

Leading School Indicators

- 17** 1: AISJ considers student learning to be the highest priority
- 19** 2: AISJ attracts, develops, and retains excellent teachers and leaders
- 22** 3: AISJ offers a balanced, well-rounded program
- 24** 4: AISJ students achieve strong academic results
- 26** 5: AISJ values a diverse and inclusive community with its ethos and actions
- 28** 6: AISJ has the resources and finances to support and grow its programs



Leading School Indicator 1

AISJ considers student learning to be the highest priority

Target met
 Area for growth
 Data pending or needing clarification
 Target not met

Sub-Indicator

1. We have an ethos around holistic student learning which prepares students to be successful.

Measure	June 2018	Notes
A. Student learning is at the core of the Vision, Mission, and Strategic Plan.	The measure has been met.	
B. 80% of students strongly agree or agree that they were prepared for their current grade level as per the annual climate survey.	The measure has been met. 84%	
C. 95% of our graduates gain admission to at least one of their top three choices.	91% gained admission to one of their top 3 choices; 14 students are either on a gap year or awaiting admission decision from southern hemisphere universities.	This is a slight decrease from the previous class. We will be switching databases in the 2019-2020 year to Maya Learning. This will allow us to track data with a more sophisticated system and reasons for non-admissions.

2. Budget, which is regularly reviewed against top-international school benchmarks and empirical research recommendations, promotes student learning.

Measure	June 2018	Notes
A. At least 3.5% of annual expenses are committed to providing resources for teaching and learning.	The measure has been met.	
B. Class sizes are no greater than 18 students.	The overall intent of the measure was met for 2017-2018 School Year (SY). However, 16 MS/HS sections out of almost 500 sections offered each semester were 1-2 students above the target number due to the nature of the class. Two sections of ES classes were at 19 and as a result, a Teacher Partner was hired mid-year to accommodate this.	For some elective classes, class numbers need to be greater to ensure the quality.
C. AISJ maintains an overall teacher to student ratio of 1:7.	The measure has been met. 1:6.1 including all faculty 1:6.8 excluding Teacher Partners	

3. Written, taught and the assessed curriculum is continually reviewed to make sure student learning is maximized.

Measure	June 2018	Notes
A. Teacher reflection of student learning, throughout the unit, is documented in Rubicon Atlas along with recommendations for future refinement of the unit.	The measure has been met. Units were updated, with teacher reflections as well as ongoing improvements/notes.	
B. Scope and sequence documents are audited annually to: <ul style="list-style-type: none"> - compare scope and sequence documents against Atlas unit calendars - compare/revise standards and benchmarks against written unit plans - reflect at the completion of each unit of study to review depth and strength of learning experiences 	Measure met for 2017-2018 SY	
C. 85% of students, parents, and teachers strongly agree or agree that a variety of instructional strategies are used to meet students' needs, as per the annual climate survey.	Students – 76% Parents – 90% Teachers – 96.26%	The effort is needed to reduce the gap between teacher and student perceptions regarding the variety of strategies that are utilized to help students progress in their learning.
D. 85% of students, parents, and teachers strongly agree or agree that there is consistency of practice within subject areas and grade levels.	Students – 74% Parents – 78% with weighted response Teachers – 74%	The student responses are an increase from the previous year and the three groups are almost aligned in their impressions; however, it still remains well below the benchmark and warrants continued action.

4. Teacher growth and professional development focus on maximizing student learning.

Measure	June 2018	Notes
A. All teachers have at least one annual goal directly focused on student learning.	The measure has been met.	Teachers set an individual goal and most also had a team/department goals as well. All teachers with leadership/coordination responsibilities also set a goal related to that role too.
B. There is a balanced approach to Professional Growth and Collaboration Time that allows for school-wide, divisional, department and individualized professional growth focused on topics that drive student learning.	The measure has been met.	While the PGCT schedule was balanced along the four areas, teachers indicated a desire for more personalization and greater opportunities to share with/learn from their colleagues.
C. Team meetings focus on student learning.	The measure has been met.	Professional development was provided to teacher-leaders to develop meeting protocols and use data-informed decision making.

Leading School Indicator 2

AISJ attracts, develops, and retains excellent teachers and leaders

Target met
 Area for growth
 Data pending or needing clarification
 Target not met

Sub-Indicator

1. AISJ attracts well-qualified and suitably experienced faculty who provide the balance and expertise to support a highly developed and evolving educational program.

Measure	June 2018	Notes
A. All teachers will have a relevant degree.	The measure has been met.	
B. 70% of faculty have a post graduate education qualification.	65% of current faculty hold a post-graduate degree.	While the overall percentage was a decrease from the previous year, 75% of the new hires have postgraduate education qualifications. seven faculty members are currently working on postgraduate degrees.
C. All faculty have a recognized professional qualification.	The measure has been met.	
D. All new hire teachers have a minimum of three years of classroom experience.	The measure has been met. All classroom teachers except interns and permanent substitute teachers meet the requirement.	To have an effective internship program, i.e. development program, these teachers would always be below the minimum requirement.
E. 70% of classroom teachers have previous experience in a non-South African system or international school setting.	The measure has been met. 74%	
F. AISJ receives applications from at least 10 qualified applicants for each available position.	The measure has been met.	Overall, 2500 applications were received for 23 positions
G. An annual survey and other data from new hires and departing teachers are reviewed annually for evolving trends in recruitment practices, retention, salary and benefits to adjust recruitment practices together with salaries and benefits that are offered.	The measure has been met.	The departing and new hire cohort for the past school year was small (less than 10); while these groups were surveyed and the feedback they provided was generally positive, because of their small size their feedback may not be representative of other cohorts.

2. AISJ offers employment conditions that encourage faculty retention to support the sustainability of a quality educational program and positive school culture.

Measure	June 2018	Notes
A. The overseas hire teacher package will be among the top 40% of identified leading international schools.	We are now in the top 42%, and therefore remain below the target, as we have had little or no salary increases for the past three years.	The Board has approved a 3% salary increase for overseas hires that should allow the measure to be met for the coming school year 2018-2019.
B. The local hire teacher package will be among the top 5% of identified leading South African independent schools.	The measure has been met based on the Independent Schools Association of Southern Africa (ISASA) data.	
C. 80% of departing teachers have been employed at AISJ for at least four years.	The measure has been met. Our average was slightly over five years.	

3. AISJ is committed to a culture of continuous improvement, and as such, supports the professional growth and development of faculty to deliver a highly developed and evolving educational program.

Measure	June 2018	Notes
A. At least 3% of annual expenses are allocated to faculty professional learning.	3.6% of the total budget was allocated for professional learning in 2017-2018 SY.	For several years, the school has provided teachers with a three-year rolling account to build up their professional learning funding. The same systems have been enacted for leadership, instructional coaches, and for strategic plan initiatives. This has resulted in a 0.9% increase from the previous school year.
B. 90% of faculty participate in at least one externally recognized professional development experience per year.	86% of teachers participated in the 2017-2018 SY.	The large increase in participation (24%) is the result of the first Reframing our Learning Symposium, the increase in HS teacher participation in Weekend Workshops, and the necessary training for DP teachers in the revised curriculum areas.
C. Growth-oriented supervision and evaluation models support a strong culture of continual improvement.	The measure has been met.	As per the climate survey, 76% of teachers agree or strongly agree the teacher growth and evaluation model allows them to grow professionally. The teacher rubrics were revised during the second semester of the 2017-2018 SY and the new rubrics will be used for the first time in the 2018-2019 SY.
D. 75% of faculty strongly agree or agree they have an active voice in the school's direction as per the annual climate survey.	68% of faculty strongly agreed or agreed that they have an active voice.	While the measure has not been met, the 17% increase indicates that the school is moving in a positive direction.

Leading School Indicator 3

AISJ offers a balanced, well-rounded program

Target met

Area for growth

Data pending or needing clarification

Target not met

Sub-Indicator

1. AISJ values each of the four Pillars - Service Learning, Arts, Athletics, and Academic Activities – and each is an integral element of the AISJ program.

Measure	June 2018	Notes
A. 90% of students are at a level of proficient per band of development on the service learning rubric.	The measure has been met.	We are debating and planning to further refine the process to ensure data collection/reflection is done in an age-appropriate manner.
B. 100% of students will show evidence of service learning each year as documented in the curriculum.	This measure has been met.	
C. AISJ is a leading international school for its variety of Arts activities for all age groups and abilities, as demonstrated by the ratio of activities to students of 1:35.	Our ratios for the 2017-2018 School Year (SY) were: - Arts – 1:50	As we have continued to struggle for data collection/sharing with other leading international schools, we will now take the lead, set our goals, and disseminate the information to international schools who want to participate with similar goals.
D. AISJ is a leading international school for its variety of Athletics activities for all age groups and abilities, as demonstrated by the ratio of activities to students of 1:15.	Our ratios for the 2017-2018 SY were: - Athletics – 1:16	As we have continued to struggle for data collection/sharing with other leading international schools, we will now take the lead, set our goals, and disseminate the information to international schools who want to participate with similar goals.
E. AISJ is a leading international school for its variety of Academic activities and events offered, as demonstrated by the ratio of activities to students of 1:30.	Our ratios for the 2017-2018 SY were: - Academic – 1:35	As we have continued to struggle for data collection/sharing with other leading international schools, we will now take the lead, set our goals, and disseminate the information to international schools who want to participate with similar goals.
F. AISJ is a leading international school for its variety of Academic courses offered through the core curriculum, as demonstrated by the ratio of courses to students of 1:3.	Our ratios for the 2017-2018 SY were: - Academic Courses – 1:3	As we have continued to struggle for data collection/sharing with other leading international schools, we will now take the lead, set our goals, and disseminate the information to international schools who want to participate with similar goals.

<p>G. 80% of students and parents strongly agree or agree that coordination of activities is such that all students have opportunities to participate in activities within all four pillars throughout the academic year, as per the annual climate survey.</p>	<p>The measure has been met. - Students - 86% - Parents - 87%</p>	<p>While we have not fully met the measure, the faculty and parent survey results both rose enough to cross the threshold and the student feedback improved by 7%.</p>
<p>H. 80% of students and parents strongly agree or agree that AISJ offers an extensive co-curricular program, as per the annual climate survey.</p>	<p>- Students - 78% - Parents - 83% - Faculty - 94%</p>	

2. Social and emotional learning at AISJ supports students' health and well-being.

Measure	June 2018	Notes
<p>A. Social and emotional learning is clearly defined and visual within physical spaces, school planning, and instruction documentation and unit planning.</p>	<p>The measure has been met. This is a large component of the elementary and middle school programs; the high school had community and relations as a schoolwide emphasis for 2017-2018 SY.</p>	

3. Leadership opportunities are encouraged and promote student success.

Measure	June 2018	Notes
<p>A. 80% of students, parents, and teachers strongly agree or agree that students are given opportunities to develop their leadership skills, as per the annual climate survey.</p>	<p>- Students - 83% - Parents - 91% - Faculty - 84%</p>	<p>This was an area of positive improvement from the previous year; the student and parent results both increased and as a result, the measure was met.</p>

Leading School Indicator 4

AISJ Students Achieve Strong Academic Results

 Target met

 Area for growth

 Data pending or needing clarification

 Target not met

Sub-Indicator

1. Our externally scored measures of student achievement and/or progress indicate students are at or above grade-level norms/expectations.

Measure	June 2018	Notes
A. Year to year effect sizes of cohort results in all Measure of Academic Progress (MAP) reporting categories exceed the selected comparison groups (grades 3-8).	The measure has been met. AISJ effect sizes exceed the international school comparison group for all 36 assessment areas.	Effect size measures progress from year to year.
B. Using fall-to-spring MAP reports—50% students in the bottom quintile in MAP progress to the next grouping while at least 75% of students in the top quintile remain/increase (grade 3-8).	Quintiles are based on only those AISJ students who participated in both the August and May cohorts - Language Usage: - lowest 20% = 49% reduction - top 20% = 79% retention - Math: - lowest 20% = 70% reduction - top 20% = 73% retention - Reading: - lowest 20% = 32% reduction - top 20% = 79% retention	Results from 2017-2018 School Year (SY) were an improvement in retaining students in the highest quintile. Improvements were made in reducing the lowest scoring students out of the bottom quintile in math but results in reading were not as strong. It is difficult to generalize from one year of data; we will need to further monitor student progress.
C. Overall averages from 10th-grade cohort results on the Preliminary Scholastic Aptitude Test (PSAT) remain at or are above the international averages for Evidence-Based Reading and Writing (ERBW) & Math.	2017-2018 was the first full participation cohort; our average was 999 (502 EBRW & 497 Math). The international student average on the PSAT in 2017 was 1060 (532 English, 529 Math).	The Board approved a revision to this measure in 2018 to strengthen the target. The original wording stated that the overall school scores/averages should be in the “green” zone; however, the international school average is above this threshold so the target was raised.
D. Overall, schoolwide Diploma Programme (DP) results remain at or above 33 and all subject-specific scores/means remain above world averages.	The cohort’s average in 2017 remained 32. Overall, from the 34 assessments that were not self-study classes and had at least five students, results were higher than the world average 23 times. - 16 Higher Level (HL) courses (with at least five students), our results surpassed world average 10 times. - For the 18 Standard Level (SL) assessments (with at least five students), our results surpassed world averages 13 times.	While the results look like the previous school year, there were differences in which courses were above/below world averages. The student assessment scripts have been ordered for courses scoring below the world average to review strengths and areas for growth.

2. Our internally scored measures of student achievement and/or progress indicate students are at or above grade-level norms/expectations.

Measure	June 2018	Notes
<p>A. Results from internal assessments utilized by the school indicate 80% of the students are at or above benchmarks.</p>	<p>Developmental Reading Assessment (DRA) 65% at or above grade level as of May 2018 Math 90% at or above grade level as of May 2018</p>	<p>Internal reading assessment data will be from a different instrument next year. A decision was made to transition from the DRA to the Fountas & Pinnell (F&P) running records to allow teachers to use data to better respond to student needs throughout the school year.</p>
<p>B. Reporting systems - teachers and divisional - clearly inform students and parents of where they currently are and what are the teacher's professional recommendations for how students could improve.</p>	<p>The measure has been met. Online reporting systems were in place for all divisions this year; the high school has revised their reporting categories and these will be implemented during the 2018-2019 SY.</p>	

Leading School Indicator 5

AISJ values a diverse and inclusive community with its ethos and actions

Target met
 Area for growth
 Data pending or needing clarification
 Target not met

Sub-Indicator

1. AISJ maintains a sustainable service learning program and embeds service learning into the curriculum, which allows students to actively engage in meaningful service and connect with the local community.

Measure	June 2018	Notes
A. 90% of students are at a level of proficient per band of development on the service learning rubric.	We believe we are meeting this target, however, teachers often incorporate or embed the service learning rubric into other reflection tools - thus, disaggregated data has not always been documented.	Teachers often incorporate or embed the service learning rubric into other reflection tools - thus, disaggregated data has not always been documented.
B. 100% of students will show evidence of service learning each year as documented in the curriculum.	The measure has been met.	
C. Connections to the local community are documented and monitored within units of learning at each grade level.	The measure has been met.	

2. AISJ budgets for and maintains a scholarship program for local students who would not otherwise have the opportunity to attend AISJ due to financial constraints.

Measure	June 2018	Notes
A. The school ensures that a minimum of 4% of students in grades 7-12 are part of the scholarship program.	3% for 2017-2018 School Year (SY).	Funding to meet the full 4% was available; however, the supporting local schools are not always able to field a full slate of student candidates to AISJ.

3. AISJ's culture of inclusion actively supports all students, including those who are diverse in language, culture and learning differences.

Measure	June 2018	Notes
A. The school has admissions policies, procedures, and documentation in place to support the ethos of a diverse and inclusive school community.	The measure has been met.	

<p>B. Protocols are in place to meet the needs of students with learning differences and English language learners who have been admitted.</p>	<p>The measure has been met.</p>
<ul style="list-style-type: none"> i. Guidelines regarding the school's capacity to meet students' needs are documented. ii. All students with identified learning needs, as documented by our guidelines, have individual learning plans. iii. Student progress is annually evaluated. 	
<p>C. Personnel are available to ensure the school has the capacity to appropriately meet the needs of students with learning differences and English language learners who have been admitted, as demonstrated by a ratio of one learning support teacher to every 70 enrolled students.</p>	<p>The measure has been met.</p> <p>Approximately 15% of the student population.</p>

4. Throughout the organization, the school recruits and develops diverse candidates locally and overseas who reflect our community as a whole.

Measure	June 2018	Notes
<p>A. AISJ supports the professional development of all staff through budget allocation and time allotment in line with its policy statement.</p>	<p>The measure has been met.</p>	
<p>B. AISJ offers a minimum of two traineeships and two internships per school year to enable the development of local candidates from diverse backgrounds.</p>	<p>The measure has been met.</p> <p>Procedures and protocols were developed and implemented in the 2017-2018 SY.</p>	
<p>C. The school ensures procedures and resources are available to adequately support the recruitment of diverse candidates throughout the organization.</p>	<p>The measure has been met.</p> <p>New protocols and procedures were in place for 2017-2018.</p>	<p>This is continually being reviewed as a longer-term school director's goal to increase school diversity within the faculty.</p>

Leading School Indicator 6

AISJ has the resources and finances to support and grow its programs

Target met

Area for growth

Data pending or needing clarification

Target not met

Sub-Indicator

1. Resources and finances are monitored and maintained to support the financial sustainability of the school and ensure the delivery of a quality program.

Measure	June 2018	Notes
A. AISJ will maintain an operational reserve fund which is equivalent to 20% of the annual operational budget. This will be invested in USD and Rand as per country risk profile.	The measure has been met. 2017-2018 Budget – 20% \$1m USD insurance \$1.29m USD Fixed Deposits account R52.96m ZAR Fixed Deposit account	
B. Personnel costs are not greater than 70% of the operational budget.	The measure has been met. 2017-2018 Budget – 69.87%	
C. At least 3.5% of annual expenses will be committed to providing resources for teaching and learning.	The measure has been met. 2017-2018 revised budget – 3.6%.	
D. 0.25% of annual expenses (up to a cumulative reserve amount of ^2 million Rand) will be committed to a strategic program development fund, devoted to new initiatives	The measure has been met. 0.16% was set aside which met the requirement needed for the school year.	There was an initial outlay of 200,000 Rand, which was then supplemented the following year with 500,000 Rand. The school is involved in ongoing inquiries into personalized learning with partner schools from the Collaborative for Innovative Education.
E. AISJ's measures of long-term financial health are trending positively.	The measure has been met. Despite economic difficulties it should be argued the school remains in a strong financial position based on current financial reports.	

2. Documentation and planning are in place to support the financial sustainability of the school and ensure the delivery of a quality program.

Measure	June 2018	Notes
A. AISJ maintains a detailed Financial Procedures Handbook.	The measure has been met. Approved by the Board of Directors in Nov 2016. Currently in the process of annual review to be presented to the Finance Committee in August 2017.	
B. AISJ fully funds a facilities long-term maintenance plan.	The measure has been met.	
C. AISJ maintains a five-year facilities master plan, including an environmental awareness/impact plan, for both campuses.	The measure has been met.	Plans for both campuses were updated in February 2015 and will need to be reviewed in 2019.
D. AISJ will maintain a long term financial plan.	The measure has been met.	

3. The AISJ community is satisfied with how the school allocates its resources.

Measure	June 2018	Notes
A. 80% of the AISJ community strongly agrees or agrees that they are satisfied with the resources spent on grounds and facilities, as per the annual climate survey.	<ul style="list-style-type: none"> - Students - 86% - Parents - 87% - Faculty - 75% 	The faculty responses have increased (5%) from the previous School Year (SY); however, the results from the Pretoria Campus remain far below those in Johannesburg. With the new multi-purpose building's approval, we anticipate this measure being met for 2018-2019.
B. 80% of the AISJ community strongly agrees or agrees that they are satisfied with the resources spent on teaching and learning, as per the annual climate survey.	<p>The measure has been met.</p> <ul style="list-style-type: none"> - Parents - 87% - Faculty - 84% 	