Outline

1. Setting the Context
2. Education Reforms in Punjab
3. Way Forward
Outline

1. Setting the Context
2. Education Reforms in Punjab
3. Way Forward
PMIU-PESRP: A Brief Introduction

Timely implementation of ongoing programmes

Regular monitoring and evaluation

Dedicated support to SED for ongoing initiatives
PMIU-PESRP: Monitoring Routines

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Monitoring Activity</th>
<th>Reporting Mechanism</th>
<th>Coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Annual School Census</td>
<td>Self Reported</td>
<td>100%</td>
</tr>
<tr>
<td>2.</td>
<td>Monthly School Monitoring</td>
<td>ME Assistants</td>
<td>95%</td>
</tr>
</tbody>
</table>

- **No. of schools**: 12,268,981
- **No. of enrolled children**: 10,726,114
- **No. of teachers**: 567,003

![Pie charts for No. of schools, No. of enrolled children, and No. of teachers, showing the distribution of public and private schools.]
Past Reforms in Education

The previous decade of education reforms in Punjab (2010-18) focused on improving **accountability** and fixing **inputs** in public schools.

- **43,000** Missing facilities provided
- **7,400** Dangerous buildings reconstructed
- **8,000** IT labs set up in middle and high schools
- **1.6 Million** More children in public school since 2012
- **~90,000** Teachers recruited
- **90%** Schools covered by regular administrative visits
The imbalance between accountability and school support led to perverse incentives in the system, and sidelined focus on student learning.

- ~5 million Children of school-going age out of school
- 32.8% Children of ages 7 – 14 demonstrate adequate reading skills
- 4.5% Children of ages 7 – 14 demonstrate adequate numeracy skills

Inequalities
Based on gender, region, wealth quintile and disability
New Deal Vision

“Enable every child in Punjab to learn meaningfully through committed teaching in accessible and equitable classrooms to become a productive and proud Pakistani”

Ambition

To ensure quality of learning for students as well as teachers and administrators

To provide equitable opportunities for improved access and retention of all children

To enhance efficiency and transparency in the system that promotes effective learning
### New Deal Priority Areas

<table>
<thead>
<tr>
<th>Priority Area</th>
<th>Description</th>
</tr>
</thead>
</table>
| **1 Learning** | - Transforming teacher effectiveness  
- Strengthening basic competencies  
- Reforming assessments and curriculum |
| **2 Access**  | - Improving access, retention and equity  
- Providing high quality pre-primary education |
| **3 Governance** | - Strengthening institutional capacity  
- Empowering school leaders and administrators  
- Streamlining public-private engagements |
Education Sector Plan for the Next Five Years

Based on a province-wide Education Sector Analysis (ESA), a comprehensive Education Sector Plan is developed for school education, literacy and non formal education, and special education, while being aligned with the government’s vision of improving quality.

Key Interventions

- Out of School Children Strategy
- Afternoon Schools
- Continuous Professional Development
- Integrated Management Information System (IMIS)
- Communication Strategy
Outline

1. Setting the Context

2. Education Reforms in Punjab

3. Way Forward
### Priority Area 1: Learning

<table>
<thead>
<tr>
<th>Early Childhood Education (ECE) Program</th>
<th>Urdu as a medium of instruction at primary level</th>
<th>Continuous Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="ECE Program" /></td>
<td><img src="image2.png" alt="Urdu Symbol" /></td>
<td><img src="image3.png" alt="Professional Development" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comprehensive Assessment Policy Framework</th>
<th>Classroom Observation Tool</th>
<th>Literacy &amp; Numeracy Drive</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image4.png" alt="Assessment Icon" /></td>
<td><img src="image5.png" alt="Observation Tool" /></td>
<td><img src="image6.png" alt="Example of 1+1=2" /></td>
</tr>
</tbody>
</table>
Early Childhood Education (ECE)

**First provincial ECE policy:** All children ages 3 – 5 living in Punjab achieve their cognitive, linguistic, socio-emotional and physical potential, and transition to primary school successfully.

**Key Features**

11,000+ ECE rooms

28,000 Teachers and Head Teachers Trained

2-Year ECE Curriculum
Developed and Approved

Dedicated Monitoring
Through MEAs and AEOs

ECE Classroom in Lahore
New Continuous Professional Development (CPD) model

Shifting focus from a cascade approach to a school based continuous professional development model for teachers.

- Focus on PCK
- Provides constant coaching and mentoring
- Communities of practice: AEO led Teacher Forums
- Effective and efficient training solution

- Focus on content knowledge
- Lack of alignment between training content and teachers’ needs
- No classroom observation data available for decision making
- High cost of implementation
Classroom Observation Tool (COT)

A digitized tool for classroom observation with a focus on pedagogy, designed to guide AEOs in their roles as mentors by focusing observation on 11 teaching best practices.

- Observations conducted by AEOs using the COT tool.
- Teachers are given detailed feedback based on Observation.
- Teacher Forums are conducted with teachers of each Markaz.

Using COT to drive improvement

- 3,248 AEOs Trained
- 36,000 Schools Observed
- 151,373 Teachers Observed
Different levels of access are defined on the COT Dashboard
Student Assessment in Punjab

<table>
<thead>
<tr>
<th>Summative Assessment</th>
<th>Formative Assessment</th>
<th>Large Scale Assessment</th>
</tr>
</thead>
</table>
| Conducted at the end of the academic year (or at specified intervals) Measures the level of student achievement. Also known as *Assessment of Learning*. | Formative assessment is used by the teachers during the process of teaching to:  

a) assess what students have learnt (or not)  

b) determine the remedial strategies to help boost learning.  

Also known as *Assessment for Learning*.  

Formative assessment in Punjab will include measures of:  

• Academic achievement/skills;  

• Social and moral values; and  

• Physical and emotional development. | These are sample based assessments used to determine both the student learning outcomes as well as document other factors that influence the former. |
## Priority Area 2: Access

<table>
<thead>
<tr>
<th>Insaf School Program (Afternoon, Primary, Mobile)</th>
<th>Effective Interventions on OOSC</th>
<th>Establishment of 100 Model Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image.png" alt="Insaf School Program" /></td>
<td><img src="image.png" alt="Effective Interventions" /></td>
<td><img src="image.png" alt="Establishment of Model Schools" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Construction of 2000 Additional Classrooms</th>
<th>Public Private Partnerships</th>
<th>Girls Stipend Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image.png" alt="Construction of Classrooms" /></td>
<td><img src="image.png" alt="Public Private Partnerships" /></td>
<td><img src="image.png" alt="Girls Stipend Program" /></td>
</tr>
</tbody>
</table>
Insaaf Afternoon School Programme (IASP)

A programme that upgrades primary schools to middle level, and middle schools to high level in the afternoon, to reduce the risk of dropout

Key Updates

577
Functional schools

20,000+
Students enrolled

£1.8 million
Disbursed by DFID
Priority Area 3: Governance

- E-Transfer Program
- Human Resource Management Information System (HRMIS)
- Integrated Management Information System (IMIS)

- Non Salary Budget
- Empowerment of school administration
- School Council Mobilization

Priority Area 3: Governance

- E-Transfer Program
- Human Resource Management Information System (HRMIS)
- Integrated Management Information System (IMIS)

- Non Salary Budget
- Empowerment of school administration
- School Council Mobilization
Empowering Teachers through E-Transfer Program

Digitizing the process of transfers of teachers has ensured transparency in the system and minimized the interferences of external factors in teacher allocation.
## Challenges

1. **142 working days lost** every year on manual transfers and postings
2. Long queues, inefficient & inconvenient process
3. Dependency on clerical staff leading to corruption

## Transformation

1. Digitized, convenient, and efficient system
2. Minimum human interference leading to **transparency** and elimination of avenues for **corruption**
E-Transfer: Cases pending for years resolved in months

Number of applications for transfer and orders issued till date

20,155 transfers processed in the first four months of implementing E-Transfer regime

SOURCE: Punjab Information Technology Board (PITB) Database
Human Resource Management Information System (HRMIS)

- **~389,452 teachers** working across ~50,000 public schools
- **A digitized HR database** results in more **quick decision making** and management of the human resource
- **Timely** resolution of HR related matters resulting in efficient and effective service delivery

96% Profiles Completed

- **Completed Profiles**
  - 374,216

- **Partially Completed**
  - 9,608

- **In Progress**
  - 5,628

SOURCE: Punjab Information Technology Board (PITB) Database
School Specific Non-Salary Budget (NSB)

NSB provides finances to schools on need basis to enhance the autonomy of school management and incentivize performance of schools:

- Each school is allocated a certain amount, dispersed over four quarters in the year.
- School Councils, with support from the AEOs, develop an annual school improvement plan that defines the key areas where the NSB funds are to be utilized.

**NSB Disbursement, Quarterly progress FY2020**

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Disbursement Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>PKR 3.225 bn Disbursed</td>
</tr>
<tr>
<td>Q2</td>
<td>PKR 3.225 bn Disbursed</td>
</tr>
<tr>
<td>Q3</td>
<td>PKR 3.225 bn to be disbursed</td>
</tr>
<tr>
<td>Q4</td>
<td>PKR 3.225 bn to be disbursed</td>
</tr>
</tbody>
</table>
School Council Mobilization (SCM) Strategy

The SCM Strategy aims to re-organize, mobilize and build capacity of councils to better enable them to plan, budget and utilize non-salary budget efficiently.

**Key Updates**

- SCM Strategy finalized
- SCM app developed by PITB
- Pilot initiated in 3 districts
- Field monitoring to be conducted by PMIU
- Public School Improvement Drive campaign initiated
Data Strengthening and Performance Management: Integration

PMIU Monitoring Data collected via MEAs/AEOs

School Information System (SIS) Annual School Census/self-reporting

Comprehensive reporting on SED schools across various interventions

PMIU

Schools (Private)
- PSC (2016)

Schools (Daanish)
- Student/Teacher data

Schools (PEF)
- School and MEA Data

Schools (PEIMA)
- School data

Limited reporting on specific interventions/school types

PEC
- 5th and 8th Grade Examinations

BISE
- 9th and 10th Grade Examinations

QAED
- Teacher Training

Focused reporting on outcomes/participation in assessments and trainings by SED school students and teachers

Integrated Dashboard

Complaints Data Resolution/Overdue

Tracks resolution on CRM
Data Strengthening and Performance Management: Usage

Data from different departments is consolidated in the form of an integrated data management system for timely decision making

Key Updates

- Live reporting of data through integrated dashboard underway
- PMIU team is working to create district level reports for CEOs through this dashboard
- District level officials will receive trainings to support their understanding and utilization of data

Screenshot of Integrated Dashboard
Setting the Context

Education Reforms in Punjab

Way Forward
This new approach fosters a meaningful way of driving improvement – it is a shift from the conventional district ranking system and balances accountability with school support.
SIF is an improved mechanism of school support that organizes 24 indicators under 4 domains and gives relative weight to each indicator.

### Domain of School Performance

<table>
<thead>
<tr>
<th>Domain</th>
<th>No. of Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student participation and personal development</td>
<td>3</td>
</tr>
<tr>
<td>Teachers and teaching</td>
<td>5</td>
</tr>
<tr>
<td>Leadership and support</td>
<td>6</td>
</tr>
<tr>
<td>School environment</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

**INSTEAD OF SEPARATE INDICATORS** SIF WILL COLLAPSE ALL INDICATORS INTO A SINGLE COMPOSITE INDICATOR CALLED SCHOOL STATUS INDEX (SSI)

\[
SSI = I_{SAPD} + I_{T&T} + I_{LSP} + I_{SE}
\]
How SIF overcomes the flaws in the existing system

- **From target management to action management** - SIF will emphasize responsibility and action instead of target driven accountability.

- **Generate actions** aimed at improving specific aspects of school at appropriate levels of DEA

- **Making schools more visible** at each level of governance, thus enabling identification of actions at each level to improve school effectiveness

- Providing **feedback to schools** for self-appraisal
Thank You
The New Classroom Observation Tool

<table>
<thead>
<tr>
<th>Lesson Facilitation</th>
<th>n/a*</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The teacher explicitly articulates the objectives of the lesson and relates</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>classroom activities to the objectives.</td>
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<tr>
<td>2. The teacher’s explanation of content is clear and correct.</td>
<td></td>
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</tr>
<tr>
<td>3. The teacher makes connections that relate to students’ daily lives or other</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>content knowledge.</td>
<td></td>
<td></td>
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<tr>
<td>4. The teacher models by enacting, thinking aloud or showing a final product</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>expected of the students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Checks for understanding</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The teacher uses questions, prompts or other strategies to determine students’</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>level of understanding.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>6. The teacher monitors most students during independent or group work.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>7. The teacher adjusts teaching to the level of the students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Feedback</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The teacher provides specific comments to help students clarify misunderstand-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ings and understand successes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Critical thinking</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The teacher asks thinking questions.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. The teacher provides thinking tasks.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Classroom Culture</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. The teacher responds to students’ needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*For Practice 11 only, observers can select n/a = Not applicable. Selecting this option means you did not observe the practice in the lesson and it was not required.*

<table>
<thead>
<tr>
<th>Time on Learning</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; interval</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; interval</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; interval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are engaged in a learning activity (Circle one rating at each interval)</td>
<td>L</td>
<td>M</td>
<td>H</td>
</tr>
</tbody>
</table>


Girls Stipend Programme

*Conditional cash transfer program targeting girls of grades 6 to 10 in 16 districts of Punjab.*

- The programme addresses the issue of drop out among girls, from lower income backgrounds, by incentivizing girls to stay enrolled in schools and maintain attendance above a certain threshold.
- School Education Department is digitizing data collection and disbursement to improve the effectiveness of the program.

<table>
<thead>
<tr>
<th>Total girls registered into the program</th>
<th>Amount currently in process of disbursement</th>
</tr>
</thead>
<tbody>
<tr>
<td>540,577</td>
<td>3100 M</td>
</tr>
</tbody>
</table>

Dec ’18- March ’19
Introduction to PMIU-PESRP

Overview of Monitoring Routines

- AEO classroom observation data
- Quarterly PMIU Rankings available
- Summer break

Timeline:
- **SIS – Student Enrolment**
  - March-April
- **SIS – Student Enrolment**
  - September-October
- **SIS – Attendance**
  - Daily
- **PMIU MEA Data**
  - Daily (Quarterly rankings generated)

Annual School Census

31st October
Punjab Human Capital Investment Project (PHCIP)

Investments in ECE for poor and vulnerable populations in 11 districts

Strengthening the quality of existing **3,400 ECE schools** in 11 PHCIP districts

Improving early literacy and numeracy through **reading/library corners in Pre-primary - Grade 3** in 3,400 schools
# Third Punjab Education Sector Project III (PESP-III)

**Innovative Teacher Support Package (ITSP)**

A digital resource for teachers to understand the COT

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content development started</td>
<td>Sept 2019</td>
<td>Dec ’19 – Jan ‘20 App development (PITB)</td>
</tr>
<tr>
<td>Finalise content for all 11 modules</td>
<td>Feb 2020</td>
<td>Field testing continues. Start pilot test of app with 100 schools.</td>
</tr>
<tr>
<td>Field testing continues</td>
<td>Apr 2020</td>
<td>Submit final report on pilot and work with QAED to scale up use of the resource</td>
</tr>
<tr>
<td>Train AEOs to use the app with teachers</td>
<td>Mar 2020</td>
<td></td>
</tr>
<tr>
<td>Submit first report with preliminary findings</td>
<td>May 2020</td>
<td></td>
</tr>
</tbody>
</table>
### Challenges

- **Ineffective utilization** of teaching staff
- Lack of teachers in many schools - **5000** primary schools with **less than 3** teachers
- Previous attempts were neither data-driven nor school/teacher friendly
- **Favoritism** marred the process resulting in legal cases

### Transformation

- **Optimal utilization** of human resources
- Rationalization process to be **conducted online**
- **Front-to-end automation** – system to conduct need assessment and identify schools with surplus teachers
- Criteria finalized keeping in view the need of both schools and teachers
- Minimum human interference leading to **transparency, effectiveness** and **merit-based** rationalization
Criteria for Rationalization of Teachers

- Primary schools to have at least **3** teachers

- Elementary schools (single section) to have at least **7 teachers** - 1 additional EST to be provided for a **new section** of 25-50 students

- **Male** and **female** teachers to be shifted in boys and girls schools respectively

- Maximum distance for adjustment is **10 km for female** and **15 km for male** teachers

- Teachers with **longest stay** to be shifted

- Teachers with less than **1 year of retirement tenure** not included in the process

---

### Requirement Formula

#### Primary School

<table>
<thead>
<tr>
<th>No of Students</th>
<th>Minimum Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;= 80</td>
<td>3</td>
</tr>
<tr>
<td>81-130</td>
<td>4</td>
</tr>
<tr>
<td>131-180</td>
<td>5</td>
</tr>
<tr>
<td>181-230</td>
<td>6</td>
</tr>
<tr>
<td>231-280</td>
<td>7</td>
</tr>
<tr>
<td>281-330</td>
<td>8</td>
</tr>
</tbody>
</table>

#### Elementary School

<table>
<thead>
<tr>
<th>Teaching Position</th>
<th>Minimum Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>HM (BS-16)</td>
<td>1</td>
</tr>
<tr>
<td>Physical</td>
<td>1</td>
</tr>
<tr>
<td>Arabic</td>
<td>1</td>
</tr>
<tr>
<td>Drawing</td>
<td>1</td>
</tr>
<tr>
<td>English / Urdu / General</td>
<td>2</td>
</tr>
<tr>
<td>Science or Math</td>
<td>1</td>
</tr>
<tr>
<td>CS where lab exists</td>
<td>1</td>
</tr>
</tbody>
</table>
Integrated Management Information Systems (IMIS)

**Challenges**

- No single cohesive platform to enable decision making in education sector
- No integration of data of PEF, PEC, PEIMA, SIS, QAED & school census
- Lack of data integrity

**Transformation**

- **Single cohesive platform** with defined levels of access based on needs of different users in education sector (e.g. Secretary, head teacher)
- **Quality assurance** checks to ensure integrity of data
- 1.7 million student B Forms collected

**Phase 1:** Data aggregation  
1st Sept. to 30th Oct. 2019

**Phase 2:** Determining levels of access  
1st Nov. to 30th Dec. 2019

**Phase 3:** Integrated dashboards  
1st Jan. to 30th April 2020

**Phase 4:** Improving Data quality  
1st May 2020 onwards

Data improvement *(ongoing)*
SIF will organize 24 indicators under 4 Domains and give relative weight to each indicator. (change the header)

<table>
<thead>
<tr>
<th>S/N</th>
<th>Domain of School Performance</th>
<th>Number of Indicators</th>
<th>Domain weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Student participation and personal development</td>
<td>3</td>
<td>35 points</td>
</tr>
<tr>
<td>2.</td>
<td>Teachers and teaching</td>
<td>5</td>
<td>45 points</td>
</tr>
<tr>
<td>3.</td>
<td>Leadership and support</td>
<td>6</td>
<td>10 points</td>
</tr>
<tr>
<td>4.</td>
<td>School environment</td>
<td>10</td>
<td>10 points</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>

INSTEAD OF SEPARATE INDICATORS SIF WILL COLLAPSE ALL INDICATORS INTO A SINGLE COMPOSITE INDICATOR CALLED SCHOOL STATUS INDEX (SSI)

$$SSI = I_{SAPD} + I_{T&T} + I_{LSP} + I_{SE}$$
What is the School Improvement Framework (SIF) and how will it overcome the flaws in the existing system? (insert slide 5 here)

- Providing **feedback** to the school for self-appraisal
- **Generate actions** aimed at improving specific aspects of school at appropriate levels of DEA (Action management instead of target management, thus reducing the possibility of .)
## List of SIF Indicators

<table>
<thead>
<tr>
<th>Domain 1: Student participation and personal development</th>
<th>Weights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student attendance rate</td>
<td>15</td>
</tr>
<tr>
<td>LND Score</td>
<td>15</td>
</tr>
<tr>
<td>Student cleanliness</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 2: Teachers and teaching</th>
<th>Weights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher attendance</td>
<td>15</td>
</tr>
<tr>
<td>Teacher allocation</td>
<td>10</td>
</tr>
<tr>
<td>Teaching aids availability</td>
<td>3</td>
</tr>
<tr>
<td>Teacher CPD participation</td>
<td>12</td>
</tr>
<tr>
<td>Classroom observation score</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 3: Leadership and school support</th>
<th>Weights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teacher attendance</td>
<td>2</td>
</tr>
<tr>
<td>Non-teaching staff attendance</td>
<td>1</td>
</tr>
<tr>
<td>Instructional leadership</td>
<td>4</td>
</tr>
<tr>
<td>School improvement plan</td>
<td>1</td>
</tr>
<tr>
<td>School council meetings held</td>
<td>1</td>
</tr>
<tr>
<td>NSB disbursement</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 4: School environment</th>
<th>Weights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Security and safety arrangements</td>
<td>1</td>
</tr>
<tr>
<td>Availability of safe rooms</td>
<td>1</td>
</tr>
<tr>
<td>Availability of electricity</td>
<td>1</td>
</tr>
<tr>
<td>Blackboard visibility</td>
<td>1</td>
</tr>
<tr>
<td>Availability of sufficient furniture</td>
<td>1</td>
</tr>
<tr>
<td>Provision of toilets</td>
<td>1</td>
</tr>
<tr>
<td>Maintenance of toilet facilities</td>
<td>1</td>
</tr>
<tr>
<td>Availability of safe drinking water</td>
<td>1</td>
</tr>
<tr>
<td>Availability of play area/playground</td>
<td>1</td>
</tr>
<tr>
<td>Average cleanliness of school facilities</td>
<td>1</td>
</tr>
</tbody>
</table>

| School Improvement framework (SIF) has 24 indicators divided into 4 domains of school performance. | 100 |
What the SIF IS NOT

The SIF is not:

• An **accountability mechanism** that determines rewards and punishments; rather it is the support that comes to balance accountability

• An **all-encompassing framework** that captures every school-level activity; rather it is a strategic and usable framework with opportunities for expansion

• A **substitute for monitoring & evaluation** of ongoing projects and reform initiatives; rather it is a mechanism for self-appraisal and improvement for schools
How will the SIF focus on schools?

SIF Categorized schools by their **needs** for improvement

Based on the SSI score calculated for each school, the SIF will enable **categorization of schools in different performance categories**

<table>
<thead>
<tr>
<th>Cumulative Score</th>
<th>School Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-39</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>40-59</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>60-79</td>
<td>Good</td>
</tr>
<tr>
<td>80-100</td>
<td>Outstanding</td>
</tr>
</tbody>
</table>

Each level of DEA will know the **number of schools under their span that lie in each category**

<table>
<thead>
<tr>
<th>School Grade</th>
<th>% of schools</th>
<th>Number of schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding</td>
<td>15%</td>
<td>110</td>
</tr>
<tr>
<td>Good</td>
<td>20%</td>
<td>450</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>45%</td>
<td>780</td>
</tr>
<tr>
<td>Needs improvement</td>
<td>20%</td>
<td>150</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>1490</strong></td>
</tr>
</tbody>
</table>
Data collection

Timeline

- AEO monthly data available
- Quarterly PMIU Rankings available
- Summer break

PEC (5th & 8th)
31st March

SIS – Student Enrolment
March-April

BISE (9th & 10th)
July

Annual School Census
31st October

SIS – Student Enrolment
September-October

PEF Data
Daily

SIS – Attendance
Daily

PMIU MEA Data
Daily (Quarterly rankings generated)

QAED Data
Based on training plan

Quarterly PMIU Rankings available

Data collection timeline:

- **January:**
  - AEO monthly data available

- **February:**
  - AEO monthly data available

- **March:**
  - PEC (5th & 8th)
  - 31st March
  - SIS – Student Enrolment
    - March-April

- **April:**
  - AEO monthly data available
  - SIS – Attendance
    - Daily

- **May:**
  - AEO monthly data available
  - SIS – Attendance
    - Daily

- **June:**
  - AEO monthly data available
  - PMIU MEA Data
    - Daily (Quarterly rankings generated)

- **July:**
  - AEO monthly data available
  - PMIU MEA Data
    - Daily (Quarterly rankings generated)
  - BISE (9th & 10th)
    - July

- **August:**
  - AEO monthly data available
  - PMIU MEA Data
    - Daily (Quarterly rankings generated)

- **September:**
  - AEO monthly data available
  - PMIU MEA Data
    - Daily (Quarterly rankings generated)
  - BISE (9th & 10th)
    - July

- **October:**
  - AEO monthly data available
  - PMIU MEA Data
    - Daily (Quarterly rankings generated)
  - Annual School Census
    - 31st October
  - SIS – Student Enrolment
    - September-October

- **November:**
  - AEO monthly data available
  - SIS – Attendance
    - Daily

- **December:**
  - AEO monthly data available
  - SIS – Attendance
    - Daily
Classroom Observation Tool (COT)