

PD-ABW-430

Trip Report

Submitted by

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Harvard Graduate School of Education**

**Performance Monitoring and Evaluation Project
Quality Improvement in Primary Schools Project
(QUIPS)**

The Mitchell Group

**USAID and the Government of Ghana
4-21 August 2000**

Accra, Ghana

Trip Report

David W. Chapman

Consultant for Harvard Graduate School of Education,
under subcontract to The Mitchell Group

August 2000

TMG Monitoring and Evaluation Training Workshop for selected Ghanaian Educators and Ministry of Education Officials

Purpose: To prepare materials for, plan, and conduct a Monitoring and Evaluation Training Workshop to MOE training participants.

Dates: 1-23 August 2000 (in-country from 6-20 August)

Collaborators: The design and conduct of the workshop was designed and conducted collaboratively with TMG Ghana staff, specifically George Woode and Emma Gyamera.

Narrative: This workshop is the fifth in a series of workshops aimed at providing MOE monitoring and evaluation staff with developing the capacity of Ministry of Education officials monitoring and evaluation. Previous workshops focused on developing skills and understandings in evaluation design, computer operation, statistics, data analysis and presentation, and policy analysis.

The workshop was attended by 9 staff from the monitoring and evaluation section of the Ministry of Education and a staff member from CSA. Mr. George Woode and Ms. Emma Gyamera of the TMG staff worked with me co-instructors. Three additional staff members of TMG participated to facilitate the individual work teams. The original plan was for 24 workshop participants. However, based on the performance of participants at the previous M&E workshop, TMG determined that about half of the trainees needed further work on more basic content and were not yet ready for this advanced workshop. At the same time, about half were ready for this advanced work and TMG believed that they should not be held back by the needs of participants slower to develop the prerequisite knowledge and skills.

This training session was intended as an opportunity for participants to consolidate and extend their skills in monitoring and evaluation through the analysis of actual QUIPS data and the interpretation of findings. Consequently, particular attention was given to having participants interpret their findings and develop implications for practice. To that end, the instructional format of the workshop emphasized learning-by-doing." Participants worked in teams of 3-4 persons and each team was provided with a computer. Teams were provided with a series of six training tasks and with six computer files containing the data associated with those tasks (see Attachments).

Participants realized that the workshop offered them an opportunity to work with real data that had not previously been available to the Ministry. The data sets were formed specially for this workshop by (a) merging achievement data (collected by TMG) with community support data (collected by CSA) for cohorts 1 and 2; (b) merging pretest, post-test1 and post-test2 data for cohort 1, and (c) merging post-test1 and post-test2 data for cohort 2. This allowed cross-data set and over-time comparisons that were not previously available for analysis. TMG did not receive classroom observation data from ILP in time to be included in this workshop.

Several preliminary findings that emerged from participants' work over the course of the workshop are identified below. These findings need to be reconfirmed before being disseminated more widely. However, they offer a suggestion of promising directions for continued analysis of these data. Within the context of this training, these preliminary findings provided the grist for useful discussions about the interpretation of quantitative data and the *meaning* of evaluation results.

- Comparisons of student achievement between partnership and comparison schools were conducted for English and maths at each of the three grade levels that were tested for Cohort 1. Findings are promising. There are statistically significant and relatively large differences between QUIPS and non-QUIPS schools on both post-test1 and post-test2. Since baseline achievement data were not collected for comparison schools, it is not possible to determine if the post-test achievement differences were due preexisting differences among schools. However, efforts were undertaken during school selection to choose seemingly comparable schools (Table 1).
- Differences in achievement between partnership and comparison schools at the end of year two (post-test2) were compared, after statistically removing differences in student achievement at the end of year 1 (post-test1). Results indicated that in both English and maths, students in the partnership schools outperformed students in comparison schools by about 2-4 %. These represent statistically significant but modest gains (Table 1).
- There are statistically significant relationships between selected community support items and student achievement. This analysis was conducted on baseline data, so it reflects pre-existing relationships within Ghanaian communities. In broad terms, the pattern of results across grade levels and content areas (math and English) suggest that students achievement is higher in communities that do more to ensure that children are enrolled in school and that teachers show up regularly. This finding is important because it offers a direct, empirical link between community support and student learning (a relationship harder to find in the literature than one might think.)
- Gender differences were not observed between QUIPS and Non-QUIPS schools at either posttest1 or posttest2. This suggests that while gender disparities may operate in access and retention, they do not appear to be a factor in achievement (at least in

Table 1

**Comparison of Partnership and Comparison School Achievement Scores
by subject and grade (preliminary analysis)**

	English			Maths		
	Grade P3	Grade P4	Grade P6	Grade P3	Grade P4	Grade P6
Post-test1 R ²	.16	.18	.137	.072	.105	.113
Post-test1 F change	65.96	77.97	56.53	27.75	41.4	45.50
Post-test2 R ² After removing difference in performance at Post1	0.23	0.25	0.32	0.026	0.038	0.028
Post-test2 F change	10.18	11.29	13.88	10.21	15.90	11.46

N: P3=359; p4=356; p6=357

All comparisons were significant at (or near) $p < .001$.

math and English at Grades P3, P4, and P6). This finding is good news for QUIPS, in that it suggests that instruction in QUIPS schools is not being delivered in a way that does not disadvantage girls who are in those classes.

These findings tend to support the impact of key elements of the QUIPS project. While they need to be imbedded within a larger framework of analyses, preliminary findings are quite promising. In the meantime, these findings fueled a very intense, lively, and engaged discussion among workshop participants. While participants had ample opportunity to work with SPSS and use their knowledge of statistics, the emphasis of the workshop was on interpreting the results of quantitative analyses, formulating the educational implications of the findings, and practicing strategies for reporting evaluation results.

One output from this consultancy is that the training materials (including six training tasks and associated data disks) have been developed and remain with TMG. Since two TMG staff members have already served as co-instructors for this training, it may be possible for them to conduct (or at least play a major role in) a second workshop, based on these training materials, for those participants who were not ready for this session. This would further the capacity building goal of TMG and USAID.

Discussion with participants at the end of the four-day training session (by both Dr. Barcikowski and me, separately) indicated that the workshop had been quite positively received. Participants cited the exercises in interpreting the meaning and practical

implications of quantitative results as particularly helpful in their development as monitoring and evaluation specialists.

To ensure that the materials used in this training are available for use in future workshops, a complete set of training materials are attached as Appendices.



Urgent Memorandum

To: David Chapman
From: Elizabeth Barcikowski *E. Barcikowski*
Date: 18/08/00
Re: Necessary changes in SOW

Dear David,

The intent of this memo is to state in writing the necessary changes in your terms of service for your August consultancy to the PME Project.

By necessity, our Workshop 5 was adjusted in response to certain needs of the training participants. As you know the 4th residential monitoring and evaluation workshop took place from July 24th through August 3rd, inclusive of Saturday. During this workshop our training consultants, Dr. Robert Barcikowski and Dr. Kafui Etsey, discovered that 12 of the 21 participants needed additional support and practice with the monitoring and evaluation concepts and skills covered and were not yet ready for the level of training that would make up your training program. In order to respond to this need PME organized a separate 4-day workshop scheduled for the 5th – 8th September that would provide these 12 participants the opportunity to establish the foundations necessary to go on to the next level.

Therefore, I requested that you modify your schedule of work somewhat to adequately prepare key PME staff to work together with our local training consultant, Dr. Kafui Etsey, to deliver the same training program to the balance of participants after they have completed the additional training they need on the week of the 5th September. I would like our staff members, George Woode and Emma Gyamera work closely with you throughout your two week consultancy.

Second, I want to state in writing that it was necessary that PME choose the presenters for the National Forum prior to the end of your workshop. Therefore, the participants may not be able to use the material they covered for any formal presentations at the forum. However, following your training (after the 18th of August) PME staff will discuss with participant representatives of the PBME Division the possibility of using some of the outputs from their work at the Forum in the form of a poster presentations.

If these participants do choose to take this option, PME staff will provide assistance as necessary in preparation of the poster session.

Please do not hesitate to let me know if you have any questions relative to these changes.



Performance Monitoring & Evaluation Project
The Mitchell Group Inc. with Harvard Institute for International Development
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Patrick Yiriyelleh, Director
Policy Planning Budgets Monitoring
and Evaluation Division
Ministry of Education
P.O. Box M45
Accra

Dear Mr. Yiriyelleh,

It was good talking to you yesterday. Please be informed that the training has gone on very well. As I discussed with you yesterday, we will be having two separate workshops in the coming month. As originally planned David Chapman will be conducting the 5th M&E Training Workshop that was originally scheduled for 14-17 August. Dr. Chapman will be working with 9 of the 22 participants who attended the workshop this past two weeks. We have learned that 12 of the participants who attended this past workshop need additional support and practice with the concepts covered thus far and are not yet ready for any new information. In order to respond to this need we have organised a separate 4-day workshop scheduled for 5th – 8th September that will provide them the opportunity to establish the foundations necessary to go on to the next level.

This supplemental training will prepare them for the material that will be presented in the next level and these individuals will then be scheduled for a “catch up” course in October or November that will cover the material Dr. Chapman will be covering in August. The supplemental workshop in September and the follow-on “catch up” workshop in October will be conducted by Dr. Kofui Etsey from University of Cape Coast. Dr. Etsey recently completed his Ph.D. degree in the area of Education Research and Measurement from the University of Iowa in the United States. Dr. Etsey conducted the May training that took place here in my office and co-conducted the past training with Bob (Dr. R. Barcikowski) this past two weeks in Dr. Snyder’s absence. He works extremely well with our participants and I am thrilled that he will be able to provide this supplemental work needed. This way we can be more responsive to the individual needs of our participants. Attached is a summary of the follow-on workshops and participant list.

Thank you again,

Elizabeth Barcikowski, Ph.D.
Chief of Party, PME

Attachments

Schedule of Meetings and Activities during this consultancy

Workshop Schedule : Monitoring and Evaluation Training Workshop

List of Participants: Monitoring and Evaluation Training Workshop

Overview of available M&E Data for Quips Project

M&E Training Task 1: (Class example) Comparison of student achievement between partnership and comparison schools (P6 English)

M&E Training Task 2 (All groups to compute): Comparison of student achievement between partnership and comparison schools (P6 maths)

M&E Training Task 3: Gender differences in student achievement (P6 English)

M&E Training Task 4: Gender differences in student achievement (P6 maths)

M&E Training Task 5: Relationship of community support to student achievement (P6 English)

M&E Training Task 6: Relationship of community support to student achievement (P6 maths)

Training Materials: Computer Screens for Task 1

Comparison of Partnership and Comparison School Achievement Scores by subject and grade

Copies of Data Collection Instruments (basis of data used in this workshop)

Pupil's Test Booklet, English, Primary Three

Pupil's Test Booklet, English, Primary Four

Pupil's Test Booklet, English, Primary Six

Assessment Instrument for Mathematics, Primary Three

Assessment Instrument for Mathematics, Primary Four

Assessment Instrument for Mathematics, Primary Six

Best Practices Baseline Assessment (community survey)

Attachments

Schedule of Meetings and Activities

Trip Report

David W. Chapman

Schedule of Meetings and Activities

Monday, 31 July

Preparation day

Friday, 4 August

Leave Minneapolis

Saturday, 5 August

Arrive Amsterdam

Sunday, 6 August

Leave Amsterdam

Arrive Accra

8:00-9:30pm meeting with Liz Barcikowski

Monday, 7 August

8:30am meeting with Liz Barcikowski

9:30am meeting with TMG staff working on training workshop

11:00am worked in TMG office

1:00pm lunch with Liz Barcikowski

2:00pm had briefly with Rudi Klaus at TMG office

5:00pm worked at hotel

Tuesday, 8 August

8:30am meeting with Liz Barcikowski

9:30am

to meeting with TMG staff working on training workshop in TMG

5:00pm

5:30pm worked at hotel

7:30pm dinner with Jan Leno (World Bank)

Wednesday, 9 August

8:30am meeting with Liz Barcikowski

9:30-5:00pm worked with TMG staff working on training workshop in TMG

7:00pm dinner with Liz & Bob Barcikowski and Gerry Boardman

Thursday, 10 August

8:30am meeting with Emma Gyamera and George Woode (TMG staff and workshop co-instructors)

9:30-5:00pm worked with TMG staff working on preparation of training

workshop materials at the TMG office; visited training site.

Friday, 11 August

8:30am meeting with Emma Gyamera and George Woode (TMG staff and workshop co-instructors)

9:30-5:00pm worked with TMG staff working on preparation of training workshop materials at the TMG office; worked on QUIPS evaluation data with George and Emma

Saturday, 12 August

8:30-5:00 workshop preparation and training materials at hotel

Sunday, 13 August

8:30-5:00 workshop preparation and training materials at hotel

Monday, 14 August

7:45-8:45am worked at TMG office

9:00a-4:00p Day One of Training Workshop (see attached workshop schedule)

4:15-5:00pm worked at TMG office

Tuesday, 15 August

7:45-8:45am worked at TMG office

9:00a-4:00p Day One of Training Workshop (see attached workshop schedule)

4:15-5:00pm worked at TMG office

Wednesday, 16 August

7:45-8:45am worked at TMG office

9:00a-4:00p Day One of Training Workshop (see attached workshop schedule)

4:15-5:00pm worked at TMG office

Thursday, 17 August

7:45-8:45am worked at TMG office

9:00a-4:00p Day One of Training Workshop (see attached workshop schedule)

4:15-5:00pm worked at TMG office

Friday, 18 August

8:30a-5:00p Debriefed from workshop with Liz Barcikowski and TMG staff; worked on analysis of QUIPS evaluation data with TMG staff

Saturday, 19 August

8:30-5:00 worked on documentation of training materials at hotel

Sunday, 20 August

8:30-10:00 worked on trip report at hotel

10-7:00 worked at home of Gerry Boardman

7:00pm departed for airport/departed for Amsterdam

Workshop Schedule : Monitoring and Evaluation
Training Workshop

Tuesday

morning

Overview of workshop activities for Day 2 (David)
Small Group Activity: Analysis of gender differences in student achievement

Analyse data
Interpret results
Determine implications for QUIPS and for education in Ghana
Report findings to full class

Group 1 (Task 3): Gender differences in student achievement – P6
English

Group 2 (Task 3): Gender differences in student achievement – P3
English

Group 3 (Task 4): Gender differences in student achievement – P6
Maths

Group 4 (Task 4): Gender differences in student achievement – P3
Maths

afternoon

Continue small group work on analysis

Each team should prepare one paragraph that summarizes findings from its analysis

Each team should prepare one paragraph that summarizes the implication of its analysis for QUIPS and for education in Ghana

Group report from each work group on results of analysis

[If time permits, repeat analysis on P4 English and maths]

Wednesday

morning

Overview of workshop activities for Day 3 (David)

Small Group Activity: Relationship of community support and student achievement

Analyse data
Interpret results
Determine implications for QUIPS and for education in Ghana
Report findings to full class

Group 1 (Task 3): Relationship of community support and student achievement – P6 English

Group 2 (Task 3): Relationship of community support and student achievement – P3 English

Group 3 (Task 4): Relationship of community support and student achievement – P6 Maths

Group 4 (Task 4): Relationship of community support and student achievement – P3 Maths

afternoon

Continue small group work on analysis

Thursday

morning

Continuation of analysis from Wednesday

Each team should prepare one paragraph that summarizes findings from its analysis

Each team should prepare one paragraph that summarizes the implication of its analysis for QUIPS and for education in Ghana

afternoon

Discussion of additional evaluation questions that can be answered using existing M&E data

How this type of analysis might be useful at the district level

Summary and conclusion of workshop

List of Participants:
Monitoring and Evaluation Training Workshop

**TMG Monitoring and Evaluation Training Workshop for selected
Ghanaian Educators and Ministry of Education Officials**

conducted by

David W. Chapman
Consultant for Harvard Graduate School of Education,
under subcontract to The Mitchell Group
August 2000

List of Workshop Participants

Ben Akubia
Constance Alorbu
Lehcia Effah
Martin Tawiah
Peter Kolsi Marfo
John Ossie
Abdul-RazakUmur
James Yaw Oppong
Johnson Boakye

Workshop Assistants

John Viala
Gerald Ashong
Richard Vormawar

Overview of available M&E Data for Quips Project

Monitoring and Evaluation Training Workshop
14-17 August 2000-08-082

Overview of available M&E Data for Quips Project

Cohort 1

Achievement (Six tests: P3, P4, P6 - maths, English)			
	Pre-data	Post 1	Post 2
Partnership	18 schools; (random sample of 10 students in each of 3 classes (54 classrooms)	Different random sample of students in same 18 schools (54 classrooms)	Different random sample of students in same 18 schools (54 classrooms)
Comparison	None	Random sample of 10 students in each of 3 classes in each of 18 schools (54 classrooms)	Different random sample of students in same 18 schools (54 classrooms)
Classroom (teacher) Observation (ILP)			
	Pre-data	Post 1	Post 2
Partnership	18 schools (54 teachers)	18 schools (Same 54 teachers)	
Comparison	None	None	
CSA Partnership Best Practices Assessment			
	Pre-data	Post 1	Post 2
Partnership	18 communities	18 communities	
Comparison	18 communities	18 communities	
School Profile			
Baseline Data for Community Survey			

Cohort 2

Achievement			
	Pre-data	Post 1	Post 2
Partnership	Random sample of 10 students in each of 3 classes in 27 schools (81 classrooms)	Different random sample of students in same 81 classrooms	Different random sample of students in same 81 classrooms
Comparison	No data	Random sample of 10 students in each of 3 classes in each of 15 schools (45 classrooms)	Different random sample of students in same 15 schools (45 classrooms)
Classroom (teacher) Observation (ILP)			
	Pre-data	Post 1	Post 2
Partnership	Up to 6 teachers in each of 27 partnership schools (c. 162 teachers)	Mostly same 162 teachers in same 27 schools (c. 162 teachers)	(note: some changes in instrument)
Comparison	None	None	
CSA Partnership Best Practices Assessment			
	Pre-data	Post 1	Post 2
Partnership	27 communities		
Comparison	15 communities		
School Profile			
	Collected when teams are in schools, irregular schedule, partnership schools only		
Baseline Data for Community Survey			
	Not conducted for cohort 2		

Cohort 3

Achievement P3, P5 -maths, English			
	Pre-data	Post 1	Post 2
Partnership (South)	Random sample of 40 students in each of 2 classes in 54 schools (P3, P5) (108 classrooms)		
Partnership (North)	Random sample of 40 students in each of 2 classes in 18 schools (36 classrooms)		
Comparison (South)	Random sample of 40 students in each of 2 classes in each of 28 schools (56 classrooms)		
Comparison (North)	Random sample of 40 students in each of 2 classes in each of 8 schools (16 classrooms)		
Classroom (teacher) Observation (ILP)			
	Pre-data	Post 1	Post 2
Partnership (CSA/South)	Up to 6 teachers in each of 54 schools (c. 324 teachers)		
Partnership (CRS/North)	Up to 6 teachers in each of 18 partnership schools (c. 90 teachers)		
Comparison	None		
CSA Partnership Best Practices Assessment			
Partnership (CSA/South)	54 schools		
Partnership (CRS/North)	None		
Comparison	None		
School Profile			
	Collected when teams are in schools, irregular schedule, partnership schools only		
Baseline Data for Community Survey			
	Not conducted for cohort 3		

M&E Training Task 1: (Class example) Comparison
of student achievement between
partnership and comparison schools (P6 English)

Monitoring and Evaluation Training Workshop
14-17 August 2000-08-08

M&E Task 1

**Comparison of student achievement between
partnership and comparison schools**

To what extent to boys and girls differ in their achievement in QUIPS schools?

Your data disk contains the following data:

1. Cohort 1: Post-test1 scores (total scores) [for P3, P4, P6, maths and English]
2. Cohort 1: Post-test2 scores (total scores) [for P3, P4, P6, maths and English]

Your task: **Use Cohort 1 data. Focus on P6 English**

Determine the extent of differences in student achievement between partnership and comparison schools in P6 English

To Get Started:

1. Compute an analysis of variance (ANOVA) to test the difference between average student achievement in partnership and comparison schools on post-test1.
2. Next, compute an analysis of variance (ANOVA) to test the difference between average student achievement in partnership and comparison schools on post-test2.
3. Finally, compute an analysis of co-variance to test the difference between average student achievement in partnership and comparison schools on post-test2, after co-varying for differences in prior knowledge (post-test1).

When you have completed this analysis, interpret your findings.

What have you discovered about the relationship of gender and Maths achievement in QUIPS schools. What have you discovered about how that relationship changes (or does not change) over time?

What are the implications of your findings for the QUIPS project?

What are the implications of your findings for education in Ghana?

Prepare a short presentation that you will eventually give to the larger class about your findings.

M&E Training Task 2 (All groups to compute):
Comparison of student achievement between
partnership and comparison schools (P6 maths)

Monitoring and Evaluation Training Workshop
14-17 August 2000-08-08

M&E Task 2 (All groups)

**Comparison of student achievement between
partnership and comparison schools**

To what extent do boys and girls differ in their achievement in QUIPS schools?

Your data disk contains the following data:

1. Cohort 1: Post-test1 scores (total scores) [for P3, P4, P6, maths and English]
2. Cohort 1: Post-test2 scores (total scores) [for P3, P4, P6, maths and English]

Your task: **Use Cohort 1 data. Focus on P6 Maths.**
Determine the extent of differences in student achievement between
partnership and comparison schools in P6 maths

To Get Started:

1. Compute an analysis of variance (ANOVA) to test the difference between average student achievement in partnership and comparison schools on post-test1.
2. Next, compute an analysis of variance (ANOVA) to test the difference between average student achievement in partnership and comparison schools on post-test2.
3. Finally, compute an analysis of co-variance to test the difference between average student achievement in partnership and comparison schools on post-test2, after co-varying for differences in prior knowledge (post-test1).

When you have completed this analysis, interpret your findings.

What have you discovered about the relationship of gender and Maths achievement in QUIPS schools. What have you discovered about how that relationship changes (or does not change) over time?

What are the implications of your findings for the QUIPS project?

What are the implications of your findings for education in Ghana?

Prepare a short presentation that you will eventually give to the larger class about your findings.

**M&E Training Task 3: Gender differences
in student achievement (P6 English)**

Monitoring and Evaluation Training Workshop
14-17 August 2000-08-08

M&E Task 3

Gender differences in student achievement

To what extent do boys and girls differ in their achievement in QUIPS schools?

Your data disk contains the following data:

1. Cohort 1: Pre-test scores (raw scores) [for P3, P4, P6, maths and English]
2. Cohort 1: Post-test1 scores (total scores) [for P3, P4, P6, maths and English]
3. Cohort 1: Post-test2 scores (total scores) [for P3, P4, P6, maths and English]

Your task: Focus on P6 English
Determine the extent of differences between girls' and boys' achievement in P6 English

To Get Started:

1. Develop the SPSS program to score the **P6 English** pre-test
2. Use that SPSS program to score the **P6 English** pretest
3. First, compute an analysis of variance. Test the difference between boys and girls on **post-test1** scores.
4. Now, compute a second analysis of variance. Test the difference between boys and girls on **post-test2** scores.

When you have completed this analysis, interpret your findings.

What have you discovered about the relationship of gender and English achievement in QUIPS schools. What have you discovered about how that relationship changes (or does not change) over time?

What are the implications of your findings for the QUIPS project?

What are the implications of your findings for education in Ghana?

Prepare a short presentation that you will eventually give to the larger class about your findings.

If your findings look promising, repeat the same type of study for P3 and P4 English

M&E Training Task 4: Gender differences
in student achievement (P6 maths)

Monitoring and Evaluation Training Workshop
14-17 August 2000-08-08

M&E Task 4

Gender differences in student achievement

To what extent to boys and girls differ in their achievement in QUIPS schools?

Your data disk contains the following data:

1. Cohort 1: Pre-test scores (raw scores) [for P3, P4, P6, maths and English]
2. Cohort 1: Post-test1 scores (total scores) [for P3, P4, P6, maths and English]
3. Cohort 1: Post-test2 scores (total scores) [for P3, P4, P6, maths and English]

Your task: Focus on P6 Maths
Determine the extent of differences between girls' and boys' achievement in P6 Maths

To Get Started:

1. Develop the SPSS program to score the P6 Maths pre-test
2. Use that SPSS program to score the P6 Maths pretest
3. First, compute an analysis of variance. Test the difference between boys and girls on **post-test1** scores.
4. Now, compute a second analysis of variance. Test the difference between boys and girls on **post-test2** scores.
5. Finally, compute an analysis of variance in which you enter post-test1 scores and then enter post-test2 scores.

When you have completed this analysis, interpret your findings.

What have you discovered about the relationship of gender and Maths achievement in QUIPS schools. What have you discovered about how that relationship changes (or does not change) over time?

What are the implications of your findings for the QUIPS project?
What are the implications of your findings for education in Ghana?

Prepare a short presentation that you will eventually give to the larger class about your findings.

If your findings look promising, repeat the same type of study for P3 and P4 Maths

**M&E Training Task 5: Relationship of
community support to student achievement
(P6 English)**

Monitoring and Evaluation Training Workshop
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M&E Task 5

Relationship of community support to student achievement

Do students demonstrate higher levels of achievement gain in communities in which community support for schooling is greater?

[Is student achievement related to community support for their schools?]

Your data disk contains the following data:

1. Best Practices Questionnaire (contains information about community support of their local school)
2. Cohort 1: Pre-test scores (total scores) [for P3, P4, P6, maths and English] (totrawn)
3. Cohort 1: Post-test2 scores (total scores) [for P3, P4, P6, maths and English] (etop2)

Your task: Focus on P6 English

Determine the extent of the relationship between level of community support and student achievement gain in **P6 English**

To Get Started:

1. Develop a total score for the Best Practices Questionnaire
2. Develop the SPSS program to score the pre-test **P6 English**
3. Develop the SPSS program to score the post-test **P6 English**
4. Compute a simple regression analysis, using pre-test score to predict post-test score.

This divides the post-test score into the portion of the score (e.g., students achievement in this class) that could be explained by students entering knowledge (the R2) and the portion that could not be explained by what students knew when they entered the course (e.g., the residual). In the next part of the analysis, you will be using this residual score, because it represents what students learned during the course.

5. Compute the correlation between Community Support Score and residual English Achievement score.

When you have completed this analysis, interpret your findings.

What have you discovered about the relationship of community support and English achievement in QUIPS schools.

What are the implications of your findings for the QUIPS project?

What are the implications of your findings for education in Ghana?

Prepare a short presentation that you will eventually give to the larger class about your findings.

If your findings look promising, repeat the same type of study for P3 and P4 English

**M&E Training Task 6: Relationship of
community support to student achievement
(P6 maths)**

Monitoring and Evaluation Training Workshop
14-17 August 2000-08-08

M&E Task 6

Relationship of community support to student achievement

Do students demonstrate higher levels of achievement gain in communities in which community support for schooling is greater?

[Is student achievement related to community support for their schools?]

Your data disk contains the following data:

1. Best Practices Questionnaire (contains information about community support of their local school)
2. Cohort 2: Pre-test scores (total scores) [for P3, P4, P6, maths and English] (totrawmt)
3. Cohort 2: Post-test1 scores (total score) [for P3, P4, P6, maths and English] (mtotp1)

Your task: Focus on P6 Math
 Determine the extent of the relationship between level of community support and student achievement gain in P6 Maths

To Get Started:

1. Develop a total score for the Best Practices Questionnaire
2. Develop the SPSS program to compute the total score for each school on the P6 Maths pre-test and post-test1
3. Compute a simple regression analysis, using pre-test P6 math score to predict post-test P6 maths score.
 This divides the post-test score into the portion of the score (e.g., students achievement in this class) that could be explained by students entering knowledge (the R²) and the portion that could not be explained by what students knew when they entered the course (e.g., the residual). In the next part of the analysis, you will be using this residual score, because it represents what students learned during the course.
4. Compute the correlation between Community Support Score and residual P6 Maths Achievement score.

When you have completed this analysis, interpret your findings.

What have you discovered about the relationship of community support and maths achievement in QUIPS schools.

What are the implications of your findings for the QUIPS project?

What are the implications of your findings for education in Ghana?

Prepare a short presentation that you will eventually give to the larger class about your findings.

If your findings look promising, repeat the same type of study for P3 and P4 maths.

Training Materials: Computer Screens for Task 1

COMPUTE engt = SUM(enq1 to engq40) .
 EXECUTE .

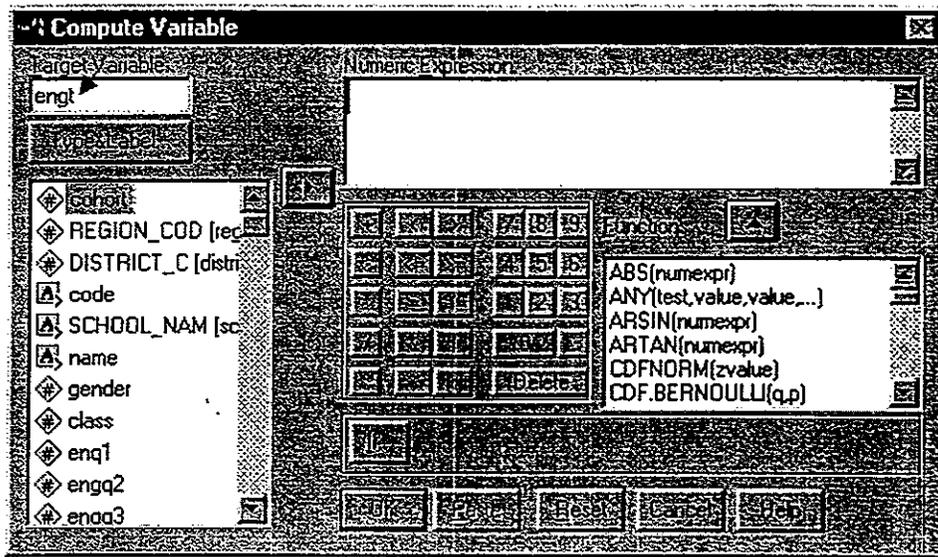
Task 3 - SPSS Data Editor

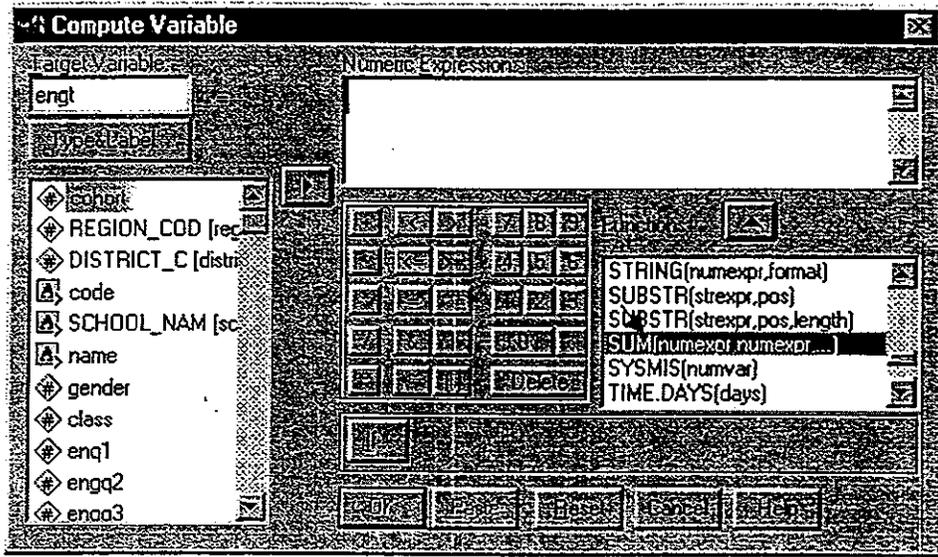
Compute...

Case #	enq1	enq2	enq3	enq4	enq5	enq6	enq7	enq8	enq9	enq10	enq11	enq12	enq13	enq14	enq15	enq16	enq17	enq18	enq19	enq20	enq21	enq22	enq23	enq24	enq25	enq26	enq27	enq28	enq29	enq30	enq31	enq32	enq33	enq34	enq35	enq36	enq37	enq38	enq39	enq40	engt	
1	22.00																																							81.00	3.00	
2	52.00																																								36.00	13.00
3	30.00																																								64.00	9.00
4	16.00																																								52.00	13.00
5	27.00																																								22.00	8.00
6	52.00																																								9.00	5.00
7	26.00	1.00																																							50.00	6.00
8	22.00	8.00																																							40.00	6.00
9	41.00	.00																																							65.00	20.00
10	53.00	16.00																																							37.00	13.00
11	32.00	16.00																																							52.00	11.00
12	28.00	7.00																																							25.00	5.00
13	62.00	5.00																																							59.00	7.00
14	30.00	10.00																																							71.00	10.00
15	38.00	9.00																																							77.00	5.00
16	22.00	.00																																							28.00	1.00
17	16.00	4.00																																							46.00	3.00
18	59.00	9.00																																							22.00	7.00
19	29.00	17.00																																							22.00	4.00
20	45.00	8.00																																							37.00	7.00
21	113.00	9.00																																							157.00	25.00
22	61.00	6.00																																							142.00	9.00

Data View Variable View

Task 3 - SPSS Data Editor





Task 3 - SPSS Data Editor

Compute Variable

eng1

FUNCTION LIST

- STRING(numexp1,format)
- SUBSTR(strexp1,pos)
- SUBSTR(strexp1,pos,length)
- SUM(numexp1,numexp2)
- SYSMIS(numval)
- TIME.DAYS(days)

eng1	eng2	eng3	eng4	eng5	eng6	eng7	eng8	eng9	eng10
1	1	0	0						
1	1	0	0						
0	2	1	1						
1	0	0	0						
1	3	1	1						
0	0	0	0						
0	1	0	0						
0	0	0	0						
3	5	1	2						
4	5	4	3						
3	0	3	2						
1	0	3	0						
3	3	3	3						
1	0	2	0						
4	0	0	4	2	1	0	0	0	0
4	0	0	0	1	1	0	0	3	1
4	0	0	10	3	3	3	0	3	3
4	0	0	3	0	0	1	0	0	0
4	0	0	0	2	2	1	0	3	0
4	0	0	1	3	0	1	0	3	0
6	34	1	1	1	1	0	1	0	1
6	15	0	0	0	0	0	0	0	0

Data View Variable View

SPSS Processed: Ready

Task 3 - SPSS Data Editor

Task 3 - SPSS Data Editor

File Edit View Data Transform Analyze Help

engq1 engq2 engq3 engq4 engq5 engq6 engq7 engq8

3											
3									0	0	
3									0	0	
3								1	1		
3								0	0		
3								1	1		
3								0	0		
3								0	0		
3								0	0		
3								1	2		
3								4	3		
3								3	2		
3								3	0		
3								3	3		
3								2	0		
3								0	0		
3								3	1		
3								3	3		
3								0	0		
4	0	0	0	2	2	1	0	3	0		
4	0	0	1	3	0	1	0	3	0		
6	34	1	1	1	1	0	1	0	1		
6	-15	0	0	0	0	0	0	0	0		

Compute Variable

Target Variable: SUM(2)

Number Expression: SUM(2)

Functions:

- SIN(radians)
- SQRT(numexpr)
- STRING(numexpr,format)
- SUBSTR(strexp,pos,length)
- SUM(numexpr,numexpr,...)

Variables:

- REGION_COD (region)
- DISTRICT_C (district)
- SCHOOL_NAM (school)
- code
- name
- gender
- class
- engq1
- engq2
- engq3

Data View Variable View

SPSS Data Editor

Task 3 - SPSS Data Editor

	class	enga1	enga2	enga3	enga4	enga5	enga6	enga7	enga8	enga9	enga10	enga11	enga12
1	3	0	0	0	1	1	1	1	1	1	1	0	0
2												0	0
3												1	1
4												0	0
5												1	1
6												0	0
7												0	0
8												0	0
9												0	0
10												1	2
11												4	3
12												3	2
13												3	0
14												3	3
15												2	0
16												0	0
17												3	1
18												3	3
19												0	0
20												3	0
21	6	34	1	1	1	1	0	1	0	1	0	1	1
22	6	15	0	0	0	0	0	0	0	0	0	0	0

Compute Variable

Target Variable: etot

Numeric Expression: SUM(eng1..?)

Functions:

- SUBSTR(strexp, pos, length)
- SUM(numexpr, numexpr, ...)
- SYSTEMS(numvar)
- TIME.DAYS(days)
- TIME.HMS(hours)
- TIME.HMS(hours, min)

Variables in list:

- cohort
- REGION_COD (region)
- DISTRICT_C (district)
- code
- SCHOOL_NAM (school name)
- name
- gender
- class
- enga1
- enga2
- enga3

Data View

Task 3 - SPSS Data Editor

Compute Variable

etot

SUM(eng1 to engq4)

READ_FACE [eng
 engq37
 READ_FARM [eng
 READ_LITTL [eng
 READSENTE [eng
 q1
 q2
 q3
 q4
 q5
 q6

SUBSTR(string, pos, length)
 SUM(number, number)
 SYSMIS(number)
 TIME.DAYS(days)
 TIME.HMS(hours)
 TIME.HMS(hours, min)

1						1	1	22.00	3.00		2
1						1	1	52.00	5.00		1
1						1	1	30.00	2.00		1
1						1	1	16.00	1.00		1
1						1	1	27.00	2.00		1
1						1	1	52.00	14.00		2
1						1	1	26.00	1.00		2
1						1	1	22.00	8.00		2
1						1	1	41.00	.00		2
1						1	1	53.00	16.00		2
1						1	1	32.00	16.00		1
1						1	1	28.00	7.00		1
1						1	1	62.00	5.00		1
1						1	1	30.00	10.00		1
16	0	0	0	0	0	1	1	38.00	9.00		1
16	0	0	0	0	0	2	1	22.00	.00		2
17						2	1	16.00	4.00		2
17						2	1	59.00	9.00		2
19	0	0	0	0	0	2	1	29.00	17.00		2
20						2	1	45.00	8.00		2
21	0	0	0	0	0	1	1	113.00	9.00		1
21						1	1	61.00	6.00		1

Data View

Task 3 - SPSS Data Editor

Task 3 - SPSS Data Editor

File Edit View Data Transform Analyze Graphs Utilities Help

Class engq1 engq2 engq3 engq4 engq5 engq6 engq7 engq8 engq9

3	0	0	0	1	1	1	1	0	0
3	0	0	0	0	0	0	1	1	0
									1
									1
									0
									0
									0
									0
									0
									1
									2
									4
									3
									2
									3
									0
									3
									3
									0
									2
									0
									0
									3
									1
									3
									0
									0
									3
									0
6	34	1	1	1	1	0	1	0	1
6	15	0	0	0	0	0	0	0	0

Compute Variable

engq37

engq37

NUMERIC EXPRESSIONS

SUM(eng1 to engq40)

FUNCTIONS

SUBSTR(strexp, pos, length)

SUM(numexpr, numexpr, ...)

SYSMIS(numvar)

TIME.DAYS(days)

TIME.HMS(hours)

TIME.HMS(hours, min)

Data View Variable View

45

**Copies of Data Collection Instruments
(basis of data used in this workshop)**

Pupil's Test Booklet, English, Primary Three

**IMPROVING LEARNING THROUGH PARTNERSHIPS
(ILP) PROJECT**



**PUPIL'S TEST BOOKLET
ENGLISH - PRIMARY THREE**

**THIS INSTRUMENT WAS PREPARED BY THE CENTRE FOR RESEARCH ON
IMPROVING QUALITY OF PRIMARY EDUCATION IN GHANA (CRIQPEG)
UNIVERSITY OF CAPE COAST (UCC) FOR THE ACADEMY FOR
EDUCATIONAL DEVELOPMENT (AED), AMERICAN INSTITUTES
FOR RESEARCH, INTERNATIONAL INSTITUTE FOR
RESEARCH (AIR-IIR) AND AURORA
ASSOCIATES INTERNATIONAL**

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**THE IMPROVING LEARNING THROUGH PARTNERSHIPS (ILP)
PROJECT IS PART OF GOVERNMENT OF GHANA FREE
COMPULSORY UNIVERSAL BASIC EDUCATION
PROGRAMME (FCUBE)**

PRIMARY THREE

(GROUP ADMINISTRATION)

ANSWER BOOKLET FOR DICTATION AND GENERATION
OF WORDS

NAME: SEX:.....

TEACHER:

SCHOOL:

DATE:

=====

A. WORD GENERATION

DIRECTIONS: Write as many words as you can.

B. WRITING: WORDS (DICTATION)

- 1..... 4.....
2..... 5.....
3.....

C. WRITING OF SENTENCES (DICTATION)

6. _____
7. _____
8. _____
9. _____

Pupil's Test Booklet, English, Primary Four

**IMPROVING LEARNING THROUGH PARTNERSHIPS
(ILP) PROJECT**



**PUPIL'S TEST BOOKLET
ENGLISH - PRIMARY FOUR**

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PROGRAMME (FCUBE)**

PRIMARY FOUR

(GROUP)

PUPIL'S TEST BOOKLET

NAME:SEX.....

SCHOOL:

CLASS:.....DATE:.....TEACHER:

A. GENERATION OF WORDS

DIRECTIONS: Write as many words as you can.

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B. INTEGRATED READING AND WRITING

Read the following story and continue:

Birds can fly. If you could fly, where would you go?

What would you do when you get there?

DICTATION

DIRECTIONS: Write the sentences that are dictated to you.

Pupil's Test Booklet, English, Primary Six

**IMPROVING LEARNING THROUGH PARTNERSHIPS
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**PUPIL'S TEST BOOKLET
ENGLISH - PRIMARY SIX**

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PROGRAMME (FCUBE)**

A. GENERATION OF WORDS

NAME:SEX.....

TEACHER:.....SCHOOL:

DATE:

DIRECTIONS: Write as many words as you can.

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B. DICTATION

DIRECTIONS: Write the sentences that are dictated to you.

C. READING COMPREHENSION

PASSAGE 1:

Instructions:

Read the following story carefully and answer the questions that follow it. Each question is followed by four possible answers marked A, B, C, and D. Read each question and choose the correct answer. Then circle the letter of the answer you have chosen.

One day, Ama took her new ball to school and played it with her friends during break. After that, she kept it in her desk. When school was over, Ama went to take her ball, but she could not find it. She became very sad and told her teacher about the missing ball. The teacher reported it to the head teacher. The head teacher asked all the pupils to look for Ama's ball. They looked everywhere but no one could find it.

Ama went home and told her father about it. She was so sad that she could not eat that evening.

The next day, she took Sharp, her pet dog to school and said to her teacher: "Here is Sharp, my friend. She can help me find my ball." Sharp also said, "I have a very good nose. I can easily sniff out the one who has taken the ball!"

Questions

1. What did Ama and her friends do during break?
 - A. Did their exercise
 - B. Played ball
 - C. Ate their food
 - D. Played hide-and-seek

2. Who did Ama tell about her missing ball?
 - A. Her head teacher
 - B. Her friends
 - C. Her mother
 - D. Her teacher

3. According to the story, why couldn't Ama eat?
 - A. She was tired
 - B. She was angry
 - C. She was sad
 - D. She was afraid

4. What was Sharp going to use to find the ball?
 - A. Her nose
 - B. Her tail
 - C. Her eyes
 - D. Her ears

5. What is the story about?
 - A. The school children
 - B. Sharp's nose
 - C. The missing ball
 - D. Playing ball

6. Where did Ama keep her ball at school?
 - A. In her bag
 - B. In the cupboard
 - C. In the office
 - D. In her desk

7. asked the pupils to look for the ball
 - A. Ama
 - B. The head teacher
 - C. The teacher
 - D. Sharp

8. "Here is Sharp my friend". Who said this?

- A. Ama's father
- B. The head teacher
- C. Ama
- D. The pupils

9. When did the pupils play Ama's ball?

- A. When going home
- B. During classes time
- C. During break time
- D. In the evening

10. Was Ama's ball found?

- A. Yes
- B. No
- C. Sharp found it
- D. We are not told

PASSAGE 2

Read the following story carefully and answer the questions that following it. Write the answers in the spaces provided.

One evening, my friends, my sister and I were playing hide-and-
seek. Everyone went into hiding while my sister started to count ten. I
wanted a special hiding place, so I left my friends who were hiding
behind trees and hedges. I walked to an old empty house. The
windows and doors were broken and the garden was overgrown with
weeds. Well, I thought it was a perfect hiding place.

The sun was setting as I stepped into the house. There were
broken chairs and tables lying on the floor. Suddenly, I felt a very cold
wind rushing in. Just then I heard a soft laugh followed by the faint
sound of footsteps. I was very much afraid. Then I felt something cold
touch my cheeks

1. Continue the story:
-
-
-
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-
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-
-
-

Questions

Answer the following questions based on the story you have just read.

- 2. Why did the child go into the old empty house?

- 3. At what time did he go into the house?

- 4. What made him afraid?

- 5. What is the story about?

Assessment Instrument for Mathematics,
Primary Three

**IMPROVING LEARNING THROUGH PARTNERSHIPS
(ILP) PROJECT**



**ASSESSMENT INSTRUMENT
FOR
MATHEMATICS -PRIMARY THREE**

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COMPULSORY UNIVERSAL BASIC EDUCATION
PROGRAMME (FCUBE)**

MATHEMATICS ACHIEVEMENT TEST FOR
PRIMARY SCHOOLS

PRIMARY THREE

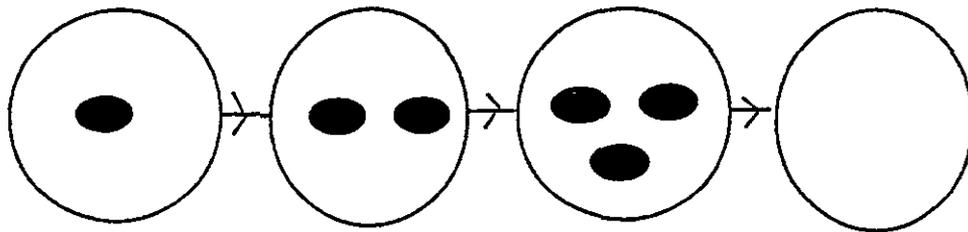
Date : Time allowed: 30 minutes

Name of School :

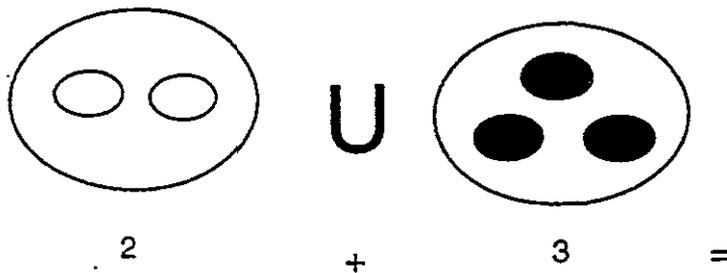
Name of Pupil :

Gender : M/F

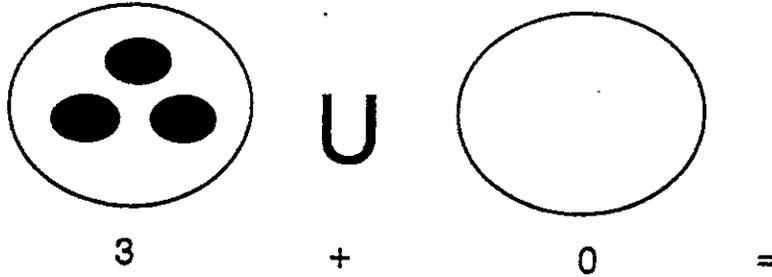
1. Draw the next set



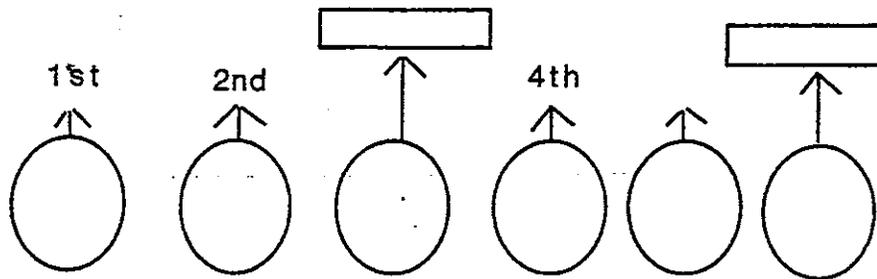
2. How many altogether



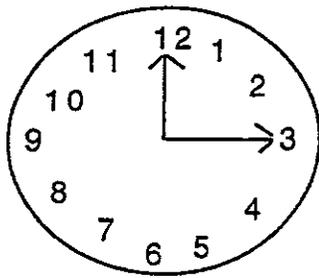
3. How many altogether?



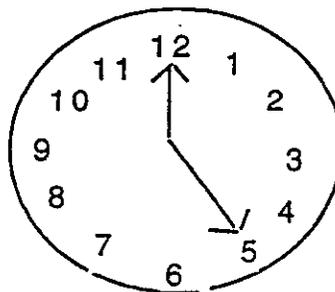
4. Fill in the boxes



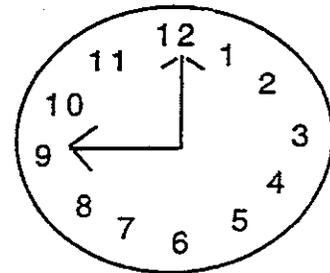
5. What is the time?



3 o'clock



5 o'clock



..... o'clock

6. Fill in the missing numbers.

(i) $7 + \square = 9$

(ii) $32 + 6 = \square$

7.

$$\begin{array}{r} 41 \\ + 26 \\ \hline \\ \hline \end{array}$$

8.

$$\begin{array}{r} 56 \\ + 35 \\ \hline \\ \hline \end{array}$$

9. Fill in the missing numbers

(i) $9 - 2 = \square$

(ii) $40 - 30 = \square$

(iii) $87 - \square = 79$

10.

$$\begin{array}{r} 54 \\ - 43 \\ \hline \\ \hline \end{array}$$

11.

$$\begin{array}{r} 73 \\ - 58 \\ \hline \\ \hline \end{array}$$

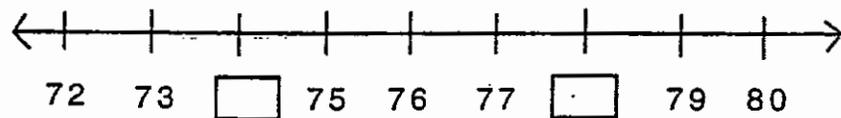
12. Fill in the boxes

a) $3 \times 6 = \square$

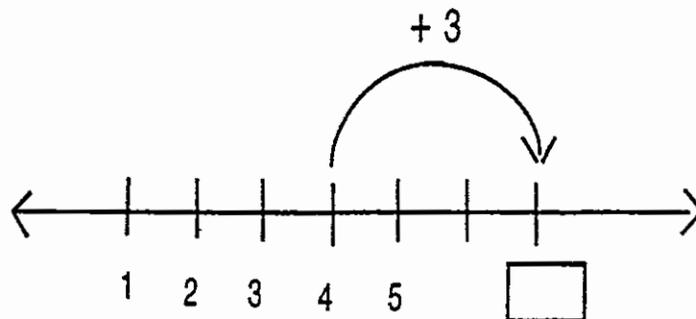
b) $24 \div 3 = \square$

13. Find the missing numbers

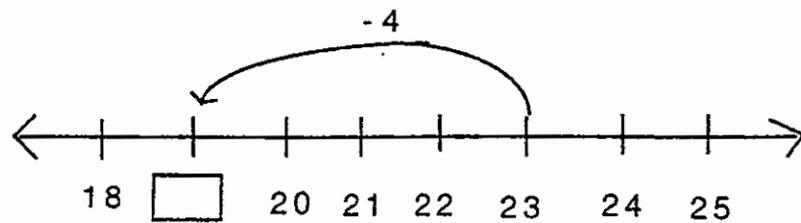
(i)



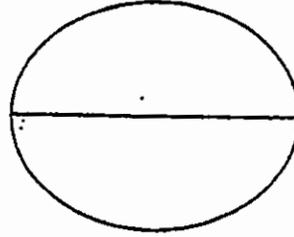
(ii)



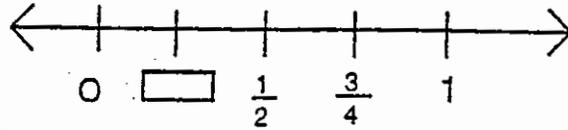
(iii)



14. Colour half



15. Fill in the box



16. Write ">", "<" or "="

a) $\frac{4}{8}$ $\frac{1}{2}$

b) $\frac{1}{6}$ $\frac{1}{8}$

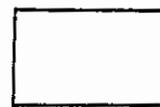
17. Which is a rectangle?



A



B

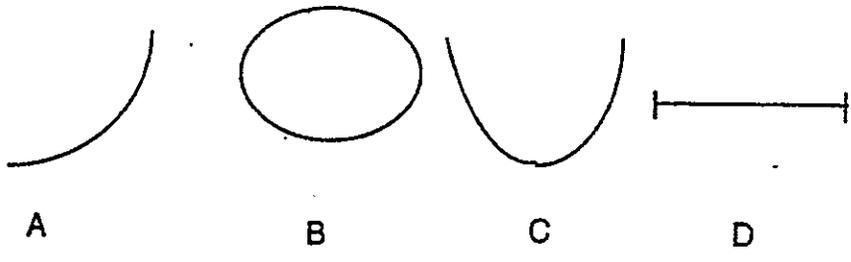


C



D

18. Which is a line segment?



**Assessment Instrument for Mathematics,
Primary Four**

**IMPROVING LEARNING THROUGH PARTNERSHIPS
(ILP) PROJECT**



**ASSESSMENT INSTRUMENT
FOR
MATHEMATICS -PRIMARY FOUR**

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MATHEMATICS ACHIEVEMENT TEST FOR
PRIMARY SCHOOLS

PRIMARY FOUR

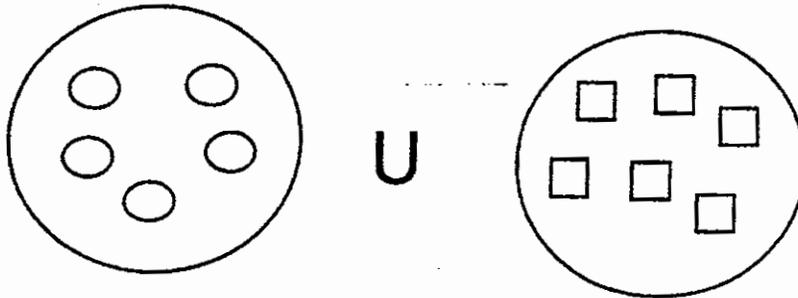
Date : Time allowed: 40 minutes

Name of School :

Name of Pupil :

Gender: M/F

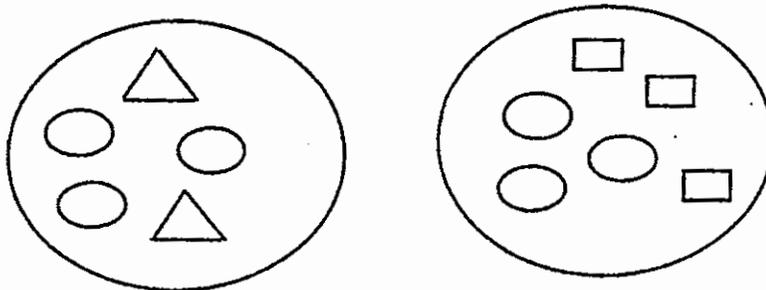
1.



..... + =

The addends are and

2.



How many members are common in the two sets ?

3. 5 hundreds, 9 tens and 2 ones is
4. Write the number = 1000 + 2000 + 30 + 1
5. Use '>', '<' or '=' to make the sentence true.
16 + 45 27 + 38
6. Use '>', '<' or '=' to make the sentence true.
400 - 178 200
7. What number makes the sentence true?

$$5 + 7 = \boxed{} + 4$$

8.

$$\begin{array}{r} 53 \\ + 25 \\ \hline \hline \end{array}$$

9.

$$\begin{array}{r} 546 \\ + 735 \\ \hline \hline \end{array}$$

10.

$$\begin{array}{r} 41 \\ 12 \\ + 33 \\ \hline \hline \end{array}$$

$$\begin{array}{r}
 11. \quad 258 \\
 \quad 176 \\
 + \quad 234 \\
 \hline
 \hline
 \end{array}$$

12. Make the sentence true

$$17 - \square = 8$$

$$\begin{array}{r}
 13. \quad 87 \\
 \quad - 56 \\
 \hline
 \hline
 \end{array}$$

$$\begin{array}{r}
 14. \quad 504 \\
 \quad - 146 \\
 \hline
 \hline
 \end{array}$$

15. What number makes the sentence true?

$$5 \times 6 = n, \quad n \text{ is } \dots\dots\dots$$

$$\begin{array}{r}
 16. \quad 73 \\
 \times 5 \\
 \hline
 \hline
 \end{array}$$

17. Fill in the box,

$$4 \times 102 = \square$$

18. What number makes the sentence true?

$$453 \times 60 = t, \quad t \text{ is } \dots\dots\dots$$

$$19. \quad 24 \div 4 =$$

$$20. \quad 417 \div 3 =$$

$$21. \quad 35 \div g = 7, \quad g \text{ is } \dots\dots\dots$$

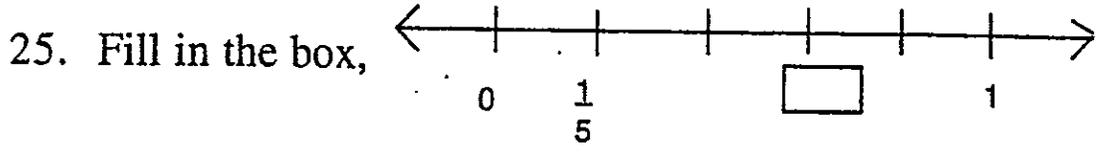
22. 7 girls share ₦490 equally. How much does each get?

.....

23. Adisa had 675 oranges. She sold 402 of them. How many were left?

.....

$$24. \quad 6 \times y = 54, \quad y \text{ is } \dots\dots\dots$$



26. Use '>', '<' or '=' to make the sentence true.

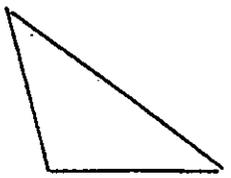
$$\frac{2}{5} \dots\dots \frac{2}{6}$$

27. $\frac{2}{6} + \frac{4}{7} = m$, m is

28. $\frac{5}{9} - \frac{1}{9} = y$, y is

29. Kojo bought rice for ₵300 and fish for ₵150. How much change did he get from ₵1000?

30. Name this figure



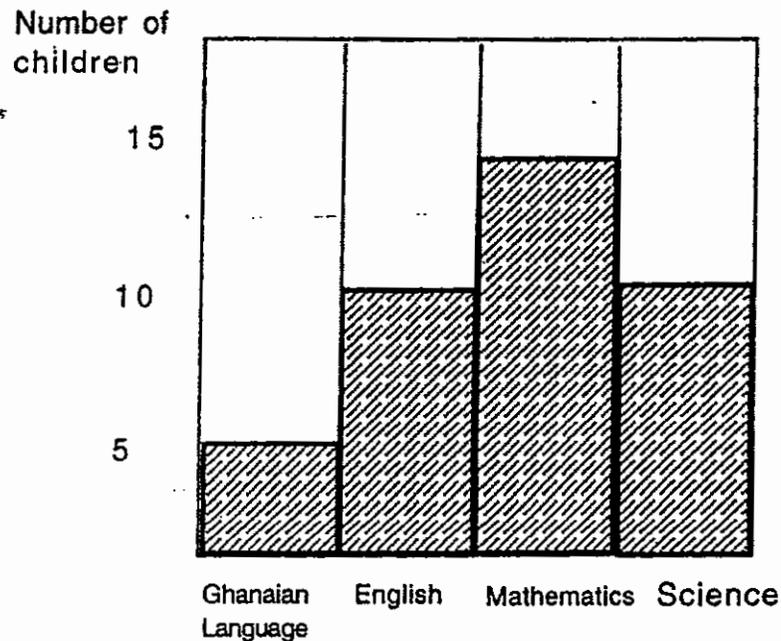
.....

31. Measure the line segment AB



AB is cm

32. The block graph shows the number of children in P4 who like Mathematics, English, Science and Ghanaian Language.



(a) How many children like Mathematics?

(b) How many children are in the class?

**Assessment Instrument for Mathematics,
Primary Six**

**IMPROVING LEARNING THROUGH PARTNERSHIPS
(ILP) PROJECT**



**ASSESSMENT INSTRUMENT
FOR
MATHEMATICS -PRIMARY SIX**

**THIS INSTRUMENT WAS PREPARED BY THE CENTRE FOR RESEARCH ON
IMPROVING QUALITY OF PRIMARY EDUCATION IN GHANA (CRIQPEG)
UNIVERSITY OF CAPE COAST (UCC) FOR THE ACADEMY FOR
EDUCATIONAL DEVELOPMENT (AED), AMERICAN INSTITUTES
FOR RESEARCH, INTERNATIONAL INSTITUTE FOR
RESEARCH (AIR-IIR) AND AURORA
ASSOCIATES INTERNATIONAL**

**FUNDED BY THE UNITED STATES AGENCY FOR INTERNATIONAL
DEVELOPMENT (USAID)**

**THE IMPROVING LEARNING THROUGH PARTNERSHIPS (ILP)
PROJECT IS PART OF GOVERNMENT OF GHANA FREE
COMPULSORY UNIVERSAL BASIC EDUCATION
PROGRAMME (FCUBE)**

MATHEMATICS ACHIEVEMENT TEST FOR
PRIMARY SCHOOLS

PRIMARY SIX

Date : Time allowed: *60 minutes*

Name of School :

Name of Pupil :

Gender : M/F

1. Write down the first four multiples of 6

2. Which of the following are prime numbers?

53, 35, 49, 17, 63

.....

3. Find the prime factors of 45

.....

4. List the integers between - 4 and 4

.....

5. Find the Least Common Multiple (LCM) of 9 and 15

.....

.....

.....

6. Find the Highest Common Factor (HCF) of 30 and 84

.....

.....

7. Find the square root of 81

.....
.....
.....

8. Complete the table

Decimal numeral	Roman numeral
52	
	CXI

9. $73 + b = 89$, $b = \dots\dots\dots$

10. $73 + 126 + 2131 = a$, $a = \dots\dots\dots$

11. Find the missing numeral

$$\begin{array}{r} 78N \\ + \underline{N59} \\ \underline{\underline{12N3}} \end{array}$$

N is

12. $51 - s = 24$, $s = \dots\dots\dots$

13.
$$\begin{array}{r} 4312 \\ - \underline{875} \\ \underline{\underline{\quad}} \end{array}$$

14. Multiply

$$\begin{array}{r} \text{i) } 387 \\ \times 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{ii) } 64 \\ \times 15 \\ \hline \\ \hline \end{array}$$

15. Use '>' '<' or '=' to make the sentences true

(i) $17 \times 5 \dots\dots\dots 5 \times 17$

(ii) $(87 \times 10) + 87 \times 9 \dots\dots\dots 87 (10 + 9)$

16. $2504 \div 8 = b$, b is

17. $2132 \div 13 = m$, m is

18. Use '>' '<' or '=' to make the sentences true

(a) $- 5 + - 27 \dots\dots\dots 27 + - 27$

(b) $- 6 + 6 \dots\dots\dots - 6$

19. Dela bought eggs for ₦6,500 and sold them for ₦8,200.

What profit did she make ?

.....
.....

20. Marks scored by 7 pupils in class 6 in a school are 4, 7, 1, 0, 3, 4, , 9.

(a) Arrange the marks in order starting from the smallest.

.....

85

(b) Which is the mark scored by the largest number of pupils ?
.....

(c) Find the average mark.
.....

21. Find the number that makes the sentence true.

$$n = \frac{1}{8} + \frac{4}{8} \quad n \text{ is } \dots\dots\dots$$

22. Use '>' '<' or '=' to make the sentence true

$$\left(4 \times \frac{1}{2}\right) \times \frac{1}{3} \dots\dots\dots 4 \times \left(\frac{1}{2} \times \frac{1}{3}\right)$$

23. $3 \frac{1}{3} = d$, d is

24. $S = \frac{4}{7} - \frac{2}{7}$, s is

25. Mrs Adama shared 3 oranges among her children. Each child got $\frac{1}{2}$ an orange. How many children shared the oranges ?
.....
.....

26. $2 : r = 6 : 12$, r is

27. 4 bananas cost ₦500. Find the cost of 12 bananas.
.....
.....

28. Find 30% of €4,800

.....
.....

29. $n = 3.06 + 4.5 + 1.13$

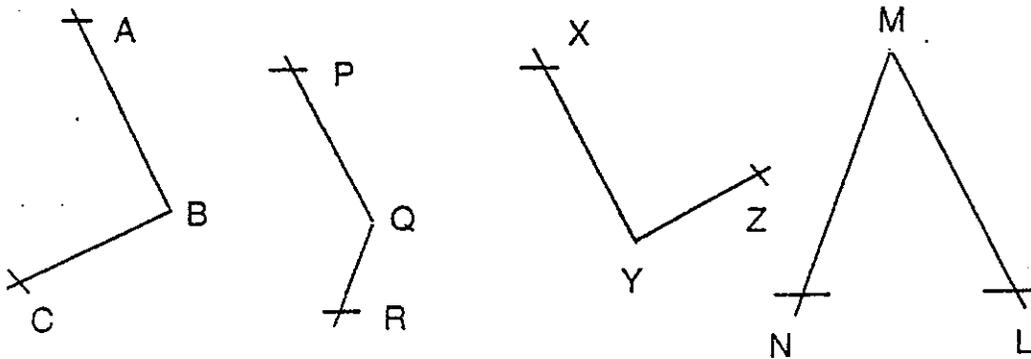
What is n?

.....
.....

30. Express 25 km as a percentage of 125km.

.....
.....

31. Look at these angles



(i) The right angles are angles and angle

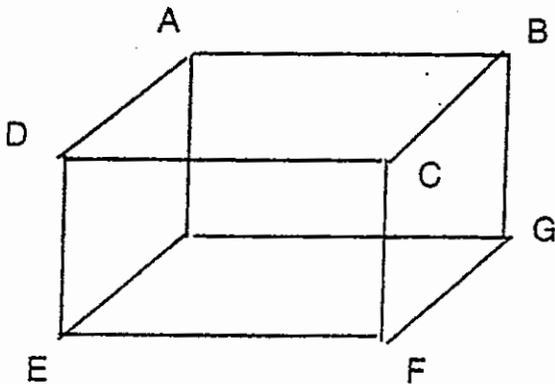
(ii) Angle is smaller than a right angle

(iii) Angle is larger than a right angle.

32. Draw the lines of folding symmetry in the rectangle below.



33. Look at the solid figure below



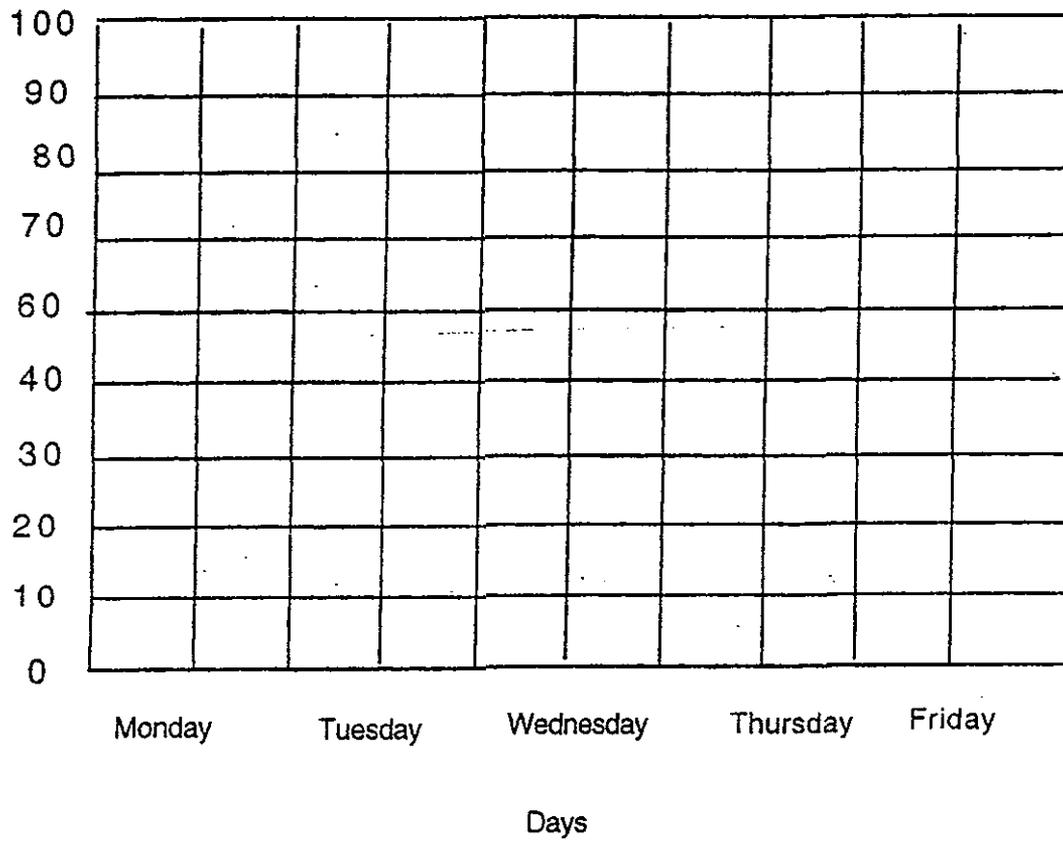
- (a) How many faces does it have ?
- (b) Name any two edges



34. Mr. Adu collected eggs from his farm for 5 days in a week as shown below ;

Monday	Tuesday	Wednesday	Thursday	Friday
40	35	55	60	45

Use this table to draw a bar graph



eb

**Best Practices Baseline Assessment
(community survey)**

SECTION B:

**IMPROVING QUALITY EDUCATION THROUGH COMMUNITY PARTICIPATION:
BEST PRACTICES BASELINE ASSESSMENT**

CSA OBJECTIVES

Community Awareness, Responsibility, and Advocacy for Education Increased

1.0 Build Trust in the Community

1.1 Trust in School System

LOW

5



Most parents don't enroll children in school, don't support school, and have no confidence in the school.

Replace school on

4



Parents enroll some children in school, provide a few school supplies (e.g., pencils, pens), are negligent in school fees, and often pull children out of school. Many children not in school.

MEDIUM

3



Parents enroll most children in school, provide some school supplies (e.g., pencils, pens), usually pay school fees, and begin to ensure children's attendance although school attendance still inconsistent.

2



Parents enroll all children in school, provide most school supplies (e.g., pens, pencils), pay school fees, and ensure children's attendance.

HIGH

1



Parents enroll all children in school, provide all needed school supplies (e.g., pens, pencils, exercise books, uniforms), pay school fees, support school needs, and regularly supervise children's attendance. Parents feel children well-supervised at school.

Description:

.....
.....
.....

Note: Rating scale is based on the Ghanaian system where "1" is High.

1.2 Trust in Teachers

LOW

5



Illustrate
Community members do not cooperate with teachers or visit school, do not attend meetings or school functions, do not cooperate with teachers; and don't care about teachers' personal needs.

4



Community members visit school only when not satisfied, do not attend meetings but attend some school functions; and are indifferent towards teachers' work and welfare.

MEDIUM

3



Community members visit schools when they have problems and occasionally discuss issues of the school individually with teachers; sometimes attend school functions; and occasionally show some level of interest in teachers' welfare.

2



Community members visit school often, attend school functions and meetings, discuss issues/concerns with teachers, and attempt to help teachers with their personal needs.

HIGH

1



Community members regularly attend school functions and meetings, visit school and discuss issues with teachers openly and freely, and provide for teachers' personal needs (e.g., accommodations, farmland for food production, salary advance).

Description:

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.....

.....

2.0 Respond to Interests/Concerns of Community

LOW		MEDIUM		HIGH
5 ↓	4 ↓	Active 3 ↓	2 ↓	<i>Very active</i> 1 ↓
No chief, or chief and assembly person are weak; community apathetic and doesn't meet to discuss issues; PTA and/or SMC weak or do not exist; weak community leadership; no system for mobilising resources.	Chief and assembly persons are weak but sympathetic to school issues; community members not organised and do not discuss school issues; SMC and PTA are weak and act only when real crises occur.	Responsible Chief and/or assembly person; community shows some interest and occasionally meets to discuss school issues; community institutions (e.g., council of elders, PTA, SMC, youth committees, religious organizations, development associations) occasionally initiate and mobilise resources to implement actions to address school concerns.	Chief and assembly person are influential and active on school issues; community-based institutions and structures respond promptly to appeals for their involvement; community has a system for mobilising resources.	<i>Strong</i> chief and assembly person are involved in community projects and put school issues to the community; high level of community involvement; community meets to discuss school issues of concern; community-based institutions and structures (e.g., council of elders, PTA, SMC, youth committees, religious organizations, development associations) initiate and implement actions to address school concerns; and community has system for mobilising resources.

Description:—

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Word 20210708 (Rename community instrument)

3.0 Provide Culturally-Sensitive Approach

LOW		MEDIUM		HIGH
5	4	3	2	1
↓	↓	↓	↓	↓
<p>Community not involved in school decisions; school does not use community resource persons (e.g., traditional authorities, elders, artisans) or cultural traditions; curriculum fixed; rigid school schedule (doesn't recognise festivals, occupational demands, etc.); and fixed school fee payment.</p>	<p>Community not involved in school decisions; a few community resource persons help the school; little attempt to include traditions/culture in school content (e.g., local festivals); school schedules are fixed; community insists on paying when ready.</p>	<p>Some involvement of community in decisions affecting school; occasional use of community resource people (e.g., traditional authorities, elders, artisans) and cultural traditions in the school; flexible school schedule and school fee payment; school curriculum fixed.</p>	<p>Community involved in decisions affecting school; flexible school schedule; payment flexible; cultural concerns play major role in school curriculum.</p>	<p>High level of community involvement in decisions affecting school; flexible school schedule which recognises festivals, occupational demands, etc.; school curriculum based on community context and involves use of community resource people (e.g., elders, artisans) and cultural traditions; and school fee payments are flexible.</p>

Description:

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94

4.0 Support Quality Education

LOW

5



Community leaves instruction to the school and does not make demands for improvements; there is no concern about pupil achievement; community doesn't monitor teachers' and pupils' attendance; many children do not attend school; parents do not visit the school and do not supervise homework; and community does not maintain school furniture or buildings.

4



Community shows little interest in school; interaction between parents and teachers often limited to paying fees; little concern for improvement of instruction; little monitoring of teachers' and pupils' attendance and few community members maintain school furniture and buildings.

MEDIUM

3



Community shows a concern for instruction; parents express concern that pupils cannot read or write and are requesting improvement in teaching and learning; some parents meet with teachers to discuss pupils' progress; some parents supervise homework and monitor teachers' and pupils' attendance; some community members maintain school furniture and buildings.

2



Community shows interest in the school, participates in school functions and contributes to teacher and school needs; parents monitor teachers' and pupils' performance, inquire about need for textbooks and instructional aids, and supervise homework.

HIGH

1



Community pushes for evidence of achievement in reading and writing; parents regularly visit schools to check on their children's progress, inquire about teachers, textbooks, etc.; parents regularly supervise and monitor teachers' and pupils' attendance and pupils' homework; community frequently visits the district office to make school demands; community provides for teachers' welfare and resources for teaching and learning materials; community undertakes projects to improve quality (e.g., chief provides a room in his palace for a children's library, parents' visitors book placed in classrooms, evening tutorial classes initiated); community volunteers assist teachers and maintain school furniture and buildings.

Description:

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5.0 Support Girls' Education

5.1 Support Girls' Education (school factors)

LOW

5



Most girls are not in school; teachers give preferential treatment to boys and ignore girls; gender-sensitive school facilities are lacking (e.g., sports facilities, toilets); parents fear teachers have low moral standards; moral education is lacking; no role models for girls among PTA and SMC members and teachers.

4



Girls' daily attendance is irregular; little recognition of girls' performance in school; girls have low self-esteem as they do not believe they can perform in school; few female PTA and SMC member and teachers as role models; and minimal gender-sensitive school facilities (e.g., toilets).

MEDIUM

3



Most girls are enrolled and attend classes but do not complete 6-year primary cycle; a few girls are given leadership roles in classes; some school facilities are gender-sensitive (e.g., sports facilities, toilets); there are few role models for girls among PTA and SMC members and teachers.

2



Most girls of school age regularly attend school; teachers have a positive attitude towards girls; role expectations by teachers is good; some school facilities are gender-sensitive; and there is recognition of need for moral standards for teachers.

HIGH

1



All girls of school age regularly attend school; teachers have positive attitude toward girls; school facilities are gender-sensitive (e.g., sports facilities, toilets); high moral standards for teachers are enforced; schools provide moral education; role models for girls are evident among PTA and SMC members and teachers.

Description:

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5.2 Support Girls' Education (home factors)

LOW

5



Community does not value education for girls and doesn't think girls need to go to school; few girls attend school; priority is given to boys for school fees, supplies, etc.; girls who do attend are pulled out of school often to babysit, market, and do household chores.

4



Community accepts need for girls' education although few girls attend school; girls perform major share of domestic chores; and are pulled from school to sell and go to the market.

MEDIUM

3



Community accepts need for girls' education; some parents send girls to school; parents allow some time for girls to study at home, girls perform more household chores than boys and occasionally parents expect girls to sell and go to market; parents give priority to boys for school fees, supplies, etc.

2



Community accepts need for girls' education; most parents send girls to school; parents show interest in school performance of girls; and parents allow some time for girls to study at home.

HIGH

1



Community ensures girls' attendance; parents equally divide household chores between girls and boys; parents provide time for girls to study; parents provide for girls' out-of-school needs (e.g., sports uniforms, dresses) and supervise girls' out-of-school activities; and community provides moral education.

Description:

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97

6.0 Empower Local People to Act

LOW	MEDIUM	HIGH		
5 ↓	4 ↓ <i>near definition</i>	3 ↓	2 ↓	1 ↓
<p>Community mobilisation structures (PTA, SMC, Unit Committee, TDC, youth organisations, religious groups) do not exist; community members and leaders are passive and have no confidence in their abilities to assist the school; teachers don't respect views of community members.</p>	<p>Community mobilisation structures (PTA, SMC, Unit Committee, TDC, youth organisations, religious groups) are dormant; when invited, a few members participate in school decision-making process but refer to teachers.</p>	<p>Community mobilisation structures (PTA, SMC, Unit Committee, TDC, youth organisations, religious groups) participate when invited but do not take initiative to act in support of the school; teachers seem to accept views of communities at meetings but don't <i>only</i> implement their suggestions.</p>	<p>Community mobilisation structures (e.g., PTA, SMC) are active and influence planning of school activities; PTA members work to improve school facilities; teachers consult elders in the community.</p>	<p>Community members are actively involved in the decision-making process and feel confident to act; teachers respect the views of community members; community takes a leadership role in planning and conducting PTA and SMC meetings; community mobilisation structures (PTA, SMC, Unit Committee, TDC, youth organisations, religious groups) actively work with school personnel to improve school facilities and teaching and learning.</p>

Description:

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6.0 Empower Local People to Act

LOW

5



Community mobilisation structures (PTA, SMC, Unit Committee, TDC, youth organisations, religious groups) do not exist; community members and leaders are passive and have no confidence in their abilities to assist the school; teachers don't respect views of community members.

4



Community mobilisation structures (PTA, SMC, Unit Committee, TDC, youth organisations, religious groups) are dormant; when invited, a few members participate in school decision-making process but defer to teachers.

MEDIUM

3



Community mobilisation structures (PTA, SMC, Unit Committee, TDC, youth organisations, religious groups) participate when invited but do not take initiative to act in support of the school; teachers seem to accept views of communities at meetings but don't implement their suggestions.

2



Community mobilisation structures (e.g., PTA, SMC) are active and influence planning of school activities; PTA members work to improve school facilities; teachers consult elders in the community.

HIGH

1



Community members are actively involved in the decision-making process and feel confident to act; teachers respect the views of community members; community takes a leadership role in planning and conducting PTA and SMC meetings; community mobilisation structures (PTA, SMC, Unit Committee, TDC, youth organisations, religious groups) actively work with school personnel to improve school facilities and teaching and learning.

Description:

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7.0 Define Roles and Responsibilities of Partners

7.1 Roles and Responsibilities (community members)

LOW		MEDIUM		HIGH
5 ↓	4 ↓	3 ↓	2 ↓	1 ↓
Community members believe education is the responsibility of the government; community members believe they are not responsible for education and there is little or no involvement in education; no public education about the role of community members in providing education.	Community members believe education is the responsibility of the government but communities can assist; little public education about role of community members in education.	Community members accept the idea of sharing responsibility for education with government, but they don't know what to do; community members want to determine their own roles; community has access to some information about their roles and responsibilities, but it is not well understood.	Community members accept the idea of sharing responsibility for education with government; parents understand their roles, but non-parent community members usually do not.	Community members accept a shared responsibility for education with government; all stakeholders (parents, education officials, SMCs, etc.) know their roles and accept them; there is a mechanism for community members to learn about their roles and responsibilities and a system to ensure that all stakeholders are performing their roles.

Description:

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7.2 Roles and Responsibilities (teachers)

LOW	MEDIUM		HIGH	
5	4	3	2	1
<p>Teachers' attendance irregular, arrive late/leave early; teachers demonstrate low moral standards (e.g., drunkenness); little or no teaching; no interest in community functions or children's welfare, and do not meet with parents.</p>	<p>Teachers' attendance regular but usually arrive late; seldom attend community activities; misuse instructional time, few or no meetings with parents; and weak school discipline.</p>	<p>Teachers' attendance regular, usually arrive on time; occasionally attend community activities; do not make good use of instructional time; occasionally meet with parents; occasionally give pupils homework; and sometimes apply school discipline rules.</p>	<p>Teachers' attendance regular, punctual; participate in some community activities; good use of instructional time; often meet with parents; give pupils homework; consistent in enforcing school discipline rules.</p>	<p>Teachers' attendance regular, punctual; often participate and take interest in community activities; maximum use of instructional time; regularly meet with parents and visit homes; demonstrate high moral standards; give and mark pupils' homework; and keep good discipline at school.</p>

Description:

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.....

8.0 Strengthen School Management Structures

LOW	MEDIUM		HIGH	
5 ↓	4 ↓	3 ↓	2 ↓	
<p>Little or no SMC or PTA; lack of commitment of members; SMC and PTA members not aware of their roles and responsibilities related to school management; no training for SMC or PTA members; no record of meetings; little or no representation of women on SMC or in PTA executive positions.</p>	<p>Weak SMC and PTA; chairmen active only in a crisis; meetings are rare; few records; few or no women members in SMC or PTA leadership; no training for roles.</p>	<p>SMC and PTA exist but only a few members and head teacher are active; SMC and PTA members have little understanding of their roles and responsibilities related to school management; decisions made by few active members and head teacher, or head teacher makes decisions without involvement of SMC; difficulty in implementing decisions made by SMC and PTA; meetings are held on informal basis when there is a crisis; some records kept; no training for SMC or PTA members; few women in SMC or in PTA leadership.</p>	<p>SMC and PTA strong; members understand their roles and are committed to education but defer to the head teacher and circuit supervisor on teaching and learning issues; PTA makes and implements meaningful decisions; some women members; meets, at least, once a term and for emergencies; keeps records of meetings.</p>	<p>SMC and PTA very strong and active, members committed to education; members know their roles and responsibilities; SMC and PTA meet frequently, make and implement meaningful decisions; keeps records of meetings; in-service training for SMC and PTA members (e.g., management, community mobilisation, financial administration), fair representation of women on SMC and in PTA leadership.</p>
<p>Description:</p> <p>.....</p> <p>.....</p> <p>.....</p>				

9.0 Develop Productive Links to Education/Government Authorities

LOW	MEDIUM			HIGH
5 ↓	4 ↓	3 ↓	2 ↓	1 ↓
<p>Community is unaware that they can and should contact authorities on school issues; no contact with district education and government authorities; receives no resources from district; SMC is unaware of District Oversight Committee and has no access to District Education Office; circuit supervisor does not attend SMC meetings; community not involved in district-initiated development projects.</p>	<p>Community is indifferent toward district education officials and government authorities and receives no resources from the district; SMC has no link with the District Oversight Committee; circuit supervisor does not attend SMC meetings; community indifferent towards any school development project initiated at the district level.</p>	<p>Community has some interaction with education and government authorities but this consists mainly of occasional visits by circuit supervisors (e.g., to talk to head teachers and teachers, to attend community functions and SMC meetings); occasionally district education officers visit chiefs and elders; community has no influence in posting and transfer of teachers; community rarely chosen to participate in district-initiated development projects.</p>	<p>Community members often interact with education authorities about school issues; they are aware of their right to demand additional inputs (human and material) but rarely use this right; district officials attend community and school functions when invited in good time; circuit supervisors discuss school issues with chief, elders, head teacher and teachers; District Oversight Committee, SMC and PTA discuss school improvement issues with school authorities; community sometimes chosen to participate in district-initiated development projects.</p>	<p>Community regularly interacts with education and government authorities to the benefit of their school; community demands additional teachers, textbooks, inservice training, furniture, school building construction and maintenance, discipline of teachers (transfer or removal); district officials attend community and school functions; circuit supervisors discuss school issues with elders, head teacher and teachers; community frequently chosen to participate in and contributes toward district-initiated development projects; District Oversight Committee and SMC and PTA discuss school improvements; circuit supervisor attends SMC meetings and educates community about government policies.</p>

Description:

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10.0 Develop Productive Links to External Agencies

LOW

MEDIUM

HIGH

5

4

3

2

1

↓

Community is skeptical of outside education linkages; little or no trust of outside organizations; not receptive to external projects; lack of interest; and does not contribute materials, labour or cash toward education projects.

↓

Community expects some benefits from outside education agencies but does not expect to contribute to the effort; minimal participation and interest.

↓

Community is receptive to outside education linkages, expects some benefits; some participation; occasional interaction; mixed experiences with external development agencies (some good, some bad).

↓

Community is receptive and has good expectation of school benefits; usually participates in linkage meetings with development agencies; and has good working relationships with agency members; contributes material, time and labour towards education projects.

↓

Community has great expectation of school benefits; contributes cash, materials, time and labour towards education projects; regularly attends project meetings and workshops for linkages with development agencies; and has excellent working relationships with agency members.

Description:

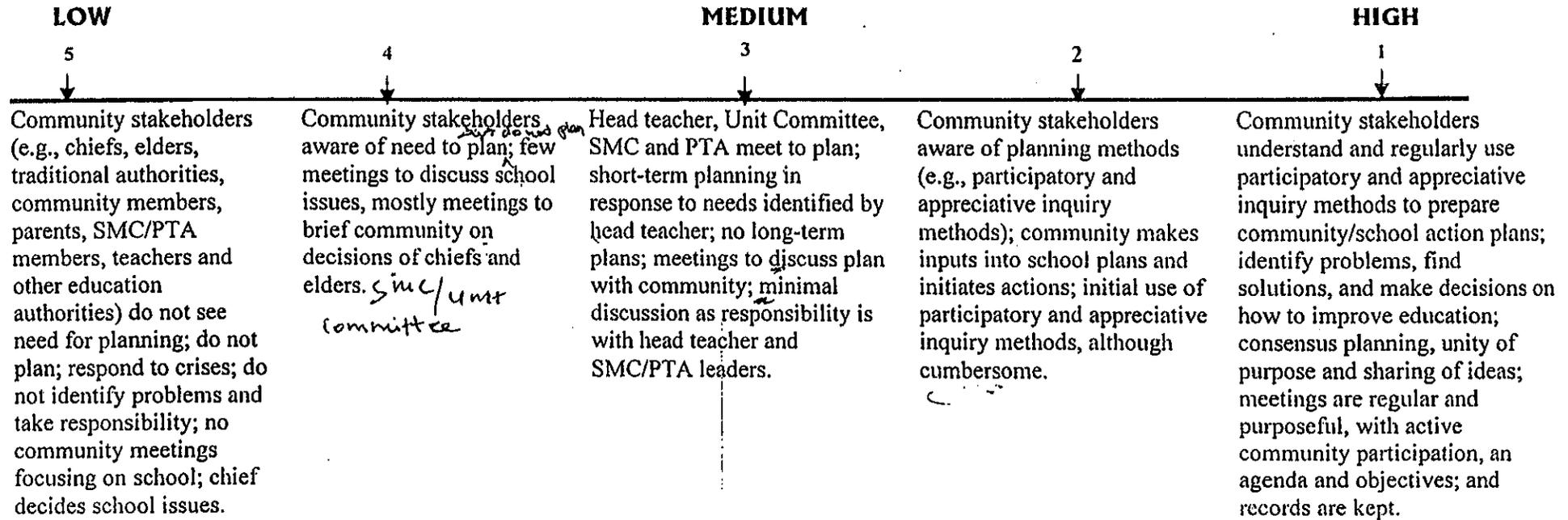
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1004

11.0 Utilize ~~Grassroot Institutions~~ in Participatory Planning



Description:

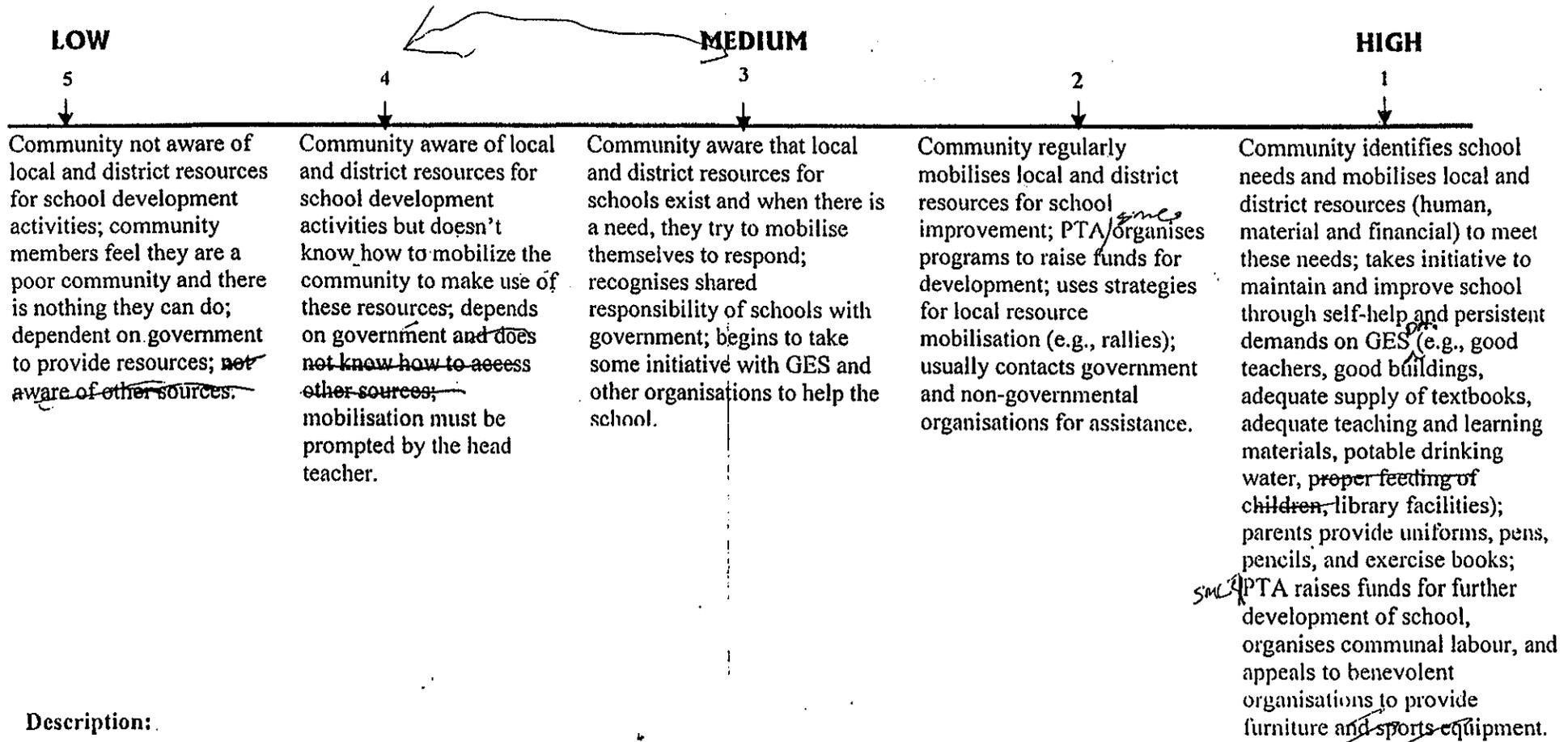
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105-

12.0 Mobilise Local and District Resources



Description:

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13.0 Monitor School Performance

LOW	MEDIUM		HIGH	
5	4	3	2	
1				
<p>No system for regular assessment; CRT not implemented; no School Performance Appraisal Meeting (SPAM); no recognition of pupil ^{teacher} achievement; no staff meetings to discuss pupils' and teachers' performance; head teacher checks lesson notes only as a formality; district education officials ^{do not} rarely visit school; no record of textbooks; parents do no monitor condition of pupils' textbooks; SMC not welcome and doesn't visit or monitor school assets; parents don't examine children's terminal reports.</p>	<p>CRT implemented; pupil performance reports are vague ("good," "poor" but no explanation); no recognition of pupil achievement; head teacher checks lesson notes only as a formality.</p>	<p>CRT implemented; SMC/PTA sometimes visits school and reports problems to community; circuit supervisor visits school at least once a term and checks lesson plans as a formality; teachers send meaningful term reports to parents, which explain pupil progress; some parents follow up to discuss reports with teachers.</p>	<p>CRT implemented; parents visit teachers to discuss pupils' term reports; circuit supervisor observes classes and provides in-service ^{year} training at least once a term; pupil achievement is recognised; staff meetings held to discuss teachers' and pupils' performance.</p>	<p>Community interested in performance of pupils and teachers and freely express their feelings at school meetings; CRT ^{some} results shared with ^{parents} community; teachers and parents discuss intra-term assessments; circuit supervisor and head teacher visit classes regularly and check lesson plans; SMC/PTA visits school, checks punctuality of teachers, meets with ^{parents} teachers to report status; SMC holds School Performance Appraisal Meeting (SPAM) with community; visits from district technical experts are common; PTA provides recognition of achievement and incentives to pupils. ⁱⁿ teachers.</p>

Description:

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14.0 Monitor School Finances and Assets

LOW	MEDIUM			HIGH
5	4	3	2	1
<p>Community and SMC ^{PTA} not aware of their responsibility to monitor school funds; finances controlled by head teacher; no school financial records or inventory of school assets or annual budget; head teacher does not discuss finances with parents or teachers.</p>	<p>Head teacher keeps school financial records; SMC aware of right to inspect school financial record; but head teacher does not invite SMC to review school financial records; head teacher prepares school inventory of assets; no annual budget; few or no meetings with parents to discuss school finances.</p>	<p>Head teacher prepares school financial records, inventory of assets and annual school budget; implementation of budget in hands of head teacher with some input from SMC and/or PTA chairman; head teacher shares some school financial records; some accounting of PTA funds but not general school finances discussed at PTA meetings.</p>	<p>Community interested in accounting of school funds and assets; head teacher prepares financial records, inventory of assets and annual school budget, SMC and/or PTA chairman review(s), especially annual budget; head teacher sends financial reports to district office; regular meetings with parents to discuss PTA financial reports.</p>	<p>Community demands accountability for school funds and assets; SMC reviews head teacher accounts; head teacher sends financial records and inventory of school assets to district office for audit; regular meetings with parents to discuss financial reports; SMC ^{PTA} approves annual budget; monthly budgets submitted to PTA/SMC; regular monitoring and verification of school projects and activities funds; cash books are up-to-date; school property inventories up-to-date and available for inspection.</p>

Description:

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15.0 Develop Community Leadership and Ownership

LOW

5

Community leaders weak with no interest in school development; not involved in school activities; community and school leaders do not collaborate to improve the school; community leaders have little to no experience in organised school development projects; few or no links between school and community organisations.

4

Community leaders respond to calls for assistance by the school and act when there is a crisis; show some receptivity to progressive ideas for change but lack vision; community and school leaders occasionally share ideas to improve the school; teachers occasionally involved in community participation efforts as facilitators; no collaboration with other communities; ~~link to~~ no documentation of school/community improvement activities, including community contributions.

MEDIUM

3

Community leaders show some management skills and vision about school improvement; some communication and collaboration between community and school leaders related to school/community development; some links with community organisations; no collaboration with other communities; some attempts to document school/community improvement activities and community contributions.

2

Community and school leaders initiate actions for school improvement and manage them well; good communication and collaboration between the school and community and with other communities related to school/community development; good links with community organisations; school/community improvement activities and community contributions are usually documented and available for others to use.

HIGH

1

Community and school leaders are strong initiators and managers of improvement processes; local ownership and committed leaders with clear vision, who motivate others, build teams, provide role models, and use long-range planning; communities cooperate and share activities and results ("what works") with each other; teachers, education officials, parents and community members act as resource persons (facilitators) to other communities; other communities come to visit to see school/community development processes in action; strong links to community development associations (e.g., Town Development Committee, Unit Committee, religious organisations and youth committees); school/community improvement activities and community contributions are regularly documented.

Description:

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