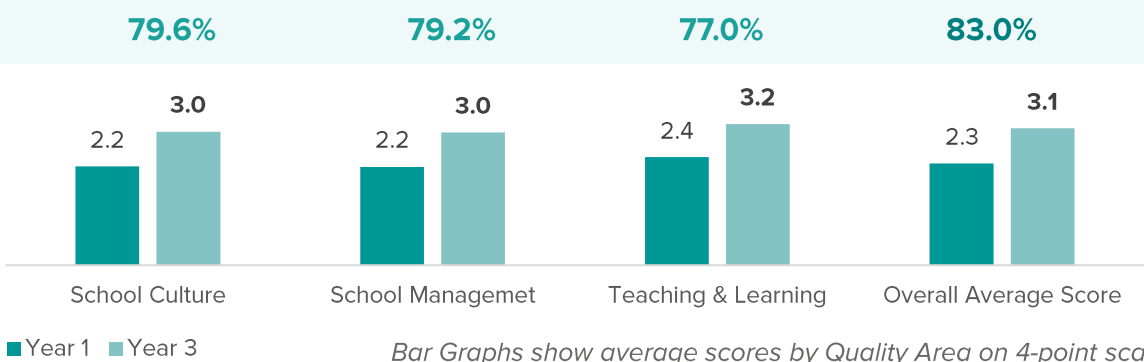


### KEY INSIGHT: **83% of schools in EduQuality show improvement in one or more education quality domains after 2 years**

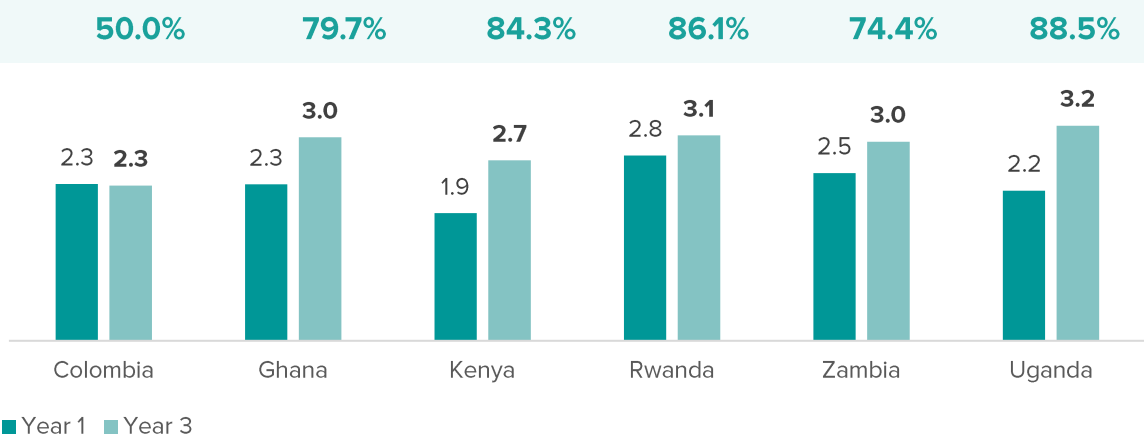
Partner school leaders in EduQuality, a program of Opportunity EduFinance, complete self-assessments annually by scoring their school on 18 domains of education quality. Analysis of data from **three annual assessments** (Year 1 baseline and beginning of Years 2 and 3) found **83% of schools reported improvements in their overall quality scores** at the start of Year 3.

#### CHANGES IN SCHOOL SELF-ASSESSMENT SCORES (4 POINT SCALE)



Bar Graphs show average scores by Quality Area on 4-point scale

#### CHANGES IN SCHOOL SELF-ASSESSMENT SCORES BY COUNTRY (4 POINT SCALE)



% - indicates percentage of schools with an improved score at the start of Year 3 over baseline

#### Pathways to Excellence 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.



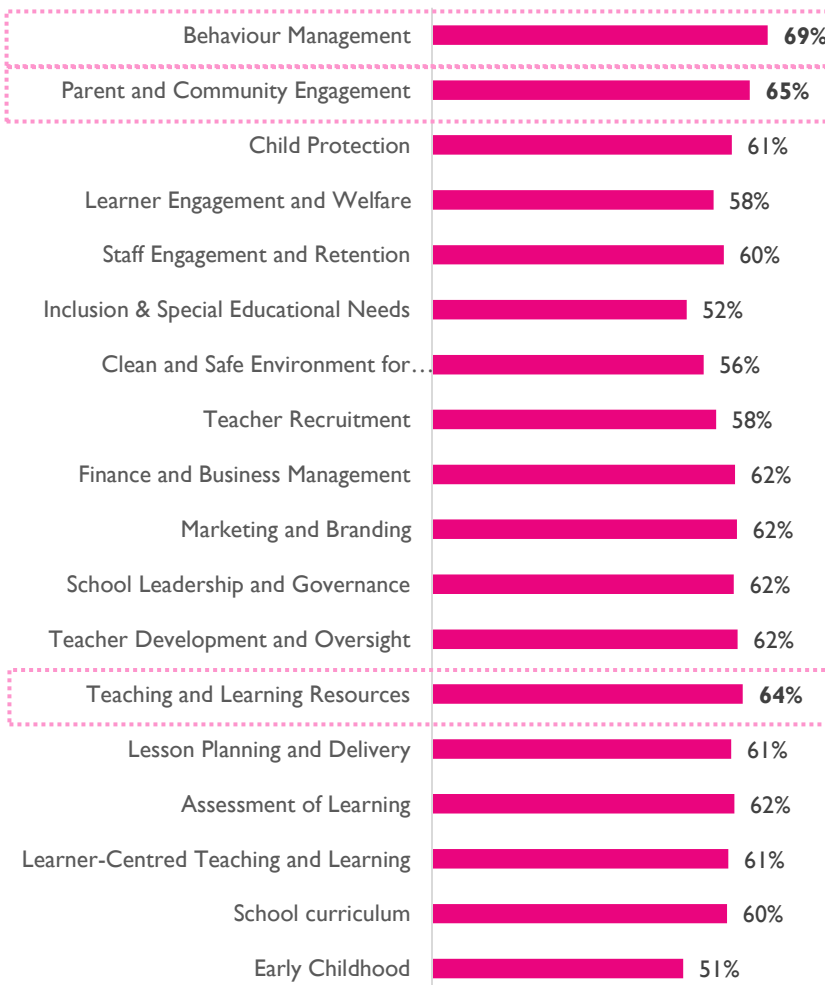
**KEY FINDING 1. The average school in the program improved in more than 10 domains by Year 3 in the EduQuality program.**

While individual school's progress across the various domains, on average across all countries a school improved in **60.3% of the 18 domains** of quality (10.8 domains). School in Uganda average improvement in 11.9 domains, followed by Rwanda and Kenya (10.9 domains improved).

**NUMBER OF DOMAINS IMPROVED BY AN AVERAGE SCHOOL IN THE EDUQUALITY BY YEAR 3**



**PERCENTAGE OF SCHOOLS IMPROVED BY YEAR 3 – BY DOMAIN**



**KEY FINDING 2.**

**Between 51% - 69% of schools improved quality across each of the 18 domains.**

The domains with the largest percent of schools improving by Year 3 included **Behaviour Management** (69%), **Parent & Community Engagement** (65%) and **Teaching & Learning Resources** (64%).

Lowest improving domains were **Early Childhood** (51%) and **Inclusion & Special Educational Needs** (52%)

### METHODOLOGY & EXPECTATIONS

**The sample used for this analysis:** The initial population contained 1665 schools that have and/or are completing the third year of the EduQuality program.

- 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 1,149 schools with little missing data.

**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 from Level 1-4, with 4 representing ‘excellence.’

**Quality Improvement Expectations:** The annual school self-assessment scores have a primary role as data for school leaders to better inform their annual school development plan priorities and objectively measure their progress over time. EduQuality recommends schools focus on 2-5 priorities for improvement each year in their plans. This helps to better ensure they implement the action plans necessary to achieve the quality improvement goals, rather than focusing on all 18 domains and becoming frustrated with little progress. *A Key Insight analysis on school development plan priorities, implementation and impact is upcoming.*

School leaders may also make improvements based on learnings from the EduQuality School Leadership Professional Development workshops they attend. Four workshops on topics related to the quality domains are offered each year.