

SELF-STUDY VISITING COMMITTEE REPORT
ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

OSAKA INTERNATIONAL SCHOOL
OF KWANSEI GAKUIN

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ACS WASC FOCUS ON LEARNING INTERNATIONAL VISITING COMMITTEE REPORT

Chapter I: Student/Community Profile

Briefly summarize the most critical information from the student/community profile that impacts the school. Include the following:

A. Brief description of the students and community served by the school

Background

Osaka International School (OIS) of Kwansei Gakuin was established in August 1991, the same year as its sister school Senri International School (SIS). The purpose of founding the two was to bring together returning, national, and international residents of the Kansai region with the best of Japanese and non-Japanese educational ideas, systems, and techniques. SIS serves students in Grades 7-12. It is officially recognized as an Article 1 school by the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT). SIS is also designated as a Super Global High School by MEXT.

The schools were originally founded under the governance of the Senri International School Foundation, a non-profit education foundation. In April 2012, a substantive change occurred in which the Kwansei Gakuin Educational Foundation (KG) merged with the founding Senri International School Foundation. A substantive change visit to look at the effects of this took place in 2012. KG took control in 2014, and the schools changed their original names to the ones they are today, Senri and Osaka International Schools of Kwansei Gakuin. Kwansei Gakuin Educational Foundation, a non-profit educational foundation best known for its non-denominational Christian private university of over 24,000 students, also manages a junior college and seven other schools ranging from kindergarten to high school.

Together the ethos of the Senri and Osaka International Schools (SOIS), or referred to as “The Two Schools,” gives the schools their distinctive nature. These schools share a building, programs, curriculum, philosophy, and vision. The OIS mission is to serve the international community of Kansai (the western region of Japan, including Osaka, Kyoto, and Kobe) by educating students to be informed, caring, and creative individuals contributing to a global community.

OIS is a coeducational, college preparatory school educating students from Kindergarten (age 4-5) through Grade 12. OIS is accredited by the Western Association of Schools and Colleges (WASC). It was the first school in Japan to gain authorization to offer all three IB programs -- Primary Years Program (PYP), Middle Years Program (MYP), and Diploma Program (DP). OIS is also a member of the Council of International Schools (CIS), the East Asia Regional Council of Schools (EARCOS), and the Japan Council of International Schools (JCIS). In addition, in April 2017 OIS implemented the “Global Futures” boarding program.

Location & Community

OIS serves the Kansai geographical region, an area consisting of approximately 20 million people. OIS is approximately 15 kilometers north of downtown Osaka in the city of Minoh and is close to the “Senri New Town” developed for the Osaka Exposition in 1970. Minoh is considered an affluent district of Osaka. The neighborhood around the school continues to develop housing, restaurants, stores/malls, and a great transportation infrastructure.

Enrollment & Demographics

The student body of OIS represents 193 different families. Parents are business people, educators, diplomats, and art/music professionals. About half of the OIS parents are permanent or long-term members of the community. Many of these families are bi-cultural families owning homes within 10 kilometers of the school. Approximately 95% of OIS families pay their own tuition, while 5% have their fees paid by a company or outside organization.

The maximum capacity at OIS is 280 students--a figure set in the school regulations submitted to the prefectural government. The enrollment has ranged from a low of 236 (May 2013) to 281 (May 2016). The average total enrollment of OIS over the past eight years has been 259 students. The current enrollment is 267 students (November 2017) with 104 students in Elementary School (K-Grade 5), 65 students in Middle School (Grade 6-8), and 95 students in High School (Grade 9-12). Salient trends have been an increase in the high school, currently at 95 students with a historical average of 80 students. In July 2017, a large number of withdrawals occurred, 42 students, which was higher than the yearly average of 34. Withdrawals in 2016-17 were due to (14) work transfers out of Japan, (8) transfers to a local school, (6) family circumstances changes, (4) transfers to an international boarding school, (3) transfers to SIS, (3) students simply unhappy with the GFP boarding program, and (2) work transfer to Tokyo and (2) to Nagoya.

In analyzing the university matriculation of the graduating classes from 2014-17, the following was found:

- 40% of graduates attend universities in North America;
- 35% of graduates attend universities in Japan;
- 22.5% of graduates attend universities in Europe or other regions of the world.

Specifically, the class of 2017 has attend universities including Pennsylvania State University, Emily Carr University of Art and Design, Cambridge University, University of California-Santa Barbara, International Christian University, and Osaka University, among others.

Of the elementary student body, 49.5% has attended OS for all of their official schooling. OIS recognizes that this percentage decreases per grade level as students become older. In the Middle School, 20% of the students have only attended OIS for their official school and 11% for high school students. 62.5% of the current senior class has attended OIS for all four years of high school. The average length of stay at OIS for the last two graduating classes was 4.9 years for the Class of 2016, while the class of 2017 average length of stay was 6.08 years.

B. Other pertinent data

English Learner Population: Language Profile

Similar to the nationality profile of OIS, the home language is complex as families have distinct language characteristics. Sometimes one parent travels often; so, the other parent's mother tongue becomes the more dominant language in the house. In other cases, the language between siblings might be English, but another language is spoken with parents. Survey data is sometimes misleading because questions are not answered consistently, and the question of what is a mother tongue or home language can be misinterpreted.

As of the 2017 fall trimester, the following salient language characteristics in the OIS

community included:

- Approximately 2/3 of the students are fluent in Japanese;
- Approximately 1/4 of the students have English as their main and often the only language;
- Approximately 1/4 of the students are fluent in an East Asian language, Korean or Chinese;
- Approximately 15% of the students are most comfortable in a language other than English or an East Asian language.

As of the spring trimester of 2017, there were 33 different nationalities represented by OIS families. The demographic characteristics can be divided into approximately three equal categories: Japanese returnees or internationally-oriented Japanese families, expatriate families (both parents foreign), and bi-cultural families with one Japanese parent and one foreign parent.

Faculty Demographics

OIS has 33 full-time and seven (7) part-time designated faculty, with 11 different nationalities represented. The most common nationalities include USA (33%), Japan (18%), Australia (18%), and UK (11%). 30% of the expatriate faculty have a Japanese spouse, which helps OIS relate to the bicultural families in the school community. A strength of OIS is in its faculty retention--the average faculty member currently stays at OIS over 6.8 years. In the past seven years, an average of five (5) teachers leave annually. 20% of the faculty are single, and 77% of the elementary faculty are female while 75% of the secondary faculty are male.

Faculty Credentials

All full-time faculty at OIS are required to be certified to teach in Japan or in their home country. Teachers need to meet the local laws of where they are from to be a licensed teacher. Teachers have degrees in the subjects or grade levels they are contracted to teach. Due to the appeal of living in Japan and the school's salary and benefit package, OIS mostly hires teachers with previous experience at an international school. Currently, 79% of the full-time OIS faculty have obtained a Master's degree. Three faculty are currently working on doctorates.

Before teaching at OIS, all teachers need prior teaching experience and be certified in their home country. The Self-Study indicated that teachers regularly attend IB workshops or other conferences, workshops, and participate in a vast range of professional development opportunities. Some of the WASC visit findings found this to be true, especially in regards to IB professional development.

Professional development takes many forms at OIS. International Baccalaureate (IB) training in the form of online and in-person workshops forms the bulk of the PD. This is supplemented with other workshops in Japan and abroad, job-alikes, and inviting experts and consultants to work with faculty. In the last three financial years (2015-17) an average of 3.5 million yen was spent on professional development.

OIS has provided the funding for teachers to attend IB workshops; OIS faculty went to 17 IB and 7 non-IB workshops. In addition, OIS hosted an IB physics job-alike and a two-day ATL workshop for all three programs. OIS also allows flexibility for teachers. For example, faculty who need to leave slightly early in order to get their university evening classes are given permission to do so. Some teachers have found they do not receive the required

training they need for IB, and little training has been allotted for non-IB professional development to support their needs for best practices, as well as for relicensing expectations. This is an area needing to be reviewed by OIS administration based on the findings from faculty interviews and surveys provided in the Self-Study.

Administration

OIS administration consists of the head of school, the MS/HS principal, the ES principal, and the business manager. The MS/HS principal also serves as the MYP coordinator, and the ES principal is also the PYP coordinator. The MS/HS principal/ MYP coordinator is involved in many areas throughout the school which requires many items added to his role. The ES principal/ PYP coordinator also teaches social skills classes. The DP coordinator is not considered administration at OIS, though has an additional faculty responsibility. The combined positions and multiple responsibilities within each role has been noted as a concern to fulfilling one position/role effectively and promptly. This is also an area needing to be reviewed by OIS administration based on the findings from faculty interviews and surveys provided in their Self-Study.

Class Sizes

OIS has the following capacity regulations

- PYP Kindergarten A - 10 students
- Kindergarten B - 12 students
- Grade 1 - 14 students
- Grade 2 - 16 students
- Grade 3 - 18 students
- Grade 4 - 20 students
- Grade 5 - 22 students

Classroom assistants are assigned to KA through Grade 2 if enrollment is one student over the capacity limit.

Programs for Students -- Co-Curricular Activities

OIS is committed to living out their mission statement; therefore, activities are offered to reflect its values. These include Model United Nations (MUN), World Scholars Cup, Knowledge Bowl, SOIS news station / Sabers TV, Tango (student newspaper), and eco-club, among others. To nurture creativity, OIS students participate in annual art shows, musical performances, and an All School Production. To nurture caring, OIS organizes field trips such as visiting the homeless (offered as a camp and as a volunteer activity), visiting an animal refuge (part of the Grade 6 curriculum), as well as supporting a Grade 11 overseas service trip (in 2017, the Grade 11s worked with the School of Hope to raise awareness and advocate against the poverty cycle in Cambodia). The variety of co-curricular activities also addresses many school beliefs by directly relating their belief that schools should encourage students to be well-rounded, creative individuals, responsible thinkers and doers, and this is why they believe their programs should be include choices, special programs, and innovative structures.

As an IB school and to further emphasize the values of the school, all students are encouraged to participate in service activities both inside and outside of school. Through ManageBac, teachers are able to monitor student progress, provide feedback, and track students' overall interpretation of being "caring" individuals contributing to a global community."

PYP

PYP students participate in a year-long, after school, activity program. There are three 8-week sessions during the school year. Early elementary students can choose one activity per week, and upper elementary can choose two per week. Activities take place one time per week after school until 4:30 p.m. Some activities are proposed by students and supervised by adults. These include dance, cooking, service and cheerleading. During the year there are also other opportunities outside of the regular after school activity program, including the All School Production, Noh theatre, and the Falcon Cup (futsal) to name a few.

MS/HS

Secondary Students from both schools share classes in physical education, visual arts, and music. Bilingual students near native fluency can take classes in English and Japanese in their respective sister school. The high school timetables were aligned with the 2015-16 school year to allow SIS students to complete the OIS IBDP. All extracurricular programs and events, such as athletics, student government, Sports Day, and the All School Production, are shared between the two schools. The campus building was designed to encourage interactions between the two schools, such as the wide hallways for students to mingle between classes and the common areas both schools use: library, cafeteria, swimming pool, gymnasium, courtyard, Sky Court, and the field. In addition, every morning the two faculties meet together for a meeting.

A strength of OIS is the co-curricular activities and student involvement in curricular/co-curricular activities. Throughout the PYP, MYP and DP programs, students are offered a vast array of choices to balance and enrich their educational experience. The participation levels are extremely strong in these programs. The PYP exhibition and CAS (Creativity, Activity, Service) activities for older students are positive examples of how all students are engaged in meaningful curricular activities. The addition of the Junior Sabers Sports programs in *futsal* and basketball brought the PYP students more organized sports opportunities and now more in line with the well-developed MYP and DP sports teams. The co-curricular arts and drama activities add to the richness of student opportunities. The processes to fulfill the needs of socialization for students and involvement in the school are at a high level.

The SOIS athletics and activities programs in middle and high school include participation in the Western Japan Activities Association (WJAA) with international and local schools in Kobe, Kyoto, Nagoya, and other areas in the Kansai region. The high school athletics and activities programs also participate in the Association of International Schools in Asia (AISA). SOIS is a founding member along with Yokohama International School, Seoul International School, Korea International, and Busan Foreign International School.

C. School's analysis of student achievement data

Under the direction of the Head of School, the faculty has identified several metrics by which students' academic achievement is measured over time. The school's Self-Study provided the following data:

- The Measures of Academic Progress (MAP) is an assessment produced by the Northwest Evaluation Association (NWEA.) OIS adopted MAP beginning 2015-16, discontinuing the International Schools Assessment (ISA). It was suggested by the school's faculty that the MAP test provides more timely student data that teachers can use to direct instruction. The school's Self-Study also noted that more international schools are using MAP, and the assessment is given twice per year so

that student growth can be measured more often. The MAP data is shared among grade level teams and across faculties.

MAP Assessments – Comparative Data

	US Norms	Intl School Norms	EARCOS Norms	OIS
GR 1	162.4	160.21	172.07	175.3
GR 2	176.9	179.02	190.14	185.6
GR 3	190.4	190.22	200.93	199
GR 4	201.9	201.5	212.69	213.4
GR 5	211.4	211.31	224.39	220.7
GR 6	217.6	218.04	230.17	234
GR 7	222.6	225.63	239.06	241.1
GR 8	226.3	233.13	246.33	244.4
GR 9	230.3	238.37	250.85	255.9
GR 10	230.1	242.71	255.89	265.3

- While the achievement levels in English language usage, reading, and math show improvement over time, some students will need extra support to improve their progress in these skill areas. The Self-Study also included the observation that more work might be needed in the consistency in grading across all subjects and in all grades, and the Visiting Committee concurs with this recommendation.
- In the SAT college admissions exams in reading, mathematics and writing, the graduating Class of 2015 was stronger compared to the Class of 2014, which was stronger compared to the Class of 2016. In all cases except for the Class of 2016 in reading and writing, at least 75% of students were above the worldwide median (the 50th percentile). For the Class of 2015, close to 100% were above the worldwide median in all three areas. Mathematics grades appear to be higher than both reading and writing in all three graduating classes. Reading and writing grades are very similar in the Classes of 2014 and 2015, while reading grades were slightly lower than writing grades for the Class of 2016. Data tables in the school's Self-Study showed that, on the SAT assessment, OIS Classes of 2014, 2015, and 2016 scored at or above the worldwide average in the SAT Reading, Math, and Writing subtests.
- The school's faculty also monitors the achievement of their IB-DP students, as shown in the table below.

IBDP Results through 2015 after 23 DP exam sessions

Total # of seniors	# who have attempted full diploma	Full diploma attempt rate	Successful diploma candidates	Pass %	Average total points	Average high score	Average subject score
274	243	74.31%	228	93.83%	33.14	38.7	5.33

- In preparing for the accreditation visit, the school's faculty also analyzed perception data within the reports from the Focus Groups. The WASC Visiting Committee agrees with the findings in the analysis of school satisfaction survey results and recommends that the school's Leadership Team addresses these areas of need:
 - That changes for improving programs at the school could be implemented faster.
 - That the faculty could be better informed on how to use the MAP assessment data to inform instruction.
 - Making the handbooks and procedure manuals more accessible and visible for the faculty should be a priority.
 - There is a need to educate parents more about the IB philosophy, assessments, and curriculum.
 - There is some lack of understanding regarding "global competencies."
 - More structures and systems are needed for the pastoral care of students.
 - The school is aging and needs to be better maintained in terms of painting, repairs, and cleanliness. There is an overall need to give the entire school a makeover.
 - There is frustration among many faculty members because of the delays in the library renovation project.
 - There is a need for technology integration in the classroom.
 - Parents need an increased understanding of the role of the Kwansai Gakuin (KG) Education Foundation within the OIS.
 - Students and their parents need to be queried regarding the quality of the cafeteria food offerings.

D. Appropriateness of identified critical learner needs and their linkage to schoolwide learner outcomes

OIS has adopted the IB *Learner Profile* as its Schoolwide Learner Outcomes.

Inquirers. They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives. University faculties regularly note IB students' passion for discovery.

Knowledgeable. They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines. IB students are

extraordinarily well prepared for the academic requirements of university coursework.

Thinkers. They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions. IB students contribute to discussions in a meaningful way. They do not shy away from challenging questions and, once they know the answer, follow up by asking “why?”

Communicators. They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others. IB students regularly deliver stimulating presentations and drive excellence in group assignments.

Principled. They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them. IB students are infused with the academic integrity that is a fundamental value of universities and colleges.

Open-minded. They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience. IB students have a deep understanding of various cultures and views, bringing an appreciation of new views to both their academic study and their involvement in local and wider communities. Their international mindedness complements the missions of the best tertiary institutions.

Caring. They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. IB students tell us they bring this commitment to community and others to their activities and leadership roles at university and carry it throughout their lives.

Risk-takers. They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs. IB students transition well to challenging university settings and show resilience and determination in their work. In academics, they have the confidence to approach new or unfamiliar subjects or material.

Balanced. They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others. IB students are active participants in a wide range of aspects of campus life, as well as focusing on their academic development.

Reflective. They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development. IB students have developed an ability to reflect on their learning and to articulate how they learnt. They have learned that critical reflection is an important academic and life skill.

While the 10 IB Learner Profile traits in themselves are commendable aspirations for students, the Visiting Committee believes that increased efforts should be given to measuring students' outcomes and clearly identifying for students and their parents the outcomes of OIS enrollees over time on these 10 discreet traits. The school's Self-Study did provide information related to OIS students being "Communicators," "Knowledgeable," "Caring," and "Open-minded;" a similar analysis with specific student outcomes over time (at least three-year trends) would be expected, since these are the school's adopted Student Learner Outcomes.

It is noteworthy that other IB schools, too, have adopted the IB Learner Outcomes as their SLOs. They then identify which of the 10 will be measured and regularly reported to the school's key stakeholders as examples of student progress.

E. Comment on significant findings revealed by the profile and/or pertinent items that were not included in the profile.

Significant findings from the profile include the following:

- The school was a leader in bringing the IB program to this area and remains a leader in offering this curriculum to students.
- The full impact of the "Two Schools Together" effort is yet to be realized, but one that great potential for students of both the OIS and SIS.
- The school's enrollments have fluctuated around the mid to higher 200 levels and, because of the economy of scale, the attainment of 300 enrollees at OIS would be of great benefit to school operations.
- The school's faculty is attempting to meet the special needs of English language learners as well as those with general learning challenges. Personnel are in place, but a defined program of learning support remains a work in progress.
- The faculty continues to enjoy relatively small class sizes with some exceptions as enrollments increase especially in the middle and high schools.
- For a small school, students are offered many co-curricular opportunities, and students' participation rates are high.
- Students' performance levels on such external measurements as the MAP and SAT continue to be very high, especially in relation to worldwide comparisons.
- The Self-Study reported, and parents confirmed, that the school's leadership team needs to do more to help faculty and parents utilize the ManageBac system.
- OIS has adopted the 10 traits of the IB Learner Profile as their Schoolwide Learner Objectives. Attention needs to be given to assessing and reporting student outcomes on the IB Learner Profile.

Chapter II: Progress Report

Since the last self-study:

A. Comment on the school's major changes and follow-up process

The WASC Self-Study reported the major changes taking place as a result of the Self-Study of 2013 and the 2017 Substantive Change.

Self-Study Report of 2013

The WASC Self-Study of 2013 included seven areas: technology relationship between the two schools, marketing strategy for increased enrollment, organizational structure to align curriculum, communication between KG and the OIS community, developing and utilizing data, IB training for teachers, and IB program recommendations.

Technology

In order to coordinate and implement increasing amounts of technology serving two schools on one campus, OIS made significant progress regarding access to the internet for all stakeholders. Survey data indicated that Wi-Fi access is better and that there is much satisfaction with hardware devices, such as laptops, speakers, and data projectors. However, according to during meetings with various focus groups, the Visiting Committee was told that Wi-Fi maintains obsolete, that Wi-Fi is not strong enough, and that parents would like internet access to check email, internet, and for other needs while on campus. With further questioning regarding the Technology Learning Coach, it appears that some feel the position existed for a short time with a low percentage of time spent doing work for the school based on education and teaching, but was rather was pulled in various directions of IT (website design and hardware). Due to this, many faculty members felt that the position's effectiveness was diminished, or considered by some never to have really existed.

According to administration, a position for the Technology Learning Coach was not filled this school year, though one has been offered to an individual but not yet approved by the school board. This additional faculty position, after approval, is to be added for the 2018-19 academic year. The idea is for this individual to help teach technology for Grades K-12. This new position is to be protected to shift responsibilities from website development, software/hardware troubleshooting, and to support more integration of technology in teaching and learning and also establish a schoolwide digital learning curriculum. The WASC visiting team agrees that the new position is needed, and that the roles and responsibilities need to be clarified for the faculty, students, and their parents.

Enrollment

In the middle of the 2016-17 school year, enrollment reached an all-time high of 281 students. The current enrollment is 267. Numbers continue to be over the OIS historic eight-year average of 259 students; however, the enrollment continues to fluctuate with 2016-17 at a high of 275 to 2017-18 at 264. OIS is limited by space with only one class per grade level. Due to an increase in students in the Global Futures (boarding) Program, as well as SIS students enrolling in the IB DP program, it would benefit the school to seek additional space within its current buildings.

Support was asked of KG to help with marketing to increase enrollment. Some changes were made to a new website published in January 2016, and another update is expected this school year. Renovation of the facilities is also necessary to attract families to choose OIS

based on the competition of Japanese public schools moving towards IB DP accreditation, and other international schools in the region with more updated and attractive facilities. Raising the profile of programs makes the school distinct in its local community, such as swimming, music, and the *Two Schools Together* program. Also, student enrollments from Japan, outside of Japan, and East Asia are needed to increase the cultural diversity of the school community. In addition, more school support for foreign families moving to Minoh should increase. OIS has begun to share more about the enrollment needs and strategies with families, and an increase in sharing such information with families and faculty should remain a priority. Parents and teachers also agree that the environment of the school should be re-evaluated to increase enrollment, as well as the provision of more marketing throughout Japan and the region.

A goal of 300 OIS students and 500 SIS students was proposed to the KG Foundation in September 2017. A foundation ad hoc committee investigated possibilities to move the campus and increase capacity. The final decision was for SOIS to stay at the current campus and be the best school it can with 800 students as the target enrollment. However, the international school market is becoming increasingly competitive in the Kansai region. Therefore, stronger advertising, support from KG to help with marketing, improving facilities, are keys to fulfilling enrollment goals.

Organizational Structure

To “establish an organized structure with specified roles to ensure that vertical articulation in all curricular areas from Grades K-12 is regularly reviewed and strengthened” was one major recommendation from the 2013 Visiting Committee report. Since then, OIS has hired a new head of school to make progress at OIS and create stability and buy-in to the mission of OIS.

During the last substantive change report, the Elementary School principal had just arrived at OIS. This person has maintained her role, as well as serving as the PYP coordinator for three school years. OIS also hired the position for the Middle School/High School principal and also serve as the MYP coordinator. In addition, a faculty member has taken on the role of DP coordinator.

KG Communication

The WASC Substantive Change Report submitted January 2012 was followed by a visit in February 2012 as a result in change in governance on April 1, 2010, when the Senri International School Foundation (SISF) dissolved and merged with Kwansei Gakuin (KG). KG then took over as the governing authority of OIS. In 2016-17, the position of Deputy Head of Campus was added to the SOIS leadership team with the goal of increasing communication between the Senri campus and the KG Foundation. The SIS head of school was also named a Category 3 Board of Trustees member. In addition, heads from both schools, OIS and SIS, serve on the KG Council and KG Committee of Administrative Trustees.

When OIS completed the last Self Study, the KG had then recently merged with SISF, which was a time of great change within the school. Five years since the merger, OIS is more comfortable with the governance structure. However, from the survey data and comments from faculty and community, OIS needs to continue working on strengthening the connection between the OIS campus and KG, and also to promote the role of KG within the OIS community. There is further work to be done to have KG support OIS in fulfilling its mission, vision, programming, and enrollment/marketing needs.

Two Schools Together

The "Two Schools Together" is considered central to the mission of KG. From perception data and Self-Study findings, exploring ways OIS and SIS can work together will be very important to the future of the school.

Assessment/Data

In order to meet the goal to align curriculum, the hiring the learning support teacher has allowed the school to create and implement data to develop and utilize formative assessments in order to monitor academic progress and provide timely feedback. With all three programs, PYP, MYP and DP, using ManageBac for student reports has made for some improvements for families and teachers. However, some teachers and families do not fully understand ManageBac or do not choose to use it.

Student performance data demonstrates students performing at a high level academically. The IB results and MAP scores are significantly above the world average. MAP was chosen because data is available immediately. Some teachers and parents are not 100% comfortable understanding the results, nor do they believe that the data is used to benefit student growth. Some PYP teachers use PM (a reading running record) to access student reading levels. Additional data, such as research-based standardized assessments or continuous data tracking using a variety of sources, is important for validity besides using IB criteria and teacher observations. Computerized assessments may not provide the best environment for students to test take.

Apart from administration, the school hired a learning support teacher to conduct interventions for improved student success. The current learning support teacher has replaced the previous one hired in 2014. Through these changes and developed roles, there have been some positives to align their curriculum, though continued growth remains in order for students and teachers to gain the best education from best practices.

In the PYP, two major curriculum changes were implemented to use ManageBac to record unit plans and for teachers to write weekly plans electronically shared on the school's Google Team Drive. Previously, units/curriculum were shared in hardcopy record books, often causing data to be lost when teachers left the school. In collaboration with the PYP coordinator, teachers have created a timetable to scheduled collaboration meetings. Overall, the school has benefited from having an experienced PYP coordinator working at OIS consistently for the past three years to bring stability and leadership to the program.

The MYP and DP faculty at OIS have also adapted the use of ManageBac to ensure vertical articulation. Regular collaboration time and inservice days have helped to strengthen the curriculum. An area for growth in the MYP is the interdisciplinary unit planning and implementation. Collaboration time with similar hours free from teaching and other responsibilities is needed for this planning for MYP and DP. DP faculty specifically need to complete and refine unit plans on ManageBac. In order for this goal to be met, it is crucial for teachers, parents and students to become more comfortable and familiar with using ManageBac.

In 2014-15, OIS hired an inclusion specialist to start a learning support program. The framework for the position is now in place to increase the number of services provided to the school. The individual needs of students can be better addressed at OIS, however the programs within student services needs to be reassessed according to the findings of both the WASC and IB visiting teams. Though some strides were made to hire someone to work with students and some improvements have been made by the new-hire, this position's effectiveness needs follow-up related to how the entire OIS community has dealt with the process, position, and services conducted, implemented, and tracked.

In addition is the EAL position, for which the WASC visiting team found differing information regarding the position and services conducted. Based on findings, there are areas OIS needs to address specific to the role of inclusion and learning support as separate from EAL.

IB Training

OIS has spent a great deal of time and resources to provide a lot of IB training for faculty since the last WASC/IB visit. Providing more timely IB training has improved at OIS as professional development funding process was introduced. A higher percentage of funding was used to train teachers in IB with online workshops, off-campus workshops, and in-house training. OIS faculty attended 17 IB and 7 non-IB workshops. In addition, OIS hosted an IB physics job-alike and a two-day ATL workshop for all three programs. OIS also allows flexibility for teachers when faculty members need to leave slightly early to attend university evening classes. In addition, through interview comments, there is an imbalance of weight put on PD for other areas of need, such as technology training, behavior management, or other areas important for teacher/student growth and the requirements to relicense teaching credentials.

There is an unknown process to teachers as to how and when PD opportunities are chosen to attend as well as budget to support them. New teachers felt they have been given adequate amounts of support for PD since their arrival for the 2017-18 school year. The OIS administration keeps a checklist of credentials submitted by the faculty to ensure that all faculty members have the background, training, and preparation needed to assume the responsibilities they undertake at OIS. In addition, the Business Office maintains a checklist with teaching credentials, police clearances, university credentials, letters of reference, and any records of contentious issues. Each faculty member also has a file with these documents inside. It is clear that each teacher is carefully selected to ensure that they have the proper qualifications for the academic position. The school hopes to have the PD committee do more advertising of options. Teachers have expressed no Saturday PD, as they are busy coaching or involved in other school activities.

Measuring the effect of professional development remains an area of improvement. Teachers and administration need to continue to work together to provide a clear system which provides evidence that the professional development has impacted student performance. This is an area of improvement, since teachers are not required to share their information in any way.

Academics

OIS was recommended in the 2013 WASC visit to continue implementing the IB recommendations. The IB report is viewed with the updated information regarding citations in all three areas of the program. There were changes made for positions with coordinators and principals, collaboration, and the purchasing of ManageBac for outlining curriculum units.

Substantive Change Report- April 2017

The most recent WASC report was a *Substantive Change Report* submitted April 2017. This WASC visit was in conjunction with the beginning of the international boarding program Global Futures Program (GFP). Commencing with the 2015-16 school year, Osaka International School (OIS) of Kwansai Gakuin expanded the boarding program to include international schools. Previously, only Japanese nationals attending the sister school, Senri International School (SIS) of Kwansai, lived in the dorm.

As a result of the Substantive Change visit, there were 5 strengths and 2 areas of growth identified.

Strengths

- Positive environment for social interaction among international and Japanese students
- Sense of family among dormitory students
- Dormitory experience is aligned with school’s vision and mission and supports student achievement of student learning results
- Dormitory building, rooms, and common spaces were clean and well maintained. Safety and security measures are also in place.
- Ongoing supervision and evaluation of the boarding school program

Areas of Growth

- Ensure meeting “pastoral care” responsibilities in supporting boarding school students, especially international students- The new contracted out supervision of the boarding school with not be able to provide this necessary support.
- Ensure there are a sufficient number of intentional activities to promote and engage dormitory students in cultural interactions. Simply providing shared living space and providing opportunities without requiring interaction is inadequate.

The analysis and review of the school’s boarding program is found within the Chapter IV: Focus Group F report.

Other major changes since last Self-Study

The school has updated the structure of various areas within the school, such as the Sky Court, the lounge, and cafeteria. New flooring was put in the Sky Court area where some elementary students have recess; some resources were added into the student lounge area; and, the cafeteria furniture was updated to add an additional 50 seats.

OIS hired a new head of school since the last accreditation visit, and he has remained in his role for the past four years. This has created stability within the school. In addition, this year a current OIS faculty member has an additional role of DP coordinator.

The Self-Study report mentions that OIS offers online learning courses through *Pamoja Education*. Students are taking these courses for the first time in the 2017-18 school year. Students must take 3 courses at a higher level (HL) of 240 teaching hours and 3 courses at a standard level (SL) of 150 teaching hours.

B. Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.

The WASC Visiting Committee of February 2013 identified seven (7) Schoolwide Areas for Future Growth. From the school’s 2018 Self-Study and during the numerus stakeholder meetings during the February 2018 visit, the progress and accomplishments on these critical areas for follow-up are noted below:

1. Coordinate and implement increasing amounts of technology between the two schools on the one campus to enhance student learning according to a developed technology vision.

The faculty seems to have made significant progress regarding access to the internet for all stakeholders to improve learning. Survey data indicates that Wi-Fi access is better with general satisfaction with such hardware devices as laptops, speakers, and data projectors. The position assignment of the Technology Learning Coach is being

reconsidered and refined with a shifted focus onto working with faculty and students in the area of the support of instructional technology for academics and the curriculum. Shifting responsibilities such as website development, software/hardware troubleshooting, and other teaching duties to other stakeholders and to the KG Foundation will support more integration of technology in teaching and learning. The faculty position of Technology Learning Coach will be added for the 2018-19 school year, pending final approval by the KG Foundation.

Regarding integrated technology between the two schools:

- SIS middle school students now have the same access to the SOIS mail system as the OIS middle school.
- Additional class sets of iPads have been distributed to the music and physical education departments for use in shared classes.
- The computer programs of the two high schools and the two middle schools have been brought into alignment. Both high schools use Bring Your Own Device (BYOD) systems, and both middle schools offer school-provided technology resources. This is in contrast to the system over the past five years, where the programs were not aligned, causing confusion and difficulties for the teachers. Faculty, students, and parent associations in both schools now make extensive use of Google Apps, particularly Forms and Docs, to gather opinions, data and encourage participation in decision-making.

The Visiting Committee agrees that this critical growth need has been adequately address, but should continue as an area for improvement and follow up.

2. Develop a marketing strategy to effectively communicate the unique character of OIS in order to attract increased enrollment to maximize the capacity of the school and improve communication to the community

In the middle of the 2016-2017 school year, enrollment reached an all-time high with an enrollment of 281 students. Numbers continue to be over the school's historical 8-year average of 259 students. The school's facilities are limited by space with only one class per grade level. An increase in students in the Global Futures Program and SIS students enrolling in the OIS diploma program has helped. However, the school's leadership needs to continue improving marketing as the school faces increasing competition in the Kansai region.

A new website was established in January 2016, and another update is expected this school year. Renovation of the facilities is also necessary to attract expatriate families to choose OIS. Raising the profile of programs that make the school distinct, such as swimming, music, and the Two Schools Together program, will be a priority. Not only are more students needed, but students from outside Japan and outside East Asia to increase the cultural diversity of the school community is highly desired. School support for foreign families moving to Minoh should also be increased.

A goal of 300 OIS students and 500 SIS students was proposed to the Kwansei Gakuin Foundation in September 2017. A foundation ad hoc committee investigated possibilities of moving the campus and increasing capacity. They decided for SOIS to stay at its current campus and be the best school it can be for 800 students.

The Visiting Committee agrees that the marketing of OIS with the accompanying and ongoing support of the KG Foundation for school improvement needs to continue as a critical growth need. With the increase of competition among international schools and

the economy of scale, efforts should be implemented to increase student enrollment to approximately 300 students. In order to do this, OIS will need to be presented as a modern, updated, and well maintained school and a unique partner in the “Two School’s Together” model. The place of OIS in the KG Foundation will need to be held high in order to attract parents to the many opportunities offered by the school.

3. Establish an organizational structure with specified roles to ensure that vertical articulation in all curricular areas from grades K-12 is regularly reviewed and strengthened.

The two major curriculum changes implemented in PYP were to use ManageBac to record unit plans, and teachers writing weekly plans that are electronically shared on the Google Team Drive. These were previously shared in hardcopy record books, and often the data was lost when teachers left the school. The PYP Coordinator in collaboration with the teachers has made a timetable which has increased scheduled collaboration meetings. An experienced PYP Coordinator working at the school for the past three years has been helpful in bringing stability and leadership to the program.

MYP and DP faculty also use ManageBac to support vertical articulation. Collaboration time on inservice days and within the school day has helped to strengthen the curriculum. An area for growth in the MYP is the interdisciplinary unit planning and implementation. DP faculty also need to complete and refine unit plans on ManageBac. Teachers, parents and students need to become more comfortable and familiar with using ManageBac.

Finally, conversations with several faculty groups during the 2018 accreditation visit let the Visiting Committee to believe that the school’s leadership should re-evaluate the effectiveness of the current school leadership team, as it relates to ensuring K-12 vertical curriculum articulation. It may be that findings will show a need for reconsideration of some positions and an improved valance or workload among others.

While improving and strengthening the school’s vertical articulation remains a need, the Visiting Committee was satisfied that this need had been adequately addressed.

4. Continue and expand the communication between the KG Foundation and OIS by developing an enhanced structure in order to broaden the number of people working in regular collaboration between the Foundation and OIS.

In 2016-17 the position of Deputy Head of Campus was added to the SOIS leadership team. The goal was to increase communication between the Senri campus and the Kwansei Gakuin (KG) foundation. The SIS head of school was named a Category 3 Board of Trustees member. Heads from both schools, OIS and SIS, serve on the Kwansei Gakuin Council and Kwansei Gakuin Committee of Administrative Trustees.

A remaining need related to this 2013 Critical Growth Need are the faculty’s and parents’ requests to understand better the hierarchy, structure, and role of the KG Foundation in relation to OIS school operations. The OIS faculty strongly believes that, despite the school’s leadership, the KG Foundation controls school operations because of its hold on the school’s budget.

The ongoing support of the KG Foundation is critical to the successful future of the school and its intentions to increase student enrollments. The creation of the position of Deputy Head of Campus has been one way the school has attempted to address this critical growth need, as this person serves as an important advocate of the school to the Foundation.

5. Create and implement a K-12 system approach for developing and utilizing formative assessments in order to monitor academic progress and provide timely feedback.

The development of an assessment model for the school is a critical growth need, which will be explained later in this report. The Visiting Committee found needs in this area beyond those of utilizing formative assessments.

6. Continue to provide timely training for teachers so that the IB program is properly supported according to expected standards in PYP, MYP, and DP.

A higher percentage of PD funding has been used to train teachers in IB, with online workshops, off-campus workshops, and in-house training. However, within numerous discussions during the accreditation visit, the Visiting Committee was told that, while PD funds are adequate for IB, there are other inservice needs for teachers which are not being addressed. Examples include the desire to increase teachers' infusion of instructional technology across the curriculum, improving teachers' analysis and use of assessment results to inform instruction and allocate resources, and meeting teachers' PD needs outside the area of IB. While the IB program appears to be properly supported with PD, teachers have other professional development needs which should be addressed.

The Visiting Committee found that the provision of professional development for teachers' IB training has been more than adequate. The continuing need will be for the school's leadership to maintain appropriate PD for this purpose, but also the expand PD opportunities to address other faculty needs, such as the effective use of instructional technology across the curriculum, and the increased understanding and use of MAP assessment results to inform curriculum and allocation resources.

7. Continue to implement the recommendations of the IB visit that will strengthen and improve the IB program.

The visit in 2013 focused attention on the PYP, with 14 "Matters to Be Addressed." Stability in the PYP coordinator position and increased faculty collaboration has attempted to address these matters during the past five years. Moving from Atlas Rubicon to ManageBac has helped collaboration and curriculum management. Because the 2018 accreditation visit was a synchronized WASC/IB visit, the major recommendations of the IB Visiting Committee need to be referenced to determine if this 2013 critical growth has been adequately addressed.

As a 2018 synchronized WASC/IB visit, the IB evaluation report will comment on the school's implementation of the 2013 recommendations for improving the IB program, with special attention to the PYP program.

Chapter III: Self-Study Process

A. Include a copy of the schoolwide learner outcomes.

OIS has adopted the IB *Learner Profile* as its Schoolwide Learner Outcomes.

- ***Inquirers.*** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives. University faculties regularly note IB students' passion for discovery.
- ***Knowledgeable.*** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines. IB students are extraordinarily well prepared for the academic requirements of university coursework.
- ***Thinkers.*** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions. IB students contribute to discussions in a meaningful way. They do not shy away from challenging questions and, once they know the answer, follow up by asking "why?"
- ***Communicators.*** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others. IB students regularly deliver stimulating presentations and drive excellence in group assignments.
- ***Principled.*** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them. IB students are infused with the academic integrity that is a fundamental value of universities and colleges.
- ***Open-minded.*** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience. IB students have a deep understanding of various cultures and views, bringing an appreciation of new views to both their academic study and their involvement in local and wider communities. Their international mindedness complements the missions of the best tertiary institutions.
- ***Caring.*** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to

make a positive difference to the lives of others and to the environment. IB students tell us they bring this commitment to community and others to their activities and leadership roles at university and carry it throughout their lives.

- **Risk-takers.** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs. IB students transition well to challenging university settings and show resilience and determination in their work. In academics, they have the confidence to approach new or unfamiliar subjects or material.
- **Balanced.** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others. IB students are active participants in a wide range of aspects of campus life, as well as focusing on their academic development.
- **Reflective.** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development. IB students have developed an ability to reflect on their learning and to articulate how they learnt. They have learned that critical reflection is an important academic and life skill.

B. Comment on the school's Self-Study process with respect to the outcomes of the Self-Study.

i. The involvement and collaboration of all staff and other stakeholders to support student achievement

The results of the Self-Study and visit provided evidence that there was adequate involvement and collaboration of stakeholders to accomplish the outcomes of the Self-Study. Throughout the process, faculty, teachers, students, and families participated in various ways in focus groups, surveys, and other activities in determining findings and supporting the accreditation process. In order to successfully complete their Self-Study, OIS created and implemented appropriate timetables.

There were some questions regarding the accuracy of some information in the Self-Study versus information provided during interviews, conversations, observations, and within the document itself. Overall, however, the information provided from surveys, staff, and families appeared generally accurate to the WASC visiting team. One challenge the visiting team had was the actual Self-Study document itself being cumbersome and challenging to read because of the presentation format.

Overall, this report was compiled from 2016 through 2018. The report generally followed protocol and used criteria as prescribed by the WASC *Focus on Learning* accreditation manual--Overseas 2009 Edition. In the future, the Visiting Committee would like to see more students and teachers share their thoughts about OIS. They would also like to see a greater variety of individuals involved on focus and home groups. However, overall, OIS presented an effective reflection and framework during their Self-Study process.

ii. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards.

As noted throughout this report, OIS students know and understand that the IB Learner Outcomes are the schoolwide learner outcomes.

OIS has established a clear vision of "two schools together" and a mission to nurture "informed, caring, and creative individuals contributing to a global community" which reflects the beliefs and philosophy of the school. OIS has adopted very clear Student Learning Outcomes based on the IB Learning Profile, the pedagogical philosophy the school is based on. As an IB World School, the OIS curriculum delivers an inquiry based program as the IB Program requires; thus, the mission and Student Learner Outcomes permeate the OIS education program, including both curricular and co-curricular activities.

An area of improvement would be to schedule a review of OIS' vision, mission, and Student Learner Outcomes more frequently, gathering feedback from the school community.

iii. The analysis of data about students and student achievement

The Visiting Committee found that the school tracks student achievement data on multiple measures. Now that the MAP tests have replaced the ISA external assessments, the school will need to trace and report student progress over time (longitudinal assessments), as is done for students in the IBDP. Also, as noted in the school's Self-Study, the school's leadership will need to provide the faculty appropriate inservice/professional development in order for them to maximize the use of data from the MAP assessments and from ManageBac. From the information provided to the Visiting Committee, it appears that student achievement data is reported regularly to the faculty and to the school's key stakeholders.

iv. The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and ACS WASC criteria

As noted elsewhere in this report, the school's leadership has adopted the IB Learner Outcomes as the schoolwide learner outcomes. As such, the faculty will need to review how and how effectively they determine the extent to which students demonstrate acceptable progress on the IB Learner Outcomes.

v. The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan.

The school's leadership team, with the appropriate involvement of the faculty, has the capacity to implement and monitor the accomplishment of the Action Plan. However, the school faculty will need the support and cooperation of the KG Foundation in order to adequately address the four critical growth needs identified later in this report under "Synthesis of Strengths and Critical Growth Needs." The school's leadership team understands that the new, revised, and updated Action Plan, reflecting the growth needs cited in both the IB and WASC reports, is to be filed with WASC no later than April 30, 2018.

Chapter IV: Quality of the School's Program

Part A: What Currently Exists

Based on the Self-Study and Visiting Committee findings, for each criterion in the following categories:

- A. Organization for Student Learning**
- B. Curriculum, Instruction, and Assessment**
- C. Support for Student Personal and Academic Growth**
- D. School Culture and Environment**
- F. Boarding Program**

CATEGORY A. ORGANIZATION FOR STUDENT LEARNING

A1. School Purpose Criterion

To what extent has the school established a clear vision and mission (purpose) that reflects the beliefs and philosophy of the institution? To what extent is the purpose defined further by adopted schoolwide learner outcomes that reflect defined global competencies and form the basis of the educational program for every student?

Osaka International School has a Mission Statement that "OIS students will be caring, informed, and creative individuals contributing to a global community." This Mission Statement was first adopted when the school opened in 1991 and has been reviewed by the school's faculty during the regular cycles of accreditation and along with their preparation of the Self-Study. The mission is defined further by the adopted Schoolwide Learner Outcomes (SLOs), which for OIS are the same as the 10 traits of the IB Learner Profile with the added trait of creativity. While the 2018 Self-Study did make reference to the ways in which four of the 10 IB Learner Traits are measured, the Visiting Committee recommends that increased ways to measure student outcomes on the IB Learner Traits be implemented as a part of the school's assessment model. It was also noted that the "5 Respects" serve as the pillars of expectation for student behavior.

These guiding principles—the Mission Statement, the SLOs, and the 5 Respects--are exhibited in student handbooks and programs and special events offered around the school like SNS News, Tango newspaper, fundraising, art shows, musical performances, the All School Production, and overseas sporting trips. Students are also expected to participate in community service activities that reflect the values of the school mission. Teachers promote

further awareness of the guiding principles within their subject area curriculum to give the students the knowledge and desire to contribute to the global community.

OIS lives their mission with the ongoing mutual partnership with their sister school, Senri International School, by running a “Two Schools Together” campus that aims to give students at both schools many benefits of a shared school and shared cultural experiences. By serving students from both schools in the All School Production, festivals, sports teams, and the shared curricular areas of physical education, music and the visual arts, students benefit from a unique educational and cultural situation.

While this Focus Group section speaks of the school’s addressing global competencies, the Visiting Committee recommends that increased attention be given to assessing and reporting student outcomes on the specific ACS/WASC defined global competencies, which include the following:

1. *The use of concepts, knowledge, skills and languages of various disciplines to research current global issues;*
2. *The understanding of the interdependence of economic, political, technological, environmental and social systems worldwide;*
3. *The understanding of multiple perspectives;*
4. *The valuing of diversity;*
5. *The ability to communicate with multilingual skills, through fluency in reading, writing, speaking, and listening and through the use of technologies;*
6. *Engaging responsibly in action and service to improve conditions both locally and globally;*
7. *The ability to function effectively in an interdependent world.*

A2. Governance Criterion

To what extent does the governing authority adopt policies which are consistent with the school’s mission and vision and support the achievement of the schoolwide learner outcomes, i.e., global competencies? To what extent does the governing authority delegate implementation of these policies to the professional staff and monitor results?

During discussions with the leadership team, representative teachers, representative parents, and Focus Group A, the Visiting Committee was informed of the structure and hierarchy of the KG Foundation, which is a complex management structure with many subcommittees and people serving in multiple roles. However, as a private, non-profit foundation, the KG Foundation is their intended structure and one which oversees nine schools on seven campuses and over 27,000 students.

The KG Foundation, as a governance structure, does not seem to overtly manage school operations. However, by its very complex structure, its non-transparent decision-making procedures, and its rigid hold on the school’s budget allocation, the foundation does in fact greatly impact school operations. While the foundation representatives who met with the Visiting Committee attested that the foundations role was to financially support the school and ensure that the school fulfilled its mission, the practical outcome of this governance structure is one which should assist in school development and improvement in operational areas, but which can also hinder school improvement.

The leadership team confirmed that the Foundation appropriately delegates the authority for school operations to the Head of School and the Deputy Chief of Campus. There are job descriptions for the leadership team positions, and the Head of School is

evaluated by members of the KG Foundation. The Visiting Committee did not find evidence of the Foundation's micro-managing in school operations except for the rigid control they exert over fiscal management. The governance structure does provide for the regular reporting of student achievement and well-being to representatives of the KG Foundation. It was clear to the Visiting Committee that the KG Foundation, as the school's governance entity, does wish the school to fulfill its mission, to improve continually over time, and to make a significant contribution to the youth of its community.

A3. School Leadership Criterion

To what extent does the school leadership make decisions to facilitate actions that focus the energies of the school on student achievement of the schoolwide learner outcomes, i.e., global competencies?

To what extent does the school leadership empower the staff? To what extent does the school leadership encourage commitment, participation, and shared accountability for student learning in a global environment?

The school's administration together with members of the KG Foundations have compiled policies and procedures which define responsibilities, practices, decision-making processes, and relationships of leadership and faculty. The administration provides the faculty opportunities to grow and to voice opinions, ideas, and grievances, which are some indicators of faculty empowerment. The administration encourages meetings and service activities and that teachers be committed and participative in the shared accountability for student learning. The administration encourages teachers to meet for common planning time. Teaching responsibilities are outlined in handbooks, during faculty meetings, inservice days, faculty forum days, teacher orientation days, within weekly updates from principals, faculty evaluation meetings, all school morning meetings, team meetings, academic planning meetings, and administrative meetings with Foundation members.

The administration has also created many written documents that define aspects of the OIS community. For example, the OIS Faculty Handbook lays out faculty responsibilities as well as procedures to follow. It was noted by some faculty, however, that certain policy statements and procedural documents remain untranslated from Japanese language; this is an area which the leadership team should investigate and take appropriate correction action.

A4. Staff Criterion

To what extent are the school leadership and staff qualified for their assigned responsibilities?

To what extent are the school leadership and staff committed to the school's purpose? To what extent do the school leadership and staff engage in ongoing professional development that promotes student learning in a global society?

The school leadership and faculty are qualified for their assigned responsibilities, are committed to the school's purpose, and engage in ongoing professional development that promotes student learning. Overall, through careful hiring and vetting of appropriate qualifications, faculty are determined to be qualified for their assigned responsibilities. If teachers need professional development, the school has a budget for professional development. This provides support for teachers to remain current in the demands, philosophy, and curriculum of IB.

PD focused on the effective implementation of the IB Program seems to be more than adequate. The leadership team should now expand PD opportunities to areas of teacher needs and desires in addition to the IB Program. Examples of such areas would include increasing teachers' understand of the newly adopted MAP testing, so that the analysis and disaggregation of student achievement results can be better used to inform instruction and allocate resources. Another example is in the need for teachers to effectively and comfortably use instructional technology across the curriculum. Another needs is for the more informed use of ManageBac.

The faculty handbook defines what kind of qualifications and mindset the school is looking for in its faculty. The employment handbook covers aspects of hiring procedures including experience, references, and educational and global outlooks. Once hired, the administration keeps a file with all information collated on the faculty member and adds to it as the faculty members do professional development during their time of service at OIS. This includes many different forms, such as taking leadership roles to gain experience, enrolling in educational/academic courses, faculty forums, IB training, hosting job-a-like workshops, or just learning from other faculty members through classroom observations.

The administration keeps a list of credentials submitted by the faculty. This certifies that faculty members have the background, training, and preparation needed to assume the responsibilities they are assigned at OIS. In addition, the Business Office maintains a checklist with teaching credentials, police clearances, university credentials, letters of reference, and any records of contentious issues. Likewise, each faculty member also has a file with these documents. Each teacher is carefully selected to ensure that they have the proper qualifications for the academic position.

The school describes employment policies in its faculty handbook and in an internal document, *Faculty and Staff Selection Guide*. The school lists desirable qualifications of potential faculty on the school website for those seeking future employment. The qualifications required are not only experience-based; OIS feels that all teachers should also share the mindset of a globally-minded school. This means that all teachers must be willing to collaborate, be able to create engaging lessons to a variety of student learning needs, as well as be willing to embrace the culture of Japan and the concept of "Two Schools Together." These qualifications are addressed in the Faculty Handbook and on the school website in the "Employment" section.

OIS also states employment practices and policies in their Employment Handbook under "Hiring Practices" and in the Faculty and Staff Selection Guide. It covers specifics such as the hiring process, the probationary period, and the documents needed to secure the job. In addition, on their website the process is clearly laid out. OIS policy dictates at least two verbal reference checks for every hire as well as police clearance from the home country and the current country of employment if different.

Support of Professional Development

All IB professional development promotes the ability to function effectively in an interdependent world through the emphasis on a Global Context, which integrates the concept of global mindedness through all units in an IB program. Teachers are regularly asked to reflect on their approaches to developing global competencies in their students. Built into ManageBac, the program used for unit planning is a Reflection Section; here teachers can reflect on how to address the global competencies before, during, and after their unit has been delivered. Through collaboration between the teacher and the Principal, these units are periodically evaluated and discussions for improvement or practices to keep following.

A record of professional learning is kept which indicates the professional development regarding global competencies. The impact on student achievement can be seen in the tasks and projects completed which and which reflect the global competencies focused on. For example, the TANGO newspaper not only covers local events but also important world events. Class blogs reflect students' concern for things happening in the classroom and also events around the world that are on their mind.

When teachers attend professional development workshops, teachers apply their new knowledge for the benefit of developing global competencies as evidenced by the tasks and projects which reflect global mindedness. This is an area of improvement, as teachers are not required to share their information in any way. Some teachers have commented that other schools require a short reflection to be put in the school's newsletter, while other schools require teachers to give a short presentation to their department or to the faculty who would benefit from sharing the PD experience.

A5. School Improvement Process Criterion

To what extent does the school leadership facilitate school improvement which is driven by plans of action that enhance quality learning for all students? To what extent does the school leadership facilitate school improvement have school community support and involvement? To what extent does the school leadership facilitate school improvement effectively guides the work of the school? To what extent does the school leadership facilitate school improvement provide for accountability through monitoring of the schoolwide action plan?

OIS is using a system for school improvement that is separated into three distinct groups: physical improvements, capital improvements, and program improvements. The three systems are broad-based, collaborative, and foster the commitment of the school's stakeholders.

Physical Improvements--Ideas for any improvements (physical, capital, or program) may be suggested by faculty (through the administration), students (through student council), or parents (through the Parent Advisory Committee). Improvement ideas are then heard at weekly administration meetings, which are also attended by the Deputy Head of Campus, and representatives of KG, the governing board and the organization which manages the facilities. KG manages many facilities and, therefore, facility needs are weighed along with the needs of all the campuses. If KG approves the physical improvement, they will send a team to analyze, assess, estimate, and will eventually weigh the costs and benefits of the improvements against their commitments to their other campuses.

Capital Improvements--To encourage collaboration and open communication, an email is sent at the beginning of the school year by Principals to all faculty requesting suggestions for physical and/or capital improvements for the school. These suggestions are then taken to the administration meetings. The administration then requests a budget for capital items. Keeping in mind its other campuses, KG will grant the budget or not.

Program Improvements--program improvements proposed are considered by OIS and SIS, as any program changes would impact the sister school's programming as well. There are different committees to deal with different aspects of programming. For example, there was a "Cafeteria Committee" created to deal with healthy changes that could be made to the menu. There is also a permanent "Kyomu Committee" that handles changes in student and staff scheduling.

Generally, faculty felt they had an understanding of how to make physical improvement requests, as indicated in the survey. Also, faculty members felt that the analysis of MAP

scores is being incorporated into school improvement plans in order to positively impact student learning. However, many teachers suggested that this is driven by the teacher who must interpret the scores and take action as opposed to a school-driven process. Most teachers felt that they did not fully understand the procedure for making capital improvement requests; instead, many of them just relied on asking their Principal or someone they felt could affect change, but they could not explain how the changes were prioritized or the reasoning behind their rejection or acceptance.

Many teachers felt that program changes are always made with the best of intentions, but acknowledged that any decision made to OIS scheduling directly affects SIS; therefore, program changes are difficult to make. Some teachers expressed their understanding of the need to consider SIS when making program changes for OIS.

A6. Resources Criterion

To what extent are the resources available to the school sufficient to sustain the school program and are effectively used to carry out the school's purpose and student achievement of the schoolwide learner outcomes, i.e., global competencies?

Leadership and faculty are involved in resource allocation decisions in the following ways. For books, consumables, and other low-cost items that are not considered capital expenditures, orders are submitted to the two Principals by teachers in the final trimester of the academic year. These are, if necessary, discussed by the Principal and teacher concerned, approved, and then ordered by the finance office to arrive at the start of the new school year. Generally, teachers and departments receive the supplies they request.

In the operations budget, honorariums are provided for guest speakers and payment for workshops and materials conducted by visiting artists and other experts that support student learning. Transportation and entry costs for field trips also come from this budget.

Requests for larger items classified as capital expenses, such as technology, furniture, and other building improvements, are processed as follows. Towards the end of September into October, teachers submit requests for large-scale resources that will improve teaching. The list of priorities is submitted to the KG Educational Foundation. A decision is made by the Foundation in March. The time it takes to receive a decision from the KG Foundation and, in certain instances, the continued denial of purchase orders and recommendations for plant improvement present a constant source of discouragement and frustration for the OIS faculty. Sometimes, requests do not always move so quickly particularly for projects requiring fund-raising by the school. Plans to refurbish and redesign the library are currently on hold, as the Foundation requires assurances that the necessary funds can be raised. Faculty input to the Visiting Committee indicated that often, purchase requests are simply denied without explanation (e.g., the faculty's request for *Turnitin* software, although there was some uncertainty whether or not the request for this software had been a formal request on the part of the faculty or a general request within conversation with the school administration). At other times, the request is not acted upon for years (e.g., the plans to renovate the library).

Another aspect of the school's vision is the promotion of the exchange of ideas within the community. Resource allocation in pursuit of this included a dedicated PTA room with photocopy facilities for use by the PTAs of both schools, as well as a large conference room that is allocated on a monthly basis for use by both schools' PTAs. The OIS PTA is also allocated art rooms and classrooms to host the annual Asian art workshops as part of the

OIS art exhibition, during which outside artists visit to share their skills with elementary students, helping to address learner outcomes from the art scope and sequence. Another example of resource allocation in pursuit of the exchange of ideas within the community is the use of the HFL (Home & Family Life) room. A recent initiative has led to multi-cultural cookery and culture demonstrations presented by members of the parent body and the wider community. This resource is also allocated to enable a variety of extra-curricular activities such as student-led after-school cooking clubs, during which students share their culinary skills with their peers.

One of the matters to be addressed from the previous report was to improve the science labs, so that the full range of necessary science experiments can occur in a safe manner. Many changes have been made, but it is important to note that SIS classes use the labs the majority of the time and, therefore, the budget and major refurbishment needs are dominated by the demands of SIS. OIS has expressed science lab needs as forcefully as respectfully possible.

While many improvements have been made, there are areas of improvement. For example, SIS has expanded by 20%, but maintenance and improvements to the infrastructure have not kept pace with the increased demand on lab time. More lessons, therefore, have to be taught in basic classrooms. Availability of lab time is generally adequate; however, an additional lab would certainly be of benefit. As well, the ‘full range of experiments’ is a misnomer now that diploma classes have only one Internal Assessment investigation with the accent on a real “wet lab.” Complications arise for OIS students being required to carry out individually designed work. Lab time and equipment storage, therefore, are a problem for the larger classes. Teachers attempt to employ careful planning to cope with this DP requirement. Chemistry, particularly, would also like to see scheduling to allow double lessons as the 50-minute periods are often not enough for DP lab work.

Overall, the resources available to OIS are generally adequate to sustain the school’s instructional program and are effectively used to carry out the school's purpose and student achievement of the Student Learner Outcomes. The school leadership and faculty are involved in the resource allocation decisions.

OIS develops an annual budget, has an annual audit, and at all times conducts quality business and accounting practices, including protections against mishandling of institutional funds. In addition, there are public records regarding OIS finances available through government records. OIS should improve these practices by making the department budgets transparent; many teachers, including the Heads of Department, are not aware of what their Department Budgets are.

The school’s facilities are adequate and functional; however, there is a lot of room for improvement to raise the facilities past “adequate.” The most pervasive schoolwide need is the elimination of old instructional materials and the general “clutter” which now exists in nearly every classroom and common area. The school’s Self-Study repeated the need for additional instructional space in and out of the classrooms, including group study areas, quiet spaces for students, social interaction spaces, and more in-class room for the potentially expanding student enrollment. With the support and assistance of the KG Foundation, a major effort needs to be implemented to clear the school of the clutter, improve all wiring for the IT infrastructure, and use available common areas spaces for the purposes requested by students and faculty alike. It should be noted that there have been some minimal improvements to the school’s infrastructure, such as the Sky Court (which replaced the old tennis court) and the addition of new tables and chairs in the cafeteria.

In addition to the improved use of space within the existing OIS campus, increased attention needs to be given to the general appearance of the school. The predominance of grey paint

everywhere impresses or depresses students, faculty, and visitors alike. The Visiting Committee was told that the original intent was for students to be invited to add their own color schemes, artwork, student displays, and banners throughout the school's interior to personalize the common areas and demonstrate to stakeholders that this is in fact a warm and inviting school, not an institution housed in a concrete block. If the KG Foundation is truly concerned with inviting additional parents and their students to the OIS family, the entire school will need a face-lift, a clearing out, and a cleaning up.

The OIS faculty will need the support and assistance of the KG Foundation and the school's leadership team to address these major needs for the campus. Creative problem-solving alone on the part of the faculty will not be able to design and use a school facility which has the potential to be exemplary.

A7. Resource Planning Criterion

To what extent do the governing authority and the school leadership execute responsible current and future resource planning?

As a part of Kwansei Gakuin Educational Foundation, there are various requirements made of the school in relation to medium and long-term planning. For example, Osaka International School is required to contribute to overall medium and long-term plans through annual submissions that are approved by KG Foundation's planning committees. As well, facility and plant management is provided for by the foundation's General Affairs and Facilities department, which in turn seeks feedback on an ongoing and regular basis with the campus administration.

The school's vision, "two schools together," is reflected in the process for regular examination of the long-range resource plan, which ensures the continued availability of appropriate resources. The Kwansei Gakuin Educational Foundation makes the process very clear for both OIS and SIS, making sure that resources are distributed fairly. This process for regular examination attempts to ensure that, in the long-term, OIS will have resources that contribute to student learning. In the most recent budget planning for the upcoming fiscal year, approval was given for various capital investment projects, including PE facility improvements and furniture upgrades, to meet increased enrolment requirements.

An area of improvement would be regarding the actual budget and its related practices; it is tightly controlled by the KG Foundation and, as such, is not so transparent nor is it so accessible. In addition, at the Department level within OIS, the budget is not known. While teachers are able to order the resources they need through a clearly laid out process, the limits of what they can buy is generally discovered through a rejection of their request.

CATEGORY A: ORGANIZATION FOR STUDENT LEARNING

Areas of Strength for Organization for Student Learning:

- Nearly 80% of the teaching faculty believe that the classroom equipment such as the furniture, technology, and supplies are well maintained and adequate to perform their duties. The basics are there, and they are slowly being upgraded.
- The relationship with the Foundation that controls the school budget has been improved to allow facility upgrades and repairs to happen more quickly than in the past.
- The purchase and use of licenses for evidence-based data collection tools have allowed educators to triangulate student performance through observation, teacher-made tests, and standardized assessment scores. These resources have also helped target areas for improvement and for more differentiated instruction as needed.

Key Issues for Organization for Student Learning:

- The Pastoral Care Program has scope for improvement with regards to the time given towards it, professional development, and implementation and effectiveness of the pastoral program goals.
- Concerns about the availability and quality of teaching spaces and future class sizes have been raised.
- Some students have reported dissatisfaction towards their experience in the boarding house.
- While “The Five Respects” are known to exist by most faculty and staffs, through surveys it was only truly emphasized in elementary school. More daily implementation and awareness of these guides to student behavior in middle school and high school could be fostered.
- As for the cleanliness of the school, several teachers commented negatively regarding the availability, quality, and maintenance of cleaning equipment.
- Most faculty didn’t know where to look or find the official school documents outlining the policies implemented to run the school. It was suggested that in future all documents/policies will be more accessible to faculty.
- One issue mentioned by teachers is the lack of remuneration for faculty who have taken positions of leadership and responsibility. Whether as a head of a department, head of a committee, director of All School Production, or coaching sports, the balance between teaching and schoolwide activities needs to be monitored for the benefit of all involved.
- While there are policy documents related to all areas of how KG supports SOIS's mission statement, many faculty said they were unsure of how things are done in many regards. The role of the KG board of trustees was unclear to many faculty, too. The Kwansei Gakuin *Reikishu* (comprehensive books of policy) are largely currently not in English. Getting those sections translated which directly pertain to OIS operations would help more faculty to be able to understand how things work between KG and Senri. KG has started this process and in future has said appropriate policies will be translated into English.
- Because the school is growing, there is a need for additional physical space for growing class sizes. For examples, classrooms are tight with 25 students, the cafeteria is crowded at lunch, and the single sports field, gymnasium, small gym and swimming pool must be shared by competing groups.
- The school is aging (built in 1990) and needs to be maintained both in terms of painting and repairs, as well as cleanliness. The maintenance crew and cleaning crews need to take on a greater role to provide the best environment for faculty and students.
- Another area of improvement would be for teachers to increase focus on the Student Learning Outcomes. Through interviews with teachers, it was revealed that the Student Learner Outcomes have been addressed indirectly but not explicitly; this makes it harder to reflect on whether or not the school is reaching the goals they previously set.
- Measuring the effect of the professional development remains an area of improvement. Both teachers and administration indicated that they will continue to work together to provide a clear system which provides information as to what extent professional development has impacted student performance.
- MAP scores are being incorporated into school improvement plans in order to positively impact student learning. However, many teachers suggested that this is driven by the

teacher who must interpret the scores and take action as opposed to a school-driven process.

- An area of improvement would be regarding the actual budget and its related practices; it is tightly controlled by the KG Foundation and, as such, is not so transparent nor is it accessible. While teachers are able to order the resources they need through a clearly laid out process, the limits of what they can buy are generally discovered through a rejection of their request.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- The school' Self-Study report
- Meeting with Focus Group A
- Meeting with representative teachers
- WASC faculty survey for Focus Group A
- Meeting with representatives of the KG Foundation
- The organizational chart of the school's governance structure and leadership team

CATEGORY B: CURRICULUM, INSTRUCTION, AND ASSESSMENT

B1. What Students Learn Criterion

To what extent does the school provide a challenging, coherent and relevant curriculum for each student that fulfills the school's purpose and results in student achievement of the schoolwide learner outcomes through successful completion of any course of study offered?

OIS has academic standards for each area, engagement in student learning, and curricular review/revision and evaluation of their curriculum and instruction.

IB programs are implemented in all three divisions (PYP, MYP, and DP) including elementary, middle school, and high school students Grades K-12. OIS has been an IB Continuum World School since 2004 and are fully committed to the ethos and practices of the International Baccalaureate. In a most recent parent survey, IB was the top reason why families chose to send their children to OIS. Offering IB education K-12 allows for consistency in their approach to education. The IB mission statement matches well with the OIS mission statement. In addition, the founders of OIS had a vision of taking the best of the Western Humanist approach to education and the Confucian influenced East Asian approach to education.

Curriculum

A need OIS has expressed through their Self-Study and interviews the need for the full use of ManageBac across all divisions, Areas for curriculum development and improvement include a more complete understanding for all stakeholders as to what MAP tests measure and how to implement this into teaching and share with parents; building the ATLS across all programs; preparing 5th graders for MYP and MYP students for DP to understand the full expectations prior to transitioning programs. In addition, OIS would like to more fully implement the inclusion model as a critical need and area of growth for their school.

Both a strength and area of growth according to each coordinator is the area of IB's Approaches to Learning (ATLs) implementation in curriculum to drive instruction towards assessment. Each division in OIS has similar goals to strengthen their program. The DP program's goal is to align ATLs and TOK (Theories of Knowledge) aspects to drive the written curriculum in order to drive its assessment. ATLs are new to the PYP program as required by IB. They had similar terminology and practices; however, OIS is in the beginning stages as the name and practices are changing and distributed from IB within the next year. MYP at OIS needs to further develop implementing ATLs at each level of learning and within each grade. Within their assessments, OIS is identifying each assessment with the ATLs in regards to student progress in understanding and applying them, such as novice and practitioner. The hope is to further differentiate students' learning, as ATLs have been a part of MYP standards with IB since the start of the program's development.

Parents have expressed that IB is very difficult for ESL students, that they have little knowledge of IB profile but like the program, that there are no policies/procedures/handbooks to understand the school or the expectations (such as homework, support programs, and discipline) within each program.

The DP faculty specifically need to complete and refine unit plans on ManageBac. In order for this goal to be met, it is crucial for teachers, parents and students to become more comfortable and familiar with using ManageBac.

B2. How Students Learn Criterion

To what extent does the professional staff use research-based knowledge about teaching and learning? To what extent does the professional staff design and implement a variety of learning experiences that actively engage students at a high level of learning consistent with the school's purpose and schoolwide learner outcomes?

The professional faculty know a great deal about teaching and learning at OIS in regards to IB. There is a need to further develop other areas of best practices in regards to teaching and learning, especially in the areas of curriculum development to implement a plan for units, collaboration, technology integration, and varied instruction for differentiation for all abilities, especially inclusion.

Collaboration

Some divisions have begun to increase collaboration to plan units and provide ongoing written documentation of their curriculum as it changes, to incorporate IB standards and protocols, as well as differentiation and other subjects doing transdisciplinary units included in ManageBac. In conjunction to this, the school needs to continue to learn about and collaborate for strong curriculum among the entire school and all programs, as there was little evidence supporting the implementation and understanding of ManageBac and its benefits for all stakeholders using the program. To support this, more inclusion practices and collaboration are needed with the PYP classrooms. An area for growth in the MYP is the interdisciplinary unit planning and implementation. Collaboration time with similar hours free from teaching and other responsibilities is needed for this planning for MYP and DP.

Resources and Environment

One area of need is the lack of reading supplies available to students, such as levelled libraries in classrooms, and inviting classroom environments to support learning. A prime example is bulletin boards not functioning to embrace learning, not relevant to students' developmental stages, not updated, or too overstimulating environments that do not define instruction taking place, nor allowing instruction to take place. The teacher clutter expresses safety concerns and overwhelming learning environments for students and can confuse students. It also causes stress with students and faculty.

In general, within the classroom environments little differentiation was done for student benefit. The discipline and safety within areas of the school are a concern as how it impacts student learning, as well as resources available and implementation/use of available space and resources in Grades K-12. In one instance, classrooms were locked while students were inside learning as if playing a game; the library appeared to be unsupervised with no expectation as to the role of the library to be the central hub for learning rather than an unsupervised hang-out.

Support

MYP and DYP at OIS believes they differentiate well base on IB requirements to include English language support in the form of providing advice to teacher, accommodating students on more testing based on IEPs, and providing support outside of school. An area for DP is differentiating for SIS students who need additional support. With SIS students taking classes with OIS students, more assistance and resources are required to best support students whose first language is Japanese.

B3. How Assessment Is Used Criterion — Reporting and Accountability Processes

To what extent do the school leadership and staff use effective assessment processes to collect, disaggregate, analyze, and report school performance data to all stakeholders about student progress toward accomplishing the schoolwide learner outcomes and academic standards? To what extent does the analysis of the data guide the school's programs and processes, the allocation and usage of sources, and form the basis for the development of the action plan?

School leadership and faculty at OIS assess students based on classroom assessments. They ineffectively assess students based on processes to collect data, disaggregate, analyze, and report school performance to all stakeholders. This causes a basis for much needed improvement to provide a written curriculum to support differentiation, student needs, and progress based on determining performance levels. Information would be useful in reporting student progress using a variety of research-based assessments with norms, as well as, tracking interventions and regular monitoring of students receiving services. Parents and teachers feel they do not understand the assessments nor know how or why the information is important. In addition, families have shared that some of their students were in EAL, but parents never knew until parent teacher conferences four months after already involvement in these services.

The lack of adequate analysis of student achievement data and knowledge of how or what it means is a disadvantage to the effectiveness of the school's program for differentiation, modification, knowing processes for students needing support, inclusion, and the allocation and usage of sources. Some methods are used to share about student progress with specific groups, though there is an inconsistency among divisions, which support teachers are included, parent involvement, and classroom and specialists involvement.

OIS has previously used ISA research-based assessments to gather data on student progress. Since the 2013 report, the school has switched to MAP assessments in order to receive information sooner. The school remains in the beginning stages of understanding implementing data to the relevance of curriculum, instruction, and supporting students. This is an area for all stakeholders, including parents, for improvement in understanding the change from MAP to ISA, the importance of data collection, how to interpret data and use data to support student learning. According to OIS, they can compare the norms from EARCOS to their school. Their scores trend on high scores for this test, but the validity of scores compared to school IB assessments do not always show similar findings of student's abilities.

It appears that some divisions use the MAP data to aid in supporting students when collaborating with the learning support teacher and counselor, though not all of them. This is the only form of assessment done within the school expectations to track student progress apart from IB assessments. The elementary or PYP uses various assessments for reading, such as PM Benchmarks, IXL Math, Reading Eggs, Reading Express and Probes to track some progress. Whether or not the data is used, understood, and shared with parents was unclear to the WASC visiting team. MYP and DP have no other assessments to demonstrate findings for reading fluency and accuracy and math. In general, the school does not have one resource (the same one) available to provide running records to track reading progress across grade levels for consistency and accuracy. The validity of the assessment as a stand-alone research-based normed assessment to determine student progress and abilities should be reassessed by OIS.

B4. How Assessment Is Used Criterion — Classroom Assessment Strategies

To what extent is the teacher and student use of assessment are frequent and integrated into the learning/teaching process? To what extent are the assessment results the basis for (a) the measurement of each student’s progress toward the schoolwide learner outcomes and academic standards; and (b) regular evaluation, modification, and improvement of curriculum and instructional approaches to support the educational progress of every student?

As stated throughout this report, the extent to teachers and students using the assessment frequently to help with learning and teaching is an area of growth for OIS. The Self-Study stated that they are a data-driven school, though there is a lack of evidence to prove this as well as their effectiveness in using and understanding data. Classroom formative and summative assessments do not always match the performance on computer standardized assessments. Classroom assessment feedback is given to students to provide support; however, some teachers do not present it in a timely manner or it is not provided on ManageBac. Demonstration of student achievement and modification/decisions based on assessment data is a critical need for OIS.

CATEGORY B: CURRICULUM, INSTRUCTION, AND ASSESSMENT

Areas of Strength for Curriculum, Instruction, and Assessment:

- OIS has a strong teaching faculty dedicated to their students, and they take on multiple roles and have a long retention rate at the school.
- A growth for the PYP has been a consistent coordinator who established PYP designated collaboration time.
- The IB requires both the MYP and DP to follow a cycle of courses which keeps them accountable.
- The MYP and DP faculty at OIS have also adapted the use of ManageBac to ensure vertical articulation. Regular collaboration time on inservice days and within the school day has strengthened their curriculum.
- Co-Curricular opportunities for students at OIS are many and a strength of the school.
- The classroom environments at OIS included many engaging lessons with teachers and students.
- Parents shared that OIS prepares students well for college,

Key Issues for Curriculum, Instruction, and Assessment:

- Some programs have begun to deepen their understanding of collaboration to plan units and provide ongoing written documentation of their curriculum as it changes, to incorporate IB standards and protocols, as well as, differentiation and other subjects doing transdisciplinary units included in ManageBac. In conjunction, this is an area of need for the school to continue to learn about and collaborate for a strong curriculum.
- There was little evidence supporting the implementation and understanding of ManageBac and its benefits for all stakeholders using the program.
- Lack of reading supplies available to students, such as levelled libraries in classrooms, and inviting classroom environments to support learning. A prime example is bulletin boards not functioning to embrace learning, not relevant to students' developmental stages, not updated, or too overstimulating environments that do not define instruction taking place, nor allowing instruction to take place.
- In the DP differentiation is needed for SIS students needing additional support. With SIS students taking classes with OIS students, more assistance and resources are required to best support students who first language is Japanese.
- Despite MAP grades being higher in mathematics than in reading and language, the MYP grades are lower in mathematics than in English. This could be due to the vagueness of MYP assessment criteria and different teachers interpreting the implied rigor of these criteria differently. Therefore, there is a need for more consistency in grading across all subject in all subjects in all grades. Anecdotal evidence from the personal project moderation supports this theory.

- In the MYP, interdisciplinary unit and implementation is an area for growth. Collaboration time and similar hours free from teaching and other responsibilities are needed for planning MYP and DYP.
- DP faculty needs to complete and refine units on ManageBac. In order for this goal to be met, it is important for teachers, parents, and students to become more comfortable and familiar using ManageBac.
- Each division needs to strength understanding, implementing, and accessing ATLs.
- In general, within the classroom environments were little differentiation was done for student benefit.
- The discipline and safety within areas of the school are a concern as how it impacts student learning, as well as resources available and implementation/use of available space and resources in grades
- Collaboration for differentiation and inclusion is needed to full support curriculum and instruction, as well as data as it relates to strengthen these areas.
- Uncluttering teaching environments that over stimulated creating stress and safety concerns, as well as impacting teaching and students understanding of concepts.
- Understanding and using data, and using a variety of research-based assessments with norms to aide in decision-making
- Professional development in other practices besides IB, such as technology, ManageBac, the use of MAP assessment data, and behavior management.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- The schools' Self-Study report
- Meeting with Focus Group B
- WASC faculty surveys
- Additional meetings with focus groups and individuals
- Parent meeting
- Observations

C. SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

C1. Student Connectedness Criterion — Personal and Academic

To what extent are students connected to a system of support services, activities, and opportunities at the school and within the community that meet the challenges of the curricular and co-curricular program in order to achieve the schoolwide learner outcomes?

At OIS, it appears that students are highly connected with the activities and opportunities at the school and within the community to meet the challenges of the curricular and co-curricular program and achieve schoolwide learner outcomes. There are, however, varying degrees and levels of involvement with support services to achieve schoolwide learner outcomes.

Curricular and Co-Curricular Programs

OIS is committed to living out their mission statement; therefore, activities are offered to reflect its values. These include Model United Nations (MUN), World Scholars Cup, Knowledge Bowl, Student News Station / Sabers TV, Tango (student newspaper), and eco-club among others. To nurture creativity, OIS participates in annual art shows, musical performances, an All School Production. To nurture caring, OIS organizes field trips such as visiting the homeless (offered as a camp and as a volunteer activity), visiting an animal refuge (part of the Grade 6 curriculum), as well as supporting a Grade 11 overseas service trip (in 2017, the Grade 11s worked with the SOIS School of Hope to raise awareness and advocate against the poverty cycle in Cambodia). The variety of co-curricular activities also addresses many school values by directly relating their belief that schools should encourage students to be well rounded, creative individuals, responsible thinkers and doers, and this is why they believe their programs should include choices, special programs, and innovative structures.

As an IB school and to further emphasize the values of the school, all students are encouraged to participate in service activities both inside and outside of school. An example of how OIS tracks student Activities and Service actions is shown in their Self-Study. Through ManageBac, teachers are able to monitor student progress, provide feedback, and track students' overall interpretation of being "caring" individuals "contributing to a global community."

Student Support Services

Strategies used for student growth and development and support services and learning are areas that are not established at OIS. A beginning process has been started which began with the hiring of an inclusion teacher, though the transition resulted in confusion among the understanding and practices, policies, and expectations of the support services department. As a whole, some of the functions are demonstrating success, though measurable data does not exist questioning the validity and effectiveness of services. It appears that counseling services are effective. The learning support has started to make strides to form a protocols and expectations though needs administrative support and a more clearly identified mission to form a program to support learning support services for inclusion as differing from English Acquisition Learners (EAL). It was unclear to WASC and IB the role of the EAL teacher within OIS, as no distinct program, protocols, and data demonstrated the extent to which English language learners are served.

School leadership and faculty ensure that learning support and counseling having a direct

relationship to student involvement and in learning; however, EAL does not as there is no defined reason as to why only Grades 1-5 receive services by this particular teacher, while learning support also serves all areas of need plus and additional responsibility of English support for 6-12 grades. Within this is an imbalance of job responsibilities, additional courses to teach, and positions added to learning support.

Within this structure there is a need for demonstrated learning support and inclusion in a pure form for effectiveness of students with special needs or additional needs apart from English language learners/EAL teacher based on no established policies, practices, expectations, job descriptions, definition of the position and practices presented to faculty. The overall challenge is for increased leadership and direction for student support services as a whole. Some faculty attend meetings with coordinators and the department as well as collaboration with teachers, whereas some do not or are reluctant. In general, this demonstrates a need for restructuring of support services with clear definitions to create one large program with programs within it guided by a leader.

The Self-Study states, "The development of the learning support department comprising two full-time teachers who work closely with teachers to plan and sometimes team-teach has helped to meet the individual needs of all students. Introduction of the Social Emotional Learning Focus (SELF) program taught by the principal and counselor has helped develop student attitudes and skills in response to their own needs and those of others." There seems to be a disconnect with who works in learning support and EAL, their roles, and balancing an adequate work load and collaboration among teachers and teaching that occurs.

Counseling

K-12 students have a counselor to help with social, emotional, family or academic difficulties. She teaches the SELF program in elementary. Teachers are encouraged to contact her when faced with issues in these areas. The counselor assists seniors with university selection and applications. The counselor will also work with administration or faculty in counseling individuals or groups of students.

OIS health services include one school nurse who serves the primary, middle school, and high school population.

OIS provides career counseling services with career/college guidance provided by the counselor. To ensure that students are well-informed about their post-secondary choices, the counselor organizes many college visits from universities ranging from American universities to European and Korean universities. OIS counseling services include "College 101" workshops geared to introduce students on how to successfully navigate through the college selection process. In addition, OIS provides college application workshops regarding applications and to help students get organized with the application process. Finally, the counseling center open to all faculty and students during school hours and has a large collection of college brochures for anyone to peruse at any time.

In meetings and observations, the WASC visiting team recognized an informal process for students receiving support based on referrals, with no formal process mentioned. The counselor meets weekly with the other support teachers and with the elementary principal and alone weekly with the high school/middle school principal after school. These meetings with administrations include discussing student needs.

The OIS counselor teaches SELF classes in the classroom for PYP about friendship, social skills, and bullying. The counselor also does MYP planning for activities. The counselor and DP coordinator also meet with Grade 10 students periodically and especially in the winter

trimester to help them plan for the DP and beyond. The counselor has a vast amount of needs and levels she works with from dorm students and faculty to K-12 social needs, and college and career support/counseling. In addition, there is a set schedule with some individuals, though most meetings occur as needed. One way she works with the dorm is through regular weekly meetings to check on transitioning. Other areas of counseling include orientating new families and students, social and cultural challenges. There are times when the faculty come to find the counselor for immediate support. Though there appears in the Self-Study report to be a process for referrals, there is mostly an informal approach. If teachers, administrators, learning support and the counselor feel that a student may need some professional help that is beyond the school's capacity to provide, then OIS has some resources that allow the referral of students to other services such as speech therapists or clinics that can do educational psychological evaluations. Sometimes, students are asked to seek the help of their own pediatrician.

Some challenges with the many roles and services completed by one individual includes college and career counseling responsibilities and working with PYP and MYP. Overall, the students and families feel comfortable with the counselor and have successful experiences. The school counselor and MYP coordinator/principal also meet regularly with students to assess their progress through the program or how they are doing on a particular aspect of the program.

Learning Support

After the 2013 WASC visit, OIS hired an inclusion/learning support/resource teacher, though the title is unclear as well as the actual job description and purpose. Learning support offers learning lab/homework support for students after school

Students and faculty appreciate the learning support teacher for support and collaboration. Academic assistance takes many forms at OIS. One form of academic assistance is the "Learning Lab." OIS specifically hired a learning support teacher in 2014 to provide remedial help and classroom assistance where needed. Academic assistance is also integrated into the school schedule in the form of "short home room" and "long homeroom." This is part of the pastoral care system, though not clearly defined. Several teachers are assigned to one grade level; within the grade level, each teacher is given approximately eight students to mentor throughout the year. The mentor teacher monitors the student's activities, such as extracurricular sports, and is a contact point for other teachers and parents. Frequently, mentors gather with their students during Long Home Room (Monday from 2:40 - 3:30) and work with students to reflect on their academic progress, create goals for the future, and just talk about how the school year is going. Homeroom teachers are often a point of contact for parents who wish to schedule Parent/Teacher meetings during the regular school year.

The Self-Study states, "Finally, OIS' commitment to providing students with needed services for success include the Resource Teachers in Elementary and Middle School. Resource Teachers are in the classroom, directly providing support for the students and teacher by providing extra help. For example, while the classroom teacher works with the class, the Resource Teacher may take a small group of 5 students aside to work on specific skills such as note-taking to help students achieve their academic potential. An improvement remains in providing Resource Teacher time allocated for High School students, especially regarding EAL support." This is not evidenced based on the interviews and observations of WASC. It appears that the positions are confusing as some areas refer to the learning support and EAL teacher as resource teachers and/or the learning support teacher as the inclusion teacher, as well as how resource teachers exist. There is not a distinct title or description of the faculty serving students.

The implementation of the Learning Plan is the primary agent for change. The Learning Plan is created by the student with the guidance of the learning support teacher. This is to ensure that the student takes responsibility and ownership over his/her learning. Parents and teachers are to be notified and also contribute to the Learning Plan to ensure support availability at school and at home.

Within the learning support program, some protocols were created by the learning support teacher, however not fully explained to faculty and the community. Some communication with families when receiving learning support occurs though not a regular progress monitoring updates. Some progress is being made with students receiving services some learning support criteria for entering the programs and exiting based on a variety of data and observations, a problem-solving team which includes the parents and if appropriate students, measurable goals for learning plans supported with data, and teacher input. A more consistent and regular system should be put in place to allow the school to be more aware of student views regarding support services available to them. PYP students in particular are not always aware of these services and therefore do not utilize them as much as they might like.

There is regular collaboration with the learning support teacher, counselor, and MS/HS principal Collaboration exists among the learning support teacher and MS/HS faculty to best serve students, as well as provide inclusion. Many shared that the Learning Support Teacher is unable to attend weekly MS/HS collaboration meetings with counselor as she is teaching after school. Learning support teacher and counselor have good relationships with classroom teachers and specialists for collaboration.

The learning support services teacher goes beyond contracted duty hours due to many responsibilities and jobs. The learning support teacher works with students one-on-one who could best be served with inclusion in the classroom with simple modifications, and accommodations, however due to reluctance for collaboration and inclusion in PYP, times is spent working one-on-one rather than servicing students with higher needs.

An area of improvement would be to have a similar document at the middle school (MS) and high school (HS) level. Currently, the MS and HS students are given intervention based on teacher and parent recommendations as opposed to an English language test. As well, there is no "exit" program as outlined by the elementary level.

English Acquisition Learner (EAL)

OIS has an EAL position, though the faculty is generally unclear as to the practices, policies, and expectations for English language learners. Staff are unsure of EAL hours, who is serviced, why they are serviced, and feel uncomfortable seeking collaboration. EAL appears as more of a support role or teaching assisting role rather than providing support for English language learners based on a program approach. This position appears to include teaching students in Grades 1-5 reading and writing support with some computer-based programs. Therefore, there is not a clear breakdown of what EAL support is, what learning support is, and who is the pastoral care person within the context of student support services.

There appeared to be no measurable criteria for exiting and entering EAL based on a variety of data and observations, or a problem-solving team which includes the parents and if appropriate students, measurable goals for learning plans supported with data, and teacher input. Within the criteria are no exit and entering research-based assessments to support needs for EAL services. In addition, many parents have shared that they did not know their children were receiving EAL services until three months after receiving them when

parent-teacher conferences were held or report cards came out. There has not been regular communication with families, their involvement, and progress reports shared on students.

Pastoral Care

Throughout the Self-Study and interviews, there was some mentioning of Pastoral Care. It is unclear even to student support service teachers and OIS faculty who is and what is Pastoral Care, who is in charge, who provides services, and what services. WASC noted from the Self-Study that, "There are three teachers assigned to each homeroom class and each of them has 6 to 8 students they work with as an advisor. Homerooms meet once a week for a class period and every morning for 5 to 10 minutes. In homeroom teachers advise students on their for example on service and action activities, goal setting, reflection, and report review. Other pastoral and event planning activities also take place.

It is important to note that a lot of pastoral care happens on an individual level. For example, many teachers ask to speak to students one-on-one during lunchtime or after school. Often, teachers will informally talk to other teachers about a student to confirm a pattern and, if necessary, the parents will be called in. OIS has given teachers the freedom and the power to create a caring and supportive environment based on the needs of the individual student."

Though teachers have freedom to provide support to students on an individual level for a nurturing and caring faculty, there tends to be no definition of Pastoral Care as a program to support the definition under student support services.

Teachers are given the freedom at OIS to develop plans to help individual students depending on their needs. Some students may need one-on-one appointments with the subject teacher during lunch hour or after school.

To ensure equitable access to curriculum, teachers are supported and equipped to teach to variability through various accommodation strategies. However, a structure for a program is not occurring within OIS to give validity and support to all entities within student support.

At the beginning of the school year, a student concerns meeting is held with elementary and middle school teachers to discuss incoming Grade 6 students. In this way, under-performing or struggling students can receive intervention, if needed, as early as possible.

CATEGORY C: SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

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

- A learning support teacher was hired.
- The ES principal meets weekly with support services faculty.
- Counseling services are in high demand and used to its fullest potential throughout the OIS K-12 grade levels.
- The MS/HS principal meets regularly with Counselor.
- The ES principal meets regularly with counselor, learning support teacher, and EAL teacher.

Key Issues for Support for Student Personal and Academic Growth:

- No defined roles of balanced responsibilities with in the support services umbrella
- There is a need for an intervention model where continuous interventions and student progress is monitored.
- The learning support teacher cannot attend MS/HS meetings with counselor as working with students after school.
- Families are not always aware of data collection and services being done for EAL, especially for entering and existing students.
- The school needs a definition of EAL as serving English language learners, rather servicing students in general.
- Data collection is not ongoing to monitor student progress.
- No entrance and exit criteria for student support.
- No research-based program is available to support students and the teachers.
- No PD or training for research-based programs and assessments for teachers
- Unclear what the actual programs and titles of support service individuals are
- No definition of pastoral care and how it is incorporated into OIS
- Who leads the overarching student support services to guide practices, policies, and expectations with data driven instruction

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- The schools' Self-Study report
- Meeting with Focus Group C

- Observations
- WASC faculty surveys
- Additional meetings with focus groups and individuals
- Parent meetings

D. SCHOOL CULTURE AND ENVIRONMENT

D1. School Environment and Child Protection Criterion

To what extent does the school have a safe, healthy, nurturing environment that reflects the school's purpose and is characterized by respect for differences, trust, caring, professionalism, support, and high expectations for each student?

OIS has practices in place they believe create a safe and healthy environment to reflect the school's purpose and is characterized by respect for differences, trust, and caring support with high expectations for each student. In this regard, the school strongly believes in the emotional and social well-being of students.

The school culture of OIS stands with a shared mission and vision of two schools in one with SIS. They stated in their Self-Study and the community shared that there is a feeling of an international community amongst the school with shared classes and activities after school with the SIS Japanese school.

There is a feeling of support for the community of international and national faculty and students within the walls of SOIS. Osaka International School and Senri International School were founded to bring together, for the benefit of returnee, national, and international residents of the Kansai region, the best of Japanese and non-Japanese educational ideas, systems, and techniques with two schools sharing a building, programs, curricula, philosophies, experiences, and dreams.

Nurturing

OIS has a nurturing environment towards families, and students, reflecting the school's purpose, and is characterized by respect for differences, trust, caring, support, and high expectations for each student. Student Learning Outcomes are woven throughout curricular and co-curricular activities. OIS is committed to nurturing "Informed, caring, creative individuals contributing to a global community" and as such, curricular and co-curricular activities are interwoven with the mission and Student Learner Outcomes.

Well-being

To work on the health and well-being of the community, students, faculty, and families believe there is access to the school counselor. In additional, elementary students receive social emotional class sessions with the school counselor/PYP counselor. The MYP/DP students receive assemblies and home room sessions revolving around well-being. Overall, families, teachers, and students across all divisions believe their teachers care about them and are willing to help them. A strength of OIS was found in a meeting with Student Council, during which they shared that there is at least one faculty person they can each go to that they trust and knows cares about them. The Student Council shared they love the open-door policy, practices, and support provided by the OIS school counselor.

Professionalism among faculty is supportive within a social and personal context. An area of concern is in regards collaboration, supporting colleagues, sharing of job responsibilities, and position and responsibilities equally balanced and defined by policy, procedures, and expectations.

Child Protection and Safety

Mentioned in an interview with program coordinators, a child protection professional development opportunity was done and faculty brainstormed and acted on ways to

implement practices when alone with students. The elementary division has a rotating supervision schedule for lunch, recess, and in the morning. The high school, middle school, and SIS does not, which causes a measure of safety liability and responsibility among faculty and the community. There was mention of concern for the practices and policies available for dorm students' access to adults of various gender who speak English and faculty able to support students adequately.

Lack of overall student supervision in the MS/HS in both the OIS and SIS with shared spaces is a concern. It is important to know who is responsible for students, expectations are the same and known to students and all faculty, and regularly enforced and monitored. Supervision is a concern as students in MS/HS are seen meandering around the school during school hours, not engaged in learning, eating in the library, fooling around in the library, and teasing others. When asked about this, the WASC team was told students could go and find a teacher if something happened within minutes and there were drills so students know what to do.

Some challenges exist in elementary with safety with locked doors done by students and respecting teachers, discipline practices and student expectations, as well as, inappropriately on furniture and in areas of classrooms engaging in teacher materials for unexpected school behaviors. MS/HS has no supervision in the morning during faculty meetings, classrooms have doors opened with broken bricks.

Within the environment at OIS, there are some loose wires throughout areas of the school, as well as uneven floors feeling as if sinking, cracked floors, doors are broken with parts of the wood coming off, wall edging materials coming off which could cause safety issues.

Social Media

The Head of School manages the Twitter feed. The Deputy Head of Campus manages the SOIS stories Instagram feed. SOIS leadership also manages the SOIS.jp Facebook page. The athletic director runs the Sabers Athletics Facebook account, and there is also a SOIS alumni Facebook page.

Email

Because of confidentiality laws in Japan, the school does not communicate to parents through personal emails. All parents are issued a Google G Suite account with the username familyID @soismail.jp. All students also have a similar Gmail account. Faculty are issued a faculty@senri.ed.jp email address as an official school account and a faculty@soismail.jp for use of G Suite set of applications used by students.

OIS encourages faculty to be careful in sending a reply or reply all when emotions are running high. Humor may be misinterpreted, so reflect before sending an email. Staff are reminded to be courteous, succinct and professional when sending emails.

Student Discipline

Central to the OIS approach to discipline are the 5 Respects and IB Learner Profiles. Teachers working with students use the 5 Respects as a guide to set their own classroom rules of behavior or essential agreements (elementary school). Relating discussions to "Respect" provides a focus for the entire school and encourages students to be responsible group and community members. If a student's behavior falls consistently outside of the five areas of respect, or if a student's action is physically dangerous to the student or to others, counselors, administrators and parents become involved. In the 2016-17 school year, the elementary school developed the OIS Bullying Policy. Discipline incidents are recorded by

the principal and/or teacher in ManageBac.

Environment

The environment at OIS is inviting and welcoming because of the faculty who work here. In regards to the facilities in relation to the health and safety needs of students, the health center with a full-time nurse is available for all the students. The faculty survey shows that the menu in the cafeteria needs nutritional upgrade, and that the cafeteria is still overcrowded even with the new table/chair setting. The cafeteria is unsupervised when MS/HS students are present. Some teachers may be there to eat, but not always. Stakeholders shared that the quality of food and amount of food available is unhealthy, not a balanced diet, and not available to accommodate the amount of people eating in the cafeteria. The environment presents itself a safety factor with uneven floors, cracks, wires hanging around, clutter (hallways, rooms, school offices, and classrooms), bricks to hold doors open, and mold in some areas. SIS students unsupervised causes more stress and reliability on OIS faculty and students.

The Cafeteria

In the teacher survey, most teachers agreed that the cafeteria was an adequate facility that met the needs of students. Many teachers commented positively on replacement of old furniture with new chairs and tables; however, many more teacher comments suggested that there is still not enough seating space for the students of the school. The menu and its health and nutritional value is currently under review. OIS school lunch quality and availability has been shared as a concern across the entire community. With varying lunch times not scheduled in MS/HS some students do not receive lunch, as well as the amount of food available varies or is non-existent

Library Facilities

The SOIS library, located in the central part of the facilities, is a shared resource between both Senri International School (SIS) and Osaka International School (OIS) of Kwansai Gakuin, addressing the school vision of "two schools together." The library was designed to play a central role for the school community. The library allows for classes to come in for sustained reading periods, allows for students to study independently via the study carrels, or in groups at the reference tables in the back or the group tables, and it allows for teachers to conduct classes in the open area. As well, a mezzanine level provides a study area for senior SOIS students, a multimedia lab, and further teacher reference materials, including audiovisual equipment. Missing from the library are adequate teaching spaces and the capacity to be used as a flexible space to fit the changing needs of the school, as well as, an equal amount of English books and levelled books for elementary. The goal of the library is to be designed to nurture students' thirst for inquiry and provides a caring and nurturing environment, though it does not demonstrate this during the school day.

As the building ages (20 years) there are requirements to upgrade furnishings. Earthquake stability bars were installed summer 2011. The library is often over-crowded and noisy. The library renovation plan was discussed; however it was indicated during discussions that the status of the project is unclear to stakeholders with no apparent movement.

Music Facilities

Student creativity and musical passion can be heard from the various music rooms at OIS. The school strives to help nurture "creative individuals" by providing facilities like the school theatre and art rooms. Within the theater room is a stage, a space for an orchestra, and multiple grand pianos. Many concerts and plays, such as All School Production, have been

performed in this facility, as well as guest speakers hosted and professional plays performed. The theater has been also used for the middle and high school assembly every week.

The amount of students placed in the Band Room makes it difficult to move freely in the room and would make it difficult to evacuate in an orderly fashion in case of emergency. There are more than 70 students in the biggest class. As well, there are not enough storage areas for instruments; thus, instruments are often kept in hallways and classrooms, creating obstacles. Unfortunately, this is also the case for the chorus room where the Emergency Door has some equipment blocking it due to the small space.

Science Facilities

The science labs have recently been improved, including adding various safety features such as additional sinks and a hose to act as an emergency eye wash. While the science facility adequately addresses health and safety issues and meets the learning needs of students, there needs to be more work on the school's vision of "two schools together." In the past, there has been some difficulty in coming to an agreement between the OIS and SIS science departments on what health and safety procedures and improvements should be put into place. OIS teachers have expressed frustration at attempts to create a combined process. A suggested improvement from the science department would be to create a policy clearly outlining safety procedures and future plans of health and safety improvements to be agreed upon by both OIS and SIS science departments.

Pool Facilities

The pool facilities are very well maintained, facilitating the very strong swimming component of the physical education program. In terms of health and safety, the water quality is monitored regularly, and the temperature of the water and pool enclosure are well maintained and monitored. The roof has just been replaced recently, providing a more comfortable environment. The grout on the pool bottom was mended a few years ago too, and the storeroom downstairs has had pipes replaced. Sometimes the small pool does get a build-up of algae which needs attention, but the needed work is carried out when asked.

There are some minor areas of improvement regarding the pool facilities not necessarily impacting students' health and safety, but would enhance their learning experience. For example, the surface around the pool is lifting in places. In addition, the change rooms need improvements; for instance, the shelves in the boy's change room are being held together with tape, and water wear and tear is eating into the shower area in the girl's shower area.

Overall, the pool is an asset for the school and enables the students from kindergarten through to Grade 12 to learn the important life-saving skill of swimming, gain the necessary skills to keep themselves and others safe in the water, and offers an environment to enjoy recreational aspects. Many learner outcomes such as "risk-taking", "communicating", and being "principled" are nurtured within this facility by the qualified and highly functioning PE staff.

The Field and Training Room

Currently, the sports field adequately meets the health and safety needs of students. Students are not allowed to bring food or drink onto the field, which ensures that garbage and other foreign objects don't interfere with students' activities and lessons on the field. As well, the well-maintained field is able to accommodate up to two different classes, depending on the activity. The physical education department, as well as art, music classes run a "shared program" which is the OIS/SIS combined classes for middle and high school

students. This directly addresses the school vision of "two schools together." Even though the program is delivered in English, OIS students are mixed with SIS students and are thus exposed to a different culture, different language, and different viewpoint in their classes. The field is large enough to accommodate these shared classes.

According to the teacher survey given, most teachers agree the field adequately meets the health and safety needs as well as the educational learning needs of OIS students. However, the use of the field for the elementary school recess has been limited, and the strongest suggestion for improvement would be to address the scheduling conflicts and limited access to the field that come with two schools sharing one facility. Fortunately, OIS and SIS have been trying to work with the spirit of problem-solving and solutions. The PE faculty keep the ES teachers informed on when the field is available.

In contrast, the training room is an area in need of improvement. The training room and its equipment, while still in working order and well maintained, are in need of some serious renovation; for example, the equipment in the room is very outdated. As well, safety concerns regarding the number of students in the PE fitness classes using the training room have been expressed to administration and a solution is currently being discussed.

Despite the needed improvements, the training room is used by both schools. The students are able to achieve a "balanced" life of academic and fitness focus through the use of the training room, which is available before and after school with limited supervision. HS students can also use this facility in their free time once they have undertaken the weight training course.

Gymnasium

In the teacher survey given, most teachers agreed the gymnasium was an adequate facility to meet the needs of the students. The gym is a shared resource, addressing the school vision of "two schools together." In addition, some teachers commented on the gym being a nice space to host many tournaments, and the audience seating allows for there to be many spectators to cheer on athletes.

An area of improvement, according to the teacher survey, would be the ventilation system and heating system in the gym. Overall, the gym is a space large enough and well maintained to adequately meet the learning needs of OIS students and complete the physical education program planned.

General Classrooms

According to the teacher survey, most teachers somewhat agreed that the classrooms met health and safety standards as well as adequately supported the school's mission, desired Student Learner Outcomes, and educational program. Most of the classrooms are cleaned once a week by a contracted cleaning company. At other times, students are expected to help keep the classroom clean which is a strong part of Japanese culture. As well, several times a year, there is a Clean-Up Day for MS/HS organized by the HS Student Council. On this day each homeroom brings in things like rags, cleaner, and plastic bags to clean the classroom and their lockers. Not only does this help keep the classroom clean, but allows students to feel pride and ownership over the classrooms. As well, they learn that it is not the job of the cleaners to help keep the classroom clean, but also their responsibility. However, faculty mentioned the elementary art room should be provided with more help from the contracted cleaning company due to the nature of the activities completed in the room.

Most classrooms have a projector installed with a compatible sound system. As well, many classrooms have a whiteboard and bulletin boards in order to post students' work and post

visual education reminders. Most of the small classrooms have control over their own heating and air conditioning, however, lower elementary classes have the limited control over the air conditioning as it is controlled by the central heating system. In these rooms, there is no AC after 4:00 pm and weekends, and it is difficult to work in these rooms after 4:00 as the rooms are very cold/hot without the AC system. When these are not being used, all classrooms have windows they can open for fresh air.

Resources and Marketing and Enrollment

At OIS, nearly 80% of the teaching faculty believe that the classroom equipment such as the furniture, technology, and supplies are well maintained and adequate to perform their duties. The basics are there and they are slowly being upgraded. The new Sky Court, cafeteria furniture, and the elementary playground are examples of these noticeable improvements. On the contrary, the only elementary playground is the Kindergarten playground appropriately available to about 16 students. There also is not a source of books at all reading levels and types of books in English across the school K-12. Most resources for reading are available in Japanese. Students feel there is no quiet place to study as they prefer the library based on resources available for MS/HS, but cannot due to the feeling and use of the unsupervised lounge (and cafeteria).

According to the WASC visiting committee, other safeguards are necessary to reassess as some areas of safety are in place, though further assessment of these practices and supervision are necessary for the overall support and respect to reflect the school's purpose. Specifically in the area of policies, procedures, expectations, job responsibilities and support, and child protection there is a need to make these accessible to all stakeholders and kept accountable.

D2. Parent/Community Involvement Criterion

To what extent does the school leadership employ a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students?

OIS school leadership employs range of strategies to ensure parental and community involvement is integral to the school's established support system for students by using community resources and for regular parent involvement in the PAC and PTA, as well as examples including parents coming to help teach lessons and share about their cultures.

Parents and the community have an underlining understanding of student achievement for academic standards/schoolwide learner outcomes in a social context, though ensuring this through curriculum and co-curricular programs is needed to accompany strong global competencies across all grade levels and the partnering of the two schools.

All parents and teachers with children at OIS are automatically members of the Parent Teacher Association (PTA). All parents are obligated to serve one year as class representatives or International Fair committee members. The objectives of the PTA are as follows:

1. To promote the welfare of children at home, school and community.
2. To provide support to the OIS parent community through education, orientation and other services.
3. To create friendly relationships and promote communication among faculty, parents and other associates of the school so that parents and teachers may cooperate

intelligently in the education of our students.

4. To advance the education of the students at the school by providing funding and assisting in special projects for education at the school not normally provided through the school budget.

The OIS PTA meets on a monthly basis and terms of service begin in January and end in December. The OIS PTA values its relationship with the SIS Parent Association. For more information on the OIS PTA, including its By-laws can be found on our school website.

CATEGORY D: SCHOOL CULTURE AND ENVIRONMENT

Areas of Strength for School Culture and Environment:

- Students and families shared that teachers are supportive and encouraging and offer extra support and help inside and outside of school hours. Staff are approachable to talk with faculty.
- Counseling opportunities for university and counseling services
- Some child protection professional development was done
- Nurturing faculty and opportunities for two schools in one to collaborate
- Nurturing environment for students and families
- Elementary students have rotating schedules for supervision for lunch and recess

Key Issues for School Culture and Environment:

- Child protection advanced practices for the entire school faculty, including support, volunteers, and visitors to ensure student safety.
- Imbalance of job responsibilities and clear expectations for faculty, students, and families
- The cafeteria is not conducive for the amount of people serviced at one time as students do not have a scheduled time to eat in the MS/HS
- Appropriate playground for 1st-5th grade
- Library appropriate and conducive to the needs of all students K-12
- Safety and supervision of students in MS/HS, as well as overall expectations, practices and procedures
- Budget for resources is limited or non-existent to create safe, healthy, and nurturing environments which also supports student growth in enrollment and academics and social-emotional of the entire OIS community
- The atmosphere and orderliness of the school is not inviting and confusing which could cause safety concerns.
- Learning environments did not always demonstrate engaging learning environments that were practical, safe, and inviting.
- Job responsibilities are stressful as there is a lack of job descriptions, responsibilities, and an imbalance within the school.
- Policies, expectations, practices are not put in handbooks nor known amongst the school community, causing stress and confusion

- Library and playground does not support elementary students' needs nor is always age appropriate.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- The schools' Self-Study report
- Meeting with Focus Group D
- WASC faculty surveys
- Additional meetings with focus groups
- Parent meetings

CHAPTER IV: CATEGORY F. BOARDING PROGRAM

F1. School Boarding Program

The school's boarding program embraces the school's purpose, complements the school's program, and enhances the personal and academic growth of the students. The boarding program embraces the school's vision, mission, and supports student achievement of the schoolwide learner outcomes.

The OIS dorm facility was established with along with the school's other purpose-built facilities in 1990-91. Since that time, the Global Futures Program (GFP) has refined the mission and vision of the dorm program with increased attention to OIS students who are living in the dorm. The facility itself can house 34 students in Grades 9-12, with a current usage of 10 OIS students and 15 SIS students.

Through living in the dorm and attending OIS, students continue becoming informed, caring, and creative individuals contributing to a global community-- the OIS Mission Statement. As one example cited in the Self-Study, a student discussed his growing capability in Japanese, and he is now able to take Japanese B in the IB Diploma Program. Another example is a student who has been pleased with the friendly, family atmosphere at the school. He indicated that he has "faced no prejudice as a foreigner." Another GFP student wrote that her memories of bonding with other dorm students are precious. This caring atmosphere is further validated in the 2017 WASC Substantive Change report, which stated, "There is a sense of family among dormitory students."

The dormitory environment is conducive to students who wish to contribute to the global community. For example, a dorm student wrote, "Once I moved to Japan, I was exposed outside the 'Mongolian Bubble' and I saw so many serious issues that would never have reached my ears if I were still in MongoliaMoving to another country and living within this community have changed me to be a global citizen."

According to the 2017 WASC Substantive Change report, "The dormitory provides a positive environment for social interaction among international and Japanese students." The Mission Statement can also be seen in the GFP students' writing about their opportunities to be informed, caring, and creative individuals contributing to a global community. However, the Visiting Committee found that increasing, intentional social interactions among the dorm students with the involvement of the GFP students would be desirable.

The Visiting Committee examined the Dorm Handbook, which contains the dorm pledge. It states, "We believe in being deeply involved in the culture of our host country, Japan, and living in the dorms will be a Japanese experience. We are looking for students that want to embrace the culture of Japan." While visiting the dorm facilities, the Visiting Committee observed such aspects of "the Japanese experience" as the beds themselves, the shower and bathing facilities, the shared kitchen, the removal of shoes before entering, and the Japanese experiences encountered by dorm students incidentally when they frequent the areas in the neighborhood and community surrounding the school. Also, according to the 2017 substantive change report, "The dormitory experience is aligned with the school's vision and mission and supports student achievement in the learning results."

There is a body that holds the boarding program accountable to goals, policies, and procedures that are well-documented and aligned with the school's mission, vision, and schoolwide learner outcomes. There is a well-established appeal process related to decisions made related to students in the boarding program.

The principals and head of schools, the Deputy Head of Campus, and faculty from the from the business office form the dorm committee, which meets regularly, approximately once a

month, and more frequently if needed. The 2017 substantive change report refers to this dorm committee, highlighting that “there is a six-member committee that has oversight responsibilities.” If and when dorm students have concerns, special requests, or recommendations to offer, they present those to the dorm parent who, in turn, relays that information to the dorm committee. The Visiting Committee recommends that the dorm committee re-evaluate how and how well the “voice” of the dorm students, and especially the GFP students, is heard by the school’s leadership team.

There is evidence of full support and understanding by the governing authority, leadership, teachers, staff, students, parents, guardians, and community of the expectations of the boarding program.

Students in the dorm and their parents have access to the dorm handbook, the dorm schedule, and rules. Students and parents sign the Akebono Dorm Pledge. These documents all outline the expectations of the boarding program. During discussion with the boarding program Focus Group, it was noted that OIS teachers in general might benefit from knowing which OIS students are dorm students. Also, consideration should be given to having dorm students elect a “dorm prefect” who would serve as a voice of dorm students in addition to the dorm parent.

The implementation of operational procedures and systems support the goals of the boarding program and include specific health and safety boarding expectations.

As noted above, there are regular (approximately monthly) meetings of the six-member committee that has oversight responsibilities. Again, the 2017 substantive report highlighted that “There is ongoing supervision and evaluation of the boarding program.” In addition, the Akebono Dormitory Handbook and the dormitory schedules and rules (found in the dorm handbook) outline health and safety expectations for dorm life.

The staff members of the boarding program are qualified for their roles and responsibilities with the maturity, character, skills, knowledge, and experience appropriate to the age and needs of the boarders to ensure a safe, healthy, and nurturing environment.

The dorm supervisor is a qualified PE teacher who speaks English and who lives with his wife in the dorm. This person has learned much about his leadership position in the dorm program and was fully vetted by the school’s leadership before being appointed to this position. It was noted by Focus Group F that, although the dorm parent has a full-time teaching responsibility in the main campus, there is always an adult in the dorm, and the dorm facility itself is in close proximity to the school. The Visiting Committee encourages the school’s dorm committee and leadership team to re-evaluate periodically the adequacy of adult supervision 24-7 in the dorm.

There is an ongoing supervision, evaluation, and professional learning process for all boarding staff.

As mentioned above, the 2017 substantive report noted that “There is ongoing supervision and evaluation of the boarding program. This includes administering a student questionnaire to receive input regarding the effectiveness of the experience.” Focus Group F suggested having students fill out a such a questionnaire annually to provide input regarding the boarding program, and the Visiting Committee concurs with this recommendation.

There is support of the needs of all staff members of the boarding staff to ensure they can address the goals of the program.

By serving on the dorm committee, the dorm supervisor is able to request the support he needs and have input to address the goals.

The culture of the boarding program is responsive to and respectful of the diversity and personal and academic needs of the students.

In the words of a GFP student, as stated in the Self-Study, “I was very happy with the way OIS handled my year abroad. First of all, they were very supportive right from the start, and I was very grateful for the flexibility of the school throughout the whole year, such as adjusting my schedule to meet my needs. They were always making sure I had the best possible experience. At school I was able to continue my studies in English and, at the same time, learn Japanese in my Japanese lessons. I was even presented the possibility of taking chemistry lessons in Japanese at SIS. It was a great way of immersing myself more in the Japanese language and getting to know people from the sister school. However, what really helped me to improve my Japanese significantly were the interactions with Japanese people outside of school, especially at the dormitory. It was a great place to interact with people the same age in Japanese, and I made a lot of friends there.” The 2017 substantive change report also confirmed that “The dormitory provides a positive environment for social interaction among international and Japanese students.”

The 2017 substantive change report suggested that “OIS should ensure that there are a sufficient number of international activities that promote and engage dormitory students in cultural interactions. Simply providing shared living space and providing opportunities without requiring interaction are inadequate.” Focus Group F suggests that OIS provide one activity per trimester that allows OIS students to have a genuine engagement with Japanese culture or experience. Whatever the final decision regarding the frequency of international activities, the Visiting Committee also identifies the need for more intentional and well-organized international activities.

The staff of the boarding program works closely and communicates regularly with the parents and/or guardians regarding all aspects to support the students who are boarding. This includes clear expectations and monitoring for those under guardianship or legal authority of the school.

The dorm handbook provides clear expectations of students. As well, the 2017 substantive change report stated that “Safety and security measures are in place. These support the goals of the boarding program and address specific health and safety expectations” in the boarding program.

There is a well-planned program of academic and personal support that is integral to the program for the day students and overall supports the school’s mission, vision, and schoolwide learner outcomes. This includes the boarding staff’s responsibility to communicate with teachers and to provide emotional support through counseling and/or advocate support.

The 2017 substantive change report stated that “The dormitory experience . . . supports students’ achievement of the student learning results.” This is further evidenced by the fact that OIS students at the dorm have full access to the counseling services offered by the OIS counseling center, where the counselor can “assist in facilitating social and emotional well-being, along with the achievement of academic potentials, of all our OIS students.” As stated above, it would be beneficial if the dorm committee ensured that all OIS teachers know who the GFP students are and give special attention to their well-being and academic and social development at OIS.

There is a process for an ongoing evaluation of all aspects of the boarding program in relation to the school's purpose; this evaluation supports staff implementation of a well-developed short- and long-range plan.

The meeting of the dorm committee allows for an ongoing evaluation of the boarding program. The dorm supervisor and the heads of school, business manager, and principals contribute to their ongoing evaluations. The 2017 substantive change report also stated that "There is ongoing supervision and evaluation of the boarding school program." It was noted that the establishment of Focus Group F for the 2018 Self-Study and accreditation visit also, in itself, contributed to the evaluation of the boarding program.

The functioning boarding facilities are regularly assessed based on the school's purpose, specifically in the following areas: the ratio of staff to students; the number of students per adequate individual living quarters; and the basic services such as medical support, laundry, meals, transport, technology, etc.

Boarding facilities are assessed by the regular meeting of the dorm committee. The substantive change report also stated that "The dormitory building, rooms and common spaces are clean and well maintained. Safety and security are in place. These assessments support the goals of the boarding program and address specific health and safety boarding expectations." It was noted that the dorm committee and school's leadership have made a decision to change food service providers with the intention of improving food quality and satisfaction for the dorm students.

That report also stated, "OIS needs to ensure that it is meeting its pastoral care responsibilities in supporting boarding school students, especially international students. The new, contracted-out supervision of the boarding school will not be able to provide this necessary pastoral support." The dorm committee and school's leadership team need to maintain close monitoring of dorm students' pastoral care needs and their well-being in this new environment away from daily parental influences.

CATEGORY F: BOARDING PROGRAM

Areas of Strength for Boarding Program:

- The dormitory experience is aligned with the school's vision and mission and supports student achievement in the learning results.
- The dormitory provides a positive environment for social interaction among international and Japanese students.

Key Issues for Boarding Program:

- The Visiting Committee agrees with the suggestion of Focus Group F that dorm students complete a questionnaire annually to evaluate the program and provide feedback to the school's leadership. This type of questionnaire should also be extended to the parents of dorm students.
- The Visiting Committee recommends that the school's leadership reevaluate the adequacy of faculty training and qualifications for their assigned positions.
- The OIS leadership should ensure that there are a sufficient number of international activities that promote and engage dormitory students in cultural interactions. As stated in the 2017 Substantive Change report, simply providing shared living space and providing opportunities without encouraging interactions are inadequate.

- The 2018 Visiting Committee reiterates the recommendation in the 2017 Substantive Change report that OIS needs to ensure that it is meeting its pastoral care responsibilities in supporting boarding school students.
- The outsourcing contract for maintenance and security has left the school with some care issues for dorm students.
- The provision for the welfare and care of students under the outsourcing and dorm parent model is not as good as it could be.
- The lack of a contracted female caregiver at the dormitory itself is surprising.
- The out-of-office hours provision for sick students appears limited.
- The inability of sub-contracted staff to give students guidance and supervision is of concern.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- The school's Self-Study
- Meeting with Focus Group F
- Meeting with the Deputy Head of Campus
- Substantive Change Report of April 2017
- The Dorm Handbook
- Visit to the dorm facility

Part B: Schoolwide Strengths and Critical Areas for Follow-up

Briefly comment about the previously identified schoolwide strengths and critical areas for follow-up.

General Comments:

The 2013 Visiting Committee noted eight (8) schoolwide strengths, which related to the professionalism and dedication of the faculty, the school's willingness to conduct a synchronized WASC/IB visit, the faculty's efforts to merge successfully with the KG Foundation and partner with Senri International School, and the modernization of the courtyard area. Other strengths noted in 2013 are no longer viewed as commendations, such as the use of the ATLAS Rubicon, school maintenance, and the operational effectiveness of the school library.

There were seven (7) critical areas for follow-up provided in the 2013 WASC Visiting Committee report:

1. *Coordinate and implement increasing amounts of technology between the two schools on the one campus to enhance student learning according to a developed technology vision.*
2. *Develop a marketing strategy to effectively communicate the unique character of OIS in order to attract increased enrollment to maximize the capacity of the school and improve communication to the community*
3. *Establish an organizational structure with specified roles to ensure that vertical articulation in all curricular areas from grades K-12 is regularly reviewed and strengthened.*
4. *Continue and expand the communication between the KG Foundation and OIS by developing an enhanced structure in order to broaden the number of people working in regular collaboration between the Foundation and OIS.*
5. *Create and implement a K-12 system approach for developing and utilizing formative assessments in order to monitor academic progress and provide timely feedback.*
6. *Continue to provide timely training for teachers so that the IB program is properly supported according to expected standards in PYP, MYP, and DP.*
7. *Continue to implement the recommendations of the IB visit that will strengthen and improve the IB program.*

Schoolwide Areas of Strength Identified by the 2018 WASC Visiting Committee

The 2018 WASC Visiting Committee was pleased to cite the following strengths of Osaka International School of Kwansai Gakuin, which should be retained and built upon:

1. In 1991-94, OIS was the first school in the Japan/Korea/Taiwan region to be authorized to offer three International Baccalaureate programs. To this day, the school continues offering these programs to students and serves as a model to other IB schools.
2. The Visiting Committee commends the school's ongoing efforts to outreach to the local community, including its partnership with the Onohara Neighborhood

Association, the Sanoh Children’s Center, the Animal Refugee Kansai, and the Sensi Rehabilitation Hospital, to name just a few.

3. Of the 288 students attempting IB Diploma requirements over the years, their average score has been 33.13 points compared to a world average score of 30, and the OIS pass rate has been 94% compared to the worldwide average pass rate of 78%.
4. OIS students demonstrate high achievement levels on the MAP assessment as compared to students’ scores worldwide.
5. The Visiting Committee recognized as a strength of the school the co-curricular program offered to students, as well as students’ involvement and participation in this program.
6. The school’s operations rest upon a highly qualified and dedicated faculty of teachers and administrators who are caring, dedicated to students’ well-being in and out of school, and who go out of their way to assist students in any way possible.
7. The parents of OIS are a strength of the school in their giving so much of their time to the PTA and the Parent Advisory Council in general support of the efforts and mission of the school.
8. The KG Foundation continues to provide financial stability to the school, even though the school’s operations are not yet at a break-even level for the Foundation. The Foundation leadership remains committed to the mission and vision of OIS and is proud of the school’s many accomplishments.
9. The OIS student themselves are to be commended for their courtesy to the Visiting Committee and for their appreciation of the good teaching and opportunities for intellectual and personal growth provided to them at OIS.

Schoolwide Critical Areas for Follow-up
Identified by the 2018 WASC Visiting Committee

The four critical growth needs listed below are to be included in the school’s updated and revised Action Plan:

1. ***Improve the School’s Facilities.***

Elaboration and clarification:

In several areas of the Self-Study, the need for improvement in facilities was expressed, and this was confirmed during the numerous meetings the Visiting Committee held with stakeholders during the accreditation visit. Observations by the Visiting Committee also confirmed these findings. To elaborate, an effort to improve the school’s facilities should address at least the following:

- ✓ The original architectural design of the school intended to allow for numerous learning spaces. However, most of the space available is not currently used for this purpose. Some spaces are simply not used; others are used for other purposes, such as for the storage of unused materials and supplies.
- ✓ The original architectural design also resulted in a grey, concrete structure to which students’ artworks, banners, coloring and various displays would

be added. Generally, this has not occurred. Schools of like size use color schemes, displays of student work, banners, and artifacts to create an inviting facility for students and their families alike and to remind all stakeholders of the guiding principles of the school and students' many accomplishments.

- ✓ Students and teachers alike pointed to the need for access to student study areas, quiet spaces, and areas intended for student socialization. With the elimination of unused instructional materials and supplies, as well as the general clutter now present in many common areas, the school's original design could be better used to create a more functional learning environment and address student and teacher needs.
- ✓ It is noted that the expanded and improved use of certain common areas would only be practical if properly heated. During the time of the accreditation visit, the WASC/IB Visiting Committee members noted how cold the common areas remained throughout most of the school day. Appropriate HVAC improvements will also need to be made in order to use available spaces in the common areas for teacher and student benefit, even when the general clutter is removed.
- ✓ In order to address this critical growth need, the Visiting Committee strongly recommends that the leadership team conducts a *facilities needs assessment* in order to identify what is now in place and what specifically needs to be addressed within the scope of facilities improvements. A facilities needs assessment would also clarify the timeline intended to be followed in addressing the many facilities needs throughout the school, as well as the resources needed to address those needs. The needs assessment should also enable the KG Foundation to better understand the resources needed to address this critical growth need. It is recommended that the facilities needs assessment attempt to forecast over the next 3-5 years which improvements will be made and when facilities improvements will be accomplished.
- ✓ Plans for the library renovation project have been developed and studied for too long without a tangible plan for addressing this need. With the support of the KG Foundation and, perhaps, other financial support, this project needs to reach fruition.

2. Implement a More Transparent Resource Allocations and Budget Management Process.

Elaboration and clarification:

That the school is funded and supported by the KG Foundation as a non-profit organization is a given and is to be respected and appreciated. However, a continuing source of frustration on the part of the faculty is the lack of transparency by which the school's budget is managed. Even more important, the current resource allocation and budget management procedures hinder the school's enrollment growth, reduce the school's stature in the local community of other international schools, and reduce teacher and administrative effectiveness in carrying out their roles and responsibilities.

- ✓ Teachers believe that they follow the procurement process according to direction, only to find that their requests for instructional materials and

supplies were not acted upon with no reason given other than the unavailability of funds.

- ✓ Requests for instructional materials and supplies are often denied with the explanation that the request was not prioritized high enough to be acted upon. Staff members wish to know the rationale for such prioritization and how close to the top of their priority their request was considered.
- ✓ Faculty members often do not know what their annual budget is but, instead, are told to order what they need and that the request will be acted upon if funds are available. Teachers and administrators need to be allocated a discretionary amount of funds to meet the instructional needs of the school
- ✓ Some faculty members have asked for classroom shelving and storage areas in order to remove the clutter and outdated items from the classroom proper, but have had to provide for their own classroom shelving.
- ✓ The Visiting Committee was told within several discussions that the numerous outdated and unused materials now stored in classrooms and in common areas cannot be eliminated because of the costs attached to that procedure. The KG Foundation will need to address this matter with an annual allocation of funds to rid the campus of these unused and outdated items on a regular and ongoing basis, no matter what the recycling charges might be.

3. ***Formalize and Refine the School's Assessment Model***

Elaboration and clarification:

The Visiting Committee cites as a major need for the school the refining and formalizing of the assessment model – what are the multiple measures used to assess student achievement, and how is assessment data effectively used.

- ✓ The MAP tests have been adopted as a major external assessment since 2015-16 for Grades 1-10, replacing the ISA. Teachers need a fuller understanding of the significance of MAP data, how to analyze and disaggregate assessment results, and how these assessment results should inform instruction and direct the allocation of resources.
- ✓ Parents also indicate that they do not adequately understand the significance of the MAP scores or other achievement test data for their own children. While parents are trusting individuals, they do wish to understand better the significance of the assessments given to their children over time.
- ✓ The school also administers the PSAT. Except for identifying potential National Merit Scholars (USA), for what other purposes might the PSAT results be used?
- ✓ With a small enrollment, the school's leadership should be able to conduct a matched-pair analysis of student performance over time. This analysis of student achievement results could result in even more significant information than just comparing grade level performance year to year, which usually shows performance levels above worldwide comparisons. More importantly, is OIS improving student achievement annually – incremental growth over time – regardless of worldwide comparisons?

- ✓ The school has adopted the IB Learner Profile as the Schoolwide Learner Objectives (SLOs). Have rubrics been developed for each of the 10 traits, so that parents, the students themselves, and the school's key stakeholders might better understand how well students are achieving the Learner Profile and where, if at all, deficiencies occur? The expectation is that the SLOs are to be stated in measurable terms, the student outcomes measured over time, and the outcomes reported to the school's key stakeholders.
- ✓ To what extent are all students sharing in the norms of achievement of the school? Are assessment results disaggregated in order to determine any achievement gaps, for example, between the norm of the school and English language learners (EAL students)? Learning support students? Students in the three schools (ES, MS, and HS)? An increased focus on the achievement levels of the school's subpopulations will identify achievement gaps and lead to staff discussions regarding the support and interventions needed to narrow those achievement gaps over time.
- ✓ Separate from the administration of the MAP and other external assessments, the school needs to adopt some type of assessment which will measure EAL students' acquisition of English language skills over time.
- ✓ To what extent is the information from teacher, parent, and student satisfaction surveys analyzed to help the school's leadership reevaluate school operations and procedures? Such surveys should be administered regularly and analyzed by the leadership and faculty.
- ✓ The school's leadership should also administer the dorm satisfaction survey regularly to dorm students and their parents with the same follow up analysis and discussion.
- ✓ ManageBac has also been recently adopted to assist in curriculum development and with communicating to parents regarding their students' progress. Throughout discussions during the accreditation visit, many teachers and parents indicated their desire to learn more about ManageBac and how to access it and use it to fuller advantage. Also, faculty across the school need to be consistent in the way feedback and reports are provided to students and parents.
- ✓ The result of reevaluating and formalizing of the school's assessment model, then, will be to demonstrate to the school's key stakeholders incremental improvement in student achievement over time.

4. *Develop an Organized and Effective School Learning Support Program.*

Elaboration and clarification:

In response to past recommendations provided during accreditation visits, the school created certain positions to address the Learning Support needs of students. However, in the view of the Visiting Committee, Learning Support is not yet a "program" within the school, but at this stage of development more of position assignments of a LS teacher, an EAL teacher, and the school counselor.

- ✓ The position assignments of those serving in the role of "learning support," namely, the LS teacher, the EAL teacher, and the school counselor, need to be reviewed with an improved differentiation of duties and balance workloads.

Then, these discreet duties and responsibilities need to be clarified for the faculty and parents alike.

- ✓ When students are identified as needing learning support services, parents need to be involved in this decision and kept informed about the services rendered and the progress being made.
- ✓ If the inclusion model is to continue as the adopted learning support model for the school, then this effort need to be advanced with appropriate inservice.
- ✓ The delivery and adequacy of counseling and guidance services needs to be reevaluated in terms of the many student needs, such as their social-emotional needs, dealing with adolescent issues, and college and career preparation.
- ✓ The school’s leadership and faculty need to work toward the elimination of the stigma associated with students and their parents seeking learning support services. Given the cultural influences, learning support needs to be presented as a valued service of the school, no matter if the need is in English language development, working through youthful or adolescent issues, helping the student who is just struggling in certain academic areas, or assisting the student and family with the decisions related to post high school education and career preparation.
- ✓ The school’s Self-Study and the conversations with stakeholders during the accreditation visit confirmed the need for increased pastoral care. The Visiting Committee concurs with this need. First, however, what pastoral care is or will be for the school needs to be defined. Then, the delineation of responsibilities will need to be assigned – who will do what to address this need. Within the broader scope of “student learning support services,” then, increased attention to pastoral care needs to be included.
- ✓ The leadership team needs to define better for faculty and parents what the “Learning Support Program” is for OIS. It should not be just two or three people focusing on these student needs, but a well-organized and systemic effort of intervention and support for all students.

In addition, the 2018 WASC Visiting Committee identified additional areas for improvement and follow up. While these are important school improvement efforts, whether or not they are addressed within the school’s Action Plan is left to the discretion of the school’s leadership team:

1. The school’s leadership team and faculty need to give increased attention to the WASC Global Competencies to determine how well these are institutionalized at OIS, and implement procedures to address those not currently in place or at a desired level. Then, the *global competencies* need to be infused throughout the school’s curriculum, instruction, and operations. Student outcomes related to the global competencies would include the following:
 - a. *The use of concepts, knowledge, skills and languages of various disciplines to research current global issues;*
 - b. *The understanding of the interdependence of economic, political, technological, environmental and social systems worldwide;*
 - c. *The understanding of multiple perspectives;*
 - d. *The valuing of diversity;*

- e. *The ability to communicate with multilingual skills, through fluency in reading, writing, speaking, and listening and through the use of technologies;*
 - f. *Engaging responsibly in action and service to improve conditions both locally and globally;*
 - g. *The ability to function effectively in an interdependent world.*
2. Ensure that all policies, handbooks, and procedural manuals related to OIS and SIS are translated into English and made easily accessible to faculty members and, as appropriate, to parents.
 3. Increase professional development opportunities for the faculty in areas in addition to IB, such as for the integration of instructional technology in the classroom, for the analysis and usage of assessments, and for the fuller implementation of the inclusion model.
 4. As the school's leadership team develops a plan to address the identified critical growth needs, the leadership team needs to develop one Action Plan which will include the WASC and IB recommendations as well as any other school priorities and initiatives into one manageable plan – the progress of which will be monitored regularly and the results reported periodically to the school's key stakeholders. Draft and file this with WASC by April 30th.
 5. Help parents better understand the purpose, intent, outcomes, philosophy, and curriculum of the IB Program
 6. Increase attention to the effective and comfortable use of instructional technology in the classroom, with accompanying PD to address this need.
 7. In preparation for future WASC Self-Study visits,
 - a. Design a Self-Study document which is user friendly.
 - b. Develop, implement, and monitor clear timelines for the WASC accreditation cycle so that WASC accreditation is not viewed as the visitation event, but rather as a cycle of reflection and collaboration focused on school improvement.
 - c. In preparation for the next WASC Self-Study, provide the school administrators overseeing WASC accreditation as well as the Self-Study Coordinator an opportunity to serve on a WASC Visiting Committee.

Chapter V: Ongoing School Improvement

A. Include a brief summary of the schoolwide action plan

The Action Plan that was included in the 2018 Self-Study is the school's Strategic Plan of 2013-18. That plan was intended to be viewed as a road map helping the faculty on the school's journey of improvement from 2013 to 2018. It provided the platform for taking the school family to their next accreditation stage of 2018. The school's Leadership Team is waiting until after the 2018 accreditation visit to make a new strategic plan. They indicated that the Visiting Committee's input would help them in forming the next plan. The past strategic plan had some 122 objectives. The Leadership Team is planning to reduce the number of objectives, so that the school's faculty can focus their energy instead of being too spread out.

In 2013, the Foundation was entering the second phase of its 10-year strategic plan. In the first five years the focus was on reforming governance structures. The focus of the second half of that 10-year plan was "raising the quality of education in the context of a global environment." OIS's own Strategic Plan of 2013-18 complemented this umbrella goal very closely. The Strategic Plan was divided into two parts: the first was a review of the school's mission, vision, and supporting beliefs as the school moved toward its 25th anniversary in the context of the merger with the KG Foundation; the second outlined plans for four areas that then had been identified as fundamental to a strengthening future for the school -- learning community; technology and learning; attracting learners; and the OIS community.

For OIS, the Strategic Plan is different from the Action Plan. The previous Head of School and his team created the Strategic Plan based on the last accreditation cycle. The current Leadership Team is planning to create a new Strategic Plan this spring, as well. The Strategic Plan will distill the Action Plan into manageable sections.

B. Comment on the following school improvement issues:

I. Adequacy of the schoolwide action plan in addressing the identified critical areas for follow-up

The school's leadership team is experienced in writing action plans to address school needs. The OIS Action Plan, yet to be developed, will address at the minimum the four identified critical areas for follow-up.

II. Do the action plan sections address the critical areas for follow-up?

The Action Plan, yet to be developed, will address the critical areas for follow-up.

III. Will the action plan steps enhance student learning?

Addressing the four critical growth needs should greatly enhance teaching and learning in the school. The improvement in facilities will provide teachers and students the variable learning spaces, social spaces, quiet areas, study areas, and classroom space the Self-Study identified as significant needs, and which the numerous meetings with stakeholders during the week's visit confirmed. A change in budget restrictions and management on the part of the KG Foundation will greatly relieve the OIS faculty of the significant level of frustration many teachers and administrators now feel regarding the lack of transparency of the budget and the level of trust the KG Foundation gives to resource procurement and allocation. Certainly, formalizing the school's assessment model will assist faculty and parents alike in better understanding academic strengths and needs

of all students, including the significant subpopulations of the school. Finally, adding an organizational structure to the learning support efforts of the school will greatly help those students with learning difficulties, those just struggling with certain subject areas, and those learning English as a second language.

IV. Is the action plan a “user-friendly” schoolwide action plan that has integrated all major school initiatives (e.g., technology plan, staff development plan)?

The Action Plan is yet to be developed, pending the final 2018 Visiting Committee reports from the WASC and IB Visiting Committees. The current leadership team intends draft a user-friendly document focused on a few, tangible objectives.

V. Is the action plan feasible within existing resources?

Again, the action plan to address the four critical growth needs is yet to be developed – during the spring term of the 2017-18 school year. The Visiting Committee is confident that the Action Plan will be feasible within existing resources as it address the growth needs in the areas of assessment and learning support. However, the growth needs in the areas of facilities improvements and resource access will need a significant change in procedures on the part of the KG Foundation.

VI. Is there sufficient commitment to the action plan, schoolwide and system wide?

During the morning of the last day of the accreditation visit, the WASC Visiting Committee presented to the school’s leadership team an overview of the timeline toward the next accreditation cycle, as well as an overview of the strengths and needs for the school to address. At the end of that hour’s presentation, the feedback was that the critical growth needs and other areas for improvement and follow up were clear to those present and were manageable within the school’s foreseeable future. Members of the leadership team indicated that there was nothing presented which could not be addressed with focus and within the strategic plan of the future. The Visiting Committee was impressed with the commitment of the leadership team to school improvement.

VII. Existing factors that support school improvement

Significant to this topic is the fact that the school has had a long and positive history with WASC accreditation, as shown in the table below.

Year	Visit Type	Status	Notes
1993	Initial Visit	Candidacy	
1994	Self-Study	6 years	
1997	Int'l Mid-cycle	Confirmed	
2000	Self-Study	6 years	
2003	Int'l Mid-cycle	Confirmed	
2006	Self-Study	6 years	
2009	Int'l Mid-cycle	Confirmed	
2011	Term Extension	Granted	1 year extension
2012	Substantive Change	Confirmed	New school governance
2013	Self-Study	5 years	
2017	Substantive Change	Confirmed	Admitting int'l boarding students
2018	Self-Study	--	

The Visiting Committee also regards as a strength of the school, and one which should continue to support school improvement, the experience and dedication of the leadership team. These individuals are experienced in their positions and understand the benefits to OIS of addressing the critical growth needs and other areas for improvement and follow up. However, the leadership team alone, or even with the ongoing cooperation of the faculty, will not be able to adequately address the growth needs pertaining to resource allocation and facilities improvements.

VIII. Impediments to improvement that the school will need to overcome

As the school's leadership team drafts its next Action Plan, it will be best to narrow the focus of the growth needs themselves. It was reported that the 2013-18 Action Plan included some 122 specific objectives. The 2018 Visiting Committee believes that this type of document is not "user-friendly" and is difficult to monitor. The recommendation of the Visiting Committee is that the leadership team design and implement a new Action Plan which will be focused on a few critical growth needs with a delineation of the tasks to be addressed, the person(s) responsible for leading the efforts to address the needs, the timelines estimated for addressing the growth areas, an identification of the resources which will be necessary to address the needs, and what the final accomplishments will look like—the product or procedures at the end of this journey.

Another very significant impediment to improvement which the school's faculty will need to overcome is the willingness or unwillingness for the KG Foundation to provide the resources and support needed to address the identified critical growth needs. Unless the leadership of the KG Foundation truly understands the value of addressing the critical growth needs and lending their support to this effort, at least two of the four critical growth needs are not likely to be adequately addressed, namely, the one pertaining to resource allocation, and the other pertaining to facilities improvements.

The school's long and positive accreditation history with WASC serves as a reminder of the high value the school and the KG Foundation place on WASC accreditation. The Visiting Committee believes that the school's leadership, with appropriate faculty involvement and with the support of the KG foundation, will be able to adequately address the four critical growth needs identified in the 2018 Visiting Committee report.

IX. Soundness of follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.

As explained in the school's Self-Study and validated during meetings with the Leadership Team, the OIS leadership with input from faculty, parents and students, developed a five-year strategic plan (2013-2018) based on the schoolwide action plan and the last (2013) Self-Study and Visiting Committee report. A new five-year strategic plan, (2018-23) will be developed in the spring trimester of 2018 to follow up on the recommendations provided within the 2018 Self-Study, the WASC and IB Visiting Committee reports, and the determinations of the WASC accrediting commission and IB leadership and board.

For the 2013-18 OIS Strategic Plan, there were 122 objectives divided into five categories in the schoolwide action plan. The categories were DP, MYP, PYP, WASC and Administration. In the initial stages of the schoolwide action plan, faculty members were assigned to monitor the progress of every objective. A spreadsheet summarizing the objectives, actions and final progress update was provided in the 2018 Self-Study report.

B. State any additional specific strategies to be used by staff within each subject area/ support program to support sections of the schoolwide action plan.

The new Action Plan of 2018 will be reviewed annually, and input will be continually sought from all key members of the school community. Updates will be published annually on the school website. Budget proposals will be reassessed annually on the basis of each review to position school resources, whether they be personnel, time, or finances, to provide the greatest impact on student learning. Key stakeholders will be invited to become involved in this process by offering their support, ideas, and comments as “critical friends.” In this regard, the Leadership Team looks forward to working with students, parents, faculty, administration, Foundation members, and alumni in ensuring OIS’s position as an important and vibrant institution.