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Improving Secondary Education in Sierra Leone

Monthly School Monitoring Dashboard Report December 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 in 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



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Monthly highlights

Highlights

- This is the third 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 month the number of observations dropped significantly due to schools having end of term exams and closing for the holidays.
- Although the number of classroom observations that were possible fell, the new data on exam alignment reviews and occasions when SSOs were unable to observe as planned gives a better indication of SSO activity.
- The proportion of lessons using lesson plans fully has again increased this month, as has the proportion of lessons featuring guided and independent practice clearly, both of which are encouraging.
- Improvements also observed in the use of grouping and assessment in lessons.
- All but 4 districts held a monthly meeting this month, which means 10 of 14 districts have held meetings in every or every but one month.

Areas needing improvement

- It was expected that this month would see a decrease in observations due to the exams and holidays but this should be a blip that is recovered in 2019
- The scoring of lesson plans usage has increased but is still just below (1%) the level at the end of last year and so needs to be monitored.
- Not all classrooms are showing signs of FQSE teaching and learning materials, with around 30% of classroom observations noting none are visible in the class.
- Western Urban and Moyamba have had zero and one monthly meetings respectively, so improvement is needed there.

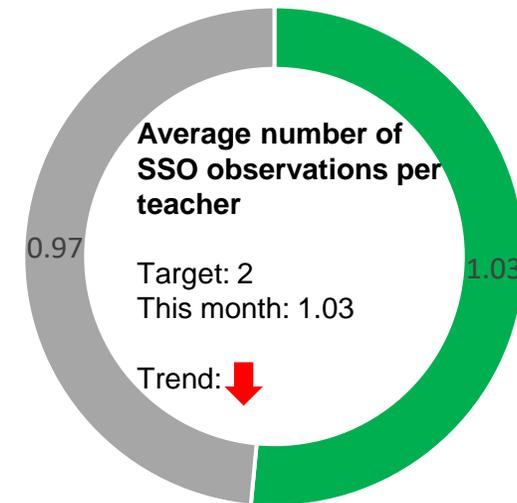
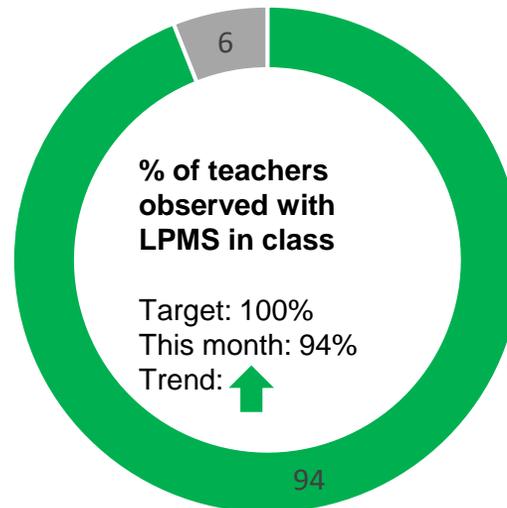
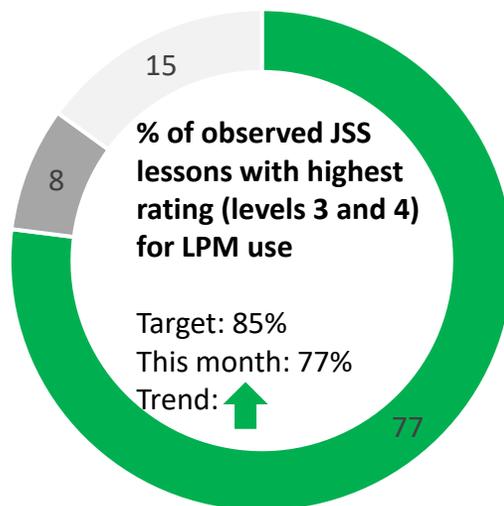
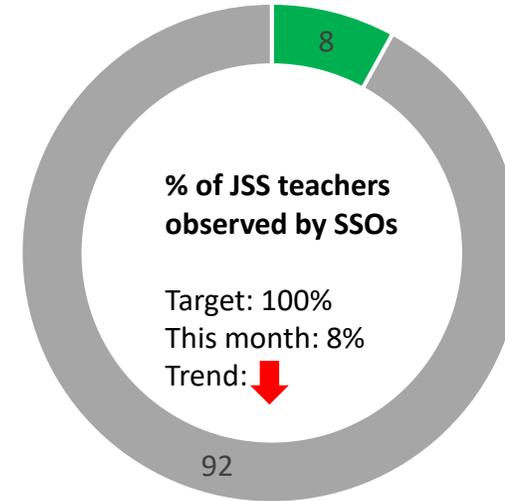
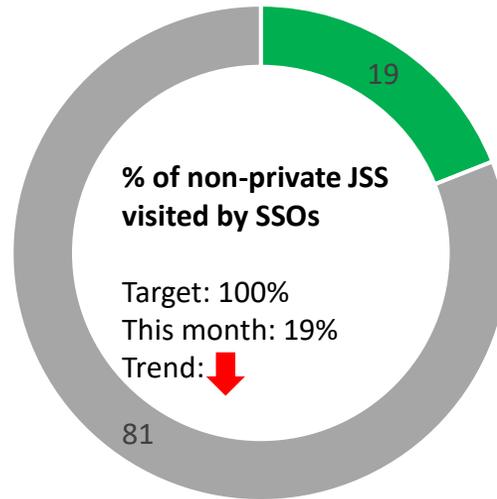
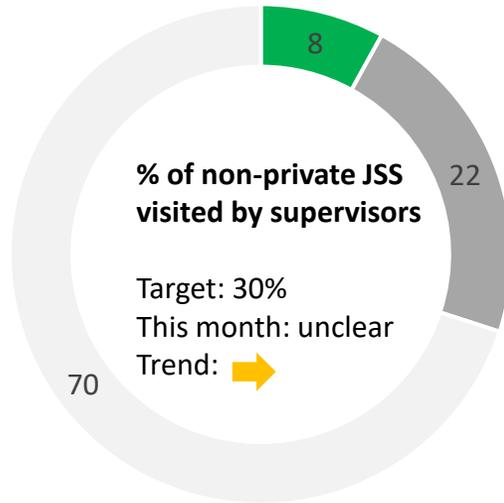
Dashboard related issues

Key issues this month

- This is the third month where data from Tangerine has been used to populate the charts on this report rather than data manually entered and aggregated by SSOs, DSOs and HQ staff.
- The data for this chart was downloaded from Tangerine on the 7th of January to ensure that all data had been synced for November – learning from October.
- The number of observations and visits possible in December was lower than usual due to the holidays and also due to end of term exams limiting normal classes. So totals are much lower this month.
- As a consequence of fewer observations, disaggregated results at districts are likely to show more extreme results given the lower number of observations any averages are based on. So some district figures may be less reliable than in previous months.
- 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 do not have the image to do this yet. The figures are listed instead.
- The number of teachers and schools still needs to be updated with the new ASC data when this becomes available. The current data is leading to >100% totals in some districts at the moment.

Key Targets Summary

- Monthly achievement
- Target remaining
- Above target



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Section 1 – DEO Monthly Meetings

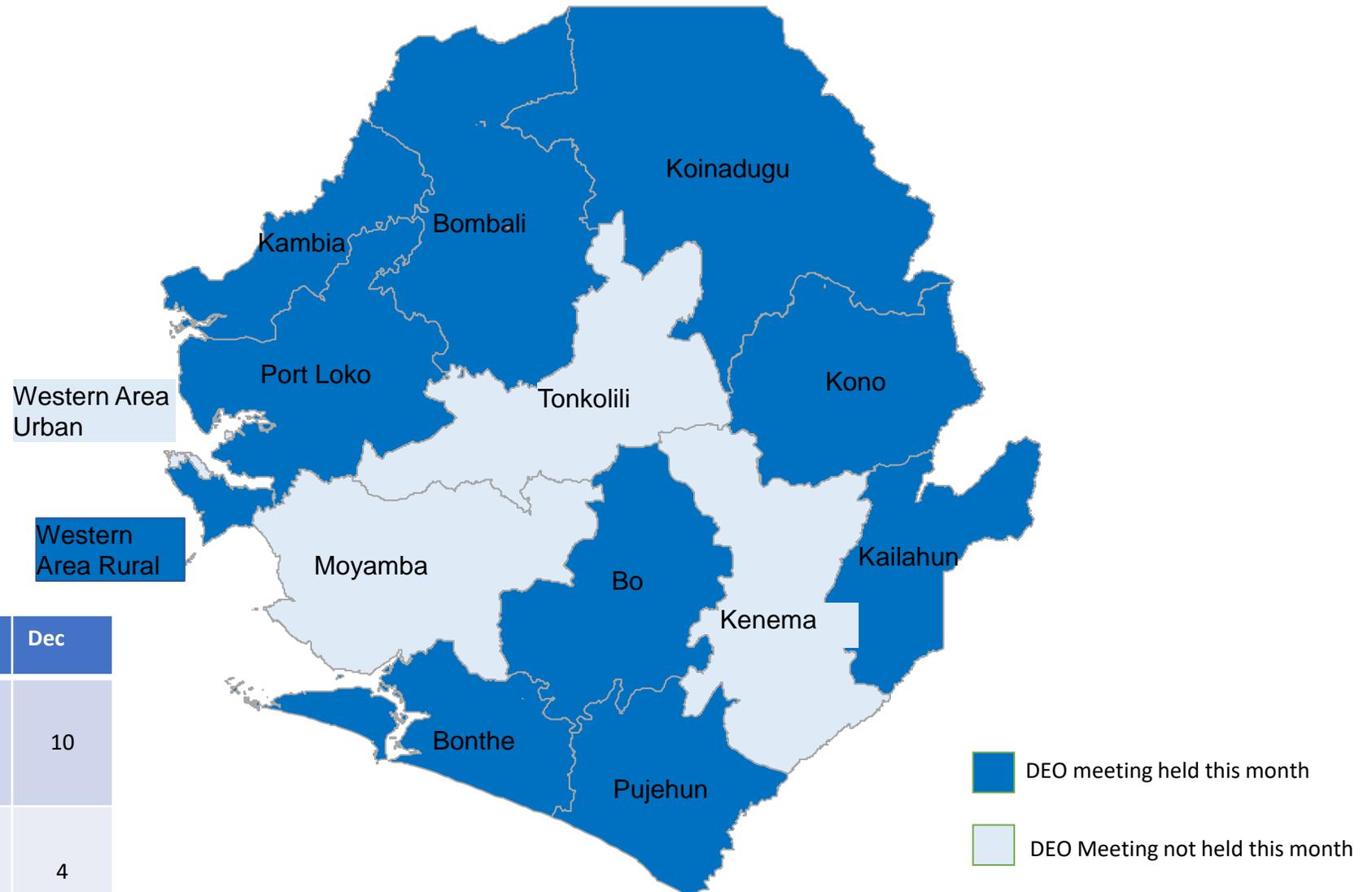


DEO Monthly Meeting

In October, 10 of 14 Districts held DEO Monthly Meetings (79%). A reasonable record in the holiday month, but still room for improvement.

Western Urban, Moyamba, Tonkolili and Kenema were unable to hold meetings this month.

DEO meetings now seem to be well-established in most districts and are being held to identify issues and actions each month. In a minority of other districts these are not yet established as a regular occurrence, particularly in Western Area when DDEs get dragged into national issues.



	July	August	Sept	Oct	Nov	Dec
Districts holding Monthly meetings	13	9	8	9	11	10
Districts not holding Monthly meetings	1	5	6	5	3	4

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.

Thematic area	District	Example Issue	Example Action In Response
Issues beyond influence of DEO but needing reporting	Kambia	Not all government and government assisted schools receive school subsidy to role out the free quality school education. Some of these schools did not receive either because of wrong bank details or due to the fact that government had to prioritize some schools for this initiative in order to manage the available resources. These schools are struggling to operate in this academic year especially now that pupils are not allowed to pay fees.	Government must ensure all government and government assisted schools get school subsidy on time.
Issues about Pupils' Learning	Pujehun	Due to free and quality education, schools are overcrowded that Pupils find it very difficult to secure sitting benches during lessons	DD to report to MBSSE about over crowding in schools so that Govt and or NGOs can take appropriate action.
Issues about Pupils' Inclusion and Safety	Bo	A teacher allegedly sexually abused one of his student. The abused student is in JSS 2 and age 15 years. The teacher is presently on the run.	The matter to be reported to the police and further investigation to be done by the senior inspector
Issues about Teachers and Teaching	Bo	Poor commitment from unapproved teachers in the classroom. Commitment of teachers not on government payroll is a key problem. This issue disrupt lesson delivery and limits impact of SSO as teacher attrition is very high.	DD to lobby for teachers' approval and SSOs/Supervisors to encourages these teachers to stay in the classroom
Issues about School Leadership and Management (including CTA/BOG/SMC)	Port Loko	2 schools manned by 1 administrator. Some schools with JSS and SSS status are run by 1 Principal. This contravenes education policies, and it is gradually becoming a norm now.	The DDE noted that most Mission schools are in violation of this, he highlighted that he will take note of these schools and write officially in that regards.
Issues about Support to and QA of Schools (Inspectors, Supervisors, DSO and SSO etc.)	Western Rural	Communication within the DEO staff is erratic. The Secretary has little knowledge about staffs' movement which affects her job	Staff members to regularly up date the Secretary on their movement via telephone/whatsapp
Issues about Data	Kambia	Most of the data with DEOs are old and needs updating. For example, during data collection of school enrolments, the school enrolment data supplied by Kambia DEO is old and does not reflect the present figures in schools.	DEO data needs regular updating

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Section 2 – SSO observations recorded on Tangerine



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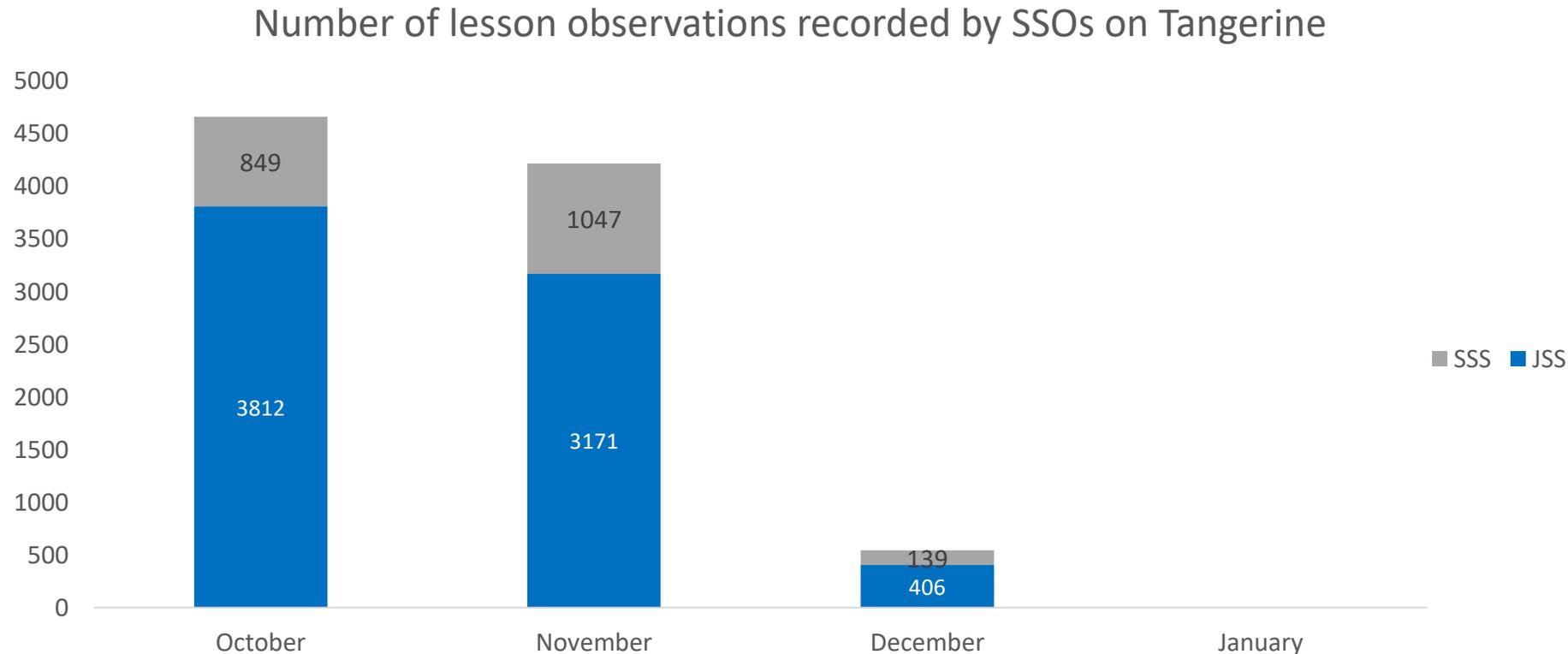


UKaid
from the British people

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MACDONALD

SSO classroom observations recorded on Tangerine, December

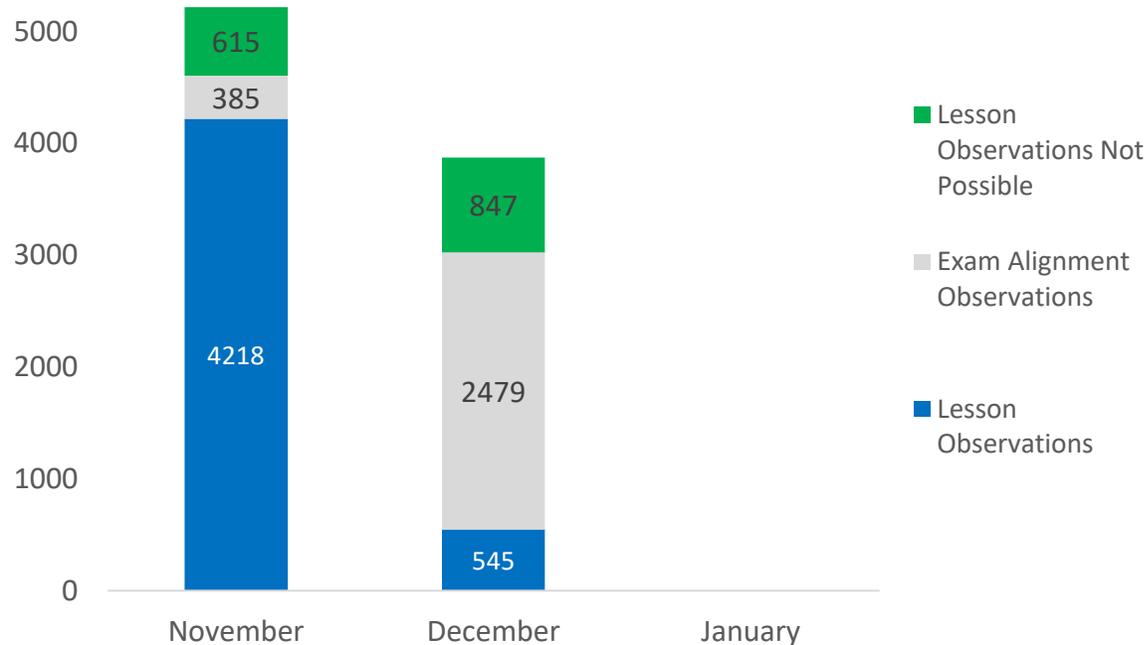
In December there was a large reduction in the number of lesson observations. This is largely due to there being a limited time this month for lesson observation due to schools having exams (see next slide) and then being closed for the holidays.



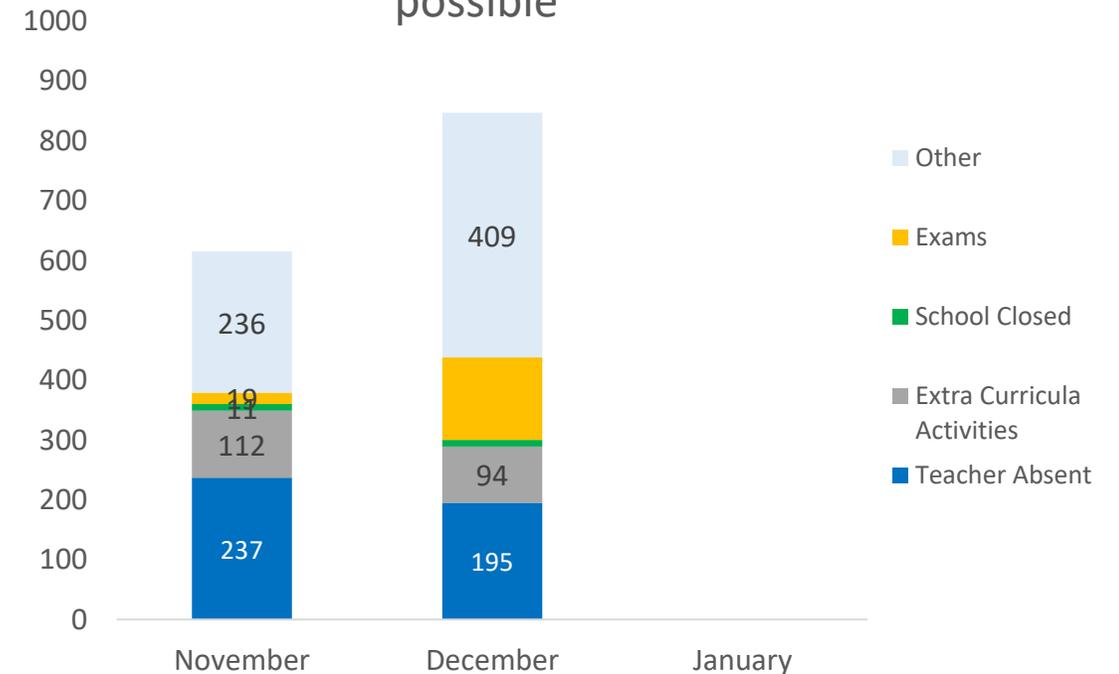
All SSO activity recorded on Tangerine, December

Due to school closures for the holidays the number of overall SSO forms submitted was down on November. However, there were significant numbers of exam alignment reviews completed and the number of 'unable to observe' was up on November highlighting the challenges at this time of year.

Number of all types of observations recorded



Reasons for lesson observations not being possible



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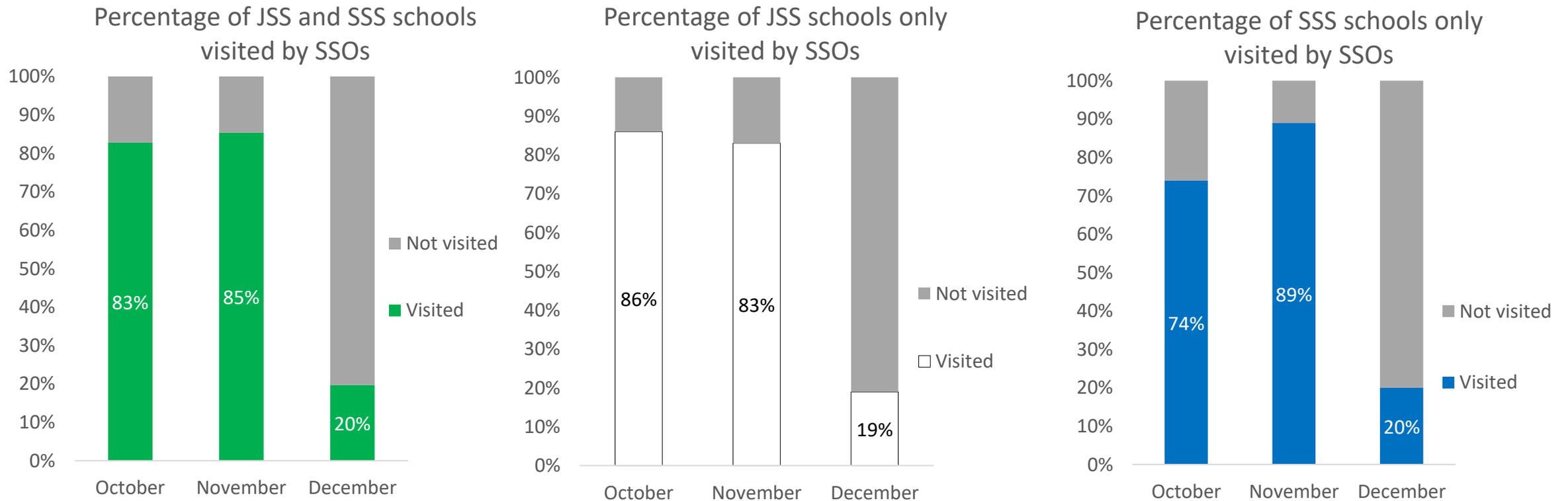
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Section 3 – SSO visits to schools



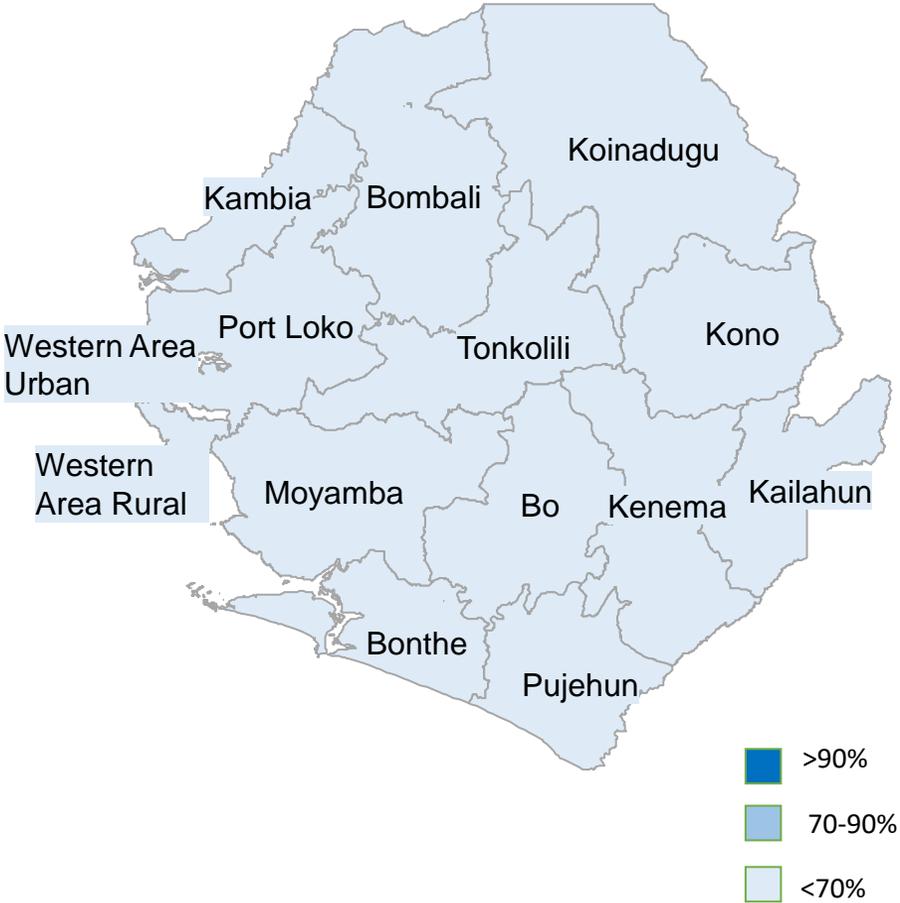
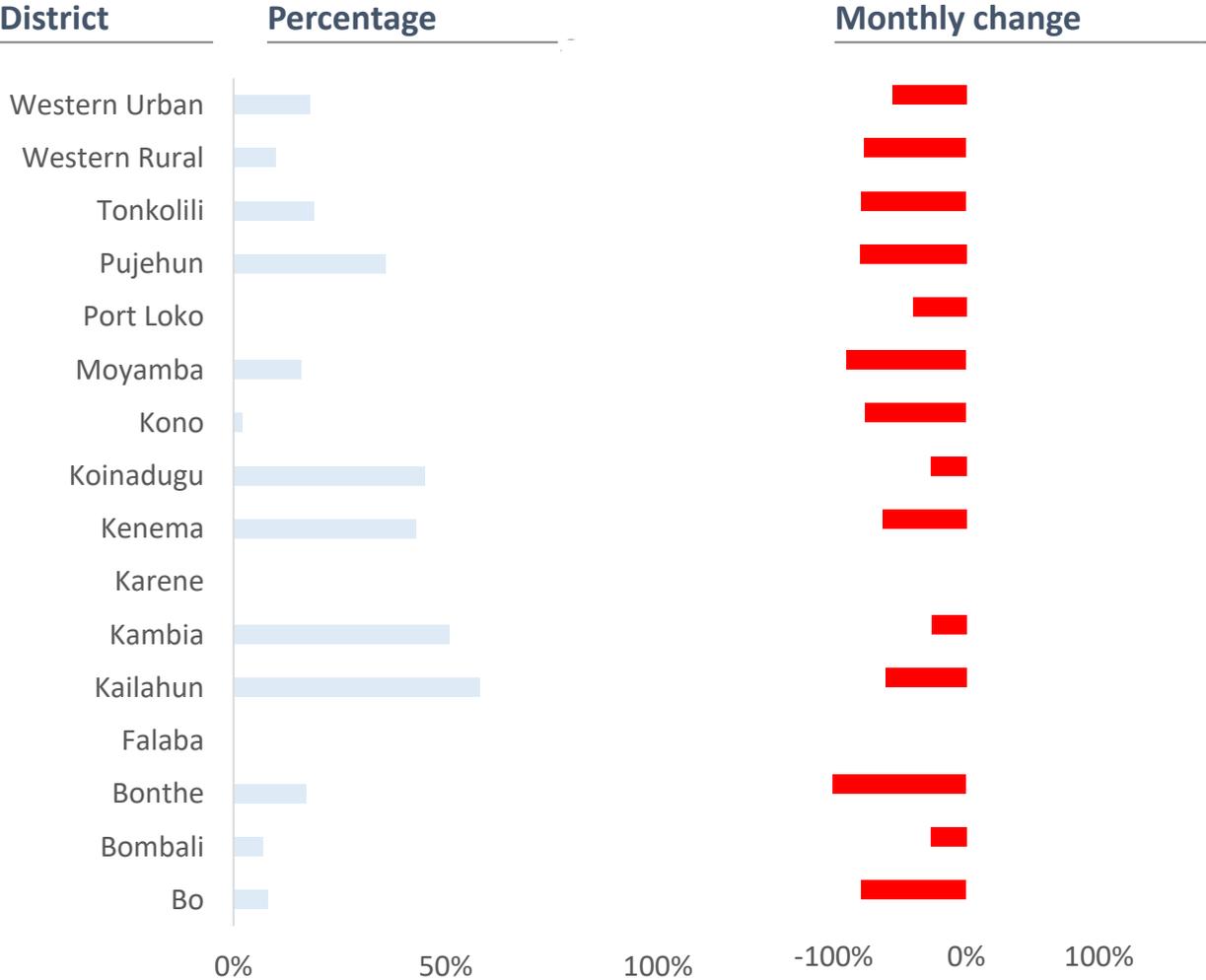
SSO visits to JS and SS Schools for Observations, December

In line with the number of classroom observations possible in December, the proportion of school visits fell sharply too.



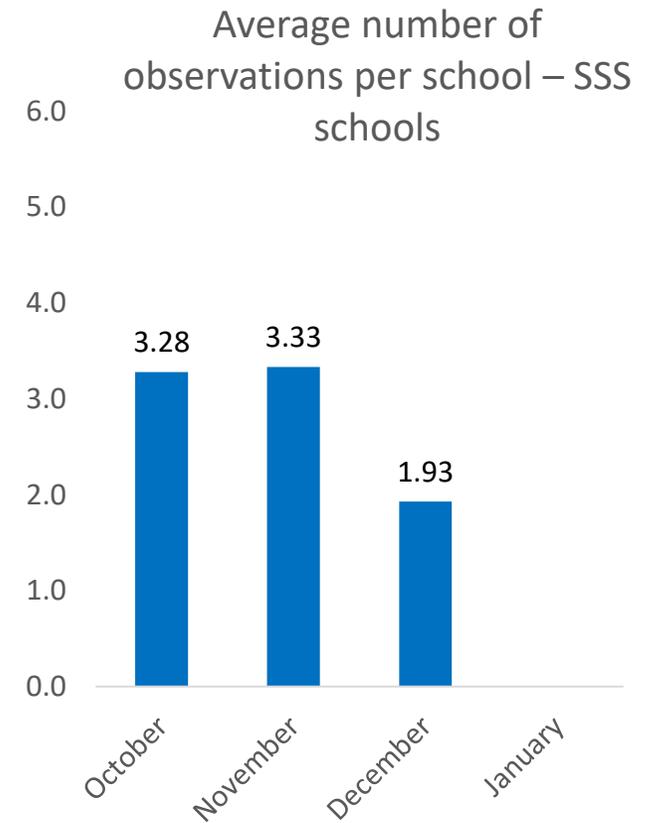
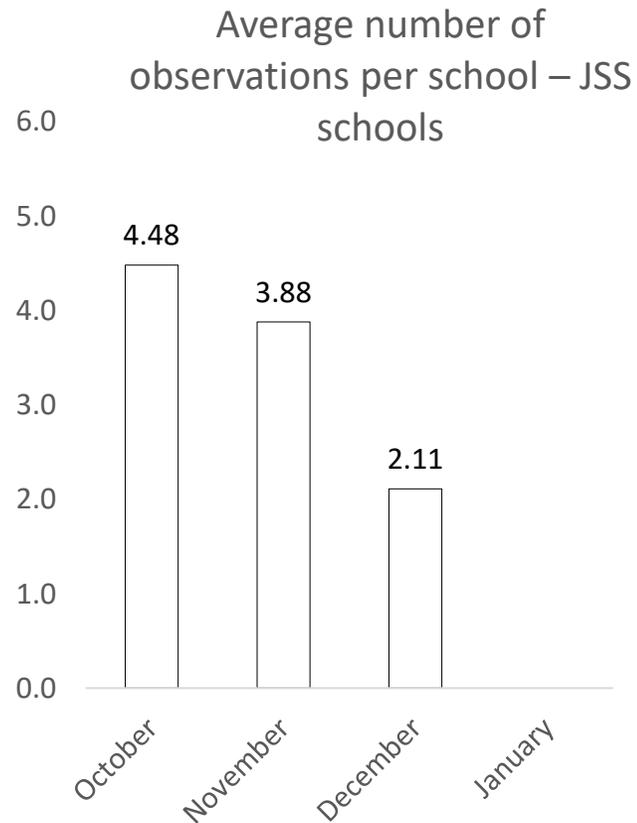
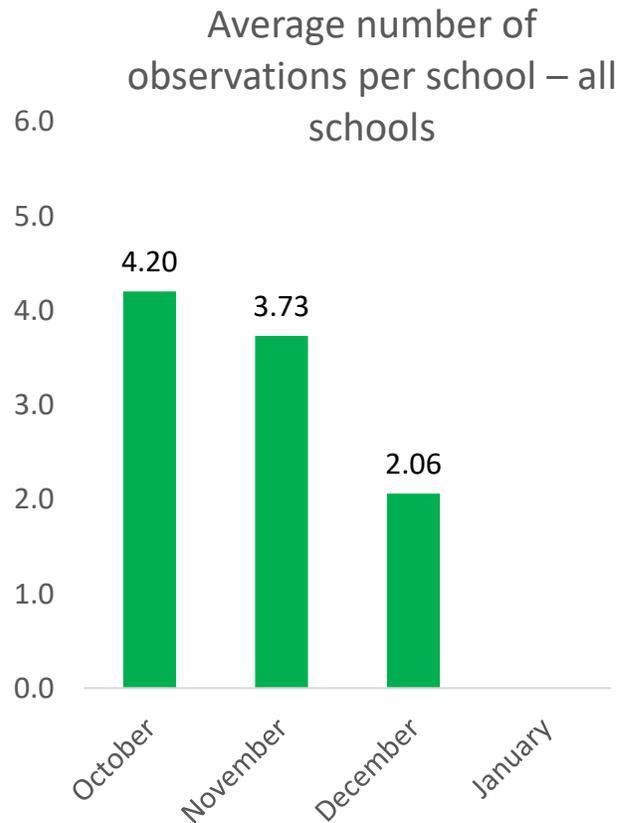
JS and SS schools visited by SSOs, by District, for December

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



Average number of SSO observations per school visited

In December, the number of observations per school fell substantially just like the number of observations in total.



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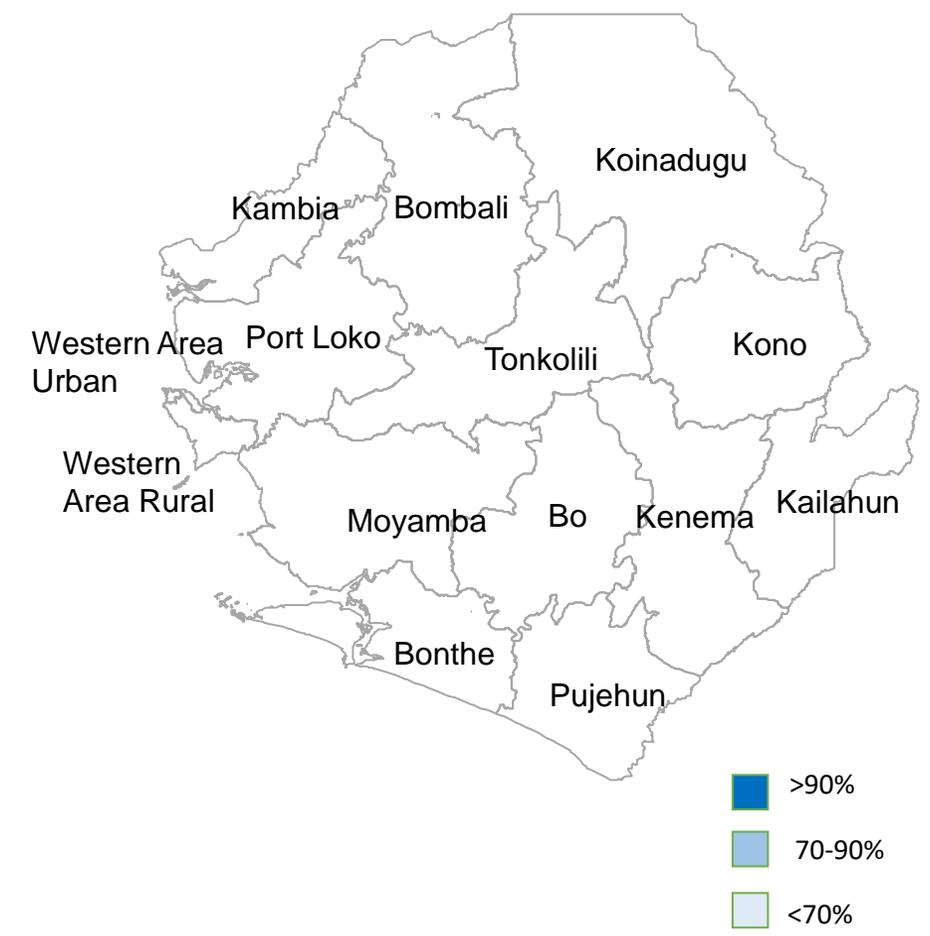
Section 4 – Supervisor visits to schools



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

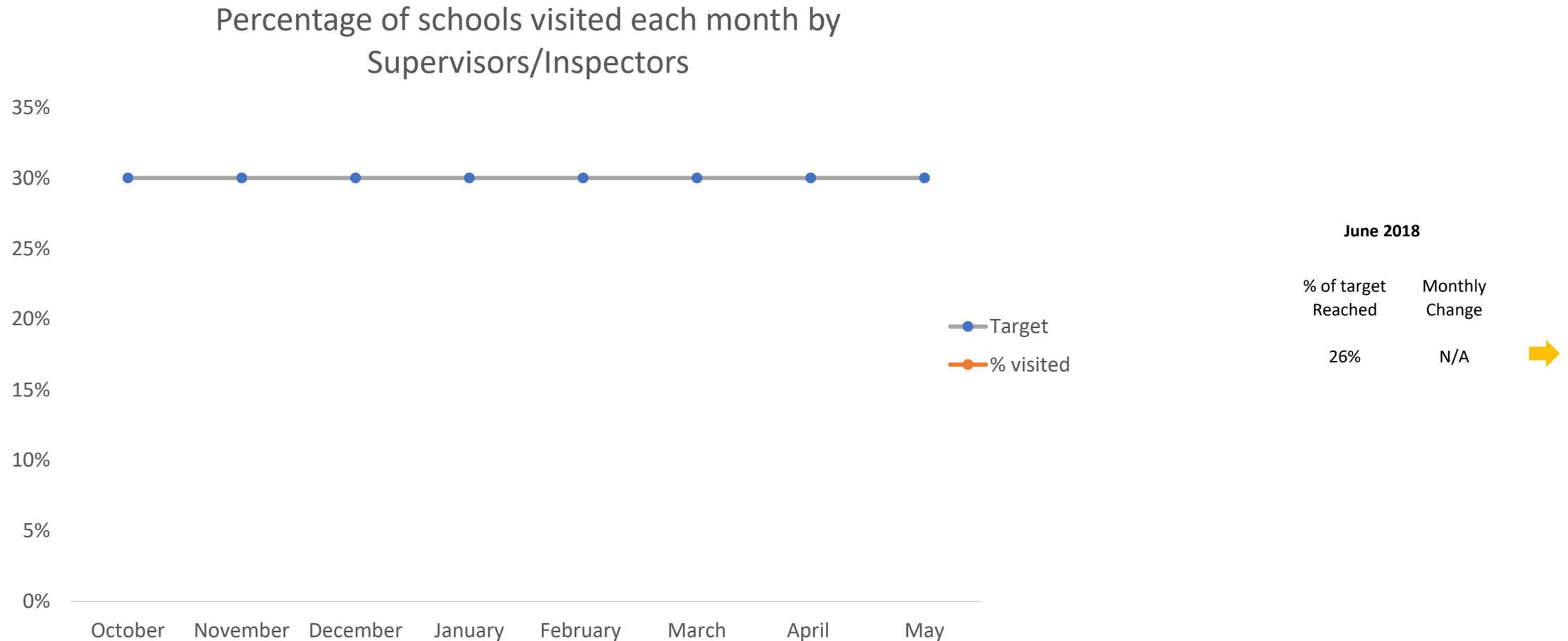
JSS schools visited by supervisors last month, % of total non-private schools in district

District Percentage Monthly change



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

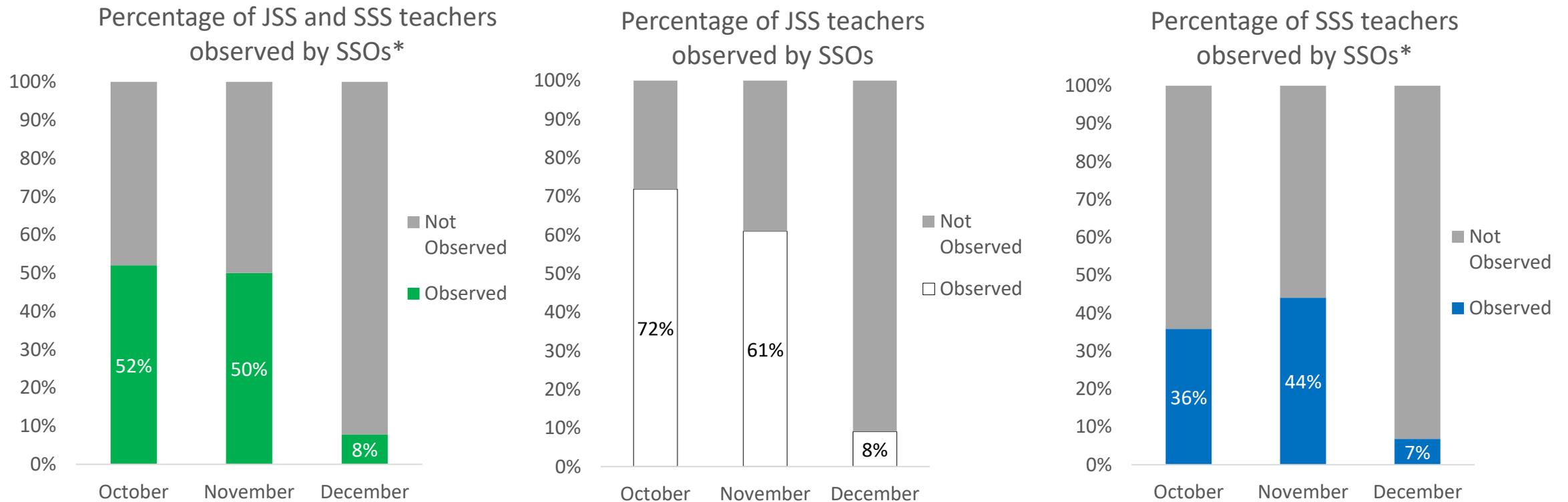


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Proportion of JSS and SSS English and Maths teachers observed by SSOs, for December

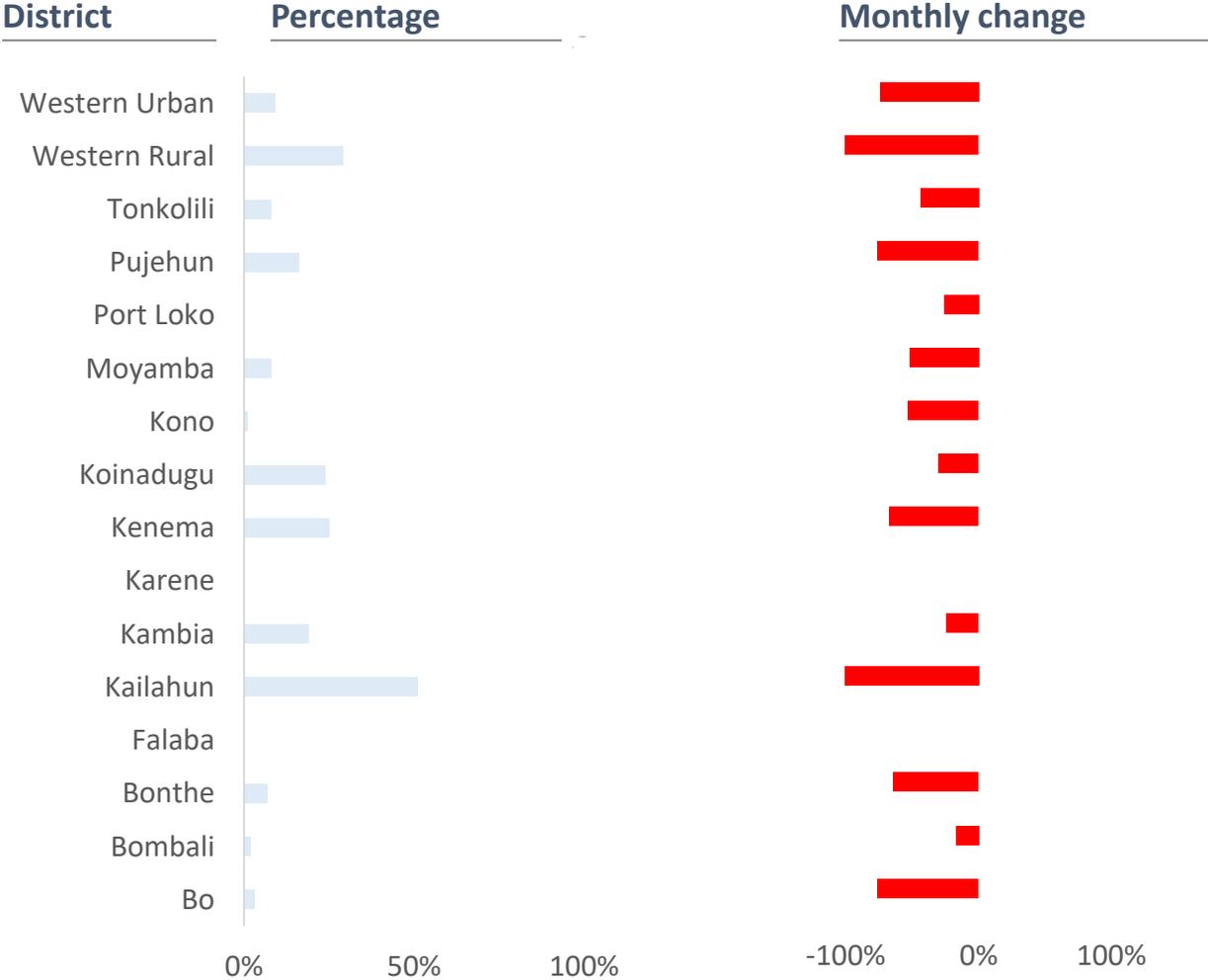
Only just over 500 teachers (8%) were observed using a full classroom observation this month. This is largely due to the lack of normal lessons for this to happen in, due to exams and the closure of schools for holidays.



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

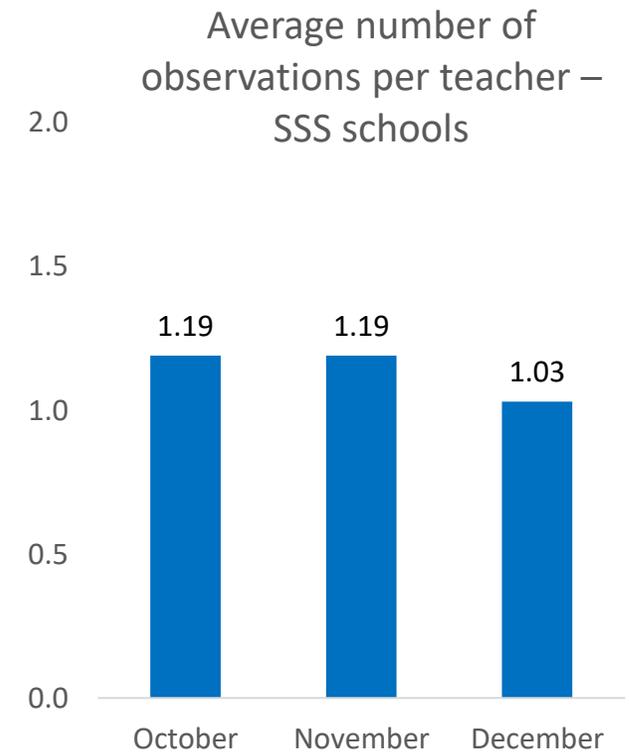
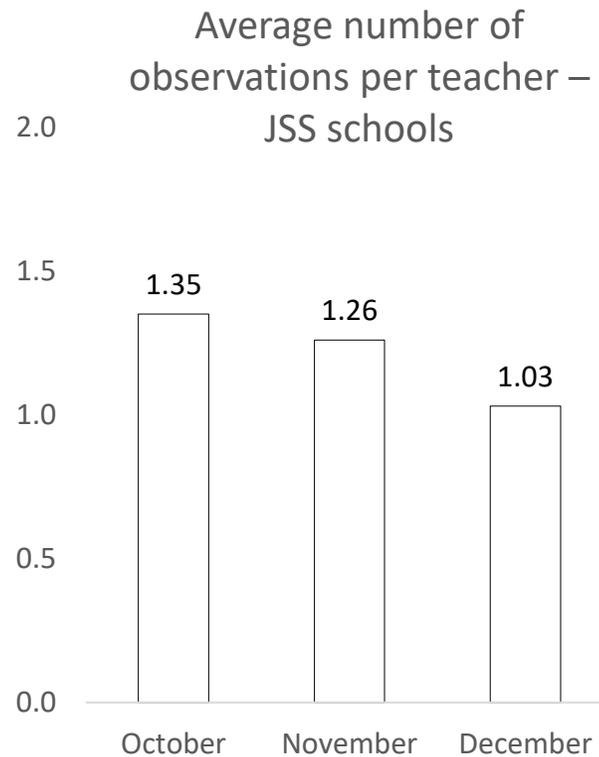
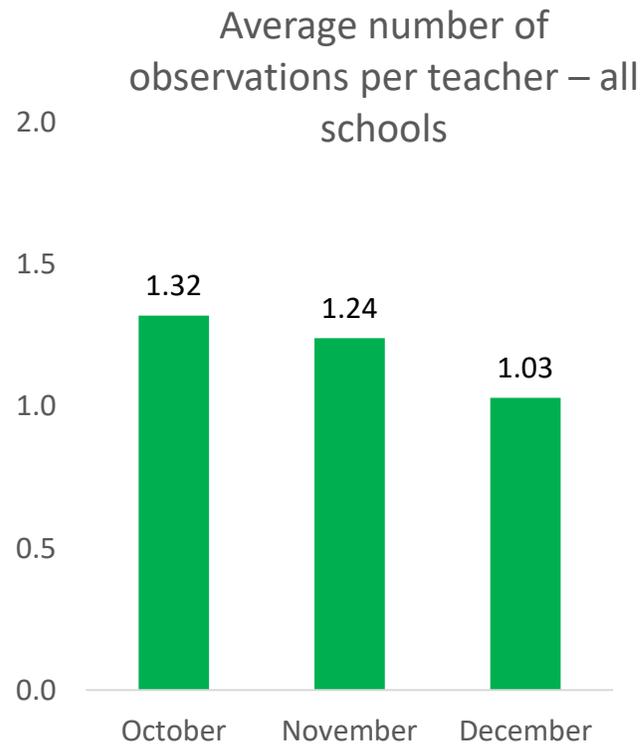
Percentage of JSS English and Maths teachers observed, by district in December

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



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

In December, the number of observations per teacher fell substantially just like the number of visits per school and total number of observations.



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Section 5 – Lesson plan use

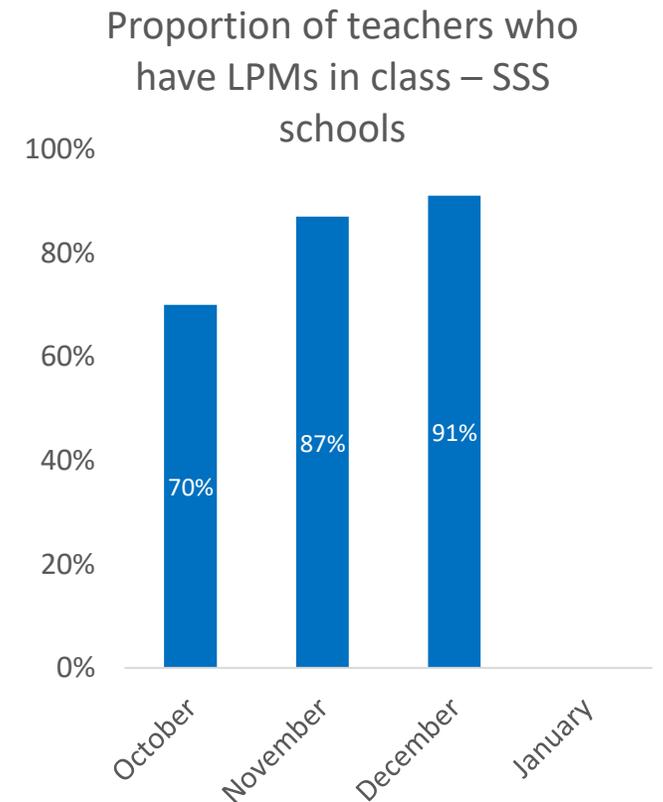
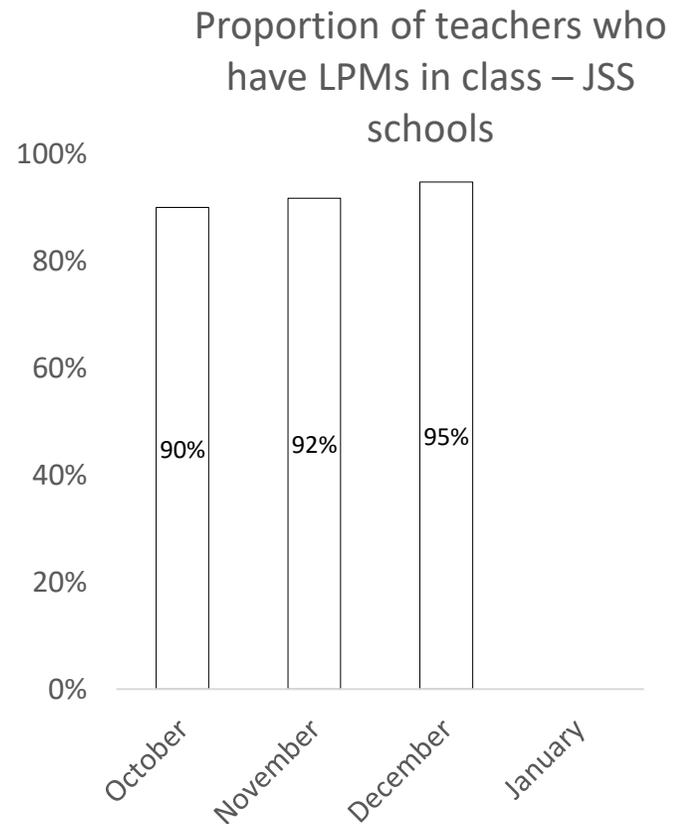
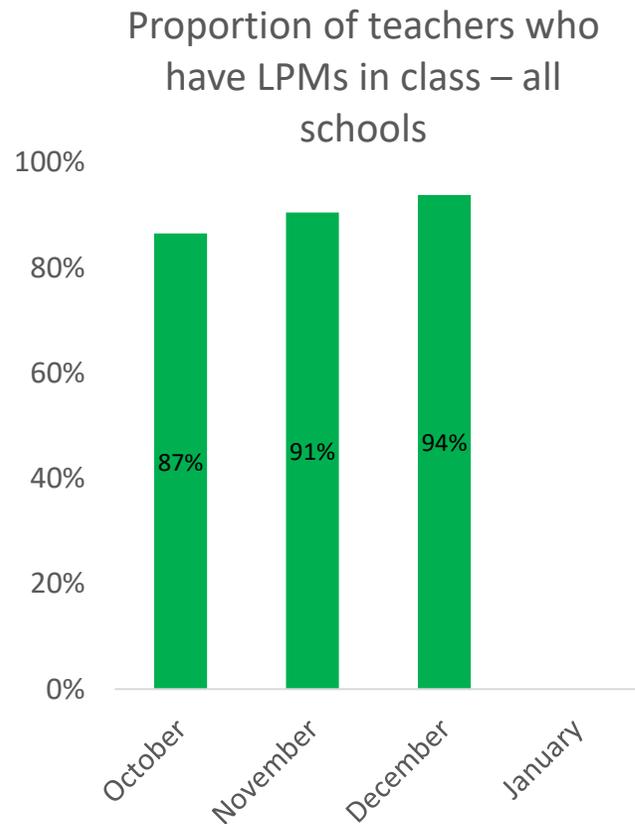


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Proportion of teachers that have LPMs in the class during observation, for December

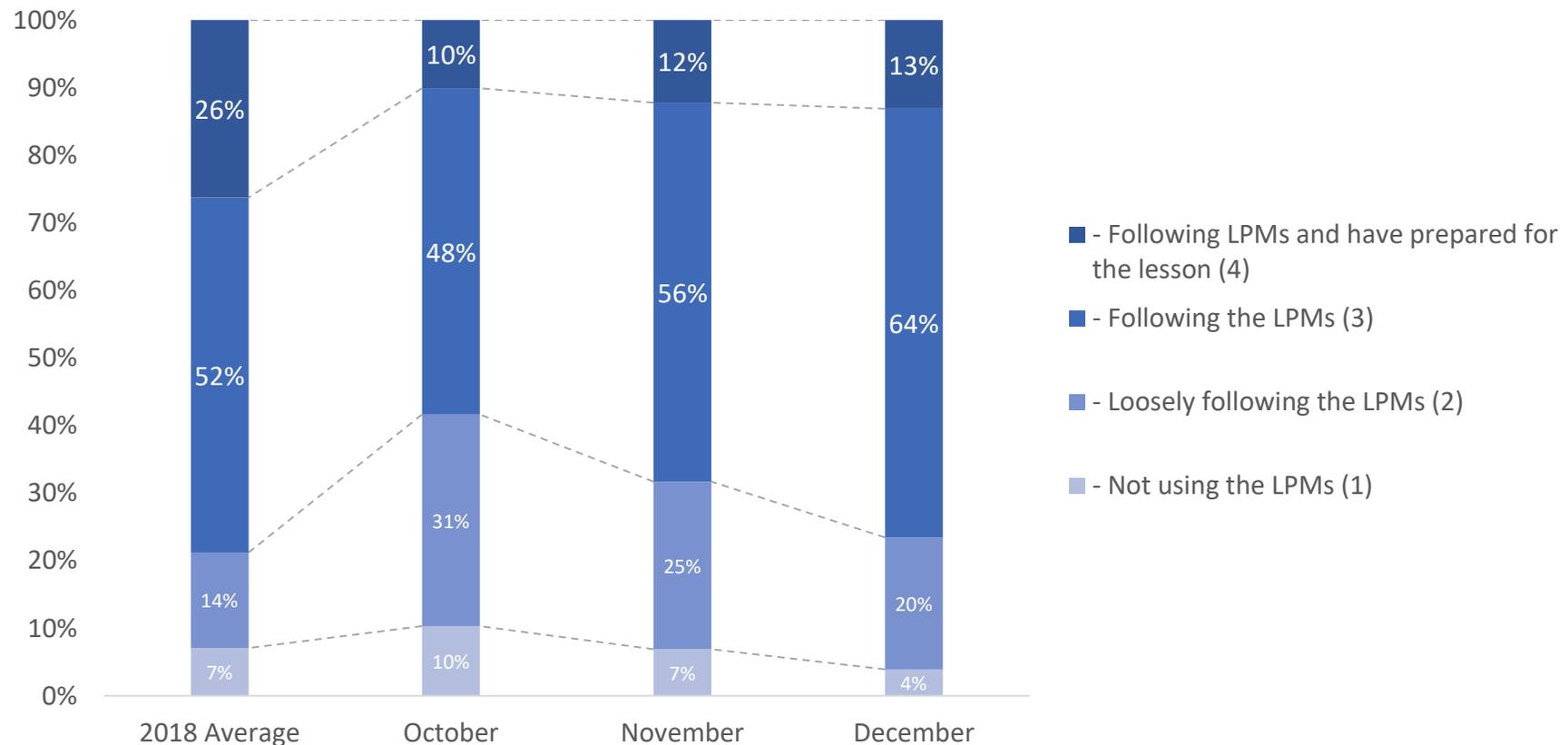
While the total number of observations fell in December it is encouraging to see that the presence of LPMs in class continued to increase in both JSS and SSS.



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

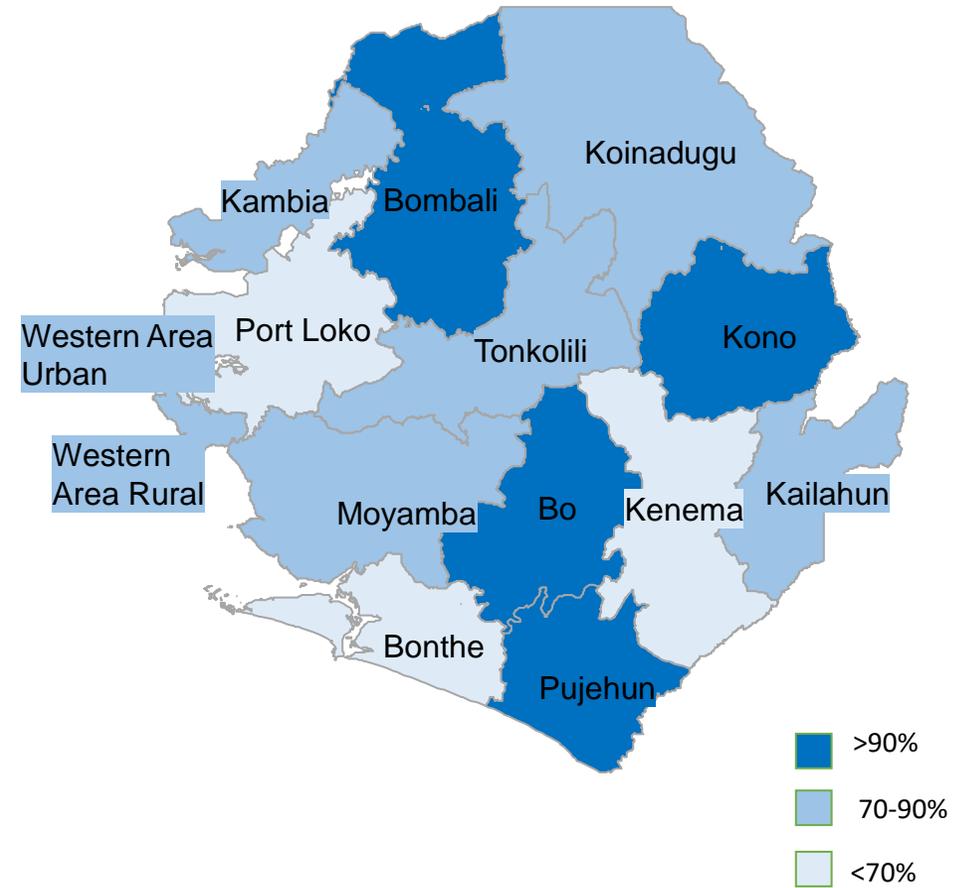
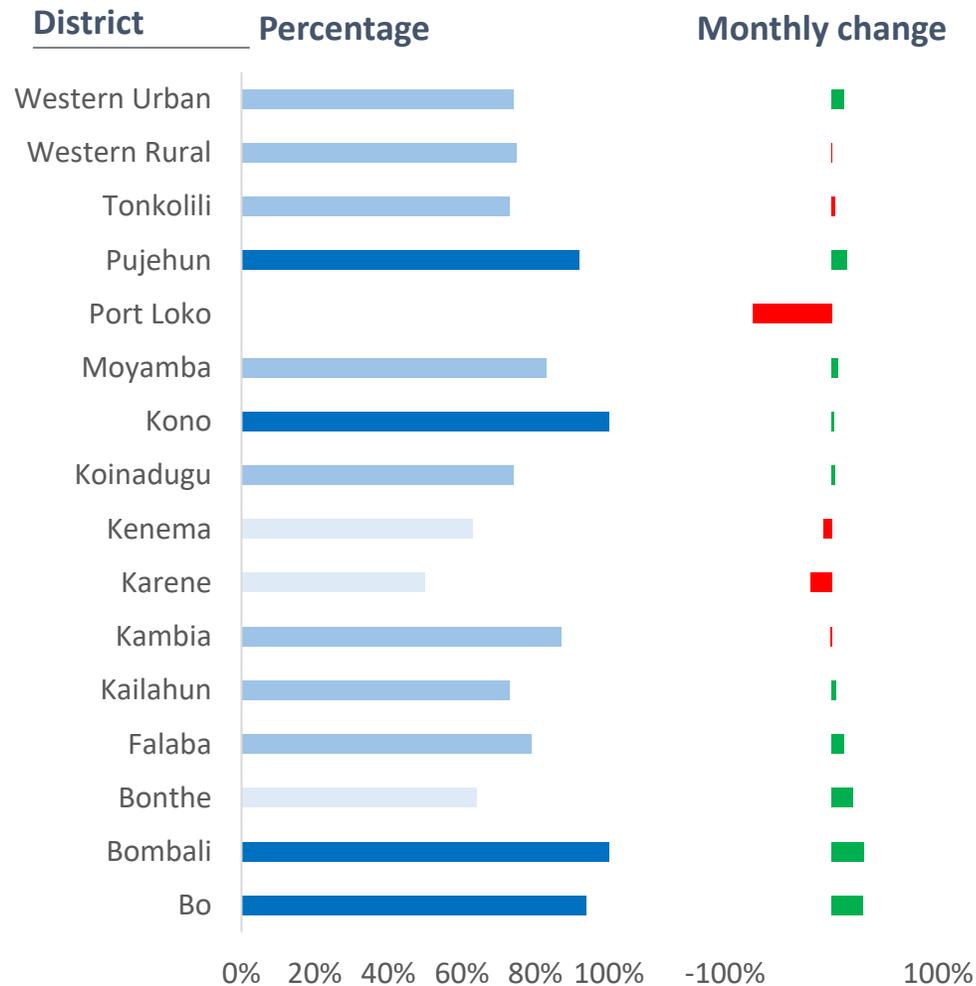
The scoring of use of lesson plans show that on average in JSS schools 77% are following the lesson plans well, well up from 58% in October and continuing to improve quickly. However, this is still just lower than the Jan-June 2018 average (78%) and so needs to continue to be followed carefully, particularly the number achieving a score of 4 which is well down from 2018.

Lesson Plan Use based on SSO Observation Scores



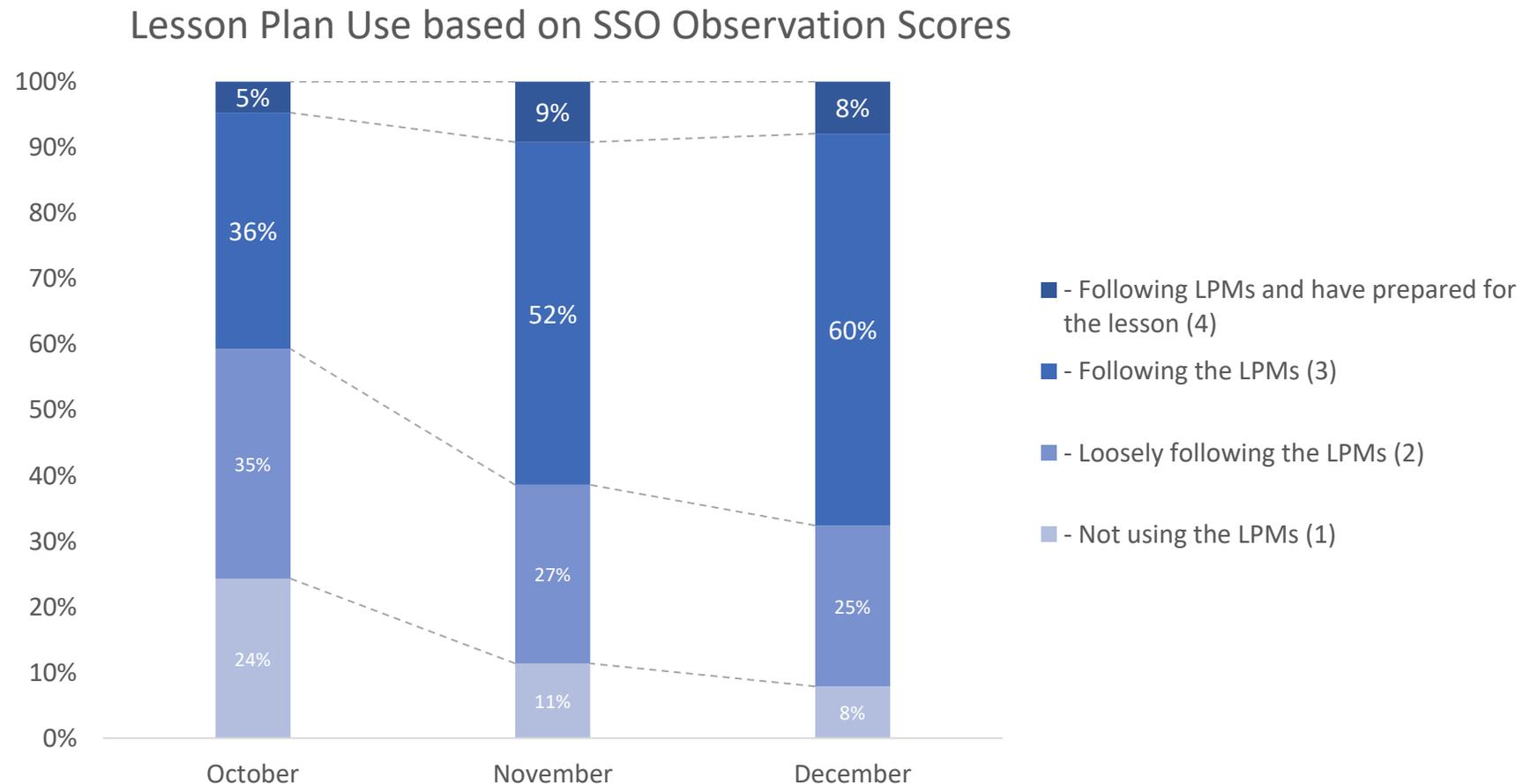
Percentage of lessons scoring 3 or 4 for LPM use, by District, for December, JSS

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



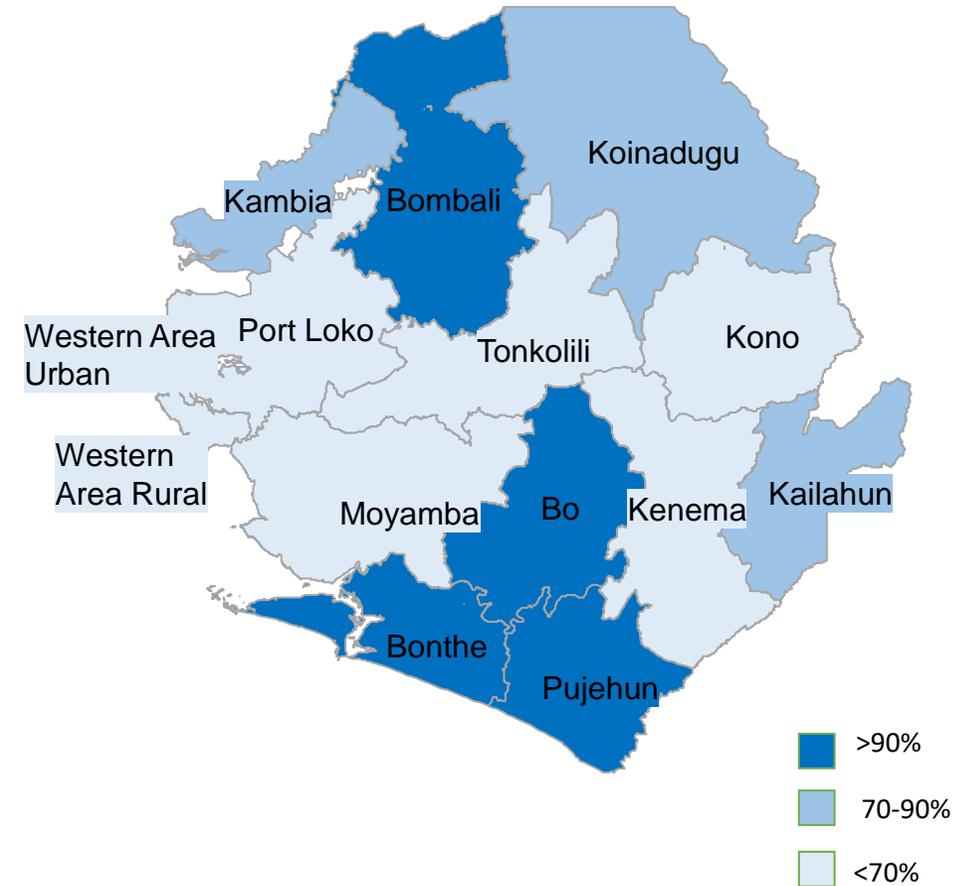
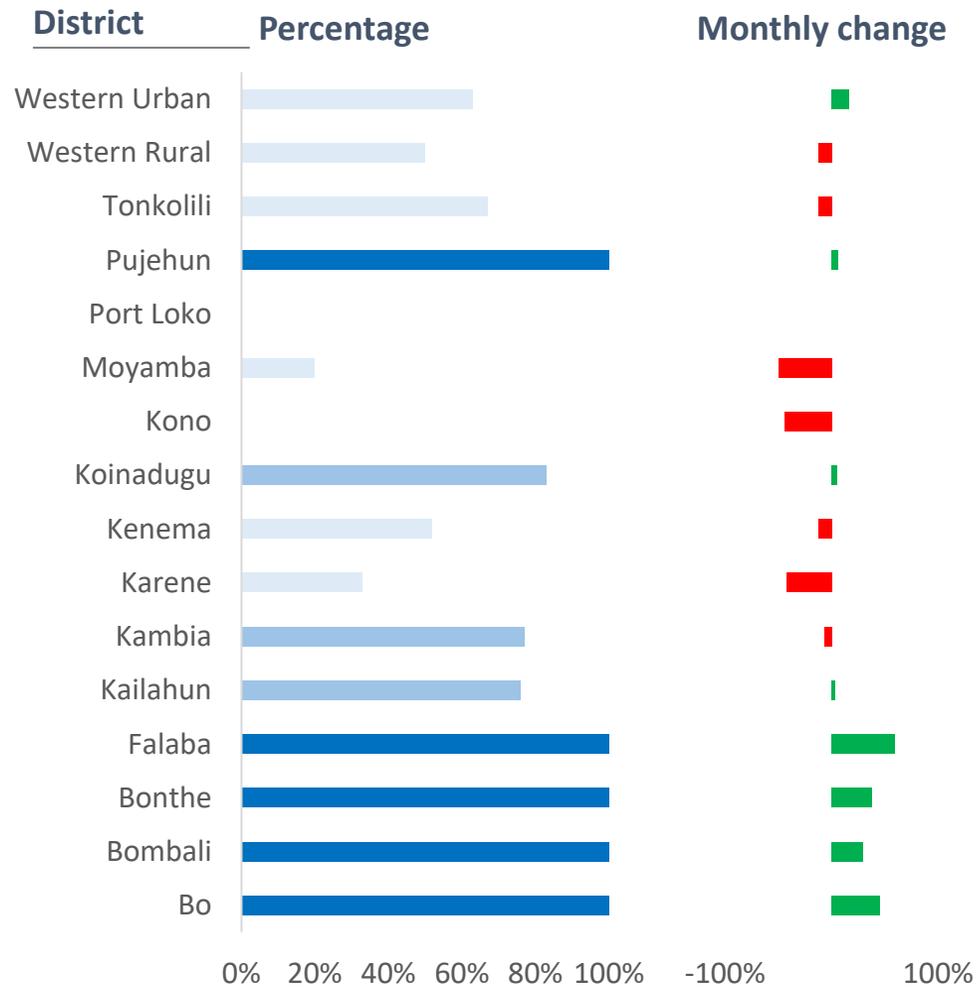
Observation scoring of lesson plan use by SSS English and Math teachers, for December

Lesson plan use in SSS is relatively new and so scores are expected to be lower than JSS for a while (currently 9% lower) for scores of 3 or 4. However, there was another improvement in December with the proportion of lessons scoring 3 or 4 increasing a further 7% to 68% of lessons observed.



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

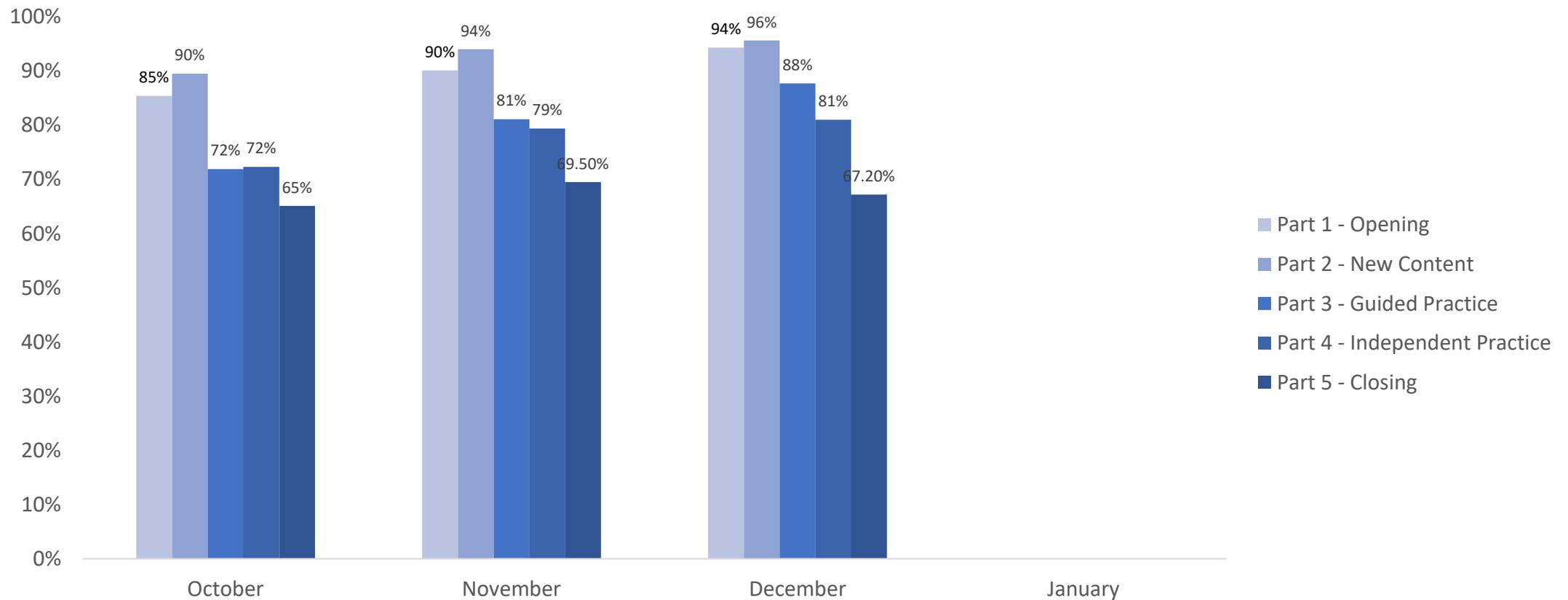
% of lesson observations scoring 3 or 4 for lesson plan use (top two ratings), by district



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

While the first two (teacher-led) parts of the lesson plans are being implemented much more still, there was encouraging improvements in the use of guided practice. The closing of the lesson remains the least used part of the lesson and has not much change across three months.

Implementation of Parts of Lesson Plans in all JSS observations



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Section 6 – Materials in classroom

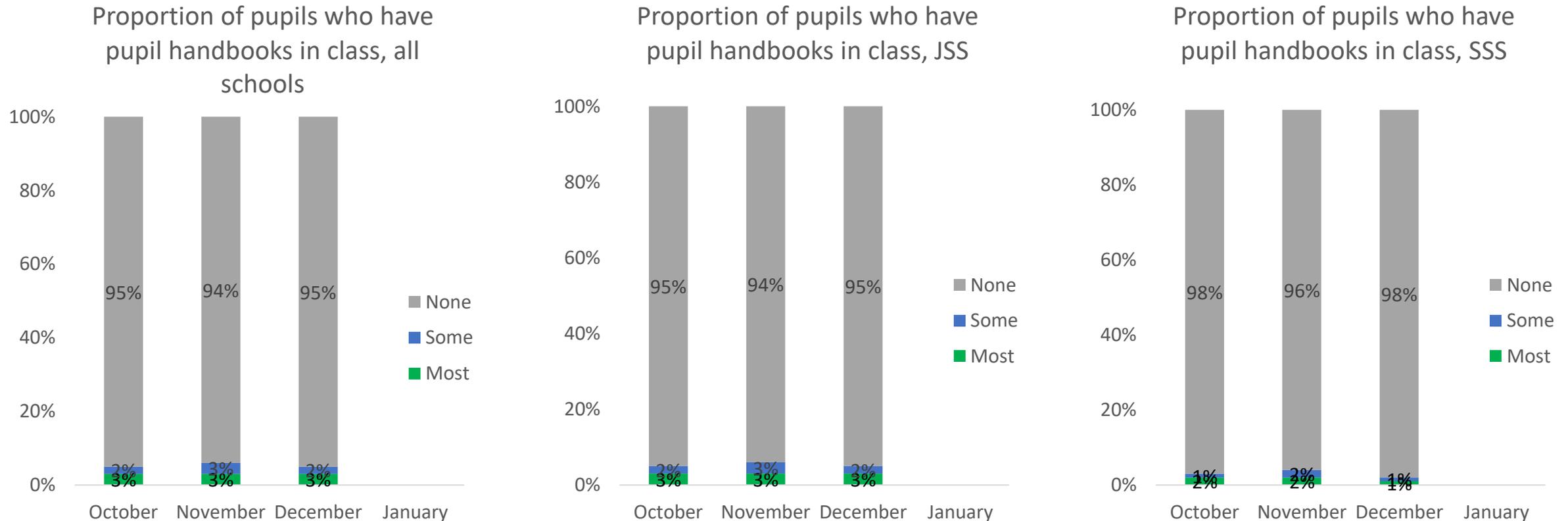


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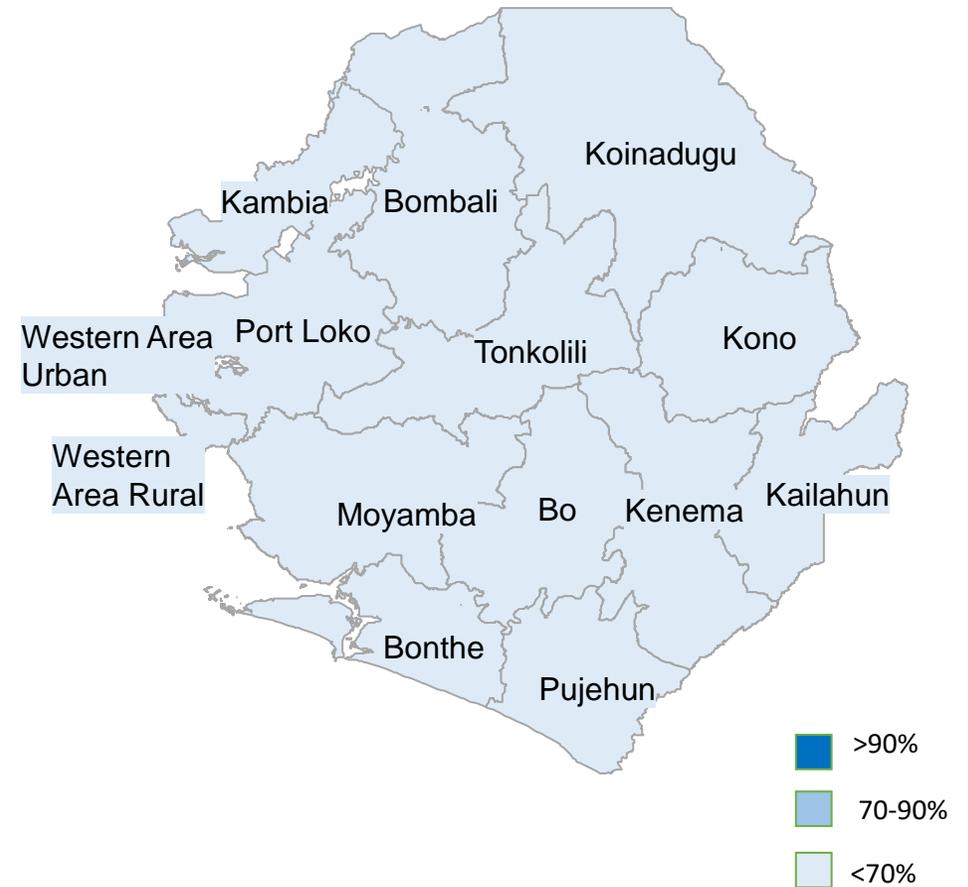
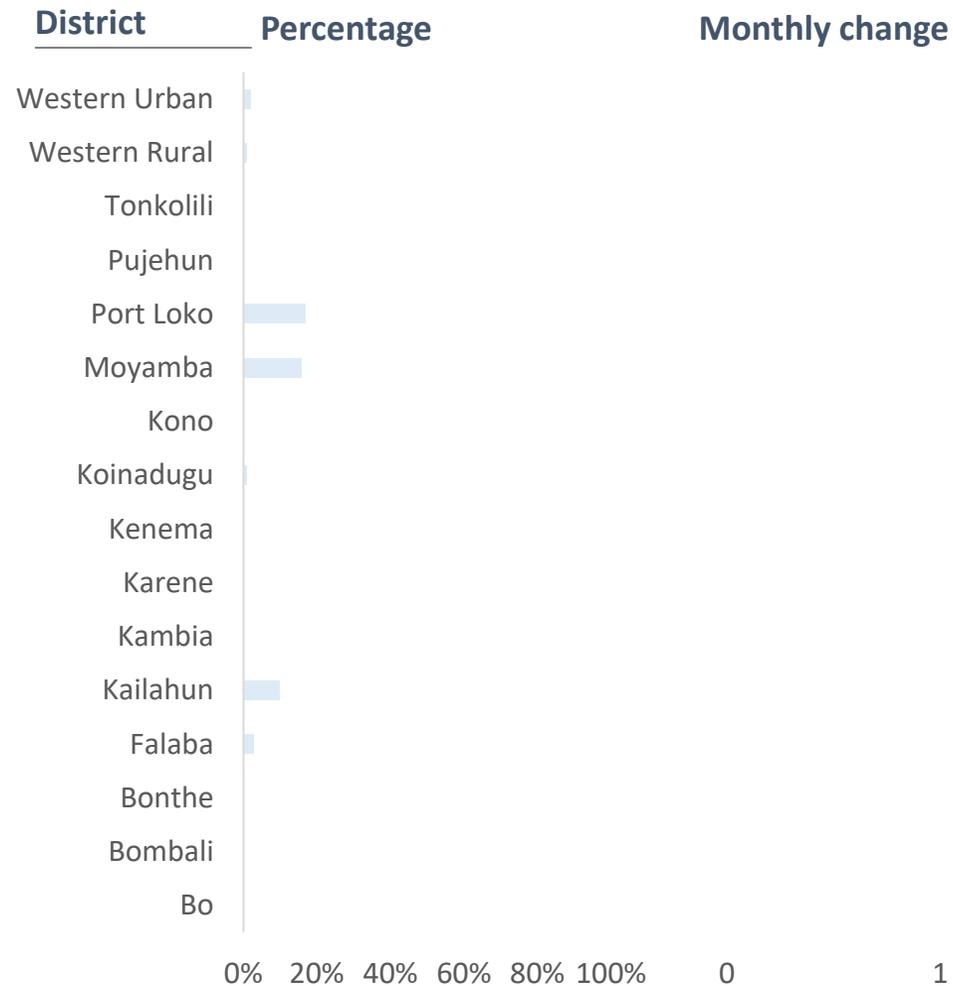
Proportion of pupils who have Pupil Handbooks in observed lessons, December

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



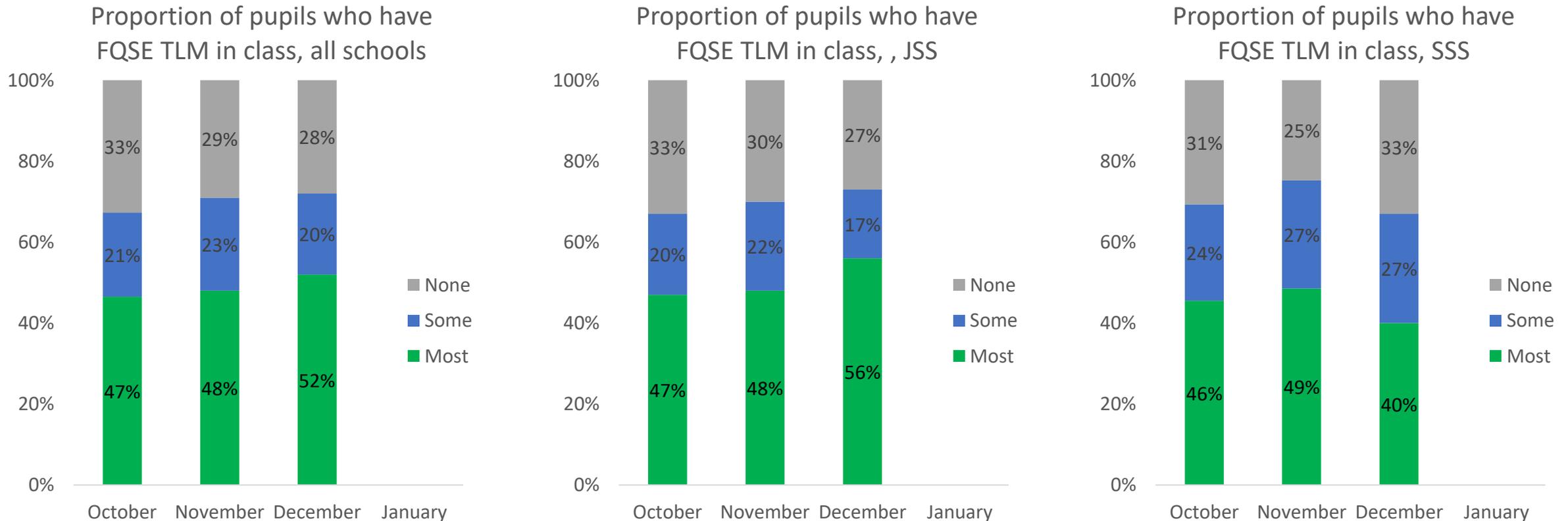
Proportion of JSS and Classrooms where 'most' pupils have pupil handbooks in class

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



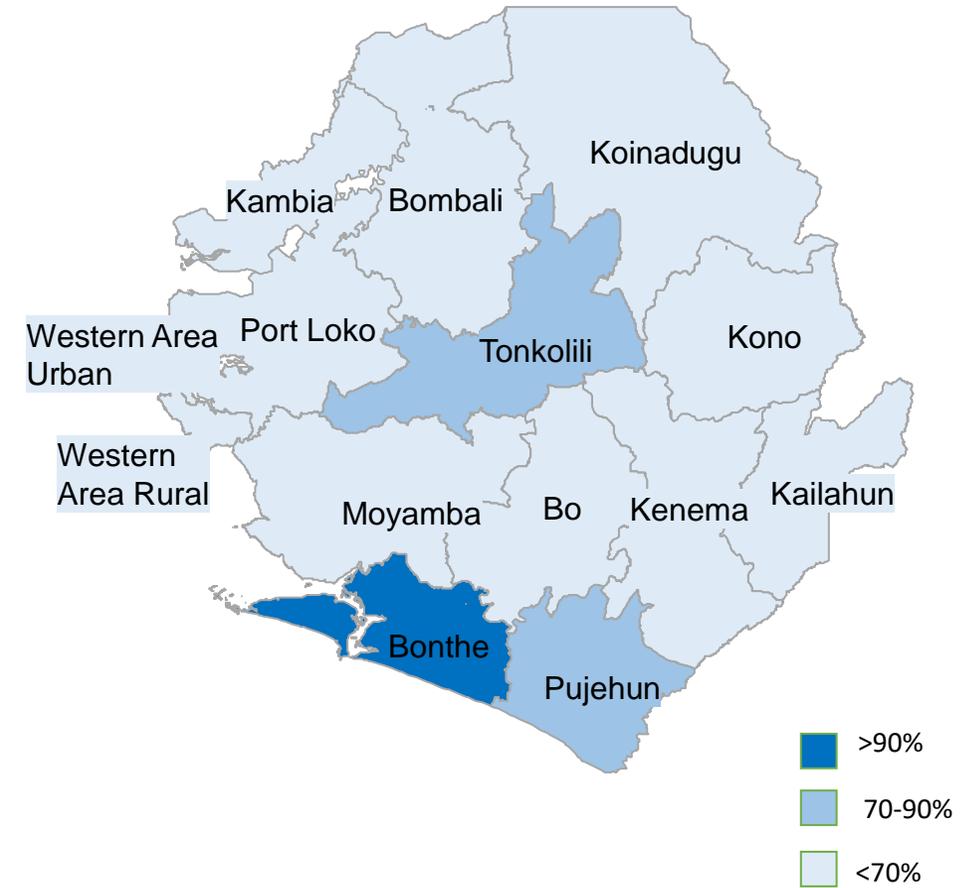
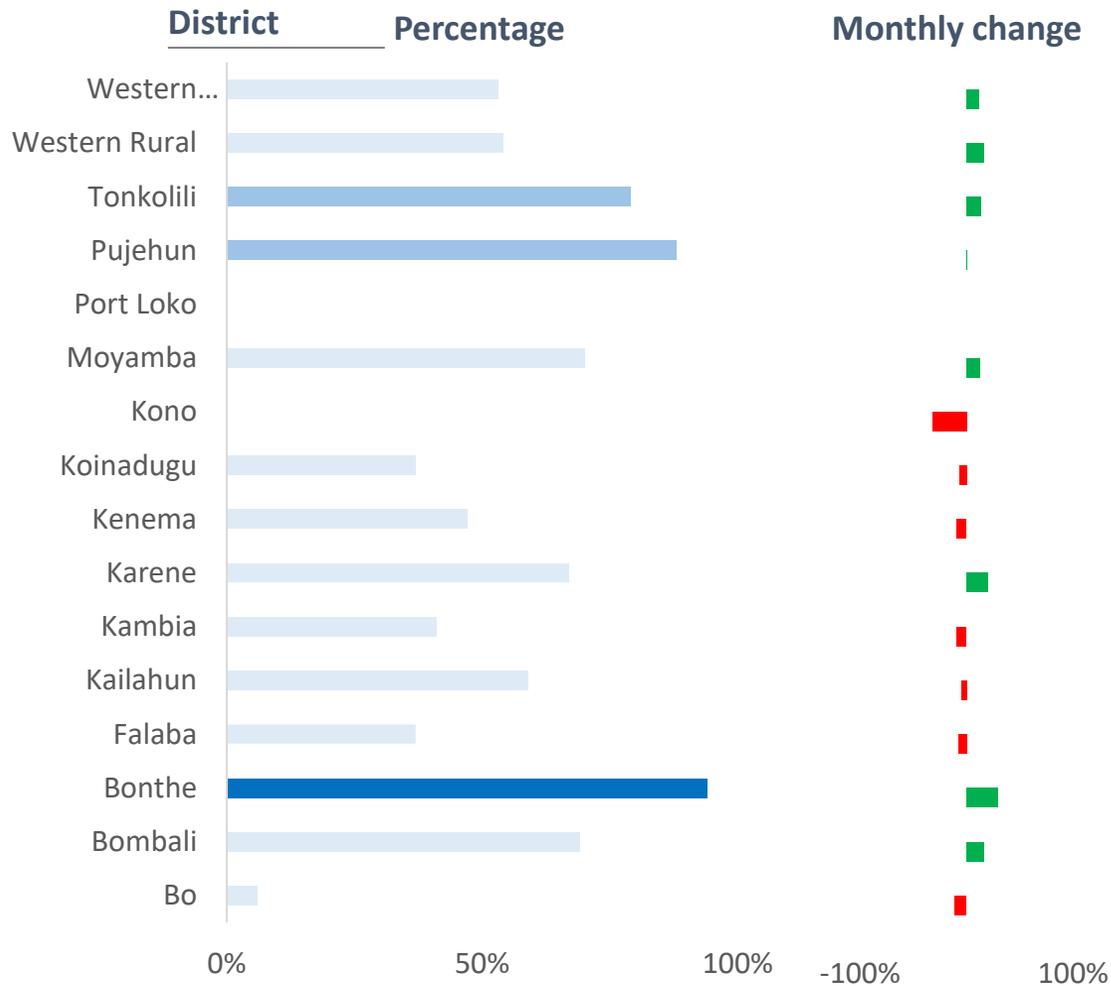
Proportion of pupils who have FQSE teaching and learning materials in class, for December

In December, FQSE teaching and learning materials were seen slightly more than in November. Over half of classrooms had them for 'most pupils'. Fewer than 30% of observations did not find evidence of FQSE TLMs in the classroom. The picture in JSS looks more positive than SSS though.



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

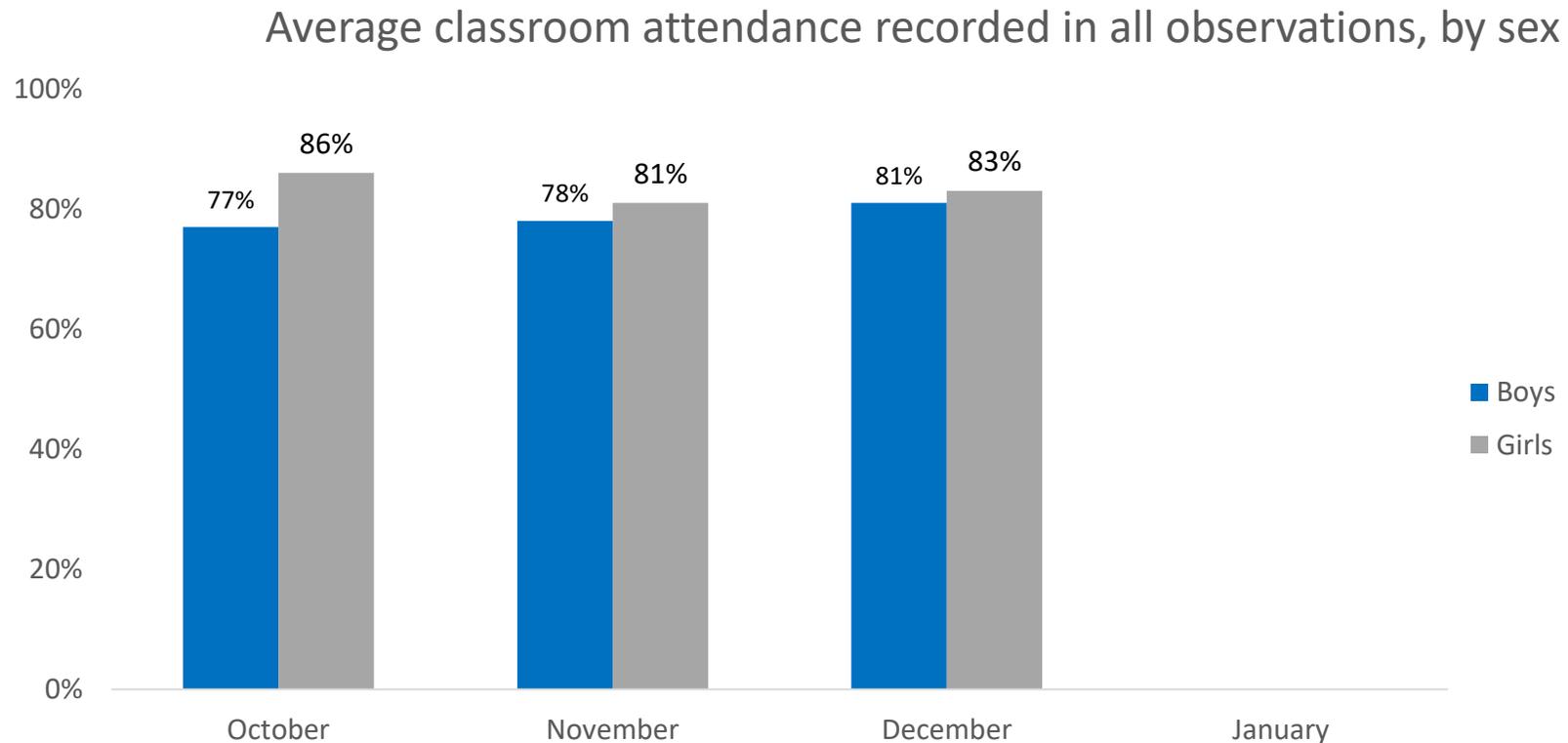


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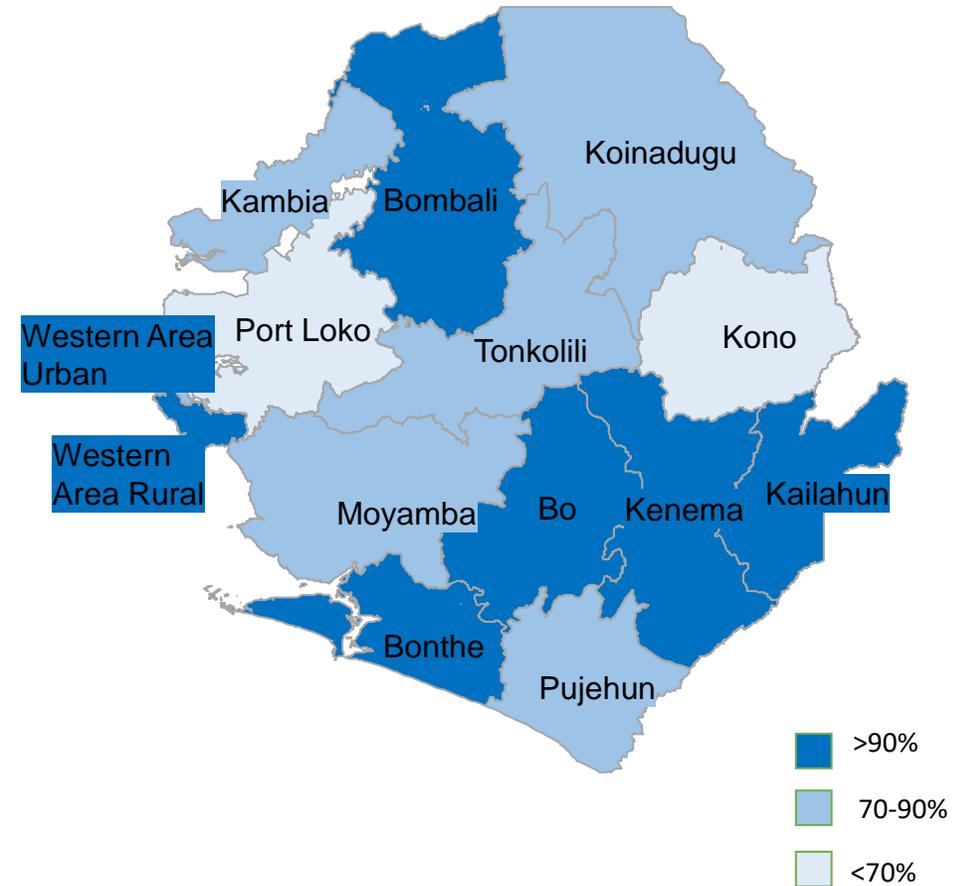
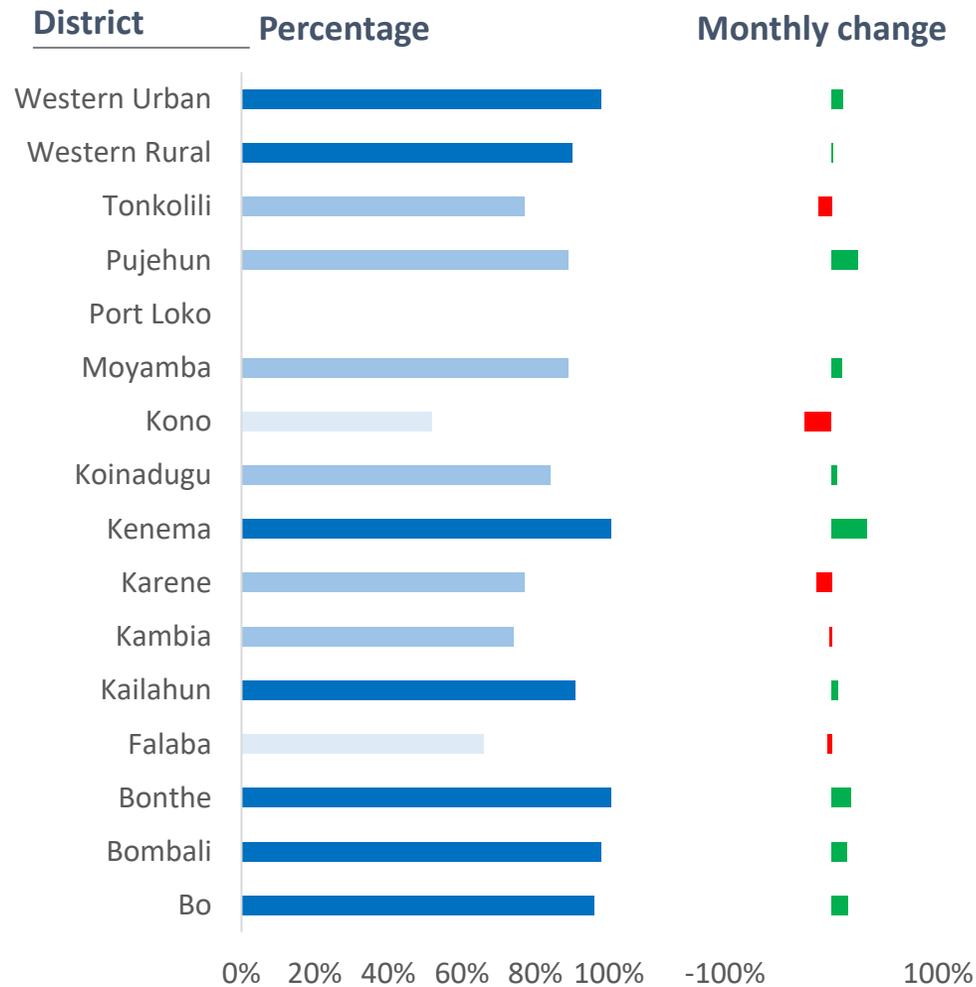
Average combined JSS and SSS classroom attendance, disaggregated by sex for December

Average attendance remained just above the 80% mark for both boys and girls in December, with girls' attendance slightly higher for the third month running.



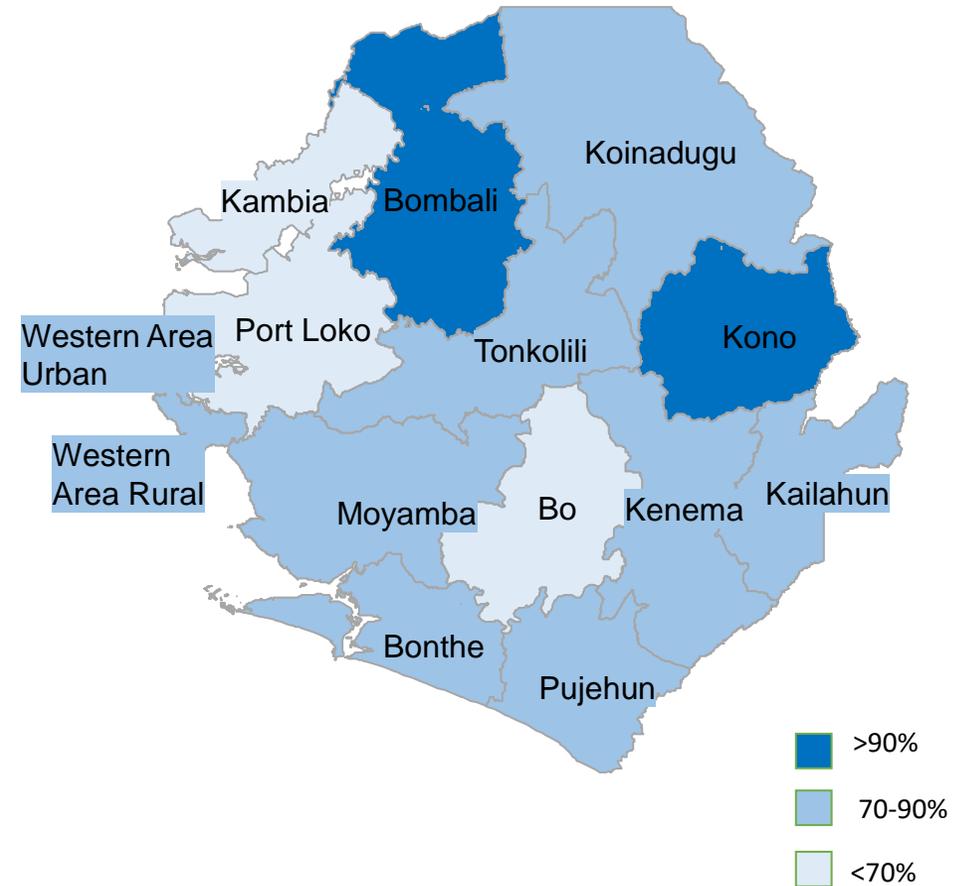
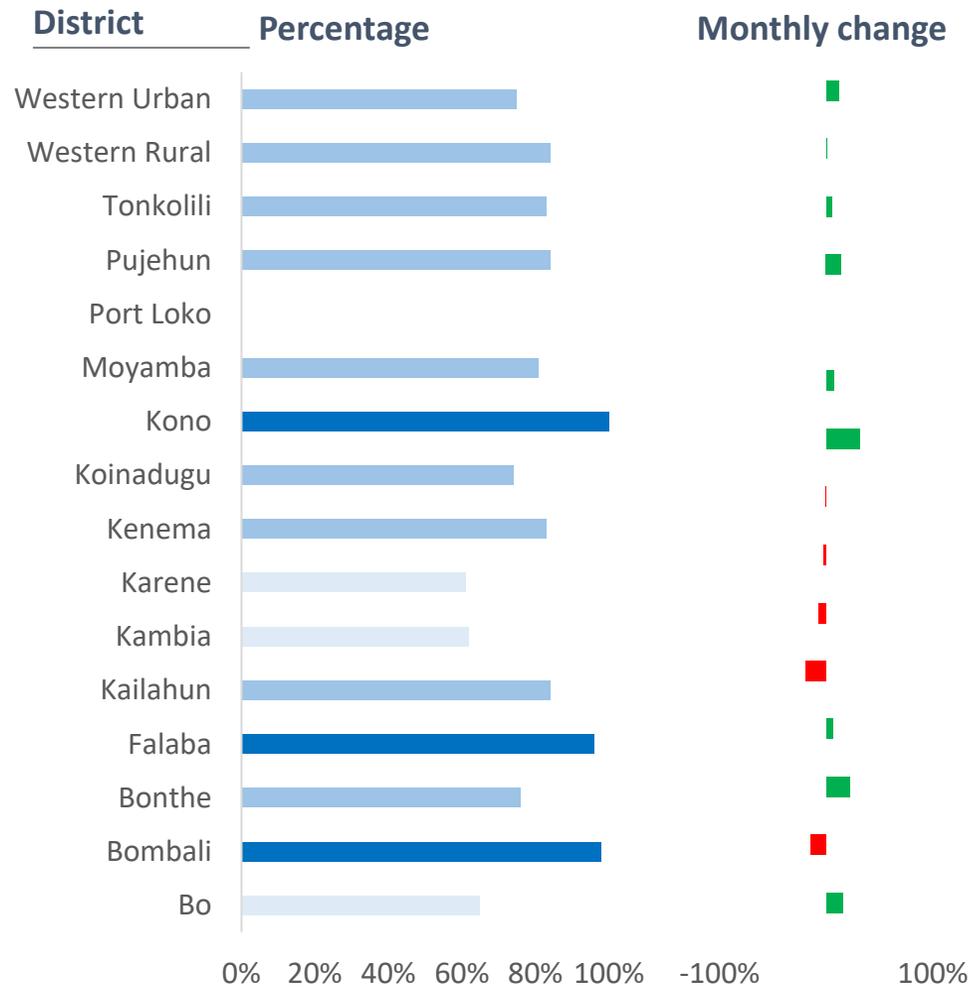
Average attendance in JSS Classrooms, both sexes by district in December

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



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

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



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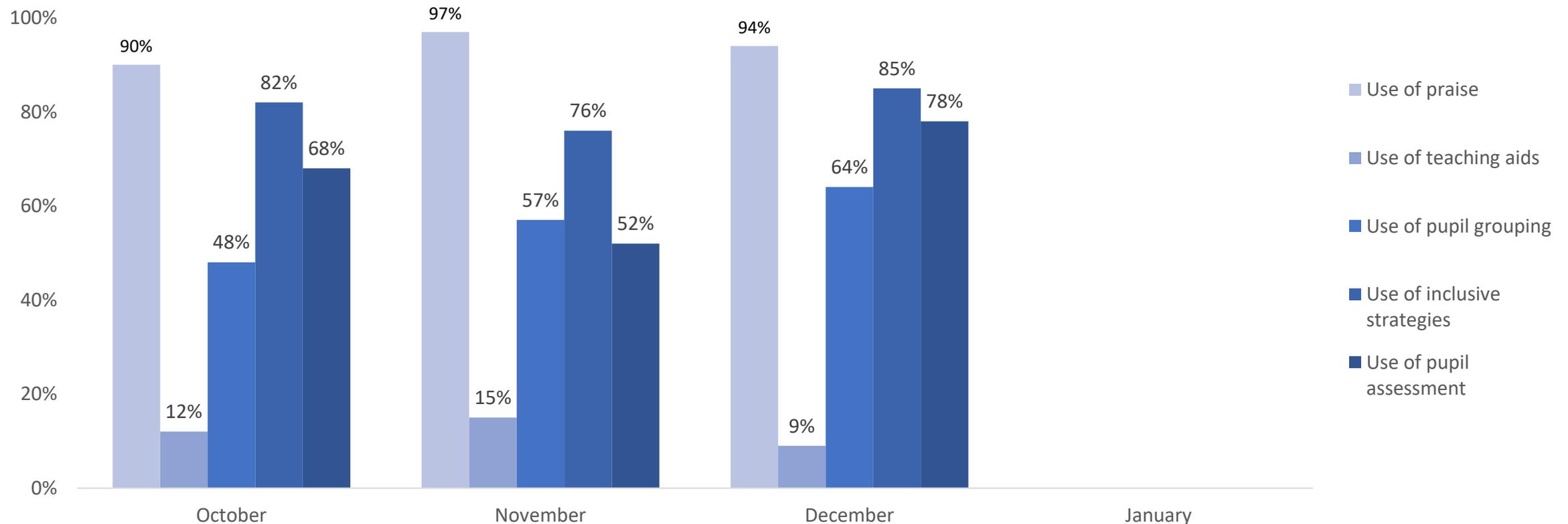
Section 8 – Pedagogy



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

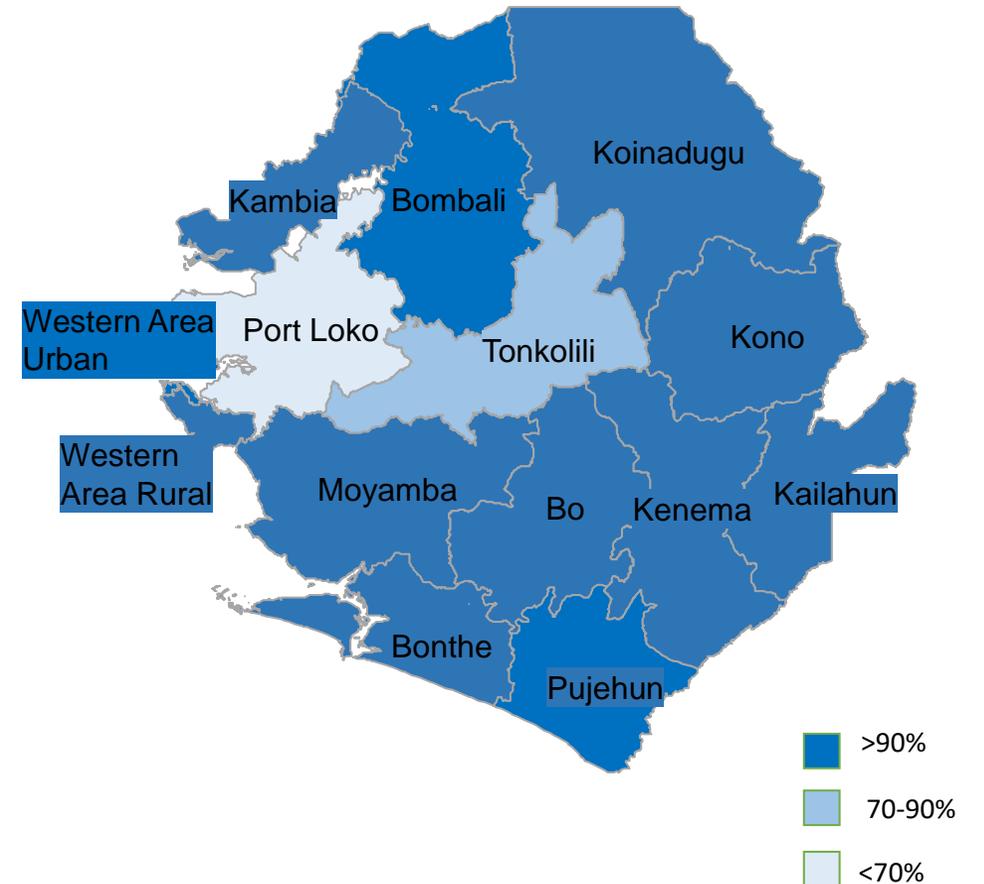
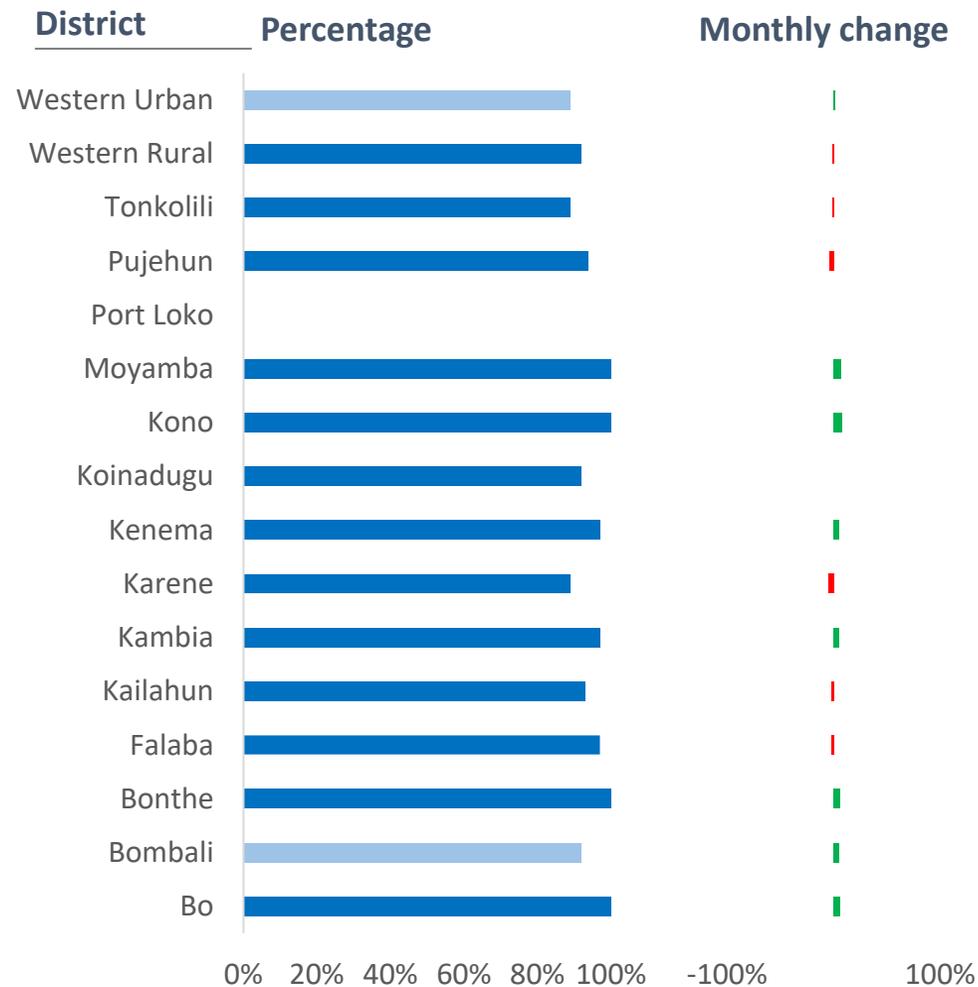
In December, there were encouraging improvements in the use of grouping and use of assessment in particular. Use of teaching aids fell even further to below 10% of observations.

Proportion of lessons where different pedagogical strategies are used



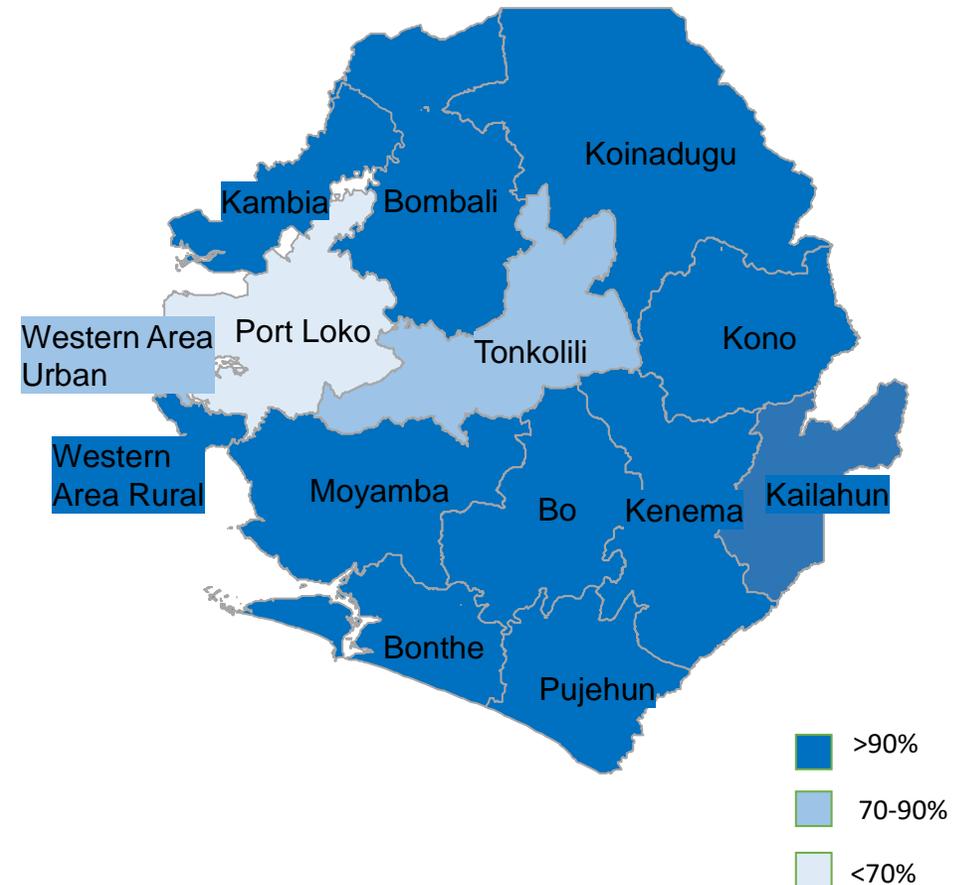
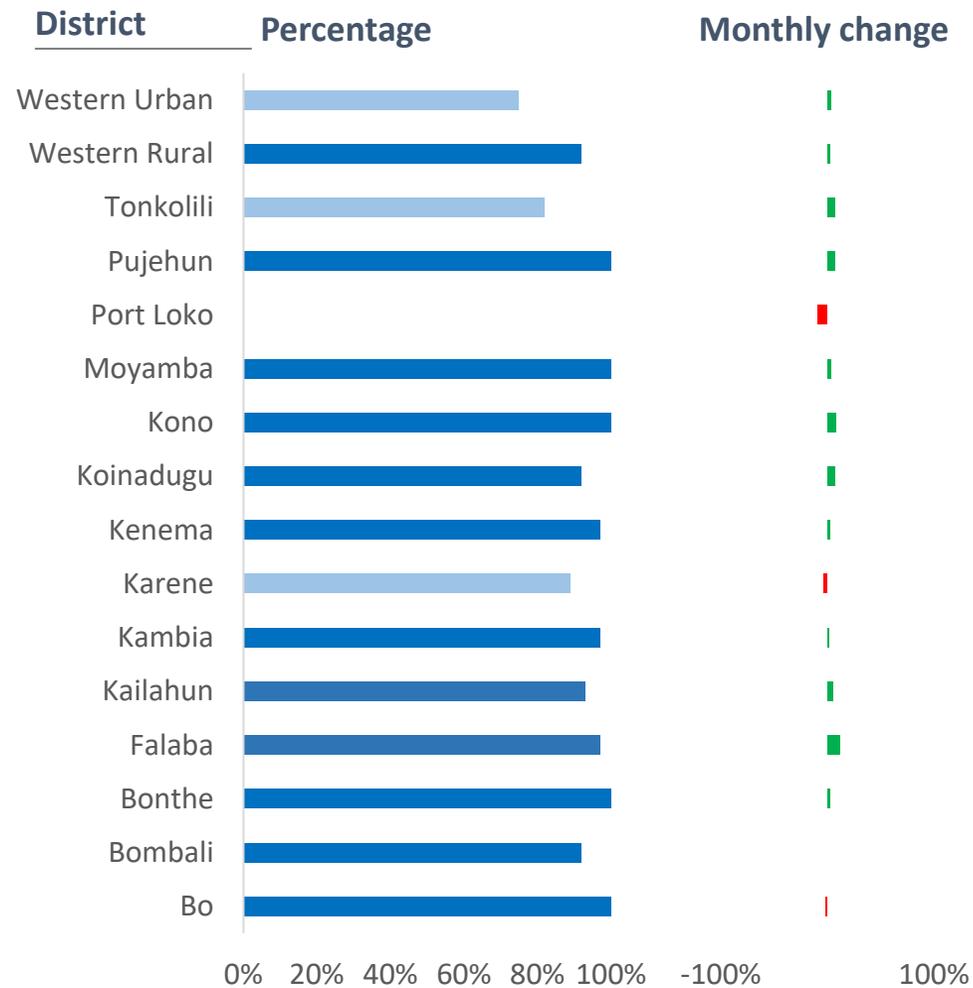
Use of Praise in observed JSS and SSS observations, by District in December

Proportion of observations where this teaching strategy was observed



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

Proportion of observations where this teaching strategy was observed



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Section 6 – Summary 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	192
SSS	352
Actual Number of non private JSS Supported this month	72
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	393
SSS	5,917
SSS (non-private) – LWL focus (English & Maths teacher)	2,000 (estimate)
Number of SSS teachers reached this month	135