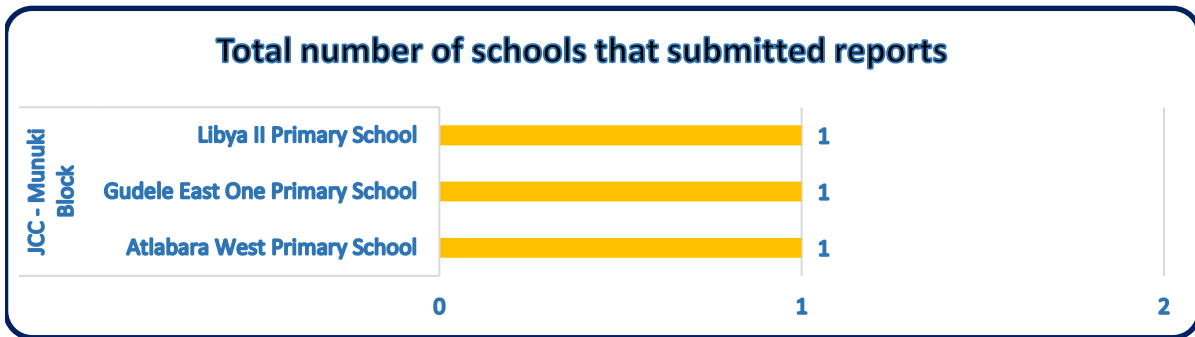




County Summary of Submitted School Performance Reports

Period Covered: 1st Term 2017

Name of County: Munuki Block	
Total number of Schools in the block	
Total number of schools that have submitted reports	3



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1. Generalized results for the County Summary of School Performance Reports.

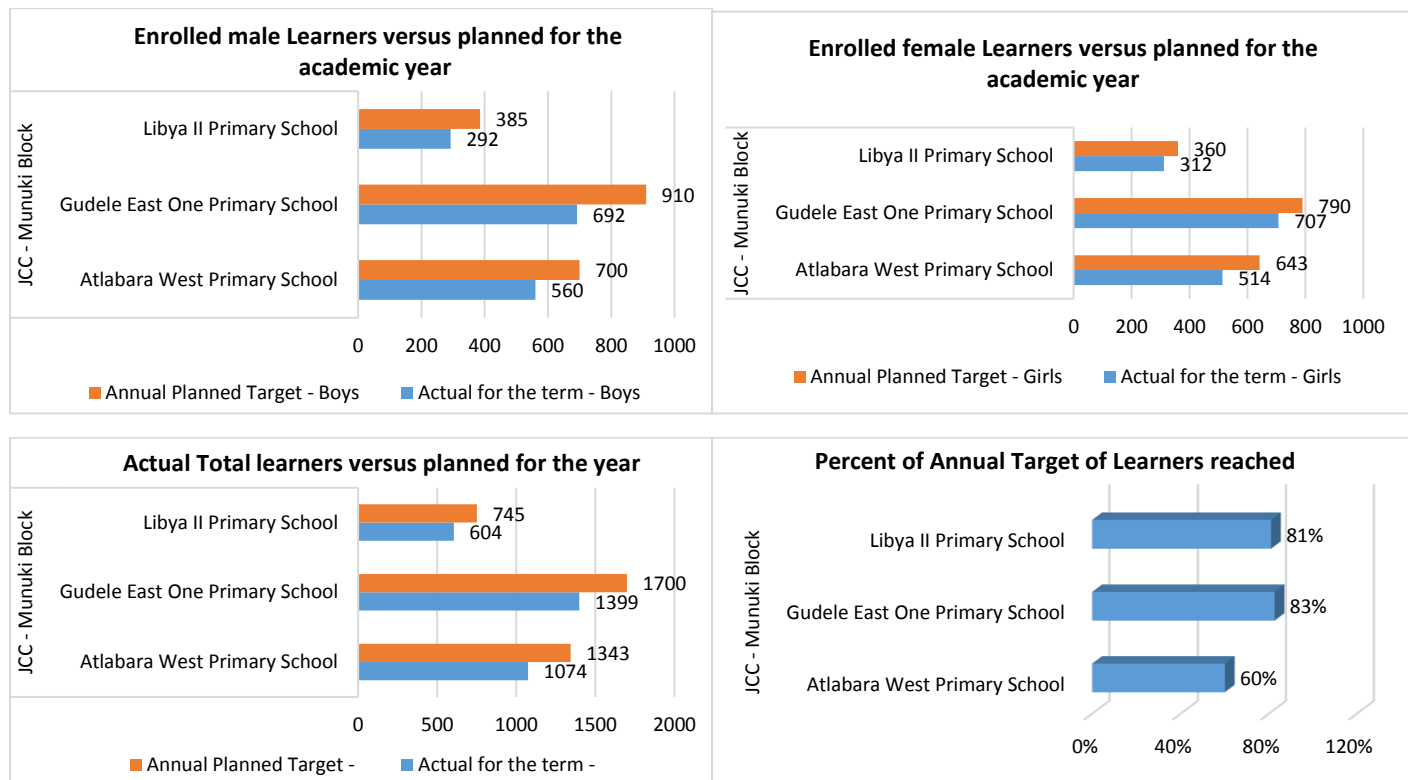
Key Performance Indicators	Value
School Enrolment Growth Analysis.	
Proportion of schools with actual average number of learners enrolled for the term above 80% of annual planned target.	67% (2/3)
Proportion of schools with actual average number of learners with disabilities enrolled in the term above 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.	67%(2/3)
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.	0% (0/3)
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.	33% (1/3)
Learning Outcomes Assessment.	
Proportion of schools whose actual average % of learners passing exit exams is above 80% of annual planned target.	100% (3/3)
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	67% (2/3)
Proportion of schools whose actual average number of dropouts is below 80% of annual planned target	33%(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.	0% (0/3)
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.	0%(0/3)
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%.	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.	33%(1/3)
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.

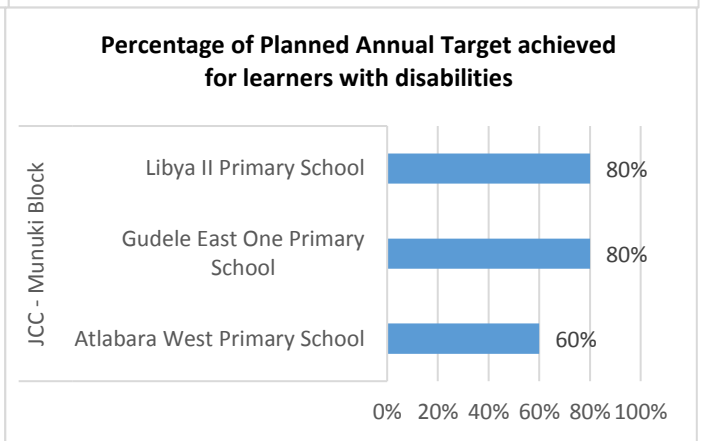
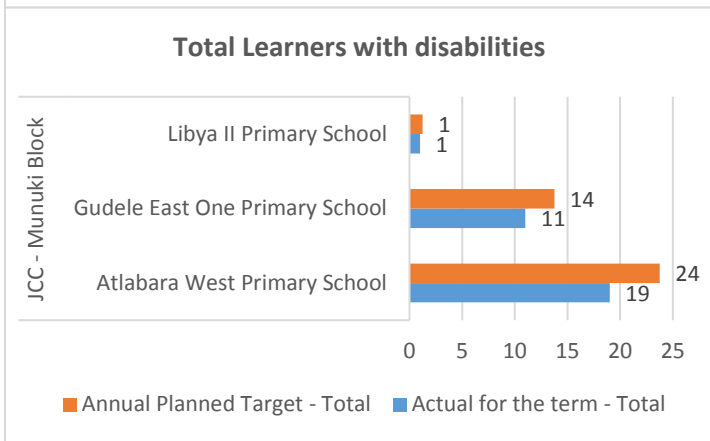
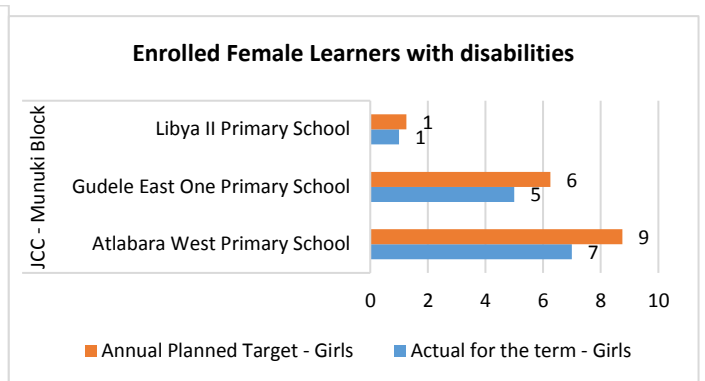
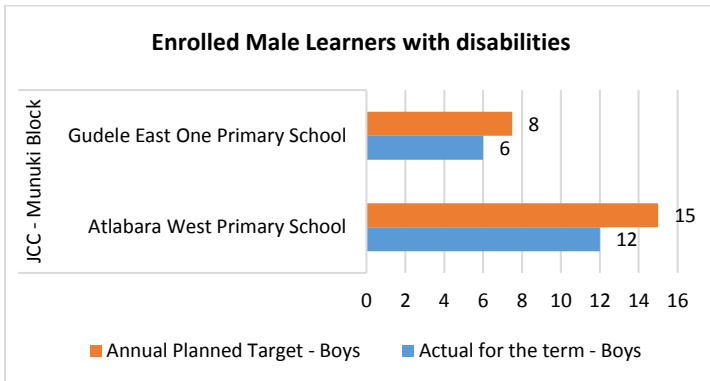
This section illustrates the distribution of learners across Munuki Block based on submitted School Performance Reports. From the graphs below, Gudele East One primary had the highest achievement in girls' enrolment and the highest overall enrolment Block.



All the schools failed to meet the annual target of learners set for enrolment, but two schools made 80% of their targets. Atlabara West only achieved 60% of their target. 1544 boys and 1533 girls, a total of 3077, learners in the block were enrolled by first term out of the annual target of 3788 learners. This translated to 81% enrolment of the planned target. More work needs to be done to increase enrolment of both boys and girls in the Block.

2.2 Distribution of Learners with disabilities.

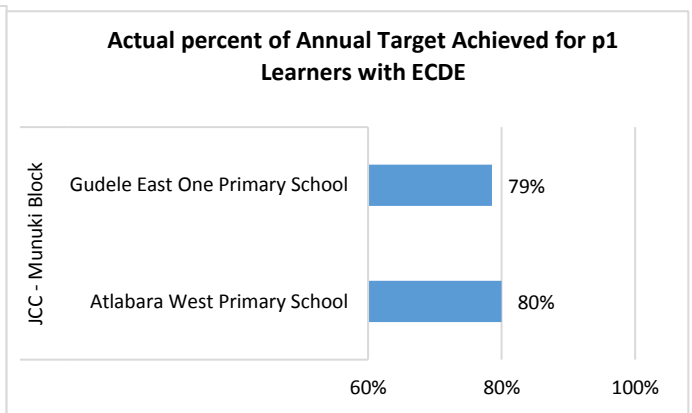
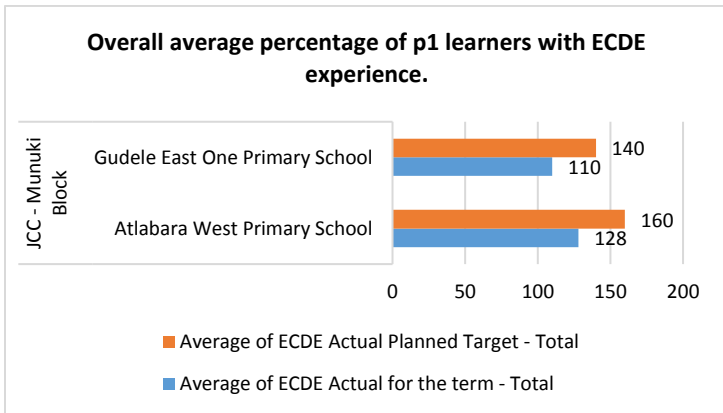
Data on the distribution of learners with disabilities in Munuki Block is presented in the graph below. The data is disaggregated by male and female learners.

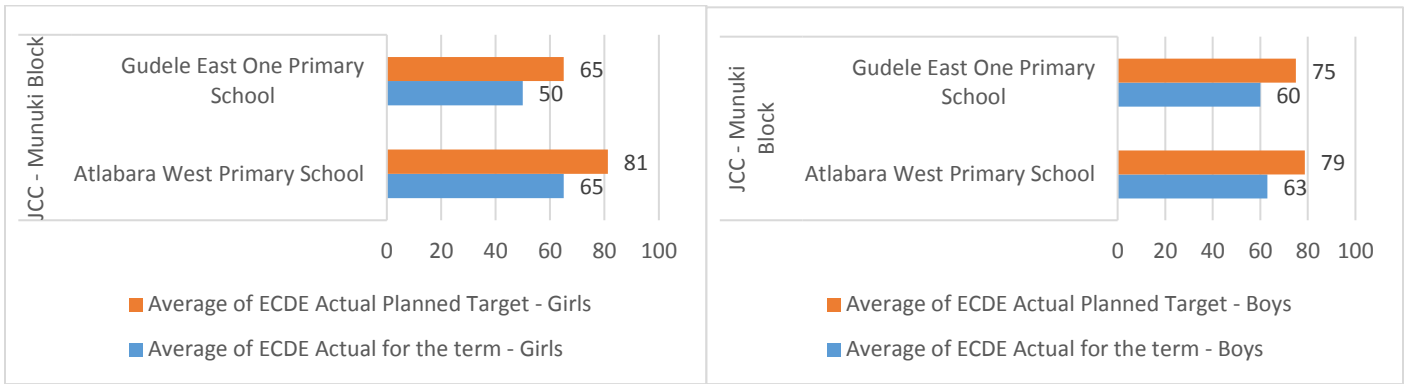


Analysis of the graphs above reveals that Atlabara West primary had the highest number of learners with disabilities despite registering only 60% of the annual target. Despite the low numbers enrolled, Gudele East One and Libya II, all achieved 80% of their annual targets. The analysis calls for more work on ensuring that all children with disabilities are enrolled in schools in the Block, especially in Atlabara West.

2.3 Distribution of Learners in p1 that have undergone ECDE.

This section presents data on Early Childhood Development Education (ECDE) in Munuki Block. ECDE is a priority area for GESP 2016-2022 and critical for enhancing learning outcomes throughout primary school..

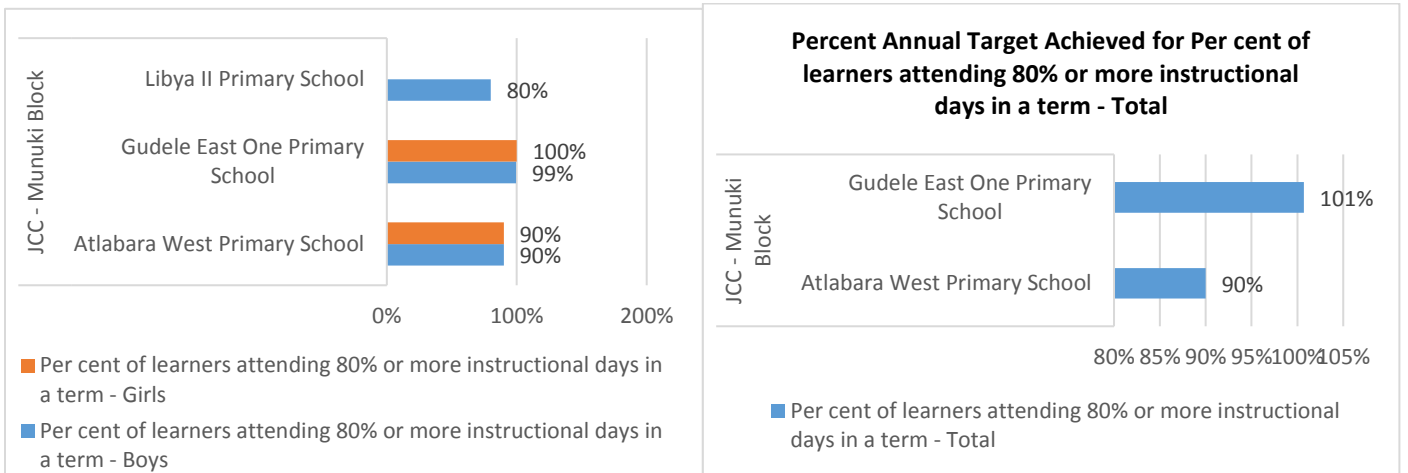




The analysis shows that most schools in the Block registered high numbers for P1 learners with ECDE. However, all three schools reached 75% or more of the annual enrolment targets in the Block. Therefore the Education Director in this county should focus on more enrolment for the learners. The county office should increase awareness of the need for children to attend ECDE for 2 year’s pre-school education before p1.

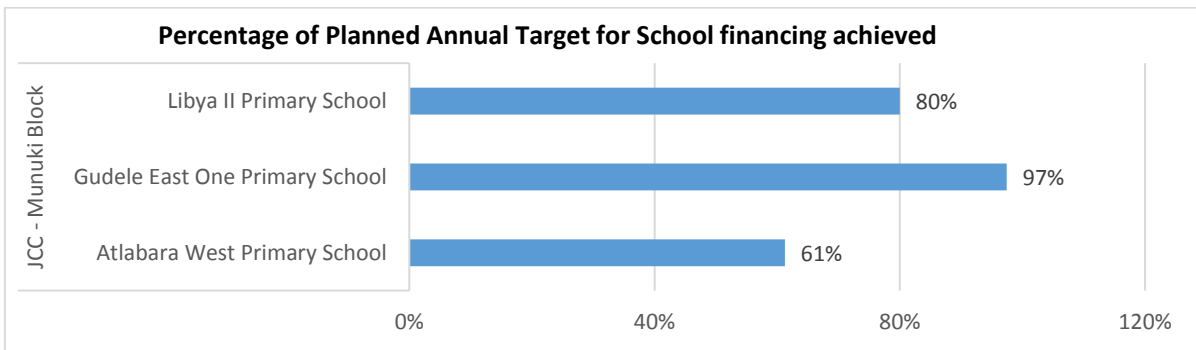
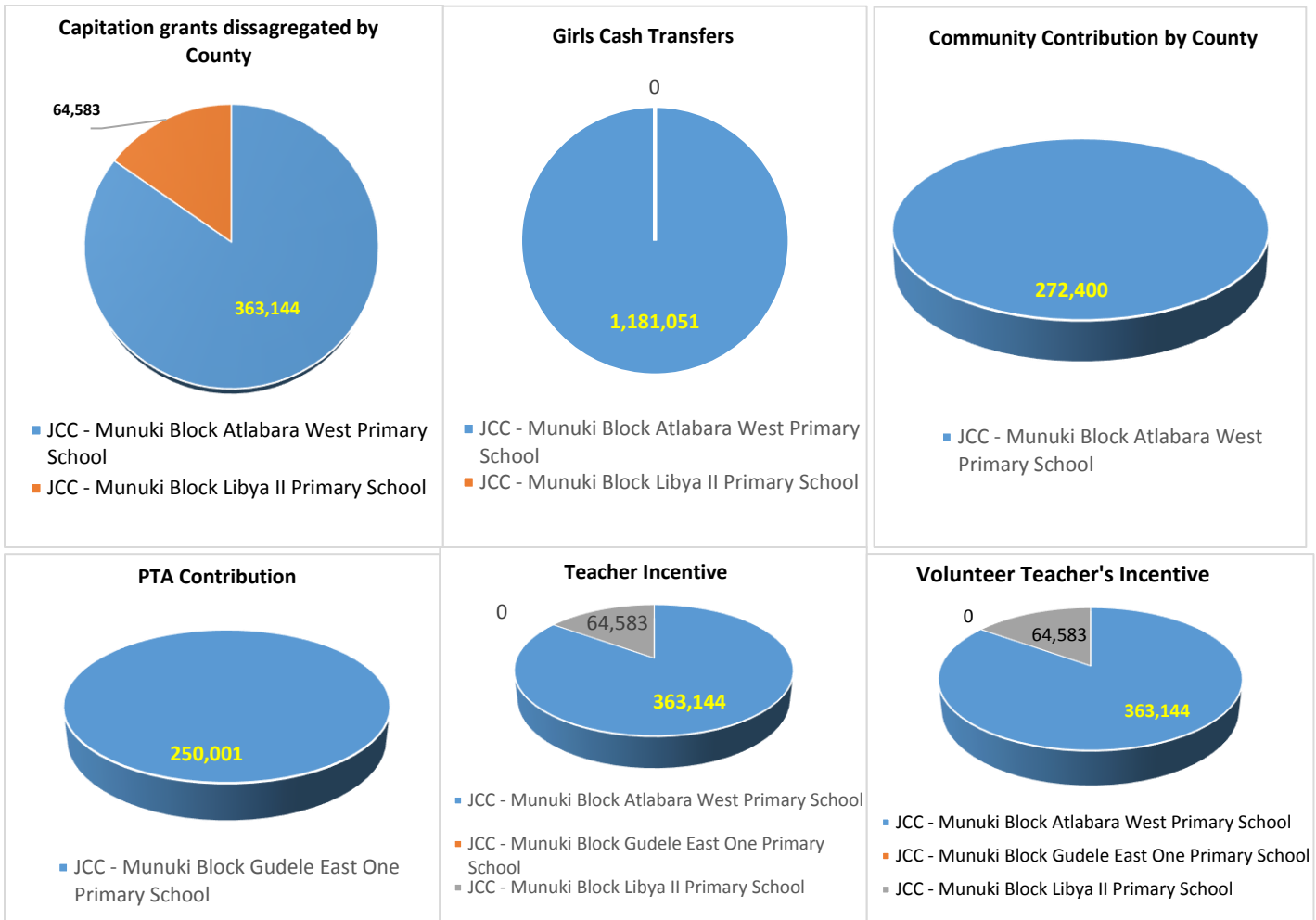
3. School Attendance performance

This section deals with school attendance by learners. The graphs below reveal that schools in Munuki Block had no serious challenges in terms of attendance. All three schools achieved 80% of their annual targets for learners attending the 80% or more instructional days.



4. School financial outlook

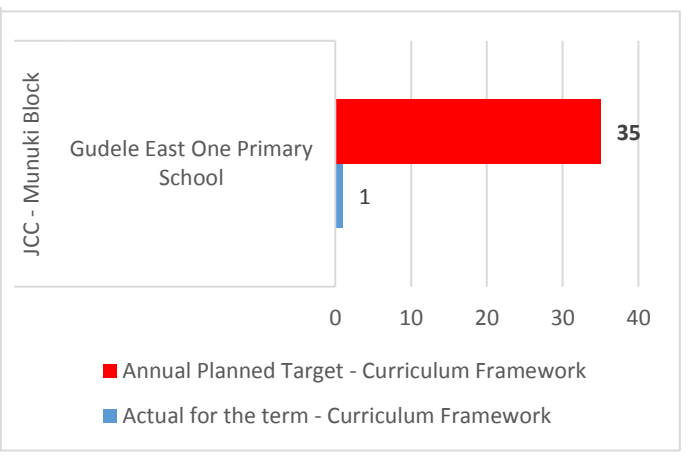
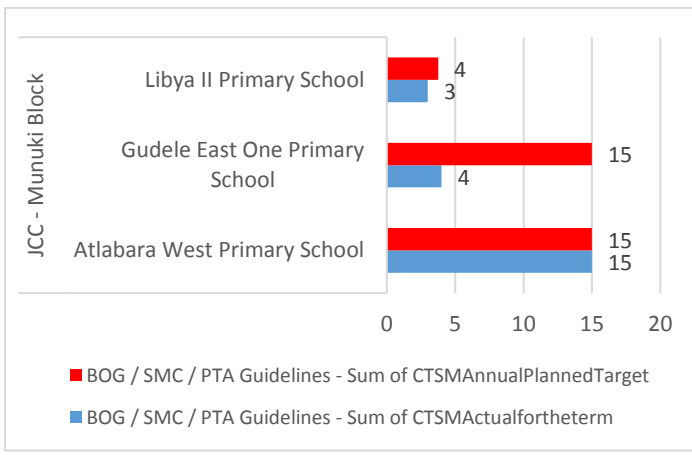
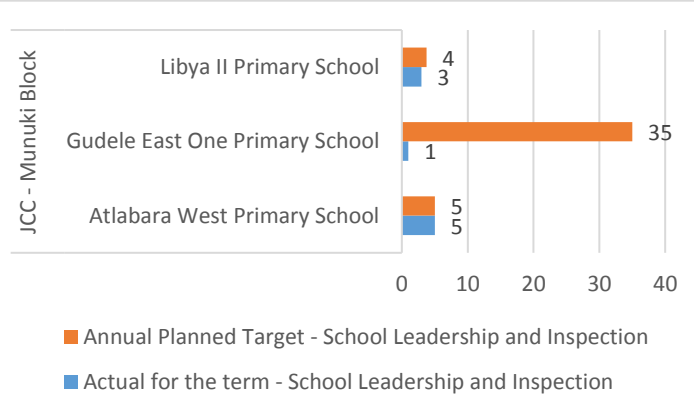
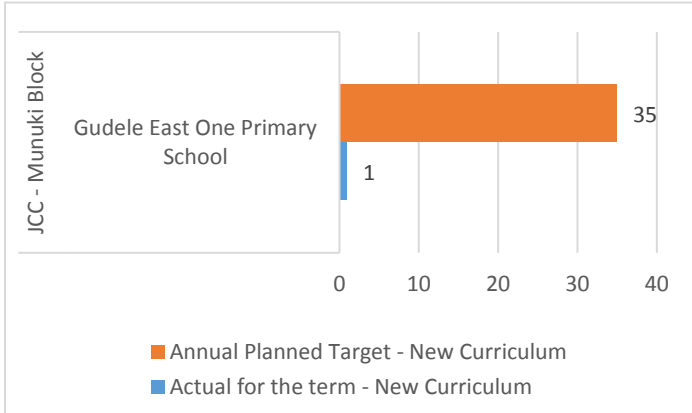
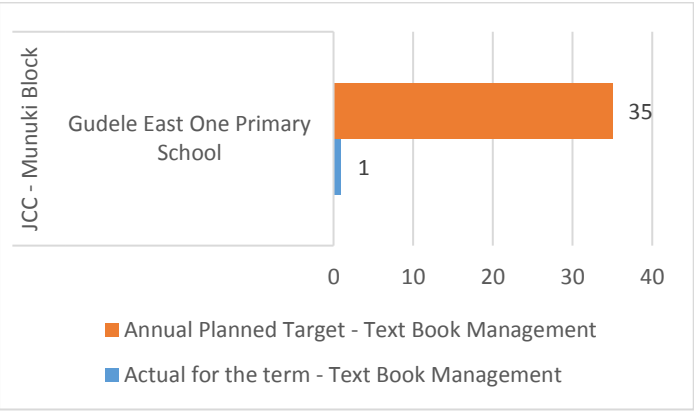
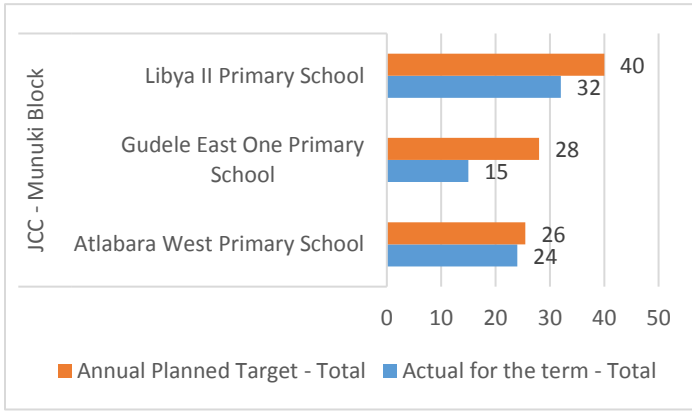
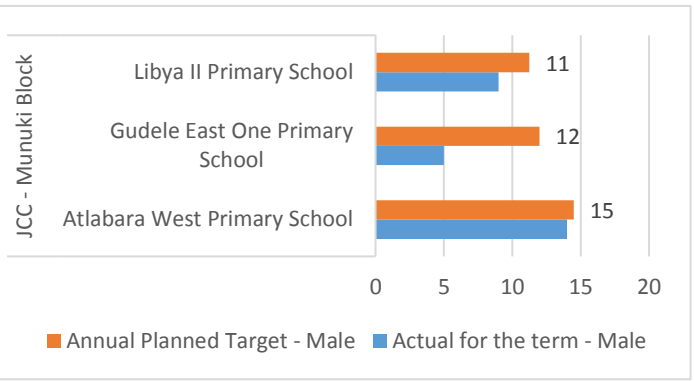
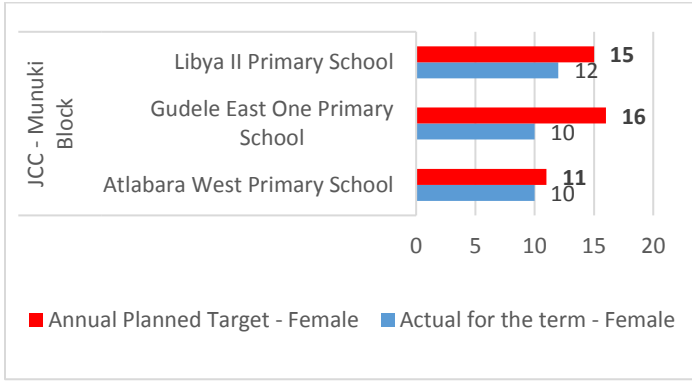
School finances are made up of: contributions by the community, capitation grants, cash transfer for girls and teacher incentives. The largest amount of money awarded for the capitation grants is reported by Atlabara West ie 363,144 SSP. On the girls cash transfer, Atlabara West reported the highest with 1,181,051 SSP.

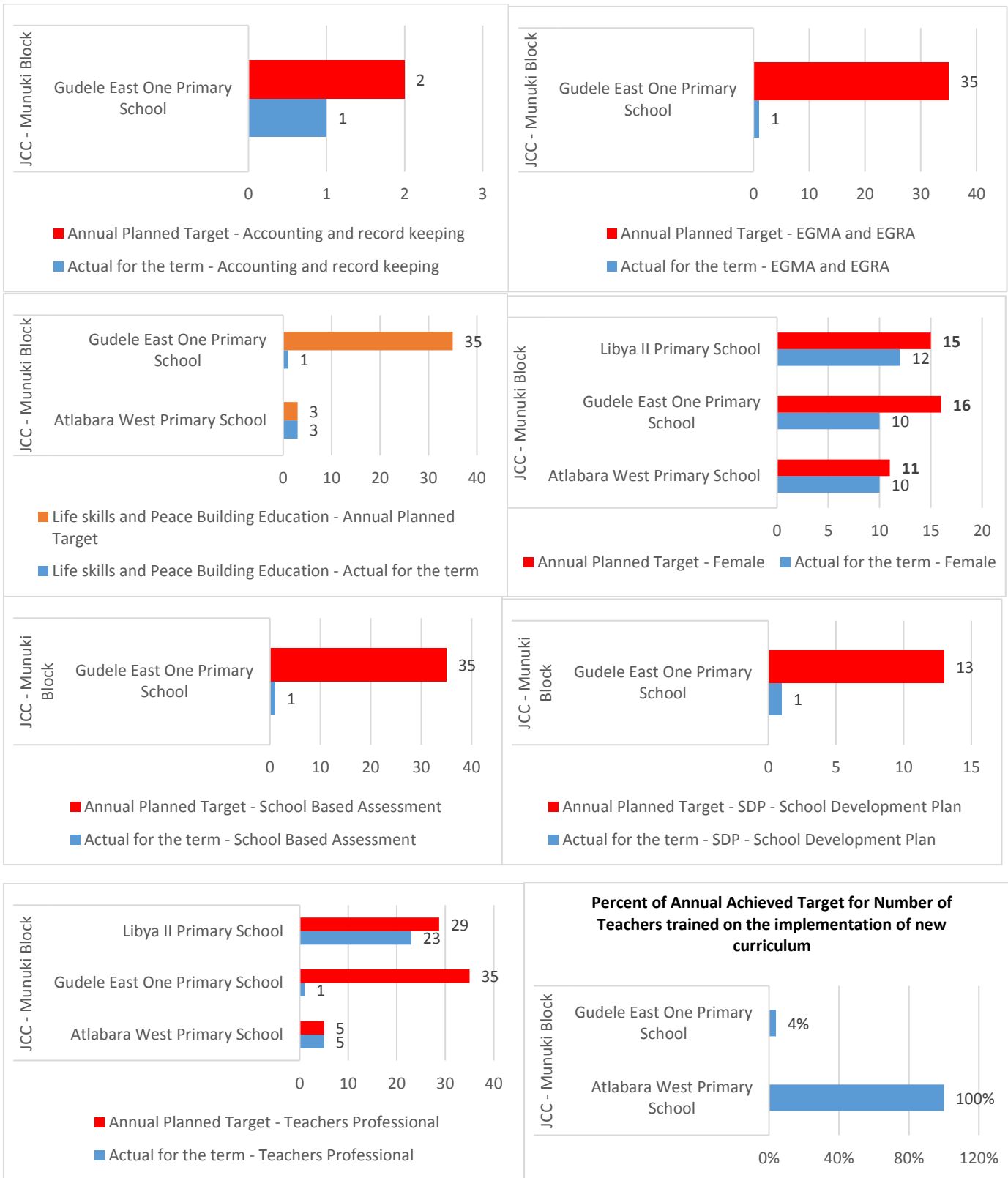


School finances as disaggregated by school shows that Atlabara West Primary registered the highest amount in every category. Ensuring that the amount of cash sent is fair to schools and its accountability for the funds depends on the standard set by the County Education Director. In this case the office may need to draw a timetable for the schools.

5. Teaching and Support Staff.

This section addresses staffing in schools in Munuki Block in terms of the total number, gender, training, the number on government payroll and volunteers. The graphs below show this data as captured in each category.



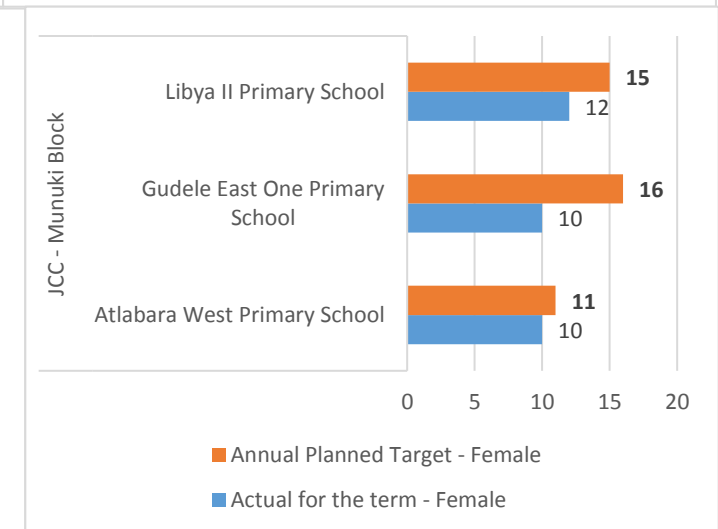
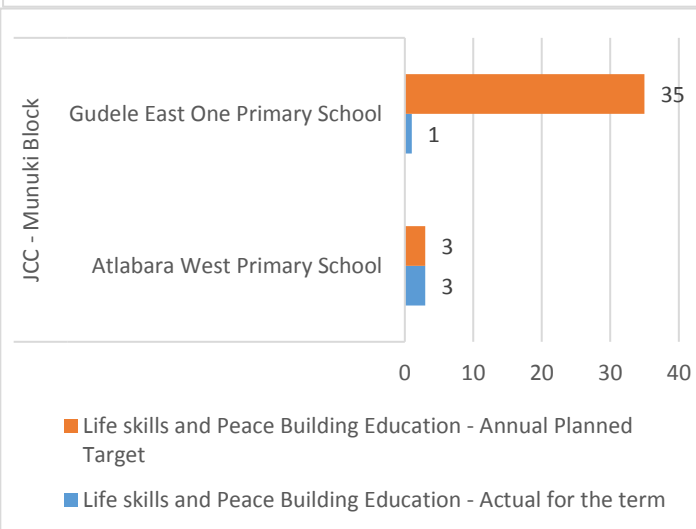
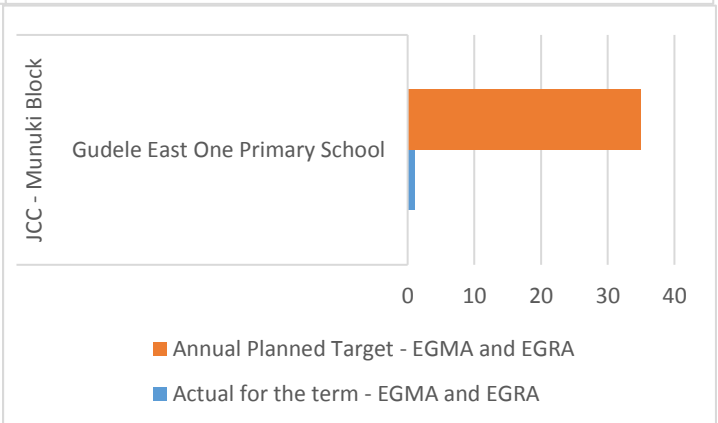
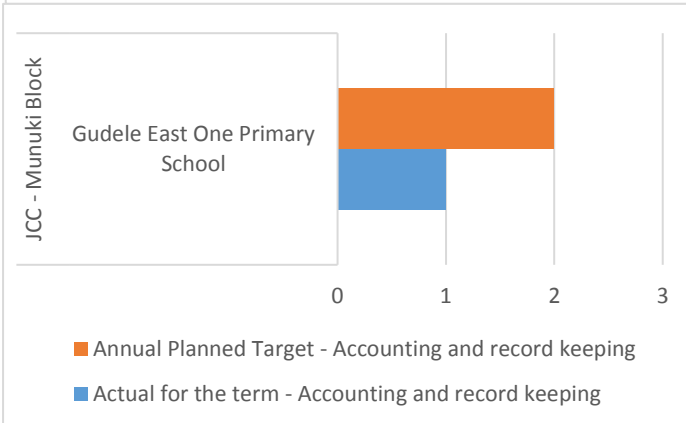
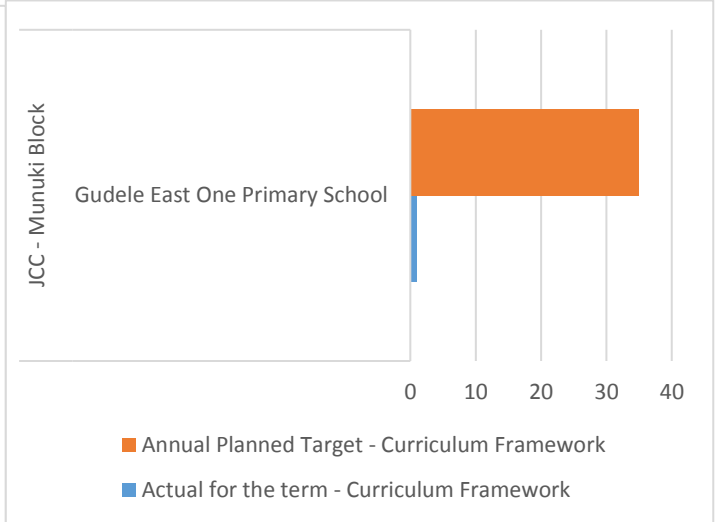
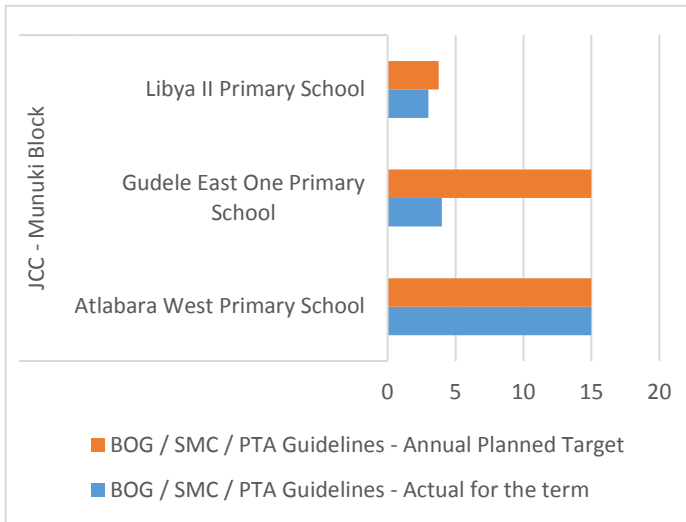


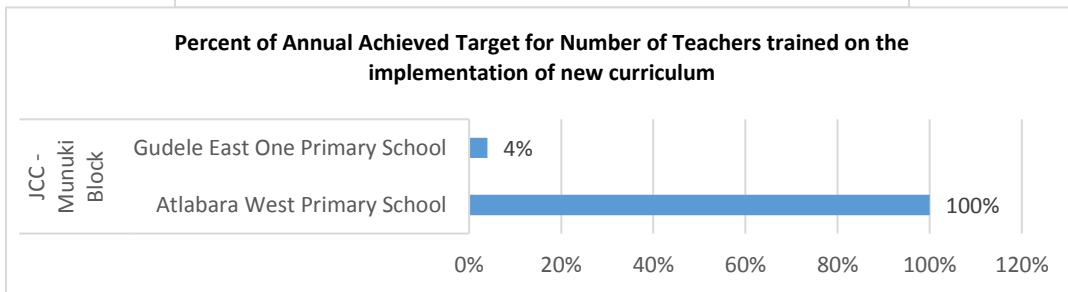
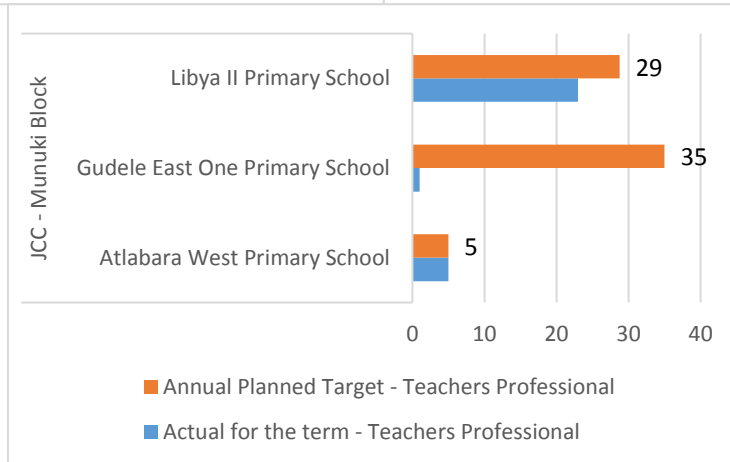
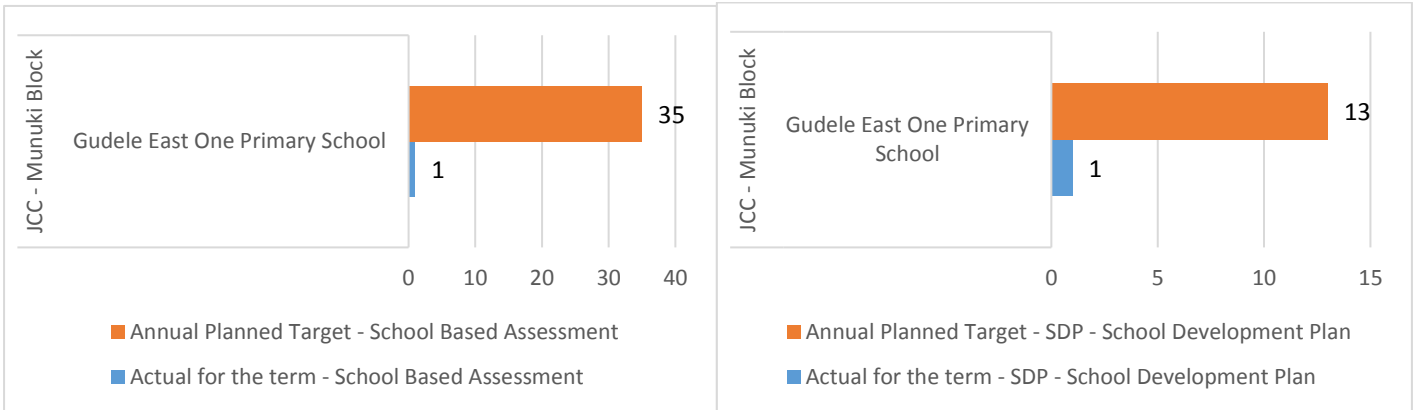
Teachers received training in a variety of areas, however the training was not equally distributed between schools. Overall, the schools targeted many more teachers for a wide variety of training than they received. County Education Officers need to work with the schools and organizations offering trainings to ensure equitable access.

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 Munuki Block. The graphs below show the findings.



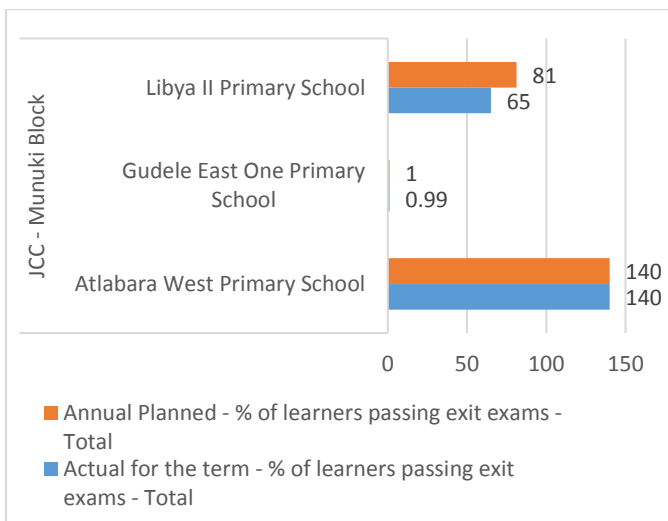
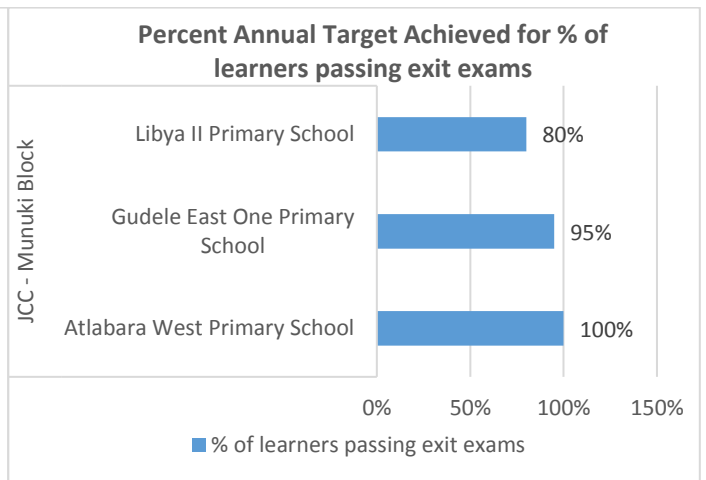
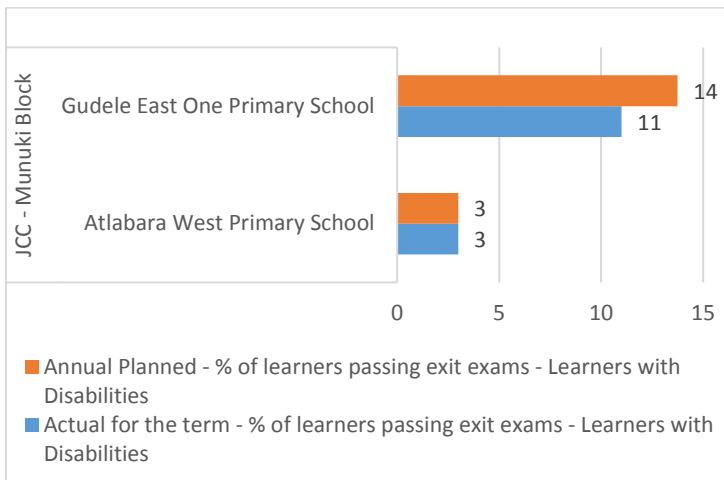
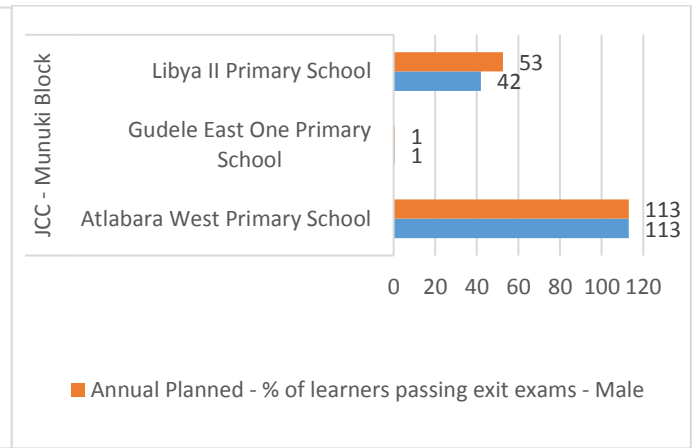
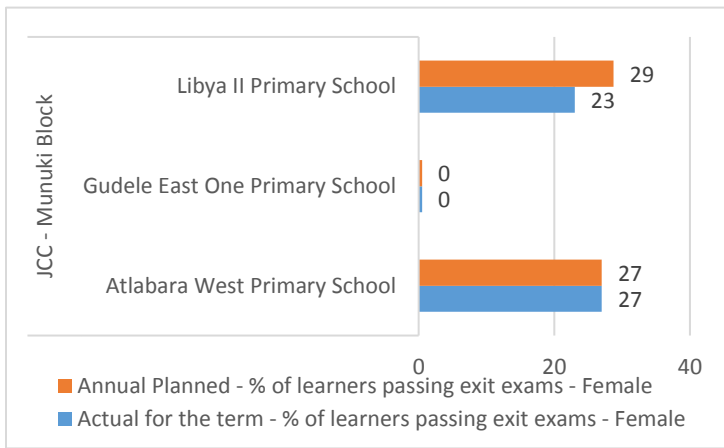




Capacity training in school management for the schools in Munuki Block data on Gudele East One shows that the only reached school 57% of their target for teachers trained. They did reach 100% of their target for volunteers but none are undergoing training. It is necessary to have all schools train their teachers in all the aspects of school management.

7. Learning Outcomes Assessment.

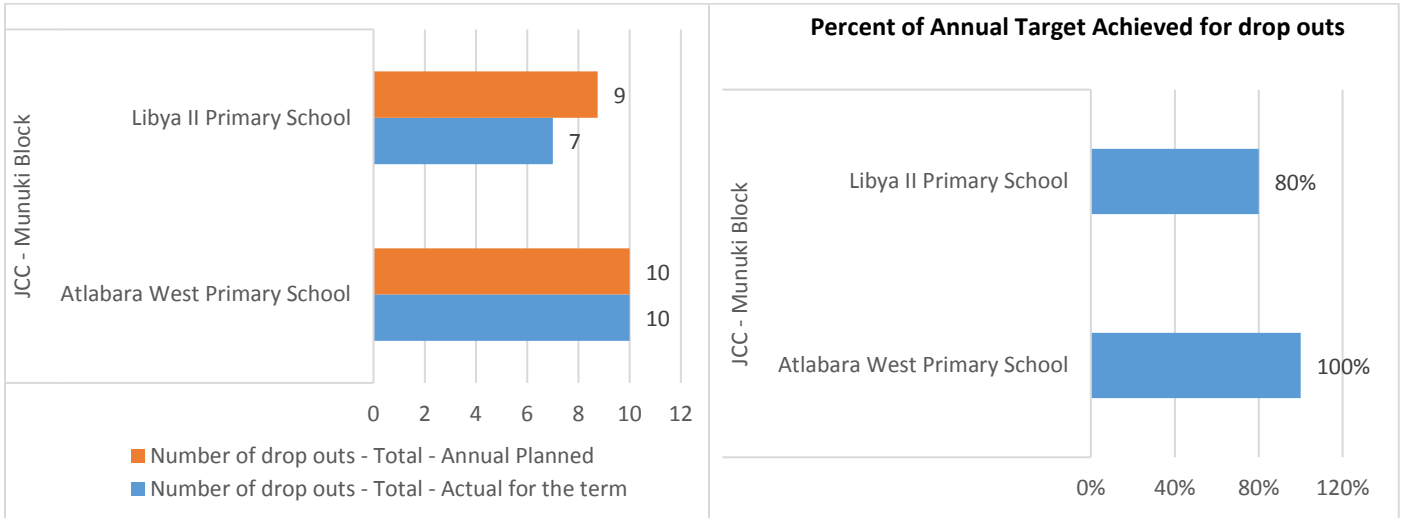
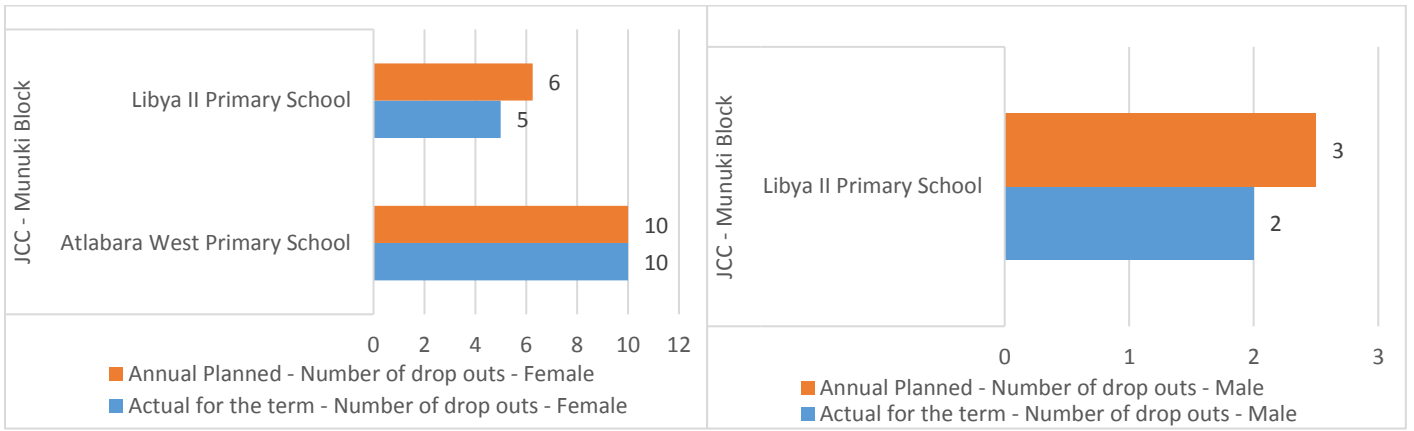
This section presents detailed results of the learning outcomes and covers exit exams, drop outs, repeaters, along with literacy and numeracy assessments in Munuki Block schools.



Comparative analysis of female and male learners in school in Munuki Block shows that Libya II and Atlabara West perform well compared to the performance in other schools like Gudele East One whose data show 0% in exit examinations and 80% passing among the learners with disability. These performances can be made better with more training for teacher professionalism and the new curriculum.

Distribution of dropouts across the county

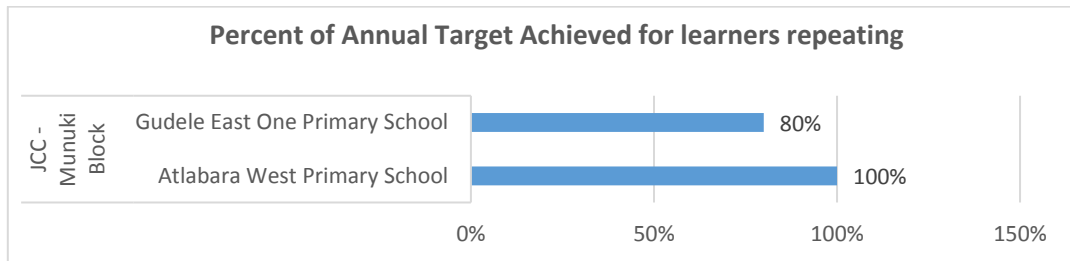
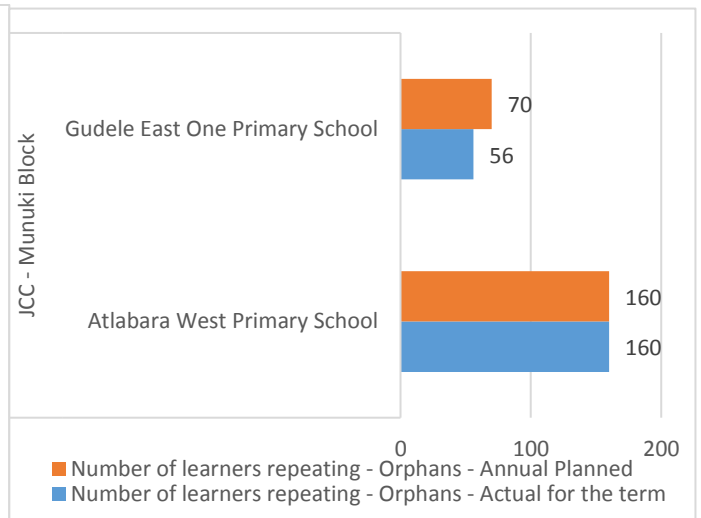
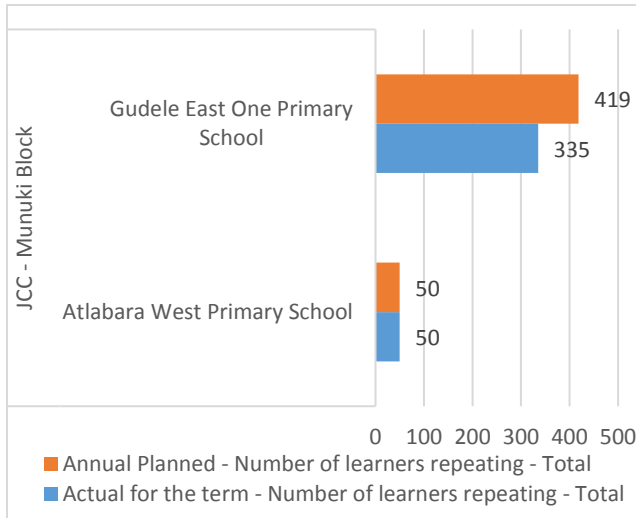
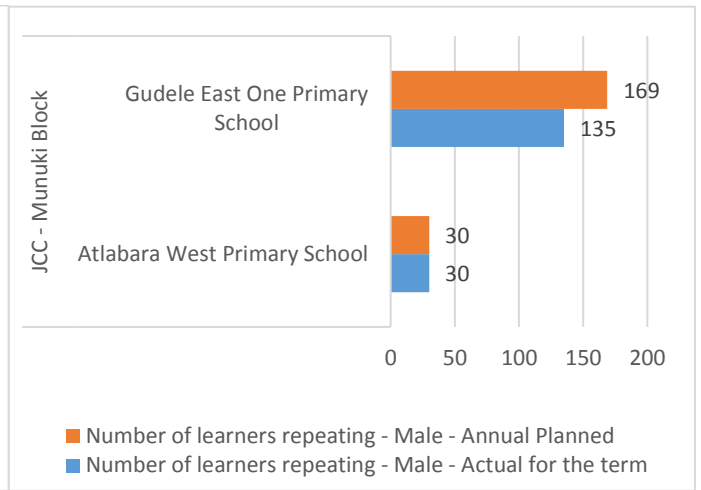
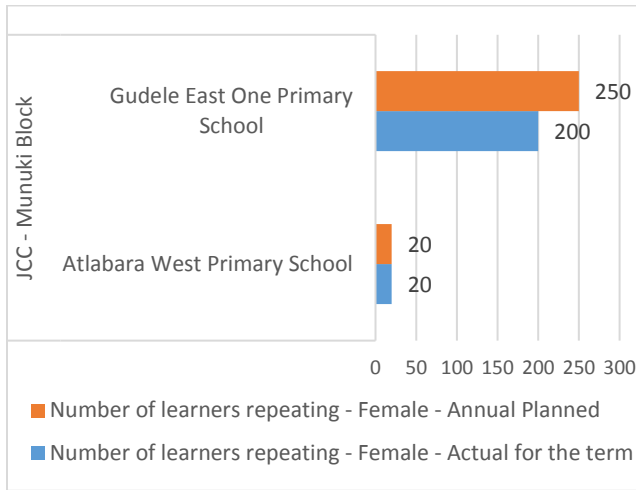
This section presents data on the distribution of dropouts in schools across Munuki Block.



Two schools reported their dropout numbers; both were within 20% of the expected/target number, and both genders dropout. However this is very small proportion, about 1% of the total students.

REPEATERS

This section addresses the issue of repeaters in schools in Munuki Block. The issue of repeaters is worth thinking about because it may be one of the causes of dropouts. Significantly more students are repeating grades than dropped out; it is encouraging to see them trying again. However Gudele East One Primary has 24% of the total student body repeating a grade. This is of grave concern and the County Education Office needs to investigate. This may include undertaking research to establish the real reasons behind the problem.



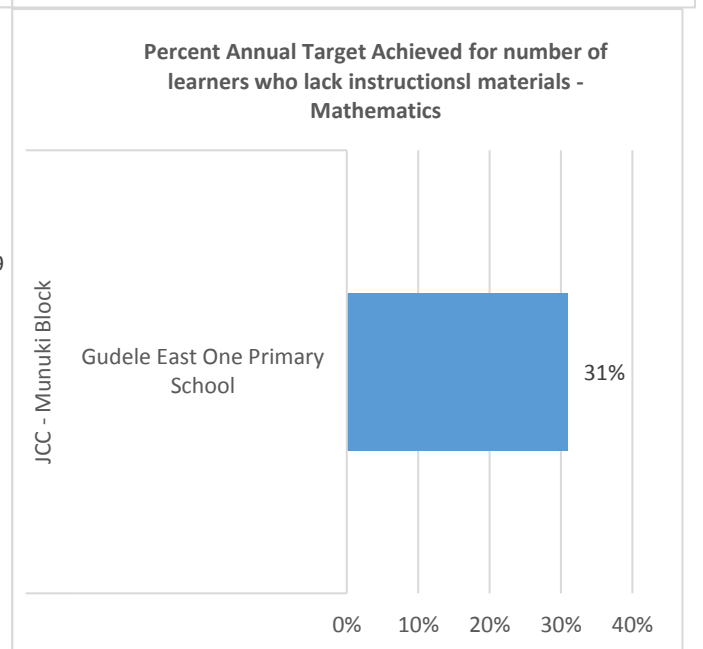
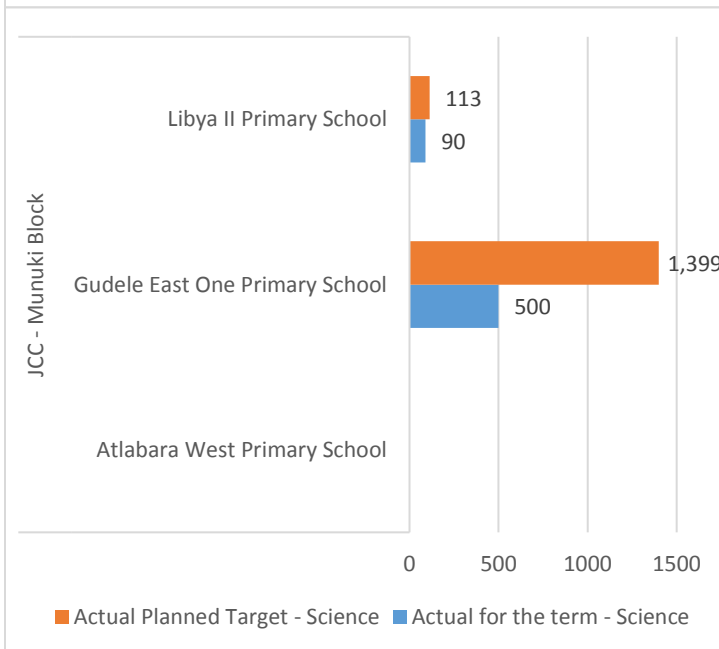
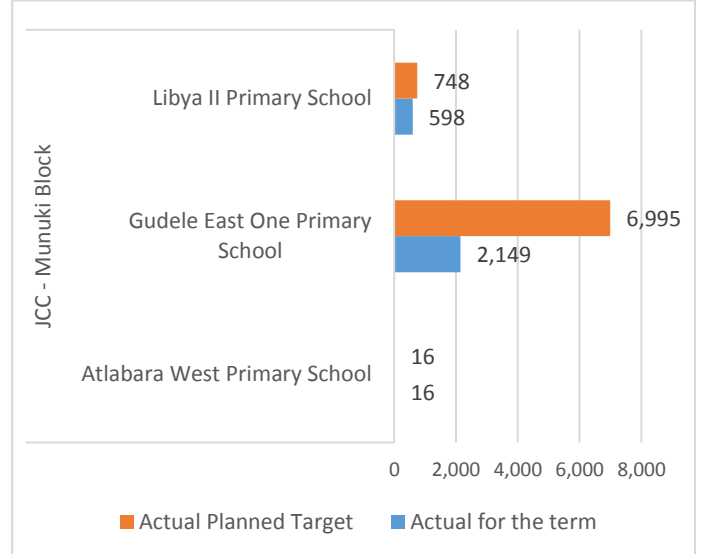
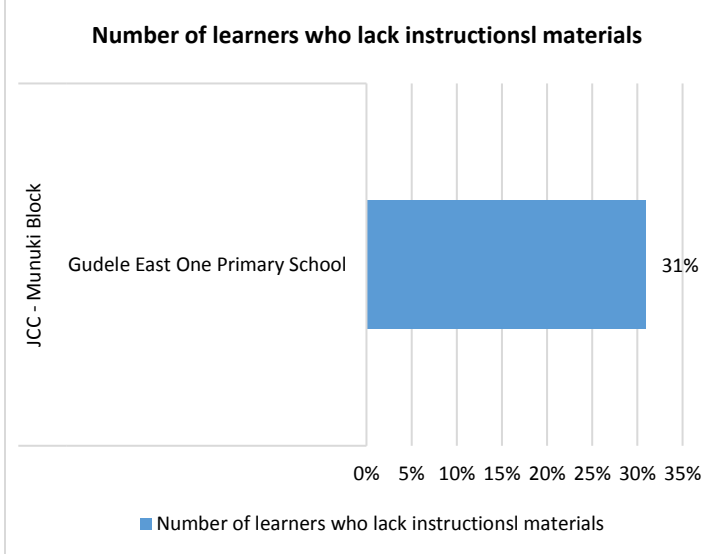
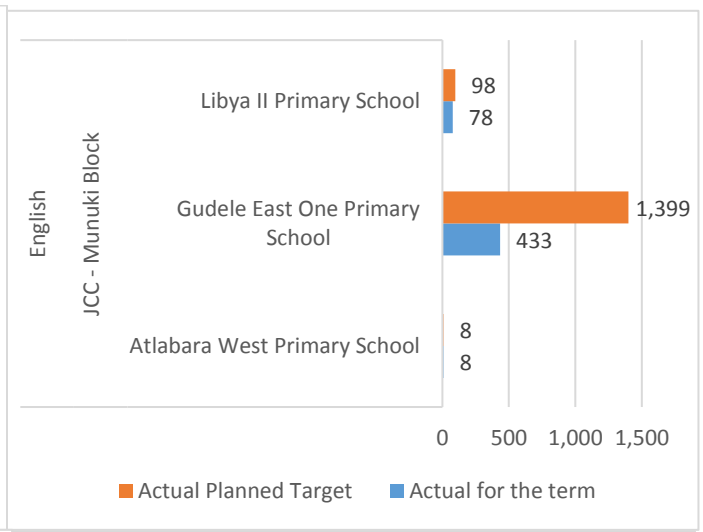
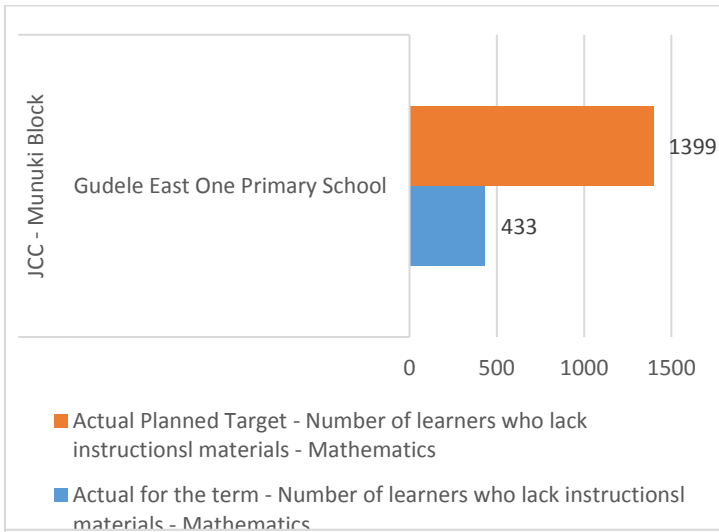
The graph above illustrates a high rate of repeaters for both female and male learners. The reported rate in the three schools is alarming. All the schools have reached within 20% of the expected/target rate of repeaters. The County Education Director should focus on inspection assessments in the Block to establish the cause and come up with a lasting remedy.

LITERACY AND NUMERACY

There was no data reported in this section

8. Curriculum and Instructional Materials.

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



The data presented here illustrates that Gudele East One and Atlabara West are in dire need of instructional materials in all subjects. The Data above clearly shows that schools in Munuki Block experience over 80% inadequacy in all subjects. The County Education Officer in Munuki Block needs to conduct an audit of instructional materials in schools and organize for provision of the 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, supervision and education effectiveness in schools in Munuki Block. The CEO needs to monitor inspection of work plans to ensure that they cover all schools equitably.

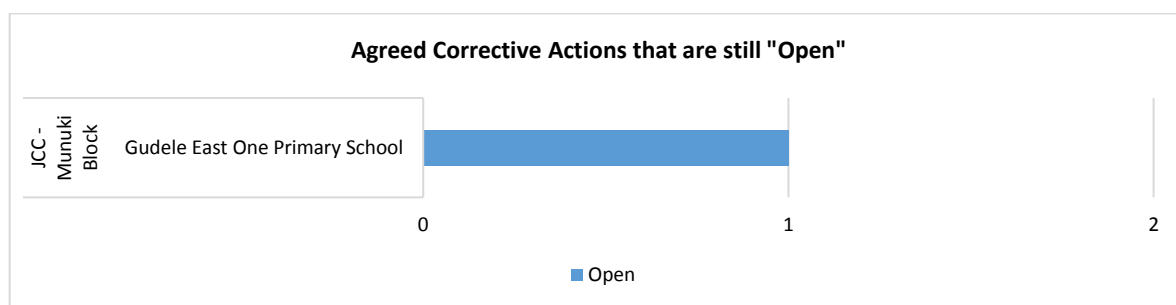
School visits by focus area recorded 0% visits in Libya II and Atlabara Primary schools, a clear indicator that inspections are not happening at the rate they should.

9.2 Instructional Planning and Scheduling.

The data in the figures below show that the schools did not maintain adequate records on teacher planning and scheduling. The school administration should enhance internal inspection, supervision and monitoring to improve the performance of all teachers in the schools.

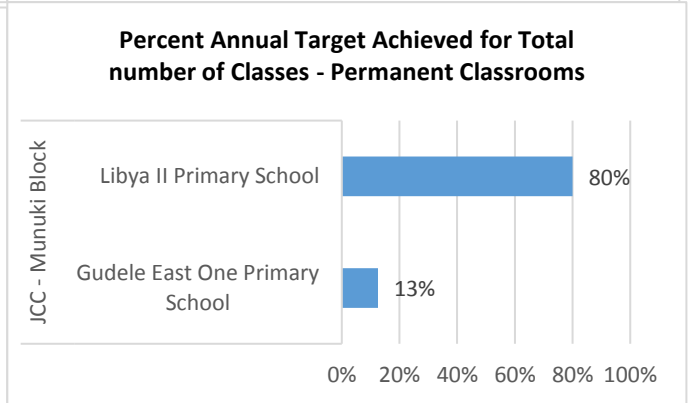
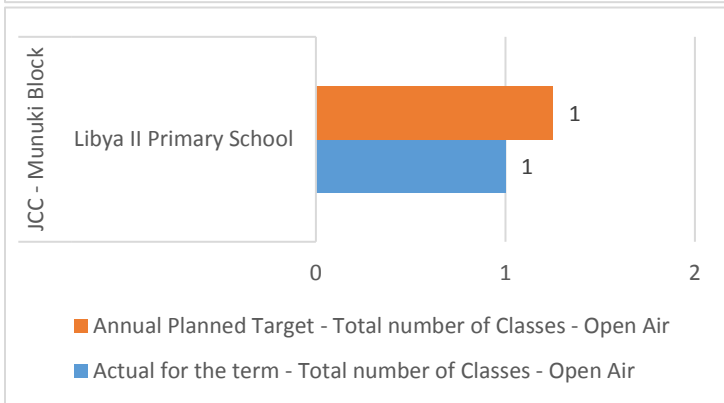
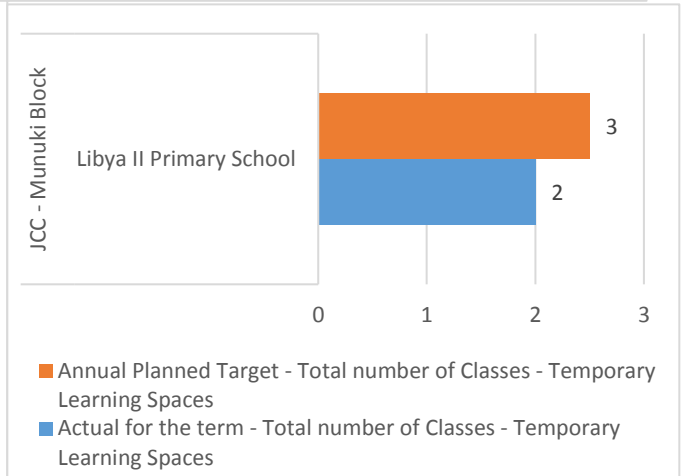
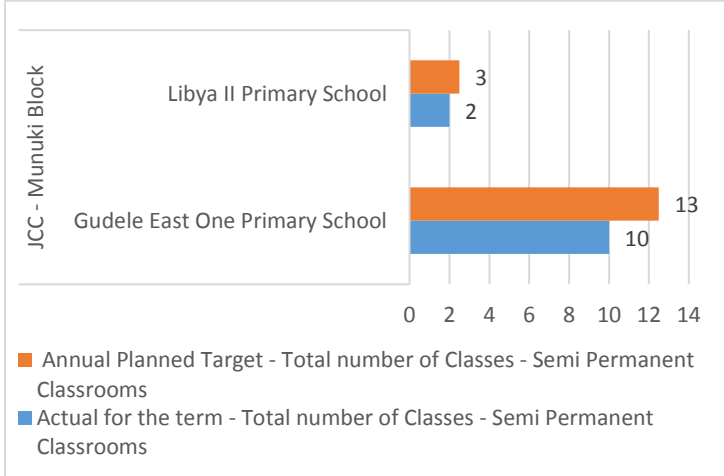
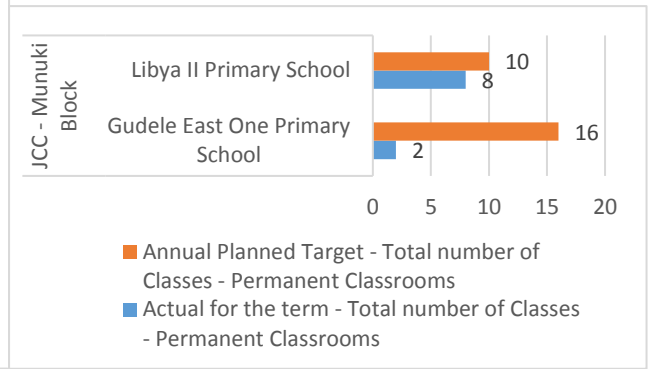
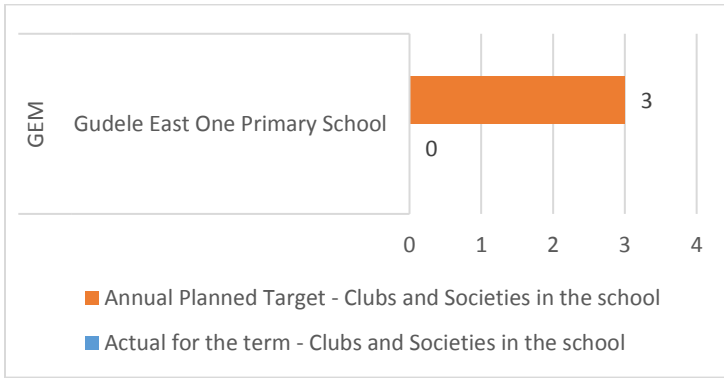
9.3 Implementation Status of corrective actions from Inspection and Supervision visits.

Only one school reported that they keep a record of actions requested by inspectors. That school has one action that is still pending. Correction actions should be addressed the moment they surface. The County Education Office must work with schools to ensure that schools understand the results of the inspection visits, maintain a record of requested corrections and then most importantly act on them in a timely manner.



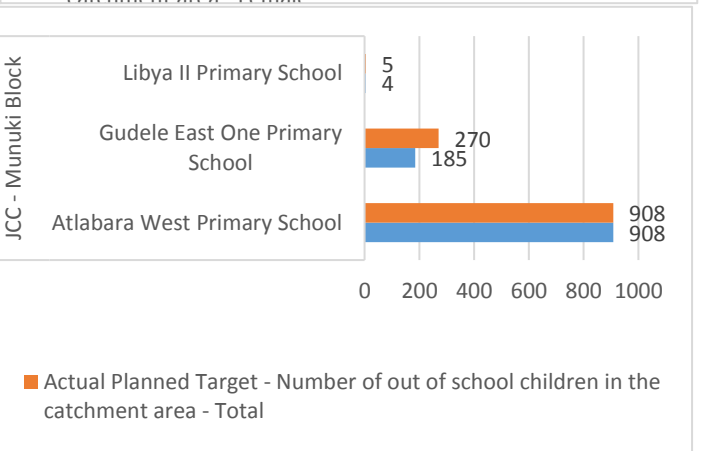
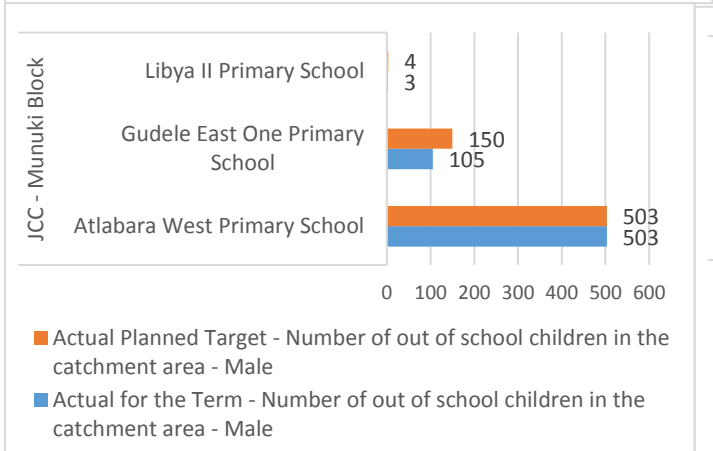
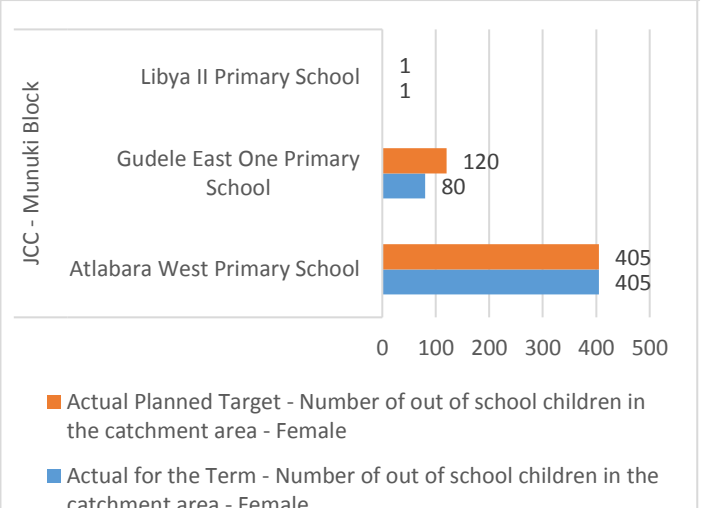
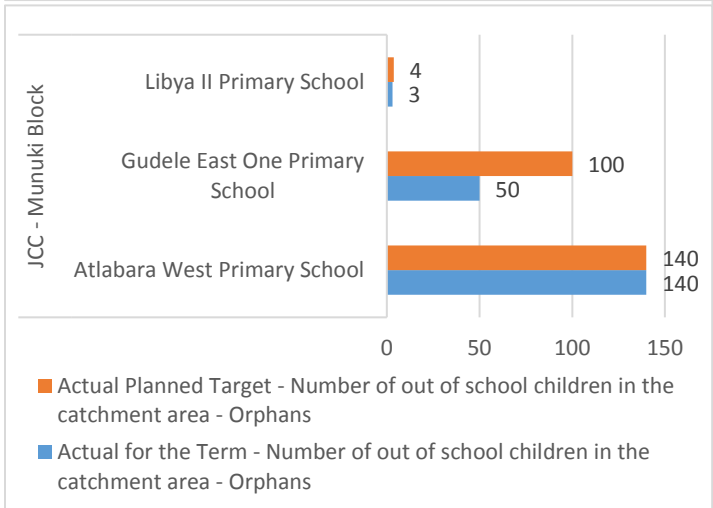
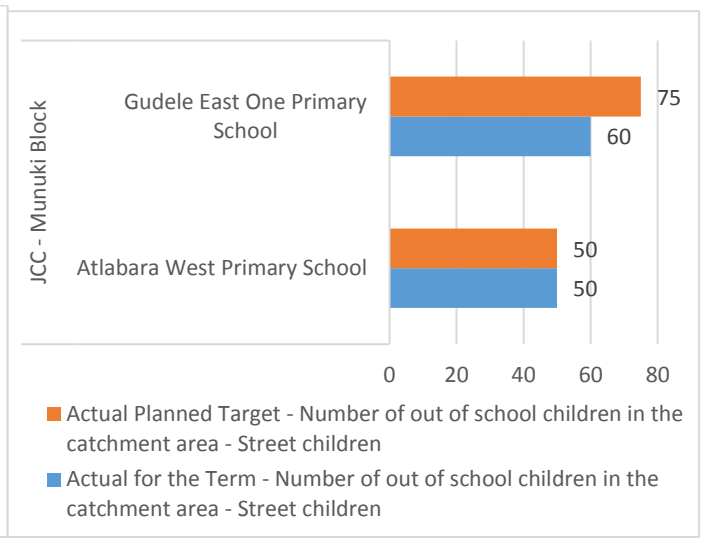
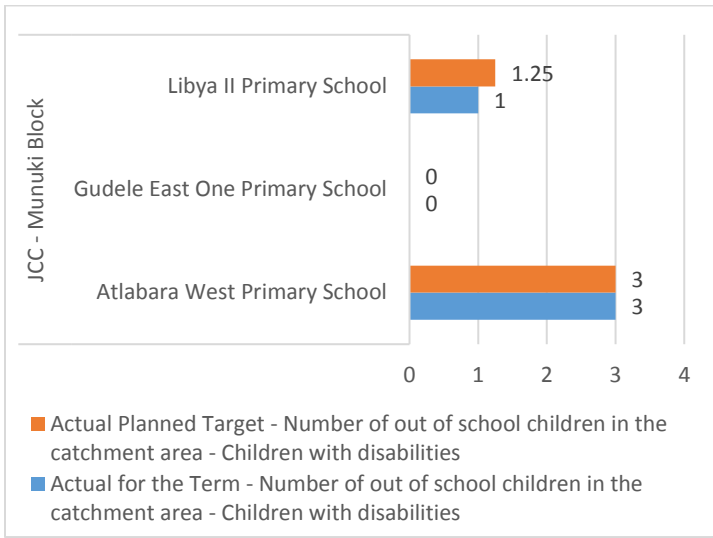
10. School Child Friendliness and Clubs

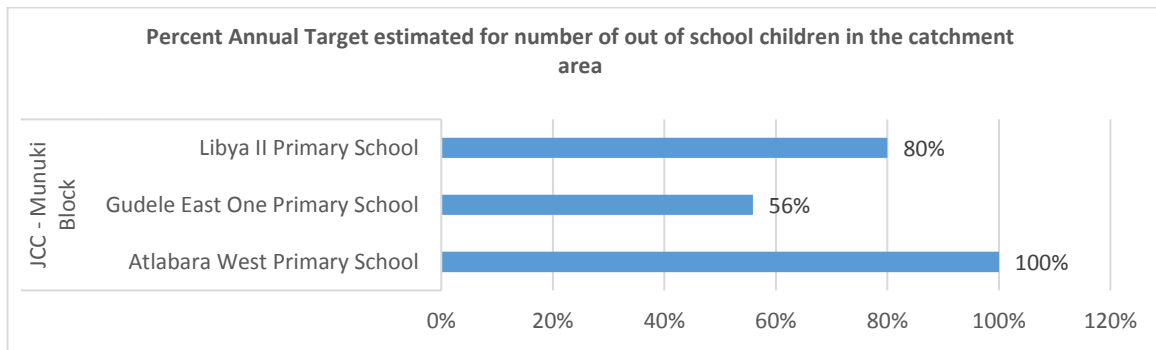
This child friendly schools section addresses the Percentage of Annual Targets Achieved in Munuki Block in three areas; availability of school feeding programs, clubs and societies, permanent classes and temporary classrooms. The data presented below indicates that most societies and clubs were not active. The feeding programme did well in terms of contributions from the school farm and garden, donations, partner support and community initiative. Schools are not well endowed with physical infrastructure. Permanent classrooms only made up 20% of the rooms in one school and about 60% of the other school reporting on this matter. This indicates that the County Education Office, organizations within each school and the community need to build permanent classrooms and then train and teachers on the proper management of physical resources.



11. School Catchment Area.

This section captures data on the percentage reached of annual Target e for number of children out of school in the catchment areas. Two schools fell under their targets, and one met its target.





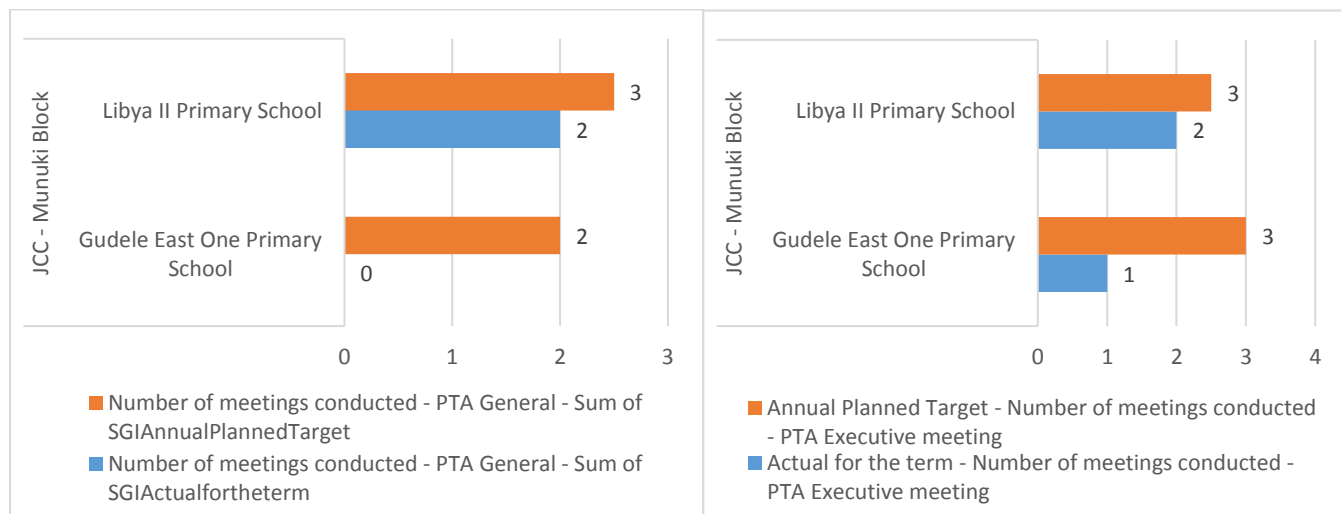
Atlabara Primary had the highest number of out of school children with 100% of their target, while Gudele East One primary had the lowest percentage at 56%. The school that met the target has 45% of the children in the catchment area out of school. This is far too high and the county education office need to work together to curb this problem and get more children to attend school.

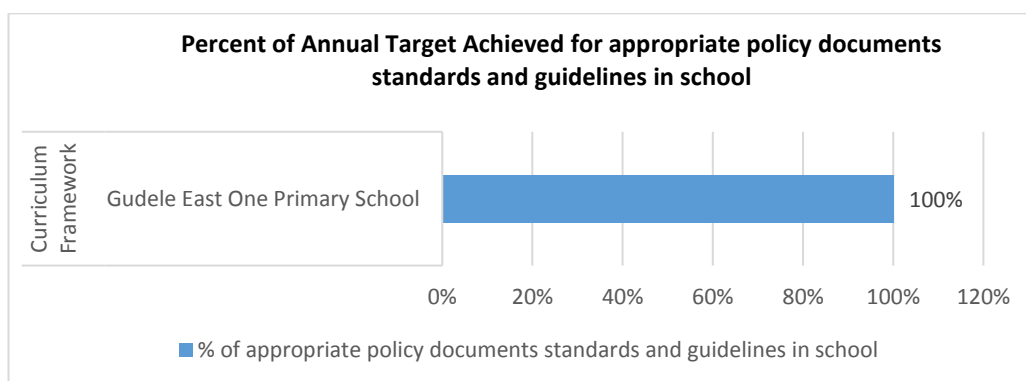
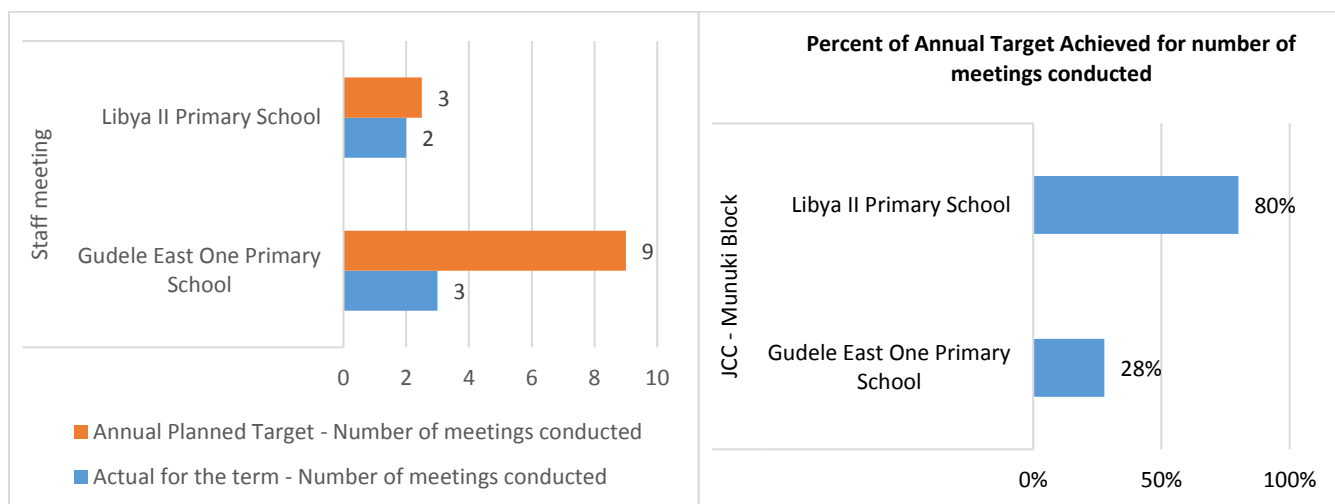
This means the overall issue of out of school children still demands more intervention. The education director in Munuki Block should strategize to enroll all the school aged-children in schools.

12. School Governance and Implementation of Policies

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

Libya II achieved 80% of its targeted meetings for the year while Gudele East managed only 28%. . Gudele East achieved 2000% of the annual set target for professional documents and guidelines, 100% for its school calendar, and 100% for curriculum framework .This finding shows that schools in Gudele II focus on management. The County Education Officer should call for a management workshop for head teachers.





The data analyzed here illustrates that Libya II Primary conducted 80% of their target for meetings and 100% of their Annual Target Achieved for appropriate policy documents standards and guidelines. This clearly shows that some schools are more focused on administrative issues than on procedure, which results in an imbalance in management. The education -officer 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 for enrolment not achieved in most schools.	2.1 enrolment	Create more awareness of free primary education.	County Education Officer, BOG PTA	Dec 2017	Open
2	Pre-school (ECDE) experience in Gudele East One 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	Attendance of learners with disabilities is not sufficient.	Learners with Disabilities	Assess why female learners with disabilities in Juba	MoGEI Directors of General Education and Planning.	July 2017	Open

S/No	Issue	Section (Graph)	Recommendation	Responsible	Completion date	Status
			Block are the highest.			
5	Inconsistent accountability by schools on capitation grants.	School Financial Outlook (capitation grant)	Conduct inspection exercises in all schools with the audit unit to ascertain the affect of capitation grants on community financial contribution to schools.	County Education Office	July 2017	Open
6	Only 2 schools in the Munuki Block 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	Jan. 2018	Open
7	Under staffing of teachers	Teacher and Support Staff	Review the target in view of the pupil to teacher ratio of 11:1.	County Education Office	July 2017	Open
8	Few teachers trained on accounting and record keeping.	Capacity of Teachers	Develop basic orientation package for Accounting and Record keeping.	County Education Office	December 2017	Open
9	Very low numbers of trained teachers in Multi-grade teaching, School Based Assessment, School Development Plans, and 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	2017 – 2018	Open
10	The number of schools in the Block reporting figures on clubs is not more than 50%	School Child Friendliness	Counties should support schools to report on existing clubs.	County education directors	Report July 2017	Open
11	School feeding	School Child	Partners, private	County/Directors of	Report July	Open

S/No	Issue	Section (Graph)	Recommendation	Responsible	Completion date	Status
	programme not achieving planned target.	Friendliness	and community, should increase support of school feeding programmes.	General Education, Planning & AES	2017	
12	Most schools in the Block are not complying with teaching practices, recordkeeping and scheme of work and not put into use appropriately apart from Gudele East One primary.	Instructional Planning and Scheduling	Increase inspection.	County Education Directors, school head teachers and teachers	Comply by June 2017	Open
13	School feeding programme not achieving planned target.	School Child Friendliness	Partners, private and community, should be encouraged to increase support of school feeding programmes.	County / Directors of general education, planning & AES	Report July 2017	Open
14	School visits tend to focus more on school administration than on learners' welfare and the quality of education.	Inspection and Supervision	Shift focus from school administration to quality and learners' centers.	Inspectors and supervisors	August 2017	Open