

The Lebanese School of Qatar
Annual Education Report
August 2021

Table of Contents

Introduction.....	1
LSQ Purpose: Vision & Mission	2
VISION	2
MISSION – (ELITE).....	2
School Improvement Goals.....	2
Student Enrollment Update.....	5
Faculty and Qualifications	6
Recent Improvements at LSQ.....	7
Teaching and Learning in 2020-2021	8
Professional Development	10
Accreditation Renewal.....	13
Career Counseling.....	15
Cocurricular and Extracurricular Activities.....	16
Survey Results	21
Student Assessment Data.....	23
a. Official Exams Results	23
b. DELF Results.....	24
c. SAT Results	26
d. MAP Results	27
e. Local Assessment - Results for Grades 4 and above by Category	30
f. Local Assessment - Final Average per Grade as a Measure of Program Impact	31
g. Local Assessment - Percentage of “Retained” students scoring below 10 over 20.....	32
h. Local Assessment - LSQ Dropout Rate.....	33
LSQ Budget Breakdown.....	34
Closing	36

Introduction

The Annual Report informs the community of The Lebanese School of Qatar of the school's operations and achievements throughout the year. It outlines some of the major initiatives undertaken in the 2020-2021 academic year to improve the quality of education. This annual report provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school improvement plan.

The 2020/2021 school year has been perhaps the most challenging year, but everyone came together to make the best of an incredibly unpredictable time. As COVID-19 developed into a pandemic, we were able to successfully adapt both learning and personal development even while facing significant disruption to the normal operations of the school.

Despite all the difficulties, The Lebanese School of Qatar has witnessed much success thanks to the involvement of parents, the commitment of the faculty, and the support of the Board of Trustees.

Sincerely,

Norma Dimassa

Superintendent

LSQ Purpose: Vision & Mission

The Lebanese School of Qatar has embraced the following:

VISION - LSQ is viewed as a model for schools in Lebanon and abroad. It is supported by the parents, the community, and its Board of Trustees. LSQ is guided by the official Lebanese curriculum, combining a rich heritage, and keeping up with the advancements of the time. Expertise, commitment, and sacrifice are only few of the faculty traits. Its graduates are well prepared for the global workplace and for higher education.

MISSION – (ELITE)

Experienced and well-prepared teachers to support student success in an ever-changing world

Learners who succeed in the Lebanese official exam and on international tests

Illustrious environment branded with security, flexibility, moral behaviors, and appreciation of heritage

Teachers, parents, and students are united in goals and means to achieve success at LSQ

Equipping graduates and preparing them for life with scientific, literary, and aesthetic knowledge and skills

School Improvement Goals

Our School Improvement Plan states 2 goals: Academic and Safety. Seven objectives lie under the academic goal, two of which are prioritized while the rest are being monitored for further progress, sustainability, or embeddedness. The academic objectives 1-5 are sustained and constantly monitored. Our improvement priorities were objectives 6 and 7 of the academic goal:

GOAL # 1: All students at Lebanese School of Qatar will achieve to high national and international academic levels.

Objectives pertaining to Goal #1 include:

1. Sustain a minimum percentage of 95% as a passing rate in Lebanese official exams and the percentage of students passing with mention.

2. Sustain a minimum success rate of 95% of grade 4-12 students by receiving a final average of 10 over 20 or higher for all instructed subjects at their grade level as measured by the student's final average of five sets of assessments distributed over three terms and 2 summative exams.
3. Monitor the MAP results to ensure that 50% of grades 1-8 and grade 10 students demonstrate a proficiency in Math and English at the 50-percentile level or above as compared to publicized norms for international schools.
4. Maintain a 100% success rate for DELF (Diplôme d'étude en langue française) for A1 (EB3) and A2 (EB6), and 90% success rate for B1 (EB8), B2 (ES2/Grade 11) as measured by passing the test.
5. Eleventh grade students will demonstrate a proficiency, showing a 2% year-to-year increase in the number of students scoring 1000 and above and 1200 and above on the SAT test in Mathematics and Reading as measured by group average results on the math and language sections of the
6. Continue to meet students' learning needs and extend implementation to include further focus on differentiated strategies and activities such as flexible grouping, individualized feedback, and resource alignment, all designed to accelerate individual student learning. Success is measured by the year-to-year decrease in the percentage of students in the low category and increase in the percentage of students in the middle and high category on the MAP (English), DELF (French), and local assessment for all levels involved. Also, by year-to-year results on Lebanese Official Exams for grades 9 and 12.
7. Use diagnostic data from assessments to inform decision-making to enhance and improve instructional practice and ensure student learning.

GOAL # 2: Ensure a safe & orderly campus at LSQ where students, teachers, and other staff members engage in and support the teaching and learning environment without hindrance.

Objectives pertaining to Goal #2 include:

- 1.** LSQ Safety committee collaborate to ensure that LSQ campuses remain safe and well maintained as measured by the number of personal injury incidents due to inadequacy or lack of maintenance of physical facility recorded each year. Also, by the input of stakeholders on items in the surveys pertaining to campus maintenance and campus safety.
- 2.** LSQ stakeholders collaborate to establish and implement the updated Behavior Policy to maintain a safe and orderly student & staff behavior on an ongoing basis as measured by reduction in the number of disciplinary incidents recorded from year to year.
- 3.** Implement aspects of guidance program focusing on students' safety and wellbeing, relationships, careers, and college planning. This is measured by feedback from stakeholders' surveys, number of hours spent dealing with these activities and pertaining evaluation.

Student Enrollment Update

The following table shows the change in student enrollment at LSQ over the last three years:

	2018-2019	2019-2020	2020-2021
Preschool - English	541	526	330
Preschool - French	348	334	240
Primary - English	746	841	980
Primary - French	473	515	620
M&S	413	461	600
	2521	2677	2770

As shown in the above table, there is a continuing increase in the number of students from year to year. The school has reached its full capacity and there is no room for expansion. To accommodate the students as they grow, we are reducing the number of new sections in the preschool level. This explains the decrease in the number of students in the preschool level from year to year and the increase in the upper levels.

Faculty and Qualifications

LSQ is a highly professional workplace that aims to attract, develop, and retain high quality staff. The faculty consists of 247 staff members: **193** teachers and **54** administrators, and the average stay of a teacher is up to 6 years.

The academic and administrative staff work in unison to improve the school's services, in the purpose of enhancing the students' learning experience. While the administrative staff ensures that the school's operations run in a smooth way, the academic staff directs its attention to providing quality education.

Below are the staff qualifications over the last 3 years:

Qualifications	2018-2019	2019-2020	2020-2021
PHD	5	5	5
MA	27	31	26
BA	160	162	171
LT License Technique	1	1	-
TS Technique Supérieur	13	13	16
BT Certificate Baccalaureate Technique	11	11	7
N/A Drivers and Support Staff	19	22	22
Grand Total	236	245	247

Recent Improvements at LSQ

The school has maintained its focus on continuous improvement guided by the SI Plan. The major improvements that have taken place in the school at the beginning of the academic year 2020-2021 are:

- **Updated Organizational Chart:** The school updated its organizational chart to include the new positions that have been created for better productivity and a smooth workflow.
- **Protect Ed in Preschool and Cycle I:** LSQ had implemented Protect Ed in cycle 2, whose main purpose is to provide effective, preventive, and innovative safety education, in order to develop students' critical thinking skills, provide them with the knowledge to recognize danger, build their strengths and self-esteem, and equip them with the necessary skills to protect their personal and emotional safety and make them confident, compassionate and successful future citizens. Following its success in cycle 2, the program was implemented in preschool and Cycle 1 this year and will be implemented in Cycle 3 the upcoming academic year.
- **Additional Co-teachers:** the school had increased the numbers of co-teachers to cater to students' individual needs.
- **Arabic and Social Studies Books:** The Arabic and social studies departments had adopted the no-books approach to promote differentiation and meet students' individual needs.
- **Wifi:** As the world has become digital, the school had improved the Wifi coverage in the school to stay updated with latest educational trends and take learning to the next level.
- **Additional Tablets:** To maximize the integration of technology in education, considering its benefits in preparing the students for the 21st century skills and improving their performance, the school had supplied each classroom with several tablets to facilitate the process.

Teaching and Learning in 2020-2021

Despite all the changes, challenges and hiccups that were faced this year due to Covid 19 restrictions on students' and teachers' physical attendance, LSQ continued to be consistent in delivering quality teaching using the most effective tools.

Learning this year ranged between blended and entirely remote. LSQ leaders and staff were ready for all scenarios. We proactively planned for each and kept parents and students always informed. We reviewed the curriculum and prioritized certain learning goals. We could foresee the time limitations we would face trying to cover the entire curriculum, so we decided to omit or re-map some of the curriculum objectives.

Teachers this year worked hard to integrate a variety of new tools to engage students during live sessions. Both, the PD Committee, and the Digital Committee were always on the lookout for applications which can guarantee students' engagement in their learning. Thinkio, live worksheets, Live ED Puzzle, Genially, One Note were some of the applications and digital tools that teachers used this year to improve the quality of remote learning and live sessions.

Attending to both onsite and remote learners was quite a challenge at times especially in classes where students are supposed to do hands on activities, role play, experiments, and projects.

In addition, we shared weekly plans with parents and students. Students and parents could access learning resources which were uploaded on Teams on weekly basis. We ensured all live sessions were recorded and saved. In addition, we set plans to monitor the progress of underachieving students. Teachers scheduled support sessions with individual students and created small study groups which were run remotely.

Teachers, also, continued to differentiate instructions and provided students with tailored support and resources to ensure students are progressing well in their learning. Students' data from formative, summative and international assessments were used to inform teachers' decisions while tailoring support and tasks.

Assessment was ongoing and conducted remotely at times. We were very flexible in how we conduct assessments and tried not to create any unnecessary pressure on students and parents.

Assessment plans for the third term were amended in cycle 1. We spent considerable time thinking about the needs of different age groups, and we decided to cancel final exams and continue with

ongoing assessments for cycle 1 students. This helped us spare time to continue to teach and follow up on students' acquisition of learning.

Furthermore, we have noticed that students, parents, and staff became more technology savvy this year compared to 2019-2020. Students have become more confident using technology to study independently and in virtual groups. Parents and students could reach teachers and school leaders with ease via Teams which enhanced the learning process.

Professional Development

LSQ prides itself in a strong professional learning community which is facilitated and enriched by the PD Committee. The latter continued this year to facilitate customized training and support to all LSQ staff members and parents.

New Staff

The orientation period marked the beginning of the professional development journey this year. The PD committee was officially appointed to support and mentor the new staff members. Over 30 new joiners were contacted prior to their arrival in Doha. The PD Committee surveyed them and facilitated their training on a variety of essential topics and digital platform/resources.

New and Returning Staff

In addition to the PD sessions that were conducted in the first two weeks of school, the staff attended a variety of PD sessions throughout the year, some of which were webinars and summits run by external trainers and organizations. In addition, the PD Committee and the Digital Support Committee were keen on soliciting the needs and interests via surveys and scheduled feedback meetings. Both committees regularly looked for opportunities to optimize teachers' capacities to use technology to enhance students' outcomes especially during periods of remote and blended learning. Teachers were trained on new platforms, digital resources, and applications which helped improve the teaching and learning processes.

Professional Learning Communities

What was remarkable this year is the collaboration among different committees such as the School Improvement Committee, the PD Committee, the Data Committee, and the Digital Support Committee to deliver the best suited PD sessions for staff. As usual, the PD Committee continued to seek new talents and expertise from among the staff. Our group of inhouse presenters has grown to include 8 new presenters whom we can call upon anytime there is a PD need. Our trainers were successful in delivering customized support to staff from different sections across the school.

In the latest school engagement review, which was conducted by Cognia, the school was commended on a strong professional learning community which was evident in different ways across the school.

Highlights of 2021 Training Sessions

The pandemic has urged us to join educators, school leaders, counselors from around the globe to exchange ideas, reforms, resources, etc. Different staff members were registered in summits, webinars and virtual conferences which targeted the challenges we were and still are facing due to the pandemic. One of the titles was ‘Revisioning Education Post Covid 19’ and this summit was a reassurance on how our vision of education should transform to include more student-centered learning, enhance the role of the teacher as a facilitator, use data to inform planning and so on. ‘MAP Growth Data and Goal Setting’ was another workshop which focused on students’ learning loss on a global level due to pandemic. It explained effective ways for bridging learning gaps through analyzing data of individual students. Cognia organized a conference titled ‘Leading the Way’, which engaged educators in conversations that help tackle today’s toughest challenges. ‘Game-based learning’ and ‘Project-based learning’ were also among the workshops that some of our primary, middle, and secondary school coordinators have attended this year. Furthermore, the school has invested in training all senior and middle leaders on ‘The Seven Habits of Highly Effective People’ by Stephen Covey. The habits once embraced and practiced, they lead individuals to a successful life; professional and personal. All leaders received part 1 of the training and the rest of the sessions will be completed in 2021-2022.

Aligning Staff Professional Development to School Priorities

The PD committee worked closely with the school improvement sub-committee to align all PD sessions, practices, surveys and so on with school improvement priorities. This year, the focus was on utilizing data to inform decisions, improve school effectiveness and enhance students’ outcomes. The PD committee organized two PD sessions on the above topic where staff explored the difference between data driven and data informed practices and decisions.

Then, we continued with weekly PLCs on meeting students’ individual needs through differentiating instructions and providing support sessions. Teachers continued to work cooperatively and collaboratively to find creative ways to enhance students’ learning.

We have also conducted several PDs on Blended Learning; what it is, how it can be implemented, what resources are needed? This was in response to the situation that was imposed on all schools due to the pandemic. The approach was new to us likewise many educators around the world. We had to explore it in depth and adapt it to suit our context and the needs of our stakeholders.

Standards Based Assessment was another PD that was conducted in response to our school initiative to transform the current reporting system in cycle 1 to become more qualitative and descriptive of the student's strengths, progress, and areas for improvement. Follow up sessions are yet to be conducted in 2021-2022.

Parent Webinars

LSQ has organized two webinars for parents. The first one targeted all cycle 2, 3 and 4 parents. It discussed strategies parents could use to protect their kids while online. Parents were also advised on some preventive methods to avoid the harmful impact of the digital world on their children.

Primary parents have also attended a webinar organized by Qatar University titled 'Smart Start'. The purpose of the webinar was to emphasize the importance of children's nutrition, introduce the parents to the importance of applying healthy eating habits and active lifestyle for their children.

Accreditation Renewal

In February 2021, The Lebanese School had been reaccredited by “Cognia”, formerly known as “AdvancEd”, the leading accreditation organization whose aim is to improve and strengthen education to help students excel. Due to COVID-19, the visit had been conducted virtually via Zoom, during which members of the school’s Board of Trustees, the leadership, the school staff, the parents, and the students had been interviewed, and all the narratives and pieces of evidence submitted by the school had been evaluated to ensure the school had met the quality education standards. At the end of the visit, the school had received the Accreditation Report, which covers three domains, leadership, learning, and resources, detailing the school’s strengths and areas that needs improvement:

Strengths

- commitment to the purpose and direction
- effective governance and leadership
- engaging the stakeholders in meaningful and productive ways
- implementing strategies that improve teaching and learning
- effective learning culture
- high expectations and standards
- challenging and engaging curriculum
- quality instruction and comprehensive support
- effective assessment practices
- effective monitoring
- equitable distribution and utilization of resources
- support for staff professional learning
- adequate allocation and use of resources

Areas that Need Improvement:

- formal and systematic processes to evaluate and monitor programs’ effectiveness
- collecting and analyzing relevant data to inform planning and intervention
- formal and comprehensive technology plan

LSQ had achieved an IEQ of 357 as compared to Cognia's network average of 283.33, which indicates the school exceeds quality standards and is committed to a path of continuous improvement in the purpose of providing the best education for its students.

Career Counseling

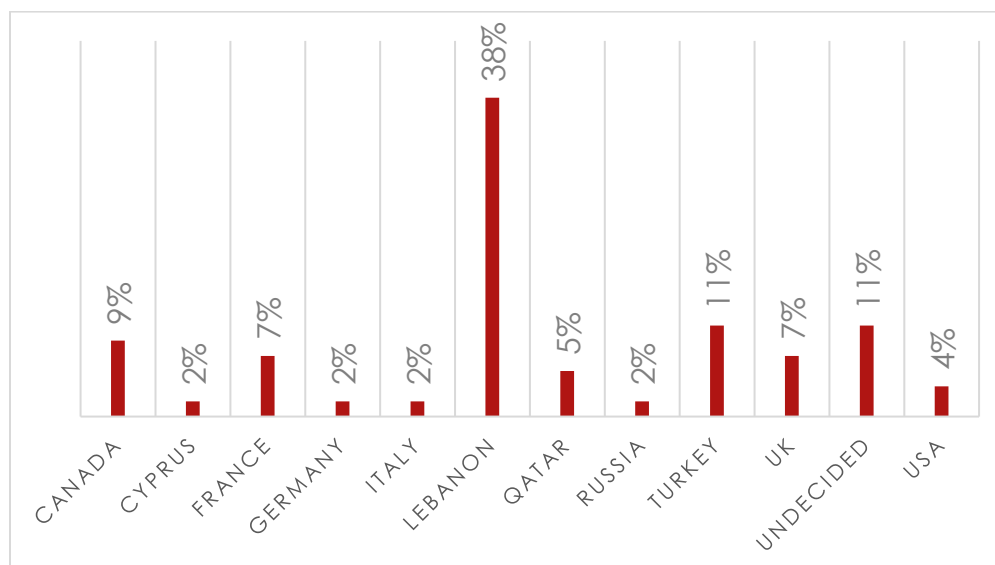
In line with the school’s vision, LSQ prepares its graduates for the global workplace and for higher education. Despite the pandemic, our students had the full experience of career counseling, both on Teams and physically, depending on their preferences and their presence on the school campus. The content and quality had remained the same as the previous years; however, there had been very few minor adjustments to ensure students’ safety.

At the beginning of the school year, our students attended the Career Orientation workshop, held virtually via Teams. In addition, they had taken part in LSQ University Fair, and had met with university representatives, university admission officers, and Education Basket, an education consultancy agency that aims at facilitating students’ experience with university admission requirements and processes, virtually on Teams and Zoom. Throughout the year, our students had had the chance of attending one-on-one career orientation sessions with the school counselor and participating in various extra-curricular activities organized by universities and local centers.

University Enrollment Data

Based on the data collected, 100% of our students are going to university next year.

Around 38% of the students are going to Lebanon, as opposed to only 5% staying in Qatar. The rest are joining different universities worldwide (Canada, France, USA, Turkey, etc...).



Cocurricular and Extracurricular Activities

In its belief that students' learning, progress, and well-being are a priority, and despite the pandemic and all the imposed restrictions, the school had provided its students the opportunity to engage in multiple co-curricular, extracurricular activities and events that foster collaboration, enhance the social and emotional well-being, and promote critical thinking, problem-solving, leadership and sportsmanship skills, among them:

1- Young Innovator Award 2020

In collaboration with Hamad Bin Khalifa University and Qatar Environment & Energy Research Institute, five students had represented LSQ in the Young Innovator Award 2020 by:

- drawing an expressive piece of art around ways to mitigate climate change and promote sustainability at our home and surrounding (for Gr. 1, 2, 3, and 4)
- preparing a research poster and PowerPoint presentation about the ways by which we face the climate change issue in our environment (for Gr. 5 and Gr. 6)

Though our students had not achieved the top ranks in the competition, they still had won as they had been able to gain insight about climate change and research pragmatic solutions. They had also received Certificates of Achievement from Hamad Bin Khalifa University in recognition of their efforts.

2- Reading Olympics

To support reading fluency and comprehension in Arabic, Cycle 2 and the M&S students had taken part in the "Reading Olympics" competition, organized by Ministry of Education and Higher Education in Qatar. Over the course of one month and a half, the students had had to read as many Arabic books as they could and then, participate in a virtual interview with judges who had asked them questions about the books they had read.

3- Mangahigh Math Competition

From KG2 till Grade 12, our students, French and English, had engaged in fun math activities and games to learn new concepts and skills, apply knowledge, and earn points, as a part of the

Mangahigh Competition that covers the regions of Middle East and Africa. Our students had competed fiercely against international schools and achieved the 1st place, with a total score of 78,007.

4- Qatar Debate

Our G10 and ES1 girls and boys had joined the platform “Discord” to debate virtually against other local and international schools’ teams about social, scientific, political, humanitarian, and economic issues in the Qatar Debate Secondary League tournaments. Our teams had refuted the other teams’ arguments in a democratic manner, utilized reasoning to present their point of views and arguments, and backed them up with solid evidence. All the participants had received Certificates of Participation. However, one of our EFL boys’ teams had made it to the Grand Final and achieved the 2nd place. Also, 2 of our students had been selected among the top 5 EFL speakers and received the “TOP EFL SPEAKER AWARD”.

5- THIMUN and GMUN

Throughout the year, our high schoolers had had the chance to participate in Model United Nations Conferences, GMUN and THIMUN, where they had joined minds with other delegates, and utilized diplomacy and public speaking skills to form alliances, negotiate, debate, and their research skills to draft and write policy statements and resolutions on social, financial, humanitarian, political, legal, and environmental problems that the world is currently facing.

6- Qatar Leadership Conference

A group of Grade 10 students had participated in Qatar Leadership Conference, one of the largest professional development conferences in the Middle East, which aims at nurturing the students’ social and leadership skills and motivating them to become global citizens. The conference had taken place virtually via Zoom, where our students had attended a series of workshops, led by prominent national and international speakers.

7- Imagine Qatar Olympic Sports Museum

“Imagine Qatar Olympic Sports Museum” is a competition in the field of literature and art, which aims at educating students about the Qatar Olympic and Sports Museum and enhance their

museum culture. Three of our Grade 11 students had participated in this competition, and one of them had achieved 2nd place by giving free rein to his creativity, envisioning how the Qatar Olympic and Sports Museum would be.

8- ORYX FM

In order to express themselves fluently in public and develop their oral skills, French Primary School students put themselves in the shoes of a journalist. They present a variety of subjects touching interesting themes such as global warming, reading, International Chocolate Day, discrimination.... Their show is broadcasted on Oryx FM, Qatar's French-speaking radio station every Monday.

9- Elections

Despite COVID-19, the school had not deprived its students of electing their Student Council representatives. The elections had taken place on "Teams", following the standards of transparency and integrity, to train the students to practice democracy, participate in decision-making and enhance their national values.

10- Independence Day and Qatar National Day

Considering the importance of raising cultural awareness and promoting the spirit of patriotism and loyalty, LSQ had celebrated both the Lebanese Independence and Qatar National Day. Wearing masks and practicing social distancing, the students had expressed their love for Lebanon and Qatar through projects, videos, and songs.

11- Among US

It is an interactive and engaging Math game, where our seventh graders had competed against each other. In two teams, crew members and imposters, the students had boarded their spaceships, preparing them for takeoff. The imposters had tried to sabotage the ships by preventing the members from performing their tasks, but the crew members had collaborated and utilized their problem-solving skills to solve the mathematical operations, decode clues, find the imposters, and kick them out of the spaceship. The mission had been successful, and the culprits had been caught. Medals and certificates had been distributed.

12- Art Exhibition Week

The 21st-century skills do not only provide a framework for successful learning in the classroom but also ensure students can thrive in a world where change is constant and learning never stops. In the “Art Exhibition Week”, the Middle Schoolers had unleashed their creativity and innovation and collaborated to produce project-based outcomes related to themes covered in class. The students had had the opportunity to express themselves in different aesthetic ways and their outcomes had been displayed during the last week of February.

13- Virtual Art Gallery

Education does not need a specific place or classroom to enlighten young minds. That is why the French Primary decided during this critical time where people cannot gather to unleash students’ creativity and imagination virtually.

To achieve this goal the students collected all their drawings throughout the year where they got introduced to several artists like Picasso, Chris Uphues, Todd Parr, Piet Mondrian, Romero Britto, and many others. They conveyed the style of each artist, learned their techniques, and expressed them through their drawings presented in a virtual art gallery

Children were able to communicate what they see, feel, and think using color, texture, form, pattern and different materials and processes.

14- Science Fair

Given the current situation, and in line with the precautionary measures imposed by the Corona pandemic, the Science Fair, this year, had taken place online via Genial.ly. Around 30 virtual projects had been displayed, ranging between scientific research, models, and experiments, highlighting students’ talents, innovation, and creativity.

15- Math Activity Week

This year the Math Day was held over two weeks. Across the French Primary section, all the students had the opportunity to participate in diverse mathematical group activities. Learners practiced the acquired math skills in the form of activities designed to develop team spirit and collaboration within a group. The activities aimed to encourage and enable students to recognize

that mathematics permeates the world around us, enjoy mathematics and develop patience and persistence when solving problems.

16- Sports Day

The Sports Day at LSQ had been a Sports Week. All the students of all grades had participated in sports activities in an atmosphere of collaboration and sportsmanship. For two whole weeks, the walls and corridors had been decorated to promote the importance of fitness and healthy habits. The activities were held in the outdoor playgrounds to ensure everyone's safety.

17- Arabic Language Week

LSQ continues its mission to promote the richness of Arabic Language among the students in the Primary Department with the annual Arabic Language Week. To encourage and strengthen the growing need to revive and preserve Arabic Language, the week was held in classes included educational games and activities with educational goals. Students were able to play and cooperate with each other in a safe and fun atmosphere.

18- Francophonie

Francophonie Day, on March 20, like every year, provides a chance to celebrate French Language in all its diversities. It is a great opportunity to raise awareness of the importance of the language and its connection to our community celebrating its richness.

This year, the celebration was extended over a week. Little learners across the department were invited to develop a series of cultural, artistic, and literary activities aiming to promote the richness of French Language and culture in all its forms, diversity, and inclusiveness.

19- Graduation

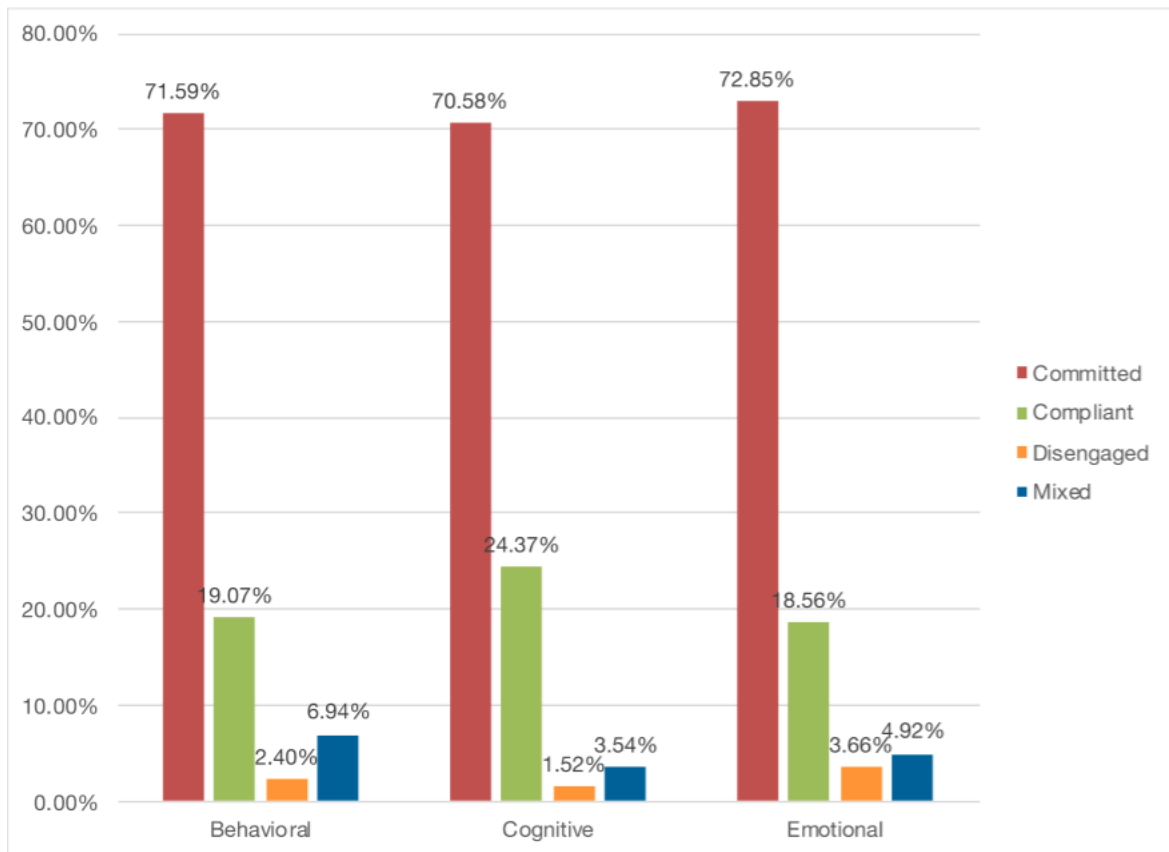
Under the theme of “Nothing Can Stop Us”, the LSQ Seniors had celebrated their drive-by graduation day! Wearing their caps, gowns, and masks, and maintaining social distancing, our students headed for the stage, previously set for this occasion, to receive their diplomas amid their families' cheers and clapping. After that, they had tossed their caps into the air, marking the beginning of a new phase in their lives.

Survey Results

Student’s Engagement Survey

The Student’s Engagement Survey was conducted for the first time in February 2021 as per Cognia’s request as they couldn’t physically be present on campus due to the COVID-19 Pandemic.

Below is the survey’s results and interpretation:



The above chart shows that the majority of our students are committed in all domains: Behavioral, Emotional, and Cognitive. On the other hand, a small percentage are categorized as disengaged. This reflects the fact that our students can see the intrinsic worth of their educational experience, and they realize how valuable it is for their development.

Perception Surveys

Perception surveys are conducted every year. They encompass different sections that target all stakeholders in the purpose of providing feedback for continuous improvement.

Below is a summary of the surveys' results which outline the school's strengths and areas for growths:

Strengths:

Based on the surveys' results, it can be noted that the majority of stakeholders agree that the Lebanese school has a clear mission and vision that focus on students' success and college readiness. They also concur that LSQ has high expectation of its students and strives to provide them with quality education in a highly safe environment by employing effective instructional and engaging strategies, different modes of assessment and integrating technology.

Areas for Growth:

Even though the school's score is still relatively high on the surveys' items, the school acknowledges the need to involve parents more in their children's learning process and school life and focus more on individual students. The school has taken the survey results into consideration and integrated these two items as goals in its SIP for the coming academic year.

LSQ will always strive for continuous improvement and will consistently analyze data to make data-informed decisions that serve the best interest of all LSQ stakeholders.

Student Assessment Data

The following is a highlight of what has been achieved as a result of implementing the LSQ School Improvement Plan.

a. Official Exams Results:

The success rate in the official exams witnessed a 2% increase, in the year 2017-2018, for the brevet to become a stable 100%. In the years 2019-2020 and 2020-2021, the students' success rate in brevet remained 100% due to the automatic promotion issued by the Lebanese Ministry of Education and Higher Education.

In the Baccalaureate Part II, the increase was achieved in 2018-2019, where the success rate reached the 100% and this was maintained until this year.

Our success record in the official exams is summarized in the table below:

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Brevet	98%	100%	100%	100% *	100%*
General Secondary	98%	98%	100%	100% *	100

b. DELF Results – (Diplôme d'études en langue française):

LSQ mandates the administration of the DELF Test in the French section for the following grades:

Class	Test
EB3	A1
EB6	A2
EB8	B1
ES2	B2

The following table summarizes the **success rate** of the DELF Test in all levels over the past five years:

Class	2016 - 2017	2017-2018	2018-2019	2019-2020	2020-2021
EB3	100%	100%	100%	100%	100%
EB6	100%	100%	100%	100%	100%
EB8	95%	100%	100%	x	100%
ES2	93%	100%	87.50%	x	87%

The above table shows that while EB3 and EB6 have maintained a 100% success rate across the years (2016-2021), EB8 has achieved the 100%, since 2017 till the present. As for the ES2, there has been a slight decrease in students' scores, with 87%, in 2020-2021, compared to 87.50% in 2018-2019, and 100% in 2017-2018.

Starting 2021-2022, the school will start examining individual students' averages, in EB3 and EB6, where the main focus will be on studying the percentage of students with a minimum of 70 over 100 for a better performance.

DELFL averages:

As shown in the table below, in 2017-2018, the students' scores in EB3, EB8, and ES2 have shown an increase compared to 2016-2017. As for the EB6, there has been a slight drop, from 95.16 to 91.84. Looking at 2018-2019, EB3 and EB6 results have improved while EB8 and ES2 scores have decreased by 2.5 points and 3.79 points respectively. In 2019-2020, the students' results in EB3 and EB6 have declined while EB8 and EB9 did not even sit for the DELF due to the pandemic. Reaching 2020-2021, EB3, EB6, and ES2 have made an effort that translated in an increase of 3 points, 1.1 points, and 1.58 points while EB8 has shown a light decrease of 2.9 points.

Class	2016 - 2017	2017-2018	2018-2019	2019-2020	2020-2021
EB3	88.74	89.63	92.02	87.2	90.2
EB6	95.16	91.84	95.32	89.2	90.3
EB8	75.84	83.8	81.3	-	78.4
ES2	69	70.91	67.12	-	68.7

c. SAT Results:

It is mandatory for Grade 11 students to sit for the standardized college admission test, the SAT, in reading, language and writing, and math. Our results over the four school years, reported in the table below, show an increase in students' scores, where in 2019-2020, 0% of the students scored less than 1000, compared to 5%, 23 %, and 16 % in the previous years. On the other hand, 58 % of the students scored above 1200, compared to 35 %, 31 %, and 32% in the previous years. This improvement is due to the extensive training and support students had received so they could master the comprehension and math skills needed for university admission.

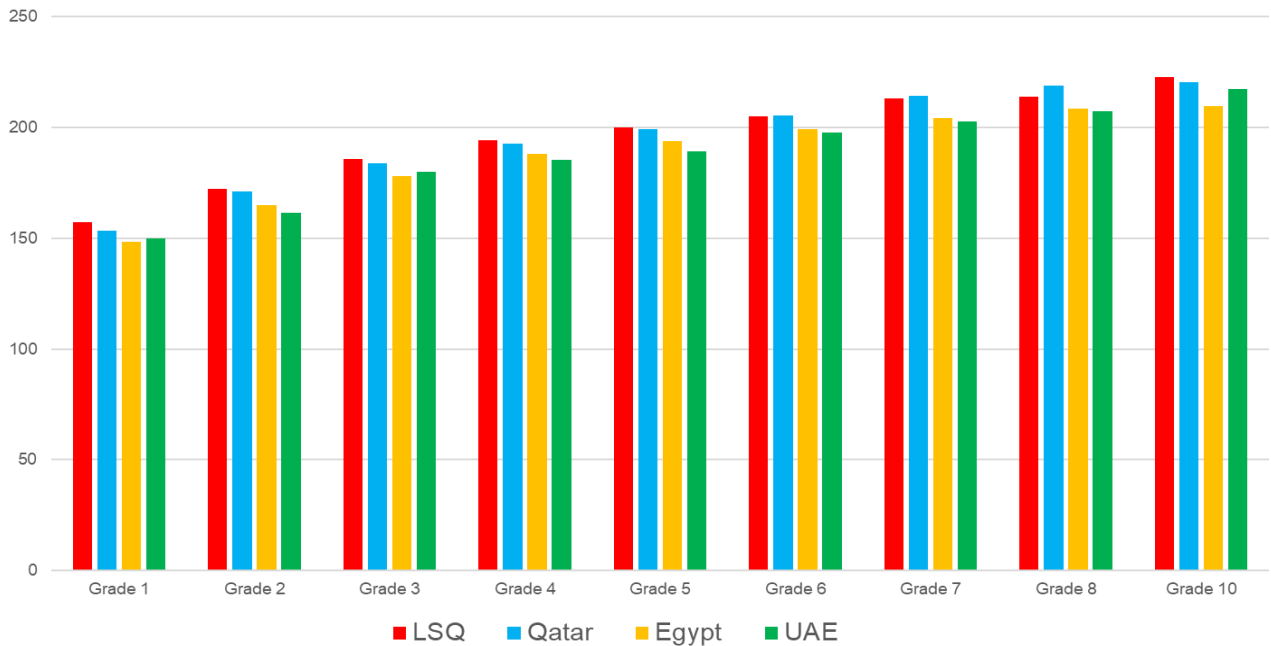
Due to the pandemic, our Grade 11 students this year had not had the chance to sit for the SAT as the test center had closed and cancelled the May test. The students will take the test during the first term of the upcoming academic year (2021-2022).

	Number Tested	> 1200	>1100	>1000	Below 1000
2016 - 2017	25	32%	68%	84%	16%
2017 - 2018	26	31%	54%	77%	23%
2018 - 2019	20	35%	60%	95%	5%
2019 - 2020	24	58%	87.5%	100%	0%

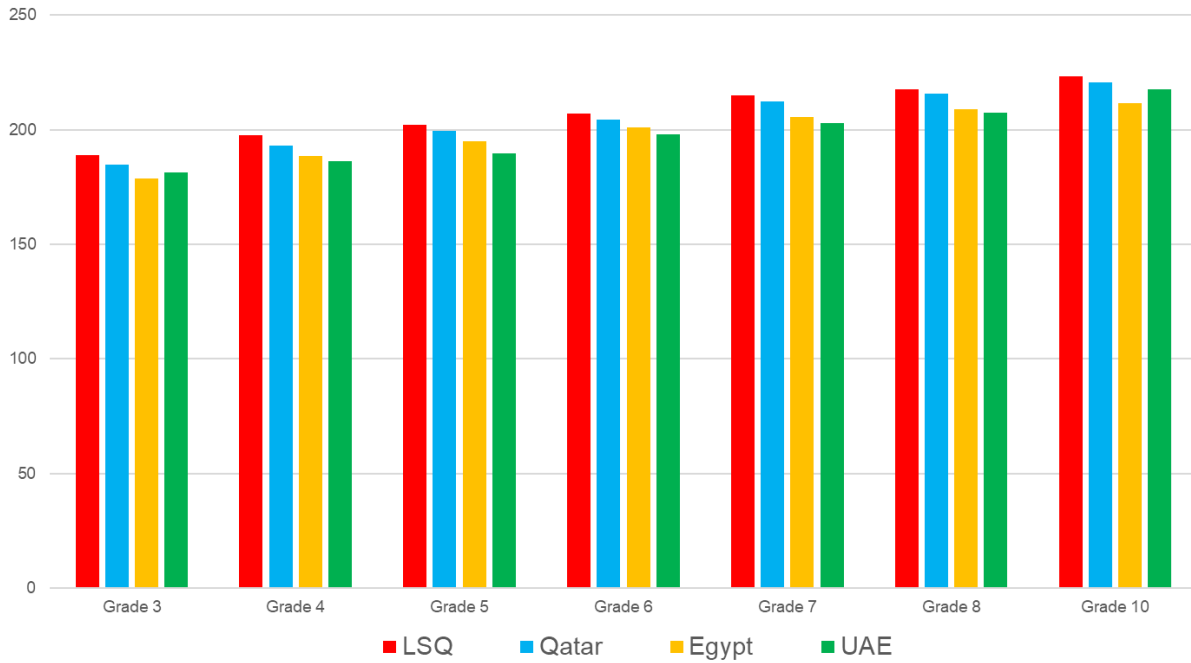
d. MAP Results:

MAP 2020 is the first standardized assessment our students take after the emergence of the pandemic and the sudden closure of the school in Spring 2020. The following graphs show the results of LSQ students compared to the results of students in the region in the three subjects Reading, Language Arts, and Math.

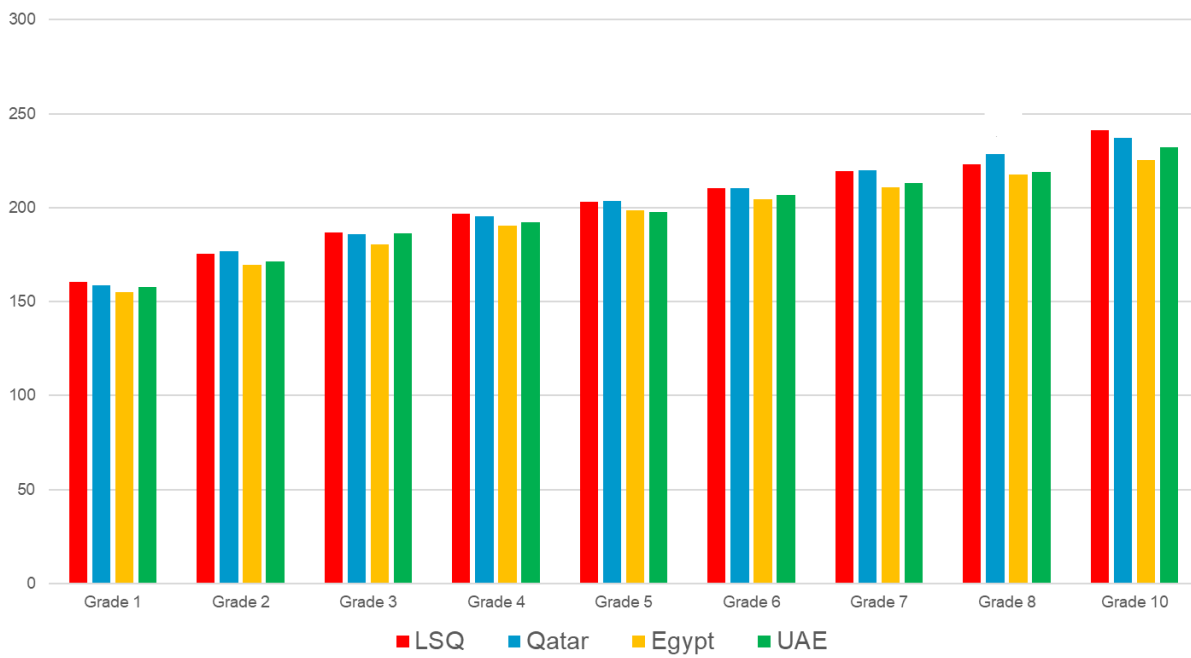
Fall 2020 - Reading



Fall 2020 - Language



Fall 2020 - Math



In the previous years, our results were considerably higher than all the schools in the region. This continued this year, but we noticed a slight decline in the results of Gr. 2, Gr. 7, and Gr. 8 compared to the results in Qatar. The number of schools who performed the test this year might be a factor here in addition to the quality of the schools that were able to maintain their academic journey despite the pandemic.

e. Local Assessment - Results for Grades 4 and above by Category (Year to Year): In this type of data analysis, we consider two categories of students' ranks, according to achievement; those receiving a final average score of 11.99 and below and those receiving a final average score of 12 and above. The first category includes average, below average, and failing students. The second category includes high achieving students, ranging from good, very good, to outstanding. The table below shows the percentage of students in both categories, for five consecutive school years, 2016-2017 to 2020-2021.

	11.99 & below	12 & above
2016 - 2017	11 %	88.73 %
2017 - 2018	14.63 %	85.37 %
2018 - 2019	13.51 %	86.49 %
2019 - 2020	10.22 %	89.78 %
2020 - 2021	12.5%	87.75%

The data in the table shows an increase in the percentage of the students with “12 and above average”, and a decrease in the low achieving students up till the year 2019-2020. The slight decrease in 2020-2021 could be because of the change in modes of assessment and the switch to blended and remote learning during the year. Assessment results and student outcomes during and post the pandemic are two hot and controversial topics to all educators around the globe. Both topics are yet to be explored and studied.

f. Local Assessment - Final Average per Grade as a Measure of Program Impact: The Final Average for all grades 1-12 in both English and French sections, as a measure of program impact for the six school years, 2015-2016 to 2020-2021 (on the scale of 0 over 20) is as follows:

	Final Average
2015 - 2016	15.1
2016 - 2017	16.1
2017 - 2018	16.45
2018 - 2019	16.51
2019 – 2020	16.53
2020 - 2021	16.6

The table shows a steady increase in the final average throughout the years; from 15.1 in the year 2015-2016 to 16.6 in 2020-2021. This is due to the improved quality of teaching and learning as a result of professional development, the increase in students' engagement, and the adoption of differentiated instruction, as delineated in the School Improvement Plan.

g. Local Assessment - Percentage of “Retained” students scoring below 10 over 20: The percentage of “retained” students, grades 4-12, French and English, due to receiving a final average of below 10 on the scale of 0 - 20, for the last five school years, starting 2016-2017 till now is shown in the table below:

	Retained
2016 - 2017	4.14%
2017 - 2018	2.79%
2018 - 2019	3.64%
2019 - 2020	0%
2020 - 2021	1.11%

The data shows that the percentage of retained students over the 5 years is less than 5%, with a high of 4.14% in 2016-2017, and 3.64% in 2017-2018, compared to 2.79% in 2017-2018 and the lowest score of 1.11% in 2020-2021, which meets our objective of maintaining a success rate of 95%.

Despite the fact that in 2019-2020, the retained rate was 0%, it must be noted that it was an exceptional year due to the pandemic and the automatic promotion issued by the Lebanese Ministry of Education and Higher Education.

h. Local Assessment - LSQ Dropout Rate: A student who gets retained two years in a row, at one grade level, is not allowed to re-enroll, at LSQ, the third year, at the same grade level, and is considered a dropout. The rate is calculated by dividing the number of students in this category for all grades (4 to 12) by the total number of students enrolled in those grades. The percentage of students in this category for the five years, starting with 2016 – 2017 up to 2020 – 2021 is:

	Drop-out
2016 - 2017	0.80%
2017 - 2018	0.12%
2018 - 2019	0.11%
2019 - 2020	0%
2020 - 2021	0%

Looking at the table, the data shows that the drop-out rate in the year 2016-2017 was at its lowest 0.8 % compared to 0.12% in 2017-2018, and 0.11% in 2018-2019. Despite the slight increase, the rate is still considered negligible by the standards of schools in the USA and around the world. In 2019-2020, the percentage dropped to 0%, due to the pandemic and the automatic promotion issued by the Lebanese Ministry of Education and Higher Education, which subsequently affected the percentage of 2020-2021.

LSQ Budget Breakdown

Academic Year	2017 - 2018		2018 - 2019		2019 - 2020	
Number of students	2,283		2,521		2,677	
	Amount (QR)	%	Amount (QR)	%	Amount (QR)	%
Salaries & other benefits	33,701,840	73.51%	40,615,739	71.99%	43,762,858	74.69%
General & Administrative Expenses	5,518,904	12.04%	7,323,610	12.98%	5,867,707	10.01%
Depreciation Expenses	4,225,018	9.22%	5,911,855	10.48%	6,012,676	10.26%
Cost Related to Sales	2,399,092	5.23%	2,565,723	4.55%	2,951,480	5.04%
TOTAL	45,844,854	100%	56,416,927	100%	58,594,721	100%

Salaries & Other Benefits:

As The Lebanese School is committed to the highest standards of education, a major focus is granted to hiring a high caliber staff. This is reflected in the salaries and other benefits, which represent around 75% of the school's total budget. The change as compared to the previous year is attributable to the increase in the number of academic staff, in relation to the increased number of students the school is accommodating, and at the same time to maintain the high level of education.

General & Administrative Expenses:

Despite the additional incurred costs due to the pandemic, the school managed to reduce its general & administrative expenses as compared to the previous year.

Depreciation Expenses:

The Lebanese School allocates part of its annual budget to capital expenditures to maintain and enhance the safe and healthy environment at the school's premises. The result is an increase in the depreciation expense due to the upgrading of the school's fixed assets.

Cost Related to Sales:

The rise in the cost related to sales is due to the increase in shipping costs worldwide due to the Pandemic, as well as the increase in the number of students, as additional quantities are required.

Closing

At LSQ, we remain focused on continuous improvement. We are confident in our initiatives that increase student opportunities, provide rigorous instruction, and enhance student engagement.

We applaud the dedication and passion consistently demonstrated by all our stakeholders. We pledge to continue to invest in curriculum enhancement, and to provide robust professional development on effective practices proven to eliminate achievement disparities and elevate school improvement.

We remain highly committed to increasing achievement for all students while addressing the achievement gaps. We will embrace effective teaching characterized by rigorous and personalized learning. We do all this while ensuring that students have a sense of well-being in a safe environment.