	
Source of Comments	**Comments**
	- The mission statement is quite long and many stakeholders, especially parents and students, don't fully know it. I know that it is reviewed periodically, but I'm not sure many stakeholders' input is asked for revisions/updates. - I do not know if there is a process to review the mission statement. - The mission statement development process is opaque. - System changes are made without input from staff. - I've never heard anything about periodic review. - There is a QSI-wide mission statement, but it has not been updated with input from those that teach, work, and learn within it. - It is a great system. I have never been in a school or company where everybody gets along so well and works so hard towards common goal of educating kids regardless of race, creed, and culture. - As far as I know, the Mission/Vision was written long ago and has not been reviewed (unless by the QSI Board) since. At least, it hasn't changed at all since I was hired. - In respect to all cultures, pay to locals and third culture citizens needs to be improved. Regardless of reasoning behind decisions which are made, disparity and inequality is the felt norm. - Continuing education, and re-education, of stakeholders is necessary. We have a diversity of schools and a very fluid and changing clientele in many locations. - The current mission statement is long and unwieldy and difficult for students, staff and parents to relate to. It starts with "virtually" which has a different connotation from when the statement was written. QSI deserves a better mission statement. - Mastery Learning is not well understood not only by stakeholders, but, it seems, the staff itself. In some cases, grades are still given for effort, not for quality. Academically, not enough consensus is observably present. - The mission statement was written by an individual with an incredible vision for what QSI could become. It contains significant core beliefs, but it is not a mission statement, per se. There is no discussion or community opportunities to revisit it.

81

STANDARD: Mission	
Source of Comments	**Comments**
	• I have an issue with the motto: "Success For All", because guaranteeing success may encourage unethical practices. I think it would be more ethical to say "Opportunities For All".
QSI Students	• The school provides equal opportunities for all students
	• Our school has many great facilities. Everyone is kind and follows the rule.
	• It tries its best to make everyone feel safe and make everyone succeed
	• It does not meet with my old school system
	• This year it did not meet this standard in my opinion but other years it has
	• The school meets the system as it gives success for all as it is stated on the mission.
	• I feel like some parts of a unit are overlooked, so we don't learn as much as we should prepare for the test.
	• I think the students meet the Standard because they follow the Success Orientations.
	• I don't know if our school even has a mission.
	• It meets this standard because our teachers and administration have urged and helped us all to start building a structure for our future.
	• Although I do understand the overall mission of QSI, I am uncertain of how well the QSI I attend works to complete this mission.
	• This school meets the standards but student have to show more kindness and respect. The school needs a stricter punishment for student who disrespect others and needs a punishment for whoever breaks the dress code, but not super strict.
	• I believe that the curriculum could have been stronger
	• I think our school meets this standard because the teachers help you know when you have mistakes and help you learn from them.
	• Teachers go out of their way to make sure each and every student understands and excels in their class. And students enjoy learning within and beyond the QSI curriculum.
	• In comparison to the "outstanding quality" that this school promotes, the reality of this school is different. I believe that

82

STANDARD: Mission	
Source of Comments	**Comments**
	some teachers really put an effort into teaching, but many other teachers are careless about the students' education. We do a lot of online stuff, such as watching videos, when really I think that the teachers should teach from their knowledge to help the students understand. • Many students in Intensive English don't improve much throughout the year; therefore, when they participate classes with the students who speak English well, the teachers set the mastery level lower. This will make the students who speak English well have a lower mastery level because there are no challenges for these students. • Most schools, we could choose our own subjects that we think it would be useful for our future. It would be nice if we could make this part of our school system. • very good schools. maybe can be more challenging. • We learn about different cultures, for example, Egyptian culture, this school makes it fun, and interesting to learn science and cultural studies. • It does meet because they do not us Fs for grades, and they teach kids even if they have a hard time learning. • This school is great, the teachers are nice and we have good education. • It is up to standard because it is challenging but not very hard . In QSI it is easier because they let us study on our level. • This school respects every children from all different nationalities, races, and beliefs.
QSI Parents	• I can see from the feedback I get both from teachers and my children that teacher's and administration's aspiration for my children to succeed is an integral part of the school's DNA. • I believe that more attention needs to be paid to learning support -- more than just words, but concrete strategies for action, intervention, and attitudes regarding students with learning differences. • The system demonstrates high ethical norms and standards. It aimed to respect the person, child its pace of development. IT conducts events against bullying and other form of discrimination.

QSI Self-Study

STANDARD: Mission	
Source of Comments	**Comments**
	• In Secondary school, multiple retesting opportunities make students too relaxed, and they don't understand deadlines, so they are not ready for college. I think QSI should make changes in high school.
	• My children will all need an IB diploma to be able to enter universities back home. At this point there is no IB standard at Haiphong which is a tipping point for lots of families to leave early.
	• The philosophy (of achieving competency) sounds like a good idea, but in practice, I think it allowed kids to avoid accountability for not meeting deadlines or doing sloppy work.
	• Not all teachers are created equal.
	• Child-friendly. Nurtures stress-free and happy children.
	• Having a good quality level teaching program and excellent teachers.
	• The local student population has gone up tremendously and also the students are not academically challenged because of their low expectations.
	• I feel like with most schools you can go in and read a standard they have set, and either or disagree whether or not they meet it. You can do this without even interacting much with the administration. At our QSI school I feel invited into their excellent standard, like my child and I are an important part of that. It makes an amazing difference. Simply amazing.
	• QSI's exit criteria are clear and easily understood for student learning and their Mission statement is a descriptive document for their vision for students and community.
	• Excellent balance found between academics and success orientations

QSI Self-Study

C.   SELF-ASSESSMENT OF THE DEGREE TO WHICH THE SYSTEM MEETS THIS STANDARD FOR ACCREDITATION

X	Our self-assessment is that our system **MEETS** this Standard for Accreditation
	Our self-assessment is that our system **DOES NOT MEET** this Standard for Accreditation because it does not meet or meets only partially the Requirement(s) of the Standard and/or the Indicator(s) of Quality indicated below:

Identify in the table below any component school for which the ratings for this Standard and its Indicators of Quality differ significantly from the system's average rating.

Name of Component School:	None
Describe the degree to which this school's performance differs from the average for the system:	

D.   IMPLICATIONS FOR PLANNING

List the system's significant strengths in meeting the Mission Standard.

- The mission is well established and the philosophy behind it is well understood by almost all stakeholders.
- The schools practice the philosophy behind the QSI mission.
- Schools use portions of the QSI mission in marketing so that those entering understand the philosophical basis of the school.
- Staff members believe in the QSI mission and follow these practices in their daily work.

List the system's significant areas in need of improvement in meeting the Mission Standard.

- The mission statement has not been updated since the founding of QSI.
- Stakeholders commented that they felt disconnected from the development of the mission statement.
- The mission statement is much longer than a typical mission statement.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Mission that should be included in the action plan in the Plan for Growth and Improvement.

• Examine ways to improve the visibility of the mission statement to make it more "real" and relevant for stakeholders. These could include: 　　o Highlighting different portions of the mission in different parts of our marketing work 　　o Displaying the mission statement in prominent places in all schools 　　o Considering how to highlight portions of the mission in our website to point out some of the ways that our mission is alive in our schools • Encourage schools to involve all stakeholders in developing their own Statement of Purpose, which reflects how stakeholders engage with the mission at the school level. The Statement of Purpose may be reviewed and revised by the school and stakeholders as needed.

E.   EVIDENCE TO SUPPORT THE SELF-ASSESSMENT OF THIS STANDARD

Evidence	
For All Systems:	
Data from surveys	X
The system's Mission	X
Publications that communicate the Mission to the system's communities of stakeholders	X
Marketing, recruitment, and admissions materials that communicate the system's Mission	X
The system implements a system to assess its effectiveness in fulfilling its Mission.	X
The system's Mission is clearly communicated in its brochures, promotional materials, policy and procedural handbooks, web site, and similar resources.	X
Policies related to periodic review and revision (if warranted) of the system's Mission	X
For Component Schools:	
Component School publications communicate the Mission to the school's community of stakeholders.	X

QSI Self-Study

GOVERNANCE AND LEADERSHIP STANDARD FOR ACCREDITATION

A.   DATA RELATED TO THIS STANDARD

FOR INDEPENDENT, AND PROPRIETARY SYSTEMS

	These issues are not applicable to our system.

1. Is the system incorporated?	X	**Yes**	
		No	
If yes, Name of Corporation:	Quality Schools International Foundation		

2. Is the system licensed to operate as an educational system?		**Yes**
	X	**No**
If no, explain the system's authority to operate:	Each individual QSI school is licensed or authorized to operate as a school in the country in which it operates.	

3. Is the system licensed to grant diplomas or certificates?		**Yes**
	X	**No**
If no, explain the system's authority to grant diplomas or certificates:	Each individual QSI school is licensed or authorized to grant diplomas in the country in which it operates.	

QSI Self-Study

B. SELF-ASSESSMENT OF THE INDICATORS OF QUALITY

The system must meet this Standard for Accreditation to be granted "Accreditation" by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the system meets the Standard. Rate the degree to which the system meets each Indicator by using the following scale:

Rating of Adherence to the Indicator	
1. Does Not Meet	The evidence indicates the system **does not meet** the expectations of this Indicator
2. Partially Meets/In Need of Improvement	The evidence indicates that the system **partially meets** the expectations of this Indicator and **is in need of improvement**
3. Meets	The evidence indicates the system **meets** the expectations of this Indicator
4. Exceeds	The evidence indicates the system **exceeds** the expectations of this Indicator

Middle States Association Accreditation Standard:
Governance and Leadership

The Standard: The system is chartered, licensed, and/or authorized by the appropriate civil authority(ies) and is in compliance with all applicable statutes, ordinances, and regulations of all civil authorities of the jurisdiction(s) in which the system operates. There are no legal or proprietary ambiguities in the ownership and control of or responsibility for the system.

The system's governing body and leadership act ethically and consistently to ensure an atmosphere of mutual respect, purposeful effort, and a productive environment for teaching and learning while demonstrating adherence to the system's mission. The governing body and leadership maintain timely and open communication with the system's community of stakeholders. The governing body and leadership provide the vision that drives strategic planning and day-to-day operations. They ensure the integrity, effectiveness, and reputation of the system by establishing policies, providing necessary resources, and ensuring the quality of the system's educational program.

The system's governing body ensures that the system:	Staff Survey Weighted Average	Student Survey Weighted Average	Parent Survey Weighted Average	QSI Stakeholders Weighted Average
2.1 Is in compliance with all applicable statutes, ordinances, and regulations of all civil authorities of the	2.96		3.11	3.04

jurisdiction(s) in which the system operates.				
2.2 Has no legal or proprietary ambiguities in ownership, control, or responsibility.	2.99		3.11	3.05
2.3 Expresses partnerships and any corporate linkages in ownership/governance as enforceable agreements.	3.01			3.01
2.4 Is provided with effective leadership, support, and continuity, including succession planning to ensure stability of the system's leadership.	2.95	3.14	3.14	3.08
The system's governing body ensures that the system:	**Staff Survey Weighted Average**	**Student Survey Weighted Average**	**Parent Survey Weighted Average**	**QSI Stakeholders Weighted Average**
2.5 Is provided with leaders that possess the appropriate qualifications, experience, and competencies for their position.	2.97			2.97
2.6 Is provided with the sufficient qualified personnel to deliver its programs, services, and activities.	2.92			2.92
QSI's Governing Body and Headquarters ensures that it:				
2.7 Is focused on selecting, evaluating, and supporting the heads of component schools, policy development, planning, assessing the school's performance, and ensuring the availability of adequate resources to accomplish the system's mission.	2.97			2.97
2.8 Uses a clearly defined performance appraisal system for the heads of the component schools. The appraisal is conducted with the knowledge and participation of the heads of the schools.	2.93			2.93
2.9 Thinks and acts strategically, reflecting on its decisions and the consequences of its actions.	2.92			2.92
2.10 Refrains from undermining the authority of the system's leadership to	2.96		3.06	3.01

QSI Self-Study

conduct the daily operation of the system.				
2.11 Works cooperatively with the system's leadership to establish and maintain clear, written policies and procedures that are consistent with the school's mission, are implemented at all times, and reviewed regularly.	2.95			2.95
2.12 Has and implements written policies and/or procedural guidelines that define for the governing body: Its proper roles and responsibilities; Qualifications for its members; Its composition, organization, and operation; Terms of office for its members; and Provisions for identifying and selecting new board members when vacancies occur.	2.95			2.95

The system's governing body ensures that the system:	Staff Survey Weighted Average	Student Survey Weighted Average	Parent Survey Weighted Average	QSI Stakeholders Weighted Average
2.13 Implements a process for reviewing/revising its policies regularly.	2.93			2.93
2.14 Evaluates systematically and regularly its own effectiveness in performing its duties.	2.92			2.92
2.15 Provides appropriate opportunities for education of its members, including orientation and training sessions so that all board members understand their responsibilities and roles.	2.93			2.93
2.16 Conducts a regular schedule of meetings that is communicated to the system's community of stakeholders.	2.99			2.99
2.17 Includes members that represent areas of expertise to meet needs of constituencies served by the system.	2.93			2.93
2.18 Maintains appropriate and constructive relations with the system's leadership, staff, students, families, the community, and with each other in the interest of serving the needs of the students.	2.95	3.1	3.27	3.10666667

QSI Self-Study

2.19 Recognizes the accomplishments of staff members and students.	2.88			2.88
2.20 Adheres to appropriate guidelines concerning confidentiality in communications.	3.05	3.1	3.17	3.10666667
QSI Headquarters' leadership:				
2.21 Is accountable to the governing body and is responsible for ensuring the system's students achieve the expected levels of achievement.	2.98			2.98
2.22 Maintains a relationship with the system's governing body characterized by mutual trust and cooperation.	2.97		3.19	3.08
The system's governing body ensures that the system:	**Staff Survey Weighted Average**	**Student Survey Weighted Average**	**Parent Survey Weighted Average**	**QSI Stakeholders Weighted Average**
2.23 Ensures that all school programs and activities are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel.	2.91		3.03	2.97
2.24 Provides a program of professional development based on the needs of the system and staff identified in the system's growth and improvement process.	2.83			2.83
2.25 Ensures that professional and support staff members stay well informed about educational developments.	2.82			2.82
2.26 Undertakes operational, long range, and strategic planning aimed at accomplishing the system's mission and goals.	2.93			2.93
2.27 Stays well informed of and implements proven practices identified in educational research and literature.	2.87			2.87
2.28 Maintains appropriate and constructive relations with families, students, the staff, the community, and with each other in the interest of serving the needs of the students.	2.95			2.95

QSI Self-Study

	Staff Survey Weighted Average	Student Survey Weighted Average	Parent Survey Weighted Average	QSI Stakeholders Weighted Average
2.29 Adheres to appropriate guidelines concerning confidentiality in communications.	3.02	3.1	3.17	3.09666667

INDICATORS OF QUALITY FOR FAITH-BASED SYSTEMS

X	**These Indicators are not applicable to our system.**

INDICATOR OF QUALITY FOR SYSTEMS THAT DELIVER ALL OR PART OF THEIR EDUCATIONAL PROGRAM BY A DISTANCE MODALITY

	Staff Survey Weighted Average	Student Survey Weighted Average	Parent Survey Weighted Average	QSI Stakeholders Weighted Average
Q9. The system's leadership:				
2.30 Includes personnel with the appropriate qualifications, experience, and competencies to lead an institution that uses a distance modality(ies) to deliver all or part of its educational program and/or services.	2.95			2.95

Component Schools with independent Governance and Leadership

	The System has Component Schools with independent Governance and Leadership
X	**The System does not have Component Schools with independent Governance and Leadership**

Stakeholders' comments to support the ratings:

STANDARD: Governance and Leadership	
Source of Comments	**Comments**
QSI Administrators, Faculty, Staff	• QSI does not always have leaders system-wide who are qualified, and QSI supports leaders without question, even if their decisions are not reasoned or beneficial. QSI leadership is out of touch with regular teachers, students and families. PD is almost always in-house and not very substantial. • I don't think QSI has provided and makes accessible policies and procedures. Some items, are very difficult to find. The needs of the staff are not considered when considering PD.

92

STANDARD: Governance and Leadership	
Source of Comments	**Comments**
	• The professional development days could be guided better and have more relevant topics. • QSI tries to meet this standard, and does frequently. That said, there are employees at many levels that do not have qualifications in their field, including in administration and teaching. Rivalries in various levels of administration also lead to challenges here. • The leadership is a bit white-male dominated, I would like to see some diversity in leaders • QSI HQ is very strong in organizing and supporting the schools and staff in various countries. The new electronic magazine shared with teachers is a big help in sharing the information. I see this as a key forum to share more information with our stakeholders. • QSI leadership is working to be more transparent and collaborative, but still has a long way to go. Important decisions are made from the top down. • There seems to be no clear policy for meeting the needs of students with severe disabilities. An alternative curriculum is needed if we choose to accept these students in order to maintain and really in this case, establish academic integrity. This school doesn't consistently follow QSI Headquarter policy. • Staff members who operate in a leadership capacity within the system need to be provided with more training/assistance in completing their duties during the accreditation process. Some schools do not have personnel who are technically qualified to lead said process but have to fulfill said role in addition to their teaching duties due to (for example) a shortage of personnel. QSI leadership also needs to be more trusting of the assessments of its personnel on the ground in a given school as far as their needs (as opposed to making policy directives that have a negative impact on said personnel despite repeated advice/requests to the contrary). • There is much work to be done in this area. The relationship between the founders/board is not defined and ambiguous. There is no succession planning and the QSI President should be living and working with the people at HQ not thousands of miles away.

93

STANDARD: Governance and Leadership	
Source of Comments	**Comments**
	• I do not know much about QSI's governing body and how they select, train, or evaluate people in headquarters or admin in schools. Additionally, some of the items from 2.21 through 2.29 are not much managed by headquarters (I think) but rather by individual schools. (Eg, ensuring that school events are appropriately staffed is more of a local issue than a HQ one.) • I am not certain that my financial earnings are in compliance with local tax laws. More than half of my actual income is deposited directly into a U.S. bank account and avoids the local system. I have been in multiple schools where the director changed more than once per year on average. Sustained leadership is not a focus for the system. I am unaware of any evaluation of any director at any school, ever. I have worked for more than 12 directors. I have never been asked how QSI meets or does not meet my needs. The operation of QSI Headquarters is not sufficiently transparent for me as a teacher to comment on most of these standards. • Qualified educators in the appropriate positions...has improved-YAY!- but can do better. • All teachers should have a teaching license for their subject before entering the classroom regardless of contract status. • Some decisions are poorly thought out, and are not in the best interest of the students. (for example switching to Office 365.) They are made to make life at headquarters easier. • It would be beneficial to have more transparency and communication about the long-range plans for QSI available to all staff. It is difficult to effectively answer some of these questions since there is not a lot of communication between QSI headquarters and individual school staffs. This communication bridge needs to be effectively done by the school's director. • As teachers, we do not have interactions with the headquarters or QSI board, so their role is neither clear nor transparent. Some decisions that are passed down interfere with the life of the school and do not help student learning. Some new teachers who are hired by the headquarters can't teach their subjects and are not happy here.
QSI Students	• I think the school leaders need to be more fair in decision making.

QSI Self-Study

STANDARD: Governance and Leadership	
Source of Comments	**Comments**
	• The teachers seem to make more rules in their classroom than the leader of the school.
	• Leadership could be better in the sense that communication between leaders and students and parents isn't very clear and we are not aware of many things.
	• A lot of the decisions made by the leadership are not transparent and do not improve the general well-being. QSI's leaders tend to not always have positive relationships with members of our community because of condescending attitudes.
	• Overall this QSI school system is very onto the idea that not everyone is the same, so you should accept them all. But when they do that, they end up focusing too much on the unique they forget about the normal people.
	• I believe that this school has a very good leadership as the leaders all try their very best to bring the most out of this school.
	• Our school's teachers do not keep positive relationships with students, favoritism is apparent.
	• Our teachers and leaders are always very engaged in their work and help the students to grow and learn.
	• There tends to be clear favoritism when it comes to implementing rules around the school. Some rules seem to be heavily applied to some students but not on others. An example of this is dress code. Some students were punished for wearing shirts that showed an unsignificant amount of skin while other students (including the directors daughter) were allowed to walk from class to class in shorts that are intended to highlight and display the butt.
	• The school does a good job of making sure students have everything they need
	• Getting a councilor helped the school a lot and the school is heading on the right path.
	• At times some students are targeted more than others, regarding the same issue.
	• I think our teachers should be more strict on us. And correct us more often, like if we break the dress code! And the Director needs to be more strict, write to our parents if we do something bad, give us more than an hour detentions, and the parents must sign the detention slips!

STANDARD: Governance and Leadership	
Source of Comments	**Comments**
	• Our leaders are good, they are leading the school very well • The principal must have more power in this school and not be so indecisive. The director must be more objective than subjective.
QSI Parents	• Overall it does meet the standard; however, there were times when school system programs were not staffed with qualified personnel for long period of time. The homeroom teacher went absent and the paraprofessional was in charge of the quality delivery. I believe that the school shall take into account related health conditions or visa requirements of the staff and be prepared for prolonged absences. • I have no idea about QSI's governance. I don't "feel" that the governance is particularly transparent. • I have been directly involved in ensuring QSI meets local standards. We have worked very hard on that over two+ years. The school is in a very good place in that regard. • Qualified personnel for high school has to be strongly improved. Many issues concerning the skills of some teachers especially in scientific and economic classes. Exams must be better planned. No real preparation for AP exam in spite of AP can be passed at the school and AP classes can be included in the courses. • The director has worked very hard this year to get the school functioning and legal within the new government. • Headquarters and QSI governing body are not visible for parents, so I can't say what leadership they provide. As parents, we hear stories that some QSI schools do not have proper legal registration. • QSI school should have more and qualified teaching staff to encourage the students academic performance • Sometimes it feels like "confidentiality" is actually secrecy and favoritism, but I think it may be because of the politics of the country. • Impetus on parent involvement is noteworthy.

96

STANDARD: Governance and Leadership	
Source of Comments	**Comments**
	• In the 12 years involved with the school no major concerns / issues
	• So many things are not as transparent as necessary. For most of these questions, I wish I had a choice for "unknown." Headquarters and Regional? I only know the brief info on their school intro package, but the details have never been provided even after signing up to the school.
	• Usually great. Lovely staff and fast responses. Met with respect.
	• School does not inform parents of the make up of the school board. Procedures relevant to the operation of the school - such as disciplinary process - are not published. Grievance procedures do not exist or are not published. Parent body has been managed by offering reduced school fees to parents with key leadership positions in the parent body.
	• Some decisions made by the QSI Board have been questionable in assigning directors to schools. The reasons and decision-making process is unclear.

C. SELF-ASSESSMENT OF THE DEGREE TO WHICH THE SYSTEM MEETS THIS STANDARD FOR ACCREDITATION

X	Our self-assessment is that our system **MEETS** this Standard for Accreditation
	Our self-assessment is that our system **DOES NOT MEET** this Standard for Accreditation because it does not meet or meets only partially the Requirement(s) of the Standard and/or the Indicator(s) of Quality indicated below:

Identify in the table below any component school for which the ratings for this Standard and its Indicators of Quality differ significantly from the system's average rating.

Name of Component School:	None

Describe the degree to which this school's performance differs from the average for the system:

D.   IMPLICATIONS FOR PLANNING

List the system's significant strengths in meeting the Governance and Leadership Standard.

- Recent changes in leadership hiring practices have provided transparency systemwide. Open positions are advertised throughout QSI and outside of the organization, and qualified staff members are encouraged to apply.
- The leadership structure of QSI is well understood in general terms with a clear organizational chart.
- A comprehensive administrative handbook is available to all administrators. Policies are included and reviewed annually or as changes are suggested.

List the system's significant areas in need of improvement in meeting the Governance and Leadership Standard.

- Limited communication creates a disconnect between QSI headquarters and schools. Areas for improvement include:
    - Access to QSI policies by school teaching staff
    - Communication of the status of the organization related to organizational health, succession plans, and future planning
    - Evaluation process for all leadership
    - Systemwide celebration of successes
- There has been a lack of comprehensive strategic planning that incorporates all stakeholders.
- Professional development is not well directed from a systemwide perspective and gaps in organizational understanding and pedagogical consistency are apparent.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Governance and Leadership that should be included in the action plan in the Plan for Growth and Improvement.

- Create access to policies in the administrator handbook for teaching staff.
- Implement a strategic planning process that includes stakeholders globally.
- Develop and maintain a systems evaluation process that is transparent and part of the strategic planning process.

QSI Self-Study

| • | Develop a communications plan to allow for wide distribution of information. |
| • | Incorporate professional development from a systems' view in areas of mission, pedagogy, and system-mandated policies and procedures. |

E. EVIDENCE TO SUPPORT THE ASSESSMENT OF THIS STANDARD

Evidence	
For All Systems:	
Data from surveys	X
The orientation and training plan for members of the system's governance.	X
The process the system's governance uses for evaluating its own effectiveness in performing its duties.	X
Chart of lines of authority/responsibilities in the Headquarters system	X
Job descriptions for Headquarters staff	X
Job descriptions for the heads of the component schools and other key members of component schools' administrative staff	X
Appraisal tool and/or description of the process used to appraise the performance of the heads of the system's component schools	X
System policies pertaining to the governance and leadership, including:	
• the roles and responsibilities of the governing body	X
• educating the members of the governing body regarding the governance's responsibilities and roles	X
• selecting the head of component schools	X
• the governing body's evaluation of its own effectiveness in performing its duties and responsibilities	X
• appraising the performance of the head of component schools	X
• adhering to appropriate guidelines for confidentiality in communications	X
For Systems that Provide Distance Education	
Evidence of the distance education expertise of personnel in the system's leadership	X

QSI Self-Study

SYSTEM IMPROVEMENT PLANNING STANDARD FOR ACCREDITATION

A.   DATA RELATED TO THIS STANDARD

SYSTEM PLANS

Type of Plan	Yes/No		Year Last Reviewed/ Updated	Quality/Effectiveness of Plan	
Strategic Plan/Long-Range Plan: Headquarters	X		2021	X	**Satisfactory**
					Needs Improvement
					Unsatisfactory
Financial Plan: Headquarters and Component Schools	X		2020	X	**Satisfactory**
					Needs Improvement
					Unsatisfactory
Facilities Plan: Headquarters and Component Schools	X		2021	X	**Satisfactory**
					Needs Improvement
					Unsatisfactory
Technology Plan: Headquarters and Component Schools	X		2020	X	**Satisfactory**
					Needs Improvement
					Unsatisfactory
Professional Development Plan: Headquarters and Component Schools	X		2020	X	**Satisfactory**
					Needs Improvement
					Unsatisfactory
Staffing Plan: Headquarters and Component Schools	X		2020	X	**Satisfactory**
					Needs Improvement
					Unsatisfactory
	X			X	**Satisfactory**

Type of Plan	Yes/No		Year Last Reviewed/ Updated	Quality/Effectiveness of Plan	
Curriculum Review/Revision Plan: Headquarters			2020		Needs Improvement
					Unsatisfactory
Student Enrollment Plan Component Schools	X		2020	X	Satisfactory
					Needs Improvement
					Unsatisfactory

B. SELF-ASSESSMENT OF THE INDICATORS OF QUALITY

The system must meet this Standard for Accreditation to be granted "Accreditation" by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the system meets the Standard. Rate the degree to which the system meets each Indicator by using the following scale:

Rating of Adherence to the Indicator	
1. **Does Not Meet**	The evidence indicates the system **does not meet** the expectations of this Indicator
2. **Partially Meets/In Need of Improvement**	The evidence indicates that the system **partially meets** the expectations of this Indicator and **is in need of improvement**
3. **Meets**	The evidence indicates the system **meets** the expectations of this Indicator
4. **Exceeds**	The evidence indicates the system **exceeds** the expectations of this Indicator

Middle States Association Accreditation Standard: System Improvement Planning

The Standard: The system plans strategically and continuously to grow and improve its students' performance and the system's capacity to produce the levels of student performance desired and expected by its community of stakeholders. The system's strategic plan is aligned with and supports achievement of its mission. The system uses a collaborative process to develop and implement its strategic plan for growth and improvement and ensures that the plan includes professional development activities the staff needs to implement the plan and

achieve its goals. The system improvement planning is monitored, periodically assessed and revised as needed.

QSI's governing body and headquarters leadership ensure that the system:	Staff Survey Weighted Average	Student Survey Weighted Average	Parent Survey Weighted Average	QSI Stakeholders Weighted Average
3.1 Develops a strategic plan for growth and improvement that is approved by the governing body (if appropriate) and supported by the system's community of stakeholders.	2.94			2.94
3.2 Bases its strategic plan on longitudinal data regarding the achievement and performance of the system's students and the school's capacity to produce the levels of student achievement and performance expected by its community of stakeholders.	2.91			2.91
3.3 Communicates regularly to its community of stakeholders information about the system's planning process, strategic plan, and the results being achieved by implementing the plan.	2.88	2.97	2.93	2.92666667
3.4 Provides members of its community of stakeholders with appropriate opportunities to provide input into its strategic planning for growth and improvement.	2.85		2.94	2.895
3.5 Takes into consideration the system's capacities in terms of time, energy, and resources when planning new initiatives, setting goals, and developing action plans.	2.89			2.89
3.6 Guarantees that its action plans address all areas of the system's programs, services, operations, and resources that are relevant to the system's mission and the strategic plan's goals.	2.95			2.95
3.7 Monitors implementation of its strategic plan and revises it as needed to ensure it is producing the intended results.	2.92	3.15		3.035

QSI Self-Study

INDICATORS OF QUALITY FOR COMPONENT SCHOOLS WITH SEPARATE SCHOOL IMPROVEMENT PLANNING

	Staff Survey Weighted Average	Student Survey Weighted Average	Parent Survey Weighted Average	QSI Stakeholders Weighted Average
3.A The school's objectives and action plans are in alignment with the system's strategic plan.	3.01			3.01
3.B The school's action plans have been developed in compliance with the Indicators of Quality for the standard above.	3.01			3.01
3.C School specific objectives and action plans not in alignment with the system's have been approved and are supported by the system.	2.96			2.96

X	**The System has Component Schools with separate Improvement Planning for Facilities, Technology, Enrollment, Staffing, Professional Development, and Finance**
	The System does not have Component Schools with separate Improvement Planning

Stakeholders' comments to support the ratings:

STANDARD: Strategic Plan	
Source of Comments	**Comments**
QSI Administrators, Faculty, Staff	• Based on past MSA cycles, QSI HQ supports improvement planning. However, the communication of a strategic plan in not communicated regularly. I do not use this criteria as a qualifier for meeting the standards. • If there is a strategic plan, it has not been communicated or acted upon in this school year. • Schools have largely been responsible for strategic planning and now, with this systems accreditation, the focus is on QSI. It's a positive shift.

	• This is the first year of starting Systems, so I can't comment on how the process is going to go, but there has been clear communication so far.
	• QSI does not do long term strategic planning at the board or HQ level. If such plans do exist, then nobody hears about and it is not shared with all stakeholders.
	• Our directors are good about communicating changes to the community in PSG meetings, through emails and staff meetings.
	• 3.2 system wide approach will help us to look at the overall trends in QSI and drive PD3.3 more communication about the strategic plan from QSI is needed
	• Changing to a system of Accreditation will help with communication of, and preparing for, a long range plan.
	• Hopefully, this survey is a beginning to help all QSI staff know what the overall strategic plan is for QSI.
	• This category is a bit more difficult as there are different parts of the organization that do conduct strategic plans, (such as curriculum or accreditation) but other parts that seem to act on a daily whim. Overall, it seems we are meeting what is expected but plenty of improvement could be had.
	• As a teacher I know little of what headquarters does in any area. Not much information about the running of the company and how that gets relayed to schools is provided. If I don't ask I don't know, and even then may be told it is not my concern. There seem to be a lot of secrets in the organization.
	• As with the previous section, these types of preparations and protocols are not transparent to the stakeholders at the local level. School-level action plans and objectives are varied and can change with different administrative leadership.
	• A strategic plan for QSI was created by interviewing staff at the HQ without ever stepping foot into a school. This is embarrassing for an educational organization.
	• My biggest concern with this standard relates to opening new schools, and supporting small schools: are these new initiatives TRULY being provided with sufficient time and resources? To what degree is the governing body aware of the specific needs of each situation and prepared to support them?
QSI Students	• Our school system meets its standard.

	- I don't think as students we're really informed in our school's goals. We are told to have a lot of self-diligence and we're also told to develop interests in topics in our own time. I also haven't noticed a structured strategic plan for the student. It's just if the student passed the unit or not.
	- I feel as if my teachers want me to perform at the best of my ability.
	- The school makes sure we are up to date on the new standards and that we know what we need to work on.
	- I think the school really tries their best to achieve goals and help the students exceed. The teachers and the council generally care a lot about the performance of the school so I really do think they meet this specific standard.
	- I have never been told the school system's improvement plans and goals.
	- They have some really strong teachers in this school.
	- Yes, because the curriculum is taught in the right way.
	- Our school is a small school so teachers and leaders cares about all students
	- My school allowed an unqualified teacher to teach classes such as economics, government, and AP psychology. This seriously affected the students who were taking AP psychology, as they had learnt almost nothing throughout the year and were then expected to take a test regarding the subject. Most students, if not all of them, resorted to learning the course on their own time with tutors or online aid, as they were convinced they would not be passing the test if they relied solely on the teacher to learn the material. As for courses such as economics, the lack of knowledge from the teachers part resulted in none of the students understand a single concept from both macroeconomics and microeconomics. It also resulted on many of us choosing to not follow any careers that involved economics as we feared our lack of knowledge would jeopardize us. Putting a teacher who is not qualified for important classes like these not only jeopardized our grades, but just in general stumped us and prevented us from learning in different fields.
	- The teachers here make sure students are doing a good job at learning what they need to learn. The school should make the plans of the school a little more clear
	- I have seen or heard of teachers who gave up on students when they were doing poorly, I think that teachers should look into the reason(s) why, and to try and improve their performance.

	• it meets the standard but barely, not working very hard to better the students learning and performance.
	• The success orientations are clear to every student, and the selective/essential units are also clear to everyone.
	• I think QSI should have a stronger curriculum, in my old British school we learned multiplication at P1 (First Grade) Since this is an American school I think we should learn more about American History!
	• I know about some of the plans of what will happen, and the main goal here is for students to work better
	• the teachers let you work as fast as you want and do not stop you even if you are ahead of everyone
	• The first question, QSI does not tell us about the understanding of the schools system.
	• our school should go around the class rooms to ask whether we understand what we are working on. If the child does not understand then the teacher can email the parent or ask the child to do bonus sheets.
QSI Parents	• I do not recall receiving directly any reports or requests on improvement and plans. Appreciate that it may be available somewhere and I was not actively looking for it.
	• The information provided on the website is strong.
	• Strategic plan?
	• Communication flow is outstanding from QSI leadership and teachers.
	• Could more be done to consult parents/guardians in the development of improvement goals and plans for improvement?
	• Excellent.
	• We have lots of input for the school, but the QSI system is a mystery and asks no input from stakeholders. We don't know how decisions are made on the QSi level.
	• Could in some cases ask parents more, what to focus and improve as a teaching school. But marginal. See first comment.
	• No information is provided on this. If there is no information then there is no system.
	• This standard has been met at some of the locations my children have attended school, but not all. And I get no information from the QSI organization.

106

C. SELF-ASSESSMENT OF THE STANDARD FOR ACCREDITATION

X	Our self-assessment is that our system **MEETS** this Standard for Accreditation
	Our self-assessment is that our system **DOES NOT MEET** this Standard for Accreditation because it does not meet or meets only partially the Requirement(s) of the Standard and/or the Indicator(s) of Quality indicated below:

Identify in the table below any component school for which the ratings for this Standard and its Indicators of Quality differ significantly from the system's average rating.

Name of Component School:	None
Describe the degree to which this school's performance differs from the average for the system:	

D. IMPLICATIONS FOR PLANNING

List the system's significant strengths in meeting the Planning for Growth and Improvement Standard.

- At the school level, strategic planning is ongoing, often as part of the school's accreditation cycle.
- QSI has prepared strategic plans for the systems process and has a system in place for updating that strategic plan.
- In the past year, headquarters has made strategic planning an important part of its administrative professional development plan.

List the system's significant areas in need of improvement in meeting the Planning for Growth and Improvement Standard.

- Communications between headquarters and the schools regarding strategic planning has not been frequent or clearly defined.
- Some of the processes in place for strategic planning are not re-examined and revised regularly, do not use historical information to inform future planning, and do not involve stakeholders.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Planning for Growth and Improvement that should be included in the action plan in the Plan for Growth and Improvement.

- Involve more stakeholders in system-wide strategic planning and to publicize that planning. This is in progress.
- Implement a review cycle for strategic plans to utilize and revise them as part of normal system and school operations.

E.   EVIDENCE TO SUPPORT THE ASSESSMENT OF THIS STANDARD

Evidence	
For All Systems:	
Data from surveys	X
The system's strategic and/or long-range plan to improve student performance	X
The system's long-range finance plan & each individual school finance plan	X
The system's long-range facilities plan	X
The system's long-range technology plan	X
The system's staff development plan	X
The system's development/institutional advancement plan, if applicable	X
The system's curriculum review and revision plan	X
The system's enrollment plan, if applicable	X
Evidence of stakeholder input into the system's plans	X
Evidence of how the system's plans are communicated to the community of stakeholders	X
System planning, including planning for improvement in student performance, organizational capacity, finances, facilities, and technology	X
Periodic reviews of the system's plans	X

QSI Self-Study

FINANCES STANDARD FOR ACCREDITATION

A.   DATA RELATED TO THIS STANDARD

For Non-Public, Independent and Proprietary Systems

FINANCIAL RESOURCES:

INCOME SOURCE	Current Year	Last Year
% from individual school tuition and fees	97%	97%
% from interest/investments/rental income	2.5%	2.5%
Other (describe): Government grants	0.5%	0.5%
TOTAL	100%	100%
EXPENDITURES		
% Personnel	68%	69%
% Fixed Assets	5%	5%
% Contracted Services	5%	4%
% Business expenses (consumable)	8%	8%
Other (describe): Facilities	14%	14%
TOTAL	100%	100%

INSURANCE FOR THE SYSTEM:

TYPE OF INSURANCE	Adequacy of Coverage			NA
	Satisfactory	Needs Improvement	Unsatisfactory	
Property liability		X		
Employee liability		X		
Administration liability		X		

TYPE OF INSURANCE	Adequacy of Coverage			
	Satisfactory	Needs Improvement	Unsatisfactory	NA
Governing body liability		X		
Theft, fraud, deceit		X		
Tuition increase				X
Travel and field trips				X
Institution-owned vehicles				X

Indicate any anticipated major capital expenditures within the next three years.

Major capital expenditures at the organization level and school level have been placed on hold since the beginning of the pandemic. Other than the completion of payment on a large construction project in Kazakhstan, no other major capital expenditures are anticipated.

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

The organization is in the process of switching insurance companies for liability coverage and working to resolve this in spring 2021.

QSI Self-Study

B. SELF-ASSESSMENT OF THE INDICATORS OF QUALITY

The system must meet this Standard for Accreditation to be granted "Accreditation" by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the system meets the Standard. Rate the degree to which the system meets each Indicator by using the following scale:

Rating of Adherence to the Indicator	
1. Does Not Meet	The evidence indicates the system **does not meet** the expectations of this Indicator
2. Partially Meets/In Need of Improvement	The evidence indicates that the system **partially meets** the expectations of this Indicator and **is in need of improvement**
3. Meets	The evidence indicates the system **meets** the expectations of this Indicator
4. Exceeds	The evidence indicates the system **exceeds** the expectations of this Indicator

Middle States Association Accreditation Standard:
Finances

The Standard: The system has financial resources that are sufficient to provide its students with the educational program defined in the system's mission and strategic plan. Financial resources are stable, and indications are they will continue to be stable for the foreseeable future. The system uses business practices that are ethical and follow accepted budgeting and accounting principles. The practices promote confidence in the system's ability to manage its fiscal and material resources in a responsible manner. The school dedicates its financial resources to implementing its educational program, services, activities, and operations.

QSI's governing body and headquarters leadership ensure that the system:	Staff Survey Weighted Average	Student Survey Weighted Average	Parent Survey Weighted Average	QSI Stakeholders Weighted Average
4.1 Is free of any contingent financial liabilities or on-going litigations that could affect the system's ability to continue operation.	2.96			2.96
4.2 Maintains levels of income and expenditures that are in appropriate balance.	2.97		3.09	3.03

111

4.3 Has and implements written policies and procedures that require the governing body and leadership to exercise prudent control over the system's finances and all financial operations.	3.01			3.01
4.4 Entrusts the overseeing and conducting of its financial and business operations only to those who possess the appropriate qualifications.	3.01			3.01
4.5 Develops short- and long-range financial plans to ensure financial resources are available to deliver its educational program and services.	3.01	3.01		3.01
4.6 Submits official financial records of the system such as periodic financial audits, external reviews that are conducted by qualified external agencies, or other evidence of financial viability and stability.	3.02			3.02

QSI's governing body and headquarters leadership ensure that the system:	Staff Survey Weighted Average	Student Survey Weighted Average	Parent Survey Weighted Average	QSI Stakeholders Weighted Average
4.7 Responds appropriately to the results and recommendations of financial audits or reviews.	3.02			3.02
4.8 Gives stakeholders appropriate opportunities to provide input into financial planning.	2.84		2.7	2.77
4.9 Provides the staff with appropriate opportunities to participate in determining financial priorities for curriculum and instructional needs.	2.75			2.75
4.10 Informs families enrolling students in the school about any financial obligations for attending the system.	3.08	3.06	3.11	3.08
4.11 Sets tuitions and fees, if applicable, that are related to the content of the system's educational program, the length of study, and equipment and supplies required for learning.	3.01			3.01
4.12 Has and implements written, reasonable, and equitable tuition, collection, and refund policies.	3.03			3.03

4.13 Carries appropriate insurance coverage that is adequate for protecting the interests and operations of the system (e.g., business interruption, casualty, property, liability insurance for employees and the governing body/owner).	3			3
4.14 Makes prudent use of resources available through development activities, grants, foundations, and other partnerships.	2.95			2.95
4.15 Conducts advancement efforts that are supported by the system's leadership, staff, parents, and alumni.	2.95			2.95

Component Schools primarily responsible for their own Finances

	The System has Component Schools responsible for their own finances
X	The System does not have Component Schools responsible for their own finances

Stakeholders' comments to support the ratings:

STANDARD: Finances	
Source of Comments	**Comments**
QSI Administrators, Faculty, Staff	- QSI leadership needs to be more mindful of and yielding to the fact that some schools have budgetary requirements that are way outside norm/ideal range. - We have no idea about the financial section. The Finance Office is responsible for all. - I don't know much about how HQ handles finances. From what I know, stakeholders don't have much say in HQ's decisions regarding finances; however, stakeholders have a say at the local level (their individual school). HQ sometimes restricts the budget in ways that don't make sense to the people at a school, so perhaps more clarity in this area would make sense. Also, I think that the money should be divided more fairly - I think that certain schools have more money per student than others (I think this is due to paying off building loans, etc, but I think it would be more fair if HQ were responsible for building loans, and each school had a similar budget. I could be wrong on this, though.) HQ should also determine what things all schools should have and make sure they all have it, and not that some directors have

STANDARD: Finances	
Source of Comments	**Comments**
	trouble getting basic things. (Eg, some schools have enough money in their budget to pay for students' field trips; others do not. Some schools pay for students' school supplies and pencils; others do not.) • Advancement opportunities, when taken advantage of, do not seem valued by admin. • We need to improve here. There is not a lot of transparency from an organizational top view. • 4.14 - US Grants are very helpful; would like to see the involvement of other organizations or foundations that would assist in this area as we are a non-profit organization - our mission is powerful and may hold interest to organizations to donate • I know little about how finances are dealt with at a system-wide level. • I do not have any knowledge about this except that I heard the school has a large debt. • QSI has a robust and competent legal team. QSI's financial dealings are not transparent enough to comment on most of these standards. • As teachers, we have no information about QSI financial liabilities or how tuition fees are set up. Our input is not requested • Our tuition is double some of the other comparable schools in the city. Is the quality of our program twice theirs? Probably not. It's my understanding that QSI supports new schools and schools with lagging enrollment with "cash cow" schools such as ours, but I'm concerned our own enrollment will lag if we are not more competitively priced. • I do not know ANYTHING about QSI's Finances at a headquarter and local school level. This information is not shared with staff.
QSI Students	• I think that our school gives us good and rich education in academic classes but when it comes to classes like art, I think we can improve the finances there. Students love art and they have fun in art so I think that the school should rethink the finances of Art. • It costs too much. Like it's a good school maybe better than a local public school but it it worthy 11,000 dollars...I don't think so. Like if I would hear that there's a school for that much money a year per student I would think it's made out of diamond and every student has the most perfect and amazing educations system in the world which we don't really have. It's good but..

STANDARD: Finances	
Source of Comments	**Comments**
	• The school is understaffed • This school is very well organized with managing finances and generally provide a lot for the students through finances that help support an excellent education. • The school supplies the system with efficient resources and good use of them. There is only one problem I see, and that is with the chromebooks. Since students cannot bring their own computers to school, they are forced to use chromebooks. They break easily, and it isn't the students fault. • We have lots of opportunities to do things, such as school trips and activities. • I feel like the school does not put the most effort into their school and they could they have the money but they don' t for some reason. • I don't know about these things, I am a student, not a parent. • we don't always have what we need but the teachers always find a way!!!! • Our school provides all the materials that we need • every transaction is very transparent as far as i know. • The parents pay a huge amount of money for this school already, however, this school still asks for some extra money for events and trips. • The school uses all the money the PSG makes from cupcake sales to do fun things they should have a percentage for fun and a percentage for supplies. Teachers should also get a higher pay they work for a long time all day going to meetings and planning lessons that they barely get any away time from school whether they are at school, outside, or even at home teachers are always planning or grading papers.
QSI Parents	• I do not have information with regards to financial resources or business practices. Yet, I do believe that there has been a very good use in implementing educational program, upgrade of the school infrastructure, improved services, and activities. • Due to smaller size of school, know that finances can be improved but confident they will be. • I am not aware of any opportunities for parents/guardians to provide input into the system's financial planning.

QSI Self-Study

STANDARD: Finances	
Source of Comments	**Comments**
	• I do not know about stability since it is unclear if the school can handle an unexpected decrease in student population. However, it has done well so far in maintaining its student population when new international schools opened within the city. • I have no real knowledge about QSI system's financial stability. I assume it's OK, but families are communities do not have any input to the system's financial planning. We don't know how decisions are made in the headquarters • Since the tuition is so high the school must be stable financially; otherwise its financial planning has critical deficit. • The tech department is overall underfunded, in my opinion. No one has ever asked for my opinion. • It would be helpful to know at the start of the school year all the fees associated with various clubs throughout the year (travel to different competitions, etc.), so parents can consider the financial burden of all the clubs their children join. • Tuition fees quite expensive. • Financial stability is difficult to access by parents since there is no annual financial report made available to parents. Hence some of these questions may not be applicable on this survey. • Finances are hidden from the parent community. Despite having the most expensive school fees in the city, the school continuously fundraises for basic needs such as musical instruments. • QSI needs to communicate with families and community members how they can give input. • I cannot recall having any input into the financial planning.

C. SELF-ASSESSMENT OF THE STANDARD FOR ACCREDITATION

X	Our self-assessment is that our system **MEETS** this Standard for Accreditation
	Our self-assessment is that our system **DOES NOT MEET** this Standard for Accreditation because it does not meet or meets only partially the Requirement(s) of the Standard and/or the Indicator(s) of Quality indicated below:

Identify in the table below any component school for which the ratings for this Standard and its Indicators of Quality differ significantly from the system's average rating.

Name of Component School:	None
Describe the degree to which this school's performance differs from the average for the system:	

D. IMPLICATIONS FOR PLANNING

List the system's significant strengths in meeting the Finances Standard.

- The organization has been financially stable for nearly 30 years, continually meeting its obligations to its employees.
- The QSI Finance system has established policies and procedures that are followed at all schools with a clear system for budget development and five-year financial planning.
- Schools are supported by local and QSI accountants who coordinate local accounting documents and the QSI managerial accounting processes with a system of checks and balances.
- The school provides a publicly shared annual prospectus with information on the organization and trends.
- A systemwide audit and individual school audits are done annually and are available for stakeholder review.

List the system's significant areas in need of improvement in meeting the Finances Standard.

- There is a perceived lack of communication of and a need for more thorough understanding of the organizational and school budgeting processes for stakeholders.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Finances that should be included in the action plan in the Plan for Growth and Improvement.

QSI Self-Study

- Develop a format to share system financial information with directors. Provide adequate training to directors on how to share this information with stakeholders.
- Communicate the processes for parents and teachers to provide input into financial planning and share needs and concerns.

E.   EVIDENCE TO SUPPORT THE ASSESSMENT OF THIS STANDARD

Evidence	
For All Systems:	
Data from surveys	X
The system's current operating budget: income and expenditure	X
Certified external audit letter of the system's finances conducted within the last two years	X
The system's long-range financial plan	X
Description of any contingent liabilities or on-going litigations that potentially could affect the system's ability to continue operation	X
List of grants and other funding sources obtained in the last calendar year	X
Publications provided to students outlining students' financial obligations	X
Summary of the system's insurance coverages	X
Qualifications of the personnel overseeing and conducting the system's financial and business operations	X
System policies related to finances, financial aid, and refunds, including (but limited to):	
• Financial operations and controls	X
• The budget process	X
• Tuition and fees and refunds	X
• Periodic audits	X
• Insurance coverages	X
• Development activities, grants, foundations, and partnerships	X

QSI Self-Study

FACILITIES STANDARD FOR ACCREDITATION

A.   DATA RELATED TO THIS STANDARD

PHYSICAL FACILITIES

Facility	Location	Year Constructed	Most Recent Renovation	Ownership	
QSI Headquarters	Naxxar, Malta		2021		Owned
				X	Leased
See Component Schools' Self-Studies					Owned
					Leased

ADEQUACY OF FACILITIES

BUILDINGS	Satisfactory	Needs Improvement	Unsatisfactory	Not Applicable
Headquarters	X			
See Component Schools' Self-Studies				

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

None

MAINTENANCE AND CUSTODIAL STAFF:

Type of Facilities Personnel	Number/FTE	Adequacy of Type and Number	
Maintenance	95	X	Satisfactory
			Needs Improvement
			Unsatisfactory

Type of Facilities Personnel	Number/FTE	Adequacy of Type and Number	
Custodial	208.5	X	Satisfactory
			Needs Improvement
			Unsatisfactory

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

None

CONDITION OF FACILITIES

Facility (Aggregate)	**Satisfactory**	**Needs Improvement**	**Unsatisfactory**	**Not Applicable**
System Building(s)	X			
Furnishings	X			
Provisions for the Disabled	X			
Variety of Instructional Spaces	X			
Laboratories	X			
Counseling/Guidance Space(s)	X			
Health Services Space(s)	X			
Library/Learning Media Center	X			
Administrative and Support Spaces	X			
Offices and Planning Spaces for the Faculty	X			
Heating, Ventilation, Air Conditioning	X			
Electrical, Water, and Sanitation Systems	X			

QSI Self-Study

Facility (Aggregate)	Satisfactory	Needs Improvement	Unsatisfactory	Not Applicable
Energy Conservation System	X			
Security System	X			
Storage Spaces	X			
Parking Spaces	X			
Athletic Fields	X			
Indoor Athletic Space(s)	X			
Cafeteria/Dining Space(s)	X			
Auditorium/Theater	X			

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

Smaller QSI schools may not have all of the spaces listed in the chart above, however, they do have adequate facilities for educational and after-school activities.

ADEQUACY AND QUALITY OF MAINTENANCE/CUSTODIAL

Facility (Aggregate)	Satisfactory	Needs Improvement	Unsatisfactory	Not Applicable
System Building(s)	X			
Furnishings	X			
Provisions for the Disabled	X			
Instructional Spaces	X			
Laboratories	X			
Counseling/Guidance Space(s)	X			
Health Services Space(s)	X			
Library/Learning Media Center	X			

121

Facility (Aggregate)	Satisfactory	Needs Improvement	Unsatisfactory	Not Applicable
Administrative and Support Spaces	X			
Offices and Planning Spaces for the Faculty	X			
Heating, Ventilation, Air Conditioning	X			
Electrical, Water, and Sanitation Systems	X			
Energy Conservation System	X			
Security System	X			
Storage Spaces	X			
Parking Spaces	X			
Athletic Fields	X			
Indoor Athletic Space(s)	X			
Cafeteria/Dining Space(s)	X			
Auditorium/Theater	X			

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

All QSI schools have adequate cleaning and maintenance staff to care for the facilities.

B.   SELF-ASSESSMENT OF THE INDICATORS OF QUALITY

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Rating of Adherence to the Indicator	
1. Does Not Meet	The evidence indicates the system **does not meet** the expectations of this Indicator
2. Partially Meets/In Need of Improvement	The evidence indicates that the system **partially meets** the expectations of this Indicator and **is in need of improvement**
3. Meets	The evidence indicates the system **meets** the expectations of this Indicator
4. Exceeds	The evidence indicates the system **exceeds** the expectations of this Indicator

Middle States Association Accreditation Standard:
Facilities

The Standard: The system provides facilities that are safe, clean, and well maintained and that are appropriate and adequate to achieve the system's mission. The facilities provide a physical environment that supports delivery of the system's educational program, services, and activities, and the ability of students to achieve the levels of learning and performance expected of them. The facilities are inspected regularly for effective operation and are in compliance with all applicable health and safety codes of the civil jurisdiction(s) within which the system is located.

QSI's governing body and headquarters leadership ensure that the system:	Staff Survey Weighted Average	Student Survey Weighted Average	Parent Survey Weighted Average	QSI Stakeholders Weighted Average
5.1 Provides sufficient and appropriate facilities for all aspects of the system's educational programs, activities, and services including: a. Instructional areas/classrooms; b. Administrative offices; c. Conference rooms; d. Residential Boarding (students and faculty); e. Health Services; f. Student activities; g. Student services; h. Safe and secure storage of system property, equipment, official records, and materials (e.g., cleaning supplies and chemicals);	2.93	2.97	3	2.97

QSI Self-Study

	Staff Survey Weighted Average	Student Survey Weighted Average	Parent Survey Weighted Average	QSI Stakeholders Weighted Average
i. Safe and secure storage of student belongings.				
5.2 Provides an effective and aesthetically pleasing learning environment which supports the educational goals and effective teaching.	3.05			3.05
5.3 Includes in its budget the resources needed for facilities, equipment, and materials to support its educational program, services, and activities.	3.06	3.14		3.1
5.4 Conducts regular and systematic assessments of the adequacy of its facilities, equipment, and materials.	2.99			2.99
5.5 Plans for, funds, and schedules regular preventative measures, repairs, and maintenance of its facilities, equipment, and materials.	3.05	3.12		3.085
5.6 Considers the capacities of its facilities and equipment before adopting new programs and in its strategic planning.	2.95			2.95
5.7 Has sufficient systems in place to monitor and provide appropriate air quality throughout its facilities.	2.88			2.88
5.8 Has adequate and appropriate lighting throughout its facilities.	3.05	3.24	3.1	3.13
5.9 Has sufficient space for entering, exiting, and traffic flow within its facilities.	3	3.18	3.06	3.08
5.10 Makes safe drinking water available for the students, the staff, and visitors to the system.	3.14			3.14
5.11 Is in compliance with the requirements of all appropriate civil authorities in which the system is located for fire safety and occupancy.	3.08		3.09	3.09

INDICATORS OF QUALITY FOR SYSTEMS WITH EARLY CHILDHOOD EDUCATION PROGRAMS

QSI's governing body and headquarters leadership ensure that the learning environment:	Staff Survey Weighted Average	Student Survey Weighted Average	Parent Survey Weighted Average	QSI Stakeholders Weighted Average
5.12 Includes interest centers that have materials in an orderly and accessible arrangement.	2.99			2.99

5.13 Has sufficient space for the number of children involved in the early childhood learning activities.	2.99			2.99
5.14 Includes appropriately sized furniture designed to assure accessibility to children.	3.04			3.04

X	**The System has Component Schools responsible for their own facilities, with support from Regional Supervisor/Headquarters; please see the component schools' self-studies.**
	The System does not have Component Schools responsible for their own facilities

Stakeholders' comments to support the ratings:

STANDARD: Facilities	
Source of Comments	**Comments**
QSI Administrators, Faculty, Staff	• While the space and resources are provided, teachers put a lot of unreimbursed money and energy into their classes and resources. Local staff ideas are not considered for capital development of facilities. • The space is not ideal for a school or playground; however it is understood that the staff has to work with what is given. • QSI leadership needs to take more time in/more carefully select facilities that they purchase to be used as schools. • Some QSI schools are new, small, and remote. These schools might not be as "up to standard" as older, more established schools. But in my experience, QSI HQ works hard to develop new schools and to provide for them what they need. • QSI finds buildings or has built buildings to meet the needs of communities - challenging at times, but they do make it work. They need to ensure that leadership is prepared to work within facilities and has the systems in place for safety checks, etc. • The quality and appropriateness of facilities vary from school to school. Not all schools are in a purpose-built facility. • Sufficient class space in the preschool has been a problem for most of the classes. • I would be interested to know how much autonomy the director has for allocation--transferring allocated funds identified in the budget to other interests. • I am not sure how much the QSI leadership is involved in providing facilities to individual schools. I think it is each school's responsibility

STANDARD: Facilities	
Source of Comments	**Comments**
	• There is variance in schools regarding facilities which is understandable considering the number of different places where we are. Would be useful to have a person in charge of developing buildings and setting standards for buildings in all of QSI. • I don't know how much the QSI governing body is involved in providing facilities or ensuring adequate learning environment.
QSI Students	• The school is huge! It has a recess area that I dreamed about in my old school. All in all, pretty good. • I believe that this school has one of the greatest facilities I have ever been educated in and is probably the strongest factor about the school. • We definitely have enough equipment to try new things, but this doesn't count for the art supplies!! • The school system does meet the standard. They have enough space for everyone, they have a good lighting system, they inform and have good places for entry and emergencies. The only thing is that I think they could fix their sewage system because when we play outside near the soccer field you can really smell a weird type of smell, and this has been going on for some time. • The lighting is pretty bad • our school, despite having large tuition, does not provide with adequate or comfortable rooms to study in. the desks and chairs are uncomfortable to stay in, and there aren't many supplies for P.E. practices. • The restrooms and school are always clean and I don't get sick at this school because the nurse reminds us to wash our hands. • it meets because whenever something is broken the maintenance workers come right away to fix it • I feel a lot more safe a school than at home because I feel more protected except it sometimes in the morning it feels haunted • For me, when i am at school, i always feel safe!
QSI Parents	• Facility is good equipment is good. Please use those things very well. • Since the upgrade of the infrastructure, the standards are met. • I can see all the tangible improvements a school is continuously executing. • is this question about the whole system? How would a parent in one school know the answer?

STANDARD: Facilities	
Source of Comments	**Comments**
	• While not a large facility, it is really well set up and gives a very comforting and nurturing environment. • Our school has excellent facilities, but I don't know how much the QSI governing body is involved and cannot attest to the whole system. • At this point the school is getting a bit crowded, but I understand that by moving middle school and high school to the new facility in August, this problem will get resolved. • the school facilities looks in good conditions. It can be further improved by provision of better science lab for more senior students. • Depends on the QSI school. • The school is doing it's best regarding entry/exit due to the placement of the school but the conditions could be improved and they are working on a solution. The school is growing quickly so regarding adequate space then all is relative. The school would need more space if it wants to continue to grow in size. • Lighting in all buildings is not adequate, heating/AC units do not function, not enough space for all students • Our traffic flow is a bit of a problem but until we get permission from MEPA I'm not sure there's much else to do.

C. SELF-ASSESSMENT OF THE STANDARD FOR ACCREDITATION

X	Our self-assessment is that our system **MEETS** with this Standard for Accreditation
	Our self-assessment is that our system **DOES NOT MEET** with this Standard for Accreditation because it does not meet or meets only partially the Requirement(s) of the Standard and/or the Indicator(s) of Quality indicated below:

Identify in the table below any component school for which the ratings for this Standard and its Indicators of Quality differ significantly from the system's average rating.

Name of Component School:	None

Describe the degree to which this school's performance differs from the average for the system:

D. IMPLICATIONS FOR PLANNING

List the system's significant strengths in meeting the Facilities Standard.

• Generally, school facilities are adequate for the needs of the community and stakeholders are happy with what is provided. • Schools that have purpose-built facilities have tended to be constructed with growth in mind, so facilities are quite sufficient for the student population. • Schools that are growing are looking at improving facilities to serve their communities. • QSI headquarters supports schools in meeting the needs of their communities in this area. • Schools work to balance local regulations for school facilities and maintenance with budgetary constraints. School maintenance overall is quite good.

List the system's significant areas in need of improvement in meeting the Facilities Standard.

• Facilities planning has tended to be reactive to situations as they arise rather than proactive in planning for future challenges and growth. • There is little consistency from school to school as to what should be provided in a QSI school. • Some smaller schools have focused on finding instructional spaces and haven't given as much thought to outdoor and extracurricular spaces.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Facilities that should be included in the action plan in the Plan for Growth and Improvement.

• Enhance overall strategic planning for school facilities, both at the headquarters level in providing guidance to schools and at the school level in proactively planning for necessary changes. • Develop a set of minimum standards for school buildings (for safety/security, classroom sizes, outdoor space, cafeteria spaces, etc.) so that schools have a set of guidelines when looking for rental spaces or considering building projects.

E. EVIDENCE TO SUPPORT THE ASSESSMENT OF THIS STANDARD

QSI Self-Study

Evidence	
For All Systems:	
Data from surveys	X
Floor plans of the system's non-school facilities	X
The system's long-range facilities plan	X
The system's maintenance/repair plans/schedules	X
The system's facilities budget	X
The system's capital improvements budget	X
Plans for any improvements to the system's facilities	X
Policies/procedures related to facilities, including (but not limited to):	
• Facilities planning	X
• Facilities maintenance and repair	X
• Cleaning of facilities	X
• Facilities budget	X
• Capital improvements	X

QSI Self-Study

SYSTEM ORGANIZATION AND STAFF STANDARD FOR ACCREDITATION

A. Issues Related to This Standard

Not applicable in this section. See School Information in the Profile of the School.

B. SELF-ASSESSMENT OF THE INDICATORS OF QUALITY

The system must meet this Standard for Accreditation to be granted "Accreditation" by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the system meets the Standard. Rate the degree to which the system meets each Indicator by using the following scale:

Rating of Adherence to the Indicator	
1. Does Not Meet	The evidence indicates the system **does not meet** the expectations of this Indicator
2. Partially Meets/In Need of Improvement	The evidence indicates that the system **partially meets** the expectations of this Indicator and **is in need of improvement**
3. Meets	The evidence indicates the system **meets** the expectations of this Indicator
4. Exceeds	The evidence indicates the system **exceeds** the expectations of this Indicator

Middle States Association Accreditation Standard: System Organization and Staff

The Standard: The system's organization facilitates achievement of its purposes and core values as expressed in its mission and successful implementation of its educational program, services, and activities. Members of the administrative, instructional, and support staffs are qualified, competent, and sufficient in number to provide a high-quality educational experience as defined by the system's mission. Staff members possess the qualifications required by the civil authority in which the institution operates to administer and teach the program(s) to which they are assigned. Staff members are evaluated regularly based on clear expectations for performance and are provided with professional development experiences that address areas in which staff members need to grow and/or improve. The system's leaders and staff demonstrate collegial and collaborative relationships.

QSI Self-Study

QSI's governing body and headquarters leadership ensure that the system's organization promotes:	Staff Survey Weighted Average	Student Survey Weighted Average	Parent Survey Weighted Average	QSI Stakeholders Weighted Average
6.1 A sense of collegiality, high expectations for performance, trust, support, recognition for accomplishments and contributions, and pride in their system.	2.96			2.96
6.2 Commitment to the system, dedication to their work, and pride in the outcome of their efforts.	3.02	3.19	3.16	3.123
6.3 Professional satisfaction and good general morale.	2.94		3.15	3.045
The governing body and leadership ensure that the system's organization:	Staff Survey Weighted Average	Student Survey Weighted Average	Parent Survey Weighted Average	QSI Stakeholders Weighted Average
6.4 Is described by a logical and clear table of organization that includes written job descriptions and that specifies levels of responsibility and reporting relationships.	2.94			2.94
6.5 Defines clearly in writing roles, responsibilities, expectations, and reporting relationships of its staff that support a high quality educational program and experiences for the system's students.	2.93			2.93
QSI's governing body and headquarters leadership ensure that the system has and implements written policies and/or procedural guidelines for ensuring a positive work environment, including:	Staff Survey Weighted Average	Student Survey Weighted Average	Parent Survey Weighted Average	QSI Stakeholders Weighted Average
6.6 The day-to-day operation of the system.	3.01			3.01
6.7 Determining adequate compensation, arriving at reasonable workloads and acceptable working conditions, and defining just and fair treatment for all members of its staff.	2.87			2.87
6.8 Evaluating staff members' performance.	2.97			2.97
6.9 Handling complaints/ grievances by members of the staff.	2.84			2.84
6.10 Orienting and mentoring of new staff members.	2.84			2.84
6.11 Appropriate orientation and supervision for service providers not employed by the system.	2.93			2.93
6.12 Due diligence conducted in the hiring process to ensure that all members of the staff	2.99			2.99

QSI Self-Study

are eligible and continue to be eligible to work with children.				
QSI's governing body and headquarters leadership ensure that the system has and implements written policies and/or procedural guidelines for ensuring a positive work environment, including:	**Staff Survey Weighted Average**	**Student Survey Weighted Average**	**Parent Survey Weighted Average**	**QSI Stakeholders Weighted Average**
6.13 Due diligence conducted to ensure that employees of providers of contracted services are eligible and continue to be eligible to work with children.	3			3
6.14 Due diligence conducted to ensure that volunteers are eligible and continue to be eligible to work with children.	2.96			2.96
QSI's governing body and headquarters leadership ensure that the system's staff:	**Staff Survey Weighted Average**	**Student Survey Weighted Average**	**Parent Survey Weighted Average**	**QSI Stakeholders Weighted Average**
6.15 Is led by designated and qualified leaders who provide coordination, supervision, support, and direction for the system's educational program, services, and activities.	2.97	3.07		3.02
6.16 Has a scheduled program of regular systematic professional training (for staff, contractors, and volunteers) on student safeguarding, child abuse prevention, identification, intervention, and reporting.	2.99			2.99
6.17 Is assigned to work based on the members' education, preparation, experience, expertise, and commitment to the system's success.	2.9		3.01	2.955
6.18 Is evaluated regularly based on professional standards and expectations that have been communicated to the staff in advance.	2.97			2.97
6.19 Is evaluated with the knowledge of the staff member and reported to the staff member in writing as well as verbally.	3			3
6.20 Is provided with an opportunity to discuss performance evaluations with the evaluator(s) and the ability to appeal evaluations to a designated level of leadership above the evaluator(s).	2.99			2.99
6.21 Is provided opportunities to offer input into the content of professional development experiences.	2.92			2.92

	Staff Survey Weighted Average	Student Survey Weighted Average	Parent Survey Weighted Average	QSI Stakeholders Weighted Average
6.22 Is encouraged by the leadership to affiliate with professional organizations.	2.74			2.74
6.23 Feels safe in the system.	2.99	3.28	3.28	3.183
6.24 Enforces the student code of conduct fairly and uniformly.	2.94	3.03	3.17	3.047
6.25 Demonstrates a commitment to, pride in, and support for the system by participating in its activities, and promoting its mission.	3.03		3.19	3.11

INDICATORS OF QUALITY FOR SYSTEMS WITH EARLY CHILDHOOD PROGRAMS

QSI's governing body and headquarters leadership ensure that the early childhood program:	Staff Survey Weighted Average	Student Survey Weighted Average	Parent Survey Weighted Average	QSI Stakeholders Weighted Average
6.26 Has and implements personnel policies that include an appraisal system and professional development programs that focus explicitly on staff behaviors that are to be encouraged in the classroom such as teacher interactions with children, acknowledgement of age-appropriate development, and developmentally appropriate instructional practices.	2.97			2.97
6.27 Seeks to achieve applicable teacher and/or staff-to-children ratios.	3.03			3.03

INDICATORS OF QUALITY FOR SYSTEMS THAT PROVIDE ALL OR PART OF THEIR EDUCATIONAL PROGRAM BY A DISTANCE MODALITY

QSI's governing body and headquarters leadership ensure that:	Staff Survey Weighted Average	Student Survey Weighted Average	Parent Survey Weighted Average	QSI Stakeholders Weighted Average
6.28 Members of the faculty who deliver the educational program and associated tasks via a distance modality are appropriately qualified and experienced.	3			3
QSI's governing body and headquarters leadership ensure that the program:	Staff Survey Weighted Average	Student Survey Weighted Average	Parent Survey Weighted Average	QSI Stakeholders Weighted Average
6.29 Includes developing age-appropriate relationships between students and between students and their teachers.	3.14			3.14

QSI Self-Study

Component Schools with different School Organization

	The System has Component Schools with different School Organization
X	The System does not have Component Schools with different School Organization

Stakeholders' comments to support the ratings:

STANDARD: System Climate and Organization	
Source of Comments	**Comments**
QSI Administrators, Faculty, Staff	• QSI provides a strong educational program, but teachers are often assigned to teach classes that they aren't qualified to teach. QSI should increase teacher input into professional development opportunities. • Your evaluation system is great for teachers. I believe that your evaluation system for administrators is not adequate. There are two final evaluations within 10 days apart due at the end of the year. From my personal experience, both positive feedback and areas of improvement were not conveyed verbally or written until the final weeks of school. This meant that everything on the formal and summative evaluations where brought to my attention the final weeks of school thus meaning that there was no room to develop. Furthermore, our administrative team spent the entire year collecting and archiving data/artifacts as well as parent/teacher/community survey's which I believe spoke volumes about our culture. I believe that these items were not reviewed as the data directly contradicts some of the feedback we received on our evaluation. I suggest having an evaluation verbalized and documented before the winter holidays. If you want us to grow and develop I suggest informing us early and outlining a plan which can be implemented in order to set all of us upon a path of success. • QSI leadership needs to be more realistic about/attentive to staffing needs at its schools (despite cost) to ensure that staff members at a given school are not put under too heavy a work load. • Foreign-hire staff have clear duties, roles, workload, compensation, etc; but it is not always so for locally-hired staff. Locally-hired staff often are paid according to local wages (much lower than foreign-hire staff), which can lead to some morale issues. Some locations are extremely hard to find qualified teachers who want to work there (due to remoteness, language, climate, etc), and at times QSI has hired less-than-ideal teachers or service providers. Also, finding competent, trained, vetted locals in different locations can be very challenging. However, QSI should work harder to ensure that the safety of our children come first and that all employees or providers of contracted services be thoroughly vetted. A stronger system for finding,

STANDARD: System Climate and Organization	
Source of Comments	**Comments**
	vetting, and monitoring staff/providers should be in place. Overall, though, the majority of staff and teachers I have worked with are wonderful and caring. - I believe that some of the local staff do not always feel they are treated fairly or compensated fairly. - So many of these are director dependent. Some do all these things well. Some not so much. Certain opportunities do not feel merit based which lowers trust and morale amongst the staff. 6.7 Defining just and fair treatment for all members of its staff. - This is not met due to the disparity in compensation between staff members due to their location at time of hiring or their spouses nationalities. - Supervision at the school level is excellent with good evaluation programs and feedback between regional supervisors and directors, directors and directors of instruction and directors of instruction and teachers. At the HQ level, there is little in place for job descriptions and supervision plans. - There is no 360 degree evaluation system for teachers, administrators or HQ employees. - This organization does not allow, much less encourage, involvement in professional organizations (as this would require attendance to events and developments, missing working days). - Staff do not feel treated equally. There is a great discrepancy between local staff and overseas hires. Local staff are treated and compensated far more poorly than their overseas counterparts. - If there is a table of organization and who reports to whom, it is not widely available or known to teachers. For staff with a grievance, there is no right of due process that I am aware of or seen in policy. - The code of conduct has tended to lack enforcement in many cases. - I feel very safe working at QSI. I would like to see more ways of sharing knowledge with other schools, developing a network of sharing ideas with colleagues at other schools, especially those in the same subject field. - I have very serious concerns about the workload that teachers must carry. This is particularly challenging at smaller schools. Small schools are expected to provide the same services as large schools, which results in teachers wearing too many hats and often being asked to teach subjects or levels in which they are not certified, or do not feel comfortable. The overall impact is high staff burn-out, especially for those staff who are truly committed to the success of the school and willing to step up. As a Director, I sometimes feel that I am punishing those teachers who really step up and care, and that is NOT what should be happening. A second (but related) concern is that teachers

135

STANDARD: System Climate and Organization	
Source of Comments	**Comments**
	who are not particularly committed to QSI's philosophy and are NOT particularly good teachers, nevertheless remain employed because it is hard to fill positions at some of the more remote/difficult schools. I understand that recruiting is difficult, but is that really a reason to retain low-performing teachers, simply because they are "what we have?"
QSI Students	- Overall I think the teaching is very good, but they could improve of the teachers being more strict on the time children have to get their work done. - In our school, we have a teacher that teaches P.E., Geography, Physical Science, and 2 other science and history related classes. He is just one teacher. He is not entirely qualified or if not qualified at all in some subjects that he teaches. Of course, we have qualified teachers, but since science and history are core subjects (at least for me) they require someone with extensive knowledge about them. - Most of my teachers are lovely people dedicated to our education. Some, on the other hand, are not and have negatively impacted my attitude towards school. The conduct code is mostly not applied fairly and uniformly. - The staff of this school are all incredible and really help with my education. I believe that they are all very strong in the subjects they teach and really help support an excellent education. - Teachers in this school are helpful and dedicated to their jobs. - Our teachers and administrators are almost always ready to help and support us, but I think that it would be helpful to have a guidance counselor or someone of the such. - the school's teachers do a very good job of keeping our lesson organized. some teachers are here till' 10:00 in the night instead of going home to their family. - I feel safe and my school makes sure I have time to work on my missing work - Our school's teachers treat everyone fairly and teach us how to be safe with our new child protection program - I feel very safe in this 🏫 - QSI exceeds at all standards.
QSI Parents	We are very appropriate that the school is very welcome to parents. We can come and visit to school anytime. But communicate systems are very depend on teachers. Some do very well, some don't. School should create at least basic system to inform to the parents.

136

STANDARD: System Climate and Organization	
Source of Comments	**Comments**
	- Overall, I would say that the system meets the standard. We have had experience with instruction in which the teacher demonstrated a great deal of inflexibility with regard to learning styles. - The teachers are very good and dedicated. - We have been very pleased with the professionalism of the instructors, administrators, and support staff. Their dedication and hard work has resulted in successful academic growth and achievement for our child. - There is a high turnover of personnel, and (consequently) some inconsistency in terms of teacher quality. - Occasional issues with specific teachers but overall solid program. - Teachers and staff are great, they are what makes this school so outstanding. - Great teachers. Focused feedback about student progress and performance - Total dedication by the staff towards the students - The teachers and support do an incredible job and go above and beyond for their students and families. so grateful my children have such a wonderful learning environment which is igniting their passion for learning.

C. SELF-ASSESSMENT OF THE STANDARD FOR ACCREDITATION

X	Our self-assessment is that our system **MEETS** this Standard for Accreditation
	Our self-assessment is that our system **DOES NOT MEET** this Standard for Accreditation because it does not meet or meets only partially the Requirement(s) of the Standard and/or the Indicator(s) of Quality indicated below:

Identify in the table below any component school for which the ratings for this Standard and its Indicators of Quality differ significantly from the system's average rating.

Name of Component School:	None

Describe the degree to which this school's performance differs from the average for the system:

IMPLICATIONS FOR PLANNING

List the system's significant strengths in meeting the System Organization and Staff Standard.

- QSI educators are recognized by their community as being caring, thoughtful, and dedicated.
- The teacher evaluation process is well-structured with clear expectations.
- Foreign-hired teachers hold teaching certificates in their main areas of instruction.
- Student needs are prioritized when decisions are made about class size and structure.
- QSI educators are highly educated and are afforded many opportunities for professional academic growth through programs developed specifically for them.
- Regularly scheduled professional development occurs in each level of the organization.
- Significant opportunities exist for all QSI educators to participate in collaborative groups addressing topics including curriculum development and professional development.
- Educators from all schools are connected to each other through Teams for informal sharing and collaboration.
- QSI educators and staff, both foreign and local, express overall high satisfaction with the organization.
- QSI educators and staff are confident in the structure and processes of the organization.
- QSI educators are strongly committed to the core values and mission of the organization and take significant pride in the student outcomes which are a result of these values and mission.
- Parents, students, and staff feel safe and secure in QSI schools as a result of the clearly communicated child protection handbook and policies including background checks, code of conduct, curriculum, and reporting procedures.

List the system's significant areas in need of improvement in meeting the System Organization and Staff Standard.

- Staff at QSI headquarters, including department heads and regional supervisors, do not have a clear evaluation system in place for feedback, reflection, and performance improvement.
- The implementation and use of the teacher evaluation system is inconsistent and varies significantly by director.
- The implementation and use of the administrative evaluation system for directors, directors of instruction, and academic coordinators is inconsistent in use by regional supervisors.
- Content for professional development is inconsistent in being connected to the mission and vision of the organization.

- Professional development tends to be a one-size-fits-all approach and lacks flexibility to address varying levels of professional growth.
- There is no consistent, formal connection between identified areas of growth and professional development.
- New teacher orientation varies by school in content and completeness.
- The grievance protocol for the organization is unclear and not well communicated to all employees globally.
- Teachers in small schools are at times tasked with teaching courses for which they are not certified.
- The teaching burden and workload are high for teaching staff in small schools.
- QSI does not generally offer financial support for collegiality and collaboration outside of the system through affiliations with professional organizations.
- The discrepancy in compensation between local and foreign teaching staff affects school culture.
- High teacher and administrator turnover is noted in some schools, although staff are not necessarily departing from the organization.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to System Organization and Staff that should be included in the action plan in the Plan for Growth and Improvement.

- Form a professional development team that will:
    - Create a professional development plan that includes clear guidelines and expectations, while allowing flexibility for implementation at the school level
    - Support the roll-out of new curriculum each year
    - Gather and share resources related to the core values and mission of mastery learning
    - Curate resources and create trainings that align with the objectives for growth and improvement
- Revise the teacher orientation program. This is in progress.
- Revise, improve, and publicize the grievance process. This is in progress.

E.   EVIDENCE TO SUPPORT THE ASSESSMENT OF THIS STANDARD

Evidence	
For the All Systems:	
Data from surveys	X
Resumes of the system's leadership	X
Table of organization reporting relationships for the system	X

QSI Self-Study

Evidence	
Job descriptions for the system's leadership	X
Salary schedules and descriptions of benefits packages for the system's administrators, teachers, specialists, and support staff	X
Employee contracts	X
Results of any climate survey	X
Instruments used for evaluating the performance of the system's staff	X
The system's professional development plan	X
Policies related to school climate and organization, including (but not limited to):	
• Development and approval of policies	X
• Compensation of system employees	X
• Determining reasonable workloads and acceptable working conditions for the system's employees	X
• Evaluating the system's staff	X
• Complaints and grievance by system employees	X
• Orienting and mentoring new members of the system's staff	X
• System's employees' membership in professional organizations	X
• Expectations for employee conduct, including (but not limited to) sexual and other forms of harassment	X
• Code of conduct for students	X
• Student-teachers ratios at all levels of the system	X
For Systems That Provide Distance Education:	
Evidence that appropriately qualified faculty members participate in distance-learning tasks including grading student work, telephone consultation with students, academic counseling, course revision, and development of study guides.	X

QSI Self-Study

HEALTH AND SAFETY STANDARD FOR ACCREDITATION

A. DATA RELATED TO THIS STANDARD

Type of Emergency/Crisis Plan	Effectiveness of Plans		
	S	NI	U
Headquarters Plan	X		
Individual School Plans meet local required Plans	X		

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

None

Type of Emergency Drill	Frequency of Drills		Quality of Drills		
			S	NI	U
Evacuation (Fire) all schools and HDQ		Semi-Monthly			
		Monthly			
	4x	Annually	X		
Shelter-in –Place/Lockdown (such as Natural Disaster (Severe Weather, Flooding, etc.)		Semi-Monthly			
		Monthly			
	3x	Annually	X		
Individual School Bus Evacuation (see Component Schools' Self-Studies)		Semi-Monthly			
		Monthly			
		Annually			

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

Headquarters recommends that schools perform safety drills several times per year. Regional Supervisors check the logs to ensure the drills are performed.

HEALTH AND SAFETY INSPECTIONS

QSI schools are responsible for inspecting each of the items in the chart below every few months, and more as needed or as required by local laws. Directors are entrusted to either do the inspections or ensure that they are done in alignment with local laws. Regional Supervisors also do health and safety inspections when they visit schools, and schools often ask US Embassy Regional Security Officers to perform inspections and offer guidance. Please see the school self-studies for information on how each school fulfills its duty for health and safety inspections.

Type of Inspection	Results of Inspections		
	S	NI	U
Fire Alarm System	X		
Food Services	X		
Elevator(s)	X		
Internal Communications System	X		
Technology Arts/Industrial Arts Equipment	X		
Athletic Equipment	X		
Playground Equipment	X		
Water Supply	X		
Swimming Pool Water	X		

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

None

HEALTH SCREENINGS

Screening For	For Grade Level(s)	Frequency	
Vision, Hearing, Dental, Physical, Tuberculosis	QSI schools follow local guidelines on health screenings, which vary by country. In countries where no screenings are required, the schools refer parents to local providers for health screenings on an as-needed basis.	N/A	**Semi-Monthly**
			Monthly
			Annually

INOCULATIONS

Inoculation For	For Grade Level
QSI schools request vaccination records upon enrollment of a student, and the schools follow local laws in requiring vaccinations. If there are no local laws requiring vaccinations for students, then the schools recommend that students be vaccinated against: Diphtheria, Tetanus, Polio, Measles, Influenza, Hepatitis B, and Hepatitis A.	N/A

PROVISIONS FOR HEALTH AND SAFETY

Health and Safety Issue	Quality and Adequacy		
	S	**NI**	**U**
Adequate health care services at all times.	X		
Health care at system/school sponsored functions that take place away from the system's premises.	X		
Means to communicate internally in event of power failure of evacuation of building.	X		
Means to communicate externally in event of power failure of evacuation of building.	X		
Place(s) to assemble during an evacuation	X		

Health and Safety Issue	Quality and Adequacy		
	S	NI	U
Proper and safe storage of dangerous substances.	X		
Fire blankets and/or eye wash stations in required areas.	X		
Automatic external defibrillators available and staff personnel trained to use them.	X		
Panic buttons for dangerous equipment.	X		
Provisions for preventing the spread of infectious substances and diseases.	X		
Safety lines in required areas.	X		
Students and the staff wearing eye and ear protection in dangerous areas.	X		
Fire extinguishers available in all areas.	X		
Fire alarm pull stations in all areas.	X		
Evacuation notice and directions posted in all rooms and spaces.	X		

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

Regional Supervisors work with schools to ensure that appropriate health and safety measures are in place.

HEALTH AND SAFETY STAFF

Type of Health and Safety Personnel	Quality and Adequacy		
	S	NI	U
Certified Nurse	X		
Nurse's Assistant	X		
School Security Officer	X		
Local Police Security Officer	X		

Type of Health and Safety Personnel	Quality and Adequacy		
Athletic Trainer	X		

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned

Not all QSI schools have medical staff on-campus, but all have staff members who are trained in First Aid and access to medical care in case of emergency.

B.   SELF-ASSESSMENT OF THE INDICATORS OF QUALITY

The system must meet this Standard for Accreditation to be granted "Accreditation" by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the system meets the Standard. Rate the degree to which the system meets each Indicator by using the following scale:

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3. Meets	The evidence indicates the system **meets** the expectations of this Indicator
4. Exceeds	The evidence indicates the system **exceeds** the expectations of this Indicator

Middle States Association Accreditation Standard:
Health and Safety

The Standard: The system provides a safe, orderly, and healthy environment for teaching and learning that meets the health and safety requirements of the civil jurisdiction(s) in which the system operates. The system has and implements policies and/or procedural guidelines to ensure the health and safety of students, the staff, and visitors to the system. The system has and implements plans for responding to emergencies and crises.

145

QSI's governing body and headquarters leadership ensure that the system:	Staff Survey Weighted Average	Student Survey Weighted Average	Parent Survey Weighted Average	QSI Stakeholders Weighted Average
7.1 Regularly reviews and updates its written policies and/or procedural guidelines governing the system's provisions for the health and safety of its students, staff, and visitors.	3.02			3.02
7.2 Regularly reviews and updates its plans for responding to emergencies and crises.	3.04	3.03		3.035
7.3 Has and implements written procedures and functional equipment with which to communicate during fire and other emergencies, to summon assistance, and to evacuate the system's facilities.	3.02			3.02
7.4 Conducts drills of its emergency and crisis plans regularly, maintains written records of drills, and based on the outcomes of the drills, assesses the effectiveness of its plans and revises them accordingly.	3.04	3.19		3.115
7.5 Provides appropriate and adequate health care and safety for its students during the school day and makes provisions for appropriate health care and safety at system functions that take place away from the system's premises.	3.06	3.02		3.04
7.6 Provides appropriate training for all staff members on implementing the system's emergency and crisis plans, including but not limited to handling accidents and illnesses, universal precautions for preventing the spread of infectious diseases, and child abuse prevention and reporting.	2.95			2.95
7.7 Has and implements written policies and/or procedural guidelines to manage the storage and administration of student medications.	2.99			2.99
7.8 Has and implements a system to account for the whereabouts of its students at all times.	2.95			2.95
7.9 Has and implements policies and/or procedural guidelines for maintaining and sharing medical records and health information of students and members of the staff in compliance with applicable laws.	2.96			2.96

QSI Self-Study

7.10 Provides staff with up–to-date and relevant health, wellness, and safety information and practices pertaining to the system's students and staff.	2.93			2.93
7.11 Has effective relationships with community organizations that are able to provide appropriate support, advice, and services related to health, safety, and child protection.	2.97			2.97
7.12 Includes in its educational program and activities opportunities for students to develop knowledge, attitudes, and practices necessary for personal wellness and a healthy lifestyle.	3	2.86	3.08	2.98
7.13 Has an effective system to control access to the system by visitors and other non-school personnel.	3.03		3.1	3.065
7.14 Implements policies, procedures and/or programs to promote awareness, prevention, and responsiveness to issues related to the social and emotional well-being of the students and staff.	2.97			2.97

INDICATORS OF QUALITY FOR SCHOOLS WITH EARLY CHILDHOOD PROGRAMS

QSI's governing body and headquarters leadership ensure that the system:	Staff Survey Weighted Average	Student Survey Weighted Average	Parent Survey Weighted Average	QSI Stakeholders Weighted Average
7.16 Provides care for infants that is consistent with current professional practice, especially with respect to sleeping, bottle-feeding, diapering, sanitation, nurturing, and daily interactions.	3			3
7.17 Regularly sanitizes surfaces where children eat and sleep and items they can put into their mouths.	3.05			3.05
7.18 Consults regularly with health professionals regarding the health risks of working with young children.	2.95			2.95

QSI Self-Study

INDICATORS OF QUALITY FOR ALL COMPONENT SCHOOLS

	Staff Survey Weighted Average	Student Survey Weighted Average	Parent Survey Weighted Average	QSI Stakeholders Weighted Average
7.A The school's procedural guidelines to ensure health and safety are in alignment with the system's program of study.	3.03			3.03
7.B The procedural guidelines to ensure health and safety have been developed in compliance with the Indicators of Quality for the standard above.	3.02			3.02
7.C School specific procedural guidelines to ensure health and safety not in alignment with the system's have been approved and are supported by the system.	3.01			3.01

Stakeholders' comments to support the ratings:

STANDARD: Health and Safety	
Source of Comments	**Comments**
QSI Administrators, Faculty, Staff	- I have never been informed of a student's medical records. We are in desperate need of support and education about relevant social/emotional issues of our students. This has been brought up repeatedly, but nothing has been done to address these very serious and dangerous issues. Reading about Doug the Dragster (Get Happy program) is not addressing current needs. - Keeping Safe Child Protection Curriculum, the Child Protection Handbook, and other fairly new ventures are very helpful in meeting this standard. - QSI leadership needs to be more aware of/attentive to being able to provide staff with adequate health-care in all of its locations. - The schools do this independently. I don't know how much the governing body and/or headquarters has to do with the policies and implementation other than to tell the directors to do it. - This school year it was addressed that First-aid training was removed. And, we were told that each school staff would get trained at the country of the school. But, we did not get any Frist-Aid training. I am not sure if some got trained, but I've been waiting to hear about it since October and heard non. - Guidelines to manage the storage and administration of student medication have been weak or weakly enforced in the QSI schools I've been in. - I believe many policies are written at a school level, not at an institutional level.

QSI Self-Study

STANDARD: Health and Safety	
Source of Comments	**Comments**
	- All teachers should be first aid certified, especially if they take students off campus. - The problem I am having is that I don't see headquarters actually checking these things. It seems that the word of the director is the only review strategy. - Some schools have nurses, but smaller ones don't and office staff has to fill in. The counselor is only available for mental health in a limited function because the person is shared between schools. I don't think teachers are aware of medication needs of students. It is very hard to have a relationship with community health providers when they speak a different language. - Our school ensures health and safety without QSI governing body and headquarters - While we have implemented the child safety program, there has been no direction, guidance, guidelines, discussion, or testing of fire alarm and other emergency procedures. - At the school level, schools do a fine job of maintaining systems for emergency and safety. More direct guidance from HQ would be helpful - Health classes for Middle School and Secondary had been beneficial; let's have them back! - The school location affects the health ratings. - More attention needs to be given to this area
QSI Students	- We should talk more about our health during school time. - I don't know anything about my school's plans to deal with accidents and illnesses. - We do drills too much! - This school system meets most of the time but one problem is that we don't learn what to do by ourselves. Normal safety precautions. Sure at school we have precautions with supervision, but they have nothing about walking home. - I take health class to learn how to live a healthy life. The doctor here is always prepared and ready to help. - My school needs a place where they can help people who had accidents. - The school is always ready when there is an emergency or when someone gets hurt. - When students get sick or hurt, they go to the administrator's office and lay down on a cot in that room, but we do not have a nurse and therefore never know if the administrator will be there to help us. - our school nurse is very good at what she does, and school injuries are always well-taken care of. In addition, if a student needs more medical care, the parents are always contacted.

149

QSI Self-Study

STANDARD: Health and Safety	
Source of Comments	**Comments**
	• We have a system in case of fire but we hardly ever practice it [maybe once or twice in the beginning of the year]. • sometimes my teacher does not care if i am feeling something emotional. • the elementary students don't get a health class and i think they should. Just because they are younger does not mean that they do not have to learn about health. The medical office should have more medicine like Advil or Tylenol. The school should also have monthly drills. • One kid cut his hand and the teachers took immediate action when I called out or an emergency • The school makes sure we're healthy and teaches us to eat healthy and what to do in emergencies. • This school is very safe because we have drills to practice if any emergency actually happened. • For our own health care almost none of the teachers tell us if the thing we are doing is bad for our health • the school should have health classes for elementary school kids even though they are younger they still need to know. there are not drills regularly i think that the school should have some sort of drill at least once a month
QSI Parents	• First question is very depend on teachers. For example, some classes goes to field trip often, some don't. Most of things are depend on teachers. Each class should have some opportunities to do some activities and to learn things. • Control access is at a very good level. On developing skills that contribute to healthy lifestyle, I believe that the school can do more. • I was disappointed to hear that the new schedule next year, as decided by QSI headquarters, will cut the time for lunch and break, leaving my daughter only 30 minutes in the day to have a break. She will be attending back to back block scheduling for hours in a row, with multiple AP classes, Physics, Russian, etc. It seems strange that QSI would implement this in the face of research showing that students don't perform well under these conditions. • As I told, a few times we and other parents have had a problem, that kids not developing enough in the school. Especially it is critical for gifted kids. It very depends on the teacher, but we can't influence on teacher selecting process, nor change the teacher.

STANDARD: Health and Safety	
Source of Comments	**Comments**
	- The school cafe is great but younger kids are allowed to buy sugary drinks throughout school day which is unacceptable. at events the snacks sold are mostly chips or unhealthy choices. I hope this can be improved. The nurse room is not organized and clean. - QSI needs some human development/guidance/sex ed for kids. - The control here is very good. - The school could do a better job in controlling access to the school, such as issuing visitor badges and teaching guards to explain school rules to visitors. Guards could read or hand out a short list of rules including things like "do not take pictures," "adults must use adult bathrooms," "if you have a question, ask an adult," and so on. - Location is very secure for host country environment - The support staff should be more strict to drivers - do not let them run the car engines while waiting at the territory of the school - this makes the air unbreathable ... - I don't understand how I can't judge the whole system. This school is great about health and safety, but if the question is about the whole QSI system, parents are not given any information or asked for input. - The school grounds are not all fenced and secure. People can enter and exit from many different areas unseen. especially construction workers in the area. - Anyone that click on the intercom can enter the school, no questions are asked and the gate opens - For younger children, there should be more enforcement for wearing hats, using sunblock and/or limit outdoor activities to early morning/late afternoon. - I would suggest less unhealthy snacks and pop corns reward. I would also suggest possibility of a salad bar for the lunch school (or different option). - Vending machine in canteen offering candy and chocolate. No effort made to promote healthy eating. No visitor check-in procedure and no id card system for parents and visitors.

QSI Self-Study

C. SELF-ASSESSMENT OF THE STANDARD FOR ACCREDITATION

X	Our self-assessment is that our system **MEETS** this Standard for Accreditation
	Our self-assessment is that our system **DOES NOT MEET** this Standard for Accreditation because it does not meet or meets only partially the Requirement(s) of the Standard and/or the Indicator(s) of Quality indicated below:

Identify in the table below any component school for which the ratings for this Standard and its Indicators of Quality differ significantly from the system's average rating.

Name of Component School:	None
Describe the degree to which this school's performance differs from the average for the system:	

D. IMPLICATIONS FOR PLANNING

List the system's significant strengths in meeting the Health and Safety Standard.

- QSI headquarters and schools recognize the need to follow local safety standards and have hired staff to support these local safety standards.
- Drills and other emergency procedures are in place and followed at the school level.
- There are minimum basic standards in place for safety procedures.
- Regional supervisors check on school compliance with safety procedures during school visits and through the yearly evaluation process.
- The child protection handbook, policies, and curriculum have become a major part of all schools' practices and procedures and have been well received by most stakeholders.

List the system's significant areas in need of improvement in meeting the Health and Safety Standard.

- There is little direct guidance on which health and safety protocols to follow in schools.
- The dependence on local safety standards means that schools with little local oversight do not have as much guidance in these areas.
- The systems in place to have headquarters staff check on these procedures are limited and much can fall through the cracks.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Health and Safety that should be included in the action plan in the Plan for Growth and Improvement.

- Create templates for school health and safety manuals and protocols so that schools have a set of standards from which to start.
- Develop a set of procedures to ensure that health and safety standards are checked regularly and that recommendations that arise are followed.
- Develop plans of communication to ensure that all school stakeholders are aware of the policies that are in place.

E.   EVIDENCE TO SUPPORT THE ASSESSMENT OF THIS STANDARD

Evidence	
For All Systems:	
Data from surveys	X
The system's emergency and crisis plans	X
Records of recent fire, safety, and health inspections of the system's facilities conducted by local authorities	X
Record of emergency drills in the system's central office facilities	X
Emergency Procedures section of Handbooks	X

QSI Self-Study

EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION

A. DATA RELATED TO THIS STANDARD

The following requirements ask the system to provide a self-assessment of expectations for quality included in this Standard for Accreditation. The information and data requested in this section are not for evaluation purposes. Instead, the information and data will assist the system in making the determination whether it meets the Standard and its Indicators of Quality.

SUMMARY OF THE EDUCATIONAL PROGRAM: QSI Mastery Learning Program

TOTAL NUMBER OF INSTRUCTIONAL HOURS PER YEAR									
Grade Level	English/ Language Arts	Mathematics	Science	Cultural Studies	The Arts	Other Languages	Health/ P.E.	Tech	Other:
Pre-K	≈200	≈100	≈50	≈50	≈100		≈100	≈50	
K	270	135	68	68	54		54	27	404
1	270	135	68	68	54	54-135	54	27	269-350
2	270	135	68	68	54	54-135	54	27	269-350
3	270	135	68	68	54	54-135	54	54	269-350
4	270	135	68	68	54	54-135	54	54	269-350
5	270	135	68	68	54	54-135	54	54	269-350
6	270	135	68-135	68-135	54	135	81	54	81-215
7	270	135	135	135	54	135	81	54	81
8	270	135	135	135	54	135	81	54	81
9	270	135	135	135		135	135		135
10	270	135	135	135		135	135		135
11	135	135	135	135		135			405
12	270	135	135	135		135			270

X	The instructional hours are reported for one academic year
	The instructional hours are reported for one academic semester

B.   SELF-ASSESSMENT OF THE INDICATORS OF QUALITY

The system must meet this Standard for Accreditation to be granted "Accreditation" by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the system meets the Standard. Rate the degree to which the system meets each Indicator by using the following scale:

Rating of Adherence to the Indicator	
1. **Does Not Meet**	The evidence indicates the system **does not meet** the expectations of this Indicator
2. **Partially Meets/In Need of Improvement**	The evidence indicates that the system **partially meets** the expectations of this Indicator and **is in need of improvement**
3. **Meets**	The evidence indicates the system **meets** the expectations of this Indicator
4. **Exceeds**	The evidence indicates the system **exceeds** the expectations of this Indicator

Middle States Association Accreditation Standard:
Educational Program

The Standard: The system's educational program consists of carefully planned and well-executed programs of study that are based on appropriate content and learning standards, and instructional methods and assessments of student learning that reflect current research and proven practices in learning and teaching. The educational program is aligned with the system's mission, approved by the governing body, and sufficiently financed and supported. The educational program is designed so that all students can achieve at the levels desired by the system's community of stakeholders.

QSI's governing body and headquarters leadership ensure that the system:	Staff Survey Weighted Average	Student Survey Weighted Average	Parent Survey Weighted Average	QSI Stakeholders Weighted Average
8.1 Has and implements policies and/or procedural guidelines and criteria for regularly reviewing and revising programs of study/courses, developing new programs of study/courses, and eliminating programs of study/courses that are determined to be no longer effective or that no longer contribute effectively to achieving the system's mission and goals for student learning.	3.04	2.93	3.03	3

8.2 Publishes for all students and their families an overview of the system's educational program and its programs of study and seeks input as appropriate.	3.05	2.99	3.05	3.03
QSI's governing body and headquarters leadership ensure that the system's educational program includes:	**Staff Survey Weighted Average**	**Student Survey Weighted Average**	**Parent Survey Weighted Average**	**QSI Stakeholders Weighted Average**
8.3 Programs of study that consist of a scope and sequence, knowledge and skills to be learned, expectations for the levels of student learning and performance, instructional methods, and assessment methods.	3.12			3.12
8.4 Instruction in the subject areas of language arts and literature (including early language development and literacy skills, speaking, writing, and listening communication skills), mathematics, the sciences, social sciences, world languages, visual and performing arts, health, and physical education.	3.12	3.25	3.18	3.18
8.5 Instruction in appropriate and effective uses of information technology for learning and teaching and provides opportunities for application of knowledge and skills learned.	3.03	3.13	3.05	3.07
8.6 Experiences that promote students' critical thinking, reasoning, problem-solving skills, study skills, and the transfer of learning to other curricular areas and real-life issues.	3.09	3.11		3.1
8.7 Opportunities for students to develop social skills, such as self-control and a sense of individual and group responsibility in interactions with adults and peers.	3.09	3.02		3.055
8.8 Opportunities that promote global awareness and understanding of diverse cultures and lifestyles.	3.15			3.15
QSI's governing body and headquarters leadership ensure that the system's educational program:	**Staff Survey Weighted Average**	**Student Survey Weighted Average**	**Parent Survey Weighted Average**	**QSI Stakeholders Weighted Average**
8.9 Is delivered using documented curriculum guides that are current, functional, available to and used by teachers, and that reflect current research and proven practices.	3.08			3.08

QSI Self-Study

8.10 Defines expected outcomes for student learning and performance in terms of knowledge, understandings, attitudes, skills, and habits to be demonstrated.	3.14			3.14
8.11 Expresses expected student learning outcomes in terms that can be understood by the students.	3.06			3.06
8.12 Is delivered in a variety of learning settings (e.g., individual, small group, large group).	3.11			3.11
8.13 Considers the ages, cultures, and varying levels of ability of students when setting levels of expected student learning and performance and ensures students are prepared for a successful transition to the next educational level.	3.07			3.07
8.14 Is articulated both horizontally and vertically and coordinated among all levels of the system.	3.02			3.02

INDICATORS OF QUALITY FOR SYSTEMS WITH EARLY CHILDHOOD PROGRAMS

QSI's governing body and headquarters leadership ensure that the system's early childhood educational program:	Staff Survey Weighted Average	Student Survey Weighted Average	Parent Survey Weighted Average	QSI Stakeholders Weighted Average
8.15 Considers as part of its educational program, everything that happens during the day, including while children play and explore, eat, interact, toilet, take walks or field trips, engage in planned experiences, and are involved in transitions such as arrival, clean-up, and departure.	3.07			3.07
8.16 Supports language development.	3.11			3.11
8.17 Provides a balance of opportunities for mastery and challenge.	3.1			3.1
8.18 Includes activities that are designed to prompt exploration, support growing independence, and minimize disruptions/distractions.	3.1			3.1
8.19 Includes age- and content-appropriate interest activities in all classrooms.	3.11			3.11

QSI Self-Study

	Staff Survey Weighted Average	Student Survey Weighted Average	Parent Survey Weighted Average	QSI Stakeholders Weighted Average
8.20 Treats all spaces in the school in which students may be present as part of the learning environment.	3.11			3.11
8.21 Supports positive interactions between peers that are developmentally appropriate.	3.11			3.11
QSI's governing body and headquarters leadership ensure that the system's early childhood educational program provides:	**Staff Survey Weighted Average**	**Student Survey Weighted Average**	**Parent Survey Weighted Average**	**QSI Stakeholders Weighted Average**
8.22 An integrated approach to children's social, emotional, physical, cognitive, and language development.	3.09		3.12	3.105
8.23 A good balance of child-initiated and teacher-initiated activities in the daily plan.	3.08		3.07	3.075
8.24 Individualized instruction for infants and young toddlers primarily and, as appropriate, activities in small groups.	3.09		3.09	3.09
8.25 A balance of quiet and active times and flexibly incorporates learners' natural routines into the rhythm of the day.	3.1			3.1
8.26 Daily indoor and outdoor play with a balance between large-muscle and small-muscle as well as organized and unstructured experiences.	3.09			3.09
8.27 Development of early language and literacy skills through interactive activities, such as: conversation, storytelling, singing, poetry, finger plays, games, puppets, pretend play, shared reading of picture books, and other meaningful learning experiences.	3.1			3.1
8.28 Opportunities for increasing independence in use of materials and equipment and in self-care.	3.09			3.09
8.29 Structured and unstructured opportunities for children's active involvement with people and materials.	3.09			3.09
8.30 Spontaneous learning and activities that build on children's repertoires and curiosity.	3.06			3.06
8.31 Learning areas designed for individual and group exploration and growth that support challenge and consolidation in the relevant domains of development.	3.07			3.07
8.32 Materials for gross and fine motor activities.	3.11			3.11
8.33 Developmentally appropriate learning resources for outdoor activities.	3.07			3.07

QSI Self-Study

8.34 Daily opportunities for creative expression.	3.08			3.08
8.35 A variety of books that are accessible to all age groups every day.	3.14			3.14

INDICATORS IF QUALITY FOR SYSTEMS WITH ELEMENTARY SCHOOL PROGRAMS

QSI's governing body and headquarters leadership ensure that the system's elementary-level educational program:	Staff Survey Weighted Average	Student Survey Weighted Average	Parent Survey Weighted Average	QSI Stakeholders Weighted Average
8.36 Places emphasis on the development of cognitive, psychomotor, and affective skills, plus the knowledge and competencies that establish the basis for greater understanding.	3.09			3.09
8.37 Provides an integrated approach to children's social, emotional, physical, cognitive, and language development.	3.12			3.12
8.38 Provides individualized instruction and, as appropriate, activities in small groups.	3.13			3.13
8.39 Provides daily indoor and outdoor play with a balance between large-muscle and small-muscle as well as organized and unstructured experiences.	3.07			3.07
8.40 Provides experiences that prepare students for successful transition to middle and secondary school settings.	3.06	2.97	3.06	3.03

INDICATORS OF QUALITY FOR SYSTEMS WITH MIDDLE SCHOOL PROGRAMS

QSI's governing body and headquarters leadership ensure that the system's middle-level educational program:	Staff Survey Weighted Average	Student Survey Weighted Average	Parent Survey Weighted Average	QSI Stakeholders Weighted Average
8.41 Provides activities and experiences that assist early adolescents in identifying their aptitudes and interests.	3.01			3.01
8.42 Provides experiences that prepare students for successful transition to the secondary school setting.	3.02	2.97	3.06	3.017

QSI Self-Study

INDICATORS OF QUALITY FOR SYSTEMS WITH SECONDARY SCHOOL PROGRAMS

QSI's governing body and headquarters leadership ensure that the system's secondary-level educational program provides:	Staff Survey Weighted Average	Student Survey Weighted Average	Parent Survey Weighted Average	QSI Stakeholders Weighted Average
8.43 Students with the knowledge, skills, and habits of mind required for college and career readiness.	3.05		3.01	3.03
8.44 Experiences that prepare students for successful transition to postsecondary education and/or the world of work.	3.01			3.01
8.45 Students with opportunities to apply the knowledge, skills, and habits they have learned to real-life issues and problems.	3.06			3.06

INDICATORS OF QUALITY FOR SYSTEMS THAT DELIVER ALL OR PART OF THEIR EDUCATIONAL PROGRAM BY A DISTANCE MODALITY

QSI's governing body and headquarters leadership ensure that the system's educational program:	Staff Survey Weighted Average	Student Survey Weighted Average	Parent Survey Weighted Average	QSI Stakeholders Weighted Average
8.46 Facilitates student interaction (synchronous and asynchronous) with teachers and other students through a variety of means as an essential characteristic of the educational program.	3.06	3.17	3.04	3.09
8.47 Informs students and their families (if appropriate) about any aspects of the educational program that are created or delivered by an organization other than the school.	3.07		2.95	3.01
8.48 Sets the expectations for student learning and performance that are achievable through a distance modality.	3.06			3.06
8.49 Uses textbooks and/or other learning and instructional materials that are developed by authors qualified in distance education techniques.	3.07	3.06	3.01	3.047

8.50 Includes instruction in the skills students need to use the distance modality effectively and efficiently.	3.06	3.12		3.09
8.51 Provides opportunities for students to develop social skills for relating to and working with other students and adults.	3.08			3.08

Stakeholders' comments to support the ratings:

STANDARD: Educational Program	
Source of Comments	**Comments**
QSI Administrators, Faculty, Staff	- There is not enough free play or recess time for young students built into schedules even though this is shown repeatedly in studies to be incredibly important to development. Also, there is often not enough space provided to do these free play times effectively. - Students could benefit from a public speaking course. Mastery learning allows students to not have a strong sense of deadlines, which is a necessary life skill. - The open and transparent curriculum that is posted online for all stakeholders to view is a strength of QSI's. - The curriculum emphasizes critical thinking skills. Success Orientations help with character building. The Keeping Safe program helps with social-emotional needs. - Overall these conditions are met, though I feel from the middle school and up, expectations are too low and credit is frequently fudged. There are certainly some strong students here, but not all are prepared adequately because of the lack of rigor and low academic integrity. - QSI leadership needs to ensure that distance-modality learning programs follow the mastery based grading system consistently. - Curriculum development is something that QSI excels in. - Our educational program is very well supported, updated, and reviewed. - QSI provides a great curriculum, which is generally reviewed on an acceptable basis. Science and Technology curricula could be revised more often to compensate for the rapid development in these fields. The graduation requirements have not been updated in several years. The Secondary Technology curriculum is quite weak and not rooted in today's digital age. - The secondary program does not prepare students for university. The Mastery system gives too many chances and this is not real world experience. For the secondary students, they should be able to receive a C and move on when they are close to Mastery, or just almost there. It is a skewed system when a school has no graduate with a GPA under 3.0.

161

STANDARD: Educational Program	
Source of Comments	**Comments**
	• Every school as an international entity promotes cultural awareness that benefits all students. Curriculum expectations are very clearly stated and followed through TSWs. I think more thought could be given to how to support IE students in the classroom. I think there needs to be a system in place to help students transition between upper elementary (10/11) to 12/13 yo. There is a big jump here. I do not know about distance or component schools. • QSI curriculum is OK but it needs to be updated more frequently, reflect recent educational research, and written by qualified personnel. • Curriculum is probably our biggest strength as an organization. It would be interesting to be able to have deeper conversations and question the way things are in this curriculum, however, on the whole, it is considered by most to be centrally what QSI is. • Some teachers meet the standards, while others do not. • We need more on our playground for large motor skills. • TSW's are written in teacher language and need to be translated into child friendly language • Mathematics and Science text books should only have metric units. Most (non-US) students have never and will never use Imperial measurements in their lives • Educational program is a major strength. TSWs are not written in "kid" friendly language. • No enough attention given to transitioning from school to vocational programs. • The preschool program at our school needs to be more play-based. And it depends on the teachers, as it does with any age and with any teaching style. • The mastery learning grading system does not always provide the proper motivation for students to give their best effort. • The QSI curriculum has been very well thought out and the system of TSWs are very logically arranged, facilitating learning for children at their individual level. This is better than any other school I've worked at in over 20 years. Students get wonderful opportunities to explore whatever excites their learning, due to small class sizes and using highly qualified teachers who really care about each student.
QSI Students	• Q.S.I really needs to improve L.O.E courses, because I've been learning Russian for 2 years now, and I still don't know anything about Grammar, because according to the curriculum we don't need it. Which is awfully wrong! • The curriculum is repetitive and too easy.

QSI Self-Study

STANDARD: Educational Program	
Source of Comments	**Comments**
	- This school certainly meets its education goal, with many students ahead of their grade, but in reality with their social skills? They are trying, but it's not working. - We have lots of learning opportunities available. - We sadly only have PE once a week, even though experts say that you should have it almost every day. - The school's curriculum is normally very helpful to me. - There is no health. There is no instruction in using computers. I feel unprepared to go out into the world and be productive/healthy! - I feel happy learning here - I do believe that if one were to move from one place to another they will feel or have felt comfortable with their movement and catch up quickly if the work if it would be difficult, and I find the work standard here excellent. - I think this school has really lifted my math from my last school. - I learn a lot from this school. - Some of my teachers do not put in any effort to teach. thank you. - In my opinion, this school is largely centered around younger kids; therefore, even the middle school and secondary students must participate in events that are for little kids. I get that the school wants the bigger kids to interact with the smaller kids to be their "role model," but I don't see the logic in forcing us to be with the kids. Also, the school doesn't have that many programs or courses to offer, so I sometimes feel forced to take courses that I have no interest in just to fill out my schedule. - We do not have sex education, and it's important. - All of education meets me and teachers try to help students that have poor English skills, so it was really helpful and thankful. - my school needs more clubs to express the students - the school should have health class for 8-11's also. the school was very good when i came to the school they showed me around
QSI Parents	- System is good. I feel that some teachers are just go through the curriculum. I want kids to repeat what they learned and make sure that they understand. - Overall, I would rank instructional delivery high. If you have one or two instructors who do not, or do not know how to, accommodate in a real way any learning differences in the classroom, that diminishes the experience for all.

QSI Self-Study

STANDARD: Educational Program	
Source of Comments	**Comments**
	- Our child benefited greatly from the QSI curriculum, which is more structured and met his needs better than the prior non-QSI international school he attended. - The key problem is inconsistent application of the curriculum, with little scrutiny of individual teachers. - My child has thrived in the QSI system - Given the increasing need for well-educated students to receive extensive IT training with, for example, the likelihood of AI becoming very important in the years ahead, it is essential for QSI to dedicate far more resources to delivering appropriate training to its students. - Very very good - Some teachers needs to be re assessed to check the knowledge level of the subject they deliver - QSI system needs to be more up to date on current educational research and change the grading system in high school. Also hiring unqualified or ineffective teachers does a disservice to our children. QSI should do better in hiring. The current system does not work. - Need more AP courses - Instruction on effective use of IT is present, I would welcome more opportunities for focus on IT and coding for the children though. - Gifted students need to be more challenged - We don't have programs for transitions between levels. - Great support both in school and distant learning - My child's year in preschool has been more academic than play based. I believe that preschoolers should be learning through play and be taught social skills. Teachers should be interacting with the children and teaching them through play, not sitting behind desks and letting them play by themselves or in stations.

C. SELF-ASSESSMENT OF THE STANDARD FOR ACCREDITATION

X	Our self-assessment is that our system **MEETS** this Standard for Accreditation

164

<table>
<tr><td style="background-color:#f5e0cf"></td><td>Our self-assessment is that our system **DOES NOT MEET** this Standard for Accreditation because it does not meet or meets only partially the Requirement(s) of the Standard and/or the Indicator(s) of Quality indicated below:</td></tr>
</table>

Identify in the table below any component school for which the ratings for this Standard and its Indicators of Quality differ significantly from the system's average rating.

Name of Component School:	None
Describe the degree to which this school's performance differs from the average for the system:	

D. IMPLICATIONS FOR PLANNING

List the system's significant strengths in meeting the Educational Program Standard.

- QSI's curriculum is updated based on a 7-year rotating schedule of subjects, so that curriculum is revised and updated each year.
- QSI teachers apply to write curriculum, and they are selected based on their areas of expertise, experience, and supervisor recommendations.
- The curriculum includes clear outcomes, teaching suggestions, and rubrics for assessing mastery.
- The curriculum is clearly aligned with the instructional resources that QSI provides to teachers.
- QSI instructors are qualified to teach their main subject areas.
- QSI's placement in Mathematics, Reading, and Writing is flexible. Students are placed in these subjects according to their performance in order to provide them with appropriately challenging instruction.
- Mastery learning, differentiated instruction, and growth mindset are intrinsically linked. Differentiation and growth mindset are evident in QSI classrooms.

List the system's significant areas in need of improvement in meeting the Educational Program Standard.

- The QSI Planning Team turned areas for improvement into three objectives related to this standard:
  - Student performance objective: Literacy, based on test scores, evaluations, and anecdotal evidence
  - Student performance objective: 21st Century Skills, based on teacher, parent, and student feedback

- o Organizational capacity objective: Mastery Learning, based on teacher, parent, and student feedback
- Opportunities for professional development vary by school and by region.
- At smaller schools, teachers may teach subjects that are outside of their areas of expertise.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Educational Program that should be included in the action plan in the Plan for Growth and Improvement.

- Offer consistent professional development across all schools, provided by QSI. This is included in the action plans for three of the accreditation objectives.
- Create, identify, and expand specific links to 21st Century Skills as each curricular area is revised.
- Link Literacy curriculum revisions to recent research on teaching students to read and communicate in writing.
- Expand online course offerings through QSI Virtual School and increase professional development opportunities to allow students to be taught by subject experts.

E.   EVIDENCE TO SUPPORT THE ASSESSMENT OF THIS STANDARD

Evidence	
For All Systems:	
Data from surveys	X
Policies and procedures pertaining to the system's educational program	X
Programs of study or other overviews of the components of the system's educational program	X
Scopes and sequences for each component of the system's educational program	X
Written curriculum guides for each component of the system's educational program	X
The system's process for regular and systematic review and development/revision of components of the system's educational program	X
Evidence that…	
• The components of the system's educational program are aligned vertically and horizontally	X

Evidence	
• The system's educational program and standards for student performance are aligned with the expectations of institutions of higher education and entry into a career	X
• The system is committed to high levels of student performance in a rigorous curriculum for all students	X
For Systems with Early Age Programs	
• Families have opportunities to give input into curriculum development	X
• The educational program reflects an integrated approach to children's social, emotional, physical, cognitive, and language development.	X
• Evidence that the educational program provides:	
a. a balance of quiet and active times and flexibly incorporates learners' natural routines into the rhythm of the day.	X
b. daily indoor and outdoor play with a balance between large-muscle and small-muscle as well as organized and unstructured experiences.	X
c. early language development and literacy skills through such activities as conversation, storytelling, singing, poetry, finger plays, games, puppets, pretend play, shared reading of picture books, and other meaningful learning experiences.	X
d. opportunities for increasing independence in use of materials and equipment.	X
e. structured and unstructured opportunities for children's active involvement with people and materials.	X
f. spontaneous learning and builds on children's repertoires and curiosity.	X
g. learning areas designed for individual and group exploration and growth.	X
h. the integration of routine daily activities into learning.	X
For Systems That Provide Distance Education	
The written curricula for components of the system's educational program delivered by distance education	X
Instructional materials used in components of the system's educational program delivered by distance education	X
Evidence that student interaction with the faculty and each other is both synchronous and asynchronous	X

EVIDENCE OF SYSTEM EFFECTIVENESS STANDARD FOR ACCREDITATION

DATA RELATED TO THIS STANDARD

Not applicable in this section. See Academic Performance Data in the Profile of the School.

B.   SELF-ASSESSMENT OF THE INDICATORS OF QUALITY

The system must meet this Standard for Accreditation to be granted "Accreditation" by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the system meets the Standard. Rate the degree to which the system meets each Indicator by using the following scale:

Rating of Adherence to the Indicator	
1. **Does Not Meet**	The evidence indicates the system **does not meet** the expectations of this Indicator
2. **Partially Meets/In Need of Improvement**	The evidence indicates that the system **partially meets** the expectations of this Indicator and **is in need of improvement**
3. **Meets**	The evidence indicates the system **meets** the expectations of this Indicator
4. **Exceeds**	The evidence indicates the system **exceeds** the expectations of this Indicator

Middle States Association Accreditation Standard:
Evidence of System Effectiveness

The Standard: The system has a program for assessing student learning and performance that is consistent with the system's mission. The program is based on current research and proven practices and is aligned with the system's educational and instructional programs. The assessment program systematically collects and rigorously analyzes quantifiable and observable evidence of student learning and performance and growth using multiple, valid, and reliable assessments that are respected by the system's community of stakeholders. The system expects all students to learn and demonstrate the knowledge, skills, and habits of mind required in the educational program. Students are learning and performing at the levels

expected, or the system has and is implementing a plan to raise learning and performance to the expected levels.

QSI's governing body and headquarters leadership ensure that the system:	Staff Survey Weighted Average	Student Survey Weighted Average	Parent Survey Weighted Average	QSI Stakeholders Weighted Average
9.1 Has and implements written policies or procedural guidelines that govern the program for assessing student learning and performance.	3.06			3.06
9.2 Reports the results of its assessment of students' learning and performance regularly, accurately, and clearly to the system's community of stakeholders.	3.06		3.08	3.07
9.3 Has leadership and a staff that are committed to, participate, and share in accountability for student learning and performance.	3.1	3.1	3.12	3.107
QSI's governing body and headquarters leadership ensure that the staff analyzes the results of assessing student learning with appropriate frequency and rigor by:	Staff Survey Weighted Average	Student Survey Weighted Average	Parent Survey Weighted Average	QSI Stakeholders Weighted Average
9.4 Evaluating the effectiveness of the system's curricula, instructional methods, professional development program, and student services.	3.01			3.01
9.5 Monitoring learning by individual students as well as cohorts of students as they move through the school.	3.01			3.01
9.6 Making appropriate comparisons regarding the learning of its students and that of comparable local, state, and/or national groups of students.	3.05			3.05
QSI's governing body and headquarters leadership ensure that the system:	Staff Survey Weighted Average	Student Survey Weighted Average	Parent Survey Weighted Average	QSI Stakeholders Weighted Average
9.7 Maintains appropriate records of students' learning and performance.	3.09			3.09
9.8 Uses generally accepted standards for the control, use of, and access to records of student learning and performance that meet the requirements of laws governing confidentiality of student records.	3.07			3.07
9.9 Communicates its assessment policies and program to the system's community of stakeholders.	3.09	3.07		3.08

QSI Self-Study

9.10 Communicates regularly with families regarding students' progress in learning.	3.13		3.07	3.1
9.11 Collaborates with families to develop, if necessary, appropriate strategies to assist the students to learn and perform at the expected levels.	3.07			3.07
QSI's governing body and headquarters leadership ensure that the school uses assessments to measure student learning that:	**Staff Survey Weighted Average**	**Student Survey Weighted Average**	**Parent Survey Weighted Average**	**QSI Stakeholders Weighted Average**
9.12 Are based on current and reliable research on child development and growth.	3.01			3.01
9.13 Provide data that can inform decisions regarding allocating resources for the components of the school's educational program.	3.03			3.03
9.14 Can be used for making recommendations to families whose children may benefit from further assessment/evaluation.	3.06			3.06
9.15 Enable students to monitor their own learning progress and teachers to adapt their instruction to students' learning styles.	3.05	2.95		3
9.16 Reflect understanding of different styles of learning.	3.06			3.06
9.17 Enable the staff to identify students that might have special needs for learning and performing at the expected levels as early as possible.	2.93			2.93
9.18 Are augmented by information and insights about students' learning and performance from students' families.	3.01			3.01

INDICATORS OF QUALITY FOR SYSTEMS WITH EARLY CHILDHOOD PROGRAMS

QSI's governing body and headquarters leadership ensure that:	**Staff Survey Weighted Average**	**Student Survey Weighted Average**	**Parent Survey Weighted Average**	**QSI Stakeholders Weighted Average**
9.19 Children are observed by teachers on a daily basis using a systematic and objective process for formal and informal observation and documentation.	3.09			3.09
9.20 Assessments used to measure student learning and development are aligned with	3.1			3.1

QSI Self-Study

	age-appropriate early childhood standards for learning.				

INDICATORS OF QUALITY FOR SYSTEMS THAT DELIVER ALL OR PART OF THEIR EDUCATIONAL PROGRAM BY A DISTANCE MODALITY

QSI's governing body and headquarters leadership ensure that the school:	Staff Survey Weighted Average	Student Survey Weighted Average	Parent Survey Weighted Average	QSI Stakeholders Weighted Average
9.21 Has and implements written policies and/or procedural guidelines that ensure students fulfill program requirements personally and with appropriate assistance.	3.03	3.07		3.05
9.22 Has and implements written policies and/or procedural guidelines to ensure the identity of the students when assessing learning and performance electronically or by means other than in a location in which the student is in the presence and under the direct supervision of a staff member.	3.05			3.05
9.23 Requires that members of the staff who evaluate student assignments are qualified in the fields they are evaluating.	3.02			3.02
9.24 Uses data on student learning and performance and completion rates to evaluate and revise, as needed, curriculums, instructional methods, and educational services.	3.05			3.05

Component Schools with different Assessment of Student Learning

	The System has Component Schools with different Assessment of Student Learning
X	The System does not have Component Schools with different Assessment of Student Learning

Stakeholders' comments to support the ratings:

STANDARD: Evidence of System Effectiveness	
Source of Comments	**Comments**
QSI Administrators, Faculty, Staff	• There could be more support for students with special needs, but that is being rectified for the upcoming school year.

QSI Self-Study

STANDARD: Evidence of System Effectiveness	
Source of Comments	**Comments**
	- This is case by case and some staff teach and assess in areas where they are not experts; additionally, some materials and supplies may be almost 10 years old and may not be as up to date as other sources. - We seem to accept everyone who is willing and able to pay the tuition. While this is great in theory, in reality the school has a lot of students who likely left other schools because they would have been held back. Many of these students are below grade level and may or may not have diagnosed disabilities. We have a reputation of passing these children even when they don't show mastery, which is happening in more than a few instances. We especially cater to families looking for an alternative or special needs school. Students are placed by age, not ability. There is no placement testing. Some of our students have documented disabilities, and we modify to help them, but frequently they are so far below grade level, placement in a lower grade level would be a better idea. Differentiation works for a grade level discrepancy, maybe two, but studies show that beyond that it is not possible to differentiate effectively. It seems that instruction for severe special needs students has been modified, sometimes to the point where the TSW's are watered down so much that they no longer are the TSW's. Regardless of whether or not mastery occurred, credit is given, and they are passed to the next grade level. These practices detract from the integrity and rigor of the school. - QSI needs to ensure that staff in a given location are not being asked to perform duties that they are not qualified for. - QSI uses a mix of assessments - such as the standardized MAP testing, AP tests, SATs, Fountas-Pinnell Reading texts, and QSI-created rubrics for the units the teachers taught. This allows stakeholders to see how students are performing in comparison to their peers at QSI schools and around the world. But this also allows teachers the freedom to teach and assess the students in the best ways possible. Eg, younger kids don't have to be tested (outside of the twice-a-year MAP tests); teachers can create their own tests, projects, or assignments to best meet their students' needs, to best determine mastery. Especially at the younger grades, this encourages students to learn and be proud of learning, rather than creating stress and test-anxiety. - MAP data is not usually taken into consideration when discussing school wide goals.

172

STANDARD: Evidence of System Effectiveness	
Source of Comments	**Comments**
	• I think students should take the science portion of the MAP tests, or parents are given the choice to pay for it. Teachers should also get extra training on how to identify students with special needs. • Assessment of special needs students seems to be optional for families. • There is no effective, system-wide method for communicating with stakeholder communities. This results in wildly differing levels of communication, even within one school. • My observation is that the policies are in place but the oversight from headquarters is lacking. • Staff analyzes the results of assessing student learning with appropriate frequency and rigor - I believe this could be improved by taking more time to analyse MAP data. Staff should have more time to meet and discuss results and work out where improvements can be made across the school and also identify students or groups of students who need assistance. • Great improvements on the horizon in dealing with students with special needs, though more work could certainly be done here. • Revisions of curriculum and methods are not completely data driven.
QSI Students	• (9.15) We have to find out our grades from teacher or parents, would be helpful to receive an email • Some teachers use different grading methods. • I wish we had something to see our grades more efficiently instead of just going to Google Classroom and waiting for that to load. • Sometimes i feel like the school doesn't know my real grades. The TSW grading system does not work. For essays and things like that your graded on each individual school. Coming from an IB school to an AP TSW school, my parents and I were very confused about the system. • I think that my school's grading system is very good. • the teachers do a very good job at keeping our grade up to date • Not all teachers make sure that the students are learning. • Most teachers let you know the exact guidelines, and make sure that you are graded fairly, however that is not the case with all teachers. • I do feel as if our teachers care very much about the grades we get on our tests, also I think that they know how this would affect us when we get older and do jobs ourselves.

QSI Self-Study

STANDARD: Evidence of System Effectiveness	
Source of Comments	**Comments**
	• They always give us our TSWs and we have to look at them, and they also show us ways to improve.
	• I think if someone is struggling, the teacher will help them.
	• Some teachers are not willing to show my grades to me unless I ask them during a time that they are free.
	• The only way students can view their grades is once per quintile with a status report. Without an option to see grades at demand.
	• I sometimes get homework from my teacher that doesn't have anything to do with achieving TSW. This kind of homework wastes my time.
	• My teachers care for my learning and they teach me if I have any questions.
	• we have lots of system's educational and instructional programs.
	• Oh, they DEFINITELY make sure I know how my grades will be determined.
	• the school teachers make sure we are learning and if we don't understand they will make sure we understand
QSI Parents	• Please pass the information of students from previous teacher to correct teacher. I do feel that passing and shearing information don't goes well over all in this school.
	• The MAP testing has been very useful.
	• There is a lack of systematic, standardised communication regarding progress and grades -- some teachers are better than others. This partially flows from the Master of Learning structure. As a parent, particularly those new to the system, it can be difficult to gauge what a "p" means unless teacher detail is provided.
	• We consistently received thorough and helpful feedback on our child's academic performance during his two years at KIS.
	• Again, it's inconsistent. Written reports vary widely in quality. Teachers have different standards.
	• I wish all teachers were required to use Moodle so I could receive updates on all my childrens' classes. The classes that do use Moodle are great because I receive frequent useful updates. Those who do not use Moodle do not communicate in any alternate way so I have to seek out teachers to find how my children are doing.
	• Really impressed with the level and details of the updates regarding my child's progress

174

STANDARD: Evidence of System Effectiveness	
Source of Comments	**Comments**
	- I think both at the school level and at my child's class level, significant amount of detail is provided with regards to what is being taught and what is expected from the parents! - As a parent, I would appreciate more frequent, detailed information on my child's academic performance. - Good - More focus on student progress is required - Again, there is a difference between how well this school is doing and the system overall. If I am asked about QSI system, how do I know what to say? If I am asked about this school, my answers to many questions would have been "meets and exceeds expectations." So, if the survey about QSI as a whole, don't ask parents because the governing body and headquarters are removed and separate from our daily lives. We don't know them or what they do. We are certainly upset with people in charge with hiring. Don't send us any more bad teachers, please. - Administration is very supportive but a few teachers need to be removed from teaching core subjects - more frequent update on the students performance is appreciated. The student led conference format is not an effective way for discussing the student's performance as there's little time for discussion afterwards. - The report cards, though frequent and systematic, are not very informative for following our kids' progress partly because it's difficult to discern which units are incomplete versus not yet started. The Parent Teacher Conferences are very informative and well-scheduled. Thanks. - QSI has some unusual letter grades that are applied differently depending on teachers or administrators - They provide regular information by email, but the information is useless. The idea that young children "master" or go "beyond mastery" for anything seems a little ridiculous. The information provided is not helpful. - Regular communication and parent-teacher forums - Commitment to student learning depends on the teacher. Some teachers are very committed while some don't bother to teach the curriculum.

175

STANDARD: Evidence of System Effectiveness	
Source of Comments	**Comments**
	• A daily report or weekly report on child's development progress would be a minimum expectation for a school of QSI standard • The mastery learning process is wonderful. However the grading of A or B is misleading.

C.   SELF-ASSESSMENT OF THE DEGREE TO WHICH THE SYSTEM MEETS THIS STANDARD FOR ACCREDITATION

X	Our self-assessment is that our system **MEETS** this Standard for Accreditation
	Our self-assessment is that our system **DOES NOT MEET** this Standard for Accreditation because it does not meet or meets only partially the Requirement(s) of the Standard and/or the Indicator(s) of Quality indicated below:

Identify in the table below any component school for which the ratings for this Standard and its Indicators of Quality differ significantly from the system's average rating.

Name of Component School:	None
Describe the degree to which this school's performance differs from the average for the system:	

D.   IMPLICATIONS FOR PLANNING

List the system's significant strengths in meeting the Assessment and Evidence of Student Learning Standard.

* QSI curriculum provides ideas for assessment and assessment rubrics for all teachers to use.
* Teachers have opportunities through shared platforms (Teams) to ask questions and interact with other teachers around the world, which allows them to share and borrow assessment ideas.
* Consistent grading policies are followed across all schools in QSI.

- Many schools incorporate professional learning communities to allow for common assessments.
- MAP tests scheduled twice per year in all QSI schools provide an outside, independent assessment of student progress.

List the system's significant areas in need of improvement in meeting the Assessment and Evidence of Student Learning Standard.

- Though systems are in place for sharing assessments across QSI schools, this is not utilized as much as it could be.
- There is some confusion about the grading system among all stakeholders.
- The move to online learning brought about by the COVID-19 pandemic was haphazard due to the lack of good preparation by all schools and a lack of an overall plan by Headquarters.
- In the survey, stakeholders expressed concern about the amount and quality of support for students with learning needs.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Evidence of System Effectiveness that should be included in the action plan in the Plan for Growth and Improvement.

- Strengthen communication at the system level for assessment policies and procedures.
- Ensure that there is a plan in place for a disruption of in-person learning for all schools, and that these plans are reviewed and updated regularly.
- Develop communication strategies about the policies of mastery learning and how these policies affect assessment.
- Become more deliberate in connecting teachers between schools for the sharing of assessment and lesson ideas.
- Consider settling on a single learning management system across all schools that integrates smoothly with the mastery learning system.
- Continue to share resources with stakeholders from the relatively new Learning Support Coordinator program to support students who learn differently.

E. EVIDENCE TO SUPPORT THE SELF-ASSESSMENT OF THIS STANDARD

Evidence	
For All Systems:	
Data from surveys	X
Assessment of student learning and performance is aligned with curriculum and instruction in a coherent system consistent with the system's philosophy/mission	X

Evidence	
Example of a student's transcript	X
Example of students' report card at each level of the system	X
The system's policies related to assessment of student learning	X
Evidence that…	

• Assessment results are analyzed with appropriate frequency and rigor for:
  a. individual students as they move through the system
  b. cohorts of students as they move through the system
  c. comparable (local, state, and national) groups outside of the system.
	X

• Assessment results are used to make decisions regarding allocation of resources.	X
• The assessment of student learning and performance enables students to monitor their own learning progress and teachers to adapt their instruction to students' specific learning needs.	X
• Assessment methods and content address suitable social, emotional, physical, and cognitive/language goals for students.	X
• Assessments take into account recent, reliable research findings on child development and growth.	X
• Records of students' learning and performance are maintained. General standards for transcript control and use, including those related to confidentiality, are known and observed.	X
• Assessment results are the basis for making recommendations to families whose children may benefit from further evaluation. Referrals to specialists are made for early identification of possible disabilities and/or health conditions.	X
• Members of the system's staff work collaboratively with colleagues and families to review data about learners' progress and to develop appropriate strategies for continued progress.	X
• The system communicates its assessment policies and practices to the total school community (e.g., via parent handbooks, websites, teacher handbooks, policy manuals).	X
• Communications with families regarding students' progress in learning and performance is regular, productive, and meaningful.	X
• Students are learning and performing at levels expected, or progress is being made to raise results accordingly.	X
For Systems with Early Age Programs:	

QSI Self-Study

Evidence	
Evidence that children are observed by teachers on a daily basis using a systematic and objective process for formal and informal observation and documentation.	X
For Systems that Provide Distance Education:	
Evidence that…	
• The system implements written policies and procedures to ensure that students fulfill program requirements personally and without inappropriate assistance.	X
• The system implements written policies and procedures to ensure the identity of the students when assessment of learning is conducted electronically or by means other than in a location in which the student is in the presence and under the direct supervision of a staff member.	X
• Members of the system's staff who evaluate student assignments are qualified in the fields they are evaluating.	X
• Data on lesson and course completion rates are used to evaluate and revise, as needed, instructional and educational services.	X

179

STUDENT SERVICES STANDARD FOR ACCREDITATION

A. DATA RELATED TO THIS STANDARD

STUDENT SERVICES STAFF:

Type of Student Services Personnel	Number	Source		Adequacy of Type and Number		
				S	NI	U
Guidance Counselor	25	X	**Staff**			
			Outsourced		X	
Psychologist	As needed		**Staff**			
		X	**Outsourced**	X		
Substance Abuse Counselor	As needed		**Staff**			
		X	**Outsourced**	X		
Certified Special Education Teacher	37	X	**Staff**			
			Outsourced	X		
Food Services	111	X	**Staff**			
			Outsourced	X		

Identify in the table below any component school for which the ratings for the student services staffing differ significantly from the system's average ratings.

Name of Component School:	None
Describe the degree to which this school's performance differs from the average for the system:	

B. SELF-ASSESSMENT OF THE INDICATORS OF QUALITY

The system must meet this Standard for Accreditation to be granted "Accreditation" by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the system meets the Standard. Rate the degree to which the system meets each Indicator by using the following scale:

QSI Self-Study

Rating of Adherence to the Indicator	
1. **Does Not Meet**	The evidence indicates the system **does not meet** the expectations of this Indicator
2. **Partially Meets/In Need of Improvement**	The evidence indicates that the system **partially meets** the expectations of this Indicator and **is in need of improvement**
3. **Meets**	The evidence indicates the system **meets** the expectations of this Indicator
4. **Exceeds**	The evidence indicates the system **exceeds** the expectations of this Indicator

Middle States Association Accreditation Standard: Student Services

The Standard: The system provides student services that are effective, appropriate, and that support student learning and achieving the system's mission. The services are well-planned and well-delivered, and they are an integral part of and contribute to the system's educational program. Services are delivered by qualified personnel, sufficiently financed, and evaluated periodically for their effectiveness. Services comply with any requirements of the civil authorities of the jurisdiction(s) in which the system is located.

QSI's governing body and headquarters leadership ensure the system provides student services that:	Staff Survey Weighted Average	Student Survey Weighted Average	Parent Survey Weighted Average	QSI Stakeholders Weighted Average
10.1 Address developing students' academic and social skills, personal attributes, and career awareness and planning skills.	2.99		3	2.995
10.2 Are the shared responsibility of the system's counselors, leadership, teachers, and other staff members.	2.99	3.04		3.015
10.3 Address students' emotional and social needs as well as academic needs.	2.97		3.06	3.015
10.4 Use the results of assessing student learning to identify the need to provide additional services or revise/eliminate current services.	2.97			2.97
10.5 Extend into and support services provided by community agencies.	2.88			2.88
10.6 Are documented by maintaining appropriate records, including student data that are current, comprehensive, and readily available for use by the staff.	3.01			3.01

10.7 Use the results of follow-up studies of graduates and other former students to help determine the effectiveness of the system's educational program and student services.	2.9			2.9
10.8 Include an orientation program for new students and their families to share the system's mission, educational program, services, policies, and expectations.	2.94	2.98	2.99	2.97
10.9 Make available to students' families information about child development and learning.	2.98		3.01	2.995
Transportation Services—QSI's governing body and headquarters leadership ensure that the system:	**Staff Survey Weighted Average**	**Student Survey Weighted Average**	**Parent Survey Weighted Average**	**QSI Stakeholders Weighted Average**
10.10 Has and implements written policies or procedural guidelines to ensure the safety of students when being transported to and from school and system events by means provided by the system.	3.04			3.04
10.11 Requires that all transportation personnel of the system or those contracted by the system are appropriately trained.	3.01			3.01
10.12 Is in compliance with the safety requirements of all appropriate civil authorities in which the system is located for transportation services provided or contracted by the system.	3.05			3.05
10.13 Has and implements procedures for the safe arrival and departure of students from the system.	3.08	2.97	3.09	3.047
Food Services—QSI's governing body and headquarters leadership ensure that:	**Staff Survey Weighted Average**	**Student Survey Weighted Average**	**Parent Survey Weighted Average**	**QSI Stakeholders Weighted Average**
10.14 Student dining areas are functional and hygienic.	3.07	2.97		3.02
10.15 Meals provided by the system meet generally accepted nutritional standards.	3.04	2.7	2.88	2.873333333
10.16 Information about nutritional values of the foods is available to students and their families.	2.83			2.83
10.17 Appropriate training is provided to food services providers.	2.99			2.99
10.18 Food services personnel meet the health requirements of all civil authorities of the jurisdictions in which the system is located.	3.05			3.05

QSI Self-Study

10.19 Food service facilities are inspected regularly and meet the health and safety requirements of all of the jurisdictions in which the system is located.	3.03			3.03
Services for Students with Special Needs—QSI's governing body and headquarters leadership ensure that the system:	**Staff Survey Weighted Average**	**Student Survey Weighted Average**	**Parent Survey Weighted Average**	**QSI Stakeholders Weighted Average**
10.20 Has and implements written policies or procedural guidelines to identify and address the education of students with special needs.	2.66			2.66
10.21 Provides or refers families to appropriate related services and/or accommodations to meet students' special needs.	2.77	3.04	2.95	2.92
10.22 If applicable, is in compliance with all requirements of the jurisdictions in which the system is located related to students with special needs.	2.87			2.87
Admissions and Placement—QSI's governing body and headquarters leadership ensure that the system has and implements written policies or procedural guidelines governing:	**Staff Survey Weighted Average**	**Student Survey Weighted Average**	**Parent Survey Weighted Average**	**QSI Stakeholders Weighted Average**
10.23 Admission to the system.	3.02			3.02
10.24 Placement of students in the appropriate components of the educational program and at the appropriate levels.	2.97		3.01	2.99
QSI's governing body and headquarters leadership ensure that the system:	**Staff Survey Weighted Average**	**Student Survey Weighted Average**	**Parent Survey Weighted Average**	**QSI Stakeholders Weighted Average**
10.25 Informs applicants for enrollment and their families of the mission of the system, the nature and extent of the educational program and services available, tuition and fees (if applicable), system policies, and expectations for satisfactory student performance.	3.04			3.04
10.26 Employs only marketing materials, statements, and representations related to the school's educational programs, services, activities, and resources that are clear, accurate, current, and non-discriminatory.	3.06		3.06	3.06

INDICATORS OF QUALITY FOR SCHOOLS THAT DELIVER ALL OR PART OF THEIR EDUCATIONAL PROGRAM BY A DISTANCE MODALITY

QSI Self-Study

QSI's governing body and headquarters leadership ensure that the system:	Staff Survey Weighted Average	Student Survey Weighted Average	Parent Survey Weighted Average	QSI Stakeholders Weighted Average
10.27 Advises prospective students and their parents/guardians prior to admission about the self-motivation and commitment needed for successful learning by the distance modality and the technical competence required to participate and learn in the educational program.	3	2.95	3	2.983
10.28 Provides support in student use of distance modalities at the levels expected.	3.03	3	3.08	3.0367
10.29 Actively encourages students to start, continue, and finish their programs of study within the time prescribed.	3.05			3.05
10.30 Has and implements written policies or procedural guidelines to evaluate students' previous academic work and to provide fair and consistent awarding of credit for previous studies or work experience.	3.01			3.01

INDICATORS OF QUALITY FOR ALL COMPONENT SCHOOLS

	Staff Survey Weighted Average	Student Survey Weighted Average	Parent Survey Weighted Average	QSI Stakeholders Weighted Average
10.A The school's student services are in alignment with the system's program of study.	3.03			3.03
10.B The school's student services have been developed in compliance with the Indicators of Quality for the standard above.	3.04			3.04
10.C School specific student services not in alignment with the system's have been approved and are supported by the system.	3.04			3.04

Stakeholders' comments to support the ratings:

STANDARD: Student Services	
Source of Comments	**Comments**
QSI Administrators, Faculty, Staff	• I am grateful we are taking steps to offer special education support. Also the social-emotional health support is a positive

STANDARD: Student Services	
Source of Comments	**Comments**
	change. I'm loving the re-imaging and updating of some of our re-branded PR materials and social media advertising There are some students in IB Ab Initio Language courses with previous experience in the language of study, which goes against the guidelines set by IB. • QSI's placement system is fantastic, placing students where they are appropriately challenged for Literacy and Math, but in homeroom by age. It's awesome that we finally have a special education policy. We need more focus on counseling, both social-emotional and university/career planning. • larger schools have counsellors that meet the social/emotional needs of students and provide guidance for future studies; QSI is addressing issues in these areas with more shared resources of staff - however, it is challenging for smaller schools 10.7 - organization need more work on alumni - it is happening now 10.20 - positive work in progress now being implemented • I think we lack policies around special needs students and their placement and programming. • Many schools lack counselors. In today's society teens are exposed to a wide array of shocking content. Teachers cannot always handle the needs of teens without proper training. ALL schools should have at least a part-time counselor for career guidance and psychological needs. • Again, the policies are in place but the oversight by headquarters is lacking. • This standard is our strong point. • student services are provided by individual schools and differ from place to place. I don't think QSI governing body is involved in providing services • QSI Headquarters and the system as a whole is significantly behind the times when it comes to Student Support Services - especially in term of supporting students with special needs and with counseling and guidance. While individual schools do what they can, the ratio for counselors to students is well beyond what is even acceptable or recommended by ASCA in the USA. • QSI is growing in its ability to service special needs students • The organization is currently working on guidelines and strategies for dealing with a growing number of students with special needs in the context of a variety of cultures and communities. I recognize this is a difficult endeavor, as many of the countries do not have rights for the child. I also recognize

185

QSI Self-Study

STANDARD: Student Services	
Source of Comments	**Comments**
	that this is an area that is thus far poorly resourced in comparison to American schools (in terms of services, training, procedures for dealing with students with special needs). • It would be nice to have new students MAP tested or some other test before starting school. Some students come to school and then it takes a few weeks to place them where they actually need to be. • Students are automatically placed by age. This is counterproductive and a disservice to students, because age does not guarantee previous opportunities or prerequisite skills. New students' previous school records should be evaluated, and they should be given prerequisite skills tests and reading/writing assessments (F&P) as well as the MAP survey BEFORE being placed in a class. This would prevent a ton of the animosity directed at us by parents who bad mouth us on social media after their children have been placed too high or too low and then need to be moved to the correct level.
QSI Students	• Some drivers are not safe drivers • When first coming to the school, I did not know exactly how the system works. I did not know which courses affected my GPA and which ones were necessary to take, and I was not informed until later on. • The teachers are always willing to support and help students. • Our school does not provide school lunches (though we do have microwaves to heat up our food) and we don't have a guidance counselor or nurse. • There is no guidance counselor. I feel very uncomfortable expressing my feeling in this school because of the controlling and harsh teachers. Food is not nutritious! • when I came to the school everyone made sure I knew what to do and where all my classes are. The teachers should have some one on one with students who are struggling • I am well fed • The food served at our school is extremely poor. The school buses at this school are extremely old, and unsafe. When using the school transportation my mom often times has to worry. • Instead of A, B, P, and D put numbers for grades • I think my school is very clean and work here is great I also like how everything is always cleaned after a mess is made. • I think that I don't have contacts that I can call for help if I am in trouble.

QSI Self-Study

STANDARD: Student Services	
Source of Comments	**Comments**
	• Our school's facility is very good and they provide snack and a lots of good qualities of food(except sometimes) and we have 1 big bus and 2 small bus for transportation but our school's student increased a lot, so sometimes when so many people take bus, the bus have no more space. So I think we need to add more bus or borrow bigger bus. • the food in school is clean but it's not abundant • QSI exceeds at all standards.
QSI Parents	• It is better to have orientation for new families to explain not just education system but more practical things(how to order lunch, snacks/ temporaly using translation/ etc) and year schedule (what is international day, what is assembly, what is teacher and parents conference, what is PSG) Every year many parents are confusing about many many things. • Communication depends at large from the homeroom teacher. In different years the experience has been different. Unification and standardization would be very useful. • Teachers should enforce deadlines on assignments to prepare them for college and their future professional life. The upgrading system is flawed when you have students who are content to slide by with B's for minimal effort, and does not adequately reward students who work exponentially harder to receive an 'a.' • There needs to be more attention paid, particularly at the start of secondary, to modelling and assisting students with self advocacy, specifically students with learning differences. There seems to be an expectation/default that once the high school threshold is crossed, students need to be fully prepared to raise issues on their own. • Again, it's inconsistent. Having some special education services does not mean having fully up-to-date or qualified services. Directors of Instruction have differing standards.

187

QSI Self-Study

STANDARD: Student Services	
Source of Comments	**Comments**
	• Communications at various levels need improvement. We get last minute emails to send all sorts of things to school, whether it's for fundraising or dressing up for an occasion. Emails from front desk can be lacking in manners or confusing. Local staff have difficulty communicating over the phone. People at the security desk make comments that come off unprofessional and at times misogynistic. The school doesn't have an online payment system so parents of younger kids have to go to school every time a payment has to be made. • It would be nice if they would offer more variety of food (protein) if you are a vegetarian. • We were very disappointed with the lack of a defined system for elevating students in various subjects. • QSI needs to do a better job supporting children with disabilities. The schools need more resources and staff working with children who need help. We hear that there may be changes for the better next year. This school has done really well with the limited resources they have and teachers and administrators went above and beyond supporting children with needs. But since the question is about QSI as a system, I am not sure how committed QSI is to student services. • The counseling services are truly exceptional • So much is dependent upon the individual teacher and administrator—inconsistent at times. Not enough counselors, some core classes are understaffed, while some electives have few students. I love the electives, but there is no time for the math teacher to work with all of his/her students, and there is no extra help there. • We don't have access to outside services in this country and the school doesn't provide a psychologist, etc. • Meets partially; I feel that communication channels of things that happening at school are not clear and coming from too many channels. The vacation calendar was changed after the school year had started, something that hurt our vacation plans scheduled. Not sure the school knows how to deal with hyperactive kids. Meals contain too many sweets and less vegies and fruits.

188

STANDARD: Student Services	
Source of Comments	**Comments**
	• I still feel the learning process is slow, and a bit generic. Even in preschool, my expectations are that the child learns a lot more than those who stay at home. Swimming, ballet, reading and writing skills are the minimum you'd expect from investing >USD17,000 per annum. We take our child to separate swimming and ballet classes after school, which is not ideal. • This area could be improved. The schools we have attended have been inconsistent in the availability of some of these services. • My child does not use the transport or eat the school food. We are so grateful for the school counselor this year- well done for this addition!

C. SELF-ASSESSMENT OF THE DEGREE TO WHICH THE SYSTEM MEETS THIS STANDARD FOR ACCREDITATION

X	Our self-assessment is that our system **MEETS** this Standard for Accreditation
	Our self-assessment is that our system **DOES NOT MEET** this Standard for Accreditation because it does not meet or meets only partially the Requirement(s) of the Standard and/or the Indicator(s) of Quality indicated below:

Identify in the table below any component school for which the ratings for this Standard and its Indicators of Quality differ significantly from the system's average rating.

Name of Component School:	None
Describe the degree to which this school's performance differs from the average for the system:	

D. IMPLICATIONS FOR PLANNING

List the system's significant strengths in meeting the Student Services Standard.

- There are clear policies in place for student placement and admissions, and schools use these policies in making local decisions.
- The QSI system allows for a great deal of flexibility to support students who struggle in school, and most schools set up a system that will provide extra help for these students.
- Intensive English is a strong component of almost all QSI schools.
- Reporting on student progress through status reports, regular narratives and parent-teacher conferences is built into the culture of all schools.
- The Learning Support program is new, but it has become something that almost all schools engage with regularly.

List the system's significant areas in need of improvement in meeting the Student Services Standard.

- There is little system-wide guidance on things like cafeteria services and busing services.
- School counselors are present in the larger schools but missing in the smaller schools.
- Teachers for students who learn differently are only in a few schools, and the regional Learning Support Coordinators are not always able to provide face-to-face services.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Student Services that should be included in the action plan in the Plan for Growth and Improvement.

- Develop a system to support all schools with counseling services. It is understood that smaller schools may not be able to support a full-time counselor, but ways to provide support to these schools is vital.
- Develop system-wide guidelines for cafeteria services and transportation services.
- Use conferences and visits to increase the involvement of the learning support program in all schools and consider adding learning support teachers to more schools.
- Check to ensure that the expectations for communication about student progress are followed consistently throughout all schools. Regional Supervisors should be responsible for this at the system level.

E. EVIDENCE TO SUPPORT THE SELF-ASSESSMENT OF THIS STANDARD

Evidence	
For the System:	
Data from surveys	X
Evidence that…	

Evidence	
• Student support services address academic skills development, social skills development, personal growth, and career planning.	X
• The system is sensitive to the critical importance of non-academic needs of students. A process is in place to address students' emotional and social needs.	X
• Assessment data are used to adapt curriculum and teaching methods, provide personalized counseling, and identify appropriate program placement for students.	X
• Career awareness activities are provided as appropriate.	X
• Student support services extend into and incorporate community services as needed.	X
• Student data are current, comprehensive, and readily available for use by the staff.	X
• Follow-up studies of graduates and other former students are carried out and data are shared with staff to help determine the effectiveness of the system's educational program and services.	X
• Families are provided with information about child development, education, and related topics through personal communications, pamphlets, meetings, and referrals to web sites and other resources.	X
• Written policies and procedures are implemented to ensure the safety of students when being picked up, transported, and dropped off by transportation provided by the system.	X
• Appropriate training is provided to transportation providers.	X
• Transportation services provided or contracted by the system meet the safety requirements of all appropriate legal authorities.	X
• Meals provided by the system meet generally accepted nutritional standards. Information about nutritional values of the foods is available.	X
• Appropriate training is provided to food services providers.	X
• Food services personnel meet the health requirements of all appropriate authorities.	X
• Food service facilities are inspected regularly and meet the health and safety requirements of all appropriate authorities.	X
• The system implements written policies and procedures to identify and address the needs of students with special needs.	X

Evidence	
• The system provides or refers families to appropriate related services and/or accommodations to meet student needs.	X
• As applicable, the system is in compliance with all local, state, and federal requirements related to students with special needs.	X
• The system implements written admissions policies and procedures.	X
• The system implements written policies and procedures for placement of students in appropriate programs and levels.	X
• Applicants for enrollment and their families are clearly informed of the philosophy/mission of the system, the nature and extent of the educational program and services available, tuition and fees (if applicable), system policies, and expectations for satisfactory student performance.	X
• The system accepts students for whom there is a reasonable expectation of success in the educational program as appropriate and interpreted by law.	X
For Systems that Provide Distance Education:	
Evidence that…	
• Prior to admission, prospective students and their parents/guardians are advised about the self-motivation and commitment needed for successful distance learning and the technical competence required to participate and learn in the educational program.	X
• Admissions inquiries are handled in a prompt and thorough manner.	X
• Adequate advisory services are available for students who are having difficulty with their studies as well as for those who are rapid learners.	X
• Students are actively encouraged to start, continue, and finish the program in which they have enrolled.	X
• The institution implements written policies and procedures to evaluate students' previous academic work and to provide fair and consistent credit for their previous studies or work experience.	X

QSI Self-Study

STUDENT LIFE AND STUDENT ACTIVITIES STANDARD FOR ACCREDITATION

A. DATA RELATED TO THIS STANDARD

NON-ATHLETIC STUDENT ACTIVITIES—SYSTEM

Type of Activity	Grade Levels at Which Offered	Adequacy and Quality of the Activity		
		S	NI	U
Model United Nations	Secondary	X		
Knowledge Bowl	MS, Secondary	X		
Week without Walls (both travel and domestic)	Secondary	X		
Robotics	MS. Secondary	X		
Mathematic Olympiads	MS, Secondary	X		
Chess Tournaments	MS, Secondary	X		
Weekly activities (minimum two classes) See School Profiles for list of activity offerings	Elementary	X		
EcoSchools/Roots & Shoots	Elementary, MS, Secondary	X		
Service Learning	Elementary, MS, Secondary	X		
Makerspace (or similar)	Elementary,	X		

QSI Self-Study

Type of Activity	Grade Levels at Which Offered	Adequacy and Quality of the Activity		
	MS, Secondary			
More details can be found in component school self-studies				

Identify in the table below any component school for which the ratings for the non-athletic student activities differ significantly from the system's average ratings.

Name of Component School:	None
Describe the degree to which this school's performance differs from the average for the system:	

ATHLETIC STUDENT ACTIVITIES—SYSTEM

Type of Activity	Grade Levels at Which Offered	Adequacy and Quality of the Activity		
		S	NI	U
Soccer	MS, Secondary	X		
Basketball	MS, Secondary	X		
Volleyball	MS, Secondary	X		
Swimming	Elementary, MS, Secondary	X		
Track & Field	MS, Secondary	X		

Type of Activity	Grade Levels at Which Offered	Adequacy and Quality of the Activity		
Cross Country	MS, Secondary	X		
*More details can be found in component school self-studies				

Identify in the table below any component school for which the ratings for the non-athletic student activities differ significantly from the system's average ratings.

Name of Component School:	None
Describe the degree to which this school's performance differs from the average for the system:	

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

None

B.   SELF-ASSESSMENT OF THE INDICATORS OF QUALITY

The system must meet this Standard for Accreditation to be granted "Accreditation" by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the system meets the Standard. Rate the degree to which the system meets each Indicator by using the following scale:

Rating of Adherence to the Indicator	
1. Does Not Meet	The evidence indicates the system **does not meet** the expectations of this Indicator
2. Partially Meets/In Need of Improvement	The evidence indicates that the system **partially meets** the expectations of this Indicator and **is in need of improvement**
3. Meets	The evidence indicates the system **meets** the expectations of this Indicator

4. Exceeds	The evidence indicates the system **exceeds** the expectations of this Indicator

Middle States Association Accreditation Standard: Student Life and Student Activities

The Standard: The system provides non-discriminatory student experiences. A balance of academic, social, co- or extra-curricular and service experiences are maintained. Student experiences are designed to foster intellectual, cultural, and social growth and physical health and wellness. Experiences provide opportunities for student leadership and social interaction, encourage development of student interests, and, when appropriate, family involvement. Experiences are adequately financed, periodically reviewed for their effectiveness, and appropriate for the system's mission.

The governing body and leadership ensure that:

QSI's governing body and headquarters leadership ensure that:	Staff Survey Weighted Average	Student Survey Weighted Average	Parent Survey Weighted Average	QSI Stakeholders Weighted Average
11.1 All students are offered opportunities through student experiences to build their skills in handling responsibility, taking initiative, leadership, cooperation, and self-direction.	3.09			3.09
11.2 The system provides non-discriminatory student experiences that are age- and developmentally appropriate and that supplement and enhance the system's educational program.	3.13			3.13
11.3 Activities are varied, developmentally appropriate, and enhance the educational program.	3.1		3	3.05
11.4 Students, the staff, families, and the community are provided with appropriate opportunities to offer input regarding the system's student activities.	3.04			3.04
11.5 Staff members, parents, and other volunteers who lead student activities are approved by the system's leadership, suitably qualified, and provide appropriate supervision to students.	3.08	3.15	3.05	3.093
11.6 The system recognizes student accomplishments, contributions, and responsibilities in meaningful ways.	3.07	2.95	3.12	3.047

QSI Self-Study

11.7 Interactions among the students, staff, and volunteers are characterized by respect, fairness, and understanding.	3.09	3.05	3.2	3.113
11.8 Students and staff understand and abide by the system's Code of Conduct.	3.07			3.07
11.9 An understanding and acceptance of the high expectations the system holds for learning and citizenship.	3.06			3.06
11.10 Students and staff have a sense of being trusted, supported, and recognized for their accomplishments and contributions.	3.04			3.04
11.11 Staff and students have pride in their system.	3.04			3.04
11.12 Activities are adequately financed, periodically reviewed for their effectiveness, and appropriate for the system's mission.	3.05		3.36	3.205

INDICATORS OF QUALITY FOR SYSTEMS THAT DELIVER ALL OR PART OF THEIR EDUCATIONAL PROGRAM BY A DISTANCE MODALITY

QSI's governing body and headquarters leadership ensure that:	Staff Survey Weighted Average	Student Survey Weighted Average	Parent Survey Weighted Average	QSI Stakeholders Weighted Average
11.17 Students are provided with a program of co-curricular or extra-curricular programs/activities or the system actively encourages and promotes students' involvement in such activities in their community.	3.07	3.03		3.05
11.18 Includes regular opportunities for students to interact with each other and with their teachers and other adults in settings other than the distance modality.	3.08			3.08

INDICATORS OF QUALITY FOR ALL COMPONENT SCHOOLS

	Staff Survey Weighted Average	Student Survey Weighted Average	Parent Survey Weighted Average	QSI Stakeholders Weighted Average
11.A The school's student life and activities programs are in alignment with the policies and procedures of the system.	3.09			3.09

QSI Self-Study

11.B The school's student life and activities programs have been developed in compliance with the Indicators of Quality for the standard above.	3.07			3.07
11.C School specific student life and activities programs not in alignment with the system's have been approved and are supported by the system.	3.04			3.04

Stakeholders' comments to support the ratings:

STANDARD: Student Life and Student Activities	
Source of Comments	**Comments**
QSI Administrators, Faculty, Staff	• QSI could provide financing for activities. Clubs celebrating difference would be awesome. • I think most schools meet in this area, but I don't know how much headquarters ensures that this is done to the full extent. • Extra-curricular activities are extremely important for students who are new to a country and/or don't speak the language. QSI schools do an excellent job providing these additional opportunities for students. • All activities held on the school campus should adhere to the QSI code of conduct. I'm not sure they know that information. • Schools provide wonderful after school programs that are varied. • QSI has a real sense of community and high standard of conduct among staff members. • Schools offer a rich after-school activities program. • This school has many opportunities for families and community to gather and celebrate. • I cannot vouch for the whole system as student activities are organised and implemented by each school separately. • Finance policies for supporting activities through the use of curriculum could be improved; as it stands now, these activities must be self-sustaining with no budgetary support. • Our small school can give leadership opportunities for students that just can't happen in larger schools.
QSI Students	• There is not transportation available for older students for after school activities. • Most teachers are respectful and understanding, but there are some who use coercion techniques and are incredibly disrespectful. • There are lots of options for activities, but I think there could be more sport options.

QSI Self-Study

STANDARD: Student Life and Student Activities	
Source of Comments	**Comments**
	- I would like to have more after school activities that are optional and are available to everyone in the school (the oldest class in our school is not able to participate in the activities that our school currently offers). - Though we don't have very many extra curriculars, but the ones that we do have are planned according to what the students want. - The sport coaches make sure that everyone is safe. - My teacher does not care about me. - I would wish that the after school volleyball activities had a better court - due to the fact that we use a concrete basketball court to play and it's very hard to play this way - The teachers are very kind and thoughtful. - I think that my school meets this standard even though sometimes I need to use the restroom, and I am not allowed to even if I finished all my work. - Teachers respect me and school gives prizes by teacher's voting. And they supervise many kinds of sports and activities. - My teachers are understanding of me and my classmates - QSI exceeds at all standards.
QSI Parents	- This holds true for the majority of staff. We had a particularly challenging experience with a teacher in which a lack of flexibility or understanding caused a great deal of distress. The school was very responsive once the issue was raised and acted to address the matter. - The clubs should offer sport activities. Teachers are very nice and supportive. - Due to small size, there are limits on offerings for extra curricular but continue to be impressed with what my child can chose from. - Although I not 100% sure as I have yet to witness it, I have had interactions with my child regarding some of the after school activities and it seems the same learning standard is not present in the after school activities. I do not have an example except when my child tells she did not understand the goal of the activity because she could not understand the teacher. This may be an age thing, but I want you to be aware. - Excellent

QSI Self-Study

STANDARD: Student Life and Student Activities	
Source of Comments	**Comments**
	- The school should hire more skilled coaches for sports. The current coaches are great, but they are overwhelmed with the amount of activities. More coaches and assistants should be retained. - The teachers at the school make a real effort to build relationships with students and provide a variety of activities. Often the same teacher sponsors multiple CEESA events, and we appreciate the commitment of some teachers. QSI should support activities financially. Since the questions in this sections is about QSI system, I don't think anyone from outside this school takes any interest in our local student activities. I don't understand why I am asked about QSI system. - There are no extra-curricular activities for elementary students at our school. Including school programs, music, dance, sports etc... - My student felt pressured to go on a week without walls trip, teacher said to students " your family had enough money to pay for this trip." The teacher has no knowledge of our financial situation. - lots of activities - We want after school hours sport activities. The school should offer such option, something professional and not clubs that are run by the same teachers. - For sports - there are good facilities, but I'm not convinced that they are fully utilized to develop all children, including those in preschool. There are critical sport activities missing in the school, critical of which is swimming and an option for activities such as ballet dancing - Our school has a range of activities that families can get together. They have monthly success orientation assemblies and give out certificates to the students that have received an E. - It would be good to offer a wider variety of student sports including swimming and given the intensity of the sun and heat at our school, it would be good to have a shade canopy over a portion of the play area to provide shade while doing outdoor activities. - The teacher-student relationship is one of our favorite things about being a part of the QSI community.

200

QSI Self-Study

C. SELF-ASSESSMENT OF THE DEGREE TO WHICH THE SYSTEM MEETS THIS STANDARD FOR ACCREDITATION

X	Our self-assessment is that our system **MEETS** this Standard for Accreditation
	Our self-assessment is that our system **DOES NOT MEET** this Standard for Accreditation because it does not meet or meets only partially the Requirement(s) of the Standard and/or the Indicator(s) of Quality indicated below:

Identify in the table below any component school for which the ratings for this Standard and its Indicators of Quality differ significantly from the system's average rating.

Name of Component School:	None
Describe the degree to which this school's performance differs from the average for the system:	

D. IMPLICATIONS FOR PLANNING

List the system's significant strengths in meeting the Student Life and Student Activities Standard.

- QSI emphasizes the importance of student activities as a valuable component of a child's education, from preschool to graduation.
- QSI schools from smallest to largest are acknowledged by parents and students for their well-rounded activity programs.
- QSI has a structured character development program called "Success Orientations," and schools engage students in activities as part of this program throughout the school year. The Success Orientations are clearly defined and measurable, and students are acknowledged for their development in each area.
- Student activities reflect the culture of the school and the desires of the families and students.
- Schools collaborate with local organizations and businesses to capitalize on the rich resources of a community and help students and staff to connect to their host countries.
- Schools educate outside service providers about the school's commitment to child protection using the code of conduct, and schools request background checks from outside service providers.
- Opportunities for participation in QSI-wide events such as Model United Nations, global chess competitions, and athletic competitions have increased recently.

List the system's significant areas in need of improvement in meeting the Student Life and Student Activities Standard.

- A system-wide vision for activities and athletics is not found within the core values of QSI.
- Financial resources for student activities vary significantly from school to school with smaller schools facing more significant challenges in this area.
- The Success Orientations are emphasized at some schools more than others and schools are not held to a consistent standard of implementation.
- Meaningful implementation of the Success Orientations program is challenging to measure on a system-wide level.
- Smaller schools are often not provided information about or access to regional events that involve schools outside of QSI.
- Frequent turnover of administration in some schools creates a lack of consistency in activity program development and longevity.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Student Life and Student Activities that should be included in the action plan in the Plan for Growth and Improvement.

- Create written expectations and student outcomes for activities to guide development of school-based activity and athletic programs.
- Develop a comprehensive curriculum for Success Orientations to be used system-wide.
- Utilize *The Quintile* and other QSI system-wide communication forums to share school-based Success Orientations successes and activity ideas.

E. EVIDENCE TO SUPPORT THE SELF-ASSESSMENT OF THIS STANDARD

Evidence	
For All Systems:	
Data from surveys	X
The system's budget for all athletic activities (found in individual school evidence)	NA
The system's budget for all non-athletic activities	NA
The system's policies on academic eligibility to participate in student activities	X
The system's policies related to student life and student activities	X
Evidence that…	

Evidence	
• Students are offered opportunities to build their skills in handling responsibility, taking initiative, leadership competencies, cooperation, and self-direction.	X
• Students, members of the system's staff, families, and the community are encouraged to offer input about and participate in student activities.	X
• Staff members, parents, and other volunteers who lead or participate in student activities are approved by the system's leadership, suitably qualified, and provide appropriate supervision to students.	X
• The system recognizes student accomplishments, contributions, and responsibilities in meaningful ways.	X

QSI Self-Study

INFORMATION RESOURCES STANDARD FOR ACCREDITATION

A. DATA RELATED TO THIS STANDARD

INFORMATION RESOURCES AND TECHNOLOGY—SYSTEM

Type of Information/Technology Resource	Quality and Adequacy of Resource		
	S	**NI**	**U**
Textbook/Instructional Materials (print and digital)	X		
Reference Materials (print and digital)	X		
Leisure Reading (print and digital)	X		
Magazine/Journal Subscriptions	X		
Online Subscriptions (peer-reviewed journals)	X		
Curriculum Specific Online Applications (e.g. Mathematics program)	X		
Administrative Application Software Programs		X	
Application Software Programs Available on System Network	X		
Networked Desktop Computers for Students	X		
Networked Laptop Computers for Students	X		
Stand Alone Desktop Computers for Students	X		
Stand Alone Laptop Computers for Students	X		
Stand Alone Computers for Students in Information Resources Center	X		
Stand Alone Laptop Computers for Students in Information Resources Center	X		
Networked Computers for Students in Information Resources Center	X		
Networked Laptop Computers for Students in Information Resources Center	X		

Type of Information/Technology Resource	Quality and Adequacy of Resource		
Networked Desktop and/or Laptop Computers for the Staff	X		
Stand Alone Desktop and/or Laptop Computers for the Staff in Classrooms/ Offices	X		
Networked Desktop and/or Laptop Computers for the Staff in Classrooms/ Offices	X		
Classrooms(Offices) with Hard-Wired Internet Access	X		
Classrooms (Offices) with Wireless Internet Access	X		
LCD Projectors	X		
Overhead Projectors	X		
Classrooms (offices) with TV Monitor	X		
Classrooms (offices) with Monitor Connected to Computer	X		
PDAs for Staff	X		
PDAs for Students	X		
Video Cameras	X		
Video Recorders	X		
Classrooms with Smart Board	X		

Identify in the table below any component school for which the ratings for information resources and technology differ significantly from the system's average ratings.

Name of Component School:	None
Describe the degree to which this school's performance differs from the average for the system:	

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

QSI Self-Study

The QSI School Management Systems Taskforce was formed during the 2020-2021 school year to research Learning Management Systems (LMS). They are forming a proposal to adopt an LMS that will work for all QSI schools.

FACILITIES FOR INFORMATION RESOURCES AND TECHNOLOGY— SYSTEM

Type of Information/Technology Facility	Quality and Adequacy of Facility		
	S	NI	U
Information Resources Center (library, media center)	X		
Technology Resource Center	X		
Storage for Information Resources	X		
Storage for Technology	X		
Facility for Electronic Production	X		
Office for Information Resources Staff	X		
Office for Technology Staff	X		

Identify in the table below any component school for which the ratings for the quality of facilities for information resources and technology differ significantly from the system's average ratings.

Name of Component School:	None
Describe the degree to which this school's performance differs from the average for the system:	

INFORMATION RESOURCES AND TECHNOLOGY STAFF—SYSTEM:

Type of Information Resources and Technology Personnel	Number	Adequacy of Type and Number		
		S	NI	U
Information Resources Center (library, media center) support personnel	0.5	X		
Technology Support	3		X	
Production	Contracted	X		
Other: Educational Technology	1		X	
Other: Online Curriculum Application Support	0.5	X		

Identify in the table below any component school for which the ratings for the information resources and technology staff differ significantly from the system's average ratings.

Name of Component School:	None
Describe the degree to which this school's performance differs from the average for the system:	

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned

The QSI Technology Department has four people covering tech support and educational technology. As QSI's technology use continues to grow, this department needs to expand to meet the demands of the system.

B.   SELF-ASSESSMENT OF THE INDICATORS OF QUALITY

The system must meet this Standard for Accreditation to be granted "Accreditation" by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the system meets the Standard. Rate the degree to which the system meets each Indicator by using the following scale:

Rating of Adherence to the Indicator	
1. Does Not Meet	The evidence indicates the system **does not meet** the expectations of this Indicator

207

2. Partially Meets/In Need of Improvement	The evidence indicates that the system **partially meets** the expectations of this Indicator and **is in need of improvement**
3. Meets	The evidence indicates the system **meets** the expectations of this Indicator
4. Exceeds	The evidence indicates the system **exceeds** the expectations of this Indicator

Middle States Association Accreditation Standard: Information Resources and Technology

The Standard: The system's information resources and personnel are appropriate and adequate in scope, quantity, and quality to facilitate achieving the system's mission and delivery of its educational programs. The resources are accessible to all students and the staff for use in learning and teaching and to broaden and extend their knowledge and skills. Appropriate instruction is offered to the students and the staff on the appropriate, ethical, and most effective uses of the information resources. Information resources are current and functional.

QSI's governing body and headquarters leadership ensure that:	Staff Survey Weighted Average	Student Survey Weighted Average	Parent Survey Weighted Average	QSI Stakeholders Weighted Average
12.1 The system has and implements written policies and/or procedural guidelines for the ethical and appropriate use for acquiring information and using information resources.	3.01	2.94	3.12	3.023
12.2 Members of the staff and students are provided with appropriate opportunities to offer input into the types, quality, and format of the information resources provided.	2.96			2.96
12.3 Members of the staff and students are provided with training for the appropriate, ethical, and most effective uses of the information resources.	2.94		3.09	3.015
QSI's governing body and headquarters leadership ensure that information resources are:	**Staff Survey Weighted Average**	**Student Survey Weighted Average**	**Parent Survey Weighted Average**	**QSI Stakeholders Weighted Average**
12.4 Age and developmentally appropriate.	3.07			3.07
12.5 Properly organized and maintained for ready access and use by students and the staff.	3.06	2.96	3.09	3.037
12.6 Reviewed periodically for relevancy, currency, and alignment with the system's curricula and instructional programs.	3.03			3.03
12.7 Appropriately supported with funding from the system's budget.	3.03	3.05	3.04	3.04

12.8 Managed by members of the staff who are sufficient in number and appropriately qualified to provide effective services to the students and staff.	2.99	3.06	3.07	3.04
12.9 Supportive of the system's plan for growth and improvement of student performance.	3.05			3.05

INDICATORS OF QUALITY FOR SYSTEMS WITH EARLY CHILDHOOD PROGRAMS

QSI's governing body and headquarters leadership ensure that learning resources:	Staff Survey Weighted Average	Student Survey Weighted Average	Parent Survey Weighted Average	QSI Stakeholders Weighted Average
12.10 Are provided in an effective learning environment that supports the education goals for students and effective teaching for faculty.	3.07			3.07
12.11 Include intentional, appropriate supports for language, literacy, and numeracy development.	3.09			3.09
12.12 Promotes early development of a love of reading for enjoyment and as a foundation for future learning.	3.1			3.1

INDICATORS OF QUALITY FOR SYSTEMS THAT DELIVER ALL OR PART OF THEIR EDUCATIONAL PROGRAM BY A DISTANCE MODALITY

QSI's governing body and headquarters leadership ensure that:	Staff Survey Weighted Average	Student Survey Weighted Average	Parent Survey Weighted Average	QSI Stakeholders Weighted Average
12.13 The system's information resources are adequate to deliver the educational program by the distance modality.	3.05			3.05
12.14 Students using the distance modality have access to the information resources required to achieve the learning goals set for their programs of study.	3.06			3.06
12.15 The system provides students with reasonable technical support for the software and hardware required to learn using the distance modality.	3.06			3.06

Component Schools primarily responsible for their own Information Resources

QSI Self-Study

X	The System has Component Schools responsible for their own Information Resources
	The System does not have Component Schools responsible for their own Information Resources

INDICATORS OF QUALITY FOR COMPONENT SCHOOLS WITH SEPARATE INFORMATION RESOURCES

	Staff Survey Weighted Average	Student Survey Weighted Average	Parent Survey Weighted Average	QSI Stakeholders Weighted Average
12.A The school's information resources are in alignment with the system's program of study.	3.07			3.07
12.B The information resources have been developed in compliance with the Indicators of Quality for the standard above.	3.06			3.06
12.C School specific information resources not in alignment with the system's have been approved and are supported by the system.	3.04			3.04

Stakeholders' comments to support the ratings:

STANDARD: Information Resources and Technology	
Source of Comments	**Comments**
QSI Administrators, Faculty, Staff	- All QSI schools are working to be GDPR-compliant. - This standard is pretty solid. If facilities are improved, resource management will also be able to improve I am sure. - We need more books!!! There is no such thing as having "enough" books. Every school needs more. We need overflowing school libraries plus overflowing classroom libraries. - This area could be improved on. - there is a lot of opportunities for training and great resources - time is a factor and schools need someone who is very knowledgeable on these topics- QSI does work with schools to get people trained as leaders whether it is for MAP, Child Protection, etc. - Secondary students need a more robust technology program. Technology and online safety concerns need to start from a younger age. Information technology equipment and curricula should be reviewed and updated more frequently.

QSI Self-Study

STANDARD: Information Resources and Technology	
Source of Comments	**Comments**
	- I am not informed how QSI governing body or headquarters is involved in providing information resources to different schools - Quality of IT resources in schools varies widely based on the location of the school. - I would rather that the schools hire less support staff and have a full time librarian with a degree in library management. - More discussion among staff re information technology needed
QSI Students	- Many educational videos are blocked. This makes learning a bit harder since it's mostly technology based. But I totally understand that the school wants our students to be safe online. I respect that change. - The computers in technology are way too old and don't function super well. When I was using one once, I had a difficulty and for the rest of the class I couldn't do my task since all the other working computers were taken. - We can borrow computers from the library. - Our school does not have anyone to give information to the students. The only person that would supposedly be able to give that information would be the administrator. - the school gives access to all our grades but i think that they should post MAP results sooner - Usually when there is a question, there is someone that can answer it, even if you have to go through several people. - Some computers are not up to date and slow. - I do feel that if anyone needs help with something they would receive it. - Some of our books were made in 2011 - All of technology resources are provided. - Sometimes the tests and surveys are outdated. Like THIS one. Seriously, 2016? Sometimes classes have to share Chromebooks. - QSI exceeds at all standards.
QSI Parents	- I do not agree with the Wi-Fi being available to all students in the school. - It seems that the school is in process with regard to technology systems. Changes are being made and improvements are explored. I would not say that my student feels particularly supported with regard to technology. - I do not understand why we cannot use google classroom. My child was very happy with it.

STANDARD: Information Resources and Technology	
Source of Comments	**Comments**
	- There is a lot happening in the world of educational technology, such as individualized math teaching programs, but I don't have the impression that the school is fully keeping up to date. - The questions about technology at this school and technology in QSI system are too different. Parents are satisfied with information resources here, but we cannot say anything about QSI system. We hear that QSI is taking away google classroom, and as a parent I like getting classroom updates and following my children's process. I would like more explanation from QSI about radical decisions they make. - Better to ask the kids about these standards. - My kids still have to take personal devices because there aren't enough computers for everyone. Technology IS the norm and the future—please spend the money in recognition of that. - Some students are permitted to use iPads way too much and play games that are clearly of no educational value. As a parent who does not permit my children to use iPads, it's frustrating that they are using them in school as a reward or a fun free time activity. - Technology classes need to be more up to date. I am not sure that my child has the tech skills needed to be successful at university. - The school needs to be more modern and include technology and robotics activities- Maybe after school hr if not part of the program- Run by professional instructors. - The technology resources are lacking--outdated, in need of repair or not enough to go around. - Depends on the school. There is no technology person at the current school we attend.

C. SELF-ASSESSMENT OF THE DEGREE TO WHICH THE SYSTEM MEETS THIS STANDARD FOR ACCREDITATION

X	Our self-assessment is that our system **MEETS** this Standard for Accreditation

QSI Self-Study

Our self-assessment is that our system **DOES NOT MEET** this Standard for Accreditation because it does not meet or meets only partially the Requirement(s) of the Standard and/or the Indicator(s) of Quality indicated below:

Identify in the table below any component school for which the ratings for this Standard and its Indicators of Quality differ significantly from the system's average rating.

Name of Component School:	None
Describe the degree to which this school's performance differs from the average for the system:	

D. IMPLICATIONS FOR PLANNING

List the system's significant strengths in meeting the Information Resources and Technology Standard.

- All schools and staff use Microsoft Office 365 and many of the tools that come with this program. This has encouraged significant and consistent collaboration on a global level as well as the development of platforms to share resources supporting professional development, COVID-19 response, and curriculum.
- The Technology Coordinator created the QSI EdTech Leadership Team and the QSI IT Leadership Team, both made up of qualified and knowledgeable staff representing each region. This has allowed for collaboration, needs assessment, and problem-solving on the school and organizational levels.
- Information resources such as library books, digital resources, technology hardware, and applications are included within each budget and funds are allocated annually at each school to purchase and maintain information resources.
- QSI uses Follett Destiny to manage all library materials, textbooks, and assets, including print materials and online resources, to encourage pleasure reading and to support the curriculum. Follett Titlewave materials include shelf-ready cataloging and processing that saves both staff time and school expense.
- All schools have access to subscription databases to assist students with information discovery and research.
- QSI is working toward the goal of global compliance with GDPR (European Union General Data Protection Regulation) whether it is a country requirement or not.
- All students ages 5 and older participate in technology classes. Curriculum for these classes is included in the QSI standard seven-year curriculum development and revision cycle.

List the system's significant areas in need of improvement in meeting the Information Resources and Technology Standard.

- Information resource database maintenance presents a challenge, likely due to school-based library staffing. It is difficult to keep school libraries stocked with current and relevant materials.
- Communication on technology updates is not always appropriately distributed and subsequent lags in implementation ensue.
- Technology training needs are not always known, especially related to new teaching staff.
- Training on the QMS database system relies heavily on the director, and many teachers feel poorly trained.
- There is little feedback provided to Information Technology services as follow up on assistance or training.
- Lack of staffing in the Technology department delays addressing known issues.
- School management systems vary by school, presenting a significant lack of consistency.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Information Resources and Technology that should be included in the action plan in the Plan for Growth and Improvement.

- Research and purchase a QSI-wide management system that is purpose-built for the organization. This is in progress.
- Continue development of the Digital Learning Academy to support new and returning teachers in professional development for education technology.
- Continue work on organizing online resources for ease of access for all staff.

E. EVIDENCE TO SUPPORT THE SELF-ASSESSMENT OF THIS STANDARD

Evidence	
For All Systems:	
Data from surveys	X
The system's long-range plan for information resources and technology	X
The system's information skills curriculum	X
The system's policies related to information resources and technology	X
Evidence that information and technology resources are appropriately supported annually with funding from the system's budget.	X
The system's budget for information resources and technology	X
Evidence that…	

Evidence	
• The library and/or media center staff is sufficient and appropriately qualified to provide effective services to students and the staff.	X
• Information resources are reviewed periodically to ensure they are age and developmentally appropriate, current, and reflect the system's social and cultural diversity.	X
• The library and/or media center staff is sufficient and appropriately qualified to provide effective services to students and the staff.	X
• The system's staff and students are provided opportunities to offer input into the types, quality, and format of the information resources provided.	X
• The technology resources staff is sufficient and appropriately qualified to provide effective service to students and staff.	X
• Adequate skills training on the use of technology resources and equipment is provided to the staff and students.	X
• The system implements written policies and procedures for acceptable use of information resources and technology.	X
For Systems with an Early Age Program:	
Evidence that…	
• Various forms of technology, including computers, cameras, and audio recording equipment, are provided for supervised, active use by children.	X
• Passive media (e.g., television, videos) are limited to appropriate content and used only as an infrequent, specific support for topics addressed in the curriculum.	X
For Systems that Provide Distance Education:	
Evidence that…	
• The technology system is adequate to deliver the educational program, available when needed, and reliable.	X
• The system provides students with reasonable technical support for the educational technology hardware, software, and delivery system required to implement the educational program.	X

215

THE PLAN FOR GROWTH AND IMPROVEMENT

A. STUDENT PERFORMANCE AND ORGANIZATIONAL CAPACITY OBJECTIVES

System Student Performance Objective #1: Literacy

By 2028, QSI students will demonstrate improved literacy skills as measured by:

1) 100% of students in the 5-year-old through Secondary II classes meeting or exceeding their projected growth score in the Spring MAP Reading assessment each year.
2) 100% of students in the 5-year-old through Secondary IV classes earning mastery evaluations (A or B) in every unit in which they were engaged in their assigned QSI reading courses.
3) 100% of students in the 7-year-old through Secondary II classes meeting or exceeding their projected growth score in the Spring MAP Language Usage assessment each year.
4) 100% of the students in the 5-year-old through Secondary IV classes earning mastery evaluations (A or B) in every unit in which they were engaged in their assigned QSI writing courses.

Describe the evidence that led the system to determine that the area of student performance on which this objective is focused as a priority for growth and improvement.

The MSA Standards Surveys, data from student evaluations, MAP Growth data, teacher feedback, and literacy research studies indicate that focusing on improved growth in reading and writing would benefit students in all academic areas. Strong reading and writing skills are imperative for secondary and university studies. QSI schools have a large population of English Language Learners who need support in understanding and expressing big ideas in writing. All students, including native English speakers, will benefit from improving their written language skills as such skills are necessary for success in higher education, careers, and life.

Action Plan for Student Performance Objective #1

Who participated in developing the action plan for Student Performance Objective #1?

Name	Role in the System
Eben Plese, Lead	Regional Supervisor, Europe and Central Asia

Brian Garner	Director, QSI Munster
Karen Bayadyan	Elementary Teacher, QSI Yerevan
Maura Martin	QSI Director of Curriculum
Jessica Sanders	Elementary Teacher, QSI Papa

What major findings for strengths and areas in need of improvement learned from the self-study were incorporated into this action plan?

The action plan includes steps to:
- Identify current research-based practices for teaching Reading, Writing, and Literature.
- Seek feedback on the current curriculum.
- Draw on research and feedback while developing the new curriculum.
- Create professional development modules to support the new curriculum.
- Establish pathways for ongoing feedback.
- Facilitate professional development sessions on analyzing data.
- Provide pathways for continuous support of teachers.
- Celebrate progress.

QSI Systems Accreditation Action Plan

Student Performance Objective #1: Literacy

By 2028, QSI students will demonstrate improved literacy skills as measured by:

5) 100% of students in the 5-year-old through Secondary II classes meeting their projected growth score in the Spring MAP Reading assessment each year.

6) 100% of students in the 5-year-old through Secondary IV classes earning mastery evaluations (A or B) in every unit in which they were engaged in their assigned QSI reading courses.

7) 100% of students in the 7-year-old through Secondary II classes meeting their projected growth score in the Spring MAP Language Usage assessment each year.

8) 100% of the students in the 5-year-old through Secondary IV classes earning mastery evaluations (A or B) in every unit in which they were engaged in their assigned QSI writing courses.

Strategy #1: QSI Organizational Support					
Action Step	**Person/Group Responsible**	**Timeline for Completion**	**Resources Needed**	**Indicators of Success**	**Status**
(QSI-wide) Create an English lead team as preparation for curriculum writing	QSI Curriculum Department	Fall 2021	None	Minutes from English lead team meetings	
(QSI-wide) Develop training ("literacy modules") to support the literacy curriculum	QSI Curriculum Department, English Lead Team, English Curriculum Writers	January 2023	In house "experts" to travel to schools for Regional PD and/or do webinars Funding for travel	Document shared with schools listing modules	
(QSI-wide) Identify best practices for	QSI Curriculum Department, English Lead Team	December 2021	Time to research literacy resources	PD and 365 Team set up for	

218

QSI Self-Study

			Textbooks for teaching new curriculum	presenting best practices	
(QSI-wide) Create list of modules and "experts" to present at school/regional PD sessions	QSI Curriculum Department,Regional supervisors	2021-2022 Ongoing as needed	Funding for experts' PD travel	"Menu" of options for PD made available to schools	
(QSI-wide) Evaluate curricular and resource needs for differentiation	Learning Support Coordinators, QSI Curriculum Department	November 2021	School funds for purchasing materials Curricular materials	List created and shared on Learning Resource Team	
(QSI-wide) Provide resources and best instructional practices for teachers as part of the new Literacy Curriculum rollout	QSI Curriculum Department, English Lead Team	Spring 2023	Online curriculum resources	Curriculum website completed with links and explanations of resources School PD agenda	
(QSI-wide) Train teachers and schools on how to read and use data for MAP Growth Assessments,	NWEA Certified MAP Facilitators	Fall 2021 Ongoing	HQ or Regional budget earmarked for NWEA training and facilitator travel	PD agenda including NWEA training Teacher feedback from NWEA	

QSI Self-Study

| | | | | programs from all schools | |

Strategy #2: Literacy School Action Teams					
Action Step	**Person/Group Responsible**	**Timeline for Completion**	**Resources Needed**	**Indicators of Success**	**Status**
(QSI-wide) Continuously evaluate classroom libraries and purchase updated resources	School administration, School literacy teams, librarians, teachers	Spring 2022 Ongoing	School curricular funds earmarked for classroom libraries	Pictures of classroom libraries in all elementary classrooms	
(QSI-wide) Review and evaluate data with literacy teachers 2-3 times per year to determine PD needs	School literacy team, literacy teachers	Fall 2021 Ongoing	MAP Data	Minutes from meetings where teachers and school literacy teams review data	

QSI Self-Study

Strategy #3: Professional Development					
Action Step	**Person/Group Responsible**	**Timeline for Completion**	**Resources Needed**	**Indicators of Success**	**Status**
(QSI-wide) Designate professional development team that earmarks time for Literacy training	School administration, school PD team	Fall 2021 Ongoing	Schedule allowing for time to meet PD time for literacy training	School PD agendas Feedback from teacher surveys following literacy training	
(QSI-wide) Identify a "module" to focus on for following year's PD, using baseline data	School administration, school literacy team	Fall 2021 Yearly, in the fall	MAP data and literacy data	Meeting notes showing decisions on the yearly modules	
(QSI-wide) Schedule PD topic for that year	School administration	Fall 2021 Yearly, in the fall	Regional PD funds, calendar flexibility for PD	School calendar PD agendas	
(QSI-wide) Communicate PD plan to HQ (curriculum team)	School administration	Fall 2021 Yearly, in the fall	None	PD plan in place	

QSI Self-Study

Strategy #4: Gathering and Analyzing Data					
Action Step	**Person/Group Responsible**	**Timeline for Completion**	**Resources Needed**	**Indicators of Success**	**Status**
(QSI-wide) Review and discuss Measurement Data	Action Team	Yearly, beginning fall 2021	MAP data and student evaluation data	Data in objective data folders	

Strategy #5: Communication and Celebration					
Action Step	**Person/Group Responsible**	**Timeline for Completion**	**Resources Needed**	**Indicators of Success**	**Status**
(QSI-wide) Write school updates to be published in school newsletter/social media and QSI Connections Magazine	School-based MSA Planning team	Fall 2022 Ongoing	School-based staff to write articles	Articles published	
(QSI-wide) Choose format for celebrating progress through literacy goal	School-based MSA Planning Team	Spring 2020 and ongoing	School newsletter, bulletin boards	Pictures of MSA information on display in schools	

QSI Self-Study

System Student Performance Objective #2: 21st Century Skills

By 2028, students in QSI schools will demonstrate increased proficiency in the 21st Century Skills of collaboration, communication, creativity, and critical thinking, as measured by:

1) A 2% increase in the percent of As earned by students in the 5-year-old through Secondary IV classes in all courses each year.
2) 100% of 5-year-old through Secondary IV classes scoring 4s and above ("Most" and "All") on the 4Cs assessment, adapted from Sun West 21st Century Skills 7 C Rubric Exemplars.

Describe the evidence that led the system to determine that the area of student performance on which this objective is focused as a priority for growth and improvement.

Mastery Learning and 21st Century Skills are well-paired. However, in reviewing the comments on the MSA Standards Surveys, the Planning Team noted that stakeholders did not feel that we were consistently helping students to master 21st Century Skills in the classroom. Teaching students the technological skills to enter the future workforce was noted as an area of weakness.

With this objective, we hope to improve our ability to support our students in learning the skills they need to be successful professionally and personally.

Action Plan for Student Performance Objective #2

Who participated in developing the action plan for Student Performance Objective #2?

Name	Role in the System
Heather Sherwood, Lead	Director of Instruction, Baku International School
Patrick Binder	Athletic Director, Secondary Cultural Studies Teacher, Almaty International School
Claire Berger	Director, QSI Shenyang
David Becker	QSI EdTech Coordinator
Kim Brown	Elementary Teacher, QSI Shenzhen
Jeannette Smith	Elementary and Technology Teacher, QSI Astana

What major findings for strengths and areas in need of improvement learned from the self-study were incorporated into this action plan?

The action plan includes steps to:
- Define 21st century skills.
- Create professional development modules for teaching 21st century skills.
- Gather and share resources for teaching 21st century skills.
- Incorporate 21st century skills into current and future curricula.
- Share information with school communities about 21st century skills.
- Offer creative and integrative learning spaces for students.

QSI Self-Study

QSI Systems Accreditation Action Plan

Student Performance Objective #2: 21st Century Skills (4Cs)

By 2028, students in QSI schools will demonstrate increased proficiency in the 21st Century Skills of collaboration, communication, creativity, and critical thinking, as measured by:

3) A 2% increase in the percent of As earned by students in the 5-year-old through Secondary IV classes in all courses each year.
4) 100% of 5-year-old through Secondary IV classes scoring 4s and above ("Most" and "All") on the 4Cs assessment, adapted from Sun West 21st Century Skills 7 C Rubric Exemplars.

Strategy #1: QSI Organizational Support					
Action Step	**Person/Group Responsible**	**Timeline for Completion**	**Resources Needed**	**Indicators of Success**	**Status**
(QSI-wide) Develop a 21st Century Skills task force including representation from QSI Headquarters, QSI Administrators, and QSI Teachers	QSI Accreditation Coordinator, QSI Regional Supervisors	Fall 2021	Time for meetings	List of task force members, including titles	
(QSI-wide) Define QSI's common language for discussing the 4Cs	21st Century Skills taskforce	Spring 2022	Time for meetings	A set of common 4Cs language, shared with schools	
(QSI-wide) Create a professional development plan that includes: • **Common understanding of**	QSI 21st Century Skills Task Force, QSI Technology Director, QSI Educational Technology Coordinator, QSI	Spring 2022 Update yearly	Time for meetings	QSI-wide professional development plan, resources, and roll out	

QSI Self-Study

21st Century Skills (4Cs) • **Instructional strategies that support the development of the 4Cs** • **Strategies for the integration of technology**	Technology Coordinator			plan provided to all schools	
(QSI-wide) Develop a plan for creating, collecting, and curating resources and curricular materials, in a shared digital repository, to support the development of 4Cs for all learners	QSI 21st Century Skills Task Force, QSI Educational Technology Coordinator	Spring 2022	Time to meet, a place to store and share digital resources, possibly funds to purchase resources	Plan shared with all schools	
(QSI-wide) Implement the plan for creating, collecting, and curating resources and curricular materials, in a shared digital repository, to support the development of 4Cs for all learners	QSI 21st Century Skills Task Force, QSI Educational Technology Coordinator	Fall 2023 Update yearly	Time to meet, a place to store and share digital resources, possibly funds to purchase resources	Repository of resources shared with all schools	
(QSI-wide) Audit current curricula to identify where 4Cs skills and competencies are addressed or could be integrated when revising the curriculum, and clearly and explicitly link	QSI Director of Curriculum and Resource, QSI Curriculum Coordinator, QSI Curriculum Writers	Fall 2022 Update with each curricular cycle	QSI Curriculum 4Cs Rubric	Clear documentation in the QSI curriculum files that all QSI curriculum	

226

TSWs to the 4Cs rubric in curriculum units				units link to the 4Cs rubric	
(QSI-wide) Design 4Cs visual media for schools to display around school and on school website	QSI Director of Information and Communication, QSI Marketing Coordinator	Spring 2022	4Cs common language, developed by the task force 4Cs Rubric	4Cs visual media resources on website and shared with schools	

Strategy #2: Organizing School Action Teams					
Action Step	**Person/Group Responsible**	**Timeline for Completion**	**Resources Needed**	**Indicators of Success**	**Status**
(QSI-wide) Develop an action team that represents all stakeholders, including staff, students, and parents	Director, MSA Internal Coordinator, Director of Instruction	Fall 2021 Revisit yearly	Meeting time Meeting space	Minutes of action team meetings, held throughout the year	

Strategy #3: Professional Development					
Action Step	**Person/Group Responsible**	**Timeline for Completion**	**Resources Needed**	**Indicators of Success**	**Status**
(QSI-wide) Provide professional development that aligns with QSI's professional development plan to establish a common understanding of 4Cs and effective instructional strategies that support the	Director, Director of Instruction, Academic Coordinator	Yearly, beginning Fall 2022	QSI Professional Development SharePoint: https://qsinet.sharepoint.com/sites/QSI-ProfessionalDevelopment	Agenda and list of participants for professional development sessions	

227

QSI Self-Study

Action Step	Person/Group Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
development of the 4Cs; small schools may collaborate with other schools					
(QSI-wide) Provide professional development opportunities that align with QSI's professional development plan on how to integrate digital tools to successfully support the development of the 4Cs; small schools may collaborate with other schools	Director, Director of Instruction, Academic Coordinator	Yearly, beginning Fall 2022	QSI Professional Development SharePoint: https://qsinet.sharepoint.com/sites/QSI-ProfessionalDevelopment	Agenda and list of participants for professional development sessions	

Strategy #4: Gathering and Analyzing Data					
Action Step	**Person/Group Responsible**	**Timeline for Completion**	**Resources Needed**	**Indicators of Success**	**Status**
(QSI-wide) Ensure that the 4Cs assessment is given each year	Action Team	Yearly, beginning winter 2020-2021	4Cs assessment	Data in objective folders	
(QSI-wide) Review and discuss Measurement Data	Action Team	Yearly, beginning fall 2021	Student evaluation data and 4Cs assessment results	Notes on data in objective data folders	

QSI Self-Study

Strategy #5: Communication and Celebration					
Action Step	**Person/Group Responsible**	**Timeline for Completion**	**Resources Needed**	**Indicators of Success**	**Status**
(QSI-wide) Share information, photos, and classroom activities highlighting the 4Cs in the school newsletter and on school social media accounts	Director, Director of Instruction, Academic Coordinator, MSA Internal Coordinator	Yearly, beginning Spring 2022	4Cs common language developed by the task force 4Cs Rubric 4Cs Visual Media 4Cs Professional Development Resources Photos of 4Cs in action Articles about 4Cs	School publications documenting 4Cs information	
(QSI-wide) Include 21st Century Skills as a section on the school website, and share information about 4Cs, photos, activities, research articles, or other relevant information	QSI Marketing and Conference Coordinator, QSI Director of Information and Communication, Director, Director of Instruction, Academic	Yearly, beginning Spring 2022	4Cs common language developed by the task force 4Cs Rubric 4Cs Visual Media	21st Century Skills section on the school website	

QSI Self-Study

	Coordinator, MSA Internal Coordinator		4Cs Professional Development Resources Photos of 4cs in action Articles about 4Cs		
(QSI-wide) Display information about the 4Cs in each classroom and around campus	Director, Director of Instruction, Academic Coordinator, MSA Internal Coordinator, School Action Team	Yearly, beginning Spring 2022	4Cs common language developed by the task force 4Cs Rubric 4Cs Visual Media	Visual media of 4Cs displayed in classrooms and around campus	

Strategy #6: Integration Activities					
Action Step	**Person/Group Responsible**	**Timeline for Completion**	**Resources Needed**	**Indicators of Success**	**Status**
(**QSI-wide) Develop a Bring Your Own Device (BYOD) policy or designate funds for purchasing student devices to support the integration of technology in developing the 4Cs**	Director, Director of Instruction, Academic Coordinator, QSI Technology Department	Fall 2023 Update yearly	Technology funds QSI Technology Department Support BYOD best-practices	Policy for BYOD or records of the purchasing of digital tools	

QSI Self-Study

(QSI-wide) Create a collaborative learning space for students, staff, and the community to work on projects to foster the development of the 4Cs **Spaces may be in the form that fits each school culture** **Ideas include:** • **Makerspace** • **STEAM Room** • **Garden spaces** • **Tinker room** • **Mobile innovation station**	Director, Director of Instruction, Academic Coordinator, School Action Team	Spring 2024	Space Funding for equipment	Pictures of space Schedule of events	
(QSI-wide) Provide student opportunities for autonomy and interest-based exploration (e.g. Makerspace, Design Thinking Process, Passion Projects, Discovery and Innovation Fair) to foster the development of the 4Cs	Director, MSA Internal Coordinator, Director of Instruction, School Action Team	Fall 2023 Revisit yearly	Space Funding for equipment	Pictures of spaces available for interest-based exploration, or documentation of resources used for interest-based exploration	

QSI Self-Study

System Organizational Capacity Objective #1: Communication

By 2028, QSI will improve reciprocal communication that promotes organizational understanding and active feedback (meaning, school communities understand how decisions are made at the organizational level, and headquarters is aware of decisions that are made at the school level) as measured by:

1) A 5% increase in scores on governance-school communication and understanding surveys given to all staff members.
2) A 5% increase in scores on governance-school communication and understanding surveys given to all parents.
3) A 5% increase in scores on governance-school communication and understanding surveys given to all students.

Describe the evidence that led the system to determine that the area of student performance on which this objective is focused as a priority for growth and improvement.

Feedback from multiple sources including the MSA Standards Surveys, interviews at QSI headquarters, regional professional development sessions, administrative conferences, and casual conversations point to communication as an area for improvement as QSI moves forward. Stakeholders, including school administrators, do not feel involved with decisions made by QSI senior leadership and do not understand the decision-making process. One representative comment from the surveys is: "QSI leadership is working to be more transparent and collaborative, but still has a long way to go. Important decisions are made from the top down."

With this objective, we hope to help stakeholders to understand and participate in decision-making and establish pathways for two-way communication between QSI headquarters and school stakeholders so that stakeholder voices are included at all levels of the decision-making process.

Action Plan for Organizational Capacity Objective #1

Who participated in developing the action plan for Organizational Capacity Objective #1?

Name	Role in the System
Tim Kruger, Lead	Regional Supervisor, China and East Asia
Jeff McGuire	Regional Supervisor, the Americas
Micaiah Landrus	Elementary Teacher, QSI Malta

Bill Stevenson	Literature and Writing Teacher, QSI Montenegro
Luke Woodruff	Director, Kyiv International School
Dan Owen	Director, QSI Minsk
Katie Hannifin	Director, QSI Haiphong
David Conover	Student Life & Activities Coordinator, Marketing and Communication, Kyiv International School

What major findings for strengths and areas in need of improvement learned from the self-study were incorporated into this action plan?

The action plan includes steps to:
- Share newsletter and video updates from QSI headquarters departments with all stakeholders.
- Facilitate frequent regional school meetings for administrators.
- Hold town hall meetings for administrators and for all stakeholders.
- Share notes from QSI Board of Director and school Advisory Board meetings.
- Update the QSI and school websites and add relevant information to the websites.

QSI Systems Accreditation Action Plan

Organizational Capacity Objective #1: Communication

By 2028, QSI will improve reciprocal communication that promotes organizational understanding and active feedback (meaning, school communities understand how decisions are made at the organizational level, and headquarters is aware of decisions that are made at the school level) as measured by:

    4) A 5% increase in scores on governance-school communication and understanding surveys given to all staff members.
    5) A 5% increase in scores on governance-school communication and understanding surveys given to all parents.
    6) A 5% increase in scores on governance-school communication and understanding surveys given to all students.

Strategy #1: QSI Organizational Support					
Action Step	**Person/Group Responsible**	**Timeline for Completion**	**Resources Needed**	**Indicators of Success**	**Status**
(QSI-wide) Organize virtual regional meetings between regional supervisors, directors, and/or other school administrators as a region, minimally twice per month	Director of School Operations, Regional Supervisors	Fall 2021	Access to the agreed upon virtual format for each region	Meeting agendas and notes or chats	
(QSI-wide) Send emails, from QSI headquarters to all staff, regarding any important messages that affect all staff or all contracted overseas staff	QSI President, Director of School Operations	Spring 2022	Email groups, created by tech department	Records of sent emails	
(QSI-wide) Record an annual "State of the Organization" speech that outlines short-term and long-term goals and the vision moving forward,	QSI President, HQ Department Heads	August 2022	Tech department support	Video of the speech	

QSI Self-Study

given by the QSI President and department heads each summer, including the departments of: • **Personnel** • **Technology** • **Curriculum** • **Marketing** • **Child protection** • **Accreditation** • **Finance** • **Legal**					
(QSI-wide) Maintain links on the parent and staff portal of the QSI website with up-to-date information from each HQ department, and information from the QSI Board of Directors' including and introduction to Board Members, meeting minutes, and the QSI organizational flowchart	All departments at QSI HQ	June 2023	Information from each QSI HQ department and the QSI Board of Directors Support from the tech department	Updated links and information on the website	
(QSI-wide) Host an open Town Hall at all Director and Director of Instruction conferences	Director of School Operations, QSI President, Regional Supervisors	Fall 2022	Time set aside during each conference schedule Guidelines for Town Hall meetings	Agenda for conferences includes Town Hall	

QSI Self-Study

Strategy #2: Staff Communications					
Action Step	**Person/Group Responsible**	**Timeline for Completion**	**Resources Needed**	**Indicators of Success**	**Status**
(QSI-wide) Schedule an annual townhall/open forum for anyone employed by the school to speak with the regional supervisor	Director, Regional Supervisor	June 2022	Space to meet Time to meet Meeting invitations to all staff	Notes from the meeting	
(QSI-wide) Set aside time during the back to school in-service for teachers to show the annual "State of the Organization" video created by QSI HQ	Directors, Directors of Instruction, Academic Coordinators	August 2022	Video from HQ	PD Agenda	

Strategy #3: Community					
Action Step	**Person/Group Responsible**	**Timeline for Completion**	**Resources Needed**	**Indicators of Success**	**Status**
(QSI-wide) Maintain and update the school's website	School administration, IT department	Fall 2022	School-based website manager Assistance from QSI HQ when needed	The school website is up-to-date	
(QSI-wide) Identify the primary medium of communication and clearly define how the school will communicate	School administration, IT department	Spring 2022	Access to the primary medium of communication for all stakeholders	Documentation of communication on the identified medium	

236

QSI Self-Study

(QSI-wide) Host regular open forums for community stakeholders	School administration	June 2022	Space to meet

Invitations to stakeholders | Invitation to stakeholders | |
| **(QSI-wide) Share the QSI Quintile with all community stakeholders** | School administration | June 2022 | QSI Quintile from HQ | Documentation that QSI Quintile was sent to stakeholders | |
| **(QSI-wide) Introduce Advisory Board members and PSG officers to the community** | School administration | Fall 2021 | Updated information from school director for Advisory Board members and PSG officers | Documentation that Advisory Board members and PSG officers were introduced to school community | |

QSI Self-Study

System Organizational Capacity Objective #2: Mastery Learning

By 2028, QSI will improve its mastery learning practices in the areas of assessment, evaluation, and challenging students to go beyond the curriculum as measured by:

1) 100% of QSI teachers answering "largely true" and "perfecting and adjusting" to the identified questions from the Great Schools Partnership Mastery-Based Instruction Self-Assessment Tool which has been adapted to reflect the QSI teaching standards: https://forms.office.com/Pages/ShareFormPage.aspx?id=7TdOg7-2-EKAydkkVDvENykmCVxrsTFAjhwHegqpfX5URTNJQVIXWllZNUI1M0pHRTdRMEQ5T0NNQS4u&sharetoken=HbluN78EYcZdV7H3HzM1
2) 100% of teachers reporting satisfaction with the support provided to them by QSI for implementing Mastery Learning.

Describe the evidence that led the system to determine that the area of organizational capacity on which this objective is focused as a priority for growth and improvement.

Although Mastery Learning is an essential component of QSI's Mission and Philosophy, comments from staff, parents, and students on the MSA Standards Surveys indicated three areas for improvement:
1) Ensuring that evaluations of an A signify the higher-order thinking skills identified in Bloom's Taxonomy: Analysis, Synthesis, and Evaluation.
2) Training teachers in the effective implementation of Mastery Learning as a method of reaching all learners by supporting students in achieving mastery and providing opportunities for all students to exercise higher-order thinking skills.
3) Helping parents and students to understand the benefits of Mastery Learning.

The QSI Planning Team agreed that focusing on Mastery Learning would improve instruction throughout the organization.

Action Plan for Organizational Capacity Objective #2

Who participated in developing the action plan for Organizational Capacity Objective #2?

Name	Role in the System
Kim Black, Lead	Regional Supervisor, Europe
Jason Craig	Director, Almaty International School
Grady Bryan	Secondary Literature and Writing Teacher, QSI Tbilisi

Heather Naro	Director of Instruction, Almaty International School
Lindsay Elswick	Elementary Teacher, QSI Suriname
Melissa Stalker	Learning Support Teacher, Tirana International School
JoJo Wang	Intensive English teacher, QSI Chengdu
Lisa Haberman	Director, Baku International School
Hatidza Sadinlija-Jakupovic	Resource Coordinator, QSI Sarajevo

What major findings for strengths and areas in need of improvement learned from the self-study were incorporated into this action plan?

The action plan includes steps to:
- Create a QSI professional development task force.
- Generate professional development modules for new and returning teachers, for both the beginning of the school year and mid-year professional development sessions.
- Develop mastery learning training modules for students and parents.
- Facilitate mastery learning professional development and training for all stakeholders.
- Ensure training modules include information about assessment, evaluation, and challenging students appropriately.

QSI Self-Study

QSI Systems Accreditation Action Plan

Organizational Capacity Objective #2: Mastery Learning

By 2028, QSI will improve its mastery learning practices in the areas of assessment, evaluation, and challenging students to go beyond the curriculum as measured by:

3) 100% of QSI teachers answering, "largely true" and "perfecting and adjusting" to the identified questions from the Great Schools Partnership Mastery-Based Instruction Self-Assessment Tool which has been adapted to reflect the QSI teaching standards: https://forms.office.com/Pages/ShareFormPage.aspx?id=7TdOg7-2-EKAydkkVDvENykmCVxrsTFAjhwHegqpfX5URTNJQVIXWIIZNUI1M0pHRTdRMEQ5T0NNQS4u&sharetoken=HbluN78EYcZdV7H3HzM1

4) 100% of teachers reporting satisfaction with the support provided to them by QSI for implementing Mastery Learning.

Strategy #1: QSI Organizational Support					
Action Step	**Person/Group Responsible**	**Timeline for Completion**	**Resources Needed**	**Indicators of Success**	**Status**
Professional Development					
(QSI-wide) Create a QSI Professional Development Task Force	Curriculum Department, Director of Information and Communication	Fall 2021 with subsequent renewals in the fall of each school year	Interested teaching staff from across all QSI schools	Names and positions of Task Force Members, updated annually	
(QSI-wide) Develop quality professional development Mastery Learning modules to support the training of: • **Pre-service (QSIPO) teachers**	QSI Professional Development Task Force	Newly In-Service August 2022 QSIPO Spring 2023 In-Service (maintenance) August 2024	Time for research Previous QSI training modules Experts within QSI organization	Training modules for the identified groups	

• **Newly hired in-service teachers** • **In-service teachers**					
(QSI-wide) Develop protocol, checklist, and calendar system to accompany Mastery Learning modules for required professional development for all QSI educators	Direction of Information and Communication Professional Development Task Force	Newly In-Service August 2022 QSIPO Spring 2023 In-Service (maintenance) August 2024	Training modules	Protocol including checklist and calendar	
Resource Development					
(QSI-wide) Develop a user-friendly Mastery Learning manual to include clear definitions of mastery and related constructs as a support for the Mastery Learning Professional Development Modules	Professional Development Task Force	August 2022	Time for research Previous QSI training modules Experts within QSI organization	User-friendly Mastery Learning manual	
(QSI-wide) Develop Mastery Learning Training	Curriculum Department	August 2024	Examples of previous parent	Completed Mastery Learning	

241

QSI Self-Study

			trainings from schools PD Mastery Learning training modules	Training Modules for Parents	
Modules for parents	Professional Development Task Force				
(QSI-wide) Develop Mastery Learning Training Modules for students	Curriculum Department Professional Development Task Force	August 2023	Previous student trainings from schools PD Mastery Learning training modules	Completed Mastery Learning Training Modules for Students	
Organizational Feedback					
(QSI-wide) Develop an administrative and educator feedback process for the training modules	Curriculum Department Professional Development Task Force	Newly-hired teacher training modules Spring 2023 QSIPO Fall 2023 In-Service Teachers (maintenance) Spring 2025	Online survey for feedback	Annual review of data evaluated and provided to all schools	
(QSI-wide) Update training modules annually based on feedback	Curriculum Department Professional Development Task Force	Annually, beginning 2023-2024 school year	Feedback from surveys	Updated training modules	

QSI Self-Study

Strategy #2: Gathering and Analyzing Data					
Action Step	**Person/Group Responsible**	**Timeline for Completion**	**Resources Needed**	**Indicators of Success**	**Status**
(QSI-wide) Distribute self-assessment surveys and gather data	Action Team	Yearly, beginning winter 2020-2021	Self-assessment survey	Data in objective data folders	
(QSI-wide) Review and discuss Measurement Data	Action Team	Yearly, beginning fall 2021	Survey responses	Notes on data in objective data folders	

Strategy #3: School-Based Parent and Student Education					
Action Step	**Person/Group Responsible**	**Timeline for Completion**	**Resources Needed**	**Indicators of Success**	**Status**
(QSI-wide) Utilize parent and student mastery learning modules as part of orientations and trainings for parents and students	Director, Directors of Instruction	Student modules Fall 2023 Parent modules Fall 2024	Parent and student training modules	Training agendas Results from climate survey questions indicate parent and student understanding of mastery learning	

243

QSI Self-Study

Strategy #4: School-Based Professional Development					
Action Step	**Person/Group Responsible**	**Timeline for Completion**	**Resources Needed**	**Indicators of Success**	**Status**
(QSI-wide) Follow PD calendar and checklist to offer Mastery Learning training modules for new teacher and in-service training	Director, Directors of Instruction	Newly In-Service August 2022 In-Service (maintenance) August 2024	Training Modules Checklist and Calendar from Curriculum Department	PD agendas PD Calendar PD Checklist	

QSI Self-Study

TECHNICAL REVIEW OF STUDENT PERFORMANCE AND ORGANIZATIONAL CAPACITY OBJECTIVES

Date of Review: February 24, 2020

School Name: QSI Systems

Staff Reviewer: Priscilla L. Feir Ph.D.

Projected Visit Dates: December 1-4, 2020

X	**Objectives are approved as submitted. This approval denotes that the objective(s) meet the technical criteria. The Visiting Team will conduct the Second Level of Review (see the *appropriate self-study guide* for the criteria) during the Team's visit.**
	Minor modifications recommended. No need to resubmit.
	A response to the review is needed. Please resubmit.
	Baseline data needed. Please resubmit when data are available.
	Call the MSA Staff Reviewer (917-207-8968; skype priscillamsa) to discuss.

Insert Mission, Beliefs and Profile of Graduate here…

General Comments about All Objectives:

		Yes	No
1	Has the school identified three, four, or five objectives for accreditation purposes?	**X**	
Comments:			

		Yes	No
2	Do at least two of the objectives focus on growing and improving areas of student performance as expressed in the school's Mission and Profile of Graduates?	**X**	
Comments:			

Technical Review for Student Performance Objectives:

Student Performance Objective #1: As submitted by the school
Student Performance Objective #1: Literacy
By 2028, QSI students will demonstrate improved literacy skills as measured by:

9) 100% of students in the 5-year-old through Secondary II classes meeting their projected growth score in the Spring MAP Reading assessment each year.

Baseline Data:

Year: 2016-2017		
Class	Number of Students	Percent Meeting Growth Projection
5-Year-Old Classes	168	56%
6-Year-Old Classes	464	52%
7-Year-Old Classes	428	46%
8-Year-Old Classes	436	47%
9-Year-Old Classes	432	56%
10-Year-Old Classes	394	57%
11-Year-Old Classes	373	56%
12-Year-Old Classes	349	67%
13-Year-Old Classes	306	61%
Secondary I Classes	343	60%
Secondary II Classes	288	50%

Year: 2017-2018		
Class	Number of Students	Percent Meeting Growth Projection
5-Year-Old Classes	227	57%
6-Year-Old Classes	490	52%
7-Year-Old Classes	444	49%
8-Year-Old Classes	458	50%
9-Year-Old Classes	436	54%
10-Year-Old Classes	472	53%
11-Year-Old Classes	425	56%
12-Year-Old Classes	392	62%
13-Year-Old Classes	387	63%
Secondary I Classes	325	58%
Secondary II Classes	341	56%

Year: 2018-2019		
Class	Number of Students	Percent Meeting Growth Projection
5-Year-Old Classes	187	61%
6-Year-Old Classes	523	50%
7-Year-Old Classes	521	56%
8-Year-Old Classes	468	56%
9-Year-Old Classes	468	53%
10-Year-Old Classes	454	60%
11-Year-Old Classes	486	59%
12-Year-Old Classes	422	66%
13-Year-Old Classes	405	64%
Secondary I Classes	300	60%
Secondary II Classes	249	49%

10) 100% of students in the 5-year-old through Secondary IV classes earning mastery evaluations (A or B) in every unit in which they were engaged in their assigned QSI reading courses.

Baseline Data:

QSI Self-Study

Year: 2016-2017		
Class	**Number of Students**	**Percent Earning Mastery Evaluations (A or B) in Engaged Units in Assigned Reading Course**
5-Year-Old Classes	622	77%
6-Year-Old Classes	498	82%
7-Year-Old Classes	448	86%
8-Year-Old Classes	463	88%
9-Year-Old Classes	490	87%
10-Year-Old Classes	427	85%
11-Year-Old Classes	379	86%
12-Year-Old Classes	398	85%
13-Year-Old Classes	352	85%
Literature I Classes	498	76%
Literature II Classes	397	76%
American Literature Classes	180	73%
British Literature Classes	125	68%
AP Language and Composition	47	94%
AP Literature and Composition	31	81%
IB Language A Literature	13	69%
IB Language A Language and Literature	134	86%

Year: 2017-2018		
Class	**Number of Students**	**Percent Earning Mastery Evaluations (A or B) in Engaged Units in Assigned Reading Course**
5-Year-Old Classes	594	79%
6-Year-Old Classes	500	86%
7-Year-Old Classes	473	80%
8-Year-Old Classes	466	85%
9-Year-Old Classes	433	84%
10-Year-Old Classes	483	88%
11-Year-Old Classes	438	85%
12-Year-Old Classes	380	83%
13-Year-Old Classes	434	85%
Literature I Classes	458	79%
Literature II Classes	471	84%
American Literature Classes	182	80%
British Literature Classes	156	88%
AP Language and Composition	26	65%
AP Literature and Composition	84	82%
IB Language A Literature	7	86%
IB Language A Language and Literature	128	62%

Year: 2018-2019		
Class	**Number of Students**	**Percent Earning Mastery Evaluations (A or B) in Engaged Units in Assigned Reading Course**
5-Year-Old Classes	550	75%
6-Year-Old Classes	539	79%

QSI Self-Study

7-Year-Old Classes	512	80%
8-Year-Old Classes	468	88%
9-Year-Old Classes	469	86%
10-Year-Old Classes	453	86%
11-Year-Old Classes	502	84%
12-Year-Old Classes	441	85%
13-Year-Old Classes	446	82%
Literature I Classes	548	78%
Literature II Classes	425	83%
American Literature Classes	264	79%
British Literature Classes	153	80%
AP Language and Composition	57	88%
AP Literature and Composition	25	72%
IB Language A Literature	0	--
IB Language A Language and Literature	131	88%

11) 100% of students in the 7-year-old through Secondary II classes meeting their projected growth score in the Spring MAP Language Usage assessment each year.

Baseline Data:

Year: 2016-2017		
Class	Number of Students	Percent Meeting Growth Projection
7-Year-Old Classes	295	60%
8-Year-Old Classes	430	44%
9-Year-Old Classes	434	57%
10-Year-Old Classes	393	63%
11-Year-Old Classes	376	66%
12-Year-Old Classes	348	68%
13-Year-Old Classes	309	63%
Secondary I Classes	336	56%
Secondary II Classes	288	49%

Year: 2017-2018		
Class	Number of Students	Percent Meeting Growth Projection
7-Year-Old Classes	321	54%
8-Year-Old Classes	453	51%
9-Year-Old Classes	427	53%
10-Year-Old Classes	473	58%
11-Year-Old Classes	425	60%
12-Year-Old Classes	393	64%
13-Year-Old Classes	387	64%
Secondary I Classes	327	62%
Secondary II Classes	342	65%

Year: 2018-2019		
Class	Number of Students	Percent Meeting Growth Projection
7-Year-Old Classes	342	57%
8-Year-Old Classes	457	52%
9-Year-Old Classes	466	53%
10-Year-Old Classes	431	58%

QSI Self-Study

11-Year-Old Classes	487	59%
12-Year-Old Classes	424	64%
13-Year-Old Classes	406	66%
Secondary I Classes	298	62%
Secondary II Classes	266	57%

12) 100% of the students in the 5-year-old through Secondary IV classes earning mastery evaluations (A or B) in every unit in which they were engaged in their assigned QSI writing courses.

Baseline Data:

Year: 2016-2017		
Class	Number of Students	Percent Earning Mastery Evaluations (A or B) in Engaged Units in Assigned Writing Course
5-Year-Old Classes	623	75%
6-Year-Old Classes	497	82%
7-Year-Old Classes	449	86%
8-Year-Old Classes	464	84%
9-Year-Old Classes	489	86%
10-Year-Old Classes	428	83%
11-Year-Old Classes	383	83%
12-Year-Old Classes	400	84%
13-Year-Old Classes	350	83%
Writing I Classes	505	79%
Writing II Classes	409	74%
Creative Writing Classes	29	79%
Research Project Classes	191	78%
AP Research Classes	7	100%
AP Seminar Classes	0	--

Year: 2017-2018		
Class	Number of Students	Percent Earning Mastery Evaluations (A or B) in Engaged Units in Assigned Writing Course
5-Year-Old Classes	591	82%
6-Year-Old Classes	498	79%
7-Year-Old Classes	473	82%
8-Year-Old Classes	467	80%
9-Year-Old Classes	436	81%
10-Year-Old Classes	483	80%
11-Year-Old Classes	438	86%
12-Year-Old Classes	378	79%
13-Year-Old Classes	439	79%
Writing I Classes	472	72%
Writing II Classes	480	82%
Creative Writing Classes	31	81%
Research Project Classes	268	78%
AP Research Classes	16	100%
AP Seminar Classes	0	--

QSI Self-Study

Year: 2018-2019		
Class	Number of Students	Percent Earning Mastery Evaluations (A or B) in Engaged Units in Assigned Writing Course
5-Year-Old Classes	549	72%
6-Year-Old Classes	532	78%
7-Year-Old Classes	512	79%
8-Year-Old Classes	469	88%
9-Year-Old Classes	471	86%
10-Year-Old Classes	452	82%
11-Year-Old Classes	505	83%
12-Year-Old Classes	446	77%
13-Year-Old Classes	437	80%
Writing I Classes	553	80%
Writing II Classes	436	76%
Creative Writing Classes	26	69%
Research Project Classes	237	89%
AP Research Classes	33	94%
AP Seminar Classes	21	86%

Student Performance Objective #1: Technical Review Criteria

		Yes	No
1	Is the objective stated as a desired end result in student performance? (What do we expect our students to know? What do we expect them to do with what they know? And/or What qualities or characteristics do we want them to demonstrate?)	X	
Comments:			

		Yes	No
2	Does the objective address expectations for as many of the school's students as possible?	X	
Comments:			

		Yes	No
3	Does the objective relate to culminating expectations for students at or near the end of their experiences in the school?	X	
Comments:			

		Yes	No
4	Is the objective related to improvement in an area of academics? (Note: If none of the student performance objectives relate to academics, the school needs to be prepared to explain why academics are not a priority for growth over the next seven years. In addition, public schools need to be prepared to provide an explanation if their improvement objectives and plan do not include areas of student performance mandated for improvement under federal/state requirements.	X	
Comments:			

QSI Self-Study

		Yes	No
5	Is the realization of the objective stated as seven years from the year of the team's visit?	**X**	
Comments:			

		Yes	No
6	Has the school identified how it will measure progress toward the objective over the next seven years, i.e.:		
	1) Are baseline data included for each assessment? (MSA requires that at least one measure has baseline data in place by the time the team arrives.)	**X**	
	2) Is the baseline year in which the data for each assessment were collected included?	**X**	
	3) Are challenging and appropriate seven-year performance targets set for each assessment used to measure achievement of the objective?	**X**	
Comments:			

		Yes	No
7	Has the school identified multiple forms of assessment to measure accomplishment of this objective when appropriate and available?	**X**	
Comments:			

		Yes	No
8	Are disaggregated data included where appropriate?	**X**	
Comments:			

		Yes	No
9	Is the objective measured by both external and internal assessments when appropriate and available?	**X**	
Comments:			

Suggestions for Revising Student Performance Objective #1:   none

QSI Self-Study

Student Performance Objective #2: As submitted by the school
Student Performance Objective #2: 21st Century Skills

By 2028, students in QSI schools will demonstrate increased proficiency in the 21st Century Skills of collaboration, communication, creativity, and critical thinking, as measured by:

5) A 2% increase in the percent of As earned by students in the 5-year-old through Secondary IV classes in all courses each year.

Baseline Data:

2016-2017		
Evaluation	Number Earned	Percent Earned
A	179,548	48.81%
B	169,593	46.10%
D	958	0.26%
E	3,728	1.01%
H	3,112	0.85%
P	9,321	2.53%
W	1,600	0.43%
Total	367,860	99.99%

2017-2018		
Evaluation	Number Earned	Percent Earned
A	193,663	49.31%
B	179,095	45.60%
D	1,069	0.27%
E	4,349	1.11%
H	3,603	0.92%
P	9,367	2.39%
W	1,578	0.40%
Total	392,724	100%

2018-2019		
Evaluation	Number Earned	Percent Earned
A	203,419	49.72%
B	184,788	45.16%
D	1,081	0.26%
E	4,259	1.04%
H	3,318	0.81%

QSI Self-Study

M	46	0.01%
P	10,438	2.55%
W	1,821	0.45%
Total	409,170	100%

6) 100% of 5-year-old through Secondary IV classes scoring 4s and above ("Most" and "All") on the 4Cs assessment, adapted from Sun West 21st Century Skills 7 C Rubric Exemplars.

Baseline Data:

5-Year-Old through 10-Year-Old Classes (Survey: https://forms.office.com/Pages/ShareFormPage.aspx?id=7TdOg7-2-EKAydkkVDvENykmCVxrsTFAjhwHegqpfX5UQkhKTzlBQUtlRzVDTkRINVhRWjNKNjFQNi4u&sharetoken=ZPuG3w3tReRg0QTvgmew)

Year	Collaboration: Percent of classes scoring 4 (Most) and 5 (All)	Communication: Percent of classes scoring 4 (Most) and 5 (All)	Creativity: Percent of classes scoring 4 (Most) and 5 (All)	Critical Thinking: Percent of classes scoring 4 (Most) and 5 (All)
Baseline: Jan-Feb 2020	54%	46%	42%	25%
Accreditation Year: 2021				
Year 1: 2022				
Year 2: 2023				
Year 3: 2024				
Year 4: 2025				
Year 5: 2026				
Year 6: 2027				
Year 7: 2028				

11-Year-Old through 13-Year-Old Classes (Survey: https://forms.office.com/Pages/ShareFormPage.aspx?id=7TdOg7-2-EKAydkkVDvENykmCVxrsTFAjhwHegqpfX5UM1pKTFkwQUdaNFpIVEYxNUhTRDkzVDc3NS4u&sharetoken=g8XSdJ7SceOzyYQYYiQ5)

Year	Collaboration: Percent of classes scoring 4 (Most) and 5 (All)	Communication: Percent of classes scoring 4 (Most) and 5 (All)	Creativity: Percent of classes scoring 4 (Most) and 5 (All)	Critical Thinking: Percent of classes scoring 4 (Most) and 5 (All)
Baseline: Jan-Feb 2020	61%	58%	54%	44%

Year				
Accreditation Year: 2021				
Year 1: 2022				
Year 2: 2023				
Year 3: 2024				
Year 4: 2025				
Year 5: 2026				
Year 6: 2027				
Year 7: 2028				

Secondary I through Secondary IV Classes (Survey: https://forms.office.com/Pages/ShareFormPage.aspx?id=7TdOg7-2-EKAydkkVDvENykmCVxrsTFAjhwHegqpfX5UMjdZU1ZMTldPNkJWUlZPUlVXTTBVNklEQy4u&sharetoken=naXrPI9UaSon7J1jmx9p)

Year	Collaboration: Percent of classes scoring 4 (Most) and 5 (All)	Communication: Percent of classes scoring 4 (Most) and 5 (All)	Creativity: Percent of classes scoring 4 (Most) and 5 (All)	Critical Thinking: Percent of classes scoring 4 (Most) and 5 (All)
Baseline: Jan-Feb 2020	61%	59%	51%	58%
Accreditation Year: 2021				
Year 1: 2022				
Year 2: 2023				
Year 3: 2024				
Year 4: 2025				
Year 5: 2026				
Year 6: 2027				
Year 7: 2028				

Student Performance Objective #2: Technical Review Criteria

		Yes	No
1	Is the objective stated as a desired end result in student performance? (What do we expect our students to know? What do we expect them to do with what they know? And/or What qualities or characteristics do we want them to demonstrate?)	X	
Comments:			
		Yes	No
2	Does the objective address expectations for as many of the school's students as possible?	X	
Comments:			
		Yes	No

		Yes	No
3	Does the objective relate to culminating expectations for students at or near the end of their experiences in the school?	X	
Comments:			

		Yes	No
4	Is the objective related to improvement in an area of academics? (Note: If none of the student performance objectives relate to academics, the school needs to be prepared to explain why academics are not a priority for growth over the next seven years. In addition, public schools need to be prepared to provide an explanation if their improvement objectives and plan do not include areas of student performance mandated for improvement under federal/state requirements.	X	
Comments:			

		Yes	No
5	Is the realization of the objective stated as seven years from the year of the team's visit?	X	
Comments:			

		Yes	No
6	Has the school identified how it will measure progress toward the objective over the next seven years, i.e.:		
	1) Are baseline data included for each assessment? (MSA requires that at least one measure has baseline data in place by the time the team arrives.)	X	
	2) Is the baseline year in which the data for each assessment were collected included?	X	
	3) Are challenging and appropriate seven-year performance targets set for each assessment used to measure achievement of the objective?	X	
Comments:			

		Yes	No
7	Has the school identified multiple forms of assessment to measure accomplishment of this objective when appropriate and available?	X	
Comments:			

		Yes	No
8	Are disaggregated data included where appropriate?	X	
Comments:			

		Yes	No

255

9	Is the objective measured by both external and internal assessments when appropriate and available?	X	
Comments:			

Suggestions for Revising Student Performance Objective #2: none

Technical Review for Organizational Capacity Objectives:

Organizational Capacity Objective #1: As submitted by the school
Organizational Capacity Objective #1: Communication

By 2028, QSI will improve reciprocal communication that promotes organizational understanding and active feedback (meaning, school communities understand how decisions are made at the organizational level, and headquarters is aware of decisions that are made at the school level) as measured by:

4) A 5% increase in scores on governance-school communication and understanding surveys given to all staff members.

Baseline Data:

Year	Average staff score on MSA standard indicators 2.1 – 2.29	Percent improvement over last year
Baseline: Spring 2019	2.94	--
Baseline: Spring 2020		
Accreditation Year: Spring 2021		
Year 1: Spring 2022		
Year 2: Spring 2023		
Year 3: Spring 2024		
Year 4: Spring 2025		
Year 5: Spring 2026		
Year 6: Spring 2027		
Year 7: Spring 2028		

5) A 5% increase in scores on governance-school communication and understanding surveys given to all parents.

Baseline Data:

Year	Average parent score on MSA standard indicators 2.1, 2.2, 2.4, 2.10, 2.18, 2.20, 2.22, 2.23, 2.29	Percent improvement over last year
Baseline: Spring 2019	3.14	--

Baseline: Spring 2020		
Accreditation Year: Spring 2021		
Year 1: Spring 2022		
Year 2: Spring 2023		
Year 3: Spring 2024		
Year 4: Spring 2025		
Year 5: Spring 2026		
Year 6: Spring 2027		
Year 7: Spring 2028		

6) A 5% increase in scores on governance-school communication and understanding surveys given to all students.

Baseline Data:

Year	Average student score on MSA standard indicators 2.4, 2.18, 2.20, 2.29	Percent improvement over last year
Baseline: Spring 2019	3.11	--
Baseline: Spring 2020		
Accreditation Year: Spring 2021		
Year 1: Spring 2022		
Year 2: Spring 2023		
Year 3: Spring 2024		
Year 4: Spring 2025		
Year 5: Spring 2026		
Year 6: Spring 2027		
Year 7: Spring 2028		

Organizational Capacity Objective #1: Technical Review Criteria

		Yes	No
1	Is the objective stated as a desired end result in organizational capacity? (What does the school have to do better or differently in its programs, services, activities, and/or operations to produce the levels of student performance desired?)	X	
Comments:			

		Yes	No
2	Does the objective address one or more areas addressed by the Middle States Standards for Accreditation in need of growth and/or improvement in order for the school to be able to achieve the desired levels of student performance?	X	

QSI Self-Study

Comments:

		Yes	**No**
3	Is the realization of the objective stated as seven years from the year of the team's visit?	**X**	
Comments:			

		Yes	**No**
4	Has the school identified how it will measure progress toward the objective over the next seven years, i.e.:		
	1) Are baseline data included for each measure? (MSA requires that at least one measure has baseline data in place by the time the team arrives.)	**X**	
	2) Is a baseline year in which the data sets for each assessment were collected included?	**X**	
	3) Are challenging and appropriate seven-year performance targets set for each assessment used to measure achievement of the objective?	**X**	
Comments:			

		Yes	**No**
5	Has the school identified multiple forms of assessment to measure accomplishment of this objective when appropriate and available?	**X**	
Comments:			

		Yes	**No**
6	Are disaggregated data included when appropriate?	**NA**	
Comments:			

		Yes	**No**
7	Is the objective measured by both external and internal assessments when appropriate and available?	**NA**	
Comments:			

Suggestions for Revising Organizational Capacity Objective #1:   none

QSI Self-Study

Organizational Capacity Objective #2: As submitted by the school
Organizational Capacity Objective #2: Mastery Learning

By 2028, QSI will improve its mastery learning practices in the areas of assessment, evaluation, and challenging students to go beyond the curriculum as measured by:

5) 100% of QSI teachers answering "largely true" and "perfecting and adjusting" to the identified questions from the Great Schools Partnership Mastery-Based Instruction Self-Assessment Tool which has been adapted to reflect the QSI teaching standards: https://forms.office.com/Pages/ShareFormPage.aspx?id=7TdOg7-2-EKAydkkVDvENykmCVxrsTFAjhwHegqpfX5URTNJQVIXWllZNUI1M0pHRTdRMEQ5T0NNQS4u&sharetoken=HbluN78EYcZdV7H3HzM1

Baseline: 2019-2020

Question		Baseline	Accred. Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
		2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
2.2 Are descriptors of what success looks like available to and known by my students?	% of answers "learning about" and "somewhat true"	25%								
	% of answers "largely true" and "perfecting and adjusting"	75%								
2.4 Do students use TSWs to reflect on their own progress and set goals for growth?	% of answers "learning about" and "somewhat true"	54%								
	% of answers "largely true" and "perfecting and adjusting"	46%								
2.5 Do I clearly lay out for my students how they can demonstrate B-level and A-level mastery?	% of answers "learning about" and "somewhat true"	26%								
	% of answers "largely true" and "perfecting and adjusting"	74%								

QSI Self-Study

2.6 If a student's end-of-unit evaluation is a P, do I make sure the student knows what must be done to earn a mastery evaluation?	% of answers "learning about" and "somewhat true"	16%									
	% of answers "largely true" and "perfecting and adjusting"	84%									
4.1 Do the questions I ask routinely help students think at higher cognitive levels?	% of answers "learning about" and "somewhat true"	13%									
	% of answers "largely true" and "perfecting and adjusting"	87%									
4.2 Do I ask questions in an order that helps students integrate what they know to analyze, evaluate, draw conclusions and ask questions?	% of answers "learning about" and "somewhat true"	14%									
	% of answers "largely true" and "perfecting and adjusting"	86%									
4.3 Are the problems I ask students to wrestle with complex and authentic?	% of answers "learning about" and "somewhat true"	25%									
	% of answers "largely true" and "perfecting and adjusting"	75%									
4.4 Do I provide instruction and practice in integrating and applying what	% of answers "learning about" and "somewhat true"	9%									

QSI Self-Study

they have learned?	% of answers "largely true" and "perfecting and adjusting"	91%									
4.5 Do my students do the intellectual work? Do I mostly coach and support students' as they learn and do?	% of answers "learning about" and "somewhat true"	18%									
	% of answers "largely true" and "perfecting and adjusting"	82%									
5.1 Do I build my learning activities around opportunities for my students to practice and receive feedback?	% of answers "learning about" and "somewhat true"	11%									
	% of answers "largely true" and "perfecting and adjusting"	89%									
5.2 Are my students taught how to interpret and use feedback in their learning?	% of answers "learning about" and "somewhat true"	31%									
	% of answers "largely true" and "perfecting and adjusting"	69%									
5.5 Do I make time for reteaching and extension activities within each unit?	% of answers "learning about" and "somewhat true"	18%									
	% of answers "largely true" and "perfecting and adjusting"	82%									

261

QSI Self-Study

6) 100% of teachers reporting satisfaction with the support provided to them by QSI for implementing Mastery Learning.

Baseline: 2019-2020

Question		Baseline	Accred. Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
		2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Does QSI offer you the support you need to implement Mastery Learning?	% yes	77%								
	% no	11%								
	% other	12%								

Organizational Capacity Objective #2: Technical Review Criteria

		Yes	No
1	Is the objective stated as a desired end result in organizational capacity? (What does the school have to do better or differently in its programs, services, activities, and/or operations to produce the levels of student performance desired?)	X	
Comments:			

		Yes	No
2	Does the objective address one or more areas addressed by the Middle States Standards for Accreditation in need of growth and/or improvement in order for the school to be able to achieve the desired levels of student performance?	X	
Comments:			

		Yes	No
3	Is the realization of the objective stated as seven years from the year of the team's visit?	X	
Comments:			

		Yes	No
4	Has the school identified how it will measure progress toward the objective over the next seven years, i.e.:		

		Yes	No
	1) Are baseline data included for each measure? (MSA requires that at least one measure has baseline data in place by the time the team arrives.)	X	
	2) Is a baseline year in which the data sets for each assessment were collected included?	X	
	3) Are challenging and appropriate seven-year performance targets set for each assessment used to measure achievement of the objective?	X	

Comments:

		Yes	No
5	Has the school identified multiple forms of assessment to measure accomplishment of this objective when appropriate and available?	X	

Comments:

		Yes	No
6	Are disaggregated data included when appropriate?	NA	

Comments:

		Yes	No
7	Is the objective measured by both external and internal assessments when appropriate and available?	NA	

Comments:

Suggestions for Revising Organizational Capacity Objective #2:   none

QSI Self-Study

SELF-STUDY ADDENDUM

GUIDING QUESTIONS TO PREPARE THE VISITING TEAM FOR YOUR SCHOOL'S CURRENT REALITY SINCE COMPLETING SELF STUDY

It is important that you take stock of what has been implemented and achieved since the completion of your self-study and those things yet to be completed as a result of your school community adjusting to the world-wide pandemic. It is important to reflect on the experience and to use these reflections in planning for the school's new cycle of accreditation.

To assist you in this reflection, the following questions are provided as a framework for a substantive discussion about the improvement cycle about to conclude and to use the results of that discussion to inform the decisions you will need to make as you embark on planning for your school's continuous improvement.

1.   How has the context of your school and/or the school community changed since completion of your self-study?

Indicate any major changes to the Context of the School since the last Team Visit. Refer to your completed self-study document to describe any significant changes that have affected or will affect the school's improvement planning process and/or the school's compliance with the Middle States Standards for Accreditation. Be sure to include any changes in the school or community and how you implemented these dramatic changes.

- QSI Headquarters office moved from Slovenia to Malta, and much of the fall of 2020 was dedicated to identifying a new office space.
- Because of the move and because of restrictions brought on by COVID-19, all HQ staff were working remotely from their homes.
- HQ office is scheduled to open spring 2021.
- Worldwide, communication as a result of the pandemic has improved, with weekly meetings between HQ staff and the regional staff as well as frequent meetings between Directors and Regional Supervisors.

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2.   **How has your school community implemented any revisions or changes mentioned above since completion of your self-study?**
Examples include; All sports activities have been suspended. Classrooms have been adapted to accommodate students with social distancing in effect. Classes have been staggered to accommodate 50% of our student population at any given time within the school.

> Each QSI school is following local government regulations in their response to COVID-19, and the new protocols will be outlined in the component school self-studies.

3.   **What changes have been made to your school's Plan for Growth and Improvement as a result of the recent modifications of the school's improvement goals/objectives and implementation of the action plans?**

> The objectives that were developed as part of this Achieving Excellence System-Wide self-study have not changed since they went through the technical review in February 2020. The action plans were developed in fall 2021, so they take into account the different instructional models (in-person, online, hybrid) that might be in place at QSI schools.

4.   **A new requirement of MSA-CESS is that all accredited schools must have a Continuity of Education policy/plan/procedure. Schools may experience interruptions to their educational programs in the future - from snow days to governmental coups. We will now require all schools to submit a continuity of education policy/plan/procedure as part of obtaining initial accreditation or re-accreditation. Please provide background on the development and adoption of this policy below.**

> - In spring, 2020, Quality Schools International formed a task force to look at all aspects of supporting QSI schools through changes brought on by COVID-19. At the start of the 2020-2021 school year, this task force reconvened to work through making these plans valid and relevant for the current school year and into the future.
> - In the spring and summer of 2020, QSI schools worked on individual school plans for the 2020-2021 school year to ensure continuity of education in case of school closures or the need to provide blended learning opportunities for students.
> - In the fall-winter of 2020, QSI schools worked on revising the COVID-19 continuation of education plan to encompass other possible large-scale disruptions that may take place in the future.
> - Each QSI school will share their Continuity of Education Plans as part of the evidence for their self-studies.

MISSION STANDARD FOR ACCREDITATION

Please describe (in one or two paragraphs) how the recent change has affected your adherence to this standard?

> None.

QSI Self-Study

GOVERNANCE AND LEADERSHIP STANDARD FOR ACCREDITATION

Please describe (in one or two paragraphs) how the recent change has affected your adherence to this standard?

- Regional Supervisors have instituted regular meetings with school directors (weekly or twice per month) to which headquarters staff are invited. These meetings provide an opportunity to deal with pandemic-related issues as well as to solve more general problems.
- Headquarters staff, including Regional Supervisors, have begun meeting weekly as well as a way to work through problems and solutions that have come up in regional meetings.
- The QSI Board has begun meeting regularly (usually every week) to discuss policy decisions that have come up in regional and headquarters meetings.

If your school has moved to a virtual/blended delivery model for education, please provide a self-assessment for the following indicator(s):

Indicator of Quality	1	2	3	4	N/A
The school's leadership:					
2.38 Includes personnel with the appropriate qualifications, experience, and competencies to lead an institution that uses a distance modality(ies) to deliver all or part of its educational program and/or services.			X		

SCHOOL IMPROVEMENT PLANNING STANDARD FOR ACCREDITATION

Please describe (in one or two paragraphs) how the recent change has affected your adherence to this standard?

None.

FINANCES STANDARD FOR ACCREDITATION
Please describe (in one or two paragraphs) how the recent change has affected your adherence to this standard?

- For the 2020-2021 school year, Headquarters and schools have been asked to embrace some austerity measures to ensure continuous functioning of QSI through the pandemic. This has included elimination of travel and in-person conferences, cutting staff (through attrition) to reflect needs of schools that have lost enrollment, and stopping all non-essential capital projects.
- It is expected that these changes will be temporary, and headquarters staff will discuss during regular meetings the ability and the necessity of moving towards a regular functioning in future years.
- As part of the taskforce work, a financial taskforce developed a staffing guideline to be used by schools during the budgeting process to determine appropriate staffing.

266

FACILITIES STANDARD FOR ACCREDITATION

Please describe (in one or two paragraphs) how the recent change has affected your adherence to this standard?

None.

SCHOOL ORGANIZATION AND STAFF STANDARD FOR ACCREDITATION

Please describe (in one or two paragraphs) how the recent change has affected your adherence to this standard?

- QSI provided training to teachers on educational platforms and applications. Improvement in teaching has been noted by stakeholders between spring 2020 and fall 2020.
- Significant global collaboration has occurred between all QSI educators to enhance distance learning across all schools.
- Every QSI school focused on social-emotional health and well-being throughout the spring and the fall of 2020. QSI asked schools to begin the 2020-2021 school year with a specific emphasis on developing a safe and nurturing community, whether face-to-face or in distance mode.
- The schools established schedules that took into account developmental ages and abilities for distance learning.

If your school has moved to a virtual/blended delivery model for education, please provide a self-assessment for the following indicator(s):

Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that:					
6.28 Members of the faculty who deliver the educational program and associated tasks via a distance modality are appropriately qualified and experienced.			X		
The governing body and leadership ensure that the program:					
6.29 Includes developing age-appropriate relationships between students and between students and their teachers.				X	

QSI Self-Study

HEALTH AND SAFETY STANDARD FOR ACCREDITATION

Please describe (in one or two paragraphs) how the recent change has affected your adherence to this standard?

- The Logistics taskforce committee provided common-sense guidelines for schools for opening during the 2020-2021 school year, including a gradual return to in-person instruction.
- Most schools follow local guidelines, and these take precedence over guidelines provided by QSI.
- Local guidelines are different from country to country, so schools have operated in various states of in-person, blended, and fully online learning this year. As schools shift between states as necessary, QSI has maintained a list of which schools are operating in which state and have shared this with administrators regularly.

EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION

Please describe (in one or two paragraphs) how the recent change has affected your adherence to this standard?

- Schools engaged in synchronous or asynchronous instruction based on their unique situations in terms of community location and ability to gather students in different time zones.
- Curricular requirements were adjusted in physical education, art, music, and other special courses to make distance learning more achievable.
- Significant effort was made by the Curriculum Department to adjust the curriculum to distance learning. The adjustments were implemented to varying degrees at the schools.
- Many curriculum materials were already available online for subjects such as mathematics, literacy, and science.
- Students were instructed at all schools in online platforms including but not limited to Teams, SeeSaw, and Zoom.
- Improvement in implementation of distance learning modalities was noted by all stakeholders between spring 2020 and fall 2020.
- Teachers used breakout rooms in Zoom to create socially interactive spaces both in classroom time and during breaks.
- QSI encouraged schools to embed Success Orientations into their activities in support of social-emotional health and as a continuation of standard practices of character education.

If your school has moved to a virtual/blended delivery model for education, please provide a self-assessment for the following indicator(s):

Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that the school's educational program:					
8.46 Facilitates student interaction (synchronous and asynchronous) with teachers and other students through a variety of means as an essential characteristic of the educational program.			X		

		1	2	3	4	N/A
8.47	Informs students and their families (if appropriate) about any aspects of the educational program that are created or delivered by an organization other than the school.			X		
8.48	Sets the expectations for student learning and performance that are achievable through a distance modality.			X		
8.49	Uses textbooks and/or other learning and instructional materials that are developed by authors qualified in distance education techniques.			X		
8.50	Includes instruction in the skills students need to use the distance modality effectively and efficiently.			X		
8.51	Provides opportunities for students to develop social skills for relating to and working with other students and adults.			X		

ASSESSMENT AND EVIDENCE OF STUDENT LEARNING STANDARD FOR ACCREDITATION

Please describe (in one or two paragraphs) how the recent change has affected your adherence to this standard?

> - The number of units (elementary) and number of expected TSWs (elementary and secondary) were modified to accommodate distance learning. The overall policy for required units for graduation was not modified.
> - Teachers were strongly encouraged to use project-based learning for assessment. This ensures that students are likely doing the work on their own and promotes engagement.
> - Beginning of the year data was gathered to identify gaps; however, with the constant back-and-forth between face-to-face and distance learning, applying the data to changes in implementation has not yet happened.
> - QSI added an optional unit called Portfolio/Project to each course we offer that remained open all year. This unit was created as a way for teachers to evaluate overall student growth in a course during the pandemic. It also engaged students in metacognitive processes about their own learning by allowing them to reflect on their progress.

If your school has moved to a virtual/blended delivery model for education, please provide a self-assessment for the following indicator(s):

Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that the school:					
9.21 Has and implements written policies and/or procedural guidelines that ensure students fulfill program requirements personally and with appropriate assistance.			X		
9.22 Has and implements written policies and/or procedural guidelines to ensure the identity of the students when assessing learning and performance electronically or by means other than in a location in which the student is in the presence and under the direct supervision of a staff member.			X		

269

QSI Self-Study

| 9.23 | Requires that members of the staff who evaluate student assignments are qualified in the fields they are evaluating. | | | X | |
| 9.24 | Uses data on student learning and performance and completion rates to evaluate and revise, as needed, curriculums, instructional methods, and educational services. | | X | | |

STUDENT SERVICES STANDARD FOR ACCREDITATION

Please describe (in one or two paragraphs) how the recent change has affected your adherence to this standard?

- As part of the admissions process, schools present the different learning modalities that may occur during this period of the pandemic.
- The new EdTech position provides greater support to schools.
- Many schools extended hardware to students for home use during distance learning.
- Many Directors and Directors of Instruction checked in on students regularly as an active measure to promote engagement and follow through on units of study.
- Our mastery model view of time as a resource was unchanged due to COVID-19 and distance learning. This was to our students' benefit.
- We continue to thoroughly evaluate students' previous work for credit transfer.

If your school has moved to a virtual/blended delivery model for education, please provide a self-assessment for the following indicator(s):

Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that the school:					
10.27 Advises prospective students and their parents/guardians prior to admission about the self-motivation and commitment needed for successful learning by the distance modality and the technical competence required to participate and learn in the educational program.				X	
10.28 Provides support in student use of distance modalities at the levels expected.				X	
10.29 Actively encourages students to start, continue, and finish their programs of study within the time prescribed.				X	
10.30 Has and implements written policies or procedural guidelines to evaluate students' previous academic work and to provide fair and consistent awarding of credit for previous studies or work experience.			X		

STUDENT LIFE AND STUDENT ACTIVITIES STANDARD FOR ACCREDITATION

Please describe (in one or two paragraphs) how the recent change has affected your adherence to this standard?

QSI Self-Study

- Although "normal" activities are not regularly occurring in the majority of the schools, schools have found alternative ways of involving students in extracurricular activities, including service learning.
- At the beginning of the pandemic, a Regional Supervisor opened weekly virtual meetings for all school administrators to gather and discuss needed topics. The topic of extracurricular activities was a common theme. Directors and Directors of Instruction shared information between schools including ideas for different activities and keeping activities alive when teaching in bubbles. These meetings continue on a bi-weekly basis.
- Several schools have been unable to be in face-to-face mode at any time during the 2020-2021 school year to date. Student and adult interactions do not occur in those schools outside of distance learning. Some schools, even during distance learning times, were able to organize activities within the boundaries of government regulations to facilitate social interactions between students and staff.

If your school has moved to a virtual/blended delivery model for education, please provide a self-assessment for the following indicator(s):

Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that:					
11.17 Students are provided with a program of co-curricular or extracurricular programs/activities or the school actively encourages and promotes students' involvement in such activities in their community.			X		
11.18 Includes regular opportunities for students to interact with each other and with their teachers and other adults in settings other than the distance modality.					X

INFORMATION RESOURCES STANDARD FOR ACCREDITATION

Please describe (in one or two paragraphs) how the recent change has affected your adherence to this standard?

- A team of QSI administrators, counselors, and teachers created a SharePoint specific to education and school operations during the COVID-19 pandemic. This SharePoint, QSI Toolkits: Leading for Learning, has resources for use with administrators, teachers, school staff, parents, and students. All educational staff have access to the SharePoint.
- The EdTech Team provided training to the schools on software platforms in preparation for the 2020-2021 school year.
- QSI provided student and parent surveys to Directors to help evaluate student information resource needs.
- QSI provided approval to schools to allocate funds to improve technology based on school and student need.

If your school has moved to a virtual/blended delivery model for education, please provide a self-assessment for the following indicator(s):

Indicator of Quality	1	2	3	4	N/A

QSI Self-Study

The governing body and leadership ensure that:					
12.13	The school's information resources are adequate to deliver the educational program by the distance modality.			X	
12.14	Students using the distance modality have access to the information resources required to achieve the learning goals set for their programs of study.			X	
12.15	The school provides students with reasonable technical support for the software and hardware required to learn using the distance modality.			X	

QSI Self-Study