

**INITIAL VISIT
VISITING COMMITTEE REPORT**

INTERNATIONAL SCHOOLS

This form is to be used in conjunction with the *Accreditation Manual: Initial Visit Procedures for International Schools, 2019 Edition*. This form is for use for international schools.

Name of School: King Mongkut's Institute of Technology Ladkrabang
International Demonstration

School Address: Bangkok, Thailand

Grades Reviewed: 6-12

School Enrollment: 316 Dormitory 82

School Type(s): Comprehensive Private Secondary School, grades 6 to 12
Comprehensive, Independent Study, Home Study, Online Distance Learning, etc. (if more than one school type, list approximate percentages)

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	Name	Phone	Email

Initial Visit Team Member(s): Shannon Elizabeth Koga, Head of School

Date of Visit: February 23, 2021 (progressive visit)

Introduction

[Excerpts from School Description, including the school's purpose and schoolwide learner outcomes]

The King Mongkut's Institute of Technology Ladkrabang International's Demonstration School currently serves 316 students in grades 6 through 12 as a coeducational school, non-profit, school. In September 2016, the school was acknowledged by the Office of the Higher Education Commission from Ratchathewi District in Bangkok. The school opening date was August 2017. It was accredited by ONESQA in March, 2019. KMIDS was conceived and developed under the auspices of King Mongkut's Institute of Technology Ladkrabang (KMITL)—a university renowned for technological innovations and advancements. In conjunction with this spirit of innovation, KMIDS stands as Thailand's first STEAM-focused school. In February, 2021 the school will be moving into the phenomenal new "Hi-Tech" building adjacent to the Faculty of Medicine on the KMITL campus.

The school's Mission:

Our mission is simple – to embed a love of learning and help students to capitalize on their potential both inside and outside the classroom. In addition to this, we aim to:

- Be a leading international school in science and technology
- Incubate graduates who are, 'Imaginative, Innovative and Inspired' – the 3 I's.
- Create and develop our challenging educational system.
- Nurture learners with 21st century skills
- Instill among students moral and ethical practices, self-confidence and respect for oneself and others.

The school's Vision is:

"KMIDS is the school of Master of Innovation full of inspiration and imagination." Their mission is to be "a leading international school," who "incubate graduates who are imaginative, innovative and inspired." They further state they "nurture learners with 21st century skills and Instill among students moral and ethical practice, self-confidence and respect for oneself and others.

The philosophy of Education is: " Our educational philosophy is geared around our "Discover Life, Discover Future" mission that ultimately reflects our deeply-rooted ethos and values. As a community, KMIDS is passionate about nurturing students who truly understand their prospects as leaders of tomorrow.

Our 'hands-on' and 'learning-by-doing' approach accurately reflects KMIDS's pedagogy as we continually strive to provide students a platform to share their talents and efforts.

Providing a safe and happy environment where students feel comfortable and open in expressing themselves.” The school has learner outcomes in place and the school is beginning to evaluate them.

The school states: “Our school gender distribution is heavily skewed toward male students, and this is something that the school would like to address in the immediate future through targeted recruitment. All students are quite comfortable with English, and all instruction is conducted in English outside of Thai language and Culture classes. Other than English and Thai, a handful of students are also conversant with Mandarin. The school tests students regularly for English proficiency, including the TOEFL ITP, TOEFL Jr., and MAP Reading and Language Usage.”

The visitors had multiple meetings with the school leadership. Governing Board, Teachers, Students and Parents over several days. This report reflects the synthesis of the visit.

Continuous School Improvement

KMITL provided a very thorough initial visit report, including supporting evidence. During the initial visit there was the opportunity for meaningful dialogue with the stakeholders, observations of students engaged in learning, and examination of additional evidence. The visiting committee found many positive aspects to the school which follow:

Strengths

Organization for Student Learning

A1 The school’s mission is inspiring for the youth of Thailand

A2 The University President has done a remarkable job initiating, leading and guiding the school into a highly positive example of exemplary education in Thailand.

A 2 The Governing Board for their insight to develop an exceptional program which will meet the current and future needs of the school, university and country.

A 3 The school leadership team who have improved the ethos of the school, managed instruction during the pandemic and have planned for the relocation to a new facility on the university campus.

A 4 The Staff are dedicated, as evidenced by the almost 100% retention rate in the last year.

Curriculum, Instruction, and Assessment

B1 The curriculum delivery for its multiple pathways of AP and KMITL to support rigor and global perspectives for learning.

B2 The students and teachers for their passion for learning and intentional engagement in their area of study.

B3 The partnership between the school and the university for their creation of the KMITL Pathway

Support for Student Personal and Academic Growth

C1 The school for developing a caring and responsive atmosphere which students, parents and teachers unanimously call a happy, healthy, and supportive environment.

School Culture and Environment

D 1 The University has provided an excellent facility in order to meet the school's mission.

D1 The dormitory staff for their dedication to the development of the residential program which serves approximately 25% of the student body.

D1 The leadership team, and teachers have promoted both good values and a positive atmosphere in school for the students which includes service learning.

Areas for Improvement

KMIDS has carefully identified areas for further development as a result of preparing for the ACS WASC initial visit. ONESQA has provided commendations and recommendations, many of which have been completed. The visiting committee concurs with these and, in addition, has highlighted particular improvement areas. These suggestions will be important as the school leadership and teachers prioritize the tasks within the school action plan that will be implemented and monitored by the school's formalized follow-up process.

Organization for Student Learning

A 1 The Governing Board, with input from all stakeholders should more clearly define measurable schoolwide learner outcomes, derived from the Mission and Vision.

A 2 The Governing Board must participate in annual training in Board Leadership and in Child Protection Policies/Procedures for the wellbeing of the school.

A6 The leadership team must improve financial tracking and reporting so that the Board and school leaders can be more nimble in their decisions.

A6 The faculty, with leadership team guidance, develop the parent and student stakeholder

involvement for more participation and agreement in the annual strategic school wide action plan.

Curriculum, Instruction, and Assessment

B1 The school focuses on clarity of learning intentions (Lesson Objectives and Essential Questions) to be able to deliver focused teaching to students.

B2 The school should offer a clearly defined professional development program policy to ensure that teachers are fully prepared for the teaching and learning process.

B3 The school aligns the lesson plan objectives, course outlines, and the academic standards with the SLOs to ensure evaluative delivery of the SLOs.

B4 The leadership team, with input from faculty should develop a meaningful program of teacher and staff evaluation which improves academic and social performance for each student.

Support for Student Personal and Academic Growth

C1 The school enhances their socio-emotional and college counseling support system for students.

C 1 The leadership team and faculty provide a long-term plan to provide extensive co-curricular activities.

School Culture and Environment

D1 The Board and leadership team offer more professional development in child protection, and dormitory programming.

D 1 The board and leadership team focus on the evaluation and improvement of the residential program including staff training, and facility improvement.

D 1 The leadership team with input from the faculty must find additional ways to fully utilize the facility to meet the mission of the school.

D1 The leadership team and faculty continue their initiative to focus on student well-being. An extensive social/emotional learning program staffed with qualified members should be expanded.

D2 The leadership team develops opportunities for more parent involvement in the development of the understanding the school wide action plan.

Moving Forward with Continuous Improvement

Collaborative Conversations, Planning, Implementing, Monitoring, and Reassessing

The leadership with input from teachers, staff and other stakeholders must update, implement and monitor the accomplishment of the schoolwide action plan based on the initial visit identified areas for improvement and other areas related to student and school needs. All teachers and staff will know, understand and use the schoolwide action plan as an overarching roadmap to support high quality student learning and well-being. Each section of the schoolwide action plan should include the following elements:

- Statement of areas for improvement that are student-focused
- Rationale for areas of improvement based on self-study findings
- Link to one or more critical student learning needs and schoolwide learner outcomes
- Ways of assessing progress including; student achievement of the critical or major student learner needs, schoolwide learner outcomes, and academic standards
- Means to monitor and report progress
- Who is responsible and involved in the progress towards school improvement
- Specific steps, including professional development
- Timeline
- Resources.

☐ In addition, as the school moves forward with addressing the areas for improvement and the self-study process, the school leadership, teachers, staff, students and parents further:

- Refine and update the student community profile that shows three years of data with noted findings: Who are we? What do we believe? What are the major student learner needs?
- Strengthen the understanding and modeling of the schoolwide learner outcomes to ensure the current and future learning needs of the students are addressed at all ages and there is a promotion of a globally minded culture and an assessment of student progress towards accomplishing these schoolwide learner outcomes.
- This includes explanation of the schoolwide learner outcomes in language appropriate for the developmental level of the students, i.e., elementary and secondary. (What

does it mean to prepare students to be internationally minded or globally competent and ensure there is understanding and commitment of all?

Reference: *Focus on Learning International Edition*, 2020

Category A

Organization for Student Learning

A1. School Purpose Criterion: The school has established a clear vision and mission (purpose) that reflects the beliefs and philosophies of the institution. The purpose is defined further by adopted schoolwide learner outcomes that reflect defined global competencies and form the basis of the educational program for every student.

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Beliefs and Philosophy: The written mission and vision reflects the beliefs and philosophy of the international school and its constituency.

Purpose, Schoolwide Learner Outcomes, and Profile Data: The student/community profile data and identified global competencies have impacted the development of the school's vision, mission, and schoolwide learner outcomes.

Involvement of All: The school has a process for involving representatives of the entire school community in the defining of global competencies and the development/refinement of the core values, mission, vision, and schoolwide learner outcomes.

Consistency of Purpose, Schoolwide Learner Outcomes, and Program: There is a strong degree of consistency between the school core values, vision, mission, the schoolwide learner outcomes, and the school program that reflects the school's explanation of global competencies.

Communication about Vision, Mission, and Schoolwide Learner Outcomes: The school has the means to publicize the purpose and the schoolwide learner outcomes to the students, parents, and other members of the school community.

Regular Review/Revision: The school has a process for regular review/revision of the school's vision, mission, and schoolwide learner outcomes based on current and future learner needs and other local and global trends and conditions.

Visiting Committee Comments: KMIDS was conceived by the King Mongkut University and has been guided by the University President, who also serves as the Board President. Founded in 2017 by the President of KMITL, along with several Deans of Faculty and prominent advisors, KMIDS is located in Ladkrabang, a suburb of Bangkok, Thailand. The intent of the KMIDS is to provide pre-university education to students who wish to study in the sciences. These would particularly be medicine and technology. The school's mission was defined and elaborated by stakeholders of the school. School Mission: Be a leading international school, incubate graduates who are imaginative, innovative, and inspired; create and develop a challenging educational system; and nurture learners with 21st Century skills. This mission has been translated into workable learning outcomes. The new leadership has reinforced the learner outcomes.

A2. Governance Criterion: The governing authority (a) adopts policies which are consistent with the school's mission and vision and support the achievement of the schoolwide learner outcomes, i.e., global competencies, (b) delegates implementation of these policies to the professional staff, and (c) monitors results.

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Written Procedures and Coherent Practices: The governing authority/ownership has written procedures and coherent practices that define their roles and responsibilities.

(Only for Governing Authorities with an Appointed/Elected Board): There are clear policies and procedures with regard to the selection, composition, and specific duties of the governing authority.

Pretraining of Potential Board Members: Individuals who seek board membership or are being considered as appointees by the board will have some form of training in the principles and skills essential to the effectiveness of the international school board.

Relationship to Professional Staff: There is clear understanding about the relationship between the governing authority and the responsibilities of the professional staff. The governing authority limits its actions to policy making and strategic planning — authorizing the administration to implement its decisions.

Relationship of Policies: The governing authority's policies and financial/educational plans are directly connected to the school's vision, mission, and schoolwide learner outcomes that focus on student achievement of global competencies and the governing authority is involved in their regular review and refinement.

Involvement of Governing Authority: The governing authority is involved in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes. The governing authority uses a variety of strategies to remain current in research-based knowledge about effective schools.

Professional Development of Governing Authority/Ownership: Governing authority/ownership will participate in professional development that will enhance their knowledge and skills essential to effective international school governance. The governing authority/ownership uses a variety of strategies to remain current in research-based knowledge about effective schools.

School Community Understanding: The school community understands the governing authority's role.

Stakeholder Involvement: The governing authority/ownership consistently seeks and considers the stakeholders views and gains in-depth knowledge about the school.

Board's Evaluation/Monitoring Procedures: There is clarity of the evaluation and monitoring procedures carried out by the governing board, including the review of student performance, overall school programs and operations, and the fiscal health of the school.

Complaint and Conflict Resolution Procedures: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

Evaluation Procedures: The governing authority has clearly defined procedures for the evaluation of the school leadership, i.e., Head of School.

Evaluation of Governing Authority: The governing authority evaluates its processes and procedures.

Visiting Committee Comments: The governing body of the school, consisting of the governing, executive and personnel board meets monthly. It provides direction for the school, reviewing budget, major initiatives and personnel. The school could profit from greater stakeholder involvement. The Board is active in the positive development of the school and has invested heavily in the facility and personnel of the school in order to foster development and growth. The Board, mainly composed of professors from the university, are highly skilled. They could achieve more efficiency if Board training were provided. The Board, for example, could set the budget and supervise the faculty and staff for its implementation.

A3. School Leadership Criterion: The school leadership (1) makes decisions to facilitate actions that focus the energies of the school on student achievement of the schoolwide learner outcomes, i.e., global competencies; (2) empowers the staff; and (3) encourages commitment, participation, and shared accountability for student learning in a global environment.

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Defined Responsibilities, Practices, etc.: The school has administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Existing Structures: The school has existing structures for internal communication, planning, and conflict resolution.

Involvement of Staff: The school leadership has processes and procedures for involving staff in shared responsibility, collaborative structures and actions, and accountability to focus ongoing improvement on teaching and learning that supports student learning and teaching in a global environment.

Evaluation of Existing Processes: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning and global citizenship.

Child Protection: The school has clearly defined leadership responsibilities for child safety and duty of care.

Interconnectedness of the School to the World: The school leadership involves staff in assessing the school's interconnectedness to the world to promote a globally minded culture.

Visiting Committee Comments:

The current school leadership team has energetically reinvigorated the school. Parents, including alumni, strongly support the new direction. The leadership team has made crucial, and difficult decisions to strategically balance staff employment with enrollment. Students are supportive of the caring, nurturing atmosphere fostered by the leadership team and comment about the positive support they have received.

A4. Staff Criterion: The school leadership and staff are qualified for their assigned responsibilities, are committed to the school's purpose and engage in ongoing professional development that promotes student learning in a global society.

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Employment Policies/Practices: The school has clear employment policies/practices related to the qualification requirements of staff.

Qualifications of Staff: The school reviews all information regarding staff background, training, and preparation, including international expertise.

Child Protection: The school has recruitment policies and executes rigorous recruitment procedures that ensure all employees and volunteers are of sound moral character and are suitable people to work with children and young adults. These procedures may include criminal records/background checks, training, and/or other such means as may be suitable.

The school has developed and adopted a code of conduct and written guidelines for appropriate behavior of adults towards children and children towards other children. All faculty, staff, volunteers and contractors agree to abide by this code of conduct.

The school provides training for all faculty and staff in the implementation of child protection policies.

Maximum Use of Staff Expertise: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and specialized programs so that the expertise of the staff members is maximized in relation to the impact on quality student learning.

Defining and Understanding Practices/Relationships: The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Staff Actions/Accountability to Support Learning: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, and group presentations.

Support of Professional Development: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the schoolwide learner outcomes. Teachers are involved in experiences such as visits, exchanges, and professional development to strengthen their understanding of global competencies.

The school supports professional learning of the staff members that develops their use of important skills that are inherent in developing the global competencies of the students; these include collaboration, communication, creativity, and problem solving.

Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff in 21st century skills and thinking. Teachers regularly reflect on their approaches to develop global competencies in the students.

Measurable Effect of Professional Development: There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

Visiting Committee Comments: There is a low pupil teacher ratio which provides individualized instruction. Almost all of the staff have Masters Degrees. The originally high attrition rate has been reduced to roughly 7%. All faculty are native English speakers. There appears to be good supervision. The school states: "A clearly stated, comprehensive professional development program, including salary adjustment and evaluation, linked to resource allocation which is in turn linked to student learning outcomes, is one of the main goals of our initial Action Plan." As a relatively new school there are issues which surround remuneration, and maturing of the

curriculum. Although the board provides professional development, it could be more tightly directed by the school leadership focusing on continuous improvement.

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A5. School Improvement Process Criterion: The school leadership facilitates school improvement which (a) is driven by plans of action that will enhance quality learning for all students, (b) has school community support and involvement, (c) effectively guides the work of the school, and (d) provides for accountability through monitoring of the schoolwide action plan.

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Broad-Based and Collaborative: The school's planning process is broad-based, collaborative, and has commitment of the stakeholders, including the staff, students, and parents.

School Plan Correlated to Student Learning: The school's action plan is directly correlated to the analysis of student achievement data about the critical student learning needs, schoolwide learner outcomes, and academic standards.

Systems Alignment: Within the school there is evidence of systems alignment in areas such as professional goals, teacher evaluation, and strategic planning for the purpose of ongoing school improvement.

Correlation between All Resources, Schoolwide Learner Outcomes, and Action Plan: There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the schoolwide action plan.

Visiting Committee Comments: There is a robust system in place to develop the ongoing improvement of the school. The action items are directly related to identified learning needs of the students. Data analysis is appropriate and there appears good stakeholder involvement in academic achievement goal setting. There continues to be a need to more fully advertise and explain the Schoolwide Action Plan.

A6. Resources Criterion: The resources available to the school are sufficient to sustain the school program and are effectively used to carry out the school's purpose and student achievement of the schoolwide learner outcomes, i.e., global competencies.

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Allocation Decisions: There is a relationship between the decisions about resource allocations, the school's vision, mission, and student achievement of the schoolwide learner outcomes and the academic standards. The school leadership and staff are involved in the resource allocation decisions.

Practices: The school develops an annual budget, has an annual audit, and at all times conducts quality business and accounting practices, including protections against mishandling of institutional funds.

Facilities: The school's facilities are adequate, safe, functional, and well-maintained and support the school's mission, desired learner goals, and educational program.

Child Protection: Due regard is given to building and facility design, layout and use to ensure best practice in child safety and protection.

Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Well-Qualified Staff: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college/career.

Visiting Committee Comments: The KMIDS facility is part of the university. The main classrooms are found in one new building, while some ancillary facilities such as the swimming pool are part of the larger campus. The school has been adequately funded by the university having developed an initial 15-year plan. This plan has been further refined to annual enrollment expectations. For example, with the current 320 enrollment the projection for the 21-22 school year was 400 but adjusted down to 380. The school's

capacity is between 700 and 800 students. The school leadership reports that when initiatives are presented to the governing board, such as the addition of the AP program, there has been 100% support by the board. The school reports that 68.55% of the budget is devoted to personnel. Systems need to be developed which will enable the administration to more nimbly allocate resources to a changing educational need. As the new facility opens and there is more use of the shared university facility, child protection procedures will need to be refined.

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A7. Resource Planning Criterion: The governing authority and the school leadership execute responsible resource planning for the future.

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Long-range Resource Plan: The governing authority and the school has developed and implemented a long-range resource plan. The governing authority and the school have a process for regular examination of this plan to ensure the continual availability of appropriate resources that support the school's vision, mission, and student learning of schoolwide learner outcomes and academic standards.

Use of Research and Information: The governing authority and the school use research and information to form the master resource plan.

Involvement of Stakeholders: Stakeholders are involved in the future planning.

Informing: The governing authority and school leaders are involved in informing the public and appropriate governmental authorities about the financial needs of the organization.

Marketing Strategies: The school has marketing strategies to support the implementation of the developmental program.

Visiting Committee Comments: The initial 15-year strategic financial plan will need to be revised with the changing demographics as a result of the pandemic. The new secondary school facility is located adjacent to the Faculty of Medicine and the entire community is positively anticipating the imminent move. University long range planning has been conducted well. There is an immediate need to provide improved residential facilities closer to the main campus which meets international standards.

Category B

Curriculum, Instruction, and Assessment

B1. What Students Learn Criterion: The school provides a challenging, coherent, and relevant international curriculum for each student that fulfills the school's purpose and results in student achievement of the schoolwide learner outcomes through successful completion of any course of study offered.

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Current Educational Research and Thinking: The comprehensive and sequential documented international curriculum is modified as needed to address current educational research; other relevant community, national, and international issues; and the needs of all students.

Academic Standards for Each Area: The school provides a comprehensive and sequential documented international curriculum that is articulated within and across grade levels for the improvement of programs, learning, and teaching.

Embedded Global Perspectives: The school leadership and certificated staff ensure that global competencies, perspectives, and issues are embedded within the curricular areas.

Congruence: There is congruence between the actual concepts and skills taught, the academic standards, and the schoolwide learner outcomes.

Student Work — Engagement in Learning: The school's examination of representative samples of student work show consistent critical analysis and application of thought in different contexts. Observation of student engagement in learning demonstrates students' awareness of their own learning as well as the purpose of the work connected to a standards-based curriculum and the schoolwide learner outcomes.

Accessibility of All Students to Curriculum: A rigorous, relevant, and coherent curriculum that prepares students to be global citizens is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for all students toward achieving the standards.

Acceptable Student Achievement: The school identifies and defines performance indicators in order to monitor acceptable student progress toward achievement of the academic standards and the schoolwide learner outcomes.

Integration among Disciplines: There is integration among disciplines at the school and, if applicable, integration of outsourced curriculum into the program for which curricular integrity, reliability, and security is maintained.

Curricular Review, Revision, and Evaluation: The school assesses its curriculum review, evaluation, and review processes for each program area, including graduation requirements, credits, grading policies, and homework policy, to determine the impact of these on providing a challenging, coherent, and relevant curriculum for all students.

Collaborative Work: The administrators and teachers use various collaborative strategies to examine curriculum design and student work in order to refine lessons, units, and/or courses.

Policies — Rigorous, Relevant, Coherent Curriculum: The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, use of technology, etc.

Articulation and Follow-up Studies: The school conducts student follow-up studies that provide insight to the effectiveness of the instruction to prepare students for pursuing further education, entering the workforce, or meeting their personal goals.

Visiting Committee Comments: The school has a clear academic focus to its mission and vision supported by its parent university. Rigor is seen in its adoption of AP and KMITL Pathways allowing students to progress in various academic pursuits. Global perspectives and relevant topics are utilized to support student learning and support integration of technology and humanities. Instruction within technology and mathematics classes incorporate some language acquisition strategies, supporting student language

development. Teaching and learning is defined by curricular standards of NGSS, Carnegie Mellon, Common Core and others and supports the ELOs of the school.

B2. How Students Learn Criterion: The professional staff (a) uses research-based knowledge about teaching and learning, and (b) designs and implements a variety of learning experiences that actively engage students at a high level of learning consistent with the school's purpose and schoolwide learner outcomes.

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Research-based Knowledge: The administrators and teachers use a variety of strategies to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning. All students regardless of background and ability are actively involved in the learning based on the schoolwide learner outcomes and academic standards.

Planning Processes: The planning processes, including the use of formative assessment results, focus on the engagement of all student activity at a high level of learning consistent with the academic standards and schoolwide learner outcomes, i.e., global competencies.

Professional Collaboration: Administrators and teachers use various collaborative strategies to examine curricular design and student work to improve learning and teaching, including demonstrating critical thinking, problem-solving, knowledge, and application. This would include examples of the selection of the instructional approaches based on the learning purpose(s) desired.

Professional Development: The school uses ongoing professional development to enhance the curriculum and improve learning and teaching. This includes learning through worldwide partnerships with other teachers and schools.

Challenging and Varied Instructional Strategies: The teachers strengthen student understanding and achievement of the learning outcomes, including targeted global competences, through the use of a variety of instructional strategies that are selected on the basis of the learning purpose(s) and effectively engage students at a high level of learning. This includes the integration of multimedia and technology as appropriate and the linking of students' experiences to the world.

Technological Integration: Teachers systematically integrate technology within the school so that all students develop a wide range of technological skills.

Evidence of Results based upon Challenging Learning Experiences: Students working and their work demonstrate critical and creative thinking, problem solving, knowledge attainment, and application skills.

Student Understanding of Learning Expectations: The students know the standards/expected performance levels for each area of study.

Student Perceptions: Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

Student Needs: Teachers address student needs through the instructional approaches used.

Student Use of Resources: Students use resources for learning beyond the limits of the textbook such as effective use of collaborative activities, technology, library/media resources and community resources, and information from various cultures and languages.

Visiting Committee Comments: The school follows a hands-on, "learning by doing" approach which can be seen in relevant and impactful content and examples. Formative assessments inform teacher instruction and students have ownership of their learning. Teachers provide support for student learning both within and outside of lesson instruction. As currently online, technology based lessons are the way of instruction. Differentiation of students' needs is defined through the different English classes of ELA and Literature as well as Math tracking.

B3. How Assessment is Used Criterion — Reporting and Accountability Processes: The school leadership and staff

use effective assessment processes to collect, disaggregate, analyze and report school performance data to all stakeholders about student progress toward accomplishing the schoolwide learner outcomes and academic standards. The analysis of the data guides the school's programs and processes, the allocation and usage of sources, and forms the basis for the development of the action plan.

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report school performance data to appropriate stakeholders.

Basis for Determination of Performance Levels: The school leadership and instructional staff determine the basis for students' grades, growth and performance levels to ensure consistency across and within grade levels and content levels.

Modifications based on Assessment Results: The school uses assessment results to modify the school program, professional development activities, and make decisions about resource allocations to demonstrate a results-driven continuous process.

Monitoring of Student Growth: The school has an effective system to monitor all students' progress toward meeting the academic standards and schoolwide learner outcomes.

Reporting Student Progress: There are effective processes to inform the board, parents, and other stakeholders about student progress toward achieving the academic standards and the schoolwide learner outcomes, i.e., global competencies.

Security Systems: The school employs security systems that maintain the integrity of the assessment process.

Visiting Committee Comments:

Formative assessment regularly occurs in the classes utilized to measure content understanding. In addition, MAP data analysis and usage defines individualized student needs and provides the basis for longitudinal student growth measurement. TOEFL scores places students in differentiated English level classes. Student performance results define student aptitude for the KMITL pathway and AP courses.

B4. How Assessment is Used Criterion — Classroom Assessment Strategies: Teacher and student uses of assessment are frequent and integrated into the learning/teaching process. The assessment results are the basis for (a) measurement of each student’s progress toward the schoolwide learner outcomes and academic standards; and (b) regular evaluation, modification, and improvement of curriculum and instructional approaches to support the educational progress of every student.

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Appropriate Assessment Strategies: The teachers regularly use appropriate assessment strategies to measure student progress toward acquiring understanding of a specific body of knowledge or skills, such as critical thinking and communication skills; examples of assessment strategies include essays, portfolios, individual or group projects, tests, etc. (This includes the global competency areas of students being able to investigate the world, recognize multiple perspectives, communicate ideas effectively to diverse groups, and take action to improve the situation.)

Demonstration of Student Achievement: A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes, including those with special needs.

Modification/Decisions based on Assessment Data: Assessment data is collected and analyzed and used to make changes and decisions about curriculum, instruction, professional development activities, and resource allocation. Teachers modify and revise the curriculum and instruction as a result of student assessment, both collectively and individually.

Teacher Feedback to Students: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning targets, academic standards and schoolwide learner outcomes.

Visiting Committee Comments:

Student understanding of what they are learning was clearly articulated, as was what they needed to do next in their learning in the class. Students were not always sure of what it meant to be successful in their learning in a particular class. Teacher usage of formative assessment either as a task during the lesson or as an exit ticket was visible in most lessons. TOEFL and MAP scores show longitudinal growth.

Category C

Support for Student Personal and Academic Growth

C1. Student Connectedness Criterion — Personal and Academic: Students are connected to a system of support services, activities, and opportunities at the school and within the community that meet the challenges of the curricular and co-curricular programs in order to achieve the schoolwide learner outcomes.

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Adequate Personalized Support: The school has available adequate services, including intervention and referral services, to support all students in such areas as health, career and personal counseling, and academic assistance. There is appropriate application of assessment tools and processes for determining interventions.

Strategies Used for Student Growth/Development: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

Support Services and Learning: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students.

Co-Curricular Activities: School leadership and staff link curricular and co-curricular activities to the academic standards and schoolwide learner outcomes, i.e., global competencies. Students have the opportunity to communicate with diverse audiences locally and worldwide. Students contribute to local and/or global actions and service opportunities.

Student Involvement in Curricular/Co-Curricular Activities: The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services. This includes students involved in projects on global issues, joining networks, and exchanges.

Student Perceptions: The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.

Visiting Committee Comments:

Students, parents and teachers unanimously state that the atmosphere is happy, healthy and supportive. While the school counselor is a person of “great advice” and peers and teachers provide many opportunities for students to grow and learn, the support system is very short staffed.

While co-curricular activities are highly successful, they are very academic or technical in nature; parents and teachers desire more and a well-rounded set of offerings.

Category D

School Culture and Environment

D1. School Environment and Child Protection Criterion: The school has a safe, healthy, nurturing environment that reflects the school's purpose and is characterized by respect for differences, trust, caring, professionalism, support, and high expectations for each student.

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Caring, Concern, High Expectations: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual and cultural differences.

Student Self-Esteem: The school fosters student self-esteem through high expectations for each student and recognition of successes.

Collaborative Culture of Mutual Respect, Inquiry and Communication: A collaborative culture of mutual respect, inquiry and effective communication among and between staff, students, and parents is evident. There is understanding of the importance of cross-cultural communication in improving teaching, learning, and management.

Teacher Support and Encouragement: There is a culture that provides support and encouragement for teachers to use innovative approaches to enhance student learning.

Safe, Clean, and Orderly Environment: The school has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

Child Protection: The school has developed and adopted an appropriate definition of child abuse including physical, emotional or sexual abuse, sexual exploitation, neglect and commercial exploitation and inappropriate behavior of children towards other children.

The school has specific child protection policies, practices and faculty and staff training programs to ensure the safety and welfare of all students within boarding facilities, homestay and residential arrangements and on excursions, trips and student exchanges. These policies and practices are reviewed regularly.

The school has a scheduled program of regular, systematic professional training for volunteers, contractors, faculty and staff on student safeguarding, child abuse prevention, recognition, intervention and reporting.

The school has in place formal learning programs through the school experience related to child protection.

The school has developed structured procedures for reporting suspected or disclosed maltreatment or abuse and adopts a formal policy identifying actions to be taken, including informing appropriate authorities.

The school is cognizant of cultural expectations and complies with the legal and ethical expectations and requirements regarding child abuse within the country in which it operates.

Visiting Committee Comments: The brand new facility is designed to engage students in learning. The school has an active counseling program which supplements the weekly pastoral care program. EduCare is used to provide safeguarding protection programs. All faculty are engaged in learning modules. There is a need to further provide training in anti-bullying, and implementation of child protection policies and social emotional learning.

D2. Parent/Community Involvement Criterion: The school leadership employs a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students.

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Regular Parent Involvement: The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the learning/teaching process for all programs. The school involves non-English speaking parents and/or online parents.

Use of Community Resources: The school uses community resources of the host country to support students such as professional services, partnerships, speakers, etc.

Parent/Community and Student Achievement: The school ensures that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program. The school works with the parents to help them understand the focus on global competencies and their involvement as partners in the learning.

Visiting Committee Comments: The representative group of 16 parents were enthusiastic when describing the school. Many selected the school because it was founded by the University. The parents indicated that their children were positively anticipating the new building, and hoped that the quality of the instruction would keep moving forward. The parents were enthusiastic about both the new leadership and the faculty whom they said were "very professional." They encouraged the school to reach out and develop connections with other schools abroad and internships as well as more co-curricular activities/competitions for the students. A consistent communication scheme will further promote good support from the parents.

Category E:

Standards (for ACS WASC/ONESQA Schools Only)

The Quality Assessment of the Thai Language and Thai Studies Programme for International Schools in Thailand on the 4th Round of the ONESQA and the Joint Accreditation between the ONESQA and Overseas Accreditation Agencies

Domain 1: Language and Communication

1.1) Listening and oral skills for Thai speaking students: Thai speaking students communicate information effectively and apply communication skills in real-life settings in relation to the learning standards.

1.2) Reading skills for Thai speaking students: Thai speaking students can read effectively in relation to the learning standards of their grade levels. They read various types of reading materials and apply their learning in real-life settings.

1.3) Writing skills for Thai speaking students: Thai speaking students can effectively write to communicate their ideas, to give out information in relation to the learning standards of their grade levels.

1.4) Language and communication skills for non-Thai speaking students: Non-Thai speaking students

demonstrate conversational skills in relation to the expectation of their language levels.

Domain 2: Thai Studies

- 2.1) Thai cultural studies for Thai speaking students: Thai speaking students demonstrate knowledge and appreciation of Thai cultural, social values and indigenous wisdom and appropriately apply their cultural learning experiences in real life settings.
- 2.2) Thai history and governance for Thai speaking students: Thai speaking students demonstrate the knowledge and understanding of the development of the Thai nation from past to present and the Thai governance under the constitutional monarchy.
- 2.3) Thai geography and environments: Thai students demonstrate knowledge and understanding of the relationship between people and geographical environments and the importance of the conservation of the environments and natural resources.
- 2.4) Thai cultural studies for non-Thai speaking students: Students demonstrate knowledge and understanding of Thai cultural, social values in relation to the learning standards and appropriately apply their cultural learning experiences in real life situations.

Domain 3: Learners' Attributes

- 3.1) Positive learning attitudes: Students demonstrate positive attitudes and enthusiastically participate in learning Thai language and Thai studies.
- 3.2) Desirable characteristics: Students exhibit desirable characteristics and appropriate social values.

The KMIDS was evaluated with ONESQA Standards by the Ministry of Education in March, 2019. The report states: "KMIDS curriculum is tailored to satisfy the university requirements of the US and Thailand. This curriculum is expected to produce graduates who are well-equipped with the essential life skills of the 21st century such as: creativity, critical thinking, collaboration, communication, and other capabilities to successfully hurdle the rapidly changing world. Furthermore, the students will also get opportunities to take stimulating elective courses offered by experienced KMITL lecturers as well as participate in research of the KMITL faculties.

Currently, KMIDS occupies the back wing of the KMITL Convention Hall with an area of 7,778 square meters. The KMITL main has access to the following: Central Library, computer labs, banks, sport facilities, and student dormitory. KMIDS, however, expects to be relocated to a High-tech Building in August 2020 with an expected functional area of 27,000 square meters."

The report summarized 33 items of significant commendation and 20 items of recommendation. These are indicated below. Continued improvement must be made in areas of: (2) Budget efficiency, (6) Data driven analysis and curricular improvement, (8) PD school wide improvement, (16) student activities tied to mission, and (20) with the new facility, child protection procedures refined.

Schoolwide Areas of Strength

1. KMIDS governing body has well defined roles and responsibilities with a process that ensures all actions and decisions jive and harmonize with the responsibilities, code of ethics as well as free of conflict of interest.
2. The Board functions as a cohesive unit so that there is high compliance with regard to laws, policies, regulations, and procedures.
3. The school ensures that the co-curricular activities were designed to align with the comprehensive set of SLO and the academic standards.
4. The school is affiliated with KMITL which brings in unimaginable benefits in terms of facility and faculty support which will greatly contribute to student learning and school mission.
5. The school develops the specific curriculum that envisions to continuously enhance the learner toward being the master of innovation.
6. The school has promoted the SLO in all activities and created the SLO rubrics for the purpose of assessment vis-à-vis the mission and academic standards.
7. The school has developed into various ventures such as: being a STEM school, collaborations with KMITL and other international schools for the sake of academic cooperation.
8. The school has made possible additional opportunities and co-curricular activities such as science fair, robotic competitions, math challenge, week without walls, and many more for the mission and SLO.
9. The school leaders and staff align their decisions and actions toward continuous improvement and highly support professional growth, innovation, collaboration, and shared leadership.
10. KMIDS has developed its five-year strategic plan based on the results of SWOT/TOWS analysis.
11. The school conducts parent workshops such as Digital Literacy, Map Testing, TCAS, PSAT, Renweb, USO, WRO, etc. for high involvement.
12. The school has professional development training that are calendared (in-service days) and reflected in the Schoolwide Action Plan “throughout the year.”
13. The school leadership team has well developed recruitment and selection processes with rigorous criteria.
14. KMIDS offered many teaching learning strategies, well equipped with advanced material, to allow the students to experience advanced technology.
15. KMIDS regularly informs teachers of the SLO and has supported that teaching methods and learning techniques must be implemented in and out of the classrooms for the SLO and mission achievement.

16. At the beginning of each year, the school requires all teachers to submit the course outlines and lesson plans plus the scope and sequence documents.
17. The school curriculum reviews make use of the results of the various assessment approaches such as MAP, PSAT, domestic grading system, rubrics, TOEFL, and observations.
18. Differentiation approach has been used by the majority of the teachers to assist the struggling students with supplemental classes in math and English plus academic support classes for failing students.
19. KMIDS teachers have preserved student products as exhibits such as essays, display boards, models, and other documented student works that are submitted quarterly, some of which are accessible in the KIDS shared folder.
20. The school makes use of the MAP results as the basis for the regularly conducted teachers training and to enhance student learning.
21. The web-based system called RenWeb where parents and students can log in to access student academic status and the quarterly parent-teacher conference massively support student learning.
22. Teachers provide feedback to students and are available to serve them especially when they have questions about their class and/or even complaints about the grading transparency.
23. The school has tremendous resources and strategies that support student learning, safety, and student well-being.
24. KMIDS enjoys the MoU collaborative links and access with KMITL and its Library (especially the Destiny Program) as well as the faculty expertise.
25. The school lends high support to teachers in terms of IT and procurement of materials especially affecting the instructional activities such as printers in all areas.
26. The school offers in-house and external support in abundance for students' academic growth.
27. KMIDS adopts the research-based strategy that reflects the demonstration school philosophy. The student performance report has been focused via this strategy and makes use of its result to revise/review the teaching-learning/curriculum.
28. KIMIDS views community service activities as a component of the written curriculum and has positioned the Student Services Office to have a major role in consulting, organizing, and cooperating with external organizations.
29. The school has a written curriculum that contains targeted student competencies and SLO bullets or competencies that parents can assess and students can self-assess themselves with the help of the rubrics.
30. KMIDS collaborates with KMITL through the involvement of its professors in student activities and clubs.
31. The adoption of the STEM from Carnegie Mellon Robotics Academy pretty will enhance the essential skills and competencies such as: critical thinking, analytical

thinking, creativity, problem solving, communication, and presentation skills.

Whereas, life skills enhancement is designed via a variety of student activities.

32. The school gives time to students to celebrate local and international cultures such as the Wai Kru (teacher appreciation), Loy Krathong (honoring the environment), Christmas Talent Show, plus college prep activities, group seminars, classroom guidance sessions such as study skills, bullying solving, conflict resolution, and others.
33. The school helps students to have holistic development, focus and concentration by holding Mindful Morning Session each morning, yearly Life Skills Camp, and the health classes.

***Schoolwide Critical Areas to Follow Up**

1. KMIDS has to get the curriculum approved by the MOE, as soon as possible, to allow the first batch of the Graduates to be eligible to receive the high school diploma.
2. The budget allocation should reflect to the department level especially the academic department should be able to identify their budget requirement which later they can manage their own budget effectively.
3. The Action Plan 2019, that derived from a 5-year Strategic Plan, must be monitored and revised if it is necessary as it is the first KMIDS Action Plan.
4. KMIDS needs to further refine the curriculum standards and SLO that may trickle down to the creation of departmental SLO.
5. Conduct curriculum alignment analysis and refine the curriculum mapping to ensure high student learning and SLO integration.
6. Develop a longitudinal performance report of each student between core subject grades and other external assessment results such as TOEFL and MAP to check the student progress over time.
7. Create more awareness of the mission statement and SLO among the stakeholders.
8. Offer more on- and off-campus professional development opportunities, equally for both foreign and Thai academic staff, that are designed to meet the student learning needs and are identified through a thorough assessment survey.
9. KMIDS must continue to refine the curriculum by conducting curriculum analysis vis-à-vis the student performance analysis in order to set up a plan with vertical articulation to have well-defined instructional units and comprehensive academic standards.
10. The school must motivate and require teachers to use various research-based teaching strategies that lead to high student engagement especially involving differentiated instruction.
11. The school administration must plan and ensure tight alignment between the professional development training/workshop with the student needs, SLO, school action plan, and school mission.
12. The school must offer focused professional development to teachers based on research results, analysis of available student assessment data to better accomplish the SLO.
13. The administration must have frequent checks on the tight alignment between course outlines and the in-class assessments.
14. The school must conduct a study to analyze and align the lesson plan objectives, course outlines, and the academic standards.
15. KMIDS must involve students in evaluating crucial students curricular and co-curricular and non-curricular activities with frequent student satisfaction surveys. The utilization of its result should be more implemented.
16. The school must have a long-term plan of student activities with a handbook as well as evaluation of the long-term impact on student well-being and community.
17. The school should continue doing research, conduct a longitudinal research or study on the effect of the multifarious student activities on student class

performance and SLO.

18. The school leadership conducts regular assessment to check the progress of the students as regards the SLO and expected competency, but the utilization of its result should be more focused.

19. The school must value the students' feedback on teachers' effectiveness to impact on the alignment of the course outlines and lesson plans.

20. The school must communicate schoolwide concerning the child protection policy. The schoolwide training must be conducted soon too.

Category F: Boarding Program

F1. School's Boarding Program

The school's boarding program embraces the school's purpose, complements the school's program, and enhances the personal and academic growth of the students.

- The boarding program embraces the school's vision, mission, and supports student achievement of the schoolwide learner outcomes.
- There is a body that holds the boarding program accountable to goals, policies, and procedures that are well-documented and aligned with the school's mission, vision, and schoolwide learner outcomes. There is a well-established appeal process related to decisions made related to students in the boarding program.
- There is evidence of full support and understanding by the governing authority, leadership, teachers, staff, students, parents, guardians, and community of the expectations of the boarding program.
- The implementation of operational procedures and systems support the goals of the boarding program and include specific health and safety boarding expectations.
- The staff members of the boarding program are qualified for their roles and responsibilities with the maturity, character, skills, knowledge, and experience appropriate to the age and needs of the borders to ensure a safe, healthy, and nurturing environment.
- There is an ongoing supervision, evaluation, and professional learning process for all boarding staff.
- There is support of the needs of all staff members of the boarding staff to ensure they can address the goals of the program.
- The culture of the boarding program is responsive to and respectful of the diversity and personal and academic needs of the students.
- The staff of the boarding program works closely and communicates regularly with the parents and/or guardians regarding all aspects to support the students who are boarding. This includes clear expectations and monitoring for those under guardianship or legal authority of the school.
- There is a well-planned program of academic and personal support that is integral to the program for the day students and overall supports the school's mission, vision, and schoolwide

learner outcomes. This includes the boarding staff's responsibility to communicate with teachers and to provide emotional support through counseling and/or advocate support.

- There is a process for an ongoing evaluation of all aspects of the boarding program in relation to the school's purpose; this evaluation supports staff implementation of a well-developed short- and long-range plan.
- The functioning boarding facilities are regularly assessed based on the school's purpose, specifically in the following areas: the ratio of staff to students; the number of students per adequate individual living quarters; and the basic services such as medical support, laundry, meals, transport, technology, etc.

Visiting Committee comments: The young boarding program is currently housed in a rented facility which was a hotel. It houses 82 of the 316 students or roughly 25% of the population primarily on Monday through Friday. The dormitory is a very important component of the school and serves the wider Thai community. There is more attention needed to fold the dormitory into the organizational structure, relocating it closer to the school, providing common areas, better bedroom facilities, and recreation spaces. There is a need to delineate staff roles, program evaluation, staff supervision, and particularly training in first aid, counseling limitations, student comportment and recreation.

Other Areas to Which the School Has Responded

Admission Procedures and Records: The school has responded appropriately to the questions in this section.

Selected statements from the school application (optional):

“TSIS International School welcomes students of all nationalities to apply for a position at either our Junior School (Pre-Nursery – Year 6) or Senior School (Year 7 – Year 13).”

Visiting Committee comments:

The school's original mission was to develop a demonstration school for the sciences and technology which ultimately develops innovative, competent and highly skilled people in Thailand. This mission continues today and is reflected in the admissions program. The rigorous student selection process increases with the grades beyond grade 6. Selective admissions based upon the admissions MAP test, interviews and writing samples.

The school has an active marketing program and recently has enrolled about 10% more students. The school conducts open houses as well as invitations for students to visit for a trial day.

Community surveys have been well utilized with school committees reviewing the data for action.

Thank you

The visitors want to express sincere appreciation for the open and transparent manner of presenting the King Mongkut’s Institute of Technology Ladkrabang International Demonstration School for consideration of the ACS WASC School Accreditation. The visitors particularly appreciate the Board, Mr. Gregory Armbrister and the capable staff and students of the school for their hospitality and presentations. The Visitors met with Board members, parents, students, teachers, and the school leadership team, to gain a thorough perception of the status of the school.

The Virtual Visit was conducted well, with all components reviewed.