

Report of the
Quality Assurance Review Team
for
Seoul Elementary School

Melissa Klopfer, Principal

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North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and the Commission on International and Trans-Regional Accreditation (CITA) are accreditation divisions of AdvancED.

Quality Assurance Review Report

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About AdvancED and NCA CASI/SACS CASI

Background. Founded in 1895, the North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) accredit public and private schools and districts in 30 states, the Navajo Nation, Latin America, and the Department of Defense Schools worldwide.

In 2006, NCA CASI, SACS CASI, and the research and development arm of the accrediting associations, the National Study of School Evaluation, unified to form AdvancED. Dedicated to advancing excellence in education, AdvancED provides accreditation, research, and professional services to 23,000 schools in 65 countries, serving 15 million students.

NCA CASI and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI and SACS CASI have defined shared, research-based accreditation standards that cross state, regional, and national boundaries. Accompanying these standards is a unified accreditation process designed to help schools continuously improve.

The Accreditation Process. To earn and maintain accreditation from NCA CASI or SACS CASI, schools must:

- 1) Meet the AdvancED Standards for Quality Schools.** Schools demonstrate adherence to the seven AdvancED standards which describe the quality practices and conditions that research and best practice indicate are necessary for schools to achieve quality student performance and organizational effectiveness.
- 2) Engage in continuous improvement.** Schools implement a continuous improvement process that articulates the vision and purpose the school is pursuing (vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (profile); employs goals and interventions to improve student performance (plan); and documents and uses the results to inform what happens next (results).
- 3) Demonstrate quality assurance through internal and external review.** Schools engage in a planned process of ongoing internal review and self-assessment. In addition, schools host an external Quality Assurance Review Team once every five years. The team evaluates the school's adherence to the AdvancED quality standards, assesses the efficacy of the school's improvement process and methods for quality assurance, and provides commendations and recommendations to help the school improve. The team provides an oral exit report to the school and a written report detailing the team's recommendations. The school acts on the team's recommendations and submits a progress report following the review.

NCA CASI and SACS CASI accreditation engages the entire school community in a continuous process of self-evaluation and improvement. The overall aim is to help schools be the best they can be on behalf of the students they serve.

Introduction to the Quality Assurance Review

Purpose. The purpose of the Quality Assurance Review is to:

1. Evaluate the school's adherence to the AdvancED quality standards.
2. Assess the efficacy of the school's improvement process and methods for quality assurance.
3. Identify commendations and recommendations to improve the school.
4. Make an accreditation recommendation for review by the national AdvancED Accreditation Commission.

A key aim of the Quality Assurance Review is to verify that the school is operating with institutional integrity - that it is fulfilling its vision and mission for its students.

School Preparation. To prepare for the Quality Assurance Review, the school community engages in an in-depth self assessment of each of the seven AdvancED standards. The school identifies and describes the evidence that demonstrates that it is meeting each standard. Through this internal review, the school examines how its systems and processes contribute to student performance and school effectiveness.

Summary of Team Activities. The Quality Assurance Review Team is led by an AdvancED certified team chair and comprised of professionals from outside the school. The team reviews the findings of the school's internal self-assessment, conducts interviews with representative groups of stakeholders, reviews student performance data and other documentation provided by the school, and observes practices and daily operations. The team engages in professional deliberations to reach consensus on the school's adherence to the standards for accreditation. The team provides an oral exit report and prepares a written Quality Assurance Review Team Report designed to help the school improve.

The Quality Assurance Review Team Report. Following the visit, the review team completes the Quality Assurance Review report. After review by a nationally-trained reader, the report is submitted to the school. The report contains commendations and recommendations for improvement.

Using the Report - Acting on the Recommendations. The school uses the report to guide its improvement efforts. The school is held accountable for addressing the recommendations identified in the report. The NCA CASI/SACS CASI State Office is available to assist schools in addressing the recommendations. Following the Quality Assurance Review Team visit, the school must submit a progress report detailing the actions and progress the school has made on the team's recommendations. The report is reviewed at the state and national level to ensure the school is addressing the recommendations.

Accreditation Recommendation. The Quality Assurance Review Team uses the findings from the onsite visit to make an accreditation recommendation that is reviewed at the state level and by the national AdvancED Accreditation Commission. Accreditation is granted by the AdvancED Accreditation Commission and communicated to the school following action from the commission.

Summary of Findings

A Quality Assurance Review Team representing the North Central Association Commission on Accreditation and School Improvement (NCA CASI), a division of AdvancED, visited the Seoul Elementary School in APO, AP (U.S. Military) on 02/03/2009 - 02/05/2009.

During the visit, members of the Quality Assurance Review Team interviewed the Principal, 3 members of the administrative team, 32 students, 14 parents, and 105 teachers. In addition, 12 continuous school improvement (CSI) leadership and 9 support staff were interviewed. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

- Vision and Purpose
- Governance and Leadership
- Teaching and Learning
- Documenting and Using Results
- Resource and Support Systems
- Stakeholder Communications and Relationships
- Commitment to Continuous Improvement

The AdvancED standards focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school, looking not only for adherence to individual standards, but also for how the school functions as a whole and embodies the practices and characteristics of a quality school.

Through its examination of the school's adherence to the standards, the Quality Assurance Review Team identified the following commendations and recommendations.

Commendations

The Quality Assurance Review Team commends the school for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

- **The continuous school improvement (CSI) leadership unit exemplifies a strong commitment to school improvement and instills this commitment in all stakeholders.**

Improvement activities are an integral part of the school culture and climate. Stakeholders display ownership and participate in the CSI activities to increase student achievement.

A strong leadership team ensures a solid foundation and commitment to improved student performance.

- **Support and orientation for new students and teachers are broad-based and promote a smooth transition to the school community and the educational programs for students.**

New teachers are integrated into the community, school, and improvement process through on-going programs and support systems that are personal, professional, collaborative, and collegial. New students receive support from the military, Dolphin Delegates, and school counseling programs.

Persons new to a community are better able to contribute when they feel welcomed and supported.

Recommendations

In addition to the commendations, the Quality Assurance Review Team identified the following recommendations for improvement. The team focused its recommendations on those areas that, if addressed, will have the greatest impact on improving student performance and overall school effectiveness. The school will be held accountable for making progress on each of the recommendations noted in this section. Following this review, the school will be asked to submit a progress report on these recommendations.

- **Provide consistent opportunities for articulation across grade levels focused on curriculum alignment and instructional strategies.**

Evidence of grade level articulation and support was reported but consistent articulation across grade levels is limited.

Vertical articulation supports high expectations for student achievement and team building among staff.

- **Create and implement an outreach plan in order to increase participation of parents and community members in school and improvement activities.**

Low parent participation in many school-wide functions, organizations, and activities was reported. Publications were limited to specific language that did not match the culture of all stakeholders.

Increased parent and community support enhances the educational programs for children.

Review of AdvancED Standards for Quality Schools: The team reviewed the school's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

Next Steps

The school should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school.
3. Develop action plans to address the recommendations made by the team. Include methods for monitoring progress toward the recommendations.
4. Use the report to guide and strengthen the school's efforts to improve student performance and school effectiveness.

5. Following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the team's recommendations. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the recommendations. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Resources

AdvancED offers a range of resources to support your school as it acts on the findings in this report. The AdvancED Resource Network, available at www.advanc-ed.org/resourcenetwork, provides an online network of peer-to-peer practices, best practices, and resources and tools designed to help schools with their improvement efforts. Available any where, any time, the network can be queried for information on a variety of school improvement subjects. The AdvancED Research and Development division provides research, handbooks, and tools to assist schools with continuous improvement. In addition, your state office provides hands-on professional development and ongoing technical assistance. Contact your state office for more information on the range of resources available to you.

Celebrating Accreditation

Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for state review and for action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school. Upon receiving its accreditation, the school should celebrate its achievement with the school community. The NCA CASI accreditation seals are available at www.advanc-ed.org/communicationskit for accredited schools and districts to post on their website and to use in school communications. Flags, door decals, diploma seals, and lapel pins are also available and can be ordered from the website to help you share your accomplishment with your community.

Summary

The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the recommendations noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

Standards for Accreditation

The primary requirement for accreditation is that the Seoul Elementary School demonstrates that it meets the seven standards for accreditation. The findings of the Quality Assurance Review Team regarding the standards for accreditation are summarized on the following pages.

Standard 1. Vision and Purpose

Standard: The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

“Seoul American Elementary School (SAES) provides standards based instruction in a safe learning environment that fosters independent thinking and respects cultural diversity through collaboration among staff, parents, and community.” This is the current mission statement. It is reviewed annually, displayed in classrooms and throughout the school, and communicated to stakeholders in the monthly newsletter, at the school website, and in all school publications.

A kid-friendly version of the mission statement was recently written by the CSI (Continuous School Improvement) Juniors, an after-school club of students in grades three through five; continuous school improvement is their focus. The CSI Juniors’ interpretation is: “Seoul American Elementary School gives correct and good lessons in a safe place. SAES carefully gives you what you need to learn on your own. SAES welcomes and respects all children. Parents, students, all staff, and the community work together for the good of all.”

The school profile is updated annually after new data are reviewed and analyzed. The current profile includes data from 2006 through 2008.

Strengths - The team noted the following successful practices deserving of recognition:

- CSI Juniors are students active in the continuous school improvement process to assist all students in understanding CSI, the goals and interventions, and benefits of CSI to student learning.
- Both versions of the mission statement are displayed in each classroom.
- The mission statement is reviewed each fall to ensure consensus, gain staff commitment, and provide new staff with an understanding the culture of the school.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Translate the mission statements into additional languages to match the cultures of all stakeholders and distribute accordingly.

Finding: Seoul Elementary School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Standard 2. Governance and Leadership

Standard: The school provides governance and leadership that promote student performance and school effectiveness.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

Policies and procedures are communicated and implemented through the use of staff, parent, and student handbooks. Dolphin Dispatch, the monthly parent newsletter, highlights school programs and practices. The school internet and intranet sites are used to communicate school policies and procedures to parents and the community. DoDEA (Department of Defense Education Activity) regulations and policies are followed.

Grade level teams and CSI committees meet on a regular basis to evaluate, discuss, and implement school improvement plans. A variety of formative and summative assessments is used to analyze and review student performance and school effectiveness. Teachers use the Developmental Reading Assessment (DRA), Scholastic Reading Inventory (SRI), and Literacy Place Unit tests. Student work samples are collected monthly and analyzed at both faculty and grade level teams meetings. The TerraNova is administered each year for students in grades three through five. These assessment results are used to help determine school improvement plans and goals.

Leadership opportunities are in place to foster learning and promote innovation. Opportunities for teachers include CSI leadership unit co-chairs and leadership unit members, CSI committee chairs, grade level chairs, literacy facilitators, curriculum implementation facilitators, information specialists, educational and administrative specialists, and new teacher mentors.

Teachers are encouraged to attend training provided by the district superintendent's office (DSO) that focus on technology, core content areas, and school improvement. Scholastic Red courses for teaching reading are also a training option.

Students are given leadership opportunities and participate in student council, CSI Juniors, Dolphin Delegates to welcome new students, and peer mediation groups. Parents are leaders in the Parent Teacher Organization (PTO), School Advisory Committee (SAC), and the CSI leadership unit.

A formal evaluation system is in place to provide for the professional growth of all employees. The teaching staff meets regularly with school administrators to develop, discuss, and implement Professional Growth Plans (PGPs). Support staff personnel are evaluated under the newly established National Security Personnel System (NSPS).

Strengths - The team noted the following successful practices deserving of recognition:

- The CSI leadership unit provides meaningful roles to a wide variety of staff members. Each member has a sense of shared responsibility that is communicated widely and effectively to the staff, parents, and community.
- Staff development and professional growth are valued and pervasive. Many opportunities exist for teachers to participate in classes for college credit as well as to attend school and district professional development activities.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Evaluate the present "essential" documents used throughout the school. Translate those documents into language that matches the cultures of all stakeholders and distribute accordingly.

Finding: Seoul Elementary School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Standard 3. Teaching and Learning

Standard: The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

The DoDEA content standards, CSI goals and related skills, and the CSI Juniors' kid-friendly mission statement are posted in classrooms. The use of standards and Rubicon Atlas for lesson planning ensures pedagogical strategies are aligned with the curricular expectations for student learning.

Use of interactive instructional strategies such as peer partner learning, discussion, cooperative learning, and problem solving was observed. A wide range of assessments (including formal and informal as well as rubrics and portfolios) are used to plan differentiated instruction and help students build reading comprehension and informational writing skills.

Instructional practices and student engagement, such as whole-group and small-group instruction, reading buddies, hands-on activities, and peer tutoring, support the CSI reading and writing goals. CSI interventions embedded in instructions were observed, and higher-order thinking skills are exhibited in student responses such as read and response, writing samples, and journal entries. Classes were observed using the computer labs. Students receive support services such as English as a Second Language (ESL), literacy support services (LSS), math support services, Read 180, and special education (with individual education plans).

Students have access to enrichment activities such as gifted and talented, Korean culture, art, music, physical education, and foreign language elementary school (FLES-Spanish). Counselors provide students with character education. The resource specialist schedules are organized to ensure all teachers within the same grade level have the same planning time to support horizontal collaboration. Teachers mention horizontal collaboration as a strength and lack of vertical collaboration as a challenge. Cross grade level meeting or planning time is limited.

Strengths - The team noted the following successful practices deserving of recognition:

- Grade level collaboration enhances the curriculum and instructional strategies.
- Technology training is embedded in the daily schedule and integrated throughout the school.
- Students have many opportunities, including Dolphin Delegates, student council, CSI Juniors, to become actively involved in their own learning.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Create and implement a plan to enhance vertical articulation. This would include, but not be limited to, addressing the writing interventions and determining if the use is sequential.

Finding: Seoul Elementary School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Standard 4. Documenting and Using Results

Standard: The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

The DoDEA system-wide assessment program is fully implemented. This comprehensive assessment system is based on clearly defined performance measures. The assessments include TerraNova, DRA, and SRI. This year the fourth grade students will be given the National Assessment for Educational Progress (NAEP).

All teachers annually review the CSI status report to determine instructional and organizational effectiveness of CSI and adjust as needed. The data collection allows teachers to retool interventions for student success. Assessment data were used to change the intervention for the school's reading goal.

Trend data, allowing teachers to compare test scores to comparable schools (within the district and DoDEA), is available. Local assessments are utilized to inform instruction and measure student achievement. Looking at Student Work (LASW) protocols are utilized monthly at grade level and faculty meetings to analyze student written expression. Discussions and reflections focus on student work samples and help to guide classroom instruction. Work samples are submitted to the CSI Monitoring Committees each month. Rubrics are grade specific and are used daily in all classrooms to evaluate student writing. Rubrics are shared with students and parents to provide a systematic method for evaluating quality writing. Assessment results are shared with stakeholders in a variety of ways.

All student records are secured and in compliance with DoDEA regulations. Inspectors come annually to ensure that records are accurately maintained and complete.

Strengths - The team noted the following successful practices deserving of recognition:

- LASW is embedded in the monthly articulation meetings. Teachers use this practice to reflect on student performance tasks and modify instruction as needed.
- Data are used consistently and effectively to inform instruction and the CSI process.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Provide opportunities for consistent vertical articulation of the CSI writing rubrics.

Finding: Seoul Elementary School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Standard 5. Resource and Support Systems

Standard: The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

All professional staff members are certified and qualified in their instructional area; more than 75% have advanced degrees; almost 60% have taught for more than ten years.

Teachers new to the school attend orientation sessions and receive training in the CSI interventions. Many staff development opportunities are available for and utilized by staff members. Some material resources are not consistently available, and media center collection is limited in current materials.

Financial transactions and expenditures as well as student records are closely examined by DoDEA district staff each year.

Four counselors provide guidance services in classrooms, small groups, and individual settings to address a variety of issues and provide appropriate activities. The school-wide Character Counts program is implemented. The counseling staff sponsors a peer mediation activity for students to resolve conflicts between students and a Dolphin Delegate program to mentor students new to the school. In addition, a full-time psychologist serves student needs.

A crisis management plan exists, is functional, and has been tested. Most of the front office staff and administration are new to the school. Despite being new, office staff members are recognized for their hard work and dedication to students. Services for special needs students include special education, ESL, gifted and talented, literacy and math support services. During student and parent interviews, all mentioned students feel "safe all the time." There is a common cafeteria for students in grades K through 12.

Strengths - The team noted the following successful practices deserving of recognition:

- The many specialists assigned to the school are effective and provide assistance to teachers as well as students.
- Grade level teachers report much support from one another.
- Support from community groups include grants from PTO to individual teachers for materials or activities, health professional assistance with dental and vision screening, donations from the commissary and Dragon Hill Lodge for rewards and school activities.
- A variety of resources (e.g., CSI leaders, grade level chairs, literacy facilitators, mentors) is available to assist new teachers.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Establish a resource allocation committee to solicit needs and ensure equitable distribution of resources.

Finding: Seoul Elementary School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Standard 6. Stakeholder Communications and Relationships

Standard: The school fosters effective communications and relationships with and among its stakeholders.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

Stakeholders have numerous opportunities to participate in the educational programs for students. Parents serve as volunteers on a regular basis, and leadership opportunities are available through service on the CSI leadership unit, the SAC, and PTO. A committed group of parents is active in these leadership roles; however, broad parental involvement is not evident.

Communication with stakeholders is regular and takes many forms, e.g., monthly newsletters from both the DSO and the school, the school websites, SharePoint, GradeSpeed (an on-line parent portal), parent-teacher conferences, report cards, and the school marquee. Parents and students indicate they are especially pleased with GradeSpeed as it offers immediate feedback and information regarding student progress. This program offers unlimited opportunities since 100% of the parents have Internet access. Many notices and announcements are sent via email.

Parents report the administration, office staff and teachers are welcoming, willing to listen, and responsive to any concerns they may have. Parents are invited to be literacy partners and are trained for Read-Alouds.

The schedule ensures that teachers at each grade level have a common planning period to enhance regular collaboration. Cooperation and articulation among grade levels are limited in part because of the building configuration and the large staff.

Strengths - The team noted the following successful practices deserving of recognition:

- Grade level teams work together efficiently and effectively, serving as small learning communities.
- Horizontal articulation is ensured as a result of the common planning period.
- The school intranet provides opportunities for parents, students, and teachers to communicate with one another, e.g., each student has a personal Gagle account; some teachers use SharePoint to build web pages.
- The induction/mentoring program for teachers new to the building (23 this year) is effective and includes an assigned sponsor, CSI training, and professional development activities.
- An efficient and well organized mentoring program for new students, Dolphin Delegates, provides a transition support for students and leadership opportunities for the mentors.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Analyze data related to the parental use of GradeSpeed. Develop and implement a plan to increase parent usage.
- Increase outreach efforts to all parents including those whose first language is not English and encourage more involvement in school activities.
- Implement regular, organized opportunities for teachers to meet with colleagues at different grade levels to enhance the educational program for students and to ensure articulation across grade levels.

Finding: Seoul Elementary School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Standard 7. Commitment to Continuous Improvement

Standard: The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

Displays of the mission, goals, and interventions in classrooms, hallways, and common areas provide evidence of commitment to continuous school improvement. Teachers, staff, parents, and students are able to clearly articulate the goals and interventions of the improvement plan and connect them to their roles within the school community.

The CSI process is organized by the CSI leadership unit as the manager for the following committees: reading assessment, reading staff development, reading monitoring, writing assessment, writing staff development, writing monitoring, data, and profile and communication. The CSI leadership unit is composed of two co-chairpersons, the chairperson of each committee, and the three administrators.

The school profile, standards assessment report, and school improvement action plan demonstrate the process of establishing and reviewing school improvement goals and interventions based on the ongoing analysis of student achievement and demographic data. The action plan includes: Goal 1--All students will improve reading comprehension across the curriculum. Intervention: Read and Response. After reading nonfiction text, students will respond to text in journals, helping them to determine and identify important information. Goal 2--All students will improve informational writing across the curriculum. Intervention: Rubrics. Teachers will use writing rubrics to drive instruction for informational writing. Each grade level develops its own rubric for this intervention. Rubrics will provide feedback for students and teachers.

Read and Response is used daily with nonfiction text in most classrooms. This intervention was adopted in school year 2008-2009 after it was determined that the previous intervention (graphic organizers) did not result in significantly increased student achievement. Writing rubrics were modified by grade level and written in “kid-friendly” language. Teachers committed to increase the frequency of rubric use within classrooms.

Most students use Read and Response journals and the writing rubrics to self-assess their continuous improvement in reading comprehension and informational writing. Parents report a clear understanding of the revised interventions and their usefulness in student understanding and improvement. Teachers consistently report the effectiveness of the improvement process, the availability of professional development in the use of the interventions, and the emphasis on monitoring use of the interventions by the CSI leadership unit and monitoring committees.

Strengths - The team noted the following successful practices deserving of recognition:

- The CSI co-chairs and the CSI leadership unit promote and strengthen the continuous school improvement process through exemplary practices of support, validation, and ongoing staff development to a school community that has a large turnover of stakeholders each school year.
- Teachers and parents identified the skillfulness of the CSI leadership unit in promoting a positive climate of school improvement and a dedication to increased student achievement.
- All staff members serve on CSI committees that meet on a regular basis.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Create and implement plans to sustain current practices that are effective as well as organization methods for continuous improvement.

Finding: Seoul Elementary School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Conclusion

The commendations and recommendations in this report are designed to focus the school on those areas that will have the greatest impact on student performance and school effectiveness. While powerful in potential, the commendations and recommendations only have meaning when acted upon by the school. The strength of this report lies in the school's commitment to using the findings to continuously improve. The key is action. The school is encouraged to use the report as a call to action, a tool to sustain momentum in the ongoing process of continuous improvement.

The team identified several recommendations for improvement that the school will need to address. Following this review, the school will be required to submit a progress report summarizing its progress toward addressing the team's recommendations.

The Quality Assurance Review Team expresses appreciation to Melissa Klopfer, members of the professional staff, students, parents and other community representatives for their hospitality throughout the visit. The team wishes the school and its students much success in the quest for excellence through NCA CASI accreditation with AdvancED.

Appendix

Quality Assurance Review Team Members

- Mr. Al Monetta, Chair (NCA CASI Michigan Office)
- Ms. Catherine Baird, Vice Chair
- Mr. Ian Coubrough, Team Member (Kinser Elementary School)
- Mr. John Stroup, Team Member (Joan K. Mendel Elementary School)
- Mrs. Kyong Beach, Team Member (C. T. Joy Elementary school)
- Mr. Tyler Tescher, Team Member (Pacific: Korea)

AdvancED Standards for Quality Schools

The AdvancED Standards for Quality Schools are comprehensive statements of quality practices and conditions that research and best practice indicate are necessary for schools to achieve quality student performance and organizational effectiveness. As schools reach higher levels of implementation of the standards, they will have a greater capacity to support ever-increasing student performance and organizational effectiveness. Each of the seven standards listed below has corresponding indicators and impact statements which can be accessed at www.advanc-ed.org.

Vision and Purpose

The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Governance and Leadership

The school provides governance and leadership that promote student performance and school effectiveness.

Teaching and Learning

The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

Documenting and Using Results

The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Resource and Support Systems

The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Stakeholder Communications and Relationships

The school fosters effective communications and relationships with and among its stakeholders.

Commitment to Continuous Improvement

The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.