

MINOR EDITS TO THE TECHNICAL INDICATOR DESCRIPTIONS FOR 2017/18 ANNUAL PERFORMANCE PLAN

PROGRAMME 1: ADMINISTRATION

Indicator details	1.1.1 Percentage of Service providers within the procurement unit paid within 30 days
Short definition	Service providers within the procurement unit are referred to as suppliers for goods and services, e.g. stationery, printing, repairs. The 30 days will be calculated from the date of receipt of invoice.
Purpose/Importance	It is the contribution of the Department in growing the economy of the country through State Departments supporting SMMEs.
Source/Collection of data	<ul style="list-style-type: none"> Data sourced from the Basic Accounting System (BAS) system on a monthly basis will be drawn and compiled into a quarterly report with invoices received and invoices paid. An accrual report will also be drawn when invoices are not paid Records of all invoices received by the procurement unit.
Method of calculation	$\frac{\text{Total number of service providers' invoices paid within 30 days/}}{\text{Total number of service providers' invoices received}}$ <p>X100</p>
Data limitations	None
Type of indicator	Output
Calculation type	Non –cumulative: The quarters will be reported independently
Reporting cycle	Quarterly
New indicator	No
Desired performance	All invoices received and paid within 30 days
Indicator responsibility	Branch A: Directorate: Logistical Services

Indicator details	1.1.2 Percentage of misconduct cases resolved within 90 days
Short definition	The indicator measures the misconduct cases received by the Department and those resolved within 90 days as stipulated. The 90 days prescribed period is not provided for in the legislation except the 60 days period prescribed for precautionary suspension plus the 30 days extension which could be given by the Presiding Officer in terms of the Collection Agreement 1 of 2003 Clause 7.2(a) as well SMS Handbook, Chapter 7 clause 2.7.(2)(b) Where employees are put on precautionary suspension, misconduct cases should be finalised within the prescribed timeframe. This enables the affected parties to account for their conduct promptly.
Purpose/importance	To ensure consequence management as well as the serving of justice within the prescribed period
Source/collection of data	<ul style="list-style-type: none"> Number of formal cases submitted by line managers to the Directorate: Labour Relations to initiate/ institute a disciplinary process. A list of those cases resolved by the Directorate: Labour Relations
Method of calculation	$\frac{\text{Total number of misconduct cases finalised within the 90 days period/}}{\text{Total number of formal misconduct cases received}}$ <p>X100</p>
Data limitations	Postponements of cases have a negative impact on compliance with the timeframe.
Type of indicator	Output
Calculation type	Cumulative: Year End
Reporting cycle	Annually
New indicator	No
Desired performance	All disciplinary cases should be finalised within the specified period on 90 days
Indicator responsibility	DDG: Branch A Directorate: Labour Relations

Indicator details	1.1.3 Percentage of Grievance cases resolved in resolved within 30 days
Short definition	The Department adheres to the Guidelines on the Management of Grievances in the Public Services which provides that employee concerns and complaints should be resolved within 30 days after being reported to the Designated Employee.
Purpose/importance	To ensure sound human relations and avoid extended disgruntlement among employees in the work place.
Source/collection of data	<ul style="list-style-type: none"> • A list of formal grievances submitted by officials to the Directorate: Labour Relations. • The list of grievance cases resolved by the Directorate Labour Relations
Method of calculation	<p><u>Total number of grievance cases finalised within the 30 days period/</u> Total number of formal grievance cases received</p> <p>X100</p>
Data limitations	Some of the solutions sought by the aggrieved employees are unattainable and such grievances are not resolved in the manner prescribed by the procedure manual.
Type of indicator	Output
Calculation type	Cumulative: Year End
Reporting cycle	Annually
New indicator	No
Desired performance	Reduction of the number of grievances and that all reported grievances are finalised within the specified period of 30 days.
Indicator responsibility	DDG: Branch A Directorate: Labour Relations

PROGRAMME 2: CURRICULUM POLICY, SUPPORT AND MONITORING

Indicator details	2.1.1 Number of off-line digital content packaged and distributed to provinces
Short definition	<p>Digital content resources are curriculum aligned and enrichment electronic Learning and Teaching Support Material (e-LTSM) consisting of workbooks, textbooks, resource material for grade R, video lessons, study guides and other learning materials. The digital content is stored on electronic storage devices such as USB, DVD/CDs and external Hard Drives. It is packaged into 'packs' according to content format, type, subjects, grades and phases on DVD/CD. The DBE distributes the digital content packs to provinces, districts, schools and other stakeholders. The offline digital content on the packs is accessed by users without using internet, hence referred to as 'offline'. The following 12 content packs will be packaged and distributed once-off to the 9 provinces:</p> <ol style="list-style-type: none"> 1. Grade R Resource Pack 2. Grade R – 7 Worksheets 3. Grade 4 – 6 Natural Science & Technology textbooks 4. Grade 7 – 9 Technology textbooks 5. Grade 7 – 9 Natural Science textbooks 6. Grade 7 – 9 Mathematics textbooks 7. Grade 10 – 12 Mathematics textbooks 8. Grade 10 – 12 Physical Science textbooks 9. Grade 10 – 12 Study Guides 10. Grade 10 - 11 Technical Maths Learner Book & Teacher Guide 11. Grade 10 Life Science Textbook 12. Microsoft Kids Encarta 2008
Purpose/Importance	To provide additional LTSM in digital format
Source/Collection of data	<ul style="list-style-type: none"> • Signed distribution register/Delivery note. • Copies of offline content packs delivered to provinces
Method of calculation	Count the number of packages distributed once-off to the 9 provinces
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative: Year End
Reporting cycle	Annually
New indicator	No
Desired performance	All public schools to have access to digital content resources.
Indicator responsibility	Branch C: Directorate: ICT

Indicator details	2.1.2 Number of schools per province monitored for provisioning of ICT resources
Short definition	<p>To monitor all the nine provinces on the provisioning of ICT resources in schools. The monitoring will include a visit to the provincial office and to three identified schools in the province.</p> <p>Three schools in each province will be drawn from ongoing ICT projects.</p>
Purpose/Importance	To determine how far provinces are in ICT resourcing.
Source/Collection of data	<ul style="list-style-type: none"> • Completed monitoring instrument completed by provincial offices and schools. • Monitoring consolidated status report
Method of calculation	Count the number of schools monitored
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative: Year End
Reporting cycle	Quarterly
New indicator	No
Desired performance	All schools have access to ICT resources.
Indicator responsibility	Branch C: Directorate: ICT

Indicator details	2.1.3 Number of off-line digital content resources developed annually
Short definition	This refers to the state-owned curriculum-aligned textbooks developed by the DBE through partnerships with the private sector. The textbook development process entails authoring of the content material by a team of writers, screening and quality assurance of the authored content by provincial and DBE curriculum specialists. The print-ready Pdf files are then converted into e-textbooks/e-books/e-pubs that are packaged onto CD/DVD for distribution to provinces.
Purpose/Importance	To create a pool of digital content resources for that can be used for teaching and learning in schools.
Source/Collection of data	Developed content resources
Method of calculation	Count the number of titles of e-textbooks developed
Data limitations	None
Type of indicator	Output
Calculation type	Non-Cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	All schools are provided with digital content.
Indicator responsibility	Branch C: Directorate ICT

Indicator details	2.2.1 Percentage of public ordinary schools with Home Language workbooks for learners in Grades 1–6										
Short definition	Public Schools refers to all public schools that have Grade 1-6. Percentage of public schools provided with Grades 1–6 Home Language workbooks. Grade 1-6 workbooks are produced and delivered as follows:										
	<table border="1"> <thead> <tr> <th rowspan="2">Item</th> <th rowspan="2">Description</th> <th colspan="2">Delivery Plan</th> </tr> <tr> <th>Volume 1</th> <th>Volume 2</th> </tr> </thead> <tbody> <tr> <td>Grades 1 to 6</td> <td>Home language</td> <td>Oct -Nov 2017</td> <td>Jan - Feb 2018</td> </tr> </tbody> </table>	Item	Description	Delivery Plan		Volume 1	Volume 2	Grades 1 to 6	Home language	Oct -Nov 2017	Jan - Feb 2018
Item	Description			Delivery Plan							
		Volume 1	Volume 2								
Grades 1 to 6	Home language	Oct -Nov 2017	Jan - Feb 2018								
Purpose/Importance	To improve languages outcomes in Grades 1 to 6.										
Source/Collection of data	Approved copies of workbooks/ proof of deliveries.										
Method of calculation	$\frac{\text{Total number of public ordinary schools provided with Grade 1-6 workbooks/}}{\text{Total number of public ordinary schools that have ordered Grade 1-6 workbooks}}$ X100										
Data limitations	None										
Type of indicator	Output										
Calculation type	Non-cumulative: based on the time specified under short definition										
Reporting cycle	Annually										
New indicator	No										
Desired performance	All public schools with Grades 1-6 have access to workbooks in the correct language.										
Indicator responsibility	Branch C: Directorate: LTSM										

Indicator details	2.2.2 Percentage of public ordinary schools with Mathematics workbooks for learners in Grades 1–9			
Short definition	Public Ordinary Schools in this regard refers to all public schools that have Grade 1-9 only. Percentage of public schools provided with Grades 1–9 Mathematics workbooks. Grade 1-9 workbooks are produced and delivered are as follows:			
	Item	Description	Delivery Plan	
			Volume 1	Volume 2
	Grades 1 to 9	Mathematics	Oct -Nov 2017	Jan - Feb 2018
Purpose/Importance	To improve mathematical outcomes in Grades 1 to 9			
Source/Collection of data	Approved copies of workbooks/ proof of deliveries.			
Method of calculation	<u>Total number of public ordinary schools provided with Grade 1-9 workbooks/</u> Total number of public ordinary schools that have ordered Grade 1-9 workbooks X100			
Data limitations	None			
Type of indicator	Output			
Calculation type	Non-cumulative: based on the time specified under short definition			
Reporting cycle	Annually			
New indicator	No			
Desired performance	All public schools with Grades 1–9 have access to workbooks.			
Indicator responsibility	Branch C: Directorate: LTSM			

Indicator details	2.2.3 Percentage public schools provided with workbooks for Grade R		
Short definition	Public Schools refer to all public schools that have Grade R only. The percentage of qualifying public schools that are provided with Grade R workbooks. Qualifying public schools refers to public ordinary primary schools that offer Grade R. Grade R workbooks are produced and delivered as Volume 1-4 as follows:		
	Grades	Description	Delivery Plan
		Book 1	Oct -Nov 2017
	Grade R	Book 2	
		Book 3	Jan - Feb 2018
		Book 4	
Purpose/Importance	Workbooks are aimed at improving reading and literacy outcomes in Grade R		
Source/Collection of data	Approved copies of workbooks/ proof of deliveries.		
Method of calculation	<u>Total number of public ordinary schools provided with Grade R workbooks/</u> Total number of public ordinary schools that have ordered Grade R workbooks X100		
Data limitations	none		
Type of indicator	Output		
Calculation type	Non-Cumulative: based on the time specified under short definition.		
Reporting cycle	Annually		
New indicator	No		
Desired performance	All public schools with Grade R have access to workbooks		
Indicator responsibility	Branch C: Directorate: LTSM		

Indicator details	2.3.1 Number of underperforming schools monitored on the implementation of the Early Grade Reading Assessment (EGRA)
Short definition	EGRA is a diagnostic reading assessment that is aimed at improving reading proficiency levels in the early grades. The schools to be monitored are selected from those performing below 50% in the 2013 ANA results. The monitoring will focus on Grades 1-3 classes. Monitoring will be done through school visits and desk-top monitoring. 25 Schools visits will be conducted and 25 schools will be monitored using the desk-top monitoring method. The desk top monitoring will entail emailing the monitoring instrument to the schools. District offices will verify the information submitted by completing the relevant sections on the evaluation tool during their school visits. Provincial subject specialists will further verify the information submitted by the district offices and submit to the DBE.
Purpose/Importance	The EGRA is aimed at improving reading and literacy outcomes in Grades R to 9.
Source/Collection of data	Completed Monitoring tool
Method of calculation	Count the number of schools monitored
Data limitations	Some of the data is dependent on information from provinces which we cannot confirm the accuracy thereof
Type of indicator	Output
Calculation type	Cumulative: Year End
Reporting cycle	Bi-annually
New indicator	No
Desired performance	To improve reading proficiency levels in public schools. To achieve the targets in the Action Plan towards 2019
Indicator responsibility	Branch C: Directorate: GET

Indicator details	2.3.2 Number of schools monitored on the implementation of the reading norms
Short definition	This refers to the number of public ordinary schools that offer Grade R-9 monitored on Reading Norms. These are standardised benchmarks for reading and writing that are aligned to curriculum for Home Language and First Additional Language for Grades R to 9. School visits and desk-top monitoring will be used to monitor the implementation of the reading norms. 10 Schoolvisits will be conducted and 10 schools will be evaluated using the desk-top monitoring method. The desk top monitoring will entail emailing the monitoring instrument to the schools. District offices will verify the information submitted by completing the relevant sections on the evaluation tool during their school visits. Provincial subject specialists will further verify the information submitted by the district offices and submit to the DBE.
Purpose/Importance	Reading norms are aimed at improving reading and literacy outcomes in Grades R to 9.
Source/Collection of data	Completed Monitoring tool
Method of calculation	Count the number of schools monitored
Data limitations	Some of the data is dependent on information from provinces which we cannot confirm the accuracy thereof.
Type of indicator	Output
Calculation type	Cumulative: Year End
Reporting cycle	Annually
New indicator	No
Desired performance	To improve reading proficiency levels in public schools. To achieve the targets in the Action Plan towards 2019
Indicator responsibility	Branch C: Directorate: GET

Indicator details	2.3.3 Number of schools monitored on the implementation of the Incremental Introduction to African languages nationally
Short definition	The IIAL strategy is aimed at promoting the utilisation of previously marginalised African languages in all public schools in Grades 1-9 currently not offering a previously marginalized African Language. School visits and desk-top monitoring will be used. 10 School visits will be conducted and 10 schools will be evaluated using the desk-top monitoring method. The desk top monitoring will entail emailing the monitoring instrument to the schools. District offices will verify the information submitted by completing the relevant sections on the evaluation tool during their school visits. Provincial subject specialists will further verify the information submitted by the district offices and submit to the DBE.
Purpose/Importance	The IIAL is aimed at enhancing multilingualism and social cohesion.
Source/Collection of data	Completed Monitoring tool
Method of calculation	Count the number of schools monitored
Data limitations	Some of the data is dependent on information from provinces which we cannot confirm the accuracy thereof
Type of indicator	Output
Calculation type	Cumulative: Year End
Reporting cycle	Annually
New indicator	No
Desired performance	To achieve the targets in the Action Plan towards 2019
Indicator responsibility	Branch C: Directorate: GET

Indicator details	2.4.1 Mathematics ,Science and Technology lesson plans developed for the Intermediate, Senior and FET Phases
Short definition	Lessons plans are developed to assist teachers to align their teaching plans with the Learning and Teaching Support Material (LTSM) in Mathematics, Natural Sciences and Technology at Intermediate Phase, Technology at Senior Phase and Mathematics FET Phase. They assist the teacher in meeting the requirements of curriculum coverage in the following subjects and Grades: Mathematics Grade 4-6 ; Natural Sciences & Technology – Grade 4-6, Technology Grade 7-9; and Mathematics – FET Phase: Grade 10-12
Purpose/Importance	To assist the teacher in meeting the requirements for curriculum coverage in Mathematics, Science and Technology at Intermediate, Senior and FET Phases.
Source/Collection of data	Lessons plans developed for Intermediate, Senior and FET Phases
Method of calculation	Count the number of lessons plans produced
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative: Year End
Reporting cycle	Annually
New indicator	No
Desired performance	Improvement of learner performance in Mathematics, Natural Sciences and Technology
Indicator responsibility	Branch C: Directorate: MST

Indicator details	2.4.2 Mathematics Science and Technology teacher guides developed for the Intermediate , Senior FET Phases
Short definition	Teacher guides are documents that provide an additional resource explained at a higher and detailed level to better equip teachers to deliver on the subject content. For the period under review, teacher guides for the following Grades and Subjects will be produced: Mathematics Grades 4-6; Mathematics – Grades 10-12 ; Natural Sciences & Technology Grades 4-6; and Technology Grades 7-9.
Purpose/Importance	To improve teaching delivery so as to better learner performance in Mathematics, Science and Technology at Intermediate, Senior and FET Phases.
Source/Collection of data	Teacher guides developed for Intermediate, Senior Phase and FET Phases
Method of calculation	Count the number of teacher guides produced
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative: Year End
Reporting cycle	Annually
New indicator	No
Desired performance	Improvement of learner performance in Mathematics and Natural Sciences & Technology at Intermediate Phase, Technology at Senior Phase and Mathematics at Further Education Training (FET) Phase.
Indicator responsibility	Branch C: Directorate: MST

Indicator details	2.4.3 Number of Mathematics training sessions/workshops monitored
Short definition	To conduct the monitoring of the Mathematics training sessions to improve learning outcomes in the Senior Phase. A workshop is a session in training.
Purpose/Importance	To monitor the training sessions aimed at improving the teaching and learning of Mathematics in the Senior Phase
Source/Collection of data	<ul style="list-style-type: none"> • Monitoring instruments • Attendance registers of participants • Proof of communication from the DBE to the PEDs
Method of calculation	Count the number of sessions/workshops monitored
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative: Year End
Reporting cycle	Bi-annually
New indicator	No
Desired performance	Improvement of Mathematics performance in Grade 8 and 9
Indicator responsibility	Branch C

Indicator details	2.4.4 Number of training centres of CAPS for Technical subjects visited during a training session
Short definition	Monitoring visits are conducted to assess the progress made with regards to the training manuals that were developed to assist training centre facilitators to conduct training during the CAPS training for Technical Schools in preparation for implementation of the new curriculum, Grade 11 in 2017.
Purpose/Importance	To improve teaching of technical subjects in schools
Source/Collection of data	Monitoring instruments, attendance registers of the training sessions
Method of calculation	Count the number of training sessions conducted
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative: Year End
Reporting cycle	Bi-annually
New indicator	No
Desired performance	Improvement of implementation of the training for CAPS for Technical Schools
Indicator responsibility	Branch C

Indicator details	2.4.5 Number of schools visited for monitoring the implementation of the CAPS for Technical Schools
Short definition	The indicator refers to high schools/ secondary schools offering Grade 10-12 that will be visited for monitoring of the Implementation of the CAPS for Technical Schools. Monitoring visits are conducted to assess the progress made with regards to the implementation of the CAPS for Technical Schools and to institute improvement plans where applicable. A total of 27 schools will be visited per year.
Purpose/Importance	To assess the extent of implementation of the CAPS for Technical Schools at identified schools.
Source/Collection of data	<ul style="list-style-type: none"> • Monitoring instruments • Copy of school log books for the visit • List of all the schools visited per quarter.
Method of calculation	Count the number of actual visits conducted
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative: Year End
Reporting cycle	Quarterly
New indicator	No
Desired performance	Improvement of implementation of the CAPS for Technical Schools.
Indicator responsibility	Branch C: Directorate: MST

Indicator details	2.5.1 Number of learners obtaining subject passes towards a National Senior Certificate (NSC) or extended Senior Certificate, including upgraded NSC per year
Short definition	To measure the number of second chance learners registered on the examinations database and obtaining subject passes towards a NSC or extended SC by accessing resources from the Second Chance Matric Support which provides the following models of support: (i) Direct tuition (ii) Radio and television broadcasting (iii) Online Digital Programme (DBE Cloud and Vodacom E School) (iv) Print resources These learners include: (i) supplementary learners (including those who did not meet the NSC requirements for Diploma or Degree pass) who will sit for the March examinations (ii) Progressed learners who modularized and will sit for the June examinations (iii) Candidates writing the extended Senior Certificate in June (iv) Part time NSC candidates writing the November examinations (including candidates upgrading their pass status)
Purpose/Importance	To increase learner retention and improve NSC (including upgrading certificates) and extended SC passes
Source/Collection of data	Lists of results of learners, registered on the examinations database, who have achieved subject passes towards a Bachelors, diploma, or certificate verdict towards NSC or an extended Senior Certificate. This includes learners who have upgraded their Grade 12
Method of calculation	Count the number of learners who have subject passes through the Second Chance Support for NSC and amended SC using the examinations database
Data limitations	<ul style="list-style-type: none"> • DBE reliant on data from external sources - Examinations Database, registration of learners, data from DBE Website, Vodacom E School (dependent on profile), District Offices, data from Broadcasters (radio and TV) which is not learner specific. • Learners accessing support unable to provide examination or ID numbers at venues or provide incorrect numbers • The target achieved in the fourth quarter emanates from the supplementary examinations which is written in February March of the 2017/18 academic year, however results are only available in May 2018. • Out of school candidates do not take all subjects but a few subjects a year and will therefore not necessary obtain an NSC in one year. However their subject passes are still an achievement as they are credited towards the qualification
Type of indicator	Output
Calculation type	Cumulative: Year End
Reporting cycle	Quaterly
New indicator	No
Desired performance	High number of learners passing NSC and extended SC or upgraded NSC pass which will improve opportunities at tertiary institutions
Indicator responsibility	Branch C – Second Chance Project Manager

PROGRAMME 3: TEACHERS, EDUCATION HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT

Indicator details	3.1.1 Percentage of SGBs that meet minimum criteria in terms of effectiveness
Short definition	Number of schools where school governing bodies meet minimum criteria in terms of effectiveness expressed as a percentage of total number of schools. The following must be in place for the SGB to meet the minimum criteria for effectiveness: Constitution of the SGB in terms of membership, attendance and minutes of meetings. The survey will be conducted in sampled schools. A simple random sample of 7% will be drawn from a population of all schools in the system. The 50% will be drawn from the sampled schools.
Purpose/Importance	To measure the effectiveness of SGBs in schools.
Source/Collection of data	<ul style="list-style-type: none"> • DBE Sample survey tool in the form of a questionnaire and checklist • List of schools sampled • Lists of schools that meet the minimum criteria
Method of calculation	<p><u>Total number of schools sampled that meet the minimum criteria/</u> Total number of schools sampled</p> <p>X100</p>
Data limitations	Reliability of data from schools
Type of indicator	Output
Calculation type	Non-cumulative: Results of survey conducted once a year
Reporting cycle	Annually
New indicator	No
Desired performance	All schools should have effective SGBs to support effective teaching and learning.
Indicator responsibility	Branch T: EMDG Directorate

Indicator details	3.1.2 Percentage of schools producing the minimum set of management documents at a required standard
Short definition	The percentage of schools that have functional documents: school budget, a school improvement plan, an annual report, learner and teacher attendance registers and a quarterly record of learner marks.
Purpose/Importance	Every school is expected to produce basic documents to guide the management of the school. These are documents that every school should have and utilise effectively as their availability and utilisation serve as an indication a functional school.
Source/Collection of data	<ul style="list-style-type: none"> • List of visited sampled schools • Completed survey tool in the form of a checklist • List of schools with minimum set of management documents
Method of calculation	<p><u>Total number of schools from the sample selected found to be functional by having produced the basic set of documents /</u> Total number of schools surveyed</p> <p>X100</p>
Data limitations	Officials conducting the survey may not interpret the findings in a uniform manner
Type of indicator	Impact indicator
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	All schools must be able to produce minimum management documents
Indicator responsibility	Branch T

Indicator details	3.2.1 Number of Funza Lushaka bursaries awarded to students enrolled for initial teacher education
Short definition	Number of Funza Lushaka bursaries awarded to first, second, third and fourth-year students, as well as PGCE students, enrolled for initial teacher education programmes and programmes that offer teaching subjects but are not teacher education qualifications in higher education institutions. The following are examples of qualifications awarded: (B.Ed or a B Com, B Sc, B Tech, B Soc Sc followed by a PGCE). The bursaries are awarded to students (Identified through ID numbers), meaning that the lists with names of student selected according to the criteria set.
Purpose/Importance	To measure the number of beneficiaries of the Funza Lushaka Bursary programme.
Source/Collection of data	A list of beneficiaries of Funza Lushaka Programme. Sample of university documents that proves their enrollment at universities for the year of the award of the bursary.
Method of calculation	Count the number of Funza Lushaka bursaries awarded to first, second, third and fourth year students, as well as PGCE students, enrolled for initial teacher education programmes and programmes that offer teaching subjects but are not teacher education qualifications in higher education institutions.
Data limitations	As a result of fees changes in institutions, the number of students awarded the bursary may not be exact number enrolled.
Type of indicator	Output
Calculation type	Non-cumulative : a list of enrolled learners is drawn from registration once a year
Reporting cycle	Annually
New indicator	No
Desired performance	To utilise the bursary to train more graduates for the education profession.
Indicator responsibility	Branch T: Directorate Funza Lushaka

Indicator details	3.3.1 Number of teachers participating in the EFAL diagnostic tests
Short definition	A number of teachers assessed in both content and pedagogical skills in EFAL. These teachers are teachers appointed in all types of appointments that is: permanent, temporary, relief teachers at any level of the school system, who volunteer to take the Diagnostic Test.
Purpose/Importance	To measure the teacher content knowledge and pedagogical skills through diagnostic assessments and provide focused teacher development programmes
Source/Collection of data	<ul style="list-style-type: none"> • List of teachers per province volunteering to take EFAL diagnostic test • A sample of the diagnostic test administered
Method of calculation	Count the number of teachers who volunteer to take the test per province and per district
Data limitations	Willingness of teachers to volunteer
Type of indicator	Output
Calculation type	Cumulative: Year End
Reporting cycle	Annually
New indicator	No
Desired performance	To utilise the results of assessments to provide focused teacher development programmes
Indicator responsibility	Branch T: Directorate: Curriculum Research

Indicator details	3.3.2 Number of teachers participating in the Physical Science diagnostic tests
Short definition	A number of teachers assessed in both content and pedagogical skills in Physical Science. These teachers are teachers appointed in all types of appointments that is: permanent, temporary, relief teachers at any level of the school system, who volunteer to take the diagnostic test.
Purpose/Importance	To measure the teacher content knowledge and pedagogical skills through diagnostic assessments and provide focused teacher development programmes
Source/Collection of data	<ul style="list-style-type: none"> List of teachers per province volunteer to take the Physical Science Diagnostic Test A sample of the diagnostic test administered.
Method of calculation	Count the number of teachers who volunteer to take the assessments per province and per district
Data limitations	Willingness of teachers to volunteer to take the diagnostic test.
Type of indicator	Output
Calculation type	Cumulative: Year End
Reporting cycle	Annually
New indicator	Yes
Desired performance	To utilise the results of assessments to provide focused teacher development programmes
Indicator responsibility	Branch T: Directorate: Curriculum Research

Indicator details	3.3.3 Number of teachers participating in the Accounting diagnostic tests
Short definition	A number of teachers assessed in both content and pedagogical skills in Accounting. These teachers are teachers appointed in all types of appointments that is: permanent, temporary, relief teachers at any level of the school system, who volunteer to take the diagnostic test.
Purpose/Importance	To measure the teacher content knowledge and pedagogical skills through diagnostic assessments and provide focused teacher development programmes
Source/Collection of data	<ul style="list-style-type: none"> List of teachers per province volunteer to take the Accounting Diagnostic Test A sample of the diagnostic test administered.
Method of calculation	Count the number of teachers who volunteer to take the assessments per province and per district
Data limitations	Willingness of teachers to volunteer to take the diagnostic test.
Type of indicator	Output
Calculation type	Cumulative: Year End
Reporting cycle	Annually
New indicator	Yes
Desired performance	To utilise the results of assessments to provide focused teacher development programmes
Indicator responsibility	Branch T: Directorate: Curriculum Research

Indicator details	3.3.4 Number of teachers participating in the Mathematics diagnostic tests
Short definition	A number of teachers assessed in both content and pedagogical skills in Mathematics. These teachers are teachers appointed in all types of appointments that is: permanent, temporary, relief teachers at any level of the school system, who volunteer to take the diagnostic test.
Purpose/Importance	To measure the teacher content knowledge and pedagogical skills through diagnostic assessments and provide focused teacher development programmes
Source/Collection of data	<ul style="list-style-type: none"> List of teachers per province volunteer to take the Mathematics Diagnostic Test A sample of the diagnostic test administered.
Method of calculation	Count the number of teachers who volunteer to take the assessments per province and per district
Data limitations	Willingness of teachers to volunteer to take the diagnostic test.
Type of indicator	Output
Calculation type	Cumulative: Year End
Reporting cycle	Annually
New indicator	No
Desired performance	To utilise the results of assessments to provide focused teacher development programmes
Indicator	Branch T: Directorate: Curriculum Research

responsibility	
Indicator details	3.4.1 Number of schools per PED monitored on the implementation of IQMS
Short definition	The purpose of IQMS is to evaluate an educator's performance annually and to identify specific needs of educators for support and development. School-based educators whose performances meet the agreed standards are eligible for pay progression. The DBE monitors the implementation of the IQMS processes and procedures in three schools in each of the 6 identified PEDs. Schools will be sampled from both underperforming schools and best performing schools. For underperforming schools it will be to assist in improving the state of affairs and for best performing schools, it will be to draw best practice that will assist other schools.
Purpose/Importance	To monitor the implementation of IQMS in PEDs, in order to strengthen the accountability of school-based educators.
Source/Collection of data	<ul style="list-style-type: none"> Monitoring instruments developed by DBE for IQMS implementation List of PEDs and the schools monitored per quarter
Method of calculation	Count the number of PEDs monitored
Data limitations	Incomplete information and non-availability of summative evaluation reports at schools.
Type of indicator	Output
Calculation type	Cumulative: Year End
Reporting cycle	Quarterly
New indicator	No
Desired performance	Teacher performance and learner achievement improves through enhanced implementation of IQMS.
Indicator responsibility	Branch T: Directorate: EPMD and WSE
Indicator details	3.4.2 Number of PEDs monitored on the implementation of PMDS
Short definition	The purpose of PMDS is to evaluate office-based educators' performance and to identify specific needs for development. Monitoring of the implementation of the PMDS processes and procedures will be conducted in the provincial office and 1 district office in 6 PEDs. A random sampling method will be used to select the district to be monitored.
Purpose/Importance	To monitor the implementation of PMDS in PEDs, in order to strengthen the accountability of office-based educators.
Source/Collection of data	<ul style="list-style-type: none"> Monitoring instruments developed by DBE for PMDS implementation List of provincial officials evaluated List of district officials evaluated
Method of calculation	Count the number of PEDS monitored
Data limitations	Incomplete information and non-availability of summative evaluation reports in PEDs.
Type of indicator	Output
Calculation type	Cumulative: Year End
Reporting cycle	Quarterly
New indicator	No
Desired performance	Educator performance and learner achievement improves through enhanced implementation of PMDS.
Indicator responsibility	Branch T: Directorate: EPMD and WSE
Indicator details	3.5.1 Monitoring of PEDs that had their post provisioning process assessed for compliance with the post provisioning Norms and Standards
Short definition	<p>The monitoring of the implementation of the Norms and Standards is done both at process and technical levels to ensure all the factors and weightings as stipulated in the model are applied.</p> <ul style="list-style-type: none"> Processes assessed include distribution of posts to schools; declaration of excess posts and vacancies; identification of excess educators; redeployment of excess educators and filling of vacancies <p>Technical assessment includes review of data used; factors and weightings used etc. Provinces avail data used to determine the post establishment and model used with all the original factors and weightings.</p>
Purpose/Importance	To assess the extent to which PEDs comply with the PPN Norms and Standards, both in terms of implementation processes and technical compliance with the prescribed norms.
Source/Collection of data	<ul style="list-style-type: none"> PED post provisioning plans for 2018

	<ul style="list-style-type: none"> Report on findings of the monitoring visits
Method of calculation	Count the number of PEDs that have been visited for assessment of compliance with the PPN Norms and Standards
Data limitations	None
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	All PEDs visited and their implementation processes assessed.
Indicator responsibility	Branch: T: Directorate: Education HR Planning, Provisioning and Monitoring

PROGRAMME 4: PLANNING, INFORMATION AND ASSESSMENT

Indicator details	4.1.2 A bank of Language and Mathematics test items for Grades 3, 6 and 9 developed
Short definition	Delete The bank is a pool of assessment tests/assessment tasks prepared in a year, so that assessments may be drawn from such a pool of items. A total of 150 test items will be produced in Languages and Mathematics for Grades 3, 6 and 9. All the test items go through a process of setting, moderation and testing before they are finalised to be stored in the item bank
Purpose/importance	Banked items will meet the changing purposes of the assessment. Items will be selected to develop an assessment task/test according to the test framework. It assesses whether learning and teaching takes place and informs targeted intervention strategies
Source/collection of data	<ul style="list-style-type: none"> • A list of number of items produced per grade • Proof of moderation of 150 items produced
Method of calculation	Count the number of test items produced
Data limitations	The actual tests will not be provided until the examination is written.
Type of indicator	Output
Calculation type	Non-cumulative. Bank Items will be produced during the last quarter of the financial year
Reporting cycle	Annually
New indicator	No
Desired performance	Maintenance of a valid and credible ANA database.
Indicator responsibility	Branch P: Directorate: National Assessments

Indicator details	4.2.1 Number of NSC reports produced
Short definition	The NSC reports will contain data on learner performance data through the National Senior Certificate examination. The reports will be in the form of a Diagnostic and the Technical report which will contain details on overall performance and problem areas of the assessment.
Purpose/importance	To evaluate the NSC examinations and remedial action to be taken to improve on learner performance.
Source/collection of data	National NSC reports on learner performance (database hosted by SITA mainframe).
Method of calculation	Count the number of NSC Reports produced
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	Maintenance of a valid and credible NSC database
Indicator responsibility	Branch P: Directorate Examinations and Assessment

Indicator details	4.2.2 Number of question papers set annually for the NSC and SC
Short definition	Setting question papers for the year in question takes place under very stringent rules and regulations. Identified examiners are appointed and set the examination question papers. Moderation of the question paper is also part of the process of setting of question papers.
Purpose/importance	To set high quality of question papers.
Source/collection of data	<ul style="list-style-type: none"> Number of question papers set Copies of Question papers set for the academic year in question, produced after the writing of the examinations
Method of calculation	Count the number of question papers set from the list provided
Data limitations	Question papers are highly confidential documents that cannot be provided as evidence to anyone until the results have been released.
Type of indicator	Output
Calculation type	Non-cumulative: NSC question papers are set per examination
Reporting cycle	Annually
New indicator	No
Desired performance	Administration of a valid and credible NSC examination.
Indicator responsibility	Branch P

Indicator details	4.3.1 Number of new schools built and completed through ASIDI
Short definition	Replace schools built of inappropriate materials such as mud, asbestos, wood, zinc, etc.
Purpose/Importance	To provide infrastructures that is conducive to effective teaching and learning
Source/Collection of data	Lists from PEDs of schools that had the infrastructure backlog Lists of schools built from inappropriate material
Method of calculation	Count the number of schools that have reached practical completion.
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative: Year End. At the end of the financial year, a total figure of the project will be given from when the ASIDI programme started till end of the last financial year
Reporting cycle	Annually
New indicator	No
Desired performance	All schools provided with appropriate building
Indicator responsibility	Branch: Infrastructure

Indicator details	4.3.2 Number of schools provided with sanitation facilities through ASIDI
Short definition	<p>Number of public ordinary schools that are provided with different types of sanitation facilities based on assessment of the location of the school. This would determine the type of sanitation provided. The types of sanitation that are provided are:</p> <ul style="list-style-type: none"> • Water borne sanitation • Septic or Conservancy Tank system • Ventilated Improved Pit Latrine • Composting Toilets • Small Bore Sewer Reticulation
Purpose/Importance	To determine the number of schools that meets the basic sanitation standards.
Source/Collection of data	<ul style="list-style-type: none"> • List of schools from PEDs with infrastructure backlogs • List of schools that have reached practical completion in provision of sanitation
Method of calculation	Count the number of schools provided with sanitation facilities through ASIDI that have reached practical completion
Data limitations	Vandalism and natural disasters may lead to more schools that do not meet minimum sanitation standards.
Type of indicator	Output
Calculation type	Cumulative: Year End. At the end of the financial year a total figure of the project will be given from when the ASIDI programme started till end of the last financial year.
Reporting cycle	Annually
New indicator	No (Amended). Previous indicators reflected schools in implementation. This indicator reflects schools that have been completed.
Desired performance	All schools to comply with nationally determined minimum sanitation standards.
Indicator responsibility	Branch Infrastructure

Indicator details	4.3.3 Number of schools provided with water through ASIDI
Short definition	<p>Number of public ordinary schools provided with different types of water facilities such as:</p> <ul style="list-style-type: none"> • Taps • Boreholes • Water tanks
Purpose/Importance	To determine the number of schools where teachers and learners have access to water.
Source/Collection of data	<ul style="list-style-type: none"> • List of schools from PEDs with infrastructure backlogs • List of schools that have reached practical completion in provision of water facilities.
Method of calculation	Count the number of schools provided with water facilities through ASIDI that have reached practical completion stage
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative: Year End. At the end of the financial year a total figure of the project will be given from when the ASIDI programme started till end of the last financial year
Reporting cycle	Annually
New indicator	No
Desired performance	All schools to be provided with water.
Indicator responsibility	Infrastructure

Indicator details	4.3.4 Number of schools provided with electricity through ASIDI
Short definition	Number of public ordinary schools that have electricity.
Purpose/Importance	To establish the number of schools that has electricity.
Source/Collection of data	<ul style="list-style-type: none"> List of schools from PEDs with infrastructure backlog in electricity facilities List of schools that have reached practical completion in provision of electricity
Method of calculation	Count the number of schools provided with electricity through ASIDI that have reached practical completion stage
Data limitations	Delay of information from Department of Energy/ ESKOM
Type of indicator	Output
Calculation type	Cumulative: Year End. At the end of the financial year a total figure of the project will be given from when the ASIDI programme started till end of the last financial year
Reporting cycle	Annually
New indicator	No
Desired performance	All schools to have access to electricity.
Indicator responsibility	Branch Infrastructure

Indicator details	4.4.1 Percentage of public schools using the standardised school administration system, SA- SAMS for reporting
Short definition	South African School Administration & Management System (SA-SAMS) is a cost effective, easy to use and a fully integrated computer application that assists schools with their administrative, management and governance information needs. The application is provided at no cost to schools in the country. Provinces support schools in using the latest versions of SA-SAMS. The application is policy driven and is therefore developed and maintained by DBE. As a standardized application, it is designed to capture and record unit school administrative data and is the primary source of information in LURITS. SA_SAMS also assisted schools with quarterly or ad hoc reporting as required by the circuit/district, provincial and DBE. The percentage will be drawn from a population of all the public schools except those schools in Western Cape as the province is currently not using SA-SAMS for reporting.
Purpose/Importance	To measure the improvement in the provision of data collected from schools.
Source/Collection of data	<ul style="list-style-type: none"> Report from provinces on all the schools that uses SA-SAMS for reporting and submit their SA-SAMS school databases at least quarterly to the province An analysis of the quality of information as reported by the DQA.
Method of calculation	$\frac{\text{Total number of public schools reporting using SA-SAMS/}}{\text{Total number of public schools (reported by provinces) excluding Western Cape}}$ <p>X100. This indicator will be measured using the school year and not the financial year. In this case 2017 school year.</p>
Data limitations	Currently Western Cape does not report through the SA-SAMS. Therefore no reports will be received from Western Cape
Type of indicator	Output
Calculation type	Non-cumulative: A new set of schools may be reported every year at the end of academic year (31st December) .
Reporting cycle	Quarterly
New Indicator	No
Desired performance	All public schools to use SA-SAMS to generate performance reports quarterly; and to submit these reports with the electronic data to the districts (province) for uploading onto information systems
Indicator responsibility	Branch P: Directorate EMIS

Indicator details	4.4.2 Percentage of learners from public schools that are successfully uploaded onto LURITS
Short definition	Learner Unit Record Information and Tracking System (LURITS) is a database that was designed to store and retrieve individual learner movement information. The percentage is drawn from the LURITS data base schools
Purpose/Importance	LURITS, as a national database, is aimed at collecting learner and school data to register and track individual learner movement within schools, districts and provinces.
Source/Collection of data	<ul style="list-style-type: none"> • Technical Reports from the system on data uploaded to LURITS • Online Masterlist of schools • Exception reports
Method of calculation	<p>$\frac{\text{Total number of learners in public schools uploaded on LURITS (2017)}}{\text{Total number of learners in public schools in provincial warehouses}}$</p> <p>X100. This indicator will be measured using the school year and not the financial year. In this case 2017 school year. Parameter: LURITS number is the unique identifier.</p>
Data limitations	Response rate
Type of indicator	Output
Calculation type	Non-cumulative: A new set of schools may be reported every quarter because from 1st quarter there is an increase in schools in the 2nd, 3rd and 4th quarters incrementally.
Reporting cycle	Quarterly
New indicator	No
Desired performance	All public schools to use SA-SAMS to submit data through the Provincial warehouses to LURITS.
Indicator responsibility	Branch P: Directorate EMIS

Indicator details	4.5.1 Number of district officials that achieved below the national benchmark in the NSC participating in a mentoring programme
Short definition	<p>A mentoring programme for district and circuit managers in districts that achieved below the national benchmark in the NSC results. The identified officials from the 10 lowest underperforming districts are taken through a mentoring programme, where they are assigned a mentor to support them. The mentor holds sessions with the mentee and sometimes with officials in the district office.</p> <p>Districts performing below the national benchmark in the NSC, refers to districts performing below 60% in 2014 NSC. The same group is mentored every year until the desired results are achieved, that is districts performing above 60%.</p> <p>The selected districts are 10 districts that achieved the lowest in the 2014 NSC results.</p>
Purpose/Importance	To assist districts to perform at a level that they can support their schools to perform better, thus increasing their 2014 level of district performance, below 60% in the NSC.
Source/Collection of data	<ul style="list-style-type: none"> • Annual Report from each mentor. • Records of mentoring sessions where mentee signs for attending session. This may be one- on-one sessions, or group sessions in the form of workshops, seminars and other forms of contact sessions
Method of calculation	Count the number of district officials mentored.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative: Same numbers of officials are mentored every quarter.
Reporting cycle	Annually
New indicator	No
Desired performance	Support districts to improve average learner performance in the NSC above the national average.
Indicator responsibility	Branch PDOU

Indicator details	4.5.2 An improvement plan for district offices to improve on areas that were rated unsatisfactory by school principals during the school survey
Short definition	The improvement plan emanating from the results of the previous year's survey. All the districts that were rated as unsatisfactory during the survey are assisted to improve through the improvement plan. The results from the data of the survey are used to develop an instrument used to assist the districts to improve on how they support schools.
Purpose/Importance	To assist districts whose support to schools was rated by school principals as unsatisfactory.
Source/Collection of data	Improvement plan for districts whose support to schools was rated as unsatisfactory
Method of calculation	One improvement plan produced
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Biennial: the improvement plan will be produced in the first year and the following year the districts will implement the plan. After two years the survey is administered again.
New indicator	Yes
Desired performance	Districts to perform better in the survey the following year.
Indicator responsibility	Branch PDOU

Indicator details	4.5.3 Percentage of district managers assessed against developed criteria
Short definition	Conduct competency-based assessments for district directors in line with the Public Service Regulations regarding recruitment and appointment of Senior Management Service (SMS) members. District directors are encouraged to take the assessment to assess their own competencies and weak areas where they need support and capacity building.
Purpose/Importance	To establish a baseline and database of the competency of district directors for support and capacity building.
Source/Collection of data	<ul style="list-style-type: none"> • Provincial Monitoring and Competency Assessment reports. • Database of participating District Managers (DM).
Method of calculation	$\frac{\text{Total number of District Managers participating}}{\text{Total number of District Managers}} \times 100.$
Data limitations	Managers in acting positions will not be assessed. Competency assessments are confidential and cannot be provided.
Type of indicator	Output
Calculation type	Cumulative: Year End
Reporting cycle	Annually
New indicator	No
Desired performance	Baseline of district directors' competencies established; and, support and capacity building provided on the basis of the competency assessment outcomes.
Indicator responsibility	Branch PDOU

PROGRAMME 5: EDUCATIONAL ENRICHMENT SERVICES

Indicator details	5.1.1 Number of schools monitored for the provision of nutritious meals
Short definition	The South African dietary base guideline is a national document on health nutrition from the Department of Health. All guidelines, including DBE guidelines, are derived from this national document. According to the guideline, a nutritious meal is made up of a protein, starch and a green/red/orange vegetable or a fruit. The schools that will be monitored are public ordinary schools in quintiles 1-3 and identified special schools. It must be noted that there are also public ordinary schools in quintile 4 and 5 that have been identified as in need of the NSNP
Purpose/Importance	To assess schools on compliance with minimum requirements of a nutritious meal according to the food specification and school specific menu
Source/Collection of data	A monitoring tool in the form of a checklist and questionnaire List of schools monitored in a quarter. Report on findings of the monitoring
Method of calculation	Count the number of schools monitored
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative: Year End
Reporting cycle	Quarterly
New indicator	No
Desired performance	All schools serving a nutritious meal made up of a protein, starch, green/yellow/orange vegetable or a fruit
Indicator responsibility	Branch S (National School Nutrition Programme)

indicator details	5.2.1 Number of adjudicators, data capturers and farm school conductors trained in SASCE programmes
short definition	SASCE is a strategic programme in the Department's quest to promote unity in diversity, national reconciliation, social cohesion, and a national identity among young South Africans of school- going age. Development programmes aim to facilitate the conducting and performance of music by schools thereby ensuring sustainability of the programme. Three development programmes implemented arefor: Adjudicators: An adjudicator is a qualified individual tasked with the responsibility to score choristers who ascend the stage during a formal singing competition Data capturers: a group of officials responsible for capturing the data (results) of the adjudicators and translate them into results Farm school conductors: conductors based in farm schools, usually remote and isolated and therefore, require intensive and specific training.
Purpose/importance	To capacitate and develop Adjudicators, Data Capturers and Farm School conductors in nine provinces
source/collection of data	<ul style="list-style-type: none"> • Attendance registers, •
Method of calculation	Count the number of attendees
Data limitations	None
Type of indicator	Input
calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	An increased pool of adjudicators, data capturers and farm school conductors trained to deliver the programme
Indicator responsibility	Branch S

Indicator details	5.2.2 Number of learners, teachers, officials and SGBs participating in social cohesion and gender equity programmes
Short definition	<p>Total number of learners, teachers, officials and SGBs who participate in citizenship, human rights and responsibilities education, constitutional values activities and commemoration of Significant Historical Events coordinated in collaboration with other stakeholders. Social Cohesion Programmes include:</p> <ul style="list-style-type: none"> • GEMBEM • Future Choices Programme • Albert Luthuli Oral History Programme • Moot Court • Bill of Responsibility Programme • Youth Citizen Action Programme (YCAP) • National Heritage Council (NHC) Programmes • Democracy and vote education Programmes • Human rights clubs • TRC Financial Assistance Programme Democracy and vote education Programmes • Human rights clubs • TRC Financial Assistance Programme
Purpose/Importance	These activities aim to entrench social values, promote knowledge and understanding of rights and responsibilities, constitutional values, oral history, heritage and culture to promote patriotism.
Source/Collection of data	<ul style="list-style-type: none"> • Participation Registers of learners, teachers, officials, SGBs and community organization members • Lists of participants, registration forms of participants and written reports
Method of calculation	Count the number of participants
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative: Year End
Reporting cycle	Quarterly
New indicator	No
Desired performance	All learners, educators, officials and SGBs in the schooling system participate in the citizenship, rights and responsibilities, and constitutional values activities.
Indicator responsibility	Branch S: Directorate Social Cohesion

Indicator details	5.3.1 Number of Hot spot schools monitored towards implementation of the NSSF.
short definition	The NSSF seeks to address the prevalence of crime and violence in identified Hot Spot Schools. Hot Spot Schools are schools located in areas that have a high prevalence of crime and violence as determined by the South African Police Services (SAPS)
Purpose/importance	To ensure that Schools are safe, caring environments in support of learning and teaching
source/collection of data	<ul style="list-style-type: none"> • Sample of completed Monitoring Tools in the form of a questionnaire and a checklist • A database of all Hot Spot Schools • Lists of all schools monitored • School visitors' register signed
Method of calculation	Count the number of schools monitored
Data limitations	None
Type of indicator	Output
calculation type	Cumulative: Year End
Reporting cycle	Quarterly
New indicator	No
Desired performance	Reduction in the number of Hot Spot Schools
Indicator responsibility	Branch S