



Samagra Shiksha

Department of School Education and Literacy
Ministry of Human Resource Development, Government of India

शाला सिद्धि
SHAALA SIDDHI

Evaluation for Improvement

Guidelines for Evidence-based School Improvement



**National Institute of Educational
Planning and Administration**
(Deemed to be University)

17-B, Sri Aurobindo Marg, New Delhi-110016 (INDIA)

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Context

Quality education is a continuous process which can be achieved through improvement in all spheres of school functioning. School, as an institutional space for learning, is now recognized as the key agency to improve learning outcomes and to realize educational objectives. Nationally and internationally, there is a gradual shift of focus towards schools to engage themselves in changing school practices. To meet the demands for high quality education, a growing emphasis is therefore, being placed upon comprehensive and holistic school evaluation as central to school improvement. The National Programme on School Standards and Evaluation (Shaala Siddhi) is an initiative to institutionalize comprehensive school evaluation in India.

Evaluation for Improvement

School evaluation refers to the evaluation of an individual school's performance in a holistic manner. The major objective for creating the Shaala Siddhi programme is to establish and refer to an agreed set of standards and processes which all schools must strive to achieve in a sustainable manner. It visualizes 'School Evaluation' as the means and 'School Improvement' as the goal. This programme provides a clear pathway for each school for self and external-evaluation leading to improvement and accountability. School evaluation serves as a means for empowering schools to make professional judgement on critical performance areas, thereby enabling them to understand their strengths and opportunities for improvement. It also facilitates schools to prioritize actions, utilise resources and create evidence-based support for their improvement.



The School Standards and Evaluation Framework is being used as a comprehensive instrument for school evaluation. It enables the schools to evaluate their critical performance areas against well defined criteria in a focused and strategic manner. The Framework identifies seven domains as the 'key performance areas' and 'forty six core standards' as the reference points for evaluation and action for improvement. Desired Guidelines are also developed to support effective self and external-evaluation. A dedicated web portal is serving as IT enabled support for accessing all the materials with an uploading provision.

School Improvement

School improvement is a systematic and strategic set of school processes oriented towards educational changes to enhance learning outcomes and to strengthen the schools' capacity for improved performance. It focuses on a solution based approach. It continually appraises and analyses the performance improvement in key process areas, focusing on both stakeholders' needs and expected performance. The purpose of school improvement is also to provide conscious thrust and direction to the school. It also provides opportunities to modify school practices and policies in order to improve teaching learning processes, learning outcomes and overall school environment. In the process, school transforms to a learning organization which can induce change in the quest for enhanced learners' outcomes. This is a multifaceted, multilayered and multidimensional process.

Objectives of the Evidence-based School Improvement

The Evidence-based School Improvement intends to:

- empower schools to take the ownership and initiative to lead change;
- enhance effectiveness of schools by raising school performance levels;
- enhance school development and accountability based on multiple sources of information;
- monitor quality and provide direct support to schools;
- encourage sustainable improvement of schools by undertaking action oriented activities across key domains through prioritization in an incremental manner.

Guiding Principles

The guiding principles are to be considered for initiating evidence-based school improvement:

- Communicate the Schools' mission, vision and policies;
- Build a shared purpose and consensus on the means of attaining common goals;
- Share evidence-based school improvement priorities, and seek required support from the concerned authorities;
- Develop a road map for strategic prioritization and plan for improvement;
- Remove existing barriers and create conditions that accelerate progress;
- Valuing voices of all stakeholders;
- Manage change towards school improvement.



Who undertakes the Evidence-based School Improvement?

School as a whole should engage in the evidence-based school improvement. The necessary action for formulating and implementing improvement plan must be done in collaboration with all the stakeholders including the School Head/Principal, Teachers, Students, Members of the SMC/SDMC and Community Members.

What is the duration of School Improvement?

Evidence-based school improvement can only proceed after the completion of school's self-evaluation. Schools should initiate actions for school improvement at the beginning of the academic year and continue through the year. It is a cyclic process and the outcome of the current year will carry forward to the consecutive year.

What are the preliminary tasks to be completed before commencing the process of School Improvement?

1. Schools should understand in detail the School Standards and Evaluation Framework and Guidelines for School Self-Evaluation.
2. Schools must complete the annual Self-Evaluation process.
3. Schools must analyse the reports of Self-Evaluation and External-Evaluation (if undertaken).

The planning and execution of evidence-based school improvement requires schools to undertake the following steps:

STEP 1

Review school evaluation dashboard and evidence-based prioritization

- Schools revisit and analyse the School Evaluation Dashboard and their defined level against each Core Standard across the Key Domains.
- Schools review the decision taken against each Core Standard and their prioritization as low (L), medium (M) and high (H).

STEP 2

Reprioritization

- Schools reprioritize and rank the Core Standards as high (H), medium (M) and low (L) based on the context, resources and immediate requirements.
- Schools consider timelines and year of implementation to reprioritize the Core Standards for areas of improvement.
- Schools further define timelines for accomplishing the action for school improvement

STEP 3 **Learning from the best practices**

- Learning through research and best practices helps schools to gain better understanding of what is likely to work and have confidence to do what they know is effective.
- Schools are encouraged to explore and learn from innovative practices which may be adapted and incorporated in the proposed school improvement plan.

STEP 4 **Setting targets**

- Targets are measurable statements that indicate the level at which schools would like to be performing on a given Core Standard in each key domain by a desired timeline.
- Schools are expected to set measurable, clearly expressed targets for the prioritized Core Standard based on the Self-Evaluation and External-Evaluation reports.
- Improvement targets should be specific, measurable, attainable, realistic and time bound.

STEP 5 **Proposed actions**

- Proposed actions are a set of specific tasks that schools need to decide upon collaboratively in consultation with all stakeholders.
- These specific tasks can be decided upon by referring to the descriptors given against each Core Standard or schools can add actions on their own depending on their context, need, capacity etc.
- Actions can be many in number as can be managed by the school.

STEP 6

Establishing responsibilities

- It is important to involve all stakeholders in the process to ensure a participatory approach.
- The School Head invites active participation of all stakeholders to undertake responsibility of specific tasks in the action plan.
- For effective implementation, the responsibility of tasks can be undertaken individually or as a team which includes School Head, Staff, Students and Community Members.

STEP 7

Establishing timelines

- Timelines are essential to ensure the smooth implementation of the action plan.
- Schools decide on the appropriate time to implement specific actions and duration for their completion.
- Schools set timelines for every proposed action.

STEP 8

Specifying support needed

- Schools enlist agencies and organizations they may reach out to for required academic support.
- Schools access support from cluster, block, district, state level officials, neighbouring schools and other institutions.
- Schools access digital materials if needed for additional support.

STEP 9

Monitoring & reviewing implementation of actions

- Monitoring is essential to track implementation of the tasks proposed in the action plan.
- Schools track the implementation of each task to ensure that the timeline is being followed and responsibilities are being fulfilled.
- Schools review the implementation of actions on a continuous manner.
- Schools review annual progress on the action taken at the end of the year.
- The outcomes of the review provide feedback for planning of actions for the subsequent year and so on.

STEP 10

Mapping success and change

- Schools review the effectiveness of the implemented plan against the set targets to identify achievement and challenges faced.
- Schools consider the above findings and use the feedback for further improvement.
- Collaboratively, reflect on real changes for improving school performance leading to improved outcomes.

Management of Change and Improvement

School improvement is a dynamic process. It is also the journey towards managing change. Each individual in the school is an agent of change. The process of improvement also involves developing leaders at different levels in order to ensure continuity and sustainability. The process of change depends fundamentally on introducing values and modeling best practices which the school may use to replace or modify existing ones.

It is important to celebrate change and initiate a culture of continuous improvement. It is desired that a special event be organized in schools to celebrate and mark every change, how-so-ever little it may be.

Instructions for use of the exemplars

Some exemplars are given in the following pages. Please note these suggestions:

1. One example from each Key Domain and one of its Core Standard (refer to the School Standards and Evaluation Framework (SSEF)).
2. Targets, proposed actions, establishing responsibility, establishing timelines need to be contextualized for each school to undertake evidence-based school improvement.
3. If a school is in Level 1 against any Core Standard, the school needs to refer to the descriptors at Level 2. Similarly, if a school is at Level 2, it needs to refer to the descriptors at Level 3 for proposed actions. It is not necessary to follow the linear process if schools have desired support and resources (Refer SSEF for descriptors).

Exemplar of a Core Standard: Key Domain I: Enabling Resources of School: Availability, Adequacy and Usability

Domain: Enabling Resources of School: Availability, Adequacy and Usability			Current level of self-evaluation: Level 1			
Core standard: Library			Proposed level for improvement moving towards Level 2 and Level 3			
Area of improvement	Target	Proposed actions*	Responsibility	Timelines	Support needed	Review & monitoring
Adequacy and usability of the library (refer to the descriptor of Level 2 and Level 3)	By the end of the year, library will be used effectively by teachers and the learners.	1. Arrange books systematically and catalogue the library material on the basis of language, age, levels (Primary, Upper Primary, Secondary and Higher Secondary).	Teacher in charge/ Librarian	2 months	School may seek support if needed from neighbouring school, other institutions & community; use other available resources to enhance adequacy and usability of the library.	After 2 months
		2. Create access to e-books and digitized materials.		2 months		After 2 months
		3. Allocate library period in the time table.		1 week		After 1 week at regular interval
		4. Issue books regularly; use of library by students and teachers for curricular transactions.		3 months		After 3 months at regular interval

* Proposed actions can be as many as school can manage. It can be selected from descriptors and school may add any other actions depending on their context, need and capacity.

Exemplar of a Core Standard: Key Domain II: Teaching-learning and Assessment

Domain: Teaching-learning and Assessment			Current level of self-evaluation: Level 1			
Core standard: Planning for Teaching			Proposed level for improvement moving towards Level 2 and Level 3			
Area of improvement	Target	Proposed actions*	Responsibility	Timelines	Support needed	Review & monitoring
Planning for teaching (refer to the descriptor of Level 2 and Level 3)	Planning for teaching for each subject and class	1. Maintain a diary with detailed plan including teaching & assessment strategies and TLM to be used.	Teachers	Academic year	Schools may seek support from pedagogical and subject experts from neighbouring schools, other institutions and community for improving the planning for teaching.	School Head and Teachers collectively review the planning for teaching for its efficacy.
		2. Prepare additional teaching-learning material using local resources.				
		3. Design lessons as per the varying needs of the learners.				
		4. Include exploration, observation, problem solving, analysis etc. as teaching strategies.				

* Proposed actions can be as many as school can manage. It can be selected from descriptors and school may add any other actions depending on their context, need and capacity.

Exemplar of a Core Standard: Key Domain III: Learners' Progress, Attainment and Development

Domain: Learners' Progress, Attainment and Development			Current level of self-evaluation: Level 1			
Core standard: Learners' Attendance			Proposed level for improvement moving towards Level 2 and Level 3			
Area of improvement	Target	Proposed actions*	Responsibility	Timelines	Support needed	Review & monitoring
Improve Learners' attendance (refer to the descriptor of Level 2 and Level 3)	By the end of the year, the school should ensure improvement in learners' attendance.	1. Analyze attendance data of all the learners and ascertains whether the high absence rates can be associated with any particular reason learners need or at any particular time period of the year.	Class Teachers/ Teachers and Head Teachers	1 month at regular interval	School may seek support if needed from parents, SMC, community; IT support, neighbouring schools to enhance attendance of the learner.	After 1 month at regular intervals
		2. Address the problem with the help of the SMC and parents.		15 days		After 15 days
		3. Evolve measures to motivate learners and parents to ensure punctuality and regular attendance.		Throughout the year		After 1 month at regular intervals
		4. Acknowledge and appreciates punctuality and regularity of learners.		3 months at regular interval		After 3 months at regular intervals

* Proposed actions can be as many as school can manage. It can be selected from descriptors and school may add any other actions depending on their context, need and capacity.

Exemplar of a Core Standard: Key Domain IV: Managing Teacher Performance and Professional Development

Domain: Managing Teacher Performance and Professional Development			Current level of self-evaluation: Level 1			
Core standard: Teachers' Professional Development			Proposed level for improvement moving towards Level 2 and Level 3			
Area of improvement	Target	Proposed actions*	Responsibility	Timelines	Support needed	Review & monitoring
Teachers' professional development (refer to the descriptor of Level 2 and Level 3)	All the teachers will be actively involved in their professional development.	1. Motivate and creates regular opportunities for teachers to participate in different programmes relevant to professional needs.	School Head and Teachers collectively work towards creating a professional culture.	6 months	School based professional development in collaboration with support institutions; participate in the need based in-service training programme in DIET/IASEs/ CTEs and SCERT as well.	After 6 months
		2. Seek support from other academic institutions/ experts to address difficulties faced by teachers.	School Head and Teachers	3 months at regular interval		After 3 months at regular interval
		3. Support teachers in trying out innovative ideas and practices.	School Head	3 months		After 3 months at regular interval
		4. Reflect on the possibility of integration of the acquired knowledge and skills in classroom practice.	All the teachers	3 months		After 3 months at regular interval

* Proposed actions can be as many as school can manage. It can be selected from descriptors and school may add any other actions depending on their context, need and capacity.

Exemplar of a Core Standard: Key Domain V: School Leadership and Management

Domain: School Leadership and Management

Current level of self-evaluation: Level 1

Core standard: Leading Change and Improvement

**Proposed level for improvement moving towards
Level 2 and Level 3**

Area of improvement	Target	Proposed actions*	Responsibility	Timelines	Support needed	Review & monitoring
Leading change and improvement (refer to the descriptor of Level 2 and Level 3)	Develop distributed leadership at all levels; and encourage teachers to engage in evidence-based improvement and bring about a change in school practices.	1. Communicate clearly the need for change to all the stakeholders and enhances their understanding of the same.	School should work collaboratively through distributed leadership.	Academic year	Collective endeavour of the school under the leadership of School Head; support from system level officials, teacher educators and other stakeholders.	Continuous process throughout the year; and analyzes change and improvement in specified area.
		2. Identify clear targets and formulate predictable improvement strategies on the basis of analysis of evidence and other sources collectively with stakeholders.				
		3. Distribute leadership roles and individual responsibility for implementing change.				
		4. Encourage teachers to engage in evidence-based improvement and change in school practices.				

Exemplar of a Core Standard: Key Domain VI: Inclusion, Health and Safety

Domain: Inclusion, Health and Safety			Current level of self-evaluation: Level 1			
Core standard: Inclusion of Children With Special Needs (CWSN)			Proposed level for improvement moving towards Level 2 and Level 3			
Area of improvement	Target	Proposed actions*	Responsibility	Timelines	Support needed	Review & monitoring
Inclusion of Children with Special Needs (CWSN) (refer to the descriptor of Level 2 and Level 3)	To create inclusive environment with regard to access, participation and overall development.	1. Include the CWSN in all academic and co-curricular programmes.	School Head, Teachers and other stakeholders participate in providing enabling support	15 days at regular interval	Expert registered with RCI/ Special Educators/ Special Schools and relevant NGOs and community members and agency for issuing disability certificate	After 3 months at regular interval
		2. Build teacher capacity to adopt Universal Design of learning.		1 month at regular interval		After 1 month at regular interval
		3. Monitor and documents the academic progress of CWSN regularly.		1 year		After 1 month at regular interval
		4. Involve the community and local NGOs in the identification and subsequent support needed for CWSN.		15 days at regular interval		After 15 days at regular interval

* Proposed actions can be as many as school can manage. It can be selected from descriptors and school may add any other actions depending on their context, need and capacity.

Exemplar of a Core Standard: Key Domain VII: Productive Community Participation

Domain: Productive Community Participation			Current level of self-evaluation: Level 1			
Core standard: Role in School Improvement			Proposed level for improvement moving towards Level 2 and Level 3			
Area of improvement	Target	Proposed actions*	Responsibility	Timelines	Support needed	Review & monitoring
Role of SMC/SDMC in School Improvement (refer to the descriptor of Level 2 and Level 3)	Critical participation of the community for improving school performance in desired areas.	1. SMC/SDMC will be involved in the school evaluation process.	School Head and Teachers	1 month	School may seek support from the community, other institutions for active participation in school improvement.	After 1 month at regular interval
		2. SMC/SDMC will identify and prioritize development needs with the teachers.		15 days		After 15 days
		3. SMC/SDMC will jointly prepare school improvement plan with the teachers.		1 month		After 1 month
		4. SMC/SDMC will monitor implementation of actions for school improvement.		3 months		After 3 months at regular interval

* Proposed actions can be as many as school can manage. It can be selected from descriptors and school may add any other actions depending on their context, need and capacity.

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Evidence-based School Improvement Transformative Roadmap

School Self-Evaluation

- Building Preparedness
- Collecting & Maintaining Evidences
- Identifying & Recording Status of School Functioning
- Identifying Strengths and Opportunities for Improvement
- Formulation of Action for Continuous Improvement Plan
- Initiating Action for School Improvement

School External-Evaluation

- Identifying and recording Status of School functioning across seven key performance domain
- Identifying Strength and opportunities for improvement
- Examining the Action for Continuous Improvement Plan (ACIP)
- Examining initiating Action for School Improvement



Evidence-based School Improvement

Step 1: Review school evaluation dashboard and evidence-based prioritization

Step 2: Reprioritization

Step 3: Learning from the best practices

Step 4: Setting targets

Step 5: Proposed actions

Step 6: Establishing responsibilities

Step 7: Establishing timelines

Step 8: Specifying support needed

Step 9: Monitoring & reviewing implementation of actions

Step 10: Mapping success & change

Management of change and improvement: Celebrating Achievements



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