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What Are the Differences Between School Performance, Operation and Challenges Before and After the P1 Status?

Research questions: What are the differences between school performance, operations, and challenges before and after the introduction of P1 status?

The selection of the most efficient collective action in education reforms should involve pupils, parents, and school staffs in an equal and honest means. Additionally, an effective strategic analysis on the school performance history is critical in ensuring satisfactory uncovering of the areas responsible for the past poor performances (Kevin, 2012). The school's previous performances and consideration of all options should serve as the guiding principle on the identification of the most effective strategy to address the identified needs.

The education sector in the United States has witnessed considerable changes in academic performance especially after the introduction of P1 status. The available data on student performance has demonstrated recommendable improvement in schools' performances. All players have employed effective and practical measures and policies to necessitate attractive academic result.

To begin with, the education sector in the United States has replaced the school staffs that are immaterial in the contemporary education systems. Secondly, education sector has instituted a new curriculum that incorporates the necessary professional development to all staffs. Thirdly, the management authority at school level was significantly cut down to give room for consultation. Finally, the education sector was advised to recruit external experts to offer appropriate advice on the educational demands of

the contemporary job market (Scott-little, 2009).

Despite of the significant improvement in schools performance after the introduction of P1 status, the P1 Schools have encountered various demanding complications. For instance, parents with better performing students have the tendency of withdrawing their students in P1 schools leaving poor performers in the P1 system in order to maintain their family's socio-economic status. This setback has as a result complicated the schools' plan to move out of P1 status (Nichols, 2009).

References

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