

## **FACILITATOR GUIDE**

### **PRIMARY SCHOOL CASE STUDY SCENARIOS**

#### **Hillside Primary School Case Study**

School Profile:	Principal has been at this small rural public school a long time.
Administration:	Principal does everything right, but doesn't understand modern pedagogy. Has not addressed high teacher turn over issue.
Access:	Stable enrolment.
Resources:	Community fundraising for the purchase of teacher guides and instructional materials and textbooks was a good initiative. The teachers are young, motivated to do well, but uncertified so don't have teaching skills, rely on traditional T-L methods. There is high teacher turn over because of location. Principal does assess the teaching-learning process, but perhaps doesn't quite know what progressive methods to look for since on the surface everything looks fine.
Student Attainment:	Promotion remains high across all grade levels; attendance is consistently low among boys; drop out rate is high among boys; transition to junior secondary increases – mostly boys; graduation rate low mostly girls.
Student Achievement:	Students score unusually well on school-based tests, less well on standardized tests in the later grades indicating weak school-based testing; since transition rates to Junior are high and graduation rates low, we can assume that grade 6 students are having difficulty with the common entrance exams.
Summary:	This school has a very inexperienced and uncertified teaching corps with a high turnover because of remote school location. They lack skills in modern teaching methodology and classroom assessment methods, relying on traditional teaching methods (rote learning, etc.) and use of textbooks. They compensate with easy school-based tests. Consequently the students appear to be learning, despite the high repetition and dropout rates, but they are not mastering the curricula well enough to pass the common entrance exams.

## Seaside Primary School Case Study

School Profile:	This semi-urban public school in a lower-middle class neighborhood has a new ambitious Principal as of this year.
Administration:	The previous Principal gathered education data, but didn't really use it. Few appraisals of teachers done in past, only non-instructional staff, nor did he track teacher attendance or punctuality. New Principal is taking a more serious approach and has hired a consultant to assess the T-L process.
Access:	It seems that rising enrolment due to transfers-in had gone unnoticed by the previous Principal. Note the peak in enrolment in Grade 2.
Resources:	The absolute level of school resources has remained the same, resulting in lower resources available per student/teacher because of rising enrolment. The excellent teaching staff are certified and experienced but have been watching class sizes increase in K, G1 and G2; the number of teaching guides has remained the same; but the number of classes must have increased per subject leaving some teachers in the lower grades without support materials.
T-L Process:	Teachers have returned to traditional parochial teaching, symptoms of overcrowding; teacher motivation deteriorates.
Student Attainment:	The graduation rate remains high because G6 students have not suffered from large class sizes and overcrowding. Attendance is low in the lower grades, promotion declines slightly and repetition rises slightly. The school has so far avoided any increases in the drop out rate.
Student Achievement:	Note how the scores on standardized tests over the four years decline significantly for G2 and slightly for G4, while G6 remains unaffected. Variances in students performance between the three grades has increased to the point where there is now a 10 point difference between G2 and G4 and a 20 point difference between G2 and G6. Clearly, the performance of students in the lower grades is suffering.
Summary:	The previous Principal was not taking school performance management seriously. He was reading/interpreting the performance indicators incorrectly and/or either missed or ignored the effects of rising enrolment on the teaching-learning process. Since he did not conduct teacher appraisals, he wasn't getting the feedback he needed from the teachers who were becoming increasingly frustrated and, despite their experience, were forced to slip back into more traditional teaching practices, e.g., dictation, rote learning, etc. The enrolment wave hasn't reached the 6 <sup>th</sup> grade, so student achievement and graduation rates at this level are unaffected. However, unless something is done to address the resource constraints caused by the accelerated enrolment, student achievement at all levels will continue to fall.

## Central Primary School Case Study

School profile:	Large urban public school in a very poor neighborhood.
Administration:	This is a well-managed school, but with little involvement from parents since there is no PTA.
Access:	Stable enrolment and stable net versus gross enrolment.
Resources:	The resources available to this school have been low in terms of the per unit costs, because of the absence of a PTA to fund-raise. The teaching corps is young but certified and well motivated. The gross student/teacher ratio is relatively low and stable. Improvements have been made in obtaining instructional materials, textbooks and computers over the years.
T-L Process:	Net student/teacher ratio is reasonable allowing teachers to use progressive child-centered active learning teaching methods. All other indicators also point to an excellent T-L process. Students appear to enjoy their educational experience, reflected in a positive attitude and motivation.
Student Attainment:	These indicators are stable from year to year. There is relatively little fluctuation with consistently very high attendance rates. Graduation rates are high for an inner city school located in a poor neighborhood. Progression rates are also consistently high, indicating that students are mastering the curricula as they progress from grade to grade with a relatively low repetition rate and no dropouts.
Student Achievement:	Standardized test scores consistently improve from G2, to G4 and to G6 in a given year. However, they have also show slight improvement over the four years. An examination of the school-based tests reflects the same trend where test scores are low in the early grades, but improve with every grade. Student performance improves the longer they stay in school.
Summary:	Children who come from impoverished economic circumstances generally enter school in K with poor literacy and numeracy skills. This school has managed to overcome these initial constraints with dynamic T-L process that compensates and improves student scores over time. Improved teaching resources have also contributed to improvements in test scores over time. School-based test scores appear to reflect the curricula, hence the low variance with standardized test scores. The teaching strategy and regular assessment keep students motivated and prepares them for the standardized tests and common entrance exams. This school's performance is exemplary, given the circumstances of the students who attend.