



INTERNATIONAL  
SCHOOLING  
IN COHERENCE WITH  
**AdvancED**  
STANDARDS

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A PERFECT COMBINATION OF FLEXIBILITY AND ACCOUNTABILITY



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# Adherence to AdvancED Standards and Indicators

International Schooling strives to provide students with high-quality education. It envisions to establish the best educational ecosystem and provide a single platform to all stakeholders. International Schooling designs processes and procedures based on AdvancED's well-researched standards for schools/colleges/institutions.

Hence, International Schooling aims to provide comprehensive support to all the stakeholders and achieve students' academic success.

International Schooling concentrates on delivering best and globally-relevant education to children of all economic backgrounds and cultures. It is a central part and theme of International Schooling to make the best school education available to every interested and deserving child. In alignment with this theme, we bring together our strategy and operations to synchronize with what the AdvancED standards and indicators prescribe and expect.





## Standard 1: Purpose and Direction

International Schooling aims to meet this standard by committing to a shared purpose of fulfilling high expectations of student learning aligned with International Schooling's vision that is sustained with the shared efforts of International Schooling personnel and all stakeholder groups. These expectations function as the yardstick for evaluating school effectiveness and student performance. International Schooling encourages all stakeholders to explicitly share their views, ideas and experiences to ensure achievement of purpose and direction of the school/college/institution. The school provides various communication channels enabling the stakeholders to associate on regular basis. International Schooling focuses on the significance of association amongst the stakeholders to ensure their contribution in achieving and by collectively reviewing and revising the school purpose and direction of providing the best possible learning and teaching experience.

Indicator	Description	Response	Evidence
1.1	The institution engages in a systematic, inclusive and comprehensive process to review, revise and communicate an educational purpose for student success in the learning environment.	International Schooling's process for review, revision and communication of the educational purpose is clearly documented and is focused on student success. The process is validated and evolved regularly through feedback. The feedback process includes participation by all stakeholder groups.	International Schooling's educational purpose is communicated to stakeholders through – <ul style="list-style-type: none"> <li>• Mission and vision on the website</li> <li>• Newsletters</li> <li>• Annual reports</li> </ul> For constantly evolving the School/college/institution's educational purpose International Schooling uses – <ul style="list-style-type: none"> <li>• Documentation</li> <li>• Communication plan</li> <li>• Feedbacks</li> <li>• Surveys</li> </ul>

Indicator	Description	Response	Evidence
1.2	Leadership and personnel commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable and adaptable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.	<p>Commitment to shared values and beliefs about teaching and learning is evident in decision making and documentation. This commitment is clearly reflected in communication among leaders and personnel. Challenging educational programs are implemented to enable students to achieving thinking, learning and life skills required for success. Evidence shows a commitment towards</p> <ul style="list-style-type: none"> <li>• Understanding learner's needs</li> <li>• Focus on improving educational programs and platform</li> <li>• High expectations of leadership and school/college/institution staff for professional practice</li> </ul>	<p>Continuous &amp; comprehensive school improvement plan indicates a commitment towards shared values and beliefs of leadership and personnel by:</p> <ul style="list-style-type: none"> <li>• Developing better understanding of learner's needs and demands</li> <li>• Improving systems related to learning and teaching.</li> <li>• Co-creating better feedback mechanism &amp; diagnostics</li> <li>• Strengthening database systems and administration</li> </ul>

Indicator	Description	Response	Evidence
1.3	Leadership and personnel implement a continuous improvement process that provides clear direction for improving the the environment that supports student learning.	<p>Leadership has implemented a continuous school/college/institution improvement process for improving learning and the environment that supports learning. All stakeholder groups are engaged in the improvement process.</p> <p>The comprehensive feedback mechanism helps in identifying goals for the improvement of instruction and achievement that are in line with the school's purpose.</p> <p>Documentation related to School/college/institution improvement plan and feedback process are available.</p>	<p>The improvement process benefits from effectual feedback mechanism &amp; diagnostics, which help in continuous improvement of the learning environment.</p> <p>The school/college/institution improvement plan indicates how International Schooling has provided the best operational guidelines to Schools/colleges/institutes.</p>





## Standard 2: Governance and Leadership

International Schooling aims to meet this standard with the help of school/college/institution leaders who constantly work towards the school's vision and purpose. The leaders allocate resources and provide direction to implement educational programs, they enable students to achieve quality learning and also encourage shared responsibility among stakeholders. The policies, practices and procedures of the school/college/institution ensure effective administration and equity of learning opportunities. International Schooling strives to motivate the stakeholders to adhere to the policies and protocols established by the school/college/institution to ensure learning and teaching success. The governance and leadership develop consistent and rational practices to monitor the efficiency of the processes and procedures. They also employ a well-ordered and an effective method to manage school/college/institution administration.

Indicator	Description	Response	Evidence
2.1	The governing authority establishes policies and supports practices that ensure effective administration of the school/college/institution.	Policies, practices and procedures support the school's vision and purpose as well as effective operation of the school/college/institution, which further help in promoting effective instruction and assessment that creates a challenging and equitable learning experience for the students.	International Schooling has established following resources to support the School/college/institution 's vision and for effective operation of the School/college/institution : <ul style="list-style-type: none"> <li>• Leadership policies, practices and procedures</li> <li>• Learning Center handbooks</li> <li>• International Schooling engages in clear communication with stakeholders about policy revisions.</li> </ul>

Indicator	Description	Response	Evidence
2.2	The governing authority operates responsibly and functions effectively.	The governing authority has implemented multiple processes to assess the effectiveness of its actions and also to ensure compliance with defined roles and responsibilities. Governing authority members participate in methodical professional development processes that guide them about conflict resolution, supervision, and decision-making. Members abide by all policies, practices and procedures and collaborate for the benefit of student learning.	<p>To update personnel about code of principles, responsibilities and code of ethics, International Schooling uses:</p> <ul style="list-style-type: none"> <li>• Communication plan</li> <li>• Certification</li> <li>• Governing body training plan</li> </ul> <p>Self-assessment of conformity with policies, regulations and laws</p> <p>International Schooling's Policies on conflict of interest and roles and responsibilities</p>
2.3	The governing authority ensures that the leadership has the autonomy to meet goals for achievement and instruction and to manage the continuous operations effectively.	<p>The governing authority constantly supports, respects and protects the autonomy of leadership to meet goals for achievement and instruction and to effectively manage daily operations of the School/college/institution.</p> <p>The governing authority clearly maintains the distinction between the role and responsibilities of school/college/institution leadership and the governing authority.</p>	<p>To protect and support autonomy of leadership International Schooling aims to:</p> <ul style="list-style-type: none"> <li>• Use continuous School/college/institution Improvement Plan</li> <li>• Clearly define roles and responsibilities of school/college/institution</li> <li>• Clearly define rights of School/college/institution</li> <li>• Clearly define standard code of conduct of school/college/institution</li> <li>• Use survey results to support decision-making for the governing authority</li> </ul>

Indica	Description	Response	Evidence
2.4	Leadership and personnel foster a culture consistent with professional practice of delivering quality education.	<p>All stakeholders are accountable for student learning collectively. School leaders consistently and actively support professional practice of delivering quality education.</p> <p>Leaders and personnel purposely and consistently align their actions towards constant improvement to achieve the purpose and direction of the School/college/institution.</p>	<p>International Schooling corporate governance and leadership members are positioned to:</p> <ul style="list-style-type: none"> <li>• Create a shared vision and set goals to improve students' achievement</li> <li>• Allocate the resources for continuous improvement</li> <li>• Hold the system accountable for students' performance</li> <li>• Communicate the progress of students to parents</li> </ul>
2.5	Leadership engages stakeholders effectively in support of the school/college/institution's purpose and direction.	<p>Leaders constantly and effectively communicate with varied and appropriate members from stakeholder groups.</p> <p>Stakeholders are given opportunities to influence decisions, solicit feedback and to work collaboratively for School/college/institution's improvement</p>	<p>International Schooling leaders effectively engage stakeholders through the following:</p> <p>1. Parent survey responses</p> <ul style="list-style-type: none"> <li>• Student survey responses</li> <li>• Staff survey responses</li> <li>• School/college/institution survey responses</li> <li>• Feedback responses</li> <li>• Result of survey and feedbacks result in active and measurable participation of stakeholders.</li> <li>• Involvement of all stakeholder groups in the overall improvement plan</li> </ul>

Indicat	Description	Response	Evidence
2.6	Leadership and personnel supervision and evaluation processes results in improved professional practice of delivering quality education and student success.	<p>The focus of supervision and evaluation processes is improving professional practice of digital education and student success.</p> <p>Supervision and evaluation processes are implemented on a regular basis.</p> <p>The results of both processes are used to effectively examine and adjust professional practice of digital education and student learning.</p>	<p>For improved professional practice International Schooling provides:</p> <ul style="list-style-type: none"> <li>• Availability of supervision and evaluation documents and reports</li> <li>• Curriculum design and development (ADDIE model for evaluation)</li> <li>• Constant evaluation of the content, strategies, assessments and all the activities of the curriculum.</li> </ul>
2.7	The governing authority establishes and assesses policies and procedures for validating the authenticity of student performance, defining expectations for student engagement and course completion, awarding course credits and grades, and governing graduation requirements if issuing a diploma.	<p>International Schooling has clearly established policies and procedures to verify the authenticity of student and His/her work through multiple documented methods.</p> <p>We methodically collect, monitor and evaluate student data about regularity, time spent on course work, achievement of course requirements and final results. The criteria for awarding credits are well-researched and aligned with professional practice of delivering quality education.</p> <p>International Schooling constantly reviews and updates policies, procedures and criteria to improve processes.</p>	<p>International Schooling uses following policies and procedures:</p> <ul style="list-style-type: none"> <li>• Policies related to student integrity, code and behavior are indicated under roles and responsibilities of student</li> <li>• Systematic policy for student attendance</li> <li>• Credit system at International Schooling clearly defines grading scale and teacher grading expectations</li> </ul>



Indicator	Description	Response	Evidence
2.8	The school/college/institution promotes and operates with truthful and ethical practices in fulfilment of its purpose.	The operating procedures of International Schooling are clearly supported by truthful and ethical practices. All information provided to all stakeholder groups is accurate, clear, timely and relevant.	International Schooling operating procedures are supported by: <ul style="list-style-type: none"> <li>• International Schooling website</li> <li>• Brochures, emails, social media accounts</li> <li>• Clearly and accurately defined admission policies and procedures</li> <li>• Grievance policy</li> </ul>



### Standard 3: Teaching and Assessing for Learning

International Schooling's curriculum provides fair and challenging content and a reliable learning experience to students. The curriculum, teaching methodology and assessments are revised systematically in response to feedback from stakeholders. International Schooling establishes processes to promote student-educator association and endeavors to ensure the implementation of the same. The school equips teachers with professional development programs enabling them to deliver instructions efficiently. International Schooling supervises teacher effectiveness comprehensively and consistently to provide students with high-quality and seamless learning experience. The school helps students, teachers and parents/guardians with various channels of communication to give them the opportunity to interact on regular intervals to exchanges ideas, feedback and experiences to achieve students' academic success. This helps in revising and customizing instruction, assessments and curriculum to cater to individualized learning needs of students.

Indicator	Description	Response	Evidence
3.1	The curriculum provides equitable and challenging academic content and authentic learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.	Curriculum and learning experiences in each grade provide students with equitable and challenging opportunities to develop learning skills, thinking skills and life skills.  Some activities are personalized for students to support realization of expectations.	International Schooling provides equitable and challenging academic content to students through: <ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Diploma and graduation requirements</li> <li>• Survey results from current and past students, including graduates</li> </ul>





Indicator	Description	Response	Evidence
3.2	Curriculum, instruction and assessments are monitored and revised systematically in response to data from multiple assessments of student learning and an examination of professional practice of delivering quality education.	Using data from student assessments and an examination of professional practice, school/college/institution personnel monitor and adjust curriculum, instruction and assessment to ensure alignment with the goals of International Schooling for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school/college/institution's purpose are maintained and enhanced in curriculum, instruction and assessment.	International Schooling's continuous improvement process includes:  Curriculum guides for development and revision  Common assessments  Mapping lesson plans aligned with the curriculum  Conducting Surveys and using results for systematic review and improvement of curriculum, instruction and assessment
3.3	Teachers engage students in their learning through professional delivery of instructional strategies that ensure teacher effectiveness and student achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use instructional resources and learning tools.	Teacher effectiveness and student achievement is ensured by adherence to:  <ul style="list-style-type: none"> <li>• International Schooling roles and responsibilities of educator</li> <li>• International Schooling rights of educator</li> <li>• International Schooling rights of students</li> <li>• International Schooling educator training support and with the help of: <ul style="list-style-type: none"> <li>- Technical support staff and Administration</li> <li>- Learning and Teaching Resources</li> </ul> </li> </ul>

Indicator	Description	Response	Evidence
3.4	Leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	<p>School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that the teachers are</p> <ul style="list-style-type: none"> <li>• apprised of the school's values and beliefs about teaching and learning</li> <li>• teaching the approved curriculum</li> <li>• directly engaged with all students in the oversight of their learning</li> <li>• using content-specific standards of professional practice.</li> </ul>	<p>International Schooling leadership ensures improvement of instructional practices through:</p> <ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Feedback and survey procedures</li> <li>• Peer reviews</li> <li>• Commitment to curriculum improvement</li> </ul>
3.5	Professional and support personnel participate in collaborative learning communities to improve instruction and student learning.	<p>International Schooling personnel participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas.</p>	<p>International Schooling personnel improve instruction and student learning through:</p> <ul style="list-style-type: none"> <li>• Collaboration with learning centers</li> <li>• Collaborative teaching guidelines and procedures</li> <li>• Promoting discussion about student learning.</li> <li>• Peer review among school personnel</li> <li>• School personnel expression of belief in the value of collaborative teaching practices.</li> </ul>

Indicator	Description	Response	Evidence
3.6	Students work in a learning environment that supports success in learning expectations.	<p>Students systematically learn in an environment that clearly informs them about learning expectations and standards of performance.</p> <p>The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision.</p>	<ul style="list-style-type: none"> <li>• All course requirements and expectations are clearly specified on website</li> <li>• Roles and responsibilities of support staff and administration aid in maintaining the learning environment.</li> <li>• Syllabus and course expectations are clearly communicated to student.</li> <li>• The feedback process provides students with specific and immediate feedback about their learning.</li> </ul>
3.7	Mentoring, coaching and induction programs support instructional improvement consistent with the institution's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	<p>In order to support instructional improvement, International Schooling personnel are engaged in:</p> <ul style="list-style-type: none"> <li>• Professional Development Plan</li> <li>• Diagnostic on Professional development</li> </ul>





Indicator	Description	Response	Evidence
3.8	The institution engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. In the case of adult students, the students are informed of their learning progress rather than the family.	International Schooling engages families in meaningful ways in their wards' education. The engagement methods are meticulously designed, implemented, and evaluated. Families are informed of their children's learning progress in multiple ways.	<ul style="list-style-type: none"> <li>• International Schooling's family/parent involvement plan offers options for participation.</li> <li>• For meaningfully engaging families in their child's education, International Schooling has introduced communication modes, including: <ul style="list-style-type: none"> <li>- Website</li> <li>- Social media</li> <li>- Information portal</li> <li>- Newsletters</li> <li>- School Calendar</li> </ul> </li> </ul> <p>The effectiveness of the engagement mechanism can be measured by:</p> <ul style="list-style-type: none"> <li>- Feedback outcomes</li> <li>- Survey results</li> </ul>
3.9	The institution has a formal structure to ensure that learners develop a positive relationship with and have adults/peers who support their educational experience.	<p>School/college/institution personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student.</p> <p>The structure allows the school/college/institution employees to gain insight into and serve as an advocate/counsellor for the student's needs regarding learning skills, thinking skills and life skills</p>	<ul style="list-style-type: none"> <li>• International Schooling ensures that the learning environment empowers students with personalized, accurate, and relevant goals guided by the school/college/institution educators/counsellors. Survey results help in improving the learner's educational experience.</li> </ul>

Indicator	Description	Response	Evidence
3.10	<p>Grading and reporting are based on clearly defined policies that represent the attainment of content knowledge and skills and are consistent across curricular departments, levels and courses.</p>	<p>International Schooling ensures well-defined and predetermined grading and reporting policies and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills.</p> <p>These policies and procedures are implemented consistently across grades and courses.</p> <p>All stakeholder groups are informed about the policies and procedures. The policies and procedures are regularly evaluated.</p>	<ul style="list-style-type: none"> <li>• International Schooling has a clearly defined Grading System</li> <li>• International Schooling ensures indication of the student performance in numerical scores and grades in that transcripts issued to the students.</li> <li>• Diploma and Graduation requirements are also defined</li> <li>• Constant communication with stakeholders about grading and reporting.</li> </ul>

Indicator	Description	Response	Evidence
3.11	Professional and support personnel participate in a continuous program of professional learning.	<p>All International Schooling personnel participate in a continuous program of professional learning that is aligned with the school's purpose and direction.</p> <p>Professional development is based on an assessment of needs of the school. The program builds capacity among personnel. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.</p>	<ul style="list-style-type: none"> <li>• International Schooling aims to conduct research on professional development throughout diverse subject/learning are aligned with the school's purpose and direction.</li> <li>• Our professional development plan is specifically focused on learning opportunities for teachers that are particularly centered at increasing student achievement and learning</li> <li>• We have created a feedback mechanism for educators.</li> </ul>



## Standard 4: Resources and Support Systems

International Schooling understands the significance of relevant and effective spectrum of learning and teaching resources, personnel, goods and services to attain students' academic success. The school allocates resources effectively to provide students with the most favourable learning experience. It appraises the teachers and other staff of their roles in contributing to the fulfillment of the school objectives of achieving learning progress. International Schooling also corroborates to efficient deployment of all the useful resources and support systems in accordance with learning needs of students to ensure achievement of academic success.

Indicator	Description	Response	Evidence
4.1	Qualified professional and support personnel are sufficient in number to fulfill their roles and responsibilities necessary to support the school/college/institution's purpose and direction and student success in the learning environment	<p>Policies and procedures ensure that school/college/institution leaders have access to hire, place and retain qualified professional and support staff.</p> <p>School/college/institution leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school/college/institution purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school/college/institution.</p>	<p>International schooling has established policies and procedures related to hiring, placement and retention of professional and support staff, the data so collected is well documented</p> <ul style="list-style-type: none"> <li>• International schooling keeps records of student to teacher ratio</li> <li>• International schooling HR policies dictate maintenance of documentation of personnel</li> </ul>





Indicator	Description	Response	Evidence
4.2	Technology system resources, instructional resources, student support resources and fiscal resources are sufficient to support the purpose and direction of the institution and student success in the learning environment.	<p>Instructional time, material resources and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice.</p> <p>School/college/institution leaders work to secure material and fiscal resources to meet the needs of all students.</p> <p>School/college/institution leaders demonstrate that instructional time, material resources and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.</p>	<p>International Schooling leaders aim to secure necessary documentation related to</p> <ul style="list-style-type: none"> <li>• Alignment of budget with School/college/institution's purpose</li> <li>• Reports related to course completion, graduation rates and achievement results</li> <li>• Technology system reliability reports</li> <li>• Survey results With the help of the school/college/institution calendar, the counsellors assist students and parents with in-depth information regarding the academic year and guide them on planning accordingly.</li> </ul>
4.3	The school/college/institution provides support services to meet the learning and safety needs of the student population being served within the learning environment.	<p>School/college/institution leaders adopt or create clear expectations for maintaining safety, cleanliness, and a healthy environment and shared these definitions and expectations with stakeholders. Official personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.</p>	<ul style="list-style-type: none"> <li>• International Schooling learning center evaluation form outlines parameters that ensure safety and security for all the stakeholders</li> <li>• Learning center evaluation form confirms that the learning center understands the responsibility to adhere to the rules, regulations and policies established by International Schooling.</li> <li>• Learning centers maintain documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> </ul>





Indicator	Description	Response	Evidence
4.4	Students and personnel use a range of information and resources to support the educational programs.	<p>All students and school/college/institution personnel have access to an exceptional collection of information resources necessary to achieve the educational programs of the school.</p> <p>Qualified personnel in sufficient numbers are available to assist students and school/college/institution personnel in learning about the tools and locations for finding and retrieving information.</p>	International Schooling has established an ecosystem which supports the provision of a wide variety of high-quality resources that are easily accessible and sufficiently address the needs and interests of students, staff and the school/college/institution. School/college/institution maintain records of personnel contact information and availability to assist in using resource information.
4.5	The infrastructure enables student success in learning expectations and the learning environment, supports innovation in curriculum design and delivery of instruction and supports the operational conditions of the school/college/institution.	International Schooling ensures an infrastructure which is fully functional, and meets the teaching, learning, and operational needs of all stakeholders. International Schooling personnel develop and administer needs assessments and use the resulting data to develop and implement a plan to continuously improve services and infrastructure.	International Schooling ensures an infrastructure which is fully functional, and meets the teaching, learning, and operational needs of all stakeholders. International Schooling personnel develop and administer needs assessments and use the resulting data to develop and implement a plan to continuously improve services and infrastructure.

Indicator	Description	Response	Evidence
4.6	The institution provides services that support the counseling, assessment, referral, educational and career planning needs of all students.	International Schooling personnel implement a set of processes to determine the counselling, assessment, referral, educational, and career planning needs of all students. International Schooling personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	International Schooling establishes measures to ensure that the school/college/institution assists all learners in developing and documenting their personal goals and achievements, based on interests and needs, to support their success for unlimited career opportunities.



Indicator	Description	Response	Evidence
4.7	The institution provides services that support the counseling, assessment, referral, educational and career planning needs of all students.	<p>International Schooling personnel implement a set of processes to determine the counselling, assessment, referral, educational, and career planning needs of all students.</p> <p>International Schooling personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.</p>	<ul style="list-style-type: none"> <li>• International Schooling is dedicated to help students succeed and prepare them for unlimited career opportunities with resources like:</li> <li>• Attractive Curriculum apart from core courses in Mathematics, Science, Social Studies and Language Arts. We also offer elective courses at every grade to help students explore their interests.</li> <li>• Outside Classroom - International Schooling offers interactive activities that connect like-minded students through online clubs and online sessions.</li> <li>• Our Counsellors - The counselors help students with personal, emotional and academic issues. They also offer career guidance. They help students in the entire admission process.</li> <li>• Forums - International Schooling has a forum for learners to provide productive and timely feedback through various mediums.</li> </ul>



## Standard 5: Using Results for Continuous Improvement

International Schooling establishes evaluation and analysis methods to measure the effectiveness of all the processes and procedures enabling the school/college/institution to realize the present status and to create subsequent plans based on the results. The school/college/institution designs strategies and systems to accumulate accurate and detailed data, generated by evaluation and analysis of process and procedures. International Schooling informs the stakeholders about using the data proficiently related to learning and teaching, effectiveness of programs, allocation of resources etc. to enable them to contribute to the fulfillment of objectives of continuous improvement.

Indicator	Description	Response	Evidence
5.1	The school/college/institution establishes and maintains a clearly defined and comprehensive student assessment system.	School/college/institution personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning and the conditions that support learning.	<ul style="list-style-type: none"> <li>• International Schooling teachers deploy various assessment methods to monitor the progress of learners and guide them in decision-making. The teachers :</li> <li>• Create a balance of formative and summative assessments.</li> <li>• Design assessments to match learners' objectives with the methods of assessment.</li> <li>• Examine the performance data and understand every learner's progress.</li> <li>• Provide regular feedback to guide learners in their progress.</li> <li>• Devise various ways to help learners demonstrate their learning and skills.</li> <li>• Guide learners to examine their own performance as well as that of others.</li> <li>• Use all types of assessment data to recognize every learner's learning needs.</li> </ul>

Indicator	Description	Response	Evidence
5.2	Professional and support personnel continuously collect, analyze and apply learning using a range of data sources that include comparison and trend data about student learning, online delivery and instruction, program evaluation, organizational conditions of the School/college/institution and the learning environment for continuous improvement.	International Schooling leaders and support personnel use a range of data sources to collect, analyze and apply learning that include comparison and trend data about student learning, delivery and instruction for continuous improvement International Schooling personnel use data to design, implement, and evaluate continuous improvement plans.	<ul style="list-style-type: none"> <li>• International Schooling and learning centers create and maintain student performance data to review and revise teaching and learning practices.</li> <li>• Learning centers shall strive to connect all the stakeholders to each other and seek well-timed feedback for constant improvement</li> <li>• International Schooling believes in data-driven decision making, hence we aim to collect student data analyze student progress. This helps educators identifying the areas in which students excel and where they need more clarification.</li> </ul>
5.3	Professional and support personnel are trained in the evaluation, interpretation and use of data.	International Schooling personnel are assessed and trained in a professional development program related to the evaluation, interpretation and use of data.	<ul style="list-style-type: none"> <li>• At International Schooling the professional development for educators focuses on two major areas: <ul style="list-style-type: none"> <li>- Academic/Subject Learning</li> <li>- Teaching-support systems</li> </ul> </li> <li>• Professional Development Plan includes training materials specific to the evaluation, interpretation and use of data.</li> </ul>

Indicator	Description	Response	Evidence
5.4	The school/college/institution engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	<p>International Schooling has designed processes for analyzing data that determine improvement in student learning, including readiness for and success at the next level.</p> <p>Results are used by school/college/institution personnel to design, implement and evaluate the results of continuous improvement action plans related to student learning.</p>	<ul style="list-style-type: none"> <li>• International Schooling conducts a worldwide survey to measure the extent of improvement with the help of sample population.</li> <li>• Based on feedback and surveys, International Schooling designs the improvement plan, which is in line with its quality assurance</li> <li>• Continuous &amp; Comprehensive School/college/institution Improvement Plan focuses on Co-creating better feedback mechanism &amp; diagnostics</li> </ul>
5.5	Leadership monitors and communicates to stakeholders comprehensive information about student learning, the organizational conditions of the School/college/institution, the digital learning environment that supports the student experience and the improvement goals.	International Schooling leadership shares comprehensive information with stakeholders about student learning, policy changes, the digital learning environment and the improvement goals.	<ul style="list-style-type: none"> <li>• International Schooling use system-wide strategies to understand and communicate with all stakeholder groups</li> <li>• International Schooling communicates with parents on a regular basis to inform them about student's progress and School/college/institution improvement</li> <li>• International Schooling strives to ensure that parents are aware of every aspect of school/college/institution including curriculum assessments, performance and, improvements</li> <li>• Stakeholders are communicated about the new Developments so that they may be able to timely access the best resources.</li> </ul>





Address : Our school is located in your device and opens and closes according to your 'Log-in' hours

Email Address : [info@internationalschooling.org](mailto:info@internationalschooling.org)  
[support@internationalschooling.org](mailto:support@internationalschooling.org)

Website : [www.internationalschooling.org](http://www.internationalschooling.org)