

LSI PERFORMANCE HISTORY 2016-2021

Overall Summary

Note: Measure Met with Limited Data was only used during 2019-20 due to the required pandemic lockdown.

Measure met
Measure partially met
Measure not met
Met with limited data
Data not available

	2016-17	2017-18	2018-19	2019-20	2020-21	5-Year Average 2016-21
LSI 1: AISJ considers student learning to be the highest priority. (3 sub-indicators and 10 measures)	70%	70%	80%	30%	80%	66%
	10%	10%	20%			8%
	10%	20%			20%	10%
				70%		14%
	10%					2%
LSI 2: AISJ attracts, develops, and retains excellent teachers. (3 sub-indicators and 12 measures)	67%	75%	83%	100%	92%	83%
	33%	25%	17%			15%
					8%	2%
LSI 3: AISJ offers a balanced, well-rounded program. (3 sub-indicators and 10 measures)	30%	60%	100%		20%	42%
		10%				2%
	20%	30%			10%	12%
				100%		20%
	50%				70%	24%
LSI 4: AISJ students achieve strong academic results. (2 sub-indicators and 8 measures for 2016-19) (2 sub-indicators and 10 measures for 2019-21)	25%	25%	50%		50%	29.5%
	25%	37.5%	25%			16%
	38%	37.5%	25%		30%	25%
	12%			100%	20%	29.5%
LSI 5: AISJ values a diverse and inclusive community with its ethos and actions. (4 sub-indicators and 10 measures)	80%	90%	90%		60%	64%
	10%	10%	10%	40%	10%	16%
				60%		12%
	10%				30%	8%
LSI 6: AISJ has the resources and finances to support and grow its programs. (4 sub-indicators and 14 measures)	72%	79%	72%	36%	57%	63%
	21%	14%	14%		7%	11%
	7%	7%	14%		36%	13%
				64%		13%

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Measure met	Measure partially met	Measure not met	Met with limited data	Data not available
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			2016-17	2017-18	2018-19	2019-20	2020-21
LSI	Sub-Indicator	Measure					
1. AISJ considers student learning to be the highest priority.	A. We have an ethos around holistic student learning which prepares students to be successful.	1. Student learning is at the core of the Vision, Mission, and Strategic Plan.					
		2. 80% of students strongly agree or agree that they were prepared for their current grade level as per the annual climate survey.					
		3. 95% of our graduates, who choose to apply to universities, gain admission to at least one of their top three choices.		91%			
	B. Written, taught and the assessed curriculum is continually reviewed to make sure student learning is maximized.	1. Teacher reflection of student learning, throughout the unit, is documented in Rubicon Atlas along with recommendations for future refinement of the unit.					
		2. Scope and sequence documents are audited annually to: 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.					
		3. 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, student-to-teacher feedback survey, and Panorama surveys.	Note 1	Note 2	Note 3		Note 4
		4. 85% of students, parents, and teachers strongly agree or agree that there is consistency of practice within subject areas and grade levels.	Note 5	Note 6	Note 7		Note 8
	C. Teacher growth and professional development focus on maximizing student learning.	1. All teachers have at least one annual goal directly focused on student learning.					
		2. 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.					
		3. Team meetings focus on student learning.					

Note 1: 79% students, 85% parents, 96% teachers

Note 2: 76% students, 90% parents, 96% teachers

Note 3: 82% students, 91% parents, 95% teachers

Note 4: 71% students, 83% parents

Note 5: 68% students, 75% parents, 77% teachers

Note 6: 74% students, 78% parents, 74% teachers

Note 7: 87% students, 92% parents, 63% teachers

Note 8: 79% students, 67% parents, teachers: 63% academic rigor, 63% instructional strategies, 69% feedback

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			2016-17	2017-18	2018-19	2019-20	2020-21
LSI	Sub-Indicator	Measure					
2. AISJ attracts, develops, and retains excellent teachers.	A. AISJ attracts well-qualified and suitable experienced faculty who provide the balance and expertise to support a highly developed and evolving educational program.	1. All teachers will have a relevant degree.					
		2. All faculty have a recognized professional qualification.					
		3. All new hire teachers have a minimum of three years of classroom experience.					
		4. AISJ receives applications from at least 10 qualified applicants for each available position.					
		5. 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 recruit practices together with salaries and benefits that are offered.					
	B. AISJ offers employment conditions that encourage faculty retention to support the sustainability of a quality educational program and positive school culture.	1. The overseas hire teacher package will be among the top 40% of identified leading international schools.	44%	42%			
		2. The local hire teachers' package will be among the top 10% of identified South African independent schools.					
		3. 80% of departing teachers have been employed at AISJ for at least 4 years.	62%		73%		
	C. 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	1. At least 3% of annual expenses are allocated to faculty professional learning.					
		2. 90% of faculty participate in at least one externally recognized professional development experience per year.	Note 1	Note 2	Note 3		Note 4
		3. Growth-oriented supervision and evaluation models support a strong culture of continual improvement.					
		4. 75% of faculty strongly agree or agree that they have an active voice in the school's direction as per the annual climate survey.	51%	68%	66%		

Note 1: 62% attended Weekend Workshops at AISJ; 49% accessed their PD account.

Note 2: 86% - 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.

Note 3: 90% - We continue to make progress due to ongoing participation in workshops, graduate-level coursework, and the continuation of our Reframing our Learning Symposium.

Note 4: Workshops and AISA Conference curtailed by Covid restrictions.

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			2016-17	2017-18	2018-19	2019-20	2020-21
LSI	Sub-Indicator	Measure					
3. AISJ offers a balanced, well-rounded program.	A. AISJ values each of the four pillars – service learning, arts, athletics, and academic activities – and each is an integral element of the AISJ program.	1. 90% of students are at a level of proficiency per band of development on the service learning rubric.					Note 1
		2. 100% of students will show evidence of service learning each year as documented in the curriculum.					Note 1
		3. 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.		1:50	1:22		Note 1
		4. 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.		1:16	1:15		Note 1
		5. 80% of students strongly agree or agree that they were prepared for their current grade level as per the annual AISJ is a leading international school for its variety of Academic activities for all age groups and abilities, as demonstrated by the ratio of activities to students of 1:30.		1:35	1:26		Note 1
		6. AISJ is a leading international school for its variety of Academic courses for all age groups and abilities, as demonstrated by the ratio of course to students of 1:3.		1:3	1:3		
		7. 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.					Note 1
		8. 80% of students and parents strongly agree or agree that AISJ offers an extensive co-curricular program, as per the annual climate survey.	Note 2	Note 3			Note 1
	B. Social and emotional learning at AISJ supports students' health and well-being.	1. Social and emotional learning is clearly defined and visual within physical spaces, school planning, and instructional documentation and unit planning.					Note 4
	C. Leadership opportunities are encouraged and promote student success.	1. 80% of students, teachers, and parents strongly agree or agree that students are given opportunities to develop their leadership skills, as per the annual climate survey.	Note 5				

Note 1: Program impacted by Covid restrictions.

Note 2: 71% students, 76% parents

Note 3: 78% students, 83% parents

Note 4: 67% of students agree or strongly agree - lowest percentage in recent years

Note 5: 73% MS/HS students, 49% ES students, 83% parents, 84% teachers

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			2016-17	2017-18	2018-19	2019-20	2020-21
LSI	Sub-Indicator	Measure					
4. AISJ students achieve strong academic results.	A. Our externally scored measures of student achievement and/or progress indicate students are at or above grade-level norms/expectations.	1. Year to year effect sizes of cohort results in all MAP reporting categories exceed the selected comparison groups (grades 3-8).					Note 1
		2.a. Using fall-to-spring MAP reports – 50% of students in the bottom quintile progress to the next grouping.	Note 2	Note 3	Note 4		Note 5
		2.b. Using fall-to-spring MAP reports – at least 75% of students in the top quintile remain in that group.	Note 6	Note 7	Note 8		Note 5
		3. MAP results for Integrated Math assessments in grades 9 and 10 indicated that 75% of our students are in the top two quintiles (above 60%) of world averages.	Measure not established				Note 9
		4. Overall averages from 10th grade cohort results on the PSAT remain at or above international averages for Evidence-Based Reading & Writing and Math.		Note 10	Note 11		Note 12
		5. Overall averages from students electing to take the SAT remain at or above the international averages for EBR and Math.	Measure not established				Note 13
		6.a. Overall, school-wide DP results remain at or above 33.	32	32	32		35
	6.b. All subject-specific scores/means remain above world averages.	Note 14	Note 15	Note 16	Note 17		
	B. Our internally scored measures of student achievement and/or progress indicate students are at or above grade-level norms/expectations.	1. Results from internal assessments utilized by the school indicate that 80% of students are at or above benchmarks.	Note 18	Note 19	Note 20		Note 21
		2. Reporting systems clearly inform students and parents of where they currently are and what are the teacher’s professional recommendations for how students could improve.					

Note 1: 32 of 36 cohorts exceeded comparison groups. The 4 that did not were in different grade levels/assessments - no trend with these 4 cohorts.

Note 2: 57% reduction Language Usage
47% reduction Math, 42% reduction Reading

Note 3: 49% reduction Language Usage
70% reduction Math, 32% reduction Reading

Note 4: 70% reduction Language Usage
66% reduction Math, 70% reduction Reading

Note 5: We were able to move students up but ...
(continued in next column)

Note 5 (continued): **not able to retain at least 75% of students who started the year in the highest quintile of MAP percentiles in that same category on their end of the school year assessment.**

Note 6: **72% retention Language Usage, 66% retention Math, 74% retention Reading**

Note 7: 79% retention Language Usage, **73% retention Math**, 79% retention Reading

Note 8: **71% retention Language Usage, 73% retention Math**, 77% retention Reading

Note 9: NWEA no longer shares percentiles or world averages for the HS IM assessments.

Note 10: **AISJ: 502 EBRW, 497 Math, 999 Total; Int'l: 532 EBRW, 529 Math, 1061 Total**

Note 11: **AISJ: 520 EBRW, 488 Math, 1007 Total**

Note 12: AISJ was 10 points above the Intl avg.

Note 13: AISJ was 60 points above the Intl avg.

Note 14: **10 of 16** HLs and **14 of 19** SLs above.

Note 15: **10 of 16** HLs and **13 of 18** SLs above.

Note 16: **13 of 16** HLs and **12 of 16** SLs above.

Note 17: **11 of 15** HLs and **7 of 14** SLs above.

Note 18: **62% DRA** and 91% Math

Note 19: **65% DRA** and 90% Math

Note 20: **67% DRA** and 86% Math

Note 21: Quantitative assessments limited by Covid restrictions.

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			2016-17	2017-18	2018-19	2019-20	2020-21
LSI	Sub-Indicator	Measure					
5. AISJ values a diverse and inclusive community with its ethos and actions.	A. 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.	1. 90% of students are at a level of proficiency per band of development on the service learning rubric.				Met with limited data	Covid limited
		2. 100% of students will show evidence of service learning each year as documented in the curriculum.					Covid limited
		3. Connections to the local community are documented and monitored within units of learning at each grade level.					Covid limited
	B. AISJ budgets for and maintains a scholarship program for local students who would not otherwise have the opportunity to attend the school due to financial constraints.	1. The school ensures that a minimum of 4% of students in grades 7-12 are part of the scholarship program.	Although funded, we were trending at 3% from 2016-19 due to the firm that vettes the students not being able to provide a full compliment. Since the COVID pandemic began, this firm has not returned to full operation.				
	C. AISJ's culture of inclusion actively supports all students, including those who are diverse in language, culture, and learning differences.	1. The school has admission policies, procedures, and documentation in place to support the ethos of a diverse and inclusive school community.				Measure not met	
		2. Protocols are in place to meet the needs of students with learning differences and English language learner who have been admitted. - Guidelines regarding the school's capacity to meet students' needs are documented. - All students with identified learning needs, as documented by our guidelines, have individual learning plans. - Student progress is annually evaluated.					
		3. Personnel are in place 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 1 learning support teacher to every 70 enrolled students.					
	D. Throughout the organization, the school recruits and develops diverse candidates locally and overseas who reflect our community as a whole.	1. AISJ supports the professional development of all staff through budget allocation and time allotment in line with its policy statement.				Met with limited data	
		2. AISJ offers a minimum of 2 traineeships and 2 internships per school year to enable the development of local candidates from diverse backgrounds.	new measure				
		3. The school ensures procedures and resources are available to adequately support the recruitment of diverse candidates throughout the organization.					

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			2016-17	2017-18	2018-19	2019-20	2020-21
LSI	Sub-Indicator	Measure					
6. AISJ has the resources and finances to support and grow its programs	A. Resources and finances are monitored and maintained to support the financial sustainability of the school and ensure the delivery of a quality program.	1. AISJ will maintain an operational reserve fund which is equivalent to 20% of the annual operational budget. This will be invested in USD and ZAR as per country risk profile.					
		2. Personnel costs are not greater than 70% of the operational budget.	70%	70%	73%	80%	
		3. At least 3.5% of annual expenses will be committed to providing resources to teaching and learning.					
		4. 0.25% of annual expenses (up to a cumulative reserve amount of 2 million ZAR) will be committed to a strategic program development fund, devoted to new initiatives.	0.04%	0.16% Note 1	0.12% Note 1	Note 2	
		5. AISJ's measures of long-term financial health are trending positively.				Note 3	
	B. Documentation and planning are in place to support the financial sustainability of the school and ensure the delivery of a quality program.	1. AISJ maintains a detailed Financial Procedures Handbook.					
		2. AISJ fully funds a facilities long-term maintenance plan.					Note 4
		3. AISJ maintains a five-year master plan, including an environmental awareness/impact plan, for both campuses.					
		4. AISJ will maintain a long-term financial plan.					
	C. Budget which is regularly reviewed against top international school benchmarks and empirical research recommendations, promotes student learning.	1. At least 3.5% of annual expenses are committed to providing resources for teaching and learning.					
		2. Class sizes are no greater than 18 students.	Note 5	Note 6	Note 7		
		3. AISJ maintains an overall average teacher to student ratio of 1:7.6.	Note 8	Note 8	Note 8		Note 8
	D. The AISJ community is satisfied with how the school allocates its resources.	1. 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.	Note 9	Note 10	Note 11		
		2. 80% of the AISJ community strongly agrees or agree that they are satisfied with the resources spent on teaching and learning, as per the annual climate survey.	Note 12				Note 13

Note 1: The amount set aside was sufficient for the needs of the school year.

Note 2: This was placed on hold and not used due to financial considerations.

Note 3: Enrollment unexpectedly decreased in 2020-21 due to COVID.

Note 4: Funding limited by financial constraints.

Note 5: 16 of 500 MS/HS sections were at 19-20 students.

Note 6: 16 of 500 MS/HS sections were at 19-20 students. 2 ES sections at 19 students.

Note 7: 41 of 748 MS/HS sections were slightly above target.

Note 8: Listed under LSI #1 from 2016-19 and rated green because the actual ratio of 1:6 meant less students per teacher and was considered better than the target from a teaching perspective. In 2020-21 this measure was moved to LSI#6. From a financial perspective the ratio of 1:6 does not meet the target due to less students per teacher requiring tuition increases to cover the cost of the lower ratio, thus the red rating in 20-21.

Note 9: 85% stdnts, 88% parents, 70% tchers

Note 10: 86% stdnts, 87% parents, 75% tchers

Note 11: 90% stdnts, 82% parents, 71% tchers

Note 12: 78% stdnts, 90% parents, 84% tchers

Note 13: 73% teachers