



Nada International School COGNIA 2022 Summary of Inspection Report



Index of Education Quality (IEQ) = This is the holistic measure of overall performance based on a comprehensive set of standards and review criteria undertaken by the COGNIA evaluation team. The range of IEQ is from 100 – 400.

Nada International School 2017 IEQ Scores = 283.59 (From previous Evaluation in 2017)

Nada International School 2022 IEQ Score = 324.50 (From 2022 Evaluation)

The average five year range for all COGNIA evaluated school is 278 – 283 which places NIS in the top category for schools, achieving over 40 points higher than the top average score for all COGNIA schools and an improvement of 41 IEQ points since the last COGNIA evaluation report.

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. The current NIS IEQ score of 324 is well above (49 points) the beginning to reach Impact level.

The COGNIA review team evaluated three key areas based on a set of standards:

Leadership (x10 standards)

Teaching and Learning (x12 standards)

Resources (x8 standards)

Each standard was given an overall rating based on a four-point scale of:

- i. Insufficient
- ii. Initiating
- iii. Improving
- iv. Impacting

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

NIS 2022 Summary Overview of the Domain Standards Ratings

	Number ratings for all standards which NIS was identified in each of the four categories			
Domain	i. Insufficient	ii. Initiating	iii. Improving	iv. Impacting
1. Leadership	0	0	5	5
2. Teaching and Learning	0	2	5	5
3. Resources	0	0	6	2

The two areas identified in the Initiating category within Teaching and Learning Domain =

Standard 2.9

The institution implements processes to identify and address the specialized needs of learners.

Standard 2.12

The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.

Strengths Identified

- 1. School leadership has worked to establish a culture that promotes a shared purpose and core academic values.***

“students who have graduated from NIS have achieved outstanding overall grades recognized through awards from the Cambridge Board. The leadership team of NIS is focused on maintaining this achievement and this focus permeates down through the departments to teachers, students, and parents, who consistently expressed their pride and high expectations”

“NIS knows what it wants to achieve, and that shared purpose has recently grown to include a focus on student wellbeing and parent involvement, which has become well embedded in all stakeholder groups”

“This shared purpose is positive, and the core values ... of “respect, self-discipline, and the pursuit of excellence” are embodied in its practice”

“In the current academic year, the school appears to have adopted a more inclusive strategy for the creation and review of policies, programs, and initiatives”

2. *Nada International School is a mission-driven institution with a renewed focus on growth, driving change, transformation, and innovation.*

“the Engagement Review Team was impressed by the transformative steps taken by the school...; steps which have led to several impacting evaluations of Standards that are a credit to the NIS school community.”

“The team reviewed significant triangulated evidence indicating that the school’s transformative nature was a positive driving force and an underlying theme of the review”

“Another transformative example was the assignment of a student council coordinator and the formation of the six committees”

3. *The school is preparing students for the future by implementing a rigorous curriculum based on high expectations*

“Evidence served to reinforce the school’s commitment to the rigorous curriculum and assessment set by the Cambridge International Examinations Board”

“The team found that there is support for Qudorat / GAT, which is needed for Saudi Nationals to attain entrance to local universities to be commendable”

“The team reviewed evidence of the careers program which aims to give high school students opportunities to find careers that matched their personalities, skills, and passions.”

“The student council was an inspired addition to the improvement programs of the school and helped students to enhance their skills for the future. The six committees that make up the council include health, innovation and creativity, sports, media, and culture”

Areas for Improvement

1. *The school lacks the formal processes needed to offer support to learners with special needs.*

“The team concluded that there was insufficient evidence to support formalized and embedded processes to identify, address, and maintain sustainable support for the specialized needs of students ... a lack of qualified personnel to manage the needs of students who were identified as having learning or behavioral challenges”

“Structured and research-based support for students facing cognitive, socio-emotional, or physical challenges would be a welcome addition to the existing services the school”

2. *The school lacks formal systematic processes to review practices, programs, and plans, with measured goals and timelines.*

“Data should be recorded in a centralized platform that allows for follow-up and progress monitoring long-term”

“A lack of longitudinal evidence of sustained improvement could be lost should the currently appointed executive leadership team, responsible for the majority of the current processes, depart.”

“Existing policy review is happening at NIS; however, the school has yet to formalize the process”

“Having formalized systems in place to encourage a standardized format for the creation of new policies, programs, and initiatives.”

“In interviews with the council coordinator and student ambassadors, the team uncovered a lack of a formally documented handbook or operating procedures.”

“The school is encouraged to produce a whole school Standard Operating Procedure”

Additional areas suggested in the report narrative for improvement

“It is suggested that the school continue to invest in the technological infrastructure that has improved communication across stakeholder groups... include continued professional development for all staff, parent, students”

“It is suggested that the school expand the careers program to include the younger students”

“The team suggests that a vertical alignment of skills to prepare students for the future be formalized, documented, and implemented as part of the school’s action plan.”

Next 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.

Review of COGNIA report completed by Executive Principal: Richard McMahon

Following actions to be taken by NIS:

Initially share findings with NIS Board and Executive Leadership Team

Review findings with the School Leadership Team

Review findings with the Parent Strategic Governance Group

Review findings with whole school staff and develop feedback from whole school on six areas of the SDP and three areas of COGNIA evaluation

Build updated School Development plan based on stakeholder feedback

Develop long term action plan review model