# School Quality Review Meta-Analysis

# Mountain View Whisman School District

November, 2015

# School Quality Review Meta-Analysis

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| **District Name:** | Mt. View Whisman School District |
| **Superintendent Name:** | Dr. Ayinde Rudolph |
| **Address:** | 750 San Pierre Way |
| | Mt. View, CA 94043 |
| **Review Date(s):** | October $1^{st}$ – $16^{th}$ |
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Cambridge Education

# Issue and revision record

| Revision | Date | Originator | Checker | Approver | Description | Standard |
|---|---|---|---|---|---|---|
| 0 | | Doug Heineke | | | Report Template | |
| [ALL] | Nov 12 -23 | Trevor Yates | Melissa Lara | Doug Heineke | v1-FINAL | |

# Contents

# 1 Project Description

## 1.1 Introduction

On July 1st, 2015 Dr. Ayinde Rudolph officially began his post as Mountain View Whisman School District's Superintendent. As part of his 100-day superintendent plan for MVWSD, Dr. Rudolph requested that Cambridge Education deliver a district-wide, comprehensive Quality Review program that will set a benchmark for improvement. The Quality Review program included the following:

- a School Quality Review (SQR) orientation for principals
- SQR training for up to 20 district personnel
- a two-day SQR for each school in the district (8 elementary and 2 middle schools)
- a meta-analysis report of the school findings
- focused improvement planning for all 10 schools
- District Quality Review (DQR)

> *This is one of the best professional learning experiences that I've been a part of in the last several years. Thank you for being honest and critical about how we view ourselves and how we actually present.*
>
> - Mt. View Principal

Cambridge Education's Quality Review program is intended to form part of an over-arching accountability framework within the district. The program moved through a number of phases, from capacity building to a wide ranging school improvement strategy. As it evolves it is envisaged that it will become an invaluable source of professional development for principals, the Central Office, and other Mountain View Whisman staff.

Each school's SQR was completed over two days by a team of two Cambridge Education Reviewers. The resultant reports were prepared by the Lead Reviewers based on the evidence collected and the assessment made by both reviewers. Evidence was collected via classroom observations; interviews with the administration; and focus groups with students, teachers, parents and other stakeholders.

> *What a wonderful opportunity to learn from and collaborate with experienced, knowledgeable educational evaluators! Thank you.*
>
> - Mt. View Principal

Principals were supported through every stage of the process so that they could clearly understand how judgments were reached. Also, the criteria used to form judgments, supported by the examples in the rubrics, give clear guidance to both reviewers and schools.

The training program was a cornerstone for capacity building. Cambridge Education trained principals and central office administrators, which helped to prepare schools for their SQR visit and, increasingly, effective school self-evaluation as a school improvement activity throughout the district. Many of the participants in the training session declared that the training was some of the most useful professional development they have had in recent years.

Lead Reviewers report that the quality of the Self-Evaluation Forms (SEFs) reflected a deep level of thought and reflection about the work in each school. Mountain View Whisman school leaders assert that completing the SEF provided many opportunities for professional dialog within the school. Schools receive affirmation of the SEF process through their review; school leaders now perceive the power of the SEF as a means of gathering qualitative data. As a result, both the SQR and the SEF are now feeding into meaningful and focused school improvement planning.

> *The areas identified were coherent with the areas identified by the team in the development of our turnaround plan and these findings will definitely help move us forward.*
>
> - Mt. View Principal



**Principal Feedback**

Legend: Totally Agree, Agree, Somewhat Disagree, Disagree

Categories: The reviewers prepared…, The reviewers worked…, The demands placed on the school…, The reviewers communicated…, The feedback given at the end of…, The judgments about the school…, I will share the review…, Overall I am satisfied with the way…
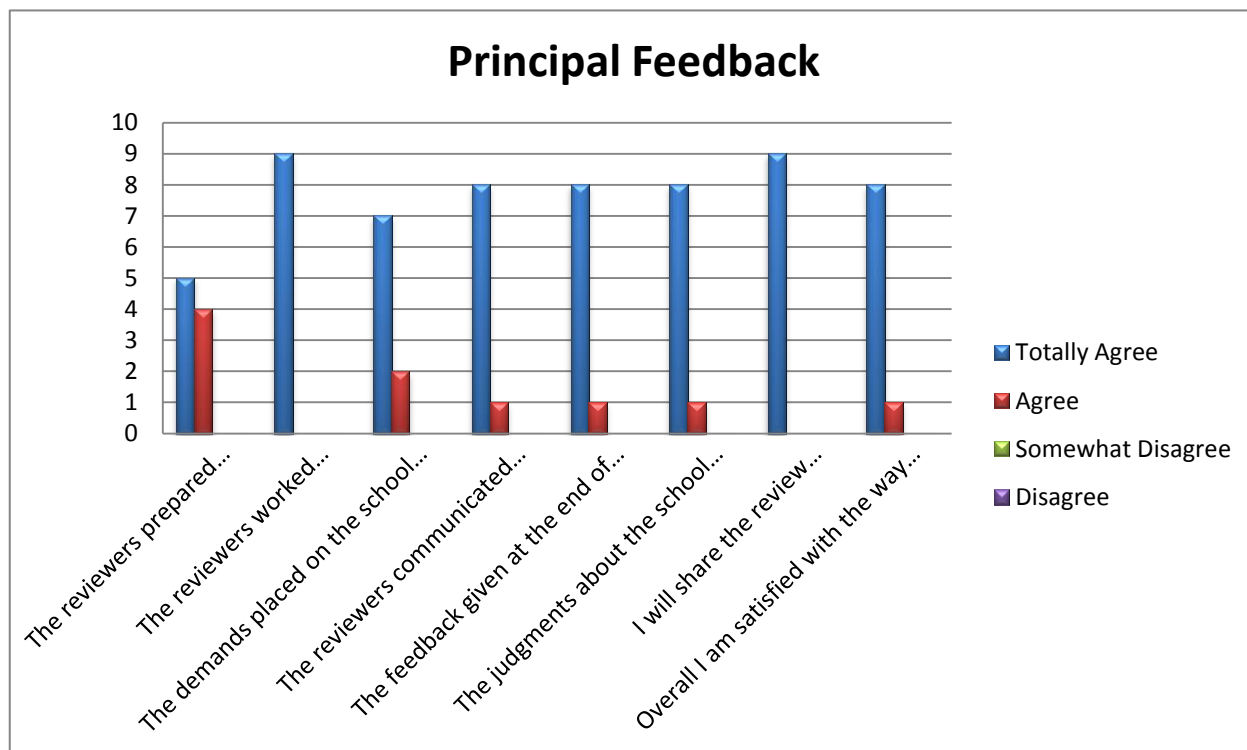
## 1.2 The SQR Process

The process adopted by Mountain View Whisman School District has two defined features:
- Development of internal capacity for school accountability
- Design, development and implementation of a school accountability initiative and procedures, intended to raise achievement in MVWSD schools

Internal capacity building has provided a strong foundation for the accountability initiative. This has been delivered by:

- Face-to-face training delivered by Cambridge Education lead trainers, intended to utilize and develop the skills of MVWSD school and district staff
- Technical assistance provided jointly by Cambridge Education working collaboratively with senior education staff within the District

> *I really appreciated the knowledge base the reviewers had to look for areas of success and areas of improvement. I loved hearing their feedback. They made me feel comfortable and at ease. Their feedback was spot on.*
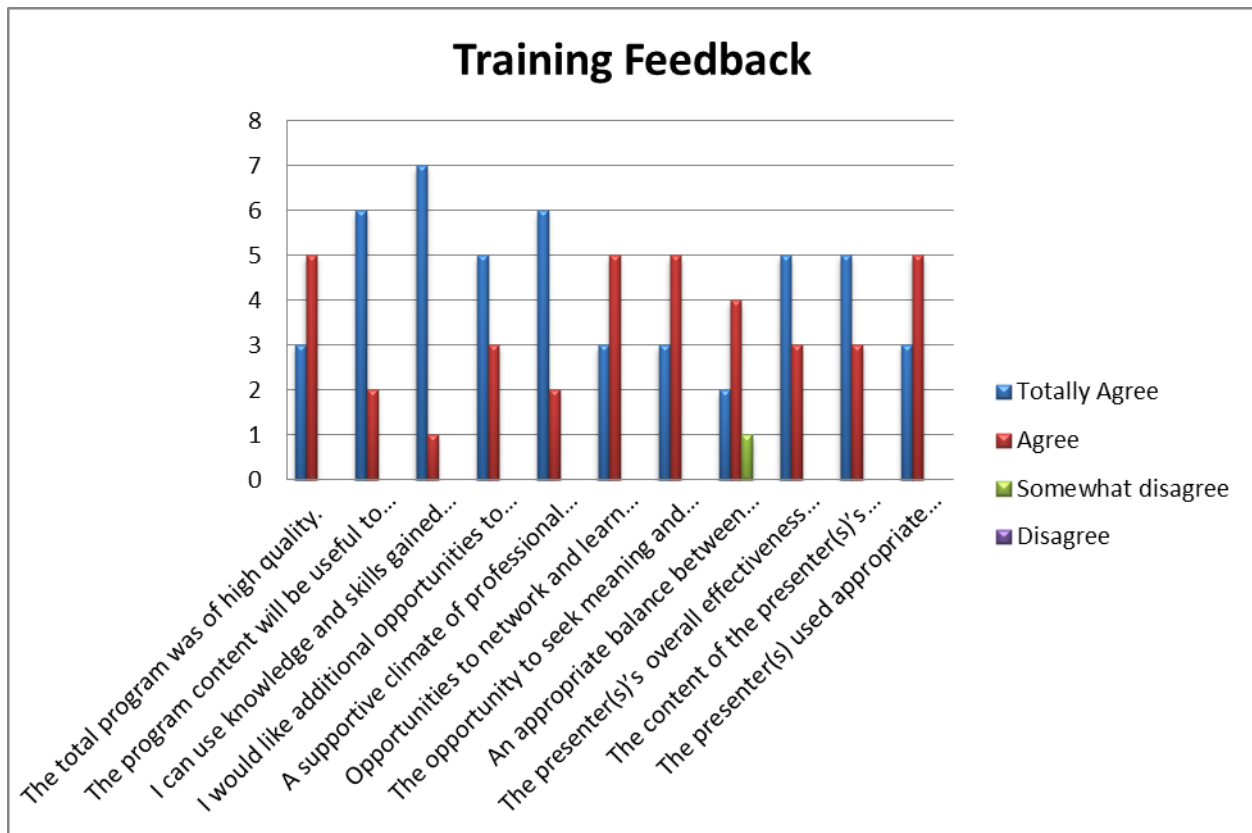>
> – Mt. View Principal

All SQRs were led by an experienced Cambridge Education lead reviewer, selected for their proven expertise in the process of school review, whose main role was to ensure that the school had a rigorous and worthwhile SQR, so that the outcomes for action are useful and valuable to the school. They were also responsible for writing the final report. The activities undertaken by reviewers during their two days in schools proved to be highly effective in reaching professional evaluations against the SQR rubric.

School administrators particularly valued the discussions that they had with Lead and Team Reviewers. These discussions provided a genuine "outsider view" of their school's strengths and weaknesses.

> *I found the Principal Interview(s) to be a great reflective exercise and gave me the opportunity to ask follow-up questions.* – Mt. View Principal

> *THANK YOU! I learned a great deal from the training. It was extremely helpful as a site administrator.* – Mt. View trainee

## Training Feedback

The total program was of high quality.
The program content will be useful to...
I can use knowledge and skills gained...
I would like additional opportunities to...
A supportive climate of professional...
Opportunities to network and learn...
The opportunity to seek meaning and...
An appropriate balance between...
The presenter(s)'s overall effectiveness...
The content of the presenter(s)'s...
The presenter(s) used appropriate...

Legend:
- Totally Agree
- Agree
- Somewhat disagree
- Disagree

The School Quality Review has three stages:
Stage 1: Preparation
Stage 2: School visit
Stage 3: Final report

**Stage 1: Preparation**
During Stage 1, schools were contacted initially by the Cambridge Education administrative staff and then by the lead reviewer to ensure they were fully aware of the process and to set up the visit. The school completed a Self-Evaluation Form (SEF) which, along with the school's improvement plan and any district/state level data, provided the starting point for the review. The lead reviewer prepared a pre-review briefing note for team members based on the analysis of this information to set the review in context.

**Stage 2: School visit**
During Stage 2, the review teams were in school for two days, following an intensive daily schedule of classroom visits, discussions, interviews, focus groups, and work scrutiny. Class visits were the cornerstone of the school visit, observing *how students learn* as a result of the teaching they experience. All evidence was recorded in a record book, in which each team member kept their own notes and evidence. At the end of the two days, the review team reported back to the administration on the team's agreed key factors that support and limit effective student learning.

**Stage 3: Final report**
The evidence gathered during the two days was synthesized into a written report, which reflected the analysis of each school's strengths and areas for improvement, along with an evaluation of how well the school met
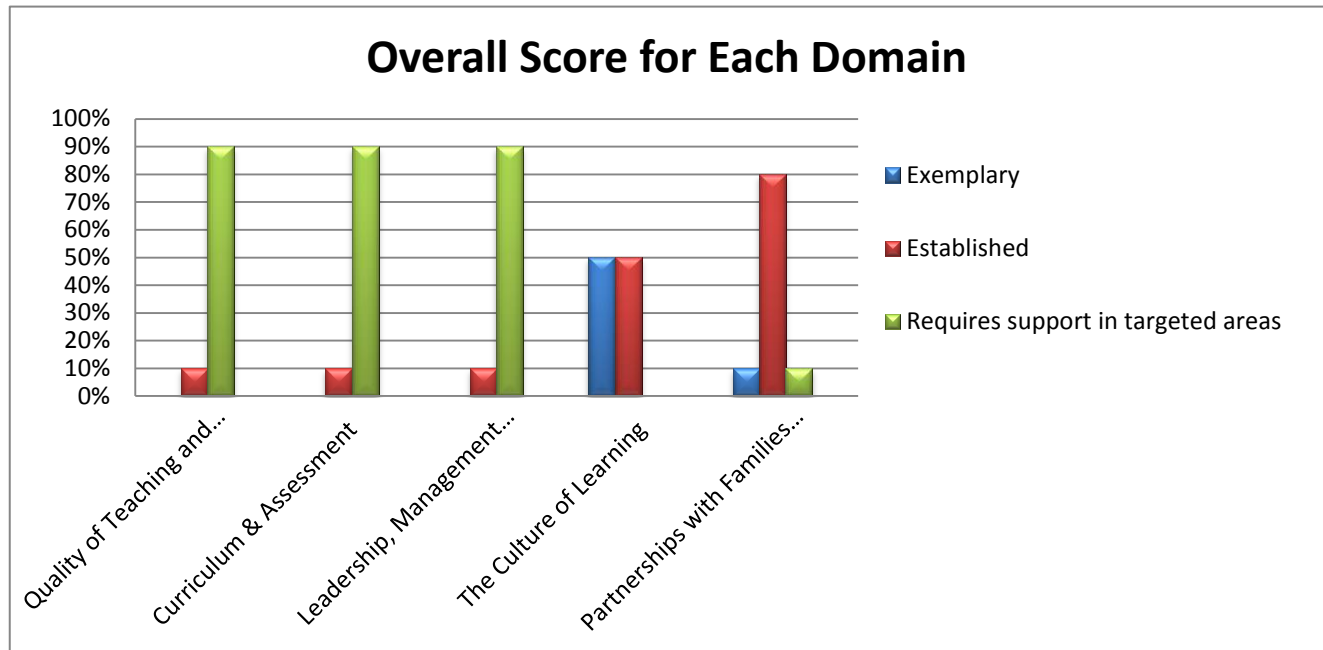
each of the five SQR domains in line with the four evaluation grades. To ensure quality, consistency and accuracy, Cambridge Education ensured the following:

- All reports went through three quality assurance reads
- All reports were calibrated to ensure consistency of grading/judgments
- Record books were checked for documentation
- All reports were sent to the school for factual accuracy check prior to publication

*I appreciated the PD on several levels. I feel that I really understand the process that the sites will be going through and can knowledgeably answer questions.  I also liked learning about how questions are designed for focus groups.  This will help me as I work with principals and teachers.*

– Mt View Trainee

# 2   Overall Outcomes

## Overall Score for Each Domain

A bar chart titled "Overall Score for Each Domain" with a y-axis ranging from 0% to 100% in 10% increments. The x-axis categories are: Quality of Teaching and…, Curriculum & Assessment, Leadership, Management…, The Culture of Learning, Partnerships with Families… Legend: Exemplary (blue), Established (red), Requires support in targeted areas (green).

### 2.1   What the Schools Do Well

The district's schools demonstrate much strength. In all schools reviewed, the **Culture of Learning** was consistently given the highest rating.

The average rating for the Culture of Learning across the schools reviewed was 3.5 out of a maximum of 4, and every school scored very highly, ranging between 3.0 and 4.0. This emerged as an aspect of school ethos that can be used as an important building block to support future development. Schools are successfully encouraging positive attitudes towards education in very many students. They want to learn and are very frequently willing and compliant.

In all schools it was reported that school leaders and staff ensure that the school provides a learning environment that is safe, respectful, challenging and welcoming. In all schools it was also reported that the school leaders and staff promote, show respect for and maintain positive relationships with all members of the school community. Furthermore, in all schools staff members model and reinforce expectations of appropriate behavior. The challenge is in leveraging these positive attitudes toward creating a more flexible and rigorous approach to learning and teaching.

In addition to the Culture of Learning, **Partnerships with Families and the Community** has also emerged as an area of strength in all except one school. While the average rating for this aspect was 2.9 out of a maximum of 4, the scores ranged from 2.3 to 3.7. All schools have had success in encouraging families to advocate for their children and to contribute positively to the development of the school as a learning community. It was also reported that in 8/10 schools the school leaders and staff place a high priority on regularly communicating with families to build collaborative relationships and to engage them as partners in the learning of their children. In 9/10 school leaders and teachers encourage families to participate in the decision making process

within the school. This focus on partnering with families and the community is having an increasingly positive impact on the Culture of Learning

**Aspects of Leadership, Management and Accountability** are established in many schools. The average rating across the 10 schools was 2.4 out of the maximum of 4. The strongest area was that school leaders implement effective measures to promote good attendance and reduce truancy and tardiness, with all school leaders achieving an established rating. Another particularly strong area is in creating and implementing policies and practices, including school-wide behavior management, that enable the school to run smoothly, providing a climate conducive to learning, in which 6 schools were rated as established and 2 as exemplary.
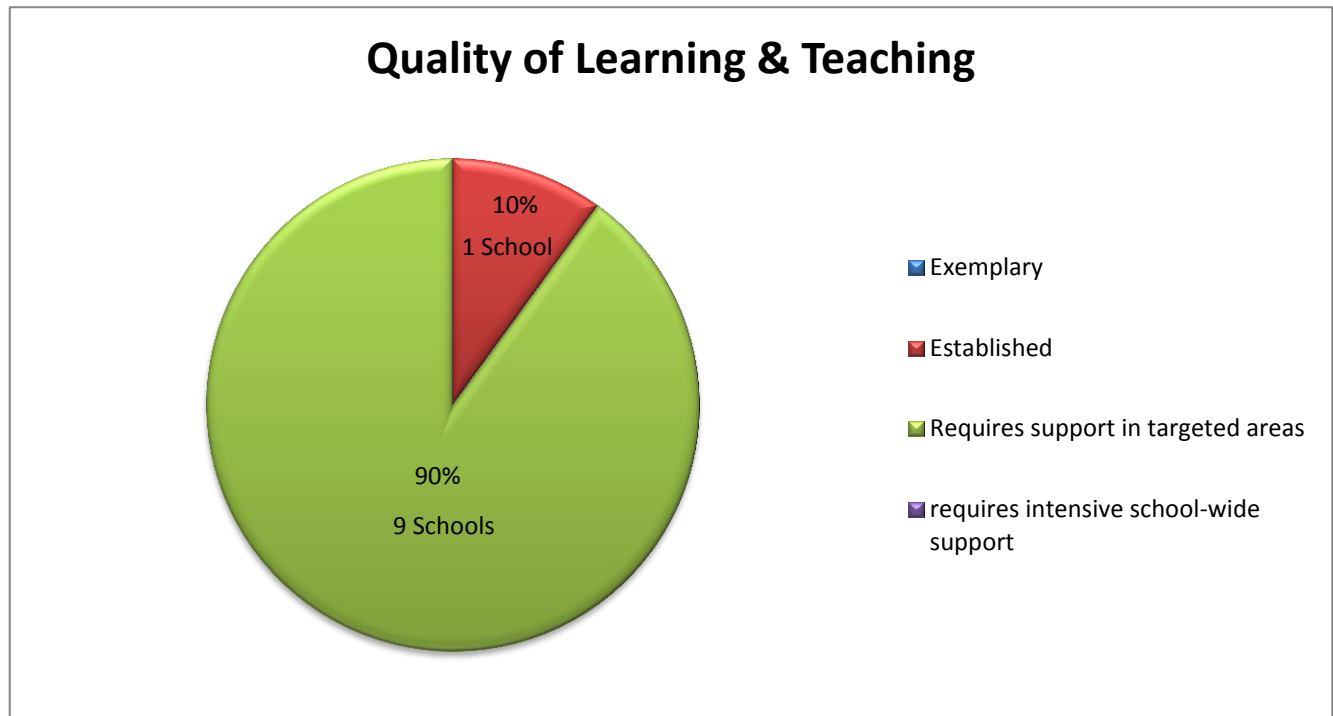
## 2.2  Where Improvements Are Needed

The most significant and consistent area for improvement that emerged from the SQRs is the **Quality of Learning & Teaching**. The average rating was only 2.1 out of a possible maximum of 4, and only one school achieved an established rating; the remaining 9 schools all require support in targeted areas. **Curriculum & Assessment** also rated 2.1 overall out of a possible 4.0. Like Learning & Teaching, 9/10 schools were identified as requiring targeted support; only one school achieved an established rating. Most notably, teachers are not using assessments effectively to plan instruction that meets the learning need of all students and guides student grouping (avg. 1.6), and teachers are not involving students in setting individual improvement goals and the assessment and detailed analysis of student work (avg. 1.7). In addition, day-to-day formative assessment of students' ongoing work is often a weakness. Limited use of formative assessment prohibits the modification of the approaches in lessons or teachers' subsequent planning to target students' learning needs. For example, too often teachers use only praise when commenting on students' work, and there is still not enough constructive commentary to enable students to "fill the gaps" in their knowledge and understanding. There was a clear link between lack of high expectations and student progress and achievement. Generally, not enough use is made of rubrics to inform students of expectations or display exemplary work related to these to illustrate high quality.

Leadership, Management and Accountability requires supported in targeted areas in the majority of the schools, and there is a lack of consistency across the sub-domains, with the average rating varying from 1.9 to 3.0. In only one school was the school leader's use of a wide range of data to assess the impact of learning and teaching on student outcomes rated as established. In seven of the schools these components were identified as requiring targeted support, and in two of the schools this area was identified as in need of intensive support.

# 3  Outcomes by Review Criteria
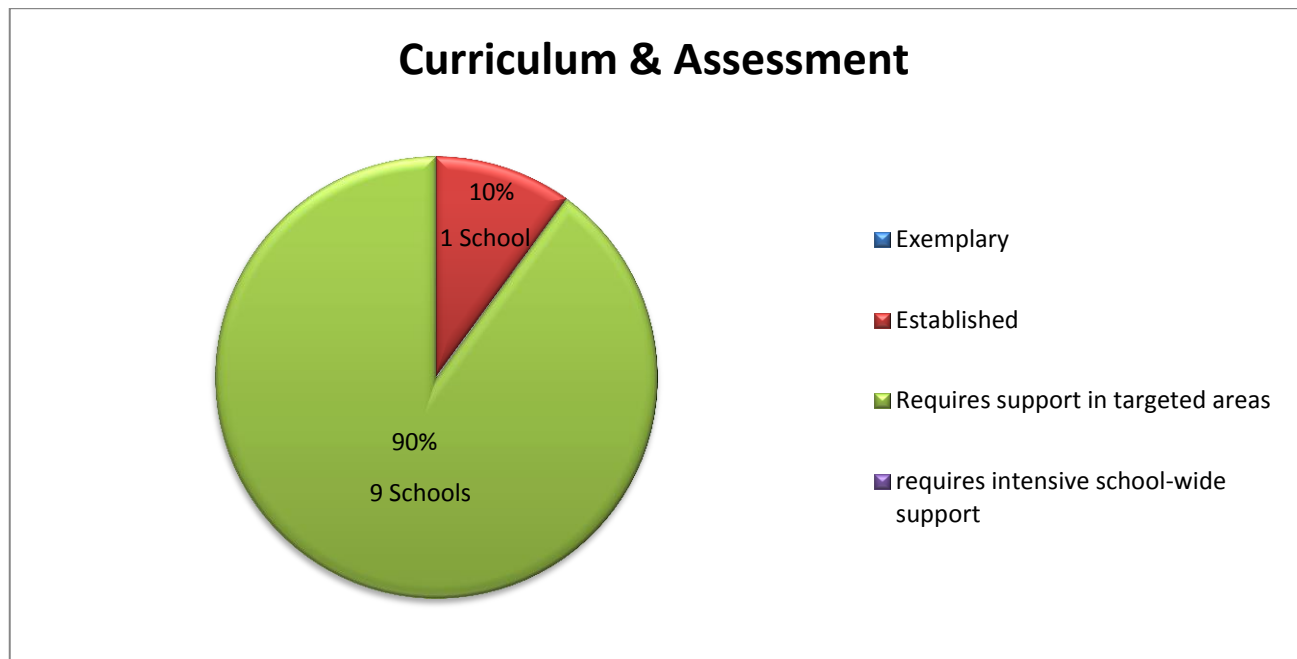
## 3.1   Domain 1: Quality of Learning & Teaching

**Quality of Learning & Teaching**



- Exemplary
- Established
- Requires support in targeted areas
- requires intensive school-wide support

| Domain 1: Quality of Learning & Teaching | | | | | | |
|---|---|---|---|---|---|---|
| Criteria | The extent to which... | Avg | | Criteria | The extent to which... | Avg |
| 1.1 | **Teachers make use of a wide range of assessment data from multiple sources to plan instruction that meets the learning needs of all students and guides student grouping.** | 1.6 | | 1.7 | Teachers organize resources and the learning environment to promote the achievement of learning objectives. | 2.1 |
| 1.2 | **Teachers use their knowledge and understanding of the subject content to plan lessons that are aligned with state standards and that effectively motivate students in their learning.** | 2.1 | | 1.8 | **Teachers explain tasks clearly and make learning interesting and accessible to students with different learning styles.** | 2.0 |
| 1.3 | **Teachers identify learning objectives and success criteria that are measurable, shared with and well understood by the students, and referenced throughout lessons.** | 1.9 | | 1.9 | Teachers use effective questioning and discussion strategies to check for understanding and to promote student thinking. | 2.0 |
| 1.4 | Teachers plan and teach lessons that ensure that all students are becoming independent learners, critical thinkers, and thoughtful problem solvers. | 1.9 | | 1.10 | Teachers involve students in setting individual improvement goals and in the assessment and detailed analysis of student work. | 1.7 |
| 1.5 | Teachers provide students with frequent opportunities to discuss their learning and to work collaboratively in groups. | 2.4 | | 1.11 | Teachers provide frequent and specific feedback and explain the steps that students need to take to improve their work. | 2.0 |
| 1.6 | Teachers manage student behavior effectively and support the development of the social and emotional learning needs of their students. | 2.9 | | 1.12 | Teachers incorporate digital technology into their lessons. They develop and apply appropriate technological skills to support the achievement of learning objectives. | 2.2 |
| | | | | | **Average for Domain 1:** | **2.1** |

## Domain 1: Quality of Learning & Teaching (cont.)

- The review teams found a wide variation across the sub-criteria, both between schools and across the grade levels within the same school.
- In the majority of classes, teachers manage student behavior effectively. However, too little of the instruction was sufficiently challenging or engaging for the majority of the students. In too many lessons instruction was aimed at the class average rather than meeting the varied needs of the students. Many students were succeeding in spite of the quality of instruction for the reasons cited above.
- While there were some strengths in aspects such as teachers' subject knowledge and students' positive response to opportunities for collaborative working, there were marked weaknesses in other areas.
- The main areas of weakness centered on the narrow range of instructional strategies used by teachers, which often failed to engage or excite students. In addition, there was a lack of in-depth questioning to probe students' understanding.
- The other major aspect for improvement is in teachers' use of various forms of data, including ongoing, formative assessments during lessons, to adjust their instruction to students' identified needs. There was insufficient focus on the "next steps" for students to take. Teachers do not use formative assessment well enough to set short-term, measurable learning goals that are both challenging and measurable.
- There were too few examples of the use of the data to plan effectively for students' specific needs. As a result, much of the teaching was to the middle, with few examples of effective differentiation based on the teachers' knowledge of the students' performance.
- A theme that comes through a number of reports relates to the quality of teachers' lesson learning objectives. These were rarely sharp and measurable or informed students of what they were working towards or how to grade themselves against these goals. Students were also not returned to at the end of lessons to evaluate the success of the teaching and learning and gains in students' understanding.
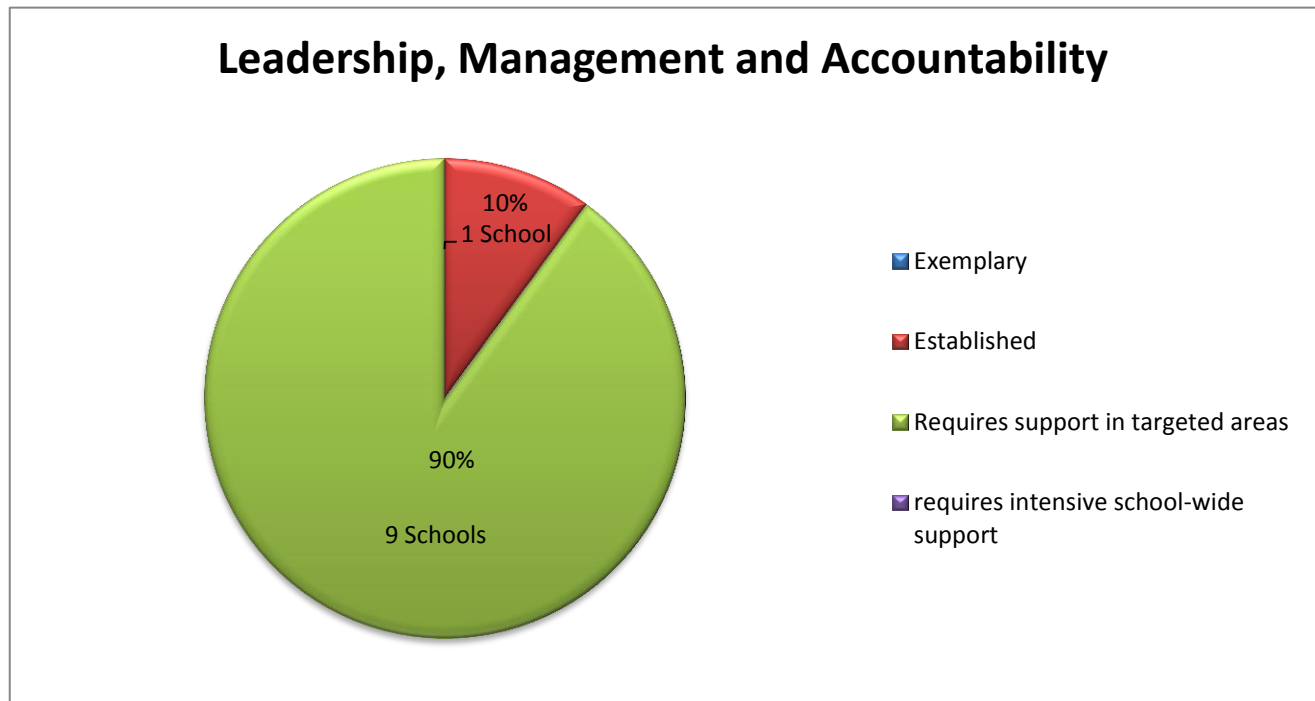
### 3.2 Domain 2: Curriculum & Assessment

## Curriculum & Assessment



- ■ Exemplary
- ■ Established
- ■ Requires support in targeted areas
- ■ requires intensive school-wide support

10%
1 School

90%
9 Schools

| Domain 2: Curriculum & Assessment | | |
|---|---|---|
| Criteria | The extent to which… | Average |
| 2.1 | School leaders and teachers ensure that the school curriculum is aligned to state and district standards. | 2.0 |
| 2.2 | **The curriculum is rigorous and balanced and provides all students with access to a full range of interesting and relevant learning experiences, including the arts and physical education.** | 2.2 |
| 2.3 | The curriculum is supported by periodic common assessments that are aligned to state standards and state tests and that are used by teachers to identify student learning needs and informs decisions made by leadership. | 1.8 |
| 2.4 | The curriculum includes frequent opportunities for students to work in depth on projects and problems so that they develop a wide range of skills, understand complex concepts, and solve difficult problems. | 2.0 |
| 2.5 | The curriculum prepares students effectively for college and future careers. | 2.2 |
| 2.6 | Homework and extended-day activities are used effectively to reinforce and extend classroom learning experiences. | 2.6 |
| | **Average Domain 2:** | **2.1** |

- ■ In too many classrooms the curriculum lacks rigor and balance and, as a result, all students do not have access to a full range of interesting and relevant learning experiences.
- ■ The weakest aspect of the curriculum is its modification to meet individual learning needs. The reviewers found that 9/10 schools required targeted or intensive support to ensure that the curriculum includes frequent opportunities for students to work in depth on projects and problems so that they develop a wide range of skills, understand complex concepts, and solve difficult problems. (One school was rated as established in this area.)
- ■ The reviewers found that almost half of the schools are in need of targeted support to ensure that homework and extended day activities are used effectively to reinforce and extend classroom learning experiences.

## Domain 2: Curriculum & Assessment (cont.)

- The state has yet to adopt an ELA curriculum, which is creating challenges for establishing consistent instructional expectations and practices in ELA throughout the district. The state is expected to make an announcement in November.

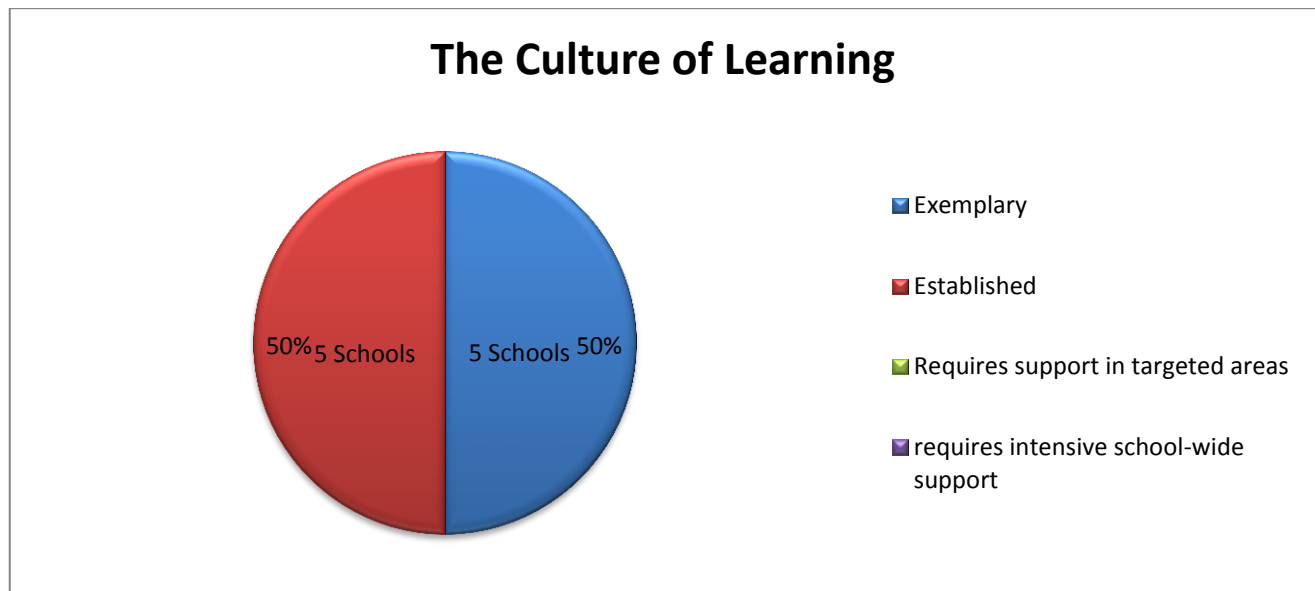## 3.3   Domain 3: Leadership, Management and Accountability



**Leadership, Management and Accountability**

- 10% 1 School
- 90% 9 Schools

Legend:
- Exemplary
- Established
- Requires support in targeted areas
- requires intensive school-wide support

| Domain 3: Leadership, Management and Accountability | | | | | |
|---|---|---|---|---|---|
| Criteria | The extent to which… | Avg | Criteria | The extent to which… | Avg |
| 3.1 | **School leaders develop and communicate a clear strategic vision for the school and are committed to ensuring that every student achieves academic and social success.** | 2.0 | 3.7 | **School leaders collect and analyze a wide range of data to assess the impact of learning and teaching on student outcomes. They take appropriate actions to ensure that all students make progress in each class, grade and subject and are committed to closing achievement gaps.** | 1.9 |
| 3.2 | School leaders work with all stakeholders to develop, implement and monitor an effective action plan that leads to continuous improvement. | 2.0 | 3.8 | School leaders create and implement policies and practices, including school-wide behavior management, that enable the school to run smoothly and to provide a climate conducive to learning. | 3.0 |
| 3.3 | **School leaders consistently promote and model high expectations for all staff and students. They are committed to ensuring that all staff members are highly effective and they challenge and address poor performance and non-compliance.** | 2.7 | 3.9 | School leaders manage time, people and resources effectively to ensure that strategic goals and priorities identified in the improvement plan are met. | 2.2 |
| 3.4 | **School leaders rigorously monitor the effectiveness of learning and teaching through frequent observations of lessons, regular analysis of student work, and systematic review of planning.** | 2.2 | 3.10 | School leaders implement effective measures to promote good attendance and reduce truancy and tardiness. | 3.0 |
| 3.5 | **School leaders hold all staff accountable for the academic and social achievements of the students in their care.** | 2.1 | 3.11 | School leaders intentionally develop teacher leaders and encourage staff to develop leadership and management skills. | 2.7 |
| 3.6 | School leaders are committed to improving the professional performance of staff by providing them with frequent constructive feedback, setting them performance goals and monitoring the quality of their professional performance. | 2.0 | 3.12 | School leaders actively recruit, and have established plans to retain and promote high quality staff. | 2.4 |
| | | | | **Average  Domain  3:** | **2.4** |

## Domain 3: Leadership, Management and Accountability (cont.)

- Two of the strongest aspects of this domain relate to how well the school leaders manage issues such as attendance and reduce truancy and tardiness (avg. 3.0), and create and implement policies and practices, including school-wide behavior management, that enable the school to run smoothly and to provide a climate conducive to learning (avg. 3.0).
- In 6 out of 10 schools, reviewers found that school leaders consistently promote and model high expectations for all staff and students and they are committed to ensuring that all staff members are highly effective, and they challenge and address poor performance and non-compliance. However, in 4 schools this aspect is in need of targeted support.
- Reviewers found that the following components are ones where schools are in most need of support:
  - Developing and communicating a clear strategic vision for the school, with a commitment to ensuring that every student achieves academic and social success.
  - Collecting and analyzing a wide range of data to assess the impact of learning and teaching on student outcomes.
  - Taking appropriate actions to ensure that all students make progress in each class, grade and subject, with a commitment to closing achievement gaps.
  - Holding all staff accountable for the academic and social achievements of the students in their care.
  - Improving the professional performance of staff by providing them with frequent constructive feedback, setting individual performance goals and monitoring the quality of their professional performance.
  - Working with all stakeholders to develop, implement and monitor an effective action plan that leads to continuous improvement.
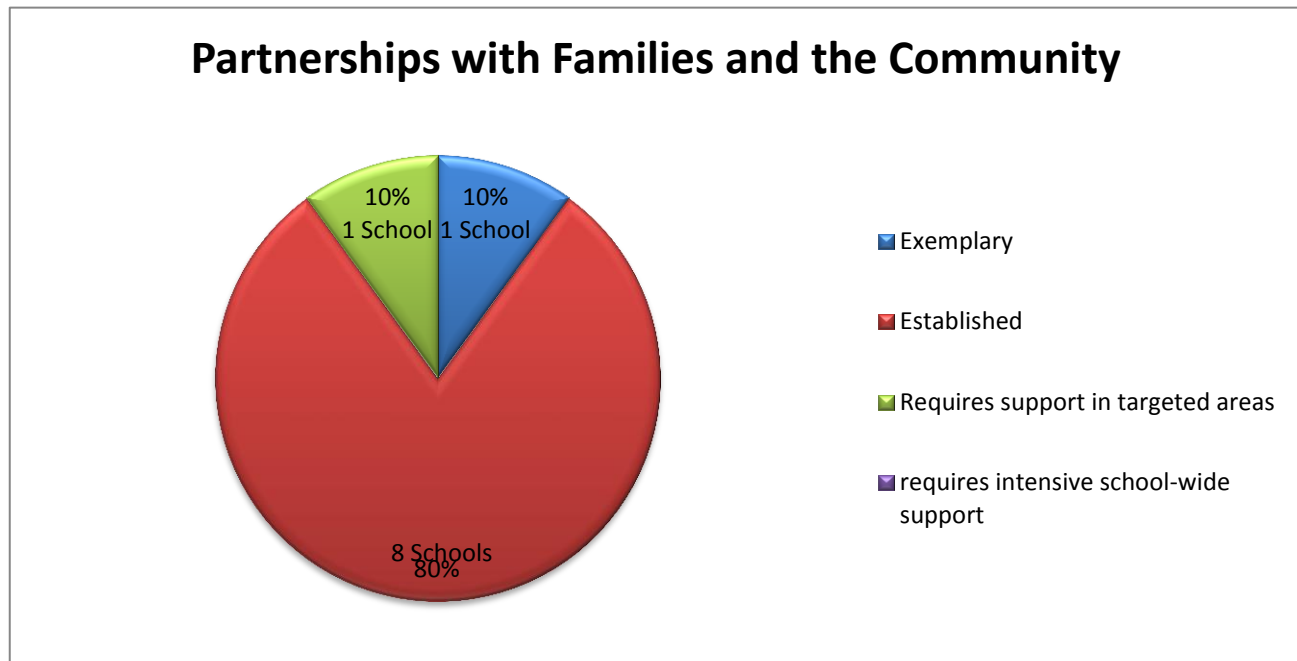
### 3.4 Domain 4: The Culture of Learning



**The Culture of Learning**

Legend:
- ■ Exemplary
- ■ Established
- ■ Requires support in targeted areas
- ■ requires intensive school-wide support

Pie chart: 50% / 5 Schools (Established), 5 Schools / 50% (Exemplary)

| Domain 4: The Culture of Learning | | |
|---|---|---|
| **Criteria** | **The extent to which…** | **Avg** |
| 4.1 | School leaders and staff ensure that the school provides a learning environment that is safe, respectful, challenging and welcoming. | 3.3 |
| 4.2 | School leaders and staff promote, show respect for and maintain positive relationships with all members of the school community. | 3.8 |
| 4.3 | All school staff members model and reinforce expectations of appropriate behaviors. | 3.5 |
| | Average Domain 4: | 3.5 |

- In all schools, the culture of learning was a positive feature, with reviewers finding this to be exemplary in 50% of the schools and established in the other 50%.
- In all schools the staff members model and reinsure expectations of appropriate behavior.
- In 80% of schools, reviewers rated the fact that school leaders and staff promote, show respect for and maintain positive relationships with all members of the school community to be exemplary and in 20% this was established.
- The issue for the schools is to leverage these positive attitudes toward creating a more flexible and rigorous approach to learning and teaching, to enable all students to achieve academic and social success.

### 3.5   Domain 5: Partnerships with Families and the Community

## Partnerships with Families and the Community



**Legend:**
- Exemplary
- Established
- Requires support in targeted areas
- requires intensive school-wide support

| Domain 5: Partnerships with Families and the Community | | |
|---|---|---|
| **Criteria** | **The extent to which…** | **Average** |
| 5.1 | **School leaders and staff place a high priority on regularly communicating with families to build collaborative relationships and to engage them as partners in the learning of their children.** | 3.0 |
| 5.2 | Teachers routinely provide information for parents and guardians about the academic and social progress of students, expectations of standards, areas for improvement and potential pathways to college and career. | 2.7 |
| 5.3 | School leaders and teachers create collaborative partnerships with external agencies and community groups to support the academic and personal development of the students and to develop college and career readiness. | 2.9 |
| 5.4 | School leaders and teachers encourage families to advocate for their children and to contribute positively to the development of the school as a learning community. | 3.3 |
| 5.5 | School leaders and teachers create opportunities to celebrate the cultural diversity of the community and the achievements of the students. | 2.7 |
| 5.6 | School leaders and teachers encourage families to participate in the decision-making processes within the school. | 3.0 |
| | Domain 5Average: | 2.9 |

- Thirty percent of the schools were rated as exemplary in in encouraging families to advocate for their children and to contribute positively to the development of the school as a learning community; this criterion was rated as established in the remaining 70% of schools.
- In only one school, the reviewers found that school leaders' and teachers' practices in encouraging families to participate in the decision-making processes within the school was in need of targeted in support. In 8 of the schools this was established and in 1 school it was exemplary.
- One school was rated as exemplary in regards to the way in which school leaders and teachers create collaborative partnerships with external agencies and community groups to support the academic and personal development of the students and to develop college and career readiness. In 7 of the schools this was rated as established and in 2 schools this aspect required targeted support.

# 4 Summary

## 4.1 Areas of strength

There are areas of strength that are common to many schools, as indicated by this list of strengths compiled from the SQR reports.

- In all schools reviewed, the culture of learning was the strongest element, with 5 of the 10 schools rated as exemplary, and the other 5 rated as established.
- The schools run well on a day-to-day basis, are well maintained and provide an attractive learning environment.
- Principals establish a good learning environment based on mutual respect, trust and positive relationships between adults, students and parents.
- The key judgments recognize the welcoming nature of the schools and their safe, orderly and secure climate. This was something parents commented very favorably on.
- Most teachers are hard-working and want the best for their students.
- Most students are well behaved, positive about their work and are eager to learn, so they apply themselves to their tasks.
- Students and parents say that the schools are safe and that students are well care-for.

## 4.2 Areas for improvement (Recommendations)

Virtually all schools have strengths on which they can build. Their challenge is to use these as a catalyst for further improvement. Most of the recommendations below focus on instructional practices and leadership, where improvements can be made to drive forward student achievement at a faster pace.

- Develop students' skills as independent and cooperative learners and involve them more in setting their own targets, aimed at giving them greater ownership and personal commitment towards raising achievement.
- Improve teacher expertise in using available data and day-to-day classroom assessment more effectively in lesson-planning to provide more clearly differentiated instruction and incorporate a greater variety in instructional approaches to better engage and motivate students.
- Enable students to take greater responsibility for their own learning by providing constructive feedback so that they have a clear understanding of their progress in the learning continuum.
- Create classrooms that provide more opportunities for collaborative learning, independent thinking and problem solving.
- Strengthen instructional leadership to address the inconsistencies in the quality of teaching and learning.
- Monitor instruction more frequently and rigorously to identify teacher strengths and needs; generate individual and whole-school Professional Development based on this information and monitor its impact over time.
- Ensure that school leaders analyze their data more systematically for all grade levels, classes and sub-groups and use the outcomes to set more challenging goals and develop milestones to measure the rate of progress towards these, driving forward school improvement at a faster and more sustained rate.

- Develop a consistent understanding across and between grades, shared with students and parents, of what mastery looks like in each subject and at each grade.
- Develop student-friendly rubrics across all subjects so that students know what they have to do to produce high quality work.
- Improve the quality of learning objectives to make them measurable so teachers and students know how successful they have been. Use this alongside ongoing assessment during lessons to regularly check for understanding, and use this information to adjust instruction.
- Support teachers in developing questioning techniques aimed at developing higher order thinking and problem solving skills that are appropriate to students' development. Lesson plans should include some pre-created questions that require students to develop critical thinking and discussion.