



Summary Report of
Triennial School Review for Cohort II Schools
&
Review by Exception for Some Cohort I Schools
June 2008

Introduction

Evaluation of Qatar Schools:

The Triennial Review and Evaluation process are integral parts of the evaluation processes undertaken by the Evaluation Institute within the framework of evaluating schools in Qatar. Undertaken every three years, the Triennial School Reviews involve ongoing monitoring, school self-evaluation, and review by exception of the schools to help achieve the four fundamental principles of the reform - Accountability, Autonomy, Variety and Choice.

The Triennial Review of Independent Schools aims:

1. To ensure the quality of academic performance.
2. To ensure that schools are held accountable for providing quality education.
3. To make sure that the school is operating within the framework of “Education for a New Era.”
4. To evaluate the social development of students.
5. To promote school self-evaluation in order to develop and improve their performance.

Key components of the framework for evaluating schools:

School self-monitoring and review form key elements of the overall evaluation framework that help identify the strengths and weaknesses of Independent Schools and their progress towards achieving their set goals and objectives.

The framework of evaluating schools is designed to Qatar education context using internationally respected evaluation protocols. A certain level of continuous external monitoring is undertaken on a wide scale, and a Review by Exception is carried out when there is proof that a school is not performing to the required standards.



The Triennial Review and Review By Exception

The Triennial Review:

The School Evaluation Office of the Evaluation Institute is responsible for designing and implementing the Schools Evaluation System in the State of Qatar.

The Triennial Review is conducted on a three-year cycle in a sound, fair, and accurate manner that encompasses accountability and focuses on outputs.

The Triennial Review has a selective strategy that focuses on the school's achievements and level of development. It is also designed to identify and measure the strengths and weaknesses of a school and to highlight the areas that may need improvement and further development.

There are twenty specific areas of school's functioning that were identified. These areas are not solely based on reviewing the educational aspects but also take into account the four basic principles of "Education for New Era" - diversity, autonomy, choice and accountability - in addition to evaluating the progress the schools have made towards achieving these principles.

Review By Exception:

Review by Exception of schools is carried out only when needed and it follows up two main types of performance:

Effective Performance: Effective performance is determined based on the results of the National Tests or by the Office of Independent Schools of the Education Institute or through school self-evaluation.

Poor Performance: Poor performance is determined when a school obtains poor or acceptable remarks in two or more important evaluation areas compiled in the Triennial Review Report. Accordingly, the School Evaluation Office of the Evaluation Institute conducts a Review by Exception for this school in the next academic year.



Twenty Triennial School Reviews have been conducted for all Cohort II schools with the exception of Al-Qadisiya Independent Model School for Boys due to the circumstances (withdrawal of the school principal's license), and Review By Exception for two schools from Cohort I following last year's results in the Triennial Review report.

A number of teams were formed, each comprising three to five school evaluation officers in addition to an educational expert to spend 4-5 days evaluating schools beginning February through to the end of May 2008.

Each evaluation process begins with preparation, examining and analyzing of documents sent in by the school management, followed by identifying the areas to be evaluated, which include standards and academic achievement, teaching and learning methods, and school leadership & management. The other areas are identified depending on the type, system and the objectives of the school.

Main sources of the data for reviews include:

- School records, reports and documents.
- Interviews with school principals, administration, students and parents.
- Classroom visits and observations.
- Direct observation by the evaluation team members.
- Student results in the national tests.

Evaluation officers use specific evaluation procedures in assessing each area to help them compile sound and accurate data and finally provide recommendations.

Cohort II Schools evaluated by Triennial Review in 2008:

- 1 – Al Risala Secondary Independent School for Girls.
- 2 - Amna Bint Wahab Secondary Independent School for Girls.
- 3 - Al-Doha Secondary Independent School for Boys.
- 4 - Al-Wakra Secondary Independent School for Boys.
- 5 - Qatar Preparatory Independent School for Girls.
- 6 - Hamad bin Abdullah Preparatory/Secondary Independent School for Boys.
- 7 - Abdul Rahman Bin Jassim Preparatory Independent School for Boys.
- 8 - Muaither Preparatory Independent School for Girls.
- 9 - Al-Wakra Preparatory Independent School for Girls.
- 10 - Al-Wajba Preparatory Independent School for Girls.
- 11 - Khadija Primary Independent School for Girls.
- 12 - Al-Salam Primary Independent School for Girls.
- 13 - Abu Baker Asedeeq Primary/Preparatory Independent School for Boys.
- 14 - Markhiya Primary Independent School for Girls.
- 15 - Safiya Primary Independent School for Girls.
- 16 - Brooq Primary Independent School for Girls.
- 17 - Al-Khor Model Independent School for Boys.
- 18 - Al-Khor Primary Independent School for Girls.
- 19 - Muraikh Model Independent School for Boys.
- 20 - Al-Wajbah Primary Independent School for Girls.

Cohort I Schools evaluated by Review by Exception in 2008:

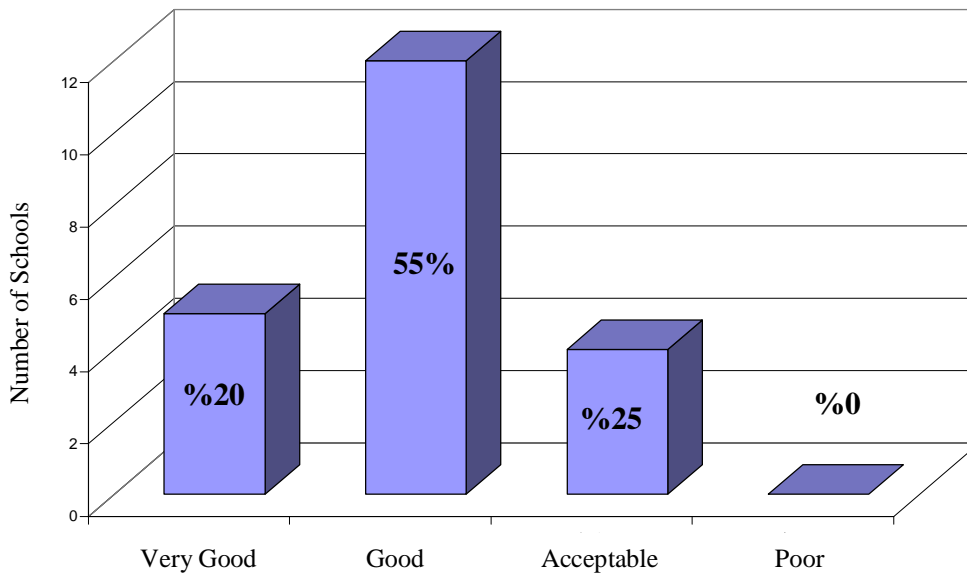
- 1 - Ali bin Abdullah Model Independent School.
- 2 – Al Refaa Primary Independent School for Girls.

Analysis of Evaluation Areas

Leadership and Management

The school leadership and management was the noticeable factor in the Triennial Review for Cohort II schools, and the two “Review by Exception” Cohort I schools. Evaluation officers found this area generally falling in the “Good” category among most Cohort II schools, while a few were classified “very good”. Of the 22 schools evaluated in the leadership and management area, 55% were classified as having a “good” leadership and management, 20% of the schools classified as having “very good” and the remaining 25% schools fell in the “acceptable” category.

Leadership & Management



Strengths in the Management and Leadership:

- Setting schools' priorities through the School Development Plan.
- Most school principals relationships are positive and cooperative with employees.
- The effectiveness of some Boards of Trustees and their role in participating in problem-solving and issues that arise in the school.
- Positive relationship between parents and the community with the school.
- Promotion and reward of staff to encourage them to stay in the school.

Areas in need of improvement and development in the Management and Leadership

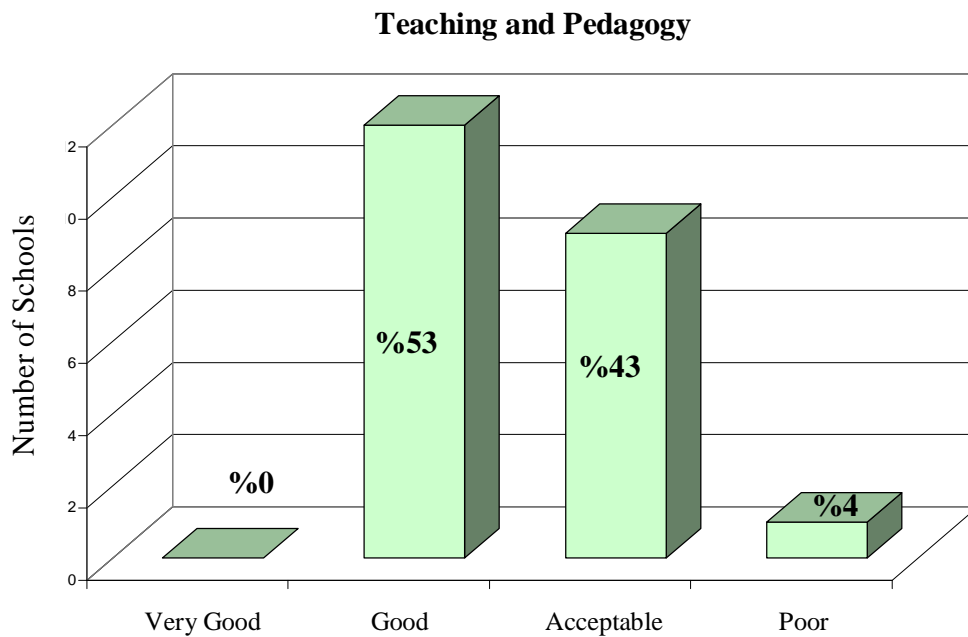
- High turnover rate of Qatari staff.
- Activating the role of Boards of Trustees.
- Lack of technological devices needed to enhance the teaching process.
- Lack of parental participation in their children's education in some schools.
- Follow-up the impact of staff training.
- Analysis of students' school tests results.

Recommendations:

- Develop action plans to reduce the turnover rate of Qatari staff.
- Increase the percentage of Qatari staff in schools.
- Provide resources and means to improve the teaching and learning process.
- Ensure monitoring teachers' performance on a regular basis in order to maintain the quality of teaching in all subjects.
- Analysis of the students' results and using them to improve the level of their achievements in the school subjects.

Teaching methods and pedagogy

The teaching methods and pedagogy also stood out in the “Triennial Review” for Cohort II schools, and the “Review By Exception” for the two Cohort I schools. Most schools fell in the “Good” category. 53% of the schools classified in the “good,” 43% of the schools fell in the “acceptable” And the remaining 4% of schools’ teaching and learning methods were “poor.”



Strengths of teaching and learning methods in some schools:

- Good lesson planning procedures that are aligned to Qatar Curriculum Standards.
- Diversity of teaching methods and strategies.
- The diversity of activities and events that support the curriculum.
- Positive relationship between teachers and students.
- Students are encouraged and motivated to participate in the lessons.
- Teachers are familiar with the subjects they teach.
- The use of technology in teaching.
- Classroom environment is rich in means and resources that boost the teaching process.

Areas in need of improvement and development in teaching and learning in some schools:

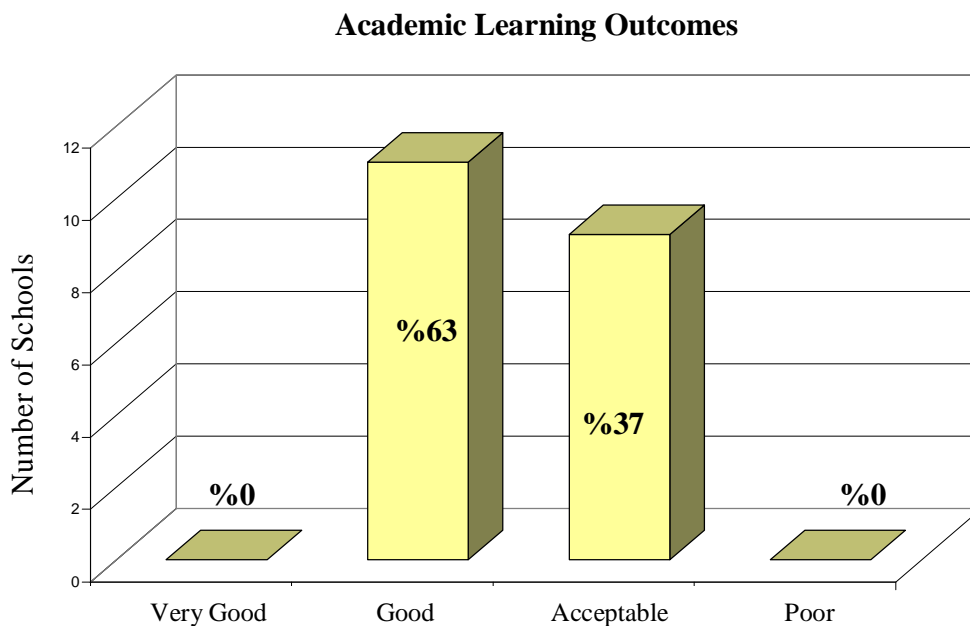
- Poor classroom management by some teachers.
- Development of English language skills especially for some mathematics and science teachers.
- Differentiated learning taking into account individual student needs during presentation of some lessons.
- Diversify teaching methods and deviate from the traditional memorization and rote learning methods
- Ensure full participation of all students in some lessons.
- Effective use of available technology.
- Granting students time for thinking and participation during lessons.

Recommendations:

- Provide more training opportunities for teachers about the classroom management and use of English in teaching.
- Encourage the use of available resources in teaching.
- Implement quality control strategies and teaching methods during lessons.
- Consider individual student needs while planning and during lessons.
- To ensure the participation of all students during the lessons.

Academic Learning Outcomes

The students' academic learning outcomes in the "Triennial School Reviews" for cohort II Schools, and the two "Review by Exception" schools from cohort I schools indicate that most schools fell in the "good" category. 63% of schools showed students' learning outcomes were "good," and 37% of schools were classified as "acceptable."



Strengths in the Academic Learning Outcomes area in some schools:

- Analysis of tests' results and using them to implement plans to develop students with low performance level.
- Develop plans to support students with learning difficulties.
- Conduct diagnostic tests to identify the differences in students' levels.
- Attention given to honoring outstanding and talented students.
- Develop plans to raise the level of students in national tests.



Areas in need of improvement and development in Academic Learning Outcomes:

- Utilize students' tests results to help improve students' performance levels.
- Develop individual plans for students with low performance levels in different subjects.
- Develop plans that target talented students in various fields.
- Raise the level of students in Science and Mathematics subjects.

Recommendations:

- Develop individual plans to improve the performance level of students.
- Develop individual plans that cater to the needs of talented students.
- Raise the level of students' academic achievements in all subjects.
- Utilize tests' results to help in develop plans that support students.
- Develop effective action plans to improve the level of students in English language.

Staff Professional Preparation and Development

Strengths in the Staff Professional Preparation and Development:

- Prepare training programs plans based on self-evaluation and training requirements of the staff.
- Diversity of professional development programs such as internal and external courses and workshops.
- Participation of schools' management, coordinators, and teachers in providing training programs.

Areas in need of improvement and development in Staff Professional Preparation and Development:

- Measure and follow up the effectiveness of training for the staff.
- Follow up the completion and implementation of the professional development plan and courses contained therein.
- Training and follow-up of some new teachers by the Schools' Managements.

Recommendations:

- Measuring the effectiveness of training and development programs for staff.
- Intensify training courses for teachers and new teachers.

Parental Participation

Strengths in the area of Parental Participation:

- Establish positive relationships with parents and the community.
- Participation of some parents in the schools' activities and events.
- Continuous communication between schools and parents in numerous ways.
- Inform parents about the academic level and behavior of their children.

Areas in need of improvement and development in Parental Participation:

- Inform parents about the schools' mission and goals.

Recommendations:

- Develop more effective plans for parental participation about various school's activities.
- Conduct surveys with parents through questionnaires to find out about the educational process in schools.

Students Behavior and Discipline

Strengths in the Students Behavior and Discipline:

- High percentage of student's attendance to the schools.
- Schools have good system of monitoring and follow-up.
- Student's behavior is good during lessons.
- Implementing the behavior regulations and disciplinary policy in schools.
- Communicate with parents to solve behavioral problems of some students.

Areas in need of improvement and development in Students Behavior and Discipline:

- High percentage of latecomers to school in the morning.
- Use of mobile phones in the classrooms and the extensive smoking habit among students (boys) in secondary school.

Recommendations:

- Control student delays in the morning.
- Prevent students from smoking through awareness, education and discipline.

The Rates Achieved by Cohort II Schools in the Triennial School Reviews” in 2008

The rates achieved in each evaluated area						
Area	Number of schools evaluated in this Area	Categories				
		Very Good	Good	Acceptable	Poor	
Leadership & Management	School mission and ethos					
	School leadership and management	21	5	12	4	0
	Curriculum/academic leadership and management	2	0	1	1	0
	School financial management					
	Resources management and deployment					
	School self-monitoring and evaluation processes	5	1	3	1	0
Teaching & Learning	Teaching and pedagogy	22	0	12	9	1
	Quality of learning					
	Assessment practices	6	2	1	3	0
Standards & Performance	Students' attainment and overall improvement	2	0	1	1	0
	Student academic learning outcomes	20	0	11	9	0
	Student behaviour and discipline	13	2	7	4	0
	Expectations of students and staff					
	Social outcomes of schooling	1	0	0	1	0
Curriculum & Environment	Curriculum provisions	4	1	2	1	0
	Learning environment	4	1	2	1	0
Staff Deployment & Development	Staff oversight and deployment	4	0	2	2	0
	Professional Development & preparation of staff	9	3	4	2	0
Parents & Community	Parental participation	15	5	10	0	0
	Community relationship					