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FROM THE AMERICAN PEOPLE

# **Snapshot of School Management Effectiveness (SSME): Initial Experiences in Peru & Jamaica**

**October 22, 2008  
Education Overview Course  
Arlington, VA**

# About the Presentation

- This presentation was prepared for an Education Overview Course for a group of new USAID education officers, Arlington, Virginia, October 22, 2008. The training was organized by RTI International on behalf of USAID/Washington. The presenter was Amy Mulcahy-Dunn.
- The USAID EdData II project is led by RTI International under USAID Contract EHC-E-00-04-00004-00.
- The presentation summarizes findings from pilot applications of the EdData Snapshot of School Management Effectiveness (SSME) in Jamaica and Peru. The SSME is a tool that allows measurement of school management and governance factors that are strongly associated with school effectiveness and learning achievement.

# Acknowledgments

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- Fernando Rosas, Jorge Luis Bazán, Oscar Millones, and Jesus Salinas of Fundación para el Desarrollo Agrario, Lima, Peru

for their implementation of the pilot SSME in their respective countries.

# Why Management Data?

- **What is the average student attendance rate in your country?**
- **How much time is spent teaching during the average day?**
- **How much feedback are students in your country getting from their teachers?**
- **What percentage of the students in your country have access to textbooks?**

# Lack of Quality and Management Data

- 1. Government and Donor Focus on**
  - **Access**
  - **Completion**
- 2. Perception that Quality and Management Data Collection is**
  - **Difficult**
  - **Costly**

# Why SSME?

## 1. Quick Application

- 1 assessor
- 1 school day

## 2. Small sample size

- 50-70 school



# Rich, Multi-Faceted Data

- **School**
- **Principal**
- **2 classrooms**
- **2 teachers**
- **8 children**
- **1-2 Parents**



# Rich, Multi-Faceted Data



# Rich, Multi-Faceted Data

## Sub-Dimensions of SSME Data

- **101. Teachers' access to pedagogical advice, support, teamwork**
- **102. Teachers' instructional practices**
- **103. Learning evaluation practices & feedback**
- **105. School head's engagement in the school**
- **106. Student engagement in learning**
- **107. Student learning performance**
- **108. Teachers' pedagogical preparation & training**
- **110. Learning expectations on the part of educators for their students**
- **201. Equipment & materials in the classroom**
- **203. Class composition (by gender, age, grade level, etc.)**
- **204. Student management & discipline in the classroom**
- **207. Use of class time**
- **301. Communication**
- **303. Planning, decision-making, and management teamwork**
- **305. School funding, financial management**
- **306. Infrastructural management**

# Rich, Multi-Faceted Data

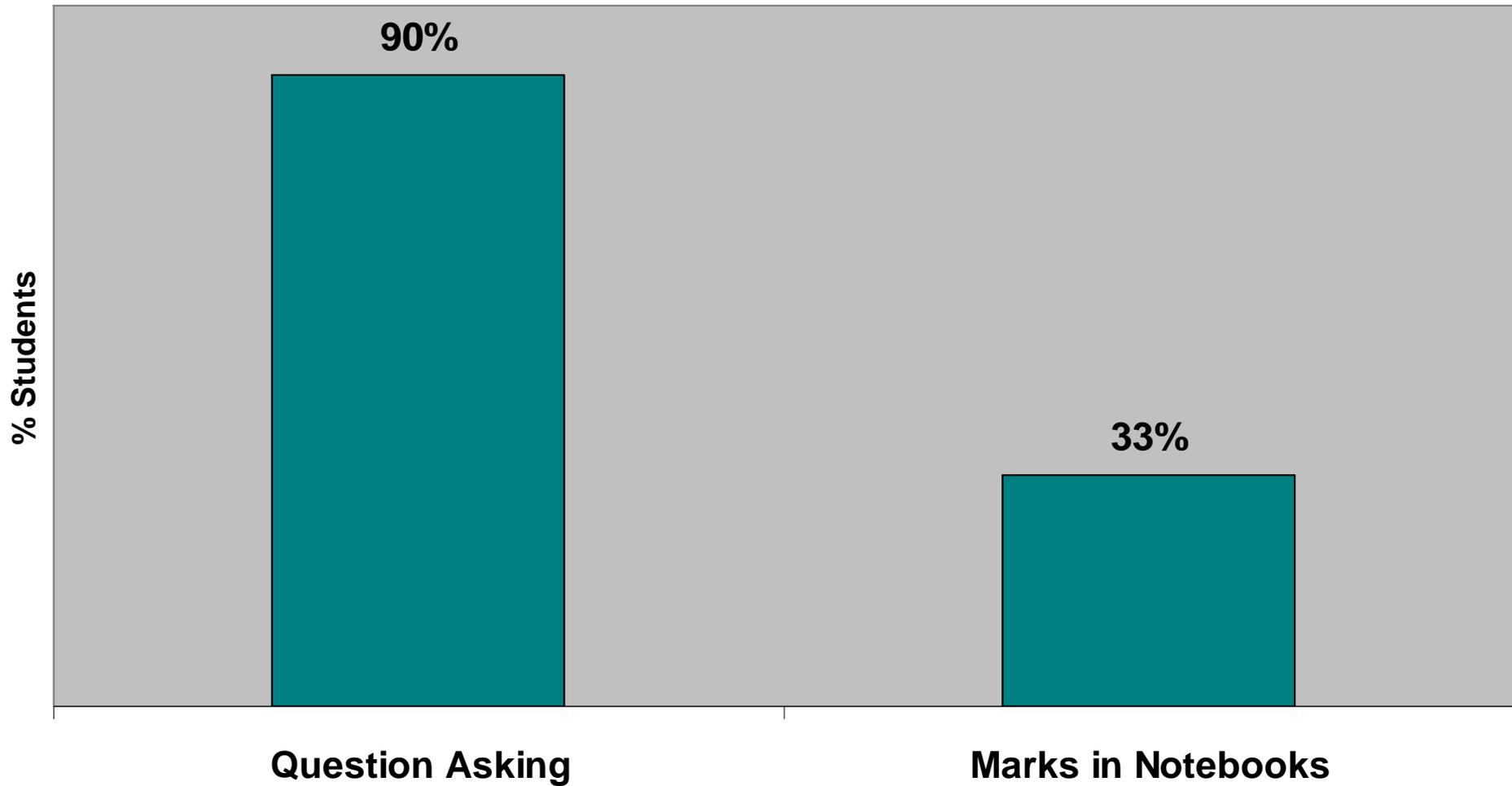
## Sub-Dimensions of SSME Data

- **307. Equipment & materials management**
- **308. School head characteristics**
- **311. Personnel management and treatment**
- **312. Student attendance**
- **313. Student management/treatment**
- **314. Time organization & use**
- **319. Overall school characteristics**
- **401. Parents'/community in-kind or financial contribution to the school**
- **402. Parents'/community role in school management & governance**
- **404. Parents' engagement & investment in own child(ren)'s learning**
- **406. School-initiated communication with parents**
- **409. Parents' perceptions of school quality**
- **501. Financial management & legislation**
- **502. Human resource management**
- **503. Monitoring & supervision**
- **504. Pedagogical advice & support**
- **505. Sectoral planning**
- **506. Educators' professional development**
- **507. Overall management support provided by district or broader system**

# Effective?

1. Distinguishes between effective *behaviors* practice
2. Distinguishes more vs. less effective *schools*
3. Allows regional or *cross-country comparisons*
4. *Confirms relationships* between behaviors and student performance

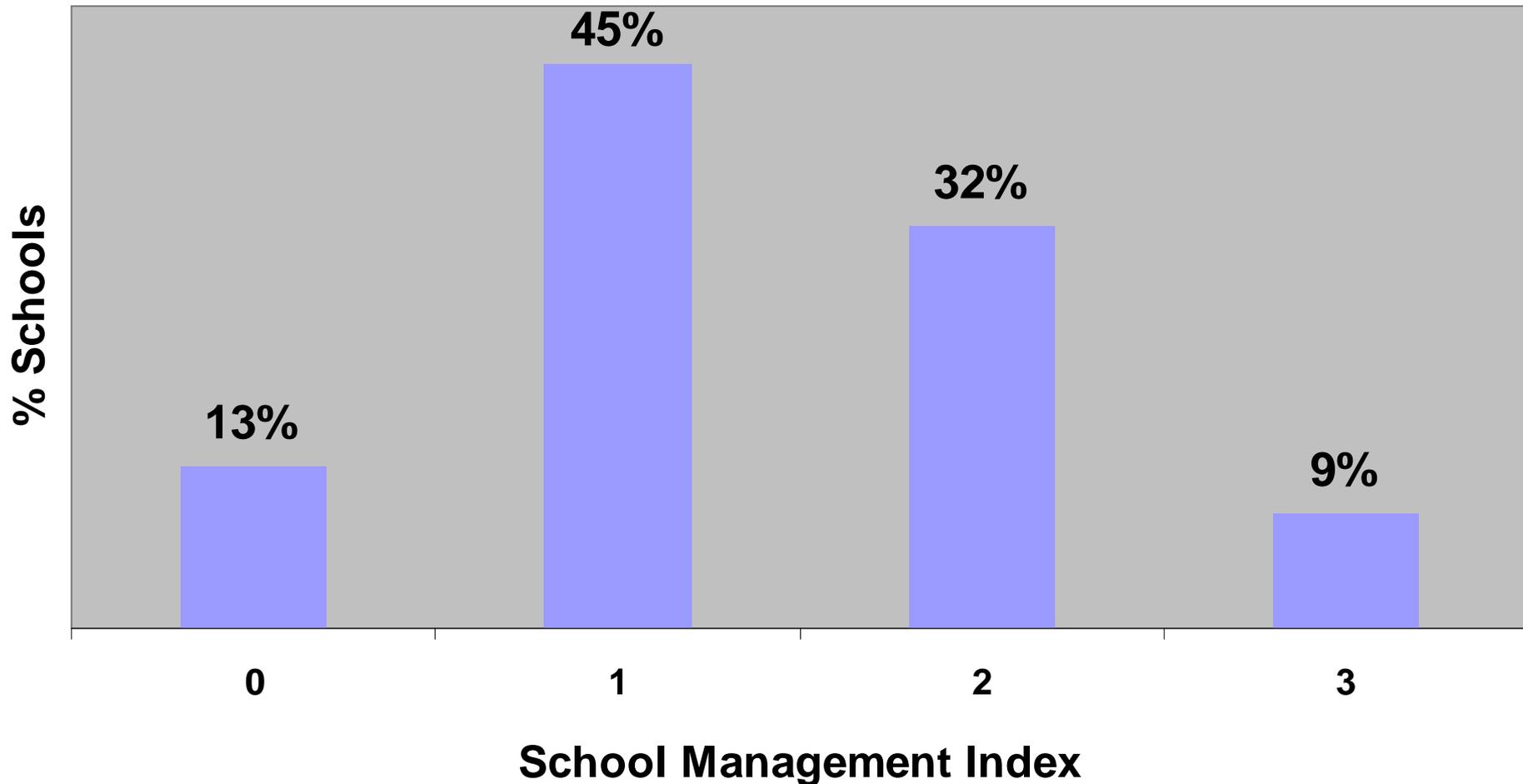
# Distinguishes Between Effective Behaviors



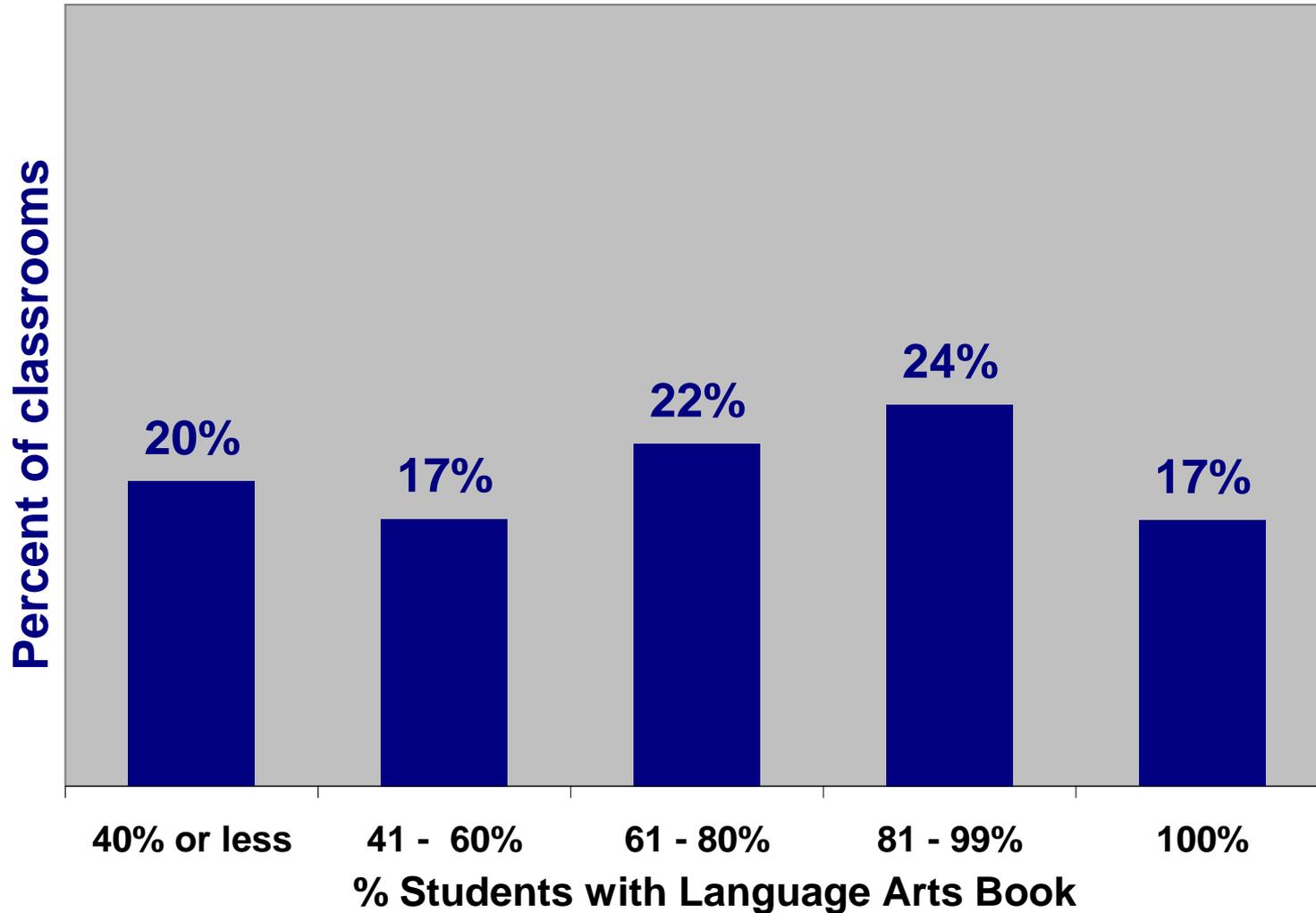
# Can Flag Issues That Need Immediate Attention

- **In Jamaica, 11% of teachers absent from classrooms**
- **31% of principals reported textbooks received per policy and on time.**
  - **Delayed books arrived 2.1 months late on average**
- **45 % of Peruvian principals had never received an inspection visit in the past year**
- **77% of Peruvian principals said it is impossible to remove a nonperforming teacher**

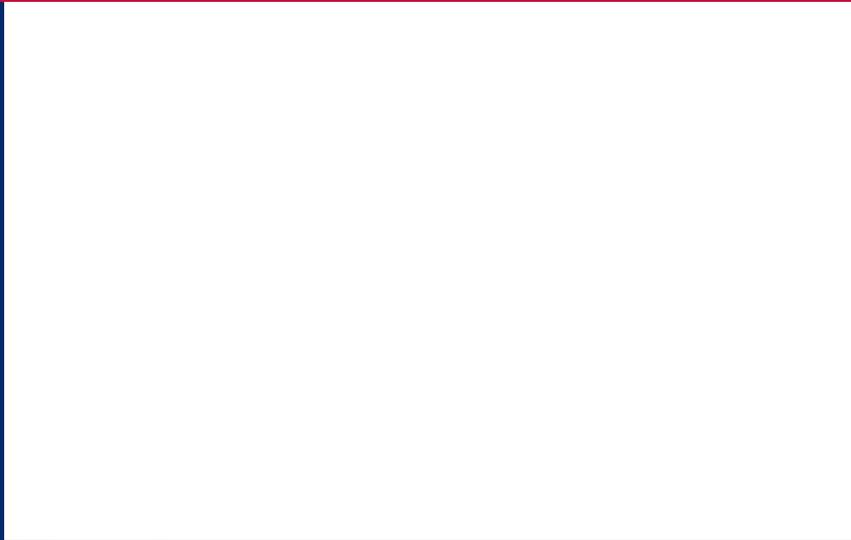
# Peruvian Schools by Management Index Score



# Jamaican Classrooms by Availability of Textbooks



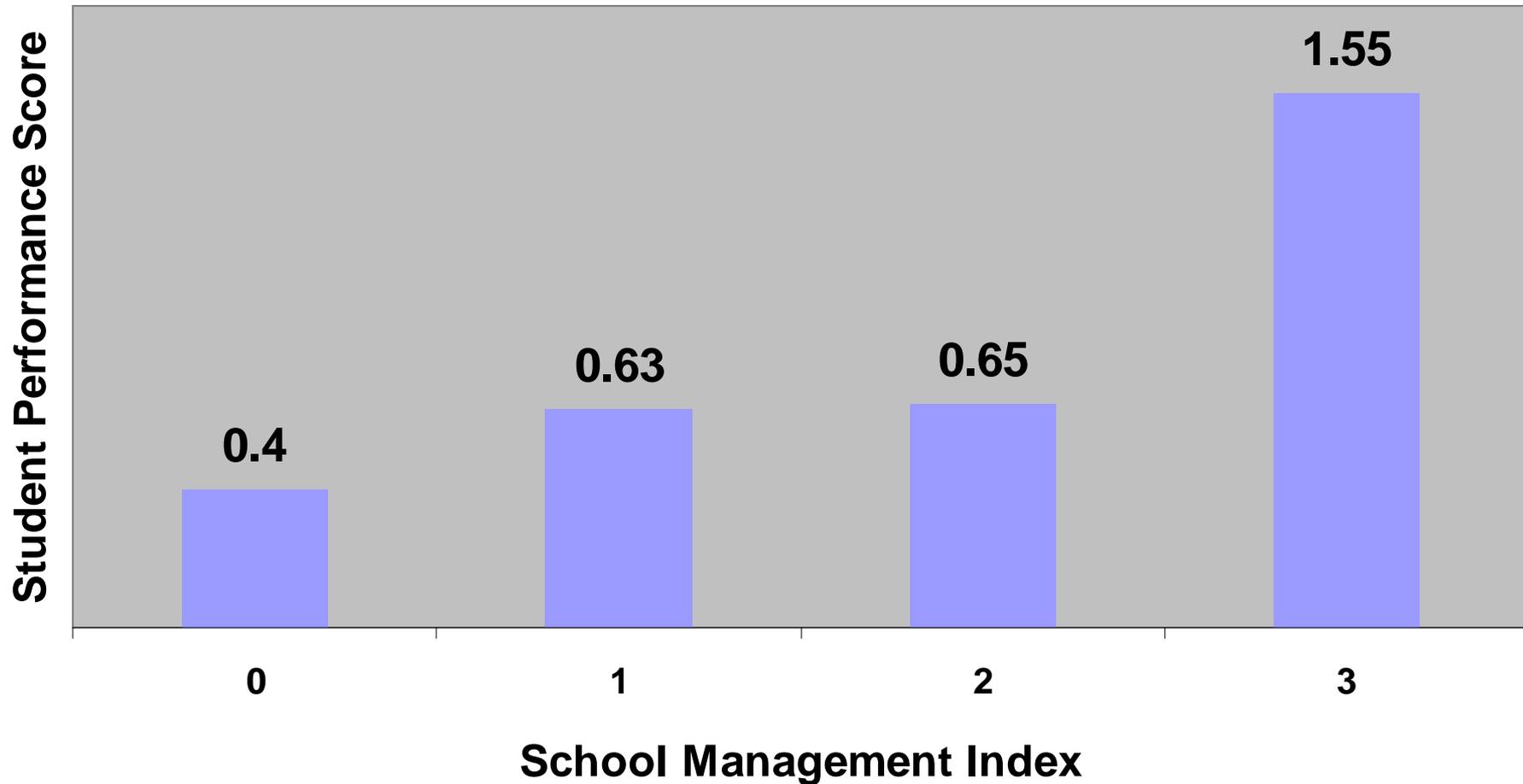
# Availability of Textbooks



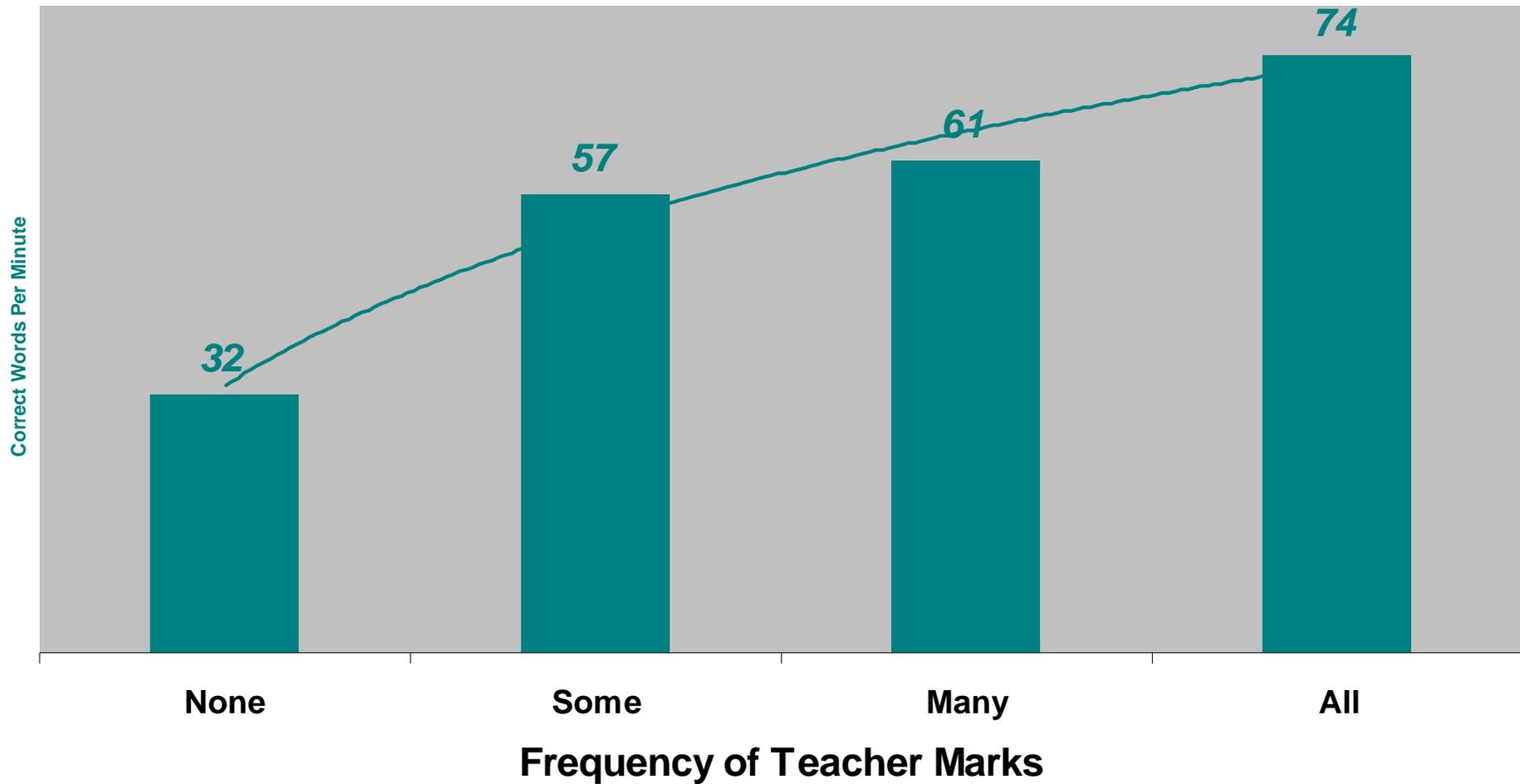
# Allows Data to Be Compared Across Countries

	<b>Peru</b>	<b>Jamaica</b>
<b>Weekly student absence</b>	<b>14%</b>	<b>12%</b>
<b>Repeaters</b>	<b>11%</b>	<b>2%</b>
<b>Student work on walls</b>	<b>80%</b>	<b>82%</b>
<b>Repetition of teacher phrases</b>	<b>27%</b>	<b>60%</b>

# Confirms Relationships Between Behaviors and Student Performance



# Jamaica Teacher Feedback and Reading Fluency



## Feedback from Jamaica



*“The presentation of the SSME findings is very timely for us at USAID/Jamaica because we have embarked on an evaluation of all our bilateral education projects...Jamaica is also participating in the pilot of USAID’s Country Assistance Strategy... We will therefore use the results of the SSME research and discussions from other.”*

—Dr. Karen Hilliard, Mission Director, USAID/Jamaica

## Feedback from Peru

***“An instrument such as the Snapshot seems like the solution to our need for a source of data on school management...”***

***“I have costed out what it would cost to do this with government employees, and the cash cost is only about \$15,000.... I am ready to adopt the tool and try it out with my own staff, even in 2009.”***

***—Patricia Valdivia, Head of EMIS, Ministry of Education***

# Conclusions

- SSME is a valid and reliable instrument
- SSME can be a rapid, efficient, and relatively low-cost data collection instrument
- SSME data derived from a more representative sample could be invaluable for
  - policy and strategic planning decisions
  - development of management and supervision tools

Thank you

For more information please see [www.eddataglobal.org](http://www.eddataglobal.org)