EDDATA II

SNAPSHOT OF SCHOOL MANAGEMENT EFFECTIVENESS (SSME)
Concept and development process

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The Concept

The lack of solid but inexpensive information about school and classroom management means that many donor and government programs are designed without key information about practices known to have an impact on knowledge acquisition by children. In most countries it is unknown whether teachers or principals apply what is taught in pre-service or even in-service programs, or find it useful; it is unknown, with any degree of certainty, whether textbooks arrive in school when they are needed; whether children are learning to read in anything like a reasonable time frame; whether teachers are using effective teaching methods. In most countries, the use of time by teachers in the classroom is unexplored, as is the degree and type of involvement by parents in monitoring their children's cognitive achievement. Many other examples of key gaps in knowledge are possible. This lack of information not only hampers program design, but, more importantly, makes credible policy dialogue nearly impossible.

A simple instrument, based on what the best expert opinion and research say are the most important processes of school management (and in particular, pedagogical management) and governance in ensuring children's participation in school and improving their cognitive achievement, could go a long way in filling this critical gap. A few other analysts have noted this gap and have come up with similar ideas. The well-known educationist and ex Minister of Education of Chile, Ernesto Schiefelbein, for example, has come up with what he calls the "20-minute classroom yardstick". This effort and others like it offer useful information. However, their statistical and validity characteristics for broad application tend to be weak or unexamined.

The **Snapshot of School Management Effectiveness (SSME),** being developed under the auspices of the EdData II project, is designed to offer a "best" approach that fulfills statistical and validity requirements for broad application, yet still meets expense and practicality constraints we believe are worth respecting. Thus a single person can complete data-gathering in one school during a single-day visit, and visits are made to a sample of just enough schools to give donors and governments a fast, inexpensive, yet reliable and empirically-driven scan of school management at a given level of interest (i.e., national or for a clearly identified sub-population). Extended to multiple levels or sub-populations, the Snapshot can be used not only for sector assessment and program design in a general sense, but also to capture distinctions between provinces or districts.

The SSME system also facilitates analysis and reporting of results in the form of country "snapshots" covering each management effectiveness dimension, and including full reporting of reliability margins.

The Snapshot is appropriate for at least three practical purposes:
1. As a fundamental component of sector assessment, providing governments and donors a key source of information on which to build country plans and strategies
2. As part of regular education census efforts of a district, state, or national EMIS, providing educational administrators with information necessary for system-level resource distribution and activity programming.

3. In individual school communities as a means to monitor, evaluate, organize, and communicate information on the current effectiveness of their schools, and as a basis for local action.

Specifics of the Snapshot development process and content

The development of the SSME began with a review of similar efforts and of relevant research literature.

Parallel to this review, Ed Data II brought together a panel of experts to exchange on "state of the art" and "best practices" approaches regarding the measurement of school management quality in terms of the effectiveness of classroom and school management practices in supporting and producing children's learning.

These efforts together informed the construction of a broadly applicable and valid set of "fresh" and "refreshed" straightforward measures of school management effectiveness. The resulting "Core" SSME instrument is comprised of structured interviews with students, teachers, school heads, parents / guardians, and system supervisors, and school and classroom observation grids, and collects information on pedagogical leadership and management, classroom management, resource and time management at the school, parent and community involvement , and system-level support and supervision. Rapid measures of children's early reading [and arithmetic] skills, also developed through EdData II, represent the principal outcome – learning – against which school "effectiveness" is evaluated.

Piloting the instrument in a small number of countries is the next important step. In this process, working with host-country specialists, EdData II will adapt the basic survey instrument to ensure that it addresses each country's particular education system and relevant issues.

USAID / EDDATA II / Snapshot of School Management Effectiveness (SSME):
Distribution of "Core" items across instruments and "Effective Schools" dimensions

Dimension	"Effective Schools" sub-dimension represented	Student Interview	Teacher Interview	School Head Interview	Classroom Observation	School Observation	Parent / Guardian Interview	Total
	TOTAL NUMBER OF CONTENT ITEMS	*14*	*27*	*39*	*24*	*11*	*13*	*128*
PEDAGOGICAL LEADERSHIP & MANAGEMENT	101 Teacher's access to pedagogical advice, support, teamwork	0	2	0	1	0	0	3
	102 Instructional & learning practices in the classroom	3	1	2	0	0	0	6
	103 Learning evaluation practices & feedback	2	3	1	0	0	0	6
	105 School head's engagement in pedagogy	0	2	2	0	0	0	4
	106 Student engagement in the learning process	2	0	0	0	0	0	2
	108 Teacher's pedagogical preparation & training	0	4	0	0	0	0	4
	110 Educators' expectations for their students	0	1	0	0	0	0	1
CLASS & CLASSROOM MANAGEMENT	201 Instructional materials in the classroom	0	3	1	3	0	0	7
	204 Student management & discipline in the classroom	2	1	0	1	0	1	5
	207 Use of class time	0	1	0	15	0	0	16
SCHOOL MANAGEMENT	301 Communication at the school level	0	1	2	0	2	0	5
	305 School funding, financial management	0	0	3	0	0	0	3
	306 Infrastructural management at the school level	0	0	2	0	4	0	6
	307 Equipment & materials management at the school level	0	0	0	1	2	0	3
	311 Personnel management & treatment	0	3	6	1	0	0	10
	312 Student attendance	1	2	0	1	0	0	4
	313 Student management /treatment at the school level	1	0	0	0	0	2	3
	314 Time organization & use at the school level	0	0	4	0	3	0	7
	319 Overall school characteristics	0	0	4	0	0	0	4
PARENT & COMMUNITY INVOLVEMENT IN THE SCHOOL	402 Parent /community role in school mgmt & governance	0	0	2	0	0	3	5
	404 Parents' engagement in child(ren)'s learning	3	0	0	1	0	3	7
	406 School-initiated communication with parents	0	1	0	0	0	2	3
	409 Parents' perceptions of school quality	0	0	0	0	0	2	2
DISTRICT- AND SYSTEM-LEVEL SUPPORT	502 District- or system-level human resource management	0	0	2	0	0	0	2
	503 District- or system-level monitoring & supervision	0	0	2	0	0	0	2
	504 Pedagogical advice & support provided by system	0	2	2	0	0	0	4
	506 Educator development provided by system	0	0	2	0	0	0	2
	507 General management support provided by system	0	0	2	0	0	0	2
IDENTIFICATION	801 Student Identification & characteristics	6	0	0	0	0	0	6
	802 Teacher Identification & characteristics	2	5	0	0	0	0	7
	803 School head identification & characteristics	0	0	4	0	0	0	4
	804 Classroom Identification	0	0	0	2	0	0	2
	805 School Identification	2	2	4	2	2	2	14
	806 Parent /Guardian identification & characteristics	0	0	0	0	0	2	2
	807 District /Parish identification	0	1	1	1	1	1	5