

School Performance Management System (SPMS) Operational Guidelines

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Education Monitoring Division
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Introduction

Bhutan has made significant achievements in all spheres of educational development since the beginning of modern secular education in the 1960s, especially in improving access through massive infrastructure development, nationalization of curricula and teacher deployment. Every child in Bhutan deserves equal access to quality education irrespective of socio-economic backgrounds, intellectual ability, academic performance, gender, special education needs, and geographic location, to realize their full potential. However, improvements in student outcomes have not always matched the resources channeled into the system. The Ministry of Education therefore aspires to maximize student learning outcomes and raise the educational standards.

As per Bhutan Education Blueprint 2014-2024, the aspirations for the Education System and Student Learning in Bhutan is to develop an educational system that effectively addresses the needs of its children and prepares its people to perform at a level comparable to high-performing education systems internationally. Bhutanese Education system must be grounded in the wisdom of its ancient traditions as well as prepare its students to meet the challenges of a competitive and increasingly homogenized world.

One of the ways to achieve the educational aspirations is by instituting and implementing an effective Monitoring and Evaluation (M&E) system. M&E in education is specifically carried out to improve schooling and reduce inequities. It identifies problem areas, and diagnose strengths and weaknesses in the schooling system, so that corrective action can be taken. It is also to help the agencies to efficiently allocate resources, guide programmes, curriculum, and instruction, and to motivate administrators and teachers to improve performance and reduce inequities. “M&E in education is designed to monitor the impact of a policy or progress of programmes and activities, against the overall goals, objectives and targets set. M&E also assesses the outcome relevance of an activity, and the impact of a programme, or effectiveness of a policy, as well as its efficiency and sustainability.” (UNESCO, 2013).

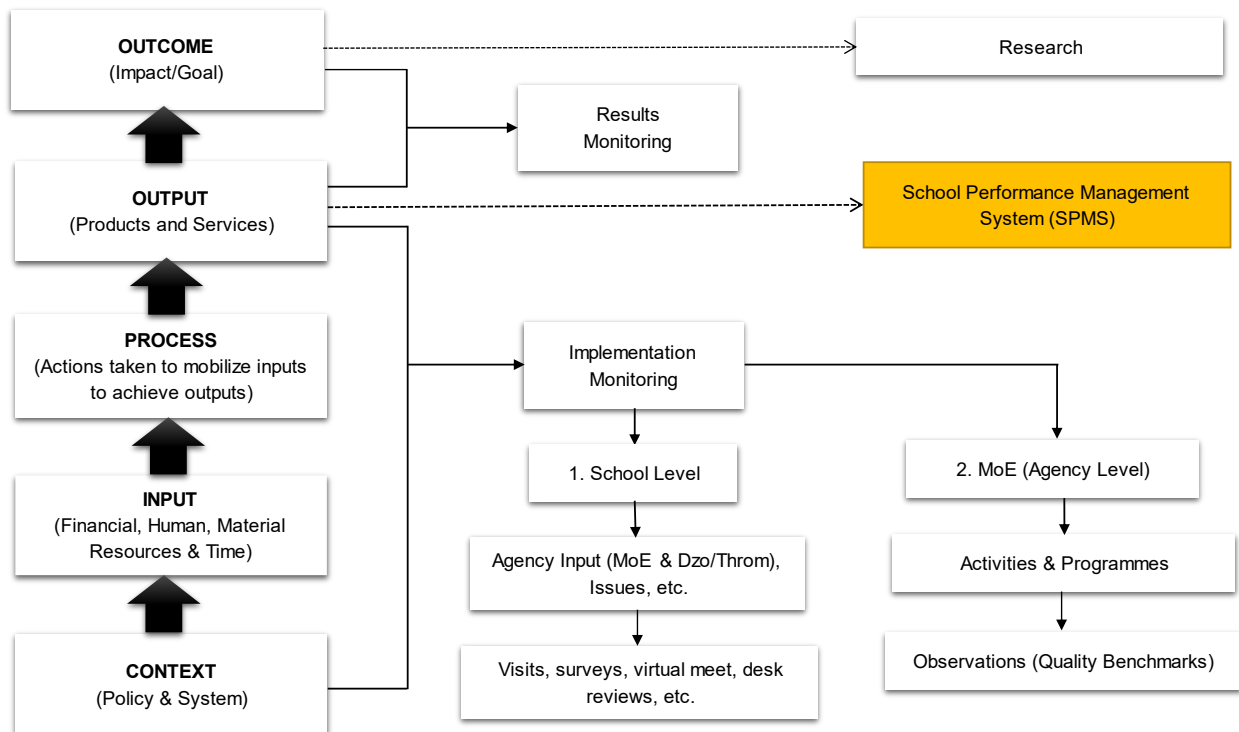
One view of the monitoring system is that it provides an orderly and objective means to identify performing and under-performing schools, and to determine factors affecting school performance. The belief is that subjective judgments about the schooling process can be replaced by objective

facts, which can be used to make rational decisions about the problems facing educators (Willms, 1992).

To fulfill the aspirations, understand the trends and track the achievements, Education Monitoring Division (EMD) under the Department of School Education, Ministry of Education, is mandated to monitor the implementation of educational programmes through checks on compliance to education policy and directives; evaluate and assess the adequacy of facilities in educational institutions and the overall performance of education system; and recommend support and interventions to school and Dzongkhag/Thromde educational personnel.

To this end, EMD will adopt a combination of the Context-Input-Process-Output (CIPO) Model developed by Jaap Scheerens (1990) and the Logic model of evaluation for holistic monitoring and evaluation of education system. Logic model evaluates Input, Process, Output and Outcome. The two models have been combined to form CIPOO (Context, Input, Process, Output and Outcome) model for comprehensive assessment and evaluation of schools as shown below.

Monitoring and Evaluation (M&E) Framework



Types of Monitoring

The overall M&E process shall entail two types of monitoring: (i) Implementation Monitoring/Process, and (ii) Results Monitoring as described below.

i. Implementation/Process Monitoring:

This monitoring will take place at school and agency levels. At the school level, EMD shall monitor the Context, Input, and Process to identify the gaps in achieving the Output by schools. The themes for the monitoring will be drawn from agency input (MoE & Dzongkhag/Thromde), concerns and issues related to education and school matters. The monitoring will be carried out through field visits, virtual meetings, surveys, desk reviews, etc.

ii. Results Monitoring:

Results monitoring will focus on achievement of Output and Outcomes (Goals and Impact). While Output will be assessed annually through School Performance Management System (SPMS), Outcome will be evaluated through research whenever required. The research will initially focus on the attainment of educational goals by class XII graduates through demonstration of standard of knowledge, attitude and skills in the following areas but not limited to:

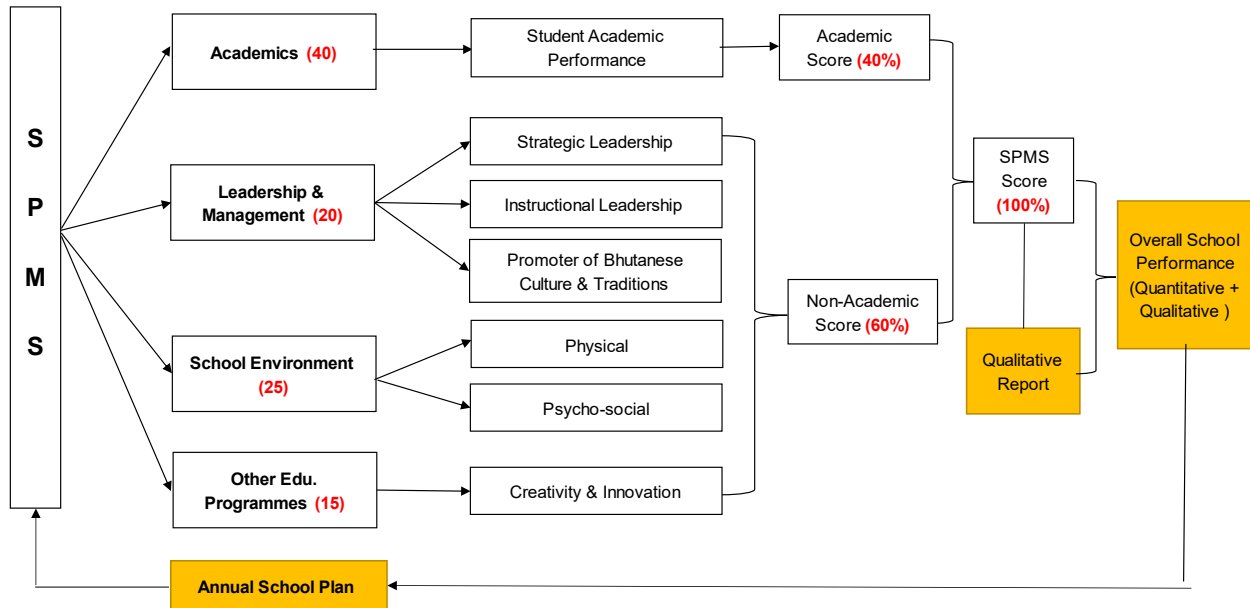
- 6 Cs (Critical Thinking, Creativity, Collaboration, Communication skill, Citizenship, & Cultural awareness)
- FLIPS (Flexibility, Leadership, Initiative, Productivity, and Social Skills)
- Media literacy and technology skills
- Academic competency
- Entrepreneurial skills
- Lifelong learning

However, EMD will gradually initiate and carry out studies on impacts of the education system on citizens in general.

School Performance Management System (SPMS)

SPMS is a tool to assess the schools holistically. It will focus on achievement of outputs annually under four domains, viz, the Leadership & Management; School Environment; Other Educational Programmes; and Academics as shown in the figure below.

Revised SPMS Framework



Purpose of SPMS

SPMS will be implemented to:

- Inform areas for improvement and drive progress of schools;
- Inform DEOs/TEOs and other stakeholders of supports required by the schools;
- Track and communicate the progress of schools to stakeholders;
- Acknowledge and celebrate achievements of schools; and
- Help schools benchmark their performance.

Process of SPMS Implementation

The implementation of the School Performance Management System (SPMS) will involve the following phases:

Phase 1: Annual School Planning, implementation, and monitoring

Phase 2: Assessment

Phase 1: Annual School Planning, implementation, and monitoring

This phase involves the following stages;

1.1 Pre-planning

During this stage, the school will gather baseline data and analyze it to understand the situation and environment of the school at the beginning of the year. This exercise is expected to guide the school to identify and prioritize activities for the year.

1.2 Planning

After understanding the baseline, the school will develop the annual school plan in the format available online. While the domains are pre-populated in the format, the school will have the discretion to plan activities depending on their need and priority.

1.3 Submitting the plan

Once the plan is finalized, the school will submit it to make it accessible to the Dzongkhag/Thromde Education Office and Education Monitoring Division (EMD). The school will update the activity implementation status as “incomplete” to enable the DEOs/TEOs and EMD to view and comment on the plan if necessary. *(For technical part, refer the user manual)*

***Note:** Once the plan is submitted, the activities cannot be edited or deleted. However, the school can add new activities throughout the year, if needed.*

1.4 Implementing the plan

The school will start implementing the activities once the plan is finalized and submitted. The activity implementation status will be updated as, “incomplete”, “in-progress”, or “completed” depending on the progress of the implementation of the activity.

1.5 Monitoring and support

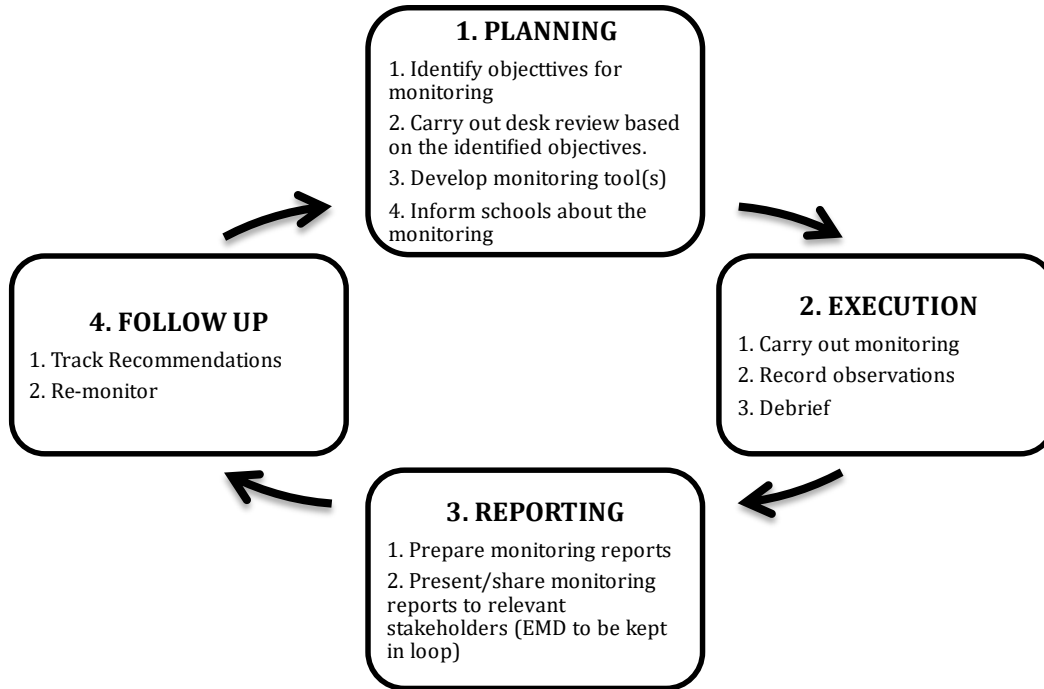
The monitoring and support of the implementation of the plan will be carried out by;

- 1) the school itself; and
- 2) the Dzongkhag/Thromde Education Officers (DEOs/TEOs).

At the school, the principal will design and implement an effective monitoring and support system. This is to ensure that the planned activities are carried out and desired objectives are achieved.

Through this system, the school will also be able to implement appropriate interventions to challenges faced while implementing the plan.

The DEOs/TEOs, besides the annual assessment of schools, will visit each school at least once in a year to monitor and provide support. The DEOs/ TEOs can also visit schools more than once whenever necessary. Further, they will also monitor and guide the schools remotely. The DEOs/TEOs will follow the monitoring cycle suggested below.



The monitoring reports will be referred to as additional information during the assessment of the school at the end of the year.

Phase 2: Assessment

The DEOs/TEOs will assess the schools at the end of the year based on the indicators achieved by them under four domains. They will use both quantitative and qualitative methods to assess the schools. The assessment phase will involve the following stages:

2.1 Preparing for Assessment

During this stage, DEOs/TEOs will acquaint themselves with Domains, Areas, Parameters, Output Indicators, and Rubrics. They will gather as much information as possible about each individual school to understand the school better. This will help them assess the schools objectively and

meaningfully. During the information gathering, DEOs/TEOs will carry out desk reviews using various sources, such as,

- Monitoring reports (Dzongkhag/Thromde, EMD, Agency Inputs, etc.)
- School plans and programmes,
- National reports (EMD, BCSEA, etc.)
- Feedback (LG, parents, staff, students, public, visitors, peer-schools, feeder/parent schools, etc.)
- Anecdotes
- Anonymous reports
- Any others

2.2 Conducting Assessment

Under normal circumstances, DEOs/TEOs will make visits to schools towards the end of the year to conduct assessment. However, assessment will be conducted remotely when movement of people and in-person interactions are officially restricted. While assessing the schools, DEOs/TEOs will take into account the context of each school to make the assessment meaningful and beneficial to them. The schools will be assessed both quantitatively and qualitatively as elaborated below.

2.2.1 Quantitative Assessment

The schools will be assessed on the achievement of output indicators under different domains (except Curriculum & Assessment domain) using the assessment rubrics. The DEOs/TEOs will use different means of verifications (MoVs), such as, the evidence maintained and provided by the school, and information gathered through desk reviews to validate the achievement of the output indicators. Ratings on the scale of 1 to 4 will be awarded to each output indicator based on the rubrics. The rating for each indicator will be converted to point(s) as per the weighting allocated to the output indicator. The points for the indicators will be added up to derive Non-Academic score for the school. The Academic score under curriculum and assessment domain will be processed independently. The overall quantitative assessment score of the school will be the sum of Non-Academic score (60%) and Academic score (40%). The details of the Domains, Areas, Parameters, Indicators, and weightings for both Non-Academic and Academic categories are provided in *Annexure 1*.

2.2.2 Qualitative Assessment

In addition to quantitative assessment, DEOs/TEOs will make qualitative assessment of the schools by analyzing the results of quantitative assessment, information gathered through desk reviews, observations, interaction with staff and students, etc. After the analysis, DEOs/TEOs will provide an elaborate descriptive report of the school highlighting major achievements for the year and areas for improvement. The length of the report will be between 150-200 words. While the synopsis of the report will be shared with the schools at the time of assessment, the detailed report will be written online after completing the assessment of each school.

The qualitative assessment supplements and strengthens the quantitative assessment results thereby making the school assessment holistic. It is also intended to help schools understand and celebrate their achievements for the year. Further, it is expected to inform schools on areas they need to improve and guide them in working towards further growth and development.

Agency Input

Agency Input is a list of resources and trainings provided to the schools by the Divisions under MoE, and Dzongkhag/Thromde Education offices. These inputs will be entered by the respective divisions and Dzongkhags/Thromdes in the online Agency Input template available under Education M&E main menu in EMIS V3.

Contents of Agency Input Template

Division/ Dzongkhag/ Thromde (Name of the Division/Dzongkhag /Thromde will be pulled in by the system)	Input, Activities, and Output (To be added by Divisions/Dzongkhags/Thromdes)	Observation by EMD	Action Taken by Division/Dzongkhag/ Thromde	Acknowledgment/C omments by School
	<p>Inputs: What are the Inputs (Resources & trainings) provided by the Agency/Dzongkhag/Thromde?</p> <p>Activities: What are the schools expected to do with the input(s)?</p> <p>Outputs: What are the outputs (products/services) the schools are expected to achieve as the result of carrying out the activity(ies)?</p>	EMD will write the observations on Inputs Activities, and Outputs during/after monitoring. It may also include suggestions and recommendations.	The Divisions/Dzongkhags/Thromdes will note the actions taken following EMD's observation and recommendations.	The schools will acknowledge the actions taken by the Divisions/Dzongkhag/Thromdes based on EMD's observation.

Purpose

The main purposes of Agency Input are:

- To inform EMD on areas of monitoring and help prepare for focused and effective monitoring;
- To see if resources and trainings provided to schools by various agencies are being used to achieve the intended outputs; and
- To strengthen the linkage between Divisions, Dzongkhags/Thromdes, and schools.

Process

For the step-wise process of implementing the Agency Input, please refer the EMIS user manual.

Annexure 1: Definition of SPMS Domains, Areas, Parameters, and Indicators

1. Leadership & Management

The dictionary definition of leadership is ‘the action of leading a group of people or an organization’. It is a process of social influence, which maximizes the efforts of others, towards the achievement of an organizational goal. School Leadership focuses on vision, motivation, the future, and the teams and people in the school. Management is the art of getting things done. It provides systems and processes essential to the smooth day-to-day functioning of the school. Both leadership and management are essential for a school to succeed. “Leadership can make or break a team or an organization” (Linda O’Brien, 2017). The success of any organization depends on the effectiveness of leadership played within the organization. School is an organization where tender hearts, brains and hands of our children are molded and nurtured. To ensure that those young human beings are properly groomed, effective leadership and management practices are paramount for those people taking this responsibility of nurturing the youth.

The purpose of school leaders being in a school is to provide necessary leadership to the teachers, staff, and students in the school and other stakeholders. In SPMS, this domain encompasses three major areas that school leaders need to focus on as they deliver their responsibilities.

1.1 Strategic Leader

Strategic leadership refers to a leader or a manager’s potential to provide strategic direction in the form of vision and goals for the organization. It is the potential of the leader to influence, motivate, and persuade organizational members to achieve its vision and goals. Strategic leaders create organizational structure, build positive, and conducive school culture through effective team building strategies, allocate resources effectively, and engage local as well as other relevant agencies and stakeholders. Therefore, strategic leadership constitutes the following five essential parameters for school assessment.

1.1.1 Direction Setting

“Anyone can steer a ship, but it takes a leader to chart the course.” (John Maxwell, 1998). School leaders after considering the local context, and in consultation with stakeholders, chart and develop

school level working policy in alignment with the National Education Policy (NEP). The school policy provides broad vision and specific goals that the school aspires to achieve. It also provides clear direction and standard leadership and managerial practices and procedures within the school jurisdiction. It highlights core values and beliefs the school promotes and provides strategies for implementation of programmes and activities in the school.

1.1.1.1 School activities are driven by updated school level working policy developed in alignment with NEP (Draft).

This output indicator is assessed to ensure that programmes and activities implemented within the school are driven by the school level working policy and procedures. The school level working policy helps school to establish standard norms and practices (General Guidelines for School Management, p. 20) among the school community. Therefore, every programme or activity that is carried out in the school should be guided by the school policy.

1.1.2 School Culture

School culture refers to the way teachers and other staff members work together in line with a set of acceptable beliefs, values & assumptions they share. While it is the collective responsibility of the teachers, staff, and students to build a positive school culture, it is the school leaders who ensure that the school culture is grounded on sound human & educational philosophies.

1.1.2.1 Positive school culture built.

Building positive culture establishes norms, rituals, traditions, common languages, and culture of excellence in the school. Positive school culture must nurture and enable the staff and students to work collaboratively. Positive school culture supports student learning and development through consistent display of love and care amongst the students and teachers. (General Guidelines for School Management, p. 12).

1.1.3 Resource Management

One of the important responsibilities of school principals is to ensure optimum use of available school resources (materials, finance, and human) to enhance teacher performance and student learning. S/he must assess, access, and mobilize resources from within as well as outside the school jurisdiction. Principals must develop and implement policy to effectively manage and sustain resources.

1.1.3.1 Assess, Access, and Mobilize available resources for the school & sustainability ensured.

This output indicator is to assess and ensure that the school carries out resource need analysis, access resources and mobilize available resources efficiently. The school also needs to manage and ensure sustainable use of available school resources which are in the form of materials (structural & non-structural), finance and human. The school is expected to go beyond the school jurisdiction to avail resource support to enhance school performance and student development. However, support from other agencies must be availed within the permissible norms of the Ministry of Education/ the Royal Government of Bhutan.

1.1.4 Team Building

“Leaders touch a heart before they ask for a hand”, (John Maxwell in “21 Irrefutable Laws of Leadership”). School is an organization with people of varying ages, diverse backgrounds, values and beliefs, interests, and experiences working collectively as a team to achieve the common goals. Leaders must connect himself/herself with people working in the organization and also promote and ensure connection amongst the members of the organization to achieve its goals.

1.1.4.1 Team development strategized.

Team building in an organization is a gradual process which needs to be strategized and implemented over time. In schools, principal and other school leaders should chart out clear directions and understanding of collective and cohesive working atmosphere between and amongst the leaders and employees. Success of the schools must be celebrated as a whole school approach and issues must also be resolved collaboratively.

1.1.5 Stakeholder Engagement

“The measure of leadership is influence-nothing more, nothing less.” (John Maxwell, 1998). School leaders require to deal and collaborate with various stakeholders both within and outside the school to achieve their organizational goals. Through the power of their influence, school leaders involve and engage stakeholders such as, students, teachers, staff, parents, communities, local leaders, agencies, and authorities both formally and informally in the school development and decision-making processes to support student learning.

1.1.5.1 Instituted sustainable and effective partnership and collaboration of stakeholders.

The involvement of various stakeholders must be sustained over the years for the long-term benefit of the school. Therefore, schools will be assessed on how sustainably they could partner and collaborate with the stakeholders.

1.2 Instructional Leader

“Principal as an Instructional Leader is a shift from being managers or administrators to instructional or academic leaders. Instructional leader makes instructional quality the top priority of the school and considers teaching and learning as the core business of schooling. In short, instructional leadership are those actions that a principal takes, or delegates to others, to promote growth in student learning.” (General Guidelines for School Management, p. 31). The title principal emanated from the term principal teacher. The assumption behind the title was that the principal had more skill and knowledge than anyone in the school and would guide others in how to teach. The 21st century school leaders guide, monitor, and supervise effective curriculum practices (planning, delivery, assessment) by leading teaching and learning. They provide deliberate, purposeful, and collaborative learning opportunities to teachers and students to enhance learning. Instructional leaders model, encourage and promote use of digital tools to support teaching, learning, and leading.

In SPMS, the instructional roles of principals identified under parameters are to; model professional practices and lifelong learning, mentor and coach staff and students, engage and encourage research and development, and promote use of ICT in the school. Assessing the instructional responsibilities of principals is to ensure that they deliver focused instructional leadership to teachers and students to enhance effectiveness of teaching and learning in the school.

1.2.1 Role Model and Lifelong Learning

School leaders demonstrate highest level of professional practices and continued learning. “Principals inspire staff and students to live according to Bhutanese values. They set example of professional ethics and show leadership with deep insight backed with rich experience of education. They create structure and nurture school climate that support all staff to reflect on practice and demonstrate professional practices and continued learning and development collaboratively.” (CBFP: Competency Based Framework for Principals). Being a role model, principals, besides professional practices, are expected to demonstrate high level of skill in

classroom teaching. Teacher Human Resource Policy (THRP-2014) mandated principals to take teaching responsibility.

1.2.1.1 Professionalism exhibited.

This output indicator requires school leaders to demonstrate highest level of professional practices, continuous learning, and development. It requires principals to lead effective teaching learning activities and pedagogy. They should demonstrate and facilitate research-based practices in curriculum implementation and assessment. Assessors, while assessing this indicator, should also consider whether school has created transparent system of monitoring, evaluation and reporting that promotes fairness and accountability among the school staff.

1.2.2 Mentoring and Coaching

One of the responsibilities that school leaders shoulder as Instructional leaders is providing mentoring and coaching services to staff and students. CBFP, requires school principals to support staff and learners to manage their learning experience effectively and also to ensure continued professional development of staff by instituting effective mentoring and coaching system. Mentoring is a “personal, helping relationship between a mentor and a mentee that includes professional development and growth and varying degree of support. While mentoring relationship is reciprocal, mentors tend to be those with greater experience” (Hansford et al. 2003, p.5). “Coaching is (the process of) unlocking people’s potential to maximize their own performance. It is helping them to learn rather than teaching them.” (Whitmore, 2009, p.10).

1.2.2.1 Mentoring and coaching system instituted.

Schools need to institute an effective mentoring and coaching system to support continuous professional and personal growth and development of its staff and students. This output indicator is to ensure that all staff (teaching & non-teaching) receive effective mentoring and coaching services from school leaders especially the principals. There should also be a mechanism instituted to mentor students to support their growth and development.

1.2.3 Research and development

Continuous and incremental change in school leadership and curriculum practices is necessary for growth and development of schools. To “lead change process towards the development and implementation of new approaches, systems, and structures” (CBFP), principals must lead,

engage, and encourage research culture within the school. Any decision taken to change school systems (leadership, management, and curriculum and assessment practices) must be based on authentic data from research conducted by others as well as by the schools themselves. Therefore, schools are expected to carry out at least two action researches during the academic year.

1.2.3.1 Instituted research-based practices to enhance student learning.

This output indicator requires school leaders to lead and institute research culture amongst the staff and students. Schools must engage in action research to improve leadership & management, curriculum implementation and assessment practices leading to improved student performance. However, if schools have carried out conventional researches, it may be counted for SPMS assessment.

1.2.4.1 Information, Communication and Technology (ICT) Skills

The CBFP requires principals to promote effective use of ICT in teaching and learning, and to enhance efficiency of organizational operation and management. This parameter includes two output indicators as given below.

1.2.4.1 Promoted effective use of ICT in the school.

This output indicator requires schools to make ICT usage an integral part in effective day to day functioning of the school and in teaching-learning and assessment processes. It is expected that teachers use ICT in carrying out their daily duties and in delivering their lessons. Students must be encouraged to use ICT positively to enhance and broaden their learning horizon.

1.2.4.2 Accurate data provided

This output indicator is to ensure that schools maintain and provide accurate and timely information through Education Management and Information System (EMIS) to ensure authentic and effective decision-making at various levels, such as, the schools, Dzongkhags/Thromdes, and the Ministry of Education. Schools must provide real time information as may be required by the system.

1.3 Promoter of Bhutanese Culture & Traditions

Principals inspire staff and students to live according to Bhutanese values. It is the responsibility of a competent principal to demonstrate honesty and integrity in thought, speech, and action. A

principal is expected to exhibit sound moral directions and promote ethical behavior acceptable to the Bhutanese society among teachers, staff, and students.

1.3.1 Bhutanese culture and traditional values

Preservation and promotion of culture is one of the four pillars of Gross National Happiness (GNH). School is a place where these GNH values and principles are imparted to our children and youths through persistent practice of these values by the school leaders, teachers, and staff. It is therefore crucial that school leaders create a system where members of school community consistently practice Bhutanese culture and traditions and exhibit embodiment of these values both within and outside the school.

1.3.1.1 Bhutanese culture, tradition and etiquette strengthened.

This output indicator is to ensure that school being an educational institution take the lead in preserving and promoting Bhutanese culture, traditions, and etiquette. It requires the school community members to exhibit high embodiment of Bhutanese cultural and traditional values. Thus, it is the duty of school leaders to inspire every member of the school community to be responsible for preserving and promoting our culture, traditions, and etiquette. The DEOs/TEOs should reinforce and keep track of the efforts put in by the schools to preserve and promote Bhutanese culture and traditions through consistent monitoring of school staff and students.

2. School Environment

“School is a miniature society comprising teachers and students of diverse backgrounds and with varying intellectual capabilities and needs. It is a place where students experience and practice values such as equality, respect, and social justice to achieve holistic development. Schools, therefore, should be a safe place where opportunities for children to play, express views and participate in active learning processes are designed and provided” (General Guidelines for School Management, 2017, p.11)

A school environment is broadly characterised by its physical and psycho-social ambiances. These ambiances play a vital role in teaching-learning processes and overall development of school children. Therefore, the school environment must be conducive for both teachers and students so that teaching-learning becomes a joyful and a rewarding experience.

2.1 Physical

“The physical presentation, general layout, the ambience and the objects that create the external life of the school are critical” (T.S. Powdyel, 2010). Therefore, schools should keep their campus green with plants and flowers and free of rubbish, litter, plastics, junk, waste, drugs, and graffiti. In addition, schools must take care of its properties and use them optimally for the benefit of the staff and students. Schools should also have properly demarcated and fenced campus for safety of both students and staff.

2.1.1 Infrastructure

School Infrastructure refers to buildings, power supplies, internet connections, etc. Without proper infrastructure in place, it will be challenging for schools to plan and carry out teaching-learning processes effectively. However, just having proper and adequate infrastructure is not good enough. Schools must take good care of whatever infrastructure they have and most importantly, utilize them well for the intended purpose.

2.1.1.1 School structures are safe and well maintained.

This indicator is to ensure that school buildings, footpaths, railings, electrical connections, facilities, recreational areas, objects, and furniture etc. are well maintained. Any possible risks observed during hazard hunting exercise are mitigated to ensure safety of students, staff, and others.

2.1.1.2 Reliable internet connectivity ensured for all.

This indicator requires schools to establish reliable internet connection depending on the availability of internet service in the area. Its purpose is also to ensure that both teachers and students have access to the internet and use it meaningfully.

2.1.2 Facilities

School facilities are the basic educational requirements necessary to facilitate teaching and learning either directly or indirectly. Therefore, schools should take care of the facilities and put them into good use to derive maximum benefit out of it.

2.1.2.1 Furniture is appropriate and well maintained.

This indicator is to guide schools to requisite and procure age- appropriate furniture for students and to prevent hoarding and dumping. The indicator is also to ensure that schools repair, reuse and take care of the furniture for sustainability.

2.1.2.2 Facilities are optimally utilized.

Facilities include laboratory, library, Multi-Purpose Hall (MPH), sports and recreational facilities, etc. This indicator is put in place so that both students and staff have access to school facilities as per the intended purpose. School should also attempt to provide the benefits of the facilities to the local communities.

2.1.3 School Campus

School campus includes all areas such as buildings, structures, play fields, open areas inside the boundary of the school that are accessible to students. Therefore, a clean, secure, and beautiful campus is a key component to a learning environment. Further, scientific research has proven that student health, attendance and academic performance is improved with clean and well-maintained schools.

2.1.3.1 School is clean, secure, and organized.

The purpose of this indicator is to keep school litter free, with proper waste management in place, and maintained aesthetically. The school should also have properly demarcated and fenced campus for safety of students, staff, and others.

2.2 Psycho-Social

Psycho-Social ambience refers to how safe, caring, supportive, and conducive the school is. Both students and staff must feel mentally and emotionally safe and secure once in the school. Staff and students can interact freely and support each other whenever required. Everyone in the school must feel accepted and included. The ambience should be such that the students do not feel threatened or bullied and instead feel a sense of belongingness. Both staff and students must feel invited and welcome.

2.2.1 School Discipline

School plays a vital role in moulding and shaping the future citizen of any country. Thus, schools should not only focus on academic performance of students but also ensure that students graduate with good manners, values, and conduct. Lack of values and a positive attitude will not only affect the student themselves but also affect the society in general. Therefore, schools should have a proper disciplining mechanism in place to handle disciplinary issues professionally and positively. School must collaborate with parents to implement positive disciplining strategies.

2.2.1.1 Positive disciplining strategies implemented.

The main purpose of this indicator is to bring teachers and parents together in implementing positive disciplining strategies at school and home as a long-term solution to achieve the following in students:

- building self esteem
- teaching non-violence
- creating positive attitude towards learning
- building resilience and grit
- inspiring happy memories of school.

2.2.2 Counselling

Counselling is an integral part of school programme, and schools have a huge responsibility in bringing out the best in students. Schools should plan and implement counselling and helping skill programmes to help students manage and deal with emotional and personal conflicts. Further, schools should also provide career guidance services to prepare students for their future.

2.2.2.1 Counselling and helping skills programme planned, implemented.

This indicator requires schools to identify students requiring psycho-social support and provide timely intervention to prevent mental health problems in students.

2.2.2.2 Career Counselling programmes implemented.

This indicator is put in place so that students are aware of career pathways and opportunities to help them in making informed career choices. At the primary level, schools could initiate activities like dream mapping, dream chart, roadmap, etc.

2.2.3 Student Personality Development

Student personality development such as, cleanliness, behaviour, manner and disposition, decency, etc. are crucial for wholesome development. It is said that “personality is not inherited rather it is developed.” The development process begins right from the student’s childhood. Therefore, schools should initiate programmes and activities geared towards developing student personality.

2.2.3.1 Citizenship /moral education programmes are planned and implemented.

The purpose of this indicator is to mould and nurture students into “nationally rooted” and into a good human being through planned programmes and activities.

2.2.3.2 Student personality nurtured through planned programmes.

This indicator is to direct schools to plan and implement programmes and activities to nurture student personality. Schools should have created a system where teachers mentor the students’ personality development.

2.2.4 Diet & Nutrition

Healthy diet and nutrition are essential for school children as good health leads to better and improved academic achievement. Research has also shown that non-communicable diseases like hypertension, diabetes, coronary heart diseases, etc. are associated with poor nutrition during early years. Therefore, encouraging and promoting healthy dietary/food habits in students by schools will be an investment in the health of our population for years to come.

2.2.4.1 Healthy dietary/food habits promoted and practiced.

This indicator is to guide schools to initiate programmes and activities to promote and practice healthy dietary/ food habits for students.

2.2.5 WASH Programme

WASH refers to Water, Sanitation and Hygiene. Access to safe water, toilets, and good hygiene are basic requirements for healthy life. “Education and health are interconnected, meaning poor health will affect learning and poor educational outcomes affect health” (Comprehensive School Health Promotion, MoE, 2007, p.8). Further, “safe, adequate water, and sanitation facilities in schools coupled with hygiene education will have a significant positive impact in schools, both on child health and on education outcome” (Bhutan Education Blueprint 2014-2024, p.44). Therefore,

schools should provide safe and sufficient drinking water, usable toilets, and ensure that everyone in the school practices personal health hygiene.

2.2.5.1 Safe and sufficient drinking water provided.

This indicator is to ensure that schools provide safe and sufficient drinking water at all times.

2.2.5.2 Toilets and taps are well maintained.

This indicator is to direct schools to have clean, and usable toilets so that students do not miss school due to hygiene-related diseases.

2.2.5.3 Health and hygiene practiced.

The purpose of this indicator is to instruct both staff and students to practice personal health and hygiene for healthy life.

3. Other Educational Programme

Other Educational Programme refers to activities conducted to complement and supplement the curriculum for the wholesome development of students. These activities make students' growth and learning more balanced and comprehensive. These activities are also essential for development of character, life skills, and livelihood skills of students.

This domain provides opportunities for schools to identify interests and talents of students to groom them to reach their full potential. It also provides avenues for students to display their talents and skills. It strengthens students' growth in physical, intellectual, spiritual, social, moral, cultural, aesthetics, leadership, volunteerism, academics, etc.

3.1 Creativity and Innovation

Our economic future depends on the ability of our youth to come up with creative and innovative ideas. 'Creativity and Innovation' has been included under 'Other Educational Programmes' since the parameters under this area intend to foster creativity and innovation. Therefore, schools should organize 'other educational programmes' in a creative and innovative ways to enable students to explore, exhibit, and demonstrate their creative and innovative talents. There are six parameters under this area.

3.1.1 Sports and Physical Activities (SPA)

SPA is a programme that helps students to promote healthy lifestyles, instill values, and enhance lifelong skills and talents among the students. It helps students to become physically fit and mentally prepared with moral values and skills necessary to become productive and responsible citizen.

SPA also provide opportunities for fostering values like healthy competition, cooperation, collaboration, and team spirit among students. It is essential for school to teach children graceful winning and accepting defeat with dignity.

3.1.1.1 Sports and Physical Activities (SPA) including indigenous games implemented.

Schools encourage and implement variety of SPA including indigenous games and provide equal opportunities for every student. Schools plan, conduct, review activities, and maintain records that show meaningful insight into students' overall performance in SPA.

3.1.2 Literary Programme and Lifelong Learning

Literary programmes are activities that are conducted beyond the classroom activities to enhance literary skills of students. It focuses on reading, writing, speaking, and listening skills. Literary activities help students improve and develop communication skills, imagination, creativity, analysis, comprehension, etc. In addition, research has proven that individuals who engages in literary programmes have better social skills, healthier relationships, and achieve greater professional accomplishments.

3.1.2.1 Conducted Diverse literary activities

Schools plan and carry out diverse literary activities to improve language competency of students. Schools are expected to review the activities to understand the benefits of these activities and for future planning.

3.1.2.2 Developed language competency in both Dzongkha and English

Schools should ensure that students demonstrate spoken and reading competency in both English and Dzongkha as per their level.

3.1.3 Scouting Programme

Scouting is a programme which engages students in activities incorporating components of spirituality, social service, volunteerism, skill development with fun and adventure. At individual level, it aims to address youth issues and to motivate students to be able to excel in their academics. It contributes to the development of young people in achieving their full potential in physical, intellectual, social, spiritual areas of development and become responsible citizen.

Scouting programme provides opportunities for youth to acquire and build leadership qualities and human values such as, *Tha-Damtse*, *Ley-Judrey*, *Sampa-Semke*, *Jawa-choe-Lam*, *Zacha-Drosum*, *Driglam Namzha*, *Jamchong*, and *Chichong-Gangchong*.

3.1.3.1 Scouting programme strengthened

This indicator is to ensure that schools institute scouting programme as a whole school approach.

3.1.4 Vocational Programme

Vocational programmes refer to other educational programmes that focuses on building vocational skills of students. It should create awareness and provide students with basic vocational skills and competencies required in their daily lives. Schools provide opportunities for students to participate in varieties of activities like, nature conservation, haircutting, carpentry, photography, tailoring, plumbing, agriculture, masonry, home science etc.

3.1.4.1 Imparted vocational skills through different programmes / projects /clubs.

Schools plan and conduct varieties of activities to create awareness and develop vocational skills of students. They should assess the benefit of these activities on students and improve its implementation.

3.1.5 Recognition and Motivation Award

‘Recognition and motivation award’ refers to awards, certificates, medals, and commendations received by the students and schools at Dzongkhag/Thromde, regional, national, and international levels. The awards received maybe for participation or achievement in the areas of literary, sports, cultural, vocational, scouting, agriculture, science and technology, academics, and other educational programmes. This aims to improve the overall morale of teachers and students and to motivate schools to participate in these programmes.

3.1.5.1 Received recognition in the form of medal/certificate /commendation from the International/National/Regional/ District level

The purpose of this output indicator is to encourage schools to participate in educational programmes at international, national, regional, and Dzongkhag/Thromde levels. The awards and certificates received between the last and the current assessment date will be counted for awarding the points.

Conditions:

1. Certificates received as recognitions, participation, and commendations will be categorized as “Participation/Commendation”.
2. Certificates/medals received for team events such as, football, relay race, table tennis (doubles), debates (team) etc. shall be considered as one certificate/medal for the school.

The allocation of points for certificates, medals, commendations is as follows:

Level	Points	
	1 – 2 certificates	>2 certificates
International	0.25	0.5
National	0.25	0.5
Regional	0.25	0.5
Dzongkhag/Thromde	0.25	0.5
Total Points	1	2

3.1.6 Learning Fair

Learning Fair is a platform provided for students to showcase knowledge, scientific ideas, and application skills that children acquired both from within and outside the classroom. The purpose of this parameter is to ensure schools to provide extended learning opportunities. These activities not only allow students to study concepts with greater depth, breadth and complexity but also help them to pursue their areas of interests and strengths.

3.1.6.1 Offered learning experiences for students to showcase knowledge, scientific ideas and application skills in a fun, energetic and nurturing environment”.

This output indicator requires schools to organize at least one learning fair in a year for the students to showcase their knowledge, scientific ideas, ICT, and application skills in a fun, energetic and nurturing environment.

4. Curriculum and assessment

Curriculum involves learning core conceptual knowledge, skills, and values while assessment determines whether knowledge, skills and values have been learnt. Teachers are responsible for delivery of curriculum and assessment of students learning. Therefore, student performance depends on teachers' input. While individual teacher's performance is assessed through Bhutan Professional Standards for Teachers (BPST), the effectiveness of the curriculum delivery by teachers will be assessed based on students' academic performance through SPMS under the *Academics Domain*.

Academic performance of a schools will be measured annually at Classes VI, VIII, X, and XII levels based on the high-stake examinations conducted by the Bhutan Council for School Examinations and Assessment (BCSEA). EMD will use the following indicators to measure the academic performance of the students. The academic achievement will account to 40% of the overall holistic assessment of the school performance. The Academic indicators are as follow:

SI.#	Class VI & VIII	Points	Class X	Points	Class XII	Points
i.	Overall pass %	10	Overall pass %	5	Overall pass %	7
ii.	Subject-wise mean (non-STEM subjects)	8	Percentile ranking	7	Percentile ranking	8
iii.	STEM performance	10	Subject-wise mean (non-STEM subjects)	6	Subject-wise mean	6
iv.	CA & exam correlation	6	CBQ performance	7	CBQ performance	8
v.	Pass % of class V & VII	6	STEM performance	8	Academic growth	7
vi.			CA & exam correlation	3	Pass % of class XI	4
vii.			Pass % of class IX	4		
	Total	40		40		40

4.1 Overall pass percentage

This indicator is expected to ensure that maximum number of students graduate and transition to next higher grade. It is to reduce repetition and dropout rates.

The score for this indicator will be provided based on pass percentage of the class calculated as:

$$\text{School Score} = \frac{\text{Pass \% of class VI/VIII/X/XII}}{100} \times \text{Weighting}$$

4.2 Percentile ranking

Percentile ranks are often expressed as a number between 1 and 99, with 50 being the average. So, if a student scored a percentile rank of 80, it would mean that they performed better than 80 percent of the other students in his/her class. The main purpose of this indicator is to find out how many students perform at distinction level. The percentile ranking for schools will be provided by BCSEA through EMIS.

$$\text{School Score} = \frac{\% \text{ of Stds. in 80th percentile}}{\text{Baseline (10\%)}} \times \text{Weighting}$$

Baseline: The current trend as per BCSEA result shows that around 10% of the students can score within 80th percentile.

4.3 Subject wise mean (Non-STEM subjects)

This is the average of the subject wise mean (non-STEM subjects) marks of the class. The indicator is intended to ensure schools to set challenging target and strengthen teaching-learning processes. The school's mean will be compared against the national mean and subject-wise points will be provided as indicated below:

Criteria	Points		
	Class VI & VIII	Class X	Class XII
>6 points more than National Mean	8	6	6
up to 6 points more than National Mean	7	5	5
Up to 4 points more than National Mean	6	4	4
equal to National Mean	5	3	3
up to 2 points less than National Mean	3	2	2
up to 4 points less than National Mean	1	1	1
>4 points less than National Mean	0	0	0

$$\text{School Score} = \frac{\text{Total point for all non STEM subjects}}{\text{No. of non STEM subjects}}$$

4.4 Competency-Based Questions (CBQ) Performance

This is the performance of school in competency-based items. The indicator will require schools to focus on competency-based education thereby help students to:

- prepare students for real world tasks or activities
- apply knowledge and skills learnt
- carry out in-depth study of concepts and ideas.

It is calculated from students score in CBQ items in their final examinations. The score for this indicator will be calculated as under:

$$\text{School CBQ Score} = \frac{\text{Sum of average CBQ marks of Stds. for all subjects}}{\text{Total CBQ marks allotted for all subjects}} \times \text{Weighting}$$

4.5 Academic Growth

Academic growth refers to increase in percentage of marks in class XII (English + best three subjects) from that of class X (English + best four subjects). The average marks obtained by the students in class X will be subtracted from the average marks obtained by the same cohort in class XII. This indicator is included to encourage schools to ensure value addition to students' learning during their stay in the school. Schools will be awarded with points based on the difference of average marks of class XII and X of the same cohort as shown below:

$$\text{Academic growth} = \text{Average marks of class XII (Eng + best three subjects)} - \text{Average marks of Class X (Eng + best four subjects)}$$

Criteria	Points
Difference of ≥ 25	5
Difference of ≥ 20	4
Difference of ≥ 15	3
Difference of ≥ 10	2
Difference of ≥ 5	1
Difference of less than 5	0

Note: See the difference in the average marks of some schools to determine the difference.

4.6 Mean Marks of STEM subjects

This is the average of the subject wise mean (STEM subjects) marks of the class. The indicator will measure the students' performance in STEM subjects which include Mathematics, Sciences, and Information Communication Technology (ICT). This indicator is intended to ensure schools to strengthen teaching-learning processes to improve performance in STEM subjects. The school's mean will be compared against the national mean and subject-wise points will be provided as indicated below:

Criteria	Points	
	Class VI & VIII	Class X
>6 points more than National Mean	10	8
up to 6 points more than National Mean	8	6
Up to 4 points more than National Mean	6	4
equal to National Mean	4	3
up to 2 points less than National Mean	2	2
up to 4 points less than National Mean	1	1
>4 points less than National Mean	0	0

$$\text{School Score} = \frac{\text{Total point for all STEM subjects}}{\text{No. of STEM subjects}}$$

4.7 Correlation between Continuous Assessment (CA) & Exam marks

Correlation is a relationship between two variables. If the two variables move in same direction, then those variables are said to have positive correlation. If they move in opposite direction, then they have a negative correlation. This indicator is included based on the findings of the SPMS impact study conducted in 2019 which revealed that teachers provide exorbitant continual assessment (CA) marks to increase the overall marks of students. The indicator is expected to encourage teachers to implement CA effectively.

$$\text{School Score} = \text{Average of subject wise correlation} \times \text{Weighting}$$

4.8 Pass percentage of classes V, VII, IX, & XI

This indicator is included to encourage schools to take equal care of the academic performance of classes other than VI, VIII, X, and XII. This is also to acknowledge the efforts of the teachers teaching other classes. It is to curb the practice of screening of students before they transit to classes with high stake examinations and consequently reduce repetition and dropout rates.

$$\text{School Score} = \frac{\text{Pass \% of class V/VII/IX/XI}}{100} \times \text{Weighting}$$

Annexure 2: Summary of SPMS Domains, Areas, Parameters, Indicators, and Weightings

Domain	Weighting	Area	Weighting	Parameter	Weighting	Output indicator	Weighting
1. Leadership and Management	20	1.1 Strategic Leader	8	1.1.1 Direction Setting	2	1.1.1.1 School activities are driven by updated school level working policy developed in alignment with NEP (Draft).	2
				1.1.2 School culture	2	1.1.2.1 Positive school culture built.	2
				1.1.3 Resource management	1	1.1.3.1 Assess, Access, and Mobilize available resources for the school & sustainability ensured.	1
				1.1.4 Team Building	1	1.1.4.1 Team development strategized.	1
				1.1.5 Stakeholders Engagement	2	1.1.5.1 Instituted sustainable and effective partnership and collaboration of stakeholders.	2
		1.2 Instructional Leader	10	1.2.1 Role Model and lifelong learning	2	1.2.1.1 Professionalism exhibited.	2
				1.2.2 Mentoring and Coaching	3	1.2.2.1 Mentoring and coaching system instituted.	3
				1.2.3 Research and Development	2	1.2.3.1 Instituted research-based practices to enhance student learning.	2
				1.2.4 ICT skills	3	1.2.4.1 Promoted effective use of ICT in the school.	2
		1.2.4.2 Accurate Data Provided in EMIS.	1				
1.3 Promoter of Bhutanese culture & traditions	2	1.3.1 Bhutanese culture and traditional values	2	1.3.1.1 Bhutanese culture, tradition and etiquette strengthened.	2		
2. School Environment	25	2.1 Physical	9	2.1.1 Infrastructure	3	2.1.1.1 School structures are safe and well maintained.	2
						2.1.1.2 Reliable internet connectivity ensured for all.	1
				2.1.2 Facilities	3	2.1.2.1 Furniture is appropriate and well maintained.	1
		2.1.2.2. Facilities are optimally utilized.	2				
		2.2 Psycho-Social	16	2.2.1 School Discipline	2	2.2.1.1 Positive disciplining strategies implemented.	2
						2.2.2 Counselling	3

Domain	Weighting	Area	Weighting	Parameter	Weighting	Output indicator	Weighting				
				2.2.3 Student Personality Development	4	2.2.2.2 Career Counselling programmes implemented.	1				
						2.2.3.1 Citizenship / moral education programmes are planned and implemented.	2				
						2.2.3.2 Student personality nurtured through planned programmes.	2				
				2.2.4 Diet & Nutrition	1	2.2.4.1 Healthy dietary/food habits promoted and practiced.	1				
						2.2.5 WASH Programme	6	2.2.5.1 Safe and sufficient drinking water provided.	2		
				2.2.5.2 Toilets and taps are well maintained.	2						
				2.2.5.3 Health and hygiene practiced.	2						
				3. Other Educational Programme	15	3.1 Creativity and Innovation	15	3.1.1 Sports & Physical Activities	2	3.1.1.1 Sports and Physical Activities (SPA) including indigenous games implemented.	2
								3.1.2 Literary Programme and Lifelong Learning	3	3.1.2.1 Conducted diverse literary activities.	1
										3.1.2.2 Developed language competency in both Dzongkha and English.	2
3.1.3 Scouting Programme	2	3.1.3.1 Scouting programme strengthened	2								
3.1.4 Vocational Programme	3	3.1.4.1 Imparted vocational skills through different programmes / projects /clubs.	3								
3.1.5. Recognition & Motivation/Award	2	3.1.5.1 Received recognition in the form of medal/certificate /commendation from the International/National/Regional/ District level.	2								
3.1.6 Learning Fair	3	3.1.6.1 Offered learning experiences for students to showcase knowledge, scientific ideas and application skills in a fun, energetic and nurturing environment.	3								
Total	60		60		60		60				

Annexure 3: SPMS Rubrics

Domain (4)	Area (6)	Parameter (24)	Output Indicator (32)	1	2	3	4	MoV / Remarks
1. Leadership and Managem ent	1.1 Strategic Leader	1.1.1 Direction Setting	1.1.1.1 School activities are driven by updated school level working policy developed in alignment with NEP (Draft).	≤69.99% of the school activities are driven by the updated school level policy.	70-84.99% of the school activities are driven by the updated school level policy.	85-94.99% of the school activities are driven by the updated school level policy.	≥95% of the school activities are driven by the updated school level policy.	school level policy, interview stakeholders, activity action plans,
		1.1.2 School culture	1.1.2.1 Positive school culture built.	Promoted safe, positive, interactive and supportive climate in the school.	Built collaborative relationships and structures (warmth & structure) for learning and work.	Built and sustained collaborative relationships and structures for learning and work.	The school has established norms, rituals, traditions, common languages and culture of excellence.	Teacher, student and community Interview; observation;
		1.1.3 Resource management	1.1.3.1 Assess, Access and Mobilize available resources for the school & sustainability ensured.	The school has carried out the assessment of the availability of resources for the school.	The school has carried out the assessment of resources and made good use of the available resources.	The school has carried out the assessment of resources and made optimal use of the available resources.	In addition to existing resources, the school availed resource support from various agencies within the permissible norms.	documents, physical verification
		1.1.4 Team Building	1.1.4.1 Team development strategized.	The school has no clear strategies to guide teamwork towards student success. Principal guides every team task.	The school has clear strategies and clearly defined group tasks. Principal occasionally guides the teams.	The school appreciates each other's strengths, respect the authority and no guidance required.	The school has instituted an efficient system of teamwork and collaboration which operate autonomously and are able to	Teacher and student interviews, documents

Domain (4)	Area (6)	Parameter (24)	Output Indicator (32)	1	2	3	4	MoV / Remarks
							resolve issues positively.	
		1.1.5 Stakeholders Engagement	1.1.5.1 Instituted sustainable and effective partnership and collaboration of stakeholders.	School involves staff and student leaders in the decision making and school development process.	School involves parent representatives, staff and student leaders in the decision making and school development process	School formally involves parents, community leaders, staff and student leaders in the decision making and school development process	School formally involves community leaders, local government & agencies, senior citizens in the locality, parents and student leaders in the decision making and school development process	Interview, documents,
	1.2 Instructional Leader	1.2.1 Role Model and lifelong learning	1.2.1.1 Professionalism exhibited.	The school leaders monitored and evaluated the effectiveness of the instructional programme.	The school leaders engaged and provided authentic job oriented professional learning opportunities to the school personnel.	The school leaders continually engaged and exposed self and other staff to the latest ideas and effective use of current instructional research.	The school leaders and staff exhibited and systematically implemented research-based strategies for curriculum, instruction and assessment.	Reports, observations, plans, presentations, opinion piece, reflective articles, journals. The schools will be assessed on fulfilment of rubrics in school as well as ECCD/NFE/CLC/CE wherever these programmes exist.
		1.2.2 Mentoring and Coaching	1.2.2.1 Mentoring and coaching system instituted.	The school had plans to carry out mentoring and coaching exercises	The school has instituted mentoring and coaching system and	The school has instituted mentoring and coaching system and 75% of the	The school has instituted mentoring and coaching system and all staff have	interviews and records

Domain (4)	Area (6)	Parameter (24)	Output Indicator (32)	1	2	3	4	MoV / Remarks
				but could not implement.	50% of the staff have been taken through.	staff have been taken through.	been taken through.	
		1.2.3 Research and Development	1.2.3.1 Instituted research-based practices to enhance student learning.	The school embraced a system of individual reflection to influence their teaching learning activities.	The school engaged teachers in implementation of research-based curriculum, instruction and assessment.	The school engaged teachers in the research-based implementation of curriculum, instruction and assessment. There is evidence of 1 action research carried out.	The school engaged teachers in the research-based implementation of curriculum, instruction and assessment and the school carried out a minimum of 2 action research to influence their daily practices.	Documentary evidence of improvement in student performance, implementation records of research based teaching-learning processes, staff interview with teachers & school leaders, etc.
		1.2.4 ICT skills	1.2.4.1 Promoted effective use of ICT in the school.	School has not promoted use of ICT and teachers hardly use ICT for teaching purposes.	The school has appropriate ICT infrastructure, however, only upto 49.9% of teachers use ICT for day-to-day work and teaching purposes.	The school has appropriate ICT infrastructure and 50-75% of the teachers use ICT for day-to-day work and teaching purposes.	ICT is integral to the functioning of the school and >75% teachers use ICT for day to day work and teaching purposes in a systematic manner.	Lesson plans, records, analysis, attendances, management efficiency, etc.
			1.2.4.2 Accurate Data Provided in EMIS.	The school collected and provided data.	The school collected and provided timely data.	The school collected and provided timely and accurate data.	The school collected and provided timely, accurate and updated data.	Record keeping, timely submission, verify the records through physical observations,
	1.3 Promoter of Bhutanese	1.3.1 Bhutanese culture and traditional values	1.3.1.1 Bhutanese culture, tradition and etiquette strengthened.	A few members of the school community reflect embodiment of Bhutanese cultural	Some members of the school community reflect the embodiment of	Majority of the members of school community reflect the	Every member of the school community reflects high embodiment of	Standard to be created by the assessors for assessment, observation over

Domain (4)	Area (6)	Parameter (24)	Output Indicator (32)	1	2	3	4	MoV / Remarks
	culture & traditions			and traditional values.	embody of Bhutanese cultural and traditional values.	embodiment of Bhutanese cultural and traditional values.	Bhutanese cultural and traditional values.	time, interactions, etc.
3. Other Educational Programme	3.1 Creativity and Innovation	3.1.1 Sports & Physical Activities	3.1.1.1 Sports and Physical Activities (SPA) including indigenous games implemented.	Carried out SPA including indigenous games, but review of activities is not carried out.	Carried out SPA including indigenous games. Reviewed activities but it does not give direction for future planning.	Carried out SPA including indigenous games. Reviewed the activities and recorded directions for future planning.	Carried out SPA including indigenous games. Reviewed the activities with proper records of interventions provided.	Verify records /reports/SOP, Interview students, Survey, Safety measures, individual participation,
		3.1.2 Literary Programme and Lifelong Learning	3.1.2.1 Conducted diverse literary activities.	Carried out diverse literary activities but no review is carried out to check the effectiveness of activities.	Carried out diverse literary activities. Reviewed activities but it does not give direction for future planning.	Carried out diverse literary activities. Reviewed the activities and recorded directions for future planning.	Carried out diverse literary activities. Reviewed the activities with proper records of interventions provided.	Check records/reports Interview students, Survey
			3.1.2.2 Developed language competency in both Dzongkha and English.	<69.99% of sample students can speak and read fluently as per their level.	70-84.99% of sample students can speak and read fluently as per their level.	85-94.99% of sample students can speak and read fluently as per their level.	>95% of sample students can speak and read fluently as per their level.	Test speaking and reading skill through random sampling of students. Check notebooks for writing skills.
		3.1.3 Scouting Programme	3.1.3.1 Scouting programme strengthened	< 50% of students are Scouts.	50%-74.99% of students are Scouts but advancement scheme not implemented.	>75% of the students are Scouts and advancement scheme implemented.	Scouting instituted as whole school programme and advancement	Validate records, Interview students Survey, (Instituted = Formation of committee)

Domain (4)	Area (6)	Parameter (24)	Output Indicator (32)	1	2	3	4	MoV / Remarks																	
							scheme implemented.																		
		3.1.4 Vocational Programme	3.1.4.1 Imparted vocational skills through different programmes / projects /clubs.	Documents show that programmes/ projects/clubs being carried out to impart vocational skills however benefit assessment not carried out.	Vocational programmes carried out; benefits assessed but does not give direction for future planning.	Vocational programmes carried out, benefit assessed and is helpful for future planning.	Vocational programmes carried out, benefit assessed and is helpful for future planning. Students demonstrate vocational skills.	Verify records/ evidences Interview students, Survey, assessment records. Refer General guidelines for school clubs.																	
		3.1.5. Recognition & Motivation/ Award	3.1.5.1 Received recognition in the form of medal/certificate /commendation from the International/National/R egional/ District level.	<table border="1"> <thead> <tr> <th>Level</th> <th>1 – 2 certificates</th> <th>More than 2 certificates</th> </tr> </thead> <tbody> <tr> <td>International</td> <td>0.25</td> <td>0.50</td> </tr> <tr> <td>National Regional</td> <td>0.25</td> <td>0.50</td> </tr> <tr> <td>Regional</td> <td>0.25</td> <td>0.50</td> </tr> <tr> <td>Dzongkhag/Thromde</td> <td>0.25</td> <td>0.50</td> </tr> <tr> <td>Total Points</td> <td>1</td> <td>2</td> </tr> </tbody> </table>			Level	1 – 2 certificates	More than 2 certificates	International	0.25	0.50	National Regional	0.25	0.50	Regional	0.25	0.50	Dzongkhag/Thromde	0.25	0.50	Total Points	1	2	Certificates received by students and the school
Level	1 – 2 certificates	More than 2 certificates																							
International	0.25	0.50																							
National Regional	0.25	0.50																							
Regional	0.25	0.50																							
Dzongkhag/Thromde	0.25	0.50																							
Total Points	1	2																							
		3.1.6 Learning Fair	3.1.6.1 Offered learning experiences for students to showcase knowledge, scientific ideas and application skills in a fun, energetic and nurturing environment.	Failed to adopt any enrichment programme as a whole school approach.	Adopted a whole school approach to create learning experiences for students but failed to organise any Learning Fair.	Adopted a whole school approach to create learning experiences for students. Organised a minimum of one Learning Fair but review is not carried out.	Adopted a whole school approach to create learning experiences for students. Organised a minimum of one Learning Fair and carried out review of the programme for improvement.	Validate records/reports/ evidences Interview students, Survey																	

Domain (4)	Area (6)	Parameter (24)	Output Indicator (32)	1	2	3	4	MoV / Remarks
2. School Environment	2.1 Physical	2.1.1 Infrastructure	2.1.1.1 School structures are safe and well maintained.	Carried out vulnerability assessment of the structures and maintenance plan prepared but not implemented.	Carried out vulnerability assessment of the structures and maintenance plan prepared, and 70-84.99% of plan implemented.	Carried out vulnerability assessment of the structures and maintenance plan prepared and 85-94.99% implemented. School initiated to garner support to	Carried out vulnerability assessment of the structures and maintenance plan prepared and more than >=95% of the plan is implemented.	Physical observation and verification on safety & maintenance of structures, sports facilities and recreational facilities. Maintenance plan with implementation status within the school capacity & budget allocation. School Disaster Management Plan. The school will not be rated 4 if the assessor observes maintenance and risky issues which are not reflected in the plan even if 100% plan is implemented.
			2.1.1.2 Reliable internet connectivity ensured for all.	The internet connectivity is not established despite the service being available.	The internet connectivity is as per the services available in the location used in administrative office	The internet connectivity is as per the services available in the location and is accessible in the administrative block (office and staff room)	The internet connectivity is as per the services available in the location and is accessible to all (staff and students)	Physical observation and verification and practical use of the internet by the assessor.

Domain (4)	Area (6)	Parameter (24)	Output Indicator (32)	1	2	3	4	MoV / Remarks
		2.1.2 Facilities	2.1.2.1 Furniture is appropriate and well maintained.	School has furniture that are not appropriate to age and class level of students. Furniture is not repaired, reused and cared.	School has furniture appropriate to age and class level of students. There are furniture not repaired, reused and cared.	School has furniture appropriate to age and class level of students. Furniture is repaired, reused and properly cared through user education for sustainability. There are evidences of hoarding and dumping.	School has furniture appropriate to age and class level of students. Furniture is repaired, reused and properly cared through user education for sustainability. There is no evidence of hoarding and dumping.	Physical observation and verification in all structures and ensure that no furniture is dumped
			2.1.2.2. Facilities are optimally utilized.	<70% of existing facilities (lab/library/MPH/Sport facilities) are made accessible to staff and students.	70-70.99% of the existing facilities (lab/library/MPH/Sport facilities) are accessible to staff and students	If 80-99.99% of the existing facilities (lab/library/MPH/Sport facilities) are accessible to staff and students.	All existing facilities (lab/library/MPH/Sport facilities) are made accessible to staff and students.	Arrangements made for students and staff to access school facilities (lab/library/MPH/Sport facilities).
		2.1.3 School Campus	2.1.3.1 School is clean, secure and organized.	The school campus is not clean. There are litters all around.	The school campus is clean and organized but does not have secure boundary.	The school campus is clean, organized and has secure boundary but not aesthetically maintained.	The school campus is clean, organized and has secure boundary. The campus is aesthetically maintained with proper waste management.	Physical observation and verification, information boards, beautification and aestheticity, footpaths, fence, etc.)

Domain (4)	Area (6)	Parameter (24)	Output Indicator (32)	1	2	3	4	MoV / Remarks
	2.2 Psycho- Social	2.2.1 School Discipline	2.2.1.1 Positive disciplining strategies implemented.	Positive disciplining strategies not implemented.	Positive disciplining strategies implemented but no parenting programmes conducted.	Positive disciplining strategies implemented, analysed and parenting programmes conducted.	Positive disciplining strategies implemented, analysed, and intervention provided. Teachers and parents collaborate in implementing positive discipline strategies in school and home.	Implementation of Warmth & Structure. Absence of corporal punishment. Verbal abuses and bullies. Parenting plans and programmes. Document evidence of collaboration with parents.
		2.2.2 Counselling	2.2.2.1 Counseling and helping skills programme planned, implemented.	School has not created awareness on counseling services/helping skills and identified students requiring psycho-social support.	School has created awareness on the services and identified students requiring psycho-social support but support not provided.	School has created awareness and identified students requiring psycho- social support and provided support services.	School has created awareness and identified students requiring psycho-social support, provided support services, evaluated and interventions provided.	Counseling/helpin g plan and records, incidences of successful counseling programmes, success stories (case studies),
			2.2.2.2 Career Counselling programmes implemented.	School has records of carrying out career counselling programme but students are not aware of career pathways and opportunities.	Career counselling programme implemented for selected classes and very few students are	Career counselling programme in place and majority of students are aware of career	School has carried out vigorous programmes on career opportunities and all students are aware of	Plans, interview students, school calendar, other records

Domain (4)	Area (6)	Parameter (24)	Output Indicator (32)	1	2	3	4	MoV / Remarks
					aware of career pathways and opportunities.	pathways and opportunities.	career pathways and opportunities.	
		2.2.3 Student Personality Development	2.2.3.1 Citizenship / moral education programmes are planned and implemented.	Citizenship / moral education programmes implemented without plan.	Citizenship/ moral education programmes are planned and implemented.	Citizenship/ moral education programmes are planned, implemented and analyzed and reviewed.	Citizenship/ moral education programmes are planned, implemented, analyzed and improved implementation services.	Implementation Plan, records, student, teacher and stakeholders interview
			2.2.3.2 Student personality nurtured through planned programmes.	School initiated personality development program without plan.	School planned and implemented evidence-based strategies towards student personality development.	School implemented planned and evidence-based strategies towards student personality development, and instituted mentor-mentee system between teachers and students.	School initiated evidence-based strategies towards student personality development, instituted mentor-mentee system, reviewed the effectiveness of programmes and provided interventions accordingly.	Physical tidiness, cleanliness and decency, observations, interaction and behaviours, manner, and disposition
		2.2.4 Diet & Nutrition	2.2.4.1 Healthy dietary/food habits promoted and practiced.	School has evidence of randomly conducted awareness programs on health diet/food habits.	Planned and implemented awareness on balanced diet, dietary assessment, and food menu.	Awareness on balanced diet, dietary assessment, food menu are planned, implemented and monitored.	Awareness on balanced diet, dietary assessment done, food menu are planned, implemented, monitored and feedback incorporated.	Physical observation and verification, interview. Junk and unhealthy food discouraged.

Domain (4)	Area (6)	Parameter (24)	Output Indicator (32)	1	2	3	4	MoV / Remarks
		2.2.5 WASH Programme	2.2.5.1 Safe and sufficient drinking water provided.	Safe and sufficient drinking water hardly available during the school time.	Safe and sufficient drinking water available during the school time.	Safe and sufficient drinking water available for students during the school hours and water quality testing conducted as and when required.	Safe and sufficient drinking water available round the clock for students and staff, water quality testing conducted from time to time.	Physical observation and verification
	2.2.5.2 Toilets and taps are well maintained.		<=69.99% of Toilets are clean and functional with continuous water supply, proper doors, and free of graffiti.	70-84.99% of Toilets are clean and functional with continuous water supply, proper doors, and free of graffiti.	85-94.99% of Toilets are clean and functional with continuous water supply, proper doors, and free of graffiti.	>=95% of Toilets are clean and functional with continuous water supply, proper doors, and free of graffiti.	Physical observation and verification, graffiti means unnecessary scribbles, drawing, scratches, etc.	
	2.2.5.3 Health and hygiene practiced.		Personal health hygiene are identified but is not practiced as a whole school approach.	Staff and students practice the personal health hygiene as whole school approach.	Staff and students practice personal health hygiene as whole school approach and monitored weekly by health in-charge.	Staff and students practice personal health hygiene as whole school approach. The effectiveness of the practices is analyzed and interventions implemented accordingly.	Physical observation and verification, interviews. SHND's checklist to be included as MoV. Personal health & hygiene: Oral, menstrual, eye, nail, face, hands, body, etc.	

Annexure 4: Annual School Plan Template

Annual School Plan

Name of School :

Year :

Domain	Activity (What?)	Objective (Why?)	Strategy (How?)	Start Date	End Date	Person Responsible (Who?)	Implementation Status	Remarks
Curriculum & Assessment (Academics)								
Leadership and Management								
School Environment (Physical/Psychosocial)								
Other Educational Programmes								
Any others								

Annexure 5: Revised SPMS Milestone

