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EdData II

Education Data for Decision Making

# **Snapshot of School Management Effectiveness (SSME):**

## **Initial Experiences in Peru & Jamaica**

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# About the Presentation

- This presentation was prepared for the SSME Workshop held in Washington, DC, December 18, 2008. The workshop was organized by RTI International for a group of international education experts. Participants reviewed pilot applications of the SSME (this presentation) and the resulting data. They also advised on issues surrounding further development of the instrument in the future.
- The USAID EdData II project is led by RTI International. Activities related to the Snapshot of School Management Effectiveness are carried out under EdData II Task Order Number 1, EHC-E-01-04-00004-00.

# 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.

# Pilot Process

- 1. Convert database items into questionnaires**
- 2. Adapt questions to local education systems and terminology**
- 3. Add questions based on requests by USAID and the MOE**

# Pilot Process

- 1. Pre-pilot the instruments in 2 schools**
- 2. Work with local partners to revise:**
  - questions,**
  - methodology**
- 3. Recruit and train supervisors and assessors**
- 4. Conduct data collection and entry**
- 5. Conduct Analysis**

# Need for Speed

- **In order for 1 assessor to collect all information in 1 day, we needed to apply collection methods that were effective as well as fast**

# Need for Speed

- 1. Moment-in-time classroom and school observation checklists/grids**

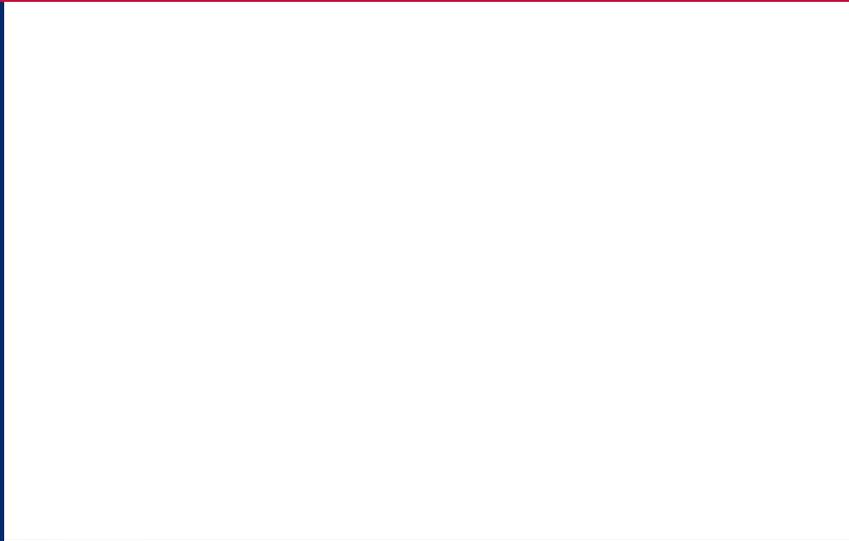
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- 1. Moment-in-time classroom and school observation checklists/grids**
- 2. Abbreviated EGRA instrument used to assess 4 children per sampled class**
- 3. Quick and simple collection method used to assess availability of pedagogical materials**

# Need for Speed: Availability of Textbooks



# Need for Speed

- 1. Moment-in-time classroom and school observation checklists/grids**
- 2. Abbreviated EGRA instrument used to assess 4 children per sampled class**
- 3. Quick, simple and objective collection methods used to assess teacher feedback, curriculum coverage and availability of pedagogical materials**
- 4. Streamlined logistics**

# Need for Speed: Streamlined Logistics

- **Preassembled, color-coded packets**
- **Preprinted labels on all instruments**
- **Interviewer checklists**

# Need for Speed: Streamlined Logistics

## **Principal / School Label**

Parish Name: St. James

Parish Code: 08

Location: Urban/Rural

School Name: Good Will All-Age

School Code: 08011

School Type: Public / Private

School Shift: All Day / AM / PM

Interviewer Code: 13

# Pilot Sample Size

	Peru	Jamaica
<i>Schools</i>	64	48
<i>Principals</i>	64	48
<i>Teachers</i>	127	91
<i>Parents</i>	126	47
<i>Students</i>	512	384

# Challenges: Too Long

<b>Task</b>	<b>Minutes per task</b>	<b>N per school</b>
Director Presentation	19	1
Director Interview	27	1
Teacher Interview	23	2
Student Interview	22	8
Parent Interview	21	1
School observation	10	1
Class observation	10	2

## **Challenges: Not enough work was done ahead of time to inform respondents**

- In Peru, school directors frequently had not received official notification about the survey and were hesitant to participate.**
- Teachers and the teachers unions in Peru were concerned that the results of the survey would be used against the teachers**
- Respondents felt that surveys are conducted all the time but nothing ever changes in the school**

# Challenges: Sampling

- 1. Selection of the participating teachers/classrooms was problematic**  
*(principals often preselected classrooms)*
- 2. Selection of the parents was difficult**  
*(Parent rosters were not available ahead of time so principals often recommended parents)*

# Challenges:

## School and Classroom Observation

- **Interviewers had difficulties with some of the school observation items**
  - **number of classrooms in session**
  - **number of teachers not in class**
  - **number of students not in class**
- **The classroom observation questions did not mirror the teacher questions closely enough to allow for accurate comparison across all items**

# Challenges: Children sometimes misunderstood the questions

- **Jamaica:**
  - **Air Conditioner = Hair Conditioner**
- **Peru:**
  - **Washing Machine “Lavadora” = Sink where clothes were washed**

# Conclusions

- **SSME instrument must be shortened**
- **More should be done to inform respondents about the SSME and its purpose ahead of time**
- **Sampling procedures must be clearly explained to school administrators ahead of time and parent rosters should be procured in advance whenever possible**
- **School observation should be simplified**