



# Al-Yasat Private School

Abu Dhabi, United Arab Emirates

**February 16 - 19, 2020**

**School Accreditation Engagement Review**

218598

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## Cognia Continuous Improvement System

Cognia defines continuous improvement as “an embedded behavior rooted in an institution’s culture that constantly focuses on conditions, processes, and practices to improve teaching and learning.” The Cognia Continuous Improvement System (CIS) provides a systemic fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. Cognia expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions.

The findings of the Engagement Review Team will be organized by the Levels of Impact within i3: Initiate, Improve, and Impact. The organization of the findings is based upon the ratings from the Standards Diagnostic and the i3 Levels of Impact.

### Initiate

The first phase of the improvement journey is to **Initiate** actions to cause and achieve better results. The elements of the Initiate phase are defined within the Levels of Impact of Engagement and Implementation. Engagement is the level of involvement and frequency stakeholders are engaged in the desired practices, processes, or programs within the institution. Implementation is the degree to which the desired practices, processes, or programs are monitored and adjusted for quality and fidelity of implementation. Standards identified within Initiate should become the focus of the institution’s continuous improvement journey to move toward the collection, analysis and use of data to measure the results of engagement and implementation. A focus on enhancing the capacity of the institution in meeting the identified Standards has the greatest potential impact on improving student performance and organizational effectiveness.

### Improve

The second phase of the improvement journey is to gather and evaluate the results of actions to **Improve**. The elements of the **Improve** phase are defined within the Levels of Impact of Results and Sustainability. Results represent the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). Sustainability is results achieved consistently to demonstrate growth and improvement over time (minimum of three years). Standards identified within Improve are those in which the institution is using results to inform their continuous improvement processes and using results over time to demonstrate the achievement of goals. The institution should continue to analyze and use results to guide improvements in student achievement and organizational effectiveness.

### Impact

The third phase of achieving improvement is **Impact** where desired practices are deeply entrenched. The elements of the **Impact** phase are defined within the Level of Impact of Embeddedness. Embeddedness is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution. Standards identified within Impact are those in which the institution has demonstrated ongoing growth and improvement over time and has embedded the practices within the culture of the institution. Institutions should continue to support and sustain these practices that are yielding results in improving student achievement and organizational effectiveness.

## Cognia Performance Accreditation and the Engagement Review

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the accreditation process examines the whole institution—the program, the cultural context and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the Cognia Accreditation Process, highly skilled and



trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution's performance against the research-based Cognia Performance Standards. Using these Standards, Engagement Review Teams assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. Cognia provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions which helps to focus and guide each institution's improvement journey. Valuable evidence and information from other stakeholders, including students, also are obtained through interviews, surveys, and additional activities.

## Cognia Standards Diagnostic Results

The Cognia Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution's effectiveness based on Cognia's Performance Standards. The diagnostic consists of three components built around each of the three Domains: **Leadership Capacity**, **Learning Capacity** and **Resource Capacity**. Results are reported within four ranges identified by the colors. The results for the three Domains are presented in the tables that follow.

Color	Rating	Description
Red	Insufficient	Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
Yellow	Initiating	Represents areas to enhance and extend current improvement efforts
Green	Improving	Pinpoints quality practices that are improving and meet the Standards
Blue	Impacting	Demonstrates noteworthy practices producing clear results that positively impact the institution

Under Each Standard statement is a row indicating the scores related to the elements of Cognia's i3 Rubric. The rubric is scored from one (1) to four (4). A score of four on any element indicates high performance, while a score of one or two indicates an element in need of improvement. The following table provides the key to the abbreviations of the elements of the i3 Rubric.

Element	Abbreviation
Engagement	EN
Implementation	IM
Results	RE
Sustainability	SU
Embeddedness	EM

## Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction; the effectiveness of governance and leadership to enable the institution to realize its stated objectives; the ability to engage and involve stakeholders in meaningful and



productive ways; and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Standards										Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning including the expectations for learners.									Initiating
	EN:	2	IM:	2	RE:	2	SU:	2	EM:	2
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning.									Improving
	EN:	3	IM:	3	RE:	2	SU:	2	EM:	2
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.									Impacting
	EN:	3	IM:	3	RE:	4	SU:	3	EM:	3
1.4	The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4
1.7	Leaders implement operational process and procedures to ensure organizational effectiveness in support of teaching and learning.									Impacting
	EN:	3	IM:	4	RE:	4	SU:	4	EM:	4
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.									Initiating
	EN:	2	IM:	2	RE:	2	SU:	2	EM:	2
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.									Impacting
	EN:	3	IM:	4	RE:	4	SU:	3	EM:	4
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.									Initiating
	EN:	2	IM:	2	RE:	2	SU:	2	EM:	2

## Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships; high expectations and standards; a challenging and engaging curriculum; quality instruction and comprehensive support that enable all learners to be successful; and assessment practices

(formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services and adjusts accordingly.

Learning Capacity Standards										Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.									Impacting
	EN:	3	IM:	4	RE:	4	SU:	4	EM:	4
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.									Impacting
	EN:	3	IM:	4	RE:	4	SU:	4	EM:	4
2.4	The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.									Improving
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	3
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4
2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.									Improving
	EN:	2	IM:	3	RE:	2	SU:	2	EM:	2
2.8	The institution provides programs and services for learners' educational futures and career planning.									Improving
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	3
2.9	The institution implements processes to identify and address the specialized needs of learners.									Initiating
	EN:	3	IM:	1	RE:	1	SU:	1	EM:	1
2.10	Learning progress is reliably assessed and consistently and clearly communicated.									Improving
	EN:	3	IM:	2	RE:	3	SU:	3	EM:	3
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4

Learning Capacity Standards										Rating
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.									Improving
	EN:	4	IM:	1	RE:	3	SU:	3	EM:	3

## Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Standards										Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	3	EM:	4
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4
3.3	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	3	EM:	3
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.									Improving
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	3
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4

Resource Capacity Standards										Rating
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4

## Effective Learning Environments Observation Tool® Results

The Cognia eProve™ Effective Learning Environments Observation Tool (eleot) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the Cognia Standards. Classroom observations are conducted for a minimum of 20 minutes. Trained and certified observers take into account the level of embeddedness, quality, and complexity of application or implementation; number of students engaged and frequency of application. Results from the eleot are reported on a scale of one to four based on the students' engagement in and reaction to the learning environment. In addition to the results from the review, the average results from all reviews for the previous year are reported to benchmark your results against. The eleot provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and/or demonstrate knowledge, attitudes, and/or dispositions that are conducive to effective learning.

The insights eleot data provide an invaluable source of information for continuous improvement planning efforts. Although averages by eleot Learning Environment are helpful to gauge quality at a higher, more impressionistic level, the average rating for each item is more fine-grained, specific and actionable. Institutions should identify the five to seven items with the lowest ratings and examine patterns in those ratings within and across environments to identify areas for improvement. Similarly, identifying the five to seven items with the highest ratings also will assist in identifying strengths within and across eleot Learning Environments. Examining the eleot data in conjunction with other institution data will provide valuable feedback on areas of strength or improvement in institution's learning environments.

eleot® Observations		
Total Number of eleot Observations:		48
Environments	Rating	2018-19 Averages
<b>Equitable Learning Environment</b>	<b>2.89</b>	<b>2.82</b>
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.60	2.34
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.21	3.30
Learners are treated in a fair, clear and consistent manner	3.58	3.45
Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	2.17	2.18
<b>High Expectations Environment</b>	<b>2.94</b>	<b>2.71</b>
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.96	2.74



<b>eleot® Observations</b>		
<b>Total Number of eleot Observations:</b>	<b>48</b>	
<b>Environments</b>	<b>Rating</b>	<b>2018-19 Averages</b>
Learners engage in activities and learning that are challenging but attainable	3.23	2.95
Learners demonstrate and/or are able to describe high quality work	2.90	2.43
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	2.92	2.67
Learners take responsibility for and are self-directed in their learning	2.71	2.78
<b>Supportive Learning Environment</b>	<b>3.18</b>	<b>3.15</b>
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.00	3.07
Learners take risks in learning (without fear of negative feedback)	3.12	2.97
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.29	3.24
Learners demonstrate a congenial and supportive relationship with their teacher	3.31	3.34
<b>Active Learning Environment</b>	<b>2.95</b>	<b>2.71</b>
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	2.69	2.77
Learners make connections from content to real-life experiences	2.71	2.41
Learners are actively engaged in the learning activities	3.31	3.12
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	3.08	2.45
<b>Progress Monitoring and Feedback Environment</b>	<b>2.94</b>	<b>2.63</b>
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.44	2.43
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	3.35	2.93
Learners demonstrate and/or verbalize understanding of the lesson/content	3.40	2.90
Learners understand and/or are able to explain how their work is assessed	2.58	2.25
<b>Well-Managed Learning Environment</b>	<b>3.20</b>	<b>3.20</b>
Learners speak and interact respectfully with teacher(s) and each other	3.27	3.42
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.17	3.35
Learners transition smoothly and efficiently from one activity to another	3.21	2.89
Learners use class time purposefully with minimal wasted time or disruptions	3.15	3.15
<b>Digital Learning Environment</b>	<b>1.61</b>	<b>1.79</b>

<b>eleot® Observations</b>		
<b>Total Number of eleot Observations:</b>		<b>48</b>
<b>Environments</b>	<b>Rating</b>	<b>2018-19 Averages</b>
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	1.70	1.97
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.60	1.79
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.54	1.61

## Assurances

Assurances are statements accredited institutions must confirm they are meeting. The Assurance statements are based on the type of institution and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurances and are expected to correct any deficiencies in unmet Assurances.

<b>Assurances Met</b>		
<b>YES</b>	<b>NO</b>	<b>If No, List Unmet Assurances By Number Below</b>
<b>X</b>		

## Accreditation Status and Index of Education Quality®

Cognia will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status, including the appropriate next steps for your institution in response to these findings. Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus. The IEQ is comprised of the Standards Diagnostic ratings from the three Domains: 1) Leadership Capacity; 2) Learning Capacity; and 3) Resource Capacity. The IEQ results are reported on a scale of 100 to 400 and provides information about how the institution is performing compared to expected criteria. Institutions should review the IEQ in relation to the Findings from the review in the areas of Initiate, Improve and Impact. An IEQ score below 250 indicates that the institution has several areas within the Initiate level and should focus their improvement efforts on those Standards within the Initiate level. An IEQ in the range of 225-300 indicates that the institution has several Standards within the Improve level and is using results to inform continuous improvement and demonstrate sustainability. An IEQ of 275 and above indicates the institution is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution.

Below is the average (range) of all AIN institutions evaluated for accreditation in the last five years. The range of the annual AIN IEQ average is presented to enable you to benchmark your results with other institutions in the network.

<b>Institution IEQ</b>	<b>350.50</b>	<b>AIN 5 Year IEQ Range</b>	<b>278.34 – 283.33</b>
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## Insights from the Review

The Engagement Review Team engaged in professional discussions and deliberations about the processes, programs and practices within the institution to arrive at the findings of the team. These findings are organized around themes guided by the evidence, examples of programs and practices and provide direction for the institution's continuous improvement efforts. The Insights from the Review narrative should provide contextualized information from the team deliberations and provide information about the team's analysis of the practices, processes, and programs of the institution from the levels of Initiate, Improve, and Impact. The Insights from the Review narrative should provide next steps to guide the improvement journey of the institution in its efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on its current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

The Engagement Review Team for Al Yasat Private School identified several themes from the review that will support the school's continuous improvement process. These themes include both strengths and opportunities to guide the improvement journey. Interviews, observations, and a review of artifacts produced supporting evidence related to overall operational effectiveness.

**Quality leadership and the opportunity to grow as a professional was evident and clearly articulated by staff.** The governing body has established a clear vision for the school, which has the full support of school administrators. Interviews, observations, and a review of the evidence revealed that leaders have fostered and created a positive learning environment that promotes collaboration through quality professional development, evaluation processes, and reflective practices. Leadership roles extend to teachers serving as head of the department, grade level leaders, and presenters at staff professional development days. Staff members have the opportunity to conduct action research, which has resulted in the publication of two books with a third in progress. Feedback with a reflection component is provided through peer-to-peer observations, informal and formal observations, formal lesson observations, teacher self-evaluation, and a staff binder that is used to drive personal and professional growth. Classroom observations and conversations with teachers showed that the practices and programs provided through professional development are implemented consistently within classrooms. Essential questions posted learning targets, and the use of the 8 Elements of Teaching, as well as Kagan strategies were observed by the team throughout classrooms. The review team encourages the leadership, having defined a clear vision and direction, to continue to provide the necessary training and to monitor the results through a variety of observation tools.

**The collection, analysis, and use of data were evident throughout the school.** Staff at all levels were able to articulate how data was collected and analyzed. They were able to provide examples of how data was used to monitor student progress and adjust instruction to meet student needs. The school uses a variety of measures to make data-driven decisions. These include data from the Measure of Academic Progress (MAP), standards-aligned assessments, data from observations, and results from programs such as Go Math, RAZ Kids, Literacy Pro, and Alef. The leadership team meets monthly using Data Dashboards. Data are provided for the areas of attendance, instruction, observations, student academics, student behavior, and professional growth. Regularly scheduled grade level meetings are conducted, and data are used to discuss student progress as well. Data are also used to assess programs and organizational effectiveness. For example, after a thorough review of Everyday Mathematics, a decision was made to search for a more effective program that matched the school's needs. Professional development results are monitored using a variety of data sources, including observations, teacher self-reflection, and walkthroughs. Continued implementation of the systematic collection and analysis of data to make decisions will fulfill the school's mission to enable

students to become lifelong learners.

**The school has created a school culture that is conducive to learning and develops positive attitudes, beliefs, and skills that students need for success.** The team observed students highly engaged in classroom activities and discussions, often collaborating to complete tasks or projects. Examples of quality student work were on display in classrooms and hallways. Implementation of targeted instructional strategies was observed across all grade levels. Teachers provided students with feedback to assist them in revising their work or understanding concepts presented in class. Continue to monitor the elements of good teaching in order to set the stage for student growth and success.

**The school provides financial, human, time, and physical resources to further its educational objectives.** There is a sustained investment in the physical plant, including a gym, pool, sensory room, STEM lab, libraries, an audio recording room, and playground equipment. Long-range strategic plans are in place to address issues such as technology purchases and a replacement plan, finances, and the growth of the school. Students benefit from a small teacher-to-student ratio. Art, physical education, and music are among the students' offerings. A guidance counselor and People of Determination Coordinator (POD CO) are onsite. Students and teachers indicated that they have the resources they need to be successful. The school owners demonstrate a sincere commitment to ensuring that resources are provided in support of the school's vision. Continue to ensure that resources are aligned to school goals and the purpose of the school.

**The school has technology resources available for teacher and student use.** However, the team observed limited instances of students using technology to solve problems, conducting research, creating original works for learning, or working collaboratively for learning. Eleot data in the Digital Learning Environment indicated that there were many times in which no students were observed using a digital tool and others where the practice was rated as minimal or somewhat evident. During classroom observations, the use of technology was mainly restricted to using the smartboard as a "whiteboard" or to show a video. Twenty-first century learners will need to use technology to collaborate with others, conduct research, solve problems, and gather and evaluate information for learning. Based on this knowledge, the school is encouraged to work with the staff to continue to provide professional development and support for the use of technology as outlined in the Al Yasat Digital Strategy document.

**Parents have a limited voice in the school.** During interviews, parents reported that they were happy with the school and the education their child was receiving. However, the school has recognized parent engagement as a weakness. There are some instances of parent outreach such as National Day Projects with Parents and Coffee with the Principal. Data collected on Coffee with the Principal revealed low attendance. Surveys were given to parents in order to solicit feedback from them. One survey study showed that 227 surveys were distributed with a return of 50. During interviews, parents felt they were well informed regarding their child's progress at school, but they were unaware of school improvement goals or opportunities to become involved at the school. The school is encouraged to explore additional opportunities, such as instituting a formal parent group to increase parent involvement.

**There are processes and procedures in place to evaluate programming, organizational effectiveness, and data collection and analysis; however, they are not always documented.** The school clearly makes data-driven decisions. When asked in most instances, staff could describe procedures established in the school, but they are not written. The team was given a complete overview of the process used to evaluate the effectiveness of the math program, including the process for collecting and analyzing the data used to make the decision to change programs. When asked for

documentation of the process, the team was told that the process is known but not documented. The school has a mentoring program with many different components, including career counseling, students assigned to staff members who provide additional support, and student council. School personnel could identify and describe all components of the plan, but the program and procedures were not documented. As the school grows or a staff member leaves, clearly documented procedures and processes will provide consistency and continuity of implementation.

Cognia expects institutions to be aware of all accreditation Standards and requirements, celebrate their work meeting Standards rated as Impacting, and address Standards that are rated at the Insufficient level. The duty of the Accreditation Engagement Review Team is to evaluate every Cognia Performance Standard. Many of the Standards are interdependent and have been identified in themes earlier in this narrative. There are some individual Standards that did not align with one of the themes above. To provide the best possible feedback for your institution, issues related to those Standards are addressed below. The following standards were rated as impacting.

**The school attracts and retains qualified personnel.** The school has a detailed recruitment and selection policy. After a contract is accepted, the new employee is supported by the school in multiple ways. Information is provided to help new staff members learn more about daily life in Abu Dhabi and tips for moving to a new country. Housing with transportation is an option for staff members, and many staff members reported finding comfort in not having to make those arrangements while adjusting to a move and a new job. The school arranges optional outings to attractions and nearby cities as well. A formal induction program is in place with assigned mentors. These practices result in a strong sense of community and satisfaction. The school is encouraged to monitor the existing support structure and adjust as needed.

**The governing authority has a documented process for developing, reviewing, and revising policy.** Ethical behavior was evident in the policies, procedures, and handbooks. The review team encourages the governing authority to continue to review and revise policies on a regularly scheduled basis.

**There is a process in place to ensure the curriculum is aligned to standards and implemented with quality and fidelity.** Unit plans followed a format to ensure that the identified components were in place. Each plan identified the standards being taught, essential questions, key vocabulary, and aligned assessments. Plans for differentiation were included as well. Continue to monitor the implementation of the curriculum to ensure consistent adherence across all classrooms and disciplines.

Within this report, results of elect observations, leveled ratings of the Standard Diagnostics, and verification of Assurances provide quantitative information based on triangulation of data and team deliberations. Insights reveal themes and suggest the next steps in the system's continuous improvement journey.

## Next Steps

Upon receiving the Accreditation Engagement Review Report the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the areas for improvement identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report
- Continue the improvement journey

## Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete Cognia training and elect certification to provide knowledge and understanding of the Cognia tools and processes. The following professionals served on the Engagement Review Team:

Team Member Name	
<b>Linda Wandtke, Lead Evaluator</b>	Linda Wandtke currently supervises student teachers for a private college. Ms. Wandtke is a retired principal whose career spans 40 years in the field of education. She has been involved with accreditation work for over 25 years serving on the Cognia Board of Trustees, Wisconsin State Committee, and as Lead Evaluator and team member for a variety of teams both overseas and in the United States. Ms. Wandtke earned her Bachelor of Arts degree in elementary education, Master of Science in curriculum and development, and Master of Science in administrative leadership from the University of Wisconsin, as well as a certification in school improvement from the University of Nebraska.
<b>Safi Majati</b>	Safi Majati has five years of experience in education, teaching English and French classes in Jeddah, Saudi Arabia. During that time, he became a certified 7 Habits Foundation facilitator by FranklinCovey Middle East and trained many instructional staff members in his school on how to teach and implement the program. Mr. Majati graduated from the University of Tunis with a bachelor's degree in foreign languages.
<b>Ahmed Alashmawy</b>	Ahmed Alashmawy has 17 years of experience as a teacher. He holds a bachelor's degree in physics and chemistry and a diploma in teaching methodology. Mr. Alashmawy is working as chemistry teacher and head of the science department.
<b>Ghada Emam</b>	Ghada Emam has 18 years of experience in the education field starting as a teacher of math, business, economics, and accounting. She currently serves as a head of the high school. She holds a bachelor's degree in business administration and a diploma in education.
<b>Dina Soliman</b>	Dina Soliman is currently working at Dover American International School as a school coordinator and high school principal. She holds a Bachelor of Arts degree in fine arts and mass communication. Her professional career spans 15 years.
<b>Mohamad El Fil</b>	Mohamad El Fil joined Khaled bin Al Walid Horj school in Beirut as a math teacher for middle and secondary classes in 2015. He graduated with a master's degree in mathematics. He earned his Microsoft Certified Educator certificate in the summer of 2017 and was selected as a Microsoft Innovative Educator for the years 2017-2018 and 2018-2019. He has served as a team member on one prior Cognia Accreditation Engagement Review Team.



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