

# STAR DOCUMENTS

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**These Documents are to be handed-out to the school/cluster leaders to prepare them for STAR. For an in-depth explanation of STAR see the document titled: *STAR Overview***

- School Assessment Project Handout
- Indicators
- Community Data Worksheet (*to be completed prior to STAR*)
- Community/Parent Survey (*10 copies, to be completed prior to STAR*)
- School Data Worksheet (*to be completed prior to STAR*)

**These documents are to be used during the assessment**

- School Walk-around/Observation
- Interview Questions Head Teacher
- PTA Survey (*note: could combine PTA and SMC survey and interview both groups at once*)
- SMC Survey
- Child/Student Interview (*2 copies: Interview students together, male and female students separately*)
- Child Behavior Survey (*2 copies, as Interview*)
- Teacher Survey (*Interview 2 teachers*)
- Teacher Observation
- Teacher Observation Sheet
- STAR Master Worksheet

**These documents are to be presented or used after the assessment**

- Example of School Action Plan
- School Action Plan
- STAR Description of Report Handbill

**Note:** These documents are for one school. If you plan on conducting STAR at a cluster level you will need to print out several copies. Feel free to change the documents to fit your school's needs and to improve STAR.

**Note 2:** During the assessment the STAR team should use the survey documents and then transfer the marks onto the Master Worksheet.

## School Assessment Project Handout

This term there will be an assessment of your school. The head teacher should be present during the visit; if this is not possible, please schedule a different date or designate a knowledgeable deputy to be interviewed on your behalf. On the day of the assessment, at least two members of the SMC and PTA should be present to be interviewed. During the visit, the STAR committee will choose one lesson to be observed, two teachers to interview, and three students from each form to interview.

During the assessment the documents listed below will be analysed in order to give the school a proper evaluation. If the documents are not produced we must conclude they do not exist. The school should also provide the school assessment team (3 members) with a small snack or lunch. The assessment should begin around 7:30 am and end around 2:00 pm.

### **Things to have ready:**

- Completed **Community Data Worksheet/Questionnaire**
- Completed **School Data Worksheet**
- Completed **Community/Parent Surveys (10 copies)**
- Schemes and other records of work
- Lesson Plans
- Teacher attendance book
- Copy of EMIS
- Form Book (for each form)
- Teacher Mark Book
- School Rules and Discipline Procedures
- School Calendar
- School Class List
- School Action Plan
- Teacher and Student Roles
- School Finance Book/Report
- School Inventory of Books
- Library Lending Book
- Library Rules
- School Observation sheet and past examples of Observations
- Any documents relating to School Workshops/In-service work
- Description of Teacher background (Names, years teaching, ethnicity, sex, credentials, subjects taught, hours taught)
- SMC, PTA, and Mothers' Group member's names and numbers
- MSCE past rates of the last 3 yrs. (broken down into male and female numbers)
- Number of students enrolled over the last 3 years, term by term

# STAR Indicators

The assessment is based on 24 indicators (23 that are counted in the assessment and one that counts non-academic facilities). The indicators are part of eight key areas.

## **I. Buildings and Grounds**

- ❖ Indicator 1: Classrooms and furnishings
- ❖ Indicator 2: Staff office and furnishings
- ❖ Indicator 3: Other educational buildings
- ❖ Indicator 4: Toilets and grounds
- ❖ Indicator x: Boarding, social, and community facilities

## **II. Property**

- ❖ Indicator 5: Classroom Supplies
- ❖ Indicator 6: Books
- ❖ Indicator 7: Equipment, supplies, and consumables

## **III. Teaching and Learning**

- ❖ Indicator 8: Lesson planning, preparation, and coverage
- ❖ Indicator 9: Teaching and classroom management
- ❖ Indicator 10: Student behavior and engagement
- ❖ Indicator 11: Extracurricular programs

## **IV. Records and Management**

- ❖ Indicator 12: Academic record keeping
- ❖ Indicator 13: Financial records and transparency
- ❖ Indicator 14: Physical resource management

## **V. Human Resources**

- ❖ Indicator 15: Supervision of teaching
- ❖ Indicator 16: Staff development

## **VI. Community**

- ❖ Indicator 17: PTA, SMC, and Mothers' Group
- ❖ Indicator 18: Community relations

## **VII. Student Life**

- ❖ Indicator 19: Student rights and equity
- ❖ Indicator 20: Student health, safety, and well-being

## **VIII. Student Performance**

- ❖ Indicator 21: Retention and progression
- ❖ Indicator 22: MANEB test performance
- ❖ Indicator 23: Further education

# STAR Indicators

## I. Buildings and Grounds

### 1. Classrooms and furnishings

Classrooms have windows; secure locking doors; smooth chalkboards; intact roofs; adequate seating and desks; smooth, level floor.

### 2. Staff office and furnishings

Secure windows; intact roof; secure locking door; adequate workspace for each teacher; updated postings or bulletin boards.

### 3. Other educational buildings

Library, science laboratory, computer laboratory, store rooms. Secure windows; intact roofs; secure locking door.

### 4. Toilets and grounds

Grounds are well maintained; students have shaded seating areas; toilets are private and adequate in number and capacity; dependable water source is near school.

### x. Boarding, social, and community facilities

Hostel, teachers' houses, kitchen, social hall. Note capacity, furnishings, condition.

## II. Property

### 5. Classroom Supplies

Chalk, tape, flipchart paper, markers, straight edges, compasses, protractors, triangles, manipulatives.

### 6. Books

Number; subject; date; condition.

### 7. Equipment, supplies, and consumables

Computers; calculators; rulers; chemicals, specimens, balance, student apparatus (dissection apparatus, chemical glassware, PPE); demonstration apparatus; informational posters; athletic equipment; soap; vehicle; maintenance supplies (brooms, mops, buckets, pails, slashers, hoes).

## III. Teaching and Learning

### 8. Lesson planning, preparation, and coverage

Schemes up to date; lesson plan for each lesson; teachers present during their classes; teachers arrive to work punctually.

### 9. Teaching and classroom management

Teachers provide adequate think time; encourage higher order thinking skills; continuously assess students and their classes; involve all students; gender balance in attention.

### 10. Student behavior and engagement

Students ask and answer questions; pay attention to teacher; work on task.

### 11. Extracurricular programs

Clubs meet regularly and keep attendance; sports teams practice and compete with other schools; field trips; newspaper; dramas.

## **IV. Records and Management**

### **12. Academic record keeping**

Records of term grades; attendance; enrollment; school fees register; pass/fail.

### **13. Financial records and transparency**

Ledgers of income and expenditures; budgets; receipts kept; financial procedures with checks and balances.

### **14. Physical resource management**

Inventories of capital property; secure access procedures for books and valuable property; property is available for academic use.

## **V. Human Resources**

### **15. Supervision of teaching**

Schemes and lesson plans are checked; Teacher time book is maintained; schedule and records of teacher observations.

### **16. Staff development**

Number of teachers; qualifications of teachers for subjects taught; timely staff meetings, useful and frequent staff insets.

## **VI. Community**

### **17. PTA, SMC, and Mothers' Group**

Groups meet regularly and are active in school affairs.

### **18. Community relations**

Reputation of school in the community is good; school involves the community in its activities.

## **VII. Student Life**

### **19. Student rights and equity**

Equitable gender treatment; positive student-teacher relations; policies and practices promote inclusion with respect to gender, religion, ethnicity.

### **20. Student health, safety, and well-being**

Toilets are clean and sanitary, handwashing stations are supplied with water and soap, girl students have wash area; policies and practices combat violence and abuse; physical safety hazards eliminated; punishment and discipline policies and practices are fair and not abusive; school has a harassment policy.

## **VIII. Student Performance**

### **21. Retention and progression**

Number of students beginning and finishing each form last year, disaggregated by gender; repeaters each form, disaggregated by gender.

### **22. MANEB test performance**

MSCE pass rates last 3 years, disaggregated by gender.

### **23. Further education**

Eligibility for tertiary education; applications submitted; admissions.

## Community Data Worksheet/Questionnaire

**Number of PTA Members**      **Male:** \_\_\_\_\_      **Female:** \_\_\_\_\_

**Names and numbers of 3 PTA members**

- |          |         |           |
|----------|---------|-----------|
| 1. Name: | Number: | Position: |
| 2. Name: | Number: | Position: |
| 3. Name: | Number: | Position: |

**Number of SMC Members**      **Male:** \_\_\_\_\_      **Female:** \_\_\_\_\_

**Names and numbers of 3 SMC members**

- |          |         |           |
|----------|---------|-----------|
| 1. Name: | Number: | Position: |
| 2. Name: | Number: | Position: |
| 3. Name: | Number: | Position: |

**Number of MG Members**

**Names and numbers of 3 MG members**

- |          |         |           |
|----------|---------|-----------|
| 1. Name: | Number: | Position: |
| 2. Name: | Number: | Position: |
| 3. Name: | Number: | Position: |

**Please answer the questions below (to be completed by SMC/PTA/MG)**

1. What are the most common occupations in the area for males?
  
  
  
  
  
2. What are the most common occupations in the area for females?
  
  
  
  
  
3. Do most families own and use a bed net each night?
  
  
  
  
  
4. What is the education level of most parents?
  
  
  
  
  
5. Why do children miss school?
  
  
  
  
  
6. How often is English spoken at home?

## Community/Parent Survey

**Pass out the survey to 10 parents**

- |  | <b>Yes</b> | <b>No</b> |
|--|------------|-----------|
| 1) Are you proud of the school your children attend?                           | <b>Yes</b> | <b>No</b> |
| 2) What is your furthest education?  |            |           |
| <b>a. Primary School</b>   |            |           |
| <b>b. Secondary School no certificate</b>                                      |            |           |
| <b>c. JCE</b>  |            |           |
| <b>d. MSCE</b>   |            |           |
| <b>e. College</b>  |            |           |
| 3) What is your profession?  |            |           |
| 4) What is your role in school development?                                    |            |           |
| 5) Do you believe girls are as smart as boys?                                  | <b>Yes</b> | <b>No</b> |
| 6) Do you believe girls should be treated the same as boys?                    | <b>Yes</b> | <b>No</b> |
| 7) Do you believe girls should be given the same opportunities as boys?        | <b>Yes</b> | <b>No</b> |
| 8) Why do children in the community miss school?                               |            |           |
| <b>a. Work</b>   |            |           |
| <b>b. Sick/illness</b>   |            |           |
| <b>c. Tired</b>  |            |           |
| <b>d. Lazy</b>   |            |           |
| <b>e. Don't understand importance of education</b>                             |            |           |
| <b>f. Poverty (don't have the money to pay for school fees and/or uniform)</b> |            |           |
| <b>g. other</b>  |            |           |
| 9) How would you improve your school?  |            |           |
| <b>a. More teachers</b>  |            |           |
| <b>b. More resources</b>   |            |           |
| <b>c. Smaller class sizes</b>  |            |           |
| <b>d. Better teachers</b>  |            |           |
| <b>e. Different curriculum (subjects)</b>                                      |            |           |
| <b>f. Better administration</b>  |            |           |
| 10) How would you improve education in the area?                               |            |           |
| <b>a. More teachers</b>  |            |           |
| <b>b. More resources</b>   |            |           |
| <b>c. Smaller class sizes</b>  |            |           |
| <b>d. Better teachers</b>  |            |           |
| <b>e. Different curriculum (subjects)</b>                                      |            |           |
| <b>f. Better administration</b>  |            |           |
| 11) What is the purpose of education?  |            |           |
| <b>a. To get a better job</b>  |            |           |
| <b>b. To develop the community</b>   |            |           |
| <b>c. To empower individuals</b>   |            |           |
| <b>d. To teach morality</b>  |            |           |
| <b>e. To discipline children</b>   |            |           |
| <b>f. Other</b>  |            |           |

- 12) How often do you communicate with your child in English?
- a. **Every day**
  - b. **Sometimes**
  - c. **Never**
- 13) Do you communicate with your child more in English or the local language?
- a. **Local Language**
  - b. **English**
- 14) What is the biggest challenge in receiving a quality education?
- a. **Resources**
  - b. **Qualified Teachers**
  - c. **Number of Teachers**
  - d. **Lack of student motivation**
  - e. **Lack of community involvement**
  - f. **Bad administration**
  - g. **Unequal opportunity**
  - h. **Other**



## School Data Worksheet

**Year School was founded:** \_\_\_\_\_  
**Last time (Year) school was inspected:** \_\_\_\_\_  
**Number and Percent (%) of students on bursaries:** \_\_\_\_\_ #  
\_\_\_\_\_ %  
**Number and Percent of students living in poverty:** \_\_\_\_\_ #  
\_\_\_\_\_ %  
**Number of students with disabilities:** \_\_\_\_\_  
**Total Number of Students:** \_\_\_\_\_

### Number of Students in Each form

- Form 1: Male: \_\_\_\_\_ Female: \_\_\_\_\_
- Form 2: Male: \_\_\_\_\_ Female: \_\_\_\_\_
- Form 3: Male: \_\_\_\_\_ Female: \_\_\_\_\_
- Form 4: Male: \_\_\_\_\_ Female: \_\_\_\_\_

### Number of students who began last school year for each form:

- Form 1: Male: \_\_\_\_\_ Female: \_\_\_\_\_
- Form 2: Male: \_\_\_\_\_ Female: \_\_\_\_\_
- Form 3: Male: \_\_\_\_\_ Female: \_\_\_\_\_
- Form 4: Male: \_\_\_\_\_ Female: \_\_\_\_\_

### Number of students who finished last school year:

- Form 1: Male: \_\_\_\_\_ Female: \_\_\_\_\_
- Form 2: Male: \_\_\_\_\_ Female: \_\_\_\_\_
- Form 3: Male: \_\_\_\_\_ Female: \_\_\_\_\_
- Form 4: Male: \_\_\_\_\_ Female: \_\_\_\_\_

### Number of repeater students:

- Form 1: \_\_\_\_\_
- Form 2: \_\_\_\_\_
- Form 3: \_\_\_\_\_
- Form 4: \_\_\_\_\_

### Number of female repeaters:

- Form 1: \_\_\_\_\_
- Form 2: \_\_\_\_\_
- Form 3: \_\_\_\_\_
- Form 4: \_\_\_\_\_

### Student Performance:

#### Exam Pass Rates:

- MSCE pass rate last year: \_\_\_\_\_
- MSCE pass rate last 3 years: \_\_\_\_\_
- Female MSCE pass rate: \_\_\_\_\_
- Female MSCE pass rate last 3 years: \_\_\_\_\_

### Higher Education

- Total number of students eligible for higher education (reached basic qualifications)? \_\_\_\_\_

- Total number of students who have applied to higher education \_\_\_\_\_
- Total number of students going on to a higher education institution (last 3 yrs.) \_\_\_\_\_

**Teachers**

- Number of teachers: \_\_\_\_\_
- Number of Female Teachers: \_\_\_\_\_
- Number of Qualified teachers: \_\_\_\_\_
- Number of **QUALIFIED** teachers per subject:
  - **English:** \_\_\_\_\_
  - **Maths:** \_\_\_\_\_
  - **Sciences:** \_\_\_\_\_
  - **Social Studies/History/Geography:** \_\_\_\_\_
  - **Life Skills:** \_\_\_\_\_

**Library/Resources:**

How many class books for each subject:

- **Chichewa:** F1: \_\_\_\_\_ F2: \_\_\_\_\_ F3: \_\_\_\_\_ F4: \_\_\_\_\_
- **English:** F1: \_\_\_\_\_ F2: \_\_\_\_\_ F3: \_\_\_\_\_ F4: \_\_\_\_\_
- **Maths:** F1: \_\_\_\_\_ F2: \_\_\_\_\_ F3: \_\_\_\_\_ F4: \_\_\_\_\_
- **Physical Science:** F1: \_\_\_\_\_ F2: \_\_\_\_\_ F3: \_\_\_\_\_ F4: \_\_\_\_\_
- **Biology:** F1: \_\_\_\_\_ F2: \_\_\_\_\_ F3: \_\_\_\_\_ F4: \_\_\_\_\_
- **Chemistry:** F1: \_\_\_\_\_ F2: \_\_\_\_\_ F3: \_\_\_\_\_ F4: \_\_\_\_\_
- **Life Skills:** F1: \_\_\_\_\_ F2: \_\_\_\_\_ F3: \_\_\_\_\_ F4: \_\_\_\_\_
- **History:** F1: \_\_\_\_\_ F2: \_\_\_\_\_ F3: \_\_\_\_\_ F4: \_\_\_\_\_
- **Geography:** F1: \_\_\_\_\_ F2: \_\_\_\_\_ F3: \_\_\_\_\_ F4: \_\_\_\_\_
- **Social Studies:** F1: \_\_\_\_\_ F2: \_\_\_\_\_ F3: \_\_\_\_\_ F4: \_\_\_\_\_
- **Bible Knowledge:** F1: \_\_\_\_\_ F2: \_\_\_\_\_ F3: \_\_\_\_\_ F4: \_\_\_\_\_

**Total number of books checked out last term** \_\_\_\_\_  
**Total books lost** \_\_\_\_\_  
**Total number of books returned late** \_\_\_\_\_

**Sports Resources:**

- **number of footballs:** \_\_\_\_\_
- **number of netballs:** \_\_\_\_\_
- **number of football jerseys:** \_\_\_\_\_
- **number of netball jerseys:** \_\_\_\_\_

**Hostels**

- **Boys Hostel?** Yes / No Total Number: \_\_\_\_\_
- **Girls Hostel?** Yes / No Total Number: \_\_\_\_\_
- **Do the Hostels have enough beds and mosquito nets?** Yes / No
- **Are the rooms clean?** Yes/ No
- **Are the rooms between the sexes separate but equal?** Yes/No

**Miscellaneous**

- **Are there computers?** Yes /No
- **How many?** \_\_\_\_\_
- **Internet Access?** Yes / No
- **Student access to computers?** Yes / No
- **Running water?** Yes / No
- **Electricity?** Yes / No
- **Printer?** Yes / No
- **Copier?** Yes / No

# School Walk Around/Observation

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## 1) (Indicator 1) Classrooms:

- |   |               |
|---|---------------|
| a. Adequate lighting in the classrooms  | 4, 3, 0       |
| b. Condition of entry   | 4, 3, 2, 1, 0 |
| c. Condition of windows   | 4, 3, 2, 1, 0 |
| d. Classrooms have workable doors and locks   | 4, 3, 2, 1, 0 |
| e. Each classroom has a chalkboard  | 4, 3, 2, 1, 0 |
| f. Each classroom has chalk and a duster  | 4, 3, 2, 1, 0 |
| g. All classroom walls are painted  | 4, 0          |
| h. Walls are well-kept and free of graffiti   | 4, 3, 2, 1, 0 |
| i. Walls contain class directions, student work, or relevant learning materials or graphic aids       | 4, 3, 2, 1, 0 |
| j. Classrooms have desks  | 4, 3, 2, 1, 0 |
| k. Adequate number of desks per student<br>1:1= 4pts., 1:2 = 3pts., 1:3 =2pts, 1:4+ =1pts., 0 = 0 pt. | 4, 3, 2, 1, 0 |
| l. Floors are clean/swept   | 4, 3, 2, 1, 0 |

## 2) (Indicator 3) Library

- |  |               |
|--|---------------|
| a. There is a library  | 4, 0          |
| b. There is an active librarian<br>How many? 2+=4pts., 1=3pts., 0=1pt.   | 4, 3, 0       |
| c. Library is open during and after school<br>Write library hours: _____ | 4, 0          |
| d. Library rules and policies are clearly posted                         | 4, 0          |
| e. There is a lending book   | 4, 0          |
| f. Library has a working area  | 4, 3, 2, 1, 0 |
| g. Library is generally clean and inviting                               | 4, 3, 2, 1, 0 |

## 3) (Indicator 4) Toilets:

- |  |               |
|--|---------------|
| a. How many? (1:40:1= 4pts., 1:41+ = 1 pt) | 4, 1          |
| b. Separate for boys and girls             | 4, 0          |
| c. Washing area with soap                  | 4, 0          |
| d. Toilets are clean and in good condition | 4, 3, 2, 1, 0 |
| e. Toilets are cleaned regularly           | 4, 0          |

## 4) (Indicator 2) Offices:

- |                                    |               |
|------------------------------------|---------------|
| a. Adequate space for teachers     | 4, 3, 2, 1, 0 |
| b. Desk and chair for each teacher | 4, 0          |
| c. Chalk                           | 4, 0          |
| d. Flip chart paper                | 4, 0          |
| e. Syllabi                         | 4, 0          |
| f. Past Schemes of Work            | 4, 3, 2, 1, 0 |
| g. Updated School/Class Schedule   | 4, 0          |

<b>5) (Indicator 4) School Grounds:</b>	
a. Clean (little or no trash):	4, 3, 2, 1, 0
b. Generally Inviting	4, 3, 2, 1, 0
c. Sitting area with shade	4, 0
d. Painted/well-kept walls	4, 3, 2, 1, 0
e. School garden	4, 0
f. Football pitch	4, 3, 2, 1, 0
g. Netball pitch	4, 3, 2, 1, 0
h. Bonus: Other sporting grounds	4, 0
If yes explain:	
6) ( <b>Indicator 15</b> ) Schemes are Checked	4, 2, 0
7) ( <b>Indicator 8</b> ) Teachers have detailed lesson plans	4, 2, 0
8) ( <b>Indicator 12</b> ) Attendance book/role is updated and accurate	4, 3, 2, 1, 0
9) ( <b>Indicator 12</b> ) Teachers have mark books with the names of all students	4, 2, 0
10) ( <b>Indicator 8</b> ) Teacher continually assesses students	4, 3, 2, 0
3 assessments = 3pts, 2-1=2pts, 0=1pt	
11) ( <b>Indicator 19</b> ) School rules are clearly posted	4, 0
12) School has clear discipline procedures	4, 3, 2, 1, 0
13) School has fair discipline procedures	4, 3, 2, 1, 0
14) ( <b>Indicator 18</b> ) School action plan is posted	4, 0
15) ( <b>Indicator 18</b> ) School calendar is posted	4, 0
16) ( <b>Indicator 18</b> ) School roles are posted (teachers and students)	4, 0
17) ( <b>Indicator 11</b> ) School has a variety of clubs	4, 0
18) Clubs are well-attended, have regular attendance, and have written description (look at attendance books and description of each club).	4, 3, 2, 1, 0
19) ( <b>Indicator 15</b> ) School starts on time (as noted through observation)	5, 4, 3, 3, 0
20) ( <b>Indicator 15</b> ) School has timely period system	4, 3, 2, 1, 0
21) ( <b>Indicator 13</b> ) Finances are well-documented (measured by recording of expenses and receipts)	4, 3, 2, 1, 0
22) ( <b>Indicator 19</b> ) Student fees are reasonable	4, 3, 2, 1, 0
23) Tuition per term: _____	
24) ( <b>Indicator 13</b> ) Financial reports are open or posted for the public to see	4, 3, 2, 1, 0
25) ( <b>Indicator 19</b> ) Library is accessible to students and teachers	4, 3, 2, 1, 0
26) ( <b>Indicator 14</b> ) School has accurate inventory of books	4, 3, 2, 1, 0
27) ( <b>Indicator 14</b> ) Books are numbered/tagged	4, 3, 2, 1, 0
28) ( <b>Indicator 14</b> ) Books are presented in a clear manner	4, 3, 2, 1, 0
29) ( <b>Indicator 14</b> ) There is a lending book	4, 0
30) If so is it clear?	4, 3, 2, 1, 0
31) ( <b>Indicator 14</b> ) Books are in good condition	4, 3, 2, 1, 0
32) ( <b>Indicator 14</b> ) Past papers (JCE/MSCE) are available to students	4, 0
33) ( <b>Indicator 15</b> ) Teacher sign in sheet	4, 0
34) ( <b>Indicator 15</b> ) Teacher absenteeism rate: number of teachers who were didn't sign-in over the previous two weeks	4, 2, 1, 0
0%: 4pts.; 25% or less:2pts.; less than 50%: 1 pt.; Over 50%: 0 pts.	
35) ( <b>Indicator 19</b> ) School policies/rules are accepting of gender, sexual and religious differences (If not explain)	8, 4, 0

# Interview Questions Head Teacher

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**School:**

**Date Founded:**

**Location:**

**Head-Teacher's name:**

*(Note: Yes=4, Some(times)=2, No=0)*

1. How long have you been teaching?
  
2. How long have you been head teacher at the current school?
  
3. Total number of teachers:
  
4. What has been the greatest challenge with the teacher workforce?
  
5. What do you think is the wisest way to remedy this challenge?
  
6. What professional training/development do you conduct or have at your school?
  
7. How active are teachers in their own professional development?
  
8. What is the greatest challenge or biggest need at your school currently?
  
9. Do you feel your staff utilizes all the resources available at your school?
  
10. Do you feel your students utilize all the resources (specifically library books) at your school adequately?
  
11. What does the school do to ensure that all student needs are being met?
  
12. **(Indicator 15)** All schemes are checked as of today. **4, 2, 0**
  
13. **(Indicator 8)** Are schemes saved and shared with other teachers? **4, 2, 0**
  - a. If not why not?

14. **(Indicator 8 and 15)** Do teachers make lesson plans for every class? If yes do you check them? If no why not? **Yes (4), Sometimes (2), No (0)**
15. **(Indicator 18)** Are past JCE/MSCE scores easily acceptable to the community and other students? **4, 0**
16. **(Indicator 20)** Policies are in place to address chronic student absenteeism/tardiness? **4, 0**
17. **(Indicator 20)** Parents/guardians are notified or contacted when students are excessively tardy/absent? Explain examples and methods. **4, 3, 2, 1, 0**
18. **(Indicator 11)** What societies and clubs are at the school and how is attendance at these events?
19. **(Indicator 13)** School has financial team? **4, 0**
20. **(Indicator 15)** Have you observed each teacher teach this past year? **4, 2, 0**
21. **(Indicator 16)** Do you feel you know the strengths and weaknesses of your staff? **4, 2, 0**
22. **(Indicator 16)** How is professional development/training conducted at the school?
- a. How do you think professional development could improve?
- b. Have you attended a workshop/inset this school year? **4, 0**
- i. If Yes what was it on: \_\_\_\_\_
23. **(Indicator 16)** Does staff regularly attend and are on time to meetings? **4, 3, 2, 1, 0**
24. **(Indicator 8)** Is staff on time to teaching periods? **4, 3, 2, 1, 0**
25. **(Indicator 8)** Is staff school attendance regular/high? **4, 3, 2, 1, 0**
26. **(Indicators 17, 18)** Do you feel like the community active in school development?
27. **(Indicator 17)** How active is the SMC and PTA in school development? **Very Active (4), Active (3), Not Active (2), There is no PTA or SMC (explain) (0)**
28. **(Indicator 18)** What improvements need to be made with engaging the community?
29. **(Indicator 18)** Describe a success or how the school attempts to engage the community in school development and other school issues?
30. **(Indicator 18)** Are most people in the community literate? **Y/N**

31. **(Indicator 18)** Are parents active in their child’s learning? **Y/N**
32. **(Indicator 18)** Does the school have parent-teacher conferences? If no why not?  
**Y/N**
33. **(Indicator 19)** How is the student-teacher relationship at the school? **4, 2, 0**
34. **(Indicator 19)** How does the school promote gender empowerment at the school?  
Give a specific example:
35. **(Indicator 19)** Have there been any disciplinary problems, specifically regarding physical or sexual abuse at the school over the past year? What is the biggest issue with student discipline? **Y/N**
36. **(Indicator 20)** There is a zero tolerance policy for sexual and physical abuse of students by fellow students and teachers **Y (8)/ N (0)**
37. **(Indicator 20)** Policies exist to protect girls, including a harassment policy that is publicly known **Y (8) / N (0)**
38. What is the biggest issue relating to student performance at the school?
39. What is the biggest issue relating to overall quality of instruction at the school?



# Head Teacher Student Friendly Schools Survey

---

*Please answer the following with a “4” for Yes or an “0” for No  
Does the school.....?*

- 1) \_\_\_\_\_ **Call upon girls and boys equally in class**
- 2) \_\_\_\_\_ **Listen actively to student responses and do not interrupt**
- 3) \_\_\_\_\_ **Challenge girls to participate in all subjects**
- 4) \_\_\_\_\_ **Believe girls are equal to boys in all subjects including Math and Science**
- 5) \_\_\_\_\_ **Give boys and girls grades they have earned**
- 6) \_\_\_\_\_ **Discipline girls and boys equally (same punishment)**
- 7) \_\_\_\_\_ **Give praise to both girl and boy students**
- 8) \_\_\_\_\_ **Refrain from criticizing wrong answers in front of class**
- 9) \_\_\_\_\_ **Select books and resources that demonstrate gender equality**
- 10) \_\_\_\_\_ **Encourage girls and boys to join all clubs and sports activities**
- 11) \_\_\_\_\_ **Assign boy and girls similar responsibilities to counteract gender stereotypes**
- 12) \_\_\_\_\_ **Recognize both boys and girls as leaders of the class**
- 13) \_\_\_\_\_ **Maintain respectful relationships with students**
- 14) \_\_\_\_\_ **Display respectful gender sensitive class norms and rules**
- 15) \_\_\_\_\_ **Create an attractive and engaging classroom environment for all sexes.**

# PTA Survey

---

**Names:**

**More than one Gender represented:** Y/N

**More than one Religion represented:** Y/N

**More than one Ethnicity represented:** Y/N

**Ages:**

**Contact Information:**

- 1) What is your role within the PTA?
- 2) **(Indicator 18)** Does the community believe the school provides a high quality/good education? **4, 3, 2, 1, 0**
- 3) **(Indicator 17)** Do you feel the PTA understands its role in school development? **4, 3, 2, 1, 0**
- 4) **(Indicator 17)** How often does the PTA meet? (Circle one)  
**Once or more per term, Once a year, Never**
- 5) **(Indicator 17)** Do you feel the PTA has a good relationship with the SMC?  
**4, 3, 2, 1, 0**
- 6) **(Indicator 17)** Do you feel that the PTA has a good relationship with the head teacher and teaching staff? **4, 3, 2, 1, 0**
- 7) **(Indicator 18)** Do you feel like the PTA has a good relationship with the community? **4, 3, 2, 1, 0**
- 8) **(Indicator 12)** Do you feel like the school has a good relationship with the community? **4, 3, 2, 1, 0**
- 9) **(Indicator 18)** Is the community aware of the School Action Plan? **4, 3, 2, 1, 0**
- 10) **(Indicator 18)** Is the community aware of their role in education development? **4, 3, 2, 1, 0**
- 11) **(Indicator 18)** Is the community aware of school leadership? **4, 3, 2, 1, 0**
- 12) **(Indicator 18)** Is the community aware of school performance? **4, 3, 2, 1, 0**
- 13) **(Indicator 18)** Do you feel the community understands the benefits of education? **4, 3, 2, 1, 0**
- 14) **(Indicator 18)** Does the community actively attend school meetings/projects? **4, 3, 2, 1, 0**
- 15) **(Indicator 18)** Does the community actively fund school development? **4, 3, 2, 1, 0**
- 16) **(Indicator 18)** Does the community readily send their children to school? **4, 3, 2, 1, 0**
  - a. If not why?
- 17) **(Indicator 18)** Are attendance/enrolment rates of community students high? **4, 3, 2, 1, 0**
- 18) **(Indicator 18)** Do community members and the school coordinate events together (ex. Sporting events, special ceremonies, etc.) **4, 3, 2, 1, 0**

- 19) (**Indicator 13**) Is the community proud of the school? **4, 3, 2, 1, 0**  
 ▪ If not why?
- 20) (**Indicator 13**) Does the school work with local health agencies, surrounding professionals, local Community based and women's organizations to promote a healthy and safe lifestyle? **4, 3, 2, 1, 0**  
 a. If yes, what organizations does the school work with?
- 21) (**Indicator 14**) Does the community support female education? **4, 3, 2, 1, 0**
- 22) (**Indicator 14**) Community supports equal treatment of male and female teachers? **4, 3, 2, 1, 0**
- 23) (**Indicator 14**) Does the community support equal treatment of male and female students? **4, 3, 2, 1, 0**

## PTA/SMC/MG Interview Questions

- 1) What factors keep students from finishing secondary school?
  
- 2) What do you feel are the benefits of education to the child and the community?
  
- 3) Do most community members understand their role in school development?
  
- 4) How or when does the PTA/SMC discuss important school issues within the community?
  
- 5) What do you feel is the biggest challenge in providing a quality education?
  
- 6) What can the PTA/SMC do to fix the problem?

# SMC Survey

---

**Names:**

**More than one Gender represented:** Y/N

**More than one Religion represented:** Y/N

**More than one Ethnicity represented:** Y/N

**Ages:**

**Contact Information:**

- 1) Roles within the SMC?
- 2) (**Indicator 18**) Does the community believe the teaching at the school is good or high quality? 4, 3, 2, 1, 0
- 3) (**Indicator 17**) Do you feel the SMC understands its role in school development? 4, 3, 2, 1, 0
- 4) (**Indicator 17**) How often does the SMC meet? (Circle one)  
**Once or more per term, Once a year, Never**
- 5) (**Indicator 17**) Do you feel the SMC has a good relationship with the PTA? 4, 3, 2, 1, 0
- 6) (**Indicator 17**) Do you feel that the SMC has a good relationship with the head teacher and teaching staff? 4, 3, 2, 1, 0
- 7) (**Indicator 17**) Do you feel like the SMC has a good relationship with the community? 4, 3, 2, 1, 0
- 8) (**Indicator 18**) Do you feel like the school has a good relationship with the community? 4, 3, 2, 1, 0
- 9) (**Indicator 18**) Is the community aware of the School Action Plan? 4, 3, 2, 1, 0
- 10) (**Indicator 18**) Is the community aware of their role in education development? 4, 3, 2, 1, 0
- 11) (**Indicator 18**) Is the community aware of school leadership? 4, 3, 2, 1, 0
- 12) (**Indicator 18**) Is the community aware of school performance? 4, 3, 2, 1, 0
- 13) (**Indicator 18**) Do you feel the community understands the benefits of education? 4, 3, 2, 1, 0
- 14) (**Indicator 18**) Does the community actively attend school meetings/projects? 4, 3, 2, 1, 0
- 15) (**Indicator 18**) Does the community actively fund school development? 4, 3, 2, 1, 0
- 16) (**Indicator 18**) Does the community readily send their children to school? 4, 3, 2, 1, 0
  - a. If not why?
- 17) (**Indicator 18**) Are attendance/enrolment rates high? 4, 3, 2, 1, 0
- 18) (**Indicator 18**) Does the community and school coordinate events (ex. Sporting events, special ceremonies, etc.) 4, 3, 2, 1, 0
- 19) (**Indicator 18**) Is the community proud of the school? 4, 3, 2, 1, 0
  - If not why?

- 20) (**Indicator 20**) Does the school work with local health agencies, surrounding professionals, local Community based and women’s organizations to promote a healthy and safe lifestyle? **4, 2, 0**  
 a. If yes, what organizations does the school work with?
- 21) (**Indicator 19**) Does the community support female education? **4, 3, 2, 1, 0**
- 22) (**Indicator 19**) Community supports equal treatment of male and female teachers? **4, 3, 2, 1, 0**
- 23) (**Indicator 19**) Does the community support equal treatment of male and female students? **4, 3, 2, 1, 0**
- 24) (**Indicator 18**) Do community members know the rules and disciplinary procedures of the school? **4, 3, 2, 1, 0**

# Child/Student Interview

---

Interview students as gender groups (male and female). Ideally interview and survey 3 students from each form. Have the students explain their answers when possible.

**Ages:**

**Sex:**

- 1) (**Indicator 8**) Do you feel the school provides a good/quality education and learning environment? **4, 0**
  
- 2) (**Indicator 8**) Do you feel the school staff/teachers are well prepared to teach each class period? **4, 2, 0**
  
- 3) (**Indicator 16**) Do you feel school staff is highly qualified? **4, 2, 0**
  
- 4) (**Indicator 12**) Throughout the term are you regularly aware, updated or provided feedback on your progress/marks? **4, 3, 2, 1, 0**
  
- 5) (**Indicator 19**) Do you feel the school promotes gender equality? (*When marking for Boys: Yes=4 pts, No=0, for Girls: Yes= 8pts, No=0pts. This is to emphasize the view of the girls.*) **Yes, No**  
*Explain* **8, 0**  
**4, 0**
  
- 6) (**Indicator 19**) Do you feel teachers treat both sexes fairly? **4, 0**  
*Explain*
  
- 7) (**Indicator 19**) Are both male and female students in leadership positions?  
**Yes, Sometimes, No**
  
- 8) (**Indicator 19**) Do both sexes receive the same punishment or discipline? **4, 0**  
*Explain*
  
- 9) (**Indicator 19**) Do teachers promote a safe and fair environment? **4, 2, 0**
  
- 10) (**Indicator 20**) Have there been any examples of abuse at the school over the past year?  
**Yes, No**

- 11) (**Indicator 20**) Do you feel safe walking to and from school? **8, 0**
- 12) (**Indicator 20**) Do you feel safe at school? **8, 0**
- 13) (**Indicator 19**) Do students know and understand school rules? **4, 2, 0**

14) (**Indicator 19**) What school or classroom rules would you want to change?

15) If you could change or improve anything at the school what would you want to improve?

**Have the Students Answer the following as a group. Please answer the following with a “Y” for Yes or an “N” for No (put under indicator 19, “Child SFS survey”)**

**Does the school.....?...or Do your teachers.....?**

- 1) \_\_\_\_\_ Call upon girls and boys equally in class
- 2) \_\_\_\_\_ Listen actively to student responses and do not interrupt
- 3) \_\_\_\_\_ Challenge girls to participate in all subjects
- 4) \_\_\_\_\_ Believe girls are equal to boys in all subjects including Math and Science
- 5) \_\_\_\_\_ Give boys and girls grades they have earned
- 6) \_\_\_\_\_ Discipline girls and boys equally (same punishment)
- 7) \_\_\_\_\_ Give praise to both girl and boy students
- 8) \_\_\_\_\_ Refrain from criticizing wrong answers in front of class
- 9) \_\_\_\_\_ Select books and resources that demonstrate gender equality
- 10) \_\_\_\_\_ Encourage girls and boys to join all clubs and sports activities
- 11) \_\_\_\_\_ Assign boy and girls similar responsibilities to counteract gender stereotypes
- 12) \_\_\_\_\_ Recognize both boys and girls as leaders of the class
- 13) \_\_\_\_\_ Maintain respectful relationships with students
- 14) \_\_\_\_\_ Display respectful gender sensitive class norms and rules
- 15) \_\_\_\_\_ Create an attractive and engaging classroom environment for all sexes.



# Student Behaviour Survey

---

- 1) How often do you miss school?
  - a. **Never**
  - b. **Once a month**
  - c. **Twice a month**
  - d. **More than twice a month**
- 2) What are the reasons you miss school/class?
  - a. **Tired**
  - b. **Sick/illness**
  - c. **Work**
  - d. **Family**
  - e. **Don't like school**
  - f. **Other**
- 3) Do you use a bed net every night? **Yes** **No**
- 4) Does every member of your family have a bed net? **Yes** **No**
- 5) When was the last time you had malaria?
  - a. **Last year**
  - b. **This year**
  - c. **Many years ago**
  - d. **Never**
- 6) Did you see a doctor and were you diagnosed last time you had malaria?  
**Yes** **No**
- 7) Have you been tested for HIV/AIDs? **Yes, No, Not comfortable answering**
- 8) When was the last time you were tested for HIV/AIDs?
  - a. **This year**
  - b. **Last Year**
  - c. **You don't remember**
  - d. **Never**
- 9) What are your professional goals? What do you want to do/be after Secondary School?
  
  
  
  
  
  
  
  
  
  
- 10) How many hours a week do you study for school?
  - a. **10 hours or more a week**
  - b. **5-9 hours a week**
  - c. **1-5 hours a week**
  - d. **I do not study**
- 11) How can you protect yourself from malaria?
  - a. **Use a bed net**

- b. Wear long clothes that cover your arms and legs**
  - c. Use bug spray on your body or spray your house**
  - d. All of the above**
- 12) From what fluids can HIV/AIDs be contracted?
  - a. Blood**
  - b. Semen**
  - c. Saliva**
  - d. Breast milk**
  - e. All of the above**
  - f. Answers A, B, and D**
- 13) The Theorem of Pythagoras applies to what type of triangle?
- 14) Change this sentence to simple past tense: “Becky steals money from her employer.”
- 15) Fill in the blanks in this statement: “The Periodic Table is a list of \_\_\_\_\_ arranged in order of \_\_\_\_\_.”
- 16) What year did Malawi gain its independence?
  - a. 1776**
  - b. 1950**
  - c. 1964**
  - d. 1994**
- 17) Who is the current President of Malawi?
  - a. Joyce Banda**
  - b. Hastings Banda**
  - c. Bingu Mitharika**
  - d. Peter Mutharika**
- 18) What is the capital of the USA?
  - a. Washington DC**
  - b. New York**
  - c. Lilongwe**
  - d. London**
  - e. Chicago**
- 19) How many states are in the USA?
  - a. 25**
  - b. 50**
  - c. 100**
- 20) Who is the current president of the USA?
  - a. Donald Trump**
  - b. Barack Obama**
  - c. George Washington**
  - d. Hillary Clinton**

# Teacher Survey

---

Please answer all questions truthfully. Your identity will not be recorded or reported to anyone.

- 1) (**Indicator 8**) When grading/marking student work do you use a rubric? 4, 3, 2, 1, 0
- 2) (**Indicator 8**) After assessments/exams do you post student grades without using student names? 4, 2, 0
- 3) (**Indicator 16**) What roles outside of teaching do you have at the school?
- 4) (**Indicator 16**) Do you feel like you understand these roles and were given proper training in them in order to successfully fulfill them? 4, 3, 2, 1, 0
- 5) (**Indicator 7**) Has the school purchased books using TRF? 4, 3, 2, 1, 0
- 6) (**Indicator 15**) Has the Head teacher or anyone else from the school observed your teaching over the past 3 years? 4, 3, 2, 1, 0
- 7) (**Indicator 16**) Does the Head teacher promote a friendly and cooperative environment between and amongst staff at the school? 4, 3, 2, 1, 0
- 8) (**Indicator 16**) Do you feel each teacher is given an equal workload (number of teaching hours and roles/responsibilities at the school)? 4, 3, 2, 1, 0
- 9) (**Indicator 16**) Have you attended a professional development workshop over the past 2 yrs.? 4, 3, 2, 1, 0
- 10) (**Indicator 16**) Do you feel that your views are heard and encouraged within school environment? 4, 3, 2, 1, 0  
-If NO, please explain:
- 11) (**Indicator 16**) Do you feel as though the school has adequate leadership? 4, 3, 2, 1, 0
- 12) (**Indicator 14**) Do you feel as though the school has adequate materials? 4, 3, 2, 1, 0
- 13) (**Indicator 16**) Do you feel as though fellow staff knows, understands, and follows school rules? 4, 3, 2, 1, 0
- 14) (**Indicator 16**) Are you placed in the subject you are most qualified for? 4, 3, 2, 1, 0
- 15) (**Indicator 12**) How often do you discuss student progress with parents? 4, 2, 0
  4. Multiple times during each term
  2. Once during the term or after the term
  0. Never
- 16) (**Indicator 19**) Are boys and girls disciplined in the same way? 4, 0

# Teacher Survey Student Friendly Schools

(Indicator 19)

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*Please answer the following with a 4 for Yes, 0 for No, or 2 for Sometimes*

- 1) **You: \_\_\_\_\_ Call upon girls and boys equally in class**
- 2) **You: \_\_\_\_\_ Listen actively to student responses and do not interrupt**
- 3) **You: \_\_\_\_\_ Challenge girls to participate in all subjects**
- 4) **You: \_\_\_\_\_ Believe girls are equal to boys in all subjects including Math and Science**
- 5) **You: \_\_\_\_\_ Give boys and girls grades they have earned**
- 6) **You: \_\_\_\_\_ Discipline girls and boys equally (same punishment)**
- 7) **You: \_\_\_\_\_ Give praise to both girl and boy students**
- 8) **You: \_\_\_\_\_ Refrain from criticizing wrong answers in front of class**
- 9) **You: \_\_\_\_\_ Select books and resources that demonstrate gender equality**
- 10) **You: \_\_\_\_\_ Encourage girls and boys to join all clubs and sports activities**
- 11) **You: \_\_\_\_\_ Assign boys and girls similar responsibilities to counteract gender stereotypes**
- 12) **You: \_\_\_\_\_ Recognize both boys and girls as leaders of the class**
- 13) **You: \_\_\_\_\_ Maintain respectful relationships with students**
- 14) **You: \_\_\_\_\_ Display respectful gender sensitive class norms and rules**
- 15) **You: \_\_\_\_\_ Create an attractive and engaging classroom environment for all sexes.**

# Lesson Observation

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## Section: Teaching and Learning

### 1) (Indicator 9) Behaviour of teacher:

- |  |               |
|--|---------------|
| a. Teacher gives positive feedback   | 4, 3, 2, 1, 0 |
| b. Teacher calls on both male and female students equally                      | 4, 3, 2, 1, 0 |
| c. Teacher gives asks a variety of questions and gives students time to answer | 4, 3, 2, 1, 0 |
| d. Teacher uses the entire classroom (moves around)                            | 4, 3, 2, 1, 0 |
| e. Teacher promotes a caring/compassionate yet active classroom                | 4, 3, 2, 1, 0 |
| f. Classroom rules are posted  | 4, 3, 2, 1, 0 |
| g. Teacher abides in classroom rules   | 4, 3, 2, 1, 0 |
| h. Teacher provides fair and consistent punishment to both male and females    | 4, 3, 2, 1, 0 |
| i. Teacher knows or is attempting to know the names of students                | 4, 3, 2, 1, 0 |

**Total Points Possible: 36**

**Total Points Earned:**

**Score (%):**

**Grade"**

### 2) (Indicator 10) Behaviour of students:

- |  |               |
|--|---------------|
| a. Students are prepared for the day's class (notebook, writing material). | 4, 3, 2, 1, 0 |
| b. Students listen attentively to teacher                                  | 4, 3, 2, 1, 0 |
| c. Students do not interrupt teacher or fellow students                    | 4, 3, 2, 1, 0 |
| d. Students are willing and able to ask questions                          | 4, 3, 2, 1, 0 |
| e. Students are open and willing to answer questions                       | 4, 3, 2, 1, 0 |
| f. Students appear to follow classroom and school rules                    | 4, 3, 2, 1, 0 |

**Total Points Possible: 24**

**Total Points Earned:**

**Score (%):**

**Grade:**

# LESSON OBSERVATION SHEET

Teacher: \_\_\_\_\_  
 Subject: \_\_\_\_\_

Date: \_\_\_\_\_ School: \_\_\_\_\_  
 Form: \_\_\_\_\_

DID THE TEACHER:	YES	NO	NA	COMMENTS:
1) Choose appropriate and relevant aims/objectives?				
2) Select content related to scheme of work and/or syllabus?				
3) Select effective teaching methods? ( <i>What methods were used?</i> )				
4) Select relevant teaching/learning aids (What aids were used?)				
5) Write a detailed lesson plan?				
6) Motivate students in the introduction of the lesson?				
7) Sequence the lesson clearly and effectively?				
8) Pace the lesson adequately?				
9) Use effective questioning techniques?				
10) Use reinforcements/positive feedback?				
11) Use teaching and learning aids effectively?				
12) Achieved lesson objectives?				
13) Appear well-organized?				
14) Allow students to practice new information. (What method was used?)				
15) Manage the classroom effectively?				
16) Appear and act in a professional manner?				
17) Establish good relationships with students?				
18) Try to be creative?				
19) Show confidence/control of subject matter?				
20) Demonstrate flexibility?				

Comments:

# STAR Master Worksheet

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# AREA I: BUILDINGS AND GROUNDS

## **Indicator 1:** Classrooms and furnishings

**Description:** Measures physical resources of the classrooms, how they are being used, and how up to date and clean they are. *Measured by walking around school (WA).*

- |   |               |
|---|---------------|
| a. Adequate lighting in the classroom   | 4, 2, 0       |
| b. Classrooms have adequate windows   | 4, 2, 0       |
| c. Classrooms have workable doors and locks   | 4, 2, 0       |
| d. Roof is intact and in good condition   | 4, 2, 0       |
| e. Classrooms have chalkboards  | 4, 2, 0       |
| f. Chalkboards are in good condition  | 4, 3, 2, 1, 0 |
| g. Walls are painted  | 4, 0          |
| h. Walls are well-kept and free of graffiti   | 4, 2, 0       |
| i. Do walls contain class directions, student work, or relevant learning materials or graphic aids?             | 4, 2, 0       |
| j. Do the classrooms have functional desks? How many?<br>1:1= 4pts. 2:1= 3pts., 3:1=2pts., 4:1=1pt., 5+:1=0 pt. | 4, 3, 2, 1, 0 |
| k. Are floors in good condition?  | 4, 2, 0       |
| l. Are floors clean/swept?  | 4, 2, 0       |

**Total Points Indicator 1:** \_\_\_\_\_ / 48

**Score (%):** \_\_\_\_\_

---

## **Indicator 2:** Staff office and furnishings

**Description:** Measures physical resources in the staff room classrooms, how they are used, and how up to date and clean they are. *Measured by walking around school (WA).*

- |   |               |
|---|---------------|
| a. Adequate space for teachers          | 4, 2, 0       |
| b. Workable, secure door and lock       | 4, 2, 0       |
| c. Intact, secure windows               | 4, 2, 0       |
| d. Desk and chair for each teacher      | 4, 2, 0       |
| e. Chalk                                | 4, 0          |
| f. Flip chart paper                     | 4, 0          |
| g. Flip chart markers                   | 4, 0          |
| h. Updated School/Class Schedule        | 4, 0          |
| i. Learning materials readily available | 4, 3, 2, 1, 0 |

**Total Points Indicator 2:** \_\_\_\_\_ / 36

**Score (%):** \_\_\_\_\_

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## **Indicator 3:** Other educational buildings

**Description:** Buildings used for education in addition to classrooms. *Measured by walking around school (WA).*

### 2) Library

- |   |         |
|---|---------|
| a. There is a library   | 4, 0    |
| b. There is an active librarian   | 4, 0    |
| c. How many? <b>2+=4pts.; 1=2pts.; 0=0pt.</b>                                 | 4, 2, 0 |
| d. Is the library open during and after school?<br>Write library hours: _____ | 4, 0    |
| e. Library rules and policies are clearly posted                              | 4, 0    |
| f. There is a lending book  | 4, 0    |
| g. Library has a working area   | 4, 2, 0 |
-



h. Library is generally clean and inviting 4, 3, 2, 1, 0  
**Points: \_\_\_\_ / 32**

3) Science Laboratory

- a. There is a laboratory 4, 0
- b. Roof and floors are in good condition 4, 3, 2, 1, 0
- c. What is its safe capacity? \_\_\_\_\_
- d. Which sciences are accommodated?
- e. Laboratory benches with hard, inert, cleanable surfaces 4, 2, 0
- f. Laboratory benches are in good condition? 4, 2, 0
- g. Fume hood (chemistry) 4, 0
- h. Adequate ventilation 4, 0
- i. Water supply 4, 0
- j. Sinks with water and drains in benches (biology, chemistry) 4, 2, 0
- k. Eyewash station in each laboratory 4, 2, 0
- l. Safety shower in each laboratory 4, 2, 0
- m. Two accessible exits in each laboratory 4, 2, 0
- n. Accessible first aid kit 4, 0
- o. Accessible firefighting equipment and supplies 4, 2, 0
- p. Storage space other than bench tops 4, 3, 2, 1, 0
- q. Securely locked when not in use 4, 0

**Points: \_\_\_\_ / 60**

4) Computer Laboratory

- a. There is a laboratory 4, 0
- b. Roof is free from leaks 4, 0
- c. There is a wall outlet for each computer 4, 0
- d. The room is secure from drafts and dust 4, 3, 2, 1, 0
- e. Each computer is stored off the floor 4, 3, 2, 1, 0
- f. Each keyboard and screen is on a secure desk or table 4, 3, 2, 1, 0
- g. There is adequate seating for students 4, 3, 2, 1, 0

**Points: \_\_\_\_ / 28**

5) Store Rooms

- a. Is there a store room? 4, 0
  - a) How many? \_\_\_\_\_
- b. What property is stored? \_\_\_\_\_
- c. Rooms are well-kept and neat 4, 0
- d. Rooms are secure 4, 0
- e. Hazardous materials are stored safely 4, 2, 0
- f. Rooms are accessible to authorized users 4, 0
- g. Is there property lacking adequate storage

**Points: \_\_\_\_ / 20**

**Total Points Indicator 3: \_\_\_\_\_ / \_\_\_\_\_**

**Score (%): \_\_\_\_\_**

**Indicator 4: Toilets and Grounds**

**Description:** Buildings used for education in addition to classrooms. *Measured by walking around school (WA).*

1) Toilets:

- |   |                |
|---|----------------|
| a. How many? <b>40:1=5pts.; 41+:1=0pt</b> | <b>4, 0</b>    |
| b. Separate for boys and girls            | <b>4, 0</b>    |
| c. Washing area with soap                 | <b>4, 0</b>    |
| d. In good condition and clean            | <b>4, 2, 0</b> |
| e. Toilets are cleaned on a regular basis | <b>4, 0</b>    |

**Points: \_\_\_\_ / 20**

6) School Grounds:

- |  |                      |
|--|----------------------|
| a. Clean (little or no trash):               | <b>4, 3, 2, 1, 0</b> |
| b. Generally Inviting?                       | <b>4, 3, 2, 1, 0</b> |
| c. Sitting area with shade                   | <b>4, 2, 0</b>       |
| d. Painted/well-kept walls                   | <b>4, 3, 2, 1, 0</b> |
| e. School garden                             | <b>4, 0</b>          |
| f. Football pitch                            | <b>4, 3, 2, 1, 0</b> |
| g. Netball pitch                             | <b>4, 3, 2, 1, 0</b> |
| h. <b>No Points:</b> Other sporting grounds? |                      |

a) If yes explain:

**Points: \_\_\_\_ / 28**

**Total Points Indicator 4: \_\_\_\_ / \_\_\_\_**

**Score (%): \_\_\_\_\_**

---

**Indicator x: Boarding, social, and community facilities**

**Description:** Additional non-teaching buildings to promote social, safety, and community goals.

1) Boarding facilities:

- |  |                |
|--|----------------|
| a. Roof is free from leaks               | <b>4, 2, 0</b> |
| b. Facility is protected from flooding   | <b>4, 0</b>    |
| c. Floor is in good condition            | <b>4, 2, 0</b> |
| d. Authority is on duty during off-hours | <b>4, 0</b>    |

**Points: \_\_\_\_ / 16**

2) Kitchen:

- |  |         |
|--|---------|
| a. Roof is free from leaks             | 4, 2, 0 |
| b. Facility is protected from flooding | 4, 0    |
| c. Floor is in good condition          | 4, 2, 0 |
| d. Adequate storage space              | 4, 2, 0 |
| e. Furnishings are in good condition   | 4, 2, 0 |

**Points: \_\_\_\_ / 20**

3) Social hall:

- |                               |         |
|-------------------------------|---------|
| a. Roof is free from leaks    | 4, 2, 0 |
| b. Floor is in good condition | 4, 2, 0 |
| c. Adequate size              | 4, 2, 0 |

**Points: \_\_\_\_ / 12**

**Total Points Indicator x: \_\_\_\_ / \_\_\_\_**

**Score (%): \_\_\_\_\_**

---

**Area I: Buildings and Grounds**

Total Points Possible:\_\_\_\_\_

Total Points Received:\_\_\_\_\_

Score (%):\_\_\_\_\_

Grade:\_\_\_\_\_

**Positives**

1)

2)

3)

**Challenges**

1)

2)

3)

**Recommendations**

---

## AREA II: PROPERTY

### Indicator 5: Classroom Supplies

**Description:** Teaching supplies available to teachers to use in their daily instruction. *Measured by walking around school (WA), teacher survey.*

- |   |               |
|---|---------------|
| a. Adequate chalk is usually available          | 4, 3, 2, 1, 0 |
| b. Chalkboard dusters                           | 4, 3, 2, 1, 0 |
| c. Flip chart paper                             | 4, 3, 2, 1, 0 |
| d. Flip chart markers                           | 4, 3, 2, 1, 0 |
| e. Tape   | 4, 3, 2, 1, 0 |
| f. Maths equipment (compass, protractor, ruler) | 4, 3, 2, 1, 0 |

**Total Points Indicator 5:** \_\_\_\_\_ / 24

**Score (%):** \_\_\_\_\_

---

### Indicator 6: Books

**Description:** All books permanently kept at the school, including library books and teachers' resources. *Measured by walking around school (WA), teacher survey.*

#### Library/Resources:

(Refer to School Data Worksheet.)

**Scoring:** Divide the number of books in each subject for each form by the enrolment in the form. Count numbers over 100% as 100%.

**Average Score Indicator 6: (%):** \_\_\_\_\_

---

### Indicator 7: Equipment, supplies, and consumables

**Description:** Teaching supplies that need to be occasionally replenished

- |                                       |               |
|---------------------------------------|---------------|
| 1) <u>Science Supplies</u>            |               |
| 2) Chemicals                          | 4, 3, 2, 1, 0 |
| 3) Chemistry glassware                | 4, 3, 2, 1, 0 |
| 4) Balance                            | 4, 3, 2, 1, 0 |
| 5) Biological specimens               | 4, 3, 2, 1, 0 |
| 6) Physical science supplies          | 4, 3, 2, 1, 0 |
| 7) Physical Science measuring devices | 4, 3, 2, 1, 0 |
| 8) Informational posters              | 4, 3, 2, 1, 0 |
| 9) Other apparatus? _____             | 4, 3, 2, 1, 0 |

**Points:** \_\_\_\_\_ / 32

#### 2) General Teaching Supplies

- |                |               |
|----------------|---------------|
| a. Rulers      | 4, 3, 2, 1, 0 |
| b. Calculators | 4, 3, 2, 1, 0 |
| c. Computers   | 4, 3, 2, 1, 0 |

**Points:** \_\_\_\_\_ / 12

---

3) Athletic Supplies

- |                           |               |
|---------------------------|---------------|
| a. Footballs              | 4, 3, 2, 1, 0 |
| b. Netballs               | 4, 3, 2, 1, 0 |
| c. Football Jerseys       | 4, 3, 2, 1, 0 |
| d. Netball jersey         | 4, 3, 2, 1, 0 |
| e. Other sports equipment | 4, 3, 2, 1, 0 |

**Points:** \_\_\_\_ / 20

**Total Points Indicator 7:** \_\_\_\_ / \_\_\_\_

**Score (%):** \_\_\_\_

---

**Area II: Property**

Total Points Possible:\_\_\_\_\_

Total Points Received:\_\_\_\_\_

Score (%):\_\_\_\_\_

Grade:\_\_\_\_\_

**Positives**

1)

2)

3)

**Challenges**

1)

2)

3)

**Recommendations**

---

## AREA III: TEACHING AND LEARNING

**Indicator 8:** Lesson planning, preparation, and coverage

**Description:** Measures teachers' professionalism. *This is measured through school records.*

- |   |               |
|---|---------------|
| 1) <u>Preparation</u>   |               |
| m. Schemes of Work  | 4, 3, 2, 1, 0 |
| n. Lesson plans   | 4, 3, 2, 1, 0 |
| 2) <u>Coverage</u>  |               |
| o. Teacher attendance   | 4, 3, 2, 1, 0 |
| p. Teacher punctuality  | 4, 3, 2, 1, 0 |
| 1) Teacher observation score: _____(10pts)  |               |
| 2) <b>(Child Survey)</b> : Boys feels school provides a good/quality education                      | 4, 0          |
| 3) <b>(Child Survey)</b> : Girls feel school provides a good/quality education                      | 4, 0          |
| 4) <b>(Child Survey)</b> Students feel staff is well-prepared ( <i>Add male and Female scores</i> ) | 8, 6, 4, 2, 0 |
| 5) <b>(Child Survey)</b> Students feel staff is highly qualified ( <i>Add two scores</i> )          | 8, 6, 4, 2, 0 |
| 6) <b>(Community Survey)</b> Community believes teaching is of a high level.                        | 4, 2, 0       |

**Total Points Indicator 8:** \_\_\_\_\_ / 44

**Score (%):** \_\_\_\_\_

---

**Indicator 9:** Teaching and Classroom Management

**Description:** Measures how productively teachers manage the classroom. *This is measured through teacher observation.*

- |   |               |
|---|---------------|
| 1) <u>Behaviour of teacher:</u>   |               |
| ▪ Teacher gives positive feedback   | 4, 3, 2, 1, 0 |
| ▪ Teacher calls on both male and female students equally                      | 4, 3, 2, 1, 0 |
| ▪ Teacher gives asks a variety of questions and gives students time to answer | 4, 3, 2, 1, 0 |
| ▪ Teacher addresses the entire classroom (moves around)                       | 4, 3, 2, 1, 0 |
| ▪ Teacher promotes a caring/compassionate yet active classroom                | 4, 3, 2, 1, 0 |
| ▪ Classroom rules are posted  | 4, 3, 2, 1, 0 |
| ▪ Teacher abides by classroom rules   | 4, 3, 2, 1, 0 |
| ▪ Teacher provides fair and consistent punishment to both male and females    | 4, 2, 0, NA   |
| ▪ Teacher knows or is attempting to know the names of students                | 4, 3, 2, 1, 0 |

**Total Points Indicator 9:** \_\_\_\_\_ / 32, 36

**Score (%):** \_\_\_\_\_

---

**Indicator 10:** Student behaviour and engagement

**Description:** Measures how prepared and engaged students are in their own education

- |   |               |
|---|---------------|
| 1) <u>Behaviour of students:</u>  |               |
| ▪ Students are prepared for the day's class (notebook, writing material). | 4, 3, 2, 1, 0 |
| ▪ Students listen attentively to teacher                                  | 4, 3, 2, 1, 0 |
| ▪ Students do not interrupt teacher or fellow students                    | 4, 3, 2, 1, 0 |
| ▪ Students are willing and able to ask questions                          | 4, 3, 2, 1, 0 |
| ▪ Students are open and willing to answer questions                       | 4, 3, 2, 1, 0 |
| ▪ Students appear to follow classroom and school rules                    | 4, 3, 2, 1, 0 |



**Total Points Indicator 10:** \_\_\_\_\_ / 24

**Score (%):** \_\_\_\_\_

---

**Indicator 11:** Extracurricular programs

**Description:** Measures student activities and clubs outside of class. *Measured by Head Teacher interview, student interviews, teacher interviews.*

- How often do sports teams practice? 4, 2, 0
  - How often do clubs meet? 4, 2, 0  
>weekly: 4; semimonthly: 2; sporadically: 0
  - How many clubs are active? 4, 3, 2, 1, 0  
>5: 4, >2: 3, 2: 2; 1: 1, 0: 0
  - Clubs have written descriptions 4, 2, 0
- 2) **(From Headteacher survey)** Policies are in place to address chronic absenteeism/Tardiness 4, 0
- 3) **(From Headteacher survey)** Parents/guardians are contacted about student absenteeism/tardiness? 4, 3, 2, 1, 0  
(Explain when and how)
- 4) **(WA)** Teachers have mark books with the names of all students? 4, 2, 0
- 5) **(WA)** Teacher continually assesses students? 4, 2, 0  
3+ assessments=4 pts, 2-1=2 pts, 0=0pts
- 6) **(Child Survey)** Students are aware of their current grades/progress 4, 3, 2, 1, 0
- 7) **(Teacher survey)** Teacher uses a rubric 4, 3, 2, 1, 0
- 8) **(Teacher survey)** Student grades (without names) are posted 4, 0
- 9) **(Head teacher survey)** JCE and MSCE pass rates/scores are easily accessible 4, 0

**Total Points Indicator 11:** \_\_\_\_\_ / 48

**Score (%):** \_\_\_\_\_

---

**Area III: Teaching and Learning**

Total Points Possible:\_\_\_\_\_

Total Points Received:\_\_\_\_\_

Score (%):\_\_\_\_\_

Grade:\_\_\_\_\_

**Positives**

1)

2)

3)

**Challenges**

1)

2)

3)

**Recommendations**

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## AREA IV: RECORDS AND MANAGEMENT

### Indicator 12: Academic record keeping

**Description:** Measures presence and maintenance of academic records. *Measured by walking around school (WA).*

- |  |         |
|--|---------|
| a. Student attendance book is present    | 4, 2, 0 |
| b. Student attendance book is up to date | 4, 2, 0 |
| c. Student grade book is present         | 4, 2, 0 |
| d. Student grade book is up to date      | 4, 2, 0 |
| e. Student enrolment book is present     | 4, 2, 0 |
| f. Student enrolment book is up to date  | 4, 2, 0 |
| g. School fees register is up to date    | 4, 2, 0 |
| h. Current pass/fail record is present   | 4, 2, 0 |

**Total Points Indicator 12:** \_\_\_\_\_ / 32

**Score (%):** \_\_\_\_\_

### Indicator 13: Financial records and transparency

**Description:** Measures responsible and transparent use of school's financial resources.

- |   |               |
|---|---------------|
| a. <i>(WA)</i> Finances are well-documented ( <i>measured by recording of expenses and receipts</i> )   | 4, 3, 2, 1, 0 |
| b. <i>(HT survey)</i> School has financial team   | 4, 0          |
| c. <i>(Teacher survey)</i> School has purchased books using TRF:  | 4, 3, 2, 1, 0 |
| d. <i>(WA)</i> Student fees are reasonable  | 4, 3, 2, 1, 0 |
| a. <b>School Fees per term:</b> _____   |               |
| e. <i>(WA)</i> Financial reports are open or posted for the public to see?  | 4, 3, 2, 1, 0 |
| f. <i>(WA)</i> School rules are clearly posted  | 4, 0          |
| a. School has clear discipline procedure  | 4, 3, 2, 1, 0 |
| b. School has fair discipline procedures  | 4, 3, 2, 1, 0 |
| g. <i>(WA)</i> School action plan is posted   | 4, 0          |
| h. <i>(WA)</i> School calendar is posted  | 4, 0          |
| i. <i>(WA)</i> School roles are posted (teachers and students)  | 4, 0          |
| j. <i>(Teacher Survey)</i> Teachers know and understand their roles   | 4, 3, 2, 1, 0 |
| k. <i>(WA, HT Survey)</i> School has a variety of clubs   | 4, 3, 2, 1, 0 |
| a. Clubs are well-attended, have regular attendance, and have written description (look at attendance books and write list and description of each club). | 4, 3, 2, 1, 0 |
| l. <i>(WA)</i> School starts on time ( <i>as noted through observation</i> )  | 4, 3, 2, 1, 0 |
| m. <i>(WA)</i> School has timely period system?   | 4, 3, 2, 1, 0 |

**Total Points Indicator 13:** \_\_\_\_\_ / 64

**Score (%):** \_\_\_\_\_

**Indicator 14: Physical resource management**

**Description:** Measures responsible use, management, maintenance, and inventory of school's material resources.

1) Library Books

- |   |         |
|---|---------|
| a. Library is accessible to students and teachers | 4, 2, 0 |
| b. School has accurate inventory of books         | 4, 2, 0 |
| c. Books are numbered/tagged                      | 4, 2, 0 |
| d. Books are presented in a clear manner          | 4, 2, 0 |
| e. There is a clear lending book                  | 4, 2, 0 |
| f. Books are in good condition                    | 4, 2, 0 |
| g. Past papers are available to students          | 4, 2, 0 |
| h. Current pass/fail record is present            | 4, 2, 0 |

**Total Points: \_\_\_\_ / 32**

2) Vehicle

- |                                      |         |
|--------------------------------------|---------|
| a. Vehicle is protected from weather | 4, 2, 0 |
| b. Vehicle is stored securely        | 4, 2, 0 |
| c. Vehicle is regularly maintained   | 4, 2, 0 |
| d. Vehicle has a maintenance record  | 4, 2, 0 |
| e. Vehicle has a maintenance budget  | 4, 2, 0 |

**Total Points: \_\_\_\_ / 20**

3) Laboratory supplies

- |   |         |
|---|---------|
| a. Access to supplies is controlled           | 4, 2, 0 |
| b. There is an up-to-date chemicals inventory | 4, 2, 0 |
| c. There is an up-to-date equipment inventory | 4, 2, 0 |
| d. Materials are kept clean                   | 4, 2, 0 |
| e. Materials are stored neatly                | 4, 2, 0 |

**Total Points: \_\_\_\_ / 20**

**Score (%): \_\_\_\_\_**

**Total Points Indicator 14: \_\_\_\_\_ / \_\_\_\_\_**

**Score (%): \_\_\_\_\_**

**Area IV: Records and Management**

Total Points Possible:\_\_\_\_\_

Total Points Received:\_\_\_\_\_

Score (%):\_\_\_\_\_

Grade:\_\_\_\_\_

**Positives**

1)

2)

3)

**Challenges**

1)

2)

3)

**Recommendations**

---

## AREA V: HUMAN RESOURCES

### Indicator 15: Supervision of Teaching

**Description:** Measures how often and well the Head teacher supervises student learning and teacher behaviour. *(Measured through teacher discussion and survey)*

- |  |               |
|--|---------------|
| 1) <i>(Teacher survey/discussion)</i> Head teacher has observed each teacher and documented observation the past 2 years | 4, 3, 2, 1, 0 |
| 2) <i>(HT Survey)</i> HT has observed each teacher this past year  | 4, 2, 0       |
| 3) <i>(HT survey/discussion)</i> Head teacher has checked schemes  | 4, 2, 0       |
| 4) <i>(Teacher survey)</i> Head teacher promotes a friendly and cooperative environment                                  | 4, 3, 2, 1, 0 |
| 5) <i>(HT survey/discussion)</i> Head teacher knows strengths and weaknesses of teachers                                 | 4, 2, 0       |

**Total Points Indicator 15:** \_\_\_\_\_ / 20

**Score (%):** \_\_\_\_\_

---

### Indicator 16: Staff Development

**Description:** Measures how well the school fosters a professional, diverse teaching staff.

- |  |               |
|--|---------------|
| a. <i>(HT survey)</i> HT attended professional development workshop this school year<br>If yes, what was the workshop on? _____  | 4, 0          |
| b. <i>(Teacher survey)</i> Teachers have attended workshop/inset this past 2 years?  | 4, 0          |
| c. <i>(Teacher survey)</i> Teachers are placed in subjects that they are best qualified for  | 4, 3, 2, 1, 0 |
| d. <i>(Teacher survey)</i> Teachers are provided an equal amount of hours and roles  | 4, 0          |
| e. Teachers are not overburdened ( <i>no teacher teaches over 25 hours a week</i> )  | 4, 2, 0       |
| f. <i>(Teacher survey)</i> Staff feels their views are heard within school management  | 4, 3, 2, 1, 0 |
| g. <i>(Teacher survey)</i> School has departments with adequate materials  | 4, 3, 2, 1, 0 |
| h. <i>(HT survey)</i> Staff regularly attends meetings and are on time   | 4, 3, 2, 1, 0 |
| i. <i>(HT survey)</i> Staff is on time to teaching periods   | 4, 3, 2, 1, 0 |
| j. <i>(Teacher survey)</i> Staff understands rules of school   | 4, 3, 2, 1, 0 |
| k. <i>(Observation)</i> Staff shows substantial/adequate knowledge of subject  | 4, 3, 2, 1, 0 |
| l. <i>(Teacher Survey)</i> Staff believes there is adequate leadership within the school   | 4, 3, 2, 1, 0 |
| m. <i>(HT Interview)</i> Staff attendance is high  | 4, 3, 2, 1, 0 |
| n. <i>(HT survey, School WS)</i> Teacher student ratio (1:20=4pts; 1:50=2pts; 1:60=0pt)  | 4, 2, 0       |
| o. <i>(Teacher survey)</i> % of qualified teachers (breakdown by qualification)<br>50% diploma/degree: 4pts. 25%+ diploma degree: 2 pts., 1+ teachers with diploma degree: 1 pt.,<br>no teachers with degree/diploma: 0 pts. | 4, 2, 1, 0    |
| p. <i>(HT survey, School Data WS)</i> Number of female teachers<br>2+: 4 pts., 1+: 2 pts, 0: 0 pts   | 4, 2, 0       |
| q. <i>(WA)</i> Teacher sign in sheet   | 4, 0          |
| r. <i>(WA)</i> Teacher absenteeism rate (Number of teachers who were didn't sign-in over the previous two weeks)<br>0%: 4 pts.; 25% or less: 3pts.; less than 50%: 2 pt.; Over 50%: 1 pts.                                   | 4, 3, 2, 1    |

**Total Points Indicator 16:** \_\_\_\_\_ / 72

**Score (%):** \_\_\_\_\_

---

**Area V: Human Resources**

Total Points Possible:\_\_\_\_\_

Total Points Received:\_\_\_\_\_

Score (%):\_\_\_\_\_

Grade:\_\_\_\_\_

**Positives**

1)

2)

3)

**Challenges**

1)

2)

3)

**Recommendations**

---

## AREA VI: COMMUNITY

### Indicator 17: PTA, SMC, and Mothers' Group

**Description:** Measures how active the community is in school management. This measurement is mainly accomplished through interview/focus group. **NOTE:** If no SMC, ask the PTA and Head why they do not have a SMC.

1) Active SMC (All measured through SMC/PTA survey)

- |  |               |
|--|---------------|
| a. Member Names and Contact Information:   |               |
| b. SMC has specific roles?   | 4, 0          |
| <b><u>List names and roles:</u></b>  |               |
|  |               |
| a. SMC understands development role in school  | 4, 3, 2, 1, 0 |
| b. Number of times per year SMC meets:   | 3+, 2, 1, 0   |
| c. SMC has records of meetings   | 4, 0          |
| d. Records are accessible to community   | 4, 3, 2, 1, 0 |
| e. <i>(SMC/PTA survey)</i> SMC has working/good relationship with PTA                                | 4, 3, 2, 1, 0 |
| f. <i>(HT and SMC survey)</i> SMC has working/good relationship with Head teacher and teaching staff | 4, 3, 2, 1, 0 |
| g. SMC is diverse (gender, religion, tribe)  | 4, 3, 2, 1, 0 |
| h. SMC has good relationship with community  | 4, 3, 2, 1, 0 |
| i. Community has good relationship with school   | 4, 3, 2, 1, 0 |
| j. SMC and PTA are active in school management and development of school action plan                 | 4, 3, 2, 1, 0 |

2) **Total Points:** \_\_\_\_ / 43

2) Active PTA

- |  |               |
|--|---------------|
| a. PTA has specific roles?   | 4, 0          |
| <b><u>List names and roles</u></b>   |               |
|  |               |
| b. PTA understands role in development of school   | 4, 3, 2, 1, 0 |
| c. Number of times PTA meets each year:  | 3+, 2, 1, 0   |
| d. PTA has records of meetings   | 4, 0          |
| ▪ Records are accessible to community  | 4, 3, 2, 1, 0 |
| e. PTA has working/good relationship with SMC  | 4, 3, 2, 1, 0 |
| f. <i>(HT and PTA survey)</i> PTA has working/good relationship with head teacher and teaching staff | 5, 4, 3, 3, 0 |
| g. PTA is diverse (gender, religion, tribe)  | 4, 0          |
| h. PTA has good relationship with community  | 4, 3, 2, 1, 0 |

**Total Points:** \_\_\_\_ / 35

3) Mothers' Group

- |   |               |
|---|---------------|
| a. Mothers' group understands role in development of school | 3+, 2, 1, 0   |
| b. Number of times Mothers' group meets each year:          | 3+, 2, 1, 0   |
| c. Mothers' group has records of meetings                   | 4, 0          |
| ▪ Records are accessible to community                       | 4, 3, 2, 1, 0 |



- d. PTA has working/good relationship with SMC 4, 3, 2, 1, 0
- e. **(HT and PTA survey)** MG has working/good relationship with head teacher and teaching staff 5, 4, 3, 3, 0
- f. MG is diverse (gender, religion, tribe) 4, 0
- g. MG has good relationship with community 4, 3, 2, 1, 0

**Total Points: \_\_\_\_ / 30**

**Total Points Indicator 17: \_\_\_\_ / \_\_\_\_      Score (%): \_\_\_\_\_**

**Indicator 18: Community Relations:**

**Description:** Measures the relationship between the school and community (*This is measured through the SMC/PTA survey and interview*)

- a. Community is aware of School Action Plan 4, 3, 2, 1, 0
- b. Community is aware of role in education 4, 3, 2, 1, 0
- c. Community is aware of school leadership 4, 3, 2, 1, 0
- d. Community is aware of school performance 4, 3, 2, 1, 0
- e. Community is aware of benefits of education 4, 3, 2, 1, 0
- f. Community actively attends school meetings/projects 4, 3, 2, 1, 0
- g. Community actively funds school development 4, 3, 2, 1, 0
  - a. If not why?
  
- h. Community readily sends children to school 4, 2, 0
  - a. If not why?
- i. Attendance/enrolment rates are high 4, 3, 2, 1, 0
  - a. If not why?
- j. Community and school coordinate events (ex. Sporting events, special ceremonies, etc.) 4, 3, 2, 1, 0
- k. School works with local health agencies, surrounding professionals, local Community based and women’s organizations to promote a healthy and safe lifestyle 4, 3, 2, 1, 0
  - a. If yes what organizations does the school work with?
- l. **(Teacher Survey)** Parents/guardians are readily updated and know about their child’s progress 4, 3, 2, 1, 0
- m. **(Head Teacher)** SMC/PTA are active in school development 4, 3, 2, 1, 0  
**Very Active (5), Active (3), Not Active (2) There is no SMC or PTA (0)**
- n. **(Head Teacher)** Parents are active in student learning 4, 3, 2, 1, 0
- o. **(Head Teacher)** School has regular parent/teacher conferences 4, 2, 0

**Total Points Indicator 18: \_\_\_\_ / 60      Score (%): \_\_\_\_\_**

**Area VI: Community**

Total Points Possible:\_\_\_\_\_

Total Points Received:\_\_\_\_\_

Score (%):\_\_\_\_\_

Grade:\_\_\_\_\_

**Positives**

1)

2)

3)

**Challenges**

1)

2)

3)

**Recommendations**

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## AREA VII: STUDENT LIFE

**Indicator 19:** Student rights and equity

**Description:** Measures school's promotion of diversity and gender equality. (*Measured through surveys*). These are measured by percentage scored on the survey questions.

- |  |                               |
|--|-------------------------------|
| 1) ( <i>Teacher survey</i> ) Teachers fill-out SFS survey.   | Average Score: _____ (60 pts) |
| 2) ( <i>HT SFS survey</i> )  | Score: _____ (60 pts)         |
| 3) ( <i>Child SFS interviews</i> )   | Score: _____ (60 pts)         |
| 4) ( <i>Teacher survey</i> ) Male and female students are punished/disciplined in the same manner                  | 4, 0                          |
| 5) ( <i>Child interview</i> ) Boys feel that school promotes gender equality                                       | 4, 0                          |
| 6) ( <i>Child interview</i> ) Girls feel that the school promotes gender equality                                  | 8, 0                          |
| 7) ( <i>Child interview</i> ) Students feel teachers treat both sexes fairly ( <i>Add male and female scores</i> ) | 8, 0                          |
| 8) ( <i>PTA/SMC survey</i> ) Community supports female education   | 4, 0                          |
| 9) ( <i>PTA/SMC Survey</i> ) Community supports equal treatment of male and female teachers                        | 4, 0                          |
| 10) ( <i>HT survey</i> ) Student-teacher relations at the school are good  | 4, 2, 0                       |
| 11) ( <i>WA</i> ) School policies/rules accepting of gender, sexual, and religious differences                     | 8, 4, 0                       |

**Total Points Indicator 19:** \_\_\_\_\_ / 164                      **Score (%):** \_\_\_\_\_

---

**Indicator 20:** Student health, safety, and well-being

**Description:** Measures school safety and disciplinary action. (*Measured through survey and discussion*).

- 1) (*Teacher survey*) Girls and boys disciplined in the same way (*Add M and F scores*)    **8, 4, 0**
  - If not, why not?
- 2) (*HT interview*) Have there been any instances of sexual or physical violence and/or abuse at the school over the previous school year? (No = 4, Yes = 0)                      **4, 0**
  - If yes explain (highlight what disciplinary action was taken, if any):
- 3) (*HT interview*) There is a ZERO tolerance for sexual (physical and verbal) and physical abuse of students                      **8, 0**
- 4) (*HT interview*) Policies exist to protect girls and minorities, including a harassment policy that is publicly known and accepted                      **8, 0**
- 5) (*Child Survey*) Girls feel teachers promote a safe and fair environment                      **8, 0**
- 6) (*Child Survey*) Girls feel safe walking to and from school                      **8, 0**
- 7) (*Child Survey*) Girls feel safe at school                      **8, 0**
- 8) (*Child Survey*) Students know and understand school rules                      **4, 0**

**Total Points Indicator 20:** \_\_\_\_\_ / 56                      **Score (%):** \_\_\_\_\_

---

**Area VII: Student Life**

Total Points Possible:\_\_\_\_\_

Total Points Received:\_\_\_\_\_

Score (%):\_\_\_\_\_

Grade:\_\_\_\_\_

**Positives**

1)

2)

3)

**Challenges**

1)

2)

3)

**Recommendations**

---

## AREA VIII: STUDENT PERFORMANCE

### Indicator 21: Student Retention and Progression

**Description:** Measures student retention at the school

Number of students who began last school year for each form:

- ❖ Form 1: Male: \_\_\_\_\_ Female: \_\_\_\_\_
- ❖ Form 2: Male: \_\_\_\_\_ Female: \_\_\_\_\_
- ❖ Form 3: Male: \_\_\_\_\_ Female: \_\_\_\_\_
- ❖ Form 4: Male: \_\_\_\_\_ Female: \_\_\_\_\_
- ❖ Totals: Male: \_\_\_\_\_ Female: \_\_\_\_\_ All: \_\_\_\_\_

Number of students who finished last school year:

- ❖ Form 1: Male: \_\_\_\_\_ Female: \_\_\_\_\_
- ❖ Form 2: Male: \_\_\_\_\_ Female: \_\_\_\_\_
- ❖ Form 3: Male: \_\_\_\_\_ Female: \_\_\_\_\_
- ❖ Form 4: Male: \_\_\_\_\_ Female: \_\_\_\_\_
- ❖ Totals: Male: \_\_\_\_\_ Female: \_\_\_\_\_ All: \_\_\_\_\_

Number of repeater students:

- ❖ Form 1: \_\_\_\_\_
- ❖ Form 2: \_\_\_\_\_
- ❖ Form 3: \_\_\_\_\_
- ❖ Form 4: \_\_\_\_\_

Number of female repeaters:

- ❖ Form 1: \_\_\_\_\_
- ❖ Form 2: \_\_\_\_\_
- ❖ Form 3: \_\_\_\_\_
- ❖ Form 4: \_\_\_\_\_

**Indicator 21 Score (Finishers/Beginners, %):** \_\_\_\_\_

---

### Indicator 22: MANEB test performance

- |   |               |
|---|---------------|
| 1) Last year's MSCE pass rate (overall)?  | 4, 3, 1, 0    |
| <ul style="list-style-type: none"><li>❖ 80% and higher: 4 pts.</li><li>❖ 50% and higher 3 pts.</li><li>❖ 35% and higher 1 pt.</li><li>❖ Under 35%: 0 pts.</li></ul>                             |               |
| 2) Average MSCE pass rate of last 3 yrs.?   | 4, 3, 1, 0    |
| <ul style="list-style-type: none"><li>❖ 80% and higher: 4 pts.</li><li>❖ 50% and higher 3 pts.</li><li>❖ 35% and higher 1 pt</li><li>❖ Under 35%: 0 pts.</li></ul>                              |               |
| 3) Last year's female MSCE pass rate?   | 4, 3, 1, 0    |
| <ul style="list-style-type: none"><li>❖ 80% and higher: 4 pts.</li><li>❖ 50% and higher 3 pts.</li><li>❖ 35% and higher 1 pt</li><li>❖ Under 35%: 0 pts.</li></ul>                              |               |
| 4) Average female MSCE pass rate of last 3 yrs.?  | 4, 3, 2, 1, 0 |
| <ul style="list-style-type: none"><li>❖ 80% and higher: 4 pts.</li><li>❖ 50% and higher 3 pts.</li><li>❖ 35% and higher 2 pt.</li><li>❖ Under 35%: 1 pts.</li><li>❖ Under 25%: 0 pts.</li></ul> |               |

**Total Points Indicator 22:** \_\_\_\_\_ / \_\_\_\_\_ **Score (%):** \_\_\_\_\_

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**Indicator 23: Further Education**

- |   |                   |
|---|-------------------|
| 1) Number of students eligible for higher education (reached basic qualifications)      | <b>4, 3, 1, 0</b> |
| ❖ <b>25% and higher: 4 pts,</b>   |                   |
| ❖ <b>10% and higher 3 pts.,</b>   |                   |
| ❖ <b>1-2 students: 1 pt.,</b>   |                   |
| ❖ <b>0 students/0%: 0 pts</b>   |                   |
| 2) Fraction of eligible students who have applied                                       | <b>4, 3, 1, 0</b> |
| ❖ <b>100%: 4 pts.,</b>  |                   |
| ❖ <b>75% 3 pts.,</b>  |                   |
| ❖ <b>50%: 1 pt.,</b>  |                   |
| ❖ <b>Under 50% 0 pts.</b>   |                   |
| 3) Fraction of eligible students going on to a higher education institution (last year) | <b>4, 3, 1, 0</b> |
| ❖ <b>50% and higher: 4pts,</b>  |                   |
| ❖ <b>25% and higher: 3pts.,</b>   |                   |
| ❖ <b>1% and higher: 1pt.,</b>   |                   |
| ❖ <b>0%: 0 pts.</b>   |                   |
| 4) Number of students going on to a higher education institution (last 3 yrs.)?         | <b>4, 3, 1</b>    |
| ❖ <b>2 students and higher: 4pts.,</b>  |                   |
| ❖ <b>1 student: 3 pts.,</b>   |                   |
| ❖ <b>0 students: 1pt.</b>   |                   |

**Total Points Indicator 23: \_\_\_\_\_ / 16**

**Score (%): \_\_\_\_\_**

---

**Area VIII: Student Performance**

Total Points Possible:\_\_\_\_\_

Total Points Received:\_\_\_\_\_

Score (%):\_\_\_\_\_

Grade:\_\_\_\_\_

**Positives**

1)

2)

3)

**Challenges**

1)

2)

3)

**Recommendations**

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# **FINAL SCORE REPORT**

## **Summary of Appraisal**

### **General Recommendations**



## SCORE BREAKDOWN

### Area I: Buildings and Grounds

Indicator 1, Classrooms and furnishings: \_\_\_\_\_

Indicator 2, Staff office and furnishings: \_\_\_\_\_

Indicator 3, Other educational buildings: \_\_\_\_\_

Indicator 4, Toilets and grounds: \_\_\_\_\_

Overall Score: \_\_\_\_\_

Recommendation

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### Area II: Property

Indicator 5, Classroom Supplies: \_\_\_\_\_

Indicator 6, Books: \_\_\_\_\_

Indicator 7, Equipment, supplies, and consumables: \_\_\_\_\_

Overall Score: \_\_\_\_\_

Recommendation

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### Area III: Teaching and Learning

Indicator 8, Lesson planning, preparation, and coverage: \_\_\_\_\_

Indicator 9, Teaching and classroom management: \_\_\_\_\_

Indicator 10, Student behavior and engagement: \_\_\_\_\_

Indicator 11, Extracurricular programs: \_\_\_\_\_

Overall Score: \_\_\_\_\_

Recommendation

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**Area IV: Records and Management**

Indicator 12, Academic record keeping: \_\_\_\_\_

Indicator 13, Financial records and transparency: \_\_\_\_\_

Indicator 14, Physical resource management: \_\_\_\_\_

Overall Score: \_\_\_\_\_

Recommendation

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**Area V: Human Resources**

Indicator 15, Supervision of teaching: \_\_\_\_\_

Indicator 16, Staff development: \_\_\_\_\_

Overall Score: \_\_\_\_\_

Recommendation

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**Area VI: Community**

Indicator 17, PTA, SMC, and Mothers' Group: \_\_\_\_\_

Indicator 18, Community relations: \_\_\_\_\_

Overall Score: \_\_\_\_\_

Recommendation

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**Area VII: Student Life**

Indicator 19, Student rights and equity: \_\_\_\_\_

Indicator 20, Student health, safety, and well-being: \_\_\_\_\_

Overall Score: \_\_\_\_\_

Recommendation

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## Area VII: Student Performance

Indicator 21, Retention and progression: \_\_\_\_\_

Indicator 22, MANEB test performance: \_\_\_\_\_

Indicator 23, Further education: \_\_\_\_\_

Overall Score: \_\_\_\_\_

Recommendation

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# SCHOOL ACTION PLAN

## EXAMPLE

### GOAL 1

**Section and Indicator:** Teaching and learning, Indicator 5-Assessment and Record Keeping

**Previous Score:** 40% Partially Achieved

**Desired Improvement (final score):** 60% Achieved

**Which questions/indicators you hope to improve on:**

- 1) Question 2: Policies are in place to address chronic absenteeism
- 2) Question 3: Parents are contacted about student absenteeism
- 3) Question 6: Students are aware of their current grades/progress

**Action Planned:**

- 1) Q2: This will be achieved by the teachers regularly taking attendance during the first period of class. If students miss more than one day a week for two weeks their parents will be notified.
- 2) Q3: This will be achieved by contacting parents via sms or letter after students miss one day of school or more for more than two weeks. In order to contact parents, we will have our students provide contact information of their guardian. This will be done next week at school.
- 3) Q6: This will be achieved by providing each student with a class number. This number will be used to identify each student. Each month or after each assessment each student will be told their grade or grades will be posted on the bulletin board or in the each form.

**Actors Involved:** Teachers, Students, Parents

**Timetable:** The creation of the absentee policy will begin immediately. Numbers to identify each student will be given next week. Contact numbers of each student and their guardian will occur during week 1 of term 3.

**Costs of Improvement:** Costs are 0, as this can be done by simply record keeping.

**Materials Needed:** Paper, Pen, phone numbers

**Way of Monitoring and Evaluation if Achieved:** Contact numbers are gathered and posted, numbers for students are gathered and posted, assessments are presented on bulletin board using student numbers instead of names, attendance book will be adequately filled and updated.

**How to Promote Sustainability:** By working with teachers and making sure that parents and students understand the new rules and procedures

**Signatures of Key Actors:**

# School Action Plan

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After the appraisal the school should choose 5 indicators upon which they hope to improve. Using this paper the school and community should come up with an action plan or strategy for improving their score over the next 3 months. The school that meets their action plan and improves their school the most will receive a substantial reward.

## GOAL 1

**Section and Indicator:**

**Previous Score:**

**Desired Improvement (final score):**

**Which questions/indicators you hope to improve on:**

**Action Planned:**

**Actors Involved:**

**Timetable:**

**Costs of Improvement:**

**Materials Needed:**

**Way of Monitoring and Evaluation if Achieved:**

**How to Promote Sustainability:**

**Signatures of Key Actors:**

## GOAL 2

**Section and Indicator:**

**Previous Score:**

**Desired Improvement (final score):**

**Which questions/indicators do you hope to improve on?:**

**Action Planned:**

**Actors Involved:**

**Timetable:**

**Costs of Improvement:**

**Materials Needed:**

**Way of Monitoring and Evaluation if Achieved:**

**How to Promote Sustainability:**

**Signatures of Key Actors:**

## GOAL 3

**Section and Indicator:**

**Previous Score:**

**Desired Improvement (final score):**

**Which questions/indicators you hope to improve on:**

**Action Planned:**

**Actors Involved:**

**Timetable:**

**Costs of Improvement:**

**Materials Needed:**

**Way of Monitoring and Evaluation if Achieved:**

**How to Promote Sustainability:**

**Signatures of Key Actors:**

# STAR



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## **School and Teacher Assessment Report**

The appraisal report is based on 23 indicators. The indicators are part of eight key areas: **Buildings and Grounds, Property, Programs, Records and Management, Human Resources, Community, Student Life, and Student Performance**. The appraisal team uses guidelines for determining the success of each indicator, which is provided a grade. The goal of the project is to help the community and school understand its strengths and weaknesses while engaging the community and key stakeholders in school development and ownership.