

MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSIONS ON ELEMENTARY AND SECONDARY SCHOOLS

ACCREDITATION FOR GROWTH

A Report of the Visiting Team for Accreditation
by the Middle States Association of Colleges and
Schools

Ibn Khuldoon National School
Isa Town, Bahrain

Spring 2016

Dr. Kamal Abdelnour
President

Dr. Scott Dennison
CHAIR OF THE VISITING TEAM

3624 Market Street ♦ 2 West ♦ Philadelphia, PA 19104

Telephone: (267) 284-5000 FAX: (215) 662-0957

www.msa-cess.org

MSA
CESS

TABLE OF CONTENTS

	Page
Introduction	1
The Context of School	4
<i>Visiting Team's Observations and Recommendations</i>	4
The Planning Process	6
<i>Planning Team</i>	7
<i>Role of the Internal Coordinators</i>	8
<i>Role of the School's Leadership</i>	8
<i>Role of the Governing Body</i>	9
<i>Communication and Awareness Activities</i>	9
<i>Action Plan Teams</i>	10
<i>Implementation Teams</i>	11
<i>Periodic Reviews of the Plan for Growth and Improvement</i>	11
<i>Overall Assessment</i>	12
The Plan for Growth and Improvement	14
<i>Relationship to Other School Improvement Efforts</i>	15
<i>Mission, Beliefs, and Profile of Graduates</i>	15
<i>Mission</i>	15
<i>Beliefs</i>	17
<i>Profile of Graduates</i>	19
<i>Visiting Team's Recommendations</i>	21
<i>Student Performance Objectives and Action Plans</i>	22
<i>Visiting Team's Observations and Recommendations</i>	29
The Middle States Standards for Accreditation	32
<i>Philosophy/Mission</i>	33
<i>Governance and Leadership</i>	36
<i>School Improvement Planning</i>	39
<i>Finances</i>	42
<i>Facilities</i>	45
<i>School Climate and Organization</i>	49

	Page
<i>Health and Safety</i>	52
<i>Educational Program</i>	55
<i>Assessment and Evidence of Student Learning</i>	58
<i>Student Services</i>	61
<i>Student Life and Student Activities</i>	64
<i>Information Resources and Technology</i>	67
Accreditation Recommendation	71
Next Steps	72
Summary and Closure	74
Visiting Team Roster	80

INTRODUCTION

The Middle States Association of Colleges and Schools is a non-governmental, nonprofit, peer-administered organization of diverse educational institutions committed to ensuring that students in accredited schools are receiving the highest quality education. Additionally, the Association seeks to ensure that accredited schools are engaged in continuous growth and improvement efforts through effective leadership, a comprehensive program of self-study, evaluation by peer educators external to the school, meeting the requirements for accreditation, exemplary programs, and supportive services. For more than 100 years, the Association has provided leadership in educational quality and school improvement for its member schools in Delaware, the District of Columbia, Maryland, New Jersey, Pennsylvania, Puerto Rico, the U.S. Virgin Islands, and in schools in Europe, the Middle East, the subcontinent of Asia, and Africa.

The school that is the subject of this report selected the *Accreditation for Growth (AFG)* self-study and accreditation protocol. *AFG* outlines a unique accreditation process that uses strategic and site-based planning as vehicles for school improvement and growth in student performance. The protocol, developed by the Middle States Association of Colleges and Schools, also provides linkages between school improvement efforts at the school and system levels. The primary determinants of progress within the protocol are the actual results the school obtains in student performance rather than the quality of the school's programs and resources. *AFG* requires the school to focus its mission and improvement objectives on its vision of a preferred future for its students; therefore, it is a future-oriented process. *AFG* also requires the school to conduct continuous reviews of its programs and services and allows diverse constituent groups to participate in charting the future of the school.

To be accredited through the *Accreditation for Growth* protocol, the school first must meet the 12 Middle States Association Standards for Accreditation. Second, the school, through a planning team of representatives from the school's community stakeholders, must identify areas of student performance that are the highest priorities for growth and improvement, measurable performance objectives, and a plan for achieving the objectives. The plan must also include the school's mission and the beliefs or core values that guide its decision-making.

In addition, the school must demonstrate that it has or is developing a planning ethic to ensure the school has both the will and the capacity to implement its plan and achieve its objectives.

When a school selects *AFG* as its accreditation protocol, it must make several commitments:

Focusing Improvement Efforts on Growing and Improving Student Performance

The school must commit itself to focusing its growth and improvement efforts primarily on growing and improving its student performance and the school's capacity to affect that growth

and improvement. Improvement efforts must be aimed at targeted growth and improvement in student learning, student performance, and student results. The school must commit itself to continuous evaluation of the results it is achieving by putting into place the organization and processes needed to implement its plan faithfully, formally reviewing its plan periodically, and submitting itself to external review and evaluation by a team of its peers.

Establishing and Maintaining a Culture of Accountability for Student Performance

The school must commit itself to being accountable for its student performance and have in place a viable system for monitoring achievement of its objectives and the action plans to achieve them.

Establishing and Maintaining a Planning Ethic

The school must commit itself to continuous clarification of its unique mission, beliefs, and expectations in terms of student performance. The school must be action-oriented as shown by the development of long-term strategic action plans that integrate program, services, facilities, and other support systems to address growth needs. The school must have or be developing a planning ethic to ensure the school has both the will and the capacity to implement its plan and achieve its objectives.

Involving the School's Community of Stakeholders in its Growth and Improvement Efforts

The school must commit itself to involving a broad spectrum of the members of its community of stakeholders in identifying its mission, beliefs, a profile of its graduates, the objectives for growth and improvement in student performance, the action plans to achieve the objectives, and in overseeing implementation of action plans and monitoring achievement of the objectives.

The Middle States Visiting Team is a group of professional educators appointed by the Middle States Association to visit the school. The purpose of the Team's visit is threefold. First, the Team determines whether the school meets the 12 Standards for Accreditation. Second, the Team determines if the school meets the requirements for a planning ethic and planning processes of the *Accreditation for Growth* protocol. Third, the Team reviews the content of the school's Plan for Growth and Improvement in student performance to determine the validity and clarity of the Plan together with the level of commitment to implementing the Plan and achieving its objectives expressed by the school's community of stakeholders.

NOTE TO THE READERS OF THIS REPORT

Readers of this report must be aware that the report is written, in part, as the Team's response to the school's self-study. Therefore, if readers need to see the specific information and data to

which this Report responds, they should read the applicable section(s) of the Self-Study Document.

THE CONTEXT OF THE SCHOOL

The Context of the School describes the context in which the school exists. It presents a portrait of the school's "distinctive personality" and the unique characteristics of the school. The Context of the School consists of the following elements:

- Profile of the School's Community
- Profile of the School
- Profile of Student Performance

The data and information contained in the Context of the School are not evaluated by the Visiting Team. Instead, the Context serves two purposes:

- To ensure that the members of the Planning Team have a common knowledge base about the history and current status of the school in those areas on which the accreditation of the school will focus; and
- To "introduce" members of the Visiting Team to the school, and as such, provides one of the lenses through which Team members will view and evaluate the school. Thus, the Context section should provide sufficient information about the school and its students' performance to build and enhance Team members' awareness and understanding of the total milieu in which the school exists and operates.

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS – CONTEXT OF THE SCHOOL

Observations

- IKNS administration confirmed the history of the school, the political environment in which the school operates, and the students the school educates.
- There is great stability at the governance level of the school.
- IKNS is accredited by the Bahrain Ministry of Education and is evaluated by the National Authority for Qualification and Quality Assurance of Education and Training (NAQQAET) to comply with local regulations.
- Enrollment has been stable due to the vast majority of students are host national Bahraini.
- IKNS is a bilingual school and is designed to provide a quality international education to the Bahraini population.
- The school has a strong reputation within the local community and is a very attractive option for Bahraini parents to send their children, which keeps enrollment at capacity and the waitlists for new applicants very long.

- Facilities and information technology infrastructure development have been a focus of development within the school over the past five years in order to keep up with advances in technology and provide a safe and comfortable learning and recreational environment for students.
- The teachers in the school are qualified, with the Bahraini and regionally hired Arab staff having significant longevity within the school; North American teaching staff the rate of turnover increases after they complete their initial two year contract.
- It was noted that the recruitment of international teachers is challenging due to regional competition for candidates and the perception of political instability in the region.
- Standardized testing data sources provided by IKNS includes MAP mean RIT scores for reading/mathematics (Grades 3-8), student End of Year Averages in Arabic/English/Mathematics/Science (Grade 1-12), SAT Critical Reading Mean Scores, and SAT Mathematics Mean scores (High School students).
- Due to the stable student population enrolled at IKNS, long term tracking of student data provides a valid and highly valuable tool to assess the school's impact on student learning.
- The student data overall reflects a strong academic group of students who maintain a strong GPA with strong attendance and few discipline issues.
- The priorities for improving student performance are reflected in the Profile of Student Performance as the school goals are focused at the core of the IKNS's educational program.
- Students all graduate within four years of entering grade 9 and a vast majority of these students go on to attend a four year college or university.

Recommendations

- Disaggregation of the MAP, End of Year Average, SAT, attendance, and discipline data by gender, Bahraini students, and then other nationalities may help the school see trends in the learning of various student subgroups within the school.

THE PLANNING PROCESS

INTRODUCTION

A sound planning ethic and planning process are every bit as critical to achieving an school's goals for growth in student performance and the school's capacity to effect that growth as is a plan rich in content. An effective planning ethic and process address the essential question: "Does the school have the capacity, the will, and the systematic structures required to implement its plan and achieve its goals?" A fine plan full of great activities is only as strong as the ability and willingness of the school and its stakeholders to implement it.

While successful planning is reflective of an organization's context and culture, it should be visionary in describing what an organization wants to become and pragmatic in specifying the steps to reach that goal. Successful planning for growth and change has been described as a delicate balance between brave steps forward and reassuring steps to the side; between the recognition of the need for growth and a celebration of what already exists that is good, steady, and/or certain; between the bold, frequently scary, visions of future possibilities and the comfort with past and present successes.

When an institution seeks accreditation using the *AFG* protocol, it must commit to working toward establishing and maintaining a planning ethic within the institution. A planning ethic means that planning for growth becomes part of what the school and its stakeholders do as much as providing programs, teaching, resources, services, and activities. A planning ethic requires continuous clarification of the school's unique mission, beliefs, profile of graduates, and student performance objectives. It requires that all of its processes are vision-driven. And it requires that the school is action-oriented by developing long-term strategic action plans that integrate programs, services, facilities, and support to address the school's growth needs.

In the *Accreditation for Growth* protocol, the school also makes a commitment to continuous growth and improvement. The school and its stakeholders should demonstrate that they are never satisfied with the status quo in terms of student performance, but are striving constantly to improve that performance. The setting and striving to achieve challenging growth goals should become a dynamic process in which the school develops the flexibility to revise and modify its plans to achieve its goals based on the results received from implementing those plans. As part of the accreditation process, the school should review the results of its efforts at least annually and willingly open its processes and results to review by its peers in the Middle States Association.

It is also essential for the school to commit to involving its stakeholders in meaningful ways in the setting of goals, developing plans to achieve and measure those goals, and the implementation of those plans. In a planning culture, the school strives to develop broad

ownership of the planning process and the plan for growth and improvement by the entire community by ensuring broad based knowledge and understanding of and support for the goals and the plans to achieve them.

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

In this section of its report, the Visiting Team provides observations and recommendations regarding the school's Planning Process based on what was seen and heard during the Team's visit to the school.

First, the Visiting Team provides any general observations regarding the school's adherence to Requirements of the Protocol for Planning Process and any areas in which the school exceeds the Requirements.

Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are in need of either completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

Stipulations are Requirement(s) of the Protocol that are entirely absent and, therefore, the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

A. Planning Team

The Visiting Team observed:

- The Planning Team is made of 25 members of the school community including board members, parents, administrators, teachers, and students. All school levels are represented within the Planning Team membership.
- There is a clear plan for replacing Planning Team members and maintain the representative nature of its membership.
- A job description was given and discussed with all Planning Team members.
- An agenda is prepared for each meeting a week in advance and members are able to add item to the agenda.
- Clear "ground rules" were developed for the work of the Planning Team and decisions are made based on consensus.

- Planning Team members were responsible for the development of the Action Plan and will lead the implement the Plan for Growth and Improvement.
- Regular meetings of the Planning Team are scheduled to review the progress made in implementing the Plan for Growth and Improvement. Action Plans call for reports to be presented and a review of the data.

The Visiting Team recommends:

- None

B. Role of the Internal Coordinators

The Visiting Team observed:

- The School President selected Mr. Ayman Al-Zanoun as the IKNS Internal Coordinator as a result of his K-12 role of Curriculum Coordinator, his knowledge within the organization (more than 15 years of service), and his strong relationships with staff, students, administration, and board members.
- Members of the Planning Team and other members of the school community expressed confidence in the Internal Coordinator’s organizational and communication skills and his leadership in guiding the school through the re-accreditation process. He was described as a good liaison between the various constituencies within the school community.
- School leadership provided time for monthly meeting with the Planning Team during the self-study process, along with four in-service days for re-accreditation work with faculty.
- IT and secretarial support were also provided to Mr. Al-Zanoun.
- The Visiting Team found the visit to be well organized, the school very well prepared, all requested documents provided, and access to relevant individuals granted.
- The Internal Coordinator will continue to lead the Planning Team and follow through on the Plan for Growth and Improvement.

The Visiting Team recommends:

- None

C. Role of the School’s Leadership

The Visiting Team observed:

- The Board of Directors, school administration, and teacher leaders (i.e. Department Heads) are represented on the Planning Team.
- The School President provided four days of in-service time to communicate the re-accreditation process and involve staff in the review of the 12 Standards of Accreditation.
- The internal Coordinator was provided flexibility in his schedule for work related to the Self-Study and will be in the future to implement the Plan for Growth and Improvement.
- School leadership provided data for the planning process and will provide ongoing data to measure the success of the Plan for Growth and Improvement.
- The school leadership supported their teacher leaders in the development of meaningful goals that would impact the learning of their students.

The Visiting Team recommends:

- None

D. Role of the Governing Body

The Visiting Team observed:

- The Board of Trustees and the Board of Directors were represented on the Planning Team.
- Governance actively participated in the assessment of the school towards the 12 MSA Standards for Accreditation.
- The Board of Directors approved the funding needed for the re-accreditation process.
- The Board of Trustees is regularly communicated to on all aspects of the Planning Team and approved the Self-Study and the Student Performance Objectives.

The Visiting Team recommends:

- None

E. Role of the External Facilitator

	The school used the services of an External Facilitator
X	The school did not use the services of an External Facilitator

F. Communication and Awareness Activities

The Visiting Team observed:

- The school website has an Accreditation News sections, which is designed to communicate with the school community all aspects of the MSA accreditation process and the progress on their Student Performance Objectives.
- Social media, forums, and emailed newsletters were also used as communication tools.
- Meeting minutes related to the planning process were kept in Arabic.
- Students were communicated regarding the planning process and MSA accreditation through their PTSA representative.
- Four faculty professional development days were used during the planning process and regular discussions are embedded in their faculty, department, and team meetings to take action on the Student Performance Objectives.
- The Board of Directors received monthly reports during the completion of the self-study and time is embedded on their future meeting agendas to hear progress on the Student Performance Objectives during their monthly meetings.
- A school forum is planned annually to report on the progress of students as it relates to the Student Performance Objectives.
- Stakeholders the Visiting Team spoke to were aware of the MSA accreditation and the goal of improving student reading comprehension, problem solving, and science achievement.

The Visiting Team recommends:

- None

G. Action Plan Teams

X	The school used Action Plan Teams
	The school did not use Action Plan Teams

The Visiting Team observed:

- The Action Plans began with teacher leaders and administrator evaluating student data.
- A discussion took place analyzing the school’s MAP data versus the internal sources of data that were present through classroom assessments.
- Once the data was analyzed, the teacher leaders took the results back to the teachers of each relative subject area and discussed appropriate measurements to gage success over the next seven years.
- Baselines data available was collected and baseline data yet to be collected was determined and plans were made for its collection.

- The Action Plan Teams sketched out broad steps to be made over the next two to three years to ensure the success of their Student Performance Objectives.
- All Action Plan Teams have members that will be directly involved in the implementation of the achievement of the school’s Student Performance Objectives.

The Visiting Team recommends:

- None

H. Implementation Teams

X	The school used Implementation Teams
	The school did not use Implementation Teams

The Visiting Team observed:

- The members of the Action Plan Teams will transition to become the Implementation Teams to follow through on the Action Plans they have created.
- Regularly scheduled faculty, department, and team meetings will be used to take action on the Student Performance Objectives.
- Members of each Implementation Team are directly involved in the subject related to the Student Performance Objective, so the idea is for the implementation of the Action Plan to be part of the regular workings of the school.

The Visiting Team recommends:

- The Implementation Teams continue to revise their Action Plans adding more detail to their Action Steps.
- Provide meeting minutes in both Arabic and English to include all members of the faculty in the process.

I. Periodic Reviews of the Plan for Growth and Improvement

The Visiting Team observed:

- Monthly reports are provided to the Board of Directors by the school administration.
- Regular department and faculty meeting times are set aside for working on the Student Performance Objectives.

- Administration will provide further professional development days for the Implementation Teams to review data and provide training to faculty involved in implementing the Action Plan.
- The Visiting Team is confident that IKNS has a genuine desire to follow through on their Student Performance Objectives and make them a key focus for the school.

The Visiting Team recommends:

- | |
|--|
| <ul style="list-style-type: none"> • None |
|--|

Overall Assessment— Requirements of the Protocol for Planning Process

X	The Visiting Team’s assessment is that the school MEETS the Requirements of the Protocol for Planning Process
	<p>DOES NOT MEET the Requirements of the Protocol for Planning Process for the following reason(s):</p> <p><i>[Note: A determination that the school does not meet the Requirements of the Protocol for Planning Process requires that a stipulation is added to the school’s accreditation.]</i></p>

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets the Requirements of the Protocol for the Planning Process and 2) any areas in which the school exceeds these Requirements of the Protocol.

- IKNS made an authentic effort to create an inclusive Planning Process that was designed to develop goals that will have a strong impact on their students’ learning.
- The leaders of the school were inclusive and responsive to their school community, allowing teachers to play a key role in the development of the Student Performance Objectives and their measurements.
- The school has begun to develop Action Plans that have baseline data and measureable progression steps thought the next seven years. More details needs to be added to these Action Plans once all the baseline data has been collect for each Student Performance Objective.
- The Action Plan Teams have now transitioned to Implementation Teams and will be charged with following through on the Action Plans they have developed.
- The Visiting Team saw and heard throughout the visit a school that was purposeful in the development of their Student Performance Objectives and genuine in their commitment to follow through on these objectives for the betterment of the students under their care.

Recommended Monitoring Issue(s):

In this section, the Team lists any Requirements of the Protocol for the Planning Process that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are only partially in compliance and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's accreditation.

Requirement of the Protocol	Recommended Action
NONE	

Recommended Stipulation(s):

In this section, the Team lists any Requirements of the Protocol for the Planning Process the school does not meet and, therefore, must be included as a stipulation to the school's accreditation.

Requirement of the Protocol	Recommended Action
NONE	

THE PLAN FOR GROWTH AND IMPROVEMENT

Introduction

The purpose of the self-study and accreditation process is first and foremost to establish whether the school meets the Standards for Accreditation, the fundamental requirement to be accredited. However, establishing that the school has in place the building blocks for a quality school is largely an exercise of looking backward to see what has been accomplished.

The *Accreditation for Growth* protocol is based in the principles and concepts of strategic planning/ Therefore, the protocol requires the school to be forward thinking, not focusing so much on the past and past accomplishments but, instead, focusing on the future – what does the school have to do differently or do better to further its mission and to ensure that all of its students are able to achieve the knowledge, skills, and characteristics the school has defined in its Profile of Graduates.

Therefore, the culminating activity of the self-study and accreditation process is the developing of a Plan for Growth and Improvement in Student Performance.

Developing a Plan for Growth and Improvement involves:

- Establishing a vision for the school by creating or reaffirming a statement of mission.
- Identifying a set of beliefs that will serve as the school's ethical code.
- Developing a profile of the knowledge, skills, and qualities, the school expects of its graduates.
- Identifying the areas of student performance that are the priorities for growth and improvement.
- Developing action plans to achieve the performance objectives.
- Monitoring implementation of the action plans.
- Conducting periodic reviews of the progress being made toward achievement of its objectives.

Following are the components of the Plan for Growth and Improvement in Student Performance:

- Mission
- Beliefs
- Profile of Graduates
- External Scan (optional)
- Internal Scan (optional)
- Measurable student performance objectives
- Action plans to achieve the objectives

RELATIONSHIP TO OTHER SCHOOL IMPROVEMENT EFFORTS

In this section, the Visiting Team provides its observations regarding the degree to which the school’s planning process and Plan for Growth and Improvement are aligned with other school improvement efforts and or those of a parent system.

- The Plan for Growth is aligned with school’s 2013 National Authority for Qualification and Quality Assurance of Education and Training (NAQQAET). Recommendations provided by the NAQQAET were reflected on, contributing to the goals developed for the Plan for Growth.
- The school’s Five Year Plan is aligned with the Plan for Growth.

A. MISSION, BELIEFS, AND PROFILE OF GRADUATES

A.1. MISSION

A school’s Mission should reflect the deepest desires of the school’s community of stakeholders for what they want the school to become—its future in terms of what it will do for its students. The mission expresses what the adults in the school community commit themselves to doing for the benefit of the students.

A mission statement should describe in broad and visionary terms what the school striving to become. A mission should be outcome-based, providing clarity regarding the school’s audience (whom it serves), its action (what it commits to doing for its audience), its aim (the purposes for which it exists) and its means (how, in broad terms, it will its purposes).

While it is not appropriate for a Visiting Team to determine whether the school’s Mission is the right or wrong mission for the school or a good or bad mission. Nor is it appropriate for the Team to require changes to the Mission.

A Visiting Team will, however, offer an objective perspective regarding whether any elements of the Mission are unclear or seem inconsistent or incomplete or whether the school and its community of stakeholders support and are “walking the talk” of the Mission. However, it is up to the school to decide if the Team’s comments are legitimate and relevant. It is in this spirit that the following observations on the school’s mission.

The school's Mission is:

The purpose of Ibn Khuldoon National School is to provide an advanced model of education that builds on Arab and Islamic values, allowing students to develop in harmony with their culture and tradition, and meets the high academic standards of international education, preparing students to assume leading roles in the future at the national and international levels.

Ibn Khuldoon is a national school with an international perspective. It is private, non-profit, self-supporting, coeducational and bilingual at all levels, and is open to students who qualify for admission without any discrimination.

The school is committed to providing a curriculum that maintains a balance among the social, personal, intellectual, physical, and esthetic areas of development. It strives to help individual students to develop in each area to the maximum of their ability, with pride and self-esteem, through effective programs that provide for enrichment and reinforcement, and in which high expectations are set for students and are supported by the concern, care, and guidance of the faculty.

The school extends its services to the Bahraini community beyond the education of children, through providing faculty with professional development opportunities and setting a model of education that fulfills the needs of the country.

What is the school's *audience* as identified in the Mission?

- Students are the main focus of the mission.
- The role of faculty in guiding students in the achievement of the mission.
- The mission serves the greater Bahraini community, as IKNS will set the “model of education that fulfills the needs of the country.”
- Parents are a key audience, as the mission describes the benefits of their children attending IKNS beyond simply academics.

What is the *unique identity* of the school as identified in the Mission?

- “An advanced model of education that builds on Arab and Islamic values.”
- Harmony is achieved between the student's traditions/culture and an international education.
- Prepare future leaders.
- Co-educational and bilingual.
- “Maintains a balance among the social, personal, intellectual, physical, and esthetic areas of development.”
- Provide services to the Bahraini community through professional development and setting a model educational program.

What is the *aim or purpose* of the school as stated in the Mission?

- “Provide an advanced model of education that builds on Arab and Islamic values, allowing students to develop in harmony with their culture and tradition, and meets the high academic standards of international education, preparing students to assume leading roles in the future at the national and international levels.”
- “Providing a curriculum that maintains a balance among the social, personal, intellectual, physical, and esthetic areas of development. It strives to help individual students to develop in each area to the maximum of their ability, with pride and self-esteem.”

What the action of the school is as stated in the Mission?

- “Allowing students develop in harmony with their culture and tradition...preparing students to assume leading role in the future...”
- “Effective programs that provide for enrichment and reinforcement, and in which high expectations are set for student and are supported by the concern, care, and guidance of the faculty.”
- “Extends it services to the Bahraini community beyond the education of children, through providing faculty with professional development opportunities and setting a model of education that fulfills the needs of the country.”

What is the *means* the school will use to accomplish it Mission?

- Curriculum.
- Guidance of the faculty.
- High expectations and academic standards.
- Effective programs.
- Professional development opportunities.

To what extent do the school’s stakeholders know, understand, and support the school’s Mission?

- A comprehensive review of the IKNS mission was completed during a 2013 self-study that was conducted by the Quality Assurance Authority for Education and Training of Bahrain.
- The Visiting Team found evidence from all stakeholder groups interviewed that the mission of IKNS was understood and supported.

A.2. BELIEFS

Statements of belief serve as the foundation of a strong strategic plan. They are the formal expression of a school’s fundamental values and serve as its ethical code. Beliefs describe the

moral character of a school. In a planning process involving diverse stakeholder groups, they represent the composite of the personal values held by individual planning team members.

Because beliefs are a matter of faith, not a matter of fact, they express the school's overriding convictions, its inviolate commitments. They outline what members of the school's community of stakeholders are willing to "go to the mat" defending. Because beliefs identify the "line in the sand," they can be used as a lens through which to examine the worthiness of the school's potential decisions or future actions.

Only members of the school community can identify their deeply held beliefs. A Visiting Team can, however, offer an objective perspective on what is unclear or seems inconsistent or incomplete in the school's Beliefs. Ultimately, however, it is the school that has to decide if the Team's comments are legitimate and relevant. It is in this spirit that the following observations on the school's Beliefs are made.

The school's Beliefs are:

1. We believe every student is entitled to a personalized education that builds on their strengths and enables the student to develop a love for learning while helping them grow into confident and independent learners.
2. We believe each learner has the basic right to be included in the mainstream educational process to insure they build a balanced character and an adjusted personality that prepares them for the future.
3. We believe each learner is an exceptional individual with strengths and needs, and that inclusion and differentiation are necessary components of individualized instruction.
4. We believe that a partnership with parents is essential to meet the learner's social, psychological, and educational needs, and to achieve the highest level of the student's potential.
5. We believe in celebrating the learner's individual accomplishments and achievement with the aim to overcome any frustration or distress caused by the learning experience.

To what degree do the school's Beliefs meet the criteria of the *Accreditation by Growth* protocol? If they do not meet the criteria, explain why.

- The Visiting Team determined that the IKNS Belief's meet all the criteria of the *Accreditation for Growth* criteria.
- The Beliefs are five clear and concise statements.
- "We believe..." begins each of the Belief statements.
- Beliefs go beyond academics and can be applied by students in many situations they encounter (i.e. "love for learning...confidence", "achieve... potential", "celebrating... accomplishments and achievement...overcome any frustration...")

How well do the school's Beliefs represent what the Team heard from the school's stakeholders?

- The Belief of a personalized education directly corresponded to the Student Performance Objective #1 as explained by the Action Team members.
- The teachers and administrators who lead the service education program with its volunteer work in supporting project for less privileged communities around the world help students "build a balanced character and an adjusted personality that prepares them for the future."
- The administration, teachers, and parents expressed the strong communication within the school leading to a partnership that supports student learning.

To what extent do the school's stakeholders know, understand, and support the school's Beliefs of core values?

- A comprehensive review of the IKNS Beliefs was completed during a 2013 self-study that was conducted by the Quality Assurance Authority for Education and Training of Bahrain.
- The Visiting Team found evidence from all stakeholder groups interviewed that the Beliefs of IKNS were understood and supported.

A.3. PROFILE OF GRADUATES

The Profile of Graduates provides the answer to the following question: When our students have completed our entire educational program and have had the benefit of the services and activities provided by the institution and its community:

- What do we expect them to know?
- What do we expect them to be able to do with what they know?
- What qualities or characteristics do we want them to demonstrate?

A Profile of Graduates:

- Describe the students at the point of exit from the institution.
- States the values, achievement, and readiness that each student will manifest upon graduation.
- Should be considered both as a Bill of Rights and set of corresponding responsibilities for students, faculty, staff, administration, and the institution's community.
- Defines the outcomes each and every student will attain if the mission is operative and appropriately translated into programs and services.

A Profile of Graduates serves to:

- Translate the identity, vision, and values expressed in the beliefs and mission into statements that describe student outcomes.

- Translate and transform concepts from the ideal and global to specific expression in the development of a student in the institution.
- Give expression to what the mission means in the operational life of the institution.
- Define an outline or shape each student is expected to grow into regardless of specific courses taken or post-graduation plans.
- A concrete reference point for faculty, staff, and the institution's community when designing curriculum, instructional experiences, service programs, auxiliary resources, and student and family services.

The school's Profile of Graduates is:

Accomplished Life Long Learners

IKNS graduates, having completed a rigorous academic program, are lifelong learners who think critically, are bilingual, communicate effectively in Arabic and English, and prepared for future career choices.

Proud with Strong Sense of Belonging

IKNS graduates understand and are proud of their own Arab and Islamic culture and have a strong sense of belonging to Kingdom of Bahrain.

Caring and Open-Minded

IKNS graduates can effectively collaborate with and respect others from different cultures and countries.

Value Service

IKNS graduates recognize that we live in an interconnected world, and accept the responsibility to help others in need in the Bahraini community, and whenever possible, in other countries.

To what degree does the Profile of Graduates express:

- **What the school expects its graduates to know?**
- **What the school expects its graduates to do with what they know?**
- **What qualities or characteristics the school expects its graduates to demonstrate?**
- The Profile of Graduates is clear, concise, and uniquely targeted for their student population.
- Graduates need to be bilingual and communicate effectively in both English and Arabic, along with having a strong understanding of their Arab/Islamic culture and the Kingdom of Bahrain.
- Graduates not only need a strong sense of who they are as Bahrainis, but they need to be able to look outward and effectively collaborate with different cultures and countries.

- The need to give back and help others through the value of service is also a key expectation of graduates.
- There is a strong connect between the IKNS mission and the Profile of Graduates.
- The Visiting Team found the Profile of Graduates ideally fit the unique characteristics of the student population at IKNS.

To what extent do the school’s stakeholders know, understand, and support the school’s Profile of Graduates?

- The Visiting Team found evidence from a variety of school stakeholders that the school’s Profile of Graduates was widely know, understood, and strongly supported.

THE VISITING TEAM’S RECOMMENDATIONS—MISSION, BELIEFS, AND PROFILE OF GRADAUTES

THE VISITING TEAM’S RECOMMENDATIONS:

In this section, the Team lists any recommendations to the school regarding how it can improve its Mission, Beliefs, and/or Profile of Graduates. Recommendations are suggestions and ideas of the Visiting Team, but the school is not required to accept or act on them.

- None

THE VISITING TEAM’S RECOMMENDED MONITORING ISSUES:

In this section, the Team lists any requirements for the Mission, Beliefs, and/or Profile of Graduates that require monitoring. Monitoring issues refer to elements of Mission, Beliefs, and Profile of Graduates required by the protocol that are not completely absent but are met only partially and are either in need of completion or improvement. Monitoring issues must be corrected by mid-term in the school’s accreditation.

Requirement of the Protocol	Action Recommended
NONE	

THE VISITING TEAM’S RECOMMENDED STIPULATIONS:

In this section, the Team lists requirements for the foundational documents (Mission, Beliefs, and Profile of Graduates) that are entirely absent and, therefore, the school does not meet. Such requirements must be added as a stipulation to the school’s accreditation.

Requirement of the Protocol	Action Recommended
NONE	

B. STUDENT PERFORMANCE OBJECTIVES AND ACTION PLANS

The centerpieces of the school's Plan for Growth and Improvement are the two, three, or four areas of student performance the school has identified as being the highest priorities for growth and improvement if the school is to move closer to achieving its Mission. This limited number of objectives is suggested so the school can focus on the most critical aspects of student performance without diverting its energies in too many directions.

To identify these priority areas, the Planning Team asked itself:

- *What are the gaps between what we say in our Profile of Graduates regarding what we want our graduates to know, be able to do, and/or what qualities we want them to demonstrate and our students' actual performance in those areas?*
- *Which two, three, or four of these gaps constitute the highest priorities for narrowing if we are to move closer over the next seven years to achieving our mission?*

Specifying clear and measurable student performance objectives identifies the school's commitment to achieve specific end results and thus, is tied directly to accountability. The objectives must be written in such a way that they outline growth in student performance for the next seven years and represent a major focus for growth and improvement in student performance in the school. The objectives should be consistent with the mission and should extend and define the *aim* portion of the mission in more specific detail. Objectives explicate in measurable terms the key end results that the school seeks to realize from its mission, as expresses in its Profile of Graduates. Not only should the objectives be related to the school's mission, but also where there is also a district or system plan, the objectives should be linked to one or more of the district's or system's objectives.

The term "student performance" is intended to be defined in the broadest possible terms. The objectives submitted for accreditation may be focused on *any* of the outcomes expected of students as stated in the Profile of Graduates.

The Team's observations and recommendations regarding the Plan should be read in conjunction with the Plan as presented by the school in its Self-Study Document.

Action plans describe the methods the school will use to accomplish its mission/philosophy and its performance/capacity objectives. Action plans provide detailed descriptions of the specific actions required to achieve desired results outlined in the student performance improvement and organizational capacity objectives. This is the “doing” part of the plan. Action plans can and should include multiple activities that will engage the school in improvement activities for the next seven years. Action plans should be specific and tell in detail how the school will accomplish its objectives. Action plans should relate directly to the objectives, but they also should be related to the mission/philosophy.

The Visiting Team examined the action plans for the performance/capacity objectives in the school’s Plan for Growth and Improvement and has determined if the plans meet the criteria for effective action plans.

B.1. Student Performance Objective #1:

By 2022, students from K-12 at IKNS will demonstrate improved reading and comprehension skills in Arabic and English, as measured by:

- A. Measurement #1: For English, the mean scores by grade level on the Reading test of Measure of Academic Progress (MAP) to increase by 1 RIT point in each accreditation year and aggregating to an overall 7 RIT points by 2022. SAT mean scores to increase 6 points on the Critical Reading section in each accreditation year and aggregating to an overall 42 points by 2022.
- B. Measurement #2: For Arabic, the number of students by grade level that score 80% and above in the end of year examinations to increase by 1% in each accreditation year and aggregating to an overall of 7% by 2022.
- C. Measurement #3: Number of students by grade level achieving 80% and above in the End of Year Average in Arabic and English to increase by 2% in each accreditation year and aggregating to an overall of 14% by 2022.
- D. Measurement #4: Number of purposefully planned differentiated activities in Arabic and English lessons that address reading and comprehension skills.
- E. Measurement #6: Number of planned and implemented systematic cross-curricular links activities in Arabic and English lessons that address reading and comprehension skills.
- F. Measurement #7: Number of qualified personal that aid students with learning difficulties in reading and comprehension in both Arabic and English

	YES	NO
Is the objective:		
Closely associated with the exit outcomes for students as expressed in the Profile of Graduates, graduation requirements, and/or performance expectations for the school's students?	X	
Reflective of the school's mission, and supportive of the strategic plan of the larger organization?	X	
Does the objective:		
Include baseline data, and are they logically organized and presented in an easily understood format?	X	
Enjoy the support of the school's stakeholders as one of the highest priorities for growth and improvement in student performance?	X	
Does the school:		
Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives?	X	
Have an effective and efficient way to gather data to assess the progress of the objective?	X	
Is the objective reasonable and achievable?	X	

What recommendations can the Team offer to the school for any areas evaluated No and/or to improve the clarity and focus of this objective?

- For measurements 4, 6, and 7, add the word "increase" to the statements.
- For measurement 7, change the word "personal" to "personnel."

B.2. Action Plan for Objective #1:

Does the action plan:	YES	NO
Include strategies/action steps that are comprehensive in scope?	X	
Address as many aspects of the institution's programs, activities, and services as appropriate?	X	
Address the entire student population?	X	
Include a logical sequence of strategies and/or action steps?	X	
Include enough activities to ensure that the objective will be achieved?		X
Include all appropriate major action steps?		X
Address aspects of the Middle States Standards for Accreditation identified as weak in the institution's self-assessment of how well it meets the Standards?	X	
Identify the resources required to implement the action steps?		X

Does the action plan:	YES	NO
Identify the persons/groups responsible for implementing each action step?	X	
Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?	X	
Include plans for obsolescence; identifies the activities that will cease (and when that will occur) so that the additional activities can be added?	X	
Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?	X	
Establish reasonable timelines for implementing the action steps?	X	
Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan?		X
Outline clearly and in detail the action steps to be taken in the first two to three years of the plan?	X	
Appear to be reasonable and achievable?	X	

What recommendations can the Team offer to the school for any areas evaluated “No” to improve the clarity and focus of this action plan?

- Consider adding an action step to establish a school-wide independent reading program in English and Arabic to increase reading comprehension.
- Add action steps to extend throughout the entire life of the Action Plan.
- Identify and include resources required to implement the Action Plan.
- Get feedback and input from stakeholders on the action steps.
- Maintain accurate minutes in both Arabic and English.
- Keep an accurate record of Implementation Team meeting attendees.

B.3. Student Performance Objective #2:

By 2022 IKNS students from K-12 will demonstrate improved problem solving skills in mathematics.

- A. Measurement #1: The mean scores by grade level on the mathematics test of Measure of Academic Progress (MAP) to increase by 2 RIT points in each accreditation year and aggregating to an overall 14 RIT points by 2022. SAT mean scores to increase 4 points on the mathematics section in each accreditation year and aggregating to an overall 28 points.
- B. Measurement #2: Number of students by grade level achieving 80% and above in the End of Year Average in mathematics to increase by 2% in each accreditation year and aggregating to an overall of 14% by 2022.

Measurement #3: Number of purposefully planned differentiated activities in mathematics K-12 lessons that target problem solving.

Measurement #4: Number of planned and implemented systematic cross-curricular links across the school that involve mathematics and target problem-solving.

Measurement #5: Number of planned and implemented assessment methods used other than written tests (such as, but not limited to, project based learning) that target problem solving.

	YES	NO
Is the objective:		
Closely associated with the exit outcomes for students as expressed in the Profile of Graduates, graduation requirements, and/or performance expectations for the school's students?	X	
Reflective of the school's mission, and supportive of the strategic plan of the larger organization?	X	
Does the objective:		
Include baseline data, and are they logically organized and presented in an easily understood format?	X	
Enjoy the support of the school's stakeholders as one of the highest priorities for growth and improvement in student performance?	X	
Does the school:		
Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives?	X	
Have an effective and efficient way to gather data to assess the progress of the objective?	X	
Is the objective reasonable and achievable?	X	

What recommendations can the Team offer to the school for any areas evaluated No and/or to improve the clarity and focus of this objective?

- Label the duplicated measurement 4, measurement 5 instead.
- For measurements 3, 4, and 5, add the word "increase" to the statements.

B.4. Action Plan for Objective #2:

Does the action plan:	YES	NO
Include strategies/action steps that are comprehensive in scope?	X	
Address as many aspects of the institution's programs, activities, and services as appropriate?	X	

Does the action plan:	YES	NO
Address the entire student population?	X	
Include a logical sequence of strategies and/or action steps?	X	
Include enough activities to ensure that the objective will be achieved?	X	
Include all appropriate major action steps?	X	
Address aspects of the Middle States Standards for Accreditation identified as weak in the institution's self-assessment of how well it meets the Standards?	X	
Identify the resources required to implement the action steps?		X
Identify the persons/groups responsible for implementing each action step?	X	
Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?	X	
Include plans for obsolescence; identifies the activities that will cease (and when that will occur) so that the additional activities can be added?	X	
Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?	X	
Establish reasonable timelines for implementing the action steps?	X	
Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan?		X
Outline clearly and in detail the action steps to be taken in the first two to three years of the plan?	X	
Appear to be reasonable and achievable?	X	

What recommendations can the Team offer to the school for any areas evaluated "No" to improve the clarity and focus of this action plan?

- Add action steps to extend throughout the entire life of the Action Plan.
- Identify and include resources required to implement the Action Plan.
- Get feedback and input from stakeholders on the action steps.
- Maintain accurate minutes in both Arabic and English.
- Keep an accurate record of Implementation Team meeting attendees.

B.5. Student Performance Objective #3:

By 2022, students from K-12 at IKNS will demonstrate improved science achievement and understanding of scientific method, as measured by: 1) The scores of IKNS students on the Measure of Academic Progress (MAP) science test 2) Number of students by grade level achieving 80% and above in the End of Year Average in Science to increase by 2% in each accreditation year and aggregating to an overall of 14% by 2022 3) Number of purposefully

planned differentiated activities in science from K-12 4) Number of planned and implemented systematic cross-curricular links that promote achievement in science and understanding of scientific method and 5) Number of planned and implemented assessment methods targeting scientific method (such as, but not limited, to lab reports and project based learning).

	YES	NO
Is the objective:		
Closely associated with the exit outcomes for students as expressed in the Profile of Graduates, graduation requirements, and/or performance expectations for the school's students?	X	
Reflective of the school's mission, and supportive of the strategic plan of the larger organization?	X	
Does the objective:		
Include baseline data, and are they logically organized and presented in an easily understood format?	X	
Enjoy the support of the school's stakeholders as one of the highest priorities for growth and improvement in student performance?	X	
Does the school:		
Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives?	X	
Have an effective and efficient way to gather data to assess the progress of the objective?	X	
Is the objective reasonable and achievable?	X	

What recommendations can the Team offer to the school for any areas evaluated No and/or to improve the clarity and focus of this objective?

- The wording of Objective #3 should be more directly linked to the IKNS student profile. An elementary school science teacher commented that the scientific method is intended to link to the IB Learner Profile and help students develop lifelong skills.
- For measurements 1, 3, 4, and 5, add the word "increase" to the statements.

B.6. Action Plan for Objective #3:

Does the action plan:	YES	NO
Include strategies/action steps that are comprehensive in scope?	X	
Address as many aspects of the institution's programs, activities, and services as appropriate?	X	
Address the entire student population?	X	
Include a logical sequence of strategies and/or action steps?	X	
Include enough activities to ensure that the objective will be achieved?		X

Does the action plan:	YES	NO
Include all appropriate major action steps?	X	
Address aspects of the Middle States Standards for Accreditation identified as weak in the institution's self-assessment of how well it meets the Standards?	X	
Identify the resources required to implement the action steps?		X
Identify the persons/groups responsible for implementing each action step?	X	
Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?	X	
Include plans for obsolescence; identifies the activities that will cease (and when that will occur) so that the additional activities can be added?	X	
Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?	X	
Establish reasonable timelines for implementing the action steps?	X	
Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan?	X	
Outline clearly and in detail the action steps to be taken in the first two to three years of the plan?	X	
Appear to be reasonable and achievable?	X	

What recommendations can the Team offer to the school for any areas evaluated "No" to improve the clarity and focus of this action plan?

- Include the workshops, cross-curricular links, and other Professional Development as discussed during the teacher interviews.
- Specify how teachers will change methodology from the focus on content to the focus on skills. Specify how this change will be evaluated.
- Identify the resources required to implement the action steps.
- Clarify which objectives are being addressed and confirm the timeline for the action steps.
- Add action steps to extend throughout the entire life of the Action Plan.
- Get feedback and input from stakeholders on the action steps.
- Maintain accurate minutes in both Arabic and English.
- Keep an accurate record of Implementation Team meeting attendees.

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS—THE PLAN FOR GROWTH AND IMPROVEMENT

In this section, the Team reports its observation and recommendations regarding the degree to which the school's Plan for Growth and Improvement meets the requirements of the protocol.

The Requirements of the Protocol for the Plan for Growth and Improvement

In this section, the Visiting Team reports whether the school's Plan for Growth and Improvement meets the requirements of the protocol.

Requirement of the Protocol	Met	Not Met
Two to four measurable student performance objectives	X	
• One or more assessments for each objective	X	
• Baseline data for at least one assessment for each objective	X	
• Technical approval of the objectives	X	
Comprehensive action plans for each objective		X
Plan for regular monitoring and review of the Plan (at least once annually)	X	

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets the requirements of the protocol for the Plan for Growth and Improvement (objectives and action plans) and 2) any areas in which the school exceeds the requirements of the requirements of the protocol.

- Foundation documents including the Mission, Beliefs, and Profile of Graduates are present.
- Self-Assessments of Compliance with the Standards for Accreditation is present in the school's Self Study Report.
- The Plan for Growth and Improvement has measurable objectives, baseline data for two assessments, MSA technical approval, an Action Plan for each Student Learning Objectives, and regular monitoring of the Plan.
- All stakeholders of the school were actively involved in the process.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of the protocol for the Plan for Growth and Improvement. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- Refer to individual recommendation for each Action Plan.

Recommended Monitoring Issues:

In this section, the Team lists any requirements of the protocol for the Plan for Growth and Improvement—Student Performance Objectives and Action Plans—that require monitoring. Monitoring issues refer to elements of Student Performance Objectives and Action Plans required by the protocol that are not completely absent but are met only partially and are either in need of completion or improvement. Monitoring issues must be corrected by mid-term in the school’s accreditation.

No.	Requirement of the Protocol	Action Recommended
	NONE	

Recommended Stipulations:

In this section, the Team lists any requirements for the Plan for Growth and Improvement—Student Performance Objectives and Action Plans—that are absent and, therefore, must be added as a stipulation to the school’s accreditation.

No.	Requirement of the Protocol	Action Recommended
	NONE	

THE MIDDLE STATES STANDARDS FOR ACCREDITATION

INTRODUCTION

The self-assessment of the degree to which the school meets the Middle States Standards for Accreditation provides information and data that portray the school's capacity to produce the levels of student performance the school and its community of stakeholders desire and expect.

The 12 Standards for Accreditation reflect research-based best practices for quality in schools. The Standards also represent the organizational "building blocks" that need to be in place to produce high levels of student performance. The self-assessment leads to identifying the school's strengths and areas in need of improvement.

Standards for Accreditation for Schools: Elementary, Middle, High, and PreK-12 Institutions

- Standard 1: Philosophy/Mission
- Standard 2: Governance and Leadership
- Standard 3: School Improvement Planning
- Standard 4: Finances
- Standard 5: Facilities
- Standard 6: School Climate and Organization
- Standard 7: Health and Safety
- Standard 8: Educational Program
- Standard 9: Assessment and Evidence of Student Learning
- Standard 10: Student Services
- Standard 11: Student Life and Student Activities
- Standard 12: Information Resources and Technology

PHILOSOPHY/MISSION STANDARD FOR ACCREDITATION

The Standard: The school has a clearly written and actively implemented statement of philosophy/mission that conveys the general and specific purposes of its educational program, expresses expectations for quality, and serves as the basis for daily operational and instructional decision making as well as long-range planning. Stakeholders give input into the development of the school’s philosophy/mission and understand and accept it. This document is aligned with the community served and is reviewed periodically by stakeholder representatives.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
The school’s philosophy/mission	X
Samples of publications that communicate the mission/philosophy to the school’s community of stakeholders <ul style="list-style-type: none"> • Website • Imprinted on the school’s multipurpose folder • Student notebooks/copybooks • Stated on walls of classrooms • School prospectus • Teacher prospectus • New faculty handbook • Student homework book 	X
Marketing, recruitment, and admissions materials	X
Address of the school’s website	X
Policies related to the philosophy/mission	X
Displayed on monitors in the hallways	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.

The Visiting Team observed that:

- The school mission statement is widely communicated throughout the school. It is posted on the school website, on classroom walls, in promotional materials, on student notebooks/copybooks, planners, etc.
- Student performance objectives are in line with the mission statement.
- The school periodically reviews and revises the mission statement. A comprehensive review was done in 2013 as part of Self-Study for review conducted by Quality Assurance Authority for Education and Training of Bahrain.
- The main focus of the mission statement is on student learning.
- The role of faculty is to guide students in achievement of the mission.
- The mission serves the greater Bahraini community by creating a “model of education that fulfills the needs of the country.”
- The mission talks about the education of the whole child beyond academics.
- Harmony is achieved between students’ traditions and culture and a quality international educational program.
- There is a clear connection between mission and IKNS profile of graduates.
- Representatives from the Board of Directors indicated that the school is fulfilling its mission statement based on their opinion that graduates are successful in their various future pursuits and given preference by prospective employers in Bahrain.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- None

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

GOVERNANCE AND LEADERSHIP STANDARD FOR ACCREDITATION

The Standard: The school is chartered, licensed, or authorized by a state, nation, or authority that operates in the public interest. The governance and leadership ensure the integrity, effectiveness, and reputation of the school through the establishment of policy, provision of resources, and assurance of a quality educational program. The governance and leadership act ethically and consistently to assure an atmosphere of mutual respect and purposeful effort on behalf of students and their learning. School leaders foster a productive environment for teaching and learning, timely, and open communication with stakeholders, and the vision necessary for day-to-day operations and long-term planning.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Job descriptions for the head of the institution and other key administrative personnel	X
Appraisal tool and/or description of the process used to appraise the performance of the head of the institution	X
Chart of lines of authority/responsibilities	X
Policies related to governance and leadership	X
Names of the members of the board of governance	X
Constitution of IKNS	X
Constitution of the IKNS Board of Trustees	X
Minutes from the Board of Trustee meetings	X
Minutes from the Board of Directors meetings	X
Minutes from the Administrative Committee meetings	X

Evidence	Visiting Team
NQQAET review conducted by the Bahraini Ministry of Education, Private Education division	X
Five Year Strategic Plan	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

1. The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.

The Visiting Team observed that:

- Strong longevity and continuity at all levels of school governance and leadership. Key members have served since the school's conception.
- The members of the Board of Trustees and Board of Directors interviewed all spoke with great pride and passion about their involvement with IKNS.
- Board members send their children and grandchildren to the school and serve on the Board beyond the attendance of their own children.
- A very cordial and cooperative relationship was spoken about and witnessed in the interactions between the School President and the governance of the school.
- The School President is given the authority by the Board of Trustees to run the educational program and daily school operations with the support of his school-based leadership team.
- It is clear in observing the school-based administration that they know their students, staff, and parents and have constructive relationships with all constituencies within the school.
- Opportunities for parents to communicate with administration in person, by telephone, or through emails are provided and responded to in a very timely manner.
- Administration interviewed referred to the ideals of the school mission in their communications and were directly involved in the development of Student Performance Objectives and in their implementation through the Action Plan Committees.

2. The Team's observations regarding areas in which the school exceeds the requirements of this Standard and its Indicators of Quality.

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- Commitment of the Board of Trustees to provide a clear vision for the school and to ensure the resources and leadership required to continually progress the school forward towards the achievement of the mission.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- A policy manual should be created to compile all individual school policies in one centralized document.

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

SCHOOL IMPROVEMENT PLANNING STANDARD FOR ACCREDITATION

The Standard: The school uses a collaborative process to develop and implement a written strategic or long-range plan to improve its educational program and services. Plans are aligned with the school's philosophy/mission and its operational plans, and are focused on continuous improvement of student performance, staff professional and organizational growth.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Strategic and/or long-range plan	X
Enrollment plan	X
Policies related to school improvement planning	X
Science Fair Guide – Guidelines for Assessment Criteria	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

1. The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.

The Visiting Team observed that:

- Enrollment projections are stable through 2021-2022.
- Committees comprised of the Board of Directors, administration, heads of departments, parents, and teachers are established to develop school improvement plans.
- School improvement plans and strategic plans are available on the school website.
- School leadership provides clear coordination, supervision, and direction for the overall educational program.
- The school has adopted the IKNS Framework for Teaching (Danielson) for teacher evaluation. Teachers self-evaluate and develop goals for the year. Teachers are evaluated at the end of the year based on the goals they have established for themselves.
- Based on the results from the Framework for Teaching, professional development is accordingly planned.
- Several staff members attend professional conferences locally and abroad.
- Improvement plans are supported by the entire school community and approved by the school governance.
- School improvement plans are reviewed every 4-6 weeks by the school governance to assess the progress and make alterations if necessary.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- None

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

FINANCES STANDARD FOR ACCREDITATION

The Standard: Financial resources are sufficient to provide the educational opportunities defined in the school’s philosophy/mission. The business practices of the school are ethical. These practices promote confidence in the school’s ability to manage fiscal and material resources in a responsible manner and follow prescribed budgeting and accounting principles. The majority of resources raised for school purposes are dedicated to the school’s operations.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Current operating budget (for main campus and each branch campus)	X
Certified external audit letter conducted within the last two years (for main campus and each branch)	X
Student tuition and fee schedule (if applicable)	X
Long-range financial plan	X
Schedule of student tuition and fees (for non-public and proprietary institutions)	X
Evidence that the institution has no contingent liabilities or on-going litigations that potentially could affect the institution’s ability to continue operation	X
List of grants and other funding sources obtained in the last calendar year	X
Publications provided to students outlining students’ financial obligations	X
Summary of the institution’s insurance coverage (for main campus and each branch)	X
Policies related to finances, financial aid, and refunds	X
Management Report (monthly)	X
Minutes from Finance Committee meetings	X

Evidence	Visiting Team
Reports by the Finance Committee	X
Five Year Plan	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

1. The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.

The Visiting Team observed that:

- The Board of Directors work with Educational, Technical, and Finance Committees to coordinate and prioritize school needs and ensure available funding for school projects.
- Board of Directors report on the school finances to the Board of Trustees.
- There is a monthly Management Report created by the Financial Controller for the Finance Committee and the Board of Directors.
- The Business Manager is well qualified and has a productive and respectful working relationship with the School President.
- Tuition rates and other school related student fees are transparent and published on the IKNS website in the "Admissions" section.
- All tuition rate increases must be approved by the Ministry of Education.
- The main source of revenue for IKNS comes from student tuition and with a vast majority of the students Bahraini nationals, the school has a highly reliable source of revenue.
- Educational resources to be purchased by the school are determined with input from teachers, department heads, and principals.
- Teachers interviewed articulated that the school is well resourced and this was apparent in the classroom and recreational facilities.
- The school is adequately insured in all relevant areas.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators

of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- None

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

FACILITIES STANDARD FOR ACCREDITATION

The Standard: School facilities are safe, clean, and well maintained. The physical environment supports delivery of the educational program/services as well as optimal student development and achievement. Facilities are appropriate and adequate to implement the philosophy/mission of the school. They are regularly inspected for effective operation and meet all applicable laws including health and safety code requirements.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Floor plan of facilities	X
Long-range facilities plan	X
Maintenance/repair schedules (Annual Maintenance Schedule 2015-2016)	X
Plans for facilities improvements (Elementary – Sands Site Development Plan)	X
Maintenance budget	X
Policies related to facilities	X
5 Year Strategic Plan	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

1. The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.

The Visiting Team observed that:

- The facilities and equipment throughout the school are modern, clean, safe and well maintained.
- The school buildings (elementary, middle and high school) are easily identifiable, clean, well lit where the air quality and comfort is well maintained.
- The school buildings have marked exit signs, railings on all stairwells with rubber floors, wheelchair accessible ramps, and elevators.
- The Sports Complex is a state of the art facility with 2 basketball courts, a swimming pool, fitness center, and changing rooms. These facilities in the Sport Complex are spacious, clean, well maintained, well lit, with excellent air conditioning.
- IKNS's administrative offices and meeting rooms are welcoming, well appointed with excellent office equipment including new Apple desktops. They are comfortable, functional with student artwork displayed throughout.
- The school's maintenance department is well organized and funded. All maintenance repairs are documented, recorded, and completed promptly. The Elementary Principal stated, "Things just get done."
- The daily cleaning crew consisting of 30 workers beginning after 3:00 pm operates allowing minimal interruption during school operational hours. A cleaning crew is assigned to clean bathroom facilities from 7:30 am – 3:00 ensuring cleanliness and sanitary conditions.
- IKNS facilities offer designated spaces for allowing quality programs and instruction; (spacious and comfortable classrooms with built-in bookcases, projectors, cabinets, sinks).
- The classrooms contain windows for natural light and are well insulated allowing for quiet hallways and managed noise control.
- Lockers in the middle and high school are modern, allow easy access for students, and have built-in locks for security.
- The school grounds are immaculate, spacious, with clearly designated fenced or buffered areas. The landscape consists of natural grass, flower borders, and mature trees providing shade. Outside seating includes benches and picnic tables for student use.
- The elementary playground is a fenced in, large, and shaded designated area consisting of modern gym equipment allowing the students to freely play.
- The two outdoor soccer fields (one natural grass and another with artificial turf) are fenced, well maintained and equipped with outdoor lighting.
- A designated and well-maintained outdoor area, 'Sand Field' has two tennis courts, 3 soccer fields, and a running track.

- In order to improve the hygiene and air quality throughout all of the school buildings, the air conditioning ducts are cleaned and maintained every three years.
- IKNS provides designated parking for its employees, parents, and visitors. The parking lots are fenced in areas where some of the parking spaces contain overhead shade. Each parking space is well marked and contains a rubber bumper.
- The school has a centralized storage area where textbooks, office supplies, and technology equipment are kept.
- The MS/HS canteen is centrally located in the courtyard. It is easily accessible on the ground level offering both inside and outdoor seating. It is clean and well maintained. The food and drinks provided to students and staff is outsourced and displayed in well lit refrigerated shelving.
- Two Prayer Rooms (girls and boys) are located within the middle school building.
- A separate security guard office and electronic gates for entering and departing the school grounds is prominently in place at the entrance to the school.
- The secondary school building has three state of the art science labs for use in the Physics, Biology, and Chemistry courses.
- An art building with a separate kiln room designed for middle and high school is well equipped for creating student artwork and pottery.

2. The Team's observations regarding areas in which the school exceeds the requirements of this Standard and its Indicators of Quality.

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- The Sports Complex is state of the art, spacious, safe, and comfortable providing not only the basic needs of their students, but goes to beyond to provide an ideal infrastructure for school athletic and other extra curricular activities.
- Middle school and high school student lounge provides a spacious, open, safe, and centrally located space for students to socialize, meet, or study.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- None

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

SCHOOL CLIMATE AND ORGANIZATION STANDARD FOR ACCREDITATION

The Standard: The school’s organizational structure and climate facilitate achievement of its core values as expressed in the philosophy/mission. The school culture supports successful implementation of age- and developmentally appropriate educational programs and services. Roles, responsibilities, expectations, and reporting relationships are clearly defined. Administrative, instructional, and support staff are qualified, competent, and sufficient in number to effectively provide quality educational experiences. The school regularly conducts staff performance appraisals and offers professional development opportunities informed by its philosophy/mission. Relationships among the staff and leadership are collegial and collaborative.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Organizational chart for the school and school system	X
List of members of the professional and support staffs	X
Salary schedules and descriptions of benefits packages for teachers, specialists, and support staff	X
Results of any climate survey	X
Instruments used for evaluating the performance of the staff- IKNS Framework for Teaching	X
Professional development plan	X
Policies related to school climate and organization	X
Quality Assurance –QAA Reports	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

1. The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.

The Visiting Team observed that:

- The libraries offer a large variety of books (over 37, 000 volumes) in both Arabic and English to support the school's mission, "builds on Arab and Islamic values, allowing students to develop in harmony with their culture and tradition."
- IT-Library staff/teachers that were interviewed had been with school between 5 and 13 years. Guidance/Learning support staff interviewed had been with the school between 2 and 13 years.
- 2028 – The year a current kindergartener (KG) will graduate from the school. When developing student performance objectives, the school collaboratively plans according to their vision of an IKNS graduate who started in KG. As stated by the administration – to paraphrase, because we are training students for a future that we are unsure of, education is complicated.
- Staff training is provided at the beginning of the year to orient teachers to Smart Boards and the school network.
- Parent surveys are provided in English and Arabic – inclusive of the entire population.
- IKNS uses an extensive teacher evaluation form as evidenced in the IKNS Framework for Teaching (Danielson).
- Staff/Teachers are qualified for their positions based upon educational attainment and experience. For example, guidance counselors are well qualified for their positions based on educational background. The IT staff members are well versed in the latest technology and geared their learning objectives accordingly.
- Teachers were eager to share their objectives/programs/accomplishments. For example, the science teachers shared science fair accomplishments, in ES/MS/HS divisions. Student art exhibits are prominently displayed throughout the school.
- An extensive anti-bullying campaign took place in November 2015.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- None

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

HEALTH AND SAFETY STANDARD FOR ACCREDITATION

The Standard: A safe, orderly, and healthy environment for teaching and learning is provided. The school adheres to local, state, and federal government health and safety requirements. Health, safety, preventive/emergency procedures, and crisis management policies are clearly written, well documented, implemented, and updated regularly.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Emergency and crisis plans	X
Records of most recent health and safety inspections	X
Record of emergency drills	X
Emergency Procedures section of Faculty Handbook	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

- 1. The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.**

The Visiting Team observed that:

- Clipboards in every room containing evacuation plans and class rosters. Red and green indicators make student absence obvious. New system (2014) very loud, 4 automated SMS notifications to key personnel, including the dispatch. Emergency response training for guards by independent contractor. Emergency Procedure as well as Emergency and Crisis Plans are documented.
- Medical staff on site, appropriate training for faculty and support staff (12-14 staff annually).
- Red Crescent or American Heart Association CPR training every two years for key personnel as well as volunteers.
- Hand sanitizers in the halls and wipes in weight room.
- Custodians daily clean and disinfect computer labs, all doorknobs, floors, etc.
- Medical records, electronic and physical, maintained in an orderly efficient manner. PowerSchool medical alerts system is enabled.
- Facilities Supervisor responsible for the maintenance of storage and the implementation of checklists for safety.
- Maintenance records are well maintained and kept organized in binders.
- Blind spots of surveillance have been identified and a plan in place to rectify.
- Attendance on a class-by-class basis documented on PowerSchool ensures proper accountability of students.
- Staff medical files organized and available with appropriate responsibility and accountability.
- Teaching assistants aid the evacuation of the younger students (preK-1).
- Medicines stored in organized cabinets. New medical refrigerator for storage of sensitive substances.
- Illuminated fire exit posting above all exits where student traffic is possible.
- Guards are contracted and diligent in the oversight of student safety.
- A representative Health and Safety Committee has been created to develop a comprehensive health and safety plan for the school.

2. The Team's observations regarding areas in which the school exceeds the requirements of this Standard and its Indicators of Quality.

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- Maintenance of facilities is exemplary. Not only is the school safe, healthy, and well planned through organic growth and appropriate, care is shown to the emotional well-being and aesthetic sensitivities of the student body.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- None

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION

The Standard: An effective educational program for a school consists of both carefully planned and well executed curriculum programs and solid instructional pedagogy. Also fundamental to a successful educational program are the means to assess student performance and growth as well as programmatic evaluation. Thus, curriculum, instruction, and assessment are often considered to be the “heart” of any school since these three components have such an impact on the total school experience of students. The curriculum outlines what students should know and be able to do. Instruction identifies effective ways for teachers to ensure student learning takes place. Assessment indicates at what level students are able to demonstrate knowledge, skills, and attitudes.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Program of studies or other overview of the components of the educational program	X
Scope and sequence charts	X
Written curriculum guides for each component of the educational program	X
Master schedule	X
Policies related to educational program	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

1. The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.

The Visiting Team observed that:

- IKNS uses Rubicon Atlas as the platform to develop their educational program, curriculum maps, scope and sequence, and lesson plans in both English and Arabic.
- Both the parent and teacher handbook can be found on the school website. These handbooks contain policies related to the educational program.
- As part of their strategic plan, IKNS has adopted 4 student performance objectives including improvement in reading comprehension and language development. These performance objectives are articulated by the faculty and implemented across the curriculum.
- Based on direct observation, physical education is integral to the school program. Students are offered a variety of indoor and outdoor options including swimming, basketball, soccer, and a fitness room along with other programs.
- The school established Wi-Fi connectivity within the last year. Apple computers are available to students in the computer lab, library, and 'travelling trolley'. MS/HS students may bring their own electronic device to use on campus. Mobile phones in the MS/HS may be used with the permission of the supervising teacher.
- Both vertical and horizontal collaboration take place in curriculum development as demonstrated by discussions with the science, math, and guidance departments. For example, Guidance teachers throughout K-12 offer programs aligned with varying monthly themes including kindness, bullying, life skills, and emotions. Activities foster empathy, school spirit, and sportsmanship. HS counselors invite motivational speakers to encourage students in their development.
- Mathematic and science teachers meet on a regular basis to discuss curriculum issues, focusing on alignment.
- The teacher-student ratio in elementary, middle, and high school is conducive to differentiated instruction, effective classroom management and variety of instructional methods.
- Elementary, MS, and HS counselors meet biweekly to discuss program coordination. MS/HS counselors review the files of all incoming middle school and high school students.
- According to the administration, committees were established to review the 12 MSA standards (which included input from all teachers and the PTSA (Parent Teacher Student Association)). These committees identified cross-curricular development and differentiation as areas for improvement. As a result, professional development workshops/training are focused particularly on these areas.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- None

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

ASSESSMENT AND EVIDENCE OF STUDENT LEARNING STANDARD FOR ACCREDITATION

The Standard: The school systematically collects and rigorously analyzes quantifiable and observable evidence of individual learning and growth from multiple valid and reliable sources. Evidence of student learning is used to evaluate and improve curriculum effectiveness, instructional practices, professional development, and support services. Progress in student learning and performance is expected and is accurately, clearly, and systematically reported to the school community.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Example of student transcript	X
Example student report card and progress report	X
Reports of the results of assessments administered to students	X
Policies related to assessment of student learning	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.

The Visiting Team observed that:

- Evidence of student learning is used to evaluate and improve curriculum effectiveness, instructional practices, professional development, and support services. Progress in student learning and performance is expected and is accurately, clearly, and systematically reported to the school community.
- IKNS uses a variety of outside assessments to inform its planning and assessment decisions PSAT, SAT, IB, MAP, TOEFL, IELTS, MIPPS as well as others depending on grade level and target skill.
- IKNS uses data from Rubicon Atlas for the planning of formative and summative assessment to inform its planning and evaluation of student achievement.
- IKNS has regular testing at every grade level and shares results with all stakeholders to foster transparency and whole-school commitment to objectives.
- IKNS shares measurable student achievement (through assessment statistics) with all stakeholders at every stage of the process--enrollment, in-class, reporting, advising, planning, and graduating.
- Faculty academic committees--comprised of all levels and disciplines--have effective and congenial dialogue to discuss differentiated instruction and assessment, in support of school objectives and mission statement.
- IKNS "volunteered to be the NAQQAET guinea pig" in its assessment quality assurance initiative to ensure that its own assessment practices were of the highest standard.
- A math department chair stated that "comfort zones are always challenged by professional development . . . and technology too," recognizing that professional growth is fostered through risk taking.
- Faculty in mathematics takes a "let them discover" approach to problem solving.
- Faculty members feel that the "support of administration is very high" in terms of professional development as they implement new strategies.
- All members interviewed showed and expressed a desire "to enrich" problem-solving strategies and assessments.
- Staff felt empowered in the planning process, which they affirmed in our discussions.
- Elementary faculty determined that MAP test math word problem struggles of some elementary students are more linguistic rather than mathematical, resulting in the change in math instruction from Arabic to English.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators

of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- It is recommended that individual student MAP reports are given to parents to inform them of their child’s progress and help support student learning.

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

STUDENT SERVICES STANDARD FOR ACCREDITATION

The Standard: The school implements written policies and procedures, in partnership with families and the community, that provide all students with, or refer them to, services that are age- and developmentally appropriate to optimize opportunities for life-long success. Student services are systematic and integral to the educational program. They are provided by qualified personnel, sufficiently financed, periodically evaluated, and philosophy/mission appropriate.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Guidance and counseling plan	X
Examples of student schedules	X
Policies related to student services, including guidance and counseling, admissions, transportation, food services, and special education	X
Admissions criteria	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.

The Visiting Team observed that:

- Counselors from elementary, middle, and high school meet together on a regular basis.
- The guidance program consists of four components: Developmental guidance instruction, individual planning, response services, and school community support.
- There are age and developmentally appropriate monthly themes in the three schools that address social and emotional issues, such as bullying, kindness, friendship, etc.
- Teachers share responsibility for providing guidance to students in homeroom by addressing the monthly themes. Homeroom teachers act as advocates and guides for their students.
- Students' social and emotional needs are met through group meetings, weekly lessons, and organized social events. Counselors also address individual concerns on a case-by-case basis as needed.
- In consultation with parents, students are referred to outside agencies for counseling and/or testing as needed.
- Assessment data is used to place students in classes and open new courses. Recently an SAT prep course was added in response to assessment data.
- Career awareness activities are provided such as career day, field trips to organizations in different fields, elective classes (Be Entrepreneurial and Careers with a Purpose), and after-school clubs. Naviance is also used.
- The school offers an orientation program for new students and families, as well as for students who are in key, transitional grade levels, to share policies, procedures, and expectations.
- Transportation services are not provided by the school, except in special circumstances such as field trips.
- Dining areas are clean and efficiently organized. A variety of healthy food choices is available. Food service areas are inspected by school personnel and governmental agencies regularly.
- The school requires formal testing and diagnosis of students with special needs. In general, the school does not admit students who have special needs. Special services are provided through the guidance and counseling department.
- The school has written admissions and placement policies that are published on the IKNS website.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- Conduct a follow-up study of graduates to help determine the effectiveness of the school's educational programs and services.

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

STUDENT LIFE AND STUDENT ACTIVITIES STANDARD FOR ACCREDITATION

The Standard: A healthy atmosphere exists for all students. At all levels, non-discriminatory, appropriate student activities that supplement classroom experiences or community life are provided. An appropriate student activities program fosters a positive intellectual, cultural, and social climate, promotes growth in student leadership and social interaction skills, and encourages students' special interests.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Samples of student publications—e.g., yearbook, student newspaper, literary magazine	X
Budget for all athletic activities	X
Budget for all non-athletic activities	X
Policies on academic eligibility	X
Policies related to student life and student activities	X
Samples of student projects and program development	X
Class schedules with activities illustrated in curriculum	X
Student club activities schedule	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

1. The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.

- The students of IKNS, both elementary and secondary, have a wide variety of activities that enrich their academic, athletic, and altruistic lives. Their narrative and documentary evidence illustrate a serious commitment on the part of IKNS toward a rich and rewarding extracurricular life that supports mission goals of citizenship and whole-person education.
- Through athletic events, programs, and competitions coaches differentiate instruction so that students are given various opportunities (intramural, inter-school, and international) to captain, manage, support, and cooperate in building the spirit of the school.
- The variety of sports offered is “very popular” with well over half the students playing, and many others supporting the effort to “use all facilities” and engage the whole school population in healthy activities.
- The Athletic Director spoke of the integrity and sportsmanship of student athletes, using the recent example of a starting soccer goalie requesting to be “subbed out” so that others could have a fair chance to play in tournaments.
- Clubs are most frequently initiated and managed by students.
- Students show leadership and management skills by teaching their younger schoolmates the protocols and lessons of MUN.
- The elementary school has well-scheduled and supported activities that include activities for any and all students, ranging from robotics to chess to sport.
- Secondary school has clubs that foster cultural, social, academic, and physical well being of the student population.
- An IB CAS project, Go Green Club, has well over a hundred students participating actively in the group. They engaged a local recycling business to provide an automated sorting compactor.
- The “Me to We” service education program has students providing under serviced communities around the world with student hands on assistance with key development projects (i.e. farm project in China).
- Student travel on school sponsored cultural and sports related trips (i.e. Japan cultural tour).

2. The Team's observations regarding areas in which the school exceeds the requirements of this Standard and its Indicators of Quality.

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- The scope and extent of the school’s club and activities provide students with an impressive variety of choice and opportunity to develop their leadership and civic pride.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- None

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

INFORMATION RESOURCES AND TECHNOLOGY STANDARD FOR ACCREDITATION

The Standard: Information resources, materials, and technology are accessible and of adequate scope, quantity, and quality to facilitate the school’s pursuit of its total educational program. These resources encourage all students and staff to broaden and extend their knowledge and skills. Access to appropriate information resources and technology is provided for students and staff. Appropriate instruction is offered to develop student and staff inquiry, research, and information literacy skills. Information technology equipment is functional and well maintained.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
The information resources and technology plan(s)	X
Budget for information resources and technology	X
Information skills curriculum	X
Inventory of information resources	X
Inventory of information technology equipment	X
Policies related to information resources and technology	X
IKNS Internet Contract Agreement	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

1. The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.

The Visiting Team observed that:

- Information resources (print and electronic/Arabic and English) are properly catalogued, contained and periodically reviewed for relevancy, collection development, and weeding reflective of current interests and circulation statistics.
- There are two school libraries/media resource centers located on campus. One library serves the elementary and the other middle and high school. The library operating system is Destiny with an online catalog available for students and staff.
- Library resources (print and electronic) are appropriately supported with funding from the school's general budget. A five year Technology Budget through year 2020 has been established. The Elementary School Librarian and IT Director commented that administration has always been "very generous" in purchasing IT for the school and requests for additional resources are "very rarely refused."
- The current online paid subscription resources made available to students and staff are; Follett E-books, Encyclopedia Britannica School, Tumble Books (Elementary), World Book and EBSCO-HOST.
- Administrative electronic resources PowerSchool and Atlas Rubicon have been established and are utilized on a daily basis for students, staff, and parents.
- Library instructional classes are equally rotated between Arabic and English reflecting the school's mission statement.
- The Elementary Librarian conducts 40 minute/5-7 instructional sessions per day for students and both libraries offer after school extended hours for students and staff.
- The school is committed to purchase, train on the use, and expand into cutting technological equipment designed for educational institutions manufactured by Apple. The actual number of i-MAC desktops and laptops throughout the entire school for students and staff use is extensive.
- The IT Director recently identified Apple's future "learning management system designed for interactive teaching" as a goal for the school to adopt.
- The School Librarians and IT Department work both independently and together in providing instructional professional development and training for teachers and staff whenever a new technology is introduced within the school. Most recently training and instruction for PowerSchool was conducted.
- The Elementary Library offers 'Battle of the Books' a competition for students to compete on reading comprehension, reflecting the goal of improving Reading within the school's Student Performance Objective.

- The school implements written policies and procedures for acceptable use of technology by students and staff, such as 'IKNS Internet Contract Agreement' signed off by students and parents. Library policies are evident in written form and are distributed to the student body, library cards are issued allowing borrowing privileges and rules are posted.
- Wi-Fi is accessible school-wide, new switches were installed, and overall bandwidth increased.

2. The Team's observations regarding areas in which the school exceeds the requirements of this Standard and its Indicators of Quality.

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- The number of computer labs (8), inventoried computer hardware, and equipment offered throughout the school exceeds the expectation for this Standard.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- IKNS establish an eBook Summer Reading Program for Elementary, Middle, and High School students in order to encourage the continuation of reading throughout the summer months. This will reinforce reading skills reflecting the goal to improve Reading as stated in the Student Performance Objective #1 and provide support for identified targeted RIT goals for MAP test taking scheduled at the beginning of the school year. EBooks are already available from the library and this program may enhance users of this convenient resource.

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

ACCREDITATION RECOMMENDATION

After its visit to the school, the Middle States Association's Visiting Team is charged with making a recommendation to the appropriate Commission(s) of the Middle States Association of Colleges and Schools regarding the accreditation action the Association should take.

Based on the evidence presented by the school in its Self-Study Document and supporting documentation, and based on the evidence seen and heard by members of the Team from the school's community of stakeholders, the Team recommends to the Middle States Association that it takes the following accreditation action:

ACCREDITATION

An "Accredited" institution is an educational organization that meets all MSA Standards for Accreditation, adheres to applicable MSA policies, and meets the requirements of the self-study protocol used. The institution agrees to adhere to the requirements for maintenance of accreditation, and there are no outstanding issues related to the Standards or requirements of the protocol that would require monitoring or onsite visits beyond the normal expected events required by the protocol utilized.

NEXT STEPS

As Ibn Khuldoon National School proceeds with the implementation of its Plan for Growth and Improvement, there are a number of “next steps” the school will be expected to take in order to maintain accredited status. These include the following:

- **Maintain Adherence to the Middle States Standards for Accreditation.**

The twelve Standards for Accreditation reflect research-based best practices for quality in schools. The Standards also represent the organizational “building blocks” that need to be in place to produce high levels of student performance. Tan accredited school is required to maintain its adherence to the Standards for Accreditation throughout its term of accreditation.

- **Implement the Plan for Growth and Improvement**

When the Middle States Association grants accreditation to a school using the *Accreditation for Growth* protocol, it does so with the understanding that the school will make a good faith effort to implement the Plan for Growth and Improvement that served as one of the bases for accreditation.

- **Submit an Annual Profile and Nominations to Serve on Visiting Teams**

As a requirement to maintain its accreditation, the school is required to submit an Annual Profile in which it either confirms or revises basic data about the school. A second requirement is that the school nominates members of its staff to serve on Visiting Teams to other schools.

- **Conduct Periodic Reviews of the Plan for Growth and Improvement**

While Middle States does not “collect” evidence of the school’s annual review, the school is expected to conduct periodic reviews of its Plan. The purpose of the periodic reviews is to ensure that progress is being made in implementing the Plan, to update and revise the Plan as needed, and to pause to celebrate successes. The school should keep records of what transpired during each review such as meeting agendas, minutes, documented changes to the Plan, and summaries of results of the assessments being used to measure progress toward achieving the objectives. Documentation will be required for the Mid-Term Report and by the next Visiting Team.

- **Complete a Mid-Term Report**

At the beginning of the third year in the accreditation term, the school will be required to submit a Mid-Term Report in which it will provide evidence of its implementing its Plan for Growth and Improvement and of progress being made toward achieving its objectives. The Report will be reviewed by the Middle States staff, which may determine that an on-site visit should be conducted to examine any areas of concern.

- **Prepare for Reaccreditation**

At the beginning of the sixth year of the school's accreditation term, begin a new self-study in preparation for the visit of the next Visiting Team. It should be noted, however, that if the school has implemented a planning ethic and the *Accreditation for Growth* school improvement process has been ongoing as expected, and preparing for the next team visit should be an extension of work already underway.

SUMMARY AND CLOSURE

Ibn Khuldoon National School Oral Report

“Our school is like a family and I always feel comfortable here.” What a great way for a student at Ibn Khuldoon National School to express her feelings about her school and what a wonderful endorsement for the kind of school atmosphere you have all created here.

Good afternoon, I am Scott Dennison, Chair of the Middle States Visiting Team to Ibn Khuldoon National School. We are pleased to see so many members of the school community present here today. On behalf of the Team, we all greatly appreciated the hospitality, cooperation, time, and openness of all community members we spoke with. We leave your school with a feeling that we as the Visiting Team have been a part of a rich professional learning experience.

This oral report is a brief summary of the major points that will likely be included in the written report, which will follow in approximately six to eight weeks.

MSA protocol requires that at the conclusion of this oral report, we will leave your school. We will not entertain any questions or enter into any discussion. You will have the opportunity to ask questions about our findings after you have received and reviewed the written report.

To begin with I need to recognize the other members of our Visiting Team for their service to you and to the Middle States Association—Ms. Farah Baig, Ms. Denise Sullivan, Ms. Shannon Rooney, and Mr. Fred Martin. This Visiting Team was brought together for your benefit, for this one time to affirm the work you have done here at Ibn Khuldoon National School. You were fortunate to have had such a quality team of professionals assembled for this Visit and so was I. They were very thoughtful and thorough in their research and subsequently this will be evident in the feedback they provide your school. It has been a privilege to work with each of them and I thank them all for their hard work and long hours.

There are many people to recognize in the process of reaccreditation.

To the IKNS administration, led by School President, Dr. Kamal Abdelnour, with the strong support of the Board of Trustees and Board of Directors, your leadership team has provided the resources and guidance to move forward towards the fulfillment of your school’s mission. Your Internal Coordinator, Mr. Ayman Al Zanoun has facilitated each step of the Self-Study and created a comprehensive process that represented all the stakeholder groups within the school. The unique make-up of your Planning Team provided the guidance that led you through an intense reflection on your school and the development of a plan to improve student learning with the end goal of, as one Board Member stated, “maintaining our excellence.” We thank the entire administrative team for their energy, drive, care, and compassion that brought the school

to where it is today and will take it forward towards the achievement of future goals. We all understand as one administrator stated, "Education is complicated especially in a bilingual context," but given your commitment, stability, and dedication to following through on your Student Performance Objectives, the school can indeed fulfill the goal to provide students with, "The best education in Bahrain."

To the students of Ibn Khuldoon National School, it is clear that the adults involved in IKNS deeply care about you and your future success. They have designed for you an educational program to prepare you for an exciting, yet uncertain future. The founders of the school had a progressive vision that included respecting your Arab, Islamic, and Bahraini cultural values, while at the same time providing you with the highest standards of international education. As visitors from the outside looking in, we see that vision unfolding within your school. As high school student expressed, "The teachers of the school do care, I relieve that now as a senior." Alumni members choosing to come back home to IKNS to teach the next generation of graduates, further reinforces a feeling of family. You as students have a special place to learn here at the Ibn Khuldoon National School, cherish your time, take advantage of what it has to offer, and fulfill your educational and personal potential.

To the parents of IKNS, it is obvious that you have a lot of passion for the school and purposefully enrolled your children here because you believe in the school's mission. Parents report that their children are "excited to come to school" and the atmosphere of the school, "feels like a family." In addition, parents expressed their reasons for sending their children to IKNS were the, "first class bilingual education," quality teachers, responsive administration, and the cultivation of Bahraini values within each student. Parents, who are also school alumni, described the wonderful opportunities IKNS provided for their future and the lasting friendships they retain to this day, motivating them to choice IKNS for their own children.

Most importantly, we need to express our gratitude to the dedicated teachers here at Ibn Khuldoon National School. The Visiting Team clearly found a genuine partnership between teachers in both the Arabic and English programs of the school. The Arabic and English curricular programs are connected by common themes and differentiated instruction. Special note must be made to the Arabic teachers at all levels of the school who worked to develop their own standards and educational materials to maintain learning consistency with the English program. The extraordinary efforts of all teachers at IKNS show commitment to students and the values of the school mission. In addition, one teacher reported the preparation for the MSA visit started, "Exciting conversations that open doors." To all teachers at IKNS, it is now your opportunity to walk through these open doors and make a continued effort to use your new Student Performance Objectives to enhance your teaching practices and the achievement of your students. You are a quality faculty who can achieve the goals you have set for students. We are confident that you can make it happen.

It is important that you know that accreditation is a voluntary activity. We are here because you invited us. You asked us to study the work that you are doing in your school and your plans for future improvement. Therefore, we came here with several purposes.

First, we were charged with ensuring that Ibn Khuldoon National School meets the Middle States Standards for Accreditation.

In addition to meeting the standards, the protocol you chose—Accreditation for Growth—requires that you have a system of continuous planning for school improvement. It also requires that you develop goals for improving areas of student performance and that you create plans to achieve those goals. The expectation is that after the team leaves you will faithfully implement your improvement plan over the next seven years and make a good faith effort to achieve your goals. In fact, the most important work for you as a school begins once we as the Visiting Team have left.

Moreover, it is important for you to understand that we came here as your critical friends. What we mean by this is that we came to look and listen with discerning eyes and ears as professional friends and colleagues. What we have to say to you is offered in the spirit of our desire to leave you in a better position to achieve your goals than before we arrived.

Commendations:

The Visiting Team has spent the week interviewing diverse groups within the school community, collecting evidence, observing classrooms, and reading a large archive of data. Through our work we have found Ibn Khuldoon National School to be a positive and supportive educational institution. The Team found the following areas of your school worthy of special commendations.

Our first commendation must be reserved for the Board of Trustees and Board of Directors. The vision of developing a top quality bilingual school was conceived through your desire to help your children and community. It was this clear foundation set out by your forward thinking that has led your school to achieve the success it has today and into the future. In your own words, you have created a “small neighborhood” with governance that acts as a “unified body”. The dedicated service of the Board of Trustees and Board of Directors is manifested in many ways. A key example is that your service has spanned generations from children to grandchildren. Just as impressive is the number of Board Members who choose to serve even beyond the attendance of their own children. You truly are the guardians of the IKNS mission and the parents, students, teachers, and school administration are fortunate to have you to advocate and have oversight over the well being of the school. Your dedication to the school and commitment to its future is admirable.

The overall facilities at IKNS are outstanding. Of special note is the sports complex that forms a wonderful environment to promote sports and physical activity throughout the school

community. Another highlight of the facilities noted by the Visiting Team is the middle/high school student lounge providing students a spacious, open, safe, and centrally located area to socialize, meet, or study. Not only is the school safe, healthy, and well planned, care is also shown to the emotional well-being and aesthetic sensitivities of the student body. This includes green spaces, areas for students to socialize, and well staffed and equipped medical facilities. The Maintenance Supervisor and his crew take great pride in their work and the results are clearly evident. A faculty member commented that, "The school is very supportive and financially generous." This generosity is clear in the facilities that are provided for the students of IKNS.

Extracurricular opportunities for students at IKNS are impressive. Students have a choice of playing a sport or joining a club to suit their interests. Students' voices are heard in proposing their own activities and share leadership responsibilities under the guidance of dedicated teachers. Several parents reported that their children did not want to go home right after school, but insisted on participating in clubs several times a week. The service learning through the "From Me to We" and the "Go Green" programs are widely reported by students, teachers, and administration as wonderful opportunities to serve the local and international community. These types of programs exemplify a commitment by the school to bring a balance to the development of their students.

Our final area of commendation is the information technology available for use at IKNS. The school has made a significant financial commitment to bring access to technology to the students, teachers, and administration. The new infrastructure upgrades have led to campus-wide Wi-Fi access, bringing further options to the integration of technology within the school's academic program. Computer labs are plentiful throughout the school and classrooms are equipped with SmartBoards. The training in technology for teachers is supported by a dedicated staff, who works to maximize the use of technology as part of daily instruction. It was widely reported that school-based technicians efficiently resolved any technology-related issues. Teachers are encouraged to use technology and feel supported when they do.

Recommendations:

The Visiting Team also has some recommendations that are designed to help you improve your school.

To begin, we encourage you to establish a school-wide eBook Summer Reading Program. This will reinforce student reading comprehension. eBooks are already available from the library.

In respect to student assessment data, we have two specific recommendations. First, we encourage IKNS to disaggregate regularly collected data sources by:

- Gender
- Bahraini nationals
- Other Arab nationals

- Non-Arab nationals

This will benefit the school in analyzing trends in learning and behavior amongst student populations. This may then lead to further changes to better serve all students attending IKNS.

The second data related recommendation is that individual student MAP reports be given to parents to inform them of their child's progress. Parents discussed the importance of seeing an actual parent friendly MAP report, instead of hearing the results from secondary sources. This would help to bring parents further in as partners in their child's education and encourage important data based conversations.

In regards to the governance of the school, we strongly encourage the creation of a comprehensive policy manual to compile all individual school policies into one document. Policies are developed and used to govern the school, but they are spread throughout a variety of school documents. A policy manual would make the review of policy much more efficient and help the governance of the school see the policies as a consolidated document.

Our final recommendation was inspired by the Visiting Team's conversations with the many school alumni who teach or have children at IKNS. We recommend that the school conduct a follow-up study of graduates to help determine the effectiveness of the school's educational program and services. This could also have a side effect of keeping alumni in touch with the school for future alumni related activities.

Decision:

That ends the areas of improvement we have formally noted for your school. Now we proceed to the accreditation recommendation we will make to the Middle States Association Commission on Elementary and Secondary Schools.

As I stated earlier, part of the decision regarding whether to recommend re-accreditation of Ibn Khuldoon National School is based on the 12 standards for accreditation. These standards address every aspect of the programs, services, and resources you provide to your students. They also address the school's capacity to provide an appropriate education based on the standards and expectations of your community.

We are very pleased to report that Ibn Khuldoon National School meets all 12 of the standards for accreditation.

The second factor we must consider in making our accreditation recommendation is whether Ibn Khuldoon National School meets the requirements of the Accreditation for Growth protocol. These requirements are summarized in the following commitments you must make to be re-accredited:

- You must commit to plan strategically with a specific emphasis on improving student performance in the areas you identified to be priorities for your students.
- You must commit yourselves to establishing a culture of being accountable for your students' performance.
- You must be committed to involving a broad spectrum of your school's stakeholders in defining a vision for your school, in developing the means to get closer to that vision, and in designing and implementing action plans to achieve that vision. This is not to be an exercise for the education professionals only. It is expected that this will be a strategic plan literally owned by the entire school community and for which the entire community will be held accountable.

With regard to these requirements, we found that Ibn Khuldoon National School has a school improvement plan focused on improving student performance, and action plans that are designed to achieve these objectives. The Visiting Team found support for these student performance areas of focus from the school stakeholders, especially teachers who were involved in their development.

We encourage IKNS to acquire the needed baseline data to measure student progress and to complete the Action Plans in more detail for the coming two to three years. The Action Plan will serve as your roadmap to lead you to the desired goals you have for students.

Now without further delay here is the decision you have been patiently waiting on. This Visiting Team will recommend to the Middle States Commission on Elementary and Secondary Schools that Ibn Khuldoon National School be re-accredited for seven years. Congratulations!

Final Thoughts:

Finally, at the end of each Visiting Team I serve on, I am reminded of the renowned 20th Century educational reformer John Dewey who stated, "Arriving at one goal is the starting point to another." This is most definitely a time for all of you to celebrate the process you went through to accomplish your re-accreditation. You deserve to take a breath and enjoy your achievements. Yet this also starts the beginning of new goals for your students and the organization. We genuinely wish you all the best in your journey forward.

Thank you for your wonderful hospitality, kind attention, and we wish you all a heartfelt goodbye.

VISITING TEAM ROSTER

Role	Name	School/Organization
Chair of the Team	Dr. Scott Dennison	American School of Kuwait
Team Member	Farah Baig	International Programs School
Team Member	George Fredric Martin	International School of Islamabad
Team Member	Shannon Rooney	American Academy for Girls
Team Member	Denise Sullivan	American International School of Jeddah