

# Leh Wi Lan

Improving Secondary Education in Sierra Leone

## Monthly School Monitoring Dashboard Report

April 2019



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## Section 1 – Executive Summary



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Ministry of Education, Science  
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# Monthly highlights

## Highlights

- This is the third month where we have had access to a real-time online dashboard. This is available at <https://reporting.lehwilan.org/> now with upgrades aimed at optimizing download speeds in more remote locations.
- Lesson observations were limited this month due to school factors (exams and school holidays) and programme factors (SSO professional development week)
- Key observations related to school visits are:
  - Pupil handbooks use in class continues to increase
  - Lesson plan presence in classroom continues to be high
  - Although effective use of lesson plans continues to remain around the 80% mark, the majority of lesson observations scoring 2 or lower were seen in JSS1 lessons this month. It will need to be seen if this trend continues and whether JSS1 teachers might need some specific support.
- There are some notable variations in performance at district level, with some districts performing very strongly in a number of indicators, while others were much weaker – some of these differences are outlined on the next slide

## Areas needing improvement

- The main area needing improvement is the number of observations being done by SSOs, and in turn the proportion of teachers and schools visited – but the reduction this month is largely due to factors external to SSO performance
- There is still a need for improvement on effective use of lesson plans with approximately 25-30% of teachers still scoring 1 or 2 in LPM usage – this is now largely unchanged for several months.
- Attendance slipped a little this month compared to recent months in JSS (though improved for SSS)

# Monthly highlights – by district

District	Strong performance	Areas for Improvement
Bo	<ul style="list-style-type: none"> <li>80% of SSS lessons observed scored a 3 or 4 on effective LPM use</li> </ul>	<ul style="list-style-type: none"> <li>Only 49% of lessons saw most pupils with FQSE teaching and learning materials</li> </ul>
Bombali	<ul style="list-style-type: none"> <li>100% of SSS lessons observed scored a 3 or 4 on effective LPM use</li> </ul>	<ul style="list-style-type: none"> <li>Only 5% of JSS English and Maths teachers were observed this month</li> </ul>
Bonthe	<ul style="list-style-type: none"> <li>Average classroom attendance for JSS was 90%</li> </ul>	<ul style="list-style-type: none"> <li>Only 36% of SSS lessons observed scored a 3 or 4 on effective LPM use</li> </ul>
Falaba	<ul style="list-style-type: none"> <li>84% of schools visited for observations despite limited available time in April</li> </ul>	<ul style="list-style-type: none"> <li>Average classroom attendance for JSS was only 66%</li> </ul>
Kailahun	<ul style="list-style-type: none"> <li>Average attendance in both JSS and SSS was over 80%</li> </ul>	<ul style="list-style-type: none"> <li>Only 60% of SSS lessons observed scored a 3 or 4 on effective LPM use</li> </ul>
Kambia	<ul style="list-style-type: none"> <li>100% of JSS lesson observed scored a 3 or a 4 on effective LPM use</li> </ul>	<ul style="list-style-type: none"> <li>Only 2% of schools visited for observations this month</li> </ul>
Karene	<ul style="list-style-type: none"> <li>100% of SSS lessons observed scored a 3 or 4 on effective LPM use</li> </ul>	<ul style="list-style-type: none"> <li>Only 43% of JSS lessons observed scored a 3 or 4 on effective LPM use</li> </ul>
Kenema	<ul style="list-style-type: none"> <li>Average classroom attendance for SSS was 84%</li> </ul>	<ul style="list-style-type: none"> <li>Only 31% of SSS lessons observed scored a 3 or 4 on effective LPM use</li> </ul>
Koinadugu	<ul style="list-style-type: none"> <li>In 75% of classes observed most pupils had pupil handbooks</li> </ul>	<ul style="list-style-type: none"> <li>Only 11% of English and Maths teachers were observed this month</li> </ul>
Kono	<ul style="list-style-type: none"> <li>100% of SSS lessons observed scored a 3 or 4 on effective LPM use</li> </ul>	<ul style="list-style-type: none"> <li>Only 8% of schools visited for observations this month</li> </ul>
Moyamba	<ul style="list-style-type: none"> <li>92% of JSS lessons observed scored a 3 or 4 on effective LPM use</li> </ul>	<ul style="list-style-type: none"> <li>Only 10% of schools visited for observations this month</li> </ul>
Port Loko	<ul style="list-style-type: none"> <li>93% of JSS lessons observed scored a 3 or 4 on effective LPM use</li> </ul>	<ul style="list-style-type: none"> <li>Only 5% of schools visited for observations this month</li> </ul>
Pujehun	<ul style="list-style-type: none"> <li>In 86% of classes observed most pupils had pupil handbooks</li> </ul>	<ul style="list-style-type: none"> <li>Only 7% of English and Maths teachers were observed this month</li> </ul>
Tonkolili	<ul style="list-style-type: none"> <li>95% of JSS lessons observed scored a 3 or 4 on effective LPM use</li> </ul>	<ul style="list-style-type: none"> <li>Only 26% of schools visited for observations this month</li> </ul>
Western Rural	<ul style="list-style-type: none"> <li>91 Exam alignment reviews completed this month</li> </ul>	<ul style="list-style-type: none"> <li>No schools visited for observations this month (exam alignment review visits only)</li> </ul>
Western Urban	<ul style="list-style-type: none"> <li>DEO Meeting held again – good progress after slow start</li> </ul>	<ul style="list-style-type: none"> <li>Only 10% of JSS English and Maths teachers were observed this month</li> </ul>

# Dashboard related issues

## Key issues this month

- This month the low number of observations (due to exams and school closures) means that for some districts the data is based on very few observations (especially for SSS), therefore some more extreme results (positive or negative) need treating with caution.
- This is the third report since the completion of the real-time online dashboard. To promote awareness and use of these, we have replaced some charts with screenshots taken directly from the dashboards.
- We have used some of the data from the dashboard in this report, but very little. This report is aimed to enhance rather than duplicate the work of the dashboard. While you can filter the dashboard in real time by location, subject or grade this reporting focuses on doing three other things:
  - Providing comparison over time – to track month on month change
  - Providing maps to show monthly district comparison at a glance
  - Providing some basic analysis and commentary on the data
- The dashboard is available at <https://reporting.lehwilan.org/> and has been optimized for faster downloads in districts.
- This month we updated the number of non-private schools used in the analysis based on the data from the recently finalized 2018 Annual School Census. The increase in the number of schools will lead to lower percentage coverage figures.

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## Section 1 – DEO Monthly Meetings



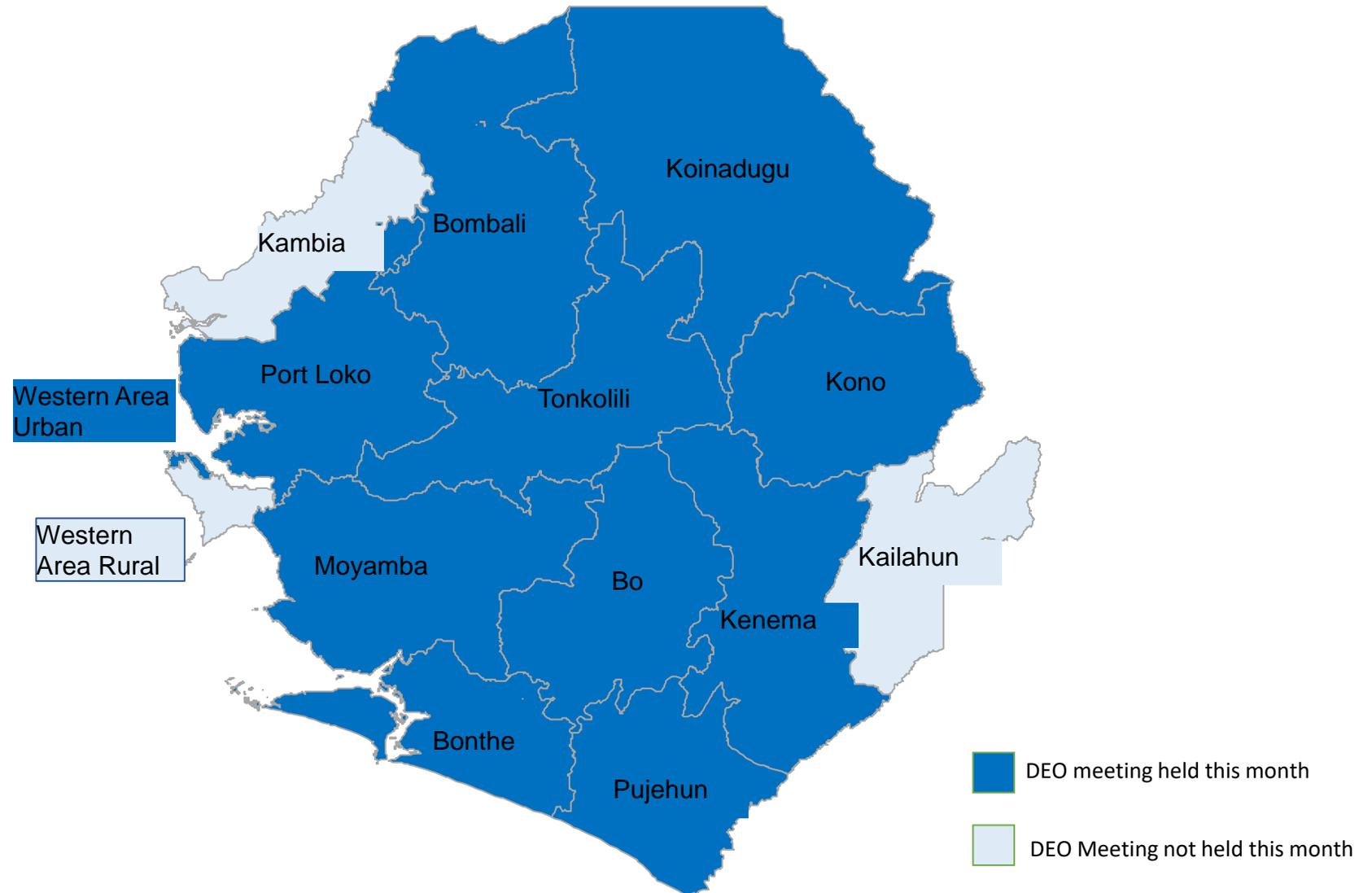
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# DEO Monthly Meeting

Eleven districts held monthly meetings reinforcing the fact that the majority of districts now hold a regular performance management meeting.

The focus is now on improving the quality of these meetings and linking them to the reviewing the progress of district implementation plans.



	Jan	Feb	Mar	April
Districts holding Monthly meetings	13	0	14	11
Districts not holding Monthly meetings	1	14	0	3

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## Section 2 – SSO observations recorded on Tangerine



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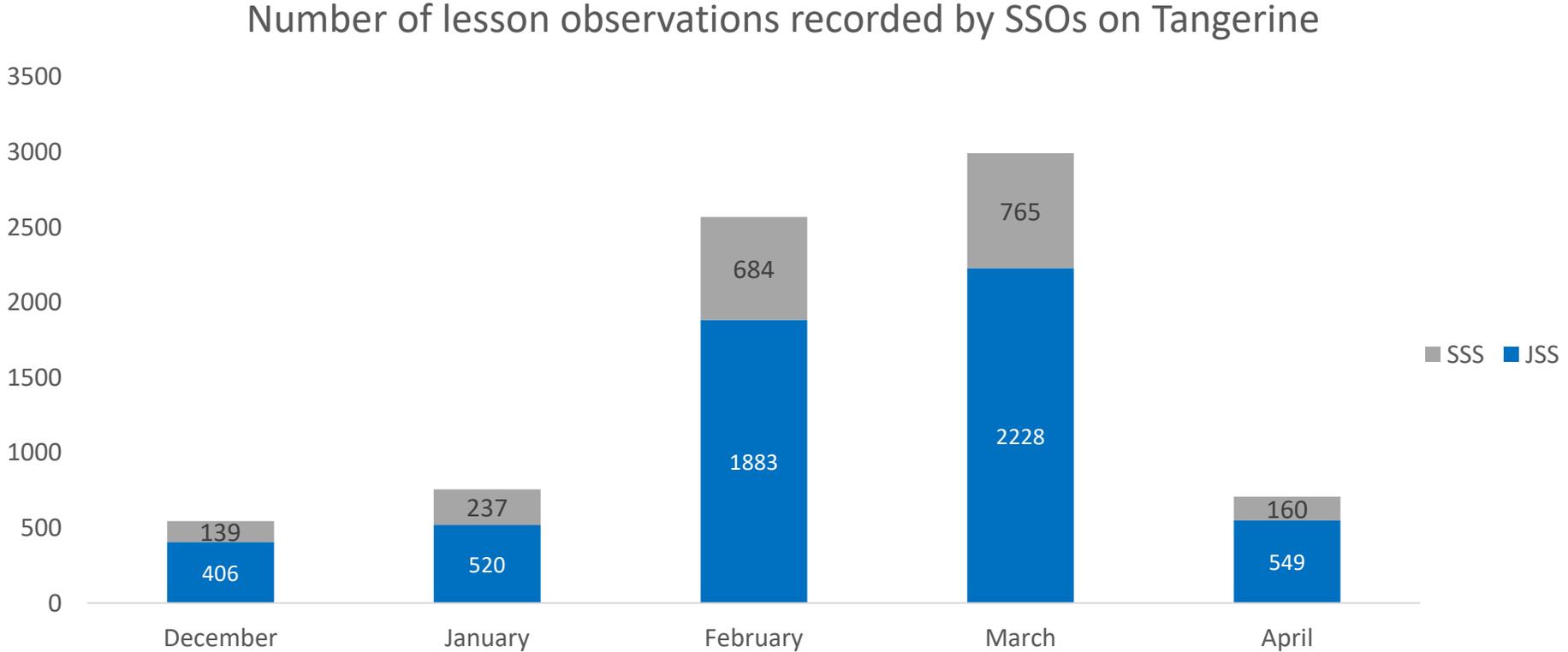


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# SSO classroom observations recorded on Tangerine, April

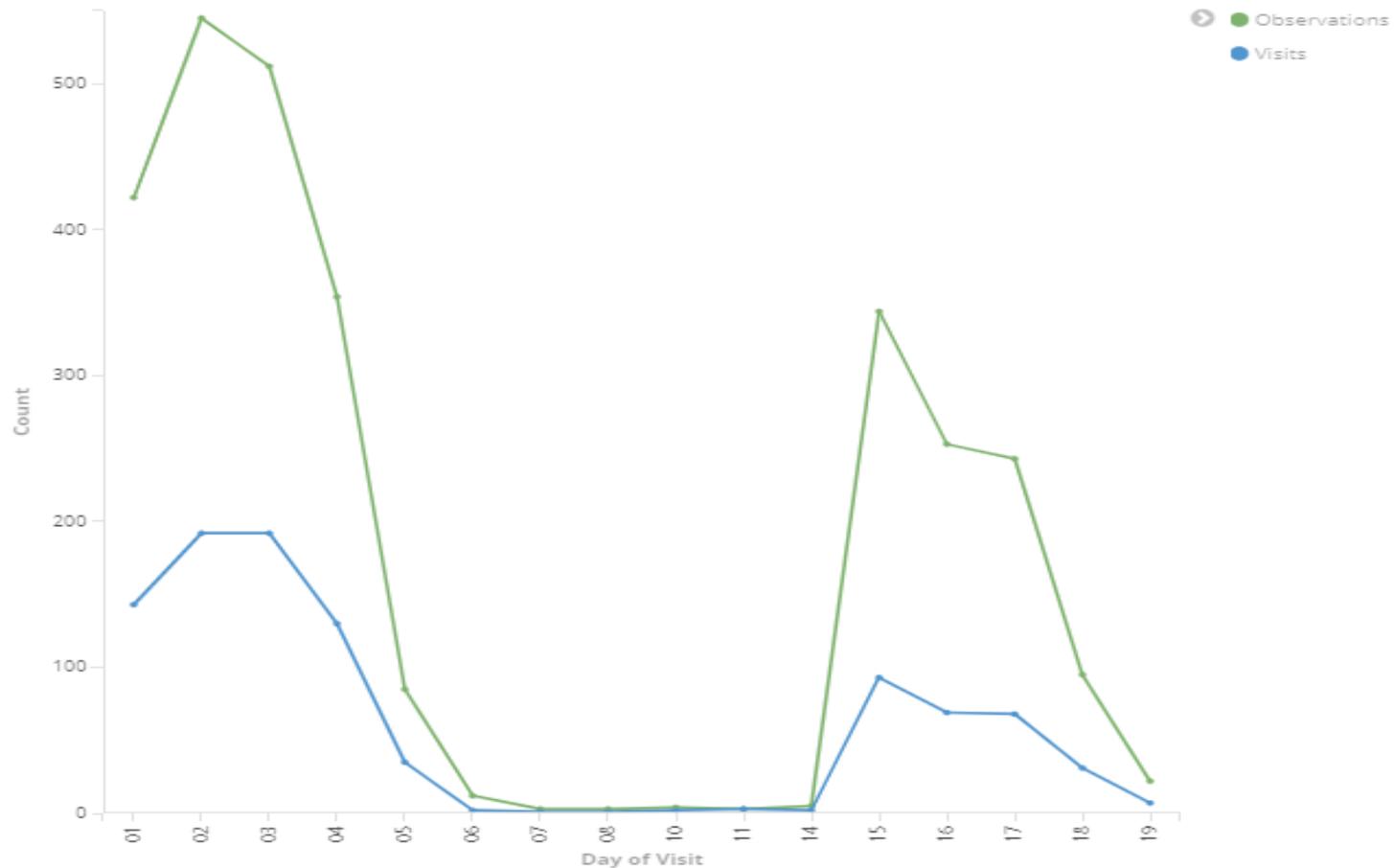
In April, exams took priority and so the number of observations dropped to a level similar to December.



# SSO classroom observations recorded on Tangerine, April

The only 'normal' month for observations was the first week of April. After that SSO Professional Development, examinations and school holidays limited the opportunity for lesson observations.

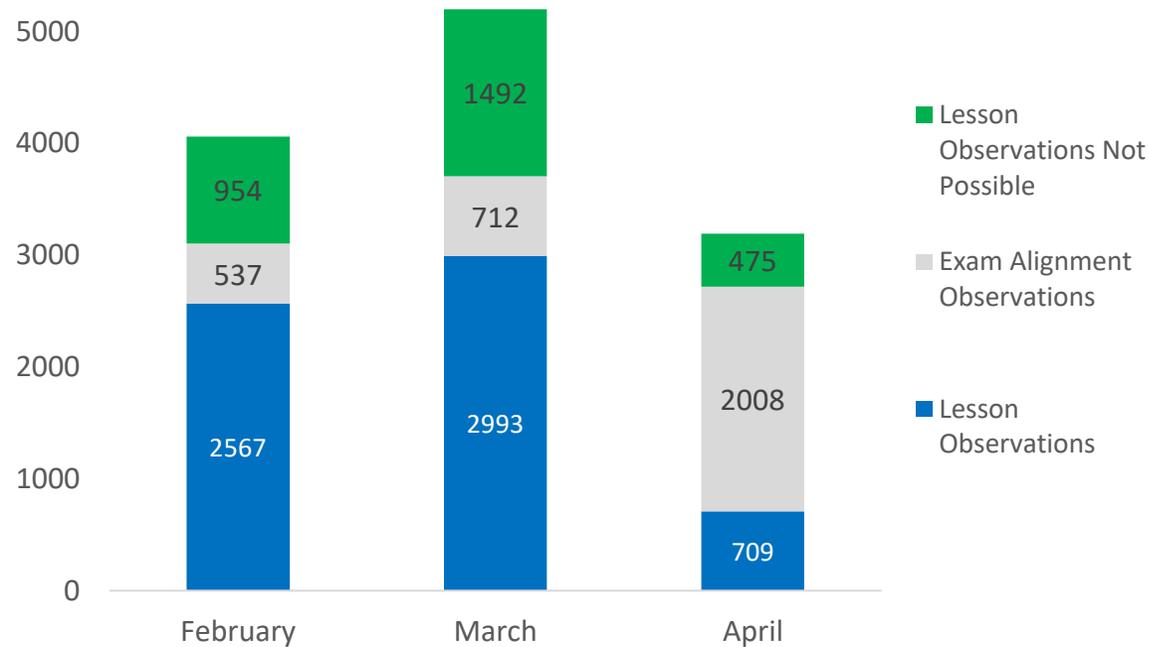
Daily School Visits and Observations



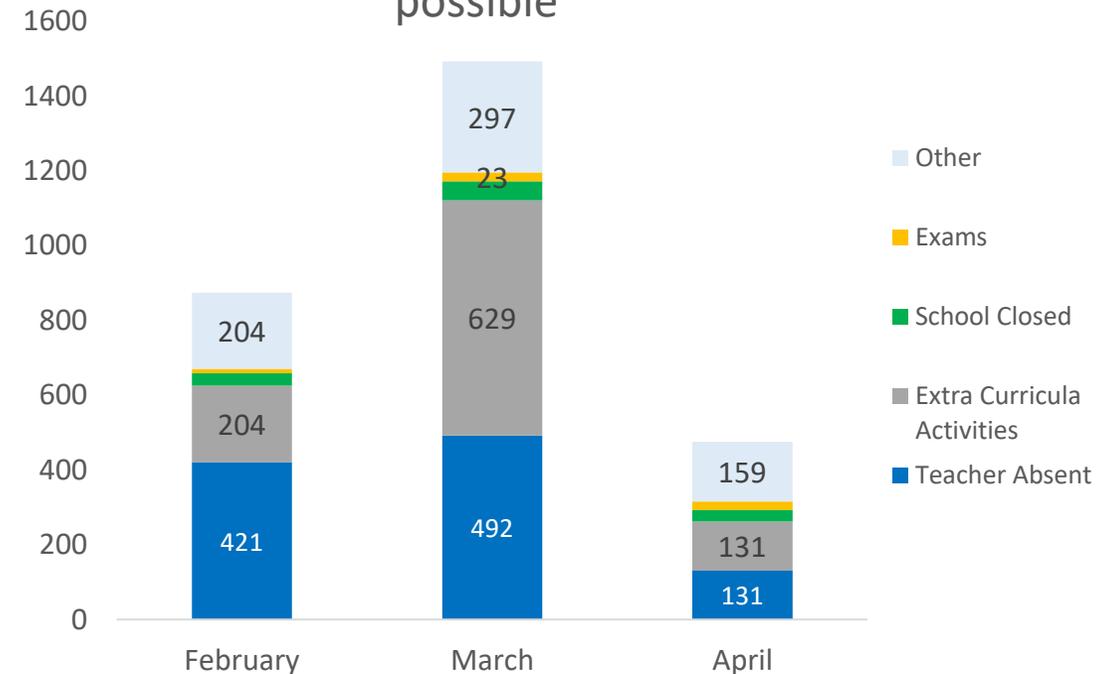
# All SSO activity recorded on Tangerine, April

The number of recorded activity dropped back to 3,000 this month, due to SSO professional development week and school holidays. Exam alignment reviews dominated after the first week as most schools were in exam mode, limiting the opportunity for observations.

Number of all types of observations recorded



Reasons for lesson observations not being possible



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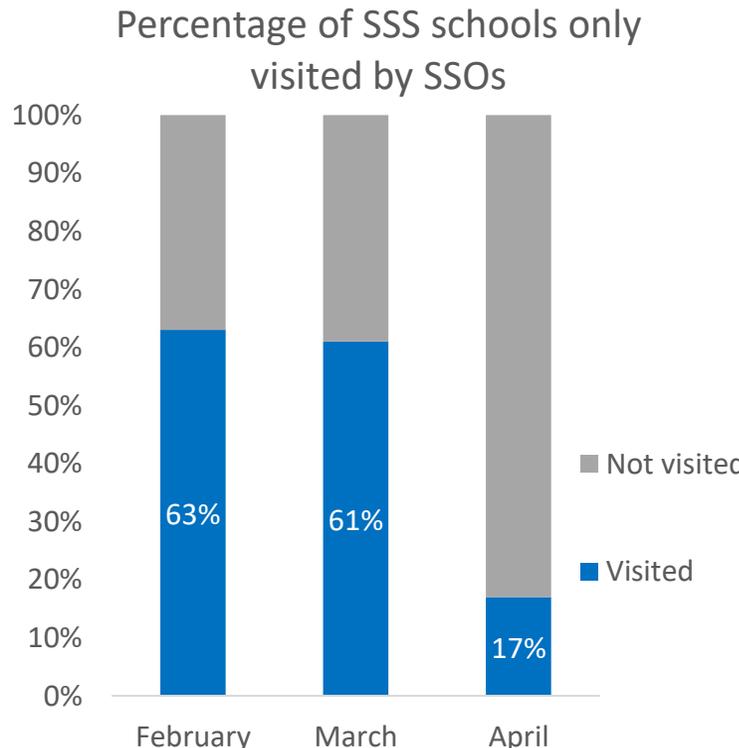
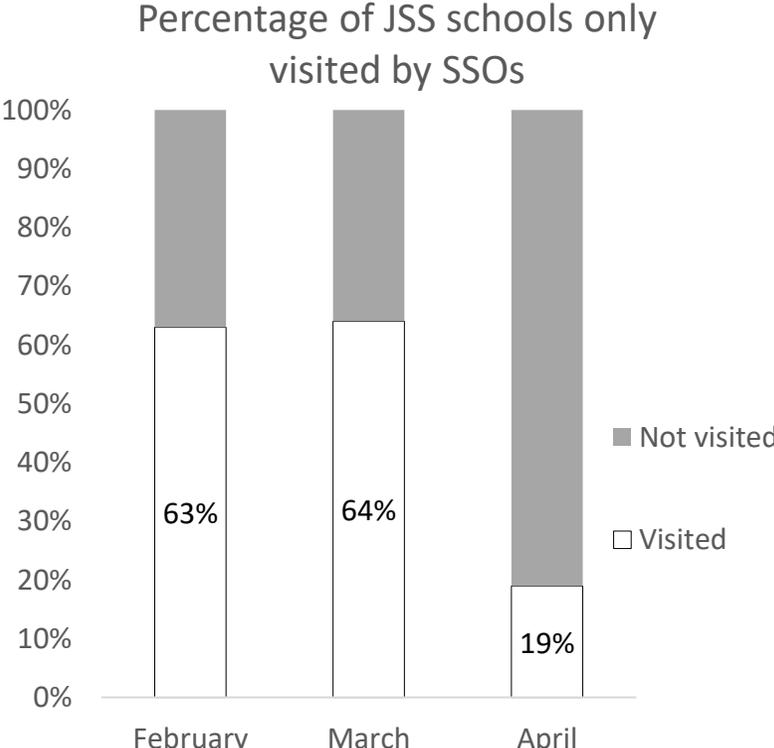
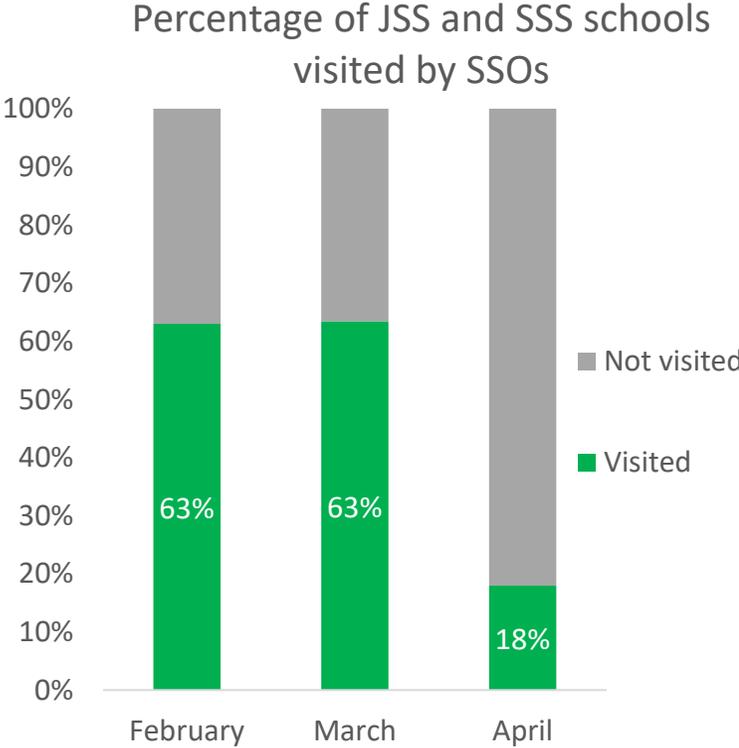
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## Section 3 – SSO visits to schools



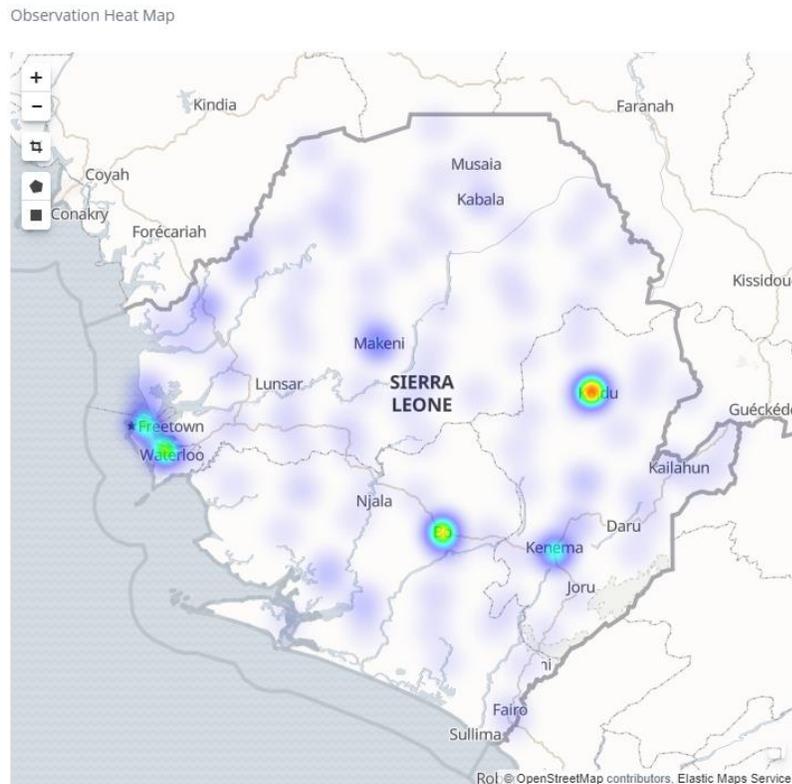
# SSO visits to JS and SS Schools for Observations, April

Due to the low number of observations possible this month, for reasons outlined earlier, the number of schools receiving classroom observations dropped significantly this month, as would be expected. **April is also the first month we have updated the school list with ASC 2018 data, which saw a large increase in school numbers, which accounts for some of the fall in comparison with previous months.**

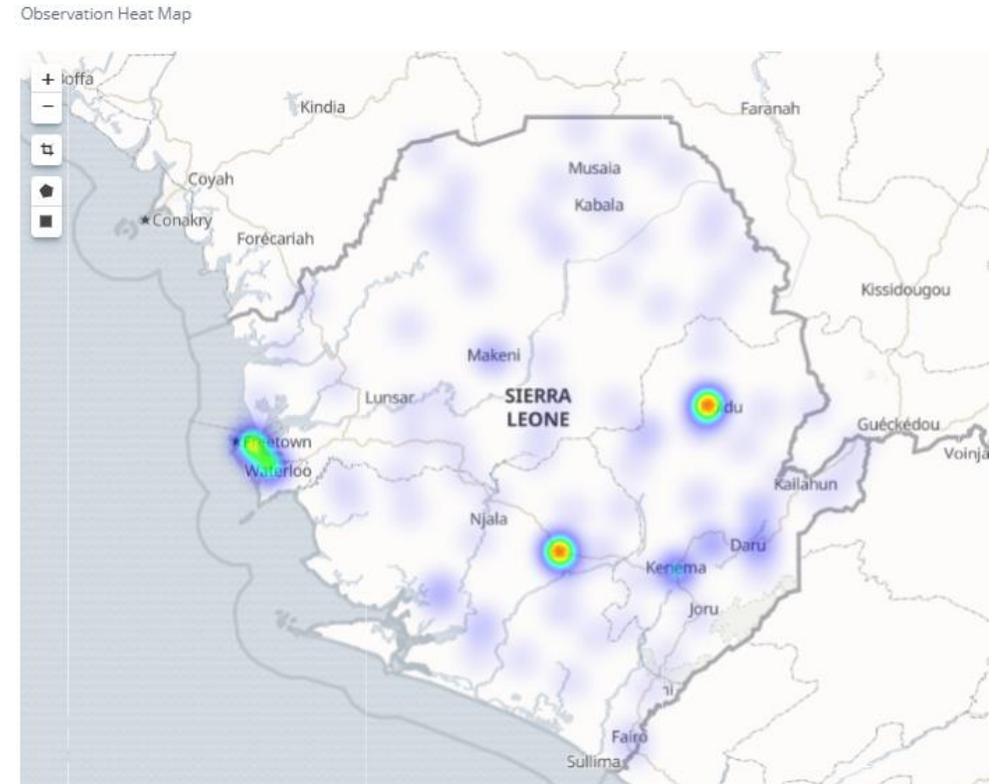


# Observation heat map

From the heat map it can be seen that more areas of the country were less fully visited in April



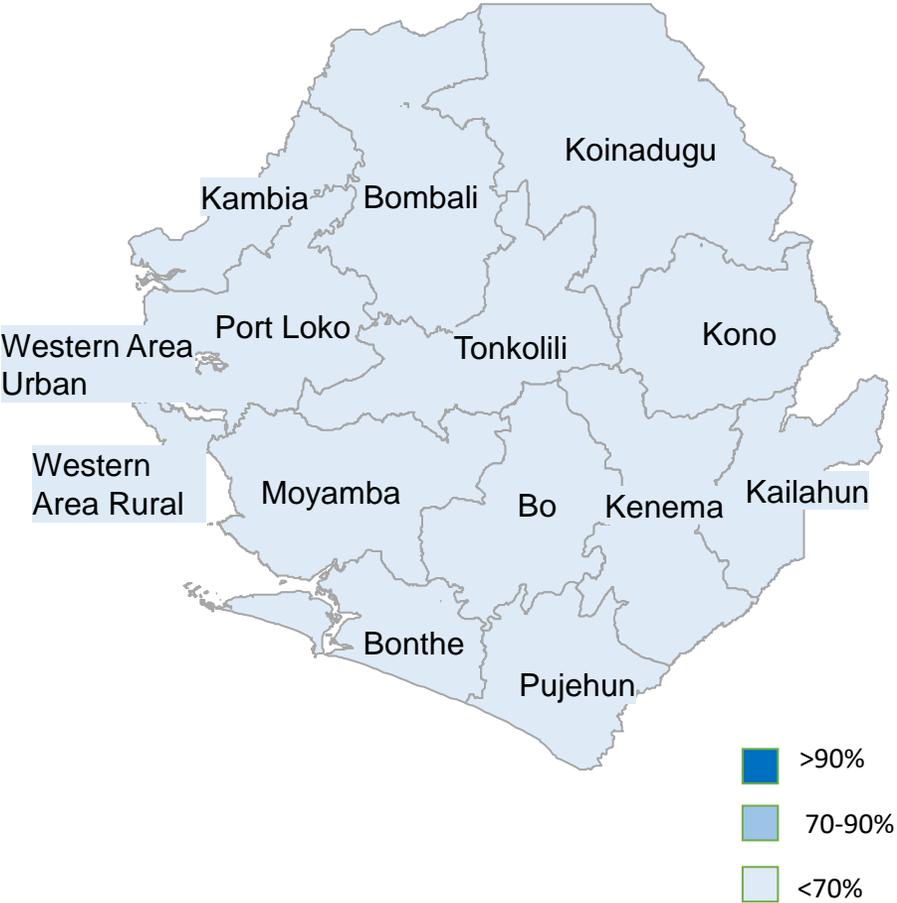
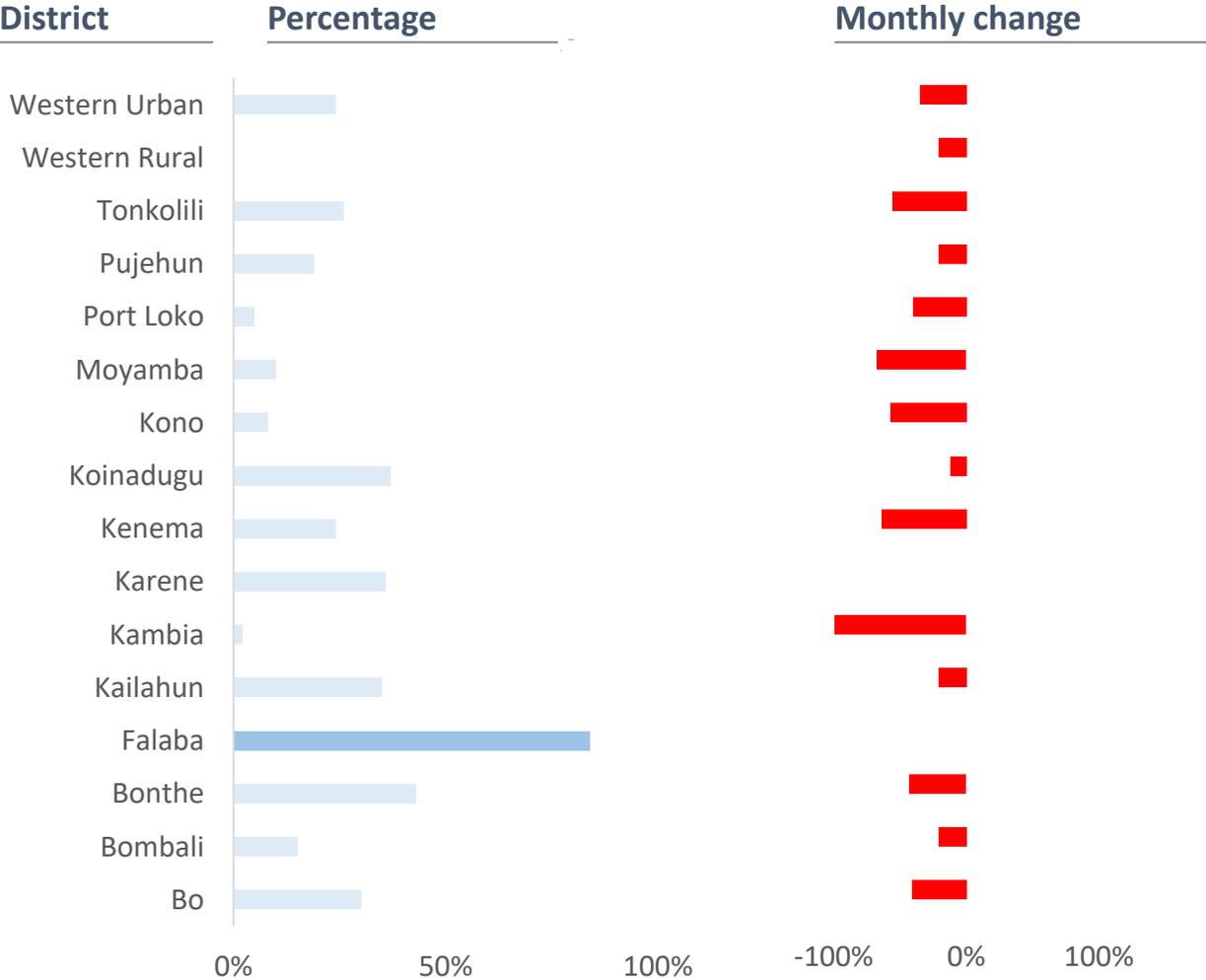
**March**



**April**

# JS and SS schools visited by SSOs, by District, for March

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



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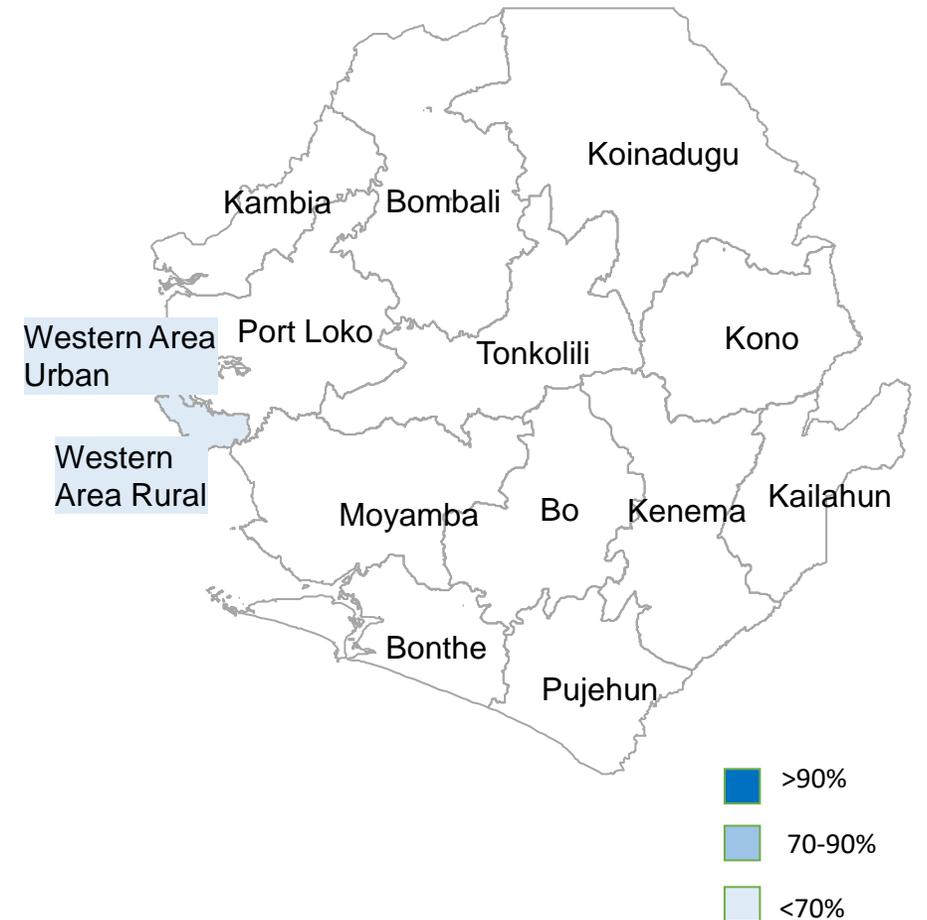
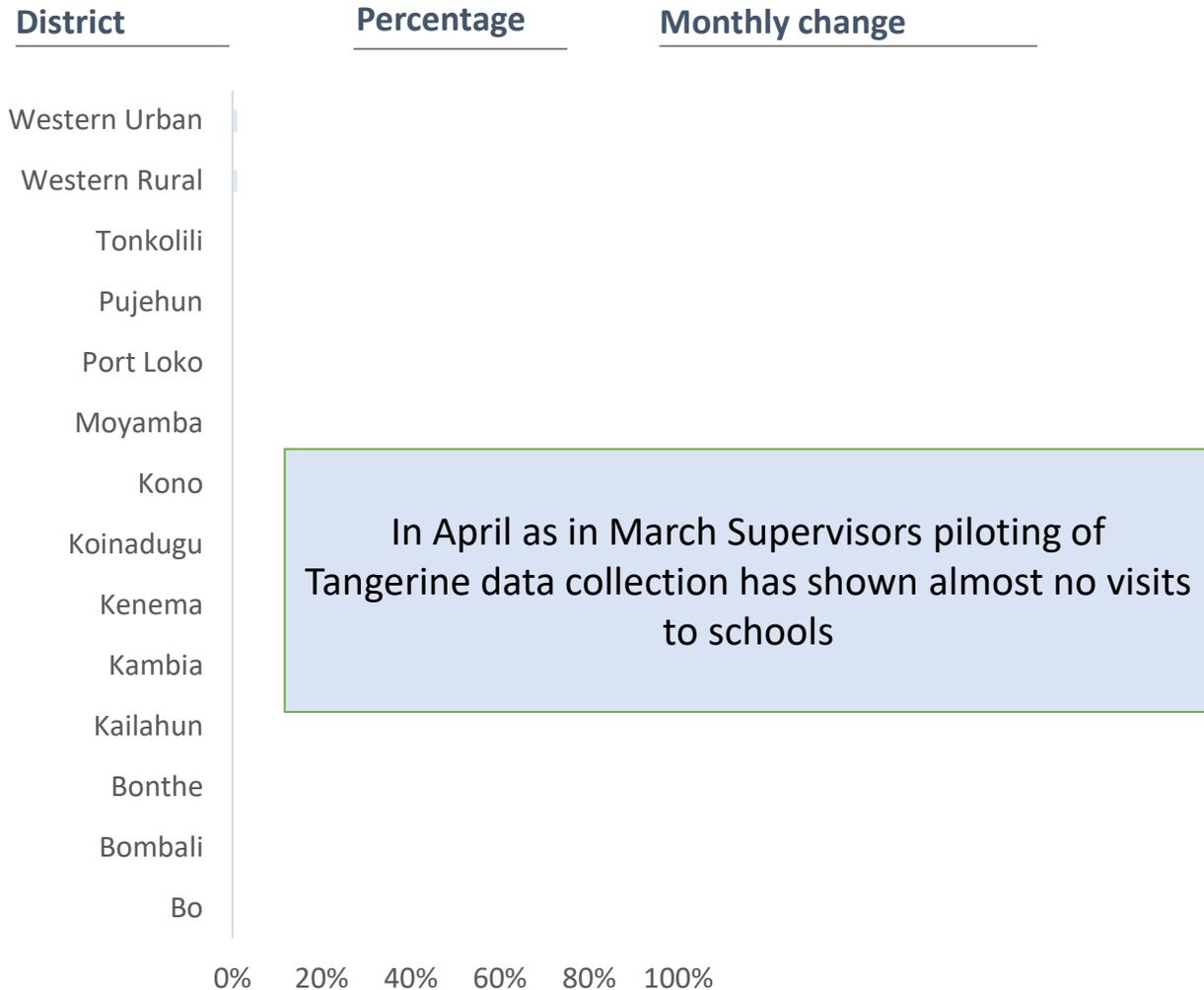
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## Section 4 – Supervisor visits to schools



# Percentage of JSS schools visited by supervisors, by District, for March

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



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## Section 5 – SSO observation of teachers

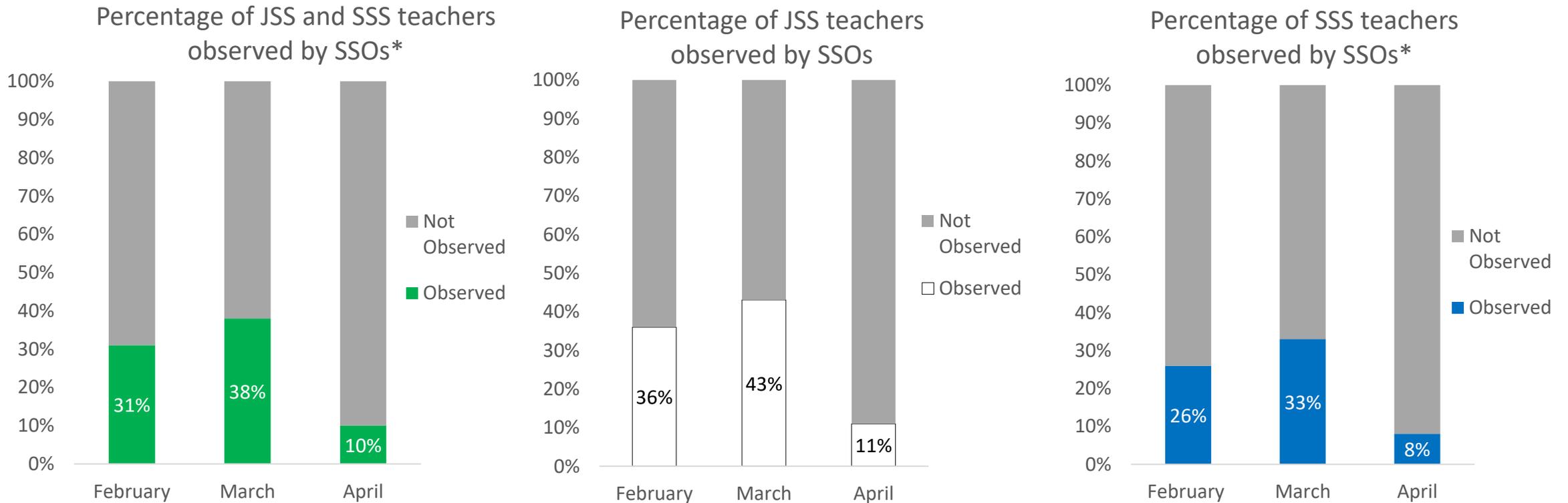


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# Proportion of JSS and SSS English and Maths teachers observed by SSOs, for April

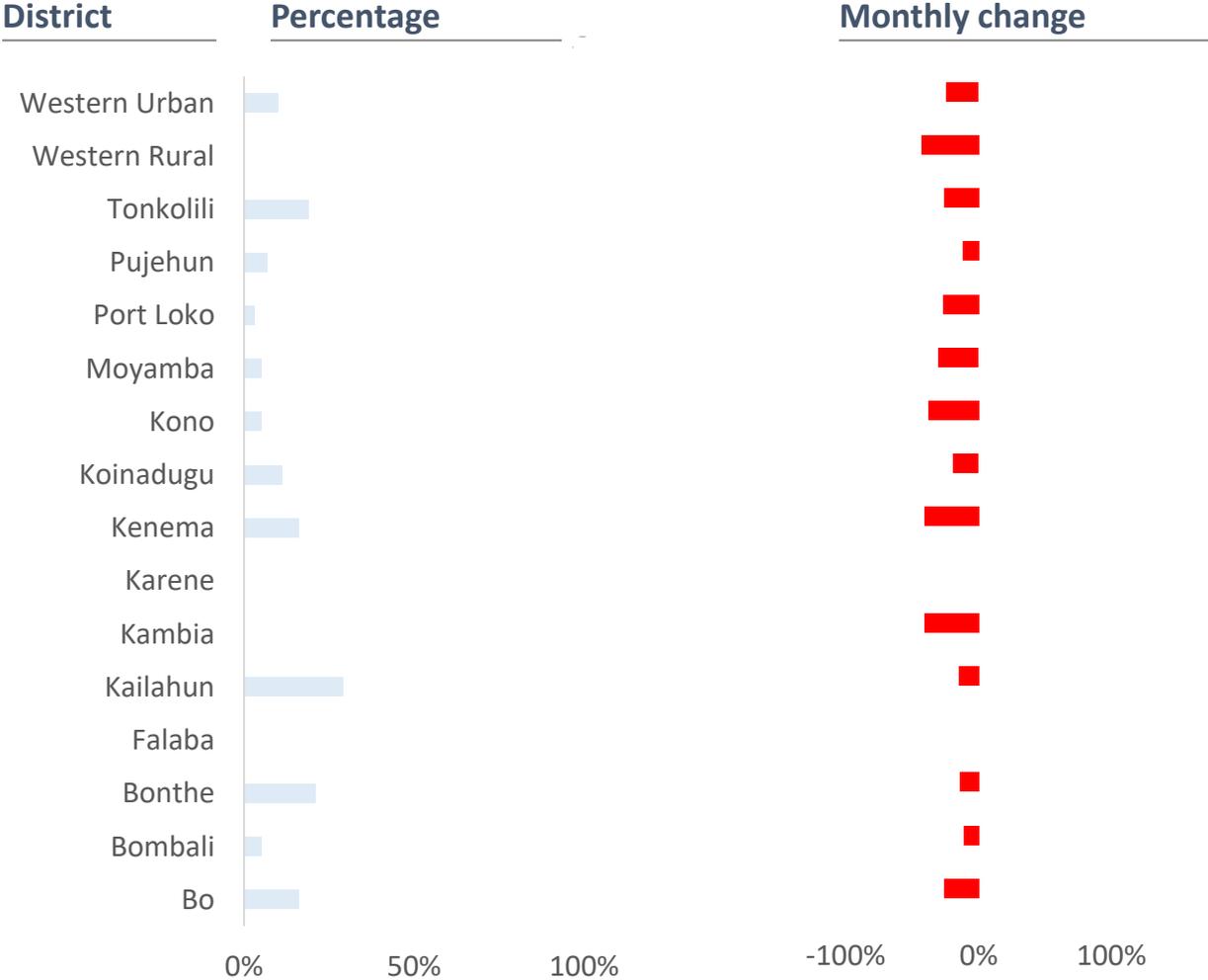
In line with the large drop in the number of classroom observations possible in April



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

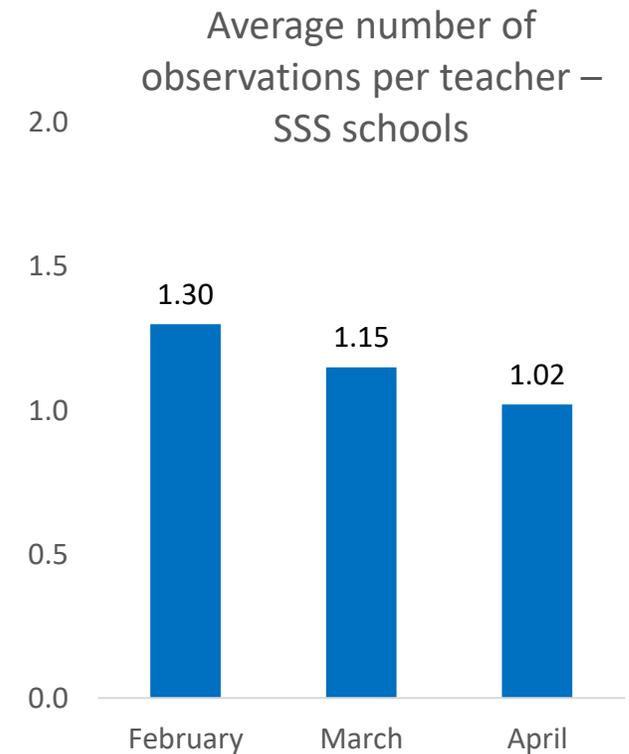
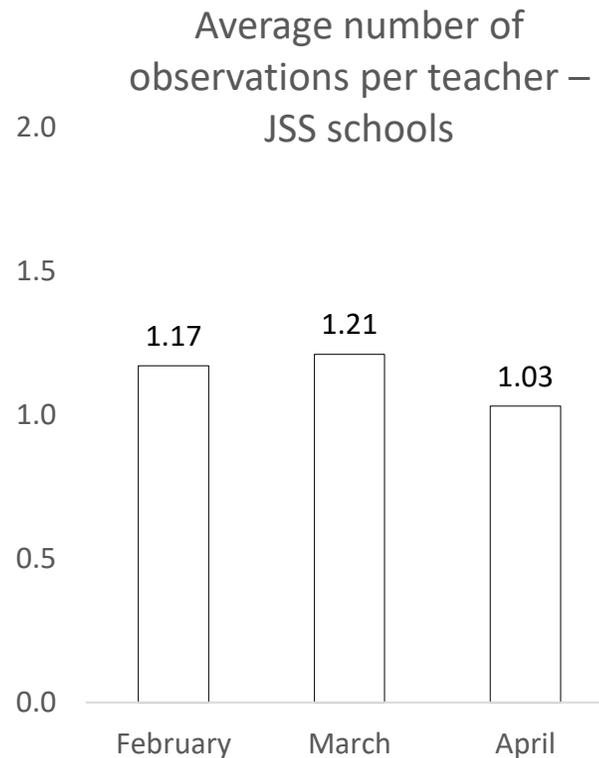
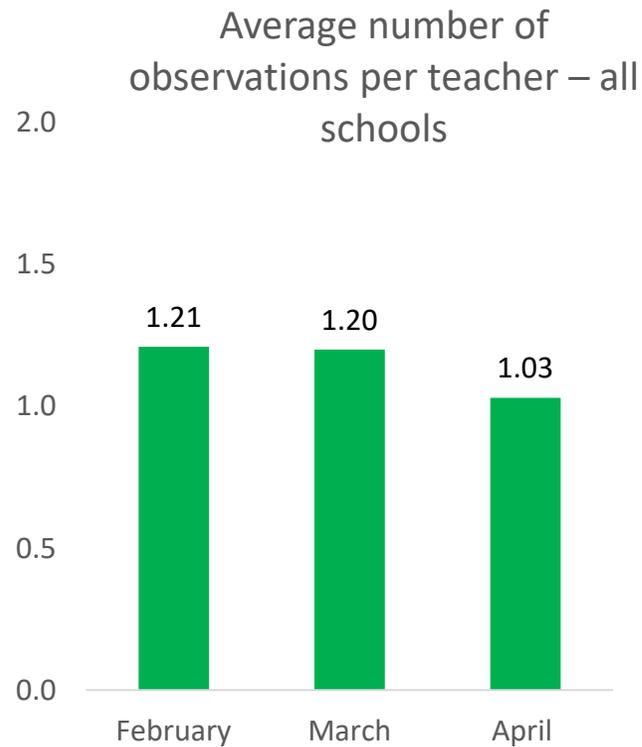
# Percentage of JSS English and Maths teachers observed, by district in March

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



# Average number of observations per teacher, for those observed in April

In April, the average number of observations per teacher for those observed was close to 1, which is unsurprising given the low number of observations this month making repeat observations less likely



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## Section 5 – Lesson plan use



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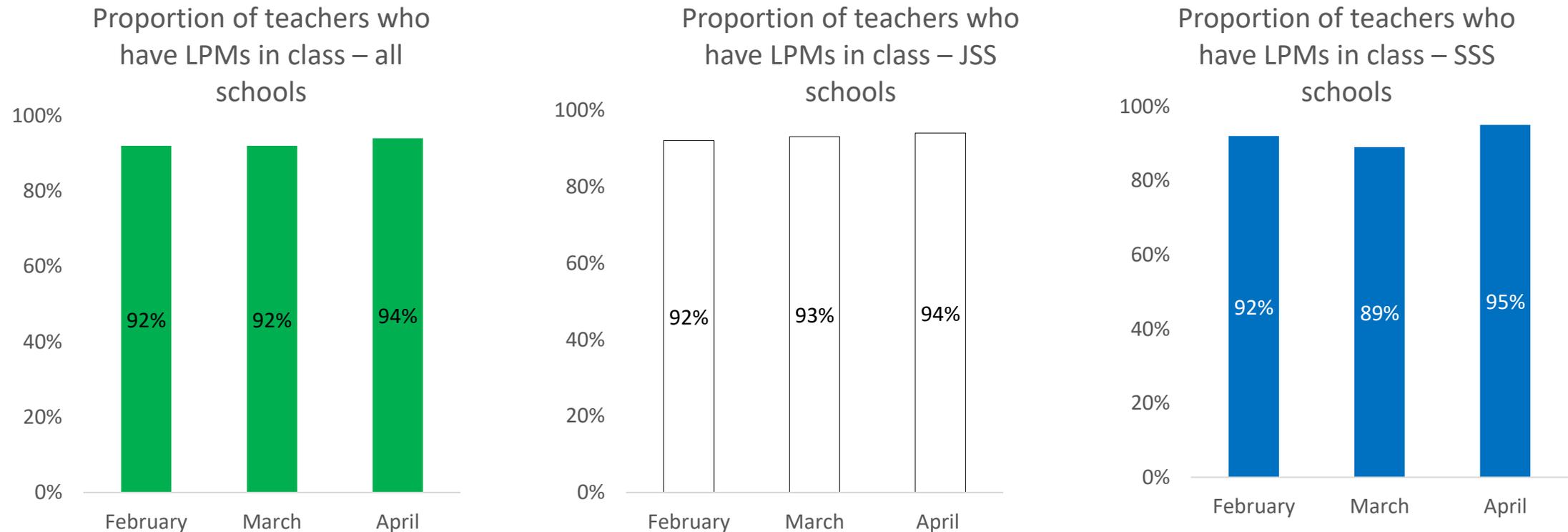


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# Proportion of teachers that have LPMs in the class during observation, for April

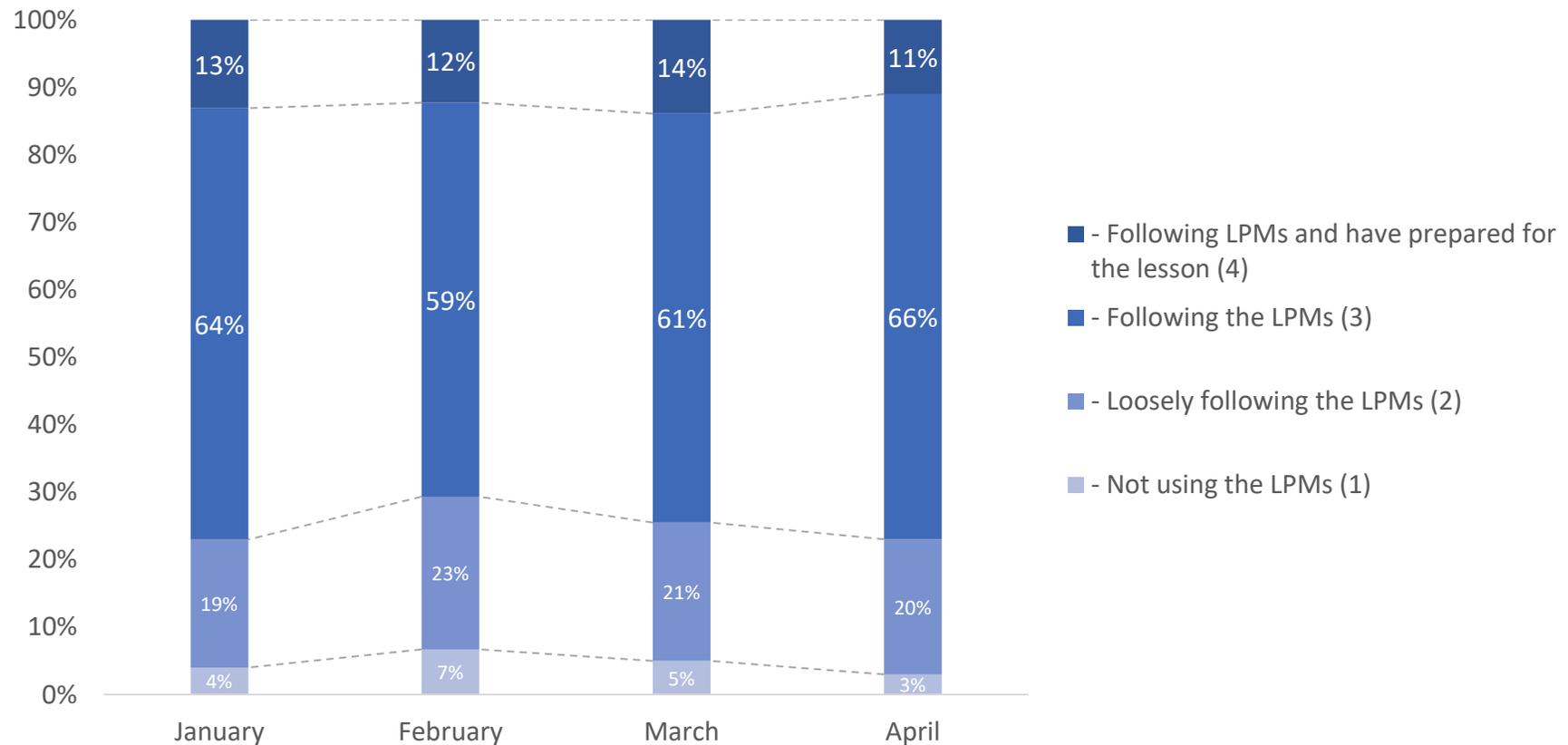
The use of LPMs in class remains high, with them being observed as present in over 90% of lessons on a regular basis.



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

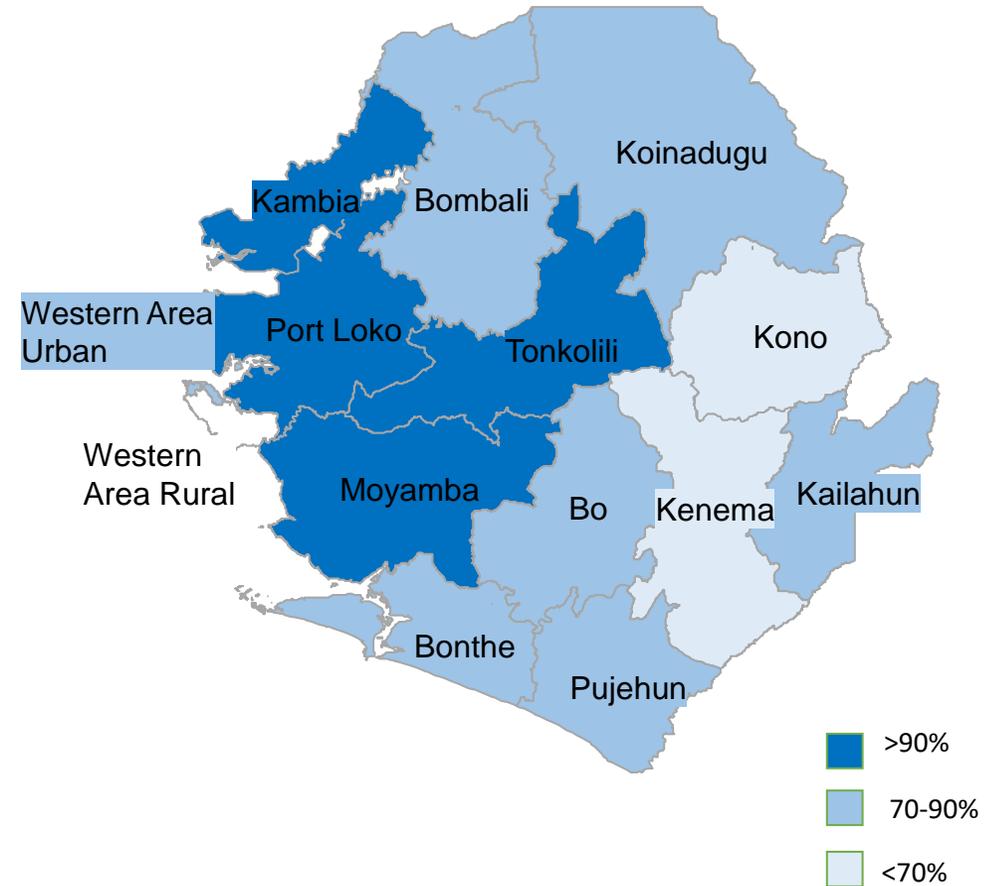
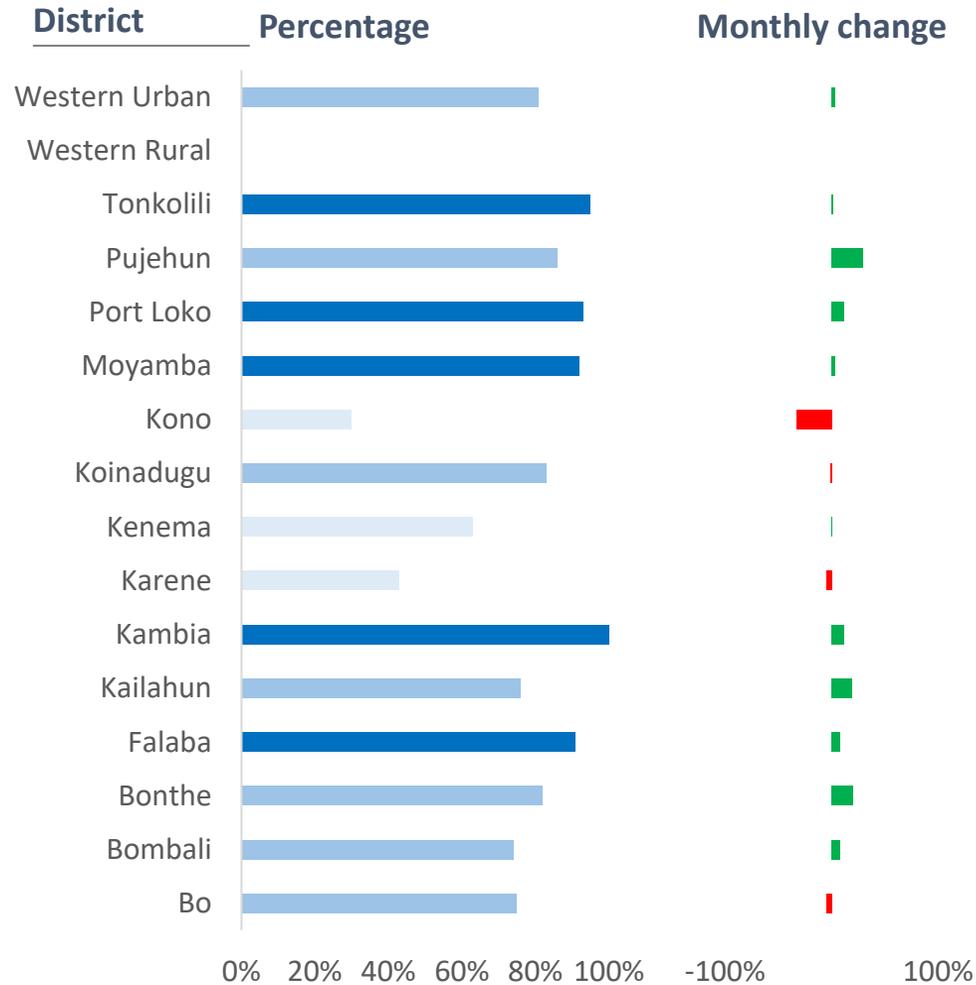
The quality of lesson plan use has remained relatively static in recent months with about 25% of observations below the target level, there was a small increase to 77% in April but progress beyond this mark remains hard

Lesson Plan Use based on SSO Observation Scores



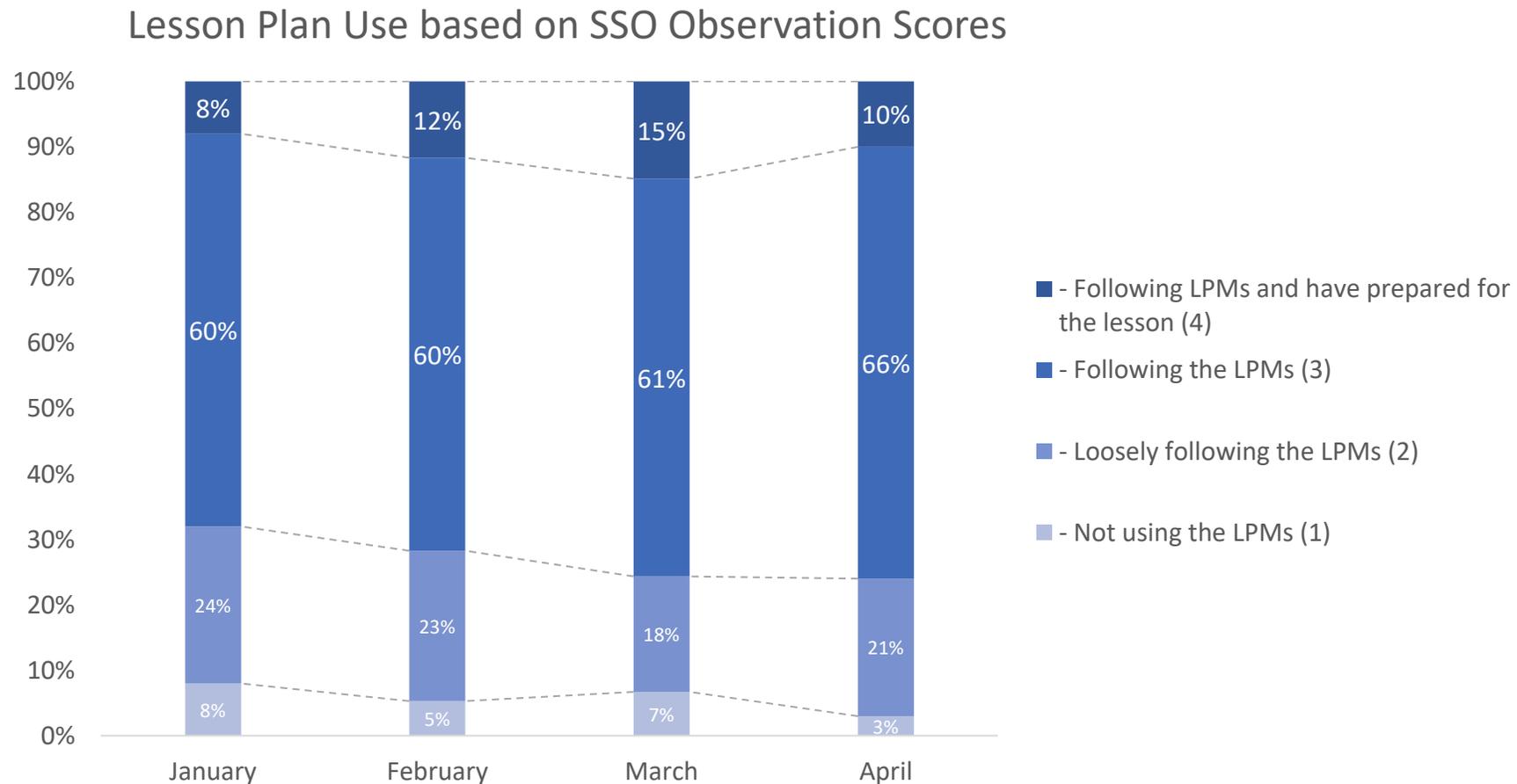
# Percentage of lessons scoring 3 or 4 for LPM use, by District, for April, JSS

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



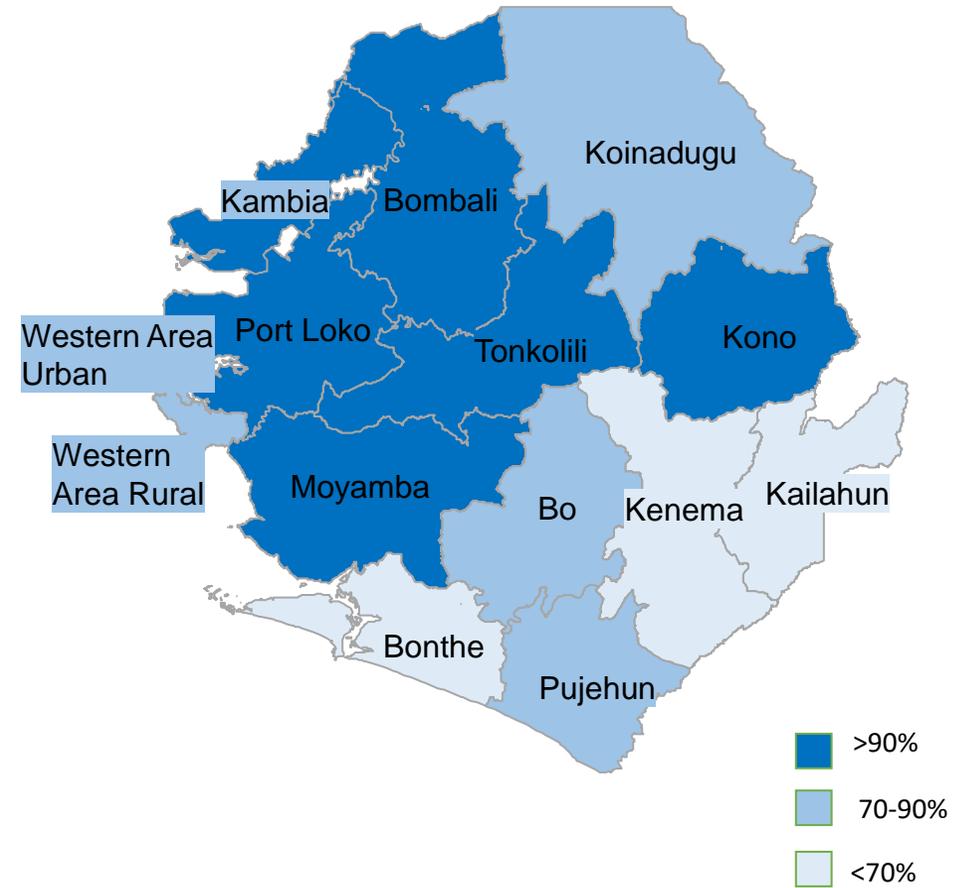
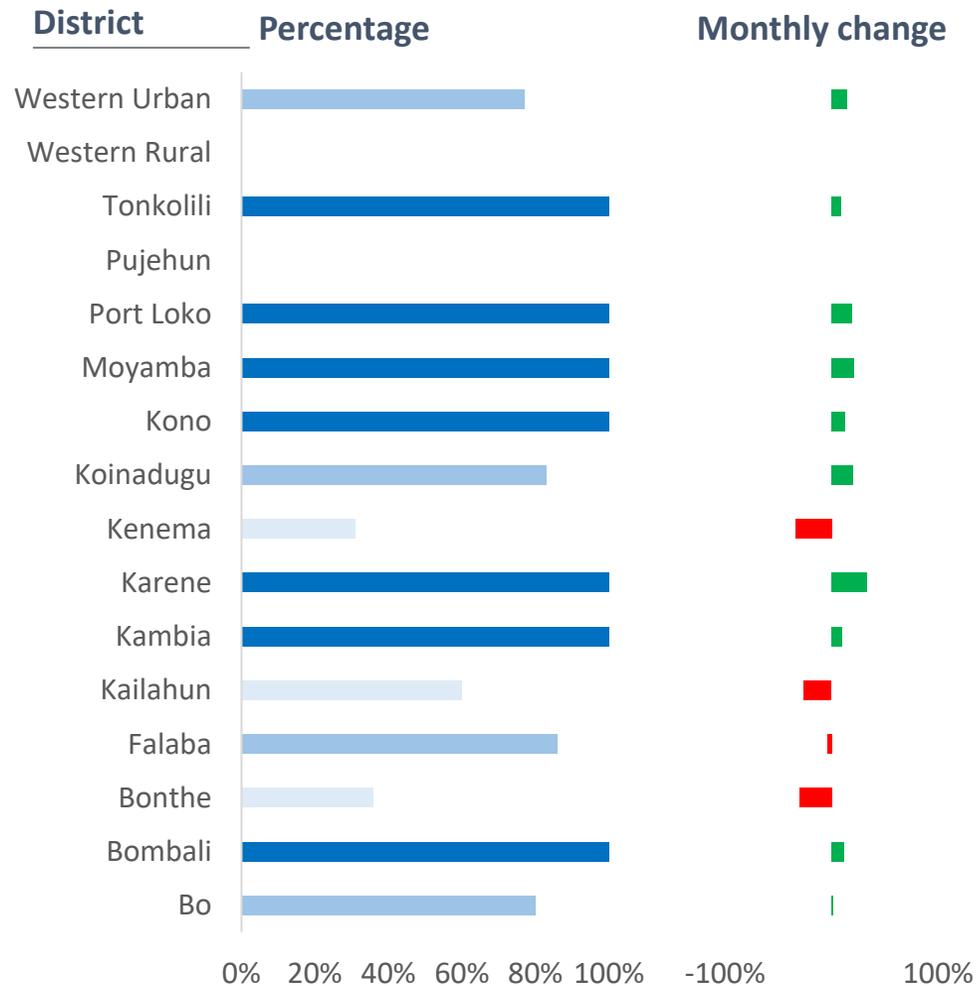
# Observation scoring of lesson plan use by SSS English and Math teachers, for April

Lessons scoring 3 or 4 stayed at the same level for April as March, though the distribution shifted slightly. The lower number of lesson observations in SSS this month makes this less



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

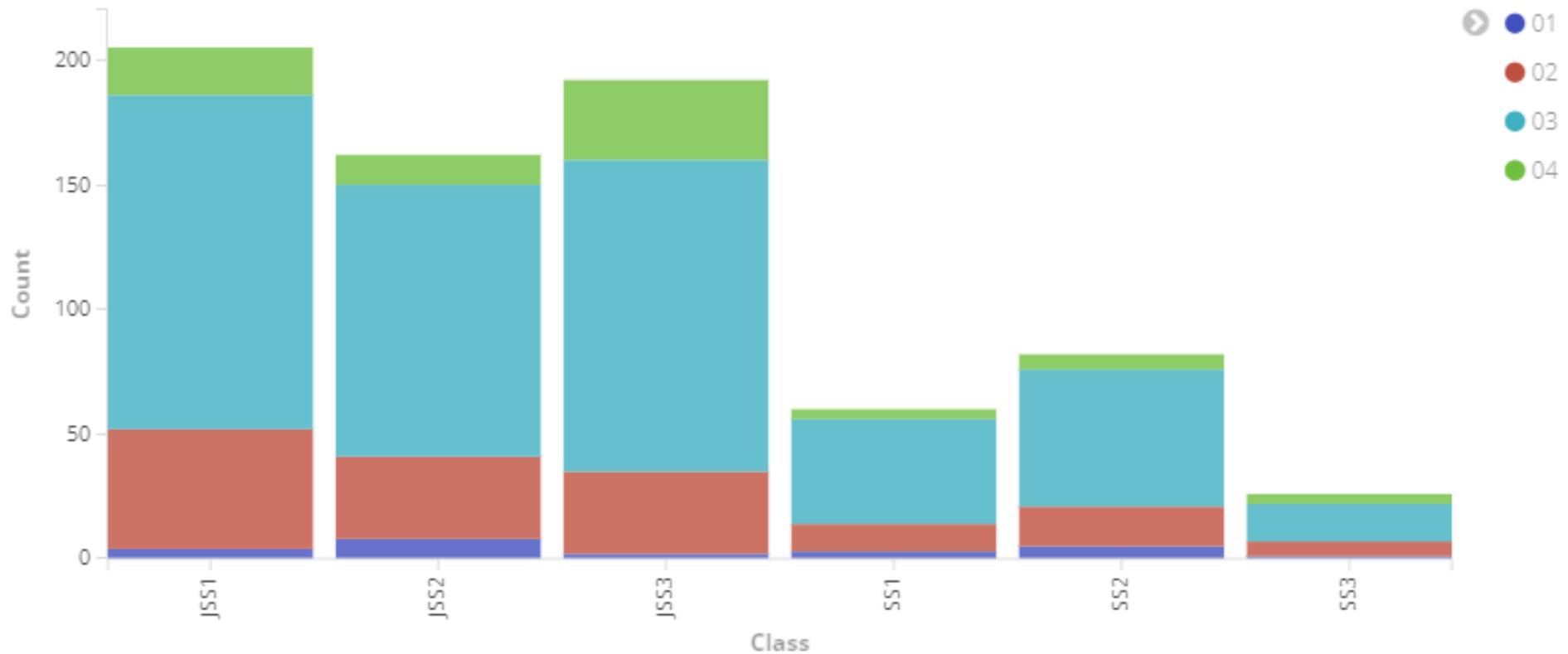
% of lesson observations scoring 3 or 4 for lesson plan use (top two ratings), by district



# Lesson plan manual usage by grade

In April, lesson plan usage was similar in all grades, with JSS3 standing out as having the most high scoring and fewest low scoring lesson observations.

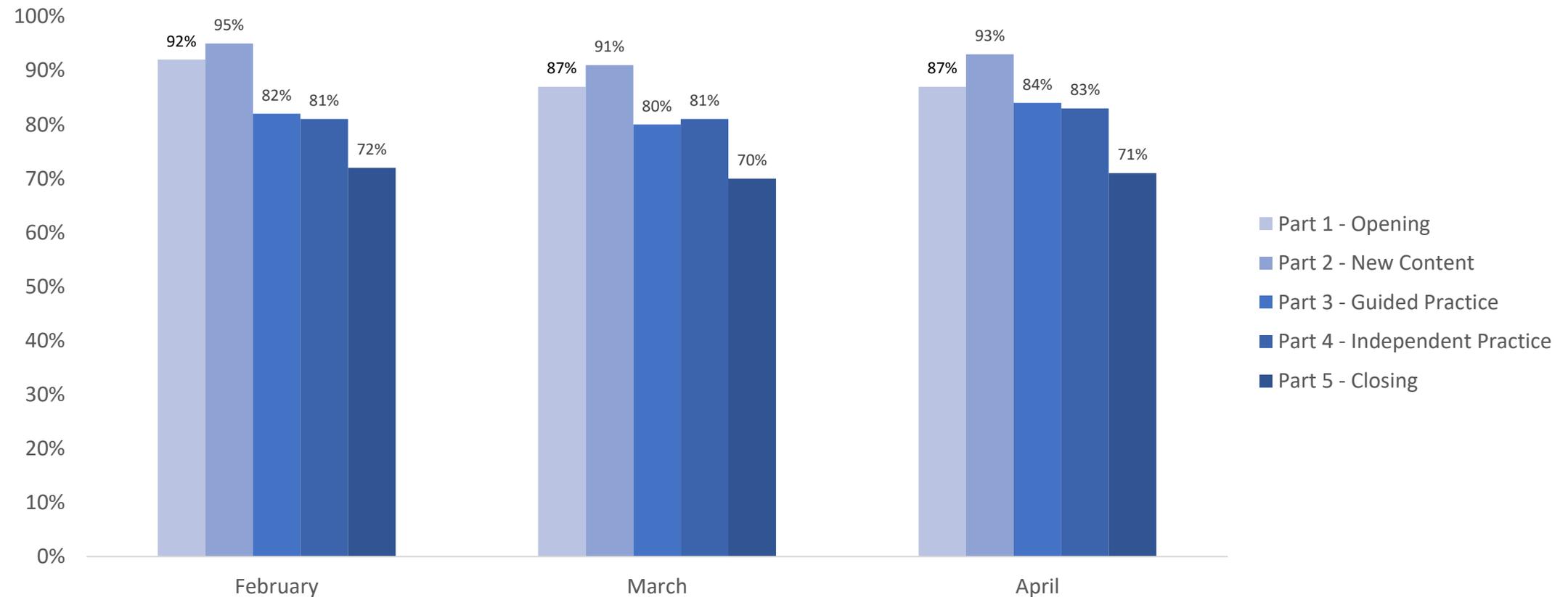
Follow Lesson Plan Manual - By Class



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

Use of the parts of the lesson plan seem generally constant, with much room for improvement

Implementation of Parts of Lesson Plans in all JSS observations



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## Section 6 – Materials in classroom



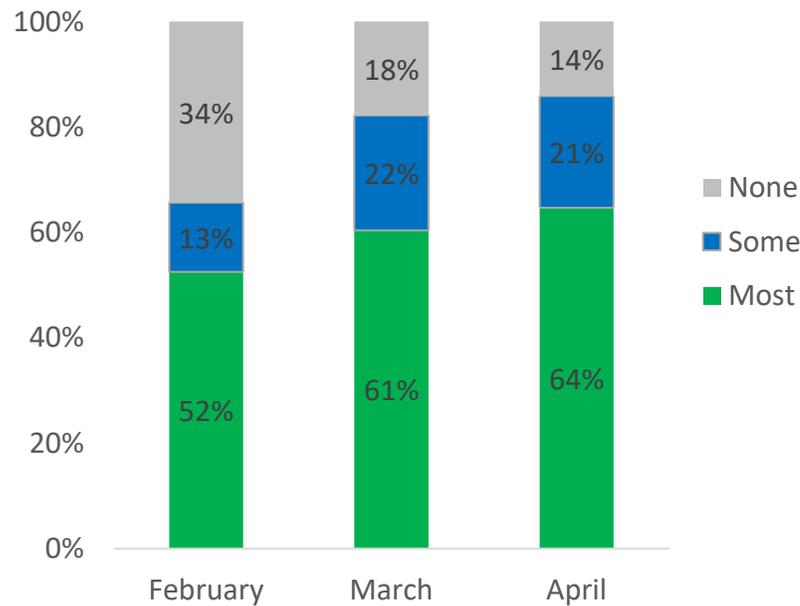
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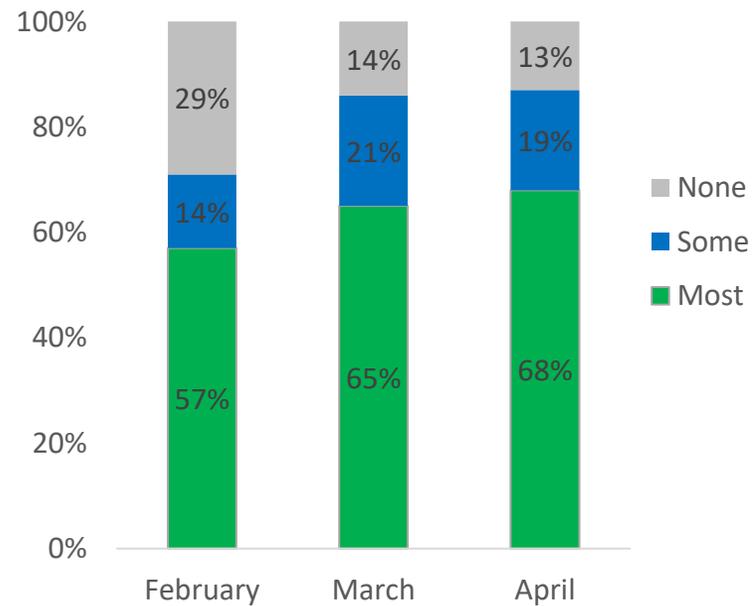
# Proportion of pupils who have Pupil Handbooks in observed lessons, April

The increase in Pupil Handbook presence in class continued in April, with 64% of observations noting most pupils had them in the class. There was still a noticeable difference for JSS and SSS rate though.

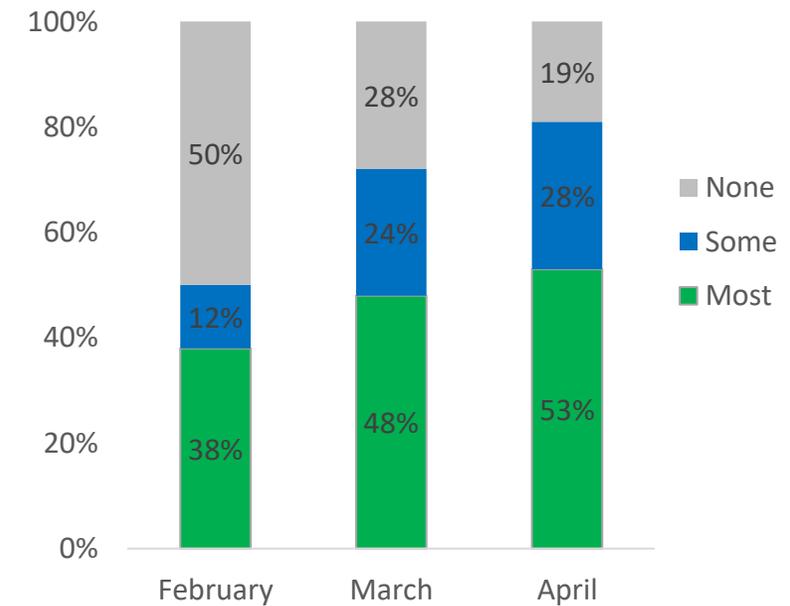
Proportion of Pupils who have Pupil Handbooks in Class, all schools



Proportion of Pupils who have Pupil Handbooks in Class, JSS

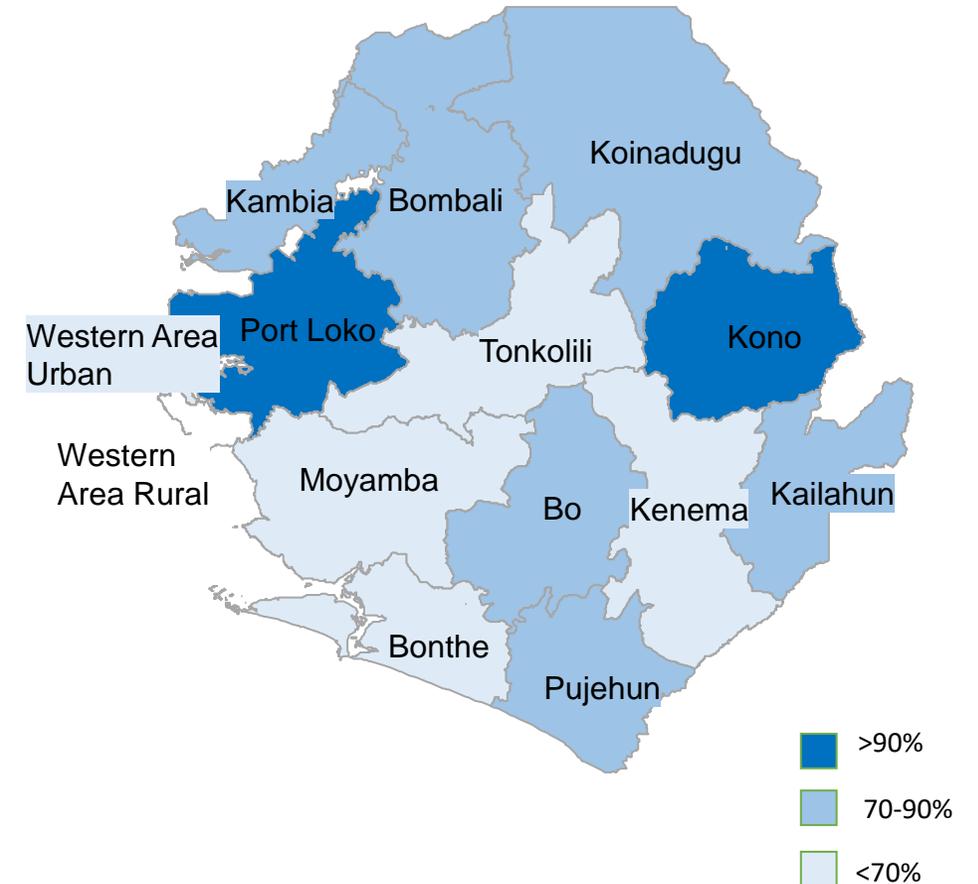
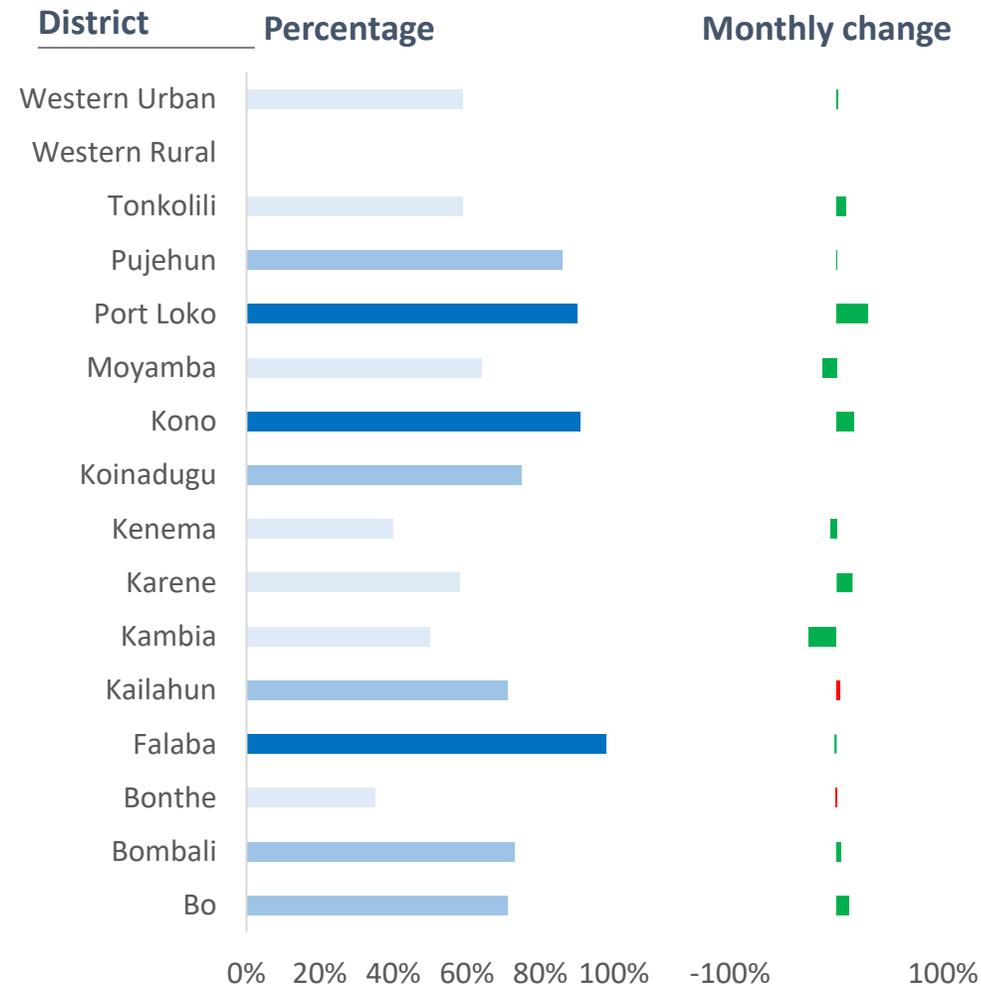


Proportion of Pupils who have Pupil Handbooks in Class, SSS



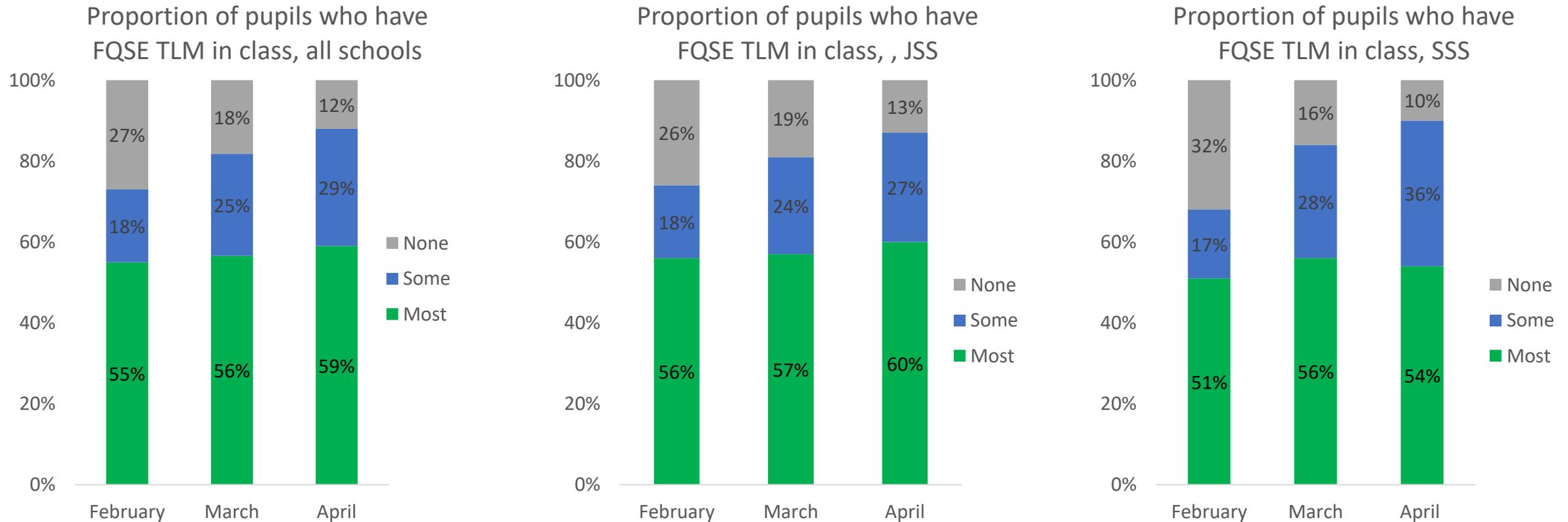
# Proportion of Classrooms where 'most' pupils have pupil handbooks in class, for March

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



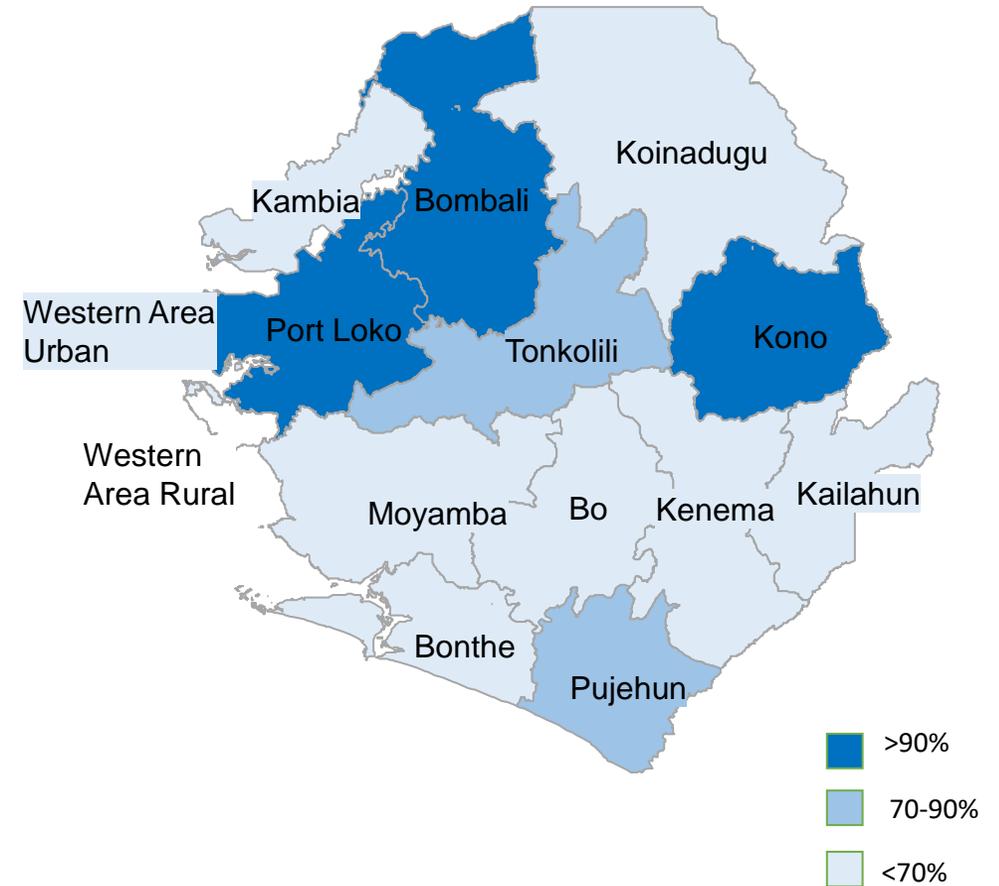
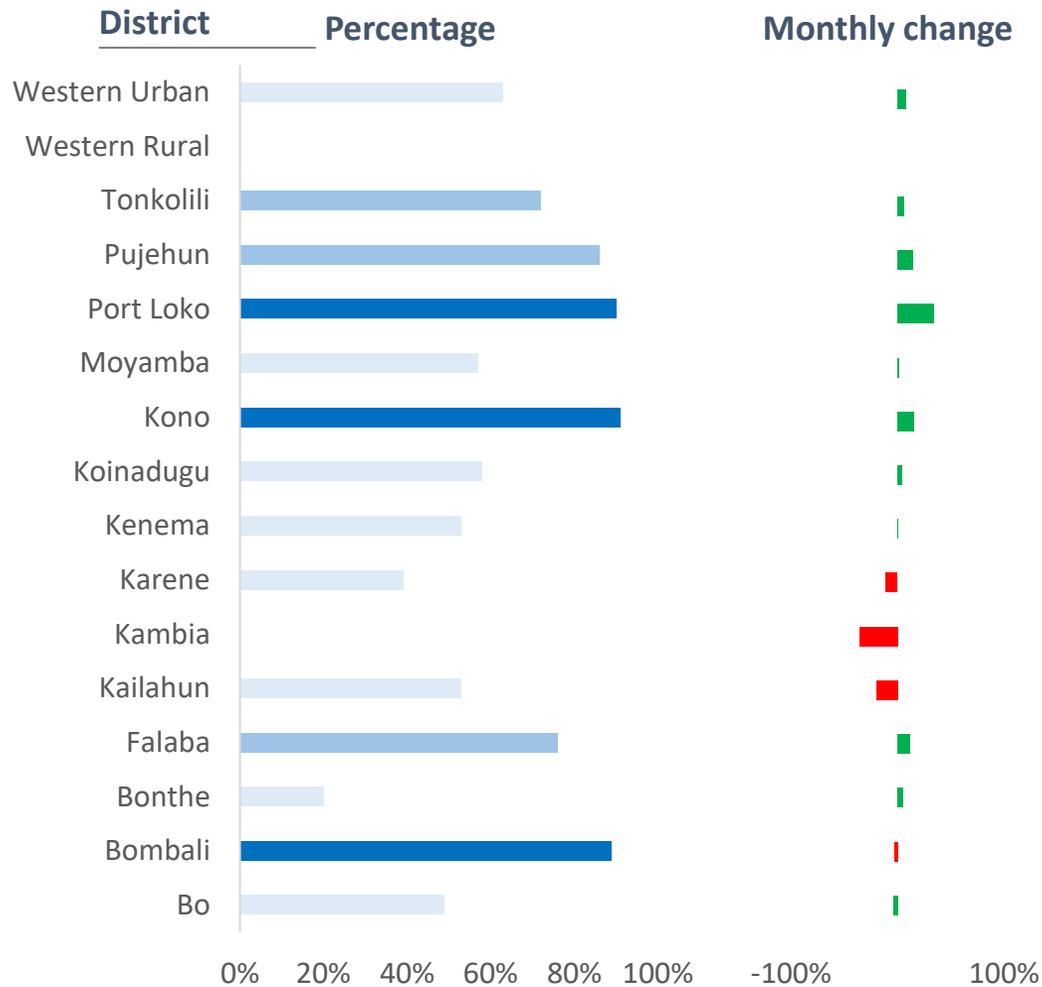
# Proportion of pupils who have FQSE teaching and learning materials in class, for April

The proportion of pupils with FQSE teaching and learning materials in class increased notably in April with just only close to 10% of classrooms observed without any pupils with these materials



# Proportion of JSS and SSS 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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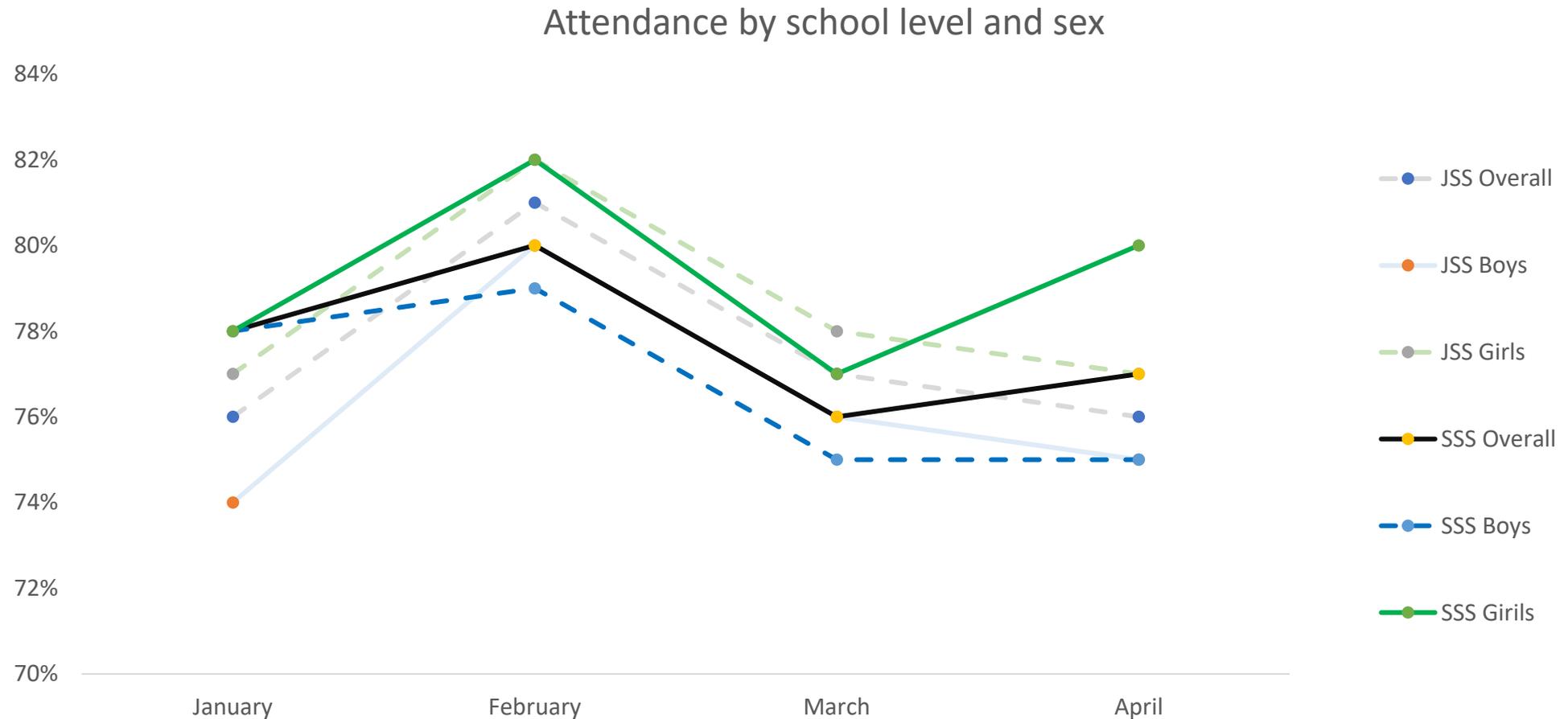


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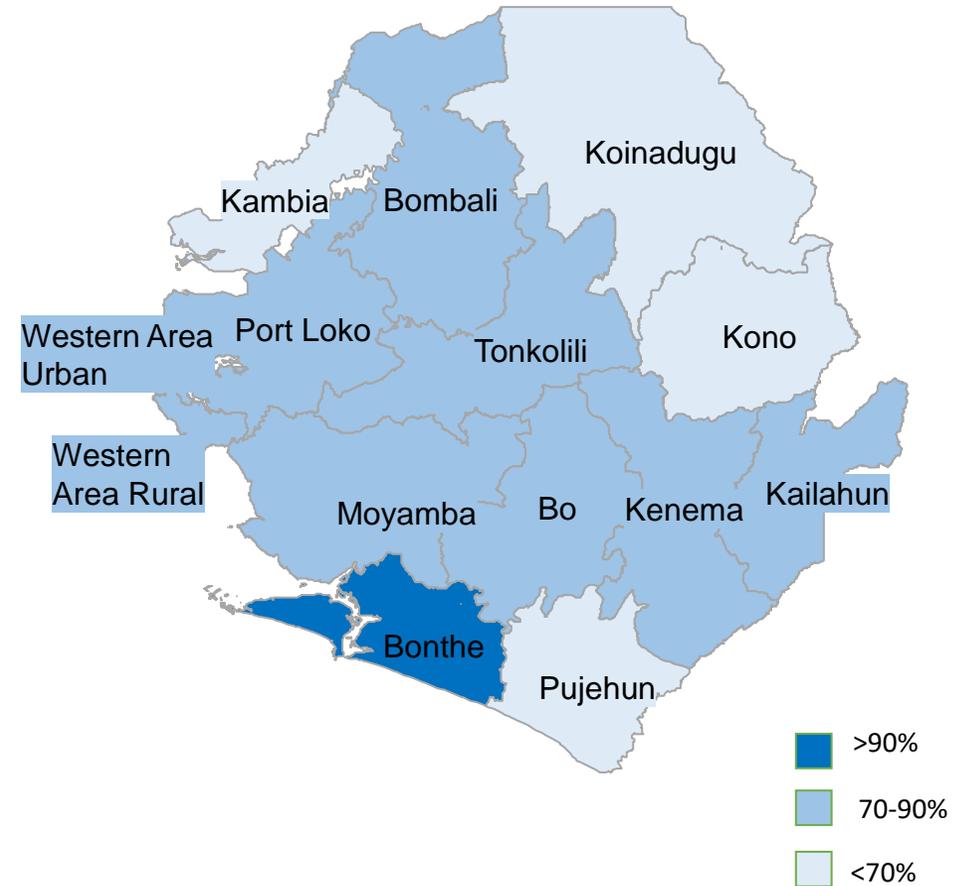
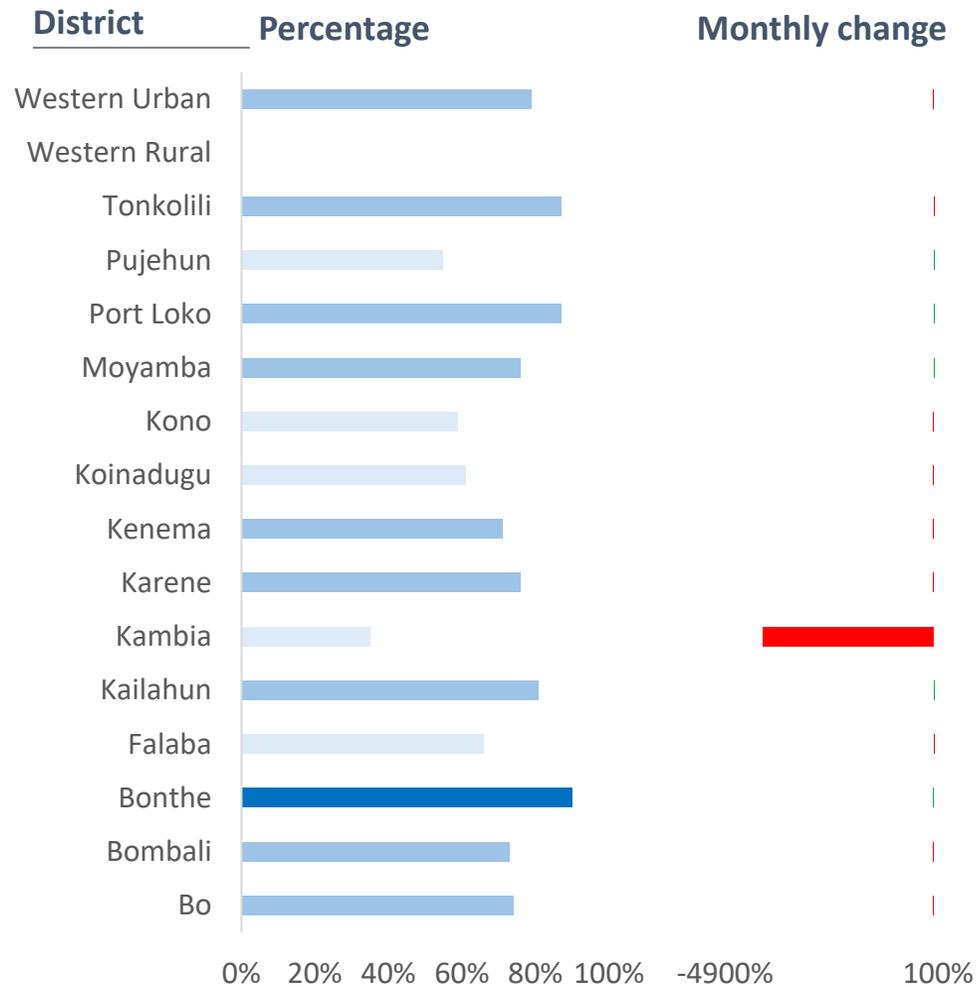
# Average combined JSS and SSS classroom attendance, disaggregated by sex for April

Attendance dropped slightly in JSS this month, but picked up slightly for SSS. Girls' attendance continues to be higher than boys.



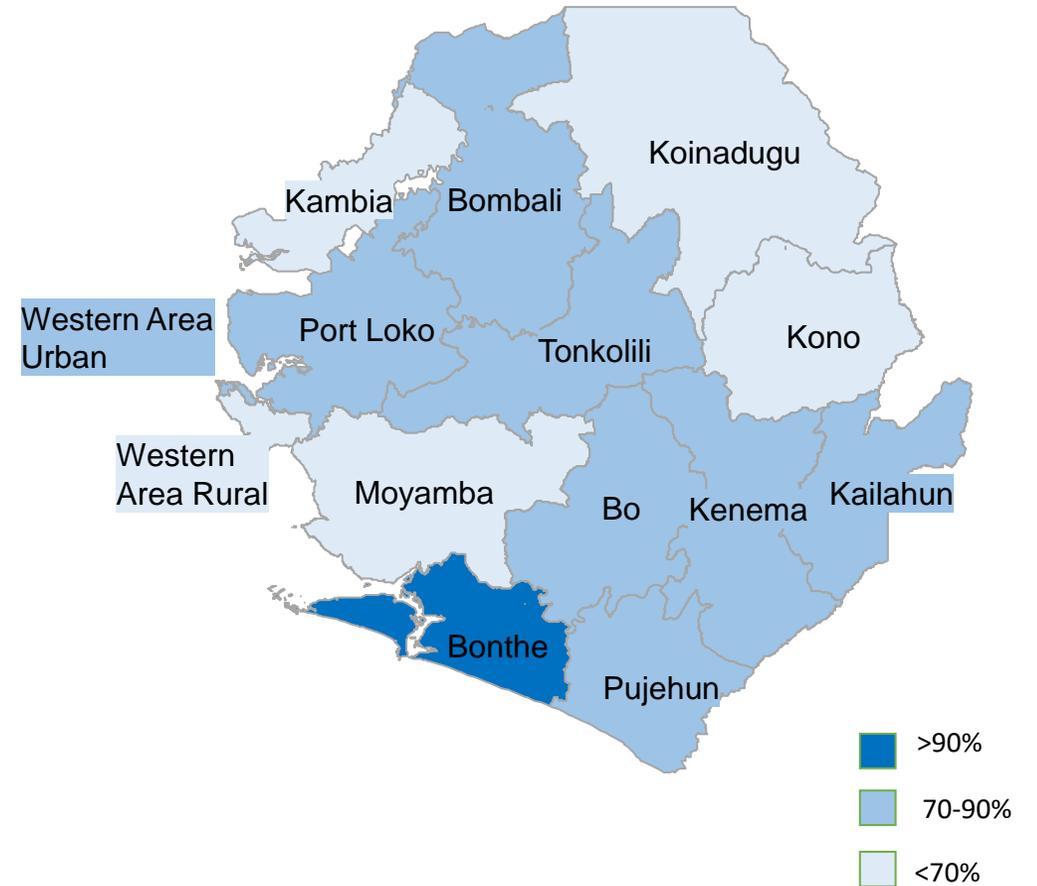
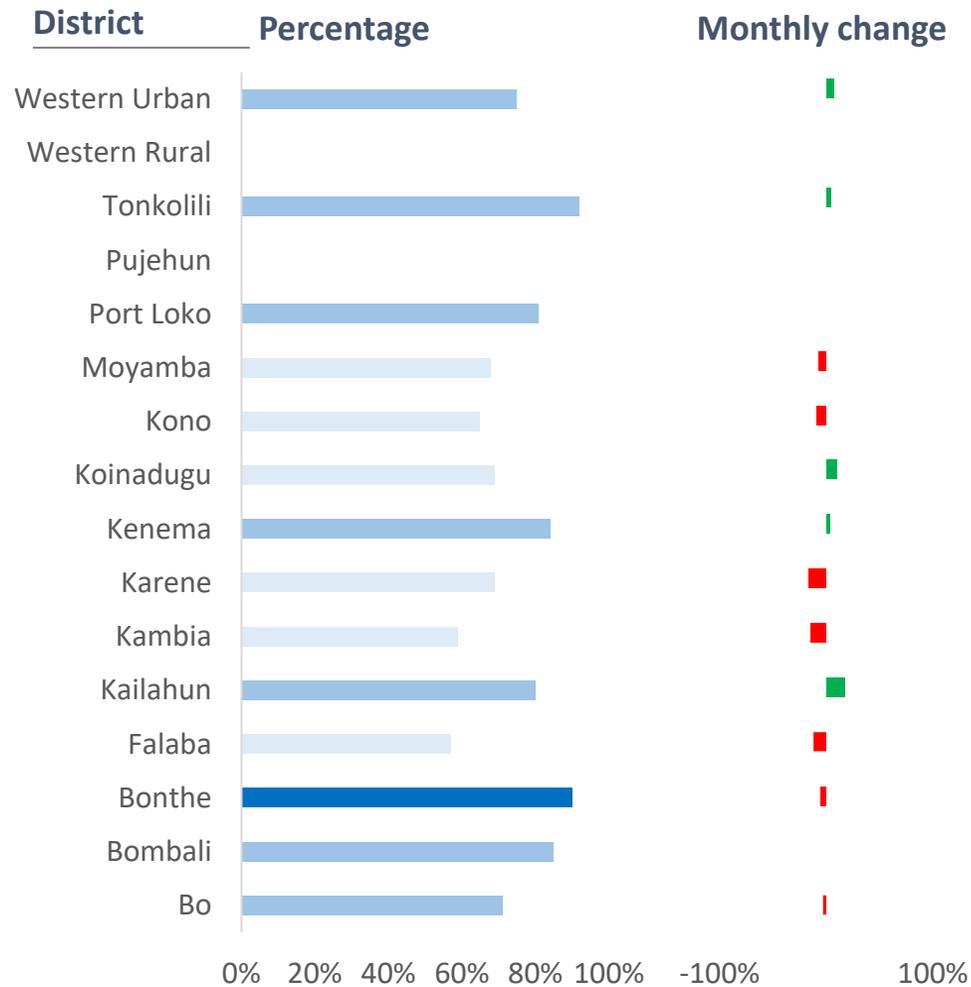
# Average attendance in JSS Classrooms, both sexes by district in April

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



# Average attendance in SSS Classrooms, both sexes by district in April

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



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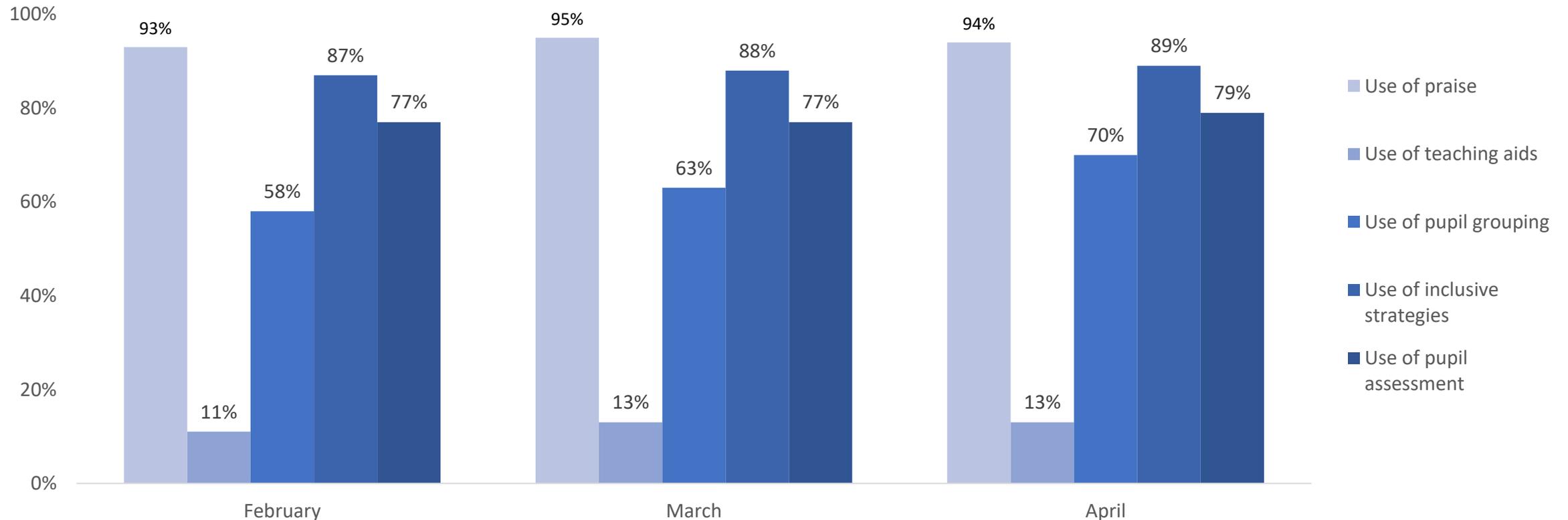
## Section 8 – Pedagogy



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

In April, the use of pedagogical strategies in classrooms was very similar to previous months apart from an encouraging increase in the use of pupil grouping

Proportion of lessons where different pedagogical strategies are used



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## Section 6 – Summary data



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# School and teacher data – LWL focus

<b>Total Schools (JSS and SSS non private)</b>	<b>1,621</b>
JSS	1531
JSS (non-private) – LWL focus	1209
<b>Actual Number of non private JSS Supported this month</b>	<b>228</b>
SSS	546
SSS (non-private) – LWL focus	412
<b>Actual Number of non private SSS Supported this month</b>	<b>69</b>

<b>Total Teachers (JSS and SSS non private)</b>	<b>6,800 (estimate)</b>
JSS	14,329
JSS (non-private) – LWL focus (English & Maths teachers)	4,800
<b>Number of JSS teachers reached this month</b>	<b>534</b>
SSS	5,917
SSS (non-private) – LWL focus (English & Maths teacher)	2,000 (estimate)
<b>Number of SSS teachers reached this month</b>	<b>157</b>