



**OSAKA INTERNATIONAL SCHOOL OF KWANSEI GAKUIN
INTERNATIONAL INTERIM PROGRESS REPORT**

4-4-16 Onohara-nishi
Minoh, Osaka 562-0032
Japan



**Accrediting Commission for Schools
Western Association of Schools and Colleges**

1. General School Data

Osaka International School of Kwansei Gakuin
4-4-16 Onohara Nishi, Minoh-shi Osaka 562-0032 JAPAN
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William Kralovec, Head of School
Enrolment: b 274 (September 1, 2016)

2. Brief School Description

2.1. Type of school

The Osaka International School of Kwansei Gakuin (OIS) was founded in 1991. With its sister school Senri International School (SIS), its founding purpose was 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. Senri International School is a category '1-jyo' school as defined under article 1 of Japanese education law, and as such offers a curriculum in Japanese authorized by the Japanese Ministry of Education. The schools were founded under the governance of the Senri International School Foundation, a non-profit education foundation. These schools share a building, programs, curricula, and philosophies and vision. These are supported by statements of belief which shape the vision for the two schools. In 2011, the school merged with the Kwansei Gakuin Educational Foundation, another non-profit education foundation. In the five years since the merger, the schools have been able to maintain their original identities and have benefited from the increased resources of Kwansei Gakuin. The financial support of the foundation supplements tuition revenue.

OIS is a coeducational college preparatory school, which educates students from kindergarten (ages 4-5) through grade 12. OIS is accredited by the Western Association of Schools and Colleges. It was the first school in Japan to gain authorization to offer three IB programmes - Primary Years Programme (PYP-since 2004), Middle Years Programme (MYP-2004), and Diploma Programme (DP-1991). The school's 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, creative individuals, contributing to a global community.

The "Two Schools Together" concept reaches its apex with our secondary school students. Middle school and high school students from both schools, share classes in physical education, music and art. The extracurricular program is also shared with activities including: Model United Nations, drama and athletics. The students of near native fluency can take classes in English and Japanese in their respective sister school. As of 1 September 2016 the SIS enrollment was 517.

2.2. Organization, governing structure and financial base

2.2.1. Organization

OIS is a member of the Japan Council of International Schools (JCIS), the Council of International Schools (CIS) and the East Asia Regional Council of Schools (EARCOS). OIS was a founding member of and is a participant in the Association of International Schools in Asia (AISA) – an international activities conference - along with Yokohama International School, Seoul International School and Korea International School. Busan International Foreign School is in its second year as a trial member. Kaohsiung American School of Taiwan is joining this year as a trial member.

OIS is a private school operated by the non-profit, Kwansei Gakuin Educational Foundation, and is listed in Japan as a ‘Miscellaneous School for Foreigners’. OIS is one of three schools operated by the foundation on this campus:

Osaka International School (K – Grade 12)
Senri International Middle School (Grade 7-9)
Senri International High School (Grade 10-12)

The school meets all legal requirements for governance under Japanese law. The governance of the school changed in 2010 when the previous foundation, Senri International School Foundation (SISF), merged with the Kwansei Gakuin educational foundation.

Kwansei Gakuin was founded in 1889, by an American missionary, W.R. Lambuth, with the aim of training missionaries and educating young people based on the principles of Christianity. In 1910 the Canadian Methodist Church and the Japanese Methodist Church joined in the operation, and Kwansei Gakuin opened a college with literary and commercial courses in 1912. In 1929 Kwansei Gakuin moved to rural farmland which is presently the Uegahara campus in Nishinomiya. 3 years later it acquired the status of a full degree granting university.

Throughout its history Kwansei Gakuin has had a strong international emphasis. Kwansei Gakuin University is now an independent institution offering bachelor, master and doctoral degrees in almost 40 different disciplines to around 20,000 students. There are 11 undergraduate and 14 graduate schools as well as an attached kindergarten, elementary school, junior and senior high schools, Seiwa Junior College. It has seven campuses including one in the Marunouchi area of Tokyo. The Senri International Campus comprising Osaka International School and Senri International School is part of this education grouping. The university is consistently grouped among the highest academic ranking private universities and colleges in Japan.

2.2.2. Governance

The chair of the Board of Trustees of the Kwansei Gakuin Foundation is Akira Miyahara. The Board of Trustees has the overall responsibility for the successful running of the Foundation.

This responsibility is dispersed to the:

1: Chief Executive Administrator who oversees the administrative side of the foundation supporting the education which includes: the finance department; assessment office; public relations office; general affairs department; personnel department; information systems department.

2: The Chancellor oversees the education provided by the foundation which includes:

Seiwa Junior College, KG High School, KG Junior High School, KG Elementary School, KG Kindergarten, Seiwa College, the University, in addition to OIS and SIS.

The running of each individual institution is the responsibility of the head of school. On the Senri Campus there are two groups charged with the assistance of coordinating planning and decision making to ensure that there is correlation between allocation of resources, student learning results and planning.

1. The Academic Planning Committee: two heads of schools, campus supervisor, principals from OIS and SIS, and the business manager. This group is charged with ensuring that planning and decision making is broad based and collaborative across the schools.

2. The Executive Committee: the two heads of schools, campus supervisor, head of campus, assistant head of campus, office manager, and the business manager. This group is charged with confirming and ratifying decisions concerning personnel and financial resource allocation and policy implementation and passing along reports and proposals to the next level of foundation governance.

In addition to this the OIS administration meets weekly in addition to numerous ad hoc meetings. The positions and responsibilities of head of campus and campus supervisor are stipulated in the Kwansei Gakuin policy manual.

There is also an active and popular Parent Teacher Association that regularly meets with OIS administration, mostly for the planning of school events, but also to exchange ideas and opinions about the school.

For the 2016-2017 school year, we will be bringing back the Parent Advisory

Council (PAC) a group of parents that give advice and feedback to the head of school. This group disbanded in 2013 after many years of activity.

3. Students served

3.1. School enrolment

The published capacity for OIS is 280 students. This is a figure set in the school regulations which are submitted to the prefectural government.

Class sizes as of September 1 2016 are indicated by the lowest line in table 1 (KA – 4-year-olds and KB – 5-year-olds are separate classes). The middle line of numbers indicates the target class size at each grade level to incrementally achieve full enrollment. These target numbers can be exceeded depending on applications to a particular grade level. Exceeding the target enrollment number is decided through discussion between the admissions office, administration and classroom teacher.

Current enrollment is 274 students; with 112 students in Elementary School (K – Grade 5), 72 students in Middle School (grade 6 – grade 8), and 96 students in High School (grade 9 – grade 12). The gender mix is 128 male students and 146 female students. Table 2 has the enrollment for the past 7 years, including this year. There has been a 16% increase since 2013 and 274 is the highest OIS has ever started a school year.

table 1

KA	KB	1	2	3	4	5	6	7	8	9	10	11	12	Total
10	12	14	16	18	20	22	24	24	24	24	24	24	24	280
6	14	13	21	20	23	20	22	23	25	19	19	25	24	274

table 2

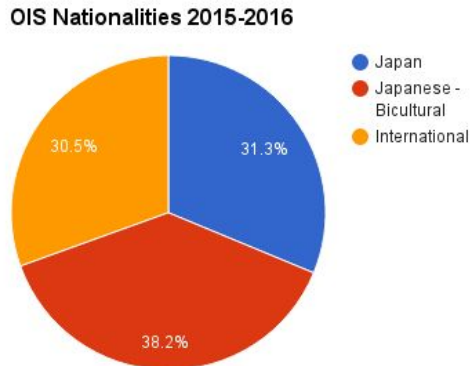
	2010	2011	2012	2013	2014	2015	2016
OIS enrollment	250	259	249	236	253	265	274

3.2. Student Demographics

As of September 1, 2015, there are 33 nationalities represented at the school. The largest demographic group are bicultural families in which one parent is Japanese and one parent is a foreign citizen. The second largest group are internationally oriented Japanese and the third group international with no ties to Japan. Within the international group, South Korea (10.%) and United States of America (7%) are the two most populous groups. More data regarding languages spoken in the home is needed. For our current students as of September 1, 2016, the average length they have been at OIS is 3 years. In the

elementary school the average is 3 years, middle school 3 and ½ years and high school 4 years.

figure 1

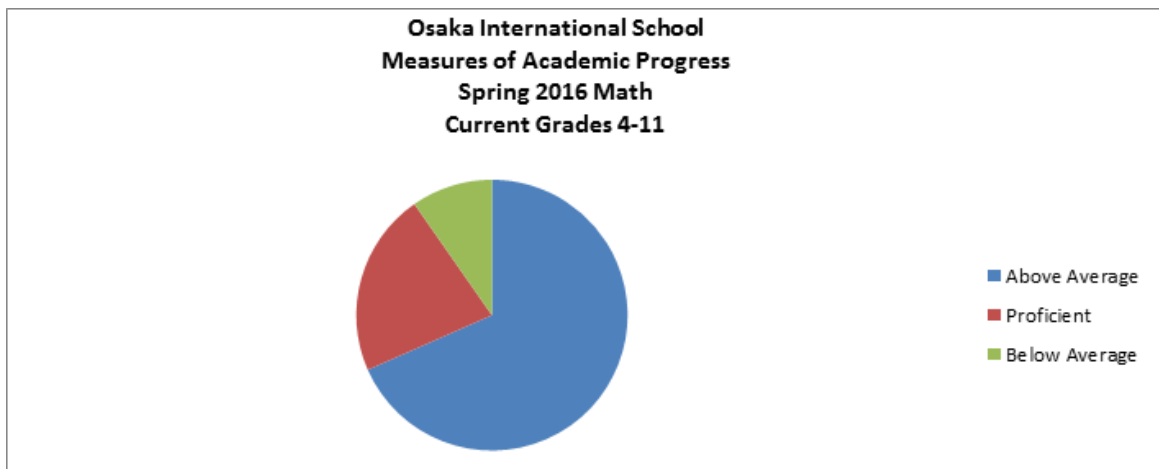


3.3. Student performance

We use a variety of measures to evaluate student achievement and learning. Students in grades 3 - 10 completed the Measures of Academic Progress (MAP) in September 2015 and May 2016. This was the first year of the assessment, ending many years with the International Schools Assessment (ISA).

The MAP is published by the Northwest Evaluation Association™

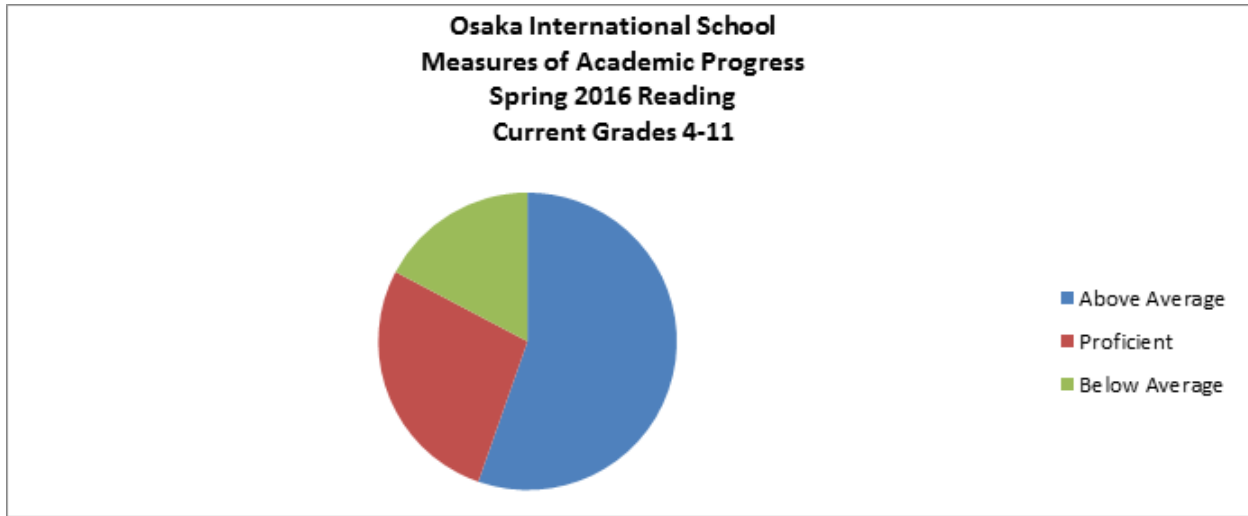
Chart 1 - Osaka International School Measures of Academic Performance Result



An overview of student performance at OIS indicates that a majority of students are performing

at a level above grade level proficiency in mathematics with a smaller number meeting grade level expectations and still a small number of students falling below grade level standards. These figures correspond with the 2014 MAP International School Comparison where students attending international schools in Japan routinely score above the worldwide average. This chart and the following charts indicate the diversity of skill levels in our classrooms making it necessary for our teachers to differentiate instruction and provide appropriate student support.

Chart 2



A similar overview of student performance at OIS is depicted in this pie chart in the area of reading proficiency. It indicates that a majority of students are performing at a level above grade level proficiency with a smaller number meeting grade level expectations and still a small number of students falling below grade level standards. The chart indicates the diversity of English language speakers in the classrooms at Osaka International School. Students enter the school with different language backgrounds yet a required base level of English language competency is required for admission to the school from which to build upon. Students at OIS have ESL and inclusion support available to them through grade 8. By grade 9 students are expected to be within 2 years of grade level English language proficiency. These figures also correspond with the [2014 MAP International School Comparison](#) where students attending international schools in Japan routinely score above the worldwide average in reading.

Chart 3 Measures of Academic Progress Fall 2015 - Spring 2016 Math

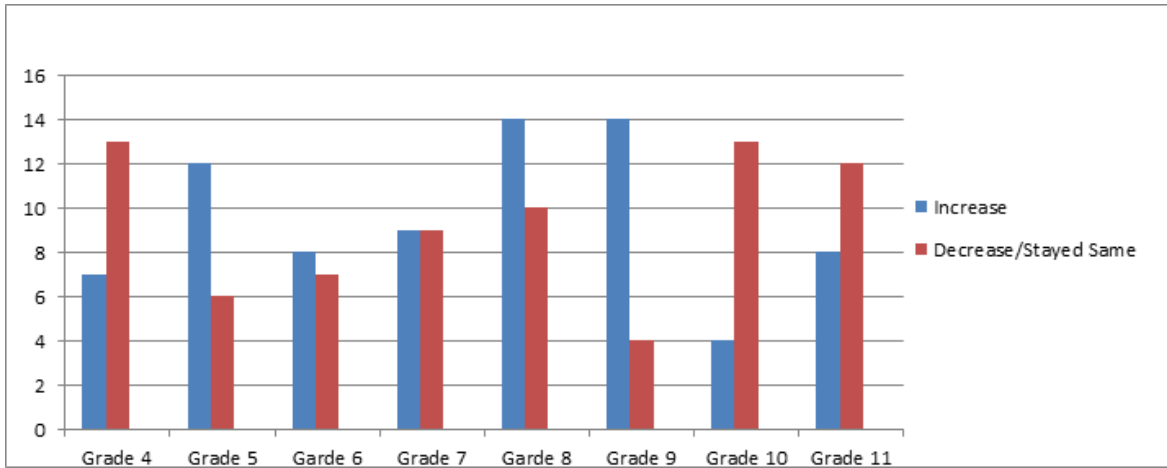


Chart 3 visually depicts grade level performance in mathematics from the administration of the Fall 2015 MAP test to the Spring 2016 MAP test. The first bar indicates the number of students that have improved their MAP scores since the fall. The second grade level bar indicates the number of students who have either earned a lower score during the spring MAP test administration or earned an identical score as the fall MAP test administration. It has been noted that often time’s students score lower on the second MAP test administration yet on the third MAP test administration student score higher. This may be due to test fatigue or the pressures that are involved during an end of the year spring MAP test administration.

Chart 4 Measures of Academic Progress Fall 2015 – Spring 2016 Reading

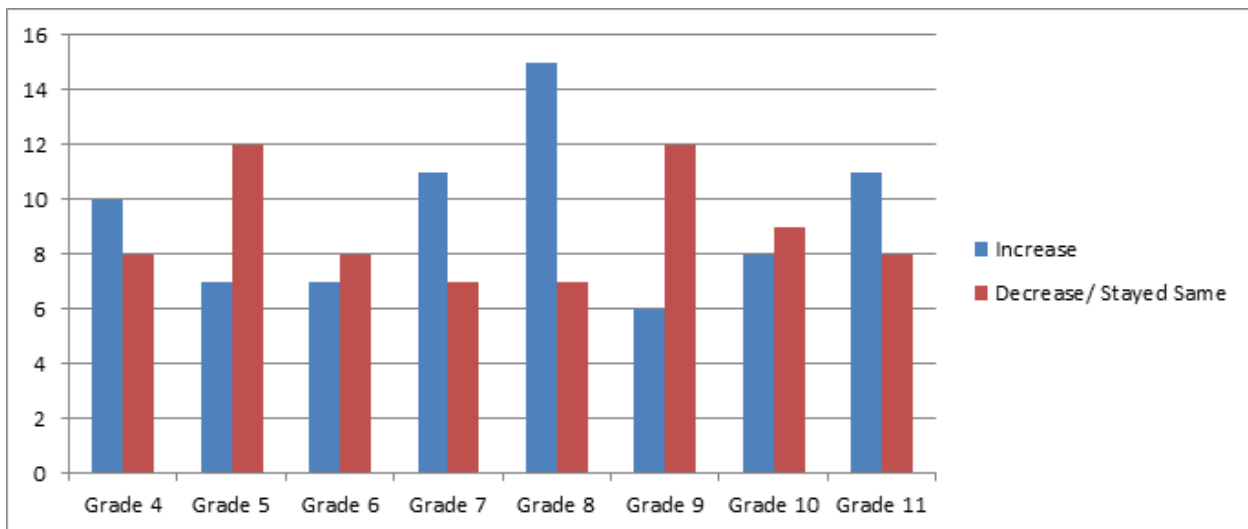
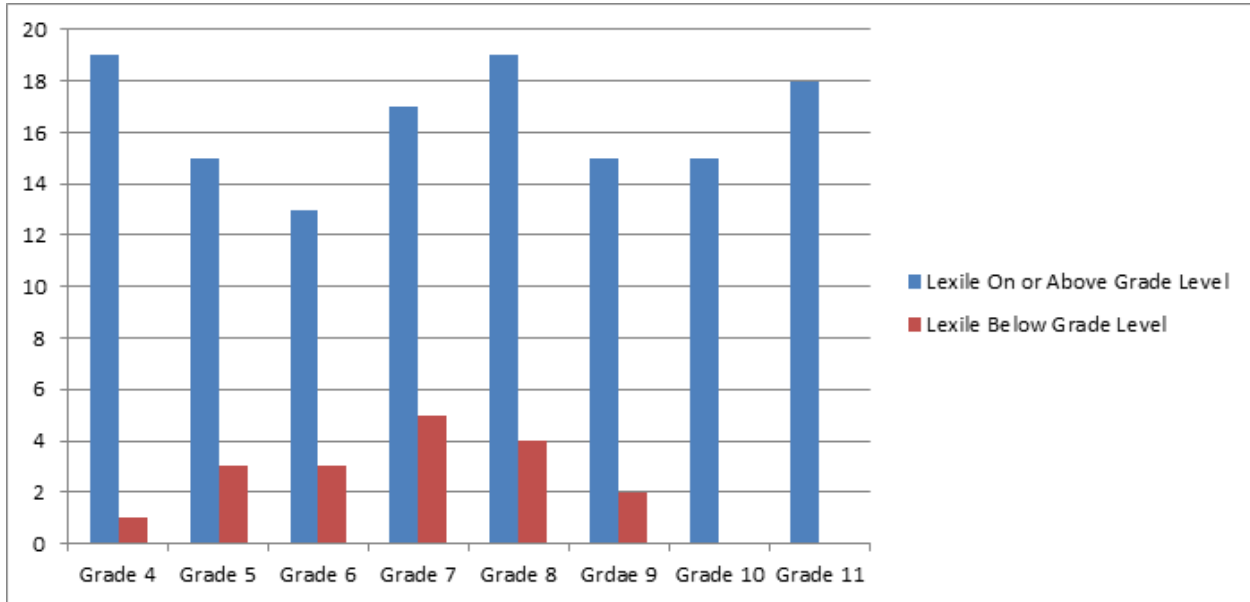


Chart 4 also visually depicts grade level performance but in Reading from the administration of the Fall 2015 MAP test to the Spring 2016 MAP test. The first bar indicates the number of

students that have improved their MAP scores since the fall. The second grade level bar indicates the number of students who have either earned a lower score during the spring MAP test administration or earned an identical score as the fall MAP test administration. Again it has been noted that often time's students score lower on the second MAP test administration yet on the third MAP test administration student score higher. This may be due to test fatigue or the pressures that are involved during an end of the year spring MAP test administration.

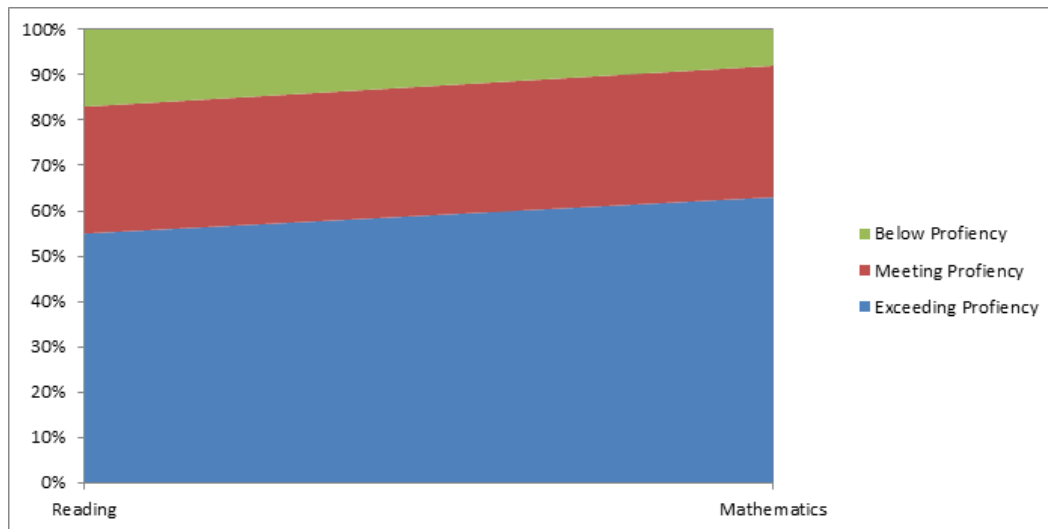
Chart 5 Measures of Academic Performance Spring 2017



Current Grades 4-12

Chart 5 indicates the spring 2016 Measures of Academic Progress results in the areas of reading and mathematics. It shows that 55% of students are exceeding proficiency in reading while 28% are meeting proficiency and 17% are below grade level proficiency. In Math students scored higher at 63% of students scores exceeding proficiency with 29% of students scoring at proficiency while 8% of students scored below proficiency.

Chart 6 Measures of Academic Progress Spring 2016 Lexile Level



While a student's Lexile level is delivered as a range on the MAP test, the scores represented in the graph are not an average but rather an indication of a student's reading comprehension level on a good day. In other words the Lexile level used in this chart is the high end of the Lexile range determined by the MAP software.

International Baccalaureate (IB) Diploma Programme (DP) / College Board SAT

All OIS grade 11 and 12 students study IB Diploma courses, either as full diploma candidates or 1 or more courses as candidates. Historically, 75% of students opt to study for the full diploma, and for the past five years, that percentage has increased to 94%. We encourage and support access to the Diploma programme at OIS. 94% of the full diploma students are successful in obtaining the IB diploma since DP authorization. The class of 2016 results are in line historically with our IB scores. The class average of 32.88 was ahead of world average. Below (table 3) are the yearly results for OIS diploma programme exams since 2011. The faculty are also looking at the accuracy of our predicted grades. All but two of the subject areas averaged less than 0.5 difference from the actual score. A focus for the next several years will be to increase the points obtained in the extended essay and TOK areas.

table 3

cohort #	Graduating Class	# of Seniors	# of Diploma Candidates	# Successful Diploma Candidates	Average Total Points	Highest Score	Avg. Subject Score
19	2011	22	19	17	31	43	5.16
20	2012	19	19	15	34	39	5.37
21	2013	16	16	15	32	37	5.19
22	2014	18	17	17	35	40	5.62
23	2015	19	17	15	32.71	42	5.34
24	2016	17	15	14	32.88	40	N/A

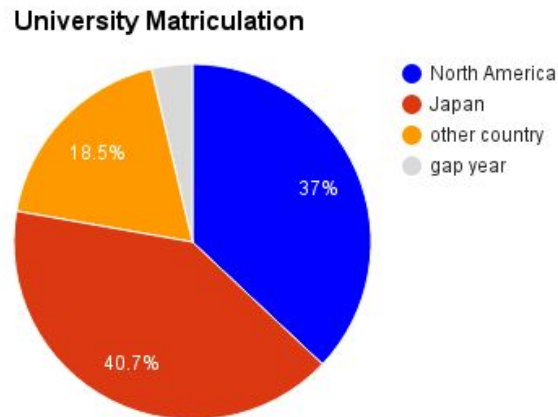
	last 5 years	89	84	76	33.318	39.6	5.335
	last 3 years	54	49	46	33.53	40.7	N/A

Preliminary Scholastic Aptitude Test

In the 2015-2016 school year, College Board changed the format of the PSAT and SAT. Due to these changes, we are only looking at the past school year. In October of 2015, 26 OIS students completed the PSAT. 95% of grade 10 students were above the grade 10 benchmarks and 100% of grade 11 students on the Evidence-based Reading & Writing section and 67% above in mathematics. Not enough OIS students completed the new SAT to receive proper feedback.

University Acceptances and Matriculation

The final measure of student performance are the university acceptances and eventual matriculation of the the graduates. We are proud of OIS students acceptances into selective universities, but we have a philosophy of “best fit” for each student. In looking at the last three years of 54 graduates, we see a growing trend of students staying in Japan to study. See figure 2 below.



3.4. Student support

Students are supported by a K-12 full-time counselor who has responsibility for both college and guidance counseling. English support is provided for students from grade 1 through to 10. The English support department consists of 1 full-time member in grades 1-5 and 2 other faculty members who combine duties of language support for grades 6-10 with other teaching and administrative responsibilities. In the 2014-2015 school year, OIS added a full time learning support specialist.

4. Faculty and administration

The OIS faculty is comprised of 37 full-time faculty including admin and 8 part-time faculty. OIS is served by expatriates working as: head of school, MS/HS principal, ES principal, business manager, counselor, and director of technology. The head librarian, admissions director, athletic/activities director, and IB programme coordinators also have teaching responsibilities. The average length of stay at OIS of faculty is 6.84 years and the median length of stay is 5 years. Nationalities represented in the 37 full-time employees are as follows: 10 USA; 7 UK, 7 Australia, 5 Japan, 3 Phillipines, 2 Canada, and 1 each from New Zealand, France, and Brazil.

5. School accomplishments

5.1. Introduction

An ACS WASC consultant came for a visit August 23-24, 2016 to kick off our self study year in 2016-2017. We are eagerly anticipating the accreditation visit in February 2018.

5.2. Comment on accomplishment of each school wide action plan

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

- OIS has moved to 100% of its curriculum documentation to Manage Bac from Atlas. All stakeholders have access to ManageBac.
- PYP Units of Inquiry are well established a revised on a yearly basis. The mathematics curriculum revision was completed during the 2015-2016 school year.
- Recurring collaboration meetings are scheduled for all academic departments in the MS/HS. Vertical planning meetings are regularly scheduled in ES.

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

- A Google documents database of student records is completed. All faculty have access to the records. Student learning data, both quantitative and qualitative is driving decision making.

Continue to provide timely professional development to support teachers according to the expected standards in PYP, MYP and DP linking this to the continuing development of each person's effectiveness in the school.

- The OIS faculty went to 17 IB and 7 non-IB workshops. We hosted an IB physics job-alike and a two-day ATL workshop for all three programmes.

Coordinate and implement increasing amounts of technology between school on the one campus to enhance student learning according to a developed technology plan

- The faculty is implementing a technology skills curriculum.

Develop a marketing strategy to effectively communicate the unique character of OIS with one aim toward full enrollment

- Development of a new website is in progress and set to go online during the autumn of 2016. High quality images, clear descriptions of programs and a more user-friendly English and Japanese language menus are featured in the new website design.
- The Global Futures Program successfully enrolled 3 more students for the 2016-2017 school year. Overseas recruiting budgets approved for autumn of 2016.
- We had the first graduate of the SIS IB Diploma Programme in June 2016. There are 6 students enrolled in 2016-2017, the highest enrollment ever.

Continue to 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

- Kwansei Gakuin University admissions will be more flexible application procedures of international OIS students.
- The OIS business manager became the deputy head of campus representing the Senri campus at the foundation.