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Monthly School Monitoring Dashboard Report October 2018



Background and intention

Intention

- The Monthly School Monitoring Report is intended to summarize monthly data coming from School Support Officers and incorporates supervisors and other relevant data from district and national levels, when available. It intends to present all information in an easy to understand format to decision makers at district and national levels.
- The report focuses on information coming from School Support Officers and their lesson observations, giving crucial insights into teaching and learning practices and the adoption and application of lesson plans.
- The report does not intend to repeat data presented in other reports, except where it is included for context. At district level, data dashboards do aim to integrate data from different sources such as Supervisors and Situation Room when available.
- This report is intended to only include data that is likely to change month on month. What is covered by the dashboard report will expand as data collected by SSO increases over time.

Dashboard compilation

- Data is collected by SSOs and submitted using the Tangerine:Tutor tablet-based system. This goes to a central server.
- Data is then downloaded from the central server and analysed by LWL HQ staff.

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Section 1 – Executive Summary



Monthly highlights

Highlights

- This is the first monthly report produced using data collected and submitted digitally through Tangerine. This gives access to more data so this report is more in-depth than previous reports.
- This report is also the first report where JS AND SS schools are included thanks to the expansion of LWL support to Senior Secondary in October.
- This report serves as a baseline for this new level of support with close to 5,000 observations completed this month, with over 1,000 unique schools being visited and above 3,500 unique teachers being supported this month.
- In addition to the expansion of SSOs to support JSS and SSS, this year has seen a focus on longer lesson observations to make sure all elements of lesson plans are observed and fed back on. This may impact the number of observations possible and is something that needs to be reviewed in the coming months.
- This report also now aims to support FQSE implementation monitoring and therefore covers questions such as the presence of FQSE teaching and learning materials in classrooms. The presence of FQSE materials was observed in 68% of classrooms.

Areas needing improvement

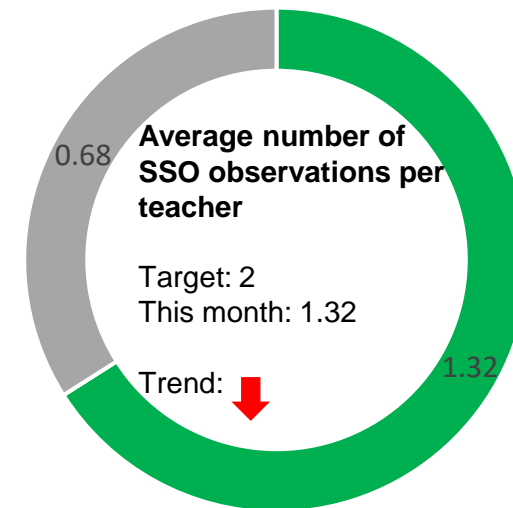
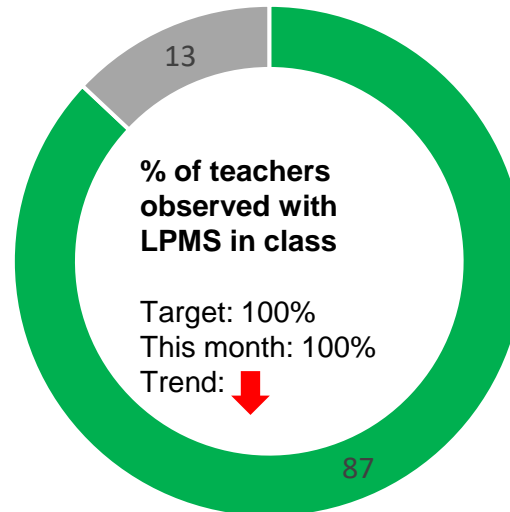
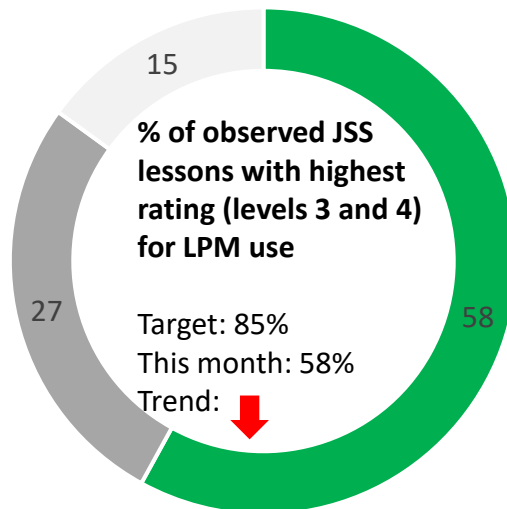
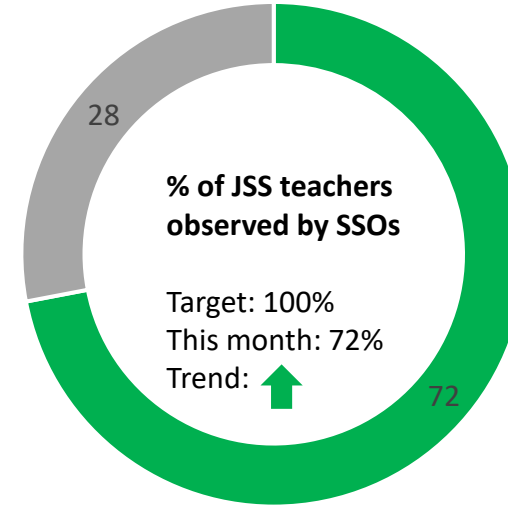
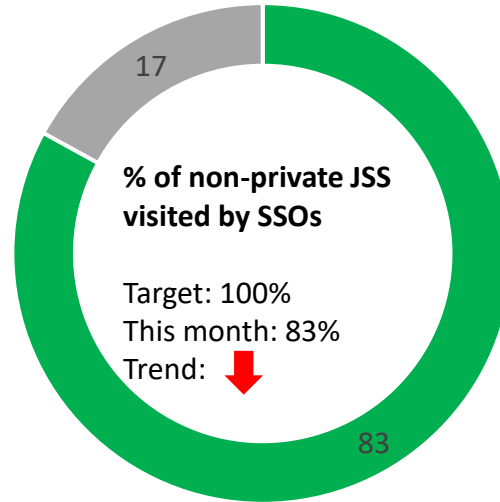
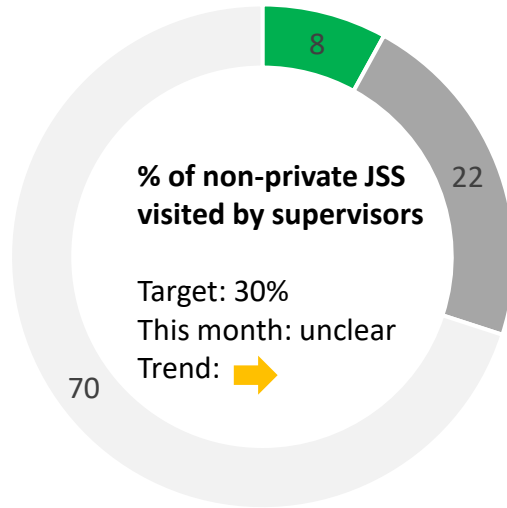
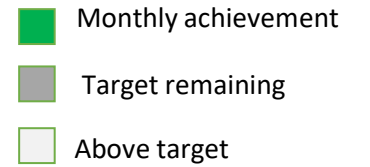
- As with the highlights, we will reserve comments about specific elements until we have more than one month of data this year.
- This monitoring report will now dovetail with the real-time online dashboard being developed with Tangerine data. Once the data to be displayed on that online dashboard has been finalised it is envisaged that this report will be streamlined to avoid duplication and focus on more in-depth analysis than the real-time dashboard allows.

Dashboard related issues

Key issues this month

- This is the first month where data from Tangerine has been used to populate the charts in this report rather than data manually entered and aggregated by SSOs, DSOs and HQ staff. Although this has required a little more staff time at HQ it has removed this administrative burden on SSOs/DSOs and increased the reliability and transparency of the data.
- The data for this chart was download from Tangerine on the 3rd of November giving SSOs a few days after month end. At this point 4612 observations for October had been entered and these were used as the basis for the analysis in the report. However, at the time of submission 4,800 observations had not been submitted. This indicates that some SSOs were not able to sync as often as others. In future, more than 3 days may need to be given after month end to ensure this report is as accurate as possible.
- Data is being collected and disaggregated for new districts, Falaba and Karene, and included in the national figures. On the district map pages the totals are not illustrated on the map as we don't have the image to do this yet. The figures are listed instead.
- The school and teachers list data needs updating as more have been approved in recent months following the FQSE push. This will happen after the ASC 2018 is finalized. For now we are working with existing available information.

Key Targets Summary



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Section 1 – DEO Monthly Meetings

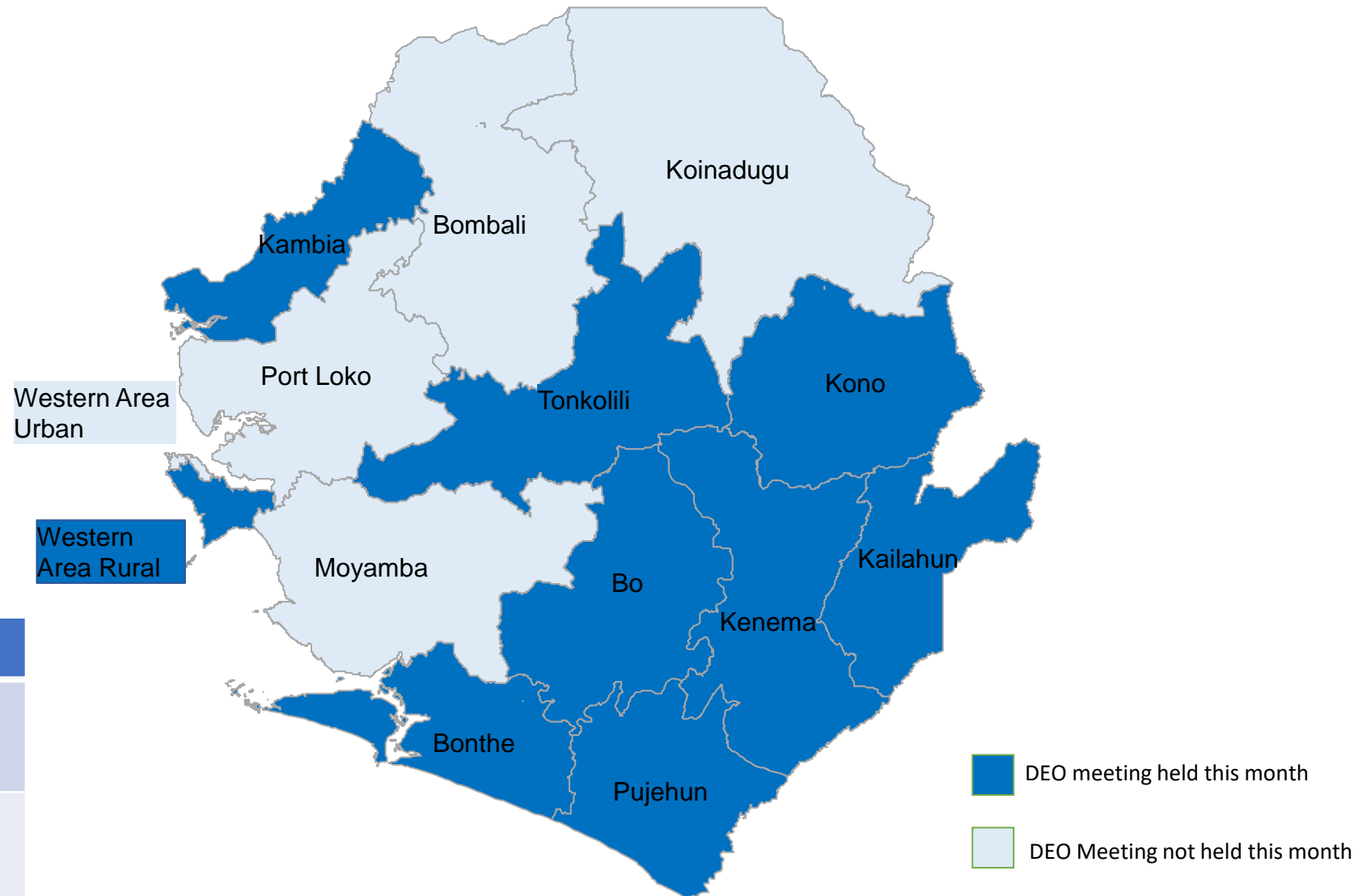


DEO Monthly Meeting

In October, 9 of 14 Districts held DEO Monthly Meetings (65%).

Moyamba and Koinadugu meetings were planned but then postponed by the DDE at the last minute due to senior unavailability.

DEO meetings now seem to be well-established in some districts and are being held to identify issues and actions each month. In some other districts these are not yet established as a regular occurrence.



	July	August	Sept	Oct
Districts holding Monthly meetings	13	9	8	9
Districts not holding Monthly meetings	1	5	6	5

DEO Monthly Meeting – examples of issues raised and actions agreed

DEO meetings are where issues covering the themes below are raised and discussed. Key issues are logged and actions, responsible person(s) and timelines agreed. Follow up happens at the next meeting. The table below gives an example in each thematic area from this month's meetings.

Thematic area	District	Example Issue	Example Action In Response
Issues beyond influence of DEO but needing reporting	Kailahun	A huge number of schools did not receive FQSE materials because of their approval status and have raised that up the Supervisors and SSO's	DDE to look in to the matter.
Issues about Pupils' Learning	Pujehun	At particular schools (named in the meeting) teachers are absent and not regularly teach and this will affect pupils' learning directly.	SSO and Supervisor engagement of Principals to take necessary actions to ensure teachers are regular in school
Issues about Pupils' Inclusion and Safety	Kambia	Teachers that have extra pupil-teacher relationship like sexual relationship are a big problem for parents in Tonko Limba chiefdom. Some teachers impregnate female pupils making them drop out of school before they complete secondary education	Teachers should be discouraged from such act and also there should be punitive measures for any teacher that is found wanting. Supervisors to be responsible.
Issues about Teachers and Teaching	Bo	Good number of teachers have carried away with the lesson plan manuals leaving the schools challenged as there are no manuals for incoming teachers.	DSO and inspectors to do a round tour to ascertain details and follow up on the teachers
Issues about School Leadership and Management (including CTA/BOG/SMC)	Tonkolili	Parents and community members need to be informed about the coming pupils handbooks and their role in managing the books	For supervisors and SSOs attached in the various zones to engage in active sensitization
Issues about Support to and QA of Schools (Inspectors, Supervisors, DSO and SSO etc.)	Kenema	Supervisors unable to visit schools to support and monitor – particularly an issue in relation to primary LPM use due to no SSOs.	DDE to follow up with Ministry and Leh Wi Lan for support. Supervisors to ensure they monitor LPM use when in primary schools
Issues about Resources	Western Rural	The number of Supervisors and Inspectors of schools is limited. This reduces the frequency of school visits and quality of monitoring	Government to recruitment additional Supervisors and Inspectors
Issues about Data	Kailahun	No system for data collection in place at the moment	LWL to train and equip Supervisors with data collection and management skills and provide digital tools to enhance effectiveness

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Section 2 – SSO observations recorded on Tangerine



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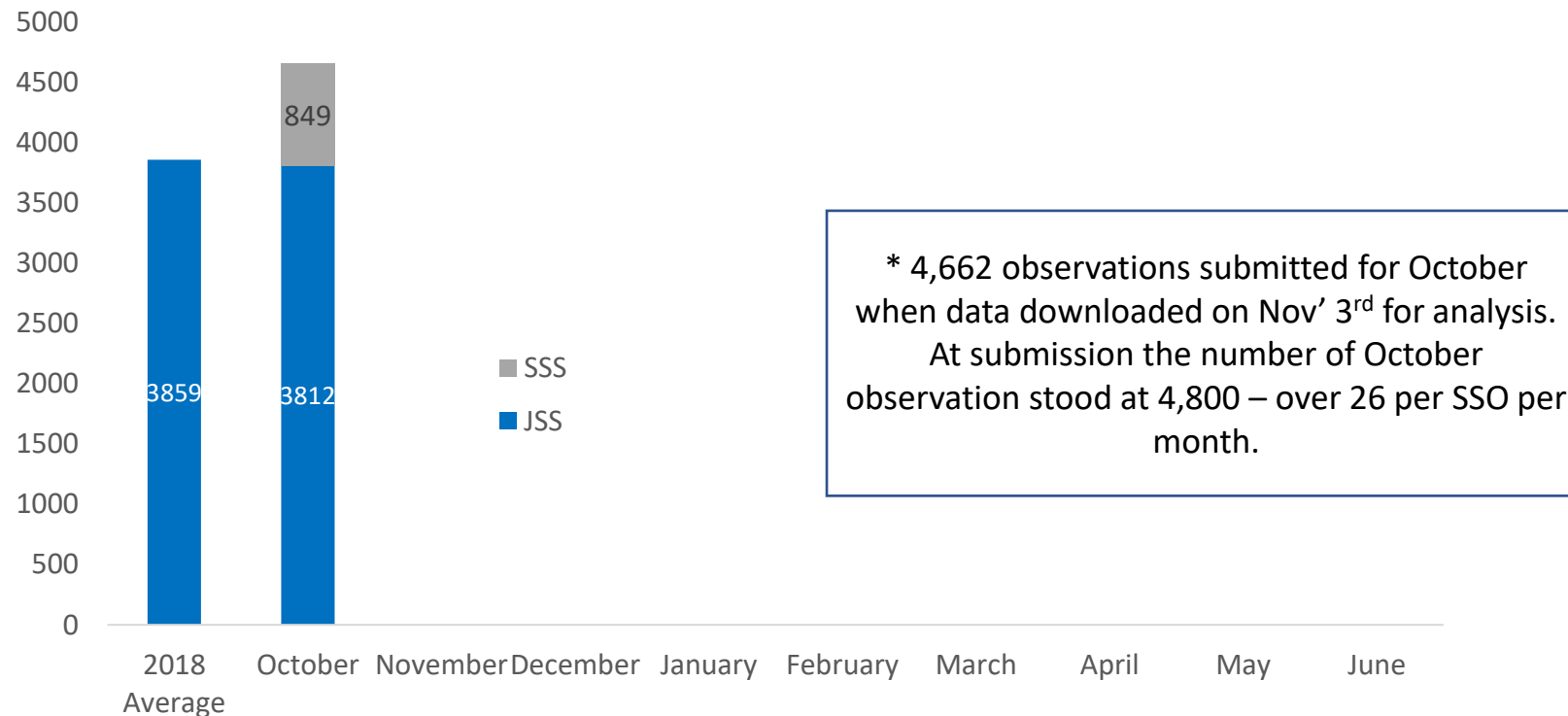
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SSO observations recorded on Tangerine

October is the first month where SSOs are recording and submitting lesson observations digitally. In October 4,661* lesson observations were conducted which is above the Jan-June 2018 average but below the peak month in that period. SSOs are now conducting whole lesson observations rather than 15 minutes only which may impact the number they are able to do.

Number of lesson observations recorded by SSOs on Tangerine



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Section 3 – SSO visits to schools

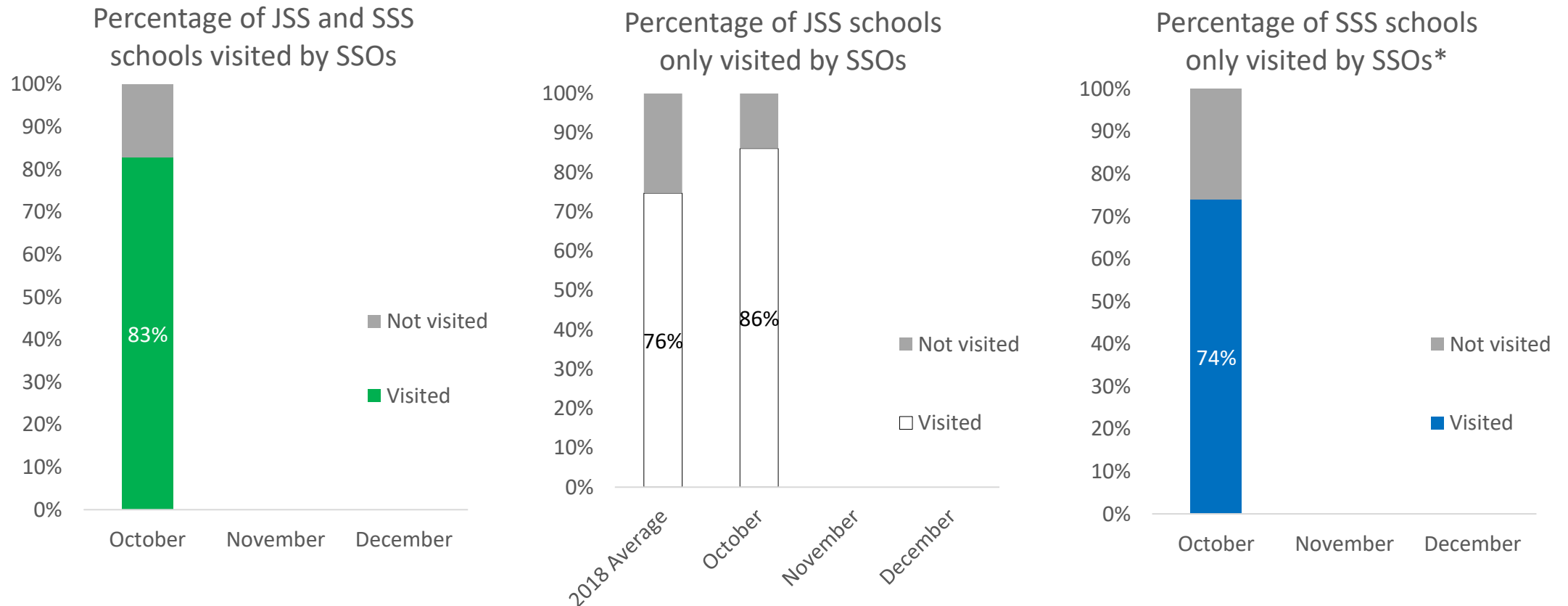


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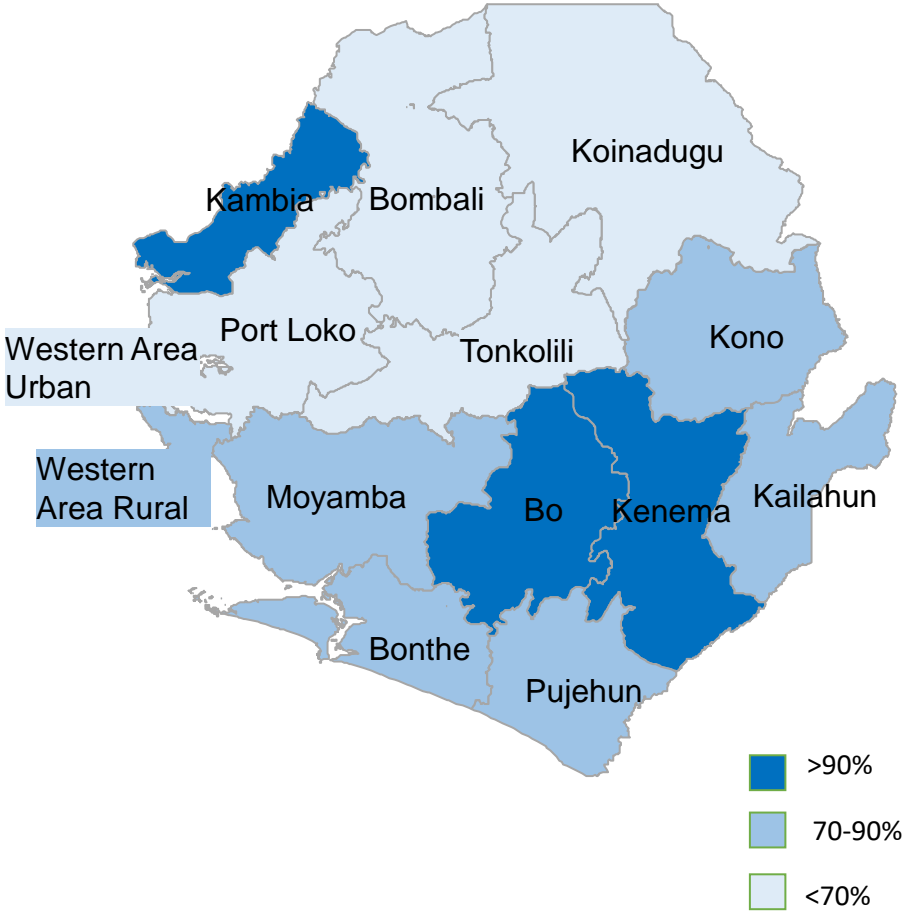
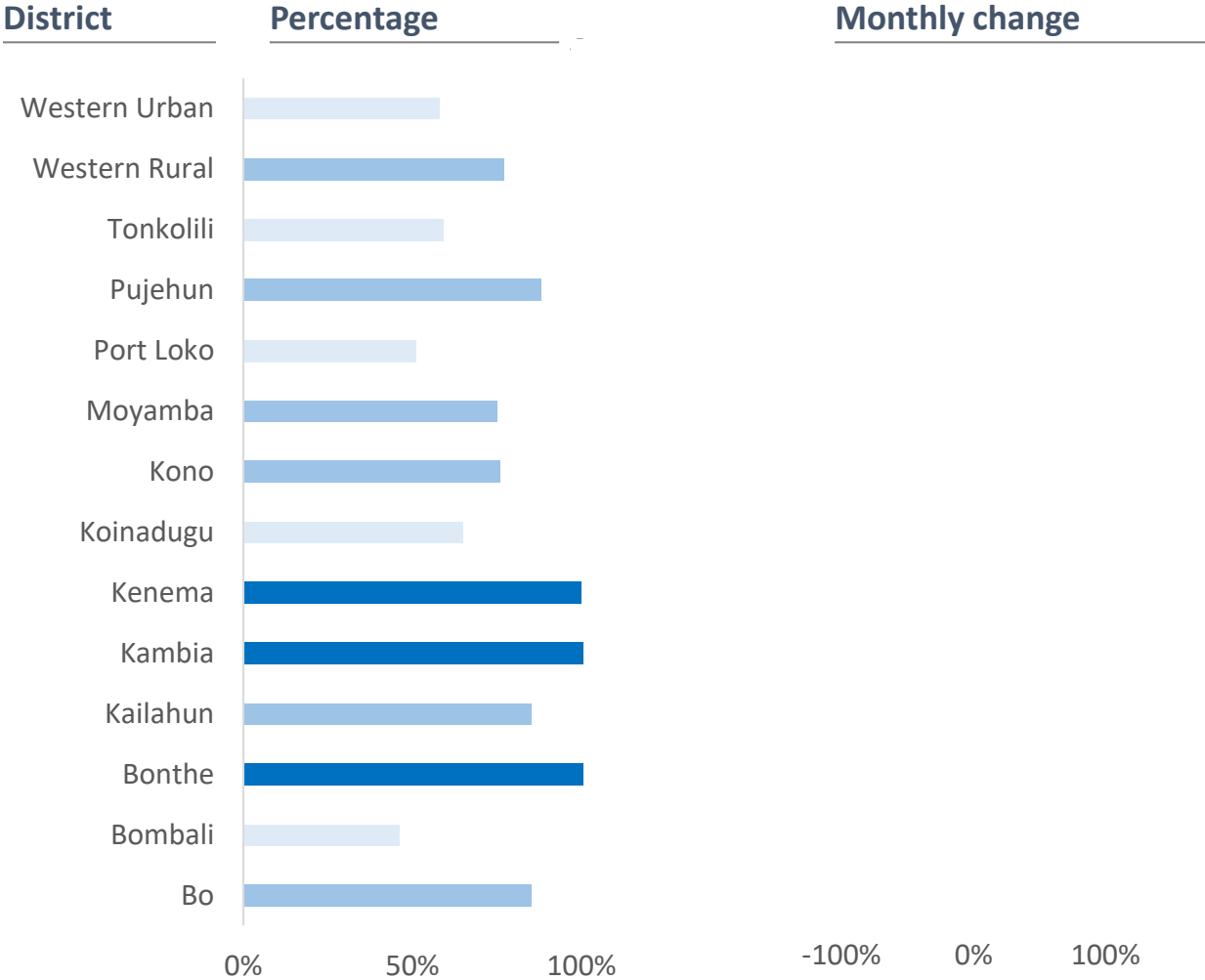
SSO visits to JS and SS Schools, for October

In October, 1109 JSS and SSS schools were visited accounting for 83% of target schools, well above the 2018 Jan-June average and in line with the best monthly performance. Visit rates were slightly higher for JSS than SSS schools for October.



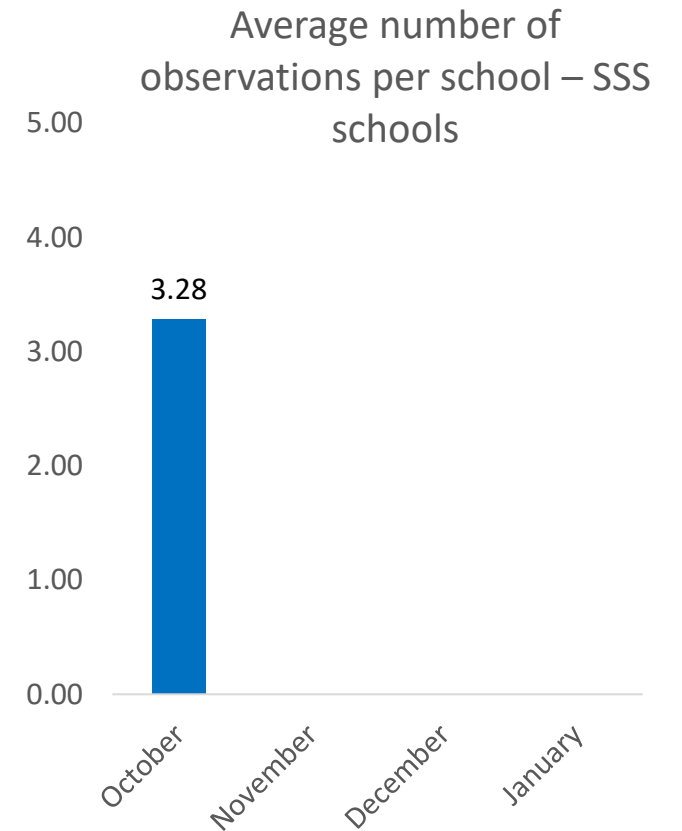
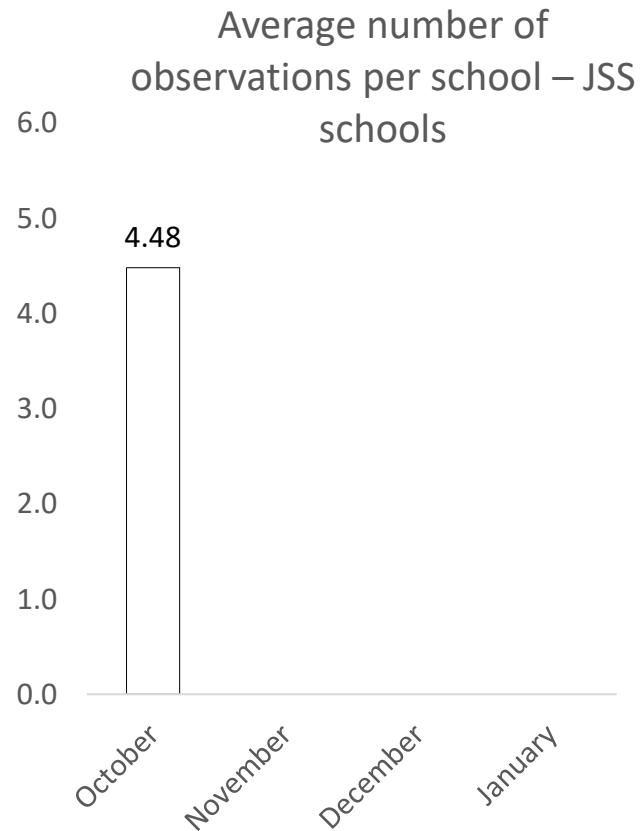
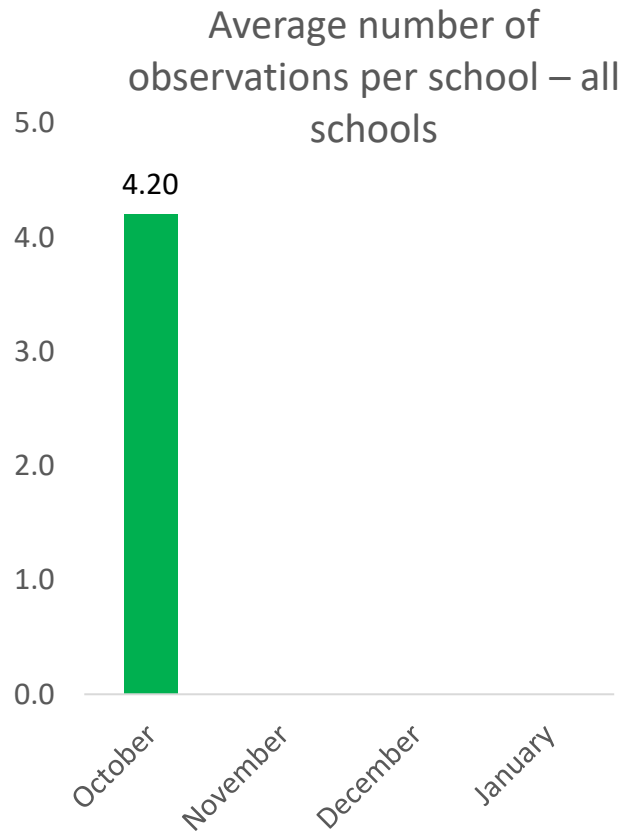
JS and SS schools visited by SSOs, by District, for October

Schools visited by SSOs last month, % of total non-private schools in district.



Average number of SSO observations per school visited

In October, the schools visited received on average 4.20 lesson observations each. This rate was slightly higher in JSS schools than in SSS schools.



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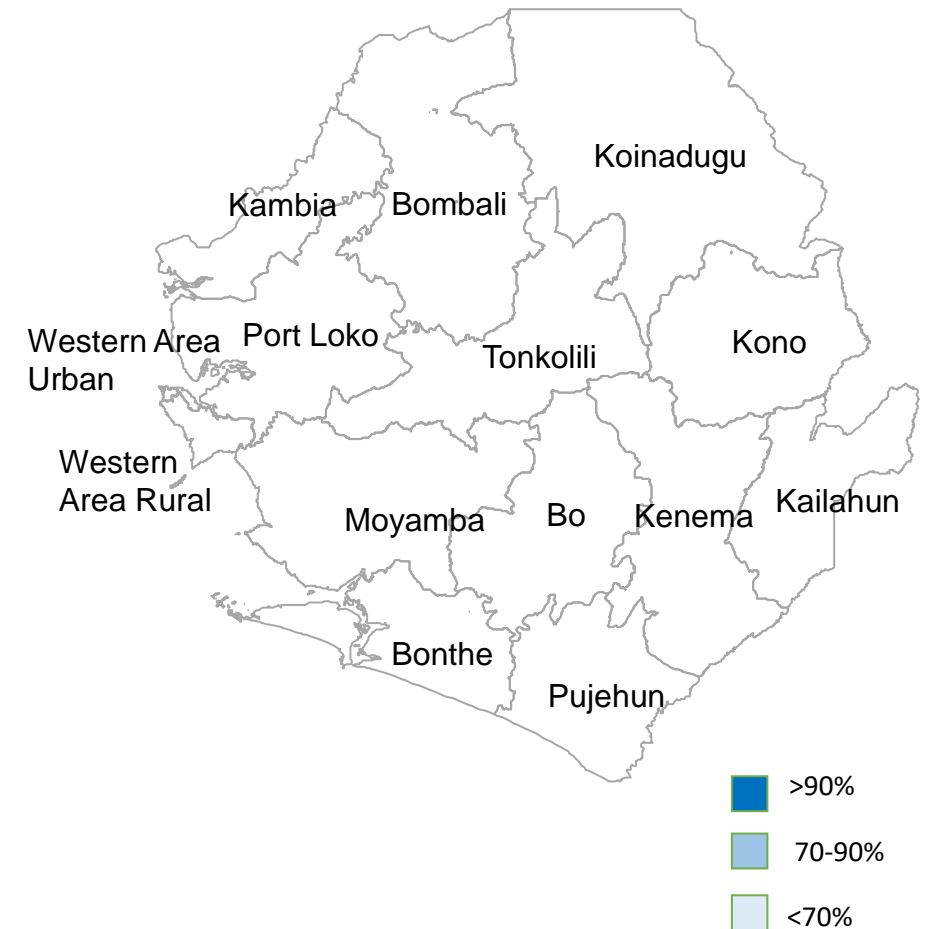
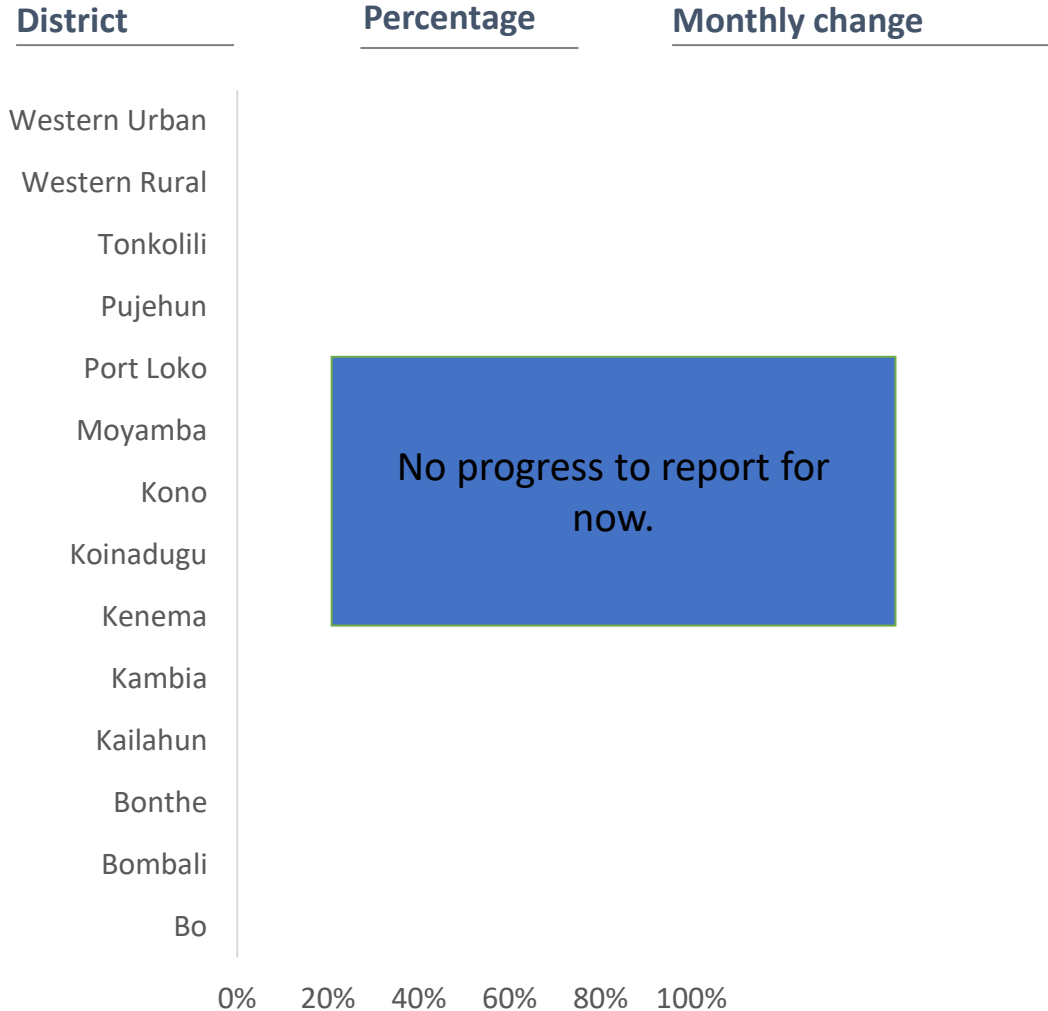
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Section 4 – Supervisor visits to schools



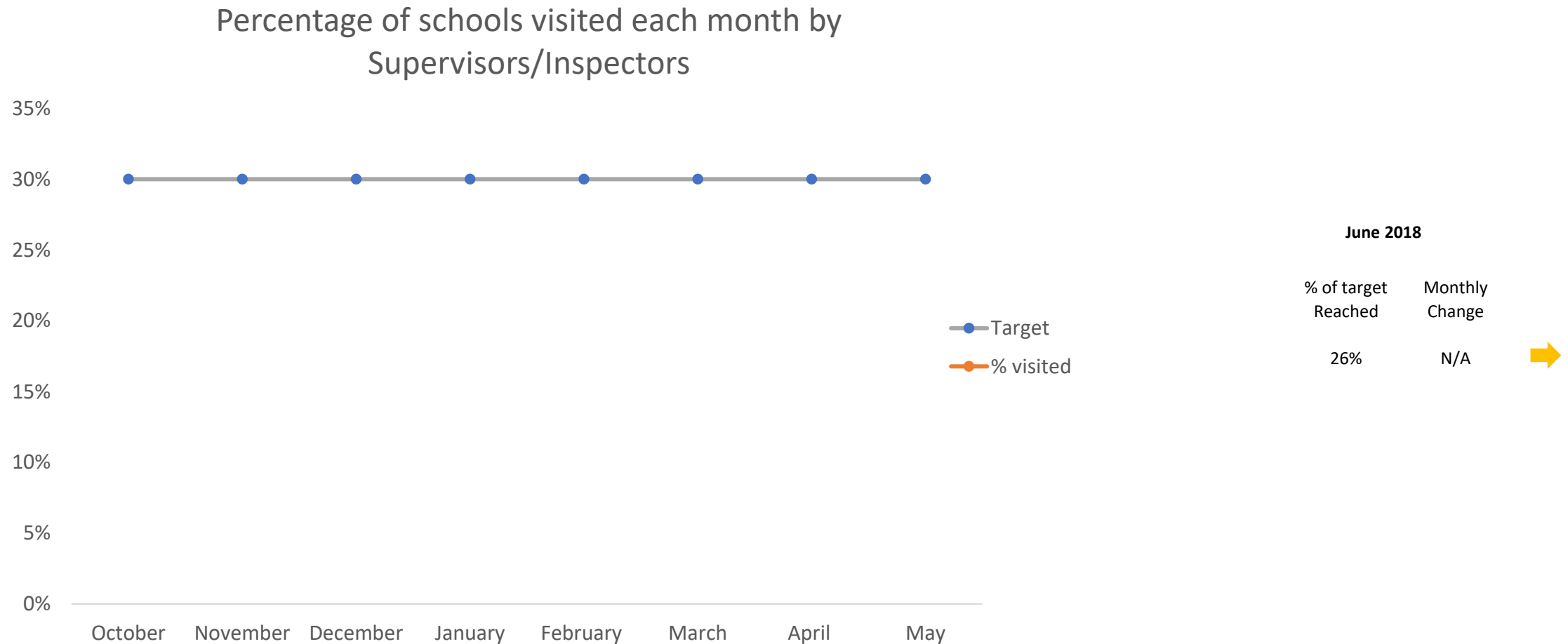
Percentage of JSS schools visited by supervisors, by District, for September

JSS schools visited by supervisors last month, % of total non-private schools in district



Percentage of Schools visited by supervisors nationally by month

There has been no detailed data on supervisor school visits since October 2017 and so progress is unclear



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Section 5 – SSO observation of teachers



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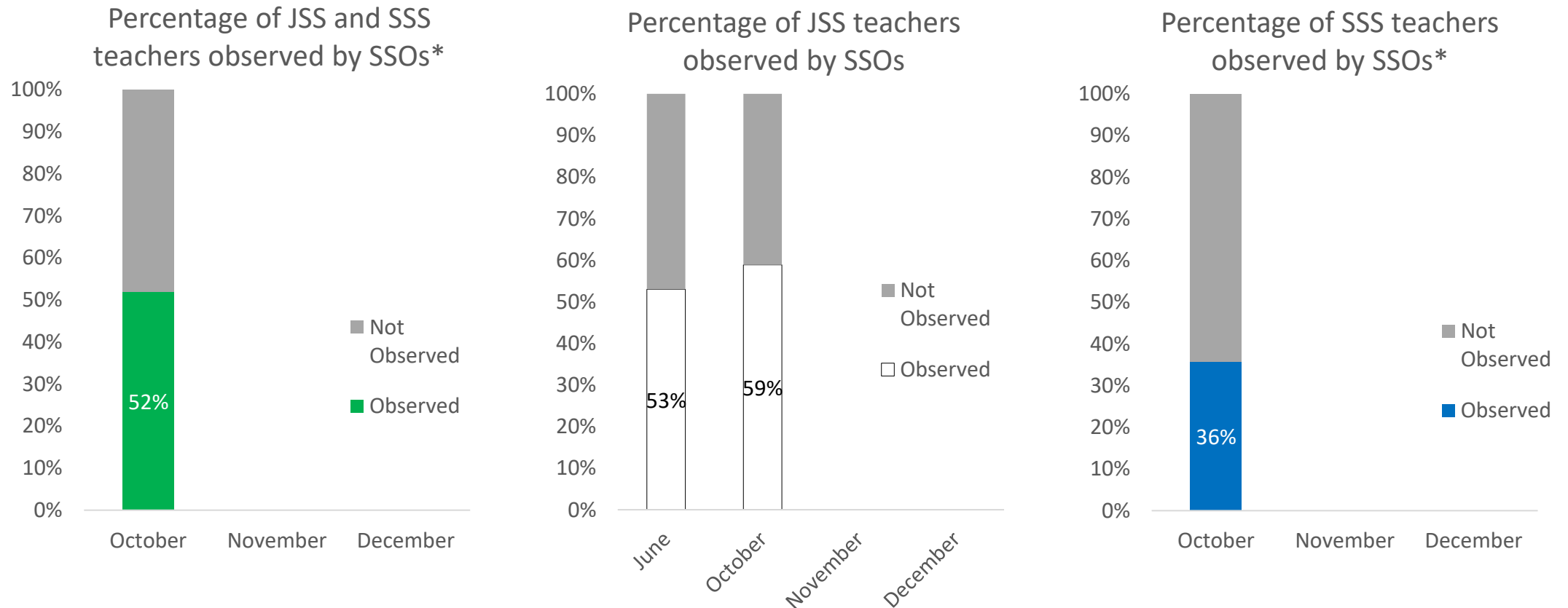


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Proportion of JSS and SSS English and Maths teachers observed by SSOs, for October

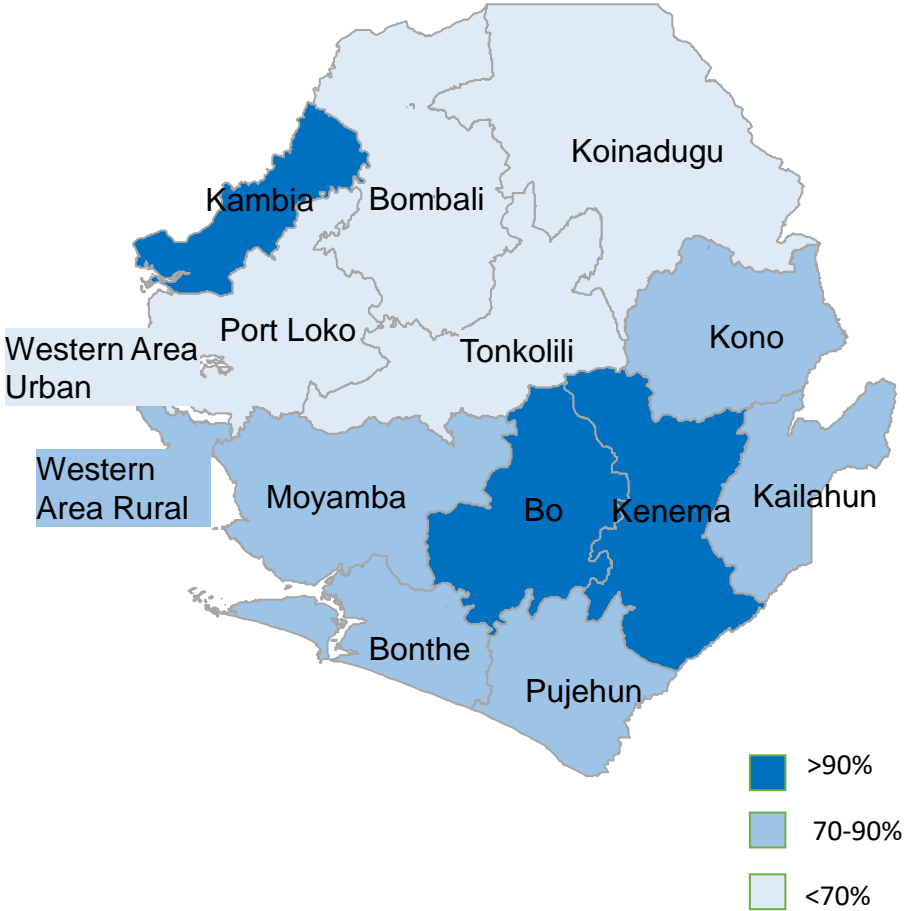
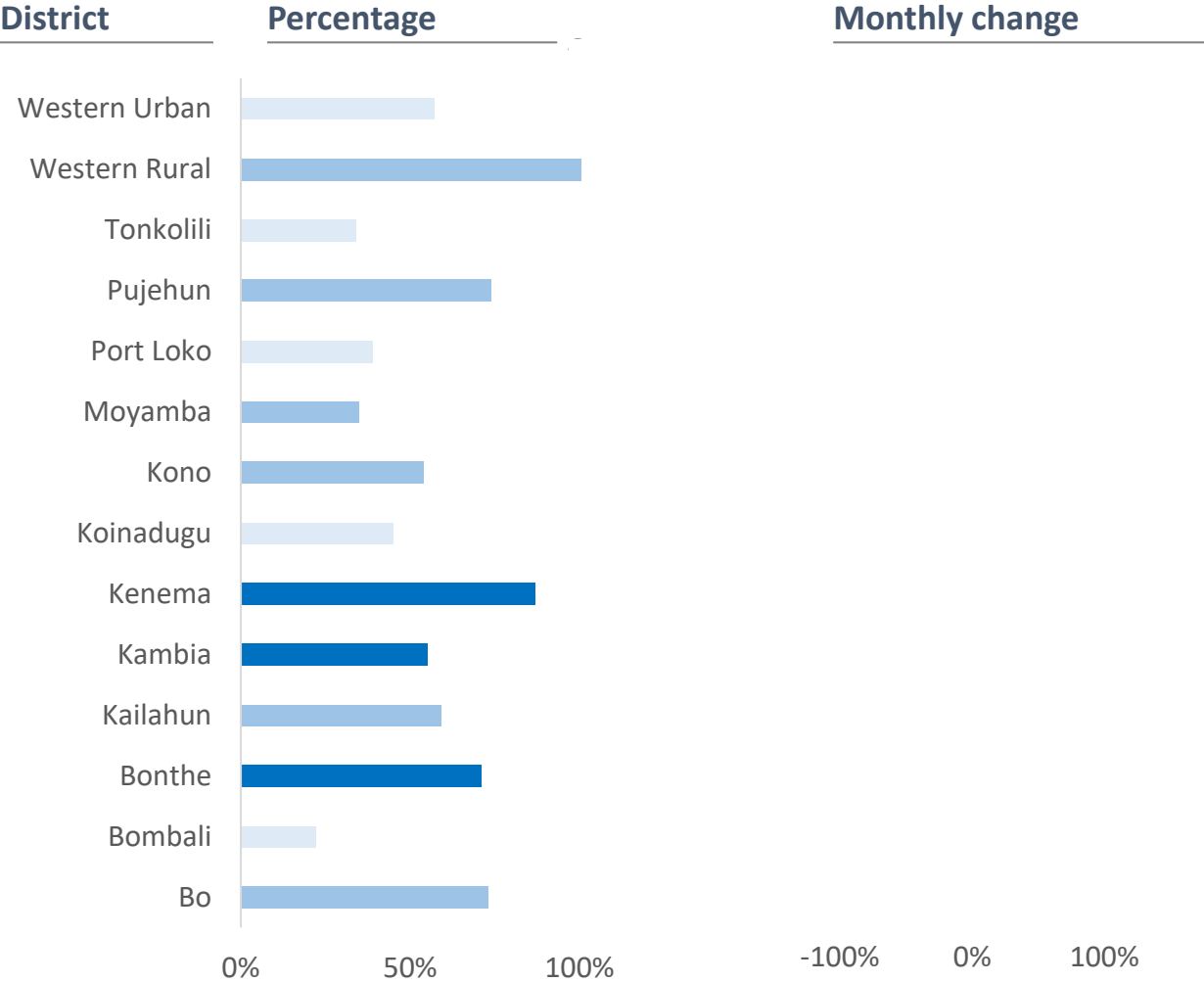
In October, 59% of JSS English and Maths teachers were observed. This is above the Jan-June 2018 average but below the peak month in that period (67%). The proportions for total teachers and SSS are currently based on estimates of the number of SSS English and Maths teachers in target schools.



*Based on estimated total SSS teacher number for English and Maths only

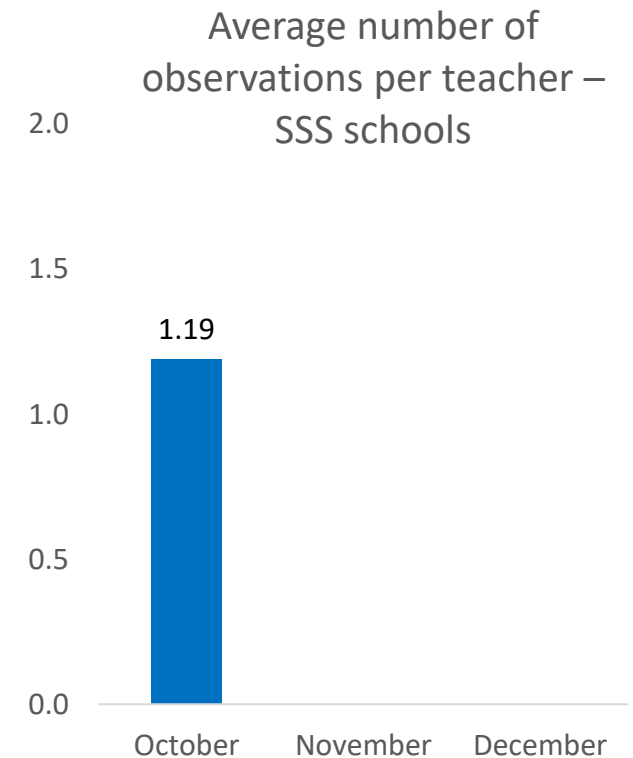
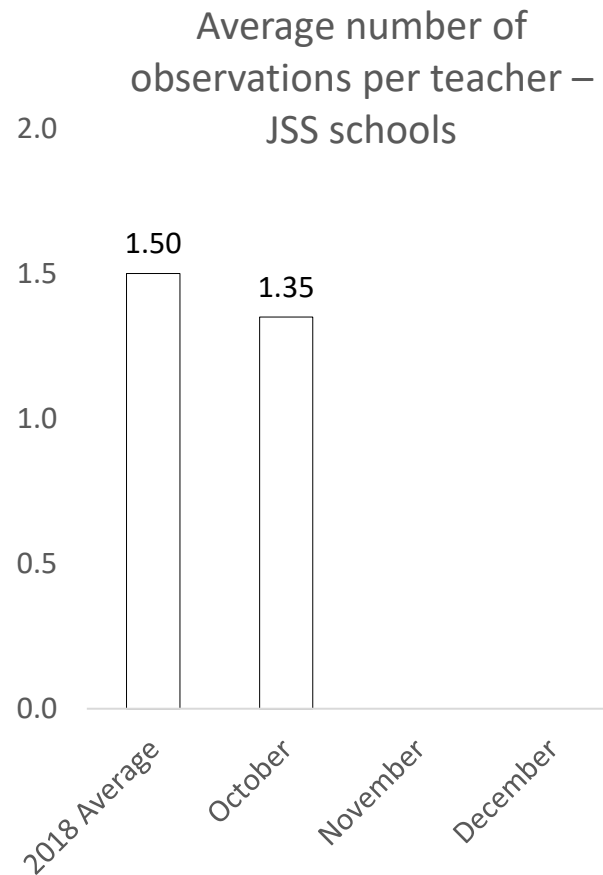
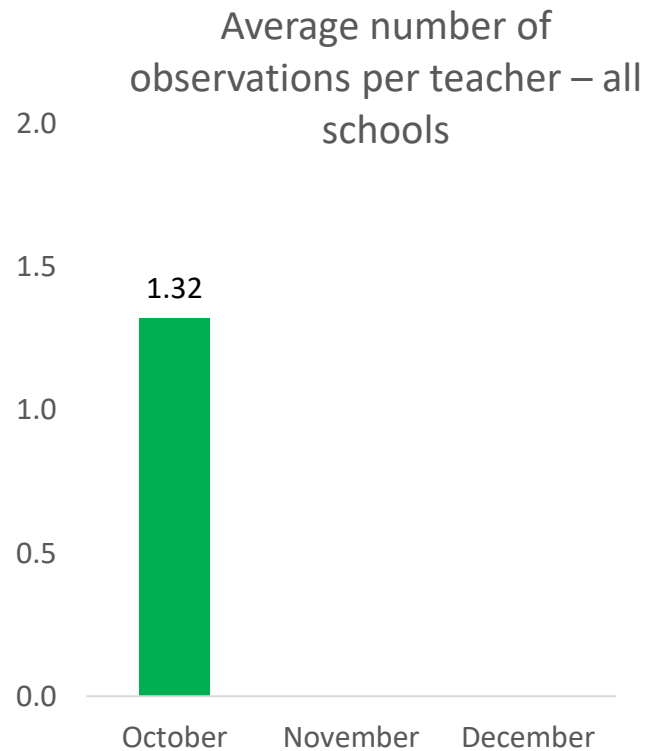
Percentage of JSS English and Maths teachers observed, by district in October

Teacher observed by SSOs last month, % of total non-private schools in district.



Average number of observations per teacher, for those observed in October

In October, observations per teacher (for those observed) stood at 1.32 visits per teacher, slightly higher for JSS. This is a slightly lower figure than the average for Jan-June 2018, but this must be balanced against the higher number of schools visited and teachers observed.



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Section 5 – Lesson plan use



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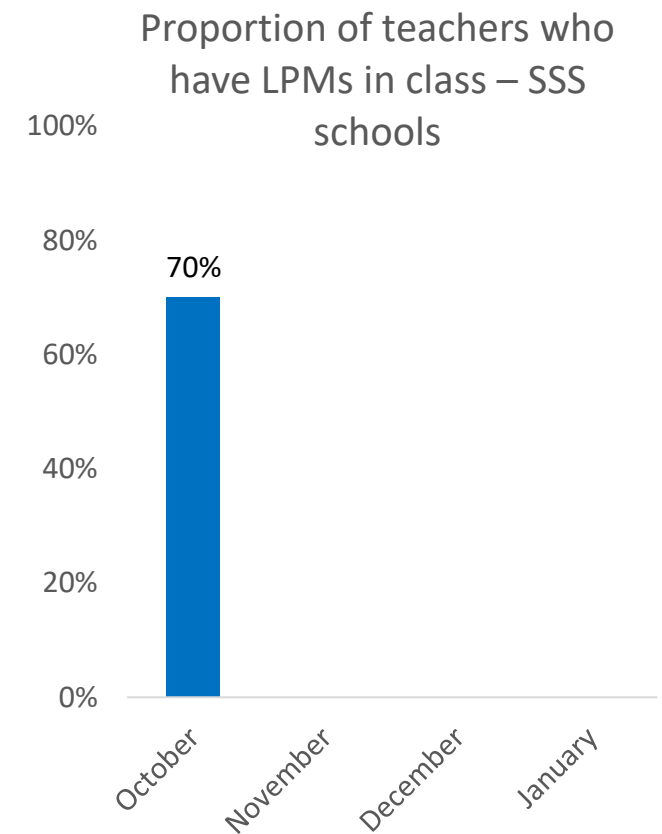
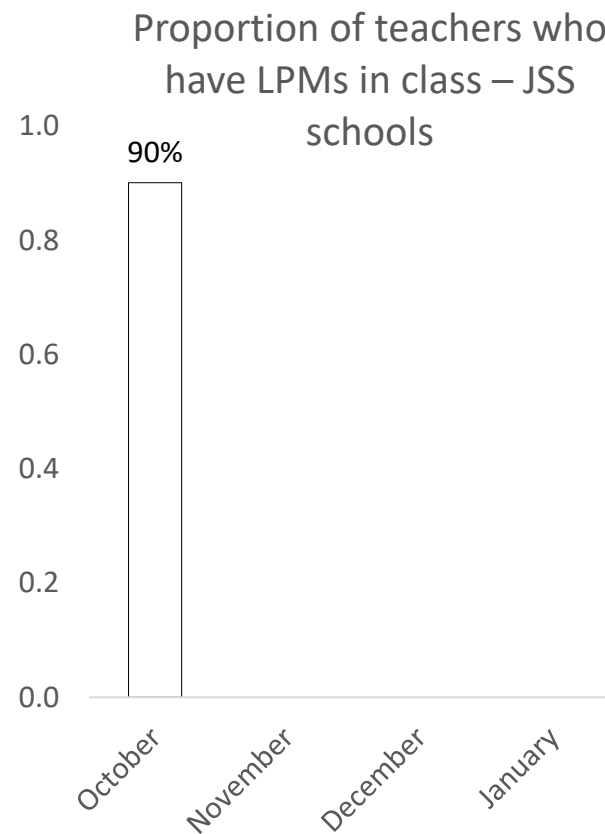
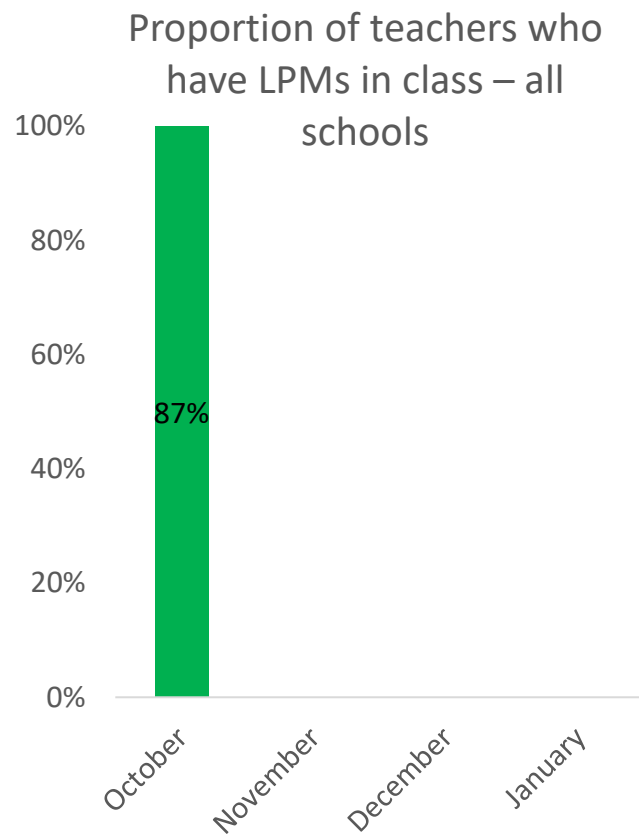


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Proportion of teachers that have LPMs in the class during observation, for October

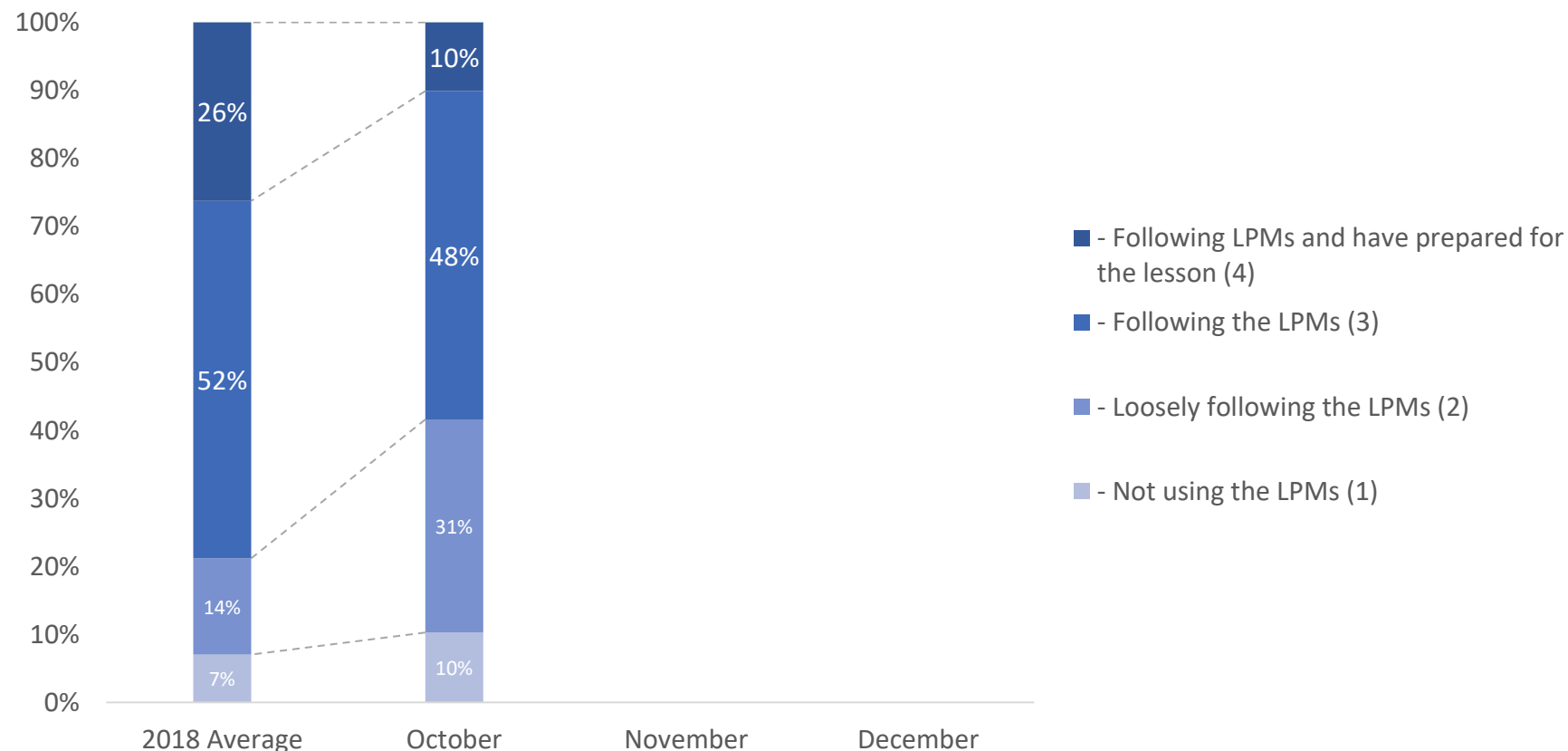
With last year confirming that LPMs have been delivered to schools in sufficient quantity we are now interested in whether they are in class and being used. In JSS schools 90% of classes had LPMs, but in SSS this was understandably lower given their more recent introduction.



Observation scoring of lesson plan use by JSS English and Math teachers, for October

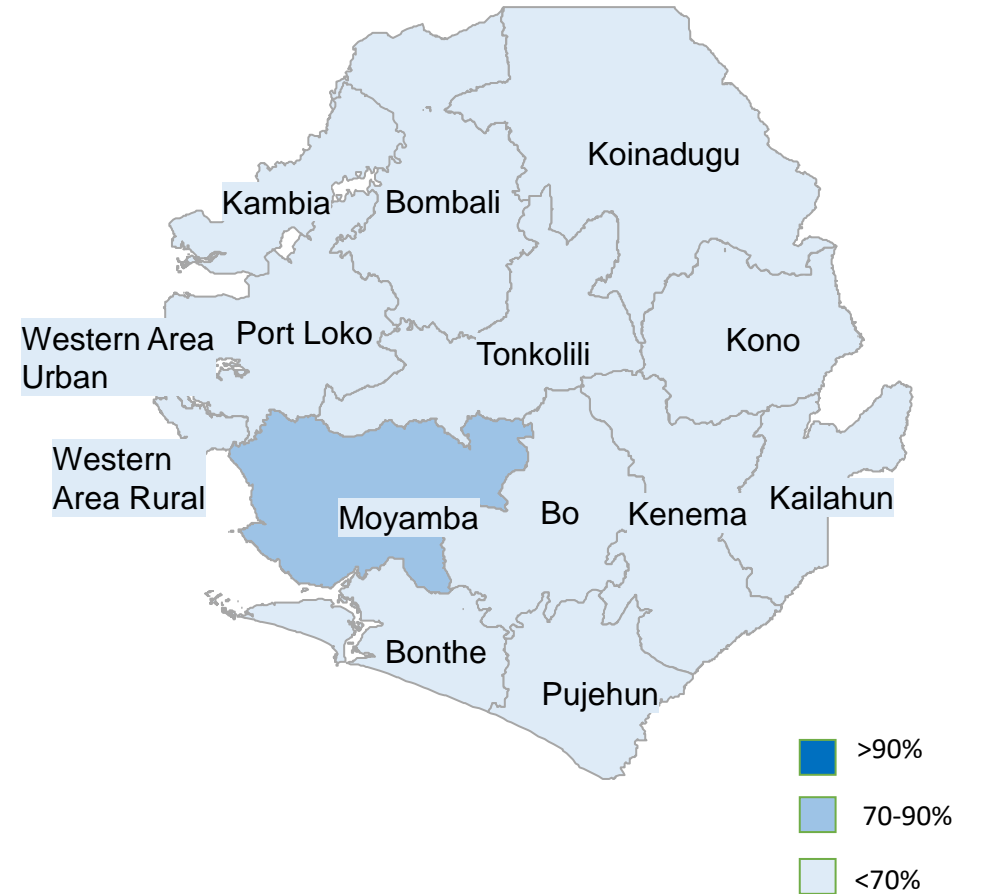
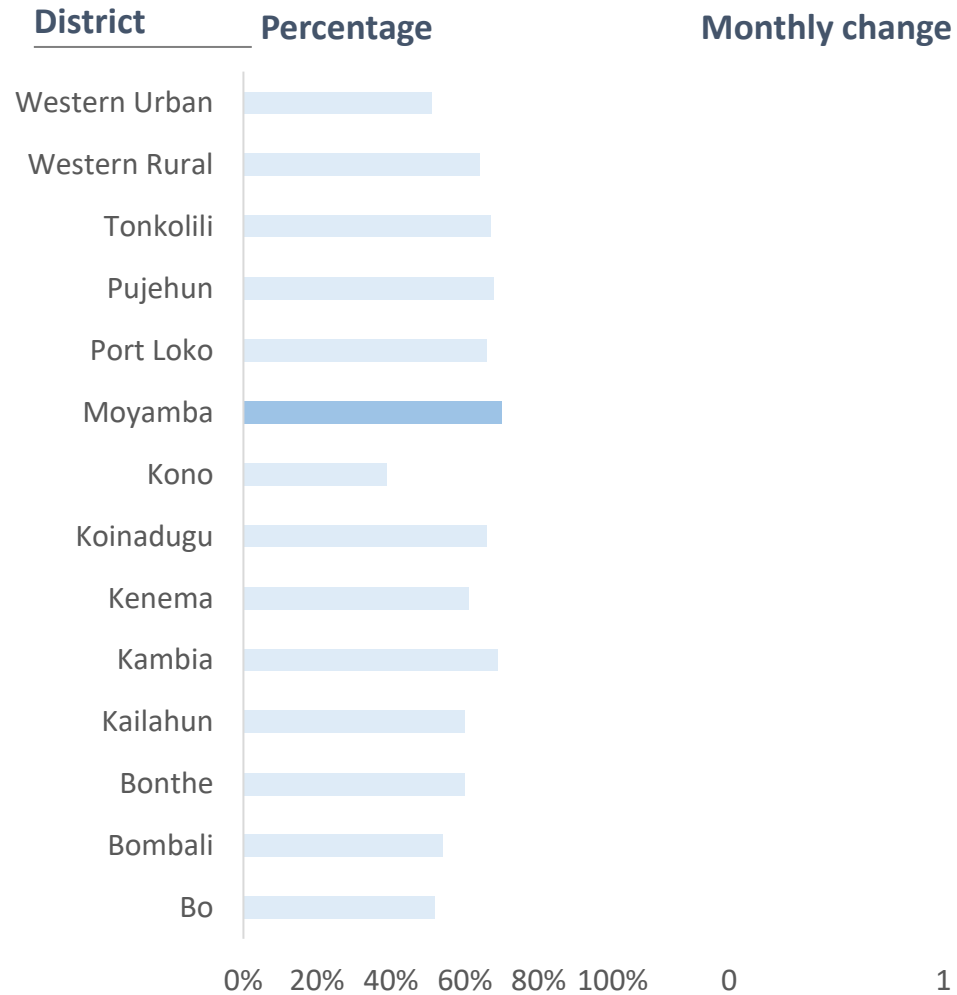
The scoring of use of lesson plans shows that on average in JSS schools 58% are following the lesson plans thoroughly. This is quite a bit lower than the Jan-June 2018 average (78%) and so the reasons will need to be examined and closely monitored next month.

Lesson Plan Use based on SSO Observation Scores



Percentage of lessons scoring 3 or 4 for LPM use, by District, for September, JSS

% of lesson observations scoring 3 or 4 for lesson plan use (top two ratings), by district



Observation scoring of lesson plan use by JSS English and Math teachers, for October

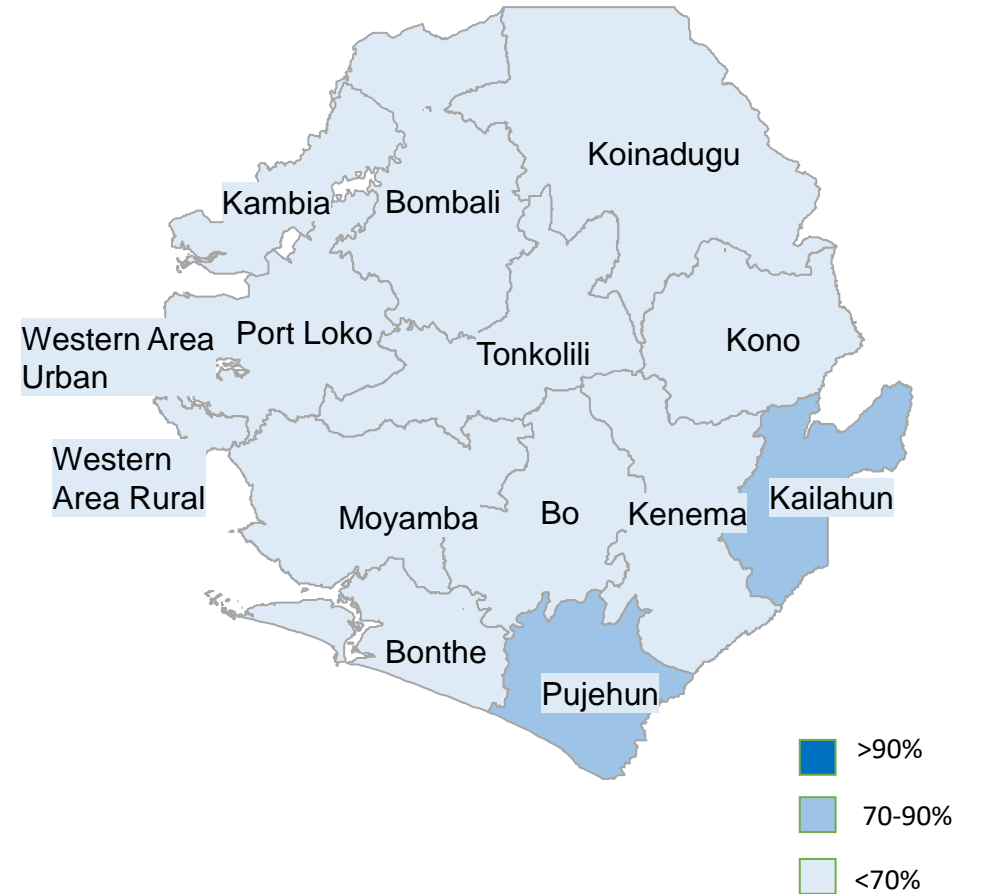
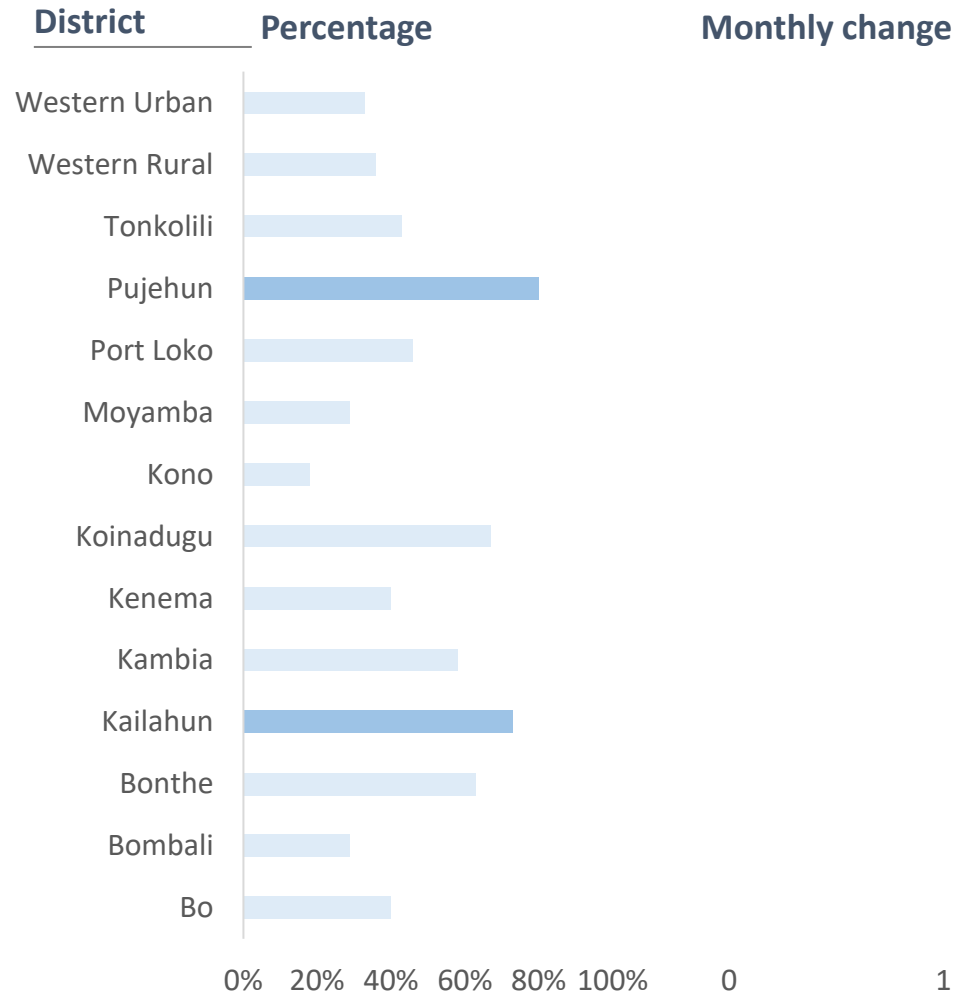
Lesson plan use in SSS is relatively new and so scores are expected to be lower than JSS for a while. Just 41% of all observations have been adjudged to meet the top two levels.

Lesson Plan Use based on SSO Observation Scores



Percentage of lessons scoring 3 or 4 for LPM use, by District, for September, SSS

% of lesson observations scoring 3 or 4 for lesson plan use (top two ratings), by district



Extent of confident use of each of the 5 parts of the lessons plans in JSS schools

This chart shows that while most teachers are confidently implementing the first two part of the lesson plans, improvement is needed on the other three areas. This justifies the move to longer SSO observations to ensure parts 3-5 are included in feedback conversations.

Implementation of Parts of Lesson Plans in all JSS observations



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Section 6 – Materials in classroom

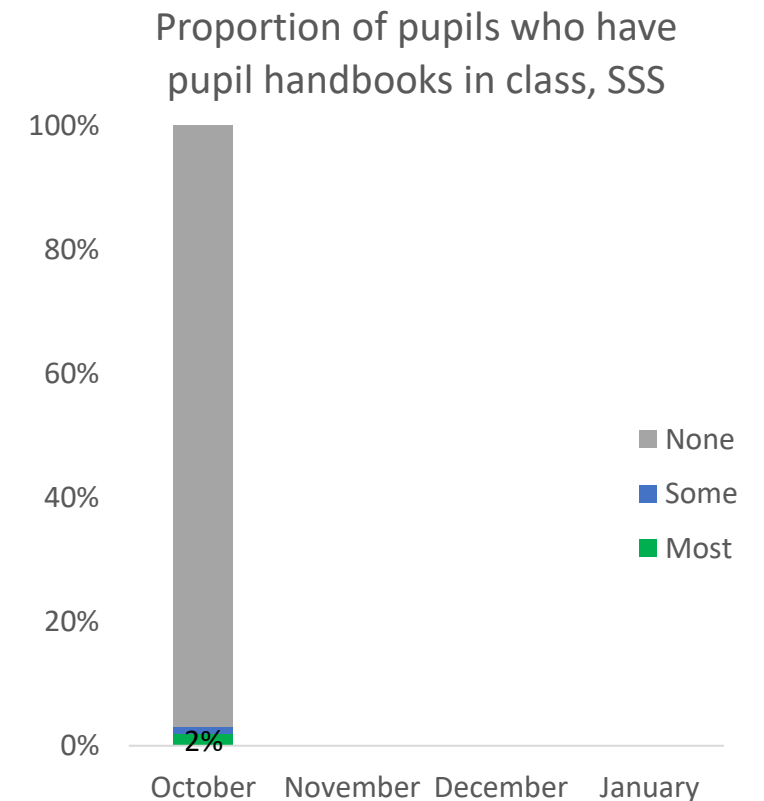
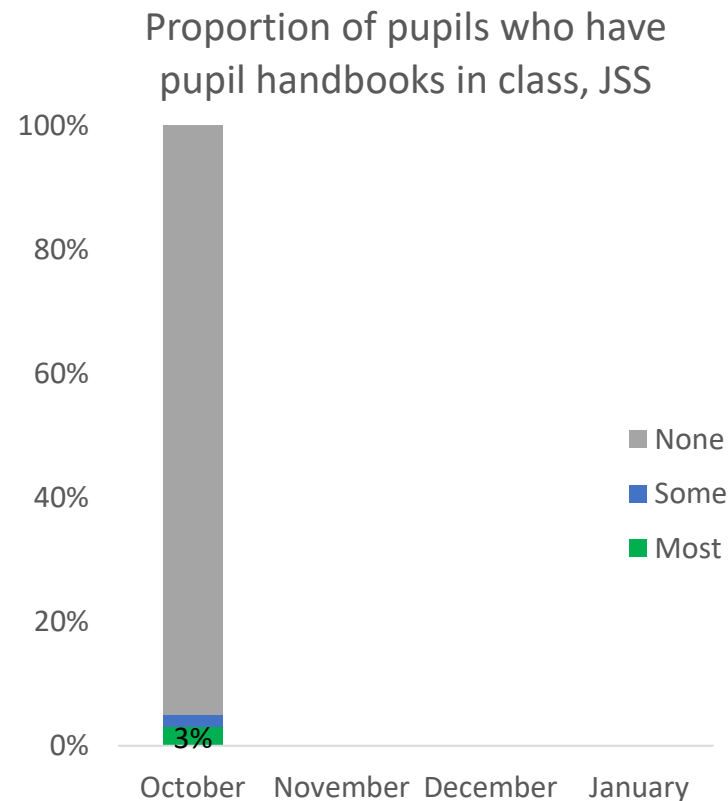
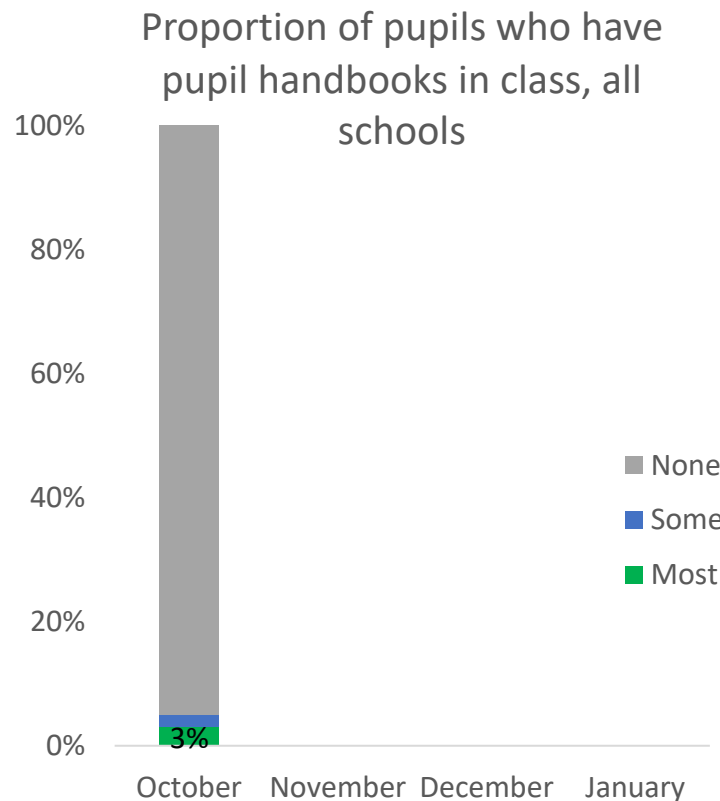


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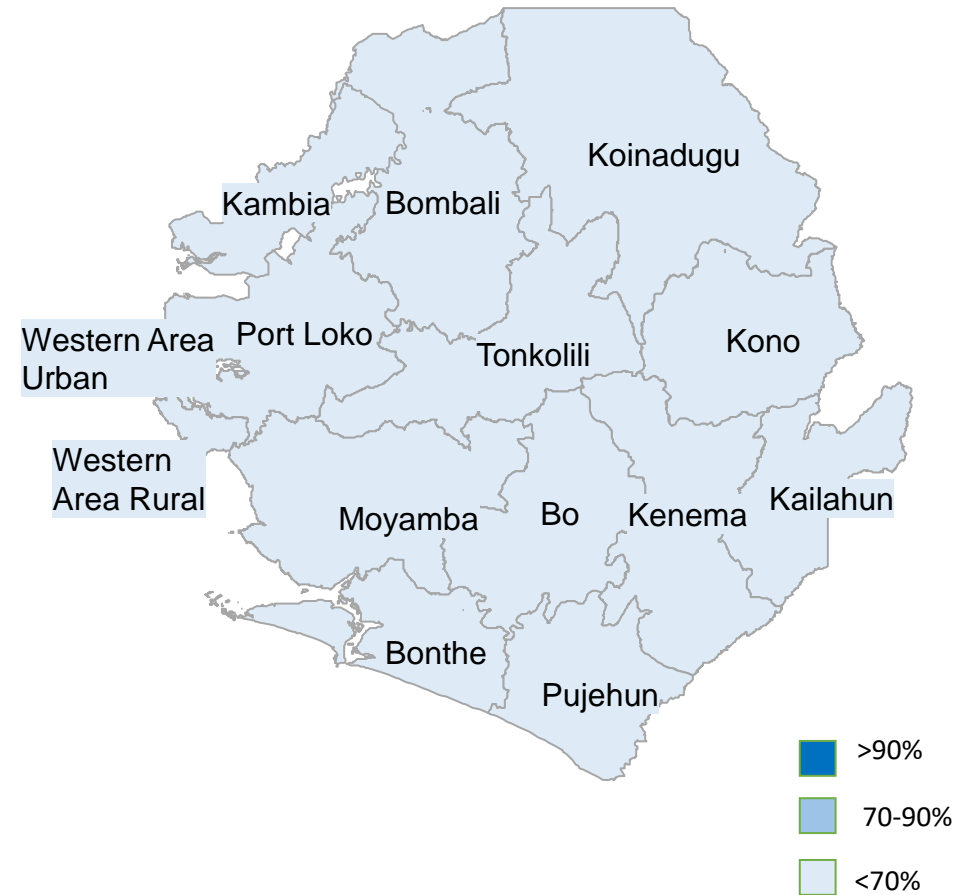
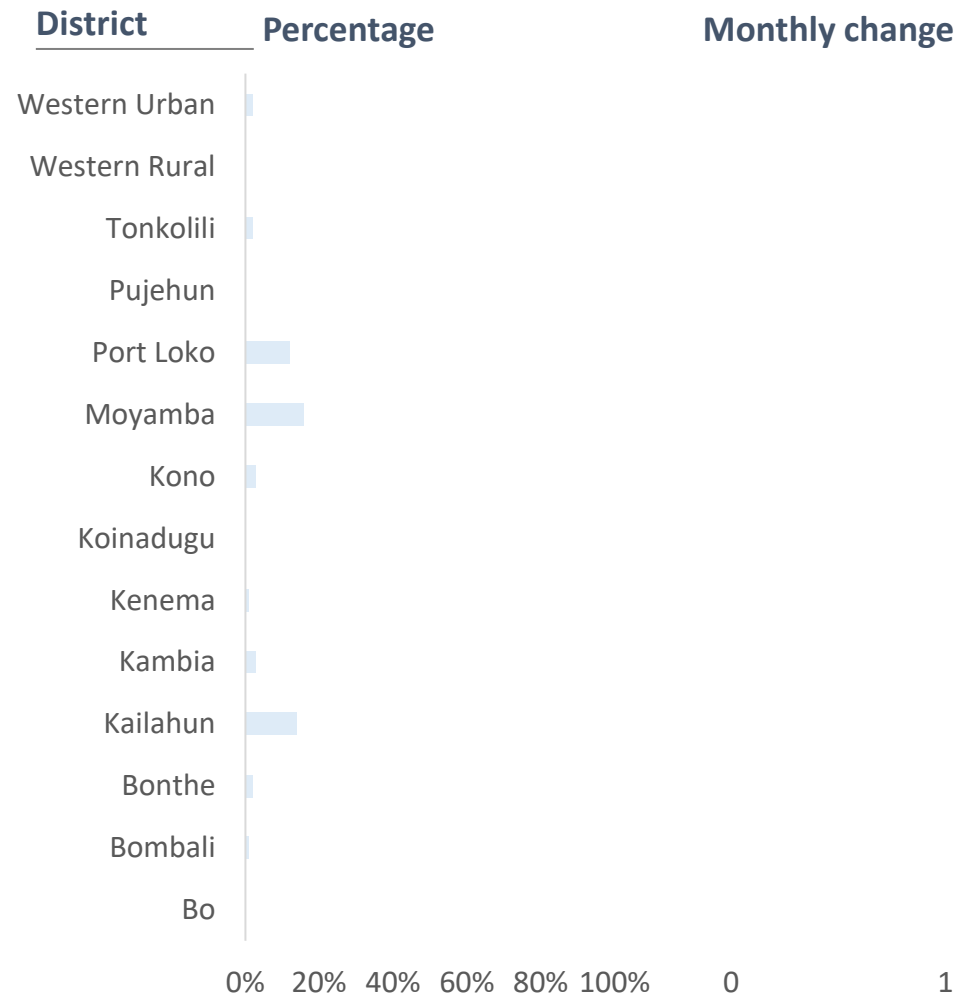
Proportion of pupils who have Pupil Handbooks in observed lessons, October

In October, there should not be any Pupil Handbooks in classrooms as they haven't been delivered yet. There is clearly a misunderstanding by a minority of SSOs about what Pupil Handbooks are.



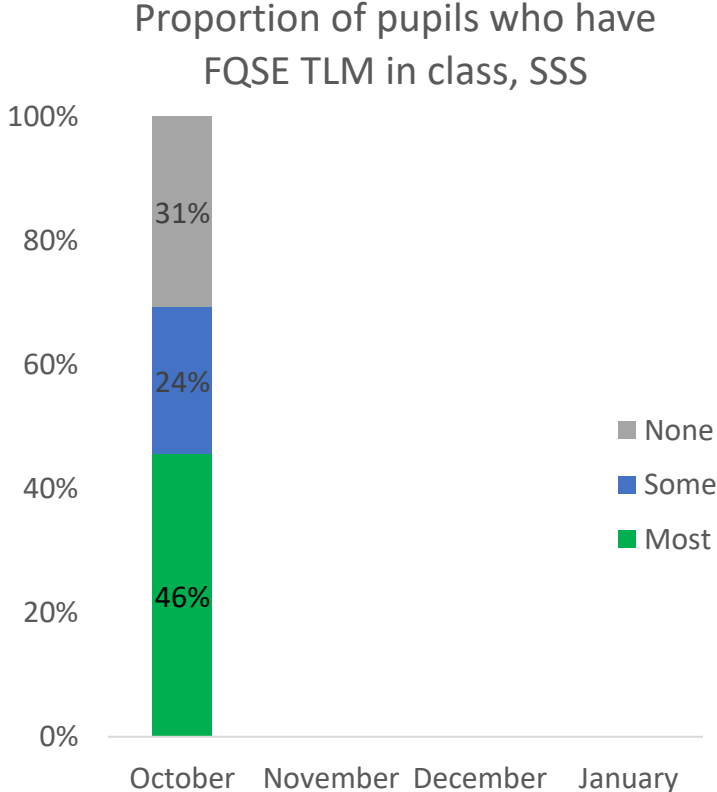
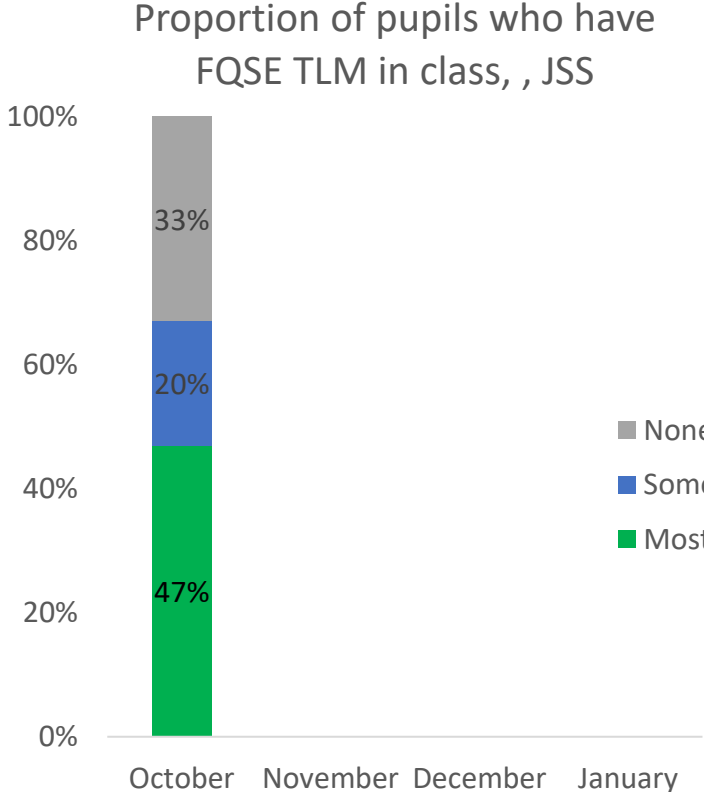
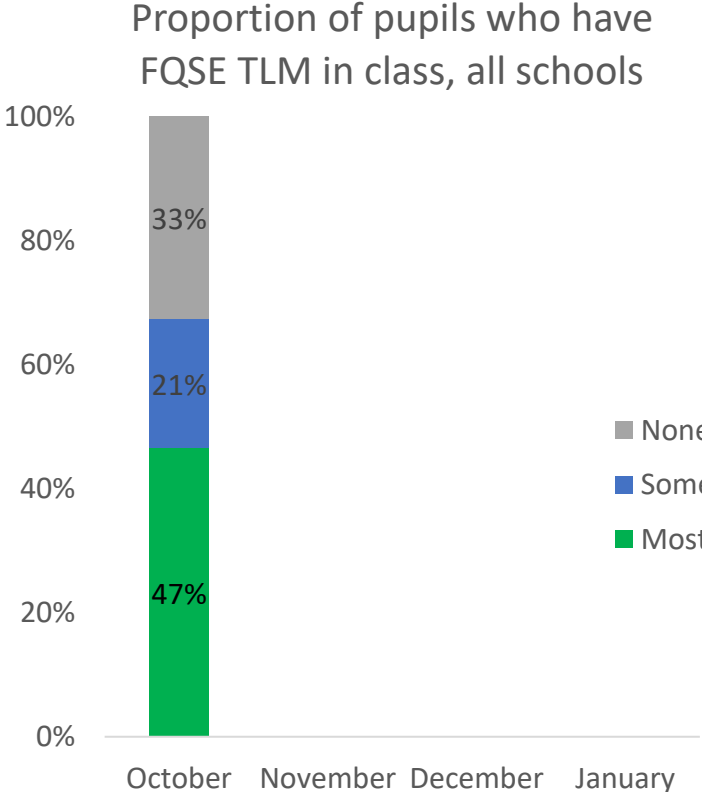
Proportion of JSS and Classrooms where 'most' pupils have pupil handbooks in class

% of lesson observations where 'most' pupils have pupil handbooks



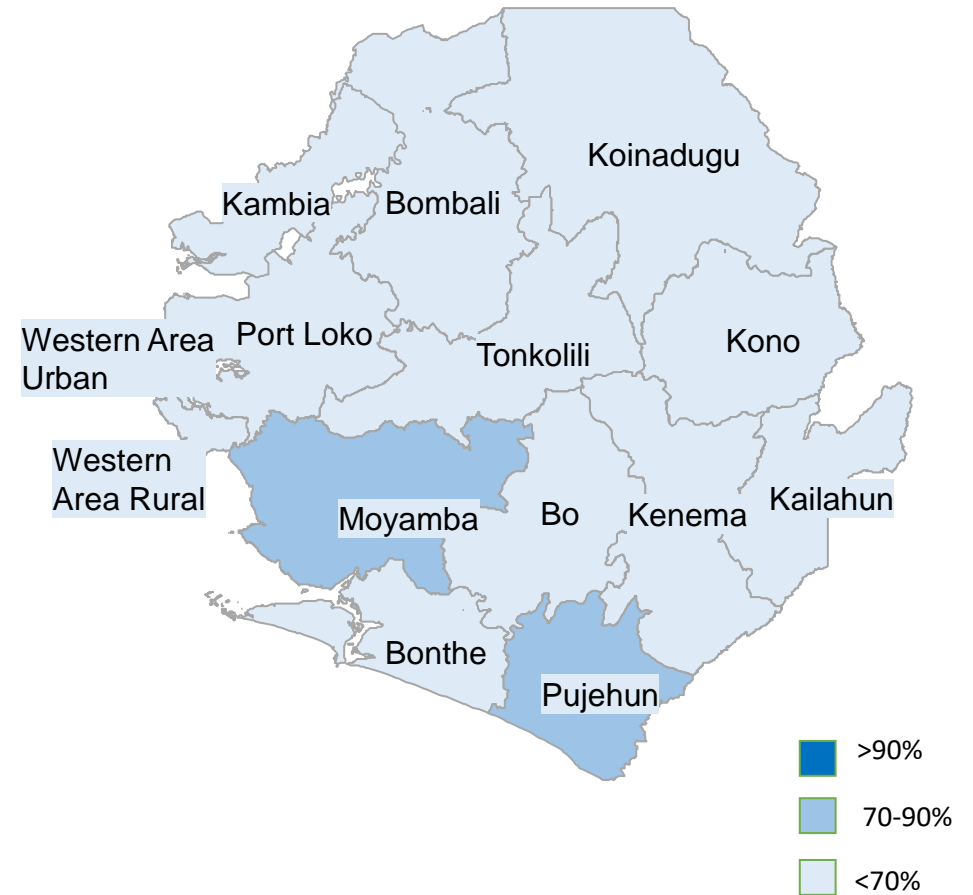
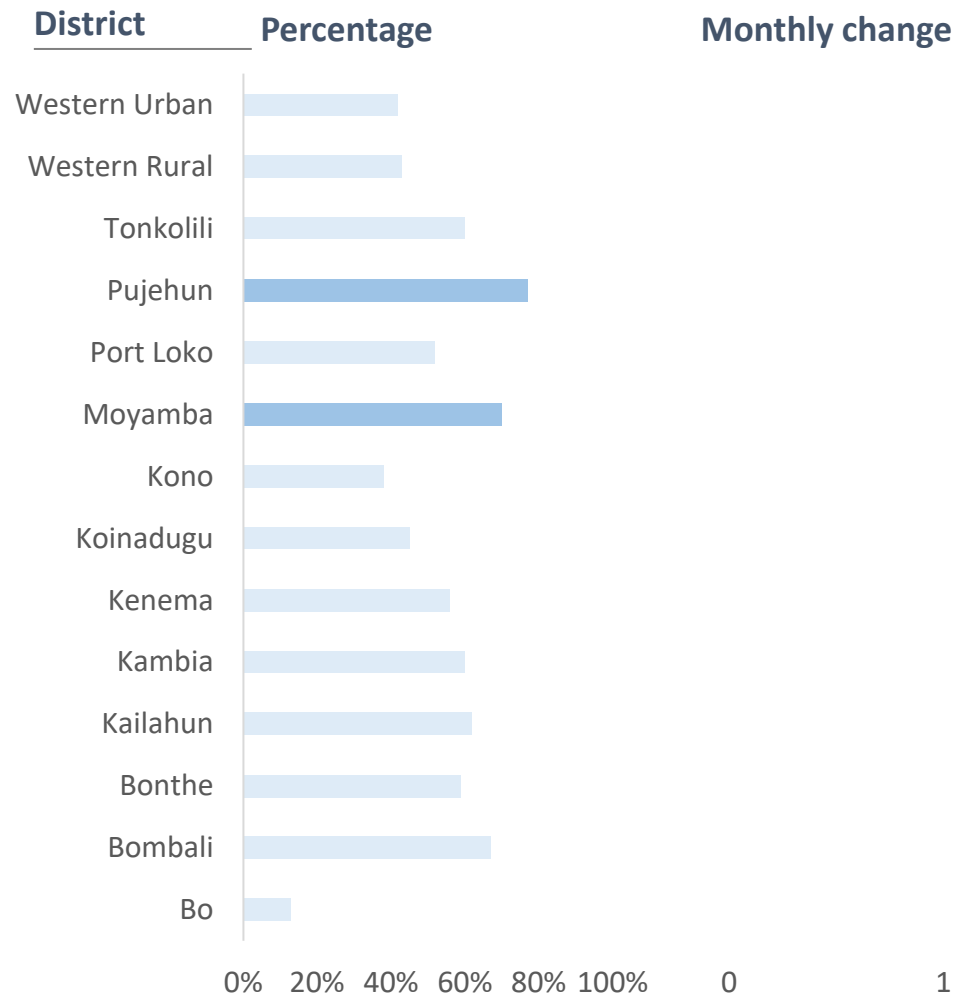
Proportion of pupils who have FQSE teaching and learning materials in class, for October

In October, FQSE teaching and learning materials were seen in two thirds of classrooms with almost half of classrooms having them for 'most pupils'. One third of observations did not find evidence of FQSE TLMs in the classroom.



Proportion of JSS and Classrooms where 'most' pupils have FQSE teaching and learning materials

% of lesson observations where 'most' pupils have pupil handbooks



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Section 7 – Pupil Attendance



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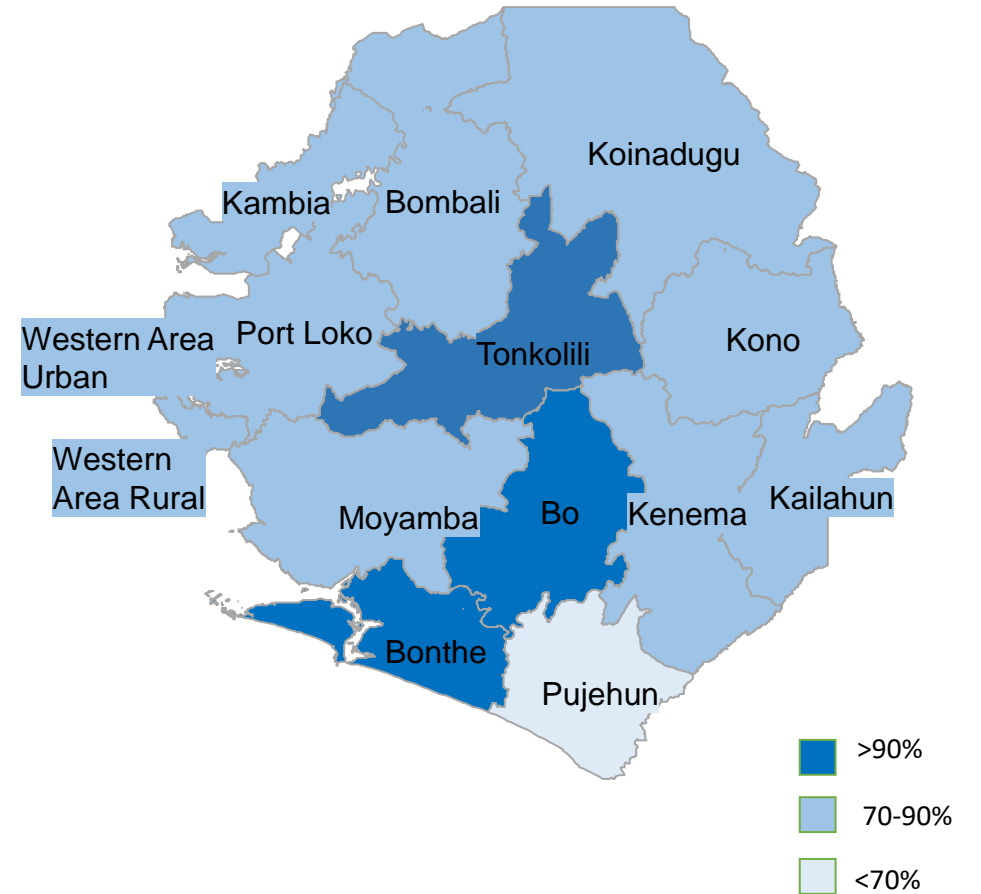
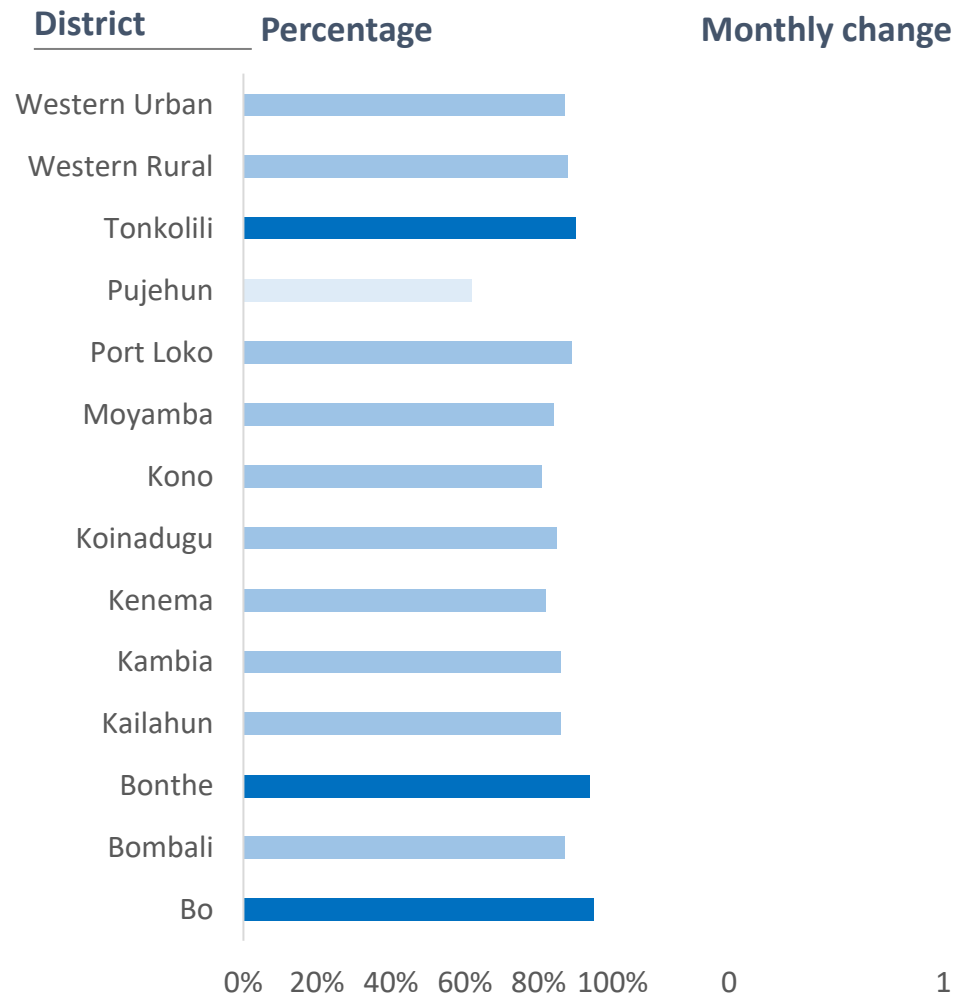
Average combined JSS and SSS classroom attendance, disaggregated by sex for October

Average attendance for JSS and SSS observations saw percentage attendance for girls higher than for boys. However, as boys enrolment is higher than girls, the number of boys in classes observed still outnumbered girls on average.



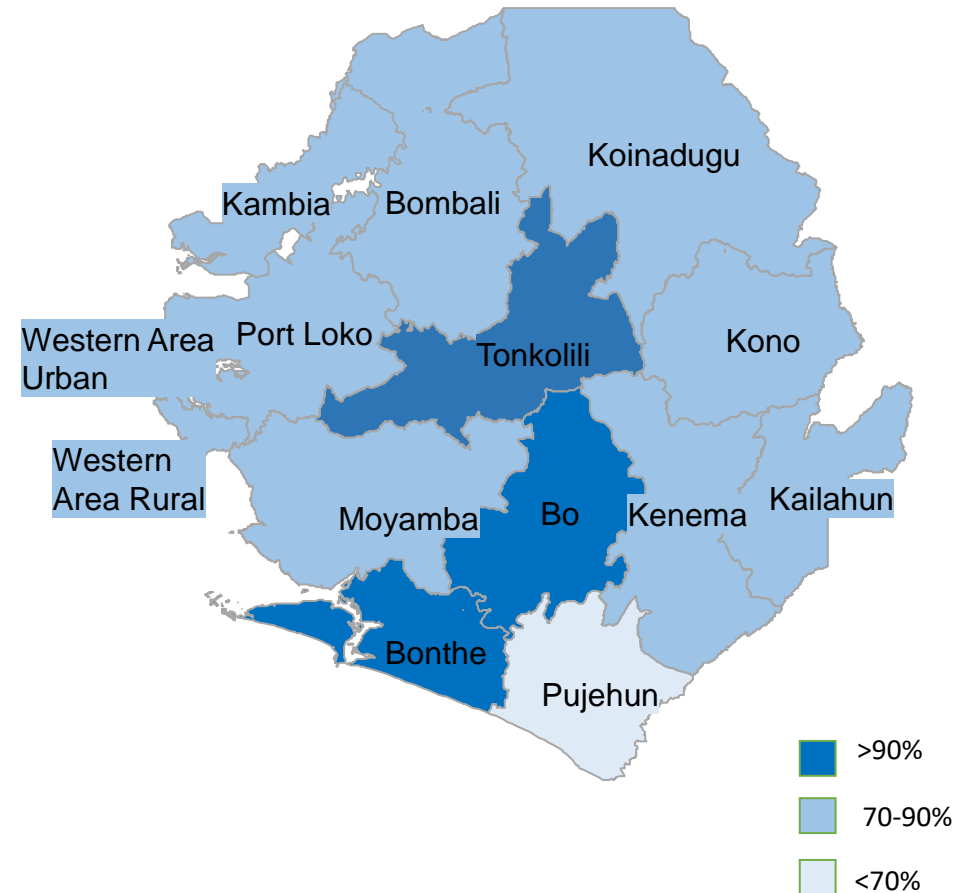
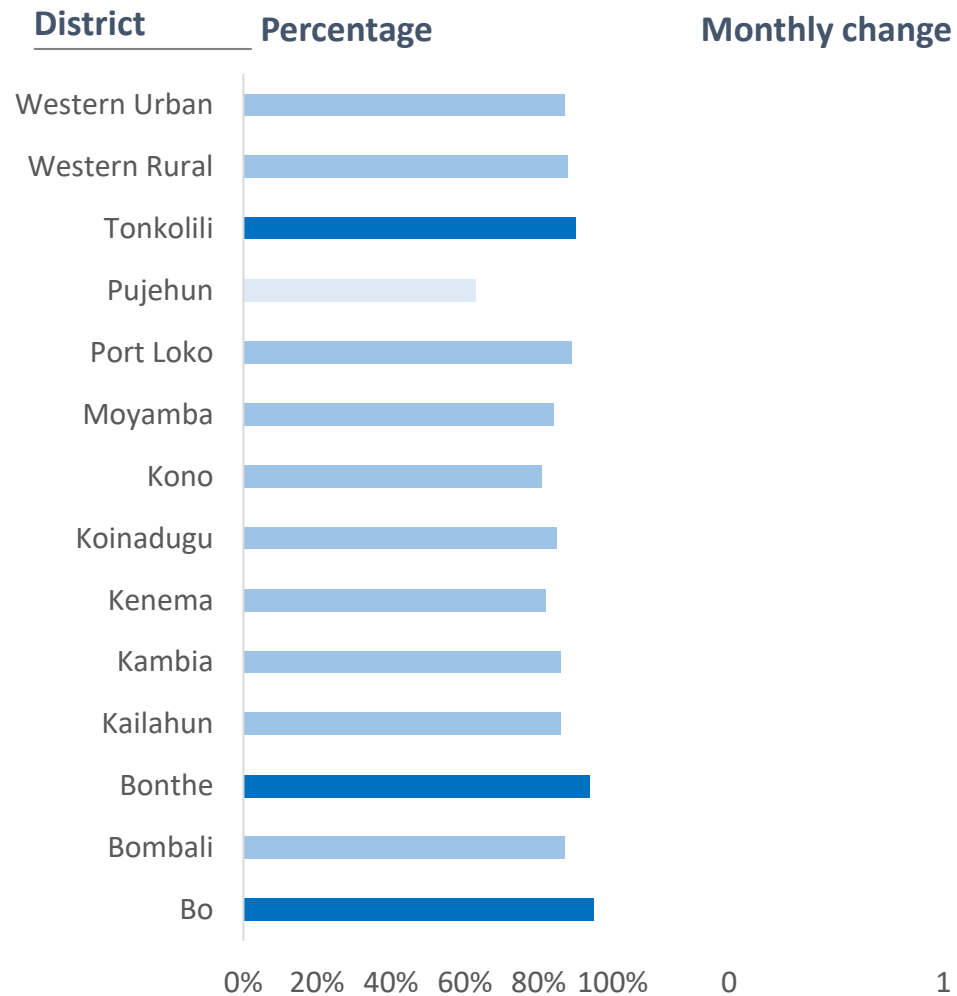
Average attendance in JSS Classrooms, both sexes by district in October

Average attendance (% of enrolled) in JSS classrooms, both sexes combined



Average attendance in SSS Classrooms, both sexes by district in October

Average attendance (% of enrolled) in SSS classrooms, both sexes combined



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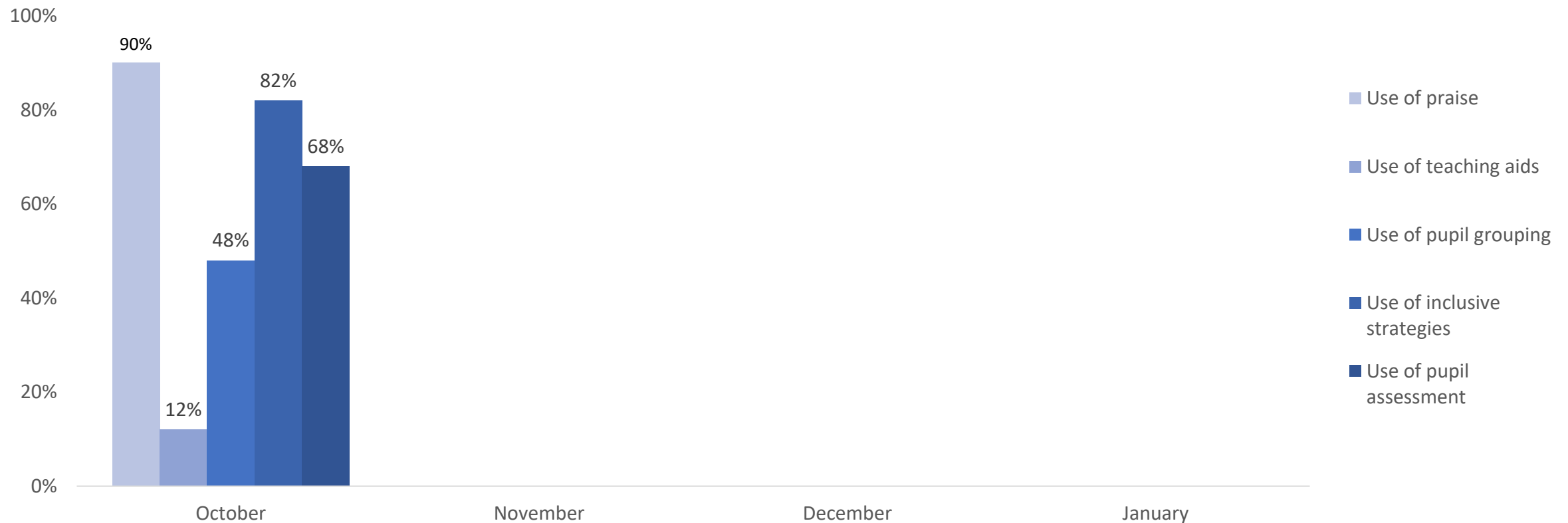
Section 8 – Pedagogy



Use of pedagogical strategies in observed JSS and SSS classrooms, for October

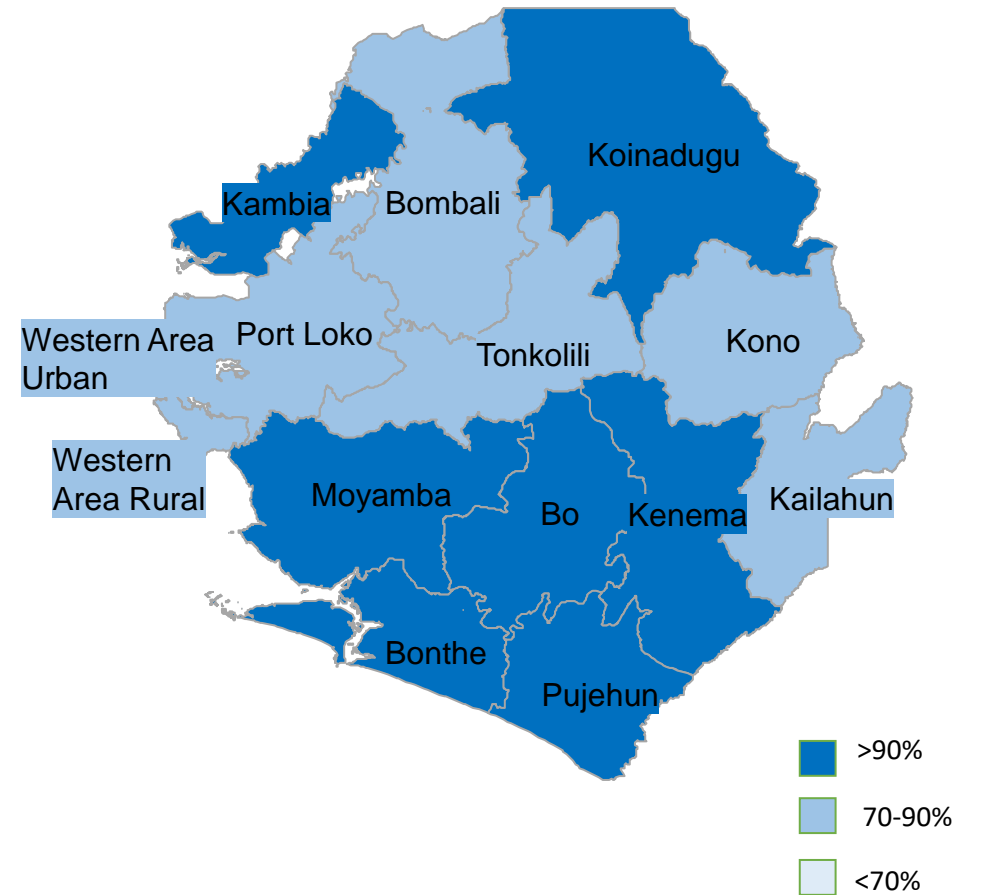
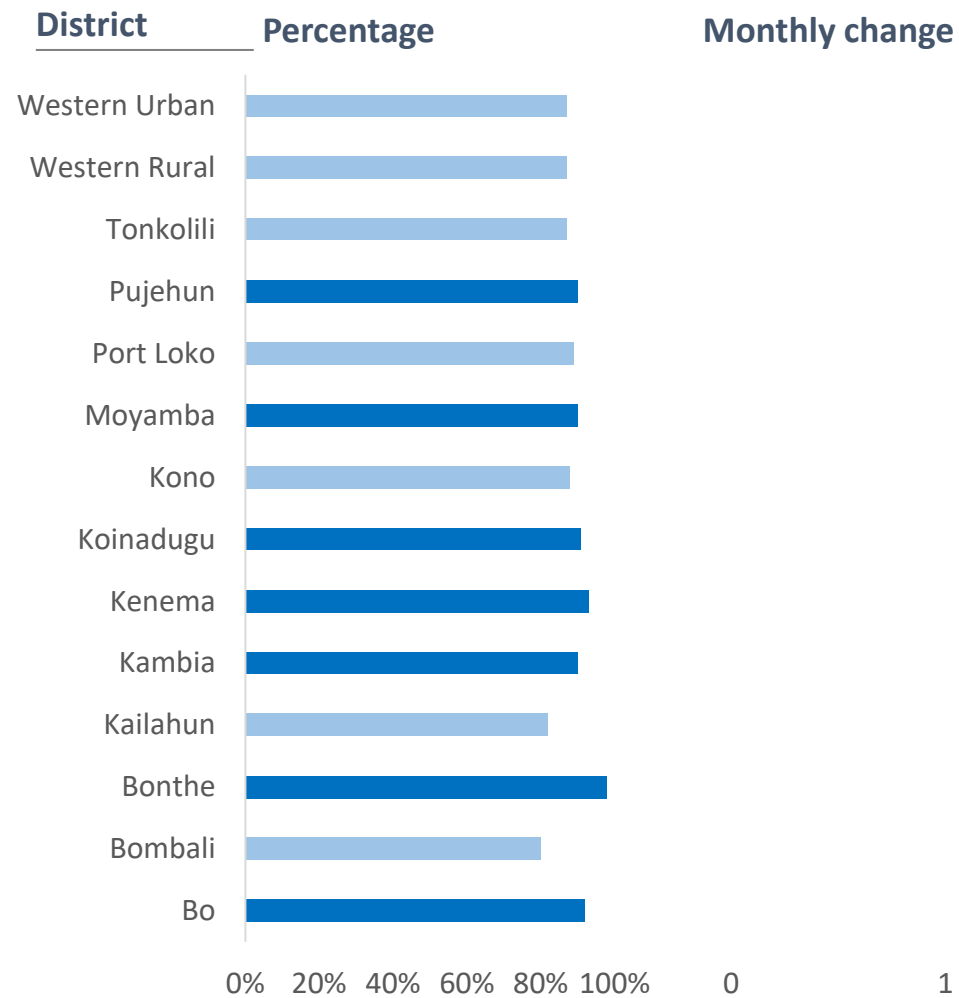
In October, it can be seen that 90% of lessons saw teachers using praise. Other areas are less encouraging, particularly the use of teaching aids (other than a blackboard) which was only observed in barely more than one in ten lessons.

Proportion of lessons where different pedagogical strategies are used



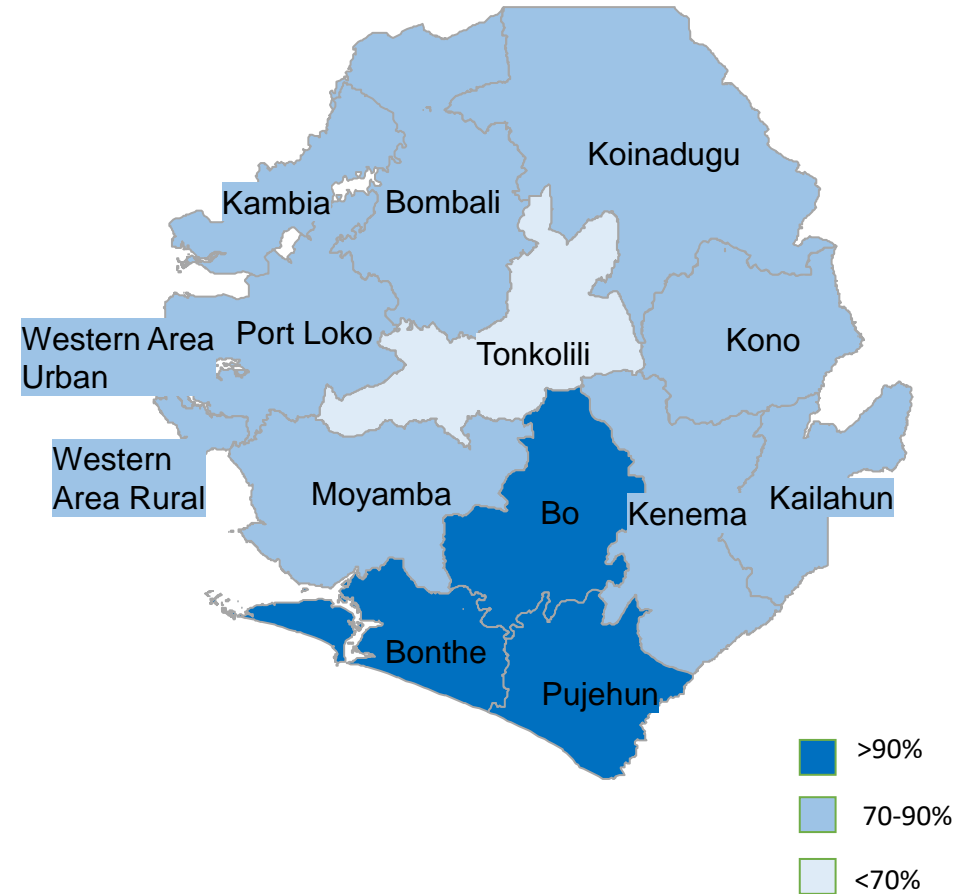
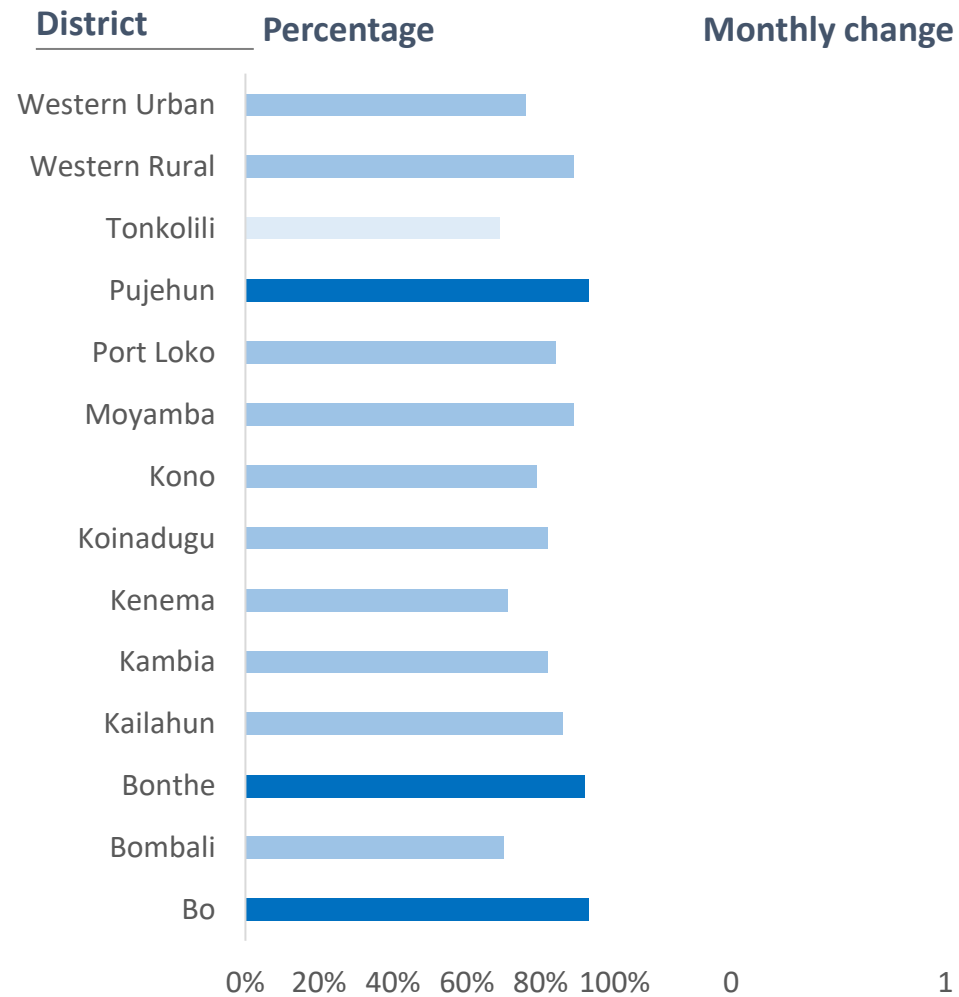
Use of Praise in observed JSS and SSS observations, by District

Proportion of observations where this teaching strategy was observed



Use of inclusive practices in observed JSS and SSS observations, by District

Proportion of observations where this teaching strategy was observed



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Section 6 – Additional useful data



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School and teacher data – LWL focus

Total Schools	7,981
Primary	6,474
Total Schools	7,981
Primary	6,474
JSS	1,155
JSS (non-private) – LWL focus	987
Actual Number of non private JSS Supported this month	843
SSS	352
Total Teachers	58,628
Primary	38,382
JSS	14,329
JSS (non-private) – LWL focus (English & Maths teachers)	4,800
Number of JSS teachers reached this month	2,821
SSS	5,917
SSS (non-private) – LWL focus (English & Maths teachers)	TBD
Number of SSS teachers reached this month	716