EASTERN CARIBBEAN EDUCATION REFORM PROJECT

MONITORING OF EDUCATION REFORM INITIATIVE

PERFORMANCE MANAGEMENT HANDBOOK FOR SCHOOLS

Prepared for the
OECS Education Reform Unit

By
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ABBREVIATIONS

BVI	British Virgin Islands
CAPE	Caribbean Advanced Proficiency Examination
CDB	Caribbean Development Bank
CEO	Chief Education Officer
CIDA	Canadian International Development Agency
CXC	Caribbean Examination Council
DFIDC	Department for International Development Caribbean
ECERP	Eastern Caribbean Education Reform Project (CIDA funded)
EFA	Education for All (UNESCO)
EMIS	Education Management Information Systems
ERC	Education Reform Council (Council of OECS Ministers of Education)
GPI	General and Pedagogical Information
IIEP	International Institute for Educational Planning (UNESCO)
IT	Information Technology
MOE	Ministry of Education
MER	Monitoring Education Reform
OECD	Organisation for Economic Co-operation and Development
OECS	Organisation of Eastern Caribbean States
OERS	OECS Education Reform Strategy
OERU	OECS Education Reform Unit
OETEC	OECS Technical Education Committee
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational Scientific Cultural Organization
UWI	University of the West Indies

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PART 1
Introduction

1.1 Monitoring Education Reform in the OECS

Current education indicators place the OECS Member States well above the average for all countries at similar levels of economic development. Universal primary education targets have been largely achieved, while early childhood, secondary and tertiary level enrolments continue to climb. While considerable progress in education reform was achieved in the last decade of the 20th Century, rapid changes in our regional economy require further development of our human resource base so as to compete in the global economy of the next century. Continuous improvements in education are needed to adjust to new and ever-changing economic realities. Effective management of information about the performance of education systems in the Caribbean has been identified as a critical weakness and essential component to future development. This is particularly apropos of our education systems in the OECS as previously outlined in Foundation for the Future[1], the strategy that inspired and oriented education reform in the sub-region.

> *"A framework and mechanisms which seek to ensure continuous reviews of goals, objectives, outcomes and achievements, which allows new components to be added and which promotes ongoing consultation among the stakeholders in education in the sub-region are vital to the success of the entire reform exercise." (Foundation for the Future 1991, p.97)*

[1] Miller, E., A. Lockhart, et al. 1991. Foundation for the Future: OECS Education Reform Strategy. OECS Secretariat, Castries, Saint Lucia.

Over the past decade the OECS Education Reform Unit has supported a series of major reforms in education in collaboration with the Ministry of Education (MOE) in each Member State aimed at strengthening our capacity to plan and implement education reform throughout the sub-region. To this end, two such initiatives involve the Monitoring of Education Reform and the establishment of a sub-regional Education Management Information System (EMIS) for the OECS. These two initiatives provide the *"framework and mechanisms"* recommended in Foundations for the Future which have been adopted to monitor the performance of education in the OECS. However, while recent progress has been made through both of these initiatives, we are reminded in a recent UNESCO publication titled, Education for All in the Caribbean in the 1990's: Retrospective and Prospect that there are still several weaknesses in our data management capacities that must be remedied.

"These weaknesses are the failure of some public schools to report to the Ministry of Education each year, double enrolment of students resulting from internal movements within the education system, the paucity of statistical information on the private provision of education in Ministries of Education in several countries, and the increasing inaccuracy of population projections in the years between censuses, especially in the later years. ... Consideration should [also] be given to establishing a sub-regional database on education statistics which all countries and agencies could maintain and support." (Errol Miller 2000, p. 69)

To develop a reliable database of educational statistics for a country will require the co-operation and effort of each primary and secondary school because, this is where the education data is generated and, hopefully used to greatest advantage.

1.2 What is School-Based Performance Management

School-based performance management shifts responsibility for school effectiveness and improvement from the Ministry to the school. This shift in accountability encourages school staff, along with Parent Teacher Associations, to formalise and make public both their decision-making processes and the information upon which their decisions are based. School-based performance management is a powerful tool that supports this process.

The challenge for those involved is to establish data collection and analysis processes that will generate the kind of information needed to facilitate problem identification, and to design and develop school improvement solutions. The opportunity lies in the fact that school-based performance management places information and increased decision-making authority in the hands of those who have always been held accountable for educational outcomes: principals and teachers. When the school staff is empowered in this way, a unique climate is created, one in which the school staff, parents and community can contribute to and actually stimulate school improvement.

New Demands on Schools

The new demand for schools to adopt an explicit and documented decision-making process can yield unexpected returns. First, a formal, public system of tracking your progress can assure parents that your school is dedicated to meeting the needs of their children. The school community widens each year and the public's appetite for performance information seems to be growing. School-level progress tracking can help principals and teachers explain school and student performance to any and all interested people at least once a year. You will be in a position to produce a school 'report card' that can address topics, such as, school administration, student enrolment, resource availability, teacher-learning processes, student attainment and achievement, parent-community relations. The report card can provide a starting point for school-level evaluation and improvement programs. Customised to your school's improvement objectives, such report cards can be a useful tool for heralding your successes.

More importantly, school-based performance management will improve the quality of the information used to make management, program and instructional decisions. Who among us has not wondered what effect class size, student/teacher ratios, whole language, or activity-based child-centred learning techniques have had on student performance? A formal, or more explicit, system of tracking your progress provides information about the consequences of resource constraints, and the effects of new programs and teaching practices on student learning. Armed with valid and reliable information you can be your school's strongest advocate for school improvement programs, and the funding to support them. Finally, school-based performance management can provide district education officers and the Ministry of Education officials with concrete evidence of resource constraints or school effectiveness in a timely manner. Data gathered by school staff on a regular and systematic basis, unlike the annual school census data, is generally more complete, reliable and timely. This is very important, especially since the Ministry of Education is reliant on data and information gathered by school staff to generate national education statistics that, in turn, inform national decisions on education reform. Your dedication to collecting and analysing school-based education data, while perhaps not glamorous or exciting, will nevertheless make a tremendous contribution to school improvement and national education reform.

1.4 How to Use This Handbook

This *School-Based Performance Management Handbook* is designed to increase school effectiveness by presenting some simple, yet powerful techniques for looking at your school and making decisions that will address its most immediate problems. Managing your performance starts with simply tracking your progress. This handbook provides techniques for tracking where you are going, monitoring where you are, and identifying strategies for getting you where you want to be. Tracking your success means developing a solid school record system.

- Chapter two, "*School Records: Your Main Source of Education Data*," explains the importance of developing a solid school record system.
- Chapter three, "*Collecting and Compiling Your Education Data*," discusses how to collect and compile summary education data for every school year using a computer-based software tool to register. The latest version of the Performance Management Tool (PMT) for primary and secondary schools should be used in conjunction with this handbook.
- Chapter four, "*Analysing and Interpreting Your Education Data*," focuses on analysing and interpreting education data using the core list of OECS performance indicators and includes case study material to be used during capacity building workshops.
- Chapter five, "*Reporting and Managing School Performance*," provides some tips on reporting on and managing school performance, with an emphasis on community involvement in school improvement and effectiveness programs.

Your comments on this handbook are welcome by writing Mark Ernest, Information Officer at the OECS Education Reform Unit, Villa Apartments, Morne Fortune, Castries, Saint Lucia.

PART 2
School Records: Your Main Source of Education Data

This chapter is meant to draw the reader's attention to the importance of records in school management. It highlights the basic skills needed in school records management and suggests ways in which to create and maintain standard records as efficiently as possible at the school level. As such, it provides a general, best practice framework that can be adapted according to specific country requirements. The purpose of this chapter will have been achieved if, after having gone through it, the reader:

- Recognises the crucial role of school records in information management.
- Can explain what is involved in the records management process.
- Can create, maintain and use school records effectively.

To enable the reader to clearly grasp the various issues involved in records management, this chapter comprises the following sections:

- A general overview of managing records. It includes definitions of records management concepts as used in this text and provides examples where applicable.
- A description of the design and characteristics of standard school records; an examination of the various stages within the school records management cycle followed by an example proposal of a time-table for information preparation by schools within the school calendar year.
- Suggestions on how to manage records on pupils, teachers and administrative staff, materials and finances.

2.1 The Importance of School Records Management

Both schools and the Ministry of Education (MOE) generate information, which each in turn uses for the daily running of the schools, as well as for projecting and planning purposes. For the information to be used effectively, it must be accurate and reliable. This calls for efficient information management and herein lays the role of records. Amongst the information generated by schools, for example, are enrolment statistics (capacities and demand), human, financial and material requirements, expenditures, etc, all of which are crucial to the successful running of an education system as a whole. Schools are able to provide this information satisfactorily, provided it is on record.

A record is defined as a documented proof of a transaction. This can refer to any activity that falls within the normal routine of an organisation. Schools have the task of teaching and providing a learning environment. In so doing, teachers and other members of staff are employed, materials are acquired, pupils are admitted, tested, examined and so forth. Any written or recorded item that shows the existence of a particular pupil, how many pupils there are in the school, if a pupil has been transferred, how many desks have been acquired, etc, is a record. In short, records contain information important to the daily running of schools.

Some activities in a school need to be accounted for, especially when resources have been or need to be used. It is important for a teacher or school head to justify certain actions. In the absence of proof of the activity having taken place, it is difficult to explain or account for the resources that may have been expended in the course of the activity.

Records, therefore, are an important means of accountability because they provide proof. For example, there are instances when a school has to ask for certain facilities from the Ministry or any other funding organisation. Unless the school can show that it does not have adequate facilities or that it has admitted more pupils, it is difficult for the funding organisation to justify sending any of the requested items.

Records have a dual function. Not only do they enable a school to have a clear picture of what is available and what is required, but they also provide justification of certain needs. Furthermore, they serve to extend the memory by which persons and/or organisations can pass their cultures and achievements on to future generations. Record keeping is vital to

an education system's information cycle as a whole, because of its fundamental role in the process of efficient information production and collection. Since some of the most crucial information is produced at the school-level, the importance of creating a systematic record-keeping culture at that level can- not be stressed enough. For records to exist in the first place, the need for them has to be identified. Such a need may be a matter of policy or a requirement either of the MOE or the school authorities. Once this need has been highlighted, one can turn to the issue of the effective management of the records.

2.2 Life cycle of a School Record

In this section the reader is introduced to the life cycle of a school record and the management activities of their custodians. After reading this section, you should be able to:

- Explain the different stages in the life cycle of a record.
- Elaborate on the role of custodians in record management.
- Cite examples of the ways in which to classify records.
- Identify and define the activities involved in keeping records.

In the life cycle of each record there is a stage when a record is active; it is then referred to as an active record. During this phase the record is in regular use. An example of such a record is when a pupil is enrolled and attending school. Any records pertaining to the student can be used to document background information and record punctuality, attendance, grades, exam marks, etc. During the next stage, the record becomes semi-active, this is to say, it is less active than before, e.g., during the summer months. The record may, however, be used as a source of reference for planning the following school year. Usually, information is neither added nor removed from a record at this time. The final stage is when the record becomes inactive or dormant, such as, in the case of a student graduate. There are two things that may happen to such a record. If the record has an historical value, namely, it has information that could be used later on, then the record is kept in a safe storage place, usually referred to as an archive. If key information from the record has been registered with the Ministry, and the record itself has no historical value, then it can be discarded.

A record must undergo an appraisal in order to determine to which of the above three categories it belongs and, following this, what is to be done with it. Appraisal is important in that the more records there are, the more difficult and costly it is to maintain and manage them. It is important to get rid of those that do not have any value, in order to provide space and facilitate management. One example of this is a non-action information record, like the notification of the retirement of a personnel officer at Ministry Headquarters. Such a record need not be kept long at a school, because it has less historical value for the school than for the Ministry.

A school must concentrate on directing its limited resources at maintaining and managing those records that have a direct bearing on the school.

As a general practice, the school should determine when appraisals are to be carried out, so as to be able to decide what must be done with the different types of records. This is referred to as a retention and disposal schedule. The custodians of the records should be responsible for the following management activities during the life cycle of a school record.

2.2.1 Filing

Records must be organised and stored in an orderly way to ensure easy retrieval. To achieve this they must be filed. This entails grouping together records on the same subject or issue within a file. A file is made up of a group of related documents, which may form a file. The word 'file' is also used to refer to the place where a number of records are put, e.g., a file of letters/papers on school materials. Records must be kept together in a group so that they can be used as a unit within a given area. It is useful to have all the information on a particular subject together. A series brings together related information. In a school, information can be arranged according to groups of pupils, teachers, materials and finances. The initial stage in file arrangement requires identifying the records by subject content and then arranging the files according to subject groups. The file groups can then be further subdivided into more specific subgroups. For example, records on pupils can be further subdivided into admissions, registration, academic performance, attendance and so on.

2.2.2 Classification

The process of putting records and files into groups according to subjects is called classification. It ensures that school records are placed in a logical order. Logical file arrangement is important, since it ensures that each file has its specific place and can be retrieved easily. There are a number of classification schemes, including those that are created by the schools themselves. When choosing a classification system, it is important to consider the order or structure of given subjects and how the various systems treat the subject. A good system will maintain the natural order of the subject. For example, pupil records should be arranged according to the various sequential processes of pupil management such as admission, registration, performance, etc. It is, however, easier and more reliable to use the various school and ministerial classification schemes and terminology when classifying. There are some commonly used methods for arranging records and files according to type. Below are four examples of how to go about classifying records.

Table 1: Methods of Classifying Records

TYPE OF RECORDS	SYSTEM OFTEN USED
Correspondence - this refers to letters, memos, etc.	Classified subject files. But correspondence can etc. be a part of any type of system. Correspondence files are sometimes called general files to differentiate them.
Transactional records -transactions refers to the purchase or exchange of items.	Alphabetical (by name) or numerical arrangement (by numerical identifier, such as invoice number). It is important to keep these separately.
Project records -projects include the production of materials and services	Usually project name or number, often subdivided by subject and classified.
Case files (which may include or subdivide into discipline, performance, etc.) - these refer to files, like personnel and pupil files.	Normally by case or name.

It is preferable to arrange pupil and staff records alphabetically by surname in alphabetical files. For example, all pupils or teachers with surnames commencing with the letters A to G could be filed within the file A-G. Alternatively, numbers could be used for pupils and personnel, but this would depend on the quantities involved.

2.2.2.1 Coding (file identification)

Once the files have been classified, they have to be labelled with certain identities/ codes. Normally, the identities/codes which schools allocate come either from existing classification schemes, like those used at ministerial or district level, or they are ones developed by the schools themselves. One method of coding is where categories are subdivided numerically in a hierarchical way: materials 100, papers 100.1, pencils 100.2, etc. Another system is to use alphabetical codes or a combination of letters and numbers. In some countries they code admission matters with an 'A' both at the school and other administrative levels.

It is important to note that whatever coding system is used, it must be consistently used by everyone in the school.

2.2.3 File storage

After a classification system has been determined and the files have been labelled, the files are then arranged accordingly and kept in a cabinet drawer. A filing cabinet or cabinets should be used for this purpose. The cabinet drawers in which the files are housed must be labelled clearly and the files appropriately organised so as to maintain the relationship of the files to one another.

2.2.4 Indexing

The process referred to as indexing involves recording the records as they arrive and, subsequently, where they are filed. The way in which information is classified, namely, the choice of a method and the actual file organisation and coding, depends on the system selected by each school or the place where the records are kept. Hence, the classification and coding used may not always be familiar to the people who are looking for the records. It is, therefore, important to have an orderly listing of names, codes or any other identities to which people may refer when looking for the records. This is commonly referred to as an index. The index should show what record files and information are available, under which identities they can be found and where they are located. There are

instances where a record could belong to more than one file. Therefore, if certain subject matter can be filed under more than one identifier or name, this must be clearly indicated in the index. This is to facilitate a process referred to as cross-referencing, whereby a person using the index will be able to find a particular record by searching for it under more than one identifier or name.

For example, a particular disciplinary case letter on a certain teacher may be kept in a disciplinary action file as well as in the teacher's file. The index should then indicate that this information could be accessed via more than one name or identifier. This type of index helps to relate one set of files and records to another. If a school head has to make a report on teachers or pupils who have been subjected to certain disciplinary action, such an index would enable the head to easily retrieve all the necessary files. Files must be indexed in such a way that referencing and retrieving always remain easy. For example, if an individual teacher file is titled Thomas, Jason TS 12345 - here the teacher is identified both by name and a so-called Teaching Service Number (TSN) - then, when referring to this file, both the teacher's name and number can be quoted. It is also helpful to have an index that lists all teacher files by name.

2.2.5 Maintenance

The maintenance of records involves all activities that ensure that they are in good condition, (e.g. not worn out or torn, that they are legible and complete) and kept in an orderly state. This is a central function of the school records custodian.

2.2.6 Transfer

Records that have an historical value, depending on whether they are active or not, may be transferred. Transfer refers to the movement of records from the 'active' record storage area at a school (the school head's office or another designated area within the school) to either another record keeping system at a school elsewhere or at the district education office.

2.2.7 Retention

Yet another important activity in records maintenance is retention. It involves determining which of the records have an historical value, thereby making them relevant for future reference. A Retention Schedule (Table 2) can be a useful tool for managing records.

Table 2: Sample Retention Schedule

Record Description	Storage Location	Appraisal as of date of creation	Retention		Disposal
			In Storage	Archives	
Admission	Principal's Office	End of year	As long as there is space, keep from 1-5 years	Forever	No
Register	Principal's Office	6 months		No	Yes
Application	Class	End of year		Forever	No
Class Register	Teacher	End of year		Forever	No

2.3 School Records Management Cycle

In this section the reader is shown the various stages within the management cycle of school records as well as the flow of education data. The section then goes on to give a step-by-step account of the different activities within a school calendar year that have a direct bearing on school records management. The intention is to show the reader how the records management cycle is linked to the management of a school. It also provides the reader with an idea of the kind of timetable needed for school information preparation. **Figure 1** below illustrates the following:

- The uses of school records for individual reference and school administration.
- The use of records for education data collection through summaries and tallies.
- The way in which the education data can be captured with indicators and questionnaires.
- The uses to which the information can be put for performance monitoring, evaluation, reporting and educational research.

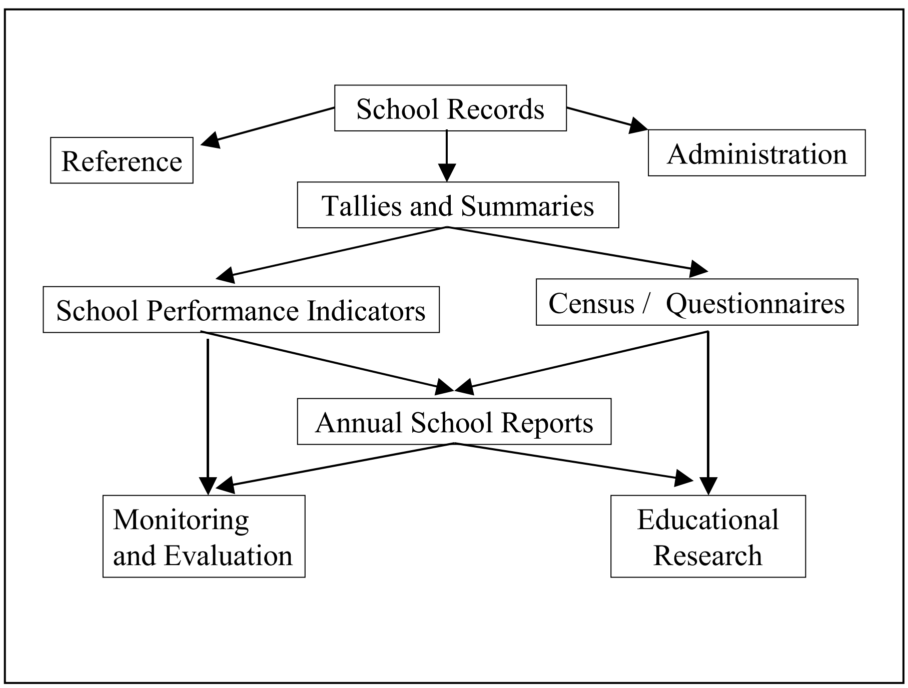


Figure 1: Flow Chart of Records Usage

We now take a step-by-step look at those activities within a school calendar year linked to the flow of records usage.

2.3.1 A Proposed Time-Table For Information Preparation

School activities are closely linked to the school calendar. When a school opens for the first term or semester, certain records are created. At the start of the first term, the pupils report to the school where they have to register. To be ready for the arrival of the pupils, the school must make certain preparations in advance of the start of the first term. Ideally, the preparations should occur towards the end of the previous school year. Amongst these preparations are the acquisition of appropriate stationery and materials and the renovation and repair of classrooms and furniture for classroom work. In the case of boarding schools, boarding facilities must be in place. The school authorities have to ensure that amenities, like the water supply systems, ablution facilities, etc, are all functioning. These activities must be entered into a calendar that indicates clearly which activities are to be done and at what specific times of the year.

2.3.2 Step One: School Activities Prior To The Start Of The First Term

The school calendar discussed here is calculated on the basis of September being the start of the new school year and June its close. In September, new entrants and returning pupils report to the school. Prior to that, however, the school has to have made certain preparations in order to be ready to commence by September. How soon do these preparations have to start? What matters need to be examined? Around June/July of the previous year, schools begin to receive application forms from new entrants, for example, into Grade One. It is then that the school authorities need to know how many new entrants the school will be able to enrol the following year. The authorities also have to take stock of what resources are available and what materials will be needed in the new school year so that, where purchases have to be made, these can be done before the new school year begins. Such preparations are best made in August, or at the close of the school year. To do all this successfully, the authorities have to consult various existing records. Additionally, the preparation process also results in the creation of records, for example, inventories, stock books, etc, as and when items are acquired.

2.3.3 Step Two: The First Term

As the year progresses, attendance registers are marked, new teachers arrive (who have to be accommodated in terms of classroom space) and certain reports are made to various

authorities, etc. In St. Lucia, for instance, where the school year begins in September, by the end of October schools have to complete and return the annual census questionnaire (which reports on all school statistics like the number of teachers and pupils and their ratios, buildings, materials, finances, etc.) to the MOE. To do this, schools need to have a work schedule. They also have to consult all their records and prepare summaries of the required statistics. It would be very difficult to prepare these annual reports in the absence of records. By December, the end of the first term, pupils will have written their end-of-term tests. Graduating pupils will have made their college and further education selections. In readiness for the following term (about a month after the closure of the first term) schools need to take stock of their facilities.

2.3.4 Step Three: The Second Term

During the second term there are many routine activities that must be recorded., e.g., student and teacher attendance and punctuality, student test scores and end-of-term grades, etc. By the end of the second term, in March, the final year pupils will have written their mock examinations in preparation for their final examinations.

2.3.5 Step Four: The End Of The School Year

By the time the school year ends in June, schools must be able to report on:

- The number of pupils were enrolled, transferred, dropped out, promoted or graduated.
- How many of them were boys and girls?
- Their grades and overall performance.
- The number of teachers that have resigned or retired.
- The amount of school resources that were used.

Such information is vital for planning and making concrete preparations for the following academic year as well as being useful for reference and research purposes. As such, it must be readily available.

2.3.6 Summary

The above description shows that, throughout the year, the school carries out a number of routine tasks. These include pupil assessment and guidance, marking the attendance registers, production of summary reports at the end of each term, etc. There are also non-

routine activities such as the recruitment of new teachers, transfer of pupils back and forth and, in some instances, the construction of certain buildings. During the course of all these activities, records are generated and consulted. Those who are in charge of the records must always know which records are being created and consulted and when this is happening.

2.4 Standard School Record Forms

In this section the reader is provided with some tips on designing records, a set of characteristics of standard record forms and a number of samples that could be used in preparing a school records administration manual.

2.4.1 Designing Standard Forms

When designing a standard/uniform record, one must have a clear understanding of the following:

- What information needs to be collected?
- What the purpose is of the information that has to be collected?
- Who is going to collect the information?
- When the information is going to be collected?
- Who is going to use the information?
- Once collected, how the information is going to be used?
- When and how often the collected information is required?

The answers to the above questions will determine what kind of records are to be created and maintained. The kind of information collected will also determine the design of the records, namely, what the best way is to record the various details. Depending on the complexity of the information that is being collected, it may be advisable to provide those who have to fill in the records with a set of guidelines on how to do this. Another aspect to be considered in the design is availability and cost of the material, i.e. cards, sheets of paper, notebooks, etc. The design for a class register, for example, should enable a teacher to reproduce the format in an exercise book or other such easily available materials.

2.4.2 Characteristics of Standard Forms

Each standard record must have certain basic characteristics. It is important, therefore, to have an accompanying administrative manual that clarifies each of these characteristics so that those creating, maintaining and using the records have a common understanding of them. The following are the characteristics that should be described in a records administration manual.

Introduction: It defines and introduces the specific record, stipulating what it is and what type of information it is used for.

Purpose: This states the purpose of the record card/form. Following the introduction, it is important that the person who is going to create and use the record understands what the record is meant for. It should help to bring about accuracy in the creation of the records as well as facilitate the correct interpretation of the information.

Target: The target refers to those people who are going to fill in the forms and thereby create records. Careful identification of and consistency concerning those who are to create records will ensure that records are authentic and reliable.

Use: It identifies the people who can use the record to extract information. Generally, records are confidential, even within a school. There are people who are allowed to see and use certain or all of the records. People who are not mentioned as users are not supposed to have access to the records without clearance from the school head.

Content: The content provides information on the various sections/ parts of the record. This is to ensure that the person filling in the information will not omit any parts. It also helps the school to detect any errors in the records.

Guidelines: They inform one about how to fill in the records. The guidelines come in two parts: *definitions* and *instructions.* The definitions ensure that whoever fills in the record is certain about what exactly is required. This is important so that all records have similar information. Instructions give directions on how to fill in the records and there-by help to ensure a certain amount of consistency.

Storage: This describes how to store and arrange the records, namely, where they are going to be stored and in what order.

Retention: A retention schedule should be drawn up to indicate when specific records have to be up-dated and appraised and what is to happen to those records with or without an historic value.

2.4.3 Samples of Standard Forms

This section looks at the various standard records that provide the basic minimum information needed for the routine management of a school. The records cited here are grouped according to the following five categories: pupils, teachers/administrative staff, materials and finances. Information on these subjects can be recorded in different ways with varying amounts of detail, depending on a particular record's function. Examples of records within each category are described and accompanied with a sample form (Annex A).

Pupil records comprise a whole range of records containing information on pupils. This covers, for example, applications, admissions, academic, etc. There are also some general records that include letters from parents, copies of letters to the parents concerning the pupils, and so on. Within the range of pupil records, it should be possible to provide a variety of data on individual pupils (both current and former) as well as on the entire pupil body. The data contained within the records can serve a number of purposes. Some can be used to provide guidance and counselling to the pupils while other information is useful for the daily management of pupil affairs at the school. Sample records presented in **Annex A** are:

- Application Form
- Transfer Request
- Admissions Register
- Student Record Cards
- Class Register
- Mark Schedule
- Tally and Summary Sheets

Teacher and Administrative Staff Records

Teacher and administrative records provide information on the personnel in a school, those who teach as well as those who do not. These records include details on the availability of personnel in terms of qualifications, age, sex, etc. The records give an overall picture of the availability of staff. Sample records presented in **Annex A** are:

- Teacher Record Cards
- Administrative Staff Record Card
- Tally and Summary Sheets

Materials Records

These are records of the materials stocked at a school. They show the quantity and kinds of materials at the school's disposal. The materials can be divided into: equipment for classrooms and offices; teacher guides and reference books, student textbooks and supplementary readers; and furniture. All these materials are subject to wear and tear and eventually may need to be replaced. Thus, it is important to keep stock of what is available and to note the state and condition thereof. Materials records facilitate this kind of accountability. Sample records presented in **Annex A** are:

- Stock Books
- Inventory Forms

Financial Records

Finances are essential to carrying out school activities. Like other resources, finances require strict regulation and management. Financial records need to be maintained for auditing and reporting purposes. Funding agencies and parents who make financial contributions to a school want to know how their contributions are being used. By keeping financial records the school is able to make this information available. Sample records presented in **Annex A** are:

- General Income, Pupil Funds and Expenditure Records
- Financial Summaries

PART 3
Collecting and Compiling Your Education Data

3.1 School Performance Management Tool

Over the past several years the Ministries of Education of the OECS have collaborated with the OECS Education Reform Unit (OERU) in strengthening our capacity to monitor education reform both nationally and throughout the region. We recognised that a number of Ministries of Education in the OECS had developed, or were in the process of developing, corporate plans for education reform. Some of these plans included education indicators that would be used for monitoring performance. Since there were quite a few different models for monitoring education being promoted by various development agencies in the region, it was decided that a pro-active approach was needed. Consequently, the Chief Education Officers (CEOs) met to examine different models and adapt one that would meet our needs for monitoring education reform in the region. Once this task was in hand, the Education Planners turned their attention to the task of identifying a core set of education indicators for monitoring education reform at both the national and regional levels. This task has since been accomplished and in October 2000, the Council of Ministers of Education approved the recommendations contained in the "Monitoring Education Reform Report."

In an effort to facilitate the education data collection, compilation and analysis task, the Education Planning Unit is pleased to offer school Principals a Performance Management Tool (PMT) designed for use at the Primary and Secondary school levels. Capitalising on the features of Microsoft Excel software, a separate "workbook" has been design for Primary Schools (Grades K - 6) and for Secondary Schools (Forms 1 - 5). These workbooks are comprised of seven "worksheets" that can be accessed by pointing and

clicking on the "tabs" on the bottom of the screen (Figure 2). These "worksheets" are named:

1. Instructions
2. School Data
3. Teacher Data
4. Student Attendance Data
5. Student Data
6. Teaching-Learning Process Data
7. Education Indicators

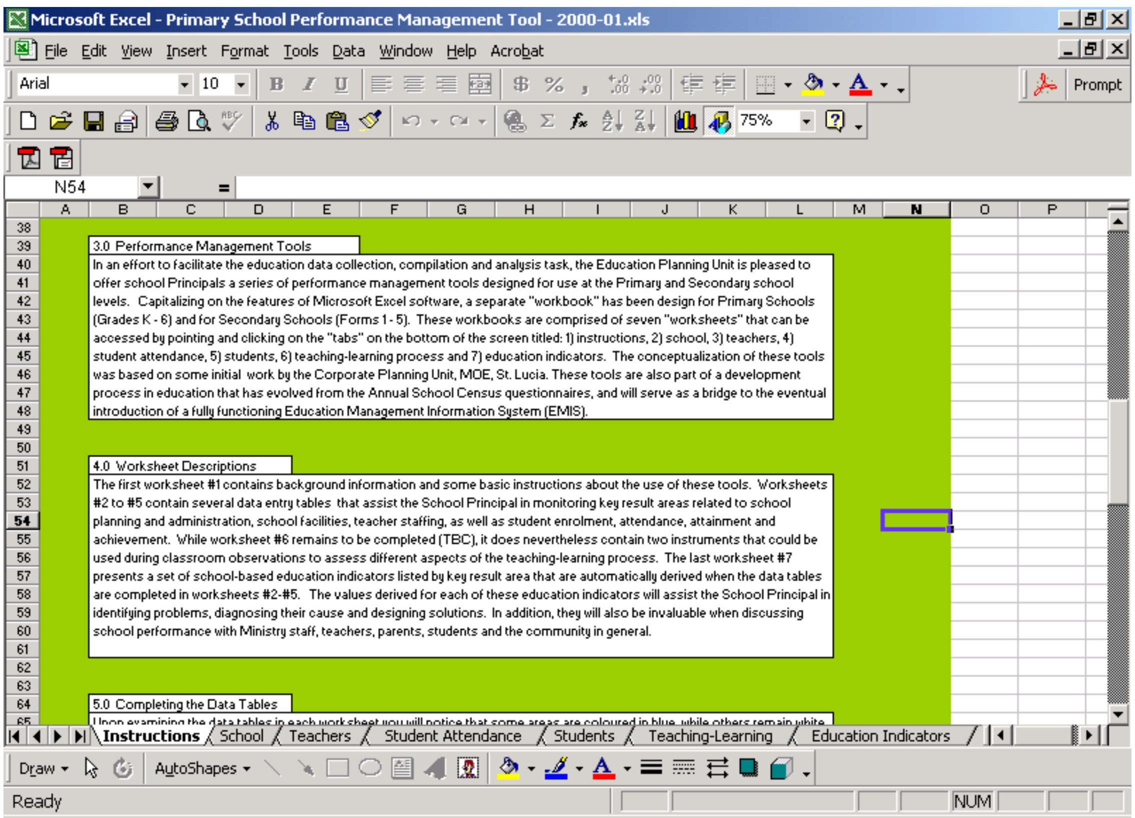


Figure 2: Performance Management Tool

The first worksheet, Instructions, contains background information and some basic instructions about the use of these tools. Worksheets #2 to #5 contain several data entry tables that assist the School Principal in monitoring key result areas related to school planning and administration, school facilities, teacher staffing, as well as student enrolment, attendance, attainment and achievement. While worksheet #6 remains to be completed (TBC), it does nevertheless contain two instruments that could be used during classroom observations to assess different aspects of the teaching-learning process. The

last worksheet #7 presents a set of school-based education indicators listed by key result area that are automatically derived when the data tables are completed in worksheets #2 through #5. The values derived for each of these education indicators will assist the School Principal in identifying problems, diagnosing their cause and designing solutions. In addition, they will also be invaluable when discussing school performance with Ministry staff, teachers, parents, students and the community in general.

3.2 Linking the Performance Management Tool to School Records

Use of the Performance Management Tool should be started with each new academic year so as to capture school resource, staffing and student enrolment information. This means that data collection should begin approximately one month after the school year starts, when the school organisation is well established and enrolment has stabilised. Data collection is usually supervised by the Principal, Head-teacher, the school's record officer or by any other person designated by the MOE. The sources of information to be used are the school records, which should be brought up to date by that time. Summary and tally tables should be used for teacher lists and student enrolment; using individual records would take too much time and is also a possible source of errors. The link between the use of the PMT and the school record forms can be made explicit by using a Reference Table. The example provided in Figure 4 allows the Principal or Head-Teacher to inventory the available school record forms and links them with the data requirements of the Performance Management Tool.

Table 3: Linking the PMT with School Record Forms

Performance Management Tool		Links	Standard School Record Forms	
Worksheet / Data Table	**#**		**Form Title**	**#**
School Data				
General	1.0	⇔	Complete with MOE Approved Form Titles	
Staff Appraisals	2.0	⇔		
Performance Info	3.0	⇔		
School Income/Expenditures	4.0	⇔		
Student Support Personnel	5.0	⇔		
School Facilities (Allocated Area)	6.1	⇔		
School Facilities (Accessibility)	6.2	⇔		
School Facilities (Recreational)	6.3	⇔		
School Equipment	6.4	⇔		
Computers for Teaching and Learning	6.5	⇔		
Student Textbooks	6.6	⇔		
Teaching Guides & Instructional Mtls	6.7	⇔		
Teacher Data			Complete with MOE Approved Form Titles	
Teachers on Leave	1.0	⇔		
Teacher Complement	2.0	⇔		
Average Age	3.0	⇔		
Average Years of Experience	4.0	⇔		
Teacher Nationality	5.0	⇔		
Teacher Certification	6.0	⇔		
Number of Teachers in Classroom	7.0	⇔		
Teacher Attendance	8.0	⇔		
Teacher Punctuality	9.0	⇔		
Student Attendance (All Grades/Forms)		⇔		
Student Data			Complete with MOE Approved Form Titles	
Previous Year Student Flow Through	1.0	⇔		
New Entrants to K	2.0	⇔		

Performance Management Tool		Links	Standard School Record Forms	
Worksheet / Data Table	**#**		**Form Title**	**#**
CY Student Enrolment Composition	3.0	⇔		
CY Student Enrolment by Age/Grade	4.0	⇔		
CY Student Attendance by Month	5.0	⇔		
Student Performance on School Tests	6.0	⇔		
Student Performance on National Tests	7.0	⇔		
Teaching-Learning Data			Complete with MOE Approved Form Titles	
Adequacy of Teacher Preparedness	1.0	⇔		
Variety Pedagogical Approaches Used	2.0	⇔		
Utilization Rate of Instructional Mtls	3.0	⇔		
Use of Classroom Learning Time	4.0	⇔		
Instruction Time on Core Subjects	5.0	⇔		
Frequency of Assessments	6.0	⇔		
Teacher Attitudes and Motivation	7.0	⇔		

3.3 Timing and Frequency of Data Collection

The Performance Management Tool should be completed on an annual basis throughout the school year. School facilities, teacher staffing and student enrolment data can be entered into the appropriate tables as of school start-up and should be completed before October 30th. Student and teacher attendance tables should be completed on a monthly basis, while student performance on school-based tests should be entered at the end of each term. Student performance on nationally standardised tests should be entered at the end of the school year along with any final student enrolment data taking into consideration drop-outs, transfers and repeaters. The entire workbook should be completed at the end of the school year and secured. Since the school data entered into the workbook will be used to compile the National Yearbook on Education, an electronic copy of the file should be forwarded to the Ministry of Education. The Ministry will

make revisions to these school-based performance management tools based on the feedback received from School Principals and reissue an updated version at the beginning of each school year.

3.4 Assigning Responsibilities

Recognising the need for education staff capacity building in the area of performance monitoring, Education Planners agreed that a series of capacity building activities should be held throughout the countries of the OECS region. These activities are to address the topics related to the use of performance indicators, e.g., data collection, data analysis, presentation and dissemination of performance information, as well as the use of performance information for policy formulation and education management decision-making. An effective education monitoring system will depend on the extent to which each country develops its capacity to collect, analyse and report on its list of education indicators. Since much of the data for these education indicators will have to be collected at the school level, it is important that principals, teachers, students, parents and even communities be involved. To build national capacity to monitor education will require the participation of all the key stakeholders. Their commitment to and sense of ownership of the education system will depend largely on their awareness, understanding and involvement in its development.

Even though data collection should be a school effort, it is recommended that someone be assigned the responsibility, not to collect and enter data in the tool, but instead to act as a co-ordinator for collecting, compiling, analysing and reporting on the information. Even the students should be involved when possible, through consultations on the adequacy of school facilities and recreational areas, or by taking measurements of the different rooms and spaces used for the students in the school. Parent Teacher Associations can also be consulted on the availability of school performance information, school finances and the condition of school facilities. The co-ordinator for this effort could be the School Principal or, as in most cases, the Vice-Principal who should work closely with the teachers and the administrative staff. The illustration below (Figure 3) shows the different levels of responsibility for data collection in a school with at least two grades/forms and two classes in each grade.

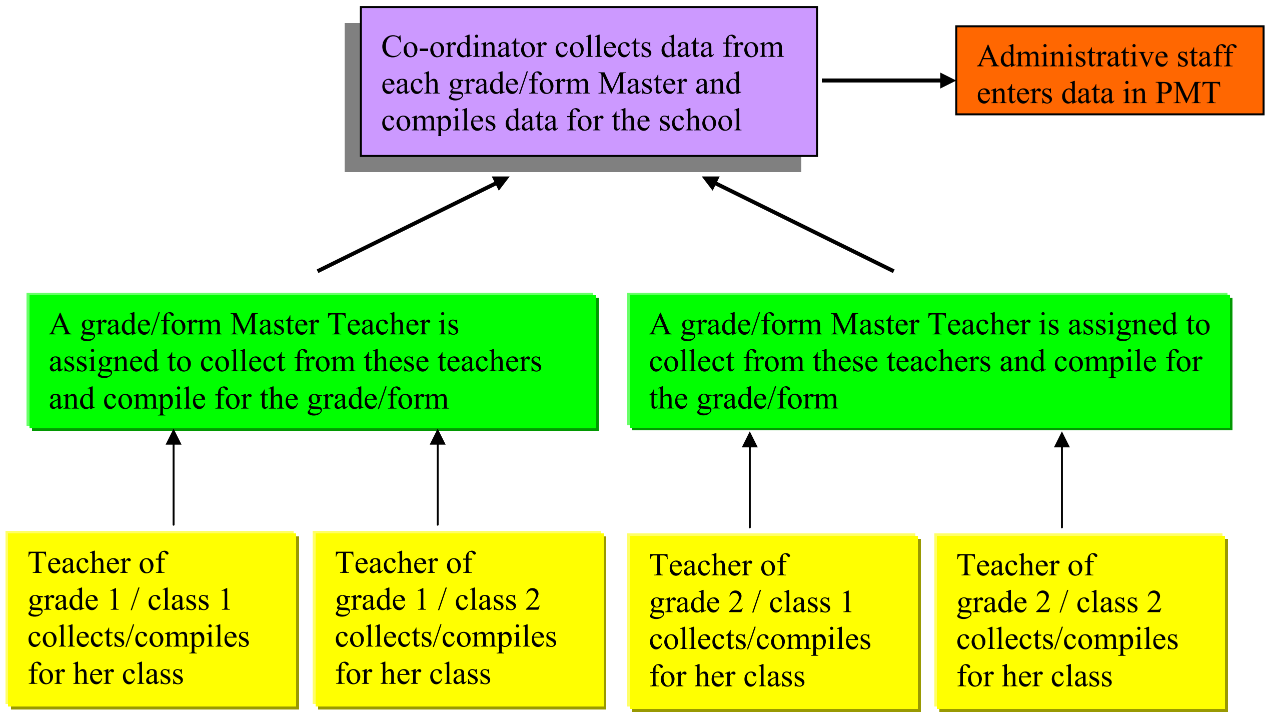


Figure 3: Assigning Responsibilities for Data Collection

3.5 Completing the School Performance Management Tool

The PMT is part of a development process in education that has evolved from the Annual School Census questionnaires, and will serve as a bridge to the eventual introduction of a fully functioning Education Management Information System (EMIS). The latest version of the PMT should be distributed to School Principals with this handbook. Please examine it at this time.

Upon examining the data tables in each worksheet you will notice that some areas are coloured in blue, while others remain white. The blue areas will normally include the column and row titles, as well as those cells containing formulae. These blue areas of the data tables have been "protected", since they should not be changed without proper authorization. The white areas on the other hand remain "unprotected" so that the required data can be entered into the appropriate cells. Numeric totals, percentages and other mathematical calculations are done automatically as the data entry is completed. If you are unsure of what type of data to insert into a column or row, simply place your pointer on the cell containing an instructions symbol in the form of a red corner. These red coloured instruction symbols can be found either directly embedded in a data entry

cell, or in one of the column or row title cells for your assistance when completing the tables. Technical assistance in completing the Performance Management Tool can be request from the Ministry of Education.

PART 4
Analysing and Interpreting Your Education Data

4.1 The OECS Education Monitoring Model

The conceptual framework underpinning the education monitoring system for the OECS is illustrated in Figure 4 at the end of this section. It is based on the systems model and articulates the relationships between eight key result areas that range from the macro socio-economic context of education, to the micro level of the teaching-learning process in the classroom and then cycling back through the contribution of learning outcomes to the socio-economic development. This section describes each of the key result areas in sequence.

The first key result area of the model is the **demographic, social, and economic context of education**. This context forms the basis for the scope, relevance and nature of the education process. Thus, the demand for education at various levels, the amount of resources available – both human and material – the absorptive capacity of the society for graduates of the system all depend on the community/national context. Whether, the education system privileges the use of emerging technologies and de-emphasises traditional modes of occupational activity can depend upon the socio-economic conditions of the national economy and prospects for the future. At the same time, the learning outcomes of the education system can also have a positive effect on the demographic and socio-economic indicators used to monitor the prevailing conditions in a country.

The **administration, planning and supervision of education** is a key result area concerned with the management capacity of the education system centrally and in the regional/district units. Particular attention is focused on the supervision function and

school quality control activities. In order to fulfil their monitoring and advisory functions, MOEs should be continuously analysing information collected on performance indicators coming in from all parts of the system i.e. schools to districts and central offices. An Education Management Information System (EMIS) is the requisite tool for store housing, compiling and analysing this information. Based on the findings, MOEs should be undertaking or commissioning policy research on poorly understood aspects or problems in the education system. Unfortunately most are poorly equipped to do this work and simply manage the schools and teachers, rather than the education system itself. This key result area is divided into four major functions: the strategic function related to policy formulation and implementation; the information function related to the strengths and weakness of the EMIS; the management function related to the capacity to take corrective action based on valid and reliable performance information; and, the operational function related to school and classroom management to ensure optimal effectiveness of the teaching-learning process.

Access, our third key result area, is a function of the demographic, socio-economic context as well as the planning and administration of the education system. It is concerned with the availability of sufficient places for those who qualify to participate in an educational program. In considering access one pre-supposes that there is a "need" for formal; or non formal education which has to be satisfied, or at least addressed, by offering equal opportunities of participation to all. A minimum level of basic education, as measured in terms of literacy and numeracy, is recognized as a "need" and a universal right. There may, however, be barriers in either the supply or demand for education that makes access difficult for certain groups, e.g. rural children. Whether children go to school depends, for example, on whether parents can afford the investment, especially at the pre and post compulsory levels. However, access can also be affected by the quality of the teaching/learning process. Parents may, for example, not send their children to tertiary level institutions, if it is perceived that the investment is not worthwhile in terms of the quality of learning outcomes that result. The same may be true for various types of non-formal educational opportunities. Education indicators are needed to continuously monitor the status of unsatisfied need, as well as barriers to a balanced supply-demand system for education.

Our fourth key result area, **equity**, is closely associated with issues related to access, but also cuts across almost all of the other key results areas. It concerns the extent to which available educational opportunities are accessible to children regardless of characteristics that cannot be altered such as differences in gender, maternal language, residential location, ethnicity, religion, etc.

> In order to assess equity in education, especially gender equity, it is important to ensure that disaggregated data (i.e. by sex, location, age, etc.) is collected for all the relevant education indicators selected for each key result area.

Sex-disaggregated data, for example, allows the education planner to measure the gender gap at different points in the education system e.g. primary admission rates, net enrolment rates, attrition rates, retention rates, graduation rates, transition rates or post-graduation employment rates.[2] Sex disaggregated data can also be collected for qualitative indicators that measure quality of educational inputs, teacher-learning process or student attainment and student achievement. Equity of treatment (in the teaching/learning process) and equity of resource allocations are germane to any comprehensive analysis of the functioning of the education system. Thus, measuring equity informs all aspects of the system's operation, whether there are more opportunities for boys than girls at different levels or whether a disproportionate amount of resources are expended on tertiary rather than primary education.

The fifth key result area, **resources,** is sub-divided into four (4) main types of inputs:

1) Costs and financing.
2) Human resources.
3) Physical infrastructure and equipment.
4) Curriculum and instructional materials.

To understand the reasons behind poor system outputs or learning outcomes will require an assessment of the inputs and the educational process in schools and classrooms. Costing concerns how the available funds are allocated among different levels i.e.

[2] Disaggregation of the same performance information by maternal language, geographical area, ethnic origin, religion and other possible factors of discrimination may reveal other important equity issues as well.

primary, secondary, etc. and types of programs, while financing refers to the sources of these funds. In the first instance, performance information should allow decision-makers to analyse the coherence between education policies and fund allocation, how the funds are distributed by type of expenditure e.g. teacher salaries versus instructional materials and who makes these decisions. Related to costs is the concern for the efficient utilization of financial resources, in other words, cost-efficiency. Performance information on financing should allow for a detailed examination of the respective contributions of the major stakeholders i.e. government, external aid, communities, private sector enterprises and parents. This will assist in identifying where changes in relative contributions from stakeholders can result in changes to the supply, quality or equity of educational opportunities.

Human resource concerns, e.g., size, qualifications and experience of the teaching force, is another area where education indicators, such as student-teacher ratios are of primary importance.

Also, the availability of suitable space for students engaged in learning or recreational activities is also indicative of the level of educational funding at the school level, along with the technological equipment and instructional materials needed to support the teaching/learning process.

There is a bi-directional cause-effect link between resources and the **teaching/learning process,** our sixth key result area. While resource levels (both quantity and quality) are important factors that determine the quality and scope of the teaching/learning process , e.g., whether computer assisted learning is an integral part of the classroom dynamic, the teaching learning process can also determine resource levels. The introduction of innovations will prompt a corresponding rationalization or increases in the resources directed at activities in the classroom especially regarding the use of interactive learning equipment and instructional materials. The quality of the teaching/learning process also directly affects the system outputs. Classroom organization factors such as student/teacher ratios and the proportion of time allocated and actually spent on the core subjects and the efficient use of classroom learning time can all affect student achievement. While the nature of teacher-student relations in terms of the learning process – whether teachers have a positive attitude towards students and vice-versa, or

whether there is frequent feedback to students can effect their motivation and eventual educational attainment.

Our seventh key result area referred to as **system outputs** is a direct consequence of the teaching/learning process and has two dimensions:

1. Student attainment.
2. Student achievement.

Measures of student attainment reflect the dynamics of student flows through the education system by tracking students from year to year within levels and across educational cycles. This information is then used to assess how efficiently the education system uses available resources to achieve learning outcomes.

However, pressure to enhance cost-efficiencies can also lead to automatic student promotion policies and/or practices that neglect the important need for student achievement.

Measures of student achievement generally reflect the qualitative aspects of the teaching/learning process. Far too many students remain illiterate and incapable of simple arithmetic calculations after completing six and more years of basic education. School level and national assessments through the use of grade level tests, common entrance/exit exams beg the question of what have children actually learnt in school. To understand the reasons behind poor student attainment or achievement generally requires a re-examination of the quality of educational inputs and the teaching/learning process in schools and classrooms.

Consequently, poor system outputs can effect the teaching/learning process when there is concerted pressure from parents and community members to reform or adapt current teaching/learning processes for better results. For example, if student performance in mathematics is low, it may demand a change in the time allocated to mathematics, improvements in time-on-task, or the introduction of remedial lessons as a basic part of the timetable. Monitoring system outputs is a powerful educational management tool.

Learning outcomes, the eighth key result area, requires an assessment of the education sector's contribution to a country's economic and social development. In practice, it refers to the utility and relevance of education or training to the subsequent activities of the students upon leaving school and entering the workforce. It has two dimensions:

1. How well education prepares students for further study, employment, income generation, and/or citizenship.
2. How well the content of instruction relates to the knowledge and skills required for them to take these next steps.

Learning outcomes as used here goes beyond assessing what students have learned, but focuses moreover on the relevance and utility of their newly acquired knowledge and skills to the labour market. For example, while student achievement may be promising, based on school and national level examinations, the curriculum may also have been outdated thus leading to a disconnect between the education system and labour market needs.

Measuring learning outcomes ensures that the education system is making a contribution to the socio-economic development of the country. Being the last link in our systems model, there is a feedback loop into our first two key result areas:

1) The demographic and socio-economic context of education.
2) The administration, planning and supervision of education.

This feedback mechanism in our model takes into account the influence that the employers, students, parents and community members should have on education reform as a process of lifelong learning. It is important that all stakeholders in education understand and use this model to interpret school performance and to monitor the quality of education in the country. School principals, in particular, will play a key role in analysing education data and interpreting their school's performance in terms of the key result areas described above.

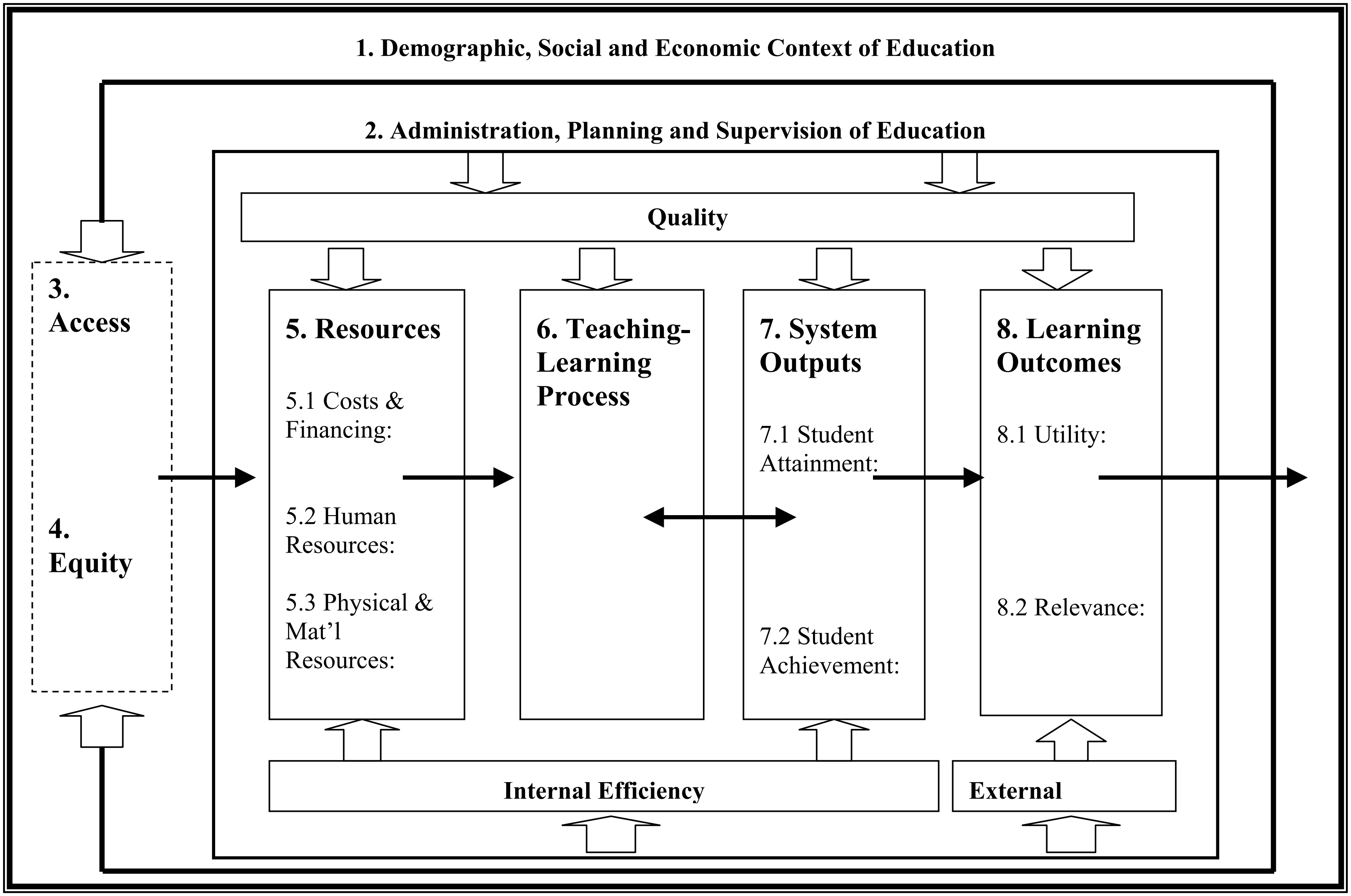


Figure 4: Conceptual Framework - OECS Education Monitoring Model

4.2 Using School Performance Indicators

After having developed the conceptual framework for monitoring education reform in the OECS, Education Planners from each country set about the task of selecting a limited number of indicators that could be used in conjunction with the framework. The process of identifying and selecting the list of core OECS education indicators began with preparing a comprehensive list. The next step was to decide how many were needed and apply selection criteria to the list. Those that didn't meet the criteria were discarded. The best education indicators from those remaining were retained. This list was then vetted in each OECS Member State and the final list of indicators was settled upon in April 2000.

While the list of core OECS education indicators will be used to monitor education reform across the country, many of them can also be used to monitor individual school performance. Consequently, the Performance Management Tool (PMT) was developed to:

1) Record summary school level education data.
2) Generate school performance indicators from that data.

As described in section 3.1 above, the PMT worksheet #7 (*Education Indicators)* calculates these school performance indicators when the data tables are completed in worksheets #2 through #5 (*School, Teachers, Student Attendance, Students*) and lists them by key result area. Table 4 presents the school performance indicators, by key result area, that should be used in conjunction with the OECS Education Monitoring Model (Figure 4).

Table 4: School Performance Indicators (PMT Worksheet #7)

	KEY RESULT AREAS AND SCHOOL PERFORMANCE INDICATORS	Year 2000-01
	ADMINISTRATION PLANNING AND SUPERVISION	
1	Frequency of staff performance appraisals at the school.	100%
2	Accessibility of valid/reliable information to stakeholders.	Adequate
3	Extent to which performance information is used for decision-making.	Somewhat
4	Teacher attendance rate.	93%
5	Teacher punctuality rate.	94%

	KEY RESULT AREAS AND SCHOOL PERFORMANCE INDICATORS	Year 2000-01
	ACCESS	
6	Gross intake into first year of cycle	43
7	Net intake into first year of cycle	40
8	Gross enrolment for cycle	260
9	Net enrolment for cycle	213
10	Availability of school facilities for special needs students.	Inadequate
	RESOURCES	
11	Current expenditure per student	$30
12	Ratio (#) of students to (1) non-instructional student support staff.	65
13	Percentage of certified (trained) teachers.	45%
14	Average age of teachers in the classroom.	38.6
15	Average years experience of teachers in the classroom.	15.3
16	Gross student-teacher ratio (#students/teacher).	24
17	Average square feet of school area by student.	197
18	Extent to which schools are adequately equipped.	Inadequate
19	Availability of space for recreation.	Adequate
20	Percentage of students with access to all required textbooks.	108%
21	Average # of students per computer for teaching/learning activities.	260
22	Number of adequate sets of teaching guides and instructional materials per grade and subject area.	1.00
	TEACHING-LEARNING PROCESS	
23	Net student-teacher ratio (#students/teacher).	24
24	Adequacy of teacher preparedness.	Excellent
25	Variety of pedagogical approaches and teaching practices used.	Progressive
26	Utilization rate of instructional materials, textbooks and technology.	Always
27	Efficient use of classroom learning time.	Adequate
28	Proportion of instructional time spent on core subjects.	85%
29	Frequency of assessments and promptness of feedback.	Weekly
30	Teacher attitudes and motivation.	Excellent
31	Student attitudes and motivation.	Motivated
	SCHOOL OUTPUTS – Student Attainment	
32	Attendance rate for all grades/forms	90.3%
33	Transition rate to first year of next cycle	2.3%
34	Graduation rate for last year of cycle	70.5%
35	Promotion rate for all grades/forms	92.9%
36	Repetition rate for all grades/forms	7.1%
37	Drop-out rate for all grades/forms	0%
	SCHOOL OUTPUTS - Student Achievement	
38	Student performance on standardized tests Grades 2, 4, 6 and Form 3	87%
39	Secondary student performance on CXC/"O" level exams	87%
40	Secondary student performance sitting CXC core subject exams.	87%
41	Secondary student performance sitting CAPE\A level subject exams	87%

Principals are advised to become familiar with the definitions for these school performance indicators provided in Annex B. While it was decided to include both quantitative and qualitative indicators in this list, the emphasis in the near term is on collecting and analysing quantitative data. The values derived for each of these education indicators will assist the School Principal in identifying problems, diagnosing their cause and designing solutions

4.3 Diagnosing School Performance

This section lays out a step-by-step approach to diagnosing school performance by using the OECS Education Monitoring Model presented in section 4.1 along with the performance indicators presented in section 4.1 above. It serves two purposes, the first is to provide a methodology of diagnosing school performance, and the second is to provide the reader with an opportunity practice with some real data and the benefit of some immediate feedback

> Follow the instructions and attempt your own analysis of the indicator tables before continuing to read to the end of the section.

The analysis and interpretation that is provided in the text following each indicator table is to be considered more plausible than definitive. Your own interpretation may be equally as valid to the extent that the performance indicator data support your arguments.

4.3.1 Step #1 – Problem Identification

The most important key result area that a primary school principal should first examine is clearly **system outputs**. The indicators that measure student attainment and student achievement can be our first clue as to whether school performance is suffering. All too often however we only look at the graduation rate instead of examining these indicators as a group. Understanding school performance requires a close examination of a number of related performance indicators to properly identify the problem. For example, the school could have a very high graduation rate, but still

be performing poorly. Examine the performance data presented in Table 5 and think of a plausible explanation as to how this could be possible before continuing to read this section.

Table 5: System Outputs Indicators

Student Attainment	
Transition rate to first year of next cycle	5%
Graduation rate for last year of cycle (Grade 6)	85%
Promotion rate for all grades K-6	90%
Repetition rate for all grades K-6	5%
Drop-out rate for all grades K-6	5%
Student Achievement	
Student performance on standardized tests Grades 2	65%
Student performance on standardized tests Grades 4	75%
Student performance on standardized tests Grades 6	85%

Despite the relatively high graduation rate, the primary school in question has both high repetition and dropout rates as well. Conversely, its progression rate is 90%, meaning that the original cohort is reduced in number by 10% in each successive year. If the average gross intake is 100 students, then only 40 of the original cohort would survive to grade six.

Of the 40 students enrolled in grade six from the original cohort of 100, only 34 will graduate to secondary school (five year cycle). Clearly the school is performing poorly since only 34% of students entering the K will graduate. A very plausible explanation for this is that the school is "screening out" the weaker students with each grade leaving only the best students in grade six to write the common entrance exam. This explanation is supported by student performance on standardised tests indicating higher scores by the remaining students in the higher grades.

Take a moment to think about how your analysis might have been different if the repetition and dropout rates in this school had been negligible. What we can learn from this example is to examine student attainment and achievement indicators in relationship to one another in order to understand the whole school performance story.

4.3.2 Step #2 – Diagnosing the Problem

To have accurately identified a school performance problem is only the first step in the data analysis and interpretation process. The next step is to diagnose the problem and determine why it exists. Using the OECS Education Monitoring Model, we can see that the key result area that has the most immediate effect on student attainment and achievement is the teaching-learning process. What happens in the classroom has a tremendous effect on student learning and requires close examination of the relevant indicators.

> However, assessing the teaching learning process requires an astute sense of observation, since most of the indicators are qualitative in nature and easily subject to researcher bias.

For this reason, care should be taken when interpreting these indicators by factoring in who and how the classroom assessments were conducted. Nevertheless, understanding the teaching-learning process through these indicators is the first step in diagnosing any school performance problem. Examine the performance data presented in Table 6 below and think of a plausible explanation for the high repetition and drop-out rates and overall poor student performance in the lower grades before continuing to read further.

Table 6:Teaching-Learning Process Indicators

Net student-teacher ratio (#students/teacher).	35
Adequacy of teacher preparedness.	Excellent
Variety of pedagogical approaches and teaching practices used.	Traditional
Utilization rate of instructional materials, textbooks and technology.	Always
Efficient use of classroom learning time.	Adequate
Proportion of instructional time spent on core subjects.	100%
Frequency of assessments and promptness of feedback.	Semester
Teacher attitudes and motivation.	Good
Student attitudes and motivation.	Poor

All too often poor student performance is explained in terms of student ability, attitude and motivation, whereas the actual answer may be found in the student-teacher relationship that underlies the teaching-learning process. Let's start with a

relatively high net student/teacher ratio that represents an average across grades K-6. Under these conditions, it is unlikely that a teacher can give each student the kind of personal attention they may require, especially in the earlier grades where class sizes are likely to be larger and students more difficult to discipline. In fact, high student/teacher ratios often force teachers into using traditional pedagogical approaches. Active, group and child-centred learning techniques are more difficult to employ with large classes, than the practice of lecturing students while they take notes and assigning textbook exercises.

In the case of the latter, students are left to learn on their own without the guidance of the teacher and the support of their peers. The 100% proportion of instructional time spent on core subjects can also indicate an over-emphasis on curriculum content and less on developing analysis and problem solving skills in students. With classroom assessments or testing only being done on a semester basis, neither students, nor teachers have an opportunity to identify learning difficulties early enough to take timely corrective action. The result is often rote learning and the consequent student disinterest, poor retention and loss of motivation.

One might conclude from the above that the cause of the school performance problem lies in a teaching-learning process that is constrained by a high net student-teacher ratio. However, let's not jump to conclusions and move backward in the cause-effect chain of the OECS Monitoring Model and continue our diagnosis with an examination of the school's resources

4.3.2 Step #3 – Refining Your Diagnosis

As is often the case, an examination of the teaching-learning process indicators will provide some of the answers but perhaps not all of them. You should test your ideas at this stage by examining the school's resource indicators, looking for corroborating or contradictory evidence to either support or modify your diagnosis. Examine the performance data presented in Table 7 and identify the contributing factors to poor school performance before continuing.

Table 7: Resource Indicators

Current expenditure per student	$65
Ratio (#) of students to (1) non-instructional student support staff.	65
Percentage of certified (trained) teachers.	35%
Average age of teachers in the classroom.	23
Average years experience of teachers in the classroom.	4.3
Gross student-teacher ratio (#students/teacher).	24
Average square feet of school area by student.	197
Extent to which schools are adequately equipped.	Adequate
Availability of space for recreation.	Adequate
Percentage of students with access to all required textbooks.	100%
Average # of students per computer for teaching/learning activities.	35
Number of adequate sets of teaching guides and instructional materials per grade and subject area.	2.00

Our diagnosis can now be refined after examining the above indicators. This school is fortunate to have a relatively high current expenditure per student, with adequate space, equipment, recreational area, textbooks, computers, teaching guides and instructional materials. Where the resource picture looks weak is in the teaching corps; they are generally young, non-certified and relatively inexperienced teachers who have not developed the more progressive teaching methods. Closer examination of teaching assignments might reveal that the certified or more experienced teachers are assigned to the higher grades, thus contributing to better student performance.

Another clue to the problem can be found in a comparison of the gross and net student-teacher ratios. Such large differences suggest that many of the teachers were on leave and have not been replaced, increasing the teaching burden on those who have remained. Could this be the answer to the high net student-teacher ratio, to find out you would want to examine the access and/or school administration, planning and supervision indicators for clues. But, by now you have honed your deductive skills, so let's apply them to our complete case study.

4.4 Island Country Primary Schools Case Study Description

4.4.1 Instructions

This case study exercise has been developed in conjunction with this handbook to assist principals in analysing and interpreting their school's performance. The Ministry of Education will organise a one-day workshop during which principals will develop data analysis and interpretation skills through a simulation exercise using the Performance Management Tool (PMT). Small groups of 3-4 principals will work on one or more primary school case studies that will present four academic years of data on the full set of school performance indicators. The purpose of the exercise will be to identify the weaknesses in the school's performance, accurately diagnose their causes and prepare a school improvement plan to address the problems.

In preparation for the workshop, we ask that you read the background information on the case study presented in the next section and familiarise yourself with the completed PMT(s) that accompanied this handbook. Your preparation in advance of the workshop will contribute to a more beneficial learning experience for yourself and your colleagues and, will ensure that the time allocated for the workshop is used most effectively.

4.4.2 Background Information – Case Study

In May 1997, the Ministry of Education in this Island Country adopted an official school age classification system. The primary school cycle now officially begins with 5-6 year olds entering Kindergarten. One additional year is added to the age group for every additional primary grade. Grade six students should normally be in the 11-12 year old age group. There are, however, a number of reasons for the significant differences in gross and net enrolment between primary schools across the country. For example, the lack of early childhood programs available to working parents in the poorer neighborhoods of the Capital City results in many children being enrolled in K at a younger age. In the rural areas primary schools have had difficulty attracting teachers, especially for the lower grades, and

consequently only take new entrants into Grade 2. For a variety of other reasons, repetition rates in some primary schools are also quite high, resulting in a significant number of overage children in the higher grades. All of these reasons contribute to a 10-20% difference between the gross and net enrolment figures for most primary schools.

To address some of these and other education issues, the Ministry began its Monitoring Education Reform Program with the 1997-98 school year. It introduced the use of school performance indicators based on sound school record management, regular teacher performance appraisals and consultations with parents on school performance. The reaction of school Principals to this approach has been mixed, with some adopting the measures seriously, some not at all, and finally others trying to game the system to their own advantage. Showing considerable foresight, the Ministry of Education also instituted standardized testing at Grades 2, 4, and 6 as an education quality control measure. To their surprise, not only has there been considerable variability in the test scores from school to school, but the correlation between school-based and standardized test scores has been somewhat low in several cases. This suggests that perhaps there are some inconsistencies in the level and quality of resources available to schools, in the implementation of the national primary curriculum, or in the use of different classroom assessment strategies. Nevertheless, the fact remains that grade 6 school students have had to pass the standardized test in order to be promoted or eligible to sit the Common Entrance Exam (CEE).

While this Island Country spends 20% of its GNP on education, there are not enough places in the secondary school system to accommodate all primary school students who successfully completed grade 6. The CEE has been used to limit the secondary cycle intake according to the number of places available for the following academic year. The CEE passing grade was set at 75% in 2000-01, thus limiting secondary school admissions from certain communities. Parents have voiced their concern that their children receive an equitable chance of continuing their education and question whether the Minister is doing enough to ensure that the same high quality of education is offered throughout the country.

Aware of the political repercussions that the newly available school performance information might have if not managed properly, the Minister has asked to have individual School Performance Reports prepared by school Principals, based on the education data collected since the 1997-98 academic year. These reports should include a summary description of the key result areas, trend analysis, problem identification, diagnosis and an action plan for school improvement. These reports are then to be used by the Ministry in a series of consultations on school performance with PTAs, parents and communities across the country.

Once the School Performance Reports were completed, discussions with parents, PTAs and community members in general were held in a small number of communities. Principals were better equipped than ever before to explain school performance in terms of facts, statistics and objectively verifiable information. Where school performance appeared to be weak, or weakening, Principals were prepared with a plan for corrective action that had been discussed in advance with the Ministry. However, these initial consultations faltered in adequately responding to the concerns of parents that their children be treated equitably with children in other communities. While parents were indeed concerned with how their children performed in comparison to other children in their school, they are also increasing concerned in how their primary school compared with those in other communities within the District, or even in other parts of the Island Country. Based on this feedback, the Minister requested that Chief Education Officers and Planners undertake a comparative study of primary schools based on performance indicator data to determine if any real inequities existed and whether these inequities affected student performance.

Using the completed Primary School Performance Management Tool submitted by each Principal along with their School Performance Report, and the charting capabilities of Microsoft Excel, the CEOs and Planners began to compare school performance. Within a few days they had prepared a presentation for the Minister with their findings.

PART 5
Reporting and Managing School Performance

After gathering and compiling education data about your school, you spent time analysing and reflecting upon your findings with the school staff involved in your performance monitoring process. Now its time to turn your attention to communicating your school successes and to developing a management plan to address any weaknesses you may have identified in your school's performance. In fact, this is the path to school improvement planning for the following year. This chapter describes a variety of techniques for tailoring your informal and formal reports to the needs of specific audiences, and to use your performance report as a launching pad for developing an action plan.

5.1 Communicating with Your Audiences

You can draw on a variety of methods for communicating school performance based on your analysis of the indicator values. You could share your findings informally through conversations with teachers, parents or even district education officers, or as an agenda item on the community meeting agenda. More formal presentations and written reports should be used when communicating with the PTA or the Ministry of Education. Plan to use a variety of strategies, formal, informal, oral and written, to influence your most important audiences. These different audiences have different concerns and levels of sophistication when it comes to understanding education data.

Teachers and other school staff form the closest, and perhaps most important, audience for reporting the findings. Most will have been involved in one or more aspects of the data collection and analysis process and will be eager to get some timely feedback. For example, they will want to know how their own students are

doing and whether any instructional or curricular changes have had the desired effect. Those who have been reluctant to adopt new teaching methods will need evidence that the changes have brought positive results in student achievement. Those teachers who have embraced the changes will seek evidence to validate their beliefs and convince others. The biggest difficulty is that performance data may not always provide a clear answer to support one view or the other with regard to changes in the teaching-learning process. Informal reporting to teachers and staff creates an occasion to interpret the performance information, present explanations for the findings and propose immediate actions, or school improvement plans for the following year.

Parents are another very important audience for school performance information. They not only want to know how well their children have performed, but also how well their school "stacks up". When you send an analysis of the school's standardised test scores home to parents, you have an opportunity of sharing performance information not only on individual scores, but also on school-wide patterns of test score performance. Holding group meetings with parents allows them to review their child's answer sheet within the context of overall school performance, or in comparison with other neighbouring schools. Parent's interest in their child's test scores can be used to segue to a discussion of irregularities in attendance or punctuality, student attitude, or to the larger issues of their child's education. Having a school improvement plan based on reliable performance information can be very reassuring for an anxious parent.

Ministry of Education staff, Parent Teacher Association representatives, the community at large and the media are perhaps less personally involved, but are highly interested school stakeholders. They will probably be less concerned with the specific values of your school performance indicators and more interested in the credibility of your findings. These audiences are likely to raise technical issues such as the "reliability" and "validity" of the education data. They will want to be assured that your findings, explanations and recommendations are supported by good quality data. Because they are consumers of your data, in that they use it for different purposes, e.g., national statistics, school management decisions, newspaper articles, etc., they will need solid substantiation of results that say real change and/or real school

improvement has occurred. Neither they nor you want to be embarrassed by random reversals in the following year's results because of poor record keeping, data collection, or errors in data analysis. When you discuss areas needing improvement, the Ministry and PTA representatives will most likely want to know the specifics of your action plan. It is therefore sometimes best to communicate with this audience in writing, because of the technical nature of their concerns and the importance of documenting performance information and school improvement plans.

5.2 Preparing the Annual School Performance Report

Although you should plan to communicate your findings in a variety of forms, certainly, formal, written reports will be part of the process. Your most useful reports will be targeted to specific audiences and their concerns, e.g., PTA and the Ministry, and would thus have different characteristics. In general, try to follow these five basic principles:

- Keep your report brief and simple;
- Target your report to your audience's current preoccupations;
- Use descriptive words to explain and pictures to illustrate content information;
- Use statistics and graphics to present trends over time;
- Use factual evidence to support your conclusions.

When preparing the school performance reports for the PTA, try to follow these guidelines:

- Avoid presenting performance information at a high level of detail and complexity if its not required;
- Emphasise the status of current school performance;
- Describe recent progress toward improvements;
- Use well-selected anecdotes to bring the information to life.

When preparing the school performance reports for the Ministry, try to follow these guidelines:

- Provide general on the school and its facilities, noting any recent changes;
- Present performance information on each of the key result areas;
- Include summaries of both qualitative and quantitative data collected;
- Include summaries of classroom observations, attitude surveys or formative evaluations of the teaching-learning process that may have been conducted;
- Include case study examples to illustrate your findings;

- Present an analysis of the relationships between key result areas and identify trends or problems areas that should be addressed; and
- Present your conclusions and recommendations for school improvement.

Although developing the first version of your school performance report may require considerable time and effort, once the report format is settled and the data collection process instituted, you will discover that your annual updates become easier. A proposed example of a the table of contents for a school performance report is attached as Annex C.

5.3 Making School Performance a Priority

During the process of analysing and interpreting your performance information, you no doubt touched on the implications for taking action. The next step in managing school performance is preparing a school improvement plan. Do not focus solely on school weaknesses; if you are improving, make public your improvements to parents, education officers and the community.

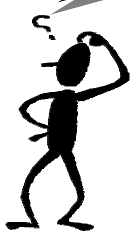
If you are maintaining your performance despite budget cuts, inadequate school equipment and/or computers, increased enrolment and class size, less aide time, etc., recognise your success in maintaining performance, document it and request the necessary resources for an improvement plan.

If some students and teachers perceive that new instructional material is working well, but other teachers know nothing about it, then propose a plan to introduce it to the rest of the school. The most important consideration in reviewing your school's strengths and positive performance is how to build upon them in your action plan for the coming year.

Some schools however find that they are deluged with weaknesses from inadequate school facilities, high ratio of non-certified and inexperienced teachers, poor student attendance and punctuality, to low scores on standard tests and exams. The best strategy in this situation is to focus on a limited number of corrective actions. Here is where your performance information will be really helpful. As you analysed your

data, you discovered some strong cause-effect relationships between "resources", "teaching-learning processes" and "student achievement".

> Will improving the school infrastructure help to attract better-qualified teachers?
>
> Could in-service teacher training in progressive pedagogical approaches and teaching practices improve the learning experience for students?



If student attendance and punctuality increases as a result, then perhaps we could eventually expect improved classroom assessments and test scores. Deciding on a course of action is the first step to school improvement and sets the stage for closely monitoring specific aspects of school performance the following year.

PART 6
Summary: Continue Monitoring School Improvements

The school improvement plan simply states your objectives for the following year and the strategies you will employ to meet those objectives. The plan may be informal or it may already be a required component of the school planning process, a formal plan that you file with the Ministry of Education each year. Your action plan can also be built into your staff appraisal process. Teachers could incorporate at least one strategy into their appraisal plan to address an identified school need. Whether your action plan is a separate document, part of the annual school plan, notations in the school calendar, or incorporated into the staff appraisal process, it represents a commitment by all concerned to both ongoing school improvement and to ongoing monitoring of your school's progress. Once you have devoted the necessary time and resources to school records management, recording summary data into the school Performance Management Tool and interpreting your school performance indicators, you have set in motion a self-sustaining process for tracking the success of your school improvement efforts. So, the findings of your first performance management cycle provide the focus for the second, and so the cycle is repeated. Each year school records management becomes more routine and new education data collection techniques included, e.g., classroom assessment techniques, or parent/student attitude surveys, focus groups for teachers, etc. The opportunities and techniques available to better understand school performance are abundant, so let's just get started!

ANNEX A – Standard Record Forms

APPLICATION AND TRANSFER FORMS

Introduction:

Application and transfer forms are used by applicants to a school to provide information on them. Pupils and students are enrolled into schools in two ways. Either, from the start, they apply to enter a specific school- this may be pre-school, primary or secondary school- or they apply to transfer from another school. Although individual letters can be used to apply for enrolment, due to the number of pupils who may be applying, the use of standard forms not only facilitates the processing of numerous applicants but also makes it a more efficient process. It overcomes having to spend unnecessary time looking through hand-written application letters that may be either inadequate or too detailed. By using standardised forms the school is able to gather all the prerequisite as well as comparable information on applicants.

Purpose

The purpose of application and transfer forms is to enable the following:

- To provide all the information on a pupil needed by the school.
- Once the information has been submitted, the school head can decide on whether or not to give an applicant a place.
- After a pupil has been admitted, the information on her/him may be used to create other records, for example, admission registers, pupil record cards, class registers, application tally and summary sheets.

The head of a school to which a pupil is applying will use the application and transfer request forms.

Target

These forms have several sections as shown in the following example [provide example]. The 'request' sections of the form are to be filled in by the parents or guardians of the pupil seeking a place at a particular school, while the head of the school to which the pupil is applying must complete the 'official approval' section.

Content

On the Application Form [provide example], there are three parts:

- Part A contains all the particulars of the pupil
- Part B has information on the parents or guardians
- Part C is for official use by the school to which the application/transfer form will be sent

Guidelines

Definitions: To have standardisation and consistency, one must clearly define the various concepts that appear on the form, such as religion, age and so forth.
Instructions: All forms should be accompanied by a set of instructions that explain who is to fill in the forms and how this must be done.

Organisation and storage

The school head can keep a filing folder or box for applications. The forms must be kept in the head's office and filed according to the date of receipt. The application forms can be further subdivided according to name and gender. These records could then be indexed using the same concepts, i.e. by name and gender.

Retention

Application and transfer request forms do not have to be kept for a long time. They can be disposed of after decisions regarding admissions or transfers have been made and once all the information has been entered onto the respective record cards/forms and registers.

INSERT MINISTRY OF EDUCATION APPROVED SAMPLE

ADMISSIONS REGISTER

Introduction

This is a permanent record in which every pupil is recorded on the first day he/she is admitted into a school. It is a comprehensive listing of the school's former and current pupils. Such a record is necessary so as to keep stock of school enrolments. It also becomes an important retrospective reference tool for past enrolments into the school. The register is not necessarily the sole source of all required information, it merely gives a summary of the overall picture. More information about individual pupils on aspects such as attendance lists or registers, performance records, etc, may be found in other records.

Purpose

The admission register performs the following functions:

- Records all the pupils who have been admitted to a school.
- Provides a picture of the entire school enrolment by individual pupil. This information is useful for examining the school's resources in relation to the number of pupils.
- Shows pupil movement from enrolment to the time they leave the school.
- Is used to fill in the school tally sheets on enrolment.
- Can be used for reference purposes.

It is used by the school head and anyone in charge of keeping records for reference purposes on current and former pupils of the school.

Target

The register should be filled in by the school head to record and keep track of information for the school reports and for individuals who may need references.

Content

The admissions registers must have as many columns as required to collect and provide all the necessary information on current and past pupils of the school. It does not have to be very detailed if other records at the school have more detailed information. The requirements of the users should determine the level of detail within the information.

Guidelines

Definitions: There must be clear definitions of the various concepts used. For example, the term' departure' may be used to refer to a situation where a pupil is leaving or has left the school where he/she is currently registered or it may be used to refer to a pupil transferring to another school because of failure or for disciplinary reasons.
Instructions: To achieve consistency and uniformity, there should be instructions on how to complete the register.

Organisation and storage

The register can be kept in the school head's office. Registers that have been discontinued or full, can be arranged chronologically by the year of the original entry. One could create an index of pupils by name, giving each a serial number. This facilitates retrieval, especially since the pupils should have been entered into the register chronologically. An index is useful since, after a lapse of time, it is difficult to find individual names in the register.

Retention

Once full, the registers should still be kept in the head's office for at least one year after all the pupils in the register have left or completed a full cycle of learning, in accordance with the normal period of

learning at the school. Ideally, the full registers should be kept in the head's office for a number of years depending on the procedures of the country. Thereafter, the register should be moved to .an appropriate storage area within the school.

INSERT MINISTRY OF EDUCATION APPROVED SAMPLE

PUPIL RECORD CARD

Introduction

The pupil record card is the most comprehensive, single record of a pupil. It contains certain particulars as well as a summary of information on every pupil attending the school. This card should be foldable, so that it can be used also as a file in which other records, like letters, can be kept. It is preferable to have separate cards for primary and secondary schools because of the different kinds of information needed at the various levels of education, e.g., subjects studied. Hence, a child who progresses to secondary school will have another card for that level. Upon transfer, it is desirable to leave the card at the school the pupil is leaving for reference purposes. Another card should be filled in at the new school. In this case, the transfer form will have to provide as much information as required about the child to the new school. The rationale behind these recommendations is that a record is created at a given place, according to the requirements of that particular school. Moreover, the school the pupil is currently attending needs to have records for its own reference purposes.

Purpose

The purpose of the card is to:
- Provide summarised information about individual pupils.
- Show specific information regarding the background of the pupil, the academic standing, extra curricula activities, physical characteristics, behaviour of the pupil.
- Provide a basis for any necessary attention the pupil may need.
- Supply information on a pupil for use by the schools to which the pupil may move or transfer and to provide background information for the school from which the pupil might have moved.

It can be used by the class teacher, the guidance teacher or the school head.

Target

The class teacher or school head can fill in this card. In those schools that have a guidance teacher, this task can fall to them.

Content

The card must cover the following issues relating to a pupil:
- Identification of the pupil.
- Details on the parents/guardians.
- Medical history details.
- Academic achievements.
- Behavioural observations.
- Major activities and interests.
- Career preferences.

Guidelines

Definitions: Define all the concepts that may be unclear or difficult to understand. Some concepts dealing with behaviour may require guidelines if those completing the forms are not qualified.
Instructions: Give clear instructions on how to fill in the various parts.

Organisation and storage

The pupil cards could be stored alphabetically according to the name of the pupil. In the case of similar names, use initials, education numbers (where applicable), class, year of birth, etc, to differentiate. When the pupil leaves the school, the card can be transferred to a suitable storage area within the school. Create an index of the pupils by name and enrolment or education number, where applicable. This will enable cross referencing.

Retention

After a pupil has left the school, the cards or copies thereof should be moved to a suitable storage area within the school where the cards can be stored alphabetically by name. Do not destroy the pupil record cards.

INSERT MINISTRY OF EDUCATION APPROVED SAMPLE

CLASS REGISTER

Introduction

A class register is a record showing the daily attendance for each class in the school. It is also referred to as an attendance register. Such a form can be used to show the frequency of attendance of the individual pupils per week, term and year. It also indicates the size of the classes in a school. Since the register often may be the only record with a complete account of all the pupils in each class, to which a teacher has access, it should provide the teacher with as much information as needed at a glance. If, however, the teacher has unlimited access to other pupil record cards, then the information in the register does not have to be too detailed. Depending on the school, there should be a register for each class. For example, when a class moves into another grade, the pupils are entered into a different register. The advantage is that individuals in a class, at any given time, can be traced easily, as long as one knows what class he/she was in at the time in question.

Purpose

The purpose of the class register is to:

- Provide class teachers with information about the individual pupils at a glance.
- Show the size of each class and facilitate the comparison between girls and boys.
- Monitor individual pupil attendance for administrative purposes.
- Reveal average class attendance.

The class teacher can use the register to monitor individual pupil as well as class attendance. The teacher can also use the register to fill in parts of the pupil record cards. Because of its monitoring ability, the register, together with pupil record cards, can draw the school administration's attention to irregular pupil attendance. The school head can use the register for the general administration of the school and to complete transfer request forms.

Target

Either the class teacher or any person in charge of attendance should fill in the register.

Content

The register is made up of three parts with the following functions:

- To fill in pupil details.
- To monitor punctuality and attendance.
- To show how regularly a pupil attended classes. In the register, this may be labelled as 'attendance rate'.

Guidelines

Definitions: Terms and symbols used in the register must be defined clearly so that the person completing the register knows what is being asked for and can, therefore, fill in the form correctly.

Instructions: There must be agreed-upon guidelines on how to use the class register. For example, indicate: how to enter pupil names, whether alphabetically or otherwise and state if girls and boys should be entered separately or together; how to enter new pupils in the middle of the term; when attendance should be checked, so that it can reflect real attendance and thus be accurately recorded.

Organisation and storage

During the term, all class registers may be stored in the staff room, if such a room exists at a school. Wherever they are kept, it is important that teachers can have easy access to them and that they are kept secure during the vacation periods. Once they are full, the registers could be kept in the school head's office. They can be arranged by grade, class and year. It is important to create and keep an index of the available registers {both full and current ones).

Retention

Registers that are completely full can be kept in the school head's office for as long as at least one pupil registered therein is still learning at that school. A year after the last pupil has left the school, the register can be moved to a suitable storage place where it can be used for reference purposes. Class registers should not be destroyed

INSERT MINISTRY OF EDUCATION APPROVED SAMPLE

TALLY AND SUMMARY SHEETS

Introduction

Tally and summary sheets enable one to extract and use numerical information from records. They are simply a means of analysing available information. One can draw up many types of tally and summary sheets since they are applicable to all situations that require counting. For example, there are tally and summary sheets showing the demand for school places. Other kinds of information on tally and summary sheets include the number of applications the school received, the number of applicants accepted by the school, the number of boarders at a school and how many of these are boys and girls, the nationalities of the pupils and so on. Tally and summary sheets draw their information from the: application forms, transfer requests, admission registers, class registers, etc.

Purpose

These sheets are useful for compiling statistical information that gives an overall picture of the school regarding the number of pupils, staff, resources, etc. With tally and summary sheets a school is able to keep track of the demand for places and facilities. These forms should be used by the school head, or person responsible when completing the PMT. They can be helpful to researchers who require statistical information or they can provide information to concerned organisations and/or committees like Parent-Teacher Associations (PTA), donor agencies, etc.

Target

Tally and summary sheets must be filled in by those responsible for creating records, for example, school heads (who normally create admissions records) and teachers who are in charge of class registers/attendance.

Content

The number of columns on a tally and summary sheet will be determined by the amount of detail required for a particular category under review. It is important that the tally and summary areas be clearly marked, so that the user is able to easily find the pertinent information. Tally and summary sheets can contain a variety of data, ideally, all the kinds of information needed to complete the PMT.

Guidelines

Definitions: The section titled 'tallying area' covers the particular categories being compared. In the example given here, it refers to the number of male and female pupils within a given grade. The columns labelled 'number of pupils' and 'total' make up the summary section of the sheet. They enable the reader to see at a glance the total number of pupils within a particular grade by age and sex.
Instructions: The information on these sheets is collected from the transfer and application forms and the admissions register. Preferably, the tallies and summaries should be prepared and completed every time applications are received. One way in which to do the tallies is to use 'tally marks' to make the counting easier. Tally marks are vertical lines or strokes arranged in groups of five (four vertical strokes with a single diagonal going through them).

Organisation and storage

These should be kept in an appropriate file within the school head's office so that they are easily accessible.

Retention

Once all the information has been transferred into the PMT, the tally and summary sheets can be destroyed.

INSERT MINISTRY OF EDUCATION APPROVED SAMPLE

MARK SCHEDULES

Introduction

This is a schedule that shows pupil performance in various classroom assessments, tests and assignments, including standard tests. The record also gives the overall comparative results of each pupil.

Purpose

The purpose of the mark schedule is to:
- Consistently record the performance of individual pupils.
- Show the comparative performance of the class.
- Collect information for completing the pupil record cards.
- Facilitate the preparation of progress reports.

They are used by the subject and/or class teachers to record performance. School heads can also use the schedules to check on individual teacher's use of class assessments and tests as part of their teaching.

Target

It is the class and subject teachers who fill in these schedules.

Content

The schedule must include details of the following: school and class identities; the term and year of the assessment; pupil identity and the subjects covered.

Guidelines

Definitions: Concepts or terms used on this form must be explained, e.g., the phrase 'out of' refers to the total marks the test or examination carried.
Instructions: There must be clear instructions on how to enter the marks so as to have consistency and comparability of all the marks.

Organisation and storage

The class and subject teachers should, ideally, have folders in which these schedules can be arranged according to grade, year and term. It is important to create an index of pupils showing the grades. If the records are kept in folders, the folders where the pupils' names appear must be shown in the index. This enables cross-referencing.

Retention

The schedules can be kept by the grade/class or subject teachers for as long as the teacher teaches that particular class/grade or subject. Thereafter, the schedules could be retained by the school head for as long as all the pupils in this record are still at the school. After the pupils have left the school, the head must check the information in the pupil record cards, using the marks schedule. Only then may the schedules be discarded.

INSERT MINISTRY OF EDUCATION APPROVED SAMPLE

TEACHER/ADMINISTRATIVE STAFF RECORD CARDS

Introduction

The teacher record card contains a summary of information on individual teachers at a school. It does not replace other administrative records like statistics forms, letters, certificates, etc, which are used for staff appraisals, but can be used along with other records to obtain certain details.

Purpose

The teacher record card provides a school head with all the necessary information about a teacher at a glance. Ideally, the teacher should fill in a fresh card every five years. This information allows the head to make informed decisions for planning and general administration purposes. The school head and officials from the MOE use this card for administrative and planning purposes.

Target

The teacher record card is completed by the individual teacher.

Content

The information on the card consists of personal and academic details and particulars about the schools where the teacher may have taught previously. It is essential to regularly update the cards, especially after the following changes: change in marital status, promotion to a new post, or attainment of additional academic or professional qualifications.

Guidelines

Definitions: Definitions/instructions should accompany the form so that those filling it in know exactly what is being requested, especially when terminology is used which is not always clear.
Instructions: Clear instructions on how to complete the form will help to minimise the risk of errors.

Organisation and Storage

The school head must keep the teacher record cards, which should be arranged either according to the school's own administrative system or, that of the Ministry. Where none exists, one can simply make a comprehensive alphabetical listing of all the teachers that corresponds to their record cards. Whenever new cards are filled in, the old ones should not be destroyed. Instead, the old card should be attached to the new one.

Retention

When teachers transfer, retire, resign or die, their cards should be transferred to a suitable place at the school. They should not be destroyed. Once in the storage area, the cards can be arranged and indexed accordingly.

INSERT MINISTRY OF EDUCATION APPROVED SAMPLE

LIST OF TEACHERS/ADMINISTRATIVE STAFF

Introduction

This is a comprehensive listing of all the teachers in a school. It gives an overview of the total number of teachers, their qualifications and work load. The lists can be drawn up in an ordinary note book to avoid the accumulation of sheets of paper.

Purpose

The purpose of the teacher list is to:

- Give an overall picture of teachers in a school as regards quantity, ratio by gender, experience, qualifications and pupil population.
- Provide information for completing the data collection questionnaires from the MOE.

The lists are useful to school heads for administrative purposes since they provide information on the staff situation.

Target

The list should be compiled by the school head.

Content

The columns on the list should reflect the various information requirements of the school, as well as relate to the type of information needed for the PMT.

Guidelines

Definitions: Concepts, like years of service, must be clarified so that all those completing the form have the same understanding of them.
Instructions: Giving clear instructions on how to complete the lists will result in consistency.

Organisation and Storage

In cases where the lists are not in book form, one should file the lists in such a way that the latest ones are on top. The lists must be accumulated until the book/filet folder is full. Files that are used up should be transferred to the school's storage area after a year. Once there, the lists can be arranged according to years.

Retention

The lists should never be destroyed because they become retrospective indexes of teachers in the school.

INSERT MINISTRY OF EDUCATION APPROVED SAMPLE

TEACHER/ADMINISTRATIVE STAFF TALLY AND SUMMARY SHEETS

Introduction

These are sheets that provide data on a school's teaching staff. At a glance, they indicate how many teachers there are within a particular school within a given age group and by qualification. Without tally or summary sheets, one would have to go through each individual teacher record card to obtain the necessary information. The tally sheets are very important because they facilitate the collection of information for summary sheets. Above all, they help with the collection of information that has to be input into the PMT, either annually or more frequently. It is important for a school to have available data on its staff at any given time. This is required in order to justify having additional teachers for various subjects. The tally and summary sheets can be used either to complement or substitute the list of teachers. The advantage of having both is that the teacher list has the names of the teachers, whereas the tally and summary sheets only give an overview of the staffing situation. The tally sheets are simply a means of analysing the information and can be kept for quick reference purposes.

Purpose

The tally sheets have a twofold purpose:

- They give an overall picture of the age groups, sex and qualifications of teachers at a school (this information is important for planning purposes).
- They facilitate the completion of the PMT.

The tally and summary sheets are useful to the school and other educational administrative authorities.

Target

The school head must fill in the tally sheets.

Content

There are three types of tally and sheets:

1. One for primary schools.
2. One for secondary schools.
3. One by age for both primary and secondary schools.

The first two forms show teachers by qualification, training, nationality and sex. The third form shows teachers by age group and sex.

Guidelines

Definitions: For each category of information there is a 'tallying area', for example, to count the number of male and female teachers for the particular grades within a school. Adjacent to the 'tallying areas' are columns labelled 'total number' that make up the summary section of the sheet. They enable the reader to see at a glance the total number of teachers by sex, age and qualification.
Instructions: The information on these sheets comes from the teacher record cards and lists of teachers.
One way in which to do the tallies, as with pupil tally and summary sheets, is to use 'tally marks' to make the counting easier.

Organisation and Storage

The school head should have a folder for teacher tally sheets that are arranged by type of tally and date. The sheets can be indexed according to the key words on the tally sheets, i.e, qualification, age, etc.

Retention

The tally sheets may be destroyed, once the information has been transferred to the PMT.

INSERT MINISTRY OF EDUCATION APPROVED SAMPLE

STOCK BOOKS

Introduction

These are books used for records concerning school materials like textbooks, teacher guides, computer equipment for learning and any other teaching materials. Stock books do not necessarily cover library materials since, if a school is privileged enough to have a library, the library itself has its own method of keeping stock of its holdings by using lists of acquisitions and catalogues.

Purpose

The purpose of a stock book is to account for stocks received, dispatched and written off so that a proper inventory can be kept and recorded in the PMT. It is also a record of the officers handing and taking over stocks. The stock book could be used by the same people who complete it, i.e., school heads and teachers. Additionally, educational officers could use it for inspection purposes.

Target

Stock books are completed by:

- School heads who distribute the materials to other staff.
- Class teachers, who distribute the materials to the pupils.

Content

The stock books should have provisions to indicate the items recorded in detail, the date the items were received, the method of distribution and the disposals (for example, due to loss).

Guidelines

Definitions: After determining what sort of details about a particular item one wants to record, give clear definitions of the concepts that will appear on the form. For example, explain that 'shortfall' refers to the number of items short of the desired quantity. 'Balance' refers to how many items remain in the school.
Instructions: Give clear instructions on how to fill in the stock books. The examples provide an idea of the kinds of instructions that could be included.

Organisation and Storage

The stock books can be kept by school heads or class teachers. Depending on the availability of space, the stock books could also be stored in a suitable storage place at the school, where they can be arranged according to grades. It is helpful to create an index of the materials by subject, grade, author, title or name of the materials and equipment.

Retention

Once the stock book is full a new one should be started. The old book must be transferred to a suitable storage area at the school. The books in that secure storage area could be arranged according to subject matter, class and date. It is advisable to keep the stock books in storage for as long as possible, or at least as long as there is sufficient space. In the case of a shortage of space, they could be disposed of, but only after a certain period of time.

INSERT MINISTRY OF EDUCATION APPROVED SAMPLE

INVENTORY FORMS

Introduction

This is a record of office equipment, computers, furniture, etc.

Purpose

An inventory form is used to record and account for office equipment, computers, furniture, etc. located in various offices, classrooms, laboratories and workshops. The form can be used by:

- Those entrusted with the use of the equipment and furniture.
- Those occupying the offices, classrooms, laboratories, etc.
- The school head.

Target

The person occupying a particular office or room, e.g., classroom teacher, should complete an inventory form. To check that the forms are completed accurately, there may be need for supervision.

Content

The inventory form should make provision for all the necessary information pertaining to the contents of an office or classroom, e.g., computers for teaching and learning. This means having a sufficient number of columns in which to fill in the information. Each item should be identified by name and the quantity stipulated. There should be a short description of its present condition.

Guidelines

Definitions: Define terms like 'shortfall' and explain what information to enter in the 'remarks' column.
Instructions: Give clear instructions on what details should be given for each item. It is also useful to explain how to update the forms when there is a change of occupancy of the room.

Organisation and Storage

One copy of the inventory could be pinned to the office or classroom door. Another copy could be filed, according to room, in the school head's office. There should be an index of inventory forms by room.

Retention

The records in the room may be pinned on top of each other as they are used up.

INSERT MINISTRY OF EDUCATION APPROVED SAMPLE

GENERAL REVENUE, PUPIL CONTRIBUTIONS AND EXPENDITURE

Introduction

Financial records provide information on the flow of a school's financial resources, both into and out of the school.

Purpose

Financial records reflect a school's revenue. They record the finances paid to the school by pupils as well as any other funds which the school may have received or generated. They also detail a school's expenditure/disbursements that should all be recorded in the PMT.

The forms are used by:
- The school head.
- Auditors (officials who are appointed to examine the accounts).
- The school bursar (the person who manages the school's finances).
- School boards (in the case of private schools, for example).

Target

The task of completing the financial records falls to the school head or a person appointed either by the school or the MOE to undertake this duty.

Content

School finance records cover three different topics:
- Income by source.
- Expenditures by type.

Guidelines

Definitions: Define the categories of information that appear on the record form. For example, a term like 'recurrent' refers to income received from the government to cover the operational costs of running the school. This may not include teacher salaries, since the Ministry usually pays teachers directly.
Instructions: The person completing the various financial forms must have clear instructions on how to do this since much depends on the policy of a particular school and the Ministry.

Organisation and Storage

The records should be kept in the school head's office. At a school, where there is someone other than the school head assigned to complete the form, both this person and the school head should have a copy. The records can be filed according to the year and term.

Retention

Once all the information on the records has been entered into the income and expenditure section of the PMT, the records can be placed in a suitable storage area at the school. They can be kept there for two years or, if the school has a serving PTA committee, for a period of two terms of service of such a body.

INSERT MINISTRY OF EDUCATION APPROVED SAMPLE

FINANCIAL SUMMARIES

Introduction

Financial summary records contain the essential information from the income and expenditure records. They can, therefore, at a glance, give an overview of a school's income and expenditure details. These summary records provide the school administration with a financial summary of each term and year.

Purpose

The financial summary records give a general account of income and expenditure activities undertaken over a period of time. Normally the period is restricted to quarterly or annual reviews at the end of each year. The summaries also serve as a checking system for the specific financial records. The forms can be used by the financial officer or another person, for example, the school head, to work out what the school's financial transactions were for a specified period of time and for determining the current financial situation of the school. It is also useful for completing the pertinent section of the PMT.

Target

The school finance officer or bursar fills in the financial summaries. If a school does not have such an officer, the school head completes the record.

Content

There are two types of financial summary forms:

- One for general income.
- One for expenditure.

The summary form for revenue reflects all the incoming funds over a specified period. The one for expenditure shows financial output, also over a period of time. Both these summary forms draw their information from general revenue, pupil contributions and expenditure records.

Guidelines

Definitions: Define those words whose meaning may not be clear. For example, terms such as 'mode' or 'document number' refer to any document that may have been received as proof of a transaction having taken place. This includes receipts, vouchers or letters.
Instructions: These should explain how to complete the form if it is very detailed.

Organisation and Storage

The forms must be kept in the office of the school head. In the case where there is a financial officer, one copy should be kept in her/his office and another one in the school head's office. To facilitate reference and retrieval of the forms, they should be arranged by date or term and year.

Retention

The forms should not be destroyed until the information has been transferred into the PMT. If the information is not available on any other record, it should not be destroyed.

INSERT MINISTRY OF EDUCATION APPROVED SAMPLE

ANNEX B – SCHOOL PERFORMANCE INDICATORS

Indicator 1: Frequency and nature of staff performance appraisals at the school level.

Definition and Purpose: The average number of official performance appraisals conducted and recorded per year for staff positions at the MOE, district and school levels. The performance appraisal process should be examined to determine the number and role of participants, if and how a written questionnaire is used and the basis of judgement, e.g., objectives-based, criteria, etc. The quantitative and qualitative components of this indicator serve to monitor those aspects of the operational function related principally to school and classroom management to ensure optimal effectiveness of the teaching-learning process, but also apply to all other educational management positions.

Indicator 2: Accessibility of valid and reliable information to stakeholders.

Definition and Purpose: The perception or judgement of education managers at the MOE, district and school levels and all other stakeholders regarding the ease with which they have access to information generated from the systematic collection and rigorous analysis of performance indicator data. Such performance indicators are identified in planning documents as key to the management of education in the country. This qualitative indicator serves to monitor those aspects of the information function related to the strengths and weakness of a national Education Management Information System (EMIS).

Indicator 3: Extent to which performance information is used for decision-making

Definition and Purpose: The perception or judgement of education managers at the MOE, district and school levels regarding how their decision-making processes are informed by data collected on performance indicators. Such performance information can be received from the MOE or generated at more decentralised levels of education management, e.g., school level. This qualitative indicator serves to monitor those aspects of the information function related to the uses and applications of existing Education Management Information Systems.

Indicator 4: Teacher attendance rate.

Definition and Purpose: Average number of school days that a teacher attends to their classes in a given school-year, expressed as a percentage of the total number of scheduled school days for the cycle under study. Relevant data should be collected for the primary and secondary cycles and disaggregated by: age, gender, school location and private/public institution. This quantitative indicator is used when monitoring school supervision at the primary and secondary levels, and has predictive qualities with respect to teacher attitudes and motivation.

$$\textbf{\textit{Formula}} = \frac{\text{Total school attendance for period}}{\text{Total number of School days open for period}} \times 100$$

Indicator 5: Teacher punctuality rate.

Definition and Purpose: Average number of on-time school arrivals that a teacher has in a given school-year, expressed as a percentage of the total number of scheduled school days for the cycle under study. Relevant data should be collected for the primary and secondary cycles and disaggregated by: age, gender, school location and private/public institution. This quantitative indicator is used when monitoring school supervision at the primary and secondary levels, and has predictive qualities with respect to teacher attitudes and motivation.

$$\textbf{\textit{Formula}} = \frac{\text{Total number of on-time arrivals for period}}{\text{Total number of School days open for period}} \times 100$$

Indicator 6: Gross intake into 1st year of cycle.

Definition and Purpose: The number of new entrants in the first year of an education cycle irrespective of age. Relevant data should be collected for the early childhood, primary, lower secondary, secondary and tertiary cycles and be disaggregated by: age, gender, school location, private/public institution and nationality.

Note: The Ministry of Education will use this number to calculate the national Gross Intake Rate. This indicator serves to monitor the status of the school-age population's unsatisfied need to access educational opportunities at each education level.

Indicator 7: Net intake into 1st year of cycle.

Definition and Purpose: The number of new entrants in the first year of an education cycle who are of the official school entrance age, expressed as a percentage of the total corresponding population. Relevant data should be collected for the early childhood, primary, lower secondary, secondary and tertiary cycles and be disaggregated by: age, gender, school location, private/public institution and nationality.

Note: The Ministry of Education will use this number to calculate the national Net Intake Rate. This indicator serves to monitor the status of the school-age population's unsatisfied need to access educational opportunities at each education level.

Indicator 8: Gross Enrolment for the cycle.

Definition and Purpose: Total student enrolment for the cycle regardless of age. Relevant data should be collected for the early childhood, primary, lower secondary, secondary and tertiary cycles and be disaggregated by: age, gender, school location, private/public institution and nationality.

Note: The Ministry of Education will use this number to calculate the national Gross Enrolment Ratio. This quantitative indicator serves to monitor the general level of access to, participation in and capacity of the education system. It will be used together with the Net Enrolment Rate to measure the extent of over-aged and under-aged enrolment.

Indicator 9: Net Enrolment for the cycle.

Definition and Purpose: Total enrolment of the official school-age group for the cycle. Relevant data should be collected for the early childhood, primary, lower secondary, secondary and tertiary cycles and be disaggregated by: age, gender, school location, private/public institution and nationality.

Note: The Ministry of Education will use this number to calculate the national Net Enrolment Ratio. This quantitative indicator serves to monitor the general level of access to, participation in and capacity of the education system. It gives a more precise measurement of the extent of participation in education of children belonging to the official school-age groups.

Indicator 10: Availability of school facilities for special needs students.

Definition and Purpose: School entrances, classroom doors and doorways, student desks and toilettes are constructed in a manner to facilitate the access and participation of students who are physically challenged. Relevant data should be collected for the primary, lower secondary, secondary and tertiary cycles and disaggregated by: school location and private/public institution. This qualitative indicator serves to monitor the presence of physical barriers in the construction of school facilities that reduces the demand for education by physically challenged children, thus reducing their overall access and participation.

Indicator 11: Current expenditure per student.

Definition and Purpose: Current expenditure per student is calculated by dividing the total school expenditure by the corresponding full-time equivalent enrolment for any given year. Expenditure and enrolment data should be collected for public or private schools at the primary, lower secondary, secondary and tertiary cycles as appropriate. This quantitative indicator serves to monitor current expenditures by level of education in a comparable manner across the country.

Formula: This is calculated by dividing total public cost of education by the number of students.

$$\textbf{\textit{Formula}} = \frac{\text{Total school expenditure}}{\text{Total student full time enrolment}}$$

Indicator 12: Ratio of students to non-instructional student support personnel.

Definition and Purpose: The total number of students divided by the number of salaried non-instructional student support personnel employed at the school. Non-instructional student support personnel include: Principals (non-teaching), administrative staff, guidance counsellors, library staff, etc. Relevant data should be collected for the primary, lower secondary, secondary and tertiary cycles. This quantitative indicator serves to monitor the allocation of current expenditures by government on non-teaching staff with direct student contact, and thus optimal levels of educational financing.

Indicator 13: Percentage of certified (trained) teachers.

Definition and Purpose: The number of school teachers who have successfully completed a recognised teacher's certification training program, expressed as a percentage of the total number of teachers employed by the school. Teachers are persons who are employed to guide and direct student's classroom learning experiences in gaining the knowledge, attitudes and skills that are stipulated in a defined curriculum. Teachers that have been promoted to School Heads or Principals and who are no longer teaching would not be included. Relevant data should be collected for the primary, lower secondary, secondary and tertiary cycles and disaggregated by: gender, school location and private/public institution. This quantitative indicator serves to monitor the quality of the single most important input into the teaching/learning process, namely the teachers themselves.

$$\textbf{\textit{Formula}} = \frac{\text{Number of trained teachers employed by school}}{\text{Total number of teachers employed by school}} \times 100$$

Indicator 14: Average age of teachers in the classroom.

Definition and Purpose: The average age of teachers who are currently working in the classroom, as per the definition of teachers in the previous definition. Teachers on maternity or professional development leave are not to be included. Relevant data should be collected for the primary, lower secondary, secondary and tertiary cycles and disaggregated by: gender, school location and private/public institution. This quantitative indicator serves to monitor the quality of the single most important input into the teaching/learning process, namely the teachers themselves.

Indicator 15: Average years of experience of teachers in the classroom.

Definition and Purpose: The total number of full time years of teaching experience of all teachers currently working in the classroom divided by the number of teachers working in the classroom, as per the definition of teachers in the previous definition. Teachers on maternity or professional development leave are not to be included. Relevant data should be collected for the primary, lower secondary, secondary and tertiary cycles and disaggregated by: gender, school location and private/public institution. This quantitative indicator serves to monitor the quality of the single most important input into the teaching/learning process, namely the teachers themselves.

Indicator 16: Gross student-teacher ratio.

Definition and Purpose: The average number of students per teacher currently employed by the school. Teachers are persons who are employed to guide and direct student's classroom learning experiences in gaining the knowledge, attitudes and skills that are stipulated in a defined curriculum. All teachers employed at the level of education specified would be included regardless of their current status, e.g., maternity or professional development leave. Teachers that have been promoted to School Heads or Principals and who are no longer teaching would not be included. Relevant data should be collected for the primary, lower secondary, secondary and tertiary cycles and disaggregated by: gender, school location and private/public institution. This quantitative indicator serves to monitor the adequacy of the human resources input, in terms of numbers of teachers employed, in relation to the size of the student population.

Formula: The total number of teachers in the system includes teachers on study leave.

Formula =	$\dfrac{\text{Total number of teachers employed}}{\text{Total number of students enrolled}}$	x 100

Indicator 17: Average square feet of school area by student.

Definition and Purpose: The total number of square feet of enclosed space available to students while engaged in learning activities divided by the total number of students enrolled in the school. Eligible school areas would include, e.g., classrooms, libraries, laboratories, indoor sports facilities, etc. Relevant data should be collected for the primary, lower secondary, secondary and tertiary cycles and disaggregated by: school location and private/public institution. This quantitative indicator serves to monitor the adequacy of the school infrastructure and detect possible problems of over-crowding.

$$\textit{Formula} = \frac{\text{Total classroom area (square feet)}}{\text{Total enrolment of school}}$$

Indicator 18: Extent to which schools are adequately equipped.

Definition and Purpose: The availability of A/V and reprographic equipment, computers for administration, telephone lines and Internet services in working condition. Relevant data should be collected for the primary, lower secondary, secondary and tertiary cycles and disaggregated by: school location and private/public institution. This quantitative indicator serves to monitor the adequacy of the school facilities and detect possible resource constraints facing teachers and administrators alike.

Indicator 19: Availability of space for recreation.

Definition and Purpose: Availability of space for recreation is reflected in the extent to which students can play team sports on school grounds, e.g., basketball, football, cricket, etc. This would necessarily require a playground area and/or gymnasium of a size that is in proportion to school enrolment. Relevant data should be collected for the primary, lower secondary, secondary and tertiary cycles and disaggregated by: school location and private/public institution. This qualitative indicator serves to monitor the adequacy of the school facilities in providing students with opportunities for extra-curricular activities.

Indicator 20: Percentage of students with access to all required textbooks.

Definition and Purpose: The number of students with access to all required school textbooks divided by the total student enrolment in a given year. Access denotes that students either own the textbook, because it has been purchased for them, or has been temporarily provided to them by the school for their personal use. Relevant data should be collected for the primary, lower secondary, secondary and tertiary cycles and disaggregated by: school location and private/public institution. This quantitative indicator serves to monitor the adequacy of the didactic materials available to students and detect possible resource constraints to their learning.

$$\textit{Formula} = \frac{\text{Number of students with all textbooks in a period in a school}}{\text{School enrolment in that same period}} \times 100$$

Indicator 21: Average number of students per computer for teaching/learning activities.

Definition and Purpose: The total number of students enrolled in the school divided by the number of computers dedicated to teaching/learning activities in the classroom. Relevant data should be collected for the primary, lower secondary, secondary and tertiary cycles and

disaggregated by: school location and private/public institution. This quantitative indicator serves to monitor the adequacy of technological supports to the teaching/learning process and detect possible resource constraints in this area.

$$\textbf{\textit{Formula}} = \frac{\text{Total School enrolment in a period}}{\text{Number of computers for teaching/learning in period}}$$

Indicator 22: No. of adequate sets of teaching guides and instructional materials per subject area.

Definition and Purpose: A set of teaching guides and accompanying instructional materials are considered adequate when: it was designed for the current curriculum, the guide is not missing any pages and all the required instructional materials are intact. Relevant data should be collected for the primary, lower secondary, secondary and tertiary cycles and disaggregated by: school location and private/public institution. This quantitative indicator serves to monitor the adequacy of teaching supports to the teaching/learning process and detect possible resource constraints in this area.

Indicator 23: Net student-teacher ratio.

Definition and Purpose: The average number of students per in-classroom teacher. Teachers are persons who are employed to guide and direct student's classroom learning experiences in gaining the knowledge, attitudes and skills that are stipulated in a defined curriculum. Only teachers who are currently teaching in the classroom would be included. Teachers that have been promoted to School Heads or Principals and who are no longer regularly teaching would not be included. However, since teaching staff includes in principle both full- and part-time teachers, comparability of this ratio may be affected as the proportion of part-time teachers varies from country to country. Consequently, a full time equivalent teaching load will be used when counting the number of in-classroom teachers. Relevant data should be collected for the primary, lower secondary, secondary and tertiary cycles and disaggregated by: gender, school location and private/public institution. This quantitative indicator serves to monitor the quality of the teaching/learning process. The net Student-Teacher ratio has a great influence on the unit cost of education. Therefore, a suitable choice of the student-teacher ratio is very important in the overall scheme of allocation of resources at the school level.

$$\textbf{\textit{Formula}} = \frac{\text{Total student enrolment in a school}}{\text{Total number of teacher teaching in school}}$$

Indicator 24: Adequacy of teacher preparedness.

Definition and Purpose: Adequacy of teacher preparedness is reflected in the extent to which teachers research the topic of instruction, prepare detailed lesson plans, use library resources and prepare their own exercises, projects and quizzes for classroom use on a regular basis. All teachers should be able to explain what they teach in terms of the curriculum objectives and how far they have progressed in terms of the school's approved work plan. Relevant data should be collected for the primary, lower secondary, secondary and tertiary cycles and disaggregated by: gender, school location and private/public institution. This qualitative indicator serves to monitor the extent to which teachers plan to manage the teaching/learning process.

Indicator 25: Variety of pedagogical approaches and teaching practices used.

Definition and Purpose: A variety of pedagogical approaches and teaching practices are used to better accommodate student differences and the content of the subject being taught. Teachers use a variety of techniques, including individual assignments with worksheets, class discussion, group work, explaining, drill-and-practice, asking questions, and cross-age tutoring. When available, teachers also make regular use of technological supports, such as, interactive radio, computer-based training, Internet access, etc. Relevant data should be collected for the primary, lower secondary, secondary and tertiary cycles and disaggregated by: gender, school location and private/public institution. This qualitative indicator serves to monitor the quality of the teaching strategies employed in the classroom in an effort to get students actively engaged in the teaching/learning process.

Indicator 26: Utilisation rate of instructional materials, textbooks or technology.

Definition and Purpose: The number of classes during which the teacher utilises instructional materials, textbooks or technology as teaching aids, expressed as a percentage of the total number of classes taught in a school year. Relevant data should be collected for the primary, lower secondary, secondary and tertiary cycles and disaggregated by: gender, school location and private/public institution. This quantitative indicator serves to monitor the extent to which teachers make use of available resources to enhance the teaching/learning process.

$$\textbf{\textit{Formula}} = \frac{\text{Actual number of periods where instructional materials/textbooks/technology is used}}{\text{Total number of periods where these materials can be used}} \times 100$$

Indicator 27: Efficient use of classroom learning time.

Definition and Purpose: Classroom learning time is used efficiently when teachers maintain a brisk pace for instruction with clear stop and start cues and quick introductions of topics. They are aware of whole-class needs in pacing lessons, providing assistance to individuals, setting and supervising seatwork, and encouraging out-of-class work for those who need it. In general, non-instructional classroom time is kept to a minimum. Relevant data should be

collected for the primary, lower secondary, secondary and tertiary cycles and disaggregated by: gender, school location and private/public institution. This qualitative indicator serves to monitor the actual time spent by students engaged in the teaching/learning process while in the classroom.

Indicator 28: Proportion of instructional time spent on core subjects.

Definition and Purpose: The number of instructional hours spent teaching core subjects, expressed as a percentage of the total number of instructional hours spent teaching all subjects. Relevant data should be collected for the primary in Math, English, Social Studies, Science; lower secondary, secondary in Math and English, and disaggregated by: gender, school location and private/public institution. This quantitative indicator serves to monitor time-use allocation for subjects considered core to the curriculum.

$$\textbf{\textit{Formula}} = \frac{\text{Actual number of periods spent on core subjects for level}}{\text{Total number of periods spent on all subjects offered for that level}} \times 100$$

Indicator 29: Frequency of assessments and promptness of feedback.

Definition and Purpose: Frequent student assessments are reflected in the extent to which they occur regularly and in an integrated way at the classroom, school and system levels. The central purpose must be to provide diagnostic feedback to students, teachers and education managers. Teachers provide immediate feedback on student's in-class responses, written work, and homework, mixing praise and constructive criticism equally. The school should maintain records of individual student's performances on standard tests using simple routines for collecting, storing and reporting this information back to students and parents. Education managers should use test results and grade reports to spot and respond to potential problems, at either the individual or school level, providing continuous feedback to teachers and students over time. Relevant data should be collected for the primary, lower secondary, secondary and tertiary cycles and disaggregated by: school location and private/public institution. This qualitative indicator serves to monitor the extent to which student performance is assessed and used to enhance the teaching/learning process.

Indicator 30: Teacher attitudes and motivation.

Definition and Purpose: Teacher attitudes and motivation are reflected in the extent to which they have confidence in their ability to teach, are committed to teaching, care about their students, help each other with instructional problems and cooperate in efforts to improve school performance. Relevant data should be collected for the primary, lower secondary, secondary and tertiary cycles and disaggregated by: gender, school location, private/public institution and nationality. This qualitative indicator serves to monitor the quality of the teacher's contribution to the teaching/learning process in the classroom.

Indicator 31: Student attitudes and motivation.

Definition and Purpose: Student attitudes and motivation are reflected in the extent to which they respect the authority of the teacher, are attentive during classroom discussions and activities, considerate of other students and participate in extracurricular school activities. Relevant data should be collected for the primary, lower secondary, secondary and tertiary cycles and disaggregated by: gender, school location, private/public institution and nationality. This qualitative indicator serves to monitor the quality of the student's contribution to the teaching/learning process in the classroom.

Indicator 32: Attendance rate.

Definition and Purpose: Average number of school days that a student attends classes in a given school-year, expressed as a percentage of the total number of scheduled school days for the cycle under study. Relevant data should be collected for the primary and secondary cycles and disaggregated by: age, gender, school location and private/public institution. This quantitative indicator has predictive qualities when monitoring internal efficiency at the primary and secondary levels, and provides educational planners with a rough guide to the capacity or 'power' of retention of the educational cycle under study.

$$\textbf{\textit{Formula}} = \frac{\text{Total School attendance for period}}{\text{Total number of School days open for period}} \times 100$$

Indicator 33: Transition rate.

Definition and Purpose: The percentage of students enrolled in the last year of a cycle who subsequently enter the first year of the next cycle in the following year. Relevant data should be collected to calculate the transition rate from primary grade 6 to lower secondary grade 7/form 1, and from primary grade 6 to secondary 5 year cycle form 1. This quantitative indicator serves to monitor the articulation of the primary and secondary education cycles from the perspective of the internal efficiency of the education system as a whole. However, interpretation of the findings should take into consideration the existence of divergent education policies or practices across the region with regard to the purpose of lower secondary education, common entrance examinations, secondary admission requirements and fee structures, or any combination thereof.

$$\textbf{\textit{Formula}} = \frac{\text{Number of students who join the first year of secondary school in t year.}}{\text{Total number of who graduate from the primary school in the t-1 year}} \times 100$$

Indicator 34: Graduation rate.

Definition and Purpose: The percentage of students enrolled in the last year of a cycle that successfully completes the cycle after writing all leaving examinations. Relevant data should be collected for the primary and secondary cycles and disaggregated by: age, gender, school location and private/public institution. This quantitative indicator serves to monitor the quality of school education and its capacity to graduate students with the requisite knowledge and skills for that cycle of education.

$$\textbf{\textit{Formula}} = \frac{\text{Number of students who successfully completed last year of cycle.}}{\text{Total number of who had enrolled in last year of cycle at beginning of year.}} \times 100$$

Indicator 35: Promotion Rate.

Definition and Purpose: The percentage of students enrolled in one stream, grade or program of study, which are admitted to and enter another at the appropriate grade/form. All data should be disaggregated by: age, gender, school location and private/public institution. This quantitative indicator serves to monitor the quality of school education and its capacity to promote students with the requisite knowledge and skills to the next grade/form. It provides educational planners with a rough guide to the internal efficiency of the school system as well. Interpretation of this indicator should however take into consideration the existence of divergent education policies or practices across the region with regard to automatic promotion, common entrance examinations, secondary school admission requirements and fee structures, or any combination thereof.

Formula: It is calculated by following a cohort of students who join a given class in a given year and move to the next class the subsequent year

$$\textbf{\textit{Formula}} = \frac{\text{No. of students from grade/form `x' who advance to the next level the following year}}{\text{Number of students enrolled in grade/form `x' at the beginning of the school year}} \times 100$$

Indicator 36: Repetition rate.

Definition and Purpose: The number of students enrolled in a given grade/form in a given school-year who study in the same grade/form the following school year, expressed as a percentage for each grade/form in the school, and as an average percentage for the entire school. Relevant data should be collected for the primary and secondary cycles and disaggregated by: age, gender, school location and private/public institution. This

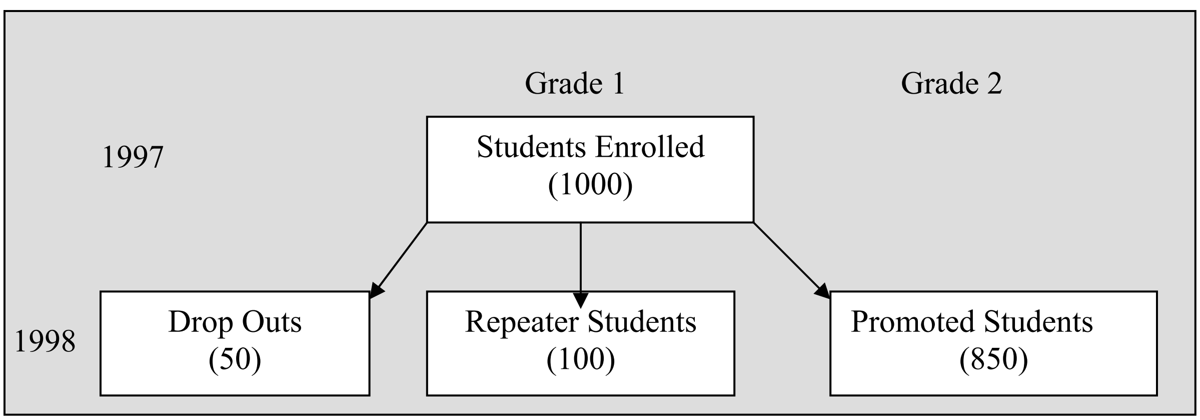
quantitative indicator serves to monitor internal efficiency at the primary and secondary levels, but its interpretation must take into consideration the existence of divergent education policies or practices across the region with regard to automatic promotion, age-based promotion, merit-based promotion or any combination thereof.

$$\textbf{\textit{Formula}} = \frac{\text{No. of students from grade/form `x' who repeat the same grade/form `x' following year}}{\text{Number of students enrolled in grade/form `x' at the beginning of the school year}} \times 100$$

Indicator 37: Dropout rate.

Definition and Purpose: The number of students enrolled in a given grade/form in a given school-year who do not enrol in school the following school year, expressed as a percentage for each grade/form in the school, and as an average percentage for the entire school. Relevant data should be collected for the primary and secondary cycles and disaggregated by: age, gender, school location and private/public institution. This quantitative indicator serves to monitor internal efficiency at the primary and secondary levels, and is a key indicator of the quality of school education.

Note: The relationship between repetition, promotion and drop-out rates is illustrated with the help of flow diagram given below:



$$\text{Repetition Rate} = \frac{100}{1000} \times 100 = 10\ \%$$

$$\text{Promotion Rate} = \frac{850}{1000} \times 100 = 85\%$$

$$\text{Dropout Rate} = \frac{50}{1000} \times 100 = 5\%$$

Total Enrolment = 50 + 100 + 850 = 1000

Total Enrolment = Repeaters + Promoted students + Drop-outs

Indicator 38: Student performance on standardised tests at grades 2, 4, 6 and Form 3.

Definition and Purpose: The number of students who have mastered a defined level of basic learning competencies by grades 2, 4, 6, and Form 3 expressed as a percentage of the total number of students enrolled in those grades. Basic learning competencies demonstrate an ability to read and write, facility with arithmetic, and skills in problem solving. Relevant data should be collected at the primary level and disaggregated by age, gender, parental education, school location and private/public institution. This quantitative indicator serves to monitor the quality of learning achievement with respect to the requisite knowledge and analytical skills expected of students at the end of primary school.

Formula: The percentage of students passing the standardised tests in relation to those enrolled in the relevant grade is calculated as:

$$\textbf{\textit{Formula}} = \frac{\text{No. of students who passed the standardised test}}{\text{No. of students who sat the standardised tests}} \times 100$$

Indicator 39: Secondary student performance on CXC/"O" level exams.

Definition and Purpose: The percentage of a student cohort that entered secondary 5 year cycle in a given year who pass the CXC/"O" level exams Basic I and General or Technical I, II, and III in: 1) English and Math, and 2) at least five subject areas including English. Relevant data should be collected at the secondary school level and disaggregated by gender, school location and private/public institution. This quantitative indicator serves to monitor the quality of learning achievement with respect to the requisite knowledge and analytical skills expected of students at the end of secondary school.

Formula: The percentage of the student cohort who entered secondary Form 1 (5 year cycle), progressed to Form 5 and passed the CXC "O" Level exams for a given year is calculated as:

$$\textbf{\textit{Formula}} = \frac{\text{No. of students in Form 5 who passed the exams}}{\text{No. of students in the original cohort for Form 5}} \times 100$$

Indicator 40: Secondary student performance sitting CXC core subject exams.

Definition and Purpose: The percentage of students who sat the CXC English and Mathematics examinations in a given year and obtained a passing grade. This data should be collected at the secondary school level and disaggregated by gender, school location and private/public institution. This quantitative indicator serves to monitor the quality of learning achievement with respect to the requisite knowledge and analytical skills in core subjects expected of students at the end of secondary school.

Indicator 41: Secondary student performance sitting CAPE\A level subject exams.

Definition and Purpose: The percentage of students who sat two or more CAPE/A level subject exams in a given year and obtained a passing grade (excluding the General Paper). Relevant data should be collected at the secondary school level and disaggregated by gender, school location and private/public institution. This quantitative indicator serves to monitor the quality of learning achievement with respect to the requisite knowledge and analytical skills expected of students at the end of secondary school.

ANNEX C - School Performance Report Format

SCHOOL PROFILE

- Description of Catchment Area
- Administration, Planning and Supervision
- Student Enrolment
- School Budget: Income and Expenditures

ACADEMIC PERFORMANCE

- Student Achievement
- Student Attainment

CLIMATE FOR TEACHING AND LEARNING

- Student-Teacher Ratio
- Pedagogical Approaches
- Use of Textbooks and Instructional Materials
- Student Assessments and Feedback
- Teacher – Student Relations

SCHOOL RESOURCES

- Instructional and Support Staff
- Facilities and Equipment
- Computers for Teaching and Learning
- Teaching-Learning Materials

TRENDS AND SCHOOL IMPROVEMENT CHALLENGES

- Problem Identification and Diagnosis
- Recommended Action Plan

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