LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

QUALITY ASSURANCE SUB-BRANCH

MONITORING AND EVALUATION DIRECTORATE

MONITORING OF STANDARDS SUB-DIRECTORATE

REPORT ON CIRCUIT EVALUATION PILOT PROJECT

NOVEMBER 2011

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LIST OF ACRONYMS USED IN THE REPORT

ANA	Annual National Assessments
CA	Curriculum Advisor
CAPS	Curriculum and Assessment Policy Statement
CIF	Circuit Improvement Framework
CM	Circuit Manager
CSE	Circuit Self Evaluation
FET	Further Education and Training
GET	General Education and Training
ICT	Information and Communication Technology
IQMS	Integrated Quality Management System
LDoE	Limpopo Department of Education
MTSF	Medium Term Strategic Framework
PMDS	Performance Management and Development System
SASA	South African Schools Act

EXECUTIVE SUMMARY

The Monitoring and Evaluation Directorate which has a mandate to monitor standards for education provisioning in the province, has developed a Circuit Improvement Framework (CIF) for monitoring and evaluation of the performance of education circuits. This notion emanated from the fact that the province does not have a system to evaluate, monitor and support circuits for quality education delivery. Realizing that the CIF is new in the province in particular and the country in general, a circuit evaluation pilot project had to be initiated. The aim of this pilot project was to assess the feasibility of the aforementioned CIF in leading to a Circuit Improvement Plan (CIP).

Data for the circuit evaluation pilot project was collected through group interviews with the circuit based staff on a random sample of 21 circuits. Data collected through group interviews was further triangulated by scrutinizing, interpreting and analyzing relevant circuit documentation.

The findings of the circuit evaluation pilot project reflect that for the Circuit Improvement Framework (CIF) to be suitable in leading to the development of the CIP, the following recommendations should be effected on the guidelines and criteria as well as on the evaluation instrument:

- The information on the cover page of the evaluation instrument should exclude duration of the visit since this would not be significant in the actual circuit evaluation process.
- The circuit vacancy rate on the evaluation instrument should not be determined through the current/2008 non-funded circuit organogram but through the number of vacant and funded posts created through transfers, promotion or natural attrition.
- Each criterion on the guidelines and criteria as well as on the evaluation instrument should be explicit to reduce the level of ambiguity which could lead to gathering unreliable and invalid data.
- Each criterion on the guidelines and criteria as well as on the evaluation instrument should be restricted to its own specific source of information or means of verification to arrive at appropriate judgments.

CHAPTER 1
INTRODUCTION

According to the National Education Policy Act 27 of 1996 section 8.1, the standards in education need to be monitored for the enhancement of education quality (DoE, 1996:6). As a result, the Quality Assurance Sub-branch has adopted a number of monitoring and evaluation projects namely: Whole School Evaluation (WSE); Systemic Evaluation; Monitoring the implementation of the Foundation for learning Campaign; School Readiness Study; Monitoring the availability and use of learner workbooks; Monitoring the implementation of Curriculum and Assessment Policy Statement (CAPS); Monitoring and supporting the implementation of Integrated Quality Management System (IQMS); and Monitoring and supporting the implementation of Performance Management and Development Scheme (PMDS). As it could be noticed, circuits which administratively keep school systems alive and also support every education transformation agenda, have not been holistically evaluated except through PMDS which only focuses on the measurement and improvement of the performance of office-based educators.

On this account, the Monitoring and Evaluation Directorate within the Quality Assurance Sub-branch has developed a CIF (Circuit Improvement Framework: the Guidelines and Criteria and circuit evaluation instrument) that could be utilized to evaluate circuit performance for the improvement of school support service. The CIF is guided by the following legislative framework:

- *"Employment of Educators Act No. 76 of 1998: Personnel Administrative Measures: Chapter A Section 4.6: Duties and Responsibilities of Office-based Educators.*
- *Guidelines on the Organization, Roles and Responsibilities of Education Districts*
- *Action Plan to 2014: Towards the Realization of Schooling 2025: Output and Input Goals appropriate for circuit performance.*
- *Delivery Agreement for Outcome 1: Improved Quality of Basic Education*
- *Turn Around Strategy to Improve Education in Limpopo: Basic Education and Further Education and Training System "*.

Studies show that various education improvement projects have failed to achieve their objectives because they were not piloted before the whole-scale implementation. Indeed, a pilot project helps implementers and beneficiaries to realize whether the actual project is feasible before more resources are allocated. Pilot projects therefore serve to test waters so that the impediments could be identified and addressed before full implementation of the main project. Therefore this report serves to provide the results of the circuit evaluation pilot project that was conducted during the month of July 2011.

The report is therefore structured as follows:

Chapter 1 elaborates on the factors that led to the development of the Circuit Improvement Framework as well as on the rationale behind the circuit evaluation pilot project.

Chapter 2 tables the aim of the pilot project, research questions, sampling technique as well as the procedure that was followed during data collection so that the nature of the pilot project could be well-understood.

Chapter 3 presents and analysis data using graphs so that each research question could be fully answered. Thus, the chapter tables findings in terms of challenges faced by circuits and weakness of the circuit evaluation pilot instrument. The chapter further makes recommendations that would make the Circuit Improvement Framework (both the instrument and the guidelines and criteria) to be suitable for circuit evaluation and subsequently for circuit improvement planning.

Chapter 4 makes a concluding statement by summating the achievements of the circuit evaluation pilot project.

CHAPTER 2
THE PILOT PROCESS

2.1 Introduction

The previous chapter made some highlights on the main factors on which the development of the CIF (Circuit Improvement Framework) emanates as well as on the reasons for the pilot project. This chapter discusses the aim of the pilot project and its research questions as well as the methodological approaches adhered-to during the data collection process.

2.2 The aim of the pilot project

The aim of the pilot project was to assess the feasibility of the Circuit Improvement Framework in leading to the development of a Circuit Improvement Plan (CIP).

2.3 Research questions

The pilot project sought to answer the following research questions:

2.2.1 Is the circuit evaluation instrument appropriate to measure circuit performance?

2.2.2 Are the Guidelines and Criteria valid and reliable to generate information for circuit improvement planning?

2.4 The sampling technique

A random sample of 21 circuits was selected to participate in the pilot project. The sample was equitably distributed across all the present 5 (five) districts. The sampled circuits were informed in advance regarding the dates for evaluation as well as particulars of participants to be engaged. These circuits were also provided with the Guidelines and Criteria together with the evaluation instrument to make necessary preparations prior to the visit.

2.5 Data collection procedure

During the circuit visits, each monitor arranged for formal group interviews with:
- The Circuit Manager to learn about the overall circuit performance;
- The Senior Administrative Officer to acquire information with regard to the general office administration;
- One Curriculum Advisor regarding professional educator development and curriculum delivery;
- The Deputy Manager in governance to gather data regarding school governance and administrative support services to schools.

Data collected through interviews alone is not adequate for a monitor to make a particular statement regarding circuit performance. Therefore the monitor had to validate this information by scrutinizing, interpreting and analyzing relevant circuit documentation in order to arrive at an appropriate judgment. These documents include inter alia: circuit policies and procedures; staff records; minutes; reports; schedules for school visits; circuit files; staff/educator development programmes; and examination records.

The monitoring instrument is designed in such a way that it also serves as a reporting tool. The report specifies areas of strength and areas for development based on the findings. The reporting tool also enables the monitor to rate the circuit as "fully functional", "mostly functional", "functional", "partly functional" and "not functional". A copy of the report was left at each circuit office visited for their urgent attention while the other one was issued to the provincial project manager who had to write this comprehensive report.

2.6 Conclusion

This chapter managed to table the aim of the circuit evaluation pilot project, research questions, sampling technique as well as the procedure that was observed during data collection so that the nature of the pilot project could be well-understood. The following chapter presents and analyses data in graphs so as to answer the research questions posed in section 2.3 above.

CHAPTER 3
FINDINGS

3.1 Introduction

The foregoing chapter discussed the purpose of the pilot project and the methodological approaches used during data collection. This chapter presents and analyses data collected through the circuit evaluation pilot instrument. The pilot instrument is divided into 3 (three) parts on which presentation of these findings is based namely: the cover page; the circuit profile; and six areas for circuit evaluation. That is to say, this chapter presents findings generated by the instrument by highlighting challenges faced by circuits as well as areas that need to be improved to make the Guidelines and Criteria and the pilot instrument valid and reliable for circuit evaluation processes.

3.2 The cover page

This part of the instrument managed to gather data regarding the names of circuits visited; their districts; and dates on which the visits were conducted. The average duration of each visit was found to be 2 hours 30 minutes.

There is nothing to be improved on this item except that the duration of the visit would not be necessary in the actual evaluation study since the pilot managed to reveal the fact that time spent per circuit is the same as the one spent on the other Quality Assurance projects.

3.3 The circuit profile

This part of the instrument was aimed at generating data with regard to staffing; vacancies; office space and circuit performance. The instrument brought forth the following information regarding the sampled circuits:

3.3.1 Office space

The instrument was able to collect data that shows an average office space for Circuit Managers equaling the ratio of 1:1; for Curriculum Advisors :1:2; for Deputy Manager for Governance: 1:1; for Administration Officers: 1:2 and for Support Staff : 1:3 (see Fig.3.1 below). By implication, each Circuit Manager has one office; two Curriculum Advisors share an office; each Deputy Manager for Governance has one office; two Administration Officers share an office while three members of Support Staff also share an office. This kind of data is significant as it would inform the system with regard to the capacity of circuit accommodation.

Fig.3.1: Number of circuit staff members per office

Staff Category	Number
CM	1
CA	2
D.MAN	1
AD.STAFF	2
S.STAFF	3
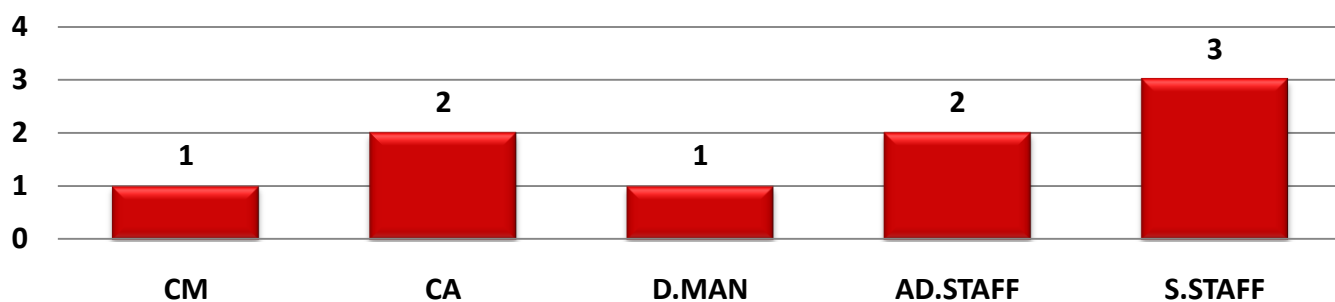
3.3.2 Vacancy rate

The instrument managed to gather data that could determine the vacancy rate within sampled circuits as shown in Fig.3.2 here-under. The figures were determined by counting the number of vacant and funded posts per staff category. The vacancies date back to 2008 with various reasons per staff category, namely Curriculum Advisors: horizontal transfers; Deputy Manager Governance: promotions; Administration and Support Staff: retirement and appearance on the pay roll but not rendering service in the circuits.

This data would guide the Department of Education to expedite the filling of vacancies for quality service delivery. However, to reduce ambiguity during the actual circuit evaluation, the heading for this item should read: *"Number of vacant and funded posts created due to transfers, promotion or natural attrition".* This amendment is required as data verification process proofed that in some cases vacancies included posts determined by the 2008 organogram which is not yet effective or funded.

Fig.3.2: Circuit Vacancy rate

| Staff Categories	Vacancy rate
CM	0
CA	36
D.MAN	16
AD.STAFF	42
S.STAFF	40

3.3.3 Number of schools per circuit

The instrument was able to reveal that, on average each circuit is allocated 31 schools, the figure which is in line with "*Guidelines on the Organization, Roles and Responsibilities of Districts*" (DBE, 2011). However, the instrument as shown on fig.3.3 also managed to expose extreme cases where some circuits have 14 while others have 51 schools.

What needs to be improved on the instrument is to include average distance travelled from circuits to schools. This aspect would be significant in determining whether distance to schools was considered when allocating a particular number of schools per circuit.

Fig.3.3 : Number of schools per circuit
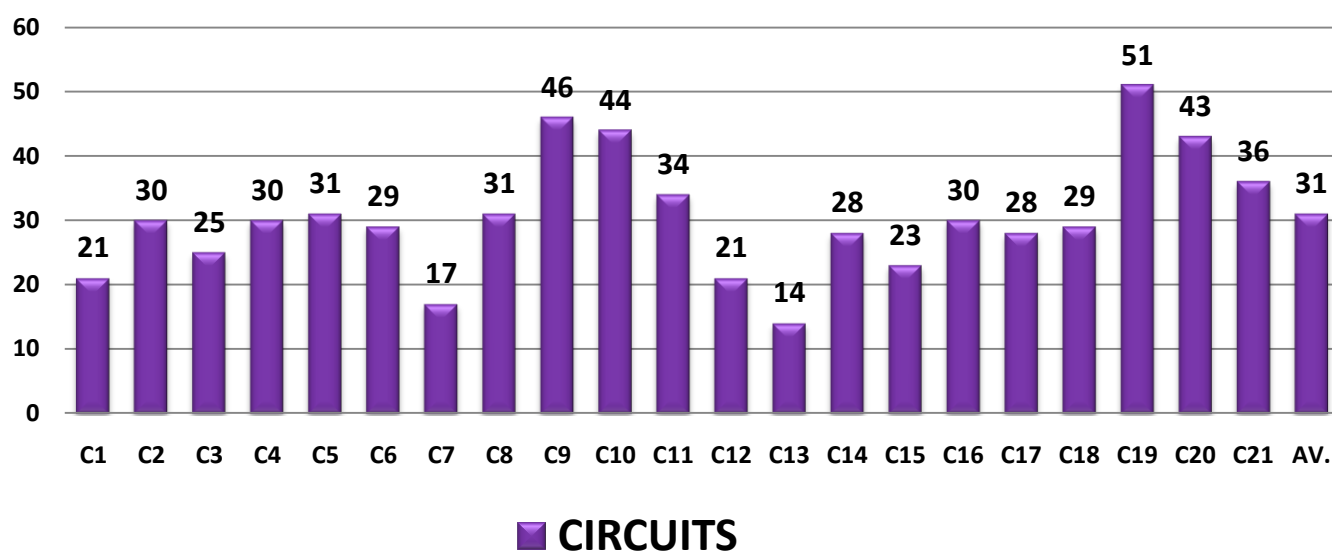
3.3.4 Number of Curriculum Advisors

The pilot instrument managed to bring forward the fact that although the circuits visited consist of a higher percentage (65%) of GET (General Education and Training) schools, more Curriculum Advisors (63%) are responsible for FET (Further Education and Training) schools (see Fig.3.4 below). Furthermore, figures 3.5 and 3.6 reflect that not all subjects in both bands have Curriculum Advisors. These aspects are significant in identifying availability of Curriculum Advisors in each band and subsequently in each subject so that the Department of Education could be appropriately informed.

Fig.3.4 : Percentage of Curriculum Advisors per band

Chart data:
- GET: % OF SCHOOLS = 65, % OF CAs = 37
- FET: % OF SCHOOLS = 35, % OF CAs = 63

Legend:
- % OF SCHOOLS
- % OF CAs
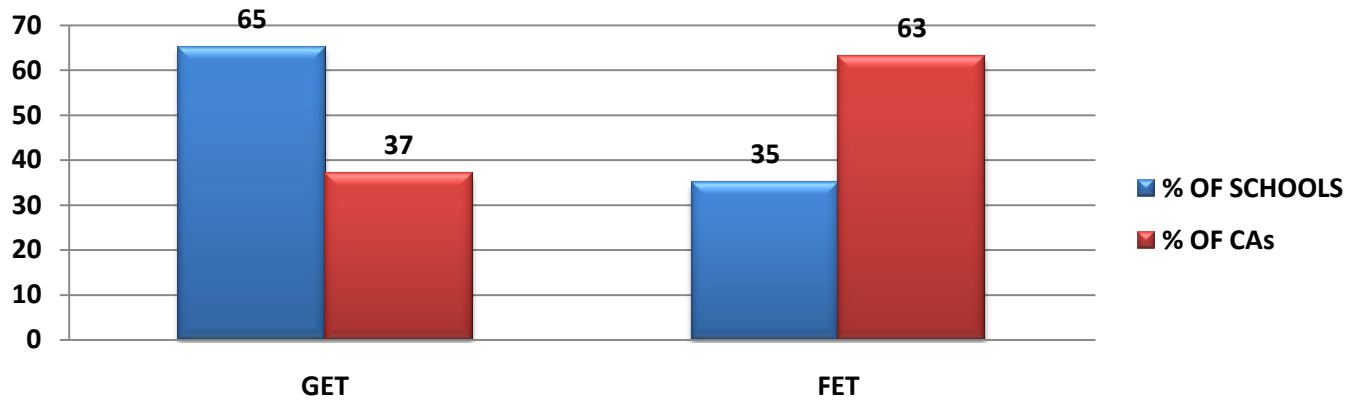
Fig.3.5 : Number of Curriculum Advisors in the GET band (21circuits)

Chart data:
- A/C: 1
- ECD: 5
- EMS: 1
- ENG: 3
- HL: 4
- MATHS: 1
- N.S: 4
- TECH: 2
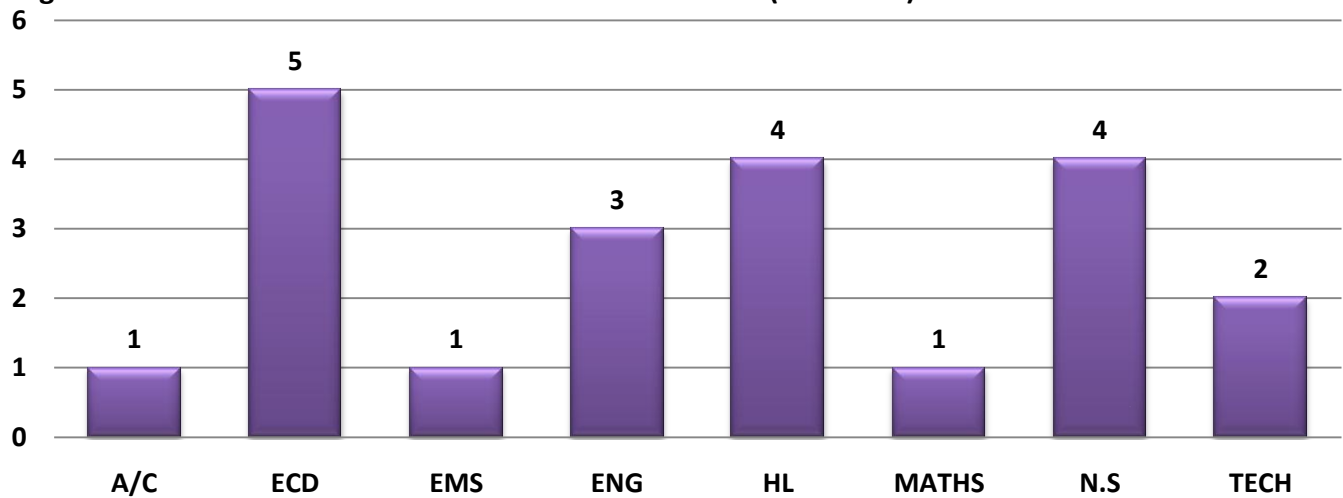
Fig.3.6: Number of Curriculum Advisors in the FET band per subject (21 circuits)

Chart data:
- ACC: 4
- B.ST/ECN: 5
- C.STUDIES: 1
- ENG: 3
- GEOG: 1
- HIST: 1
- HL: 3
- LO: 1
- MT AND ML: 3
- P.SC: 3
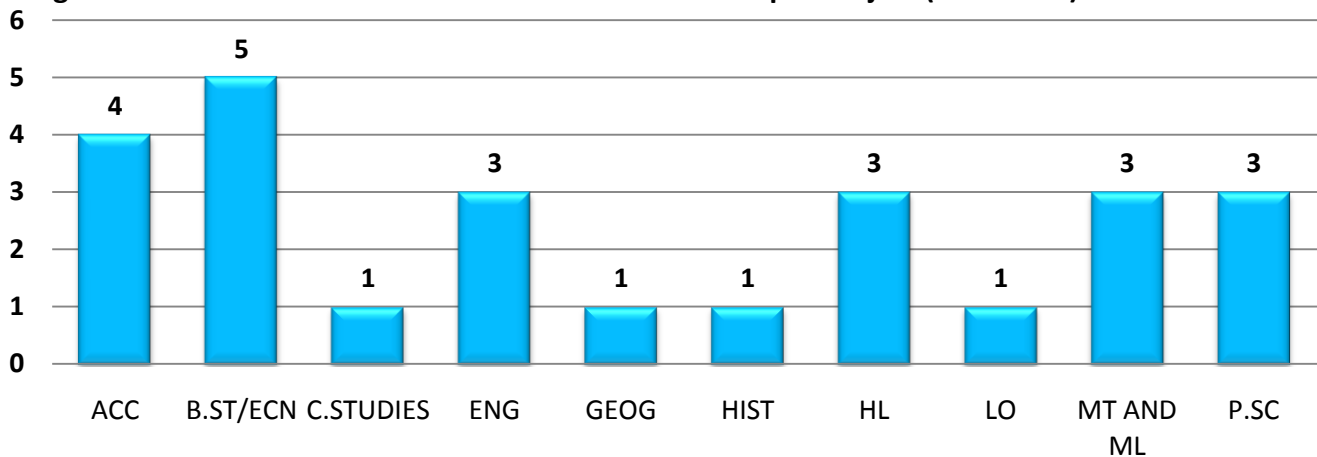
3.3.5 Circuit performance

The pilot instrument succeeded in gathering data that could be used to determine average learner performance in the sampled circuits. This data was subsequently analyzed as shown on figures 3.7 and 3.8 below. Figure 3.7 reflects performance of learners in grade 12 in the past three years; figure 3.8 shows learner performance in grades 3 and 6 in the 2011 ANA (Annual National Assessment). This data is significant since it could be used to determine the degree of impact that other factors could have on circuit learner attainment; for example insufficient/lack of Curriculum Advisors in the GET band could be correlated to lower achievement in the 2011 ANA.

In the actual study, the 2011 ANA results should be used as a baseline for the forthcoming annual assessments. That is to say, the instrument would have to capture the results of two or three years including the ones for 2011.
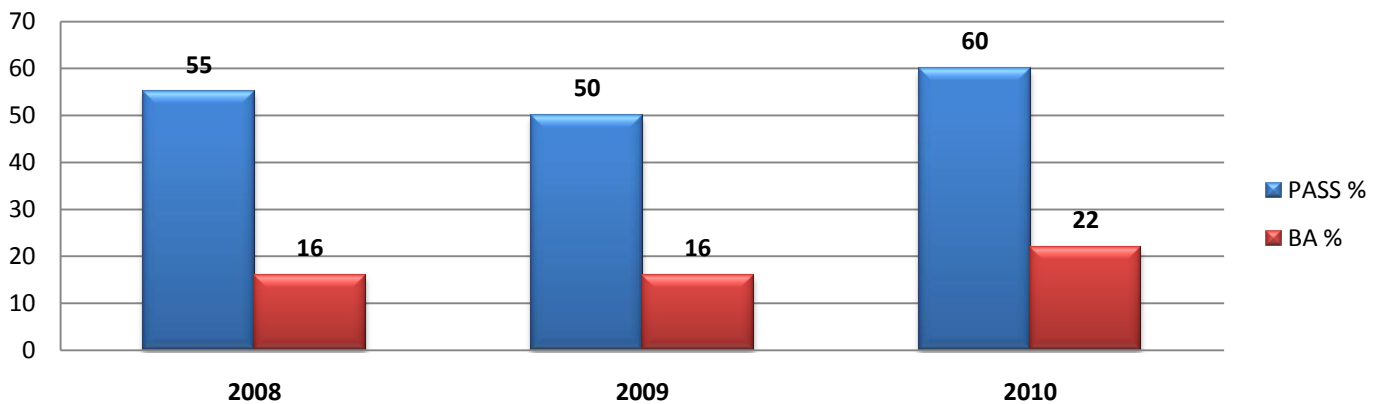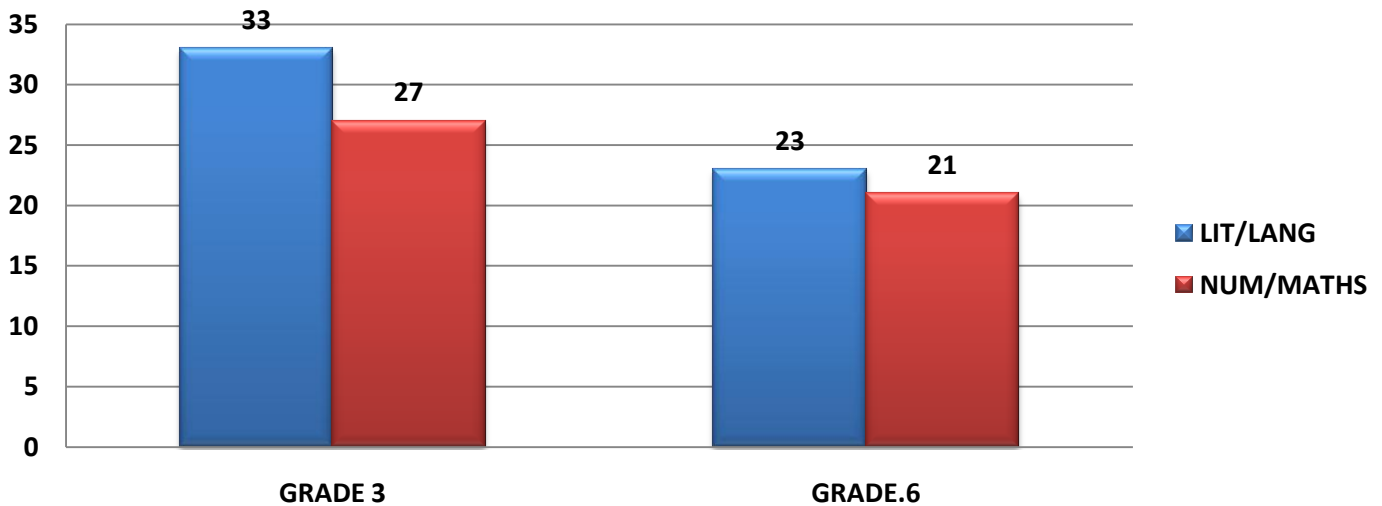

Fig.3.7 :Average pass % in grade 12:2008-2011

Fig.3.8: Average % marks in ANA :2011

3.4 Six areas for circuit evaluation

While the focus for the previous section of the instrument is on the organization of circuits, this part was developed around the operational aspects of circuits. This section could be regarded as the nerve centre of the instrument as it serves to evaluate the actual circuit activities. Data was gathered in respect of six areas for evaluation viz: Communication; Curriculum Delivery; Staff Development; Office Administration; Administrative Service to Schools; and Leadership and Management Support to Schools. The instrument was resultantly able to gather data which could be analyzed as follows:

3.4.1 Communication

The 2009 MTSF (Medium Term Strategic Framework) advocates a social contract amongst education stakeholders for improved basic education delivery (DBE, 2010a:3). Resultantly, the pilot instrument was used to collect data to determine the quality of circuit communication with relevant stakeholders as illustrated in Fig.3.9 below. From this illustration it could be noticed that more than half of the circuits visited (52%) have challenges with regard to the utilization of Information and Communications Technology (ICT) as a means of communication with schools. The predominant causes of these challenge is that although Circuit Managers are connected to internet through the subsidized 3Gs, these resources could not be used effectively as schools do not have internet/fax facilities. This leaves circuits with no option but to rely massively on the use of circulars for liaison with schools. Worse still, usage of circulars as a mode of communication is found to have huge travelling costs for schools while circuits also find it hard to duplicate circulars as they too do not have resources such paper and duplicating machines.

The instrument further revealed that although circuits have established clear channels of communication with their staff members and schools (only 10% have challenges); circuits find it daunting to communicate properly with Curriculum Advisors as this cohort of educators is administered by both the circuits and the districts. Circuit Managers were found to be confused and frustrated by the 'double-entry' management system effected upon Curriculum Advisors.

 In the actual study, the five criteria for this area for evaluation should be retained but each criterion should have specific sources of information to arrive at appropriate judgments.

Fig.3.9: % OF CIRCUITS WITH CHALLENGES ON COMMUNICATION

- ■ CHANNELS OF COMMUNICATION NOT CLEAR
- ■ NO EXPLANATION ON INTERVENTIONS
- ■ NO USAGE OF ICT
- ■ NO LIAISON WITH GOV DEPT
- ■ NO LIAISON WITH COM.PARTNERS
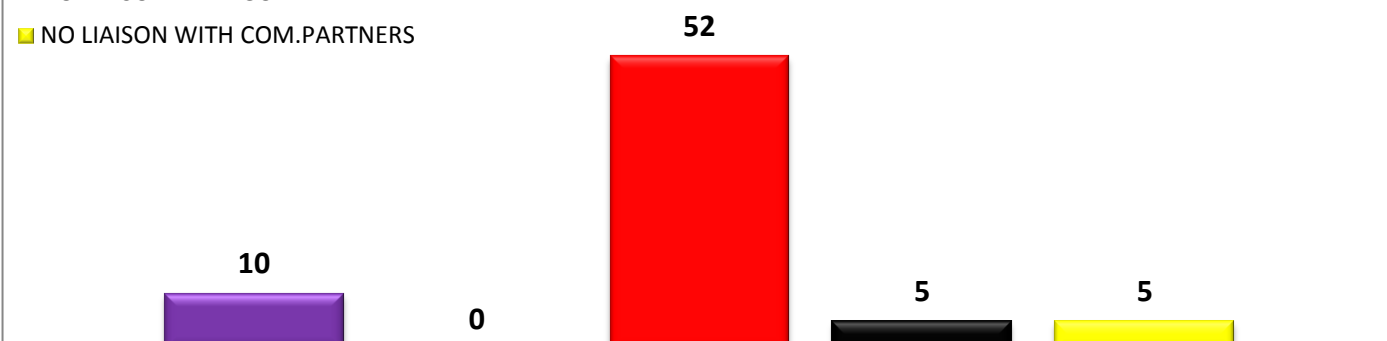
3.4.2 Curriculum delivery

The *Action Plan to 2014: Towards the Realization of Schooling 2025* referred to as the Action Plan, calls for improved frequency and quality of monitoring and support services provided to schools (DBE, 2010b: 8). Flowing from the Action Plan, the instrument was used to gather data that could be used to assess the role that circuits play in ensuring quality curriculum delivery in schools as shown in Fig.3.10 below. The illustration points out that Curriculum Advisors in 76% of the circuits visited are unable to visit each school twice per term, an expectation raised within "*Guidelines on the Organization, Roles and Responsibilities of Districts*" (DBE, 2011). Using the instrument, the major reasons for this limitation were found to be: insufficient/lack of Curriculum Advisors leading to a strain on the staff available; parallel/uncoordinated district/provincial programs; lack of clarity on Curriculum Advisors regarding their specific roles. The second main challenge on curriculum delivery was found to be the inability of circuits to assist in the equitable deployment of staff (33% of circuits are affected) as power on this aspect rests with the districts.

The pilot project has further revealed that for the instrument to collect reliable data during the actual evaluation, criteria Nos.6, 8 and 9 should be rephrased as some are double-barreled or do not focus on key factors. This is how the criteria should read: Criterion *No.6: "Does the circuit provide support to lowest achieving/struggling schools?" No.8: "Does the circuit assist in the equitable deployment of staff to facilitate teaching and learning? No.9: "Does the circuit have systems for monitoring progress made by schools towards achievement of targets?"* Again, as indicated in the previous section, each criterion should be tight to its own source of information for proper judgments.

Fig.3.10: % OF CIRCUITS WITH CHALLENGES ON CURRICULUM DELIVERY

- NO SUPPORT ON STRUGGLING SCHOOLS
- CAs DON'T VISIT EACH SCHOOL TWICE PER TERM
- NO PARTICIPATION IN EQUITABLE DEPLOYMENT OF RESOURCES
- NO SYSTEMS MONITORING ACHIEVEMENT OF TARGETS
- NO PROVISION OF GUIDANCE IN LEARNER ASSESSMENT
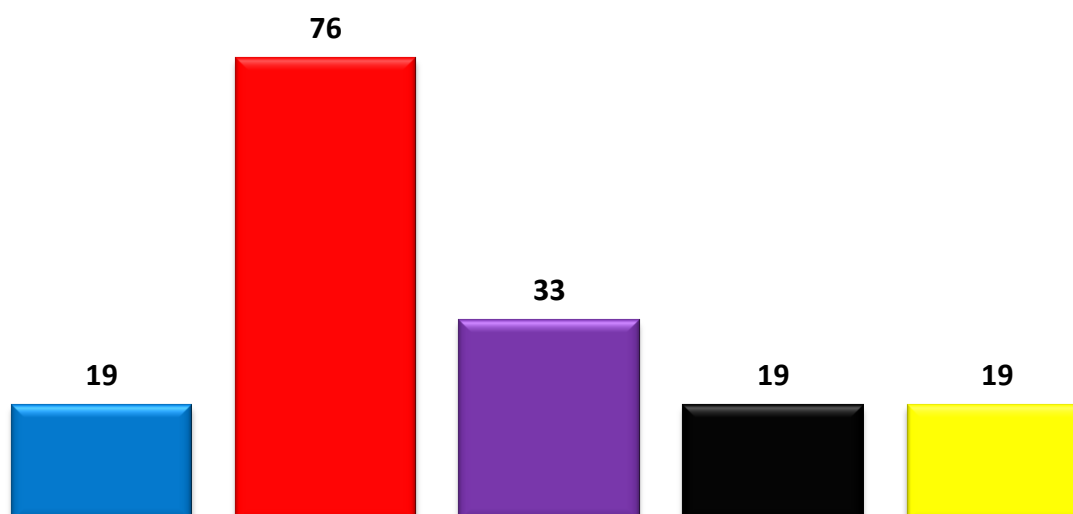
3.4.3 Staff development

According to ELRC (Education Labour Relations Council) Collective Agreements No.3 of 2002 (on PMDS) and No.8 of 2003 (on IQMS) read in conjunction with Chapter 3 of SASA (South African Schools Act No.84 of 1996), staff development and continuous capacity building take a centre stage in education provisioning (ELRC, 2002; ELRC, 2003a;ELRC,2003b). As a result, the pilot instrument was used to find out the extent to which circuits coordinate and monitor professional development programs for staff, educators, principals and SGBs as shown on fig.3.11 here-under. Figure 3.11 reflects that 48% of the circuits on which the pilot project was conducted do not facilitate and monitor development programs for their staff members. The major causes for this defect were found to be parallel district/provincial programs for Circuit Managers as well as the fact that circuits do not have their own budgets that could be utilized for staff development.

The second challenge identified through the pilot instrument is that 38% of the circuits visited do not facilitate development programs for targeted principals on specific needs. Circuit Managers find it difficult to identify principals' developmental needs given the number of principals to be evaluated (an average of 31 principals per Circuit Manager). Furthermore, even in cases where Circuit Managers do manage to evaluate principals, they do not do justice to non-teaching principals on Performance Standards 1-4 as these standards are classroom-based.

There are no drastic changes that need to be effected on both the area for evaluation and its five criteria except that each criterion should have its own specific source of information.

Fig.3.11:% OF CIRCUITS WITH CHALLENGES ON STAFF DEVELOPMENT

- ■ DOES NOT FACILITATE PROF.DEV.FOR ITS STAFF
- ■ DOES NOT FACILITATE PROF.DEV.FOR TARGETED EDUCATORS
- ■ DOES NOT GUIDE PRINCIPALS ON THE USE OF BUDGETS
- ■ DOES NOT FACILITATE PROV.DEV.FOR TARGETED PRINCIPALS
- ■ DOES NOT FACILITATE CAP.BUILDING PROG. FOR SGBs

[Bar chart: values 48, 29, 29, 38, 19]
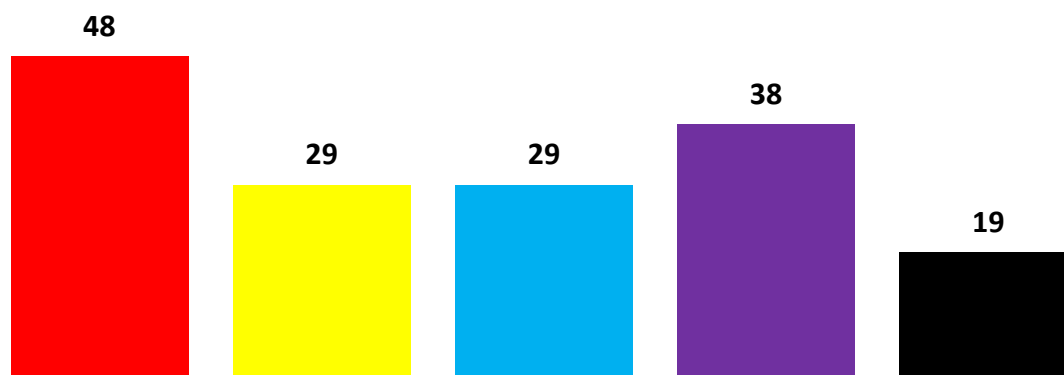
3.4.4 Office administration

Effective organization and efficient administration are of critical importance to service provisioning in education circuits (Malan, 2011:7). Accordingly, the pilot instrument was also used to evaluate the administrative and organizational capacity of circuits. Resultantly, fig.3.12 summarizes these findings. As it could be noticed from this illustration, the main challenge for circuits was found to be their inability to maintain a database on physical and human resources (38% of circuits are affected). The instrument could not manage to gather concrete reasons for this limitation and even for the other criteria on this area for evaluation. Therefore, to reduce the level of ambiguity in this area for evaluation, each criterion should be rephrased as follows: Criterion 16: "*Does the circuit keep records according to the LDoE (Limpopo Department of Education) General Filing System*?" Criterion 17: "*Does the circuit have reports on work performed during the current quarter*?" Criterion 18: "*Does the circuit have a duty list for its staff*?" Criterion 19: "*Does the circuit have a data base of all educators within its jurisdiction*?" Criterion 20: "*Does the circuit have an analysis of examination results for all grades for the past three years*?" Each criterion should also have a clearly defined source of information so as to arrive at a well-informed judgment.

Fig.3.12:% OF CIRCUITS WITH CHALLENGES ON OFFICE ADMINISTRATION

- ■ RECORDS NOT KEPT AND UPDATED
- ■ REPORTS NOT KEPT
- ■ CIRCULARS NOT BROUGHT TO THE ATTENTION OF STAFF/SCHOOLS AFFECTED
- ■ NO DATABASE ON PHYSICAL & HUMAN RESOURCES
- ■ NO DATABASE ON ASSESSMENT RESULTS
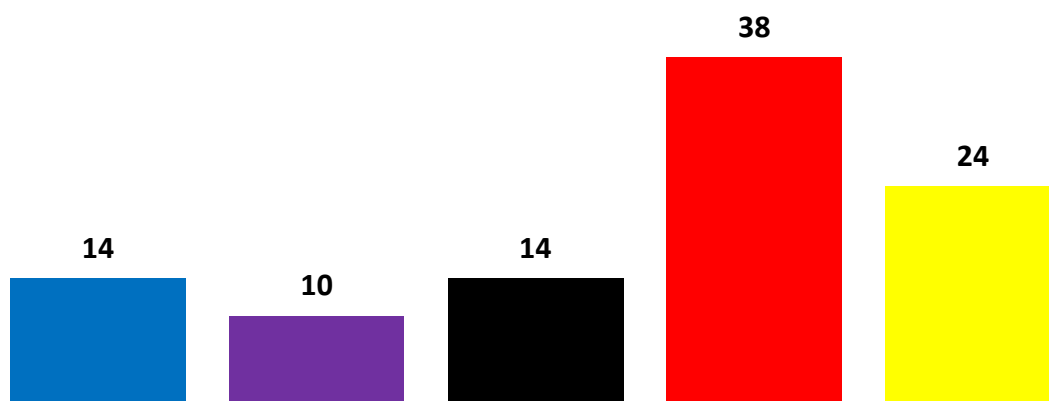
3.4.5 Administrative support service to schools

According to the "*Guidelines on the Organization, Roles and Responsibilities of Education Districts*", one of the roles of education circuits is to render administrative service to schools (DoE, 2011:33). Consequently, the pilot instrument was also used to gauge the extent to which circuits provide administrative support service to schools as shown on Fig.3.13 below. Circuits were found not to be having massive challenges in this area. However, the criteria should be revised so that they could be specific and direct to the point so that credible data is collected.

Criteria 21 should read "*Does the circuit disseminate policy documents and reports to schools*?"Criteria 22: "*Does the circuit coordinate the supply of resources to schools*?" Criteria 23: "*Does the circuit monitor the provision of feeding scheme to schools*?" Criterion 24: "*Does the circuit verify school snap survey information required by the district?*" Criterion 25: "*Does the circuit ensure that the environment of each school is inspiring for teaching and learning*?" Lastly, sources of information should be specified for each criterion to arrive at relevant judgments.

Fig.3.13: % OF CIRCUITS WITH CHALLENGES ON ADMINISTRATIVE SERVICE TO SCHOOLS

- ■ NO MEDIATION ON POL.DOC. TO SCHOOLS
- ■ NO COORDINATION ON SUPPLY OF RESOURCES TO SCHOOLS
- ■ NO COORDINATION ON ADMIN.SERVICE TO SCHOOLS
- ■ NO VERIFICATION OF CRITICAL DATA FROM SCHOOLS
- ■ NO SUPPORT ON SCHOOL INFRASTRUCTURE AND ENVIROMENT
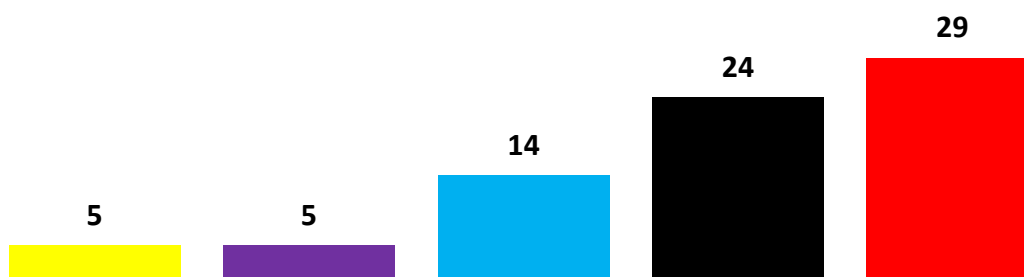
3.4.6 Leadership and management

Leadership and management skills are indispensible and crucial in circuit management for better education delivery. That said, the pilot instrument succeeded in evaluating the quality of leadership and management that circuits provide to schools as illustrated on Fig.3.14 below. The pilot project revealed that 86% of Circuit Managers visited are unable to visit each school once a month for 2hrs, a requirement stipulated in the "*Guidelines on the Organization, Roles and Responsibilities of Education Districts*". The predominant reason for this limitation was found to be the largest number of schools (e.g. 51 schools) allocated to each circuit. Parallel and uncoordinated programs from the district/province were also found to be restricting Circuit Managers from conducting school visits as required.

The second major challenge discovered by the pilot instrument is that 43% of the circuits visited do not use data in decision making for effective leadership and management. Consequently, schools are not being guided on the use of data in school improvement planning (33% of circuits are affected). The leading factor for this discrepancy was found to be the fact that planning in circuits is done for policy compliance rather than for implementation and improvement.

The pilot project has shown that sufficient and credible data could be collected for this area for evaluation. Therefore, the criteria should be retained although each should have its specific source of information allowing appropriate judgment.

Fig.3.14: % OF CIRCUITS WITH CHALLENGES ON LEADERSHIP & MANAGEMENT

- NO USE OF DATA IN DECISION MAKING
- SCHOOLS NOT GUIDED ON THE USE OF DATA ON SIP
- SMTs NOT SUPPORTED ON LEADERSHIP & MANAGEMENT
- SGBs NOT SUPPORTED ON SCHOOL FINANCE
- THE CM DOESN'T VISIT EACH SCHOOL ONCE A MONTH FOR 2HRS
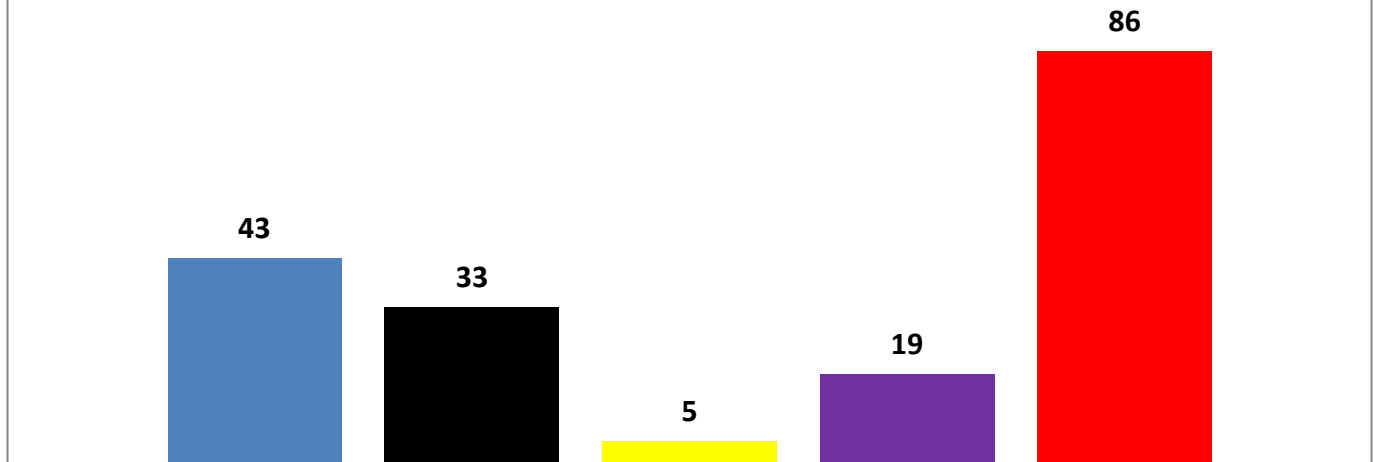
3.5 Conclusion

This chapter managed to present data in accordance with the structure of the pilot instrument. Weaknesses of the pilot instrument were successfully identified; consequently recommendations for improvement were made. The next chapter presents a summary of the achievements of the circuit evaluation pilot project.

CHAPTER 4
CONCLUSION

The aim of the pilot project was to assess the feasibility of the Circuit Improvement Framework (CIF) in leading to the development of a Circuit Improvement Plan. The findings show that the Circuit Improvement Framework (i.e. the guidelines and criteria as well as the evaluation instrument) could lead to the development of the Circuit Improvement Plan. Nevertheless, for this to be a success story, the findings reflect that the following amendments should be effected on both the Guidelines and Criteria and subsequently on the circuit evaluation instrument:

- The information on the cover page of the evaluation instrument should be retained with the exclusion of the duration of the visit since this would not be significant in the actual circuit evaluation processes.
- The circuit vacancy rate should not be determined through the current/2008 non-funded circuit organogram but through the number of vacant and funded posts created through transfers, promotion or natural attrition.
- Each criterion on the Guidelines and Criteria and subsequently on the circuit evaluation instrument should be specific and direct to the point to avoid ambiguity which could lead to gathering unreliable and invalid data.
- Each criterion on the Guidelines and Criteria as well as on the circuit evaluation instrument should be tight to its own specific source of information or means of verification that would be used when making judgments.

These recommendations have therefore been effected on Appendices A which is the revised Circuit Improvement Framework (CIF). Therefore, the revised Circuit Improvement Framework represents the main outcome of the circuit evaluation pilot project which could henceforth be utilized for both the Circuit Self Evaluation (CSE) and External Circuit Evaluation processes.

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LIMPOPO

PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

APPENDIX A

EDUCATION AND PLANNING BRANCH

QUALITY ASSURANCE SUB-BRANCH

MONITORING AND EVALUATION DIRECTORATE

MONITORING OF STANDARDS SUB-DIRECTORATE

CIRCUIT IMPROVEMENT FRAMEWORK

Circuit Improvement Framework

1. Introduction

The purpose of the Circuit Improvement Framework (CIF) is firstly, to improve vertical and horizontal policy and programme coherence across the province, districts, circuits and schools for quality education delivery. Secondly, the CIF serves to set standards for measuring circuit performance, lastly, the CIF serves as a basis for circuit support by the district and province.

The Circuit Improvement Framework comprises of: Six Areas for Circuit Evaluation each comprising of five Performance Criteria; Guidelines and Criteria for Circuit Evaluation; Instrument for Circuit Evaluation and sources of Information for the Development of the Circuit Improvement Plan (CIP). Each of these components is elaborated in the sections that follow.

2. Areas for Circuit Evaluation

2.1 Communication

The key purpose is to evaluate the quality of communication systems that the circuit applies for better service delivery to schools.

2.2 Curriculum delivery

This area is designed to assess the role that the circuit plays in improving learner attainment i.e. in the achievement of goals 1-12 and 18 of the Action Plan: 2014.

2.3 Staff development

The main objective is to find out the extent to which the circuit coordinates and monitors the professional development of staff, educators, principals and SGB`s towards achievement of goals 16 and 22 of the Action Plan: 2014.

2.4 Office administration

The purpose is to evaluate the administrative capacity of the circuit in pursuance of quality education.

2.5 Administrative service to schools

The key objective is to gauge the extent to which the circuit provides administrative support to schools towards the realization of input goals 19, 24 and 25 of the Action Plan: 2014.

2.6 Leadership and Management.

The main purpose is to evaluate the quality of leadership and management that circuits provide to schools.

3. GUIDELINES AND CRITERIA FOR CIRCUIT EVALUATION

1.Communication

Purpose: To evaluate the quality of the circuit communication systems for better service delivery to schools.

Performance Criteria	Source Documents
1. Has the circuit established clear channels of communication with schools?	Circuit communication procedures with schools
2. Does the circuit explain objectives of any intervention/s to schools?	Correspondences with schools on a particular intervention programme within the current three months period
3. Does the circuit utilize (ICT) information and communications technology (emails, internet and faxes) when communicating with schools?	Correspondences with schools using ICT
4. Does the circuit liaise with other relevant Government Departments for improvement of learner performance?	Correspondences with Government Departments within the current three months period
5. Does the circuit liaise with relevant Community Partners for example Community Based Organisations and Non-Government Organisations for improvement of learner performance?	Correspondences with Community Partners within the current three months period

2. Curriculum delivery

Purpose: To assess the role that the circuit plays in ensuring quality curriculum delivery.

Performance Criteria	Source Documents
6. Does the circuit provide specialized education services to lowest achieving/ struggling schools?	Records of support provided
7. Do Curriculum Advisors monitor and support curriculum delivery by visiting each school at least twice per term?	Records of school visits for curriculum support
8. Does the circuit assist in equitable deployment of staff to facilitate teaching and learning?	Reports on work performed
9. Does the circuit have systems for monitoring progress made by learners towards achievement of targets?	Monitoring schedules on targets achievement
10. Does the circuit provide guidance/assistance in learner assessment?	Records of guidance provided

3. Staff development	
Purpose: To find out the extent to which the circuit coordinates and monitors the professional development of staff, educators, principals and SGBs.	
Performance Criteria	**Source Documents**
11. Does the circuit facilitate professional development programmes for its staff?	Signed work plans, performance indicators and capabilities of the current year
12. Does the circuit facilitate professional development programmes for educators?	Schedules of IQMS support visits for educators
13. Does the circuit guide principals and School Management Teams on the utilisation of budgets in order to meet school objectives?	Schedules/reports of support sessions and attendance registers
14. Does the circuit facilitate professional development programmes for principals?	Schedules/reports of IQMS support visits for principals
15. Does the circuit facilitate capacity building programmes for SGBs on specific needs?	Schedules/reports of training sessions and attendance registers

4. Office administration	
Purpose: To evaluate the administrative capacity of the circuits in pursuance of quality education.	
Performance Criteria	**Source Documents**
16. Does the circuit keep records according to the LDoE General Filling System?	Reports and records filled as stipulated in the LDoE General Filing System Document
17. Does the circuit have reports of work performed during the current quarter?	Circuit quarterly report
18. Does the circuit have a duty list for its staff?	Circuit duty list of all staff members
19. Does the circuit have a data base of all educators within its jurisdiction?	Data base consisting of profiles of all educators in the circuit
20. Does the circuit have an analysis of examination results for all grades for the past three years?	Analysis of results of all schools for the past three years

5.Administrative service to schools	
Purpose: To gauge the extent to which the circuit provides administrative support service to schools.	
Performance Criteria	**Source Documents**
21. Does the circuit disseminate policy documents and reports to schools	Control register of policy documents and reports issued to schools
22. Does the circuit coordinate the supply of resources to schools	Monitoring reports on coordination of the supply of resources to schools
23. Does the circuit monitor the provision of feeding scheme to schools	Monitoring reports on NSNP
24. Does the circuit verify school snap survey information required by the district	Verified copies of snap surveys
25. Does the circuit ensure that the environment of each school is inspiring for teaching and learning	Monitoring reports on schools environmental visits
6.Leadership and management	
Purpose: To evaluate the quality of leadership and management that the circuit provides to schools.	
Performance Criteria	**Source Documents**
26. Does the circuit use data in decision making for effective leadership and management?	Circuit Improvement Plan with evidence of data used
27. Does the circuit guide schools on the use of data in school improvement planning for improved leadership and management?	Copies of School Improvement Plans with evidence of data used
28. Does the circuit support School Management Teams to promote effective school leadership and management?	Monitoring reports on school leadership and management
29. Does the circuit support School Governing Bodies to promote effective school governance?	Reports on support provided to SGBs
30. Does the Circuit Manager monitor and support education delivery by visiting each school at least once a month?	Monthly school monitoring reports

EDUCATION AND PLANNING BRANCH

QUALITY ASSURANCE SUB-BRANCH

MONITORING AND EVALUATION DIRECTORATE

MONITORING OF STANDARDS SUB-DIRECTORATE

CIRCUIT EVALUATION INSTRUMENT	

Circuit		
District		
Date of evaluation		

SECTION A: CIRCUIT PROFILE

OFFICE SPACE

Post Title	Circuit Manager	Curriculum Advisors	Deputy Manager: Governance	Administrative Staff	Support Staff	Total
Number						
Number of offices available						
Office: Staff ratio	*(total number of offices/total number of the circuit based staff)*					:

NUMBER OF VACANT AND FUNDED POSTS *(created due to transfers, promotion or natural attrition)*

Post Title	Circuit Manager	Curriculum Advisors	Deputy Manager: Governance	Administrative Staff	Support Staff	Total
Number						
Reasons for the vacancy						
Effective date of vacancy						

NO OF SCHOOLS IN THE CIRCUIT	PRIMARY		SECONDARY		TOTAL	

AVERAGE DISTANCE TO SCHOOLS		KM

CURRICULUM ADVISORS SERVICING THE CIRCUIT IN THE GET BAND

Number of CAs	List of subjects on which support service is provided:

CURRICULUM ADVISORS SERVICING THE CIRCUIT IN THE FET BAND

Number of CAs	List of subjects on which support service is provided:

AVERAGE PERCENTAGE SCORES IN ANA

Grade 3				Grade 6			
Home Language		Mathematics		English		Mathematics	
2011	2012	2011	2012	2011	2012	2011	2012

CIRCUIT PERFORMANCE IN GRADE 12

Overall pass percentage			Percentage of Bachelor passes		
2009	2010	2011	2009	2010	2011

SECTION B: CIRCUIT OPERATION

1. COMMUNICATION

Purpose: To evaluate the quality of the circuit communication systems for better service delivery to schools.
Directive: Conduct an interview with the circuit based staff and consult with the relevant documents to indicate a response with a cross (X) in the appropriate column. A "**YES**" response has to be indicated only in cases where there is a 100% satisfaction of each performance criterion.

PERFORMANCE CRITERIA	Source Documents	YES	NO	If "NO", give reasons?
1. Has the circuit established clear channels of communication with schools?	Circuit communication procedures with schools			
2. Does the circuit explain the objective of any intervention/s to schools?	Correspondences with schools on a particular intervention programme within the current three months period			
3. Does the circuit utilize information and communications technology (emails, internet and faxes) when communicating with schools?	Correspondences with schools using ICT			
4. Does the circuit liaise with other relevant Government Departments for improvement of learner performance?	Correspondences with Government Departments within the current three months period			
5. Does the circuit liaise with relevant Community partners for example Community Based Organisations and Non-Government Organisations for improvement of learner performance?	Correspondences with Community Partners within the current three months period			

RATING GUIDE : Count the number of "NOs" and put a cross (X) next to the appropriate column below								
FULLY FUNCTIONAL		MOSTLY FUNCTIONAL		FUNCTIONAL		PARTLY FUNCTIONAL		NOT FUNCTIONAL
0-1 CHALLENGE		2 CHALLENGES		3 CHALLENGES		4 CHALLENGES		5 CHALLENGES

2. CURRICULUM DELIVERY

Purpose: To assess the role that the circuit plays in ensuring quality curriculum delivery.

Directive: Conduct an interview with the circuit based staff and consult with the relevant documents to indicate a response with a cross (X) in the appropriate column. A "YES" response has to be indicated only in cases where there is a 100% satisfaction of each performance criterion.

PERFOMANC CRITERIA	SOURCE DOCUMENTS	YES	NO	If "NO", give reasons?
6. Does the circuit provide specialized education services to lowest achieving/struggling schools where necessary?	Records of support provided			
7. Do Curriculum Advisors monitor and support curriculum delivery by visiting each school at least twice per term for at least 2 hours?	Records of school visits for curriculum support			
8. Does the circuit assist in equitable deployment of staff to facilitate teaching and learning?	Reports on work performed			
9. Does the circuit have systems for monitoring progress made by learners towards achievement of targets set?	Monitoring schedules on targets achievement			
10. Does the circuit provide guidance/assistance in learner assessment?	Reports on guidance provided			

RATING GUIDE : Count the number of "NOs" and put a cross (X) next to the appropriate column below

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0-1 CHALLENGE		2 CHALLENGES		3 CHALLENGES		4 CHALLENGES		5 CHALLENGES	

3. STAFF DEVELOPMENT

Purpose: To find out the extent to which the circuit coordinates and monitors the professional development of staff, educators, principals and SGBs.

Directive: Conduct an interview with the circuit based staff and consult with the relevant documents to indicate a response with a cross (X) in the appropriate column. A "YES" response has to be indicated only in cases where there is a 100% satisfaction of each performance criterion.

PERFOMANC CRITERIA	SOURCE DOCUMENTS	YES	NO	If "NO", give reasons?
11. Does the circuit facilitate professional development programmes for its staff?	Signed work plans, performance indicators and capabilities of the current year			
12. Does the circuit facilitate professional development programmes for educators?	Schedules of IQMS support visits for educators			
13. Does the circuit guide principals and School Management Teams on the utilisation of budgets in order to meet school objectives?	Schedules/reports of support sessions and attendance registers			
14. Does the circuit facilitate professional development programmes for principals?	Schedules/reports of IQMS support visits for principals			
15. Does the circuit facilitate capacity building programmes for SGBs on specific needs?	Schedules/reports of training sessions and attendance registers			

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4. OFFICE ADMINISTRATION

Purpose: To evaluate the administrative capacity of the circuits in pursuance of quality education.

Directive: Conduct an interview with the circuit based staff and consult with the relevant documents to indicate a response with a cross (X) in the appropriate column. A "YES" response has to be indicated only in cases where there is a 100% satisfaction of each performance criterion.

PERFOMANC CRITERIA	SOURCE DOCUMENTS	YES	NO	If "NO", give reasons?
16. Does the circuit keep records according to the LDoE General Filling System?	Reports and records filled as stipulated in the LDoE General Filing System Document			
17. Does the circuit have reports of work performed during the current quarter?	Circuit quarterly report			
18. Does the circuit have a duty list for its staff?	Circuit duty list of all staff members			
19. Does the circuit have a data base of all educators within its jurisdiction?	Data base consisting of profiles of all educators in the circuit			
20. Does the circuit have an analysis of examination results for all grades for the past three years?	Analysis of results of all schools for the past three years			

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5. ADMINISTRATIVE SERVICE TO SCHOOLS

Purpose: To gauge the extent to which the circuit provides administrative support service to schools.

Directive: Conduct an interview with the circuit based staff and consult with the relevant documents to indicate a response with a cross (X) in the appropriate column. A "YES" response has to be indicated only in cases where there is a 100% satisfaction of each performance criterion.

PERFOMANC CRITERIA	SOURCE DOCUMENTS	YES	NO	If "NO", give reasons?
21. Does the circuit disseminate policy documents and reports to schools	Control register of policy documents and reports issued to schools			
22. Does the circuit coordinate the supply of resources to schools	Monitoring reports on coordination of the supply of resources to schools			
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24. Does the circuit verify school snap survey information required by the district	Verified copies of snap surveys			
25. Does the circuit ensure that the environment of each school is inspiring for teaching and learning	Monitoring reports on schools environmental visits			

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6. LEADERSHIP AND MANAGEMENT SUPPORT TO SCHOOLS

Purpose: To evaluate the quality of leadership and management that the circuit provides to schools.

Directive: Conduct an interview with the circuit based staff and consult with the relevant documents to indicate a response with a cross (X) in the appropriate column. A "YES" response has to be indicated only in cases where there is a 100% satisfaction of each performance criterion.

PERFOMANC CRITERIA	SOURCE DOCUMENTS	YES	NO	If "NO", give reasons?
26. Does the circuit use data in decision making for effective leadership and management?	Circuit Improvement Plan with evidence of data used			
27. Does the circuit guide schools on the use of data in school improvement planning for improved leadership and management?	Copies of School Improvement Plans with evidence of data used			
28. Does the circuit support School Management Teams to promote effective school leadership and management?	Monitoring reports on school leadership and management			
29. Does the circuit support School Governing Bodies to promote effective school governance?	Reports on support provided to SGBs			
30. Does the Circuit Manager monitor and support education delivery by visiting each school at least once a month?	Monthly school monitoring reports			

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