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Snapshot of School Management Effectiveness (SSME): Highlights from Jamaica

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About the Presentation

- This presentation was prepared for an SSME Workshop hosted by the University of the West Indies, Kingston Jamaica, September 15, 2008.
- The USAID EdData II project is led by RTI International. SSME activities are funded under Task Order Number 1, EHC-E-00-01-00004-00.
- Icons appearing on some slides in this presentation represent links to embedded audio files that are not available in the PDF version of this document. To obtain copies of the embedded files, please contact Amy Mulcahy-Dunn (see slide 1).

Acknowledgments

As overall task manager for this effort, RTI thanks the University of the West Indies for organizing and hosting this event.

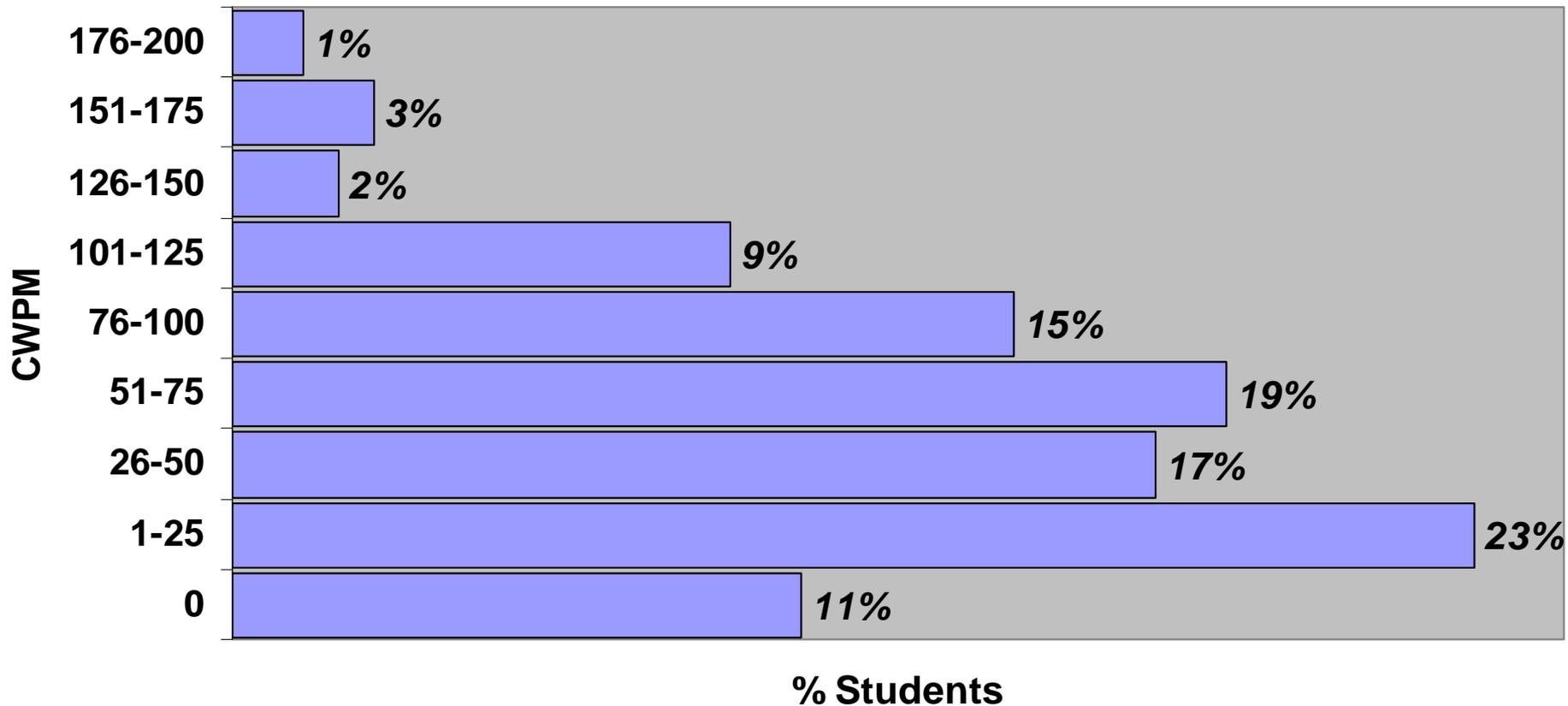
Highlighted Findings

- The Sample
- Student Reading Performance
- Teacher feedback to students
- Teaching methods
- Textbooks
- Attendance
- School infrastructure

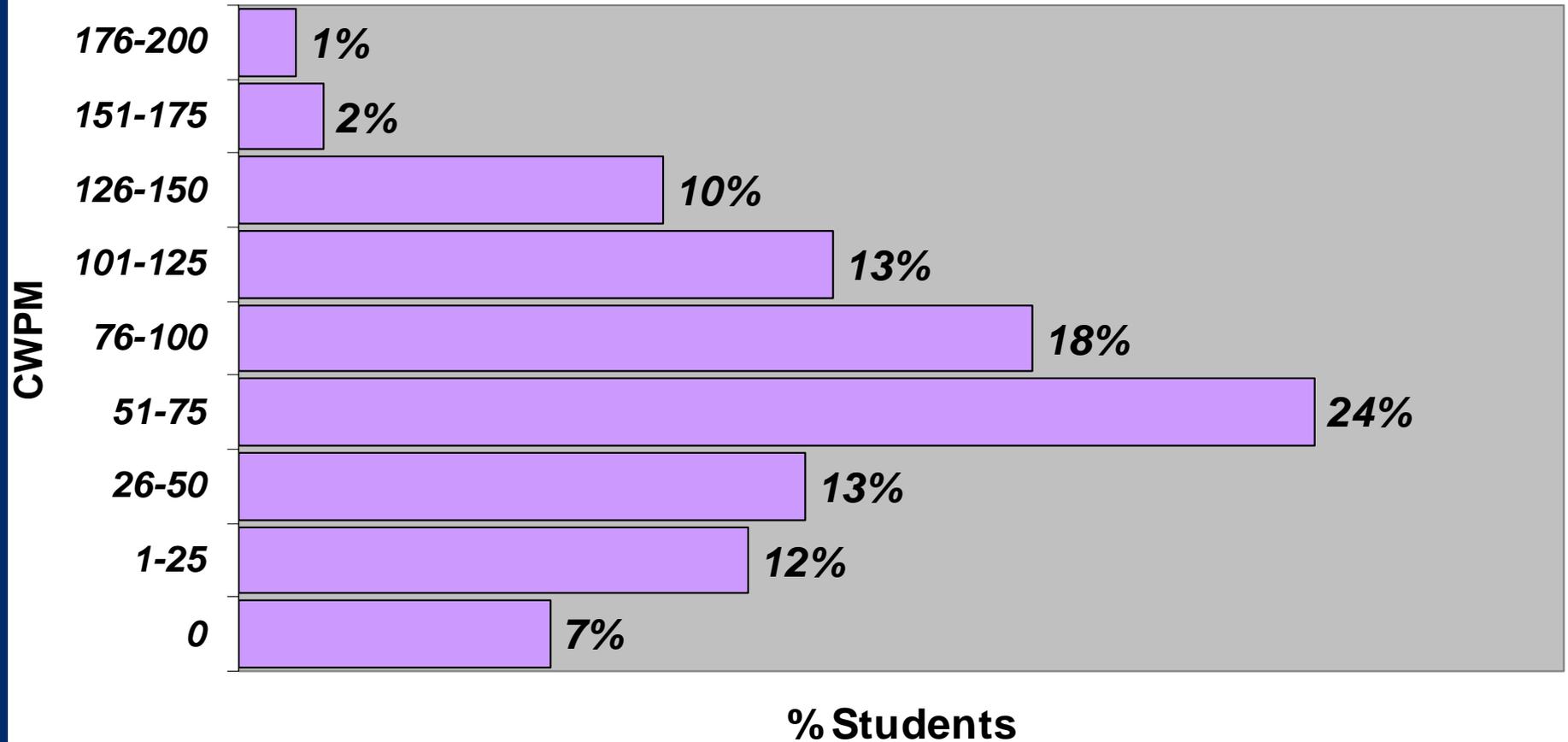
Sample Size

	Sample Size
<i>Schools</i>	48
<i>Principals</i>	48
<i>Teachers</i>	96
<i>Parents</i>	47
<i>Students</i>	384

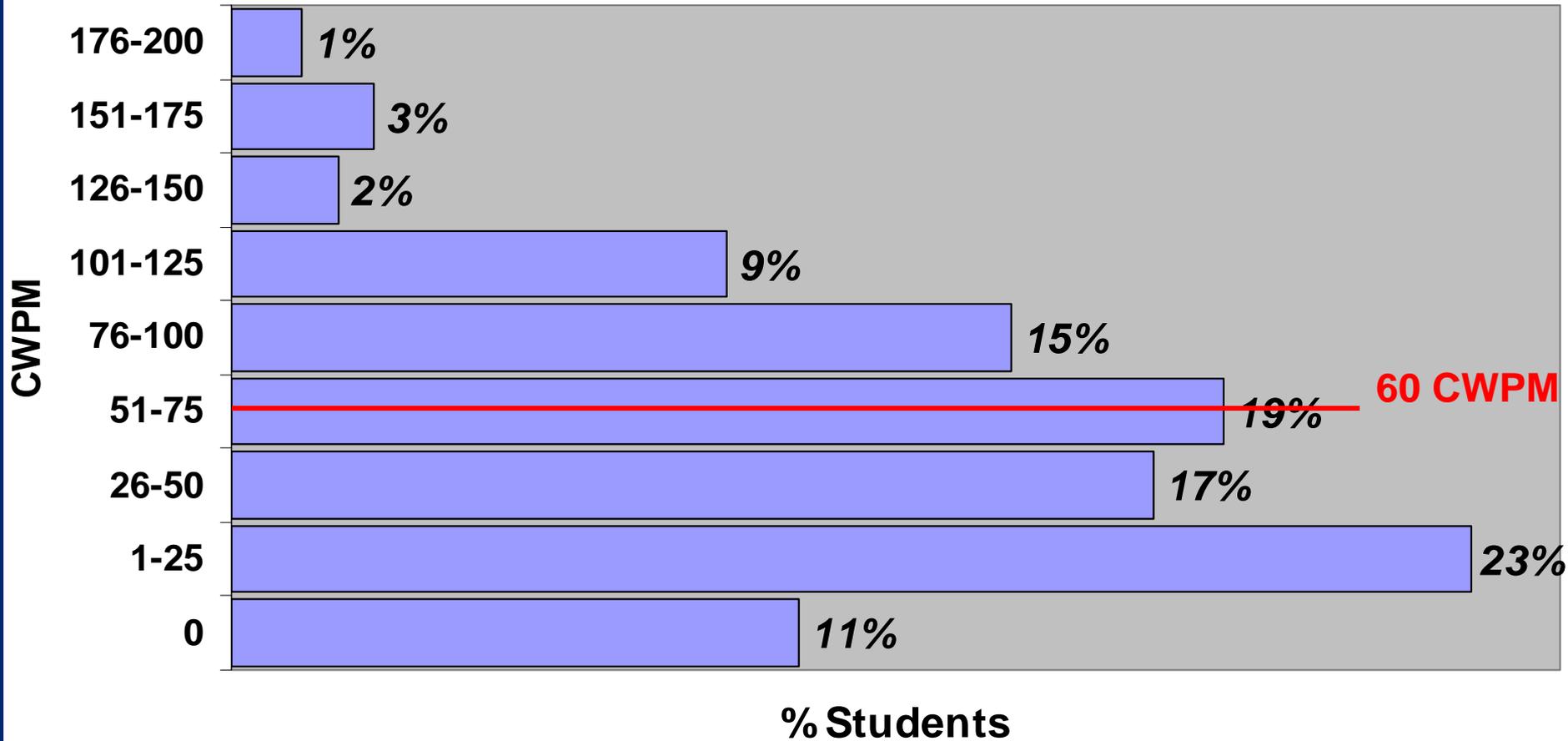
Sampled 2nd Grade Students by Reading Fluency



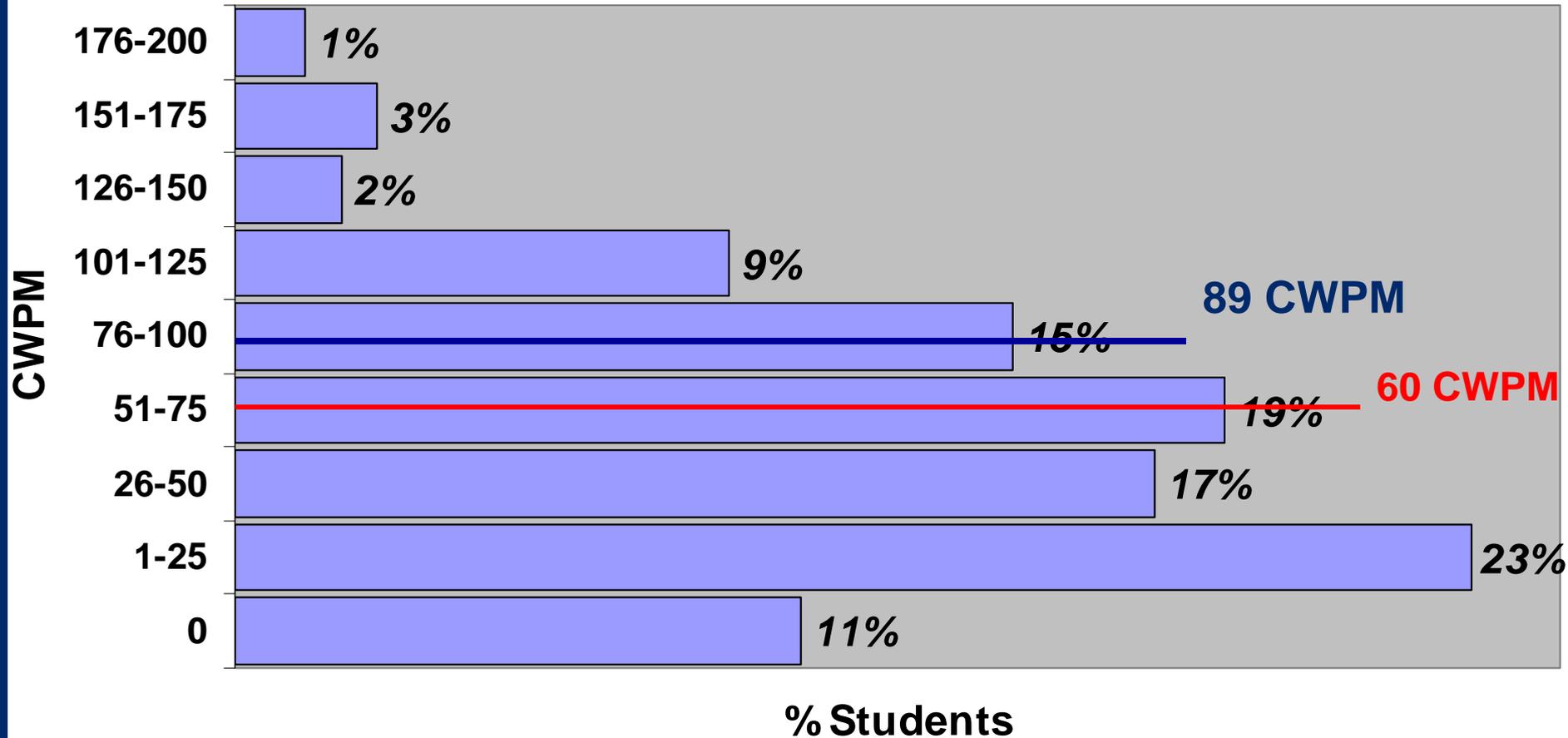
Sampled 3rd Grade Students by Reading Fluency



2nd Grade Reading Fluency: Comparison to International Standards



2nd Grade Reading Fluency: Comparison to International Standards



The Little Dog

John had a little dog. The little dog was fat.
One day John and the dog went out to play.
The little dog got lost.
But after a while the dog came back.
John took the dog home.
When they got home John gave the dog a big meal.
The little dog was happy so he slept.
John also went to sleep.



2nd grade reader
#1

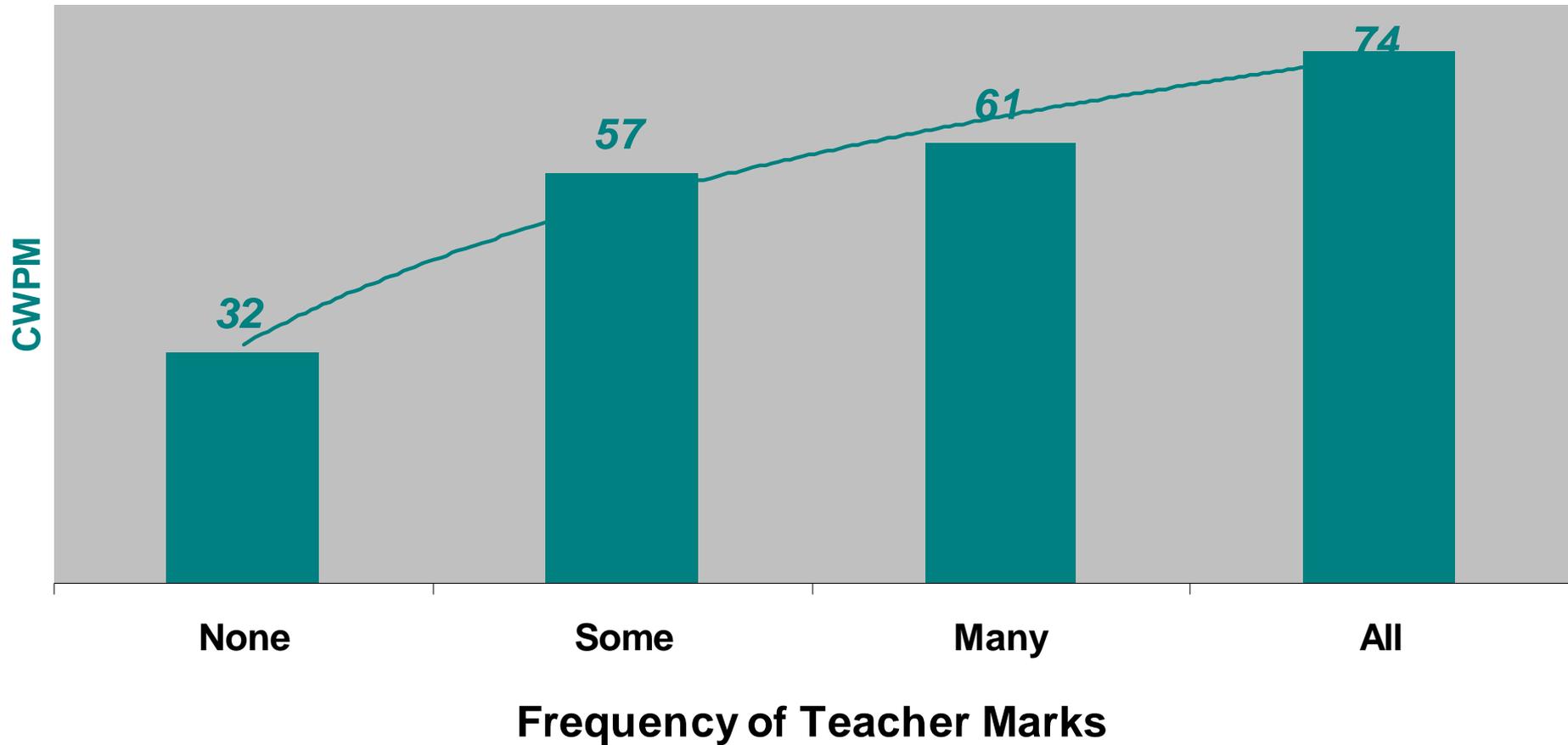
124 CWPM 2nd Grader



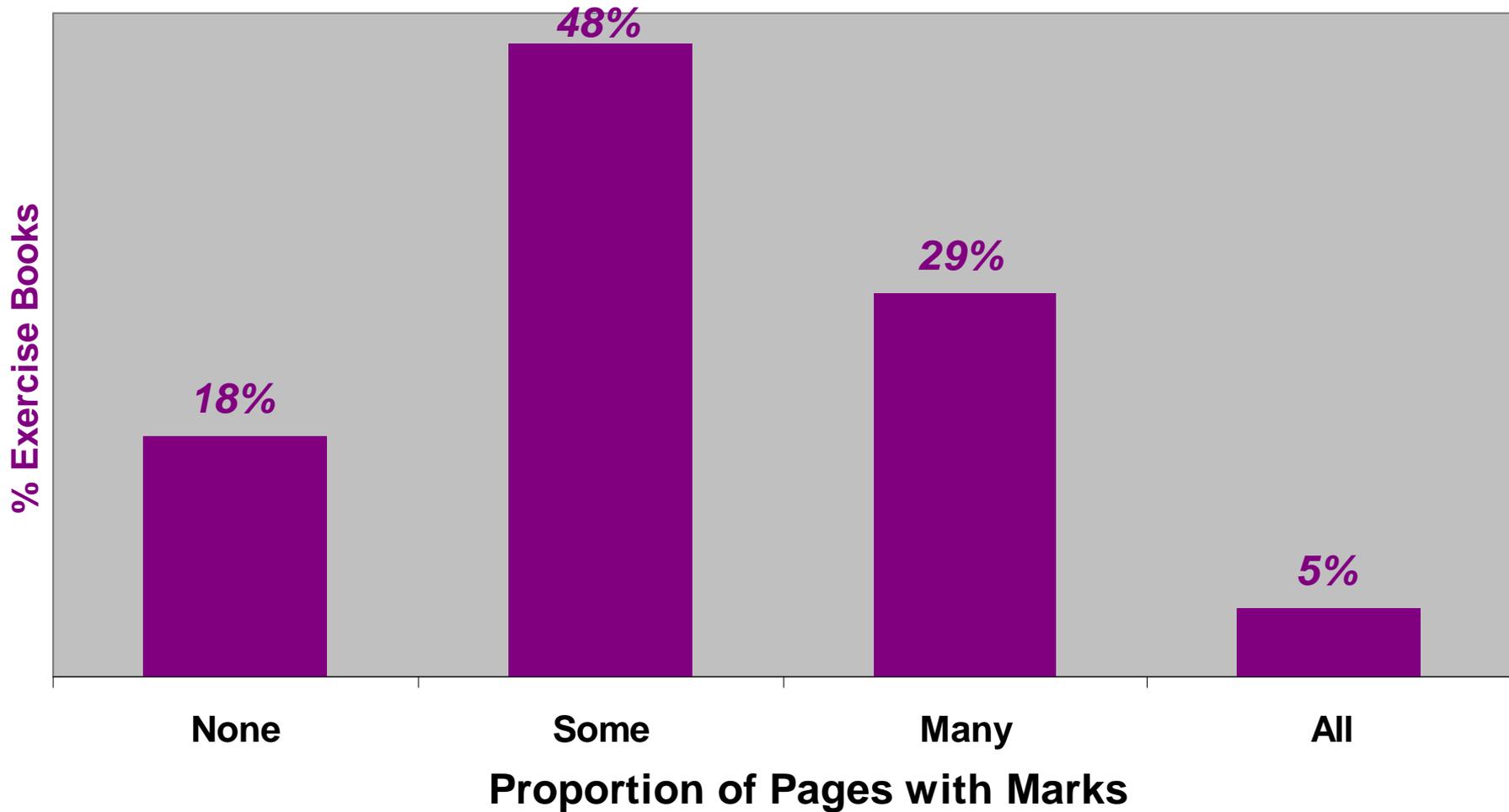
2nd grade reader
#2

34 CWPM 2nd Grader

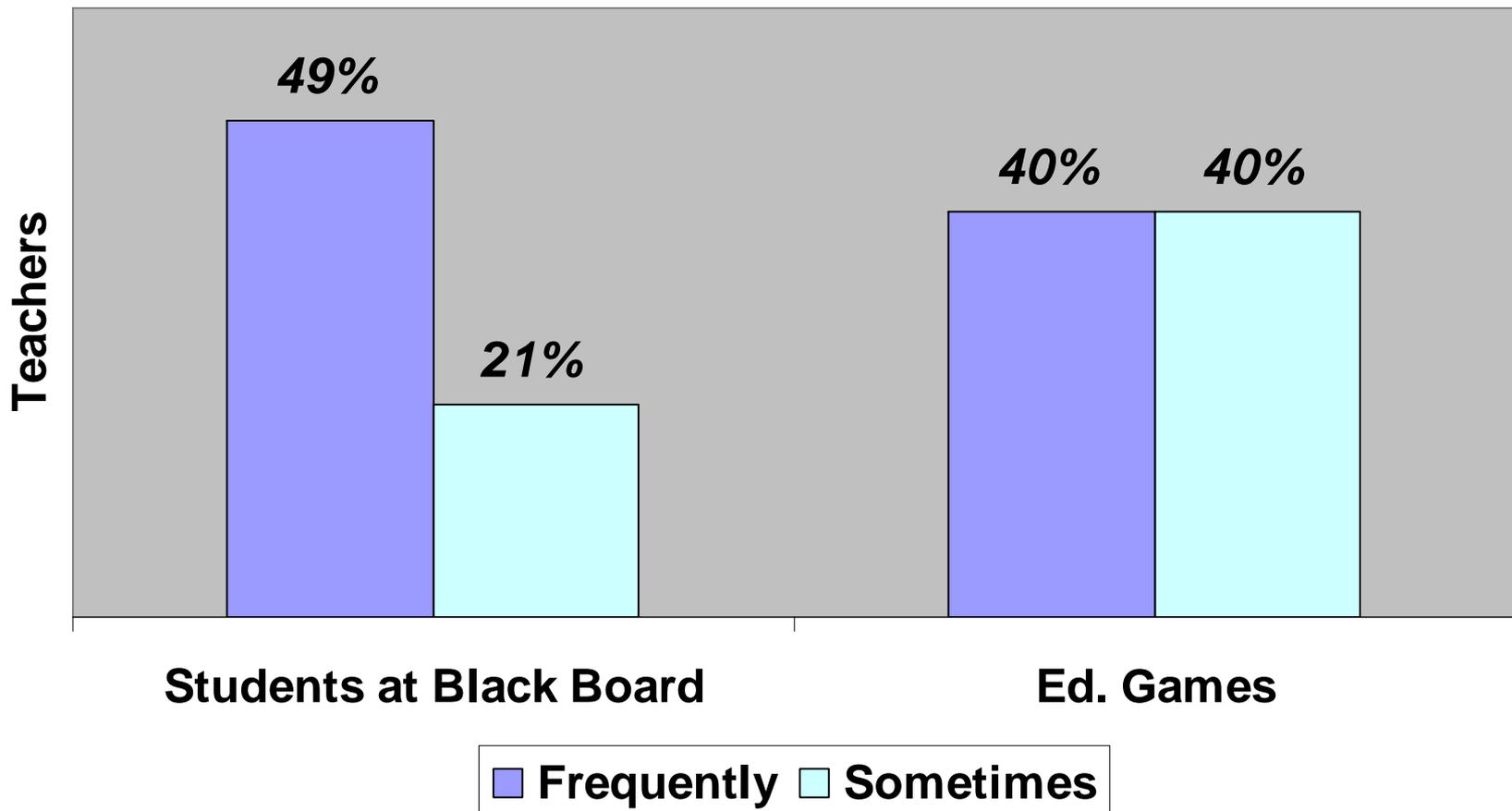
Teacher Feedback and Student Reading Fluency



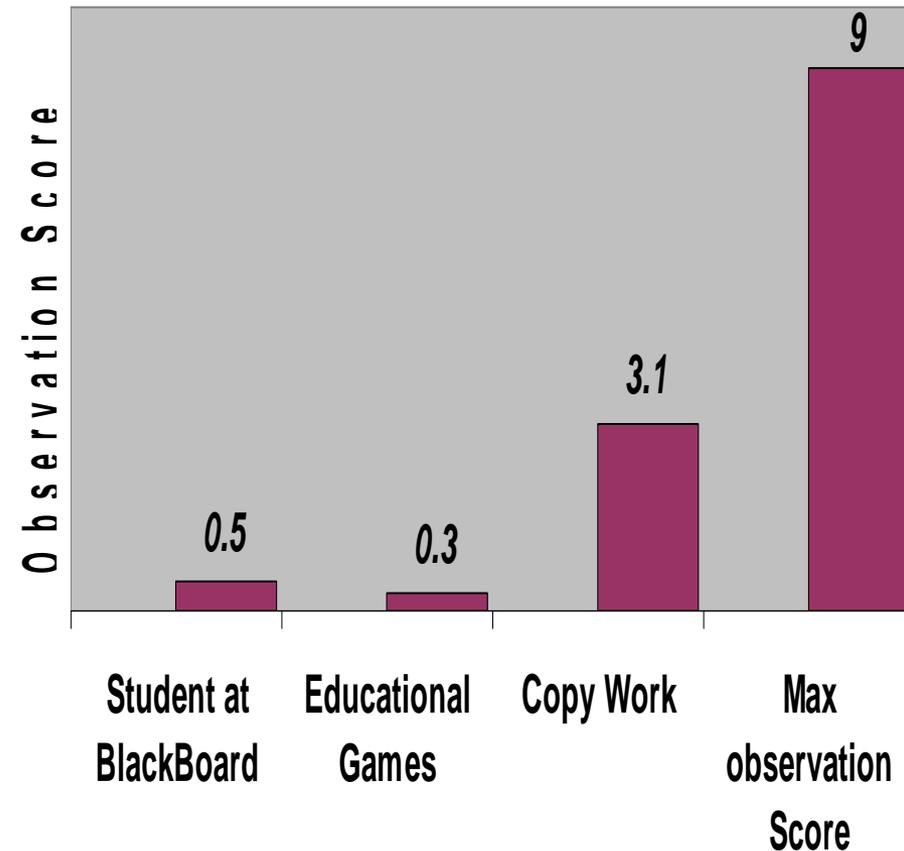
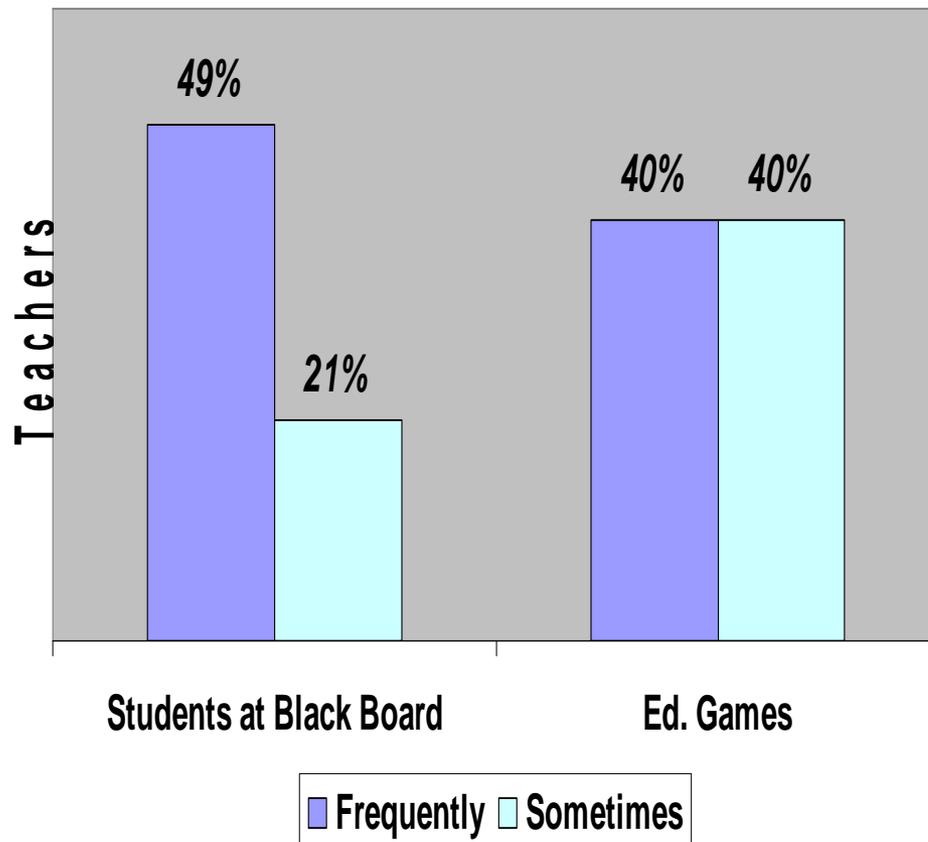
Exercise Books by Proportion of Pages Marked by Teachers



Frequency of Student Activities Reported



Frequency of Student Activities Reported vs. Observed

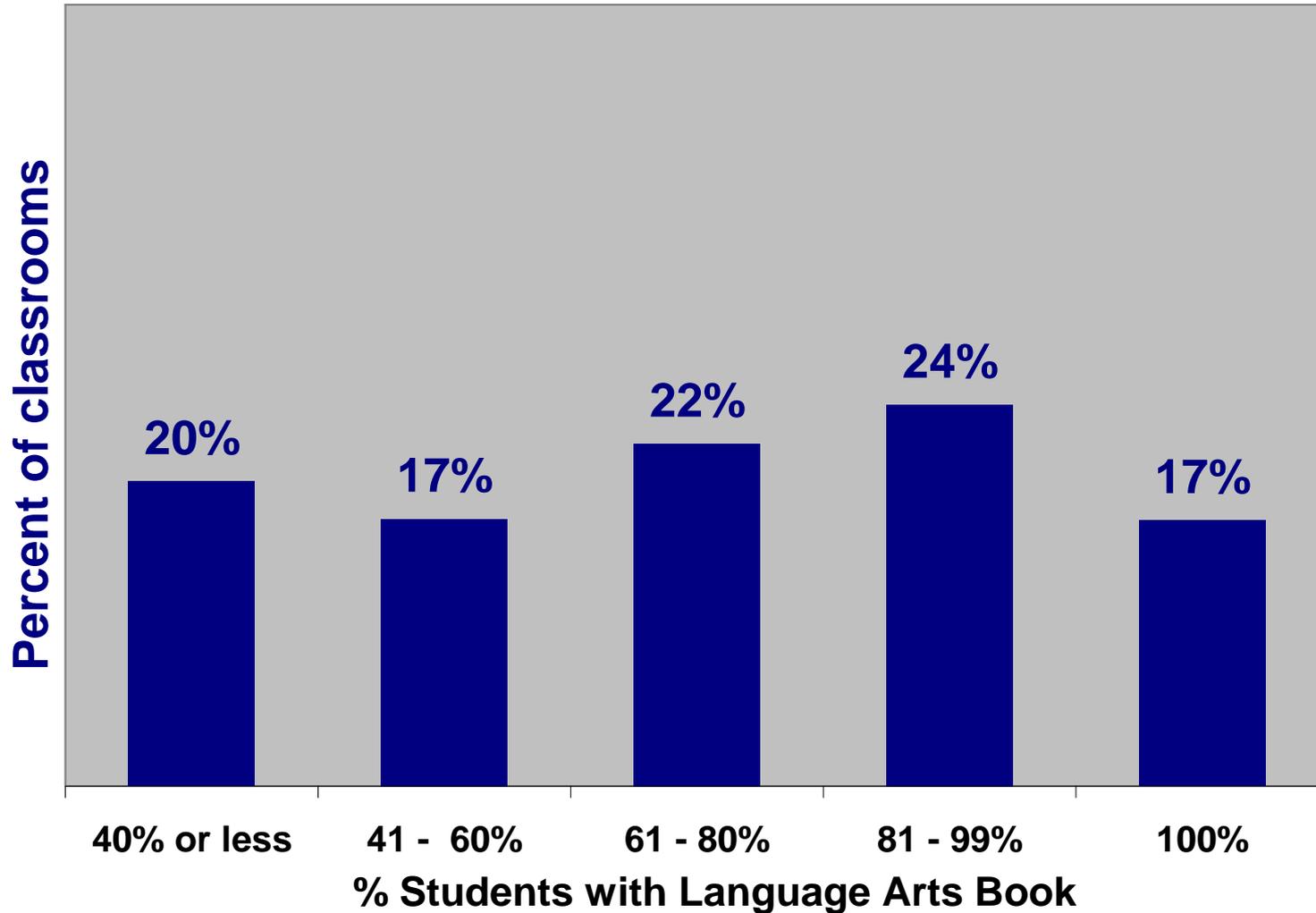


Measuring the Availability of Textbooks

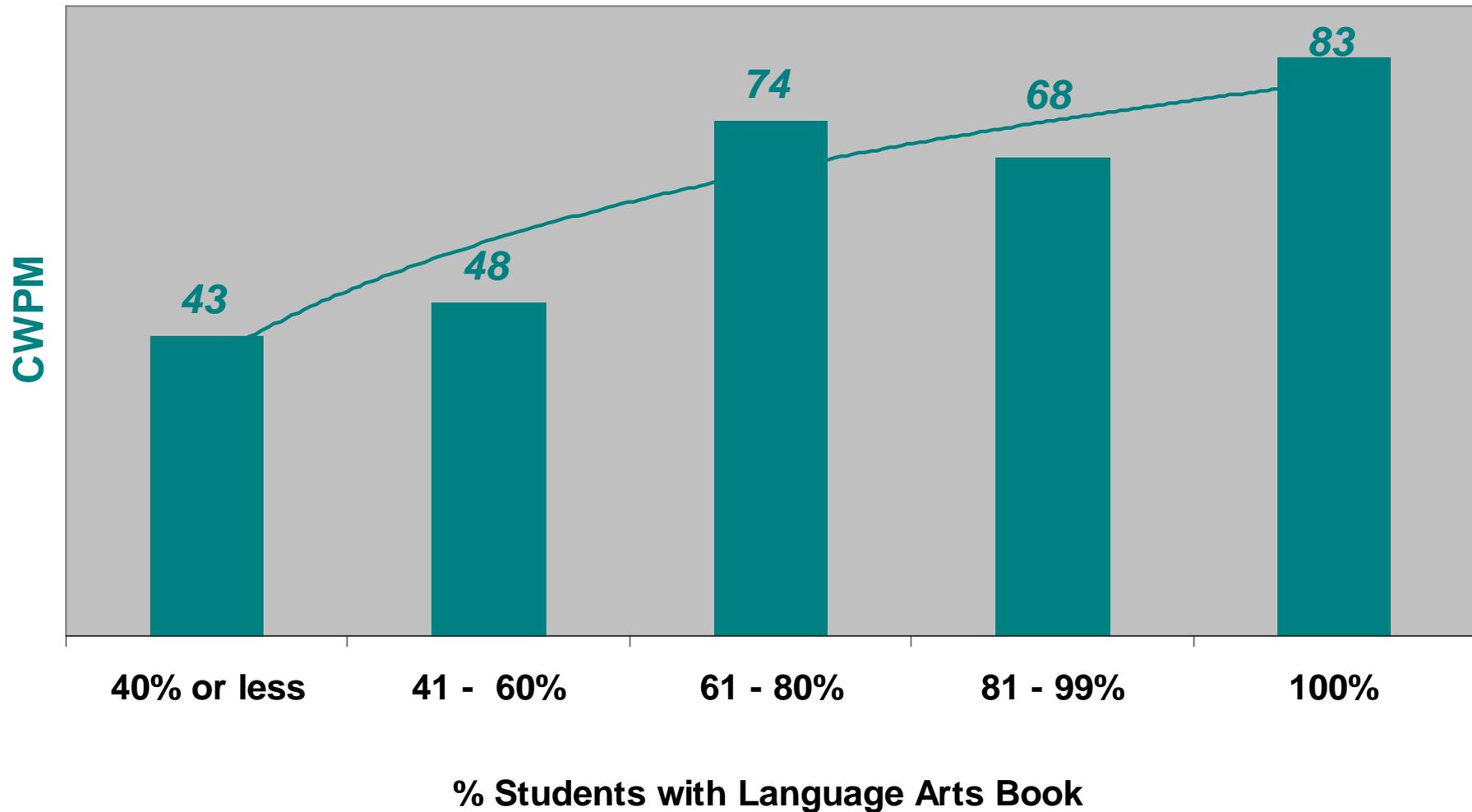


Photos courtesy of Fundación para el Desarrollo Agrario (FDA), Peru

Sampled Classrooms by Availability of Textbooks



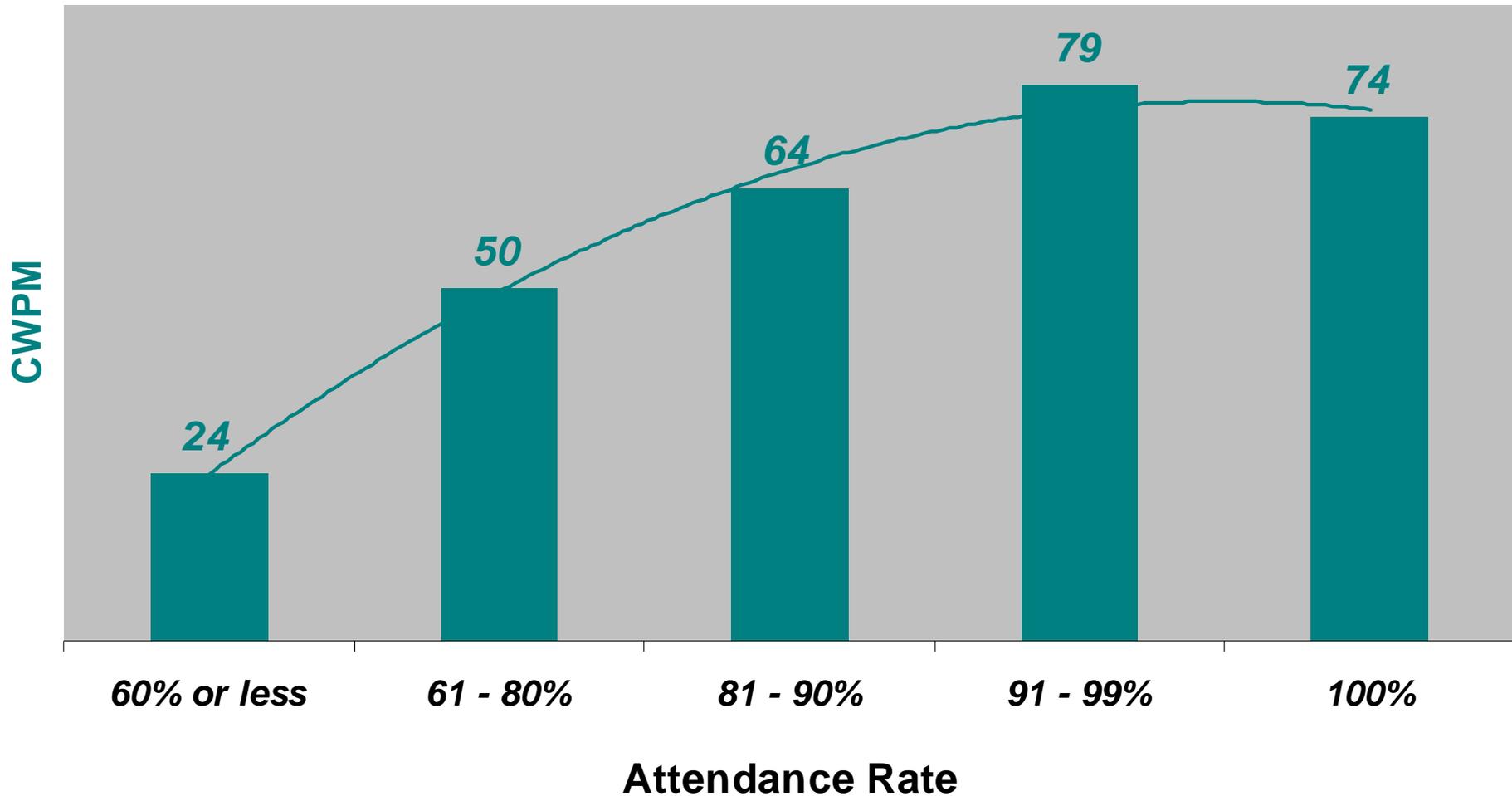
Availability of Textbooks and Reading Fluency



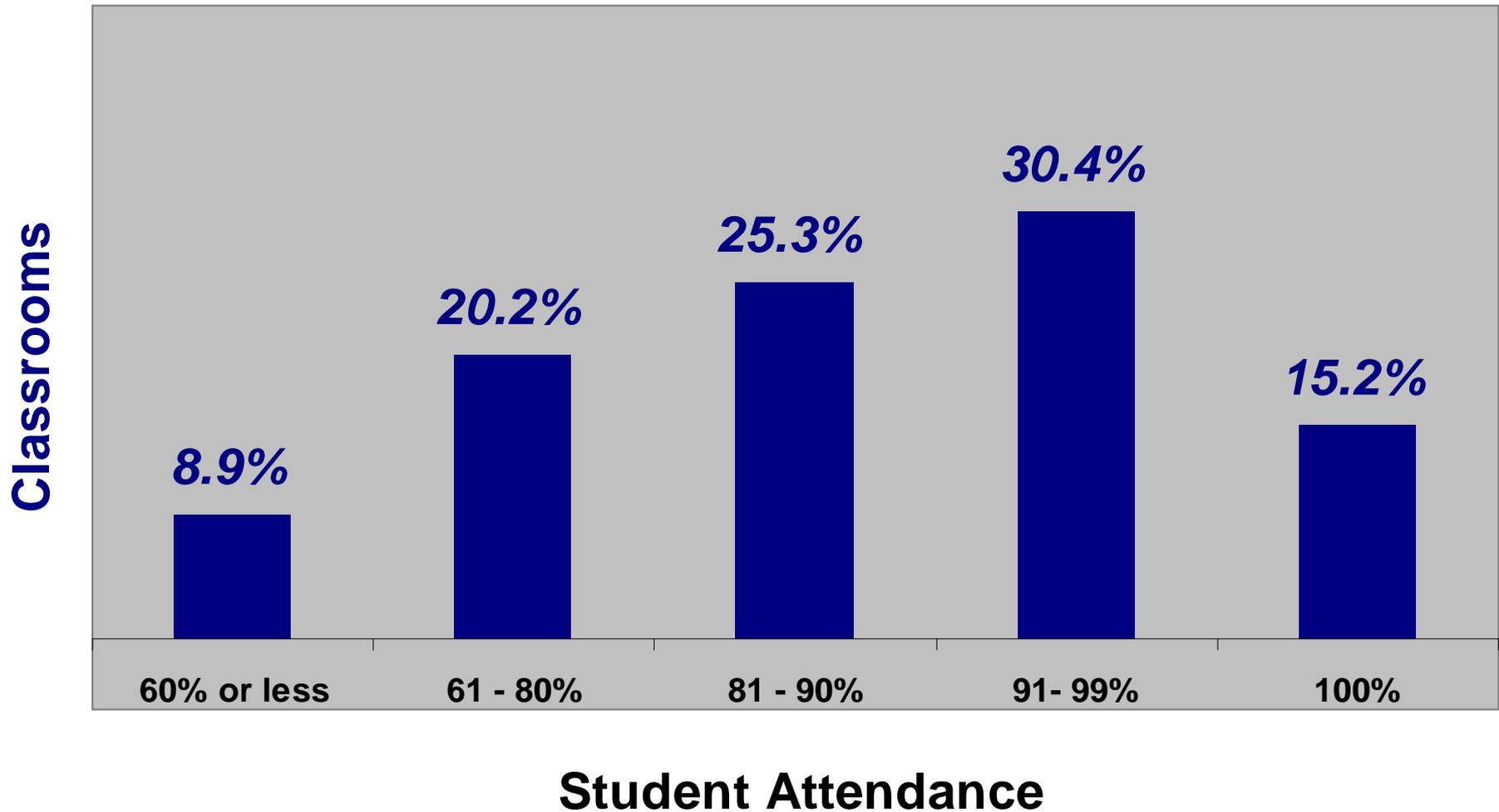
Teacher Absenteeism and Tardiness

- 46% of schools in the sample had no reported teacher absenteeism on the previous day.
- On average 4.3% of teachers were reported absent

Student Attendance Rate and Reading Fluency



Classrooms by Student Attendance



Concerns with School Infrastructure

- 57% of the public school principals said that there were safety problems with the school building.
- 38% of schools needed major repairs
- Teachers reported that overcrowding and noise or other distractions acted as impediments to student learning.

Conclusions

- SSME is a valid and reliable instrument
- Pilot study offered useful insights
 - suggesting what is working well
 - identifying opportunities for improvement
- SSME data derived from a more representative sample could be invaluable for
 - policy and strategic planning decisions
 - Development of management and supervision tools

For more information please see www.eddataglobal.org