

SHAALA SIDDHI

Evaluation for Improvement

School External-Evaluation Dashboard



School Standards and Evaluation Unit

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(Deemed to be University)

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External-Evaluation: A Collaborative Approach towards School Improvement

External-Evaluation of schools is considered as comprehensive process of providing external lens on recognition of its strengths and consensus on areas for development. It is complimentary to the self-evaluation process. It follows as a corollary to self-evaluation, so as to ensure that the two approaches work in synergy. A collaborative external-evaluation process aims to bring transparency, accuracy, and builds a better understanding of the overall school improvement process.

Objectives

The objectives of the External-Evaluation of schools are:

- To review school performance to validate, complement and supplement the School Self-Evaluation, thereby helping the school to identify its 'Strengths' and 'Areas of Improvement'
- To highlight innovative, creative and best practices of the school
- To support the school to identify its prioritization for incremental improvement of the school performance
- To facilitate the school to develop an action plan and support towards improvement in an incremental and sustainable manner.

Instructions for External Evaluators

Pre-Evaluation Phase

- Developing in-depth understanding of;
 - I. 'School Standards and Evaluation Framework'
 - II. 'Guidelines for Self and External-Evaluation'
 - III. Available School Self-Evaluation Dashboard

Evaluation Phase

- Briefing Meeting
- Sharing evidences by the schools on seven key domains (46 Core Standards)
- Analysis and review of judgments (professional decisions) made by schools
- Learning Walk and Classroom Observation for collecting additional evidences
- Review of 'School Improvement/ Development Plan'
- Prioritisation of 'Areas of Improvement' and 'Action Taken' by the school for change management

Post Evaluation and Report Submission

- Uploading of the External-Evaluation report
- Discussion with school, looking back and ahead:
 - I. Revise recent years' School self-evaluation report
 - II. Support schools in prioritized areas for effective implementation of School Improvement/ Development Plan
- Follow-up and Monitoring: Periodic follow-up (every six-months)

Revisiting

Identification of gaps between self and external-evaluation reports (at the beginning of the second cycle of external-evaluation)

External-Evaluation Dashboard

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<div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin: 0 auto; width: 90%;"> <p style="margin: 5px 0;">Name of the Team Leader</p> <p style="margin: 5px 0;">.....</p> <p style="margin: 5px 0;">Phone Number</p> <p style="margin: 5px 0;">.....</p> <p style="margin: 5px 0;">E-Mail</p> <p style="margin: 5px 0;">.....</p> </div>	<div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin: 0 auto; width: 90%;"> <p style="margin: 5px 0;">Name of the Team members</p> <p style="margin: 5px 0;">1 </p> <p style="margin: 5px 0;">2 </p> <p style="margin: 5px 0;">3 </p> <p style="margin: 5px 0;">4 </p> <p style="margin: 5px 0;">5 </p> </div>

Basic Information	Remarks
Learners' Profile & Learning Outcomes	
Demographic Profile	
Class wise Annual Attendance Rate	
Learning Outcomes (Annual/Consolidated Reports)	
Performance in Key Subject (Annual)	
Teachers' Profile	
Number of Teacher in each category	
Teachers' Attendance	

SCHOOL EVALUATION COMPOSITE MATRIX

DOMAIN I: Enabling Resources of School: Availability, Adequacy and Quality and Usability				
	Availability and Adequacy	Quality and Usability	Not Applicable (N/A)	Examining the Prioritized area of Improvement by the school (Low/Medium/High) Remarks, if any
	Level 1/Level 2/ Level 3			
School Premises				
Playground and Sports Equipment / Materials				
Classrooms and Other Rooms				
Electricity and Gadgets				
Library				
Laboratory				
Computer (where provisioning exists)				
Ramp				
Mid Day Meal, Kitchen and Utensils				
Drinking Water				
Hand Wash Facilities				
Toilets				
DOMAIN II: Teaching-Learning and Assessment				
	Level 1/Level 2/ Level 3		Examining the Prioritized area of Improvement by the school (Low/Medium/High) Remarks, if any	
Teachers' Understanding of Learners				
Subject and Pedagogical Knowledge of Teachers				
Planning for Teaching				
Enabling Learning Environment				
Teaching-learning Process				
Class Management				
Learners' Assessment				
Utilization of Teaching-learning Resources				
Teachers' Reflection on their own Teaching-learning Practice				
DOMAIN III: Learners' Progress, Attainment and Development				
Learners' Attendance				
Learners' Participation and Engagement				
Learners' Progress				
Learners' Personal and Social Development				
Learners' Attainment				

DOMAIN IV: Managing Teacher Performance and Professional Development		
	Level 1/Level 2/ Level 3	Examining the Prioritized area of Improvement by the school (Low/Medium/High) Remarks, if any
Orientation of New Teachers		
Teachers' Attendance		
Assigning Responsibilities and Defining Performance Goals		
Teachers' Preparedness for Changing Curricular Expectations		
Monitoring of Teachers Performance		
Teachers' Professional Development		
DOMAIN V: School Leadership and Management		
Building Vision and Setting Direction		
Leading Change and Improvement		
Leading Teaching-learning		
Leading Management of School		
DOMAIN VI: Inclusion, Health and Safety		
Inclusive Culture		
Inclusion of Children With Special Needs (CWSN)		
Physical Safety		
Psychological Safety		
Health and Hygiene		
DOMAIN VII: Productive, Community and Participation		
Organization and Management of SMC/ SDMC		
Role in School Improvement		
School-Community Linkages		
Community as Learning Resource		
Empowering Community		
Remarks:		

Action for School Improvement

Remarks regarding Mission Statement:			
	Planning	Implementation	Remarks
Area of Improvement			
Prioritization			
Target			
Proposed Action			
Responsibility			
Timelines			
Support Needed			
Review & Monitoring			

Brief Report by the External Evaluators: (On the development of School to this date and present situation, including explicit comment on good practices and weakness identified through the external evaluations process and recommendation for improvement)
Final Recommendations:

Signature of Team Leader

Signature of the External Evaluators