

Evaluation report

IB World Schools Department

Report on the school evaluation

Name of head of school	Mr Rytis Gurkšnys		
Name of school	Kaunas Jesuit High School	IB school code	049025
Date	10 January 2019	IB programme	DP

Dear Mr Gurkšnys

Thank you for completing the self-study process for programme evaluation. The IB recognizes that this process requires considerable time and effort from the entire school community. We appreciate the effort that you have made and hope that the insights gained along the way will be valuable in further developing your programme.

The aim of this evaluation is for the IB to ensure that the standards and practices of the programme are being maintained. The IB is aware that for each school the implementation of an IB programme is a journey, and that the school will meet these standards and practices to varying degrees along the way.

The present report is based on the analysis of the self-study questionnaire and supporting documents.

The report is structured according to the document titled *Programme standards and practices*.

The report includes the following:

- feedback on the self-study process
- commendations for school practices that address the Programme standards and practices in ways that solve challenges faced by the school and/or outstanding implementation
- recommendations for the school on further developing the programme
- matters to be addressed (MTBAs) that identify areas within a school's practice which, if not addressed immediately, will jeopardize the integrity of the programme and thus the school's entitlement to be considered an IB World School
- findings that describe the practices at the school that led to the commendations, recommendations or MTBAs
- indication of the evidence to be provided by the school in case of MTBAs
- a conclusion for each standard.

Outcome of the evaluation process of your school

Based on the findings included in the report, the IB has identified the following matter(s) that the school must address. The school is required to upload its response and the requested evidence in IB Docs by **15 November 2019**.

	Practice	Finding	Matter to be addressed The school must ensure that:	Evidence to be provided by the school	Support in IB documentation
B1.5c	The school develops and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school's admissions policy.	<ul style="list-style-type: none"> The school's SEN/inclusion policy comprises only cited and referenced text from relevant IB publications and does not represent the specific school situation with regards to philosophy, specific support available to students and identification processes. Also, not described within the context of the school are roles and responsibilities and the support available for teachers working with identified students. 	<ul style="list-style-type: none"> there is an inclusion/special educational needs policy consistent with IB expectations and aligned with the admissions policy. the inclusion/special educational needs policy is implemented. 	<ul style="list-style-type: none"> A revised special educational needs policy that meets DP expectations, as published in the supporting documents. A description of actions taken by the school to implement the inclusion/special educational needs policy. A description of actions taken by the school to communicate the inclusion/special educational needs policy to prospective and current parents. A revised special educational needs policy that meets DP expectations, as published in the supporting documents. A description of actions taken by the school to implement the inclusion/special educational needs policy. A description of actions taken by the school to communicate the inclusion/special educational needs policy to prospective 	<p>"Learning diversity and inclusion" in Diploma Programme: From principles into practice (2015)</p> <p>Current Handbook of procedures for the Diploma Programme.</p> <p>Support areas in the OCC.</p> <p>Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes.</p> <p>Candidates with assessment access requirements.</p> <p>Meeting student learning diversity in the classroom.</p> <p>Learning stories: A learning story about inclusive education, global engagement</p>

				and current parents.	and schools working together to create a better world. Learning stories: Developing policies, procedures and practices to meet student learning diversity. Learning stories: "An International Baccalaureate education for all".
B2.3 + 3a	<p>The school ensures that teachers and administrators receive IB-recognized professional development.</p> <p>a. The school complies with the IB professional development requirement for the Diploma Years Programme at authorization and at evaluation.</p>	<ul style="list-style-type: none"> • Regarding the IB professional development requirement, the Chart 2 indicates that teachers of the following subjects have not participated in IB recognised PD during the review period: <ul style="list-style-type: none"> ○ Lithuanian A literature ○ German B ○ Economics ○ Mathematics • The Head of School has attended an administrator's workshop, and the DPC has attended an IB regional conference. However, there is no indication that the DP coordinator has attended at coordinator's workshop. <ul style="list-style-type: none"> ○ In the self-study questionnaire the school states, "Teachers are encouraged to undergo professional 	<ul style="list-style-type: none"> • the requirements for staff participation in IB-recognized professional development at evaluation have been met. 	<ul style="list-style-type: none"> • Confirmation of registration to participate in IB-recognized professional development within the next 6 months for the teachers mentioned in the findings. 	<p>IB professional development calendar at www.ibo.org</p>

		<p>development by participating in local and international workshops and courses.</p> <ul style="list-style-type: none"> ○ The strategic plan of the School includes the necessary teacher participation in IB – recognized professional development workshops. ○ During the five years under focus 9 teachers of various subjects have attended IB courses". 			
B2.5 + 5a + 5b + 5c	<p>The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).</p> <p>a. The laboratories and studios needed for group 4 and group 6 subjects provide safe and effective learning environments.</p> <p>b. There are appropriate information technology facilities to support the implementation of the programme.</p> <p>c. The school provides a secure location for the storage of</p>	<ul style="list-style-type: none"> • Descriptions of the science and visual arts facilities in the self-study questionnaire are insufficient and provide no evidence of supporting programme implementation. • Descriptions of information technology resources indicate that there are: <ul style="list-style-type: none"> ○ One-to-one laptop/device for students ○ Shared computers in classrooms ○ Shared computers in the library for student use ○ One-to-one laptop/device for teachers ○ Interactive white boards in classrooms • The school states that teachers have unlimited Wi-Fi 	<ul style="list-style-type: none"> • the facilities for sciences/arts/IT allow for the DP subject group aims and objectives, and requirements of the programme to be met. • the laboratory(ies) is/are equipped with basic safety measures that are known by all staff and students. • the group 4 subjects are provided with IT resources to ensure they can comply with IB requirements • it identifies a secure location for the storage of examination papers and examination stationery, with controlled access 	<ul style="list-style-type: none"> • A description of actions taken to address the findings indicated in the report. Photos of improved facilities must be provided. • A description of actions taken to address the findings indicated in the report. Photos of improved facilities must be provided. • A description of actions taken to address the findings indicated in the report. Photos of improved facilities must be provided. 	<p>Relevant DP subject guides and teacher support materials.</p> <p>Current Handbook of procedures for the Diploma Programme.</p>

	examination papers and examination stationery with controlled access restricted to senior staff.	<p>access and students have access only in "special zones".</p> <ul style="list-style-type: none"> Regarding the secure storage of exam materials, the school describes this as lockable cupboards only accessed by the DP coordinator and head of school. 	restricted to senior staff.		
B2.12	The school allocates resources to implement the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay for all students, depending on the programme(s) offered.	<ul style="list-style-type: none"> The school has submitted an extended essay process handbook comprised of copy/pasted text from the IB Extended Essay curriculum guide with hyperlinks to other EE relevant IB publications (citation included; Extended essay guide (first exams 2018) © International Baccalaureate Organization, 2005-2017). There are no descriptions of the extended essay process specific to the situation, students and teachers at this school. There is no school specific timeline for completing the EE, no descriptions of how students are supported in selected a topic and supervisor and no descriptions of how supervisors are trained. 	<ul style="list-style-type: none"> it has allocated resources to supervise and coordinate the students through the research and writing of the EE. 	<ul style="list-style-type: none"> a detailed statement of resources allocated for the coordination and supervision of the extended essays. 	DP subject guides Extended essay guide
C4.9	The school has systems in place to ensure that all students can demonstrate consolidation of their learning	<ul style="list-style-type: none"> The school has not submitted a process for the completion of the extended essay that is consistent with IB regulations. 	<ul style="list-style-type: none"> teachers develop an extended essay supervision process that is consistent with IB 	<ul style="list-style-type: none"> A revised description of the extended essay supervision process, showing the IB 	Extended essay guide

	<p>through the completion of the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay, depending on the programme(s) offered.</p>	<ul style="list-style-type: none"> The school has submitted an extended essay process handbook comprised of copy/pasted text from the IB Extended Essay curriculum guide with hyperlinks to other EE relevant IB publications (citation included; Extended essay guide (first exams 2018) © International Baccalaureate Organization, 2005-2017). There are no descriptions of the extended essay process specific to the situation, students and teachers at this school. There is no school specific timeline for completing the EE, no descriptions of how students are supported in selected a topic and supervisor and no descriptions of how supervisors are trained. 	<p>requirements.</p>	<p>expectations from current guide.</p>	
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The recommendations provided here should be incorporated into your action plan. At your next programme evaluation in the IB will expect the school to provide evidence that these have been addressed.

We trust the information found in this report will support the school in its continued implementation and enhancement of the IB programme.

We wish you continued success with the implementation of the IB Programme. We hope the self-study process has been beneficial and will lead to stronger programme implementation. We look forward to hearing about your school's developments and achievements over the coming years.

Yours sincerely,



Adrian Kearney

Director of IB World Schools

Process of the school's self-study

	Reader
Timeline: The self-study took place over at least 12 months.	15 months
Stakeholders involved: Those involved in the organization and implementation of the programme contributed to this process: members of the governing body, administrators, teaching and non-teaching staff, students and parents.	Yes
Gathering evidence: The self-study is evidence based, drawing on existing school documentation and reflecting actual practice in the school during the period under review.	Yes
Reflection in teams: Meetings were organized, allowing time for reflection, discussion and collation of evidence.	Yes
The levels of implementation of practices: The school has provided descriptors for assessing the practices.	No

Section A: Philosophy

Standard A

The school's educational beliefs and values reflect IB philosophy.

Practice 2	The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.
Findings of the reader	<ul style="list-style-type: none"> Review of the Chart 7 Update of action plan demonstrates an understanding of IB philosophy by the school leadership. Objectives stated in the action plan are based on the Diploma Programme Standards and Practices, have clearly defined timelines, budgetary implications and evidences of achievement. In the self-study questionnaire, the school states, "Kaunas Jesuit High School (KJHS) Governing Board, Self-governance institutions (School Council, Teachers' Council, Parents' Council, Students' Council) took part in the strategic planning process in 2012 and approved The Strategic Plan of 2013-2018. The one of main goals of the school Strategic Plan for 2013-2018 year is implementation of IB Philosophy in KJHS educational process. At the same time the KJHS community and its owner (The Provincial of Lithuanian Jesuit Province) reviewed and approved the school's mission and core values. In 2017, the school owner participated in the meeting of Teachers' Council and encouraged the implementation of IB philosophy. As an IB World School, the members of our community reflect on the IB mission statement and demonstrate understanding that academic excellence, spirituality, service, creativity and action are the main notions of the KJHS and IB philosophy". Additionally, the school has created a secure portal of the website where parents can develop their understanding about IB philosophy and DP implementation at school. The portal site contains relevant DP and IB philosophy documentation as well as access to grade level DP Programme of curriculum scope and sequence documentation.
Commendation(s)	The communications strategy for the promotion of the Diploma Programme to the whole school community includes focused actions to reach the various school stakeholders.
Support in IB Documentation	<p><i>What is an IB education? (2015).</i></p> <p><i>"Understanding IB philosophy" and "Becoming an IB world school" in The Diploma Programme: From principles into practice (2015)</i></p> <p><i>IB videos available at http://blogs.ibo.org/ibtv/</i></p>

Practice 3	The school community demonstrates an understanding of, and commitment to, the programme(s).
Findings of the reader	<ul style="list-style-type: none"> Review of the school's website and the submitted self-study documentation demonstrates that the school community has an understanding of and commitment to the Diploma Programme. Via a secure section of the school's website, parents have access to information regarding IB philosophy, programme requirements and curriculum planning. The school brochure, also available on the public section of the school's website, is comprehensive, with the correct use of IB copyrighted materials and images. In the self-study questionnaire, the school describes an active parent committee supporting all aspects of DP implementation. Parents' and students' comments in the self-study process and on the website show understanding of and support to the DP.
Commendation(s)	All groups within the school community demonstrate wide understanding of, and commitment to, the DP.
Support in IB Documentation	<p><i>What is an IB education? (2015).</i></p> <p><i>The Diploma Programme: From principles into practice (2015).</i></p> <p><i>IB videos available at http://blogs.ibo.org/ibtv/ or http://blogs.ibo.org/</i></p>

Practice 4	The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.
Findings of the reader	<ul style="list-style-type: none"> The self-study questionnaire indicates that the school leadership organizes regular meetings with parents to talk about the IB learner profile attributes. Additionally, the school has established an annual CAS Convention of IB schools in Lithuania. The learner profile is featured in the school's promotional literature and the self-study questionnaire describes a student exchange programme with IB schools in North America.
Recommendations	<ul style="list-style-type: none"> The school further implement strategies to develop and promote international-mindedness and all attributes of the IB learner profile across the school community.
Recommendation(s) repeated from previous report	No
School included appropriate action(s) in Action Plan	No
Support in IB Documentation	<p><i>What is an IB education? (2015).</i></p> <p><i>"Education for intercultural understanding" and "IB learners and the IB learner Profile" in The Diploma Programme: From principles into practice (2015)</i></p> <p><i>IB videos available at http://blogs.ibo.org/ibtv/ or http://blogs.ibo.org/</i></p> <p><i>"Towards a profile of a holistically educated student—the student profile" in the position paper Holistic education: An interpretation for teachers in the IB programme by John Hare http://blogs.ibo.org/positionpapers/files/2010/09/Holistic-education_John-Hare.pdf</i></p> <p><i>The IB learner profile in review: Resources for reflection for reflection on the OCC.</i></p>

Practice 5	The school promotes responsible action within and beyond the school community.
Findings of the reader	<ul style="list-style-type: none"> In the self-study questionnaire, the school describes a whole school social service program requiring all students to regularly participate in various social projects and activities within and beyond the school community. Also described is a school organized and implemented annual Lithuanian Schools CAS Convention. Other ways in which responsible action is promoted by the school are: <ul style="list-style-type: none"> TEDx conferences Various public health awareness campaigns community sports tournaments academic competitions The self-study questionnaire indicates that school facilities are available for use by members of the local community and that the local community is involved in school initiatives.
Commendation(s)	Student planned and initiated actions have a positive impact beyond the school community.
Support in IB Documentation	<p><i>“Breadth and balance” and “A holistic educational experience” in The Diploma Programme: From principles into practice, (2015).</i></p> <p><i>“Aims”, “Learning outcomes” and “Experiential learning sections” in Creativity, action, service guide</i></p> <p><i>Learning stories: A global learning story about responsible action.</i></p>

Practice 8	The school participates in the IB world community.
Findings of the reader	<ul style="list-style-type: none"> The self-study documentation does not provide descriptions of the ways in which the school participates in the IB community.
Recommendations	<ul style="list-style-type: none"> The school to develop and implement strategies to further participate in the IB world community.
Recommendation(s) repeated from previous report	No
School included appropriate action(s) in Action Plan	No
Support in IB Documentation	<p><i>“Professional development opportunities offered by the IB” in The Diploma Programme: From principles into practice, (2015).</i></p> <p><i>Learning stories: A learning story about inclusive education, global engagement and schools working together to create a better world.</i></p> <p><i>IB World, and virtual resources such as IB Global Engage and the IB blogs available at ibo.org</i></p>

Conclusion of the IB

Based on the analysis of the self-study questionnaire and the supporting documents:

Standard A		
The school's educational beliefs and values reflect IB philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> No recommendations were made from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Shows satisfactory development 	<ul style="list-style-type: none"> Shows satisfactory development

Section B: Organization

Standard B1: Leadership and structure

The school's leadership and administrative structures ensure the implementation of the IB programme(s).

Practice 5b	The school develops and implements a language policy that is consistent with IB expectations.
Findings of the reader	<ul style="list-style-type: none"> • The language policy describes the school's philosophy on language learning and provides information on the language profile of the student body and staff. The language policy and self-study questionnaire indicate that English is the language of instruction. As indicated in the language policy the school allows students to register for English B standard or higher Level, as English is not offered in group 1. • Also stated in the language policy is that the school offers French B standard level and German B standard level and higher level and that "depending on a situation and expectations, KJHS will provide its students with an opportunity to register for Language B HL or ab initio languages". • French B and ab initio languages are not listed on the Chart 1. • In the self-study questionnaire, the school states "According to the school curriculum, the Lithuanian language and literature is taught as mother tongue, while English – as 1st foreign language, German, French and Russian – as 2nd foreign language". • French and Russian are not listed on the Chart 1 as language study options in the DP. • Regarding mother tongue support, the school states "Non-native Lithuanian speakers study their native language with a specialist in the field, providing the same language provision as for Lithuanian natives". • The language policy does not include: <ul style="list-style-type: none"> ○ support for students who are not proficient in the language of instruction ○ strategies to support all teachers in their contribution to the language development of students.
Recommendations	<ul style="list-style-type: none"> • The school further develop support for students who are not proficient in the language of instruction. • The school explore possibilities to open more options in group 1 and group 2 languages to address the needs of the student population.
Recommendation(s) repeated from previous report	<ul style="list-style-type: none"> • No
School included appropriate action(s) in Action Plan	<ul style="list-style-type: none"> • No
Support in IB Documentation	<p><i>"Multilingualism and intercultural understanding" in What is an IB education? (2015)</i></p> <p><i>"Language options and language support" in The Diploma Programme: From principles into practice, (2015)</i></p> <p><i>Guidelines for developing a school language policy.</i></p> <p><i>Learning in a language other than mother tongue in IB programmes.</i></p> <p><i>Guidance for the support of mother tongue in the Diploma Programme.</i></p> <p><i>Language and learning in IB programmes.</i></p> <p><i>Learning stories: A learning story about how a school's language policy supports multilingualism in a culturally diverse community.</i></p> <p><i>Learning stories: A learning story about the role of the mathematics teacher as a language teacher.</i></p>

Practice 5c	The school develops and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school's admissions policy.
Findings of the reader	<ul style="list-style-type: none"> The school's SEN/inclusion policy comprises only cited and referenced text from relevant IB publications and does not represent the specific school situation with regards to philosophy, specific support available to students and identification processes. Also, not described within the context of the school are roles and responsibilities and the support available for teachers working with identified students.
Matters to be addressed The school must ensure that:	<ul style="list-style-type: none"> there is an inclusion/special educational needs policy consistent with IB expectations and aligned with the admissions policy. the inclusion/special educational needs policy is implemented.
Recommendation(s) repeated from previous report	No
School included appropriate action(s) in Action Plan	No
Support in IB Documentation	<p><i>"Learning diversity and inclusion" in Diploma Programme: From principles into practice (2015)</i></p> <p><i>Current Handbook of procedures for the Diploma Programme.</i></p> <p><i>Support areas in the OCC.</i></p> <p><i>Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes.</i></p> <p><i>Candidates with assessment access requirements.</i></p> <p><i>Meeting student learning diversity in the classroom.</i></p> <p><i>Learning stories: A learning story about inclusive education, global engagement and schools working together to create a better world.</i></p> <p><i>Learning stories: Developing policies, procedures and practices to meet student learning diversity.</i></p> <p><i>Learning stories: "An International Baccalaureate education for all".</i></p>

Practice 5d	The school has developed and implements an assessment policy that is consistent with IB expectations.
Findings of the reader	<ul style="list-style-type: none"> The assessment policy describes the school's philosophy on assessment and defines formative and summative assessment by including the purpose of each. Clear reference is made to the use of assessment criteria in the DP and how the grade boundaries translate to the system used by the national curriculum. Not included in the policy are the systems used for recording and reporting assessment data and the processes for the standardisation of student work.
Recommendations	<ul style="list-style-type: none"> The school further develop the following aspects in the assessment policy: <ul style="list-style-type: none"> processes for recording and reporting DP assessment processes for standardization of assessment of students' work
Recommendation(s) repeated from previous report	No
School included appropriate action(s) in Action Plan	No
Support in IB Documentation	<p><i>"Assessment for learning" and "Informed by assessment" in The Diploma Programme: From principles into practice (2015).</i></p> <p><i>Diploma Programme assessment: Principles and practice.</i></p> <p><i>Guidelines for developing a school assessment policy in the Diploma Programme.</i></p>

Practice 5e	The school has developed and implements an academic honesty policy that is consistent with IB expectations.
Findings of the reader	<ul style="list-style-type: none"> The academic honesty policy describes the school's philosophy on academic integrity and clearly defines what misconduct is by including examples. Also described are roles and responsibilities regarding teaching the principles of academic honesty. Not included in the policy are descriptions of consequences and sanctions in cases of identified malpractice and the ways in which malpractice is identified. Additionally, there are no descriptions of the resources provided by the school for teaching academic honesty.
Recommendations	<ul style="list-style-type: none"> The school further develop the policy to include a description of monitoring processes and sanctions. The school should involve its DP coordinator, IB teachers, librarian(s) and IT specialists in the review of the academic honesty policy.
Recommendation(s) repeated from previous report	No
School included appropriate action(s) in Action Plan	No
Support in IB Documentation	<p><i>"Academic honesty" in The Diploma Programme: From principles into practice, (2015)</i></p> <p><i>Academic honesty in the Diploma Programme.</i></p> <p><i>Academic honesty in the IB educational context.</i></p> <p><i>Effective citing and referencing.</i></p> <p><i>Are you completing your IB assignments honestly?</i></p>

Conclusion of the IB

Based on the analysis of the self-study questionnaire and the supporting documents:

Standard B1		
The school's leadership and administrative structures ensure the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> No recommendations were made from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Shows satisfactory development 	<ul style="list-style-type: none"> Requires significant attention

Section B: Organization

Standard B2: Resources and support

The school's resources and support structures ensure the implementation of the IB programme(s).

Practice 3+3a	<p>The school ensures that teachers and administrators receive IB-recognized professional development.</p> <ol style="list-style-type: none"> a. The school complies with the IB professional development requirement for the Diploma Years Programme at authorization and at evaluation.
Findings of the reader	<ul style="list-style-type: none"> • Regarding the IB professional development requirement, the Chart 2 indicates that teachers of the following subjects have not participated in IB recognised PD during the review period: <ul style="list-style-type: none"> ○ Lithuanian A literature ○ German B ○ Economics ○ Mathematics • The Head of School has attended an administrator's workshop, and the DPC has attended an IB regional conference. However, there is no indication that the DP coordinator has attended at coordinator's workshop. • In the self-study questionnaire the school states, " Teachers are encouraged to undergo professional development by participating in local and international workshops and courses. <ol style="list-style-type: none"> 2. The strategic plan of the School includes the necessary teacher participation in IB – recognized professional development workshops. 3. During the five years under focus 9 teachers of various subjects have attended IB courses".
Matters to be addressed The school must ensure that:	<ul style="list-style-type: none"> • the requirements for staff participation in IB-recognized professional development at evaluation have been met.
Recommendation(s) repeated from previous report	No
School included appropriate action(s) in Action Plan	Yes
Support in IB Documentation	<i>IB professional development calendar at www.ibo.org</i>

Practice 5+5a+5b+5c	<p>The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).</p> <ol style="list-style-type: none"> a. The laboratories and studios needed for group 4 and group 6 subjects provide safe and effective learning environments. b. There are appropriate information technology facilities to support the implementation of the programme. c. The school provides a secure location for the storage of examination papers and examination stationery with controlled access restricted to senior staff.
Findings of the reader	<ul style="list-style-type: none"> • Descriptions of the science and visual arts facilities in the self-study questionnaire are insufficient and provide no evidence of supporting programme implementation. • Descriptions of information technology resources indicate that there are: <ul style="list-style-type: none"> ○ One-to-one laptop/device for students ○ Shared computers in classrooms ○ Shared computers in the library for student use ○ One-to-one laptop/device for teachers ○ Interactive white boards in classrooms • The school states that teachers have unlimited Wi-Fi access and students have access only in "special zones". • Regarding the secure storage of exam materials, the school describes this as lockable cupboards only accessed by the DP coordinator and head of school.
Matters to be addressed The school must ensure that:	<ul style="list-style-type: none"> • the facilities for sciences/arts/IT allow for the DP subject group aims and objectives, and requirements of the programme to be met. • the laboratory(ies) is/are equipped with basic safety measures that are known by all staff and students. • the group 4 subjects are provided with IT resources to ensure they can comply with IB requirements • it identifies a secure location for the storage of examination papers and examination stationery, with controlled access restricted to senior staff.
Recommendation(s) repeated from previous report	No
School included appropriate action(s) in Action Plan	Yes
Support in IB Documentation	<p><i>Relevant DP subject guides and teacher support materials.</i></p> <p><i>Current Handbook of procedures for the Diploma Programme.</i></p>

Practice 11	The school utilizes the resources and expertise of the community to enhance learning within the programme(s).
Findings of the reader	<ul style="list-style-type: none"> In the self-study questionnaire, the school states that teachers are encouraged to extend learning beyond the school premises and into museums, universities, laboratories, galleries and private businesses. Computer science students visit private IT companies, physics students participate in education programmes organized by CERN. Also described are collaborations with the Institute of Horticulture and the Lithuanian Research Centre for Agriculture and Forestry.
Commendation(s)	There are partnerships and close links with experts from the community that contribute to the implementation of the DP especially with regards to the sciences.
School included appropriate action(s) in Action Plan	Yes

Practice 12	The school allocates resources to implement the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay for all students, depending on the programme(s) offered.
Findings of the reader	<ul style="list-style-type: none"> The school has submitted an extended essay process handbook comprised of copy/pasted text from the IB Extended Essay curriculum guide with hyperlinks to other EE relevant IB publications (citation included; Extended essay guide (first exams 2018) © International Baccalaureate Organization, 2005-2017). There are no descriptions of the extended essay process specific to the situation, students and teachers at this school. There is no school specific timeline for completing the EE, no descriptions of how students are supported in selected a topic and supervisor and no descriptions of how supervisors are trained.
Matters to be addressed The school must ensure that:	<ul style="list-style-type: none"> it has allocated resources to supervise and coordinate the students through the research and writing of the EE.
Recommendation(s) repeated from previous report	No
School included appropriate action(s) in Action Plan	No
Support in IB Documentation	<i>DP subject guides Extended essay guide</i>

Conclusion of the IB

Based on the analysis of the self-study questionnaire and the supporting documents:

Standard B2		
The school's resources and support structures ensure the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> No recommendations were made from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Shows satisfactory development 	<ul style="list-style-type: none"> Requires significant attention

Section C: Curriculum

Standard C1: Collaborative planning

Collaborative planning and reflection supports the implementation of the IB programme(s).

Practice 2	Collaborative planning and reflection takes place regularly and systematically.
Findings of the reader	<ul style="list-style-type: none"> The school's meeting schedule shows collaborative planning times for DP teachers in both horizontal and vertical teams, however indications are that teachers meet in subject area groups annually for "working on the subject plan".
Recommendations	<ul style="list-style-type: none"> The school should further develop the planning of meetings to ensure clear goals and timelines.
Recommendation(s) repeated from previous report	No
School included appropriate action(s) in Action Plan	No

Practice 6	Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
Findings of the reader	<ul style="list-style-type: none"> Differentiation strategies for meeting students' learning needs are not described in the self-study questionnaire or in the supporting documentation.
Recommendations	<ul style="list-style-type: none"> The school consider implementing actions to ensure that DP teachers take each student's needs into consideration when planning and reflecting.
Recommendation(s) repeated from previous report	No
School included appropriate action(s) in Action Plan	No

Conclusion of the IB

Based on the analysis of the self-study questionnaire and the supporting documents:

Standard C1		
Collaborative planning and reflection supports the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> No recommendations were made from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Shows satisfactory development 	<ul style="list-style-type: none"> Shows satisfactory development

Section C: Curriculum

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

Practice 5	The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.
Findings of the reader	<ul style="list-style-type: none"> • The self-study questionnaire provides descriptions of the CAS programme, part of a whole school community outreach programme, both of which allow for meaningful student action. Some examples provided in the CAS programme overview and students' files include; <ul style="list-style-type: none"> ○ Scientific research ○ Music school ○ Theater in French ○ Dancing Lindy hop ○ Junior Chamber International ○ Swimming ○ Volunteering in Young Scientist after-school activities ○ TEDxYouth@KJG ○ Mūsų eksperimentas“ ○ Little Philosophy Academy ○ Algirdas Landsbergis Contest ○ Children's Latent Tuberculosis Center ○ Community nursery and day care centre ○ Kaunas University of Technology Young Programmers School ○ Draftsmanship • The school states, " choose their own CAS experiences and to always “own” their CAS programme. Very rarely students are “given” experiences". • Also stated, by the school in the self-study questionnaire, is "The school faces such challenges: students lose time which could be dedicated to studying other subjects".
Recommendations	<ul style="list-style-type: none"> • The school to further review the aims and objectives of CAS, acknowledging its position in the center of the Diploma Programme Core and developing understanding of CAS as a key aspect of developing ATL skills, the learner profile attributes and that CAS is to be incorporated in the academic subject areas.
Recommendation(s) repeated from previous report	No
School included appropriate action(s) in Action Plan	No
Support in IB Documentation	<i>Creativity, activity, service guide</i>

Practice 11	The written curriculum fosters development of the IB learner profile attributes.
Recommendations	<ul style="list-style-type: none"> The written curriculum be reviewed to enhance references to the development of the IB learner profile.
Recommendation(s) repeated from previous report	No
School included appropriate action(s) in Action Plan	Yes
Support in IB Documentation	<i>Learner profile in action</i> <i>The IB learner profile in review: Resources for reflection.</i>

Conclusion of the IB

Based on the analysis of the self-study questionnaire and the supporting documents:

Standard C2		
The school's written curriculum reflects IB philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> No recommendations were made from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Shows satisfactory development 	<ul style="list-style-type: none"> Shows satisfactory development

Section C: Curriculum

Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

Practice 1+1a	<p>Teaching and learning aligns with the requirements of the programme(s).</p> <p>a. Teaching and learning at the school addresses all of the aims and objectives of each subject.</p>
Findings of the reader	<ul style="list-style-type: none"> • Review of the self-study questionnaire and supporting documentation demonstrates that teaching and learning addresses the aims and objectives of each subject, aligning with Diploma Programme requirements. There are several examples of interdisciplinary links between subjects. In the self-study questionnaire, the school states, "Working alongside with the School philosophy, the teacher teams regularly prepare the subject outlines based on the students' demands with the focus on the teaching activities promoting inquiry, creativity and critical thinking. Their teaching focus is on meaningful, provoking, controversial questions, contexts and experiences. The teachers pose questions, outline problems, set challenges, give clear measurable objectives, and put students into diverse groups". <ul style="list-style-type: none"> ○ In Physics students use similarities-differences to extract conceptual features of similar or opposing natural phenomena, e.g. electric and magnetic fields. ○ In History, students analyse the economic challenges of the post-communist era in Lithuania (1989-2000). They are asked to analyse the transformation from planned economy to marked economy, reasons for the hyperinflation, restructuring of the economy, political uncertainty, the reaction of the USSR and Western powers. ○ In Computer Science, students discuss current events and research technology related events, incidents and accidents. ○ In English B students compare and contrast alternative and conventional medicine and are encouraged to use learning from biology and chemistry.
Commendation(s)	<p>Teachers ensure interdisciplinary links are established across subject areas using a range of strategies.</p>
Support in IB Documentation	<p><i>"Teaching and learning in the IB" in What is an IB education? (2015)</i></p> <p><i>"Approaches to teaching and learning in the Diploma Programme" in The Diploma Programme: From principles to practice (2015)</i></p> <p><i>"Inquiry-based learning" in The Diploma Programme: From principles to practice (2015)</i></p> <p><i>"Conceptual understanding" in The Diploma Programme: From principles to practice (2015)</i></p> <p><i>"Teaching and learning in context" in The Diploma Programme: From principles to practice (2015)</i></p> <p><i>"Teaching focused on effective teamwork and collaboration" in The Diploma Programme: From principles to practice (2015)</i></p> <p><i>"Differentiated learning" in The Diploma Programme: From principles to practice (2015)</i></p>

Practice 4	Teaching and learning promotes the understanding and practice of academic honesty.
Findings of the reader	<ul style="list-style-type: none"> Available resources and strategies used for teaching academic honesty are not elaborated on in the self-study questionnaire and academic honesty policy.
Recommendations	<ul style="list-style-type: none"> The school further develop a common understanding of academic honesty in the school community. The school to further develop practices in the school to align with the academic honesty policy.
Recommendation(s) repeated from previous report	No
School included appropriate action(s) in Action Plan	No
Support in IB Documentation	<p><i>“Teaching and learning in the IB” in What is an IB education? (2015)</i></p> <p><i>“Approaches to teaching and learning in the Diploma Programme” in The Diploma Programme: From principles to practice (2015)</i></p> <p><i>“Inquiry-based learning” in The Diploma Programme: From principles to practice (2015)</i></p> <p><i>“Conceptual understanding” in The Diploma Programme: From principles to practice (2015)</i></p> <p><i>“Teaching and learning in context” in The Diploma Programme: From principles to practice (2015)</i></p> <p><i>“Teaching focused on effective teamwork and collaboration” in The Diploma Programme: From principles to practice (2015)</i></p> <p><i>“Differentiated learning” in The Diploma Programme: From principles to practice (2015)</i></p>

Practice 12	Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students' own needs and the needs of others.
Findings of the reader	<ul style="list-style-type: none"> • The self-study questionnaire provides descriptions of the CAS programme, part of a whole school community outreach programme, both of which allow for meaningful student action. Students are responsible for planning and initiating their own learning experiences in CAS. Some examples provided in the CAS programme overview and students' files include; <ul style="list-style-type: none"> ○ Scientific research ○ Music school ○ Theater in French ○ Dancing Lindy hop ○ Junior Chamber International ○ Swimming ○ Volunteering in Young Scientist after-school activities ○ TEDxYouth@KJG ○ Mūsų eksperimentas ○ Little Philosophy Academy ○ Algirdas Landsbergis Contest ○ Children's Latent Tuberculosis Center ○ Community nursery and day care centre ○ Kaunas University of Technology Young Programmers School ○ Draftsmanship • CAS descriptions and student samples show evidence of meaningful action developing all learning outcomes, however links to TOK and subject area learning are not evident.
Recommendations	<ul style="list-style-type: none"> • Teachers further adapt learning experiences to develop the transfer of knowledge, concepts, attitudes and skills from subject area learning to meaningful student action.
Recommendation(s) repeated from previous report	No
School included appropriate action(s) in Action Plan	No
Support in IB Documentation	<p><i>“Teaching and learning in the IB” in What is an IB education? (2015)</i></p> <p><i>“Approaches to teaching and learning in the Diploma Programme” in The Diploma Programme: From principles to practice (2015)</i></p> <p><i>“Inquiry-based learning” in The Diploma Programme: From principles to practice (2015)</i></p> <p><i>“Conceptual understanding” in The Diploma Programme: From principles to practice (2015)</i></p> <p><i>“Teaching and learning in context” in The Diploma Programme: From principles to practice (2015)</i></p> <p><i>“Teaching focused on effective teamwork and collaboration” in The Diploma Programme: From principles to practice (2015)</i></p> <p><i>“Differentiated learning” in The Diploma Programme: From principles to practice (2015)</i></p>

Practice 16	Teaching and learning develops the IB learner profile attributes. Check coherence with practice C2.11
Findings of the reader	<ul style="list-style-type: none"> • Descriptions provided in the self-study questionnaire specifically referring to and elaborating on strategies used to develop the skills and attributes of an IB learner across all subjects are limited.
Recommendations	<ul style="list-style-type: none"> • Teachers further develop learning experiences to enhance the development of the IB learner profile attributes.
Recommendation(s) repeated from previous report	No
School included appropriate action(s) in Action Plan	No
Support in IB Documentation	<p><i>“Teaching and learning in the IB” in What is an IB education? (2015)</i></p> <p><i>“Approaches to teaching and learning in the Diploma Programme” in The Diploma Programme: From principles to practice (2015)</i></p> <p><i>“Inquiry-based learning” in The Diploma Programme: From principles to practice (2015)</i></p> <p><i>“Conceptual understanding” in The Diploma Programme: From principles to practice (2015)</i></p> <p><i>“Teaching and learning in context” in The Diploma Programme: From principles to practice (2015)</i></p> <p><i>“Teaching focused on effective teamwork and collaboration” in The Diploma Programme: From principles to practice (2015)</i></p> <p><i>“Differentiated learning” in The Diploma Programme: From principles to practice (2015)</i></p>

Conclusion of the IB

Based on the analysis of the self-study questionnaire and the supporting documents:

Standard C3		
Teaching and learning reflects IB philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> • No recommendations were made from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> • Shows satisfactory development 	<ul style="list-style-type: none"> • Shows satisfactory development

Section C: Curriculum

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

Practice 5	The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).
Findings of the reader	<ul style="list-style-type: none"> Descriptions of systems used to record student progress are not described in the self-study questionnaire or the assessment policy, with the exception of recording CAS progress. Descriptions of the CAS programme indicate that students create Google Drive files, shared with the CAS coordinator and updated monthly by uploading various CAS forms. CAS portfolio format varies according to students' preference and include; blogs, video, voice recordings scrapbooks, word documents or a combination of these.
Recommendations	<ul style="list-style-type: none"> The school to ensure that the recording of student progress supports the IB assessment philosophy and requirements.
Recommendation(s) repeated from previous report	No
School included appropriate action(s) in Action Plan	Yes

Practice 8	The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
Findings of the reader	<ul style="list-style-type: none"> In the self-study questionnaire, the school states "Based on the Jesuit pedagogical paradigm, at the end of each subject unit, students have to carry out reflective activities (the form of which can vary from questionnaires to essays) which reveal students strengths and weaknesses". Also described are opportunities for peer evaluation.
Commendation(s)	The school consistently implements procedures for student participation in assessment of work across all subjects.

Practice 9	The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay, depending on the programme(s) offered.
Findings of the reader	<ul style="list-style-type: none"> The school has not submitted a process for the completion of the extended essay that is consistent with IB regulations. The school has submitted an extended essay process handbook comprised of copy/pasted text from the IB Extended Essay curriculum guide with hyperlinks to other EE relevant IB publications (citation included; Extended essay guide (first exams 2018) © International Baccalaureate Organization, 2005-2017). There are no descriptions of the extended essay process specific to the situation, students and teachers at this school. There is no school specific timeline for completing the EE, no descriptions of how students are supported in selected a topic and supervisor and no descriptions of how supervisors are trained.
Matters to be addressed The school must ensure that:	<ul style="list-style-type: none"> teachers develop an extended essay supervision process that is consistent with IB requirements.
Recommendation(s) repeated from previous report	No
School included appropriate action(s) in Action Plan	No
Support in IB Documentation	<i>Extended essay guide</i>

Conclusion of the IB

Based on the analysis of the self-study questionnaire and the supporting documents:

Standard C4		
Assessment at the school reflects IB assessment philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> No recommendations were made from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Shows satisfactory development 	<ul style="list-style-type: none"> Requires significant attention