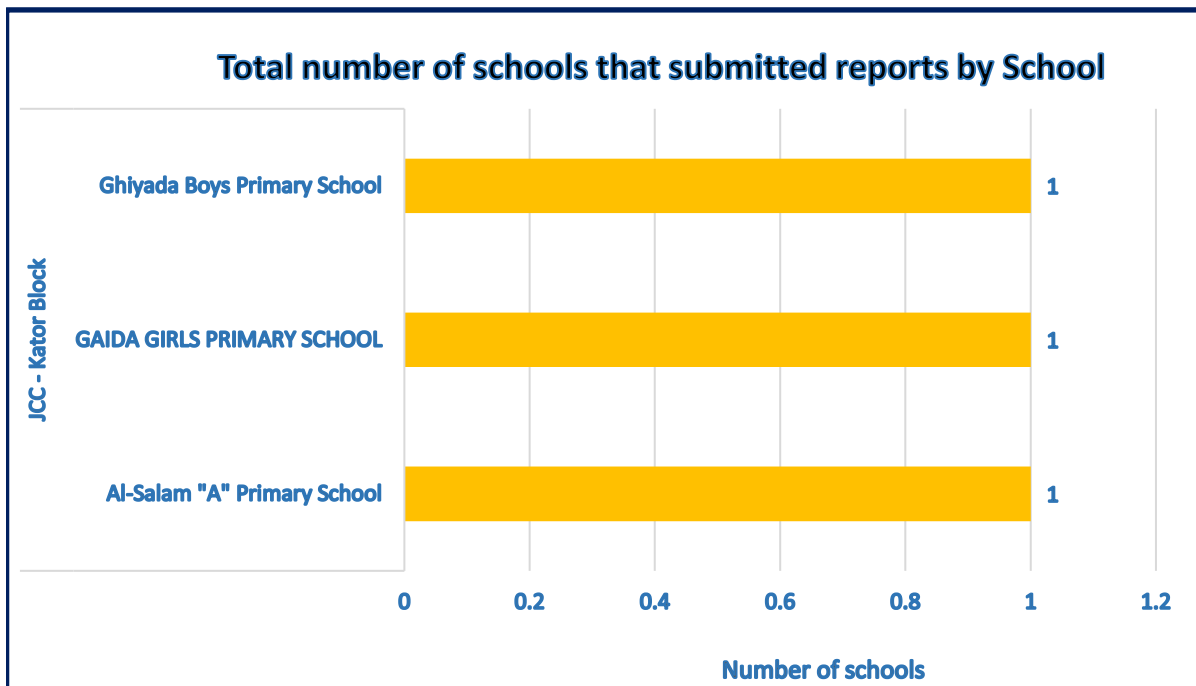




County Summary of submitted School Performance Reports

Period Covered: 1st Term 2017

Name of County: KATOR Block	
Total Number of schools in county	
Total number of schools that have submitted reports	3



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

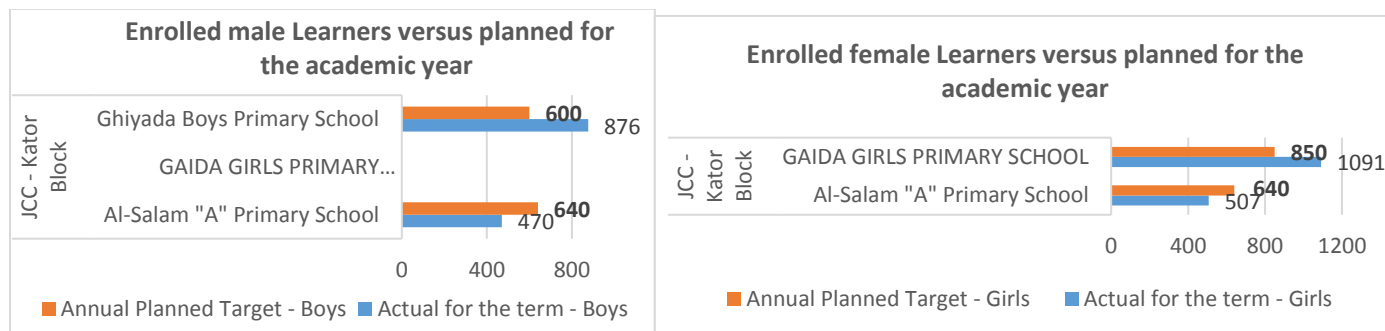
Key Performance Indicators	Value
School Enrolment Growth Analysis.	
Proportion of schools with actual average number of learners enrolled for the term above 80% of annual planned target.	33% (1/3)
Proportion of schools with actual average number of learners with disabilities enrolled in the term above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

Key Performance Indicators	Value
Proportion of schools with <i>average total number of classrooms</i> is above 90%.	33%(1/3)
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.	33%(1/3)

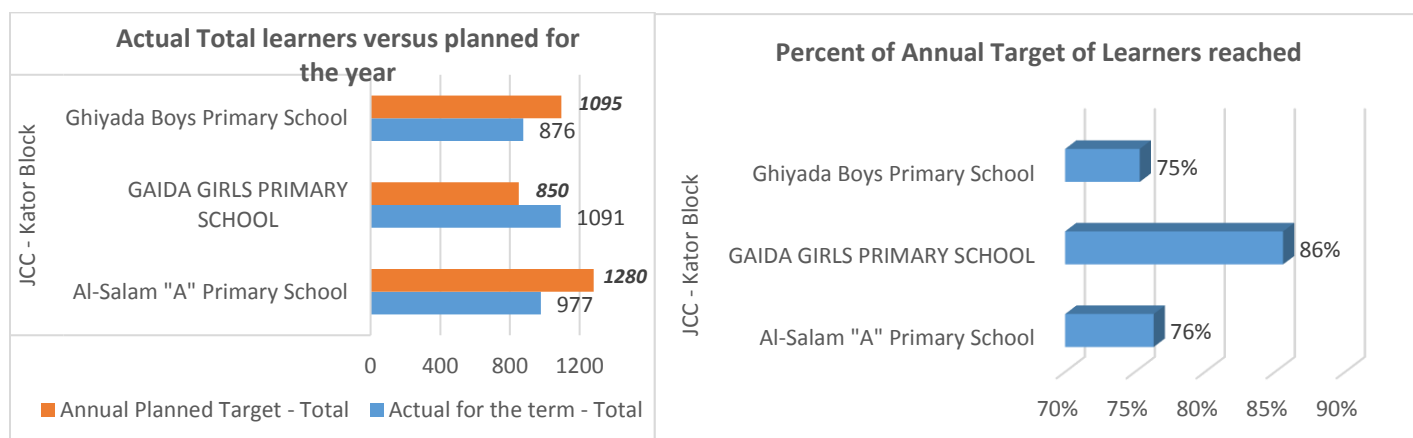
2. School Enrolment Growth Analysis.

2.1 Distribution of Learners in school.

This section provides graphical illustration of learners as distributed across Kator County based on submitted School Performance Reports. From the graphs below, Gaida girls' primary achievement exceeded the annual targets by enrolling more learners as compared to Al-Salam A primary which reported a shortfall of 27% and 21% in the enrolment of boys and girls respectively against the annual plan for the academic year.



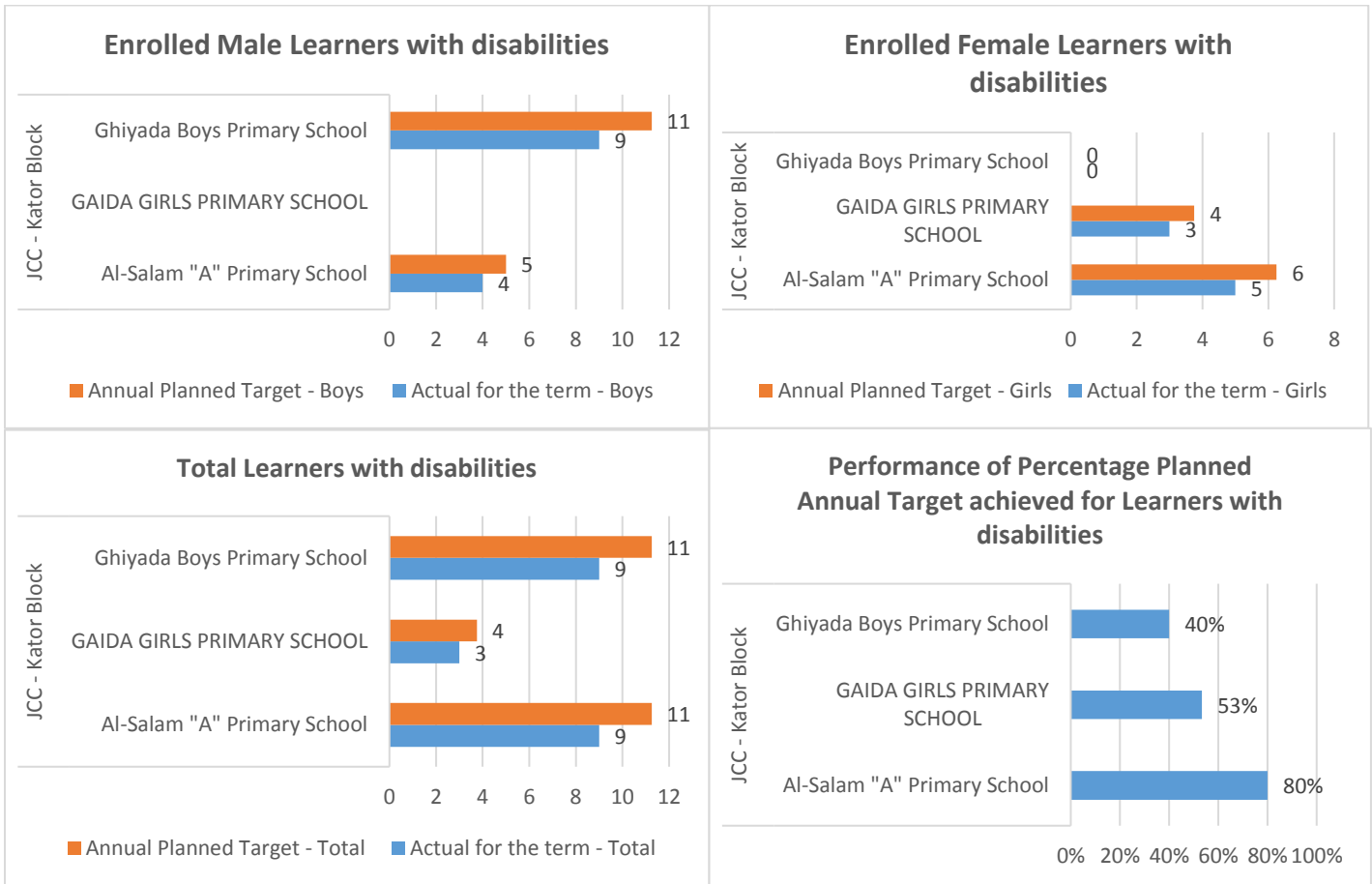
Ghiyada boys also exceeded the annual targets by enrolling 21% of boys more than the target. However, Al-salam "A" reported lower numbers in terms of girls' enrolment reaching 79% and 73% in boys' enrolment. In total 1346 boys and 1598 girls, a total of 2944 learners were enrolled by first term, exceeding the annual target of 2730 learners. This translated to 108% enrolment of the planned target 2730. More work needs to be done to improve the enrolment of boys and girls in the county especially Ai-Salam A Primary school.



From the percentages of the annual target of learners reached it was noted that all schools achieved their targets well above the average. However, it is imperative that the county education director should focus on enrolling more learners.

2.2 Distribution of Learners with disabilities.

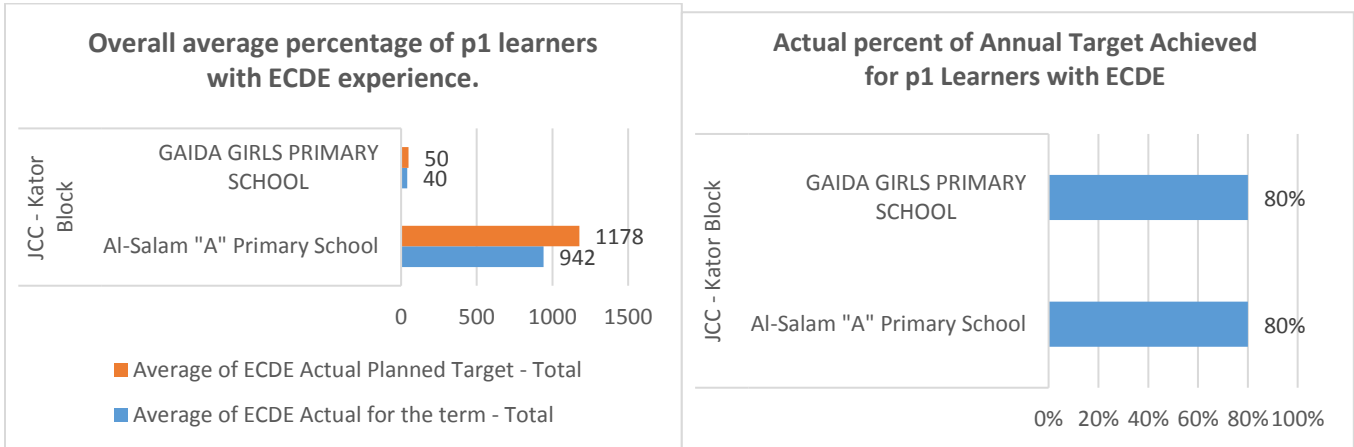
Data on the distribution of learners with disabilities in Kator County is presented in the graph below. The data have been presented disaggregating male and female learners in numbers and percentages.

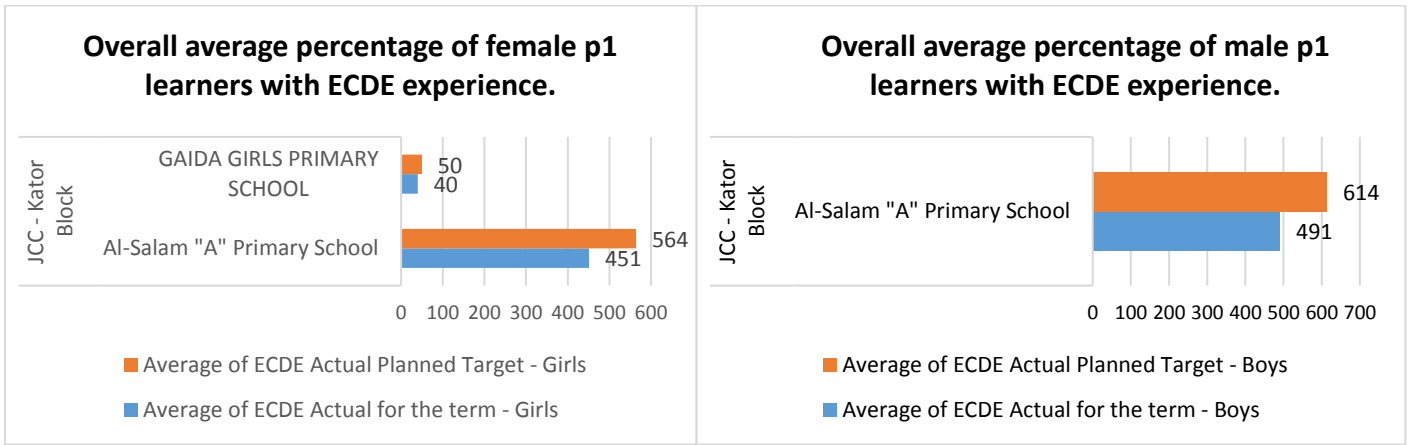


The analysis in the graphs above revealed that, Al-Salam 'A' primary had the highest number of learners with disabilities reaching 80%. Gaida girls was second with 53% as Ghiyada primary recorded only 40%. The analysis shows that there should be more work on ensuring that all the children with disabilities are enrolled in schools in the county, especially in Gaida girls and Ghiyada primary school.

2.3 Distribution of Learners in p1 that have undergone ECDE.

This section presents data on ECDE in Kator County. Early Childhood Development Education (ECDE) is a priority area for GESP 2016-2022 and critical for enhancing learning outcomes in the Early Grades eventually the later Grades.

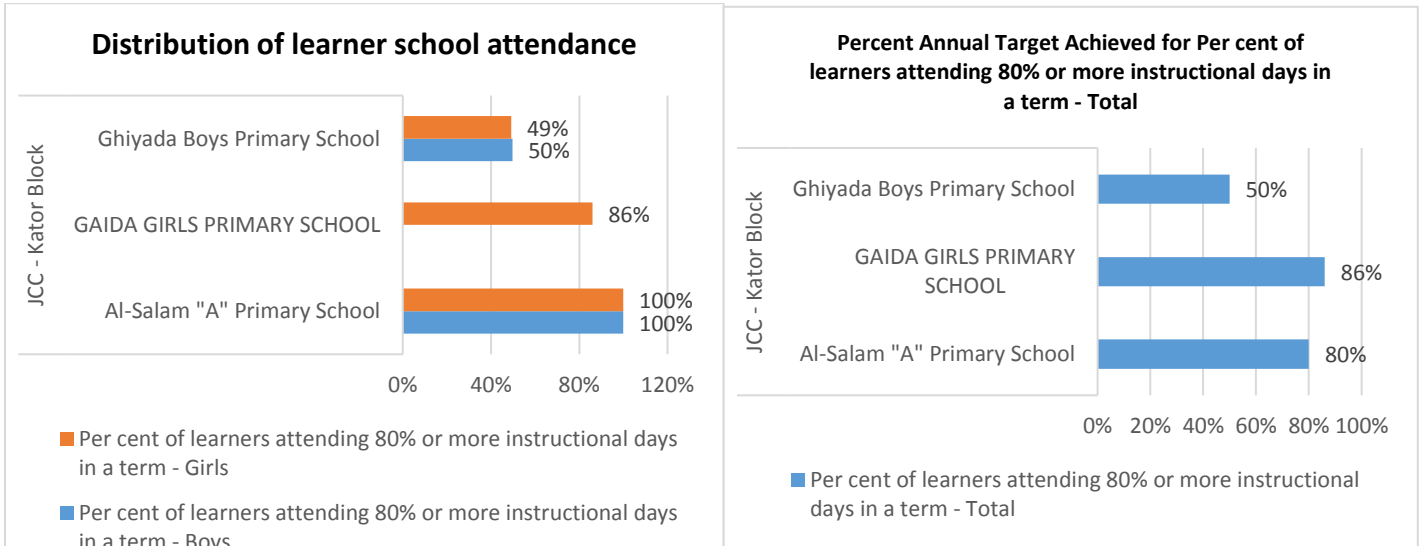




The analysis showed that most schools in the county registered high numbers for P1 learners with ECDE, especially overaged learners enrolled in ECDE. All the three surveyed schools; Gaida girls, Alsaalam A and Ghiyada primary reached 80% and above in enrolment against the annual targets in the county. This clearly indicates that there were more overage learners in EC DER than the right aged children. Therefore the education director in the county should focus on more enrolment for the learners of the right age in pre-school. The county office should insist that parents take their children to the ECDE 2 year's pre-school education before p1.

3. School Attendance performance

In the graphs below schools in Kator County have challenges in terms of attendance. The schools registered erratic percentages achieved against the annual targets. Gaida and Al- Salam- 'A' registered above 80% attendance while Ghiyada had only 50% of the 80% or more instructional days in a term of the annual target in attendance.

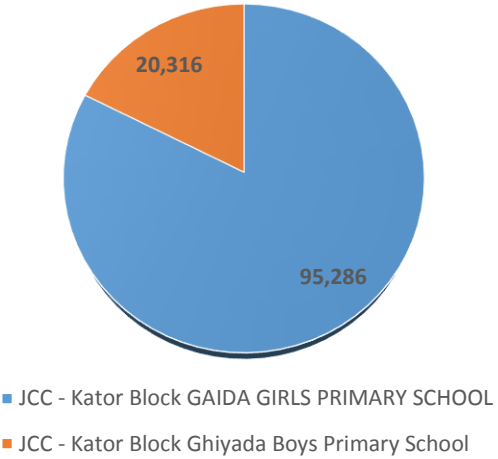


The County education administrators should endeavor to have all learners attend school without failure in order to benefit from instructions.

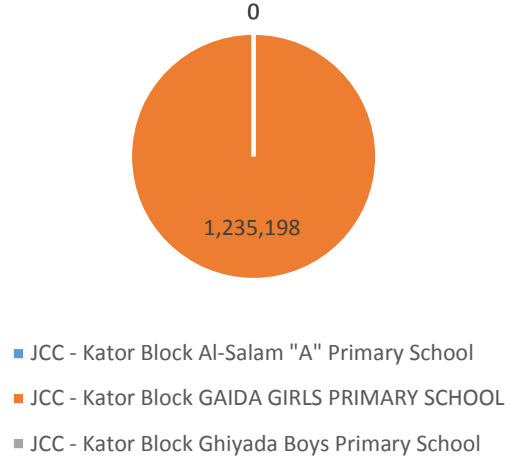
4. School finances outlook

The highest amount of capitation grants are reported by schools in Gaida school (SSP 529, 010) followed by Ghiyada. This is according to the reports from schools that submitted School Performance Report as depicted in graph below.

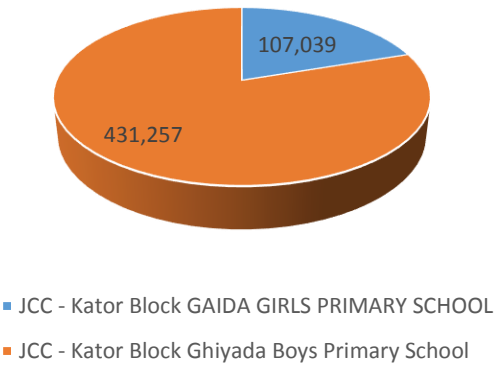
Capitation grants dissagregated by school



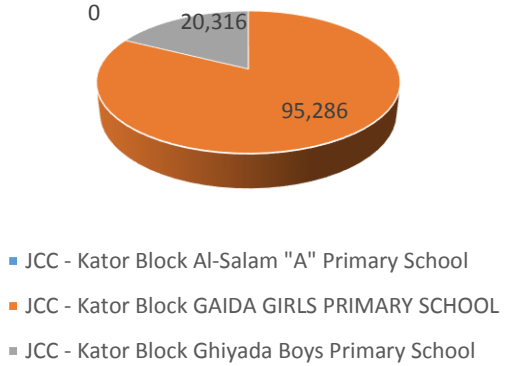
Girls Cash Transfers

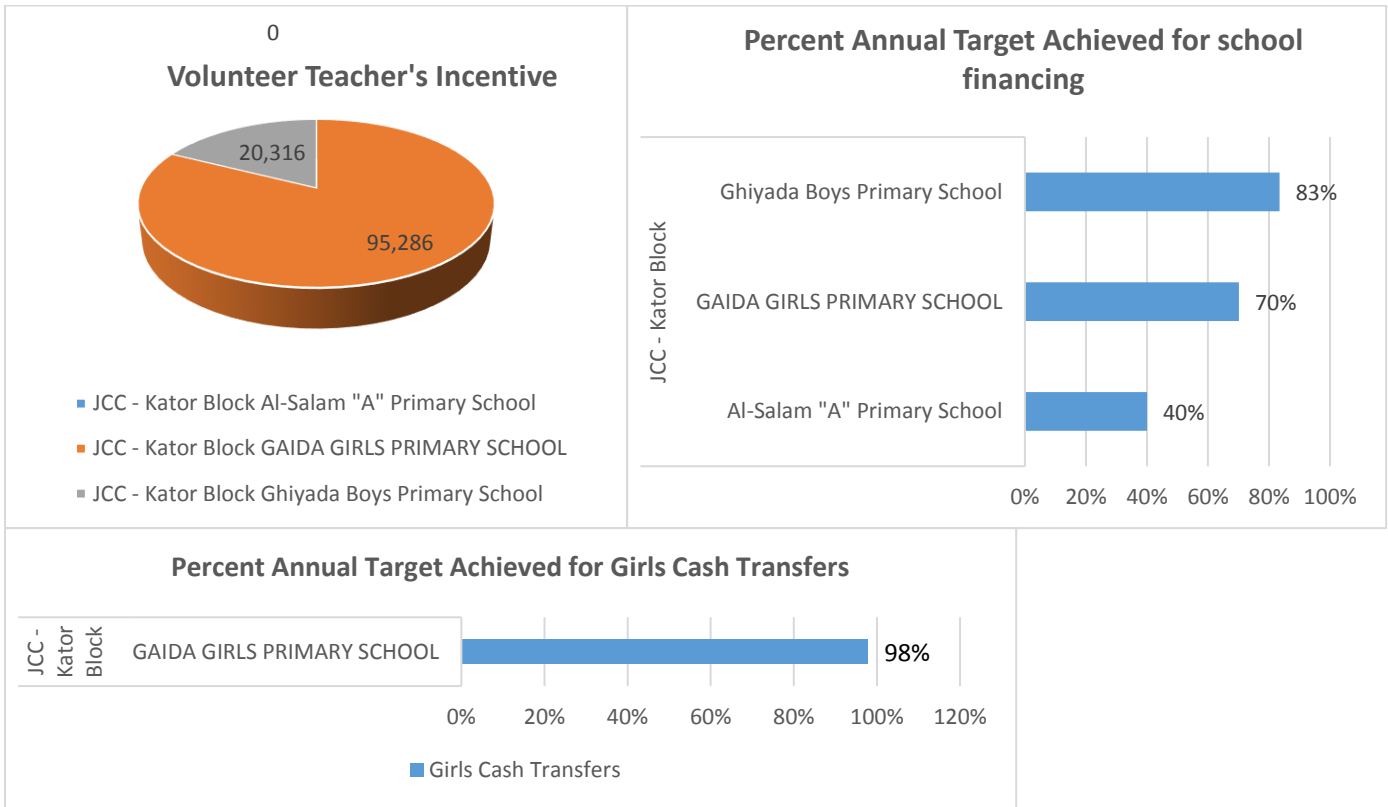


PTA Contribution



Teacher Incentive

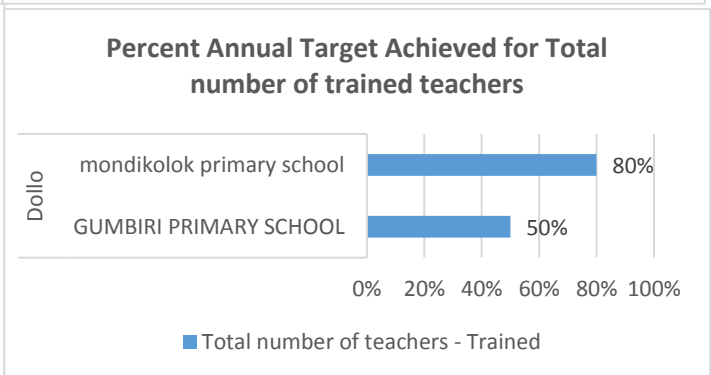
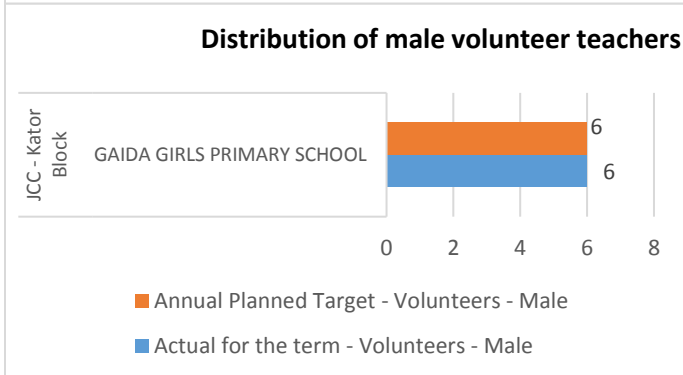
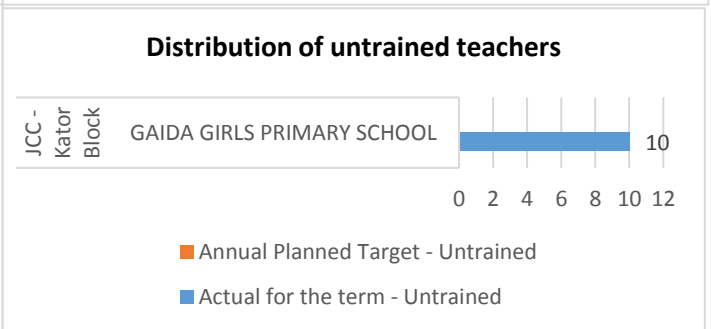
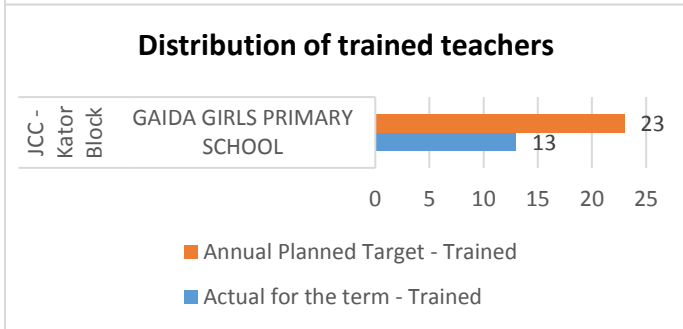
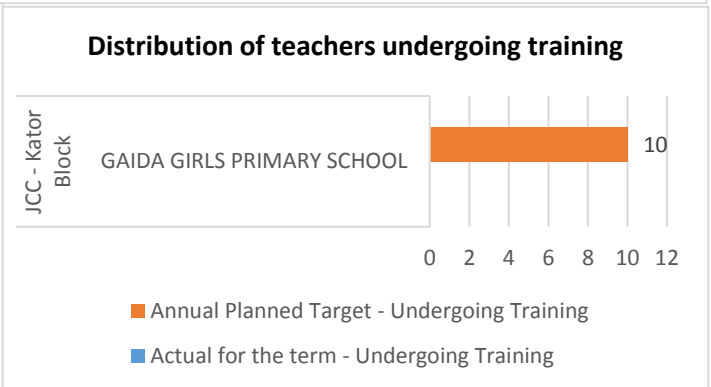
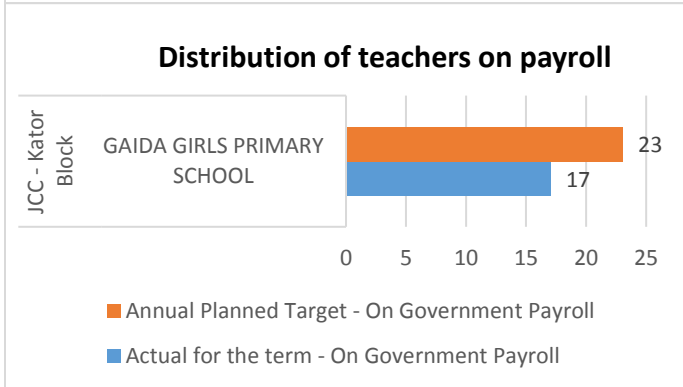
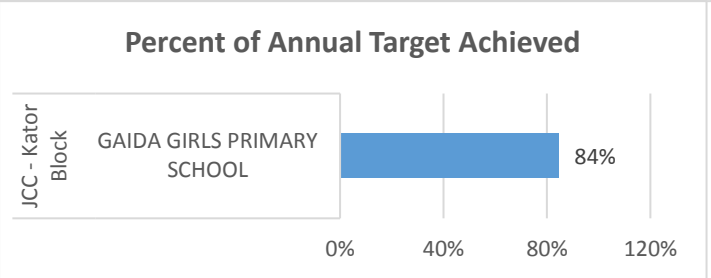
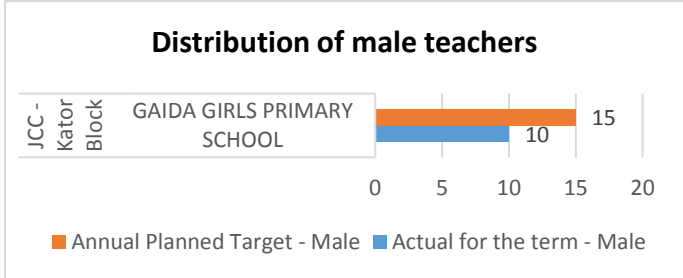
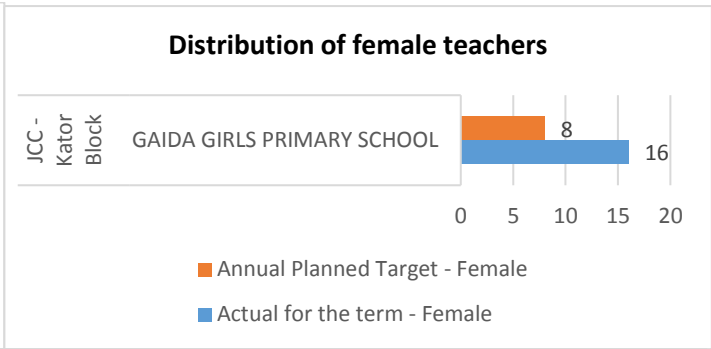
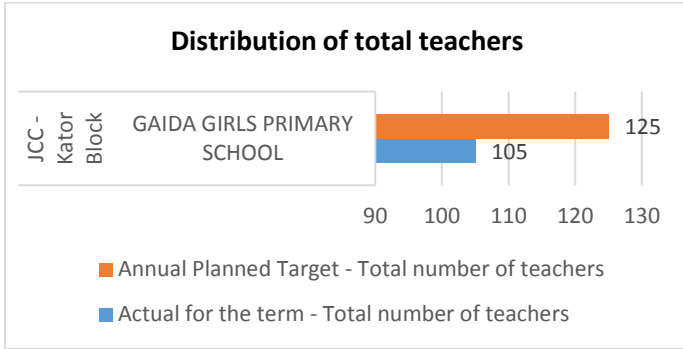




Capitation grants disaggregated per school shows that Giada girls registered the highest amount of 95,286 while Ghiyada recorded 20, 316. In general Giada girls and Ghiyada boys recorded over 50% as Al-Salam ‘A’ was lowest with 40% in Percent Annual Target Achieved for Girls Cash Transfers. The results show inconsistency in all categories i.e. Capitation grant, girls cash transfer, PTA contribution, teachers’ incentives and Volunteer teachers’ incentive with Giada leading the rest. The equitability of all the cash sent to schools and its accountability in good time depends on the standard set by the County Education Director in which case the office may have to draw a timetable to be adhered to buy all school.

5. Teaching and Support Staff.

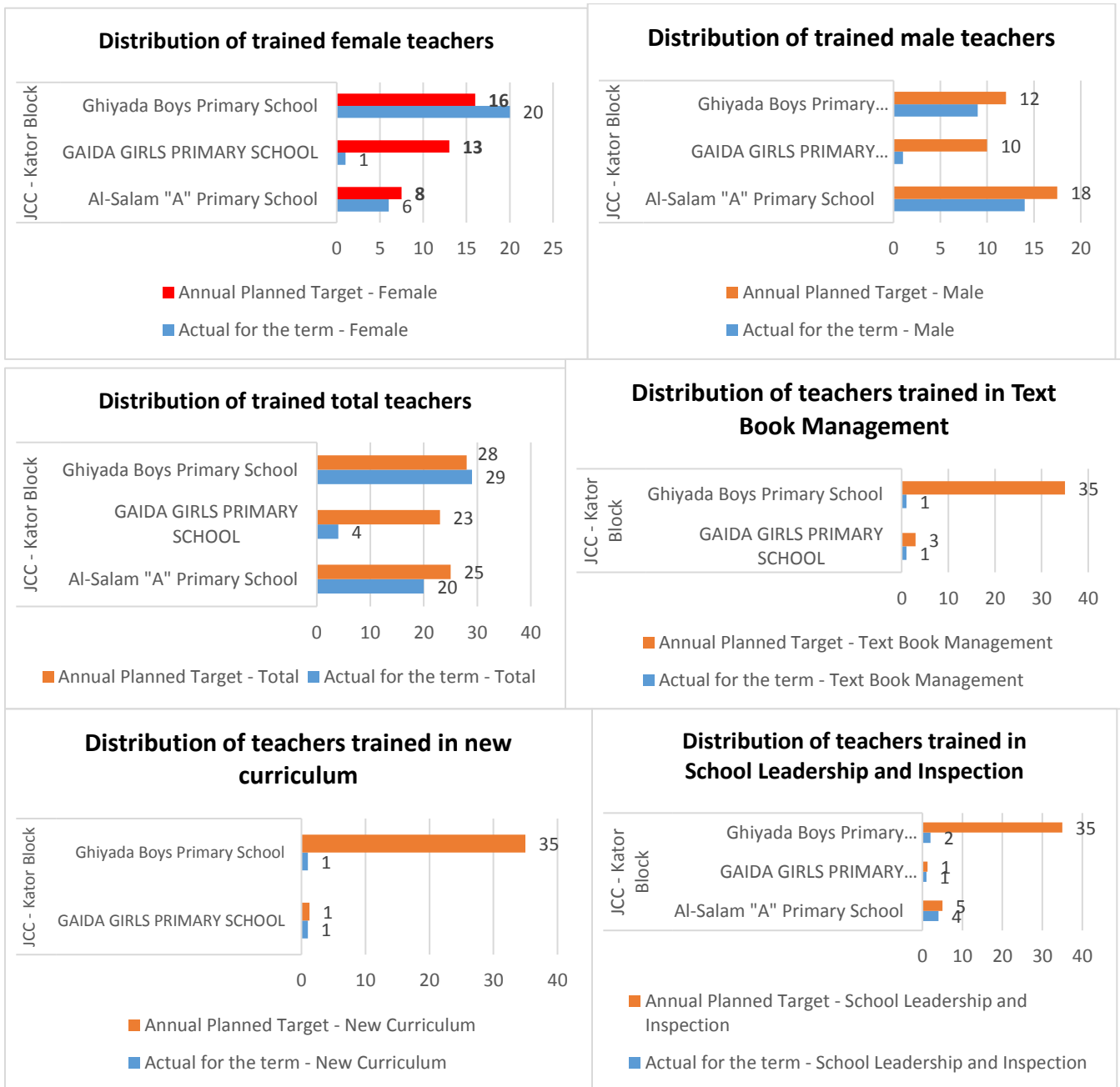
The section addresses staffing in schools in Kator County in terms of the total number, female teachers and male teachers, trained and untrained teachers. Those on government payroll and volunteers. The graphs below shows data as captured in each category.

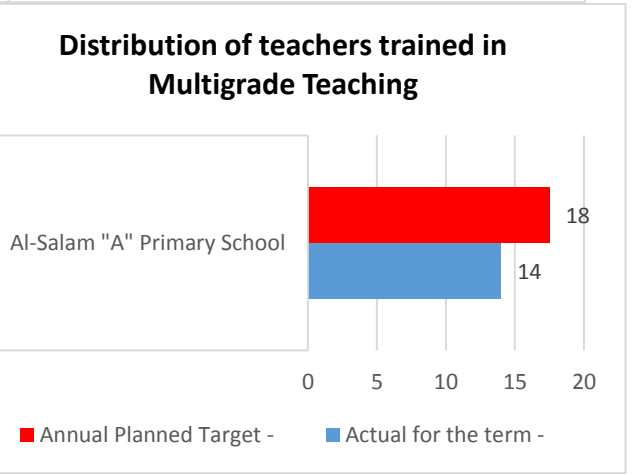
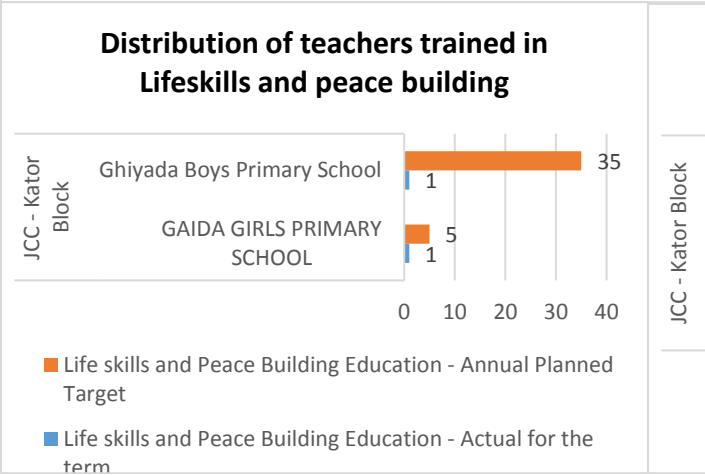
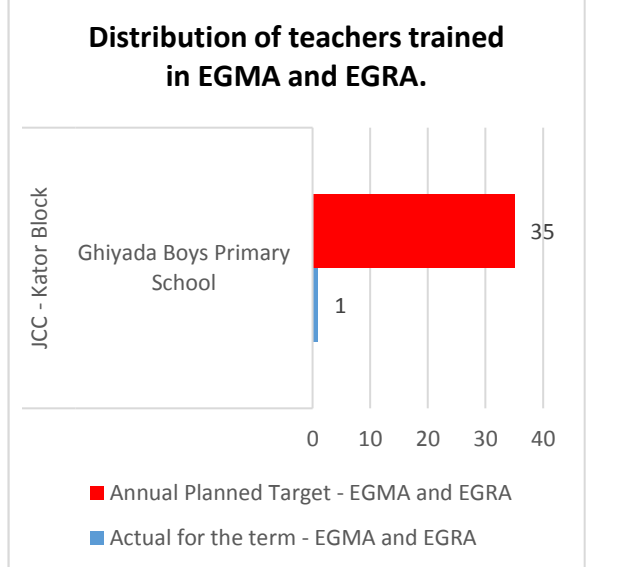
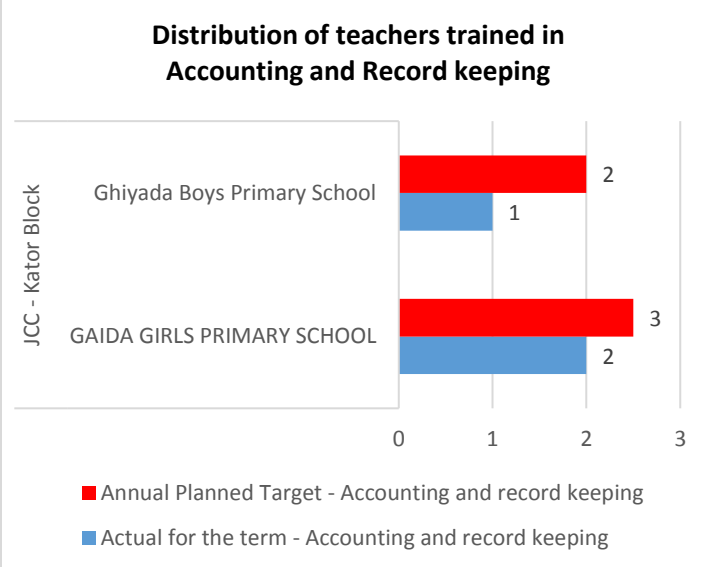
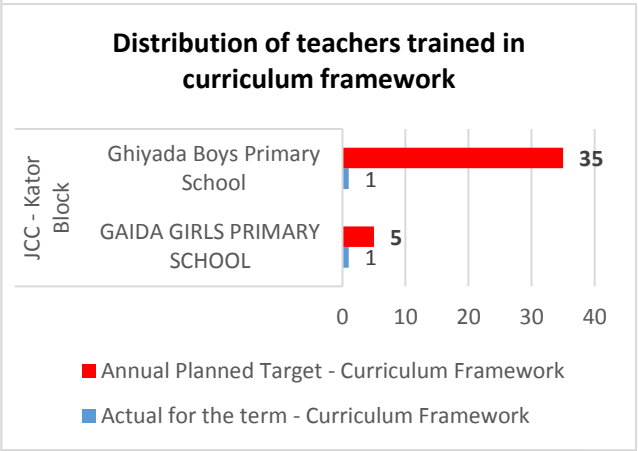
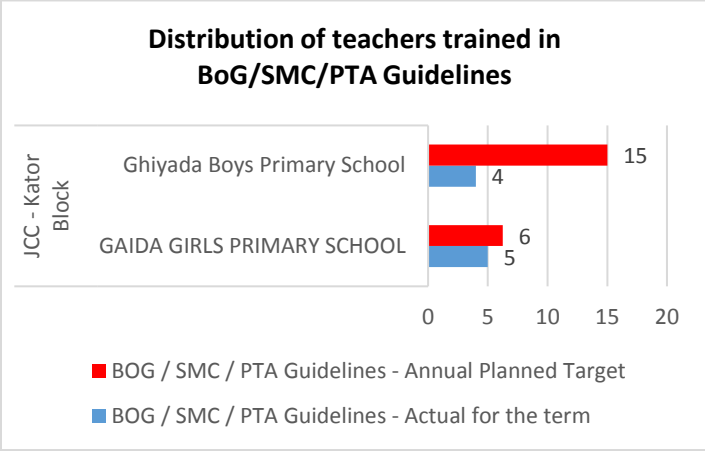


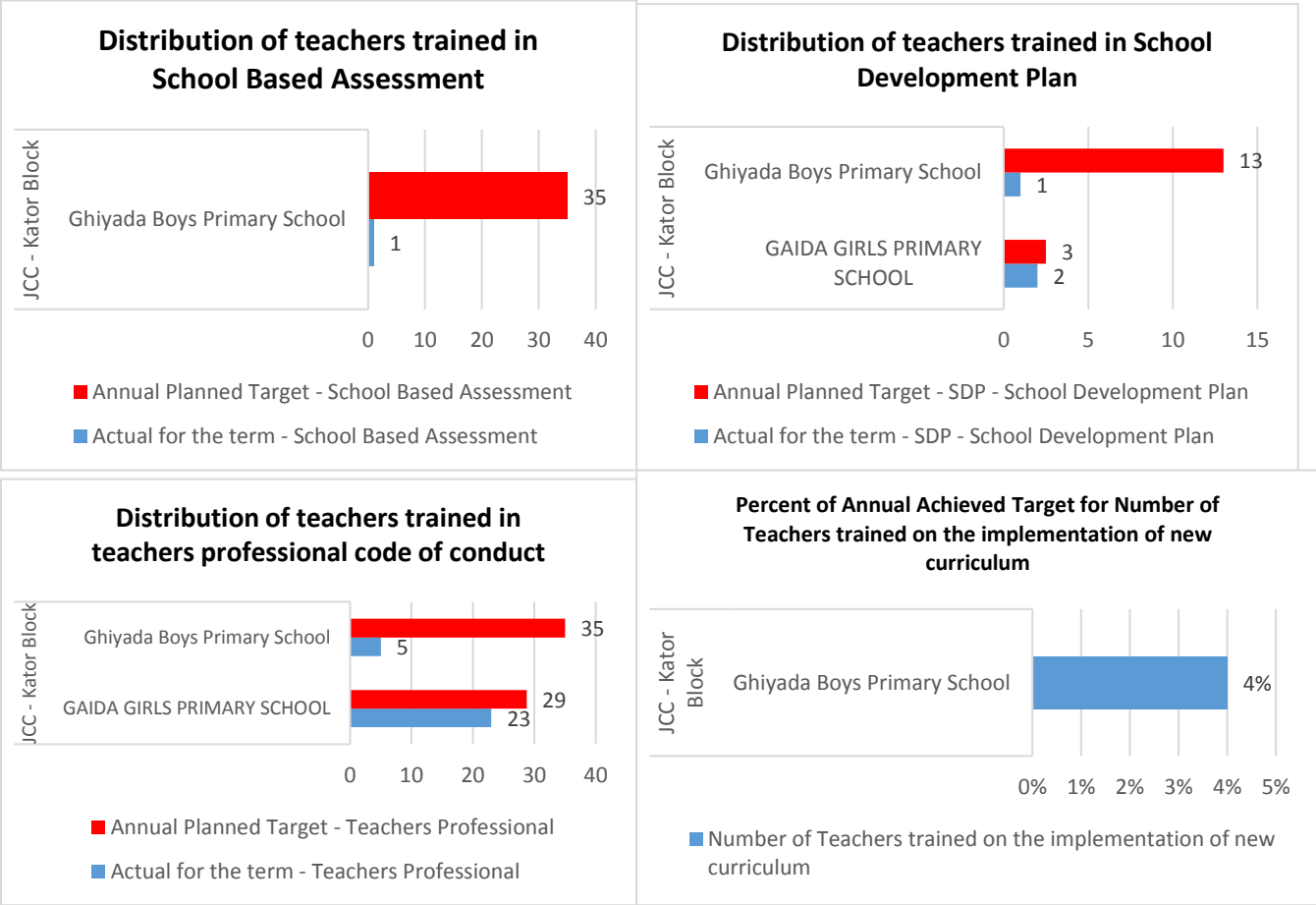
There is notable shortage of teachers in the county schools. The data presented shows that out of the annual target of 125 teachers, 105 were on duty in Giada girls. The number of male and female teachers was depicting a bias for male teachers in terms of numbers and therefore gender balance required. It is also noted that there were 17 teachers on government payroll with 13 trained, 6 volunteers and 10 untrained. No teachers were undergoing training from the school. The issue of staffing is affecting the delivery of the curriculum in schools. More teachers should be trained to sort this issue.

6. Capacity of Teaching Staff / School Managers.

The graphs for this section below provides results of capacity building initiatives of for teachers in schools across Kator County and the status of training levels for the teachers and school managers.



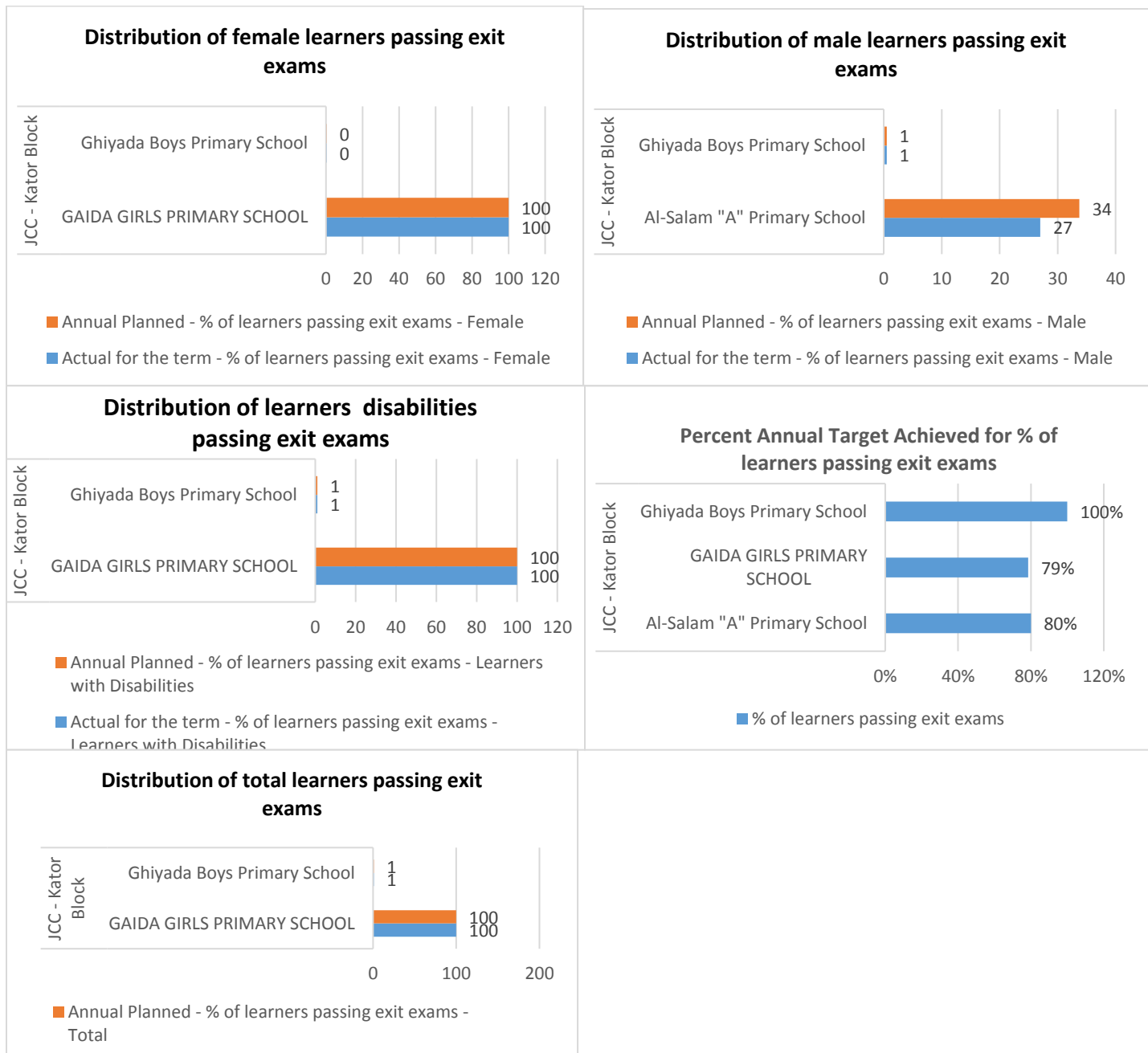




In the capacity training in school management in schools in Kator County Ghiyada with a total of 29 teachers, Gaida with only and Al-Salam 'A' school with 20 teachers underwent the capacity building. Ghiyada and Giada trained one teacher each in text books management and new curriculum. But Al-salam 'A' which had not trained teacher in the other areas trained 4 in school leadership more than Gaida and Ghayada which trained 1 and 2 respectively. What was striking and worth noting is that Al-Salam 'A' school failed to train any teachers in all but multi grade and school leadership. It is therefore imperative to have all schools train their teachers in all the aspects of school management.

7. Learning Outcomes assessment.

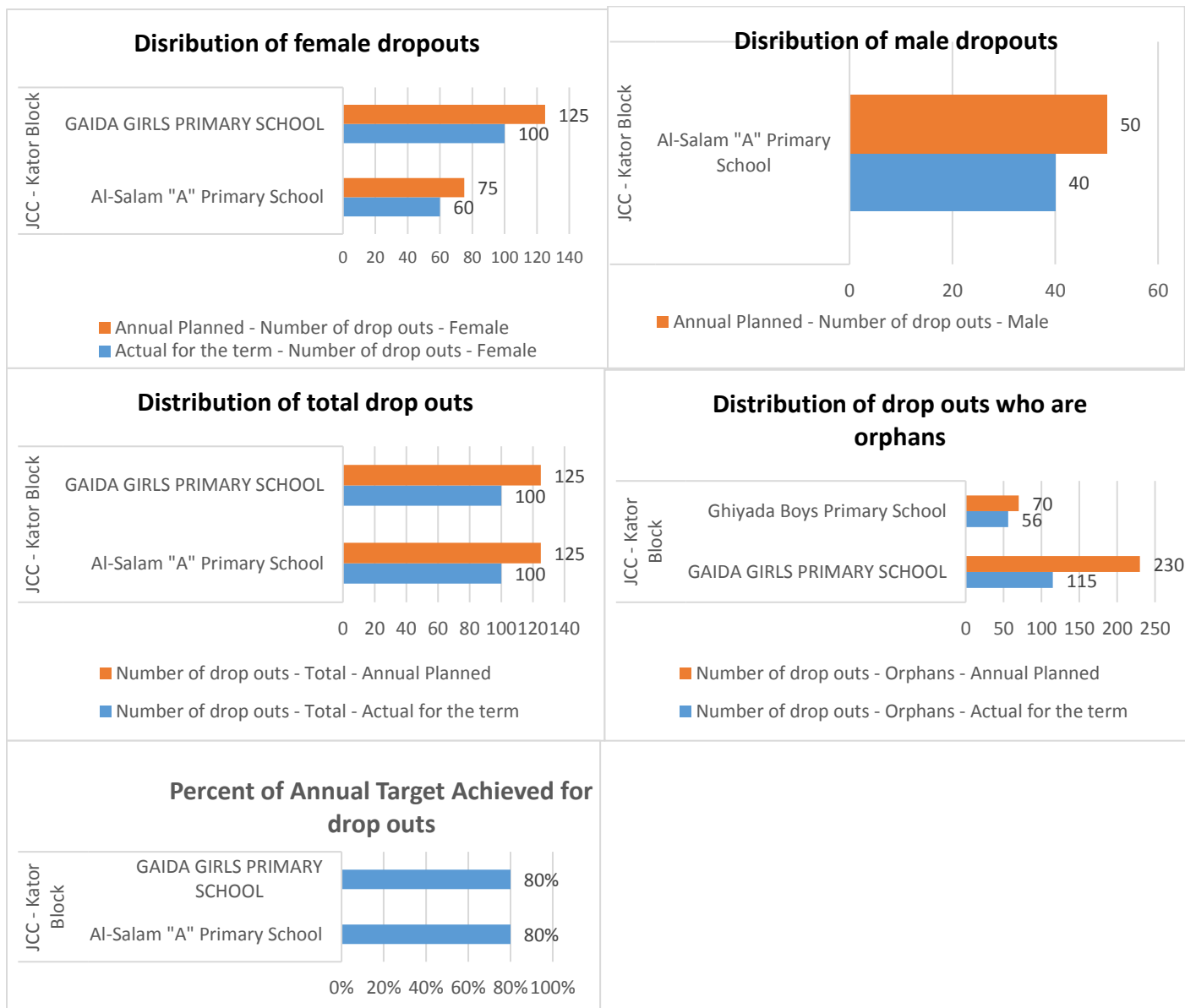
This section details the results of the learning outcomes and covers exit exams, drop outs, repeaters, and literacy and numeracy assessments in Kator County schools.



The comparative analysis of female and male learners in school in Kator County shows that Ghayida boys performs exemplarily well compared to the performance in other schools like Gaida and Al-Salam A in the exit examinations. However, for learners with disabilities it is Gaida that leads with 100% pass. Al-Salam A leads in the category of boys' performance with 27 out of the annual target of 33. Ghyada was the lowest with only 1 boy. It is coming out clearly that girls perform better when in their own environment than in a mixed school. These performances can be made better with more training of teacher professionalism and the approaches to the new curriculum.

Distribution of drop outs across the County

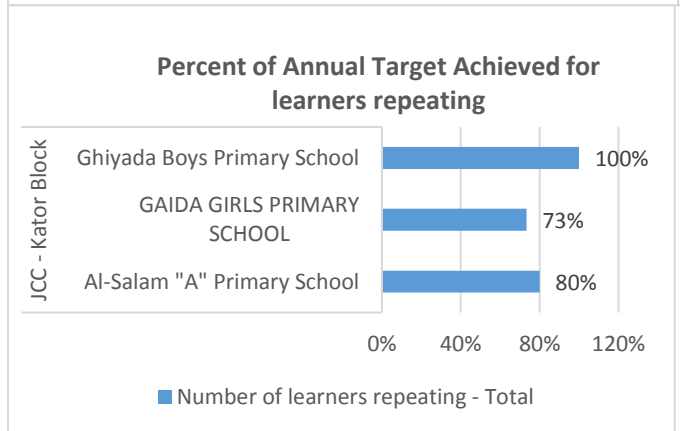
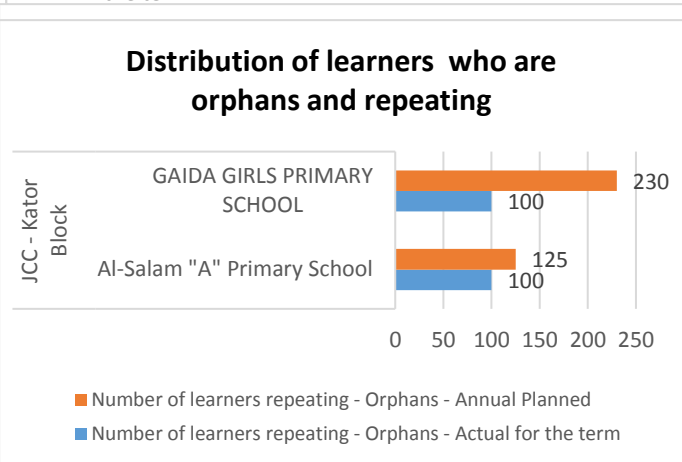
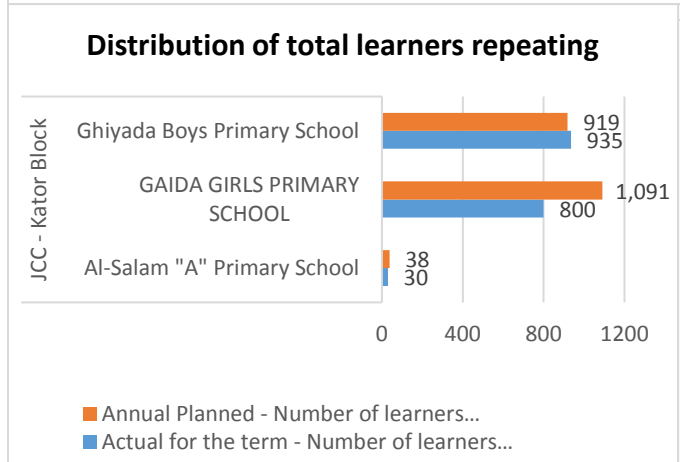
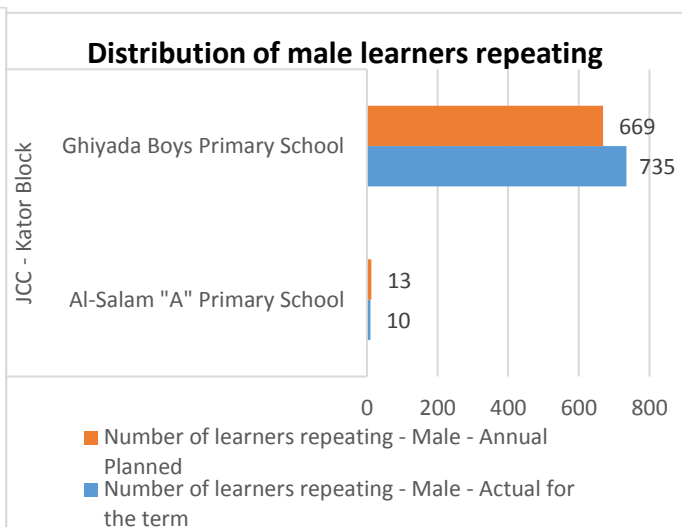
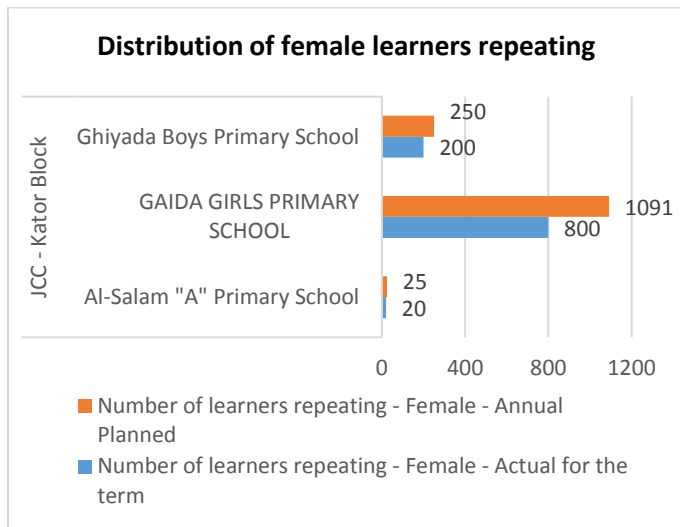
This section presents data on the distribution of dropouts from the schools across Kator County disaggregated in male and female.



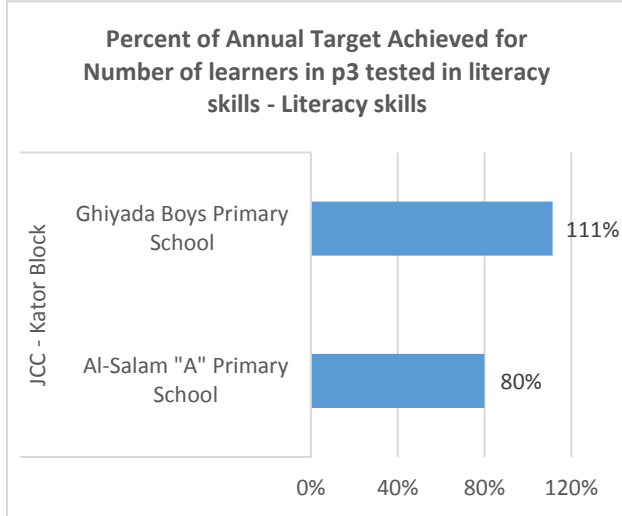
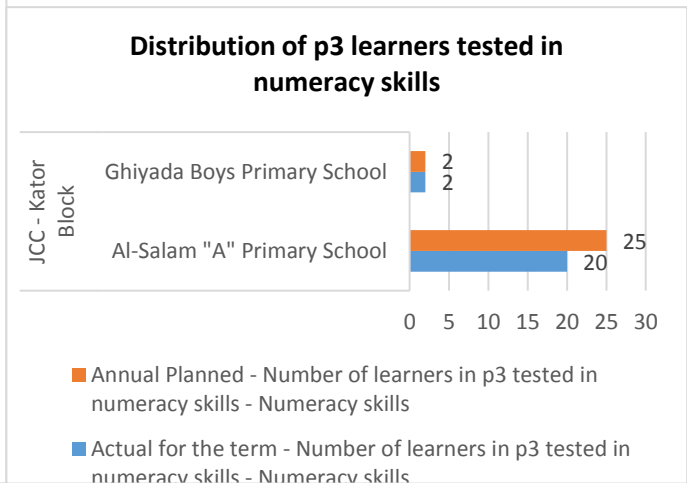
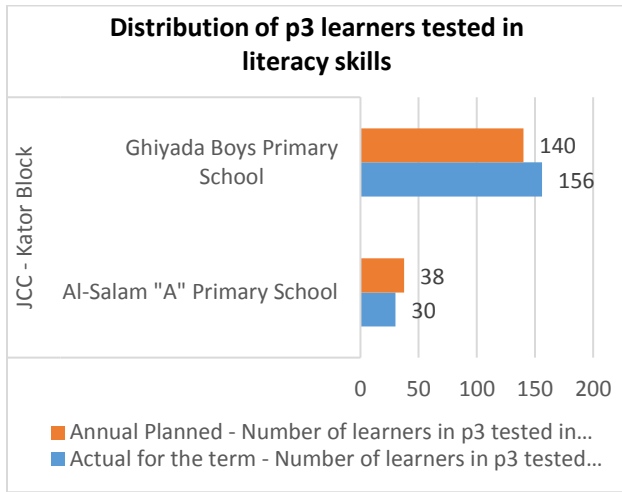
The figures above present's data on the dropout rate in schools in Kator County. Gaidi primary, Al-Salam A, show that there was an 80% dropout rate. This is quite discouraging. The County Education Director should plan to employ legal mechanisms to cub this vise by all means. These may include undertaking research to establish the real reasons to the problem.

REPEATERS

This section addresses the issue of repeaters in schools in Kator County. The issue of repeaters is worth thinking about because it is in some cases the main cause of dropouts. To do away wioth dropouts, repeating a level may have to be addressed.



The graph above illustrates that there is a high rate of repeaters in both the female and male learners but with high numbers among the boys. The rate in the three schools was reported to be alarming. Ghiyada with 100% was discouraging. All schools achieved 70% and above rate in repeaters. The County Education Director needs organize inspection assessments in these schools so as to address the issue from its roots.



LITERACY AND NUMERACY

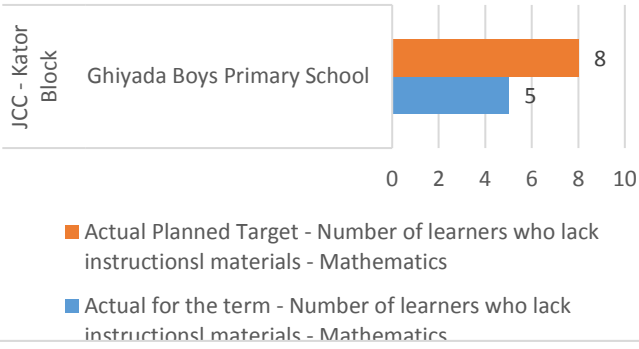
The data present the number of learners tested in literacy skills in P3. In both literacy and numeracy skills.

The figures above show that all the schools achieved 80% and above with Ghayia recording a 111% in total followed by Al-Salam A with 80%. It will be important to check the progress in both skills in schools so that the 100% mark is achieved.

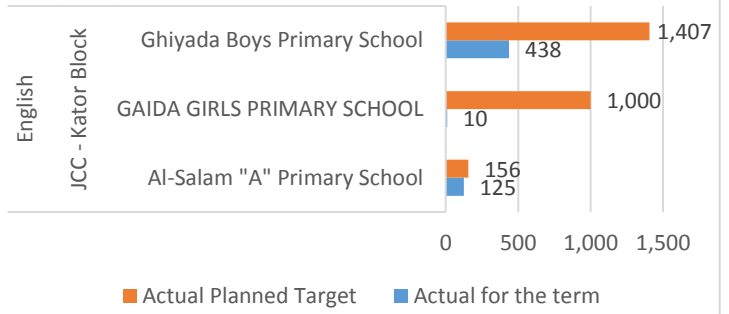
8. Curriculum and Instructional materials.

This section addresses the issues on the provision and adequacy of instructional materials per subject in schools in Kator County.

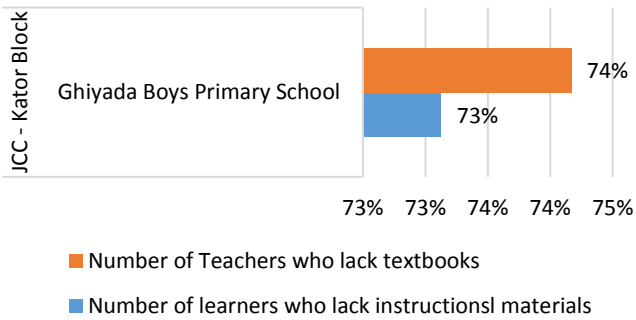
Distribution of learners who lack Mathematics instructional materials



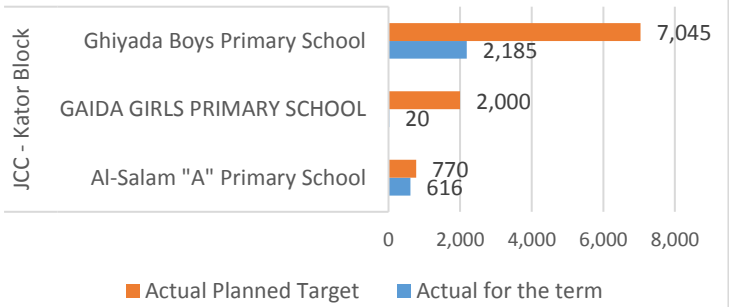
Distribution of learners who lack English instructional materials

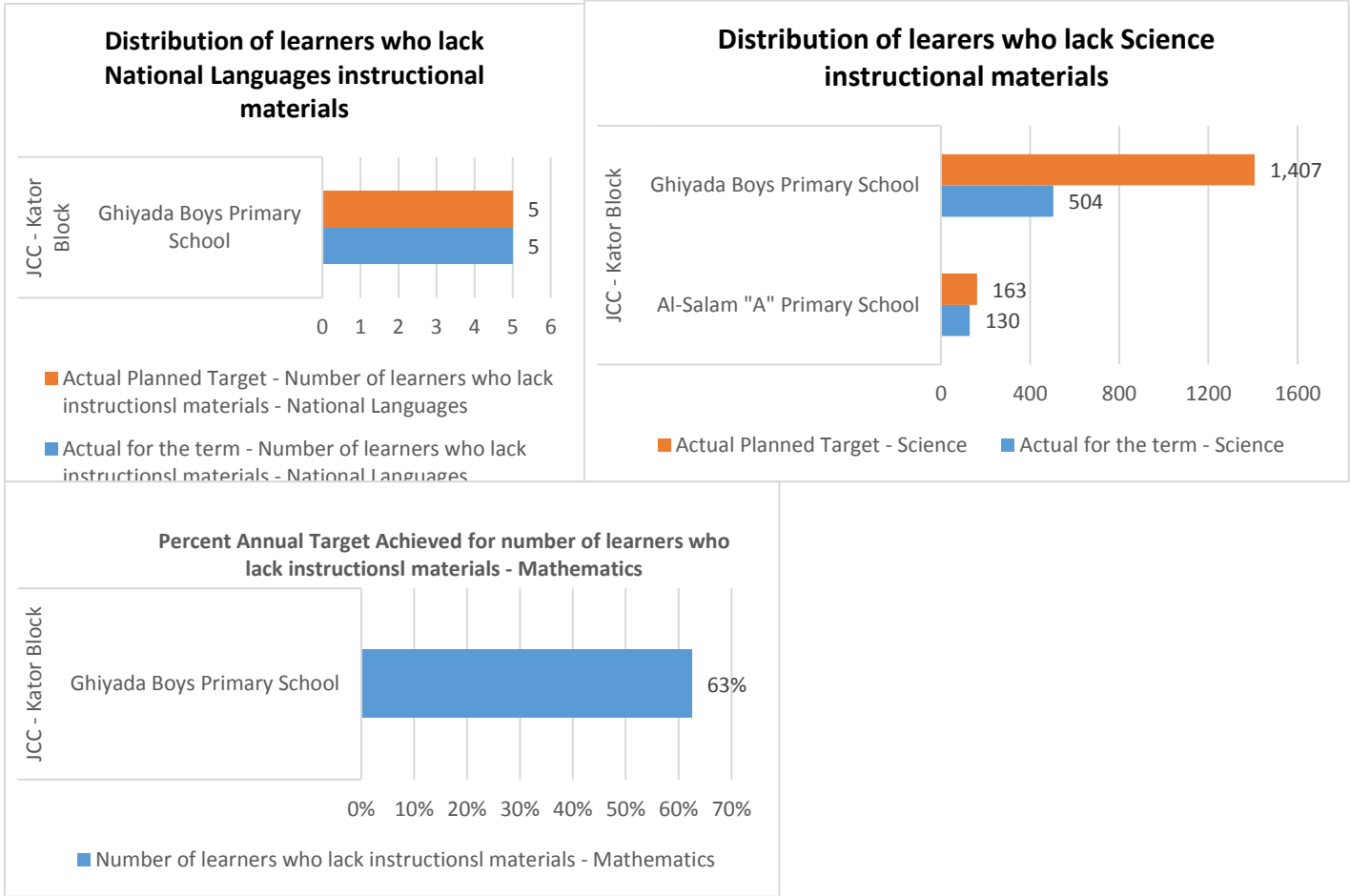


Distribution of learners lacking english textbooks



Percentage of overall teachers and learners who lack textbooks



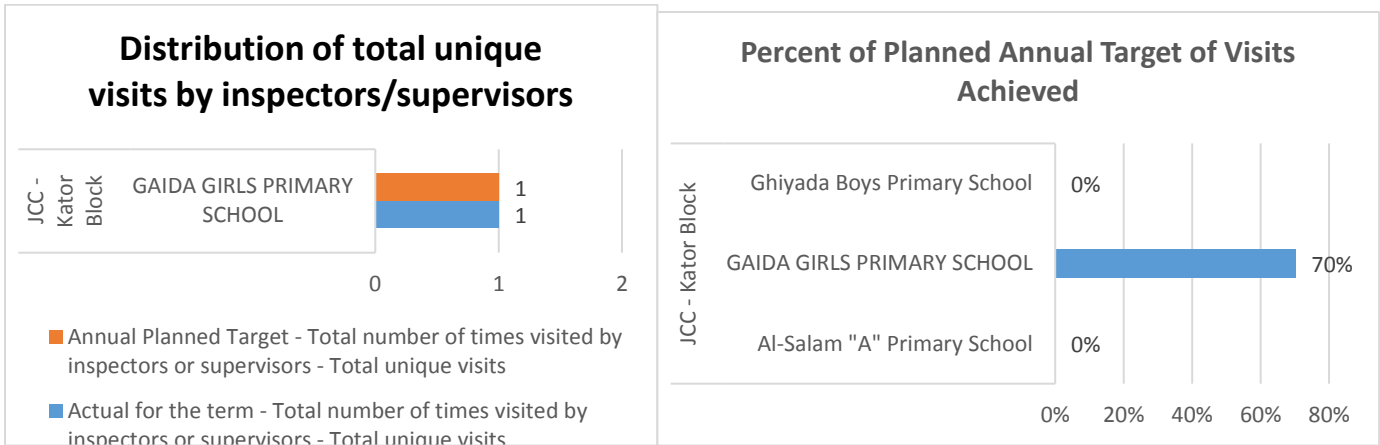


The data presented shows that, Ghayida, Gaida girls and Al-Salam A are in dire need of instruction materials in all subjects. The Data above clearly shows that Gaida School experiences 100% inadequacy in all subjects. All the schools have atleaST 80% inadequacy. The CEO in Kator County needs to ensure that every school is provided with sufficient instructional materials in all subjects.

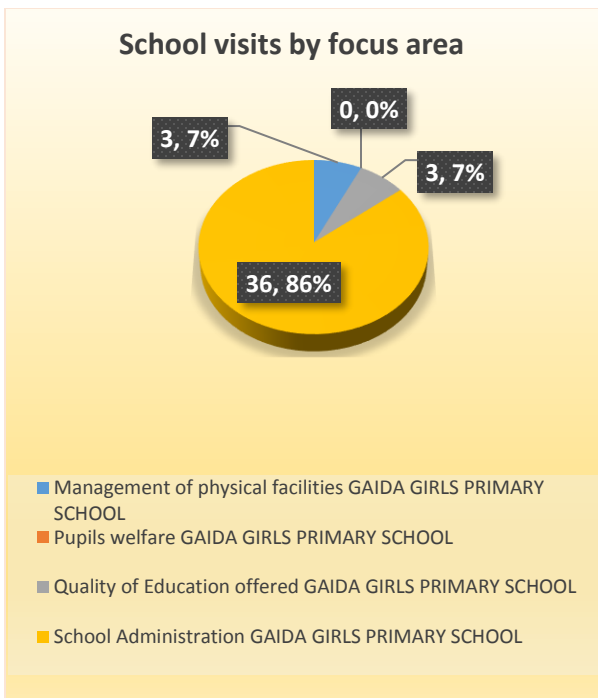
9. Inspection and Supervision.

9.1 Frequency of Inspection and Supervision and educator effectiveness

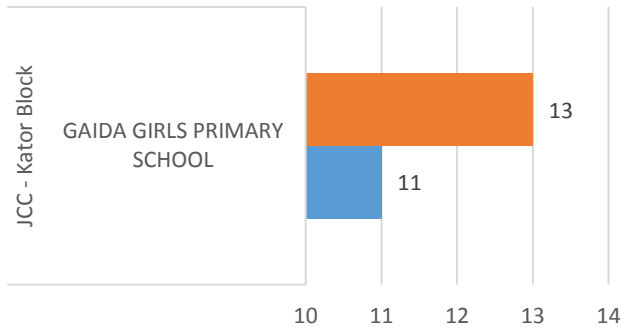
This section addresses the frequency of inspection and supervision and education effectiveness in schools in Kator County. The CEO needs to ask the inspectors to do a work plan that will cover all schools equitably.



Regarding school visit by focus area, Gaida primary school was frequently visited with 70% of the planned visits as compared to the rest in the county. This indicated that the inspectors did not plan their work for all schools in Kator County.

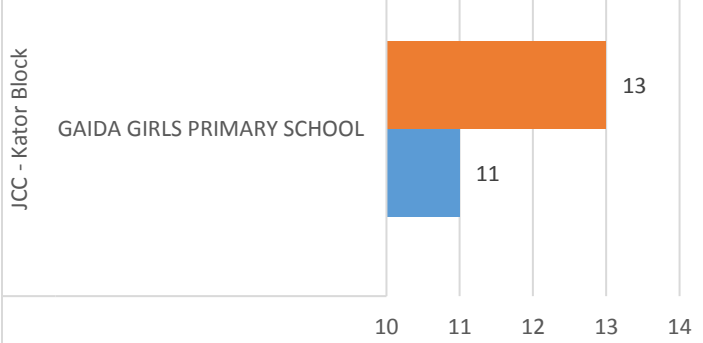


Distribution of female teacher attendance



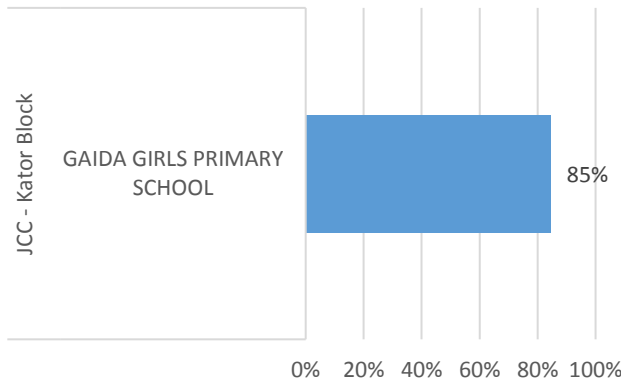
■ Annual Planned Target - Number of teachers attending 80% or more of total instructional days in a term - Female
■ Actual for the term - Number of teachers attending 80% or more of total instructional days in a term - Female

Distribution of Total Teacher Attendance

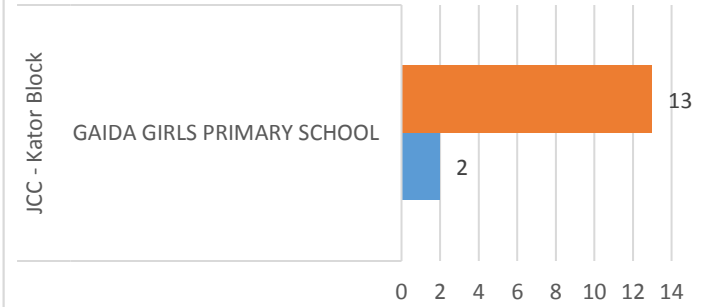


■ Annual Planned Target - Number of teachers attending 80% or more of total instructional days in a term - Total
■ Actual for the term - Number of teachers attending 80% or more of total instructional days in a term - Total

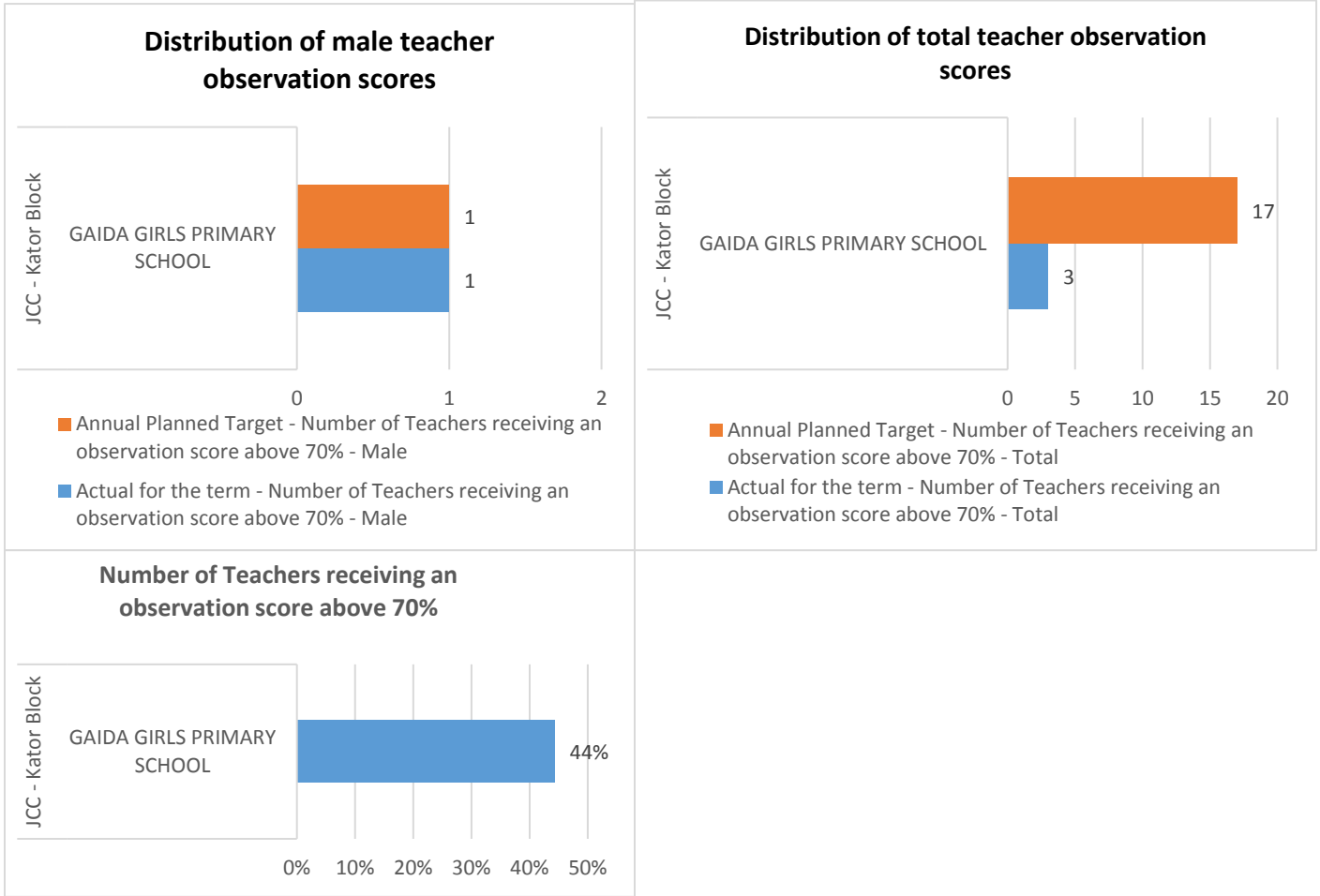
Percent of Annual Target Achieved for teachers attending 80% or more of total instructional days in a term



Distribution of female teacher observation scores



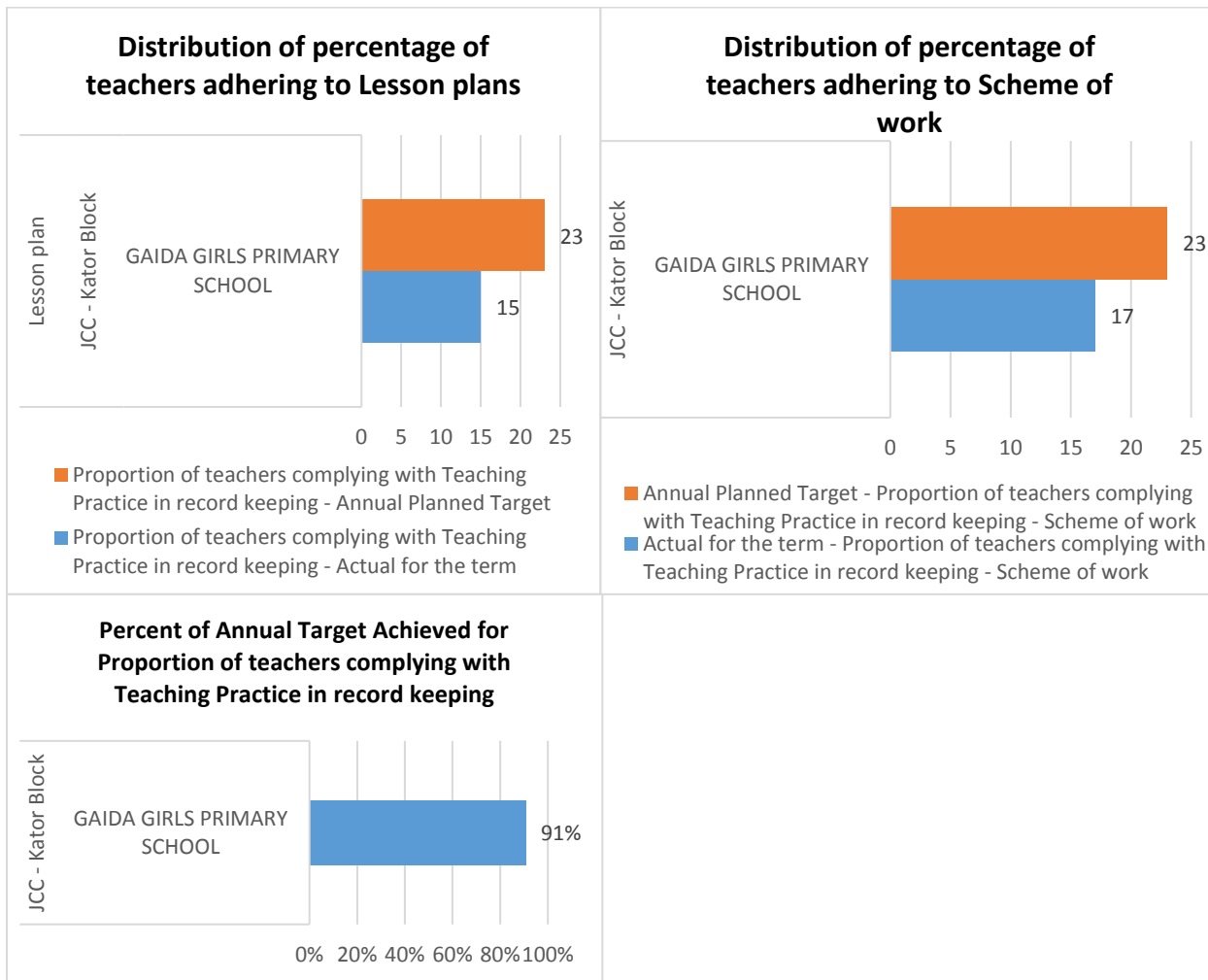
■ Annual Planned Target - Number of Teachers receiving an observation score above 70% - Female
■ Actual for the term - Number of Teachers receiving an observation score above 70% - Female



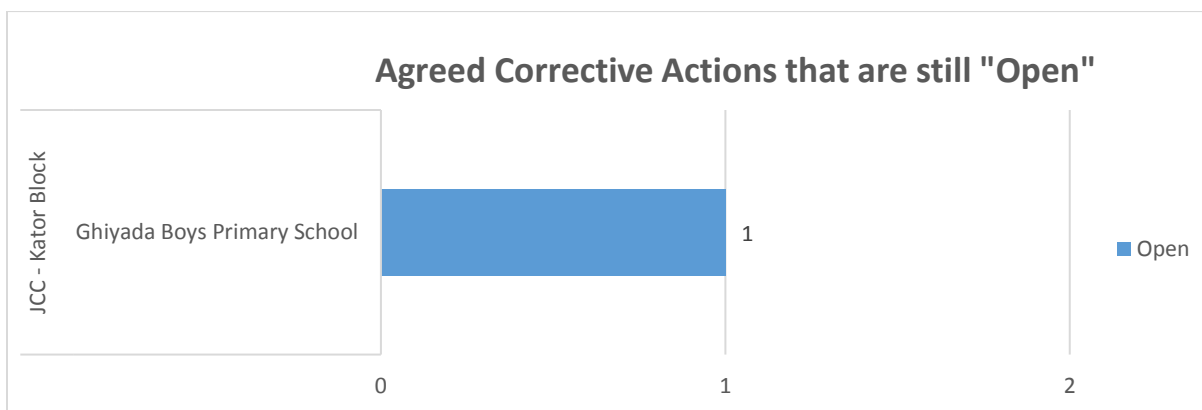
The data analyzed on the number of teachers attending 80% or more of the total instructional days in a term showed that most teachers had erratic performance with Gaida having 44%, who had a score of 70% and above in observation score. This performance is not adequate enough and the recommendation is that teachers are given refresher short courses to improve their methodology in curriculum delivery.

9.2 Instructional Planning and Scheduling.

Percent of Annual Target Achieved for Proportion of teachers complying with Teaching Practice in record keeping. The data in the figure below shows data from Gaida primary school in Kator County. The analysis reveals that 91% of teachers in Gaida used their teachers’ professionalism in teaching practice than other school. It is also evident that reports from other schools were not presented. However, the school administrations should enhance in internal inspection, supervision and monitoring to improve the performance of other teachers in other schools.



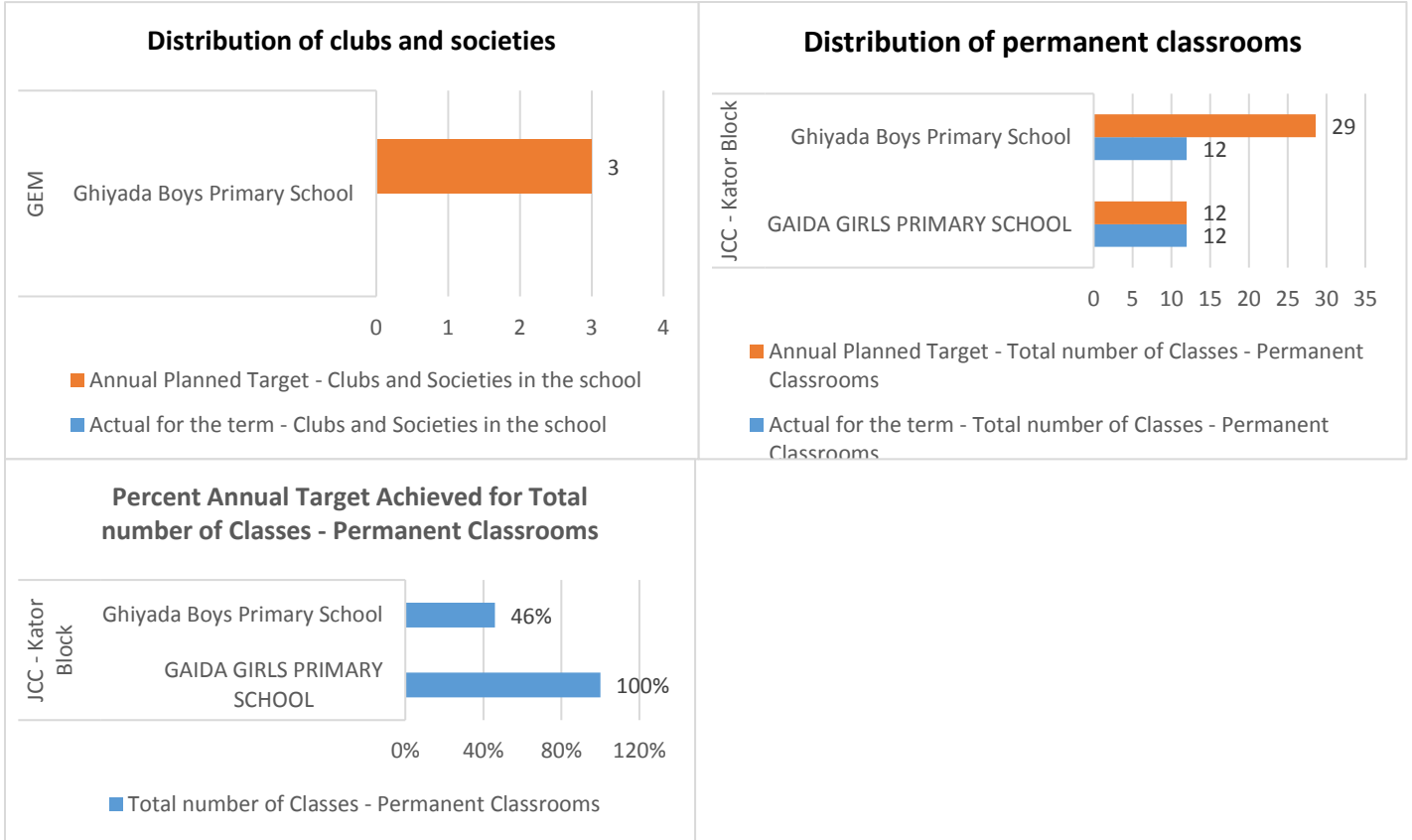
9.2 Implementation Status of corrective actions from Inspection and Supervision visits.



Correction actions should be applied on any non-conforming activity immediately it occurs.

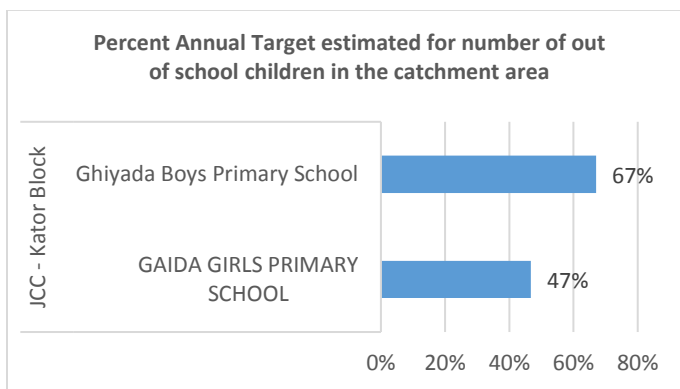
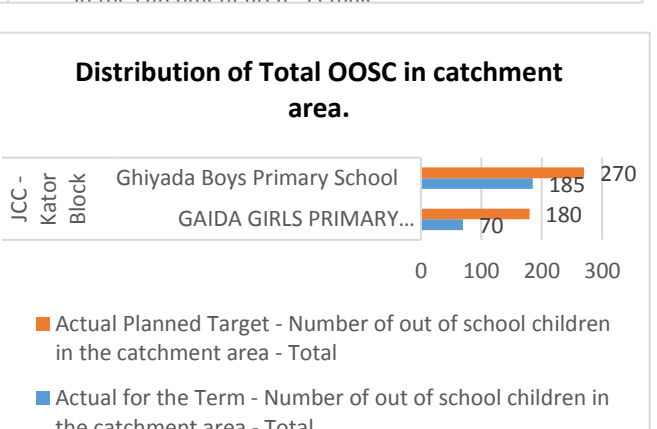
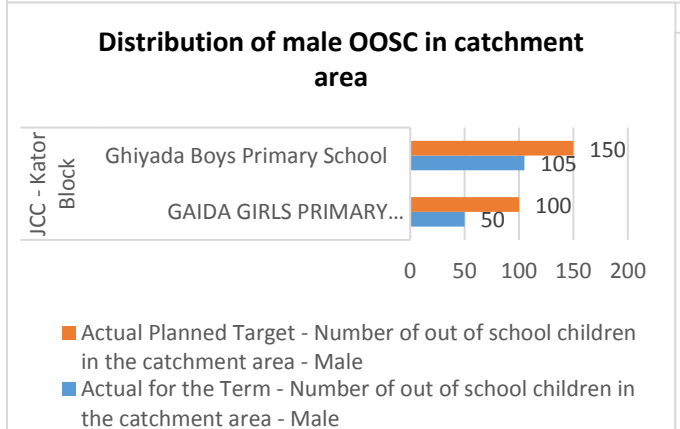
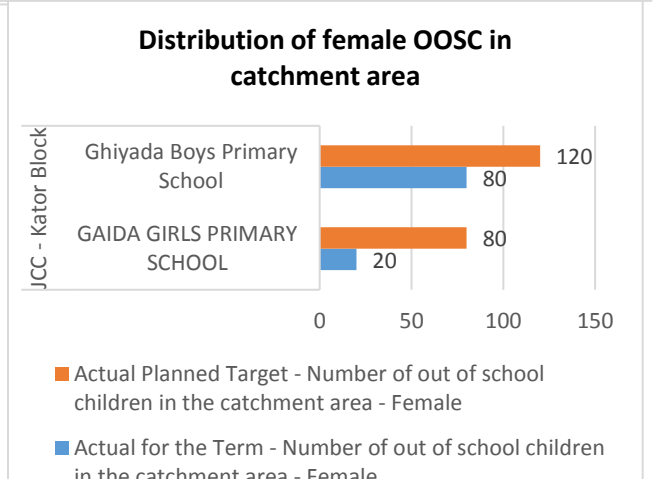
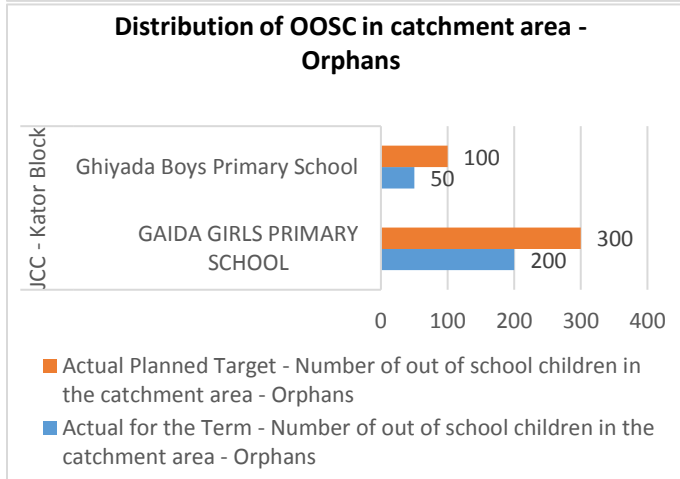
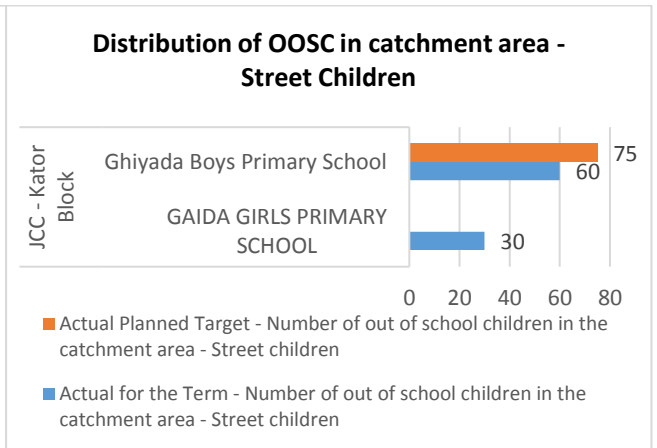
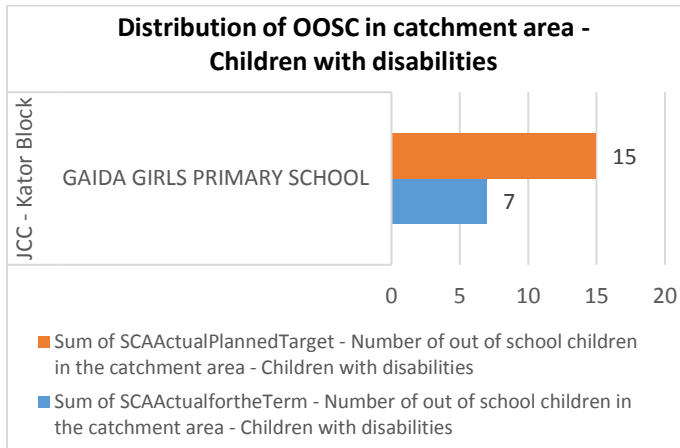
10. School Child Friendliness and Clubs

In terms of school child friendliness and clubs, the data presented below indicates that societies and clubs were not active at all. The feeding programme was well elaborate in terms of contributions from the school farm and garden, donations, partner support and community initiative. Giada primary had 100% permanent structures in school while Ghayada's was only 46%. This means that schools in the County were not well endowed with permanent classes. This indicates that the CEO, BOG, PTA, SMC and the community have a job to do on building schools with permanent structures and teachers trained on the management of physical structures.



11. School Catchment Area.

This section captured data on the Percent Annual Target estimated for number of out of school children in the catchment area

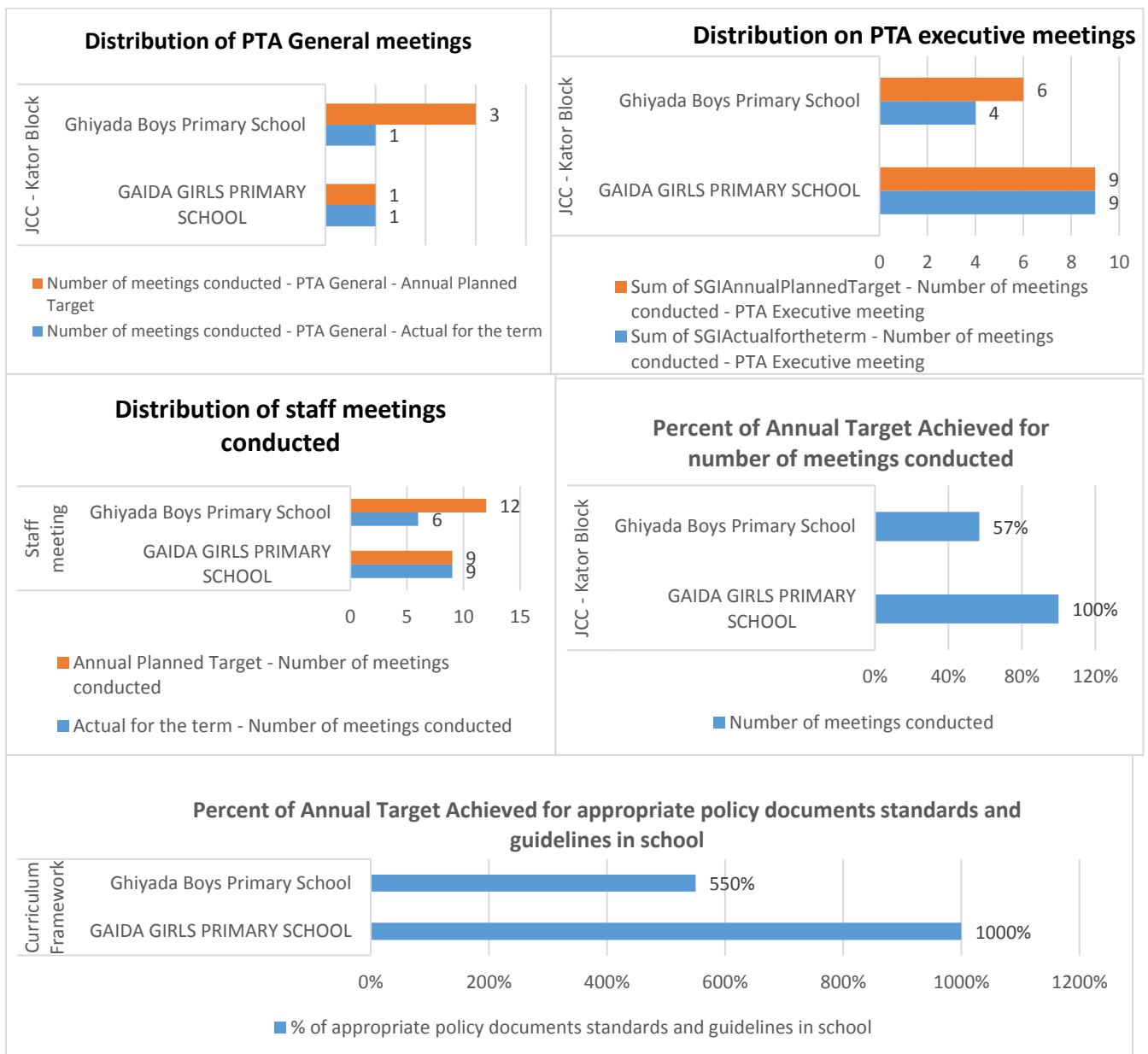


Ghiyada boys’ primary school had the highest number of out of school children with 67% while Gaida girls primary had the lowest percentage of 47%. This results mean that the question of out of school children is more demanding for more intervention. The education director in Kator County should strategize on getting all the school going children in schools.

12. School Governance and implementation of policies

This section presents data on the percentage of annual targets achieved for number of meetings conducted and the annual target achieved for appropriate policy documents standards and guidelines in schools in KatorCounty.

Lybia II achieved 80% of the targeted meeting in a year while Gudele East managed only 28%. On professional documents and guidelines, Gudele East achieve 2000% of the annual set target. School calender 100%, curriculum framework 100%.This finding shows that schools in Gudele ii have a focus on management by democratic and consultative style where dialogue in dicision making takes precedent. The CEO should call for a management workshop for head teachers.



Gaida girls' primary school conducted 100% meeting and the Percent of Annual Target Achieved for appropriate policy documents standards and guidelines in school was also at 100%. On the other hand, Ghiyada only had 57% and 55% in the two aspects respectively. This clearly shows that in some schools there existed imbalance in management. The education director should intensify inspections and training for head teachers and deputies.

13. Issues, Recommendations for Corrective Actions from the Report

S/No	Issue	Section (Graph)	Recommendation	Responsible	Completion date	Status
1	Annual targets on enrolment not achieved in most schools.	2.1 enrolment	Increase community awareness of free primary education	County Education Officer, BOG PTA	Dec 2017	Open
2	Pre-school (ECDE) experience in Gaida primary was good	2.3 ECDE	Embrace the policy on ECDE before school for all children under 6	County Education Directors	Jan 2018	Open
3	Low school attendance.	3.0 Attendance	Improve the CFS situation in the schools.	County Education Officer, BOG PTA	July 2017	Open
4	Low attendance by learners with disabilities	Learners with Disabilities	Assess why female learners with disabilities in Juba Block are the highest.	MoGEI Directors of General Education, and Planning.	July 2017	Open
5	Inconsistent accountability by schools on capitation grant	School Finances Outlook (capitation grant)	Conduct inspection exercises in all school with the audit unit to ascertain the effect of capitation grants on community financial contribution to schools.	County Education Office	July 2017	Open
6	Only 2 schools in the Kator County had above 80% of the annual planned girls' cash transfers.	Girls Cash Transfers	Determine extent of coverage in the other schools using SAMS data	County Education Office	2018	Open
7	Under staffing of	Teacher and	Review the target in view of the pupil	County Education Office	July 2017	Open

S/No	Issue	Section (Graph)	Recommendation	Responsible	Completion date	Status
	teachers	Support Staff	s to teacher ratio of 11:1.			
8	Few numbers of teachers have been trained on accounting and record keeping	Capacity of Teachers	Develop basic orientation package for Accounting and Record keeping	County Education Office	Dec. 2017	Open
9	Very low numbers of trained teachers in multi-grade teaching, school based assessment, and School development plans, teacher professional code of conduct.	Capacity of teachers	Intervene with in-service training for Multi-grade Teaching, School Based Assessment and School Development Plans.	MoGEI, Director of Quality Promotion.	Dec. 2018	Open
10	The number of school in the county reporting figures on clubs is no more than 50%	School Child friendliness	County should support schools to report on existing clubs.	County education directors	Report July 2017	Open
11	School feeding programme not achieving target	School Child friendliness	Partners, private and community should increase support of school feeding programmes.	County Office and MoGEI Directors of General Education, Planning and AES	Report July 2017	Open
12	Most schools in the county are not complying with teaching practices, recordkeeping. Scheme of work is generally not in use	Instructional Planning and scheduling	Enhance inspection.	County Education Directors, school head teachers and teachers	June 2017	open
13	School feeding programme not	School Child	Partners, private and community	County Office and MoGEI Directors of	Report July	Open

S/No	Issue	Section (Graph)	Recommendation	Responsible	Completion date	Status
	achieving planned target	friendliness	should increase support of school feeding programmes	General Education, Planning anadems	2017	
14	School visits on school administration not on learners welfare and the quality of education	Inspection and supervision	Should shift focus from school administration to quality and learners center	Inspectors and supervisors	August 2017	