

HIGH SCHOOL ACADEMIC RANKINGS


EDUCATE JAMAICA
SINCE 2012

2023



STACEY REYNOLDS
PRINCIPAL - IMMACULATE CONCEPTION HIGH,
THIS YEAR'S NUMBER ONE RANKED SCHOOL.

CONGRATULATIONS

The COVID pandemic was the greatest threat to education that we have seen in decades. It challenged our teachers, our students and our school systems in a tremendous way. But Jamaicans are known for their strength and their resilience and will certainly bounce back from this setback.

At Palm Rose Commodity Ltd, we believe that education is the cornerstone of progress and the key to unlocking the boundless opportunities of young minds. That's why we want to congratulate those schools that have been able to adapt and to recover from COVID so quickly. And for those who haven't yet shaken off the effects of the pandemic, we want to encourage you to continue to strive for excellence.

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- Rudolph May
Managing Director



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The Pandemic Impact is Visible! What is The Plan Going forward?

Looking at the recent performance scores coming out of the high schools, it is clear to see that the pandemic undoubtedly took its toll on the education system and this will become even more evident as we delve into the data more deeply at all levels of the education system.

The data we will be using to evidence the impact of the pandemic will be the first post-pandemic high schools performance index (INDEX 2023), however, it must be kindly noted that this impact spans all the key stages of our education system (early childhood, primary and high schools) and for the purpose of credibility we will only reference data that has appeared in our high school performance index.

We will start by saying that, it is exciting to see Immaculate Conception, Campion College, St Andrew High for Girls, Wolmers' Girls School, Montego Bay High School and Ardenne High appear seemingly unscathed and I believe the factors that have supported these

schools in their journey of resilience can be clearly identified and they are the factors that we must aspire to have in all our schools at every level of the education system.

An event such as global pandemic did very little to hinder the national outcomes for these schools, which speaks to the formidability of these factors. If we look at the high school performance index 2023, we see that high performing schools in 2019 (prior to the pandemic), that were hitting cohort percentages of 80-90%, have seen as much as a 30% fall in the percentage of their cohort whom have met the success threshold. Most educators will state that they are not surprised by the fall in the performance percentages; in addition, they will also state that this is reflected in all countries globally.

If nothing else, this latest high school performance index highlights the need for a tailored response to 2 years of lost education across the entire nation and it's a charge that must be nationally led by the Ministry

of Education (and not a disjointed process at the school level led by individual schools). With that said, it must be noted that the success of any intervention will require the commitment of all stakeholders including the parents and any attempt to leave the success of the outcomes solely at the feet of the Ministry of Education is also a non-starter.

So What Were The Success Factors in the Pandemic Resilient High Schools?

They were:

1. Good and Proactive Leadership
2. The excellent adoption and use of technology across the board
3. Excellent or very good home/school partnership
4. The creation of independent and proactive learners
5. A resilient and adaptable teaching and administrative staff

The five factors highlighted above were the key factors that enabled all the high schools nationally, who

were able to achieve 70% or more of their cohort achieving the successful outcome as measured by the Educate Jamaica high school performance index. As an organization that focuses on the aspirations of schools we would like to encourage all schools to self-assess against these 5 outcomes and create a formidable plan to achieve these 5 outcomes.



Ainsworth Darby M.A. B.Ed. Dip. Ed
Founder & Chairman
EDUCATE JAMAICA



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Principals' Reflections: Lead, Teach, Learn and the Use of Technology During the Pandemic

Immaculate Conception High - Ranked 1st

In my reflection on our experience of school leadership at Immaculate Conception High School during the pandemic, I used the opportunity to discuss the topic with the general academic staff during a staff meeting. They were asked to share some of the things they thought we executed well in order to manage the day-to-day operations despite being online for the most part. These were some of the responses that were shared.

Systems were implemented to ensure that all students and teachers had a device and were online. This was as a result of team work/constant communication with the Home and School Association (HSA) Executive and the New York Chapter of the Past Students Association. The HSA enabled students to log onto classes, through the provision of data to needy students as well as purchasing laptops/tablets along with the Alumni (New York Chapter). The

school also facilitated some students who had device and/or internet challenges, as well as those who lacked parent supervision at home to come into the school and were accommodated by the Guidance Counsellors in one of the IT labs to sit and participate in online classes. Upon request, the HSA also assisted the school with the purchasing of cameras to provide the students with a more efficient atmosphere for online learning as teachers could facilitate asynchronous and synchronous sessions.

Systems were implemented to ensure teacher attendance to classes and were present for the duration of classes. Teachers were held accountable and had to sign in online to record their attendance. Parents were encouraged to communicate with the Principal once a teacher did not turn-up for sessions.

The Administration and Senior Management facilitated constant classroom observations/evaluations of teachers in the online space

and an instrument was created to facilitate this.

Teachers with device and internet issues, despite assistance, were accommodated at school.

Students were mandated to be present for all classes and a system put in place to track them. Once a student was absent from two consecutive sessions, a report was to be sent to the Guidance Department/Dean of Discipline for home visit and feedback provided to the Administration.

New Student Handbook (rules) was created for the online setting.

Staff workshops were consistently held for the different platforms and their applications; training sessions led by ICHS Master Teacher Mrs. Malladi on using online apps. These were used for learning asynchronously and synchronously.

While labs were facilitated online as much as possible, workshops were also put

in place for students to get work done on campus, to complete labs and especially for revision sessions, in small groups and with parents' consent.

Once permission was provided for students to resume face-to-face sessions, every effort was put in place to resume campus activities and ICHS was one of the first schools to be provided with permission for face-to-face sessions and graduation.

Students created online study groups and tagged their teachers and despite the discomfort of online learning, the girls kept on task.

The Administration ensured that day-to-day activities were as normal as possible and activities like General Assembly, prize giving, parent/teacher consultation, form time/registration, HSA meetings, block meetings, club/co-curricular activities, house meetings and sports day were held as regularly scheduled on the timetable, virtually.

Psychosocial sessions were regularly scheduled with the assistance of the HSA and Guidance Department, for the entire school (Teachers and students).

The Principal facilitated regular online meetings with the different year groups to directly hear concerns from parents.

School offices remained open the entire time and school administrators were present, on the compound, every day. Teachers were also encouraged to come in to work once they needed time away from home for a different setting. They were able to take their children with them once the need was there. While a full team effort was displayed, we do not think we accomplished all tasks to perfection. We faced a lot of issues, however, we must thank all the stakeholders for their commitment.

Mrs Stacey Reynolds
Principal, Immaculate
Conception High



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A message from Hon. Fayval Williams,
Minister of Education and Youth

A message from Damion Crawford,
Opposition Spokesperson
on Education and Youth

Principals' Reflections: Lead, Teach, Learn and the Use of Technology During the Pandemic

Campion College Ranked 2nd

The Campion administration began planning for the possibility of the closure of physical school and the transition to online teaching and learning in January 2020. This meant procuring the necessary Zoom licences; integration of Zoom, Moodle and Renweb for more efficient online teaching, ensuring all teachers and needy students had devices as well as the training of staff in online delivery of lessons. When the announcement was made to close schools on Thursday, March 12, 2020, we were able to use Monday, March 16 for training students in the use of Zoom and the Moodle platform and we started full online

engagement with all students by Tuesday March 17th.

Timetables were adjusted to maximize student learning in examined subjects while minimizing screen time. Collaboration among teachers for effective lesson delivery was intensified.

There was also on-going training of teachers in the use of the various apps and tech tools for improving student engagement during extended online teaching. Students were brought on campus, as early and as safely as possible, to complete all SBA labs, and most importantly for in-person invigilated exams. Online exams did not yield valid, reliable results.

The Learning Management System was extensively used for the posting of learning resources to facilitate students' independent study. ALL teachers were exposed to strategies for promoting good mental health in their students. The Guidance Dept. had special classes addressing this concern, but every subject teacher was asked to make this a key component of every lesson.

The school also advocated for a delay to the start of the CXC examinations in 2022 and there was frequent and detailed communication with parents.

In the few instances where a student was deemed unfit for

promotion to the next grade level because of significant learning loss, parents were encouraged to have their child participate in a special Retention Programme. This involved supervised homework at school, extra classes and special sessions with the Guidance Department for emotional support. Because of the stigma attached to repeating a grade, convincing students and parents to participate in the Retention Programme was very difficult. However, the initiative was very successful.

Grace Baston (Mrs.)
Principal, Campion College

Ardenne High School Ranked 6th

There was an Inclusive Leadership approach to how the school's vision was crafted, articulated,

managed and led. A good mix of the negotiables and non-negotiables in design and implementation, which led to growth and development, was clear to everyone. Our initiatives were policy driven and result oriented. Creativity and

innovation in all areas were valued and protected. The Leadership was responsive and not reactive, which resulted in cohesive and purposeful outcomes. This worked very well during the pandemic.

The on-going ICT integration of teaching, learning and assessment were prioritised as a response to industry developments and trends.



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Ardenne High School - Continued from Page 4...

Preparation of all stakeholders was recognized as critical as were relevant infrastructure development and resource upgrades and management. Staff's professional development and subsequent accountability framework for implementation and review were also a strong priority. Human resource management was also critical; for example, the systems administration team was a new group that continued to emerge more skilled, greater competency and importance. All staff and students knew how to use ICT and used it for both curricular and co-curricular activities including daily devotions.

A strong PTA presence and participation at the school allowed for clear communication and support for the ICT initiatives of the school such as the Bring Your Own Device policy and e-testing. Constant feedback and reviews were critical to remaining relevant and this enabled the stage for learning and growing in the space during the pandemic.

School at Ardenne was about a broad-based educational experience that led our students to passing examinations. We did not offer a grade-mill experience. All activities, curricular and co-curricular were designed to foster creativity, innovation, leadership capacity and the ability to be proactive and self-regulatory. This we believe was critical to our above 90 per cent (90%) performance academically over the period. We saw this at play during the two years spent

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EDUCATE JAMAICA HIGH SCHOOL PERFORMANCE INDEX 2016-2018

Name of school	Ranking 2018	Ranking 2017	Ranking 2016	Percentage of cohort obtaining 5 or more subjects (including Mathematics and/or English)	Percentage of students obtaining 5 or more subjects (including Mathematics and English)	Percentage of cohort passing CSEC English Language	Percentage of Cohort passing CSEC Mathematics	Percentage of students leaving with 8 subjects or more	The percentage of your pupils obtaining 2 or more subjects with grades I-III (1-3) in (CAPE)
Campion College	1	1	2	100%	100%	100%	100%	94.6%	99.3%
Immaculate Conception High	2	2	1	99.6%	98.8%	99.1%	99.1%	90%	97.5%
St Andrew High School for Girls	3	6	11	97.9%	95.86%	98.8%	97.5%	75.2%	92.7%
Hampton School	4	5	6	97.9%	91.8%	96.7%	92.4%	78.2%	95.1%
Knox College	5	16	12	97.7%	85.1%	99.5%	88%	40.3%	82.7%
Mount Alvernia High	6	18	15	97.13%	85.65%	98.09%	86.60%	58.85%	75.63%
Glenmuir High School	7	12	8	96.8%	93.7%	98%	96.8%	77%	85.5%
Montego Bay High	8	3	3	96.1%	91.6%	98.1%	93.5%	76.6%	87.5%
Wolmer's Girls School	9	7	4	95.8%	79.2%	99%	98.5%	79.6%	90%
Wolmer's Boys School	10	10	9	94.84%	89.67%	96.24%	93.43%	54%	79.5%
St Hugh's High	11	25	28	94.7%	82.4%	98.3%	87.4%	53.3%	90.5%
St Hilda's High	12	8	5	93.4%	83.12%	97.8%	84.7%	59.6%	N/A
York Castle High	13	11	16	93%	77%	90%	78%	57.5%	59%
Mannings School	14	9	14	92%	82%	96%	85%	34%	98%
Holy Childhood High	15	20	17	91.3%	81.27%	96.32%	85.28%	54.52%	83.39%
Manchester High	16	19	27	91.3%	87%	97%	95%	44.1%	77.95%
Ardenne High School	17	14	13	91.1%	89.5%	96.8%	95.6%	65.1%	91.7%
Westwood High	18	4	7	89.91%	86.3%	91.7%	87.2%	66.05%	87%
Bishop Gibson High	19	17	10	89.9%	72.5 %	96.6%	73.6 %	43.3 %	34.6%
Munro College	20	21	22	89.7%	83%	98.2%	87.8%	47.9%	57.1%
St Jago High School	21	28	33	89.3%	73.3%	91.5%	87.9%	41%	81%
Convent of Mercy Academy Alpha	22	15	18	88.6%	75%	95.5%	78.2%	52.7%	98.4%



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EDUCATE JAMAICA

HIGH SCHOOL PERFORMANCE INDEX 2023

INDEX MOTTO: WHAT GETS MEASURED GETS MANAGED.

HIGH SCHOOL POST-PANDEMIC PERFORMANCE RATING 2023

	NAME OF SCHOOL	GENDER	PARISH	SCORE
1	Immaculate Conception High	Girls Only	Kgn & St. Andrew	98.8%
2	Campion College	Co-educational	Kgn & St. Andrew	97.5%
3	St Andrew High School for Girls	Girls Only	Kgn & St. Andrew	93%
4	Wolmers' Girls School	Girls Only	Kgn & St. Andrew	92.4%
5	Montego Bay High School for Girls	Girls Only	St James	91%
6	Ardenne High	Co-educational	Kgn & St. Andrew	90.1%
7	Wolmer's Boys School	Boys Only	Kgn & St. Andrew	80%
8	Westwood High	Girls Only	Trelawny	79.44%
9	Munro College	Boys Only	St. Elizabeth	79.1%
10	Manning's School	Co-educational	St. Westmoreland	79%
11	Hampton School	Girls Only	St. Elizabeth	76%
12	Glenmuir High	Co-educational	Clarendon	75.7%
13	Manchester High	Co-educational	Manchester	75%
14	Belmont Academy	Co-educational	Westmoreland	73%
15	Mount Alvernia High	Girls Only	St. James	72%
16	St Hilda's High	Girls Only	ST. Ann	71.6%
17	St George's College	Boys Only	Kgn & St. Andrew	68%
18	Bishop Gibson High	Girls Only	Manchester	68%
19	Holy Childhood High	Girls Only	Kgn & St. Andrew	67.4%
20	Jamaica College	Boys Only	Kgn & St. Andrew	65.06%
21	Kingston College	Boys Only	Kgn & St. Andrew	64.4%
22	Covent of Mercy Alpha	Girls Only	Kgn & St. Andrew	63.2%
23	St. Jago High	Co-educational	St. Catherine	61.7%
24	DeCarteret College	Co-educational	Manchester	61%
25	Calabar High	Boys Only	Kgn & St. Andrew	58%
26	The Queen's School	Girls Only	Kgn & St. Andrew	55%
27	St Hugh's High	Girls Only	Kgn & St. Andrew	55%

All the relevant schools were contacted and solid attempts were made to verify the data of each school. Schools that have unfortunately NOT been include were as a result of the school achieving less than 50% of their students meeting the criteria or we were unable to verify the accuracy of their data. **EDUCATE JAMAICA DOES NOT USE SITTINGS IN ITS CALCULATIONS. SITTINGS DISINCENTIVIZE SCHOOLS FROM ENTERING STUDENTS FOR EXAMS. USING SITTINGS AS THE BASIS FOR CALCULATIONS REDUCES THE FOCUS ON IMPROVING STUDENT PERFORMANCE.** Each school was measured using the percentage of their total grade 11 cohort that achieved 5 or more subjects (inclusive of BOTH Mathematics and English at CSEC). It must be noted that all subjects sat prior to grade 11 (7,8,9 and 10) were taken into account.

Harnessing the Power of Artificial Intelligence to Enhance Teaching and Learning

Artificial Intelligence (AI) has rapidly emerged as a transformative force across various industries, and education is no exception. As technology advances, educators increasingly explore innovative ways to integrate AI into teaching and learning environments. By leveraging AI, educators can complement traditional instructional methods, personalize learning experiences, and empower students with valuable tools for knowledge acquisition. Essentially, AI should be embraced, and teachers and students should be encouraged to find tools to support innovative AI teaching and learning.

One of the primary benefits of AI

in education is its ability to adapt content delivery to individual student needs. AI-powered intelligent tutoring systems can analyze student performance data, identify knowledge gaps, and provide personalized recommendations for remedial content. For instance, platforms like Babbel and Duolingo utilize AI algorithms to create personalized learning pathways, ensuring students receive tailored instruction and support.

Assessment is a critical component of the learning process, and AI can significantly enhance its efficiency and accuracy. Automated grading systems powered by AI algorithms can analyze large volumes of

student work, such as essays or programming code, providing timely and consistent feedback. This allows teachers to focus on higher-order tasks, such as providing personalized guidance and facilitating meaningful discussions. Additionally, AI can detect patterns in student performance data to identify areas where additional support or intervention may be required.

AI powered intelligent tutoring systems (ITS) offer personalized and adaptive learning experiences. These systems utilize machine learning algorithms to model and understand student knowledge, skills, and learning preferences. By tracking student progress, an ITS

can dynamically adjust the instructional content, pace, and difficulty level to optimize learning outcomes. For instance, Carnegie Learning's Cognitive Tutor provides individualized math instruction by adapting to each student's unique learning needs.

AI can analyze vast amounts of data collected from students' interactions with digital learning platforms, providing valuable insights to educators. By examining patterns and trends, teachers can identify struggling students, tailor instruction, and implement targeted interventions. Moreover, AI analytics can enable predictive modeling to forecast student performance, allowing proactive support and early intervention strategies.

In concluding, integrating AI into teaching and learning environments offers many opportunities to enhance education. From personalized content delivery and intelligent tutoring systems to automated assessment and virtual assistants, AI technologies have the potential to revolutionize the way we teach and learn. However, it is crucial to balance technological innovation and human interaction. AI should be viewed as a complementary tool, empowering educators and students rather than replacing them. By harnessing the power of AI, we can create more engaging, personalized, and effective learning experiences that meet the diverse needs of students in the 21st century.

About the Author

Dave Watson, PhD, is a lecturer at the School of Computing and Information Technology, University of Technology, Jamaica, and CEO of Tred Laboratories Limited.

NLP, a subfield of AI, enables computers to understand and respond to human language. This technology has revolutionized language learning applications. Language learning platforms like Rosetta Stone and Babbel employ AI powered NLP to provide interactive and immersive experiences. Students can practice speaking and writing skills with AI chatbots that simulate real-life conversations, offering instant feedback and corrections.

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COVID and KC: The Pandemic's Impact on the Fortis Family

As we reflect upon the academic performance of our boys over the past year or so, it is evident that our school community has suffered from the unprecedented impact of the COVID-19 pandemic. As principal of this esteemed institution, it is my duty to address the impact of this crisis on our academic performance and outline the steps that we are taking to overcome these difficulties and to recover and be even stronger.

First and foremost, it is important to acknowledge the profound disruption caused by the pandemic. The sudden closure of classes, the transition to remote learning, and the subsequent return to in-person classes have undoubtedly affected the academic journey of our students. The abrupt shift in teaching and learning methodologies presented significant hurdles - for teachers and students, as well as for school administration.

One of the major consequences

of this disruption was the loss of instructional time. Remote learning, while necessary to ensure the safety of our students and staff, brought its own set of challenges. Unequal access to technology (hardware and software), limited and sometimes unreliable Internet connectivity, as well as varying home environments, created disparities among our boys. Also, the sudden and drastic change in teaching and learning experience, not surprisingly, resulted in students adjusting to the new paradigm at different rates. As a result, some students struggled to keep pace with the curriculum, leading to a decline in academic performance.

Additionally, the social and emotional toll of the pandemic cannot be overlooked. The fear and anxiety surrounding the virus, coupled with the isolation caused by physical distancing measures, did affect the overall well-being of our boys. Many students were without the physical, emotional and nutritional support

that was regularly provided in the school environment. We are concerned especially about the mental health challenges being faced by many of our students. The pandemic confirmed in its own unfortunate way the importance of the school environment for the overall nurture and well-being of our students.

The pandemic has also exacerbated existing challenges, leading to a rise in teacher migration as educators seek better opportunities abroad or opt for alternative professions due to the uncertainties caused by the crisis. This phenomenon has resulted in a shortage of experienced teachers, destabilizing the educational system and affecting student learning outcomes.



with our dedicated teaching staff to identify struggling students and provide them with the necessary resources and interventions to bridge their learning gaps. Further, we understand the importance of rebuilding the social connections within our school community and are actively promoting a positive and inclusive school culture built around organizing various extracurricular activities and opportunities for student collaboration. It is also our good fortune that we have been able to call upon our very responsive Old Boys fraternity and their vital mentorship programme – a critical plank in the effort to deepen the support given to each student and every student.

Furthermore, we are also looking to enhance our technology infrastructure to ensure equitable access to online support and resources for all students. Recognizing the digital divide, we are striving to provide devices and internet connectivity to those in need and to level the playing field so that every one of our boys can participate fully in the educational process. The recent extension of the Douglas Forrest Building has provided space for the establishment of a larger and more modern computer lab on the North Street Campus. The school's computer labs will now provide students and teachers with access to a variety of digital tools and resources, including graphic design software, coding platforms, and research databases. These labs also serve as a hub for student innovation and collaboration, providing a space for students to work on projects and develop their digital literacy skills.

To mitigate against the impact of teacher migration, Kingston College is exploring retention strategies, such as introducing and improving incentives for our teachers to stay in the profession, providing professional development opportunities, and creating a conducive working environment. Importantly, too, we are also moving to strengthen our established mentorship programmes and partnerships with universities.

Nonetheless, despite the obstacles, we firmly believe that every challenge presents an opportunity for growth and developing resilience. True to our famed motto, our school community has shown incredible courage, strength and determination throughout this pandemic; and even now as we recover, we are committed to being robust and to finding innovative and sustainable solutions to overcome these setbacks.

To address the falling academic performance, we have implemented a comprehensive plan of action. As a key pillar of our recovery approach, we are focused on providing targeted academic support to students who have fallen behind. This support includes additional tutoring sessions, catch-up programmes, and individualized attention tailored to meeting their specific needs. We are working closely

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Look out for our children... Keep them safe!



OFFICE OF THE CHILDREN'S ADVOCATE

72 Harbour Street, Air Jamaica Building
11th Floor, Kingston, Jamaica W.I.
Telephone (876) 948-1293, 948-3279, 948-3771, 967-5890
Toll Free: 1-888-948-1134, Fax: (876) 922-6785
Email: info@oca.gov.jm // Website: www.oca.gov.jm



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Office of the Children's Advocate (Jamaica)

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But we can't do it without our parents, Old Boys, school community, and the wider Fortis Family. As we move forward, it is essential for us all to embrace a mindset that strives for continuous improvement while remaining resilient in the face of adversity. While the impact of the pandemic on academic performance cannot be ignored, we laud the academic success that has been achieved!

Setbacks are temporary, and with courageous collective efforts – the Fortis way – we can overcome all challenges that come our way. Together, we will rise above the disruptions caused by COVID-19 and reclaim and surpass the academic achievements that define our school. Fortis forever!

- Dave Myrie, Principal

Zed Jamaica Limited

Zed Jamaica Limited (Zed Technologies) is a company that was established in 2001 at the Technology Innovation Centre. Through our partnership with FACTS SIS (Renweb), we offer a comprehensive suite of technologically advanced solutions to schools, enabling them to effectively manage their processes. In addition to our software, we provide training, technical support, hosting, cyber security, data protection, and various value-added services. Schools that utilize our products and services experience improved efficiency, enhanced teacher performance, increased parent engagement, reduced costs, and a greater focus on student performance due to streamlined operational processes.

We cater to approximately 110 schools in Jamaica and the wider Caribbean region, including the Bahamas, St. Maarten, Cayman, Barbados, Trinidad and Tobago, St. Lucia, Antigua, Grenada, US Virgin Islands, St. Croix, and St. Vincent. Our mission is to bring advanced technology solutions to Caribbean schools, matching or surpassing what is available in developed economies, and making it universally

accessible.

In the current year, we are placing a strong emphasis on Data Protection and Cyber Security. Our conference held on April 19, 2023, at the Pegasus Hotel received positive feedback and can be viewed on our website, www.zedjamaica.com.

In recent years, schools have become increasingly targeted by cybercrimes, including ransomware attacks. With the advancement of artificial intelligence, the threat level has risen. Factors such as limited funding, a lack of cyber experts in schools, increased student online activity, and outdated IT systems with limited upgrades have made schools more vulnerable. Cybercriminals primarily target financial and medical records, making bursaries and nurseries high-value targets. FACTS SIS consistently provides the necessary security and protection, including for bursaries and medical records, and we fully comply with the Ministry's data protection standards. Zed Jamaica and FACTS SIS will be organizing a series of online seminars, free of charge, for the school's data protection officers.

