



ANNOTTO BAY HIGH SCHOOL

INSPECTION REPORT COVID-19 EDITION

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Board Chair: Mr Riquel Barclay



National Education Inspectorate
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FINAL

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Introduction

The National Education Inspectorate (NEI) is responsible for assessing the standards attained by the students in our primary and secondary schools at critical points during their education. The NEI aims to report on how well students perform or improve, as they progress through their schooling and learning life. The NEI is also charged with the responsibility to make recommendations to support improvement in the quality of the provision and outcomes for all learners.

During school inspections, our trained inspectors observe online classroom lessons, interview members of the school's staff – both online and face-to-face, students individually and in small groups. Inspectors also look at samples of student work (where possible) and study various school documents provided before and during the inspection. Additionally, School Inspectors hold meetings with the Principal and senior members of the staff to get clarity on their roles and responsibilities at the school.

Key Questions

The inspection indicators remain structured around a set of eight key questions (domains) that inspectors ask about the educational provision and performance of every school. These are:

1. How effectively is the school led and managed by the Board, the Principal and senior management team and middle leadership during the COVID-19 Pandemic?
2. How effectively does the online teaching support the students' learning?
3. How well do students perform in national and/or regional tests and assessments?
4. How much progress do students make in relation to their starting points?
5. How good are the students' personal and social understanding and awareness of the implications of COVID-19?
6. How effectively does the school use the human and material resources at its disposal to help the staff and students achieve as well as they can?
7. How well do the curriculum and any enhancement programmes meet the current needs of the students?
8. How well does the school ensure everyone's security, safety, health and well-being during the Pandemic?

See Addendum to Inspection Framework attached.

Modified Framework

Evaluating the school's effectiveness is predicated on the extent to which the variables under the school's control are led and managed under the COVID-19 event. The emphasis is, therefore, now on the adaptability of school leaders in ensuring that the quality of the provisions for students' learning takes place in a safe, secure and healthy environment. Also, that the well-being of students and staff is a priority as they explore and deliver the modified curricular offerings.

Note that, while other key performance indicators (KPIs) and domains of effectiveness are important parts of the indexation of school effectiveness, they have been temporarily relieved of the weighting.

All the evaluations and discussions in this report are predicated on the work of the school during the Pandemic, and with the number of students, they were able to reach.

Value-Added Assessment of Students' Progress

In this round of inspections, the Value Added Model for Assessing Schools (VAMAS) is a component of this inspection report. The fundamental feature of the VAMAS is to analyse individual student performance in both English and mathematics at key points in their learning.

Under the VAMAS, students are assigned designations based on their performance. Students who attain satisfactory performance in mathematics and English are designated as Alphas. In contrast, those who achieve satisfactory performance in either English or mathematics are designated as Betas. Those with unsatisfactory performance in both subjects are designated as Gammas.

VAMAS designations at the secondary level are determined based on students' proficiency in the 2020 Primary Exit Profile (PEP 6) language arts and mathematics as well as their performance in grade 7 English and mathematics internal examinations in 2021.

Profile

School's Demographics

School Code:	05088
School Name:	Annotto Bay High
Parish:	St. Mary
Region:	2. Port Antonio
Locale:	Rural
Day Structure	Whole Day
Population Composition:	Co-education
Size:	Class III
Capacity:	800
Enrolment:	905
Attendance Rate (%):	70
Active Teachers:	45
Pupil-Teacher Ratio:	20:1
Owned By:	Government
Modality (ies):	Google Classroom, Google Meet and WhatsApp
Average Online Attendance (%):	43
Average Class Attendance Observed:	55

Socio-economic Context

The Annotto Bay High School is located on a 23-acre (9.4 Hectares) property in Iteboreale on the Annotto Bay to Port Antonio Highway. Behind is a ridge with lush green vegetation, and in front is the view of the Caribbean Sea with its blue ripple waters. The community's main sources of economic support are subsistence farming and vending. A few community members are taxi operators or small shops and bar operators. Students at the school come from a wide cross-section of communities throughout the parish and from adjoining Portland and St. Andrew parishes.

Internet penetration and support for learning modalities

Flow is the school's internet provider. The internet penetrates the entire compound but is unstable; sometimes, there is no service for an extended period. No student accessed classes on the compound during COVID-19; the guidance counsellor took learning kits to students who did not have internet access and recollected completed assignments. Most students used phones to access lessons. Online attendance during COVID-19 was below 43 per cent.

Executive Summary

Leadership and management

The school demonstrates collaborative leadership and active stakeholder engagement but struggles with accountability and efficient document management. While self-evaluation, improvement planning, and governance are satisfactory, intervention programs need enhancement. The strong ties with parents and the community support various initiatives.

Online teaching in support of learning

All teachers know their subject content well and share accurate information with their students. The quality of instructional activities to engage students in most of the lessons throughout the school falls below expectations. In many lessons, assessment is key in determining students' mastery of concepts and how well students learn. In many lessons, students demonstrate evidence that they are learning through their responses to questions and their attempt to complete assessment activities.

Students' performance in English and mathematics from 2019 to 2021

The Caribbean Secondary Education Certificate (CSEC) results showed that the performance in English language decreased from 76 per cent in 2019 to 51 per cent in 2021. It remained below the national pass rate throughout the entire period. The CSEC results showed that performance in mathematics declined from 14 per cent to 4 per cent over the 2019 to 2021 period. The school's pass rate remained below the national pass rate from 2019 to 2021.

Students' progress in English and mathematics

Many students perform below the expected grade level, and the type of activities given during lessons further restricts their progress. Most students make little progress in mathematics. In most instances, students cannot solve complex problems.

Students' personal and social understandings and awareness

Most students maintain a good relationship with most staff members; however, many students are disruptive and unsettled in some lessons. Absenteeism is a major concern in the school; the registers show that some students are constantly absent. Some students know Jamaica's cultural traditions and economic progress, while many understand national and global environmental issues well.

The availability and use of human and material resources

The school has sufficient academic staff; most are trained graduates specialising in their teaching areas. While many teachers attend school regularly and are punctual, absenteeism and lateness are unacceptable for some teachers. The school has sufficient furniture in most classes; however, many desks, chairs and whiteboards are old and worn. The school has limited resources, and many are not widely used.

Provisions for the curriculum and enhancement programmes

The school employs various curricula, including the National Standards Certificate (NSC), National Council for Technical and Vocational Education and Training (NCTVET), Caribbean Secondary Education Certificate (CSEC), Caribbean Advanced Proficiency Examination (CAPE), and City and Guilds to equip students for external examinations. Additionally, the school encourages all students to engage in extra-curricular activities.

Provisions for student safety, security, health and well-being

The school has a safety and security policy which outlines procedures and guidelines for appropriate behaviour and sanctions for indiscipline. However, the perimeter fencing is in a state of disrepair. Hence, unauthorised persons easily access the compound and vandalise school property. The school has a health policy which adequately caters to the needs of the staff and students.

Inspectors identified the following key strengths in the work of the school:

- Stakeholder involvement promotes shared decision-making.
- Strong ties with parents and the community bolster school initiatives.
- Multiple curricula prepare students for varied external exams.
- Robust policies cater to staff and student well-being.

Findings of School Inspection

1) School Leadership and Management

How effectively is the school led and managed by the Board, Principal, senior management team and middle leadership during the COVID-19 Pandemic?

School-based leadership and management

The school's administration comprises one Principal, two Vice Principals and eighteen senior teachers. The Principal has an open-door policy where all categories of stakeholders feel free to approach her. While many leadership team members work effectively to ensure students' progress, accountability and control mechanisms are inadequate. Notwithstanding, the school's vision is shared with all stakeholders, and there is a good relationship between the school and external stakeholders. Grades 7 to 9 use the NSC, and 10 to 13 use the CSEC and CAPE curricula. Each curriculum is reviewed and adapted by the Principal and department heads. Teachers submit lesson plans weekly, and heads of departments vet these. Effective intervention programmes are not implemented to cater for students' various needs. While some teachers do not deliver the curriculum effectively, some go beyond the call of duty to support students. The school's document system is inefficient; hence, it is difficult to locate documents for effective data analysis and to hold employees accountable.

Self-evaluation and school improvement planning

The school completed a comprehensive school self-evaluation (SSE) document outlining weaknesses and strengths. Major weaknesses include students' performance in English and math and their progress in relation to their starting point. Some strategies to address weaknesses are recorded; however, not all stakeholders' views were considered in the plan's development. Nevertheless, appropriate priorities for improvement are identified; some include improving English and mathematics performance and the erection of a perimeter wall. Further, there is a comprehensive school improvement plan (SIP) with objectives that are aligned with the strategic objectives of the Ministry of Education and Youth (MoEY). However, all the objectives perused are scheduled to be accomplished in 2023, with no specific month stated. The date of the SIP development is not stated; consequently, the span of the plan cannot be determined. However, the plan's financial section outlines accountable persons for each task with plans in place for monitoring. Nevertheless, there is no documentary evidence that the plan is being implemented; the annual evaluation matrix is incomplete.

Governance

The Board is duly constituted, and all members are exposed to training. Board meetings are held at least twice per term, and the Board is getting committees functional for more effective governance. One person with financial expertise is already co-opted to assist with financial management. The Principal submits reports at each meeting, and the Board seeks information on items such as the SIP, curriculum delivery, state of buildings, staffing, and student performance to assess leadership and management of the school. The Chairman plays an integral role at the school; he attends most school functions and visits the school regularly. He is also in communication with the MP to get assistance to erect a perimeter wall. The Chairman has very good knowledge and understanding of the school; he is aware of leadership and management

issues, challenges in curriculum delivery, infrastructural problems, and students' behavioural problems. He is in the process of addressing these issues.

Relationship with parents and the local community

The school builds an affable relationship with the parents and community members. Parents attend PTA meetings, one-to-one and group consultations, annual seminars, and social events. The school communicates with parents through WhatsApp group chats, telephone calls and written letters/notices, while reports are issued twice yearly. The parents contribute funds to CSEC to assist needy students; they fund staff events and parents' month socials. Furthermore, they initiated a breakfast programme which served approximately 100 students pre-COVID-19. One businessman funds football matches and buys gear for the footballers; one contributed paint, while another donated 20 tablets. Meanwhile, teachers receive care packages from several stakeholders in the community.

2) Teaching in Support of Learning

How effectively does teaching support the students' learning?

Teachers' knowledge of the subjects they teach and how best to teach them

All teachers have sound knowledge of their subject content and share accurate information with their students so they can master the concepts. For example, in a Grade 10 mathematics lesson, the teacher shares the formula for finding compound interest. However, only in a few lessons do the teachers demonstrate sufficient knowledge of appropriate strategies to engage their students. For example, one of the best examples of effective strategies was in a Grade 10 mathematics lesson where the teacher worked out problems on the board using the formula to find compound interest and then gave students practice examples to develop mastery of the concept. Furthermore, while teachers do sufficient revision of concepts at the beginning of many lessons to remind students of previous concepts, there is limited written lesson evaluation. Where this does occur, the evaluation is highly descriptive rather than reflecting on the effectiveness of strategies, use of resources and students' learning.

Teaching methods

The quality of instructional activities to engage students in most of the lessons throughout the school falls below expectations. Although most teachers have sufficiently well-written lesson plans with salient activities to promote students' learning, only a few teachers manage their time well to deliver their lessons effectively. Only some teachers use a variety of effective strategies that stimulate students learning. Further, even though many teachers incorporate the available resources in their lessons, the resource is predominantly the whiteboard used to write notes and for illustrative purposes. Nonetheless, the teachers provide opportunities for students to interact well in all lessons. For example, in a Grade 10 English lesson, the teacher recorded a story for students to listen to and to give the order of the events in the correct sequence.

Students' assessment

In many lessons, assessment is key to determining students' mastery of concepts and how well students learn. In many lessons, the teachers recap lessons to reinforce previous learning and

make copious use of questioning, group work and seat work activities. For example, in a Grade 7 mathematics lesson, the teacher had students draw lines of various lengths in their notebooks to test their understanding of using the ruler and to distinguish between the units of measurement. In addition, although an assessment policy is absent, most teachers have mark books that indicate regular assessment practice to complete up to four pieces of assessment per month, including end-of-unit tests and class work. Also, in most lessons, the teachers use assessments to help students master curriculum concepts. For example, in a Grade 8 language arts lesson on adverbs, the teacher attempted to revise the lesson when he became aware that students had inadequate knowledge of concepts to complete sentences and identify adverbs of place. Furthermore, most teachers provide useful feedback mainly through skilful questioning and verbal affirmation to motivate students to improve their performance.

Student learning

In many lessons, students demonstrate evidence that they are learning through their responses to questions and their attempt to complete assessment activities. For example, in the Grade 8 language arts lesson on adverbs of time, even though students had little knowledge of the concepts, the students shared the answers when the teacher marked the work. In addition, there is some evidence of students who link lesson concepts with real-life situations. Some also collaborate in groups organised by teachers or organically, where students share to enlighten the less knowledgeable students. For example, in the Grade 7 maths lesson on grouping fractions, students worked in groups to achieve objectives. However, there were limited instances of students' engagement in inquiry or research. Also, the practice of critical thinking is not a feature of the lessons.

3) Students' Academic Performance 2019 to 2021

How well do the students perform in national and/or regional tests and assessments?

Students' performance in English

The Caribbean Secondary Education Certificate (CSEC) results showed that the performance in English language decreased from 76 per cent in 2019 to 51 per cent in 2021. It remained below the national pass rate throughout the entire period. The participation rate decreased over the period. The school's performance in City and Guilds English decreased over the period by 20 percentage points. It moved from 61 per cent in 2019 to 41 per cent in 2021. The participation rate decreased from 45 per cent in 2019 to 21 per cent in 2021.

Students' performance in mathematics

The CSEC results showed that performance in mathematics declined from 14 per cent to 4 per cent over the 2019 to 2021 period. The school's pass rate remained below the national pass rate from 2019 to 2021. The participation rate increased over the period. The school's City and Guilds mathematics pass rate increased from 50 per cent in 2019 to 57 per cent in 2021. The mathematics participation rate, however, decreased by 32 percentage points, moving from 47 per cent of the Grade 11 cohort in 2019 to 15 per cent in 2021.

Students' performance in Technical/Vocational subjects

Students participated in 13 Technical/Vocational subjects throughout the period. Information Technology and Principles of Business recorded the highest participation level. The pass rates were generally high for most of the subjects. The pass rates were 80 per cent and above in all years in Agricultural Science Single Award, Electronic Document Preparation and Management, and Physical Education and Sport. All students sitting Agricultural Science Single Award attained passing grades in all years.

Students' matriculation rate

Based on CSEC results, the school's matriculation rate decreased overall by four percentage points for the 2017 to 2021 period. It fell from five per cent to one per cent, the lowest for the period. The school's matriculation rate remained below the national rate throughout the period.

4) Students' Academic Progress

How much progress do the students make in relation to their starting points?

Students' progress in English

The students who entered Grade 7 through the GSAT in 2016 attained an average of 55 per cent in the language arts component of the GSAT. In 2021, the pass rate for CSEC English language was 51 per cent, while the combined pass rate in City and Guilds English was 41 per cent. The schools' overall performance in CSEC English language decreased from 76 per cent in 2019 to 51 per cent in 2021. However, There was a decrease in the pass rate for City and Guilds English.

Many students perform below the expected grade level, and the type of activities given during lessons further restricts their progress. For instance, in a Grade 10 lesson language arts lesson, few students corrected errors in a given sentence. In a Grade 7 lesson, some students took notes the teacher dictated. Nevertheless, in a Grade 11 lesson on summary writing, many students stated two rules for writing summaries and wrote good summaries. Also, in a Grade 8 lesson on contractions, many students made contracted words from words given by the teacher.

Students' progress in mathematics

The students who were placed through the GSAT in 2016 entered with an average of 46 per cent in the mathematics component of the GSAT. In 2021, the pass rate for CSEC mathematics was four per cent, while the combined pass rate in City and Guilds mathematics was 57 per cent. The schools' overall performance in CSEC mathematics decreased from 14 per cent to four per cent throughout the 2019 to 2021 period. The performance in City and Guilds mathematics increased.

Most students make little progress in mathematics. In most instances, students cannot solve complex problems. For example, in a Grade 8 lesson on number bases, most of the students accurately added numbers in Base 2, while in a Grade 8 lesson, most students identified instruments of measurement and accurately stated what they are used to measure. In a Grade 10 lesson, most of the students correctly rounded off the prices of items; however, in a Grade 9 lesson on the circumference of circles, although many students accurately multiplied the given radius and pi, only a few were aware that they were finding the circumference of a circle. Instead,

most said that they were multiplying decimals.

5) Students' Personal and Social Understanding and Awareness

How good is the students' personal and social understanding and awareness of the implications of COVID-19?

The students' behaviours and attitudes

Most students maintain a healthy and mutually respectful relationship with most staff members; however, in some lessons, many students are disruptive and unsettled, making it difficult for the teachers to teach. For example, in a Grade 7 social studies lesson, the teacher had to stop the lesson at intervals to deal with disruptions. In addition, students were heard around the compound using expletives. However, most students are equipped with the requisite tools for learning.

Punctuality and attendance unsatisfactory

Absenteeism is a major concern in the school, as registers show that some students are constantly absent. For example, in a Grade 10 language arts lesson, only 18 students were present in a class of 40. This is consistent across all the grades. Punctuality is also an issue as many students are late for school and the start of lessons. On the inspection day, 18 students were seen coming through the gate while others were still outside the school gate. The transition between lessons is not smoothly done, as many students loitered in the corridors after each session. They also do not respond promptly to the bell after lunch. In addition, there is a high level of truancy as many students are seen in the corridors and by the bathroom areas during class time.

The civic understanding and spiritual awareness of the students are unsatisfactory.

Some students are aware of Jamaica's cultural traditions. They stated that the food, language and music contribute to the culture. They also stated that the passport and birth certificate identify Jamaican citizens. Many students stated that their civic responsibility is to care for the environment and preserve their culture and heritage. Student leaders are in place who assist with discipline in the absence of the teacher. For example, the class prefect and monitor tried to maintain discipline in a Grade 7 language arts lesson after the teacher left for another class. In addition, many of the clubs assign student leaders who help conduct the meetings weekly.

Students' economic awareness and understanding

Some students are aware of some of Jamaica's economic progress. They know money is garnered through taxes such as GCT, income tax, and the ticketing system. They suggested that these monies are used to pay public sector workers and to build the economy. They believe that crime should be controlled to make the country a better place and that this can be done by reporting illegal activities. They also stated that more idle youths should be incorporated into the Cadet Corps.

Students' awareness and understanding of environmental and health issues

Many students display a good understanding of national and global environmental issues. They spoke about global warming, which causes a change in the weather system and can result in drought, hurricanes, and earthquakes that affect other countries such as Haiti and Cuba. In most instances, the classrooms and compound are clean. Many students state that garbage should be disposed of properly in the community as failure to do so may cause rat infestation and the breeding of mosquitos. However, some bottles and plastics were seen on the ground after the lunch break.

6) Use of Human and Material Resources

How effectively does the school use the human and material resources at its disposal to help the staff and students achieve as well as they can?

The quality of human resources

The school has sufficient academic and ancillary staff. Most teachers are trained graduates with specialisation in the areas they teach. Appraisal records rate over 50 per cent of teachers as competent in their teaching and a few as exemplary or unsatisfactory. Teachers are supported through internal professional development sessions slated to be held once per term and the most recent emphasised strategies to combat behavioural challenges which most teachers have with students. Records of these sessions are not kept, so attendance and participation are not determined. Teachers also receive support through external workshops hosted by the Ministry of Education and Youth. The guidance counsellor provides counselling to staff when needed.

The use of human resources

Most teachers are deployed based on training in their areas of expertise and carry a maximum of 30 sessions per week. While many teachers attend school regularly and are punctual, absenteeism and lateness are unacceptable for some teachers. Attendance summary records show that 22 of 45 teachers were late in one term, some up to 40 times for the term. Similarly, many teachers are frequently absent, some over 40 times a term. There is a noticeable trend where more lateness and absences occur in the second and third terms. The ancillary staff has a duty performance checklist which captures how well duties are performed and most work satisfactorily. An APSE coach for mathematics supports teachers once per week, but teachers require more hours for the outcome to be at the desired levels. The nightly watchman helps monitor the gate during the morning hours until the security guard arrives.

The quality and quantity of material resources

The school has sufficient furniture in most classes; however, many desks, chairs and whiteboards are old and worn. Some resources are available to boost teaching and learning. The small library has a limited stock of books for information gathering and pleasure reading; however, the stock is old. There is a functional book rental system. Tablets are provided for PATH students through the government tablet in schools programme. At the same time, equipment and devices such as projectors, speakers and extension cords are insufficient. Most computers and printers in the ICT labs and library are outdated and do not work. The space used for the kitchen is cluttered with insufficient ventilation, and some areas along the corridors are in a state of disrepair.

The use of material resources

The school has limited resources, and many are not widely used. A multipurpose court is used for various sporting activities and as the assembly point and safety zone. The library offers printing services, and a lending system exists; however, students do not fully utilise it. The APSE coach uses the library for intervention classes; other labs for practical areas, such as science and home economics, are used frequently. The exclusion of library skills in the curriculum for lower school students also contributes to students' lack of interest in using the library.

7) Curriculum and Enhancement Programmes

How well do the curriculum and any enhancement programmes meet the current needs of the students?

Curriculum provisions

The school uses the NSC, NCTVET, CSEC, CAPE and the City and Guilds Curricula. Students performing below level are placed in special intervention programmes. The Principal and HoDs review the curriculum to meet the needs of all students, and teachers meet for regular planning sessions to further adapt the curriculum and make plans to improve learning outcomes. Students are exposed to various subjects, including practical areas such as clothing and textiles, visual arts and agriculture. Additionally, timetables reflect the required hours for English and mathematics as stipulated by the Ministry of Education. Furthermore, in almost all classes, the topics are appropriate for the grades and reflect continuity and progression.

Enhancement programmes

The school allows all students to participate in extra-curricular activities such as 4-H, fitness, drama, music, and mathematics. The students form the leadership in all clubs, allowing them to develop leadership skills. Girls Empowered for a Mission (GEMS) is a special programme implemented recently to address students' social needs, for example, girls who are molested and those who are on drugs. Extra lessons are also provided free of cost to boost students' learning. The school also gets to participate in external competitions such as JCDC competitions. Additionally, the school receives regular support from the community and local environment.

8) Student Safety, Security, Health and Well-being

How well does the school ensure everyone's safety, security, health and well-being during the Pandemic?

Provisions for safety and security

The school has a safety and security policy which outlines procedures and guidelines for appropriate behaviour and sanctions for indiscipline. These procedures and sanctions are also reinforced in the school's code of conduct, and there are established partnerships with the police and other security personnel. Students who have committed various offences complete and submit a Critical Incident Form to the Dean of Discipline's office and are monitored accordingly.

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There are marked directional arrows pointing to an established safety zone, and ramps are in place for the physically challenged. Most laboratories have serviced fire extinguishers, and the main office and fire drills are done once per term; an earthquake drill was done during earthquake awareness week. However, there are no security checks for persons and vehicles entering the school premises. The perimeter fencing is in disrepair; hence, unauthorised persons easily access the compound and vandalise and steal school property. The school's security camera system does not work, and security checks of students are done only twice a month.

Provisions for students' health and well-being

The school has a health policy which adequately caters to the needs of the staff and students. Collaboration is done with state and private agencies to provide health and social services. The nurse attends to minor health issues, and those requiring urgent attention are taken to a nearby health facility. The staff in the canteen and tuck shop areas all have Food Handlers Permits. The school's guidance programmes and activities cater to a wide range of needs, including individual and group counselling, home visits and other forms of intervention. The welfare programme caters to a limited number of students; it is funded solely by the school, as other entities' funding has reduced significantly since the COVID-19 pandemic. Nonetheless, lunch is provided daily for the students who are on PATH. The relationship between staff and students varies, but there is a collaborative effort by all stakeholders to manage discipline.

Recommendations

We recommend that the following actions be taken to make further improvements:

1. The Board of Governors and SMT should:
 - a. continue to collaborate with the relevant stakeholders and construct a perimeter fence to ensure the safety and security of all stakeholders;
 - b. work collaboratively to address relationship issues that adversely affect the senior management team synergy; and
 - c. ensure the provision of adequate and appropriate resources for teaching and learning.
2. The Principal and SMT should:
 - a. develop and implement a structured security programme to enhance the safety of all stakeholders;
 - b. implement a behaviour modification programme to manage students' behaviour;
 - c. provide professional development sessions in lesson delivery and behaviour management for teachers;
 - d. Implement more rigorous intervention programmes to address academic weaknesses;
 - e. develop and implement a more robust document management system to boost easy access and create a data-driven institution; and
 - f. enhance control and accountability mechanisms to ensure all employees carry out their duties effectively.
3. The teachers should:
 - a. engage students in lessons that develop and foster higher-order and critical thinking skills; and
 - b. ensure that lessons are evaluated to include reflections on students' attainment and an indication of what will be done to improve students' performance.

Recommendations from the previous inspection report

1. Board of Governance and SMT should:
 - a. work with the relevant body of the MoEYI or other stakeholders to close the breaches in the perimeter fence to ensure the safety and security of all stakeholders; and,
 - b. immediately address the shortage of furniture for students and teachers.

2. The Principal and SMT should:


- a. implement additional intervention strategies to improve discipline among students;
- b. conduct training workshops for teachers in differentiated instruction to cater to the varying ability levels of all students to impact the overall performance at the school;
- c. use the expertise of existing staff members to organise and conduct in house training in utilising a variety of teaching strategies to meet the needs of the students with varying abilities;
- d. ensure that all students from Grade 7 to 9 are fully exposed to the National Standards Curriculum as prescribed by the MoEYI, and the NSC be modified to meet their varied learning needs;
- e. implement structured intervention programmes to improve the performance of the students especially in English and mathematics; and,
- f. ensure that implemented programmes foster and forge closer relations with the parents and the community.

3. Teachers should:

- a. implement and use appropriately and creatively ICT tools and other resources in lessons to engage students in learning;
- b. engage students in lessons that develop and foster higher-order and critical thinking skills, while supporting them in collaborative groups;
- c. maximise on time on task so that lesson time is used more meaningfully to enhance lessons; and,
- d. ensure lesson reflections include the attainment of the students and what will be done to improve students' performance

Further Action

The school has been asked to prepare an action plan indicating how it will address the recommendations of this report. The action plan will be sent to the National Education Inspectorate and the regional offices within two months of the school's receipt of the written report. The next inspection will report on the progress made by the school.



Maureen Dwyer, Ed.D., BH(M), J.P.
Chief Inspector
National Education Inspectorate

List of Abbreviations and Acronyms

ASTEP	Alternative Secondary Transition Education Programme
APSE	Alternative Pathways to Secondary Education
CAP	Career Advancement Programme
CAPE	Caribbean Advanced Proficiency Examination
CCSLC	Caribbean Certificate of Secondary Level Competence
CIT	Curriculum Implementation Team
CSEC	Caribbean Secondary Education Certificate
GAIN	General Achievement in Numeracy
GFLT	Grade Four Literacy Test
GNAT	Grade Nine Achievement Test
GOILP	Grade One Individual Learning Profile
GSAT	Grade Six Achievement Test
HEART	Human Employment and Resource Training
ICT	Information and Communication Technology
IT	Information Technology
ISSA	Inter Secondary Schools' Association
JSAS	Jamaica Schools Administration System
JTA	Jamaica Teachers' Association
JTC	Jamaica Teaching Council
MoEY	Ministry of Education and Youth
NCEL	National College for Educational Leadership
NEI	National Education Inspectorate
NSC	National Standards Curriculum
PATH	Programme of Advancement Through Health and Education
PEP	Primary Exit Profile
PTA	Parent Teacher Association
SIP	School Improvement Plan
SJE	Standard Jamaican English
SMT	School Management Team
SSE	School Self-Evaluation

Appendices

Appendix 1 - Record of Inspection Activities

Appendix 2 – Addendum to School Inspection Framework

Appendix 3 – National Test Data

Appendix 1 - Record of Inspection Activities

Evidence for this report was based on the following:

Total number of lessons or part lessons observed	33
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	English	Math	Other
Number of lessons or part lessons observed [Primary]	N/A	N/A	N/A
Number of lessons or part lessons observed [Secondary, either grades 7 – 13 or 7 – 9 in an all-age school]	10	11	12

Number of scheduled interviews completed with members of staff, governing body and parents	07
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Number of scheduled interviews completed with students	02
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	Parents	Students	Teachers
Number of questionnaires returned and analysed	-	-	-

Appendix 2 – Addendum to Inspection Framework

1) School Leadership and Management

How effectively is the school led and managed by the Board, Principal, senior management team and middle leadership?

1.1 School-based leadership and management

Prompt: Please describe the changes made, if any, to the current arrangements for students' learning and teacher accountability.

Inspector will evaluate:

- How responsive is the school's leadership to the current situation?
 - How flexible is the senior management team (SMT) in implementing new measures?
 - How creative is the SMT in facilitating and implementing the new measures given the current situation?
 - What has management put in place to ensure accountability for students' learning during COVID-19?
-
- Leadership qualities
 - Vision and direction
 - **Prompt:** Has your vision for the school shifted? If so, how?
 - How has COVID-19 impacted the vision and direction of the school?
-
- Focus on teaching, learning and student outcomes
 - **Prompt:** Please explain the learning modalities utilized and what has guided the decisions.
 - Why were those modalities selected?
 - What led to this decision?
-
- Culture and ethos of school, relationships
 - **Prompt:** How has the ethos and culture of the school been altered by the pandemic?
 - What policies are in place to prevent discrimination etc.?
 - What preparations were made to the physical space to ensure the enhancement of the school amid COVID-19?
-
- Commitment of the staff (confidence in and response to leadership)
 - **Prompt:** Are staff (s) committed to the changes? How do you know?
 - How compliant are staff members to the new arrangements for COVID-19 in the school?
 - Were teachers involved in the planning for the new arrangements?
 - What role do teachers play in the implementation and monitoring of the plans?
-
- Management of the school
 - **Prompt:** Describe the process of documentation and other protocols undertaken to manage students' assessments and general records.
 - Are documents in place such as new protocols, policies, and how are they implemented and monitored; for example COVID-19 Protocols, Reopening Policy, and Assessment Policy?
-
- Gathering and use of school information and document system
 - What data was used to arrive at the decision for the modality selected?

1.2 Self-evaluation and improvement planning

Prompt: Did you undertake a self- assessment activity? When and with what results? Who were involved?

- Rigour and accuracy of the school's routine self-evaluation process
- What measures have been taken and who are the persons involved in the school's self-evaluation processes and in particular as it relates to the plans for COVID-19?
- The extent to which the views of parents, staff, students, and others are taken into account
- What role did parents, staff and others play in the self-evaluation process as it relates to COVID-19?
- How were parents canvassed to ascertain their status as it relates to Internet connectivity and other measures to determine the type of modality?
- The identification of appropriate priorities for improvement
- What are the documented priorities relating to the management of COVID-19 in the school?
- The quality of plans for improvement
- (To be evaluated based on the inspector's professional judgment and knowledge as per document review guide.)
- The extent to which plans are implemented, monitored, and evaluated

1.3 Governance

Prompt: In what ways has the Board been involved in the school's continuation and adaptation since the COVID- 19 pandemic?

- The quality of the Board's contribution to the leadership and management of the school
- In light of the crisis what has been the Board's contribution to the management of the school?
- The extent to which the Board holds the school's professional leaders to account for standards/protocols, outcomes and spending
- What is the evidence available to suggest that the Board holds the SMT accountable – (look at minutes for online meetings etc. to see the directives the Board gives, and the support provided.)
- Knowledge and understanding of the school
- How were the decisions taken as it relates to COVID-19 requirements in this school – modality? Implementation of mechanisms such as wash stations.
- How have you implemented, monitored, and evaluated the various plans such as Reopening Plan, Assessment Plan etc.?

1.4 Relations with parents and the local community

Prompt: Describe the quality of the relationship among the school, parents, and business/local community since COVID-19

- The quality of the school's communication with, and reporting to, parents
- How often does the school communicate with and report to parents on matters relating to the response to COVID–19 - modalities, safety practices etc.?
- Parents' involvement with their children's education and the work of the school
- How are parents helping their children to access the various measures used by the school to deliver the curriculum?
- The school's links with organizations and agencies in the local community
- Have the school established any new linkages with organizations in the local community to support their COVID-19 related plans for PPE's, food, needy students etc.?

2) Teaching Support for Learning

How effectively does the teaching support the students' learning?

What can we learn from online lesson observations?

2.1 Teachers' knowledge of the subjects they teach and how best to teach them

- Teachers knowledge of their subjects
- Teachers knowledge of how best to teach their subjects
- Teachers reflection on what they teach and how well students learn
- Teachers' knowledge of how to use the various platforms based on the modality the school employs
- How the teacher reflects on the various groups within the various modalities

2.2 Teaching Methods

- Quality and effectiveness of lesson planning
- Management of time
- Effective use of resources – textbooks, audio and visual materials, resource persons and ICT
- Quality of teacher and student interactions including questions and dialogue on the platform that the school employs
- Teaching strategies which challenge and cater to the needs of all students

2.3 Assessment

- Evaluating students' learning according to the various strands and in relation to the modalities used
- Continuous assessment as part of online teaching and learning
- Assessment practices including policies, implementation and record keeping
- Student self-assessment
- Use of assessment information by teachers and students to inform teaching and learning
- Quality of feedback by teachers, in lessons and in written work, to help students identify and make improvements
- Teachers' knowledge of students' strengths and weaknesses (how teachers use differentiation)

2.4 Student learning

- Attitudes and motivation to learn
- Interactions and collaboration between students
- Application of learning to new situations and real life
- Inquiry and research skills
- Problem-solving skills
- Information and communication technology (ICT) skills

3) Students' Academic Performance

How well do the students perform in national and/or regional tests and assessments?

This is data provided by the National Education Inspectorate in the School Performance Profile

4) Students' Academic Progress

How much progress do the students make in relation to their starting points?

4.1 How much progress do the students make in relation to their starting points in English?

Progress in English lessons take into consideration the fact that many schools will deliver a modified curriculum depending on the suite of modalities and the available resources at their disposal. What is doable and reasonable in light of the circumstances? Therefore, progress against starting point may be impacted by, one or a combination of any of the factors above, as well as others that the school will explain.

4.2 How much progress do the students make in relation to their starting points in mathematics?

Progress in mathematics lessons take into consideration the fact that many schools will deliver a modified curriculum depending on the suite of modalities and the available resources at their disposal. What is doable and reasonable in light of the circumstances? Therefore, progress against starting point may be impacted by, one or a combination of any of the factors above, as well as others that the school will explain.

This is supported by Students' Performance Data and Lesson Observation Data

5) Students' Personal and Social Development

How good is the students' personal and social development?

5.1 Students behaviours and attitudes

- **Observed** behaviours and attitudes in online lessons and or around the school compound and places of learning.
- Students' adherence to COVID-19 protocols
- Students' relationship with other students and all school staff
- Self-organization and commitment to learning
- How do students respond to their own learning in light of the selected modality for delivering the curriculum?

5.2 Students punctuality and attendance

- How does the school capture attendance and punctuality based on the modality?
- Attendance to school and lessons
- Punctuality to school and lessons – virtually or face to face
- Transition time between lessons

5.3 Students civic understanding and spiritual awareness

- Understanding of national identity and regional traditions and culture
- Understanding of civic responsibility
- In light of COVID-19 are students **aware** of their responsibilities in its prevention?
- Taking on responsibilities for themselves and others

5.4 Students' economic awareness and understanding

- Awareness and understanding of Jamaica's economic progress and importance both regionally and globally
- Awareness of the current world and local economic situation in relation to the COVID-19 Pandemic?
- Awareness of their potential contribution to Jamaica

5.5. Students' understanding and awareness of environmental and health issues

- Knowledge and understanding of national and global environmental issues
- Concern and care for the school environment
- Concern and care for the wider environment
- Concern and awareness of global and national health issues (COVID 19) Pandemics, viruses etc.

6) Use of Human and Material Resources

How effectively does the school use the human and material resources at its disposal to help the students achieve as well as they can?

6.1 Human resources

- Sufficiency of suitable qualified and knowledgeable teaching and support staff
- Have you retained additional and suitably qualified teaching and support staff to assist in the COVID-19 related protocols?
- Staff are supported and offered training
- Were all members of staff supported and trained in relation to the requisite protocols and standards now implemented for COVID-19?

6.2 Use of human resources

- Deployment of teaching staff
- Have staff members been effectively deployed to support the new measures relating to the management of COVID-19 in the school?
- What is the attendance pattern of staff members since the COVID-19 Pandemic?
- Punctuality of staff
- Are staff members punctual for school and lessons to facilitate the effectiveness of the chosen modality as well as for the delivery of the NSC?
- Use of support staff
- How has the school utilized support staff in relation to reopening and COVID-19 activities and protocols?

6.3 Material resources – Quality and Quantity

- Appropriateness and quality of the school premises
- Are classroom arrangements appropriate and effective to adequately house the number of students as prescribed by the Infection, Prevention and Control (IPC) protocols?
- Appropriateness, quality and sufficiency of resources for teaching and learning
- Were adequate and appropriate resources introduced to support the different modalities in teaching and learning?

6.4 Use of material resources

- Effective use of school premises
- Were additional sites acquired or temporary learning spaces created to facilitate the protocols relating to physical distancing?
- How effective are these spaces used?
- Effective organization and the use of available resources for teaching and learning
- How effectively do teachers use resources in relation to the new modalities?

7) Curriculum and Enhancement Programmes

How well do the curriculum and any enhancement programmes meet the needs of the students?

7.1 How well does the curriculum meet the needs of the students?

Is the curriculum modified or suspended – what are they doing?

- Review and adaptation of the curriculum to meet the needs of all students
- How is the curriculum reviewed in relation to the various modalities and the various groupings of students for impact?
- What are the creative means the school employs for the modification of the curriculum to meet the needs of the students?
- Breadth and balance
- How is the breadth and balance of the curriculum affected by the restrictions of COVID-19 and the chosen modality?
- Continuity and progression
- Cross-curricular links

7.2 Enhancement Programmes

Give consideration to the reality of COVID-19 and its potential impact on extracurricular and co-curricular activities

- Relevance to all students
- What are the creative measures the school employs to ensure the viability of co-curricular, enhancement and intervention programmes amid COVID-19 protocols?
- Uptake of programmes
- What measures are in place to ensure that almost all students benefit from the provisions of the school's enhancement programmes?
- Links with the local environment and community

8) Student Safety, Security, Health and Well-being

How well does the school ensure everyone's safety, security, health and well-being?

8.1 Safety and Security

- Policy and procedures to ensure the safety and security of all members of the school community, including on and off-site school activities and in relation to COVID-19
- Quality of monitoring and maintenance

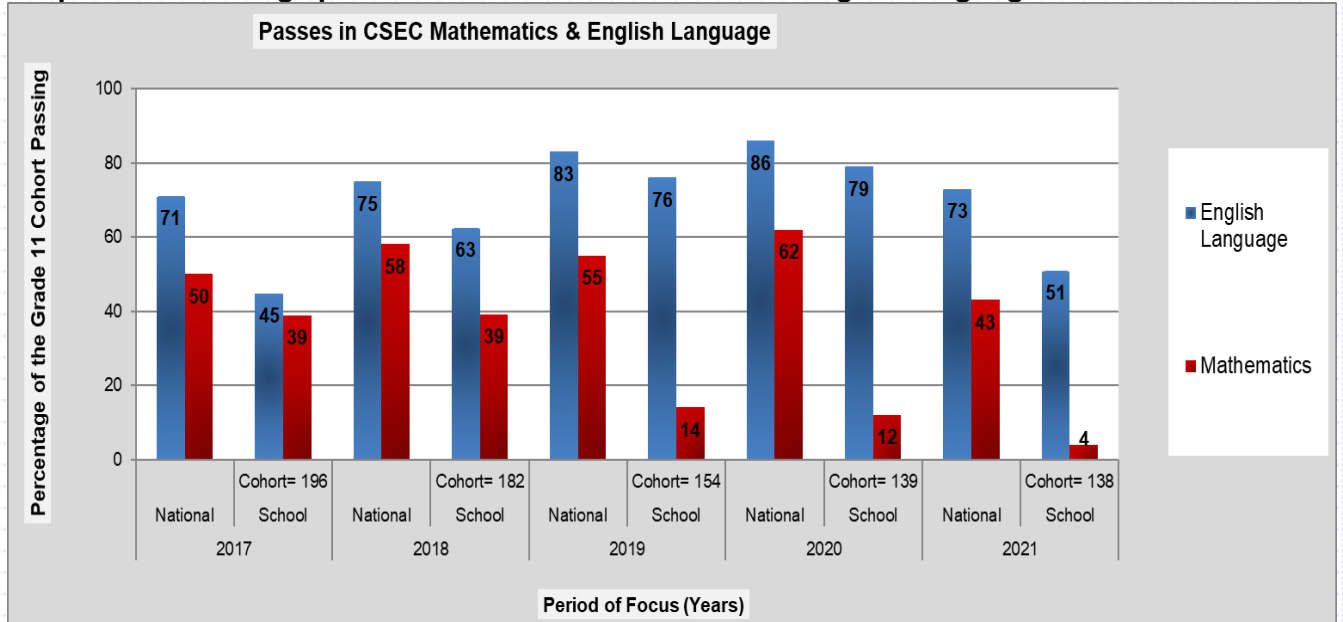
8.2 Health and Wellbeing

- Policies and procedures governing health and in relation to COVID-19
- Staff relationship with students
- What is the relationship like between students and teachers in light of COVID-19?
- Guidance and counselling arrangements
- What psychosocial provisions are in place for students in relation to the impact of COVID-19?
- How well does the school's guidance programme address the needs of the students in relation to COVID-19?
- Management of discipline
- Are there new measures to address maladapted behaviours as it relates to COVID-19?
- Management of students' attendance and punctuality
- Are there new measures to address issues relating to attendance and punctuality in light of national restrictions and new protocols for public transportation?
- Arrangement for suspension and exclusion of students - number of students out of school due to suspension and exclusion
- Tracking of students' wellbeing
- How have students benefited in terms of PATH grants during the Pandemic?
- Have any member of the school community been directly impacted by COVID-19 and how was it treated?

Appendix 3 - National Test Data

STUDENTS' ATTAINMENT

Graph 1a: Percentage passes in CSEC mathematics and English language 2017 to 2021



School passes for CSEC English language and mathematics are a percentage of the total number of students sitting the examination and may include grades 9 and 10 students.

Table 1a: Students sitting & passing CSEC mathematics and English language (2017-2021)

Year	Grade 11 Cohort*	Students Sitting CSEC Mathematics		Number passing CSEC Mathematics		Students Sitting CSEC English		Number passing CSEC English	
2017	196	126	64%	49	39%	123	63%	55	45%
2018	182	110	60%	43	39%	112	62%	70	63%
2019	154	57	37%	8	14%	92	60%	70	76%
2020	139	99	71%	12	12%	86	62%	68	79%
2021	138	72	52%	3	4%	57	41%	29	51%

*As at Census Day (2nd Monday in October)

The grade 11 cohort decreased from 196 to 138 over the 2017 to 2021 period. The school's performance in both subjects remained below the national pass rate for the review period.

The participation rate for mathematics and English language decreased over the 2017 to 2021 period. Of the students sitting, the school's CSEC English language pass rate exceeded the mathematics pass rate each year.

The performance gap between the two subjects was widest in 2020 at 67 percentage points.

CSEC English language:

The English language participation rate decreased by 21 percentage points overall for the 2017 to 2021 period. Of the students sitting throughout the period under review, the pass rate increased by six percentage points. It moved from 45 per cent (55 of 123 students sitting) in 2017 to 51 per cent (29 of 57 students sitting) in 2021. The school's pass rate was lowest at 45 per cent in 2017. It remained below the national pass rate throughout the period.

CSEC Mathematics:

The mathematics participation rate decreased by 12 percentage points overall over the period. It moved from 64 per cent in 2017 to 52 per cent in 2021. The pass rate decreased overall by 35 percentage points, falling from 39 per cent (49 of 126 students sitting) in 2017 to four per cent (three of 72 students sitting) in 2021. It remained below the national pass rate throughout the period.

Graph 1b: Percentage passes in City and Guilds mathematics and English language 2017 to 2021

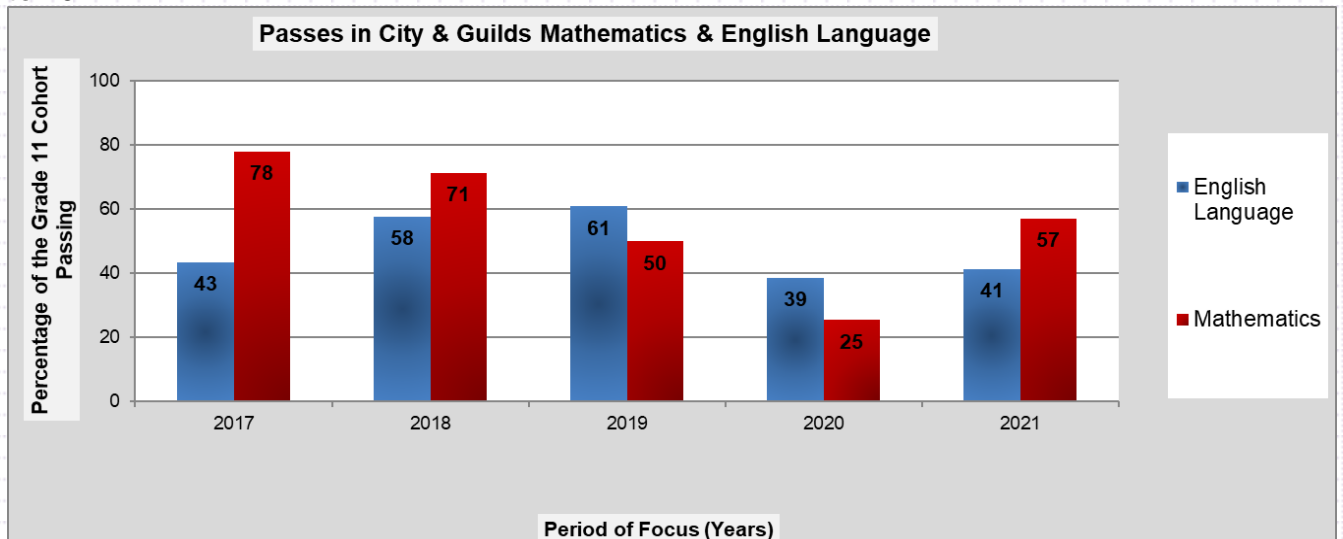


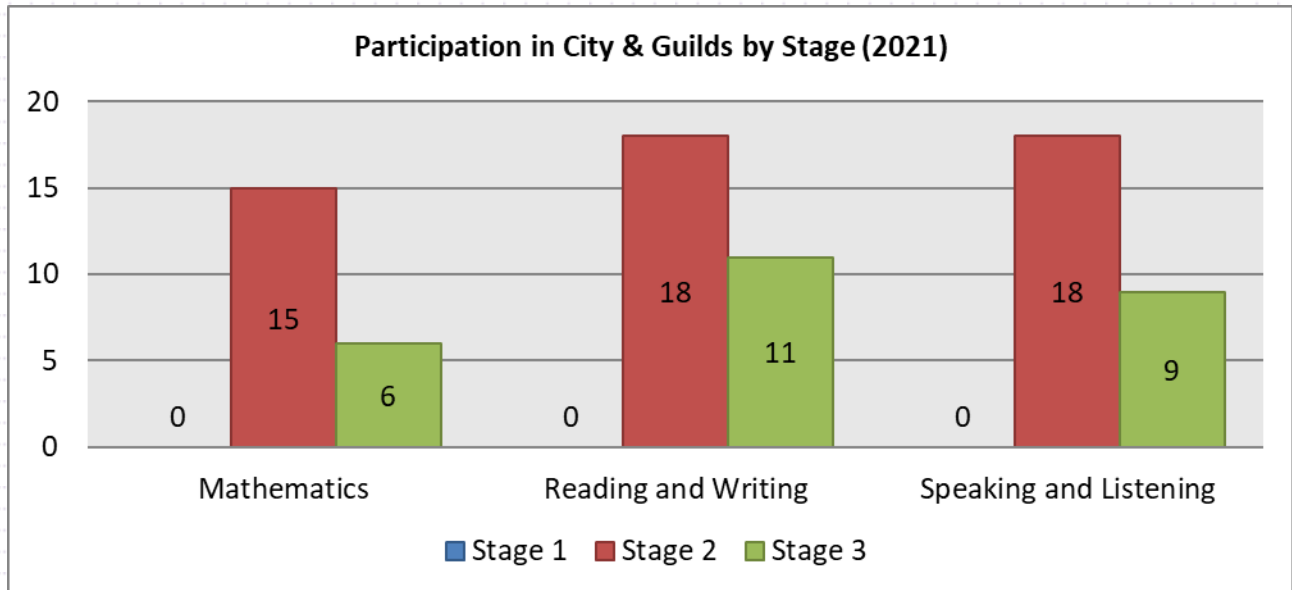
Table 1b: Students sitting City & Guilds mathematics and English language (2017-2021)

Year	Grade 11 Cohort*	Students Sitting City and Guilds Mathematics		Number passing City and Guilds Mathematics		Students Sitting City and Guilds English		Number passing City and Guilds English	
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
2017	196	41	21%	32	78%	23	12%	10	43%
2018	182	63	35%	45	71%	71	39%	41	58%
2019	154	72	47%	36	50%	69	45%	42	61%
2020	139	51	37%	13	25%	62	45%	24	39%
2021	138	21	15%	12	57%	29	21%	12	41%

The school's pass rate in City and Guilds English decreased over the 2017 to 2021 period by two percentage points. It moved from 43 per cent to 41 per cent. It was highest at 61 per cent in 2019. The participation rate improved, moving from 12 per cent of the Grade 11 cohort in 2017 to 21 per cent of the cohort in 2021.

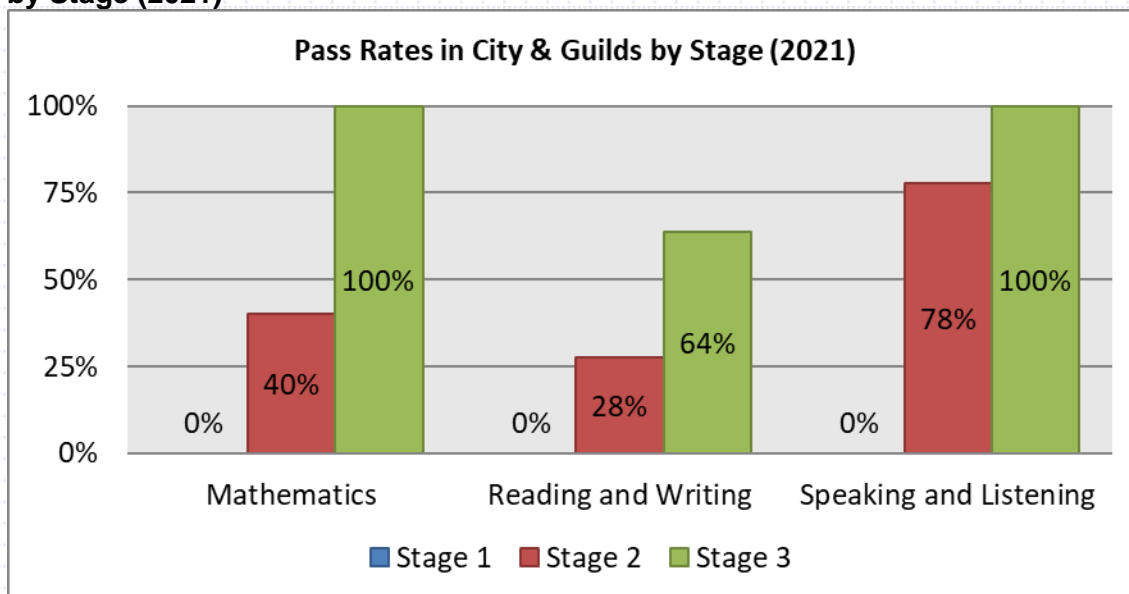
The school's City and Guilds mathematics pass rate decreased over the 2017 to 2021 period by 21 percentage points. It was highest at 78 per cent in 2017. The participation rate decreased from 21 per cent of the Grade 11 cohort in 2017 to 15 per cent in 2021.

Graph 1c: Participation in City and Guilds mathematics and English language components by Stage (2021)



A closer analysis of the number of students sitting City and Guilds mathematics in 2021 revealed that most students sat at Stage 2. Similarly, in Reading and Writing and Speaking and Listening, most students sat at stage 2.

Graph 1d: Pass rates in City and Guilds mathematics and English language components by Stage (2021)



All of the students sitting City and Guilds mathematics attained passing grades at stage 3. The pass rates were similar for Speaking and Listening at Stages 2 and 3, where all of the students sitting at stage 3 attained passing grades. However, the pass rates for Reading and Writing did not exceed 64 per cent.

Graph 1e: Percentage Passes in CSEC Technical/Vocational Subjects (2019 to 2021)

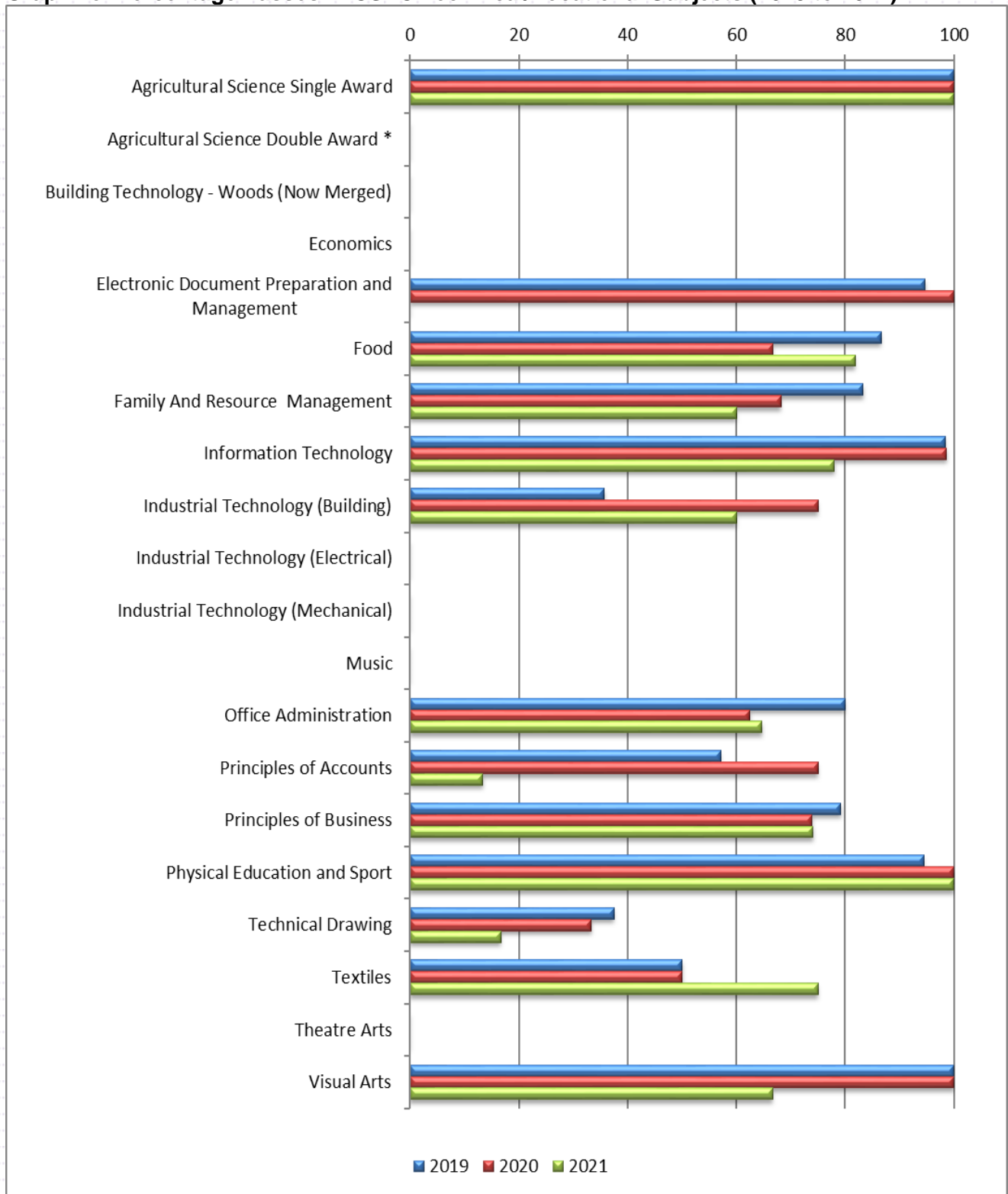


Table 1c: Students sitting & passing CSEC Technical/Vocational subjects (2019 to 2021)

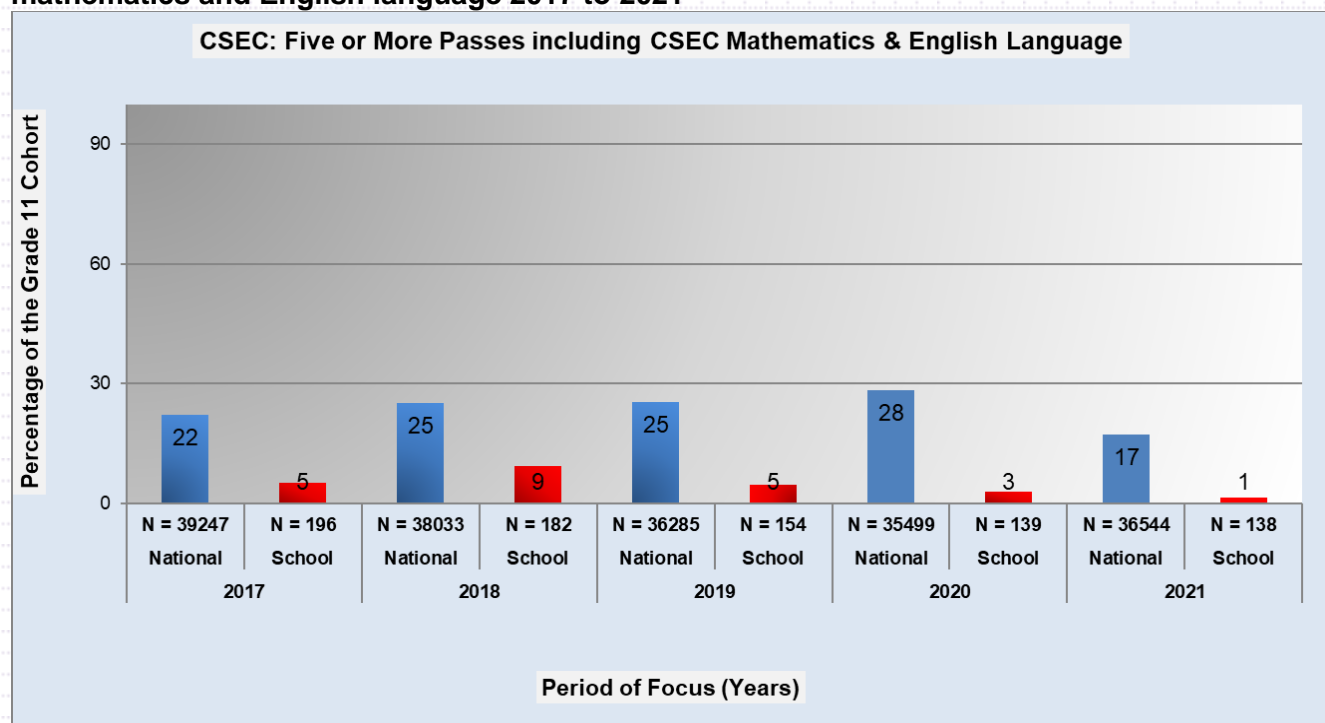
Technical/Vocational Subjects	Annotto Bay High					
	Number of Students Sitting			Percentage of Students Sitting and Attaining Grades I-III		
	2019	2020	2021	2019	2020	2021
Agricultural Science Single Award	23	12	15	100	100	100
Agricultural Science Double Award *	0	0	0	-	-	-
Building Technology - Woods (Now Merged)	0	0	0	-	-	-
Economics	0	0	0	-	-	-
Electronic Document Preparation and Management	19	25	0	95	100	-
Food	15	18	11	87	67	82
Family And Resource Management	6	22	10	83	68	60
Information Technology	62	74	41	98	99	78
Industrial Technology (Building)	14	12	10	36	75	60
Industrial Technology (Electrical)	0	0	0	-	-	-
Industrial Technology (Mechanical)	0	0	0	-	-	-
Music	0	0	0	-	-	-
Office Administration	15	16	17	80	63	65
Principles of Accounts	14	12	15	57	75	13
Principles of Business	24	23	27	79	74	74
Physical Education and Sport	18	18	4	94	100	100
Technical Drawing	8	9	6	38	33	17
Textiles	6	10	4	50	50	75
Theatre Arts	0	0	0	-	-	-
Visual Arts	3	4	6	100	100	67

Students participated in 13 Technical/Vocational subjects throughout the period. The highest level of participation was recorded in Information Technology and Principles of Business. The participation rates in the other subjects were notably low when compared to the enrolment for each year.

The pass rates were generally high for most of the subjects. The pass rates were 80 per cent and above in all years in, Agricultural Science Single Award, Electronic Document Preparation and Management, and Physical Education and Sport. All students sitting Agricultural Science Single Award attained passing grades in all years.

STUDENTS' ATTAINMENT

Graph 2: Percentage of students attaining five or more CSEC passes including mathematics and English language 2017 to 2021



The secondary school target set by The Ministry of Education, Youth & Information is 54% of students sitting CSEC attaining five or more passes by 2016.

The school's matriculation rate, based on CSEC results, decreased overall by four percentage points for the 2017 to 2021 period. It fell from five per cent to one per cent, the lowest for the period. The school's matriculation rate remained below the national matriculation rate throughout the period.

Note: Actual matriculation rates may differ as students may have sat and passed English Language and/or mathematics in previous years or in City and Guilds.

Table 2: Percentage of students attaining five or more CSEC passes including mathematics and English language (2019)

Students attaining passes in 5+ CSEC or equivalent subjects	
National Education Performance Target (2016)	54 per cent
School's Current (2019) attainment	1 per cent

STUDENTS' PROGRESS

Students' Starting Point

Graph 3a: Proficiency Levels (%) for students entering the school (2020)

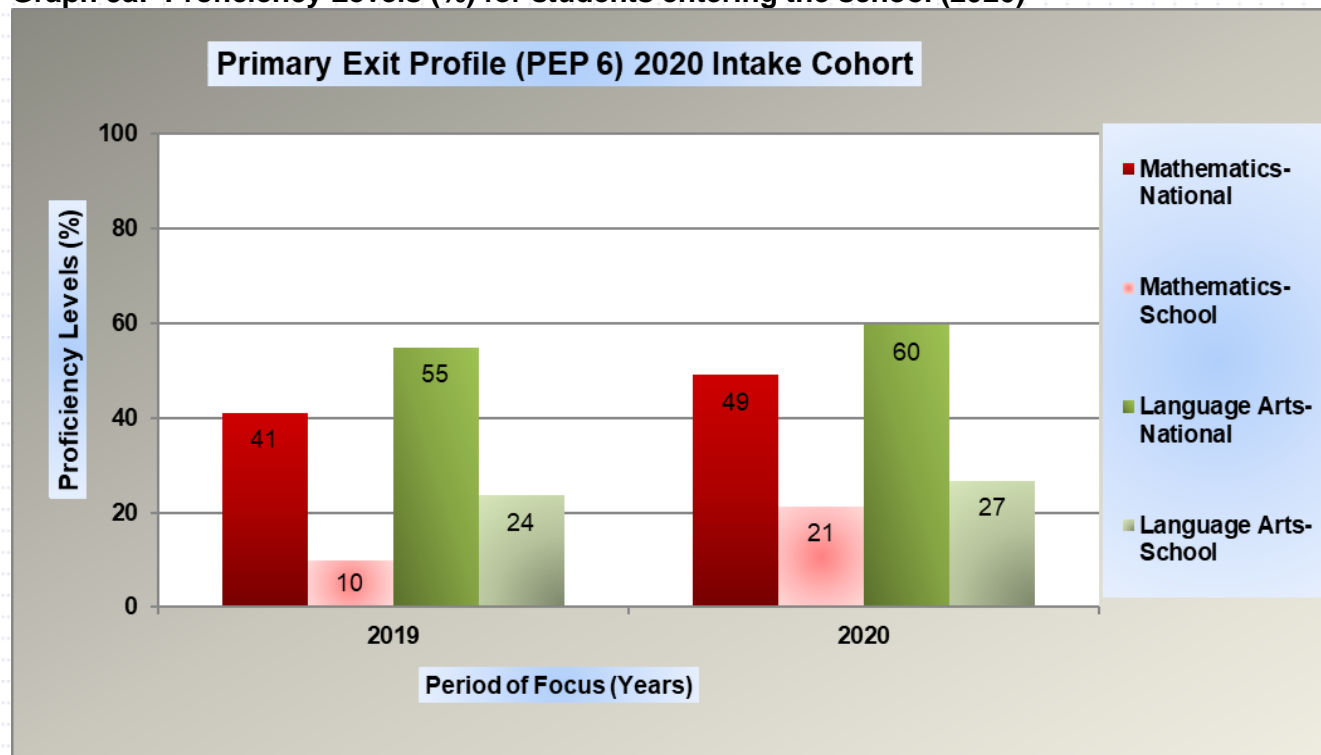


Table 3a: Proficiency Levels (%) for students entering the school (2020)

Entrance Cohort	Mathematics		Language Arts	
	National	School	National	School
2020	49	21	60	27
2019	41	10	55	24

Overall, 21 per cent of the students entering Annotto Bay High in 2020 were proficient in mathematics. This was below the national proficiency of 49 per cent. In 2019, ten per cent of the entrance cohort was proficient in mathematics. This was below the national performance.

In 2020, proficiency levels in language arts were higher than in mathematics as 27 per cent of the students were found to be proficient. This performance was however, below the national proficiency by 33 percentage points. A similar pattern was obtained in 2019, when 24 per cent of the students were proficient, remaining below the national proficiency level by 31 percentage points.

STUDENTS' PROGRESS

Students' Starting Point

Graph 3b: Proficiency Levels (%) for students entering the school (2020) by Gender

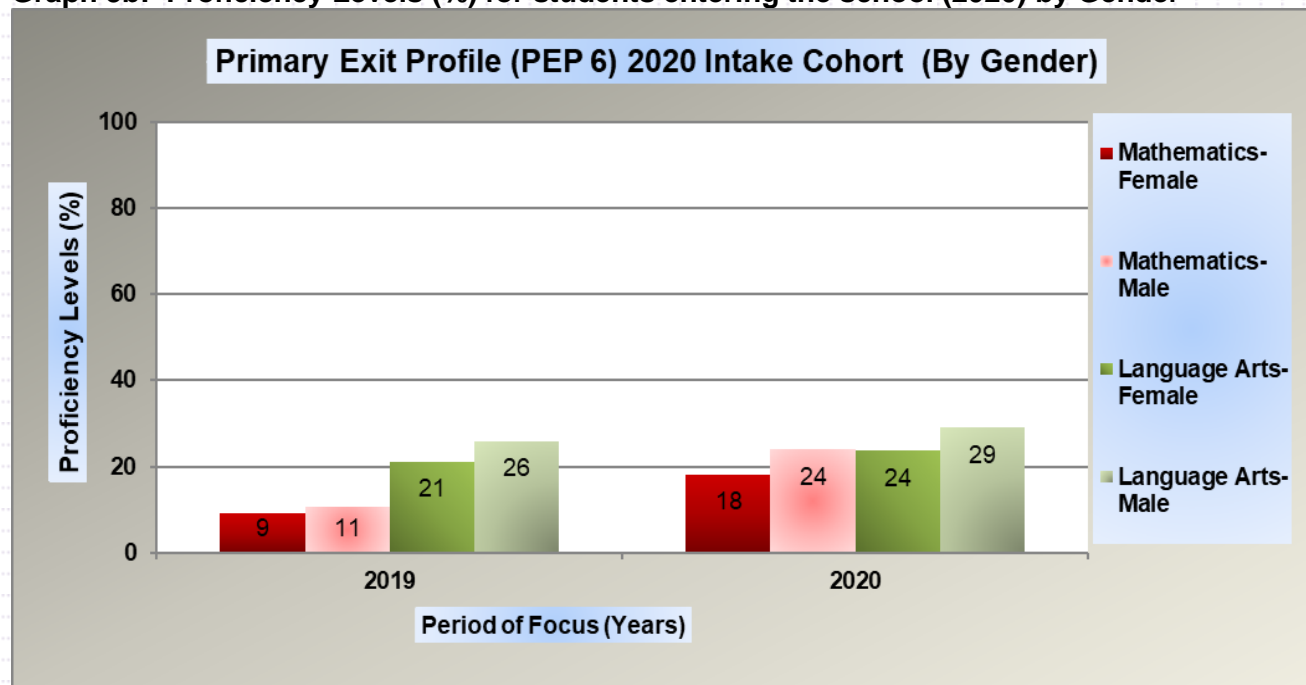


Table 3b: Proficiency Levels (%) for students entering the school (2020) by Gender

Entrance Cohort	Mathematics		Language Arts	
	Female	Male	Female	Male
2020	18	24	24	29
2019	9	11	21	26

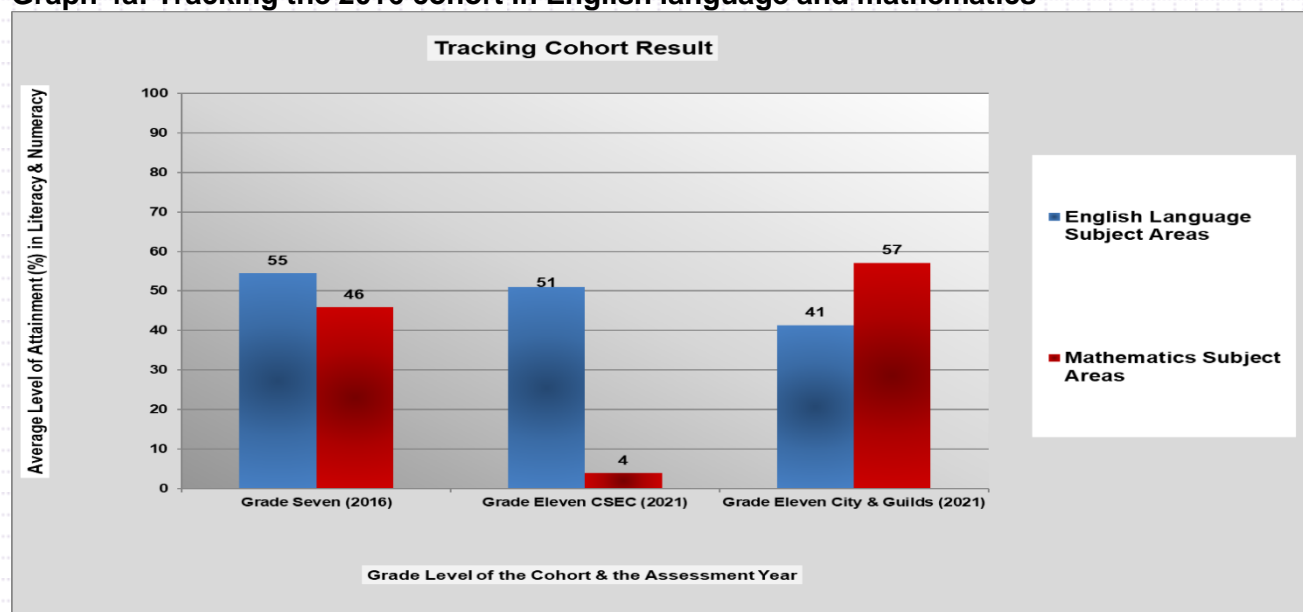
Overall, boys outperformed the girls in both subject areas in the 2019 and 2020 sittings of the PEP.

In 2020, 18 per cent of the girls sitting the PEP6 mathematics were proficient. This is in comparison to 24 per cent of the boys sitting in that year. Similarly, nine per cent of the girls were proficient in mathematics in 2019, compared to 11 per cent of the boys.

In 2020, 24 per cent of the girls were proficient in language arts compared to 29 per cent of the boys. Similarly, in 2019, 21 per cent of the girls were proficient in language arts compared to 26 per cent of the boys.

STUDENTS' PROGRESS

Graph 4a: Tracking the 2016 cohort in English language and mathematics



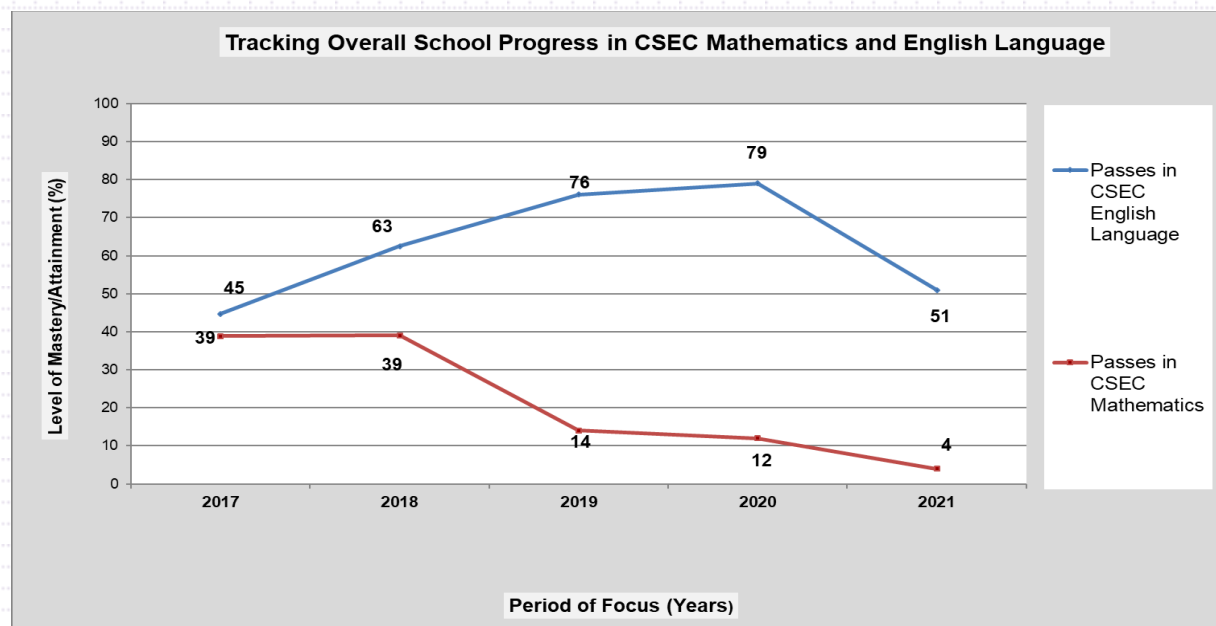
This graph tracks the performance of the **2016 Cohort** of students entering Annotto Bay High. It shows their **average intake scores** in the 2016 GSAT (language arts and mathematics) and the **pass rates** in the 2021 CSEC and City and Guilds examinations (English language and mathematics).

The **2016 Cohort** attained an average of 55 per cent in the language arts component of the GSAT. In 2021, the pass rate for CSEC English language was 51 per cent. This pass rate is reflective of the 41 per cent of the Grade 11 cohort who sat the examination. In 2021, the total pass rate for the different stages of City and Guilds English was 41 per cent. This pass rate is reflective of the 21 per cent of the Grade 11 cohort who sat City and Guilds English.

The **2016 Cohort** attained an average of 46 per cent in the mathematics component of the GSAT. In 2021, the pass rate for CSEC mathematics was four per cent. This pass rate is reflective of the 52 per cent of the Grade 11 cohort who sat the examination. In 2021, the total pass rate for the different stages of City and Guilds mathematics was 57 per cent. This pass rate is reflective of the 15 per cent of the Grade 11 cohort who sat City and Guilds mathematics.

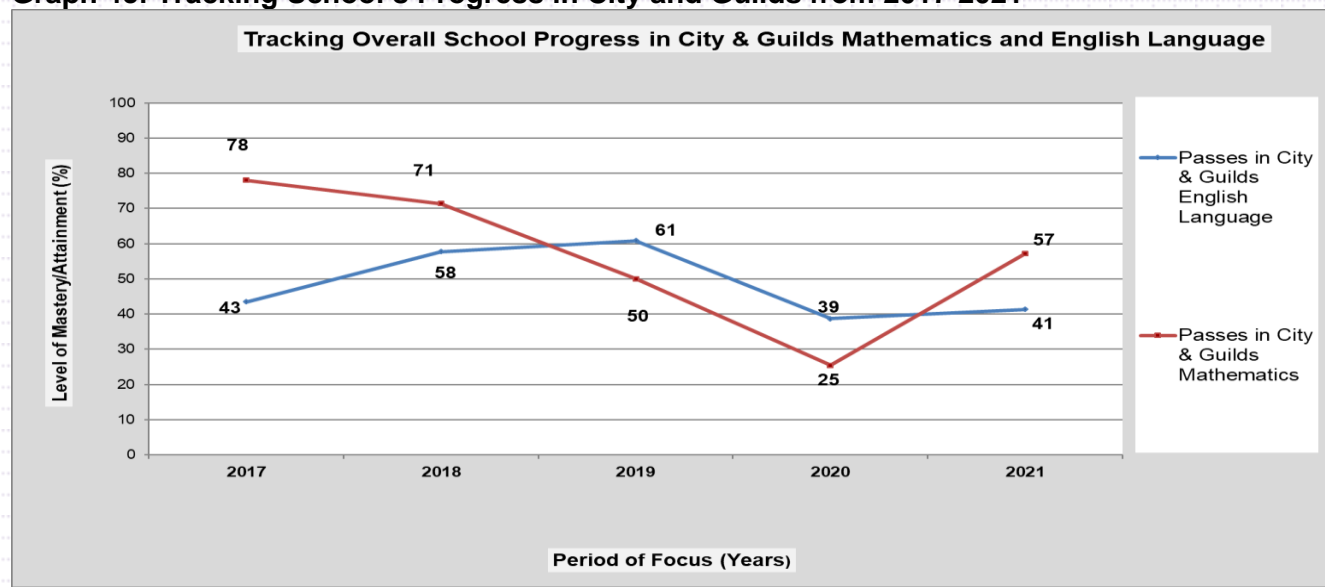
STUDENTS' PROGRESS

Graph 4b: Tracking School's Progress in CSEC from 2017-2021



The school's English language pass rate increased, while the mathematics pass rate decreased over the period of review. The mathematics pass rate was below the English language pass rate throughout the 2017 to 2021 period.

Graph 4c: Tracking School's Progress in City and Guilds from 2017-2021



The school's City and Guilds English language pass rate along with the mathematics pass rate decreased overall for the period. The City and Guilds English language pass rate was above the City and Guilds mathematics pass rate from 2019 to 2020, but was below in 2017 to 2018 and 2021.

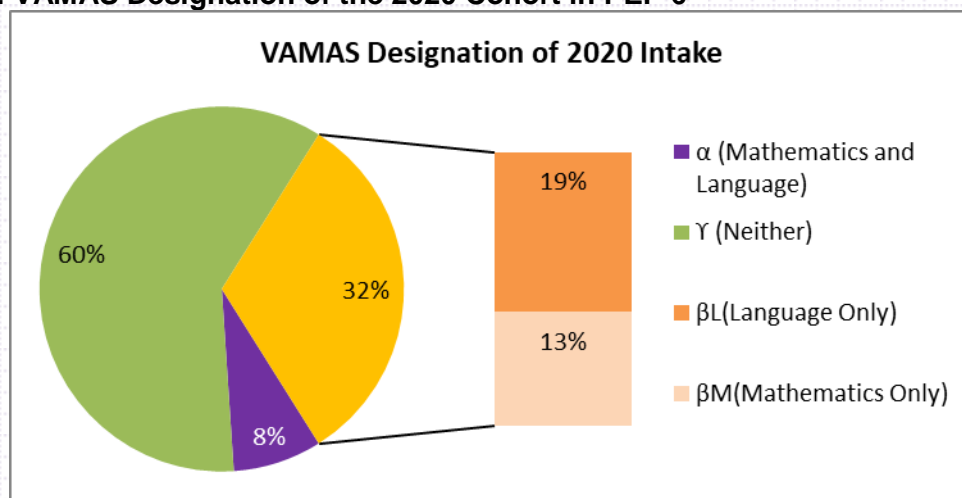
STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

A fundamental feature of the Value Added Model for Assessing Schools (VAMAS) is to analyse individual student performance in both English and mathematics at key points in their education.

Under the VAMAS, students are assigned designations based on their traceable performances. Students attaining satisfactory performance in both mathematics and English are designated as **Alphas (α)** while those attaining satisfactory performance in either English or mathematics are designated as **Betas (β)** and those with unsatisfactory performance in both subjects are designated as **Gammas (γ)**. Within the **Beta (β)** category, students are further designated a **Beta M (β_M)** where they are found to be proficient in mathematics only and as **Beta L (β_L)** where they are proficient in language arts only.

At the secondary level, value added progress under the VAMAS is determined by comparing students' proficiency levels in the PEP 6 with their performance on internal tests.

Graph 5a: VAMAS Designation of the 2020 Cohort in PEP 6



An application of the VAMAS revealed that less than one-tenth of the students in the 2020 entrance cohort at Annotto Bay High were at the requisite level of performance in 2020 PEP6.

Table 5a: VAMAS Designation of the 2020 Cohort in PEP 6

VAMAS Designation	Number of Students	Percentage
α (Proficient in Both)	13	8%
β (Proficient in Either)	53	32%
γ (Proficient in Neither)	99	60%
Total	165	100%

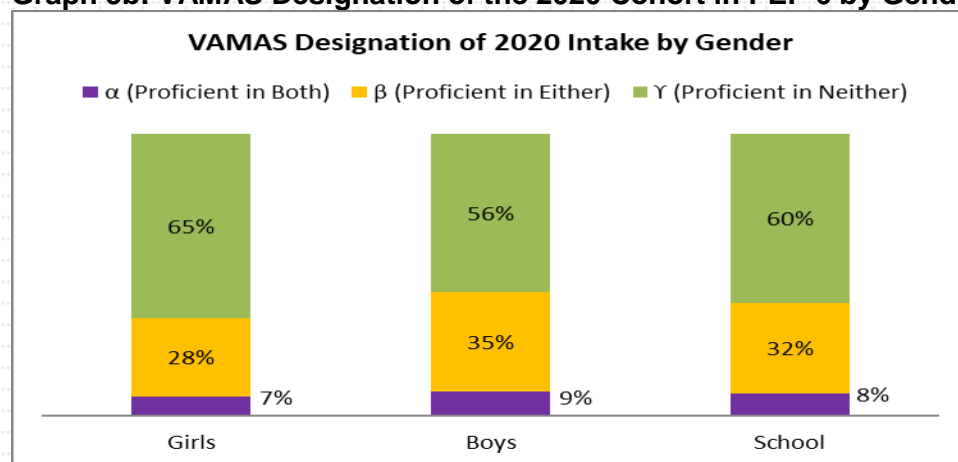
Some eight per cent or 13 of the 165 students were designated **Alphas** having been deemed proficient in both language arts and mathematics in the 2020 PEP 6.

STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

The expectation is that these students should remain **Alphas** during their tenure at the school. A gender comparison revealed that the proportion of **Alphas** among the boys was higher than that of the girl.

Another 32 per cent or 53 of the students were in a partial state of readiness for secondary level education as they were proficient in either language arts or mathematics and were designated as **Betas**. Within this category, it was found that most of these **Betas** were proficient in language arts thus implying a general weakness of the entrance cohort in mathematics. The data showed that a marginally larger proportion of boys were designated as **Betas** than girls. The expectation is that the school should put measures in place to move these **Betas** to **Alphas** or at least maintain their **Beta** status.

Graph 5b: VAMAS Designation of the 2020 Cohort in PEP 6 by Gender



There were 99 students or 60 per cent of the 2020 entrance cohort who were in a worrisome state of readiness. These students were neither proficient in language arts nor in mathematics and were in jeopardy of being able to access secondary education. These 99 students were designated as **Gammas** and will require special intervention by the school in order to move them to **Alpha** or **Beta** status. The number of **Gammas** was higher among boys than it was for the girls.

Table 5b: VAMAS Designation of the 2020 Cohort in PEP 6 by Gender

VAMAS Designation	Girls	Boys	School	Girls	Boys	School
α (Proficient in Both)	5	8	13	7%	9%	8%
β (Proficient in Either)	20	33	53	28%	35%	32%
γ (Proficient in Neither)	47	52	99	65%	56%	60%
Total	72	93	165	100%	100%	100%

Definitions:

Cohort: A specific group of students who are expected to move through the education system during a particular time span. For example, the 2014 cohort entering grade seven are expected to complete grade 11 in 2019.

Matriculation Rate: The number of students attaining passes in five or more CSEC subjects including English language and mathematics in one academic year.

Percentage: The expression of a fraction into 100 equal parts. It is calculated by multiplying the fraction by 100. For example, $\frac{2}{5}$ expressed as a percentage equals $(\frac{2}{5}) \times 100 = 40$ per cent.

Percentage Point: The unit for the arithmetic difference between two percentages. For example, 20 per cent is lower than 45 per cent by 25 percentage points.

Trend: The pattern observed or general tendency of a series of data points over time. There must be at least three (3) consecutive years of data before a trend can be established.

List of Acronyms:

CSEC - Caribbean Secondary Education Certificate

GNAT - Grade Nine Achievement Test

GSAT - Grade Six Achievement Test

MoEYI - Ministry of Education and Youth

PEP - Primary Exit Profile

VAMAS - Value Added Model for Assessing Schools

Sources

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