

COMPARATIVE SCHOOL PERFORMANCE ANALYSIS – 2016-2019

WANGDUE PHODRANG

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 hypothetical idea for implementing SPMS is that the school achievement in creating conducive school environment in terms of physical and psycho-social ambiances (GNH) would support teacher performances in carrying out their leadership and instructional responsibilities which is measured by EPS. The effective implementation of GNH and EPS indicators is expected to support academic achievement of students measured by Academic Learning Scorecard (ALS). Therefore, the scores in ALS is expected to be proportionate to the scores in EPS and GNH scorecards.

The schools are advised to go through their respective report presented in this book and see if their performance trend for the past four years support the above assumption (hypothesis). In case, scores in EPS and GNH do not support the ALS, perhaps, the school may need to revisit 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.

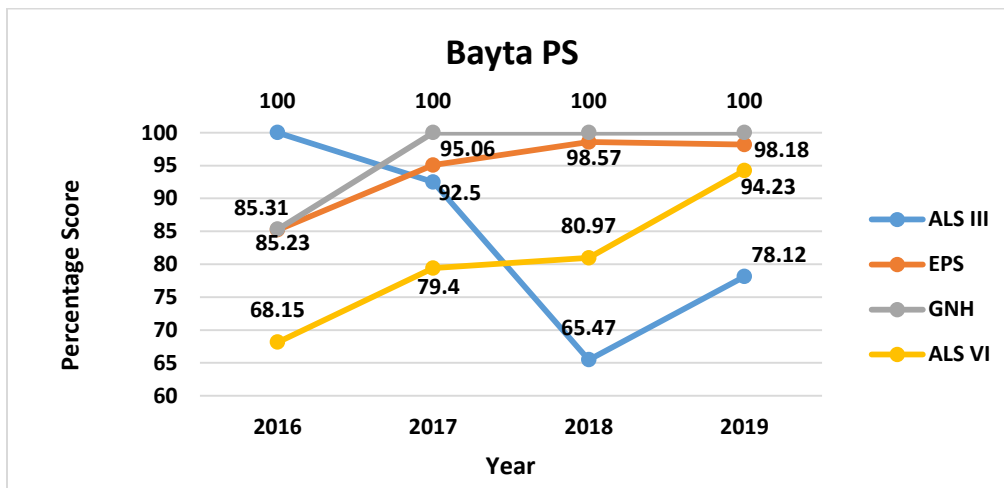
Wangdue Phodrang Dzongkhag

Wangdue Phodrang Dzongkhag has 28 schools, viz. 23 primary, one lower secondary schools, two middle secondary and two higher secondary (private) schools. The following write-up presents the performance of individual schools based on the SPMS report for the past four years, 2016 till 2019. Following the table and the graph is a brief analysis of performance with few specific recommendations for each school.

Each school is encouraged to carry out further analysis of their performance and causes for school performance in three scorecards and initiate appropriate long term interventions.

Bayta Primary School

	2016	2017	2018	2019
No. of Students III	40	25	20	20
No. of students VI	26	22	23	26
ALS III	100	92.5	65.47	78.12
EPS	85.23	95.06	98.57	98.18
GNH	85.31	100	100	100
ALS VI	68.15	79.4	80.97	94.23



The number of students in class III declined to 20 students in 2019 from that of 40 in 2016. The enrolment in class VI increased slightly in 2018 and 2019. The enrolment in 2019 was 26 students.

The GNH score for the past three years was maintained at 100% after it increased from 85.31% in 2016 to 100% in 2017. The scores indicate that the school was able to create a very conducive working atmosphere for the teachers and students. The EPS score also increased from 85.23% in 2016 to 98.18% in 2019 indicating that the conducive school environment supported teachers in their leadership and instructional practices.

Although the GNH and EPS scores increased, the ALS of class III students had dropped by 7.5% in 2017. As EPS and GNH scores increased in 2018, the ALS further dropped significantly by 27%. The score increased from 65.47% in 2018 to 78.12% in 2019. Except for 2019, the EPS and GNH practices have not supported the ALS of class III.

As EPS and GNH scores increased, the class VI students have shown consistent improvement in academic performance. The EPS increased from 85.23% in 2016 to 98.18% in 2019. This consistent achievement in school practices and ambiances has supported students' academic learning for class VI.

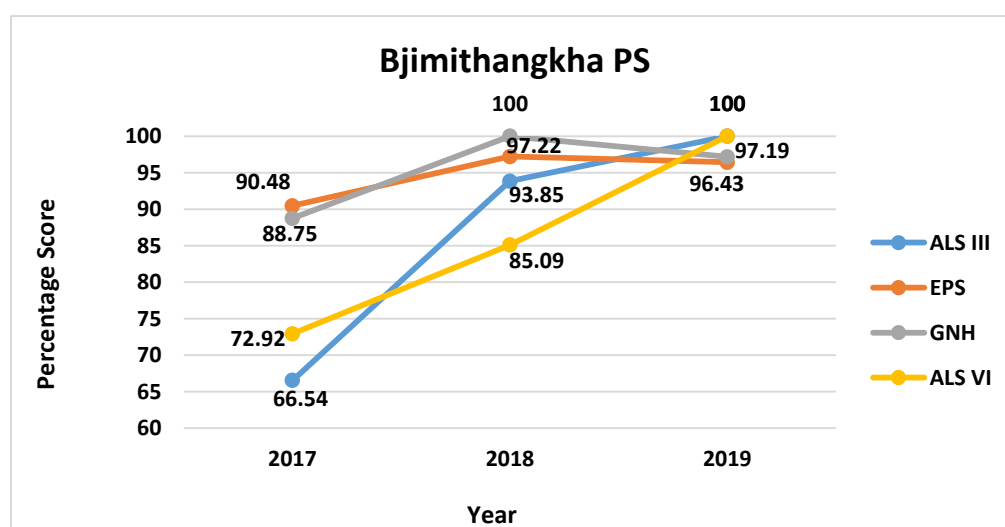
The school reported that the academic performance of class III deteriorated in 2018 due to three individual students who had family issues. These students were noted to be not paying interest in their studies. However, the school also mentioned that the slight improvement in class III ALS was due to following reasons.

- Remedial classes after instructional hours.
- Extra reading time given to the students.
- Regular counseling to problematic students.
- Focused more to weaker students during class hours.
- Timely monitoring and feedback on their works.
- Frequent review of these students' performance with their parents through WeChat.

The school may be recommended to review their leadership and instructional practices to ensure that implementation of EPS indicators is aligned to support students' academic learning especially in lower classes. The conduciveness of school ambiances (physical & psycho-social) for teachers and students at lower classes might also require a relook as there is mismatch of school GNH score and class III students' academic learning score. School need to relook at their School Self-Assessment (SSA) practices to ensure their School Improvement Plan (SIP) is realistic and relevant to support students' academic performance.

Bjimithangkha Primary School

	2017	2018	2019
No. of Students III	41	29	29
No. of students VI	21	22	19
ALS III	66.54	93.85	100
EPS	90.48	97.22	96.43
GNH	88.75	100	97.19
ALS VI	72.92	85.09	100



Bjimithangkha PS was assessed since 2017 and the analysis is for the past three years. The number of students in class III remained at 29 students in the last two years after a drop from 40 in 2017. The enrolment in class VI also remained constantly between 19 and 22 students.

The GNH score increased from 88.75% in 2017 to 100% in 2018. The score dropped slightly to 97.19% in 2019. Similarly, EPS score increased from 90.48% in 2017 to 97.22% in 2018 and dropped slightly in 2019. The graph clearly reveals that the conducive school environment (GNH) created by the school had supported teachers in their leadership and instructional practices. A direct correlation is seen in the graph.

As GNH and EPS scores increased, the academic learning score (ALS) of class III also increased significantly from 66.54% in 2017 to 93.85% in 2018. The score further increased to 100% in 2019. Following class III's suit, the ALS of

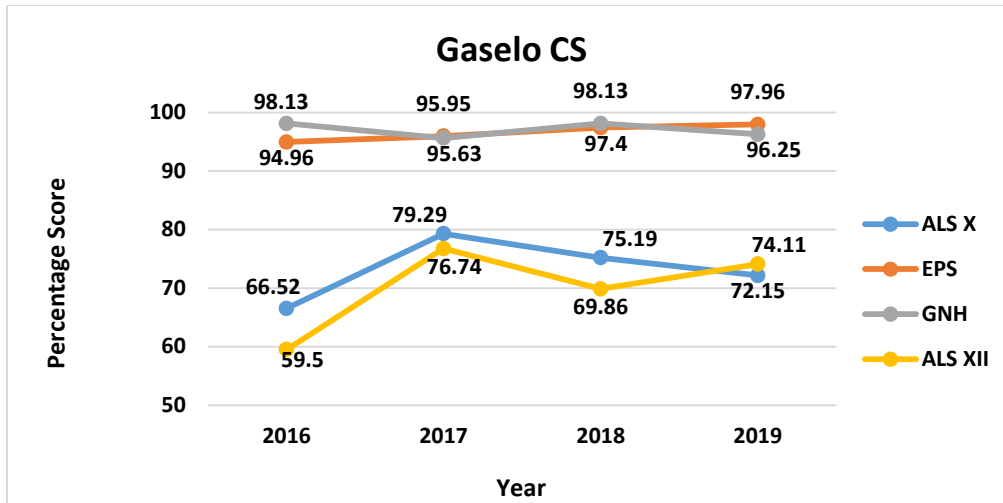
class VI also increased from 72.92% in 2017 to 85.09% in 2018 and then to 100% in 2019. The figure above shows that although the EPS and GNH seem to have supported ALS in 2018, the fall in EPS and GNH scores in 2019 did not affect the academic performance of the students.

The school acknowledged the consistent raise in school performance solely to hard work and dedication of its teachers. The academic achievement was also attributed to setting of academic benchmark for all the classes and subjects.

The school's achievement for the past three years is well acknowledged. The school should continue its good practices in terms of leadership, instructions and maintain the conduciveness of school ambiances to ensure continued high achievement in academic front. School may also analyse why students performed academically well in 2019 despite school's low performance in EPS and GNH. This might guide school in planning and implementing realistic and relevant interventions for sustained academic performance and holistic development of students.

Gaselo Central School

	2016	2017	2018	2019
No. of Students X	122	79	87	82
No. of students XII	100	102	106	133
ALS X	66.52	79.29	75.19	72.15
EPS	94.96	95.95	97.4	97.96
GNH	98.13	95.63	98.13	96.25
ALS XII	59.5	76.74	69.86	74.11



Student enrolment in class X dropped from 122 in 2016 to 82 students in 2019. However, the number of students in class XII had increased from 100 students in 2016 to 133 in 2019.

The school has consistently performed high (>90%) in EPS and GNH scorecards for the past four years. On a closer look however, the EPS and GNH scores are competing against each other. The EPS score drops while GNH score increases and vice versa. This shows that school conduciveness does not support teacher performance but they do well when the school's physical & psycho-social ambiances is rated to be low.

While EPS and GNH scores were maintained consistently above 90%, the academic learning score (ALS) of class X students remained just over 73% on average for the past four years. The score dropped consecutively in the last two years after a sharp increase in 2017. The ALS of class XI increased from 59.50% in 2016 to 76.74% in 2017 and dropped slightly to 74.11% in 2019.

The graph reveals that the effective implementation of school leadership and instructional practices portrayed in the form of EPS score have not seem to support the academic performance of the students. It is also not clear whether conducive school environment indicated by high GNH score supported the academic performance. ALS seem to be taking its own course irrespective of rise or fall in EPS and GNH scores.

In spite of high achievement in EPS and GNH scorecards which indicate effective school practices and conducive school ambiances, the school could not bring about a steady rise in ALS. The school attributes their current state of academic performance of students to the following factors.

- **Retention of students:** The school mentioned that it is not able to retain its top performing students in the school. Most of the students after proper grooming in the school leave for other schools due to unknown but

diverse reasons. Thus, the school loses good students to other schools with whom they have to compete later.

- **Family Background:** Although not backed by data, the school is of the view that the social issues among the parents of students and their limited support lead to poor academic performance amongst those students.
- **Easy access to higher class:** School mentioned that students do not take studies seriously since they have easy access to class XI. This has somehow led to fall in academic performance among the students.
- **Standard of Feeder Schools:** The school also attributed its inconsistent academic achievement to academic standard of students coming from the feeder schools.
- **Admission of varied students:** Being a boarding school, it has to take in students from various regions, Dzongkhags/Thromdes and schools as candidates of varying levels of authorities and on humanitarian grounds. These incoming students disrupt the culture of the school, thus affecting the academic performance of the school.

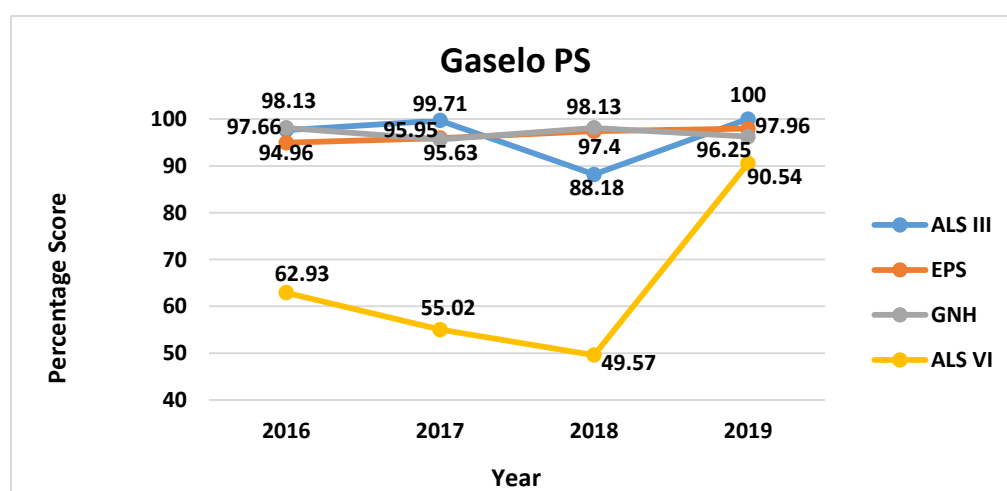
Despite these factors impacting the academic performance of students, school has also initiated a number of interventions to improve the academic performance of the students, such as:

- Institution of guided Night Study practices.
- Planned remedial sessions for academically weaker students and proper feedback giving practices.
- Conducting week-end extra class as required.
- Providing access to library during free time, free wifi for online resources and using ICT facilitated teaching.
- Encouraging co-teaching and joint teaching amongst the teachers.

Based on the above graphs, the school may be recommended to carefully study and analyse why their performances in EPS and GNH did not contribute much to students' academic achievement. It would be a good opportunity for school to revisit the effectiveness of the implementation of EPS and GNH indicators which are actually geared towards supporting academic achievement. The school might also rethink on the process and seriousness of carrying out school self-assessment (SSA) by the staff. The Dzongkhag Education Sector might also look at how EPS and GNH indicators are assessed during the SPMS visit to schools.

Gaselo Primary School

	2016	2017	2018	2019
No. of Students III	40	43	37	45
No. of Students VI	66	66	43	38
ALS III	97.66	99.71	88.18	100
EPS	94.96	95.95	97.4	97.96
GNH	98.13	95.63	98.13	96.25
ALS VI	62.93	55.02	49.57	90.54



The enrolment in class III dropped and increased in alternate years during the past four years. The number of students in 2019 was 45. The enrolment in class VI dropped from 66 students in 2016 and 2017 to 38 in 2019. The number dropped almost by half compared to that of 2016.

The GNH score for the past four years fluctuated with marginal percentage which indicates inconsistency in school physical and psycho-social ambiances. However, the scores consistently remained above 95%. The EPS increased consistently but marginally from 94.96% in 2016 to 97.96% in 2019. Correlation between GNH and EPS is not clearly noticed.

The academic learning score (ALS) of class III also fluctuated and seem to have followed its own track. The academic performance of class VI dropped consistently for two years (2017 & 2018) from that of 2016. Nevertheless, the ALS increased significantly by 41% in 2019 from that of 2018.

There is no clear indication that the achievement in EPS and GNH indicated by their high scores had supported academic performance of students in both the classes. In fact, the ALS increased when GNH fell and vice versa.

The school provided the following reasons for sudden improvement in academic performance in 2019.

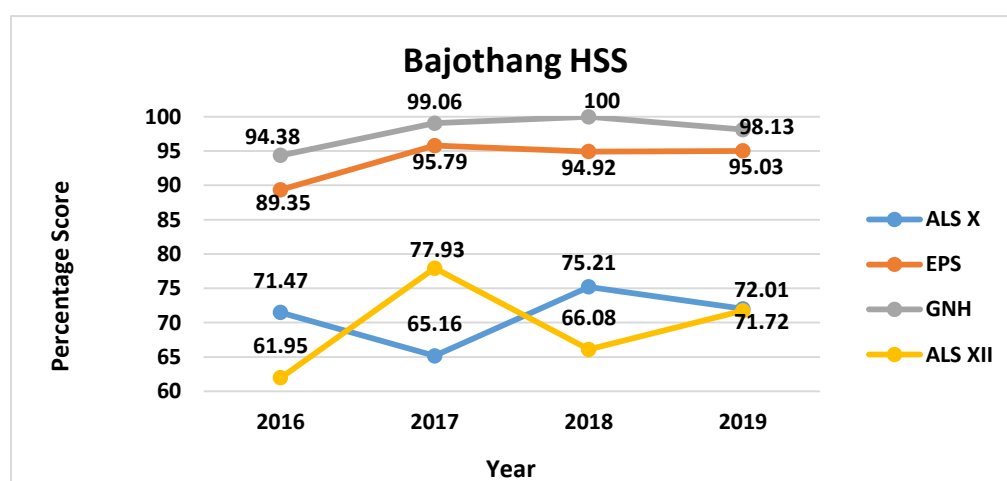
- **Onsite support from EMD:** The officials from Education Monitoring Division (EMD) met with the teachers a few rounds. The teachers discussed various factors through a process called “Getting to the Root Cause” for student’s underperformance in academic front. Teachers also brainstormed and implemented various interventions (mentioned below) to improve their academic performance.
- **Strengthened instructional practices:** The school strengthened school level monitoring & support practices amongst teachers, strengthened reading programmes, followed strict homework and feedback schedules, improved TLM, streamlined assessment practices, etc. to improve students’ learning.
- **Instituted weekly tests:** Weekly tests were conducted every Friday. The student responses were analysed and feedback were provided timely to clarify each student’s misconceptions.
- **Motivation:** Student’s performance in weekly tests and other scheduled exams were recognized by the school regularly. Just as the student toppers were recognized, teachers who managed to bring good result in their subjects were recognized by the Dzongkhag. These teachers were awarded certificates on Teachers Day every year.

While the school’s sudden improvement in overall performance was recognized by EMD, the school may be suggested to revisit their leadership and instructional practices. Through this exercise, the school needs to align the implementation of EPS indicators to students’ academic learning. The school is also recommended to analyse the effectiveness of indicators promoting physical and psycho-social ambiances of the school. The conducive school ambiances is assumed to support students’ academic achievement which is observed to be otherwise in the school.

The school may also take this opportunity to rethink on why and how seriously school self-assessment (SSA) is carried out to benefit school and the students. It is observed that the EPS and GNH practices are assessed to be very effective while these practices do not support student learning.

Bajothang Higher Secondary School

	2016	2017	2018	2019
No. of Students X	233	176	198	194
No. of Students XII	82	72	83	92
ALS X	71.47	65.16	75.21	72.01
EPS	89.35	95.79	94.92	95.03
GNH	94.38	99.06	100	98.13
ALS XII	61.95	77.93	66.08	71.72



The enrolment in class X dropped and increased in alternate years during the past four years. However, the number dropped to 194 in 2019 from that of 233 students in 2016. The number of students in class XII increased consistently for the past two years after a slight drop in 2017.

Bajothang Higher Secondary School had consistently performed high in EPS and GNH compared to ALS in the past four years. While EPS and GNH scores are above 90%, the academic learning scores (ALS) of both classes X and XII are inconsistent. The ALS of class X and XII remained around 71% and 69% on average respectively. As observed from the graph, the achievement in two scorecards (EPS & GNH) which indicates effective leadership & instructional practices and conducive school ambiances did not contribute much to the academic achievement of students. It is however, quite clear that there is some correlation between GNH and EPS scores. The creation of

conducive school environment seemed to be supporting teachers in carrying out their leadership and instructional responsibilities.

The school attributed the academic performance behavior of the students to the following factors.

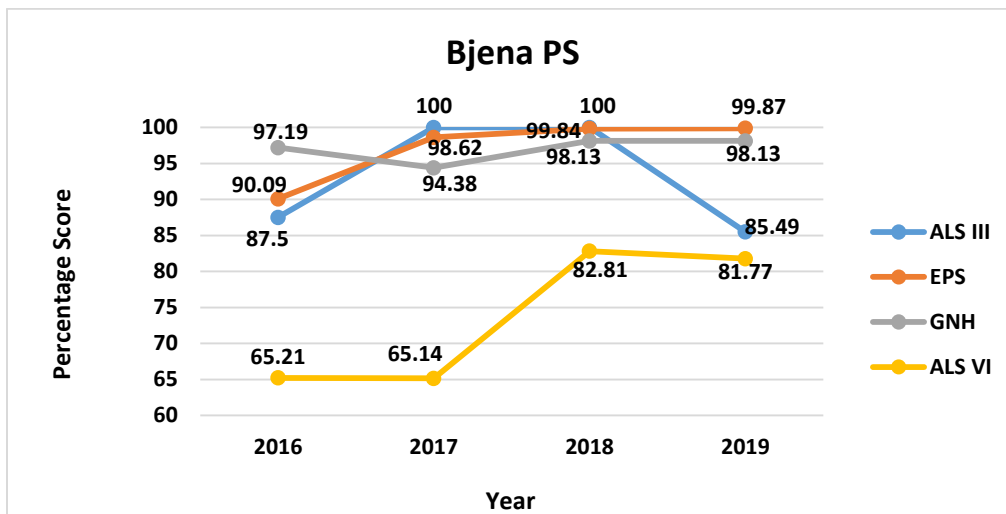
- **Teacher shortage:** School faced difficulty in retaining experienced teachers. Although school received teachers as per TRE, a number of them leave the school on extraordinary leave (EOL), Maternity leave, Study leave, on transfer, etc. creating shortage in the middle of the session. This overloads the existing teachers which affects their performance, thus compromising academic achievement.
- **Admission pressure:** School is pressurized to admit students beyond its capacity as population in the locality increases due to projects (PHPA-I and PHPA-II). This results in congested classrooms affecting the academic performance of students.
- **School Maintenance:** Major school maintenance works in 2019 posed a lot of disturbances during teaching and learning process. This has also affected the academic performance of students and teachers. It also affected GNH score.

Observing the differences in performances in academic front and the other two scorecards, the school may be recommended to revisit its implementation strategies of EPS and GNH indicators. The school may think of how it might implement EPS and GNH indicators to support academic achievement of students. The enhancement of physical and psycho-social ambiances (GNH) of school should also contribute to effective leadership and instructional practices thus raising the EPS score as well.

The school may also take this opportunity to review the process of carrying out school self-assessment (SSA) so that the exercise guides the school in developing realistic and relevant interventions in the areas the school lags.

Bjena Primary School

	2016	2017	2018	2019
No. of Students III	15	15	7	14
No. of Students VI	15	13	10	12
ALS III	87.5	100	100	85.49
EPS	90.09	98.62	99.84	99.87
GNH	97.19	94.38	98.13	98.13
ALS VI	65.21	65.14	82.81	81.77



The number of students in class III remained consistently between 14 and 15 in the past four years except in 2018 where the number dropped to seven students. The enrolment in class VI also dropped from 15 students in 2016 to 12 in 2019.

The GNH score dropped from 97.19% in 2016 to 94.62% in 2017. The score increased to 98.13% in 2019. The EPS score however increased gradually from 90.09% in 2016 to 99.87% in 2019. There is a slight correlation between GNH and EPS since 2018 where conduciveness of school ambiances had supported teacher performances.

The academic learning score (ALS) of class III increased from of 87.50% in 2016 to 100% in 2017 which was maintained through 2018 before it dropped significantly to 85.49% in 2019. Except for 2019, the schools' achievement in leadership and instructional practices had supported the academic performance of class III students. There is not much correlation between GNH and ALS of class III. The ALS of class VI also increased from 65.21% in 2016 to 82.81% in 2018. The score dropped slightly in 2019. ALS of class VI seemed to have shown slight correlation with GNH score indicating that student performed well while the school ambience is conducive.

The school mentioned few general factors that they assumed might have contributed to low academic achievement.

- **Mismatch of teacher-subject:** The school had PGDE with History background teaching English and Mathematics in primary classes until 2018. This according to the school had somehow caused for low academic achievement by students.
- **Batch of students:** School is of the view that they receive good batch of students in some years and not good ones in other years. So, academic performance also depends on the batches of students. These assumption for the school seem to be holding water because the class VI students in 2019 who did not perform well also performed quite low in class III in 2016.

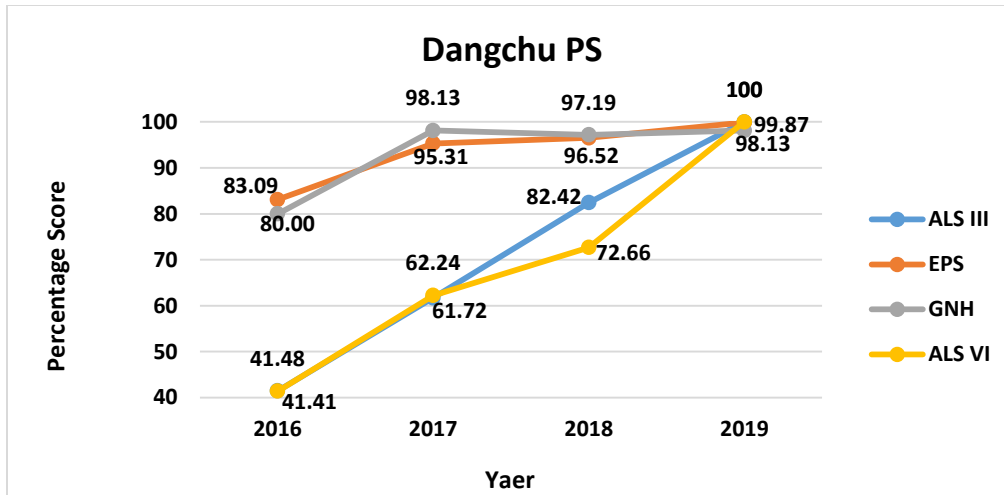
- **BCSEA question standard:** The school also feel that the varying pattern and standard of BCSEA question also determine the academic performance of the students.

The other reasons mentioned are; educational background of parents, number of students in the class, frequent change of subject teachers, walking distance for students, non-availability of ICT facilities, etc.

The school had indicated some activities under way forward to improve its academic achievement in future. Since the performance of school in EPS and GNH seem to be not supporting much in students' academic achievement, the school may come up with ways to align implementation of EPS and GNH indicators to student learning. The disproportionate scores in ALS and other two scorecards also provides an opportunity for the school to relook at the process and how seriously the staff members carry out school self-assessment (SSA) and School Improvement Plans (SIP).

Dangchu Primary School

	2016	2017	2018	2019
No. of Students III	33	20	16	13
No. of Students VI	12	12	16	24
ALS III	41.48	61.72	82.42	100
EPS	83.09	95.31	96.52	99.87
GNH	80.00	98.13	97.19	98.13
ALS VI	41.41	62.24	72.66	100



The class III enrolment for the past four years had declined consistently from 33 in 2016 to 13 students in 2019. The enrolment in class VI however increased from 12 to 24 students in the same years.

The school had performed steadily well in EPS and GNH scorecards which have contributed to gradual and consistent progress in academic learning scores (ALS) of both classes III and VI. The GNH score increased from 80.00% in 2016 to 98.13% in 2019. Similarly, the EPS score increased from 83.09% in 2016 to over 99.87% in 2019.

The academic learning score (ALS) of class increased from 41.48% in 2016 to 100% in 2019 which was a significant improvement in the last three years. The ALS of class VI also steadily increased from 41.41% in 2016 to 100% in 2019.

The performance trend for the past four years reveals that the effective implementation of EPS and GNH indicators had contributed to consistent progress in academic performance of the students. The conducive school environment in terms of physical and psycho-social ambiances also supported leadership and instructional practices of the teachers.

While the school did not mention specific reasons for the overall improvement of the school performance, they reflected following general assumptions that impacted their annual performance in the last four years.

- The educational background of the parent's and their involvement in school development activities.
- The accessibility of the ICT/internet facility in the teaching-learning process.
- Arrangement of appropriate and timely implementation of remedial programs.
- The class size or strength of the children in the class.
- It is also determined by the competency based questions.
- It partially rests with the intellectual capacity and hard work of the children and partially with the amount of efforts put in by the teachers.

- It is also greatly affected by the availability of adequate (well-staffed) trained subject competent teachers in the school.
- The health of the children and teachers also directly or indirectly impact the performances.

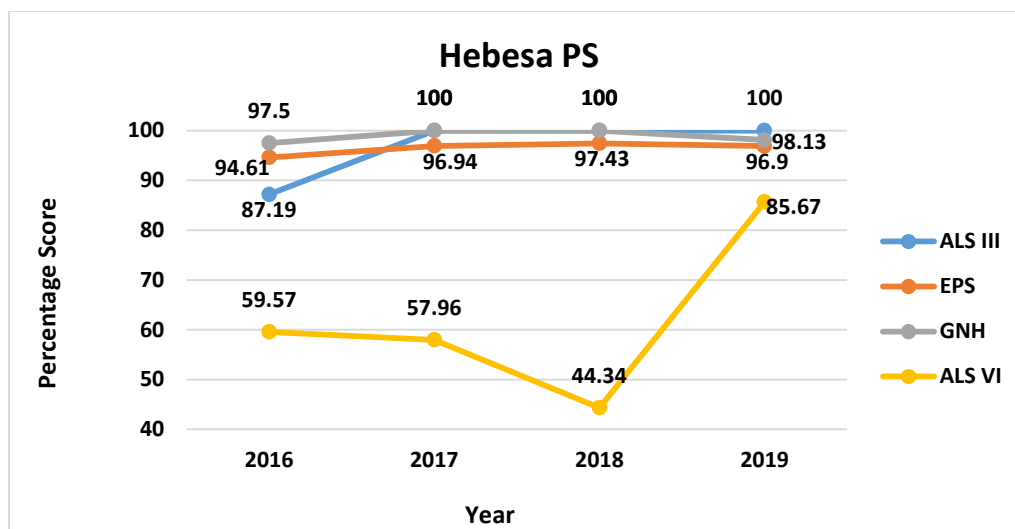
The school has made an impressive improvement in its performance especially in academics. It would however be a challenge for the school to maintain the consistency of their performance into the future. This is due to following challenges the school faces as of now.

- Inconsistent deployment of adequate and trained teachers. The school is staffed mostly with National Contract Teachers (NCTs).
- Lack of parental support in their children's education.
- Unreliable internet connectivity in the school.
- Irregular attendance of the children in certain cases.
- Lack of or inadequate resources in the school.
- Overburdened teachers (Teachers having to teach maximum number periods).

The consistent and steady progress in school performance for the past few years is acknowledged. Since the school is doing fine as of now, there is no specific recommendations for the school to initiate except to continue with the same performing spirit.

Hebesa Primary School

	2016	2017	2018	2019
No. of Students III	31	28	7	9
No. of Students VI	32	31	16	12
ALS III	87.19	100	100	100
EPS	94.61	96.94	97.43	96.9
GNH	97.5	100	100	98.13
ALS VI	59.57	57.96	44.34	85.67



The number of students in class III had dropped from 31 in 2016 to nine in 2019 with the lowest of seven students in 2018. The enrolment in class VI had also dwindled from 32 students in 2016 to 12 in 2019.

The GNH score for the past four years was maintained above 97.50% indicating that the school consistently improved its physical and psycho-social ambiances for teachers and students to work and learn. The EPS score was also maintained between 94% and 97% which reveals that teachers performed well in their leadership and instructional responsibilities. GNH seemed to have supported teachers to perform satisfactorily.

The academic learning score (ALS) of class III was maintained consistently at 100% in the last three years after it increased from 87.19% in 2016. The school's achievement in GNH and EPS had supported the academic performance of class III students. The ALS of class VI however decreased consecutively for two years from 59.57% in 2016 to 44.34% in 2018. The score increased sharply to 85.67% in 2019. The conducive school environment and effective leadership and instructional practices did not seem to support academic performance of class VI students.

While the school did not mention specific reasons for its declining ALS especially for class VI, it stated that poor academic standard of students and application of strict assessment had led to low ALS till 2018. In wake of consistent low academic learning score, the officials from EMD met the teachers of the school for quite a few times and discussed various interventions to improve academic performance of the students. The school also attributed its sudden raise in ALS in 2019 to the following initiatives.

- I. **Amendment of various school level working policies**
 - Reviewed the school policy.
 - Developed Positive School Discipline Policy 2019.
 - Developed School Disaster Management Policy 2019.

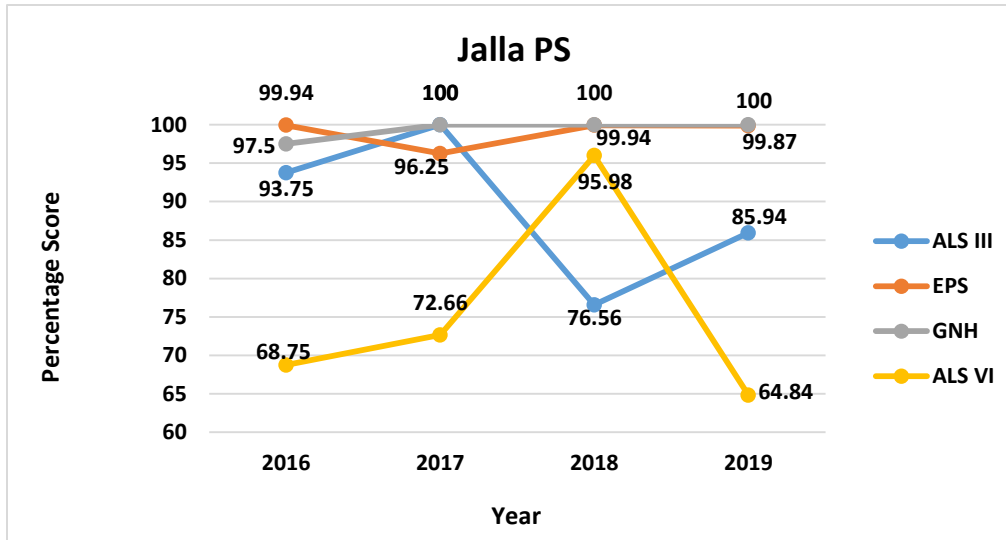
II. Introduction of new initiatives

- **Authentic Teaching and Learning:** A strategy where teachers must pay immediate attention in the class and give instant support to students. No take home activities. Finished in the class strategy.
- **Teachers' Project:** Besides their teaching duty, teachers must design his or her own project which would benefit students' learning and wellbeing.
- **One -Teacher-One–Child:** Based on the result analysis, the students are divide amongst the teachers and provide timely support, guidance and keep the track of each student progress.
- **Literary Activities:** Literary activities such as word for the day, weekly quiz, reading corners, book fair, etc. are conducted to improve academic standard of students.

While the school performance in 2019 had improved, it may still warrant a careful study/analysis of its implementation strategy of EPS and GNH indicators. This is because, the achievement in academic performance is observed to be in contravention to the other two scorecards. The school can also take this opportunity to rethink on the process of carrying out school self-assessment (SSA) in their school. The school needs to align the implementation of EPS and GNH indicators to improve students' academic achievement.

Jalla Primary School

	2016	2017	2018	2019
No. of Students	10	10	8	10
No. of Students	8	4	7	8
ALS III	93.75	100	76.56	85.94
EPS	99.94	96.25	99.94	99.87
GNH	97.5	100	100	100
ALS VI	68.75	72.66	95.98	64.84



The enrolment in class III remained constantly at 10 students since 2016 except in 2018 where the number of students was only eight students. The number of students in class VI was maximum in 2016 and 2019 with eight students and the minimum was in 2017 with only four students.

The GNH score increased from 97.50% in 2016 to 100% in 2017 which was consistently maintained in the next two years. This indicates that the school consistently maintained the conduciveness of school for teachers and students to work and learn respectively. The EPS score however dropped from 99.94% in 2016 to 96.25% in 2017. The score increased to 100% in 2018 which further increased slightly in 2019. Slight correlation between these two scorecards since 2017 is observed which means that conduciveness of school (GNH) had supported teacher performance (EPS).

The academic learning score (ALS) of class III fluctuated over the years. The score increased from 93.75% in 2016 to 100% in 2017 and dropped significantly to 76.56% in 2018 before it increased to 85.94% in 2019. The ALS of class VI increased gradually from 68.75% in 2016 to 99.94% in 2018. However, the score dropped significantly to 64.84% in 2019. There is no established correlation observed between the ALS of both the classes and the other two scorecards. This reveals that conduciveness of the school as shown by GNH score and the leadership and instructional practices indicated by EPS score do not support academic performance of the students.

Although high EPS and GNH scores indicate effective implementation of leadership and instructional practices, the school mentioned that the academic performance of the school is affected due to following reasons.

- Shortage of teachers:** Since teacher deployment is based on TRE, small schools with classes PP-VI never receive enough teachers. The number of teachers is always less than the number of sections in the school which overburdens them. Teachers when overloaded naturally compromises the

effectiveness of their performance thus leading to low student learning. School also receives only contract and substitute teachers which also contribute to low academic achievement amongst the students.

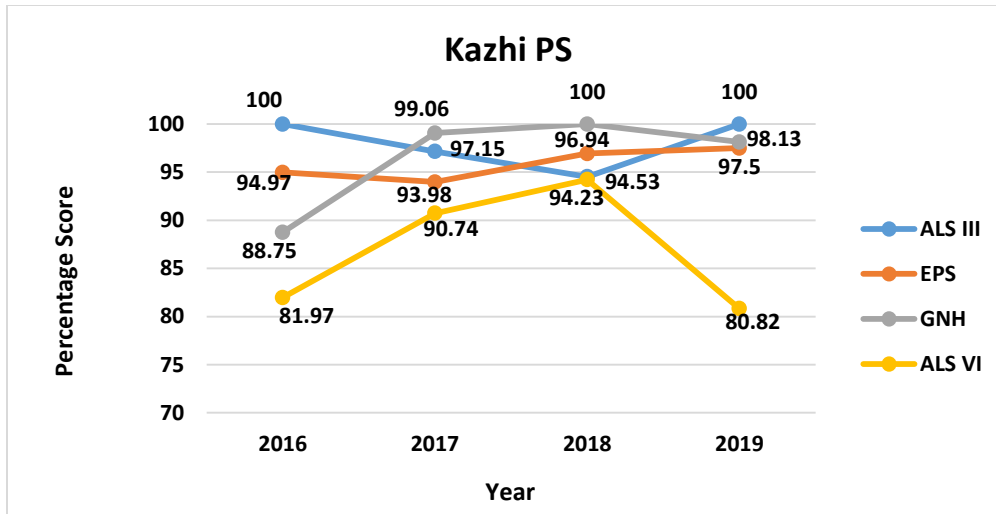
- **Multi-grade teaching:** Due to shortage of teachers, school has to implement multi-grade teaching with no skills amongst the teachers. This directly affects the academic achievement of the students.
- **Differing student batches:** The academic performance of the school also depends on the types of students they receive in different years. In some years students seem to be better than other years.

Since the scores of the three scorecards do not correlate with each other, school is suggested to relook at the implementation strategies of EPS and GNH indicators. School is also recommended to revisit its process of carrying out School Self-Assessment (SSA) which is the basis for all intervention programmes and activities to improve the overall performance of the school.

School should come up with way forward to ensure that the implementation of EPS and GNH indicators are aligned to achieve academic excellence.

Kazhi Primary School

	2016	2017	2018	2019
No. of Students III	27	23	24	22
No. of Students VI	26	27	26	22
ALS III	100	97.15	94.53	100
EPS	94.97	93.98	96.94	97.5
GNH	88.75	99.06	100	98.13
ALS VI	81.97	90.74	94.23	80.82



The enrolment in both the classes III and VI remained consistent between 22 and 27 students in the past four years. Both classes had 22 students in 2019.

School performed consistently above 90% for the past four years. However, the performance in each scorecard is observed to be not stable. The graph shows that the school leadership and instructional practices (EPS) improved gradually after a slight fall in 2017. The school ambiances (GNH score) increased steadily from 88.75% in 2016 to 100% in 2018. The score dropped slightly in 2019.

The academic learning score (ALS) of class III students gradually dropped from 100% in 2016 to 94.53% in 2018 before it rose back to 100% in 2019. The performance trend in three scorecards shows that they are independent of each other. Neither EPS nor GNH supported the academic achievement of class III students.

The academic performance of class VI students is observed to correlate with school ambiances. As GNH score rose from 88.75% in 2016 to 100% in 2018, the ALS also increased from 81.97% to 94.23% in the same range of years. As GNH score fell slightly in 2019, the ALS dropped significantly in the same year. Except in 2018, the leadership and instructional practices assessed in the form of EPS did not support academic performance of class VI students.

The school initiates the following interventions to improve students' academic achievement.

- Provides awareness and reminds to parents about the importance of education their responsibilities.
- School tries to use ICT in daily teaching learning process but is hindered by lack of facilities. With the development of ICT room, this problem could be solved to some extent.
- Implementation of effective reading plans and policy.
- Use of different teaching strategies to cater to diverse learning needs.

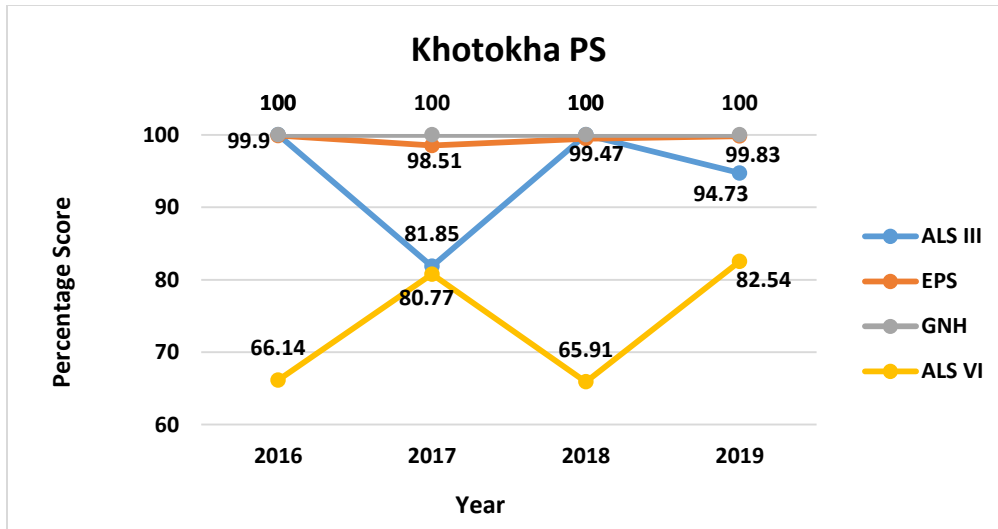
Although the above initiatives are put in place, school faces some pertinent challenges that hinder the academic achievement of the students.

- Minimal support from parents in children's education as they are non-literate and also busy engaged in farming works.
- As the locality is in a remote place there is a lack of modern technology such as access to computers and internet.
- The environments in which the children are brought up focuses on earning their daily living and give less importance to education.
- Different cohort of students has different learning abilities, interest and attitude of learning.

Based on the performance behavior in the three scorecards, the school is recommended to revisit the implementation of EPS and GNH indicators. The school needs to ensure that their achievement in EPS and GNH is aligned to support academic achievement of the students. The school may have to revisit the way they carry out School Self-Assessment (SSA) which will guide them to identify relevant interventions while developing and implementing School Improvement Plan (SIP).

Khotokha Primary School

	2016	2017	2018	2019
No. of Students III	13	21	19	16
No. of Students VI	12	13	22	17
ALS III	100	81.85	100	94.73
EPS	99.9	98.51	99.47	99.83
GNH	100	100	100	100
ALS VI	66.14	80.77	65.91	82.54



The enrolment in class III dropped slightly since 2017 and the number of students in 2019 was 16. On the other hand the enrolment in class VI increased from 12 students in 2016 to 22 in 2018 before it dropped again to 17 students. The number of students in both the classes remained manageable.

The performance in school practices (EPS) and school ambiances (GNH) remained constantly high for the past four years where as the academic performance (ALS) fluctuated.

The ALS of class III increased significantly from 81.85% in 2017 to 100% in 2018 after a significant drop in 2017. The score again dropped slightly in 2019. The ALS of class VI increased and dropped in alternate years indicating inconsistency in academic performance over the past four years. However, in general the score slightly increased from 66.14% in 2016 to 82.54% in 2019. ALS of both the classes did not show any correlation with the other two scorecards. ALS fluctuated irrespective of constant performance in other two scorecards.

The school attributed their inconsistent academic performance to the following challenges.

- **Teacher shortage:** School faced teacher shortage over the years. This has led to overburdening of teacher since they had to teach four to five subjects besides shouldering other co-curricular and leadership responsibilities. Some subjects had to be taught by Administrative Assistant which might have compromised the effectiveness of lesson delivery.
- **Lack of parental guidance:** The parents mostly being illiterate are not able to provide guidance especially with homework and clarifying doubts. This also affects the student performance in academics.

- **Lack of reading habits:** No matter how hard the teachers try to motivate students to read, the reading habits of the students do not improve. Due to lack of reading habits amongst the students, they are not able to perform well in academics.

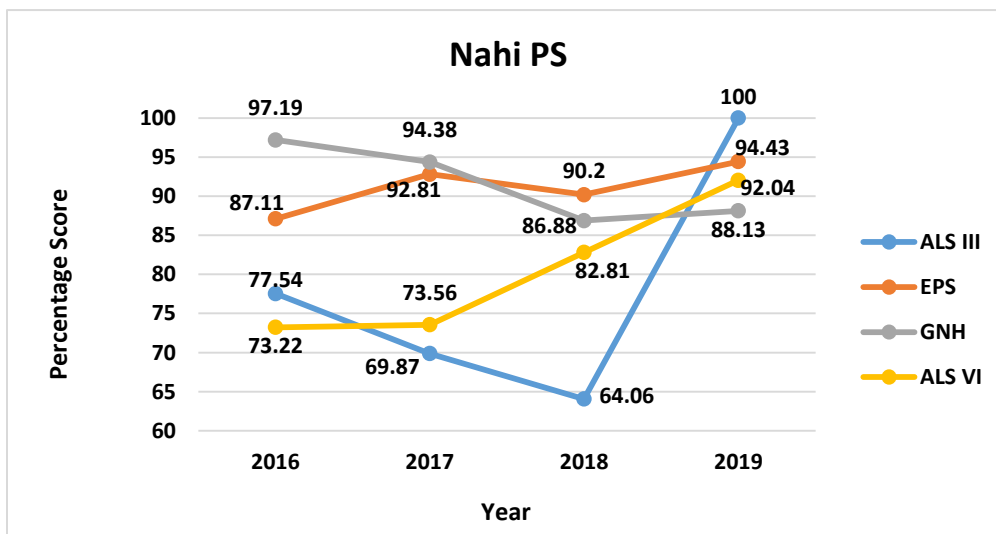
Having performed poorly in ALS in 2018, the officials from Education Monitoring Division met with the teachers and discussed way forward to improve academic performance. Based on the discussion, the school implemented following interventions to improve academic performance of students henceforth.

- School Homework policy was reviewed where by a day has been allocated for each subject to create time for students to study at home.
- Reading policy has been amended to ensure class teachers monitor students' reading activities to improve their reading and writing skills. School instituted prizes and certificate to encourage reading amongst the students.
- Reduced workload of the teachers by shedding some non-academic responsibilities that were shouldered by them.
- Library period has been allocated for each class to inculcate reading habits of the students. Teachers lead the five minutes reading before every lesson to improve the reading habits of the students.
- Teachers-Parents support system has been created by every subject teacher where the respective teachers call the parent to talk about their child's performances in academic and also in non- academics.
- Remedial classes for academically challenged students were reinforced.
- Morning study has been conducted before one month of exam, for classes ranging from IV to VI.

The graphs show that the performance in academics remained a challenge for the school although they performed very high in EPS and GNH. Based on this observation, school is recommended to revisit their alignment of EPS and GNH indicators to support academic achievement of students. The school is also suggested to relook at the process and seriousness in carrying out the School Self-Assessment (SSA) which provides the basis for School Improvement Plan (SIP). SSA will guide the school in planning relevant interventions for improving the overall school performance.

Nahi Primary School

	2016	2017	2018	2019
No. of Students	16	14	10	9
No. of Students	7	13	8	11
ALS III	77.54	69.87	64.06	100
EPS	87.11	92.81	90.2	94.43
GNH	97.19	94.38	86.88	88.13
ALS VI	73.22	73.56	82.81	92.04



The student enrolment in class III gradually dwindled from 16 in 2016 to 9 students in 2019. The enrolment in class VI remained below 15 students with only 11 students in 2019.

The GNH score dropped gradually from 97.19% in 2016 to 86.88% in 2018 indicating deteriorating physical and psycho-social ambiances in the school. The score increased slightly 88.13% in 2019. The EPS score increased and dropped in alternative years. However, it increased from 87.11% in 2016 to 94.43% in 2019 indicating slight improvement in leadership and instructional practices among the teachers.

As in GNH, the academic learning score (ALS) of class III gradually declined from 77.54% in 2016 to 64.06% in 2019. The score increased significantly to 100% in 2019. There is high correlation between ALS of class III and GNH score indicating that school ambience affects academic performance of class III students. The correlation between EPS

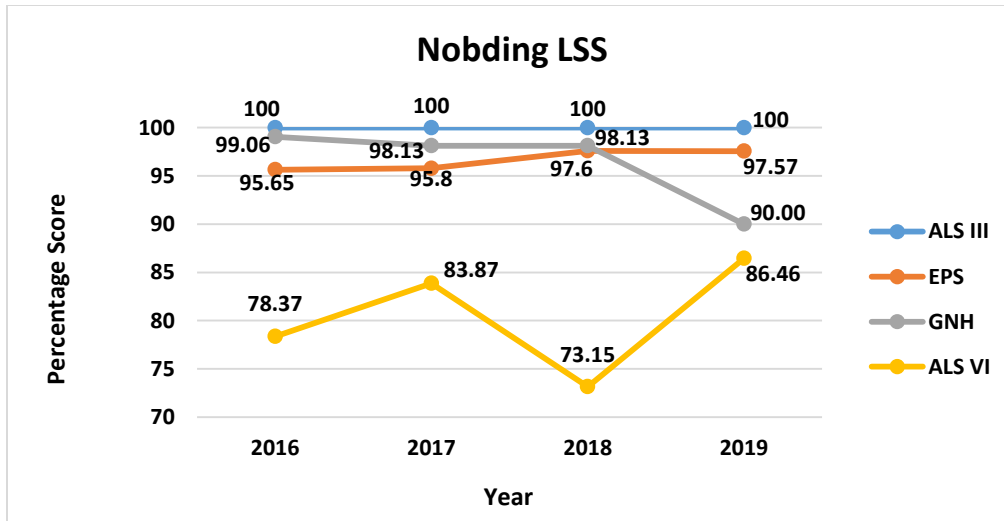
and ALS is not observed distinctively. Irrespective of increase or drop in EPS and GNH scores, the ALS of class VI increased steadily from 73.22% in 2016 to 92.04% in 2019. There is no obvious correlation between class VI ALS and the other two scorecards.

The school reported that the main reason for school's inconsistent performance till 2018 was due to lack of leadership. The school was managed by a teacher in-charge without much leadership and managerial experiences. The school received a full-fledged principal in 2019 who brought major changes in school practices and ambiances. This has helped school to improve its performance in all three scorecards.

Since the achievement in EPS and GNH do not support academic performance as indicated by the graphs, the school is suggested to review the implementation strategies of EPS and GNH indicators. School needs to ensure that their leadership and instructional practices (EPS) and improvement in school ambiances (GNH) are geared towards supporting academic achievement (ALS) of the students. A safe and secure school atmosphere in the school should also support conducive working environment for teachers to perform better thus contributing to students' academic achievement.

Nobding Lower Secondary School

	2016	2017	2018	2019
No. of Students III	30	39	16	26
No. of Students VI	26	31	27	30
ALS III	100	100	100	100
EPS	95.65	95.8	97.6	97.57
GNH	99.06	98.13	98.13	90
ALS VI	78.37	83.87	73.15	86.46



The enrolment in both the classes III and VI increased and dropped in alternate years. Class III had the maximum of 39 students in 2017 and a minimum of 16 students in 2018. Class VI saw the maximum number in 2017 with 31 students. The least number was 26 students in 2016.

The GNH score remained constant between 98% and 99% in the past three years. The score dropped to 90.00% in 2019 indicating slight fall in the disturbance in school's physical and psycho-social ambiances. The EPS score increased marginally from 95.65% in 2016 to 97.57% in 2019. There is no strong correlation between GNH and EPS scores.

The academic learning score of class III remained constantly at 100% irrespective of rise or fall in EPS and GNH scores. The conduciveness of the school environment and leadership & instructional do not seem to affect the academic performance of class III students. The ALS of class VI was inconsistent for the past four years. The score increased and dropped in alternate years. However, the overall ALS score increased from 78.37% in 2016 to 86.46% in 2019. ALS of class VI also did not show any correlation with the other two score cards. This reveals that the implementation of GNH and EPS indicators in by the school do not support students' academic performance.

The school attributed low student academic performance especially in class VI to the following few factors.

- The competency based Mathematics questions in 2018 was relatively tough for the students which led to low academic learning score.
- The class was taught by untrained contract teachers which could have affected students' academic performance.
- School implemented maximum co-curricular activities during the year.
- Involvement of teachers in two rounds of election affected the smooth classroom teaching-learning processes which impacted the students' academic performance.

The school however, implemented number of activities to improve the overall performance of the school.

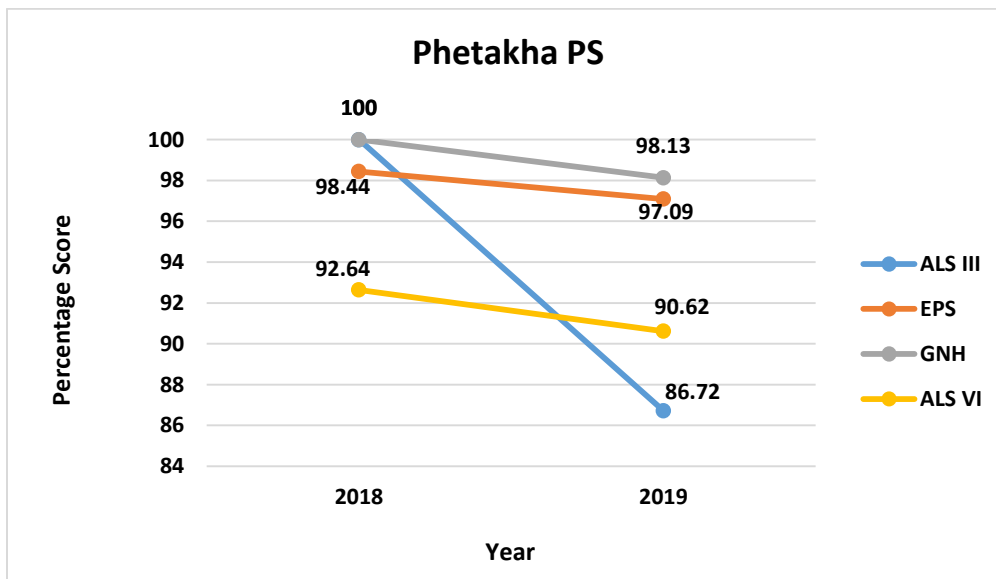
- Coaching for all classes put in place and implemented.
- Planned remedial lessons for low performing students made mandatory.
- Instituted dedicated study hour on Sundays for boarding students.
- Study hours planned for day students and informed the parents for support.

Since the achievement in EPS and GNH did not support academic performance of students, the school is suggested to revisit its implementation strategies of EPS and GNH indicators. School needs to align its leadership and instructional practices to support students' academic performance. The school ambience should provide conducive environment for both teachers to teach and students to learn effectively, thus improving academic performance of the students.

The school is also recommended to revisit the process of carrying out school self-assessment (SSA) which is expected to provide basis for future improvement.

Phetakha Primary School

	2018	2019
No. of Students III	21	36
No. of Students VI	14	22
ALS III	100	86.72
EPS	98.44	97.09
GNH	100	98.13
ALS VI	92.64	90.62



Phetakha PS started in 2018 with classes PP-VI and it was assessed in the same year. The student enrolment in class III increased from 21 in 2018 to 36 students in 2019. Similarly, the number of students in class VI also increased to 22 from that of 14 students enrolled initially.

The GNH score in the second year dropped to 98.13% from that of 100% in the first year indicating lowered level of conduciveness of the school ambiances. Similarly, the EPS score dropped slightly in the same year. There is a visible correlation between GNH and EPS scores revealing that the conduciveness in school environment if necessary for teachers to perform their leadership and instructional responsibilities.

The academic learning score of class III dropped significantly from 100% in 2018 to 86.72% in 2019. The ALS of class VI also dropped to 90.62% in the second year from that of 92.64% in 2018.

achievement in EPS (leadership & instructional practices) and GNH (school ambiances) dropped, the academic performance of students (ALS) dropped significantly in 2019 indicating that the students' academic achievement is sensitive to school practices and ambiances. It is also observed that the leadership and instructional practices depend on the physical and psycho-social ambiances of the school. Although manageable, the number of students in class III increased from 21 in 2018 to 36 students in 2019.

Due to drop in school achievement in EPS (leadership & instructional practices) and GNH (school ambiances) in 2019 from that of 2018, the academic performance of students (ALS) of both the classes dropped in the second year. This indicates that the students' academic achievement is sensitive to the leadership and instructional practices (EPS) and physical and psycho-social ambiances (GNH) of the school.

The school attributed its performance in 2018 to less number of students as the school started afresh. The school also mentioned of conducting effective professional development programmes for teachers and effective implementation of school self-assessment and improvement plans. However, school provided the following reasons for downfall in performance in 2019.

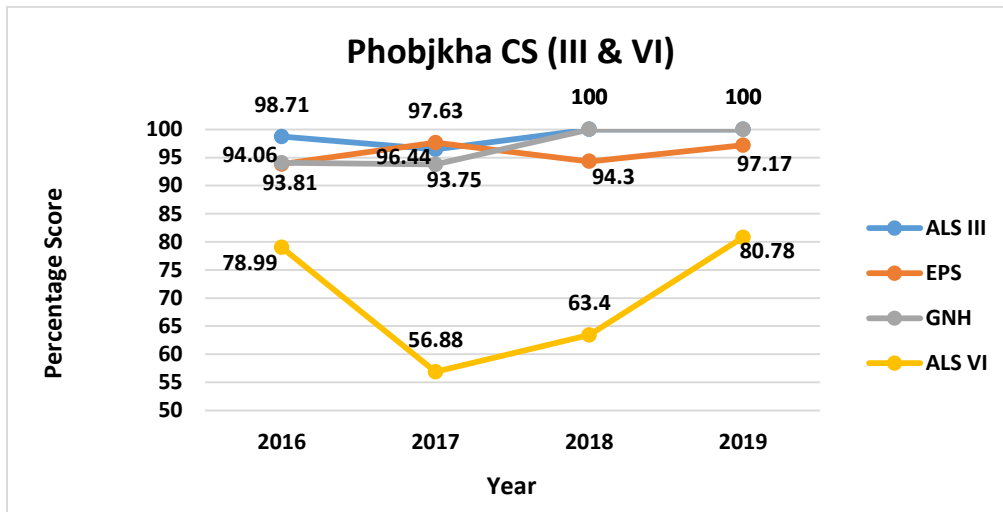
- **Number of students:** School mentioned that the performance was affected due to increased number of students during the second year. However, the statistics show that the number of students in both classes III and VI were manageable with maximum students in class VI (36 students) in 2019.
- **Sudden student movement:** The school also reasoned that the academic performance of class VI students in 2019 was impacted by sudden transfer of student in the middle of session from and to Wangdue due to change in residences of parents employed in Punatsangchu II project.
- **The diversion of focus:** The school during the second year initiated a lot of developmental and construction works which could have diverted school's focus away from academics.
- **Placement of new teachers:** There were also frequent change of subject teachers during the year due to placement of new teachers and internal transfers. This led to repeated change in subject teachers, class teachers and timetable which had also affected the student learning.

Based on the performance behavior for the past two years, school is recommended to revisit its strategies for implementation of EPS and GNH indicators. The school needs to make sure that the achievement in its EPS and GNH scorecards contribute and support academic achievement of the students. The school is also suggested to relook at how they carry out School Self-Assessment (SSA) which forms the basis for all improvement plans and programmes for the school.

Phobjikha Central School

Classes III & VI

	2016	2017	2018	2019
No. of Students III	29	29	25	39
No. of Students VI	47	49	45	40
ALS III	98.71	96.44	100	100
EPS	93.81	97.63	94.3	97.17
GNH	94.06	93.75	100	100
ALS VI	78.99	56.88	63.4	80.78



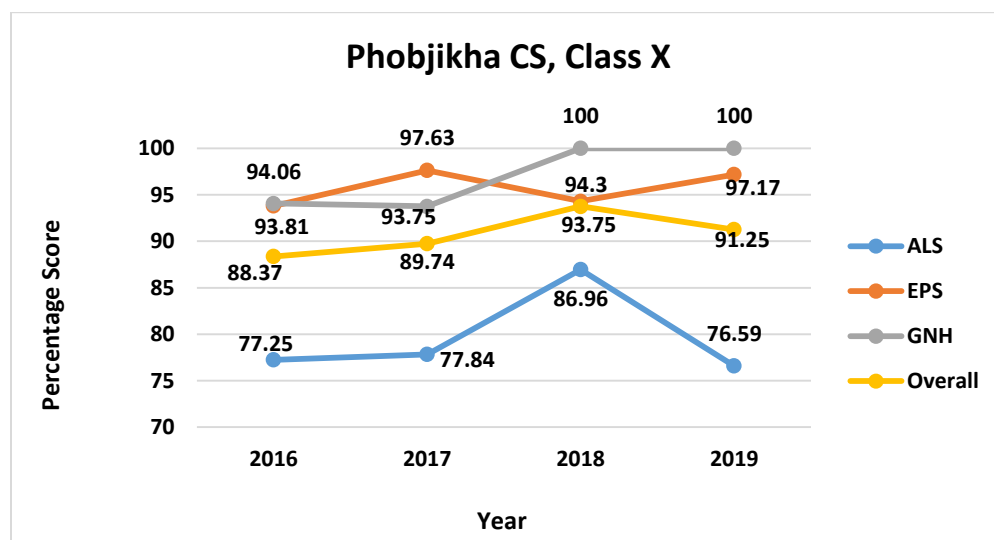
The overall performance of the school for the past four years is consistently above 95%. The GNH score increased from 94.06% in 2016 to 100% in 2018 which was maintained in 2019 as well. The EPS scores for the past four years remained inconsistent. It increased in 2017, dropped in 2018 and then increased again in 2019. The highest EPS score was 97.63% in 2017. There is no clear correlation between these two scorecards.

The academic performance of class III students is observed to be supported by the school ambiances indicated by GNH score. The ALS of class III increased from 98.71% in 2016 to 100% in 2018 with a slight drop in 2017. The score was maintained at 100% in 2019 also.

The academic performance of class VI students is also observed to be supported by the school ambiances thus indicating that the safety and security of class VI students is important for their academic achievement. A slight fall in GNH score resulted in a significant drop in ALS in 2017. The gradual increase in GNH score later led to a steady rise in ALS till 2019. The ALS do not seem to have any correlation with school's performance in EPS.

Class X

	2016	2017	2018	2019
No. of Students	68	58	103	95
ALS	77.25	77.84	86.96	76.59
EPS	93.81	97.63	94.3	97.17
GNH	94.06	93.75	100	100
Overall	88.37	89.74	93.75	91.25



The academic performance of class X students also aligns with school's achievement in GNH. While ALS showed a slight sensitivity to EPS in 2017, the two scores moved towards opposite directions since 2018. This indicates that the implementation of EPS indicators had negative impact on the academic performance of class X students. The school made progress in academic learning score (ALS) till 2018 and the score dropped by over 10 percentage in 2019.

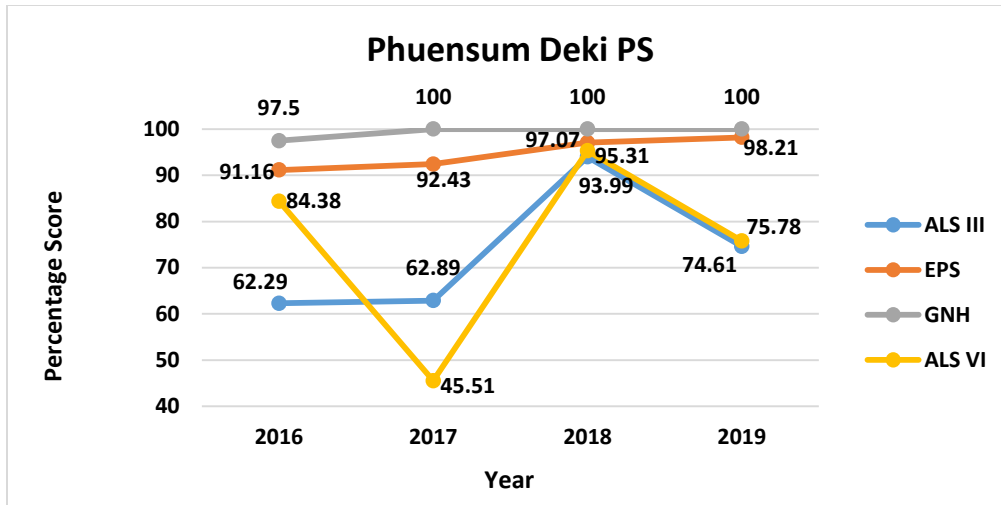
The school attributed its achievements to the following good practices initiated by the school.

- Implementation of planned remedial lessons for under-forming students and conducting monthly tests.
- Extending morning, evening and night study hours. Initiating special study hours on Sundays.
- Following up on result analysis of weekly, monthly and term tests.
- Motivating students through award of certificates to class toppers in tests and examinations.
- Developing and implementing instructional leadership, curriculum planning and delivery policies.
- Regular monitoring & supporting of teacher's instructional practices by school leaders and HoDs.
- Strengthening life skill education, culture education, other co-curricular activities, etc.
- Streamlining campus beautification and waste management activities.

Since leadership and instructional practices do not seem to be supporting academic achievement of the students in all three levels (classes III, VI & X), the school is recommended to revisit its implementation strategies of EPS indicators. School needs to align implementation of EPS indicators (leadership & instructional practices) to support academic achievement of student at all levels. The school may also revisit its School Self-Assessment (SSA) process which is the basis for all school improvement plans and programmes.

Phuensum Deki Primary School

	2016	2017	2018	2019
No. of Students III	15	8	13	8
No. of Students VI	10	16	10	8
ALS III	62.29	62.89	93.99	74.61
EPS	91.16	92.43	97.07	98.21
GNH	97.5	100	100	100
ALS VI	84.38	45.51	95.31	75.78



The enrolment in class III decreased from 15 students in 2016 to eight in 2019. However, the number increased to 13 in 2017 from that of eight students in 2017. The number of students in class VI declined for two consecutive years (2018 & 2019) after a slight increase in 2017. There were only eight students in class VI in 2019.

The school achieved 100% GNH score in 2017 indicating that the school was able to create the highest level of conduciveness in terms of physical and psycho-social ambiances of the school. The score was maintained at 100% in the next two years. Similarly, the EPS score had also gradually increased from 91.16% in 2016 to 98.21% in 2019. This reveals that the effectiveness of leadership and instructional practices in the school had improved over the past four years. The GNH had supported teachers in performing their leadership and instructional responsibilities.

The school saw a gradual increase in academic learning score (ALS) of class three till 2018. The score increased from 62.29% in 2016 to 93.99% in 2018. The score however dropped to 74.61% in 2019. The academic learning score of class VI was inconsistent in the past four years. The score dropped from 84.38% in 2016 to 45.51% in 2017 before it significantly increased to 95.31% in 2018. The ALS score in 2019 dropped to 75.78%.

The performance trend shows some correlation between ALS of class III and other two scorecards till 2018. However, there is no correlation between the ALS of class VI and the other two scorecards. This reveals that the implementation of EPS and GNH indicators which the scores indicate effective do not support academic performance of students especially the class VI.

The school provided three main reasons for either fall or rise in academic learning score (ALS) of the school.

- **Presence of Leadership:** The school mentioned that whenever there was fall in ALS, the school was deprived of a strong leadership. The ALS in 2017 dropped as the school principal left for studies and the school was run by an in-charge. The drop in ALS in 2019 was also attributed to absence of leadership since

the school principal was sick and the school had to be run by an officiating principal. The presence of full-fledged principal in 2018 led to increase in ALS in both class III and VI.

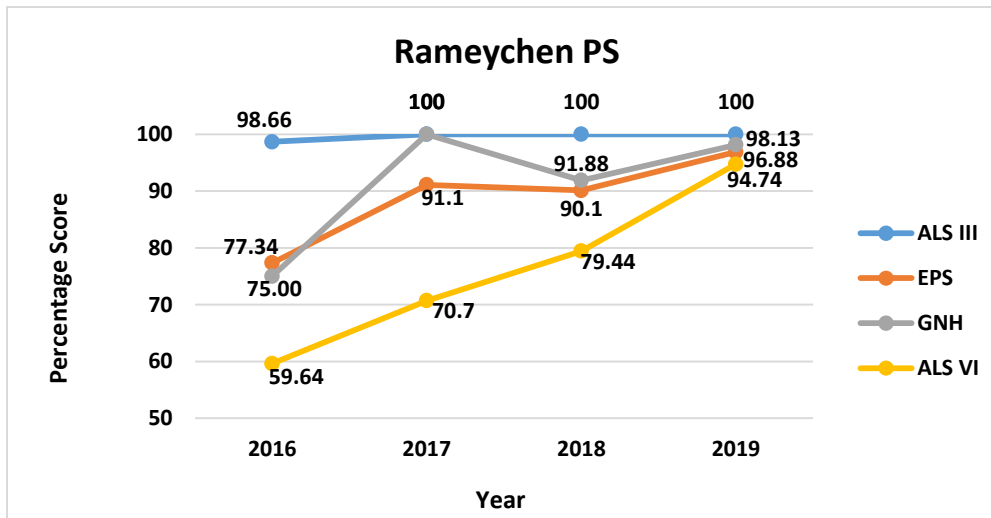
- **Shortage of teachers:** The school also attributed their inconsistent academic performance to shortage of teachers. For example, in 2019, there were only five teachers against seven sections which was difficult to manage. This had led to low academic performance.
- **Cohort of students:** Although there is no data, school mentioned that their academic performance depends on particular batch of students. This seems to be substantiated by the class III batch of 2016 who did not perform well also did not do well in class VI in 2019.

Based on the observation of performance over the past four years, the school is recommended to revisit its implementation strategies of EPS and GNH indicators. This is because the EPS and GNH scores are consistently high, while ALS is struggling at a lower level. The school's achievement in EPS and GNH is also observed to be not contributing to students learning.

The school is also suggested to relook at how they carry out school self-assessments (SSA) which is the basis for all school improvement activities and programmes. School needs to ensure that their effective implementation of EPS and GNH indicators ultimately support student learning.

Rameychen Primary School

	2016	2017	2018	2019
No. of Students III	28	38	32	43
No. of Students VI	24	24	19	19
ALS III	98.66	100	100	100
EPS	77.34	91.1	90.1	96.88
GNH	75	100	91.88	98.13
ALS VI	59.64	70.7	79.44	94.74



The student enrolment in class III increased from 28 in 2016 to 43 students in 2019. The number of students in class VI however remained constantly at 24 in 2016 & 2017 while it remained at 19 in the latter two years. The figure reveals that out of 28 students in class III in 2016 only 19 had reached to class VI in 2019. Nine students had either failed, dropped or transferred from the school.

The GNH score increased significantly achieving 100% in 2017. The score dropped slightly in 2018 and increased to 98.13% in 2019. This informs that the conduciveness of physical and psycho-social ambiances in the school improved tremendously in 2017 and remained almost same over the next two years. The EPS score followed the same pattern as that of GNH. It reveals that the teachers' performance in their leadership and instructional depends on conduciveness of the school ambiances.

The academic learning score (ALS) of class III remained constant at 100% in the last three years. The ALS of class VI gradually increased from 59.64% in 2016 to 94.74% in 2019. The academic performance of both class III did not show any correlation with the other two scorecards. The ALS for class III remained constant at 100% while ALS of class VI increased steadily irrespective of rise or fall in scores of the other two scorecards. This informs that the school's achievement in EPS and GNH did not affect students' academic performance.

The school made good progress in academic performance in both classes III and VI since 2017. The poor academic performance in 2016 and before was attributed to acute shortage of teachers due to which classes were taught by the community based teachers. Following reasons were provided for gradual improvement in ALS since 2017.

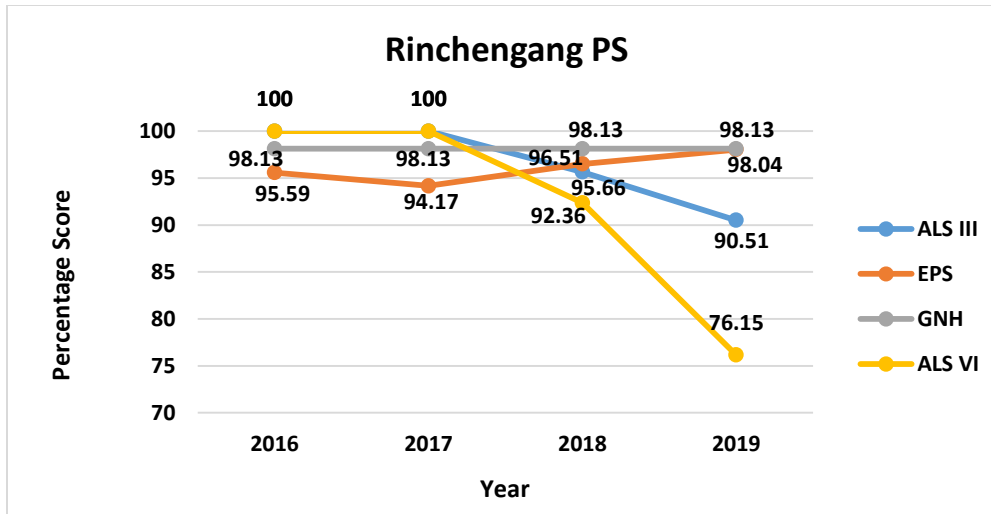
- Deployment of trained and sufficient teachers who were able to implement varied teaching pedagogies, provide effective feedback, introduce competency based teaching learning activities including Blooms Taxonomy, etc. that led to improved learning amongst the students.
- Instituting regular test system and carrying out review of test result which is vigorously followed up.

- Enhancing the conduciveness of the school environment by improving bonding between students and teachers, providing guidance, setting academic expectations, etc.
- Enhancing collaboration with students' parents and discussing student performance from time to time.
- Instituting system of peer tutoring amongst the students.

Since the school is able to maintain its achievement in EPS and GNH quite high, the academic performance of students had consistently improved over the years. School may be suggested to look for effective strategies and align the implementation of EPS and GNH indicators to support student learning and further improve academic achievement of the students. In the write-up submitted by the school it was mentioned that the school worked in the areas where they failed. This informs that the school had carried out school self-assessment (SSA) effectively. The school is recommended to continue implementing effective SSA which is the basis for all school improvement activities and programmes.

Rinchengang Primary School

	2016	2017	2018	2019
No. of Students III	30	33	36	28
No. of Students VI	18	22	18	19
ALS III	100	100	95.66	90.51
EPS	95.59	94.17	96.51	98.04
GNH	98.13	98.13	98.13	98.13
ALS VI	100	100	92.36	76.15



The enrolment in class III increased gradually from 30 students in 2016 to 36 in 2018. The enrolment dropped to 28 students in 2019. The number of class VI students remained consistently between 18 and 22 students. The school had manageable class strength in the past four years. There were 19 students in 2019.

The GNH score remained consistently at 98.13% for the past four years indicating that the school neither made any progress nor deteriorated the conduciveness of its physical and psycho-social ambiances. The EPS score however increased gradually since 2018 after a slight drop in 2017. This shows that there was a slight improvement in leadership and instructional practices among the teachers.

The academic learning score (ALS) of both the classes was maintained at 100% for two consecutive years (2016 & 2017). The scores dropped since 2018. The ALS of class III dropped to 95.66% in 2018 which further dropped to 90.51% in 2019. The ALS of class VI dropped steadily to 76.15% in 2019 from that of 100% in 2017. Neither of the ALS (class III & VI) showed any correlation with EPS and GNH scores. This reveals that the school's achievement in creating conducive school environment (GNH) and leadership & instructional practices of teachers do not support academic performance of students.

Although there is no data presented, school attributed the poor performance especially in academics since 2018 to the following reasons.

- The frequent and unplanned transfer, deployment, involvement in trainings and other programmes of teacher require frequent change in teaching subject amongst teachers. This led to loss of focus amongst the teachers which had resulted in low academic achievement in students.
- School also mentioned that the academic performance might have been impacted by the change in leadership which happened in 2018.

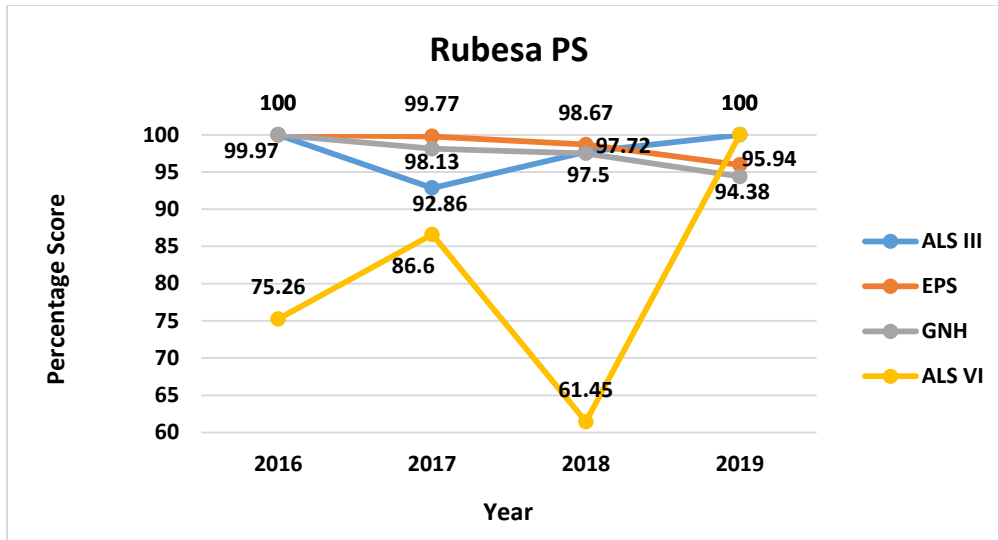
- One of the reasons submitted was that the parents were not able to provide academic support to their children due to low literacy level amongst them. This also affects academic performance of the students.
- Poor reading culture and lack of sense of competition among the students is another cause for poor academic performance in the school.

Observing the performance pattern for the past four years, the school is recommended to revisit the implementation of EPS and GNH indicators. The school needs to align the implementation of EPS and GNH indicators to support student learning to improve their academic performance and ensure their holistic development.

School is also suggested to relook at the process of carrying out their School Self-Assessment (SSA) which forms the basis for all school improvement activities. The Dzongkhag may also revisit the way they assess the indicators and validate the ratings during their visit to the school.

Rubesa Primary School

	2016	2017	2018	2019
No. of Students III	7	21	11	7
No. of Students VI	12	14	15	10
ALS III	100	92.86	97.72	100
EPS	99.97	99.77	98.67	95.94
GNH	100	98.13	97.5	94.38
ALS VI	75.26	86.6	61.45	100



The number of students in class III increased from seven students in 2016 to 21 in 2017 but dwindled consistently in the next two years. The enrolment in 2019 was seven students. The enrolment in class VI increased gradually from 12 in 2016 to 15 students in 2018. The number then dropped to 10 students in 2019.

The GNH score gradually dropped from 100% in 2016 to 94.38% in 2019. This informs that the conduciveness of school environment for teachers and students to work had deteriorated in the past three years. As the conduciveness of the school environment deteriorated, the performance of teachers in leadership and instructional practices gradually declined. The EPS score dropped from 99.97% in 2016 to 95.94% in 2019. There is direct correlation between these two scorecards.

The academic learning score (ALS) of class III increased gradually in the past two years from 92.86% in 2017 to 100% in 2019. There was a slight drop in the score in 2017 from that of 2016. The ALS of class VI for the past four years was inconsistent. The score increased from 75.26% in 2016 to 86.60% in 2017. The ALS then dropped to 61.45% in 2018 before it significantly increased to 100% in 2019. There is no clear correlation between the ALS and the scores of the other two scorecards. In fact the ALS of class III contradicted with EPS and GNH. The fall or rise of EPS and GNH scores did not affect students' academic performance.

The school provided a list of general reasons for low academic performance compared to the other two scorecards. However, the strongest reason mentioned was shortage of teachers due to deployment using teacher recruitment exercise (TRE). The school also mentioned that in 2018, three teachers left school in the middle of the session which impacted the regular teaching-learning process. This had led to drop in academic performance especially in class VI.

The school performed extremely well in academic front in 2019 achieving 100% Academic Learning Score (ALS). Although school implemented a series of academic related initiatives, the following two reasons come out prominently that seem to have contributed to high academic performance.

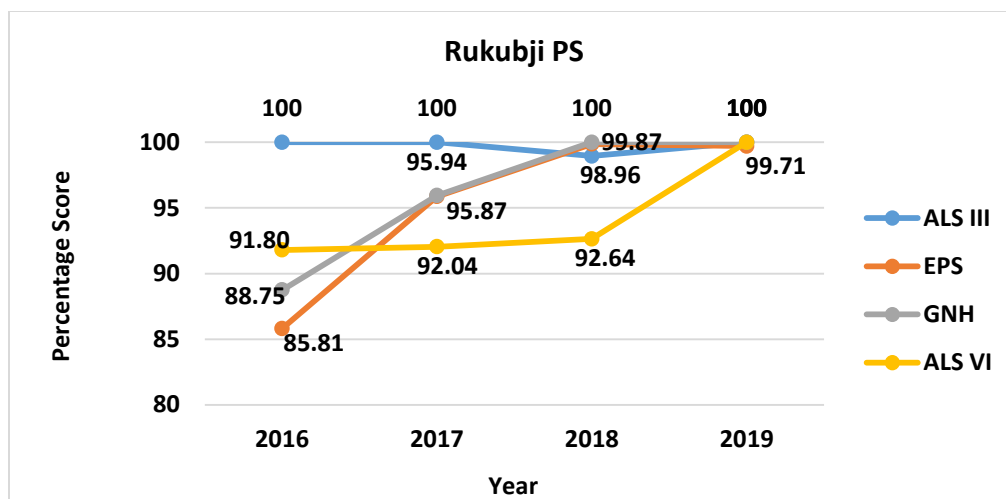
- In 2019, the school received feeding programme that helped improved the attendance of the students.
- School initiated holistic student assessment which focused not only the academics but all aspects of a child such as health & hygiene, safety and security, participation in co-curricular activities, etc.

Based on the observation of performance behavior for the past four years, school is recommended to seriously relook at the process of carrying out School Self-Assessment (SSA) which forms the basis for school improvement. This is because the school's achievement in EPS (leadership & instructional practices) and GNH (school ambiances) did not contribute to students' academic performance. Therefore, school need to align the implementation of EPS and GNH indicators to support students' academic achievement.

School might further analyse on why their students performed differently if different years instead of generalizing the reasons. This will guide school to plan relevant and effective interventions to improve the performance in future.

Rukubji Primary School

	2016	2017	2018	2019
No. of students III	17	18	18	18
No. of students VI	16	11	14	9
ALS III	100	100	98.96	100
EPS	85.81	95.87	99.87	99.71
GNH	88.75	95.94	100	100
ALS VI	91.8	92.04	92.64	100



The enrolment in class III for the past four years remained same. The number of students consistently remained at 18 for the last three consecutive years. The number of students in class VI increased and dropped in alternate years. The overall enrolment in class VI declined from 16 in 2016 to 9 students in 2019.

The GNH score increased from 88.75% in 2016 to 100% in 2018 which was maintained in 2019 as well. This shows that the conduciveness of school environment for teachers and students has improved over the years. Similarly, the EPS score also increased from 85.81% in 2016 to 99.71% in 2019. Increased EPS score indicates improvement in leadership and instructional practices in the school.

The academic learning score (ALS) of class III remained consistently at 100% in the past three years with a slight drop in 2018. The ALS of class VI also increased gradually from 91.80% in 2016 to 100% in 2019.

The performance trend reveals direct correlation between the ALS and the other scorecards. This informs that the school's achievement in creating conducive school ambiances and leadership and instructional practices has supported students' academic performance.

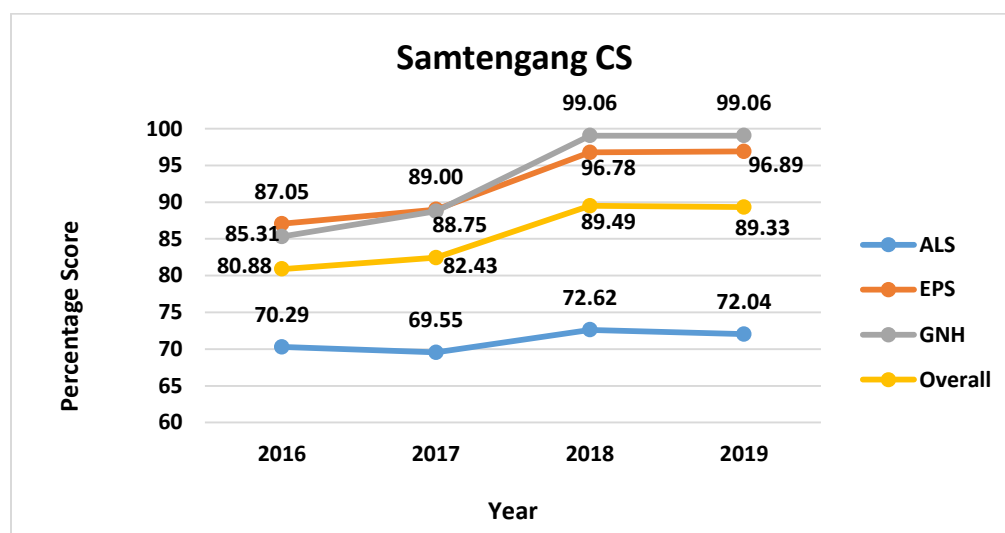
School credited the following good practices for their improved and sustained performance.

- **Sufficient number of teachers:** School informed that having sufficient number of teachers made it possible for the school to give academic guidance to individual needs of the students.
- **Timely assessment & feedback:** School also mentioned that the teachers were able to assess the student tasks on time and provide necessary feedback and support.
- **Remedial lessons:** Teachers were mandated to provide mandatory remedial lessons to the students who are not able to catch up with their colleagues.
- **Enhanced Monitoring:** Principal carries out strict supervision and monitoring of students and teachers. He also provides necessary support to enable teacher to perform and students to learn.

Based on the observation of the performances on three scorecards, the school seemed to be improving over the years. The scores are consistently increasing. Therefore, no specific recommendations is provided to the school. However, school can always look for ways to improve their practices to improve and sustain their performances.

Samtengang Central School

	2016	2017	2018	2019
No. of students	140	154	145	210
ALS X	70.29	69.55	72.62	72.04
EPS	87.05	89.00	96.78	96.89
GNH	85.31	88.75	99.06	99.06
Overall	80.88	82.43	89.49	89.33



The student enrolment in class X increased from 140 in 2016 to 210 students in 2019. The number dropped slightly in 2018 (154) from that of 2017 (145).

The GNH score for the past four years increased from 85.31% in 2016 to 99.06% in 2019. This indicates that the school environment in terms of physical and psycho-social ambiances has improved in the last four years. As school environment became more conducive, the leadership and instructional practices in the school improved taking the EPS score from 87.05% in 2016 to 96.89% in 2019.

Although the EPS and GNH scores made quite significant improvement over the years, the academic learning scores (ALS) of class X students remained around 71% on average. However, there was a gradual but very marginal increase in ALS from 2016 to 2019. Nevertheless, the performance trend revealed a slight correlation amongst the three scorecards. As EPS and GNH scores increased, the ALS also increased though negligibly. The fact that EPS and GNH scores are high and ALS scores remained quite low, it may be deduced that the improvement in EPS and GNH supported insignificantly to the academic performance of students.

The school provided following reasons for consistent low performance in ALS.

- Teacher shortage: With severe shortage of teachers for the last few years, the school had to allocate subjects to teachers which were not their teaching subjects. This mismatch of subject and teachers have affected the academic performance of the students.
- School mentioned that recruitment and placement of professionally untrained substitute teachers had also contributed to low academic performance.
- Congestion of classrooms with increasing enrolment also affected the academic performance of students.
- Students have complacency in studies due to removal of cut off marks in class X which to some extent affected their performance.
- Lack of knowledge and skills on implementing Competency Based Assessment (CBA) among teachers have also contributed to low performance among students.

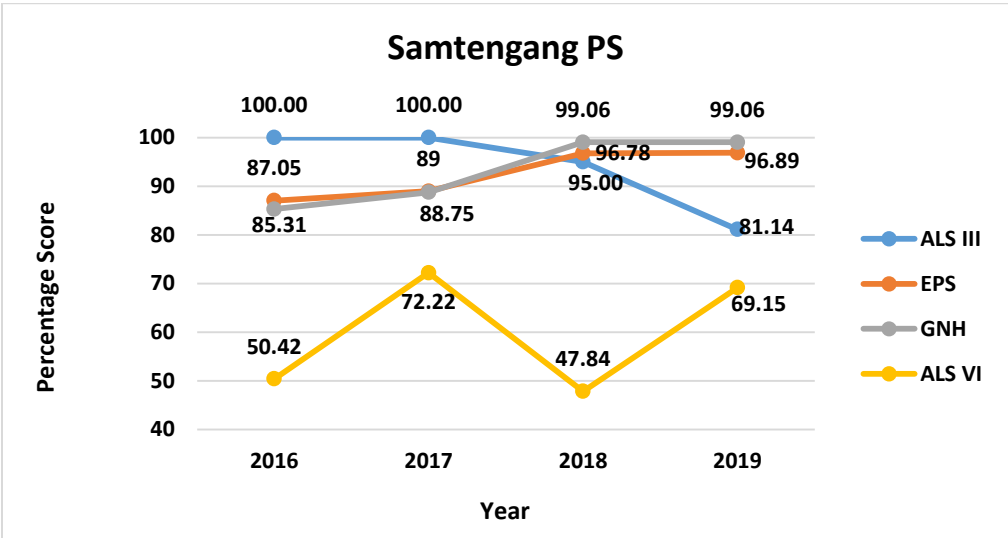
The school submitted a list of way forward activities to be initiated henceforth to intervene and improve the academic performance of students.

- Submit requisition to ensure sufficient placement of teachers in the school.
- Strengthen remedial sessions for weaker students.
- Enhance study culture such as the reading programme, literary activities and early preparatory programmes, etc.
- Commit study hours on Saturdays, Sundays and other government holidays.

Based on the analysis of the above graph, the school is suggested to revisit their practices of School Self-Assessment (SSA) which forms the basis for holistic improvement plan for the school. School should analyse the contribution of the implementing EPS and GNH indicators in academic performance of the students. Implementation of EPS and GNH indicators must be aligned to support students' academic performance as well as their holistic growth.

Samtengang Primary School

	2016	2017	2018	2019
No. of students III	26	22	15	29
No. of students VI	37	27	42	39
ALS III	100	100	95.00	81.14
EPS	87.05	89.00	96.78	96.89
GNH	85.31	88.75	99.06	99.06
ALS VI	50.42	72.22	47.84	69.15



The number of students in class III declined consistently in 2017 and 2018 but increased to 29 (maximum in the last four years) students in 2019. The enrolment in class VI however increased and dropped in alternate years.

The GNH score for the past four years increased from 85.31% in 2016 to 99.06% in 2019. This indicates that the school environment in terms of physical and psycho-social ambiances has improved in the last four years. As school environment became more conducive, the leadership and instructional practices in the school improved taking the EPS score from 87.05% in 2016 to 96.89% in 2019.

Despite increasing EPS and GNH scores, the ALS for class III dropped consistently and significantly from 100% in 2017 to 81.14% in 2019. The performance trend shows that the improvement in school ambiances (GNH) and leadership and instructional practices (EPS) of the school did not support academic performance of class III students.

The ALS of class VI however dropped or increased proportionate to student enrolment in the class. There is no consistent correlation between ALS and EPS & GNH scores.

The school attributed increased class VI ALS to onsite support PD programme provided to its teachers by the Education Monitoring Division (EMD). The programme was targeted to improve the performance of class VI ALS. The school also provided following reasons for improvement in 2019.

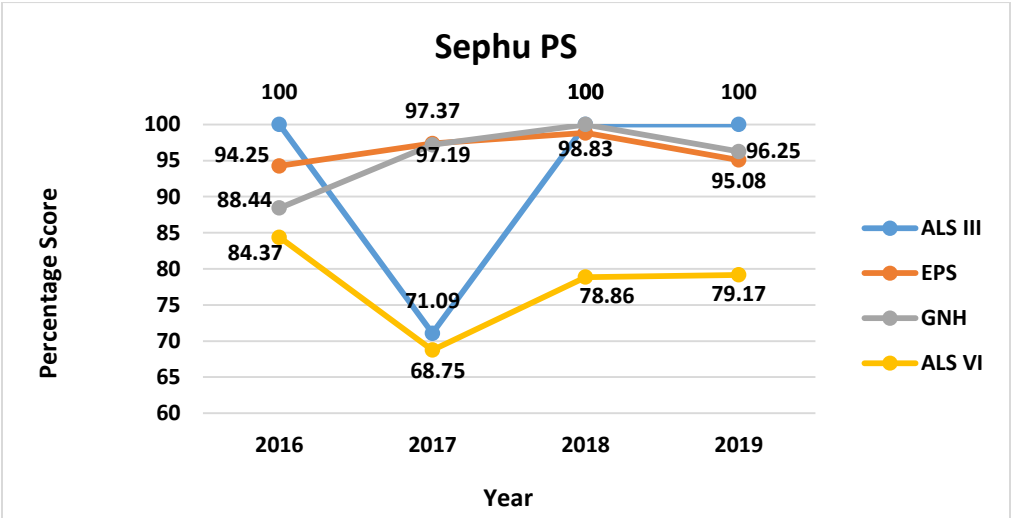
- Buddy Teaching: A Buddy teaching was initiated following the time table created by Academic Head. The main objective was to bring some changes in the way lessons were delivered by the teachers.
- Reduced workload for teachers: Some non-academic responsibilities that were shouldered by the teachers were handed over to non-teaching staff so that teachers could focus on the academics.
- Focus on Library Period: Along with the librarian, class teachers have been assigned to keep records of the books read by the students every week along with a token presented to students who read the most books.
- Teachers-Parents Support: Many students were left without the parental guidance once they are off from the school and many parents do not know about their students' performances in the school. So after every weekly test, result analysis were carried out and parents were apprised of their children's performance.
- The class size has been maintained for effective delivery of the lesson that is 1:35 maximum.
- A homework time table has been worked out whereby every student is not bogged down by too much homework from various subject teachers. The students can focus in study and reading during the rest of the time.
- Remedial classes: Scheduled remedial classes for those students who weren't able to catch up during class hours by subject teachers.
- Reduction of Co-curricular Activities: The school reduced co-curricular activities in a year so that students and teachers can focus more on academics.

Although the score for GNH and EPS are increasing, it is not able to bring positive impact on the academic performance of the students. Therefore, school is suggested to analyse the implementation strategy of EPS and GNH indicators. School needs to revisit how effectively they carry out their School Self-Assessment (SSA) which forms the basis for all school improvement plans and programmes. School must strategize implementation of EPS and GNH indicators to support academic performance of students and also to ensure holistic growth of all the students.

Sephu Primary School

	2016	2017	2018	2019
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No. of students III	15	20	15	15
No. of students VI	15	12	17	12
ALS III	100	71.09	100	100
EPS	94.25	97.37	98.83	95.08
GNH	88.44	97.19	100	96.25
ALS VI	84.37	68.75	78.86	79.17



Except of 2017, the enrolment in class III for the past four years remained consistently at 15 students. The number of students in class VI increased and dropped in alternate years. The maximum number recorded was 17 students in 2018. Both classes had manageable class strength since 2016.

The GNH score increased from 88.44% to 100% in 2018 and relapsed to 96.25% in 2019. Similarly, the score for EPS increased slightly from 94.25% in 2016 to 98.83% in 2018. The score fell to 95.08% in 2019. As per the graph, the performance of school leadership and instructional practices (EPS) correlates with that of conduciveness of the school environment (GNH).

The academic learning score (ALS) of class III dropped significantly from 100% in 2016 to 71.09% in 2017. The score again increased to 100% in 2018 which was maintained in 2019 as well. The drop in EPS and GNH scores in 2019 did not affect ALS of class III. As EPS and GNH scores fell in 2017, the ALS also dropped from 84.37% to 68.75%. The score increased gradually since then. The ALS for 2019 was 79.17%.

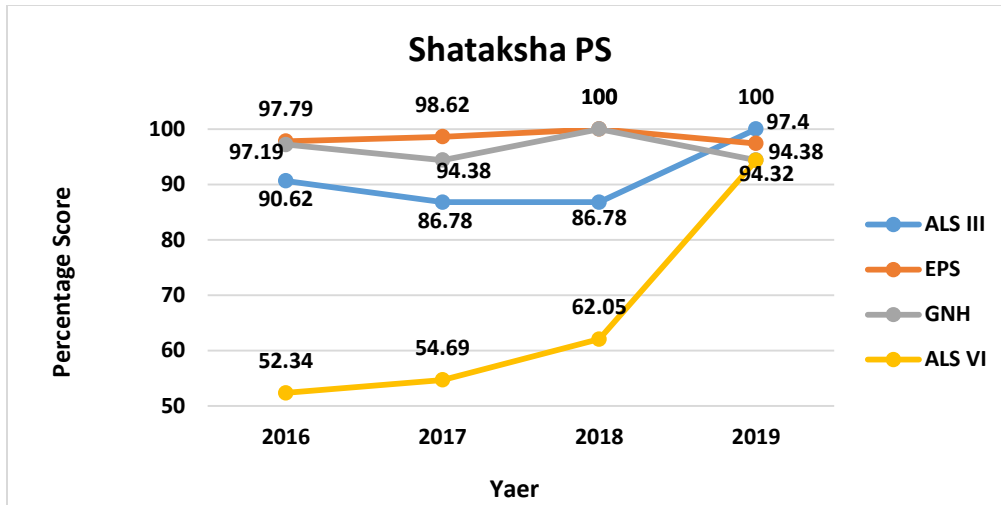
The low academic performance especially in 2017 was attributed to the following factors as reported by the school.

- Shortage of teachers: The school had only six teachers against seven sections of classes. Two of the six teachers were professionally untrained who left in between the academic session causing further shortage of teachers. This had affected the academic performance of the school.
- Student absenteeism: There was chicken pox outbreak in the locality affecting the student attendance drastically. This had also affected student learning in the year.
- Lack of knowledge and skills in handling competency based assessment (CBA) among teachers also hamper student performance.

Since ALS score and EPS and GNH scores do not correlate significantly, school is suggested to revisit their implementation strategies of EPS and GNH indicators. School should relook at how they carry out School Self-Assessment (SSA) and come up with effective plans and programmes to improve the performances. The current practices of implementing EPS and GNH indicators do not seem to support students' academic performance. The implementation of EPS and GNH indicators must be aligned to support students' academic performance and their overall development.

Shataksha Primary School

	2016	2017	2018	2019
No. of students III	14	13	13	23
No. of students VI	20	20	14	11
ALS III	90.62	86.78	86.78	100
EPS	97.79	98.62	100	97.4
GNH	97.19	94.38	100	94.38
ALS VI	52.34	54.69	62.05	94.32



The enrolment in class III remained consistently at 14 and 13 students since 2016 to 2018. However, the number increased to 23 in 2019. The number of students in class VI declined from 20 in 2016 to 11 students in 2019.

The GNH score of the school for the past four years remained above 90%. The score increased and dropped in alternate years. The EPS score however increased gradually from 97.79% in 2016 to 100% in 2018. The score dropped to 94.38% in 2019. The correlation between these two scorecards is unclear.

The academic learning score (ALS) of class III dropped gradually from 90.62% in 2016 to 86.78% in 2018. The score increased significantly to 100% in 2019. The ALS of class VI increased steadily from 52.34% in 2016 to 94.32% in 2019. ALS of both the classes did not show any correlation with EPS and GNH scores. There is no positive impact on ALS due to rise or fall in EPS and GNH scores.

School credited the following reasons for improved academic performance of students which led to increased ALS over the years.

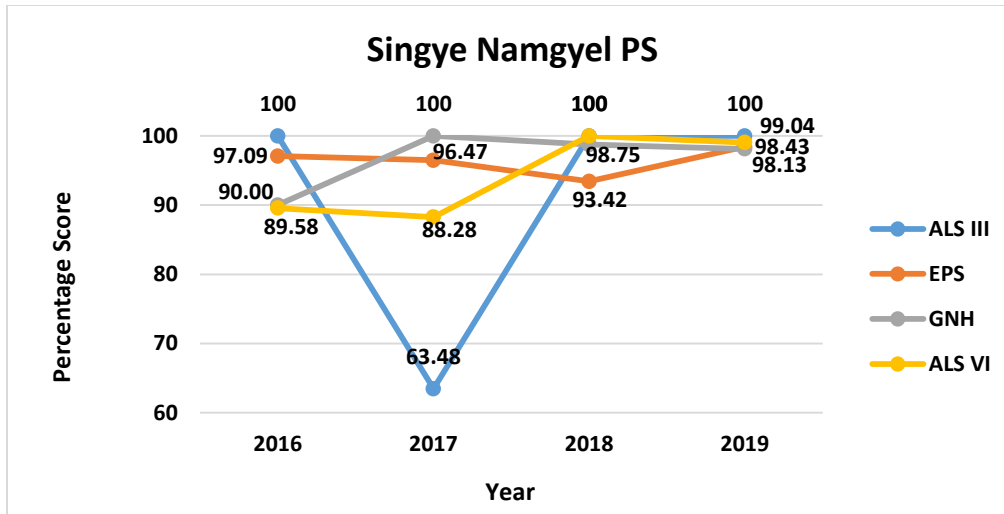
- **Remedial classes:** Besides the structured remedial classes, school has a culture of rendering help to the students both during and after the school hours which must have help students improve in their performance.
- **Reading activity:** Various reading activities were carried out in the school such as reading week, reading during weekends, keeping reading logs, book reviews, reading in the assembly leading to improved academic performance.
- **Child adoption policy:** Every staff in the school adopts a child who has not only financial issues but also has learning difficulties. The teachers provide the necessary support.

- **Thuenpapuenzii:** Students are grouped into fours where older students look after the younger ones. This has really enhanced the psych-social aspects of the students especially the younger ones. Older students also help younger ones in their studies.
- **Constant Monitoring:** Because of the institutionalization of School Level Monitoring and Support System, all aspects of teaching-learning processes ranging from lesson plans to assessment, teaching and examination are monitored and supported by the school principal and nominated monitors.

The above analysis reveals that the leadership and instructional practices indicated by the high EPS score did not support students' academic performance. Similarly, school's achievement in creating conducive school environment as shown by GNH score also did not support much in students' academic performance. The ALS took its own course of improvement. Therefore, school is suggested to align the implementation of EPS and GNH indicators to support students' academic performance. To understand what interventions need to put in place, school must revisit their School Self-Assessment (SSA) practices which gives the basis for all school improvement plans (SIP) and programmes.

Singye Namgyel Primary School

	2016	2017	2018	2019
No. of students III	7	16	11	5
No. of students VI	9	8	16	13
ALS III	100	63.48	100	100
EPS	97.09	96.47	93.42	98.43
GNH	90.00	100	98.75	98.13
ALS VI	89.58	88.28	100	99.04



The enrolment in class III declined steadily since 2018 after a sharp increase in 2017. The number of students in 2019 was only five. The number of students in class VI dropped and increased in alternate years. However, the number of students in both the classes remained under 20 students.

GNH score increased from 90% in 2016 to 100% in 2017. The score decreased gradually but by negligible percent after 2017. On the other hand the EPS score declined gradually till 2018 and increased by five percent in 2019. Although the GNH score which indicates conduciveness of school ambience for teachers and students, the scores show that there is no correlation between these two scorecards.

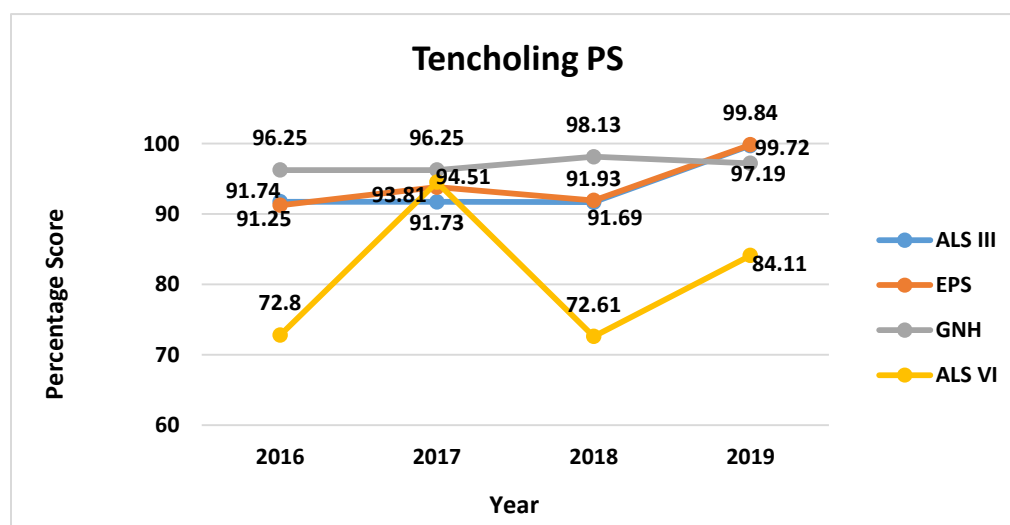
The academic learning score (ALS) of class III dropped significantly from 100% in 2016 to 63.48% in 2017. The score however increased back to 100% in 2018 which was maintained in 2019 also. There was a slight drop in ALS of class VI also in 2017. However, it increased gradually since 2018. No strong correlation between ALS of both the classes and the other two scorecards was observed.

The school reported that the low academic performance in 2017 was due shortage of teachers. In the same year three teachers were transferred and the replacement teachers were sent towards latter half of the year who could not do much to continue with quality teaching. Teachers were more focused on covering the syllabi.

As the graph reveals not much correlation between academic learning score and the other two scorecards, the school is suggested to review the implementation of EPS and GNH indicators. The school needs to make sure that the effective implementation of EPS and GNH indicators supports the academic performance of the students. To strategize the implementation of EPS and GNH indicators, school must revisit the process of School Self-Assessment (SSA) which in the basis for all school improvement plans and programmes. School must ensure that conduciveness of school ambiances (GNH) and leadership and instructional practices (EPS) support the academic performance and overall development of the students.

Tencholing Primary School

	2016	2017	2018	2019
No. of students III	118	102	141	134
No. of students VI	101	111	140	107
ALS III	91.74	91.73	91.69	99.72
EPS	91.25	93.81	91.93	99.84
GNH	96.25	96.25	98.13	97.19
ALS VI	72.8	94.51	72.61	84.11



The number of students in class III dropped and increased in alternative years in the past four years. The highest number was enrolled in 2018 with 141 students. There were 134 students in 2019. The enrolment in class III increased consistently from 101 in 2016 to 140 students in 2018. The number again dropped to 107 students in 2019.

GNH score for the past four remained almost constant above 95% indicating that the conduciveness of school environment for the past four years remained almost the same. EPS score fluctuated by marginal percentage in the past three years before it increased to 99.84% in 2019. This indicates that the leadership and instructional practices improved slightly in 2019. There is however no correlation between the achievement in school conduciveness and leadership and instructional practices of the teachers.

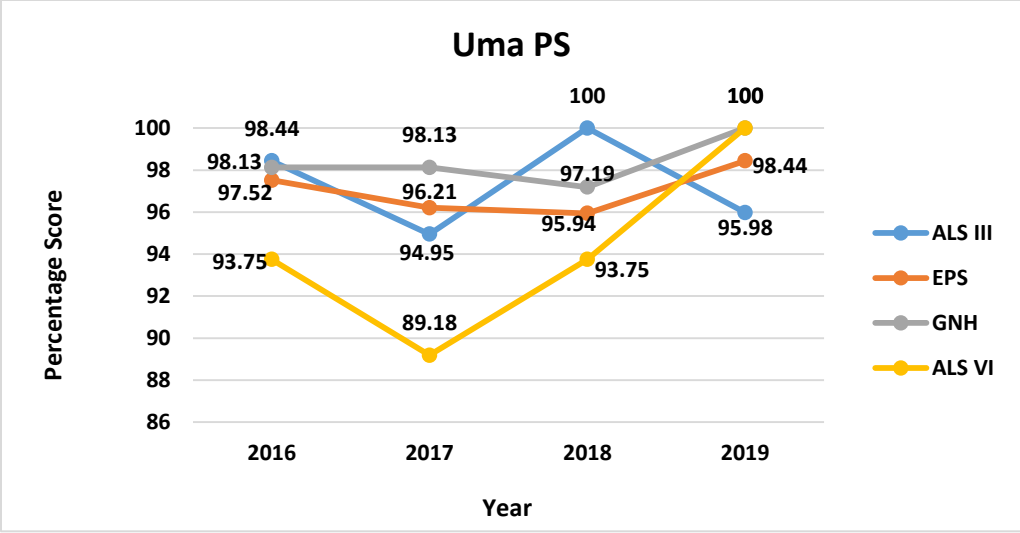
The academic learning score (ALS) of class III also remained constant for the past three years (2016-2018) and it increased to 99.72% in 2019. The ALS of class III highly correlates with EPS indicating that the leadership and instructional practices of teachers affect the academic performance of class III. The ALS of class VI highly fluctuated in the past four years. It increased from 72.80% in 2016 to 94.51% in 2017, it again dropped to 72.61% in 2018 before jumping up to 84.11% in 2019. ALS of class VI also showed some correlation with EPS and it showed that the correlation is highly sensitive. A slight rise or drop in EPS score led to significant rise or drop in ALS of class VI. The creation of conducive school environment (GNH) in the school did not affect academic performance of students.

There were no valid reasons provided by the school for varied academic performance of the students. The school mentioned that the number of students in the class was one of the reasons which did not seem to be correct as per the graph above except for class VI in 2018 and 2019. The other reason, shortage of teachers also did not make much sense since the school had sufficient teachers for the past two years.

Based on the above observations, the school is suggested to strengthen leadership and instructional practices to further improve and sustain academic performance of the students. School is recommended to strategize and align the implementation of GNH indicators to support students' academic performance. The creation of conducive school environment in terms of physical and psycho-social ambience must support teachers' performance as well as student learning and development. School may be suggested to revisit the process of carrying out School Self-Assessment (SSA) which forms the basis for all the improvement plans and programmes in the school.

Uma Primary School

	2016	2017	2018	2019
No. of students III	16	13	10	7
No. of students VI	9	13	10	12
ALS III	98.44	94.95	100	95.98
EPS	97.52	96.21	95.94	98.44
GNH	98.13	98.13	97.19	100
ALS VI	93.75	89.18	93.75	100



The enrolment in class III declined gradually from 16 students in 2016 to seven in 2019. The number of students in class VI remained in-between nine to thirteen in the past four years. The school has 12 students in class VI in 2019.

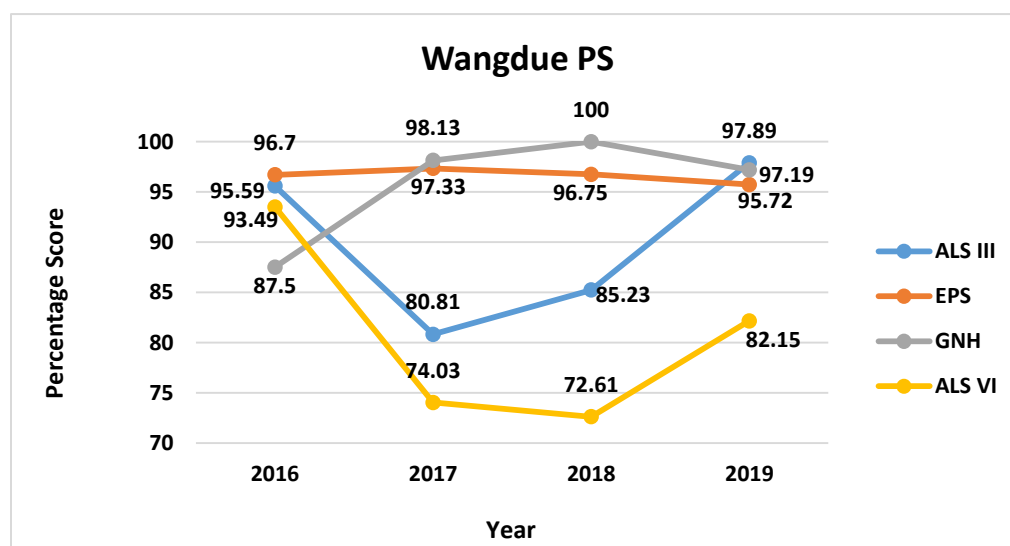
GNH score remained almost constant from 2016 to 2018 and it increased to 100% in 2019. The EPS score dropped consistently but negligibly from 97.52% in 2016 to 95.94% in 2018. The score increased to 98.44% in 2019. There is no significant correlation between GNH and EPS. However, the scores of two scorecards increased proportionately in 2019.

The academic learning score (ALS) of class III was inconsistent in the past four years. The score dropped and increased in alternative years. ALS of class III did not show any correlation towards EPS and GNH scores indicating that conduciveness of ambiances and leadership & instructional practices of the school did not affect academic performance of the students. The ALS of class VI dropped from 93.75% in 2016 to 89.18% in 2017. However, the score increased significantly to 100% in 2019. The ALS of class VI also did not show any strong correlation with the scores of the other two scorecards.

Based on the analysis of the performance for the past four years, the school is suggested to revisit its School Self-Assessment (SSA) practices. Accurate findings of SSA will guide the school in planning effective School Improvement Plans (SIP). School must align the implementation of EPS and GNH indicators to support academic performance and overall development of its students.

Wangdue Primary School

	2016	2017	2018	2019
No. of students III	136	161	121	142
No. of students VI	121	128	102	97
ALS III	95.59	80.81	85.23	97.89
EPS	96.7	97.33	96.75	95.72
GNH	87.5	98.13	100	97.19
ALS VI	93.49	74.03	72.61	82.15



The student enrolment in class III increased and dropped in alternatively in the past four years. However, the enrolment in class VI declined consecutively for the last two years. It decreased from 128 students in 2017 to 97 in 2019.

The GNH score increased consistently from 87.50% in 2016 to 100% in 2018 but dropped to 97.19% in 2019. Though negligible by percentage, the EPS score gradually dropped over the last two years. There is no visible correlation between GNH and EPS scores.

The academic learning score (ALS) of class III dropped from 95.59% in 2016 to 80.81% in 2017. However, the score increased consistently over the last two years indicating that there is gradual improvement in leadership and instructional practices in the school. The ALS of class VI also dropped from 93.49% in 2016 to 74.03% in 2017. It

further dropped to 72.61% in 2018 and slightly increased in 2019. There is no concrete correlation between the ALS of both the classes and the other two scorecards, the EPS and GNH.

School informed that the drop in ALS was due to poor physical ambience. On the contrary, the GNH scores were 98% to 100% when academic performances (ALS) dropped. This shows that the SSA is not carried out seriously of the implementation of GNH indicators did not support academic performance of students. School also attributed swapping of subject teachers might have affected the ALS but did not mention why they had to swap subject teachers frequently (this looks like an assumption). The drop in ALS due to student learning behavior and capabilities is also not justifiable as it is not supported by any data or evidence.

Based on the performance analysis, the school is suggested to revisit their process of carrying out School Self-Assessment. Accurate and effective SSA would guide the school to come up with relevant interventions while developing School Improvement Plan (SIP). School must analyse why their EPS and GNH scores contradict with that of ALS and strategize implementation of EPS and GNH indicators to support academic performance and overall development of students.

Karma Kuenphen, EMO