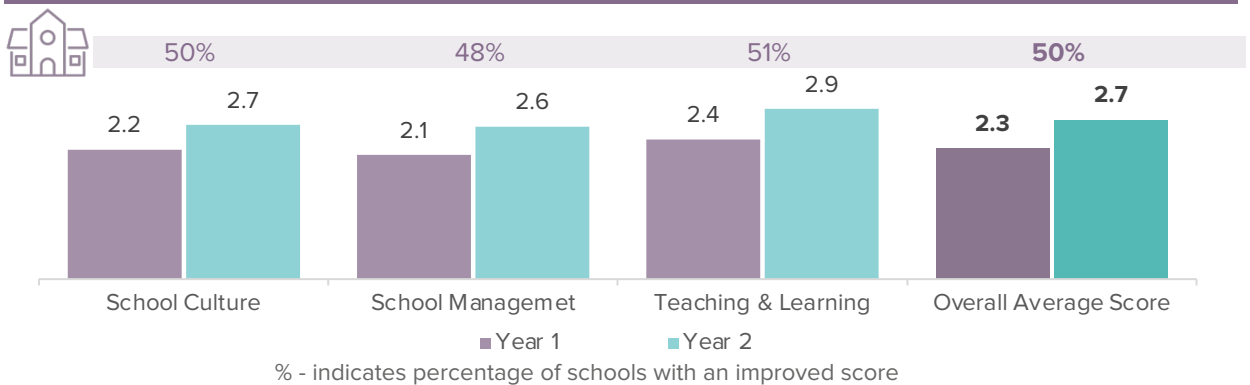# Improvements in education quality

KEY INSIGHT: 50% of schools in EduQuality show improvement in self-assessed education quality

Partner school leaders in EduQuality, a program of Opportunity EduFinance, complete school self-assessments annually by scoring their school on 18 domains of education quality. Analysis from two years of data found **50% of schools reported improvements** and a further 36% remained stable year-over-year.

Changes in School Self-Assessment Scores

	School Culture	School Managemet	Teaching & Learning	Overall Average Score
% improved	50%	48%	51%	**50%**
Year 1	2.2	2.1	2.4	**2.3**
Year 2	2.7	2.6	2.9	**2.7**

■ Year 1   ■ Year 2

% - indicates percentage of schools with an improved score

KEY FINDING 1. Improvements were relatively consistent across all 3 areas of education quality

Of the three *Pathways to Excellence* areas of quality, **Teaching & Learning** had a slightly higher percent of improving or stable schools, and an average score of 2.9 in Year 2. However, overall improvements were relatively consistent across the three areas.

💡 *Pathways to Excellence* **Annual School Self-Assessments**

The Pathways to Excellence tool groups **18 education quality domains** under **3 areas**: school culture, school management, and teaching & learning. The diagnostic tool outlines clear criteria under **four (4) levels** of quality for each domain, with Level 4 representing excellence. This enables school leader to review and mark the criteria that best describes their school, and then select the level (score) that is most aligned with their school's quality in each domain.

SCHOOL CULTURE
- Behaviour Management
- Parent & Community Engagement
- Child Protection
- Learner Engagement & Welfare
- Staff Engagement & Retention
- Inclusion & Special Educational Needs

SCHOOL MANAGEMENT
- Clean & Safe Environment for Learning
- Teacher Recruitment
- Finance & Business Management
- Marketing & Branding
- School Leadership & Governance
- Teacher Development & Oversight

TEACHING & LEARNING
- Teaching & Learning Resources
- Lesson Planning & Delivery
- Assessment of Learning
- Learner-Centred Teaching & Learning
- School Curriculum
- Early Childhood

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KEY FINDING 2. **Between 42% - 56% of schools improved quality across each of the 18 domains.**

The domain with the largest percent of schools reporting improved score was *Parent and Community Engagement* (56%) and *Learner-Centred Teaching and Learning* (54%).

The domains with the lowest rate of improving scores are *Inclusion and Special Educational Needs* (42%) and *Finance and Business Management* (43%).

Overall, **50% of schools had an improved score** while 36% remained stable.

56% of schools improved **Parent & Community Engagement**

54% of schools improved **Learner-Centred Teaching & Learning**

		Percentage of schools showing **marginal improvement** in School Self-Assessment score by education quality domain	%	Point Change Yr1 – Yr2
School Culture	1.1	Behaviour Management	53%	0.5
	1.2	Parent and Community Engagement	56%	**0.7**
	1.3	Child Protection	50%	0.5
	1.4	Learner Engagement and Welfare	51%	0.5
	1.5	Staff Engagement and Retention	49%	0.4
	1.6	Inclusion & Special Educational Needs	42%	0.3
School Mangement	2.1	Clean and Safe Environment for Learning	48%	0.5
	2.2	Teacher Recruitment	49%	0.5
	2.3	Finance and Business Management	43%	0.4
	2.4	Marketing and Branding	51%	0.5
	2.5	School Leadership and Governance	49%	0.5
	2.6	Teacher Development and Oversight	50%	0.5
Teaching and Learning	3.1	Teaching and Learning Resources	49%	0.5
	3.2	Lesson Planning and Delivery	50%	0.6
	3.3	Assessment of Learning	52%	0.5
	3.4	Learner-Centred Teaching and Learning	54%	**0.6**
	3.5	School curriculum	50%	0.5
	3.6	Early Childhood	49%	0.5

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LEARNING QUESTION. Are domains with the lowest average Year 1 scores being selected for improvement in School Development Plans?

Annual School Development Plans (SDP)

After conducting the school self-assessment, each school selects between 1-5 domains to prioritize for improvement throughout the coming academic year. These priority domains are outlined in a **School Development Plan** (SDP) that identifies the next level of quality the school is aiming to achieve, the action points and activities to be implemented, cost and resources, and how progress will be monitored.

How to interpret the Data

Learner Engagement & Welfare was chosen as one of the domains in an SDP **4% of the time.**

The average score for this domain in Year 1 school self-assessments was **2.6** out of **4.**

Percentage of the time that a domain was chosen by schools for Year 1 SDPs	Domain	Domains by average Year 1 school self-assessment score
4%	Learner Engagement & Welfare	2.6
10%	Clean & Safe Environment for Learning	2.5
5%	Lesson Planning & Delivery	2.5
4%	Learner-Centred Teaching & Learning	2.5
4%	Staff Engagement & Retention	2.4
3%	Teacher Development & Oversight	2.4
2%	Assessment of Learning	2.4
7%	Teaching & Learning Resources	2.4
1%	School Curriculum	2.3
2%	Early Childhood	2.3
21%	Behaviour Management	2.2
4%	Teacher Recruitment	2.1
7%	Parent & Community Engagement	2.1
8%	Marketing & Branding	2.1
1%	School Leadership & Governance	2.0
11%	Child Protection	1.9
5%	Finance & Business Management	1.8
2%	Inclusion & Special Educational Needs	1.7

KEY FINDING 3. Schools are not exclusively selecting the lowest scoring domains in their School Development Plans.

Analysis found that **19%** of schools chose to focus on their **three** domains that needed the most improvement (i.e. lowest school self-assessment scores), while **18%** of schools focused on the **three** domains that had the highest scores across the 18 domains. Across all schools, the most selected domains were *Behaviour Management* (21%), *Child Protection* (11%), and *Clean and Safe Environment for Learning* (10%).

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LEARNING QUESTION. Is there a correlation between domains schools select for School Development Plans and quality improvements?

Year 1
Self-assesses quality across 18 domains

Identify **priority domains** for improvement

Write & implement **school development plan**

Year 2
Self-assesses quality across 18 domains

Analyze Year-over-Year **improvements**

KEY FINDING 4. **Schools are improving quality in domains beyond those selected for school development plans.**

Analysis found no statistically significant correlation between school selection of domains and quality improvements. This may indicate additional components of the EduQuality program, **including professional development training for school leaders and teachers,** may also be positively impacting quality improvements. *This will be further examined in future Key Insights in this Learning Series.*

Top 3 domains **most selected** for School Development Plans in **Year 1**

Behaviour Management
- **21%** of schools selected for SDP
- **53%** of schools improved

Child Protection
- **11%** of schools selected SDP
- **50%** of schools improved

Clean & Safe Learning Environment
- **10%** of schools selected SDP
- **48%** of schools improved

Top 3 domains with **highest percentage** of schools **improving in quality**

Parent & Community Engagement
- **56%** of schools improved
- **7%** of schools selected for SDP

Learner-Centred Teaching & Learning
- **54%** of schools improved
- **4%** of schools selected SDP

Behaviour Management
- **53%** of schools improved
- **21%** of schools selected SDP

What reasons may have influenced school priorities beyond the self-assessment score?
- **Immediate Need.** When schools emerged from COVID-19 forced closures, many were looking at domains to help them reopen, including new safety requirements for the school.
- **School Development Plan Lead.** Plans driven by the Head Teacher rather than school owner may focus more on domains not requiring significant budget to implement.
- **School Interest.** Schools with a quality score of 2-3 for a domain likely already have decent systems in place and may find it easier to focus on further improvements in those domains.

LEARNING QUESTION. **Did schools achieve their target level for quality improvements outlined in their School Development Plans?**

KEY FINDING 4. **Domains selected for the School Development Plan were more likely to improve in quality.**
School self-assessment scores improved year-over-year across most domains, but there was a **notable advantage** to selecting any of the domains as a target for the School Development Plan.

Domains that had the highest Year 1 school self-assessment scores also saw a higher proportion of schools (76-85%) achieve their target next level in quality when included in their school development plan. While domains with the lowest Year 1 self-assessment scores had a smaller proportion of schools achieving their target next level in quality when included in a school development plan - between 44-68% - there were still significant improvements.

SDP — School Development Plan

In Year 1, these domains had the **highest** school self-assessment scores					
Top 3 Domains of Highest Average Quality	**Average Self-Assessment Score Year 1**	**Average Self-Assessment Score Year 2**	**% of times domain was chosen for SDP**	**% Schools with improved score**	**% schools achieved SDP level aimed for**
Learner Engagement & Welfare	2.6	3.1	4.3%	50.8%	**76.0%**
Clean & Safe Learning Environment	2.5	3.0	9.7%	47.8%	**80.4%**
Lesson Planning & Delivery	2.5	3.0	4.7%	50.3%	**84.9%**

In Year 1, these domains had the **lowest** school self-assessment scores					
Top 3 Domains of Lowest Average Quality	**Average Self-Assessment Score Year 1**	**Average Self-Assessment Score Year 2**	**% of times domain was chosen for SDP**	**% Schools with improved score**	**% schools achieved SDP level aimed for**
Inclusion & Special Educational Needs	1.7	2.0	2.2%	42.2%	**44.0%**
Finance & Business Management	1.8	2.2	5.0%	43.2%	**56.9%**
Child Protection	1.9	2.4	10.7%	50.2%	**67.5%**

METHODOLOGY

The sample used for this analysis: The initial population contained 1462 schools that are now in the second year of the EduQuality program.

- Of these, 19 are now inactive in our program, reducing the sample to 1443.

- When submitting a self-assessment, it is not mandatory for a school to fill out a score for all 18 domains. This means that some schools submit less data. Schools who filled out scores for less than 16 domains have been filtered out.

- **This resulted in a final sample of 458 schools with little missing data.**

Note - Due to Uganda's two-year long school closures, we do not yet have Year 2 scores. This significantly reduced our sample, as there are 581 schools on our program in Uganda.

Calculation for a school score of 'improved': Calculations of score changes have been rounded to the nearest 0.1. This has little effect on the individual domain score changes as they are whole numbers, ranging 1-4.

However, for category averages and the overall average score, these are affected. This means a school that had an overall average score of 2.36 in Year 1, and 2.42 in Year 2 will be given a 'constant' grade rather than 'improving' as both of these grades round to 2.4.