

## Characteristics of Schools with Better-Performing Students

The results of the Class VIII National Achievement Survey (NAS) were analysed to compare the characteristics of schools in which students perform better and schools in which students did not perform well. The key differences in the school characteristics were noted wherever they were statistically significant.

This policy brief synthesises the findings to allow planners to focus resources where weaker performance is expected. This, however, does not imply that performance is caused by the identified characteristics, these are simply associated with those schools wherein students have perform well.

It was seen that students are more likely to perform better at schools that have six-day working weeks and more facilities, where students have a positive attitude to learning and there is greater time on task, and where the community is involved in the school.

Schools are defined as having better-performing students when they have, for all of the four core subjects, more students who score in the top 10% than students who score in the bottom 10%. Schools with worse-performing students are defined as those that have the reverse.

### Policy Suggestions

#### Aim at greater time on task

Better performing students were seen in schools where there was greater time on task and where classes were held for six days a week. Policymakers and school managements could thus relook at timetables and logistics.

Students perform better at schools where more students have a desire to do well in school and where more students never skip classes.

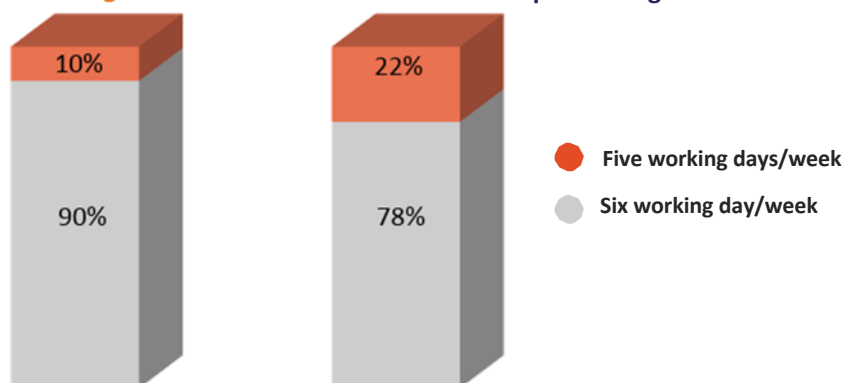
#### ● Schools with better-performing students

#### ● Schools with worse-performing students



Schools with better-performing students

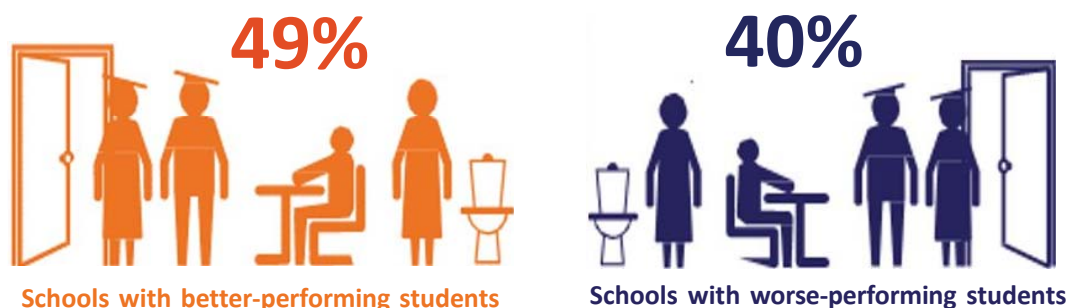
Schools with worse-performing students



Provision of Facilities

Greater focus needs to be put on provision of facilities as the study revealed that students are likely to perform better at schools with more facilities.

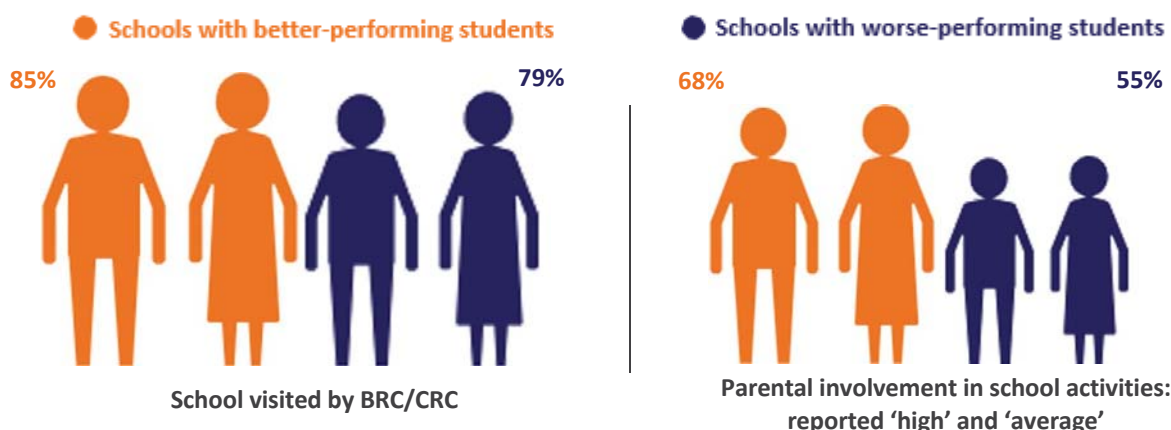
Schools that have all of the following:  
Toilet facilities/Separate toilet facilities for girls/Staff room/Desks and chair for students



Provision of Facilities

Student performance was higher where there was some degree of community involvement or monitoring, even if that did not translate into feedback or action.

Students performed better at schools that are regularly visited by Block Resource Centres and Cluster Resource Centres and where parents are more involved in school activities.



Further Research

- A model that will allow planners to identify the kind of schools expected to have better-performing students.
- A study to understand whether, and to what extent, school characteristics cause better and worse student performance by examining in detail the factors that have the strongest relationship with performance.