

Dear BRS Community,

BRS has been a WASC candidate school since 2017. We have successfully completed three years of self-study to assess our program and the impact on student learning with respect to the ACS WASC criteria and other accreditation factors. We look forward to welcoming the WASC visiting team for our 2020 accreditation visit.

We want to thank the WASC team for guiding us toward continuous improvement and providing us with expert advice with our self-study and accreditation process.

As a school and a community BRS has made significant progress since our first accreditation visit in 2016 with respect to school environment, student learning, student support, refinement of school wide learning outcomes and many other areas.

This self-study report is the end product of many months of self-analysis as we, as a school examined areas where we are doing well and identified areas where we need to improve. We are very grateful to all our faculty and staff, our leadership team, our focus group members, our parents, students and WASC team for their many contribution.

We now look forward to our accreditation visit to further improve on going school development goals and plans.

Sincerely,

BRS Accreditation Director
Wang Jinsong



BEIJING ROYAL SCHOOL

2017 – 2020 WASC Visit Report

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No. 11 Wangfu St. Beiqijia Town

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**Western Association of Schools and Colleges Accrediting Commission for
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TABLE OF CONTENTS

Introduction	1
Preface.....	2
WASC Leadership Team	
Focus Group Members	
BRS Timeline for WASC Self-Study Events and Meetings	
Chapter I: Progress Report	6
Chapter II: Student/Community Profile and Supporting Data and Findings	13
Chapter III: Self-Study Findings.....	22
A: Organization for Student Learning	22
B: Curriculum, Instruction, and Assessment.....	25
C: Support for Student Personal and Academic Growth	27
D: School Culture and Environment	30
E: China Context	32
F: Boarding Program	33
Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs.....	36
Chapter V: Schoolwide Action Plan.....	38

Introduction to Beijing Royal School

The mission of Beijing Royal School is to cultivate global citizens. By graduation, BRS students will have achievements through academic abilities, a sense of personal responsibility as well as a broad, global mindset. We strive to be student-centered and committed to cultivating students with a high level of academic performance and research abilities. Focused on learning quality and equity, we use Information Communication Technology for students and teachers to access learning resources and connect with the world.

BRS offers customized curriculum in international, national, English, and school-based courses. Eastern and western pedagogical techniques and resources are integrated to create a meaningful international education experience. Our campus student services include personalized counseling plans for students of all talents and goals. We encourage students to take initiatives, be effective communicators, and young leaders who actively participate in international affairs and dare to make a difference.

The **vision** of BRS follows the philosophy of the Beijing Royal Campus set forth by Chairman Guangfa Wang, which is to "fuse Western and Eastern philosophies, inculcate students' moral values, create responsible global citizens, and inspire students to succeed."

BRS' **mission** is to cultivate global citizens.

To achieve this, BRS' cultivates 3 **schoolwide learner outcomes** (SLOs):

1. Academic Achievement
2. Personal Responsibility
3. Global Mindsets

Preface

Overview of the self-study process from 2018 spring semester to 2019 fall semester:

Beijing Royal School started the process of self-study in fall semester of 2018, right after the 2018 EARCOS Leadership Conference in October, using the WASC Focus on Learning accreditation manual 2017 International Edition for the process of self-study and writing this self-study report. Almost all BRS teachers and administration were involved in committees, researching and preparing the report, as were student representatives, and school support staff. In the spring of 2018, we started writing our Annual Progress Report, usually due in June of each year. However, due to the time of our accreditation visit being within the next reporting cycle, WASC notified us that we would not have to submit a separate Annual Progress Report. Since parts of the Annual Progress Report and the profile therein were already partially completed, we saved them to be updated later and re-used in Task 1 and Task 2 of the self-study process.

Accreditation Leadership Team, December, 2019

Accreditation Director: Jason Wang (Vice Principal)

Self-Study Coordinator: Zhu-Lin Li (English Teacher)

Accreditation Assistant: Vicky Xu (Principal's Office)

Accreditation Adviser: Upashna Rai Simandan (Curriculum Coordinator)

For a list of all accreditation team members over the past 3 years, please see.

BRS Profile Support Team

Zhu-Lin Li, David Steele, Jason Blind, Brandon Knight, Edward Winsted



Focus Group Leader Training in November, 2018



BRS notes from ELC2018 WASC training

Stakeholder Involvement

Throughout the candidacy, the leadership team did their utmost to include appropriate stakeholder groups in the process. This was also a lesson learned from 2016-2017, when a notable lack of stakeholder involvement led to a lot of work done in goal-setting and policy writing which did not end up being effective. In 2017, documents like action plans and critical recommendations were classified, and coordinators had to sign NDAs to access them. These practices were reformed in 2019, with documentation being opened up and shared between leaders. Both stakeholder involvement and quality of communications increased greatly.

While creating focus groups, leaders ensured that there was a good mix of members from multiple departments in each group. Schoolwide plans were shared at first in leadership meetings in 2018 and in staff meetings in 2019. From 2018-2019 leaders also reached out to student representatives such as the student assembly, with reps from each homeroom, and the student union to get their feedback and opinions on the developing SLOs and what it means for BRS to be "cultivating global citizens." In 2019-2020, leaders are planning to bring in parent input in the form of a parent committee, which previously had not been offered as many chances to learn about international standards and discuss school development goals. A teacher assembly was also formed in early 2019, to meet each semester.

Schoolwide Focus Groups

Focus Group A	Focus Group B	Focus Group C
<p>Chair: Jason Wang, Vice Principal.</p> <p>Facilitator: Moira Yan, IB teacher.</p> <p>Facilitator: Yifan Cai, Principal's assistant.</p>	<p>Chair: Upashna Rai Simandan, Curriculum Coordinator.</p> <p>Chair: Yi Yao, Director of Academic Committee.</p> <p>Facilitator: Fangying Zhao, Deputy Director of the AAO.</p> <p>Facilitator: Belinda Xia, Language Center Group Leader.</p>	<p>Chair: Vivian Liu, Director of the AAO.</p> <p>Chair: Andy Gao, Director of Guidance Counseling.</p> <p>Facilitator: Jonah Olken-Dann, PD Office.</p>
Focus Group D	Focus Group E	Focus Group F
<p>Chair: Yao Yu, Vice Principal.</p> <p>Facilitator: Alex Gould, PD Office.</p> <p>Facilitator: Caleb Foister, SAO Office.</p>	<p>Chair: Xuelin Fan, Director of Campus Admin Office.</p> <p>Facilitator: Carrie Sun, Deputy Director of Campus Admin.</p>	<p>Chair: Tyrone Henry, P.E. teacher.</p>

Home Groups 2018-2019 All member of departments who were not also members of a focus group were designated as home group evidence collection personnel-

Academic Affairs Office	Year Groups
Student Affairs Office	PD Center
Dorms Office	Language Center
Math	Arts
Science	Social Sciences
Guidance Counseling Office	Testing and Assessment Center
International Programs Office	Campus Administration Office
Library	Admissions Office

BRS ACS WASC Self-Study Report

Date	Events and tasks
2018 May	Progress report and profile gathering and writing started for BRS' 2017-2018 Annual Progress Report. Once we learned due to the timing of the Self-Study visit, this work was recycled into TASK 1 and TASK 2 of the Self-Study [appendix I] .
2018 Oct.	Vice Principal Jason Wang, Self-Study Coordinator Leo Li, and Curriculum Coordinator Upashna Rai Simandan attended and begin self-study planning [appendix G] .
2018 Nov.	(TASK 3) Leaders form focus groups A, B, C, D and begin focus group leadership training. Systems are set up for data collection.
2019 May	(TASK 1, 2) Self-Study Coordinator begins progress report and school profile for the Annual Progress Report. Some work from the completed 2017-2018 Annual Progress Report. Analysis is called for on internal assessment data.
2019 July	SC gives general WASC training to campus admin and support departments with the collaboration of the Director of Technology.
2019 Sep.	(TASK 3) Focus groups E and F are formed, trained, and begin gathering evidence, evaluating criteria, and completing reports supported by Vice Principals and the SC [appendix H] .
2019 Nov.	(TASK 2, 4) Leaders call for additional data for the school profile and analysis meetings to begin task 4.
2019 Dec.	(TASK 4) Preliminary critical learner needs and reflections by school leaders are compiled. Focus groups compare findings on critical learner needs.
2019 Dec.	(TASK 5) Schoolwide action plan update meetings are called to begin initial discussions into updating the action plan.
2020 Jan.	BRS Self-Study Report is finalized, shared with stakeholders, and sent to WASC Visiting Committee.

Chapter I: Progress Report

Beijing Royal School's path to accreditation

Since its establishment in 2003 Beijing Royal School has been successfully developing in areas such as advanced curricular programs: AP, A Level, School Designed for all students, and GAC, OSSD for 11th and 12th grade. In its effort for commitment to ongoing improvement, Beijing Royal School decided to pursue the WASC accreditation process for education program evaluation based on international standards in 2016. This process culminated into a full self-study following WASC's guiding principles.

WASC Initial Visit

Beijing Royal School wrote its Initial Visit Submission report in August of 2016 and hosted its Initial Visit in November of 2016. The Initial Visiting Committee left 22 critical areas for follow-up. The following paragraphs list the original recommendations and the follow-up actions carried out since the 2015-2016 school year and continue today.

Summarized progress on WASC's critical recommendations from the initial visit

Recommendation #1: The Beijing Royal School's leadership engages all teachers and staff with input from students and parents and other stakeholders in the further defining of the school mission and the schoolwide learner outcomes to ensure the current and future learning needs of the students are addressed. Questions such as the following should be discussed by all. What do we believe? What are the students' current and future learning needs? (examining data) What does it mean to prepare students to be internationally minded or globally competent and ensure there is understanding and commitment of all?

Progress: BRS leadership team has involved teachers, staff and students in refining schoolwide learner outcomes from 2017-2018 schoolwide ongoing school improvement activity under the theme of "Future Forward," where questions were explored by teachers and students such as: "What do you believe it means to be globally minded?" and "Who do you think is a model global citizen and what is it about them that makes you think so?" The goal was to update the old school mission and SLOs, which were never successfully internalized by stakeholders. The initial update and revision phases were very successful in helping the school establish robust and relevant SLOs that reflect the beliefs of its stakeholders as well as incorporate important items like global competencies and academic outcomes.

Recommendation #2: With respect to further refining the schoolwide learner outcomes with input from all stakeholders, the Beijing Royal School's leadership ensures that there is an inclusive process to refine the schoolwide learner outcomes and the indicators to guide the teachers and students in the understanding of these goals and their assessment of student progress towards these.

Progress: BRS leadership included student and teacher feedback into the process of creating and reviewing the SLOs and indicators. The school has also created an SLO Committee insisting of multiple department leaders, who facilitate ongoing SLO events each semester that promote stakeholder understanding. The Principal's Office has helped in providing resources such as designing and printing posters, booklets, and supporting the SLO Committee.

Recommendation #3: As the Beijing Royal School moves forward with addressing the recommendations and conducting 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? (This includes the clarification of the vision, mission and the schoolwide learner outcomes and their assessment as noted in the first two suggested areas. See Focus on Learning International Edition, 2017, Task 2).

Progress: BRS began attempting to develop the processes for ongoing compilation of its community profile annually. In 2017-2018, this was first done as part of the school's Annual Progress Report to WASC. In 2018-2019, these processes were refined and used to create the profile for the Self-Study Report. School leaders have proposals for further refining the profile process for future years, including further disaggregation and data analysis methods.[Refer to revised action plan chapter 5]

Recommendation #4: The BRS leadership move forward in defining further the roles of the schoolwide leadership and organizational structures to make sure that there is clarity of roles and responsibilities and a clear system of regular communication and relationships to impact the learning and well-being of both students and teachers.

Progress: In 2017-2019, BRS leaders worked with department leaders to begin clarifying departmental responsibilities. The Academic Affairs Office (AAO) was further organized so that teachers could have a better understanding of its responsibilities and an easier time finding the right staff for assistance. Administration also had a number of staff with sub-responsibilities in professional development, student support, mobile learning, etc. These were formally arranged into explicit departments with explicit job roles within each. A 2019 survey of teachers showed that this has been quite effective so far. In 2018-2019, BRS leaders are working on developing an updated schoolwide structural chart for staff, as well as updating its teacher and student handbooks to reflect updated leader and department responsibilities.

Recommendation #5: As part of this redefining of leadership roles and structures, the BRS leadership and teachers develop and implement a unified structure to support a well developed, challenging, cohesive curriculum in all areas that will be based on worldwide curricular standards for the core areas and other enrichment areas.

Progress: In 2019-2020, BRS created an Academic Support Committee (ASC) tasked with reviewing the school's overall academic support for students, especially through the use of interventions and academic alerts that are aligned to student internal academic performance. A test implementation was done in the first semester of 2019, which generated a lot of important data on challenges and resourcing needs which the school will plan for in future implementation.

Recommendation #6: In relation to the Beijing Royal School's beliefs, mission and schoolwide learner outcomes and this redefined organizational structure, the BRS leadership review and refine what the curricular program should be so that the ethos of the school is a quality international curriculum to prepare students for next steps. This can support the understanding and the internalization of the school's mission and the schoolwide learner outcomes to prepare students to be globally competent or internationally-minded.

Progress on curricular standards: In 2016-2018, school leaders moved English language teaching away from purely test preparation and more into aligning curricular programs to international curricular framework and standards. In 2018-2019, BRS initiated plans to centralize its curriculum so that review and updates could be more organized and sustainable in the future. Subject group leaders researched standards and frameworks that would best align with BRS courses. Each subject groups presented "Standards Adoption Plan" to the curriculum coordinator. Some subject groups had discussions about resources and text books which they were currently using before aligning their courses with international standards and Chinese National Standards.

Next step, BRS leadership attended Atlas Curriculum Summit in Seoul in January 2019 and the leadership decided on using the ATLAS system to house its curriculum. Atlas implementation plans were initiated and resulted in series of ATLAS implementation trainings. Teachers and staff received training on UbD framework throughout 2019-2020 with onsite training with ATLAS trainers and in house workshop and support from BRS curriculum coordinator.

With transition from writing teaching plans to now writing UbD designed unit plans, BRS teachers are still learning and developing their understanding of aligning units of instruction to academic standards and BRS schoolwide learning outcomes.

Since 2019, BRS has begun implementing its plans in completely bringing schoolwide teaching and learning under international curricular standards through unit mapping, planning, and instruction. As the first phase, teachers are allowed a lot of flexibility and freedom in working with written standards across all content areas. Planning is

underway to the next phase, where evaluations may be updated to begin to assess the quality of planning and teaching based on student learning.

Progress on SLOs as standards: Once the BRS schoolwide learner outcomes and indicators were established in 2018, leaders began discussions on integrating them into the curriculum so that they can be taught, learned, and assessed. As teachers were beginning trainings and transitioning into standards-based curriculum throughout the 2019-2020 school year, the first phase for integrating SLOs was also added to the plan. From 2019-2020, teachers focused on the incorporating international curriculum standards and SLOs into unit planning, with it being optional to what extent teachers assessed SLOs explicitly.

Leaders, meanwhile, are planning and developing systems, such as the school's SEIUE grade book system, which will be used eventually to explicitly assess student achievement of the SLOs. The school is also monitoring the writing and teaching of international standards using the ATLAS system throughout 2019-2020.

Recommendation #7: The BRS leadership and teachers analyze data from internal and external assessments to make decisions regarding adoption of international standards-based curriculum to ensure the overall curriculum prepares students in a global context. (Suggested examples of international standards as references, Common Core State Standards, New Generation Science Standards, College, Career and Civic Life Framework for Social Studies, AERO, etc.)

Progress: With the ongoing development in the compilation and use of a schoolwide profile, external assessments have been included in school program review since 2017. Internal assessments were inconsistently used over the last few years, but were updated for the school profile used in the self-study. So, in 2019, internal assessments were finally incorporated into the school's program review. The findings from external exams were effective at informing decisions that feed into the schoolwide action plan. The findings from internal assessments were less effective, but still useful, though the school plans to update its internal examination processes so that they can better correlate student performance to our SLOs, academic standards, and external standards. See Chapter 2 for full details on the use of assessments to inform the findings and the refinement of the action plan. As of Jan.17th, 2020, the schoolwide action plan drafting has started incorporating department level discussions and task-setting, which included training and workshops on how to read and work with the action plan document.

Recommendation #8: The BRS leadership, teachers and staff define an English language acquisition model (immersion, bilingual, partial immersion) to support the students' English language attainment as a holistic process.

Progress: In 2018-2019, BRS leaders reviewed the school's current language acquisition teaching and learning practices. They then researched this to existing models to identify which the school currently, naturally falls under. It was found that, for lower level students, the school used a structured-immersion approach, and for higher level students, the school used an academic-content-based approach. Both models are currently awaiting further leadership review before plans to further develop them, or an alternative are adopted.

Recommendation #9: The BRS leadership review and revise a clear set of graduation requirements that establish a minimum number of defined credits per subject area that will still meet the typical university admission requirements around the world, e.g., U.S. colleges and universities (See the University of California a-g requirements).

Progress :BRS leaders reviewed and began updating its graduation requirements from year-based requirements to credit-based requirements throughout 2017-2019. The current set of requirements is now credit-based. The next round of review of these requirements hasn't been scheduled, but discussions are ongoing in further refining them to specify additional factors such as credit-hours.

Recommendation #10: The BRS leadership refines the admission program to ensure that students admitted to the 10th grade will have the support and scaffolding needed to take AP and other higher-level courses.

Progress: In 2017-2018 BRS leaders added an English speaking placement exam to assist in student placement with the then-newly updated language courses. This was somewhat effective, and was updated in the 2018-2019 school year with much better results in student placement. The admissions department also added parent interviews and CEPT tests for incoming grade 9 students from the campus RFLS school (Royal Foreign Language School is the middle school that shared BRS campus), which helped in student homeroom placement. The AAO course selection procedures were updated in 2019 so that students could more easily move up a level within the first month of the semester based on their performance and teacher feedback.

Recommendation #11: The BRS leadership and teachers revisit the scheduling of the various aspects of the program to ensure student access and support.

Progress: Throughout 2017-2019, leaders reviewed various aspects of the schedule and based on teacher and student feedback, added more self-study periods to the evenings, both to lighten the heavy class load and allow time for students to access teachers, study, do homework, and participate in extra-curricular activities. The library was also open until later for students to access, and self-study time was added to the dormitories, whereas before there was just a universal mandatory lights-out. In the 3 semesters from 2018-2020, additional events were scheduled to allow for SLO understanding including an "SLO Fair" on November 29th, which was planned and executed by the Student Union, with support from all departments.

Recommendation #12: The BRS leadership work together with teachers to develop and implement standards for a teacher supervision and evaluation process that supports a professional learning and coaching model. This includes a personal professional growth plan that is aligned to students' and therefore teachers' learning needs and ongoing school improvement.

Progress:

To further incorporate teacher participation and viewpoints into the evaluation process, BRS leaders set up a teacher representative body consisting of teacher from every subject group, who meet semesterly or more to give feedback on improvements to the teaching evaluation process. In 2018, teachers were allowed access to their student-teacher evaluation feedback, which had been previously classified. In 2019 schoolwide priority goals were shared with all faculty and staff. PD center was also established around that time and their priority was to help teachers to set professional learning goals which are aligned to schoolwide priority goals.

In 2019-2020, the Professional Development (PD) Center is working with leaders and the AAO to integrate observations, evaluations, and PD trainings so that are all aligned, and can feed into each other to identify ongoing teacher learning needs based on school improvement plans.

Recommendation #13: The BRS leadership with teacher input evaluate the procedures utilized to select professional development and align these procedures to the schoolwide action plan to make sure that strategic priorities are met and student achievement is positively impacted.

Progress: In 2017-2018, BRS implemented plans that would bring internal or on-site PD under a unified process within the PD Center, whereas it was previously done in a department-by-department basis without formal documentation or tracking. In 2018-2019, after some setbacks to PD centralization due to staff turnover, an official PD Center was established. The Center immediately began establishing schoolwide processes to ensure that future PD selection and resources were aligned to the schoolwide action plan. In 2019-2020, the bulk of internal PDs focused on supporting schoolwide priority goals such as standards-based curriculum writing, social-emotional learning support, leadership trainings based on takeaways external trainings, and more. Teachers are also now encouraged to implement PD learning in the classroom, and the PD Center is helping make adjustments to the school's peer observation program to begin monitoring the impact on student learning. As a conclusion to first semester's PD Pathways, representatives from each pathway shared best practices that resulted from participating in various PD Pathways.

Recommendation #14: As part of the review and refinement of the professional development, the BRS leadership and teachers develop and implement not only pertinent professional training but also coaching based on student and teacher learning needs in such areas as the following: strategies for English language acquisition, including writing. Use of a variety of instructional strategies (differentiated instruction). Curricular mapping and designing of backward design units emphasizing what students should know and how will that be determined. Use of a variety of formative and summative assessments and how to analyze the results to modify the learning and teaching of students

Progress: In 2018-2019, before the current PD pathway model was set, school leaders had departments organize a variety of department-based PDs based on learner needs, especially on a variety topics for language learning, including the use of mobile learning technology and research. Teachers and leaders received training on UbD from Atlas at the beginning of August 2019 when the school implemented ATLAS.

From 2019-2020 there is a dedicated PD pathway for participating teachers to learn better practices in UbD and backwards design that emphasizes what students should know based on unit maps. Future pathways and/or trainings are being planned for differentiated instruction.

Recommendation #15: The BRS leadership and teachers implement a process to gather, analyze and use data to measure the impact of professional development to make sure it is sustainable and has an impact on student learning.

Progress: In 2018-2019, leaders began discussions and exploration into how to best measure the impact of PD on student learning, including the collection and analysis of data. After some review and research, the peer observation program has undergone planning and changes to observe for the impact of PD within classroom teaching. In 2019-2020, an updated observation 3.0 form and procedures were implemented as a test-run to observe to what extent teachers were applying PD learning in classrooms. Data will be collected at the end of the 2019 fall semester and analyzed to see if there has been adequate impact on the student learning experience from PDs, and how observations can be further refined in the future.

Recommendation #16: The BRS leadership and staff examine ways to work with similar schools in the region through professional development organizations like Knowledge Source, ASCD, EARCOS and ACAMIS.

Progress: Since becoming a WASC candidate school in 2016, BRS has begun sending delegates from its leadership team to the annual EARCOS Leadership Conferences every October. BRS delegates attended the 2017, 2018, and 2019 ELC, each time bringing back resources and learning which were shared to various departments of the school. These included things like child protection models for the safety committee, action planning frameworks, standards-based curriculum learning, and leadership skills training which is being used in the leadership PD pathway.

Recommendation #17: The BRS leadership review and refine the process for staff assignments to address the needed qualifications for the designated area in addition to the English speaking ability.

Progress: Campus HR has collaborated with BRS to implement new, or further emphasize existing hiring policies. Licensing for local teacher was updated from "recommended" in 2018 to "mandatory" in 2019. Dormitory staff background checks has been more and more heavily emphasized in the past 3 years. Various smaller updates were made to foreign staff hiring qualifications.

Recommendation #18: The BRS leadership and staff consider the benefits of starting the college preparation earlier in grade 9.

Progress: BRS leadership collaborated with campus leaders in 2018-2019 to begin reviewing the state of alignment between the campus RFLS grade 9 curriculum and outcomes as compared to BRS curriculum. Due to leadership turnover on the campus side and within RFLS, this work was cut off until later in 2019-2020 when it was picked up again. BRS is currently looking at developing concrete plans that would improve the transition of grade 7, 8, and 9

students into BRS curriculum. Discussions are also ongoing as to how this will impact students that join BRS in the 10th grade who are not from our campus, which averages around 50% of BRS admissions.

Recommendation #19: The BRS leadership and staff review the use of online programs based on the ACS WASC worldwide approved iNACOL standards that are embedded with the ACS WASC criteria.

Progress: BRS has a GAC and OSSD program, which is a hybrid of on-site, online, and outsourced curriculum. These were reviewed in 2019-2020 during the school's full self-study based on iNACOL standards embedded within the WASC criteria. BRS' older, fully online "K12" courses has been changed since 2017, and has since been reduced to only 2 classroom-based elective courses. This was also reviewed during the self-study and found that they no longer fit the definition of online instruction. K12 was otherwise reviewed regularly along with the rest of BRS' normal curriculum.

Recommendation #20: The BRS leadership and staff evaluate further the boarding program based on the ACS WASC boarding criterion to ensure worldwide standards are being met. This includes further refinement of dorm policies for students during the week and weekends; the assurance that all students have appropriate facilities; and the inclusion of homeroom teachers in the collaboration with dorm staff.

Progress: In 2017-2018 the WASC boarding criteria was fully translated and a new dormitory director, dedicated only to BRS dormitory facilities was appointed. In 2018-2019, documentation from the dormitories was sparse, though some implementation was attempted based on various standards, with inconsistent results. In 2019-2020, to better support the dormitories, the SC and other school leaders worked more directly with the dormitory directors to aid in capacity building such as setting up action plans, PDs, and appointing a bi-lingual deputy director. The dormitories have since been able to make very effective progress in reaching out to homeroom teachers, sending delegates to their meetings, and collaborating with the Student Affairs Office to bring weekend programs to that aim to help weekend boarders with study opportunities, as well as set holistically align the entire boarding program to supporting student achievement of BRS' SLOs.

Recommendation #21: The BRS leadership with input from teachers and staff develop and implement a schoolwide action plan based on the initial visit recommendations and other areas related to student needs (Focus on Learning International Edition, 2017, Task 5).

Progress: Schoolwide action planning was new to the school in 2016. An initial schoolwide action plan was written in 2017-2018 following our learning from our first ELC attendance. This plan was published in the Annual Progress Report to WASC, and amalgamated a number of department-level plans. While it was helpful for some, the plan was very operations-centered, and lacked overarching schoolwide, student-centered goals. In 2018-2019, after our second ELC attendance, and with the ongoing help of Ms. Barbara Parker, BRS continued to try refinements to the plan, trying to use more consistent student-centered perspectives, and grouping operations under larger schoolwide goals. This updated plan was much more effective in helping school leaders keep tasks aligned to school goals and student needs. In 2019-2020, we have again reviewed and are further updating our schoolwide action plan based on learning from our 3rd ELC and additional advice from Ms. Barbara Parker. Current BRS Action Plan is based on inputs from leadership team and staff.

Recommendation #22: The Beijing Royal School Board and the administration move forward in quality long range resource planning for the school based on the vision, mission and refined schoolwide learner outcomes that have integrated the emphasis on global competency to ensure the desired program is supported by appropriate resources.

Progress: BRS' is adding long-range budget planning and reporting as a step in its full self-study. Previously, budgeting and budget approvals happened on a more short-range, yearly basis, though the school has always had steady financial backing and support from its owner and board. BRS uses department and leadership projections of needed resources to create its long-range budgeting plan that is aligned to school development goals according to the schoolwide action plan.

Significant School Developments after the Initial Visit

Over the past four years, BRS has seen significant school-wide changes and developments in areas such as additional courses and curriculum changes, upgrades in facilities and technology, and a complete revision to many policies and programs for the betterment of student learning. During the time since our last accreditation process, there has been a significant level of international standards adoption across many areas of the school, though implementation is still ongoing, and many challenges still remain.

In the past four years, significant changes have also taken place in both leadership and staffing. We have entirely new vice-principals, department directors, and heads of teaching groups leading BRS since our last visit.

Since the last accreditation visit, BRS has implemented ATLAS for curriculum housing and mapping purposes to support development of increasingly high-quality teaching and learning practices, and SEIUE for scheduling and grade keeping.

Since 2016, BRS has added many new courses to increase student engagement and academic rigor, such as in IB, adjusted certain courses for better vertical alignment, and also phased out certain courses based on student need and feedback, especially some school based and K12 courses.

Since 2017, BRS has greatly increased support and services for student well-being, child protection, and school safety. The school has appointed a safety coordinator and safety committee. Various health and safety equipment have been installed or upgraded. Leaders have promoted the collaboration and accountability of all leaders and staff, including reporting practices. BRS is also in development and implementation of a variety of programs to promote health, protection, and safety awareness.

Since 2019, BRS has established schoolwide priority goals and shared it with all faculty and staff. The school is aligning and monitoring all programs based on these goals, which cover 4 primary areas: curriculum, student support, organization and collaboration, and professional growth.

School-wide Action Plan

The BRS schoolwide action plan was prepared by the leadership team in the fall of 2018 based on four main goals related to curriculum, program for student support, improvement of communication and collaboration and professional growth for student achievement. These four goals identified in 2018 have been carried on up to self-study. Please note that "(COMPLETE)" below refers to the completion of all major tasks as originally planned for implementation, and does not necessarily indicate that the work isn't ongoing, or that further work is not needed.

Chapter II: Student Community Profile - Data and Findings



The BRS Community

BRS' mission is to cultivate global citizens. BRS achieves this through its 3 schoolwide learner outcomes (SLOs): Academic achievement, personal responsibility, and global mindset. The school's mission and schoolwide learner outcomes were initially written in 2016. They were reviewed in 2017, and based on WASC's principles, the FOL, and research into international frameworks, were greatly revised from 2017-2018. As part of the process, school leaders also included a significant amount of input and feedback from the school's stakeholders. The current mission, SLOs, and indicators aim to be a balanced mix of current international education frameworks, school values, and stakeholder beliefs. Details on the process for revising the SLOs and inclusion of stakeholders can be found in Chapter I as well as Focus Group A's findings.

Beijing Royal School (BRS) is a boarding high school serving students grades 10, 11, and 12 on the Beijing Royal Campus, with 776 students attending in the 2019-2020 school year. The Beijing Royal Campus also serves as a campus for the Royal Foreign Language School (RFLS), which is a K-12 school. While there is collaboration and sharing of facilities and resources, each school has its own separate programs of study. All BRS students complete their programs of study solely within BRS.

Beijing Royal School is a subsidiary of the Fazheng Group. The school is registered with the Education Bureau of China as an international school, it is co-educational, not for-profit, and is fully managed by tuition. It is governed by a Board of Directors and led by Principal Guangfa Wang, Vice Principal Jason Wang and Vice Principal Yao Yu. Currently, the vast majority of the student population consists of Chinese students from over 30 provinces, with a smaller number of foreign students from different countries. 99% of our students are English language learners whose mother tongue is a language other than English.

Beijing Royal School has maintained a Parent Committee since May of 2019. The Parent Committee consists of about 54 active parent members as of January 1, 2020. The President of the Parent Committee for the 2019-2020 year is Mr. Xiao Jian Xiong. Vice-Principal Yu Yao and Director of the SAO, Mr. Hong, are currently the staff representatives to communicate with and support the Parent Committee.

Beijing Royal School's Partnership with UN Women on Gender Equality and Women's Empowerment

Beijing Royal School has been partnering with UN Women to bolster innovative programs and strategies for gender equality and women's empowerment in China. From 2015 through 2018, Beijing Royal School, Beijing Fazheng Group and UN Women piloted the Peer Leadership for Healthy Relationships Program, which was the first school-based peer education project in China on preventing gender-based discrimination and violence among young adolescents. Beijing Royal School students initiated “Beijing Royal School (BRS) violence against women and girls (VAWG) Prevention Project” (project 92757) aimed to empower BRS students to prevent gender-based violence (GBV) and foster a gender-equal campus. This project was implemented from March, 2015 to April, 2018. It aimed to enable male and female adolescents aged 13 to 18 to challenge traditional definitions of masculinity and femininity, advocate for gender equality as peer educators, and embrace healthy relationships. This pilot project model was evaluated and shared based on relevance, effectiveness, efficiency, impact, and sustainability.

On December 15th, UN Women Executive Director Phumzile Mlambo-Ngcuka launched the Peer Leadership Project Phase II. From 2019 to 2022, UN Women will renew its collaboration with Beijing Fazheng Group and its education-sector subsidiaries, particularly the Beijing Royal Charity Foundation and the Beijing Royal School System, to further strengthen the peer education for gender equality model and develop it into a nationally replicable model.

Beijing Royal School's Partnership with UNESCO Mobile Learning

The Beijing Royal School is one of the pioneer schools in China in incorporating mobile learning into pedagogical transformation. Its mobile learning program started in 2010. Using UNESCO's global citizenship education conceptual framework as a theoretical reference that guides the design of mobile-based teaching and learning activities Beijing Royal School aims at the development of students' cognitive, socio-emotional and behavioral dimensions. Beijing Royal School teachers and staff have been participating in Annual Mobile Learning week organized by UNESCO Headquarters in Paris every year. Beijing Royal school teachers and students have been presenting thematic workshops on topics such as Augmented Human Intelligence and Humanity. Beijing Royal School was also featured as exemplary school for best mobile learning practice worldwide.

WASC Accreditation History

Beijing Royal School had an Initial Visit by the WASC Visiting Committee on November, 2016. The school was then granted Candidacy Status by the Accrediting Commission for Schools through June, 2020. The school was involved in self-study from May, 2018 through December, 2020.

School Curriculum

BRS offers a blend of curriculum of National, State Courses approved by the Ministry of Education, International Courses, Language Courses, and School-based Courses. English and Chinese both are the language of communication on campus and of instruction for all classes except for Foreign Language Courses. The wide variety of programs available at BRS allows students to develop an educational plan customized to their own interests and aptitudes, while maintaining the academic rigor that will adequately prepare them for further studies, whether it be in China or abroad.

Beijing Royal School's curriculum is currently housed on the Rubicon Atlas curriculum management platform. Beijing Royal School teachers write Unit Planners for curricular courses based on the Common Core State Standards, IB program standards, AP Standards, A-Level Standards and other the relevant content standards. Course teachers triangulate teaching and assessments with our Schoolwide Learner Outcome skills and 21st-Century skills. Starting from 2019, Beijing Royal School teachers also use the Rubicon Atlas platform to plan UbD curricular units for courses offered.

The high school program at Beijing Royal School provides learners a good foundation for Cambridge International AS & A Level for Grades 10-12, and College Board's SAT and AP exams. We require PSAT testing for all grade 10 and 11 students, SAT and TOEFL testing for grade 10, 11 and 12 students, and many students

also take AP and subject-specific SAT exams. These consistent measures of achievement provide students with internationally recognized scores that are required for admissions to North American universities and many other universities around the world.

Student Services and Support Programs

Beijing Royal School provides students access to many support services and programs such as:

1. Campus Guidance Counseling Office

The Guidance Counseling Office (GCO) provides students in all three grades with guidance classes, one-on-one guidance counseling services, seminars, and lectures to help students to make proper course selections. And counselors write for each student a guidance roadmap, in which counselors give clear advice and suggestions on the student's academic path.

2. Student Psychology Counseling Office

The Student Psychology Counseling Office provides students who suffer from mental stress with one-on-one psychological counseling services, psychology lectures and seminars to relieve the stress and stimulate their learning-related motivation.

3. Campus International Programs Office

The International Programs Office provides students at BRS with experiential learning opportunities, academic competitions opportunities, and academic research projects resources to enrich students' learning experiences outside of the classroom

4. Academic Field Trips

The SAO and supporting departments provide students at BRS with academic-related field trips every semester to enrich students' learning experiences out of classroom.

5. Campus Testing and Assessment Center

BRS offers Test Prep Support for subject specific A-Level and AP tests, as well as general standardized tests such as TOEFL, IELTS, ACT and SAT. The Testing and Assessment Center (TAC) help students at BRS to sign up for different tests and assessments, organizes those tests and assessments, and provides the results of those tests and assessments to students and leaders to track learning progress.

6. One-on-One Tutoring

Teaching subject departments provides students at BRS with outside of class tutoring in the forms of both one-on-one and group tutoring to support and enhance their learning. This service is provided to both the under-performing or struggling students as well as students in other levels at BRS.

7. Personalized Approaches to Learning and Alternative Instructional Options

Year Leaders collaborate with academic teams to offer students personalized approaches to learning and alternative instructional options that allow access to and progress in the rigorous standards-based curriculum. They maintain detailed student profiles which help to track their progress and guide their long-term plans. As students progress throughout their high school career, the Year leaders track their academic progress on spreadsheets which can then be used to identify students who need personalized schedules, interventions, or alternative instructional options.

8. Individual Research Projects

The Academic Committee (AC) designs research projects for and with students. High-performing students are also able to receive support from teachers for individual research projects and papers that they are taking on.

9. Foundation Courses

Foundation courses are offered to students of low levels in a variety of subjects. The vast majority of these subjects are for Grade 10 students that are in the Foundation Program.

10. Orientation Program for New Students

New students in grade 10 and parents are given orientation before beginning studies at BRS. Boarding students are also given a dormitory orientation by the dorms office prior to beginning classes.



Campus Environment

Beijing Royal school campus is always maintained tidy, clean, and hygienic. Room maintenance and emergency evacuation routes are posted up and made prominent in every area. Emergency evacuation or fire drill is carried out at least once every year. The school is managed through trust and responsibility from the faculty and students with many prevention policies and procedures in place to safeguard of students and staff.

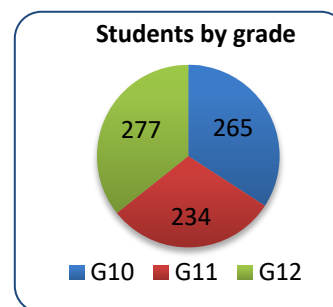
The overall condition of facilities is conducive for teaching and learning. All classrooms and instruction rooms like conference and meeting rooms are equipped with an LCD projector connected to a networked computer. The campus is wireless with secure WiFi around the campus.

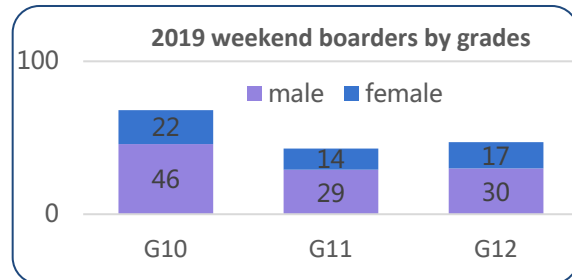
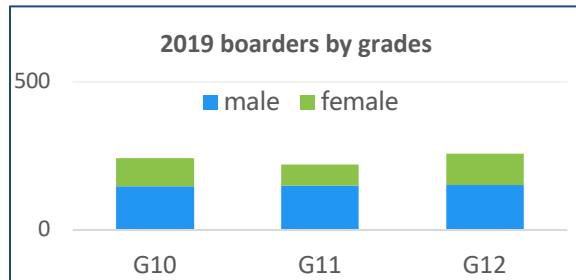
As a digital campus, Beijing Royal School has digital student service systems including vending machines, self-help printers, and digital service in the canteen. Apple laptops and computers are made available to teachers and students for learning and teaching, and for school activities inside and outside the boundary of the classrooms.

Students and teachers at Beijing Royal School are engaged in interactive school wide activities like an annual sports day, annual gala, various holiday celebrations, and creative homeroom group activities throughout the year. A warm, caring, safe, and secure learning environment has therefore been created on campus.

Summary of BRS demographics

As of the 2019-2020 school year, BRS has 776 students attending in grades 10, 11, and 12. The majority of students are native Chinese, with a smaller number of international students. The largest group of Chinese students come from Beijing, 36%, with the rest originating from 29 other provinces. The vast majority of students are learning English as a foreign language. 722 students board at school during the week, and 157 board over the weekends as well. BRS' student population has decreased over the past 3 years steadily, though the proportion of boarding students has increased. Most students participate in one or more extra-curricular activities at the school, such as international exchanges, student clubs, Student Union, fairs, and other events.





BRS has 138 full-time faculty members and three administrators. Most of our faculty members are credentialed and more than half of the staff has either a doctorate or masters degree. Beijing Royal School has an experienced faculty, the majority having over 4 years experience in education and a time of service at Beijing Royal School of over 3 years on average.

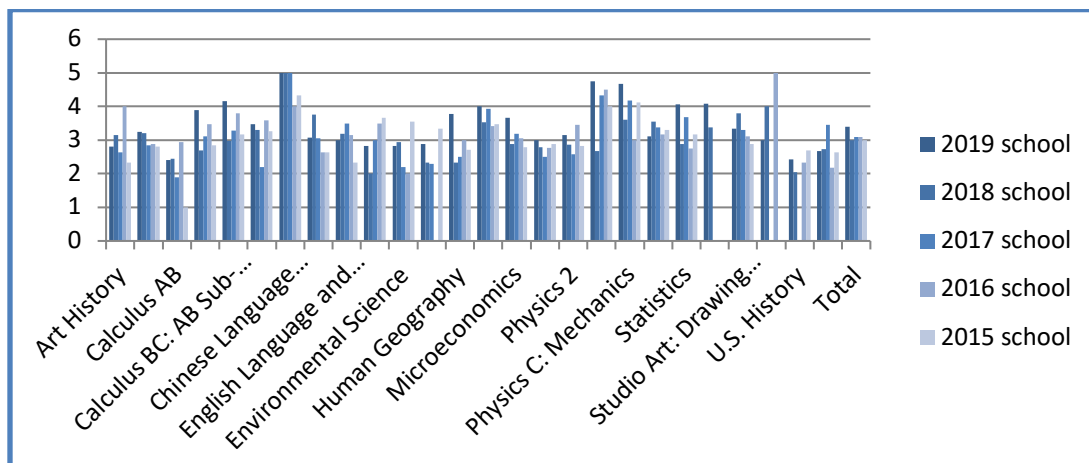
As of the 2019-2020 school year, BRS has 327 total staff, with 41 being international. Total staff numbers have decreased, following student trends, though the number of international staff has remained very consistent. As of November, 2019, there have been 31 on-site and 34 off-site professional development activities, with over 1,000 instances of participation. PDs have increased exponentially over the past 3 years by almost a factor of 2.

Faculty educational Level

School Year	2019-2020 (2020.1)	Teachers	138
Local teachers (LTs)	97	Foreign teachers (FTs)	41
LTs with education degree	39 (40.2%)	FTs with education degree	10 (24.4%)
LTs with bachelors	13 (13.4%)	FTs with bachelors	17 (41.5%)
LTs with masters	72 (74.2%)	FTs with masters	21 (51.2%)
LTs with doctorate	12 (12.4%)	FTs with doctorate	3 (7.3%)

Summary of BRS student achievement

BRS's student achievement data was collected and analyzed in November and December as part of the self-study process. AP scores over 5 years generally show upward trends in social sciences, Chinese, and science. Student math scores showed inconsistent trends, and were found to be lower than other subjects.

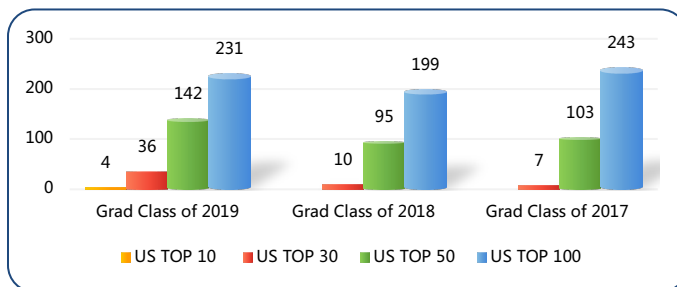


Student A Level scores have trended toward a B average, with lower scores trending up, but higher scores trending down. AS Level scores have had an overall upward trend towards A. The total number of students taking the exams have relatively high fluctuation each year.

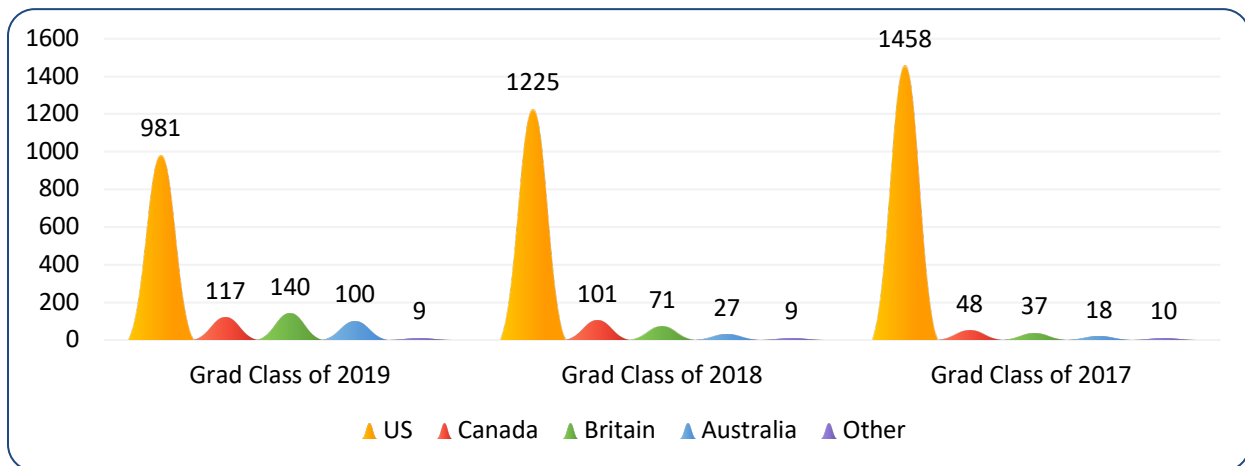
Almost all internal assessment results have steadily trended upward over the past 4 years, except art, which remained consistent.

In standardized English admissions examinations, student TOEFL scores in the top range, above 100, have steadily increased, but lower ranges have stayed relatively consistent from 2017-2019. At the time of data collection, the class of 2020 had just begun their initial rounds of TOEFL testing, so their scores were not factored into analyses as the other scores represent more final student achievement scores. IELTS scores have had a more consistent increase over the past 4 years, with almost all score ranges trending upwards towards the 6.5+ range. For both examinations, the school's internal collection processes are planned to include more comprehensive gathering of whole student body scores as well as further disaggregation of scores.

Student SAT scores over the past 3 years have trended towards the 1300-1400 range, which is slightly up overall. PSAT scores over the past 5 years have trended up more consistently, though capping in the 1200-1300 range. Disaggregation of score collecting into the testing skills categories is starting in the 2019-2020 school year, so future analyses will be planned to include a more comprehensive breakdown of student achievement and trends for these exams.



BRS graduates over the last 3 years have consistently chosen the U.S. by a majority, followed by Canada, Britain, and Australia as their top destinations for their college and university studies. BRS graduate admissions into US "TOP" universities has steadily increased. The most popular college majors of BRS graduates fluctuate, but generally include economics, business, biology, math, and computer science.



Summary of interpretations of student outcome data

School leaders found from the internal assessment data review that there is a consistent correlation between internal and external performance levels of students in math. This may imply a learner motivation issue, as math is a mandatory subject, and course offerings are not as flexible as other subjects. Leaders noted that English courses have seen a steady increase in internal student achievement scores despite a large amount of curricular and instructional updates over the past 3 years. It was also found and noted that, at this stage, further disaggregation of

scores through modified collection and reporting practices will be needed in the future to draw more concrete conclusions and implications.

The Dormitories office found that the ratio of boarders to overall population has been increasing, meaning that BRS is "home" to an increasing proportion of students. This may call for further adjustments to the program in terms of nurturing and monitoring practices, especially for weekend boarders.

The Testing and Assessment Center (TAC) identified many of the student achievement trends mentioned above. They've also found that many of the score categories are seeing the highest trends in the past five years. However, they note that there have been some inconsistencies in many of the data fields over time, such as fluctuating student numbers and gaps in the data.

The Student Affairs Office (SAO) found that there was a good degree of matching in terms of student attendance to how they've observed student behavior as part of their routine monitoring. While improving, this implies a level of ongoing student misbehavior issues. The department has suggested that this could be best addressed by increasing academic support to misbehaving students in order to improve their baseline academic abilities to allow them more opportunities to spend time in studies, and less in unrelated activities. The data also implies a further need to involve teachers and staff in moral instructional practices so that they can better curb misbehavior across the school whenever it is observed.

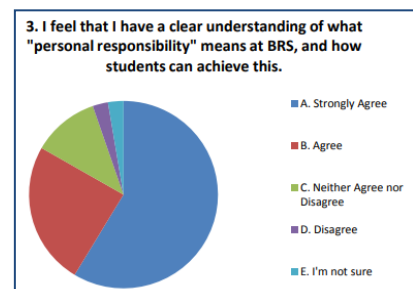
The Guidance Counseling Office (GCO) identified many of the matriculation trends mentioned above in terms of student college patterns. They note that internal assessments, in terms of student GPA, would fluctuate inconsistently due to make-up examination periods between 11th and 12th grade, which affects counseling and application processes. Having make-up project learning and work instead or in addition to exams would benefit both student learning and applications. The GCO also found that, based on popular student majors, it is implied that STEM subjects could be emphasized to better prepare many students for learning at the university level.

Summary of perception data

Student, parent, and teacher perception data was gathered in the form of mass surveys over the month of December, 2019. Additional data was also collected in the form of the school's regular student-teacher evaluation surveys, which doubles as part of teacher evaluations.

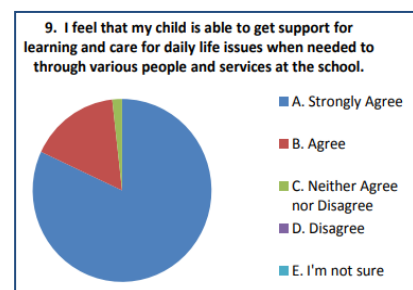
Student perceptions of school

Student perceptions show that students overall have a very positive view of the school. At the current stage of implementation, students feel that they have a clear understanding of the school's SLOs and how to achieve them. Students agree in most other areas that curriculum, services, and other structures in the school are clear to them, and that their teachers and staff are supportive and professional. There are still some areas where students are answers and neither agreeing or disagreeing, implying that some parts of the program could be better explained or made accessible.



Student perceptions of teaching

Student feedback from the student evaluations of their teachers was summarized and showed very positive rates. However, leaders report that these are overwhelming positive and consistent every year, which while good, might mean that the sensitivity of these surveys need to be adjusted in the future to better identify outlying teachers and student opinions.



Parent perceptions of the school

Parent perceptions shows overwhelmingly positive opinions of the school overall. Parents answered very high in agreement with all categories

regarding curriculum organization and standards, appropriate course difficulty, a variety of learning experiences, teacher knowledge and professionalism, support for learning, student care, year group effectiveness, student performance reporting, college guidance counseling, opportunities for parents to participate in school activities, appropriate daily scheduling, graduation requirements, campus cleanliness, and campus safety. There was a small spike of "I'm not sure" responses in regards to student well-being counselors, mostly likely due to the fact that this service is relatively new and is not a service that most students require access to.

Teacher perceptions of school

Teacher perceptions survey findings show that the vast majority of teachers agree that the school fosters a safe and collaborative learning environment that is organized, involves families, communicates expectations of success, recognizes students' ability to grow to their full potential, recognizes student and teacher performance, implements teacher evaluations, engages teachers in goal-oriented, research-based professional learning, supports new teachers, collaborates with outside expertise, communicates strategies and use of community resources, and includes a diverse set of educators and stakeholders in school improvement. However, there are certain areas with small but notable spikes in "neutral" or "disagree" answers. From these, teacher feedback is showing a call for further rigor and evidence-based teacher evaluations, communicating strategies of the use of community resources in meeting school goals, having more rigorous professional learning, and further organizing school policies, roles, and responsibilities.



Preliminary critical learner needs identified from profile review and analysis findings

Preliminary critical learner need 1: Learners need literacy across the Curriculum. An increased percentage of English Learners need adequate yearly progress in language acquisition by helping them develop overall literacy with general strategies that can help students with comprehension across content areas.

Preliminary critical learner need 2: Learners need a further refined program of course structures so that academic courses are within student's ability to handle while also move them up towards higher achievement levels and learning opportunities. High School course options and prerequisites need to be clearly defined so that curriculum structures support student academic progress.

Preliminary critical learner need 3: Learners need more data-centered decision making processes at the leadership level so that actions taken by the school are explicitly linked and correlated with their performance. As a part of this, internal assessment data needs to be gathered and reported both more clearly and consistently. The data should also be sub-grouped comprehensively so that variables from the rest of the profile can be cross-analyzed based on student internal assessment scores.

Chapter III: Self-Study Findings

ACS WASC Category A. Organization for Student Learning: Summary, Strengths, and Growth Needs



ACS WASC Category A. Organization for Student Learning: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs.

Summary (including comments about the critical student learning needs)

- BRS has established and publicized a written mission and vision which clearly reflects the beliefs and philosophy of the international school and its constituency.
- Focus group findings indicated that BRS's initial writing of SLOs did have some interpreted global competencies. However, this was initially written without the input of major stakeholders. During the process of re-writing the school's SLOs, apart from school leaders, focus group leaders, most of teachers were involved by providing many feedbacks. And WASC's global competencies have been explicitly included in the school's SLOs.
- The current and established SLOs with indicators can be clearly identified in which now are integrated into school's learner outcomes.
- Various collaborative PLC meetings are happening across the school horizontally and vertically to demonstrate the effectiveness of the regular process for review of the core beliefs, school vision, mission and the schoolwide learner outcome. Those processes include integration of SLOs into multiple school teaching and learning systems (Atlas, Seiuue)
- There is a need to form an SLOs committee which includes representatives of all stakeholders to monitor and develop SLOs throughout the school continuously.
- Focus group findings indicated that majority of the administration and faculty staff believe that the BRS has established clear written policies, charts, handbooks. And school has a well-functioning system to support and assist staff to understand those policies and handbooks by regular communications, training, orientations as well as providing various tools including charts, graphics, tables for further demonstration.
- In the matter of child safety and duty of care, BRS has developed a safety guide handbook with clear policies, procedures and instructions together with designated leader in charge and clear responsibility system.
- BRS has existing structures for internal communications, planning and conflict resolution. Communicative methods including regular meetings, emails, summary review and reports as well as face to face conversation together with standardized instructions and procedures were adopted in the process of planning and conflict resolution. Even though the focus group findings have shown there are some inconsistencies in the effectiveness of communication within and across departments.
- BRS leadership regularly review the existing processes and involve the faculty and staff in identifying the areas of improvement which can be implemented in better support student learning in a global context.

Focus Group A findings indicated BRS leadership and staff are qualified for their assigned responsibilities, and that it provides ongoing professional development to ensure that teachers are qualified for their position. First, according to teaching group's personnel needs, BRS has very clear employment policies for Chinese and foreign faculty to find qualified candidates through different methods. The strict interview process ensures that BRS candidates are qualified to work with students, and BRS provides clear guidelines to instruct new faculty on child protection. In addition, group leaders are the direct role to assign new teachers to different positions based on their expertise, and BRS also provides different orientation to ensure that all staff is qualified. BRS has a clear delineation of shared responsibilities and procedures for admin leaders, group leaders, deputy group leaders and

teachers. Furthermore, BRS provides AP, A-Level, IB, GAC and IT training for staff to improve their teaching subject skills and to facilitate students achieving academic standards and SLO. Lastly, school supervision is effective, and Teachers and Staff Performance Evaluation is effective to evaluate staff performance.

BRS has considered the benefits of students, parents and teachers when making relevant plans. Teachers are represented in school planning meetings through the representation of teaching group leaders. Although school has ongoing plans of gaining parent and student participation through Student Assembly and Parent Association, as well as parent-teacher meetings, but actual degree of involvement and commitment of students and parents in the planning process is unclear.

BRS's action plans are all written based on students learning needs, the school-wide learner outcomes and the academic standards of the school. In the formation, planning, and implementation of the Schoolwide learner outcomes (SLOs), BRS has put in a lot of effort to ensure that the learning needs of stakeholders, especially students, were considered. However, as this is in the implementation phase, feedback on SLOs from parent groups is not yet obtained.

BRS has professional development department to help teachers to achieve their professional goals. The school has held many PD workshops and interviews with teachers to help support all of BRS' teacher's growth and development. Many aspects related education and teaching experience have been discussed. BRS also has Mentor program to help teachers which will pair experienced teachers with new teachers to help new teachers grow and develop. BRS' 'Teaching ability evaluation system' is current in process of development.

BRS has provided students and staff with adequate, safe, functional and well-maintained modern facilities with advanced technologies and resources to support the school's mission, desired learner goals and educational program together with clear policies procedures for using, acquiring and maintaining instructional materials and equipment.

BRS' professional development department is constantly organizing in-school and external training for the school staff for all programs. Teachers are welcome to apply to attend trainings that they feel will enhance their understanding of different programs/curriculum and improve their teaching.

In relation to preliminary critical learner needs:

In our focus group findings, there is no clear evidence that shows the relationship between the decisions about resource allocations, the school's vision, mission, and student achievement of the schoolwide learner outcomes and the academic standards. And some feedback suggested that there is inefficiency in allocation of resources which could impact on students learning. The growth areas of Focus Group A Findings suggests that BRS professional development need more data to evaluate whether all training have measurable effect on student learning, which leads school to make clear decision on the link between growth of professional development and student learning.

Involving all the stakeholders during the decision-making/planning processes. BRS should consider to strength the evaluation system of professional development, which ensures that all training provided by school has positively influence on teacher's teaching skills and student learning.

Category A: Organization for Student Learning: Areas of Strength

- BRS has established a clear vision and mission that reflects the beliefs and philosophy of the school. Strong consistency between BRS' vision, mission, SLOs and school programs.
- BRS has developed written policies, charts and handbooks that clearly defined responsibilities and relationships.
- As a boarding school, BRS has clearly defined leadership responsibilities for child safety and duty of care.
- BRS has a clear and strict interview process to choose qualified candidates for all teaching positions, and the school has guidelines and orientation for all faculties.
- BRS provides a variety of trainings which have a positive impact on faculty teaching and student learning.
- A clear delineation of shared responsibilities and procedures makes BRS faculty to efficiently cooperate with each other.

- BRS's action plans are all written based on students learning needs, the school-wide learner outcomes and the academic standards of the school.
- BRS values continuous profession development which has allocated sufficient funds and resources to offer various trainings and workshops opportunities throughout the academic year which enable staff and faculty to keep up with international trends and research in education and thus improve their teaching ability.
- BRS has provided students with well-equipped, safe and Intellectualized learning environment which support the school's mission, desired learner goals, and educational programs.

Category A: Organization for Student Learning: Areas of Growth

- There is a need to form an SLOs committee which includes representatives of all stakeholders to monitor and develop SLOs throughout the school continuously
- Although school leaders are devoted to involve staff in sharing responsibility, actions and accountability to support student learning. The degree of effectiveness of the school leadership and staff to work collectively as a learning community to promote the desired global competencies needs further evaluation.
- Improvement on effective cross departmental communication system.
- It would be better for BRS to define practice or relationships about administration and faculty.
- It would be better for BRS to evaluate whether professional development has measurable effect on student learning and student global competency.
- BRS' 'Teaching ability evaluation system' has not yet been established
- Feedback on SLOs from parent groups is not yet obtained.
- The relationship of decisions about resource allocations to the school's purpose and assessment of the schoolwide learner outcome needs to be identified. And improve the leadership and staff involvement in resource allocation decision process.

**ACS WASC Category B. Curriculum, Instruction, and Assessment:
Summary, Strengths, and Growth Needs**



ACS WASC Category B. Standards-based Student Learning: Curriculum, Instruction and Assessment: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs.

Summary (including comments about the critical student learning needs)

- BRS has adopted measures to offer a viable written curriculum to all students that is chiefly based on national and international curriculum standards. Teachers are beginning to create UbD curricular units of instruction on the Rubicon Atlas platform. Teachers and staff are initiating and integrating and introducing global concepts, perspectives and issues into the school-wide curriculum by embedding these global perspectives in courses offered, units/themes taught and co-curricular activities. Even though course teachers are maintaining some level of congruence between the concepts and skills taught, the academic standards and the schoolwide learner outcomes (SLOs) in BRS curriculum more staff development is still needed to ensure a full understanding of the curriculum standards, the SLOs, and approaches to teaching and learning, so that higher level of congruence is incorporated into all subject areas in the future. Although BRS teachers conduct curriculum review regularly within their departments, a Curriculum Review Cycle has not yet been established with review timelines and procedures.
- There is also a need to establish a common and consistent implementation and evaluation of the SLOs within and across grade levels so that the instruction and assessment are consistent for all students in all grade levels. Teachers at BRS address student needs through the instructional approaches in various subject areas. However, English language development across content area has to be catered effectively. More effective professional development and training on how to improve meaningfully in these areas could be highly beneficial, so that best practices impact student learning.
- There is also a need to establish a consistent system to monitor student progress based on achievement of academic standards and Schoolwide Learner Outcomes. The school leadership and instructional staff should also use effective assessment processes to collect, disaggregate, analyze, and report school performance data to appropriate stakeholders. Assessment results should be used to modify the school program, professional development activities, and make decisions about resource allocations to demonstrate a results-driven continuous process.
- BRS is adapting curriculum to address the needs of students with lower English proficiency, who are English Language learner. Our consistent support for these students will continue to seek improvement through staff professional development and curriculum development that is relevant to this area of concern. A more consistent and transparent articulation with our feeder schools is being pursued. The school should take initiatives to enable every student to succeed towards achieving the SWLOs and towards achieving the content standards through practice of differentiated instructional strategies, assessments and materials helps to meet the learning needs of every individual student in class.

In relation to the preliminary critical learner needs:

Assessment processes that determine the level of student achievement of academic standards and schoolwide learner outcomes including collecting, disaggregating, analyzing, and reporting student performance and assessment needs to be have consistent processes. This had led to effective data collection and usage forming one of the critical learner needs identified. Findings in category B3 and B4 confirm that establishing assessment

processes is a critical component of critical student learner need of establishing effective data collection and usage.

Overall, while students at BRS are experiencing rigorous curricular and co-curricular experience in various courses, it is evident that the curriculum is not meeting the needs of students in certain subgroups with lower academic achievement, especially lower English proficiency, which makes it is clear that these students need more inclusive, differentiated, and personalized curriculum.

Category B: Standards-based Student Learning: Areas of Strength

- BRS has adopted measure to ensure written curriculum is based on the US Common Core State Standards, AP standards, IB standards, GAC, OSSD and other relevant curriculum standards.
- Unit planners are in place for all curricular courses, teachers are beginning to prepare curricular units on the Rubicon Atlas platform.
- Schoolwide Professional Development with teachers following their selected path set a personal goal related to the theme, and subsequently participate in a number of workshops and seminars throughout the semester has helped build work towards that goal.
- Technology being integrated into teaching and learning at BRS with Mobile Learning initiatives and the many digital learning platform use in classrooms.
- Early release time is provided for teachers on the first Friday afternoon of every calendar month for collaborative work and professional development.
- A variety of co-curricular activities and community service projects are available for students to pursue interests outside of a standardized academic context or some even related to academic content.
- Students also have access to resources for learning beyond the limits of textbooks such as effective use of technology, collaborative activities, and community resources.

Category B: Standards-based Student Learning: Areas of Growth

- Although teachers conduct curriculum review within their departments, the formulation of a systemic curriculum review timelines and procedures has not yet been established.
- Evaluation of student work indicates that achievement towards the academic standards and towards the SLOs is a big area that needs development. While some students have demonstrated a high level of performance, most students' performance is only mediocre.
- Evaluation of assessment methods indicates that students should be assessed based on achievement of clear learning objectives such as: have acquired the knowledge and skills relevant to the course, be able to analyze information and ideas with critical thinking, work cooperatively and collaboratively with other, maintain class participation and effort (listen actively, respond appropriately, responsible attitude in class).
- Assessment results should be used to modify the school program, professional development activities, and make decisions about resource allocations to demonstrate a results-driven continuous process.
- For students with low language proficiency and academic skills, the school should offer content differentiation and extend more timely intervention and support.
- Teachers should integrate among subject disciplines in curriculum planning.
- English acquisition should be incorporated throughout all disciplines.
- Use effective assessment processes to collect, disaggregate, analyze, and report school performance data to appropriate stakeholders.
- Evaluate the impact and effectiveness of the basis for which students' grades, their growth, and performance levels are determined.
- Evaluate the effectiveness of the system used to monitor the progress of all students toward meeting the academic standards and schoolwide learner outcomes.

ACS WASC Category C. Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs



ACS WASC Category C. Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs.

Summary (including comments about the critical student learning needs)

- Beijing Royal School has built up a robust set of programs and people to oversee the various student support programs on campus. To support student health, BRS has a fully available and adequate health clinic and student psychology counseling program. BRS Career and Personal Counseling services are led by the BRS Guidance Department, which offers both regular 1-on-1 student planning sessions and bi-weekly whole class instruction. The Guidance Department's work is supported by other programs at BRS, including the International Programs Office, Academic Committee, and Testing Center. Academic Assistance and Support is currently comprised mainly of out of class tutoring for students by their course teachers. BRS is also currently in the process of building up a new Academic Support Committee to assist students struggling academically, and this year has instituted a new Foundation Program in Grade 10 for students coming into the high school with a very low academic abilities.
- The evidence collected shows clear structures and processes in place for the health and career/personal counseling services. These departments were able to produce clear records of student use of these services and what the results were. Evidence collection for academic assistance and support was much more difficult to come by. All subject teaching departments reported that out of class tutoring done by their teachers was done informally and not tracked in any substantive way. BRS Teachers reported doing out of class tutoring, but it varied greatly by subject and time of year.
- When looking at the types of academic assistance currently offered at BRS there was also a large discrepancy in the type of student that was receiving this academic assistance. The majority of out of class tutoring was reported by teachers to be for high achieving students who wanted to do more to excel. A much smaller percentage of the tutoring was for students struggling in their courses. Academic support for things such as academic competitions and research report writing was also designed specifically to support the highest achieving students at BRS. The Foundation Program for Grade 10 is one example of an academic support for lower achieving students. However, this program is designed to support a small number of students specifically in these Foundation Courses, and does nothing to support students in other courses that are struggling academically.
- The Academic Support Committee is hoping to be able to fill this gap and support other students struggling academically, but it has not yet finalized its plans, structures and methods. However, the current action plan for this committee calls for the beginning of tutoring in Spring of 2020. This support for students during the next semester would be a significant addition to the academic supports currently available to under-performing students at BRS. Although the exact details are still being worked out, this dedicated committee appears to be making strong progress.
- The Year Group Leaders at BRS also play a significant role in supporting their students. The Year Groups create and continuously update individual student profiles for every student in their grade. These profiles and the various data/spreadsheets kept by the Year Groups allow them to identify students that need more advanced

course offerings or more targeted support in one or more areas. The Year Groups also play a strong role in counseling students and helping guide them in personalizing their academic path while at BRS.

- There was strong evidence to support the work BRS leadership and staff are doing to allow students to personalize their learning. This starts with the wide variety of courses BRS is able to offer, from curricular programs such as AP/A-Level/IB to interest courses such as Archery or International Business. The variety of extra-curricular activities also adds to the personalization of learning. BRS has 37 student-led clubs, and although only about half of them report close ties to academic standards or student learner outcomes, they all work to allow students to personalize their experience at BRS.
- Student meetings were set up in order to allow for comment on the student view of support services at BRS. This also revealed some important information to consider. While students were appreciative of all the different programs, many students reported being unsure of how best to use and take advantage of these supports. This included programs from mental health services, to finding international programs, to looking for academic support.

In relation to the preliminary critical learner needs:

Focus group C's findings concur with the learner need that struggling students do need support in English literacy, and that how students are able to access tutoring and similar supports needs to be clarified as a schoolwide process. We have found that grade leaders are already in place in trying to assist students in building awareness for available support, but at a case-by-case level. For the learner need on refining overall course structures, the school has already begun addressing some of this by starting a foundation program starting in grade 10, which can be built upon and expanded so that they can assist more students (currently estimated at about 40). For the learner need for the school to be able to make more effective data-driven decisions, our group found that many departments within the school lack clear department-level self-evaluation processes that are aligned to school and learner goals.

The areas of growth that group C identified that most directly pertains to these learner needs are:

- continue to devote development, resources, etc. to academic support for under-performing students.
- ensure that students are made more aware of the services and procedures available to them to access academic support.
- consider building upon and expanding the foundation program, ensuring that it is aligned to higher level programs/courses which more students can access.
- improve data-sharing practices across departments, especially of key student performance data.
- support data sharing with staff trainings to improve data literacy, planning, and follow-up actions taken based on data.

Category C: Support for Student Personal and Academic Growth: Areas of Strength

- BRS has a robust set of programs and structures in place to support students' health (mental and physical) and Career/Personal Counseling
- Students receive personalized counseling and road mapping for their future post-high school plans
- Year Group Leaders play a strong and significant role in tracking their students' progress, guiding them into the correct courses and opportunities, and supporting each students' individual and personalized needs
- High achieving students have access to elite competitions, international experiences, research opportunities and AP/A-Level Test support
- School leadership has effectively offered students access to a wide range of curricular choices, including different international curriculum, national courses and school-based interest courses
- A vast array of extracurricular activities further allows students to personalize their experience at BRS, pursuing various passions in the arts, music, sports, science and technology and other areas
- Students in Grade 10 who enter BRS with very low academic ability are beginning to get specialized support for their learning

Category C: Support for Student Personal and Academic Growth: Areas of Growth

- Academic assistance and opportunities for low achieving students needs to be strengthened throughout the school
- Processes for out of class tutoring for students needs to become more formalized and well-recorded
- Get the Academic Support Committee started and functioning so that students who are struggling in one or more classes can have access to structured support
- Students need to continue to be made aware of all of the programs and opportunities available to them at BRS, and be encouraged to take advantage of these
- Self-evaluation for many programs in terms of how they are supporting students is an area that needs continued growth

ACS WASC Category D. School Culture and Environment: Summary, Strengths, and Growth Needs

**ACS WASC Category D. School Culture and Environment: Summary, Strengths, and Growth Needs**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs.

Summary (including comments about the critical student learning needs)**In relation to the preliminary critical learner needs:**

Focus group D findings did not correlate strongly with 2 of the learner needs due to the nature of our prompts. Our findings did relate to the learner need for ongoing refinements to school use of data to drive decisions. Our areas of growth identified which would impact this most would be the inclusion of parents/families into ongoing analysis, as appropriate, or school achievement data. Also, well scheduled and structured cycles of department-level review of school goals achievement relative to student performance would benefit learners here.

Category D: School Culture and Environment: Areas of Strength

- **Overarching Areas of Strength** - All departments of the school have shown great concern and caring for students; comprehensive policies exist for virtually every area connected to the school's learning environment; the school prioritizes compliance with Chinese National Standards.
- **Learning environment through teacher support** - The school provides a collaborative environment for teachers through a variety of policies, and supports teacher growth through professional development programs and opportunities.
- **Academic opportunities for students** - The school provides a range of excellent programs; the students do not hurt for choice when it comes to academic opportunities. The school remains alert in encouraging and awarding all the students' personal and academic growth and achievement.
- **Physical safety on-campus** - The school has comprehensive policies and schedules to ensure safety and cleanliness on campus, and provide an orderly environment for both students and teachers, including logistics, library use, classroom monitoring, extracurricular activities, internet access, etc., that incorporate protocols for emergency situations. The school is making progress in improving communication between all stakeholders - there is increasing communication between staff, teachers and admin for day-to-day school matters, and standardized reporting procedures are beginning to develop.
- **Safety of students on trips** - There are extensive regulations ensuring the safety of students during their trips abroad. The regulations are reviewed and evaluated in a regular basis, but no evidence on how the school chooses the guides (normally subject teachers) for the trip. And also limited evidence of training programs for these tour guides.
- **Safety of students in dorms** - There are extensive regulations ensuring the safety of students in the dormitories. The regulations are reviewed and evaluated in a regular basis. But there is no evidence on how the school recruits the dormitory staff (such as the requirements and conditions to be dormitory staff). And, it is unclear as well the number of dormitory staff members assigned to each floor in the dorm.
- **Increasing communication with parents as stakeholders** - The school places enough emphasis on communication with the students and parents. Varieties of communication forms were adopted by the school to make sure the parents could understand the expectations in relation to the students' desired achievements.

Category D: School Culture and Environment: Areas of Growth

- **Overarching Areas of Growth** - Communication of and trainings for many policies remains an area of growth; impact of policies is not measured due to a lack of feedback/review cycle; non-academic policies are inaccessible to international students, parents and staff.
- **Academic opportunities for students** - It seems we do not have high expectations for all students, especially students with behavioral problems. As well as respecting individual differences, some rules and disciplinary policies also should be fairly implemented for all. The school's range of programs may be overwhelming for some students, while teachers may struggle to comprehend where their lessons fit into a student's path to graduation. The school's policy on rewarding students' achievements is not made clear or consistent under some circumstances.
- **Learning environment through teaching support** - Mobile teaching is a good way to involve students in class , however, some teachers have no clear rules or have no good instructions for students who are using mobile devices. The school's current PD model does not contribute to continuing education credits to renew and maintain staff licensure. The school's policies of inter-department collaboration remains byzantine and unknown to most staff.
- **Physical safety on-campus** - The school has an overly complicated decision-making structure and many actions that require immediate response get caught up in the chain of command. No questionnaire to find out how students evaluate their satisfaction with the campus and the dormitory and dormitory staff, and the effectiveness of the policies covering these issues. In order to better regulate and guide students regarding safe use of online resources, a new student handbook and safety guide needs to be provided. Construction on campus occasionally produces noise and smells that negatively influence students' daily activities, thus need to be planned with more consideration.
- **Increasing communication with parents as stakeholders/learning environment through teaching support** - The school relies too much on non-personal email communication and assumes teachers understand their tasks simply because they were told what the task is.
- **Increasing communication with parents as stakeholders** - During the communication between the school and parents, the feedback from parents could be more emphasized, since few feedback from parents is available.

ACS WASC Category E. China Context (for NCCT/ACS WASC schools): Summary, Strengths, and Growth Needs**ACS WASC Category E: The China Context**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs.

Summary (including comments about the critical student learning needs)

- Local cultures are incorporated into the curriculum through Chinese language and culture courses. These culminate in the Chinese High School Huikao exams, which is a Chinese high school graduation equivalency test. BRS organizes extra-curricular activities that help students learn Chinese culture and language, such as in student clubs and field trips to local Beijing sites. Chinese curriculum follow local laws and regulations, and is checked by government officials in routine reviews.
- The school ensures that it holds all relevant licenses and certificates needed for legal operations, including land and property rights. Both local and foreign faculty and staff are contracted, and the school makes sure that any and all necessary permits are applied for. Staff payment, taxes, and benefits all adhere to the laws and regulations of the People's Republic of China.
- The school actively promotes intercultural and international awareness through international exchanges via the IPO, volunteering opportunities in rural Chinese communities, and our annual international language and culture festival. Students also have regular opportunities to help around the local community such as plogging (jogging while picking up trash) and recycling.

Category E: The China Context: Areas of Strength

1. BRS conforms to and follows all relevant laws and regulations.
2. Student feedback shows that national curriculum courses help them understand Chinese language and culture in depth.
3. Students enjoy a variety of clubs and extra-curricular activities which help them learn about local culture.
4. The school has a lot of programs for students to be able to experience international exchanges and competitions.
5. The school offers many opportunities for students to engage in learning about and helping local Chinese communities.
6. The school maintains a harmonious relationship with its neighboring community with the help of students.

Category E: The China Context: Areas of Growth

1. Schoolwide student English literacy could be better promoted by adopting cross-subject English learning practices.
2. English literacy could be built into more extra-curricular activities and programs.
3. Consider further refining student placement procedures and processes so that students can maximize their learning and be able to pursue their own learning interests in higher level courses.
4. As a part of ongoing curriculum review, incorporate both qualitative and quantitative teacher input.
5. Strengthen inter-departmental data sharing and use so that students can select the most appropriate extra-curricular programs, activities, exchanges, etc.

**ACS WASC Category F. Boarding Program:
Summary, Strengths, and Growth Needs**



ACS WASC Category F. Boarding Program: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category F are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs.

Summary (including comments about the critical student learning needs)

- BRS boarding program has created a massive movement in the right direction in order to embrace the school's vision of fusing Western and Eastern philosophies, teaching students moral values, and inspiring students to succeed. We found definitive evidence that supports BRS' mission to create responsible global citizens, and supports student achievement of the school wide learner outcomes.
- We found that the BRS boarding program has an established body that holds the boarding program accountable to goals, policies, and procedures that are well-documented and aligned with the school's mission and vision. We see the beginnings of alignment to the school wide learner outcomes bearing in mind majority of the focus is placed on the school and academic (school based) departments. There are trends of a well-established appeal process related to decisions made related to students.
- We found 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. We have found that school leaders have a clear vision and high expectations for the program. There is definitive proof that governing authorities show support and understand the expectations of the program. Communication between governing authority and dorm program occurs monthly. We have found that leadership collaborates with dorm leaders in determining, interpreting and promoting expectations of the program. Specifically homeroom teachers combined with dorm leaders maintain a sincere understanding regarding student safety and health.
- In collaboration both School leaders and Dorm leaders maintain implementation of operational procedures. Consistent follow-up of systems support the goals of the boarding program specifically health and safety of students.
- Staff member's roles are clearly defined. The information includes general responsibilities of different posts. Staff members understand their roles and responsibilities in terms of keeping students safe and following school rules. Staff members are qualified for their respective roles and responsibilities at current stage with current goals. The qualifications reflected by the sample resume-information provided by HR match or exceed the dorm program's staff entry requirements. We have found that the Dorm program offers trainings at regular intervals with regards to improvement of current processes and implementation on new systems.
- We found trends in promotion of cultural establishment and student support.
- Regular meetings are held in order to maintain an ongoing supervision, evaluation, and professional learning process for all boarding staff. The new staff evaluation proposal is holistic. The boarding program has a well structured staff training proposal for the school year 2019-2020. The training contents span across a wide range including job responsibilities, emotional support, communication skills, career planning.
- The boarding staff gets to know and understand students' individual needs through multiple channels. The Academic leaders, homeroom teachers and Program leaders have meetings weekly, and bring back to the dorm staff important information concerning students' needs. General issues discussed in such meetings are operational concerns of the boarding program. Most student needs addressed by dorm staff are personal.
- Based on the interview with four dorm staff, some parents established contact with them when students report to school at the beginning of school year, and they would provide feedback to parents from time to time.

Moreover, homeroom teachers, on behalf of subject teachers and dorm staff, provide feedback to parents. The dorm program is hoping to establish a mechanism and policies in the near future.

- Since the goal of the boarding program at current stage is to ensure students' safety, the current dorm staff are hired towards the goal. We do not see a program of academic/personal support well-planned or implemented in the boarding program. No emotional support is established in the dorm either. However, if a student exhibits serious emotional disturbance, the dorm leaders would refer the student to the school psychologist who would provide counseling during the day. Dorm staff communicates with homeroom teachers on a daily basis, mostly concerning operational issues such as electronics usage, sickness or leaving/returning to dorm on time. If any urgent matter happens such as student fight or sickness, there are protocols to follow. This might be considered as part of personal support that dorm staff can provide. However, a well-planned and well-organized program is certainly entailed if the boarding program strives to embrace and support the school mission, vision and SLOs.
- There are beginnings of a process for the 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-term plan. The program is working with great efficiency and a more accurate look on student's needs and its responsiveness to personal responsibility and diversity.
- The boarding program leaders and staff, along with leaders and staff from the School Administration Office and the General Affairs Office, conduct weekly facility, safety and health checks. The evaluation documents are comprehensive. Certain items appear repeatedly. Some issues require collaboration between the boarding program and the General Affairs Office or school leaders' support; some issues require long-term observation.

In relation to the preliminary critical learner needs:

On improving schoolwide English literacy, the dormitories can ensure that rules and policies, starting with those which students are exposed to, are written in English as well. Dormitories can also consider having "English Corner" events. Resources may also need to be provided so that the dormitories can create environments that allow students to both study and manage one's emotions, such as de-stress or relax. Ongoing developments and implementation within the dormitories should ensure that there is a clear process of documentation and reporting so that student use of boarding-related programs, in collaboration with other department groups, and possible safety or health referrals are followed-up with.

Category F: Boarding Program: Areas of Strength

BRS Boarding program's strengths lie in some undocumented procedures. Dormitory staff and dormitory leaders' attention to detail and meticulous behavior are what maintains the successes of the system. The feelings of an unspoken brother and sisterhood are highly prevalent in staffs attitude and willingness to support each other and the needs of the program. Personal responsibility is definitely a high ranking attribute, as both staff and students maintain a harmonious relationship. Evidence of friendly jokes amongst staff and students during lunch breaks shows a sense of both authority and respect for the big brothers and big sisters of the program. The recent years have shown tremendous systematic improvements. Communications between academic leaders and boarding programs leaders have always been consistent and comprehensive. With Increased growth, implementation and focus on multiple committees; it's now prevalent how fine tuned both our school and boarding program has become in correspondence with the needs of our students and the expectations of the world. General focus on academics, health and safety is always met. A confident and substantial move towards employee development and implementation of the vision, mission and SLO's with bring about charismatic growth. Our Boarding program provides a bright future. Patience is necessary, alongside persistence.

Category F: Boarding Program: Areas of Growth

1. Systems and processes can focus on improvement with detailed documentation systems in any company or working establishment with multiple factors to consider.
2. General communication between academic staff and program leaders can be formalized.
3. Introduction of boarding staff into academic environments could be of more assistance in their understanding of students' needs and personal responsibilities.

4. Invitations to school fairs and presentations could also be of assistance in further understanding the vision, mission and SLO's of our school could be extended to selected boarding program staff.
5. There is an opportunity to provide a more specific outline for dorm staff of each grade group that could have different focus of work or responsibilities.
6. Some issues require collaboration between the boarding program and the General Affairs Office or school leaders' support; some issues require long-term observation.

Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

Summary of discussions by school, department, and focus group leaders

Leaders gave input on the further need to refine profile data and internal data collection processes. Currently, many of the dates of internal data collection and reporting could better match the dates of external assessments, to make impact and correlation clearer. Subject leaders brought up that every subject teacher is in an important position to help students with [English] language acquisition. Leaders remembered and identified with the 4 main goal areas: curriculum, support, organization, professional growth. They noted that these should have a direct impact on student achievement of our SLOs. After focus groups presented, leadership discussions noted that it is clear that the school is using data to drive future decisions on student learning. Some suggested that grade level vocabulary testing could be added to the data in the future. Others also suggested that further data could be gathered and analyzed in the future specifically for low achieving students, with further academic support provided to them. There was no disagreement brought up with the findings from the progress report, profile report, or focus group reports.

Leaders' writing on exit cards from the meeting echo what they shared in the meeting. Points of emphasis in the writing include agreement that clearer measuring of PD's impact on learning is needed, schoolwide policy-making is also measured by its impact on student learning, student services to be linked with learning, further emphasis on academic support programs, the importance of collecting effective data, including leadership reflection time, and maintaining a strong link of action planning goals to SLOs. There was no disagreement brought up with the findings from the profile report or focus group reports.

Based on focus group discussions that identified which areas for growth should be prioritized when action planning to meet critical learner needs, they were grouped thematically based on BRS' 4 schoolwide priority goals.

<p>Goal 1: Curriculum Development</p> <ul style="list-style-type: none"> Overall, while students at BRS are experiencing rigorous curricular and co-curricular experience in various courses, it is evident that the curriculum is not meeting the needs of students in certain subgroups with lower academic achievement, especially lower English proficiency, which makes it is clear that these students need more inclusive, differentiated, and personalized curriculum. Low achieving students need improved course structuring and opportunities that are designed to meet their needs. Teachers' professional opinions of course structure and design are also significant. The importance of Chinese courses and how they are related to their overall learning should be regularly emphasized. BRS should continue to use data and combine with SLOs to evaluate and analyze student performance. Teachers do regular reflections on the courses and this qualitative data needs to be collected and summarized as evidence for making 	<p>Goal 2: Student Support</p> <ul style="list-style-type: none"> Further academic assistance and support for students struggling academically, and opportunities for students who are not the highest achieving students at the school. Ensuring students are aware of all the resources available to them to help improve their literacy, and all other the programs and opportunities available to them. Consider expanding English learning opportunities beyond the classroom. There could be more easily accessible activities provided to students who are not able to travel or who are under tighter budgets. Consider establishing an academic support center to help students who are behind. We have teachers who are specialized in data analysis. The school should maximize use of data-based predictive processes to help support struggling students. Continue to expand collaboration between departments that directly impact student's daily
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changes. Quantitative data may also required to make curriculum and course reviews more robust.	<p>schedule and planning so that they have access to programs and activities.</p> <ul style="list-style-type: none"> Design and implement strategies programming and physical areas so that students have the chance to relax and de-stress.
<p>Goal 3: Collaboration and Organization</p> <ul style="list-style-type: none"> Involving all the stakeholders during the decision-making/planning processes. Departments need access to data (from their department and shared data from other departments) and training on how to use it to implement effective self-evaluation. Consider and implement further practices to measure impact, feedback, and review cycles to be applied by all departments on campus to their policies and programs. Increasing communication with parents as stakeholders in further establishing a learning environment through teaching support. Extra-curricular leaders and staff should have access to curriculum and student performance data so as to evaluate whether students are suited to certain projects, including students' English proficiency as well as needs. There could be a better consideration during early-placement as to which groups of should join in what kind of programs. Long Term observation and follow up mechanisms will improve the boarding program's ability to control and maintain a focus on data that directly affects students and their well being. 	<p>Goal 4: Professional Growth</p> <ul style="list-style-type: none"> Consider strengthening the review of professional development to ensure that all training provided by the school has a positive influence on teaching and learning.

Modifications to the Schoolwide Action Plan

The Schoolwide Action Plan has been re-drafted and updated over December, 2019. The preliminary critical learner needs, after being reviewed and agreed upon by leaders and focus groups for consistency with findings, formed the basis for the primary critical learner needs in the action plan.

Initial growth targets for the next 3-6 years have been drafted by school leaders. Remaining critical recommendations from WASC's 2016 visit which were either ongoing or pending action. These were added as rationale and tasks under each priority goal as appropriate. Focus group prioritized areas for growth and recommendations were also added as rationale and tasks under appropriate priority goals.

Chapter V: DRAFT BRS Schoolwide Action Plan 2019-2025

last edit: 1/16/2019, final completion and approval pending WASC VC recommendations in March

Goal 1: Curriculum review and revision: instruction, learning, assessment: Revise curriculum to better enhance student learning based on international academic standards and SLOs

目标 1: 课程审查和修订: 教学、学习、评估: 基于国际学术标准和全校学生培养目标修订课程, 以便更好地提升学生学习能力

Critical learner needs and rationale: | 关键性学习者需求及相关依据

- **Strengthen English literacy (holistic comprehension and communication) across curricular content areas so that BRS English learners are engaged in interdisciplinary English learning as a part of specific course learning objectives.** | 提高学生在跨课程内容领域（包括英语之外的学科）的英语能力，包括英语理解和沟通能力。使英语能力提升成为所有学科课程学习目标的一部分，从而让北京王府学校学生不仅可以在英语课程上提高英语能力，也可以在非英语课程上提高英语能力。
 - ✓ **Rationale:** preliminary learner need from school profile review where leaders inferred from student external examination scores (AP, A-level, TOEFL) in which English literacy in reading and listening was likely a weak skill area. | 依据 1: 初步学习者需求来自于学校概况回顾、审查。领导层分析全校学生的国际性标准化考试分数得出，学生在阅读和听力方面的英语能力比较薄弱。
 - ✓ **Rationale:** follow-up from 2016 WASC recommendation #8 to begin identifying the school's language acquisition model (LAM), which was identified after review and research, with implementation now being the next step. | 依据 2: 2016 年 WASC 的第 8 条建议—确定学校的语言习得模式的后续行动。审查学校现有语言习得方式，并结合研究正式确认学校的语言习得模式后进行实施。
 - ✓ **Rationale:** follow-up from 2016 WASC recommendation #6 on refinement of curricular programs, where in-depth review of and adoption of standards across all curricula is in implementation, with the next step here being to establish a systematic cycle. | 依据 3: 2016 年 WASC 第 6 条建议—完善学校课程方案的后续行动。学校对所有课程标准深入审查后采用，并建立一个课程审查的周期循环体系。
 - ✓ **Rationale:** follow-up from 2016 WASC recommendation #2 on SLO indicators, where the school had first refined its mission, then SLOs, and then SLO indicators, with the next step here being to develop metrics and benchmarks for student progress in these areas. | 依据 4: 2016 年 WASC 第 2 条建议-完善全校学生培养目标指标的后续行动。学校首先完善了使命，再根据使命确定了全校学生培养目标及其指标，下一步需要为学生在这些领域的进步制定具体评价标准、基准。

Goal 2: Learner support: Ensure a comprehensive, quality, unified program of support for student achievement of curriculum learning, personal growth, and schoolwide safety.

目标 2: 学习者支持: 为学生课程学习、个人成长和全校安全方面提供全面、优质、统一的支持。

Critical learner needs and rational:关键性学习者需求及相关根据

- As part of an ongoing curricular review cycle, learners need further refined course structures that are challenging, but also support and prepare them for each next level of study. In addition to strengthening the link between content and skills between courses, pre-requisite course structures should also be reviewed and refined to better support student achievement. |作为现行课程审查的一部分，不仅需要为学习者进一步完善挑战性的课程结构，还需要为他们下一阶段的学习提供支持和准备。因此，除了加强课程内容知识和技能的联系，还需要审查并完善前置课程结构，以便更好地帮助学生取得成绩。
 - ✓ **Rationale:** preliminary learner need from school profile review where leaders identified likely weaknesses in the school's current course progression, and thus course assignment, processes which could be improved. |依据 1: 初步学习者需求来自于学校概况回顾。学校领导层通过审查学校数据，发现了学校现行课程的衔接性、连贯性存在一些问题，需要改进。
 - ✓ **Rationale:** follow-up from 2016 WASC recommendation #18 on considering college prep in grade 9 with our campus RFLS middle school, where 2 cycles of reviews were done, the first in 2018 fall, and the second 2019 spring. These were initial exploratory reviews into curriculum links and better student placement potential. |依据 2: 2016 年 WASC 第 18 条建议—从 9 年级开始为大学做准备的后续行动。学校已经完成 2 轮的课程审查，第一轮在 2018 年秋季，第二轮在 2019 年春季。这些都是对加强课程衔接及更好地安排学生课程方面的初步探索性的审查。
 - ✓ **Rationale:** follow-up from 2016 WASC recommendation #5 on academic support, where work has started in forming an academic support committee, reviewing current support practices, and beginning to develop and implement a 1-tier intervention model. |依据 3: 2016 年 WASC 第 5 条建议—学术支持的后续行动。学校已经成立了学术支持委员会，并在审查当前的学术支持实践的基础上，初步制定了学术干预机制并开始实施。
 - ✓ **Rationale:** follow-up from 2016 WASC recommendation #20 reviewing boarding standards based on WASC criteria, where review has already been done, and the program has already moved into beginning alignment with student SLO achievement in a supporting capacity. |依据 4: 2016 年 WASC 第 20 条建议—根据 WASC 标准审查学校生活区寄宿标准。学校已经完成了对生活区的审查，且生活区已经开始以全校学生培养目标为导向，为学生提供支持。

Goal 3: Organization and leadership: Build clear communication and collaboration between departments as well as stakeholder groups to improve the efficacy of school structures towards student achievement.

目标 3: 课程审查和修订: 教学、学习、评估: 与学校各部门及利益相关方建立清晰明了的沟通和合作, 以提高学校组织结构对学生成就的效能。

Critical learner needs and rational: 关键性学习者需求及相关依据

- **Establish data-centered decision making processes at the leadership level so that school decisions are explicitly linked and impact learner performance. As a part of this, internal assessment data needs to be gathered and reported both more clearly and consistently.** | 在学校领导层建立以数据为中心进行决策的流程, 使学校决策具有清楚的连贯性并影响学习者学业成就。同时, 收集、报告的内部评估数据需要更加清晰明了并具有一致性。
 - ✓ **Rationale:** preliminary learner need from school profile review, focus group B, and focus group E, agreed that the current processes for gathering, reporting, and using data could be improved so that future learner data can be more effectively used to make accurate decisions which impact student performance. | 依据 1: 初步的学习者需求来自于学校概况回顾, 焦点小组 B 和 E 一致认为, 可以完善目前收集、报告和使用数据的流程, 以便以后更有效地利用将来学习者的数据, 做出积极影响学生成就的正确决策。
 - ✓ **Rationale:** follow-up from 2016 WASC recommendation #22 on long-range resource planning. | 依据 2: 2016 年 WASC 第 22 条建议—关于长期资源计划的后续行动。
 - ✓ **Rationale:** follow-up from work done on 2016 WASC recommendation #1 on refining our vision and mission, where a large amount of stakeholder input and feedback was taken into account in revising our SLOs, with the next steps being in refining the school vision and bringing in parent input. | 依据 3: 2016 年 WASC 第 1 条建议—完善学校愿景和使命的后续行动。学校在修订全校学生培养目标时已经采纳了大量学校相关方的建议和反馈, 下一步将会采纳家长的意见完善学校愿景。
 - ✓ **Rationale:** follow-up from 2018-2019 action plan when school leaders identified a lack of clear standards for safety operations, after which resources and personnel were able to successfully implement a wide array of upgrades to the school's safety practices, with policy writing still ongoing. | 依据 4: 2018-2019 学年行动计划的后续行动。当学校领导发现学校安全缺乏清晰明了的标准后, 组织相关人员成功地对学校安全实践方面进行了一系列升级, 但目前安全方面的政策还在撰写过程中。
 - ✓ **Rationale:** follow-up from work done on 2016 WASC recommendation #4 on clarifying school organization, where work was done in better re-organizing various departments, and specifically academic administration, but with work still being left in terms of documentation and communication of these updated structures. | 依据 5: 2016 年 WASC 第 4 条建议—理清学校组织结构的后续行动。学校已经优化、重组并成立了一些部门和组织, 尤其是学术方面的组织。但是, 这些组织的文件和沟通需要进一步加强。

Goal 4: Professional growth: Apply principles and best teaching practice to improve and enhance students' learning experience.

目标 4：专业发展：运用原则和最佳教学实践来改善、提高学生学习体验。

Critical learner needs and rational: 关键性学习者需求及相关根据

- As a part of ongoing refinements to the school's professional growth programs, further implement processes to gather, analyze, and use data to measure the impact of PD so that the school can ensure a sustainable professional growth culture that has a clear impact on student learning. |作为学校教师专业发展项目持续改进的一部分，进一步收集、分析并使用数据来评估学校教师专业发展培训的影响，确保学校有一个可持续的教师专业成长文化，对学生学习产生明显的积极影响。
 - ✓ Rationale: follow-up from 2016 WASC recommendation #15 on measuring impact of PDs, where changes have already been made to peer observations specifically to observe for this, but additional tools can be developed in order to analyze PD impact from multiple perspectives. |依据 1：2016 年 WASC 第 15 条建议-评估学校教师专业发展影响的后续行动。学校已经针对这一点对教师听课项目进行修改，但还可以开发其他工具从多个角度来分析专业发展培训影响。
 - ✓ Rationale: Focus group A findings in areas for growth confirms the need to look into more ways that PD as able to have a measurable impact on student learning, and also that teacher evaluations are aligned to teacher growth needs. |依据 2：焦点小组在成长领域的发现证实了，有必要开发更多的方法使教师专业发展培训能够对学生学习产生可测量的影响。同时，教师评估需要和教师发展需要保持一致性。