

Ministry of Education

**School Improvement Program
Guidelines**

Final Draft

*Improving the quality of education and student
results for all children at primary and secondary
schools*

2010

ABBREVIATIONS

ABE	Alternative Basic Education
EMIS	Education Management Information System
ESDP	Education Sector Development Program
GEQIP	General Education Quality Improvement Program
MoE	Ministry of Education
PTA	Parent Teacher Association
REB	Regional Education Bureau
SIP	School Improvement Program
SIC	School Improvement Committee
WEO	Woreda Education Office
ZEO	Zonal Education Office

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Foreword

To be added by MoE.

State Minister for General Education

Section 1: Introduction to the School Improvement Program

1.0 School improvement for improved student results

- The School Improvement Program (SIP) is a national program, developed by the Ministry of Education (MoE) in 1999, to improve student results in primary and secondary schools.
- Since the launch of the SIP all schools have developed and implemented three-year strategic plans to improve student results.
- The SIP was implemented using the following SIP materials:
 1. School Improvement Framework
 2. School Improvement Program Implementation Manual
 3. School Improvement Guideline
- Over the last three years many important lessons have been learnt through implementation of the SIP in schools across Ethiopia. Prior to the start of the second school improvement strategic planning cycle the MoE decided to undertake a review in order to strengthen the SIP.
- Following this review it was agreed that a new SIP Guideline should be developed in order to incorporate the lessons learnt to date, while also aligning existing SIP documents into one simplified guideline. The following SIP Guideline, developed by the MoE in consultation with stakeholders, is the main output from this review.
- Directors of primary and secondary schools are expected to study the following SIP Guideline to fully understand the strengthened strategic planning process to realize improved student results.
- The first step in implementing the SIP Guideline is to review the performance of the existing School Improvement Committee. This step, which is explained in Section 1.1 below, should be undertaken by all schools that still have a School Improvement Committee in place.
- For schools that have disbanded or no longer have a School Improvement Committee in place, then they should skip Section 1.1 and go to Section 1.2 which explains how to establish a new School Improvement Committee.

1.1 Reviewing the performance of the School Improvement Committee and considering new members

- All primary and secondary school Directors should undertake a formal review of the performance of their School Improvement Committee.
- The overall aim of this exercise is to ensure that active and dynamic people are on the Committee to support the Director in improving student results over the second strategic planning cycle.
- This performance review will also provide an opportunity to ask existing Committee members if they would like to continue to be a member of the School Improvement Committee.
- The first activity the Director should undertake is to identify one or two (maximum two) existing School Improvement Committee members to assist with undertaking the performance review. These members must fulfill the following criteria:
 - (i) they must have already proven themselves during the first strategic planning cycle as committed and active members of the School Improvement Committee;
 - (ii) they must be willing to continue to work on the School Improvement Committee in the second strategic planning cycle;
 - (iii) they must be willing to assess the performance of other Committee members for the benefit of the school; and,
 - (iv) they must be able to commit at least a half-day to the performance review exercise.
- Once the Director has selected Committee members then he/she should select a day that is suitable for everyone to undertake the performance review.
- The Director should write minutes of the performance review meeting as it proceeds. The minutes of this meeting should be a fair reflection of the decisions made, and they should be signed by all those attending at the end of the meeting.
- In conducting the performance review the Director and Committee members should ask the following questions of each member of the School Improvement Committee?
 - a) Has the Committee member been an active member, i.e. regularly attending meetings, providing good advice, and fully understanding the issues concerning student results?
 - b) Is the committee member active and committed to helping the school?
 - c) Is there evidence that the Committee member has assisted the school to directly, or indirectly, improve student results?
- The Director and members attending should write notes as they review the performance of each Committee member.

- At the end of this review there should be consensus regarding what members should be asked to continue to work on the School Improvement Committee and what members should be asked to step down.
- Following the review of each Committee member the next activity should involve a review of existing school committees to see if there is a need to merge any committees with the School Improvement Committee.
- The Director should briefly explain the role and membership of all existing school committees. This review is important to ensure that all school committees have clear and distinct roles and responsibilities, and also to make sure there are not too many committees creating confusion for parents, teachers and students.
- If it is clear that one or more existing school committees are duplicating the work of the School Improvement Committee then this committee should be disbanded and the most dynamic members appointed to the School Improvement Committee.
- Following the review of Committee members and existing school committees the next activity involves inviting new members to join the School Improvement Committee. This is an important activity as it will provide an opportunity to bring in new energy to the Committee.
- There is no fixed number of School Improvement Committee members that every school must have. It is up to the Director and members involved in the performance review to decide what is a manageable number of members for the school.
- The following questions should be considered:
 - a. What is the current gender balance of the School Improvement Committee, are there roughly an equal number of men and women? This question is important to answer as a minimum of 1/3 of School Improvement Committee members must be women. If this is not the case then the Director and Committee members should address this problem by asking new women members, such as parents, teachers, or community members, to join.
 - b. Are there any school staff, who are currently not on the School Improvement Committee, who have shown clear commitment to improving student results? If the answer to this question is yes, then these staff should be considered, and then if appropriate, formally invited as Committee members.
 - c. Are there any parents of children enrolled in school who have shown a clear commitment to the school, and would be invaluable members of the School Improvement Committee? This question is important to answer as parents should be fairly represented in the School Improvement Committee. There must be a minimum of two female and two male parents on the School Improvement Committee. If the answer to this question is yes, then these parents should be considered and formally invited as members.
 - d. Are there any community leaders or community members who have shown a clear commitment to the school, and would be invaluable

members of the School Improvement Committee? All School Improvement Committees should aim to have at least one member, ideally two (one woman and one man) from the community as they can provide very useful support to help improve student results.

- This completes the main activities to be undertaken as part of the School Improvement Committee performance review. Before ending the meeting the Director should finalize the minutes and have attending Committee members review and sign them.
- Following this meeting the Director should formally meet School Improvement Committee members who services are no longer required. He/she should thank these members for their support to the school and explain that the Committee has been changed prior to the start of second strategic planning cycle.
- The Director should also formally meet each person who has been invited to join the School Improvement Committee. It is important to take the time to explain what the expectations are of those who are being asked to join. The Director should explain the following roles of the School Improvement Committee so that newly invited members are very clear as to what they are expected to do.

Role of School Improvement Committee members:

Main role: To realize measurable improvements in student results.

Sub-roles:

- 1) To attend, and actively participate, in all School Improvement Committee meetings;
 - 2) To provide and advice and support to the School Improvement Committee;
 - 3) To assist the Committee to develop, and successfully implement, a three-year School Improvement Strategic Plan, and a one-year School Improvement Action Plan;
 - 4) To assist the School Improvement Committee to raise resources from parents and the community to implement the one-year School Improvement Action Plan;
 - 5) To assist the school to realize measurable improvements in student results for all students;
 - 6) To assist the School Improvement Committee to assess their achievements and report to parents and community members twice a year (6 months and 12 months); and,
 - 7) To volunteer the time required to ensure the overall success of the school's Strategic and Annual Action Plans.
- Lastly, it is important to explain to newly invited Committee members how much time, in terms of hours per month, they might be expected to volunteer on a monthly basis. This figure should be determined by the Director each based on the time Committee members have spent during the first school improvement planning cycle.
 - Once newly invited members have been given a clear picture as to what is expected of them they must be given a choice to join or not to join the School Improvement Committee.

- Once the membership of the School Improvement Committee has been finalized the Director should read Section 1.3 below, and then hold the first meeting which is explained in Section 2.0. Section 1.2 below should be skipped.

1.2 Establishing a School Improvement Committee

- This section should be followed by Directors of primary and secondary schools without a School Improvement Committee in place.
- The first activity that the Director should undertake is to invite one or two people to assist with identifying people to invite as members of the School Improvement Committee. These people can be existing school staff or active parents and/or community members. It is important to invite people who have a good knowledge of the school and surrounding community.
- Once identified the Director should hold a meeting to discuss who should be invited to join the School Improvement Committee.
- Prior to discussing whom to invite the Director should read aloud the following main responsibilities of Committee members:

Role of School Improvement Committee members:

Main role: To realize measurable improvements in student results.

Sub-roles:

- 1) To attend, and actively participate, in all School Improvement Committee meetings;
 - 2) To actively participate in all School Improvement Committee activities;
 - 3) To assist the Committee to develop, and successfully implement, a three-year School Improvement Strategic Plan, and a one-year School Improvement Action Plan;
 - 4) To assist the School Improvement Committee to raise resources from parents and the community to implement the one-year School Improvement Action Plan;
 - 5) To assist the school to realize measurable improvements in student results for all students;
 - 6) To assist the School Improvement Committee to assess their achievements and the end of each school year; and,
 - 7) To volunteer the time required to ensure the overall success of the school's strategic and annual action plans.
- After reviewing the roles of Committee members the next step involves identifying the most suitable people to be invited to join. Four different groups of members should be considered and represented on the Committee. These are:
 - (i) school staff;
 - (ii) school PTA Committee members;
 - (iii) parents; and,
 - (iv) community members/leaders.

- Before selecting Committee members from these groups it is important to review the expected gender balance of the School Improvement Committee. All School Improvement Committees must have a minimum of 1/3 of members who are women.

School staff

- The first group to consider as members of the School Improvement Committee are school staff.
 - Are there any school staff who have been role models for others in terms of improving student results?
 - Are there school staff who would be valuable and active members of a School Improvement Committee?
- Through answering these questions it should be clear as to what school staff should be invited to join the School Improvement Committee.

School PTA Committee members

- The second group to consider are school PTA Committee members.
 - Are there any PTA Committee members who would be valuable and active members of a School Improvement Committee?
 - Are there any PTA Committee members who would be valuable and active members of a School Improvement Committee?
- Through answering these questions it should be clear as to what PTA Committee members should be invited to join the School Improvement Committee.

Parents

- The third group to consider are parents of children who are enrolled in the school. It is important for there to be at least four parents on the Committee, two men and two women.
 - Are there parents who would be valuable and active members of a School Improvement Committee?
 - Are there parents who have already demonstrated their commitment to the school by volunteering their time and providing valuable advice and support?
- Through answering these questions it should be clear as to what parents should be invited to join the School Improvement Committee.
- The fourth group to consider are community members or leaders.
 - Are there prominent community leaders who would be valuable members of a School Improvement Committee?
 - Are there community members or leaders who have already demonstrated their commitment to the school by volunteering their time and providing valuable advice and support?
- Through answering these questions it should be clear as to what community members or leaders should be invited to join the School Improvement Committee.

- At this point a list of preliminary School Improvement Committee should be established and therefore the meeting can end. This list is preliminary as each person must be given the choice of joining the Committee. The Director should write minutes of the meeting explaining the main activities undertaken and decisions made during the meeting.
- Following this meeting the Director should formally meet each person who has been invited to join the Committee. It is important to take the time to explain to those who are being asked to join what the expectations are from the School.
- The Director should read aloud the roles of the School Improvement Committee listed above so that newly invited members are very clear as to the role they are expected to play.
- Upon finalization of the School Improvement Committee the Director should read Section 1.3 below, and then hold the first meeting which is explained in Section 2.0.

1.3 What is the correct time to start the SIP in each school?

- There is no correct time to start the School Improvement Program in each school.
- Each school Director should start the SIP cycle as soon as they are ready. The first activity that they must undertake is to review the performance of the School Improvement Committee, or where schools do not have one in place, to establish a Committee. Once this has been undertaken schools are ready to start the SIP.
- Each school will have a different SIP start time. This is fully acceptable and schools should not be forced to start the SIP cycle at the same time in each Woreda or Region.
- As soon as schools start the SIP cycle with the Self-Assessment then they must stick to a calendar that involves a 12 month cycle for the next three years.
- For example, if a school undertakes the first meeting of the School Improvement Committee – Stage 1 of the SIP Cycle – Self-Assessment -- in June then it must repeat the Self-Assessment activity within 12 months, that is before or during June the following year. For this example school the three year SIP cycle are shown below in the Table 1.

Table 1: School SIP Calendar – Three years of the SIP cycle for a school starting in June

					1 st year of the SIP cycle						
Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
					SIP Stage 1	SIP Stage 2	SIP Stage 3	SIP Stage 3 & 4			
					Self-Asse.	Planni ng	Imple ment.	Impl. & Monit.	Impl. & Monit.	Impl. & Monit.	Impl. & Monit.
1 st year of the SIP cycle					2 nd year of the SIP cycle						
Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
SIP Stage 3 & 4	SIP Stage 3 & 4	SIP Stage 3 & 4	SIP Stage 3 & 4	SIP Stage 3 & 4	SIP Stage 1	SIP Stage 2	SIP Stage 3	SIP Stage 3 & 4			
Impl. & Monit.	Impl. & Monit.	Impl. & Monit.	Impl. & Monit.	Impl. & Monit.	Self-Asse.	Planni ng	Imple ment.	Impl. & Monit.	Impl. & Monit.	Impl. & Monit.	Impl. & Monit.
2 nd year of the SIP cycle					3 rd year of the SIP cycle						
Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
SIP Stage 3 & 4	SIP Stage 3 & 4	SIP Stage 3 & 4	SIP Stage 3 & 4	SIP Stage 3 & 4	SIP Stage 1	SIP Stage 2	SIP Stage 3	SIP Stage 3 & 4			
Impl. & Monit.	Impl. & Monit.	Impl. & Monit.	Impl. & Monit.	Impl. & Monit.	Self-Asse.	Planni ng	Imple ment.	Impl. & Monit.	Impl. & Monit.	Impl. & Monit.	Impl. & Monit.
3 rd year of the SIP cycle											
Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
SIP Stage 3 & 4	SIP Stage 3 & 4	SIP Stage 3 & 4	SIP Stage 3 & 4	SIP Stage 3 & 4							
Impl. & Monit.	Impl. & Monit.	Impl. & Monit.	Impl. & Monit.	Impl. & Monit.							

- The most critical issue for each school is to stick to a 12 month cycle so that after the first Self-Assessment the school will undertake a second Self-Assessment within or at 12 months. And then 12 months later the third Self-Assessment will be undertaken.
- The Director of every school should develop a calendar, based on Table 2 above, so that she/he is clear as to the different what stages of the SIP cycle will be implemented at what months.

Section 2: First meeting of the School Improvement Committee

(i) Review of the School Improvement Program Framework – 4 Domains, 11 Elements and 15 Standards

❖ Notes for the Director:

- The aim of the first meeting of the School Improvement Committee is to review the Domains, Elements and Standards of the School Improvement Program Framework.
- The Director should undertake the following meeting items in the order they are listed.

2.1 First meeting of the School Improvement Committee

(1) Meeting Item No. 1: Welcome and introductions

(2) Meeting Item No. 2: Reviewing the roles of School Improvement Committee members

❖ Notes for the Director:

- Read aloud the following points to Committee members.
- Our first meeting agenda item is to review the role of the School Improvement Committee so that everyone is clear. I will read aloud the following roles and then I will ask members if they would like to add any additional roles.

Role of School Improvement Committee members:

Main role: To realize measurable improvements in student results.

Sub-roles:

- 1) To attend, and actively participate, in all School Improvement Committee meetings;
 - 2) To actively participate in all School Improvement Committee activities;
 - 3) To assist the Committee to develop, and successfully implement, a three-year School Improvement Strategic Plan, and a one-year School Improvement Action Plan;
 - 4) To assist the School Improvement Committee to raise resources from parents and the community to implement the one-year School Improvement Action Plan;
 - 5) To assist the School to realize measurable improvements in student results for all students;
 - 6) To assist the School Improvement Committee to assess their achievements and the end of each school year; and,
 - 7) To volunteer the time required to ensure the overall success of the school's strategic and annual action plans.
- Are there any additional roles we should add to this list?
 - Write any proposed additional roles on the blackboard (if one is available) so that members can see what is being proposed.

- Build consensus among Committee members for any new roles that are proposed. Make sure that all members fully understand their expected roles.

(3) Meeting Item No. 3: Reviewing the expected achievements of the School Improvement Committee

- All committee members will be equally accountable for realizing measurable improvements in student results in our school.
- This means that the Committee must be more active in measuring student results at the start of the year and the end of the year to see what the overall achievement for each student is.
- Every activity we undertake has to focus on the end result of improving student results.
- Are there any questions that members have before we move on to the next meeting agenda item?

(4) Meeting Item No. 4: Selection of School Improvement Committee office bearers

- The next meeting agenda item is to select officer bearers for our Committee. We need to nominate and vote on the posts of Committee Chairman, Deputy Chairman, Secretary and Treasurer.
- Do committee members want any other officer bearers?
- Now let's move ahead with nominating people to each of these posts. I would like to propose we firstly nominate people and then we can vote.
- I would like to ask for people to nominate Committee members to the post of Chairman, Deputy Chairman, Secretary and Treasurer.

❖ Notes for the Director:

- Once you have people nominated for each position, arrange a voting exercise where each Committee member writes own the names of one person for each post. Then ask people to hand in their pieces of paper. Make sure this process is anonymous. Count the votes from each person and announce the winners

(5) Meeting Item No. 5: Introduction to the School Improvement Program Framework

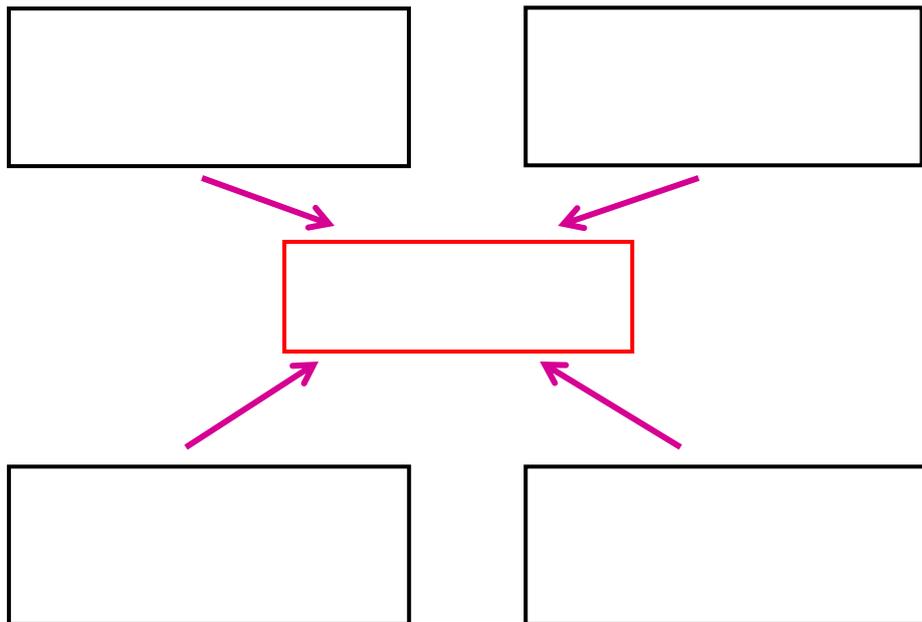
❖ Notes for the Director:

- ❖ Read aloud the following points to Committee members.

- The next meeting agenda item is to discuss the School Improvement Program Framework.
- The MoE has revised and improved the School Improvement Program (SIP) Framework, based on best-practices from Ethiopia and international research, to assist schools to realize measurable improvements in student results.
- It is important for all Committee members to have a good understanding of the SIP Framework as it has been developed specifically to improve student results.

- There are 4 Domains and 11 Elements in the SIP Framework. Under the 11 Elements there are 15 Standards. The Domains and Elements are shown in the diagram below.
- ❖ Notes for the Director:
 - Show the diagram below to all Committee members. Answer any questions they have. Then read aloud the points below the diagram.

Diagram 1: 4 Domains and 11 Elements for the SIP Framework



- Now we are going to focus our attention on the 15 Standards of the SIP Framework.
- These Standards are important as they will be what our school will focus on in order to improve student results.
- A Standard is defined as a level of excellence, that is measurable, that all schools attempt to achieve in order to improve student results.
- Schools will decide what Standards are a priority to improve based on the information they gather on the situation of each Standard during the Self-Assessment. However, before we get to that point we must all be clear as to what the 15 Standards are.
- Now we are going to look at each Standard one by one so that we understand them fully. Please ask any questions to help your understanding.

Domain 1: Teaching and Learning

Element (i) – Teaching

Standard 1

- The first group of Standards in the SIP Framework are listed under the Domain called Teaching and Learning.
- The first Standard is as follows:

Teachers have professional competency, and participate in continuous professional development (CPD), in order to learn new knowledge to apply in the classroom.

- Under this Standard continuous professional development is defined as either formal training courses, such as full-time or part-time training, or experience sharing meetings with other teachers/supervisors, or action research or study groups or mentoring, or similar activities.
- The logic of this Standard is that on-going continuous professional development undertaken by teachers will have a positive impact on student results.
- All teachers should participate in some form of professional development during a 12 month period.
- A general target for schools to consider is that every teacher should spend a minimum of four full days a year in some form of professional development.

Standard 2

- The second Standard is as follows:

Teachers use active learning methods in the classroom to realise improved learning results.

- Under this Standard active learning methods are defined as classroom activities like, group work, individual assignments, reciting, games, and question and answer among others.
- At this time the MoE is encouraging teachers in all primary and secondary schools to use a range of active learning methods in the classroom.
- This emphasis is based upon research within Ethiopia, as well as in countries internationally, that has found that students are able to learn more when active learning methods are used in the classroom.
- In the past much of the teaching in primary and secondary schools has used the traditional teaching method of oral recitation where students sit quietly and listen to each other recite his or her lesson until everyone had been called upon.
- In addition to an overemphasis on verbal answers, the traditional teaching method also relies heavily on rote memorialization, which is when students simply learn something without understanding the meaning.

- Research has found that the traditional teaching method is extremely inefficient as all students must be taught with the same materials at the same point in time. And students that do not learn quickly enough with this method can quickly fall behind, rather than being allowed to learn at their natural speeds.
- To address the limitations with the traditional teaching method the MoE is strongly encouraging all teachers to use a range of active learning methods in the classroom.
- Let's now learn about the main active learning methods as these methods are what we must encourage teachers in our school to use in the classroom.
- **Class discussion** – This learning method can be used with any class size, although it is typically more effective in smaller group settings. Class discussion requires the learners to think critically on the subject being discussed and to use logic to evaluate their and others' positions.
- **Think-pair-share** – This learning method is when students take a time to think about what has just been presented by the teacher (i.e. think), and then discuss it with one or more of the students they are sitting next to (i.e. pair). This is followed by a class discussion (share).
- **Learning cell** – This learning method is when a pair of students study and learn together by asking and answering questions on commonly read materials. First, students will prepare by reading a section of a textbook and then writing down questions that have about the reading. At the next class meeting, the teacher will randomly put the students in pairs, where one student will ask a question and they will both discuss it. Then it will be the turn of the second student to ask his or her question to be discussed. During this time, the teacher goes around the class from group to group giving feedback and answering questions.
- **Collaborative learning group** – This learning method is the teacher assigns students into groups of 3-6 people and then give each group an assignment or task to work on together. This is a good example of active learning because it causes students to actively participate together in learning.
- **Class game** – This learning method is considered an energetic way to learn because it not only helps the students to learn the course material but it helps them to enjoy learning about a topic.
- Are there any questions about active learning methods before we go to the next Standard?

Element (ii) – Learning and evaluation**Standard 3**

- The third Standard is as follows:

Teachers achieve measurable improvements in student results.

- This is one of the most important standards as it measures the overall goal of the School Improvement Program.
- Student results are defined as what students of different ages know, understand and can do in the subjects of the curriculum.

Standard 4

- The fourth Standard is as follows:

A range of assessment methods are used in each grade to assess student learning, and based on the results, teachers provide extra teaching support to underperforming students.

- There is a common understanding among teachers and learning experts that a range of assessment methods should be used to fully understand what students are learning in the classroom. Examples of assessments methods are: group assignments, individual projects, quizzes, and tests.

Element (iii) – Curriculum**Standard 5**

- The fifth Standard is as follows:

Teachers understand the curriculum (in terms of age, relevance, and integration) and develop and use supplementary materials in the classroom to improve student learning.

- One of the key responsibilities of teachers is to study the curriculum and develop supplementary materials for use in the classroom.
- It is important for schools to provide the time and support that teachers need to develop these supplementary materials.

Domain 2: Learning Environment

- The second group of Standards under the SIP Framework are listed under the Domain called the Learning Environment.

Element (i) – Student empowerment

Standard 6

- The sixth Standard is as follows:

Students have developed a habit of taking responsibilities and leading a disciplined life.

Element (ii) – Student support

Standard 7

- The seventh Standard is as follows:

Students are motivated to learn and actively participate in lessons.

- If students are not motivated to learn then they will not learn. Therefore, this Standard is an important aspect of improving student results.

Standard 8

- The seventh Standard is as follows:

There is collaborative work at the school and community levels to support inclusive education for children and teachers with special needs.

- What we mean by inclusive education is the following: Teachers use various teaching methods in order to meet the diverse student needs in the classroom. Sufficient learning and teaching materials are available. Assistive devices are available and in use. The school is accessible for students with special needs. There is collaborative work at the school and community level to support children with special needs. Parents / guardians of children with special needs are actively involved in the school.

Element (iii) – Student facilities

Standard 9

- The eighth Standard is as follows:

Schools provide quality school facilities that enable all staff to work well and all children to learn.

- What we mean by quality school facilities are a school with: a teachers room with desks and storage; a playing area for students; adequate teaching materials; reference materials; a fence around the school grounds; tea rooms; one desk and chair per child; a library; a pedagogical centre; sufficient, number of toilets for

teachers, girl students and boy students; clean safe water for drinking and hand washing; soap and water at all toilets; hygiene education for all students; daily cleaning of toilets; good management and maintenance of water and sanitation facilities; and, for high schools a laboratory and IT centre.

Domain 3: School Leadership

- The third group of Standards under the SIP Framework are listed under the Domain called School Leadership.

Element (i) – School management

Standard 10

- The tenth Standard is as follows:

Structures and processes exist to support shared leadership in which everyone has collective responsibility for student learning.

Standard 11

- The eleventh Standard is as follows:

School policies, regulations and procedures are effectively communicated and followed.

Element (ii) – Leadership behavior

Standard 12

- The twelfth Standard is as follows:

The schools decision-making and administrative processes (including data collection and analysis, and communicating with parents) are carried out effectively.

Domain 4: Community Participation

- The fourth group of Standards under the SIP Framework are listed under the Domain called Community Participation.

Element (i) – Working with parents

Standard 13

- The thirteenth Standard is as follows:

Teachers meet with parents when necessary, and at a minimum twice per semester, to provide quality reports and to discuss their child's learning achievement.

Element (ii) – Society participation**Standard 14**

- The fourteenth Standard is as follows:

Schools successfully mobilise the community to provide resources to support implementation of the School Improvement Plan.

Element (iii) – Society participation**Standard 15**

- The fifteenth and final Standard is as follows:

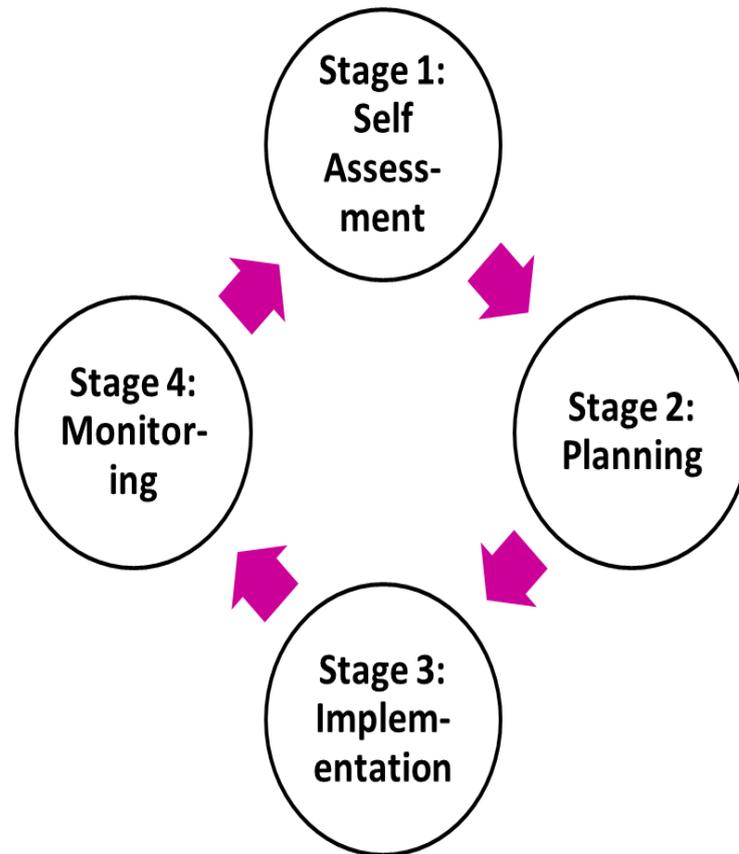
Schools are active in communicating and promoting the importance of education in the community.

- What we mean by active is that schools work on five key activities:
 - (i) retuning children to school who have dropped out;
 - (ii) retaining children in school who are at risk of dropping out (e.g. orphans);
 - (iii) enrolling children who have never been to school;
 - (iv) promoting the importance of education in the community for development;
 - and,
 - (v) providing free adult literacy education classes for community members.
- At this point does anyone have any questions about any of the 15 Standards we have covered?
- Now let's go to Meeting Item No. 6 which is the introduction to the main stages of the School Improvement Program.

(6) Meeting Item No. 6: Introduction to the main stages of the School Improvement Program**❖ Notes for the Director**

- Read aloud the following points to Committee members:
- The next meeting agenda item we are going to discuss are the four main implementation stages of the School Improvement Program cycle. These are best understood by looking at the diagram below.

Diagram 2: Four implementation stages of the SIP cycle



❖ Notes for the Director

- Read aloud the following points to Committee members:
- The four stages of the SIP cycle will be implemented each year. Stage 1 – Self-Assessment – will be undertaken to collect information that will inform the planning activities undertaken at Stage 2.
- Once plans are developed at Stage 2 they will be implemented by the School Improvement Committee (Stage 3), and actively monitored (Stage 4) by School Improvement Committee members, as well as Woreda Education officers and Cluster School Supervisors.
- The first Self-Assessment (Stage 1) will provide an important baseline of information that will be measured against annually over the next three years.
- Each stage of the SIP implementation cycle is discussed in more detail below.

Stage 1: Self-Assessment

- The overall aim of the first stage of the SIP cycle is to collect information on the situation of the 15 Standards of the SIP framework.
- This information will then be used at Stage 2 to develop a three-year School Improvement Strategic Plan and one-year School Improvement Action Plans.
- Under Stage 1 there are six different information collection activities, which are called Self-Assessments. These activities will be discussed at our next Committee meeting.

Stage 2: Planning

- The overall aim of the second stage of the SIP cycle is to:
 - (i) analyze the information collected during the Stage 1 Self-Assessment;
 - (ii) identify the priority areas for improvement in the school each year for the next three years, and then to list this information in a three-year School Improvement Strategic Plan and the one-year Annual Action Plan.
- These two activities will be undertaken by the School Improvement Committee.

Stage 3: Implementation

- The overall aim of the third stage of the SIP cycle is to successfully implement the Strategic Plan and Annual Action Plans. The School Improvement Committee will be responsible for ensuring that the Annual Action Plan is implemented successfully.

Stage 4: Monitoring

- The overall aim of the fourth stage of the SIP cycle is to monitor the implementation of the Annual Action Plan. Woreda staff, as well as School Cluster Supervisors, and School Improvement Committee members will be expected to monitor the implementation of the Annual Action Plan.

(7) Meeting Item No. 7: Closing the meeting

- Now we are ready to close the first meeting of the School Improvement Committee.
- I would like us all to agree on a time, date and place for our next School Improvement Committee meeting.
- At our next meeting we will review the Indicators of practice for the School Improvement Programme Framework and discuss how to undertake Stage 1 of the School Improvement Cycle called Self-Assessment.

Section 3: Second meeting of the School Imp. Committee

(i) Reviewing the SIP Framework Indicators of Practice and (ii) Stage 1 of the SIP Cycle – Self-Assessment

❖ Notes for the Director:

- The aim of the second meeting of the School Improvement Committee is to understand the Indicators of Practice of the School Improvement Program Framework and prepare for the Self-Assessment.
- The Director should undertake the following meeting items in the order they are listed.

3.1 Second meeting of the School Improvement Committee

(1) Meeting Item No. 1: Welcome and introductions

(2) Meeting Item No. 2: Reviewing the School Improvement Program Framework Indicators of Practice

❖ Notes for the Director:

- Read aloud the following points to Committee members.
- The first meeting agenda item is to review the Indicators of Practice for the School Improvement Framework. Already we have learnt about the 4 Domains, 11 Elements and 15 Standards of the Framework. Now we are going to examine the 58 Indicators of Practice.
- An Indicator of Practice is defined as a quantitative measure of a Standard.
- For each Standard there are a number of Indicators of Practice to measure the achievement of the Standard.
- The Indicators of Practice are important as they provide us with numbers that enable us to see changes in school improvement over time. The school must collect data on each Indicator of Practice this year, and then next year we can see what improvements we have made when collect data on the same Indicator of Practice.
- Indicators of Practice tell us how well the school is doing each year in achieving the SIP Framework Standards that the school has decided to focus on.
- Now I will read aloud the Domains, Elements, Standards, and Indicators of Practice of the School Improvement Program Framework. For each Indicator of Practice I will also read the Data Source. The Data Source tells us where we will get the data from for the Indicator of Practice. There are six data sources all of which are part of the Self-Assessment Stage of the SIP cycle.
- After learning about the Indicators of Practice we will study each of the six data sources under the Self-Assessment Stage.

School Improvement Program Framework – Domains (4), Elements (11), Standards (15), and Indicators of Practice (58)

1. Teaching and Learning

(i) Teaching

Standard 1	
Teachers have professional competency, and participate in continuous professional development (CPD), in order to learn new knowledge to apply in the classroom.	
Indicators of Practice	Data Source
1.1 Average number of hours per teacher per year spent in professional development.	Teacher Interview Self-Assessment Questionnaire
1.2 Percentage of teachers participating in a CPD Program who maintain their portfolio well.	Teacher Interview Self-Ass. Quest.
1.3 Average number of hours per year experienced teachers spend mentoring school teachers in best-practices in teaching.	Teacher Interview Self-Assessment Questionnaire

Standard 2	
Teachers use active learning methods in the classroom to realise improved learning results.	
Indicators of Practice	Data Source
2.1 Average number of active learning methods used in the classroom.	Teacher Observ. Self-Assess. Form
2.2 Percentage of teachers, in the lessons observed, who: (i) explained the purpose of the lesson; (ii) focused on the subject; and, (iii) presented simple and understandable explanations.	Teacher Observation Self- Assessment Form
2.3 Percentage of teachers, in the lessons observed, who; (i) focused on key theories and ideas within each subject; and, (ii) adjusted their teaching strategies according to the interests of individual students and groups.	Teacher Observation Self- Assessment Form

(ii) Learning and evaluation

Standard 3	
Teachers achieve measurable improvements in student results.	
Indicators of Practice	Data Source
3.1 Number of meetings held per year with the PTA, parents, and community members to present and discuss student assessment methods, student learning achievements and annual learning targets per grade.	School Records Self-Assessment Form

3.2	Grades 1 to 3: Percentage of students in each grade passing an end of year knowledge and skills test.	Student Tests Self-Assessment Report
3.3	Grades 4 to 12: Average percentage increase in student learning per grade based on the Minimum Learning Competency (MIC)/Student Profile.	Student Tests Self-Assessment Report
3.4	Repetition rate per combined Grades 1 to 12 for girls and boys.	School Records Self-Ass. Form

Standard 4

A range of assessment methods are used in each grade to assess student learning, and based on the results, teachers provide extra teaching support to underperforming students.

Indicators of Practice	Data Source
4.1 Average number of assessment methods used per grade to assess student learning.	Teacher Interview Self-Assessment Questionnaire
4.2 Percentage of students, out of the total students in the school, who are getting extra teaching support (either group-based or one to one or similar method) outside normal classroom hours based on the findings of the regular assessment of student learning.	Teacher Interview Self-Assessment Questionnaire
4.3 Average number of hours per semester each teacher spends providing extra teaching support, outside normal teaching hours, to underperforming students, either group-based or one to one or another similar method.	Teacher Interview Self-Assessment Questionnaire

(iii) Curriculum

Standard 5

Teachers understand the curriculum (in terms of age, relevance, and integration) and develop and use supplementary materials in the classroom to improve student learning.

Indicators of Practice	Data Source
5.1 Number of recommendations made by teachers per year concerning the suitability/relevance of the curriculum for students, and listed in an annual report sent to the Regional Education Bureau.	Teacher Interview Self-Assessment Questionnaire
5.2 Average number of supplementary materials developed by each teacher in the last semester.	Teacher Interview Self-Ass. Quest.
5.3 Percentage of high quality, new supplementary materials developed by teachers in the last semester.	Teacher Interview Self-Ass. Quest.

2. Learning Environment

(i) Student empowerment

Standard 6	
Students have developed a habit of taking responsibilities and leading a disciplined life.	
Indicators of Practice	Data Source
6.1 Percentage of total students (by girls and boys) participating in functional student clubs.	School Records Self-Assess. Form
6.2 Number of students (by girls and boys) volunteering to teach/mentor younger students in the school.	School Records Self-Assess. Form
6.3 Total number of discipline cases per semester.	School Records Self-Assess. Form
6.4 Number of students (by girls and boys) volunteering to teach/mentor adults in adult literacy classes organized by the school or with community organizations.	School Records Self-Assess. Form

(ii) Student support

Standard 7	
Students are motivated to learn and actively participate in lessons.	
Indicators of Practice	Data Source
7.1 Percentage student satisfaction score covering 5 types of school facilities: (i) the quality of school classrooms; (ii) access to textbooks; (iii) access to desks and chairs; (iv) availability of a library; and, (vi) availability of toilets for girls and boys.	Student Self-Assessment Form
7.2 Percentage student satisfaction score covering 5 aspects of the school environment: (i) security at the school; (ii) respect shown by teachers towards students; (iii) school leadership to involve parents in the learning achievements of students; (iv) school leadership commitment to improve the learning achievements of all students; and, (v) commitment of school leadership to improve school facilities.	Student Self-Assessment Form
7.3 Percentage of girl/boy students participating in a lesson in the classes observed.	Teacher Observation Self-Assessment Form
7.4 Completion rate for boys and girls.	School Records Self-Assess. Form

Standard 8	
There is collaborative work at the school and community levels to support inclusive education for children and teachers with special needs.	
Indicators of Practice	Data Source
8.1 Average number of hours per year each teacher was trained in special needs education in the last 12 months.	Teacher Interview Self-Ass. Quest.
8.2 Number of learning materials and assistive devices purchased in the last 12 months and provided to students with special education needs.	School Records Self-Assess. Form
8.3 Number of hours of support provided by local institutions [including special interest teachers (experts) in cluster centers] and experts in the last 12 months to help students that have special needs.	School Records Self-Assess. Form
8.4 Number of school-aged children with disabilities enrolled in the last 12 months who have never been to school.	School Records Self-Assess. Form
8.5 Number of visits per semester by parents and guardians of students with special educational needs in the last 12 months.	School Records Self-Assess. Form

(ii) School facilities

Standard 9	
Schools provide quality school facilities that enable all staff to work well and all children to learn.	
Indicators of Practice	Data Source
9.1 Ratio of combined desks per student.	School Records Self-Assess. Form
9.2 Ratio of a set of one chair and desk in the staff room to the number of teachers.	School Records Self-Assess. Form
9.3 Number of new reference materials for each subject purchased in the last 12 months.	School Records Self-Assess. Form
9.4 Ratio of toilets to girls/boys.	School Records Self-Assess. Form
9.5 Ratio of toilets to teachers.	School Records Self-Assess. Form
9.6 Average number of times the school compound and toilets are cleaned per week.	School Records Self-Assess. Form
9.7 Number of months per year the school has access to clean safe water for drinking and hand washing.	School Records Self-Assess. Form
9.8 Pupil-Textbook ratio for each subject for all Grades 1 to 12.	School Records Self-Assess. Form

3. School Leadership

(i) School management

Standard 10	
Structures and processes exist to support shared leadership in which everyone has collective responsibility for student learning.	
Indicators of Practice	Data Source
10.1 Percentage of students who have records (i.e. within the last 3 months) documenting their current learning achievement level.	Teacher Interview Self-Assessment Questionnaire
10.2 Percentage of School Improvement Annual Action Plan strategies successfully implemented in the last 12 months.	School Records Self-Assess. Form
10.3 Percentage parent satisfaction score covering 5 types of school facilities: (i) the quality of school classrooms; (ii) access to textbooks; (iii) access to desks and chairs; (iv) availability of a library; and, (vi) availability of toilets for girls and boys.	Parent's Self- Assessment Form

Standard 11	
School polices, regulations and procedures are effectively communicated and followed.	
Indicators of Practice	Data Source
11.1 Number of meetings per year to review, update and formally approve school's polices, regulations and procedures	School Records Self-Assessment Form
11.2 Number of meetings per year with students to communicate the school's polices, regulations and procedures	School Records Self-Assessment Form
11.3 Percentage parent satisfaction score covering 5 aspects of school management: (i) transparency in selection of members to join school committees; (ii) effectiveness of school leadership in managing day to day operations; (iii) efforts by school leadership to ensure that teacher absenteeism is low; (iv) the ability of school leadership to manage school finances in a transparent manner; and, (v) the ability of school leadership to get School Grant funds and other funding from the Woreda office.	Parent's Self- Assessment Form

(ii) Leadership behaviour

Standard 12	
The schools decision-making and administrative processes (including data collection and analysis, and communicating with parents) are carried out effectively.	
Indicators of Practice	Data Source
12.1 Percentage of teachers who think the school provides them with opportunities to substantially participate in decision-making process of the school.	Teacher Interview Self-Assessment Questionnaire
12.2 Number of School Improvement Performance Review meetings held with parents and community members per year.	School Records Self-Assessment Form

4. Community Participation**(i) Working with parents**

Standard 13	
Teachers meet with parents when necessary, and at a minimum twice per semester, to provide quality reports and to discuss their child's learning achievement.	
Indicators of Practice	Data Source
13.1 Percentage of the total parents who meet with their child's teacher at the end of each semester to discuss their child's learning achievement.	Parent's Self-Assessment Form
13.2 Percentage of total parents in the school who are given a written report from their child's teacher describing his/her learning achievement.	School Records Self-Assessment Form
13.3 Percentage of parents surveyed who are satisfied with efforts by teachers to: (i) meet with them to discuss their child's learning achievement; and, (ii) provide a quality report describing their child's learning achievement.	Parent's Self-Assessment Form

(ii) Society participation

Standard 14	
Schools successfully mobilise resources from the community to support implementation of the School Improvement Plan.	
Indicators of Practice	Data Source
14.1 Percentage parent satisfaction score covering 5 aspects of school management: (i) school commitment to helping all students make improvements in their learning achievement; (ii) efforts by the school to manage funds to improve school facilities; (iii) access students have to textbooks; (iv) attitude of teachers towards parents; and, (v) availability of clean toilets for students with water for hand washing.	Parent Self-Assessment Form
14.2 Total amount of Birr contributed to the school in the last 12 months.	School Records Self-Assess. Form
14.3 Total value of goods and materials donated to the school in the last 12 months.	School Records Self-Assess. Form
14.4 Number of person days of labour volunteered per year.	School Records Self-Assess. Form

(iii) Promoting education

Standard 15	
Schools are active in communicating and promoting the importance of education in the community.	
Indicators of Practice	Data Source
15.1 Percentage of parents surveyed who are satisfied the communication with the school.	Parent Self-Assessment Form
15.2 Percentage of children who dropped out during the last 12 months were returned to the school.	School Records Self-Assess. Form
15.3 Number of children who have been assessed as high risk and have been retained in school in the last 12 months.	School Records Self-Assess. Form
15.4 Number of children who have been enrolled in the school in the last 12 months who have never been to school.	School Records Self-Assess. Form
15.5 Number of activities undertaken by the school in the last 12 months to promote education in the community.	School Records Self-Assess. Form
15.6 Number of hours of adult literacy education classes taught per semester by teachers or senior school students.	School Records Self-Assess. Form

(3) Meeting Item No. 3: Preparing for the Self-Assessment

❖ Notes for the Director

○ Read aloud the following points to Committee members:

- The final meeting topic we will discuss today is preparing for Stage 1 of the SIP cycle, called the Self-Assessment.
- There are six Self-Assessment data collection activities.
- Now we are going to discuss how to successfully implement each Self-Assessment activity, starting with the Teacher Interviews Self-Assessment.

1. Teacher Interviews Self-Assessment

- The first Self-Assessment data collection activity involves a formal interview with each teacher in our school.
- School Improvement Committee members will be responsible for conducting the interviews of teachers. Each interview should be held with one teacher at a time.
- When conducting the interview one School Improvement Committee member must read aloud the questions listed in the Teacher Interview Self-Assessment Questionnaire listed in Annex 1 – Section 1.0 – of this Guideline. Then the answers given by each teacher must be recorded in the same questionnaire.
- If there are 8 teachers in a school then they should be 8 completed Teacher Interview Self-Assessment Questionnaires.
- After completing all the teacher interviews the School Improvement Committee members should meet to tabulate the results. Clear instructions are listed in Annex 1 – Section 1.0 – explaining how to tabulate the results from the completed questionnaires. These instructions also show how the answers recorded in questionnaire link directly to Indicators of Practice from the SIP Framework.
- Once tabulated results should be presented to a full meeting of the School Improvement Committee under Stage 2 – Planning – of the SIP cycle.
- Let's now look at the Teacher Interview Questionnaire listed the Annex 1 – Section 1.0 and the instructions to tabulate results.
- Now we should now decide who will conduct the Teacher Interviews Self-Assessment and when they will be undertaken.
- It is important to inform all teachers prior to their interview that they must bring the following items with them to the interview:
 - (i) Portfolios for teachers participating in a Continuous Professional Development (CPD) Program; and,
 - (ii) New supplementary materials each teacher developed during the last 12 months (or semester if the School Improvement Committee prefers).
- Each teacher should be interviewed separately in a room that is quiet.
- Twenty Teacher Interview Questionnaires have been provided to our school, that we can use of this year and next year, in a separate document called the School

Improvement Program Tools. These questionnaires can be cut out of this document to make them easier to use.

- If more questionnaires are needed then the School Improvement Committee should make additional copies of the Teacher Interview Questionnaire.

2. Teaching Observation Self-Assessment

- The second Self-Assessment data collection activity is called the teaching Observation Self-Assessment.
- School Improvement Committee members are required to undertake classroom observations for a number of classes across different subjects and grades.
- It is important for the person conducting the classroom observation to be experienced, ideally in teaching.
- The person undertaking the observations will be required to sit at the back of a class and simply observe what is happening and complete the Teacher Observation Self-Assessment Form listed in Annex 1 – Section 2.0 – of this Guideline.
- The main output from each classroom observation is a fully completed Teacher Observation Form.
- A minimum of 10% of the total classes taught in normal a school week must be observed, with a sample taken from all grades and subjects.
- Upon completion of the classroom observations the information listed in the Teacher Observation Self-Assessment Forms must be tabulated.
- Clear instructions are listed in Annex 1 – Section 2.0 – explaining how to tabulate the information. These instructions also show how the answers recorded in the Teacher Observation Forms link directly Indicators of Practice from the SIP Framework.
- The tabulated information should be presented to a full meeting of the School Improvement Committee under Stage 2 – Planning – of the SIP cycle.
- Let's now look at the Teacher Observation Self-Assessment Form listed in Annex 1 – Section 2.0 – and instructions to tabulate results.
- Now we should decide who will conduct the classroom observations and when they will be undertaken.
- Twenty Teacher Observation Self-Assessment Forms have been provided to our school in a separate document called the School Improvement Program Tools. These Forms can be cut out of the Tools document to make them easier to use.
- If more Forms are needed then the School Improvement Committee should make additional copies.

3. Student Tests Self-Assessment

- The third Self-Assessment data collection activity is called Student Tests Self-Assessment. The school Director is responsible for collecting the data under this activity.
- Under the SIP all schools must take a more active role in measuring what students learn each year.
- The Director must make sure there is data on the learning achievement of every child in the school regardless of what grade they are in. If these results are not up to date then new tests must be given to all students in order to know what their learning achievement is at the start of the SIP cycle.
- The school must undertake testing of knowledge and skills for all children enrolled in Grades 1, 2 and 3 at the start of the SIP cycle and at the end of Years 2 and 3. The Director should request teachers in each grade to work together to develop a test that will test the knowledge and skills of each student based on the curriculum.
- For students in Grades 4 and above the school should have accurate and recent data on the learning achievements of each student at the start of the SIP cycle and at the end of Years 2 and 3.
- If these records are not in place then the Director should request the teachers in each grade to work together to develop a test that will test the knowledge and skills of each student based on the curriculum.
- Once tabulated then this information should be presented in a Student Tests Self-Assessment Report to a full meeting of the School Improvement Committee under Stage 2 – Planning – of the SIP cycle.
- Let's now look at the instructions are listed in Annex 1 – Section 3.0 – explaining how to tabulate the results for the Students Tests Self-Assessment.

4. Parent's Self-Assessment

- The fourth Self-Assessment data collection activity is called Parent's Self-Assessment .
- The School Improvement Committee should arrange for two groups of parents to meet together to discuss and answer the questions listed in the Parent's Self-Assessment Form, which is listed in Annex 1 – Section 4.0.
- One group of parents must be women, and a separate group men. Each group should meet on different days to avoid any confusion. There is no minimum or maximum number of parents that should be invited to each meeting.
- One female parent and one male parent should be identified to facilitate each meeting. School Improvement Committee members should meet with these two parents to explain the questions listed in the Parent's Self-Assessment Form and to make sure they fully understand their role.
- The parent meeting facilitators must complete the Parent's Self-Assessment Form during the two meetings.

- It is recommended that School Improvement Committee members do not attend each meeting of parents.
- Clear instructions are listed in Annex 1 – Section 4.0 – explaining how to tabulate the information listed in the completed Parent’s Self-Assessment Form. This must be done by School Improvement Committee members.
- The tabulated information should be presented to a full meeting of the School Improvement Committee under Stage 2 – Planning – of the SIP cycle.
- Let’s now look at the Teacher Observation Self-Assessment Form listed in Annex 1 – Section 4.0 – and the instructions to tabulate results.

5. Student’s Self-Assessment

- The fifth Self-Assessment data collection activity is called Student’s Self-Assessment .
- The School Improvement Committee should arrange for two groups of students to meet together to discuss and answer the questions listed in the Student’s Self-Assessment Form, which is listed in Annex 1 – Section 5.0.
- One group of students must be girls, and a separate group boys. Each group should meet on different days to avoid any confusion. There is no minimum or maximum number of students that should be invited to each meeting.
- Two senior girl students and two senior boy students should be identified to facilitate each meeting. School Improvement Committee members should meet with these four students to explain the questions listed in the Student’s Self-Assessment Form and to make sure they fully understand their role.
- The student meeting facilitators must complete the Student’s Self-Assessment Form during the two meetings.
- It is recommended that School Improvement Committee members do not attend each meeting of students.
- Clear instructions are listed in Annex 1 –Section 5.0 – explaining how to tabulate the information listed in the completed Student’s Self-Assessment Form. This must be done by School Improvement Committee members.
- The tabulated information should be presented to a full meeting of the School Improvement Committee under Stage 2 – Planning – of the SIP cycle.
- Let’s now look at the Teacher Observation Self-Assessment Form listed in Annex 1 – Section 5.0 – and the instructions to tabulate results.
- Ten Student’s Self-Assessment Forms are listed in a separate document called the School Improvement Program Tools. These Forms can be cut out of this document to make them easier to use. If more Forms are needed then the School Improvement Committee should make additional copies of the Teacher Interview Questionnaire.

6. School Records Self-Assessment

- The sixth and final data collection activity is called School Records Self-Assessment. The school Director is responsible for collecting the data under this activity.
- The overall aim of this Self-Assessment is to complete the School Records Self-Assessment Form listed in Annex 1 – Section 6.0.
- Under the SIP all schools must take a more active role in collecting data on the a number of Standards of the SIP Framework.
- Once the School Records Self-Assessment Form is completed this information should be presented to a full meeting of the School Improvement Committee under Stage 2 – Planning – of the SIP cycle.
- Let's now look at the School Records Self-Assessment Form listed in Annex 1 – Section 5.0 – so that we all understand the information that needs to be collected.

(4) Meeting Item No. 4: Closing the meeting

❖ Notes for the Director:

❖ Read aloud the following points to Committee members:

- Now we are ready to close the second meeting of the School Improvement Committee.
- Over the next three weeks we must successfully undertake the six Self-Assessment activities we have discussed today.
- It is essential we undertake a quality Self-Assessment as this information will feed into Stage 2 – Planning – of the SIP cycle.
- I would like us all to agree on a time, date and place for our next School Improvement Committee meeting. This meeting should be held after the Self-Assessment activities have been completed.

Section 4: Third meeting of the School Imp. Committee

(i) Stage 3 of the SIP Cycle – Planning

❖ Notes for the Director:

- It is important for the Director to make sure all of the data collected from the six Self-Assessment activities is ready for presentation and discussion prior to the start of the third meeting of the School Improvement Committee.

4.1 Reviewing the Indicators of Practice data for each Standard

(1) Meeting Item No. 1: Welcome Committee members to the meeting

(2) Meeting Item No. 2: Reviewing data for the Indicators of Practice for each Standard

○ Notes for the Director

- Read aloud the following points to Committee members.
- The first meeting agenda item today is to review the data we have collected for each Indicator of Practice during the six Self-Assessment activities.
- Before we start examining the Indicators of Practice for each of the 15 Standards let me hand out copies of the Self-Assessment Review Data Sheets to Committee members.
- One copy of the Data Sheet is listed in Annex 3 of this Guideline. An additional 10 Self-Assessment Review Data Sheets are listed in the School Improvement Program Tools document. We can cut these Forms out of this document to use during this meeting.
- We will now discuss the data we have collected on the situation of each Indicator of Practice in our school. As we review the data we can fill in the empty boxes in the Data Sheets under Year 1. We will start with Standard 1.

4.2 Identifying priority Standards for the school

❖ Notes for the Director:

- At this point all the data from the six Self-Assessment activities should have been listed in the Self-Assessment Review Data Sheet.
- Read aloud the following points to Committee members.

(3) Meeting Item No. 3: Identifying priority Standards

- So far we have looked at the data for the Indicators of Practice for each Standard.
- Our next task is to discuss and agree together on the priority Standards our school should focus on over the next three years.
- Let's look again at the Data Sheet we have filled out. As we look at the Data Sheets we need to think about the following questions:
 - **What are the most important Standards we need to improve in our school in order to have the greatest impact of student learning?**
 - **What Standards are we doing badly at achieving and clearly need to improve? i.e. what Indicators of Practice data is very poor and therefore we should address it?**
- Each school can choose as many Standards they want to focus on improving in their three-year School Improvement Strategic Plan. However, schools must substantially improve the Standards listed in their Strategic Plan over a three year period.
- While there is no maximum number of Standards for listing in a three-year School Improvement Strategic Plan there is a minimum number. All schools must list a minimum of six Standards in their Strategic Plan to be addressed over three years. These could be three different Standards a year, or more it is up to each school.
- There is only one compulsory Standard to be included in the list of Standards selected by each school. This is Standard 3:
 - Teachers achieve measurable improvements in student results.
- This Standard must be listed and addressed in the three-year School Improvement Strategic Plan and each Annual School Improvement Action Plan.
- Schools can decide to choose any other Standards. They could choose five more to reach the minimum of six Standards over three years or they could choose more Standards. It is up to each school.
- A school could focus on the same priority Standards for three years or they could select a different group of Standards to focus on each year for three years. Each school must decide on the Standards they want to address based on the actual situation in their school.
- Now let's talk about the most important Standards we want to address in Year 1 of our School Improvement Strategic Plan and Year 1 Annual School Improvement Action Plan. Then we must list them in the table below.

**Priority Standards for the: 3-Year School Improvement Strategic Plan, and
Year 1 Annual School Improvement Action Plan**

No.	Standard Number	Actual Standard
1)	3	Teachers achieve measurable improvements in student results.
2)		
3)		
4)		
5)		
6)		
7)		
8)		
9)		
10)		
11)		
12)		
13)		
14)		
15)		

- Now we need to do the same exercise for Years 2 and 3. We need to complete the tables below for these two years.

**Priority Standards for the: 3-Year School Improvement Strategic Plan, and
Year 2 Annual School Improvement Action Plan**

No.	Standard Number	Actual Standard
1)	3	Teachers achieve measurable improvements in student results.
2)		
3)		
4)		
5)		
6)		
7)		
8)		
9)		
10)		
11)		
12)		
13)		
14)		
15)		

**Priority Standards for the: 3-Year School Improvement Strategic Plan, and
Year 3 Annual School Improvement Action Plan**

No.	Standard Number	Actual Standard
1)	3	Teachers achieve measurable improvements in student results.
2)		
3)		
4)		
5)		
6)		
7)		
8)		
9)		
10)		
11)		
12)		
13)		
14)		
15)		

4.3 Completing and 3-year School Improvement Strategic Plan and the Annual Action Plans

❖ Notes for the Director:

- Read aloud the following points to Committee members.

(4) Meeting Item No. 4: Identifying priority Standards

- Now we have identified the priority Standards for our school we need to write our School Improvement Strategic Plan and three Annual Action Plans.
- The first plan we must work on is our School Improvement Annual Action Plan for Years 1, 2 and 3. These three plans will then be combined to form our School Improvement Strategic Plan.
- Now let's look at the School Improvement Annual Action Plan format listed in Annex 2 of these guidelines.
- All schools should closely follow this format, by completing the form as it is listed in Annex 2, to develop quality Annual Action Plans for Years 1, 2 and 3.
- For every priority Standard selected by the school the School Improvement Committee must draft a plan covering the six sections listed below:

(a) Standard and Indicators of Practice selected as a priority to address

(b) Current situation of Indicators of Practice at the school

(c) Targets to improve the Indicators of Practice and Standard

(d) Lead people to achieve the targets

(e) Strategies to achieve the targets

(f) Main activities, timeframe to achieve the strategies, and costs

- If a school chooses five priority Standards for its Year 1 School Improvement Annual Action Plan then it will have five sets of the above six sections.
- Note that the School Improvement Annual Action Plan format has been listed to include the maximum potential number of Indicators of Practice.
- When schools draft their Annual Action Plan only list the boxes that you need for the actual number of Indicators of Practice that are associated with the selected Standard.
- Once schools have drafted their Annual Action Plan for Year 1 they should repeat the exercise for Years 2 and 3.
- The last page of each Annual Action Plan must list the names of all School Improvement Committee members and their signatures.
- Schools are requested to combine their three Annual Action Plans (Years 1, 2 and 3) into a School Improvement Strategic Plan. This is the minimum requirement for schools regarding their Strategic Plan.
- Schools are free to add more content to their strategic plan as they wish, such as including a Vision and Mission statements, and if desired a SWOT (strengths, weaknesses, opportunities and threats) analysis. This is entirely up to each

school based on their interest in developing their School Improvement Strategic Plan. Schools may wish to incorporate some of the content from their existing School Improvement Strategic Plan.

- The most important documents are the Annual Action Plans Years 1, 2 and 3 as they will provide a detailed roadmap outlining what School Improvement Committee members must do each year to make measureable, positive improvements in student learning achievement each year.
- The main outputs from this work are:
 - 1) School Improvement Annual Action Plan for Year 1 – focusing on the priority Standards and Indicators of Practice selected by the School Improvement Committee
 - 2) School Improvement Annual Action Plan for Year 2 -- focusing on the priority Standards and Indicators of Practice selected by the School Improvement Committee
 - 3) School Improvement Annual Action Plan for Year 3 -- focusing on the priority Standards and Indicators of Practice selected by the School Improvement Committee
 - 4) School Improvement Strategic Plan – incorporating the Annual Action Plans Years 1, 2 and 3
- If the School Improvement Committee has difficulty in successfully completing their Annual Action Plans Years 1, 2 and 3 or their School Improvement Strategic Plan then they must ask for support from their Cluster Supervisor or Woreda staff.

(5) Meeting Item No. 5: Closing the meeting

- Now we are ready to close the meeting of the School Improvement Committee.
- Now we must successfully implement the Year 1 Annual Action Plans we have developed today.
- At our next meeting we need to plan for the first meeting with parents and community members to present the three-year School Improvement Strategic Plan and Annual Action Plans for Years 1, 2 and 3.
- I would like us all to agree on a time, date and place for our next School Improvement Committee meeting.

**Section 5: Fourth meeting of the School Imp. Committee –
(i) Planning for School Improvement Performance meetings, and
(ii) reviewing the responsibilities of Federal, Regional, Zonal and
Woreda levels**

❖ Notes for the Director:

- The following meeting should be held after completing the three-year School Improvement Strategic Plan and Annual Action Plans for Years 1, 2 and 3.
- Read aloud the following points to Committee members.

5.1 Reviewing the requirements for the School Improvement Performance Review meetings

(1) Meeting Item No. 1: Welcome Committee members

(2) Meeting Item No. 2: School Improvement Performance Review meetings

- All schools must hold three School Improvement Performance Review meetings a year to inform all parents and community members about the plans and achievements with regard to improved learning achievements for all students.

First School Improvement Performance Review meeting

- The aim of the first School Improvement Performance Review meeting is to get endorsement of the Annual Action Plan for the coming year from parents and community members.
- Parents and community members must be given an opportunity to comment and give feedback on the School Improvement Annual Action Plan for Year 1.
- This meeting should be held as soon as the School Improvement Committee has drafted the Annual Action Plan for Year 1.
- School Improvement Committee members must devise creative and effective strategies to get parents and community members to come to the School Improvement Performance Review meeting.
- At the meeting School Improvement Committee members must give a clear and easy to understand presentation on the School Improvement Annual Action Plan.
- Sufficient time should be given for questions to be asked, and comments to be made, by parents.

Second and third School Improvement Performance Review meetings

- The second School Improvement Performance Review meeting is held after six months since implementation started on the Annual Action Plan, while the third meeting is held after 12 months implementation.
- The aim of the second School Improvement Performance Review meeting is to present the achievements after six months implementation of the Annual Action Plan.

- The aim of the third School Improvement Performance Review meeting is to present the achievements after 12 months implementation of the Annual Action Plan.
- Parents and community members must be given an opportunity to hold School Improvement Committee members to account for their performance and achievements in implementing the Annual Action Plan.
- School Improvement Committee members must devise creative and effective strategies to get parents and community members to come to this meeting.
- At the second and third meeting School Improvement Committee members must give a honest and accurate report on what have been achieved to date.
- Sufficient time should be given for questions to be asked, and comments to be made, by parents.
- Now let's discuss the responsibilities of Federal, Regional and Woreda levels in the School Improvement Program.

5.2 Responsibilities of Federal, Regional, Zonal and Woreda levels

5.2.1 Federal-level Responsibilities

- The MoE will be responsible for the national coordination of the SIP. This includes the following three tasks:

Task 1: Translate, Print, and Distribute the SIP Guidelines

- The MoE will translate and distribute the SIP Guidelines to all Regions, Zones, Woredas, and schools based on the allocations listed in Table 1 below.

Table 1: National distribution of the SIP Guidelines

Level	No. of SIP Guidelines provided
Federal	500 copies as a reserve supply for the country
Region	50 copies for each Regional Office
Zonal	10 copies for each Zonal Office
Woreda	10 copies for each Woreda Office
Schools	5 copies for each school

Task 2: Train Regional Education Bureau (REB) staff on the SIP Guidelines

- The MoE will organize two SIP Training Workshops for REB staff, some of whom will be Regional SIP Trainers.
- Each workshop will be for three-days (five nights) for 10 Regions and 60 REB staff (i.e. 6 staff per Region).

- The objectives of the workshops are to:
 - (i) Review and understand the SIP Guidelines;
 - (ii) Identify effective methods for REB staff to train Zonal and Woreda staff in the SIP Guidelines; and,
 - (iii) Draft Regional Training Plans with budgets for each Region.

Task 3: Monitor the implementation of the SIP Guidelines

- The MoE will conduct a minimum of four monitoring visits to Regions, and selected Woredas and schools each year (approximately one trip per quarter).
- Following each field visit staff from the MoE will be expected to write a detailed report outlining the findings and any recommendations to improve the overall implementation of the SIP. This report should be circulated internally in the MoE for comments prior to being shared with members of the Education Technical Working Group (ETWG). Staff from the MoE should invite ETWG staff to join them on their monitoring visits to the Regions.

5.2.1.1 Federal-level Performance Indicators and Targets

- The performance of the MoE will be measured by the following performance targets and indicators.

Performance Targets	Performance Indicators
Translation, printing and distribution of SIP Guidelines as listed in Table 4 above	No. of SIP Guidelines printed and distributed
60 REB staff trained	No. of REB staff trained
8 Regions visited per year (2 per trip) Per Region a minimum of 4 Zones, 4 Woredas, and 5 schools visited per trip Annually a minimum of 16 Zones, 16 Woredas, and 20 schools visited	No. of Regions visited per year No. of Zones visited per year No. of Woredas visited per year No. of schools visited per year
4 Field Visit Monitoring Reports per year shared within the MOE and with ETWG members	No. of reports written and circulated within the MoE No. of reports written and circulated with ETWG members

5.2.2 Regional-level Responsibilities

- The REBs will be responsible for the success of the SIP in each Region. This includes the following tasks:

Task 1: Translate, Print, and Distribute the SIP Guidelines

- Each REB will be expected to translate the SIP Guidelines into local regional languages. This is vital to ensure that stakeholders at the school and community level, such as parents and community leaders can actively participate in the SIP.

- When translating the SIP Guidelines REB staff must pay special attention to the quality of the translation. It is essential to check that translators can accurately translate the various technical terms listed in the SIP Guidelines.

Task 2: Organize Zonal and Woreda Training Workshop on the SIP Guidelines

- The REB staff members who attended the three-day Regional Workshop at the Federal Level must organize a series of three-day (four nights) Training Workshops for Zonal, Woreda Education office staff, and School Cluster Supervisors. These staff will then be expected to train school Directors, parent representatives and community leaders in the SIP.
- A minimum of three Woreda Education Office staff, two Zonal Education Office staff, and five Cluster School Supervisors should be trained. The maximum size for each workshop will be 40 people.
- The aim of this workshop will be to:
 - i. explain the SIP Guidelines; and,
 - ii. explain how to successfully train school Directors, ABE Facilitators, parent representatives and community leaders in the SIP

Task 3: Monitor the SIPs Program

- REB office staff should conduct a minimum of two monitoring visits per quarter -- to a minimum of 3 Woredas, and 6 schools and 6 ABE Centers -- to assess implementation of the SIP and to provide advice to School Improvement Committees.
- Following each field visit REB staff will be expected to write a detailed report outlining the findings and any recommendations to improve the overall implementation of the SIP. These reports should be made available to MoE staff who undertake visits to REB offices.

5.2.2.1 Regional-level Performance Indicators and Targets

- The performance of the REBs will be measured by the following performance targets and indicators.

Performance Targets	Performance Indicators
Translation, printing and distribution of SIP Guidelines as listed in Table 4 above	No. of versions of the SIP Guidelines translated into local regional languages No. of SIP Guidelines distributed
XX Woreda Education Office staff trained XX Zonal Education Office staff trained XX Cluster School Supervisors trained Note: These numbers will be based on the number of Woredas in each Region	No. of Woreda Education Office staff trained No. of Zonal Education Office staff trained No. of Cluster School Supervisors trained
XX Woredas visited per year	No. of Woredas visited per year

XX Zonal offices visited per year	No. of Zonal offices visited per year
XX schools visited per year	No. of schools visited per year
1 Monitoring Report per field visit	No. of reports written and circulated within the REB

5.2.3 Zonal-level Responsibilities

- Where Zones are an important structure, the Zonal Education Office (ZEO) staff will be responsible for providing supervision and advisory support to Woredas. The ZEO will be responsible for the following tasks:

Task 1: Supervise the Woreda SIPs Training Workshops

- The ZEO staff must assist Woreda Education Office staff to successfully hold SIPs Training Workshops for three people from each primary and secondary school in each Woreda.
- If Woreda staff lack the capacity, then ZEO staff must assist with the training tasks in the SIPs Training Workshops.

Task 2: Monitor the SIPs Program

- ZEO staff should undertake monitoring visits to all Woredas to check on the implementation of the SIP.
- ZEO staff should undertake monitoring visits to schools to check that the SIP is being implemented successfully.

5.2.4 Woreda-level Responsibilities

- The Woreda Education Office (WEO) will be responsible for the success of the School Improvement Program in each Woreda. The WEO will be responsible for the following tasks:

Task 1: Select three representatives from each School to attend the Woreda School Improvement Program Training Workshop

- This task involves the selection of people from each school to attend the two-day (three nights) Woreda School Improvement Program Training Workshop.
- WEO staff must identify three people from each school. Where Kebele Education Boards exist, these will assist the WEO in identifying the participants.
- One person must be a PTA member, ideally an office holder, one person must be the Director of the school. The third person must be an active parent or community member from the community who has been supporting the school.
- It is very important that competent people are selected to attend the training workshop as they will have to successfully follow the School Improvement Program Guidelines.

Task 2: Organize Woreda School Improvement Program Training Workshop

- The Woreda staff who attended the Regional School Improvement Program Training Workshop must organize a two-day (three nights) Woreda School Improvement Program Training Workshop for primary and secondary school directors, PTA members, and active parents or community members.
- Three people from every school must attend the training.
- The aim of the workshop will be to explain the School Grant Guidelines.
- The maximum size of each Training Workshop is 50 people.

Task 3: Provide Support to Schools

- Woreda staff must make regular visits to schools to provide them with advice and support to successfully implement the School Improvement Program, and their School Improvement Strategic Plan and Annual Action Plans

Task 4: Monitor the School Grants Program

- WEO staff should undertake monitoring visits to schools to check on the implementation of the School Improvement Program.

5.3 Undertaking the School Self-Evaluation**(3) Meeting Item No. 3: Introduction to the School Self-Evaluation**

- The next agenda item for today's meeting is a School Self-Evaluation.
- All schools must undertake a Self-Evaluation exercise to understand where they are in relation to the four performance areas of the School Improvement Framework for each Indicator of Practice. These four areas are: Excelling, Implementing, Developing, and Establishing.
- In Annex 3 a Self-Evaluation Table is listed showing the situation for each of the four areas – Excelling, Implementing, Developing, and Establishing – for each of the 58 Indicators of Practice that comprise the School Improvement Framework.
- Let's now look at Annex 3 and read the four statements for each Indicator of Practice. Then we must decide, as a group, what area is the most relevant for our school. Then we will award points for whichever area we decide is the closest to our school. Four points is for the area Excelling, three points for Implementing, two points for Developing and one point for Establishing.

5.4 Implementation of the Annual Action Plan

(4) Meeting Item No. 4: Implementing and monitoring the Annual Action Plan

- The final agenda item for today's meeting is to discuss how we will go about implementing and monitoring the Annual Action Plan we have developed for our school.
- The Committee must now be on successfully implementing at the Annual Action Plan to achieve and surpass the targets we have set.
- This Committee has an important role to play in raising the funds needed to successfully implement the Annual Action Plan.
- An important source of funding for the Annual Action Plan are School Grants Funds. Other sources of funds should be raised in the community through different fund raising activities.

(5) Meeting Item No. 5 Closing the meeting

- Now we are ready to close the meeting of the School Improvement Committee.
- I would like us all to agree on a time, date and place for our next School Improvement Committee meeting. At our next meeting we should monitor the implementation of the Annual Action Plan.
- Meetings should be held monthly, however this is up to each Committee.

Note:

- After 12 months implementation of the Annual Action Plan all schools should carry out a Self-Assessment to understand what progress has been achieved over the last year.

Annex 1: School Improvement Program (SIP) Self-Assessment

This Annex contains:

Section 1.0

Teacher Interview Self-Assessment Questionnaire and Instructions to Tabulate Results

Section 2.0

Teacher Observation Self-Assessment Form and Instructions to Tabulate Results

Section 3.0

Student Tests Self-Assessment Report and Instructions to Tabulate Results

Section 4.0

Parent Self-Assessment Form and Instructions to Tabulate Results

Section 5.0

Student Self-Assessment Form and Instructions to Tabulate Results

Section 6.0

School Records Self-Assessment Form and Instructions to Tabulate Results

Section 1.0

Teacher Interview Self-Assessment Questionnaire and Instructions to Tabulate Results

Teacher Interview Questionnaire				
Note: All teachers in the school should be interviewed using this questionnaire.				
1. How many hours in the last 12 months have you spent in professional development? -- by professional development we mean formal training courses – full-time or part-time; experience sharing meetings with other teachers and/or supervisors; action research; study groups; mentoring; and similar types of activities. (write the answer below)				
		1a. No. of hours =		
2. Do you want to add any comments about your professional development in the last 12 months? (write the answer below)				
3. Are you participating in a Continuous Professional Development (CPD) Program?				
3a. Yes (tick box)		3b. No (tick box)		
4. If you said you are participating in a Continuous Professional Development (CPD) Program are you maintaining a portfolio?				
4a. Yes (tick box)		4b. No (tick box)		
5. If you said you are maintaining a portfolio, then please can you show us?				
Note for Interviewer: Study the portfolio and answer one of the two options below.				
5a. The Portfolio is well maintained (tick box)		5b. The Portfolio is not well maintained (tick box)		
6. Are you an experienced teacher and able to mentor other teachers?				
6a. Yes (tick box)		6b. No (tick box)		
7. If you are an experienced teacher, in the last 12 months have you spent any time mentoring other school teachers in best-practices in teaching? If your answer is yes, can you tell me the total number of hours for the last 12 months?				
7a. Yes (tick box)		7b. Total hours =		7c. No (tick box)
8. Can you tell us the most recent class subject and grade you taught?				
8a. Write the class and grade:				
9. In this class can you tell us how many active learning methods you used in the class? – by active learning methods we mean methods like: group work; individual assignments; reciting; games; question and answer, etc.				
9a. Write the number used:				
10. If you used active learning methods, can you tell us what methods you used?				

10a. Write the methods used:		(c)
(a)		(d)
(b)		(e)
11. Can you tell us the name of the class – subject and grade you taught yesterday?		
11a. Write the class and grade:		
12. In this class can you tell us how many active learning methods you used in the class? – by active learning methods we mean methods like: group work; individual assignments; reciting; games; question and answer, etc.		
12a. Write the number used:		
13. If you used active learning methods, can you tell us what methods you used?		
13a. Write the methods used:		(c)
(a)		(d)
(b)		(e)
14. On average, how many assessment methods you use to test student learning in the classroom for the main grade and subject you teach?		
14a. Write the number used:		
15. Can you give the names of the main assessment methods you use to test student learning in the classroom?		
15a. Write the methods used:		Write an explanation how it works/what it is
(a)		
(b)		
(c)		
(d)		
16. Are you giving any extra teaching support to children in this school outside normal classroom hours?		
16a. Yes (tick box)	<input type="checkbox"/>	16b. No (tick box) <input type="checkbox"/>
17. If you said yes to Question 16 can you tell me how many students you give extra teaching support to per week outside normal teaching hours?		
17a. Write the number of students		
18. If you said yes to Question 16 can you tell me if the extra teaching support you give is group based teaching, like an extra small class, or one to one teaching, or another method of teaching support?		
18a. Group-based teaching (tick box)	<input type="checkbox"/>	18b. One to one teaching (tick box) <input type="checkbox"/>
18c. Another method of teaching support (tick box)	<input type="checkbox"/>	18d. Write what the method is below:

19. If you said yes to Question 16 can you estimate how many hours you give to extra teaching per support, outside normal teaching hours, for group based teaching or one to one teaching or another method of teaching support?			
19a. Write the number of hours:			
20. Can you tell me how many recommendations you made over the last 12 months to improve/make more relevant the curriculum for students you teach?			
20a. Write the number made:			
21. If you made one or more recommendations on the curriculum, were they complied in a report and sent to the Regional Education Bureau?			
21a. Yes (tick box)	<input type="checkbox"/>	21b. No (tick box)	<input type="checkbox"/>
22. Can you tell me how many new supplementary materials you developed last semester?			
22a. Write the number developed:			
23. Instructions for Interviewer: Ask to see each new supplementary materials developed by the teacher last semester. Give each material a grade of either low quality, medium quality, or high quality. Write the total number of materials assessed as low, medium and high quality in the boxes below.			
23a. Total high quality new supplementary materials developed by the teacher (write the total number in the box)			<input type="text"/>
23b. Total medium quality new supplementary materials developed by the teacher (write total number)			<input type="text"/>
23c. Total low quality new supplementary materials developed by the teacher (write total number)			<input type="text"/>
24. Have you had any training in the area of special needs education or looking after children with special needs in the last 12 months?			
24a. Yes (tick box)	<input type="checkbox"/>	24b. No (tick box)	<input type="checkbox"/>
25. If you said yes to Question 24 can you tell me how many hours you had the training for?			
25a. Write the number of hours:			
26. What is the total number of students you teach/are fully responsible for?			
26a. Write the number		<input type="text"/>	
27. Out of the students you teach how many do you have recent records for (i.e. within the last 3 months) documenting their current learning achievement level?			
27a. Write the number		<input type="text"/>	
28. Do you think the school provides teachers with opportunities to substantially participate in decision-making processes of the school?			
28a. Yes (tick box)	<input type="checkbox"/>	28b. No (tick box)	<input type="checkbox"/>
		28c. Not sure/don't know/no answer	<input type="checkbox"/>

End of questionnaire.

Instructions to Tabulate Results from the Teacher Interview Self-Assessment Questionnaire

Note: Not all questions in the Teachers Interview Questionnaire will be tabulated. Only the most important questions for the planning stage will be tabulated. Make sure you round the decimal points up for 0.6 and above, and down for below 0.5 and below.

Standard 1 – Indicator of Practice 1.1 = Question 1:

- Add up the hours listed in Question 1a. for each Teacher Interview Questionnaire and then divide this figure by the total number of teachers in the school to get the **Average number of hours per teacher per year spent in professional development.**
- Submit this number at the next School Improvement Committee meeting.

Standard 1 – Indicator of Practice 1.2 = Questions 3 to 5:

- Add up the ticked boxes to Question 3a. for all questionnaires. Then divide this number by the number of teachers in the school, and multiply by 100, to get the **Percentage of the total school teachers participating in a Continuous Professional Development (CPD) Program who maintain their portfolio.**
- Submit this number at the next School Improvement Committee meeting.

Standard 1 – Indicator of Practice 1.3 = Questions 6 to 7:

- Count the answers to 6a. for all Teacher Interview Questionnaires to get the total number of experienced teachers interviewed.
- Count the total hours listed in to 7b. for all the questionnaires to get the total number of hours experienced teachers have mentored other teachers.
- Then divide the total number of hours by the total experienced teachers to get the **Average number of hours per year experienced teachers spent mentoring school teachers in best-practices in teaching.**
- Submit this number at the next School Improvement Committee meeting.

Standard 2 – Indicator of Practice 2.1 -- Questions 9 to 13:

- Check that the answer listed in 9a. equal the answers given in 10a. Make corrections if the numbers are not equal, i.e. based on the answer listed in 10a.
- Check that the answers listed in 12a. equal the answers given in 13a. Make corrections if the numbers are not equal.
- Combine the answers listed in questions 9a. and 12a for all questionnaires to get the total number of methods used.
- The combine the answers listed in questions 8a. and 12a for all questionnaires to get the total number of classes.
- Then divide the total number of methods by the total number of classes to get the **Average number of active learning methods used in the classroom.**
- Submit this number at the next School Improvement Committee meeting.

Standard 4 – Indicator of Practice 4.1 -- Questions 14 to 15:

- On each questionnaire check that the answers given in 15a. are actual viable student assessment methods. Cross out any method that is not really a method to assess student achievement.
- On each questionnaire that the answers listed in 14a. equal the answers given in 15a. Make corrections if the numbers are not equal.
- Combine the answers listed in Question 14a. for each questionnaire. Then divide this number by the number of questionnaires to get the **Average no. of assessment methods used per class to assess student learning.**
- Submit this number at the next School Improvement Committee meeting.

Standard 4 – Indicator of Practice 4.2 -- Questions 16 to 17:

- Combine the numbers listed in Question 17a of each Teacher Interview Questionnaire to calculate the total number of students being given teaching support outside normal classroom hours.
- Then divide this figure by the total number of students in the school to calculate the **Percentage of students, out of the total students in the school, who are getting extra teaching support (either small group-based or one to one or similar method) outside normal classroom hours based on the findings of the regular assessment of student learning.**
- Submit this number at the next School Improvement Committee meeting.

Standard 4 – Indicator of Practice 4.2 -- Questions 16 to 17:

- Combine the numbers listed in Question 19a of each Teacher Interview Questionnaire to calculate the total number of hours teachers teach outside normal school hours either in group based teaching or one to one teaching or another method of teaching support.
- Then divide this number by the total number of teachers in the school and then divide by three (i.e. for each semester) to get the **Average number of hours per semester each teacher spends providing extra teaching support, outside normal teaching hours, to underperforming students, either group-based or one to one or another similar method.**
- Submit this number at the next School Improvement Committee meeting.

Standard 5 – Indicator of Practice 5.1 -- Questions 20 to 21:

- Combine the numbers listed in Question 20a of each Observation Form to calculate the **Number of recommendations made by teachers per year concerning the suitability/ relevance of the curriculum for students, and listed in an annual report sent to the Regional Education Bureau.**
- Examine the answers 21a, 21b and 21c to determine if a report was sent **to the Regional Education Bureau.**
- Submit this number at the next School Improvement Committee meeting.

Standard 5 – Indicator of Practice 5.2 -- Question 22:

- Combine the numbers listed in Question 22a for all questionnaires. Then divide this number by the total number of teachers in the school to get the **Average number of supplementary materials developed by each teacher in the last semester.**
- Submit this number at the next School Improvement Committee meeting.

Standard 5 – Indicator of Practice 5.3 -- Questions 22 to 23:

- Combine the answers for all questions for Question 22a.
- Combine the numbers listed in Questions 23a for all questionnaires. Combine the numbers listed in Questions 23b for all questionnaires. Combine the numbers listed in Questions 23c for all questionnaires.
- Then divide the total figure for Question 23a by the total figure for Question 22a and then multiply by 100 to get the **Percentage of high quality, new supplementary materials developed by teachers in the last semester.**
- Submit this number at the next School Improvement Committee meeting.

Data for Standard 8 – Indicator of Practice 8.1 -- Questions 24 to 25:

- Combine the answers listed in Question 25a for all questionnaires to get a figure in days. Then divide this number by the total number of teachers in the school to get the **Average number of hours per year each teacher was trained in special needs education.**
- Submit this number at the next School Improvement Committee meeting.

Data for Standard 10 – Indicator of Practice 10.1 -- Question 26 to 27:

- Combine the answers listed in Question 27a for all questionnaires. Then divide this number by the total number of students in the school and multiply by 100 to get the **Percentage of students who have records (i.e. within the last 3 months) documenting their current learning achievement level.**
- Submit this number at the next School Improvement Committee meeting.

Data for Standard 12 – Indicator of Practice 12.1 -- Question 28:

- Combine the answers listed in Question 28a for all questionnaires. Then divide this number by the total number of teachers in the school and multiply by 100 to get the **Percentage of teachers who think the school provides them with opportunities to substantially participate in decision-making process of the school.**
- Submit this number at the next School Improvement Committee meeting.

Section 2.0

Teacher Observation Self-Assessment Form and Instructions to Tabulate Results

Teacher Observation Self-Assessment Form	
Note: The person selected to undertake the classroom observation must sit at the back of the room and simply observe what is going on.	
Name of Observer:	Grade:
Time and day:	Subject:
1. While observing the teacher teaching count and list the number of active learning methods used in the class? – by active learning methods we mean methods like: group work; individual assignments; reciting; games; question and answer, etc.	
1a. Write the number of methods used at the end of the class:	
1b. Write the actual methods used during the class as you observe them:	
(1)	(2)
(3)	(4)
(5)	(6)
2. While observing the teacher teaching count the number of girl and boy students who are actively participating in the class, such as raising their hand to engage the teacher when requested, or actively listening and learning, etc.	
2a. Write the number of girl students participating:	
2c. Write the total number of girl students in the class:	
2b. Write the number of boy students participating:	
2d. Write the total number of girl students in the class:	
2d. Write the total number of girl students in the class:	
3. Observe the teacher teaching -- At the end of the lesson give an overall mark for the teacher out of 10 marks covering the following three areas -- (i) how well the teacher explained the purpose of the lesson; (ii) how well the teacher focused on the subject; and, (iii) how well the teacher presented simple and understandable explanations.	
Give an overall mark out of 10 marks for the above three areas combined.	
3a. Mark out of 10 marks =	
4. Observe the teacher teaching -- At the end of the lesson give an overall mark for the teacher out of 10 marks covering the following two areas -- (i) how well the teacher focused on key theories and ideas within each subject; and, (ii) how well the teacher adjust their teaching strategies according to the interests of individual students and groups.	
Give an overall mark out of 10 marks for the above two areas combined.	
4a. Mark out of 10 marks =	

End of Observation Form.

Instructions to Tabulate Results for the Teacher Observation Form

Standard 2 – Indicator of Practice 2.1 -- Question 1:

- Check all Observation Forms to make sure the answers listed in 1a. equals 1b. Correct 1a. if there are less actual methods listed in 1b.
- Add up the answers to Question 1a. (after they have been checked and corrected) for all Observation Forms. Then divide this number by the number of Observation Forms to get the **Average number of active learning methods used in the classroom.**
- Submit this number at the next School Improvement Committee meeting.

Standard 2 – Indicator of Practice 2.2 -- Question 3:

- Combine all the scores from each Observation Form listed in Question 3a. Then divide this number by the total number of Observation Forms to get the average score. Then turn this number into a percentage by multiplying it by 100 to get the **Percentage of teachers, in the lessons observed, who: (i) explained the purpose of the lesson; (ii) focused on the subject; and, (iii) presented simple and understandable explanations.**
- Submit this number at the next School Improvement Committee meeting.

Standard 2 – Indicator of Practice 2.3 -- Question 4:

- Combine all the scores from each Observation Form listed in Question 4a. Then divide this number by the total number of Observation Forms to get the average score. Then turn this number into a percentage by multiplying it by 100 to get the **Percentage of teachers, in the lessons observed, who; (i) focused on key theories and ideas within each subject; and, (ii) adjusted their teaching strategies according to the interests of individual students and groups.**
- Submit this number at the next School Improvement Committee meeting.

Standard 7 – Indicators of Practice 7.4 -- Question 2:

- Combine the answers to Question 2a for all completed Teacher Observation Self-Assessment Forms. Then combine the answers to Question 2b for all Forms. Followed by the answers to Question 2c for all Forms, and the answers to Question 2d for all Forms.
- Divide the total girls students in 2a (all Forms) by the total number of students in 2b (all Forms) to get **Percentage of girl students participating in the lesson in the classes observed.**
- Divide the total boy students in 2c (all Forms) by the total number of students in 2d (all Forms) to get **Percentage of boy students participating in the lesson in the classes observed.**
- Submit this number at the next School Improvement Committee meeting.

Section 3.0

Student Tests Self-Assessment Report **and Instructions to Tabulate Results**

Instructions to Tabulate Results for the first Self-Assessment (Year 1)

- Collect the grade results for all students in each grade.

Instructions to Tabulate Results for the second Self-Assessment (Year 2)

- Compare each student's learning achievement results in Year 2 with their score in Year 1, and calculate the percentage increase or decrease in their overall mark.

Standard 3 – Indicator of Practice 3.2:

- For each grade (from Grades 1 to 3) count the number of students in each grade who passed the knowledge and skills test. Calculate the **Percentage of students in each grade passing an end of year knowledge and skills test.**
- Submit this number at the next School Improvement Committee meeting.

Standard 3 – Indicator of Practice 3.3:

- For each grade (from Grades 4 to 12) add the total percentage increases, and deduct the percentage decreases, to arrive at one figure. Then divide this figure by the total number of students in the Grade to get the total **Average percentage increase in student learning per grade based on the Minimum Learning Competency (MIC)/Student Profile.**
- Submit this number at the next School Improvement Committee meeting.

Section 4.0

Parent Self-Assessment Form and Instructions to Tabulate Results

Parent Self-Assessment Form	
Note for Students	
<ul style="list-style-type: none"> • Assign one person to be the meeting facilitator. • The meeting facilitator should read aloud each question and encourage decision and then consensus on the answer. Fill in the relevant boxes of the Form. • Separate meeting must be held with women and men students. 	
Name of School:	
Number of female parents meeting together to complete this Form	
Number of male students meeting together to complete this Form	
<p>(1) What is the opinion of parents regarding the quality of school classrooms?</p> <p>Give a score out of 5 marks, where 5 is excellent, 4 good, 3 is fair, 2 is poor, and 1 is very bad. Discuss and agree together on one overall score out of 5 marks.</p>	/5
<p>(2) What is the opinion of parents regarding student access to textbooks?</p> <p>Give a score out of out of 5 marks, where 5 = excellent (i.e. one textbook for each student); 4 = good – one textbook for each core subject shared between two students; 3 = fair – one textbook for each core subject shared between three students; 2 = poor – one textbook for each core subject shared between 3-5 students; and 1 = very bad – very limited supply of textbooks, sharing between many students two students.</p>	/5
<p>(3) What is the opinion of parents regarding student access to quality desks and chairs, that is one quality desk and chair per student?</p> <p>Give a score out of out of 5 marks, where 5 is excellent; 4 good; 3 is fair; 2 is poor; and, 1 is very bad.</p>	/5
<p>(4) What is the opinion of parents regarding the availability of a library for students?</p> <p>Give a score out of out of 5 marks, where 5 = there is an excellent library at the school; 4 = there is a good library; 3 = there is no library but reading books are made available to students; 2 = there are plans for a library; and, 1 = there is no library.</p>	/5

<p>(5) What is the opinion of parents regarding student access to separate toilets for girls and boys?</p> <p>Give a score out of out of 5 marks, where 5 = excellent quality toilets for girls and boys; 4 = good quality toilets for girls and boys; 3 = fair; 2 = poor quality toilets for girls and boys; and, 1 = very bad quality toilets for girls and boys.</p>	/5
<p>(6) What is the opinion of parents regarding transparency in selection of members to join school committees?</p> <p>Give a score out of out of 5 marks, where 5 = excellent; 4 = good; 3 = fair; 2 = poor; and, 1 = very bad.</p>	/5
<p>(7) What is the opinion of parents regarding the effectiveness of school leadership in managing day to day operations?</p> <p>Give a score out of out of 5 marks, where 5 = excellent; 4 = good; 3 = fair; 2 = poor; and, 1 = very bad.</p>	/5
<p>(8) What is the opinion of parents regarding efforts by school leadership to ensure that teacher absenteeism is low?</p> <p>Give a score out of out of 5 marks, where 5 = excellent; 4 = good; 3 = fair; 2 = poor; and, 1 = very bad.</p>	/5
<p>(9) What is the opinion of parents regarding the ability of school leadership to manage school finances in a transparent manner?</p> <p>Give a score out of out of 5 marks, where 5 = excellent; 4 = good; 3 = fair; 2 = poor; and, 1 = very bad.</p>	/5
<p>(10) What is the opinion of parents regarding the ability of school leadership to get School Grant funds and other funding from the Woreda office?</p> <p>Give a score out of out of 5 marks, where 5 = excellent; 4 = good; 3 = fair; 2 = poor; and, 1 = very bad.</p>	/5

Instructions to Tabulate Results for the Parent Self-Assessment Form

Standard 10 – Indicator of Practice 10.3 -- Questions 1 to 5:

- Combine the scores awarded by parents for Questions 1, 2, 3, 4 and 5 into one number, which will be out of 25 marks. Then turn this figure into a percentage figure by multiplying it by 100 and then dividing it by 25 to get the **Percentage parent satisfaction score covering 5 types of school facilities: (i) the quality of school classrooms; (ii) access to textbooks; (iii) access to desks and chairs; (iv) availability of a library; and, (v) availability of toilets for girls and boys.**
- Submit this number at the next School Improvement Committee meeting.

Standard 11 – Indicator of Practice 11.3 -- Questions 6 to 10:

- Combine the scores awarded by parents for Questions 1, 2, 3, 4 and 5 into one number, which will be out of 25 marks. Then turn this figure into a percentage figure by multiplying it by 100 and then dividing it by 25 to get the **Percentage parent satisfaction score covering 5 aspects of school management: (i) transparency in selection of members to join school committees; (ii) effectiveness of school leadership in managing day to day operations; (iii) efforts by school leadership to ensure that teacher absenteeism is low; (iv) the ability of school leadership to manage school finances in a transparent manner; and, (v) the ability of school leadership to get School Grant funds and other funding from the Woreda office.**
- Submit this number at the next School Improvement Committee meeting.

Section 5.0

Student Self-Assessment Form and Instructions to Tabulate Results

Student Self-Assessment Form	
Note for Students	
<ul style="list-style-type: none"> • Assign one person to be the meeting facilitator. • The meeting facilitator should read aloud each question and encourage decision and then consensus on the answer. Fill in the relevant boxes of the Form. • Separate meeting must be held with boy and girls students. 	
Name of School:	
Number of girl students meeting together to complete this Form	
Number of boy students meeting together to complete this Form	

<p>(1) What is the opinion of students regarding the quality of school classrooms?</p> <p>Give a score out of 5 marks, where 5 is excellent, 4 good, 3 is fair, 2 is poor, and 1 is very bad. Discuss and agree together on one overall score out of 10 marks.</p>	/5
<p>(2) What is the opinion of students regarding student access to textbooks?</p> <p>Give a score out of out of 5 marks, where 5 = excellent (i.e. one textbook for each student); 4 = good – one textbook for each core subject shared between two students; 3 = fair – one textbook for each core subject shared between three students; 2 = poor – one textbook for each core subject shared between 3-5 students; and 1 = very bad – very limited supply of textbooks, sharing between many students two students.</p>	/5
<p>(3) What is the opinion of students regarding access to quality desks and chairs, that is one quality desk and chair per student?</p> <p>Give a score out of out of 5 marks, where 5 is excellent; 4 good; 3 is fair; 2 is poor; and, 1 is very bad.</p>	/5
<p>(4) What is the opinion of students regarding the availability of a library for students?</p> <p>Give a score out of out of 5 marks, where 5 = there is an excellent library at the school; 4 = there is a good library; 3 = there is no library but reading books are made available to students; 2 = there are plans for a library; and, 1 = there is no library.</p>	/5

<p>(5) What is the opinion of students regarding student access to toilets, separate toilets for girls and boys?</p> <p>Give a score out of out of 5 marks, where 5 = excellent quality toilets for girls and boys; 4 = good quality toilets for girls and boys; 3 = fair; 2 = poor; and, 1 = very bad.</p>	/5
<p>(6) What is the opinion of students regarding security at the school?</p> <p>Give a score out of out of 5 marks, where 5 = excellent; 4 = good; 3 = fair; 2 = poor; and, 1 = very bad.</p>	/5
<p>(7) What is the opinion of students regarding respect shown by teachers towards students?</p> <p>Give a score out of out of 5 marks, where 5 = excellent; 4 = good; 3 = fair; 2 = poor; and, 1 = very bad.</p>	/5
<p>(8) What is the opinion of students regarding school leadership to involve parents in the learning achievements of students?</p> <p>Give a score out of out of 5 marks, where 5 = excellent; 4 = good; 3 = fair; 2 = poor; and, 1 = very bad.</p>	/5
<p>(9) What is the opinion of students regarding school leadership commitment to improve the learning achievements of all students?</p> <p>Give a score out of out of 5 marks, where 5 = excellent; 4 = good; 3 = fair; 2 = poor; and, 1 = very bad.</p>	/5
<p>(10) What is the opinion of students regarding the commitment of school leadership to improve the school facilities?</p> <p>Give a score out of out of 5 marks, where 5 = excellent; 4 = good; 3 = fair; 2 = poor; and, 1 = very bad.</p>	/5

Instructions to Tabulate Results for the Student Self-Assessment Form

Standard 7 – Indicator of Practice 7.1 -- Questions 1 to 5:

- Combine the scores awarded by students for Questions 1, 2, 3, 4 and 5 into one number, which will be out of 25 marks. Then turn this figure into a percentage figure by multiplying it by 100 and then dividing it by 25 to get the **Percentage student satisfaction score covering 5 types of school facilities: (i) the quality of school classrooms; (ii) access to textbooks; (iii) access to desks and chairs; (iv) availability of a library; and, (v) availability of toilets for girls and boys.**
- Submit this number at the next School Improvement Committee meeting.

Standard 7 – Indicator of Practice 7.2 -- Questions 6 to 10:

- Combine the scores awarded by students for Questions 1, 2, 3, 4 and 5 into one number, which will be out of 25 marks. Then turn this figure into a percentage figure by multiplying it by 100 and then dividing it by 25 to get the **Percentage student satisfaction score covering 5 aspects of the school environment: (i) security at the school; (ii) respect shown by teachers towards students; (iii) school leadership to involve parents in the learning achievements of students; (iv) school leadership commitment to improve the learning achievements of all students; and, (v) commitment of school leadership to improve school facilities.**
- Submit this number at the next School Improvement Committee meeting.

Section 6.0
School Records Self-Assessment Form
and Instructions to Tabulate Results

School Records Data Form	
Note: A Drop-out is any student who does not come to school for more ten days.	
Name of School:	
Name of Director:	
1. List the information in the boxes below for each item:	

Data for Standard 3 – Indicators of Practice 3.1

(1) List the number of meetings held in the last 12 months with the PTA, parents, and community members to present and discuss the student assessment methods, learning achievements and annual learning targets per grade.	
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Data for Standard 3 – Indicators of Practice 3.4

(2) Repetition rate per Grade 4	Girls	Boys
(3) Repetition rate per Grade 5	Girls	Boys
(4) Repetition rate per Grade 6	Girls	Boys
(5) Repetition rate per Grade 7	Girls	Boys
(6) Repetition rate per Grade 8	Girls	Boys
(7) Repetition rate per Grade 9	Girls	Boys
(8) Repetition rate per Grade 10	Girls	Boys
(9) Repetition rate per Grade 11	Girls	Boys
(10) Repetition rate per Grade 12	Girls	Boys
(11) Repetition rate per combined Grades 4 to 12	Girls	Boys

Data for Standard 6 – Indicators of Practice 6.1, 6.2, 6.3, and 6.4

(12) List the total number of students participating in functional student clubs	Girls	Boys
(13) List the percentage of students participating in functional student clubs	Girls	Boys

(14) List the Number of students volunteering to teach/mentor younger students in the school	Girls	Boys
(15) List the total number of discipline cases per semester for the last year	Girls	Boys
(16) List the number of students volunteering to teach/mentor adults in adult literacy classes organized by the school or with community organizations	Girls	Boys

Data for Standard 7 – Indicators of Practice 7.5

(17) Completion rate per Grade 12	Girls	Boys
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Data for Standard 6 – Indicators of Practice 6.1, 6.2, 6.3, 6.4, 6.5, and 6.6

	Data
(18) Enrolment of girls	
(19) Enrolment of boys	
(20) Pupil-teacher ratio	
(21) Pupil-textbook ratio for Grade 1	
(22) Pupil-textbook ratio for Grade 1	
(23) Pupil-textbook ratio for Grade 2	
(24) Pupil-textbook ratio for Grade 3	
(25) Pupil-textbook ratio for Grade 4	
(26) Pupil-textbook ratio for Grade 5	
(27) Pupil-textbook ratio for Grade 6	
(28) Pupil-textbook ratio for Grade 7	
(29) Pupil-textbook ratio for Grade 8	
(30) Pupil-textbook ratio for Grade 9	
(31) Pupil-textbook ratio for Grade 10	
(32) Pupil-textbook ratio for Grade 11	
(33) Pupil-textbook ratio for Grade 12	
(34) Pupil-textbook ratio for all Grades 1 to 3	
(35) Pupil-textbook ratio for all Grades 4 to 12	

Data for Standard 8 – Indicators of Practice 8.2, 8.3, 8.4 and 8.5

(36)	List the number of learning materials and assistive devices purchased in the last 12 months and provided to students with special education needs	
(37)	List the number of hours of support provided by local institutions [including special interest teachers (experts) in cluster centers] and experts in the last 12 months to help students that have special needs	
(38)	List the number of school-aged children with disabilities enrolled in the last 12 months who have never been to school	
(39)	List the number of visits per semester by parents and guardians of students with special educational needs in the last 12 months	

Data for Standard 9 – Indicators of Practice 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7 and 9.8

(40)	List the ratio of combined desks per student	
(41)	List the ratio of a set of one chair and desk in the staff room to the number of teachers	
(42)	List the number of new reference materials purchased in the last 12 months	
(43)	List the ratio of toilets to girls/boys	
(44)	List the ratio of toilets to teachers	
(45)	List the average number of times both the school compound and toilets are cleaned per week	
(46)	List the number of months per year the school has access to clean safe water for drinking and hand washing	
(47)	List the Pupil-Textbook ratio for each subject for all Grades 1 to 12	

Data for Standard 10 – Indicators of Practice 10.2

(48)	List the percentage of School Improvement Annual Action Plan strategies successfully implemented in the last 12 months	
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Data for Standard 11 – Indicators of Practice 11.1 and 11.2

(49)	List the number of meetings per year to review, update and formally approve school's policies, regulations and procedures	
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(50) Number of meetings per year with students to communicate the school's policies, regulations and procedures	
---	--

Data for Standard 12 – Indicators of Practice 12.2

(51) List the number of School Improvement Performance Review meetings held with parents and community members per year	
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Data for Standard 13 – Indicators of Practice 13.2

(52) List the Percentage of total parents in the school who are given a written report by their teacher describing his/her learning achievement	
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Data for Standard 14 – Indicators of Practice 14.2, 14.3 and 14.4

(53) List the total amount of Birr contributed to the school in the last 12 months	
(54) List the total value of goods and materials donated to the school in the last 12 months	
(55) List the days of labor volunteered in the last 12 months	

Data for Standard 15 – Indicators of Practice 15.2, 15.3, 15.4, 15.5 and 15.6

(56) List the number of children who dropped out during the last 12 months and then were returned to the school	
(57) List the number of children who have been assessed as high risk and have been retained in school in the last 12 months	
(58) List the number of children who have been enrolled in the school in the last 12 months who have never been to school	
(59) List the number of activities undertaken by the school in the last 12 months to promote education in the community	
(60) List the number of hours of adult literacy education classes taught per semester by teachers or senior school students school	

Annex 2: School Improvement Annual Action Plan Format

Name of School:

Year 1, and 3 Annual Action Plan Format

(a) Standard and Indicators of Practice selected as a priority to address:

Note: List below each priority Standard, and its number, that have been selected by the School Improvement Committee to address in the coming year. List also the Indicators of Practice, including the number. Leave the boxes blank that are not used.

No. ___ Standard =

Indicators of Practice (to measure the achievement of the Standard)

___ .1 --

___ .5 --

___ .2 --

___ .5 --

___ .3 --

___ .7 --

___ .4 --

___ .8 --

(b) Current situation at the school

Note: List below the existing data for this Indicator currently at the school. This must be a number, it cannot be a statement. For example, for Standard 1, Indicator of Practice 1.1 e.g. Last year teachers at this school spent **0.5 days** on average in professional development. Leave the boxes blank that are not used.

___ .1 --

___ .5 --

___ .2 --

___ .5 --

___ .3 --

___ .7 --

___ .4 --

___ .8 --

(c) Targets to improve this Standard

What target does the School Improvement Committee commit to achieving over the next 12 months to improve the data listed above under the current situation at the school?

Note: Each target must be quantifiable and it must be related to the Indicator of Practice, e.g. For example, for Standard 1, Indicator of Practice 1.1 -- All teachers in the school will spend 5 days over the next 12 months in professional development. e.g. For Indicator of Practice 1.2 -- 30% of all school teachers will participate in a CPD and will maintain their portfolio.

Leave the boxes blank that are not used.

Target for __.1 --	Target for __.5 --
Target for __.2 --	Target for __.6 --
Target for __.3 --	Target for __.7 --
Target for __.4 --	Target for __.8 --

(d) Lead people to achieve the targets

Note: Every target must have designated Committee members who will be responsible to ensure that the target will be achieved. Leave the boxes blank that are not used.

Names of responsible people for target for __.1	Names of responsible people for target for __.5
Names of responsible people for target for __.2	Names of responsible people for target for __.6
Names of responsible people for target for __.3	Names of responsible people for target for __.7
Names of responsible people for target for __.4	Names of responsible people for target for __.8

(e) Strategies to achieve the targets

Note: It is important to list the strategies that will be undertaken to achieve each target.

A strategy is a description of an overall approach to achieve the target, e.g. a strategy to increase the number of days teachers undertake professional development might be to request Woreda staff and the Cluster Supervisor to organize experience sharing meetings with teachers from across the Woreda so that teachers at the school can learn from their peers.

There should be no more than 3 strategies to achieve the target related to each Indicator of Practice. The strategies must be feasible financially, that is they must be low cost or at no cost to the school. Leave the boxes blank that are not used.

Strategies to achieve the target No. __.1 related to Indicator of Practice __.1

Note: What are the main approaches that will be taken to achieve the target?

1.

2.

3.

Strategies to achieve the target related to Indicator of Practice __.2 Note: What are the main approaches that will be taken to achieve the target?
1.
2.
3.
Strategies to achieve the target related to Indicator of Practice __.3 Note: What are the main approaches that will be taken to achieve the target?
1.
2.
3.
Strategies to achieve the target related to Indicator of Practice __.4 Note: What are the main approaches that will be taken to achieve the target?
1.
2.
3.
Strategies to achieve the target related to Indicator of Practice __.5 Note: What are the main approaches that will be taken to achieve the target?
1.
2.
3.
Strategies to achieve the target related to Indicator of Practice __.6 Note: What are the main approaches that will be taken to achieve the target?
1.
2.
3.
Strategies to achieve the target related to Indicator of Practice __.7 Note: What are the main approaches that will be taken to achieve the target?
1.
2.
3.
Strategies to achieve the target related to Indicator of Practice __.8 Note: What are the main approaches that will be taken to achieve the target?
1.
2.
3.

- Attached this page, with names and signatures, as the last page of School Improvement Annual Action Plan.

Names of School Improvement Committee members	Signatures
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	

Date School Improvement Plan was finalized:

Annex 3: Self-Assessment Review Data Sheet

1. Teaching and Learning

(i) Teaching

Standard 1			
Teachers have professional competency, and participate in continuous professional development (CPD), in order to learn new knowledge to apply in the classroom.			
Indicators of Practice	Data from Year 1 SA	Data from Year 2 SA	Data from Year 3 SA
1.1 Average number of hours per teacher per year spent in professional development			
1.2 Percentage of teachers participating in a CPD Program who maintain their portfolio.			
1.3 Average number of hours per year experienced teachers spend mentoring school teachers in best-practices in teaching.			

Standard 2			
Teachers use active learning methods in the classroom to realise improved learning results.			
Indicators of Practice	Data from Year 1 SA	Data from Year 2 SA	Data from Year 3 SA
2.1 Average number of active learning methods used in the classroom.			
2.2 Percentage of teachers, in the lessons observed, who: (i) explained the purpose of the lesson; (ii) focused on the subject; and, (iii) presented simple and understandable explanations.			
2.3 Percentage of teachers, in the lessons observed, who: (i) focused on key theories and ideas within each subject; and, (ii) adjusted their teaching strategies according to the interests of individual students and groups.			

(ii) Learning and evaluation

Standard 3			
Teachers achieve measurable improvements in student results.			
Indicators of Practice	Data from Year 1 SA	Data from Year 2 SA	Data from Year 3 SA
3.1 Number of meetings held per year with the PTA, parents, and community members to present and discuss the student assessment methods, learning achievements and annual learning targets per grade.			
3.2 Grades 1 to 3: Percentage of students in each grade passing an end of year knowledge and skills test.			

3.3	Grades 4 to 12: Average percentage increase in student learning per grade based on the Minimum Learning Competency (MIC)/Student Profile.			
3.4	Repetition rate per combined Grades 1 to 12 for girls and boys.			

Standard 4				
A range of assessment methods are used in each grade to assess student learning, and based on the results, teachers provide extra teaching support to underperforming students.				
Indicators of Practice		Data from Year 1 SA	Data from Year 2 SA	Data from Year 3 SA
4.1	Average number of assessment methods used per grade to assess student learning.			
4.2	Percentage of students, out of the total students in the school, who are getting extra teaching support (small group-based or one to one) outside normal classroom hours based on the findings of the regular assessment of student learning.			
4.3	Average number of hours per semester each teacher spends providing extra teaching support, outside normal teaching hours, to underperforming students, either group-based or one to one or another similar method.			

(iii) Curriculum

Standard 5				
Teachers understand the curriculum (in terms of age, relevance, and integration) and develop and use supplementary materials in the classroom to improve student learning.				
Indicators of Practice		Data from Year 1 SA	Data from Year 2 SA	Data from Year 3 SA
5.1	Number of recommendations made by teachers per year concerning the suitability/relevance of the curriculum for students, and listed in an annual report sent to the Regional Education Bureau.			
5.2	Average number of supplementary materials developed by each teacher in the last semester.			
5.3	Percentage of high quality, new supplementary materials developed by teachers in the last semester.			

2. Learning Environment

(iii) Student empowerment

Standard 6			
Students have developed a habit of taking responsibilities and leading a disciplined life.			
Indicators of Practice	Data from Year 1 SA	Data from Year 2 SA	Data from Year 3 SA
6.1 Percentage of total students (by girls and boys) participating in functional student clubs.			
6.2 Number of students (by girls and boys) volunteering to teach/mentor younger students in the school.			
6.3 Total number of discipline cases per semester.			
6.4 Number of students (by girls and boys) volunteering to teach/mentor adults in adult literacy classes organized by the school or with community organizations.			

(ii) Student support

Standard 7			
Students are motivated to learn and actively participate in lessons.			
Indicators of Practice	Data from Year 1 SA	Data from Year 2 SA	Data from Year 3 SA
7.1 Percentage student satisfaction score covering 5 types of school facilities: (i) the quality of school classrooms; (ii) access to textbooks; (iii) access to desks and chairs; (iv) availability of a library; and, (v) availability of toilets for girls and boys.			
7.2 Percentage student satisfaction score covering 5 aspects of the school environment: (i) security at the school; (ii) respect shown by teachers towards students; (iii) school leadership to involve parents in the learning achievements of students; (iv) school leadership commitment to improve the learning achievements of all students; and, (v) commitment of school leadership to improve school facilities.			
7.3 Percentage of girl/boy students participating in a lesson in the classes observed.			
7.4 Completion rate for boys and girls.			

Standard 8			
There is collaborative work at the school and community levels to support inclusive education for children and teachers with special needs.			
Indicators of Practice	Data from Year 1 SA	Data from Year 2 SA	Data from Year 3 SA
8.1 Average number of hours per year each teacher was trained in special needs education in the last 12 months.			
8.2 Number of learning materials and assistive devices purchased in the last 12 months and provided to students with special education needs.			
8.3 Number of hours of support provided by local institutions [including special interest teachers (experts) in cluster centers] and experts in the last 12 months to help students that have special needs.			
8.4 Number of school-aged children with disabilities enrolled in the last 12 months who have never been to school.			
8.5 Number of visits per semester by parents and guardians of students with special educational needs in the last 12 months.			

(iv) School facilities

Standard 9			
Schools provide quality school facilities that enable all staff to work well and all children to learn.			
Indicators of Practice	Data from Year 1 SA	Data from Year 2 SA	Data from Year 3 SA
9.1 Ratio of combined desks per student.			
9.2 Ratio of a set of one chair and desk in the staff room to the number of teachers.			
9.3 Number of new reference materials for each subject purchased in the last 12 months.			
9.4 Ratio of toilets to girls/boys.			
9.5 Ratio of toilets to teachers.			
9.6 Average number of times the school compound and toilets are cleaned per week.			
9.7 Number of months per year the school has access to clean safe water for drinking and hand washing.			
9.8 Pupil-Textbook ratio for each subject for all Grades 1 to 12.			

3. School Leadership

(iv) School management

Standard 10			
Structures and processes exist to support shared leadership in which everyone has collective responsibility for student learning.			
Indicators of Practice	Data from Year 1 SA	Data from Year 2 SA	Data from Year 3 SA
10.1 Percentage of students who have records (i.e. within the last 3 months) documenting their current learning achievement level.			
10.2 Percentage of School Improvement Annual Action Plan strategies successfully implemented in the last 12 months.			
10.3 Percentage parent satisfaction score covering 5 types of school facilities: (i) the quality of school classrooms; (ii) access to textbooks; (iii) access to desks and chairs; (iv) availability of a library; and, (v) availability of toilets for girls and boys.			

Standard 11			
School polices, regulations and procedures are effectively communicated and followed.			
Indicators of Practice	Data from Year 1 SA	Data from Year 2 SA	Data from Year 3 SA
11.1 Number of meetings per year to review, update and formally approve school's polices, regulations and procedures			
11.2 Number of meetings per year with students to communicate the school's polices, regulations and procedures			
11.3 Percentage parent satisfaction score covering 5 aspects of school management: (i) transparency in selection of members to join school committees; (ii) effectiveness of school leadership in managing day to day operations; (iii) efforts by school leadership to ensure that teacher absenteeism is low; (iv) the ability of school leadership to manage school finances in a transparent manner; and, (v) the ability of school leadership to get School Grant funds and other funding from the Woreda office.			

(v) Leadership behaviour

Standard 12			
The schools decision-making and administrative processes (including data collection and analysis, and communicating with parents) are carried out effectively.			
Indicators of Practice	Data from Year 1 SA	Data from Year 2 SA	Data from Year 3 SA
12.1 Percentage of teachers who think the school provides them with opportunities to substantially participate in decision-making process of the school.			
12.2 Number of School Improvement Performance Review meetings held with parents and community members per year.			

4. Community Participation**(i) Working with parents**

Standard 13			
Teachers meet with parents when necessary, and at a minimum twice per semester, to provide quality reports and to discuss their child's learning achievement.			
Indicators of Practice			
13.1 Percentage of the total parents who meet with their child's teacher at the end of each semester to discuss their child's learning achievement.			
13.2 Percentage of total parents in the school who are given a written report from their child's teacher describing his/her learning achievement.			
13.3 Percentage of parents surveyed who are satisfied with efforts by teachers to: (i) meet with them to discuss their child's learning achievement; and, (ii) provide a quality report describing their child's learning achievement.			

(ii) Society participation

Standard 14			
Schools successfully mobilise resources from the community to support implementation of the School Improvement Plan.			
Indicators of Practice	Data from Year 1 SA	Data from Year 2 SA	Data from Year 3 SA
14.1 Percentage parent satisfaction score covering 5 aspects of school management: (i) school commitment to helping all students make improvements in their learning achievement; (ii) efforts by the school to manage funds to improve school			

	facilities; (iii) access students have to textbooks; (iv) attitude of teachers towards parents; and, (v) availability of clean toilets for students with water for hand washing.			
14.2	Total amount of Birr contributed to the school in the last 12 months.			
14.3	Total value of goods and materials donated to the school in the last 12 months.			
14.4	Number of person days of labour volunteered per year.			

(vi) Promoting education

Standard 15				
Schools are active in communicating and promoting the importance of education in the community.				
Indicators of Practice		Data from Year 1 SA	Data from Year 2 SA	Data from Year 3 SA
15.1	Percentage of parents surveyed who are satisfied the communication with the school.			
15.2	Percentage of children who dropped out during the last 12 months were returned to the school.			
15.3	Number of children who have been assessed as high risk and have been retained in school in the last 12 months.			
15.4	Number of children who have been enrolled in the school in the last 12 months who have never been to school.			
15.5	Number of activities undertaken by the school in the last 12 months to promote education in the community.			
15.6	Number of hours of adult literacy education classes taught per semester by teachers or senior school students.			

Annex 4: School Self-Evaluation Table

Situation of four areas – Excelling, Implementing, Developing, and Establishing – for the 58 Indicators of Practice

1. Teaching and Learning

(i) Teaching

Standard 1					
Teachers have professional competency, and participate in continuous professional development (CPD), in order to learn new knowledge to apply in the classroom.					
Indicators of Practice	Excelling (4 marks)	Implementing (3 marks)	Developing (2 marks)	Establishing (1 mark)	School Score
1.1 Average number of hours per teacher per year spent in professional development	Each teacher spends a minimum of 40 hours a year in professional development.	Each teacher spends a minimum of 20 hours a year in professional development.	Each teacher spends from 6 to 10 hours a year in professional development.	Each teacher spends less than 5 hours a year in professional development.	
1.2 Percentage of teachers participating in a CPD Program who maintain their portfolio.	All teachers in the school actively participate in a CPD program and maintain a quality portfolio.	More than ½ of school teachers actively participate in a CPD program and most maintain a quality portfolio.	Less than ¼ of school teachers actively participate in a CPD program and few maintain a quality portfolio.	No teachers in the school participate in a CPD program or none maintain a portfolio.	
1.3 Average number of hours per year experienced teachers spend mentoring school teachers in best-practices in teaching.	Experienced teachers spend, on average, more than 100 hours per year mentoring school teachers in best-practices in teaching.	Experienced teachers spend, on average, more than 60 hours per year mentoring school teachers in best-practices in teaching.	Experienced teachers spend, on average, more than 10 hours per year mentoring school teachers in best-practices in teaching.	Experienced teachers do not undertake any mentoring of school teachers in best-practices in teaching.	

Standard 2					
Teachers use active learning methods in the classroom to realise improved learning results.					
Indicators of Practice	Excelling (4 marks)	Implementing (3 marks)	Developing (2 marks)	Establishing (1 mark)	School Score
2.1 Average number of active learning methods used in the classroom.	On average teachers use three active learning methods in the classroom.	On average teachers use two active learning methods in the classroom.	On average teachers use one active learning method in the classroom.	On average teachers do not use any active learning methods in the classroom.	
2.2 Percentage of teachers, in the lessons observed, who: (i) explained the purpose of the lesson; (ii) focused on the subject; and, (iii) presented simple and understandable explanations.	80% of teachers, in the lessons observed: (i) explained the purpose of the lesson; (ii) focused on the subject; and, (iii) presented simple and understandable explanations.	45 to 70% of teachers, in the lessons observed: (i) explained the purpose of the lesson; (ii) focused on the subject; and, (iii) presented simple and understandable explanations.	20 to 40% of teachers, in the lessons observed: (i) explained the purpose of the lesson; (ii) focused on the subject; and, (iii) presented simple and understandable explanations.	Less than 10% of teachers, in the lessons observed: (i) explained the purpose of the lesson; (ii) focused on the subject; and, (iii) presented simple and understandable explanations.	
2.3 Percentage of teachers, in the lessons observed, who: (i) focused on key theories and ideas within each subject; and, (ii) adjusted their teaching strategies according to the interests of individual students and groups.	80% of teachers, in the lessons observed: (i) focused on key theories and ideas within each subject; and, (ii) adjusted their teaching strategies according to the interests of individual students and groups.	45 to 70% of teachers, in the lessons observed: (i) focused on key theories and ideas within each subject; and, (ii) adjusted their teaching strategies according to the interests of individual students and groups.	20 to 40% of teachers, in the lessons observed: (i) focused on key theories and ideas within each subject; and, (ii) adjusted their teaching strategies according to the interests of individual students and groups.	Less than 10% of teachers, in the lessons observed: (i) focused on key theories and ideas within each subject; and, (ii) adjusted their teaching strategies according to the interests of individual students and groups.	

(ii) Learning and evaluation

Standard 3					
Teachers achieve measurable improvements in student results.					
Indicators of Practice	Excelling (4 marks)	Implementing (3 marks)	Developing (2 marks)	Establishing (1 mark)	School Score
3.1 Number of meetings held per year with the PTA, parents, and community members to present and discuss the student assessment methods, learning achievements and annual learning targets per grade.	Four meetings held per year with the PTA, parents, and community members to present and discuss the student assessment methods, learning achievements and annual learning targets per grade.	Three meetings held per year with the PTA, parents, and community members to present and discuss the student assessment methods, learning achievements and annual learning targets per grade.	Two meetings held per year with the PTA, parents, and community members to present and discuss the student assessment methods, learning achievements and annual learning targets per grade.	One or no meetings held per year with the PTA, parents, and community members to present and discuss the student assessment methods, learning achievements and annual learning targets per grade.	
3.2 Grades 1 to 3: Percentage of students in each grade passing an end of year knowledge and skills test.	80% of students in Grades 1 to 3 passing an end of year knowledge and skills test.	60% of students in Grades 1 to 3 passing an end of year knowledge and skills test.	40% of students in Grades 1 to 3 passing an end of year knowledge and skills test.	20% and below of students in Grades 1 to 3 passing an end of year knowledge and skills test.	
3.3 Grades 4 to 12: Average percentage increase in student learning per grade based on the Minimum Learning Competency (MIC)/Student Profile.	30% and above average percentage increase in student learning for Grades 4 to 12 based on the MIC/Student Profile.	30% and above average percentage increase in student learning for Grades 4 to 12 based on the MIC/Student Profile.	30% and above average percentage increase in student learning for Grades 4 to 12 based on the MIC/Student Profile.	30% and above average percentage increase in student learning for Grades 4 to 12 based on the MIC/Student Profile.	
3.4 Repetition rate per combined Grades 1 to 12 for girls and boys.	10% repetition rate per combined Grades 1 to 12 for girls and boys.	20% repetition rate per combined Grades 1 to 12 for girls and boys.	30% repetition rate per combined Grades 1 to 12 for girls and boys.	40% repetition rate per combined Grades 1 to 12 for girls and boys.	

Standard 4					
A range of assessment methods are used in each grade to assess student learning, and based on the results, teachers provide extra teaching support to underperforming students.					
Indicators of Practice	Excelling (4 marks)	Implementing (3 marks)	Developing (2 marks)	Establishing (1 mark)	School Score
4.1 Average number of assessment methods used per grade to assess student learning.	On average four assessment methods used per grade to assess student learning.	On average three assessment methods used per grade to assess student learning.	On average two assessment methods used per grade to assess student learning.	On average one assessment method used per grade to assess student learning.	
4.2 Percentage of students, out of the total students in the school, who are getting extra teaching support (small group-based or one to one) outside normal classroom hours based on the findings of the regular assessment of student learning.	30% of students, out of the total students in the school, are getting extra teaching support outside normal classroom hours based on the findings of the regular assessment of student learning.	20% of students, out of the total students in the school, are getting extra teaching support outside normal classroom hours based on the findings of the regular assessment of student learning.	10% of students, out of the total students in the school, are getting extra teaching support outside normal classroom hours based on the findings of the regular assessment of student learning.	Less than 5% of students, out of the total students in the school, are getting extra teaching support outside normal classroom hours based on the findings of the regular assessment of student learning.	
4.3 Average number of hours per semester each teacher spends providing extra teaching support, outside normal teaching hours, to underperforming students, either group-based or one to one or another similar method.	On average teachers spend 50 hours per semester providing extra teaching support, outside normal teaching hours, to underperforming students, either group-based or one to one or another similar method.	On average teachers spend 40 hours per semester providing extra teaching support, outside normal teaching hours, to underperforming students, either group-based or one to one or another similar method.	On average teachers spend 30 hours per semester providing extra teaching support, outside normal teaching hours, to underperforming students, either group-based or one to one or another similar method.	On average teachers spend 10 hours and less per semester providing extra teaching support, outside normal teaching hours, to underperforming students, either group-based or one to one or another similar method.	

(iii) Curriculum

Standard 5					
Teachers understand the curriculum (in terms of age, relevance, and integration) and develop and use supplementary materials in the classroom to improve student learning.					
Indicators of Practice	Excelling (4 marks)	Implementing (3 marks)	Developing (2 marks)	Establishing (1 mark)	School Score
5.1 Number of recommendations made by teachers per year concerning the suitability/relevance of the curriculum for students, and listed in an annual report sent to the Regional Education Bureau.	30 recommendations made by teachers per year concerning the suitability/ relevance of the curriculum for students, and listed in an annual report sent to the Regional Education Bureau.	20 recommendations made by teachers per year concerning the suitability/ relevance of the curriculum for students, and listed in an annual report sent to the Regional Education Bureau.	10 recommendations made by teachers per year concerning the suitability/ relevance of the curriculum for students, and listed in an annual report sent to the Regional Education Bureau.	No recommendations made by teachers per year concerning the suitability/ relevance of the curriculum for students.	
5.2 Average number of supplementary materials developed by each teacher in the last semester.	On average 20 of supplementary materials developed by each teacher in the last semester.	On average 10 of supplementary materials developed by each teacher in the last semester.	On average 6 of supplementary materials developed by each teacher in the last semester.	On average less than 5 supplementary materials developed by each teacher in the last semester.	
5.3 Percentage of high quality, new supplementary materials developed by teachers in the last semester.	80% of new supplementary materials developed by teachers in the last semester are high quality.	60% of new supplementary materials developed by teachers in the last semester are high quality.	40% of new supplementary materials developed by teachers in the last semester are high quality.	20% of new supplementary materials developed by teachers in the last semester are high quality.	

2. Learning Environment

(v) Student empowerment

Standard 6					
Students have developed a habit of taking responsibilities and leading a disciplined life.					
Indicators of Practice	Excelling (4 marks)	Implementing (3 marks)	Developing (2 marks)	Establishing (1 mark)	School Score
6.1 Percentage of total students (by girls and boys) participating in functional student clubs.	50% of total students participate in functional student clubs.	30% of total students participate in functional student clubs.	20% of total students participate in functional student clubs.	Less than 10% of total students participate in functional student clubs.	
6.2 Number of students (both girls and boys) volunteering to teach/mentor younger students in the school.	Many students (both girls and boys) volunteer to teach/mentor younger students in the school.	Some students (both girls and boys) volunteer to teach/mentor younger students in the school.	Few students (both girls and boys) volunteer to teach/mentor younger students in the school.	No students (both girls and boys) volunteer to teach/mentor younger students in the school.	
6.3 Total number of discipline cases per semester.	15% reduction in discipline cases per semester.	10% reduction in discipline cases per semester.	5% reduction in discipline cases per semester.	No reduction in discipline cases per semester.	
6.4 Number of students (both girls and boys) volunteering to teach/mentor adults in adult literacy classes organized by the school or with community organizations.	Many students volunteer to teach/mentor adults in adult literacy classes organized by the school.	Some students volunteer to teach/mentor adults in adult literacy classes organized by the school.	Few students volunteer to teach/mentor adults in adult literacy classes organized by the school.	No students volunteer to teach/mentor adults in adult literacy classes organized by the school.	

(ii) Student support

Standard 7					
Students are motivated to learn and actively participate in lessons.					
Indicators of Practice	Excelling (4 marks)	Implementing (3 marks)	Developing (2 marks)	Establishing (1 mark)	School Score
7.1 Percentage student satisfaction score covering 5 types of school facilities: (i) the quality of school classrooms; (ii) access to textbooks; (iii) access to desks and chairs; (iv) availability of a library; and, (vi) availability of toilets for girls and boys.	60% student satisfaction score covering 5 types of school facilities	40% student satisfaction score covering 5 types of school facilities	20% student satisfaction score covering 5 types of school facilities	10% student satisfaction score covering 5 types of school facilities	
7.2 Percentage student satisfaction score covering 5 aspects of the school environment: (i) security at the school; (ii) respect shown by teachers towards students; (iii) school leadership to involve parents in the learning achievements of students; (iv) school leadership commitment to improve the learning achievements of all students; and, (v) commitment of school leadership to improve school facilities.	60% student satisfaction score covering 5 aspects of the school environment	40% student satisfaction score covering 5 aspects of the school environment	20% student satisfaction score covering 5 aspects of the school environment	10% student satisfaction score covering 5 aspects of the school environment	
7.3 Percentage of girl & boy students participating in a lesson in the classes observed.	70% of girl & boy students participating in a lesson.	40% of girl & boy students participating in a lesson.	30% of girl & boy students participating in a lesson.	20% of girl & boy students participating in a lesson.	
7.4 Completion rate for boys and girls.	80% completion rate for boys and girls.	60% completion rate for boys & girls	40% completion rate for boys & girls	30% completion rate for boys & girls	

Standard 8					
There is collaborative work at the school and community levels to support inclusive education for children and teachers with special needs.					
Indicators of Practice	Excelling (4 marks)	Implementing (3 marks)	Developing (2 marks)	Establishing (1 mark)	School Score
8.1 Average number of hours each teacher was trained in special needs education in the last 12 months.	On average each teacher was trained in SNE for 20 hours in the last 12 mths.	On average each teacher was trained in SNE for 10 hours in the last 12 mths.	On average each teacher was trained in SNE for 5 hours in the last 12 months.	On average each no teacher was trained in SNE in the last 12 months.	
8.2 Number of learning materials and assistive devices purchased in the last 12 months and provided to students with special education needs.	30 learning materials and assistive devices purchased in the last 12 months and provided to students with special needs.	20 learning materials and assistive devices purchased in the last 12 months and provided to students with special needs.	10 learning materials and assistive devices purchased in the last 12 months and provided to students with special needs.	No learning materials and assistive devices were purchased in the last 12 months.	
8.3 Number of hours of support provided by local institutions [including special interest teachers (experts) in cluster centers] and experts in the last 12 months to help students that have special needs.	100 hours of support provided by local institutions and experts in the last 12 months to help students that have special needs.	60 hours of support provided by local institutions and experts in the last 12 months to help students that have special needs.	20 hours of support provided by local institutions and experts in the last 12 months to help students that have special needs.	No support was provided by local institutions and experts in the last 12 months to help students that have special needs.	
8.4 Number of school-aged children with disabilities enrolled in the last 12 months who have never been to school.	20 school-aged children with disabilities enrolled in the last 12 months who have never been to school.	10 school-aged children with disabilities enrolled in the last 12 months who have never been to school.	5 school-aged children with disabilities enrolled in the last 12 months who have never been to school.	No school-aged children with disabilities enrolled in the last 12 months who have never been to school.	
8.5 Number of visits per semester by parents and guardians of students with special educational needs in the last 12 months.	3 visits per semester by parents and guardians.	2 visits per semester by parents and guardians.	1 visit per semester by parents and guardians.	No visits per semester by parents and guardians.	

(vi) School facilities

Standard 9					
Schools provide quality school facilities that enable all staff to work well and all children to learn.					
Indicators of Practice	Excelling (4 marks)	Implementing (3 marks)	Developing (2 marks)	Establishing (1 mark)	School Score
9.1 Ratio of combined desks per student.	1:1	1:2	1:2.5	1:3	
9.2 Ratio of a set of one chair and desk in the staff room to the number of teachers.	1:1	1:2	1:2.5	1:3	
9.3 Number of new reference materials for each subject purchased in the last 12 months.	40 new reference materials for each subject purchased in the last 12 months.	20 new reference materials for each subject purchased in the last 12 months.	10 new reference materials for each subject purchased in the last 12 months.	No new reference materials for each subject purchased in the last 12 months.	
9.4 Ratio of toilets to girls/boys.	1:40	1:50	1:60	1:80	
9.5 Ratio of toilets to teachers.	1:5	1:10	1:15	1:20	
9.6 Average number of times the school compound and toilets are cleaned per week.	The school compound & toilets are cleaned three times per week	The school compound and toilets are cleaned twice per week	The school compound and toilets are cleaned once per week	The school compound and toilets are cleaned once per month	
9.7 Number of months per year the school has access to clean safe water for drinking and hand washing.	12 months per year the school has access to clean safe water	8 months per year the school has access to clean safe water	6 months per year the school has access to clean safe water	2 months per year the school has access to clean safe water	
9.8 Pupil-Textbook ratio for each subject for all Grades 1 to 12.	1:1	2:1	3:1	4 and above:1	

3. School Leadership

(vii) School management

Standard 10					
Structures and processes exist to support shared leadership in which everyone has collective responsibility for student learning.					
Indicators of Practice	Excelling (4 marks)	Implementing (3 marks)	Developing (2 marks)	Establishing (1 mark)	School Score
10.1 Percentage of students who have records (i.e. within the last 3 months) documenting their current learning achievement level.	100% of students who have records (i.e. within the last 3 months) documenting their current learning achievement level.	80% of students who have records (i.e. within the last 3 months) documenting their current learning achievement level.	40% of students who have records (i.e. within the last 3 months) documenting their current learning achievement level.	10% of students who have records (i.e. within the last 3 months) documenting their current learning achievement level.	
10.2 Percentage of School Improvement Annual Action Plan strategies successfully implemented in the last 12 months.	80% of School Imp. Annual Action Plan strategies successfully implemented in the last 12 months.	50% of School Imp. Annual Action Plan strategies successfully implemented in the last 12 months.	30% of School Imp. Annual Action Plan strategies successfully implemented in the last 12 months.	10% of School Imp. Annual Action Plan strategies successfully implemented in the last 12 months.	
10.3 Percentage parent satisfaction score covering 5 types of school facilities: (i) the quality of school classrooms; (ii) access to textbooks; (iii) access to desks and chairs; (iv) availability of a library; and, (v) availability of toilets for girls and boys.	60% parent satisfaction score covering 5 types of school facilities	50% parent satisfaction score covering 5 types of school facilities	40% parent satisfaction score covering 5 types of school facilities	20% parent satisfaction score covering 5 types of school facilities	

Standard 11					
School polices, regulations and procedures are effectively communicated and followed.					
Indicators of Practice	Excelling (4 marks)	Implementing (3 marks)	Developing (2 marks)	Establishing (1 mark)	School Score
11.1 Number of meetings per year to review, update and formally approve school's polices, regulations and procedures	10 meetings per year to review, update and formally approve school's polices, regulations and procedures	6 meetings per year to review, update and formally approve school's polices, regulations and procedures	4 meetings per year to review, update and formally approve school's polices, regulations and procedures	2 meetings per year to review, update and formally approve school's polices, regulations and procedures	
11.2 Number of meetings per year with students to communicate the school's polices, regulations and procedures	6 meetings per year with students to communicate the school's polices, regulations and procedures	4 meetings per year with students to communicate the school's polices, regulations and procedures	2 meetings per year with students to communicate the school's polices, regulations and procedures	No meetings per year with students to communicate the school's polices, regulations and procedures	
11.3 Percentage parent satisfaction score covering 5 aspects of school management: (i) transparency in selection of members to join school committees; (ii) effectiveness of school leadership in managing day to day operations; (iii) efforts by school leadership to ensure that teacher absenteeism is low; (iv) the ability of school leadership to manage school finances in a transparent manner; and, (v) the ability of school leadership to get School Grant funds and other funding from the Woreda office.	70% parent satisfaction score covering 5 aspects of school management	50% parent satisfaction score covering 5 aspects of school management	30% parent satisfaction score covering 5 aspects of school management	10% parent satisfaction score covering 5 aspects of school management	

(viii) Leadership behaviour

Standard 12					
The schools decision-making and administrative processes (including data collection and analysis, and communicating with parents) are carried out effectively.					
Indicators of Practice	Excelling (4 marks)	Implementing (3 marks)	Developing (2 marks)	Establishing (1 mark)	School Score
12.1 Percentage of teachers who think the school provides them with opportunities to substantially participate in decision-making process of the school.	70% of teachers who think the school provides them with opportunities to substantially participate in decision-making process of the school	50% of teachers who think the school provides them with opportunities to substantially participate in decision-making process of the school.	20% of teachers who think the school provides them with opportunities to substantially participate in decision-making process of the school.	No teachers think the school provides them with opportunities to substantially participate in decision-making process of the school.	
12.2 Number of School Improvement Performance Review meetings held with parents and community members per year.	4 School Improvement Performance Review meetings held with parents and community members per year	3 School Improvement Performance Review meetings held with parents and community members per year	2 School Improvement Performance Review meetings held with parents and community members per year.	No School Improvement Performance Review meetings held with parents and community members per year	

4. Community Participation

(i) Working with parents

Standard 13					
Teachers meet with parents when necessary, and at a minimum twice per semester, to provide quality reports and to discuss their child's learning achievement.					
Indicators of Practice	Excelling (4 marks)	Implementing (3 marks)	Developing (2 marks)	Establishing (1 mark)	School Score
13.1 Percentage of the total parents who meet with their child's teacher at the end of each semester to discuss their child's learning achievement.	100% of parents meet with their child's teacher at the end of each semester	60% of parents meet with their child's teacher at the end of each semester	40% of parents meet with their child's teacher at the end of each semester	20% of parents meet with their child's teacher at the end of each semester	
13.2 Percentage of total parents in the school who are given a written report from their child's teacher describing his/her learning achievement.	100% of parents are given a written report from their child's teacher describing his/her learning achievement.	80% of parents are given a written report from their child's teacher describing his/her learning achievement.	60% of parents are given a written report from their child's teacher describing his/her learning achievement.	20% of parents are given a written report from their child's teacher describing his/her learning achievement.	
13.3 Percentage of parents surveyed who are satisfied with efforts by teachers to: (i) meet with them to discuss their child's learning achievement; and, (ii) provide a quality report describing their child's learning achievement.	100% parent satisfaction with efforts by teachers to meet with parents and provide a quality written report.	80% parent satisfaction with efforts by teachers to meet with parents and provide a quality written report.	60% parent satisfaction with efforts by teachers to meet with parents and provide a quality written report.	20% parent satisfaction with efforts by teachers to meet with parents and provide a quality written report.	

(ii) Society participation

Standard 14					
Schools successfully mobilise resources from the community to support implementation of the School Improvement Plan.					
Indicators of Practice	Excelling (4 marks)	Implementing (3 marks)	Developing (2 marks)	Establishing (1 mark)	School Score
14.1 Percentage parent satisfaction score covering 5 aspects of school management: (i) school commitment to helping all students make improvements in their learning achievement; (ii) efforts by the school to manage funds to improve school facilities; (iii) access students have to textbooks; (iv) attitude of teachers towards parents; and, (v) availability of clean toilets for students with water for hand washing.	100% parent satisfaction score covering 5 aspects of school management	80% parent satisfaction score covering 5 aspects of school management	60% parent satisfaction score covering 5 aspects of school management	20% parent satisfaction score covering 5 aspects of school management	
14.2 Total amount of Birr contributed to the school in the last 12 months.	40% increase over previous year in Birr contributed to the school	30% increase over previous year in Birr contributed to the school	20% increase over previous year in Birr contributed to the school	10% increase over previous year in Birr contributed to the school	
14.3 Total value of goods and materials donated to the school in the last 12 months.	40% increase over previous year in Birr value of goods and materials donated to the school	30% increase over previous year in Birr value of goods and materials donated to the school	20% increase over previous year in Birr value of goods and materials donated to the school	10% increase over previous year in Birr value of goods and materials donated to the school	
14.4 Number of person days of labour volunteered per year.	40% increase over previous year in person days of labour volunteered	30% increase over previous year in person days of labour volunteered	20% increase over previous year in person days of labour volunteered	10% increase over previous year in person days of labour volunteered	

(ix) Promoting education

Standard 15					
Schools are active in communicating and promoting the importance of education in the community.					
Indicators of Practice	Excelling (4 marks)	Implementing (3 marks)	Developing (2 marks)	Establishing (1 mark)	School Score
15.1 Percentage of parents surveyed who are satisfied the communication with the school.	80% of parents surveyed who are satisfied the communication with the school	60% of parents surveyed who are satisfied the communication with the school	40% of parents surveyed who are satisfied the communication with the school	20% of parents surveyed who are satisfied the communication with the school	
15.2 Percentage of children who dropped out during the last 12 months were returned to the school.	100% of children who dropped out during the last 12 months and then were returned to the school	60% of children who dropped out during the last 12 months and then were returned to the school	40% of children who dropped out during the last 12 months and then were returned to the school	20% of children who dropped out during the last 12 months and then were returned to the school	
15.3 Number of children, who have been assessed as high risk, and have been retained in school in the last 12 months.	All children who have been assessed as high risk have been retained in school	Most children who have been assessed as high risk have been retained in school	Some children who have been assessed as high risk have been retained in school	None of the children who have been assessed as high risk have been retained in school	
15.4 Number of children who have been enrolled in the school in the last 12 months who have never been to school.	20 children enrolled in the last 12 months who have never been to sch.	15 children enrolled in the last 12 months who have never been to sch.	10 children enrolled in the last 12 months who have never been to sch.	5 children enrolled in the last 12 months who have never been to sch.	

<p>15.5 Number of activities undertaken by the school in the last 12 months to promote education in the community.</p>	<p>20 activities undertaken by the school in the last 12 months to promote education in the community</p>	<p>10 activities undertaken by the school in the last 12 months to promote education in the community</p>	<p>5 activities undertaken by the school in the last 12 months to promote education in the community</p>	<p>No activities undertaken by the school in the last 12 months to promote education in the community</p>	
<p>15.6 Number of hours of adult literacy education classes taught per semester by teachers or senior school students.</p>	<p>200 hours of adult literacy education classes taught per semester by teachers or senior school students</p>	<p>150 hours of adult literacy education classes taught per semester by teachers or senior school students</p>	<p>100 hours of adult literacy education classes taught per semester by teachers or senior school students</p>	<p>50 hours of adult literacy education classes taught per semester by teachers or senior school students</p>	