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## Introduction

Masoom is a non-profit organization that works with students in night schools with the objective of improving their academic record as well as providing them with better career opportunities. Masoom began with informal research on night schools, that research eventually culminated in an action program in 2008. Masoom is the first organization in Maharashtra to run a comprehensive 'Night School Transformation Program' (NSTP) for night school education. Masoom began its program with two night schools in the 2008, gradually increasing its spread to 60<sup>1</sup> schools and 5000 students by 2015. Masoom plans to reach out to 210 night schools by 2020, thereby impacting 20,000 night school students in Maharashtra.

The Night School Transformation Program is tailored to meet the needs of the night school students as well as other students who are mainly school dropouts from poor socio-economic backgrounds. Most of these students work during the day to support their families. The program follows a three-pronged model to achieve its aim:

1. **Building educational infrastructure:** Masoom provides critical educational infrastructure and resources. This includes basic amenities such as nutrition (evening meals), notebooks, textbooks, mobile science labs, library books, computers and audio-visual teaching aids. For the schools with blind students, we also provide Braille learning tools and Braille textbooks.
2. **Building capacity:** Masoom works closely with relevant stakeholders in schools such as the trustees, head masters, teachers, students, the School Management & Development Committee (SMDC), parents and non-teaching staff. Masoom organizes training sessions and workshops for them.
3. **Advocacy:** Masoom endeavors to raise awareness among the public and key decision-makers about the urgent need for policy changes in favor of night schools. Masoom has regular meetings at the state and central level, as well as follows up continuously with the Municipal Corporation of Greater Mumbai. Masoom leverages the power of the media and like-minded NGO forums to advocate the cause of night schools and to highlight their achievements.

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<sup>1</sup>From Masoom Reports and Data

## Masoom's Grading System

### Purpose

As part of the Night School Transformation Program, Masoom has developed a grading tool to assess its schools on the basis of different parameters. These parameters categorizes schools into four – D, C, B and A. The school with the D-grade needs overall improvement. The school with the A-grade is the ideal school, and should be supported so that it is sustainable. Masoom's interventions aim to move a school from a D to an A-grade.

### Current Grading System

Masoom's current grading system is based on key indicators that are mapped on to the stakeholders. Each indicator is assessed on parameters that define the quality of school and the children's academic performance. Masoom's current intervention revolves around building capacity of the school grounds-up:

1. Aiding through infrastructure
2. Capacity building of stakeholders
3. Advocacy for the night school cause in various levels of the government

The table below provides a comprehensive view of different indicators in Masoom's current grading system.

**Table 1- Indicators of Current Grading System**

Indicators	Stakeholder	Sub-Indicator	Parameter
Student Strength and Attendance	HM	Total Student Strength	Total Students in classes 8,9,10
		New Enrolment	New Enrolment in classes 8,9,10
	Teacher	Retention	% of students choose to continue in classes 9 and 10
		Attendance	Average annual attendance in classes 8,9,10
Learning Outcome	Teacher	Academic Performance - Lower End	% of students in class 8 scored equal to or more than grade C in their Formative and Summative Assessments
			% of students in Class 9 and 10 who have scored 35% or more marks
		Academic Performance - Higher End	% of students in class 8 scored equal to or more than grade A in their Formative and Summative Assessments
			% of students in Class 9 and 10 who have scored 60% or more marks
		Co-curricular Outcomes	% of students in classes 8,9,10 active in co-curricular
Learning Process	Teacher	Teacher Initiated Process	Teacher Engagement
			Relationship between teachers and students
	Student	Student Initiated process	% of Students who are actively engaged and participative in the classroom
			Percentage of students who proactively seek dialogue with the teacher for issues related to school as well outside the school
	HM	Co-curricular and other Non-Academic Process	Exposure the students get through co-curricular activities?
	Partner	Partner Led Process	Extent of partner participation (e.g. alumni) and leading learning processes

<b>Governance Process</b>	Trustee	Trustee Engagement	Extent of engagement
	HM	HM Engagement	Demonstrate distributive leadership
			Academic & systemic leadership
			Transformative leadership
	SMDC	SMDC Engagement	SMDC function
			Contribution of SMDC towards the resource requirement
			School Development Plan
Parent	Parent Engagement	Parent- Teacher Interactions	
Student	Student Engagement	Student participation in decision making	
Partners / Alumni	Partners/Alumni Engagement	Assistance to school in measurably improving its outcomes of placements, enrolment and attendance.	
<b>Miscellaneous</b>	HM	Infrastructure	Availability of infrastructure

## Other School Grading Systems

The objective of the research is to conduct a high-level assessment of school-grading systems across the secondary-schooling systems prevalent in the country. To fulfill this objective, we have divided the section into:

1. Government-led school grading system
2. Private organization-led school grading system

Each grading system is unique in its philosophy, framework, objective and end-result. However, what was common to all grading systems was the end goal of improving the quality of teachers, students, headmasters, management and educational infrastructure.

## Government-led School Grading System

### National Council of Educational Research and Training (NCERT)

The National Council of Educational Research and Training (NCERT) is an autonomous organization of the Government of India that was established on 1 September 1961 as a literary, scientific and charitable society under the Societies' Registration Act (Act XXI of 1860). NCERT assists and advises the central and state governments on academic matters related to school education.

#### **Purpose of Assessment<sup>2</sup>**

The key goal of NCERT, under Rashtriya Madhyamik Shiksha Abhiyan (RMSA), is to *"improve the quality of education being imparted at secondary level by making all secondary schools conform to prescribed norms"*

The objective is to improve the quality of the education system by building the capacities of school stakeholders and officers at district and state levels to transform the system into one that is responsive and committed to the learning needs of children. Other objectives are

- To promote the understanding of various dimensions of quality of secondary education
- To assess the provisions made under RMSA
  - Adequacy
  - Appropriateness
  - Utilization
  - Effectiveness
- To inform policy planning, practice and implementation under RMSA
- To enable usage of QAT tools and reporting structures by the state system for monitoring
- To improve the quality of secondary education as envisaged in the RMSA framework

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<sup>2</sup><http://www.ncert.nic.in/departments/nie/dee/publication/pdf/QMT24.12.2013.pdf>

### Approach for Assessment<sup>3</sup>

NCERT's assessment framework for schools articulates quality education in schools through a comprehensive and continuous assessment approach. **Document review, interviews, and observation** are the key methods used to collect information. The tool is primarily used at three levels

- Monitoring institutions under RMSA
- Educational functionaries at state & UT level
- Internal assessments by schools

Findings from the tool are used to improve educational process and outcomes. It is believed that the results from this assessment would ultimately be used in designing school development plans and would also feed into the Annual Planning and Budgeting (AWP&B) documents of the state, thus resulting in macro-level changes in policy or methods of implementation.

### Grading System<sup>4</sup>

**Table 2- Indicators of NCERT's grading system**

Formats	Indicators	Sub-indicators
<b>School Quality Assessment</b>	Information About the School	
	Student Related Data	Student Strength
		Enrolment and Attendance
	Infrastructure Facility	Toilets
		Class Rooms Size and Number Adequacy
		Electricity Supply
		Boundary Wall
		Drinking water
		Facilities related to physical Activity
	School Environment	Safety
		Health
		Inclusion
	Learning Resource	Science Labs

<sup>3</sup>[http://www.ncert.nic.in/departments/nie/dse/activities/advisory\\_board/PDF/QualityAssessmentTools.pdf](http://www.ncert.nic.in/departments/nie/dse/activities/advisory_board/PDF/QualityAssessmentTools.pdf)

<sup>4</sup>[http://www.ncert.nic.in/departments/nie/dse/activities/advisory\\_board/PDF/QualityAssessmentTools.pdf](http://www.ncert.nic.in/departments/nie/dse/activities/advisory_board/PDF/QualityAssessmentTools.pdf)



		Computer Lab
		Library
		Vocational Education
		Student Benefits
		Quality interventions/programs
	Leadership and School Management	Planning
		Academic Monitoring
		Community Support
	Teaching and Non-Teaching Staff	Engagement
	Teaching Development	Teacher Training Attendance
		Teacher Training Program Participation
	Learners Assessments	Evaluation Pattern
Subject-wise Grading		
Practises and Reflection	Questionnaire	
<b>Teacher Quality Assessment</b>	School Environment	Safety
		Health
		Inclusion
	Learning Resource	Questionnaire
	Classroom and Laboratory Process	Teacher Strategy
		Student Engagement
		Classroom Management
Leadership and school Management	Questionnaire	
Teacher Development		
<b>Classroom Process Quality Format</b>		Infrastructural Facilities
		Learning Resource
	Classroom and Laboratory Process	
<b>SDMC Quality Assessment</b>	Leadership and school Management	

## **National University of Educational Planning and Administration (NUEPA)**

The National University of Educational Planning and Administration (NUEPA), established by the Ministry of Human Resource Development, Government of India, is a premier organization dealing with capacity building and research in educational planning and management, not only in India, but also in South Asia.

### **Purpose of Assessment**

NUEPA leads the National Program on School Standards and Evaluation (NPSSE), an initiative that aims at evaluating each school as an institution and creating a culture of self-progression with accountability. The NPSSE visualizes 'School Evaluation' as the means and 'School Improvement' as the goal.

The Program envisions reaching all schools of the country by creating a sustainable and institutionalized system of school evaluation. Therefore, it seeks to develop a common understanding across stakeholders of the 'what', the 'why' and the 'how' of school evaluation.

### **Approach for Assessment<sup>5</sup>**

The School Standards and Evaluation Framework (SSEF) is an assessment tool under NPSSE, and has been developed as a comprehensive instrument for school evaluation. It enables the school to evaluate its critical performance areas against well-defined criteria in a focused and strategic manner. This is a comprehensive tool both for self-evaluation as well as external evaluation by the schools.

The SSEF is developed through a participatory approach, involving state-level functionaries, district and block-level education officers, educators, school heads, teacher unions, and teachers. It is based on the mutual consensus of all stakeholders on how to evaluate Indian schools in order to improve their performance. Some of the key features of the assessment are:

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<sup>5</sup><http://14.139.60.151/sse/doc/TWO.pdf>

- The framework identifies key domains as critical performance areas and highlights a set of core standards under each key domain as reference points for evaluation and improvement
- The framework is flexible and adaptable for contextualization by the states, thereby addressing the needs of schools with diverse backgrounds and contexts
- The framework is clear, logical and easy-to-use by the school and external evaluators, thus making the evaluation process consistent and transparent

Through the assessment, the school places itself at a particular level and is expected to provide appropriate evidence for its claim against each standard through

- Referential evidence – norms/ guidelines and frameworks, registers, government orders etc.
- Supportive evidence – records available with the school
- Evidences that a school needs to create – photographs, audio evidence of learners, parental views, SMDC suggestions etc.

Based on the responses, the school identifies its areas of improvement and prepares a preliminary plan of action for improvement.

**Figure 1 - School Standards and Evaluation Framework**



## Grading System<sup>6</sup>

Table 3- Indicators of NUEPA's grading system

NUEPA	
Key Domain	Core Standard
Enabling Resources of School: Availability, Adequacy and Usability	School Premises
	Playground with Sports Equipment and Materials
	Classrooms and Other Rooms
	Electricity and Gadgets
	Library
	Laboratory
	Computer (where provisioning exists)
	Ramp
	Mid-Day Meal
	Kitchen and Utensils
	Drinking Water
	Hand Wash Facilities
	Toilets
Teaching-learning and Assessment	Teachers' Understanding of Learners
	Subject and Pedagogical Knowledge of Teachers
	Planning for Teaching
	Enabling Learning Environment
	Teaching-learning Process
	Class Management
	Learners' Assessment
	Utilization of Teaching-learning Resources
	Teachers' Reflection on their own Teaching-learning Practices
Learners' Progress, Attainment and Development	Learners' Attendance
	Learners' Participation & Engagement

<sup>6</sup><http://14.139.60.151/sse/doc/THREE.pdf>

	Learners' Progress
	Learners' Personal and Social Development
	Learners' Attainment
Managing Teacher Performance and Professional Development	Orientation of New Teachers
	Teachers' Attendance
	Assigning Responsibilities and Defining Performance Goal
	Teachers' Preparedness for Curricular Expectations
	Monitoring of Teachers Performance
	Teachers' Professional Development
School Leadership and Management	Building Vision and Setting Direction
	Leading Change and Improvement
	Leading Teaching-learning
	Leading Management of School
Inclusion, Health and Safety	Inclusive Culture
	Inclusion of Children With Special Needs (CWSN)
	Physical Safety
	Psychological Safety
	Health and Hygiene
Productive Community Participation	Organisation and Management of SMC/ SDMC
	Role in School Improvement
	School – Community Linkages
	Community as Learning Resource
	Empowering Community

## Central Board of Secondary Education (CBSE)

The Central Board of Secondary Education (CBSE) is a Board of Education for public and private schools, under the Union Government of India. It is the apex board of education in India, which not only has a pan-Indian jurisdiction but also has a global presence with nearly 141 affiliated schools across 21 countries. CBSE grants affiliation to schools up to higher secondary level and develops common curriculum keeping nationwide requirements in focus. The CBSE affiliation is considered as a prestigious recognition as it requires the schools to follow rigid quality standards.

### Purpose of Assessment

School Quality Assessment & Accreditation (SQAA) by CBSE aims at institutional capacity building for continuous quality improvement through self-analysis and self-monitoring. The objectives of SQAA include:

- To assess and endorse that an institution/school meets established standards
- To assess the effectiveness of an institution in creating the most innovative, relevant, socially conscious and eco-oriented learning environment for its staff and students
- To involve the faculty comprehensively in institutional evaluation and planning for enhancing the effectiveness of a school
- To establish criteria for professional certification and upgrading of standards.
- To encourage continuous self-assessment, accountability and autonomy in innovation in school education
- To encourage continuous professional development and capacity building of teachers

### Approach for Assessment<sup>7</sup>

School Quality Assessment and Accreditation forms the guidelines for conducting the accreditation process. There are agencies empaneled under CBSE that are trained to carry out the requirements of the manual. Furthermore, they will train peer assessors, who are mostly principals either working or retired from schools, to conduct the assessment.

A school affiliated to the CBSE intending to be accredited is required to set up a School Accreditation Committee (SAC), which will coordinate with the Accreditation Agency. The process of accreditation involves the two essential stages:

1. Self-review using School Quality Assessment and Accreditation Form (SQAAF).
2. Validation by external peer assessor team by visiting the school undergoing assessment.

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<sup>7</sup>[http://accreditation.cbseacademic.in/circulars/Accriditation\\_Final.pdf](http://accreditation.cbseacademic.in/circulars/Accriditation_Final.pdf)

## Grading System<sup>8</sup>

The assessment and evaluation of an institution is intended to be a means to document its educational quality and institutional effectiveness. Fostering institutional improvement and demonstrating accountability are complementary processes that assure the quality of an institution. The validity of such an assurance depends on many dimensions of assessment.

*Table 4- Indicators of CBSE's evaluation system*

CBSE	
Domain	Sub Domain
Scholastic Academic Processes and Outcomes	Curriculum Planning
	Teaching Learning Processes
	Student Assessment and Performance
Co-Scholastic Processes	Life Skills
	Value Systems
	Attitudes
	Work Education
	Visual and Performing arts
	Co-Scholastic Activities
	Health and Physical Activities, Health Cards
Infrastructure – Adequacy, Functionality and Aesthetics	Classrooms, Library, Laboratory, Computer Labs and ICT Facilities, Playground and Transportation Facilities
	Principal's office, Staff Room and Administrative Offices
	Sports and Games facilities, hobby Rooms, Arts and Music Dance facilities.
	Girls' rest room, Infirmary, Water and Sanitation, Health Management Facilities.
	Furniture, Lighting and Ventilation
	Safety and Disaster Management Provisions (fire extinguisher, emergency exit, DM Club, Drills)
	Provisions for Differently Abled Children and Inclusive Practices

<sup>8</sup>[http://cbseacademic.in/accreditation/manual/School%20Quality%20Assessment%20and%20Accreditation%20Form%20\(SQAAF\).pdf](http://cbseacademic.in/accreditation/manual/School%20Quality%20Assessment%20and%20Accreditation%20Form%20(SQAAF).pdf)

	Eco-friendly Orientation, Aesthetics, Lawns and Green Plants.
Human Resources	School Staff (teaching and non-teaching)
	Parents
	Alumni
	Students
Management and Administration	Institutional Planning Mechanisms
	Institutional Improvement and Process of Accreditation and Certification.
	Goal Setting and Policy Making
	Effective Co-ordination within the school
	Resource Management
	Relationship Management (staff, parents, community, alumni etc.)
	Activity Management
	Data and Record Maintenance
	Oral and Written Communication
	Standard Operating Procedures
	Financial Administration
Leadership	Vision and Mission statement
	Strategic Plans for School Improvement
	Quality and Change Management
	Scholastic Leadership
	Collaborative Leadership
	Innovative Practices
Beneficiary Satisfaction	Student Satisfaction
	Teacher Satisfaction
	Office Staff
	Principal
	Management
	Parents and Alumni
	Community



## Private Organization-led Grading System

### Adhyayan

Adhyayan<sup>9</sup> is an education movement of Indian and international educationists, dedicated to improving the quality of leadership and learning in schools. They work alongside school leaders to assist them in transforming the quality of schooling and the learning opportunities of all their students by embedding internationally accepted approaches and practices contextualized for India.

#### **Purpose for Assessment**

The assessment strives to support school principals, managements and network leaders in creating a rich learning environment in which children are happy, confident and high achieving. All the Key Performance Areas (KPA) in the Adhyayan Quality Standard are built to improve the leadership and qualitative aspects of school.

#### **Approach for Assessment**

- **Adhyayan School Self-Review and Evaluation (SSRE):** This is a structured practical reflection by the school community, based on the Adhyayan Quality Standard. Adhyayan provides training/orientation on the tools to the principal and senior team to enable them to evaluate their school's current performance and identify the areas of improvement.
- **The Adhyayan External Evaluation:** This is undertaken by trained assessors using the same diagnostic to validate the self-review and benchmark the school's or network's success against the Adhyayan International Quality Standard. The external evaluation provides the evidence for Adhyayan to award the Platinum, Gold, Silver or Star Standard.
- **The Adhyayan Quality Dialogue:** This takes place between the school's review team and their assessor(s). It focuses on the similarities and differences between the self and external reviews. It is an invaluable learning opportunity for the school leaders and is the soul of the SSRE process.

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<sup>9</sup><http://adhyayan.asia/>

The decision whether to be externally assessed at international, national, state or local levels is based on the schools' context and resource base.

Based on the review, the school develops an action plan which enables the school to celebrate its successes and focus on the areas for development highlighted during the review. It also creates a shared route map for action across six key performance areas.

*Figure 2- Flowchart of Adhyayan's School Self-Review and Evaluation Framework*



## Grading

Adhyayan's School Self-Review and Evaluation Diagnostic (SSRE) provide accurate judgments about a school's performance in six Key Performance Areas (KPAs) of school operation:

- Leadership and management<sup>10</sup>
- Teaching and learning
- The child
- The curriculum
- Community and partnerships
- Infrastructure and resources

<sup>10</sup> Data not available for public on detailed breakdown of leadership types that are being addressed through assessment.

## Gray Matters

Gray Matters Capital (GMC), the philanthropic foundation of Gray Ghost Ventures, co-creates initiatives and uses philanthropic capital to cultivate social ventures that provide transformative solutions for low-income communities in developing countries.

GMC believes that access to quality education provides new opportunities and significantly improves lives. Many countries are facing severe problems with their government-run education system due to limited resources and multiple layers of bureaucracy. As a result, privately owned schools for low-income families have been started by education entrepreneurs. These schools are social enterprises that emphasize quality and efficiency, which justifies the modest tuition fees that they charge, making them a sustainable market-based solution. Since families are paying clients with the right to insist on quality, families generate market demand and drive intense competition through school selection. Parents in underserved communities have recognized that Affordable Private Schools (APS) is extending the field of opportunity to their children; APS is fuelling an education revolution across the globe.

While these schools are sustainable enterprises with the potential to provide affordable and good quality education, there is still much to be desired with respect to learning outcomes in these concerned schools. But it is encouraging to note that the APS owners are progressive entrepreneurs who readily accept their shortcomings and are willing to try new solutions to improve learning outcomes. For example, most of the APS have started blending learning techniques using audio-visual content, digital class rooms, games, handheld devices and other learning aids.

### **Purpose of the assessment**

Gray Matters assess schools based on multiple parameters and analyses how each of these parameters impact outcomes in the school. The integrated analytics framework developed by Gray Matters focuses on identifying the Key Levers of Change (KLC) and in developing the solution framework for school improvement.

## Approach

The strategic focus in India is to increase access to affordable, quality education for low-income families through our work with Affordable Private Schools (APS). The program in India includes school ratings and school improvement solutions for the APS segment.

Through the school rating system, Gray Matters intends to demonstrate that in this unique market it can create social value that will increase school and sector performance by increasing sector transparency, stimulating market growth, and ultimately attracting more resources to this sector.

GMC's APS school rating initiative is an effort to understand the barriers of secondary education and gaps in student learning outcomes. This allows Gray Matters to establish the key 'Levers of Change' that would improve the student learning outcome in the APS sector and make APS sustainable. Through the school ratings program, the endeavour is also to empower the parents and the community by providing access to information so that the market demand can drive improvements in quality in this sector.

The APS Sector Analysis Report is intended to enable transparency and provide data-based insights to APS stakeholders.

The overall approach for Gray Matter's school assessment include the following steps

1. Assess – Conduct holistic review of all aspects of schools.
2. Analyze – Identification of root causes through 150 impact indicators
3. Plan – Identify specific and cost effective solutions for the school
4. Act – Enabling leadership to enable change and monitoring periodically.

Some of the key methodologies used for capturing data are:<sup>11</sup>

- Student tests
  - Audits
  - School Leader interview
  - Teacher survey
  - Teacher test
  - Classroom observation
  - Parent survey
-

## Grading

The School Ratings Program is a comprehensive 360 degree assessment<sup>12</sup> of a school. After assessment, the Gray Matters team provides a detailed School Assessment Report to the school leader and shares school ratings with the parents in the form of School Report Card (SRC). The assessment report helps the school leader understand the gaps in performance whereas the SRC helps parents monitor the school performance. The school assessment covers six different modules namely, student learning outcome, parent satisfaction, teacher competency, school management, school infrastructure & financial performance.

- a. Student Learning Outcome: A standardized test is administered to the students of classes 3, 5, 7 & 9 in English & Math. These test papers are designed by 'Indus Learning Solutions' specifically for APS schools. These papers are designed in a manner in which each paper has questions from the current grade and lower grades.
- b. Parent Satisfaction: In this module, the focus is to understand the parents' satisfaction level on various parameters related to academics, teaching quality, discipline, fees, and school management. The survey also captures satisfaction with frequency and quality of parent engagement. A guided survey is administered to the parents to measure their satisfaction with the school on various parameters.
- c. Teaching Quality: Randomly selected classrooms are observed to evaluate the teaching methodology in the school. The observations recorded are based on the standardized rubric designed by the Teacher Foundation to rate teaching methodology adopted by the teachers in the classroom. Teachers are also tested on their subject knowledge in English and Math. Other parameters related to teaching such as teacher qualification, experience, training etc. are also captured in this module.

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<sup>12</sup>Gray Matter was unable to share snippets of their assessment tool in order to protect their intellectual property.

- d. Financial Performance: In this module, financial sustainability of the APS is assessed. Analysts build an estimated profit and loss statement for the school to understand surplus margin, cost drivers and sources of revenue. This module also looks at class segment-wise financial performance. The analysts gather financial information by interviewing the school leader and by verifying school records.
- e. School Infrastructure: In this module, the analysts carry out an infrastructure audit in the school and list all the basic amenities and learning infrastructure available in the school. The analysts check if the learning facilities such as digital classrooms, labs, computer labs etc. are being used effectively for learning.
- f. School Management: This module focuses on school management processes. It identifies the strengths and areas of improvement across three parameters - student development, teacher management and growth strategy.

## Azim Premji Foundation

Azim Premji Foundation is a non-profit organisation that is working towards making deep, large scale and institutionalised impact on the quality and equity of education in India. Learning Guarantee Program (LGP) model of school assessment is a joint initiative by the Government of Karnataka and Azim Premji Foundation. It was piloted in seven districts across north-east Karnataka in 2002–05

### **Purpose of the assessment**

The key objectives of LGP are:

- Create a spirit of accountability among schools and education functionaries for the learning of every child.
- Advocate classroom teaching and learning reforms through systemic shifts in assessment: from the traditional model of rote learning and its testing, to the test of a child's understanding of a concept, its application, and problem solving ability.

The purpose of this assessment was to understand the factors that make a school better and have the highest impact on student's learning outcomes.

## Approach for Assessment

The LGP model of assessment involves assessing each child in every class for every competency. There are special tests designed to evaluate a child's competency. Apart from the tests, the enrollment and attendance data is also collected for each child.

The evaluation process followed for the program comprises of the following key steps:

- a. Collecting data on enrolment of children from the community
- b. Collecting data on the attendance details of every child for the duration of the assessment
- c. Spending time with the children to make them feel comfortable and to minimize the fear of assessment to the extent possible
- d. Assessing each child for written as well as oral competencies in the subjects being assessed
- e. Correcting the answer sheets and checking the papers

This detailed process makes LGP assessment one of the most intensive in terms of human resources, time and effort required. Hence, the LGP assessment is unsuited for large scale school evaluations.

***Even though APF does not have a school grading system, the study conducted can become the base of important aspects to be captured during the assessment of a school.***

## Key Findings

1. Infrastructure facilities and teacher profile seem to be largely non-issues in ensuring better learning in rural government schools
2. Successful schools display higher levels of discipline, commitment and teacher involvement as well as better school management practices
3. In addition, active SDMC members and involved parents have significant contributions to learning outcomes.
4. Successful schools make special efforts to provide remedial inputs to all children, especially weaker ones.

### **Five Factors that Made a Positive Difference:**

1. Presence of a committed head teacher
2. Active involvement of teachers
3. Active involvement of parents
4. Educational background of parents
5. Good school practices (cleanliness, neatness and orderliness)

### **Five Factors that Did Not Make a Difference:**

1. Infrastructure
2. Teacher profile
3. Caste of teachers, head teachers
4. Proximity of teachers to school
5. Economic background of parents

### **The key differentiators in the best and worst performing schools were essentially:**

- 'An efficient teacher system', comprising the commitment, discipline and efforts of the head teacher and other teachers
- 'An involved community system' comprising active SDMCs and parents



## Recommendations

The recommendations from the study have been provided under three key heads

### **Setting the core purpose or objective for the assessment**

It can be observed that all the assessments have a core objective or purpose towards which they align the measurement of all their indicators. For example, NCERT has value education in schools as their core focus. The assessment framework brings together different indicators to evaluate the core purpose in a comprehensive and pragmatic approach. It is therefore, important for Masoom to clearly identify the main objective they want to achieve through their assessments.

Today, the objective of Masoom is to bring night schools from Grade D to Grade A. The government grading system places National Curriculum Framework philosophies at the center of their assessment and grading system, the NCF philosophies are far more holistic and have a clear vision for improvement trajectory in schools.

### **Assessment indicators for night schools**

Currently, there are multiple frameworks for secondary school assessments for the evaluation of day schools. Assessment frameworks such as CBSE, NCERT and NUEPA focus on all the elements of the school, and align these indicators to their core purpose of assessment. They have comprehensively listed an exhaustive list of themes and indicators they look for in schools.

Masoom already has a comprehensive assessment tool for grading night schools. Based on our understanding of other system, we are recommending few other indicators which Masoom can consider including in their assessment tool, from the perspective of evaluating night schools.

**Table 5- Additional indicators for assessing night schools**

<b>Outcomes</b>	<b>Current indicators</b>	<b>Additional indicators for consideration</b>	<b>Means of Verification</b>
Learning outcome	<ul style="list-style-type: none"> <li>Academic performance</li> <li>Co-curricular outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Co-scholastic outcomes that includes life skills, attitude, work education, value system etc.</li> </ul>	<ul style="list-style-type: none"> <li>Design of assessments specifically for the purpose of evaluating soft skills</li> <li>Continuous evaluation methods</li> </ul>
Learning Process	<ul style="list-style-type: none"> <li>Teacher Initiated Process</li> <li>Teacher Engagement – learning methods, activity based learning methods</li> <li>Relationship with students – in classroom and beyond classes, mentorship and counseling</li> </ul>	<ul style="list-style-type: none"> <li>Capturing optimum teaching days and hours</li> <li>Participation of teachers in teacher training programs</li> <li>Preparedness for class</li> <li>Class management</li> <li>Enabling learning environment</li> </ul>	<ul style="list-style-type: none"> <li>Register and similar documents for capturing attendance</li> <li>Self-evaluation &amp; reflection</li> <li>Students feedback</li> <li>Third party observation</li> </ul>
Governance	<ul style="list-style-type: none"> <li>Trustee engagement</li> <li>Demonstration of leadership abilities by HM</li> <li>SMDC and its engagement</li> <li>Parent teacher interaction</li> <li>Student participation in decision making</li> <li>Alumni engagement in improving school outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Community engagement: Establishing school community linkages</li> </ul>	<ul style="list-style-type: none"> <li>No. of interactions with the community</li> <li>No. of awareness programs/activities scheduled for the community</li> </ul>
Miscellaneous	<ul style="list-style-type: none"> <li>Availability of infrastructure</li> </ul>	<ul style="list-style-type: none"> <li>Adequacy and usability of existing infrastructure</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Interviews with staff, HM etc.</li> </ul>

Apart from the above-mentioned outcomes, there are several others which the existing assessments focus on. Below are some of those outcomes which are relevant from the perspective of night schools

*Table 6- Additional outcomes and indicators to assess night schools*

Outcomes	Indicators
School environment	<ul style="list-style-type: none"> <li>• Safety</li> <li>• Health</li> <li>• Inclusion</li> </ul>
Learning resource	<ul style="list-style-type: none"> <li>• Text books</li> <li>• Vocational education</li> </ul>
Infrastructure facilities	<ul style="list-style-type: none"> <li>• Class rooms</li> <li>• Basic furniture &amp; lighting</li> <li>• Toilets</li> <li>• Mid-day meal</li> </ul>
Beneficiary satisfaction	<ul style="list-style-type: none"> <li>• Students</li> <li>• Teachers</li> <li>• HM</li> <li>• Management</li> <li>• Community</li> </ul>

### **Approach for Assessment**

There are two key approaches to conducting assessments – self-evaluation and external evaluation. Self-evaluation is crucial for ensuring continuous evaluation and improvement of the schools while the external evaluation brings in a third party's view, devoid of any biases.

- Masoom, with its strategy to scale up, should focus on building the capacity of schools or local NGOs to conduct the assessment themselves in a continuous manner. The leadership academy should be leveraged to provide relevant tool kits, trainings as well as handholding services to the school/NGO to conduct the assessments.
- Masoom can act as the external agency/third party for conducting external evaluation of schools. This can be scheduled as an annual activity.

Based on the analysis of the assessment results, Masoom can also render its services in supporting and guiding the school/NGO in framing the development plan for the school.

## Annexure 1 – Government Grading System

No	Questions from Masoom	NCERT	NUEPA
1	<b>How is the grading done?</b>	One, through the Monitoring Institutions (MIs), as these institutions are already functional under RMSA. Two, through the State system.	Self evaluation (By School) and External Evaluation (NUEPA experts)
2	<b>Do they have a report card?</b>	Yes	Yes
3	<b>Does the assessment agency have a dialogue with school to work in School Development Plan based on grading? (Use of Findings)</b>	The QA process provides meaningful feedback to the schools for improvement.	<p>Consolidating the school evaluation reports of each key domain in the School</p> <p>Evaluation Dashboard to provide a holistic picture of the current performance</p> <ol style="list-style-type: none"> <li>1. Identifying strengths and opportunities for improvement</li> <li>2. Formulating and prioritizing actionable items for improvement</li> <li>3. Creating the School Development Plan, implementing and reviewing its progress periodically</li> <li>4. Sharing the identified needs of the school with appropriate higher authorities at the cluster/ block/ district level for required intervention by the system</li> </ol>
4	<b>To what extent is the assessment agency is involved in school development after the grading is done?</b>	They give feedback to the school during the process of grading, however the insights are used at a systemic level to influence policy level changes for overall impact in the education system.	They give feedback to the school during the process of grading, however the insights are used at a systemic level to influence policy level changes for overall impact in the education system.
6	<b>Is there a grading pyramid such as the one Masoom has? What is the lowest and highest parameter of grading? For eg. Masoom’s grading system of grade D to A.</b>	The scoring of indicators categorizes school as red, amber or green in a particular quality dimension. The school scores by quality dimension are then collated at the district level, and at the state level. They have <b>level 1 (RED Low) level 2 (AMBER Medium) level 3(GREEN High)</b>	<p>Level 1 (Lowest) Level 2 (Medium)</p> <p>Level 3 (Highest) for Parameters and A,B,C,D,E for student grades</p>

7	<b>How many years does it take to school reach grade A or highest level as per parameters?</b>	There is no such criterion.	There is no such criterion.
8	<b>How many schools have reached Grade A or highest level?</b>	No Information on this data point.	No Information on this data point
9	<b>Please mention the total parameters in the grading tool.</b>	8 broad parameters - 3 to 7 sub parameters in each indicator to assess - 30-60 questions in each broad parameter to collection data. (Indicator Names shared in the report)	7 Key Domains and 46 core standards across domains. (Indicator Names shared in the report)
10	<b>How many schools have been graded so far with the tool?</b>	No exact information, but the reach is huge as it is a nodal agency to advise government on education policy	No exact information
11	<b>Is there a mechanism to motivate Grade A schools so that they don't slip back to a lower grade ?</b>	Systemic changes and modifications to motivate change in schools across states in India	Capacity building at school, state and policy level
12	<b>Is there is a mentoring program for the school to reach Grade A?</b>	No direct program running under NCERT to mentor schools to reach grade A	No structured mentoring program at school level. However, They operate at three level: School, Block/District/ and state level to bring change.
13	<b>Is this grading being implemented with govt partnership?</b>	Nodal Agency for the government	Yes
14	<b>Is there is attempt to replicate the model?</b>	The assessment is in function in various states in the form of CCE as well	Replicated across multiple states

## Annexure 2 - Government Grading System

No	Questions from Masoom	CBSE
1	<b>How is the grading done?</b>	1. Self Review using School Quality Assessment and Accreditation Form (SQAAF). 2. Validation by external Peer assessor Team by visiting the school undergoing assessment.
2	<b>Do they have a report card?</b>	Yes - Score Card - <a href="http://accreditation.cbseacademic.in/circulars/Accriditation_Final.pdf">http://accreditation.cbseacademic.in/circulars/Accriditation_Final.pdf</a> (Page 196)
3	<b>Does the assessment agency have a dialogue with school to work in SDP based on grading? (Use of Findings)</b>	The Peer Assessor Team spends two days on collecting and verifying evidence for validation and reporting. It uses the SQAAF as a reference and the SQAA domains and Sub-Domains for verification of evidence provided. It carries out class observations, interacted with staff, students, parents and management. There are four sets of Beneficiary Satisfaction Questionnaires filled by selected group of students, Teachers and Admin. Staff) and parents.  On the third day, the PAT conducts a Handholding and Mentoring Meeting with the School Accreditation Committee (SAC) in which it presents its assessment observations and discuss a prospective on School Enhancement Plan.
4	<b>To what extent is the assessment agency involved in school development after the grading is done?</b>	School Quality Enhancement Report (SQER) and School Quality Assessment and Accreditation Report (SQAAR) is submitted which is valid for the next four years. Post this, the schools need to conduct the evaluation again to get the CBSE accreditation.
6	<b>Is there a grading pyramid such as the one Masoom has? What is the lowest and highest parameter of grading? For eg, Masoom's grading system of grade D to A.</b>	They have a score weightage system 0, 2,4,7
7	<b>How many years does it take for the school to reach grade A or highest level as per parameters?</b>	No such criteria or information
8	<b>How many schools have reached Grade A or highest level ?</b>	No Information available in the public domain.
9	<b>How many schools have been graded so far with the tool?</b>	18399 schools have CBSE accreditations - No Data for number of schools assessed.

10	<b>Is there a mechanism to motivate Grade A schools so that they don't slip back to a lower grade?</b>	No Such mechanism apart from capacity building.
11	<b>Is there is a mentoring program after the school reach Grade A level?</b>	No dedicated structured mentoring program.
12	<b>Is this grading being implemented with govt partnership?</b>	Yes.
13	<b>Is there is attempt to replicate the model?</b>	Yes.

### Annexure 3 – Private School Grade Assessment

No	Questions from Masoom	Adhyayan	Gray Matters
1	<b>How is the grading done?</b>	Focus on Self Reflection and External Evaluation	1. Assessment of schools on Learning outcomes, learning infrastructure, management, teaching quality and Parent satisfaction 2. Analyse assessment data 3. Plan and prioritise high impacting indicators 4. Monitor and execute recommendations through the action plan
2	<b>Do they have a report card?</b>	Yes. Did not share the details	Yes
3	<b>Does the assessment agency have a dialogue with school to work in SDP based on grading? (Use of Findings)</b>	Yes. It takes place between the school's review team and their assessor(s). It focuses on the similarities and differences between the self and external reviews.	Yes, but very limited. No hand holding process to build's school capacity in various indicators
4	<b>To what extent is the assessment agency involved in school development after the grading is done?</b>	It's a pure assessment agency. They give a set of recommendation for the school to improve. There is no hand holding process. However, the do reviews regularly to help the school chart their progress.	Unable to get data through public sources

6	<b>Is there a grading pyramid such as the one Masoom has? What is the lowest and highest parameter of grading? For eg. Masoom's grading system of grade D to A.</b>	They have an ADHYAYAN QUALITY STANDARD MODEL. Bronze to Platinum level schools. A school could be awarded a Bronze, Silver, Gold or Platinum Standard. 'Gold' requires the school to consistently perform well in both, Leadership and Management & Teaching and Learning. Platinum requires school to perform at the level of internal set standards.	Unable to get data through public sources
7	<b>How many years does it take for the school to reach grade A or highest level as per parameters?</b>	No specific data on this. (Such data may not be recorded or available in the public domain)	No specific data on this. (Such data may not be recorded or available in the public domain)
8	<b>How many schools have reached Grade A or highest level?</b>	No specific data on this. (Such data may not be recorded or available in the public domain)	No specific data on this. (Such data may not be recorded or available in the public domain)
9	<b>Please mention the total parameters in the grading tool.</b>	6 Key Performance Areas (KPA's):18 key questions, 54 core questions, 162 assessment criteria (Indicator Names not shared due to intellectual property rights)	150 Impact indicators (Indicator Names not shared due to intellectual property rights)
10	<b>How many schools have been graded so far with the tool?</b>	197 schools as per the website	No Data - Focus on affordable private schools
11	<b>Is there a mechanism to motivate Grade A schools so that they don't slip back to a lower grade?</b>	Mostly recommendation and self reflection	No mechanism. Only specific data points for the schools to work post assessment
12	<b>Is there is a mentoring program after the school reach Grade A?</b>	NO	No
13	<b>Is this grading being implemented with govt partnership?</b>	They have worked with the state governments. Not mentioned exact data on the same.	Not at the moment. Focus on private schools
14	<b>Is there is attempt to replicate the model?</b>	Yes, given the scale at which they are operating, there definitely seems to be replication	Yes