



Global Paradigm International School

2016-17 Annual Report

June 2017



GPIS Annual Report 2016-17

Table of Contents

Message from School Principal.....	Page 3
Mission/Vision.....	Page 3/4
Brief History.....	Page 4
Notable Achievements – General.....	Page 5
School Improvement Plan.....	Page 6
Staff Data.....	Pages 7
School Attendance Data.....	Page 8
Library Data.....	Pages 7-8
Alumni Information	Pages 9-11
Stakeholder Survey Results.....	Pages 13-25
Student Learning Data.....	Pages 26-52
GPIS major Events, and Activities.....	Pages 53-54
AdvancED External Review.....	Pages 55-84
Appendix.....	Pages 85-87

Message from School Principal

The end of this school year marks the 7th year of operation for Global Paradigm International School. During these past seven years we have seen much growth and expansion. Our 5th graduating class walked proudly across the stage on the 8th of June and our first cohort of IB students finished the requirements for the IB Diploma program and are awaiting the results of their IB exams. Our student body is expected to be about 800 students next year, up from the 167 students who began studying at our school in its first school year 2010-11. Next year also finds our school undergoing another accreditation process as we begin to work towards accreditation with the Middle States Association. In March of this year we were highly successful in earning reaccreditation from the AdvancED organization which initially accredited our school back in 2012. A report detailing the results of the External Review Team can be found at the end of this report. Most importantly GPIS is proud to say that we are once again fully accredited for another 5 years with AdvancED. Our school has accomplished a great deal over these seven years but it has many goals yet unfinished and unreached. To strive toward reaching those goals, our entire school staff is dedicated to a process of continuous improvement. Part of that process is to share information, both positive and negative, with all stakeholders and thus this report is offered to give stakeholders an honest profile of our school's current status. What we do with this information will ultimately illustrate our commitment to educational excellence.

About GPIS

Global Paradigm International School is a private international school owned by El Rabwa Integrated for Educational Services. The school is a co-educational day school, which offers an educational program from Pre-K through Grade 12 for students of all nationalities. The school was founded in September 2009.

The school is owned by Al Rabwa Integrated for Educational Services, which is comprised of five shareholders. Two of the shareholders are on the Governing Board of Directors of the company. The school has its Board of Trustees which includes parents, school management, administrators, and teachers. The Board of Trustees works in coordination with the Governing Board of Directors of Al Rabwa Company to ensure the stable flow of operations of the school.

Mission

Our mission is to develop young citizens with active and creative minds, a sense of understanding and compassion for others, and the courage to act on their beliefs. Within a caring, respectful environment, the school is committed to instill in each student a desire to learn, to take appropriate risks, and to accept challenges. Creative and research-based instructional techniques are used to enhance life-long learning. All aspects of the school's organization, curricular, and co-curricular activities are student centered and designed to accommodate individual learning styles.

The school offers broad and challenging educational programs to students to assist them in contributing their wisdom, compassion and leadership in a global society. Our school conditions students to become cultural relativists who accept other cultures and are open-

mindful to interact with them. The school community is committed to develop resilient and adaptable students who are equipped with the knowledge, skills and ethics to become socially responsible adults.

Vision

Global Paradigm International School is an international school committed to preparing distinguished students from Pre-K to G12 to excel in a future of their choice. In Global Paradigm International School the love and lure for learning is nurtured and fostered in a way where the individual acquires confidence and competence. In an enriched diverse community of students, teachers and parents, we at GPIS value every individual as an independent thinker and decision maker. We encourage respecting differences of others yet treasuring one's own traditions and values in order to present a responsible, self-content, and an assertive global citizen.

Brief History of GPIS

Global Paradigm International School was conceived initially by a team founding members who worked tirelessly during 2009 and 2010 to lay the foundation for what would become Global Paradigm School which opened its doors to students in September 2010. With an initial student body of 167 students, the Administration and Staff worked to establish programs and to create a curriculum which was based primarily on the California Learning Standards and Framework. The mission and vision of the school was developed along with the school's core principles and values in order to provide its students with a rich and challenging education experience that would help shape students into world citizens equipped to meet the challenges of the modern world. In addition to striving to build a world-class educational environment that would employ best-practice instructional strategies designed to engage students in learning activities that helped them hone critical thinking and problem-solving skills, the school was determined to do so in an environment that imbued tolerance for others, honesty and honor in all actions, and a life-long love for learning. As part of the school's short-term goals was to be accredited by AdvancED and then to work for authorization by the IB organization so as to be named an IB Diploma World School. The first goal was realized in 2012 and the latter in 2015. Over the past seven years, our school was undergone growth and changes, including a decision to seek accreditation through the Middle States Association. Last year, in order to be in compliance with our Egyptian MOE charter, our school amended its name to Global Paradigm International School. Our student body is currently over 730 students and we expect our student body to reach 800 in the fall semester of 2017-18. With such growth the school has encountered many issues which have presented challenges but which as a school we feel that we have dealt with in a manner that benefits our main responsibility: our students.

Notable Achievements in General

The school's most notable achievements in the last four years must include the graduation of our first five graduation classes, starting in 2013, followed by the classes of 2014, 2015, 2016, and 2017. All of these graduates have gone on to enroll in college and are continuing their educations with success and achievement. In a word, realizing that our graduates are now finding themselves equipped to deal with the rigors of the next challenges in their lives is foremost among our school's accomplishments to date. In addition, in the 5th year of our existence in 2015, our school was authorized as an IB Diploma Program World School. This accomplishment fulfills one of the initial goals and promises that we made to our stakeholders from the school's inception: to provide an IB curriculum to students who wanted to pursue the IB diploma. Still another area of progress about which our school is proud lies simply in the steady growth of our student body which speaks to our reputation within the Cairo community as a school that offers a quality educational environment to its students. The increase in enrollment has accomplished but not at the sacrifice of high expectations for new students or for students who continue their educational paths with us. The quality of our new students has been maintained. Still another achievement and area of improvement has been in our yearly enhancement of our technology with expansion of technology within all classrooms and in the addition of e-library resources to provide students with additional learning resources. Besides these accomplishments, we are happy that we were able to establish a college advisory office to the services offered to our students; the adviser has implemented transcript reviews to ascertain graduation requirements and conducted a number of college counseling sessions to help students with the application process. Related to this has been our efforts to establish a student mentoring program entitled the STAR program which focuses on providing each secondary student with a staff advocate on campus so that each student has an adult on campus who cares about him or her. Another area of accomplishment has been our implementation of a much improved school management system, Rediker, which has given us an integrated system for collection of student data, enhanced communication with stakeholders, and valuable tool to make the operation of the entire school more efficient and effective. Components of our school that we have targeted for improvement include the continued refinement and enhancement of our academic programs so that every child may realize his potential, the increase emphasis on programs and procedures which ensure the safety and civility of the learning environment, and the continued development of programs and policies and services that foster strong relationships with all stakeholders. In addition to these focus areas, our school will continue to develop avenues and opportunities to hire and retain highly qualified staff and professionals and strive to make our technology and its hardware, software, and availability such that the technological skills of all stakeholders is enhanced. Also, we seek to improve and embed into our school culture those best-practice strategies and traditions that are focused to the end goal of improving student learning and seek to establish any other systemic component that will enable our school, its staff and students realize their mission and potential.

School Improvement Plan – 2016-17

#	Goal Name
1	All students at Global Paradigm School will achieve their academic potential.
2	Global Paradigm School will recruit, develop, and retain qualified and effective personnel.
3	Global Paradigm School will develop and maintain a safe and civil environment that is conducive to student learning.
4	Global Paradigm School will provide a variety of opportunities for parents, community representatives, students, and staff members to develop and maintain positive relationships.
5	Global Paradigm School will develop a technology program that will enhance the technological skills of all stakeholders

GPIS Staff Data

Type	Total	Male	Female	Full Time	Part Time
Administrator	6	1	5	6	0
Teacher	84	21	63	83	1
Teacher Aide	13	1	12	13	0
Counselor	1	0	1	1	0
IT Staff	2	2	0	2	0
Librarian	3	0	3	3	0
Business/Finance	7	6	1	7	0
Transportation	82	30	52	82	0
Secretary	9	0	9	9	0
Admins	26	9	17	24	2
Secretary	9	0	9	9	0
Custodial	25	1	24	25	0

Staff Gender Data

Gender	Professional Staff	Support Staff	Total
Male	15%	17%	32%
Female	41%	28%	68%

Staff Educational Data

Education Level	Males	Females	Professional Staff	Support Staff
High School Diploma	15%	41%	55%	45%
Associate Degree	14%	39%	54%	26%
Bachelor's Degree	14%	39%	54%	26%
Master's Degree	1%	4%	6%	0%
Doctorate	0%	1%	1%	0%

Professional Staff Years of Teaching Experience

Number of Years	Males	Female
0-5	3%	12%
6-10	1%	11%
11-15	2%	5%
16-20	1%	3%
21-25	1%	1%
26-30	0%	1%
30+	1%	0%

Student School Attendance Data (2015-16 and 2016-17)

Grade Level	Percentage of Daily Attendance – 2015/16	Percentage of Daily Attendance – 2016/17
Pre-K	87%	89%
KG-1	88%	91%
KG-2	88%	91%
1	94%	92%
2	95%	93%
3	95%	89%
4	97%	95%
5	96%	92%
6	96%	91%
7	97%	93%
8	96%	93%
9	95%	92%
10	91%	93%
11	95%	93%
12	90%	93%
Over-All	93%	92%

GLOBAL PARADIGM SCHOOL LIBRARY BOOKS

Library Books	
Genre	# of Books
Fiction	3513
Non-Fiction	2963
References	89
Donations	241
Arabic, French, and German	162
E-books-Resources	269
Total	7237

Library Statistics

Year	Total Circulations
2016-17	6501
Total	6501

Library Class Visits by Grade Level – 2016-17

GRADE	SEMESTER 1	SEMESTER 2
KG1 A	15	13
KG1 B	15	13
KG1 C	10	9
KG2A	11	10
KG 2B	9	11
KG2C	10	8
GRADE 1 A	15	13
GRADE 1 B	16	12
GRADE 1C	9	9
GRADE 2 A	15	13
GRADE 2 B	15	11
GRADE 2 C	15	11
GRADE 3 A	14	13
GRADE 3 B	12	10
GRADE 3C	15	13
GRADE 4A	14	17
GRADE 4B	14	17
GRADE 4C	14	17
GRADE 5A	13	17
GRADE 5B	14	13
GRADE 5C	10	12
GRADE 6A	6	5
GRADE 6B	6	6
GRADE 6C	5	6
GRADE 7A	8	8
GRADE 7B	8	8
GRADE 7C	7	7
GRADE 8A	6	5
GRADE 8B	6	5
GRADE 8C	6	4
GRADE 9A	6	6
GRADE 9B	6	6
GRADE 9C	5	5

GRADE 10A	4	6
GRADE 10B	5	6
GRADE 10C	6	5
GRADE 11A	8	8
GRADE 11B	8	8
GRADE 11IB	5	4
GRADE 12A	6	5
GRADE 12B	6	6

SEMESTER 1 = 398

SEMESTER 2 = 381

TOTAL = 779

GPIS Alumni Data

GPIS Alumni Post Graduation University Enrollment Data (2013-2017)

Graduating Class	Post Graduate Information	
	University Enrollment	
	Inside Egypt	Internationally
2013	100%	0%
2014	90%	10%
2015	65%	35%
2016*	82%	15%
2017	66%	33%

*one student is not attending college in first year after graduation

College and Universities That Have Accepted GPIS Graduates

College or University	Location
Academy of Art University	San Francisco, California, USA
American River College	Sacramento, California, USA
American University in Dubai	Dubai, UAE
Arab Academy of Science and Technology	Cairo, Egypt
American University in Cairo	Cairo, Egypt
Bahçeşehir University	Istanbul, Turkey
Birmingham City University	Birmingham, UK
Brigham Young University	Provo, Utah, USA
Boston University	Boston, Massachusetts, USA
Brooklyn College	Brooklyn, New York, USA
Cornell University	Ithaca, New York, USA
Bournemouth University	Fern Barrow, UK
British University in Egypt	Cairo, Egypt
Girne American University	Karaman, Northern Cyprus
Glasgow University	Glasgow, Scotland
German University in Cairo	Cairo, Egypt
Kent University	Canterbury, England, UK
Kingston University	Kingston, UK
London Business School	London, England, UK
London University of Arts	London, England, UK
McKendree University	Lebanon, Illinois, USA
Misr International University	Cairo, Egypt
New Castle University	Newcastle, UK
New Jersey Institute of Technology	Newark, New Jersey, USA
Northeastern University	Boston, Massachusetts, USA
Nottingham Trent University	Nottingham, UK
Portsmouth University	Portsmouth, UK
Rhine-Waal University of Applied Sciences	Kleve, Germany
Rochester Institute of Technology (Dubai)	Dubai, UAE
Rotterdam School of Management, Erasmus University	Rotterdam, The Netherlands
Sacred Heart University	Fairfield, CT, USA
Stony Brook University	Stony Brook, New York, USA
Texas A & M University	College Station, Texas, USA
University of Amsterdam	Amsterdam, Netherlands
University of Applied Science	Amsterdam, Netherlands
University of Groningen	Groningen, Netherlands
University of Surrey	Guilford, England, UK
University of Twente	Enschede, Netherlands
University of Warsaw	Warsaw, Poland
University of West London	London, UK
University of Wollongong in Dubai	Dubai, UAE
Valencia College	Orlando, Florida, USA
Wayne State University	Detroit, Michigan, USA

Stakeholder Survey Data Results

Reflection of Stakeholder Survey DATA Results

The Stakeholder Surveys were conducted in November and December of 2016 with the Parent Survey remaining open until January of 2017. The over-all results of these surveys are related directly to the 5 Standards for accreditation as mandated by the AdvancED organization. The 5 Standards can be found in the Appendix to the Annual Report. School personnel including both teachers and administrative staff provided the following insights as per what the various surveys revealed in terms of stakeholder perception.

Primary observations about the Survey Data suggest:

- That over-all GPIS has a friendly, hospitable staff and a fairly welcoming atmosphere.
- That GPIS promotes creative, engaging learning experiences that not only emphasize academics, but also [feature] critical thinking skills, communication, and character development.
- That there is a need to increase its student support services, including counseling, extra-curricular activities, and non-core academic courses.
- That GPIS should continue to improve its technology infrastructure in order to accommodate student and staff needs.
- That in general GPIS is a campus that offers a safe and secure learning environment.
- That like many schools both in Egypt and elsewhere bullying among students is an issue that needs attention particularly in upper elementary and middle school.
- That school needs to improve communication between staff and administration.
- That school expand its teacher resource and supply inventory.
- That school should involve all stakeholders more consistently in the development of policy and in the creation of the school improvement plan.
- That the school develop a more comprehensive PD plan for enhancing teacher competency with technology in the classroom.

Among three of the five stakeholder groups, Standard 4 which deals with resources consistently was rated the lowest of the five standards. The parent, staff, and secondary student surveys had the following over-all rating for the five standards:

Stakeholder	Over-All Rating Average
Parent	3.62
Staff	3.66
Middle/High School Students	3.31

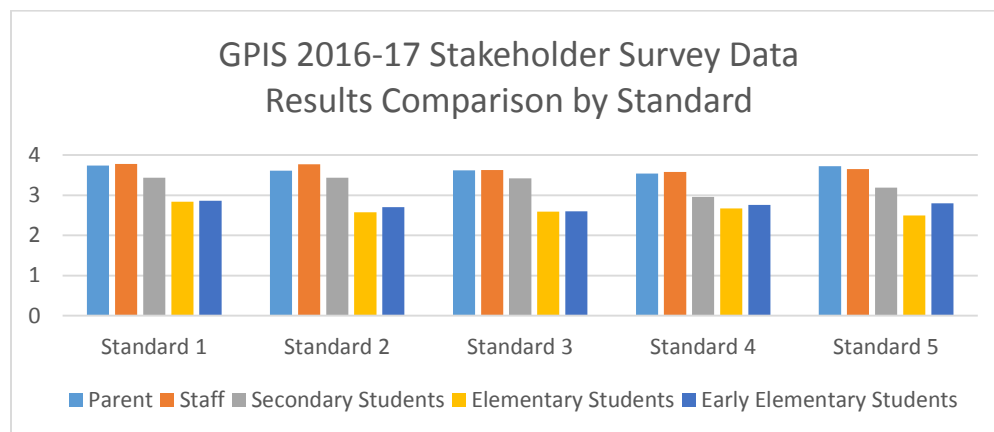
The results for the Early Elementary and Elementary students showed the lowest rating for Standard 3 which deals with teaching and learning:

Stakeholder	Over-All Rating Average
Early Elementary	2.69
Elementary	2.62

The latter surveys offered only three response choices instead of five responses choices thus the averages for Early Elementary and Elementary appear to be more favorable than those averages for the Parent, Staff, and Secondary Students. The following tables show the comparison of over-all ratings by Standard by Stakeholder group and a comparison of over-ratings of Indicator per Standard by Stakeholder Groups respectively. In addition, a table is provided with sample open-ended comments taken from the spreadsheet of open-ended comments. ASSIST reports for all the data contained in the following tables is available for perusal in the school's electronic portfolio of evidence.

GPIS 2016-17 Stakeholder Survey DATA Results Comparison by Standard

Standard	Stakeholder	Average Score
1	Parent	3.74
	Staff	3.78
	Secondary Students	3.44
	Elementary Students	2.84
	Early Elementary Students	2.86
2	Parent	3.61
	Staff	3.77
	Secondary Students	3.44
	Elementary Students	2.58
	Early Elementary Students	2.70
3	Parent	3.62
	Staff	3.63
	Secondary Students	3.42
	Elementary Students	2.59
	Early Elementary Students	2.60
4	Parent	3.54
	Staff	3.58
	Secondary Students	2.96
	Elementary Students	2.67
	Early Elementary Students	2.76
5	Parent	3.72
	Staff	3.65
	Secondary Students	3.19
	Elementary Students	2.50
	Early Elementary Students	2.80

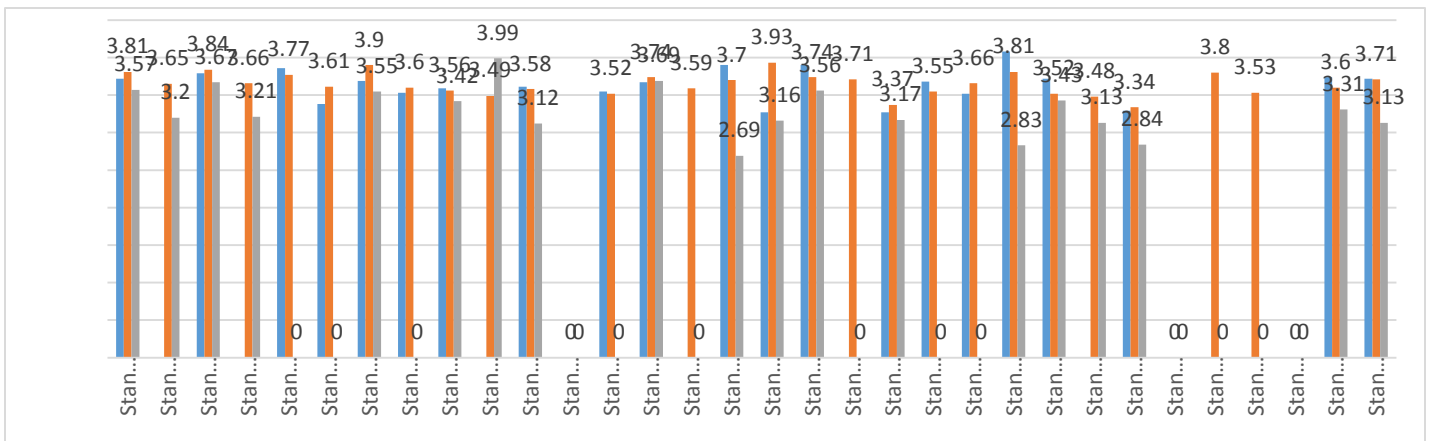


**GPIS Stakeholder DATA Summary Averages by Standard/Indicator 2016-17
Parent/Staff/Secondary Students**

Standard	Indicator	Parent	Staff	Secondary Student
1	1.1	3.72	3.81	3.57
	1.2	n/a	3.65	3.2
	1.3	3.79	3.84	3.67
2	2.1	n/a	3.66	3.21
	2.2	3.86	3.77	n/a
	2.3	3.38	3.61	n/a
	2.4	3.69	3.9	3.55
	2.5	3.53	3.6	n/a
3	3.1	3.59	3.56	3.42
	3.2	n/a	3.49	3.99
	3.3	3.61	3.58	3.12
	3.4	n/a	n/a	n/a
	3.5	3.55	3.52	n/a
	3.6	3.67	3.74	3.69
	3.7	n/a	3.59	n/a
	3.8	3.9	3.7	2.69
	3.9	3.27	3.93	3.16
	3.10	3.9	3.74	3.56
	3.11	n/a	3.71	n/a
	3.12	3.27	3.37	3.17
4	4.1	3.68	3.55	n/a
	4.2	3.52	3.66	n/a
	4.3	4.08	3.81	2.83
	4.4	3.72	3.52	3.43
	4.5	n/a	3.48	3.13
	4.6	3.29	3.34	2.84
	4.7	n/a	n/a	n/a
5	5.1	n/a	3.8	n/a
	5.2	n/a	3.53	n/a
	5.3	n/a	n/a	n/a
	5.4	3.74	3.6	3.31
	5.5	3.72	3.71	3.13

GPIS Stakeholder DATA Summary Averages by Standard/Indicator 2016-17 Elementary/Early Elementary Students

Standard	Indicator	Elementary Students	Early Elementary Student
1	1.1	2.84	2.86
	1.2	n/a	n/a
	1.3	n/a	n/a
2	2.1	2.45	2.54
	2.2	n/a	n/a
	2.3	n/a	n/a
	2.4	2.64	2.86
	2.5	n/a	n/a
3	3.1	n/a	2.82
	3.2	2.77	n/a
	3.3	2.58	2.67
	3.4	2.78	n/a
	3.5	n/a	n/a
	3.6	2.73	2.64
	3.7	n/a	n/a
	3.8	1.87	2.51
	3.9	2.69	2.33
	3.10	2.74	2.63
	3.11	n/a	n/a
3.12	n/a	n/a	
4	4.1	n/a	n/a
	4.2	n/a	n/a
	4.3	2.45	2.74
	4.4	2.82	2.86
	4.5	2.83	2.74
	4.6	2.59	2.72
	4.7	n/a	n/a
5	5.1	1.97	n/a
	5.2	n/a	n/a
	5.3	n/a	n/a
	5.4	2.8	n/a
	5.5	2.72	2.8



****Randomly Selected Sampling of GPIS Stakeholder of Open-Ended Responses 2016-17**

What do you like best about our school? *What do you like the most about your school?	
Parent	<p>"Stability Always seeks to improve. Good Reputation. Management support, qualified teachers Communications and quick feedbacks That teachers do their best to give the information for the students The Administration staff are good listener , Hiring qualified teachers. Treating students with respect. Keeping me updated with their progress. joining activities and competitions with other schools Administration people the qualified teacher even the teachers who worked for the first time at GPIS **Qualified teachers. *Very friendly environment to students and parents." Working hard to develop as much as they can. We are like one family The professional staff There is discipline The best thing I like about GPIS is easiness of communication with the management and teachers. Both are prompt in providing accurate and helpful information regarding my queries. I also have to applaud the management of the installing a sense of discipline and orderliness among the students. Everything Kids enjoy learning with being over stressed Organized حاليا حاله من الاحباط The friendliness of the Educational top staff</p>
Staff	<p>that our staff is motivated to teach and support students Staff and student spirit I wish more success for our school Having pedagogical flexibility, being able to determine, without much restriction, how I'd like to teach a certain set of skills or concepts. "The school atmosphere is very engaged and inspiring The weekly meeting which is providing us with updates and improvements also we are updated with our weakens points The heads and other staff members are very supportive " Staff, environment and spirit The spirit. second home. The friendliness and cooperation between the school staff. Friendly atmosphere. More success The sense of community among colleagues and students. The people here care for each other. The sense of family and collaboration among staff members and students. The spirit and the staff and above all, the students. Resources provided for the library "1. Opportunities for professionals development 2. MOST of the administration uniformly adhere to and follow the stated rules, policies, and procedures"</p>

	<p>TEAMWORK / ENVIRONMENT the cozy environment The spirit of friendship cooperative spirit between colleagues The working environment is comfortable and teachers are allowed freedom in their classroom. The friendliness of the staff members including the supervisors Policy of open doors. the opportunity to learn from others</p>
<p>Secondary Students</p>	<p>the best thing i like about my school is that mostly all the teachers are friendly , they are always there when we need their help with anything not just in education or studying but, in other stuff too friends the teachers and my friends friends and some teachers the teachers that help me know everything and my friends that are friendly with us and the principle that do to us whatever we needs to improve us friends my friendly students and some learning "learning new thing and makes me plan what i want to be in the future and there are different ways to learn such as : library, textbooks, computers etc... Friends The thing I like best about school is the friendly environment I am constantly in and the fact that as someone to new to this school, I feel welcomed. That it has a lot of friendly people and helpful people. my school provides a lot of fun friends Friends and some teachers. friends and playgrounds Friends The students are friendly. the community TEACHERS AND MY FRIENDS! I LOVE THE EDUCATION AND CAFETERIA FOOD. my friends I like my friends, teacher, cafeteria, and the playground. The education, that I see my friends, the activities I LIKE THAT THE TEACHERS AND MY FRIEND WERE WELCOMING ME AND I LIKE THE WAY THAT THE TEACHERS TAKE TO ME IN A GOOD WAY The education system. "That I have many friends and they help me a lot. Learning is very good and challenging. The football field is very clean and very nice. The teachers are very good and I am satisfied with them. Teachers gives us time to study and understand. The best thing in this school we have many activities and we have many parties and many field trips, and we get to have many camps. friend and teachers The place which we take at lunch.</p>
	<p>"that they help me learn" teachers and my friends and adults treat me bad The fun everyday activities to help me learn That i have friends and i like my teachers the teachers help me learn "it has 3 courts to play in " The teachers help the students That the teachers act me fairly. Its also fun learning. I fell that the school is my second house. I also learn. But there is nothing that i don't love i love everything.</p>

<p>Elementary Students</p>	<p>That the school is clean and there are a lot of things fun we do & also i play with my FRIENDS!!!! the learning and teachers are very kind the learning and the teacher I like my teachers and friends and I love I.T and ART. Social and science and the it lab the subjects but not all of them "that it is helping me" ART we do new and fun activities The fun every day and the learning something new and meeting new people like my teachers and friends . when I don't get bullied :D That they care about the students very much. And they do very hard work to make us learn. I would like the school to be the same the carnival that it is very very clean and neat and has fairly treating WE HAVE A BREAK TO PLAY science and social studies and English and the break and the soccer field the Spanish teacher MS. Karen makes us learn and gives us homework to make sure that we understand and I don't see that in the other foreign language teachers and she really does her work thank you GPIS for bringing this teacher . Mr. Jon and Mr. Ahmed Sourror are also very good. My teachers and principals because they are very kind and respectful to everybody and mostly because they are trying to help us so we don't get bad grades. once a new comer we have to be friends and I help her and she help me i like in the school something else is the teacher help me to be ready to a new lesson and we get ready for a new year even in the music we work hard to get ready to the concert. "that everyone can help people be friends." P.E. and activities and celebrating The teachers, friends, how they let us learn and work hard.</p>
-----------------------------------	---

What is one suggestion you would like to offer to improve our school? *What is one idea that would make your school a better place?

<p>Parent</p>	<p>Character building and better facility closer monitoring of students' performance/grades and advice to help me fine tuning his work at home,(i.e. I'd like to receive direct report from teachers even on weekly basis focusing on my son/daughter work along with advice on how to improve, this communication and advice should help my kid achieving the targets. make it cheaper Improve administration Character building program More field trips, more activities, cooking and sewing classes should be a part of the curriculum. PE classes should include swimming. More fun activities, swimming, cooking and knitting classes should be encountered in the curriculum. The focus on Soft Skills (Communication skills, presentation, time management) building which I'd like to see more effort in this area. Sports, after school activities Have better selection for teachers and supervisors, Give support classes for students with below 75% in test and quizzes Hire qualified teachers "Let students have more fun and play soccer in their long breaks." Getting qualified teachers</p>
----------------------	---

	<p>"1-Try to choose more qualified teachers 2- increase the activities and the facilities " to change the zone Please increase activities to enhance students' characters and potentials. A yearly plan contains everything related to the next academic year & to be delivered a month before the new year begin. I strongly suggest to invest more in the school's website to provide a better image and information about the school. Had I been a new parent applicant, I would have had doubts about the school standards just by looking at this underdeveloped website. All is perfect Nothing really :-) "1.The school must choose well the student 2. Choose well a qualified teachers" Put a proper selection and assessment system for new comers to cancel the type of punishment for the late arrival. from my point of view staying at the office for the first session is not a punishment as preventing the students from the attendance and learning cannot be approached from the school that should be playing the role of a learning provider . in addition, it is applied for early stages students who are not coming to school by their own more activities and more technology</p>
<p>Staff</p>	<p>I suggest to use some classes as pilot lap to test classmate dives from grade 1 to 4 next year Implement a stable, reliable Wi-Fi infrastructure that can be consistently relied upon. Provide more supplies for teachers. more integration between departments academic and non-academic Provide incentives to keep the good staff. Try to give students more out-of-class activities. Training for staff Continue to stay focus on our goals (we have improved steadily) and to maintain the warm sense of community that we have. Alternative assessments for students with learning difficulties. we need to hire special needs teachers because we accept special needs students, we need to improve the quality and caliber of our new hires, we need to use data more efficiently Smartboard PD sessions that highlight how each and every subject has more than just a projector. "1. Release nonperforming teachers ASAP, stop providing improvement plan after improvement plan, followed by directives for the same teachers year after year. 2. Rely on all teachers equally, thus the work and duty load will be more evenly distributes. Don't just give extra work to the teachers you know you can count on. YOU MUST BE ABLE TO COUNT ON ALL EQUALLY! " We have to market\ the name of GPIS School in the education field as it is still not recognized by the social media that much. more effective communication among staff Continuous communication between teachers and management There needs to be a clear plan for lower elementary student learning. There should be a program in place that follows the student from KG all the way to upper elementary. If students do not meet learning standards, there should be a program in place to help students who do not reach those goals. The program should be research based and teachers need to be trained in how to analyze and use data created by the program. At the same time, the assessment program should not be the end all be all. Student critical thinking and problem solving skills should also be nurtured.</p>

	<p>"Decision makers should be stricter and definite even if they are defying materialistic considerations "</p> <p>Provide activity system for all students.</p> <p>better HOD staff communication</p> <p>Enhance digital accessibility, add extracurricular activities</p> <p>More flexibility in the procedures of getting any supplies and requirements for the teachers to help them to reach the standards they want.</p> <p>Provide more support staff for lower level learners, as well as have a separate room and staff member for each level, (Lower, upper, middle, and high) to support a "Thinking room" or "Stop room," for behavioral students to be sent to reflect and think about their actions.</p>
<p>Secondary Students</p>	<p>We need more interesting activities.</p> <p>Higher qualified teachers</p> <p>STOP BULLYING AND TEACHERS SHOULD MAKE US FUN ACTIVITIES THAT HELP/LOVE/ENJOY HOMEWORKS AND CLASSWORKS.</p> <p>e-books</p> <p>To use tablets instead of books and have parties.</p> <p>More fun activities , more trips , education to be better , and finally better rules</p> <p>I THINK THAT PEOPLE MUST STOP FIGHT AND BULLING AND TEACHERS COULD MAKE FOR US ACTIVITIES THAT IS NICE</p> <p>More strict laws on student, more counseling and more break supervisors and more control to students behavior towards their elders. Also more control of the students, most students get away from trouble.</p> <p>To help others much more.</p> <p>eBooks</p> <p>nothing, because i think it don't need any improvement because its well-educated and the school have nice and kind teachers the teachers who teach me well I am thankful for them because they are the reason for my love studying and learning. This school is just perfect at everything.</p> <p>MAKE STUDENTS BEHAVE MORE</p> <p>better field</p> <p>"TO MAKE EVERYDAY TECHNOLOGY TO MAKE EVERY THURSDAY OUTOFUNIFORM"</p> <p>"1. Make the school bigger</p> <p>2. Keep it clean</p> <p>3. Allow out jackets (The sizes finish quickly and they don't allow us to wear outside jackets)</p> <p>4. American/professional teachers</p> <p>5. Make it bigger</p> <p>6. It is a place to be judged easily</p> <p>7. Some people are really rude"</p> <p>More activities and more P.E.</p> <p>Improve the safety in the school and make time to pray at the duhr and asr also to make everything connected together to help students find their teachers easier for help in need if they are not at their office the student could always find them.</p> <p>For the school management to actually use our opinions and do something to improve the school, the school management virtually don't do anything and this really angers me.</p> <p>more teachers</p> <p>longer breaks</p> <p>I don't know</p> <p>is you must improve the curriculum</p> <p>to make many activity</p> <p>Improve everything from teaching to technology</p> <p>that they stop acting in front of people like when Advanced came they whole school's attitude changed they treated everyone respectful because they</p>

	<p>were there but when they are not there it's a whole different school. They have to grade us all equally but they don't.</p> <p>that the school chooses well the students who enters the school because there are people that don't respect others</p> <p>The school needs to add more activities that relate to education.</p> <p>i would like to improve my school by letting us learn in a different and fun way that makes us love studying and that we don't have lots of books to carry we can have them on our mobile, laptops, etc.....</p>
<p>Elementary Students</p>	<p>"for it to be cleaner"</p> <p>That they make the break longer</p> <p>By telling my friends to come here and learn. And that was my favorite school</p> <p>Using iPad and iPhone instead of text books and let the kids have fun</p> <p>Get our phone to school</p> <p>"more playing"</p> <p>that all teachers do not shout</p> <p>CLEAN IT</p> <p>we do activity every day</p> <p>using electronics to make students learn better</p> <p>STOP BULLING</p> <p>"to make the middle school and the high school to stop bullying the 1 first to 5 fifth graders"</p> <p>new buses</p> <p>don't shout</p> <p>WE WANT MORE BREAK</p> <p>if student stop throwing trash and the throw trash in the bin</p> <p>i had something in my old school it was not every day like 3 days it was like a subject it was called walk to read it was basically each student based on their reading fluency will go to a class with an English teacher and they will read and it will support their reading fluency and they will have a couple of questions asked and it really supported reading fluency for all the school the only thing that some people don't have respect, honesty, and good treatment</p> <p>to high grades to stop teasing us</p> <p>*The teacher get them to stop shouting a little bit because one of the teachers shout very loud and she scares everyone</p> <p>When people would not fight and be friends so they work in a team.</p>
<p>What do you like least about our school? *What is one thing you don't like about your school?</p>	
<p>Parent</p>	<p>"Location, Facilities and activities"</p> <p>Middle school teachers ! The turn over rate and the academic level of some of middle school teachers (not all of the teachers) are affecting the educational process and is putting extra pressure on the students and on the parents.</p> <p>Lack of trips and the out of the box ways of transferring information</p> <p>The school was not equipped to deal with my son who was 2 grades advanced for his age. He did not benefit academically during KG and G1.</p> <p>not well qualified teachers.</p> <p>unstable teachers</p> <p>"Lack of transparency from the administration concerning certain stuff</p> <p>The campus itself & the outdoor facilities (playing area mainly)"</p> <p>Uniforms are late. I hope for better organization next year.</p> <p>harsh application of handbook punishments</p> <p>the campus is small</p> <p>The word press is not working,</p> <p>System</p> <p>Campus</p>

	<p>Campus Location of school. Campus needs renovation & improvement. Need to introduce and implement Character Building Program. Extra attention to more activities is needed. Fun activities for students that bring them together a bit firm Lack of activities for the students and the system is not that strict and no organization between departments Extra secular provided extra curricula activities لا يوجد إهتمام كافي بالأولاد الذين لديهم مشاكل تعليمية واضحة ناتجة عن مشكلات مثل ضعف الإنتباه و فرط الحركة - بعض المدرسين يوجهون الفاظ أو تصرفات غير تربوية ناحية الأولاد Nothing in particular. Not using financial resources properly, improvement of school facilities in a way which will create better learning and amusement environment. Looking</p>
<p>Staff</p>	<p>Environment Work load on teachers No activities for students "1.The acceptance of some special needs children without shadow teachers. 2. Stairways' rails leading to gardens are a little bit crappy for young kids." "Unfair and disguised salary scale." Job description is not clear or non-existent "The system is not fair for all the students. We receive a lot of training but not on useful stuff" students' maintaining acceptable behavioral patterns doesn't seem to be one of the school's priorities what I like best about my school is that when I am her I feel at home and when I am with my colleagues I feel with my family. I don't like the fact that there are no incentives for the teachers or the staff in general like for eg; Team Building for the Teachers. This creates a nice bond and helps create a positive environment. substitution when a colleague is absent No child development training for teachers. consistencies "- It doesn't provide enough support staff or time to help the struggling students. - It doesn't provide enough support staff to help teachers." "1. 2-We're not pre-informed with decisions made or new policies that concern us as employees , we come each year with surprising decisions that are forced , instead of having a team meeting for liberal discussion so we maintain the overall convenience . 3-No professionalism on how to deal with filed complaints and investigations ." not being involved with extracurricular activities, or having a voice in policies/ the school community There are not enough highly qualified teachers. There is not a good plan to implement data, or how to collaborate properly. We are encouraged to do anything we feel best practice, but there is not enough organized leadership or structured time set aside to do so. Formality Nothing Lack of academic student support staff GPIS has a very demanding workload that causes employees a lot of unnecessary stress. There are too many demands that are considered "urgent" that are expected of employees and it is very hard to know what a</p>

	<p>priority is and what is not. Also, the HR department struggles with making their employees feel valued. There are no assistants for upper elementary teachers Clashing policies. Bureaucracy and paperwork Poor facilities</p>
Secondary Students	<p>BULLYING and lots of homework Student actions and communications with each other and adults. Careless in cleanliness. Very strict rules. i have nothing i get bullied learning the field the buildings and the system the people learning system overload work, and long tests with short amount of time. The internet activities Nothing. That everyone is not given the opportunity to embrace things in their own way and that there are no activities to help us improve our skills nothing in particular Cafeteria the supplies are weak there is nothing fun here not even trips space The students are disrespectful that no one is listening to our opinion , they only believe what they want to. yourself How some adults don't listen to the students, and only believe the side of the story they want to believe. everything the school is improving but needs much more improvement I don't like the way the school treats the students and how teachers and principals are not fair in the way they treat students, and also how the school's size is so small. THE STAFF the staff the learning is not that qualified nothing we don't have a lot of trips and activity</p>
Elementary Students	<p>BULLYING "its not clean" that the break finish fast but high school don't finish the breakfast they have 1 hour bullies nothing grade 11 the way they treat me nothing Nothing bullying That some of the teachers are terrible like my sisters social teacher or they can be not fair the 5th graders keep bullying little ones it's not always clean nothing Science</p>

	<p>I don' t like H.W How some people treat me bad and don't understand me and don't care enough. When I don't play in PE. nothing not anything the most i don't like is homework The teacher kind when they don't write about the quizzes on the blog for global paradigm nothing playing ground and when i got bigger there was no play ground homework "The one thing i do not like about school is people shout and scream and fight in soccer in the break" nothing bullying, mean teachers that it is not clean</p>
--	--

*the wording of the same question on the elementary survey

**Responses were not read prior to selection; consecutive responses copied from open-ended excel sheet without editing or preview as per respective content. All responses can be reviewed in respective excel sheets.

Student Learning Data

Egyptian MOE Exam Passing Percentages

Grade Level	Year	Exam		
		Religion	Social Studies	Arabic
6	2014	100%	100%	100%
	2015	100%	100%	100%
	2016	100%	100%	100%
	2017	100%	100%	100%
9	2014	100%	100%	100%
	2015	100%	100%	100%
	2016	100%	100%	100%
	2017	100%	100%	100%
Grade Level	Year	Religion	Civics	Arabic
12	2014	100%	100%	99%
	2015	100%	100%	100%
	2016	100%	100%	100%

IB Subject Average and Predicted Grade

Class 2017	2015-2016	Class 2018	2016-2017
Language A	5/7	Language A	5/7
Language B	6/7	Language B	6/7
History	7/7	History	6/7
Business	5/7	Business	3/7
Psychology	5/7	Psychology	5/7
		Economics	5/7
Biology	6/7	Biology	4/7
Physics	5/7	Physics	6/7
Chemistry	5/7	Chemistry	2/7
Math SL	5/7	Math SL	5/7
Math HL	5/7	Math HL	6/7
Visual Arts	5/7	Visual Arts	6/7

PSAT/SAT Reflection

Teachers within both the English Department and the Math Department reviewed the PSAT/SAT learning data and provided some thoughts about what the data might reveal.

English Reflections and Thoughts

- Females generally on average score slightly higher than males.
- There hasn't been great improvement in the overall performance of students in the past few years which may be due to
 - ✓ our outdated (2008) resources.
 - ✓ a shift in the difficulty of the standards.
 - ✓ our a literature based English department focus as opposed to merely language focused.
- Overall our students are lower than the national average.

Possible Recommendations

- Reestablish PSAT/SAT classes as electives which count for their GPAs.
- Integrate SAT and PSAT standards to our POWER STANDARDS for Grades 8, 9, and 10
- Continue to provide students with literacy and reading skills and multiple unseen practice passages as external resources from outside of the curriculum
- Adding more rigor and focus towards our assessments.
- Consider making the PSAT/SAT scores part of a student's GPA in order.
- Incorporate PSAT/SAT reading and writing skills across curriculum.
- Continue to focus on school-wide literacy by integrating literacy as part of all subjects.

Math Reflections and Thoughts

- In general, overall math scores are gradually increasing.
- GPIS students are below norm in the latest, several testing cycles.
- GPIS students do show improvement on their scores on the second testing later in the school year than the first testing.
- Male students' MATH scores are generally higher than female students' Math scores, which is consistent with grades earned by males and females in school math courses.

Possible Recommendations

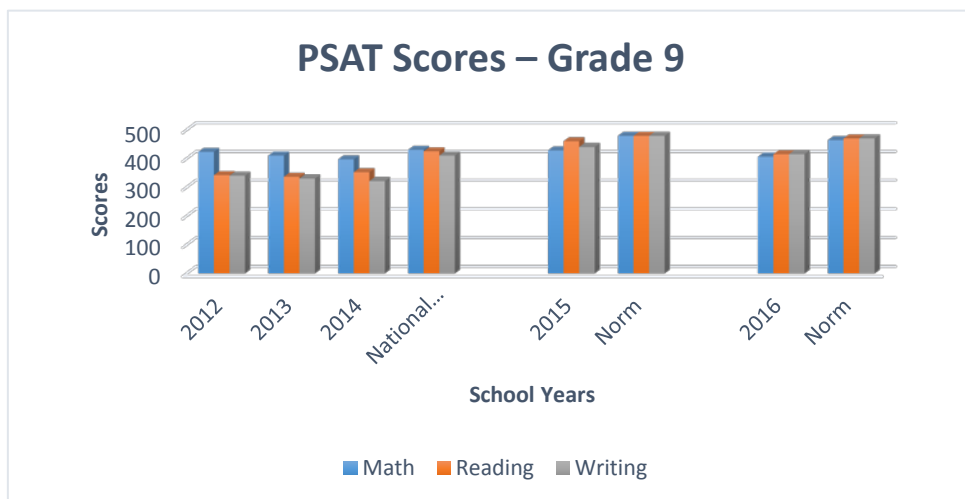
- Implementing more of mental math in all math classes.
- Reestablish PSAT/SAT MATH classes as electives which count for their GPAs.
- Revamp current MATH curriculum to reflect changes in the SAT.
- Integrate metacognitive strategies for students in pacing guides to help with critical thinking and problem solving in MATH.
- Incorporate PSAT/SAT reading and writing skills into MATH curriculum.
- Align school-generated MATH assessments with PSAT/SAT test question formatting.

PSAT Scores – Grade 9

Grade 9	2012	2013	2014	National Average (10th Grade)
Math	42.3	41	39.7	43
Reading	34.2	33.6	35.2	42.5
Writing	34	33	32.1	41

Grade 9	2015	Norm (10th Grade)
Math	428	479
Reading	460	479
Writing	440	479

Grade 9	2016	Norm
Math	406	464
Reading	415	470
Writing	415	470

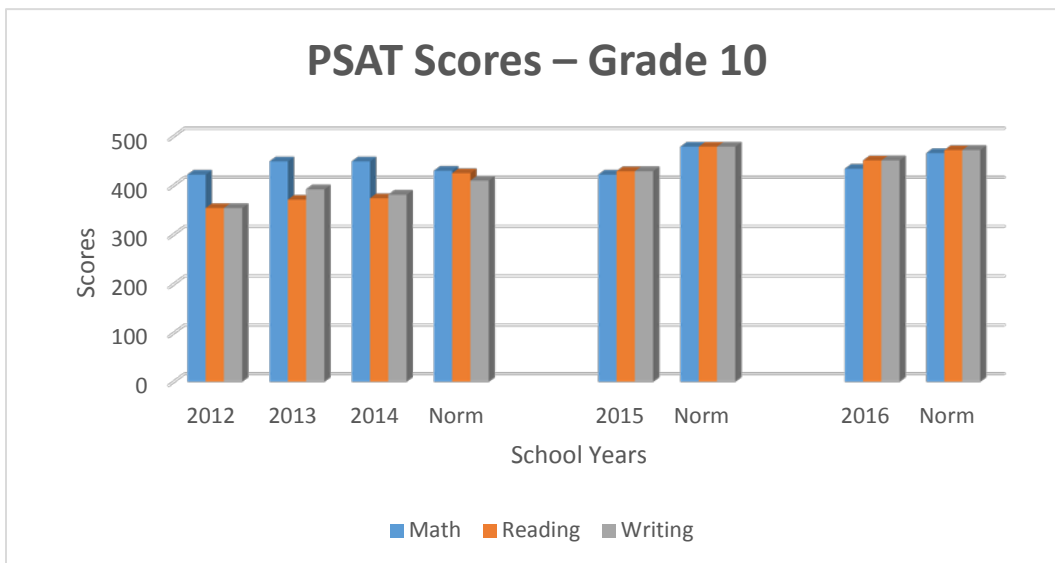


PSAT Scores – Grade 10

Grade 10	2012	2013	2014	Norm
Math	42.2	44.9	44.9	43
Reading	35.4	37.1	37.4	42.5
Writing	35.4	39.2	38.1	41

Grade 10	2015	Norm
Math	422	479
Reading	429	479
Writing	429	479

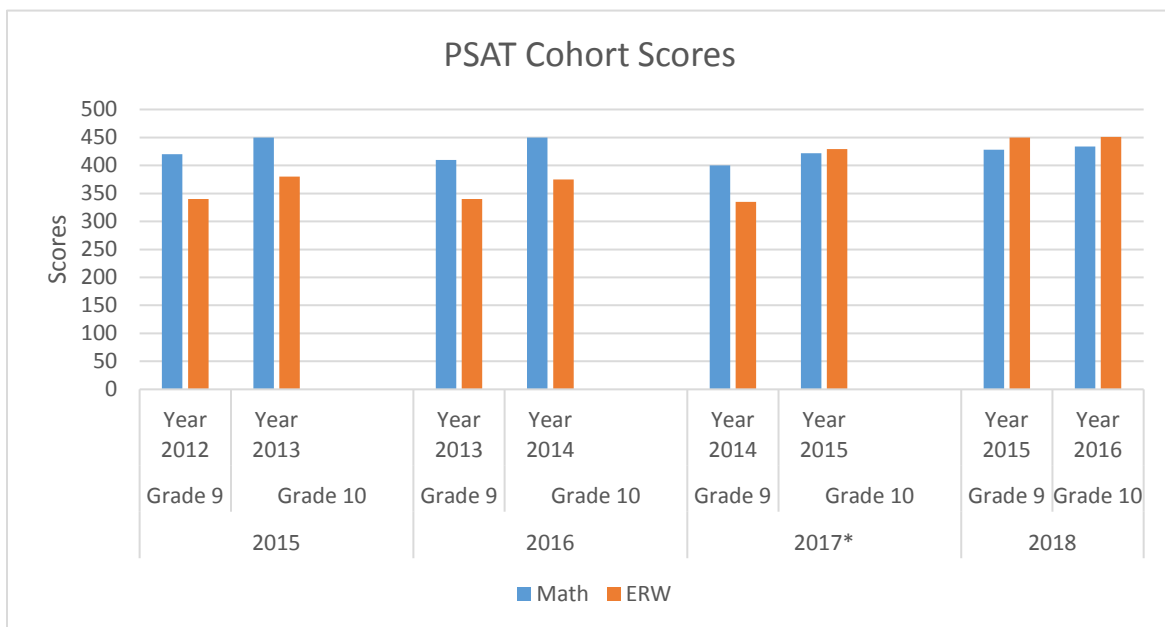
Grade 10	2016	Norm
Math	434	466
Reading	451	472
Writing	451	472



PSAT Cohort Scores

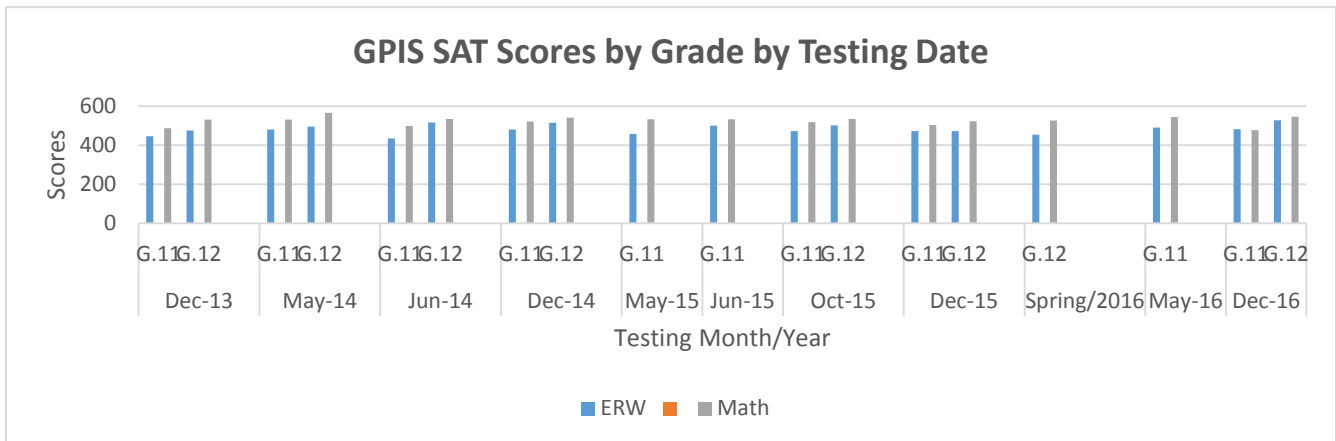
Class of	PSAT Testing		Math	ERW
	Grade	Year		
2015	9	2012	42	34
	10	2013	45	38
2016	9	2013	41	34
	10	2014	45	37.5
2017*	9	2014	40	33.5
	10	2015	422	429
2018	9	2015	428	450
	10	2016	434	451

*class of 2017 took PSAT tests which were scored differently in 9th grade and 10th grade



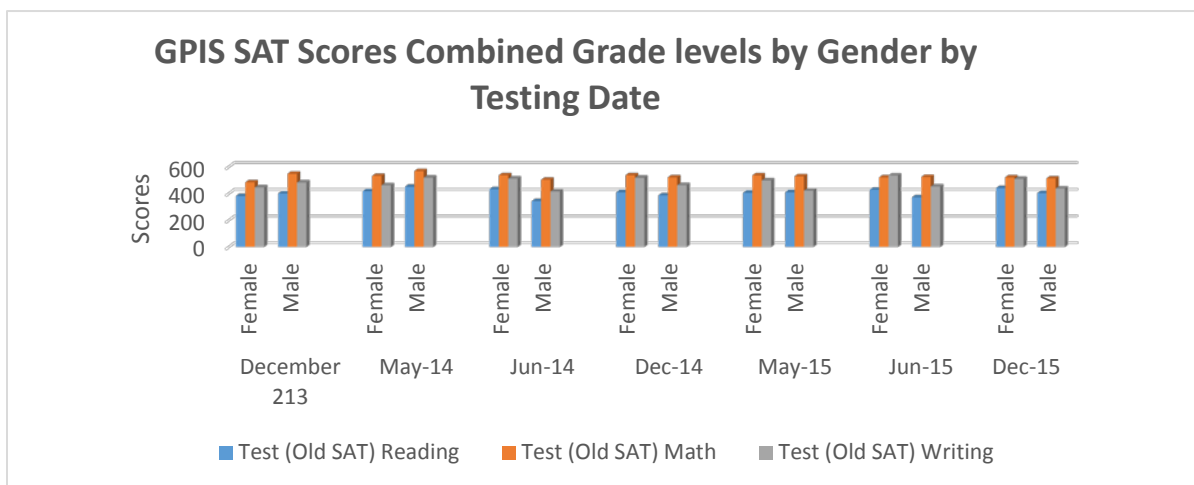
GPIS SAT Scores by Grade by Testing Date

Testing Month/Year	Grade	ERW		Math
Dec/2013	11	445		486
	12	474		531
May/2014	11	479		531
	12	494		565
June/2014	11	433		498
	12	515		534
Dec/2014	11	479		521
	12	514		541
May/2015	11	456		532
June/2015	11	500		532
Oct/2015	11	471		518
	12	501		534
Dec/2015	11	471		502
	12	472		523
Spring/2016	12	429 (reading)	478 (writing)	525
May/2016	11	489		543
Dec/2016	11	481		477
	12	528		545



GPIS SAT Scores Combined Grade levels by Gender by Testing Date

Testing Month/Year	Gender	Test (Old SAT)		
		Reading	Math	Writing
December 213	Female	381	483	445
	Male	400	547	482
May 2014	Female	417	531	461
	Male	450	567	518
June 2014	Female	432	536	511
	Male	343	502	415
December 2014	Female	409	536	517
	Male	386	520	462
May 2015	Female	405	535	497
	Male	409	528	421
June 2015	Female	428	520	534
	Male	371	523	452
December 2015	Female	440	520	508
	Male	403	512	437
SAT (Over-All Score)				
May 2016	Female	880		
	Male	1043		
June 2016	Female	925		
	Male	969		
December 2016	Female	922		
	Male	1014		



GPIS MAP Student Performance Data

Global Paradigm International School has administered the MAP test since the school first year in 2010-11. The test was chosen because it was aligned with the California Learning Standards and Framework, which were the learning standards upon which the school's curriculum and pacing guides was based. Once the Common Core Standards replaced the California Standards the school realigned its curriculum with the Common Core Standards. MAP is aligned now also aligned with Common Core.

GPIS uses the Wiggins backward design planning process and thus its teacher generated summative assessments are aligned with the Common Core and therefore aligned with Map skills and concepts. Student texts as well as teacher resource materials are also aligned with Common Core skills and concepts and thus aligned with MAP.

MAP testing is done twice per year, once in the Fall semester and then again in the Spring Semester. At times over the first six and one half years of operation, the school has tested students from grade 1 to grade 11 and in the subjects of Math, Reading, Language Usage and Science. Grades 1, 10, and 11 have not been tested every single year and science was tested for a time in both elementary and secondary school. Most of the data listed in this report will be for grades 2 through 10 in the content areas of Math, Reading, and Language Usage primarily.

Teachers at respective grade levels and in respective departments review and analyze student MAP test data so as to ascertain what student learning needs might be. The primary objectives of the classroom teacher in working with MAP learning data are to:

- Analyze individual student needs.
- Determine main MAP Concepts/Skills to develop for subject/grade level. (RIT score of the majority of students in the class)
- Determine MAP Concepts/Skills for each student scoring below and above the clustered RIT score for each strand targeted.
- Develop instructional strategies to address learning goals.

In addition to the aforementioned objectives, teachers are also responsible for the following objectives in order to facilitate the use of MAP data for themselves, their students, their students' parents and their grade/level or department teams:

For Parent conferences:

- Explain parts of student report
- Explain terms and key words
- Explain major skills that student should enhance, to develop, to be introduced to.
- Explain what class goals are as per MAP skills.
- Explain individual learning goals if different from class goals.

For planning with grade level teachers:

- Analyze skill sets that can be implemented across curriculum.
- Develop strategies to address skills in each discipline.
- Determine goals and assessment of effectiveness of strategies

In review of the following MAP learning data, some general observations are:

- For the most part there is continuous improvement from year to year by a given cohort group although the growth is not consistently the same improvement as the Norm group. While making improvement on respective subject tests, most GPIS students lag behind their norm groups for the most part.
- For the most part, there is measurable growth during the school year within a cohort group comparing Fall testing RIT scores and those in the Spring for respective subject tests.
- In the English area, Language Usage test data indicated for the most grade levels higher learning gains than Reading.
- GPIS students Science RIT scores are for the most part nearest to matching those scores of respective Norm groups.
- Reading RIT scores for GPIS students are consistently the lowest of all subject areas when compared to respective Norm group scores.

Given that nearly 100% of our student population are non-native speakers of English, the school realizes that it must strive to address our students' language deficiencies. Grade Level and department teachers are asked to analyze student test data to determine what skills and concepts they should target during the school year to help students learn. In addition to targeted skills and concepts which are aligned with the MAP data results and with the school curriculum, the school has invested in reading programs for student self-selected reading to give students more opportunities to read. The school uses the MyOn reading program for grades 5-9, which is an online program and a hard-copy leveled reading program for grades K-4. The school also has established a MAP data team consisting of grade level teachers who attended a MAP data workshop presented by NWEA. This team is now the Map coaches for the rest of the staff whose students take MAP tests and facilitates other teachers in the analysis of MAP data as well as the targeting of learning skills and concepts and learning strategies to help enhance learning.

Teacher Reflection Concerning MAP Test DATA

GPIS MAP Spring/Fall Mean RIT Scores- Grade Level per Content Area by Males:

- Grade 1 males show an average growth from Fall to Spring of 15 RIT points.
- Grade 1 males starting in Fall 2014 through Spring 2016 have scored the closest if not at RIT norm by the end of the year in math
- Grade 3-5 males from fall 2012 through Fall 2016 have the highest RIT mean in math.
- Grade 7 male math students from Fall 2014 to Fall 2016 have a mean RIT score closest to Norm (229), Fall 2014- 228, Fall 2015- 224, Fall 2016- 224.

GPIS MAP Fall Mean RIT Scores- Grade Level per Content Area- Male/Female:

- Females in grade 4, 5, and 6 from Fall 2014 to Fall 2016 have a lower mean RIT than boys, except for Grade 5 Fall 2014-15, where the females had a higher mean RIT in Math, Reading, and Language.
- Males are generally stronger in Math than females.
- From Fall 2012, females tend to outperform males in Language usage beginning in 7th grade.

GPIS MAP Spring Mean RIT Scores- Grade Level per Content Area- Male/Female:

- Grade 10 female Spring math mean RIT scores have decreased from 240 to 230 from 2013 to 2015.
- Grade 10 male Spring mean RIT scores in reading have not increased, or have decreased significantly from grade 9 to grade 10 from Spring 2012 to Spring 2016.

GPIS MAP Spring/Fall Mean RIT Scores- Grade Level per Content Area by Females:

- Grade 2 females have grown an average of 11 RIT points in Math from Fall to Spring from 2012 to 2016.
- On average, grade 4 females grow 1 - 4 RIT points in math between grades 4 and 5.

GPIS MAP Mean RIT Scores by Subject per testing Date per cohort Group by Male/female:

- Cohort Class for 2023 shows growth with males and females from fall to spring every year in mean RIT, except for from grades 3 to 4.
- Cohort Class of 2025 also shows a plateau in growth from grades 3 to 4.

Mean RIT Scores by Subject per Testing per Cohort Group:

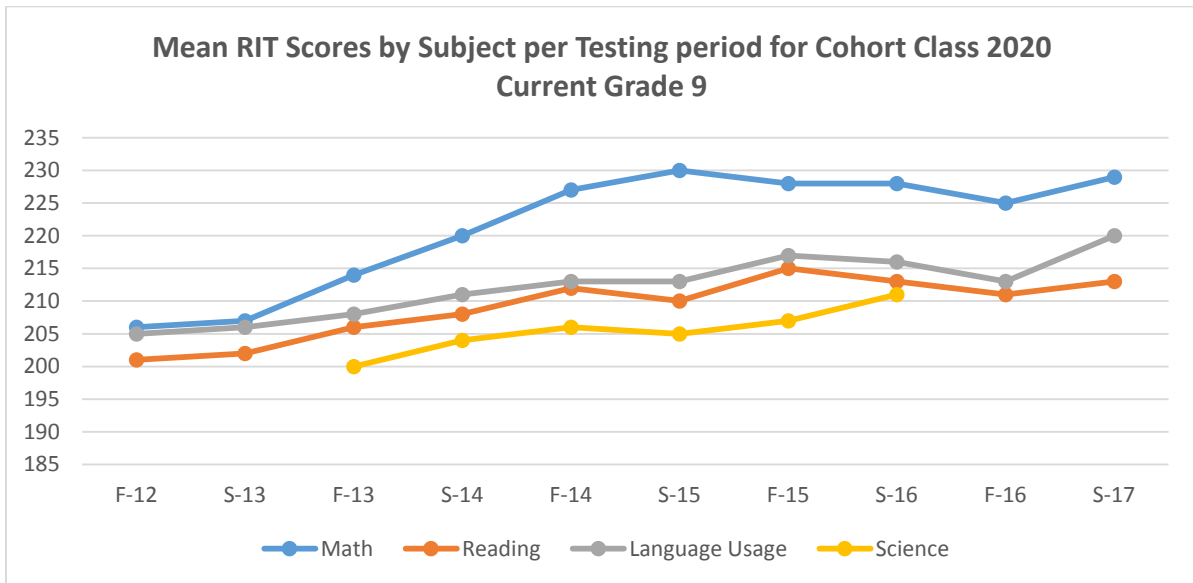
- Current grade 4 students showed an average growth of 15 RIT points from fall to spring in 1st grade. (Who was the first grade teachers in 2013?)

GPIS MAP Spring/Fall Mean RIT Scores Grade Level per Content Area:

- Grade 7 student's Fall and Spring scores did not change in math during the 2015-16 year.

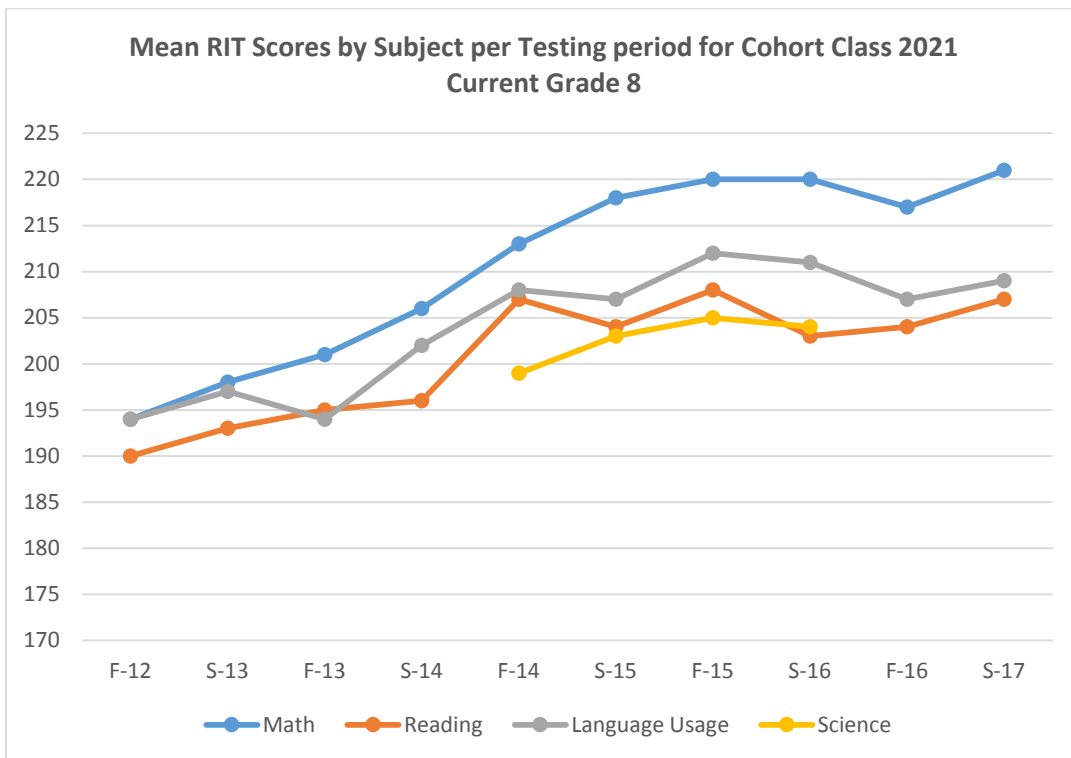
Mean RIT Scores by Subject per Testing per Cohort Group

Mean RIT Scores by Subject per Testing period for Cohort Class 2020 Current Grade 9										
Subject	F-12	S-13	F-13	S-14	F-14	S-15	F-15	S-16	F-16	S-17
Math	206	207	214	220	227	230	228	228	225	229
Reading	201	202	206	208	212	210	215	213	211	213
Language Usage	205	206	208	211	213	213	217	216	213	220
Science	n/a	n/a	200	204	206	205	207	211	n/a	n/a



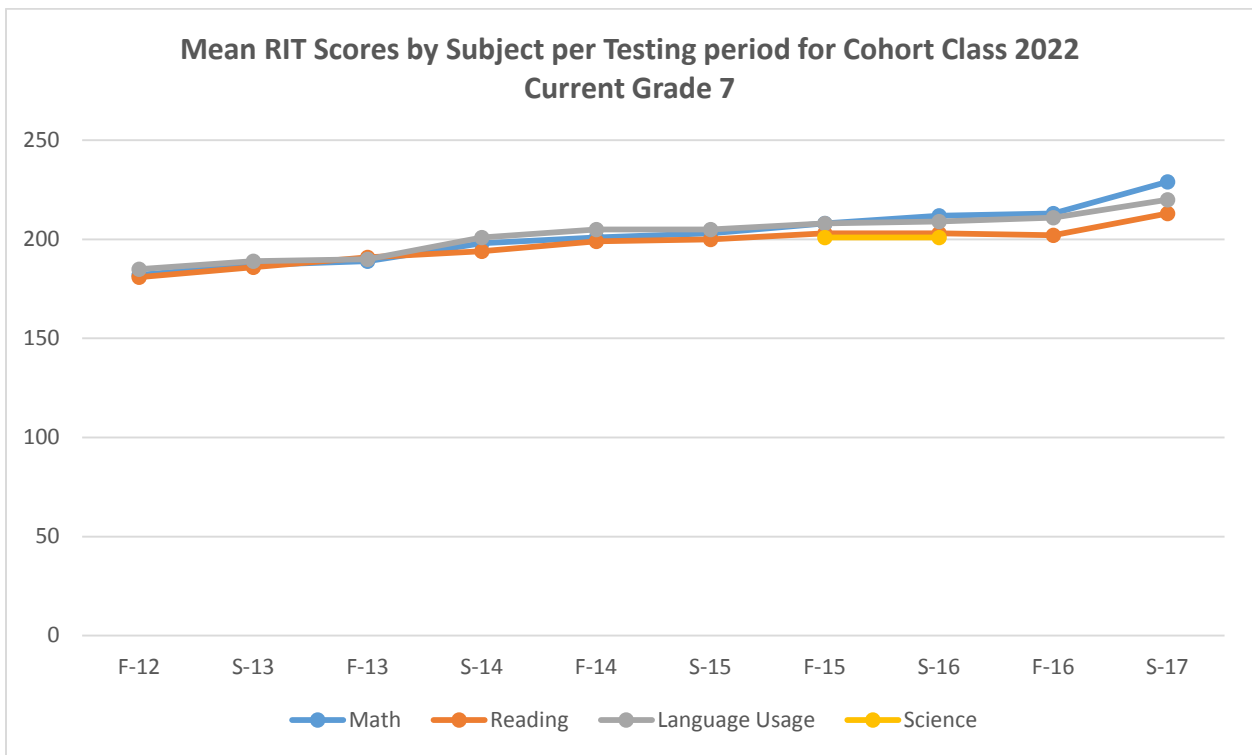
Mean RIT Scores by Subject per Testing per Cohort Group

Mean RIT Scores by Subject per Testing period for Cohort Class 2021 Current Grade 8										
Subject	F-12	S-13	F-13	S-14	F-14	S-15	F-15	S-16	F-16	S-17
Math	194	198	201	206	213	218	220	220	217	221
Reading	190	193	195	196	207	204	208	203	204	207
Language Usage	194	197	194	202	208	207	212	211	207	209
Science	n/a	n/a	n/a	n/a	199	203	205	204	n/a	n/a



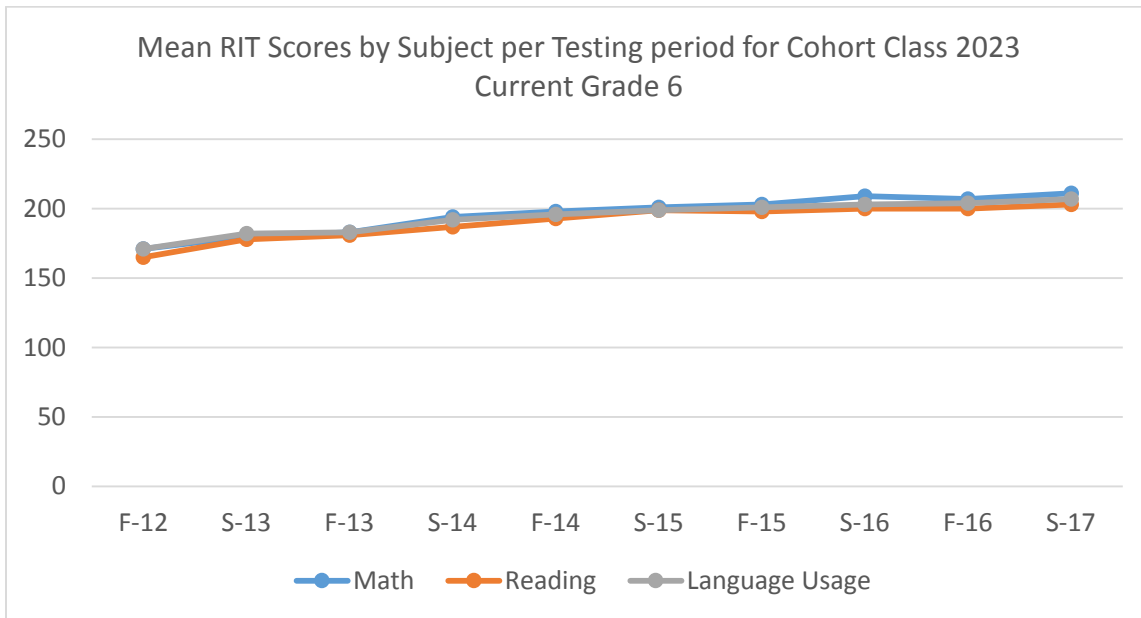
Mean RIT Scores by Subject per Testing per Cohort Group

Mean RIT Scores by Subject per Testing period for Cohort Class 2022 Current Grade 7										
Subject	F-12	S-13	F-13	S-14	F-14	S-15	F-15	S-16	F-16	S-17
Math	182	187	189	198	201	203	208	212	213	229
Reading	181	186	191	194	199	200	203	203	202	213
Language Usage	185	189	190	201	205	205	208	209	211	220
Science	n/a	n/a	n/a	n/a	n/a	n/a	201	201	n/a	n/a



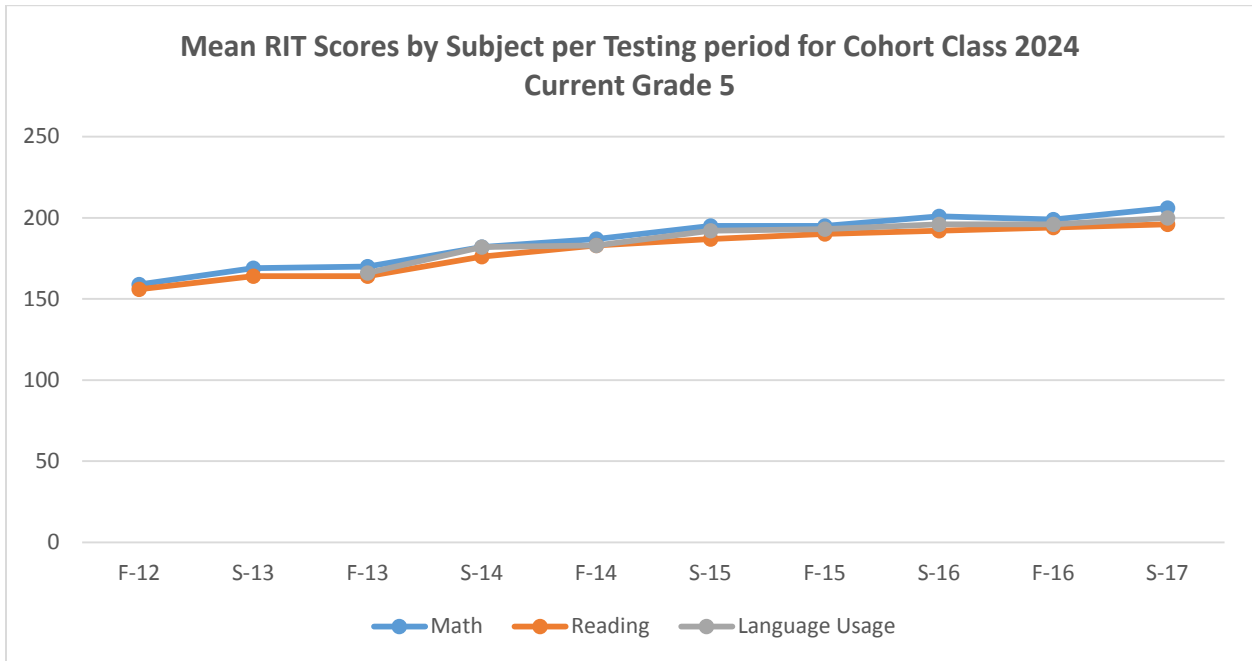
Mean RIT Scores by Subject per Testing per Cohort Group

Mean RIT Scores by Subject per Testing period for Cohort Class 2023 Current Grade 6										
Subject	F-12	S-13	F-13	S-14	F-14	S-15	F-15	S-16	F-16	S-17
Math	171	180	183	194	198	201	203	209	207	211
Reading	165	178	181	187	193	199	198	200	200	203
Language Usage	171	182	183	192	196	199	201	203	204	207



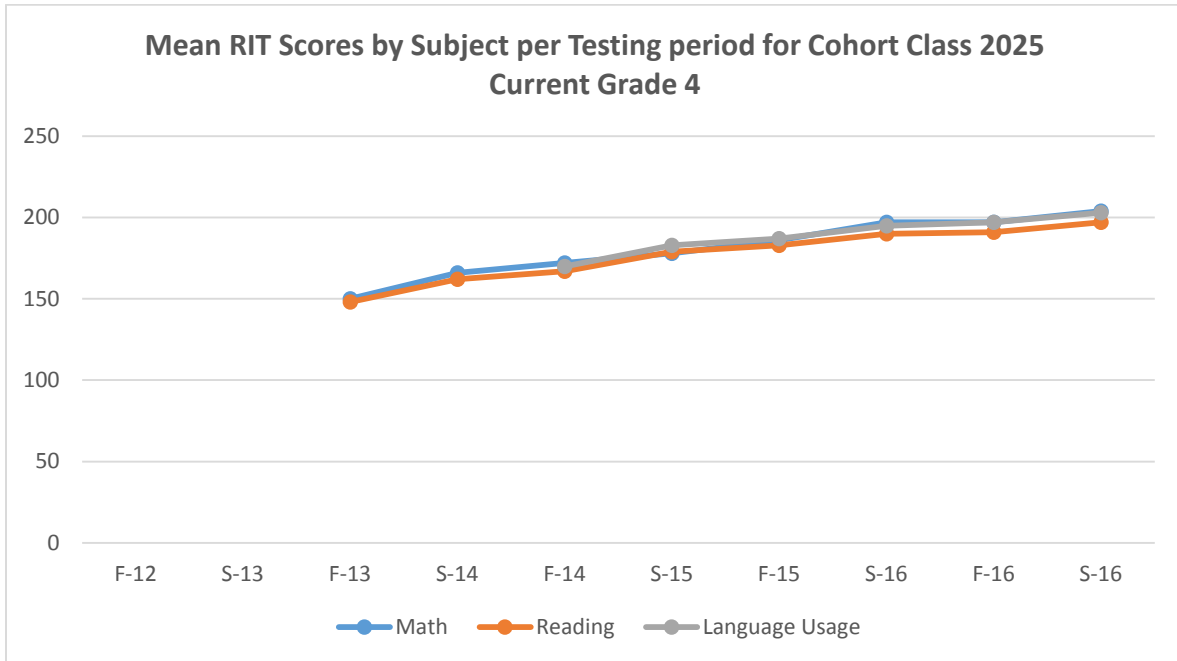
Mean RIT Scores by Subject per Testing per Cohort Group

Mean RIT Scores by Subject per Testing period for Cohort Class 2024 Current Grade 5										
Subject	F-12	S-13	F-13	S-14	F-14	S-15	F-15	S-16	F-16	S-17
Math	159	169	170	182	187	195	195	201	199	206
Reading	156	164	164	176	183	187	190	192	194	196
Language Usage	n/a	n/a	166	182	183	192	193	196	196	200



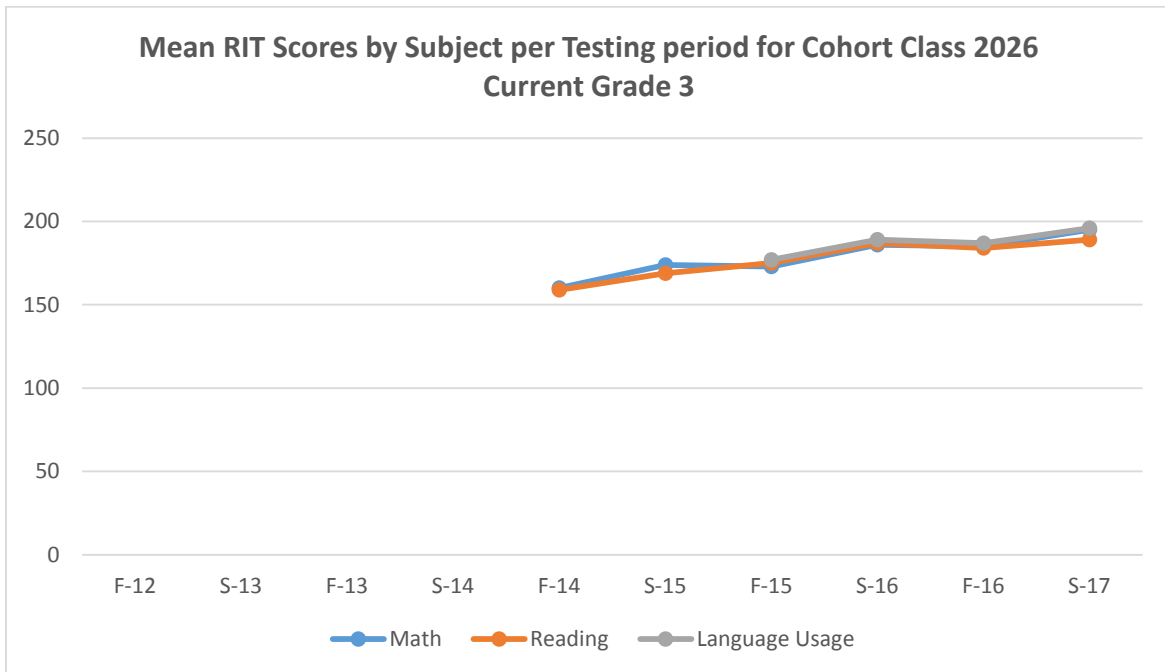
Mean RIT Scores by Subject per Testing per Cohort Group

Mean RIT Scores by Subject per Testing period for Cohort Class 2025 Current Grade 4										
Subject	F-12	S-13	F-13	S-14	F-14	S-15	F-15	S-16	F-16	S-16
Math	n/a	n/a	150	166	172	178	186	197	197	204
Reading	n/a	n/a	148	162	167	179	183	190	191	197
Language Usage	n/a	n/a	n/a	n/a	170	183	187	195	197	203



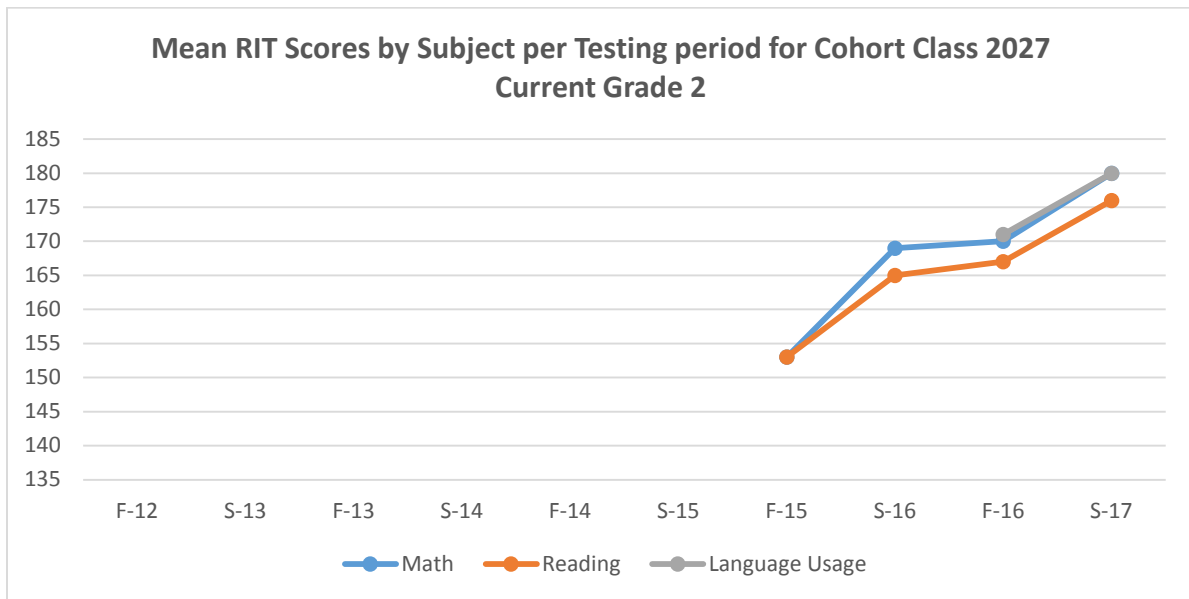
Mean RIT Scores by Subject per Testing per Cohort Group

Mean RIT Scores by Subject per Testing period for Cohort Class 2026 Current Grade 3										
Subject	F-12	S-13	F-13	S-14	F-14	S-15	F-15	S-16	F-16	S-17
Math	n/a	n/a	n/a	n/a	160	174	173	186	185	195
Reading	n/a	n/a	n/a	n/a	159	169	175	187	184	189
Language Usage	n/a	n/a	n/a	n/a	n/a	n/a	177	189	187	196



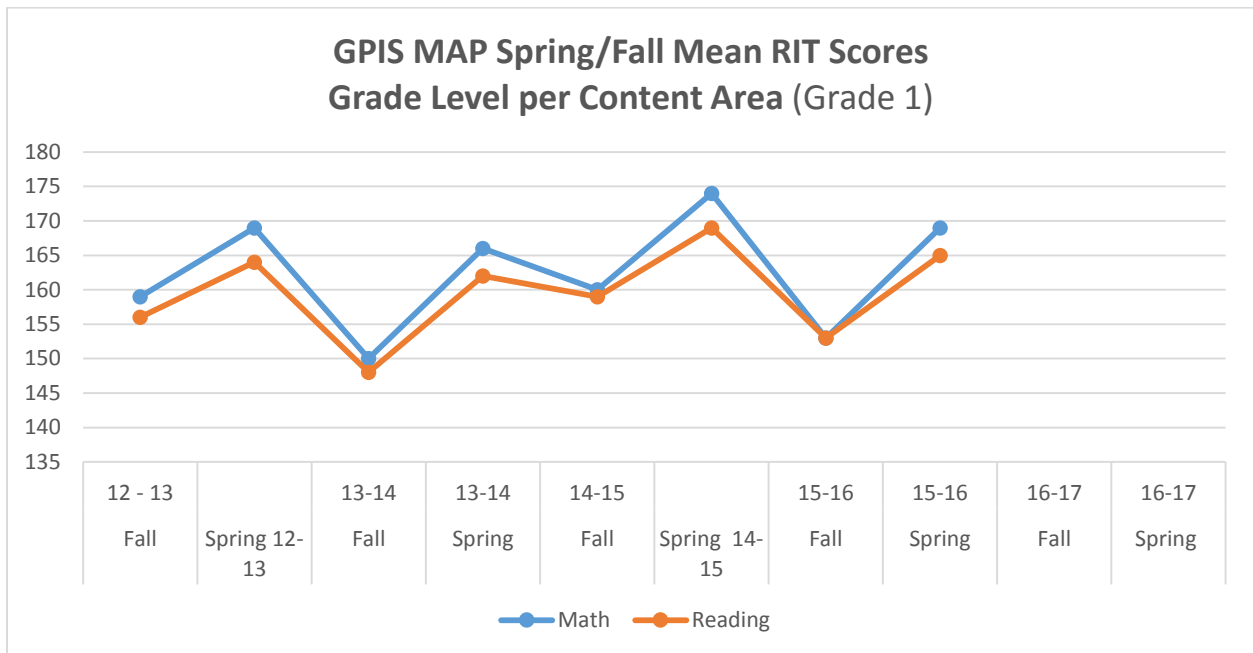
Mean RIT Scores by Subject per Testing per Cohort Group

Mean RIT Scores by Subject per Testing period for Cohort Class 2027 Current Grade 2										
Subject	F-12	S-13	F-13	S-14	F-14	S-15	F-15	S-16	F-16	S-17
Math	n/a	n/a	n/a	n/a	n/a	n/a	153	169	170	180
Reading	n/a	n/a	n/a	n/a	n/a	n/a	153	165	167	176
Language Usage	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	171	180



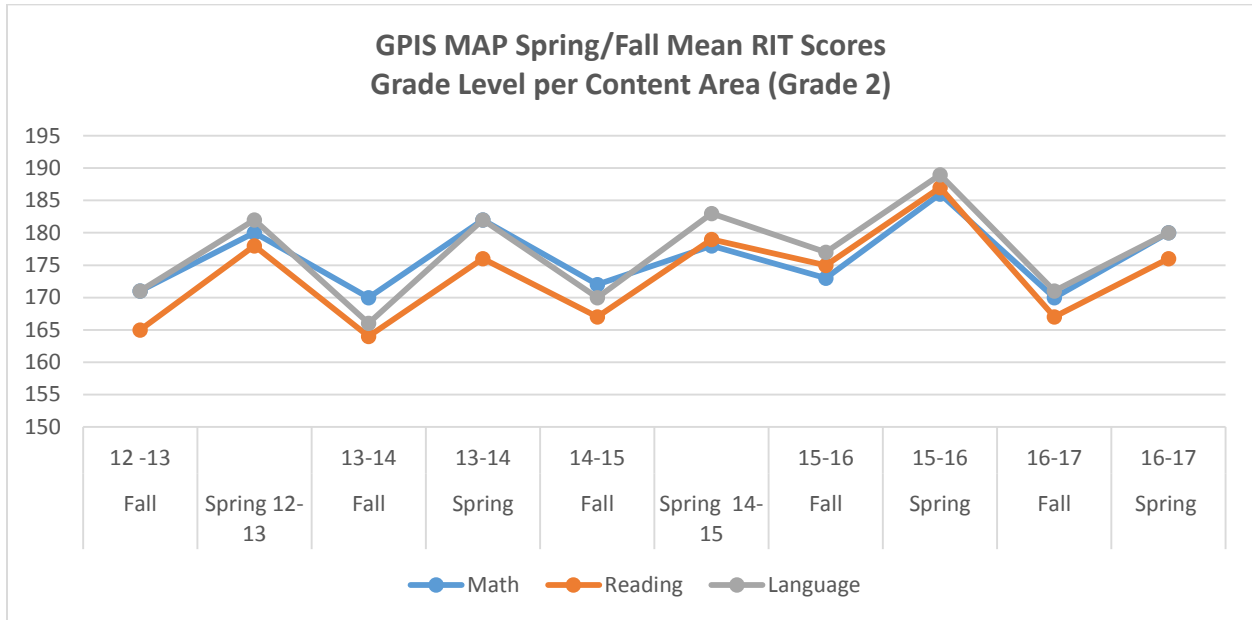
GPIS MAP Spring/Fall Mean RIT Scores Grade Level per Content Area

Grade 1	1 Fall 12-13	2 Spring 12-13	3 Fall 13-14	4 Spring 13-14	5 Fall 14-15	6 Spring 14-15	7 Fall 15-16	8 Spring 15-16	9 Fall 16-17	10 Spring 16/17
Math	159	169	150	166	160	174	153	169	n/a	n/a
Reading	156	164	148	162	159	169	153	165	n/a	n/a



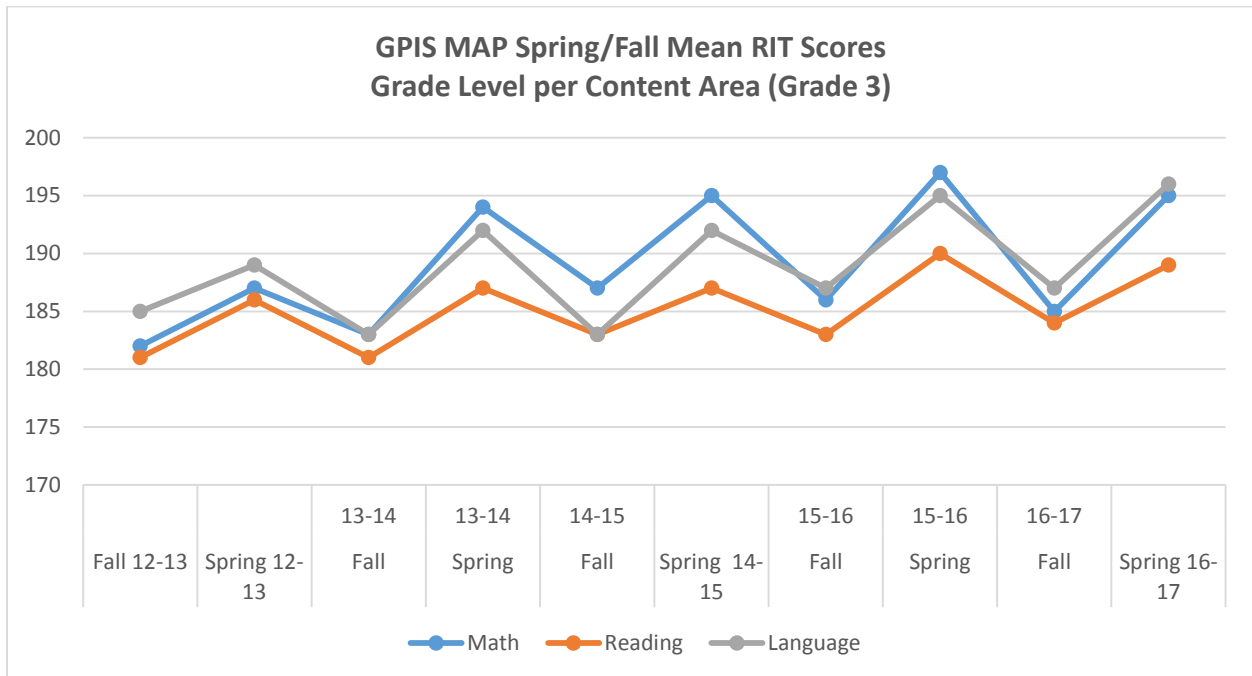
GPIS MAP Spring/Fall Mean RIT Scores Grade Level per Content Area

Grade 2	1 Fall 12-13	2 Spring 12-13	3 Fall 13-14	4 Spring 13-14	5 Fall 14-15	6 Spring 14-15	7 Fall 15-16	8 Spring 15-16	9 Fall 16-17	10 Spring 16/17
Math	171	180	170	182	172	178	173	186	170	180
Reading	165	178	164	176	167	179	175	187	167	176
Language	171	182	166	182	170	183	177	189	171	180



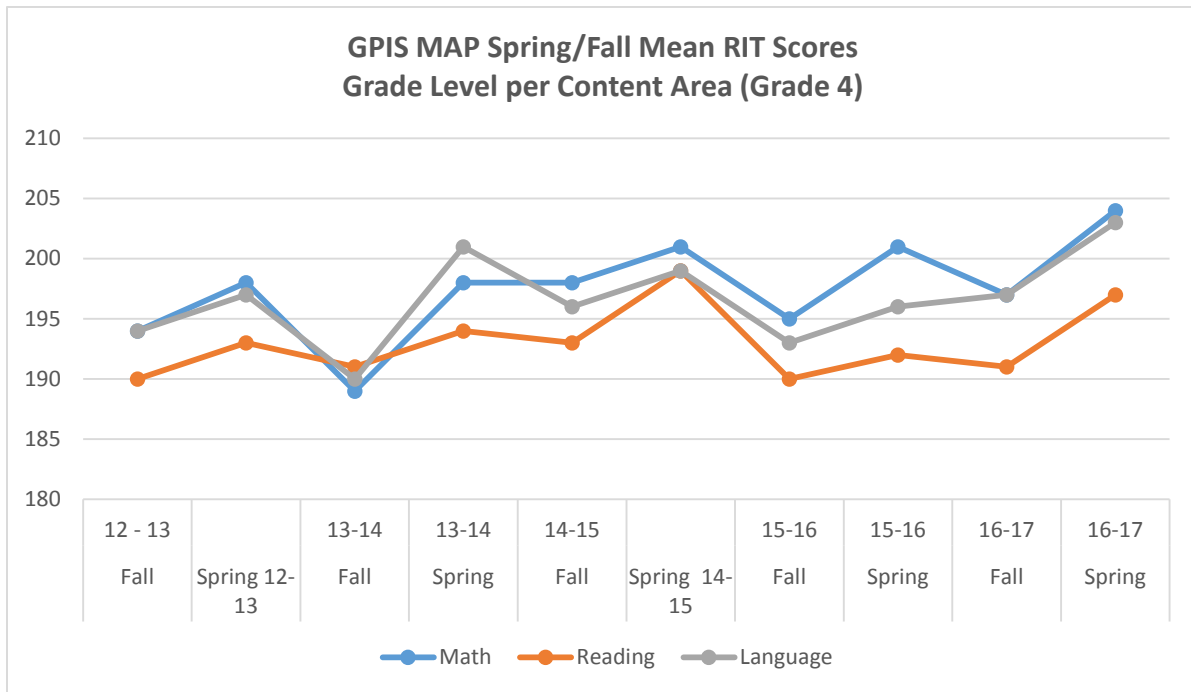
GPIS MAP Spring/Fall Mean RIT Scores Grade Level per Content Area

Grade 3	1 Fall 12-13	2 Spring 12-13	3 Fall 13-14	4 Spring 13-14	5 Fall 14-15	6 Spring 14-15	7 Fall 15-16	8 Spring 15-16	9 Fall 16-17	10 Spring 16-17
Math	182	187	183	194	187	195	186	197	185	195
Reading	181	186	181	187	183	187	183	190	184	189
Language	185	189	183	192	183	192	187	195	187	196



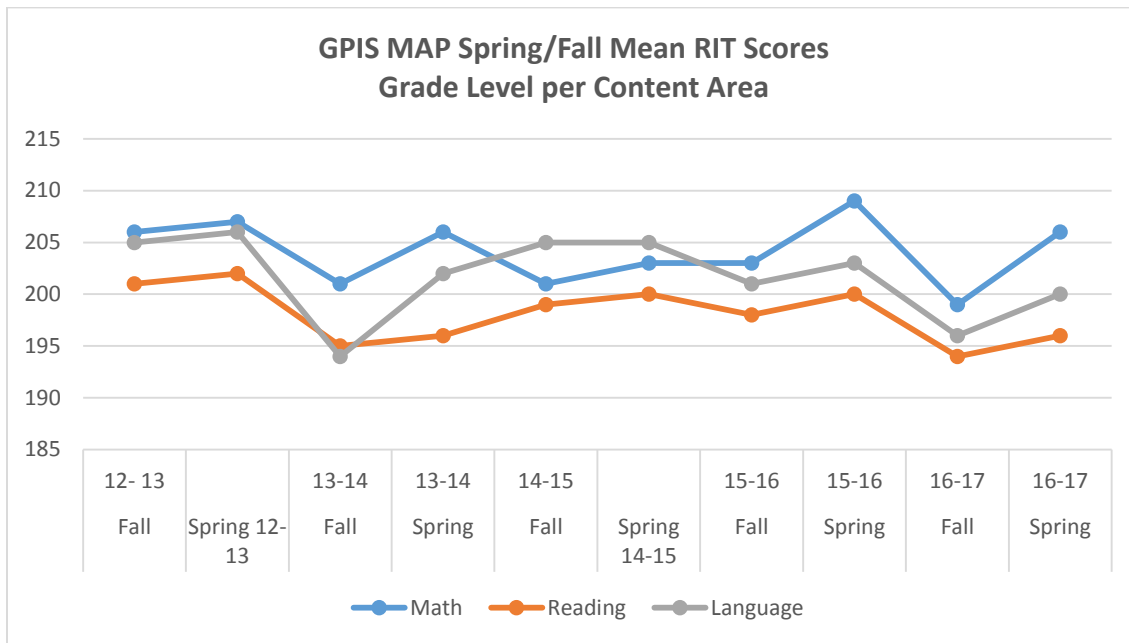
GPIS MAP Spring/Fall Mean RIT Scores Grade Level per Content Area

	1 Fall 12-13	2 Spring 12-13	3 Fall 13-14	4 Spring 13-14	5 Fall 14-15	6 Spring 14-15	7 Fall 15-16	8 Spring 15-16	9 Fall 16-17	10 Spring 16-17
Grade 4										
Math	194	198	189	198	198	201	195	201	197	204
Reading	190	193	191	194	193	199	190	192	191	197
Language	194	197	190	201	196	199	193	196	197	203



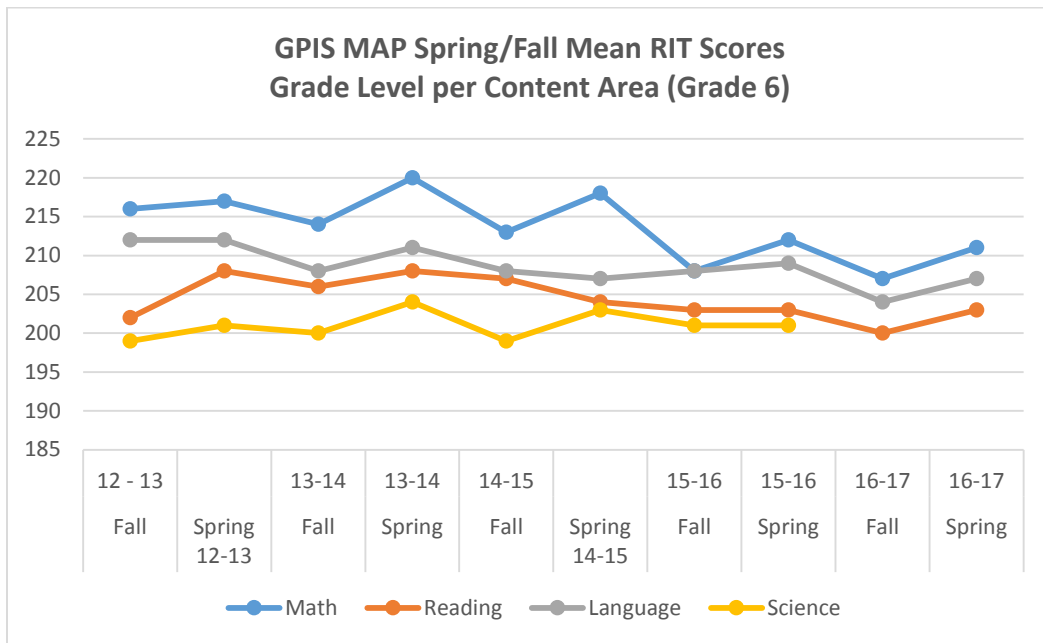
GPIS MAP Spring/Fall Mean RIT Scores Grade Level per Content Area

Grade 5	1 Fall 12-13	2 Spring 12-13	3 Fall 13-14	4 Spring 13-14	5 Fall 14-15	6 Spring 14-15	7 Fall 15-16	8 Spring 15-16	9 Fall 16-17	10 Spring 16-17
Math	206	207	201	206	201	203	203	209	199	206
Reading	201	202	195	196	199	200	198	200	194	196
Language	205	206	194	202	205	205	201	203	196	200



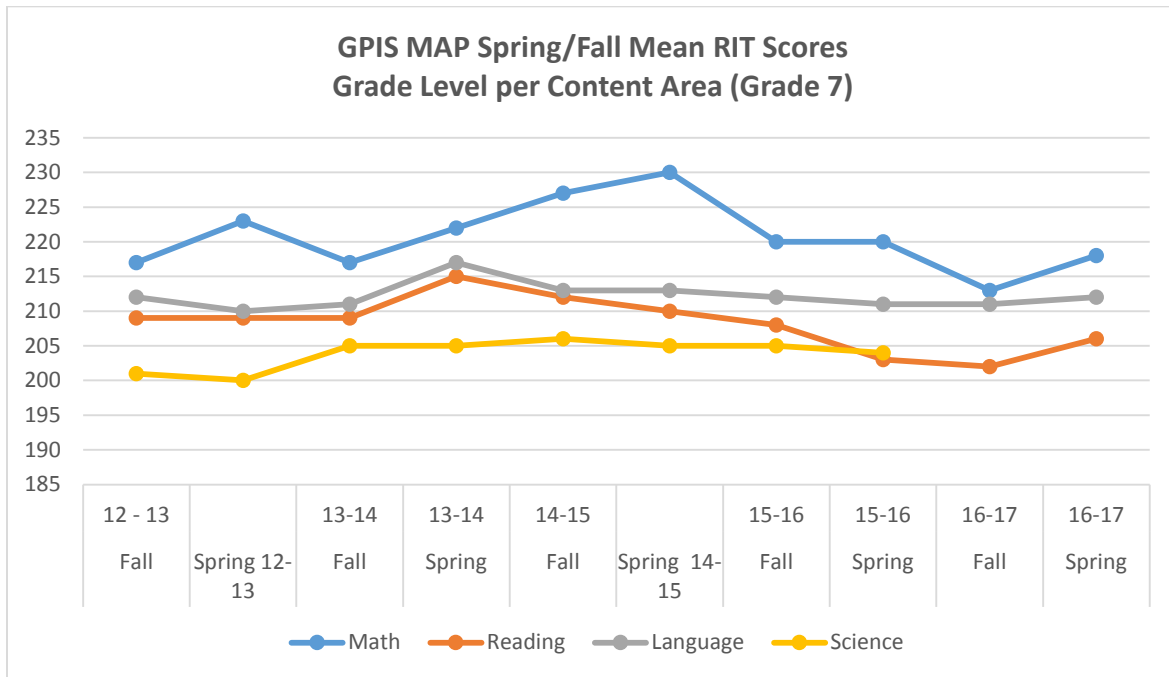
GPIS MAP Spring/Fall Mean RIT Scores Grade Level per Content Area

Grade 6	1 Fall 12-13	2 Spring 12-13	3 Fall 13-14	4 Spring 13-14	5 Fall 14-15	6 Spring 14-15	7 Fall 15-16	8 Spring 15-16	9 Fall 16-17	10 Spring 16-17
Math	216	217	214	220	213	218	208	212	207	211
Reading	202	208	206	208	207	204	203	203	200	203
Language	212	212	208	211	208	207	208	209	204	207
Science	199	201	200	204	199	203	201	201	n/a	n/a



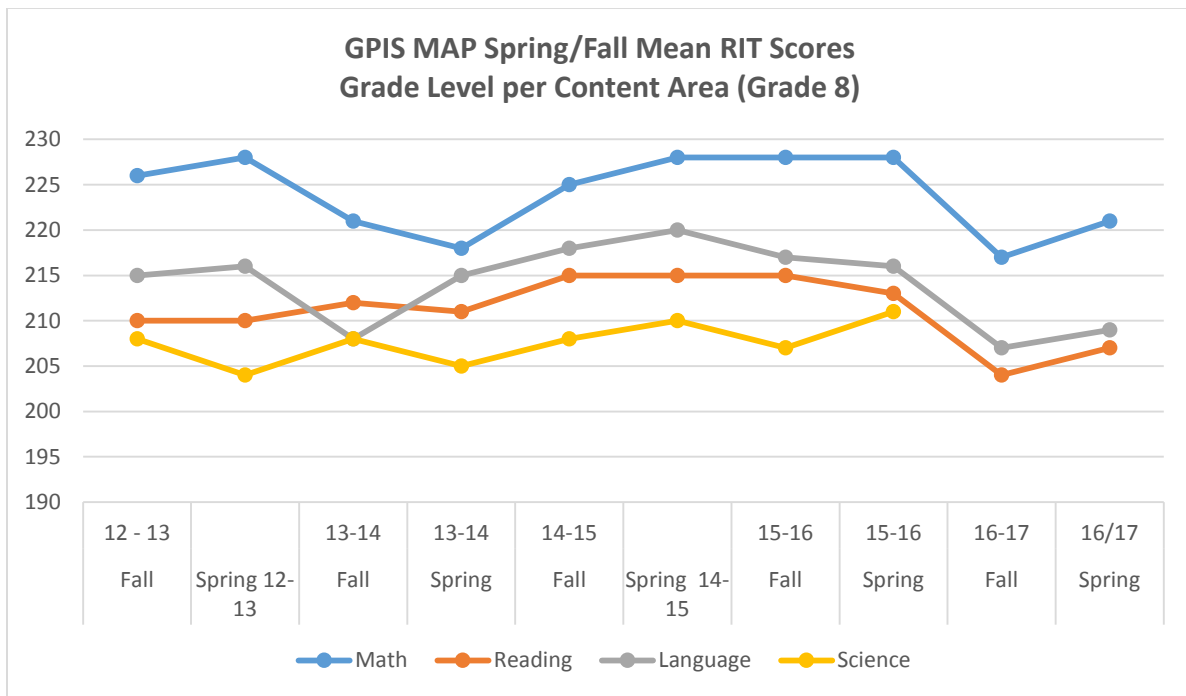
GPIS MAP Spring/Fall Mean RIT Scores Grade Level per Content Area

Grade 7	1 Fall 12-13	2 Spring 12-13	3 Fall 13-14	4 Spring 13-14	5 Fall 14-15	6 Spring 14-15	7 Fall 15-16	8 Spring 15-16	9 Fall 16-17	10 Spring 16-17
Math	217	223	217	222	227	230	220	220	213	218
Reading	209	209	209	215	212	210	208	203	202	206
Language	212	210	211	217	213	213	212	211	211	212
Science	201	200	205	205	206	205	205	204	n/a	n/a



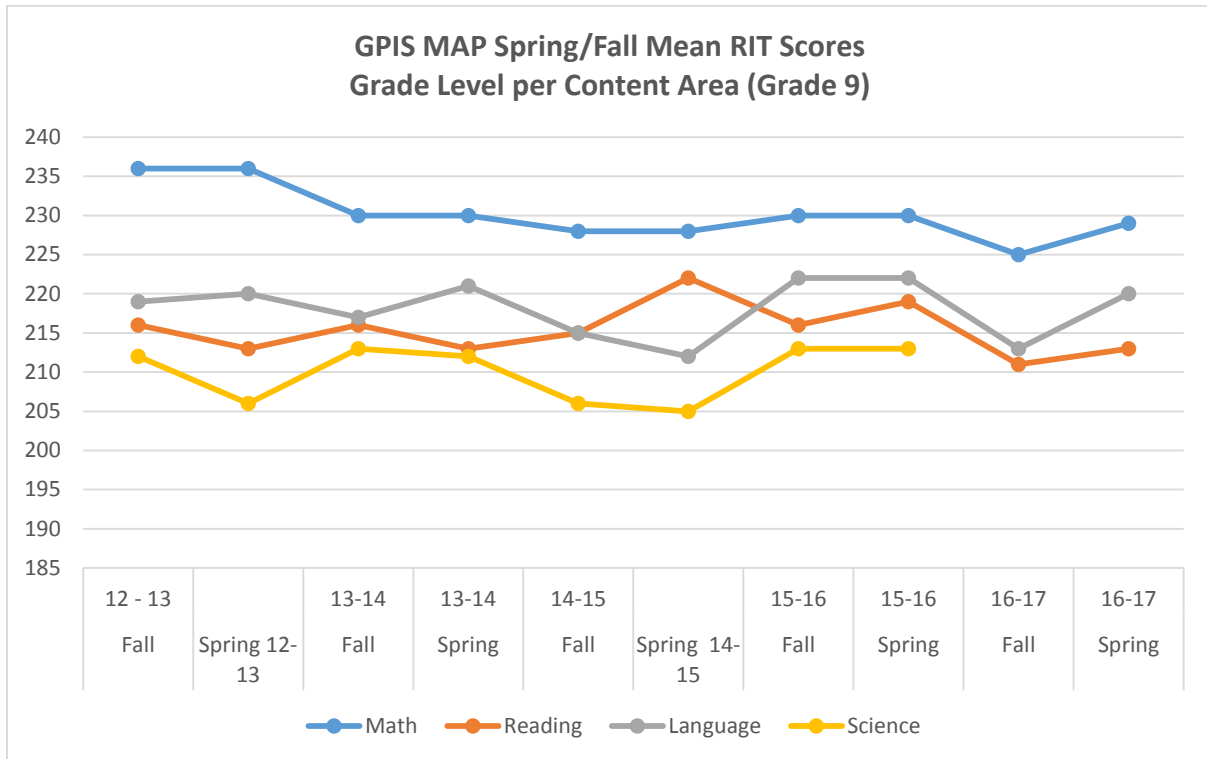
GPIS MAP Spring/Fall Mean RIT Scores Grade Level per Content Area

Grade 8	1 Fall 12-13	2 Spring 12-13	3 Fall 13-14	4 Spring 13-14	5 Fall 14-15	6 Spring 14-15	7 Fall 15-16	8 Spring 15-16	9 Fall 16-17	10 Spring 16/17
Math	226	228	221	218	225	228	228	228	217	221
Reading	210	210	212	211	215	215	215	213	204	207
Language	215	216	208	215	218	220	217	216	207	209
Science	208	204	208	205	208	210	207	211	n/a	n/a



GPIS MAP Spring/Fall Mean RIT Scores Grade Level per Content Area

Grade 9	1 Fall 12-13	2 Spring 12-13	3 Fall 13-14	4 Spring 13-14	5 Fall 14-15	6 Spring 14-15	7 Fall 15-16	8 Spring 15-16	9 Fall 16-17	10 Spring 16-17
Math	236	236	230	230	228	228	230	230	225	229
Reading	216	213	216	213	215	222	216	219	211	213
Language	219	220	217	221	215	212	222	222	213	220
Science	212	206	213	212	206	205	213	213	n/a	n/a



GPIS Major Trips and Activities by Grade Level – 2016/17

Event, Trip, or Activity	Grade Level
Kidzoo Farm	PK
Family Park	KG1
Kidzania	KG2
Point 90 Cinema Family Park	1
Rich Bake Factory Kidzania Point 90 Cinema	2
Point 90 Cinema El Fayoum Sandboarding	3
Sitara Egyptian Museum(Treasure Hunt)	4
Alexandria	5
overnight camp to beit El wadi	6
Sakkara pyramid overnight camp to beit El wadi	7
overnight camp to beit El wadi Cairo Tower	8
El Fayoum Alexandria Panorama 6th of October	9

Moez street French cultural center (French dep.) Food Bank Swiss club (German class)	10
Hope & Light Moaz Street The Mala studio (Humanities dept.) Cairo festival (Statistic's class) The Mala studio (Humanities dept.) The Maze	11
Moaz Street The Mala studio (Humanities dept.) Point 90 Cinema	12
Moaz Street dep.2 Food Bank Moaz Street Darb 17,18 Point 90 Cinema (psychology) Nuba Down town Cairo festival (Economic class) clothing Bank	IB
Winter Concert Fun Day Annual Production Halloween Spirit Week Library Book Week Sports Day	All

Report of the External Review Team for Global Paradigm International (adapted from original report)

First Settlement Block K1, Sector 8
New Cairo 11477 EG

Mr. Gafaar Hussein, CEO

Date: March 17, 2017 - March 22, 2017

Introduction

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

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

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

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

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

The External Review is the hallmark of AdvancED Performance Accreditation. It energizes and equips the institution's leadership and stakeholders to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. External Review is a rigorous process that includes the in-depth examination of evidence and relevant data, interviews with all stakeholder groups, and extensive observations of learning, instruction, and operations.

Use of Diagnostic Tools

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

- an indicator-based tool that connects the specific elements of the criteria to evidence gathered by the team;
- a student performance analytic that examines the quality of assessment

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

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

Index of Education Quality

In the past, accreditation reviews resulted in an accreditation recommendation on status. Labels such as advised, warned, probation, or all clear were used to describe the status of a school relative to the AdvancED Standards and other evaluative criteria. Beginning in the 2013-14 school year, AdvancED introduced a new framework to describe the results of an accreditation review. Consistent with the modern focus of accreditation on continuous improvement with an emphasis on student success, AdvancED introduced an innovative and state-of-the-art framework for diagnosing and revealing institutional performance called the Index of Education Quality (IEQ™). The IEQ™ comprises three domains of performance: 1) the impact of teaching and learning on student performance; 2) the capacity of leadership to guide the institution toward the achievement of its vision and strategic priorities; and 3) use of resources to support and optimize learning. Therefore, your institution will no longer receive an accreditation status. Instead, your institution will be accredited with an IEQ™ score. In the case where an institution is failing to meet established criteria, the accreditation will be under review thereby requiring frequent monitoring and demonstrated improvement.

The three domains of performance are derived from the AdvancED Standards and associated indicators, the analysis of student performance, and the engagement and feedback of stakeholders. Within each domain institutions can connect to the individual performance levels that are applied in support of the AdvancED Standards and evaluative criteria. Within the performance levels are detailed descriptors that serve as a valuable

source of guidance for continuous improvement. Upon review of the findings in this report and building on their Powerful Practices, institutional leaders should work with their staff to review and understand the evidence and rationale for each Opportunity for Improvement and Improvement Priority as well as the corresponding pathway to improvement described in the performance levels of the selected indicator(s).

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

Benchmark Data

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

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

Powerful Practices

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

Opportunities for Improvement

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

Improvement Priorities

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

The Review

The External Review for Global Paradigm International School (GPIS) took place on March 18-21, 2017, in New Cairo, Egypt. This External Review was a reaccreditation review as the school was last accredited in 2012. The team consisted of five team members with the Lead Evaluator and Associate Lead Evaluator coming from the United States and other team members coming from Egypt, Jordan, and Lebanon. The school's Accreditation Report and other pertinent materials were posted on the team workspace prior to the actual External Review to enable team members to become familiar with the school and its school accreditation preparation. On Saturday, March 18, team members were provided a city tour using a Global Paradigm school bus featuring examples of student art on the sides of the bus. The tour included a tour of old Cairo where the team visited a variety of historic mosques, the ancient gates of Cairo, and the Khan Al Khalily market area. It should be noted that school representatives on the tour included three International Baccalaureate (IB) history students who provided commentary regarding the history of the area and mosques. The students were very poised and confident in engaging with adults and in giving their commentary. This was a special treat for the team. The team then had lunch at a restaurant in the New Cairo area. The team met in the afternoon for its initial orientation meeting at the hotel in a conference room where details of the accreditation protocol and review schedule were discussed along with impressions of the materials the school had provided the team up to that point. Team members had dinner in the evening with representatives from the

school at a hotel restaurant nearby after visiting an art gallery opening for a GPIS student who was showing her artwork for her IB program requirement. At dinner, team members and school representatives introduced each other, conversed, and got acquainted with one another in an informal setting. The evening was a pleasant way to begin the review.

Team members conducted the External Review at the school for three full days beginning on Sunday, March 19 through Tuesday, March 21. The review ended with the Oral Exit Report being given to the school staff and some students on Tuesday afternoon in the auditorium. During the on-site review, the team conducted 57 classroom observations using the eleot® form, held 106 interviews, and reviewed a plethora of documents contained in binders provided to team members by the school in the workroom along with additional requests for information made by the Lead Evaluator. The school was very prompt in providing team members more information when requested.

Prior to the External Review, the Lead Evaluator corresponded with the school's principal and vice-principal for instruction and curriculum to plan for the External Review, talked with them during the November AdvancED Global Conference held at this school, and met with them at the team's hotel in the afternoon of arrival to finalize details of the visit. The Lead Evaluator developed the daily schedule along with the principal for the review, with the schedule being arranged with flexibility to accommodate the ongoing needs of the school.

Other details regarding the External Review were arranged beforehand as hotel and team members' flight information became available. School personnel were very prompt in response to the Lead Evaluator's request for information and in answering clarifying questions. The Lead Evaluator assigned each team member one of the five standards and diagnostics on which to focus based on their experience and requests. Each team member became the "expert" during the review to provide other team members with foundational information to help with the individual team indicator ratings.

During the External Review team members used a workroom provided in the administrative area of the school. The team had Internet access along with an LCD projector to support discussions and team work. The school provided the team with multiple quality artifacts contained in a large number of binders available for perusal in the team workroom along with other artifacts as other sources of information. The school was very honest and open regarding the information provided reflecting the culture of the school. Interviews were held with various people to explain the documents, to inform the team about the school and its functioning, and to answer any questions as needed. The team was well-supported by assigned school personnel as team members received timely answers to all questions and requests for additional materials, arrangements for transportation to and from the hotel and lunch in the workroom, and guidance and help as the team members moved from one area of the school to another.

On the first day, team members were greeted in the front lobby of the school and were taken to the team workroom. The team then observed morning lines for students where they were very energetic and lively in singing and moving and getting their minds and bodies ready for the day. The team was then given an overview of the school's Self Assessment process, the structure and details of Standards committee work, and the results of their internal review. This presentation was followed by an interview session in the afternoon where each team member could ask in-depth questions of the chairs of the individual Standards committees to provide additional information and clarity. Also, in the morning, team members were given a tour of the building which contains 44 classrooms for both girls and boys in grades pre-kindergarten and kindergarten (KG1) through grade 12 on multiple floors including classrooms on a floor just for their IB program. The school has multiple administrative offices, labs, a library, a sports area, separate playground areas for lower grades, and a baby room to care for children of the staff.

Each day the team looked at evidence files, conducted classroom observations, and interviewed stakeholders, both formally and informally. The team met each morning at the school to coordinate its time and activities.

Additionally, each afternoon and evening of the first and second day the team met at the hotel where team members discussed their impressions from the day, provided their indicator ratings for each Standard and Diagnostic, and filed their eleot ratings online. Team members also identified additional evidence needed for the following day and identified clarifying questions that needed to be pursued to guide the team's activities. On the last evening, team members finalized their individual ratings for the Indicators on the AEN master ratings sheet and then posted in ASSIST. The team also identified Power Practices, Opportunities for Improvements, and Improvement Priorities, along with some commendations and themes noted during the review and began crafting those statements.

The last day was spent in on-site deliberations preparing for the Oral Exit Report to be given in the afternoon. Team members used their time to finalize wording of Powerful Practices, Opportunities for Improvement, and Improvement Priority statements along with evidence and rationale statements while the Oral Exit Report was being finalized by the Lead Evaluator. Team members also provided the Lead Evaluator with notes including quotes from interviews, impressions from their standard review activities, and themes from the External Review to be incorporated into the eventual External Review Report.

The External Review Team would like to express their appreciation for the welcoming nature of the school, the wonderful hospitality, the engaging nature of the students, and the collegiality shown by all the school personnel during the review. The team would also like to

express their appreciation of the school staff along with the principal and his leadership team and with the assistant to the principal in supporting the External Review Team's needs and for the professionalism shown by all the school staff in the preparation for the accreditation visit. The team found the school to be open, honest, and transparent in their Self Assessment ratings and narrative explanations and in indicating their strengths and needs for improvement. All stakeholders were honest and candid in their response to questions during interviews and expressed pride in their school, its programs, and its people. Of note, several team members enjoyed visits to the kindergarten (KG) sections which are located on the ground floor and enjoyed seeing the Mother's Day activities students prepared to celebrate the days with parents. All these events enriched the review and overall impression made by the school.

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

Stakeholder Interviewed	Number
Owner	1
Administrators	6
Instructional Staff	26
Support Staff	23
Students	37
Parents/Community/Business Leaders	13
Total	106

Results

Teaching and Learning Impact

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

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

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

Institutions with strong improvement processes move beyond anxiety about the current reality and focus on priorities and initiatives for the future. Using results, i.e., data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, and Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky, J., Pane, J., Barney, H., & Christina, R., 2005). The study also identified six key strategies that performance-driven systems use: (1) building a

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

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

Standard 3 - Teaching and Assessing for Learning

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

Standard 5 - Using Results for Continuous Improvement

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

Student Performance Diagnostic

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

Evaluative Criteria	Review Team	AdvancED Network
Assessment Quality	4.00	3.11
Test Administration	4.00	3.46
Equity of Learning	4.00	2.75
Quality of Learning	3.00	2.93

Effective Learning Environments Observation Tool (eleot™)

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

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

The External Review Team conducted 57 observations during the three days on-site at the school. The campus is located in the First Settlement area of New Cairo. The school is housed in one building with four floors including a basement level. The pre-KG to grade 5 classes are on the ground floor, International Baccalaureate (IB) classes are on the middle floor and grades 6-12 classes are on an upper floor along with a basement area that houses support staff offices, art and music classrooms, and the baby room.

The building houses administrative offices, classrooms, a library, three computer labs, three science labs, two music rooms, two art rooms, a theater, multiple sports and play areas including a swimming pool, and teacher work areas.

Bus matrons are located in hallways and are being used during the day to help teachers as needed with a variety of supportive tasks. Students remain in classrooms at the elementary level from KG to grade 3 and move to their special classes when scheduled. Students at the secondary level from grades 4-12 move from room to room receiving instruction in different subjects. Teachers and students welcomed the External Review Team members into their classrooms. The following is an overview of the eleot® observation environmental ratings with mixed results being noted with two environments being very close to the AdvancED Network Average (AEN) average but still higher, three environment ratings being much higher than the AEN, and two environments being rated lower than the AEN average, but very close to the average.

Highest Rated Environments: The highest rated environments for this school were Well-Managed Learning at 3.33, Supportive Learning at 3.22, and High Expectations at 3.02. These environments were well above the AEN averages with Well-Managed Learning rated at 3.12, Supportive Learning scored at 3.05, and High Expectations Environment rated at 2.69. In the classrooms, teachers came prepared and were in charge with the students being attentive and well-behaved with few rules posted in the classrooms and students engaged with their lessons. Students were observed wholeheartedly demonstrating positive attitudes about learning and the classroom, following the classroom rules, moving with ease from one activity to another during transitions, and having multiple opportunities to engage each other with respect while speaking and interacting. Students were very happy with their learning environments. During an interview a student stated his classrooms had friendly environments where teachers let them play games and made class interesting. The curriculum was challenging for most students as one student said, "My classes are challenging and I learn a lot to prepare me for college." With the new IB program in place for grades 11 and 12, class sizes were observed as being very small with almost a one-to-one instructional atmosphere, where students participated in a rigorous curriculum and were assessed with challenging and rewarding assessments with culminating projects. The team attended an art gallery opening before the welcoming dinner for one student whose final assessment was to show her artwork in a gallery setting.

As with all averages some criteria are rated high while others are rated low. These highest rated environments were no exception. The lowest criteria ratings were for "Exemplars of high quality work being provided," "Additional/alternate instruction and feedback being provided," and "Collaboration with other students during student-centered activities." With these three criteria, team members observed the lack of consistency across grade levels and subject areas. Team members observed more posted exemplars and learning objectives along with student-centered focused classroom activities at the secondary levels. This was not universal as there were "pockets of excellence" in some elementary classes; but, for the most part, elementary students were not observed working in groups with group leaders and a group goal or product as students were seen working on worksheets and workbooks. Where students were working in groups, they were still working on individual worksheets. Students were not consistently given exemplars to model their work and were not always shown the learning objectives; hence, students were unaware in some classrooms of what was expected of them. Also, team members did not observe students responding to a wide variety of teaching strategies in most elementary classrooms. Teachers consistently used an instructional process which was traditional in nature with teachers presenting a lesson, asking questions or quizzing students about their grasp of the content and skills, and students demonstrating their acquired knowledge verbally, at the board, or through worksheets. At all levels, students were seen taking risks in their learning by presenting their

answers on Smart Boards/whiteboards or answering orally. Instructional strategies were observed as much more diverse and engaging at the secondary level with more group activities; and, in the small IB classes, the group was sometimes the whole class.

Middle Rated Environments: The middle rated environments were those ratings that were very close to the AEN average with ratings being slightly above or slightly below the average. The environment rated slightly above was Progress Monitoring rated at 2.80 with an AEN average of 2.76. Those environments rated slightly below were Equitable Learning scoring at 2.56 and Active Learning rated at 2.87, which was slightly below the network averages of 2.69 and 2.93, respectfully. In these environments a high rating on one criteria was off-set by a low rating on another criteria. One example was in Progress Monitoring Environment where a high criteria rating for "Demonstrates or verbalizes understanding of the lesson" at 3.32 was off-set by a lower rating of 2.33 for "Understands how his/her work is assessed" which is sometimes difficult for team members to observe during the 20 minutes they are in the classroom. Other examples were, "Knows the rule and consequences are fair..." rated at 3.61 along with "Has equal access to classroom discussions and activities..." rated at 3.51 as opposed to ratings of 1.58 for the criteria of "Has differentiated learning opportunities and activities," 1.54 for "Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences," and 1.96 for "Makes connections from content to real-life experiences."

The school has a very active professional development program with a yearly calendar of teacher-driven sessions; and, although the teachers had been provided professional development on differentiated learning, these training session outcomes were not seen during the twenty minute observations. Also, the team did not consistently see lessons that connected the presented topics to the real world or tied the lessons to showcase other cultures. Team members saw lesson plans that had differentiated instruction indicated on the template; but, teachers did not always have this filled in and simply stated that differentiation was "Not applicable." In some classes differentiation of instruction was seen as the school has several blind students enrolled and accommodations were made to include the students in various activities and students had a device to record their lessons along with having a shadow teacher at their side.

Lowest Rated Environment: The lowest rated environment was Digital Learning rated at 1.88, which was slightly higher than the AEN average of 1.86. Again, one high criteria was off-set by a low rating as reflected in "Uses digital tools to gather, evaluate, and/or use information for learning" rated at 2.23 being off-set by "Uses digital tools to communicate and work collaboratively for learning" which was rated at 1.65.

While the rating for the digital environment was above the AEN average, team members observed that digital technology was not consistently available at all grade levels, was not used during instruction, and was not universally applied. Wi-fi is available for the second and third floors only at this point in time, but not on the ground floor. As a result, the lower elementary students do not use technology everyday in their classrooms; but, teachers have adapted. For example, Grade 2 provides one day a week where students can bring in their own digital devices to use, but must download the required applications at home in order to use during class since there is no wi-fi available. At grades 11 and 12 most classrooms do not have Smart Boards, but have been equipped with projectors and whiteboards. In these classes teachers were observed presenting their lessons using their laptops with the projectors and students reacting to the presented information at their seats or on the whiteboards.

Where Smart Boards were installed students were not consistently using the technology. In one lower elementary math class, students were seen using the Smart Board to answer math problems. After they were done on the board, other students then gave feedback to the student who solved the problem by asking him questions such as, "Why did you chose to start from that number?" In another lower elementary math class, the Smart Board was not used at all during the observation. In an interview, one elementary student stated, "We are not allowed to touch the Smart Board; however, we are allowed to use our phones to use Kahoots." (Kahoots is an interactive application.) In an upper level history classroom, students were observed using Socrative, an interactive group work program where student groups post their answers to questions and then those questions are viewed side by side to find their commonalities and differences.

The high score for this environment was due to cell phones being used in most classes where technology was utilized. Team members observed multiple examples of cell phones being used for conducting research, for graphing, for answering questions, for applying applications like exit tickets, and for information. The use of cell phones was not universal; but, phones were being used in some classes as a way of using technology when it was not universally available to all students. Team members noted the use of Smart phones was working in classes where used; but, this use was not consistent across grade levels and subject areas.

In general, teachers were dedicated to the school and were genuinely concerned about the education and future of their students and treated their students with respect. Teachers created engaging classrooms with a structured and sequenced curriculum with activities being used to enjoy learning. In spite of the lack of consistency of technology use, students were engaged in their learning on a daily basis; and, as one student stated, "We can achieve anything in this school." Another student added, "At this school every day is a new experience." Classrooms were well-managed. As a result, students were comfortable in the

classroom and had positive feelings about their teachers, classes and learning. The team noted that all staff members, including the support staff, are involved in the daily lives of the students, are committed to the success of all students by having a positive influence on the students' lives at school, and are engaged in providing the students the best education possible. The words used to describe the school by teachers and students during interviews were supportive, helpful, amazing, cooperative, professional, hardworking, and accepting.

The ratings supported the Improvement Priorities cited by the team to challenge the school to provide additional focused professional development for teachers to learn more instructional strategies regarding differentiated instruction and real life connections along with promoting student-centered classrooms. The school also needs to have discussions and reach a consensus as to what the future of technology is going to be at this school in order for students to acquire 21st Century skills required in this digital world. The school must ensure that every student has equal access to and use of technology.

Findings

Improvement Priority

Incorporate differentiation of instruction into daily lesson plans and implement in the classrooms. (Indicator 3.1)

Primary Indicator

Indicator 3.1

Evidence and Rationale

Based on interviews and artifact review, team members saw a reference to two recently held staff development workshops targeting differentiated instruction. However, the team did not observe consistent implementation of this instructional strategy inside the classrooms or with daily lesson plan examples. Reviewing those samples of the daily lesson plans provided by the school, team members noted an absence of differentiated instruction being planned with some plans actually indicating differentiation was not to be addressed or was marked "Not Applicable." During class visits team members observed few teachers consistently implementing differentiated instruction in their classes. In one instance the teacher misinterpreted the technique to students as "working together," while in reality the technique is about targeting individualized needs. This lack of differentiation was supported by an eleot® low rating for differentiated learning in the Equitable Learning Environment of 1.58. As a result of this lack of focus on differentiated learning, team members did not see consistent student-centered learning activities where student differences were acknowledged in all classrooms across all grade levels.

Differentiated instruction is a key component for ensuring each student has sufficient opportunities to develop learning, thinking, and life skills through individualized support to promote increased student learning.

Powerful Practice

The exemplary STAR Mentoring Program provides an effective advocacy relationship for students and staff in grades 6-12 that enhances a sense of community through positive individualized support leading to a successful educational experience.

(Indicator 3.9)

Primary Indicator

Indicator 3.9

Evidence and Rationale

During interviews and reviewing the Star Mentoring Program manual, team members saw evidence of the school's emphasis is on the philosophy, "Be the difference that makes a difference." School leaders and staff have implemented this philosophy with fidelity. This fall the school implemented the program by dividing the student body in grades 6-12 between each of the staff members, including administrators, faculty and support staff. Each person was assigned 4-5 students with a mixture of grade levels ensuring lower grade students were in a group with upper grade level students. Teachers stated that at first, during initial meetings, the sessions were awkward due to the age differences and not knowing each other; but, it did not take long using various activities for the groups to bond and become friends. One teacher said, "It was great to see a grade 12 student 'high-fiving' a grade 6 student in the hallway during breaks." Groups have participated in various activities during the year, the most recent being a session on creating a mobile using only certain materials to denote the school's purpose and direction. These mobiles were hanging in the lobby of the school on the first morning of the review when team members arrived. Sessions are held each week where students can just talk about anything bothering them, discuss questions and concerns they have, and focus on different supportive topics and skills. During interviews with all stakeholders this program was mentioned with enthusiasm and positivity; and, everyone felt this program ensured every student felt a sense of community and a sense of support and well-being by having an adult advocate. Administrators stated the hope is to expand this program next year to include students in grades 1 through grade 5. The elementary grades are supported in the meantime by homeroom teachers and the social/emotional counselor. Implementing a system whereby each student has access to a significant adult in their lives ensures each student is making adequate academic and personal progress in a supportive learning environment.

Leadership Capacity

The capacity of leadership to ensure an institution's progress towards its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its institutional purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated

objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to enact strategies to improve results of student learning.

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

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

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

Standard 1 - Purpose and Direction

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

Standard 2 - Governance and Leadership

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

Stakeholder Feedback Diagnostic

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

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

Findings

Improvement Priority

Consolidate all policies, procedures, and practices into a comprehensive policy manual that is reviewed, revised, and communicated on a regular basis.

(Indicator 2.1)

Primary Indicator

Indicator 2.1

Evidence and Rationale

During document review, team members found that school personnel had created and applied policies and procedures in several areas. These areas included attendance/absence and leave policy and procedures, school visitor's policy, code of civility, faculty booklet and employee handbook, student/parent handbook, the expat's guide to Cairo, fire drill procedures, library policies, staff development overview, healthy food policy, parent-teacher organization governing by-laws, exam rules and procedures, and clinic regulations to name a few. However, the team did not see these policies compiled into a comprehensive policy manual that was used as a reference book for all policies, was regularly reviewed and revised by the governing body, or was communicated to all stakeholder groups if appropriate and relevant. During an interview, the principal stated no comprehensive policy manual combining all school policies existed, but he felt this was greatly needed as a reference and focus of all

that governs and impacts every school area, program, and constituent.

Team members noted there were practices school personnel followed, but were not written in document form such as their data analysis process and discussion meetings to use the data to make decisions regarding student progress and changing instructional practices.

Additionally, new programs such as the social/emotional identification and referral process have not had time to delineate and define a written policy to govern this program. Also, team members noted the school had begun the process of translating policies into Arabic for staff members. Facilitating a comprehensive policy manual that governs all aspects of the daily lives of staff, students, and parents will ensure every stakeholder knows the school rules and expectations governing the day to day operations of the school and will promote a review of all policies, procedures, and practices to ensure all regulations are included and up-to-date which will enhance the efficient running of the school and create a dynamic learning environment for students to learn and grow.

Opportunity For Improvement

Align and link all strategic decisions and daily operations with the school's purpose and direction statements. (Indicator 1.1)

Primary Indicator

Indicator 1.1

Evidence and Rationale

Based on interviews and documentation review, team members saw the school had recently spent time reviewing and revising their purpose and direction by updating their mission and vision statements. The Accreditation Report states, "The school consistently encourages all teachers to actively use the mission and vision statements as reference points when making decisions about how learning activities and accompanying assessments are designed and implemented." The team noted other references in documents and presentations to connecting all school operations to the stated purpose and direction; but, during interviews, team members did not hear reference to this connection. During an interview, the principal indicated his desire for such a connection by stating the school had come a long way in making this correlation, but felt the school could be doing a better job. Enacting a focused and purposeful process for connecting the school's purpose and direction to all strategic decisions and daily operations ensures the school is functioning effectively, ensures the statements are regularly reviewed and revised, and ensures increased student success.

Powerful Practice

The school has utilized an inclusive and well-organized accreditation process to engage stakeholders to increase a sense of ownership and commitment to the school's purpose and direction.

(Indicator 2.5, SF1. Questionnaire Administration)

Primary Indicator

Indicator 2.5

Evidence and Rationale

During the principal's overview session on the first day, the team members saw evidence of the extensive process the school used to review the five AdvancED Standards, to analyze and rate each of the Indicators, to compile evidence for each Indicator, and to reach consensus for each Standard rating. The process included a phased plan that included Phase 1 (Learn, Reflect, Analyze), Phase 2 (Share, Explore, Learn), Phase 3 (Reflect, Examine, Conclude), and Phase 4 (Analysis to Recommendation to Action). The process started in the spring of 2016 and concluded in the fall of 2016. In the fall each group reviewed each other's work as well as learned about the overall ratings as a whole by dividing into smaller teams and re-analyzing the spring work, looked at all Indicators with a rating of 2, and chose the top three Indicators on which to focus their work.

Finally, subgroups brainstormed recommendations for school improvement plan actions to help improve the Indicator's rating. During his initial overview presentation, the principal noted the school leadership's goal was to get everyone on board during this review process. He appointed each person in the school to a Standard. Teachers mentioned during interviews that this extensive process increased their sense of ownership and commitment to the school's purpose and direction. As one teacher stated, "I became very excited about being involved with the standards and enjoyed my time working on them." The team concurred with several of the school's final ratings indicating Improvement Priorities were needed. A key factor for the continuous school improvement is an increased sense of ownership and commitment of staff members to the school's purpose and direction which is directly correlated to school-wide effectiveness Resource Utilization

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

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

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

Standard 4 - Resources and Support Systems

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

Findings

Improvement Priority

Develop and implement a long-range plan to provide clear focus on the acquisition and use of technology across all classrooms.

(Indicator 4.5)

Primary Indicator

Indicator 4.5

Evidence and Rationale

Based on document review, observations, and interviews, team members saw the school having a technology plan defining its mission and vision and delineating goals and objectives for the next two years. However, team members noted from interviews and document review that the school did not have a unified plan for technology ensuring everyone was heading in the same direction with common goals and focus for technology usage in the future. Team members observed two floors having wi-fi access, but the ground floor having no wi-fi access. As a result the lower elementary classes did not use technology regularly in the classrooms. Grade 2 teachers did provide one day a week for students to bring their own device to use during class activities. However, several apps had to be downloaded at home so the students could participate and use the applications without any Internet access. The team also

observed that not all classrooms, especially in grades 11 and 12, had Smart Boards for teachers and students to use during classroom instruction, but did have projectors to present their lessons. When used in the classrooms, students did not consistently engage with the digital technology.

Several teachers in the upper grade levels rely on student use of their own phones to access the Internet and other digital options; but, some students had to share as they did not have a phone with them. As a result, student and teacher interviews indicated technology was unevenly and inconsistently available and utilized during classroom instruction and activities. One policy the team saw as evidence stated student phones were not allowed during the school day. By having a focused technology plan after holding stakeholder discussions, the school can better plan for the future by agreeing what technology will be utilized across all classrooms to provide consistency and clarity of instructional strategies to promote students' 21st Century technology skills.

Conclusion

Global Paradigm International School is a private international school owned by the El Rabwa Company for Integrated Educational Services and is designed as a for-profit proprietary school with Mr. Gaafar Hussein as its CEO and one of its owners. The school was founded in 2009 and opened in 2010 as a co-educational day school offering an educational program for grades Pre-K to grade 12. The school is located in a residential suburb of New Cairo and enrolls a student body that is mostly, but not predominately Egyptian, and includes several students who have special needs. Today, the school is functioning with over 700 students enrolled and offers a California standards-based curriculum using the Common Core State Standards (CCSS) in the core subject areas along with some of the Texas Essential Knowledge and Skills (TEKS), and the national curricula mandated by the Egyptian Ministry of Education (MOE) in Arabic language, religious studies, civics, and social studies. The school also offers world languages in French, German, and Spanish. Classes are taught in English except for the MOE required courses. Students in grades KG-5 are assessed according to an ongoing evaluation of their skills and whose grades are determined by their work and classroom assessments completed by the end of each semester. Students in grades 6-12 are evaluated through coursework (80% of final grade) and semester exams (20% of final grade) given at the end of each term. Interim reports and final grades are given twice a year. At the present time the school has implemented Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) standardized assessments in grades 2 - 9 in the areas of English language usage, reading, and mathematics. The school had given the MAP assessment in grade 10 in the past but, this year decided to use the Pre-Scholastic Aptitude Test (PSAT) in grade 10 along with grade 9. The Scholastic Aptitude Test (SAT) is the standardized assessment given in grades 11 and 12. The school will begin to give the Gates-MacGinitie Reading Test this spring to all KG sections. The school uses the

Wiggins and McTighe's backward design planning process; therefore, its summative assessments are aligned with the Common Core State Standards which are aligned to the MAP tested skills and concepts.

The governance structure of the school is well-established and organized. Overall the school is governed by a five-member Board of Directors from the El Rabwa Company. The CEO is the only person with whom the administration meets on a regular basis as he has an office at the school and is at work every day. The CEO meets with a ten-member governing body which includes the principal, the vice-principal for operations, the vice-principal for instruction and curriculum, the vice-principals for high (grades 9-12), middle (grades 3-8), and lower (Pre-KG-grade 2), the IB coordinator, and other representative administrators. The governing body meets weekly and has the autonomy to set policies and create budgets along with other operational issues.

Several themes emerged as a result of our spending time in this school during the External Review. Those themes are "Inclusiveness/Family Atmosphere," "Purpose and Direction," and "Policy and Practices."

"Inclusiveness/Family Atmosphere"

From the moment each team member was met at the airport, a sense of family and collegiality was very apparent and appreciated. Based on multiple observations and interviews with stakeholders, the team verified that staff members and students treat each other with respect, act as role models, foster a culture of discipline inside and outside the school, and support and hold each other accountable. This sense of family is reflected in the school creating and highly utilizing an extensive self-assessment process to review the five AdvancED Standards in preparation for the External Review, to analyze and rate each of the Indicators, to compile evidence for each Indicator, and to reach consensus for each Indicator rating. The process included a phased plan that included Phase 1 (Learn, Reflect, Analyze), Phase 2 (Share, Explore, Learn), Phase 3 (Reflect, Examine, Conclude), and Phase 4 (Analysis to Recommendation to Action). The process started in the spring of 2016 and concluded in the fall of 2016. Because of this inclusive process, the team cited the school with a Power Practice for Indicator 2.1 that recognized the school's inclusive and well-organized self-assessment process to engage stakeholders to increase a sense of ownership and commitment to the school's purpose and direction.

The team noted several other examples of this sense of family. The school established and actively uses a student council and a parent council. These councils have policies governing their operation along with defined roles and responsibilities. They meet regularly and have input into the daily lives of the school and its operations. The parent group held a bazaar recently and has done charity work this year. The student council has completed many

community service projects and is prominent in the school. This sense of belonging led students and parents during interviews to state this school was "my second home," was a "comfort zone," gave me a sense of "belonging," had a "family-friendly atmosphere," and is "community based." One parent said, "The administration and teachers all know my daughter by name. This school is like a small family." Students are honored and recognized with an extensive display of their art work and projects around the school and in the classrooms at all grade levels.

Interviews also revealed a strong continuous professional development program exists at this school. A teacher stated, "I am developing and learning new things here." Another said, "We have chances to learn and grow every week." The team commended the school for the school leadership implementing an effective professional development program that is based on a needs assessment, is tied to evaluations, promotes participation and reflection, is provided at least once a week, and enhances professional growth of all staff members. Every week teachers meet and discuss a variety of topics with some sessions being suggested by teachers. Teachers reflect on what they have learned and put into practice with follow-up activities and evaluations to see if the trainings were useful and productive. The school also has a comprehensive evaluation and supervision system that is aligned with the professional development program with some workshops identified from the results of walk-throughs, peer observations and formal evaluations. As one teacher noted, "The biggest line of support is from the principal's office." A teacher said, "We have chances to exchange experiences with other teachers through peer observations; and, this is a benefit." Most teachers and support staff were enthusiastic when they expressed, "Teamwork and team spirit are evident at this school."

All of this evidence led team members to also commend the school leadership for creating a culture based on shared values and beliefs, fostering a family atmosphere where students and staff are supported, appreciated and nurtured in a climate that values preparing distinguished students to excel in a future of their choice. This was summed up by a statement from a staff member who stated, "Everyone is on the same page and we all speak the same language to students. This is a consistent culture."

"Purpose and Direction"

The school's vision statement focuses on "... preparing distinguished students from Pre-K to grade 12 to excel in a future of their choice." The mission is to "develop young citizens with active and creative minds, a sense of understanding and compassion for others, and the courage to act on their beliefs." The statements are just a few of sentences from lengthy and extensive vision and mission statements guiding the school on a daily basis. However, the school has created and extensively uses a motto that states, "Be the difference that makes a

difference." This motto was emblazoned on t-shirts created and worn by staff to ensure all staff and students are focused on making a difference and understand the concept of worldliness. This focus on fostering world citizens led the school to implement the International Baccalaureate (IB) program which aligns the school's values with the learn-profile traits of: balance, principled, open-minded, caring, honest, and knowledgeable as stated in the school's Accreditation Report.

The team saw multiple examples of evidence of the school fostering this feeling of making a difference and supporting stakeholders to ensure everyone has an equal opportunity to be successful at school and in life. These examples led the team to commend the school for several items of note. First, the team noted the school has an outstanding library that provides students with opportunities to use a wide range of media and informational resources including hard copy books and eBooks along with programs that promote both purposeful and reading for enjoyment. Second, the school has established and implemented a comprehensive assessment system effectively analyzing student data to positively impact teacher instruction and student learning while efficiently communicating all student results to stakeholder groups. Third, the school has created and effectively uses an innovative and comprehensive literacy program that focuses on reading and writing skills using cross-curricular integration with horizontal and vertical alignment based on the needs of students and recommendations of staff. All of these commendations provide students with positive and supportive learning experiences ensuring student success. A former student told the team members during an interview that this school had taught him to be a critical thinker.

To further support this focus on ensuring students are actively helped and are making a difference in the world, the school established and implemented an exemplary STAR Mentoring Program providing an effective advocacy relationship for students and staff in grades 6-12 that enhances a sense of community through positive individualized support leading to a successful educational experience. This was recognized by the team as a Powerful Practice for Indicator 3.9. The school implemented this program by dividing the student body in grades 6-12 between each of the staff members including administrators, faculty and support staff.

Each person was assigned 4-5 students with a mixture of grade levels ensuring lower grade students were in a group with upper grade level students. Programs and activities were then created to bring about a feeling of community and support where every student has an adult advocate who knows them well and is on their side. Administrators hope to expand this program next year to include grades 1 through grade 5. In the meantime, elementary students are supported by homeroom teachers and the social/emotional counselor. When the students were asked to use one word to describe this school they used the words awesome, amazing, exciting, unique and perfect. When asked the same question teachers and support staff used the words family-spirit, home, supportive, passionate, motivating and rewarding. In response to the same question, parents used the words safe, family, friendly, cozy and academically-

strong.

A concern was discovered by team members during their observations and was noticeably contradictory to the school's philosophy of ensuring students can "be the difference to make a difference" by providing them all the support they need to be successful. This concern was supported by the team's ratings in the Equitable Learning Environment for students having "differentiated learning opportunities and activities that meet his/her needs" with a rating for this criteria at 1.58. In a review of lesson plans, team members noted the school's lesson plan template had a place for differentiated instruction strategies to be addressed; but, teachers did not always indicate differentiated instructional strategies to be used during lessons. In some plans, teachers marked this area as "Not Applicable." If students have identified differences in ability levels, learning styles, and comfort in learning, then these concerns should be addressed every day as needed. One team member also heard a teacher during a lesson misrepresent to students what differentiated learning actually was. Team members also heard and saw evidence indicating several professional development sessions had been held regarding differentiated learning; but, this was not consistently reflected in the classrooms during observations. As a result of this concern and its importance, the team cited an Improvement Priority for Indicator 3.1 and required the school to incorporate differentiation of instruction into daily lesson plans and to implement this strategy in classrooms. This will require a discussion among all staff as to what exactly differentiated instruction is and is not, how students should be identified as needing this technique, and what good differentiated teaching strategies are effective in supporting students who require this support.

"Policy and Practices"

During the External Review, the team saw multiple examples of a highly organized school with a plethora of policies in different areas such as library, student/parent handbook, teacher handbook, safety procedures, technology, and maintenance to name a few. However, team members did not see a comprehensive all-encompassing policy manual that could be used as a reference guide for all policies as a source of useful information for dissemination to appropriate groups, and as a focal point for yearly review and revision if needed by the governing body. Team members also noticed that practices existed in the school that had not yet been written in policy form that could be included in the policy manual. Possible areas included the school's data analysis process and discussion meetings to use the data to make decisions regarding student progress and changing instructional practices and new programs such as the social/emotional identification and referral process which had not had time to be delineated and defined as a written policy to govern these programs. As a result, the team cited an Improvement Priority for Indicator 2.1 which will mandate the school to "Consolidate all policies, procedures, and practices into a comprehensive policy manual that is reviewed, revised, and communicated on a regular basis."

Another area where policy and practice were at odds with each other was in the area of technology. Team members saw the school has a technology plan defining its mission and vision and delineating goals and objectives for the next two years, but noted the school did not have a unified plan for technology ensuring everyone was heading in the same direction with common goals and focus for technology usage in the future. Team members saw many examples where technology access was not equal across grade levels, opinions about what technology should be used were not unified across subject areas, and policies governing this use of technology were not up-to-date and well-defined. As a result, stakeholders indicated technology was unevenly and inconsistently available and utilized during classroom instruction and activities. This led to the team to require the school to hold discussions with all stakeholders providing input to ensure everyone is on the same page and heading in the same direction regarding the future purchase and use of technology by citing an Improvement Priority for Indicator 4.5 which requires the school to develop and implement a long- range plan to provide clear focus on the acquisition and use of technology across all classrooms.

As the school moves forward over the next several years, it faces several challenges that will have to be addressed in order to move the school to the next level of excellence. Those challenges are: creating a workable substitute teacher policy and plan to address what the school does when the regular classroom teacher is absent, addressing the need for more after-school activities, and coming to consensus on a unified and focused technology plan.

During interviews with teachers and parents, it was noted when teachers are absent other teachers were always being asked to take over classes during their free or planning periods. This caused an overload of work as teachers had not planned to do this subbing and had other work to get accomplished. As one teacher stated with regards to subbing, "The harder you work, the more work you are given to do." One parent expressed that her child had begun to learn her Arabic letters and numbers; but, because of multiple substitute teachers in her daughter's classroom due to a teacher having to take a long leave of absence, her child had forgotten her Arabic. This subbing topic was a universal item of concern for both teachers and parents. It should be noted that the school has recently hired two permanent substitute teachers to help with this concern; but, further discussions will need to be held to come up with a workable plan to ensure teachers are not over-burdened and students are not academically affected by a teacher's absence.

Also, during interviews with students and parents, they were asked what this school needs. Universal requests were made for additional after-school activities to enrich student lives. The school had such a program two years ago with many after-school activities along with bus transportation being provided for students to get home after this program was over.

However, when problems arose as a result of the many aspects of this program, the school had to suspend such activities. Discussions will need to be held to again find a workable solution as students need an outlet like this to develop their talents and interests on a regular and structured basis.

Finally, as stated above, the school will need to hold discussions with all stakeholders regarding technology to define a focused technology plan and to write a policy to ensure all stakeholders are unified and supportive of a program to enhance students' opportunity to acquire 21st Century technology skills.

All of these challenges will need to be addressed in order to move the school forward and to achieve the next levels of success. Team members have faith in the school leadership and staff with its inclusiveness and open communications that these challenges will be faced and resolved to the best of their abilities and to the benefit of all stakeholders.

During the External Review, the team found the school's leadership receptive to the team's feedback, committed to a plan for continuous school improvement, and aware of the long-term nature of the improvement process. The actions cited by the team are intended to help focus the school improvement efforts and processes in areas that will provide the most leverage to enhance student achievement over time. It should be noted that the school had identified most of the areas of concern identified by team members during this External Review with their extensive accreditation process and had already been addressing some of these concerns in its school improvement plan. With the school's positive student focus and family atmosphere, openness to learning and improving, and leadership capacity, the school is positioned to continue to grow in stature, to improve teacher instruction and student learning, to address the challenges it faces in the future, and to sustain its momentum for student success.

The steps outlined in this report will assist the school in its journey of delivering quality education and learning experiences to meet the ever-changing needs of the students. The team is confident that the school is up to the challenge with students being the ultimate beneficiaries of this continual process. The spirit and heart demonstrated by school leadership and staff during the team's review will help to achieve the school's goals and to ensure student success.

Improvement Priorities

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

- Consolidate all policies, procedures, and practices into a comprehensive policy manual that is reviewed, revised, and communicated on a regular basis.
- Develop and implement a long-range plan to provide clear focus on the acquisition and use of technology across all classrooms.
- Incorporate differentiation of instruction into daily lesson plans and implement in the classrooms.

Accreditation Recommendation

Index of Education Quality

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

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

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

	External Review IEQ	AdvancED Network
Overall Score	305.13	278.94
Teaching and Learning Impact	316.19	268.48
Leadership Capacity	296.36	293.71
Resource Utilization	285.71	286.27

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

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

About AdvancED

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

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

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

Appendix

AdvancED Standards for Accreditation

Standard 1: Purpose and Direction

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

Indicator:

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

Standard 2: Governance and Leadership

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

Indicator:

2.1	The governing body establishes policies and support practices that ensure effective administration of the school.
2.2	The governing body operates responsibly and functions effectively.
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.

Standard 3: Teaching and Assessing for Learning

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

Indicator:

3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.
3.6	Teachers implement the school's instructional process in support of student learning.
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.
3.11	All staff members participate in a continuous program of professional learning.
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.

Standard 4: Resources and Support Systems

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

Indicator:

4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.

Standard 5: Using Results for Continuous Improvement

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

Indicator:

5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.
5.2	Professional and support staffs continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.
5.3	Professional and support staffs are trained in the evaluation, interpretation, and use of data.
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

