



PRESS CONFERENCE TO ANNOUNCE RESULTS OF THE  
2019 SITTING OF THE PRIMARY EXIT PROFILE  
JUNE 21, 2019

Members of the media, colleagues, good morning.

I am pleased to announce the results of the first sitting of the Primary Exit Profile which was administered over the period February, March and April 2019.

Forty Two thousand Eight hundred and Forty Six (42,846) students (i.e. **22,298** males and **20,538** females) were registered to sit the examination.

*Student Placement*

**100% of our students** were placed in seven-year high schools. The Ministry was able to achieve this as a result of the provision of additional classrooms to a number of our schools and the phased upgrading of Stony Hill Primary and Junior High, Discovery Bay All Age as well as the commencement of the process for Mico Practising School. Notwithstanding the full placement in seven-year high schools, the Ministry is still cognizant of the fact that there are still 20 high schools on shift and is taking steps to commence the process for the construction of 17 new schools. This is expected to begin with the first five in Manchester, Clarendon, St Ann and St James.

Additionally, **32, 155** (80%) of students were placed in one of their preferred schools. Since 2015 parents have been given the opportunity to indicate two additional school choices to the standard five that they had in the past.

These two additional choices were selected from a cluster of schools that were within a 10-mile radius of their attending schools.

Fourteen per cent (14%) **that** is **5,903** of students were placed in secondary level schools that are in proximity to the schools they currently attending. A further **2,353** students (**6%**) were placed manually in secondary level schools in proximity to the address they submitted.

Before I move on, let me point out that we placed more students this year in schools of their preference. Last year, 30,789 students were placed in schools of their preference. **32,155** students were placed in schools of their choice this year.

### *Students' Achievement*

The first sitting of PEP represents a new approach in the reporting of the scores while ensuring that the scores are aligned to the Competence Based Transition Policy and the Alternate Pathway for Secondary Education. One of the major goals of the National Standards Curriculum is to enable students to become critical-reflexive thinkers, creative problem solvers, effective communicators and natural collaborators. The Primary Exit Profile aimed to assess these skills and competencies as outlined by the National Standards Curriculum.

In reporting students' achievement of the National Standards Curriculum at Grade 6 the following four categories are used for all four subjects:

**1. Beginning** – Students at this level demonstrate **limited or no evidence of the required competence** necessary at grade 6, as specified in the National Standards Curriculum (NSC). These students will need intensive on-going academic support at Grade 7.

**2. Developing** – Students at this level demonstrate **partial evidence of the required competence** necessary at grade 6 level, as specified in the National Standards Curriculum (NSC). These students will need targeted academic support at Grade 7

**3. Proficient** – Student at this level demonstrate **adequate evidence of the required competence** necessary at grade 6, as specified in the National Standards Curriculum (NSC). These may need minimal academic support and/or extended learning activities at Grade 7.

**4. Highly Proficient** – Students at this level demonstrate an **advanced level of competence** necessary at grade 6, as specified in the National Standards Curriculum (NSC). They may need extended learning activities at Grade 7.

There are several nuances that are associated with the introduction of a new assessment. Examples of these include, change in the format of the test questions, administration over a 3 month period rather than a 2 day period and the various components that comprise the assessment.

Regardless of these changes, the students performed well in this inaugural sitting of the Primary Exit Profile. Table 1 below outlines student performance as described by the four reporting categories (Beginning, Developing, Proficient and Highly Proficient)

*Table 1. Table showing student achievement in the various subject areas*

Tests	Beginning		Developing		Proficient		Highly Proficient	
	% of Students	Number of Students	% of Students	Number of Students	% of Students	Number of Students	% of Students	Number of Students
Mathematics	7	3,011	52	20,801	34	13,921	6	2,623
Science	7	2,950	44	17,614	42	16,780	7	2,803
Social Studies	3	1,216	34	13,822	50	20,054	13	5,075
Language Arts	9	3,757	36	14,506	46	18,632	9	3,465

The results from students' performance in the various subject areas show that less than 10% of all students are at the Beginning Level. This means that less than 10% of the students who sat the examination demonstrated limited or no evidence of the required competencies and skills for readiness in Grade 7 in all subject areas. The students who are categorized as "Beginning" will need intensive on-going academic support at Grade 7. At the other end of the spectrum, a range of 6% to 13% of students are categorized as Highly Proficient in the various subjects. This means that these students demonstrate an advanced level of the required skills and competencies for readiness in Grade 7. Based on the students' performance it is evident that the education system at the Primary Level is moving in the right direction.

The National Standards Curriculum runs from Grades 1 to Grade 9. The aim of the Primary Exit Profile is to provide data on the students know and can do at the Grade 6 Level with the intent of continuous scaffolding at the Grade 7 Level. The table below shows the percentage of students who are on the cusp of improvement. At the core of the education system is the belief that data should be used to inform decision making and subsequently improve students' performance as they transition through the education system.

#### *Analysis of Student Performance in Mathematics*

Based on the results shown in Table 1, 40% of students who sat the test have demonstrated Proficiency or Advanced Proficiency in the concepts, procedures and application of skills required by the NSC in Mathematics. While 52% of the students are considered to be developing it must be noted that of this 52%, there are 14% of students who are the cusp of moving into the proficient category. These students are considered to be “borderline” students and with some targeted support, will develop the skills that will enable them to become proficient in Mathematics.

#### *Analysis of Student Performance in Language Arts*

Based on the results shown in Table 1, 55% of students who sat the test have demonstrated Proficiency or Advanced Proficiency in reading, writing and research skills required by the NSC in Language Arts. While 36% of the students are considered to be developing it must be noted that of this 36%, there are 12% of students who are on the cusp of moving into the proficient category. These students are considered to be “borderline” students and with some targeted support, will develop the skills that will enable them to become proficient in Language Arts.

### *Analysis of Student Performance in Science*

Based on the results shown in Table 1, 49% of students who sat the test have demonstrated Proficiency or Advanced Proficiency in knowledge, skills and competencies required by the NSC in Science. While 44% of the students are considered to be developing it must be noted that of this 44%, there are 10% of students who are on the cusp of moving into the proficient category. These students are considered to be “borderline” students and with some targeted support, will develop the skills that will enable them to become proficient in Science.

### *Analysis of Student Performance in Social Studies*

Based on the results shown in Table 1, 63% of students who sat the test have demonstrated Proficiency or Advanced Proficiency in knowledge, skills and competencies required by the NSC in Social Studies. It is important to note that of the four subject areas, students’ performance in Social Studies had the best outcome. This is commendable in that there was a greater emphasis on students’ ability to apply research skills in the Social Studies context. Bearing this in mind, the majority of the students (63%) would have shown that they have achieved the knowledge, skills and competencies. While 34% of the students are considered to be developing it must be noted that of this 34%, there are 12% of students who are the cusp of moving into the proficient category. These students are considered to be “borderline” students and with some targeted support, will develop the skills that will enable them to become proficient in Social Studies.

### *Noted Achievements*

1. The Ministry has once again placed 100% of the students in full secondary level institutions.
2. 94% of our schools are now places of choice, in that students are now selecting a variety of schools as their preferred school for placement.
3. 84% of the students on PATH have been placed in schools of their choice.
4. Special Needs students who were so identified have been placed in schools with the appropriate facilities. Those who did not indicate the special needs on their registration forms will be accommodated in special schools once brought to the attention of the Ministry.
5. The Ministry is providing an individualized report for each student for the initial release along with the summary report for each school.

### *Release of Results*

All Primary level schools once they have registered on-line will be able to access the results before 12 noon today. Those who have no on-line access can pick up their results by 2.00 p.m. at their respective Regional Officers. The results for the secondary level schools will be available online by 6.00 a.m. on July 5, 2019.

### *Conclusion*

I take this opportunity to express thanks, particularly, to the team at the Student Assessment Unit who co-ordinates the administering of the PEP as well as to the

other members of the Ministry who play a supportive role. I wish to commend all the teachers and instructional leaders in our primary level institutions for their work in preparing the students for the PEP.

The entire Ministry of Education, Youth and Information congratulates our students on their performance and wish them continued success in pursuing an education. The public is therefore being assured that we are moving in the right direction as it relates to the preparation of our children for the future.

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