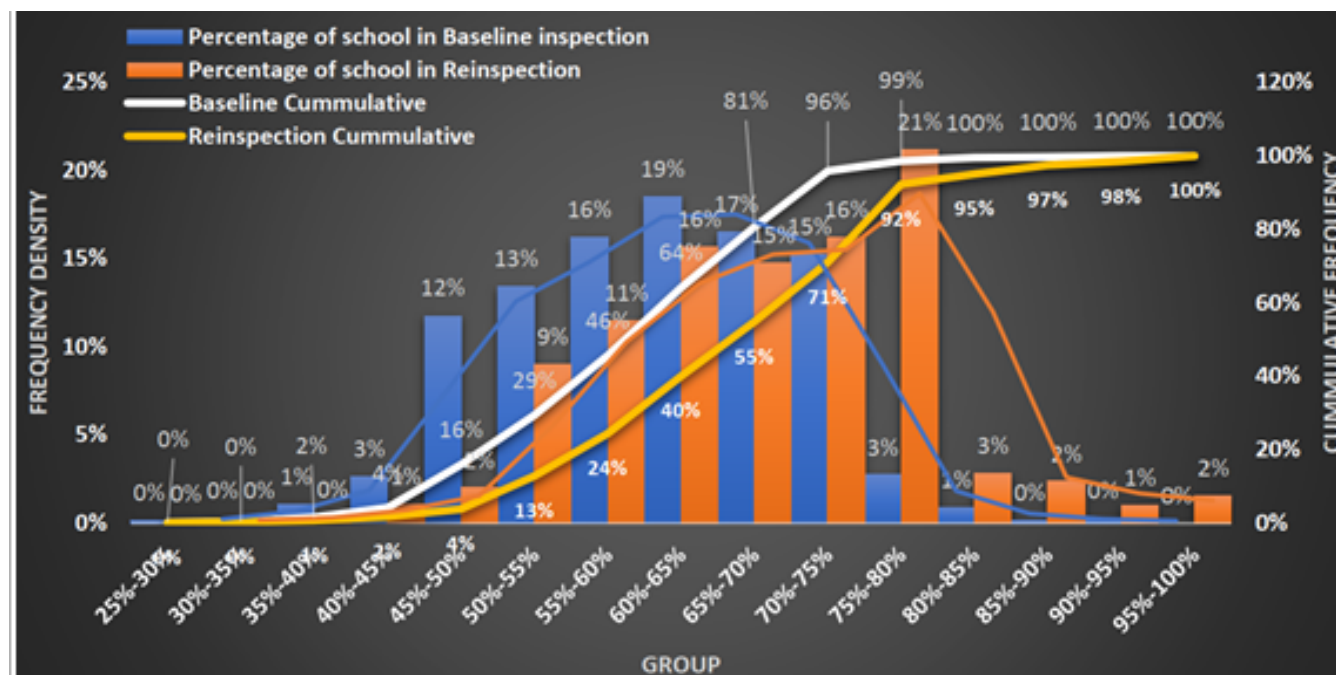


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National Schools Re-Inspection Analysis Report



Ministry of Education

General Education Inspection Directorate

Ministry of Education

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Acronyms and Abbreviations

ESDP	Education Sector Development Program
ETP	Education and Training Policy
GEID	General Education Inspection Directorate
GEQIP	General Education Quality Improvement Program
GTP	Growth Transformation Plan
MLC	Minimum Learning Competency
MOE	Ministry of Education
NLA	National Learning Assessment
PTSA	Parent Teacher Student Association
REID	Regional General Education Inspection Directorate
SNNPR	Southern Nations National Peoples Region
SIP	School Improvement Program
TSLD	Teachers and School Leaders development Directorate
CDID	Curriculum Development and Implementation Directorate
CEED	Civic and Ethical Education Directorate
EMISD	Education Management Information System Directorate
PRMD	Planning and resource Mobilization Directorate

Abstract

This analytic report focuses on the contributions of School Inspection in assuring the quality of primary and secondary schools. School inspection is the process of independent external evaluation of schools in order to assess the quality and performance in terms of input, process and output measurements. To this end, this inspection covered two to three days per school inspecting it against 26 standards which are split into Input, Process and Output categories. The standards have different focus areas, such as school infrastructure, facilities, human and financial resources, participatory school improvement planning, learning effectiveness, teaching effectiveness, and provision of services, school parents and community engagement including other aspects (internal efficiency and student attainment) of the whole school development.

Schools are categorized into 4 levels based on the overall percentage (input, process & output performance) score. These are: - Level 1, if a school scores below 50%; Level 2, if a school scores between 50%-69.99%; Level 3, if a school scores between 70%-89.99%; and Level 4, if a school scores between 90%-100%. It follows that Level 1 schools show the lowest score and have numerous tasks to be improved their level of standards. On the other hand, Level 4 are the model schools which are performing well across all standards.

The Federal Ministry of Education and Regional Education Bureaus under take inspection of primary and secondary schools across the country every year with the aim of inspecting, at least once each school, every three years. Inspection was conducted, for the first time, between 2006-2008 E.C. covering a total of 34,126 schools across nine regions and two City Administrations.

The main objectives of this analytic report are to (i) identify the role of school inspection in controlling the quality of primary and secondary schools; and (ii) to explore the effect of first-round school inspection service in terms of their performance in the past five years since their last inspection. The re-inspection targeted 29,861 primary and 2,496 secondary schools that have received the recently introduced school Identification numbers (IDs). Among these, 20,908 primary schools and 1,476 secondary schools are covered in this round of re-inspection.

In the current report, the analysis focuses on the following aspects: infrastructures, facilities, human and financial resources; conducive learning environment; learning and teaching effectiveness; monitoring and evaluations by school principals; parents and community engagements, school internal efficiency; and students attainment, and students personal development.

Data were collected by the inspection staff of Federal, Regional and City Administration Education Inspection Directorate using a detailed standard reporting template. The data collection focused on the score of 26 standards, performance of input, process and output in order to gain an in-depth understanding. The findings of this analytical re-inspection report indicated that school inspection plays a potential role towards improving teaching and learning process. It is also noted that making continuous follow up would enhance the implementation of the inspection and work efficiency of teachers. Finally, it is recommended that further in-depth study be conducted to ascertain that these schools have, indeed, met the standards. It is also recommended that the government and education sectors development partners should continue to provide support and regular follow-up throughout the implementation of the interventions to reduce the proportions of level 1 and level 2 primary and secondary schools.

Objectives

The general objective of this analytic report is to present the success and challenge of school improvement program through annual inspection thereby monitoring the quality of primary and secondary schools service delivery.

Specific Objectives

The specific objectives of this analytical report are to:

- I. Identify the main factors that affect primary and secondary schools status against the minimum standards.
- II. Explore opinion (perception) of school principals towards school inspection.
- III. Identify the challenges that hinder effective school improvement planning.
- IV. Suggest ways to improve the quality of primary and secondary school.

Introduction

The Ministry of Education undertakes inspection of primary and secondary schools as per the annual plan set for across the country every year. The aim of the inspection is to meet the requirement that a school is inspected at least once in every 3 years. The inspection of schools is carried out in accordance with the inspection national framework. In the first, second and third year of the inspection cycles 20%, 40% and 40% of the schools were inspected respectively. Selection of schools for inspection considers regional distribution and geographical location (whether the school is in rural or urban areas) as well as school level performance. During baseline inspection a total of 34,126 schools were inspected across 9 regions and 2 City Administrations. The inspection took at least two to three days per school and inspecting it against the 26 standards which are split into Input, Process and Output categories.

Schools are categorized into 4 levels based on the overall performance score as follow:

- ❖ If a school scores below 50%, it will be classified as Level 1 or “below the standard”.
- ❖ If a school scores between 50%-69.99%, it will be classified as Level 2 or “under progress”.
- ❖ If a school scores between 70%-89.99%, it will be classified as Level 3 or “fits the standard”.
- ❖ If a school scores between 90%-100%, it will be classified as Level 4 or “well above the standard”.

Level 1 schools show the lowest score and have the considerable work to improve; Level 4 schools are the model schools which are performing well above across all standards. The standards are given different weights according to their importance and the measurements have shown on table1 below.

Table 1: - Measurements of inspection standards by its weight

Measurement	Number of Standards	Overall weight
Input	7	25%
Process	14	35%
Output	5	40%
Total	26	100%

As can be seen on table 1, the national school inspection framework allocates 25% for 7 standards of input, 35% for 14 standards for process and 40% for 5 standards of the output. The five standards of the output category are given the highest weight because they contribute to the overall score of the learning outcomes of the students. All schools are expected to achieve a minimum of 25% for each standard. Therefore, this 25% is the lowest overall possible score while 100% is the highest possible score.

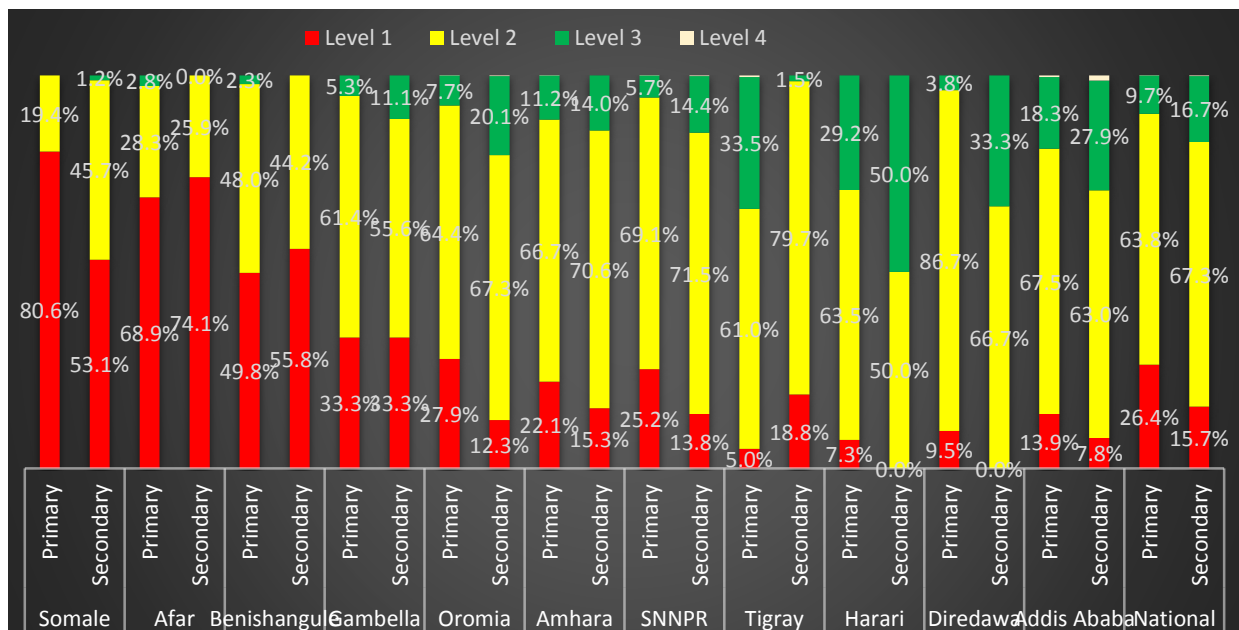
Baseline Data Summary

The first round of baseline inspection in both primary and secondary schools indicated that the highest proportion was in level 2. Only 22 (16 primary and 6 secondary) schools were in Level 4 and performing well above the standard. 19.9(26.4) % of primary schools and 8.9(15.7) % secondary schools were classified as being in level 1. There were many more primary schools in the country compared to secondary schools.

Table2: -All region and two city administrations baseline inspection report by level

	Program	Level 1		Level 2		Level 3		Level 4	
Addis Ababa	Primary	100	80.6%	487	19.4%	132	0.0%	3	0.0%
	Secondary	17	53.1%	138	45.7%	61	1.2%	3	0.0%
Afar	Primary	399	68.9%	164	28.3%	16	2.8%	-	0.0%
	Secondary	20	74.1%	7	25.9%	-	0.0%	-	0.0%
Amhara	Primary	1,793	49.8%	5,418	48.0%	912	2.3%	1	0.0%
	Secondary	59	55.8%	272	44.2%	54	0.0%	-	0.0%
Benishangul-Gumuz	Primary	220	33.3%	212	61.4%	10	5.3%	-	0.0%
	Secondary	24	33.3%	19	55.6%	-	11.1%	-	0.0%
Oromia	Primary	3,702	27.9%	8,565	64.4%	1,022	7.7%	1	0.0%
	Secondary	134	12.3%	732	67.3%	219	20.1%	2	0.2%
SNNPR	Primary	1,396	22.1%	3,827	66.7%	313	11.2%	2	0.0%
	Secondary	72	15.3%	372	70.6%	75	14.0%	1	0.0%
Tigray	Primary	95	25.2%	1,156	69.1%	635	5.7%	9	0.0%
	Secondary	25	13.8%	106	71.5%	2	14.4%	-	0.2%
Harari	Primary	7	5.0%	61	61.0%	28	33.5%	-	0.5%
	Secondary	-	18.8%	5	79.7%	5	1.5%	-	0.0%
Somale	Primary	601	7.3%	145	63.5%	-	29.2%	-	0.0%
	Secondary	43	0.0%	37	50.0%	1	50.0%	-	0.0%
Direedawa	Primary	10	9.5%	91	86.7%	4	3.8%	-	0.0%
	Secondary	-	0.0%	12	66.7%	6	33.3%	-	0.0%
Gambela	Primary	19	13.9%	35	67.5%	3	18.3%	-	0.4%
	Secondary	3	7.8%	5	63.0%	1	27.9%	-	1.4%
National	Primary	8,342	26.4%	20,161	63.8%	3,075	9.7%	16	0.1%
	Secondary	397	15.7%	1,705	67.3%	424	16.7%	6	0.2%

Fig 1: -Comparison of primary and secondary schools baseline inspection by region and level



The performance of primary schools by region shows that Somale region has the highest proportion (80%) whereas, Tigray region has the lowest proportion (5%) level 1 schools. The performance of primary schools by region shows that Direedawa city administration has the highest proportion (86.7%) while, Somale region has the lowest proportion (19.4%) in level 2 schools. The performance of primary schools by region shows that Tigray region has the highest proportion (33.5%) whereas, Somale region has no level 3 schools at all. Nationally the proportion of primary schools at level 1 is 26.4%, level 2 is 63.8% and level 3 is 9.7%.

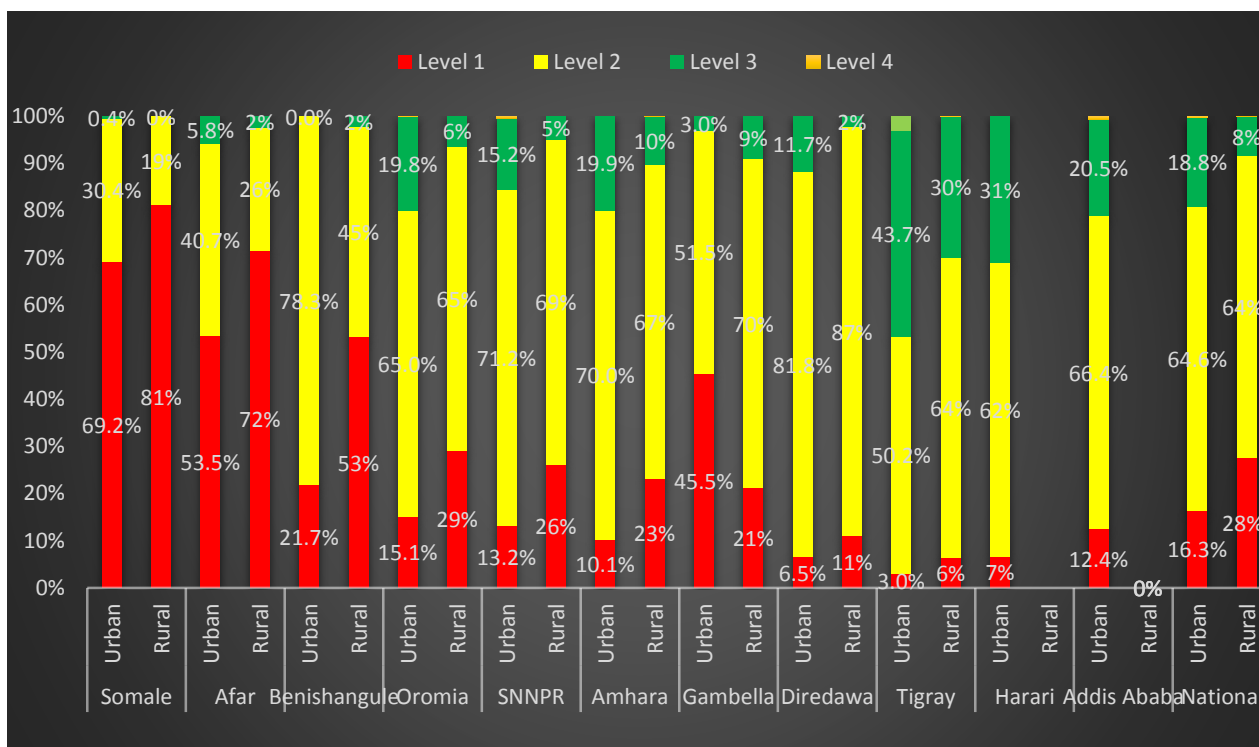
The performance of secondary schools by region shows that Afar region has the highest proportion (74.1%) whereas, Harari region and Direedawa City Administration have no level 1 schools. The performance of secondary schools by region shows that Tigray region has the highest proportion (79.7%) while, Afar region has the lowest proportion (25.9%) in level 2 schools. The performance of secondary schools by region shows that Harari region has the highest proportion (50%) whereas, Afar and Benshangul Gumuz regions have no level 3 schools at all. At national level the proportion of secondary schools at level 1, level 2 and level 3 are 15.7%, 67.3% and 16.7% respectively.¹

Analysis by Urban vs Rural Schools

According to the annual Education Statistical Abstract (2018G.C), 80% and 20% of schools at national level are found in rural and urban areas respectively. Accordingly, Figure.2 shows the comparison of the distribution of urban and rural schools by regions and performance level as per the inspection standards.

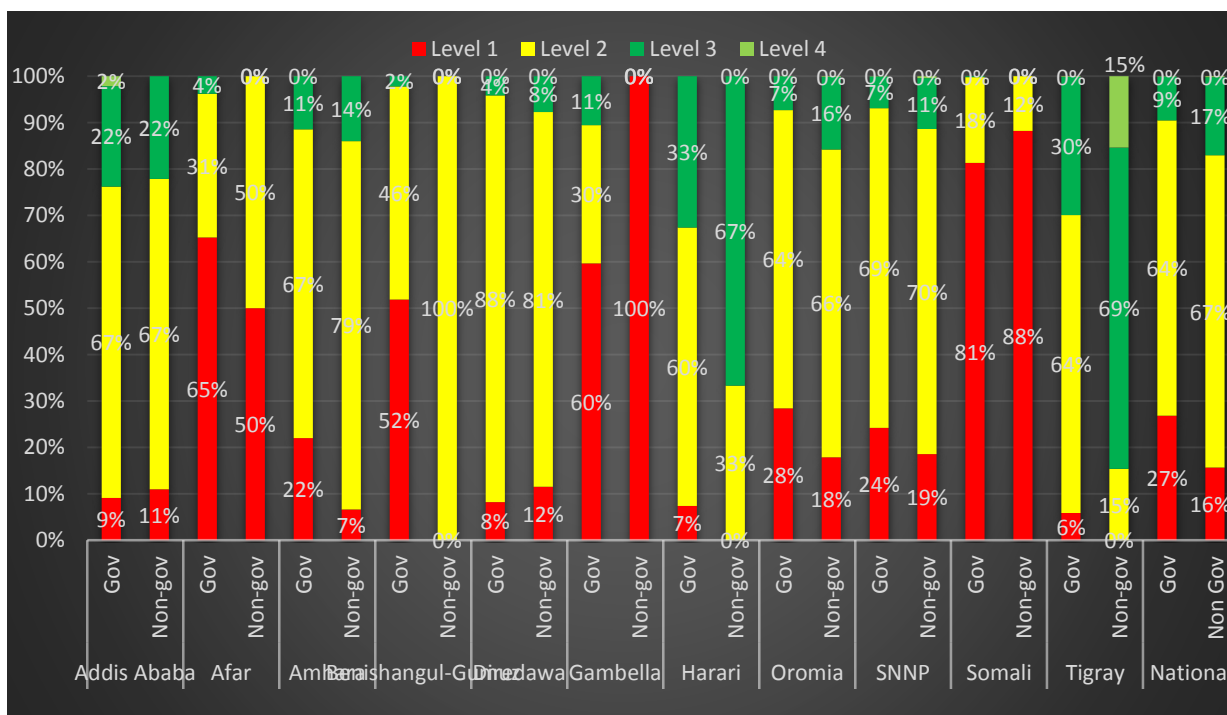
¹ Nationally the proportions of level 4 schools are negligible (primary 0.1% and secondary 0.2%)

Fig 2: -Comparison of urban and rural schools baseline inspection by regions and levels



As can be observed in Figure.2, 28% of them belong to Level 1, 64% to level 2 and 8% to level 3 in rural areas at the national level. On the other hand, 16.3%, 64.6% and 18.8% belong to level 1, level 2 and level 3 respectively in urban area. In both locations, the majority of schools are found at Level2 representing 65% for urban schools and 64% for rural schools. Nevertheless, Benshangul Gumuz region has the biggest variation (31.3%) between the proportion of level 1 schools. That means, urban schools representing 21.7% and rural schools representing 53%. In addition, Benshangul Gumuz region has the biggest variation (33.3%) between the proportion of level 2 schools in urban (78.3%) and rural (45%) schools. In Tigray region, Level 3 schools are of the highest proportion accounting for 44% urban and 30% rural schools.

Figure 3:- Comparison of government and non-government schools baseline inspection by regions



According to the annual Education Statistical Annual Abstract (2018G.C), 93.8% were government schools and 6.2% were non-government schools. Therefore, the national average of all schools is heavily influenced by government schools. It implies that, the results for government schools are very close to the national average. The majority of schools in both categories belong to Level 2 representing 64% for government schools and 67% for non-government schools. However, Somale, Afar and Gambela have the biggest variation between government and non-government in terms of Level 2 schools. Benshangul Gumuz region has 100% of its Non-government schools and 46% of Government schools at level 2. On the other hand, Gambella region has 100% of its governmental schools are at level 1 and 60% of Government schools at level 1.

Analysis by input, process and output standard Levels

The following three Figures show the overall inspection result status when disaggregated into input, process and output standard levels. Figure 1, Figure 2 and Figure 3 represent input, process output standards respectively.

Figure 4:- The baseline inspection of average results by input Standards

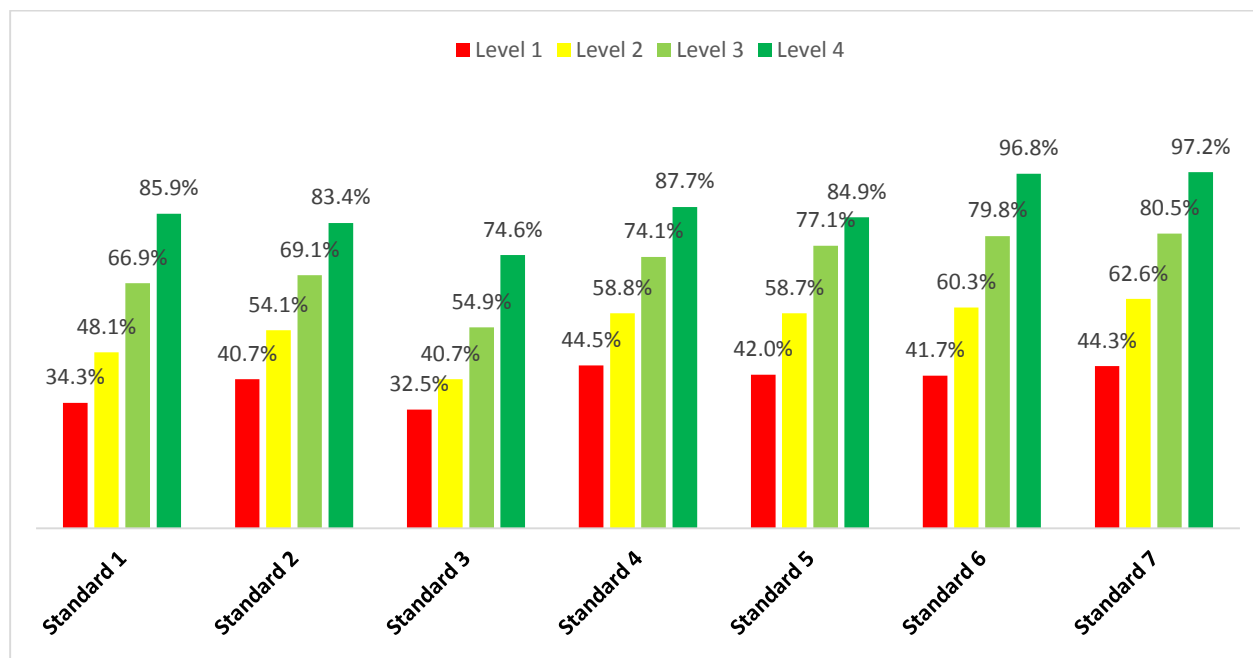


Figure 4 shows the input standards which include standard 1 up to 7. As it can be seen from the figure, standard3 has the lowest average score in Level 1 schools which means more schools have moved to Level 2. In relation to this, standard 3 states that “The school has sufficiently qualified directors, teachers and other staff as per the standard.” Thus, the result indicates that there are appropriately qualified enough staff in these schools.

Similarly, Level 4 schools have scored, on the average, just above 70% on Standards 6 and 7. These two standards are about school leadership, focusing on whether the school has a shared mission/vision and whether they have a participatory school improvement plan. In terms of these standards, performance of the schools is the better among Level 3 and Level 4 compared to Levels 1 and 2.

Figure 5:- The baseline inspection of average results by process Standards

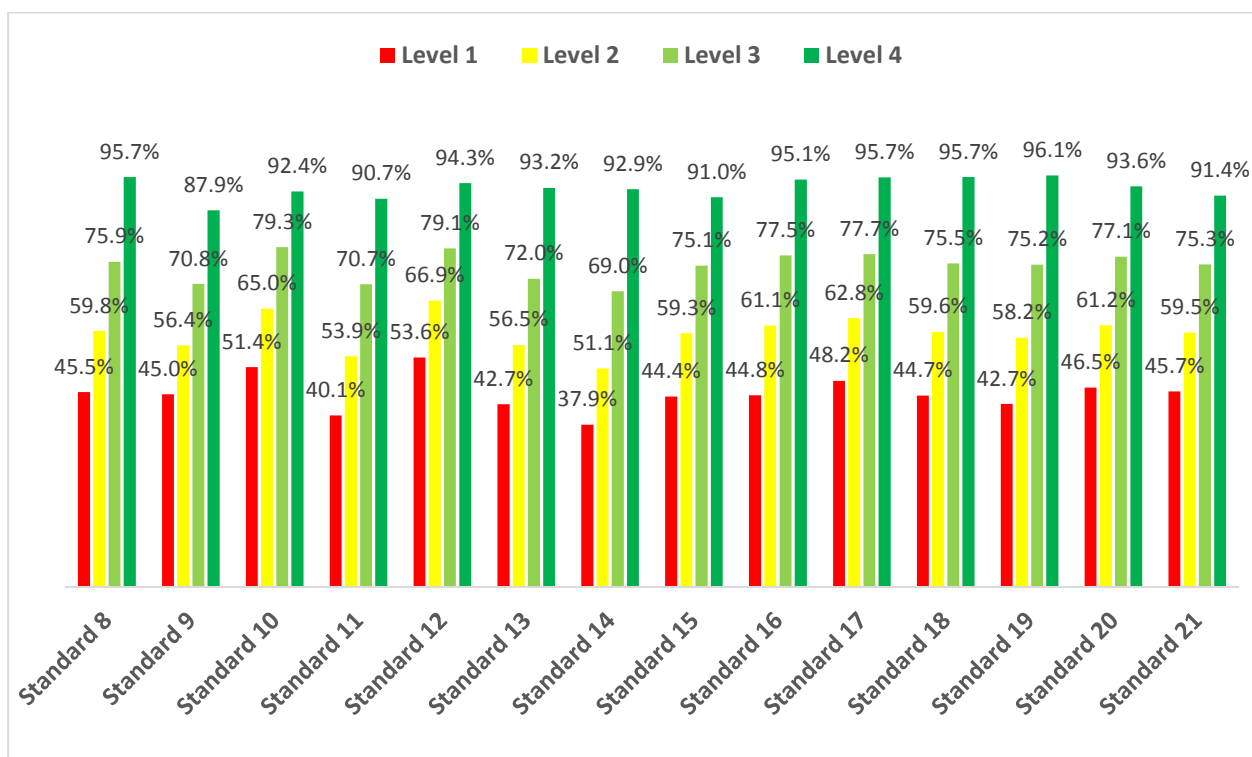


Figure 5. Shows the process standards which include standard 8 up to 21. Standard 14 is one of the process standards and states that “The school keeps record of data regarding females and students with special needs; provides special support”. As it can be seen from this figure, the average of standard 14 (37.9%) is less than the other standards in level 1. This implies that the school keeps record of data regarding females and students with special needs and provides special support resources to support all the diverse groups with the school system, such as those with special needs. On the other hand, standard 17 registered the highest average (62.8%) in level 2 among the other standards. This shows that standard 17 reveals a better increment of process standards in level 2. In addition, standard 10 scored an average of 79.3% in level 3 as it compared with other standards. It reveals that 96.1% of level 4 schools are performed high on standard 19 compared with other standards.

Figure 6:- The baseline inspection of average results by output Standards

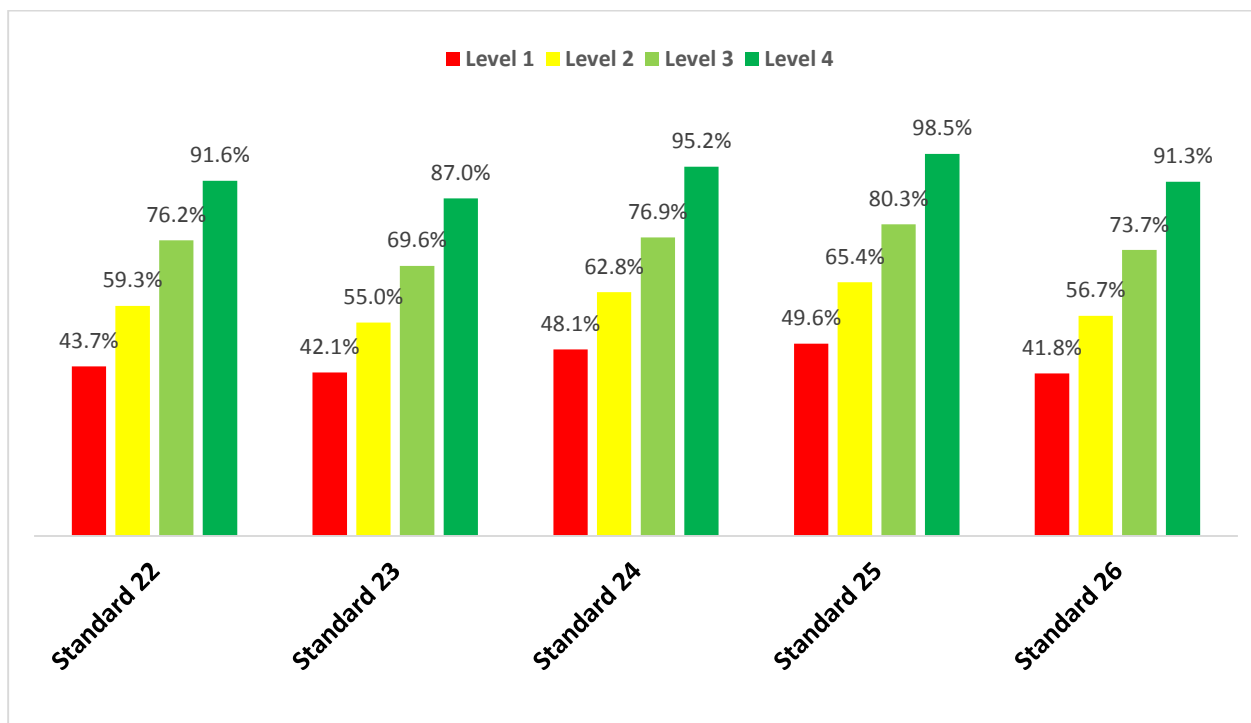


Figure 6. Shows the output standards which cover standard 22 up to 26. Standard 26 has the lowest average score in Level 1 schools which means more schools have moved to Level 2. However, it reveals that many schools improve their overall score and shifted themselves from level 1 to Level 2 by improving these standards. Especially standard 26 that dictates about, “The school has been supported by creating the strong relationship with parents, local community and partner organizations,” shows a great improvement from level 1 to level 2 schools. Moreover, this standard indicates a better achievement by transiting the level 2 schools to level 3 schools.

Figure 7:- level 1 and level 2 Primary schools re-inspection

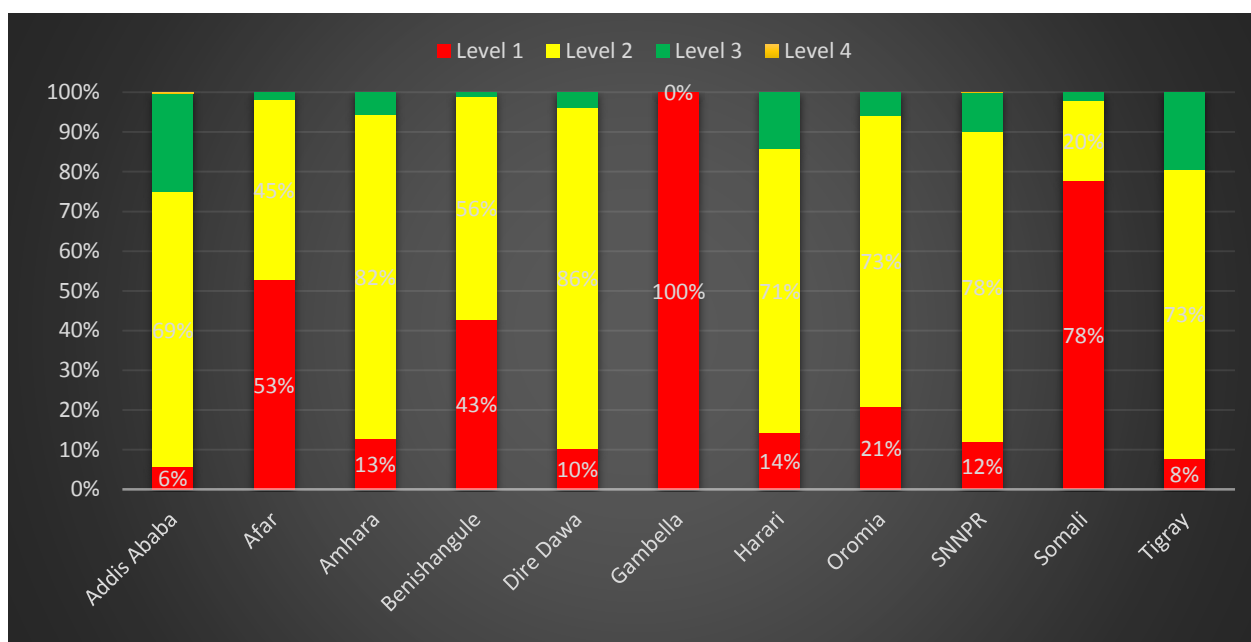


Figure 7 above represents the status of primary schools in terms of re-inspection results by levels and regions. Accordingly, Gambella has 100% of its primary schools found at Level 1. Moreover, Somale and Afar Regions have 78% and 53% level 1 schools respectively. Across all Regions, almost all of the schools are found at Level 2. For example, 86% of level 2 primary school which is registering the highest proportion is in Diredawa. In addition, the highest proportion of level 2 is also registered by Amhara (82%) and SNNPR (78%).

Figure 8:- level 1 and level 2 secondary schools re-inspection by regions

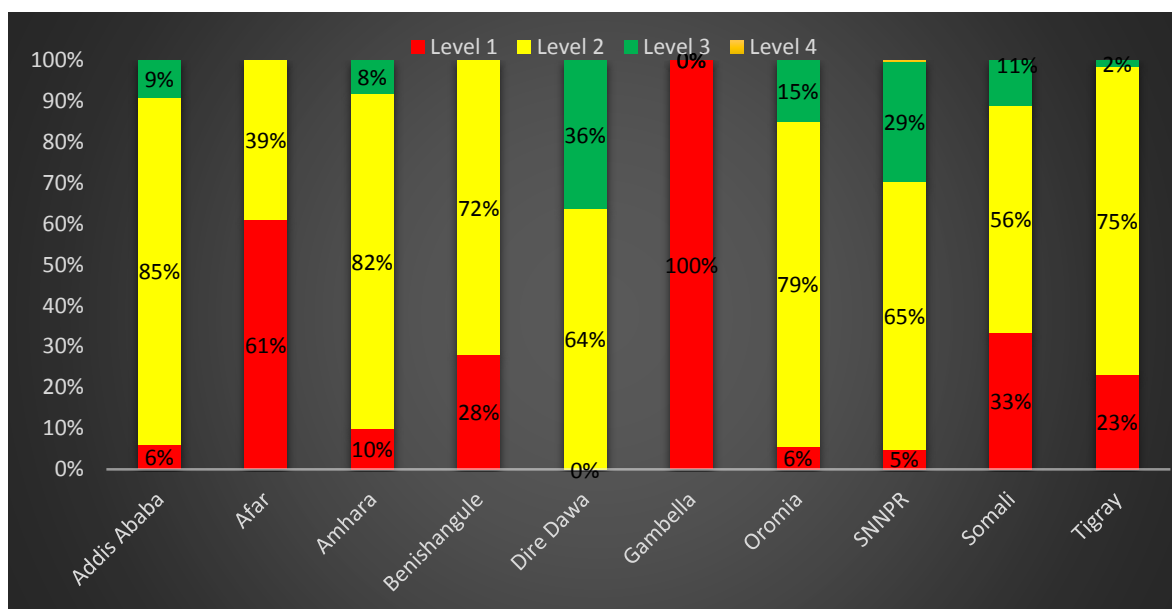


Figure 8 above shows the re-inspection results of Level 1 through Level 4 secondary schools by Region. However, this discussion focuses on the distribution of Level 1 and Level 2 secondary schools by regions. It is clearly shown that 100% secondary schools in Gambella region lie on Level 1. Moreover, 61% of level 1 secondary schools are found in Afar. On the other hand, Addis Ababa has the highest proportion (85%) of its secondary schools belonging to Level 2 with Amhara (82%) closely following it. Similarly, Oromia with 79%, Tigray with 75% and Benshangul Gumuz with 72% are the next group of regions having high proportion of Level 2 schools. Other regions such as Somale Region with 56% of and Afar 39% have relatively high proportion of their secondary schools that belong to Level 2.

2009 & 2010 school re-inspection analysis

Table 3 shows that 20069 and 2010 level 1 & level 2 primary and secondary re-inspection analysis report.

Table 3

Program	Level 1	Level 1 (%)	Level 2	Level 2 (%)	Level 3	Level 3 (%)	Level 4	Level 4 (%)	Grand Total
Primary	4,155	19.9%	15,469	74.0%	1,280	6.1%	4	0.02%	20,908
Secondary	125	8.5%	1,118	75.7%	233	15.8%	0	0.00%	1476
Grand Total	4,280	19.12%	16,587	74.1%	1,513	6.8%	4	0.018%	22,384

The above table and graph shows comparison between the base line and the re-inspection. From this, 4,155 (19.9%) level 1 primary school transferred from 6,438 (30.8%) schools in the baseline. This indicate, 2,283 (10.9%) primary schools improved their levels to either level 2 or level 3 of the baseline. Similarly, the number of 15,469 (74%) level 2 primary schools was the result of transferred 6,438 (30.8%) of level 1 schools, the non-transferred level 2 schools as well as schools dropping from level 3 during re-inspection. On the other hand, the number of 1,280 (6.1%) level 3 primary schools was the result of improved their levels from level 2 primary schools and the non-transferred 841 (4%) level 3 primary schools. There is no significant change of level 4 primary schools in re-inspection from the baseline.

125 (8.5%) level 1 secondary schools transferred from 221 (15.0%) schools in the baseline. This indicates, 100 (6.5%) secondary school improved their levels either levels 2 or level 3 of the baseline. Similarly, the number of 1,118 (72.6%) level 2 secondary schools was the result of 47 schools transferred from level 1 in the baseline, the non-transferred level 2 schools and 49 schools transferred from level 1 to level 3 in the baseline. On the other hand, the number of 233 (15.8%) level 3 secondary schools in re-inspection was the result of 49 schools from level 2 and 1 School dropped from level 4 in the base line. There is no significant change of level 4 secondary schools in re-inspection from the baseline.

The re-inspection analysis by focus areas

In general education inspection framework, there are five focus areas (domains). These are: -

- School facility, buildings, human and financial resources.
- The learning environment
- Learning and teaching process.
- The school's engagement with parents and the community.
- Student outcomes and ethics.

1. The School infrastructure, facilities, financial and human resources.

1.1. The School infrastructure, facilities and financial resources.

School infrastructure facilities and financial resources are basic inputs for quality education. The national schools inspection framework evaluate schools whether they are in line with the set standards of classroom and other buildings, facilities, pedagogical resources and implementing documents are available or not. Schools are also expected to produce financial resources to execute priority areas of teaching-learning processes. The following inspection analysis report focuses on these areas.

Fig 9 Comparison of infrastructure, facilities and financial resources of level 1 primary schools

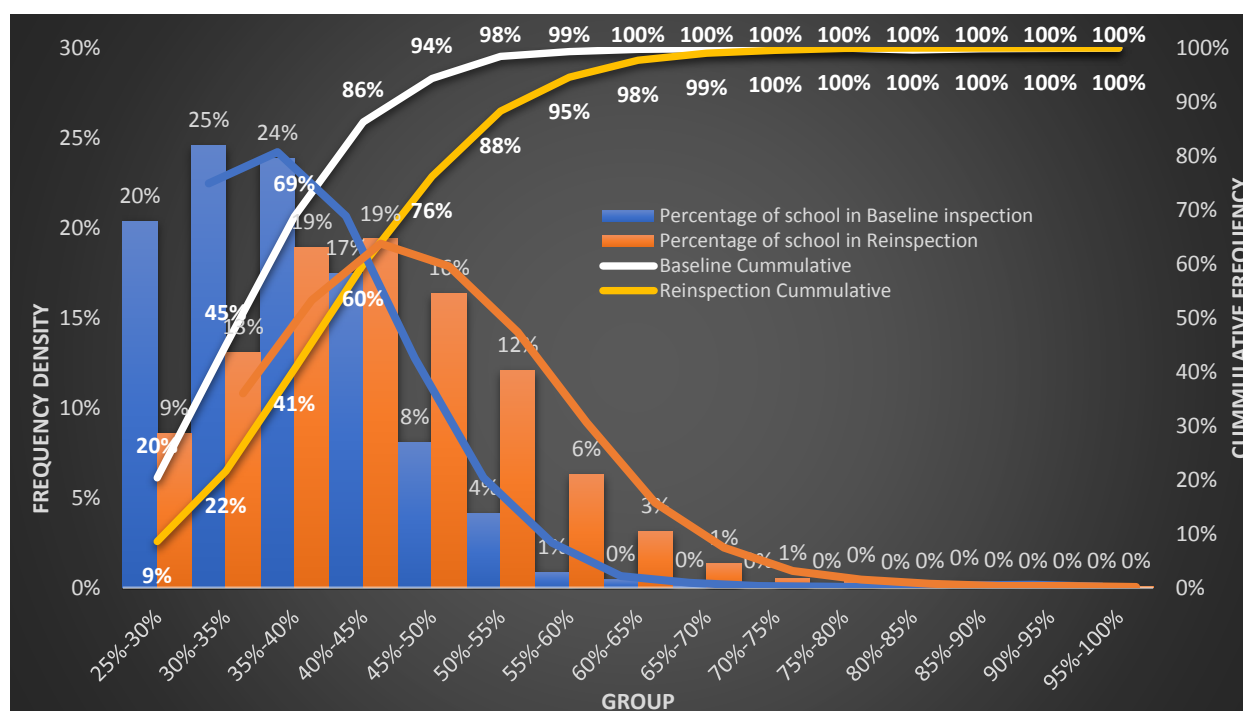
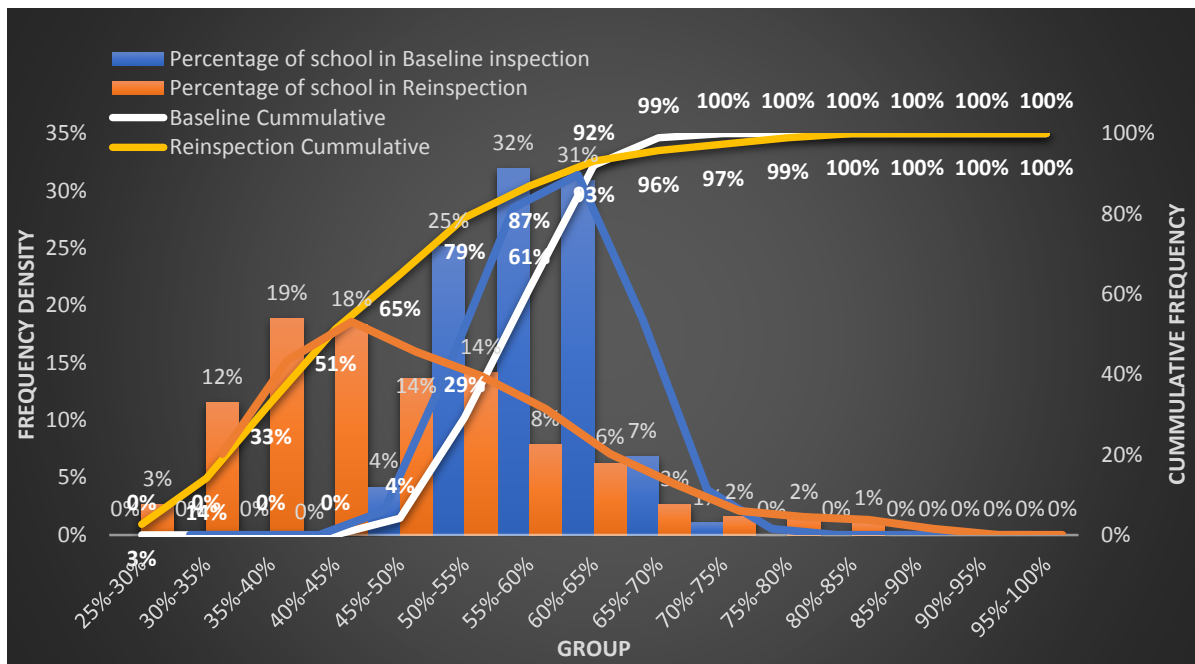


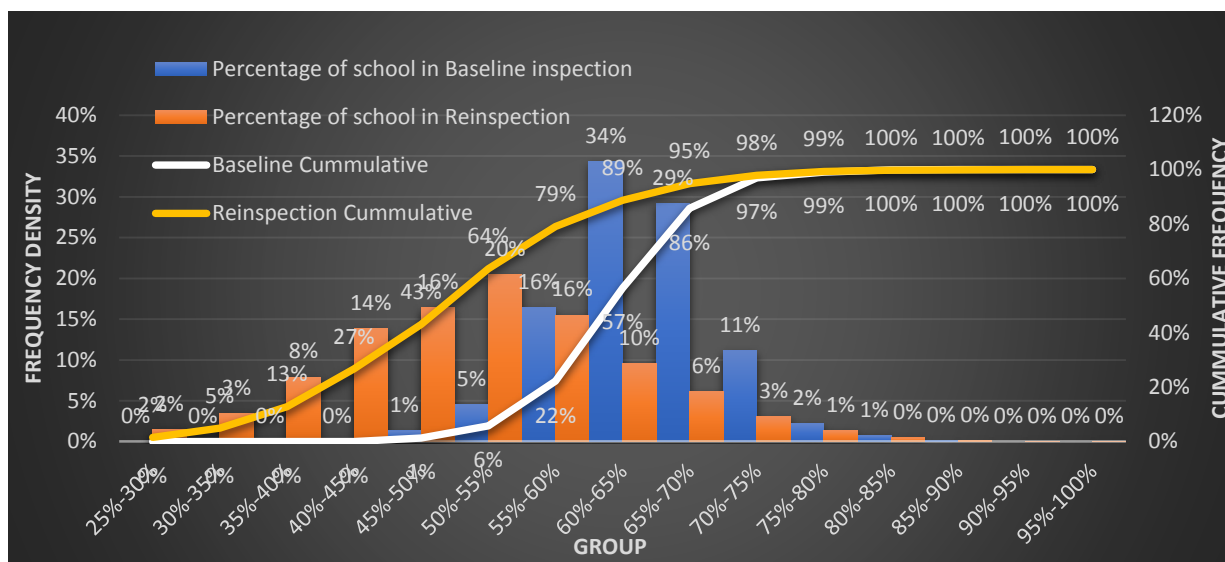
Figure 9 shows **standard 1** and **2** which focus on the school status relative to the minimum set standards on infrastructure, facilities, implementation documents and financial resources. The difference of baseline and the re-inspection percentage of the schools and their respective performances are indicated by **histogram** and **line graph**. From the line graph within the range of **45%-50%** indicated that the percentage of improved schools increased by 18% in terms of infrastructure, facilities and financial resources. By the same token, still 76% of level 1 primary schools performance is below 50%. There is an asymmetrical distribution of both blue and orange colors with **positive skewed** (long tail in the positive direction). On the other hand, the cumulative frequency rises up the proportion of improved schools are insignificant. This seems for the government, community and stakeholders to make necessary interventions in order to improve the performance of schools. This will result in upgrading the number of schools.

Fig 10 Comparison of infrastructure, facilities and financial resources of level 1secondary schools



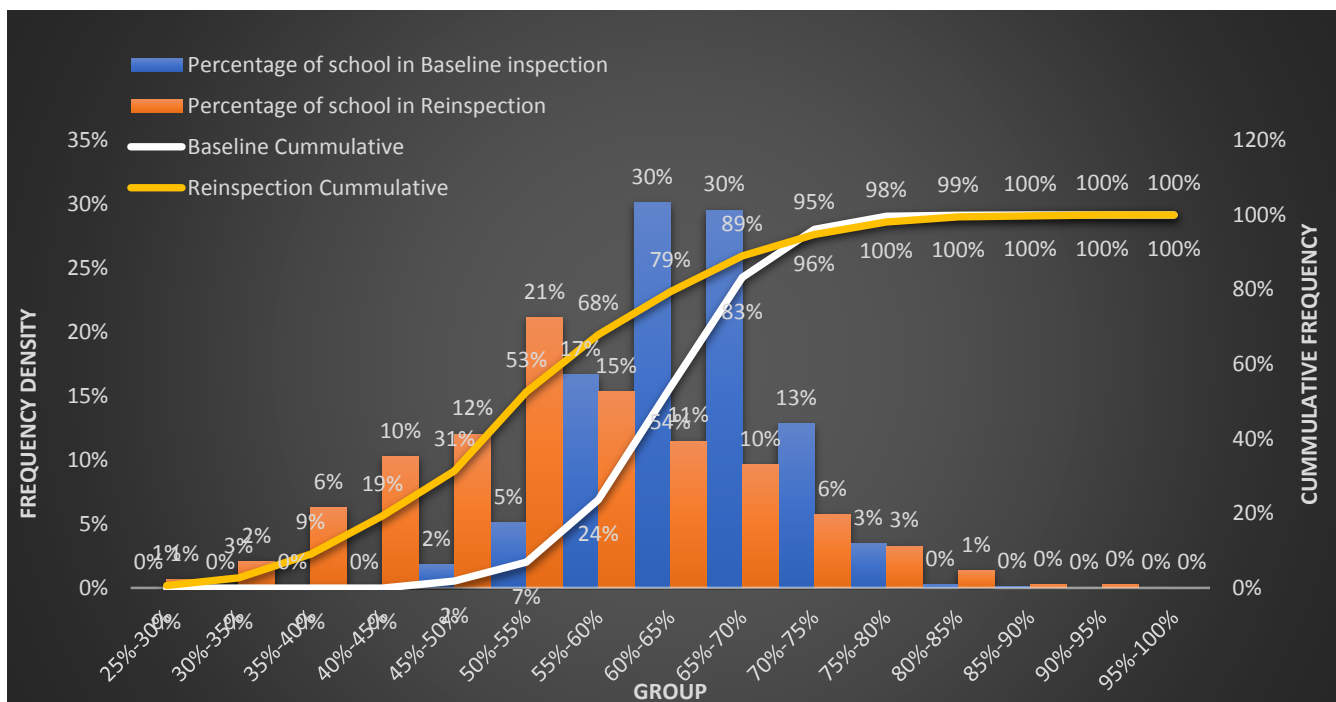
According to national school inspection framework, in order to promote from level 1 to level 2 schools are required to have a minimum of 50% achievement. However, as it is shown in the above figure 10 the variation of baseline and the re-inspection result labeled (in both blue and orange colors) are unusual. As stated earlier, the re-inspection is positively skewed while the baseline has normal distribution. The baseline performance is below the re-inspection result might be due to untrained inspectors inspected the schools, inspection maybe carried out by the task force, or **Woreda** education office heads did not give series attention during the inspection process.

Fig 11 Comparison of infrastructure, facilities and financial resources of level 2 primary schools



According to national school inspection framework, in order to promote from level 2 to level 3 schools are required to have a minimum of 70% achievement. However, as it is shown in the above figure... the variation of baseline and the re-inspection results labeled are unusual. The baseline performance is below the re-inspection result may be due to untrained inspectors inspected the schools, inspection maybe carried out by the task force, or **Woreda** education office heads was not give attention for quality inspection.

Fig 12 Comparison of infrastructure, facilities and financial resources of level 2 secondary schools



According to national school inspection framework, in order to promote from level 2 to level 3 schools are required to have a minimum of 70% achievement. However, as it is shown in the above figure... the variation of baseline and the re-inspection results labeled are unusual. The baseline performance is below the re-inspection result may be due to untrained inspectors inspected the schools, inspection maybe carried out by the task force, or **Woreda** education office heads was not give attention for quality inspection. This could be attribute to misunderstanding and improper application of the inspection guidelines.

1.2 Human resources

Schools are required to have well trained, qualified teaching and supporting staff who can perform their duties effectively and efficiently. Inspection **standard 3** serves to assess schools whether they have sufficient and qualified principals, teachers and support staff. The analysis of Level 1 and Level 2 primary and secondary schools baseline and the re-inspection average score are expressed below.

Figure 13 Comparison of human resources of level 1 primary schools

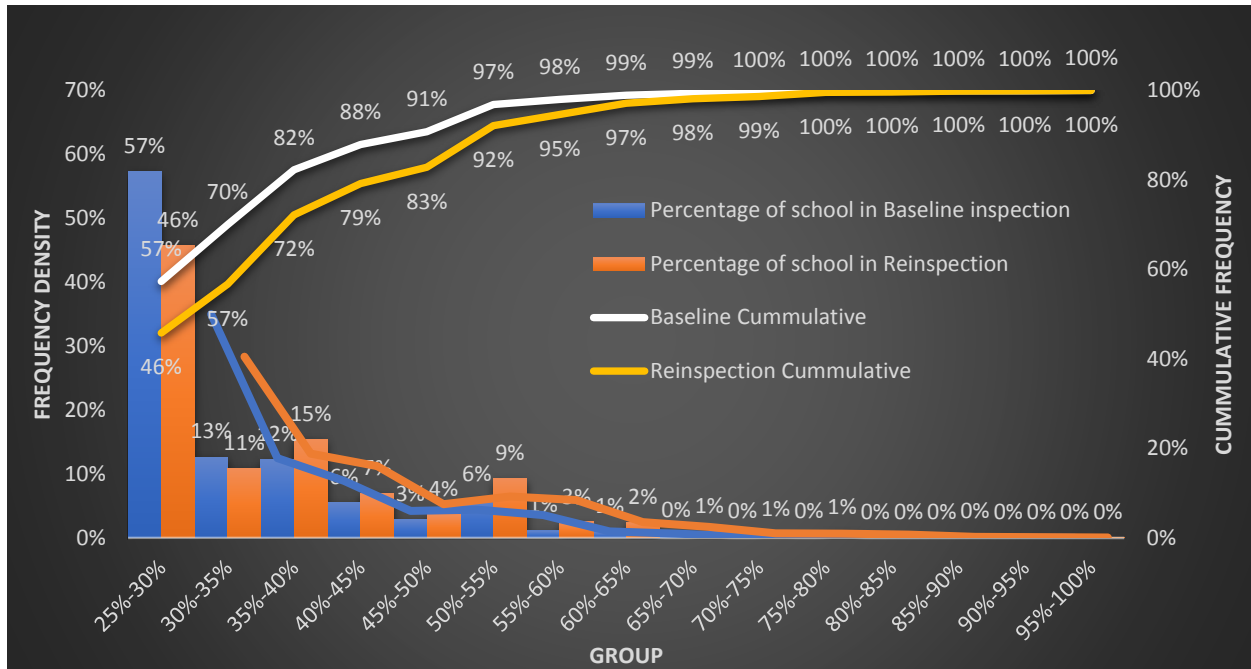


Figure 13 shows the presence of principals, teachers and support staff of level 1 primary schools in both the baseline and the re-inspection across the country. The trend of the histograms of both of the baseline and the re-inspection are unusual. High proportions of level 1 schools have inadequate and unqualified teaching and supporting staff. However, 8% of level 1 schools improved their performance and thus moved to level 2 by scoring 50% and more as per standard. This result seems that there is inadequate human resources in the inspected schools.

Fig 14 Comparison of human resources of level 1 secondary schools

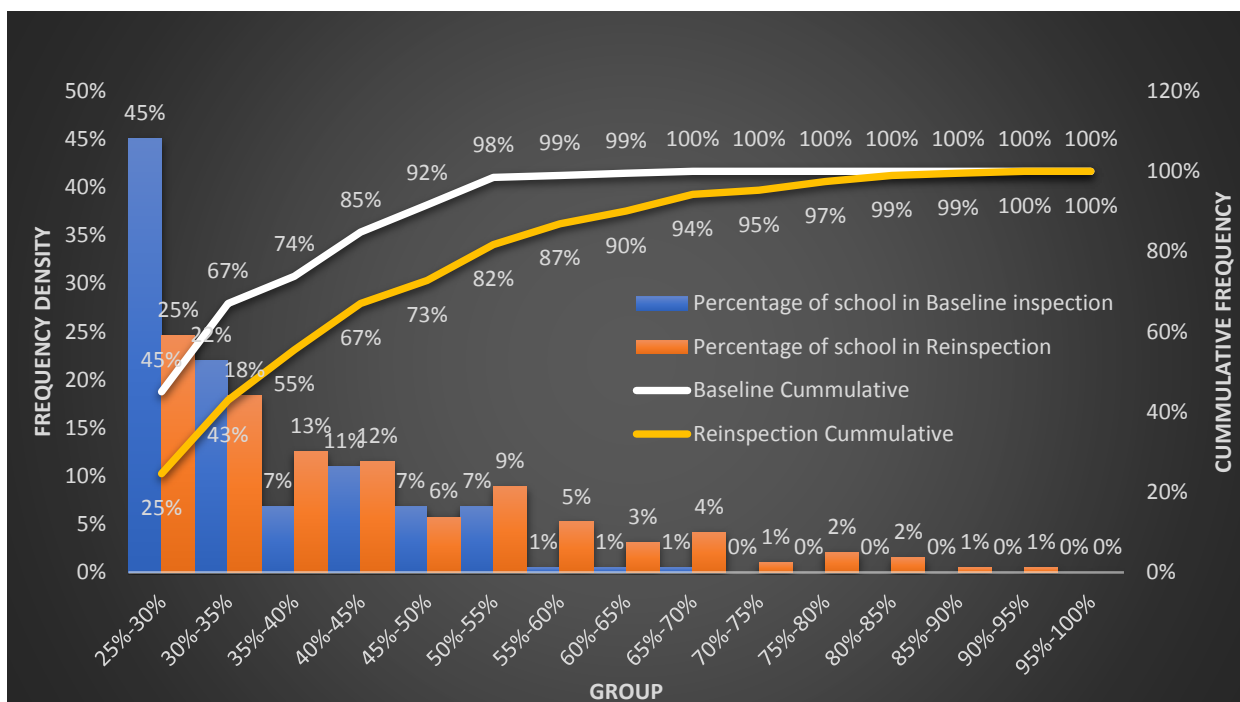


Figure 14 indicates the presence of principals, teachers and support staff of secondary level 1 schools in both the baseline and the re-inspection across the country. High proportions of level 1 schools have inadequate and unqualified teaching and supporting staff. But, 19% of level 1 secondary schools improved their performance and thus moved to level 2 by scoring 50% and more as per standard. This might be due to inadequate teaching and supporting staff in the inspected schools.

Fig 15 Comparison of human resources of level 2 primary schools

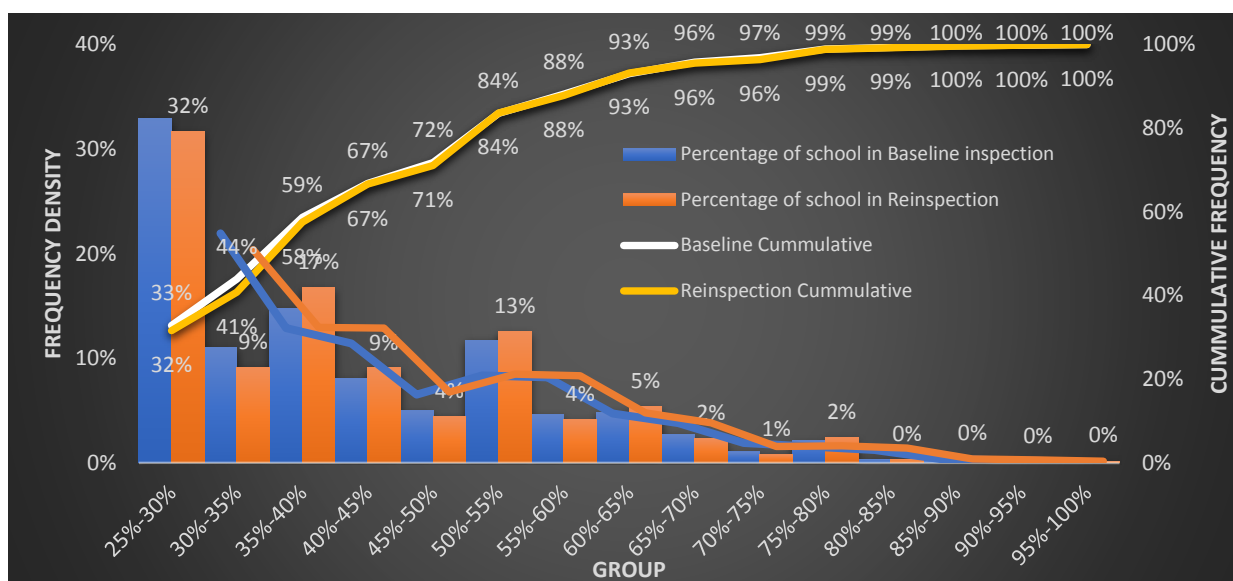
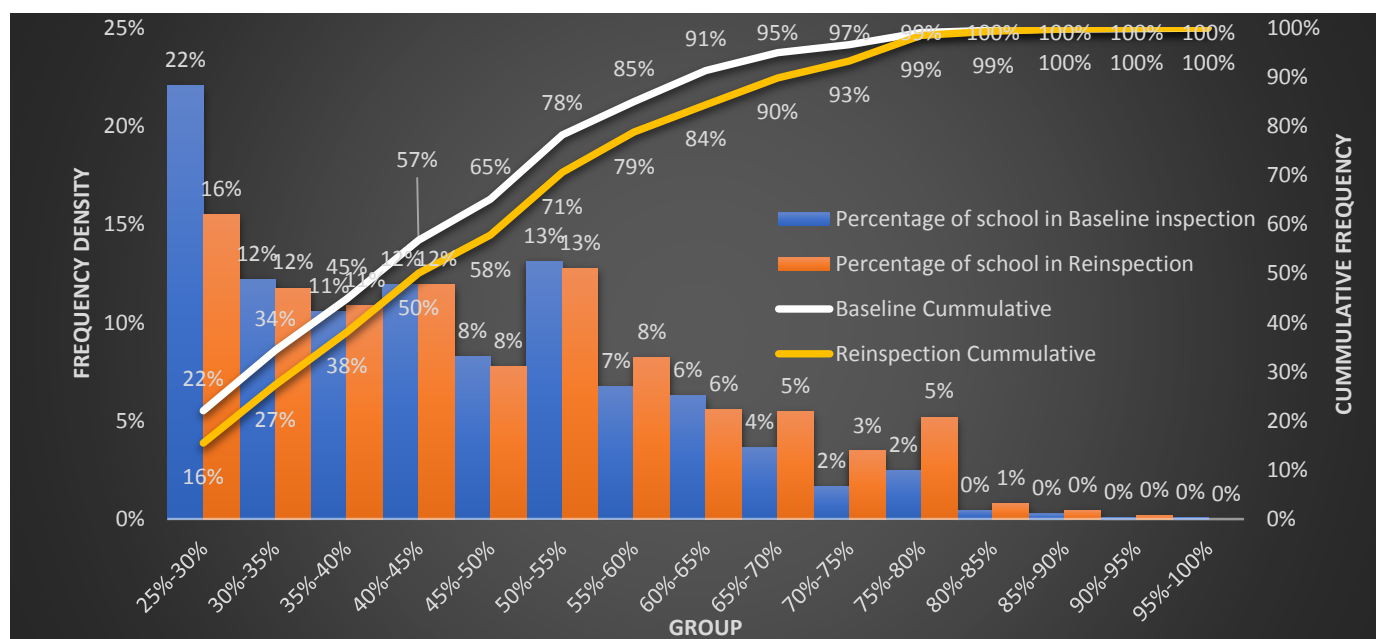


Figure 15 shows there is no score variation between the baseline and the re-inspection of level 2 primary schools. The histograms of both the baseline and the re-inspection are unusual. There is no possible explanation based on the data analyzed. It needs further investigation to arrive at the actual reasons for low performance of these schools.

Fig 16 Comparison of human resources of level 2 secondary schools



In figure16 indicates the improvement of level 2 secondary schools in terms of teaching and supporting staff in baseline and re-inspection. In average, the improvement is about 7% from scores between 25%-30% to 60%-65% as per the standard. However, this result couldn't be taken as satisfactory.

2. The learning environment

Learning takes place within a web of social relationships where teachers and students interact both formally and informally. Education to be effective the school environment needs to be conducive for learning. It should be safe, secure, should have inclusive and suitable infrastructure (clean toilets with soap, water point, playground...). In addition, school environment should include area size of the school as per the standard, valid certificate of ownership and availability of fence.

2.1 Conducive learning environment

Fig 17 Comparison of the learning environment of level 1 primary schools

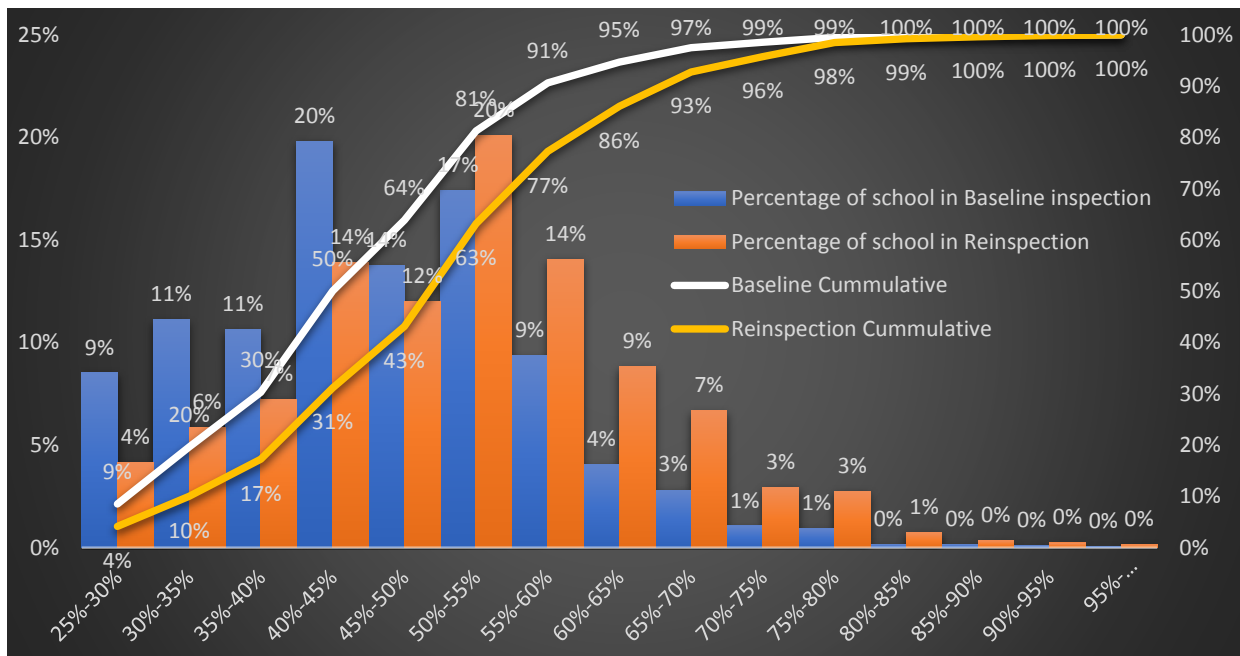


Figure 17 indicates there is a gradual improvement of level 1 primary schools in re-inspection compared to that of baseline inspection percentage.

As can be seen in the line graph the range between 45% and 50%, 21% of primary level 1 schools have made improvement due to having conducive learning and teaching environment.

In a similar sense, the percentage of low performer primary schools gradually declined in each interval by 10% to 20%. It can be observed that the line graph of both the baseline and the re-inspection percentages of primary schools has shown progressive improvement. In other words, the number of level 1 primary schools having below 50% score by creating conducive learning environment drops from 64% to 43%.

Fig 18 Comparison of the learning environment of level 1secondary schools

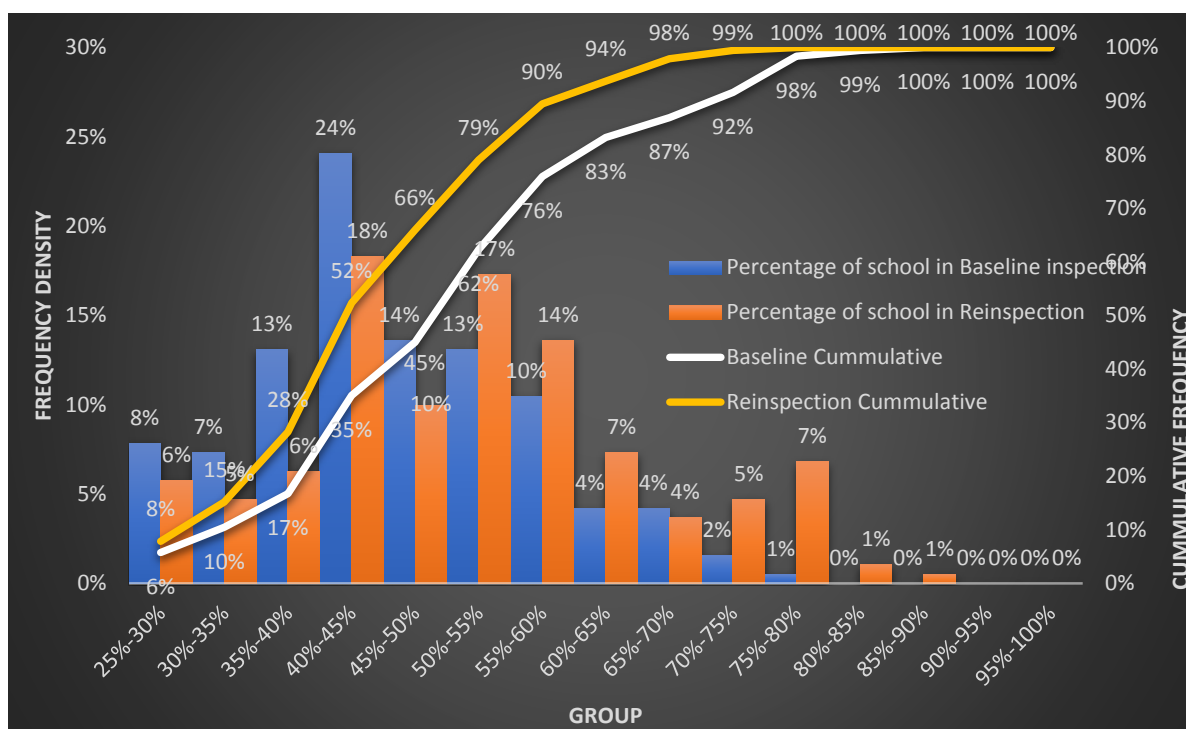


Figure 18 shows variation of the baseline and the re-inspection result in line graph is paradoxical. In the group 45%-50% the score of the baseline was 45%, whereas the re-inspection score is 66%. This means that 21% of schools moved down instead of showing improvement. This could be ascribed to having poor learning environment. Similarly, the baseline performance is below the re-inspection result. This might be due to untrained inspectors inspected the schools, inspection maybe carried out by the task force, or **Woreda** education office heads did not give series attention during the inspection process.

Fig 19 Comparison of the learning environment of level 2 primary schools

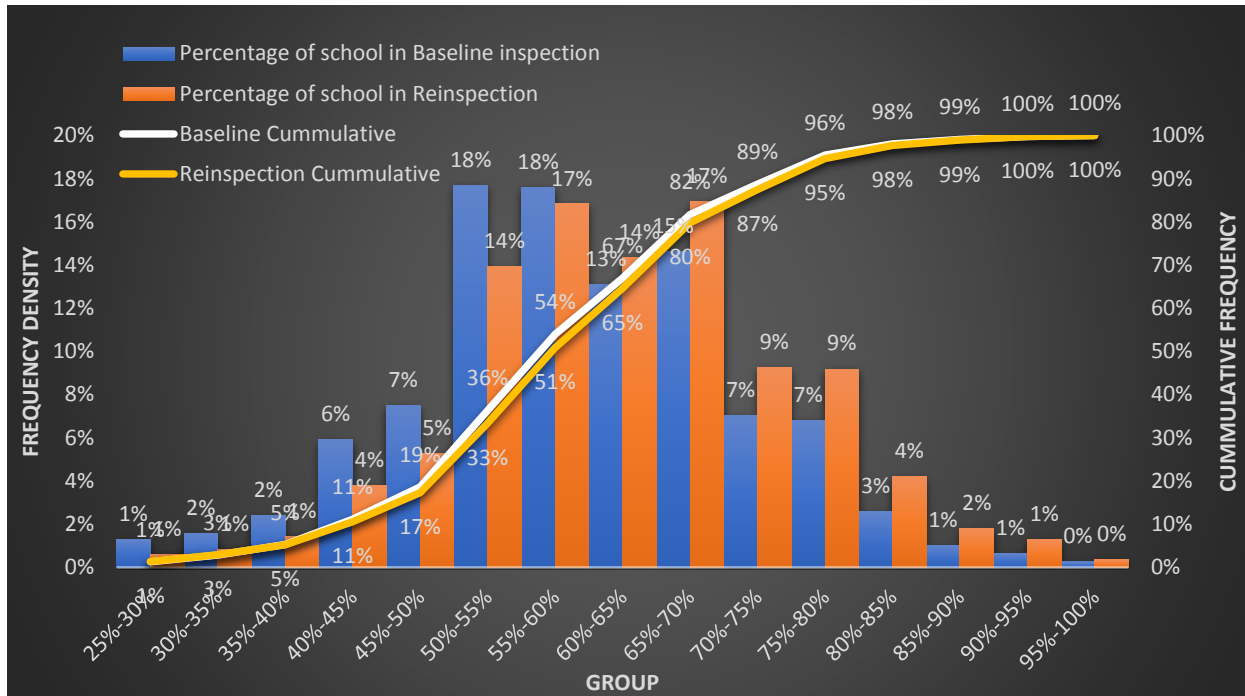


Figure 19 shows there is no score variation between the baseline and the re-inspection of level 2 primary schools. There is no possible explanation based on the data presented. It needs further information to arrive at the actual reasons for low performance of these schools by the concerned body.

Fig 20 Comparison of the learning environment of level 2 secondary schools

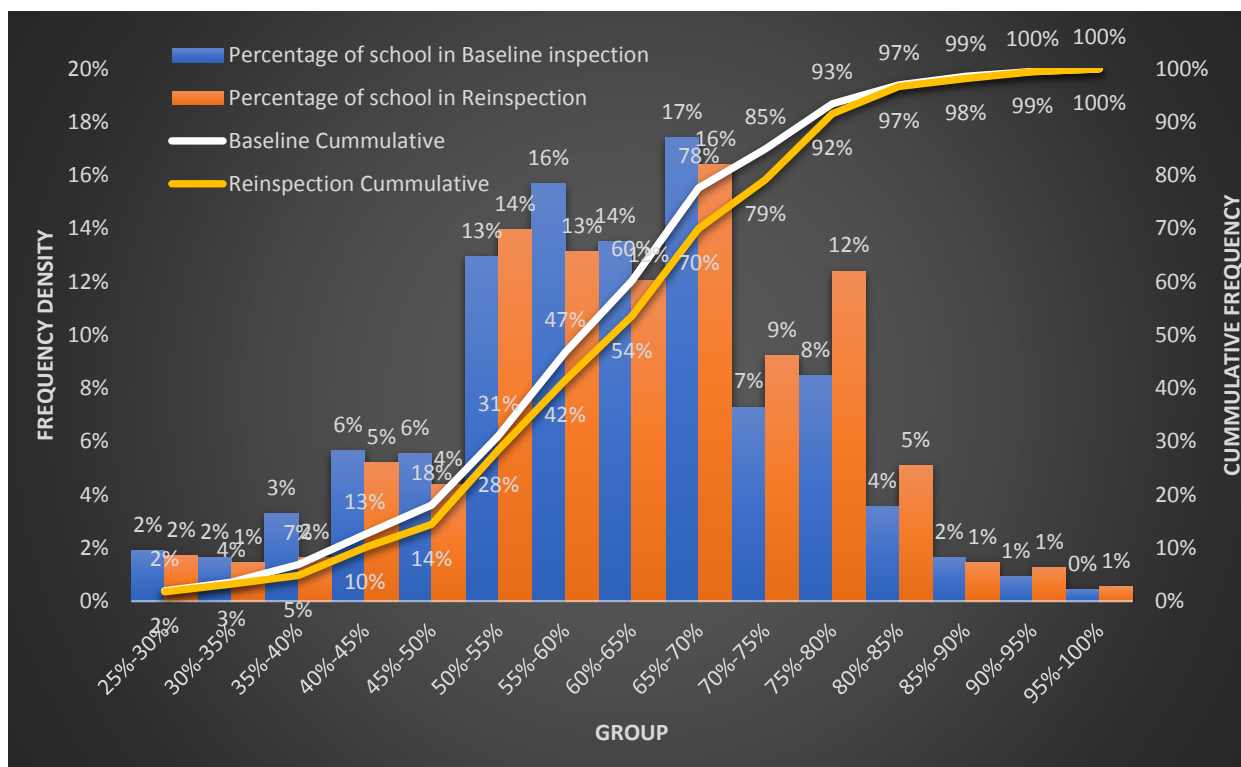


Figure 20 shows there is no significant (8%) score variation between the baseline and the re-inspection of level 2 secondary schools. The variation between two-line graphs, minimum and maximum scores are 4% at 45%-50% and 8% at 65%-70% respectively. There is no possible explanation based on the data analyzed. It needs further investigation to arrive at the actual reasons for low performance of these schools by the concerned body.

2.2 Participatory school improvement planning

School inspection standard 6 and 7 assess the preparations of participatory strategic and operational school improvement planning process and how schools utilize both the baseline and the re-inspection. This section investigate show school inspection feedback and reports from different stakeholders are useful and helpful for the preparation of school improvement program (SIP).

Fig 20 Comparison of the Participatory school improvement planning of level 1 primary schools

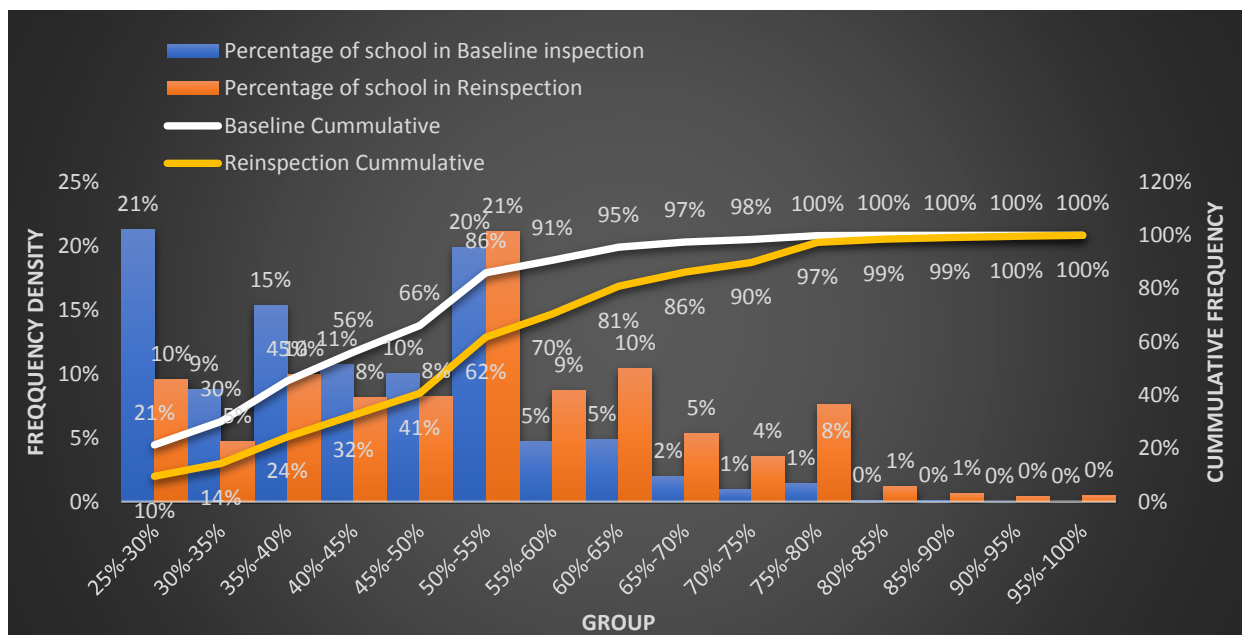


Figure 20 indicates that there is a gradual improvement in percentage of level 1 primary schools from the baseline inspection until 45%-50% class on the line graph. However, this score improvement is irregular. In a similar vein, from the histogram observed the percentage of low performer level 1 schools gradually declines in each interval by 5%-10%.

Fig 21 Comparison of the Participatory school improvement planning of level 1secondary schools

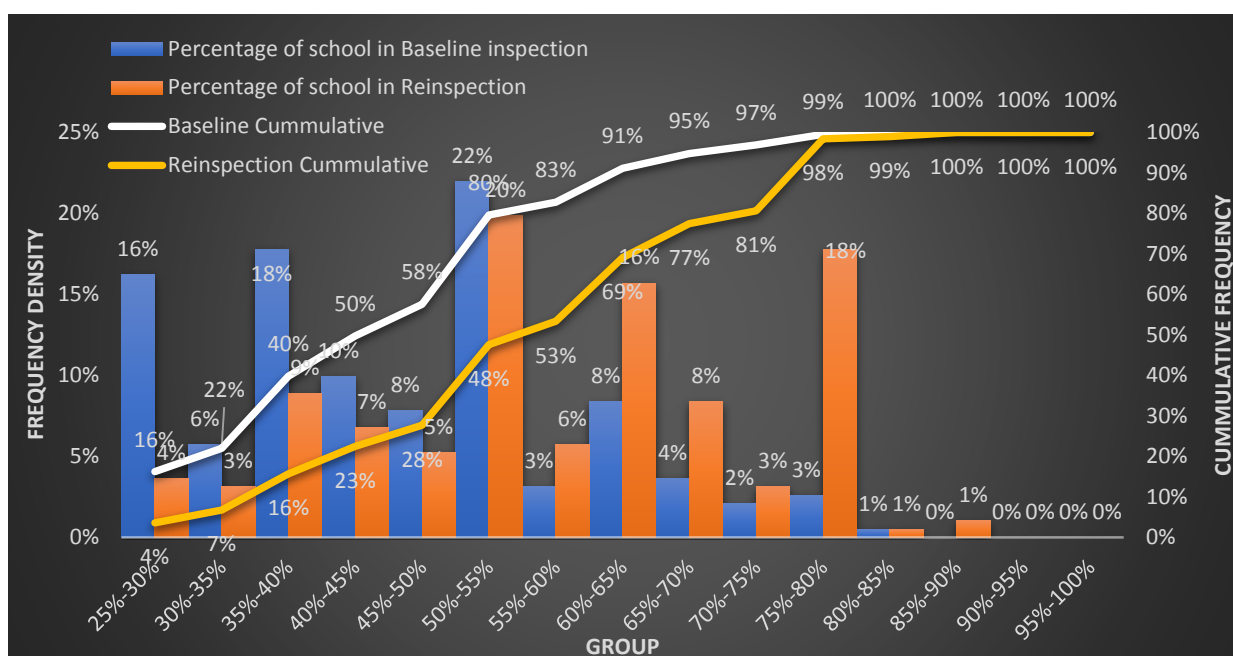


Figure 21 Shows overview of the inspection and re-inspection of level 1 secondary schools. The percentage of improved level 1 secondary schools between the interval 35%-40% to 55%-60% from the line graph is minimum 24% and maximum 32%. Both the baseline and the re-inspection in the histogram indicate an asymmetry distribution with neither positively nor negatively skewed nor regular. This seems the ministry and the concerned stakeholders are expected to make necessary interventions in order to improve the performance of the schools for this will result in upgrading the number of schools.

Fig 22 Comparison of the Participatory school improvement planning of level 2 primary schools

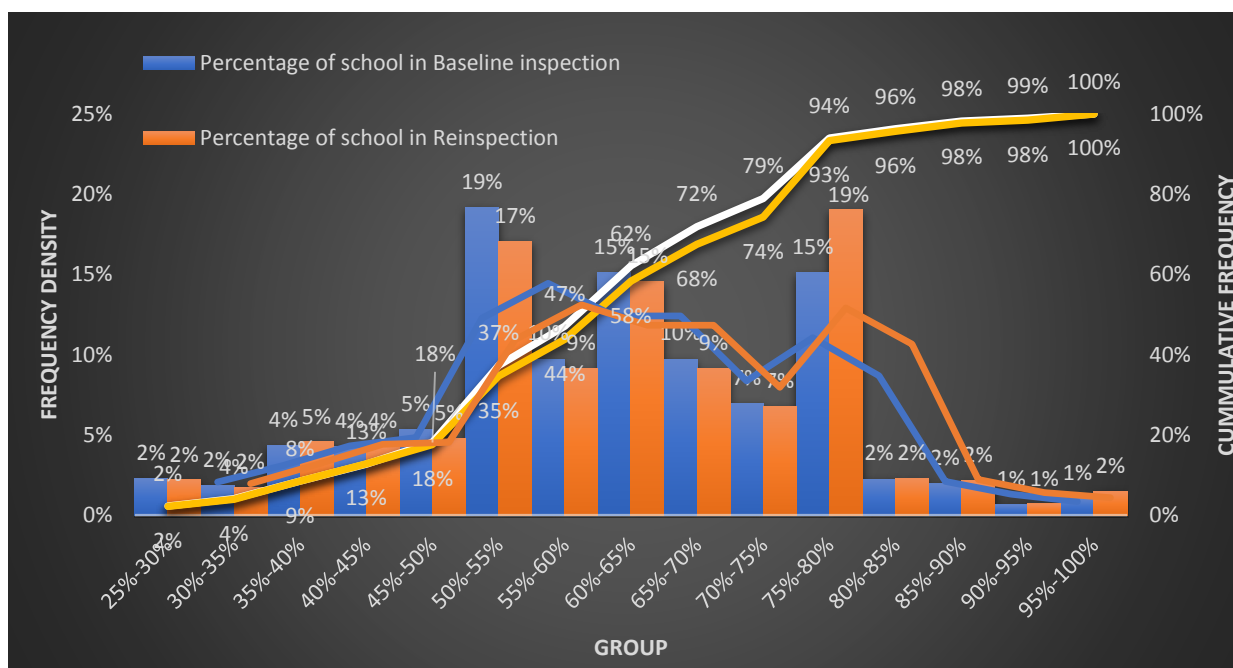


Figure 22 shows there is no percentage variation between the baseline and the re-inspection of level 2 primary schools. There is irregularity on the trend of the histogram on both the baseline and the re-inspection. There is no possible explanation based on the data analyzed. It needs further investigation to arrive at the actual reasons for low performance of these schools by the concerned body. The inspection directorate needs to conduct research on this particular issue to ensure whether the variation is due to the inappropriate data collection, the inspection process or schools improvement planning problem.

Fig 23 Comparison of the Participatory school improvement planning of level 2secondary schools

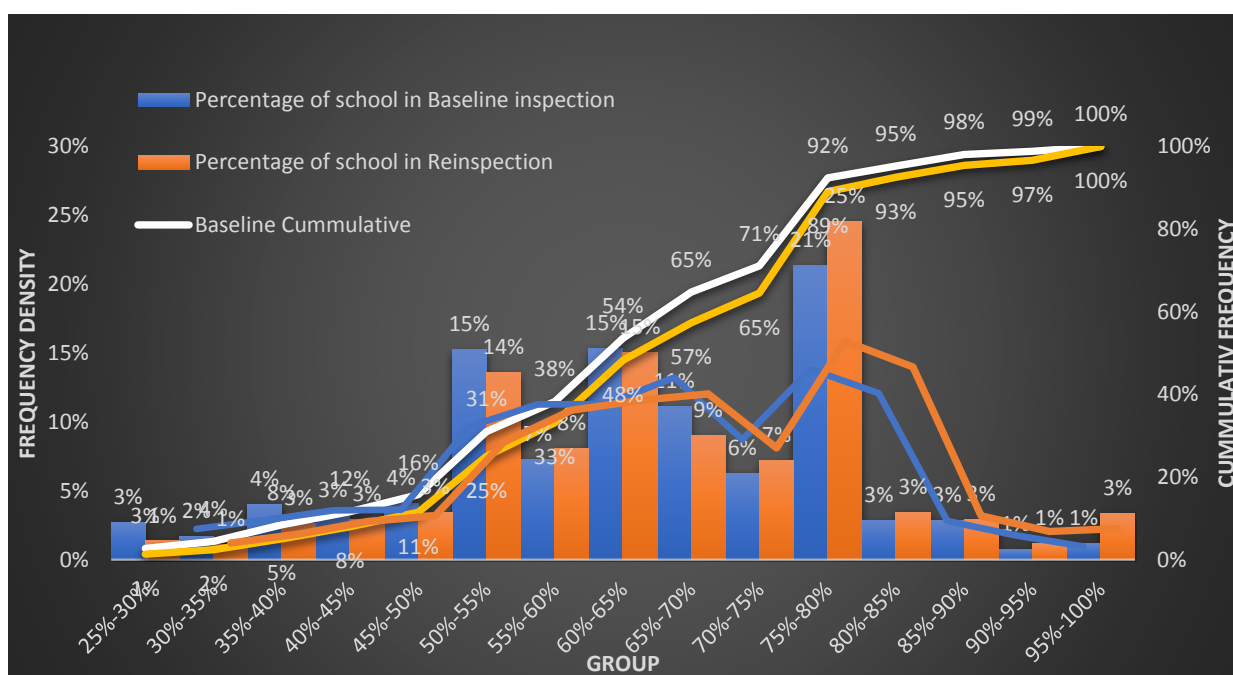


Figure 23 shows there is no significant variation in percentage between the baseline and the reinspection of level 2 secondary schools. Irregularity is observed on the histogram. Due to there is a challenge to upgrade from Level 2 to level 3 and thus it needs to exerts more effort to achieve the minimum standard. It, therefore, needs further investigation to arrive at the actual reasons for low performance of these schools by the concerned body. Particularly the inspection directorate needs to conduct research on this issue to ensure the real cause of the variation.

3. Learning and teaching process.

3.1 Learning effectiveness

There is ample evidence that many countries give due attention to school effectiveness in their education systems. learning effectiveness focused on student participation , persevere with their tasks, actively participated , asking and answering questions, participating in various clubs., making decisions, making projects, effective use of their time, **desire** to invent, research and solve their own problems , curies to explore their environment, work discipline, due respect to the entire school community, respect school rules and regulations.

Fig 24 Comparison of the student learning effectiveness of level 1 primary schools

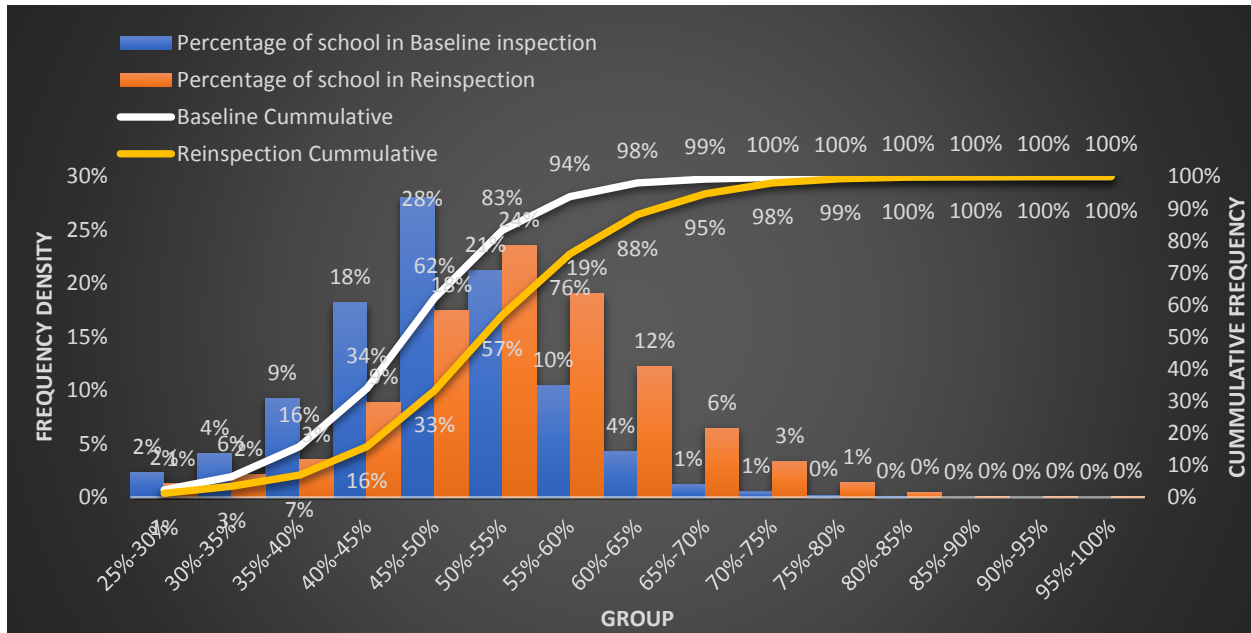
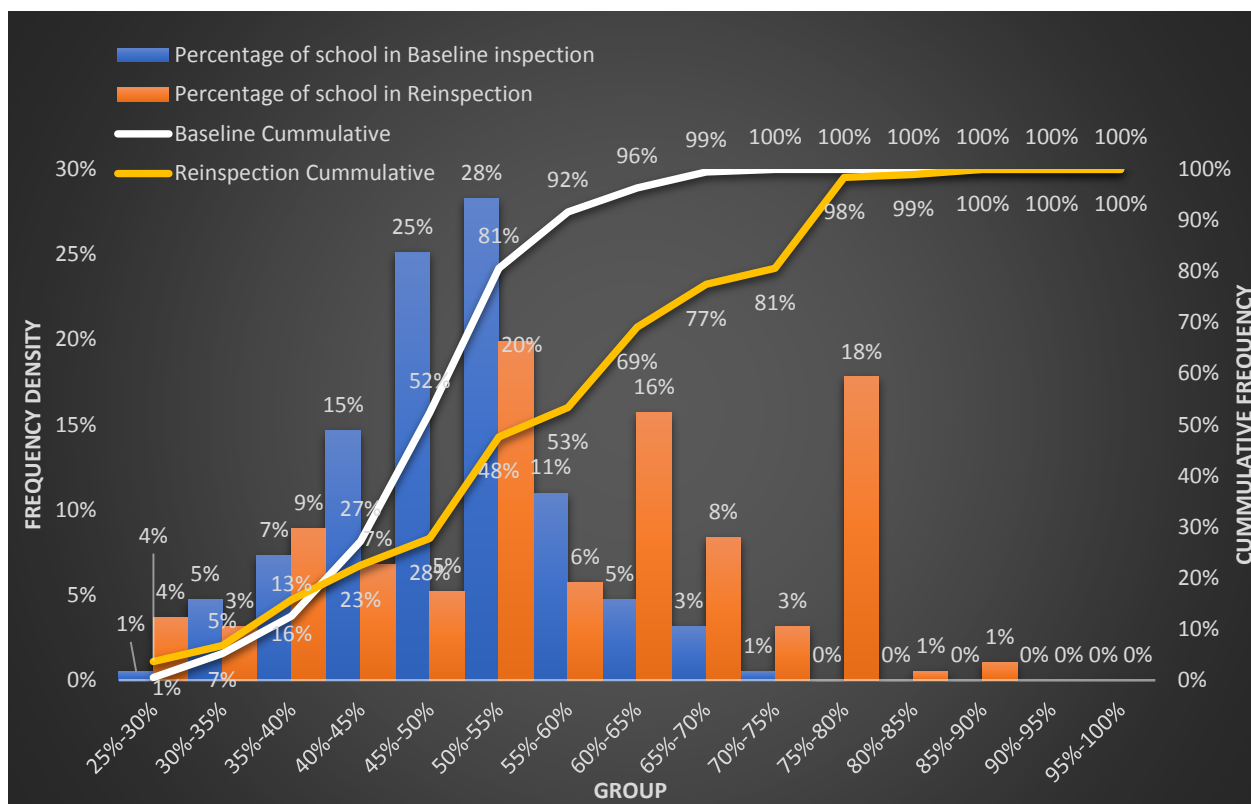


Figure 24 indicates standards 8, 9 and 10 which focus on student learning effectiveness. From the line graph in the range 45%-50%, it is indicated that the percentage of improved schools by 29% (drop from 62% to 33%). Similarly, most of level 1 primary schools improved their performance in learning effectiveness.

Figure 25 Comparison of the student learning effectiveness of level 1 secondary schools



As can be seen in figure 25 there is great improvements between the baseline and the re-inspection percentage of secondary schools from the range of 45%-50% to 70%-75% is minimum percentage 24% (45%-50%) and maximum percentage 39% (55%-60%). On the other hand, there is no significant percentage variation in the range from 25%-30% to 35%-40%.

Figure26 Comparison of the student learning effectiveness of level 2 primary schools

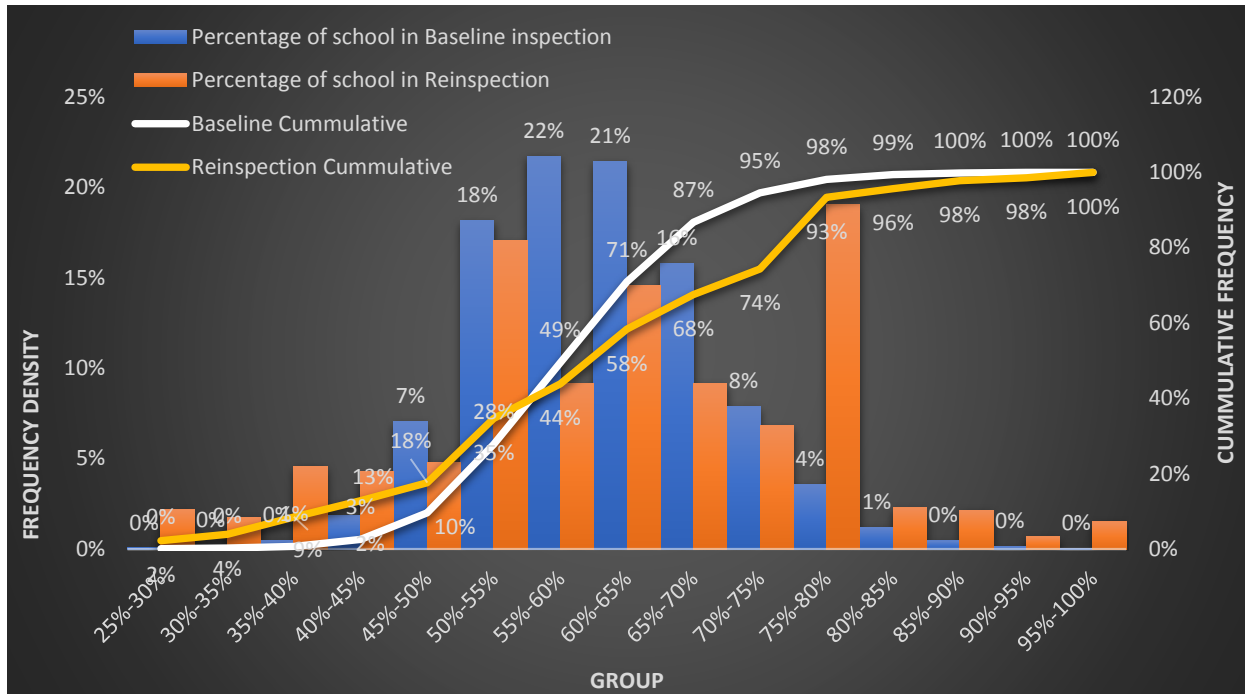


Figure 26 shows there is little improvements between the baseline and the re-inspection percentage of level 2 primary schools. On the other hand, there is no percentage variation in the range from 25%-30% to 50%-60%.

Figure 27 Comparison of the student learning effectiveness of level 2 secondary schools

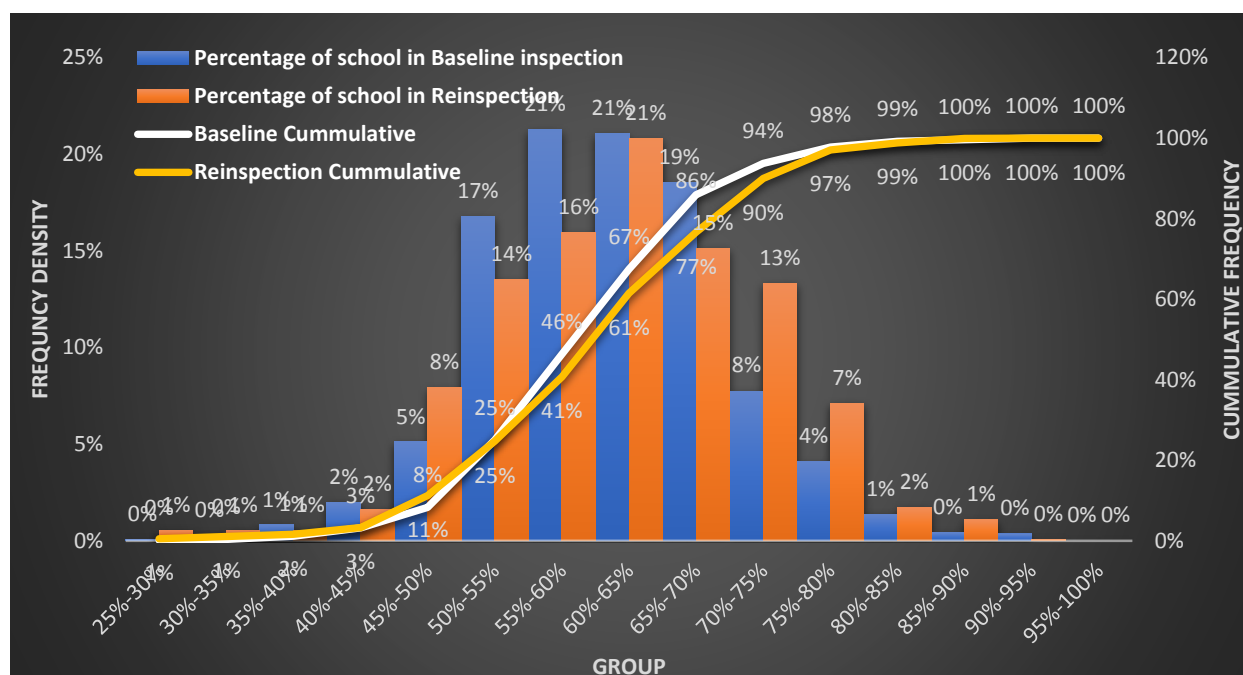


Figure 27 shows there is no significant variation in score between the baseline and the re-inspection of level 2 secondary schools. There is no percentage variation in the range from 25%-30% to 50%-55%. But there is very little improvement of percentage between the ranges of 55%-60% to 70%-75%. It, therefore, needs further investigation to arrive at the actual reasons for low performance of these schools by the concerned body.

3.2 Teaching effectiveness

In this section standards **(11,12,13 and 18)** performances of both level1 and level 2 primary and secondary schools on teacher effectiveness on lesson planning, knowledge of subject matter, methodology, and classroom management skills with appropriate continuous classroom assessment. The academic achievement of students among others is good student-teacher relationship. Similarly, the relationship between teachers' effectiveness and schools overall performance has strong correlation during in both the baseline and the re-inspection. But, both inspection result shows 89% of primary and secondary schools are below the minimum standard (level 1 and 2). The government and stakeholders should take training and re-training programme through seminars, workshops and conference in order to increase teachers effectiveness. The following figures show the analysis of the baseline and the re-inspection of level 1 and level 2 primary and secondary schools on this focus area.

Correlation between Teaching Effectiveness and school overall performance

Figure28 Correlation graph by teaching effectiveness vs school overall performance

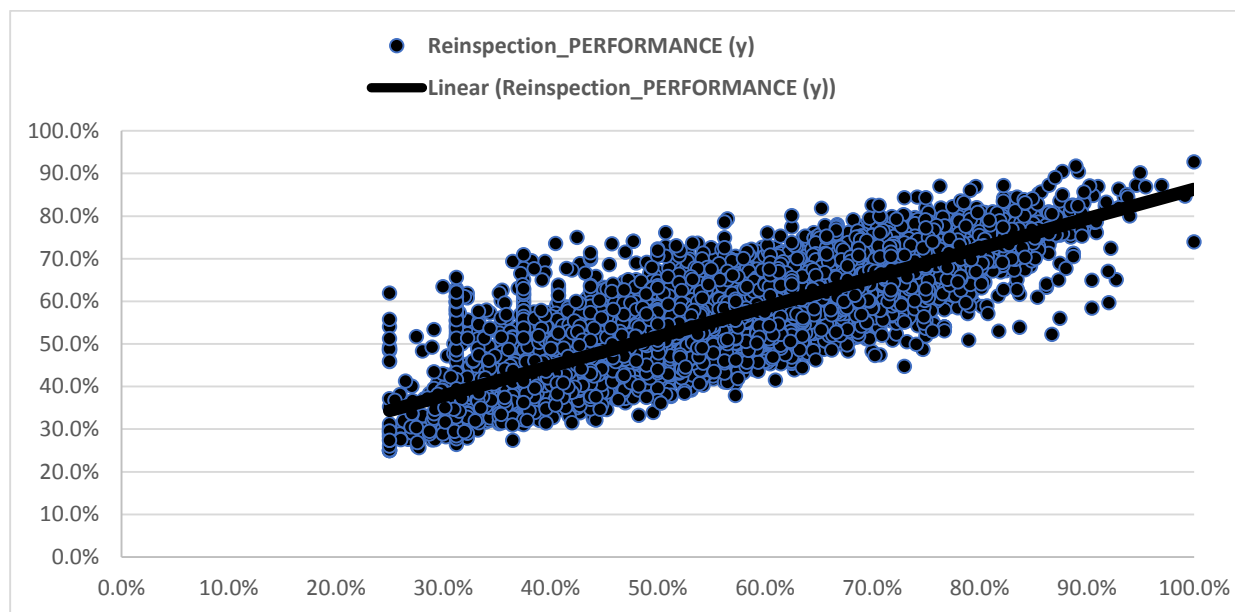
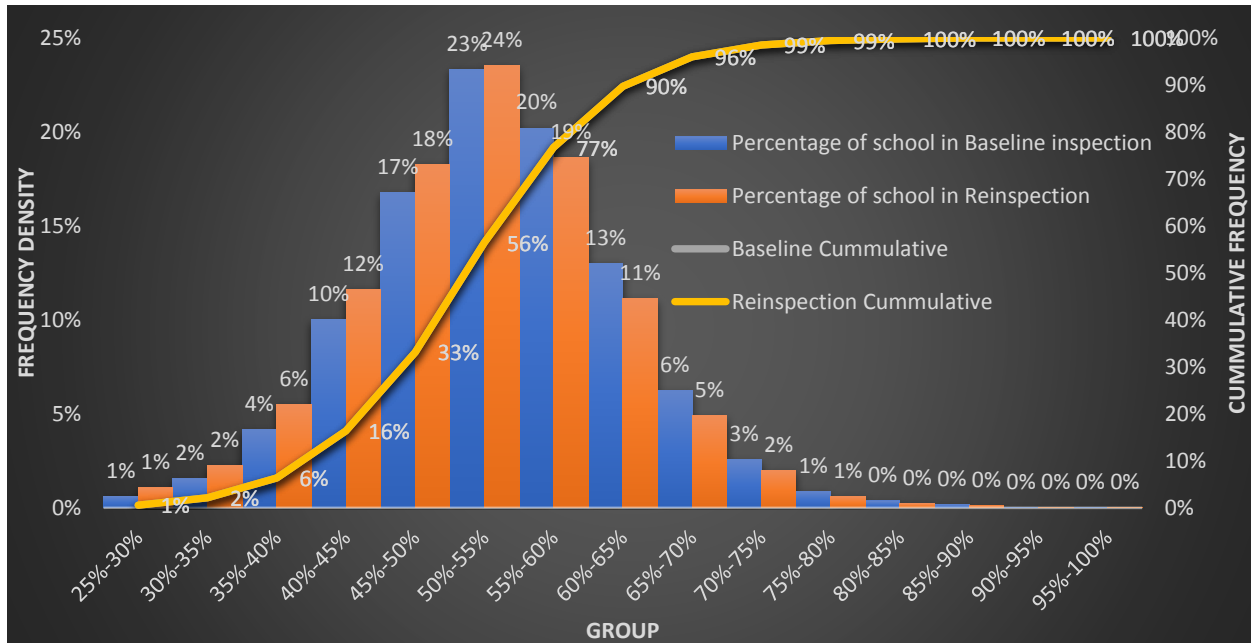


Figure28 shows the correlation between school overall performance (26 standards performance) and teaching effectiveness standards. As can be seen in the figure, the correlation has linear trend and it shows that there is a strong correlation which is 0.81. From this result, it could be said that teaching effectiveness plays a major role in the process of school improvement program.

Figure 29 Comparison of teaching effectiveness of level 1 primary schools



The figure 29 clearly shows the percentage of level 1 primary schools, have no difference in both the baseline and the re-inspection. This shows that there is no improvement of the effectiveness of teachers in the class. It, therefore, needs further investigation to arrive at the actual reasons for low performance of these schools by the concerned body. Particularly the inspection directorate needs to conduct research on this issue to ensure the real cause of the variation.

Figure 30 Comparison of teaching effectiveness of level 1 secondary schools

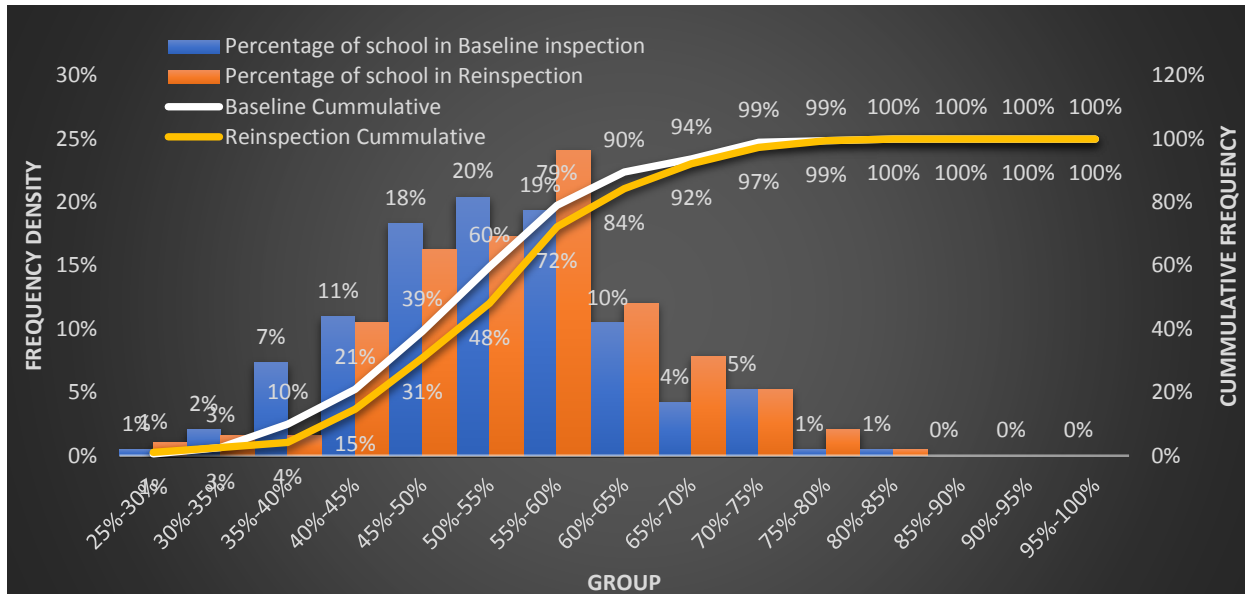


Figure 30 shows there is little improvement of percentage between the baseline and the reinspection of level 1 secondary schools. There is little percentage variation in the range from 35%-40% to 60%-65%. Hence, it needs further research to identify the actual causes for this insignificant variation of percentage of the schools.

Figure 31 Comparison of teaching effectiveness of level 2 primary schools

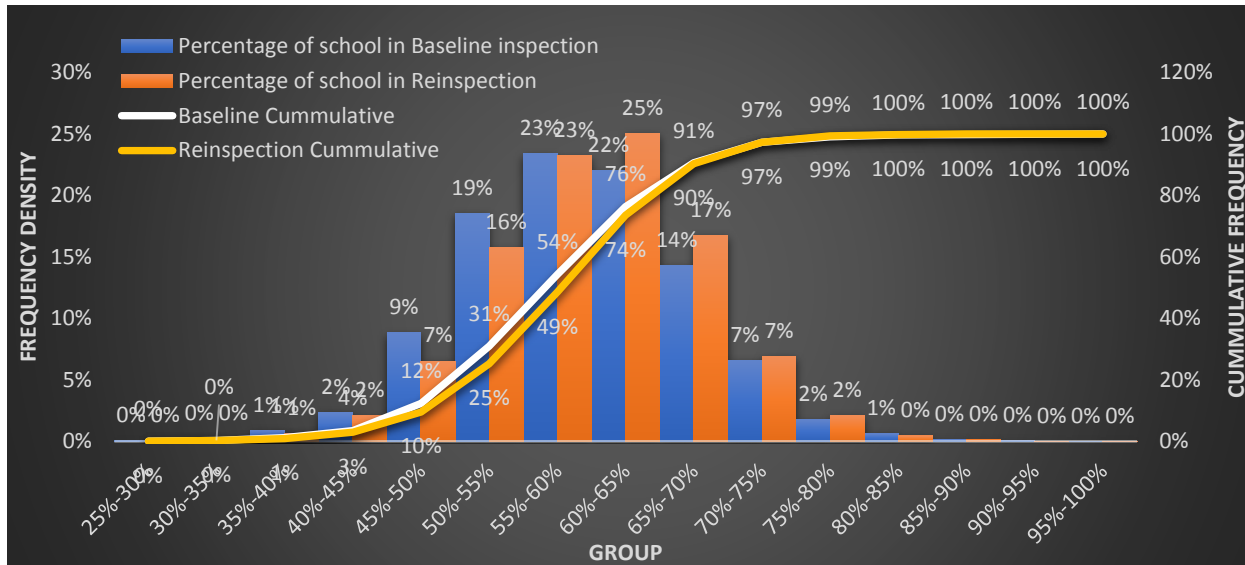


Figure31 clearly indicates the percentages of both the baseline and the re-inspection of level 2 primary schools have less variation. This shows that there is little improvement of the effectiveness of teachers in the class.

Figure 32 Comparison of teaching effectiveness of level 2 secondary schools

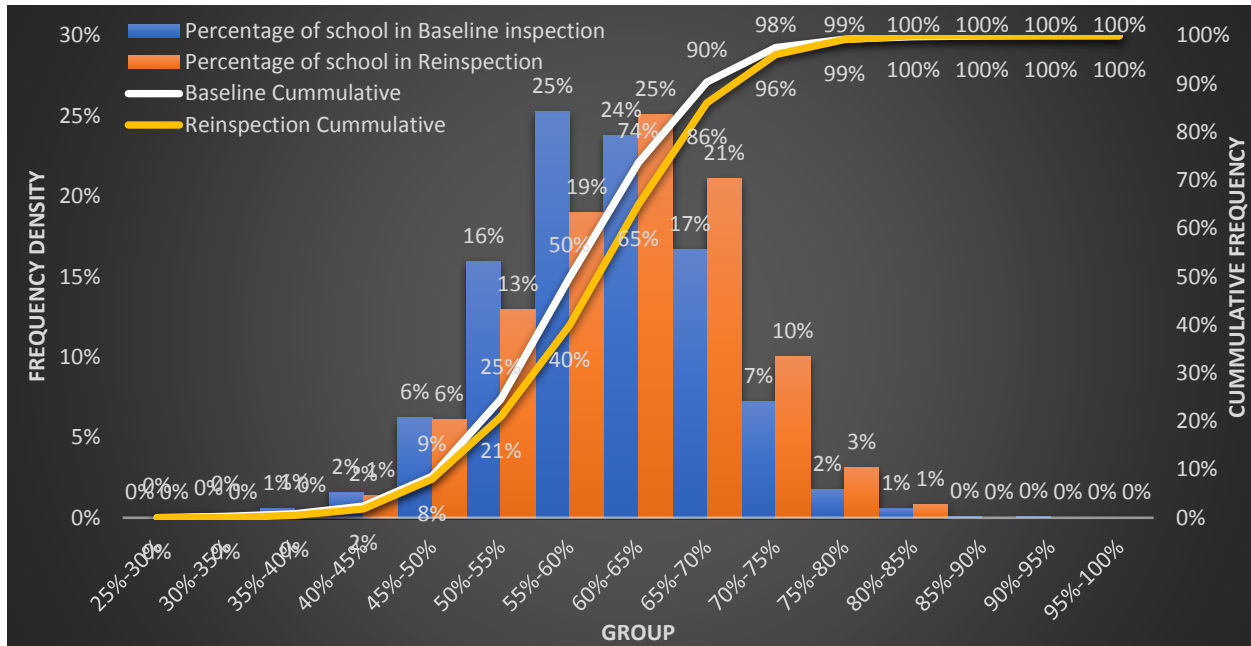


Figure 32 shows there is little improvement of percentage between the baseline and the reinspection of level 2 secondary schools. There is inconsiderable percentage variation in the range from 50%-55% to 60%-65%. Hence, it needs further research to identify the actual causes for this not significant variation of percentage of the schools.

4. Monitoring and evaluation by school principals

The following analysis focuses on established and implemented system for proper utilization of human, financial and material resources by school principals and responsible bodies of various arrangements. Inspectors monitor school principals whether or not the plans are implemented as per the required time, quality and quantity. In addition to this, from principals it is expected strong leadership qualities and abilities to create a work sprit within the staff. Principals are expected to set strategic and operational plans with schools common vision, mission and goals as per the national and regional strategic targets. Principals also regularly monitor and evaluate the teachers and supporting staff with students. School principals are expected to assist teachers who have gaps in delivering certain contents and other issues. Schools are monitored and evaluated based on the standards19 and 20.

Figure 33 Comparison of monitoring and evaluation of level 1 primary schools

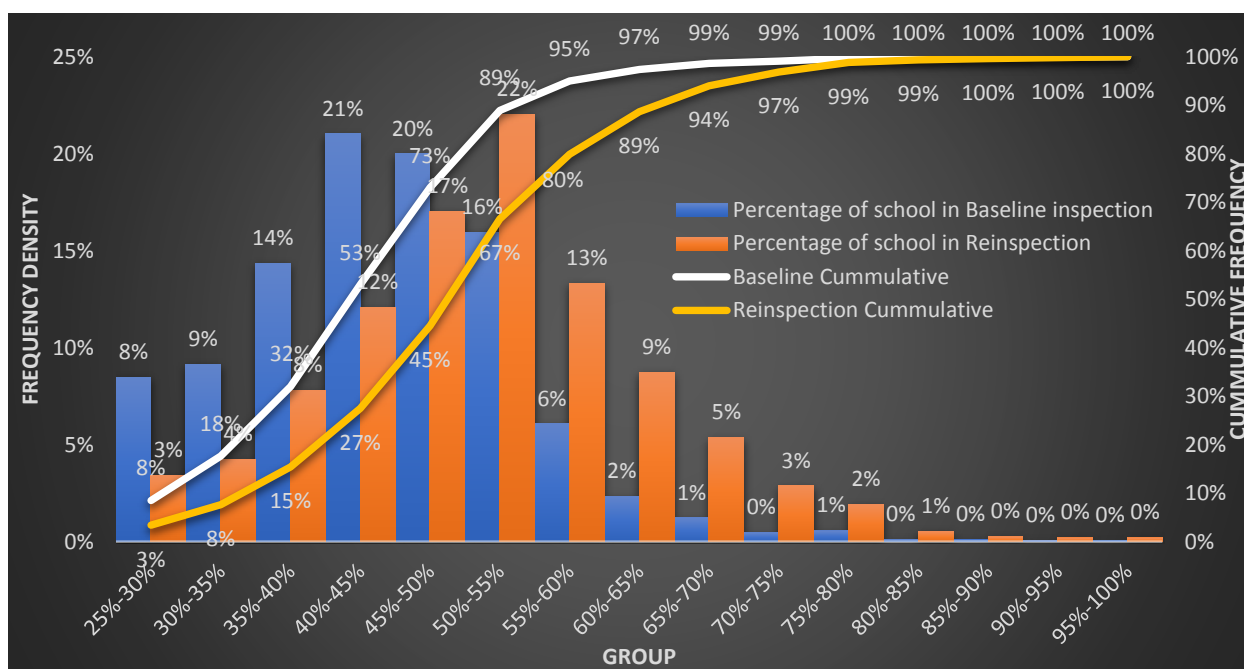


Figure 33 shows percentage of level 1 primary schools those score below 50% reduced from 73% to 45% (28% rise up) within the range of 45%-50%. The improvement is progressive from the range of 25%-30% to 55%-60%.

Figure 34 Comparison of monitoring and evaluation results of level 1 secondary schools

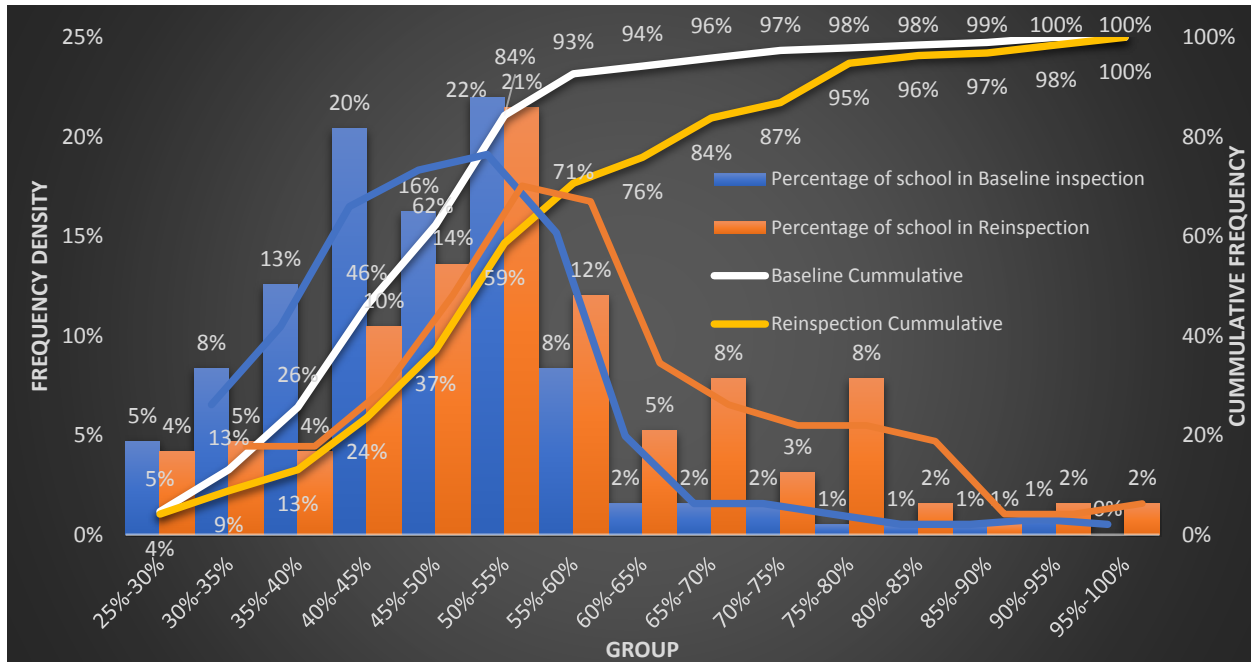


Figure 34 shows percentage of level 1 secondary schools those scored below 50% reduced from 62% to 37% (25% of the schools improved) within the range of 45%-50%. The improvement is progressive from the range of 30%-35% to 70%-75%. The base line and the re-inspection the trend shown by the histograms the baseline is positively skewed relative to that of the re-inspection. There is also little irregularity in the re-inspection result.

Figure 35 Comparison of monitoring and evaluation of level 2 primary schools

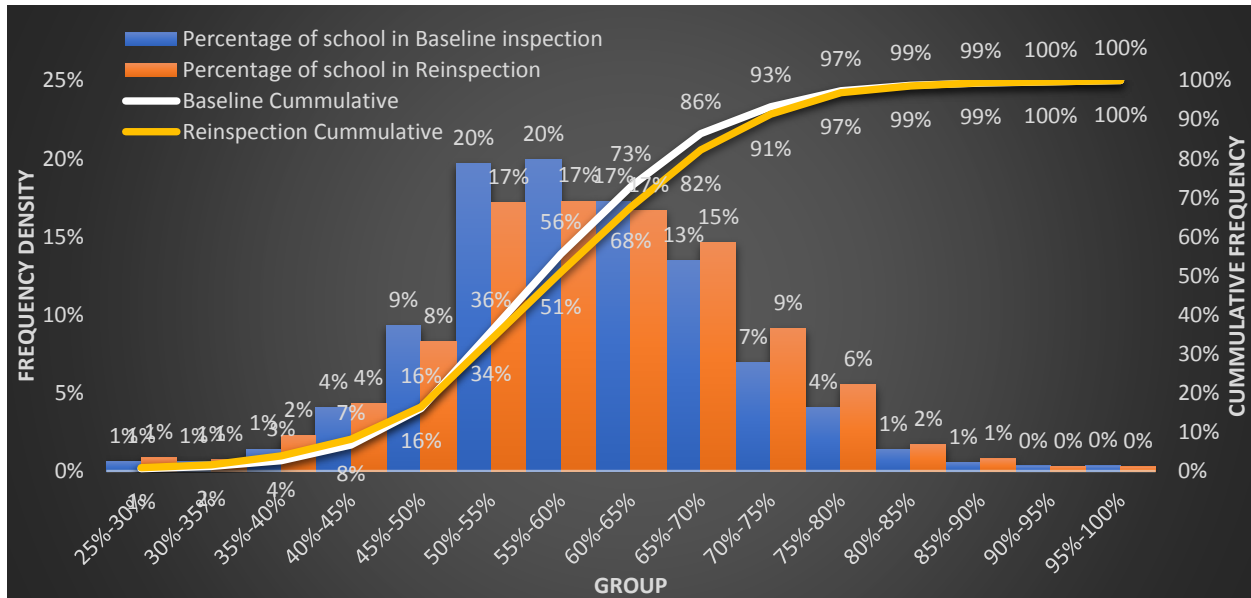


Figure 35 shows there is no significant percentage variation between the baseline and the reinspection of level 2 primary schools. The variation between the two-line graphs, maximum scores are 4% at 65%-70%. There is no possible explanation based on the data analyzed. It needs further investigation to arrive at the actual reasons for low performance of these schools by the concerned body.

Figure 36 Comparison of monitoring and evaluation of level 2 secondary schools

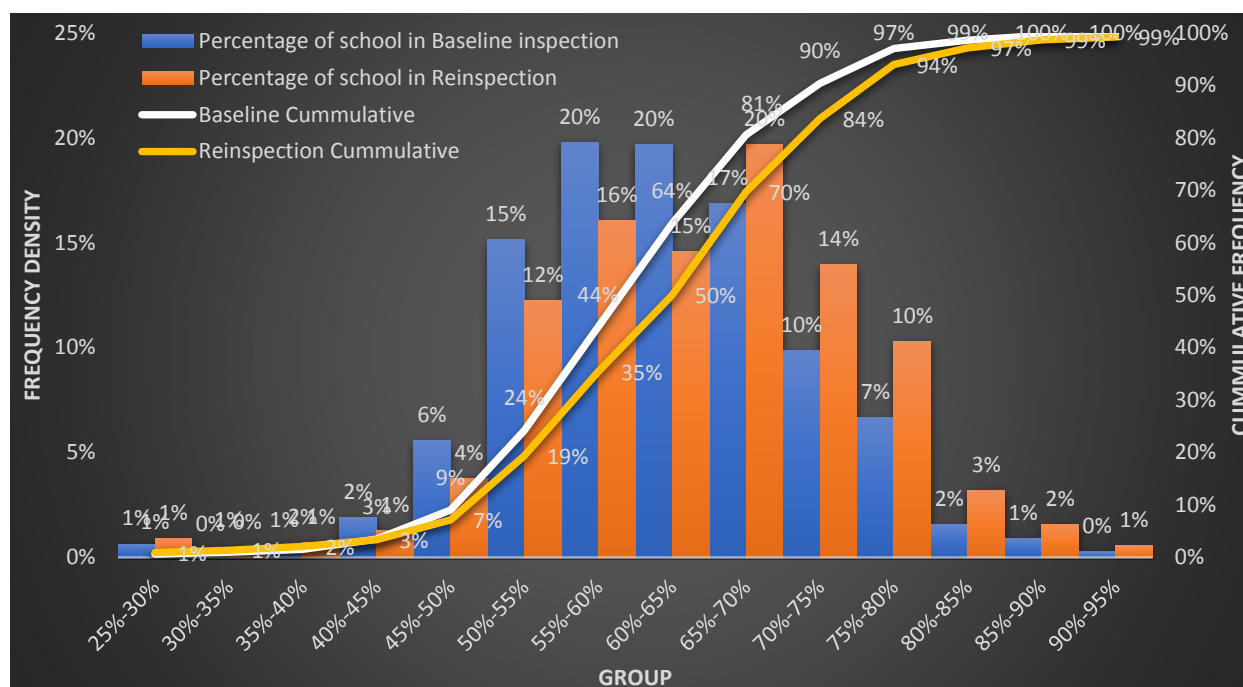


Figure 36 shows a little variation of the baseline and the re-inspection result in line graph at the range of 65%70% by 11%. This means that 11% of schools moved to the next level 3. From the analysis it could be said that it is required further investigation by the concerned body.

5. Partnership of the school, parents and the community

One of highly recommended practice for school is effective partnership with parents and the local community. Parents have major role of active participation during the process of school improvement planning and implementation. In addition to this, parents are expected to actively participate in the learning-teaching process to make meaningful participation at school and classroom levels.

Similarly, the school provides regular information to parents and the local community about students' learning, behavior, financial utilization and other issues and receives feedback. Parents provide support to their respective children at home and give information about them to the school.

Parents also actively participate in Parents, Teachers, and Students Association (PTSA). The following figures show comparison of Partnership of the school, parents and the community by means of inspection performance.

Figure 38 Comparison of Partnership of the school, parents and the community of level 1 primary schools

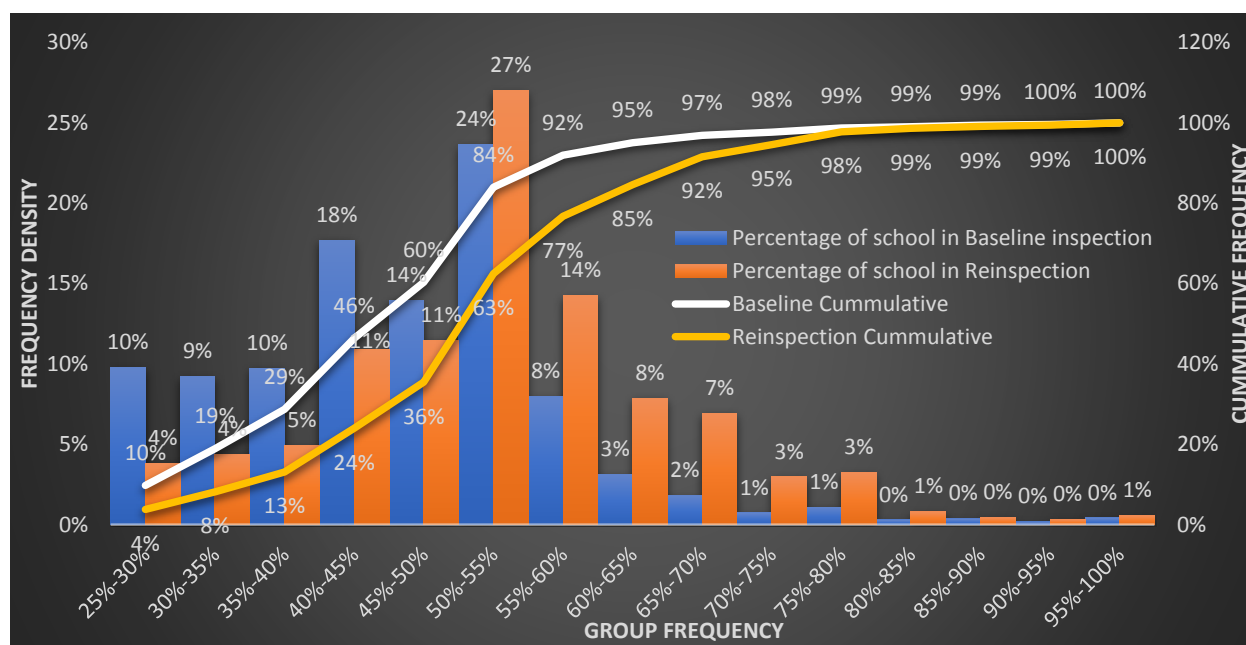


Figure 38 indicates there is a progressive improvement of level 1 primary schools compared to that of baseline inspection result increased from the 25%-30% range to 55%-60% range. As can be seen in the line graph, 24% of primary level 1 schools within the range of 45% - 50% have made improvement due to having partnership of the school, parents and the community.

Figure 39 Comparison of Partnership of the school, parents and the community of level 1 secondary schools

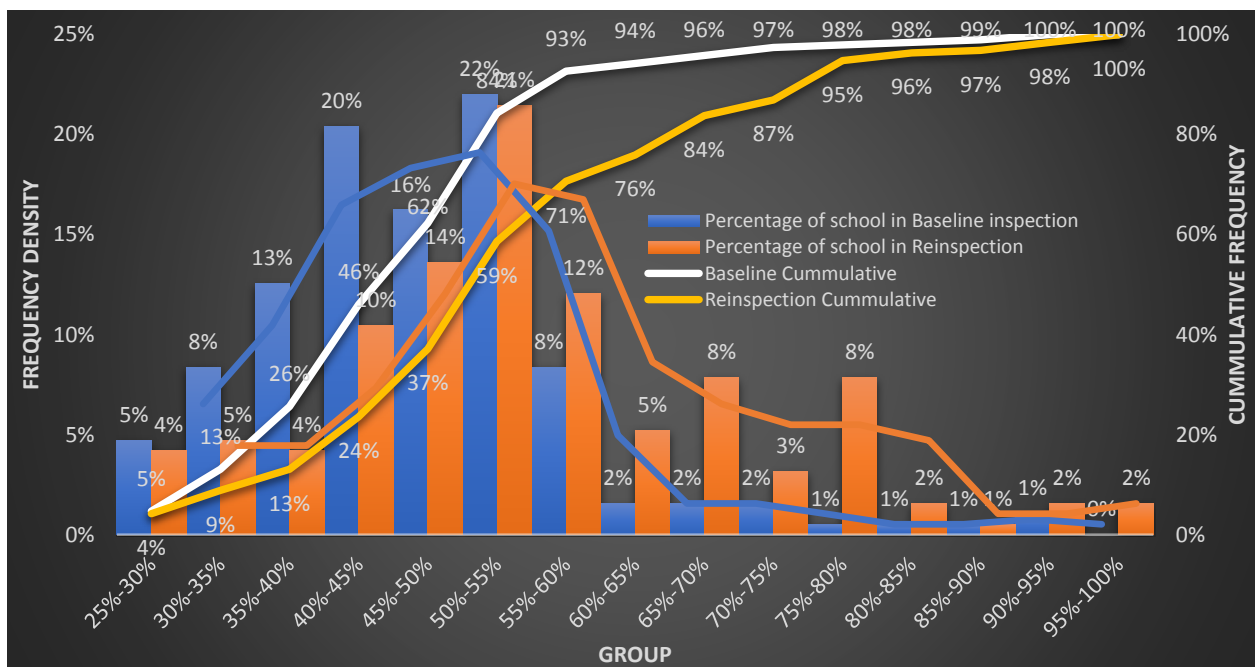


Figure 39 shows percentage of level 1 secondary schools those scored below 50% reduced from 62% to 37% (25% of the schools improved) within the range of 45%-50%. The improvement is progressive from the range of 30%-35% to 60%-65%. The base line histogram is positively skewed relative to that of the re-inspection. There is also little irregularity in the re-inspection result.

Figure 40 Comparison of Partnership of the school, parents and the community of level 2 primary schools

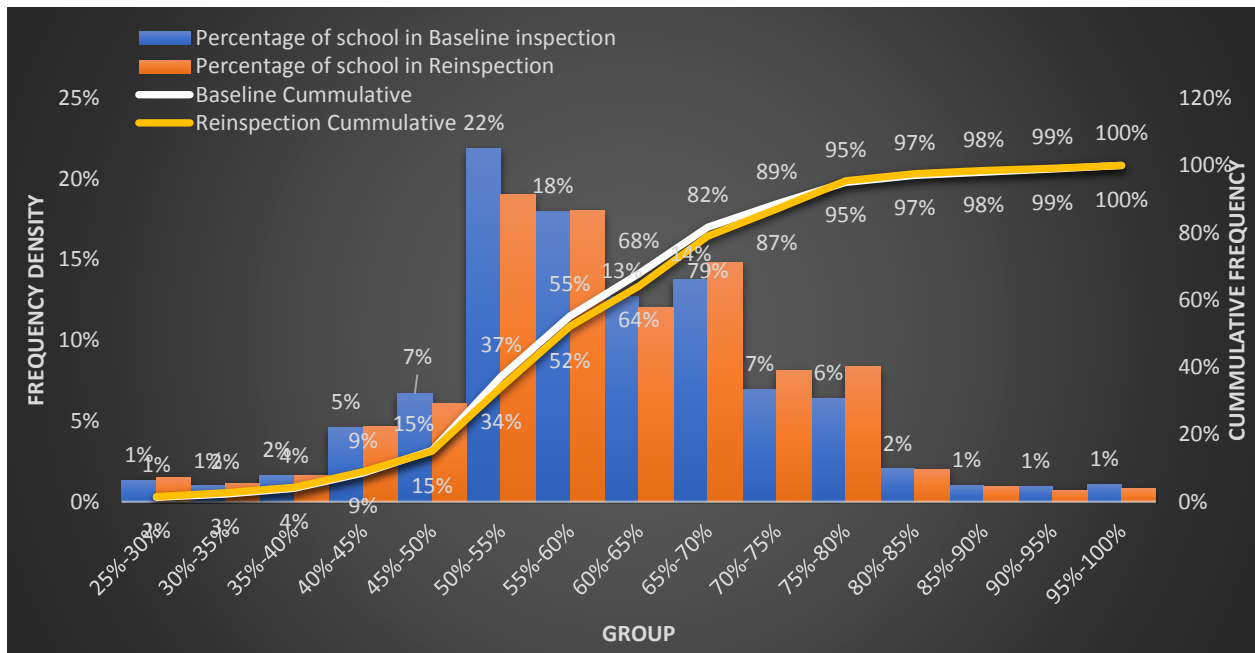


Figure 40 clearly indicates the percentages of both the baseline and the re-inspection of level 2 primary schools have no noticeable variation apparently there has not been changes in the improvement of the school, parents and the community partnership.

Figure 41 Comparison of Partnership of the school, parents and the community of level 2 secondary schools

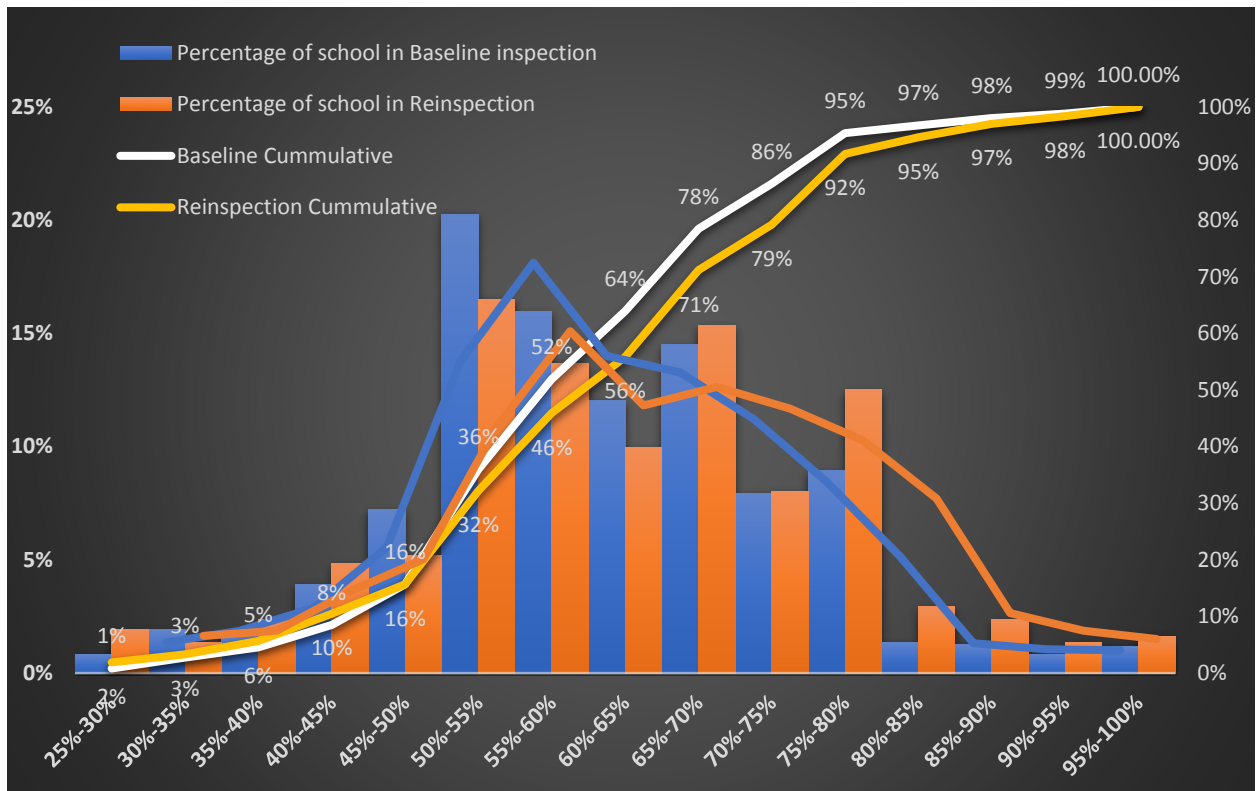


Figure 41 shows there is little variation (7%) at the range of 65%-70% of the baseline and the re-inspection of secondary level 2 schools. This indicates that there is not much improvement in the school, parents and community Partnership

6. School internal efficiency

The following graph shows the performance of schools successfully met sector development program goals, the national education access (gross and net enrolment rate), gender ratio, dropout rate and repetition rate.

Figure 42 Comparison of school internal efficiency of level 1 primary schools

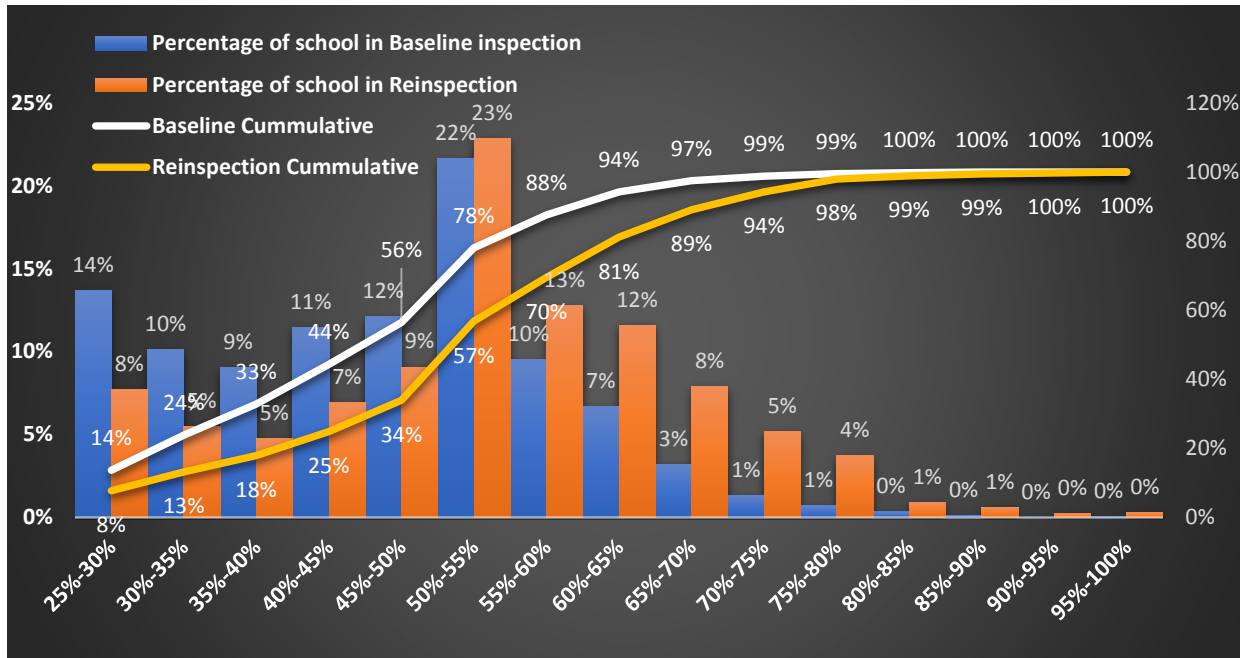


Figure 42 shows percentage of level 1 primary schools those scored below 50% reduced from 56% to 34% (22% of the schools improved) within the range of 45%-50%. There is progressive improvement from the range of 25%-30% to 45%-50% while it decreased steadily from the range 45%-50% onwards. The base line histogram is positively skewed relative to that of the re-inspection.

Figure 43 Comparison of school internal efficiency of level 1 secondary schools

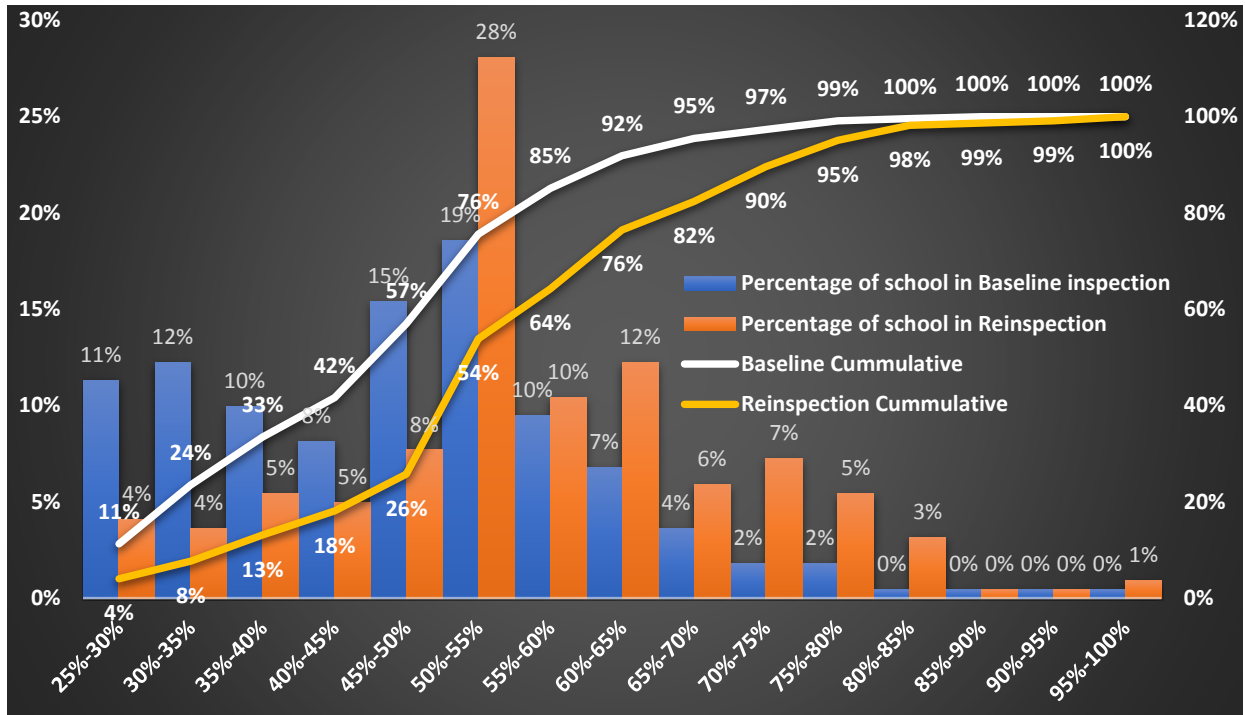


Figure 43 shows percentage of level 1 secondary schools those scored below 50% reduced from 57% to 26% (31% of the schools improved) within the range of 45%-50%. There is progressive improvement from the range of 25%-30% to 45%-50 while it decreased gradually from the range 45%-50% onwards. The base line histogram is positively skewed relative to that of the re-inspection.

Figure 44 Comparison of school internal efficiency of level 2 primary schools

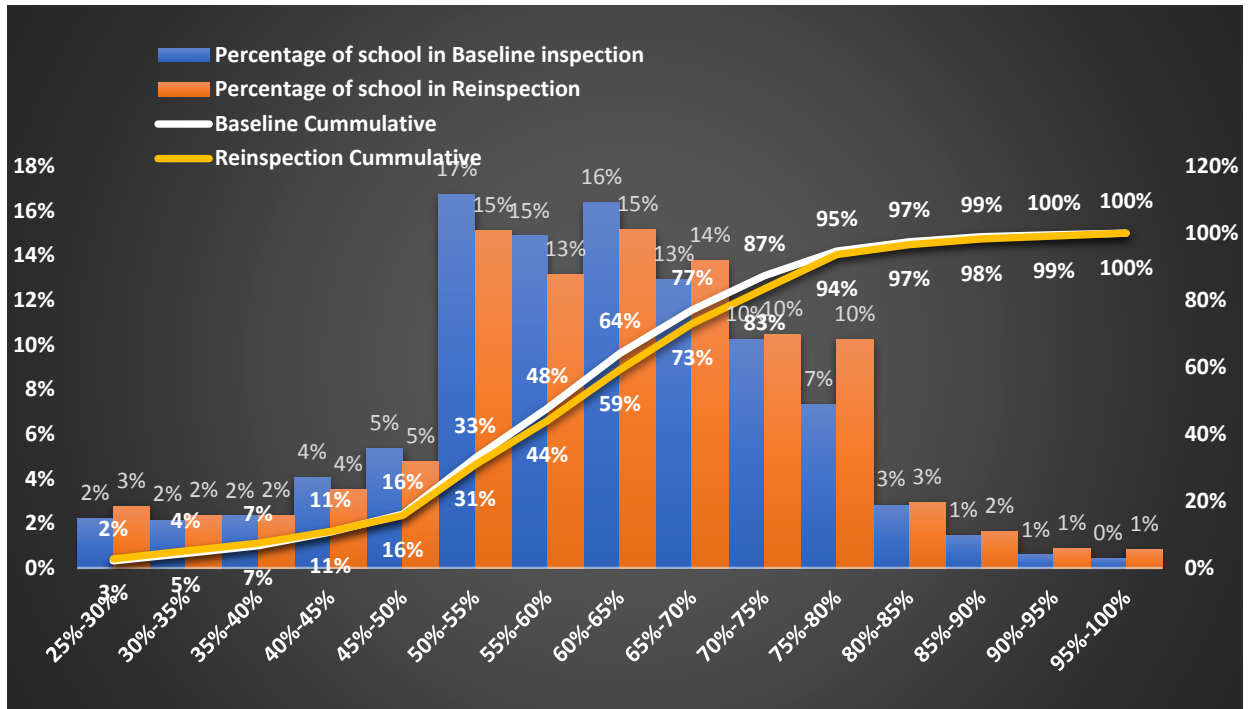


Figure 44 clearly indicates the percentages of both the baseline and the re-inspection of level 2 primary schools have no visible variation apparently there has not been changes in the improvement of school internal efficiency.

Figure 45 Comparison of school internal efficiency of level 2 secondary schools

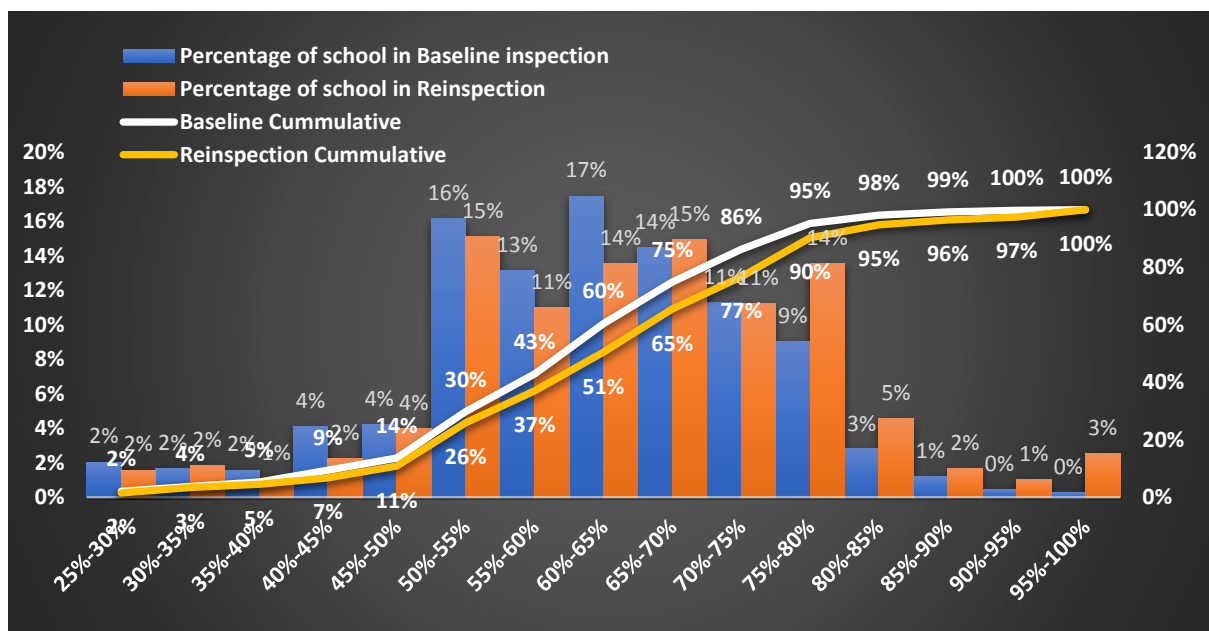


Figure 45 shows there is little variation (10%) at the range of 65%-70% of the baseline and the re-inspection of secondary level 2 schools. This indicates that there is not much improvement in the school internal efficiency.

7. Student attainment

The following graph shows the performance of student achievement by classroom, regional and national assessment scored 50% and above in each subject for female students and students with special needs.

Figure 46 Comparison of student attainment of level 1 primary schools

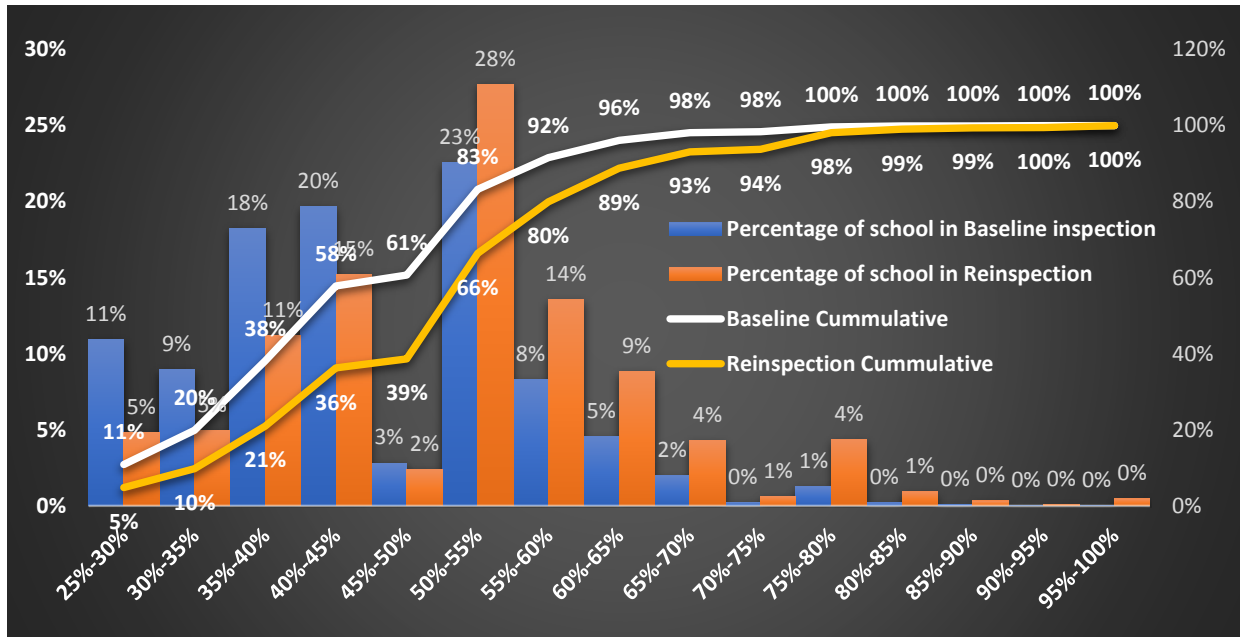


Figure 46 shows percentage of level 1 primary schools those scored below 50% reduced from 61% to 39% (22% of the schools improved) within the range of 45%-50%. There is progressive improvement from the range of 25%-30% to 45%-50% while it decreased gradually from the range 45%-50% onwards. The base line histogram is positively skewed relative to that of the re-inspection. The score observed on both graphs at the range 45% -50% and 50% -55% is unusual. This increment is not uniform which requires further investigation.

Figure 47 Comparison of student attainment of level 1 secondary schools

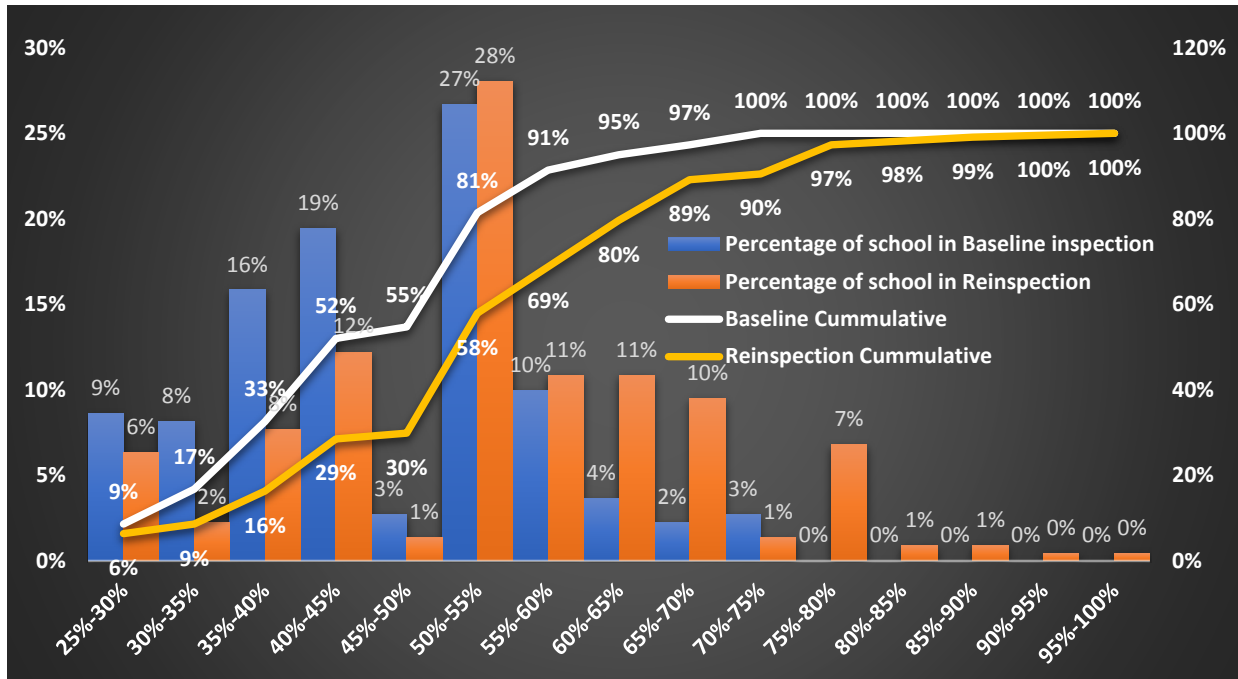


Figure 47 shows percentage of level 1 secondary schools those scored below 50% reduced from 61% to 39% (25% of the schools improved) within the range of 45%-50%. There is progressive improvement from the range of 25%-30% to 45%-50% while it decreased gradually from the range 45%-50% onwards. The base line histogram is positively skewed relative to that of the re-inspection. The score observed on both graphs at the range 45% -50% and 50% -55% is unusual. This increment is not uniform which requires further investigation.

Figure 48 Comparison of student attainment of level 2 primary schools

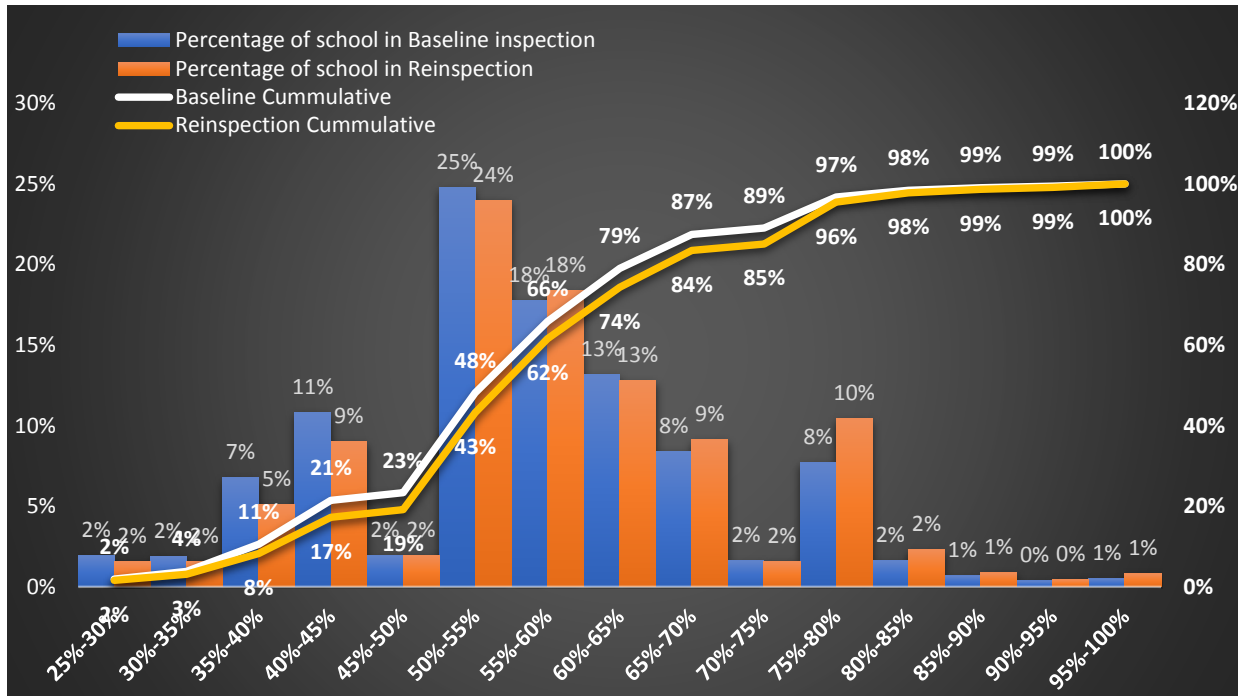


Figure 48 shows there is no significant variation (3%) between the baseline and the reinspection at the range of 65%-70% level 2 primary schools. It requires further investigation to identify the real cause of this little variation on students' attainment.

Figure 49 Comparison of student attainment of level 2 secondary schools

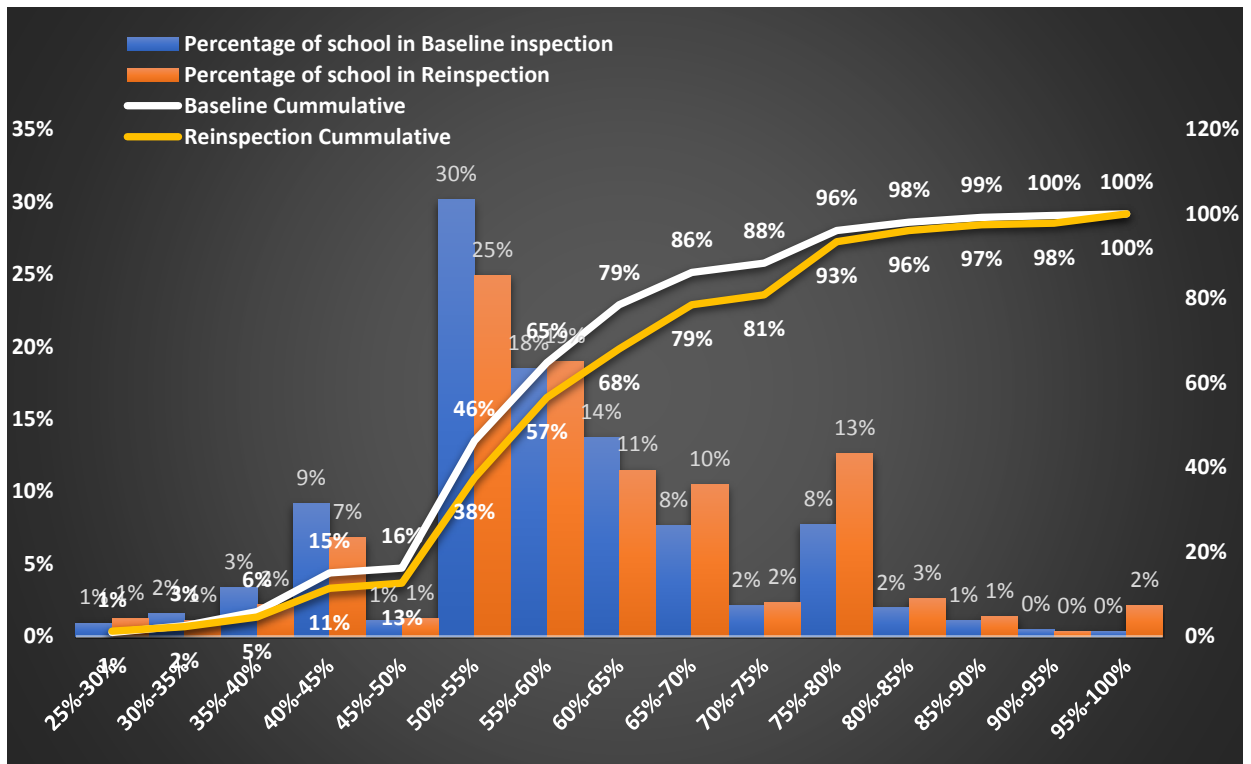


Figure 49 indicates the variation is not significant (7%) between the baseline and to that of the re-inspection percentage of level 2 secondary schools at the range of 65%-70%. It is felt that this requires further inquiry to identify the real cause of this little variation on students' attainment.

8. Students' personal development

One of the main roles of school inspection is to improve the effectiveness through the implementation of student personal development standard which underlines the overall performance of students behavior, ethical values, cultural understanding and protection of their environment.

Figure 50 Comparison of students' personal development Level 1 primary schools

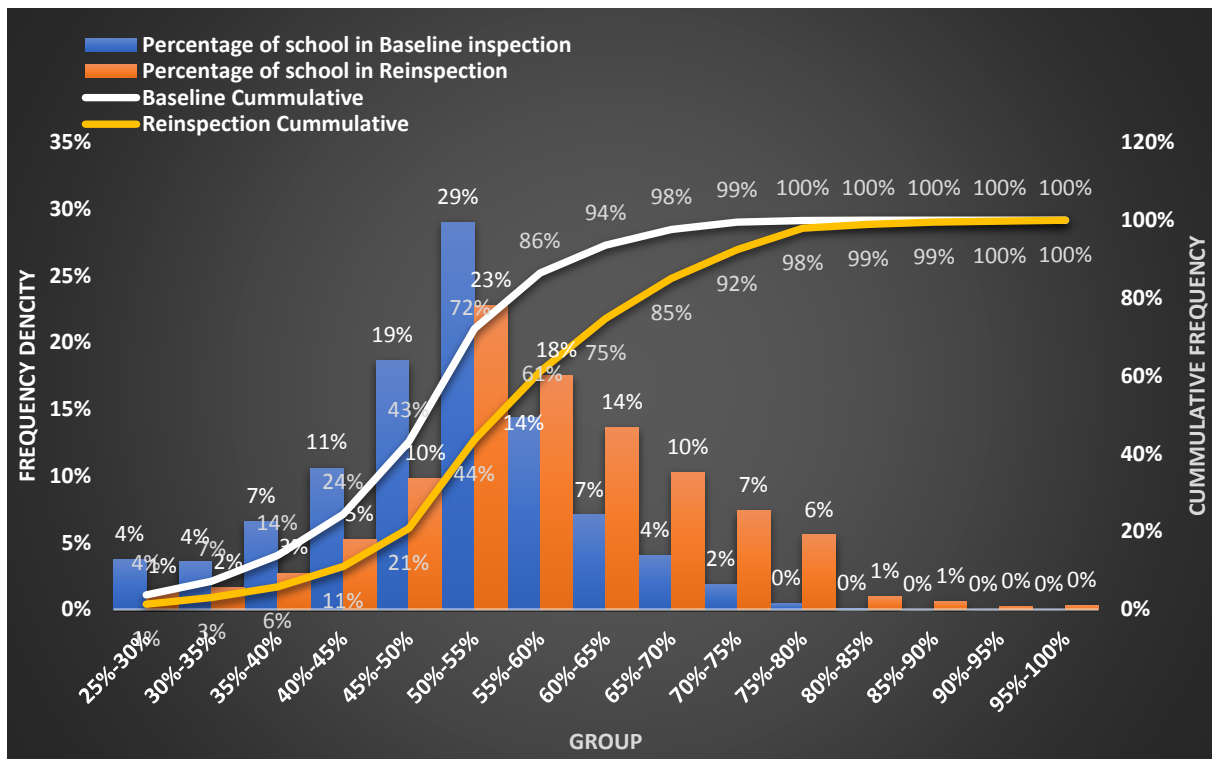


Figure 50 indicates inline graph that the range of 45%-50% shows that there is an improvement in students' personal development by 22% of level 1 primary schools. In addition, there is progressive improvement starting with 45%-50% up to 55%-60%. Nevertheless, there is an overall improvement trend depicted in the graph. This implies there has been an encouraging effort towards the students' personal development.

Figure51 Comparison of students' personal development Level 1 secondary schools

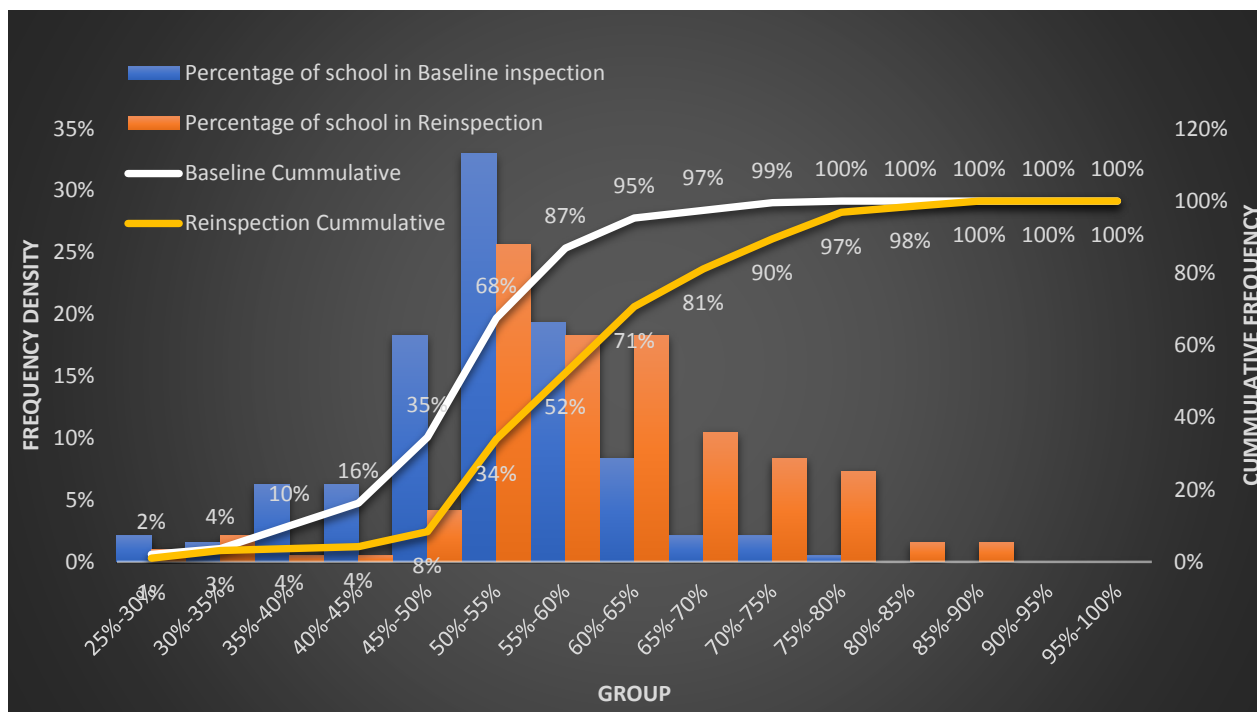


Figure 51 Indicates inline graph that the range of **45%-50%** shows that there is an improvement in students 'personal development by 27% of level 1 secondary schools during re-inspection compared to the baseline. In addition, there is progressive enhancement starting with 45%-50% up to 55%-60%. However, there is an overall improvement trend depicted in the graph. This implies that there has been an encouraging effort towards the improvement of students' personal development.

Figure 52 Comparison of students' personal development Level 2 primary schools

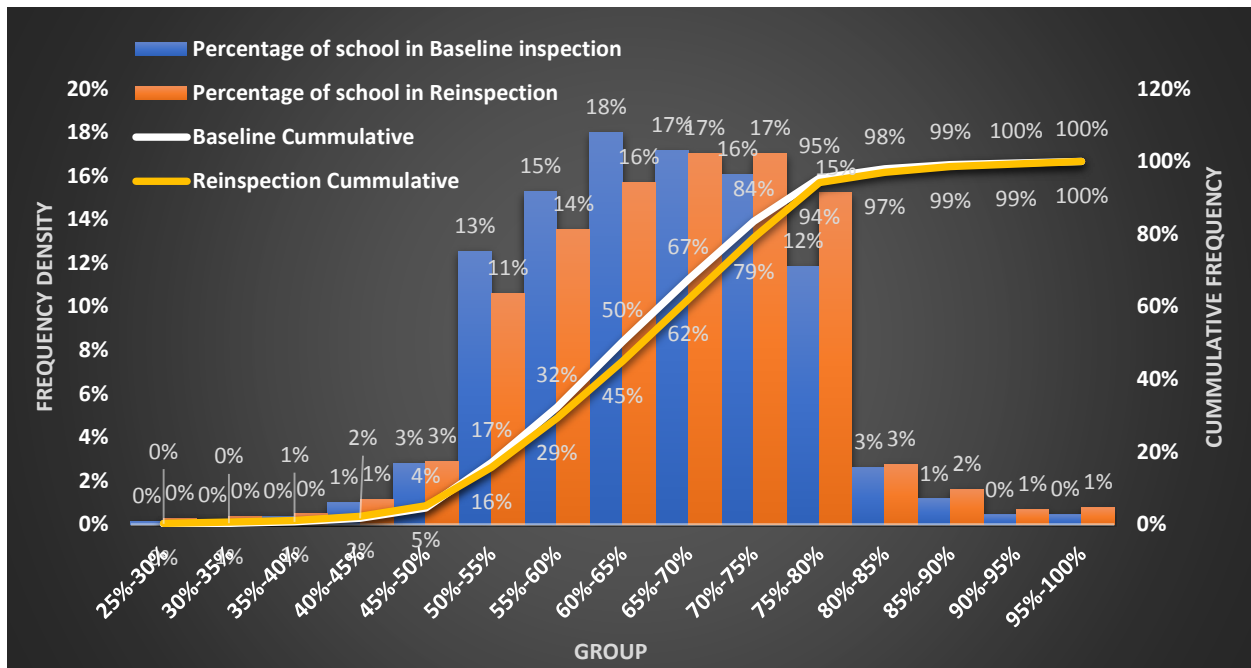


Figure 52 shows there is no significant score variation between the baseline and the re-inspection of level 2 primary schools. The variation between the baseline and the re-inspection graphs is 5% at the range 65%-70%. Which means there is very little improvement with regard to students' personal development. For this reason, it needs further investigation to arrive at the actual factors contributing to the low performance of these schools in this issue.

Figure 53 Comparison of students' personal development Level 2 secondary schools

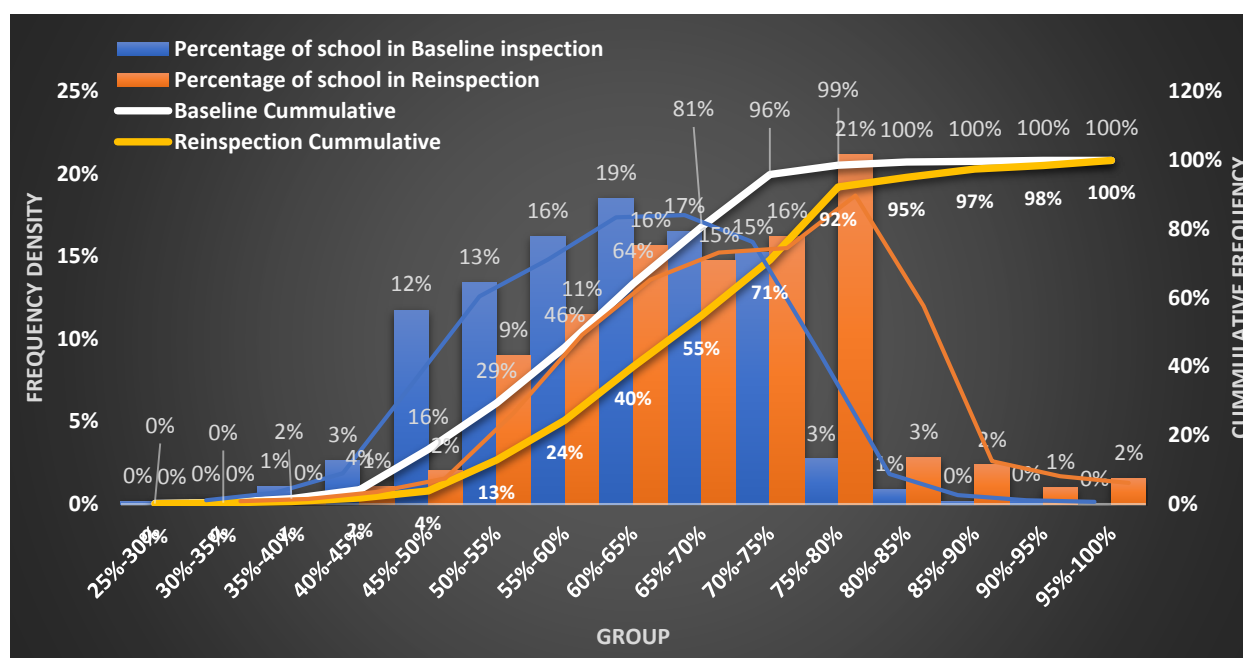


Figure 53 Indicates inline graph that the range of **65%-70%** shows that there is an improvement in students 'personal development by 26% of level 2 secondary schools during re-inspection compared to the baseline. In addition, there is progressive enhancement starting with 45%-50% up to 65%-70%. Overall, there is an improvement trend depicted in the graph. This implies that there has been an encouraging effort towards the improvement of students' personal development. On the other hand, in the re-inspection result it is observed that there is high percentage (21%) of schools compared to that of the baseline (3%) at the range 75%-80%.This might indicate that the data gathering process lacks credibility specific to this matter.

Conclusion

In light of the data analysis above the following conclusion is drawn

1. Infrastructure, facilities and financial resources

- Few percentages of level 1 schools improved in terms of infrastructure, facilities and financial resources.
- Most of level 1 primary schools performance is below 50%.
- The baseline performances of Level 1 & Level 2 secondary and level 2 primary schools are below the re-inspection compared to that of the baseline percentage.

2. Human resources

- High proportions of level 1 primary and secondary schools have inadequate and unqualified teaching and supporting staff. With this challenging, however, little percentage of schools was improved and thus, few schools are moved to level 2.
- There is no score variation between the baseline and the re-inspection of level 2 primary schools whereas there is little improvement of level 2 secondary schools.

3. Conducive learning environment

- There is a gradual improvement of level 1 primary schools in the re-inspection compared to that of the baseline inspection percentage. The variation of the baseline and the re-inspection percentage of level 1 secondary schools are paradoxical and it implies that the base line data was considerably inaccurate. This means some schools of this level moved down instead of showing improvement.
- On the other hand, there is no variation in the percentage of level 2 primary and secondary schools in the baseline and the re-inspection.

4. Participatory school improvement planning

- There is a gradual improvement in percentage of level 1 primary schools from the baseline inspection. On the other hand, the baseline and the re-inspection of level 1 secondary schools percentage showed better improvement.

- There is no percentage variation between the baseline and the re-inspection of level 2 primary and secondary schools.

5. Learning effectiveness

- The percentage of level 1 primary schools showed better improvement during the re-inspection compared to that of the baseline inspection. Similarly, there is great improvements between the baseline and the re-inspection percentage of level 1 secondary schools.
- No significant variation between the baseline and the re-inspection percentage of level 2 primary and secondary schools.

6. Teaching effectiveness

- No variation in the percentage of level 1 primary schools while there is little variation in level 2 primary and level 1 & level 2 secondary schools.

7. Monitoring and evaluation

- There is progressive percentage improvement of level 1 primary and secondary schools in the re-inspection compared to that of the baseline.
- There is hardly percentage variation of level 2 primary schools while there is little variation in the baseline and re-inspection of level 2 secondary schools.

8. Partnership of the school, parents and the community

- There is progressive improvement of level 1 primary and secondary schools re-inspection compared to that of the baseline inspection.
- There is minimal variation of the baseline and the re-inspection of level 2 primary and secondary schools.

9. Internal efficiency

- Progressive improvement in percentage is observed in both level 1 primary and secondary schools in the re-inspection compared to that of the baseline.
- There is no apparent variation of level 1 primary and secondary schools re-inspection compared to that of the baseline.

10. Student attainment

- There is progressive improvement of level 1 primary and secondary schools at the until to the cutoff point, while it decreased gradually from the cutoff point onwards.
- No significant variation between the baseline and the re-inspection percentage of level 2 primary and secondary schools.

11. Students' personal development

- There is progressive improvement in level 1 primary and level 1 & level 2 secondary schools in the re-inspection compared to that of the baseline.
- There is no apparent percentage variation between the baseline and the re-inspection of level 2 primary schools.

Recommendation

Based on the findings above the following recommendations are provided.

1. School Facilities, Human and Financial Resources

- ❖ Lack of adequate infrastructure, facilities and financial resources hinders schools to improve their levels and does not met the standards. Particularly most of level 1 primary schools couldn't move to the next level. Moreover, both Level 2 primary and secondary schools showed paradoxical relationships of the baseline and the re-inspection performance. Therefore, it requires further investigation by School Improvement Program (SIP), Curriculum Development and Implementation (CDI) and Planning and Resource Mobilization directorates.

2. Human resources

- The report analysis showed that there is lack of adequate and qualified teaching and supporting staff, licensing and re-licensing of teachers and school leaders of level 1 primary and secondary schools. There is no score variation between the baseline and the re-inspection of level 2 primary schools. Therefore, it requires further intervention in terms of ensuring adequate and qualified teaching and supporting staff are in place. In addition to this for the better performance of teachers and school

leaders should be certified through licensing and re-licensing. Teachers and School Leaders Development (TSLD) and Teachers and School Leaders Licensing and Re-licensing directorates are responsible for to take action on this issue.

3. Learning Environment

There is no variation of conducive learning environment and participatory school improvement planning in the percentage of level 2 primary and secondary schools in the baseline and the re-inspection. The variations of the baseline and the re-inspection percentage of level 1 secondary schools are paradoxical and it implies that the base line data was considerably inaccurate. This means some schools of this level moved down instead of showing improvement. Therefore, it is recommended that further investigation is needed by School Improvement Program (SIP) directorate.

4. Learning effectiveness

- No significant variation of learning effectiveness in the percentage of level 2 primary and secondary schools in the baseline and the re-inspection. So the Teachers and School Leaders Development (TSLD) and School Improvement Program (SIP) directorate do more for the improvement of learning effectiveness of primary and secondary schools.

5. Teaching effectiveness

- The report analysis showed that there is no variation of lesson planning, utilization of suitable teaching-learning materials, adequate knowledge and skills of the subject they teach, various active learning methods and continuous classroom assessment of level 1 primary and secondary schools. There is no score variation between the baseline and the re-inspection of level 2 primary and level 1 & level 2 secondary schools. Therefore, it requires further intervention in terms of ensuring teaching effectiveness in place. Therefore, Teachers and School Leaders Development (TSLD) and Curriculum Development and Implementation (CDI) directorates are responsible for to take action on this issue.

6. Monitoring and evaluation

- There is hardly percentage variation of school's leadership and responsible bodies of various arrangements. These monitor whether or not the plans are implemented as per the required time, quality and quantity, established and implemented a system for proper utilization of human, financial and material resources of level 2 primary and secondary schools. Therefore, it is recommended that the Teachers and School Leaders Development (TSLD) and School Improvement Program (SIP) directorates are responsible to take action on this issue.

7. Partnership of the school, parents and the community

- There is minimal variation of the percentage in school partnership with parents and the local community of level 2 primary and secondary schools of the re-inspection compared to that of the baseline. Thus, it is recommended that Teachers and School Leaders Development (TSLD) and School Improvement Program directorates are responsible to take action on this issue.

8. Internal efficiency

- There is no apparent variation of level 1 primary and secondary schools percentage of the re-inspection compared to that of the baseline. Therefore, it recommended that the school Improvement Program, Planning and resource mobilization and Education Management Information System directorates are responsible to take action on this issues.

9. Student attainment

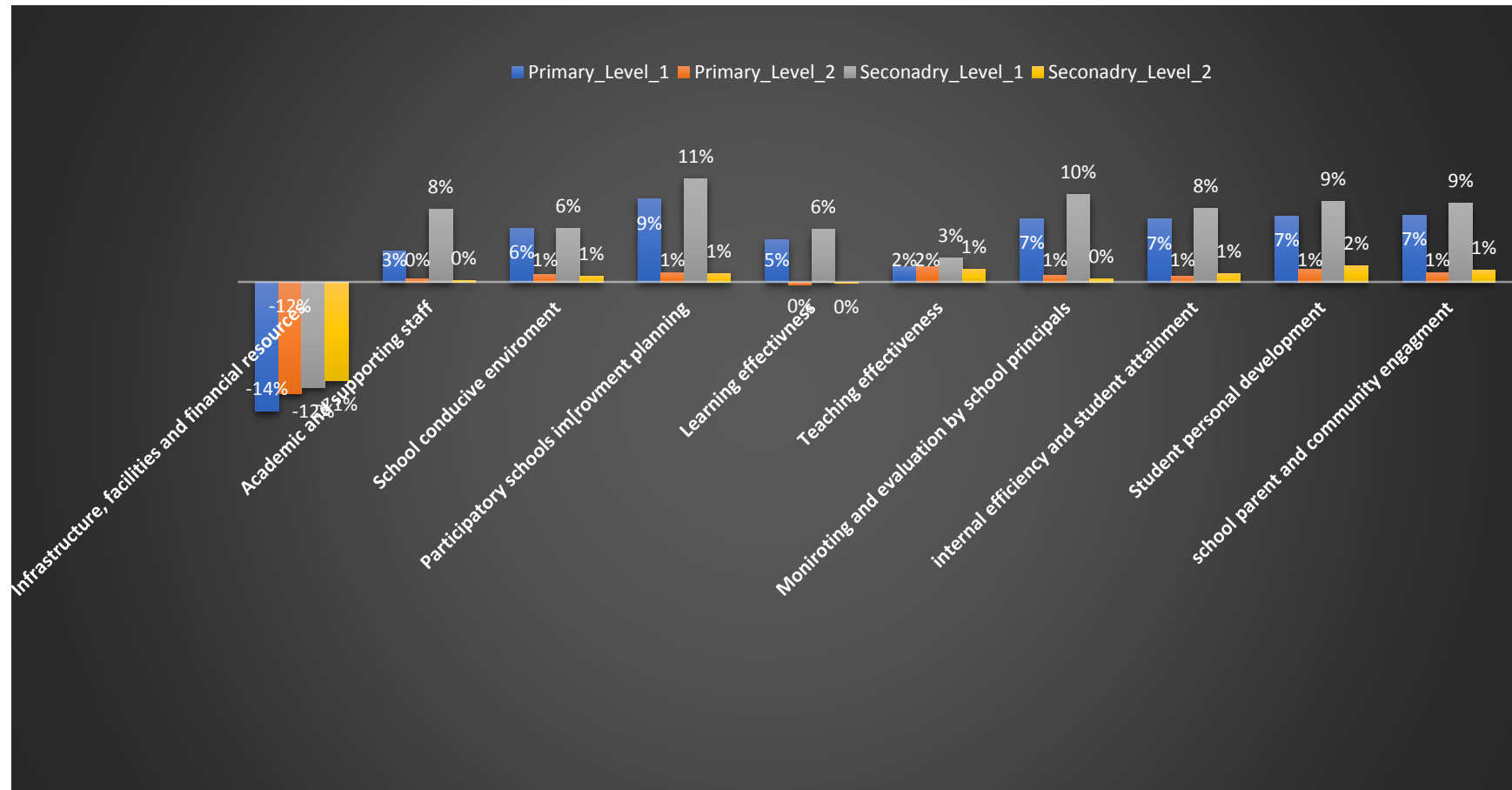
- No significant variation between the baseline and the re-inspection percentage of level 2 primary and secondary schools. This shows that it needs an intervention by every directorates and stockholders to improve of students' outcomes.

10. Students' personal development

- There is no apparent percentage variation between the baseline and the re-inspection of level 2 primary schools. Therefore, it recommended that the Civic and ethical education (CEE), Curriculum development and Implementation (CDI), School Improvement Program (SIP) directorates are responsible to take action on this issues.

Annex I

Comparison of both Level 1 and Level 2 primary and secondary schools the baseline & the re-inspection by Focus areas



Annex I

The national school inspection framework standards.

Input standards

Standard 1: The school has fulfilled and is in line with the set standards for classroom and other buildings, facilities, pedagogical resources and implementing documents.

Standard 2: The school has fulfilled financial resources to improve the teaching-learning process and execute its priority areas.

Standard 3: The school has sufficient suitably qualified directors, teachers and support staff.

Standard 4: The school has created a conducive learning and teaching environment which is safe, secure for the school community

Standard 5: The school has created a well-organized Education Development Army

Standard 6: The school has shared vision, mission and values.

Standard 7: The school has prepared participatory school improvement plan.

Process standards

Standard 8: Students' learning and participation has increased.

Standard 9: Students make have made progress in their learning.

Standard 10: Students show positive attitudes towards their schools.

Standard 11: Teaching is well planned, is supported by suitable educational resources, and is aimed to achieve high educational attainment.

Standard 12: Teachers have adequate knowledge of the subject they teach.

Standard 13: The leadership of the school and teachers have used appropriate and modern teaching methods that helped increase all students' participation.

Standard 14: The school keeps record of data regarding females and students with special needs; provides special support.

Standard 15: Teachers, directors and supervisors have undertaken continuous professional development (CPD) program.

Standard 16: The school leaders, teachers, students and support staff are working as a team, organized in Development Army.

Standard 17: Teachers evaluate, give feedback on whether the curriculum is meaningful, participatory and meets the development level and needs of students and they improve it.

Standard 18: The assessment of students' performance is accurate; students are given appropriate feedback.

Standard 19: The school's leadership and responsible bodies of various arrangements monitor whether or not the plans are implemented as per the required time, quality and quantity.

Standard 20: The school has established and implemented a system for proper utilization of human, financial and material resources.

Standard 21: The school has forged strong partnership with parents and the local community.

Output Standards

Standard 22: The school has successfully met the national education access, internal efficiency and education sector development program goals.

Standard 23: The students' classroom, regional and national examination results have improved in relation to regional and national expectations of performance.

Standard 24: Students have demonstrated responsible behavior, ethical values, cultural understanding and protection of their environment.

Standard 25: There is good communication and interaction among the school's teachers, leaders and support staff; there is also a sense of accountability and fighting rent-seeking practices.

Standard 26: The school has secured support due the strong relation it has created with parents, local community and partner organizations.