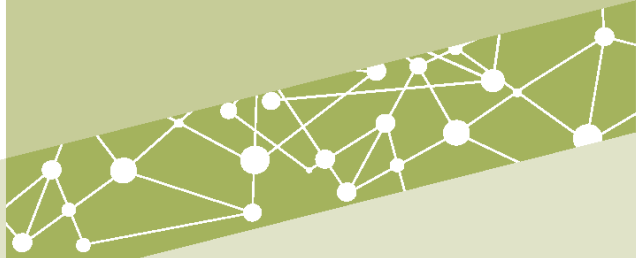**March 16-21, 2018**

AdvancED®
Engagement
Review Report

AdvancED®

AdvancED® Performance Accreditation

Creativity Private School
#214 Road 907-Block 309
Salmaniya, Bahrain

Table of Contents

Introduction

AdvancED 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 AdvancED 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 AdvancED 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. AdvancED 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 that helps to focus and guide each institution's improvement journey. Valuable evidence and information from other stakeholders, including students, also is obtained through interviews, surveys and additional activities.

As a part of the Engagement Review, stakeholders were interviewed by members of the Engagement Review Team to gain their perspectives on topics relevant to the institution's learning environment and organizational effectiveness. The feedback gained through the stakeholder interviews was considered with other evidences and data to support the findings of the Engagement Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.

Stakeholder Groups	Number
School Board	5
Leaders	10
Teachers	17
Students	18
Parents	10
Total	**110**

Once all of the information is compiled and reviewed, the team develops the Engagement Review Report and presents preliminary results to the institution. Results from the Engagement Review are reported in four ratings represented by colors. These ratings provide guidance and insight into an institution's continuous improvement efforts as described below:

Color	Rating	Description
Red	Needs Improvement	Identifies key areas that need more focused improvement efforts
Yellow	Emerging	Represents areas to enhance and extend current improvement efforts
Green	Meets Expectations	Pinpoints quality practices that meet the Standards
Blue	Exceeds Expectations	Demonstrates noteworthy practices producing clear results that exceed expectations

AdvancED Continuous Improvement System

The AdvancED 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. AdvancED 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. AdvancED identifies three important components of a continuous improvement process and provides feedback on the components of the journey using a rubric that identifies the three areas to guide the improvement journey. The areas are as follows:

Commitment to Continuous Improvement	Rating
The institution has collected sufficient and quality data to identify school improvement needs.	Exceeds Expectations
Implications from the analysis of data have been identified and used for the development of key strategic goals.	Meets Expectations
The institution demonstrates the capacity to implement their continuous improvement journey.	Meets Expectations

Continuous Improvement Journey Narrative

Creativity Private School was established in 2007 as a Bahraini National private school. In 2013, the school expanded to a second location to accommodate the demand for increased enrollment, expanding from K-9 to K-12, organized on two different sites: A K-5 site and a separate 6-12 site. The expansion was based on the need to continuously improve the instructional program with facilities that offer expanded learning opportunities. The expanded opportunities at the 6-12 location were observed to be an extensive series of curricular programs that broaden opportunities for learners. The school has a waiting list for new enrollees, which has been identified by the community and nation as one of the highest achieving schools in Bahrain. Currently, students must enter at kindergarten to be able to attend continuously through the high school program. Exceptions are granted for enrollment of new students coming into the country as Arabic students. As a private school the mission is: "To provide students with high quality educational services, through applying best pedagogical practices, to bring up generation that would elevate Kingdom of Bahrain and make it outshining among other nations." This overall goal of high quality services also demands the use of the "best pedagogical practices which serve as the ultimate tool of the continuous improvement journey."

In reviewing the School Quality Factors, the team recognized several statements that serve as indicators of current continuous improvement elements. The school has an intense focus on making sure teachers can employ effective learning strategies, methods and techniques to motivate and engage students. The use of the results of ministerial exams and formative and summative assessments is prevalent.

The Engagement Review Team reviewed the Accreditation Progress Report from 2015, examined documents, interviewed stakeholders, and observed the physical artifacts related to school improvement efforts.

The school developed a robust strategic plan with measurable goals action plans related to each goal. The plan features 5 specific goal areas, with 47 out of 49 strategies having been operationalized and evaluated. The process has produced a plethora of data with a primary focus on improving student performance. There is sufficient and quality data that have been collected and the school can define other parameters of performance especially in the programmatic and organizational effectiveness area to expand its continuous improvement efforts. The challenge of the continuous improvement journey is to look for expanded strategies to measure progress. Interviews with school administrators revealed an extensive professional development program focused on aligning the curriculum to the Common Core State Standards. At the same time, teachers have been provided extensive professional development in instructional strategies that can be reflected in the classroom observations using the

eleot scores, which appear to be substantial. The assessment program provides adequate measures of student performance. The strategic plan provides strategies, activities and timelines. While some of the statistical measures were not clearly defined, school leaders use a check off system to determine the status using two major criteria cited as "completed" or "on-going." School leaders were assigned the responsibilities for facilitating the accomplishment of the "activities" necessary to reach the stated goals and were required to track progress and determine the status of each of the 49 goal areas. The team found a need for more specificity in determining the status of goals.

Data are collected from multiple sources for use in ongoing decision-making, as well as for determining continuous improvement efforts. The Engagement Review Team examined data from internal student assessments, the eProve™ Effective Learning Environments Observation Tool® (eleot®), teacher evaluations, and AdvancED stakeholder surveys and inventories. The team reviewed graphed internal test data from 2015-2016.

Capacity to implement a continuous improvement process is related the abilities, skills and expertise of school leaders, teachers and faculties. The strategic plan is a road map that sets out the changes needed to improve the level of student achievement and shows how and when these changes will be made. The Engagement Review Team found the school had charted a course for continuous improvement efforts. The overview presentation, interviews with stakeholders and review of documents confirmed progress forward since the 2013 External Review. The collection and quality of data was reflective of the school's population and supported the school's purpose. Analyses of data from multiple sources provided some information for goal setting; further disaggregation and organization enabling identification of trends and patterns within the data had not yet been established. The school has the capacity potential; designation and utilization of the capacity is key to moving to the next level of implementation and determining that level will be a challenge. A review of current criteria of continuous improvement is a challenge because of the high level of performance by the current students.

AdvancED Standards Diagnostic Results

The AdvancED Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution's effectiveness based on Advance's Performance Standards. The diagnostic consists of three components built around each of the three Domains: **Leadership Capacity**, **Learning Capacity** and **Resource Capacity**. Point values are established within the diagnostic and a percentage of the points earned by the institution for each Standard is calculated from the point values for each Standard. Results are reported within four ranges identified by the colors representing Needs Improvement (Red), Emerging (Yellow), Meets Expectations (Green), Exceeds Expectations (Blue). The results for the three Domains are presented in the tables that follow.

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.	Emerging
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learners.	Exceeds Expectations
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Exceeds Expectations
1.4	The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.	Exceeds Expectations
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.	Emerging
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Meets Expectations
1.7	Leaders implement operational process and procedures to ensure organizational effectiveness in support of teaching and learning.	Exceeds Expectations
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.	Exceeds Expectations
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.	Meets Expectations
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Exceeds Expectations

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.	Emerging
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Meets Expectations
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	Exceeds Expectations
2.4	The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.	Meets Expectations
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Exceeds Expectations
2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.	Emerging
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.	Meets Expectations
2.8	The institution provides programs and services for learners' educational futures and career planning.	Exceeds Expectations
2.9	The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students.	Exceeds Expectations
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Exceeds Expectations
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Exceeds Expectations
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	Meets Expectations

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 that 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.	Meets Expectations
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Exceeds Expectations
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.	Meets Expectations
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction	Meets Expectations
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	Exceeds Expectations
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.	Meets Expectations
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.	Meets Expectations
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.	Exceeds Expectations

Effective Learning Environments Observation Tool® (eleot®) Results

The 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 AdvancED Standards. 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. Classroom observations are conducted for a minimum of 20 minutes. Results from eleot are reported on a scale of one to four based on the degree and quality of the engagement.

eleot® Observations	
Total Number of eleot® Observations	**35**
Environments	**Rating**
Equitable Learning Environment	**2.86**
Learners engage in differentiated learning opportunities and/or activities that meet their needs	1.89
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.74
Learners are treated in a fair, clear and consistent manner	3.77
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	2.06
High Expectations Environment	**3.02**
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	3.17
Learners engage in activities and learning that are challenging but attainable	3.14
Learners demonstrate and/or are able to describe high quality work	2.83
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	3.06
Learners take responsibility for and are self-directed in their learning	2.89
Supportive Learning Environment	**3.61**
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.66
Learners take risks in learning (without fear of negative feedback)	3.49
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.66
Learners demonstrate a congenial and supportive relationship with their teacher	3.66
Active Learning Environment	**3.08**
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	3.34
Learners make connections from content to real-life experiences	2.80
Learners are actively engaged in the learning activities	3.43
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.74
Progress Monitoring and Feedback Environment	**3.14**
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	3.20
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	3.37
Learners demonstrate and/or verbalize understanding of the lesson/content	3.37
Learners understand and/or are able to explain how their work is assessed	2.63

eleot® Observations	
Total Number of eleot® Observations	**35**
Environments	**Rating**
Well-Managed Learning Environment	**3.58**
Learners speak and interact respectfully with teacher(s) and each other	3.86
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.83
Learners transition smoothly and efficiently from one activity to another	3.09
Learners use class time purposefully with minimal wasted time or disruptions	3.54
Digital Learning Environment	**1.50**
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	1.60
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.46
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.46

eleot® Narrative

The Engagement Review Team evaluated the learning environments through observations in classrooms using the eleot® 2.0. The Team conducted 35 observations in all grade levels by observing at various times of the day and in various subjects. The 30 descriptors supporting the 7 constructs were compiled resulting in a rating for each environment.

During observations, the team found that students are involved, actively participate and are generally provided with the required resources and support to achieve a high standard of learning. Interview polls with students showed that they have a strong and open voice that is respected. Interview polls with parents also identify closely with the themes represented in the observations and represent a high degree of satisfaction while providing the prime reason for selecting the school for their children.

Worthy of mention is the trend identified through the three highest environment ratings: Active Learning Environment at 3.66, Supportive Learning Environment at 3.61 and Well-Managed Learning Environment at 3.58. The criteria determining these averages establish the climate of the classroom for learning; a well-managed, supportive atmosphere is setting the foundation for productive learning. Of importance to the continuous improvement of the school is consideration of the constructs receiving the lowest scores: Digital Learning Environment at 1.50 and Equitable Learning Environment at 2.86. All other environments, Progress Monitoring at 3.14 and, High Expectations at 3.02, represent substantial commitment for high degrees of student engagement.

It should be noted that while these two environments (Digital Learning Environment and Equitable Learning Environment) were the lowest scores, they are not substantial differences and should not be viewed as overwhelming deficiencies. They only represent areas of opportunity that focus on the continuous improvement process and create a need to reexamine and implement a differentiated learning strategy for individual students. While the lesson plan template provides a requirement to differentiate instructional delivery, the team found that this strategy was not implemented on a consistent basis. Though there were excellent examples of differentiated instruction occurring, it was not consistently observed. The area of opportunity focuses on the need to reexamine how the differentiated learning strategy can be adapted. The school is a high achieving environment and in many cases, there appears to be a lack of diversity among the high achieving students. The need to identify these differences in learning style will assist in improving this instructional approach. The school's rich and diverse educational staff and student body provide an opportunity to cultivate empathy/respect and appreciation for others.

The Active Learning Environment was the most consistently observed area with *"Learners actively engaged in the*

learning activities". The area where some attention should be paid is "Learners collaborate with their peers…". The Supportive Learning Environment was an area that was consistent in all aspects. There was a sense of community in all classrooms, learners were comfortable taking risks, they were supported by their teachers and demonstrated a congenial and supportive relationship with their teachers.

The Well-Managed Learning Environment also provided great insight into the quality of engagement, as it was apparent that learners spoke and interacted respectfully, followed classroom rules, transitioned smoothly from one activity to another and used class time purposefully. While the Progress Monitoring Environment revealed that learners monitored their learning progress at a high level, received and responded to teacher and peer feedback and verbalized understanding of lessons, there was a need to develop a strategy so that students understand how their work is assessed.

The High Expectation Environment and student interviews provided insight into an environment in which learners feel there are high expectations to learn and achieve. Parents also mentioned that the culture of the school is a prime reason for selecting the school. An area of improvement based on the scores is in higher order thinking skills and the ability to describe high quality work is an area that might receive some attention in the instructional delivery.

The Digital Learning Environment domain is not about the use of computer programs or teacher instruction using technology; instead the three sub-scores in this domain require students to use digital tools while engaged in meaningful, challenging learning tasks. Many schools in the AdvancED network struggle with incorporating appropriate student centric activities that promote the use of technology. However, AdvancED firmly believes that access, adequacy and equitable distribution of information and digital resources for schools and classrooms is critical for educators to prepare their students for success in this changing global society.

While teacher use of technology is apparent and observable, student use of technology to gather, evaluate and use information, conduct research, solve problems and collaborate was less apparent during classroom instruction. Student interviews did however provide insight into the use of social media for collaboration and sharing of information. There were examples of the use of specific apps during classroom collaborations and cooperative learning activities.

Findings

The chart below provides an overview of the institution ratings across the three Domains.
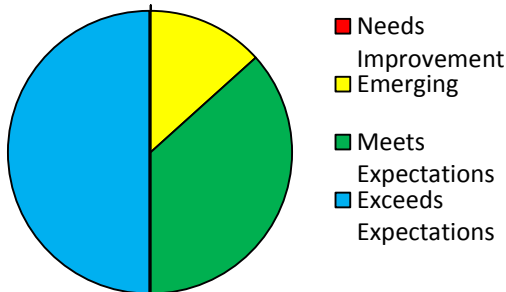
Rating	Number of Standards
Needs Improvement	0
Emerging	4
Meets Expectations	11
Exceeds Expectations	15

Legend:
- Needs Improvement
- Emerging
- Meets Expectations
- Exceeds Expectations

Powerful Practices

Powerful Practices reflect noteworthy observations and actions that have yielded clear results in student achievement or organizational effectiveness and are actions that exceed what is typically observed or expected in an institution.

Powerful Practice #1

The school systematically collects, analyzes and uses student performance data to inform curricula, instruction and assessments for targeted engagement and evaluation.

Primary Standard: 2.11

Evidence:

Review of documents and conversations with leaders and teachers verified that the school had an effective system for data analysis. The document, "Strategic Plan Achievements" described expectations regarding the collection, analysis and use of student performance data. Teachers gathered data from multiple assessments for analysis and compared scores of students to determine strengths and weaknesses based on standards' benchmarks and lesson objectives. Examination of evidence revealed that data were collected after every exam; the resulting analyses determined students' action plans. Teachers developed action plans for individual students based on the results of the analysis. Action plans were focused on the benchmark objectives not attained; tutorial sessions in the early morning or after school were scheduled based on parent notification and approval. Standardized testing assisted the school in understanding its level of student achievement. Standardized tests administered at the school were the Ministry of Education National Exams and SAT. When teachers were asked, they responded, "We can see how the levels change." When asked "How do you know the students are learning?" an administrator responded, "Teachers do data analysis to see if the students are learning; if not, they create an action plan."

The action plan that is developed creates the real power of this practice as teachers prescribe an intervention that is designed to take students to the next level of proficiency. This feature of the program creates a customized approach and a learning plan that can be associated with the individualized approach to learning.

While the team did not observe differentiation of instruction during classroom observations, it was apparent that this approach created a differentiated approach to learning on behalf of all students who score on a very high level on standardized tests and create a reputation of a personalized learning approach. Parents interviews commented that from their perspective, individualized action plans were a strong characteristic of the school and a part of the selection process for parents.

Powerful Practice #2
The school has a future focus that imagines what kind of world students will experience.

Primary Standard: 2.8

Evidence:
The school is currently on the path of guiding its students for tomorrow's digital world. The team observed that the robotics program is implemented at many levels throughout classrooms, and the integration of different subjects. Science, technology, engineering and mathematics had a positive impact on student thinking and learning skills. From interviews, the students spoke highly about the program, and have confirmed that their participation in different national and international championships have had a great impact on their thinking, learning and leadership skills. The commitment from the leadership was evident through their consistent application of the program and their community sense of responsibility, by inviting other teams to it. Creativity Private School holds a national yearly championship that invites around 1000 students and 100 teams from throughout the region, which confirms their social responsibility towards the Bahraini youth.

Currently, the faculty has been researching and exploring other forms of future learning programs including the use of artificial intelligence, virtual reality and other Google applications that will supplement the classroom instructional program. During interviews and observations and student interviews, the team observed and heard many references to employability skills and their development and the impact on the school's curriculum and enrichment programs.

While robotics appears to be the focus, the chess program and other approaches that focus on employability skills such as problem solving, higher order thinking skills such as analysis and synthesis were demonstrated during those observations.

Powerful Practice #3
The school has implemented an extremely comprehensive process to monitor improvement initiatives in the academic program and operational procedures.

Primary Standard: 1.7

Evidence:
During the Improvement Journey presentation, leaders presented strong evidence of the school's progress toward meeting goals identified in the strategic plan. The evidence consisted of a wide range of student performance data and other anecdotal accomplishments of the students and teachers. An examination of The School Achievements document revealed specific details related to the various strategic objectives established by the school and the highly detailed performance indicators that were identified to measure the accomplishment of the objectives. This document referenced those initiatives that had been completed and those that were ongoing. The School Achievements document also referenced improvements in the operational procedures of the school including a well-designed organizational chart that clearly defines the roles of the various staff members at the school. It was very evident to the Engagement Review Team that the school is committed to continuous improvement and effectively monitors their improvement efforts.

The power of this practice is the procedure used to identify the 49 specific objectives and the action plans that assign and create a time line. The accountability factors that have been established clearly mark institutional progress while providing specific feedback to the faculty and administration. The Ministry of Education also received the required feedback for their accountability system.

Opportunities for Improvement

Opportunities for Improvement are those actions that will guide and direct institutions to specific areas that are worthy of additional attention.

Opportunity for Improvement #1
Develop and implement a systematic process for the regular review of the school's vision, mission, and core values to ensure alignment with the needs of the students served by the school.

Primary Standard: 1.1

Evidence:
During the Improvement Journey presentation, school leaders validated that the school has developed a vision, mission statement and list of core values. During a follow-up interview, one school leader indicated that these statements and values were developed as a part of the strategic planning process with input from a broad range of stakeholders. The vision is prominently displayed throughout both schools and members of the Board of Directors commented that the mission is a very important consideration when the board is discussing issues impacting the school. The Engagement Review Team, however, did not find evidence of a systematic, documented process for the regular review of the vision, mission statement and core values nor did the team find evidence of a clear process for stakeholders to provide input related to these statements and values.

Improvement Priorities

Improvement priorities are developed to enhance the capacity of the institution to reach a higher level of performance and reflect the areas identified by the Engagement Review Team to have the greatest impact on improving student performance and organizational effectiveness.

Improvement Priority #1
Develop and implement research based instructional practices which incorporate differentiation of instruction and students' use of technology to meet the unique and specific learning needs of all students.
Additional Standard 2.6)

Primary Standard: 2.1

Evidence:
During the Engagement Review for Creativity Private School, the team members conducted eleot observations in almost all classrooms. The Equitable Learning Environment and Digital Learning Environment received the lowest learning environment average ratings, with scores of 2.86 and 1.50 respectively. The rating for students having differentiated learning opportunities and activities that meet their individual needs was 1.89. While there was much evidence of group and collaborative work, there were very few examples of differentiated instructional delivery. The team observed that teachers using technology on a regular basis, but student use of technology for learning was not frequently observed, and student use of technology was limited to some classes.

Interview with teachers and students indicated that there were sometimes connectivity issues, yet still a willingness to use technology when appropriate. Parents and students interviewed mentioned that the use of social media was prevalent.

Improvement Priority #2
Expand the strategic planning of the school to include systematic processes to assess program effectiveness that go beyond just the use of student performance data.

Primary Standard: 2.12

Evidence:
During the Improvement Journey presentation, school leaders presented a wide range of student performance data to provide evidence of overall organizational effectiveness. During interviews with school leaders, the Engagement Review Team asked how the school evaluates the effectiveness of specific programs that support teaching and learning. School leaders responded by indicating that student performance data and some informal measures are used to evaluate program effectiveness. The team did not find evidence of a systematic approach to program evaluation that includes identifying specific outcomes expected from the implementation of new programs, determining strategies to evaluate program implementation and establishing benchmarks to assess the effectiveness of the program in meeting the expected outcomes.

Accreditation Recommendation and Index of Educational Quality™ (IEQ™)

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

AdvancED 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 and the results of eleot classroom observations. 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.

Institution IEQ	350.58

Conclusion Narrative

When a school has accomplished a great deal of its strategic plan, as is the case here, the question becomes what can be done to get to the next level of excellence. It has often been said that: "Good is the Enemy of Great." The challenge of continuous improvement then can focus on the next steps. The team recognizes the breadth and depth of the improvements since the last review and now suggests that there be a focus on some new forms of measurement as well as innovation.

Creativity Private School has engaged in several activities to be able to clearly understand its current reality with respect to the School Quality Factors. The school used resources to review their status on each of the seven: *Clear Direction, Healthy Culture, High Expectations, Impact of Instruction, Resource Management, Efficacy of Engagement, and Implementation Capacity.* The school utilized the School Quality Factor Planning Tool as the anchor for their work and linked accompanying evidences to this document. Stakeholders were engaged in looking at the current reality in each of these factors and included representation from school-based leadership, teachers and parents. The number of Powerful Practices identified in this report indicates that these initiatives are highly-successful in achieving the school's mission of providing a holistic and international education for all students by promoting diversity and cultural awareness for all learners.

The five-person Engagement Review Team observed classrooms, and spoke with students, parents, teachers and leaders over the three-day review of the school. Thirty-five (35) eleot observations were conducted with a total of 110 persons either polled or interviewed during the review. The school was well prepared as evidenced by the digital and hard copy artifacts provided for the team. During the team's reflection of their experiences, several themes have arisen and are worthy of note. The team wishes to highlight the most prevalent school-wide themes that resulted from the review. The Key Findings from the review identified these elements as positive and dynamic artifacts and they include: The Vision Focus Mission statements, the Strategic Planning and Monitoring process, the Organization Structure with strict Operational Protocols, the Data Analysis Program, the Well Managed Environments, the professional development and collaboration of staff and the Allocations and Business Planning.

During the team's reflection of their experiences, several themes have arisen and are worthy of note. The team wishes to highlight the most prevalent school-wide themes that resulted from the review. Specifically, there were three themes that summarized the school's approach to meeting the School Quality Factors:
- Collection, analysis, and use of student performance data that informs curriculum, instruction and assessment systematically.

- A future focus that imagines what kind of world students will experience reflected specifically in the robotics program that is teaching life skills and higher order thinking.
- The monitoring process that is used in the academic program to focus on the continuous improvement of instruction.

There were two major themes that are the focus of continuous improvement that will assist the school in moving to the next level and they are reflected in the Improvement Priorities and Opportunities for Improvement:

- Expand strategic thinking to examine program outcomes that expand analysis beyond student performance.
- Develop, implement and research instructional practices which expand the differentiation of instruction and student use of technology.

The two Improvement Priorities will enhance the current improvement process by focusing on the programs that support the mission and vision. While there is a tendency to evaluate the success of organizational effectiveness, the team believes that as the next strategic plan is revised, there will be the continued development of innovative research based practices. Improvement Priority deployment will enable the school to establish benchmarks and track the progress of initiatives and new programs while reporting measured progress. At the same time, there will be the ability to track those changes that do not produce the positive change; therefore informing practice and experiencing the learning process in measuring organizational effectiveness. The measures of efficiency, effectiveness and cost-benefit analysis will fit perfectly in the school's business operations as well, which is currently underway.

Finally, the team believes that those practices identified as positive and powerful which are noted in this report should be continuously monitored. Since 47 of the 49 strategic goals have become operational, it is important to continue the review while noting progress. The school plans to adopt and implement the MAP (Measures of Academic Progress) assessments next year. It is important to use those data in coordination with all other data that were described.

The school provided the Engagement Review Team a credible amount of evidence organized by the School Quality Factors. Both written and verbal evidence indicated the school is taking steps toward establishing a foundation upon which to grow and expand. The team realized the school is in its sixth year of operation; "growing" a school takes time and effort. The passion of the administration, teachers, and staff exuded a willingness to do the groundwork required to establish an excellent education for the enrolled students. The school ethos supports the direction of its stakeholders; creating a foundation for continuous educational advancement.

Next Steps

The results of the Engagement Review provide the next step to guide the improvement journey of the institution in their 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 their current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

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 Improvement Priorities 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 your Improvement Journey Team Roster

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 AdvancED training and eleot® certification to provide knowledge and understanding of the AdvancED tools and processes. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
Michael Bugenski Lead Evaluator	Mike Bugenski is a Lead Evaluator with AdvancED, and is a former teacher, central office administrator, ESA administrator, adjunct university professor and former AdvancED State Director in Michigan. He has worked as a consultant and instructional coach to schools and has served as the Associate Director for the Michigan School Administrator Association and directed a state-wide professional development program training prospective superintendents and principals across Michigan. He is completing his 50th year as an educator with degrees from Michigan State University and Eastern Michigan University. He has lead reviews for AdvancED in the Middle East, Europe and 12 states in the U. S.
Angelique Seifert Associate Lead	Dr. Angelique Seifert is an educational researcher and consultant. Her educational degrees and certificates are: Doctor of Philosophy, Curriculum and Instruction/Urban Education, The University of North Carolina at Charlotte; post graduate certificate, Curriculum and Supervision, The University of North Carolina at Charlotte; Master of Arts, The Ohio State University, and Bachelor of Science in Education, The Ohio State University. She is a Japan Memorial Fulbright Scholar and was selected as a Transatlantic Outreach Fellow, Germany. Angelique served in various public and private K-12 and university settings as an instructor, department chair, new teacher mentor and cooperating teacher for student teachers. At the district level, Dr. Seifert performed duties as a curriculum specialist and a professional development coordinator, and participated in turnaround schools support, and research and evaluation. Angelique retired as a member of the Charlotte-Mecklenburg Schools Office of Accountability Managing for Performance Data Tools Team. This team focused on using data for the improvement of teaching and learning, assessment, educational research, curriculum, and providing professional development and consulting for teachers and principals. She has served AdvancED since 2010 as a Team member and as Associate and Lead Evaluator since 2015. Dr. Seifert has been publishing and presenting research findings since 2003, at local, state, national and international conferences (ex. American Educational Research Association, International Symposium Elementary Mathematics Teaching, and the international Mathematics Education Into the 21st Century Project).

Team Member Name	Brief Biography
Zeina Shennak	Zeina Shennak started her career in 2002 after the completion of her BA studies at the University of Jordan in marketing, then a diploma in social marketing from University of Florida. Zeina also completed her master's degree in ICT in Education Information Communication Technology in Education. She has over 15 years of experience at different NGO's focused on USAID projects, specializing in education. Currently her role as the Director of PR and Communications at the Islamic Educational College has put her in charge of student life skills educational programs, after school enrichments, and the community service program for the 10 schools, in addition to the departments role in design, producing publications and communication with all stakeholders. Zeina have been serving as part of AdvancED Engagement Review Teams since 2011.
Nabil Kaldas	Mr. Nabil Michel started his career 22 years ago as a Middle and High School Math Teacher. After that he became Math HOD, Head of the International Department (K - 12), and Vice Chairman for 7 years at BBC International school - Cairo, Egypt. He joined New Generation International Schools in September 2011 as Middle and High School Principal; currently he is the Academic Director. In addition, he is a certified teacher trainer from Florida Atlantic University (FAU). Mr. Michel works also with Balanced education services and training company, and has conducted a vast number of teacher training workshops in Management of Active Learning, Differentiated Instruction, Assessment Strategies, and Data Analysis. Moreover, he served several times on AdvancED Engagement Review Teams, has teaching experience and administrative as well.
Dr. Steve Epperson	Dr. Steven Epperson earned a B.S. in mathematics from Eureka College, an M.S.E. in educational administration from Illinois State University, and completed his doctoral work in educational organization and leadership at the University of Illinois at Urbana-Champaign. He taught middle school and high school mathematics for 16 years before becoming a school administrator. Epperson served as a high school principal for three years before working as a school district superintendent for 13 years. Dr. Epperson retired as Superintendent of Roselle School District 12 in 2007. After retirement, he served as Interim Director of University Laboratory High School in Urbana, IL for two years. Epperson currently provides consulting services for Ideal Environmental Engineering and serves as an adjunct professor in school finance at the University of Illinois. He has extensive experience with AdvancED through his work as an educational consultant, facilitating STEM training for schools, and leading Engagement Reviews throughout the United States.

advanc-ed.org

Toll Free: 888.41EDNOW (888.413.3669)   Global: +1 678.392.2285, ext. 6963

9115 Westside Parkway, Alpharetta, GA 30009

About AdvancED

AdvancED is a non-profit, non-partisan organization serving the largest community of education

professionals in the world. Founded on more than 100 years of work in continuous improvement,

AdvancED combines the knowledge and expertise of a research institute, the skills of a management

consulting firm and the passion of a grassroots movement for educational change to empower

Pre-K-12 schools and school systems to ensure that all learners realize their full potential.