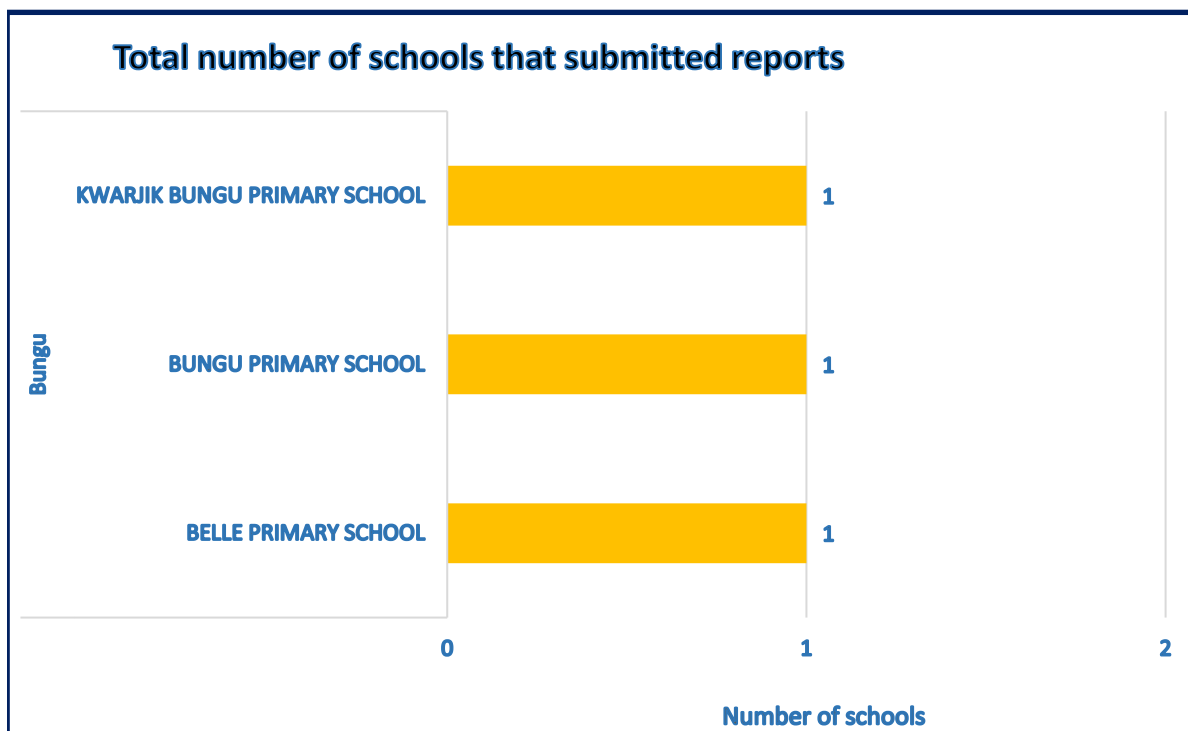




County Summary of Submitted School Performance Reports

Period Covered: 1st Term 2017

Name of County: BUNGU	
Total number of schools in county	
Total number of schools that have submitted reports	3



Contents

Contents.....	1
1. Generalized results for the county summary of school performance reports.	2
2. School Enrolment Growth Analysis.....	4
2.1 Distribution of Learners in school.....	4
2.2 Distribution of Learners with disabilities.	4
2.3 Distribution of Learners in p1 that have undergone ECDE.....	5
3. School Attendance performance	6
4. School finances outlook	6
5. Teaching and Support Staff.....	7
6. Capacity of Teaching Staff / School Managers.....	9
7. Learning Outcomes assessment.	10
8. Curriculum and Instructional materials.	12
9. Inspection and Supervision.	14
9.1 Frequency of Inspection and Supervision and educator effectiveness	14
9.2 Instructional Planning and Scheduling.....	15
9.3 Implementation Status of corrective actions from Inspection and Supervision visits.....	16
10. School Child Friendliness and Clubs.....	16
11. School Catchment Area.....	17
12. School Governance and implementation of policies	18
13. ISSUES, RECOMMENDATIONS FOR CORRECTIVE ACTIONS FROM THE REPORT.....	19

1. Generalized results for the county summary of school performance reports.

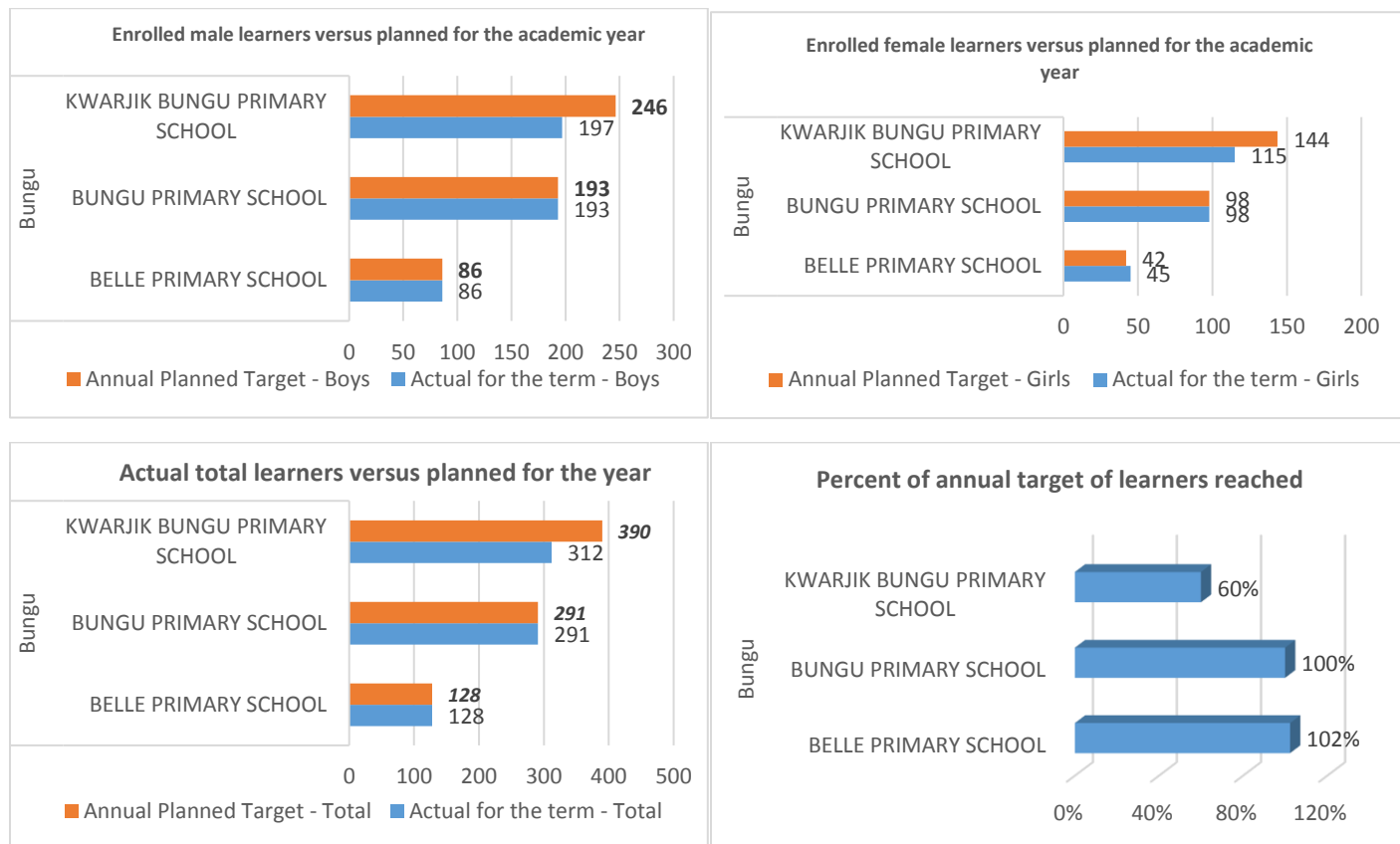
Key Performance Indicators	Value
School Enrolment Growth Analysis.	
Proportion of schools with actual average <i>number of learners enrolled</i> for the term above 80% of annual planned target.	67% (2/3)
Proportion of schools with actual average <i>number of learners with disabilities</i> enrolled in the term above 80% of annual planned target.	33% (1/3)
Proportion of schools whose actual average <i>proportion of learners enrolled in p1 that have attended ECDE in the term</i> is above 80% of annual planned target.	0% (0/3)
School Attendance Performance.	
Proportion of schools whose actual average <i>percentage of learners attending 80% or more instructional days in a term</i> is above 80% of annual planned target.	33%(1/3)
Proportion of schools whose actual average <i>number of child mothers enrolled in schools</i> is above 80% of annual planned target.	-
School Finances Outlook	
Proportion of schools whose actual average <i>total education financing</i> for the term is above 80% of annual planned target.	0% (0/3)
Proportion of schools whose actual average <i>number of girls receiving cash transfers</i> for the term is above 80% of annual planned target.	0% (0/3)
Teaching and Support Staff	
Proportion of schools whose actual average <i>total number of teachers</i> is above 80% of annual planned target.	0% (0/3)
Capacity of Teaching Staff / School Managers.	
Proportion of schools whose actual average <i>total number of trained teachers</i> is above 80% of annual planned target.	0% (0/3)
Proportion of schools whose actual average <i>number of teachers trained on the implementation of new national curriculum</i> is above 80% of annual planned target.	0% (0/3)
Learning Outcomes Assessment.	
Proportion of schools whose actual average <i>% of learners passing exit exams</i> is above 80% of annual planned target.	33% (0/3)
Proportion of schools whose actual average <i>percentage of early grade learners who achieved minimum proficiency standards in literacy</i> is above 30% of annual planned target	-
Proportion of schools whose actual average <i>percentage of early grade learners who achieved minimum proficiency standards in numeracy</i> is above 40% of annual planned target	-
Proportion of schools whose actual average <i>number of the learners repeating</i> is below 80% of annual planned target	33% (1/3)
Proportion of schools whose actual average <i>number of dropouts is below</i> 80% of annual planned target	0%(0/3)
Curriculum and Instructional Materials.	
Proportion of schools whose actual average <i>number of learners/teachers who lack textbook/instructional materials in Mathematics</i> is above 80% of annual planned target.	33% (1/3)
Proportion of schools whose actual average <i>number of learners/teachers who lack textbook/instructional materials in English</i> is above 80% of annual planned target.	0% (0/3)
Inspection and Supervision.	
Proportion of schools whose actual average <i>total number of times inspector / supervisor visited the school</i> is above 80% of annual planned target.	0% (0/3)
Proportion schools whose actual average <i>number of teachers receiving an observation score above 70%</i> is above 80% of annual planned target.	0% (0/3)
Proportion of schools whose actual average <i>number of teachers attending 80% or more of the total instructional days in a term</i> is above 60% of annual planned target.	0%(0/3)
Proportion of schools whose actual average <i>proportion of teachers complying with teaching practice in record keeping</i> is above 50% of annual planned target.	0%(0/3)
School Child Friendliness and Clubs	
Proportion of schools whose actual average <i>CFS Index</i> is above 90%.	

Key Performance Indicators	Value
Proportion of schools with <i>average total number of classrooms</i> is above 90%.	0%(0/3)
Proportion of schools whose estimated number of out of school children in the catchment area is above 80% of annual planned target.	0%(0/3)
School Governance and Implementation of Policies	
Proportion of schools whose actual average total number of meetings conducted is above 80% of annual planned target.	0%(0/3)

2. School Enrolment Growth Analysis.

2.1 Distribution of Learners in school.

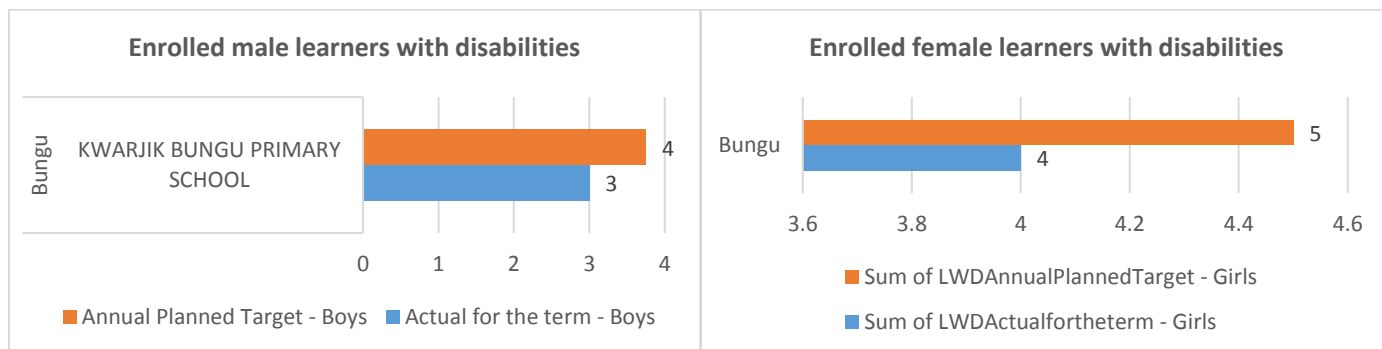
This section provides graphic illustration of learners as distributed in Bungu County schools (ie. Kwarjik, Bungu and Belle), based on submitted School Performance Reports. From the graphs below, Kwarjik had lower numbers of both boys and girls enrolled whereas Bungu primary achieved the enrolment targets.

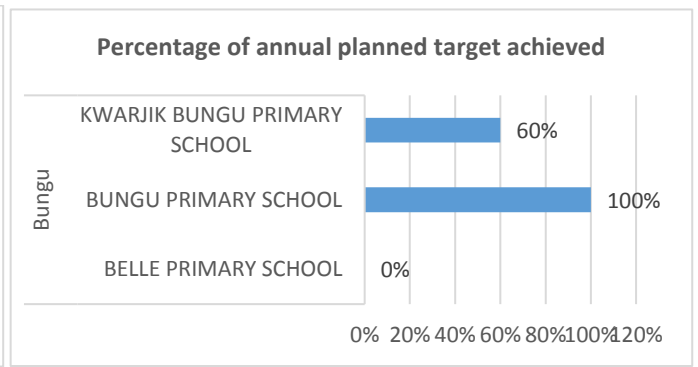
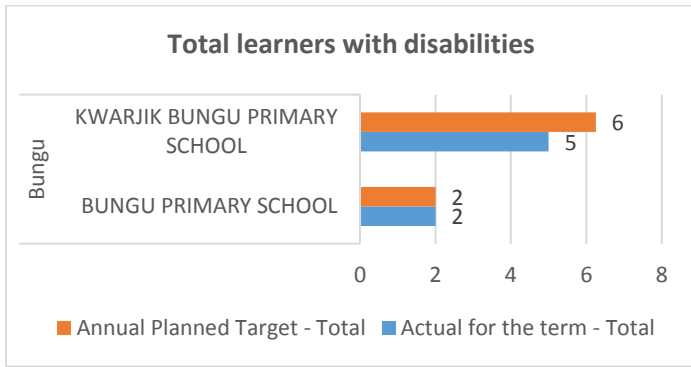


Belle Primary exceeded the target set in terms of girls' enrolment while hitting the target on the boys. In total, 731 learners were enrolled by first term, which is 91% of the planned target of 809.

2.2 Distribution of Learners with disabilities.

In the graph below, Belle Primary had no learners with a disability, or at least did not include any number for the learner with disabilities on their form. Kwarjik and Bungu Primaries combined had low numbers of learners with disabilities enrolled despite achieving over 98% of their targets.

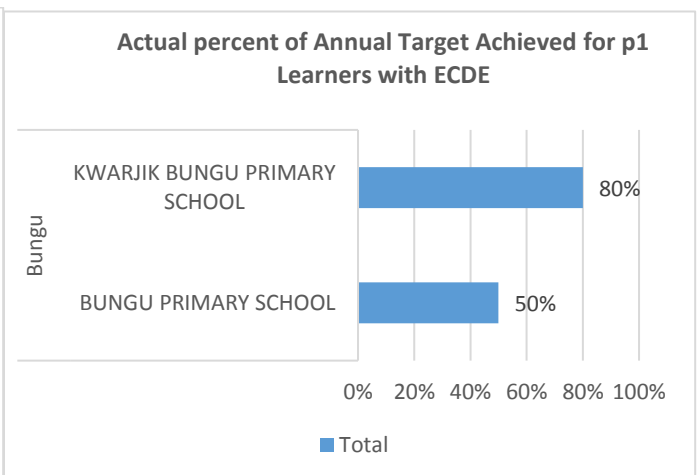
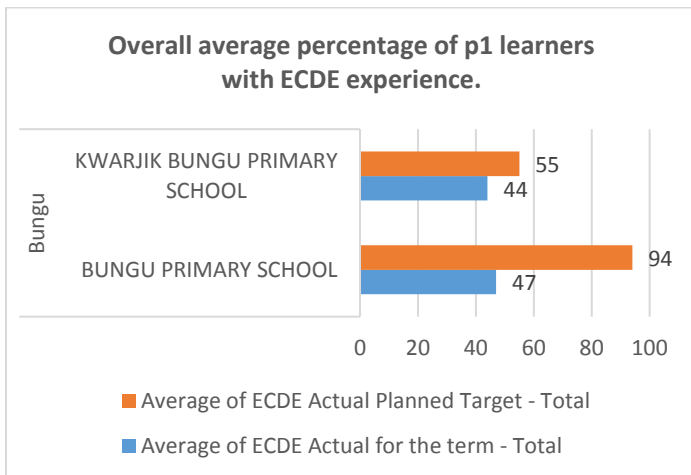
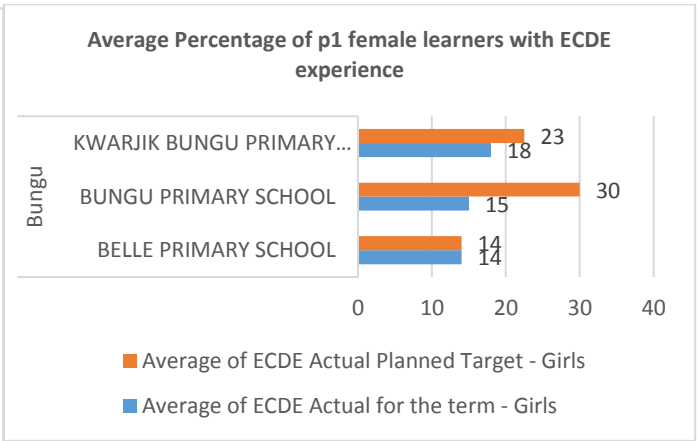
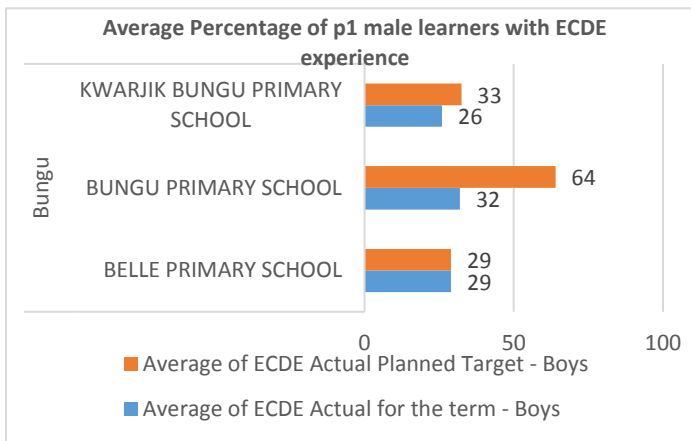




From the target achievement performance graph, the two schools that reported figures for learners with disabilities achieved 92% of the annual target.

2.3 Distribution of Learners in p1 that have undergone ECDE.

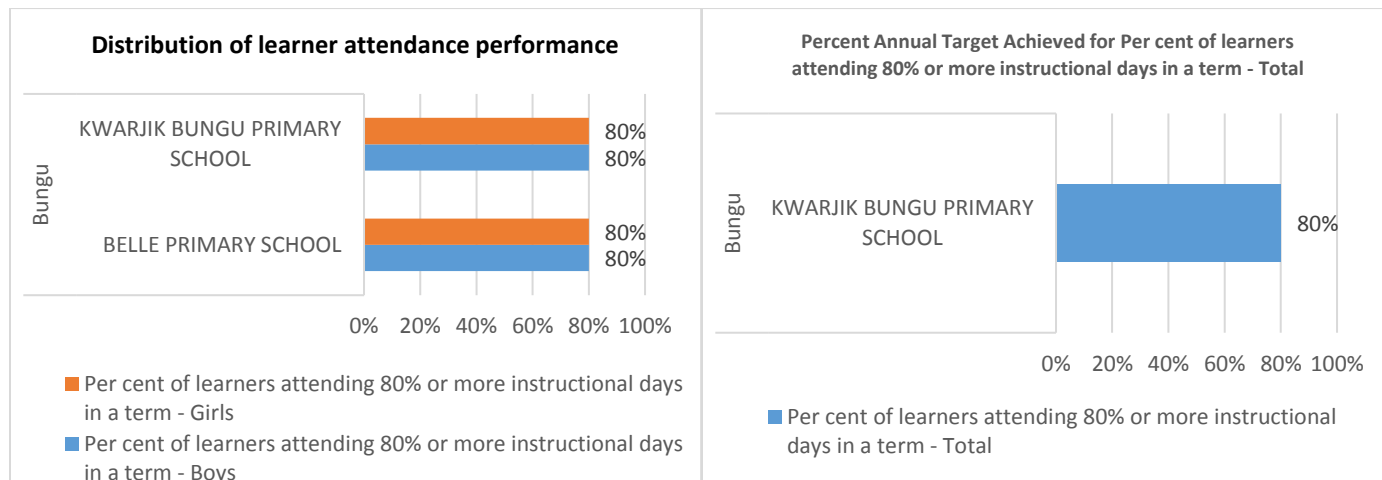
The ECDE is a priority area for GESP 2016-2022 and critical for enhancing learning outcomes in the early grades. Eventually the later grades will be included. Generally low numbers were reported across the board. However, Belle Primary school achieved 100% of the target while Kwarjik Bungu and Bungu registered slightly lower than the targets set. The largest number of ECDE students attended Belle.



Overall, there were 77% of the p1 learners with ECDE experience in Bungu County.

3. School Attendance performance

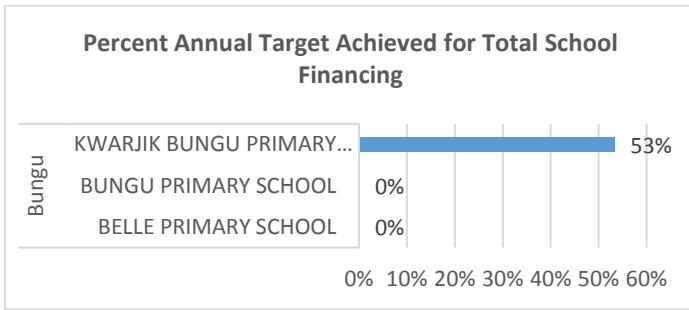
Graphs below for schools in Bungu County reveal that there are no serious challenges in terms of attendance at the school included in the study.. The county target of 80% of learners attending at least 80% of instructional days in the term was achieved.



Bungu County as a unit needs schools to be subjected to data quality check to capture why the other 20% are not able to attend 80% of instructional days.

4. School finances outlook

The highest amount of capitation grants are reported by Kwarjik Bungu Primary school in Bungu County, (>SSP 264, 005) which has the highest number of enrolled learners at 197 while the lower numbers are reported by both Belle and Bungu schools.

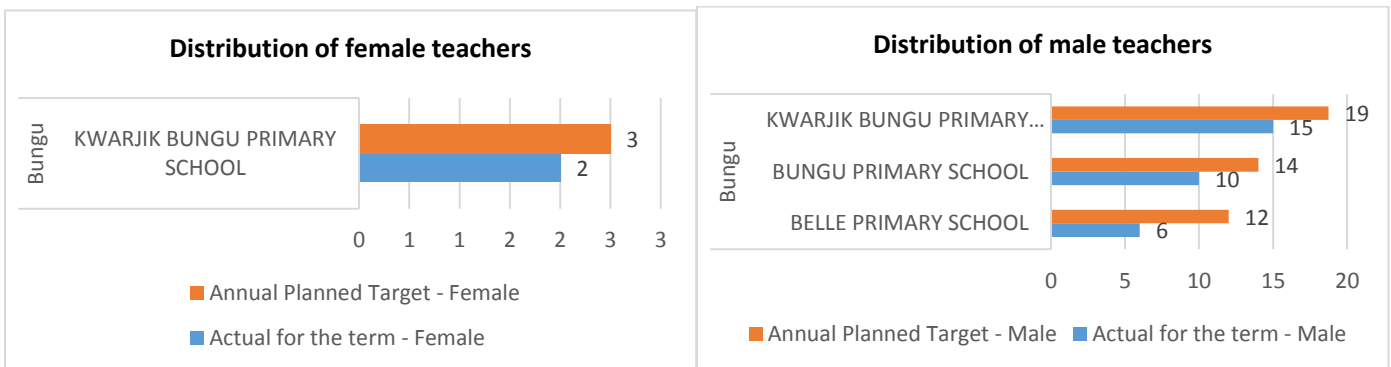


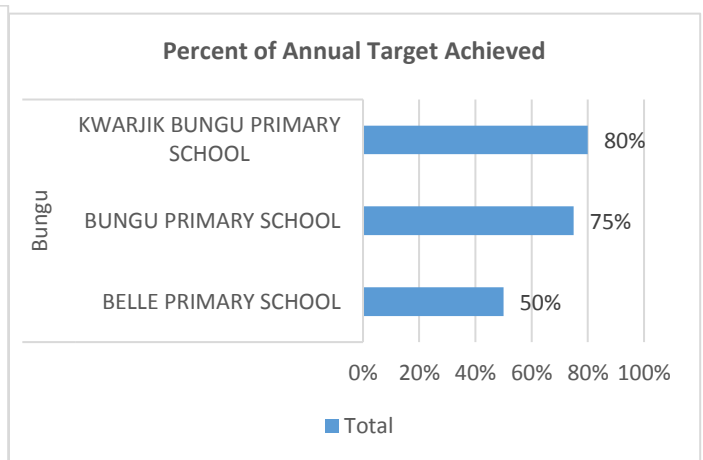
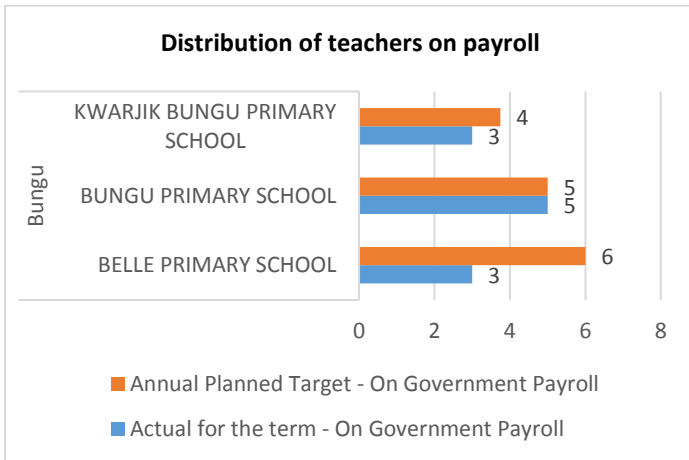
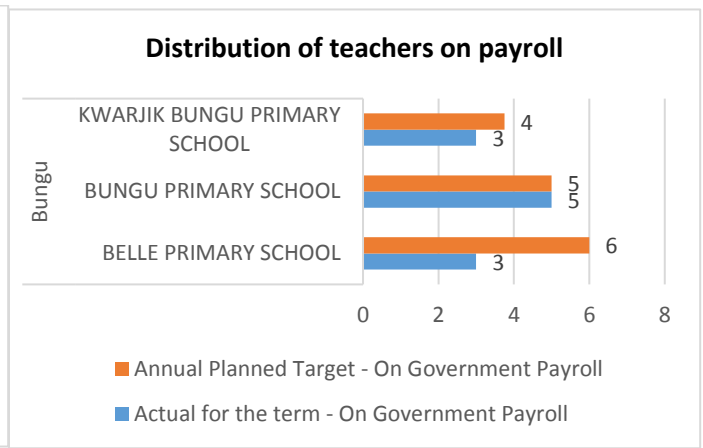
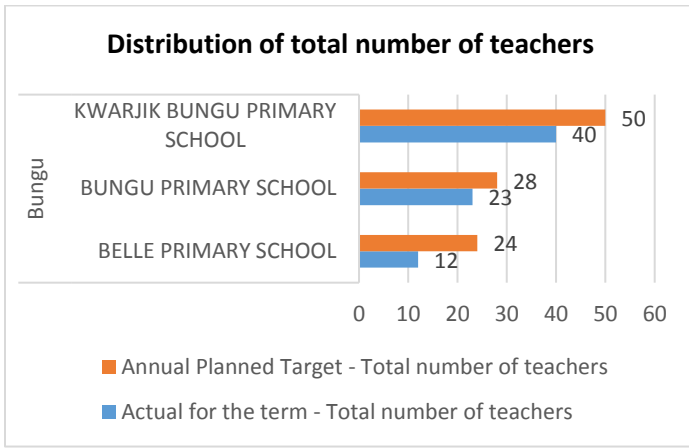
Bungu Kwarjik Primary School records 264,005 SSP in both capitation grant and volunteer teacher incentive. Neither Belle nor Bungu received either capitation grant or volunteer teacher incentive. Kwarjik Bungu Primary School reached only 53% of the annual school finance target and must be subjected to data quality check to find out why. Both Bungu and Belle Primary schools did not report on their achievement of the annual planned target for school finances. The two schools should be subjected to an audit which will obtain the information to produce a report on capitation accountability.

5. Teaching and Support Staff.

The responses to this section highlight the ongoing need for teachers, especially female teachers and trained teachers. Each school hoped to improve but fell short of their targets in both of these areas. These are both issues common throughout the country.

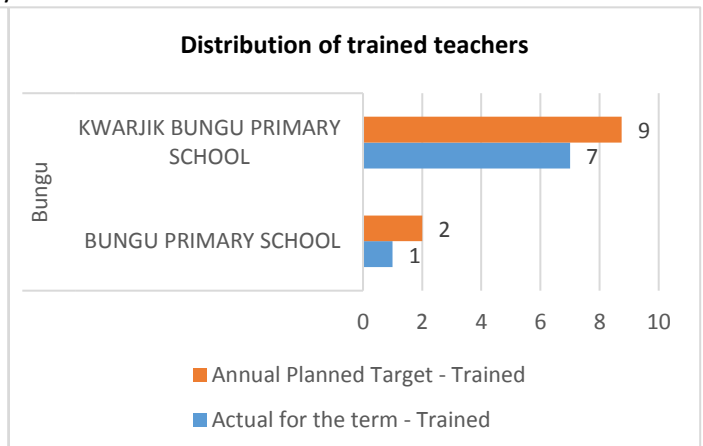
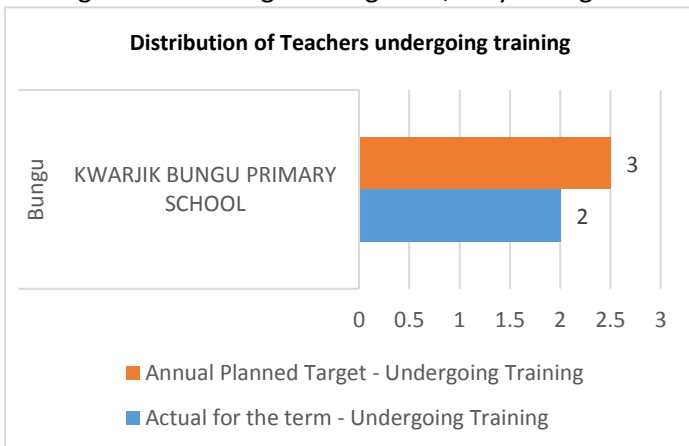
The charts below show a common phenomenon where there are fewer female than male teachers in all schools. The schools also have few TSS teachers, in each category and the total than targeted. Belle Primary’s total is 50% below the other two which are both almost 20% below target. Belle Primary intended to put 6 teachers on the government pay roll but only managed to place half that number. Further investigation is needed to discover why the schools fell so short of their targets.

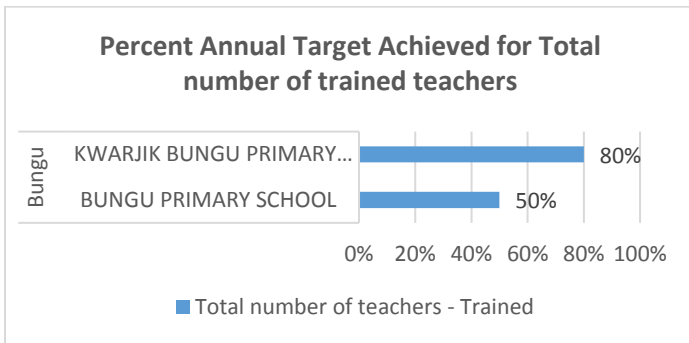
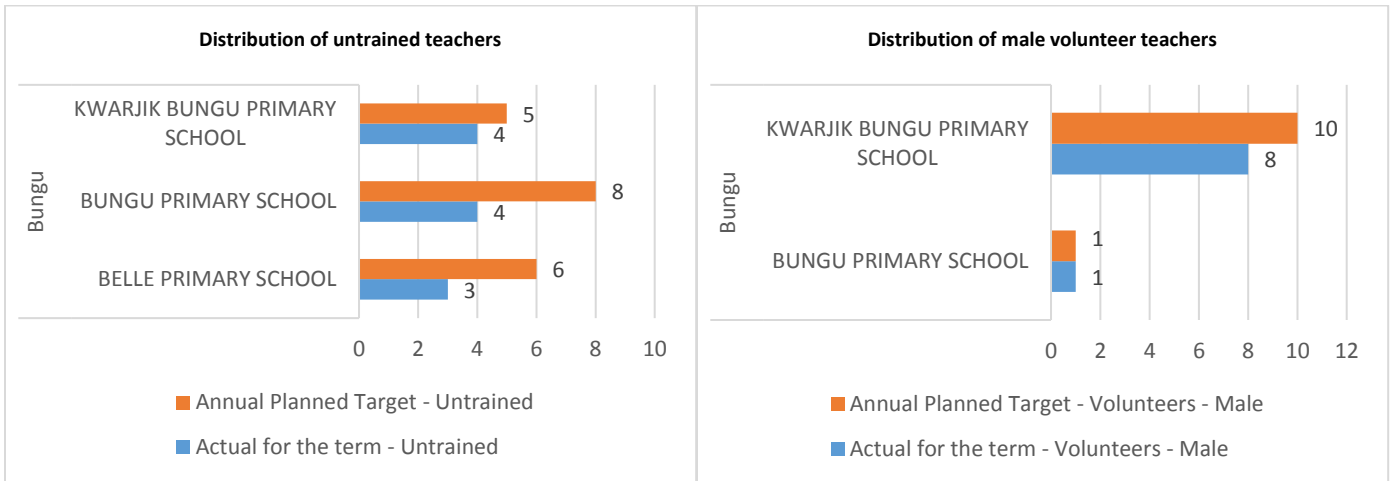




Overall there is a shortage of female teachers in all three schools reported in Bungu County. Efforts need to be made to increase the number, especially on the government payroll.

The next set of graphs look at how many teachers received training. All three schools wanted to have more trained teachers and send more teachers to training. Not only did they fall short of the target for trained teacher by 28% looking at all the categories together, they fell significantly short of the overall number of teachers.

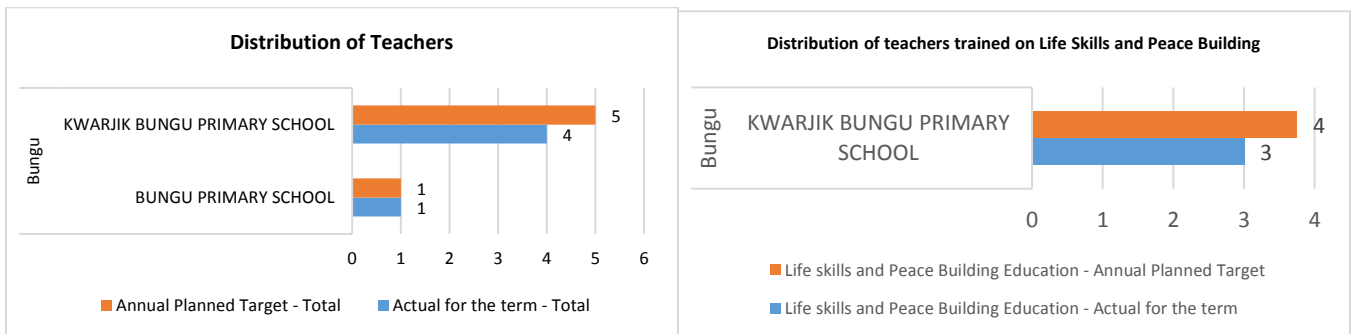




As these graphs show, teachers are scarce in Bungu, particularly trained teachers. While the schools could be audited to find out more information, it is known problem throughout the country.

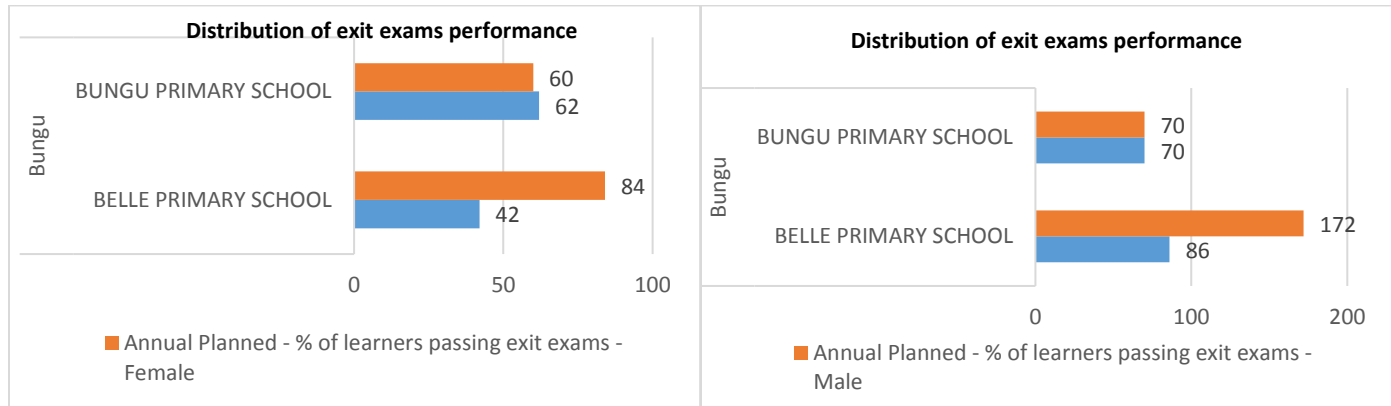
6. Capacity of Teaching Staff / School Managers.

This section focuses on results of capacity building initiatives for teachers in the schools and training level for the teachers and school managers. The graph below shows the schools that submitted school performance reports, three schools (Kwarjik Bungu, Bungu and Belle) do not have a serious shortage of female and trained teachers. They achieved over 90% of their annual targets.

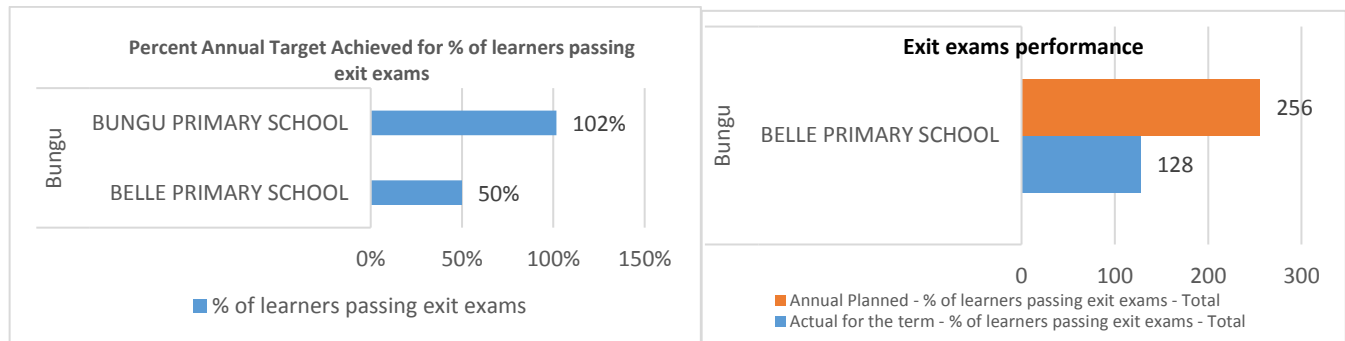


7. Learning Outcomes assessment.

This section details the results of the learning outcomes and covers exit exams, drop outs and repeaters along with literacy and numeracy assessments in the schools in Bungu County.

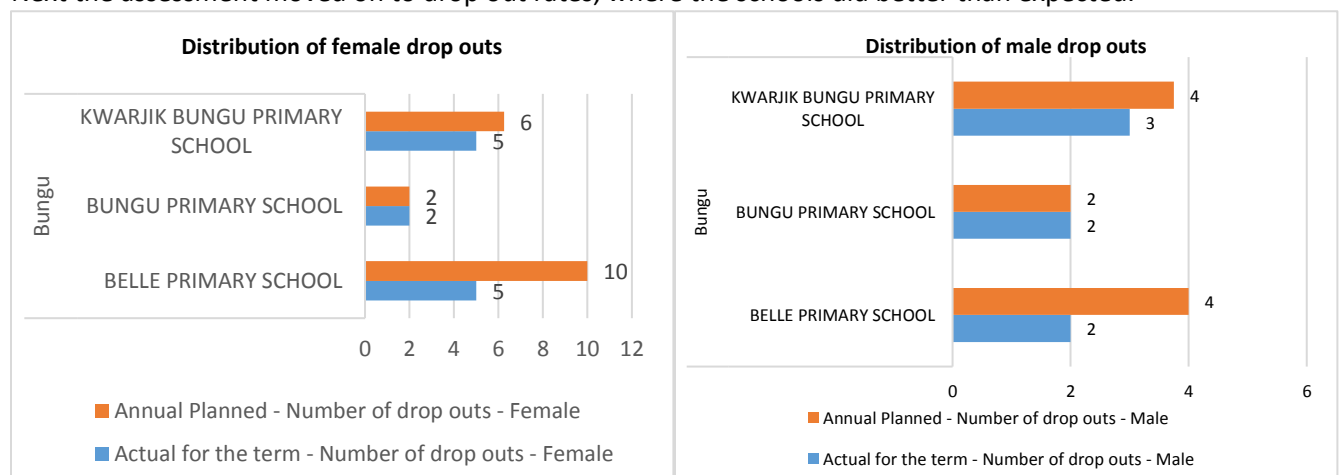


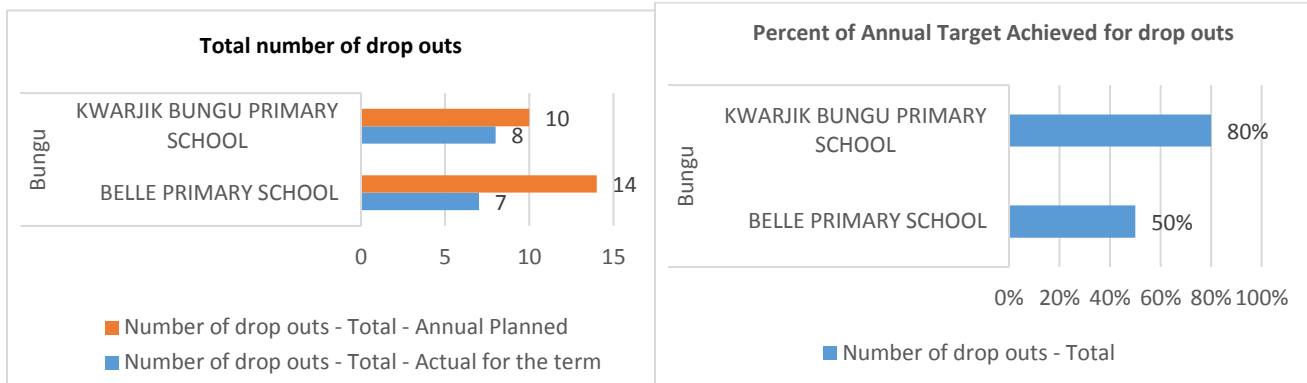
The graphs show that the difference between how well males and females perform in the leaving exam is negligible. However, the data above shows that the targeted percentage of learners passing exams in Bungu Primary is much lower than the others which would bear investigation.



The comparative analysis of female and male learners for Bungu County shows 102% at Bungu and 50% for Belle that passed exit exams.

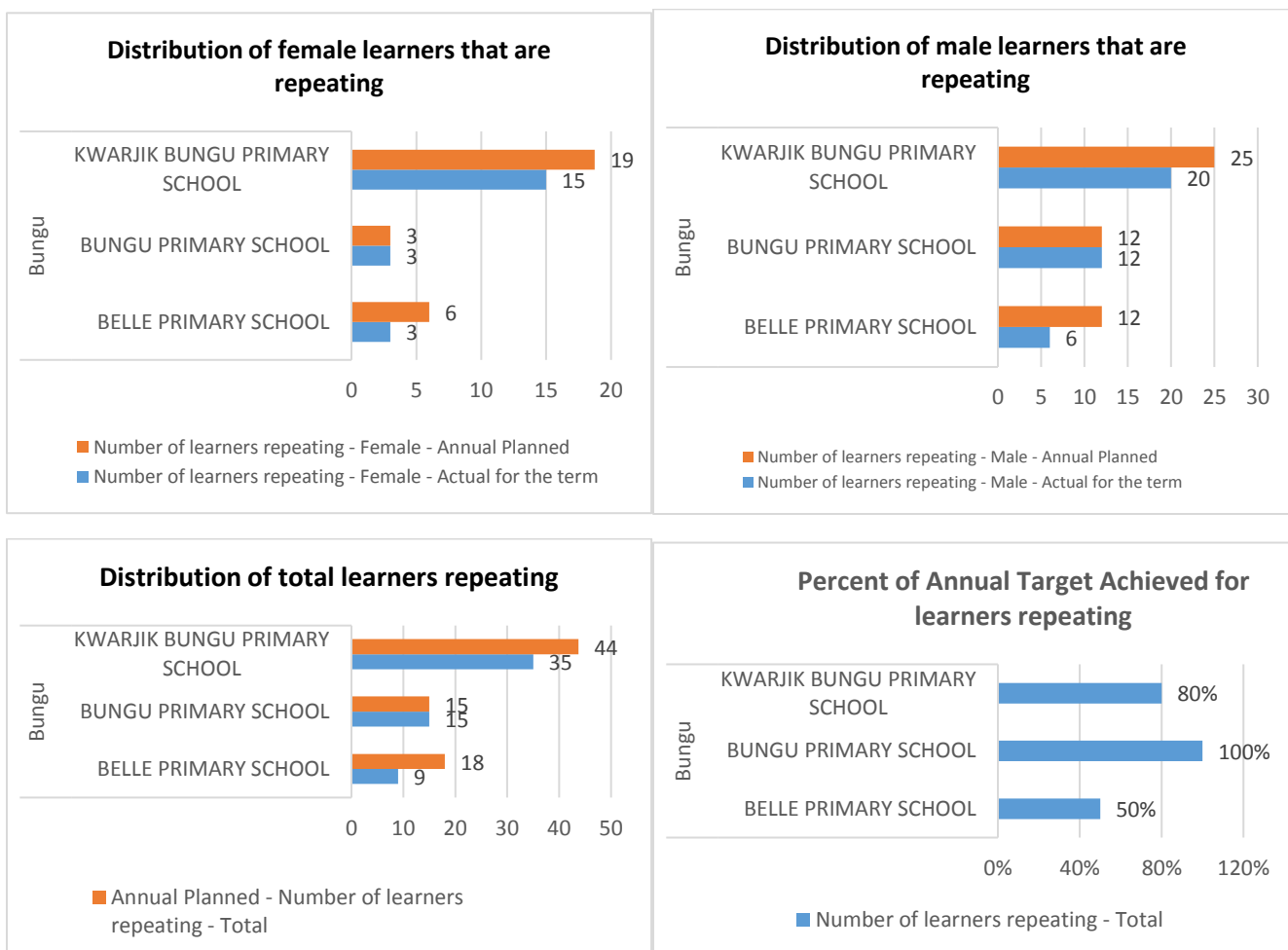
Next the assessment moved on to drop out rates, where the schools did better than expected.





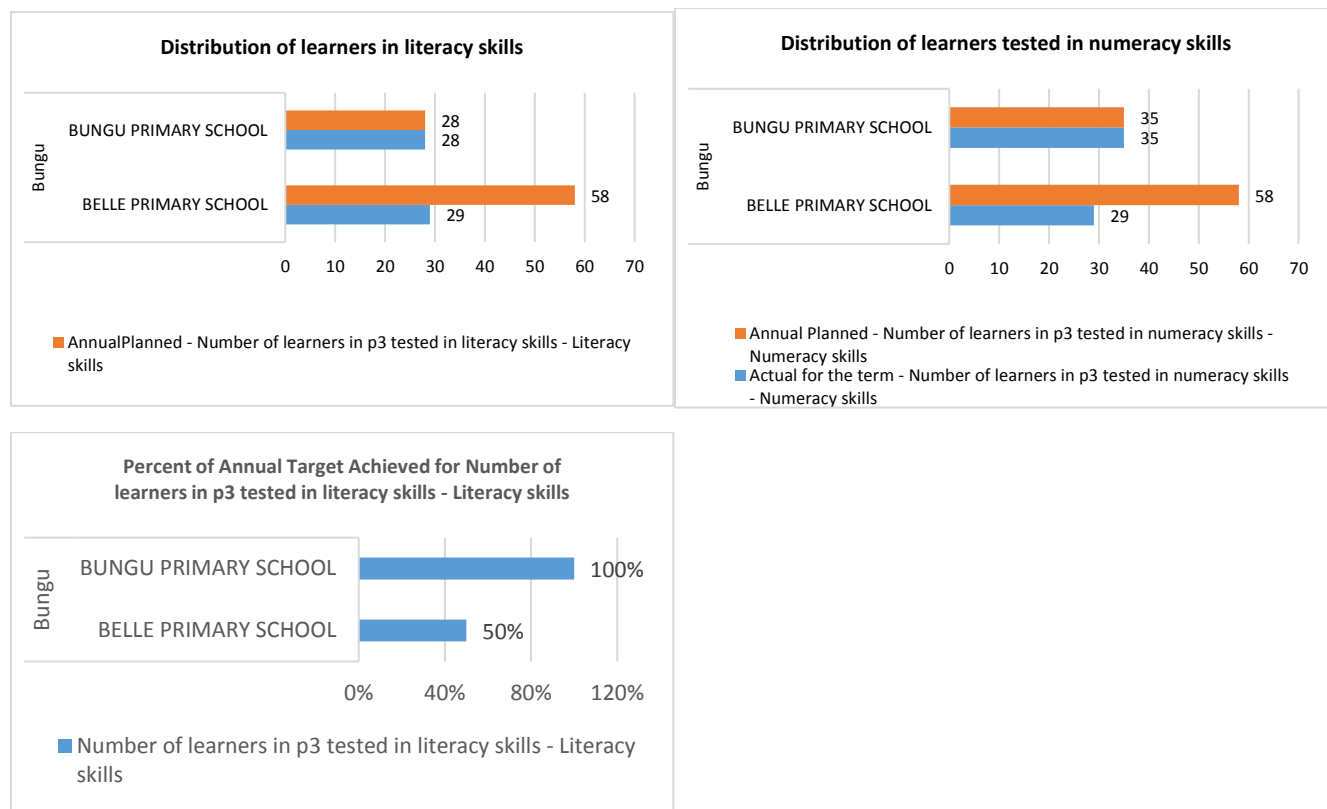
The reported data shows that the dropout rate for both males and females is almost on target. It was noted that the girls' and boys' dropout rate was 90%, 100% of target in Bungu and 50% below target in Belle. This indicates that both schools were able to keep more students in school than they expected. This is very nice to see.

Each school had targets for the number of learners who had to repeat grades. The graphs below show that overall, schools had fewer repeaters than they expected.



The data presented above on the rate of learners repeating grades in the three schools that reported from Bungu county, shows that both boys and girls rates ran parallel within each school. While the actual number of repeaters was not large, Belle Primary had 50% fewer repeaters than expected, Bungu as many as expected and Kwarjik Bungu in the middle with 80

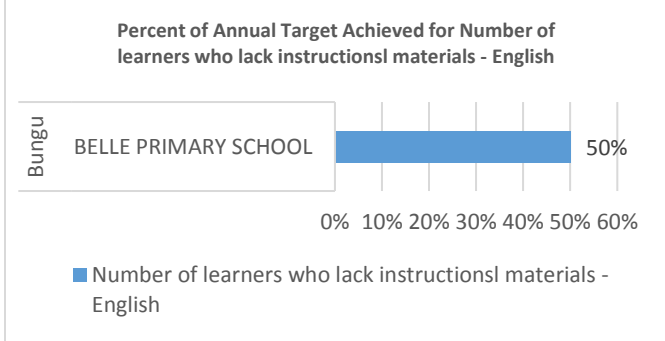
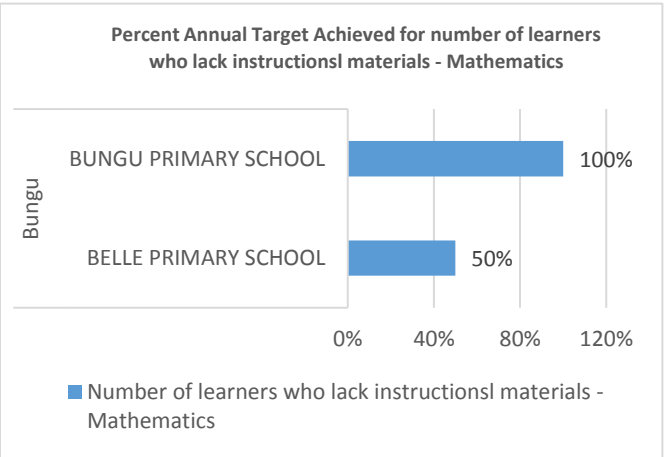
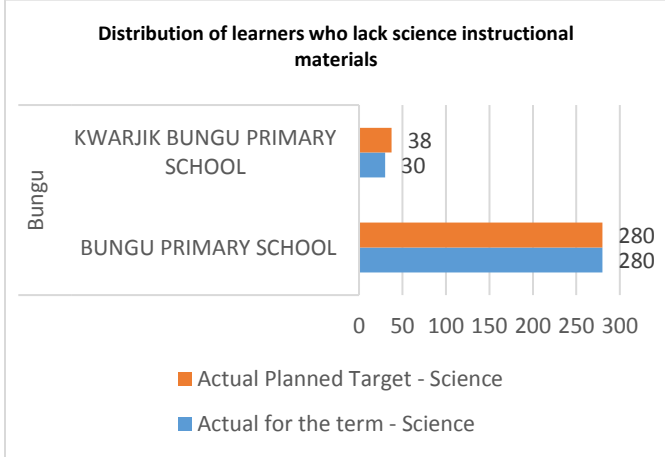
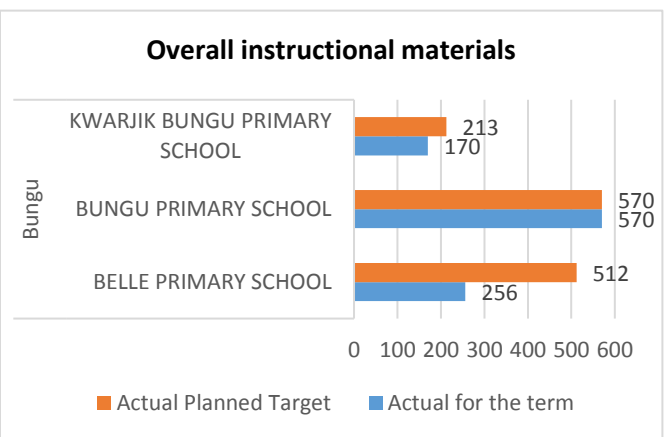
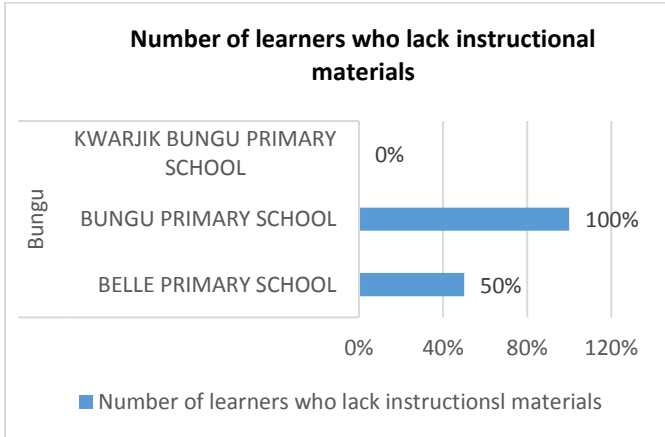
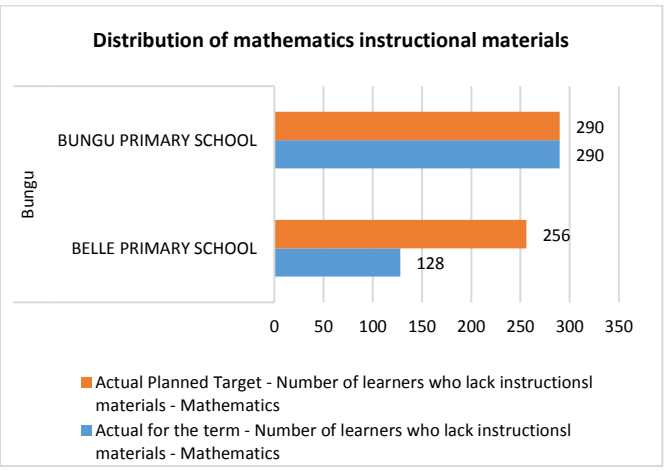
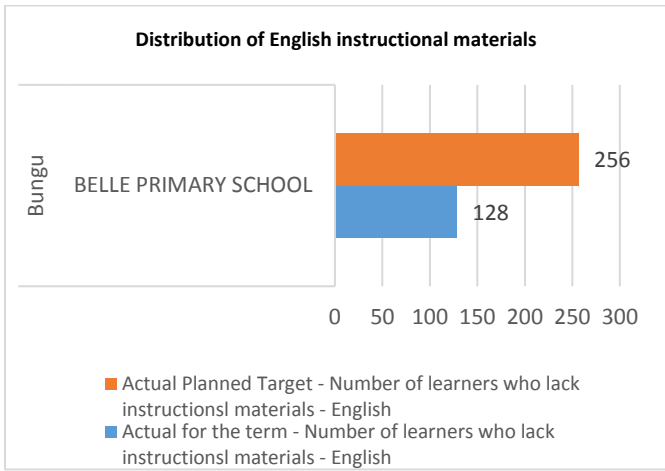
Literacy and numeracy testing took place in all three Bungu and Belle primary schools. Kwarjik Bungu did not report any testing; Kwarjik Bungu will need to be audited for this information.



The Percentage of Annual Target Achieved for Number of learners in p3 tested in literacy skills – Literacy and numeracy skills in the schools that reported. Bungu reported reaching its target while Belle only tested 50% of the targeted learners. This was in both numeracy and literacy skills. The results indicate that Belle school performed dismally calling for the county education office’s intervention inspection and supervision to improve.

8. Curriculum and Instructional materials.

This section addresses the shortage of curriculum and instructional materials for various subjects including teachers’ guides. All three schools need more text books. Overall, Belle and Kwarjik Primary Schools had fewer students without textbooks than expected. Belle Primary generally had half the number, which means they did very well and it would be worth discovering how they were able to do so well.

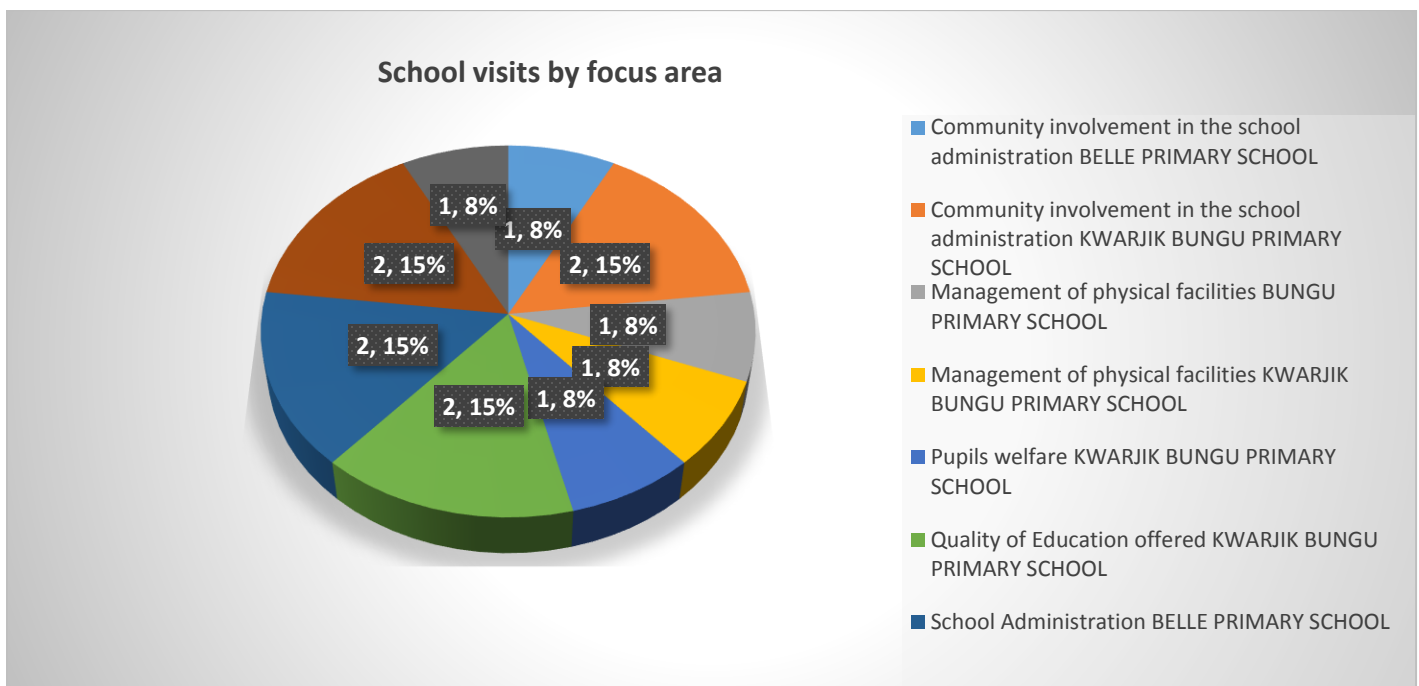
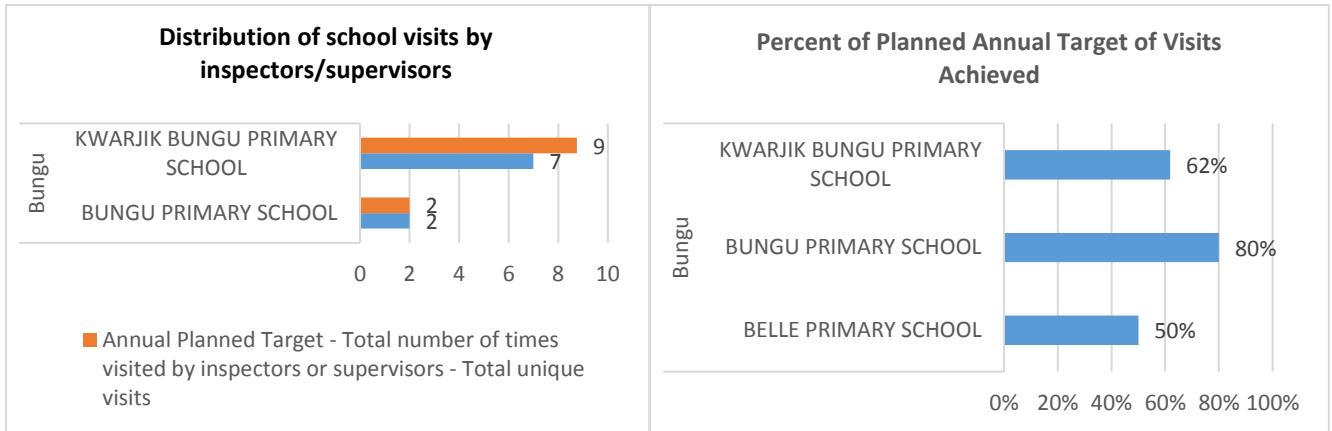


As noted much earlier, Bungu and Belle primary schools have serious problems when it comes to availability of curriculum materials. English and Mathematics alike have serious shortages.

9. Inspection and Supervision.

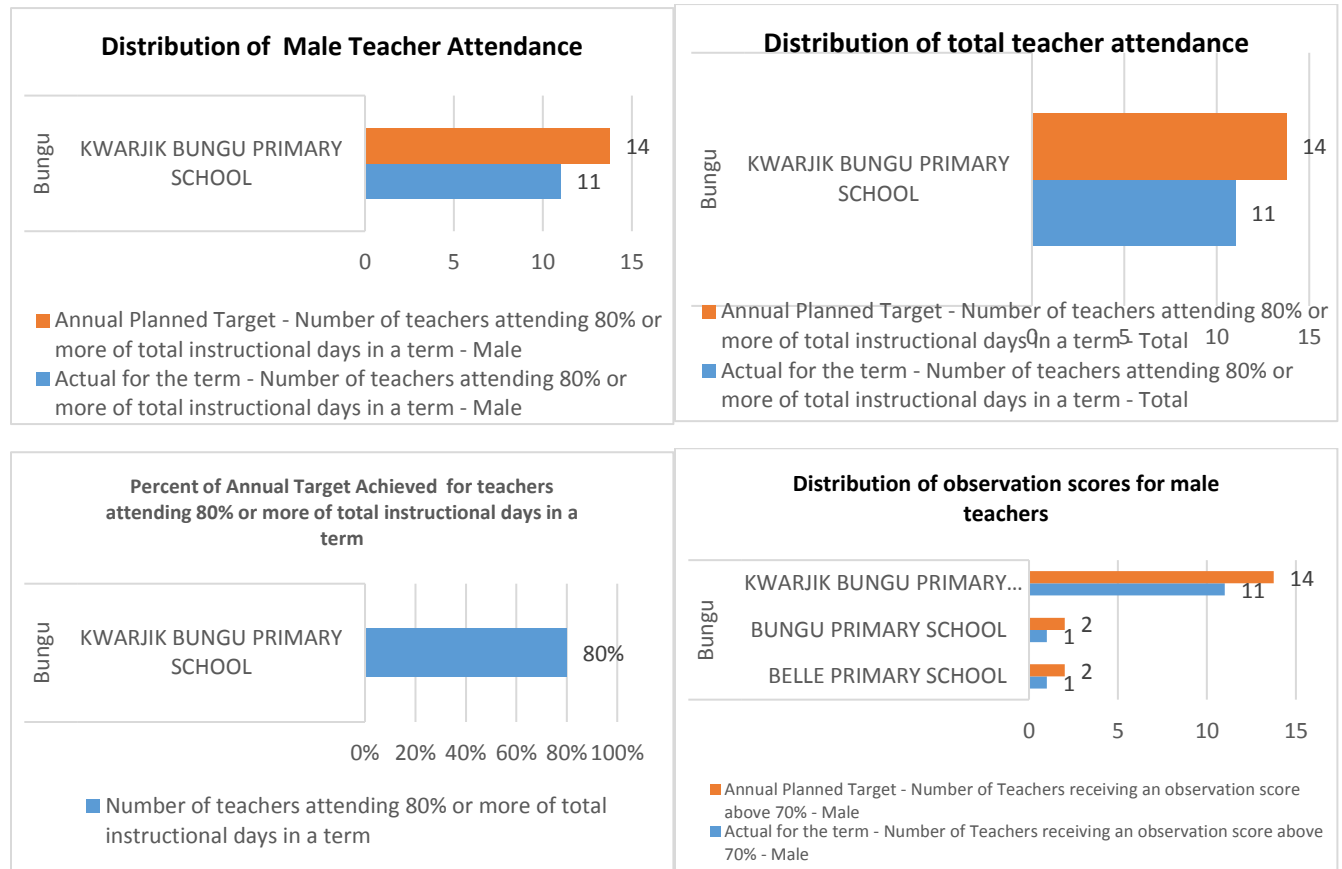
9.1 Frequency of Inspection and Supervision and educator effectiveness

This section presents results from a number of inspections visits, school visits by focus area and teachers attending at least 80% of instructional days in a term. The figures below indicate Kwarjik Bungu received the most inspection visits (7). Bungu Primary is the only school that meet their target (2). Belle Primary fell significantly short, only receiving 50% of the targeted visits. This is a clear indicator that there were notable challenges which need to be addressed. The county office has an obligation to offer professional guidance.

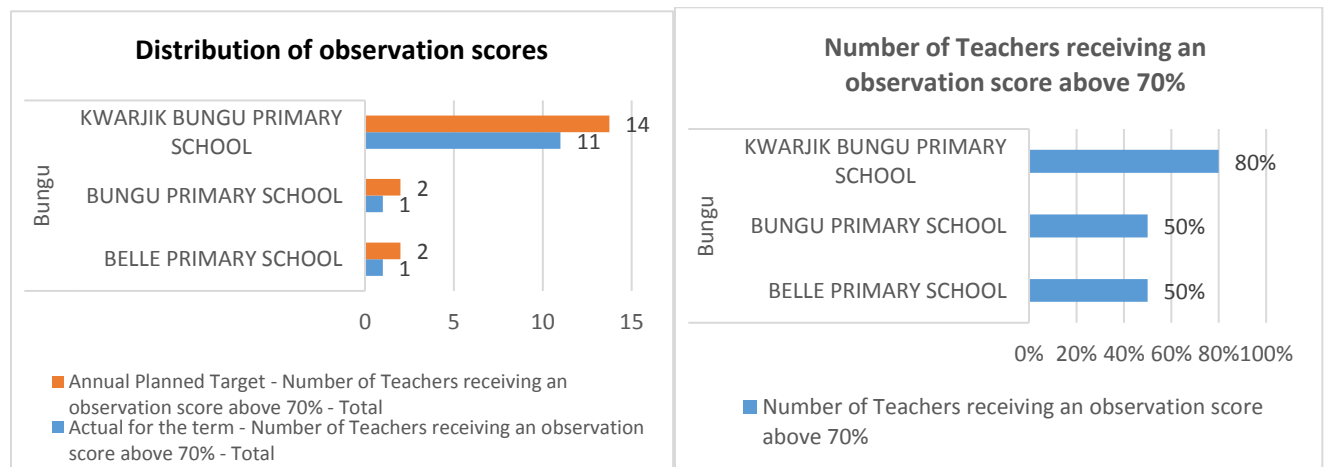


The above graphs show that none of the schools received all the different categories of inspection visits. Since resources are limited, perhaps a new plan for staggered visits or combining types of visits would be helpful.

Only one of the three schools responded to the question about teachers attending 80% or more of instructional days. Kwarjik Bungu fell short of target by 20%. Belle and Bungu need to be audited to obtain the information.



The number of male teachers receiving an observation score above 70% was only 50% for Bungu Primary and Belle Primary, while Kwarjik Bungu Primary registered 85% of the annual planned targets. While this indicates that Bungu Primary and Belle Primary may have problem, in each case this meant that one teacher fell below seventy but Kwarjik had 2.75 below seventy.

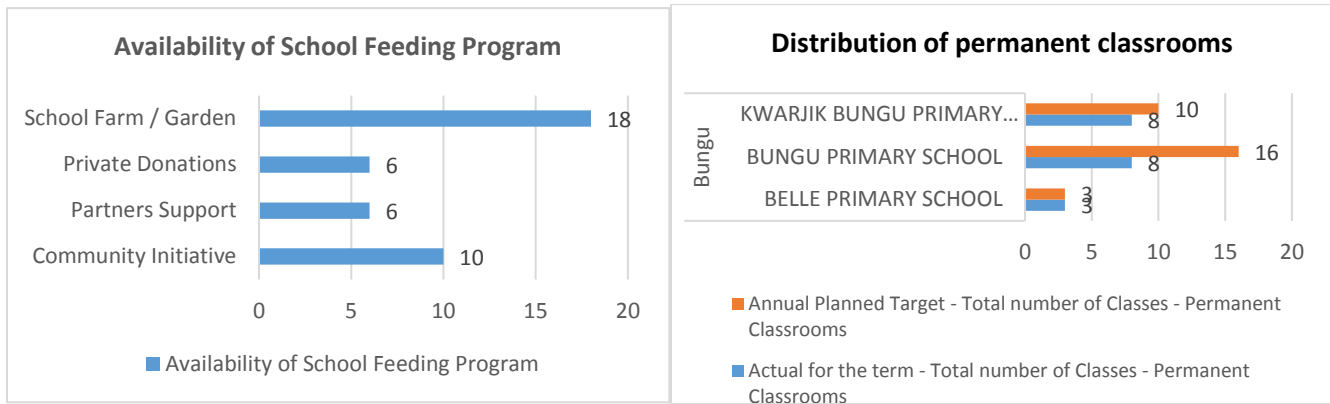


9.2 Instructional Planning and Scheduling.

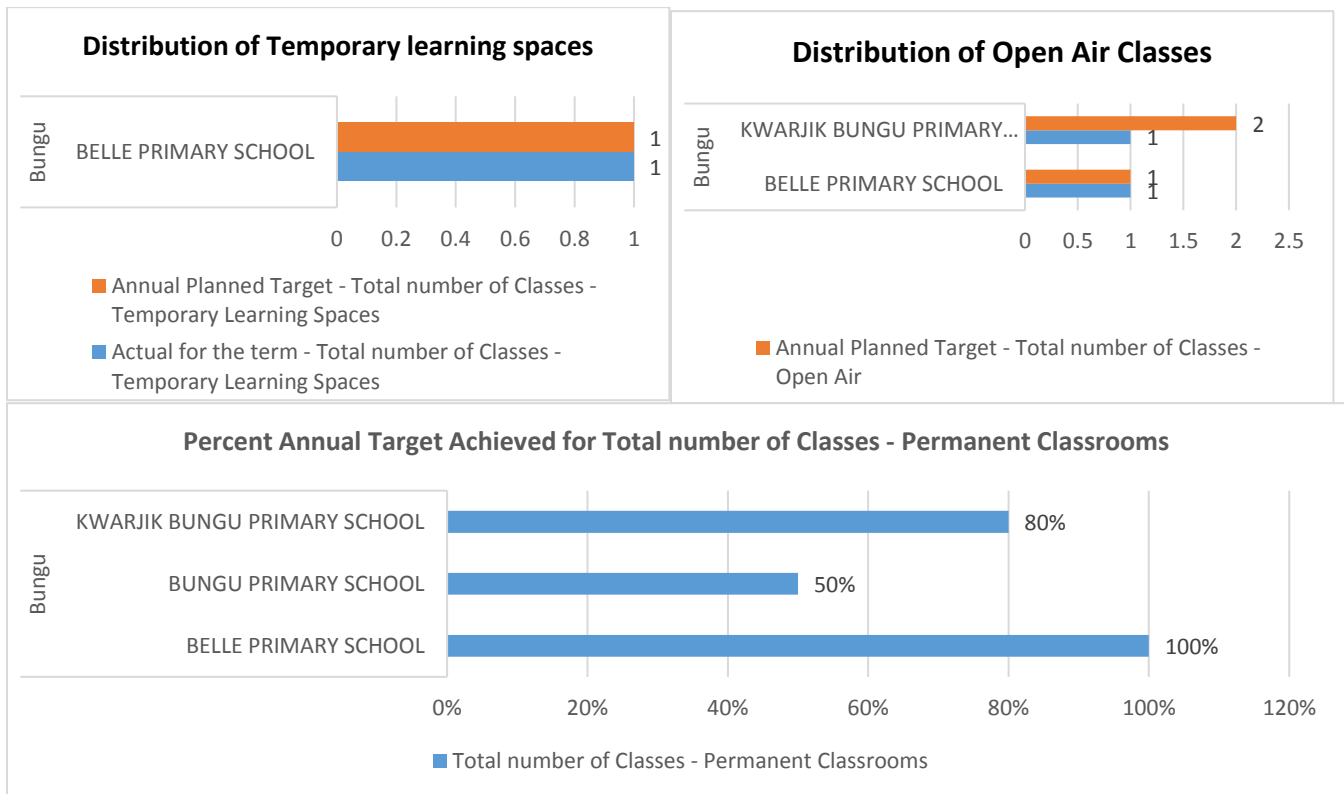
There was either no data reported by the schools or entered by data entry clerks.

9.3 Implementation Status of corrective actions from Inspection and Supervision visits.

10. School Child Friendliness and Clubs



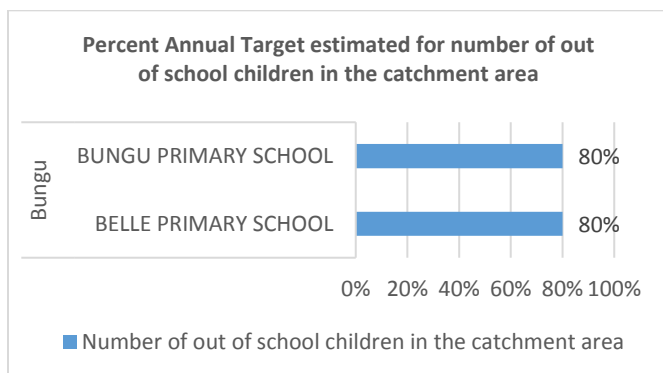
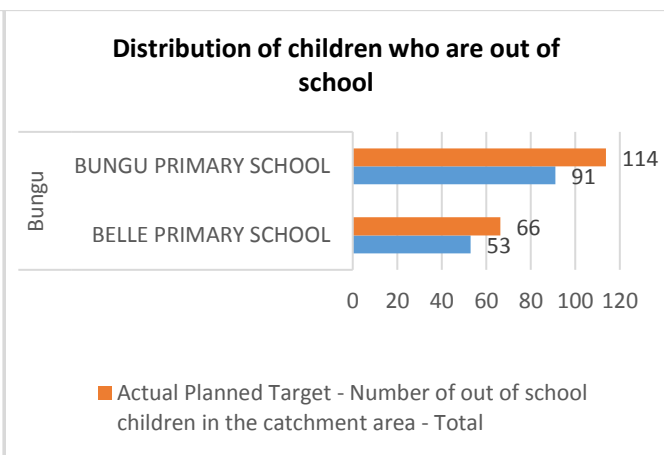
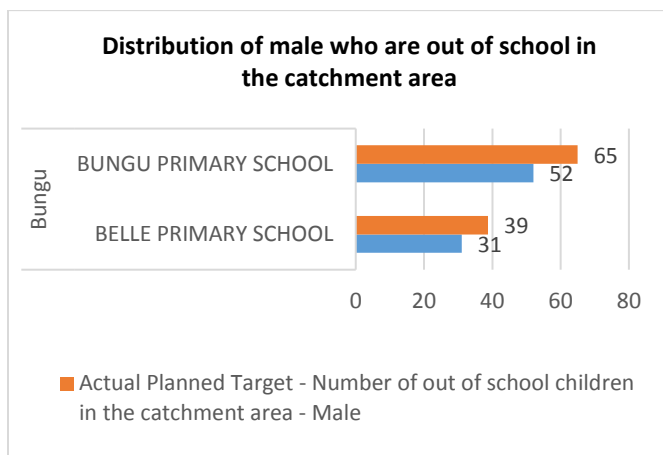
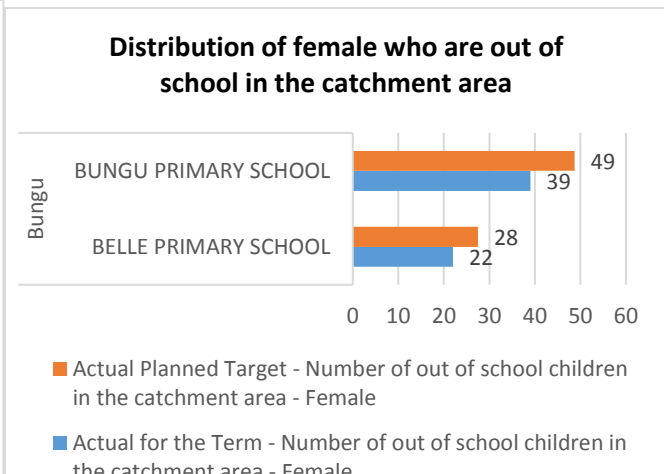
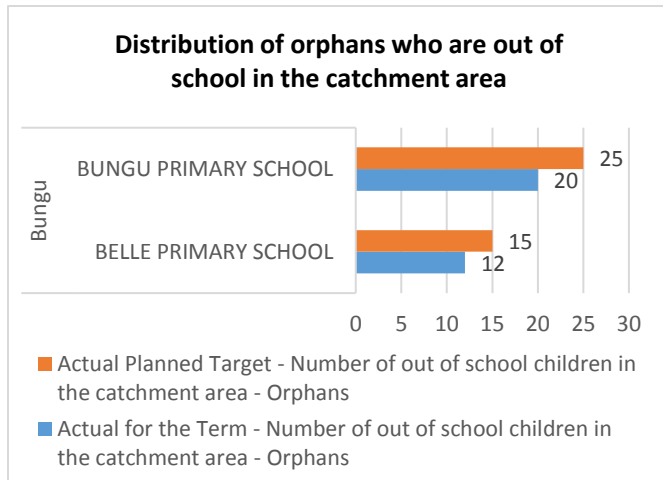
The figures above present data on the child friendly schools status in the county. The analysis indicates that Belle was the highest with 100% as compared to Kwarjik with 80% and Bungu with the least with 50%. This result shows that the aspect of child friendliness of the schools in Bungu county needs to be improved in terms of setting targets that can be achieved within a set timeframe given for all schools.



The figures above presented data on the number of classrooms, especially permanent classrooms in schools in Bungu County. The results show that Kwarjik Bungu Primary and Bungu Primary have the largest number of

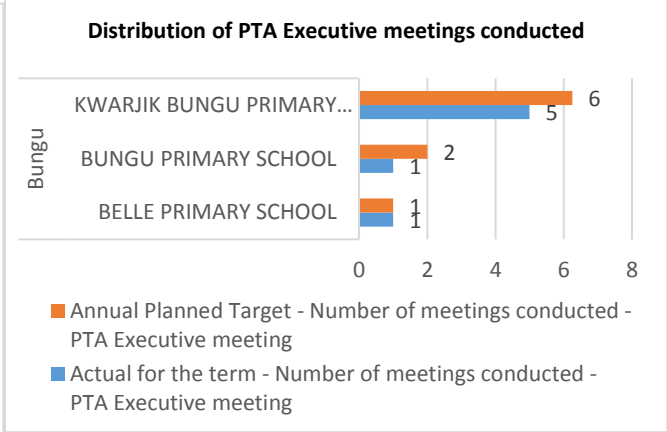
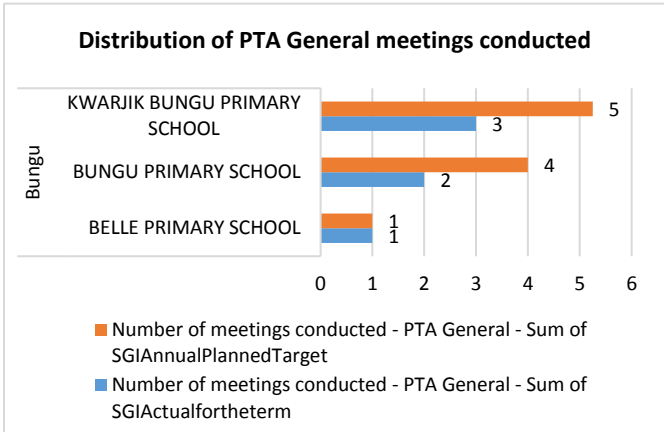
permanent classrooms (8), but Belle primary school, with the fewest actual rooms, is the only one to meet their target. Kwarjik and Bungu fell 20% and 50% below target respectively. While Belle met their target, they still need more as shown in the number of temporary and open air classes. The results show that achievement of targets depends on how SMART they are. The county education authorities will need to assist school administrations on target setting.

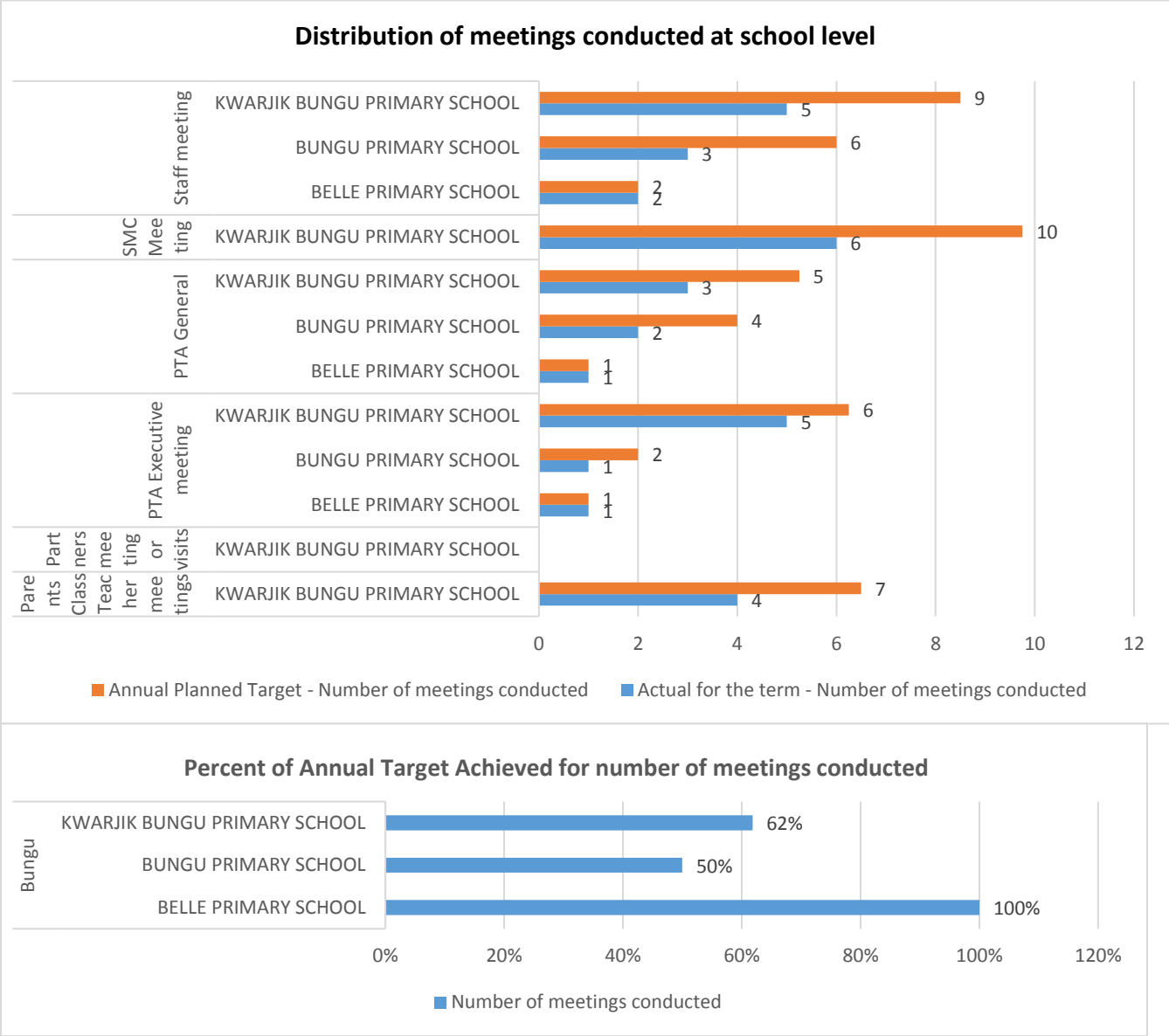
11. School Catchment Area.



The data on the number of children in the catchment areas indicates that both Bungu and Belle only meet 80% of the annual targets set in their catchment areas despite having 100% enrollment of their annual targets achieved. Kwarjik, with 60% enrolment achieved, had the lowest number of children out of school in the catchments area.

12. School Governance and implementation of policies





The data on school governance and implementation of policies indicate that while Belle Primary had the fewest number of management meetings, they meet their target. Kwarjik and Bungu only reached 62% and 50% of their targets respectively. This indicates that the school management had a hard time trying to sort out issues despite the challenges that faced the school. The county office needs to assist the school to handle their challenges.

13. ISSUES, RECOMMENDATIONS FOR CORRECTIVE ACTIONS FROM THE REPORT

S/No	Issue	Section (Graph)	Recommendation	Responsible	Timeframe	Status
1	Enrolment	2	Learners with disabilities to be enrolled	SMC, PTA, CEO	ANNUALLY	Many still out of school.
2	ECDE	2	Children should be taken to ECDE to be prepared for school.	SMC CEO	ANNUALLY	Many in P1 without ECDE
3	Accountability of the	4	All schools should use and account for the	SMC	Always	Selective Accountability

	capitation grant		funds appropriately			
4	Shortage of teachers	5	Deploy more trained teachers	MoGEI	ANNUALLY	Ratio is 1;80
5	Lack of curriculum material	8	The MoGEI should endeavor to provide scholastic materials for all learners	MoGEI	ANNUALLY	The Ratio is 1:50 textbooks to pupils
6	Children out of school	11	Schools should endeavor to admit all the children in their catchment areas	SMC, CEO.	ANNUALLY	Schools have no space, yet many are out of school
7	Repetitive meeting	12	Agenda should be discussed to completion and action taken	SMC	Always	Too many unnecessary meetings
8	Policy guidelines and documents	12	Ensure access or issue to schools	County Education Office	Immediately	urgent