

SPMS RESULT ANALYSIS

For Past Four Years (2016-2019)

Gelephu Thromde Schools

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Introduction:

School performance across the country is monitored and assessed by Education Monitoring Division (EMD) through a system called School Performance Management System (SPMS). SPMS was introduced in 2010 to recognize collective efforts of the school personnel and bring about continued holistic improvement in the schools. The implementation of SPMS is envisioned to promote healthy competition amongst the schools while encouraging collaborative working atmosphere within the school.

The school performance is measured in the form of scores in three different scorecards; the enabling school practices (EPS), the physical and psycho-social ambiances (GNH), and the academic learning scores (ALS) that measures student's academic achievement.

EPS measures the effectiveness of school practices in terms of leadership, classroom teaching and learning (instructions), assessment mechanisms, community vitality, etc. This scorecard ensures that the schools put in place overall system that promotes effective working system to support high academic achievement amongst the students. GNH assesses the institution and implementation of systems to ensure safety and security of staff and students both physically and mentally while in school. This scorecard measures the school's achievement in improving the physical and psycho-social ambiances in the school, thus creating conducive environment for teachers and students to perform.

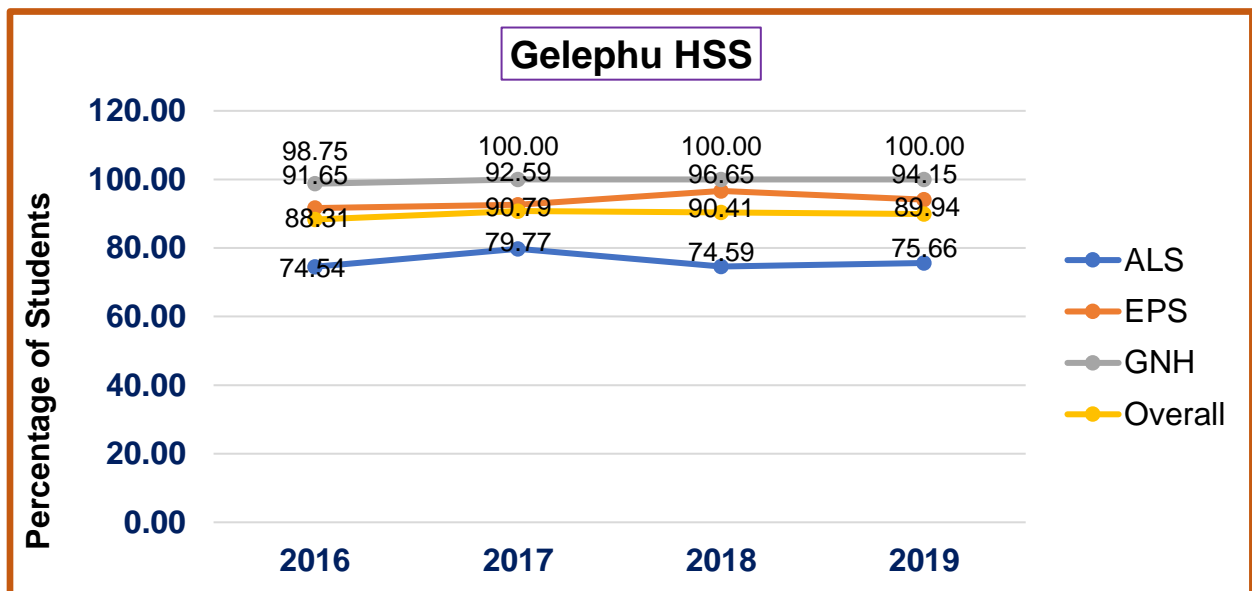
The assumption for implementing SPMS is that the school achievement in terms of effectiveness of leadership & instructional practices (EPS) and creating conducive ambiances (GNH) in the school would support teachers' performances and students' academic achievements. Therefore, the scores in ALS should be proportionate to the scores in EPS and GNH scorecards.

The schools are advised to go through their report presented in this booklet and see if their performance trend for the past four years support the above assumption. In case, if their scores in EPS and GNH do not support the ALS, perhaps, the school may need to revisit at their leadership and instructional practices and school ambiances. It may also warrant a re-look at the way EPS and GNH are assessed at the school level (SSA) by the staff and by the Dzongkhag/Thromde Education Officers.

The schools could also carry out further careful analysis of the causes for such performance behavior in three scorecards and initiate appropriate long term interventions.

Gelephu Higher Secondary School
Class XII

| | Students Appeared | ALS | EPS | GNH | Overall |
|-------------|-------------------|-------|-------|--------|---------|
| 2016 | 206 | 74.54 | 91.65 | 98.75 | 88.31 |
| 2017 | 157 | 79.77 | 92.59 | 100.00 | 90.79 |
| 2018 | 186 | 74.59 | 96.65 | 100.00 | 90.41 |
| 2019 | 224 | 75.66 | 94.15 | 100.00 | 89.94 |

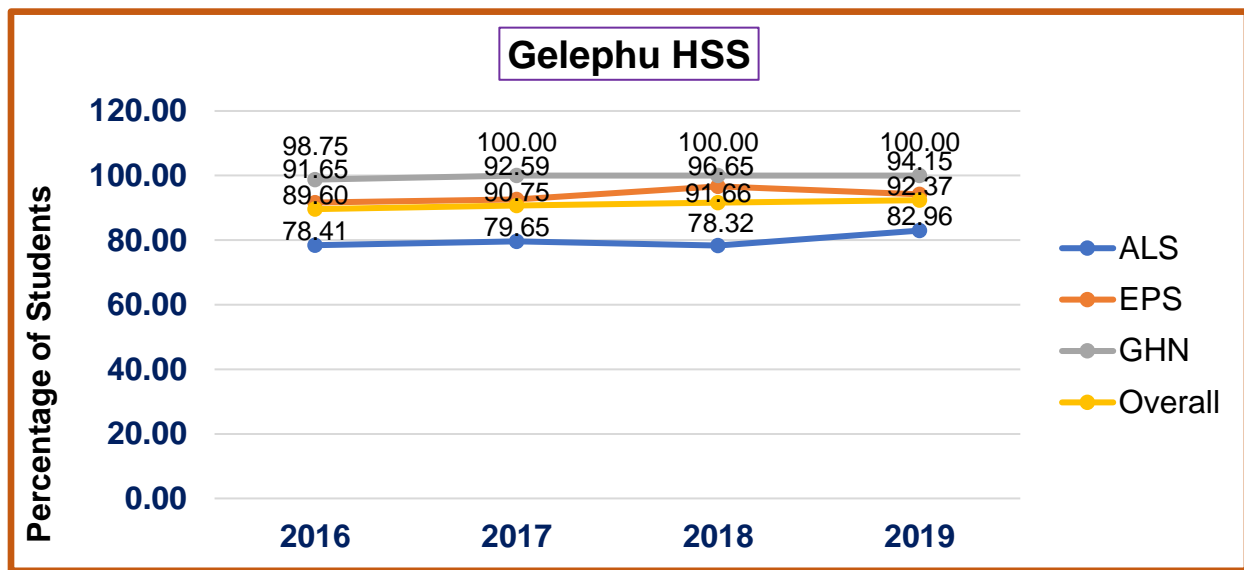


The overall result of class XII has been consistent from 2016 to 2019. The reason is the effort put in by the school teachers and students. The remedial classes after the normal classes also has a significant improvement in the teaching – learning outcome.

Since Gelephu HSS caters to all the three streams, when the school focus to only one section of Science stream the result is found to be better, however, the school do not deprive the interest of children and parents, so school offers equal section of streams.

Class X

| | Students Appeared | ALS | EPS | GNH | Overall |
|-------------|-------------------|-------|-------|--------|---------|
| 2016 | 236 | 78.41 | 91.65 | 98.75 | 89.60 |
| 2017 | 242 | 79.65 | 92.59 | 100.00 | 90.75 |
| 2018 | 279 | 78.32 | 96.65 | 100.00 | 91.66 |
| 2019 | 224 | 82.96 | 94.15 | 100.00 | 92.37 |



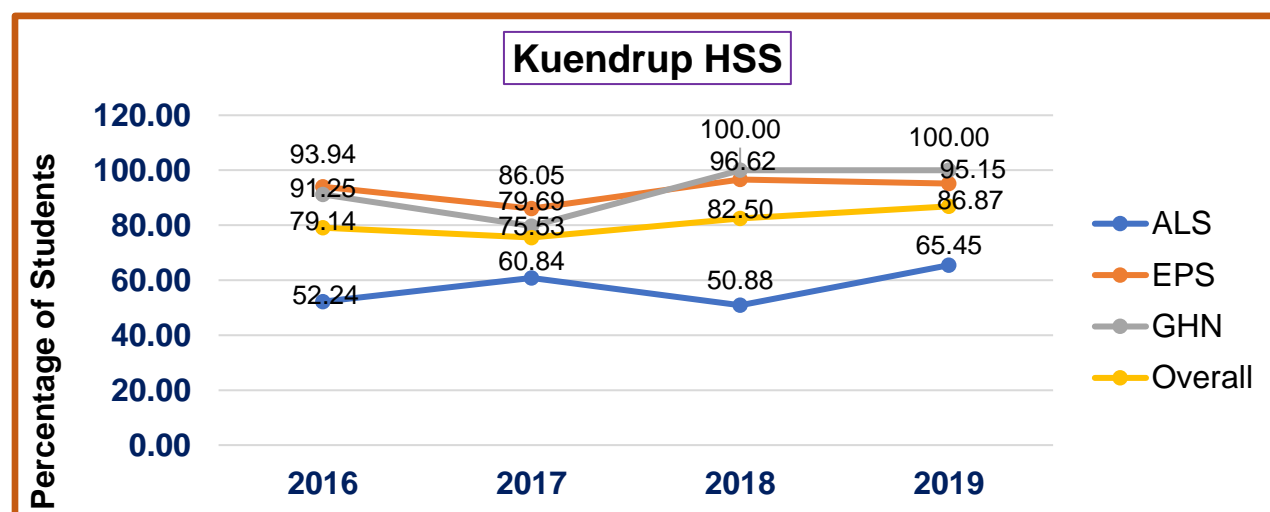
The class X result has gradual increase in the overall performance from 89.60% in 2016 to 92.37% in 2019. Sometimes, it depends upon the batches of candidates also when it comes to academic result, since the school needs to cater the minimum of six to seven sections every year. The school entertains and adjust large number of students irrespective of performance of students, unlike some other schools.

The school has been burdened by the intake students because of inability of Gelephu MSS classroom shortage that did not go as per the plan.

Kuendrup Higher Secondary School

Class XII

| | Students Appeared | ALS | EPS | GNH | Overall |
|------|-------------------|-------|-------|--------|---------|
| 2016 | 490 | 52.24 | 93.94 | 91.25 | 79.14 |
| 2017 | 427 | 60.84 | 86.05 | 79.69 | 75.53 |
| 2018 | 266 | 50.88 | 96.62 | 100.00 | 82.50 |
| 2019 | 173 | 65.45 | 95.15 | 100.00 | 86.87 |



In 2016-2017, there is a sharp decline in all the components of SPMS except ALS. The possible reasons could be frequent change of the school Principal, lack of proper documentation to support EPS rating. It has also been found that non- uniformity in SPMS rating as it is done by different officials at different schools. There has been also low focus on campus beautification, and football ground was not feasible for use it was not levelled and contained lots of stone. The school also has water shortage problems.

In 2017-2018 there was a sharp improvement in EPS and GNH but a decline in ALS. School concentrated in campus beautification and other infrastructure development. Football ground was filled with soil and made it feasible for games and sports. Two new footpaths from entrance to academic block was made. School ensured the documentation of all the activities in the school. SLMSS service was made more effective, result analysis of all the test and examinations was done on time bound basis and follow up was carried out. With the help of bore-well, water shortage problem was solved in the schools.

The decline in ALS in 2018 was mainly due to student's admission. The school was forced to admit students, who were not given admission in other schools on the basis of their performance.

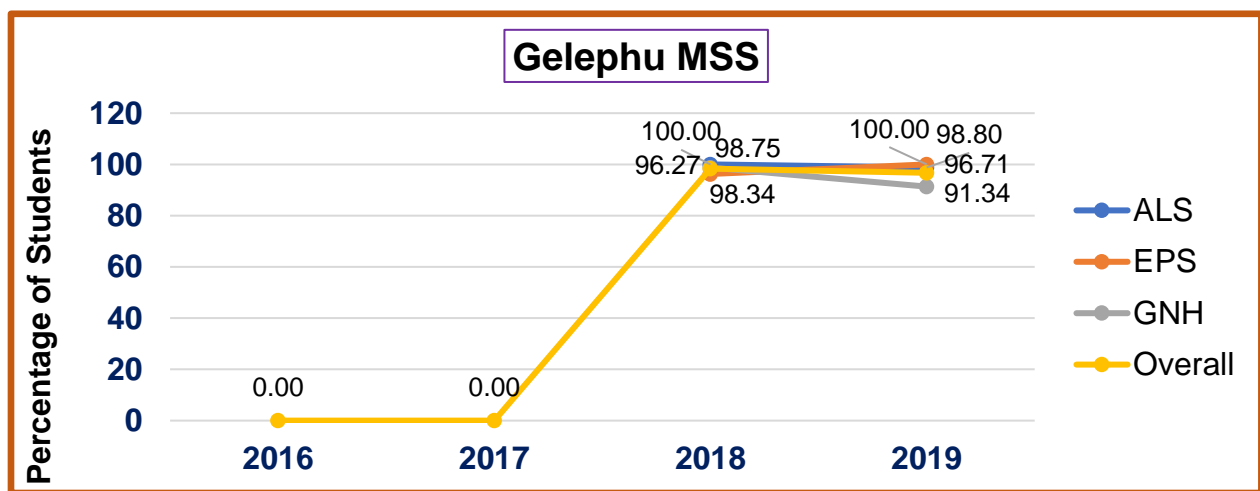
In 2018-2019 there was sharp improvement in ALS and maintained the status quo in other two areas as school had good teacher student ratio (1:16). The school focused more on weekly test and result analysis of all the test and examinations was done on time bound basis and follow up was carried out. The school also focused on remedial classes which were conducted every day after normal classes.

All the co-curricular activities were carried out in term I and full concentration was given to academic in term II. After trial exam thorough revision of the syllabus was carried out. Professional learning community established in the school and PLC meeting conducted every week. There has been also strict monitoring by TEO.

Gelephu Middle Secondary School

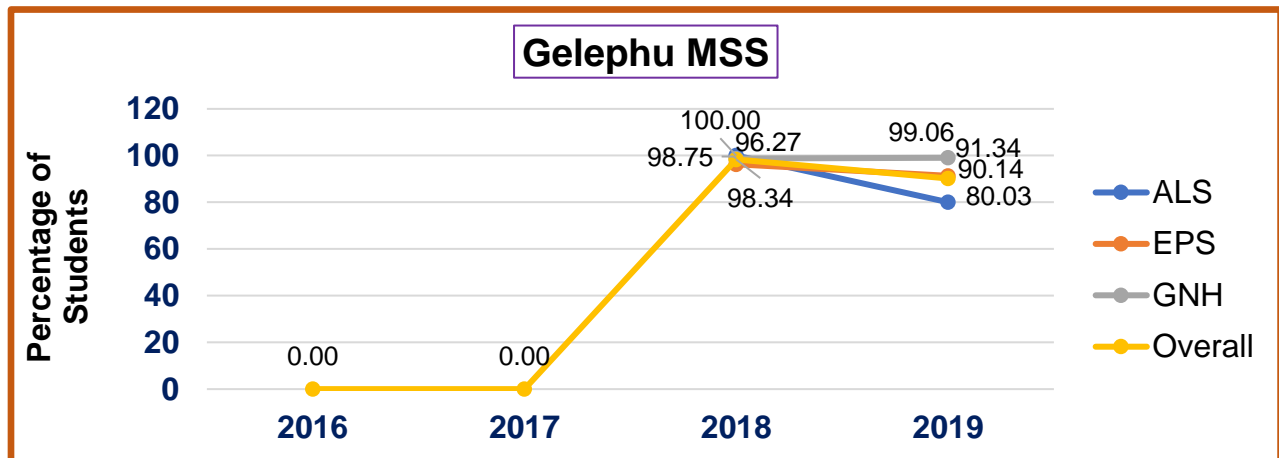
Class III

| | Students Appeared | ALS | EPS | GNH | Overall |
|------|-------------------|--------|--------|-------|---------|
| 2016 | No Class | | | | |
| 2017 | No Class | | | | |
| 2018 | 33 | 100.00 | 96.27 | 98.75 | 98.34 |
| 2019 | 24 | 98.80 | 100.00 | 91.34 | 96.71 |



Class VI

| | Students Appeared | ALS | EPS | GNH | Overall |
|------|-------------------|--------|-------|-------|---------|
| 2016 | No Class | | | | |
| 2017 | No Class | | | | |
| 2018 | 37 | 100.00 | 96.27 | 98.75 | 98.34 |
| 2019 | 36 | 80.03 | 91.34 | 99.06 | 90.14 |



The SPMS score for both the classes III and VI have declined from 2018 to 2019. Since the school is new there was no class X in 2018 and 2019. Though the school tried lot of initiative to bolster the Academic Learning Score, still the score declined. The school carried out following important interventions:

- The school administration instituted Individual Development Plan for every student in line with Nine Students Attributes and BEBP.
- Language Maintenance Programs (Dzongkha & English) were planned and implemented on sounds and phonics, Public speaking, silent letters, handwritings, Grammar and common errors to standardize students' performance as per Curriculum Framework, REC for all grades students.
- Students with special Learning Needs were identified. Teacher-Parent Consultation Programs were carried out and assessments were made holistic.
- Post examination coaching classes for students with learning difficulties were carried out.
- Place Based Education were frequently conducted for all grades.

On the other hand school experienced frequent water supply shortage which hampered sufficient drinking water, for cleaning and washing purposes. Therefore, the school proposed for replacement of old water pipe (4MM) from bore hole till school water tank which addressed the problem.

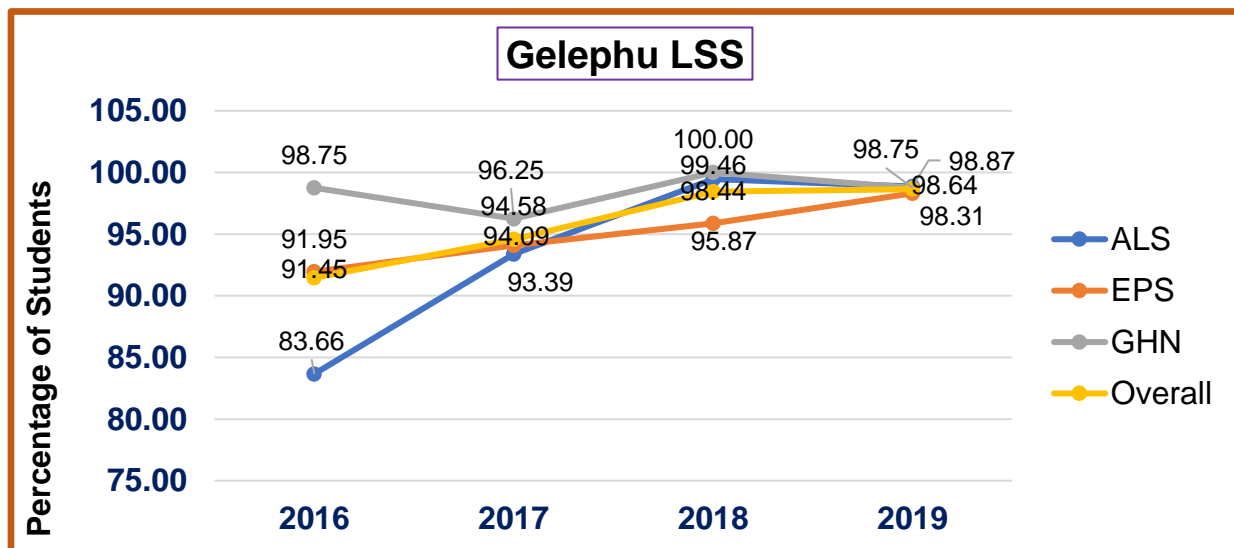
For a few defunct water taps in 2019, the school could not maintain due to lack of maintenance budget. However, the school was proactive in seeking supports from relevant donors. In this regard, the school is able to installed Mawaongpa Water Filter and Water-Cooling Filter that addressed the problems.

The school wasn't able to score in graffiti indicator as scouts conducted Inter- class Poster Competition on International Peace Day during when posters were displayed on the walls. This was considered as graffiti during the Monitoring visit. Therefore, the school proposed for repainting of the walls and corridors.

Gelephu Lower Secondary School

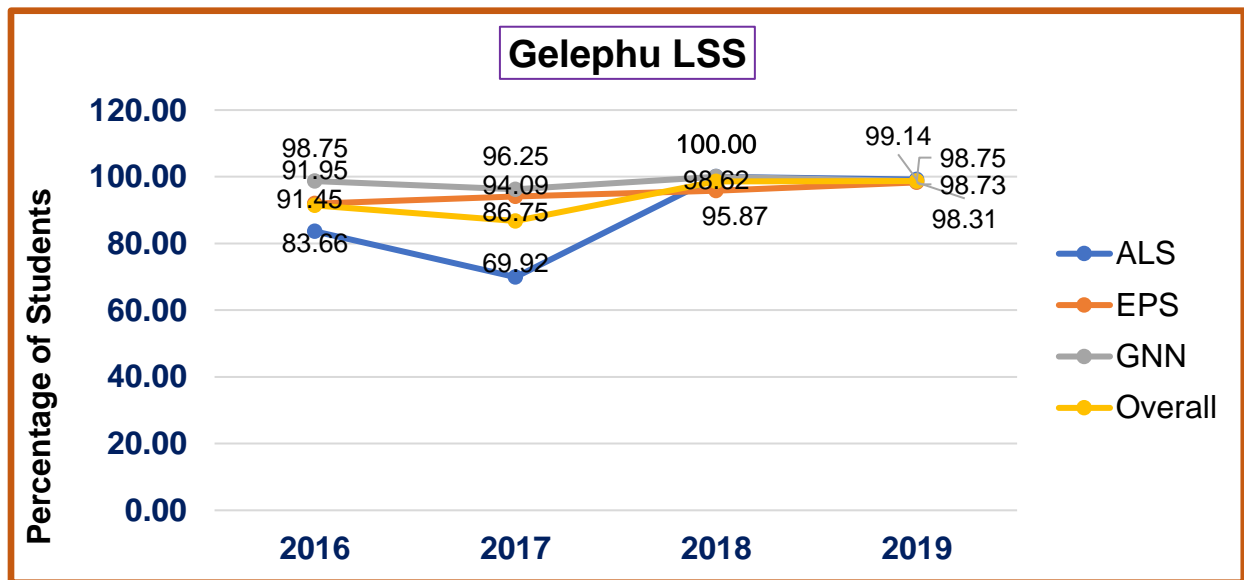
Class III

| | Students Appeared | ALS | EPS | GNH | Overall |
|------|-------------------|-------|-------|--------|---------|
| 2016 | 149 | 83.66 | 91.95 | 98.75 | 91.45 |
| 2017 | 157 | 93.39 | 94.09 | 96.25 | 94.58 |
| 2018 | 138 | 99.46 | 95.87 | 100.00 | 98.44 |
| 2019 | 157 | 98.87 | 98.31 | 98.75 | 98.64 |



Class VI

| | Students Appeared | ALS | EPS | GNN | Overall |
|-------------|-------------------|--------|-------|--------|---------|
| 2016 | 205 | 83.66 | 91.95 | 98.75 | 91.45 |
| 2017 | 198 | 69.92 | 94.09 | 96.25 | 86.75 |
| 2018 | 121 | 100.00 | 95.87 | 100.00 | 98.62 |
| 2019 | 131 | 99.14 | 98.31 | 98.75 | 98.73 |



The school has been gradually performing in all aspects and the score has increased from 91.45% in 2016 to 98.64% in 2019 for class III and 91.45% in 2016 to 98.73% in 2019 for class VI. The possible reasons for the improvement could be as stated below:

- Insist academic schedule at home
- Home and classwork policy both at home and school
- Setting academic target at the beginning of every session with both parents and children
- Setting bench mark of mean and ALS score with teachers in their annual performance.
- PLC and PD programs on need based
- Insist reading culture (policy to read at least 15 books in a year)
- Good team work of school and parents
- Clear set of roles and responsibility of parents and children. Stress on admission criteria to maintain class strength comfort class strength
- Adequate teachers as per the TRE

- Top most priority on academic
- Adequate resources
- Feeding program in the school for vulnerable children
- Reach out good care to children who are in need both academic and financial help
- Friendly and amicable teachers
- Quality and sacrificing teachers
- Initiate frequent meeting with low achievers' parents and guardians
- One to one coaching
- Child adoption
- Knowing background of every child in the class
- Teachers parents' partnership program
- Better coordination between teachers and parents
- One of the prominent reasons of achievement is the drop down of enrollment from almost 2000 to 1300 in 2019 session.