शाला सिद्धि
SHAALA SIDDHI

Evaluation for Improvement

Guideline for School Self-Evaluation

National University of Educational Planning and Administration
New Delhi

Core Team of Shaala Siddhi

Prof. Pranati Panda

Dr. Rasmita Das Swain

Dr. Akashy Kumar

Ms. Sonali Hazra

Ms. Saumya Saloni

Mr. Biswabasu Swain

Ms. Nandini Ganguli

Ms. Lalita

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GUIDELINE FOR SCHOOL SELF-EVALUATION

Unit on School Standards and Evaluation

NATIONAL UNIVERSITY OF EDUCATIONAL PLANNING AND ADMINISTRATION

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GUIDELINE FOR SCHOOL SELF-EVALUATION

School Self-Evaluation

Self-Evaluation is considered as the nucleus of the school evaluation process. It facilitates the school to evaluate its critical performance areas. The school needs to follow the guideline to make accurate professional judgment.

The guideline is intended to facilitate the school self-evaluation process in a sequential and guided manner.

Key Questions School should Reflect upon before Proceeding for Self - Evaluation

- How is our school currently performing?
- What are our school strengths?
- Which are the areas requiring improvement?
- What evidence do we have to know the current status?
- How can we evaluate the performance of our school?
- What measures can we take for improving our school performance?

Objectives of School Self-Evaluation

The school self-evaluation intends to:

- prepare and empower the school to recognize its strengths and areas of improvement in a planned and guided manner;
- create a collaborative culture with the active participation of all stakeholders for making professional judgment and decisions;
- Facilitate the school for continuous engagement and provide direction for incremental actions.

Who will do the School Self-Evaluation?

School as a whole should engage in the self-evaluation process. All the stakeholders including Head Teacher/ Principal, Teachers, Students, Parents, Members of the SMC/SDMC, and members of the immediate community should participate in the self-evaluation process. During the self-evaluation process the school may consult the respective stakeholders of relevant areas to take specific decisions.

What is the Duration of the Self-Evaluation Process and Uploading Dashboard to the Web portal?

Self-evaluation should be considered as a continuous process. It is most effective when it is integrated into the day to day functioning of the school. The duration of the self-evaluation process may range from 2-6 months according to the context, size and need of the school. All the schools are expected to complete the self-evaluation process and upload the Dashboard as and when they are ready. However, all the schools need to comply with the deadline for the self-evaluation process as decided by the state.

Process of School Self-Evaluation

Building Preparedness

Building preparedness is an essential prerequisite of the school self-evaluation process. The school should reflect and act upon the following points to prepare itself for self-evaluation process.

1. The objectives of school self-evaluation and its long-term advantages for school improvement should be discussed amongst all the stakeholders;

2. All members of the school should read the framework critically and understand it in true spirit;

3. The school should provide opportunities for open and frank discussion;

4. The school may consult relevant and mandated policies, government orders, etc. and the initiatives undertaken by the state;

5. Transparency and objectivity should be emphasized.

The school should undertake the following steps for the self-evaluation process;

Step – 1

Initiating Self-Evaluation Process for Key Domains

1.1   In order to initiate the self-evaluation process, the school should:

- Initiate the deliberations on each key domain separately;
- Deliberate upon the introduction of each key domain, discuss its significance and structure;
- Discuss the reflective prompts which are broad based questions to prepare them for a robust self-evaluation process;
- Fill up the factual information of each key domain; the factual information is meant for self-use of the school;
- Understand and analyse the significance of each core standard as a measurable point under the respective key domain;
- Interpret the core standards by using descriptors written in a hierarchical manner (Level 1/2/3).

Step – 2

Making Professional Judgment

2.1   School should make a judgment against each core standard by referring to both factual information as well as sources of evidence;

2.2   School should collect and refer to source of evidence on the basis of which it can decide the level. It should also compile a list of the sources of evidence used to support its decision under the following categories:

- Referential Evidence (Norms/Guidelines/Register/Government orders);
- Supportive evidence available in the school;
- Evidences that a school needs to create (Classroom observation, capturing the voices of learners, Parents and SMC).

2.3   School should make judgment of placing itself at a particular level of a core standard by analysing the descriptors, and while doing so refer to factual information and sources of evidence for ascertaining its level;

2.4 School should take a collective decision while placing itself at any particular level of a core standard.

Step – 3

Response Matrix

Identifying and Recording Status of School Functioning

3.1 School needs to record its judgment in the Response Matrix provided for each key domain. The Response Matrix would thereby provide a complete picture of the level at which the school is currently functioning in the respective key domain;

3.2 Referring to the Response Matrix of each key domain, school should identify the area of improvement and prioritize them as Low, Medium and High (L/ M/ H). (Note: The decisions related to prioritization will depend on the immediate needs of the school, requirements of government policies, local situations and the school's own constraints and resources). Accordingly the school should propose action/s it would take over the next three years (year 1, 2 and 3) for improving with respect to a particular core standard;

3.3 School should identify the area of improvement against each core standard. For this, the school should emphasise on the gaps in the level it has marked itself at and also select the action/s required for improvement from the higher level/s;

3.4 School should record innovation/s undertaken, if;

- its performance level against any core standard is even beyond/ higher than level 3;
- it follows any other innovative practices relating to the domain;

3.5 School should use the factual information, filled in response matrix and planning for improvement table as records for filling up the Dashboard.

Step – 4

Filling up School Evaluation Dashboard in Hard Copy

Please keep the hard copy of the Dashboard in the school along with domain specific information

4.1 Basic Information of the School

The basic information of the school is an essential prerequisite to derive an overview of the school. The basic information about learners, learning outcomes and teachers are interlinked to the key performance areas of the school.

Demographic Profile

- Learners' demographic profile provides a holistic picture of the social, economic and cultural composition of learners of the school. It promotes the culture of understanding the type of learners attending the schools;

- School should provide the number of students belonging to SC, ST, OBC, General and Minority. The number of minority students should not be added to the total.

Learners' Profile & Learning Outcomes

- Learning outcomes determine the progress, development and attainment of the learners. It is also an important determinant for reflecting the performance level of the school;

- School should provide the learning outcomes of the learners against each class by calculating the percentage and placing them under respective ranges (<33, 33-40, 41-50, 51-60, 61-70, 71-80, 81-90, 91-100). For e.g. if there are 50 students in class 1st out of which 2 students (four per cent) have got 10 (20 per cent) and 12 (24 per cent) marks. This implies that 4 per cent students fall in the category of below 33 percent marks;

- The learning outcomes should be based on the Annual consolidated report (Final Result of one academic year).

For example, if the school is filling up the Dashboard at any time or any month of an academic year, it is mandatory for the school to use only available final annual consolidated reports (Report of previous academic year).

Class-wise Annual Attendance Rate

- The annual attendance rate reflects the consistency of learners in attending and participating in the schooling process. The attendance of learners is closely linked to their progress, attainment and all round development;

- The school should calculate the class-wise annual attendance rate of the students (boys and girls separately) from attendance registers;

- The school should provide class wise annual attendance of all students. For Example, if the school is filling up the Dashboard at any time or month of an academic year, it is mandatory for the school to refer to the annual attendance of the students' referring to the attendance records of the previous academic year.

$$\text{Annual Attendance Rate} = \frac{\text{Total Annual Attendance of all Students}}{\text{Total no. of Students x Annual Instructional Days}} \times 100$$

(Example for Attendance Rate calculation):

Suppose,

The total number of prescribed Instructional Days = 220

Total Annual Attendance of 50 students of a particular class = 9850

No. of Boys =30,   Total Annual Attendance of Boys = 6200

No. of Girls = 20   Total Annual Attendance of Girls = 3650

Annual Attendance Rate

Boys	Annual Attendance Rate = $\dfrac{\text{Total Annual Attendance of Boys}}{\text{No. of Boys} \times \text{No of Instructional Days}} \times 100$	Annual Attendance Rate = $\dfrac{6200}{30 \times 220} \times 100$ = 93.94%
Girls	Annual Attendance Rate = $\dfrac{\text{Total Annual Attendance of Girls}}{\text{No. of Girls} \times \text{No of Instructional Days}} \times 100$	Annual Attendance Rate = $\dfrac{3650}{20 \times 220} \times 100$ = 82.95%
Total	Annual Attendance Rate = $\dfrac{\text{Total Annual Attendance of Students}}{\text{No. of Students} \times \text{No of Instructional Days}} \times 100$	Annual Attendance Rate = $\dfrac{9850}{50 \times 220} \times 100$ = 89.55%

Note: Annual attendance rate of boys and girls will be calculated separately.

\#   Attendance rate is the average attendance of all the students on all the instructional days of the school.

\#   Class wise annual attendance rate reflects the consistency of learners in attending the school. It is also important because students are more likely to succeed in academics when they attend school consistently.

\#   Thus the annual attendance rate directly impacts the learning outcomes of the class as a whole.

Performance in Key Subjects

Rationale

- The performance in key subjects (Annual) reflects the relative achievement of the students across the key subjects;

- It also provides information on the subject/s in which the school is consistently showing low performance and may need improvement;

- It is also closely linked to the overall performance of the school across all domains.

Instruction

- School should provide the total number of students along with the percentage of students' performance in key subjects/streams namely Language I, Language II, Math, Science and Social Science by placing the percentages of students under each grade (A,B,C,D,E) according to the criteria given below;

Criteria to fill in grade-wise performance of students

Grade A: percentage of students who have achieved 81 – 100 marks in key subjects

Grade B: percentage of students who have achieved 61 – 80 marks in key subjects

Grade C: percentage of students who have achieved 41 – 60 marks in key subjects

Grade D: percentage of students who have achieved 33 – 40 marks in key subjects

Grade E: percentage of students who have achieved 00 – 32 marks in key subjects

Teachers' Profile

Rationale

- Teachers' professional training is critical for ensuring quality of school education   and is the most important school-based determinant of students' academic success;

- The teachers' absence from the school for any reason- be it any kind of leave that is officially sanctioned , on duty, for attending training or is unauthorised impact the learners' performance and overall school performance.

Instruction

- All the teachers, regular as well as contractual, are to be considered for providing information under the male and female category;

- School should provide the number of teachers in each category currently serving in the school: a) Male (Trained and Untrained); b) Female (Trained and Untrained), c) Total (Trained and Untrained);

  # Trained teachers are those who have a degree or a diploma in teaching as per NCTE norms;

- In the long leave (more than one month) column, the school has to provide information about the number of teachers who have availed total leave of one month or more at a stretch or in parts during the previous academic year;

- For the short leave (up to one week) column, the school should specify number of teachers who have availed leave up to one week or up to one month at a stretch or in parts during the previous academic year.

4.2   School Evaluation Composite Matrix

Rationale

- The school evaluation Composite Matrix provides the consolidated performance of the school across the seven key domains;

- The composite matrix should be viewed interlinking it with the basic information of the school for a comprehensive understanding of its performance level;

- The composite matrix also enables and empowers the school to manage the change process through prioritisation of core standards.

Instruction

- The school should fill up only the 'Self' column in the composite matrix;

- School should fill up the level (Level 1/2/3) against each core standard by referring to the response matrix of the respective Key domain;

- The school should fill up 'Prioritize the area of Improvement' column by referring to the 'Planning for Improvement' table of each key domain.

4.3   Action for Continuous School Improvement Plan (ACSIP)

This part of the Dashboard focuses on actions to be undertaken by the school to move towards the goal of school improvement.

Mission Statement

As a follow-up to school self-evaluation, the school should articulate and write the 'Mission Statement'. Mission statement of the school is a collective perspective to set the achievable goals for improvement.

Rationale

Mission Statement sets the achievable goals and provides direction for the same.

Instruction

The mission statement should be:

- written on the basis of school self-evaluation;

- of two or three lines (20 to 50 words);

- Revisited and updated annually.

Area of Improvement

The Shaala Siddhi programme visualizes 'School evaluation as the means and school improvement as the goal'. In order to translate this, the school is expected to highlight the areas of improvement. While emphasizing the area of improvement, the school should take a collective perspective based on the prioritization of the core standards of the respective key domains, the mission statement, and possible action school can undertake with the support of system and concerned officials.

Instruction

- Based on the prioritisation of the core standards (High , Medium and Low) under respective key domains, school should propose the area of improvement;

- The school should further collectively identify the specific core standards that may   need immediate action and are achievable within the defined timeline;

- Some of the areas of improvement may require short time while others may take longer to bring improvement.

Proposed Action

Rationale:

The proposed action refers to the defined activities through which the school can bring improvement.

Instruction:

- The proposed action should be realistic and feasible;

- The higher level/s descriptor of the core standard must be used for proposing action.

Support Needed

Rationale

School as a dynamic institution requires continuous support for its improvement. Support to the school on the basis of its needs is essential for its nurturance also.

Instruction

- School should mention the specific support needed;

- School should specify the support, if needed, within and from cluster, blocks, districts, state level officials, neighbouring schools and other institutions;

- School   may seek the support of the community and use other available resources.

Action Taken

Rationale

The action taken refers to the steps taken to achieve the desired changes and improvement of the respective core standard.

Instruction

- The school should specify the action/s, if any, taken earlier in connection with the proposed action;

- The school may specify any action that is already undertaken, is continuing, or has been initiated corresponding to the proposed action;

- The school may take action as a continuous process in addition to proposed action;

- In order to bring change and manage the school improvement process, school should also pronounce the action taken by them to achieve the improvement of levels of diverse core standards.

4.4   Celebrating Change

The main tenet of the Shaala Siddhi initiative being 'School Evaluation as the means and School Improvement as the goal', it is important to celebrate change and initiate a culture of ensuring continuous improvement. This would not only motivate the school to continue on its journey of improvement but also encourage the larger community to imbibe this culture. In order to meet this end it is proposed that a special event be organized across the nation with all schools celebrating change during the same day/s.

Step – 5

Uploading School Evaluation Dashboard to the Web Portal

Web address: www.shaalasiddhi.nuepa.org

• **Kindly refer to the User Manual for operating Shaala Siddhi Web portal for detailed information.**

• **Kindly fill the hard copy of the Dashboard for your convenience, before uploading the school Self-evaluation Dashboard to the Web Portal.**

Please follow these instructions while creating the User ID and generating PIN (OTP), Password.

Instruction

• This website should be used only by authorized personnel of the school.

• School has to insert URL **http://www.shaalasiddhi.nuepa.org** in the address bar.

• Home page of the web portal will appear on the screen.

Step 1

5.1.   If you are a first time user click on new user;

5.2.   Schools should login only through the school level user;

5.3.   Enter a valid 11 digit UDISE Code (Example: For School user eleven digit UDISE code);

5.4.   Enter all mandatory fields;

5.5.   To generate a Unique PIN (OTP) enter either Mobile No. or Email ID or Both;

5.6.   After the successful PIN (OTP) generation, enter the valid PIN (OTP) that is received on your Mobile No. /Email Id to proceed further;

Note: If you don't receive PIN (OTP) within 120 seconds, click on Regenerate PIN (OTP) button.

5.7.   Click on Submit;

a)   If you have entered valid six digits PIN (OTP), you will be redirected to the next Step;

b)   If the entered PIN (OTP) is invalid, you will be shown a message saying 'Invalid PIN   (OTP)';

c)   Please save your login Id, Password and PIN (OTP) for future use;

d)   In case you forget your password you can regenerate your password by entering your UDISE code and PIN (OTP) by clicking on 'forget password'. Also note that if you forget your OTP kindly refer to your registered Mobile No. or Email ID;

e)   If you are unable to recall your registered mobile No. or Email ID you can contact the administrator.

Step 2

5.8.   Enter new password and confirm new password;

(Rule: Password length should be between 8 to 10 characters, must contain at least one lower case letter, one upper case letter, one digit and one special character. Allowed special characters are!@#$%^&*()+=)

(Ex:Nav@2012)

a) On successful creation of password, you will be redirected to the home page;

b) If the password entered does not confine to the Rule (Refer Point 5.8), a validation message will be shown;

c) After the successful creation of the password, schools can now click on the icon on the left hand of their screen and sequentially fill up the Dashboard;

d) For the successful completion of each step school needs to click on submit and then proceed to next;

e) After the successful submission of each step, status will turn green on the Home icon.

Step 3

5.9.   Remember, after final submission, you cannot edit or change any information on the Dashboard. In case, school wants to edit the data after final submission they can contact the administrator and place a request to unfreeze the data by clicking on the manage user icon;

5.10.   School users can save their self-evaluation report in various formats like PDF and Excel;

5.11.   All web portal related queries can be emailed to usse@nuepa.org.

Note:
- **Kindly fill the information (Students and Teachers) of the previous year (2015-16) and for even key domains select the current year (2016-2017).**
- **You are requested to read the headings carefully before filling the information in each step.**

Samagra Shiksha

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

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Guidelines for Evidence-based School Improvement

National Programme on School Standards & Evaluation

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School Standards and Evaluation Unit
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. 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.	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.

* 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 improve-ment in learners' attend-ance.	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.		Through-out 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 improve-ment 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. 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.	School should work collaborative-ly 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 improve-ment in specified area.

* 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 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 participa-tion of the community for improving school perform-ance 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.

SHAALA SIDDHI
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