



World Egitim Kurumblari Anonim Sirketi

Istanbul, Turkey

April 26 – May 1, 2020

Corporation Accreditation Engagement Review

316274

Table of Contents

Cognia Continuous Improvement System	2
Initiate	2
Improve.....	2
Impact	2
Cognia Performance Accreditation and the Engagement Review.....	2
Cognia Standards Diagnostic Results.....	3
Leadership Capacity Domain	3
Learning Capacity Domain	5
Resource Capacity Domain	6
Assurances	7
Accreditation Status and Index of Education Quality®.....	7
Insights from the Review.....	8
Next Steps	12
Team Roster	14
References and Readings	17

Cognia Continuous Improvement System

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

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

Initiate

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

Improve

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

Impact

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

Cognia Performance Accreditation and the Engagement Review

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

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

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

Cognia Standards Diagnostic Results

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

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

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

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

Leadership Capacity Domain

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

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

Leadership Capacity Standards										Rating
1.1	The organization commits to a documented purpose that defines beliefs about learning, including expectations for the organization.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	2	EM:	
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the organization's purpose.									Improving
	EN:	4	IM:	3	RE:	3	SU:	1	EM:	
1.3	The organization engages in a continuous improvement process that leverages its performance and future success based on documented evidence.									Initiating
	EN:	3	IM:	2	RE:	2	SU:	1	EM:	
1.4	The governing authority establishes and ensures adherence to policies that are designed to support organizational effectiveness.									Improving
	EN:	4	IM:	3	RE:	2	SU:	1	EM:	
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.									Initiating
	EN:	3	IM:	3	RE:	1	SU:	1	EM:	
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.									Initiating
	EN:	3	IM:	2	RE:	2	SU:	1	EM:	
1.7	The organization markets and promotes itself through processes that are transparent and reflect the organization's purpose.									Improving
	EN:	4	IM:	3	RE:	2	SU:	1	EM:	
1.8	Organizational leaders demonstrate business acumen.									Improving
	EN:	4	IM:	3	RE:	3	SU:	1	EM:	
1.9	Leaders implement operational processes and procedures to ensure organizational effectiveness and professional practice.									Initiating
	EN:	3	IM:	2	RE:	2	SU:	1	EM:	
1.10	Leaders engage stakeholders to support the achievement of the organization's purpose and direction.									Improving
	EN:	4	IM:	3	RE:	3	SU:	1	EM:	
1.11	The organization provides experiences that cultivate and improve leadership effectiveness.									Improving
	EN:	3	IM:	3	RE:	2	SU:	1	EM:	

Leadership Capacity Standards										Rating
1.12	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making for improvement.									Improving
	EN:	4	IM:	3	RE:	1	SU:	1	EM:	
1.13	The organization implements a documented quality assurance process for its institutions to ensure organizational effectiveness and student learning.									Initiating
	EN:	3	IM:	2	RE:	2	SU:	1	EM:	

Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships; high expectations and standards; a challenging and engaging curriculum; quality instruction and comprehensive support that enable all learners to be successful; and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services and adjusts accordingly.

Learning Capacity Standards										Rating
2.1	The organization ensures learners have equitable opportunities to develop skills and achieve the content and learning expectations.									Initiating
	EN:	3	IM:	2	RE:	2	SU:	2	EM:	
2.2	The organization develops and implements equitable, relevant, and targeted programs and/or services to meet the needs of its institutions.									Improving
	EN:	3	IM:	3	RE:	2	SU:	2	EM:	
2.3	The learning culture promotes creativity, innovation, relevancy and collaborative problem-solving.									Improving
	EN:	3	IM:	3	RE:	2	SU:	2	EM:	
2.4	The organization's learning culture promotes the development of attitudes, beliefs and skills needed for success.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	2	EM:	
2.5	The organization has a formal structure to ensure learners are supported during their educational experiences.									Improving
	EN:	4	IM:	4	RE:	3	SU:	2	EM:	
2.6	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.									Improving
	EN:	4	IM:	2	RE:	2	SU:	2	EM:	
2.7	The organization implements a process to ensure the curriculum is aligned to standards and best practices.									Improving
	EN:	3	IM:	3	RE:	2	SU:	2	EM:	

Learning Capacity Standards										Rating
2.8	Educators implement instructional strategies that ensure learners' needs are met and that learners are engaged in deeper learning experiences.									Improving
	EN:	4	IM:	2	RE:	3	SU:	2	EM:	
2.9	Learning progress is reliably assessed and results are used to update curriculum, program services, and instructional practices deployed to educators.									Initiating
	EN:	3	IM:	2	RE:	2	SU:	1	EM:	
2.10	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.									Improving
	EN:	3	IM:	3	RE:	2	SU:	1	EM:	
2.11	The organization implements a process to continuously assess its programs, services and organizational conditions to improve its overall effectiveness.									Initiating
	EN:	2	IM:	2	RE:	1	SU:	1	EM:	

Resource Capacity Domain

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

Resource Capacity Standards										Rating
3.1	The organization plans and delivers professional learning to improve the organization's learning environment and organizational effectiveness.									Initiating
	EN:	2	IM:	2	RE:	2	SU:	1	EM:	
3.2	The organization's professional learning structure and expectations promote collaboration and collegiality to improve organizational effectiveness.									Initiating
	EN:	3	IM:	2	RE:	2	SU:	2	EM:	
3.3	The organization provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve organizational effectiveness.									Initiating
	EN:	3	IM:	2	RE:	2	SU:	1	EM:	
3.4	The organization attracts and retains qualified personnel who support the organization's purpose and direction.									Improving
	EN:	4	IM:	3	RE:	2	SU:	1	EM:	
3.5	The organization integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.									Improving
	EN:	4	IM:	3	RE:	2	SU:	2	EM:	

Resource Capacity Standards										Rating
3.6	The organization provides access to information resources and materials to support the curriculum, programs, and needs of learners, staff, and the organization.									Initiating
	EN:	3	IM:	3	RE:	1	SU:	1	EM:	
3.7	The organization demonstrates strategic resource management that includes long-range planning and use of resources in support of the organization's purpose and direction.									Improving
	EN:	4	IM:	4	RE:	2	SU:	1	EM:	
3.8	The organization allocates human, material, and fiscal resources in alignment with the organization's identified needs and priorities to improve organizational effectiveness.									Improving
	EN:	4	IM:	3	RE:	2	SU:	1	EM:	

Assurances

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

Assurances Met		
YES	NO	If No, List Unmet Assurances By Number Below
X		

Accreditation Status and Index of Education Quality®

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

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

Insights from the Review

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

The Engagement Review Team identified several themes from the review that support the continuous improvement process for World Egitim Kurumblari Anonim Sirketi (Ihsan International School). These themes present strengths and opportunities to guide the improvement journey. As a result of evidence analysis, team deliberations, and focus group discussions, overarching themes were identified.

The corporation is commended for its commitment to its purpose of providing “affordable quality education” to all. The organization provides opportunities for representative internal and external stakeholder groups to build a commitment to the organization's purpose statement by soliciting feedback through face-to-face meetings, satisfaction and perception surveys, and various communication media, including WhatsApp groups, emails, telegram channel, SMART LMS messages, and student affairs correspondences. During focus group interviews, all stakeholders shared the belief that “quality education is a right for all” and affirmed they believed the school realized this mission. A memo to parents and a PowerPoint presentation indicated that a parent-teacher meeting was planned to convey the school's purpose, which was also conveyed through the staff, and parent/student handbooks. Three eProve perception surveys were conducted, indicating stakeholder satisfaction with the school's programs, services, affordable tuition, and resources. The eProve surveys completed by 71 parents rated the purpose and direction as 3.99. Internal surveys questioned parents about the affordability of the school, and they agreed it was affordable compared to competitive schools in the local vicinity.

The student focus group confirmed active participation in decision-making through a structured student council system with a representative from each class. A document, titled *Vision into Action*, states the leadership works closely with the student council to be involved in building a commitment to the purpose.

The *Vision into Action* document also describes the governing body's role in determining policies, discussing improvements, monitoring, and reviewing effectiveness through survey feedback. A "link governor" is nominated at the school level to ensure communication of feedback to the governing board. Board minutes of meetings document discussions of the corporation's commitment to providing affordable education. Implementation of a systematic process to review, communicate, monitor, and build continued commitment will be essential as the system expands to include more schools.

Leadership uses ethical and transparent marketing practices when communicating with various stakeholders. The corporation has an established marketing policy and procedure that communicates its mission. Sample brochures, the school website, social media links, and a telegram communication system indicated ethical and transparent practices, which were verified by parents. A thorough implementation of all aspects of this policy is encouraged, especially the process of monitoring, reviewing, and revising the policy as the system increases the number of schools under its management.

The corporation fosters a positive and caring culture that promotes students' attitudes, values, and skills by developing students' social, emotional, and intellectual skills through multiple counseling programs and creating a formal process for students to interact with their adult advisors for the purpose of developing relationships, solving problems, and having support for their educational experiences. This support is seen at both the corporate and school levels. During interviews, parents were happy and satisfied with the school's counseling programs and support the teachers and leadership offer to parents and students. One mother said, " My son sees his dad once a year. He once came and said I have another dad addressing the CEO." Another parent said, "This school builds the bridge between home and school - between the students and the teachers." The corporation developed several policies to create intentional safeguards regarding stakeholder collaboration and interactions, namely the Student Involvement Policy, Anti-Bullying Policy, Child Protection Policy, Mental Health Policy, Pastoral Care Policy, Physical Contact Policy, Violence Policy, Single Parent Policy, and School-Based Counseling Policy.

Document reviews also showed annual calendars of activities and many programs initiated by counselors (e.g., best class activity, Child Language Parent, high school discipline, No Place for Hate, etc.) promoting discipline, positive attitudes, and tolerance. Counselors contribute to community awareness by periodically sending parental tips and recommendations. Students' skills development is collaboratively supported by counselors and teachers through a variety of competitions, which include a writing competition, speech-making competition (Dohat AlElqaa), sport championship, and Arabic creativity activity. During the interview, students expressed how "helpful and supportive counselors are in solving their problems." All students that attended the interview confirmed that they knew who to go to if they faced a challenge and needed help. The evidence review also showed that the corporation created a formal process for students to interact with their adult advisors for the purpose of developing relationships, solving problems, and having support for their educational experiences. A description of the teacher advisor role and responsibility was documented and shared with the team. Homeroom teachers serve as advisors and points of contact for students on a daily basis. Documents and interviews also showed the active role of the student council, especially for high school, where they started to make decisions for adding new subjects of their interest.

The corporation commissioned a recognized consulting firm to conduct a market analysis feasibility study for "Establishing an International Education Company in Istanbul" that provides guidelines for establishing the well-resourced facility to serve over 900 learners in its first year of operation. A 3D virtual tour app afforded the Engagement Review Team a glimpse of the entire facility and resources, such as the library, laboratory, playgrounds, student lounges, swimming pool, STEM learning room, PE facilities, and classrooms, among others. Although the corporation currently provisions Ihsan International School with the needed resources to strive towards its purpose, strategic resource management will be essential and most effective by using data to inform long-term planning. Decisions to develop and implement long-term resource planning and allocation should be driven by data to support organizational effectiveness and sustain high caliber teaching and learning as the corporation expands its institutions.

The Chairman's presentation described the corporation's strategic vision of supporting and provisioning resources for the school, including outsourced support services such as catering, transportation, security, information technology, maintenance, and cleaning services. The review team encourages the development of quality assurance protocols with SOPs (standard operating procedures) to sustain, evaluate, and improve the quality and impact these services.

The corporate policy document outlines some formal planning processes for long-term resource planning for facility development and resource monitoring using a digital dashboard.

Discussions with stakeholders indicated they were not aware of them. Processes and procedures for resource monitoring, inventory, usage, and acquisition were not clear or consistent at the school leadership level. These policies, processes, and procedures should be considered for review and monitored for implementation, and data should be used to revise long-term plans to contribute to effective stewardship and equitable distribution of organizational resources.

Data-Driven continuous improvement is not fully analyzed to define learner needs. The team saw preliminary work in the collection of data from some stakeholder groups regarding student performance, professional development, and school improvement initiatives; however, interviews with staff and leadership indicated that the data had not been completely analyzed to determine improvement needs. The corporation's leadership appointed one of its directors to monitor the implementation of its policies and procedures by the school and onsite leadership. While not all of the provisions of this process are fully developed, the team found some evidence that the corporation has initiated the process to collect and analyze data, and with increased understanding and trainings it will be able to leverage this more strategically. Training should address analysis and use of comparison and trend data to inform decisions. As a result, the corporation could consider expanding this from a one-person approach to a more systematic process composed of a formal committee that tracks students' progress and analyzes both internal and external test results through scheduled meetings for performance learning teams, weekly staff meetings, and professional development sessions.

While the corporation utilizes a customized learning management system, Ihsan Smartclass, its own data management system, and a variety of platforms to deliver the online curriculum, the use of these platforms to generate data to improve the school's effectiveness is essential. Mechanisms to collect accurate and useful data for more in-depth analyses should be considered regarding student self-assessments, comparisons inside and across schools, and trend data to judge the effectiveness of improvement efforts. The leadership team expressed their acknowledgment that the Coronavirus pandemic will impact new norms of teaching and learning, which will require the corporation to assess data to monitor the efficacy and effectiveness of this change to future offerings and programs. When school systems use data to determine improvement initiatives, the entire corporation will be the beneficiary of organizational effectiveness and student success.

The review team encourages the corporation to take the following immediate steps: 1) to implement a continuous, systematic process for school staff to collect, analyze, and use results, including comparison and trend data, to guide changes in instructional practice, organizational effectiveness, and continuous improvement, 2.) to establish a formal committee that tracks student progress and analyzes both internal and external test results to guide program improvement priorities, and 3) to use data gained as a result of distance learning during this pandemic to evaluate program efficacy and determine changes in program offerings.

Though the corporation initiated some aspects of a system-wide internal quality assurance process, it is not widely understood nor systemically implemented. The Corporate Policy document formalizes review and monitoring guidelines for various policies and procedures, but most stakeholders were not aware of these policies, and evidence indicating implementation was not

observed. A board-assigned director was commissioned to ensure corporate policies and procedures were implemented at the school level, but monthly reports to the Board did not indicate monitoring policy implementation. Mechanisms of supervision and evaluation, resource acquisition, and student performance analysis were not consistent or systematic throughout the departments within the school; each department functioned differently, indicating a need for corporate-level oversight. The impact of this oversight will be realized with a qualified academic director/principal who does not hold a Board position and can ensure full conflict-free accountability to the corporation.

Improving the internal quality assurance process will serve two key purposes. First, it will provide a mechanism for the corporation to ensure that its institution(s) meet Cognia's high-quality Standards and implement corporate policies with fidelity. Organizational effectiveness can be improved by establishing internal procedures to monitor and evaluate the implementation of corporate policies and clear SOPs throughout the corporation and its institution(s). Operative SOPs should define clear step-wise guidelines, accountable persons, and integrated mechanisms to monitor the fidelity of implementation of policies related to school management, teaching and learning, resource management, and contracted support services.

Second, it will fine-tune the collection, analysis, and use of appropriate data to identify growth and development needs throughout the system. Longitudinal trend data will help the corporation adjust educational and operational practices that lead to improved program outcomes and operational effectiveness over time. Program efficacy and selection of targeted classroom-level practices based on performance results should steer the identification of program improvement priorities. Examples of specific programs that can benefit from this data-driven approach include the new digital online learning programs that will be offered post-pandemic, the remedial language programs for the diverse immigrant population that constitutes the school's demographics, and the SAT program, among others. Quality assurance of professional practice with clear, consistent, and widely-communicated supervision and evaluation processes to monitor accountability of roles and responsibilities and provide tools for accurate and fair evaluations, while informing growth and development needs, will ensure continuity of quality teaching and learning. These insights can guide the establishment of an effective internal quality assurance process that involves stakeholders at multiple levels from the corporation and school(s).

Leaders engage in ongoing processes to identify staffing needs with set hiring criteria and retain qualified staff with competitive benefits packages. Still, there is a need to develop, implement, and measure the impact of a comprehensive needs-based professional development program for all staff. This program should incorporate job-related training, engaging instructional strategies (including differentiated instruction to meet the needs of its diverse population), professional learning communities, and governance and leadership.

The human resource manager described system-wide job-related training, which was not corroborated through stakeholder interviews. Interviews with heads of departments and the human resource manager indicated that job-related training was not consistently provided for all staff. Leadership explained that training for onboarding includes a review of policies and procedures, teaching and learning expectations, and use of the school's learning management system. Interviews of several stakeholder groups indicated the policies and procedures are not widely understood or implemented with fidelity across the system. Circumstantial training, such as training to use Zoom for digital learning during the pandemic, was conducted for all teachers using the system. Several stakeholder groups, including leadership, administrative staff, teachers, and support staff, indicated that there was inconsistency in identifying professional development activities across departments and no school-wide plan. Human resource processes include a *Career Development Plan* form that identifies areas for improvement for each teacher based on performance evaluation results. In addition to individual

growth planning, extended use of this data can be instrumental in identifying common school-wide professional development themes that align with the corporation's strategic plan and school improvement plan.

At the school level, professional development activities were limited to publisher training, namely McGraw Hill, which focus on resource usage. Curricular resources include online textbooks, support materials, and an online teaching and learning system. Discussions with heads of departments, teachers, and students indicated limited attention to individualizing learning. Integrating differentiated instruction in the professional development plan will help the school better address the various student needs posed by the diverse community it serves. Focus group interviews of leadership, teachers, and students indicated that there is a need for growth in the areas of differentiation, student collaboration, and fostering critical thinking. Leadership and teachers indicate that there was no current structure of professional learning communities. Professional development plans should include opportunities for educators to form professional learning communities that focus on engaging instructional strategies to share, explore, implement, supervise, evaluate, discuss, and share best practices.

At the corporate level, the Board confirmed participating in only one professional development session on strategic planning and a balanced scorecard provided by a Board member over the past two years. Although the Board consists of recognized and experienced members in the areas of education, business, media, and training, professional development in the area of governance and leadership is encouraged as the organization is a young corporation, initiating expansion into a market that is new to the corporation. The Board also confirmed that outsourced support services are required to provide qualified personnel to execute the contracted services, and training and development are the contractor's responsibility. The integration of a comprehensive, needs-based professional development plan aligned with the corporation's strategic goals is essential.

As the corporation continues to pursue its vision of providing affordable quality education to all, the leadership and staff are encouraged to use the findings of this engagement review to inform efforts to overcome its challenges and capitalize on the corporation's strengths. Consideration given to improvement suggestions related to strategic resource management and long-term planning, data-driven continuous improvement, a system-wide internal quality assurance process, and developing a comprehensive professional development plan will enable the corporation to provide quality programs and services to the Turkish community. As this young corporation continues along its improvement journey, appropriately selected and analyzed data will be key to inform long-term planning, resource management, internal quality assurance systems, and overall growth and improvement. This process of self-assessment has afforded the leadership and staff a deeper understanding of how planning, implementation, and monitoring operational and program efficacy can assure success.

Within this report, focus group feedback, document review, leveled ratings of the Standard Diagnostic, and verification of the Assurances provide quantitative information based on triangulation of data and team deliberations. The analysis provided by the Cognia Engagement Review Team with the insights and findings will assist World Egitim Kurumblari Anonim Sirketi in embarking on the next steps in its improvement journey, leading to expanded sustainability and embeddedness.

Next Steps

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

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



- Celebrate the successes noted in the report.
- Continue the improvement journey.

Team Roster

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

Team Member Name	Brief Biography
<p>Waheeda Said, Lead Evaluator</p>	<p>Waheeda Said began her participation on review teams in 2001 and serves as a Cognia Director for Global Education Services to provide leadership with ministries and other officials, to provide leadership in all types of reviews and professional development activities, and to work as a global staff member to serve the Cognia network worldwide. Ms. Said’s professional career spans 25+ years, including the fields of basic science research, business, and education. She had four publications in professional, scientific journals while at Johns Hopkins University and U.S. National Institutes of Health. Her experience in education includes teacher, coordinator, director, trainer, project manager, instructor, and consultant. Ms. Said was a program evaluator/trainer for Houghton Mifflin Harcourt and MacMillan Education and National Director of Cognia for Saudi Arabia. As a recipient of grants from the U.S. State Department, British Council, Saudi Arabian Ministry of Education, and Omani Ministry of Higher Education, Ms. Said worked on projects for capacity building and professional development programs. As an instructor on record for the University of Colorado Denver (CU), Ms. Said developed partnership courses for Middle Eastern educators, leadership, and corporations. Ms. Said completed her university education at Hood College (Maryland, US), earning a B.A. in biochemistry and an M.Ed., and completed professional development at the British Council, University of Cambridge, University of Oregon, CU, and Harvard School of Education.</p>

Team Member Name	Brief Biography
<p>Dr. Kem Hussein</p>	<p>Dr. Kem Hussain, in addition to his role as Cognia’s Senior Vice President for Global Strategy and Development, serves as the superintendent of several independent school systems and professor at Nova Southeastern University. Dr. Hussain’s education is global and spans four continents, including South America, Europe, Asia, and North America. His quest for knowledge is insatiable as he continues to attend and present at educational forums and conferences throughout the world, including special leadership programs at Harvard University with the nation’s top educational scholars. His previous professional experiences include working as an educational consultant, professor, principal, and teacher. For several years, Dr. Hussain represented the Southern Association for Colleges and Schools (SACS-CASI) and North Central Association (NCA-CASI) as a Lead Evaluator and team member of numerous Engagement Review Teams in the U.S. and across the world. As president of an independent school organization in North America, he led a team of independent school educators in developing accreditation standards for parochial schools and signed a historic agreement with Cognia’s President and CEO, Dr. Mark Elgart, to accredit those independent schools throughout North America. Dr. Hussain also worked in the financial and business sector previously, including special assignments in the research division of Smith Barney-Shearson and Chemical Bank.</p>
<p>May Issa</p>	<p>May Issa currently serves as Cognia Global Consultant for Accreditation and School Improvement Services. She has 13 years of experience in the field of education as a teacher, administrator, and school management official. Her previous experience includes working as an English teacher, an academic director, and PYP Coordinator. Ms. Issa is a certified trainer in Human Development from KM Knowledge International Network and a CBCI (Concept-Based Curriculum and Instruction) Presenter and Trainer from Lynn Erickson and Lois Lanning Professional Learning International Institute in Netherland. Ms. Issa holds a bachelor’s degree in English literature from the Lebanese University and Master of Business Administration from Binary University-Malaysia. For several years Ms. Issa served and continues to serve on Cognia Engagement Reviews. She also presented at the Cognia Global Conferences in the Middle East-Asia.</p>

Team Member Name	Brief Biography
<p>Maha Bawazir</p>	<p>Maha Bawazir is a Saudi Arabian lady. Mrs. Bawazir holds a bachelor's degree from Girls College in Saudi Arabia and a master's degree in business from the International College of London. She worked for the Ministry of Education, in Saudi Arabia, for 30 years. Her roles included English teacher in a government high school, principal assistant, principal, special assignment from the Ministry of Education (Jeddah), director at private high schools, Children's Garden Private High Schools, school supervisor for government and private schools, private and international education, Head of School Licenses Department (to issue private and international schools and foreign language institutes licenses). Now, she is the founder and executive consultant at Global Education Consultancy Institute in Jeddah. Mrs. Bawazir has been certified from EEC Saudi Arabia as a school evaluator since 2014. She joined the Cognia family in 2015 as a regional coordinator for Middle East-Asia and Africa. Currently, Mrs. Bawazir is the Cognia School Quality Official Middle East-Asia.</p>
<p>Salah Abdelhafeez</p>	<p>Salah Abdelhafeez's career in education extends over 23 years as a teacher and leader. He started his career as a teacher in Cairo (Egypt) in 1997. He shifted to Saudi Arabia as a trainer at the Technical College. Mr. Abdelhafeez has been training students, employees, and leaders in many universities, schools, and the business sector for 15 years. In 2011, he started his new career path as a general academic director of the international sector (8 international schools) in a large educational company in Riyadh, Saudi Arabia. In addition to his role, he has worked as a trainer and consultant for many companies. Mr. Abdelhafeez has done many training courses in educational leadership, e-learning, strategic planning, quality management, and soft skills. For the time being, he is responsible for the strategic planning, quality assurance, and accreditation for the corporation system and ESA. He served on many Engagement Review Teams as a team member and recently as an Associate Lead Evaluator. He completed the Cognia face-to-face Lead Evaluator training component for Cognia and is deemed a Cognia Lead Evaluator. He joined Cognia in October 2017 as an Education Quality Official - Middle East - Asia.</p>

References and Readings

- AdvancED. (2015). Continuous Improvement and Accountability. Alpharetta, GA: AdvancED. Retrieved from <http://www.advanc-ed.org/source/continuousimprovement-and-accountability>
- Bernhardt, V., & Herbert, C. (2010). *Response to intervention and continuous school improvement: Using data, vision, and leadership to design, implement, and evaluate a schoolwide prevention program*. New York: Routledge.
- Elgart, M. (2015). *What a continuously improving system looks like*. Alpharetta, GA: AdvancED. Retrieved from <http://www.advanc-ed.org/source/what-continuously-improving-system-looks-like>
- Elgart, M. (2017). *Meeting the promise of continuous improvement: Insights from the AdvancED continuous improvement system and observations of effective schools*. Alpharetta, GA: AdvancED. Retrieved from <http://www.advanc-ed.org/sites/default/files/CISWhitePaper.pdf>
- Evans, R. (2012). *The Savvy school change leader*. Alpharetta, GA: AdvancED. Retrieved from <http://www.advanc-ed.org/source/savvy-school-change-leader>
- Fullan, M. (2014). *Leading in a culture of change personal action guide and workbook*. San Francisco: Jossey-Bass.
- Hall, G., & Hord, S. (2001). *Implementing change: Patterns, principles, and potholes*. Needham Heights, MA: Allyn and Bacon.
- Hargreaves, A., & Fink, D. (2006). *Sustainable leadership*. San Francisco: Jossey-Bass.
- Kim, W., & Mauborne, R. (2017). *Blue ocean shift: Beyond competing*. New York: Hachette Book Group.
- Park, S, Hironaka, S; Carver, P, & Nordstrum, L. (2013). *Continuous improvement in education*. San Francisco: Carnegie Foundation. Retrieved from https://www.carnegiefoundation.org/wp-content/uploads/2014/09/carnegie-foundation_continuous-improvement_2013.05.pdf
- Sarason, S. (1996). *Revisiting the culture of the school and the problem of change*. New York: Teachers College.
- Schein, E. (1985). *Organizational culture and leadership*. San Francisco: Jossey-Bass.
- Von Bertalanffy, L. (1968). *General systems theory*. New York: George Braziller, Inc.

