

QSI



**QSI INTERNATIONAL
SCHOOL OF BISHKEK**



**STAFFS' SURVEY
(2018-2019)**

QSI



QSI INTERNATIONAL SCHOOL OF BISHKEK

IN ORDER TO ENSURE THE EFFICIENCY OF THE QUALITY SCHOOLS INTERNATIONAL, THE TRANSPARENCY OF ITS WORK AND THE CREATION OF MORE COMFORTABLE CONDITIONS, THE SCHOOL ADMINISTRATION CONDUCTED A SURVEY AMONG THE SCHOOL'S PARENTS.

THE PURPOSE OF THIS SURVEY IS TO ALLOW YOU TO GIVE YOUR SCHOOL IDEAS ABOUT HOW THIS SCHOOL MIGHT BE IMPROVED

THE SCHOOL ADMINISTRATION BELIEVES THE SUCCESS ORIENTATIONS TO BE PRIMARY INDICATORS OF FUTURE SUCCESS IN ADVANCED EDUCATION, EMPLOYMENT, AND LIFE IN GENERAL. RECENT RESEARCH CONFIRMS OUR BELIEFS. TEACHERS, STUDENTS, AND PARENTS WILL BE CONSTANTLY AWARE THAT THESE ARE IMPORTANT COMPONENTS OF A STUDENT'S DEVELOPMENT.

WE WILL ACQUAINT YOU WITH ITS RESULTS AND THANK EVERYONE FOR PARTICIPATING.

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QSI INTERNATIONAL SCHOOL OF BISHKEK



Questions

I know and understand the overall mission of my school

97,7%

I like my school

98,7%

Our school MEETS this Standard

100%

Our school DOES NOT MEET this Standard

0.00%

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QSI INTERNATIONAL SCHOOL OF BISHKEK

Questions (the biggest weighted average of some answers)

**Weighted
Average**

Feels safe in the school

3.46

A variety of books that are accessible to all age groups every day

3.42

Includes age- and content-appropriate interest activities in all classrooms

3.36

Has sufficient systems in place to monitor and provide appropriate air quality throughout its facilities

3.36

The school provides non-discriminatory student experiences that are age- and developmentally appropriate and that supplement and enhance the school's educational program

3.33

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Questions (the lowest weighted average of some answers)

**Weighted
Average**

Communicated widely, understood and supported by the students, their families, and (if appropriate) and the school's community of stakeholders

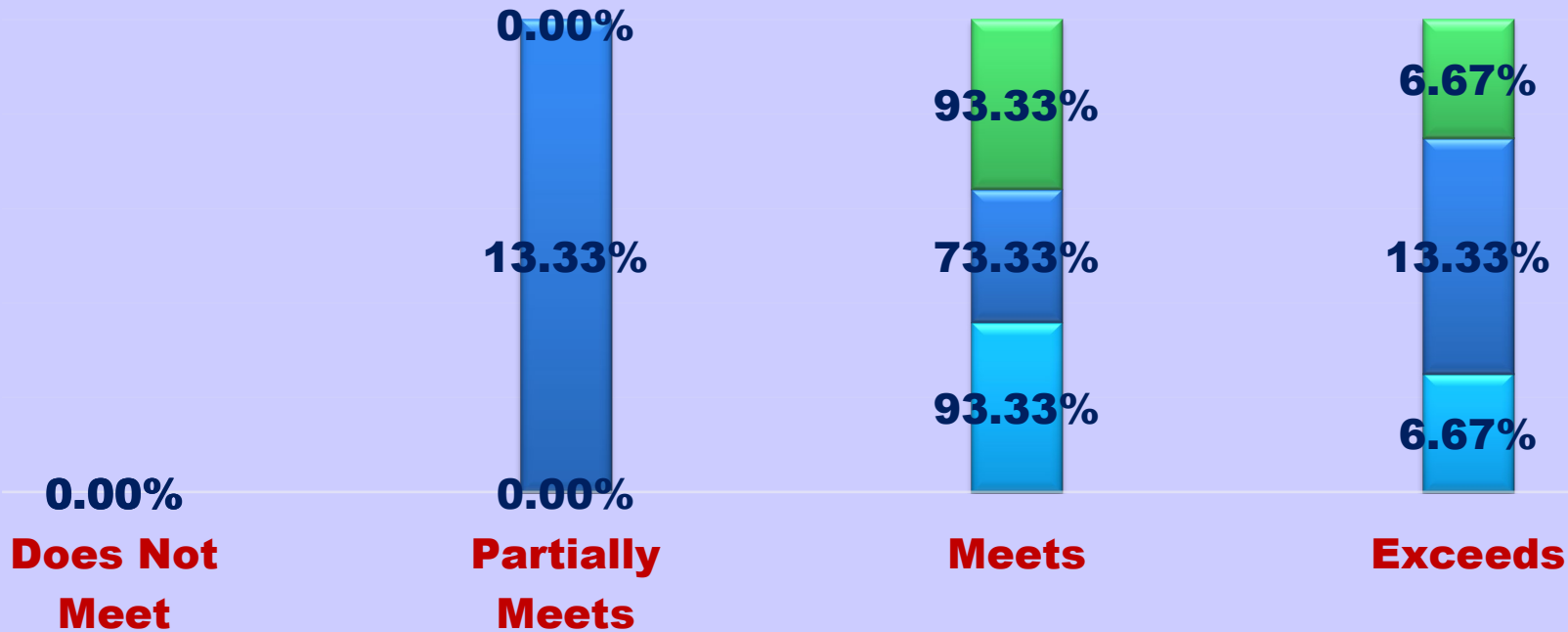
3.00

Provides an effective and aesthetically pleasing learning environment which supports the educational goals and effective teaching

3.00

Monitoring learning by individual students as well as cohorts of students as they move through the school

3.00



- 1.3 Developed using a process that considered input by appropriate stakeholders of the school.
- 1.2 Communicated widely, understood and supported by the students, their families, and (if appropriate) and the school's community of stakeholders.
- 1.1 Clearly aligned with the school's beliefs and profile of graduate.



2.6 Is provided with the sufficient qualified personnel to deliver its programs, services, and activities.



2.5 Is provided with leaders that possess the appropriate qualifications, experience, and competencies for their position.

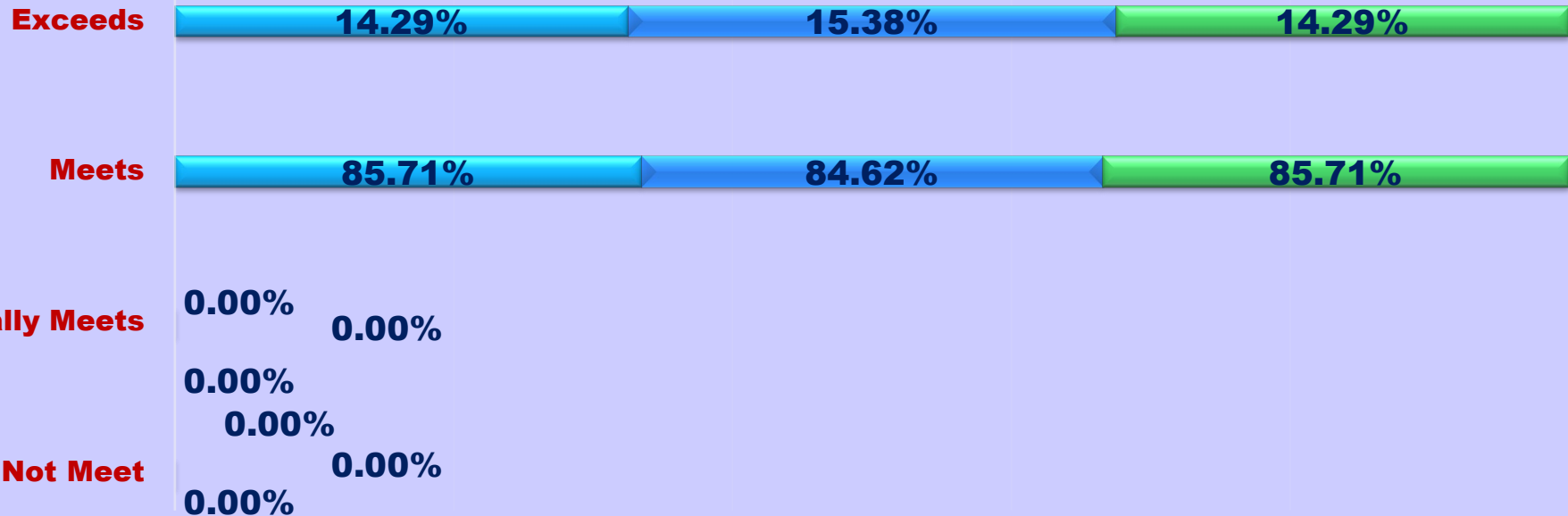


2.4 Is provided with effective leadership, support, and continuity, including succession planning to ensure stability of the school's...

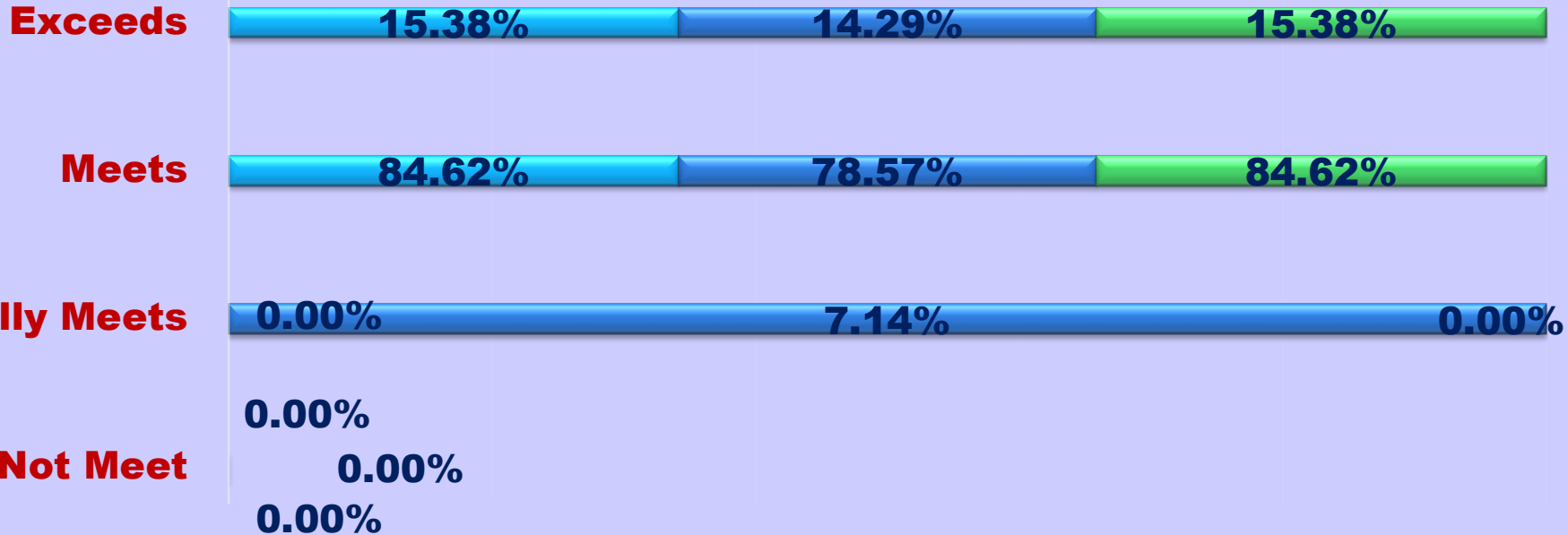


2.3 Expresses partnerships and any corporate linkages in ownership/governance as enforceable agreements.





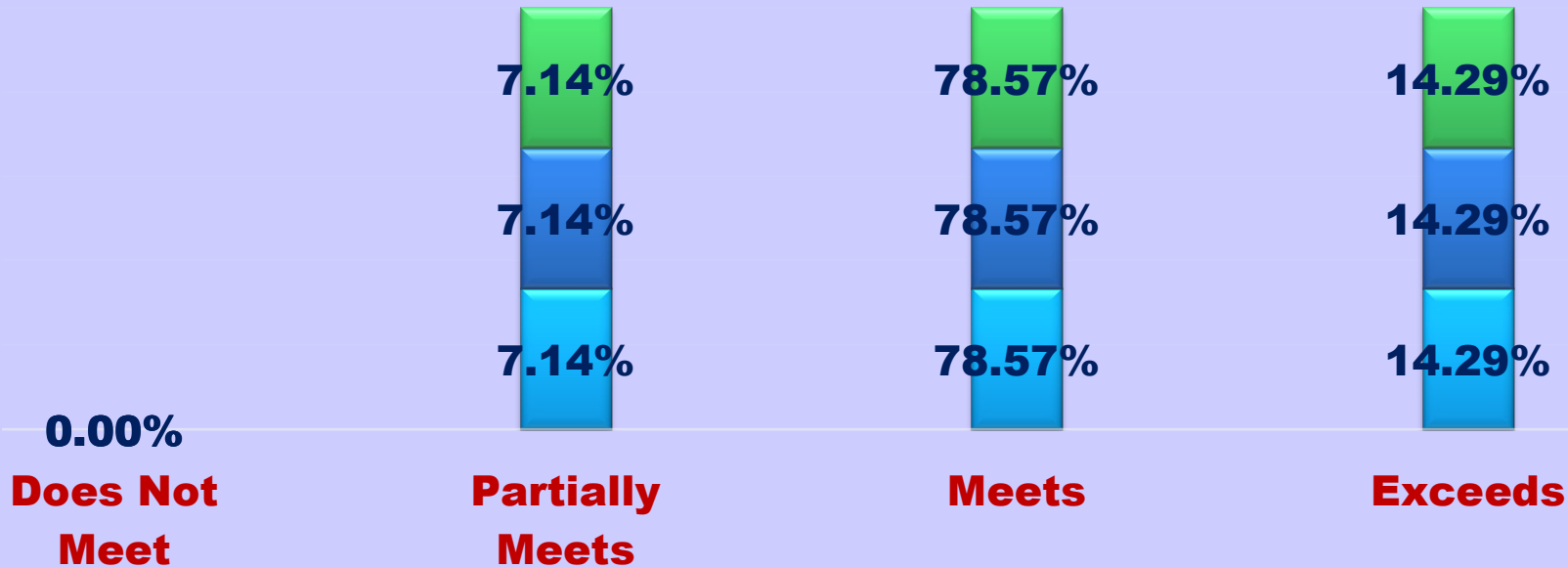
- **2.7** Is focused on selecting, evaluating, and supporting the head of the school, policy development, planning, assessing the school's performance, and ensuring the availability of adequate resources to accomplish the school's mission.
- **2.15** Provides appropriate opportunities for education of its members, including orientation and training sessions so that all members understand their responsibilities and roles.
- **2.16** Conducts a regular schedule of meetings that is communicated to the school's community of stakeholders.



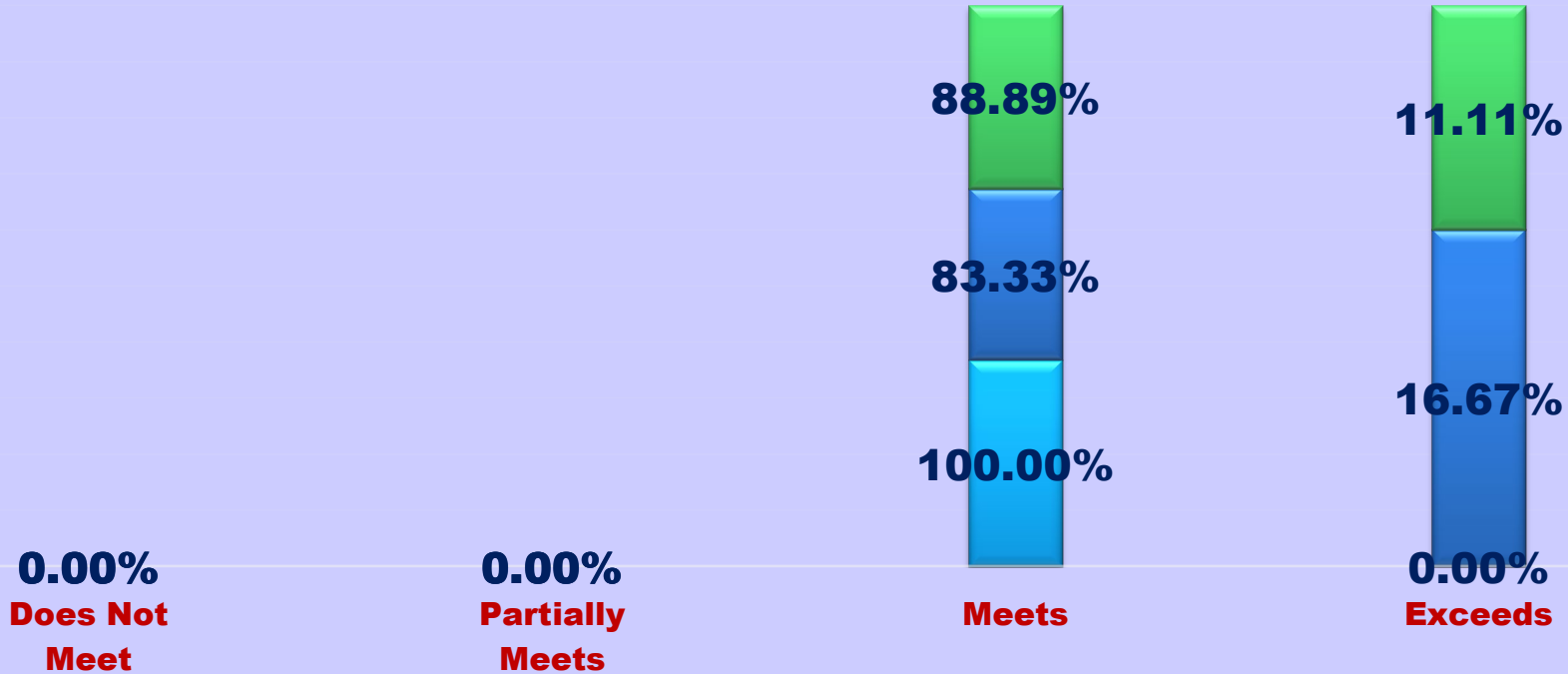
■ **2.24 Provides a program of professional development based on the needs of the school and staff identified in the school's growth and improvement process.**

■ **2.27 Stays well informed of and implements proven practices identified in educational research and literature.**

■ **2.29 Adheres to appropriate guidelines concerning confidentiality in**



- **3.5** Takes into consideration the school’s capacities in terms of time, energy, and resources when planning new initiatives, setting goals, and developing action plans.
- **3.2** Bases its strategic plan on longitudinal data regarding the achievement and performance of the school’s students and the school’s capacity to produce the levels of student achievement and performance expected by its community of stakeholders.
- **3.1** Develops a strategic plan for growth and improvement that is approved by the governing body (if appropriate) and supported by the school’s community of stakeholders.



- **4.13 Carries appropriate insurance coverage that is adequate for protecting the interests and operations of the school (e.g., business interruption, casualty, property, liability insurance for employees and the governing body/owner).**
- **4.11 Sets tuitions and fees, if applicable, that are related to the content of the school’s educational program, the length of study, and equipment and supplies required for learning.**
- **4.2 Maintains levels of income and expenditures that are in appropriate balance.**



5.11 Is in compliance with the requirements of all appropriate civil authorities in which the school is located for fire safety and occupancy.

0.00%

76.92%

23.08%

5.10 Makes safe drinking water available for the students, the staff, and visitors to the school.

0.00%

69.23%

30.77%

5.7 Has sufficient systems in place to monitor and provide appropriate air quality throughout its facilities.

0.00%

64.29%

35.71%

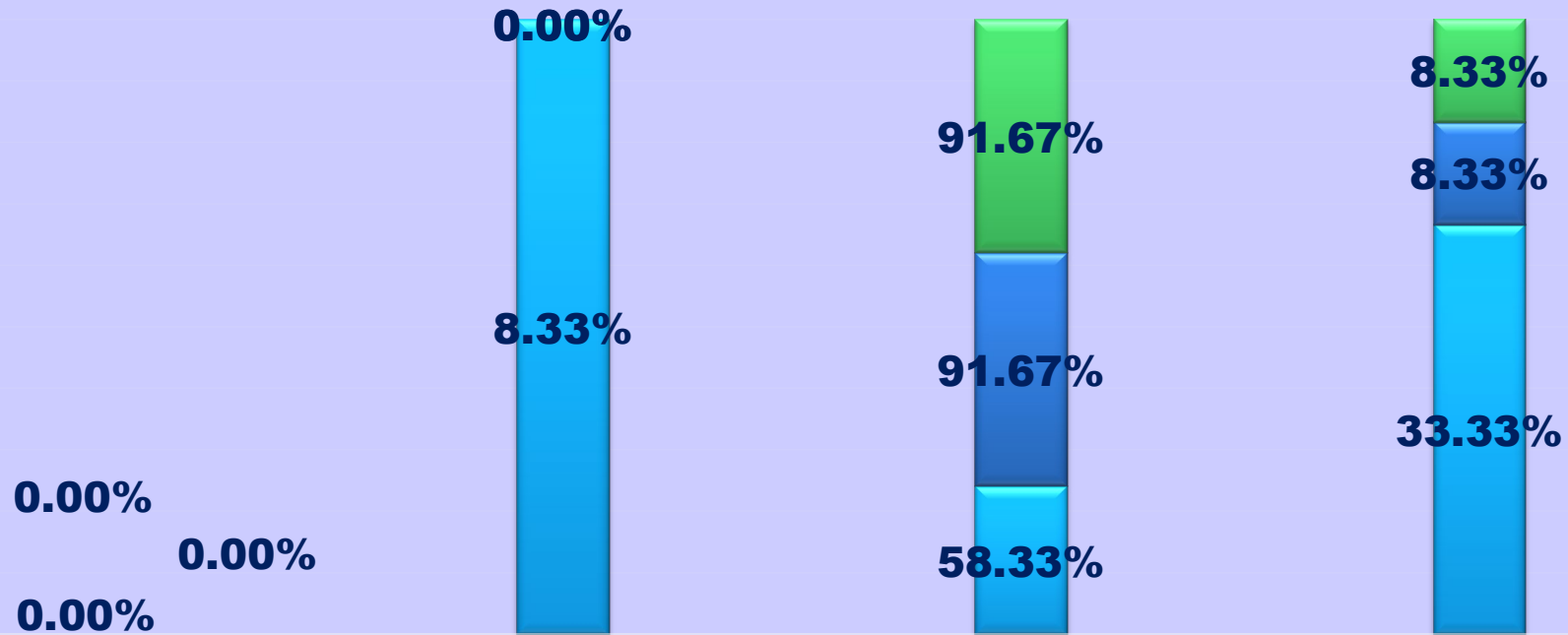
5.2 Provides an effective and aesthetically pleasing learning environment which supports the educational goals and effective teaching.

7.14%

85.71%

7.14%

■ **Does Not Meet**
 ■ **Partially Meets**
 ■ **Meets**
 ■ **Exceeds**



Does Not Meet

Partially Meets

Meets

Exceeds

- **5.14** Includes appropriately sized furniture designed to assure accessibility to children.
- **5.13** Has sufficient space for the number of children involved in the early childhood learning activities.
- **5.12** Includes interest centers that have materials in an orderly and accessible arrangement.



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 school's students.



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.



6.3 Professional satisfaction and good general morale.

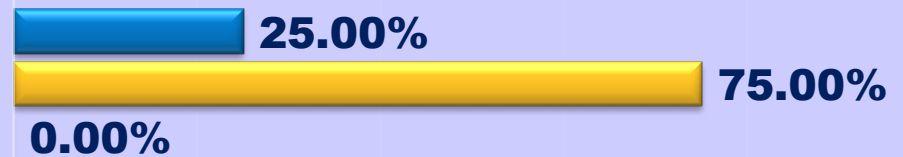


6.2 Commitment to the school, dedication to their work, and pride in the outcome of their efforts.

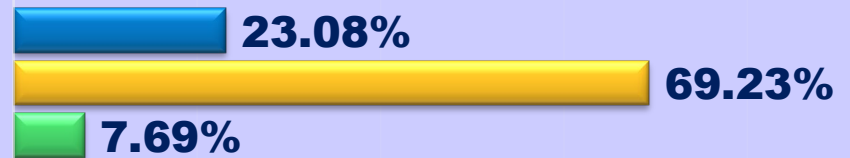




6.14 Due diligence conducted to ensure that volunteers are eligible and continue to be eligible to work with children.



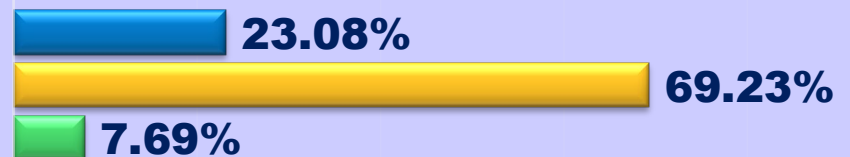
6.11 Appropriate orientation and supervision for service providers not employed by the school.



6.9 Handling complaints/ grievances by members of the staff.



6.7 Determining adequate compensation, arriving at reasonable workloads and acceptable working conditions, and defining just and fair...





6.24 Enforces the student code of conduct fairly and uniformly.



6.23 Feels safe in the school.



6.18 Is evaluated regularly based on professional standards and expectations that have been communicated to the staff in advance.



6.15 Is led by designated and qualified leaders who provide coordination, supervision, support, and direction for the school's educational program, services, and activities.





8.2 Publishes for all students and their families an overview of the school's educational program and its programs of study and seeks input as appropriate.



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

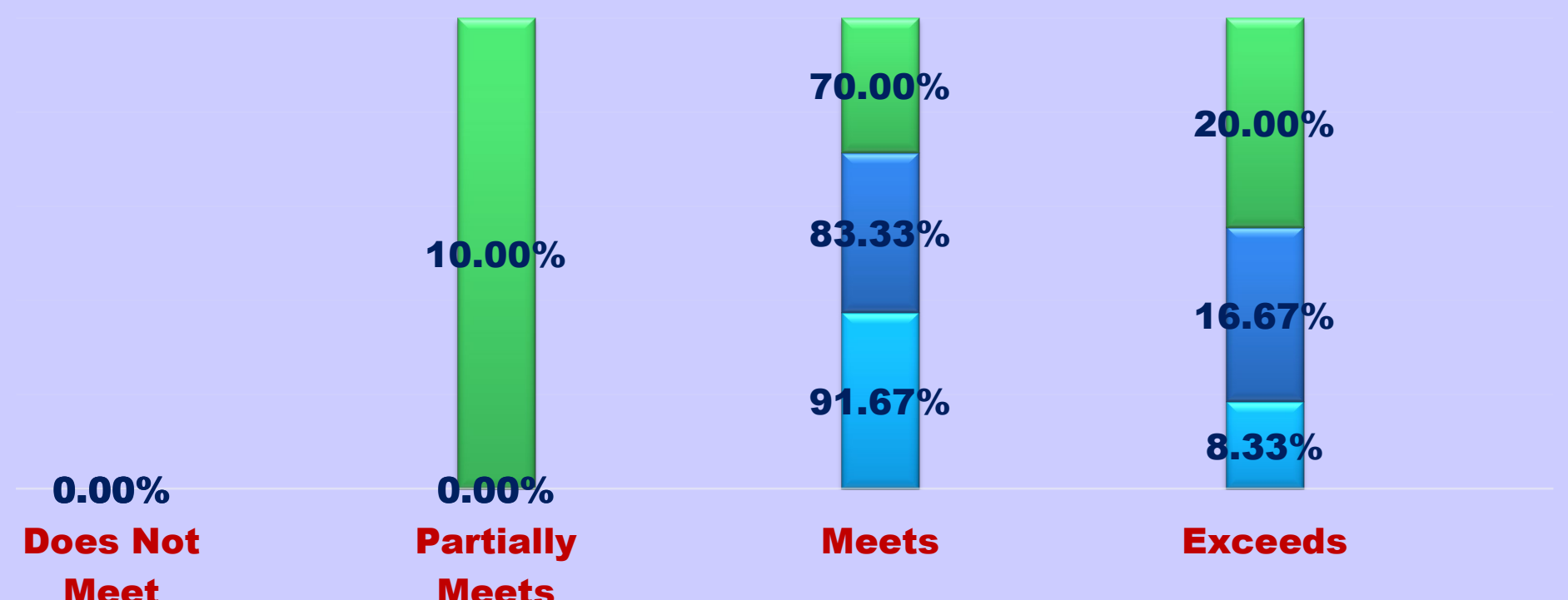


6.27 Seeks to achieve applicable teacher and/or staff-to-children ratios.



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, acknowledgements





- **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.

- **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 school functions that take place away from the school's premises.

- **7.1** Regularly reviews and updates its written policies and/or procedural guidelines governing the school's provisions for the health and safety of its students, staff, and visitors.



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.



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.



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.



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



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.





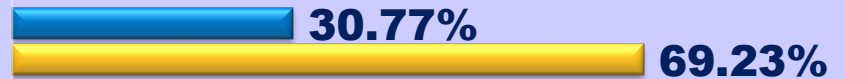
8.14 Is articulated both horizontally and vertically and coordinated among all levels of the school.



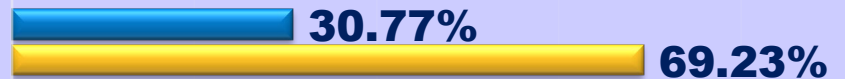
8.13 Considers the ages, cultures, and varying levels of ability of students when setting levels of expected student learning and performance and ensures students are prepared for a successful transition to the next...



8.12 Is delivered in a variety of learning settings (e.g., individual, small group, large group).



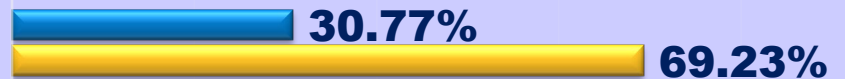
8.11 Expresses expected student learning outcomes in terms that can be understood by the students.



8.10 Defines expected outcomes for student learning and performance in terms of knowledge, understandings, attitudes, skills, and habits to be demonstrated.



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.





8.21 Supports positive interactions between peers that are developmentally appropriate.



8.20 Treats all spaces in the school in which students may be present as part of the learning environment.



8.19 Includes age- and content-appropriate interest activities in all classrooms.



8.16 Supports language development.





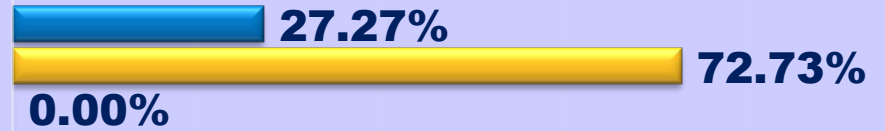
8.35 A variety of books that are accessible to all age groups every day.



8.29 Structured and unstructured opportunities for children's active involvement with people and materials.



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 experien



8.24 Individualized instruction for infants and young toddlers primarily and, as appropriate, activities in small groups.



8.22 An integrated approach to children's social, emotional, physical, cognitive, and language development.





8.40 Provides experiences that prepare students for successful transition to middle and secondary school settings.



8.38 Provides individualized instruction and, as appropriate, activities in small groups.



8.37 Provides an integrated approach to children's social, emotional, physical, cognitive, and language development.



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.



■ **Does Not Meet**
 ■ **Partially Meets**
 ■ **Meets**
 ■ **Exceeds**



Exceeds

23.08%

25.00%

27.27%

Meets

76.92%

75.00%

72.73%

0.00%

Partially Meets

0.00% 0.00%

0.00%

Does Not Meet

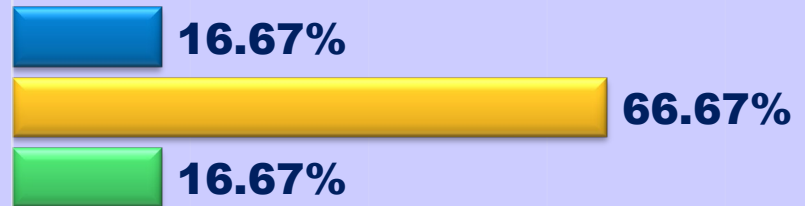
0.00%

0.00%

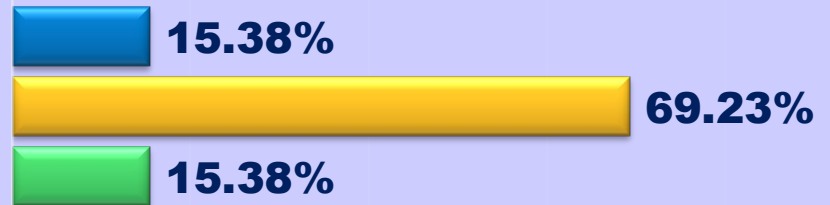
- **9.1 Has and implements written policies or procedural guidelines that govern the program for assessing student learning and performance.**
- **9.2 Reports the results of its assessment of students' learning and performance regularly, accurately, and clearly to the school's community of stakeholders.**
- **9.3 Has leadership and a staff that are committed to, participate, and share in accountability for student learning and performance.**



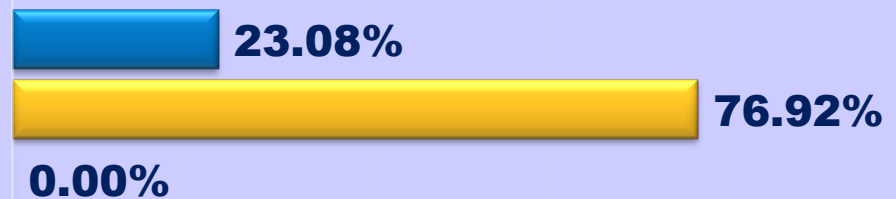
9.6 Making appropriate comparisons regarding the learning of its students and that of comparable local, state, and/or national groups of students.

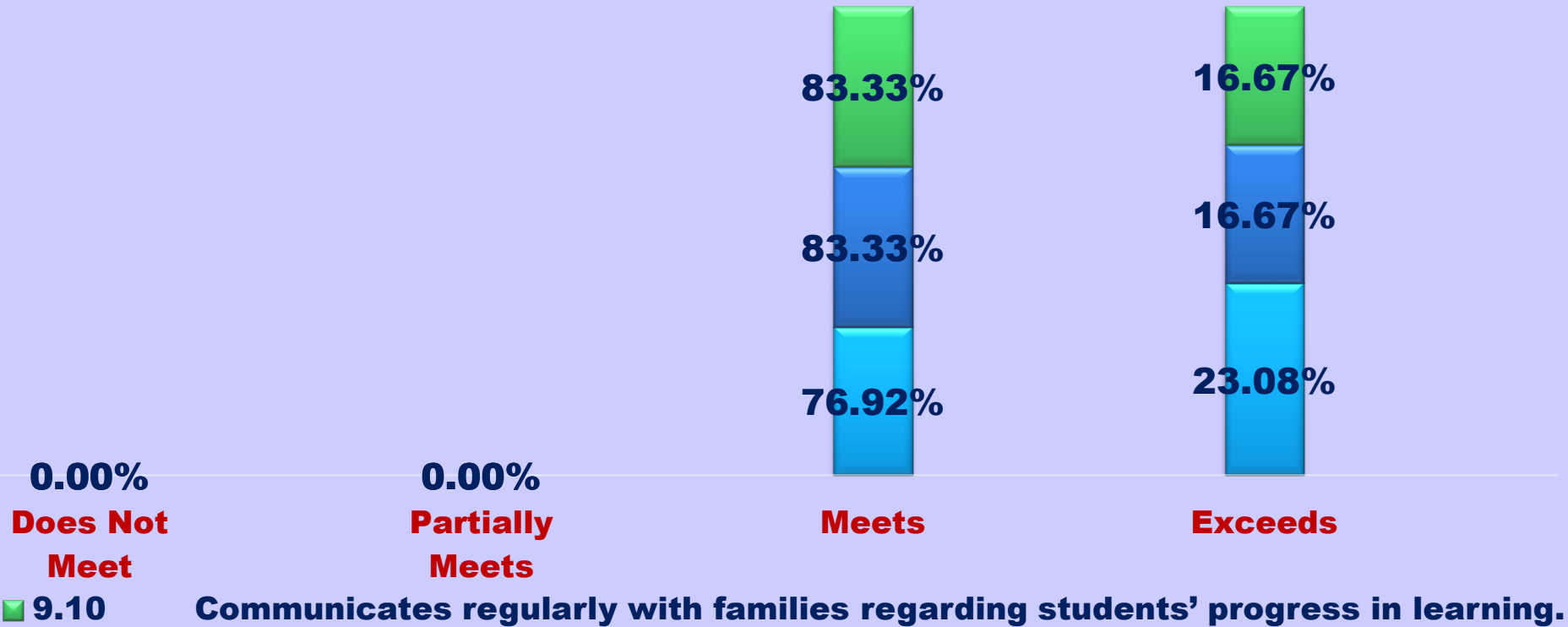


9.5 Monitoring learning by individual students as well as cohorts of students as they move through the school.

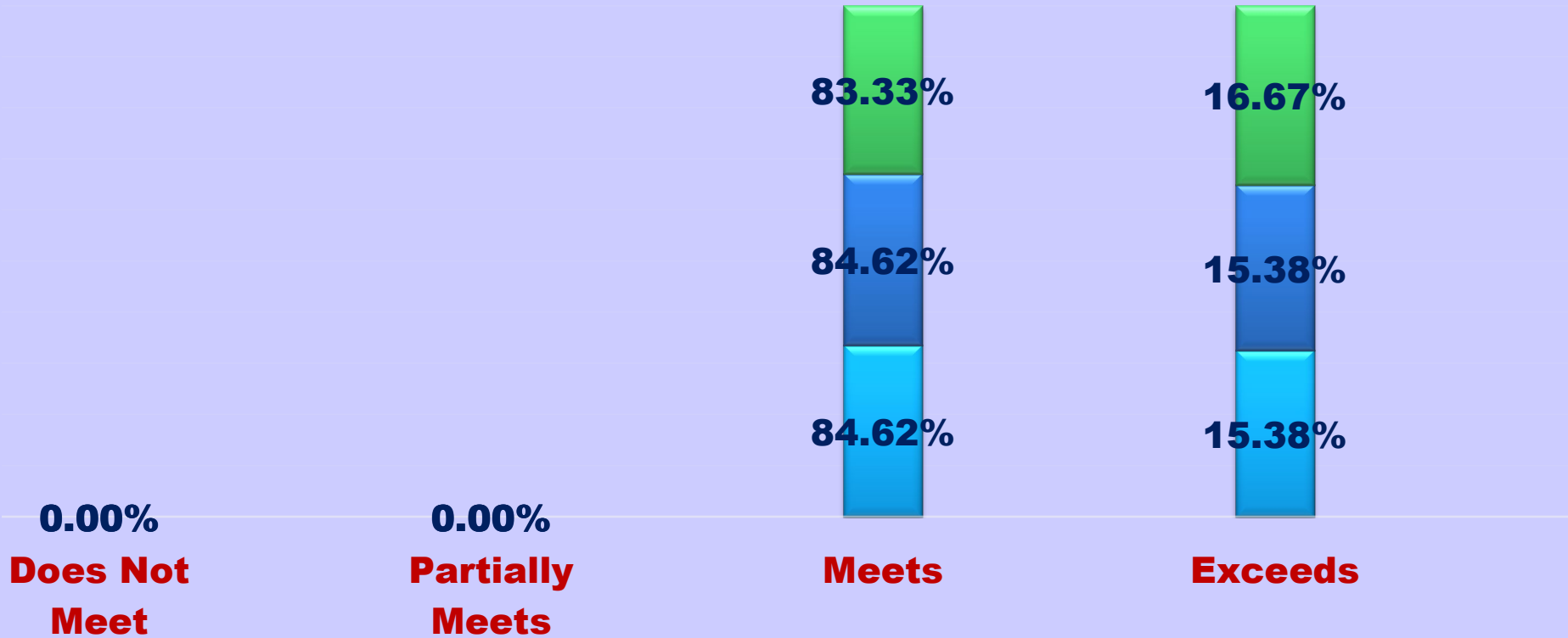


9.4 Evaluating the effectiveness of the school's curricula, instructional methods, professional development program, and student services.

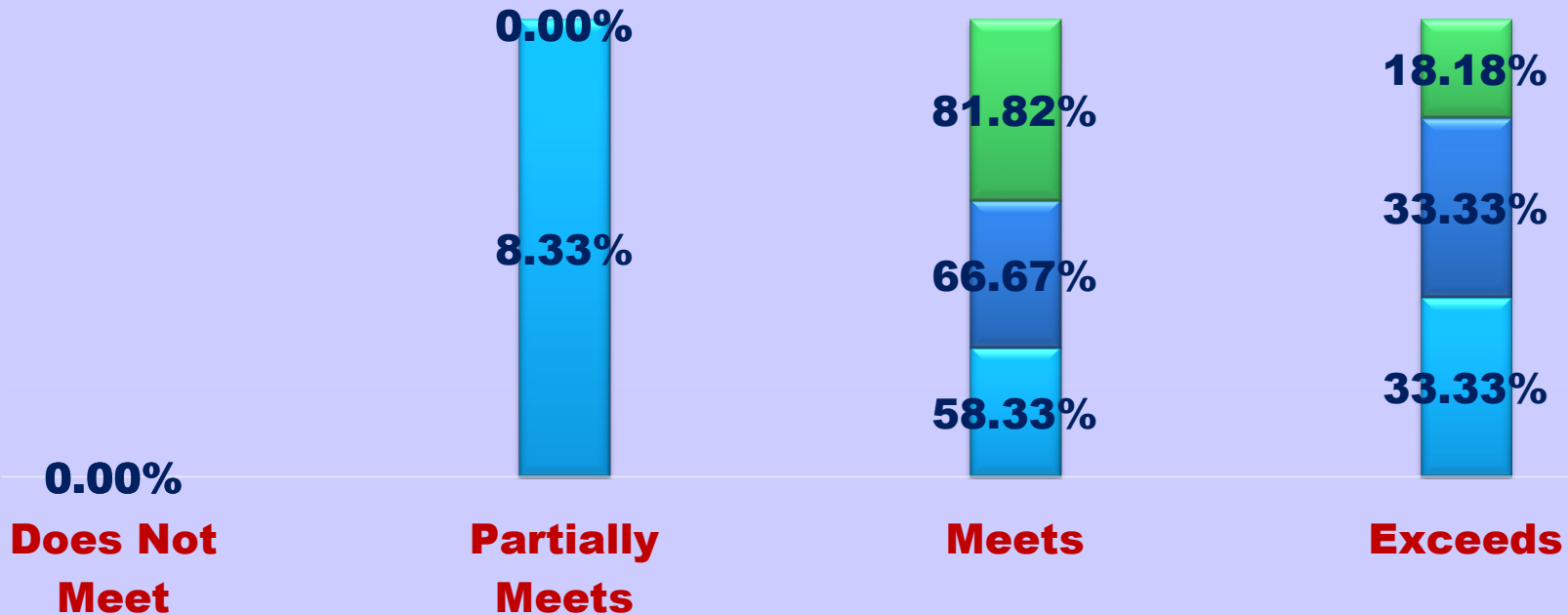




- **9.8** Uses generally accepted standards for the control, use of, and access to records of student learning and performance that meet the requirements of laws governing confidentiality of student records.
- **9.7** Maintains appropriate records of students' learning and performance.



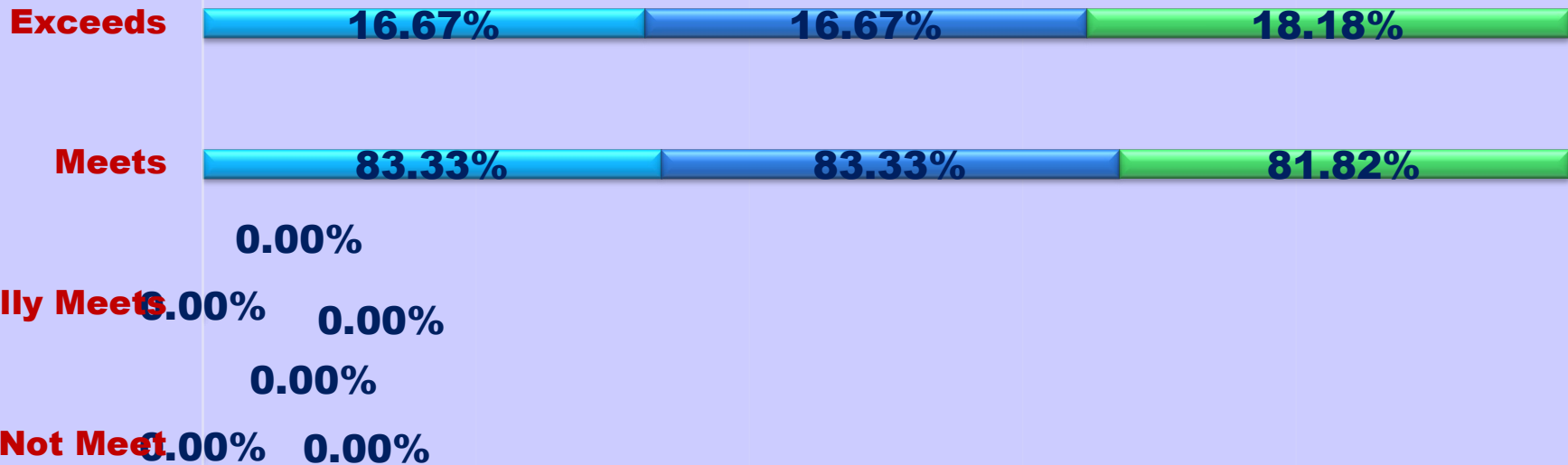
- **9.14 Can be used for making recommendations to families whose children may benefit from further assessment/evaluation.**
- **9.13 Provide data that can inform decisions regarding allocating resources for the components of the school’s educational program.**
- **9.12 Are based on current and reliable research on child development and growth.**



- **11.4** Students, the staff, families, and the community are provided with appropriate opportunities to offer input regarding the school’s student activities.

- **11.2** The school provides non-discriminatory student experiences that are age- and developmentally appropriate and that supplement and enhance the school’s educational program.

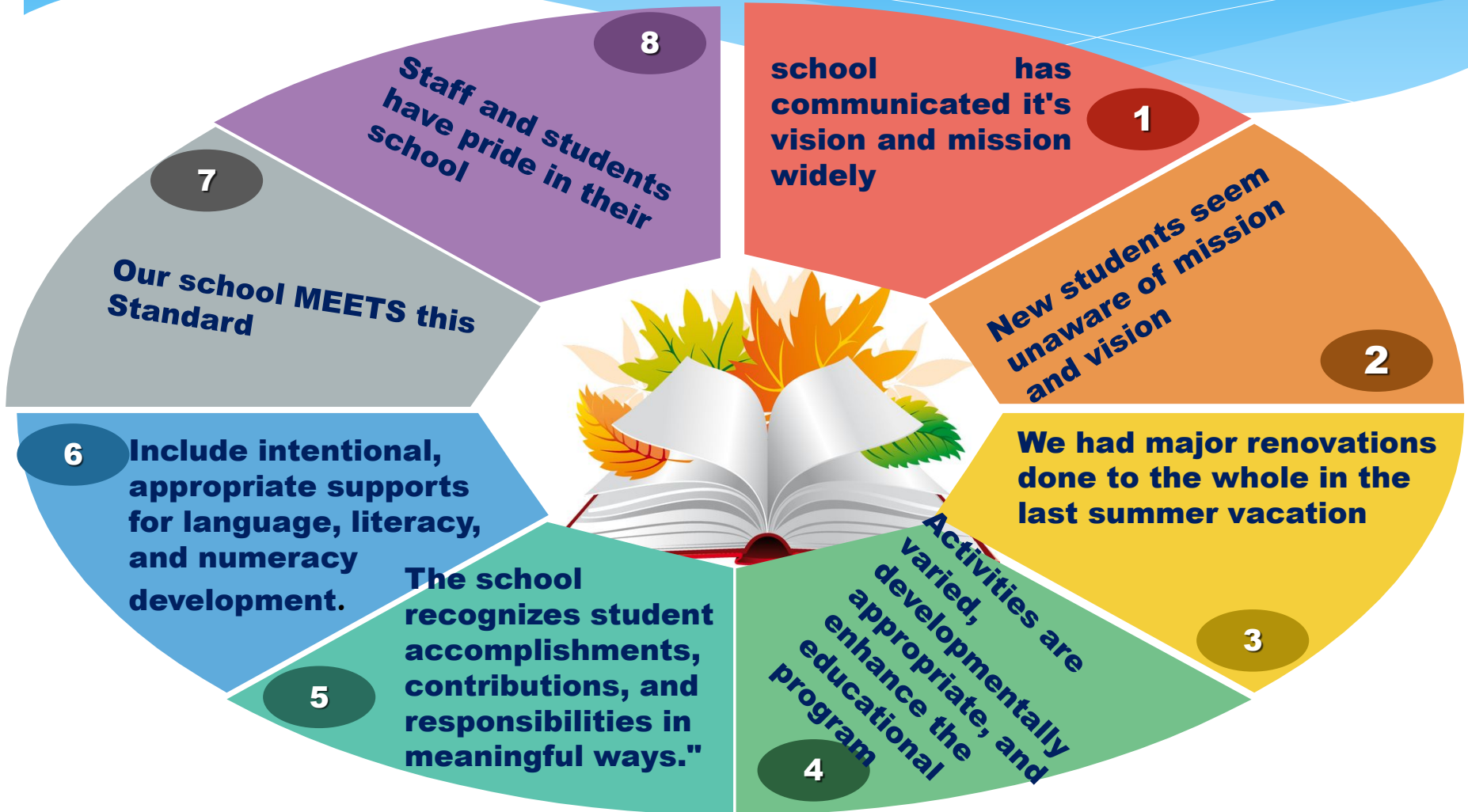
- **11.1** All students are offered opportunities through student experiences to build their skills in handling responsibility, taking initiative, leadership, cooperation, and self-direction.



- 12.6 Reviewed periodically for relevancy, currency, and alignment with the school's curricula and instructional programs.
- 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.
- 12.9 Supportive of the school's plan for growth and improvement of student performance.



COMMENTS OF STAFFS' SURVEY



**THANK
YOU**

