Qatar National School Accreditation (QNSA)
Self-Study Report Template

Table of Contents

Foreword

Dear Esteemed School Leader,

The Supreme Education Council, Evaluation Institute commends your school on its commitment to school improvement, by means of the Qatar National School Accreditation (QNSA) process. The Supreme Education Council strives to ensure that all private schools in Qatar are accredited to validate school programs, learning results, and ascertain that each child in Qatar is achieving the most optimal learning experience. Through the accreditation process, a school is able to convey to the overall community that they are a validated educational institution, and have met high standards for learning, and established criteria towards school relicensing and future government incentives and programs.

We wish your schools the best as you embark in this phase of the school accreditation process, where your school will "discover" itself through the self-study process. As you begin the self-study process, please make ensure that you have designated a self-study coordinator who will be responsible for pacing and making certain that the timeline that is set for your school to complete the process is followed through, and that all focus groups stay on task, as part of the organizational chart.

In addition, it is highly critical to the process, that your school ensures that the involvement of all stakeholder groups is represented in the self-study process in every aspect. It is also important to note and detail both the collective school strengths (to celebrate), and areas of growth (which will result in the overall school wide action plan) in the self-study.

In this booklet, you will find a self-study template, for which schools are to use to complete the various aspects of the self-study. Please ensure that you follow the template carefully when reporting your school's collective findings in all areas, standards, and indicators. The template has been designed to serve as a checklist for schools so that they ensure that they have addressed all areas of the QNSA Handbook. It is important that your school use the QNSA Handbook as the main resource and guideline for completing the self-study, while the template serves as a document format and checklist for putting the self-study together.

QNSA salutes your school as you get on board with this journey, and looks forward to working with your school in the process to collective and consistent school improvement.

Sincerely,

Dr. Hamda Hasan Al-Sulaiti
Director, Evaluation Institute

Instructions for the Cover Page of the Self-Study Report

The cover page of the report should look like the following:

School Logo

School Name: --

Academic Year: --

SAMPLE

Submitted to:

Supreme Education Council

Evaluation Institute

Qatar National School Accreditation (QNSA)

Sample of Table of Contents of the Report

Preface: Organizational Chart for School's Self-Study

In this section, provide a brief summary into the school's overall self-study process. Include reflections and comments. Make sure to include the final organizational chart that illustrates:

- stakeholder involvement,

- how self-study was compiled,

- who was involved in compilation of the self-study,

- focus group names and self-study coordinator(s),

- overall dynamics of the school self-study

Chapter 1: School Community Profile

A. Provide a comprehensive image of the school. Include information and data on the following:

- **Community and Student Information**

  - Student and staff demographics, trends

  - School characteristics

  - Parent Information

  - Teacher expertise and qualifications

  - Professional Development

  - Classroom Aspects

  - Staff/Student Turnover, Mobility

  - School Code of Conduct

- **Summary of School Programs, including co-curricular activities, support programs**

- **Overall growth needs identified**

- **School/Community Partnerships**

- **Achievement Data (for 2-3 years)**

- **Other Relevant Demographic Data**

- **Survey Data from All Stakeholders (including, students, staff, and parents)**

B. Profile Data should focus on what the data implies for student learning, and what questions does it raise? List important questions that have arisen from the analysis of the achievement, demographic, and survey data?

- Include charts and graphs as necessary

Chapter 2: School Mission and Learning Results

A. School Mission and Vision

- Discuss the overall process that the school undertook to review/revise the school mission and vision.

- There should be an in-depth analysis of the school mission & programs, as each school has specific characteristics. Ensure stakeholder involvement.

- State the school mission, overall objectives, and vision.

B. Learning Results (LR)

- Discuss the process involved in compiling and finalizing LR, including how stakeholders were involved in developing the school learning results.

- Learning result should reflect the school mission, curricular objectives, and overall school vision. They should reflect what each student should know, understand, and be able to do/exhibit at each stage of the school program

- Learning results should align the school mission with its programs. All facets, programs, and support should be geared to one or all of learning results (how does task contribute to learning results?)

- Learning results should be measurable with specific indicators/targets that focus on learning for all students.

- Learning results should be considered in designing support programs and development plans to improve students' performance. In addition, a follow up plan should be in place to ensure performance improvement.

- List school's learning results.

Chapter 3: Self-Study Analysis of Standards

- Provide summary of the process used to in the analysis of each standard.

- Analyze the criteria and corresponding indicators for each standard, and report findings including supportive evidence.

- For each standard, address overall findings with supporting evidence, making sure to address overall strengths and growth areas at the end of each standard section.

Standard 1: Educational Leadership

1. *School Mission and Vision*

- *In this section, summarize the schools' mission, vision, and objectives, reporting on how they are communicated to stakeholders, and its effectiveness.*

- Respond to **the indicators (p26)** by giving an overall summary of the indicators. Make sure to include findings and supportive evidence.

- **Section should include school findings on:**
    - School's specific mission and objectives, known to all
    - Stakeholder involvement in mission and vision development
    - Mission, vision, objectives aligned with SEC programs & mandates
    - Mission, vision, and objectives are measurable, attainable based on school programs and resources
    - School governance and leadership promotes mission, vision, and objectives to stakeholders and overall community
    - Mission and vision support a safe, healthy, and positive environment for students.
    - Mission is reflected in classrooms, teaching, student behavior, and throughout entire school.
- Include Findings, Supportive Evidence
- Include Strengths and Growth Areas
- Review from QNSA Handbook Suggested Areas of Evidence (review best practices & evidence p52-55)

2. *Planning and Administrative Organization, Empowerment*

- *In this section, analyze the school's various plans that are in place, which support school improvement, including short and long term planning. Review impact of these present plans, the system of monitoring, implementation, follow-up, and revision as needed to support school mission.*

- Respond to **the indicators (p27)** by giving an overall summary of the indicators. Make sure to include findings and supportive evidence.

- **Section should include school findings on:**
  - ➢ Commitment to SEC regulations
  - ➢ School priorities that are identified and effectively implemented to improve and support mission.
  - ➢ School plans that are in place, effectively implemented, and monitored to ensure that school objectives are being met.
  - ➢ Organizational structure, leadership, responsibilities and instructional hierarchy are effective.
  - ➢ Clear regulations are communicated, including bylaws and policies for school operations.
  - ➢ School tasks are assigned effectively, towards school improvement.
  - ➢ Stakeholders are involved in decision-making.
  - ➢ Communication amongst staff is facilitated and encouraged.
  - ➢ School atmosphere is supportive, positive, and collaborative. Shared sense of responsibility is evident.
  - ➢ Governing body makes policies and strategically plans for school, while administration implements these policies effectively.
  - ➢ School leadership ensures that staff is empowered in shared responsibility, class environment/structure, decision-making, and accountability for both teaching and learning.

- Include Findings, Supportive Evidence

- Include Strengths and Growth Areas

- Review from QNSA Handbook Suggested Areas of Evidence **(review best practices & evidence p55-58)**

3. *Quality Assurance System: Monitoring and Follow-up of Operations*

- *In this section, analyze the school's current internal quality assurance procedures and systems in place (school oversight). Report on how this system contributes to school improvement in the various facets of the school.*

- Respond **to the indicators (p28)** by giving an overall summary of the indicators. Make sure to include findings and supportive evidence.

- **Section should include school findings on:**
  - ➢ Quality and efficiency of the regulations and processes for staff accountability.
  - ➢ Assessment/Evaluation system in place for school management, staff, and overall school efficiency.
  - ➢ Monitoring and follow-up on staff and student performance.
  - ➢ Impact of quality assurance mechanisms on the modification of school plans and professional development, and school programs.
  - ➢ School follow-up and evaluation of programs, plans, and projects through KPIs.

- Include Findings, Supportive Evidence

- Include Strengths and Growth Areas

- Review from QNSA Handbook Suggested Areas of Evidence **(review best practices & evidence p58-59)**

QNSA Standard 1: Educational Leadership

Overall Strengths and Growth Areas

For this section, list the major strengths and growth areas identified in the process of the self-study.

Major Strengths	Growth Areas

Standard 2: Educational Performance and Learning Environment

1. *Methods and Pedagogy*

- *In this section, analyze the school's commitment and application of various teaching strategies towards effective learning processes. Analyze differentiated instruction and other learning methods that meet the needs of students.*

- Respond to **the indicators (p29-30)** by giving an overall summary of the indicators. Make sure to include findings and supportive evidence.

- **Section should include school findings on:**
  - Teaching and learning strategies that is currently in place.
  - Differentiated instruction and its application for all students.
  - Modern technology, research base methods supports learning.
  - School plan in place to effectively monitor teaching, reflecting objectives and optimal student achievement for all students.
  - Teachers have suitable qualification and experience in the areas that they teach.
  - Academic guidance/counselors are available and are effective in helping students with their academic needs and future paths.
  - Teachers promote student participation, encourage motivation and provide challenging curriculum.
  - Critical thinking and deductive reasoning is promoted.
  - Positive, healthy relationships between staff and students.
  - School provides support services to assist students in language development.
  - Students are encouraged to be independent thinkers, share responsibility for learning.
  - Evaluation, planning, and monitoring of learning is effective.

- Include Findings, Supportive Evidence
- Include Strengths and Growth Areas
- Review from QNSA Handbook Suggested Areas of Evidence **(review best practices & evidence p68-71)**

2. *Curricular Standards, Quality, and Implementation*

- *In this section, analyze the school's curriculum currently in place, its impact on student learning, and its support of student achievement attainment of learning needs and skills. Review the school's policy for monitoring, planning, and support of school curriculum.*

- Respond to **the indicators (p30)** by giving an overall summary of the indicators. Make sure to include findings and supportive evidence.

- **Section should include school findings on:**
  - ➢ Curriculum currently in place, and its alignment to school mission and objectives.
  - ➢ Curriculum's impact on the attainment of grade/age specific knowledge and skills.
  - ➢ Curriculum's effectiveness in meeting the holistic needs of students (physical, social, and psychological).
  - ➢ School provides resources to support effective implementation of curriculum.

- Include Findings, Supportive Evidence.

- Include Strengths and Growth Areas.

- Review from QNSA Handbook Suggested Areas of Evidence **(review best practices & evidence p72)**

3. *Learning Environment*

- *In this section, analyze the school's learning environment and the resources in the classroom that foster a proper learning environment that is positive, healthy, and conducive to learning. Reflect on the learning environment and its impact on stimulation and encouraging students to academically achieve.*

- Respond to **the indicators (p30-31)** by giving an overall summary of the indicators. Make sure to include findings and supportive evidence.

- **Section should include school findings on:**
  - ➢ Classroom organization, class physical design, overall environment and its support for student learning.
  - ➢ Display of reflective student work, its organization, aesthetic appeal to foster a healthy environment and stimulate learning for all students.
  - ➢ Appropriate tools and resources are available and used effectively to promote learning in the classroom.
  - ➢ Class ventilation and lighting is appropriate.
  - ➢ Class furniture is conducive to learning and is age/grade appropriate.

- Include Findings, Supportive Evidence.

- Include Strengths and Growth Areas.

- Review from QNSA Handbook Suggested Areas of Evidence **(review best practices & evidence p72-73)**

4. *Assessments*

▪ *In this section, analyze the school's regular assessment of students and programs, and the measures that are in place to regularly evaluate the impact of these assessments. Report on the impact of these assessments on student learning. Include detailed information of the frequency, the various modes of assessments used, and its integration to the learning process. Analyze how assessments measure skills, student progress, and its use to monitor and plan for curriculum and student programs, and decisions for the allocation of school resources.*

▪ Respond to **the indicators (p31)** by giving an overall summary of the indicators. Make sure to include findings and supportive evidence.

▪ **Section should include school findings on:**
  ➢ Subject areas and their use of assessment. Assessments are varied, and measure specific skills.
  ➢ Assessments alignment with curricular goals.
  ➢ Analysis of student work and its impact on learning outcomes.
  ➢ Assessment data is analyzed at both the class and school level to drive changes in curriculum, and school programs as needed.

▪ Include Findings, Supportive Evidence.

▪ Include Strengths and Growth Areas.

▪ Review from QNSA Handbook Suggested Areas of Evidence **(review best practices & evidence p73-74)**

QNSA Standard 2: Educational Performance and Learning Environment

Overall Strengths and Growth Areas

For this section, list the major strengths and growth areas identified in the process of the self-study.

Major Strengths	Growth Areas

Standard 3: Development and Care for Learners

1. Students' Academic Achievement

- ▪ *In this section, analyze the level of overall student assessment results, what types of improvement trends have been observed, and the evaluation/monitoring system that is in place to collect data. Report on how performance is evaluated and how this is communicated to parents and other important stakeholders.*

- ▪ Respond to **the indicators (p33-34)** by giving an overall summary of the indicators. Make sure to include findings and supportive evidence.

- ▪ **Section should include school findings on:**
  - ➢ Schools use of evaluation to drive individual student needs in classrooms, including differentiated instruction.
  - ➢ Teachers use of various means to identify student levels, knowledge, and skills. Teachers' use of frequent assessment tools for all students.
  - ➢ Use of student assessment to drive higher-order thinking skills.
  - ➢ Students' performance shows improvement across all areas over time.
  - ➢ School use of evaluation drives decision-making specific to staff, programs, resources, teaching, and curriculum.
  - ➢ Students' results are analyzed in international testing that reflects the school's curriculum.
  - ➢ Student/school reports reflect student performance, and are regularly shared and communicated with parents and other stakeholders.

- ▪ Include Findings, Supportive Evidence

- ▪ Include Strengths and Growth Areas

- ▪ Review from QNSA Handbook Suggested Areas of Evidence **(review best practices & evidence p60-62)**

2. *Differentiated Instruction, Support for Student with Special Learning Needs/Care for Different Categories of Students*

- *In this section, analyze the level of overall efficacy in meeting the learning needs of all students groups. Assess programs, policies, and learning environments in place to support these students to ensure that learning improvement is observed in all student groups, including those with special needs.*

- Respond to **the indicators (p34)** by giving an overall summary of the indicators. Make sure to include findings and supportive evidence.

- **Section should include school findings on:**
  - ➢ School programs are in place that caters to the needs for all student groups.
  - ➢ Plans are followed up on and are geared to improving student performance.
  - ➢ Professional development plans are in place to cater to the specific needs of staff to impact student learning.
  - ➢ School provides students with special learning needs with support and programs to support their learning.
  - ➢ Rewards system and incentives are in place to recognize and support student progress and accomplishments.

- Include Findings, Supportive Evidence

- Include Strengths and Growth Areas

- Review from QNSA Handbook Suggested Areas of Evidence **(review best practices & evidence p63)**

3. Students' Discipline and Behavior

- *In this section, analyze the school atmosphere in its promotion of positive student behavior. Report on students' behavior and policies in place to ensure student commitment to ensure a positive impact on learning.*

- Respond to **the indicators (p34-35)** by giving an overall summary of the indicators. Make sure to include findings and supportive evidence.

- **Section should include school findings on:**
  - School's comprehensive discipline policy, code of conduct, etc.
  - Behavior policy is clear, and well-communicated to stakeholders.
  - Fairness and equality of discipline policy to all students.
  - Rewards and incentives systems in place.
  - How negative behavior/infractions are dealt with, including repeat offenses. Documentation of such offenses.
  - Mutual respect between teachers and students as peers.
  - Programs that are in place (e.g. character education, student council) to promote positive behavior

- Include Findings, Supportive Evidence

- Include Strengths and Growth Areas

- Review from QNSA Handbook Suggested Areas of Evidence **(review best practices & evidence p64-65)**

4. *Student Connectedness*

- *In this section, analyze the effectiveness of the school in promoting student connectedness through various activities and support services at school.*

- Respond to **the indicators (p35)** by giving an overall summary of the indicators. Make sure to include findings and supportive evidence.

- **Section should include school findings on:**
  - Support systems are in place to target intervention, referral, and guidance to students towards academic and, personal, and career planning and support.
  - Various extracurricular activities support for student learning, and support programs for students with special needs.
  - Strategies and programs that nurture self-esteem, confidence, personal growth, and character development.
  - Personalized support for students to address holistic needs, and support academic achievement
  - School measures level of student involvement in school activities, and their use of student services/programs made available.
  - School measures student perception of various facets of the school and events, and makes changes as necessary to promote a positive atmosphere for students.

- Include Findings, Supportive Evidence

- Include Strengths and Growth Areas

- Review from QNSA Handbook Suggested Areas of Evidence **(review best practices & evidence p65-67)**

QNSA Standard 3: Development and Care for Learners

Overall Strengths and Growth Areas

For this section, list the major strengths and growth areas identified in the process of the self-study.

Major Strengths	Growth Areas

Standard 4: Resources Management

1. Oversight and Distribution of Staff

- *In this section, analyze policies in place that are responsible for staff recruitment, qualifications, and experience to promote quality education. Report on monitoring, evaluation, and follow-up of staff and rewards that are in place to promote good teaching and minimize staff turnover.*

- Respond to **the indicators (p37)** by giving an overall summary of the indicators. Make sure to include findings and supportive evidence.

- **Section should include school findings on:**
  - Staff recruitment policy is clear and promotes the hiring of good teachers with solid background and experience in teaching.
  - Job descriptions are clear, and staff is assigned according to their qualifications and ability.
  - Promotion and incentive is in place to promote staff retention and improvement in teaching methods.
  - Teachers' absenteeism is followed up on, and procedures are in place as to not disrupt student learning when evident.

- Include Findings, Supportive Evidence

- Include Strengths and Growth Areas

- Review from QNSA Handbook Suggested Areas of Evidence **(review best practices & evidence p75-76)**

2. *Staff Professional Development*

- *In this section, analyze policies and plans in place for promoting professional development. Report on how professional development promotes student learning, and how staff is supported in improving their skills, reflective in student achievement.*

- Respond to **the indicators (p37)** by giving an overall summary of the indicators. Make sure to include findings and supportive evidence.

- **Section should include school findings on:**
  - Professional development plan in place addresses specific staff needs as identified through evaluation and analysis of data.
  - Comprehensive staff orientation and training is provided to new staff, of which they are consistently coached and mentored.
  - School follows up on impact of professional development in the classroom.

- Include Findings, Supportive Evidence

- Include Strengths and Growth Areas

- Review from QNSA Handbook Suggested Areas of Evidence **(review best practices & evidence p76-77)**

3. *Infrastructure, Equipment, Materials' Distribution, Resource Availability and Distribution*

- *In this section, analyze school resources and management. Report on overall school facilities and infrastructure. Ensure resource availability and policies in place for purchasing, monitoring of resources, and measuring their impact on student learning.*

- Respond to **the indicators (p38)** by giving an overall summary of the indicators. Make sure to include findings and supportive evidence.

- **Section should include school findings on:**
    - School location, facilities, supplies, services offered, furniture, technology, and other resources that support the educational needs of students.
    - Cleanliness, appropriateness, and maintenance of these facilities.
    - School library resources
    - Safety and security measures
    - Health/nurse unit in school.

- Include Findings, Supportive Evidence

- Include Strengths and Growth Areas

- Review from QNSA Handbook Suggested Areas of Evidence **(review best practices & evidence p77-79)**

QNSA Standard 4: Resources Management
Overall Strengths and Growth Areas

For this section, list the major strengths and growth areas identified in the process of the self-study.

Major Strengths	Growth Areas

Standard 5: Parental and Community Partnerships

1. *Parental Involvement and Communication*

- *In this section, analyze effectiveness of parental involvement and communication in place, including their involvement in various school events, student learning, and extracurricular programs. Report on school policies for parent communication including involvement in student learning, reporting of student achievement, discipline support, and other support programs for students.*

- Respond to **the indicators (p40)** by giving an overall summary of the indicators. Make sure to include findings and supportive evidence.

- **Section should include school findings on:**
  - Regular school communication with parents
  - Objectives, mission, policies are made aware and understood by parents.
  - Activities and events are organized encouraging parent involvement.
  - Parent suggestions, complaints, and comments are heard and dealt with in a transparent fashion, to parental satisfaction.
  - Parent input is used in strategic planning and decision making for the school.
  - Parents meet regularly with school to discuss their child's academic performance, other issues, and towards support programs available to parents and students.
  - School constantly measures parental satisfaction.

- Include Findings, Supportive Evidence

- Include Strengths and Growth Areas

- Review from QNSA Handbook Suggested Areas of Evidence **(review best practices & evidence p80-82)**

2. *School Community Partnership*

- *In this section, analyze level of involvement of school in forging and promoting community partnerships in the local community.*

- Respond to **the indicators (p40)** by giving an overall summary of the indicators. Make sure to include findings and supportive evidence.

- **Section should include school findings on:**
  - ➢ Strategies are in place to promote and plan for community involvement.
  - ➢ School encourages and fosters community activities with stakeholders.
  - ➢ Effective communication in place between school and local institutions to support school.

- Include Findings, Supportive Evidence

- Include Strengths and Growth Areas

- Review from QNSA Handbook Suggested Areas of Evidence **(review best practices & evidence p82-83)**

QNSA Standard 5: Parental and Community Partnerships

Overall Strengths and Growth Areas

For this section, list the major strengths and growth areas identified in the process of the self-study.

Major Strengths	Growth Areas

Chapter 4: Schoolwide Action Plan

The school action plan should focus on addressing the growth areas that have been discovered and supported from the various Standards analyzed in Chapter 3. **This action plan should be the consensus of the stakeholders of the self-study and reflect the growth areas identified from Chapter 3**. It should unify all action plans that are in place for all areas of the school (see page 49).

Sample Action Plan format is provided below, repeat format for each Action Plan Item:

Growth Area Action Plan #

(address the specific action plan that the school will undertake, and which standard/indicators they target)

Rationale*:*

(describe why this is important)

Growth Target:

Learning Results Supported:

Tasks/Strategies	Personnel Responsible	Resources	Timeline	Means to Assess Improvement/Follow-Up	Means to Report

Chapter 5: Supportive Documents for Review

- In this section, list all documents, surveys and questionnaires, interviews, and all other evidence that are available for review and available for visiting team.