

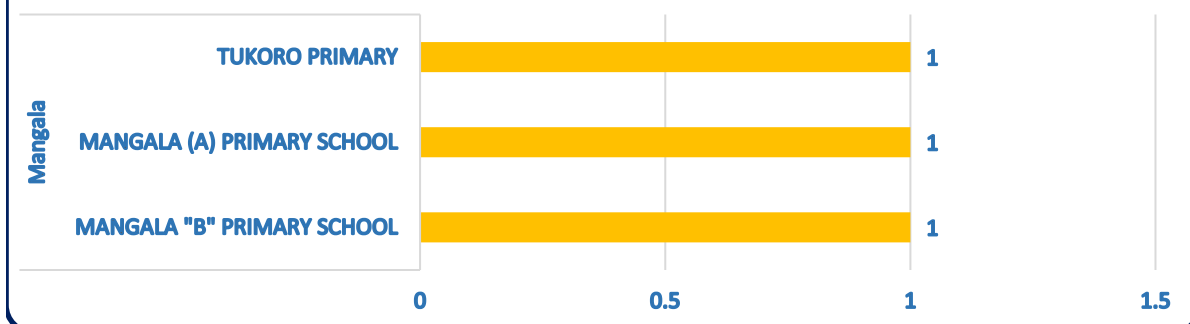


County Summary of submitted School Performance Reports

Period Covered: 1st Term 2017

Name of County: MANGALA	
Total Number of Schools in County	
Total number of schools that have submitted reports	3

Total number of schools that submitted reports.



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

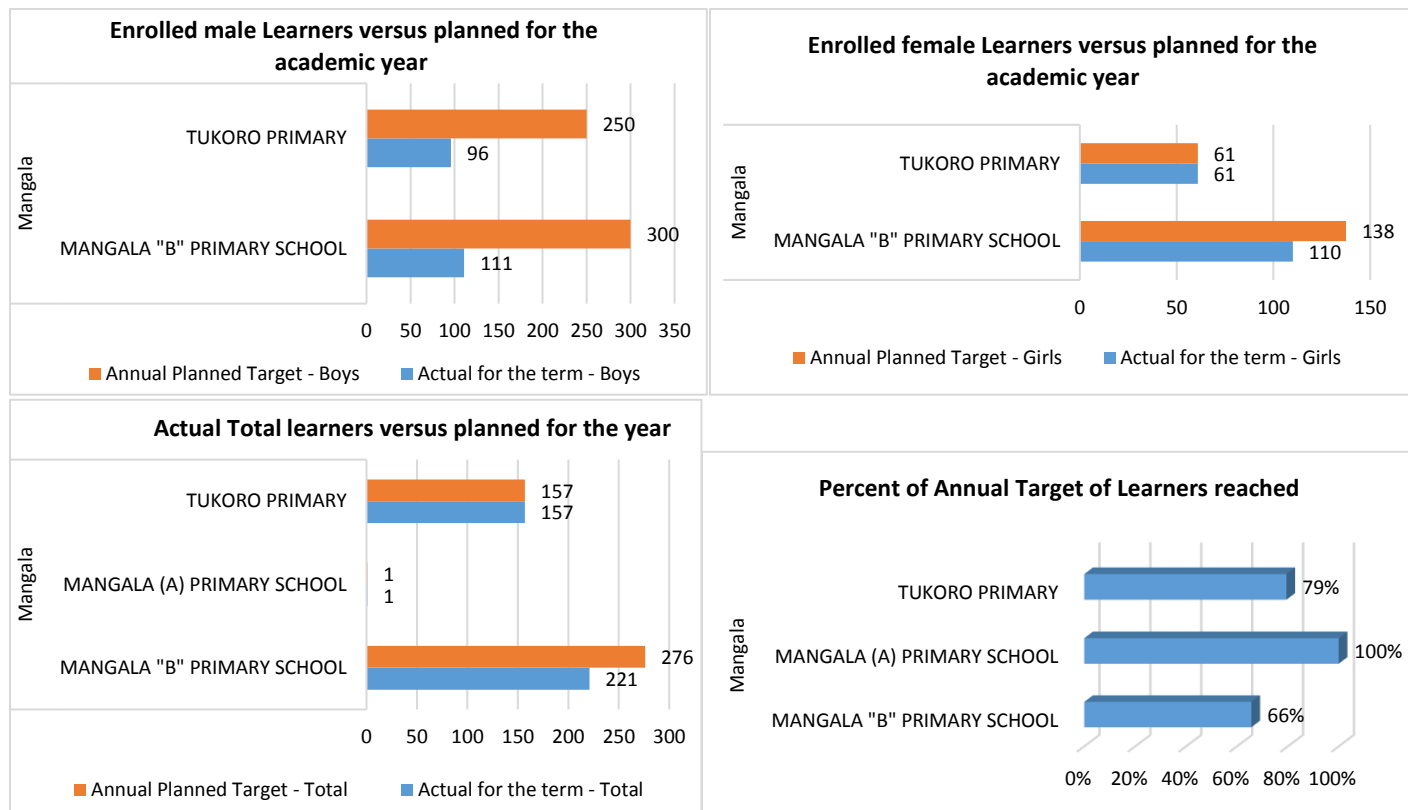
Key Performance Indicators	Value
School Enrolment Growth Analysis.	
Proportion of schools with actual average <i>number of learners enrolled</i> for the term above 80% of annual planned target.	33% (1/3)
Proportion of schools with actual average <i>number of learners with disabilities</i> enrolled in 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</i> in the term 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.	0% (0/3)
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.	33% (1/3)
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.	0% (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	0% (0/3)
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.	0% (0/3)
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 graphical illustration of learners as distributed across Mangala County based on submitted School Performance Reports. From the graphs below, Mangala (A) and Mangala (B) primary schools had the highest achievement in girls’ enrolment in the county as compared to Tukoro primary which despite achieving 100% of their set annual target, stiii registered only 61learners..



Data presented shows that Mangala (A) achieved 100% percent of the annual target of learners set for enrolment. Mangala (B) achieved 66% while Tukoro achieved 79%. In total 378 out of an annual target of 749 learners were enrolled by first term. 207 boys and 171 girls. This translated to 50% enrolment of the planned target. The education officials in the county should work on campaigns to encourage parents to take children to school. This will improve enrolment in the county.

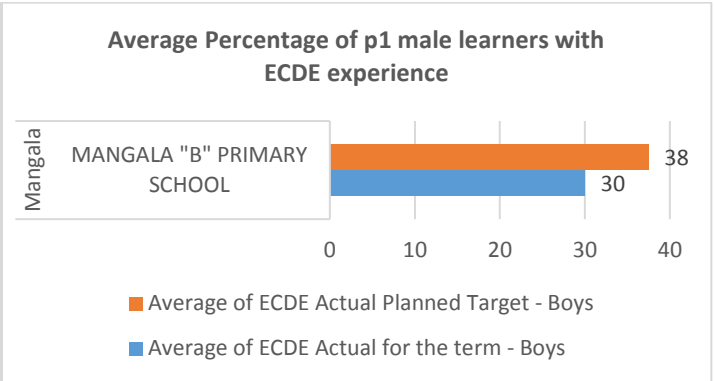
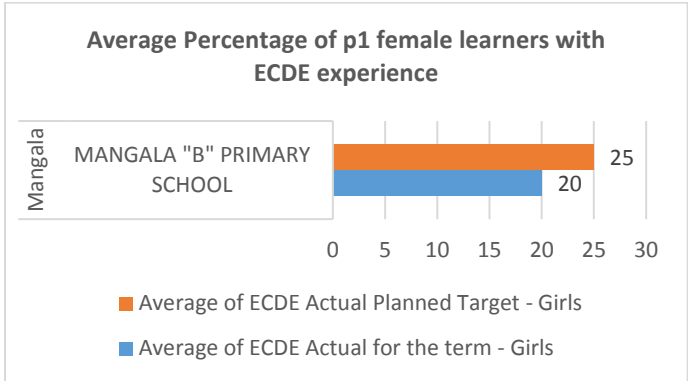
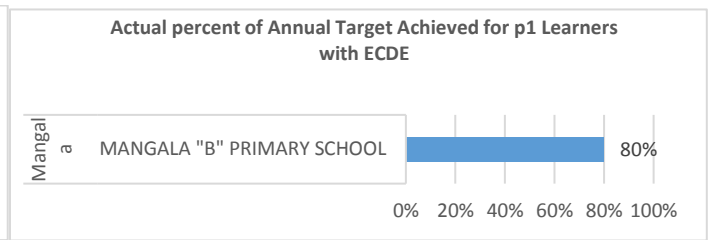
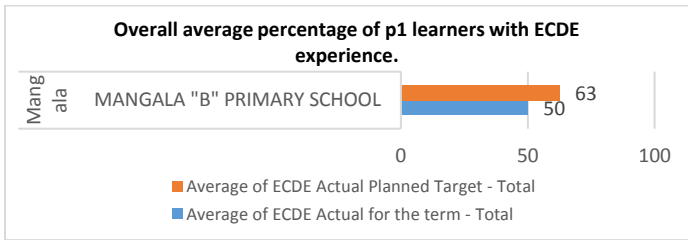
2.2 Distribution of Learners with disabilities.

This section will deal with the distribution of learners with disabilities in Mangala County as reported.

The three schools in the study presented no data on the distribution of learners with disabilities. This report calls for serious intervention by the CEO to ensure that schools keep records of all children with disabilities who are enrolled in schools in the county.

2.3 Distribution of Learners in p1 that have undergone ECDE.

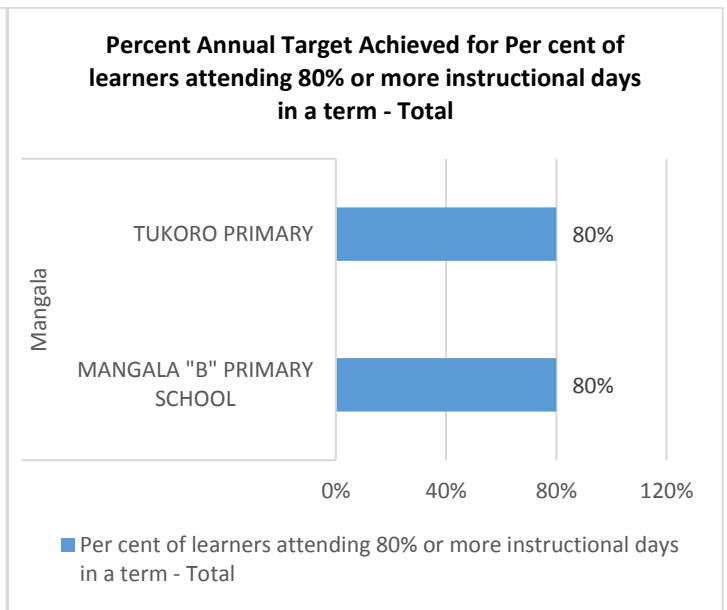
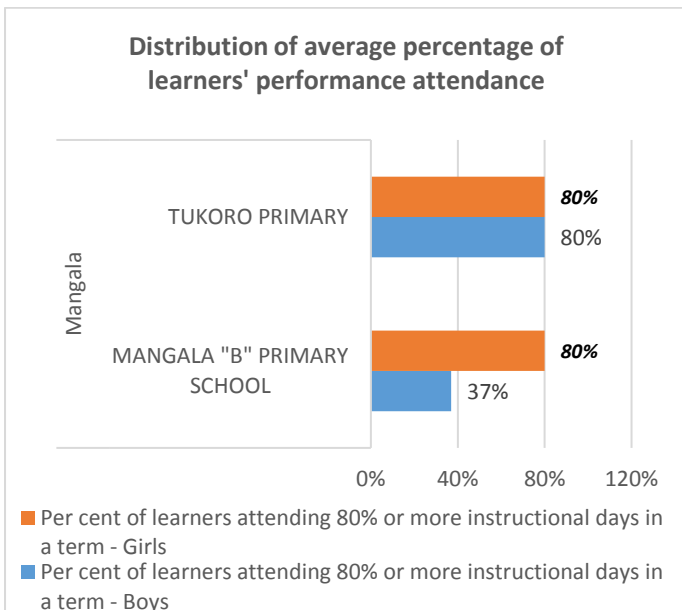
This section presents data on ECDE in Mangala County. Early Childhood Development Education (ECDE) is a priority area for GESP 2016-2022 and critical for enhancing learning outcomes in the Early Grades eventually the later Grades.



The analysis showed that most schools in the county registered high numbers for P1 learners with ECDE. Mangala B achieved 80%. However, the achievement for the overage girls was 80% as for boys was 79% giving us an overall enrolment achievement of overage learners of 79%, against the annual targets in the county. Therefore the education director in the county should focus on more enrolment for the learners. The county office should create awareness on the need to take children to the ECDE 2 year's pre-school education before p1.

3. School Attendance performance

This section presents analyzed data on school attendance by learners. The graphs below show that schools in Mangala County had no serious challenges in terms of attendance.

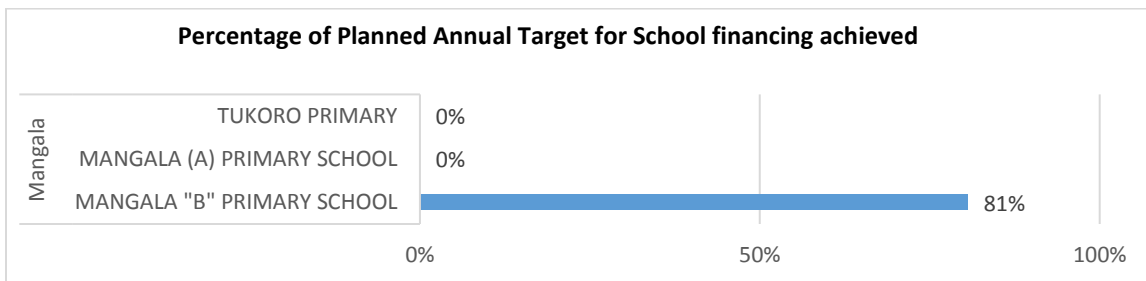
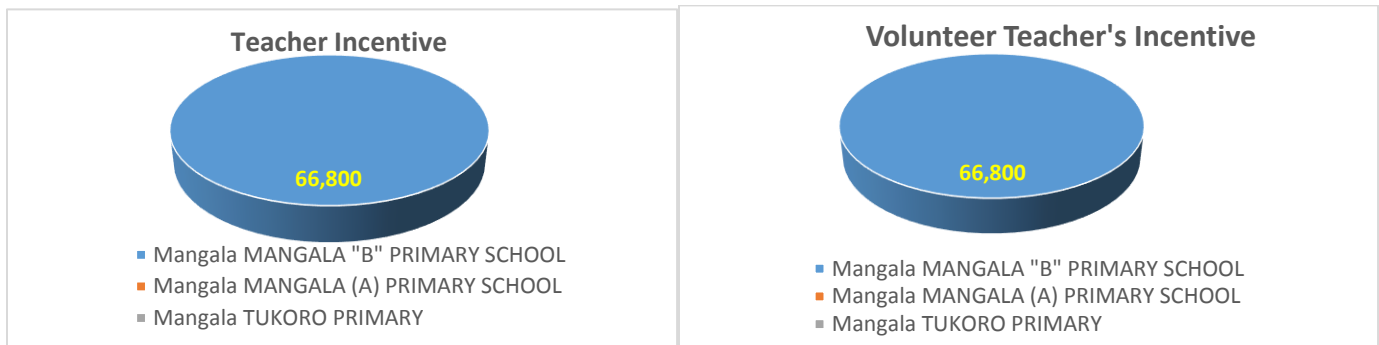
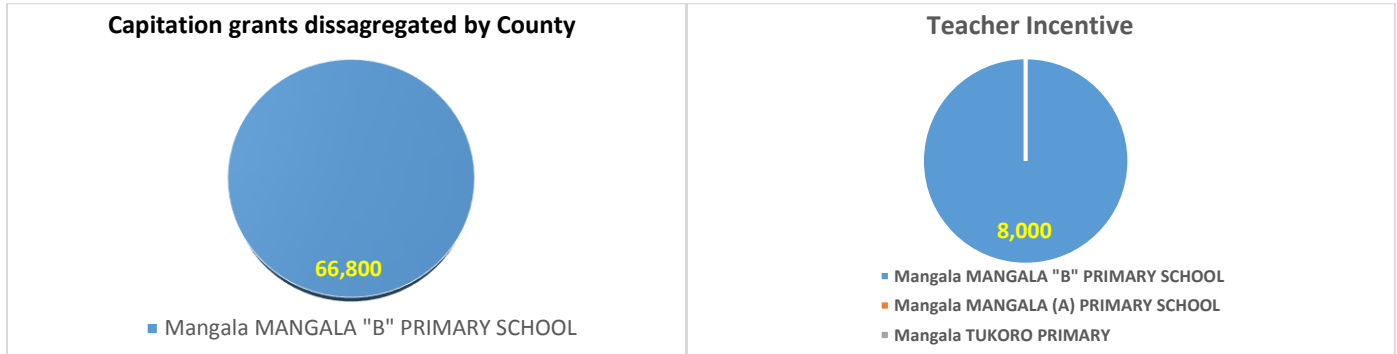


The schools that registered high percentages achieved against the annual targets are recorded as Ngulere girls 89%, boys 90%, Ilyangari with 83 girls and 89 boys. However, there were major disparities between girls' and boys' attendance in Lirya who recorded 67 girls while boys were 96. Nevertheless, more girls than boys attended the 80%

Plus 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 especially Nyangalla primary which had only 48% attendance.

4. School finances outlook

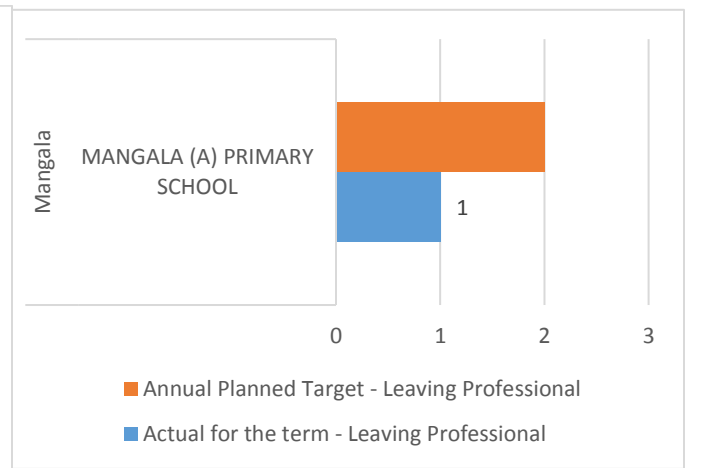
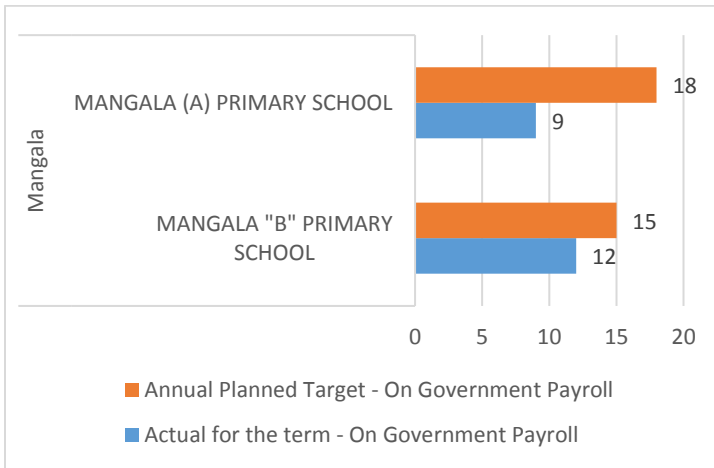
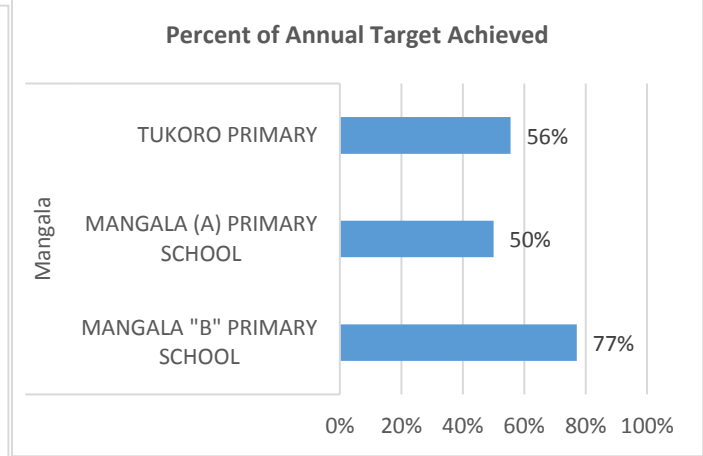
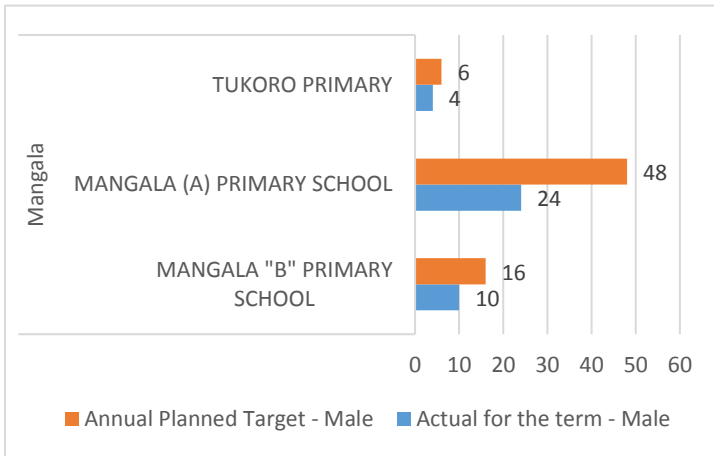
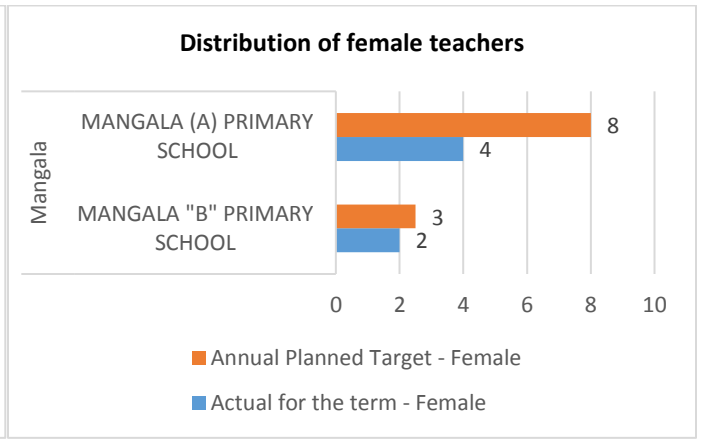
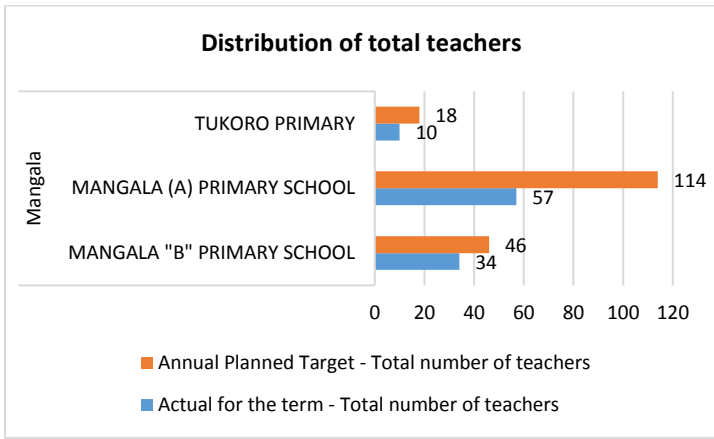
The section will present data on the capitation grants as reported by schools during the survey in Mangala County.

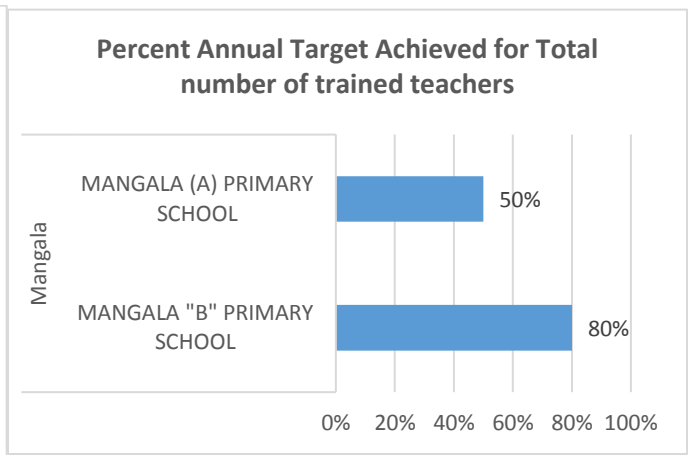
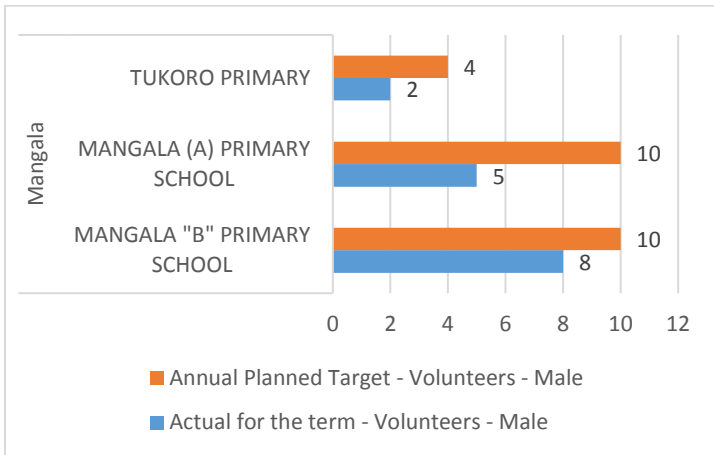
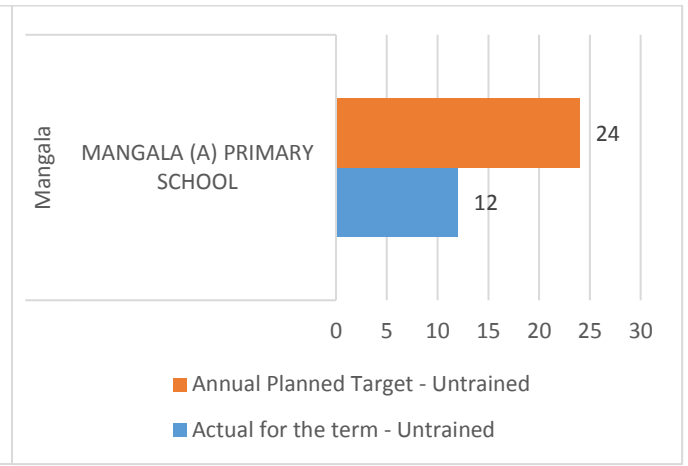
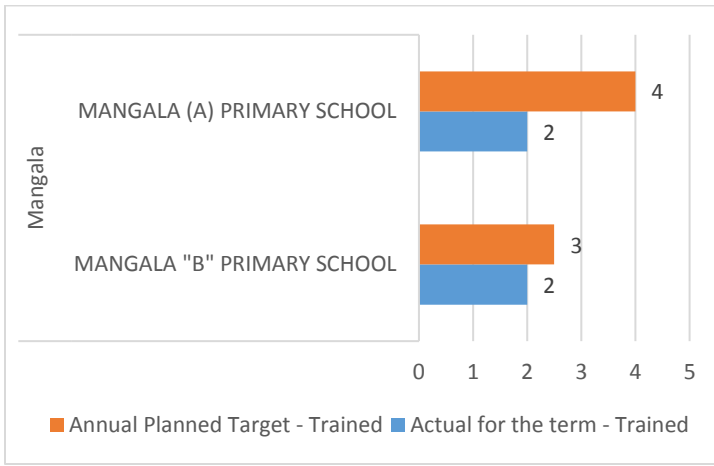


From the data presented above, Mangala B primary school was the highest in capitation grants Reporting SSP 66, 800. Catering for community contributions, Teachers incentives, Volunteers incentives, and PTA contributions. The accountability of the capitation grant and girls cash transfer should be improved. The County Education Director should organize inspections with a purpose of needs assessment followed by training in finance management for school heads and deputies.

5. Teaching and Support Staff.

The section addresses staffing in schools in Mangala 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.

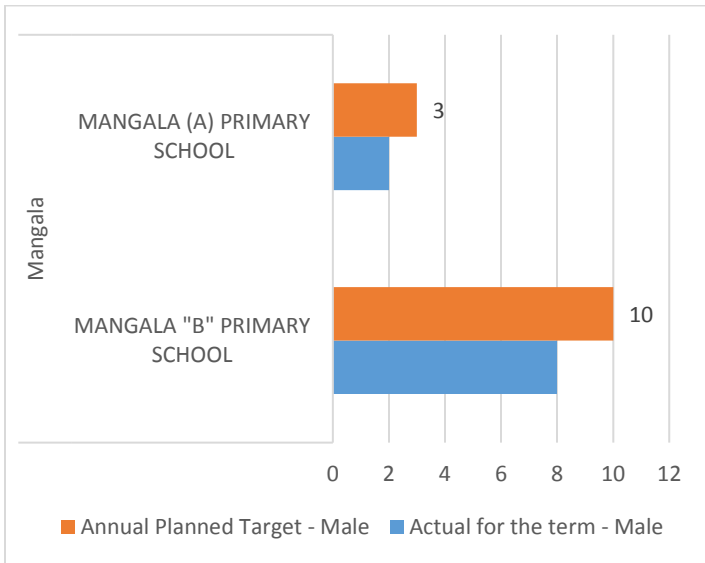




There is notable shortage of teachers in schools Mangala County. The data presented shows that out of the annual target of 265 teachers, 191 were on duty. There were more male teachers as compared to the female. 45 were on government payroll, 23 out of a target of 39 were trained, 10 were on community support programme, 9 out of 23 were undergoing training, 33 were untrained, 35 male teachers were volunteers while 4 out of 4 (100%) were leaving the profession for other jobs. This results pose a threat to quality education in schools. The director of education in the county should draw a proposal for training teachers in big numbers to adequately staff the schools.

6. Capacity of Teaching Staff / School Managers.

This section presents data as analyzed for capacity building initiatives for teachers in schools and their status of training levels in school management in Mangala County. The graphs below show the findings.



7. Learning Outcomes assessment.

This section presents detailed results of the learning outcomes and covers exit exams, drop outs, repeaters, and literacy and numeracy skills assessments in Mangala County schools. However there was no data reported for the schools that submitted their school performance reports.

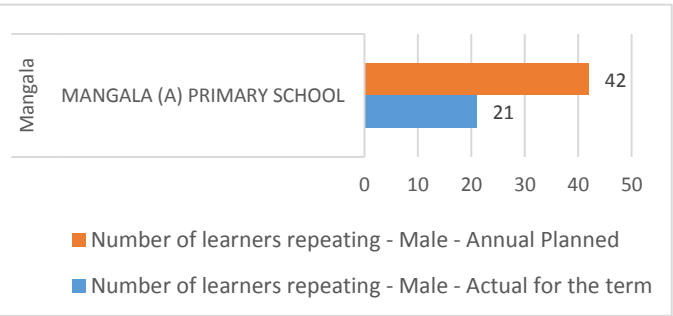
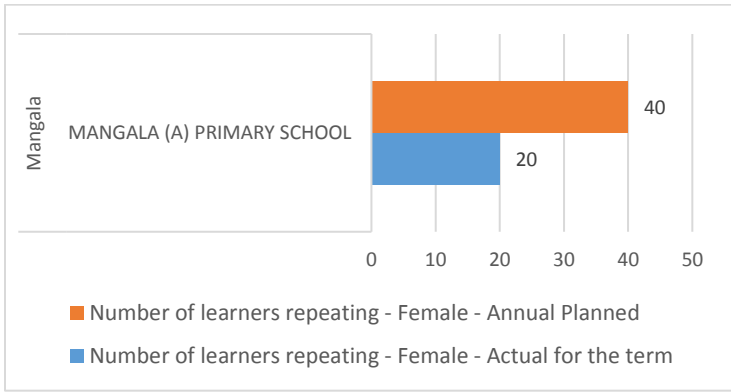
8. Curriculum and instructions

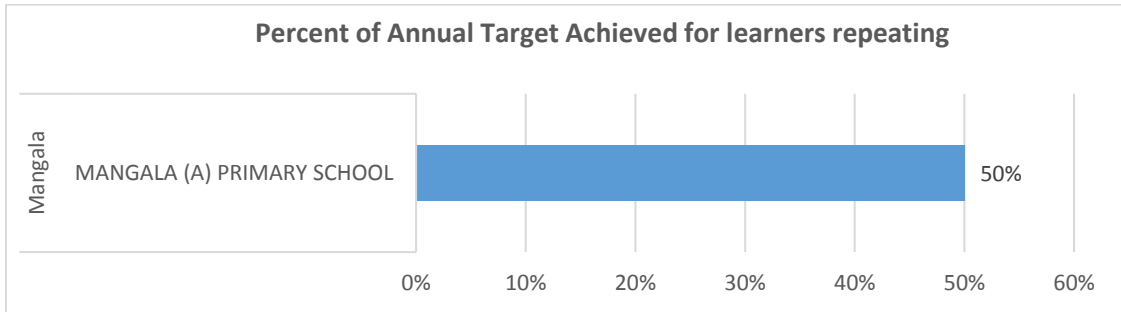
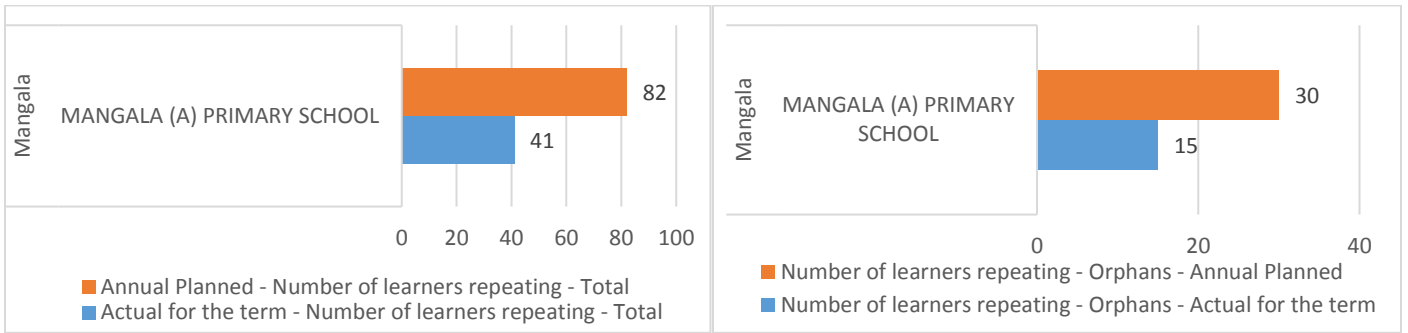
Distribution of drop outs across the County

This section presents data on the distribution of dropouts from the schools across Mangala County disaggregated in male and female. However there was no data reported for the schools that submitted their school performance reports.

Distribution of repeaters across the County

This section addresses the issue of repeaters in schools in Mangala County. The issue of repeaters is worth thinking about because it is one of the causes of dropouts.

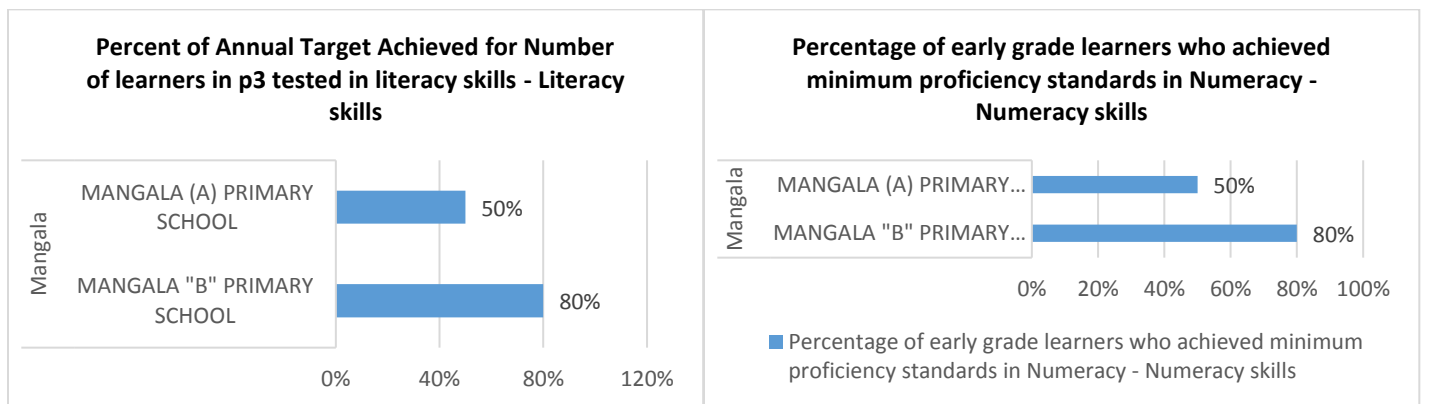
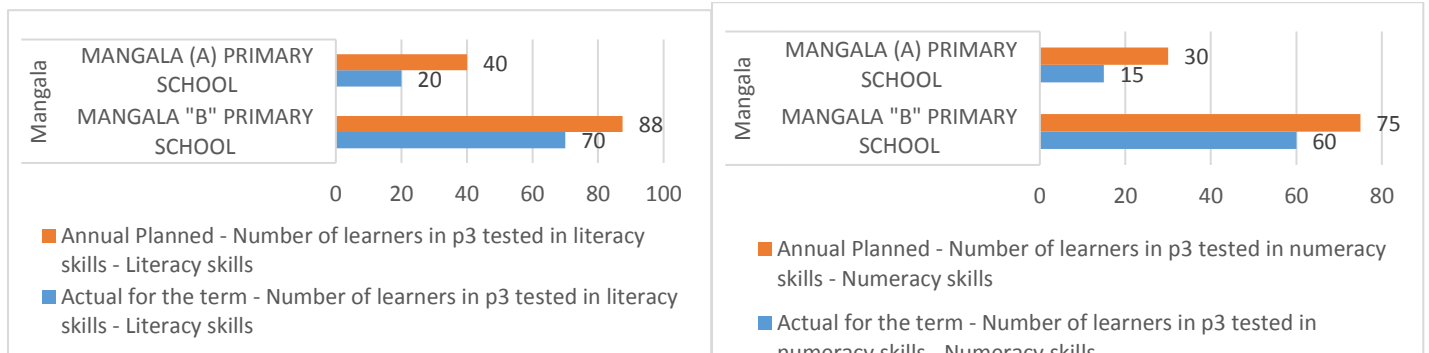




The graph above illustrates that there is a high rate of repeaters for both the female and male learners. Mangala A Primary school was found to experience 50% rate of repeaters with 50% among the Orphan. The County Education Director should focus on inspection assessments in the county to establish the cause and come up with a lasting remedy.

Literacy and Numeracy

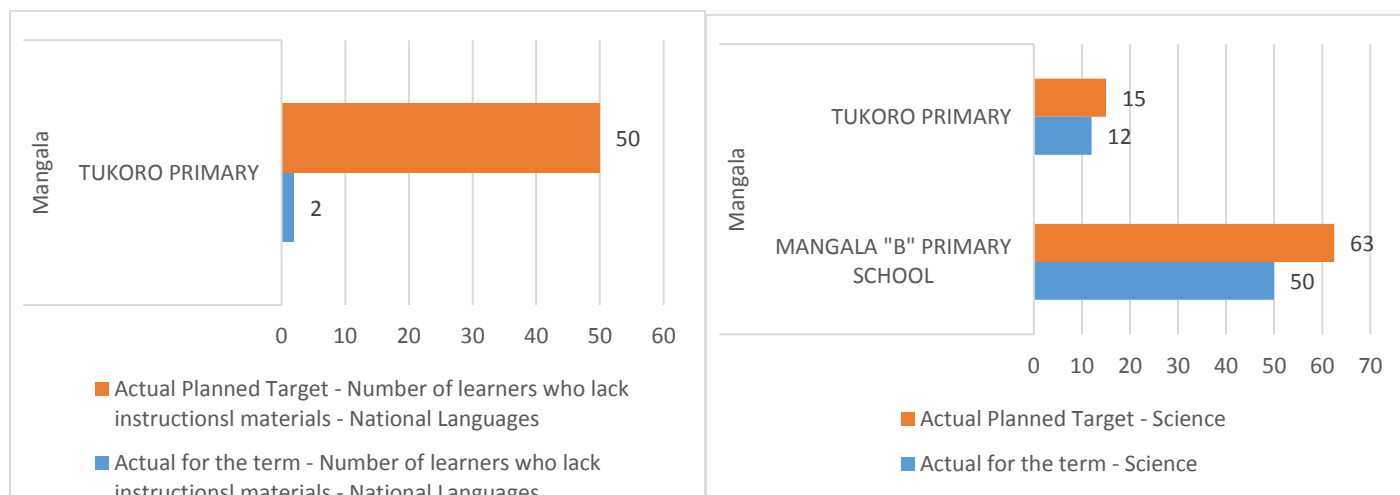
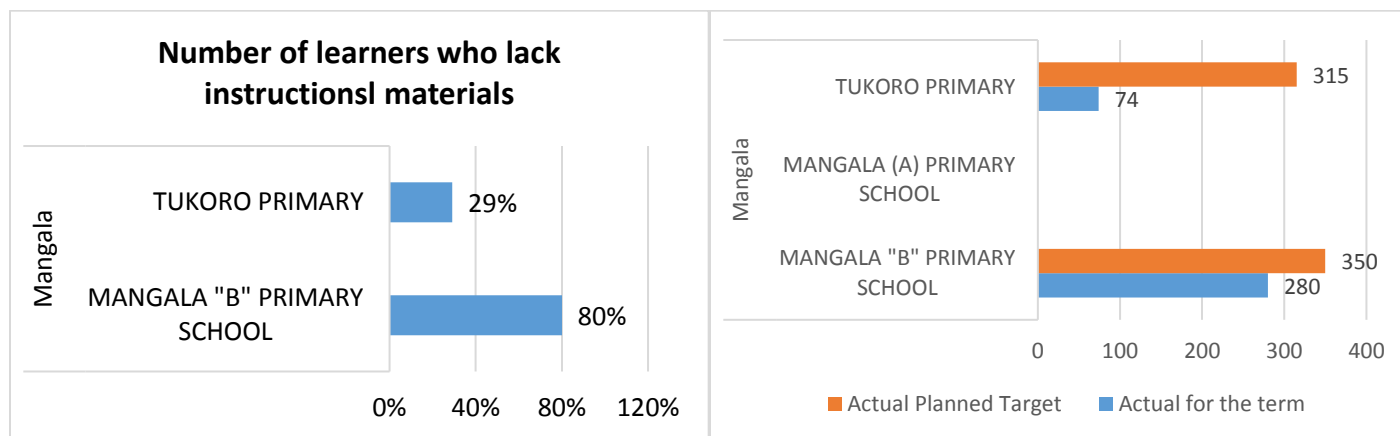
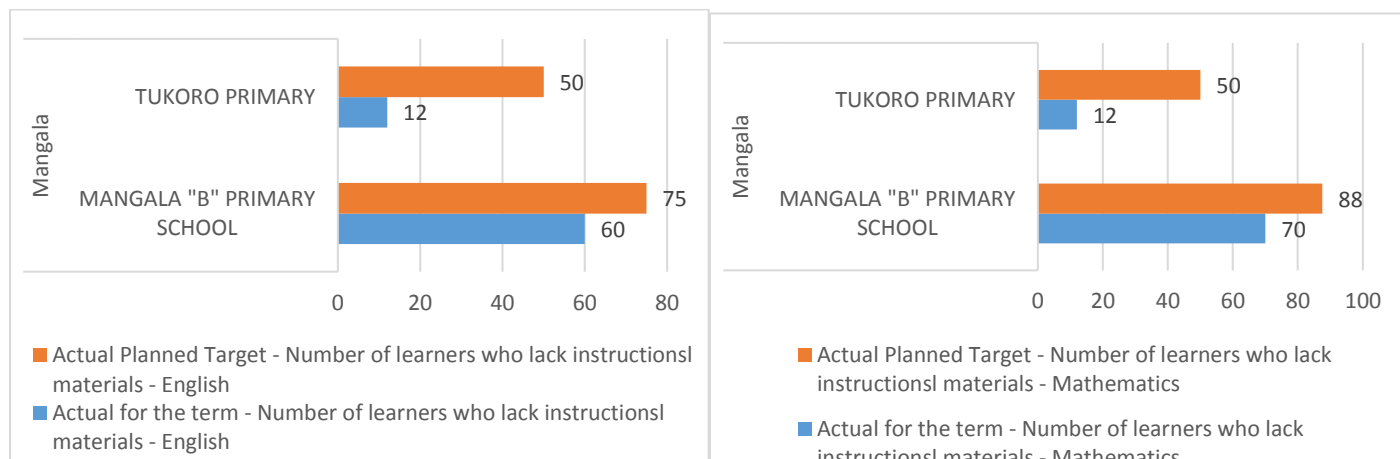
This section presents information on the number of learners tested in P3 on Literacy and Numeracy skills as reported from schools in the County.

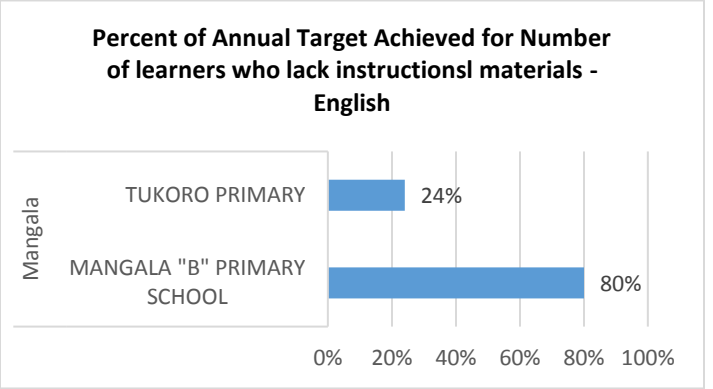
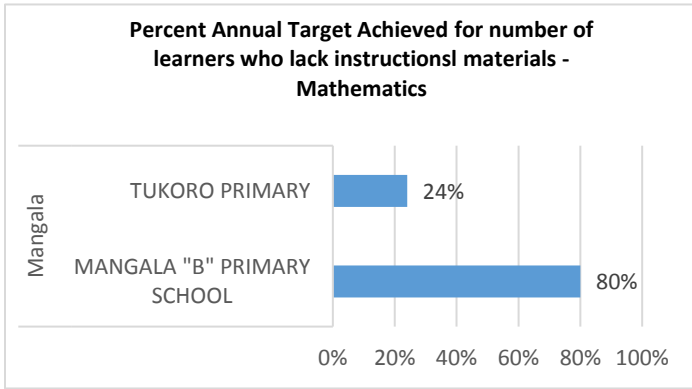


The analysis results show that the two Mangala A and Mangala B schools surveyed in literacy and numeracy skills test on P3 learners recorded 50% and 80% respectively. The learners' response on the test in Numeracy posted encouraging results (80%) than 50% posted in Literacy skills. These results mean that more efforts should be entrenched in literacy skills in all learners in the county.

8. Curriculum and Instructional materials.

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



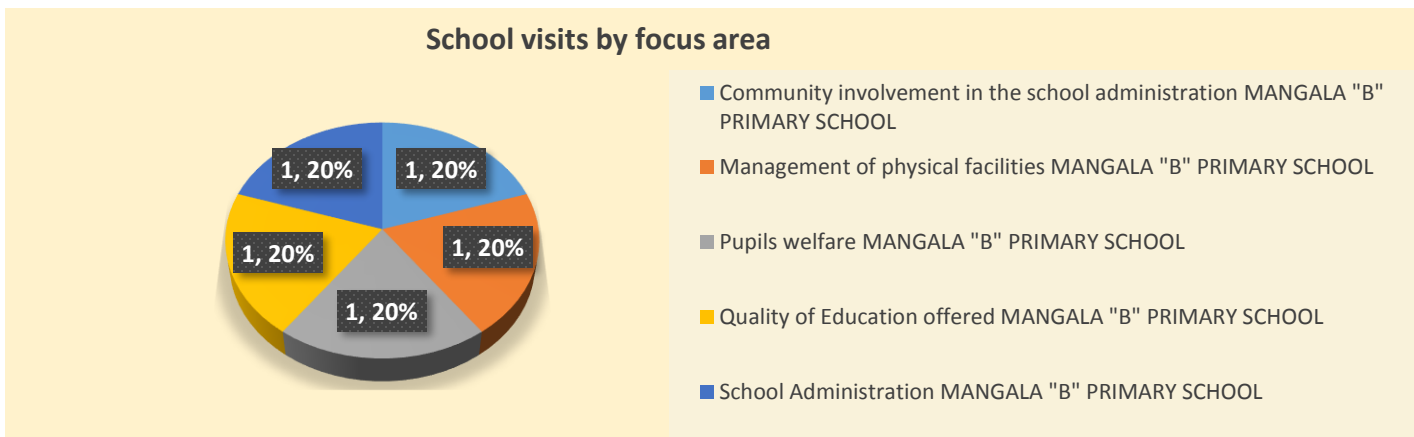
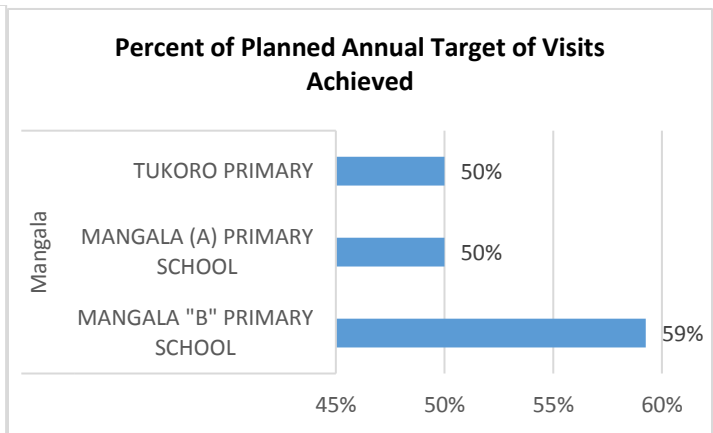
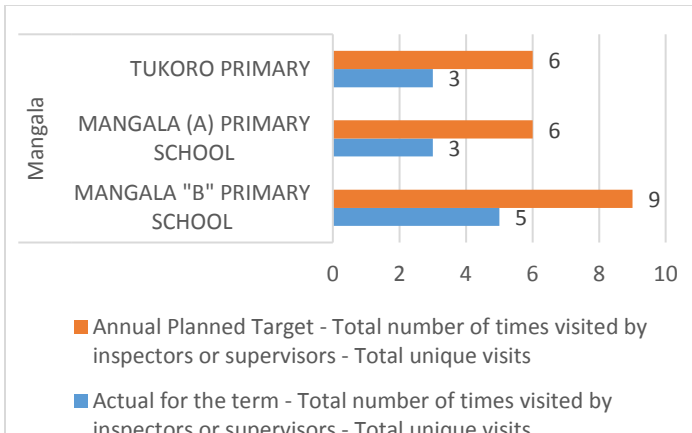


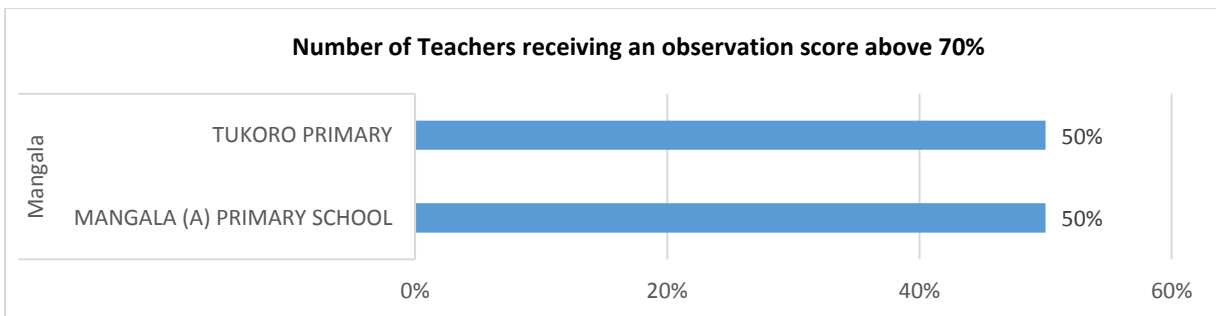
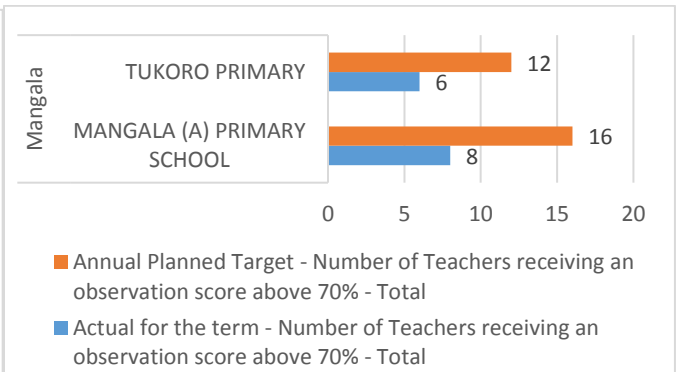
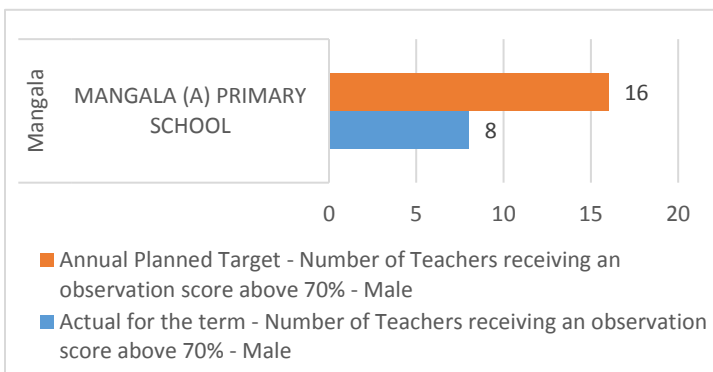
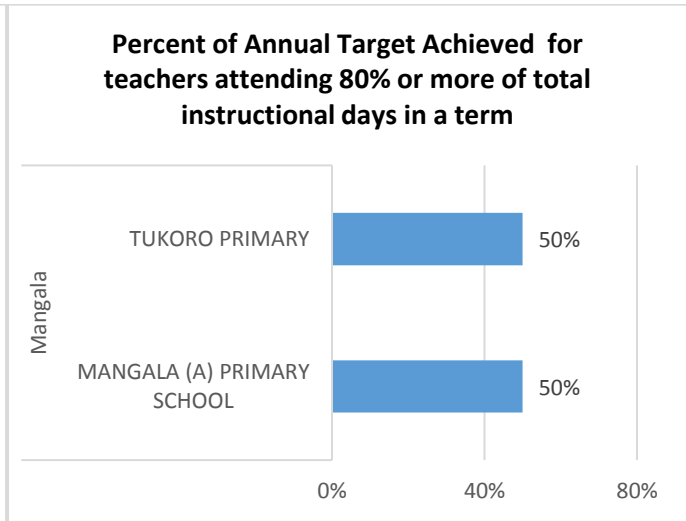
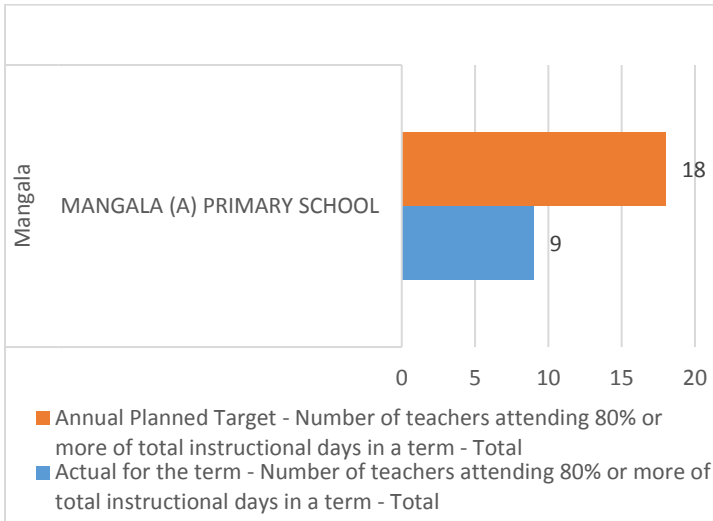
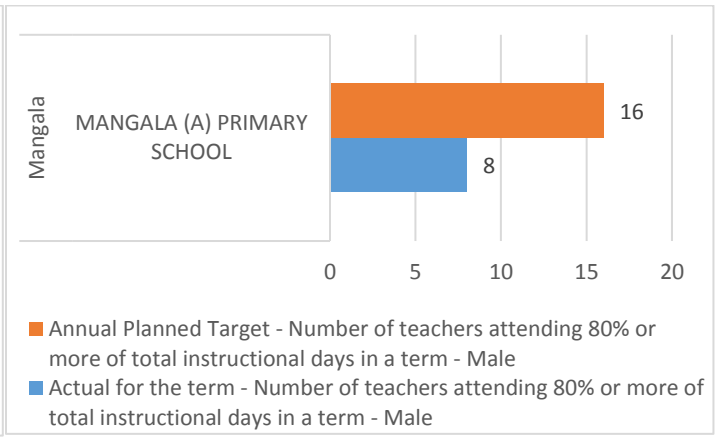
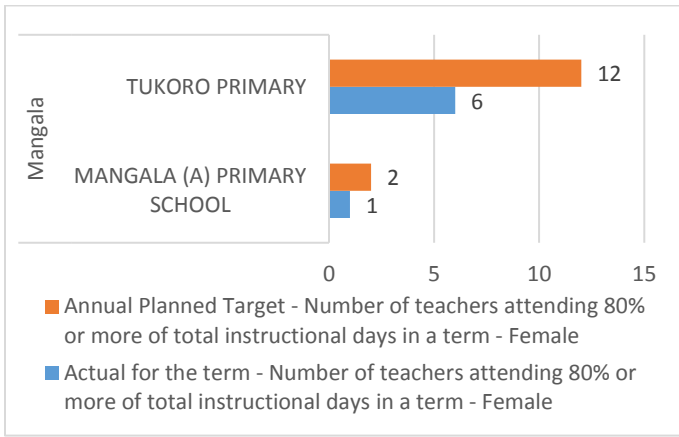
The data presented shows that Mangala (B) and Tukoro are in dire need of instruction materials in all subjects. The Data above clearly shows that schools in Mangala County experience over 80% inadequacy in all subjects at the highest and 24% as the lowest. The CEO in Mangala County do an audit of instructional materials in schools and organize for provision of the materials to desired rates in all subjects.

9. Inspection and Supervision.

9.1. Frequency of Inspection and Supervision and educator effectiveness

This section addresses the frequency of inspection, supervision and education effectiveness in schools in Mangala County.



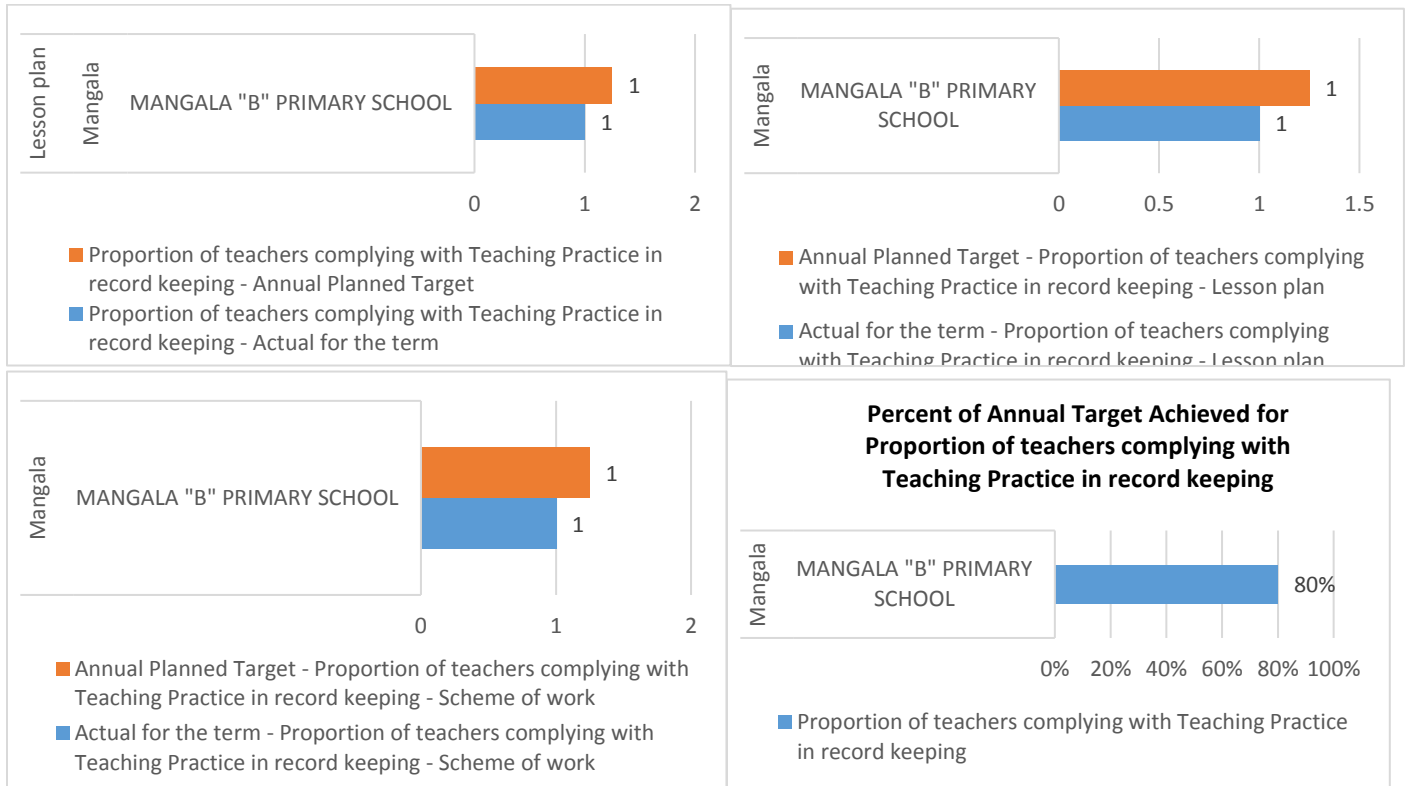


School visits by focus area recorded that Tukuro 50%, Mangalla A 50% and Mangala B 59%. The data analyzed on the number of teachers attending 80% or more of the total instructional days in a term recorded 50% in all schools and

those scoring 70% and above also registered 50%. The CEO needs to monitor inspection work plans to ensure that they cover all schools equitably.

9.2 Instructional Planning and Scheduling.

The section presents the percent of Annual Target Achieved for Proportion of teachers complying with Teaching Practice in record keeping.



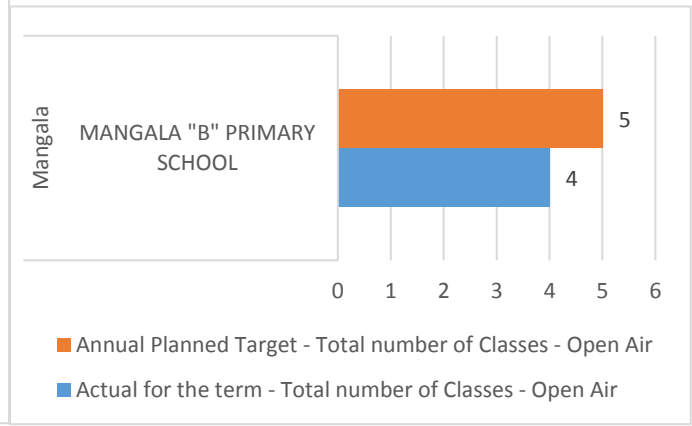
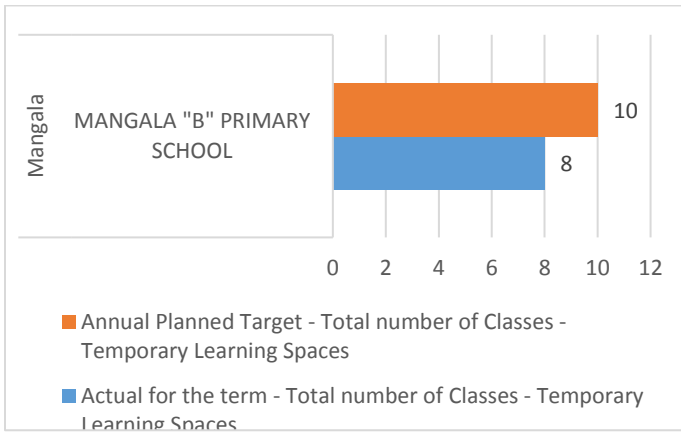
The data presented in the figure above shows that teachers in Mangala B primary school kept records and practiced teacher professionalism in lessons planning and preparation of schemes of work at a rate of 80%. The school administration should enhance internal inspection, supervision and monitoring to continually improve the performance of other teachers in schools.

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

There was no data reported for this section.

10. School Child Friendliness and Clubs

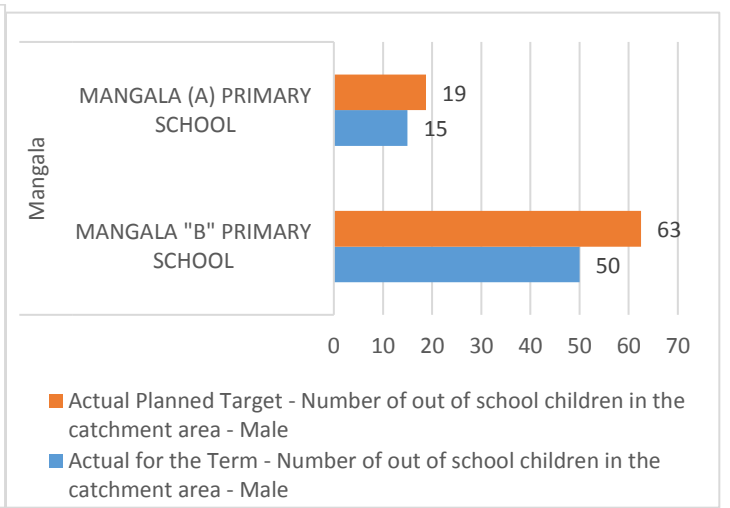
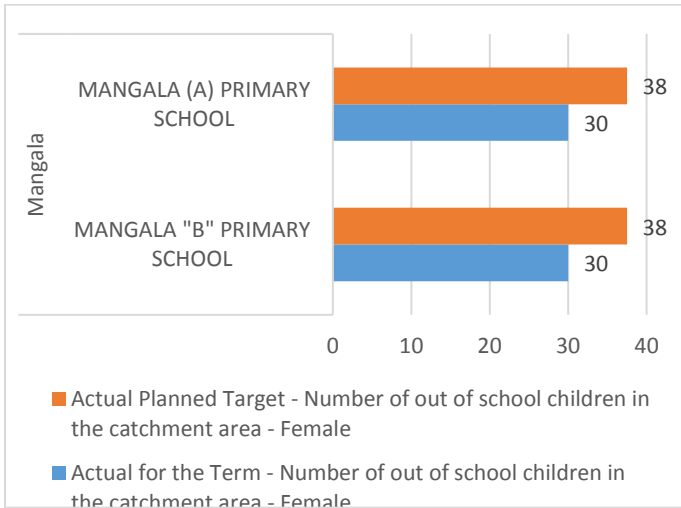
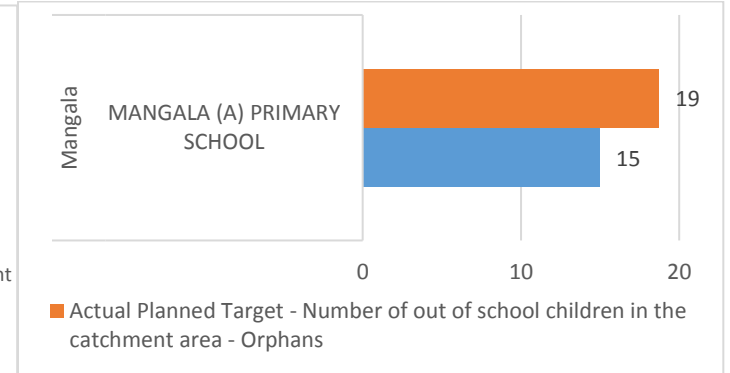
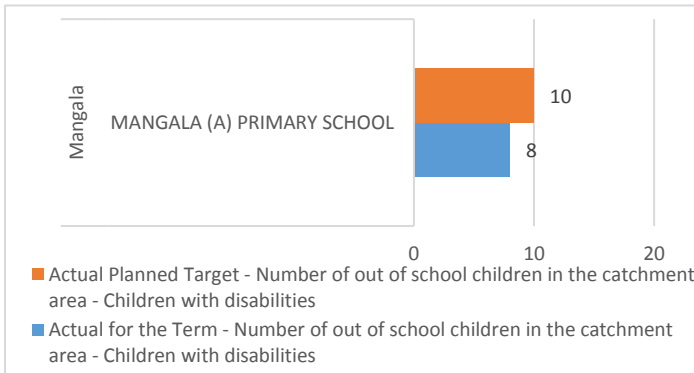
In terms of child friendly schools, the section addresses the Percent of Annual Target Achieved in the; Availability of School Feeding Program, clubs and societies, permanent classes and temporary classes in schools in Mangala County.

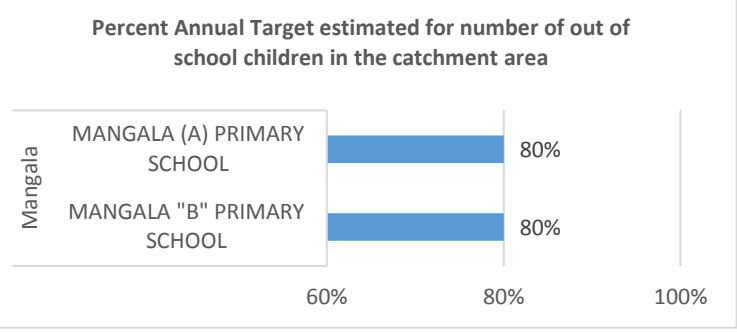
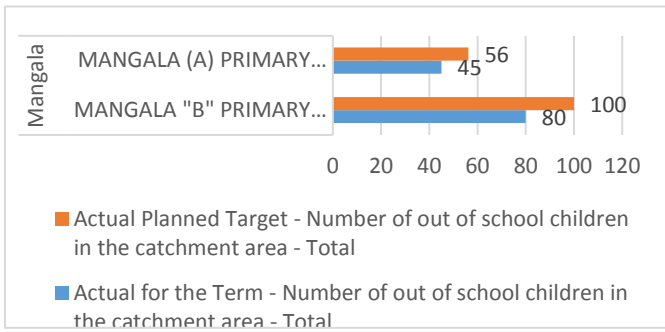


The data presented in the figures above indicates that societies and clubs were slightly active with 50% participation, the feeding programme was well elaborate in terms of contributions from the school farm and garden, donations, partner support and community initiative. Schools were not well endowed with physical resources having 80% temporary classes and 90% open air classes. This indicates that the CEO, BOG, PTA, SMC and the community have to organize and mobilize funds for building schools with permanent structures and teachers trained on the management of physical resources of the school.

10. School Catchment Area.

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

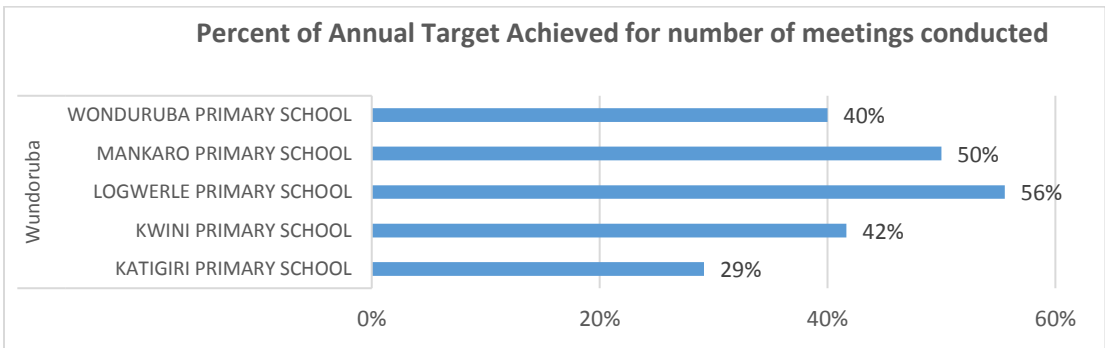
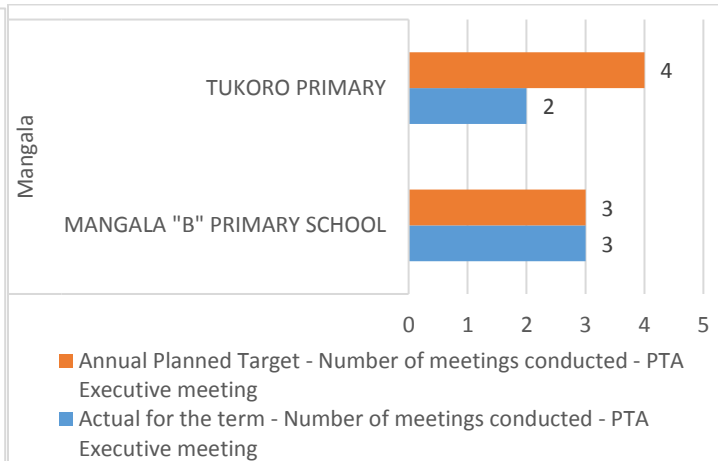
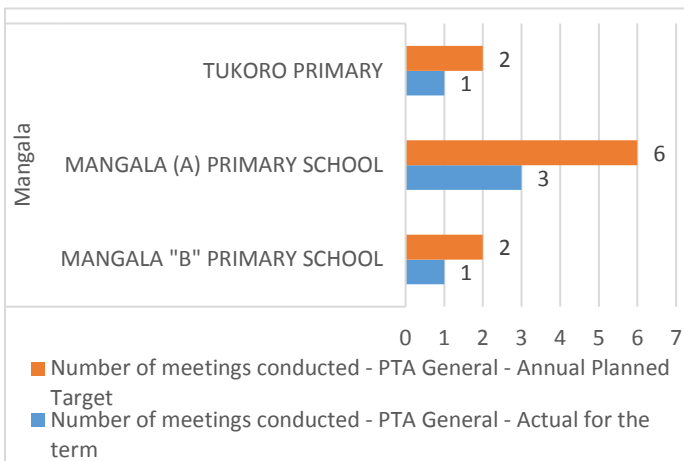




Mangala A and Mangala B primary schools recorded high numbers of out of school children with 80% each. This results mean that the issue of out of school children still demanding for more intervention. The education director in Mangala County should strategize on getting all the school going children 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 Mangala County.



Most Schools in Mangala County achieved above 50 % of the targeted meeting in a year except for Katigiri 29%, Kwini 42% and Wonduruba 40%. The results show that all the meetings concentrated on administration. The other aspects like: Professional documents and guidelines, School calendar were not recorded. The CEO should call for a management workshop for head teachers.

13. ISSUES, RECOMMENDATIONS FOR CORRECTIVE ACTIONS FROM THE REPORT

S/No	Issue	Section (Graph)	Recommendation	Responsible	Timeframe	Status
1	Annual targets on enrolment not achieved in most schools	2.1 enrolment	1. Create more awareness of free primary education	1. County Education Officer, BOG PTA	By Dec 2017	Open
2	Pre-school (ECDE) experience in Mangala (A) primary was good	2.3 ECDE	1. Embrace the policy on ECDE before school for all children under 6	1. County Education Directors	By Jan 2018	Open
3	Attendance of learners with disability not sufficient	Learners with Disabilities	1. Assess why female learners with disabilities in Juba Block are the highest.	1. Directors of General Education, Planning.	By July 2017	Open
4	Inconsistent accountability by schools on capitation grant.	School Finances Outlook(capitation grant)	1. Conduct inspection exercises in all school with the audit unit to ascertain the effect of capitation grants.	1. County Education Office	By July 2017	Open
5	Very few schools in the Mangala County achieved above 80% in Girls' cash transfers.	Girls Cash Transfers	1. Determine extent of coverage in the other counties using SAMS data	1. County Education Office	By 2018	Open
6	Under staffing of teachers	Teacher and Support Staff	1. Review the target in view of the pupils to teacher ratio of 11:1.	1. County Education Office	By July 2017	Open
8	Few numbers of teachers have been trained on management and professionalism.	Capacity of Teachers	1. Develop basic orientation package for Accounting and Record keeping	1. County Education Office	December 2017	Open
9	The number of school in the county reporting figures on clubs is not more than 50%	School Child friendliness	1.Counties should support schools to report on existing clubs	1.County education directors	Report on CFS clubs by July 2017	open
10	School feeding programme not achieving planned target	School Child friendliness	1. Partners, private and community should increase support of school feeding programmes	1.County/Directors of general education, planning & AES	Report on CFS clubs by July 2017	open
12	School visits to focus on school administration	Inspection and supervision	1.Should shift focus to quality and learners center	1. Inspectors and supervisors.	By July-August 2017	Open

14. LESSONS LEARNT

S/No	Description	General Education Strategic Plan Focus Areas
1	Important data could not be accessed due to poor records and documents control mechanisms in schools.	Access
2	Enrolment of girls and the children with disabilities face challenges in most schools in the county	Access (Children with disabilities)
3	Dropouts rate is very high causing the number of out of school children in the catchment areas to increase on termly basis	Quality
4	Most teachers not trained in management	quality
5	Child Friendly schools kind of Physical facilities not adequate in most schools	Quality / Access
6	School feeding programme delays a lot causing dropouts	Access
7	There were more meetings on administration than issues concerning quality education for learners	Quality