The Overseas School of Colombo's "Targets of Excellence"

In support of the school's mission OSC has identified four strategic targets to help determine if we are making progress toward our mission. We consider them to be our Targets of Excellence, intended to keep us focused on our desired educational outcomes. These four targets result from the review and reflection of my initial year's analysis of our school were developed based largely upon two broadly inclusive stakeholder surveys and studies undertaken during the previous school year. The first is the Endicott Opinion Survey which is an externally developed and analyzed computer-based survey of all school stakeholders. This broad survey is done annually and the results provide us with a very clear understanding of our successes and those areas in need of improvement as determined by the Parents, Students, Teachers, Board Members, and Alumni who participate in this process. The other major source of information was the accreditation self-study and visiting team reports presented by the three external regulating authorities we use for OSC. The Middle States Association of Colleges and Schools (MSA), in cooperation with the Council of International Schools (CIS) Accrediting agency requires a periodic full review of our programs and services. We begin the periodic accrediting process by developing a year-long self-study that involves surveys and discussions among all stakeholders. Through that process we determine where we stand on a wide range of required standards. This self-study is then presented to a visiting team of professional educators who validate the findings with an on-site visit and series of discussions with teachers, students, parents, Governance and Administration teams. In addition to these two large studies, the International Baccalaureate Organization (IBO) also requires periodic large scale reviews of our three IB programmes, services and outcomes.

Building upon these externally assessed reports, we reviewed our stated Mission and Vision statements and developed the following set of over-arching school goals we have established as our Targets of Excellence. Each of these four Targets include specific monitoring criteria which will be reviewed and, if necessary, revised each year. Once a Target is reached, it becomes a new standard to be maintained, improved upon, or in some cases it may be replaced by another Target.

The following is a list of the school's present Targets of Excellence.

1. **OSC shall provide a learning environment that promotes excellence according to the identified benchmarks.**

2. **OSC will be the school of choice for the international community and for the internationally minded local families.**

3. **OSC will monitor and maintain a balanced approach to the three core educational domains of Affective, Cognitive and Psychomotor learning.**

4. **OSC will continue to develop a forward looking technology program that promotes stability, consistency, and standardization in all areas of technology instruction, support, and infrastructure.**

The Targets are further elaborated by a series of benchmarks which are found on the following pages. While the actions in support of these targets may change over time, the indicators of success are identified and fairly static.

Target #1: OSC shall provide a learning environment that promotes excellence according to the identified benchmarks.

Link to Mission and Vision:

The guiding statements set targets for OSC to be a model of excellence in education which helps students reach their own personal excellence and achieve global success. To this end, we recommend identifying benchmarks that align with our programs of study and demonstrate these attributes.

Key Performance Indicators: The committee has selected the following data sources, both quantitative and qualitative to measure success in this domain:

1. **IB Diploma Report:**

    Participation in full IB Diploma at least 75% of cohort

    IB Diploma pass rate at least 80%

    IB Diploma average total points at least 30

    Number of Bilingual Diplomas 30% of eligible candidates

2.   **IB MYP Report**

IB MYP Certificate participation rates at least 90% of cohort

IB MYP Certificate pass rate at least 90%

IB MYP 5 average total points at least 45 out of 63

3.   **University Acceptances report:**

Identify and publish the number of acceptances and matriculations, the locations of universities attended, the scholarship monies earned, and the fields of study undertaken.

4.   **Standardized Testing report:**

MAP scores that indicate above world average annual growth per student.

5.   **Additional Student achievement results that meet or exceeds the following measures:**

Reading and mathematics average scores at or above NESA averages. Mean Student growth meets or exceeds projected growth. 75% of students fall into the categories of High Achievement/High Growth, High Achievement/Low Growth, Low Achievement/High Growth Accreditation Report (Every 5 years)

6. **An established requirement to maintain accreditation status with CIS and MSA as well as approved authorization in the IB Programmes implement effective action plans on any items identified as needing improvement.**

7. **Undertake an annual review of the Endicott Survey in which positive responses at or above 90% are viewed as a strength and below 70% are viewed as a concern. A change of more than 10% is viewed as significant. The following specific Endicott questions are considered relevant to this target:**

    - I am made aware of the results of any standardized achievement tests that are given by the school and how student achievement at this school compares with similar students elsewhere. (Board)

    - I review the results of student achievement and use that data to improve my teaching and learning and to inform curriculum revision. (Teachers)

    - My classes challenge me. (Students)

    - My child seems appropriately challenged. (Parents)

    - There are opportunities for high ability students to extend and enrich their learning in my class or elsewhere in the school. (Parents)

- If my child is having academic difficulties, appropriate help is available. (Parents)

8. **Benefits Package - Provide a salary and benefits package for the international hires that is above the mean of NESA schools as measured by the annual NESA salary and benefits benchmark study.**

9. **Provide a salary and benefits package for the local employees that is above the mean established by a periodic local independently established benchmark.**

Target #2: OSC will be the school of choice for the international community and for the internationally minded local families.

Link to Mission and Vision:

The guiding statements set targets for OSC to be a culturally diverse community, developing international & intercultural understanding and emphasizing global success. To this end, we recommend identifying benchmarks that align with our aspirations and demonstrate these attributes.

Key Performance Indicators: The committee has selected the following data sources, both quantitative and qualitative to measure success in this domain.

1. **Relationship with the Sri Lankan Government**

Develop an effective mutually beneficial operating relationship between the School and the Sri Lankan Government including the establishment of a MOU protecting the function and status of the school.

IB Diploma status

Gain recognition for the IB Diploma in Sri Lankan institutes of higher education.

Professional Learning

Provide opportunities for educators from around Sri Lanka to access professional learning of international standard at OSC and in collaboration with OSC professionals.

Enrollment data/patterns

The admissions office will provide a report on new enrollments and departures.

Enrollment from the diplomatic sector

Ensure at least 75% of school-age children from key diplomatic missions attend OSC.

Enrollment from the international business sector

Ensure at least 75% of school-age children from key corporate sectors attend OSC.

Enrollment from the Development sector

Ensure at least 75% of school-age children from key Development Organizations attend OSC.

Enrollment from Sri Lankan Nationals

Ensure between 15% and 25% of OSC enrollment comes from internationally minded local families (Sri Lankan Nationals)

Endicott Survey positive responses at or above 90% are viewed as a strength and those below 70% are viewed as a concern. A change of more than 10% is viewed as significant.

2. **Identify community appreciation of the programs offered to meet student aspirations.**

- The school provides opportunities for me to participate in community service activities. (Students)

- The school provides opportunities for students to learn leadership skills (Students)

- The student activities programs are broad enough to meet my interests. (Students)

- The student activities program takes advantage of the diversity of backgrounds of school managers, staff, and students. (Teachers)

- I am encouraged by the school to view each student as a "whole person." (Teachers)

- The student activities program takes advantage of opportunities afforded by the school's location. (Teachers)

- I believe the curriculum meets my child's needs. (Parents)

- I believe that this school is a good match for my child's needs and strengths. (Parents)

- School programs are appropriate in size and variety to serve the needs of my child. (Parents)

- School programs provide opportunities for students to learn leadership skills and to participate in community service. (Parents)

3. **Endicott Survey data will be used to identify community understanding and value of the international nature of our community.**

The following questions are relevant to this topic. Positive responses at or above 90% viewed as a strength and below 70% viewed as a concern. A change of more than 10% viewed as significant.

- Aspects of the local language and culture are used to enrich my learning. (Students)

- The school encourages me to share my ethnic/cultural heritage. (Students)

- The school helps me to understand and respect differences and to appreciate diversity. (Students)

- Students at all levels are experiencing internationalism and interculturalism through the formal curriculum and activities. (Teachers)

- I incorporate aspects of the local language and culture into my teaching. (Teachers)

- I make use of the cultural diversity of the school community to enrich what I am teaching. (Teachers)

- Students at all levels are experiencing internationalism and interculturalism through the formal curriculum and activities. (Parents)

- The local language and culture and the cultural diversity of the school community are used to enrich my child's learning. (Parents)

- The school fosters respect for diversity. (Parents)

Notes:

1. Use sample diplomatic missions from our student body as indicators of this metric. At the time of writing this is the following groups: USA, India, UK and Australia.

2. Use sample international businesses from our student body as indicators of this metric. At the time of writing this could come from; HSBC, Standard Chartered, Unilever, Taj Group, Ceylon Tobacco, Dole Lanka, MAS holdings.

3. Use sample development organizations from our student body as indicators of this metric. At the time of writing this is the following groups; (UN, IWMI, GTZ, OXFAM, USAID, World Bank)

Target #3: OSC will monitor and maintain a balanced approach to the three core educational domains of Affective, Cognitive and Psychomotor learning.

Link to Mission and Vision:

The guiding statements set targets for OSC to nurture and empower the whole learner to reach their own personal excellence. We use the Learner Profile to describe the affective attributes that we all strive for in the community. The whole learner encompasses all domains of learning (academic, emotional and physical). Personal excellence may likewise come in a variety of domains. To this end, we recommend identifying benchmarks that demonstrate these attributes.

Key Performance Indicators: The committee has selected the following data sources, both quantitative and qualitative to measure success in this domain.

1. **Experiential Learning Co-Curricular Report.**

   Service participation for students is at least 50% for PYP/MYP and 100% for DP

   Activity (Sport) participation for students is at least 50% for PYP/MYP and 100% for DP

   Creativity participation for students is at least 50% for PYP/MYP and 100% for DP

   Results of an annual student survey on the ASA program regarding student perceptions of successes and areas in need of improvement.

2.   **Endicott Survey:**

Positive responses at or above 90% viewed as a strength and below 70% viewed as a concern. A change of more than 10% viewed as significant.

- Teachers respect students. (Teachers)

- The student activities program takes advantage of the diversity of backgrounds of school managers, staff, and students. (Teachers)

- I am encouraged by the school to view each student as a "whole person." (Teachers)

- The student activities program takes advantage of opportunities afforded by the school's location. (Teachers)

- I believe that the school treats my family and me fairly. (Students)

- I understand the school's expectations for my behaviour. (Students)

- My school is a welcoming and friendly place. (Students)

- The school provides opportunities for me to participate in community service activities. (Students)

- The school provides opportunities for students to learn leadership skills. (Students)

- The student activities programs are broad enough to meet my interests. (Students)

- I believe the curriculum meets my child's needs. (Parents)

- My child seems appropriately challenged. (Parents)

- I believe that this school is a good match for my child's needs and strengths. (Parents)

- School programs are appropriate in size and variety to serve the needs of my child. (Parents)

- School programs provide opportunities for students to learn leadership skills and to participate in community service. (Parents)

3. **Advisory Report:**

Annual report from the Coordinators and Counsellors providing an overview of Affective topics covered in advisory. Report to include the results of a student survey on what students gained from, and what they want included, in Advisory.

4. **Counselling Report:**

Annual report from the school counseling office reviewing the range and success level of the various counselling projects and program implemented at OSC.

Target #4: OSC will continue to develop a forward looking technology program that promotes stability, consistency, and standardization in all areas of technology instruction, support, and infrastructure.

Link to Mission and Vision:

The guiding statements set targets for OSC to be a model of excellence in education.

To this end, we recommend identifying technology-related benchmarks that align with our programs of study and demonstrate these attributes.

Key Performance Indicators: The committee has selected the following data sources, both quantitative and qualitative to measure success in this domain.

Classroom Technology measures

Endicott Survey questions: Positive responses at or above 90% viewed as a strength and below 70% viewed as a concern. A change of more than 10% viewed as significant. Students and teachers become interconnected with the technology they use within their classroom. Teachers exhibit freedom and choice in the ways technology is used within classrooms.

- Teachers use information technology to assist students in learning or understanding new topics. (Students)
- Generally the computers work well and good software is available. (Students)
  - Helpdesk ticket logs – reduction of number of tickets related to technical support
  - Dropped connections / network statistics
- Technical and Instructional Support measures

- The school has established procedures, standards, and training that will support the stability, confidence, and knowledge of all end users within the OSC community.

- The school's information and communication technology systems support my efforts in my work. (Teachers)

- Internet access at school is reliable and sufficient. (Teachers)

- Internet access at school is reliable and sufficient. (Students)

- The school's computers are well maintained and up to date (Teachers)

- The school's information and communication technology systems support my efforts in my work. (Students)

Additional Question to be added to the Endicott study:

The school provided adequate technology based professional development and follow up coaching to improve my instruction through technology. (Teachers)

2. **Internal reports:**

Inventories

Refresh cycle

Helpdesk ticket logs – number of successful responses related to coaching inquiries

These four OSC "Targets of Excellence" will be reviewed annually and a formal report on progress will be prepared by the administration.