Report of the
External Review Team
for
Al Dhafra Private School - Al Ain

Falaj Haza'a
Schools Area
New Manaseer
Al Ain
01 17814
AE

Ms. Margaret Beresford
Principal

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Table of Contents

Introduction

The External Review is an integral component of AdvancED Performance Accreditation and provides the institution with a comprehensive evaluation guided by the results of diagnostic instruments, in-depth review of data and documentation, and the professional judgment of a team of qualified and highly trained evaluators. A series of diagnostic instruments examines the impact of teaching and learning on student performance, the capacity of leadership to effect continuous improvement, and the degree to which the institution optimizes its use of available resources to facilitate and support student success. The results of this evaluation are represented in the Index of Education Quality (IEQ™) and through critical observations, namely, Powerful Practices, Opportunities for Improvement, and Improvement Priorities.

Accreditation is a voluntary method of quality assurance developed more than 100 years ago by American universities and secondary schools and designed primarily to distinguish schools adhering to a set of educational standards. Today the accreditation process is used at all levels of education and is recognized for its ability to effectively drive student performance and continuous improvement in education.

Institutions seeking to gain or retain accreditation must meet AdvancED Standards specific to their institution type, demonstrate acceptable levels of student performance and the continuous improvement of student performance, and provide evidence of stakeholder engagement and satisfaction. The power of AdvancED Performance Accreditation lies in the connections and linkages between and among the conditions, processes, and practices within a system that impact student performance and organizational effectiveness.

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED Standards were developed by a committee comprised of talented educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that define institutional quality and guide continuous improvement. Prior to implementation, an internationally recognized panel of experts in testing and measurement, teacher quality, and education research reviewed the standards and provided feedback, guidance and endorsement.

The AdvancED External Review Team uses AdvancED Standards, associated indicators and criteria related to student performance and stakeholder engagement to guide its evaluation. The Team examines adherence to standards as well as how the institution functions as a whole and embodies the practices and characteristics expected of an accredited institution. The Standards, indicators and related criteria are evaluated using indicator-specific performance levels. The Team rates each indicator and criterion on a scale of 1 to 4. The final scores assigned to the indicators and criteria represent the average of the External Review Team members' individual ratings.

The External Review is the hallmark of AdvancED Performance Accreditation. It energizes and equips the institution's leadership and stakeholders to achieve higher levels of performance and address those areas that

may be hindering efforts to reach desired performance levels. External Review is a rigorous process that includes the in-depth examination of evidence and relevant data, interviews with all stakeholder groups, and extensive observations of learning, instruction, and operations.

Use of Diagnostic Tools

A key to examining the institution is the design and use of diagnostic tools that reveal the effectiveness with which an institution creates conditions and implements processes and practices that impact student performance and success. In preparation for the External Review the institution conducted a Self Assessment that applied the standards and criteria for accreditation. The institution provided evidence to support its conclusions vis a vis organizational effectiveness in ensuring acceptable and improving levels of student performance.

- an indicator-based tool that connects the specific elements of the criteria to evidence gathered by the team;
- a student performance analytic that examines the quality of assessment instruments used by the institution, the integrity of the administration of the assessment to students, the quality of the learning results including the impact of instruction on student learning at all levels of performance, and the equity of learning that examines the results of student learning across all demographics;
- a stakeholder engagement instrument that examines the fidelity of administration and results of perception surveys seeking the perspective of students, parents, and teachers;
- a state-of-the-art, learner-centric observation instrument, the Effective Learning Environments Observation Tool (eleot™) that quantifies students' engagement, attitudes and dispositions organized in 7 environments: Equitable Learning, High Expectations, Supportive Learning, Active Learning, Progress Monitoring and Feedback, Well-Managed Learning, and Digital Learning. All evaluators must be trained, reach acceptable levels of inter-rater reliability, and certified to use this research-based and validated instrument.

The External Review Team's findings and critical observations are shared in this report through the IEQ™ results as well as through the identification of Powerful Practices, Opportunities for Improvement, and Improvement Priorities.

Index of Education Quality

In the past, accreditation reviews resulted in an accreditation recommendation on status. Labels such as advised, warned, probation, or all clear were used to describe the status of a school relative to the AdvancED Standards and other evaluative criteria. Beginning in the 2013-14 school year, AdvancED introduced a new framework to describe the results of an accreditation review. Consistent with the modern focus of accreditation on continuous improvement with an emphasis on student success, AdvancED introduced an innovative and state-of-the-art framework for diagnosing and revealing institutional performance called the Index of Education Quality (IEQ™). The IEQ™ comprises three domains of performance: 1) the impact of teaching and learning on student performance; 2) the capacity of leadership to guide the institution toward the achievement of its

vision and strategic priorities; and 3) use of resources to support and optimize learning. Therefore, your institution will no longer receive an accreditation status. Instead, your institution will be accredited with an IEQ™ score. In the case where an institution is failing to meet established criteria, the accreditation will be under review thereby requiring frequent monitoring and demonstrated improvement.

The three domains of performance are derived from the AdvancED Standards and associated indicators, the analysis of student performance, and the engagement and feedback of stakeholders. Within each domain institutions can connect to the individual performance levels that are applied in support of the AdvancED Standards and evaluative criteria. Within the performance levels are detailed descriptors that serve as a valuable source of guidance for continuous improvement. Upon review of the findings in this report and building on their Powerful Practices, institutional leaders should work with their staff to review and understand the evidence and rationale for each Opportunity for Improvement and Improvement Priority as well as the corresponding pathway to improvement described in the performance levels of the selected indicator(s).

The IEQ™ provides a new framework that recognizes and supports the journey of continuous improvement. An institution's IEQ™ is the starting point for continuous improvement. Subsequent actions for improvement and evidence that these have had a positive impact will raise the institution's IEQ™ score.

Benchmark Data

Throughout this report, AdvancED provides benchmark data for each indicator and for each component of the evaluative criteria. These benchmark data represent the overall averages across the entire AdvancED Network for your institution type. Thus, the AdvancED Network average provides an extraordinary opportunity for institutions to understand their context on a global scale rather than simply compared to a state, region, or country.

It is important to understand that the AdvancED Network averages are provided primarily to serve as a tool for continuous improvement and not as a measure of quality in and of itself. Benchmark data, when wisely employed, have a unique capacity to help institutions identify and leverage their strengths and areas of improvement to significantly impact student learning.

Powerful Practices

A key to continuous improvement is the institution's ability to learn from and build upon its most effective and impactful practices. Such practices serve as critical leverage points necessary to guide, support and ensure continuous improvement. A hallmark of the accreditation process is its commitment to identifying with evidence, the conditions, processes and practices that are having the most significant impact on student performance and institutional effectiveness. Throughout this report, the External Review Team has captured and defined Powerful Practices. These noteworthy practices are essential to the institution's effort to continue its journey of improvement.

Opportunities for Improvement

Every institution can and must improve no matter what levels of performance it has achieved in its past. During the process of the review, the External Review Team identified areas of improvement where the institution is meeting the expectations for accreditation but in the professional judgment of the Team these are Opportunities for Improvement that should be considered by the institution. Using the criteria described in the corresponding rubric(s) to the Opportunity for Improvement, the institution can identify what elements of practice must be addressed to guide the improvement.

Improvement Priorities

The expectations for accreditation are clearly defined in a series of the rubric-based AdvancED Standards, indicators and evaluative criteria focused on the impact of teaching and learning on student performance, the capacity of the institution to be guided by effective leadership, and the allocation and use of resources to support student learning. As such, the External Review Team reviewed, analyzed and deliberated over significant bodies of evidence provided by the institution and gathered by the Team during the process. In the professional judgment of the Team as well as the results of the diagnostic process, the Team defined, with rationale, Improvement Priorities. The priorities must be addressed in a timely manner by the institution to retain and improve their accreditation performance as represented by the IEQ™. Improvement Priorities serve as the basis for the follow-up and monitoring process that will begin upon conclusion of the External Review. The institution must complete and submit an Accreditation Progress Report within two years of the External Review. The report must include actions taken by the institution to address the Improvement Priorities along with the corresponding evidence and results. The IEQ™ will be recalculated by AdvancED upon review of the evidence and results associated with the Improvement Priorities.

The Review

Al Dhafra Private School - Al Ain is registered with the United Arab Emirates Ministry of Education. The school began in 1989 and operates in the middle of the highly competitive city of Al Ain. The school enrolls approximately 2,600 students from of over 20 nationalities.

The External Review for the Al Dhafra Private School was conducted on March 8-13, 2015. The External Review Team was comprised of a Lead Evaluator from Puerto Rico and seven qualified educators from, Egypt, Qatar, Saudi Arabia, and United States. The Lead Evaluator pre-assigned each team member a Standard or Standards and associated Indicators for which she/he would provide leadership and more in-depth analysis. All team members reviewed the extensive documentation and evidence provided by the school in print form. Each team member identified areas and formulated a set of questions for which more clarity or additional information was needed to ensure the team's ratings were consistent with the school's actual practices/processes. Ongoing collaborative sessions resulted in further investigation for clarification before the final report deliberations during the last team session.

The Lead Evaluator exchanged numerous emails with the school's administrators to confirm details of the review, answer any questions about processes and expectations, as well as to provide support in completing

any of the required procedures prior to the onsite visit. The External Review team also exchanged numerous emails prior to arrival to finalize details of the review and ensure all team members were eleot™ certified and had undergone team member training. Team members updated their biographies, reviewed the school's documents and made a preliminary assessment of performance ratings in response to each Indicator before arriving on-site. The team's workspace was populated with all needed documents and information; easily accessible by each team member through a private pin number.

Team members assumed responsibility for verifying the evidence associated with specific Indicators that crossed the five Standards as well as working on a particular domain. Team members began their initial evidence review with their assigned Indicators and then extended their reviews to evidence in their domains. This method provided a focused yet comprehensive approach to the Standards and diagnostics.

The AdvancED team followed an agenda that provided opportunities to collect and analyze data from interviews, examine the facilities and surrounding students' accessible areas, and review documents and other written evidence provided by the school.

The team initiated their review on Sunday, March 9th, 2015 with an orientation session. Team member responsibilities were reviewed; first impressions and assessments of the school's performance ratings were shared. A welcome dinner was organized by the school leadership to meet and greet the External Review Team. During the first full day, the team received a tour of the overall school grounds which included visitation to secondary, elementary, and pre-school levels in the various floors/divisions of the school's campus, outdoor playground and athletic areas, cafeteria, computer labs, science labs, and libraries.

The team gathered additional information through the leadership's overview and report on the Standards, conducted classroom observations, and interviews held with the students, teachers, support staff, and parents. The evening meeting focused on completing the team members' individual assessments of the Indicators and criteria, reviewing evidence, determining the consistency of our ratings and identifying potential Powerful Practices, Opportunities for Improvement, and Improvement Priorities. The team was on site for a total of four (4) days, and stayed in a hotel approximately 15 minutes from the school.

The second and third day provided time for completing interviews, reviewing artifacts, and finalizing the report. The team's findings were presented to the leadership and representatives from the school prior to the team's departure. The team was able to conclude a vast majority of its deliberations on Wednesday evening. Each team member, while responsible for selected Standards, did score and provide artifacts for all the Standards. The team worked together to develop the Powerful Practices, Opportunities for Improvement, and Improvement Priorities. The team compared their findings to the AdvancED Network averages, and they used standard deviation brackets to provide validity to their work.

The External Review Team, in a span of 4 days, observed 98 classroom lessons and interviewed 298 members of the Al Dhafra school community including 16 administration staff, 8 leadership team members, 78 teachers, 38 support staff members, 140 students, and 18 parents. Team members spent considerable time applying professional judgments and deliberating connections between observations, interviews, artifact

reviews, and the different Indicator and Standard ratings. On March 12th, 2015 the team concluded their activities and prepared for the Oral Exit Report. At 1:00 p.m., the Lead Evaluator met with the school head of institution and school consultant to provide information with respect to the findings of the team. Following this meeting, the Lead Evaluator presented the findings to a group of administrators and committee members, and reminded them of the purposes of Internal and External Review. She acknowledged that the team members are all volunteers and brought over 150 years of experience to this report. The report concluded with a video of "the team's view" showing pictures of classrooms and students observed by the team.

The AdvancED External Review Team wishes to thank the school leadership, administration, staff, and all school personnel for their hospitality and support throughout the visit. The advanced preparation for the review was excellent. The team is grateful for the entire school community's openness in sharing with us not only the school's successes but also its struggles.

Al Dhafra Private School completed all the requirements for the External Review in a timely manner including but, not limited to, the completion of its Internal Review and presenting documents and evidence in organized binders. The stakeholders, staff, and school leadership provided interviews that allowed the team to utilize multiple sources of data and artifacts. This process permitted the team to utilize input from multiple areas and individuals. That varied approach provided a very robust data bank that provided the team with the needed support to focus on the Improvement Priorities, Opportunities for Improvement, and the Powerful Practice.

Stakeholders were interviewed by members of the External Review Team to gain their perspectives on topics relevant to the institution's effectiveness and student performance. The feedback gained through the stakeholder interviews was considered with other evidences and data to support the findings of the External Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.

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Stakeholder Interviewed	Number
Administrators	24
Instructional Staff	78
Support Staff	38
Students	140
Parents/Community/Business Leaders	18
Total	**298**

Results

Teaching and Learning Impact

The impact of teaching and learning on student achievement is the primary expectation of every institution. The relationship between teacher and learner must be productive and effective for student success. The impact of teaching and learning includes an analysis of student performance results, instructional quality, learner and family engagement, support services for student learning, curriculum quality and efficacy, and college and career readiness data. These are all key indicators of an institution's impact on teaching and learning.

A high-quality and effective educational system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of "student motivation, parental involvement" and the "quality of leadership" (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics that include strong communication skills, knowledge of content, and knowledge of how to teach the content. The institution's curriculum and instructional program should develop learners' skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert, J., Kunter, M., Blum, W., Brunner, M., Voxx, T., Jordan, A., Klusmann, U., Krauss, S., Nuebrand, M., & Tsai, Y., 2010). The acquisition and refinement of teachers' pedagogical skills occur most effectively through collaboration and professional development. These are a "necessary approach to improving teacher quality" (Colbert, J., Brown, R., Choi, S., & Thomas, S., 2008). According to Marks, Louis, and Printy (2002), staff members who engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, and Loeb (2010), concluded that leadership in effective institutions "supports teachers by creating collaborative work environments." Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found that a successful institution implements a curriculum based on clear and measurable expectations for student learning. The curriculum provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Institutions with strong improvement processes move beyond anxiety about the current reality and focus on priorities and initiatives for the future. Using results, i.e., data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, and Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky, J., Pane, J., Barney, H., & Christina, R., 2005). The study also identified six

key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making, (2) establishing a culture of data use and continuous improvement, (3) investing in an information management system, (4) selecting the right data, (5) building institutional capacity for data-driven decision making, and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision-making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

Through ongoing evaluation of educational institutions, AdvancED has found that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

Standard 3 - Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Indicator	Description	Review Team Score	AdvancED Network Average
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	2.50	2.88
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	2.38	2.53
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	2.38	2.67
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	2.75	2.78
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	2.50	2.63
3.6	Teachers implement the school's instructional process in support of student learning.	2.62	2.66
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	2.38	2.58
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	2.00	3.12

Indicator	Description	Review Team Score	AdvancED Network Average
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	2.00	3.07
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	2.88	2.77
3.11	All staff members participate in a continuous program of professional learning.	2.25	2.57
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	2.38	2.71

Standard 5 - Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Indicator	Description	Review Team Score	AdvancED Network Average
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	1.38	2.72
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	2.00	2.44
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	2.00	2.09
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	2.00	2.53
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	2.50	2.78

Student Performance Diagnostic

The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important indicators for evaluating overall student performance.

Evaluative Criteria	Review Team Score	AdvancED Network Average
Assessment Quality	3.50	
Test Administration	3.25	3.47
Equity of Learning	2.62	2.74
Quality of Learning	2.50	2.98

Effective Learning Environments Observation Tool (eleot™)

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (eleot™) measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the External Review Team is required to be trained and pass a certification exam that establishes inter-rater reliability. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a four-point scale (4=very evident; 3=evident; 2=somewhat evident; and 1=not observed). The following provides the aggregate average score across multiple observations for each of the seven learning environments included in eleot™ as well as benchmark results across the AdvancED Network.

eleot™ Results

Performance Levels

Environment	Review	Network
A. Equitable Learning	2.69	2.68
B. High Expectations	2.85	2.81
C. Supportive Learning	3.22	3.05
D. Active Learning	3.05	2.95
E. Progress Monitoring and Feedback	3.02	2.76
F. Well-Managed Learning	3.36	3.11
G. Digital Learning	1.41	1.88
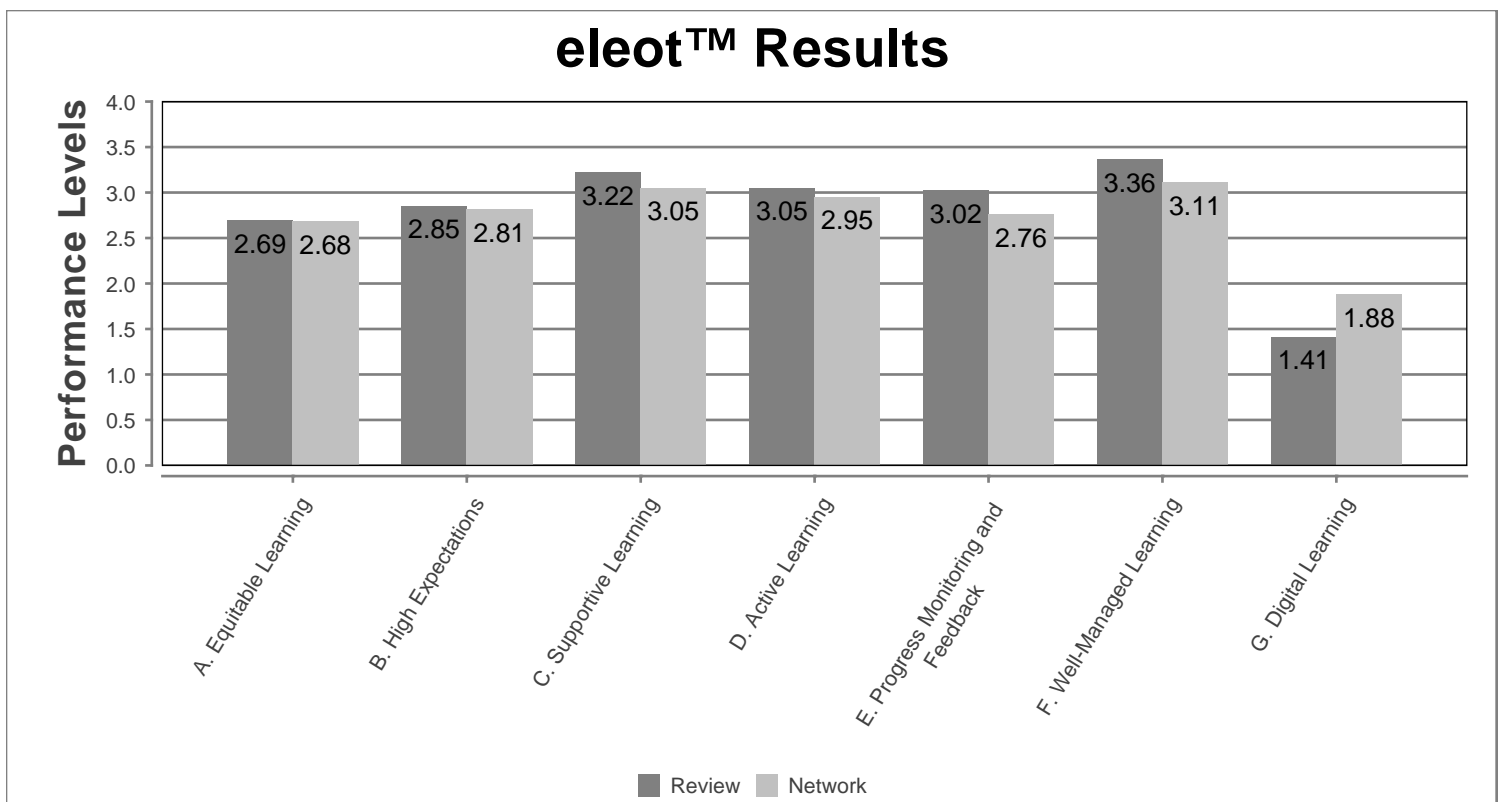
The AdvancED team conducted 98 formal classroom observations during the 3-day on-campus visit using the Effective Learning Environments Observation Tool™ (eleot™) for a minimum of 20 minutes each, representing all grade levels and all core content areas and most other offerings including Physical Education, Computers, and Art. The findings from these observations were shared with the administration and some staff in the oral exit meeting. The Lead Evaluator emphasized that this information was used as corroborating evidence for

ratings, Powerful Practices, Improvement Priorities, and Opportunities for Improvement. Notably, in 6 out of 7 environments, Al Dhafra performed above the overall AdvancED Network Average (AEN).

The ratings of the 30 descriptors supporting the seven constructs were compiled. Based on a rating scale of 1 (Not Observed) to 4 (Very Evident), the environments that received the highest average ratings were Well-Managed Learning Environment (3.36), Supportive Learning Environment (3.22), and Active Learning Environment (3.05). Markedly, Equitable Learning and High Expectation Environments were fractionally above the AEN for schools by .01 and .04, respectively.

The learning environment with the highest rating was Well-Managed Learning Environment (3.36). The team observed a very respectful and polite environment. The staff creates a warm and friendly learning environment built on a commitment to equity, respect, and a pervasive belief that all students can learn. There is a prevailing culture of trust, respect, and care that was evident from interviews with faculty, staff, and students. Students appreciated the care and willingness of the teachers to assist them in achieving their academic goals, irrespective of their social status or individual needs. In fact, one student stated, "In our class everyone is allowed to feel they can work because everyone shares responsibility and we are treated with respect".

Al Dhafra Private School showed clear evidence of the passion and dedication of the school staff to their commitment to teaching and learning, which was a prevalent theme constantly observed during classrooms visits. Students were consistently attentive and quite willing to participate in the various lessons. They had a clear understanding of classroom behavior and decorum which seem to permeate throughout the entire school.

Supportive Learning and Active Learning Environments scored .017 and .10, respectively above the AEN for schools. The energetic and intimate environment manifests throughout the entire school community. Al Dhafra fosters a learning environment in which students feel safe, relaxed, and willing to take risks. During student interviews, they often described this environments as expanding their sense of family and enhancing their self-esteem, which, when combined with academics, help students take more chances in pursuing their goals.

Al Dhafra Private School promotes active learning environments by engaging students with appropriate educational materials, opportunities for classroom participation, and collaboration with students and teachers. The team observed encouraging short partner discussions during lectures (i.e., think-pair-share), adding problem or case-based research projects to the curriculum, and incorporating time for small-group critical analysis exercises. Teachers did not expect students simply to listen and memorize; instead, they had them help demonstrate a process, analyze an argument, or apply a concept to a real-world situation.

The Digital Learning Environment (1.41) rating was the lowest of all environments. Students did not engage in technology in any organized, formal way. Surprisingly, Al Dhafra has an impressive technology infrastructure which is not used to its maximum potential. Specifically, while teachers were observed integrating some technology into their classroom instruction such as, computer projections, it was primarily to project information and not to involve their students. During interviews with students, they expressed the need for more technology use besides the computer class. It is clear that Al Dhafra must emerge with a new mindset of

teaching through technology. For student performance to approximate student potential, students need access to a constantly evolving array of technological tools and activities that demand problem-solving, decision-making, teamwork, and innovation. The new 21st century learners must master more than the core curriculum to succeed in secondary and post-secondary institutions, as well as in the workplace. It was evident the need for students and school personnel to use a wider range of media and information resources to support the school's educational programs which supported the Improvement Priority for Indicator 4.4.

Accordingly, the External Review Team developed Improvement Priorities consistent with these findings. These Improvement Priorities focus on establishing a comprehensive school-wide assessment system to systematically collect and analyze a range of data sources on student learning and organizational effectiveness, developing and implementing a rigorous, continuous program of professional learning for all staff that emphasize 21st century classroom instruction and training regarding the use of technology and student performance data to curriculum review and classroom strategies.

The external review team found an impressive link between the Powerful Practices, Opportunities for Improvement, Improvement Priorities, and the eleot™ results. Discussions with stakeholders, and the review of a plethora of artifacts, further supported the team's deliberations. The overall summaries that followed the learning environment observations were lock-step with eleot™ as well.

eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.24	Has differentiated learning opportunities and activities that meet her/his needs	16.33%	23.47%	28.57%	31.63%
2.	3.10	Has equal access to classroom discussions, activities, resources, technology, and support	35.71%	42.86%	17.35%	4.08%
3.	3.15	Knows that rules and consequences are fair, clear, and consistently applied	43.88%	33.67%	16.33%	6.12%
4.	2.28	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	22.45%	18.37%	23.47%	35.71%

Overall rating on a 4 point scale: 2.69

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.09	Knows and strives to meet the high expectations established by the teacher	33.67%	43.88%	20.41%	2.04%
2.	3.13	Is tasked with activities and learning that are challenging but attainable	34.69%	45.92%	17.35%	2.04%
3.	2.46	Is provided exemplars of high quality work	16.33%	31.63%	33.67%	18.37%
4.	2.96	Is engaged in rigorous coursework, discussions, and/or tasks	27.55%	47.96%	17.35%	7.14%
5.	2.60	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	21.43%	33.67%	28.57%	16.33%

Overall rating on a 4 point scale: 2.85

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.28	Demonstrates or expresses that learning experiences are positive	38.78%	51.02%	9.18%	1.02%
2.	3.34	Demonstrates positive attitude about the classroom and learning	45.92%	43.88%	8.16%	2.04%
3.	3.28	Takes risks in learning (without fear of negative feedback)	42.86%	44.90%	9.18%	3.06%
4.	3.32	Is provided support and assistance to understand content and accomplish tasks	50.00%	32.65%	16.33%	1.02%
5.	2.89	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	36.73%	24.49%	29.59%	9.18%

Overall rating on a 4 point scale: 3.22

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.14	Has several opportunities to engage in discussions with teacher and other students	41.84%	39.80%	9.18%	9.18%
2.	2.71	Makes connections from content to real-life experiences	32.65%	27.55%	18.37%	21.43%
3.	3.31	Is actively engaged in the learning activities	51.02%	30.61%	16.33%	2.04%

Overall rating on a 4 point scale: 3.05

E. Progress Monitoring and Feedback			%			
Item	**Average**	**Description**	**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	2.96	Is asked and/or quizzed about individual progress/learning	28.57%	44.90%	20.41%	6.12%
2.	3.07	Responds to teacher feedback to improve understanding	34.69%	42.86%	17.35%	5.10%
3.	3.12	Demonstrates or verbalizes understanding of the lesson/content	33.67%	47.96%	15.31%	3.06%
4.	2.95	Understands how her/his work is assessed	32.65%	36.73%	23.47%	7.14%
5.	3.02	Has opportunities to revise/improve work based on feedback	33.67%	39.80%	21.43%	5.10%
Overall rating on a 4 point scale: 3.02						

F. Well-Managed Learning			%			
Item	**Average**	**Description**	**Very Evident**	**Evident**	**Somewhat Evident**	**Not Observed**
1.	3.56	Speaks and interacts respectfully with teacher(s) and peers	64.29%	27.55%	8.16%	0.00%
2.	3.41	Follows classroom rules and works well with others	58.16%	26.53%	13.27%	2.04%
3.	3.32	Transitions smoothly and efficiently to activities	56.12%	23.47%	16.33%	4.08%
4.	3.08	Collaborates with other students during student-centered activities	44.90%	30.61%	12.24%	12.24%
5.	3.42	Knows classroom routines, behavioral expectations and consequences	58.16%	27.55%	12.24%	2.04%
Overall rating on a 4 point scale: 3.36						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.46	Uses digital tools/technology to gather, evaluate, and/or use information for learning	4.08%	8.16%	17.35%	70.41%
2.	1.45	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	5.10%	6.12%	17.35%	71.43%
3.	1.34	Uses digital tools/technology to communicate and work collaboratively for learning	3.06%	4.08%	16.33%	76.53%
Overall rating on a 4 point scale: 1.41						

Findings

Improvement Priority

Design and implement a clearly defined, comprehensive, and documented school-wide assessment system to systematically collect and analyze a range of data sources on student learning, instruction, program evaluation, and organizational conditions.

(Indicator 5.1)

Evidence and Rationale

Al Dhafra Private School uses a variety of assessment tools to support quality in health and safety, operations, and student learning across the four main divisions: Kindergarten, Primary, Middle School, and High School. The indicators measure the anticipated levels of student performance (pre-test) as well as the actual performance (assessments and report cards) in conjunction with external exams for grades 9-12, such as the Measures of Academic Progress (MAP), Scholastic Assessment Test (SAT), and International General Certificate of Secondary Education (IGCSE) to address the American and British curriculum, respectively.

While review of assessments indicates a solid range of normative and formative instruments, norm referenced, standardized achievement tests are not currently used across grade levels and subject areas. The selection and administration of standardized testing instruments across grade levels will strengthen the school's ability to realize the goals of the strategic improvement plan, by yielding data relative to progress toward school-wide goals and priorities. The system provides a limited degree of consistent measurement across classrooms and courses. The team was able to find only minimal evidence of data sources to include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. Interviews with faculty and data analysis personnel indicated that they are at the initial stages of implementing a comprehensive assessment system that produces data from multiple assessment measures to enhance the validity and reliability of their results.

Establishing a comprehensive school wide student assessment system which is based on standardized criteria that addresses the academic needs of the students in a school continuum from grades K - 12 is a priority for Al Dhafra School. The assessment system should be aligned and re-aligned to the curriculum and instruction based on "reliable" data from student learning. Implementing a criterion-based and/or norm-based assessment system will help students and faculty to focus on data-driven pedagogy. Reliable student assessment systems also allow schools to compare how students are progressing in comparison to other students beyond the scope of the school. Schools that embrace a systematic program of data analysis and usage build successful improvement plans that are centered on success for every child.

Improvement Priority

Develop community support through enlisting and engaging families in meaningful ways in their children's education.
(Indicator 3.8)

Evidence and Rationale

During the interviews with parents and students, the External Review Team noticed that the families were not aware, or satisfied with the engagement process that the school is providing to ensure that communication is adequate. During the investigation of the artifacts, the team found little or no formalized policies had been made available to families in an effort to inform them of their students' teaching and learning progress. When interviewing administrators, confirmation was made that no formal documented communication was in place to provide student achievement data or school progress data to all stakeholders.

The Leadership Team presented information in the accreditation report that families had multiple ways of staying informed about their children's learning programs; however, the External Review Team established, from information shared in interviews, that parents are not fully aware, comfortable, or satisfied with the reporting of their children's learning achievements. Currently, an efficient and effective school and campus management system which facilitates institutional effectiveness, strategic planning, and learning outcomes assessment processes for the school, is not in place. An effective system enables communication in real time across all stakeholders.

Research suggests that the development of positive interaction with students depends on how well schools, communicate with their families. Creating innovative plans for multiple opportunities to include parents in the life of the school ensures their support for the ongoing learning process leading to the increase in student progress.

Improvement Priority

Formalize and document a formal process whereby each student is known by at least one adult advocate who supports and nurtures student's educational experience.
(Indicator 3.9)

Evidence and Rationale

The External Review Team found minimal evidence of a formal program that ensured every student had an adult advocate at school. Students revealed in interviews that seeking and securing an adult advocate was left to chance rather than design for most students. Every student, regardless of the perceived level of success, must have access to a predetermined adult advocate. Having at least one adult advocate at school can have a dramatic, positive impact on student success at school.

Providing every student in every school with a specified adult advocate is critical to ensuring that educators are aware of the needs of every student so that the appropriate support, guidance, and assistance is available.

Improvement Priority

Refine, implement, and evaluate a rigorous, continuous program of professional learning for all staff with the skills in the systematic analysis and use of data to design, implement, and evaluate continuous improvement, that impacts student learning, instruction, program effectiveness, and organizational conditions.
(Indicator 5.2, Indicator 5.3, Indicator 5.4)

Evidence and Rationale

Following extensive interviews with the leadership team and teacher groups along with a thorough review of the self-assessment report and evidence files, the External Review Team verified the school's finding that most teachers lack systematic training in data analysis and use. Although the Team found evidence of data utilization in areas, such as the revision of curriculum documentation and development of teacher professional growth plans, the overall documentation and presentation of available data sets suggest a lack of sophisticated analysis and in-depth understanding of comprehensive data in order to identify target goals, generate improvement efforts, and gauge the impact of intervention plans.

A focused training program for professional and support staff in the analysis and use of data allows a school to leverage its capacity for improving student learning, school programs, and organizational effectiveness. Through the development of an in-depth understanding of how to analyze and evaluate student performance results, administrators and teachers gain the needed expertise for improving instruction along with the organizational conditions that best support the learning program. Data driven analysis, especially in the classrooms of today, is vital in providing information that informs instruction. Differentiated learning, challenging teaching practices, and improved student results rest on the ability of all staff to understand and use data related to student outcome. A robust training system also provides the school staff with the ability to monitor and adjust intervention plans, as well as evaluate the success of improvement efforts.

Leadership Capacity

The capacity of leadership to ensure an institution's progress towards its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its institutional 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 enact strategies to improve results of student learning.

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that "in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement" and that "lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce."

AdvancED has found through its evaluation of best practices in more than 32,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning that are aligned with the institutions' vision and supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of educational institution leadership research, Leithwood and Sun (2012) found that leaders (school and governing boards/authority) can significantly "influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and their practices that strengthen school culture and foster collaboration within the organization." With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their communities to attain continuous improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow institutional leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED's experience, gained through evaluation of best practices, has indicated that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Standard 1 - Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Indicator	Description	Review Team Score	AdvancED Network Average
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	2.88	2.75
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	3.00	3.04
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	2.00	2.61

Standard 2 - Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Indicator	Description	Review Team Score	AdvancED Network Average
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	3.62	2.98
2.2	The governing body operates responsibly and functions effectively.	3.00	2.96
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	3.00	3.18
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	3.00	3.13
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	3.00	2.82
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	2.75	2.82

Stakeholder Feedback Diagnostic

Stakeholder Feedback is the third of three primary areas of evaluation in AdvancED's Performance Accreditation model. The AdvancED surveys (student, parent, and teacher) are directly correlated to the AdvancED Standards and indicators. They provide not only direct information about stakeholder satisfaction but also become a source of data for triangulation by the External Review Team as it evaluates indicators.

Institutions are asked to collect and analyze stakeholder feedback data, then submit the data and the analyses to the External Review Team for review. The External Review Team evaluates the quality of the administration of the surveys by institution, survey results, and the degree to which the institution analyzed and acted on the results.

Evaluative Criteria	Review Team Score	AdvancED Network Average
Questionnaire Administration	4.00	
Stakeholder Feedback Results and Analysis	3.00	

Findings

Powerful Practice

Al Dhafra Private School enjoys the strong and unwavering support of the governing board, which is committed to the realization of the goals and values expressed in the combined mission and vision.
(Indicator 2.1, Indicator 2.3)

Evidence and Rationale

The External Review Team found a high degree of trust from the school's governing board in the leadership of the school. The board has given the administration the autonomy to conduct the day to day operations as well as carry on all responsibilities and obligations that serve the overall welfare of the school. The governing board has established policies and procedures to ensure effective administration of the school and has provided adequate resources.

The support by the board was evident through the wonderful family spirit spread around the school. Multiple evidences were presented to the team where committed staff members aimed to fulfill all identified school goals. The school's leadership was keen to direct their school priorities towards complying to "self-disciplined and independent life-long learners" as stated in their vision. The adoption of the motto "No Boundaries to Learning" has lead the school towards the accommodation of individual learning styles so that all students may experience success.

Resource Utilization

The use and distribution of resources must be aligned and supportive of the needs of an institution and the students served. Institutions must ensure that resources are aligned with the stated mission and are distributed equitably so that the needs of students are adequately and effectively addressed. The utilization of resources includes an examination of the allocation and use of resources, the equity of resource distribution to need, the ability of the institution to ensure appropriate levels of funding and sustainability of resources, as well as evidence of long-range capital and resource planning effectiveness.

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, D., Rudo, Z., Schneider, C., & Smith-Hansen, L., 2003) "demonstrated a strong relationship between resources and student success... both the level of resources and their explicit allocation seem to affect educational outcomes."

AdvancED has found through its own evaluation of best practices in the more than 32,000 institutions in the AdvancED Network that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The institution employs and allocates staff members who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff members to improve their effectiveness and ensures compliance with applicable governmental regulations.

Standard 4 - Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Indicator	Description	Review Team Score	AdvancED Network Average
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	3.75	2.95
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	3.00	3.00
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	3.62	3.11
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	2.12	2.83
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	3.75	2.56

Indicator	Description	Review Team Score	AdvancED Network Average
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	2.25	2.89
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	2.75	2.80

Findings

Improvement Priority

Utilize a range of technology, media, and information resources that are specifically designed to support and enrich teaching and student learning for the 21st century.

(Indicator 4.4)

Evidence and Rationale

The Effective Learning Environments Observation Tool (eleot™), used during External Review Team observations in 98 classrooms, recognized the Digital Learning Environment as the lowest in terms of ratings (1.41). It quantifies the extent to which students are using digital tools for learning. The External Review team found minimal evidence of technology being used by students in grades Pre-K-12 of the 98 observed classrooms. While the school has an impressive technology infrastructure, access by students to this technology is limited and restricted. The staff, stakeholder, and student interviews and classroom visits revealed the need to use digital tools to help ensure the students have the learning tools to address 21st century skills. The more that K–12 teachers use technology as an instructional tool, the more they recognize and value its strong positive effects on student learning and engagement, and its connection to 21st century skills.

It was also observed that the library/information center partially meets the learning needs of the students. The explosion of information accessible to students increases the need for them to be discernible consumers and producers. The library provides limited access to both primary and secondary sources of information, to the visual and the verbal, to fiction, non-fiction, and all shades in between. Al Dhafra is at the beginning stages of balancing their collections with electronic books. The decision of whether to pursue a more traditional approach by focusing on hard copies of books, references, periodicals, newspapers, artifacts, or an approach focused on electronic books, data bases, online sources or some combination of both is for the school to make. The goal is for all students and school personnel to have access to an exceptional collection of media and informational resources with qualified personnel available to give them the tools of finding and retrieving information that meets the needs of the educational program.

A school that provides technology, media, and information resources aligned to a long-term systemic plan will ensure the infrastructure and materials needed for effective instruction and achievement in the 21st Century learning.

Powerful Practice

The school has implemented a robust technology infrastructure that meets the teaching-learning and operational needs of the school and stakeholders.
(Indicator 4.5)

Evidence and Rationale

The External Review Team examined the school premises (especially classrooms, computer labs, library, teacher rooms and administration offices), examined artifacts, and conducted extensive interviews with multiple stakeholders, to validate that Al Dhafra Private School has an impressive and robust technology infrastructure. All classrooms are equipped with data shows and/or SMART Boards and sound systems. Moreover, the Wi-Fi network covered all the school buildings. A cabinet of 30 iPads are available for the students use in the library.

In addition to a network hub, the school's four computer labs are fully equipped with a minimum of 30 desktop computers in each in addition to a network hub. KG students have access to Leap Pad tablets. The school has qualified staff to support and maintain the infrastructure. While the immediate impact of this effort has contributed to teacher-centered lecture, the team found limited use of technology in the classrooms by students which prompted an Improvement Priority for Indicator 4.4. Modern technology infrastructure capabilities provide the necessary services to address 21st century needs.

Powerful Practice

The school recruited and funded qualified staff required to fulfill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement.
(Indicator 4.1)

Evidence and Rationale

While touring the school campus, the External Review Team observed that there were a sufficient number of staff members, especially in classrooms, where most teachers were accompanied by an assistant and every section had a supervisor in the corridor, as well. The school's academic departments have enough qualified personnel to ensure that the instructional activities can be fulfilled and aligned to the school's vision and mission.

A staff member is assigned a morning duty of supervising the bus children as they get off the bus. Also, students were escorted from the buses all the way to their classrooms by assistants. All school gates were monitored by security guards who performed the proper checks at the gates as per the school policy for admitting strangers to school. Three registered nurses available in the three clinics around the school attend to the health needs of students. A sufficient number of janitors are in place to ensure that the school premises are always kept clean and in good condition.
A school must have a sufficient number of qualified professional and support staff to fulfill the roles and responsibilities necessary to achieve the school's purpose, direction, and educational program.

Conclusion

The team found several themes that emerged as they reviewed the school with respect to the Index of Educational Quality™ (IEQ™). The three domains contained in the IEQ score provided the framework for diagnosing and revealing institutional performance through AdvancED Accreditation. Leadership Capacity (Standards 1 and 2); Teaching and Learning Impact (Standards 3 and 5); and Resource Utilization (Standard 4) combined to provide themes that were directly related to student success and organizational effectiveness. Each index area provided a well-documented and detailed compilation of artifacts and evidence that allowed for themes to emerge. Each IEQ domain, however, provided some distinct themes that arose from individual indicators as well.

There is no question that the "major theme" that captures the essence of Al Dhafra Private School is " a school culture with a sense of spirit thrive". The school is a community deeply committed to shared values and positive learning environments that reflect its mission and vision statements. This theme manifested itself in many ways over the course of the visit. All stakeholders interviewed expressed a clear understanding of the school's mission and vision, and therefore, of their role within the school. Teachers, in particular, expressed overwhelming support for Al Dhafra Private School and what it is trying to accomplish. Classrooms observed confirmed that teachers are consistently encouraging students to concentrate and do their best. And most importantly, all students interviewed were most complimentary of how school staff interacts with them. Parents and students unanimously report feeling safe, cared for, and supported.

Governance and Leadership provided the framework for a Powerful Practice (2.1, 2.3). Al Dhafra Private School enjoys the strong and unwavering support of the governing board, which is committed to the realization of the goals and values. The team found administration and leadership staff, for the most part, desiring to operate in accordance with the best interests of the children. The Board has invested resources to support curriculum and instruction, and have created a committed school community. Leaders and staff always attempted to align their decisions and actions toward student learning, and embraced a notion of "family" and collaboration with stakeholders. One parent stated, "This school contributes something significant to my son's life." Sustaining and nurturing these elements for the next several years will result in even greater success for Al Dhafra students.

Over the past three years, the school has focused on establishing systems, processes, and procedures in a number of important areas including teacher and staff evaluation, curriculum and instruction, data use for instructional improvement and student achievement, and professional development. Although at the initial stages of implementation, the school is focused on student success and the climate that permeates the entire school community is supportive, and caring. This is largely due to the School Leadership Team's skills, persistence and commitment. The evidence, such as meeting minutes, training program rosters, and school improvement plan provided by the school in addition to interviews and observations conducted by the External Review Team, supports this assertion.

The development and implementation of a clearly defined, comprehensive, and documented school-wide assessment system to collect and analyze a range of data sources is a priority and highly needed to outline

the school's direction and action priorities. Currently, existing gaps between what's outlined in the written curriculum, what/how gets taught, and what gets tested reflects the team's Improvement Priorities for Indicator 5.1. No evidence was provided to suggest that a system is in place to address the alignment and the use of data to impact student learning, instruction, program evaluation, and organizational conditions from grades K-12. With the creation of a formal system, student achievement and formal instruction should increase.

The team reviewed and read through many artifacts with respect to professional development in the systematic analysis and use of data to design, implement, and evaluate continuous improvement. Professional development has been provided in some of areas but improvement in the periodic review of curriculum documents, alignment of instructional strategies, and classroom assessments, and formative use of a wider range of student data is clearly needed for all staff. Thus, professional development in the use of data is a priority, including what additional types of data should be gathered. Modeling on data's use to inform instruction will greatly impact the nature of the school's classroom's learning environment. It also promotes better communication and collaboration among teachers, helping them understand how their instructional decisions contribute to students' overall learning. Subsequently, an Improvement Priority for Indicators 5.2, 5.3, 5.4 was issued to refine and implement a comprehensive process for professional development .

A Powerful Practice for Indicator 4.1 (Resource Utilization) was identified by the team. Al Dhafra has an extraordinary commitment to recruit and fund qualified staff to support the school purpose, educational programs, and continuous improvement. During interviews, all stakeholders expressed high levels of satisfaction on how the school maintains a safe and healthy environment conducive to learning.

A Powerful Practice was issued for Indicator 4.5. The school is to be commended for having a "robust" "state of the art" technology infrastructure. Campus Wi-Fi, SMARTboards, and computers are evident throughout all buildings and classrooms. While the immediate impact of this effort has contributed to teacher-centered lecture, the team found limited student use of technology in the classrooms. Similarly, the lowest score in eleot™ appeared in the use by students of digital tools/technology to conduct research, solve problems, create original works, and/or to gather, evaluate, and use information for learning (1.88). An Improvement Priority was identified for Indicator 4.6. Al Dhafra Private School needs to pave the way for every student to be engaged using technology tools and digital resources. This is one example of how the school is poised to raise itself to even higher levels of quality toward which it is striving.

The External Review Team's recommendations in the form of Powerful Practices, Improvement Priorities, and Opportunities for Improvement serve as a roadmap and foundation upon which strategic and school improvement planning can be built.

The team further reminds the school that there are moments to celebrate school accomplishments as a community as well as necessary times to reflect, review, and respond to the content of this report. With a genuine commitment to school improvement, teaching, and learning, the students at Al Dhafra Private School will continue to achieve at higher levels of success and be better poised to fully reach the mission, vision, values, and beliefs of the school.

Al Dhafra is encouraged to utilize the resources available through AdvancED (www.advanc-ed.org) to help accomplish this and to also help carry out the actions defined in this report. The External Review Team further suggests that practices and protocols available for this review become part of the regular, ongoing, and systemic school improvement process with appropriate stakeholder feedback and involvement.

Improvement Priorities

The institution should use the findings from this review to guide the continuous improvement process. The institution must address the Improvement Priorities listed below:

- Design and implement a clearly defined, comprehensive, and documented school-wide assessment system to systematically collect and analyze a range of data sources on student learning, instruction, program evaluation, and organizational conditions.
- Develop community support through enlisting and engaging families in meaningful ways in their children's education.
- Formalize and document a formal process whereby each student is known by at least one adult advocate who supports and nurtures student's educational experience.
- Refine, implement, and evaluate a rigorous, continuous program of professional learning for all staff with the skills in the systematic analysis and use of data to design, implement, and evaluate continuous improvement, that impacts student learning, instruction, program effectiveness, and organizational conditions.
- Utilize a range of technology, media, and information resources that are specifically designed to support and enrich teaching and student learning for the 21st century.

Accreditation Recommendation

Index of Education Quality

The Index of Education Quality (IEQ™) provides a holistic measure of overall performance based on a comprehensive set of indicators and evaluative criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus.

The IEQ™ comprises three domains: 1) the impact of teaching and learning on student performance; 2) the leadership capacity to govern; and 3) the use of resources and data to support and optimize learning.

The overall and domain scores can range from 100-400. The domain scores are derived from: the AdvancED Standards and indicators ratings; results of the Analysis of Student Performance; and data from Stakeholder Feedback Surveys (students, parents, and staff).

	External Review IEQ Score	AdvancED Network Average
Overall Score	269.87	282.79
Teaching and Learning Impact	241.67	274.14
Leadership Capacity	302.27	296.08
Resource Utilization	303.57	286.32

The IEQ™ results include information about how the institution is performing compared to expected criteria as well as to other institutions in the AdvancED Network. The institution should use the information in this report, including the corresponding performance rubrics, to identify specific areas of improvement.

Consequently, the External Review Team recommends to the AdvancED Accreditation Commission that the institution earn the distinction of accreditation for a five-year term. AdvancED will review the results of the External Review to make a final determination including the appropriate next steps for the institution in response to these findings.

Addenda

Team Roster

Member	Brief Biography
Dr. Maria I Ojeda	Maria I. Ojeda is Full Professor at the College of Education, University of Puerto Rico-RiÂ-o Piedras Campus. She holds a Bachelor degree in Secondary Education from the University of Puerto Rico, a Master of Science in Motor Learning from Virginia Tech University and, a PhD in Curriculum and Instruction from the University of New Mexico. Dr. Ojeda is the Director for the AdvancED Office in Puerto Rico and has been an educator for over 20 years, serving as both as an elementary and secondary teacher; a director at the University of Puerto Rico Laboratory Elementary School; Associate Dean of Academics for the University of Puerto Rico; Assistant to the Chancellor at the University of Puerto Rico-Rio Piedras; and, served as a consultant for private and public schools in Curriculum and Instruction in Elementary Education. Dr. Ojeda has published three books and many articles about perceptual-motor development. Her latest book: Ninos en Movimiento: Educando el movimiento de la ninez, is used as a university textbook in Puerto Rico, Dominican Republic, Guatemala and Peru. Dr. Ojeda is a frequent speaker in many Latin-American countries. Ojeda s topics include: Child development, perceptual-motor development, active learning, play, curricular planning and decision-making, alternative assessment and data-driven instruction.
Dr. Billy K Floyd	Billy K. Floyd, Ed.D. Southeast Regional Vice President, USA Billy K. Floyd currently serves as the AdvancED Southeast Regional Vice President and is responsible for providing support and professional services to the schools and districts in the seven Southeast States as well as Puerto Rico. He presently serves on the AdvancED International Council as the Past President. He has worked with international schools for the past ten years serving as the Lead Evaluator for many schools in Latin America, the Mid-East, and Europe. His prior professional experiences includes serving as the AdvancED State Director of SC, Director of District Services for the SC School Boards Association, 23 years as a School Superintendent in SC, and School Administrator at the District/Secondary/Elementary levels. Dr. Floyd acquired his Doctorate in Educational Administration and Supervision from The University of South Carolina, Ed.S in Educational Administration from The University of South Carolina, M.Ed in Supervision from Georgia Southern University and his BA degree in Mathematics from Newberry College in Newberry, SC.

Member	Brief Biography
Dr. Barbara D Johnson	Dr. Johnson has served in a multitude of positions in education for over 40 years. She has taught from pre-school through university level during her career as an educator. Her degrees from Miami University (B.S.), Portland State University (M.S.), and University of Central Florida (Ed.D.) provided the educational qualifications for her positions as a teacher, professor, elementary principal, high school principal, and director of instruction and staff development for kindergarten through high school teachers. Her positions have been in both public and private schools, which have enabled her to understand the characteristics unique to both types of institutions. In addition to her school roles Dr. Johnson has served as President of Central Florida Association of Nonpublic Schools and as a director in Florida Association of Academic Nonpublic Schools. Because her passion is to guide, coach, and encourage teachers toward higher levels of expertise, Dr. Johnson's focus across the years has been on effective classroom teaching. She has led professional development workshops, served as the Director of New Teacher Institutes, and presented at AdvancED Global Conferences. As a Lead Evaluator for AdvancED, she has led state, corporation, and international External Review teams. Along with her Lead Evaluator responsibilities, Dr. Johnson is an independent education consultant for Teaching Learning Link.
Mr. Mouhannad S. Aboulhoda	Mouhannad AboulHoda is an eminent professional, educationist and nationalist. Mouhannad received his B.E. Degree from American University of Beirut 1994 and is currently a successful educationist running an American (accredited) high school in Sharjah City, UAE. Since 1996, he has served in the capacity of Vice President and Academic Advisor of Dawha School. He is also member of Advisory Board or Professional Executive Team. He has executed his duties as the Head of Educational Programs Team to design, develop and deliver the School Programs, produced resources (including e-learning) and played a pivotal part in the development and delivery of new educational initiatives. A very popular figure in the vicinity and adored by students, parents and teachers, Mouhannad is a strong advocate and involves his colleagues and students in a variety of community service, problem-solving, and technology-infused activities that provide them with opportunities to use their Academic and cultural skills to help others. His professional interests focus on communicative approaches to thematic strategic planning, Cooperative and Collaborative–Learner Centric Education. He was recently honored with the 'Super Staff Award' for his contributions to the community, education and Dawha School's in particular. In order to educate the young generation in the present scenario, the education providers–(Leaders) should also be regularly updated, trained and motivated. Only then there is a possibility to convert the young generation into responsible, confident and future leaders of the country. Mouhannad is trained and qualified for educational counseling/mentoring system in his educational institution.
Ms. Teresa Lee Atwa	Teresa Atwa is an Educational Consultant and Adjunct Professor for Acacia University. She holds a Masters of Arts degree in Secondary Education from Acacia University and is currently taking post-graduate classes in Educational Leadership. She has also held multiple positions in the educational field as a teacher, principal, and administrator. Ms. Atwa provides professional development and educational support in Egypt and other countries. She advocates the importance of professional development empowering other teachers and administrators to continue to grow and learn by sharing her knowledge and experience of learning communities.
Mrs. Josephine H Barrimo	Josephine is a School Director at St. John American School. Since August 2004 she started her career as Executive Assistant for six years, General Deputy for two years, and was promoted to the post of School Director in February 2011. She holds her university degree in Business, a professtional educator's diploma specialized in Educational Leadership, and currently undergoing her MBA in Leadership. She served on several AdvancED visits in Cairo, Alexandria, Dubai and Lebanon. Josephine's favorite quote is "Do not give up. In due season the seeds you have planted will reap an amazing harvest."--Thema Davis

Member	Brief Biography
Mrs. Dina Hussein Elsaadi	I earned my Master Degree in Educational leadership and management,my B.S in Biochemistry ,my Current Study is doctorate in International Education. I am currently a Project Coordinator in the Ministry of Education of United Arab Emirates for Pearson Leadership Project in UAE, Certified in Preparing and Training of professional Trainers.Accredited member of the Professional Training Academy.Certified by CGC in "Developing Skills of Trainers.Certified by Gulf Board for Human Development as TOT,Approved By KHDA,Certified by Jordan Quality Management JAQM) for ISO 9001 requirements,Specialist of TQM in Educational Systems.Certified member in ATS for quality assurance management in educational systems in GCC. Recognized by CIS/NEASC as a visiting team member (inspector). Team member in External Review Visits by AdvancED (CITA,NCA and NWAC) since 2006-2007.I used to work as a principal,vice principal ,Senior Academic Consultant And Head of Academic Department.I served as a Member and Quality specialist in Quality and Accreditation department in Arab Open University (AOU)(QAAA accreditation.) I used to share in British Council trainings and workshops as an International Coordinator . I used to work for a quite long time as an Educator and as Head of Science Department (International Curricula),American Diploma ,"IGCSE curriculum," Teaching (Physics,Chemistry ,Biology and General sciences)
Mrs. Amal G Shahine	She is a Lebanese lady who is born to be in the education field. She graduated from the American University of Beirut with a Bachelor of Science (Biology major) and a teaching diploma. Straight after graduation, She joined Abu Dhabi International School in the United Arab Emirates as a Science teacher. She stayed in the same school for 15 years where she gradually became a High school Biology teacher, a Science coordinator and finally a High School Principal. Later on, she was appointed as the School Principal for Horizon Private School which was going to open in September 2008 in Abu Dhabi. She is now in the same post for the seventh year.
Mrs. Marwa Younes	Marwa is working at Al Hekma International School, in Qatar, as the Academic Director. Marwa also served as a math and science coordinator, as well as a classroom teacher in the UAE, Qatar and Lebanon. Marwa graduated from Lebanon, with a bachelor's degree in science (focus on physics). She is also focusing on the professional development domain, and working on improving it. Marwa has taken many courses and workshops in that domain. She was a member of the AdvancED Global Conference team, as a presenter in 2012, in Egypt and Dubai.

Next Steps

1. Review and discuss the findings from this report with stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the Powerful Practices section to maximize their impact on the institution.
3. Consider the Opportunities for Improvement identified throughout the report that are provided by the team in the spirit of continuous improvement and the institution's commitment to improving its capacity to improve student learning.
4. Develop action plans to address the Improvement Priorities identified by the team. Include methods for monitoring progress toward addressing the Improvement Priorities.
5. Use the report to guide and strengthen the institution's efforts to improve student performance and system effectiveness.
6. Following the External Review, submit the Accreditation Progress Report detailing progress made toward addressing the Improvement Priorities. Institutions are required to respond to all Improvement Priorities. The report will be reviewed at the appropriate state, national, and/or international levels to monitor and ensure that the system has implemented the necessary actions to address the Improvement Priorities. The accreditation status will be reviewed and acted upon based on the responses to the Improvement Priorities and the resulting improvement.
7. Continue to meet the AdvancED Standards, submit required reports, engage in continuous improvement, and document results.

About AdvancED

AdvancED is the world leader in providing improvement and accreditation services to education providers of all types in their pursuit of excellence in serving students. AdvancED serves as a trusted partner to more than 32,000 public and private schools and school systems – enrolling more than 20 million students - across the United States and 70 countries.

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, and the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (NWAC) that was founded in 1917 became part of AdvancED.

Today, NCA CASI, NWAC and SACS CASI serve as accreditation divisions of AdvancED. The Accreditation Divisions of AdvancED share research-based quality standards that cross school system, state, regional, national, and international boundaries. Accompanying these standards is a unified and consistent process designed to engage educational institutions in continuous improvement.

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