



## Stawisha Instructional Leadership Institute (Homabay) Program Report

### 1. Introduction

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Dignitas' mission is to equip and empower educators in marginalized communities who will transform opportunities for the next generation. The Stawisha Program aims to strengthen partner schools' leadership, improve instructional quality, and provide support to help create an environment where all students can develop the skills and strength of character to thrive and succeed. Through the Stawisha Instructional Leadership Institute, Dignitas provides training to the school leaders through Leadership Academies, Professional Development (PD) Workshops, Coaching, and Professional Learning Communities (PLCs).

In 2020 and 2021, Dignitas partnered with 20 schools from Ayiengo and 22 schools from Awach zones respectively; reaching 168 School Leaders (80 were recruited in 2020 and 88 in 2021). In 2020, Dignitas delivered Covid-related support to the 2020 School Leaders; in which Ayiengo participated as a learning cohort. Upon school reopening in October 2020, Dignitas developed and delivered content around school reopening and recovery, to ensure schools are well prepared for reopening and learning recovery.

Stawisha Program was delivered between April 2021 and February 2022 for both Homabay 2020 and 2021 cohorts.

### 2. Data Highlights

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- Homabay cohorts received a total of 6 training sessions (Three Professional Development Workshops and Three Leadership Academies). Homabay 2021 cohorts received 5 rounds of coaching support whereas 2020 cohort received 4 rounds since the CSOs were not available to support the cohort in June/July.
- There was a total of **103.06** and **98.29** cumulative hours of Coaching for 2020 and 2021 cohorts respectively delivered to the School Leaders.
- There was an increase in learner average scores across all cohorts including comparison cohort in Numeracy and Literacy Assessments. Additionally, on Learner Outcomes, Homabay 2020 was at mastery level across all domains whereas Homabay 2021 cohort was at Mastery level on communication and collaboration and advanced mastery on self-efficacy and curiosity; an increase from Approaching mastery during baselines.
- Similarly, teachers showed an improvement across both cohorts during endlines compared to baselines. Homabay 2020 cohort had improved to Mastery level from Approaching mastery during baselines whereas 2021 cohort had improved to Advanced mastery level from Approaching mastery during baselines. 12% and 52% of 2020 and 2021 cohort teachers respectively were at Advanced Mastery during endlines.



- There was increase of 44% and 20% in school leaders with lesson plans during endlines from the baseline values.
- A general increase in Learner Talk Time was recorded with 2020 and 2021 cohorts being at 59% and 51% respectively during endlines.
- School Leaders also embraced implementation of Professional Learning Communities in their schools in order to improve learner performance; 77% of 2020 cohort and 38% of 2021 cohort schools conducted PLCs twice in December; An increase from 24% for 2020 cohort in November. All 2020 schools assessed in November had only implemented PLCs once.
- Instructional Leaders also showed a great shift in mindset and mastery of the competencies; 12% and 52% of 2020 and 2021 cohort teachers respectively were at Advanced Mastery during endlines.
- Curriculum Support Officers showed an improvement in Dignitas’ coaching competencies in November compared to September.

“Stawisha has made the teaching a very enjoyable process.”

-Stawisha HB 2021 School Leader,

### 3. Professional Development Activities Summary

#### a. Training

From April 2021, School Leaders and teachers received three Professional Development Workshop and three Leadership Academies. Between April and October, Dignitas has delivered 64.5 hours of training. The table below shows the specific topics covered.

Table 1: School Leader Training Content

Training	Day	Session	# of Training Hours
April LA (virtual)	Day 1	S1 – Orientation, Child Policy,	2
		S2 - Mission, Vision & Values	2
		S3 - Safe Learning Spaces	2
	Day 2	S1 - Behaviour Management Cycle	2
		S2 - Behaviour Management Cycle in Action (Practice)	2
		S3 - Positive Framing	2
	Day 3	S1 - Multiple Intelligences	2
		S2 - Differentiated Instruction	2
		S3 - Lesson Planning for Different Learners	2
	Day 4	S1 – Behaviours that Promote Learning	2
		S2 - Rigorous Objectives	2
		S3 - Lesson Planning-Parts of a Lesson Plan and Gradual Release	2
	Day 5	S1 - Habits of Discussion	2
		S2 - Learner Centered Learning: Group work, peer learning, project-based learning.	2



		S3 - Maintaining a culture of inclusivity: building student self-efficacy	2
June PD (in-person)	Day 1	S1 - Collecting Data at School	2
		S2 - Building a Culture of Data Practice	2
		S3 - Reflective Practice	1.5
June PD (virtual)	Day 1	S1 - Building strong relationships: The Why and How	2
		S2 – How Students Learn: Student and Teacher Talk Time	
		S3 - Supporting Adult Learners & PLCs	
July LA (in-person)	Day 1	S1 - Increasing the Rigor: How to make Students do the Heavy lifting?	2
		S2 - Questioning Techniques	2
		S3 - Material development	1.5
	ILs	S1 - Adult Learning Principle (Review), What is Coaching	2
		S2 - Giving and Receiving feedback	2
S3 - Classroom Observation Tool	1.5		
Aug PD (virtual)	Day 1	S1 - Staff Culture: habits to enroll new teachers and continue supporting returners	2
		S2 – Emotionally Intelligent Leadership	2
October LA	Day 1	S1 - Education as Liberation (Pedagogy of the Oppressed)	2
		S2 - Setting High Expectations	2
		S3 - Building School Culture	2
	Day 2	S1 - Mindsets	2
		S2 - Setting Student Goals	2
S3 - Stawisha IL Coaching and Feedback	2		

Additionally, there has been 7 trainings for Curriculum Support Officers (CSOs). The following table shows the content covered during each training

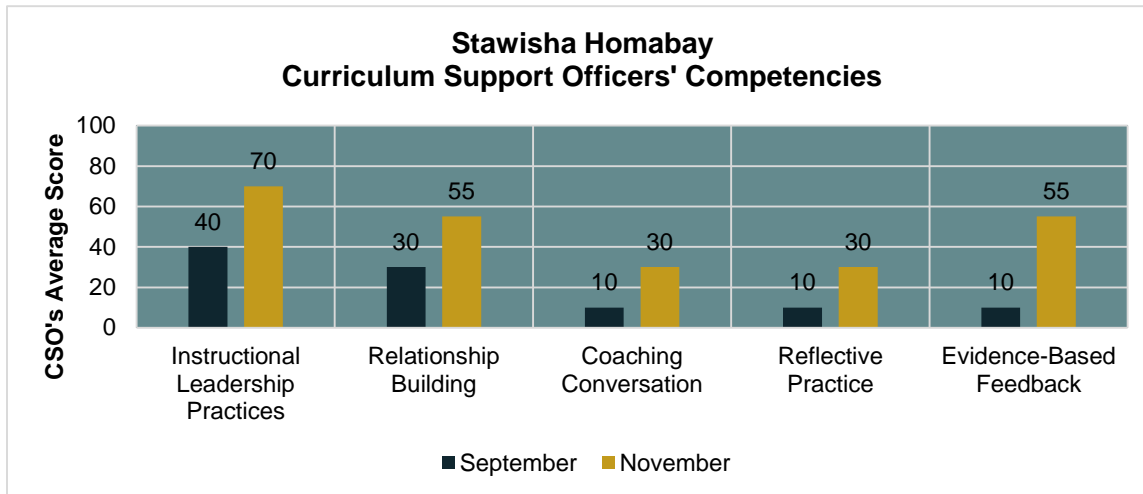
Month	Content covered
June	Orientation/Introduction I and II, Introduction to Stawisha Classroom Observation Tool and Instructional Leader Rubric
August	Adult Learning Principles
September	Adult Learning Principles, (review) and Giving and Receiving Feedback
October	Coaching Step 3: Thinking; Asset Based Thinking, Spheres of Control and Mind the Gap Tool; September Coaching data Review
October	October Coaching data review
October	Coaching data review
November	Coaching Step 1-Seeing; Coaching Step 2: Listening

After each Training, Dignitas Coaches shadowed CSOs to schools and also offered coaching support to them. The CSOs were also assessed on five areas; *Instructional leadership, Relationship building, Coaching conversation, Reflective practice and Evidence-based feedback*

The Curriculum Support Officers were assessed in September and November. Their average scores are as shown in Figure 1 below. There was a general improvement in the CSO Scores in November compared to September.



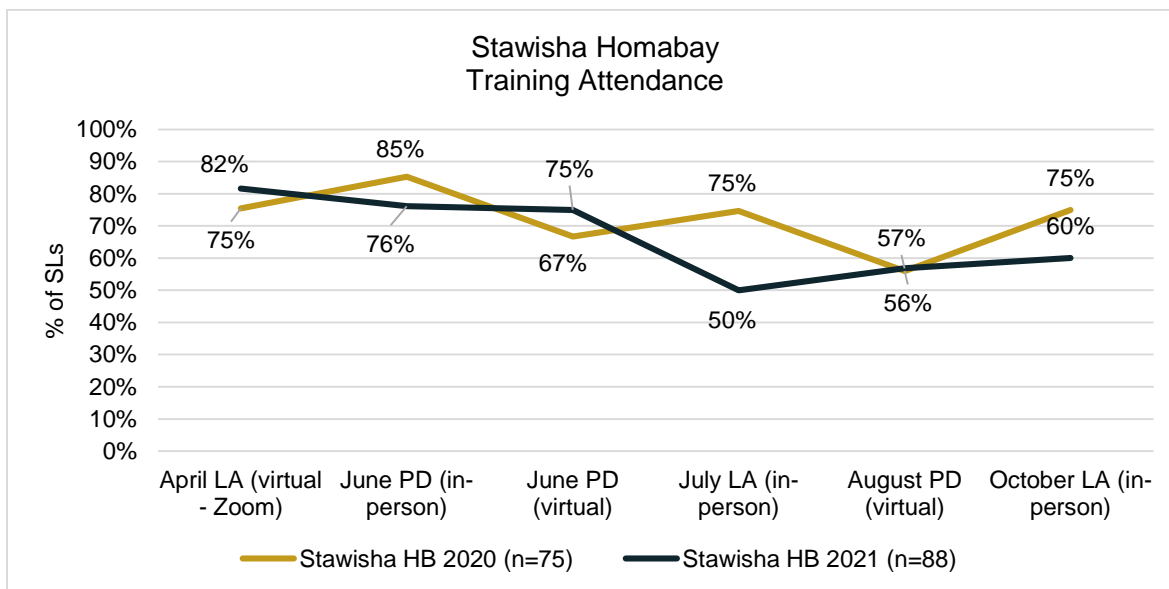
Figure 1: Curriculum Support Officers' Competencies Rating



### Training Attendance

June Professional Development recorded the highest attendance for 2020 cohort (85%) whereas April Leadership Academy recorded the highest attendance for 2021 cohort (82%).

Figure 2: School Leader Training Attendance



### SL training feedback



In all training sessions, School Leaders provided feedback regarding the knowledge gained, applicability of skills, and the learning support received. As Table 2 below shows, 88%+ of the participants reported satisfaction with the various aspects of the trainings.

Table 2: School Leader Training Feedback

<b>Proportion of SLs that Agree'</b>	<b>Stawisha Homabay 2020</b>	<b>Stawisha Homabay 2021</b>
The purpose(s) of today's workshop was/were clear	94%	90%
The purpose(s) of today's workshop was/were met	94%	90%
The content of today's workshop is important for me to master in order to meet the needs of my school	94%	91%
I was able to apply my prior experiences during today's workshop	90%	90%
The activities kept me engaged throughout the workshop	90%	90%
The workshop provided me with opportunities to work with and learn from other school leaders	94%	91%
The logistics of the workshop were satisfactory	92%	88%

### Net Promoter Score

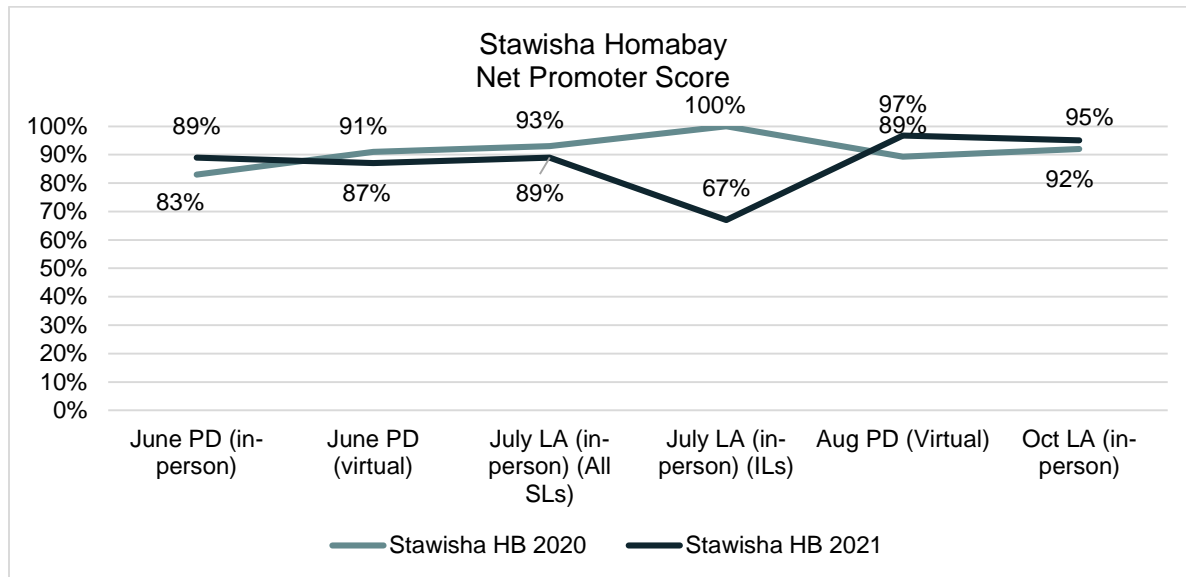
Net Promoter Score (NPS) is a metric used to measure customer experience and predict business growth. It is used to measure how likely one is to recommend a program/ organization. NPS above 70% means the organization is in the list of top customer-centric companies.

To establish if the Program continued being useful to the School Leaders, Dignitas collected NPS data after each training. Homabay 2020 Cohort had higher NPS for all trainings except in-person June PD and August virtual PD.

The average NPS for 2020 cohort was 91% and 87% for 2021 cohort



Figure 3: School Leader Net Promoter Score



**b. Coaching**

Following the April Leadership Academy, 2021 School Leaders received five rounds of coaching in June/July, September, November, December and January 2022. 2020 cohort did not receive a coaching visit in June/July since the CSO was held up in their primary duty and not available for coaching. All coaching was conducted by the CSOs in person.

Table 3 below shows the coaching focus for the five coaching rounds.

Table 3: School Leader Coaching Focus

Round	Month	Type	Coaching Focus
Round 1	June/July	In person	Lesson Planning, Rigorous Objectives, Vision, Mission and Values, Discipline Plans, Behavior Management, Setting and Communicating Learning goals and Differentiated Instruction,
Round 2	September	In person	Round 1 coaching focus + PLCs, Material Development, Active Learning Strategies, Building a Strong School Culture
Round 3	November	In person	All Topics
Round 4	December	In person	All Topics
Round 5	January	In person	All Topics

**No. of SLs Supported.**

Table 4 below shows the number of school leaders coached and schools coached per round. January recorded the highest number of school leaders coached for both 2020 and 2021 cohorts.



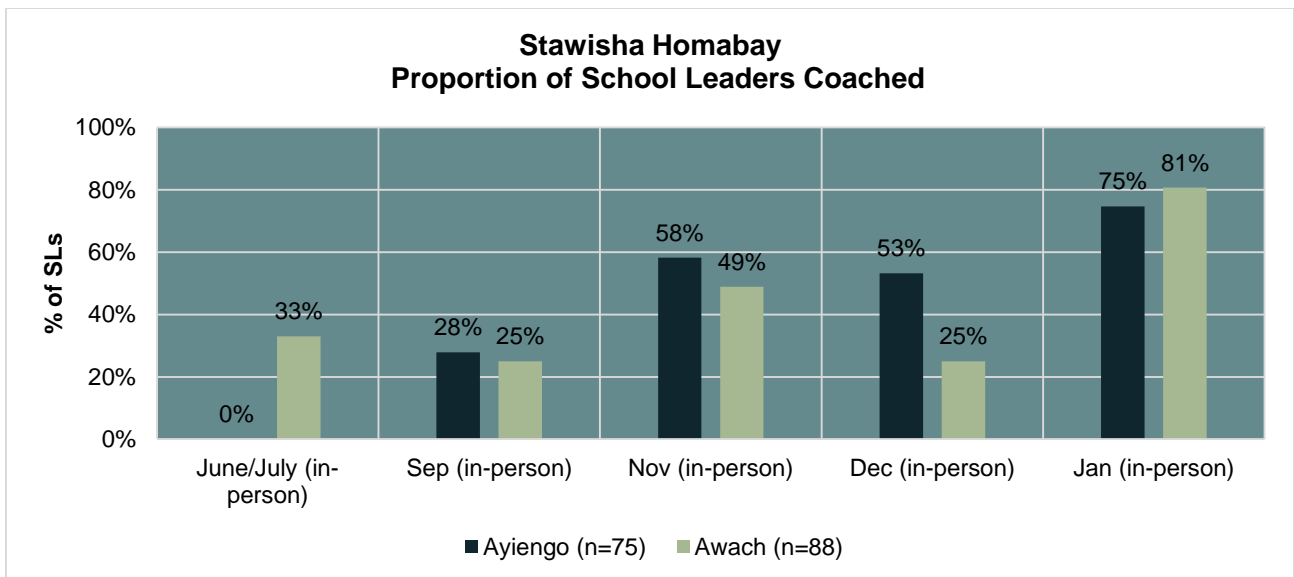
Notably, Homabay 2020 cohort did not receive any coaching support in June/July. Additionally, only the Instructional Leaders received coaching support in September; the classroom observations were to be carried out by the Instructional Leaders but they were not able to and cited their busy schedules in schools.

Table 4: Number of Schools Visited and School Leader who received Coaching

Coaching Round	Stawisha Homabay 2020		Stawisha Homabay 2021		Overall	
	Schools	SLs	Schools	SLs	Schools	SLs
Round 1 (June/July)			11	29	11	29
Round 2 (September)	20	22	22	22	42	44
Round 3 (November)	11	46	14	14	25	60
Round 4 (December)	20	42	10	22	30	64
Round 5 (January)	20	59	22	71	42	130

Figure 4 below shows the proportion of school leaders supported during each round. **January** recorded the highest proportion of school leaders coached for both 2020 and 2021 cohort

Figure 4: Proportion of School Leaders Coached



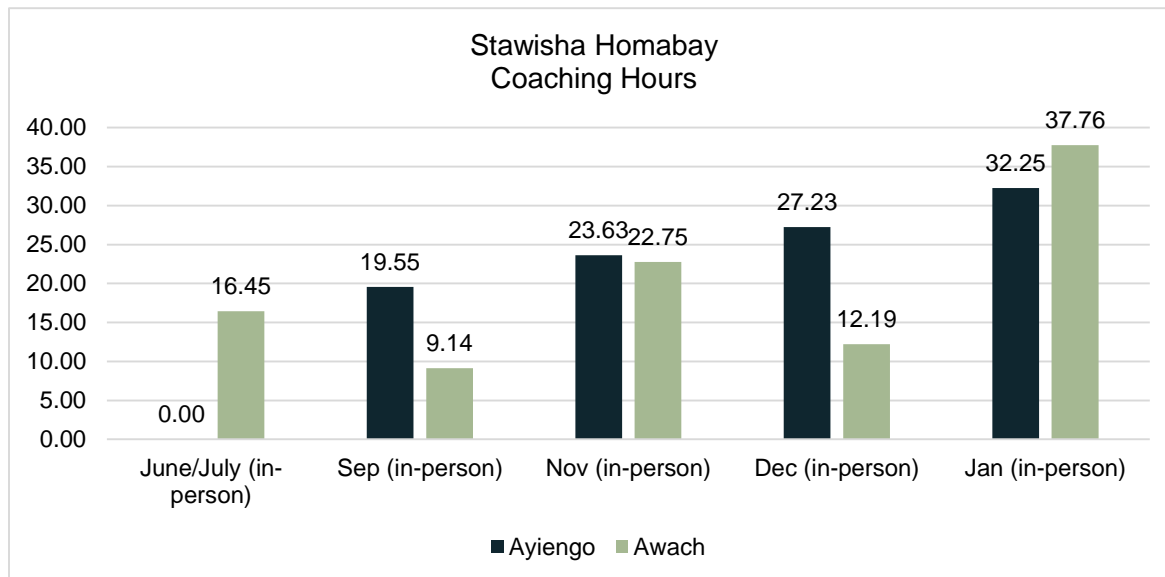
### Coaching hours

In total, the 2020 Cohort received **103.06** hours of Coaching whereas 2021 Cohort received **98.29** hours of coaching. Out of these, there has been a total of instructional leadership coaching support time of **35.03** hours for 2020 cohort and **24.37** for 2021 cohorts.

January recorded the highest coaching hours for both 2020 and 2021 cohorts.



Figure 5: Coaching Hours



### Successes

- Curriculum Support Officers were very willing to work together with the team.
- Most school leaders were open and receptive to coaching
- School leaders successfully implemented the strategies they were trained on.
- By the end of program CSOs made attempts to increase frequency of school visits from once a term to once a month, hence school leaders received more coaching support

### Challenges

- Dignitas trained instructional leaders on conducting lesson observations but they were not able to effectively conduct lesson observations citing their busy schedules.
- Curriculum Support Officers had competing priorities in their primary duties hence were not able for some of the days during coaching.
- There was inconsistency in attendance by CSOs in school leader training sessions and CSOs training sessions due to random asks from their employer on the planned training dates; which had an impact on their lack of or coaching they provided.

## 4. Learner Outcomes

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In order to determine whether there have been any changes in learner competencies during the program implementation period, Dignitas carried out learner assessments using three tools;

- i. English Literacy Assessment (Developed by Uwezo - Kenya).

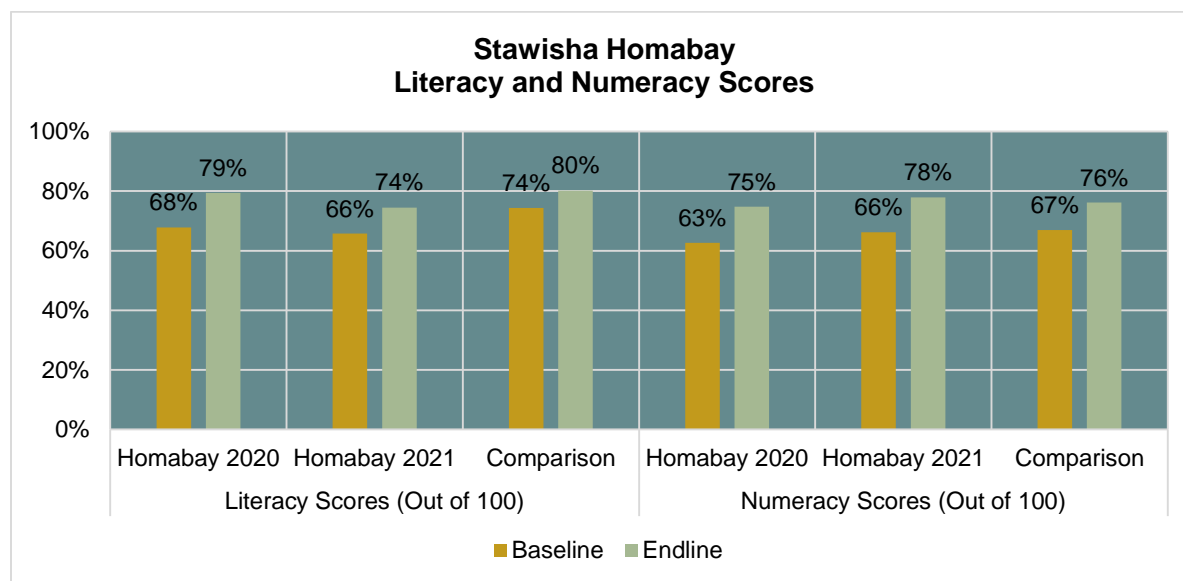


- ii. Numeracy Assessment (ICAN – developed by PAL Networks).
- iii. 21<sup>st</sup> Century Skills

**Numeracy and Literacy Assessments.**

Generally, there was an increase in both literacy and numeracy skills across all cohorts including the comparison group. The treatment cohorts recorded slightly higher increase compared to the comparison group for both Numeracy and Literacy Assessments.

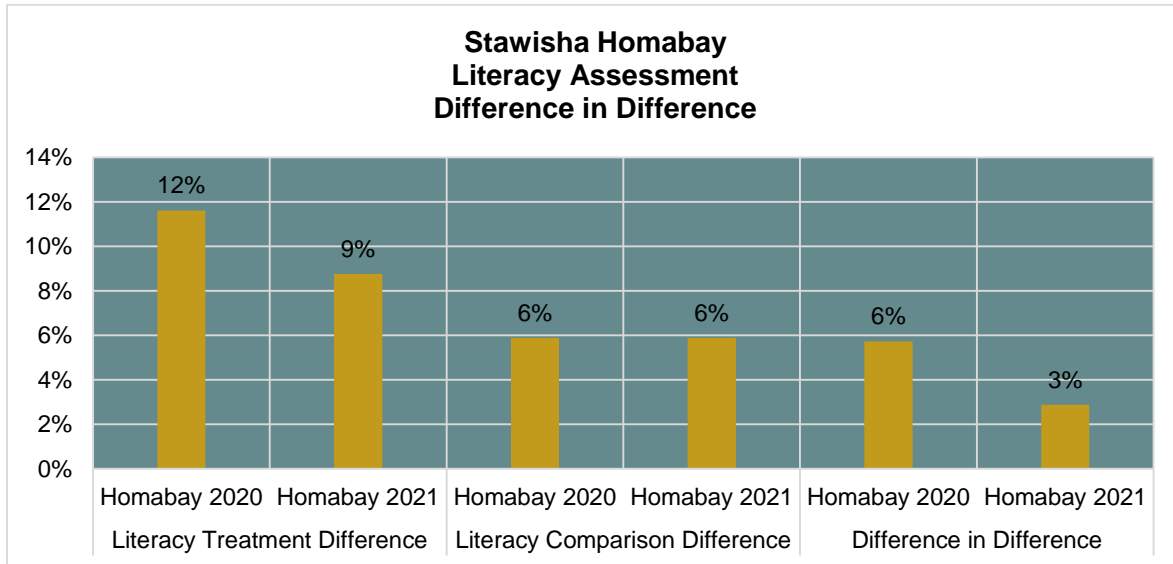
Figure 6: Literacy and Numeracy Scores



For Literacy Assessment, the differences between endline scores and baseline scores were higher for the 2020 cohort (12%) compared to the 2021 cohort (9%). The difference in difference is hence higher for the 2020 scores since the comparison group is the same for both cohorts as illustrated in Figure 7 below.

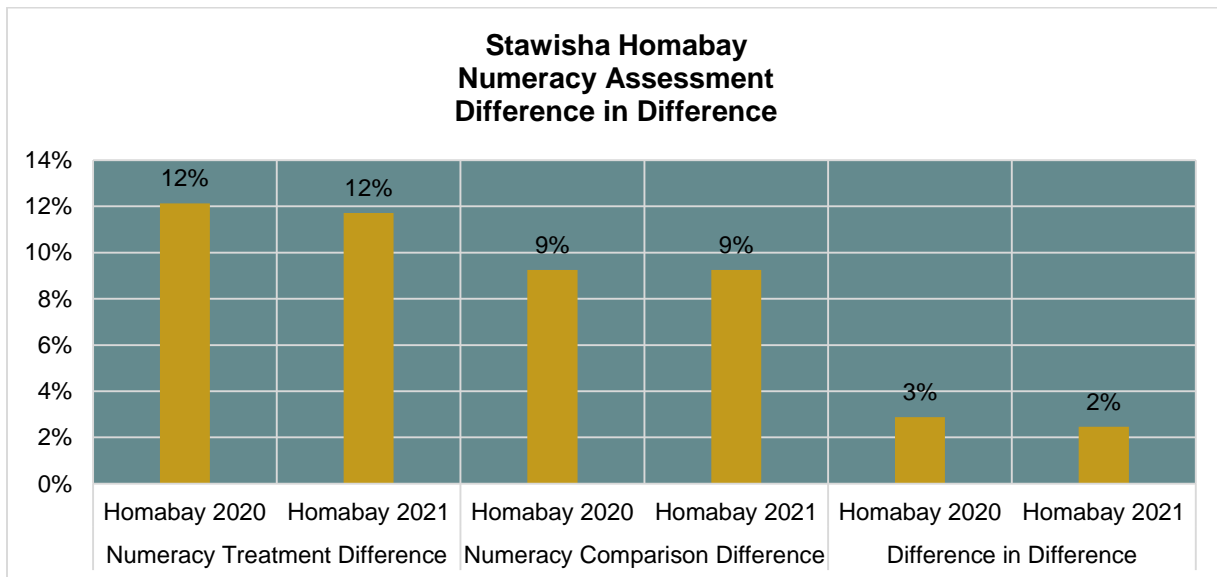


Figure 7: Literacy Assessment (Difference in Difference)



For Numeracy Assessment however, the differences between endline scores and baseline scores were almost the same for 2020 and 2021 cohorts. The difference in difference is therefore almost the same for both cohorts.

Figure 8: Numeracy Assessment (Difference in Difference)



**21<sup>st</sup> Century Skills Assessment.**

**Collaboration.**



Collaboration is the process of two or more people or organizations working together to realize shared goals (Basic Education Curriculum Framework - BECF). Learners are able to understand better when they work together with their peers.

During Baselines, 75% and 89% of learners from 2020 cohorts and 2021 cohorts respectively indicated that they do classwork in groups. During endlines however, the proportions had slightly reduced for 2020 cohort to 65% and increased to 95% for 2021 cohort.

Compared to baselines, there was a decrease in proportion of learners who find it difficult to complete their part of the classwork for both 2020 and 2021 cohorts. There was an increase in proportion of learners who appreciate opinions of their groupmates and who could reach out to their classmates for help across both 2020 and 2021 cohorts.

Table 5: Collaboration

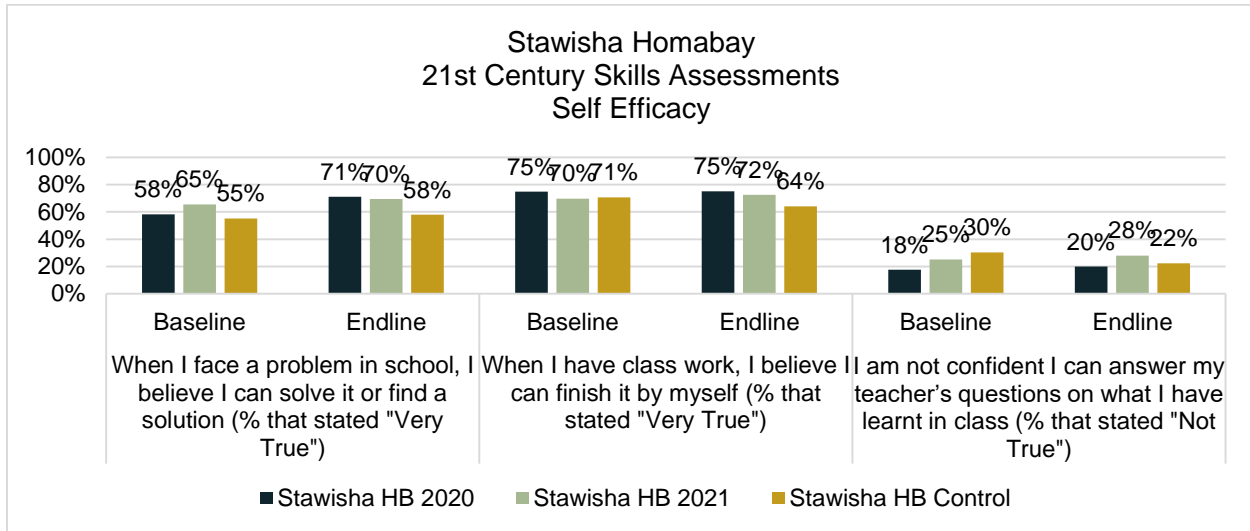
Competency	Question	Assessment	Stawisha HB 2020	Stawisha HB 2021	Stawisha HB Control
Collaboration	When doing classwork in a group, I find it difficult to complete my part of the classwork (% that stated "Not True")	Baseline	37%	35%	31%
		End line	47%	44%	54%
	During group work, I appreciate the opinions of my group mates (% that stated "Very True")	Baseline	66%	62%	56%
		End line	75%	74%	67%
	If the teacher gives classwork that is hard to understand, I can reach out to my classmates for help (% that stated "Very True")	Baseline	68%	67%	71%
		End line	71%	78%	74%
	Count of e. I do not trust my classmates to help me with my classwork (% that stated "Not True")	Baseline	52%	53%	63%
		End line	56%	71%	55%
	Imagine when your teacher asks you and your classmates to complete class work in groups. How will you make sure you finish the class work? (% that will 'work on school work with classmates to completion during group work')	Baseline	66%	69%	58%
		End line	78%	72%	65%

### Self-Efficacy

Self- Efficacy refers to a person’s belief about his/her capabilities to perform tasks that can change or transform his/her life (BECF)

Both 2020 and 2021 cohorts recorded an increase in proportion of learners who could find solutions to problems and those who believed they could finish classwork by themselves. There was also a slight increase in the proportion of learners who were confident they could answer the teachers’ questions on what they had learnt in class for both 2020 and 2021 cohorts.

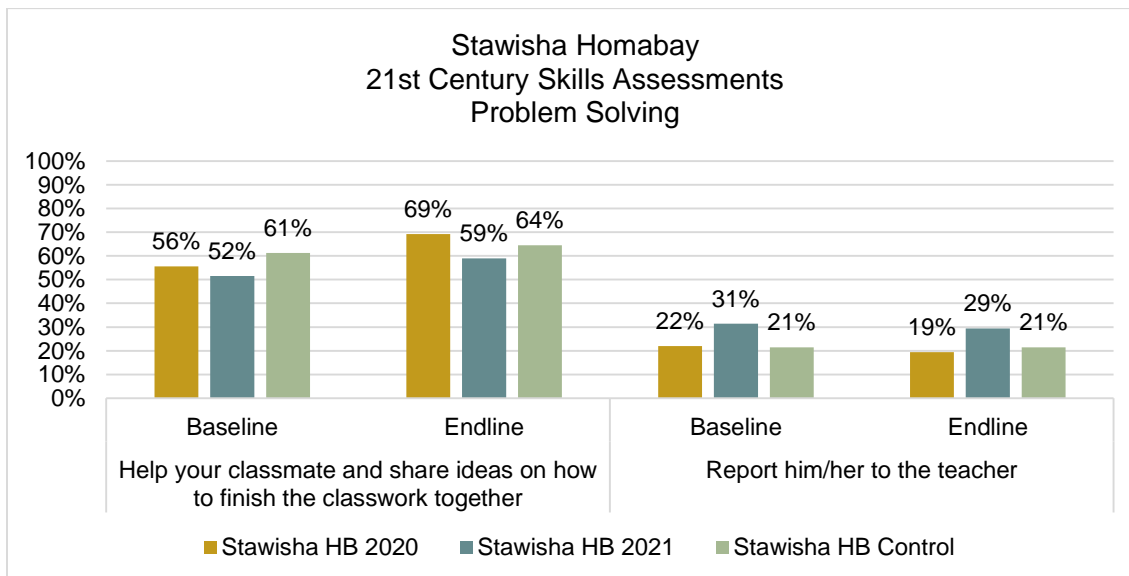
Figure 9: Self-Efficacy



**Problem Solving**

When asked what they would do when they noticed one member of the group is not willing to contribute, there was an increase in learners who would help their classmate and share ideas on how to finish the classwork together across all cohorts.

Figure 10: Problem Solving



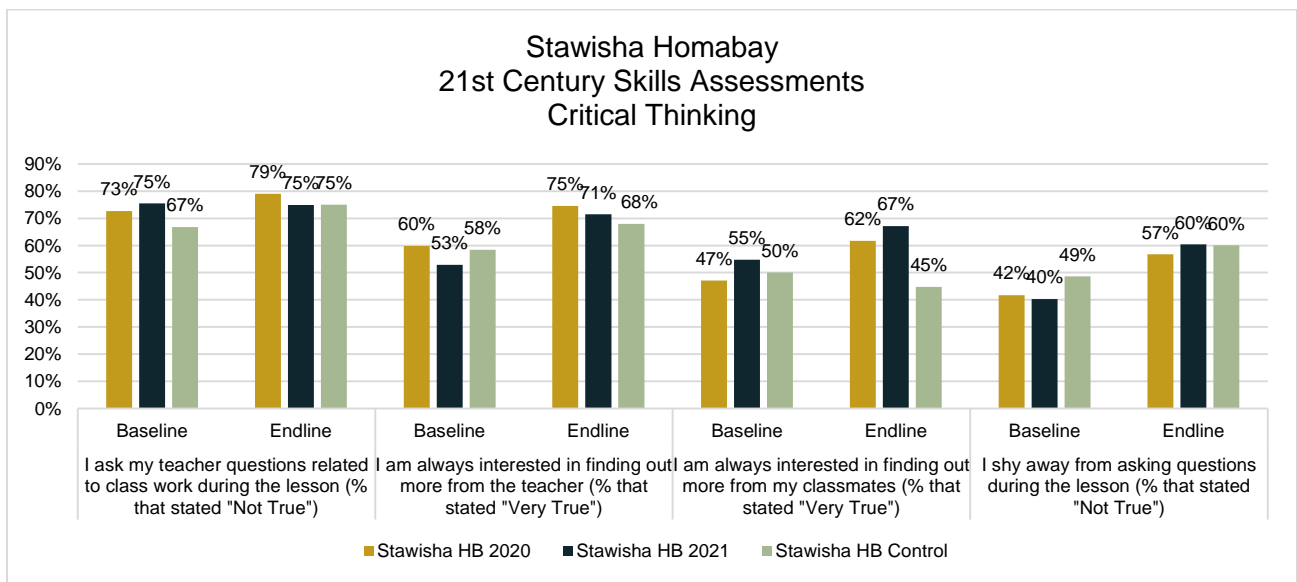


**Critical Thinking**

Critical thinking facilitates exploring new ways of doing things and learner autonomy. Children learn that for every issue there are multiple perspectives that they can explore, rather than a rigid recall and regurgitation of information. (BECF)

All the cohorts including control group recorded an increase in proportion of learners who are always interested in finding out more from their teachers and classmates. Similarly, the proportion of learners who shy away from asking questions during the lessons reduced across all cohorts.

Figure 11: Critical Thinking



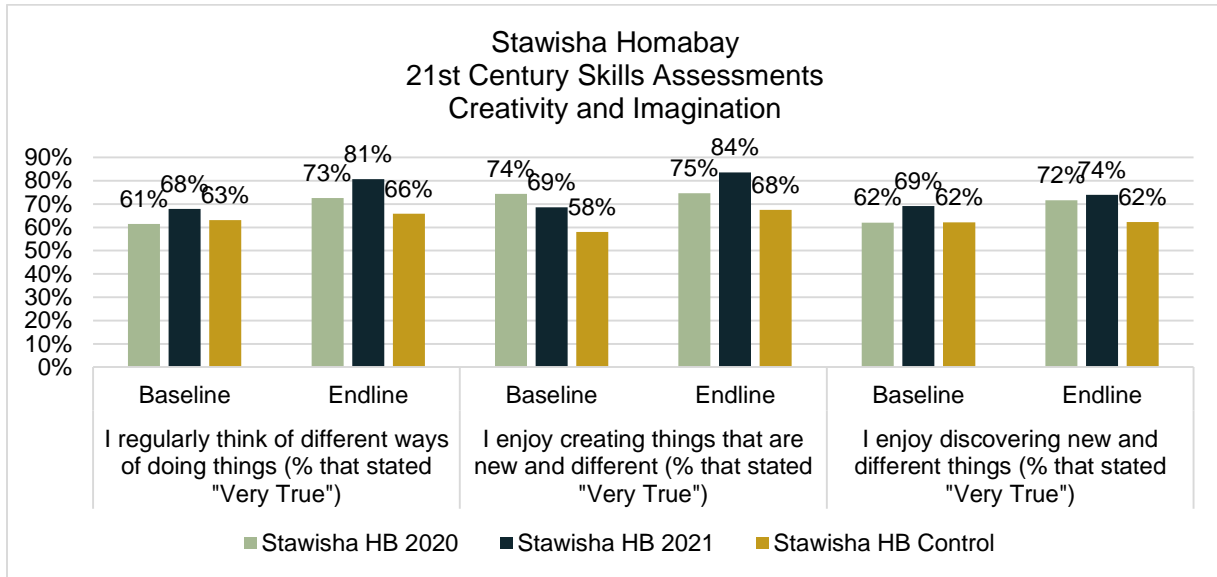
**Creativity and Imagination.**

The ability to form new images and sensations in the mind, and to turn them into reality. (BECF)

The proportion of learners who regularly think of different ways of doing things, enjoy creating things that are new and different and enjoy discovering new and different things increased for all cohorts.



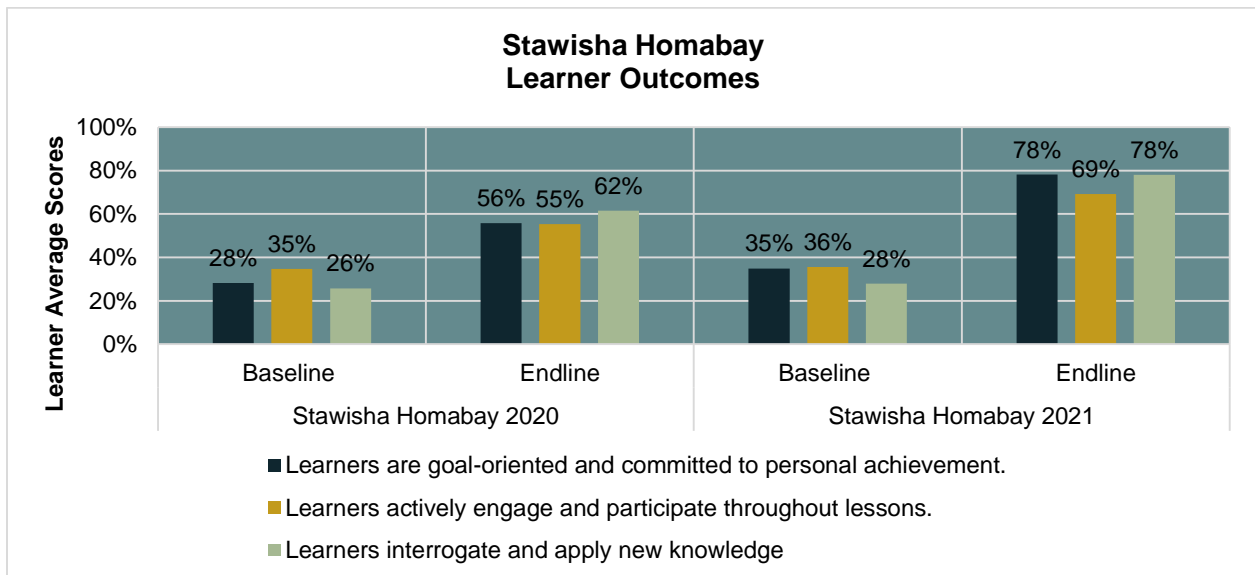
Figure 12: Creativity and Imagination



**Learner Outcomes**

Outcome scores showed that both Cohorts were at approaching mastery across all the domains during baselines. During endlines however, Homabay 2020 was at mastery level across all domains whereas Homabay 2021 cohort was at Mastery level on communication and collaboration and advanced mastery on self-efficacy and curiosity.

Figure 13: Learner Outcomes





## 5. Teacher Outcomes

The coaches used the *Lesson Observation and Coaching Tool* to collect data in the classroom. The tool’s aim is to highlight skills that teachers need to build in order to enhance self-efficacy, communication and collaboration, and curiosity competencies in learners. Below are descriptions of the three competencies.

- **Self-efficacy:** Learners are goal oriented and committed to personal achievement.
- **Communication and collaboration:** Learners participate and actively engage and participate throughout lessons.
- **Curiosity:** Learners interrogate and apply new knowledge

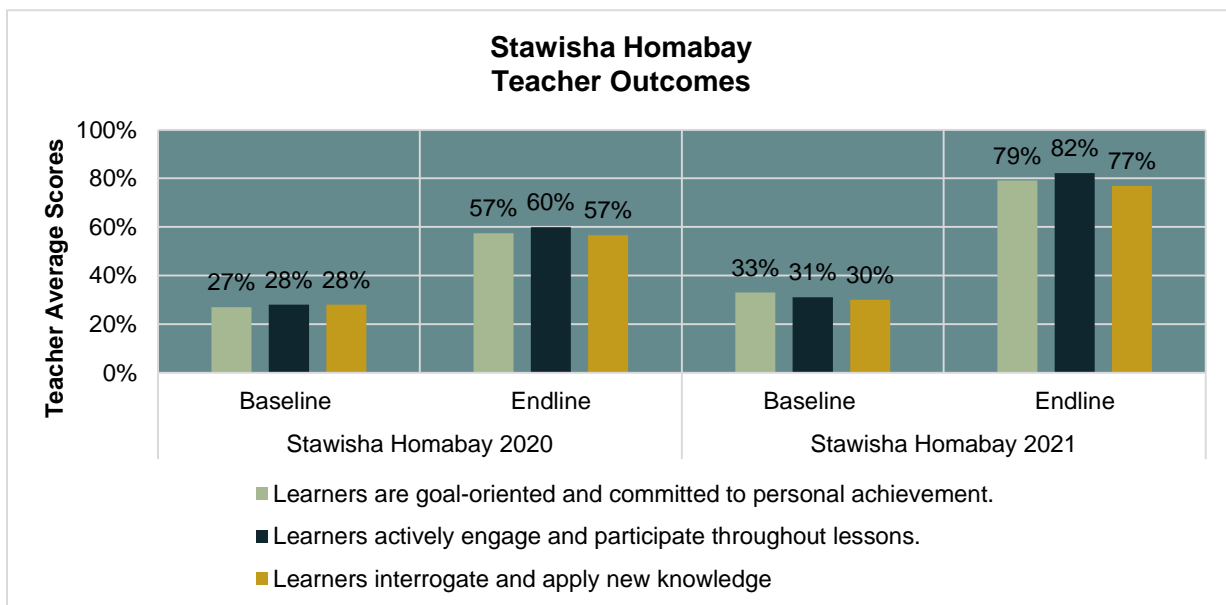
The classroom data is used to highlight shifts in practices as well as feedback areas for the teachers during coaching conversations.

### *Overall Performance*

To establish the instructional capacity of the teachers, lesson observations focused on the teachers’ ability towards ensuring; learners are goal-oriented and committed to personal achievement, learners actively engage and participate throughout the lessons, and learners interrogate and apply new knowledge throughout the lessons.

There was an improvement across both cohorts during endlines compared to baselines. Homabay 2020 cohort had improved to Mastery level from Approaching mastery during baselines whereas 2021 cohort had improved to Advanced mastery level from Approaching mastery during baselines.

Figure 14: Teacher Outcomes (Overall Performance)



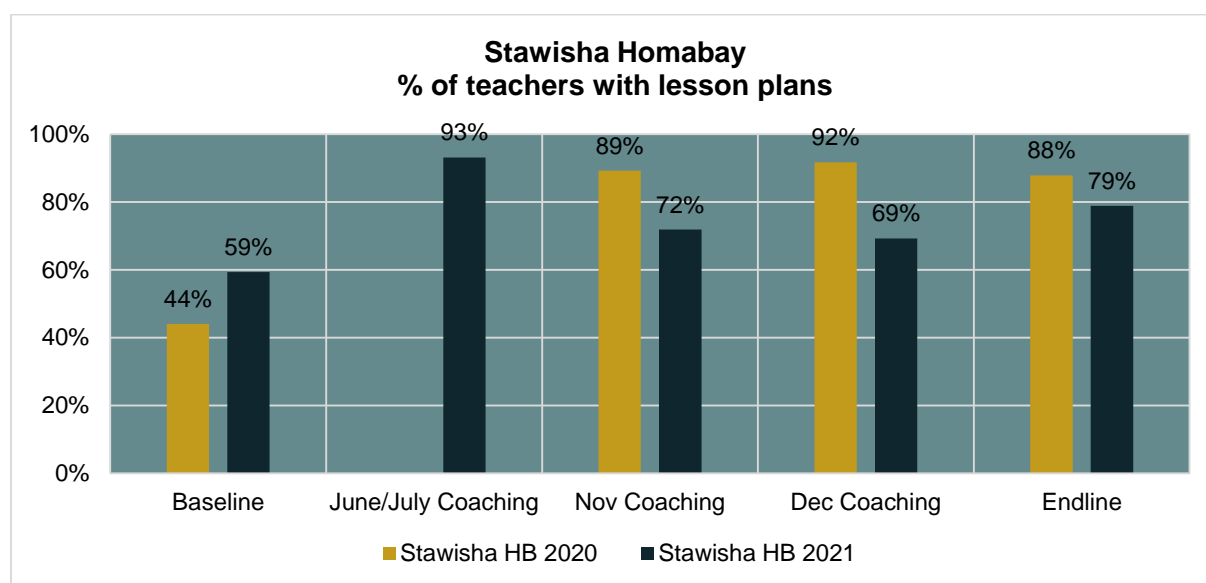


## Lesson planning

Lesson planning helps a teacher to be more intentional about achieving the lesson objectives. It also helps a teacher to ensure that all the learners will be engaged during the lesson. Lesson plans are vital because they help the teacher maximize on instruction time during the lesson.

There was increase of 44% and 20% in school leaders with lesson plans during endlines from the baseline values. The proportion of 2020 cohort teachers with lesson plans during endlines was however lower than December and November coaching rounds.

Figure 15: Lesson Planning



## Outcome Results

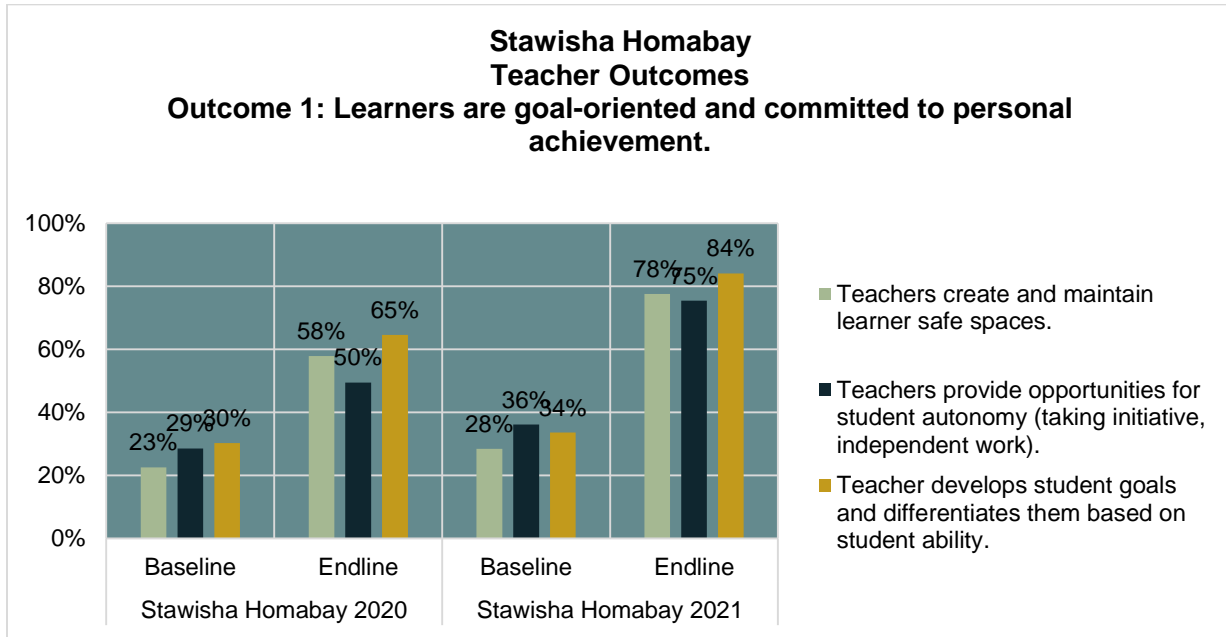
### *Short Term Outcome 1: Learners are goal-oriented and committed to personal achievement*

Under Short Term Outcome 1, we established the teacher’s ability to create and maintain learner safe spaces, provide opportunities for learner autonomy, develop learner goals and differentiate them based on learner ability. Specifically, we interrogated the ability of the teacher to; positively manage learners’ behavior, redirect off-task behavior during the lesson, develop and use discipline plans, provide opportunities for learners to take responsibility, lesson plan and provide different learning options for learners, lesson plan and deliver instruction for different learner abilities, and provide individualized feedback to learners.

Generally, there was an improvement in both cohorts. Homabay 2021’s endline score was Advanced mastery for the three outputs; an increase from Approaching mastery during baselines. Similarly, Homabay 2020’s endline score was mastery for two out of the three outputs; an increase from Beginning/Approaching mastery during baseline.



Figure 16: Outcome 1: Learners are goal-oriented and committed to personal achievement



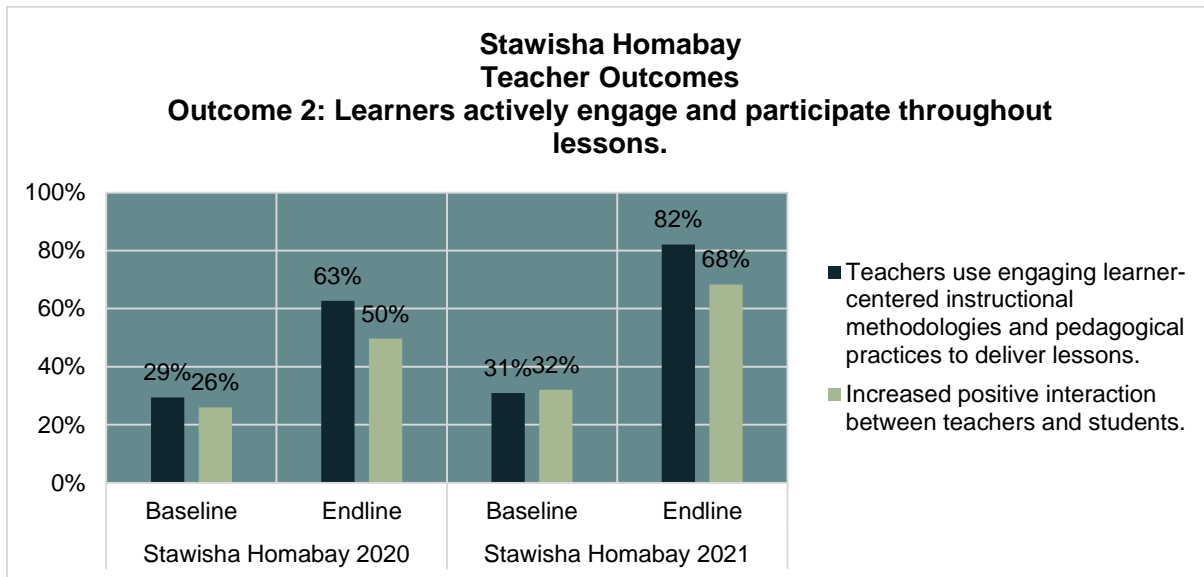
**Short Term Outcome 2: Learners actively engage and participate throughout the lesson**

Under Short Term Outcome 2, we established the teacher’s ability to use engaging learner-centered instructional methodologies to deliver lessons. Specifically, we interrogated the ability of the teacher to incorporate engaging learning techniques during the lesson, use engaging learning materials and strategies that cater for different learning styles, and incorporate group work and tasks that increase learner talk time throughout the lesson.

Figure 17 shows the output level results. Both cohorts were at Approaching mastery level during baseline. During endline, Homabay 2020 cohort was at Mastery on using engaging learner centered methodologies whereas 2021 cohort was at advanced mastery. Similarly, Homabay 2020 cohort was at approaching mastery on increased positive interaction between teachers and learners whereas 2021 cohort was at mastery level.



Figure 17: Outcome 2: Learners actively engage and participate throughout the lesson

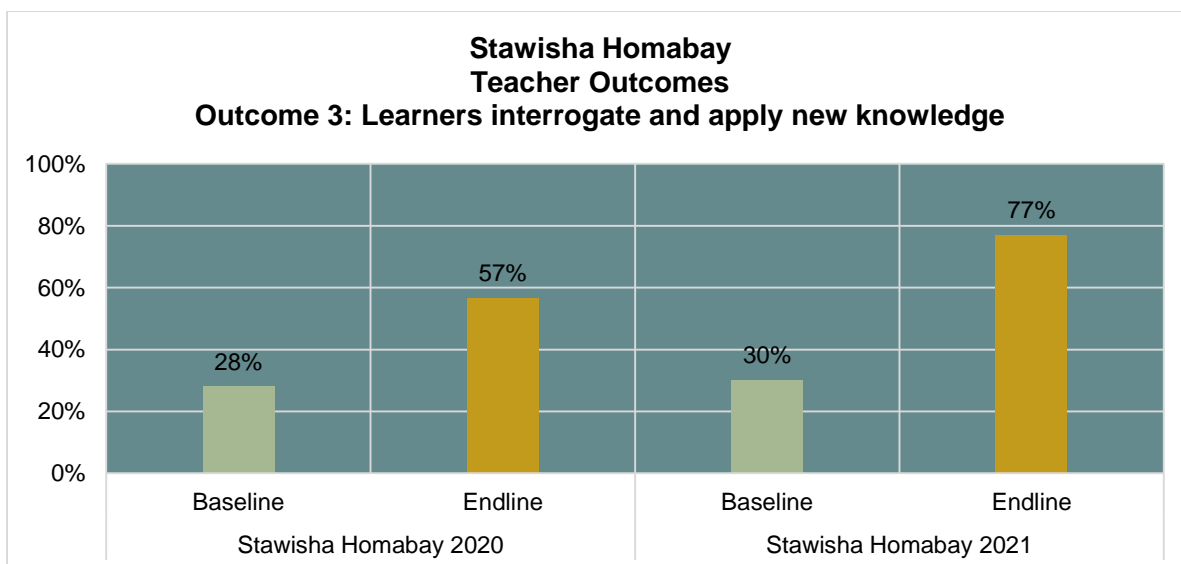


**Short Term Outcome 3: Learners interrogate and apply new knowledge**

Under Short Term Outcome 3, we established the teacher’s capacity to use effective questioning techniques during the lesson. Specifically, we checked whether the teacher allows and encourages learners to ask questions and interact with ideas and concepts and if the teacher asks questions that increase rigor and encourage cognitive struggle.

Stawisha 2021 and 2020 cohorts were at advanced mastery and mastery levels during endlines respectively; an improvement from Approaching mastery during baselines.

Figure 18: Outcome 3: Learners interrogate and apply new knowledge

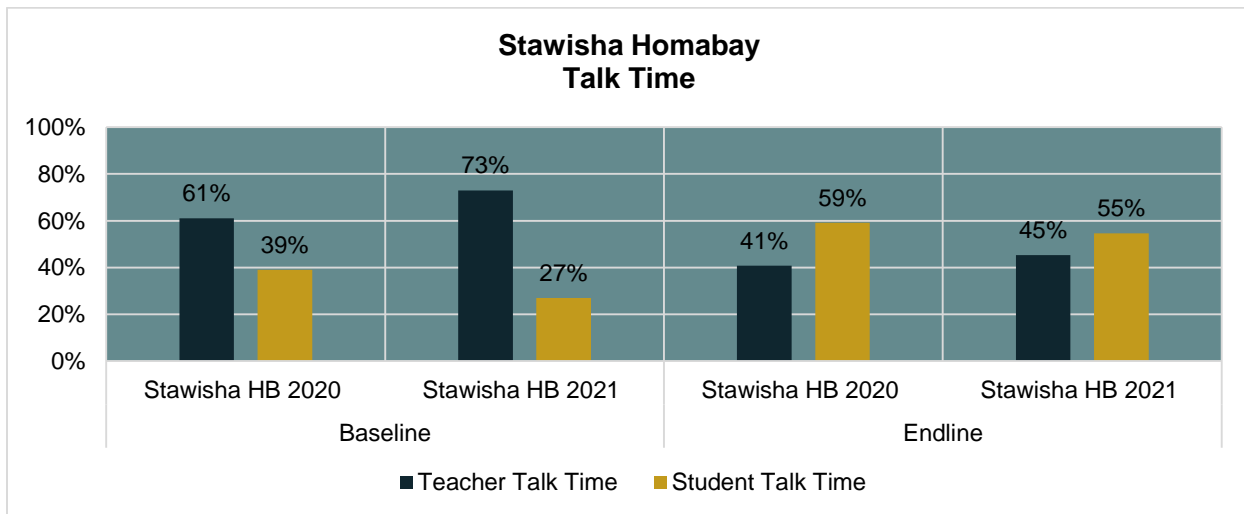




### Talk Time

Both cohorts recorded an increase in learner talk time. 2020 Cohort recorded an increase of 20% from baselines while 2021 cohort recorded an increase of 28%.

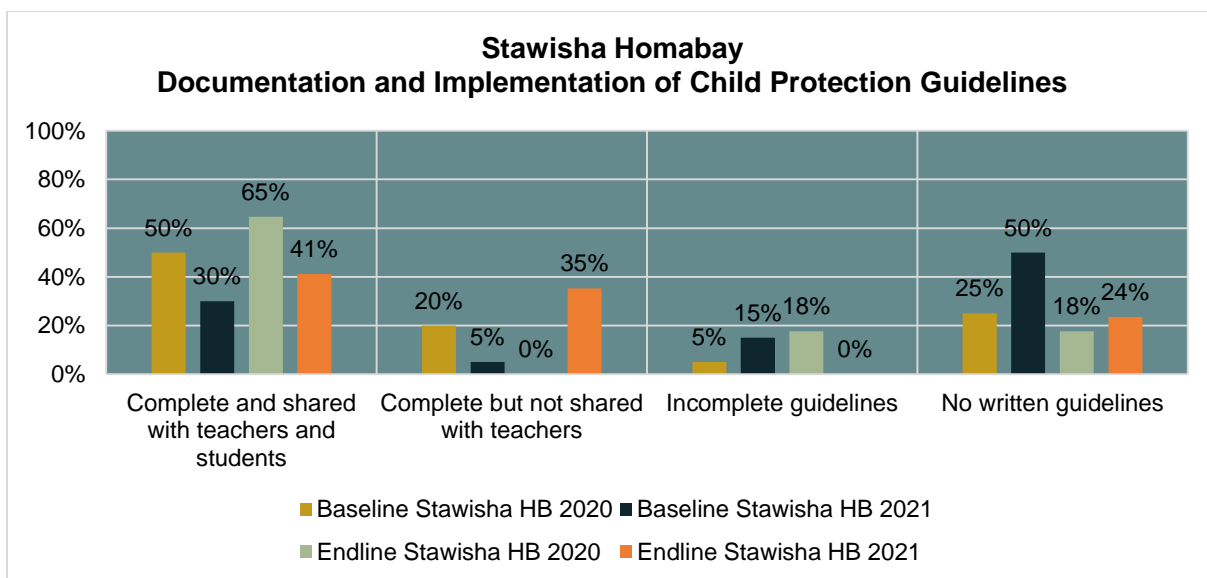
Figure 19: Talk Time



### Child Protection

On child protection, there was an increase of 10% and 11% for 2020 and 2021 cohorts respectively on school leaders who had complete child protection guidelines that had also been shared with teachers and learners.

Figure 20: Child Protection



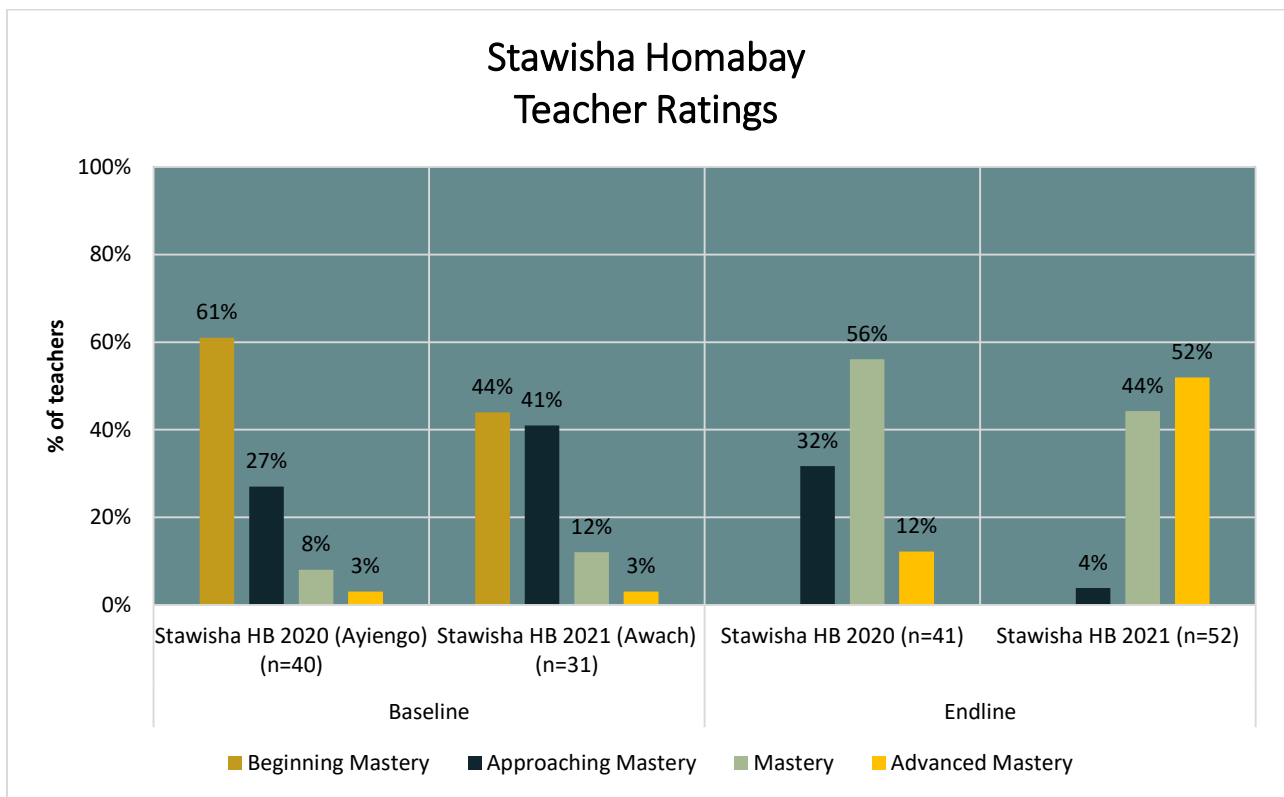


### Teacher Ratings

In General, more than 50% of the school leaders from 2020 cohort and 44% from 2021 cohort were at beginning mastery during baselines. During endlines however, more than 50% of the school leaders were at mastery and advanced mastery level.

Notably, more than 50% of school leaders from 2021 cohort were at advanced mastery level during endlines. On the other hand, 4% of school leaders from the same cohort (2021 cohort) were at beginning mastery during endlines.

Figure 21: Teacher Ratings





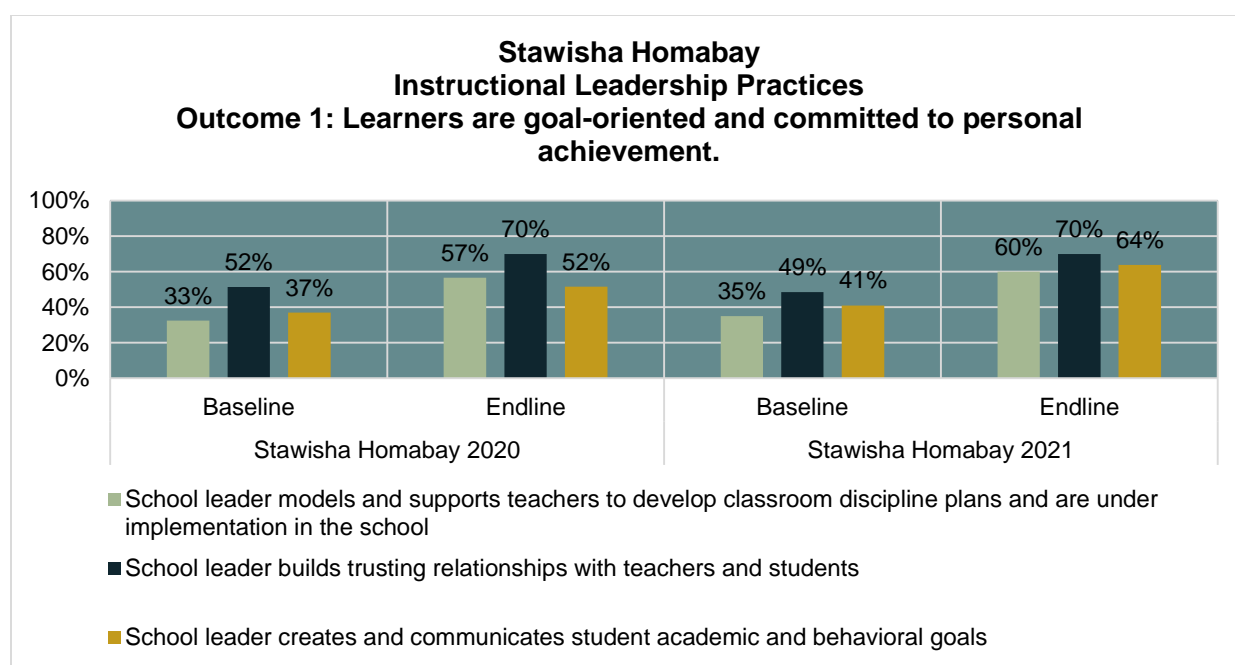
## 6. Instructional Leadership Outcomes

To establish the current instructional leadership practices, Dignitas assessed the capacity of School Leaders in the areas of instructional leadership, classroom culture and learner engagement.

### *Short Term Outcome 1: Learners are goal-oriented and committed to personal achievement*

In general, both cohorts showed a notable improvement in endlines as compared to baselines. Both cohorts were in mastery level across the three outputs

Figure 22: Instructional Leaders - Outcome 1: Learners are goal-oriented and committed to personal achievement

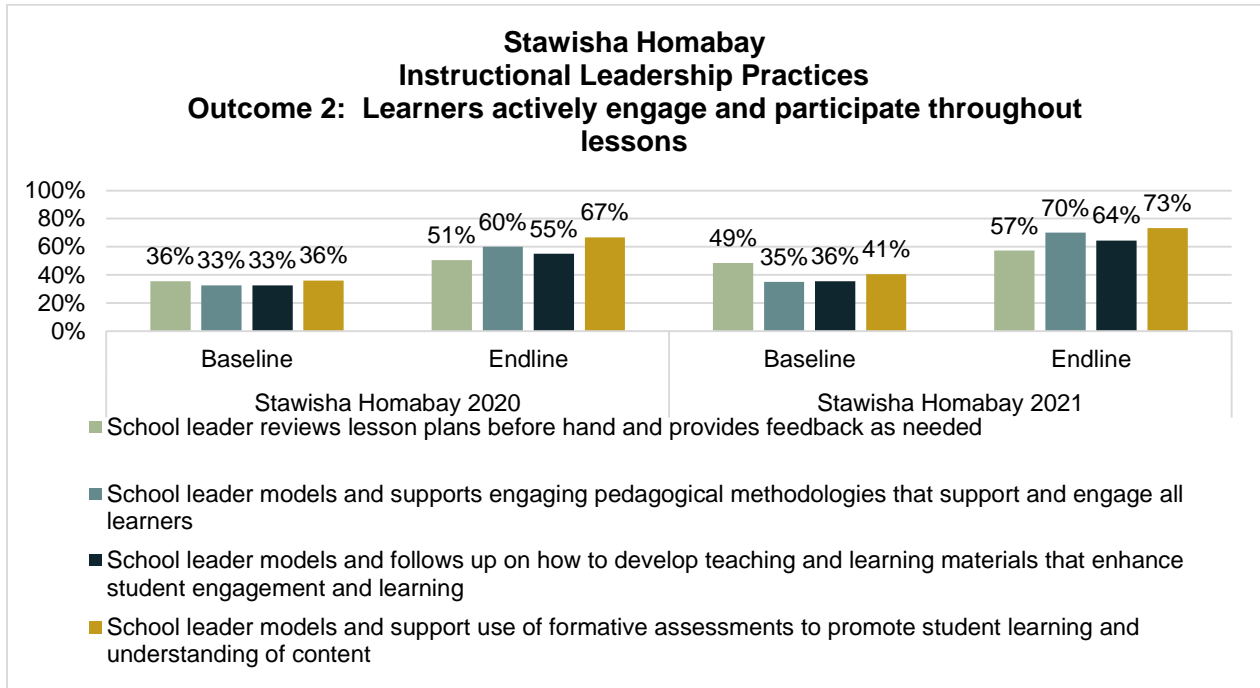


### *Short Term Outcome 2: Learners actively engage and participate throughout the lesson*

Similarly, on learner engagement, there was an improvement across both cohorts. Both 2020 and 2021 cohorts were at approaching mastery across the four outputs during baselines whereas during endlines, both cohorts were at mastery level across all outputs



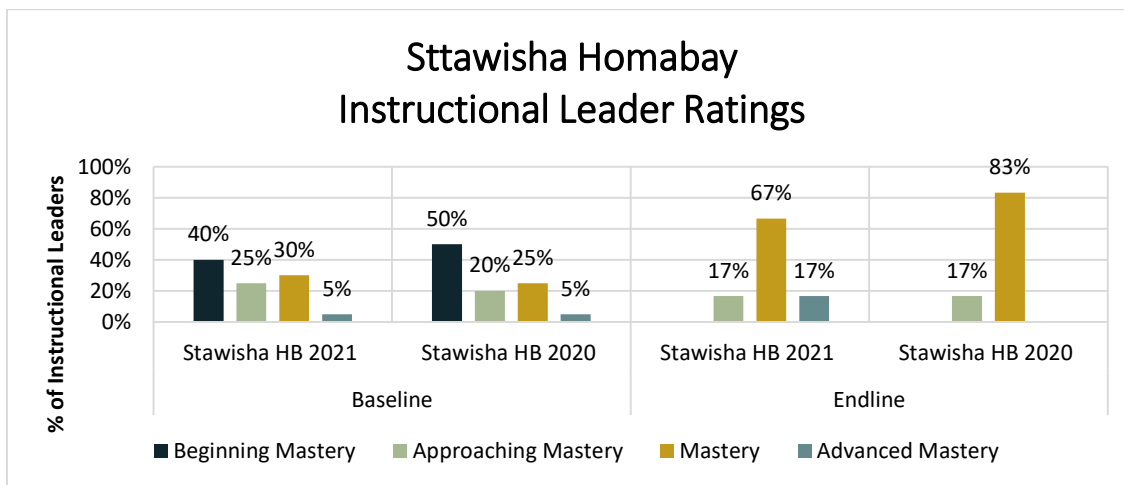
Figure 23: Instructional Leaders - Outcome 2: Learners actively engage and participate throughout the lesson



### School Leader Ratings

Overall, more than 50% of the instructional leaders from both cohorts were at beginning mastery during baselines. During endlines however, majority of the Instructional leaders from both cohorts were at mastery level and above.

Figure 24: Instructional Leader Ratings





**Professional Learning Communities**

A Professional Learning Community is a group of teachers that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. School Leaders received training on PLC implementation during the June Leadership Academy. Dignitas tracked PLC Implementation in November and December.

77% of Homabay 2020 schools and 38% of Homabay 2021 Schools had conducted two PLCs in December.

Figure 25: Number of PLCs Conducted per Month

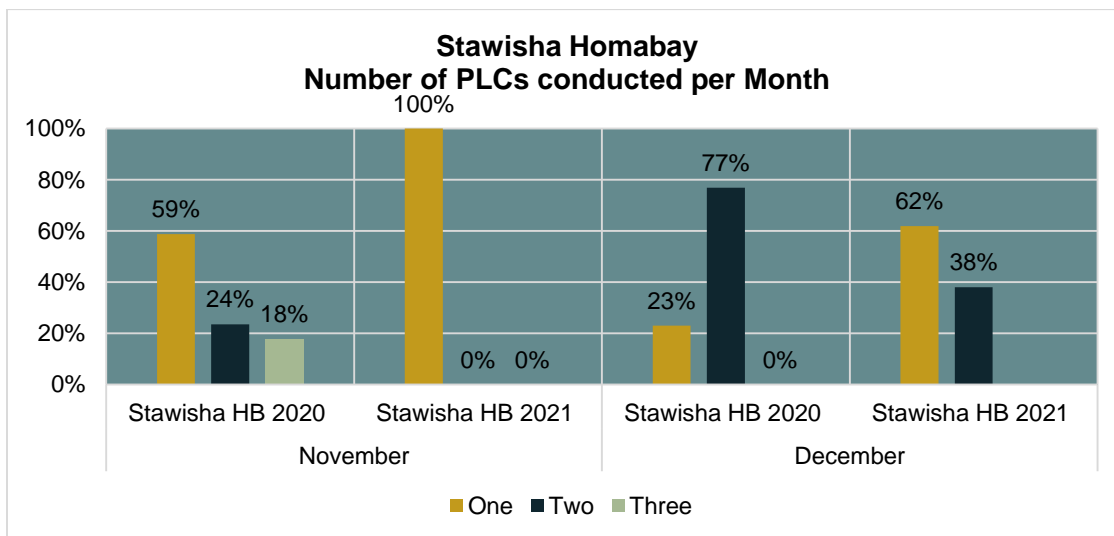
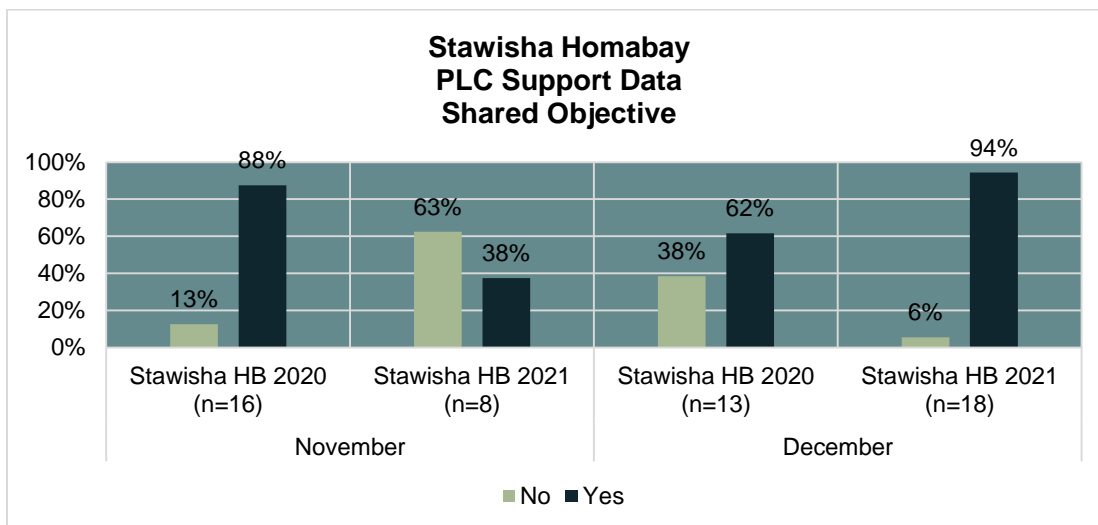


Figure 26 below shows the proportion of PLCs conducted with shared objectives. 2021 cohort showed a great improvement from November.

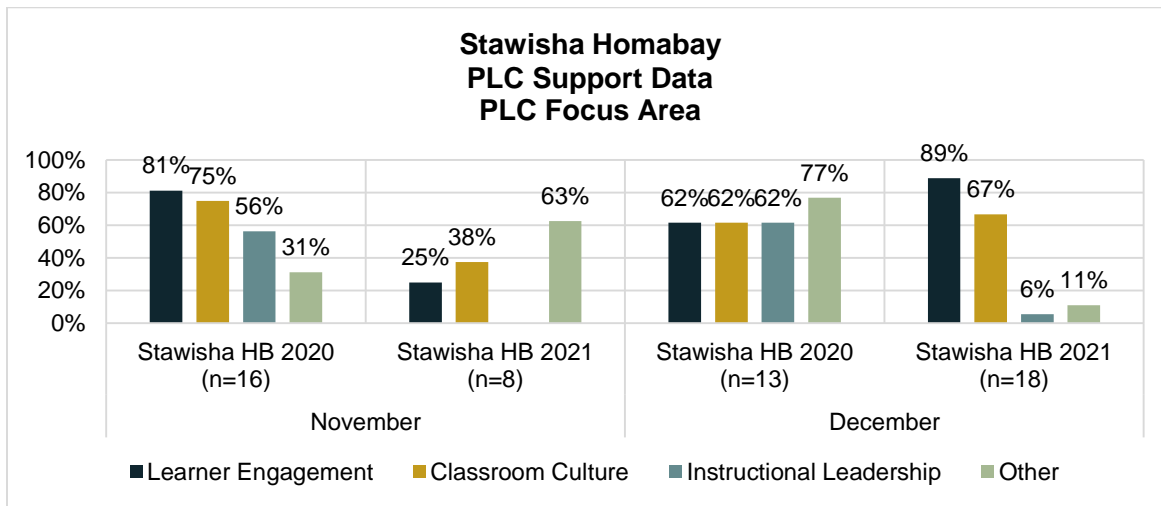
Figure 26: PLC - Shared Objective





Additionally, the schools had also embraced focusing on Learner Engagement, Classroom culture and Instructional Leadership among other areas of discussion during their PLCs as illustrated in Figure 27 below.

Figure 27: PLC Focus Area



## 7. Recommendations

### Design

- i. Revise the Stawisha Theory of Change to focus on the most impactful data points
- ii. Proper scheduling for baseline data collection to allow timely usage of the data for program design and implementation planning

### Content and Implementation

- i. Child Protection, Professional Learning Communities and Coaching and Feedback content to be delivered during the first leadership academy n teacher debriefs, coaching and feedback and Professional Learning Communities content to be delivered during the first leadership academy
- iii. Align Dignitas work plans to CSO official work plan to ensure efficient and consistent coaching to all the school leaders.
- iv. Schedule termly meetings with the Teachers Service Commission (TSC) Directors, Curriculum Support Officers and school representatives to share and reflect on the progress of the program.
- v. Provide lists of all Stawisha SLs so that CSOs know who they ought to support.
- vi. Consistent rating of CSOs to allow tracking of their coaching competencies
- vii. Dignitas Coaches to conduct spot checks to Homabay schools to ensure quality control and to ensure all schools receive coaching

## 8. Annexes

### Annex 1: Indicator Tracking Table

Table 6: Indicator Tracking Table

Outputs	Indicators	Targets	Baseline		Endline	
			Stawisha HB 2020	Stawisha HB 2021	Stawisha HB 2020	Stawisha HB 2021
1.1.1. Teachers create and maintain learner safe spaces.	1.1.1a Increase in the proportion of lessons where the teacher uses multiple approaches to behavior management	30% increase from baseline value on use of multiple approaches by December 2021	31%	33%	56%	80%
	1.1.1c Increase in the proportion classrooms/schools who have completed and implement a child protection policy (includes discipline plan)	30% increase from baseline on discipline plan development and implementation by December 2021	15%	24%	60%	75%
		50+% of the schools have completed and implemented a child protection policy	50%	30%	65%	41%
1.1.2. Teachers provide opportunities for student autonomy	1.1.2a Increase in lessons where teacher provides opportunities for learners to take responsibility	20% increase from baseline value	33%	40%	56%	79%
	1.1.2c Increase in lessons where teachers allow learners to select different learning options in their assignments	20% increase from baseline value	24%	32%	43%	72%
1.1.3. Teacher develops student goals and differentiates them based on student ability.	1.1.3a Increase in lessons where teachers accommodate different learner abilities	20% increase from baseline value	28%	31%	58%	81%
	1.1.3c Increased in lessons where teachers provide learners with individualized feedback	20% increase from baseline value	32%	37%	71%	87%
1.1.4. School leaders develop systems that promote a positive student achievement culture	3.2 School leader models and supports teachers to develop classroom discipline plans and are under implementation in the school	30% increase from baseline value by December 2021	33%	26%	57%	60%



	3.3 School leader builds trusting relationships with teachers and students	20% increase from baseline value	52%	49%	70%	70%
	3.4 School leader creates and communicates student academic and behavioral goals	20% increase from baseline value	37%	41%	52%	64%
2.1.1. Teachers use engaging learner-centered instructional methodologies and pedagogical practices to deliver lessons.	2.1.1a Increased proportion of lessons where the teacher incorporates engaging learner techniques	20% increase from baseline value	37%	38%	62%	83%
	2.1.1c Increased proportion of lessons where teachers use materials that cater for different learning styles	20% increase from baseline value	22%	25%	63%	82%
2.1.2. Increased positive interaction between teachers and students.	2.1.2b Proportion of lessons with at least 80% of students engaged throughout the lesson (learner talk time)	20% increase from baseline value	40%	42%	42%	55%
	2.1.2c Increase in lessons where learners work in pairs or groups	20% increase from baseline value	26%	25%	57%	82%
2.1.3. School leader models and supports teachers to apply classroom instruction that supports and engages all learners	2.1 School leader reviews lesson plans before hand and provides feedback as needed	20% increase from baseline value	36%	49%	51%	57%
	2.2 School leader models and supports engaging pedagogical methodologies that support and engage all learners	30% increase from baseline value	33%	35%	60%	70%
	2.3 School leader models and follows up on how to develop teaching and learning materials that enhance student engagement and learning	30% increase from baseline value	33%	36%	55%	64%
	2.4 School leader models and support use of formative assessments to promote student learning and understanding of content	30% increase from baseline value	36%	41%	67%	73%
2.2.1. Teachers use effective questioning techniques	2.2.1a Increased proportion of lessons where the teacher allows learners to ask questions	20% increase from baseline value	27%	29%	57%	75%
	2.2.1c Increased proportion of lessons where the teacher asks questions that evaluate, synthesize, and that apply new knowledge.	20% increase from baseline value	26%	33%	56%	79%