

# East-West International School

## Substantive Change Report



Visit Date: November/December, 2020

Accrediting Commission for Schools

Western Association of Schools and Colleges

This report is being prepared by the WASC Coordinator of East-West International School (EWIS) for the purpose of explaining the rationale for applying for a Substantive Change under the existing WASC guidelines. The aim is to deliver this report to the WASC representative visiting the campus (whether in-person or virtually) so as to clarify the school's current state of accreditation and to highlight the evidence collected in conjunction with the Substantive Change form submission.

EWIS was initially granted WASC accreditation in 2013 for its entire program from Kindergarten through Grade 10, which was, at the time, the highest grade level at the school. EWIS added its 11<sup>th</sup> and 12<sup>th</sup> grades over the next two years as the students moved up. We held our first graduation in June 2015. In 2016, we welcomed WASC Visiting Committee members to campus for our mid-cycle review. In our Mid-Cycle Progress report, we noted the following as part of the Significant Changes and Developments section:

*"3. The introduction of AS levels of study in Grade 11. The introduction of A levels of study in Grade 12, along with IELTS exam preparation and several 'non-exam' subjects to make up a full graduation course. This offers our students a clear pathway to admission to universities outside of Cambodia. We had our first graduation at the end of 2014/2015."*

At this time, and again in the years to follow, no mention was made, nor question posed, as to why the school had not sought full accreditation to include Grades 11 and 12. The presumption on the school's part was that when the school welcomed the visiting committee for its re-accreditation visit in 2019, the Early Years program, as well as Grades 11 and 12 would be incorporated as programs also accredited by WASC at that time. However, the Visiting Committee chair, Dr. Gary Robson, informed the school leadership team during the visit about the substantive change form process. EWIS was given a probationary accreditation status for the next two years based on the visiting committee's report.

The EWIS leadership has reached out to WASC this year in an attempt to extend the school's accreditation throughout the full program, from Early Years to Grade 12. The sections of this report, with corresponding evidence folders, are listed as follows:

- I. Curriculum & Assessment
- II. Resources
- III. Staffing
- IV. Graduation Pathways
- V. Social and Emotional Support
- VI. Early Years

## I. Curriculum & Assessment

### Cambridge Assessment International Education Courses

Grades 11 and 12 adhere to the rigorous British system as provided by Cambridge Assessment International Education (CAIE). Upon completion of IGCSE courses at the conclusion of Grade 10, students are given a variety of A-Level courses to choose from to study during their final two years of school. The A-Level courses on offer in the 2020-2021 school year include:

- AS English Language
- AS English Literature
- AS Mathematics (Pure Maths 1, Probability & Statistics 1)
- Two-Year AS Mathematics
- AS Chemistry
- AS Biology
- AS Physics
- AS Global Perspectives
- AS Geography
- AS History
- A2 English Language
- A2 English Literature
- A2 Mathematics (Pure Maths 3, Mechanics or Probability & Statistics 2)
- A2 Chemistry
- A2 Biology
- A2 Physics
- A2 Global Perspectives
- A2 Geography
- A2 History

Some students choose to study courses in pursuit of the Cambridge Advanced International Certificate of Education Diploma (Cambridge AICE Diploma). The rules and regulations of the awarding of the AICE Diploma can be found in the Cambridge Handbook. There are other pathways to graduation detailed in that section of this report. Students sit mock exams in mid-to-late January to help them prepare them for the actual exams in May/June. Once teachers have marked the exam papers, the results are shared with students. Students review these results with their advisors, the school's Exams Officer and Guidance Counselor before deciding which exams to sign-up for in the May/June Series. For students who choose to sit the exams, teachers provide CAIE with a predicted grade.

While the mock exams help provide clarity for students about their chances of success on the real exams, assessment is done formatively and summatively throughout the school year to help evaluate student progress, achievement, as well as where they are at in relation to the high expectations of CAIE A Level syllabi.

### Non-CAIE Courses

In addition to offering courses following the CAIE curriculum, there are some Grade 11 and 12 students who elect to do non-CAIE courses. These are listed below:

- Digital Media
- Drama
- Environmental Studies
- Food Chemistry
- General Business Studies
- IELTS
- Korean Language
- Spanish Language
- Service Learning
- School Media

Most of these classes follow a general framework utilizing syllabi and curricula from Cambridge. For example, the Spanish Language class combines curricular aspects from CAIE’s IGCSE Level Spanish course, select university courses, as well as the teacher’s personal experience in the language field. Other classes, such as Service Learning and School Media, follow syllabi based on international standards from other high schools and universities. These courses, based on a combination of student interest, the mission and vision of East-West, and teacher interests and abilities, are generally created in coordination with the Academic Coordinator, Heads of Department and the Secondary Principal. Documentation of these courses are available in the evidence folders.

Khmer National Curriculum Courses

Additionally, East-West offers students the opportunity to study the Cambodian National Curriculum approved by the Ministry of Education, Youth and Sport (MoEYS). This runs parallel to our English Curriculum. Students who express interest in the Khmer curriculum may opt to take this curriculum in addition to the English curriculum. Students who study the Khmer National Curriculum study three Khmer-language classes per day, taught by qualified East-West teachers or qualified teachers who teach part-time at East-West while teaching part-time at public schools. Students studying the Khmer National Curriculum sit examinations with a focus in either the Science or Social Sciences strain, offered by the MoEYS. Upon successful completion of the exams, students are awarded a diploma by the MoEYS.

Assessment

East-West International School has standardized grading and assessment for Grades 9-12. For the 2020-2021 academic year, students’ grades are calculated based on the percentages below, in each class.

Percentage	Category
80%	Summative and Formative Assignments and Assessments (tests, quizzes, homework, projects, etc)
10%	Participation
5%	Attendance
5%	Progress towards achievement in relation to the EWIS CLEAR School Goals

Student scores, percentage-wise, correlate to the following letter grades:

EWIS High School Grading Scale							
A+	98-100%	B	83-86%	C-	70-72%	E+	57-59%
A	93-97%	B-	80-82%	D+	67-69%	E	53-56%

A-	90-92%	C+	77-79%	D	63-66%	E-	50-52%
B+	87-89%	C	73-76%	D-	60-62%	U	Below 50%

## II. Resources

At East-West International School, we are dedicated to providing our students with the best resources possible within the context of our school budget. Students pay annual material and capital fees which are solely directed towards providing students the best resources and environment for learning, all within the means of what our families are able to afford.

During the 2019-2020 academic year, the school purchased the following new resources for use:

- Two new SMART boards were purchased for the ICT labs;
- The weight room expanded to include several new items, including a pull-up tower, kettlebells, medicine balls and an incline bench;
- The math department purchased new calculators for student use;
- New textbooks were ordered across many departments for A Level classes;
- The music department expanded to include new and better equipment;
- The science department invested heavily in machines used by older students, including a new fume hood for the biology lab, physics equipment, as well as cooking machinery for use in a new Food Chemistry elective class.
- The Digital Media class purchased Professional Studio Monitors (aka powered speakers), a digital camera (capable of 4K footage and professional RAW photographs), audio recording equipment, and professional studio lights for digital photography and video shoots. The school also purchased four iMacs to support the technical requirements of the class for use in the classroom.

Additionally, when the school had to close its campus due to the COVID-19 pandemic, the school ensured that learners had access to their materials at home. Students were asked to come to collect their books and study materials from school so that disruptions to learning were minimal. Secondary English and Khmer teachers made the shift to online Google Classrooms. The school also explored online options such as Education Perfect, which assisted with online content delivery for our mathematics students. Music students began using the Smartmusic and Soundtrap platforms to ensure they could continue learning effectively.

During the 2020-2021 academic year, East-West has made the following investments in resources and materials for our students, focusing in part on what would be most effective and efficient in a hybrid learning environment:

- Approval as a G Suite for Education school
- Upgrade of our Education Perfect subscription for the following subjects:
  - Middle school mathematics, English, English as an Additional Language
  - IGCSE English, IGCSE Coordinated Science
  - Korean and Spanish languages
- Refurbished laptops for students who do not have their own laptop computers
- Upgrades of our WiFi network to ensure sufficient coverage for up to 500 students and 80 teaching staff

- Restocking of science equipment, including the purchase of new chemical supplies, as well as more microscopes for secondary classes
- Updated textbooks for the following subjects: AS Physics, AS Biology, AS Chemistry, AS English Language, AS Geography, AS ICT
- Additional athletic equipment, including a battle rope and resistance bands
- Upgrade of Physics Lab (ongoing throughout the year)

### III. Staffing

Below is a list of all staff who teach AS and A2 level classes, as well as their educational backgrounds and certification levels:

Teacher	Courses Taught	University Qualification	Teaching Certification
Gary McCluskey	AS English Language A2 English Language A2 English Literature	MA (Hons) - English Literature and Film Studies <i>University of Glasgow</i>  PGDE English (Secondary) <i>University of the West of Scotland</i>	Secondary Certificate of Full Registration <i>The General Teaching Council of Scotland</i>
Rachel Fisher	AS English Literature AS English Language (Two-Year)	BA (Hons) - Drama University of Manchester	PGCEi Secondary Phase <i>Warwick University</i>
Tim LaRocco	A2 Global Perspectives	BA - History <i>Saint Joseph's College</i> MA – International Relations <i>City College of New York</i>	PGCE <i>Leeds Beckett University</i>
Travis Clarkson	A2 Geography AS Geography	BA - Commerce <i>University of Guelph</i>	PGCE <i>University of Sunderland</i> (to be completed in May 2021)
Jake Wade	AS Global Perspectives	BA - International Studies and German <i>University of North Carolina - Charlotte</i>	PGCE (Enrolling in December 2020)
Minami Seki	AS Global Perspectives	BS - Economics, International Studies <i>University of Michigan - Ann Arbor</i> MA - Educational Studies <i>University of Michigan - Ann Arbor</i>	USA State of Michigan Teaching Certificate (2018)
Russell Sanders	AS Global Perspectives A2 History	MA – International Relations <i>Troy University</i>	Texas Educator Certificate – Secondary Social Studies
Karen Gawiden	AS Biology AS Chemistry A2 Chemistry	BSc – Biology <i>University of the Philippines-Baguio</i>	Professional Teaching Certificate <i>University of the Philippines-OU</i> (To be completed in October 2021)
David Steyn	AS Biology	B.Ed - Senior Phase and Further Education and Training	Temporary registration with the South African Council of Educators (SACE).



		<i>University of South Africa, Pretoria, South Africa (to be completed in 2021)</i>	(will be fully accredited when the degree is completed)
Michael Corral	A2 Biology	BA – Psychology <i>Iona College</i> MA – Biology <i>SUNY Stonybrook</i>	Massachusetts HS Science Certification New York Education Department Public School Teacher Certificate
Kedarnath Dharmala	AS Physics A2 Physics AS/A2 Mechanics	BSc Science MSc Physics - Electronics and Instrumentation <i>Osmania University, Hyderabad, India</i>	Enrollment at Leeds Beckett for September 2020 was unsuccessful, looking at alternative pathways towards qualification
Scott McKenna	AS Mathematics A2 Mathematics	BSc Statistics (Hons) <i>University of Aberdeen</i>	PGCE – Secondary Mathematics <i>University of Strathclyde</i>
Matthew Powell	AS Mathematics (Two-Year)	BSc (Hons) Mathematics and its Learning <i>The Open University</i> (expected completion Aug. 2022)	PGCEi <i>University of Nottingham, Nottingham, UK</i> (upon completion of BSc Hons)
Julian Lee*		BA - Mathematics <i>Thomas Edison State University, New Jersey, US</i>	PGCEi <i>University of Nottingham, Nottingham, UK</i>
Justeen Clements	AS Information Communication Technology	BSc Chemistry (Hons) <i>Kingston University, London, UK</i> MA Web Design and Content Planning <i>University of Greenwich, Greenwich, UK</i>	Specialist Schools and Academies Trust Lead Practitioner (July 2011)  QTS - General Teaching Council for England (2006)

*\*Julian Lee had been hired to join East-West at the start of the academic year, however was delayed in his arrival due to the coronavirus pandemic. He will start as our Mathematics Head of Department in January 2021.*

#### **IV. Graduation Pathways**

East-West International School offers an East-West International School Diploma, earned upon successful completion of our graduation requirements. This document can be found in the WASC Substantive Change Report and Evidence Folder.

Students can earn up to two additional qualifications based on the graduation pathway they wish to pursue:

- A Grade 12 Diploma from the Cambodian Ministry of Education, Youth and Sport, earned upon passing the Grade 12 Khmer National Examination
- An Advanced International Certificate of Education (AICE) Diploma, awarded by Cambridge Assessment International Education

The academic pathways are determined by students themselves, reviewed by and in consultation with parents, teachers, advisors and counselors. Students are encouraged to align their high school paths with their post-high school career and/or university plans.

EWIS has a full-time Academic Coordinator and Guidance Counselor, Mr. Landon Seigler, who has arranged several university fairs (some on campus and others virtually). In addition to providing guidance and support on an everyday basis, the counselor introduced our Grade 9 - 12 students to UniFrog, a college-readiness program for students across secondary school to assist them and their advisors with the university application process. UniFrog was trialed with students in the 2019-2020 school year and was very well-received.

EWIS celebrated its first graduating class in June 2015, and has graduated students each year since then, including our sixth class in June 2020. In our latest survey of graduates, in 2019-2020, we heard back from 34 of our 88 alumni, who answered a range of questions pertaining to where they were currently located and whether they were enrolled in a university, whether they had a job, and what their future plans were. The majority of respondents were students from the most recently graduated classes. Some findings include:

- Many recently graduated students have remained in Cambodia (44%);
- Korean graduates tend to return to Korea for university or military obligations;
- The most popular international destination for graduates of all nationalities was Melbourne, Australia.

We are missing data from graduates who did not reply to the survey request, and so the picture is not fully clear. We also know unofficially that many more graduates have now gone to Australia. On that note, trends indicate an upward trajectory of senior students over time who plan to make post-secondary education their destination of choice. For the most part, graduates from the Class of 2020 have indicated that they will wait until January 2021 before deciding on their post-East-West plans. This is due to the fact that the pandemic has made international travel and study harder, as well as the fact that many of them will be sitting their Khmer National Exams in December 2020, after they were postponed from their normal August 2020 date. We will conduct our next alumni survey in January 2021.

Our Guidance Counselor will continue to work with students to help them make the best decisions for their futures through individual conferences and arranging information sessions with universities.

## **V. Social and Emotional Support**

The Guidance Counselor is charged with pastoral care and social and emotional support for students. If teachers have concerns about particular students, they contact either the Guidance Counselor, Secondary Principal or School Director to follow-up.

Social and emotional support for students and teachers was prioritized during online professional learning this summer through the school's relationship with Global Online Academy, and played a key role in how East-West approached the year during Orientation Week in July 2020.

One change to our program this year was the introduction of an advisory program. This has connected every secondary student to one specific teacher, and was particularly helpful as we were forced to start the year virtually. The program itself has been led by our Guidance Counselor, though it has involved almost every secondary teacher. It has covered topics this year such as: Weekly Reflection, Healthy Eating Habits, Goal Setting and Motivation, Study Skills and Strategies, Metacognition, Locus of Control, Growth Mindset and Effort. Even more importantly, it gives every student one adult in the building they can go to if they need support in any way. This has also proved beneficial for parents, as they have one direct contact at the school they can connect with if they have any concerns or questions. Students check in with their advisor on a daily basis, whether at home or on campus, and longer advisory sessions are held twice weekly.

East-West has also established a Child Safeguarding Team, in partnership with the ChildSafe Movement. Procedures for reporting suspected or disclosed maltreatment or abuse at East-West are very simple. Any person with information about suspected or disclosed maltreatment or abuse has a duty of care to report this information to a member of the Safeguarding Team. This information is then passed on to the Director as well as the necessary authorities or support groups, such as ChildSafe. Child protection policies have been approved by the School Board and are updated as of February 2020.

In instances where the school does not have enough expertise to provide support to a student with a serious need, we rely on local partners in Phnom Penh, such as the Mobile Educational Testing Unit (METU) or The Beekeeper. These partnerships have proven effective for a number of students, although the costs can be a barrier for some parents.

## VI. Early Years

### Curriculum

EWIS adopted the International Early Years Curriculum for the 2019-2020 school year. We purchased a three-year license, which allows us to effectively measure how well the IEYC connects with the IPC in elementary. As part of the rollout of the IEYC, we also established the position of Early Years Coordinator, which allowed the department to have more direct, specialized leadership under the guidance of Miss Heather Abernathy. Miss Abernathy completed an online IEYC training course titled Implementing the IEYC in August 2019 and attended an IEYC workshop in Kuala Lumpur, Malaysia, titled Embedding the IEYC in September 2019. Although we had planned to host a trainer from Fieldwork Education on campus during orientation this year, plans had to be adjusted due to the COVID-19 pandemic. We hope to be able to host a trainer as soon as travel becomes easier. The IEYC is followed in all grades through Kindergarten.

Additionally, the 2019-2020 school year was the first year in which the Nursery and Preschool hours have been extended to 7:30 am to 2:30 pm. The previous year, we extended the day of the Pre-Kindergarten class, though we kept Nursery and Preschool at half-day, from 7:30 am to 11:00 am. We were pleased with both the progress the students made, as well as the feedback from parents. Last year, we moved all of our Early Years classes to full-day to enhance the opportunities for learning and socialization for our youngest learners.

Due to the COVID-19 pandemic, enrollment in our Early Years program dropped significantly. This year, instead of offering separate classes for Nursery (2 year-olds), Preschool (3 year-olds) and Prekindergarten (4 year-olds), we have combined them into one class of 15 learners. We hope enrollment grows to the point where we can reopen separate classes for each age group.

More details about the curriculum can be found in the hard copy of the document.

### Resources

The following educational resources were purchased for the Early Years classroom, as well as the Early Years playground during the 2019-2020 school year:

- Sensory tables which have, at times, contained materials such as rice, beans, sand, water marbles, and snow;
- Recycled boxes made into building blocks;
- Workbench and play tools;
- Caterpillar tunnel for climbing;
- Swings and climbing dome have been refitted for safety purposes;
- Half of the EY playground has been equipped with protective matting;
- Walls have been painted with chalkboard wall paint to incorporate vertical writing;
- Paper and cardboard have been mounted on walls and railings to incorporate vertical writing;
- Water spray bottles, with dried out markers inside, for spray painting, to increase hand strength;

- Enlarged water play areas;
- Balancing equipment;
- Increased supply of recyclable materials (such as boxes, bottles, recycled paper) which have been incorporated into our IEYC units (such as The World Around Us) and connect with the School Goal of Responsible World Citizens
- Age appropriate/specific manipulatives for each of the classrooms, including: Creature Builders, Nuts and Bolts (3 sets), Architectural Builders, Educational Stones and Pebbles

Additionally, the school is in the process of ordering and acquiring the following additional resources:

- Letter/sound tubs;
- Magnetic builders;
- Legos for creativity and building;
- Shape blocks;
- Pattern block sets;
- Letter/Number towers;
- Pipe connector manipulatives;
- Bead manipulatives for sorting;
- Stencils to use for fine motor skills and writing activities;
- Tents for special reading areas for classrooms/playground;
- Tires for children to paint/roll/move on the playground;
- Khmer puzzles/manipulatives for Kindergarten;
- Khmer readers for Kindergarten;
- More literacy books to go along with the different IEYC units;
- Kid-friendly magnifying glasses

### Staffing

Teacher	Grades Taught	University Qualification	Teaching Certification
Magdalene Kimani	Combined Nursery, Preschool, Prekindergarten	Bachelor in Early Childhood Education <i>The African Nazarene University, Nairobi, Kenya</i> (expected completion April 2022)	Kenyan Teachers Service Commission (upon completion of degree)
Ansunette Steyn	Kindergarten	BEd - Foundation Phase Teaching <i>University of South Africa, Pretoria, South Africa</i> (expected completion July 2025)	Temporary registration with the South African Council of Educators (SACE). (will be fully accredited when the degree is completed)
Heather Abernathy	Kindergarten	BS Early Elementary Education <i>Asbury University, Wilmore, Kentucky</i>	State of Ohio Teaching Certification K-2

		MA Elementary Education <i>University of Akron, Akron, Ohio</i>	
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### Communication

In 2019-2020, the Early Years program used the Class Dojo platform to communicate with parents. This was an excellent tool for us, as it allowed parents to see the learning that was happening every day in class. For the 2020-2021 school year, we implemented SeeSaw as our main source of communication with our parents, as this platform worked better for communication and as a tool to support learning. Kindergarten is also using SeeSaw as our Kindergarten homework platform, for both English and Khmer learning. Additionally, Early Years classes send home a weekly newsletter every Friday. This newsletter informs parents of activities that took place during the week, as well as how their child is behaving and learning in class. The four areas covered include how well each student:

- Completes their work in good time
- Understands what the class is learning about
- Demonstrates good behavior
- Participates in classroom activities

The newsletter also has a place for parents to send comments back to the classroom teachers. Additionally, during 2019-2020, we encouraged more parent involvement at school events such as our monthly Elementary Assemblies. Attendance at the events grew to as many as 20 parents coming to participate, though this practice was curtailed when safety precautions were put in place in January 2020 in response to the COVID-19 pandemic. Currently in 2020-2021, we are unable to have gatherings of large groups due to restrictions put in place by the Ministry of Education, Youth and Sport. In addition, unnecessary visitors are not allowed on campus during the school day, so other than for parent-teacher conferences, we cannot have parents attend school events.