Performance Based
Institutional Self-Assessment Summary (ISAS)
Report 2014

PREFACE

This report attempts to contribute to a better understanding of the state of Performance-Based Management (PBM) system introduced at various secondary schools across the country. The PBM system consists of seven indicators with forty-five sub-indicators which are derived from the existing policies of the Ministry of Education (MoE) including the regulations of all Boards of Intermediate and Secondary Education (BISE) and that of Bangladesh Madrasha Education Board (BMEB) which state the minimum requirements to operate an institution smoothly. All the secondary schools and madrashas are required to meet the minimum performance standards and criteria as mentioned in the indicators and sub-indicators. The purpose of PBM is to support institutional development and improve students' results. It is a routine, on-going education management process applicable to all institutions of the country.

The report is prepared using PBM- Institutional Self-assessment Summary (ISAS) data received from the 18,425 secondary schools of the country through a network of zonal, district and upazila offices of the Directorate of Secondary and Higher Education (DSHE). The findings of the report will help assess the performance of secondary schools against PBM criteria and standards. In due course, the findings will identify the schools that meet or exceed the minimum standards and those that fail to do so and thereby support the poorly performing institutions to raise their performance. It will also support the concerned authority to be aware of the institutional strength and weakness in which they are involved.

The Policy Support School Monitoring & Quality Assurance Unit under Planning & Development Wing of DSHE has prepared the report for the third time which will help the policy makers for future planning of the secondary level institutions.

EXECUTIVE SUMMARY

In order to contributing to poverty reduction of the country by improving the quality and relevance of secondary education to the demands of the labor market, the Government of Bangladesh has undertaken a project titled Secondary Education Sector Development Project (SESDP) to be implemented with the assistance of Asian Development Bank (ADB) within a period of seven years (January 2007-December 2013). To identify the key factors related to quality education, the project supports with other interventions to implement a Monitoring of Quality Assurance (MQA) system in secondary schools and selected madrashas. The purpose of MQA system is to monitor the performance of the institutions and thereby identify the key factors contributing to quality of education. For enhancing the performance of the institution, the MQA system integrates the use of Performance-Based Management (PBM) system.

The concept of introducing the PBM was introduced in 1998 when the Government initiated a strategy to link the performance of schools to government subventions of paying 100% of salary cost for teachers in non-government schools and madrashas. In 2000, under the Secondary Education Sector Improvement Project (SESIP), a School Performance-Based Management System (SPBMS) was developed and piloted in 40 schools of three districts. In 2005, the implementation of PBM was extended to 9,005 (approximately 50%) secondary schools of the country.

In 2008 and 2009 several reviews on the effectiveness of SPBMS were conducted under SESDP. Based on the review findings, a clear policy statement on SPBMS with new implementation strategy was prepared and the name of SPBMS was changed to Performance-based Management (PBM) for making it more inclusive through broader application to schools and madrashas and the procedure of its implementation was streamlined and clarified fully. For developing the procedures of reporting on PBM implementation in every year, an integrated **Institutional Self-Assessment Summary (ISAS)** instrument was developed.

In 2011, PBM started nationally in keeping with the views of National Education Policy 2010, for assessing the academic performance of secondary schools and thereby improving educational quality. Accordingly, a circular was issued by the DSHE in April 2011.

The PBM consists of seven indicators with 45 sub-indicators. All the secondary schools and madrashas are required to meet the minimum performance standards and criteria as mentioned in the indicators and sub-indicators. These indicators and sub-indicators are derived from the existing policies of the Ministry of Education (MoE) including the regulations of the eight Boards of Intermediate and Secondary Education (BISE) and the Bangladesh Madrasha Education Board (BMEB) which state the minimum requirements to open and operate an institution. The indicators and sub-indicators are presented in a logical sequence that emphasize the basic requirements of a well- managed and properly-functioning school or madrashas.

The purpose and objective of PBM is to support institutional development for enhanced performance leading to improved student results. The process is designed to be formative rather than punitive. Under the PMM system, properly-functioning institutions will be recognized and acknowledged for their achievements. Institutions which are fundamentally dysfunctional will also be identified and appropriate action will be taken to improve conditions and raise the performance of these institutions to the minimum national PBM standards.

The PBM implementation strategy is based on the principle that it is a routine, on-going education management process applicable to all institutions. The role of DSHE in implementation is to provide leadership through the network of zones, districts and upazilas to head of the institutions and thereby support them to raise the performance of their institution so that these can provide quality education to the communities it serves.

For showing the exact status of PBM implementation, the head of the institutions are required to fill in the ISAS form and send it to concerned Upazila Secondary Offices every year. After cross-checking, the Upazila Education Officers forward it to District Education Offices. The District Education Officers after cross-checking information contained in the form, enter the data into EMIS database. Once entered, the data are accessible to EMIS, the data bank of DSHE for generating PBM implementation results.

The first national implementation of PBM was completed in August 2011 and based on PBM ISAS data, a national report on PBM implementation was prepared and presented in a workshop held on 09 October 2011. With the participation of the major stakeholders, the workshop was chaired by the Secretary of the MoE and graced by the Honourable Minister of Education as the Chief Guest. The major recommendations of the workshop included the need for making the ISAS instrument more

objective and measurable as well as ensuring authenticity of self-assessed PBM ISAS data provided by the concerned institution heads.

In response to the recommendations received, a revision of the ISAS was made through a series of review meetings with the participation of the representatives from the DSHE, National Academy for Educational Management (NAEM), SESDP, PIU, PMQAU & TACT. Further discussions took place at a stakeholder workshop held on 09 December 2011 with Additional Secretary, MoE as the chief guest.

As an outcome of this discussion, a draft modified ISAS instrument was prepared. The major changes in the ISAS document were: (i) revision of the five options of each of the sub-indicators to make the instrument more objective and measurable, and (ii) replacement of two sub-indicators (5.7 & 5.8) in the area of student performance. The rigorous cross-checking of ISAS institutional data by the USEOs & DEOs was also provisioned.   The revised ISAS instrument incorporating all these changes was submitted to the MoE on 18 December 2011 which was approved on 05 January 2012.

For disseminating 2014 PBM implementation results, this report named '**Performance Based Institutional Self-Assessment Summary (ISAS) Report-2014'** is prepared using **PBM ISAS 2014** data generated through EMIS on-line database from the entry points of 64 districts. PBM ISAS data received from 18,425 (99.07%) secondary schools of the country up to 07 May 2013 are used while preparing the report.   To ensure the authenticity of the data received from the institutions/upazilas/districts, several data validation programmes have been undertaken with the participation of central and field level officials concerned. To prepare an authentic report by using customized data, a reporting instrument has been developed covering multi-dimensional data input areas.

PMB implementation in secondary schools of the country has long been trialed and this is the third year of its national implementation. The present report will help to:

- Assess the performance standards of secondary schools as per PBM criteria and standards;
- Identify the schools that meet or exceed minimum PBM standards and criteria (categories A, B & C) and the schools that fail to meet it (categories D & E);
- Know what actually happens in the institutions and thereby help to assess the performance of students, teachers, SMC/GB, and the community towards institutional development;

- Recognize the necessity of implementing PBM as an intervention for institutional development as well as a process for self-assessment and external monitoring; and

- Support the DSHE in preparing a strategic investment plan for the development of secondary education in future.

The present report generally shows the PBM national, zonal, districts and institutional performance through a total of 92 cross correlated statistical tables and 34 charts. It has 7 parts with 16 chapters (3 chapters in Part-1, 13 chapters in Part-2). The contents of the report with findings are briefly given below:

Part-I consists of 3 chapters presenting the background information related to PBM system.

Chapter–I gives an overview of the project titled SESDP with its aims and objectives. The background information on PBM with its purpose, objectives and intended outcomes are narrated in this part. The PBM indictors, criteria and standards including the implementation strategy are also described in this area.

Chapter–II presents some information related to ISAS, the instrument used for measuring the PBM performance of the institutions. The role of schools related to PBM implementation and the self-assessment process of institutional performance using ISAS are also discussed in this area. The role of field and central level officials with regard to PBM implementation, monitoring, data collection and reporting and so on are described in this part. In addition, the annual PBM implementation schedule with data collection and information dissemination system is narrated in this area. .

Chapter–III presents the objective, scope and methodology related to preparing PBM- ISAS report. The draft plan of action regarding data collection and validation for reporting are also described in this area.

Part-II consists of 13 chapters which present the core information on PBM implementation of all the secondary schools located in 9 zones of the country.

Chapter -I describes: (i) zone-wise total numbers of institutions and assessed ones; (ii) classification of institutions as per PBM ISAS category in number and percentage (iii) performance of zones clustering into A, B & C and D& E category institution; (iv) different positions achieved by zones based on A, B & C category Institution and (v) downbeat ranking of zones as per D & E category institution.

Zone-wise total numbers of institution and assessed institutions: As per EMIS, DSHE most recent data, the total number of secondary schools in the country is 18,598. Out of those institutions, 18,425 schools being 99.07 percent of the total (up to 07 May 2014 ISAS data) have been assessed as per PBM criteria and standards. While zones like **Chittagong, Comilla, Dhaka**, **Khulna** and **Mymensingh** have sent above 99% ISAS data, the other 4 zones have sent data ranging from 98.16% to 98.94%. However, this does not critically hamper institutional classification results.

Each of the 5 zones of Rangpur, Rajshahi , Khulna , Dhaka and Mymensingh has more than 2,000 secondary schools . The other 4 zones i.e., Sylhet, Comilla, Chittagong and Barisal have schools ranging from 856 to 1,639. Rangpur zone has the highest number of schools totaling 3,080 followed by Rajshahi, Khulna and Dhaka zones each having 2,940, 2,692 and 2,417 schools respectively. Sylhet zone has the lowest, only 856 schools.

Classification of institutions as per PBM ISAS category in number and percentage: The performance of 18,425 secondary schools has been assessed as per PBM criteria and standard. Among these schools, 1,020 achieved A category score, 9,098 - B, 7,319 - C, 957- D and 31- E with a percentage of 5.54, 49.38, 39.72, 5.19 and 0.17 respectively.

The data reveal that the number of of A category schools is the lowest with a percentage of only 5.54.. The number of A category schools is the highest in Dhaka zone totaling 243 (10.06%) followed by Rajshahi and Comilla zones totaling 179 (6.19%) and 151 (11.95%) respectively. Regarding the percentage of A category schools Comilla Zone tops the list (11.95%).

Out of the five categories of schools, those belonging to B category form the highest percentage (49.38). Khulna zone has the highest number of B category schools totaling 1,389 (51.77%), while Comilla zone has the highest percentage (60.28) of B category schools with a total number of 762. On the other hand, Rangpur zone has the highest number of C category schools totaling 1,554 (51.39%).

The three zones, i.e. Rangpur , Rajshahi and   Barisal   have a huge number of D category schools constituting a total of 302, 238, 112 respectively.

Performance of zones clustering into A, B & C and D & E category institutions: Performance of the zones has been analyzed by clustering the five categories of schools into two groups, one having the A, B & C category institutions while the other is formed with the D & E category institutions. Thus a

clear idea is found about the two broad groups of schools of which one functioning properly (top, well and moderate) and the other fundamentally dysfunctioning.

The data show that there are a total number of 17,437 (94.64%) schools belonging to categories A, B & C. On the other hand, a total of only 988 (05.36%) schools belong to categories D & E.

From this analysis, it becomes clear that more than 94 percent schools in the country are properly functioning, while around 5 percent are fundamentally dysfunctioning.

Different positions achieved by zones based on A, B & C Category Institution: By clustering the total number of A, B and C category schools (top/well/moderate performing), in this part, the performance of zones is shown in 9 succeeding order. It shows that the percentage of A, B and C category schools are highest in Comilla zone. Khulna zone is in the 2nd position. Chittagong zone is in the 3rd position. Rajshai, Sylhet, and Dhaka zones are in the 4th, 5th and 6th positions respectively. The 3 zones, i.e. Mymensing, Rangpur and Barisal are positioned 7th, 8th and 9th respectively.

Downbeat ranking of zones as per D & E category institution: A downbeat ranking of zones is made based on the number of D & E category schools (poor and non-performing). The zone-wise down-beat ranking based on D & E category schools is: Barisal – 249 (15.48%), Rangpur -315 (10.42%), Mymnesingh – 115 (5.43%), Dhaka- 78 (3.23%), Sylhet -26 (3.07%), Rajshahi – 88 (3.04%), Chittagong-47 (2.99%), Khulna – 51 (1.90%) and Commilla- 19 (1.50%).

Chapter-II describes the overall performance of schools based on PBM indicators & sub-indicators. PBM consists of 7 indictors and 45 sub-indicators which are: Indicator-1: Teaching-learning environment of the institutions, Indicator-2 : Leadership of HT/Super. , Indicator-3: Role of SMC/GB/committee, Indicator.4: Teachers' professionalism, Indicator-5: Student performance, Indicator-6: Co-curricular activities performed by the institution and Indicator.7: Relationship between school and community. The indicators and sub-indicators are presented in a logical sequence that emphasizes the basic requirements of a well managed and properly functioning school or madrasha. All the indicators and sub-indicators are most apparent, readily observable and measurable.

Analysis of indictors and sub-indictors resulted in a hypothesis shows that some-sub- indictors have a greater impact or weight on the overall institutional performance than the other. A 5 point Likert scale is used for selecting the statement that best describes the actual conditions in the institution. A total of maximum 413 weighted score has been fixed up for assessing the overall PBM performance of

the institution based on ISAS statement. Each institution is assessed and ranked finally on a scale from 1 to 100. There are five (5) categories of institutions (A, B, C,D &E) based on the results of the ISAS.

Chapter- III presents the zone-wise performances of schools based on Indicator 1 (Teaching-learning Environment of an institution) and its sub-indicators. The data show that 12,643 schools constituting 68.62% have a favourable teaching-learning environment, while 5,782 schools forming 31.38% suffer from inadequate teaching-learning facilities.

Chapter- IV presents the zone-wise performances of schools based on Indicator 2 (Leadership of head of the intuition) and its sub-indicators. From the data collected, it is seen that in 90.34% of the schools totaling 16,646 the head teachers play active roles towards institutional development. The data also indicate that the head teachers of 1,779 schools being a percentage of 13.63 do not discharge their professional duties properly as per the official instruction.

Chapter- V presents the zone-wise performances of schools based on Indicator 3 (Role of SMC/GB/committee) and its sub-indicators. The data reveals that the SMC/GB/Committee's role is quite satisfactory in 15,789 schools constituting a percentage of 85.69, In 14.30% of the schools having a total number of 2,141, the   SMC/GB/Committee's role is not up to the mark.

Chapter- VI presents the zone-wise performances of schools based on Indicator 4 (Teachers' professionalism) and its sub-indicators. It is found from the data that teachers' performance is quite satisfactory in 16,802 schools (91.19%) while 1,623 schools (8.81%) indicate that teachers are not discharging their professional duties properly in those schools.

Chapter- VII presents the zone-wise performances of schools based on Indicator 5 (Student performance) and its sub-indicators. The data show that the performance of students of 12,794 schools forming a percentage of 69.44 is satisfactory while that of 5,631 schools constituting a percentage of 30.56 is unsatisfactory.

Chapter- VIII presents the zone-wise performances of schools based on Indicator 6 (Co-curricular activities performed by the institution) and its sub-indicators. The collected data reveals that 86.81% of the schools totaling 15,994 report to have co-curricular activities properly implemented. 2,431 schools (13.20%), however, fail to properly implement the government instruction regarding co-curricular activities.

Chapter- IX presents the zone-wise performances of schools based on Indicator 7 (Relationship between the school and the community) and its sub-indicators. In terms of maintaining relationship with the community, 17,695 schools constituting a percentage of 96.04 have scored well, while 730 schools corresponding to a percentage of 3.97 have done badly.

Chapter –X shows indictor-wise some special findings on schools of different categories. It is found that 14 A category schools have some major problems in the area of teaching-learning environment as well as student performance. The chapter also shows that 54 D & E category schools have scored well in the area of school and community relationship (Indicator-7).

Chapter –XI shows zone-wise performances of government secondary schools in the country. Out of 317 government secondary schools, 95 got A category score forming a percentage of only 29.97. The total number of A, B & C scored government schools is 316 constituting a percentage of 99.68. This indicates the fact that more than 99% government schools in the country are functioning well. The number of D scored schools is 01 corresponding to a percentage of 0.32.

Chapter –XII provides the key findings on the PBM performance of girls' secondary schools of the country. Out of 3,165 girls' secondary schools, 155 (4.90%)have achieved A category score. The total number of A,B & C scored girls' schools is 2,931 (92.60%). The number of D&E category schools, however, is 234 forming a percentage of 7.40. It has thus become clear that more than 90% of the girls' schools in the country are functioning properly, while less than 10% have room for improvement.

Chapter –XIII shows the zone-wise performances of schools situated in underserved areas (hilly/coastal and haor areas) of the country. The performance of 243 secondary schools situated at 3 hilly districts i.e. Bandarban, Rangamati and Khagrachori has been assessed. It is found that the number of A, B & C category schools in hilly areas is 229 (94.62%). It indicates that almost 95% of the schools situated in hilly districts are functioning well. The number of D & E scored school is 13 (5.38%) and these schools have problems in various areas related to institutional management.

The performance of 1,203 schools situated in 9 coastal areas has been examined. 91.85% of the schools totaling 1,203 have achieved A,B & C score and 198 schools constituting a percentage of 8.41 have achieved D & E score. All these indicate that more than 8% of the schools situated in hilly areas of the country have problems in various areas related to institutional management.

A total number of 312 schools situated in 5 haor districts in the country have been assessed. It is found that a total number of 299 schools (95.83%) have scored A, B & C whereas a total of 13 schools (4.17%) have scored D & E .

Part -III shows the district-wise performances of schools as per PBM ISAS category and standards:
The districts play a vital role in implementing PBM. The zone-wise performance of 64 districts has been assessed with the following results:

Barisal zone has 6 districts with a total number of 1,609 schools assessed. The number of A category schools in this zone is 23 (1.43%), B − 572 (35.55%), C- 765 (47.55%), D- 238 (14.79%) and E- 11 (0.68%). All the 6 districts have a large number of institutions ranging from 176 to 432. Barisal district has the highest number of schools with a total of 432 and Barguna has the lowest with 176. The percentage of C category schools is high in almost all of the districts.

Chittagong zone has 7 districts with a total number of 1,573 assessed schools. The number of A category schools in this zone is 89 (5.66%), B -873 (55.50%), C- 564 (35.86%), D-47 (2.99%) and E- 00.All the districts of this zone except Bandarban and Khagrachari have a large number of institutions ranging from 125 to 681. Chttagong zone has the highest number of schools.

Comilla zone has 4 districts with a total number of 1,264 assessed schools. The number of A category schools in this zone is 151 (11.95%), B -762 (60.28%), C- 332 (26.27%), D-19 (1.50%) and E- 00. All the districts have quite a large number of schools ranging from 169 to 586. Comilla has the highest number of schools with a total of 586, whereas Laxmipur has the lowest with 169. There is no E category school in this zone. The percentage of B category schools is high in almost all of the districts .

Dhaka zone has 11 districts with a total number of 2,416 assessed schools. The number of A category schools in this zone is 243 (10.06%), B -1,349 (55.84%), C-746 (30.88%), D-76 (3.15%) and E-02 (0.08%). All the districts have a large number of institutions ranging from 113 to 591. Dhaka district has the highest number of schools totaling 591, while Shariatpur has the lowest with a total of 112 schools. Rajbari and Shariatpur districts have 01 A category school each. Gazipur, Manikganj, Munshiganj, Narayanganj and Shariatpur do not have any E category school. Although Dhaka district has the highest number of A category schools in the country with a total of 156 (26.40%), the percentage of B & C category schools is high in almost all of the districts.

Khulna zone has 10 districts with a total number of 2,683 assessed schools. The number of A category schools in this zone is 96 (3.58%), B -one thousand 389 (51.77%), C-one thousand 147 (42.75 %), D-51 (1.90 %) and E- 00 (0.00%).

All the districts have a large number of institutions ranging from 125 to 521. Jessore district has the highest number of schools totaling 521 whereas Meherpur has the lowest with 125. The percentage of B category schools is high in almost all of the districts.

Mymensingh Zone has 6 districts with a total number of 2,118 assessed schools. The number of A category schools in this zone is 132 (6.23%), B -958 (45.23%), C-913 (43.11 %), D-112 (5.29%) and E-03 (0.14%). All the districts of this zone have quite a large number of institutions ranging from 172 to 604. Mymensingh district has the highest number of schools being 604 in total whereas Sherpur has the lowest with a total of 172 schools. Except for Mymensing district, no other district in this zone has any E category school. The percentage of B & C category schools is high in almost all of the districts.

Rajshahi zone has 8 districts with a total number of 2,891 assessed schools. The number of A category schools in this zone is 179 (6.19%), B -one thousand 615 (55.86%), C-one thousand 9 (34.90 %), D-86 (2.97%) and E-02 (0.07 %). All the districts of this zone have quite a large number of institutions ranging from 158 to 559. Rajshahi has the highest number of schools with a total of 559, whereas Joypurhat has the lowest with 158.The percentage of C category schools is high in almost all the districts .

Rangpur zone has 8 districts with a total number of 3,024 assessed schools. The number of A category schools in this zone is 69 (2.28%), B -one thousand 86 (35.92%), C- one thousand 554 (51.40%), D-302 (9.95%) and E-13 (0.43%). All the districts of the zone have a large number of institutions ranging from 205 to 664. Dinajpur has the largest number of schools with a total of 664 while Lalmonirhat has the lowest with 205. The percentage of C category schools is quite large in almost all of the districts.

Sylhet zone has 4 districts with a total of 851 assessed schools. The number of A category schools in this zone is 38 (4.49%), B -494 (58.32%), C-289 (34.12 %), D-26 (3.07%) and E-00 (0.00%). Sylhet district has the highest number of schools with 320 whereas Hobiganj has the lowest with 147. The percentage of B category schools is quite large in almost all of the districts.

Part –IV shows a comparative picture of nationwide PBM performance of the years 2012 & 2013.

As per ISAS 2013 data, out of 18,484 (99.39%) assessed schools, 704 (3.81 %) are classified into A category, 6,818 (36.89%) B category, 7,719 (41.76%) C category, 3,062 (16.57%) D category and 177 (0.97 %) E category.

As per ISAS 2014 data, out of 18,425 (99.07%) assessed schools, 1,020 (5.54 %) are classified into A category, 9,098 (49.38%) B category, 7,319 (39.72%) C category, 957 (5.19%) D category and 31 (0.17 %) E category.

Part-V describes key PBM findings with the following recommendations :

01. In Barisal and Rajshahi zones the number and percentage of D/E category schools is comparatively higher.

02. The D & E category schools are to be identified properly. Their weaknesses are needed to be addressed on a regular basis ;

04. Zonal DDs and DEOs are to be instructed to submit a time-bound action plan on PBM implementation for 2015 with district and upazilla –wise improvement targets ;

05. D & E category Schools are to be instructed to make a time bound action plan to change their present position with sub-indicator wise improvement targets and submit it to the DEO offices.

06. High score should be allocated for school examination as well as public examination results that will enable moderation of school self assessments ;

07. Strengthening of academic supervision through regular review and evaluation of the ongoing performance of the field level officials in all districts are needed to be initiated;

08. Continuing monitoring and support through upcoming project SESIP is required both for the continuing service of the field level officials and for central monitoring of the system.

Part-VI shows the limitations regarding the preparation of the report.

Part-VII describes the following concluding remarks based on the overall findings:

The PBM ISAS report has provided an extremely useful overview assessment of the performance of each institution and every institution. It is deliberately based on a self assessment instrument and its strength and coverage is a result of that. At the same time, inevitably, it cannot be independent, external and bias free.

What is now essential is the cross referencing of all ISAS reporting against an external arbitration or validation of each institution's self-assessment against all indicators. Without such detailed and overall cross-referencing, the school judgments will inevitably be regarded as essentially subjective, rightly or wrongly, across all indicators. As such the system will be liable to continuing challenges across all aspects.

DSHE has instituted an extensive system of local level academic support with appropriately qualified and professional trained officers specially to provide academic support to the schools and teachers. These include (i) Upazilla Academic Supervisors, (ii) Assistant Inspectors, (iii) Research Officers and (iv) Upazilla Secondary Education Officers.

The current number of these officers is now about almost 2,000 with 1,500 in revenue posts and 473 project posts.

These officers have received ongoing project-based training for the specific activities of academic support across the secondary institutions, and their locations have been systematically determined to ensure that all schools will receive continuing academic support at all levels over the whole school program throughout the school year.

It would appear that this support is currently not being adequately implemented in terms of direct assistance and classroom supervision of teachers.

PART- I

PBM INTRODUCTION AND BACKGROUND

CHAPTER – I

SESDP overview and PBM Background

SESDP: Overview

The Government of Bangladesh has undertaken a project titled Secondary Education Sector Development Project (SESDP) to be implemented with the assistance of Asian Development Bank (ADB) within a period of seven years (January 2007-December 2013). The overall objective of the project is to contribute to poverty reduction in Bangladesh by improving the quality and relevance of secondary education to the demands of labor market. The project has 3 components with 9 sub-components, namely: (i) Strengthened accountability and transparency in secondary education; (ii) Enhanced quality of secondary education and (iii) Improved equity of access to secondary education.

The SESDP supports in implementing a Monitoring Quality Assurance (MQA) system in secondary schools and madrashas (according to sub-component ii under component 1). The purpose of MQA system is to monitor the performance of educational institutions and thereby identify the key factors contributing to quality education. For enhancing the performance of institutions, the MQA system integrates the use of Performance Based Management (PBM) system in secondary education.

PBM: Background

The concept of introducing the PBM was introduced in 1998 when the Government initiated a strategy to link the performance of schools to government subventions of paying 100% of the salary cost for teachers in non-government schools and madrashas. In 2000, under Secondary Education Sector Improvement Project (SESIP), a School Performance-Based Management System (SPBMS) was developed and piloted in 40 secondary schools. A government circular issued in July 2005, ordered the extension of SPBMS implementation in 9,005 (approximately 50%) secondary schools.

In 2008 a review on the effectiveness of SPBMS was conducted under SESDP. Based on the review findings, a clear policy statement on SPBMS with new implementation strategy was prepared. In February 2009, based on the recommendation of another review finding, the name of SPBMS was changed to Performance-based Management (PBM) for making it more inclusive through broader application to schools and madrashas and the procedure of implementing PBM was streamlined and clarified fully. For developing the procedures of reporting on PBM implementation every year, an integrated *Institutional Self-Assessment Summary (ISAS)* instrument was developed.

For implementing PBM nationally, a circular was issued on 22 March 2011. In April 2011, a complete set of PBM manual/record books with implementation guidelines were distributed to secondary schools of the country.

The full national implementation of PBM was completed in August 2011. Based on the data collected through Institutional Self Assessment Summary (ISAS), a national report on PBM implementation was prepared and presented in a workshop held at NAEM on 09 October 2011. The major recommendations of

the workshop included the need for making the ISAS instrument more objective and measurable as well as to ensure authenticity of ISAS data provided by the concerned institution heads.

In response to the recommendations received, a revised draft of the ISAS was made through a series of review meetings with the participation of the representatives of DSHE, NAEM, SESDP PIU, PMQAU and TACT. Further discussion was made at a stakeholder workshop held on 09 December 2011 with Additional Secretary, MoE in the chair.

As an outcome of this discussion a draft modified ISAS instrument was prepared. The major changes in the ISAS document were: (i) revision of the five options of each of the sub-indicators to make the instrument more objective and measurable, and (ii) replacement of two sub-indicators (5.7& 5.8) in the area of student performance. The revised ISAS instrument incorporating all these changes was submitted to the MoE on 18 December 2011 which was approved on 05 January 2012.

Purpose and Intended Outcome

The purpose and objective of PBM is to support institutional development for enhanced performance leading to improved student results. The process is designed to be formative rather than punitive. Properly functioning institutions will be recognized and acknowledged for their achievements. Institutions that are fundamentally dysfunctioning will also be identified and appropriate corrective actions will be taken to improve conditions and increase the standards of performance of such institutions to the minimum national PBM standards.

PBM Indicators, Criteria and Standards

The PBM consists of seven indicators with 45 sub-indicators. All the secondary schools and madrashas are required to meet the minimum performance standards and criteria as mentioned in the indicators and sub-indicators. These indicators and sub-indicators are derived from the existing policies of the Ministry of Education (MoE) including the regulations of the eight (8) Boards of Intermediate and Secondary Education (BISE) and the Bangladesh Madrasha Education Board (BMEB) which state the minimum requirements to open and operate an institution. The indicators, criteria and standards used in the PBM are presented in a logical sequence that emphasizes the basic requirements of a well managed and functioning school or madrasha. All the indicators and sub-indicators as mentioned below are most apparent, readily observable and measurable:

1.0 Teaching and Learning Environment
1.1 Minimum classroom space available for each student
1.2 Average number of students per classroom
1.3 Safe drinking water facilities
1.4 Availability of furniture
1.5 Condition of library facilities
1.6 Head of the institution's office room with secured storage facilities
1.7 Condition of Teachers' work area
1.8 Condition of toilets
2.0 Leadership of Head Teacher or Superintendent
2.1 Development of strategic five year institutional development plan
2.2 Teaching-learning related discussions with subject teachers
2.3 Role in conducting full staff meetings
2.4 Role in conducting meetings with subject teachers

2.5　　Role in organizing in-service training for teachers

2.6　　Role in preparing Annual Confidential Report (ACR)

2.7　　Role towards professional development

2.8　　Awareness about the conditions of the institution and be visible around the institution

2.9　　Role in providing teaching aids

2.10　Making stop gap arrangements in absence of teachers

2.11　Ensures classes are held as per approved teaching-learning days in a year

2.12　Ensures classes are taken by each teacher as per approved teaching periods in a week

3.0　　Effectiveness of Institution Management Committee

3.1　　MC/GB involvement in PBM planning and monitoring

3.2　　Participation in meetings held on budget and resource allocation

3.3　　Participation in meetings held on student performance

4.0　　Teachers' Professionalism

4.1　　Punctuality and regular attendance

4.2　　Preparation of written Lesson plans

4.3　　Use of local teaching aids in classrooms

4.4　　Identification of low performing students and assistance

4.5　　Attendance in full staff meetings regularly

4.6　　Attendance in subject-specific meetings

4.7　　Participation in-service training

4.8　　Maintenance of student performance records

5.0　　Student Performance

5.1　　Student attendance and punctuality throughout the year

5.2　　Average nos. of student remain absent during the year

5.3　　Average nos. of student that repeated in the same class

5.4　　Student progress throughout the year as per SBA and others

5.5　　Grade VIII/X/XII enrollment and students eligible to sit JSC/SSC/HSC

5.6　　Comparison of SBA and JSC/ SSC/HSC results (better or similar to SBA scores)

5.7　　Comparison of JSC/SSC/HSC pass rate to national average

5.8　　Percentage of student achieved A+ in JSC/SSC/HSC examination

6.0　　Co-curricular Activities

6.1　　Planning of co-curricular activities

6.2　　Implementation of co-curricular activities

6.3　　Participation rates of student in co-curricular activities

7.0　　Teacher / Institution and Guardian / Community Relationships

7.1　　Communications between institution and guardians

7.2　　Invitation of guardians to attend student progress meetings

7.3　　Communication between institution and community groups

Implementation Strategy

Effective implementation of PBM is the responsibility of Policy Support, School Monitoring and Quality Assurance Unit (PMQAU) under the Planning and Development (P & D) wing of DSHE. The implementation strategy is based on the principle that the PBM is a routine, on-going education management process applicable to all institutions. The role of DSHE in implementation is to provide leadership to Head Teachers and Superintendents through a network of 9 zonal, 64 district and 485 upazila level officials and thereby facilitate, support and monitor the performance of the institutions so that they could implement PBM effectively and provide quality education to the communities they serve.

The effective implementation of PBM relies heavily on the initiative and leadership of the head of the institution. To ensure institutions fully understand and apply PBM, the Institutional Self-Assessment Summary (ISAS) instrument has been developed and each year the institutions are required to complete the ISAS and send it to the Upazilla Secondary Education Offices for approval. The Upazilla Secondary Education Offices examining the performance of the institutions send the ISAS to DEO for approval. After cross-checking, the District Education offices using EMIS online data base program, enter data and forward it to EMIS, DSHE.

The PBM approach emphasizes institutional self-evaluation by describing the actual conditions of the institution as per indicators and sub-indicators emphasizing the basic requirements of a well managed and functional school or madrasha. It also emphasizes the process of external monitoring while re-assessing the ISAS results by the concerned authority.

Full implementation of PBM will require a minimum of 2 years and by the third year, the PBM requirement patterns will be evident to the institutions as well as to the education officials will be aware of the strength and weakness of the institutions in which they are involved.

CHAPTER – I I

Institutional Self- Assessment Summary (ISAS): Objective & Scope

Institutional Self-Assessment Summary (ISAS): Objective and Scope

To ensure institutions fully understand and apply PBM, the ISAS instrument has been developed that will help to measure the performance of the institution as per standards and criteria specified in PBM. It is an objective assessment instrument and the scoring system is developed to capture and summarize PBM results in a meaningful and manageable way. The ISAS will be used by the head of institution and by DSHE personnel to rate an institution against each of the 45 sub-indicators of performance. The results obtained by the Head Teacher or Superintendent responsible for completing the ISAS should be very similar to the results obtained by an external assessor such as the Upazilla Secondary Education Officer or others .

The ranking of Institution compared to the PBM criteria and standards will provide an indication on the overall performance (Table -1) of an institution. Each institution will be assessed and ranked on a scale from 1 to 100. There will be five (5) categories of institutions based on the results of the ISAS. The first category (category A) consists of the top performing schools and madrashas scoring from 90 to 100 percent. Institutions ranked from 80 to 89.9 percent will be in the second category (category B) and classified as well performing. Institutions scoring from 70 to 79.9 percent (category C) will be considered as moderate performing. Institutions scoring from 50 to 69.9 percent will be classified as marginal and poorly performing (category D) and institutions scoring below 50 percent (category E) will be considered as non-performing or dysfunctional institution.

Table-1: ISAS Scoring with Institutional Classification

Score		Institutional Classification	
From	**To**	**Description**	**Category**
90.0 %	100 %	Top performing	**A**
80.0 %	89.9 %	Well performing	**B**
70.0 %	79.9 %	Moderate performing	**C**
50.0 %	69.9 %	Poor performing	**D**
20.0 %	49.9 %	Non performing	**E**

Table- 2: Zone-wise TOTAL nos. of institution and assessed institution

Sl. No.	Name of Zones	Nos. of District	Nos. of Institution	Nos. of Assessed Institution	% of Assessed Institution
1	BARISAL	06	1639	1609	98.16
2	CHITTAGONG	07	1581	1573	99.49
3	COMILLA	04	1269	1264	99.60
4	DHAKA	11	2417	2416	99.95
5	KHULNA	10	2692	2683	99.66
6	MYMENSINGH	06	2124	2118	99.71
7	RAJSHAHI	08	2940	2891	98.33
8	RANGPUR	08	3080	3024	98.18
9	SYLHET	04	856	847	98.94
	TOTAL	**64**	18598	18425	99.07

Chart -1: Zone-wise Total nos. of institution and assessed institution.
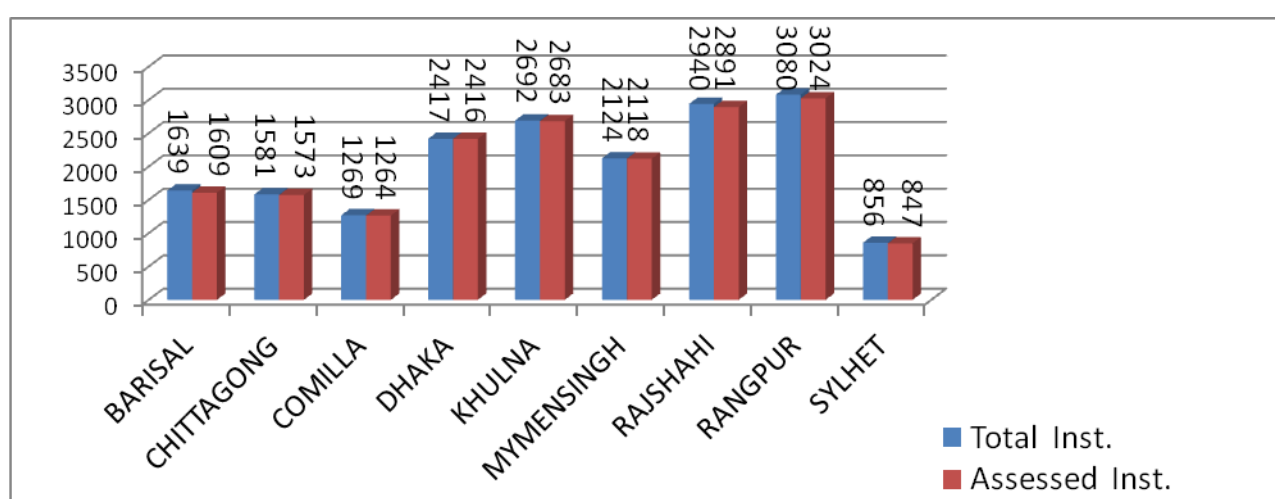
As per EMIS, DSHE latest data, the total nos. of secondary schools in the country are 18598 and out of those institutions, a total nos. of 18425 schools (up to May 07, 2014)   having with a percentage of 99.07 have been assessed as per PBM criteria and standards.

The 5 zones i.e , Rangpur, Rajshahi , Khulna , Dhaka and Mymensingh have more than 2000 secondary schools . The 4 zones i.e. Sylhet , Comilla, Chittagong and Barisal have schools ranging from 856 to 1639. Rangpur zone has the highest number of schools with 3080, then comes Rajshahi, Khulna and Dhaka zones with 2940, 2692 & 2417 schools respectively. Sylhet zone has the lowest, only 856.

Table -3: Classification of institutions as per PBM ISAS category in number and percentage.

Sl. No.	Name of Zone	Nos. of Institution		Institution Nos. as per Category					Percentage as per category				
		Total	Assessed	A	B	C	D	E	A	B	C	D	E
1	BARISAL	1639	1609	23	572	765	238	11	1.43	35.55	47.55	14.79	0.68
2	CHITTAGONG	1581	1573	89	873	564	47	0	5.66	55.50	35.86	2.99	0.00
3	COMILLA	1269	1264	151	762	332	19	0	11.95	60.28	26.27	1.50	0.00
4	DHAKA	2417	2416	243	1349	746	76	2	10.06	55.84	30.88	3.15	0.08
5	KHULNA	2692	2683	96	1389	1147	51	0	3.58	51.77	42.75	1.90	0.00
6	MYMENSINGH	2124	2118	132	958	913	112	3	6.23	45.23	43.11	5.29	0.14
7	RAJSHAHI	2940	2891	179	1615	1009	86	2	6.19	55.86	34.90	2.97	0.07
8	RANGPUR	3080	3024	69	1086	1554	302	13	2.28	35.91	51.39	9.99	0.43
9	SYLHET	856	847	38	494	289	26	0	4.49	58.32	34.12	3.07	0.00
	TOTAL	18598	18425	1020	9098	7319	957	31	5.54	49.38	39.72	5.19	0.17

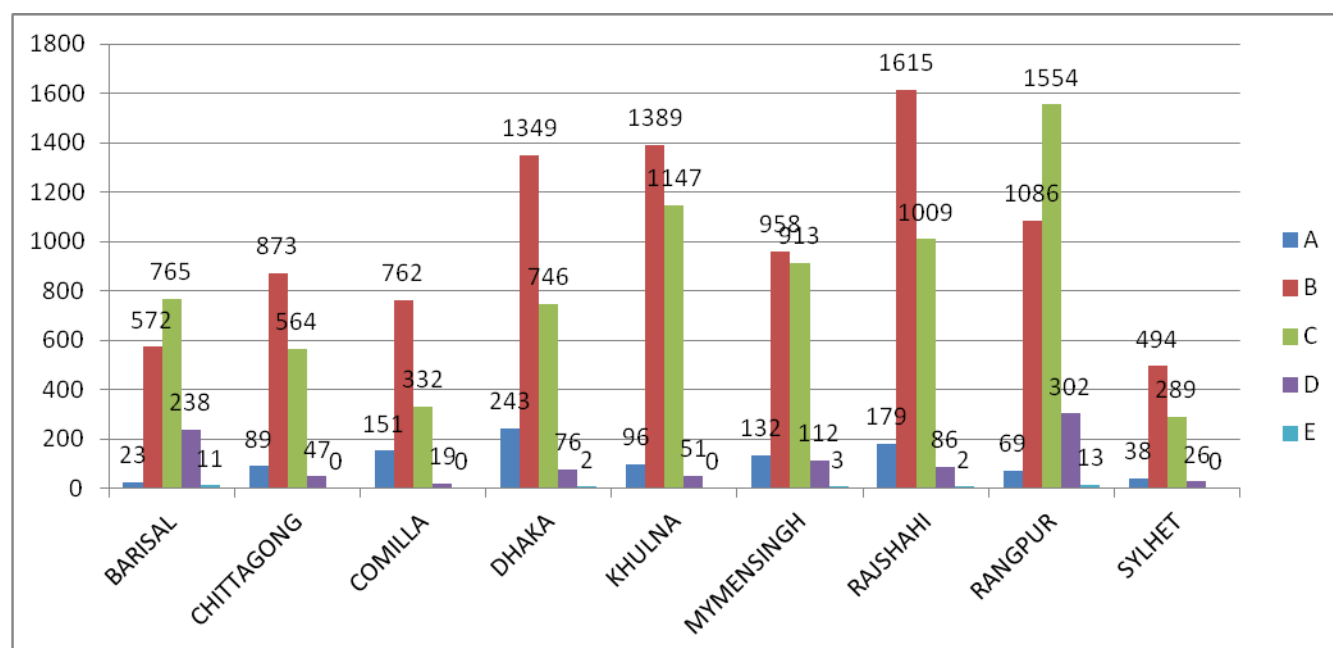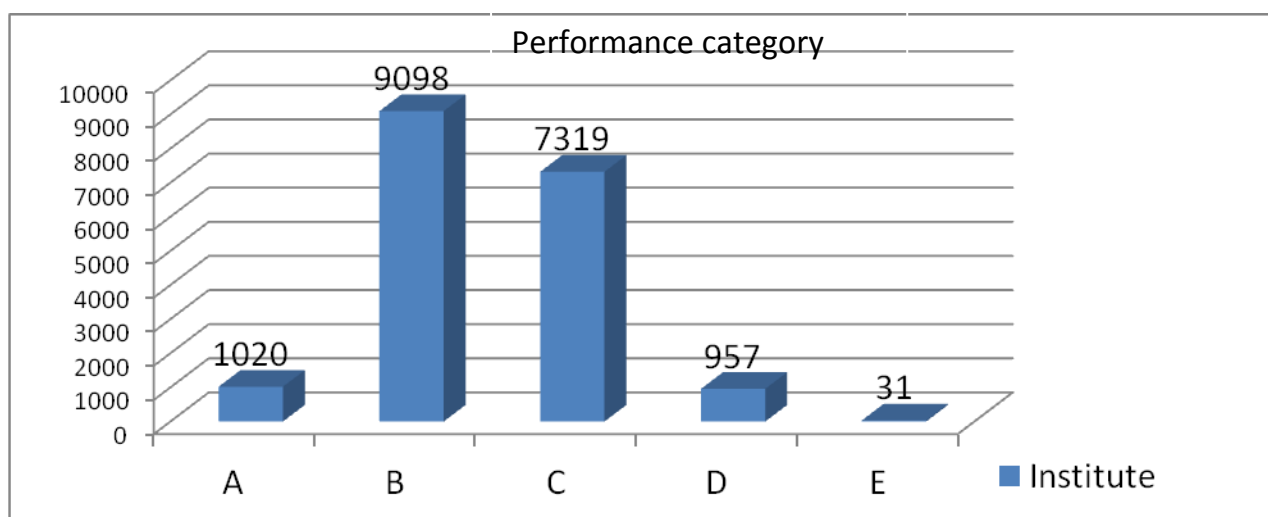**Chart -2: Classification of institutions as per PBM ISAS category in number.**

Chart- 3: Classification of institutions as per PBM ISAS category.

Performance category

The data on the above table and charts reflect the zone-wise institutional classification as per PBM ISAS standard and criteria. A total number of 18425 secondary schools have been assessed as per PBM criteria and standard. Among these schools, 1020 achieved A category score, 9098-B, 7319-C, 957-D and 31- E with a percentage of 5.54, 49.38, 39.72, 5.19 & 0.17 respectively.

The data indicate that the percentage of A category schools is quite low having with only 5.54. The percentage of B category schools is 49.38. The percentage of C category schools is highest with 39.72.The Performance of D category institutions is 5.19.

The three zones, i.e. Rangpur, Barisal and Mymensingh have a huge number of D category schools that constitutes a number of 302, 238 and 112 respectively. The number of D category schools in Dhaka, Mymensingh, Khulana and Chittagong is also large in number having with 303, 345 , 233 and 174 correspondingly. Less than one hundred schools in Comilla and Sylhet zones are classified into D category. Rangpur , Barisal and Rajshahi zones have an alarming number of E category schools with 83, 41 and 20 respectively.

Table- 4: Performance of zones clustering into A, B & C category institution.

Name of Zones	TOTAL No. of Assessed Inst.	Nos. of A, B & C category schools	% Based on the TOTAL nos. of assessed institution	Ranking (as per %)
COMILLA	1264	1245	98.50	1st
KHULNA	2683	2632	98.10	2nd
CHITTAGONG	1573	1526	97.07	3rd
RAJSHAHI	2891	2803	96.96	4th
SYLHET	847	821	96.93	5th
DHAKA	2416	2338	96.77	6th
MYMENSINGH	2118	2003	94.57	7th
RANGPUR	3024	2709	89.61	8th
BARISAL	1609	1360	84.58	9th
TOTAL	18425	17437	94.65	

**Chart -4: Performance of zones clustering A, B & C category institution.**
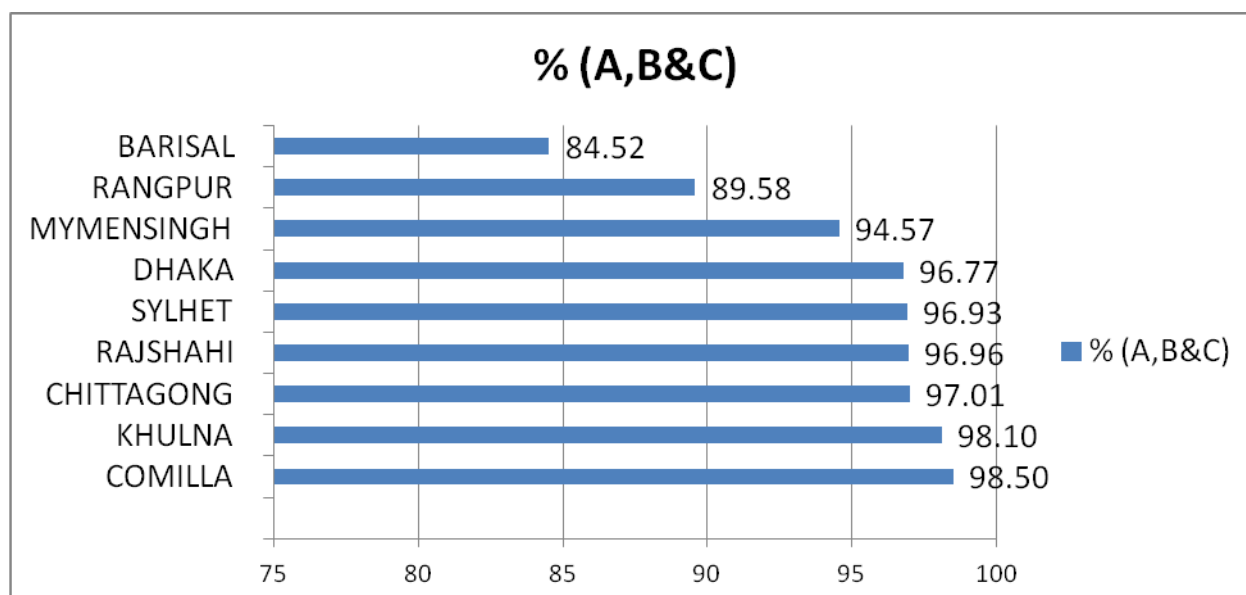
Clustering the number of A, B and C category schools (top/well/moderate performing), the performance of zones is made into 9 successive orders (as reflected in Table-6, Chart-4). It is found that the percentage of A, B and C category schools are highest in Comilla zone. Khulna zone is in the second position while Chittagong zone is in the third position. Rajshahi, Sylhet and Dhaka zones are in the 4th, 5th and 6th positions respectively. The 3 zones, i.e., Mymensingh, Rangpur and Barisal with a low percentage of A, B and C category schools are positioned 7th, 8th and 9th respectively.

Table- 5: Downbeat ranking of zones as per D & E category institution.

Name of Zones	TOTAL No. of Assessed Inst.	Nos. of D & E cat. schools	% Based on the TOTAL nos. of assessed institution	Downbeat ranking (based on poor and non-performing ins.)
BARISAL	1609	249	15.48	9th
RANGPUR	3024	315	10.42	8th
MYMENSINGH	2118	115	5.43	7th
DHAKA	2416	78	3.23	6th
SYLHET	847	26	3.07	5th
RAJSHAHI	2891	88	3.04	4th
CHITTAGONG	1573	47	2.99	3rd
KHULNA	2683	51	1.90	2nd
COMILLA	1264	19	1.50	1st
TOTAL	18425	988	5.36	

Chart-5: Downbeat ranking of zones as per D & E category institution.
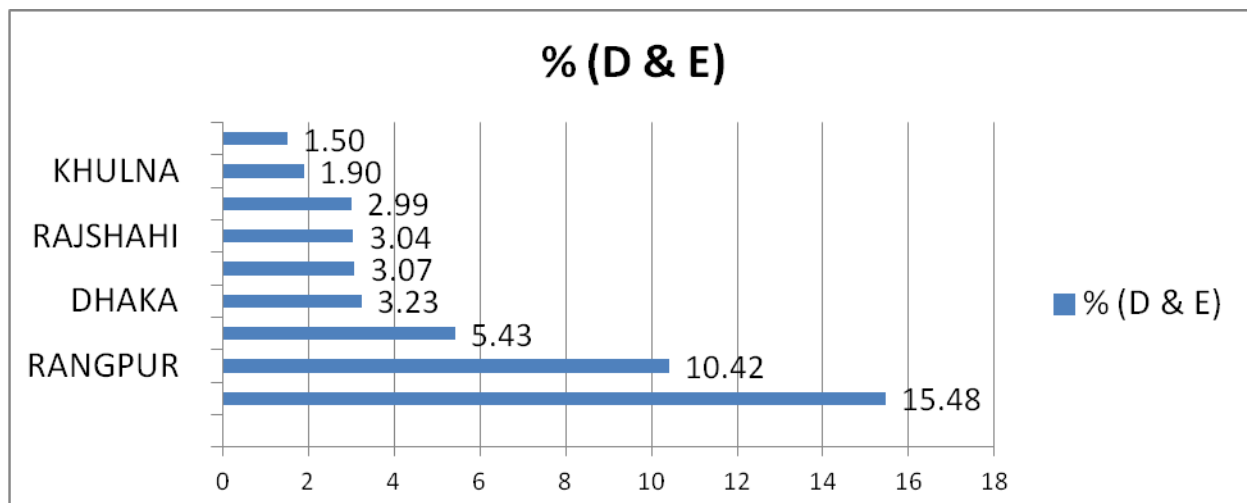
The table above and the chart state the downbeat ranking of zones as per D & E category schools (poor and non-performing).

As per downbeat ranking, the zone-wise number and percentage of D & E category schools are: Barisal – 249 (15.48%), Rangpur – 315 (10.82%), Mymensingh –115 (5.43%), Dhaka – 78 (3.23%), Sylhet – 26 (3.07%), Rajshahi – 88 (3.04%), Chittaging – 47 (2.99%), Khulna – 51 (1.90%) and Comilla – 19 (1.50%).

Table- 6: Different positions achieved by zones based on A, B & C category institution.

Sl. No.	Name of Zones	Nos. of A, B & C category institution with ranking of zones					
		A category	Ranking A	B category	Ranking B	C category	Ranking C
1	BARISAL	23	9TH	572	8TH	765	5TH
2	CHITTAGONG	89	6TH	873	6TH	564	7TH
3	COMILLA	151	3RD	762	7TH	332	8TH
4	DHAKA	243	1ST	1349	3RD	746	6TH
5	KHULNA	96	5TH	1389	2ND	1147	2ND
6	MYMENSINGH	132	4TH	958	5TH	913	4TH
7	RAJSHAHI	179	2ND	1615	1ST	1009	3RD
8	RANGPUR	69	7TH	1086	4TH	1554	1ST
9	SYLHET	38	8TH	494	9TH	289	9TH
TOTAL		1020		9098		7319	

The table above shows the different ranking status of zones based on A, B and C category institutions.

CHAPTER –III

Overall performance of the institutions as per 7 Indicators

PBM consists of 7 indictors and 45 sub-indicators. The indicators and sub-indicators are derived from the existing MoE policies including regulations of 8 Boards of Intermediate and Secondary Education (BISE) and the Bangladesh Madrasah Education Board (MBEB) that states the minimum requirements to open and administer an institution.

The PBM indicators are: (Ind-1) Teaching-learning environment of the institutions, (Ind-2) Performance of HT/Super. , (Ind-3) Role of SMC/GB/committee, (Ind.4) Teachers' professionalism, (Ind-5) Student performance, (Ind-6) Co-curricular activities performed by the institution and (Ind.7) Relationship between the school and the community.

The indictors as stated above have a total of 45 sub-indicators which describes the actual conditions in the institution. The indictor -1 has 8 sub-indictors, 2 has 12 sub-indictors, 3 has 3,the number 4 indictor has 8 sub-indicators, number 5 has 8 whereas 6 and 7 indictors have 3 sub-indicators of each .

Analysis of 7 indictors and 45 sub-indictors resulted in a hypothesis that some-sub- indictors have a greater impact or weight on the overall institutional performance than the other. The hypothesis is validated in a workshop held in February 2009. A 5 point Likert scale is used (numbered from 1 to 5) for selecting the best statement which best describes the actual conditions in the institution. A total of maximum 413 weighted score has been fixed up for assessing the overall PBM performance of the institution based on ISAS statement. Each institution will be assessed and ranked on a scale from 1 to 100. There will be five (5) categories of institutions based on the results of the ISAS.

The table below states the overall performance of the institutions as per 7 indicators:

Table- 7: Overall performance of the institutions as per 7 Indicators.

Sl No.	Title of Indicator	Nos. of Institution with Percentage									
		A	%	B	%	C	%	D	%	E	%
1	Teaching-Learning Environment	1820	9.88	4733	25.69	6090	33.05	5471	29.69	311	1.69
2	Leadership of HT/Super	2468	13.39	7760	42.12	6418	34.83	1737	9.43	42	0.23
3	Role of SMC/GB	7630	41.41	6283	34.10	1876	10.18	2136	11.59	500	2.71
4	Teacher Professionalism	3990	21.66	7901	42.88	4911	26.65	1534	8.33	89	0.48
5	Student Performance	674	3.66	4132	22.43	7988	43.35	5461	29.64	170	0.92
6	Co-Curricular Activities	4866	26.41	8247	44.76	2881	15.64	2159	11.72	272	1.48
7	Institution/Community and Guardian/Teacher Relations	8261	44.84	8457	45.90	977	5.30	679	3.69	51	0.28

Table- 8: Overall Performance of the institutions clustering seven indicators in to two:

(A, B, C) and (D, E) Category

Indicator No.	Indicator Name	Nos. of institution Scored(A, B & C)	% (A , B & C)	Nos. of institution Scored (D & E)	%(D &E)
1	Teaching-Learning Environment : Ind.-1	12643	68.62	5782	31.38
2	Leadership of HT/Super. Ind.-2	16646	90.34	1779	9.66
3	Role of SMC/GB : Ind. -3	15789	85.69	2636	14.31
4	Teacher Professionalism : Ind. -4	16802	91.19	1623	8.81
5	Student Performance : Ind.-5	12794	69.44	5631	30.56
6	Co-Curricular Activities : Ind.-6	15994	86.81	2431	13.19
7	Institution/Community and Guardian/Teacher Relations : Ind. -7	17695	96.04	730	3.96

Teaching-Learning Environments of the institutions - Ind. 1.

Teaching- learning Environment of an institution covers the area like;(i) minimum classroom space available for each of the student, (ii) average number of student per classroom, (iii) safe-drinking water facilities, (iv) availability of furniture for students' use,(v) library facilities, (vi) head of the institution's office room with secured storage facilitates, (vii) condition of teachers' common room and(viii) toilet facilities. These are pre-requisite for an effective teaching –learning in a school.

The achievement of A category score in this area indicates that the schools have adequate facilities in all these areas as stated above. Achieving B score means, the school has considerable facilities while C score reflects moderate facilities. Achieving D and E score indicate, the school has severe problems in all these areas as stated above. As per PBM ISAS data 2014, the overall findings on Teaching-Learning Conditions of the schools are shown in the tables above and the charts below:

Chart- 6 & 7: Teaching-Learning Environments.
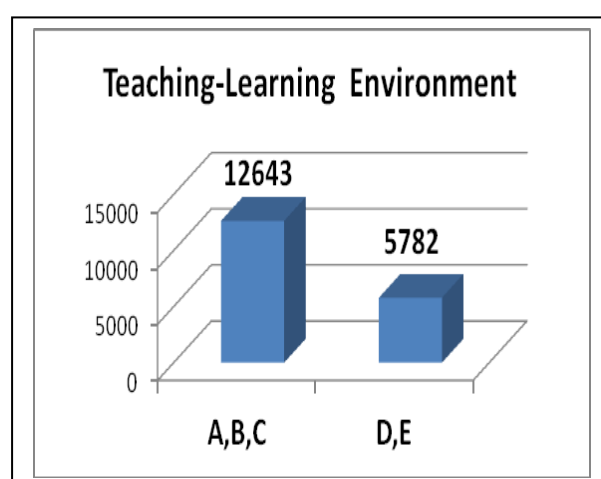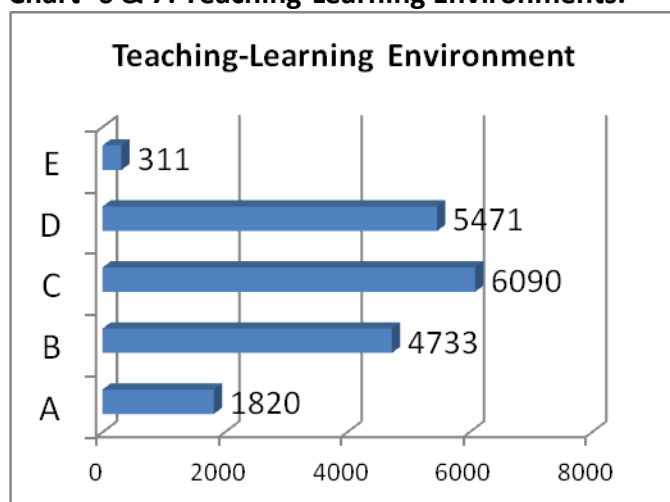
The above Tables and the charts show that only 9.88 % schools with a number of 1820 have achieved A category score in the area of Teaching –Learning Environment. The number of schools achieved B category score in this area is only 4733 in number with 25.69 percentages. The number of schools achieved C category score is comparatively large having with a number and percentage of 6090 and 33.05. The number of schools achieved D category score is 5471 which is highest in percentage (29.69) whereas the number and percentage of E scored schools is 311 and 1.69 respectively.

The overall data show that 12643 schools have scored A,B & C which indicate that with a percentage of 68.62 schools , the teaching –learning environment is favorable. The data also indicate that 5782 schools with a percentage of 31.38 suffer for inadequate teaching-learning facilities.

Leadership of HT/Super - Ind. 2

Leadership of HT/Super. indicates the effective role of the head of the institution in the area like : (i) development of strategic five years/annual plan for institutional development ,(ii) regular discussion with the subject teachers in the areas of teaching-learning,(iii) arrangement of full staff meetings,(iv)organizing subject-based meetings , (v) facilitating in-service training for the teachers,(vi) preparation of ACR, (vii) awareness towards professional development , (viii) awareness about the overall conditions of the institution , (xi) effective role in collecting and supplying of teaching-learning materials, (x) effective role in making stop-gap arrangement in absence of any teacher,(xi) holding classes as per govt. approved teaching-learning days and (xii) ensuring classes are to be taken by the teachers as per approved teaching –learning periods per week.

The educational quality of an institution largely depends on the effective role of a HT/Super. in all the areas stated above. The achievement of A category score in this area indicates that the head of the institution has been administering the institutions quite agreeably as per existing govt. rules and regulations. B category indicates a considerable role while C reflects moderate performance. Achieving D and E category scores indicates that the HT/Sup. of a particular institution is not capable enough to discharge his/her duties .

Chart- 8 & 9: Leadership of HT/Super.
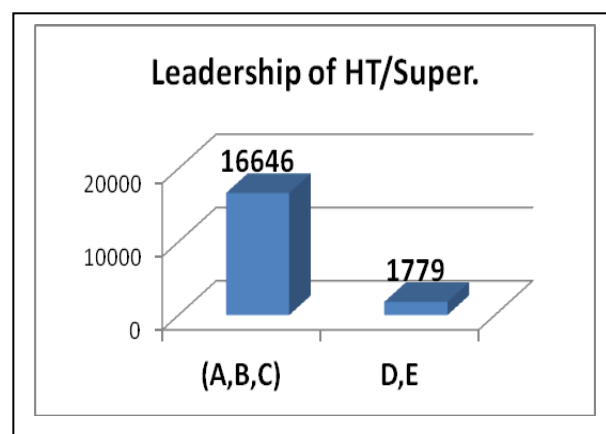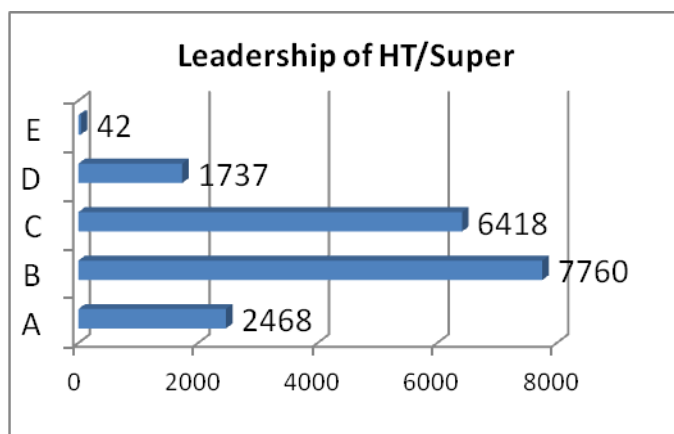
The charts and tables show above indicate that only 13.39 % schools with a number of 2468 have achieved A category score in the area of Leadership of HT/Super. The number of schools achieved B category score in this area is quite large with 7760 (42.12%). A large number of schools have got C category score having with a number and percentage of 6418 and 34.83. The schools achieved D category score is disagreeably higher with a number and percentage of 1737 and 9.43 whereas 42 schools (0.23%) have achieved E category score in this area.

The data also show that 16646 schools have scored A,B & C which indicates that with a percentage of 90.34 schools , the heads of the institution play an active role towards institutional development. The data also indicate that the HTs of 1779 schools with a percentage of 9.66 do not discharge their professional duties properly.

Role of SMC/GB/Committee - Ind. 3

Effective role of SMC/GB/Committee indicates the participation of SMC/GB/Committee in the institutional areas like: (i) involvement in PBM planning & monitoring, (ii) regular attendance in budget and resource allocation meetings and (iii) attendance in the meetings held on student performance. The overall performance of SMC/GB /Committee is stated in the tables above and charts below:
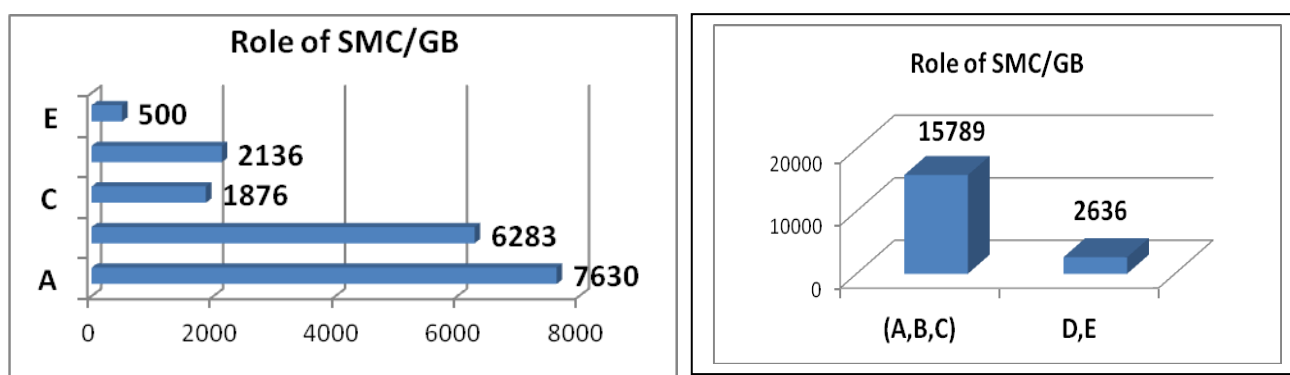

Chart- 10 & 11: Role of SMC/GB

The data on the above tables and charts show that the SMC/GB/Committee's role is satisfactory in 7630 schools (41.41%). The B scored schools in this area is 6283 with 34.10 % whereas 10.18% schools with a number of 1876 achieved C score. The D scored school is 2136 in number with a percentage of 11.59 whereas 500 schools achieved E score (2.71%).

The data also show that 15789 schools have scored A,B & C which indicates that with a percentage of 85.69 schools , the SMC/GB/Committees' role is satisfactory . The data also indicate that in 2636 schools with a percentage of 14.31, the SMC/GB/Committee's role is not quite agreeable.

Teachers' Professionalism - Ind. 4

Teachers' Professionalism covers the area like, (i) punctuality and regular attendance of teachers, (ii) preparation of written lesson plan, (iii) collection and use of local teaching aids in the classroom, (iv) identification of low performing students and providing additional assistance, (v) regular attendance and participation in staff meetings, (vi) regular attendance and participation in subject-based meetings, (vii) participation in-service teachers' training and (viii) maintenance of student performance records etc. The overall performance of schools in this area is shown in the tables above and the charts below:

**Chart- 12 & 13: Teachers' Professionalism**
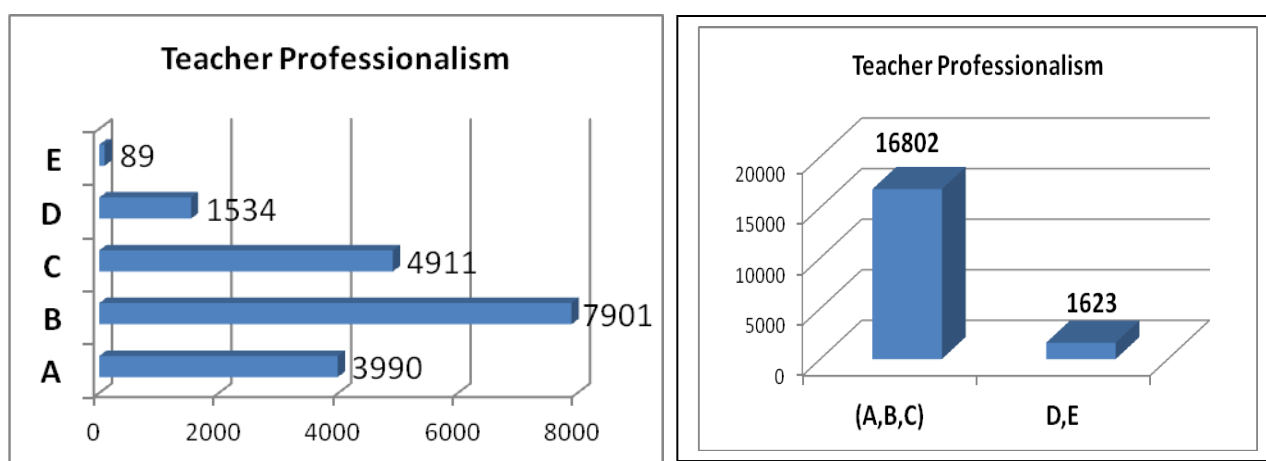
The data show that only 21.66 % schools with a number of 3990 have achieved A category score in the area of Teachers' Professionalism. The number and percentage of schools achieved B category score is 7901 with a percentage of 42.88% whereas 4911 schools achieved C category score with a percentage of 26.65%. A large number of schools 1534 having with a percentage of 8.33 got D category score whereas the number and percentage of E scored schools is 89 and 0.48 respectively.

The data also show that 16802 schools with a percentage of 91.19 have scored A,B & C which indicates that in these schools teachers' performance is quite satisfactory. The data also indicate that in 1623 schools with a percentage of 8.81, the teachers' performance is not quite satisfactory.

Student Performance – Ind. 5

Student Performance covers the area like, (i) percentage of students who attended classes a minimum 80% of the scheduled class days, (ii) percentage of students who remained absent during the previous year, (iii) percentage of students who repeated in the same class, (iv) percentage of students who completed assignments and projects throughout the year, (v) percentage of students who enrolled in grade VIII/ix/x and sat for JSC/SSC/HSC exam, (vi) pass rate of JSC/SSC/HSC exam is similar to or better than SBA results, (vii) pass rate of JSC/SSC/HSC exam (highest grade preferred) is similar to or better than national average and (viii) percentage of students who achieved highest score (A+) in JSC/SSC/HSC exam(highest grade is preferred).

2Chart- 14 & 15: Student Performance
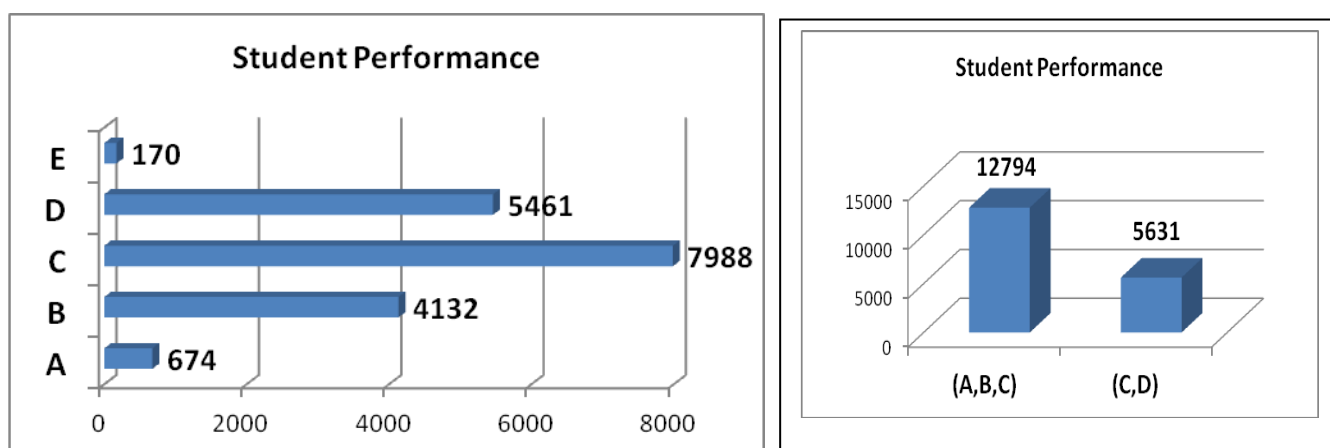
The above Tables and charts show that only 3.66 % schools with a number of 674 achieved A category score in the area of Student Performance. The number and percentage of schools achieved B category score is 4132 (22.43%). 7988 schools with a percentage of 43.35 achieved C category score. The number of schools achieved D category score in this area   is quite huge   having with a percentage and number of 29.64 and 5461 respectively whereas the number and percentage of E scored schools is 170 and 0.92.

The data also show that 12794 schools with a percentage of 69.44 have scored A,B & C which indicates that students' performance of these institutions is quite agreeable.   The data also indicate that in5631schools (achieved D & E category score in this area) with a percentage of 30.56, the students' performance is not quite satisfactory.

Co-curricular Activities - Ind. 6

Co-curricular Activities covers the area like, (i) planning of co-curricular activities by the school, (ii) implementing of co-curricular activities and (iii) participation of students in co-curricular activities.

Chart- 16 & 17: Co-curricular activities.
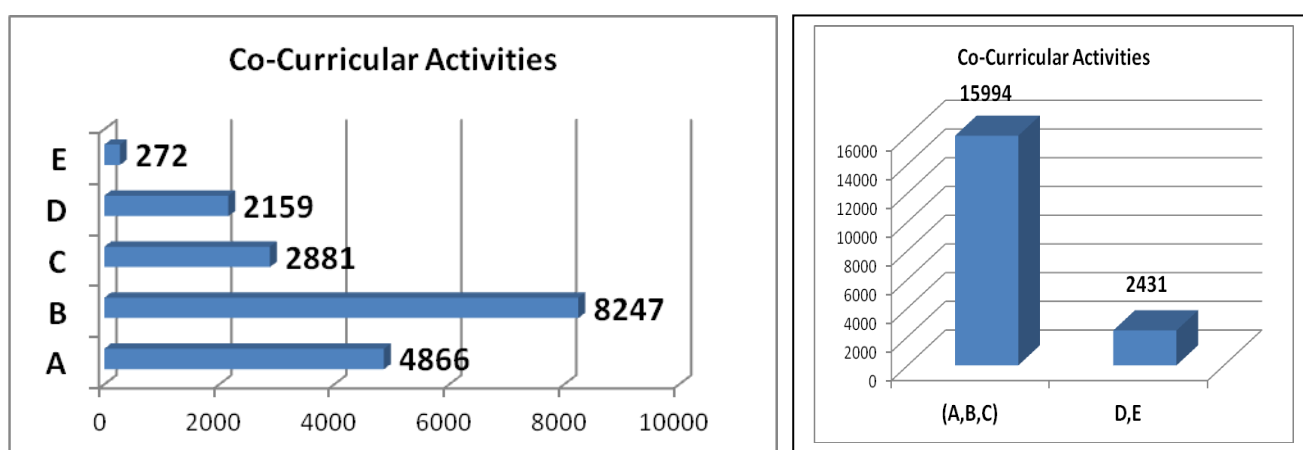
The above Tables and charts show that 26.41 % schools with a number of 4866 have achieved A category score in the area of Co-curricular Activities. The number of schools achieved B category score in the area is quite large with a number and percentage of 8247 and 44.76 respectively. The number of schools achieved C category score is 2881 with a percentage of 15.64. The number of schools achieved D category
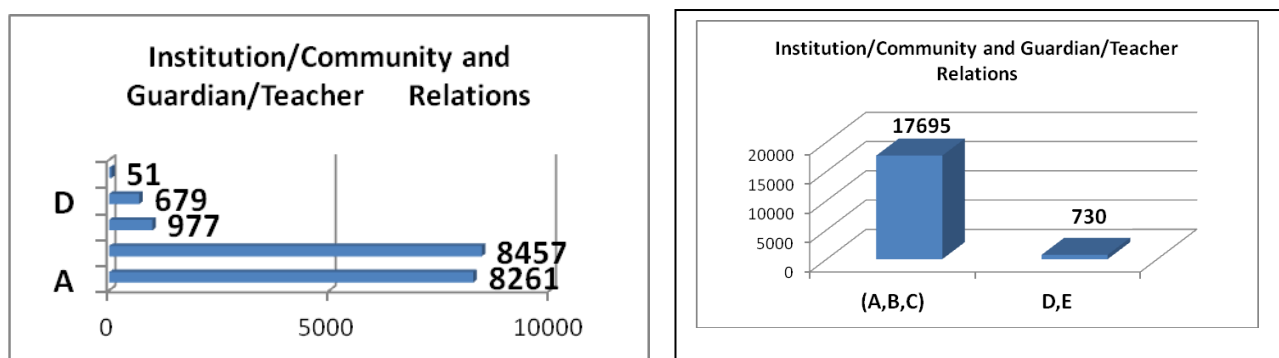
score in this area is 2159 having with the percentage of 11.72 whereas the number and percentage of E scored schools is 272 and 1.48 respectively.

The data also show that 15994 schools with a percentage of 86.81 have scored A,B & C in this area which indicates that in these schools co-curricular activities are being implemented as per agreed manner. The data also indicate that 2431 schools with a percentage of 13.19 have achieved D & E category score in this area and it indicates that these schools are not following the govt. instruction properly.

Institution/Community and Guardian/Teacher Relations –Ind. 7
Institution /Community and Guardian/Teacher Relations covers the areas like: (i) communication between institution and guardians, (ii) invitation of guardians for attending student progress meetings and (iii) communication between institution and community groups.

Charts- 18 & 19: Institution/Community and Guardian/Teacher Relations

The above Tables and charts show that 44.84 % schools with a number of 8261 have achieved A category score in the area of Institution/Community and Guardian/Teacher Relations. The number and percentage of schools achieved B category score in this area is quite large having with 8457 and 45.90 respectively. The number of schools achieved C category score in this area is 977 with a percentage of 5.30 The number of schools achieved D category score in this area is 679 having with a percentage of 3.69 whereas the number and percentage of E category scored schools is 51 and 0.28 respectively.

The data also show that 17695 schools with a percentage of 96.04 have scored A,B & C in this area which indicates that these schools have been maintaining a good relationship with the community . The data also show that 730 schools with a percentage of 3.96 have achieved D & E category score in this area and it indicates that these schools are not following the govt. Instructions properly.

CHAPTER – IV

Zone-wise performance of the institutions as per Indicator 1 and its sub-indictors

This chapter shows the performance of 9 zones in the area of Ind-1 and its sub-indictors. The data will help to find out the issues prevailing in the areas of teaching-learning environments of the institutions.

Table- 9: Zone wise performance of the institutions in the area of Teaching-Learning Environment.

Sl. No.	Names of zone	Category wise Nos. of institution with Percentage									
		A	%	B	%	C	%	D	%	E	%
1.	Barisal	162	10.07	421	26.17	494	30.70	486	30.21	46	2.86
2.	Chittagong	131	8.33	404	25.68	596	37.89	425	27.02	17	1.08
3.	Comilla	133	10.52	322	25.47	383	30.30	401	31.72	25	1.98
4.	Dhaka	363	15.02	639	26.45	678	28.06	693	28.68	43	1.78
5.	Khulna	233	8.68	771	28.74	959	35.74	686	25.57	34	1.27
6.	Mymensingh	196	9.25	459	21.67	709	33.47	709	33.47	45	2.12
7.	Rajshahi	303	10.48	758	26.22	931	32.20	864	29.89	35	1.21
8.	Rangpur	232	7.67	768	25.40	1072	35.45	906	29.96	46	1.52
9.	Sylhet	67	7.91	190	22.43	276	32.59	294	34.71	20	2.36
	Total	1820	9.88	4732	25.68	6098	33.10	5464	29.66	311	1.69

The data of the above table show the zone-wise situation of the secondary schools in the area of Teaching-Learning Environment (Ind.-1).

Barisal zone has 1077 (66.94%) A, B & C scored schools with a number of 532 (33.06%) D & E scored schools in this area.

Chittagong zone has 1131 (71.90%) A, B & C scored schools with a number of 442 (28.10%) D & E scored schools in this area.

Comilla zone has 838 (66.30%) A, B & C scored schools with a number of 426 (33.70%) D & E scored schools in this area.

Dhaka zone has 1680 (69.54%) A, B & C scored schools with a number of 736 (30.46%) D & E scored schools in this area.

Khulna zone has 1963 (73.16%) A, B & C scored schools with a number of 720 (26.84%) D & E scored schools in this area.

Mymensingh zone has 1364 (64.40%) A, B & C scored schools with a number of 754 (35.60%) D & E scored schools in this area.

Rajshahi zone has 1992 (68.90%) A, B & C scored schools with a number of 899 (31.10 %) D & E scored schools in this area.

Rangpur zone has 2072 (68.52 %) A, B & C scored schools with a number of 952 (31.48 %) D & E scored schools in this area.

Sylhet zone has 533 (62.93 %) A, B & C scored schools with a number of 314 (37.07 %) D & E scored schools in this area.

Table -10: Zone wise performance of schools as per Indicator 1 and Sub-indicator 1.1 "Minimum classroom space available for each student per shift".

Sl. No.	Names of zone	TOTAL No of Assessed	Category wise Nos. of institution with Percentage			
			A, B & C	% (A, B & C)	D & E	% (D & E)
1	Barisal	1609	866	53.82	743	46.18
2	Chittagong	1573	717	45.58	856	54.42
3	Comilla	1264	560	44.30	704	55.70
4	Dhaka	2416	1017	42.09	1399	57.91
5	Khulna	2683	1197	44.61	1486	55.39
6	Mymensingh	2118	978	46.18	1140	53.82
7	Rajshahi	2891	1305	45.14	1586	54.86
8	Rangpur	3024	1387	45.87	1637	54.13
9	Sylhet	847	332	39.20	515	60.80
	Total	18425	8359	45.37	10066	54.63

The above table shows the zone –wise performance of schools in the area of 'Minimum classroom Space available for each student per shift' by clustering all the schools into two groups: A, B & C (Top/well/moderate performing schools) and D & E (Poor/Non-performing schools) . The total of 8359 schools with a percentage of 45.37 have adequate classroom space (between0.25to 0.50 square meters) for each student. A number of 10066 schools with a percentage of 54.63 have inadequate classroom space.

Table -11: Zone wise performance of schools as per Indicator 1 and Sub-indicator 1.2 "Average number of students (section wise) per classroom".

Sl. No.	Names of zone	TOTAL No of Assessed	Category wise Nos. of institution with Percentage			
			A, B & C	% (A, B & C)	D & E	% (D & E)
1	Barisal	1609	1061	65.94	548	34.06
2	Chittagong	1573	561	35.66	1012	64.34
3	Comilla	1264	341	26.98	923	73.02
4	Dhaka	2416	1096	45.36	1320	54.64
5	Khulna	2683	1821	67.87	862	32.13
6	Mymensingh	2118	1010	47.69	1108	52.31
7	Rajshahi	2891	1726	59.70	1165	40.30
8	Rangpur	3024	2041	67.49	983	32.51
9	Sylhet	847	225	26.56	622	73.44
	Total	18425	9882	53.63	8543	46.37

The above table shows the zone –wise performance of the schools in the area of 'Average number of student per classroom' by clustering all the schools into two groups: A, B&C(Top/well/moderate

performing schools) and D&E (Poor/Non-performing schools). The number of student per classroom in 9882 schools with a percentage of 53.63 is satisfactory (61-70/41-60/ 21-40). 8543 schools with a percentage of 46.37 have excessive student /or less than average (20/71-80) in the classroom.

Table -12: Zone wise performance of schools as per Indicator 1 and Sub-indicator 1.3 "Safe drinking water facilities".

Sl. No.	Names of zone	TOTAL No of Assessed	Category wise Nos. of institution with Percentage			
			A, B & C	% (A, B & C)	D & E	% (D & E)
1	Barisal	1609	1275	79.24	334	20.76
2	Chittagong	1573	1214	77.18	359	22.82
3	Comilla	1264	1017	80.46	247	19.54
4	Dhaka	2416	2052	84.93	364	15.07
5	Khulna	2683	2116	78.87	567	21.13
6	Mymensingh	2118	1692	79.89	426	20.11
7	Rajshahi	2891	2406	83.22	485	16.78
8	Rangpur	3024	2260	74.74	764	25.26
9	Sylhet	847	703	83.00	144	17.00
	Total	18425	14735	79.97	3690	20.03

The above table shows the zone –wise performance of the schools in the area of 'safe drinking water facilities' by clustering all the schools into two groups: A, B&C (Top/well/moderate performing schools) and D&E (Poor/Non-performing schools). The total number of **14735** schools with a percentage of 79.79 have adequate safe drinking water facilities. **3690** schools with a percentage of 20.03 have severe problems in this area.

Table- 13: Zone wise performance of schools as per Indicator 1 and Sub-indicator 1.4 "Availability of furniture for students' use".

Sl. No.	Names of zone	TOTAL No of Assessed	Category wise Nos. of institution with Percentage			
			A, B & C	% (A, B & C)	D & E	% (D & E)
1	Barisal	1609	977	60.72	632	39.28
2	Chittagong	1573	1033	65.67	540	34.33
3	Comilla	1264	774	61.23	490	38.77
4	Dhaka	2416	1546	63.99	870	36.01
5	Khulna	2683	1594	59.41	1089	40.59
6	Mymensingh	2118	1197	56.52	921	43.48
7	Rajshahi	2891	1610	55.69	1281	44.31
8	Rangpur	3024	1756	58.07	1268	41.93
9	Sylhet	847	421	49.70	426	50.30
	Total	18425	10908	59.20	7517	40.80

The above table shows the zone –wise performance of the schools in the area of 'Availability of furniture for students' use' by clustering all the schools into two groups: A, B & C(Top/well/moderate performing schools) and D&E (Poor/Non-performing schools). A total number of 10908 schools with a percentage of 59.20 have adequate furniture for the student. A large number of schools corresponding to a number and percentage of f 7517 and 40.80 have severe problems in this area.

Table -14: Zone wise performance of schools as per Indicator 1 and Sub-indicator 1.5 "Condition of library facilities".

Sl. No.	Names of zone	TOTAL No. of Assessed	Category wise Nos. of institution with Percentage			
			A, B & C	% (A, B & C)	D & E	% (D & E)
1	Barisal	1609	899	55.87	710	44.13
2	Chittagong	1573	1194	75.91	379	24.09
3	Comilla	1264	839	66.38	425	33.62
4	Dhaka	2416	1520	62.91	896	37.09
5	Khulna	2683	1850	68.95	833	31.05
6	Mymensingh	2118	1284	60.62	834	39.38
7	Rajshahi	2891	1842	63.71	1049	36.29
8	Rangpur	3024	1757	58.10	1267	41.90
9	Sylhet	847	544	64.23	303	35.77
	Total	18425	11729	63.66	6696	36.34

The above table shows the zone –wise performance of the schools in the area of 'Condition of Library facilities' by clustering all the schools into two groups: A, B&C (Top/well/moderate performing schools) and D&E (Poor/Non-performing schools). With a number and percentage of 11729 and 63.66 schools have proper library facilities. A large numbers of schools with a number and percentage of 6696 and 36.34 respectively have inadequate facilities in this area.

Table -15: Zone wise performance of schools as per Indicator 1 and Sub-indicator 1.6 "Head Teacher's office room with secured storage facilities for keeping institutional records".

Sl. No.	Names of zone	TOTAL No. of Assessed	Category wise Nos. of institution with Percentage			
			A,B & C	% (A, B & C)	D & E	% (D &E)
1	Barisal	1609	691	42.95	918	57.05
2	Chittagong	1573	794	50.48	779	49.52
3	Comilla	1264	662	52.37	602	47.63
4	Dhaka	2416	1227	50.79	1189	49.21
5	Khulna	2683	1400	52.18	1283	47.82
6	Mymensingh	2118	1032	48.73	1086	51.27
7	Rajshahi	2891	1385	47.91	1506	52.09
8	Rangpur	3024	1258	41.60	1766	58.40
9	Sylhet	847	471	55.61	376	44.39
	Total	18425	8920	48.41	9505	51.59

The above table shows the zone –wise performance of the schools in the area of 'HT's office room with storage facilities for keeping institutional records' by clustering all the schools into two categories: A, B&C(Top/well/moderate performing schools) and D&E (Poor/Non-performing schools). Only 8920 schools with a percentage of 48.41 have adequate facilities in the area as stated earlier. 9505 schools with a percentage of 51.59 have lack of adequate facilities for keeping institutional records properly.

Table- 16:   Zone wise performance of schools as per Indicator 1 and Sub-indicator 1.7 "Condition of teachers' common room".

Sl. No.	Names of zone	TOTAL No. of Assessed	Category wise Nos. of institution with Percentage			
			A, B & C	% (A, B & C)	D & E	% (D & E)
1	Barisal	1609	969	60.22	640	39.78
2	Chittagong	1573	1217	77.37	356	22.63
3	Comilla	1264	924	73.10	340	26.90
4	Dhaka	2416	1770	73.26	646	26.74
5	Khulna	2683	1680	62.62	1003	37.38
6	Mymensingh	2118	1372	64.78	746	35.22
7	Rajshahi	2891	1722	59.56	1169	40.44
8	Rangpur	3024	1821	60.22	1203	39.78
9	Sylhet	847	609	71.90	238	28.10
	Total	18425	12084	65.58	6341	34.42

The above table shows the zone –wise performance of the schools in the area of 'Condition of teachers' common room' by clustering all the schools into two groups: A, B&C(Top/well/moderate performing schools) and D&E (Poor/Non-performing schools). A total of **12084** schools with a percentage of 65.58 have adequate common room facilities for the teachers while **6341** schools with a percentage of **34.42** have severe problems in this area.

Table- 17:   Zone wise performance of schools as per Indicator 1 and Sub-indicator 1.8 "Condition of toilets".

Sl. No.	Names of zone	TOTAL No. of Assessed	Category wise Nos. of institution with Percentage			
			A, B & C	% (A, B & C)	D & E	% (D & E)
1	Barisal	1609	1371	85.21	238	14.79
2	Chittagong	1573	1456	92.56	117	7.44
3	Comilla	1264	1209	95.65	55	4.35
4	Dhaka	2416	2280	94.37	136	5.63
5	Khulna	2683	2378	88.63	305	11.37
6	Mymensingh	2118	1869	88.24	249	11.76
7	Rajshahi	2891	2672	92.42	219	7.58
8	Rangpur	3024	2692	89.02	332	10.98
9	Sylhet	847	790	93.27	57	6.73
	Total	18425	16717	90.73	1708	9.27

The above table shows the zone –wise performance of the schools in the area of 'Condition of toilets' by clustering all the schools into two groups: A, B&C (Top/well/moderate performing schools) and D&E (Poor/Non-performing schools). **16717** schools with a percentage of **90.73** have adequate toilet facilities whereas **1708** schools with a percentage of **9.27** have acute problems in this area.

CHAPTER – V

Zone-wise performance of the institutions as per Indicator 2 and its sub-indictors

This chapter shows the performance of 9 zones in the area of Ind-2 and its sub-indictors. The information will help to assess the prevailing role of the Head of the institutions towards institutional development:

Table -18: Zone wise performance of schools in the area of Head of the Institution's Leadership (Ind. 2)

Sl. No.	Names of zone	Category wise Nos. of institution with Percentage									
		Total	A	%	B	%	C	%	D	%	E	%
1.	Barisal	1609	80	4.97	448	27.84	715	44.44	345	21.44	21	1.31
2.	Chittagong	1573	352	22.38	674	42.85	466	29.62	80	5.09	0	0.00
3.	Comilla	1264	275	21.76	595	47.07	342	27.06	52	4.11	0	0.00
4.	Dhaka	2416	462	19.12	1128	46.69	676	27.98	147	6.08	3	0.12
5.	Khulna	2683	242	9.02	1276	47.56	995	37.09	170	6.34	0	0.00
6.	Mymensingh	2118	296	13.98	893	42.16	754	35.60	173	8.17	3	0.14
7.	Rajshahi	2891	476	16.46	1421	49.15	824	28.50	167	5.78	3	0.10
8.	Rangpur	3024	190	6.28	936	30.95	1381	45.67	507	16.77	10	0.33
9.	Sylhet	847	95	11.22	389	45.93	265	31.29	96	11.33	2	0.24
	Total	18425	2468	13.39	7760	42.12	6418	34.83	1737	9.43	42	0.23

The data on the above table indicates the zone-wise performance of the Head of the institution towards institutional development (Ind.-2) :

Barisal zone has 1243 (77.25 %) A, B & C scored schools with a number of   366 (22.75%) D & E scored schools in this area.

Chittagong zone has 1492 (94.91 %) A, B & C scored schools with a number of 80 (5.09 %) D scored schools in this area.

Comilla zone has 1212 (95.89%) A, B & C scored schools with a number of 52 (4.11 %) D & E scored schools in this area.

Dhaka zone has 2266 (93.79 %) A, B & C scored schools with a number of 150 (6.21 %) D & E scored schools in this area.

Khulna zone has 2513 (93.66 %) A, B & C scored schools with a number of 170 (6.34%) D scored schools in this area.

Mymensingh zone has 1943 (91.69 %) A, B & C scored schools with a number of 176 (8.31 %) D & E scored schools in this area.

Rajshahi zone has 2721 (94.12 %) A, B & C scored schools with a number of 170 (5.88 %) D & E scored schools in this area.

Rangpur zone has 2507 (82.90 %) A, B & C scored schools with a number of 517 (17.10 %) D & E scored schools in this area .

Sylhet zone has 749 (88.43 %) A, B & C scored schools with a number of 98 (11.57%) D & E scored schools in this area.

Table -19: Zone wise performance of schools as per Indicator 2 and Sub-indicator 2.1 "Head of the Institution's role in developing strategic five years / annual plan for institutional development".

Sl. No.	Names of zone	TOTAL No of Assessed	Category wise Nos. of institution with Percentage			
			A, B & C	% (A, B & C)	D & E	% (D & E)
1	Barisal	1609	1144	71.10	465	28.90
2	Chittagong	1573	1416	90.02	157	9.98
3	Comilla	1264	1166	92.25	98	7.75
4	Dhaka	2416	2218	91.80	198	8.20
5	Khulna	2683	2355	87.77	328	12.23
6	Mymensingh	2118	1908	90.08	210	9.92
7	Rajshahi	2891	2594	89.73	297	10.27
8	Rangpur	3024	2663	88.06	361	11.94
9	Sylhet	847	729	86.07	118	13.93
	Total	18425	16193	87.89	2232	12.11

The above table shows the zone –wise performance of the schools in the area of 'HT's role in developing strategic five years/annual plan for institutional development' by clustering all the schools into two groups: A, B&C(Top/well/moderate performing schools) and D&E (Poor/Non-performing schools). HTs of **16193** schools with a percentage of **87.89** prepares development plan as per instruction. HTs of **2232** schools with a percentage of **12.11** do not carry out the instruction properly.

Table-20: Zone wise performance of the schools as per Indicator 2 and Sub-indicator 2.2 "Head of the Institution's role in discussing with each of the subject teachers regularly regarding teaching-learning".

Sl. No.	Names of zone	TOTAL No. of Assessed	Category wise Nos. of institution with Percentage			
			A, B & C	% (A, B & C)	D & E	% (D & E)
1	Barisal	1609	1155	71.78	454	28.22
2	Chittagong	1573	1387	88.18	186	11.82
3	Comilla	1264	1157	91.53	107	8.47
4	Dhaka	2416	2151	89.03	265	10.97
5	Khulna	2683	2255	84.05	428	15.95
6	Mymensingh	2118	1773	83.71	345	16.29
7	Rajshahi	2891	2490	86.13	402	13.91
8	Rangpur	3024	2373	78.47	650	21.49
9	Sylhet	847	738	87.13	109	12.87
	Total	18425	15479	84.01	2946	15.99

The above table shows the zone –wise performance of the schools in the area of 'HT's role in discussing regularly with subject teacher on Teaching & Learning' by clustering all the schools into two groups: A, B&C(Top/well/moderate performing schools) and D&E (Poor/Non-performing schools). HTs of 15479

schools with a percentage of 84.01 perform their duties properly. HTs of 2946 schools with a percentage of 15.99 do not follow the instruction.

Table -21: Zone wise performance of the schools as per Indicator 2 and Sub-indicator 2.3 "Head of the Institutions' role in organizing full staff meeting".

Sl. No.	Names of zone	TOTAL No. of Assessed	Category wise Nos. of institution with Percentage			
			A, B & C	% (A, B & C)	D & E	% (D & E)
1	Barisal	1609	1470	91.36	139	8.64
2	Chittagong	1573	1497	95.17	76	4.83
3	Comilla	1264	1231	97.39	33	2.61
4	Dhaka	2416	2347	97.14	69	2.86
5	Khulna	2683	2515	93.74	168	6.26
6	Mymensingh	2118	1997	94.29	121	5.71
7	Rajshahi	2891	2771	95.85	120	4.15
8	Rangpur	3024	2759	91.24	265	8.76
9	Sylhet	847	807	95.28	40	4.72
	Total	18425	17394	94.40	1031	5.60

The above table shows the zone –wise performance of the schools in the area of 'HT's role in organizing formal meetings for the subject teachers' by clustering all the schools into two groups: A,B&C (Top/well/moderate performing schools) and D&E (Poor/Non-performing schools). HTs of 17394 schools with a percentage of 94.40 follow out the instruction accurately. HTs of 1031 schools with a percentage of 5.60 do not follow out the instruction properly.

Table -22: Zone wise performance of the schools as per Indicator 2 and Sub-indicator 2.4 "Head of the Institution's role in organizing formal meetings for the subject teachers".

Sl. No.	Names of zone	TOTAL No. of Assessed	Category wise Nos. of institution with Percentage			
			A, B & C	% (A, B & C)	D & E	% (D & E)
1	Barisal	1609	1219	75.76	390	24.24
2	Chittagong	1573	1468	93.32	105	6.68
3	Comilla	1264	1214	96.04	50	3.96
4	Dhaka	2416	2213	91.60	203	8.40
5	Khulna	2683	2414	89.97	269	10.03
6	Mymensingh	2118	1904	89.90	214	10.10
7	Rajshahi	2891	2661	92.04	230	7.96
8	Rangpur	3024	2501	82.71	523	17.29
9	Sylhet	847	704	83.12	143	16.88
	Total	18425	16298	88.46	2127	11.54

The above table shows the zone –wise performance of the schools in the area of 'HT's role in organizing formal meetings for the subject teachers' by clustering all the schools into two groups: A, B&C (Top/well/moderate performing schools) and D&E (Poor/Non-performing schools). HTs of 16298 schools with a percentage of 88.46 follow out the instruction accurately. HTs of 2127 schools with a percentage of 11.54 do not follow out the instruction properly.

Table -23: Zone wise performance of the schools as per Indicator 2 and Sub-indicator 2.5 "Head of the Institution's role in facilitating in-service training for the teachers".

Sl. No.	Names of zone	TOTAL No. of Assessed	Category wise Nos. of institution with Percentage			
			A, B & C	% (A, B & C)	D & E	% (D & E)
1	Barisal	1609	970	60.29	639	39.71
2	Chittagong	1573	1133	72.03	440	27.97
3	Comilla	1264	908	71.84	356	28.16
4	Dhaka	2416	1823	75.46	593	24.54
5	Khulna	2683	1919	71.52	764	28.48
6	Mymensingh	2118	1517	71.62	601	28.38
7	Rajshahi	2891	2247	77.72	644	22.28
8	Rangpur	3024	1775	58.70	1249	41.30
9	Sylhet	847	609	71.90	238	28.10
	Total	18425	12901	70.02	5524	29.98

The above table shows the zone –wise performance of the schools in the area of 'HT's role in facilitating in-service training for the teachers' by clustering all the schools into two groups: A, B&C(Top/well/moderate performing schools) and D&E (Poor/Non-performing schools). HTs of 12901 schools with a percentage of 70.02 take proper steps in this area. HTs of 5524 schools with a percentage of 29.98 do not take active measures to carry out the instruction.

Table- 24: Zone wise performance of schools as per Indicator 2 and Sub-indicator 2.6 " Head of the Institution's role in completion of Annual Confidential Report (ACR)".

Sl. No.	Names of zone	TOTAL No. of Assessed	Category wise Nos. of institution with Percentage			
			A, B & C	% (A, B & C)	D & E	% (D & E)
1	Barisal	1609	108	6.71	1501	93.29
2	Chittagong	1573	428	27.21	1145	72.79
3	Comilla	1264	183	14.48	1081	85.52
4	Dhaka	2416	454	18.79	1962	81.21
5	Khulna	2683	594	22.14	2089	77.86
6	Mymensingh	2118	555	26.20	1563	73.80
7	Rajshahi	2891	637	22.03	2254	77.97
8	Rangpur	3024	267	8.83	2757	91.17
9	Sylhet	847	105	12.40	742	87.60
	Total	18425	3331	18.08	15094	81.92

The above table shows the zone –wise performance of the schools in the area of 'HTs role in completion of ACR' by clustering all the schools into two groups: A, B&C(Top/well/moderate performing schools) and D&E (Poor/Non-performing schools). HTs of 3331 schools with a percentage of 18.08 perform the task properly. HTs of 15094 schools with a percentage of 81.92 do not take active measures to materialize the instruction.

Table -25: Zone wise performance of schools as per Indicator 2 and Sub-indicator 2.7 "Head of the Institution's role towards professional development".

Sl. No.	Names of zone	TOTAL No. of Assessed	Category wise Nos. of institution with Percentage			
			A, B & C	% (A, B & C)	D & E	% (D & E)
1	Barisal	1609	1140	70.85	469	29.15
2	Chittagong	1573	1259	80.04	314	19.96
3	Comilla	1264	1049	82.99	215	17.01
4	Dhaka	2416	1955	80.92	461	19.08
5	Khulna	2683	2050	76.41	633	23.59
6	Mymensingh	2118	1606	75.83	512	24.17
7	Rajshahi	2891	2375	82.15	517	17.88
8	Rangpur	3024	2303	76.16	720	23.81
9	Sylhet	847	690	81.46	157	18.54
	Total	18425	14427	78.30	3998	21.70

The above table shows the zone –wise performance of the schools in the area of 'HTs' role towards professional development' by clustering all the schools into two groups: A, B&C (Top/well/moderate performing schools) and D&E (Poor/Non-performing schools). HTs of 14427 schools with a percentage of 78.30 take active measures in this area. HTs of 3998 schools with a percentage of 21.70 do not carry out the instruction properly.

Table -26: Zone wise performance of the schools as per Indicator 2 and Sub-indicator 2.8 "Head of the Institutions' awareness about the conditions of the institution".

Sl. No.	Names of zone	TOTAL No. of Assessed	Category wise Nos. of institution with Percentage			
			A, B & C	% (A, B & C)	D & E	% (D & E)
1	Barisal	1609	1453	90.30	156	9.70
2	Chittagong	1573	1524	96.88	49	3.12
3	Comilla	1264	1247	98.66	17	1.34
4	Dhaka	2416	2347	97.14	69	2.86
5	Khulna	2683	2502	93.25	181	6.75
6	Mymensingh	2118	2002	94.52	116	5.48
7	Rajshahi	2891	2789	96.47	102	3.53
8	Rangpur	3024	2792	92.33	232	7.67
9	Sylhet	847	814	96.10	33	3.90
	Total	18425	17470	94.82	955	5.18

The above table shows the zone –wise performance of the schools in the area of 'HTs awareness about the condition of the institution' by clustering all the schools into two groups: A, B & C (Top/well/moderate performing schools) and D&E (Poor/Non-performing schools). HTs of 17470 schools with a percentage of 94.82 take active part in this regard. HTs of 955 schools with a percentage of 5.18 do not follow out the instruction properly.

Table- 27: Zone wise performance of the schools as per Indicator 2 and Sub-indicator 2.9 "Head of the Institutions' role in collecting and supplying teaching-learning materials".

Sl. No.	Names of zone	TOTAL No. of Assessed	Category wise Nos. of institution with Percentage			
			A, B & C	% (A, B & C)	D & E	% (D & E)
1	Barisal	1609	1181	73.40	428	26.60
2	Chittagong	1573	1319	83.85	254	16.15
3	Comilla	1264	1099	86.95	165	13.05
4	Dhaka	2416	2020	83.61	396	16.39
5	Khulna	2683	2319	86.43	364	13.57
6	Mymensingh	2118	1731	81.73	387	18.27
7	Rajshahi	2891	2408	83.29	484	16.74
8	Rangpur	3024	2201	72.78	822	27.18
9	Sylhet	847	662	78.16	185	21.84
	Total	18425	14940	81.09	3485	18.91

The above table shows the zone –wise performance of the schools in the area of 'HT's role in collecting and supplying teaching-learning materials' by clustering all the schools into two groups: A, B&C (Top/well/moderate performing schools) and D&E (Poor/Non-performing schools). HTs of 14940 schools with a percentage of 81.09 take active measures in this regard. HTs of 3485 schools with a percentage of 18.91 do not carry out the instruction properly.

Table -28: Zone wise performance of the schools as per Indicator 2 and Sub-indicator 2.10 "Role of Head of the Institution regarding stop gap arrangement in absence of any teacher".

Sl. No.	Names of zone	TOTAL No. of Assessed	Category wise Nos. of institution with Percentage			
			A, B & C	% (A, B & C)	D & E	% (D & E)
1	Barisal	1609	1262	78.43	347	21.57
2	Chittagong	1573	1491	94.79	82	5.21
3	Comilla	1264	1164	92.09	100	7.91
4	Dhaka	2416	2218	91.80	198	8.20
5	Khulna	2683	2442	91.02	241	8.98
6	Mymensingh	2118	1895	89.47	223	10.53
7	Rajshahi	2891	2653	91.77	238	8.23
8	Rangpur	3024	2636	87.17	388	12.83
9	Sylhet	847	785	92.68	62	7.32
	Total	18425	16546	89.80	1879	10.20

The above table shows the zone –wise performance of the schools in the area of 'Ht's role regarding stop –gap arrangement 'by clustering all the schools into two groups: A, B&C(Top/well/moderate performing schools) and D&E (Poor/Non-performing schools). HTs of 16546 schools with a percentage of 89.80 take proper steps in this area. HTs of 1879 schools with a percentage of 10.20 do not take active measures in this area.

Table -29: Zone wise performance of schools as per Indicator 2 and Sub-indicator 2.11 "Head of the Institution ensures classes to be held as per teaching-learning days".

Sl. No.	Names of zone	TOTAL No. of Assessed	Category wise Nos. of institution with Percentage			
			A, B & C	% (A, B & C)	D & E	% (D & E)
1	Barisal	1609	1431	88.94	178	11.06
2	Chittagong	1573	1415	89.96	158	10.04
3	Comilla	1264	1161	91.85	103	8.15
4	Dhaka	2416	2004	82.95	412	17.05
5	Khulna	2683	2332	86.92	351	13.08
6	Mymensingh	2118	1835	86.64	283	13.36
7	Rajshahi	2891	2570	88.90	321	11.10
8	Rangpur	3024	2368	78.31	656	21.69
9	Sylhet	847	680	80.28	167	19.72
	Total	18425	15796	85.73	2629	14.27

The above table shows the zone –wise performance of the schools in the area of 'HTs' role in ensuring classes to be held as per teaching-learning days' by clustering all the schools into two groups: A, B&C(Top/well/moderate performing schools) and D&E (Poor/Non-performing schools). HT's of 15796

schools with a percentage of 85.73 perform their tasks properly while HTs of 2629 schools with a percentage of 14.27 do not follow the instruction.

Table-30: **Zone wise performance of the schools as per Indicator 2 and Sub-indicator 2.12 "Head of the Institution ensures classes are to be taken by each of the teachers as per approved teaching periods in a week".**

Sl. No.	Names of zone	TOTAL No. of Assessed	Category wise Nos. of institution with Percentage			
			A, B & C	% (A, B & C)	D & E	% (D & E)
1	Barisal	1609	1421	88.32	188	11.68
2	Chittagong	1573	1470	93.45	103	6.55
3	Comilla	1264	1206	95.41	58	4.59
4	Dhaka	2416	2241	92.76	175	7.24
5	Khulna	2683	2390	89.08	293	10.92
6	Mymensingh	2118	1867	88.15	251	11.85
7	Rajshahi	2891	2562	88.62	330	11.41
8	Rangpur	3024	2526	83.53	497	16.44
9	Sylhet	847	767	90.55	80	9.45
	Total	18425	16450	89.28	1975	10.72

The above table shows the zone –wise performance of the schools in the area of 'HTs role in ensuring classes are to be taken by the teachers as per teaching-learning days' by clustering all the schools into two categories: A, B & C (Top/well/moderate performing schools) and D&E (Poor/Non-performing schools). HTs of **16450** schools with a percentage of **89.28** take active measures in this regard. HTs of **1975** schools with a percentage of **10.72** do not follow the instruction properly.

CHAPTER – VI

Zone-wise performance of the institutions as per Indicator 3 and its sub-indictors

This chapter shows the performance of 9 zones in the area of Ind-3 and its sub-indictors. The information will help to assess the effectiveness of SMC/GB/Committee for improving the conditions of the institution.

Table- 31: Zone wise performance of schools in the area of Effectiveness of the School Management Committee (SMC) /GB / Committee. (Ind. 3)

Sl. No.	Names of zone	Category wise Nos. of institution with Percentage										
		Total	A	%	B	%	C	%	D	%	E	%
1.	Barisal	1609	346	21.50	631	39.22	230	14.29	316	19.64	86	5.34
2.	Chittagong	1573	678	43.10	538	34.20	128	8.14	196	12.46	33	2.10
3.	Comilla	1264	740	58.54	384	30.38	60	4.75	54	4.27	26	2.06
4.	Dhaka	2416	1222	50.58	767	31.75	187	7.74	181	7.49	59	2.44
5.	Khulna	2683	978	36.45	1043	38.87	308	11.48	311	11.59	43	1.60
6.	Mymensingh	2118	850	40.13	748	35.32	209	9.87	214	10.10	97	4.58
7.	Rajshahi	2891	1436	49.67	887	30.68	248	8.58	265	9.17	55	1.90
8.	Rangpur	3024	889	29.40	1066	35.25	444	14.68	539	17.82	86	2.84
9.	Sylhet	847	491	57.97	219	25.86	62	7.32	60	7.08	15	1.77
	Total	**18425**	**7630**	41.41	6283	34.10	**1876**	10.18	**2136**	11.59	**500**	2.71

The data shown on the above table indicate the zone-wise performance of the SMC/GB/Committee towards institutional effectiveness (as per Ind.-3).

Barisal zone has 1207 (75.02 %) A, B & C scored schools with a number of 402 (24.98 %) D & E scored schools in this area.

Chittagong zone has 1344 (85.44%) A, B & C scored schools with a number of 229 (14.56%) D & E scored schools in this area.

Comilla zone has 1184 (93.67%) A, B & C scored schools with a number of 80 (6.33%) D & E scored schools in this area.

Dhaka zone has 2176 (90.07 %) A, B & C scored schools with a number of 240 (9.93%) D & E scored schools in this area.

Khulna zone has 2319 (86.81 %) A, B & C scored schools with a number of 354 (13.19%) D & E scored schools in this area.

Mymensingh zone has 1807 (85.32 %) A, B & C scored schools with a number of 311 (14.68 %) D & E scored schools in this area.

Rajshahi zone has 2571 (88.93 %) A, B & C scored schools with a number of 320 (11.073%) D & E scored schools in this area.

Rangpur zone has 2399 (79.33%) A, B & C scored schools with a number of 625 (20.67%) D & E scored schools in this area.

Sylhet zone has 772 (91.15%) A, B & C scored schools with a number of 75 (8.85%) D & E scored schools in this area.

Table-32: Zone wise performance of schools in Indicator 3 and Sub-indicator 3.1 "Involvement of SMC/ GB/Committee in developing institutional annual development plan with implementation policies".

Sl. No.	Names of zone	TOTAL No. of Assessed	Category wise Nos. of institution with Percentage			
			A, B & C	% (A, B & C)	D & E	% (D & E)
1	Barisal	1609	1132	70.35	477	29.65
2	Chittagong	1573	1312	83.41	261	16.59
3	Comilla	1264	1144	90.51	120	9.49
4	Dhaka	2416	2015	83.40	401	16.60
5	Khulna	2683	2151	80.17	532	19.83
6	Mymensingh	2118	1717	81.07	401	18.93
7	Rajshahi	2891	2407	83.26	484	16.74
8	Rangpur	3024	2076	68.65	948	31.35
9	Sylhet	847	706	83.35	141	16.65
	Total	18425	14660	79.57	3765	20.43

The above table shows the zone –wise performance of the schools in the area of 'Involvement of SMC/GB/Committee in developing institutional development plan' by clustering all the schools into two groups: A,B&C and D&E. SMC/GB/Committee of 14660 schools with a percentage of 79.57 perform their tasks properly while SMC/GB/Committee of 3765 schools with a percentage of 20.43 do not follow the instruction.

Table -33: Zone wise performance in Indicator 3 and Sub-indicator 3.2 "SMC/ GB/Committee's meeting on budget and resource allocations".

Sl. No.	Names of zone	TOTAL No. of Assessed	Category wise Nos. of institution with Percentage			
			A, B & C	% (A, B & C)	D & E	% (D & E)
1	Barisal	1609	1242	77.19	367	22.81
2	Chittagong	1573	1372	87.22	201	12.78
3	Comilla	1264	1192	94.30	72	5.70
4	Dhaka	2416	2204	91.23	212	8.77
5	Khulna	2683	2342	87.29	341	12.71
6	Mymensingh	2118	1818	85.84	300	14.16
7	Rajshahi	2891	2612	90.35	279	9.65
8	Rangpur	3024	2510	83.00	514	17.00
9	Sylhet	847	785	92.68	62	7.32
	Total	18425	16077	87.26	2348	12.74

The above table shows the zone –wise performance of the schools in the area of 'SMC/GB/Committee 's meeting on budget and resource allocation ' by clustering all the schools into two groups: A,B&C and D&E.

SMC/GB/Committee of 16077 schools with a percentage of 87.26 perform their tasks properly while SMC/GB/Committee of 2348 schools with a percentage of 12.74 do not follow the instruction.

Table-34: Zone wise performance of schools in Indicator 3 and Sub-indicator 3.3 "SMC/ GB/Committee's meeting on admission, attendance and performance of the students".

Sl. No.	Names of zone	Total No. of Assessed	Category wise Nos. of institution with Percentage			
			A, B & C	(A, B & C)	D & E	% (D & E)
1	Barisal	1609	1228	76.32	381	23.68
2	Chittagong	1573	1380	87.73	193	12.27
3	Comilla	1264	1194	94.46	70	5.54
4	Dhaka	2416	2218	91.80	198	8.20
5	Khulna	2683	2426	90.42	257	9.58
6	Mymensingh	2118	1890	89.24	228	10.76
7	Rajshahi	2891	2634	91.11	257	8.89
8	Rangpur	3024	2556	84.52	468	15.48
9	Sylhet	847	785	92.68	62	7.32
	Total	18425	16311	88.53	2114	11.47

The above table shows the zone –wise performance of the schools in the area of ' SMC/GB/Committee's meeting on admission, attendance and performance of the students ' by clustering all the schools into two groups: A,B&C and D&E. SMC/GB/Committee of 16311 schools with a percentage of 88.53 perform their tasks properly while SMC/GB/Committee of 2114 schools with a percentage of 11.47 do not follow the instruction.

CHAPTER – VII

Zone-wise performance of the institutions as per Indicator 4 and its sub-indictors

This chapter shows the performance of 9 zones in the area of Ind-4 and its sub-indictors. The data will help to assess the performance of teachers towards institutional development.

Table- 35: Zone wise performance of schools in Teachers' Professionalism (Ind. 4)

Sl. No.	Names of zone	Category wise Nos. of institution with Percentage									
		Total	A	%	B	%	C	%	D	%	E	%
1.	Barisal	1609	174	10.81	641	39.84	511	31.76	250	15.54	33	2.05
2.	Chittagong	1573	358	22.76	757	48.12	396	25.17	59	3.75	3	0.19
3.	Comilla	1264	413	32.67	572	45.25	238	18.83	41	3.24	0	0.00
4.	Dhaka	2416	721	29.84	1066	44.12	484	20.03	140	5.79	5	0.21
5.	Khulna	2683	544	20.28	1295	48.27	703	26.20	140	5.22	1	0.04
6.	Mymensingh	2118	416	19.64	941	44.43	589	27.81	162	7.65	10	0.47
7.	Rajshahi	2891	882	30.50	1226	42.39	636	21.99	143	4.95	4	0.14
8.	Rangpur	3024	346	11.45	1030	34.07	1094	36.19	526	17.39	28	0.93
9.	Sylhet	847	136	16.06	373	44.04	261	30.81	72	8.50	5	0.59
	Total	18425	**3990**	21.66	7901	42.88	**4912**	26.66	**1533**	8.32	**89**	0.48

The data shown on the above table indicate the zone-wise performance of the teachers towards institutional development (as per Ind.-4).

Barisal zone has 1386 (82.41 %) A, B & C scored schools with a number of 283 (17.59%) D & E scored schools in this area.

Chittagong zone has 1511 (96.06 %) A, B & C scored schools with a number of 62 (15.77 %) D & E scored schools in this area.

Comilla zone has 1223 (96.76 %) A, B & C scored schools with a number of 41 (3.24 %) D & E scored schools in this area.

Dhaka zone has 2271 (94.00 %) A, B & C scored schools with a number of 145 (6 %) D & E scored schools in this area.

Khulna zone has 2542 (94.74 %) A, B & C scored schools with a number of 141 (5.16 %) D & E scored schools in this area.

Mymensingh zone has 1946 (91.88 %) A, B & C scored schools with a number of 172 (8.12 %) D & E scored schools in this area.

Rajshahi zone has 2744 (94.92%) A, B & C scored schools with a number of 147 (5.08 %) D & E scored schools in this area.

Rangpur zone has 2470 (81.68%) A, B & C scored schools with a number of 554 (18.32%) D & E scored schools in this area.

Sylhet zone has 770 (90.91 %) A, B & C scored schools with a number of 77 (9.09 %) D & E scored schools in this area.

Table -36: Zone wise performance of the schools in Indicator 4 and Sub-indicator "4.1 Punctuality and attendance of teacher".

Sl. No.	Names of zone	TOTAL No. of Assessed	Category wise Nos. of institution with Percentage			
			A, B & C	% (A, B & C)	D & E	% (D & E)
1	Barisal	1609	1310	81.42	299	18.58
2	Chittagong	1573	1404	89.26	169	10.74
3	Comilla	1264	1186	93.83	78	6.17
4	Dhaka	2416	2236	92.55	180	7.45
5	Khulna	2683	2427	90.46	256	9.54
6	Mymensingh	2118	1897	89.57	221	10.43
7	Rajshahi	2891	2659	91.98	232	8.02
8	Rangpur	3024	2559	84.62	465	15.38
9	Sylhet	847	763	90.08	84	9.92
	Total	18425	16441	89.23	1984	10.77

The above table shows the zone wise performance of the schools in the area of 'Punctuality and Attendance of teachers' by clustering all the schools into two groups: A, B & C and D & E. T's of 16441 schools with a percentage of 89.23 are punctual in attending classes while Ts of 1984 schools with a percentage of 10.77 are not punctual.

Table -37: Zone wise performance of schools in Indicator 4 and Sub-indicator 4.2 "Percentage of teachers who prepare written lesson plan".

Sl. No.	Names of zone	TOTAL No. of Assessed	Category wise Nos. of institution with Percentage			
			A, B & C	% (A, B & C)	D & E	% (D & E)
1	Barisal	1609	897	55.75	712	44.25
2	Chittagong	1573	1013	64.40	560	35.60
3	Comilla	1264	882	69.78	382	30.22
4	Dhaka	2416	1532	63.41	884	36.59
5	Khulna	2683	1805	67.28	878	32.72
6	Mymensingh	2118	1124	53.07	994	46.93
7	Rajshahi	2891	1881	65.06	1010	34.94
8	Rangpur	3024	1372	45.37	1652	54.63
9	Sylhet	847	359	42.38	488	57.62
	Total	18425	10865	58.97	7560	41.03

The above table shows the zone –wise performance of the schools in the area of 'Preparing written Lesson Plan by the teachers' by clustering all the schools into two groups: A, B&C and D&E. T's of 10865 schools with a percentage of 58.97 perform their tasks properly while Ts of 7560 schools with a percentage of 41.03 do not follow the instruction.

Table -38: Zone wise performance of schools in Indicator 4 and Sub-indicator 4.3 "Collection and use of local teaching aids by the teacher".

Sl. No.	Names of zone	TOTAL No. of Assessed	Category wise Nos. of institution with Percentage			
			A, B & C	%(A, B & C)	D & E	(D & E)
1	Barisal	1609	1070	66.50	539	33.50
2	Chittagong	1573	1337	85.00	236	15.00
3	Comilla	1264	1084	85.76	180	14.24
4	Dhaka	2416	2033	84.15	383	15.85
5	Khulna	2683	2286	85.20	397	14.80
6	Mymensingh	2118	1755	82.86	363	17.14
7	Rajshahi	2891	2472	85.51	419	14.49
8	Rangpur	3024	2152	71.16	872	28.84
9	Sylhet	847	678	80.05	169	19.95
	Total	18425	14867	80.69	3558	19.31

The above table shows the zone –wise performance of the schools in the area of 'Collecting and using of local teaching aids by the teachers' by clustering all the schools into two groups: A, B&C and D&E. T's of 14867 schools with a percentage of 80.69 perform their tasks properly while Ts of 3558 schools with a percentage of 19.31 do not follow the instruction.

Table- 39: Zone wise performance of schools as per Indicator 4 and Sub-indicator 4.4 "Identification & additional support to the low performing students".

Sl. No.	Names of zone	TOTAL No. of Assessed	Category wise Nos. of institution with Percentage			
			A, B & C	% (A, B & C)	D & E	% (D & E)
1	Barisal	1609	1170	72.72	439	27.28
2	Chittagong	1573	1414	89.89	159	10.11
3	Comilla	1264	1106	87.50	158	12.50
4	Dhaka	2416	2100	86.92	316	13.08
5	Khulna	2683	2375	88.52	308	11.48
6	Mymensingh	2118	1775	83.81	343	16.19
7	Rajshahi	2891	2525	87.34	366	12.66
8	Rangpur	3024	2299	76.03	725	23.97
9	Sylhet	847	738	87.13	109	12.87
	Total	18425	15502	84.14	2923	15.86

The above table shows the zone –wise performance of the schools in the area of 'Identifying and providing additional support to the low performing students' by clustering all the schools into two groups: A,B&C and D&E. Ts of 15502 schools with a percentage of 84.14 perform their tasks properly while Ts of 2923 schools with a percentage of 15.86 do not follow the instruction.

Table -40: Zone wise performance of schools as per Indicator 4 and Sub-indicator 4.5 "Number of teachers who attend and participate in full staff meetings".

Sl. No.	Names of zone	Assessed Inst.	Category wise Nos. of institution with Percentage			
			A, B & C	% (A, B & C)	D & E	% (D & E)
1	Barisal	1609	1463	90.93	146	9.07
2	Chittagong	1573	1524	96.88	49	3.12
3	Comilla	1264	1245	98.50	19	1.50
4	Dhaka	2416	2340	96.85	76	3.15
5	Khulna	2683	2501	93.22	182	6.78
6	Mymensingh	2118	2005	94.66	113	5.34
7	Rajshahi	2891	2761	95.50	130	4.50
8	Rangpur	3024	2725	90.11	299	9.89
9	Sylhet	847	803	94.81	44	5.19
	Total	18425	17367	94.26	1058	5.74

The above table shows the zone –wise performance of the schools in the area of 'Number of teachers who attend and participate full staff meeting' by clustering all the schools into two groups: A, B&C and D&E. Teachers of 17367 schools with a percentage of 94.26 perform their tasks properly while Ts of 1058 schools with a percentage of 5.74 do not follow the instruction.

Table -41: Zone wise performance of schools as per Indicator 4 and Sub-indicator 4.6 "Number of Teachers who attend and participate in subject meeting".

Sl. No.	Names of Zone	TOTAL No. of Assessed	Category wise Nos. of institution with Percentage			
			A, B & C	% (A, B & C)	D & E	% (D & E)
1	Barisal	1609	1270	78.93	339	21.07
2	Chittagong	1573	1463	93.01	110	6.99
3	Comilla	1264	1190	94.15	74	5.85
4	Dhaka	2416	2190	90.65	226	9.35
5	Khulna	2683	2440	90.94	243	9.06
6	Mymensingh	2118	1868	88.20	250	11.80
7	Rajshahi	2891	2676	92.56	215	7.44
8	Rangpur	3024	2439	80.65	585	19.35
9	Sylhet	847	711	83.94	136	16.06
	Total	18425	16247	88.18	2178	11.82

The above table shows the zone –wise performance of the schools in the area of 'Number of Teachers who attend and participate in subject meeting' by clustering all the schools into two groups: A, B&C and D&E. Teachers of 16247 schools with a percentage of 88.18 perform their tasks properly while Ts of 2178 schools with a percentage of 11.82 do not follow the instruction.

Table- 42: **Zone wise performance of schools as per indicator 4 and Sub-indicator 4.7 "Participation of teachers in in-service teachers' training for professional development".**

Sl. No.	Names of zone	TOTAL No. of Assessed	Category wise Nos. of institution with Percentage			
			A, B & C	%(A, B & C)	D & E	(D & E)
1	Barisal	1609	1115	69.30	494	30.70
2	Chittagong	1573	1095	69.61	478	30.39
3	Comilla	1264	938	74.21	326	25.79
4	Dhaka	2416	1941	80.34	475	19.66
5	Khulna	2683	1861	69.36	822	30.64
6	Mymensingh	2118	1609	75.97	509	24.03
7	Rajshahi	2891	2021	69.91	870	30.09
8	Rangpur	3024	1619	53.54	1405	46.46
9	Sylhet	847	543	64.11	304	35.89
	Total	18425	12742	69.16	5683	30.84

The above table shows the zone –wise performance of the schools in the area of 'Participation of teachers in in-service teachers' training for professional development' by clustering all the schools into two groups: A,B&C and D&E. Teachers of 12742 schools with a percentage of 69.16 perform their tasks properly whereas teachers of 5683 schools with a percentage of 30.84 do not follow the instruction.

Table -43: **Zone wise performance of schools as per Indicator 4 and Sub-indicator 4.8 "Percentage of teachers who keep students' record".**

Sl. No.	Names of zone	TOTAL No. of Assessed	Category wise Nos. of institution with Percentage			
			A, B & C	% (A, B & C)	D & E	% (D & E)
1	Barisal	1609	961	59.73	648	40.27
2	Chittagong	1573	1134	72.09	439	27.91
3	Comilla	1264	966	76.42	298	23.58
4	Dhaka	2416	1814	75.08	602	24.92
5	Khulna	2683	1970	73.43	713	26.57
6	Mymensingh	2118	1523	71.91	595	28.09
7	Rajshahi	2891	2133	73.78	758	26.22
8	Rangpur	3024	1758	58.13	1266	41.87
9	Sylhet	847	639	75.44	208	24.56
	Total	18425	12898	70.00	5527	30.00

The above table shows the zone –wise performance of the schools in the area of 'Percentage of teachers who keep students' record' by clustering all the schools into two groups: A,B&C and D&E. Teachers of 12898 schools with a percentage of 70.00 perform their tasks properly whereas Ts of 5527 schools with a percentage of 30.00 do not follow the instruction.

CHAPTER – VIII

Zone-wise performance of the institutions as per Indicator 5 and its sub-indictors

This chapter shows the performance of 9 zones in the area of Ind-5 with its sub-indictors. This will help to evaluate the performance of the students and find out the causes behind the low performance.

Table -44: Zone wise performance in   the "Student Performance" (Ind. 5)

Sl. No.	Names of zone	Category wise Nos. of institution with Percentage										
		Total	A	%	B	%	C	%	D	%	E	%
1.	Barisal	1609	47	2.92	337	20.94	732	45.49	467	29.02	26	1.62
2.	Chittagong	1573	66	4.20	360	22.89	661	42.02	477	30.32	9	0.57
3.	Comilla	1264	55	4.35	399	31.57	562	44.46	247	19.54	1	0.08
4.	Dhaka	2416	145	6.00	561	23.22	1002	41.47	689	28.52	19	0.79
5.	Khulna	2683	73	2.72	567	21.13	1308	48.75	723	26.95	12	0.45
6.	Mymensingh	2118	81	3.82	446	21.06	855	40.37	719	33.95	17	0.80
7.	Rajshahi	2891	100	3.46	764	26.43	1252	43.31	742	25.67	33	1.14
8.	Rangpur	3024	79	2.61	523	17.29	1236	40.87	1138	37.63	48	1.59
9.	Sylhet	847	28	3.31	175	20.66	380	44.86	259	30.58	5	0.59
	Total	18425	**674**	3.66	4132	22.43	**7988**	43.35	**5461**	29.64	**170**	0.92

The data shown on the above table indicate the zone-wise performance of the institution on Student Performance   as per Ind.-5.

Barisal zone has 1116 (69.36 %) A, B & C scored schools with a number of 493 (30.64 %) D & E scored schools in this area.

Chittagong zone has 1087 (69.10 %) A, B & C scored schools with a number of 486 (30.90 %) D & E scored schools in this area.

Comilla zone has 1016 (80.38 %) A, B & C scored schools with a number of 248 (19.62%) D & E scored schools in this area.

Dhaka zone has 1708 (70.70 %) A, B & C scored schools with a number of 708 (29.30 %) D & E scored schools in this area.

Khulna zone has 1948 (72.61 %) A, B & C scored schools with a number of 735 (27.39 %) D & E scored schools in this area.

Mymensingh zone has 1382 (65.25 %) A, B & C scored schools with a number of 736 (34.75 %) D & E scored schools in this area.

Rajshahi zone has 2116 (73.19%) A, B & C scored schools with a number of 775 (26.81%) D & E scored schools in this area.

Rangpur zone has 1838 (60.78%) A, B & C scored schools with a number of 1186 (39.22%) D & E scored schools in this area.

Sylhet zone has 583 (68.83%) A, B & C scored schools with a number of 264 (31.17%) D & E scored schools in this area.

Table- 45: Zone wise performance in Indicator 5 and sub indicator 5.1 "Student attendance for minimum 80% of the scheduled class days in a year".

Sl. No.	Names of zone	Total No. of Assessed	Category wise Nos. of institution with Percentage			
			A, B & C	% (A, B & C)	D & E	% (D & E)
1	Barisal	1609	1232	76.57	377	23.43
2	Chittagong	1573	1306	83.03	267	16.97
3	Comilla	1264	1084	85.76	180	14.24
4	Dhaka	2416	2014	83.36	402	16.64
5	Khulna	2683	2255	84.05	428	15.95
6	Mymensingh	2118	1673	78.99	445	21.01
7	Rajshahi	2891	2416	83.57	475	16.43
8	Rangpur	3024	2396	79.23	628	20.77
9	Sylhet	847	674	79.57	173	20.43
	Total	18425	15050	81.68	3375	18.32

The above table shows the zone –wise performance of the schools in the area of 'Student attendance for minimum 80% of the scheduled class days in a year' by clustering all the schools into two groups: A,B&C and D&E. Students of 15050 schools with a percentage of 81.68 attend of the scheduled class days regularly whereas students of 3375 schools with a percentage of 18.32 (attend 40%-60% scheduled class days) are irregular in attending schools.

Table -46: Zone wise performance in Indicator 5 and sub indicator 5.2 "Average number of students that remain absent during the year".

Sl. No.	Names of zone	Total No. of Assessed	Category wise Nos. of institution with Percentage			
			A, B & C	% (A, B & C)	D & E	% (D & E)
1	Barisal	1609	1307	81.23	302	18.77
2	Chittagong	1573	1294	82.26	279	17.74
3	Comilla	1264	1077	85.21	187	14.79
4	Dhaka	2416	1937	80.17	479	19.83
5	Khulna	2683	2078	77.45	605	22.55
6	Mymensingh	2118	1687	79.65	431	20.35
7	Rajshahi	2891	2292	79.28	599	20.72
8	Rangpur	3024	2314	76.52	710	23.48
9	Sylhet	847	670	79.10	177	20.90
	Total	18425	14656	79.54	3769	20.46

The above table shows the zone –wise performance of the schools in the area of 'Average number of students that remain absent during the year' by clustering all the schools into two groups: A,B&C and D&E. Students of 14656 schools with a percentage of 79.54 attend the classes regularly whereas students(10% to 20% more than the previous year) of 3769 schools with a percentage of 20.46 remain absent in the classes during the year.

Table- 47: Zone wise performance of schools as per Indicator 5 and sub indicator 5.3 "Average number of students that repeated in the same class".

Sl. No.	Names of zone	Total No. of Assessed	Category wise Nos. of institution with Percentage			
			A, B & C	% (A, B & C)	D & E	% (D & E)
1	Barisal	1609	1305	81.11	304	18.89
2	Chittagong	1573	1262	80.23	311	19.77
3	Comilla	1264	1071	84.73	193	15.27
4	Dhaka	2416	1871	77.44	545	22.56
5	Khulna	2683	2074	77.30	609	22.70
6	Mymensingh	2118	1621	76.53	497	23.47
7	Rajshahi	2891	2216	76.65	675	23.35
8	Rangpur	3024	2277	75.30	747	24.70
9	Sylhet	847	637	75.21	210	24.79
	Total	18425	14334	77.80	4091	22.20

The above table shows the zone –wise performance of the schools in the area of 'Average number of students that repeated in the same class' by clustering all the schools into two groups: A,B&C and D&E. Students of 14334 schools with a percentage of 77.80 are regular students whereas students (10% to 20% more than the previous year) of 4091 schools with a percentage of 22.20 repeated in the same class.

Table -48: Zone wise performance of schools as per Indicator 5 and sub indicator 5.4 "Number of students that completed assignments & projects and made continuous progress throughout the year".

Sl. No.	Names of zone	Total No. of Assessed	Category wise Nos. of institution with Percentage			
			A, B & C	% (A, B & C)	D & E	% (D & E)
1	Barisal	1609	880	54.69	729	45.31
2	Chittagong	1573	1153	73.30	420	26.70
3	Comilla	1264	971	76.82	293	23.18
4	Dhaka	2416	1782	73.76	634	26.24
5	Khulna	2683	1997	74.43	686	25.57
6	Mymensingh	2118	1494	70.54	624	29.46
7	Rajshahi	2891	1799	62.23	1092	37.77
8	Rangpur	3024	2314	76.52	710	23.48
9	Sylhet	847	532	62.81	315	37.19
Total		18425	12922	70.13	5503	29.87

The above table shows the zone –wise performance of the schools in the area of 'Number of students that completed assignments & projects and made continuous progress throughout the year' by clustering all the schools into two groups: A,B&C and D&E. Students of 12922 schools with a percentage of 70.13 complete assignments & projects and make continuous progress throughout the year whereas students (40% to 59%) of 5503 schools with a percentage of 29.87 do not follow the instruction.

Table -49: Zone wise performance of schools as per Indicator 5 and sub indicator 5.5 "Number of students those enrolled in Grade-VIII/X/XII and sit the JSC/ SSC/ HSC Examinations".

Sl. No.	Names of zone	Total No. of Assessed	Category wise Nos. of institution with Percentage			
			A, B & C	% (A, B & C)	D & E	% (D & E)
1	Barisal	1609	1370	85.15	239	14.85
2	Chittagong	1573	1436	91.29	137	8.71
3	Comilla	1264	1183	93.59	81	6.41
4	Dhaka	2416	2243	92.84	173	7.16
5	Khulna	2683	2299	85.69	384	14.31
6	Mymensingh	2118	1823	86.07	295	13.93
7	Rajshahi	2891	2518	87.10	373	12.90
8	Rangpur	3024	2567	84.89	457	15.11
9	Sylhet	847	806	95.16	41	4.84
	TOTAL	18425	16245	88.17	2180	11.83

The above table shows the zone –wise performance of the schools in the area of 'Number of students those enrolled in Grade-VIII/X/XII and sit the JSC/ SSC/ HSC Examination' by clustering all the schools into two groups: A, B&C and D&E. Students of 16245 schools with a percentage of 88.17 sit for the public examination whereas students (40% or less/40% to 59%) of 2180 schools with a percentage of 11.83 do not sit for the public exam. timely.

Table -50: Zone wise performance of schools as per Indicator 5 and sub indicator 5.6 "Results of JSC/ SSC/ HSC examination similar to or better than SBA scores".

Sl. No.	Names of zone	Total No. of Assessed	Category wise Nos. of institution with Percentage			
			A, B & C	% (A, B & C)	D & E	% (D & E)
1	Barisal	1609	1045	64.95	564	35.05
2	Chittagong	1573	1115	70.88	458	29.12
3	Comilla	1264	1031	81.57	233	18.43
4	Dhaka	2416	1764	73.01	652	26.99
5	Khulna	2683	1920	71.56	763	28.44
6	Mymensingh	2118	1429	67.47	689	32.53
7	Rajshahi	2891	2182	75.48	709	24.52
8	Rangpur	3024	1996	66.01	1028	33.99
9	Sylhet	847	636	75.09	211	24.91
TOTAL		18425	13118	71.20	5307	28.80

The above table shows the zone –wise performance of the schools in the area of 'Results of JSC/ SSC/ HSC examination similar to or better than SBA scores' by clustering all the schools into two groups: A,B&C and D&E. The results of the students   of 13118 schools with a percentage of 71.20 is similar or better than SBA score whereas the results of students (40% or less/40% to 59%) of 5307 schools with a percentage of 28.80 is below to SBA score.

Table -51: Zone wise performance of schools as per Indicator 5 and sub indicator 5.7 "Pass rate of JSC/ SSC/ HSC passed students is more or less than the national average".

Sl. No.	Names of zone	Total No. of Assessed	Category wise Nos. of institution with Percentage			
			A, B & C	% (A, B & C)	D & E	% (D & E)
1	Barisal	1609	1326	82.41	283	17.59
2	Chittagong	1573	1110	70.57	463	29.43
3	Comilla	1264	1018	80.54	246	19.46
4	Dhaka	2416	1583	65.52	833	34.48
5	Khulna	2683	1916	71.41	767	28.59
6	Mymensingh	2118	1329	62.75	789	37.25
7	Rajshahi	2891	2200	76.10	691	23.90
8	Rangpur	3024	1853	61.28	1171	38.72
9	Sylhet	847	612	72.26	235	27.74
	TOTAL	18425	12947	70.27	5478	29.73

The above table shows the zone –wise performance of the schools in the area of 'Pass rate of JSC/ SSC/ HSC passed students is more or less than the national average ' by clustering all the schools into two groups: A,B&C and D&E. The results of the students of 12947 schools with a percentage of 70.27 is similar to national average whereas the results of students of 5478 schools (10% to 30% less than national average) with a percentage of 29.73 is less than national average.

Table -52: Zone wise performance of schools as per Indicator 5 and sub indicator 5.8 "Percentage of student those achieved the highest score (A+) in JSC/SSC/HSC examination".

Sl. No.	Names of zone	Total No. of Assessed	Category wise Nos. of institution with Percentage			
			A, B & C	% (A, B & C)	D & E	% (D & E)
1	Barisal	1609	129	8.02	1480	91.98
2	Chittagong	1573	139	8.84	1434	91.16
3	Comilla	1264	53	4.19	1211	95.81
4	Dhaka	2416	174	7.20	2242	92.80
5	Khulna	2683	202	7.53	2481	92.47
6	Mymensingh	2118	339	16.01	1779	83.99
7	Rajshahi	2891	233	8.06	2658	91.94
8	Rangpur	3024	238	7.87	2786	92.13
9	Sylhet	847	31	3.66	816	96.34
	TOTAL	18425	1538	8.35	16887	91.65

The above table shows the zone –wise performance of the schools in the area of '**Percentage of student those achieved the highest score (A+) in JSC/SSC/HSC examination** 'record by clustering all the schools into two groups: A,B&C and D&E. The results of the students of 1538 schools (31%-80% or more) with a percentage of 8.35 have achieve A+ mark in public examination where the students of 16887 schools (10% or less or 11% to 30%) with a percentage have achieve it.

CHAPTER – IX

Zone-wise performance of the institutions as per Indicator 6 and its sub-indictors

This chapter covers the performance of the zones in the area of Ind-6 with its sub-indictors. This will help to find out the performance of the institutions in the area of Co-curricular Activities.

Table- 53: Zone wise performance in the "Co-curricular Activities" (Ind. 6)

Sl. No.	Names of zone	Category wise Nos. of institution with Percentage									
		A	%	B	%	C	%	D	%	E	%
1.	Barisal	1609	280	17.40	699	43.44	271	16.84	269	16.72	90
2.	Chittagong	1573	397	25.24	769	48.89	247	15.70	154	9.79	6
3.	Comilla	1264	489	38.69	539	42.64	154	12.18	80	6.33	2
4.	Dhaka	2416	706	29.22	994	41.14	434	17.96	260	10.76	22
5.	Khulna	2683	579	21.58	1310	48.83	426	15.88	342	12.75	26
6.	Mymensingh	2118	679	32.06	919	43.39	283	13.36	204	9.63	33
7.	Rajshahi	2891	929	32.13	1207	41.75	366	12.66	361	12.49	28
8.	Rangpur	3024	543	17.96	1412	46.69	584	19.31	426	14.09	59
9.	Sylhet	847	264	31.17	398	46.99	116	13.70	63	7.44	6
Total		18425	**4866**	26.41	8247	44.76	**2881**	15.64	**2159**	11.72	**272**

The data shown on the above table indicate the zone-wise performance of the institution in Co-curricular Activities as per Ind.-6.

Barisal zone has 1250 (77.69 %) A, B & C scored schools with a number of 359 (22.31 %) D & E scored schools in this area.

Chittagong zone has 1413 (89.82%) A, B & C scored schools with a number of 160 (10.17%) D & E scored schools in this area.

Comilla zone has 1182 (93.51%) A, B & C scored schools with a number of 82 (6.49%) D & E scored schools in this area.

Dhaka zone has 2134 (88.33%) A, B & C scored schools with a number of 282 (11.67%) D & E scored schools in this area.

Khulna zone has 2315 (86.28 %) A, B & C scored schools with a number of 368 (13.72%) D & E scored schools in this area.

Mymensingh zone has 1881 (88.81 %) A, B & C scored schools with a number of 237 (11.89 %) D & E scored schools in this area.

Rajshahi zone has 2502 (86.54%) A, B & C scored schools with a number of 389 (13.46%) D & E scored schools in this area.

Rangpur zone has 2539 (83.94 %) A, B & C scored schools with a number of 485 (16.04 %) D & E scored schools in this area.

Sylhet zone has 778 (91.85%) A, B & C scored schools with a number of 69 (8.15%) D & E scored schools in this area.

Table -54: Zone wise performance of schools as per Indicator 6 and Sub-indicator 6.1 "Planning of Co-curricular Activities".

Sl. No.	Names of zone	Total No. of Assessed	Category wise Nos. of institution with Percentage			
			A, B & C	% (A, B & C)	D & E	% (D & E)
1	Barisal	1609	1251	77.75	358	22.25
2	Chittagong	1573	1414	89.89	159	10.11
3	Comilla	1264	1189	94.07	75	5.93
4	Dhaka	2416	2248	93.05	168	6.95
5	Khulna	2683	2399	89.41	284	10.59
6	Mymensingh	2118	1918	90.56	200	9.44
7	Rajshahi	2891	2541	87.89	350	12.11
8	Rangpur	3024	2600	85.98	424	14.02
9	Sylhet	847	781	92.21	66	7.79
Total		18425	16341	88.69	2084	11.31

The above table shows the zone –wise performance of the schools in the area of 'Planning of Co-curricular Activities' by clustering all the schools into two groups: A, B&C and D&E. The teachers of 16341 schools with a percentage of 88.63 make planning of co-curricular activities whereas the teacher s of 2084 schools with a percentage of 11.31 do not make any plan in this regard.

Table -55: Zone wise performance of schools as per Indicator 6 and Sub-indicator 6.2 "Implementation of co-curricular activities".

Sl. No.	Names of zone	Total No. of Assessed	Category wise Nos. of institution with Percentage			
			A, B & C	% (A, B & C)	D & E	% (D & E)
1	Barisal	1609	1319	81.98	290	18.02
2	Chittagong	1573	1481	94.15	92	5.85
3	Comilla	1264	1215	96.12	49	3.88
4	Dhaka	2416	2303	95.32	113	4.68
5	Khulna	2683	2434	90.72	249	9.28
6	Mymensingh	2118	1979	93.44	139	6.56
7	Rajshahi	2891	2669	92.32	222	7.68
8	Rangpur	3024	2649	87.60	375	12.40
9	Sylhet	847	805	95.04	42	4.96
	TOTAL	18425	16854	91.47	1571	8.53

The above table shows the zone –wise performance of the schools in the area of 'Implementation of co-curricular activities' by clustering all the schools into two groups: A,B&C and D&E 16854 schools with a percentage of 91.47 implement co-curricular activities whereas 1571 schools with a percentage of 8.53 do not take active steps in this regard.

Table -56: Zone wise performance of schools as per Indicator 6 and Sub-indicator 6.3 "Participation rates of student in co-curricular activities".

Sl. No.	Names of zone	Total No. of Assessed	Category wise Nos. of institution with Percentage			
			A, B & C	% (A, B & C)	D & E	% (D & E)
1	Barisal	1609	958	59.54	651	40.46
2	Chittagong	1573	940	59.76	633	40.24
3	Comilla	1264	753	59.57	511	40.43
4	Dhaka	2416	1177	48.72	1239	51.28
5	Khulna	2683	1655	61.68	1028	38.32
6	Mymensingh	2118	1377	65.01	741	34.99
7	Rajshahi	2891	1803	62.37	1088	37.63
8	Rangpur	3024	1504	49.74	1520	50.26
9	Sylhet	847	515	60.80	332	39.20
Total		18425	10682	57.98	7743	42.02

The above table shows the zone –wise performance of the schools in the area of 'Participation rates of student in co-curricular activities' by clustering all the schools into two groups: A, B&C and D&E. The students of 10682 schools with a percentage of 57.98 participate in co-curricular activities whereas the students of 7743 schools with a percentage of 42.02 do not have active participation in this regard.

CHAPTER – X

Zone-wise performance of the institutions as per Indicator 7 and its sub-indictors

This chapter covers the performance of the zones in the area of Ind-7 with its sub-indictors. This will help to find out the performance of the institutions in the area of Teacher& Community /Guardians

Table -57: Zone wise performance of schools in the area of "Teacher & Community/ Guardian Relationships" (Ind. 7)

Sl. No.	Names of zone	Category wise Nos. of institution with Percentage									
		A	%	B	%	C	%	D	%	E	%
1.	Barisal	1609	494	30.70	807	50.16	154	9.57	141	8.76	13
2.	Chittagong	1573	706	44.88	752	47.81	59	3.75	56	3.56	0
3.	Comilla	1264	752	59.49	450	35.60	35	2.77	27	2.14	0
4.	Dhaka	2416	1432	59.27	859	35.55	68	2.81	52	2.15	5
5.	Khulna	2683	1317	49.09	1213	45.21	96	3.58	56	2.09	1
6.	Mymensingh	2118	877	41.41	1009	47.64	141	6.66	81	3.82	10
7.	Rajshahi	2891	1222	42.27	1454	50.29	139	4.81	71	2.46	5
8.	Rangpur	3024	985	32.57	1609	53.21	246	8.13	167	5.52	17
9.	Sylhet	847	476	56.20	304	35.89	41	4.84	26	3.07	0
	TOTAL	18425	8261	44.84	8457	45.90	979	5.31	677	3.67	51

The data shown on the above table indicate the zone-wise performance of the institution on Teacher & Community/Guardian Relationship as per Ind.-7.

Barisal zone has 1455 (90.46 %) A, B & C scored schools with a number of 154 (9.57%) D & E scored schools in this area.

Chittagong zone has 1517 (96.44 %) A, B & C scored schools with a number of 56 (3.56%) D & E scored schools in this area.

Comilla zone has 1237 (97.86 %) A, B & C scored schools with a number of 27 (2.14%) D & E scored schools in this area.

Dhaka zone has 2359 (97.64%) A, B & C scored schools with a number of 57 (2.36 %) D & E scored schools in this area.

Khulna zone has 2626 (97.88 %) A, B & C scored schools with a number of 57 (2.12 %) D & E scored schools in this area.

Mymensingh zone has 2027 (95.70%) A, B & C scored schools with a number of 91 (4.3%) D & E scored schools in this area.

Rajshahi zone has 2815 (97.37%) A, B & C scored schools with a number of 76 (2.63 %) D & E scored schools in this area.

Rangpur zone has 2840 (93.92 %) A, B & C scored schools with a number of 184 (6.08%) D & E scored schools in this area.

Sylhet zone has 821 (96.93 %) A, B & C scored schools with a number of 26 (3.07 %) D & E scored schools in this area.

Table-58: Zone wise performance of schools as per Indicator 7 and Sub-indicator 7.1 "Communications between institution and guardians".

Sl. No.	Names of zone	Total No. of Assessed	Category wise Nos. of institution with Percentage			
			A, B & C	% (A, B & C)	D & E	% (D & E)
1	Barisal	1609	1420	88.25	189	11.75
2	Chittagong	1573	1501	95.42	72	4.58
3	Comilla	1264	1230	97.31	34	2.69
4	Dhaka	2416	2359	97.64	57	2.36
5	Khulna	2683	2599	96.87	84	3.13
6	Mymensingh	2118	2015	95.14	103	4.86
7	Rajshahi	2891	2791	96.54	100	3.46
8	Rangpur	3024	2825	93.42	199	6.58
9	Sylhet	847	820	96.81	27	3.19
TOTAL		18425	17560	95.31	865	4.69

The above table shows the zone –wise performance of the schools in the area of 'Communications between institution and guardians' by clustering all the schools into two groups: A,B&C and D&E. A total number of 17560 schools with a percentage of 95.31 make regular communication with the guardians of the students and 865 schools with a percentage of 4.69 do not communicate with the guardians properly.

Table-59: Zone wise performance of schools as per Indicator 7 and Sub-indicator 7.2 "Invitation of guardians to attend the meetings on student progress".

Sl. No.	Names of zone	Total No. of Assessed	Category wise Nos. of institution with Percentage			
			A, B & C	% (A, B & C)	D & E	% (D & E)
1	Barisal	1609	1373	85.33	236	14.67
2	Chittagong	1573	1465	93.13	108	6.87
3	Comilla	1264	1182	93.51	82	6.49
4	Dhaka	2416	2291	94.83	125	5.17
5	Khulna	2683	2536	94.52	147	5.48
6	Mymensingh	2118	1870	88.29	248	11.71
7	Rajshahi	2891	2671	92.39	220	7.61
8	Rangpur	3024	2626	86.84	398	13.16
9	Sylhet	847	775	91.50	72	8.50
Total		18425	16789	91.12	1636	8.88

The above table shows the zone –wise performance of the schools in the area of 'Invitation of guardians to attend the meetings on student progress' by clustering all the schools into two groups: A, B&C and

D&E. A total number of 16789 schools with a percentage of 91.12 invite the guardians of the students regularly whereas 1636 schools with a percentage of 8.88 do not take active measures in this regard.

Table-60: Zone wise performance of schools as per Indicator 7 and Sub-indicator 7.3 "Communications between institution and community groups".

Sl. No.	Names of zone	Total No. of Assessed	Category wise Nos. of institution with Percentage			
			A, B & C	% (A, B & C)	D & E	% (D & E)
1	Barisal	1609	1469	91.30	140	8.70
2	Chittagong	1573	1519	96.57	54	3.43
3	Comilla	1264	1235	97.71	29	2.29
4	Dhaka	2416	2337	96.73	79	3.27
5	Khulna	2683	2608	97.20	75	2.80
6	Mymensingh	2118	2027	95.70	91	4.30
7	Rajshahi	2891	2790	96.51	101	3.49
8	Rangpur	3024	2856	94.44	168	5.56
9	Sylhet	847	804	94.92	43	5.08
	TOTAL	**18425**	17645	95.77	**780**	4.23

The above table shows the zone –wise performance of the schools in the area of 'Communications between institution and community groups' by clustering all the schools into two groups: A,B&C and D&E. A total number of 17645 schools with a percentage of 95.77 communicate with the community groups regularly whereas 780 schools with a percentage of 4.23 do not take active measures in this regard.

CHAPTER – XI

Indicator –wise some special findings

This chapter covers some special findings based on different categories of schools:

Table-61: A category institution scored D category in different Indicators.

Sl. No.	Name of Zones	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator 5	Indicator 6	Indicator 7
1	BARISAL	0	0	0	0	0	0	0
2	CHITTAGONG	2	0	0	0	2	0	0
3	COMILLA	4	0	0	0	1	0	1
4	DHAKA	3	0	4	0	3	2	0
5	KHULNA	1	0	1	0	0	0	0
6	MYMENSINGH	1	0	0	0	3	0	0
7	RAJSHAHI	2	0	0	0	1	1	0
8	RANGPUR	1	0	0	0	0	0	0
9	SYLHET	0	0	0	0	0	0	0
	TOTAL	**14**	**0**	**5**	**0**	**10**	**3**	**1**

- The data reflected on the above table show that a total number of 14 A category institutions of 9 zones have achieved D category score in the area of Teaching-Learning Environment (ind-1).

- In the area of leadership of HT/Super (ind-2) a total number of 0 A category institutions of 9 zones have achieved D category score.

- In indicator-3 role of SMC/GB/Committee 5 institutions achieved the same. As per indicator-4 (Teachers professionalism) the number of institutions 0 whereas in indicator-5 (students performance) 10 A category institutions achieved D category score.

- In the area of co-curricular activities (ind-6) total number of 3 A category institutions achieved D category and as per indicator-7, institution/community and Guardian/Teacher relationship total number of 1 'A' category institutions achieved D category score.

Table-62: A category institutions scored E category in different Indicators.

Sl. No.	Name of Zones	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator 5	Indicator6	Indicator 7
1	BARISAL	0	0	0	0	0	0	0
2	CHITTAGONG	0	0	0	0	0	0	0

3	COMILLA	0	0	0	0	0	0	0
4	DHAKA	0	0	0	0	0	0	0
5	KHULNA	0	0	0	0	0	0	0
6	MYMENSINGH	0	0	0	0	0	0	0
7	RAJSHAHI	0	0	0	0	0	0	0
8	RANGPUR	0	0	0	0	0	0	0
9	SYLHET	0	0	0	0	0	0	0
TOTAL		0	0	0	0	0	0	0

No A category institution scored E category in any indicators of any Zone.

Table-63: B category institutions scored E category in different Indicators

Sl. No.	Name of Zones	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator 5	Indicator 6	Indicator 7
1	BARISAL	2	0	1	0	0	1	0
2	CHITTAGONG	2	0	5	0	0	0	0
3	COMILLA	9	0	6	0	0	0	0
4	DHAKA	9	0	24	0	1	0	0
5	KHULNA	7	0	3	0	0	6	0
6	MYMENSINGH	10	0	13	0	0	0	2
7	RAJSHAHI	5	0	1	0	0	3	0
8	RANGPUR	0	0	6	0	0	2	0
9	SYLHET	6	0	1	0	0	0	0
TOTAL		50	0	60	0	1	12	2

A total of **125** B category institutions have achieved E category score in different areas as reflected in 7 indicators. In Ind-3 Teaching-Learning Area the number is comparatively large.

Table -64: D category institution scored A category in different Indicators

Sl. No.	Name of Zone	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator5	Indicator 6	Indicator 7
1	BARISAL	1	0	0	1	1	2	5
2	CHITTAGONG	0	0	0	0	0	0	1
3	COMILLA	0	0	0	1	0	0	3

4	DHAKA	0	0	0	2	0	0	3
5	KHULNA	1	0	0	1	0	1	5
6	MYMENSINGH	0	0	0	6	0	3	15
7	RAJSHAHI	0	1	1	3	0	2	8
8	RANGPUR	2	0	0	4	0	1	11
9	SYLHET	0	0	0	1	0	1	3
TOTAL		4	1	1	19	1	10	54

The above data show that a total number of 90 D category schools have achieved A category score in different areas as reflected in 7 indicators. The number is comparatively large in the area of SMC/GB role (Ind.-3) and Institution-community relationship (Ind.-7).

Table -65: Nos. of E category institution scored A category in different Indicators

Sl. No.	Name of Zone	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator 5	Indicator 6	Indicator 7
1	BARISAL	0	0	0	0	0	0	0
2	CHITTAGONG	0	0	0	0	0	0	0
3	COMILLA	0	0	0	0	0	0	0
4	DHAKA	0	0	0	0	0	0	0
5	KHULNA	0	0	0	0	0	0	0
6	MYMENSINGH	0	0	0	0	0	0	0
7	RAJSHAHI	0	0	0	0	0	0	0
8	RANGPUR	0	0	0	0	0	0	0
9	SYLHET	0	0	0	0	0	0	0
TOTAL		0	0	0	0	0	0	0

The above data show that no E category schools in Rangpur zone achieved A category score in any areas.

CHAPTER – XII

PBM Performance of the government secondary schools

An overview of the performance of Government schools as per PBM standards is presented in this chapter. A total of 317 Government schools under 9 zones throughout the country were assessed. Through the assessment, each of the schools was put into one of the five preset categories, ie, A, B, C, D, and E. The categorization of schools was meant to facilitate a clear understanding of the overall performance of the Government schools as per PBM standards.

Table-66: Zone wise nos. of Govt. secondary school achieved different category score.

Sl. No.	Name of Zone	Nos. of Govt. assessed Inst.	Numbers as per category and in percentage									
			A	% (A)	B	% (B)	C	% (C)	D	% (D)	E	% (E)
1	BARISAL	20	7	35.00	12	60.00	1	5.00	0	0.00	0	0
2	CHITTAGONG	51	7	13.73	30	58.82	14	27.45	0	0.00	0	0
3	COMILLA	26	15	57.69	8	30.77	3	11.54	0	0.00	0	0
4	DHAKA	58	10	17.24	34	58.62	13	22.41	1	1.72	0	0
5	KHULNA	36	12	33.33	21	58.33	3	8.33	0	0.00	0	0
6	MYMENSINGH	31	9	29.03	9	29.03	13	41.94	0	0.00	0	0
7	RAJSHAHI	37	16	43.24	14	37.84	7	18.92	0	0.00	0	0
8	RANGPUR	38	12	31.58	20	52.63	6	15.79	0	0.00	0	0
9	SYLHET	20	7	35.00	11	55.00	2	10.00	0	0.00	0	0
TOTAL		317	95	29.97	159	50.16	62	19.56	1	0.32	0	0

Chart -20: Zone wise nos. of Govt. secondary school achieved different category score.
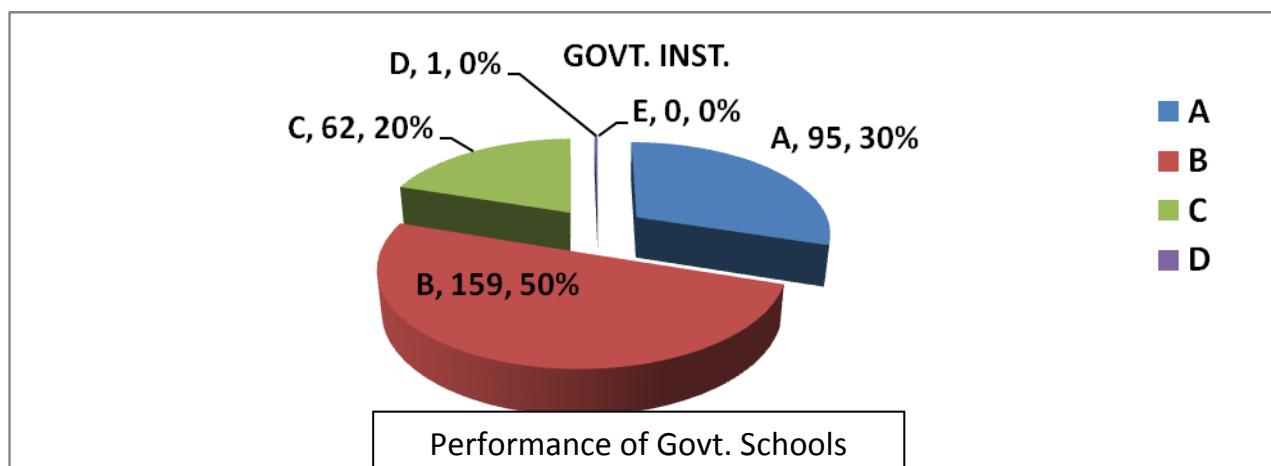
- The above data show the zone-wise PBM performance of govt. secondary schools located in 9 zones.

- Out of **317** govt. secondary schools, **95** govt. A category score with a percentage of only 29.97. The number of schools achieved B category score is **159** with the highest percentage of **50.16.**

- The number of C category scored school is **62** with a percentage of **19.56** and with zero number of E category schools.

- The total nos. of A,B & C category schools is **316** with a percentage of **99.68** whereas the number of **D** scored schools is 1 with a percentage of **0.32** . All these indicate that more than **99.68** percent govt. schools in the country are functioning properly whereas near about 0.32 % govt. schools have problems in various areas related to school management.

CHAPTER – XIII

PBM Performance of the girls' secondary schools

This chapter presents the findings on the performance of girls' secondary schools of the country as per PBM standards. The total number of schools assessed was 3165. According to their overall performance, all the schools - divided into 9 zones - were categorized from A to D. Zone wise tabular data on three vital sub-indicators are also presented. These sub-indicators are: toilet facilities (1.8), pass rate of JSC/SSC/HSC exam (5.7), and percentage of students achieving A+ in JSC/SSC/HSC (5.8).

Table-67: Zone wise nos. of girls'. Secondary school achieved different category score

Sl. No.	Name of Zones	TOTAL nos. of Institution assessed (Girls')	Numbers as per category and in percentage									
			A	%	B	%	C	%	D	%	E	%
1.	BARISAL	339	8	2.36	116	34.22	152	44.84	60	17.70	3	0.88
2.	CHITTAGONG	214	14	6.54	116	54.21	77	35.98	7	3.27	0	0.00
3.	COMILLA	155	22	14.19	82	52.90	45	29.03	6	3.87	0	0.00
4.	DHAKA	338	30	8.88	178	52.66	111	32.84	17	5.03	2	0.59
5.	KHULNA	473	14	2.96	223	47.15	229	48.41	7	1.48	0	0.00
6.	MYMENSINGH	357	25	7.00	151	42.30	166	46.50	15	4.20	0	0.00
7.	RAJSHAHI	539	25	4.64	294	54.55	196	36.36	23	4.27	1	0.19
8.	RANGPUR	667	14	2.10	217	32.53	345	51.72	87	13.04	4	0.60
9.	SYLHET	83	3	3.61	59	71.08	19	22.89	2	2.41	0	0.00
	Total	3165	155	4.90	1436	45.37	1340	42.34	224	7.08	10	0.32

Chart -21: Zone wise nos. of girls'. Secondary School achieved different category score.

Performance of Girls' Secondary Schools
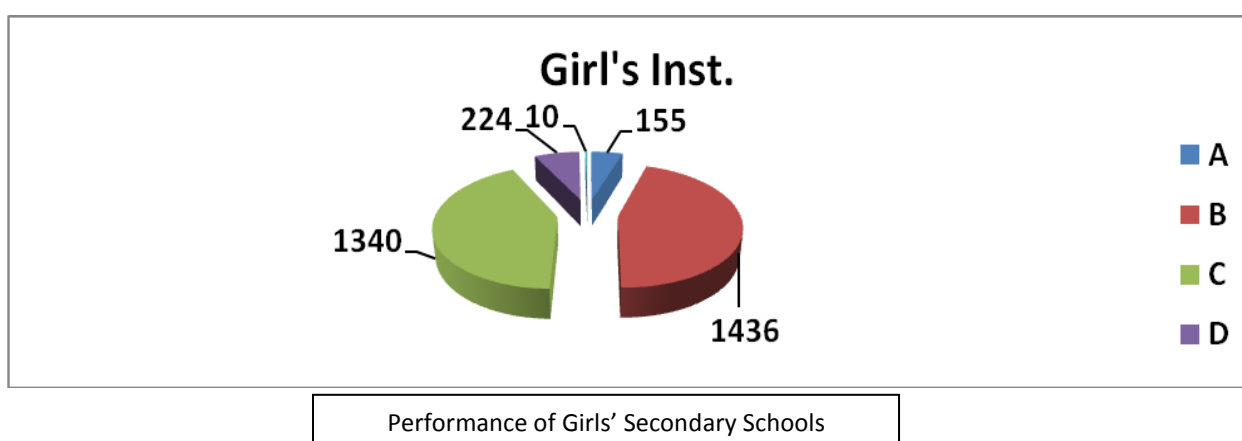
Out of **3165** girls' secondary schools, according to the above chart, **155** schools corresponding to a percentage of only of **4.90** have achieved A category score while the number and percentage of B category schools being 1436 and **45.37** respectively. The number of C scored school is **1340** with a highest percentage of **42.34**.

The number of D scored school is quite large having with a number and percent of **224** and 7.08 whereas **10** schools are classified into E category with a percentage of **0.32.**

The total number of A, B & C scored girls' schools is **2931** with a percentage of 92.61 which indicates that more than 90% girls' schools in the country are functioning properly. The number of D & E category schools is 234 with a percentage of **7.4** which indicates that more than 7% girls' schools have problems in various areas related to school management.

Table-68: Zone wise nos. of girls' secondary school achieved D & E category score in Indictor 1 Sub-Indicator 1.8: Toilet Facilities

Sl. No	Name of zones	TOTAL nos. of Girls' Institution	Category	
			D	E
1.	BARISAL	339	4	2
2.	CHITTAGONG	214	1	1
3.	COMILLA	155	0	0
4.	DHAKA	338	3	0
5.	KHULNA	473	2	1
6.	MYMENSINGH	357	6	0
7.	RAJSHAHI	539	7	0
8.	RANGPUR	667	14	4
9.	SYLHET	83	1	0
TOTAL		3165	38	8

- As per Ind-1 Sub Ind. 1.8, the zone wise condition of toilet facilities in girls' secondary schools has been assessed.

- It has been found that 38 girls' schools (1.20%) suffer a lot due to unsuitable toilets facilities and in 8 schools toilets are not available.

Table-69:   Zone wise nos. of girls' secondary school achieved D & E category score in Indicator -5 Sub-Indicator 5.7: Pass rate of JSC/SSC/HSC exam. is similar to or better than the national average.

Sl. No.	Name of zones	TOTAL nos. of Girls' Institution	Category	
			D	E
1.	BARISAL	339	21	16
2.	CHITTAGONG	214	11	7
3.	COMILLA	155	5	1
4.	DHAKA	338	18	8
5.	KHULNA	473	29	19
6.	MYMENSINGH	357	18	10
7.	RAJSHAHI	539	35	18
8.	RANGPUR	667	45	26
9.	SYLHET	83	2	2
TOTAL		3165	184	107

- As per Ind.5 Sub. Ind. 5.7, the performance of 3165 girls' secondary schools in the area of' Pass rate o JSC/SSC/HSC exam (higher or lower than national average)' has been assessed.

- It has been found that 184 schools with a percentage of 5.81 have achieved D category score and this indicates that these schools have a pass rate 10%-29% less than national average.

- 107 schools with a percentage of 3.38 have achieved E category score which indicate that these schools have a pass rate 30% less than national average.

Table-70: Zone wise nos. of girls' secondary school achieved A & B in Indicator -5 Sub-Indicator 5.8 Percentage of students achieved A+ score in JSC/SSC/HSC exam.

Sl. No.	Name of zones	Nos. of Girls' Institution	Category	
			A	B
1.	BARISAL	339	6	16
2.	CHITTAGONG	214	9	10
3.	COMILLA	155	2	4
4.	DHAKA	338	9	15
5.	KHULNA	473	15	24
6.	MYMENSINGH	357	18	43
7.	RAJSHAHI	539	21	26
8.	RANGPUR	667	21	39
9.	SYLHET	83	0	4
	TOTAL	**3165**	**101**	**181**

- The above table indicates the 'percentage of girls' students achieved A+ score in JSC/SSC/HSC (highest grade is preferred) exam' as per Ind. 5 Sub. Ind.5.8.
- **101** schools (3.19%) have achieved A category score. which indicates that 87 % or more students of these schools have achieved A+ score in public examination.
- **181** schools (5.72%) have achieved B category score in this area and this indicates that 60%-79% students of these schools have achieved A+ score in public examination.

CHAPTER – XIV

PBM Performance of schools situated in different under-served areas

Table -71: **PBM performance of schools situated in Hilly Districts.**

Name of Districts	Institution Nos. as per Category						Percentage as per category				
	Assessed	A	B	C	D	E	A	B	C	D	E
Bandarban	44	1	31	12	0	0	2.27	70.45	27.27	0.00	0.00
Rangamati	125	8	83	31	3	0	6.40	66.40	24.80	2.40	0.00
Khagrachory	73	1	18	44	10	0	1.37	24.66	60.27	13.70	0.00
TOTAL	**242**	**10**	**132**	**87**	**13**	**0**	**4.13**	**54.55**	**35.95**	**5.37**	**0.00**

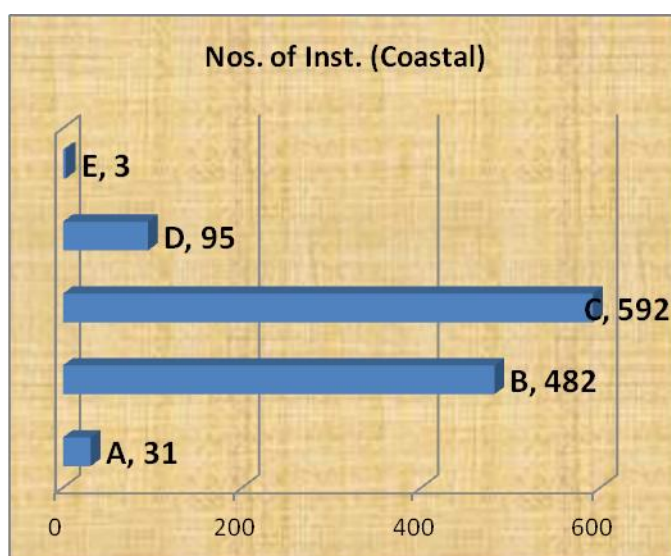**Chart-22:** **PBM performance of schools situated in Hilly Districts.**
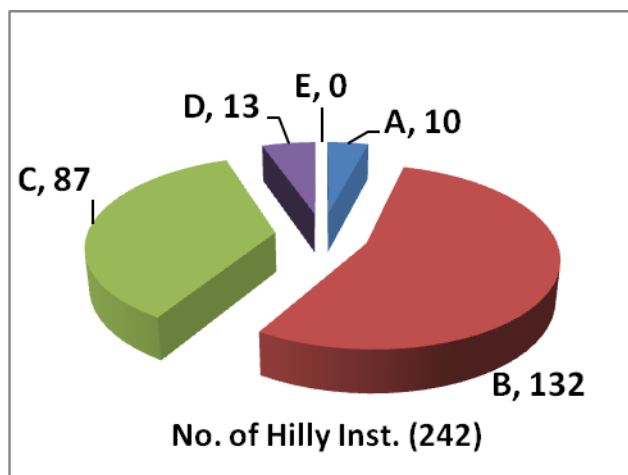
The PBM performance of **242** secondary schools situated at **3** hilly districts i.e. Bandarban, Rangamati and Khagrachori has been assessed.

It is found that **10** schools have achieved **A** category score only with a percentage of **4.13**. The **B** scored schools is **132** with **54.55**% and **C** scored schools is **87** with the highest percentage of **35.95**.

The D scored school is **13** with a percentage of **5.37**and E scored schools is **0**. This indicates that **13** schools with a percentage of **5.37** are not functioning properly.

Table-72: PBM performance of schools situated in Coastal areas of the Country.

Sl. No.	Name of District	Name of Upa-zila	Institution Nos. as per Category						Percentage as per category				
			Assessed	A	B	C	D	E	A	B	C	D	E
1	Cox's Bazar	Chakaria	48	4	11	33	0	0	8.33	22.92	68.75	0.00	0.00
		Cox's Bazar Sadar	43	0	25	18	0	0	0.00	58.14	41.86	0.00	0.00
		Kutubdia	9	0	7	2	0	0	0.00	77.78	22.22	0.00	0.00
		Moheshkhali	21	0	0	21	0	0	0.00	0.00	100.00	0.00	0.00
		Pekua	11	5	4	2	0	0	45.45	36.36	18.18	0.00	0.00
		Teknaf	19	1	13	5	0	0	5.26	68.42	26.32	0.00	0.00
		Ukhiya	16	0	11	5	0	0	0.00	68.75	31.25	0.00	0.00
2	Chittagong	Banskhali	26	1	16	7	2	0	3.85	61.54	26.92	7.69	0.00
		Sawndip	27	6	16	5	0	0	22.22	59.26	18.52	0.00	0.00
		Anowara	25	2	7	16	0	0	8.00	28.00	64.00	0.00	0.00
3	Noakhali	Hatiya	30	1	16	11	2	0	3.33	53.33	36.67	6.67	0.00
		Companigonj	32	1	5	24	2	0	3.13	15.63	75.00	6.25	0.00
		Subarna Char	20	0	5	9	6	0	0.00	25.00	45.00	30.00	0.00
4	Bhola	All Upa-Zila	246	6	124	83	33	0	2.44	50.41	33.74	13.41	0.00
5	Barguna	All Upa- Zila	173	0	40	115	18	0	0.00	23.12	66.47	10.40	0.00
6	Patuakhali	Bauphal	60	0	12	44	4	0	0.00	20.00	73.33	6.67	0.00
		Dashmina	25	0	7	15	1	2	0.00	28.00	60.00	4.00	8.00
		Galachipa	56	0	7	27	22	0	0.00	12.50	48.21	39.29	0.00
		Kalapara	33	1	20	10	1	1	3.03	60.61	30.30	3.03	3.03
7	Bagerhat	Mongla	27	1	13	13	0	0	3.70	48.15	48.15	0.00	0.00
		Sarankhola	19	0	6	12	1	0	0.00	31.58	63.16	5.26	0.00
		Morrelgonj	64	1	30	32	1	0	1.56	46.88	50.00	1.56	0.00
8	Khulna	Koyra	37	0	10	27	0	0	0.00	27.03	72.97	0.00	0.00
		Paikgacha	54	1	31	20	2	0	1.85	57.41	37.04	3.70	0.00
		Dacope	40	0	18	22	0	0	0.00	45.00	55.00	0.00	0.00
9	Satkhira	Shyamnagar	42	0	28	14	0	0	0.00	66.67	33.33	0.00	0.00
		TOTAL	**1203**	**31**	**482**	**592**	**95**	**3**	2.58	40.07	49.21	7.90	0.25

Chart-23: PBM performance of schools situated in coastal areas.


Nos. of Inst. (Coastal)

The table and chart shown above reflect the PBM performance of **1203** assessed schools situated in coastal areas of the country. Out of **1203** schools, only **31** schools with a percentage of **2.58** have achieved A category score and B category scored schools are **482** in number with 40.07%. The C scored schools is **592** with a percentage of **49.21**.

The number of D scored schools is 95 with a percentage of **7.90** whereas the number and percentage of **E** category schools is **3** and **0.25** respectively.

Table -73: PBM performance of schools situated in Haor areas of the Country.

SL NO	Name of Districts(Haor areas)	Name of Upa-zila (Haor Area)	Assessed. Inst.	Numbers as per category and in percentage									
				A	%	B	%	C	%	D	%	E	%
1	Hobigonj	Ajmirigonj, Baniyachong, Lakhai	42	1	2.38	28	66.67	13	30.95	0	0.00	0	0
2	Moulivibazar	Kulaura, Barlekha, Hajury	86	5	5.81	56	65.12	21	24.42	4	4.65	0	0
3	Sunamgonj	Salla,Dirai,Jamalgonj,Darmapasha,Taherpur,Duarabazar,Bishambarpur	98	1	1.02	44	44.90	53	54.08	0	0.00	0	0
4	Kishoregong	ITNA	11	1	9.09	4	36.36	5	45.45	1	9.09	0	0
		MITAMAIN	10	1	10.00	3	30.00	5	50.00	1	10.00	0	0
		AUSTRAGRAM	8	0	0.00	4	50.00	2	25.00	2	25.00	0	0
		NIKLI	10	1	10.00	3	30.00	5	50.00	1	10.00	0	0
5	Netrokona	MOHANGANJ	20	2	10.00	6	30.00	11	55.00	1	5.00	0	0
		MADAN	15	1	6.67	9	60.00	5	33.33	0	0.00	0	0
		KHALIAJURY	12	0	0.00	7	58.33	2	16.67	3	25.00		0
	Total		312	13	4.17	164	52.56	122	39.10	13	4.17	0	0

Chart-24: PBM performance of schools situated in Haor areas.

Nos. of Inst. (Hoar)
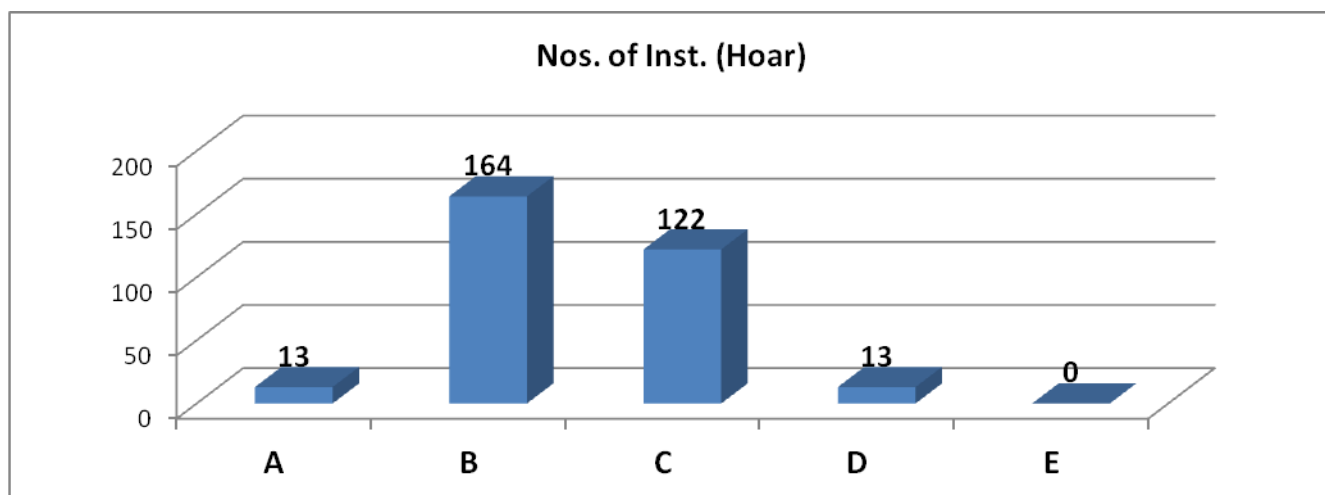
The above table shows that the Hoar area wise five districts PBM performance of 312 assessed schools. The number of A category schools is 13(4.17%), The B and C category score schools are 164 and 122 with percentage of 52.56 and 39.10. The D category score school is 13 where as the E category score school is 0 number.

PART – III

DISTRICT WISE CLASSIFICATION OF INSTITUTIONS AS PER PBM ISAS CATEGORY 2014

Table-74: Districts of Barisal Zone.

Sl. No.	Name of District	Nos. of Institution	Institution Nos. as per Category and in Percentage									
		Assessed	A	%	B	%	C	%	D	%	E	%
1	Barisal	431	5	1.16	172	39.91	225	52.20	29	6.73	0	0.00
2	Barguna	173	0	0.00	40	23.12	115	66.47	18	10.40	0	0.00
3	Bhola	246	6	2.44	124	50.41	83	33.74	33	13.41	0	0.00
4	Jhalakhati	192	2	1.04	66	34.38	94	48.96	31	16.15	0	0.00
5	Patuakhali	292	2	0.68	69	23.63	167	57.19	51	17.47	3	1.03
6	Pirojpur	275	8	2.91	101	36.73	81	29.45	76	27.64	8	2.91
TOTAL		**1609**	**23**	1.43	**572**	35.55	**765**	47.55	**238**	14.79	**11**	0.68

Barisal zone has **6** districts and total nos. of institution is **1639** and assessed institutions is **1609**. Percentage of assessed institutions of the zone is **98.16**. There is no A category institutions in Barguna district on the other hand Barisal, Barguna, Bhola, Jhalakhati have no **E** category institutions. Patuakhali and Pirojpur have **3** and 8 **E** category institutions respectively.

Table-75: Districts of Chittagong Zone.

Sl. No.	District Name	Nos. of Institution	Institution Nos. as per Category and in Percentage									
		Assessed	A	%	B	%	C	%	D	%	E	%
01	BANDARBAN	44	1	2.27	31	70.45	12	27.27	0	0.00	0	0
02	CHITTAGONG	676	51	7.54	365	53.99	243	35.95	17	2.51	0	0
03	COX`S BAZAR	182	10	5.49	84	46.15	88	48.35	0	0.00	0	0
04	FENI	177	9	5.08	131	74.01	35	19.77	2	1.13	0	0
05	KHAGRACHARI	73	1	1.37	18	24.66	44	60.27	10	13.70	0	0
06	NOAKHALI	296	9	3.04	161	54.39	111	37.50	15	5.07	0	0
07	RANGAMATI	125	8	6.40	83	66.40	31	24.80	3	2.40	0	0
	Total	1573	89	5.66	873	55.50	564	35.86	47	2.99	0	0

Chittagong zone has **7** districts and total nos. of institution is **1581** and assessed institutes is **1573**. Percentage of assessed institutions of the zone is **99.49.** There is no E category institute in

this zone. Highest percentage of A category institutes is in Chittagong district (7.54) and B category is in **Fani (74.01**%).

Table-76: Districts of Comilla Zone.

Sl. No.	Name of District	Nos. of Institution	Institution Nos. as per Category and in Percentage									
		Assessed	A	%	B	%	C	%	D	%	E	%
1	Brahmanbaria	235	37	15.74	145	61.70	51	21.70	2	0.85	0	0.00
2	Chandpur	274	52	18.98	179	65.33	39	14.23	4	1.46	0	0.00
3	Comilla	586	49	8.36	339	57.85	191	32.59	7	1.19	0	0.00
4	Laxmipur	169	13	7.69	99	58.58	51	30.18	6	3.55	0	0.00
	TOTAL	1264	151	11.95	762	60.28	332	26.27	19	1.50	0	0.00

Comilla zone has **4** districts and total nos. of institution is **1269** and assessed institutions is **1264.** Percentage of assessed institutions of the zone is **99.60**. There is no **E** category institutes in this zone. Chandpur districts has highest percentage of A category institutes (18.98) and on the other hand highest percentage of D category institutes (3.55)is in Laxmipur.

Table-77: Districts of Dhaka Zone.

Sl. No.	Name of Districts	Nos. of Institution	Institution Nos. as per Category					Percentage as per category				
		Assessed	A	B	C	D	E	A	B	C	D	E
1	Dhaka	591	156	334	97	3	1	26.40	56.51	16.41	0.51	0.17
2	Faridpur	240	6	99	125	10	0	2.50	41.25	52.08	4.17	0.00
3	Gazipur	314	21	178	113	2	0	6.69	56.69	35.99	0.64	0.00
4	Gopalgonj	190	2	154	34	0	0	1.05	81.05	17.89	0.00	0.00
5	Madaripur	161	1	88	63	9	0	0.62	54.66	39.13	5.59	0.00
6	Manikgonj	155	7	92	50	6	0	4.52	59.35	32.26	3.87	0.00
7	Munshigonj	122	22	75	22	3	0	18.03	61.48	18.03	2.46	0.00
8	Narayangonj	158	14	108	36	0	0	8.86	68.35	22.78	0.00	0.00
9	Narsingdi	224	4	76	123	21	0	1.79	33.93	54.91	9.38	0.00
10	Rajbari	148	1	102	41	4	0	0.68	68.92	27.70	2.70	0.00
11	Sariatpur	113	9	43	42	18	1	7.96	38.05	37.17	15.93	0.88
	TOTAL	2416	243	1349	746	76	2	10.06	55.84	30.88	3.15	0.08

Dhaka zone has **11** districts and total nos. of institution is **2417** and assessed institutions is **2416.** Percentage of assessed institutions of the zone is **99.95**. Dhaka district has the highest percentage of **(26.40) A** category institute. Dhaka and Sariatpur districts have 1 E category institutes each.

Table-78: Districts of Khulna Zone.

Sl. No.	Name of Districts	Nos. of Institution	Institution Nos. as per Category					Percentage as per category				
		Assessed	A	B	C	D	E	A	B	C	D	E
1	Bagerhat	323	3	115	202	3	0	0.93	35.6	62.54	0.93	0.00
2	Chuadanga	132	2	32	77	21	0	1.52	24.24	58.33	15.91	0.00
3	Jessore	519	26	309	166	18	0	5.01	59.54	31.98	3.47	0.00
4	Jhenaidah	290	35	169	81	5	0	12.07	58.28	27.93	1.72	0.00
5	Khulna	390	18	191	178	3	0	4.62	48.97	45.64	0.77	0.00
6	Kustia	289	7	144	138	0	0	2.42	49.83	47.75	0.00	0.00
7	Magura	172	0	106	65	1	0	0.00	61.63	37.79	0.58	0.00
8	Meherpur	124	0	75	49	0	0	0.00	60.48	39.52	0.00	0.00
9	Narail	127	0	74	53	0	0	0.00	58.27	41.73	0.00	0.00
10	Satkhira	317	5	174	138	0	0	1.58	54.89	54.89	0.00	0.00
TOTAL		2683	96	1389	1147	51	0	3.58	51.77	42.75	1.90	0.00

Khulna zone has **10** districts and total nos. of institution is **2692** and assessed institutions is **2683.** Percentage of assessed institutions of the zone is **99.66**. Jhenaidah district has the highest percentage of **(12.0) A** category institute. There is no E category score institutes in this zone.

Table-79: Districts of Mymensingh Zone.

Sl. No.	Name of Districts	Nos. of Institution	Institution Nos. as per Category					Percentage as per category				
		Assessed	A	B	C	D	E	A	B	C	D	E
1	MYMENSINGH	598	56	235	244	60	3	9.36	39.30	40.80	10.03	0.50
2	TANGAIL	496	16	206	274	0	0	3.23	41.53	55.24	0.00	0.00
3	JAMALPUR	345	14	157	154	20	0	4.06	45.51	44.64	5.80	0.00
4	KISHOREGANJ	253	17	110	106	20	0	6.72	43.48	41.90	7.91	0.00
5	NETRAKONA	254	27	136	81	10	0	10.63	53.54	31.89	3.94	0.00
6	SHERPUR	172	2	114	54	2	0	1.16	66.28	31.40	1.16	0.00
TOTAL		2118	132	958	913	112	3	6.23	45.23	43.11	5.29	0.14

Mymensingh zone has **6** districts and total nos. of institution is **2124** and assessed institutions is **2118.** Percentage of assessed institutions of the zone is **99.71**. Netrokona district has the highest percentage of **(10.63) A** category institute on the other hand Sherpur distirct has highest percentage of **(66.28) B** category institutes. Only Mymensingh district has **3** E category score institutes in this zone.

Table-80: Districts of Rajshahi Zone

Sl. No.	Name of District	Nos. of Institution	Institution Nos. as per Category and in Percentage									
		Assessed	A	%	B	%	C	%	D	%	E	%
1	BOGRA	454	37	8.15	314	69.16	96	21.15	7	1.54	0	0.00
2	CHAPAINAWABGANJ	250	17	6.80	139	55.60	89	35.60	5	2.00	0	0.00
3	JOYPURHAT	158	14	8.86	85	53.80	46	29.11	13	8.23	0	0.00
4	NAOGAON	465	39	8.39	282	60.65	125	26.88	18	3.87	1	0.22
5	NATORE	315	34	10.79	194	61.59	84	26.67	3	0.95	0	0.00
6	PABNA	312	9	2.88	160	51.28	132	42.31	11	3.53	0	0.00
7	RAJSHAHI	559	15	2.68	217	38.82	300	53.67	27	4.83	0	0.00
8	SIRAJGANJ	378	14	3.70	224	59.26	137	36.24	2	0.53	1	0.26
	Total	2891	179	6.19	1615	55.86	1009	34.90	86	2.97	2	0.07

Rajshahi zone has **8** districts and total nos. of institution is **2940** and assessed institutions is **2891**. Percentage of assessed institutions of the zone is **98.33**. Nator district has the highest percentage of **(10.79) A** category institute and Bogra distirct has highest percentage of **(69.16)**. Naogaon and Sirajgonj districts have **1** E category institute each in this zone.

Table-81: Districts of Rangpur Zone.

Sl No	Name of Districts	Nos. of Institution	Institution Nos. as per Category					Percentage as per category				
		Assessed	A	B	C	D	E	A	B	C	D	E
1	DINAJPUR	664	04	217	396	47	0	0.60	32.68	59.63	7.07	0.00
2	GAIBANHGA	397	04	119	207	64	3	1.00	29.97	52.14	16.12	0.75
3	KURIGRAN	347	03	158	158	28	0	0.86	45.53	45.53	8.06	0.00
4	LALMONIRHAT	204	02	35	131	34	2	0.98	17.15	64.21	16.66	0.98
5	NILPHAMARI	297	10	92	170	24	1	2.51	23.17	42.82	6.04	0.25
6	PANCHAGARH	259	00	93	120	40	6	0.00	35.90	46.33	15.44	2.31
7	RANGPUR	493	41	290	128	33	1	8.31	58.82	25.96	6.69	0.20
8	THAKURGAON	362	05	82	244	32	0	1.38	22.65	67.40	8.56	0.00
TOTAL		3024	69	1086	1554	302	13	2.28	35.92	51.40	9.95	0.43

Rangpur zone has **8** districts and total nos. of institution is **3080** and assessed institutions is **3024.** Percentage of assessed institutions of the zone is **98.18**. Rangpur district has the highest percentage of **(8.31) A** category institute. Gaibandha, Lalmonirhat, Nilphamary, Panchagarh and Rangpur have 3, 2, 1, 6, 1 E category schools respectively.

Table -82: Districts of Sylhet Zone

Sl. No.	Name of District	Nos. of Institution	Institution Nos. as per Category and in Percentage									
		Assessed	A	%	B	%	C	%	D	%	E	%
1	Habigonj	147	5	3.40	98	66.67	44	29.93	0	0.00	0	0
2	Moulvibazar	183	20	10.93	115	62.84	44	24.04	4	2.19	0	0
3	Sunamgonj	197	2	1.02	85	43.15	98	49.75	12	6.09	0	0
4	Sylhet	320	11	3.44	196	61.25	103	32.19	10	3.13	0	0
	Total	847	38	4.49	494	58.32	289	34.12	26	3.07	0	0

Sylhet zone has 4 districts and total nos. of institutes is **856** and assessed institutes is **847**. Percentage of assessed institutes is **98.94.** Moulvibazar district has the highest percentage of **(10.93) A** category institutes while Hobigonj district score most percentage of B category institutes **66.67**. There is no E category institutes in this zone.
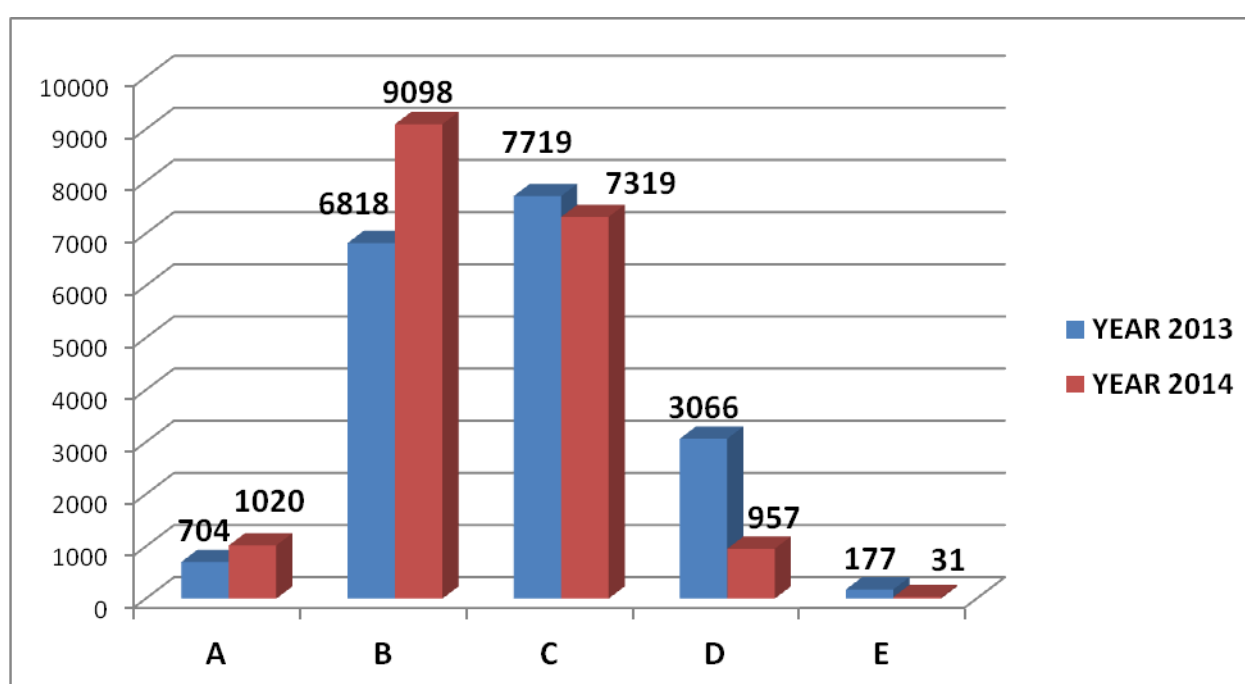
PART - IV
YEAR WISE PBM IMPLEMENTATION COMPARISON REPORT: 2013 & 2014

Table-83: Year-wise PBM implementation Comparison report for all zones.

Year	Grade A	Grade B	Grade C	Grade D	Grade E
2013	704	6818	7719	3066	177
2014	1020	9098	7319	957	31

Chart -25: Year-wise PBM implementation comparison report for all zones.

As per ISAS 2013 data, out of 18484 (99.39%) assessed secondary schools, 704 (3.64%) schools are classified into A category, 6818 (36.89%) B category, 7719 (41.76%) C category, 3066 (16.57%) D and 177(0.97%) E category.

The above table and chart indicate that as per ISAS 2014 data, out of 18598 (99.07%) assessed schools, 1020 (5.54%) are classified into A category, 9098 (49.38%) B category, 7319 (39.72%) C category, 957 (5.19%) D category and 31 (0.17 %) E category.

By comparing 2013 and 2014 ISAS data, it is quite evident that the implementation of PBM is taking the status of the institutions in better form i.e. the condition of the Institutions is improving by executing the PBM more effectively.

A comparative picture of zone-wise PBM performance (2013 & 2014) is highlighted below:

Table -84: Year -wise comparison report: Barisal Zone

Year	Grade A	Grade B	Grade C	Grade D	Grade E
2013	18	374	754	438	41
2014	23	572	765	238	11

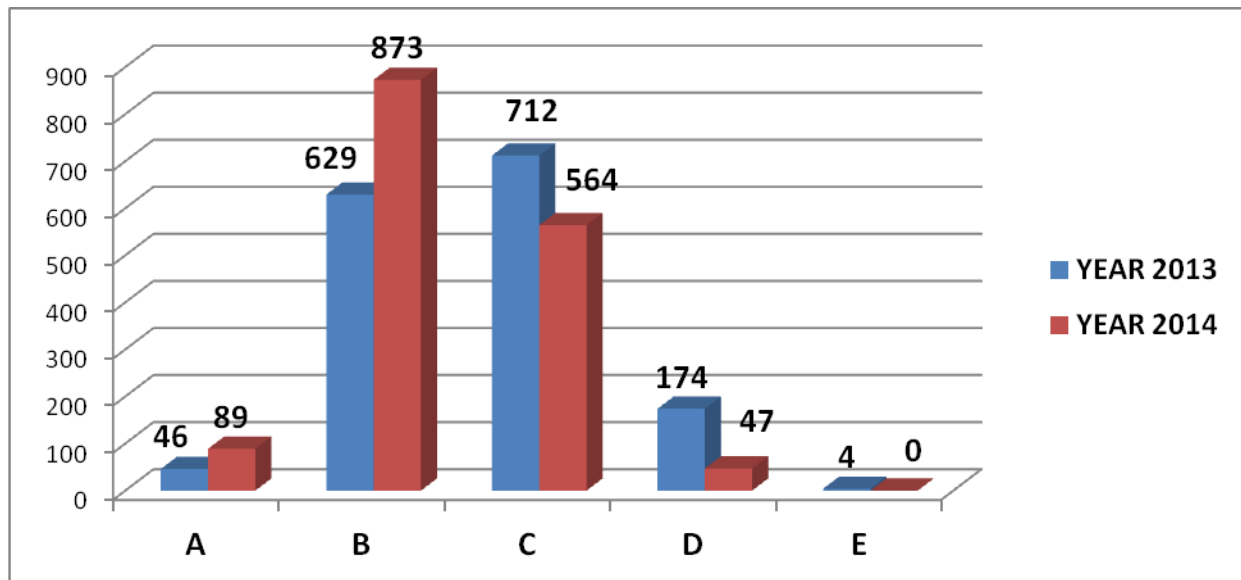**Chart -26: Year -wise comparison report of Barisal Zone.**
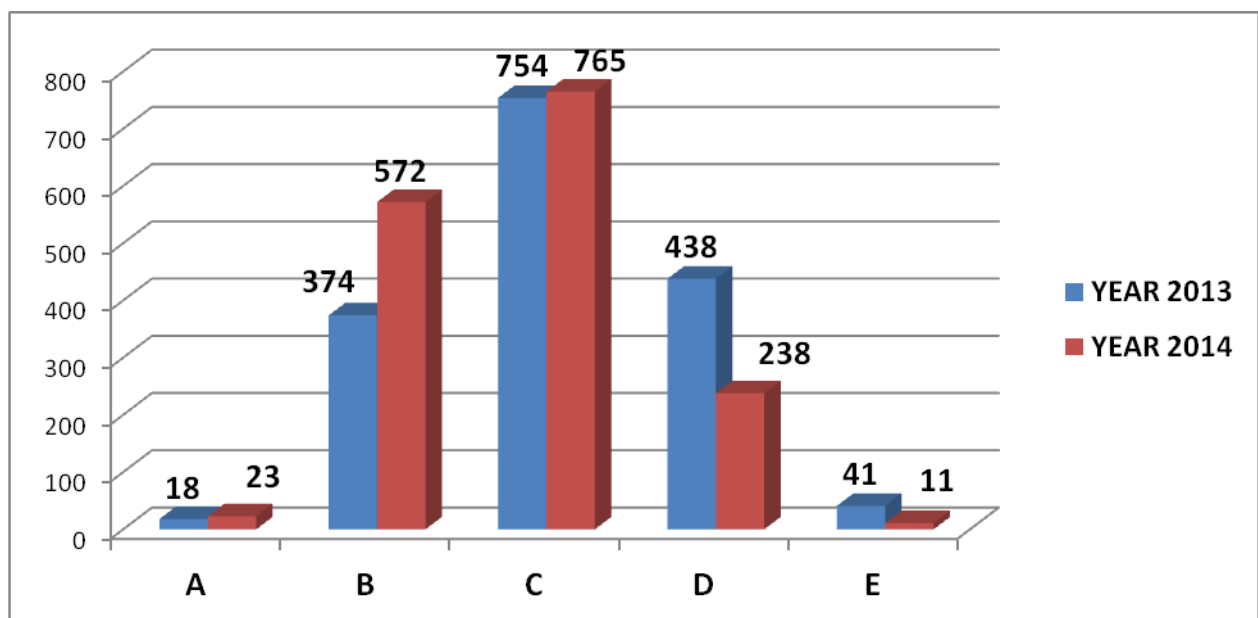
- The above table and chart indicate that in the year of 2013 & 2014 in Barisal zone, the institutional classification outcome (as per ISAS data) has shown a different result.
- The fewer number of A category schools with higher number of D category schools indicates neutrality of information provided by the institutions.

Table- 85: Year – wise comparison report: Chittagong Zone

Year	Grade A	Grade B	Grade C	Grade D	Grade E
2013	46	629	712	174	4
2014	89	873	564	47	0

Chart -27 : Year-wise comparison report of Chittagong Zone

- The above table and chart indicate that in the year 2013 & 2014 in Chittagong zone, the institutional categorization upshot (as per ISAS data) has shown some different result.

Table- 86: Year –wise Comparison Report: Camilla Zone

Year	Grade A	Grade B	Grade C	Grade D	Grade E
2013	98	610	462	95	0
2014	151	762	332	19	0

Chart-28: Year comparison report of Camilla Zone

- The above table and chart indicate that in the year 2013 & 2014 in Comilla zone, the institutional classification (as per ISAS data) consequences a slender different result.
- Comparing with preceding year, more schools achieved A B & C category and therefore number of D & E category schools decreased. It is because due to proper implementation of PBM.

Table-87: Year-wise comparison report: Dhaka Zone

Year	Grade A	Grade B	Grade C	Grade D	Grade E
2013	176	1008	916	303	13
2014	243	1349	746	76	2

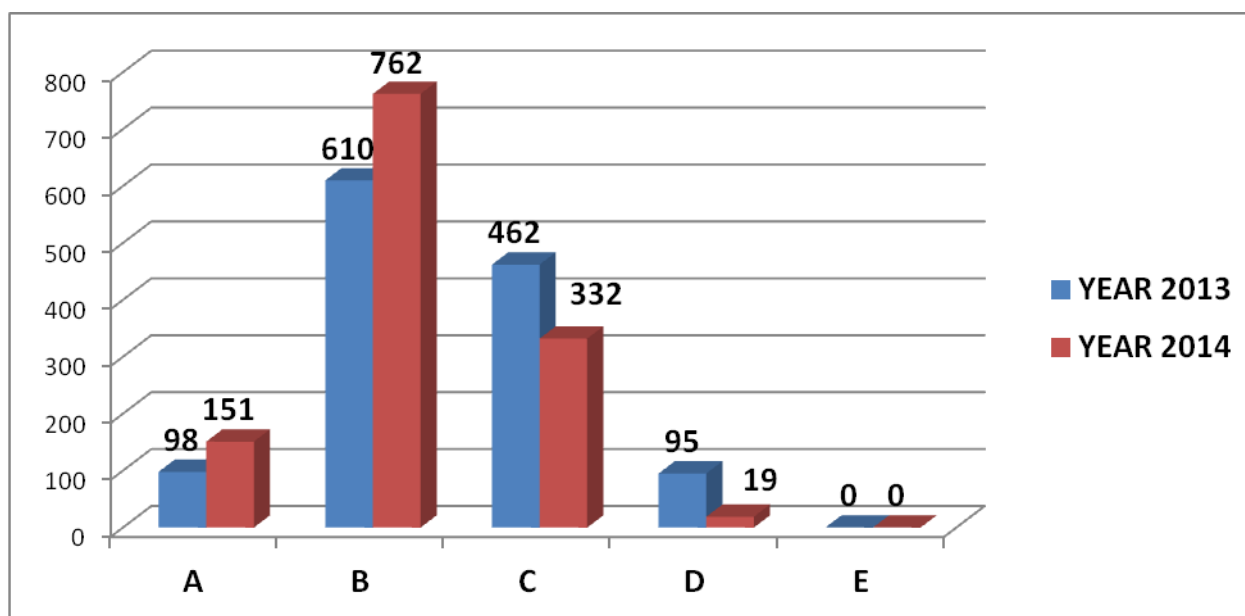**Chart- 29: Year-wise comparison report of Dhaka Zone**

- The above table and chart indicate that in the year 2013 & 2014   in Dhaka zone, the institutional classification outcome (as per ISAS data) has exposed some contrasting result.
- However, increasing of A B   category schools confirms that PBM implementation is improving the respective schools.

Table-88: Year-wise comparison report: Khulna Zone

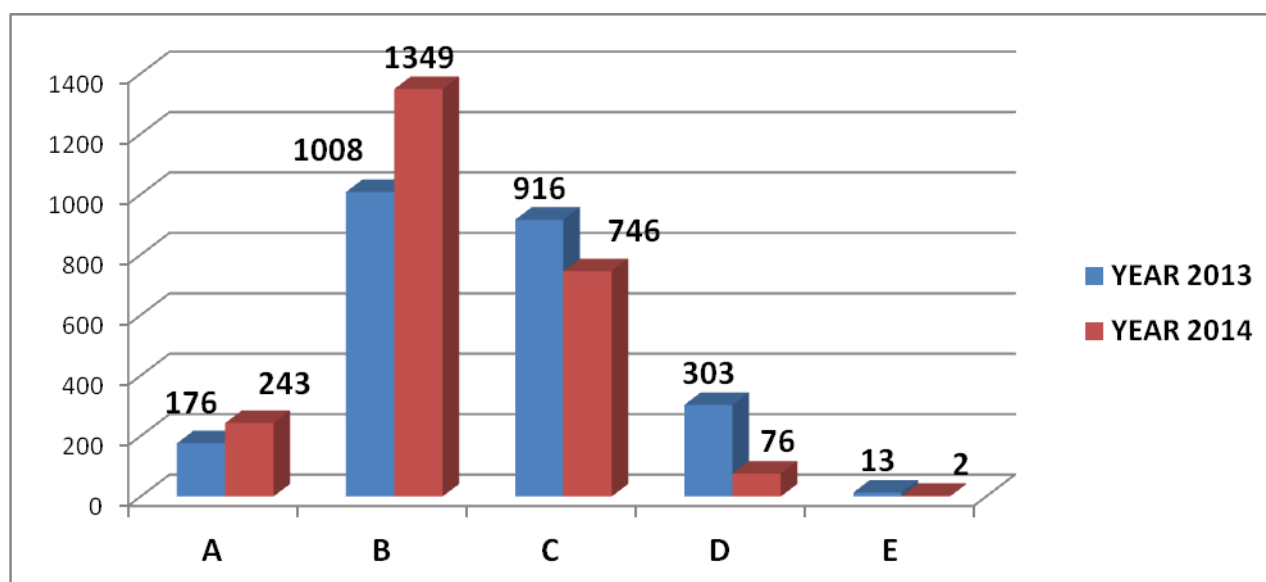| Year	Grade A	Grade B	Grade C	Grade D	Grade E
2013	67	1294	1089	233	4
2014	96	1389	1147	51	0

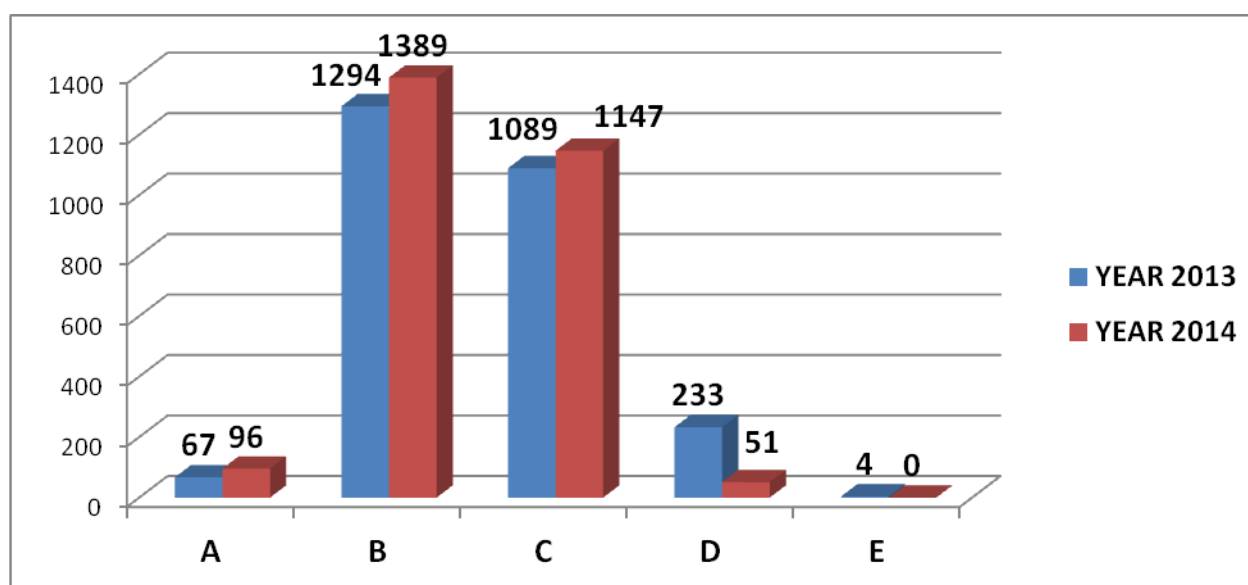**Chart-30: Year-wise comparison report of Khulna Zone**

- The above table and chart indicate that in the year 2013 & 2014   in Khulna zone, the institutional classification outcome (as per ISAS data) has shown some different result.
- Though A category schools increase in this year, the number of D and category schools increased in this Zone.

Table-89: Year –wise comparison report: Mymensingh Zone.

Year	Grade A	Grade B	Grade C	Grade D	Grade E
2013	123	825	822	345	08
2014	132	958	913	112	3

Chart -31 : Year-wise comparison report of Mymensingh Zone

- The above table and chart specify that in the year **2013 & 2014** in Mymensingh zone, the institutional classification outcome (as per ISAS data) has shown some different result.
- A,B & C category school increased in this year and D & E category school decease. It indicates that PBM is well running in this zone.

Table-90: Year-wise comparison report: Rajshahi Zone.

Year	Grade A	Grade B	Grade C	Grade D	Grade E
2013	99	1034	1266	476	20
2014	179	1615	1009	86	2

Chart -32: Year-wise comparison report of Rajshahi Zone
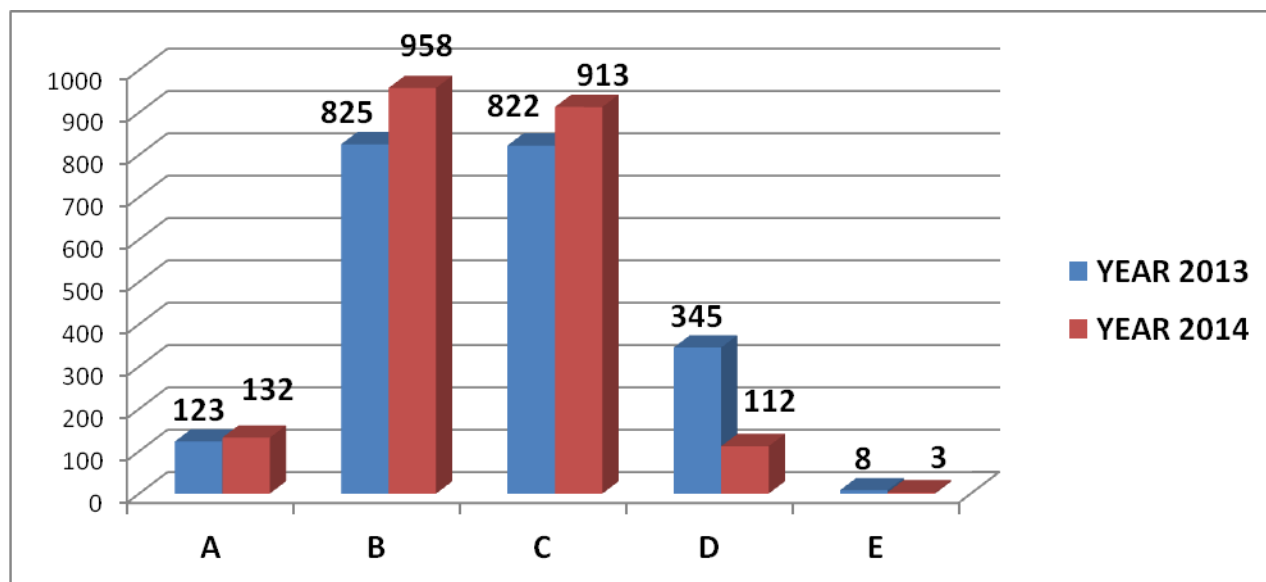

- The above table and chart indicate that in the year **2013 & 2014** in Rajshahi   zone, the institutional arrangement product (as per ISAS data) has shown some different result.
- This comparison conveys that A B category school increased and C, D & E category school decreased proportionally. It indicates well performance of PBM.

Table -91: Year –wise comparison report: Rangpur Zone.

Year	Grade A	Grade B	Grade C	Grade D	Grade E
2013	46	643	1374	907	83
2014	69	1086	1554	302	13

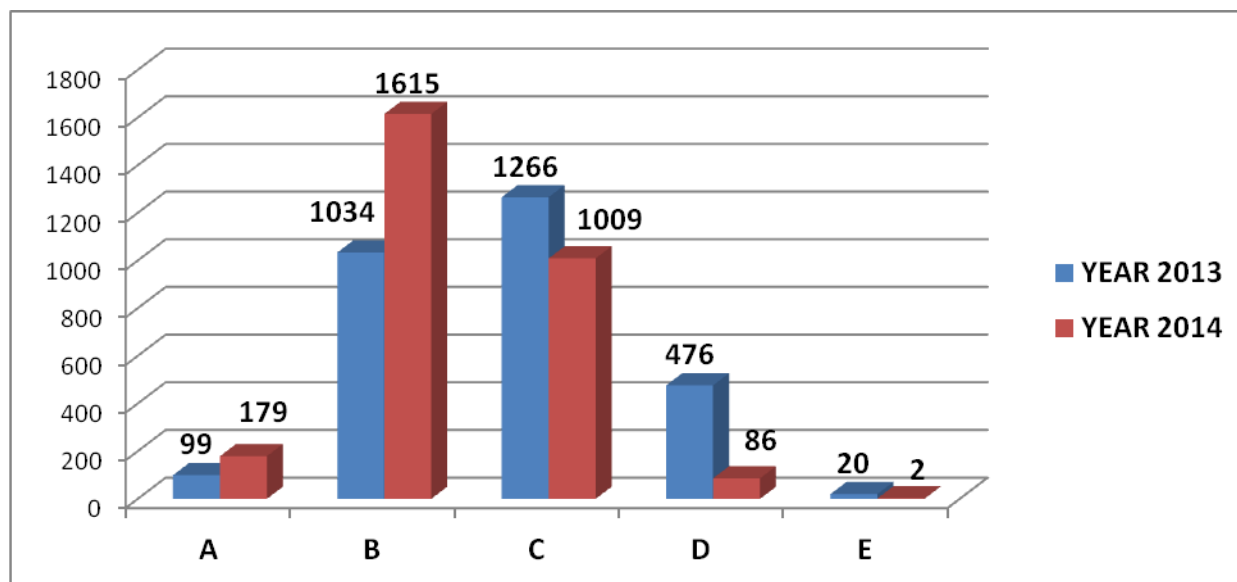**Chart-33: Year-wise comparison report of Rangpur Zone**

- The above table and chart indicate that in the year **2013 & 201** in Rangpur   zone, the institutional classification outcome (as per ISAS data) has shown some different result.

- This evaluation points that the number of A , B & C category schools increase and the number of D & E category school decrease. Whereas, D category schools decrease significantly. Therefore, PBM should have to be implemented extensively in this area.

Table – 92: Year-wise comparison report: Sylhet Zone

Year	Grade A	Grade B	Grade C	Grade D	Grade E
2013	31	401	324	91	04
2014	38	494	289	26	0

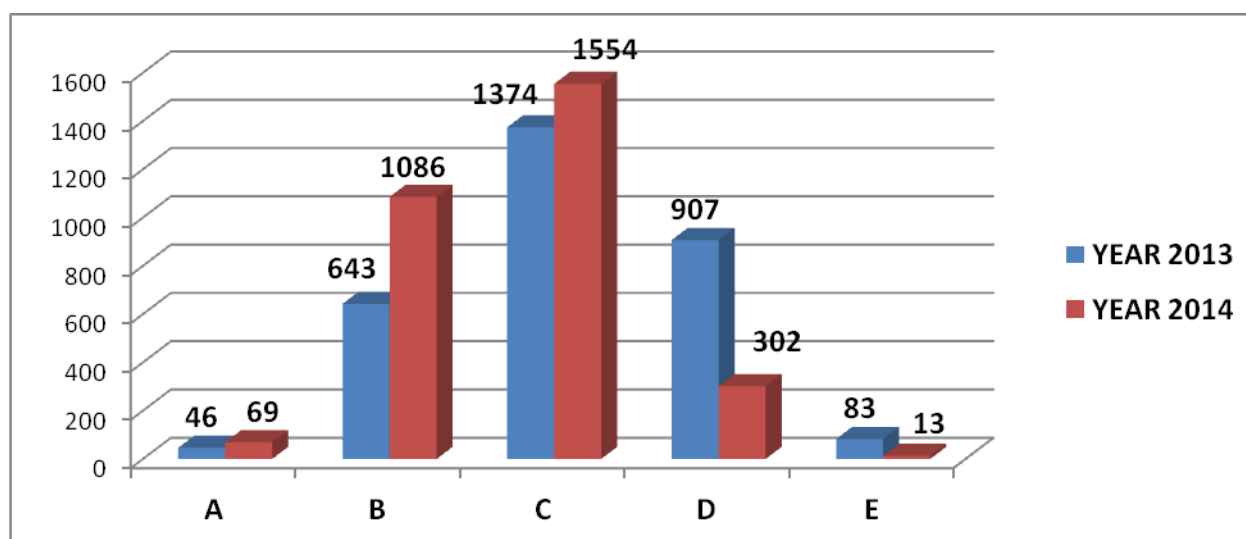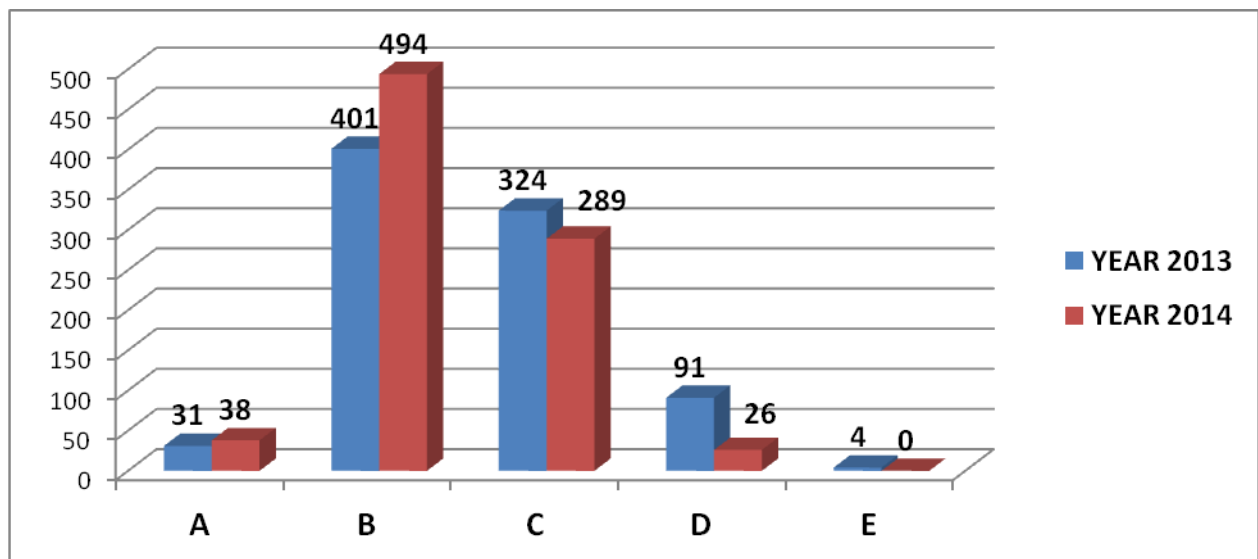**Chart-34: Year-wise comparison report of Sylhet Zone**

- The above table and chart indicate that in the year **2013 & 2014** in Sylhet zone, the institutional classification outcome (as per ISAS data) has shown some different result.
- The number of A & B category schools increased in this year but the number of C category schools decreased. Decreasing D category also indicates that the PBM activities working well.

PART - V
CITY CORPORATION WISE PBM IMPLEMENTATION COMPARISON REPORT

Table 93: Number of institutions achieved different category under City Corporation.

City Corporation	No. of Institutions		Institution Nos. as per Category and in Percentage									
	Total	Assessed	A	%	B	%	C	%	D	%	E	%
Dhaka	405	405	122	30.12	231	57.04	49	12.10	2	0.49	1	0.25
Chittagong	34	34	2	5.88	15	44.12	16	47.06	1	2.94	0	0.00
Khulna	102	102	17	16.67	45	44.12	40	39.22	0	0.00	0	0.00
Rajshahi	53	53	10	18.87	28	52.83	15	28.30	0	0.00	0	0.00
Barisal	47	47	5	10.64	27	57.45	13	27.66	2	4.26	0	0.00
Sylhet	29	29	3	10.34	20	68.97	6	20.69	0	0.00	0	0.00
Rangpur	73	73	17	23.29	42	57.53	11	15.07	3	4.11	0	0.00
Comilla	32	32	32	25.00	16	50.00	8	25.00	0	0.00	0	0.00
Total	**775**	**775**	184	23.74	424	54.71	158	20.39	8	1.03	1	0.13

From the above data table we can easily observed that the percentage of **A** category institutes in Dhaka city corporation **(30.12%**) is the highest and in the Chittagong city corporation **(5.88%)** is the lowest among the 8 city corporation of the country. Percentage of **B** category institutes in Sylhet city corporations **(68.97%)** is the highest and in the Chittagong and Khulna city corporations **(44.12%)** in both city corporations is the lowest. It is also notice that only the Dhaka city corporation has 1 E category institutes among the 8 city corporations.

Comparative study between a set of top ranking Government and Non-government schools in Dhaka city.

Table- 94: PBM ISAS Category for some renowned Government institutions of Dhaka city.

| No.	Name of Institution	Percentage	Category	Teaching - Learning Environment	Leadership of Head of the Institution	Effectiveness of the Management Committee (SMC) /GB / Committee	Teachers' Professionalism	Student Performance	Co-curricular Activities	Teacher & Community/ Guardian Relationships
1	DHANMONDI GOVT. GIRLS HIGH SCHOOL	83.81	B	90.00	93.33	20.00	97.50	92.50	93.33	100.00
2	GOVERNMENT LABORATORY HIGH SCHOOL	86.43	B	85.00	100.00	20.00	100.00	100.00	100.00	100.00
3	KHILGAON GOVT. HIGH SCHOOL	88.93	B	87.50	90.00	100.00	92.50	92.50	80.00	80.00
4	DHANMONDI GOVT BOYS SCHOOL	92.86	A	92.50	90.00	93.33	92.50	95.00	86.67	100.00
5	MOHAMMADPUR GOVT. HIGH SCHOOL	92.62	A	95.00	90.00	100.00	95.00	95.00	73.33	100.00
6	SHER-E-BANLA NAGAR GOVT. BOYS HIGH SCHOOL	90.71	A	92.50	95.00	80.00	97.50	90.00	80.00	100.00
7	MOTIJHEEL GOVT. BOYS HIGH SCHOOL	96.31	A	95.00	93.33	100.00	97.50	95.00	93.33	100.00
8	MOTIJHEEL GOVT. GIRLS HIGH SCHOOL	93.10	A	90.00	93.33	86.67	100.00	95.00	93.33	93.33
9	SHER-E-BANGLA NAGAR GOVT. GIRLS HIGH SCHOOL	90.71	A	95.00	93.33	80.00	92.50	87.50	86.67	100.00
10	TEJGAON GOVT. GIRLS HIGH SCHOOL	85.83	B	90.00	98.33	20.00	97.50	95.00	100.00	100.00
11	TEJGAON GOVT. HIGH SCHOOL	81.67	B	75.00	88.33	46.67	92.50	82.50	86.67	100.00
	Total	**89.36**		**89.77**	**93.18**	**67.88**	**95.91**	**92.73**	**88.48**	**97.58**

Table- 95 : PBM ISAS Category for some renowned Non-government institutions of Dhaka city.

No.	Name of Institution	Percentage	Category	Teaching - Learning Environment	Leadership of Head of the Institution	Effectiveness of the Management Committee (SMC) /GB / Committee	Teachers' Professionalism	Student Performance	Co-curricular Activities	Teacher & Community/ Guardian Relationships
1	Rajuk Uttara Model School and College, Uttara	93.1	A	97.50	93.33	100.00	92.50	95.00	86.67	86.67
2	Ideal School and College, Motijheel	97.74	A	87.50	96.67	100.00	100.00	100.00	100.00	100.00
3	Viqarunnisa Noon School, Ramna	95.24	A	92.50	93.33	100.00	97.50	90.00	93.33	100.00
4	Milestone School & College, Uttara	92.26	A	95.00	93.33	93.33	90.00	87.50	93.33	93.33
5	Motijheel Model High School & College, Motijheel	99.29	A	100.00	95.00	100.00	100.00	100.00	100.00	100.00
6	Dhaka Residential Model College, Mohammadpur	92.98	A	97.50	95.00	93.33	95.00	90.00	86.67	93.33
7	Shamsul Hoque Khan School & College, Demra	98.69	A	95.00	98.33	100.00	97.50	100.00	100.00	100.00
8	Holy Cross Girls' High School, Tejgaon	93.93	A	87.50	95.00	100.00	97.50	97.50	80.00	100.00
9	Mohammadpur Preparatory Higher Secondary School, Mohammadpur	92.14	A	95.00	85.00	100.00	92.50	92.50	86.67	93.33
10	St. Joseph High School, Mohammadpur	90.83	A	97.50	86.67	93.33	90.00	95.00	93.33	80.00
11	Monipur High School, Mirpur	96.79	A	92.50	100.00	100.00	90.00	95.00	100.00	100.00
	Total	**94.82**		**94.32**	**93.79**	**98.18**	**94.77**	**94.77**	**92.73**	**95.15**

Chart- 35: Comparative study between a set of top ranking Government and Non-government schools in Dhaka city.
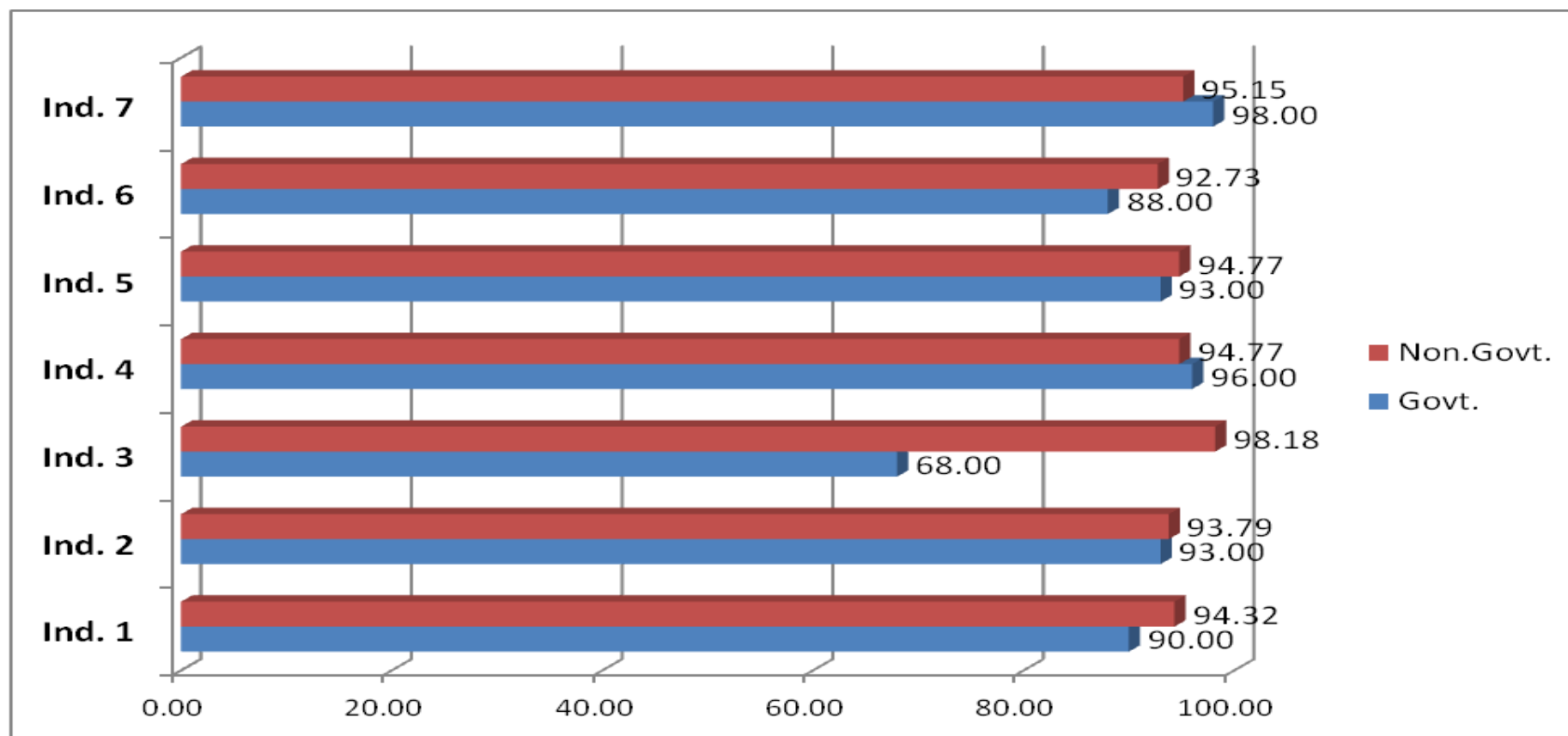
It is also notice that among the **11** Government schools and **11** Non-government schools of the Dhaka city all **11** Non-government schools have achieve **A** category score on the other hand **6** Government schools have achieve **A** category and remaining **5** Government schools achieve **B** category and it is due to the low marking in "**Effectiveness of the Management Committee (SMC) /GB / Committee"** that is in indicator 3.

The above figure represents a comparative analysis of two set of data viz. average of **11** govt. schools verses **11** non-govt. schools with **7** indicators. The figure reveals that there is a minor difference in all of the indicators except indicator-3 (Effectiveness of the Management Committee (SMC) /GB / Committee). This difference of **(98.18% - 67.88%) = 30.30%** indicates a substantial difference between the Government schools and Non-government schools in the area of effectiveness of "**Effectiveness of the Management Committee (SMC) /GB / Committee"**. So the present form/structure of the **indicator 3** needs to modify for Government schools.

PART VI
KEY FINDINGS AND RECOMMENDATIONS

A: Findings

Using ISAS data generated through EMIS on-line data based program up to May 7, 2014, this is for the **Forth** time the nationwide PBM performance of 18425 (99.07%) secondary schools has been assessed as per PBM criteria and standard. The institutional performance is measured with a total weighted score of 413 scaling the performance of the institutions from **1 to 100** and thereby ranking the institutions into **5 (A, B, C, D &E)** categories.

The findings on 2014 PBM implementations are presented in the preceding chapters of this report and these findings provide a snapshot on PBM implementation of secondary schools in the country. This part presents the core results of PBM performances of secondary schools located in 9 zones and with necessary recommendations thereof.

1. Nationwide classification of secondary schools as per PBM criteria & standards: The performance of **18425** secondary schools has been assessed as per PBM criteria and standard. Among these schools, 1020 achieved A category score, 9098 - B, 7319 - C, 957- D and 31 - E with a percentage of 5.54, 49.38, 39.72, 5.19 & 0.17 respectively.

The data indicate that the percentage of A category schools is quite low and lifted up to **5.54 %** from previous year's **2013, 3.81%**. Dhaka zone has the highest number of A category schools with 243 **(10.06%)**, then comes Rajshahi zone with **179 (6.19%)** & Comilla zone with **151(11.95%)**. As per percentage Comilla zone has the highest with **151(11.95%).**

The percentage of B category schools is , 49.38. which is higher than previous year's percentage of 36.89. The number of B category Schools is highest in Rajshahi zone with 1615 (55.86%) and the highest percentage is in Comilla zone with 60.28 (762).

The two zones, i.e. Barisal and Rangpur have till a considerable number of D category schools that constitutes a number of 238 and 302 . Barisal and Rangpur zones have till two digit number of E category schools.

2. Categorization of schools clustering into A, B & C and D&E categories: Performance of the zones has been analyzed by clustering the number of A, B & C category institutions and thereby has an idea about top, well and moderate performing schools in the country. The total nos. of A,B & C category schools in the country is 17437 with a percentage of 94.65. This indicates more than 95 percents schools in the country are functioning properly.

The total number of D & E category schools (poor and non-performing) is relatively large having with a number and percentage of 988 and 5.36 respectively. This indicates that more than 5 percent schools in the country are fundamentally dysfunctional. In 2013 it was 17.52. So, it is a significant improvement that D&E category schools' percentage decreases in **2014**.

3. Zone-wise PBM Performance of schools: The zone-wise PBM performance of the institutions has been assessed by clustering the schools into A,B&C and D&E with the following result :

- Comilla zone is in the top position with a percentage of 98.50 (1245) A,B & C category schools
- Khulna zone is in the second position with 98.10 % (2632) A, B & C category schools
- Cihttagong zone is in the third position with a percentage of 97.07 (1526) A,B & C category schools
- Rajshahi zone is in the fourth position with a percentage of 96.96 (2803) A,B& C category schools
- Sylhet zone with a percentage of 96.93 (821) A,B & C category schools is in the fifth position.
- Dhaka zone is in the sixth position with a percentage of 96.77 (2338) A,B& C category schools
- Mymensingh zone with a percentage of 94.57 (2003) A,B& C category schools is in the seventh position
- Rangpur zone is in the eight opposition with a percentage of 89.61 (2709 A,B & C category schools
- Barisal zone is the last position with a percentage of 84.58 (1360) A, B & C category institutions.

The zone-wise number and percentage of D & E category schools are: Barisal – 249 (15.48%), Rangpur -315(10.42%), Mymnesingh -115 (5.43%), Dhaka-78 (3.23%), Sylhet -26 (3.07%), Rajshahi – 88 (3.04%) , Chittagong-47(2.99%), Khulna -51 (1.90%) and Comilla-19 (1.50%).

4. PBM Performance of districts: The districts play a vital role in implementing PBM. The zone-wise performance of 64 districts has been assessed with the following results:

Barisal zone has 6 districts with a total nos. of 1609 assessed schools. The number of A category schools in this zone is 23 (1.43%), B -572 (35.55%), C- 765 (47.55%), D- 238 (14.79%) & E- 11(0.68%). All the 6 districts have a large number of institutions ranging from 176 to 432. Barisal district has the highest number of schools with 432 and Barguna has the lowest with 176. The percentage of D category schools is remarkable in almost all the districts of the zone.

Chittagong zone has 7 districts with a total nos. of 1573 assessed schools. The number of A category schools in this zone is 89 (5.66%), B -873(55.50%), C- 564(35.86 %), D- 47 (2.99%) & E- 0 (0.00%).

All the districts of this zone except Bandarban and Khagrachari have a large number of institutions ranging from 125 to 676.Chittagong district has the highest number of schools with 676 and Bandarbhan has the lowest with 44. All seven districts have 0 number of E category schools.

Comilla zone has only 4 districts with a number of 1264 assessed schools. The number of A category schools in this zone is 151 (11.95%), B -762 (60.28%), C-332(26.27 %), D-19 (1.50%) & E-0. All the districts have quite a large number of schools ranging from 169 to 586.Comilla has the highest number of schools with 586 whereas Laxipur has the lowest with 169. There is no E category schools, The percentage of B category schools is high in almost all of the districts .

Dhaka zone has 11 districts with a total nos. of 2416 assessed schools. The number of A category schools in this zone is 243 (10.06%), B -1349 (55.84%), C-746(30.88 %), D-76 (3.15%) & E-2 (0.08%).

All the districts have a large number of institutions ranging from 113 to 591. Dhaka district has the highest number of schools with 591whereas Sariatpur has the lowest with 113. Dhaka and Shariatpur districts have 1 E category school each. Remaining all the districts of the zone have no E category School . Dhaka district has the highest number of 156 A category.

Khulna zone has 10 districts with a total nos. of 2683 assessed schools. The number of A category schools in this zone is 96 (3.58%), B -1389 (51.77%), C-1147 (42.75 %), D- 51(1.90 %) & E-0 (0.00%). All the districts have a large number of institutions ranging from 124 to 519. Jessore district has the highest number of schools with 519 whereas Meherpur has the lowest with 124. The percentage of B category schools is high in almost all of the districts .

Mymensingh zone has 6 districts with a total nos. of 2118 assessed schools. The number of A category schools in this zone is 132 (6.23%), B -958(45.23%), C-913(43.11 %), D-112 (5.29%) & E-3 (0.14%). All the districts of this zone have quite a large number of institutions ranging from 172 to 598. Mymensingh has the highest number of schools with 598 whereas Sherpur has the lowest with 172 . Except Mymensingh district all the distircts under this zone have 0 number of E category schools. The percentage of B & C category schools is high in almost all of the districts.

Rajshahi zone has 8 districts with a total nos. of 2891 assessed schools. The number of A category schools in this zone is 179 (6.19%), B -1615 (55.86%), C-1009 (34.90 %), D-86(2.97%) & E-2(0.07 %). All the districts of this zone have quite a large number of institutions ranging from 162 to 563. Rajshahi has the highest number of schools with 563 whereas Joypurhat has the lowest with 162 .The percentage of C category schools is high in almost all the districts .

Rangpur zone has 8 districts with a total nos. of 3024 assessed schools. The number of A category schools in this zone is 69(2.28%), B -1086 (35.92%), C-1554 (51.40 %), D-302 (9.95%) & E-13(0.43%). All the districts of the zone have a large number of institutions ranging from 204 to 664 . Dinajpur has the largest number of schools with 664 whereas Lalmonirhat has the lowest with 204. The percentage of C category schools is quite large in almost all of the districts.

Sylhet zone has 4 districts with only a total nos. of 847 assessed schools. The number of A category schools in this zone is 38 (4.49%), B -494 (58.32%), C-289(34.12 %), D-26 (3.07%) & E- 0

(0.00%). Sylhet has the highest number of schools with 326 whereas Habiganj has the lowest with 148. The percentage of B category schools is quite large in almost all the districts.

1.   **Zone-wise performance of govt. secondary schools**: Out of 317 govt. secondary schools, 95 got A category score with a percentage of only 29.97. The number of schools achieved B category score is 159 with the highest percentage of 50.16.The number of C scored schools is 62 with a percentage of 19.56 .The number of D category scored school is 1 with a percentage of 0.32 and with zero percentage of E category schools.

The total nos. of A,B & C category schools is 316 with a percentage of 99.68 and this indicates that govt. schools in the country are functioning well.The number of D scored schools is 1 with a percentage of 0.32.

The probable factors behind achieving the schools D score are: substandard teaching-learning environment, ineffective GB/Committee and inadequate link with the school and community.

Zone-wise performance of girls' secondary schools: Out of 3165 girls' secondary schools, 155 schools with a percentage of only of 4.90 have achieved A category score. The number and percentage of B category schools is 1436 and 45.37 respectively. The C scored school is 1340 with the percentage of 42.34. The number of D scored school is quite large having with a number and percentage of 224 and 7.08 respectively. At the same time 10 schools are classified into E category with a percentage of 0.32.

The total number of A,B & C scored girls' schools is 2931 with a percentage of 92.61 which indicates that more than 93 % girls' schools in the country are functioning properly and the number of D&E category schools is 234 with a percentage of 7.04 which indicates that around 7% girls' schools have problems in the area of school management .

Some sub-indictor wise (1.8-toilet facilities; 5.7 pass rate of public exam; 5.8 percentage of student achieved A+ score) data are desegregated by gender and it is found that a number of 46 schools have inadequate toilet facilities. A number of 107 schools have a pass rate 30% less than national average. 2.50% or more students of 101 girls' schools have achieved A+ score in public exam (JSC/SSC).

1. **PBM performance of schools situated in hilly areas**: The PBM performance of 242 secondary schools situated at 3 hilly districts i.e. Bandarban, Rangamati and Khagrachori has been assessed. It is found that 10 schools have achieved A category score only with a percentage of 4.13. The B scored schools is 132 with 54.55 % and C scored schools is 87 with the highest percentage of 35.95. The D scored school is 13 with a percentage of 5.37 and E scored schools is zero (0). The number of A,B& C category schools in hilly areas is 229 with a percentage of 94.62 and it indicates that more than 93% schools situated in hilly districts are

functioning well. The number of D& E scored school is 13 with a percentage of 5.38 and these schools have problems in various areas.

2. **PBM performance of schools situated in coastal areas:** Out of 1203 schools situated in 9 coastal areas, only 31 schools with a percentage of 2.58 have achieved A category score and B category scored schools are 482 in number with 40.07%. The C scored schools is 592 with the percentage of 49.21. The number of D scored schools is 95 with the highest percentage of 7.90 and the number and percentage of E category schools is 3 and 0.25 respectively.   All these indicate that only 1105 (91.85%) schools (A,B & C category) situated in the coastal areas of the country are functioning properly and 98 (8.15%) schools (D & E) are not working well.

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3. **PBM performance of schools situated in haor areas:** Among 312 assessed schools situated in 5 haor districts in the country, only 13 schools scored A with a percentage of 4.17. The B and C scored schools are 164 and 122 respectively. The D scored schools is 13 in number whereas E scored schools is 0. All these indicates that a total number of 299 with a percentage of 95.83 schools situated in haor areas of the country are functioning properly whereas a total number of 13 schools with a percentage of 4.17 are not working properly.

4. **Year –wise PBM implementation: Comparison between 2013 & 2014:**

In the year 2013, the PBM performance of 18484 (99.39%) secondary schools has been assessed with the following results: A- 704 (3.81%), B- 6818 (36.89%), C- 7719 (41.76%), D-3066 (16.57%) and E-177 (0.97%).

In the year 2014, the PBM performance of 18425 (99.07%) has been assessed with the following results: A- 1020 (5.54 %) , B- 9098 (49.38%) , C-7319 (39.72%) , D- 957(5.19%) and E- 31 (0.17 %).

By comparing 2013 and 2014 ISAS data (having with fewer number of A, B &C category schools in the year 2014), it is quite evident that the 2014 data provide more reliable information regarding PBM implementation.

5. **PBM performance of the institutions as per 7 indicators with 45 sub-indicators** : PBM consists of 7 indictors and 45 sub-indicators which are : Ind-1:Teaching-learning environment of the institutions , Ind-2 : Leadership   of HT , Ind-3: Role of SMC/GB/committee, Ind.4: Teachers' professionalism   , Ind-5: Student performance , Ind-6: Co-curricular activities performed by the institution and Ind.7: Relationship between the school and the community. The indicators and sub-indicators are presented in a logical sequence that emphasize the basic requirements of a well managed and functional school or madrasah. All the indicators and sub-indicators are most apparent, readily observable and measurable.

Analysis of indictors and sub-indictors resulted in a hypothesis that some-sub- indictors have a greater impact or weight on the overall institutional performance than the other. A 5 point Likert scale is used (numbered from 1 to 5) for selecting the best statement which best describes the actual conditions in the institution. A total of maximum 413 weighted score has been fixed up for assessing the overall PBM performance of the institution based on ISAS statement. Each institution is assessed and ranked finally on a scale from the percentage 1 to 100. There will be five (5) categories of institutions based on the results of the ISAS. The indicator and sub-indicator wise performance of the schools is stated below:

6. **Performance of the schools in the area of Teaching-Learning Environment –Ind.-1**: In the area of teaching-learning environment of the institutions, 68.61% institutions (12643) have achieved A,B & C category score. This indicates that in these institutions, the teaching-learning environment is quite agreeable. A large number of schools with a percentage and number of 31.39 and 5782 respectively, have achieved D & E category rating in the area of teaching-learning environment. This indicates that these schools are suffering a lot due to inadequate physical facilities.

Indictor -1 has 8 sub-indictors and analyzing sub-indicator wise data on D& E category rating institutions in this area, it reveals that -

- 54.63 % schools have shortage of classroom space(less than 0.1 to 0.34 square meter)
- 46.37% schools have stuffed (more than 80 student per classroom) or empty (less than 20 student per classroom) classrooms
- 20.3% schools have inadequate safe-drinking water facilities
- 40.80% schools have insufficient furniture for the students
- 36.34% schools have poor library facilities
- 51.59% schools have lack of adequate storage facilities for keeping official documents safely
- 34.42 % schools have no separate common room for the teachers and
- 9.27 % schools have inadequate toilet facilities.

7. **Performance of the schools in the area of Leadership of the head of the institution –Ind.-2**: In the area of the leadership of the head of the institution, 90.34 % institutions (16646) have achieved A,B & C category score. This indicates that in these institutions, the institutional heads are administering the schools as per existing govt. rules and regulations. A number of 1779 schools with a percentage of 9.66 rated D&E category score in this area which indicates that the head of the institution of these schools are not capable enough to discharge their duties.

This indicator has 12 sub-indicators and analyzing sub-indicator wise data of D& E category rating institutions in this area, it reveals that-

- HTs of 12.11% schools do not prepare strategic five years /annual institutional development plan properly
- HTs of 15.99% schools do not discuss regularly with the subject teachers regarding teaching-learning
- HTs of 5.60% schools do not arrange full staff meeting properly as per existing rules
- HTs of 11.54% schools do not play active role in organizing formal meetings for the subject teachers
- HTs of 29.98% schools usually do not take proper steps in facilitating in-service training for the teachers
- HTs of 81.92% schools (probably non-govt. schools) do not play active role in completing ACR of the teachers
- HTs of 21.70 % schools do not take proper steps towards professional development
- HTs of 5.18% schools do not observe properly the overall environment of the institutions
- HTs of 18.91% schools do not collect and supply teaching-learning materials as per requirements of the schools
- HTs of 10.20% schools do not take active measures regarding stop –gap arrangement in absence of any teacher
- HTs of 14.27 % schools do not ensure classes to be held as per teaching-learning days (180 days or more –excluding exam and other important days)
- HTs of 10.72 % schools do not ensure classes to be taken by each of the teachers as per approved teaching periods per week (from 27 to 29 periods).

8. **Performance of the schools in the area of effectiveness of SMC/GB/Committee–Ind.-3:** In the area of effectiveness of SMC/GB/Committee, 15789 schools (85.69%) have achieved A,B & C category score. The D &E rating schools is 2636 with 14.31%. This indicates that the SMCs/GBs/Committees of these institutions are not functioning well.

    This indicator has 3 sub-indicators and analyzing sub-indicator wise data of D& E category rating institutions in this area, it reveals that-

- SMC/GB/Committee of 20.43% institutions are not duly concerned about developing institutional annual development plan
- SMC/GB/Committee of 12.74% schools do not participate regularly the meetings held on budget and resource allocation and
- SMC/GB/Committee of 11.47% schools does not attend regularly the meetings held on student enrollment, attendance and performance etc.

9. **Performance of the schools in the area of teachers' professionalism –Ind.-4:** In the area of teachers' professionalism 16802 schools with a percentage of 91.19 have achieved A,B & C category score. The number and percentage of D & E rating schools is 1623 and 8.81 respectively. This indicates that the teachers' of 8.81% institutions are not discharging their professional duties properly.

This indicator has 8 sub-indicators and analyzing sub-indicator wise data of D& E category rating institutions in this area, it reveals that

- Teachers of 10.77 % schools are not regular and punctual in attending schools (only 50% to 70% teachers of these schools are punctual)
- Teachers of 41.03% schools do not prepare written lesson plan(less than 25% up to 49% teachers of these schools act properly)
- Teachers of 19.31% schools do not collect local teaching aids or use teaching aids properly in the classroom
- Teachers of 15.86% schools do not take appropriate measures in identifying low performing students and providing additional support
- Teachers of 5.74% schools do not attend and participate regular staff meeting (less than 50% or from 50% to 59% teachers of these schools attend meetings)
- Teachers of 11.82 % schools do not attend and participate subject-based meetings (less that 50% or from 50% to 59% teachers of these schools attend meetings)
- Teachers of 30.84 % schools could not able to participate in-service teachers' training in last twelve months and
- Teachers of 30% schools do not keep student record properly (only 10% to 40% teachers of these schools act properly).

10. **Performance of the schools in the area of students' performance –Ind.-5:** In the area of student performance a total number of 12794(69.44%) schools achieved A,B & C category score. The percentage of D& E scored schools is 30.56 (5631).

This indicator has 8 sub-indicators and analyzing sub-indicator wise data of D& E category rating institutions in this area, it reveals that-

- 40% to 60% students of 18.32% schools did not attend a minimum 80% of the scheduled class days in the previous year
- 10% to 20% students of 20.46% schools remained absent in the previous year
- 10% to 20% students of 22.20% schools repeated in the same class in the previous year
- 40% to 59% students of 29.87% schools did not complete the educational assignment properly throughout the year
- Only 40% to 59% students of 11.83% schools sit for the JSC/SSC/HSC exam

- JSC results of students of 28.80% schools (results of 40% to 59% students of these schools) is not similar to /less than SBA scores
- JSC/SSC/HSC exam. results of 29.73% schools is 10% to 30% less than national average
- Percentage of schools that achieved highest score (A+) in JSC/SSC/HSC exam. is 8.35% (31% to 80% or more student of these schools achieved A+ score)

11. **Performance of the schools in the area of co-curricular activities –Ind.-6:** In the area of co-curricular activities a total number of 15994 (86.81%) schools achieved A,B & C category score. The percentage of D& E scored schools is 13.19 (2431).

This area has 3 sub-indictors. The sub-indictor wise representation of D& E rating institutions in this area is furnished below:
- 11.31% schools do not take any active measures in planning of co-curricular activities
- 8.53% schools implemented only 1 to 2 activities throughout the year
- 42.02% schools' participation rate in co-curricular activities is ranged from 30% to 50%.

12. **Performance of schools in the area of Teacher & Community /Guardian Relationships – Ind.-7** In the area of teacher& community/guardian relationship, a total number of 17695 (96.04%) schools achieved A,B & C category score. The percentage of D& E scored schools is 3.96 with a number of 730.

This area has 3 sub-indictors. The sub-indictor wise performance of D& E rating institutions is furnished below:
- 4.69% schools has taken very inadequate measures to communicate with the community/guardians
- 8.88% schools has taken very little measures in inviting guardians to attend meetings on student progress
- 4.23% schools have taken very few measures in communicating with the community groups.

Some special findings: Some reverse trend of performance in regards to some highest and lowest scoring schools has been found after analyzing ISAS data.

A total of 33 A scored schools achieved D category score in different areas indicted in 7 indicators.

A total of 125 B category schools achieved E category score in different areas with a comparatively high number in the areas of Ind. -1 50 and in the area of Ind.-3 60 schools.

A total of 90 D category schools have achieved A category score in different areas as mentioned in 7 indictors. In the area of Ind-1, the number is 19 with a comparatively higher number in Ind.4 (19), Ind.-6(10) and in the Ind.-7 (54).

B: Recommendations

01. Two zones namely, Barisal and Rajshahi where the number and percentage of D&E category schools is little higher , so activities of the responsible field officer/s should be increased to lift up the conditions of the D&E category institutes;

02. Though overall number of D&E category schools decreases from previous year, still a considering number of schools are in D&E category. So, the D&E category schools are to be identified properly. Their weaknesses are needed to be addressed with proper avenues to deal with their weakness on a regular basis;

03 Zonal DDs and DEOs are to be instructed to submit a time-bound action plan on PBM implementation for 2015 with district and uapzilla –wise improvement targets ;

04. D&E category Schools are to be instructed to make a time bound action plan to change their present position with sub-indicator wise improvement targets and submit it to the DEO offices.

05. It is informed that some government schools as well some renowned non-govt schools are quite reluctant in implementing PBM properly as per PBM guidelines and instruction. These schools are needed to be assisted with particular instruction and feedback;

06. High weighted score is need to be fixed for schools examination as well as public examination results that will enable moderation of school self assessments ;

07. Strengthening of academic supervision through regular review and evaluation of the ongoing performance of the field level officials in all districts need to be initiated;

08. Continuing monitoring and support through upcoming project SESIP is required both for the continuing service of the field level officials and central monitoring of the system.

09. Workshops will have to arrange for the poor performing the govt. schools' Head Teachers to make them more aware about the PBM as well as overall improvement of the institutions.

10. Some workshops and awareness programmes should arrange about Head Teacher Leadership.

11. Specific actions should take against E category schools to improve their performance.

12. Accountability of USEO and other responsible officers should fix up for smooth operation of activities of DSHE as well as MoE in root levels.

13. Weak performing schools need special effort to overcome their weakness.

14. Adequate training on PBM and should be provided to the field level offices specially to the Upazilla Academic Supervisors, Assistant Inspectors, Research Officers, Upazilla Secondary Education Officers.

15. We found a little difficulties during preparing report due to some limitations of EMIS software. Total nos. of ISAS done Institutions in the option report on "List of Institute ISAS Done" does not match with the "ISAS year comparison Report" and there also found some statistical lacuna while assessing the performance of the institutions based on sub-

indicator in C category data. To remove or debug the software limitations steps should be taken in the next project that is upcoming SESIP.

16. Due to large volume sub indicators wise critical analysis is not done. In the next report sub indicator wise critical analysis should be done or include.

17. Step should take to strengthen existing monitoring and academic supervision system.

PART VI
LIMITATIONS

There are some limitations to prepare the report:

- There found some statistical lacuna while assessing the performance of the institutions based on sub-indicator in C category data.
- Due to some limitations of EMIS software total nos. of ISAS done Institutions in the option report on "List of Institute ISAS Done" does not match with the "ISAS year comparison Report".

PART VII
CONCLUSION

The PBM ISAS report has provided an extremely useful overview assessment of the performance of each institution and of the institutions overall. It is deliberately based on a self assessment instrument and its strength and coverage is a result of that. At the same time, inevitably, it cannot be independent, external and bias free.

What is now essential is the cross referencing of all ISAS reporting against an external arbitration or validation of each institution' self-assessment against all indicators. Without such detailed and overall cross-referencing, the school judgments will inevitably be regarded as essentially subjective, rightly or wrongly, across all indicators. As such the system will be liable to continuing challenges across all aspects.

DSHE has instituted an extensive system of local level academic support with appropriately qualified and professional trained officers specially to provide academic support to the schools and teachers. These include (i) Upazilla Academic Supervisors, (ii) Assistant Inspectors ,(iii) Research Officers and (iv) Upazilla Secondary Education Officers.

The current number of these officers is now about almost 2,000 with 1,500 in revenue posts and 473 project posts.

These officers have received ongoing project-based training for the specific activities of academic support across the secondary institutions, and their locations have been systematically determined to ensure that all schools will receive continuing academic support at all levels over the whole school program throughout the school year.

It would appear that this support is currently not being adequately implemented in terms of direct assistance and classroom supervision of teachers.

List of E category Schools of 2014 with MPO and Non MPO

EIIN	INSTITUTION_NAME	ZONE	DISTRICT	UPAZILA	2014	MPO
108198	RAJDHANI GIRLS HIGH SCHOOL	Dhaka	DHAKA	MIRPUR	E	Yes
121253	BALUA JUNIOR GIRLS SCHOOL	Rangpur	GAIBANDHA	GOBINDAGANJ	E	No
121267	PUNTAER JR. SCHOOL	Rangpur	GAIBANDHA	GOBINDAGANJ	E	No
121685	PARAN ADRASHA HIGH SCHOOL	Rangpur	GAIBANDHA	SUNDARGANJ	E	No
122948	ANANDA BAZER JUNIOR HIGH SCHOOL	Rangpur	LALMONIRHAT	LALMONIRHAT SADAR	E	No
123017	JONGRA JUNIOR SECONDARY GIRLS SCHOOL	Rangpur	LALMONIRHAT	PATGRAM	E	No
111310	BHATGON DR. M, AMUNULLQ JUNIOR SCHOOL	Mymensingh	MYMENSINGH	BHALUKA	E	No
130670	AYESHA SAFIR JUNIOR SCHOOL	Mymensingh	MYMENSINGH	ISHWARGANJ	E	No
111788	PAIKURA JONIOR HIGH SCHOOL	Mymensingh	MYMENSINGH	ISHWARGANJ	E	Yes
123453	MARIGOLD JUNIOR SCHOOL	Rajshahi	NAOGAON	NAOGAON SADAR	E	No
125222	MADHUPUR NAYAHAT JUNIOR SECONDARY SCHOOL	Rangpur	NILPHAMARI	SAIDPUR	E	No
125847	CHAPRAJHAR ADARSHA JR SCHOOL	Rangpur	PANCHAGARH	ATWARI	E	No
125934	KALIA GONJ JUNIOR GIRLS SCHOOL	Rangpur	PANCHAGARH	BODA	E	No
125926	KANTOMONY MARNU PARA JUNIOR SCHOOL	Rangpur	PANCHAGARH	BODA	E	No
125942	KAZZI PARA JUNIR HIGH SCHOOL	Rangpur	PANCHAGARH	BODA	E	No
126029	BALARAMPUR JUNIOR HIGH SCHOOL	Rangpur	PANCHAGARH	DEBIGANJ	E	No
126179	TIRNOIHAT ADARSHA JUNIOR SCHOOL	Rangpur	PANCHAGARH	TETULIA	E	No
102143	BAHARAMPUR MODEL ACADEMY	Barisal	PATUAKHALI	DASHMINA	E	No
102142	KHALISHA KHALI B.R.K JR. GIRLS HIGH SCHOOL	Barisal	PATUAKHALI	DASHMINA	E	No
102369	TIAKHALI K I ISLAM JR SEC. SCHOOL	Barisal	PATUAKHALI	KALAPARA	E	No
102629	DARUL HUDA ADARSA JR. H/S	Barisal	PIROJPUR	BHANDARIA	E	Yes
102859	AMBHITA GIRLS HIGH SCHOOL (PROPOSE)	Barisal	PIROJPUR	NAZIRPUR	E	Yes
103049	ATA JAMUA JUNIOR HIGH SCHOOL	Barisal	PIROJPUR	NESARABAD	E	Yes
103053	BALDIA MALUHER GIRLS HIGH SCHOOL	Barisal	PIROJPUR	NESARABAD	E	Yes
103052	ISLAMPUR SECONDARY SCHOOL	Barisal	PIROJPUR	NESARABAD	E	Yes
103042	JALABARI JUNIOR HIGH SCHOOL	Barisal	PIROJPUR	NESARABAD	E	Yes
103009	SAILA BUNIA R.S JUNIOR HIGH SCHOOL	Barisal	PIROJPUR	NESARABAD	E	Yes
103030	SHSHID ASWATHAKATI HIGH SCHOOL	Barisal	PIROJPUR	NESARABAD	E	Yes
127432	JANKIDIGAR JUNIOR GIRLS HIGH SCHOOL	Rangpur	RANGPUR	RANGPUR SADAR	E	No
113564	ABDUR RAZZAK JUNIOR GIRLS HIGH SCHOOL	Dhaka	SHARIATPUR	GOSAIRHAT	E	No
128575	RAUTAN JUNIOR GIRLS HIGH SCHOOL	Rajshahi	SIRAJGANJ	ULLAPARA	E	Yes

List of the schools which score E in sub indicator 1.3 that is "Safe drinking water facilities" of nine zone.

Zone : Barisal(83)

No	EIIN	ISNTITUTE NAME	DISTRICT	UPAZILA	S. Ind. Grade
1	100047	ALL HAZ N.U.JR. HIGH SCHOOL	BARGUNA	AMTALI	20
2	100063	APTUNNESA JUNIOR ACADEMY	BARGUNA	AMTALI	20
3	100190	G N S. AD. JR. GIRLS HIGH SCHOOL	BARGUNA	BARGUNA SADAR	20
4	100183	GARZANBUNIA HIGH SCHOOL	BARGUNA	BARGUNA SADAR	20
5	100184	GAZI MAHMUD JUNIOR HIGH SCHOOL	BARGUNA	BARGUNA SADAR	20
6	100162	KARAITALA SONAKHALI GAGAN MEMO. SEC. SCHOOL	BARGUNA	BARGUNA SADAR	20
7	100270	FULTALA NURUNNESSA JR. GIRLS SCHOOL	BARGUNA	BETAGI	20
8	100263	WEST KARUNA HIGH SCHOOL	BARGUNA	BETAGI	20
9	131305	KALMAGE JUNIOR GIRLS SCHOOL	BARGUNA	PATHARGHATA	20
10	100321	TALUKCHARDUANI SECONDARY GIRLS SCHOOL	BARGUNA	PATHARGHATA	20
11	100398	BAHERCHAR K.K. HIGH SCHOOL	BARISAL	BABUGANJ	20
12	100419	SAHID A. ROB SECONDARY JR. GIRLS SCHOOL	BARISAL	BABUGANJ	20
13	100632	BRAMMAN BARI MALIKANDA JR. HIGH SCHOOL	BARISAL	BANARIPARA	20
14	100603	SHER-E-BANGLA JUNIOR HIGH SCHOOL	BARISAL	BANARIPARA	20
15	100810	DHOPAKATI SECONDARY SCHOOL	BARISAL	BARISAL SADAR	20
16	100684	PINGALAKATI JUNIOR GIRLS SCHOOL	BARISAL	GOURNADI	20
17	100897	BHASAN CHAR S M H/S	BARISAL	MEHENDIGANJ	20
18	100904	DARICHAR KHAJURIA H/S	BARISAL	MEHENDIGANJ	20
19	100887	ISHAK CHOWDHURY SMRITY H/S	BARISAL	MEHENDIGANJ	20
20	100902	KASHIPUR HIGH SCHOOL	BARISAL	MEHENDIGANJ	20
21	100892	UTTAR SHAHBAZPUR GEORGE INSTITUTION	BARISAL	MEHENDIGANJ	20
22	100988	CHARKALEKHAN UNION JUNIOR SCHOOL	BARISAL	MULADI	20
23	101039	ABDUL MAZID HIGH SCHOOL	BARISAL	WAZIRPUR	20
24	101063	KURALIA GIRLS SECONDARY SCHOOL	BARISAL	WAZIRPUR	20
25	101338	AHAMMADPUR JUNIOR GIRLS SCHOOL	BHOLA	CHARFESSION	20
26	101333	NILKAMAL JUNIOR GIRLS HIGH SCHOOL	BHOLA	CHARFESSION	20
27	101516	LALMOHAN HALIPAD JUNIOR HIGH SCHOOL	BHOLA	LALMOHAN	20
28	101581	FAIZUDDIN JUNIOR HIGH SCHOOL	BHOLA	MONPURA	20
29	130843	CORALMARA BANGLA BAZAR JR. SECONDARY SCHOOL	BHOLA	TOZUMUDDIN	20
30	133964	KLASA ADARSHA JUNIOR HIGH SCHOOL	BHOLA	TOZUMUDDIN	20
31	130703	SOUTH CHANCHRA JR. SECONDARY SCHOOL	BHOLA	TOZUMUDDIN	20
32	119487	BAGBARI K.M. HIGH SCHOOL	BOGRA	GABTALI	20
33	101676	HIMANANDA KATI JUNIOR HIGH SCHOOL	JHALAKATHI	JHALAKATHI SADAR	20
34	101681	MURASATA PILOT JR. HIGH SCHOOL	JHALAKATHI	JHALAKATHI SADAR	20
35	101662	NABAGRAM NADER ALI JUNIOR GIRLS SCHOOL	JHALAKATHI	JHALAKATHI SADAR	20
36	101730	ABDUS SOMED M.L HIGH SCHOOL	JHALAKATHI	KATHALIA	20
37	101740	AL-HAJK-H.M. HIGH SCHOOL	JHALAKATHI	KATHALIA	20
38	101738	BASHBONIA SECONDARY SCHOOL	JHALAKATHI	KATHALIA	20
39	101746	BILL SONAUTATOTA MIAH SECONDARY SCHOOL	JHALAKATHI	KATHALIA	20
40	101733	NEAMATPURA GIRLS HIGH SCHOOL	JHALAKATHI	KATHALIA	20
41	101743	NORTH CHARAIL JUNIOR GIRLS SCHOOL	JHALAKATHI	KATHALIA	20

No	EIIN	ISNTITUTE NAME	DISTRICT	UPAZILA	S. Ind. Grade
42	101749	PATIKHALGATA IDEAL JUNIOR HIGH SCHOOL	JHALAKATHI	KATHALIA	20
43	101734	TARABUNIA HIGH SCHOOL	JHALAKATHI	KATHALIA	20
44	130842	GOHAILKATHI JR. HIGH SCHOOL	JHALAKATHI	NALCHITY	20
45	101801	RAYAPUR SYED ABDUL LATIF HIGH SCHOOL	JHALAKATHI	NALCHITY	20
46	101905	M.S. ALOM HIGH SCHOOL	JHALAKATHI	RAJAPUR	20
47	101918	MATH BARI JUNIOR GIRLS HIGH SCHOOL	JHALAKATHI	RAJAPUR	20
48	101922	P.M. JUNIOR GIRLS HIGH SCHOOL	JHALAKATHI	RAJAPUR	20
49	102016	ATOSHKHALI MOHASRADDI HIGH SCHOOL	PATUAKHALI	BAUPHAL	20
50	102020	V.D.C. SECONDARY SCHOOL	PATUAKHALI	BAUPHAL	20
51	102143	BAHARAMPUR MODEL ACADEMY	PATUAKHALI	DASHMINA	20
52	102142	KHALISHA KHALI B.R.K JR. GIRLS HIGH SCHOOL	PATUAKHALI	DASHMINA	20
53	102431	JHATIBUNIA JUNIOR GIRLS H/S	PATUAKHALI	MIRZAGONJ	20
54	102429	MOSZID BARI JUNIOR HIGH SCHOOL	PATUAKHALI	MIRZAGONJ	20
55	102416	RAMPUR HIGH SCHOOL	PATUAKHALI	MIRZAGONJ	20
56	102531	PURBA BARBIGHAI JANATA GIRLS JR. SCHOOL	PATUAKHALI	PATUAKHALI	20
57	102629	DARUL HUDA ADARSA JR. H/S	PIROJPUR	BHANDARIA	20
58	131224	WEST BALIPARA PILOT SECONDARY SCHOOL	PIROJPUR	GIANAGAR	20
59	102748	ABDUL HAMID HIGH SCHOOL	PIROJPUR	MATHBARIA	20
60	102738	BHAGIRATH PUR HIGH SCHOOL	PIROJPUR	MATHBARIA	20
61	102765	DEBIPUR HIGH SCHOOL	PIROJPUR	MATHBARIA	20
62	102730	G.K. UNION S. SCHOOL	PIROJPUR	MATHBARIA	20
63	102759	HAJEEGANJ HIGH SCHOOL	PIROJPUR	MATHBARIA	20
64	102768	HOSSAN ALI JUNIOR HIGH SCHOOL	PIROJPUR	MATHBARIA	20
65	102742	HOTHKHALI ADARSHA HIGH SCHOOL	PIROJPUR	MATHBARIA	20
66	102736	MITHAKHALI P.G.S.A.SEC. SCHOOL	PIROJPUR	MATHBARIA	20
67	102758	NALITULATALA JUNIOR HIGH SCHOOL	PIROJPUR	MATHBARIA	20
68	102741	NORTH TIKIKATA HIGH SCHOOL	PIROJPUR	MATHBARIA	20
69	102754	PATHAKATA JUNIOR HIGH SCHOOL	PIROJPUR	MATHBARIA	20
70	102739	SHOULA ADARSHA HIGH SCHOOL	PIROJPUR	MATHBARIA	20
71	102764	SOBHAN SHARIF JUNIOR SCHOOL	PIROJPUR	MATHBARIA	20
72	102859	AMBHITA GIRLS HIGH SCHOOL (PROPOSE)	PIROJPUR	NAZIRPUR	20
73	102867	KALARDOANIA BAZAR JR. HIGH SCHOOL	PIROJPUR	NAZIRPUR	20
74	102839	MANORANJAN VIDYANIKETAN	PIROJPUR	NAZIRPUR	20
75	102857	NORTH SHANKHARIKATI JR GIRLS HIGH SCHOOL	PIROJPUR	NAZIRPUR	20
76	102869	PALLY MANGAL JR. GIRLS HIGH SCHOOL	PIROJPUR	NAZIRPUR	20
77	102835	S.S SHAKEMATIA HIGH SCHOOL	PIROJPUR	NAZIRPUR	20
78	102874	SONAPUR JR. HIGH SCHOOL	PIROJPUR	NAZIRPUR	20
79	103044	BARAIBARI ASMATALI JR. HIGH SCHOOL	PIROJPUR	NESARABAD	20
80	103029	P.G.S. SUKADITYA KATI HIGH SCHOOL	PIROJPUR	NESARABAD	20
81	102925	AKPAI JUJKHOLA GIRLS HIGH SCHOOL	PIROJPUR	PIROJPUR SADAR	20
82	102911	JUZKHULA UNITED ML. HIGH SCHOOL	PIROJPUR	PIROJPUR SADAR	20
83	102924	SHANKAR PASHA UNION G. HAIDAR SECONDARY SCHOOOL	PIROJPUR	PIROJPUR SADAR	20

Zone : Chittagong(25)

No.	EIIN	ISNTITUTE NAME	DISTRICT	UPAZILA	S. Ind. Grade
1	103095	BAGMARA JUNIOR HIGH SCHOOL	BANDARBAN	BANDARBAN SADAR	20
2	103100	CHIMBUK JUNIOR HIGH SCHOOL	BANDARBAN	BANDARBAN SADAR	20
3	103114	RUPASI PARA JUNIOR HIGH SCHOOL	BANDARBAN	LAMA	20
4	104007	NITYANANDA HIGH SCHOOL	CHITTAGONG	ANOWARA	20

No.	EIIN	ISNTITUTE NAME	DISTRICT	UPAZILA	S. Ind. Grade
5	2604069	HABILA SHDWIP M/L HIGH SCHOOL	CHITTAGONG	PATIYA	20
6	104751	PANCHARIA HALIMA RAHMAN HIGH SCHOOL	CHITTAGONG	PATIYA	20
7	104985	DEODIGHI K.M.HIGH SCHOOL	CHITTAGONG	SATKANIA	20
8	106433	JHALIA PALONG JUNIOR SCHOOL	COX`S BAZAR	UKHIYA	20
9	106434	RUMKA PALONG JONIOR HIGH SCHOOL	COX`S BAZAR	UKHIYA	20
10	106754	ANATH ASHRAM ABASIK HIGH SCHOOL	KHAGRACHARI	DIGHINALA	20
11	107267	BALIADHAR N. J. GIRLS SCHOOL	NOAKHALI	CHATKHIL	20
12	107274	FAORAH HIGH SCHOOL	NOAKHALI	CHATKHIL	20
13	107493	NALUA ADARSHA JUNIOR SCHOOL	NOAKHALI	SENBAG	20
14	107221	CHONGOWN GIRLS HIGH SCHOOL	NOAKHALI	SONAIMURI	20
15	107382	SONAIMURI GIRLS HIGH SCHOOL	NOAKHALI	SONAIMURI	20
16	107693	BARA HARINA JUNIOR HIGH SCHOOL	RANGAMATI	BARKAL	20
17	107690	BORUNACHARI HIGH SCHOOL	RANGAMATI	BARKAL	20
18	107694	BORUNACHARI JUNIOR HIGH SCHOOL	RANGAMATI	BARKAL	20
19	107689	SUBALONG HIGH SCHOOL	RANGAMATI	BARKAL	20
20	107744	VASANNYA ADAM ISLAMI HIGH SCHOOL	RANGAMATI	LONGADU	20
21	107776	BARAPUL PARA JUNIOR SCHOOL	RANGAMATI	NANNIARCHAR	20
22	107767	BERHARI GENERAL OSMANI HIGH SCHOOL	RANGAMATI	NANNIARCHAR	20
23	107766	MOHA PURAM HIGH SCHOOL	RANGAMATI	NANNIARCHAR	20
24	107808	BADAL CHARI JUNIOR SCHOOL	RANGAMATI	RANGAMATI SADAR	20
25	107814	JIBTALI JUNIOR SCHOOL	RANGAMATI	RANGAMATI SADAR	20

Zone : Comilla(33)

No.	EIIN	ISNTITUTE NAME	DISTRICT	UPAZILA	S. Ind. Grade
1	134844	PURBAHATI CAPTAIN A. B TAJUL ISLAM HIGH SCHOOL	BRAHMANBARIA	BANCHNARAMPUR	20
2	103183	FARDABAD ADARSHA HIGH SCHOOL	BRAHMANBARIA	BANCHNARAMPUR	20
3	103405	KALTALA JAJNESWAR HIGH SCHOOL	BRAHMANBARIA	NABINAGAR	20
4	103412	SHAMPUR JOYDUNNESA HIGH SCHOOL	BRAHMANBARIA	NABINAGAR	20
5	103598	GAZIPUR MUSLIM HIGH SCHOL	CHANDPUR	FARIDGANJ	20
6	103577	GRIDAKALIDIA HIGH SCHOOL	CHANDPUR	FARIDGANJ	20
7	103576	SHASHEALIA HIGH SCHOOL	CHANDPUR	FARIDGANJ	20
8	103725	SAPTAGRAM GIRLS HIGH SCHOOL	CHANDPUR	HAJIGONJ	20
9	103716	SHUHILPUR HIGH SCHOOL	CHANDPUR	HAJIGONJ	20
10	103790	AINGIRI HIGH SCHOOL	CHANDPUR	KACHUA	20
11	103768	KACHUA S.S.GOVT.GIRLS H. S.	CHANDPUR	KACHUA	20
12	103781	KAHALTHURY HAMIDIA HIGH SCHOOL	CHANDPUR	KACHUA	20
13	103796	MONPURABATABARIA J. A. H. S.	CHANDPUR	KACHUA	20
14	103766	TATYIYA IDEAL HIGH SCHOOL.	CHANDPUR	KACHUA	20
15	103850	BAHARI HIGH SCHOOL	CHANDPUR	MATLAB (SOUTH)	20
16	103917	JHINAIYA HIGH SCHOOL	CHANDPUR	MATLAB(NORTH)	20
17	103953	ICHHAPURA HIGH SCHOOL	CHANDPUR	SHAHRASTI	20
18	103963	PANCHAGRAM A/R HIGH SCHOOL	CHANDPUR	SHAHRASTI	20
19	105149	LAKSHMIPUR SHAHID SMRITI GIRLS HIGH SCHOOL	COMILLA	BARURA	20
20	105138	SHASHAIYA DM HIGH SCHOOL	COMILLA	BARURA	20
21	105544	KHANDAKER KABIR UDDIN H/S	COMILLA	DAUDKANDI	20
22	105624	BHANI IDEAL HIGH SCHOOL	COMILLA	DEBIDWAR	20
23	105614	KURCHAP HIGH SCHOOL	COMILLA	DEBIDWAR	20
24	105857	LAKSAM PILOT GIRLS HIGH SCHOOL	COMILLA	LAKSAM	20
25	131267	LUTER CHAR MAFIZUL ISLAM H/S	COMILLA	MEGHNA	20

No.	EIIN	ISNTITUTE NAME	DISTRICT	UPAZILA	S. Ind. Grade
26	105871	KHILA AZIZ ULLAH HIGH SCHOOL	COMILLA	MONOHORGONG	20
27	105861	MIRZAPUR SATPUKURIA HIGH SCHOOL	COMILLA	MONOHORGONG	20
28	105995	BALIGHAR HUJURI SHA H/S	COMILLA	MURAD NAGAR	20
29	106000	GOMTA ISHAKIA HIGH SCHOOL	COMILLA	MURAD NAGAR	20
30	105987	METORGHAR B.R.I.M HIGH SCHOOL	COMILLA	MURAD NAGAR	20
31	106027	NARGIS NAZRUL BIDDA NIKETAN	COMILLA	MURAD NAGAR	20
32	107144	SHAHID NAGAR GIRLS JR. SCHOOL	LAXMIPUR	KOMOLNAGAR	20
33	107138	SEBAGRAM FAZLUR RAHMAN H/S	LAXMIPUR	RAMGATI	20

Zone: Dhaka(45)

SI	EIIN	ISNTITUTE NAME	DISTRICT	UPAZILA	S. Ind. Grade
1	108061	KHILGAON GOVT. COLONY HIGH SCHOOL	DHAKA	KHILGAON	20
2	108312	SINGHOR HIGH SCHOOL	DHAKA	NAWABGANJ	20
3	1338836	UTTAR BALIKHANDA PG HIGH SCHOOL	DHAKA	NAWABGANJ	20
4	108365	SHAHEED ZIA BASHABO HIGH SCHOOL	DHAKA	SABUJBAG	20
5	108622	SONAMOYEE HIGH SCHOOL	FARIDPUR	BHANGA	20
6	108716	SHALEPUR AMIN KHARHAT JUNIOR HIGH SCHOOL	FARIDPUR	CHARBHADRASON	20
7	108757	HAL-GOBINDAPUR H/S	FARIDPUR	FARIDPUR SADAR	20
8	108764	MUNSHIR BAZAR HIGH SCHOOL	FARIDPUR	FARIDPUR SADAR	20
9	108731	PARAMANDAPUR JUNIOR H/S	FARIDPUR	FARIDPUR SADAR	20
10	108767	UTTAR BILMAMUDPUR H/S	FARIDPUR	FARIDPUR SADAR	20
11	108876	FULBARIA HIGH SCHOOL	FARIDPUR	SHALTHA	20
12	109075	ASHRAF ALI M.L HIGH SCHOOL	GAZIPUR	KALIAKAIR	20
13	109084	BANGURI ABDUL HAKIM HIGH SCHOOL	GAZIPUR	KALIAKAIR	20
14	130671	PALIONPUR JUNIOR GIRLS SCHOOL	GAZIPUR	KALIGONJ	20
15	109448	BINAPANI GOVT. GIRLS H/S	GOPALGANJ	GOPALGANJ SADAR	20
16	109445	CHARBOIRA GHONAPARA H/S	GOPALGANJ	GOPALGANJ SADAR	20
17	109453	DASHAPALLI N K HIGH SCHOOL	GOPALGANJ	GOPALGANJ SADAR	20
18	109462	DURGAPUR HIGH SCHOOL	GOPALGANJ	GOPALGANJ SADAR	20
19	109454	GOPALGONJ HIGH SCHOOL	GOPALGANJ	GOPALGANJ SADAR	20
20	109472	HAZI N S MEMORIAL HIGH SCHOOL	GOPALGANJ	GOPALGANJ SADAR	20
21	109470	NIZRA HIGH SCHOOL	GOPALGANJ	GOPALGANJ SADAR	20
22	109436	WAHAB ADARSHA HIGH SCHOOL	GOPALGANJ	GOPALGANJ SADAR	20
23	109561	RAMSHIL ADARSHA HIGH SCHOOL	GOPALGANJ	KOTALIPARA	20
24	109633	ABDUL KHALEQUE ACADEMY	GOPALGANJ	MUKSUDPUR	20
25	109624	DURBASUR MODEL HIGH SCHOOL	GOPALGANJ	MUKSUDPUR	20
26	109610	GARALGATI K.M. HIGH SCHOOL	GOPALGANJ	MUKSUDPUR	20
27	109595	GOHALA T.C.A.L HIGH SCHOOL	GOPALGANJ	MUKSUDPUR	20
28	109618	GOLABARIA HIGH SCHOOL	GOPALGANJ	MUKSUDPUR	20
29	109615	SURUPI SALINA BOXA HIGH SCHOOL	GOPALGANJ	MUKSUDPUR	20
30	110663	BAGHURIA HIGH SCHOOL	MADARIPUR	KALKINI	20
31	110687	BIDDABAGISH ADARSHA JR. HIGH SCHOOL	MADARIPUR	KALKINI	20
32	110673	C.D. KHAN GIRLS HIGH SCHOOL	MADARIPUR	KALKINI	20
33	131334	DAKKHIN CHAL BAL KHA JUNIOR SCHOOL	MADARIPUR	KALKINI	20
34	110686	MAIJ PARA JUNIOR SCHOOL	MADARIPUR	KALKINI	20
35	110672	SNANGHATA HIGH SCHOOL	MADARIPUR	KALKINI	20
36	134001	SHAHID BUCCHU HIGH SCHOOL	MADARIPUR	MADARIPUR SADAR	20
37	110913	SINGJURI UNION HIGH SCHOOL	MANIKGANJ	GHIOR	20
38	110936	DIABARI HIGH SCHOOL	MANIKGANJ	HARIRAMPUR	20

SI	EIIN	ISNTITUTE NAME	DISTRICT	UPAZILA	S. Ind. Grade
39	110944	M.A.. RAZZAK MODEL HIGH SCHOOL	MANIKGANJ	HARIRAMPUR	20
40	110932	PATGRAM A.B. GOVT. HIGH SCHOOL	MANIKGANJ	HARIRAMPUR	20
41	111066	GOLAIDANGA M.L. HIGH SCHOOL	MANIKGANJ	SINGAIR	20
42	112316	ATADI HIGH SCHOOL	NARAYANGANJ	ARAIHAZAR	20
43	112506	SATTAR JUTE MILLS MODEL HIGH SCHOOL	NARAYANGANJ	RUPGANJ	20
44	112772	BASHGARI HIGH SCHOOL	NARSINGDI	RAIPURA	20
45	113630	BERACHIKANDI HIGH SCHOOL	SHARIATPUR	SHARIATPUR SADAR	20

Zone: Khulna (101)

SI	EIIN	ISNTITUTE NAME	DISTRICT	UPAZILA	S. Ind. Grade
1	114758	ADARSHA HIGH SCHOOL	BAGERHAT	BAGERHAT SADAR	20
2	114771	BARUIPARA P C ML HIGH SCHOOL	BAGERHAT	BAGERHAT SADAR	20
3	114786	KARTICDIA HIGH SCHOOL	BAGERHAT	BAGERHAT SADAR	20
4	114781	PATILAKHALI HIGH SCHOOL	BAGERHAT	BAGERHAT SADAR	20
5	114783	S B NATAIKHALI HIGH SCHOOL	BAGERHAT	BAGERHAT SADAR	20
6	114861	BARABARIA JANABALI FAKIR GIRLS H/S	BAGERHAT	CHITALMARY	20
7	114840	BOALIA HIGH SCHOOL	BAGERHAT	CHITALMARY	20
8	114849	BOALIA SANTIPUR GIRLS H/S	BAGERHAT	CHITALMARY	20
9	114854	RAHMATPUR HIGH SCHOOL	BAGERHAT	CHITALMARY	20
10	114851	S M ISHAQUE HIGH SCHOOL	BAGERHAT	CHITALMARY	20
11	114863	SOAMMILANI HIGH SCHOOL	BAGERHAT	CHITALMARY	20
12	114903	DADOS POLLI GIRLS SCHOOL	BAGERHAT	FAKIRHAT	20
13	114897	ZARIA VATTA KHAMAR SECONDARY SCHOOL	BAGERHAT	FAKIRHAT	20
14	114925	KACHUA PILOT GIRLS HIGH SCHOOL	BAGERHAT	KACHUA	20
15	114967	A.S.S.M HIGH SCHOOL	BAGERHAT	MOLLAHAT	20
16	114960	CHANDER HAT HIGH SCHOOL	BAGERHAT	MOLLAHAT	20
17	114955	SACHIADAH CHUNKHOLA M. B. HIGH SCHOOL	BAGERHAT	MOLLAHAT	20
18	114968	SHAHEED HEMAYET UDDIN GIRLS HIGH SCHOOL	BAGERHAT	MOLLAHAT	20
19	115086	BATHKASHE HIGH SCHOOL	BAGERHAT	MORRELGONJ	20
20	115030	FULHATA HIGH SCHOOL	BAGERHAT	MORRELGONJ	20
21	115071	GOLBUNIA HIGH SCHOOL	BAGERHAT	MORRELGONJ	20
22	115061	SHAHID SMRITI HIGH SCHOOL	BAGERHAT	MORRELGONJ	20
23	115184	ADAGHAT HIGH SCHOOL	BAGERHAT	RAMPAL	20
24	115193	BASTALI P.U. JUNIOR HIGH SCHOOL	BAGERHAT	RAMPAL	20
25	115165	HURKA SITANATH HIGH SCHOOL	BAGERHAT	RAMPAL	20
26	115179	RAJNAGOR UNION JR.GIRLS SCHOOL	BAGERHAT	RAMPAL	20
27	115166	RAMPAL PILOT GIRLS HIGH SCHOOL	BAGERHAT	RAMPAL	20
28	115177	UJALKUR GIRLS JR. HIGH SCHOOL	BAGERHAT	RAMPAL	20
29	115265	TAFALBARI SCHOOL & COLLEGE	BAGERHAT	SARANKHOLA	20
30	115285	KHASHKARARA HIGH SCHOOL	CHUADANGA	ALAMDANGA	20
31	115310	OSMANPUR LUXMIPUR J.R.G HIGH SCHOOL	CHUADANGA	ALAMDANGA	20
32	115267	SRIJONEE MODEL JUNIOR HIGH BIDYAPEET	CHUADANGA	ALAMDANGA	20
33	115368	KUKIACHANDPUR ADARSHA GIRLS SCHOOL	CHUADANGA	CHUADANGA SADAR	20
34	115432	ALIPUR SECONDARY SCHOOL	CHUADANGA	JIBANNAGAR	20

SI	EIIN	ISNTITUTE NAME	DISTRICT	UPAZILA	S. Ind. Grade
35	115440	ANDULBARIA M.L. GIRLS HIGH SCHOOL	CHUADANGA	JIBANNAGAR	20
36	115518	SHERAJKATI DURGAPUR JR. HIGH SCHOOL	JESSORE	ABHAYNAGAR	20
37	115488	SUNDALI GIRLS HIGH SCHOOL	JESSORE	ABHAYNAGAR	20
38	115569	AGRA HIGH SCHOOL	JESSORE	BAGHER PARA	20
39	115557	BANDABILA B.C. ROY SECONDARY SCHOOL	JESSORE	BAGHER PARA	20
40	115596	C.S. A JUNIIOR SCHOOL	JESSORE	BAGHER PARA	20
41	115558	JAMDIA HIGH SCHOOL	JESSORE	BAGHER PARA	20
42	115574	P.H.L HIGH SCHOOL	JESSORE	BAGHER PARA	20
43	115690	GORIBPUR ADARSHA BIDDYAPEET SCHOOL	JESSORE	CHOUGASA	20
44	115646	JHAWTALA HIGH SCHOOL	JESSORE	CHOUGASA	20
45	115764	ALAUDDIN BISWAS MODEL ACADEMY	JESSORE	JHIKARGACHA	20
46	115751	CUTIPUR SECONDARY GIRLS SCHOOL	JESSORE	JHIKARGACHA	20
47	115736	N U R S SECONDARY SCHOOL	JESSORE	JHIKARGACHA	20
48	115761	NIRBASH KHOLA HIGH SCHOOL	JESSORE	JHIKARGACHA	20
49	115755	SHIMULIA S M P K HIGH SCHOOL	JESSORE	JHIKARGACHA	20
50	115882	ALTAPLE JUNIOR SCHOOL	JESSORE	KESHABPUR	20
51	115876	AULGATI IDEAL SCHOOL	JESSORE	KESHABPUR	20
52	115850	BUSIHATI ML. HIGH SCHOOL	JESSORE	KESHABPUR	20
53	115843	KAMOR POLE GIRLS HIGH SCHOOL	JESSORE	KESHABPUR	20
54	115879	M.M. GOBINDAPUR HIGH SCHOOOL	JESSORE	KESHABPUR	20
55	115871	MAGURKHALI JUNIOR SECONDARY GIRLS SCHOOL	JESSORE	KESHABPUR	20
56	115851	P.B.H. HIGH SCHOOL	JESSORE	KESHABPUR	20
57	115842	PATHRA PALLI UNNAYAN HIGH SCHOOL	JESSORE	KESHABPUR	20
58	115820	SAGARDARI M.M. INSTITUTION	JESSORE	KESHABPUR	20
59	115858	TITABAZITPUR M.K.B SECONDARY GIRLS SCHOOL	JESSORE	KESHABPUR	20
60	116174	B. H.M.S. JUNIOR GIRLS SCHOOL	JESSORE	MONIRAMPUR	20
61	116180	BAKOSHPOL ADRSA HIGH SCHOOL	JESSORE	MONIRAMPUR	20
62	116156	BALIDAH MODEL JUNIOR GIRLS SCHOOL	JESSORE	MONIRAMPUR	20
63	116186	DANGA M. P. ADARSHA HIGH SCHOOL	JESSORE	MONIRAMPUR	20
64	116143	DIGONGA KUCHLIA HARIDAS KATI ML. HIGH SCHOOL	JESSORE	MONIRAMPUR	20
65	116185	GALDA KHARINCHI SOMMILONI HIGH SCHOOL	JESSORE	MONIRAMPUR	20
66	116161	LAURI HIGH SCHOOL	JESSORE	MONIRAMPUR	20
67	116140	MODHUPUR BAHADURPUR HIGH SCHOOL	JESSORE	MONIRAMPUR	20
68	116223	PADMANATHPUR JUNIOR GIRLS SCHOOL	JESSORE	MONIRAMPUR	20
69	116225	PHOWRA SAVA GIRLS HIGH SCHOOL	JESSORE	MONIRAMPUR	20
70	116208	SHOILY HIGH SCHOOL	JESSORE	MONIRAMPUR	20
71	116326	BAGANCHRA SUBA BIDYALAYA GIRLS HIGH SCHOOL	JESSORE	SARSA	20
72	117489	A.S.K.M.P. JUNIOR HIGH SCHOOL	KUSHTIA	BHERAMARA	20
73	117513	MOHISH KUNDI HIGH SCHOOL	KUSHTIA	DAULATPUR	20
74	117920	MADHABPUR HIGH SCHOOL	MAGURA	MAGURA SADAR	20
75	118313	HORIRAMPUR HIGH SCHOOL	MEHERPUR	MEHERPUR SADAR	20
76	118293	SUBID PUR J.R. HIGH SCHOOL	MEHERPUR	MEHERPUR SADAR	20

SI	EIIN	ISNTITUTE NAME	DISTRICT	UPAZILA	S. Ind. Grade
77	118354	BAWISHONA KAMSHIA H/S	NARAIL	KALIA	20
78	118346	KHAHAR PARO KHALI BL. HIGH S.	NARAIL	KALIA	20
79	118362	NEW MODEL ACADEMY	NARAIL	KALIA	20
80	118415	LOHAGARA GIRLS HIGH SCHOOL	NARAIL	LOHAGORA	20
81	118397	LOHAGARA LAKSHMIPASHA PILOT GIRLS H/S	NARAIL	LOHAGORA	20
82	118500	HIZAL DANGA HIGH SCHOOL	NARAIL	NARAIL SADAR	20
83	118491	TRIMOHANI H. SCHOOL	NARAIL	NARAIL SADAR	20
84	118465	TULARAMPUR HIGH SCHOOL	NARAIL	NARAIL SADAR	20
85	118562	ASSASUNI GIRLS HIGH SCHOOL	SATKHIRA	ASSASUNI	20
86	118547	BADARATAL J.C HIGH SCHOOL	SATKHIRA	ASSASUNI	20
87	118544	BAINTALA R.C. SECONDARY SCHOOL	SATKHIRA	ASSASUNI	20
88	118612	DARGAHPUR S.K.R.H HIGH SECONDARY SCHOOL	SATKHIRA	ASSASUNI	20
89	118560	GADAIPURJEHER ALI HIGH SCHOOL	SATKHIRA	ASSASUNI	20
90	118575	KADAKATI IDEAL JUNIOR GIRLS SCHOOL	SATKHIRA	ASSASUNI	20
91	118614	DEBHATA B.B.M.P. INSTITUTION	SATKHIRA	DEBHATA	20
92	118616	TOWN SREEPUR S.C HIGH SCHOOL	SATKHIRA	DEBHATA	20
93	118673	DAM DAM HIGH SCHOOL	SATKHIRA	KALAROA	20
94	118658	HATATH GONJ HIGH SCHOOL	SATKHIRA	KALAROA	20
95	118678	KALAROA MODEL SECONDARY SCHOOL	SATKHIRA	KALAROA	20
96	118943	ATULIA A. QUADER HIGH SCHOOL	SATKHIRA	SHYAMNAGAR	20
97	118937	DHUMGHAT ADARSHA HIGH SCHOOL	SATKHIRA	SHYAMNAGAR	20
98	130962	DHUMGHAT JUNIOR GIRLS SCHOOL	SATKHIRA	SHYAMNAGAR	20
99	118952	PARAKATLA HIGH SCHOOL	SATKHIRA	SHYAMNAGAR	20
100	119049	FALAYA CHANDKATI AGRANI SECONDARY SCHOOL	SATKHIRA	TALA	20
101	119053	UDDYAN SECONDARY SCHOOL	SATKHIRA	TALA	20

Zone: Myensingh (29)

SI	EIIN	ISNTITUTE NAME	DISTRICT	UPAZILA	S. Ind. Grade
1	109739	CHAR BHABSUR SHAHABUDDIN HIGH SCHOOL	JAMALPUR	DEWANGANJ	20
2	109791	BELGACHA HIGH SCHOOL AND B.M COLLEGE	JAMALPUR	ISLAMPUR	20
3	110263	BHAIRAB M.P. PILOT GIRLS HIGH SCHOOL	KISHOREGANJ	BHAIRAB	20
4	110308	CHAR HAZIPUR HIGH SCHOOL	KISHOREGANJ	HOSSAINPUR	20
5	110306	CHARKATI HARI M. ALI JN. SCHOOL	KISHOREGANJ	HOSSAINPUR	20
6	110303	HAJI JALAL UDDIN HIGH SCHOOL	KISHOREGANJ	HOSSAINPUR	20
7	110301	LULIKANDI HIGH SCHOOL	KISHOREGANJ	HOSSAINPUR	20
8	111310	BHATGON DR. M, AMUNULLQ JUNIOR SCHOOL	MYMENSINGH	BHALUKA	20
9	111371	BALIGAON MOMEL JUNIOR HIGH SCHOOL	MYMENSINGH	DHOBAURA	20
10	111372	KHAMAR BASHA JUNIOR HIGH SCHOOL	MYMENSINGH	DHOBAURA	20
11	111363	SOHAGIPARA HIGH SCHOOL	MYMENSINGH	DHOBAURA	20
12	111454	ANDHARIA PARA BAZAR JUNIOR SCHOOL	MYMENSINGH	FULBARIA	20
13	111538	DIGHIR PAR JUNIOR GIRLS HIGH SCHOOL	MYMENSINGH	GAFARGAON	20
14	111744	B.K.K. HIGH SCHOOL	MYMENSINGH	HALUAGHAT	20
15	111748	BILDORA MASTER IDRISH ALI TALUKDER JUNIOR SCHOOL	MYMENSINGH	HALUAGHAT	20
16	112034	DEI; SANGRA BHUIYAN BARI ACADEMY	MYMENSINGH	NANDAIL	20
17	112002	DEWANGONY ISLAMIA HIGH SCHOOL	MYMENSINGH	NANDAIL	20

SI	EIIN	ISNTITUTE NAME	DISTRICT	UPAZILA	S. Ind. Grade
18	130667	MUKTHI JUDDHA BALIKA BIDDHA NIKETON	MYMENSINGH	NANDAIL	20
19	112028	SHAH NURUNNABI BIDDAPET TARAPASHA JR. SCHOOL	MYMENSINGH	NANDAIL	20
20	112224	SONAR BANGLA HIGH SCHOOL	MYMENSINGH	TRISHAL	20
21	130665	SAMSUDDIN CHOWDHARY MEMORIAL JONIOR HIGH SCHOOL	NETRAKONA	ATPARA	20
22	112950	RANIKHONG HIGH SCHOOL	NETRAKONA	DURGAPUR	20
23	113021	SMORONIKA HIGH SCHOOL	NETRAKONA	KALMAKANDA	20
24	113043	GOPALPUR HIGH SCHOOL	NETRAKONA	KENDUA	20
25	112981	JOGANNATHPUR M/U/S/HIGH SCHOOL	NETRAKONA	KHALIAJURY	20
26	112979	SATGOAN M/B/P HIGH SCHOOL	NETRAKONA	KHALIAJURY	20
27	130687	BAGJAN KUTUREEKONA MODEL HIGH SCHOOL	NETRAKONA	MADAN	20
28	113691	BONGRAM HIGH SCHOOL	SHERPUR	JHENAIGATI	20
29	113781	NAYABIL HIGH SCHOOL	SHERPUR	NALITABARI	20

Zone: Rajshahi (21)

SI.	EIIN	ISNTITUTE NAME	DISTRICT	UPAZILA	S. Ind. Grade
1	124454	KHIKTA ADARSHO JUNIOR HIGH SCHOOL	CHAPAINAWABGANJ	NACHOLE	20
2	121959	POULUNJA JUNIOR HIGH SCHOOL	JOYPURHAT	KHETLAL	20
3	123169	PURBO TAHER JUNIOR GIRLS SCHOOL	NAOGAON	DHAMOIRHAT	20
4	123519	BHABANIPUR GIRLS HIGH SCHOOL	NAOGAON	NIAMATPUR	20
5	123726	KUJAEEL GIRLS HIGH SCHOOL	NAOGAON	RANI NAGAR	20
6	123916	NISHCHINTAPUR B.L HIGH SCHOOL	NATORE	BARAI GRAM	20
7	124269	BADOPARA HIGH SCHOOL	NATORE	SINGRA	20
8	131121	DOBAKHOLA CORONATION HIGH SCHOOL SANAYASH BADHA	PABNA	BERA	20
9	126321	KOALIPARA HIGH SCHOOL	RAJSHAHI	BAGMARA	20
10	126631	PARILA JUNIOR SCHOOL	RAJSHAHI	DURGAPUR	20
11	126724	MOHAMMADPUR NALTRI JR SCHOOL	RAJSHAHI	GODAGARI	20
12	126818	HATRA JUNIOR SCHOOL	RAJSHAHI	MOHONPUR	20
13	126872	APINEPALPARA JUNIOR HIGH SCHOOL	RAJSHAHI	PABA	20
14	126883	KHIRSHIN MODEL HIGH SCHOOL	RAJSHAHI	PABA	20
15	128045	DATTAKANDI K M M L HIGH SCHOOL	SIRAJGANJ	CHOWHALI	20
16	128047	KODALIA GIRLS SCHOOL	SIRAJGANJ	CHOWHALI	20
17	128035	POYLA HIGH SCHOOL	SIRAJGANJ	CHOWHALI	20
18	128153	REHISHURIBER JUNIOR GIRLS SCHOOL	SIRAJGANJ	KAZIPUR	20
19	128227	BEGNAI TEGHURI HIGH SCHOOL	SIRAJGANJ	RAIGONJ	20
20	128416	TATULIA CHUNIA HATY JUNIOR HIGH SCHOOL	SIRAJGANJ	SIRAJGANJ	20
21	128575	RAUTAN JUNIOR GIRLS HIGH SCHOOL	SIRAJGANJ	ULLAPARA	20

Zone: Rangpur (10)

SI	EIIN	ISNTITUTE NAME	DISTRICT	UPAZILA	S. Ind. Grade
1	120584	DAKKHIN MOHES PUR ARDRASHA JUNIOR HIGH SCHOOL	DINAJPUR	KAHAROL	20
2	121253	BALUA JUNIOR GIRLS SCHOOL	GAIBANDHA	GOBINDAGANJ	20
3	122472	DANGRARHAT HIGH SCHOOL	KURIGRAM	RAJARHAT	20
4	122599	GORAI PANCH PIR H/S	KURIGRAM	ULIPUR	20
5	122716	HAZRAT FATEMA� POURO GIRLS SCHOOL & COLLLEGE	KURIGRAM	ULIPUR	20
6	122948	ANANDA BAZER JUNIOR HIGH SCHOOL	LALMONIRHAT	LALMONIRHAT SADAR	20
7	124828	OAYA BARI SCHOOL & COLLEGE	NILPHAMARI	DIMLA	20
8	125222	MADHUPUR NAYAHAT JUNIOR SECONDARY SCHOOL	NILPHAMARI	SAIDPUR	20

9	125921	GAIGHATA JUNIOR SCHOOL	PANCHAGARH	BODA	20
10	127714	SUBID GIRLS HIGH SCHOOL	RANGPUR	PIRGACHA	20

Zone: Sylhet (9)

Sl	EIIN	ISNTITUTE NAME	DISTRICT	UPAZILA	S. Ind. Grade
1	135264	MANDARY SESDP MODEL HIGH SCHOOL	HABIGONJ	BANIYACHONJ	20
2	129394	KALIKAPUR JUNIOR HIGH SCHOOL	HABIGONJ	CHUNARUGHAT	20
3	134175	BOBARTHOL IDEAL HIGH SCHOOL	MOULVIBAZAR	BARLEKHA	20
4	131158	POURA GIRLS HIGH SCHOOL	MOULVIBAZAR	KULAURA	20
5	129653	RAJNAGAR HIGH SCHOOL	MOULVIBAZAR	KULAURA	20
6	129999	HAFIZ ALI HIGH SCHOOL	SUNAMGANJ	SULLA	20
7	130070	BARDAL JUNIOR HIGH SCHOOL	SUNAMGANJ	TAHIRPUR	20
8	130320	DASHGAON NOA GAON HIGH SCHOOL	SYLHET	GOWAINGHAT	20
9	130419	MIRJAJANGAL JR. GIRLS HIGH SCHOOL	SYLHET	SYLHET SADAR	20

ANNEX 3

List of the school which score E in sub indicator 1.8 that is "Condition of Toilets" of the country.

Sl	EIIN	INSTITUTE NAME	DISTRICT	UPAZILA	Selected Ind.
1	115086	BATHKASHE HIGH SCHOOL	BAGERHAT	MORRELGONJ	20
2	114866	NABAPALLY IDEAL JUNIOR HIGH SCHOOL	BAGERHAT	CHITALMARY	20
3	130817	CHAR LULIN BAZAR JUNIOR HIGH SCHOOL	BHOLA	CHARFESSION	20
4	101357	FARIDABAD JUNIOR HIGH SCHOOL	BHOLA	CHARFESSION	20
5	104699	PUNCHLAISH CITY CORPORATION GIRLS HIGH SCHOOL	CHITTAGONG	PUNCHLAISH	20
6	108101	SHAHEED PRESIDENT ZIAUR RAHMAN ADRSHA SCHOOL (HIZLA)	DHAKA	KERANIGONJ	20
7	120669	UTTAR BHERBHER SHAPLA JUNOR HIGH SCHOOL	DINAJPUR	KHANSAMA	20
8	121253	BALUA JUNIOR GIRLS SCHOOL	GAIBANDHA	GOBINDAGANJ	20
9	134585	CHORMOHOL GERE JUNIOR SCHOOL	JAMALPUR	ISLAMPUR	20
10	109756	CHAR HATIVANGA MODEL HIGH SCHOOL	JAMALPUR	DEWANGANJ	20
11	116174	B. H.M.S. JUNIOR GIRLS SCHOOL	JESSORE	MONIRAMPUR	20
12	101652	KAFURKATHI KM SECONDARY SCHOOL	JHALAKATHI	JHALAKATHI SADAR	20
13	116499	DHANAN JOYPUR SECONDARY SCHOOL	JHENAIDAH	JHENAIDAH SADAR	20
14	121784	CHAKESHA JUNIOR SECONDARY SCHOOL	JOYPURHAT	AKKELPUR	20
15	110306	CHARKATI HARI M. ALI JN. SCHOOL	KISHOREGANJ	HOSSAINPUR	20
16	122192	SAH BAZAR HIGH SCHOOL	KURIGRAM	FULBARI	20
17	122948	ANANDA BAZER JUNIOR HIGH SCHOOL	LALMONIRHAT	LALMONIRHAT SADAR	20
18	110687	BIDDABAGISH ADARSHA JR. HIGH SCHOOL	MADARIPUR	KALKINI	20
19	117962	MALKI JUNIOR SCHOOL	MAGURA	MAGURA SADAR	20
20	118096	SREE HATTO SECONDARY SCHOOL	MAGURA	SALIKA	20
21	110985	RAKIB AHMED HIGH SCHOOL	MANIKGANJ	MANIKGANJ SADAR	20
22	111556	LAMKAIN HIGH SCHOOL	MYMENSINGH	GAFARGAON	20
23	112073	UTTOR PARA ADRSHO JUNIOR HIGH SCHOOL	MYMENSINGH	PHULPUR	20
24	111310	BHATGON DR. M, AMUNULLQ JUNIOR SCHOOL	MYMENSINGH	BHALUKA	20
25	124938	BHABANCHUR JUNIOR GIRLS H/S	NILPHAMARI	JALDHAKA	20
26	125903	NUTAN HAT ADHRSHA GIRL;S HIGH SCHOOL	PANCHAGARH	BODA	20
27	125925	PATHRAJ JUNIOR GIRLS SCHOOL	PANCHAGARH	BODA	20
28	102187	SRIJANE BIDYANIKETAN	PATUAKHALI	DUMKI	20
29	102143	BAHARAMPUR MODEL ACADEMY	PATUAKHALI	DASHMINA	20

SI	EIIN	INSTITUTE NAME	DISTRICT	UPAZILA	Selected Ind.
30	102142	KHALISHA KHALI B.R.K JR. GIRLS HIGH SCHOOL	PATUAKHALI	DASHMINA	20
31	103053	BALDIA MALUHER GIRLS HIGH SCHOOL	PIROJPUR	NESARABAD	20
32	107704	UTTAR MOBACHORI JUNIOR HIGH SCHOOL	RANGAMATI	KAWKHALI	20
33	107801	BORADOM SURABALA SMARITY BIDDYPITH	RANGAMATI	RANGAMATI SADAR	20
34	127264	DHAMUR PURBAPARA M. L. HIGH SCHOOL	RANGPUR	GANGACHARA	20
35	200300	DHANSHAIL HIGH SCHOOL	SHERPUR	JHENAIGATI	20
36	128032	SADIA DEVOANTALA SHANKARHATY HIGH SCHOOL	SIRAJGANJ	CHOWHALI	20
37	114200	PAKUTIA HIGH SCHOOL & COLLEGE	TANGAIL	GHATAIL	20

Government of the People's Republic of Bangladesh
Ministry of Education
Directorate of Secondary and Higher Education
Secondary Education Sector Development Project
Bangladesh, Dhaka

INSTITUTIONAL SELF-ASSESSMENT SUMMARY (ISAS) FORM

Name of the Institution: --

EIIN : ---

Upazila/Thana : --District : ---

Name of the Head of the Institution: ------------------------------------- Office Phone no: ------------------Mobile no: ---------

-------------------------------------E-mail (if available): ----------------------------------

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INSTRUCTIONS

1. The Head of the Institution should fill in the ISAS form with the assistance of Upazilla Secondary Education Officer/Research Officer/ Asstt. Inspector/ Upazilla Academic Supervisor/ Asstt. Uapzilla Education Officer and discussion with the SMC/GB/Committee (govt. school), guardians and teachers while filling the form.
2. Before filling the ISAS form, the Head of the Institution should read thoroughly the documents prepared and circulated under SESDP, DSHE on PBM titled 'Performance Based Management Implementation Policy and Procedure' and 'PBM Implementation Manual' and gathers exact knowledge on describing the condition of the institution as per 7 Indicators and 45 sub-indicators .
3. From the five options of each of the PBM sub-indicators, one is to be selected that describes most accurately the condition of the institution and should be set in number in the right side box.
4. The filled in ISAS form should be assessed and cross-checked by USEO/concerned officer (marking in red ink) and DEOs/ concerned officer (marking in green ink) with signatures.
5. The DEOs should send on line the finalized ISAS data to EMIS, DSHE as per scheduled date.
6. The zonal offices should prepare PBM implementation report of the respective zone in every year and send it to PMQAU of DSHE within stipulated time.
7. Based on ISAS data, the PMQAU, DSHE should prepare the annual PBM implementation report as per scheduled time and submit it to the proper authority for further action.

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1. **Teaching - Learning Environment**

1.1   Minimum classroom space available for each student per shift (Ins. : *Performance Based Management Implementation Policy and Procedure'-page-4, serial no 1.1)* **:** □

1.	Less than 0.1 square meter
2.	Between 0.1 and 0.24 square meter
3.	Between 0.25 and 0.34 square meter
4.	Between 0.35 and 0.49 square meter
5.	Equal to or more than 0.5 square meter.

1.2   Average number of student (section wise) per classroom (Ins. : *Performance Based Management Implementation Policy and Procedure'-page-4, serial no 1.2)* **:** □

1.	80 or more or less than 20
2.	Between 71 and 79
3.	Between 61 and 70
4.	Between 41 and 60
5.	Between 21 and 40.

1.3   Safe drinking water facilities (Ins. : *Performance Based Management Implementation Policy and Procedure'-page-4, serial no 1.3)* **:** □

1.	Not available at the institution

2. Available but not adequate as per demand

3. Quite available but quality has not been tested for safety reason

4. Have availability of safe drinking water but supply is not adequate as per demand

5. Safe drinking water is quite available for students, teachers and staff.

1.4 Availability of furniture for students' use *(Ins. : Performance Based Management Implementation Policy and Procedure'-page-4, serial no 1 4)* **:**

1. Not available in some classrooms requiring students to stand or sit on the floor

2. Insufficient in number requiring students to share crowded work space and seating

3. Available but many are in very bad condition for proper use

4. Available but moderately comfortable for sitting or working

5. Adequate number for each student to sit and work properly.

1.5 Condition of library facilities *(Ins. : Performance Based Management Implementation Policy and Procedure'-page-4, serial no 1.5)* :

1. There is no room designated as a library with books and storage facility

2. Some books are in a cabinet kept in head of institution's office room

3. Some books are in cabinets but these are not for students' use

4. Books are available but only teachers have access for the use

5. Administered by a librarian/ teacher , have separate well furnished library with adequate number of books (minimum two thousand) which are accessible to all the students, teachers or staff.

1.6 Head of the Institution's Office room with secured storage facilities for keeping institutional records *(Ins. : Performance Based Management Implementation Policy and Procedure'-page-4,*

1. Not well furnished and lack of storage facilities for keeping official documents

2. Moderately furnished but lack of storage facilities for keeping official documents

3. Reasonably furnished and official documents are kept in a moderately secured place

4. Fairly furnished and official documents are kept in a reasonably secured place

5. Well furnished and official documents are kept in a reasonably secured place.

1.7 Condition of Teachers' common room *(Ins. : Performance Based Management Implementation Policy and Procedure'-page-4, serial no 1.7)* **:**

1. There is no common room for the teachers

2. No room is assigned as common room for teachers and so the teachers sit in head of the institution's room

3. Have separate common room for teachers but sitting arrangements is insufficient

4. Have separate common room but is not well furnished

5. Have separate common room for teachers with adequate facilities.

1.8 Condition of Toilets *(Ins. : Performance Based Management Implementation Policy and Procedure'-page-4, serial no 1.8)* **:**

1. Not available in the institution

2. Have toilets but are not fairly suitable for use

3. Have toilets but water supply facilities is inadequate

4. Have toilets but insufficient in number for using students, teachers and staff

5. Have adequate number of toilets (at least 3) for using students (separate for boys and girls), teachers and staff.

2. Leadership of Head of the Institution

2.1 Head of the institution's role in developing strategic five years /annual plan for institutional development *(Ins. : Performance Based Management Implementation Policy and Procedure'-page-5, serial no 2.1)* **:**

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	1. No development plan has been prepared in the last 12 months
	2. Head of the institution has prepared a development plan but has not shown it to the SMC, teachers or guardians
	3. Head of the institution has prepared an unrealistic plan which is difficult to implement
	4. Head of the institution has prepared a development plan in consultation with the teachers and has taken some active steps to implement it
	5. Head of the institution has prepared a development plan in consultation with the SMC, teachers and guardians and taken active measures for its implementation.

2.2 Head of the Institution's role is discussing with each of the subject teachers regularly regarding teaching-learning *(Ins. : Performance Based Management Implementation Policy and Procedure'-page-5, serial no 2.2)* **:** ☐

1. No such discussion has been made with subject teachers in past 12 months
2. Discussion is held only when there raise any problem and head of the institution talks with that particular subject teacher
3. Head of the institution arranges such a type of discussion meeting at the beginning of each academic year
4. In every term a discussion meeting is held with the participation of subject teachers which contributes largely in improving teachers' professionalism
5. Head of the institutions frequently discusses with the subject teachers regarding teaching-learning and this contributes greatly in bringing desired change in teachers' professionalism.

2.3 Head of Institution's role in organizing full staff meetings *(Ins. : Performance Based Management Implementation Policy and Procedure'-page-5, serial no 2.3)* **:** ☐

1. No staff meeting has been held in past 12 months
2. One meeting has been held
3. Two meetings have been held but no effective measures has been undertaken to execute the decisions
4. When the head of the institution considers there is an important issue to discuss , the staff meeting is conducted
5. Three meetings (one in each term) have been held throughout the year and some important decisions in line with the implementation of strategic five years/annual plan have undertaken. The minutes of the meeting are kept properly for further action.

2.4 Head of Institution's role in organizing formal meetings for the subject teachers *(Ins. : Performance Based Management Implementation Policy and Procedure'-page-5, serial no 2.4)* **:** ☐

1. No meeting has been held in past 12 months
2. Only one meeting has been held
3. Two meetings have been held but no effective decision has been undertaken
4. Two meetings have been held with some important decisions
5. Three meetings (one in each term) have been held throughout the year and some important decisions regarding improvement of teaching-learning and student performance have been made. The minutes of the meeting are kept properly for further action.

2.5 Head of Institution's role in facilitating in-service training for the teachers *(Ins. : Performance Based Management Implementation Policy and Procedure'-page-5, serial no 2.5)* **:** ☐

1. No steps has been undertaken in facilitating in-service training for the teachers in past 12 months
2. No teacher has been selected for formal training but the teachers have participated the discussion meeting on teaching-learning
3. 10%-30% teachers have been selected for in-service training
4. 31%-50% teachers have been selected for in-service training
5. In-service training has been provided to all the teachers of the institution.

2.6 Head of the Institution's role in completion of Annual Confidential Report (ACR) as per the circular made by DSHE *(Ins. : Performance Based Management Implementation Policy and Procedure'-page-5, serial no 2.6)* **:**

1. Head of the institution does not prepare ACR
2. Prepared by the head of the institution but evaluated teachers are not informed
3. Prepared by the head of the institution and teachers are informed
4. Prepared by the head of the institution and h/she has made some formal discussion with the teachers on evaluation
5. Prepared by the head of the institution and h/she has made regular constructive discussion with the teachers who are evaluated.

2.7 Head of Institution's role towards professional development(*Ins. : Performance Based Management Implementation Policy and Procedure'-page-5, serial no 2.7)* **:**

1. Considers as wastage of time and money
2. An opportunity that hampers institutional activities
3. An opportunity only for the person who gets benefits but not for the institution
4. A required activity ordered by the MOE or DSHE
5. Considers as an important step to remain with the current changes in education and technology.

2.8 Head of Institution's awareness about the overall environment of the institution *(Ins. : Performance Based Management Implementation Policy and Procedure'-page-6, serial no 2.8)* **:**

1. Head of the Institution does not observe the overall environment of the institution
2. Rarely observes the situation and takes no corrective measures to overcome the unexpected situation.
3. Observes as and when required but rarely takes active measures to overcome the untoward situations
4. Generally observes the overall environment of the institution and communicates with the teachers to face problematic situations
5. Always observes the overall environment of the institution and communicates with teachers- student and SMC for taking measures against untoward situations.

2.9   Head of the Institution's   role in collecting and supplying teaching-learning materials *(Ins. : Performance Based Management Implementation Policy and Procedure'-page-6, serial no 2.9)* **:**

1. Teaching-learning materials are not collected and supplied
2.   Materials are not supplied as per requirement
3. Materials are available as per requirements but the teachers do not use them
4. Materials are collected and occasionally used
5. Materials are collected and used as per requirement.

2.10 Role of the Head of the Institution regarding stop gap arrangement in absence of any teacher *(Ins. : Performance Based Management Implementation Policy and Procedure'-page-6, serial no 2.10)* **:**

1. Head of Institution does not take any measure to face the situation
2. Tries to resolve the situation without the assistance of any teacher
3. Orders someone else to resolve the situation
4. Tries to resolve the situation with the assistance of other teachers
5. Engage a substitute teacher to arrange the class, oversee the student performance and keeps records.

2.11 Head of the Institution ensures classes are to be held as per teaching-learning days *(excluding examination and other national celebration days) (Ins. : Performance Based Management Implementation Policy and Procedure'-page-6, serial no 2.11)* **:**

1. Less than 150 days

	2. From 150 to 159 days
	3. From 160 to 169 days
	4. From 170 to 179 days
	5. 180 days or more.

2.12 Head of the Institution ensures classes are to be taken by each of the teachers as per approved teaching periods per week (Ins. : *Performance Based Management Implementation Policy and Procedure'-page-6, serial no 2.12)* **:** ☐

1. Less than 16 teaching periods
2. From 16 to 18 teaching periods
3. From 19 to 22 teaching periods
4. From 23 to 26 teaching periods
5. From 27 to 29 teaching periods.

3. **Effectiveness of School Management Committee (SMC) /GB/Committee**

3.1 Involvement of SMC/GB/Committee in developing Institutional annual development plan with implementation policies (Ins. : *Performance Based Management Implementation Policy and Procedure'-page-6, serial no3.1)* **:** ☐

1. No steps has been undertaken in this regard in past 12 months
2. 1 or 2 meetings were held and the head of the institution was assigned to prepare the annual development plan
3. 3 meetings were held with the participation of only 50% of SMC/GB/Committee members
4. 4 or 5 meetings were held with the participation of 70% of SMC/GB/Committee members
5. 6 meetings were held with the participation of 80 % of SMC/GB/Committee members. The minutes of the meeting are kept rightly for further action.

3.2 SMC/GB/Committee's meeting on budget and resource allocations(Ins. : *Performance Based Management Implementation Policy and Procedure'-page-6, serial no 3.2)* **:** ☐

1. No meeting was held in past 12 months
2. One meeting was held with the participation of less than 50% of SMC/GB/Committee members
3. One meetings was held but the outcome of the meeting was confidential and only the head of the institution and selected members knew about it
4. 2 meetings were held and all the members were communicated with the decisions of the meeting
5. With the participations of all the members, 3 meetings were held (one in each term). All the members as well as the teachers were communicated with the decisions of the meeting. The minutes of the meeting are kept rightly for further action.

3.3 SMC/GB/Committee's meetings on enrollment , attendance and performance of the students (Ins. : *Performance Based Management Implementation Policy and Procedure'-page-6, serial no 3.3)* **:** ☐

1. No meeting was held in past 12 months
2. Only one meeting was held where only 50% of the members were present
3. Only one meeting was held where discussion was made only on students' enrollment
4. Only one meeting was held where discussion was made on students' enrollment and performance
5. With the presence of at least 80% of members, one meeting was held in every term (3 in a year) where discussions were made on students' enrollment, attendance and performance. The minutes of the meeting are reserved properly for further action.

4. **Teachers' Professionalism**

4.1 Punctuality and attendance of teachers *(presence at least 90% of working days)* (Ins. : *Performance Based Management Implementation Policy and Procedure'-page-7, serial no 4.1)* **:** ☐

	1.	More than 50% of teachers are regular and punctual
	2.	More than 70% of teachers are regular and punctual
	3.	More than 80% of teachers are regular and punctual
	4.	More than 90% of teachers are regular and punctual
	5.	All the teachers are regular and punctual.

4.2 Percentage of teachers who prepare written lesson plan (*Ins.* : *Performance Based Management Implementation Policy and Procedure'-page-7, serial no 4.2)* **:**

1. Less than 25 % of teachers
2. From 25% to 49% of teachers
3. From 50% to 74 % of teachers
4. From 75% to 89 % of teachers
5. 90 % or more than that.

4.3 Collection and use of Local teaching aids by the teachers (*Ins.* : *Performance Based Management Implementation Policy and Procedure'-page-7, serial no 4.3)* **:**

1. Are not collected and used
2. Collected but not used
3. Teachers rarely feel the necessity but occasionally used the teaching aids stored in the school
4. Low cost teaching materials are collected and usually used in the classroom
5. Low cost teaching materials are collected and regularly used in the classroom.

4.4   Identification and additional support to the low performing students (*Ins.* : *Performance Based Management Implementation Policy and Procedure'-page-7, serial no 4.4)*

1. Low performing students are not identified
2. Low performing students are identified but no corrective measures are taken
3. Action plan for corrective measures is undertaken but the scope of implementation is quite inadequate
4. Teachers are aware of the low performing students and take some additional measures for their improvement
5. Teachers are aware of the low performing students and provide additional assistance for their improvement as per the action plan prepared.

4.5 Percentage of teachers who attended and participated regular staff meetings (*Ins.* : *Performance Based Management Implementation Policy and Procedure'-page-7, serial no 4.5)* **:**

1. Less than 50% of   teachers
2. From 50% to 59%
3. From 60% to 69%
4. From 70% to 79%
5. All the teachers remain present in the meeting and participate in discussion and decision making. The minutes of the meeting are kept properly for further action.

4.6 Percentage of teachers who attended and participated subject based meetings (*Ins.* : *Performance Based Management Implementation Policy and Procedure'-page-7, serial no 4.6)* **:**

1. Less than 50% of teachers
2. From 50% to 59%
3. From 60% to 69%
4. From 70% to 79%
5. All the teachers remain present in the meeting and participate in discussion and decision making. The minutes of the meeting are kept properly for further action.

4.7 Participation of teachers in In-service teachers' training (*minimum 4 days in a year)* **for professional development (***Ins.* : *Performance Based Management Implementation Policy and Procedure'-page-7, serial no 4.7)* **:**

	1. Not organized or provided for the teachers in last 12 months
	2. Head of the institution does not make necessary arrangements for providing training to the teachers
	3. From 25% to 49% of teachers get the scope of training in the past year
	4. From 50% to 80% of teachers get the scope of training in the past year
	5. All the teachers participated in the training program in the past year.

4.8 Percentage of teachers who keep students' records (on attendance, SBA results and others) (*Ins Performance Based Management Implementation Policy and Procedure'-page-7, serial no 4.8)* **:**

1. From 10% to 20%
2. From 21% to 40%
3. From 41% to 60%
4. From 61% to 80%
5. From 81% to 100% .

5.	**Students Performance**

5.1 Percentage of students who attended a minimum 80% of the scheduled class days in the year (*Ins. : Performance Based Management Implementation Policy and Procedure'-page-8, serial no 5.1)***:**

1. 40%-50%
2. 51%-60%
3. 61%-70%
4. 71%-90%
5. 91%-100%.

5.2 Percentage of students who remained absent during the previous year (*Ins. : Performance Based Management Implementation Policy and Procedure'-page-8, serial no 5.2)***:**

1. 20% more than the previous year
2. 10% more than the previous year
3. Same number as the previous year
4. 10% fewer students compared to previous year
5. 20% fewer students compared to previous year.

5.3 Percentage of students who repeated in the same class (*Ins. : Performance Based Management Implementation Policy and Procedure'-page-8, serial no 5.3)* **:**

1. 20% more than the previous year
2. 10% more than the previous year
3. Same number as the previous year
4. 10% fewer students compared to previous year
5. 20% fewer students compared to previous year.

5.4 Percentage of students who completed the assignments & projects and made continuous progress throughout the year (*Ins. : Performance Based Management Implementation Policy and Procedure'-page-8, serial no 5.4)***:**

1. 40% or less
2. 41%-59%
3. 60%-69%
4. 70%-84%
5. 85% or more.

5.5 Percentage of students who enrolled in grade VIII/X/XII and sat for the JSC/SSC /HSC examinations (highest grade preferred) (*Ins. : Performance Based Management Implementation Policy and Procedure'-page-8, serial no 5.5)*

1. 40% or less
2. 40%-59%
3. 60%-79%
4. 80%-89%.

5.   90% or more.

5.6 Pass rate of JSC/ SSC/HSC examinations (highest grade preferred) is similar to or better than the SBA scores (*Ins.** : Performance Based Management Implementation Policy and Procedure'- page-8, serial no 5.6)***:

1.   40% or less
2.   40%-59%
3.   60%-79%
4.   80%-89%
5.   90% or more.

5.7 Pass rate of JSC/ SSC/HSC examinations (highest grade preferred) is similar to or better than the national average   (*Ins.** : As per the public examination results of the institution   )***:

1.   30% less than national average
2.   10%-29% less than national average
3.   Similar to national average
4.   1%-9% more than national average
5.   10% higher or more than national average.

5.8 Percentage of students that achieved highest score (A+) in JSC/ SSC/HSC examination (highest grade is preferred) (*Ins.** : As per the public examination results of the institution   )***:

1.   10% or less
2.   11% - 30%
3.   31%- 59%
4.   60% -79%
5.   80% or more.

6.   Co-curricular Activities

6.1 Planning of co-curricular activities (*Ins. : Performance Based Management Implementation Policy and Procedure'-page-9, serial no 6.1)***:

1.   No step was taken was taken in last 12 months

2.   At the   request of the students sometimes plans are undertaken to implement few programs
3.   Some teachers of the institutions are interested in preparing plans for implementing their preferred activities
4.   A plan is prepared in each year with little modification
5.   Every year a new plan is prepared by the head of the institution with help of teachers, students, guardians and MC.

6.2 Implementation of co-curricular activities(*Ins.   :   Performance   Based   Management Implementation Policy and Procedure'-page-9, serial no 6.2)***:

1.   No activities was implemented in the last 12 months
2.   1 or 2 activities have been implemented at the request of the students
3.   At the initiatives of 1 or 2 teachers some activities are conducted under various clubs or organizations
4.   With the assistance of some interested teachers various programs have been conducted
5.   The committee formed with the involvement of teachers, IMC members, guardians and student has undertaken various initiatives in implementing a variety of programs.

6.3 Participation rates of students in co-curricular activities(*Ins.* : *Performance Based Management Implementation Policy and Procedure'-page-9, serial no 6.3)* :**

1.   More than 30%
2.   31%-50%

		3. 51%-70%
		4. 71%-79%
		5. 80% or more.

7.	**Teacher & Community /Guardians Relationships**	

7.1 Communications between Institution and guardians(*Ins. : Performance Based Management Implementation Policy and Procedure'-page-9, serial no 7. 1)***:** ☐

1. No communication was made in the last 12 months
2. Has made by giving notice to the notice board of the institution
3. Communication is made only when a guardian comes to the institution for any purpose
4. The head of the institution or teachers sometimes invites the guardians formally or in writing
5. Occurs approximately 3 times in a year for seeking opinion of the guardians on various aspects.

7.2 Invitation of guardians to attend meetings on student progress(*Ins. : Performance Based Management Implementation Policy and Procedure'-page-9, serial no 7.2)***:** ☐

1. No meeting was arranged in the last 12 months
2. Guardians are invited only when any problem occurs to any particular student
3. No invitation is issued but teachers met with the guardians of weaker students
4. Formal Invitation for attending a meeting regarding student progress is issued once in a year
5. At the end of each term (at least 3 times in a year) invitations letters are issued to guardians for attending meeting on student progress.

7.3 Communications between Institution and community groups (*Ins. : Performance Based Management Implementation Policy and Procedure'-page-9, serial no 7.3)***:** ☐

1. No communication has been made in the last 12 months
2. For managing the institutional effectively , it is not considered necessary
3. Occurs occasionally when a representative of a community group contacts with the head of the institution
4. Occurs at least once a year when community representatives are invited to join any program being conducted by the institution
5. Occurs regularly through meetings or visits arranged or made between the head of the institution and or teachers and community groups.

Name of the Head of the Institution and Signature (With Seal)   Date:

USEO/ Cluster Officer/ Responsible Officer: Name & Signature (With Seal)

Checked & Examined: Date:

District Education Officer: Name & Signature

Checked & Examined: Date:

Determining the PBM Institutional Rating Score using Institutional Self-Assessment Summary (ISAS)

The ISAS is an instrument that has been developed to measure the 7 main indicators and 45 sub-indicators of institutional performance. The primary users of the ISAS will be:

- Head Teachers of government general secondary schools (Grades 6 to 12)
- Head Teachers of non-government general secondary school (Grades 6 to 12)
- Superintendents of government madrasahs (dakhil and alim)
- Superintendents of non-government madrasahs (dakhil and alim)

The secondary users of ISAS will be:

- Zonal Secondary Education Office personnel
- District Secondary Education Office personnel
- Upazila Secondary Education Office personnel
- Upazila Secondary Education Officers
- Upazila Academic Supervisors
- Research Officers
- Assistant Inspectors etc.

Basis of Determining the Weighted Score

Analysis of the 7 indicators and 45 sub-indicators resulted in a hypothesis that some sub-indicators have a greater impact or weight on overall institutional performance than others. To determine if the hypothesis was valid the participants of a PBM materials revision workshop held in February 2009 were asked to complete a survey. The participants considered each sub-indicator and on a 5 point Likert scale select the statement (numbered from 1 to 5) which best describes the actual conditions in the institution for compared to each sub-indicator. The survey was completed by 53 respondents, the results were tabulated and entered into an excel spread sheet for statistical processing.

The survey results shown in Tables 2 and 3 (Annex 2) were calculated based on the answers provided by the respondents and presented as a percentage score for each indicator and sub-indicator. The summary results (Table 2) revealed that student performance and teacher professionalism and leadership of the head teacher or superintendent were the three most important indicators of institutional performance.

Determining the Weighting factor

Using the respondent results the importance of each indicator and sub-indicator was weighted to highlight importance in the determining the overall score for each institution. The weighting factor assigned to each sub-indicator was selected based on the percentage score from as shown on in the survey results. The weighting factor is shown below in **Table** .

From	To	Weighting Factor

20.0 %	49.9 %	1.0
50.0 %	59.9 %	1.2
60.0 %	69.9 %	1.4
70.0 %	79.9 %	1.6
80.0%	89.9 %	1.8
90.0%	100.0%	2.0

Table 1: Guide for Determining the Weighting Factor.

Survey Results

Ref.	Indicators	Survey Result	Ranking (out of 7)
1.0	Teaching and learning environment	84.3 %	**5**
2.0	Leadership of Head Teacher or Superintendent	85.9 %	**3**
3.0	School Management Committee	84.4%	**4**
4.0	Teacher Professionalism	89.4 %	**2**
5.0	Student Performance	92.4 %	**1**
6.0	Co-curricular activities	77.5 %	**7**
7.0	Teacher / Institution / Guardian / Community relations	82.2 %	**6**

Table 2: Survey Results Summary for 7 PBM Indicators

Table 3: Survey results and weighting factors for Sub-Indicators.

Ref.	Indicators and Sub-Indicators	Survey Result as percentage	Weighting Factor	Maximum Possible Score
1.0	**Teaching and learning environment**	**84.3%**		**72**
1.1	Minimum classroom space for enrollment	84.3 %	1.8	9
1.2	Average students per classroom ratio	86.0 %	1.8	9
1.3	Safe drinking water	90.4 %	2.0	10
1.4	Classroom furnishings chairs, benches, desks, tables	86.8 %	1.8	9
1.5	Library or accessible storage facility	79.2 %	1.6	8
1.6	Secure records storage locker for institutional files	85.1 %	1.8	9
1.7	Teacher work area	71.9 %	1.6	8
1.8	Toilets in operating condition for students and staff	90.4%	2.0	10
2.0	**Leadership of Head Teacher or Superintendent**	**85.9 %**		**109**

Ref.	Indicators and Sub-Indicators	Survey Result as percentage	Weighting Factor	Maximum Possible Score
2.1	Monitoring activities, communicate with staff & students and preparation of annual development plan	91.7 %	2.0	10
2.2	*Work related discussions with staff*	*89.4 %*	*1.8*	*9*
2.3	Conduct full staff meetings	84.2 %	1.8	9
2.4	Conduct subject meetings	84.2 %	1.8	9
2.5	Organize in-service training for staff	89.1 %	1.8	9
2.6	Prepare Annual Confidential Report (ACR)	79.6 %	1.6	8
2.7	Continue professional development to improve	83.1 %	1.8	9
2.8	Observe conditions and be visible around the institution	82.3 %	1.8	9
2.9	Provide teaching aids	86.4 %	1.8	9
2.10	Make arrangements for absent teachers etc. (Stop gap)	90.2 %	2.0	10
2.11	Ensure classes are held 180 days a year	88.7 %	1.8	9
2.12	Schedule teachers for 27 to 29 periods per week	82.6 %	1.8	9
3.0	**Institution Management Committee**	**84.4 %**		**27**
3.1	MC involvement in PBM planning and monitoring	82.7 %	1.8	9
3.2	Make provisions for teaching materials and aids	83.1 %	1.8	9
3.3	Conduct meetings regarding student performance	87.2 %	1.8	9
4.0	**Teacher Professionalism**	**89.4%**		**75**
4.1	Punctuality and regular attendance	98.5 %	2.0	10
4.2	Lesson plans prepared	90.9 %	2.0	10
4.3	Local teaching aids are used in class	87.2 %	1.8	9
4.4	Low performing students are identified and assisted	85.4 %	1.8	9
4.5	Attend full staff meetings	85.7 %	1.8	9
4.6	Attend subject-specific meetings	88.8 %	1.8	9
4.7	Participate in in-service training	88.2 %	1.8	9
4.8	Maintain class records and notes	91.0 %	2.0	10
5.0	**Student Performance**	**92.4 %**		**79**
5.1	Student attendance and punctuality throughout the year	89.1 %	1.8	9
5.2	Reduction in the number of drop outs	95.1 %	2	10
5.3	Reduction in the number of students repeating grades	95.3 %	2	10
5.4	Student progress throughout the year as per SBA	92.5 %	2	10
5.5	Grade 10 enrollment and students eligible to sit SSC	Note 1	2	10
5.6	Comparison of SBA and SSC results	Note 1	2	10
5.7	Comparison of JSC/SSC/HSC results to national average	Note 1	2	10
5.8	Highest score (A+) achieved in JSC/SSC/HSC exam.	Note 1	2	10
6.0	**Co-curricular activities**	**77.5 %**		**24**
6.1	Planning of co-curricular activities	76.6 %	1.6	8
6.2	Implementing co-curricular activities	76.6 %	1.6	8
6.3	Participation rate of students in co-curricular activities	78.5 %	1.6	8
7.0	**Teacher / Institution / Guardian / Community relations**	**82.2 %**		**27**
7.1	Communications between institution and guardians	82.6 %	1.8	9
7.2	Invite guardians to attend student progress meetings	83.4 %	1.8	9

Ref.	Indicators and Sub-Indicators	Survey Result as percentage	Weighting Factor	Maximum Possible Score
7.3	Communication between institution and community groups	80.4 %	1.8	9
	Total Maximum Weighted Score			**413**

Note: Sub-indicators 5.5, 5.6, 5.7 & 5.8 were included after the survey was conducted. Ind. 5.7&%.5.8 have been changed.

Calculating the ISAS Weighted Score

To calculate the ISAS weighted score for each sub-indicator multiply the ISAS base score (1 to 5) as shown on the ISAS instrument (Annex 1) by the weighting factor as shown in the guide presented in Table 1.

ISAS base score x weighting factor = weighted score

Converting the Weighted Score to a Percentage

To determine the percentage value of each weighted score the following formula is used.

$$\frac{\text{Weighted score}}{\text{Maximum weighted score}} \times 100 = \text{\% score}$$

Example of Calculating ISAS Weighted Score

See the table below as a sample scoring sheet in which the Base Score is a sample of results from one institution.

Ref.	Weighting	Weighted Max score		ISAS Base Score	Weighted Score	ISAS Final Percentage Score
1.0	**Teaching / Learning Environment**					
1.1	1.8	9		3	5.4	60.0%
1.2	1.8	9		3	5.4	60.0%
1.3	2.0	10		4	8.0	80.0%
1.4	1.8	9		3	5.4	50.0%
1.5	1.6	8		2	3.2	40.0%
1.6	1.8	9		2	3.6	40.0%
1.7	1.6	8		2	3.2	40.0%
1.8	2.0	10		4	8.0	80.0%
		72			**42.2**	**58.6%**
2.0	**Leadership of Head Teacher**					
2.1	2.0	10.0		4	8.0	80.0%

Ref.	Weighting	Weighted Max score		ISAS Base Score	Weighted Score	ISAS Final Percentage Score
2.2	1.8	9.0		5	9.0	100.0%
2.3	1.8	9.0		4	7.2	80.0%
2.4	1.8	9.0		3	5.4	60.0%
2.5	1.8	9.0		4	7.2	80.0%
2.6	1.6	8.0		3	4.8	60.0%
2.7	1.8	9.0		3	5.4	60.0%
2.8	1.8	9.0		3	5.4	60.0%
2.9	1.8	9.0		4	7.2	80.0%
2.10	2.0	10.0		3	6.0	60.0%
2.11	1.8	9.0		3	5.4	60.0%
2.12	1.8	9.0		3	5.4	60.0%
		109			**76.4**	**70.0%**
3.0	**Management Committee**					
3.1	1.8	9.0		4	7.2	80.0%
3.2	1.8	9.0		3	5.4	60.0%
3.3	1.8	9.0		3	5.4	60.0%
		27			**18**	**66.7%**
4.0	Teacher Professionalism					
4.1	2.0	10.0		5	10.0	100.0%
4.2	2.0	10.0		5	10.0	100.0%
4.3	1.8	9.0		4	7.2	80.0%
4.4	1.8	9.0		3	5.4	60.0%
4.5	1.8	9.0		4	7.2	80.0%
4.6	1.8	9.0		3	5.4	60.0%
4.7	1.8	9.0		3	5.4	60.0%
4.8	2.0	10.0		5	10.0	100.0%
		75.0			**60.6**	**80.8%**
5.0	**Student Performance**					
5.1	1.8	9.0		5	9.0	100.0%
5.2	2.0	10.0		5	10.0	100.0%
5.3	2.0	10.0		4	8.0	80.0%
5.4	2.0	10.0		4	8.0	80.0%
5.5	2.0	10.0		4	8.0	80.0%
5.6	2.0	10.0		4	8.0	80.0%
5.7	2.0	10.0		3	6.0	60.0%
5.8	2.0	10.0		4	8.0	80.0%
		79			**65.0**	**82.3%**
6.0	**Co-curricular Programs**					
6.1	1.6	8.0		4	6.4	80.0%
6.2	1.6	8.0		3	4.8	60.0%
6.3	1.6	8.0		3	4.8	60.0%
		24			**16.0**	**66.7%**
7.0	**Guardian / Teacher Relations**					
7.1	1.8	9.0		3	5.4	60.0%
7.2	1.8	9.0		4	7.2	80.0%

Ref.	Weighting	Weighted Max score		ISAS Base Score	Weighted Score	ISAS Final Percentage Score
7.3	1.8	9.0		3	5.4	60.0%
		27			**18**	**66.7%**

Example of Summary Classification of Institutional Performance.

Ref.	Indicators	Score Actual	Score as a %	Category
1.0	Teaching and learning environment	42.2	58.6 %	D
2.0	Leadership of Head Teacher or Superintendent	76.4	70.0 %	C
3.0	School Management Committee	18.0	66.7 %	D
4.0	Teacher Professionalism	60.6	80.8 %	B
5.0	Student Performance	65.0	82.3 %	B
6.0	Co-curricular activities	16.0	66.7 %	D
7.0	Teacher / Institution / Guardian / Community relations	18.0	66.7 %	D
	Overall Result and Category	**296.2**	**70.3%**	**C**

PBM ISAS Classification or Category

Score		Institutional Classification	
From	To	Description	Category
90.0 %	100 %	**Top performing**	**A**
80.0 %	89.9 %	**Well performing**	**B**
70.0 %	79.9 %	**Moderate performing**	**C**
50.0 %	69.9 %	**Poor performing**	**D**
20.0 %	**49.9 %**	**Non performing**	**E**

END OF REPORT