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# 2024 PEAC
# CERTIFICATION UNIT

# Junior High School
# **Administrator's Manual**

PEAC-FAPE National Secretariat on
ESC Re-Certification
May 2024

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## 1.0 INTRODUCTION

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### 1.1 Purpose and Overview of Process of School Certification

Effective school improvement is high on the agenda of our Philippine education policies. School effectiveness strongly focuses on student outcomes and the characteristics of schools and classrooms that are associated with these outcomes. In short, school effectiveness is trying to find out ***what*** is to be changed in schools in order to become more effective, while school improvement is trying to find out ***how*** schools can change in order to improve.

The Philippine educational system continues to pursue efforts to raise the quality of educational institutions in both the public and the private sector. With the recent passage of RA 10533 otherwise known as the Enhanced Basic Education Act of 2013, new reforms involving the addition of two years of high school were implemented for the overall goal of producing graduates who are globally competitive and equipped with 21st century skills. The Department of Education (DepEd) which focuses on the management and supervision of Basic Education has established quality assurance mechanisms to ensure the attainment of the goals of the K12 curriculum program. Efforts to enhance these mechanisms in line with K12 requirements and standards need to continue and become part of the Certification program of participating private high schools in the Educational Service Contracting (ESC) Program. \

Initially, the ESC Certification program aimed at assessing and evaluating the extent of compliance to minimum standards of quality of ESC participating institutions. Such certification process has proved to be an effective tool of encouraging quality improvement efforts among ESC participating private schools. Such scheme has assured the communities served that the ESC schools are not only meeting minimum DepEd standards but are manifesting commitment to raising their standards above the minimum requirement in delivering quality educational programs and services.

Participating private schools in the ESC program are enjoined by DepEd to ensure that ESC student grantees are offered academically challenging secondary education in an environment of values, trust and loyalty. ESC grantees along with other private high school students will have acquired the knowledge and developed the skills necessary for success in higher educational pursuits and a wide range of careers in the 21st century workplace. A certified ESC school therefore is one which has complied with all DepEd and K12 program standards, adheres to applicable DepEd policies, and meets the requirements of the self-study protocol used.

The main purpose of certification is to determine whether ESC participating private high schools comply with DepEd minimum standards and with the criteria established in the RA 8545 or the "Expanded Government Assistance to Students and Teachers in Private Education" or GASTPE Law. The certification program also aims to provide an evidence-based procedure in assisting schools to upgrade their educational work in line with K12 program standards

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### 1.2 Values and Benefits of the ESC Certification Program

*Compliance with DepEd Policy*. In order to be duly approved by the government as a legitimate school, it must meet the minimum standards and criteria for recognition. Certification is a confirmation that:

a) the school's purposes are within the framework of the Philippine educational philosophy and goals;
b) it has fully complied with the Department of Education standards; and
c) It has conformed to all relevant policies and rules.

*Greater public accountability*. By undergoing the certification process, the school demonstrates a willingness to be held accountable to the school community and to educational professionals. Such mechanism also assures parents and the general public that the school is focused on providing a safe and enriching learning environment while maintaining an efficient and effective operation. Once earned, certification is a nationally recognized sign of quality.

*Other added value*. The added value of certification is that the school's quality is validated through self-study and on-site evaluation by educational professionals, referred to as ESC certifiers. As a result of the certification, the school becomes more focused on improving student achievement. Administrators, teachers, and the school community become involved in the improvement process.

ESC certified institutions enjoy the following other benefits:

a) Reciprocity of credits, subject areas, and year level placements between schools around the country as well as validation of the equivalency of diplomas and certificates to other schools.
b) Students and the public generally have assurance of institutional integrity and of the quality of work done by students in these certified schools.
c) Access to professional network, support and services designed to continually improve the quality of education.
d) Self-improvement is encouraged and strongly assisted through peer evaluation of institutions. This continuous improvement process increases the focus on student performance.
e) Good schools are protected from unwarranted political interference and politicization.

### 1.3 The PEAC-CU and How It Functions

The PEAC National Secretariat has organized the PEAC-Certification Unit (PEAC-CU) to implement the ESC Certification and the SHS Quality Assurance Programs. The PEAC-CU manages the Certification and Quality Assurance processes: its conduct and development, information-dissemination, logistics appropriations, data management and coordination with other PEAC service units to effect purposive quality service. For all intents and purposes, it aims to:

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1.4.1 Implement and improve the ESC Certification & SHS-QA Process in the light of the DepEd mandate on Quality Assurance, DepEd policies and guidelines and PEAC-NS vision, mission, goals, objectives, thrusts and values

1.4.2 Maintain and secure data bank on ESC and SHS-QA participating schools and their compliance with DepEd standards and indicators of quality

1.4.3 Assist in policy-making regarding ESC & SHS Program participation

1.4.4 Guide the ESC & SHS-QA participating schools through the Certification process

The Certification Unit's tasks and responsibilities are the following:

1. Develop general policies and procedures governing quality assurance certification process and work

2. Propose & implement criteria and standards for certification or re-certification

3. Provide guidance to private schools in conducting and preparing school self-study report for certification application and recertification

4. Finalize and release Overall Certification Results and Status to schools upon approval of the PEAC Executive Director.

5. Draw and implement the annual certification agenda: schedule of certification visits, deployment of certifiers, etc.

6. Facilitate training and upgrading of national core group of certifiers

7. Disseminate to private schools relative to their certification or re-certification status, policy and program changes

8. Conduct special inquiries into unusual or critical conditions that may develop in a certified ESC school and SHSs for the purpose of quality assurance

9. Conduct studies and research on matters affecting quality assurance in Junior High schools and Senior High Schools

10. Serve as a clearinghouse for issues and concerns regarding quality assurance and the certification process.

The PEAC-CU is headed by the Unit Officer. She is assisted by the Unit Associates for Records Management and Operations for JHS & SHS. The Unit Staff, composed of the Program Assistants and the clerical assistant, performs the nitty-gritty tasks of the certification process and its program implementation and basic operations.

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## 2.0 THE FRAMEWORK AND THE DEVELOPMENT OF THE REVISED CAI

### 2.1. Rationale and Background of the Revised Certification Assessment Instrument ( CAI )

The Private Education Assistance Committee (PEAC) - Fund for Assistance to Private Education (FAPE) National Secretariat (NS) is commissioned by DepEd for the Program Management of the ESC School Certification Program. By virtue of its delegated authority, PEAC-FAPE National Secretariat commissioned a research on ESC School Certification to establish guidelines and standards for ensuring quality and effectiveness of schools.

With the implementation of the K12 program, a recent review of the instrument used for the certification of ESC participating schools was done to check on its alignment with the K12 curriculum program standards and direction. Other standards that have emerged in the light of K12 such as the Philippine Professional Standards for Teachers (PPST) were also used for comparison. The review showed the need to update the instrument and make the necessary revisions and align the items for compliance with K12 and PPST standards. In the process, the relationship of the different areas for assessment was also re-examined as well as the manner of rating and computing the final score. Comments from certifiers were also solicited regarding the rating scale and scope and sense of the instrument items in the different areas. A draft containing revisions was done and feedback on its clarity and style was obtained in several focus group discussions. The final copy was then field tested in some schools to determine the instrument's usability, reliability and validity. Thus, the revised Certification Assessment Instrument or CAI enables ESC participating schools to determine their compliance with K12 standards and identify areas for school improvement so that they may become a more effective educational institution.

As a quality assurance mechanism, ESC school certification involves a three-phase process consisting of pre-certification, the certification visit and post-certification. The pre-certification phase begins with a self-study conducted by the school. Using the CAI, the school rates itself in accordance with the standards spread out throughout the different areas in the instrument. It is recommended that there is wide school participation in the determination of the self-ratings. The school is also instructed to gather pertinent documents and prepare exhibits that provide evidence and support for their self-rating. The self-study is followed by the visit made by a team of certifiers. The third phase is the post-certification or follow-up procedure carried out by the school to implement the recommendations from its own self-rating and those made by the visiting team.

After the schools submit their report, certifiers also undertake a similar three-phase process of pre-certification, certification visit, and post-certification. Since certain school documents may already be with the PEAC Certification Unit (CU), the certifier, upon coordination with the PEAC-CU, may already request for and peruse a number of these documents and exhibits for his or her preliminary review and study. The certifier may also be able to draft an initial rating for pertinent items in the areas assigned to him or her.

During the visit, the certification team conducts a six-step process (see section 3.2 for a more detailed discussion). The steps begin with 1) Unpacking the Standards and on to 2) Searching for Compliance Evidence, 3) Using the Rating Scale, 4) Getting the Area Rating, 5) Writing the

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Area Recommendations, and 6) Getting the General Rating and the Overall Certification Status. The certifier also verifies his or her initial ratings in different ways such as by examining other related sources of evidences, interviewing key informants regarding the development and use of the evidences, and obtaining pertinent information or data about the context of the school's policies and operations. At the end of the visit, the team of certifiers meets to finalize their ratings and recommendations as indicated in the instrument templates. The team also conducts a brief post-visit conference where the team thanks the school administrators for their cooperation and gives a few salient remarks on the certification report. After the visit, in certain cases, a member of the certification team may be contacted by the PEAC Certification Secretariat to clarify its report or assist in the follow-up of the school's implementations of the team's recommendations.

For schools and certifiers to successfully accomplish their respective tasks in the above processes, diligence in preparation, openness to various questions and perseverance in the verification and accomplishment of reports are important dispositions for all concerned to have. When school administrators and staff and certifiers show these dispositions, both the school and the certification team create an atmosphere of honest, truthful and productive appraisal of the school's extent of compliance with K12 program standards. All who participate in the process are thus able to make meaningful recommendations and genuine contributions towards the school's improvement and their growth as a provider of quality education.

PEAC-CU disseminates to applicant and participating ESC schools the CAI and trains Certifiers on the use of the CAI during their scheduled school visits.

There is a Master Manual on ESC Certification Program principally designed for the PEAC –Certification Unit, the Certifiers and the School Administrators towards comprehensive orientation on the purpose and process of certification, the design and use of the CAI and the system of visitation and evaluation.

### 2.2 The Use of the K12 and Evidence-based Framework

The specific goals and objectives of any quality assurance model are made visible in the assessment instrument that it designs and utilizes. For the instrument to reflect the actual level of quality an organization or educational institution is delivering, the instrument as an assessment tool needs to be both valid and reliable. For validity, the design and contents of the instrument has to measure what it ought to measure. For reliability, the use of the instrument by various assessors in different contexts yields as much as possible a common rating result.

In the case of the ESC CAI, the questions of validity and reliability are contextualized within the mandated implementation of the K12 program. Hence, given the DepEd's expectation for all schools to comply with the K12 requirements, for validity, one has to ask the following questions: Since ESC participating schools are required to deliver the K12 program, does the CAI measure what it is supposed to measure; that is, do the CAI items determine the extent of school compliance with K12 standards? Do the items reflect and align with K12 requirements? Secondly, regarding reliability, one raises the following questions about the CAI: How common is the

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interpretation and rating given by the various certifiers? If several certifiers are assessing the school at different times, how consistent is the result?

On the first question of validity, the existing CAI first formulated in 2003 has been in use until school year 2017-18. Since the passage into law of the K12 program in 2013, the existing instrument has not been updated to reflect K12 standards. Specific items in the area of curriculum, assessment and instruction are articulated within the Basic Education Curriculum previous to K12. Other items related to faculty are also not updated in line with the recent adoption of the PPST as articulated in DepEd Order No. 42 s. 2017.

On the second question of reliability, comments given by various certifiers in interviews and focus group discussions show that interpretation of the various items in the existing CAI varies widely among certifiers. In a workshop conducted by PEAC in 2016 for about 200 active certifiers across the country, the inter-reliability rating using selected items from the existing CAI was below the high norm of .8. When certifiers were also asked to cite specific indicators for the different levels in the rating scale, the certifiers had varied ideas on the distinctive characteristic of each level. A major cause of the result was the way the scale itself was worded where overlapping terms were used. For example, certifiers expressed difficulty in determining the difference between "very extensive" in a rating of 4 and "extensive" in a rating of 3. The same was true in describing indicators for "very satisfactorily" in a rating of 3 and "satisfactorily" in a rating of 2.

The answers to the above questions of validity and reliability thus show the need for revising the CAI. A valid overarching framework for its revision has to include as its key component alignment with K12 standards and requirements. Owing to developments in other areas like faculty and administrations and educational leadership that have been built on K12 requirements, the alignment will not only be done in the revision of items but may also require changes in the CAI's section areas. Moreover, in response to the question of reliability, an evidence-based approach helps overcome problems of subjective interpretation. This approach entails an articulation of Look-fors in the various evidences so that certifiers and the school have a common focus.

To illustrate the relationship of these different components, the framework for the development of the revised CAI is shown next:

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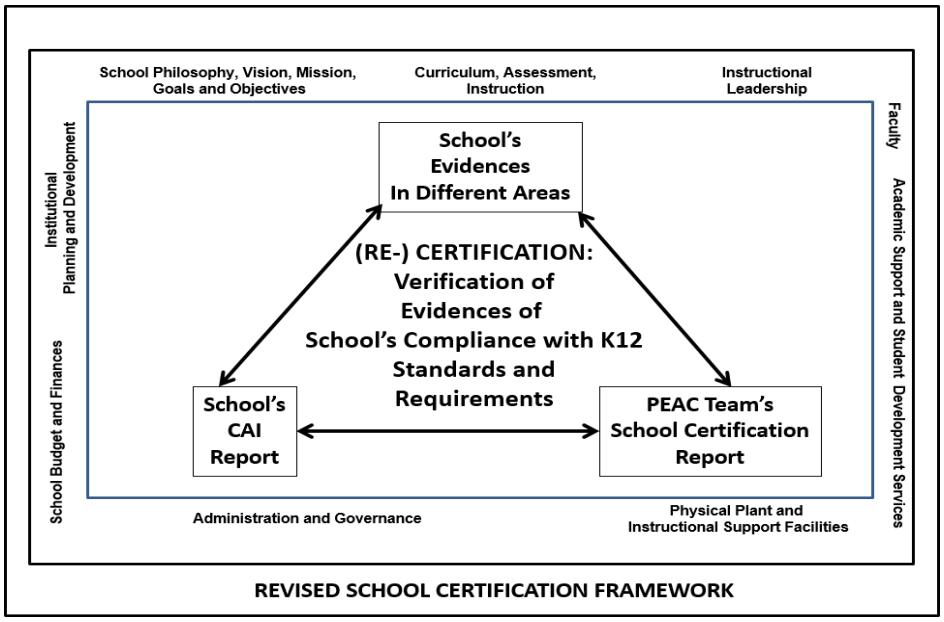


REVISED SCHOOL CERTIFICATION FRAMEWORK

As explained in the revised CAI, at the center of the diagram is the emphasis of obtaining evidence of the school's compliance with the K12 standards. Around this center are the participants in the certification process and their respective tasks. Schools applying for certification or re-certification prepare a report of their self-assessment of compliance with the standards in each area of the Certification Assessment Instrument or CAI. The school's assessment is based on their evidence for the items in nine different areas found on the outer frame of the diagram above. These nine areas are the following:

A. School Philosophy, Vision, Mission, Goals and Objectives
B. Curriculum, Assessment and Instruction
C. Instructional Leadership
D. Faculty
E. Academic Support and Student Development Services
F. Physical Plant and Instructional Support Facilities
G. Administration and Governance
H. School Budget and Finances
I. Institutional Planning and Development

For these nine areas, the school also puts together the different evidences that support their self-rating.

During the certification visit, the team of certifiers verify the school's CAI report and examine the different evidences presented. Thus, instead of ascertaining the school's level of meeting the standards based on their perception, this revised instrument prompts certifiers to look for and verify in more concrete terms the extent of evidences the school actually has. By shifting the focus to observable and tangible evidences, both school and certifiers have a common basis for evaluation. For the school and certifiers' guidance, a section on Examples of Compliance Evidence

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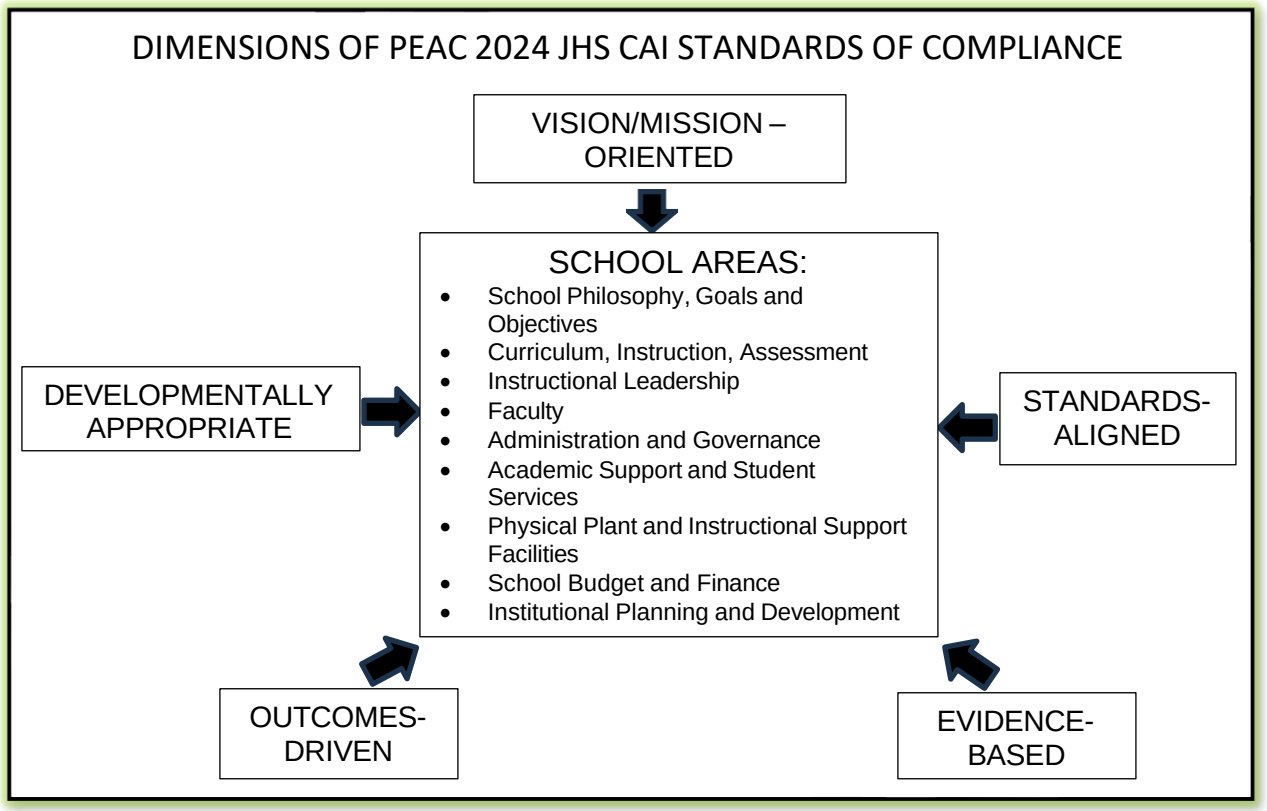
is found at the end of every area. Decisions about the final certification status are made in line with the presentation and examination of evidences.

*Dimensions of 2024 PEAC JHS CAI Standards of Compliance*[1]

The revision/updating of existing standards of compliance in the 2018 JHS CAI and the identification and articulation of new items is premised on five dimensions. The different area items promote quality education when the items are able to manifest or reflect any of these five dimensions namely, vision/mission-oriented, standards-aligned, developmentally appropriate, outcomes-driven and evidence-based. What do each of these dimensions mean?




Vision/Mission-Oriented: As part of their identity as a private educational institution, private schools articulate and carry out their own vision and mission, philosophy of education, goals and objectives. The school's vision and mission statements define the school's purpose and direction. Private schools achieve quality when the school is able to operationalize the vision and mission in the different aspects of school work. The 2024 PEAC JHS CAI standards of compliance then determine how the different policies, programs and services in the nine school areas are oriented to realizing the vision and mission statement. With this dimension, the 2024 PEAC JHS CAI asks the following questions: How vision and mission-oriented are the different school areas in their

[1] This is a revised version of an initial section of the proposed PEAC Standards-based Quality Assurance Instrument – Elementary Schools or SQAI-ES. The dimensions have been adapted for inclusion in the PEAC SQAI-ES, JHS CAI, and SHS CAI. While the number of school areas may vary (SQAI-ES and JHS CAI have nine while SHS CAI has 10), the

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five dimensions are applicable to all levels in basic education.

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policies, programs and services? To what extent is the school's vision-mission accomplished in the nine school areas?

Standards-Aligned: With the passage of RA10533 or the 2013 Enhanced Basic Education Act, all basic education schools are mandated to teach the Department of Education's K to 12 curriculum program. The program contains curriculum standards and competencies for students to learn. As a private entity, JHS are also enjoined to comply with the provisions of the 2010 Revised Manual of Regulation for Private Schools. Private schools thus show quality when these standards are adopted, implemented and used for evaluation in the nine school areas. For these reasons, the 2024 PEAC JHS CAI standards of compliance examine how the school's curriculum, instruction and assessment are aligned with and utilize these standards. With this second dimension, the 2024 PEAC JHS CAI standards of compliance raise the question: To what extent is the school implementing the K12 program standards and other requirements in the nine school areas?

Developmentally-Appropriate: Students in the JHS level develop and realize their potentials when the school provides them research-based teaching and learning experiences that attend to their developmental needs and nurture their growth in different domains (i.e., physical and motor, social-emotional, character and values, cognitive and intellectual, language, mathematical and creative-aesthetic). Consequently, private JHSs manifest quality when the policies, programs and services in the nine school areas are formulated, undertaken and assessed in accordance with the student's developmental requirements and milestones. The 2024 PEAC JHS CAI standards of compliance gauge how the school incorporates the students' background, needs, learning styles and abilities when planning, implementing and evaluating policies, programs and services. In this third dimension, the 2024 PEAC JHS CAI standards of compliance focus on the following question: To what extent are the different developmental needs of students addressed in the nine school areas?

Outcomes-driven: Schools are outcomes-driven when they focus on results that represent students' performance of expected skills as well as each department or program's achievement of stated goals. Private JHS rate high on quality when first, their students in various assessments reliably and consistently demonstrate the skills required at a certain grade level or higher and second, when their programs and services accomplish their specific targets. In line with this, the 2024 PEAC JHS CAI standards of compliance measure and report students' achievement levels and program results. With this dimension, the 2024 PEAC JHS CAI standards of compliance examine the following: To what extent are students able to demonstrate knowledge, understanding and performance of learning standards and competencies? To what extent are the students able to accomplish the milestones in the different domains of development? To what extent are programs and services in the nine school areas able to produce desired results?

Evidence-based. Successful JHS regularly obtain data and employ various metrics to present and showcase their pupils' achievement and effectiveness of their programs and services. They also search for and document valid and authentic examples of students' achievement, learning interventions and program results. Private JHS undertake these tasks with transparency and rigor. With this dimension, the 2024 PEAC JHS CAI standards of compliance check on the following: To what extent is the school able to support its claims of students' achievements and program effectiveness in the nine school areas?

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These five dimensions are integrated throughout the instrument. Every JHS CAI area has items that reflect these dimensions. For example, in the area of Instructional Leadership, item 1 (The provision of a system that actively communicates to various stakeholders the school's Vision, Mission, and Kto12 standards and directions and school's development and innovations in curriculum, assessment and instruction) is vision-mission oriented and standards-aligned. In the Area of Academic Support and Student Development Services, item 3 (A program for inventory and testing services to gather information on students' psychological and emotional make-up, academic progress and difficulties, and occupational and career interests) is about the developmentally-appropriate dimension. Item 3 in Instructional Leadership (Regular collection, interpretation and dissemination of data on student learning and performance to top and key school leaders towards informed decision-making) cover the outcomes-driven and evidence-based dimensions. Through the integration of these five dimensions, school administrators can understand the basis for specification of standards of compliance in the 2024 PEAC JHS CAI.

### 2.3. Summary Matrix of Sections and Features of the 2024 JHS CAI

Following the above framework, a matrix is given below stating and discussing in detail the components and sections of the JHS CAI.

| | |
|---|---|
| **AIM OF QUALITY ASSURANCE** | Determine evidence of compliance with DepEd minimum standards, K12 program and with the criteria established in the GASTPE Law. |
| **PROCESS OF QUALITY ASSURANCE** | 3-Phase Process:<br>I. Self-Assessment: Self-assessment conducted by the school and preparation of documents/exhibits as evidences of compliance.<br>II. Verification: The self-study is followed by a visit made by a team of certifiers. The team carries out a six-step process as follows:<br>(1) Unpacking the Standards<br>(2) Searching for Compliance Evidences<br>(3) Using the Rating Scale<br>(4) Getting the Area Rating<br>(5) Writing the Area Recommendations /School Improvement Planning |

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| | |
|---|---|
| | (6) Getting the General Rating and the Overall Certification Status<br>III. Post-Verification: The third step is the follow-up procedure carried out by the school to implement the recommendations from its own self-study and those made by the visiting team. |
| **AREAS OF EVALUATION** | A. School Philosophy, Vision, Mission, Goals and Objectives<br>B. Curriculum, Assessment and Instruction<br>C. Instructional Leadership<br>D. Faculty<br>E. Academic Support and Student Development Services<br>F. Physical Plant and Instructional Support Facilities<br>G. Administration and Governance<br>H. School Budget and Finances<br>I. Institutional Planning and Development<br><br>Above areas are clustered into two:<br>**CORE:**<br>A. School Philosophy, Vision, Mission, Goals and Objectives<br>B. Curriculum, Assessment and Instruction<br>C. Instructional Leadership<br>D. Faculty<br>G. Administration and Governance<br><br>**SUPPORT:**<br>E. Academic Support and Student Development Services<br>F. Physical Plant and Instructional Support Facilities<br>H. School Budget and Finances<br>I. Institutional Planning and Development<br>NOTE: The Core group of areas covers sections deemed essential to teaching and learning. The Support |

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| | |
|---|---|
| | group of areas includes school operations that are undertaken in the context of and based on the direction of the Core group of areas. |
| **FORMAT OF INSTRUMENT** | Description of Area<br>Basis of Evaluation<br>Standards of Compliance Items and Rating Scale<br>Area Rating<br>Comments<br>Example Compliance Evidences<br><br>NOTE: Standard items are classified into two as power standards (marked with an *) and support standard.<br><br>Power standards are critical to the effectiveness of an area. Support standards enhance or supplement the requirements of the power standards. The distribution of Power (indicated by an *) and Support Standards per Area is as follows:<br><br>A 5<br>B 14* 5<br>C 8* 5<br>D 5* 3<br>E 32* 10<br>F 13* 4<br>G 8* 3<br>H 9* 1<br>I 5* 2 |
| **RATING SCALE** | Evidence of Compliance:<br>Scale from 0-4<br>Meaning of scale:<br>4 – Evidence of compliance with standard and enhancements is presented<br>3 – Evidence of compliance with standard is presented<br>2 – Partial evidence of compliance with standard |

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| | |
|---|---|
| | is presented<br>1 – No evidence of compliance with standard is<br>presented but plan of action in line with compliance is presented<br>0 – No evidence of compliance with standard nor plan of action is presented |
| **COMPUTATION OF AREA SCORE** | -No computation of the mean is done since this system tends to hide low rating in an item such as when a high score in 1 item pulls up and makes up for another low scoring item.<br><br>-Power Standard items are given more weight in the Decision Rule compared to Support Standard items.<br><br>NOTE: Computation of area rating is first determined by the mode of the item ratings. If the result though is bimodal (that is, 2 modes are present), take the average of the 2 and round down. The reason for this is that the result does not show a clean score for the higher whole number. For example, if the mode is 2.5, the final mode is 2 and not 3. In cases where there is no mode, compute the mean or average and use this as the measure of central tendency.<br><br>Next subject the result to a decision rule. The decision rule for the Area Rating is as follows:<br>4 --- For a mode of 4 in the Power Standards and rating of at least 3 in the Support Standards<br>3 --- For a mode of 3 in the Power Standards and rating of at least 2 in the Support Standards<br>2 --- For a mode of 2 in the Power Standards |

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| | |
|---|---|
| | 1 --- For a mode of 1 in the Power Standards<br>0 --- For a mode of 0 in the Power Standards |
| **AREA RATING SCORE SHOWING COMPLIANCE** | 3 |
| **CLASSROOM OBSERVATION FORM** | -Basis of Observation:<br>Items in Classroom Observation form examine the use, development and performance of the curriculum standards and competencies in classroom instruction.<br><br>-This consists of two parts:<br>A. The Teacher (6 items)<br>B. Student Learning Actions (9 items)<br><br>-Rating scale is as follows:<br>4 - Performance of this item is innovatively done.<br>3 - Performance of this item is satisfactorily done.<br>2 - Performance of this item is partially done due to some omissions.<br>1 - Performance of this item is partially done due to serious errors and misconceptions.<br>0 - Performance of this item is not observed at all.<br><br>Observation result is determined as follows:<br>Average of all items in both Parts A and B is computed.<br><br>-Average of certifiers' observation result is computed. The average is entered as the rating for the item in classroom observation found at the end of the Curriculum, Assessment and Instruction Area. |

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| | |
|---|---|
| **Appraisal of Blended/Distance Learning** | - Basis of Observation:<br>This form is to be used in schools where the K12 curriculum is as a matter of school policy and operations delivered in various modalities aside from the regular face-to-face classroom setting. In particular, this form covers schools where students have limited in-person contact with their teachers (i.e., once or twice a week) and are expected to do independent study or have online classes during the rest of the school week with the help of printed or online learning modules and resources. In such schools, the in-person class setting is *secondary* to other modes which involve either independent study or online classes.<br><br>The form may also be used by schools doing blended learning. The instrument contains items that deal with technology integration for both in-person and online teaching and learning. As a quality assurance document, the results of the appraisal may contribute to the school's plans to improve and upgrade its blended learning program. Hence, the objective of this appraisal is to provide different schools with helpful feedback on their current system of conducting instruction in modalities covering the combination of face-to-face, distance and online teaching. |

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| | |
|---|---|
| | - This consists of:<br>DOMAIN 1: Instructional Design: (10 items )<br>DOMAIN 2: Learner Engagement: (5 items)<br>DOMAIN 3: Assessment: (5 items)<br>DOMAIN 4: Technology Selection, Access and Support: (5 items)<br>DOMAIN 5: Academic Integrity and Digital Citizenship: (5 items)<br><br>- Rating Scale is as follows:<br>4 – Performance of this item is innovatively done<br>3 – Performance of this item is satisfactorily done<br>2 – Performance of this item is partially done due to some omissions<br>1 – Performance of this item is partially done due to serious errors and misconceptions<br>0 – Performance of this item is not observed at all |
| **PRESENTATION OF OVERALL SELF-ASSESSMENT SCORE** | Presentation in Table Form of Decision Rule Results. Table first presents Core Area Results followed by Support Area Results. |
| **COMPUTATION OF SELF-ASSESSMENT OVERALL SCORE** | Self-Assessment Overall Rating based on a Decision Rule as follows:<br>4 – For a rating of 4 in all Core Areas and 3 or higher in Support Areas<br>3 – For a rating of 3 in all Core Areas and 2 or higher in Support Areas<br>2 – For a rating of 2 in all Core Areas and 2 or higher in the Support Areas<br>1 – For a rating of 1 in all Core Areas and 1 or higher in the Support Areas<br>0 – For a rating of 0 in all Core Areas |

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A. Current Rating Scale and Compliance Status

| Rating | Description |
|---|---|
| 4 | Evidence of compliance with standard and enhancements is presented |
| 3 | Evidence of compliance with standard is presented |
| 2 | Partial evidence of compliance with standard is presented |
| 1 | No evidence of compliance with standard is presented but plan of action in line with compliance is presented |
| 0 | No evidence of compliance with standard nor plan of action is presented |

## 3.0 The Certification Process

The PEAC NS through its CU takes charge of the management and supervision of the certification process. It deals with the concerns of the applicant and the participating ESC schools in matters of certification. Conversely, every ESC applicant or participating school is required to provide the PEAC National Secretariat with all information required for its certification or recertification status, upholding the confidentiality and security of all information received, and not to disclose any PEAC action with respect to an individual institution prejudicial to its good standing (unless the evidence clearly indicates that the public interest would best be served by doing so.)

The responsibility for the conduct of the certification visit rests in large measure on the duly trained and deployed ESC certifiers. The roster of school certifiers includes experienced educators who are recognized in administration of their school's instructional program. As such, certifiers are expected to uphold important principles and tenets in certification.

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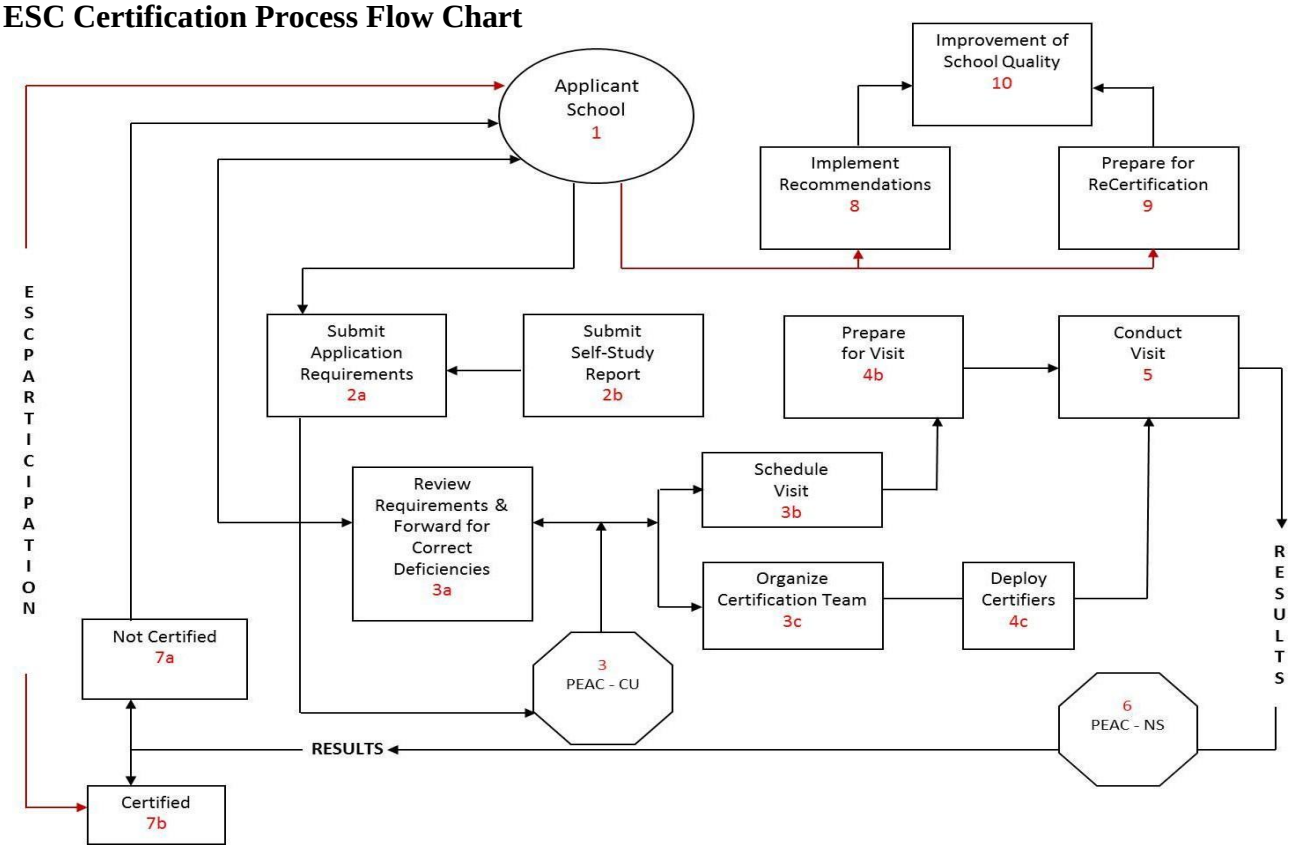
**ESC Certification Process Flow Chart**




In the Certification process, the Applicant School proceeds from Steps 1 to 10 when it gets certified. If the school's application requirements and the Self-Study Report are found to have deficiencies (Steps 1-3a), the school repeats the process from Step 1. If the application requirements and Self-Study Report are deemed complete and adequate, the school gets the visit schedule (Step 3b) and proceeds to Steps 4b-5. The result of the visit is submitted to PEAC-CU (Step 6). If after the visit, PEAC-NS through PEAC-CU informs the school that it is Certified (Step 7), the school proceeds from Steps 7b-10. On the other hand, if the school is informed that it has not complied with the certification standards (7a), the school repeats the entire process from Step 1.

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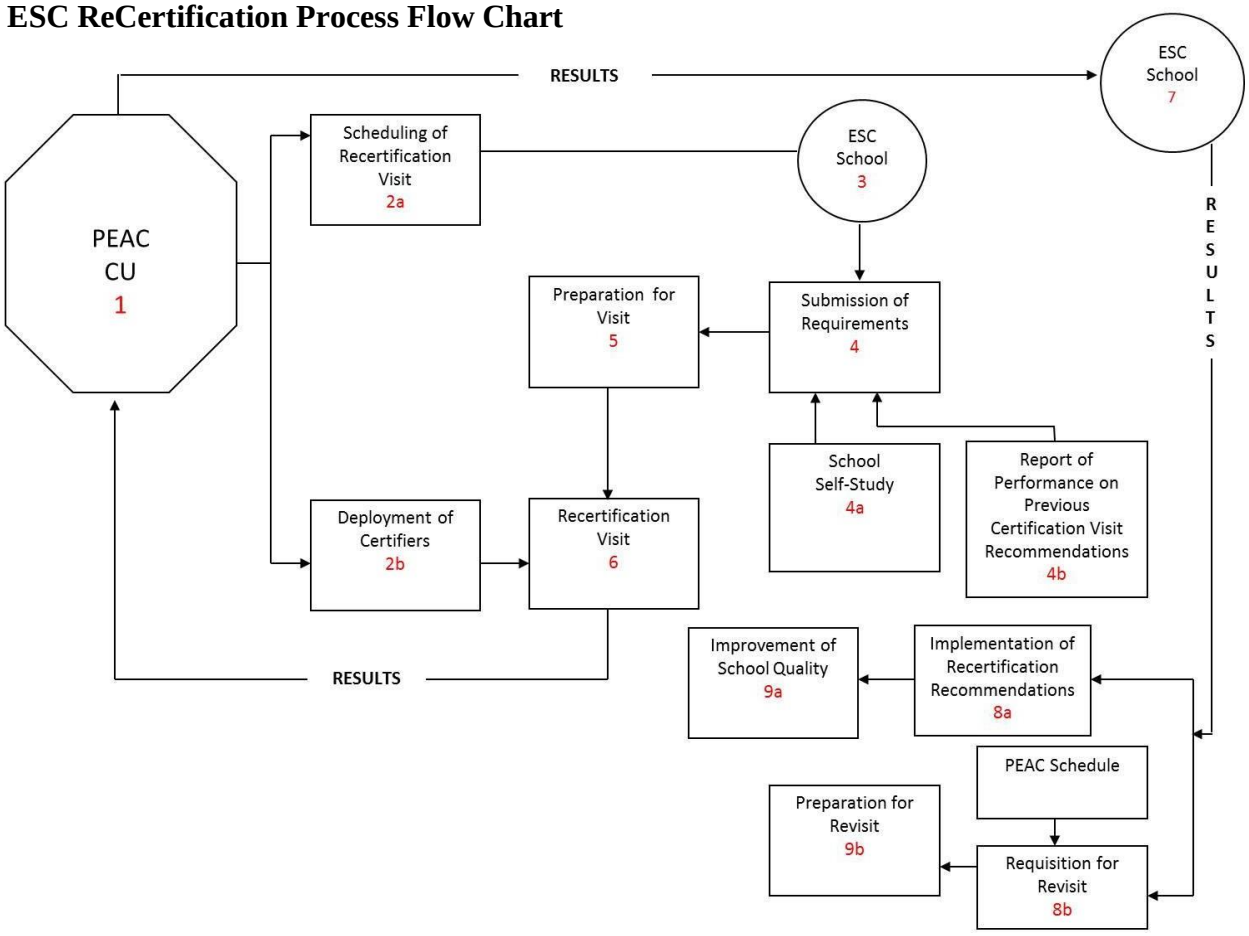
**ESC ReCertification Process Flow Chart**




PEAC-CU schedules the visit and informs the school through the PEAC website (Steps 1-3). With the revisit schedule, the ESC Participating school proceeds from Steps 4-6. If after the visit, PEAC-NS through PEAC-CU informs the school (Step 7) that it is Recertified, the school takes on Steps 8a-9a. If on the other hand, the school is informed that it has not complied with the recertification standards, the school proceeds from Steps 8b-9b.

### 3.1. Certification Principles and Tenets

3.1.1. *General principles*. There are three (3) general principles which are fundamental to the operation of the certification program: (1) school-initiated and school-based; (2) collaborative and collegial review and assessment; and (3) integrity.

The first general principle emphasizes that the certification process is initiated by a DepEd recognized school that wishes to apply to PEAC for participation in the ESC Program. As such, the burden for documentation of worthiness for certification falls on the applicant school. Applicant schools as well as those already initially certified must prepare an application for certification or re-certification at a level of thoroughness that allows evaluation of the proponent school or of the certified school by the ESC certifiers. With the school's application is the complete

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set of required documents containing relevant information on the school. Submission of self-study assessments by applicant or participating schools does not mean certification or recertification.

The second general principle underscores the high degree of collaboration among acknowledged professionals and colleagues in education in the review and assessment of the programs and services of the applicant or participating schools. Respect, openness and collegiality are upheld in the conduct of verification visits, group deliberations and decision-making of the Certification team. Such working relationship must be maintained by the team in the evaluation and assessment of the extent of compliance of the school with the prescribed standards, formulation of recommendations and submission of overall school certification status to the PEAC-Certification Unit for its final decision.

The third general principle is integrity which is an essential prerequisite in the quality assurance process. By academic tradition and philosophical principle, a school is committed to the pursuit and propagation of the truth. As such, it behooves on the school to represent itself truthfully in all its documents and dealings. Consequently, schools are required to be circumspect and forthright in its relationship with the PEAC-CU and the certifiers. On the part of the Certification Teams and the PEAC-CU, their actions and decisions must be reliable, veracious and beyond reproach. Integrity of the certification process is maintained through objective, thorough and honest assessment of the school as well as confidentiality and security of data and information across the entire endeavor.

3.1.2. *Guiding principles.* The ESC certification process is characterized by four (4) guiding principles, which are:

3.1.2.1. Certification is a continuous process of self-appraisal and purposive school improvement. Each step strategically defines the next one.

3.1.2.2. The certification process is inquiry driven, propelled by questions on effectiveness of school programs and services, performance of students, staff and school and attainment of school philosophy, vision, mission, goals and objectives among others.

3.1.2.3. The certification aims to ascertain school compliance of minimum DepEd requirements and attainment of prescribed standards of quality. The approach is evidence-based and therefore, assessment of school's compliance with standards of quality depends on evidences presented and available.

3.1.2.4. The certification should be sustainable for both the school and PEAC in terms of materials, manpower, time and costs.

In observance of these principles, communication is maintained between PEAC-CU and the school throughout all stages of the certification process.

As a quality assurance mechanism, ESC school certification is a three-phase process which begins with a self-study conducted by the school. The self-study is followed by an assessment visit made by a team of certifiers. The third phase is the follow-up carried out by the school to implement the recommendations from its own self-study and those made by the visiting team.

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### 3.2. The Three Phases of the Certification Visit

Phase I. INTERNAL QUALITY ASSURANCE
Self-Study & Assessment: Discovering Areas of Strengths & Growth
The pre-certification phase begins with a self-study conducted by the school under the leadership of the Principal. Using the JHS CAI, the school through its various area committees rates itself in accordance with the standards spread out in the instrument's different areas.
It is recommended that there is wide school participation in the determination of the self-ratings. The school is also instructed to gather pertinent documents and prepare exhibits that provide evidence and support for their self-rating.

Phase II. EXTERNAL QUALITY ASSURANCE
ESC-PEAC Team Assessment Visit: Validating School Assessment
The Certification visit is made by a Team of Certifiers validates and verifies self – assessment.

Phase III. EMBRACING THE QUALITY ASSURANCE ETHOS
Continuing School Improvement: Valuing Recommendations and Improvement Planning
The third phase is the post-certification or follow-up procedure carried out by the school to implement the recommendations from its own self-rating and those made by the Certification Team.

Conversely, this three-step process is translated to:

- Pre-Certification Visit or The School Self-Study
- Certification Visit or The ESC Certification Visit
- Post Certification Visit or The Institutionalization of School Improvement

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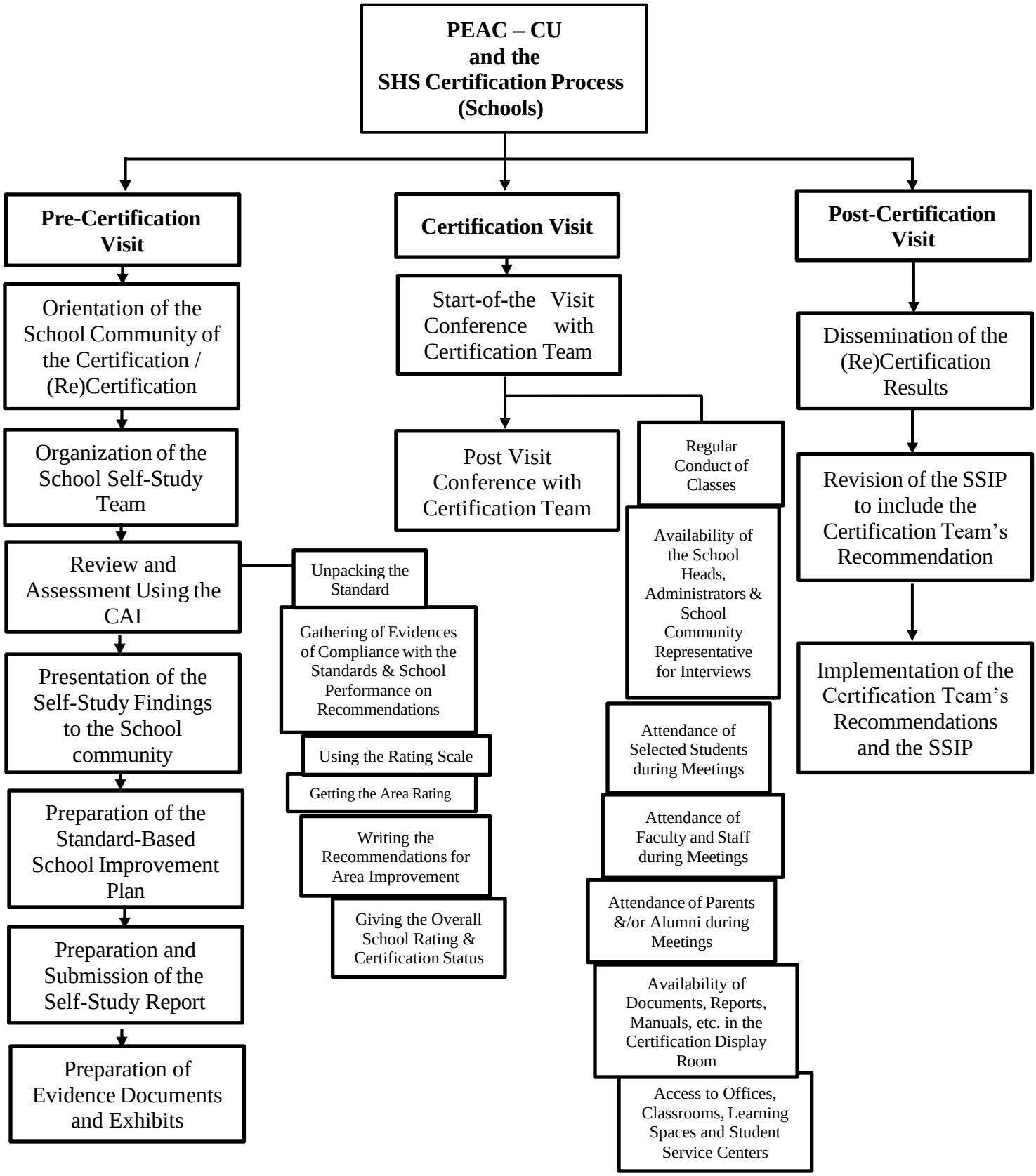
**The JHS Certification Visit Flow Chart**



## I. Pre-Certification Visit: The School Self -Study

It is imperative for private schools participating in the ESC programs to maintain adequacy of their resources and capabilities in effectively providing quality education. These institutions have the responsibility to periodically carry out a self-evaluation process designed to clarify its mission and goals, to realistically assess its success in attaining them, and to develop means of increasing its educational effectiveness.

To achieve the greatest benefit, the self-study should be inclusive and must encourage wide participation from all sectors of the school community. An institution that carries out its self-study with care and diligence in an open and honest manner, will find that it has established the foundation for school improvement and organized the system to plan for the future of the school.

For at least a year preceding an ESC certification or re-certification visit, a school devotes time and effort to intensive self-study, undertaking a thorough assessment of its resources and effectiveness. This is the most valuable part of the certification process. Ideally, institutional self-evaluation involves various elements of the academic community to reflect on the school's purposes and assess its performance and effectiveness. A well-planned and clearly focused self-evaluation should culminate in a self-assessment report which reveals areas of strength and growth.. Standard items which were not complied or partially complied with define areas for improvement.

Preliminary Activities: The Pre-Certification Visit involves:

### 3.2.1 Orientation of the School Community of the Certification/Recertification

To generate collective and unified action in the conduct of the school self-study, an orientation on the overview, purpose and significance of the certification process must be undertaken by the school. A multi-level approach whereby a series of orientation sessions for the administrators, teachers and staff, students, parents and other stakeholders would lead to the understanding of the certification process and competent use of the assessment instrument as well as ensure engagement of the entire school community.

### 3.2.2 Organization of the School Self-Study Team

The self-study is properly implemented by a well-organized school community. Towards this end, the school community members are organized into Self-Study working committees corresponding to the areas for evaluation of the Certification instrument. Assignment of the members to the working committees is based on competence and current school functions and responsibilities.

Organization of the school Self-Study Team includes understanding of the assigned Area standards and bases for evaluation, setting committee work targets, drawing a practical work schedule, meeting and consulting as scheduled, collaborating towards the completion of the assigned task and writing the Area report.

The School Self-Study Team. Ideally, the entire community is engaged in the certification process. To meet the needs of the certification preparations and the roll-out of the school self-study, the school community is organized into working committees for each evaluation area. The working committees shall have a Chairperson and three (3) to five (5) members, depending on the size of the school, representing the different school sectors. They are tasked with the factual review and assessment of the school's compliance with the minimum DepEd standards and traits of excellence as prescribed in the Certification Assessment Instrument, preparation of the area report, and collection and organization of the evidences of compliance for presentation during the certification visit.

A Self-Study Executive Committee, with the School Head or Principal as Chairperson and the Committee Chairpersons as members, oversees the self-study and certification preparations.

To coordinate the school-based certification related activities, the school should designate a liaison officer to work with the PEAC-CU Such officer, who has been named by the school administrator, can provide an effective means of communication between the school and the Committee and of more direct participation in the certification process.

### 3.2.3 Review and Assessment using the 2024 CAI

As tasked, the Self-Study Working Committees review the areas of school operations and assess objectively the school's compliance of the DepEd minimum requirements and prescribed Kto12 standards. The process of self-assessment involves six steps which must be thoughtfully and diligently followed. The next part is a comprehensive walkthrough of these different steps.

The Six-Step Process for Certification Assessment includes:

#### 3.2.3.1 Unpacking the Standards

Unpacking the standards involves understanding the standards through logical and sequential thinking and rephrasing the standard into a focus or search question, identifying the Look-Fors for each standard and extrapolating compliance evidences for the look-fors. For all these, schools may refer to the accompanying User's Guide where specific Look-fors are stated.

### 3.2.3.2 Gathering Evidences of Compliance with the Standards and School Performance on Recommendations

The revised Certification process is evidence-based. To assess school's compliance with the prescribed standards, the School Self-Study Committee gathers conscientiously and purposively for evidences or indicators of compliance. Evidences of compliance are those that manifest or indicate school compliance of the standards. School practices, procedures, records, documents and other expressions that could support school claims of compliance are considered evidences.

Evidence-based Approach PEAC Certification aims to ascertain school compliance of minimum DepEd requirements and attainment of prescribed standards of quality. The approach is evidenced-based and therefore, assessment of school's compliance with standards of quality depends on evidences presented and available.

Examples of Compliance Evidences (ECEs) The revised Certification process is evidence-based. To assess school's compliance with the prescribed K-12 standards, the Certification Team visits the school and reviews conscientiously and purposively the evidences or indicators of compliance presented.

Evidences of compliance are those that manifest or indicate school compliance of the standards. School practices, procedures, records, documents and other expressions that could support school claims of compliance are considered evidences.

Examples of Compliance Evidences (ECEs) for the Look-fors of each standard of every area are suggested in the Certification Assessment Instrument and the User's Guide (see Appendix). A careful study of this list, their availability in the school and the presence of the Look--fors in them make for solid evidences would lead the Working Committees in determining authentic assessment ratings.

### 3.2.3.3 Using the Rating Scale

A Rating scale is provided in the Certification Assessment instrument. It is used to rate how far has the school complied with the prescriptions of the standards. Since the certification assessment is evidence-based, the rating will depend largely on the evidence gathered that manifest the existence of the Look-fors defined by the standards. Explanations for the High or Low ratings are written in the Comments Section.

**Example 1: Area E.VI**

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| 3.Provisions for adequate and immediate emergency care* | - Is there a trained staff available to give first-aid and emergency care when needed?<br>- Are there adequate provisions for first aid and emergency care? | - Adequacy of provisions for first-aid and emergency care<br>- Availability of first-aid and emergency care | - Assigned staff to provide emergency care<br>- Trainings of assigned staff<br>- Emergency Care SOPs/ Clinic<br>- Student Handbook/ Manual<br>- First aid and emergency care SOPs |

***Example A:***

In St Padre Pio High School, a medical mission from the New York Holy Angels Community Hospital has updated the school clinic and left provisions for emergency care of the school community. The school Doctor comes once a month to conduct the on-going medical check-ups. Dental check-ups are done in June by a volunteer parent-dentist. Otherwise, the clinic stays closed to keep the clinic secure because there is no one else to take on the job.

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| 3.Provisions for adequate and immediate emergency care* | - Is there a trained staff available to give first-aid and emergency care when needed?<br>- Are there adequate provisions for first aid and emergency care? | - Adequacy of provisions for first-aid and emergency care ✗<br>- Availability of first-aid and emergency care | - Assigned staff to provide emergency care<br>- Trainings of assigned staff<br>- Emergency Care SOPs/ Clinic<br>- Student Handbook/ Manual<br>- First aid and emergency care SOPs |

| Standards of Compliance | | | | | | |
|---|---|---|---|---|---|---|
| 3.Provisions for adequate and immediate emergency care* | **4** | **3** | **2** | **1** | **0** | |

In this case, the Certifier rated this standard 2 because the provisions are adequate but emergency care is not available.

**Example 2: Area I.2**

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| 2. An annual operational plan drawn from the three-year SSIP* | - Is there an existing Three- Year Standards-based School Improvement Plan?<br>- Is there an Annual Operational Plan drawn from the SSIP? | - Standards-based three-year school planning<br>- Annual school planning | - Annual Operational Plan<br>- SSIP<br>- Minutes of the planning meetings |

***Example B:***

The Principal and 2 junior teachers have transferred to the public school. The newly appointed Principal is enrolled in the graduate school for her Master's degree. Given these circumstances, the school SSIP lapsed in 2021. No new SSIP has been crafted.

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| 2. An annual operational plan drawn from the three-year SSIP* | - Is there an existing Three- Year Standards-based School Improvement Plan?<br>- Is there an Annual Operational Plan drawn from the SSIP? | - Standards-based three-year school planning ✗<br>- Annual school planning ✗ | - Annual Operational Plan<br>- SSIP<br>- Minutes of the planning meetings |

| **Standards of Compliance** | | | | | | |
|---|---|---|---|---|---|---|
| 2. An annual operational plan drawn from the three-year SSIP* | **4** | **3** | **2** | **1** | **0** | |

**Example 3: Area E.VI.1**

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| VI.1. Annual medical and dental check- ups* | - Are medical and dental check-ups conducted annually? | - Annual medical check-ups<br>- Annual dental check-ups | - Schedule of medical and dental check-ups<br>- Student Health records<br>- Calendar of Health Service activities |

***Example C:***

St Padre Pio High School has a small population and has significantly served the small town of Sto. Tomas by offering Catholic basic education.

Recently, it offered Senior High School. It has never conducted medical and dental check-ups for its students and consequently has no need of a Physician and a Dentist.

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| VI.1. Annual medical and dental check- ups* | - Are medical and dental check-ups conducted annually? | - Annual medical check-ups ✗<br>- Annual dental check-ups ✗ | - Schedule of medical and dental check-ups<br>- Student Health records<br>- Calendar of Health Service activities |

| **Standards of Compliance** | | | | | | |
|---|---|---|---|---|---|---|
| VI.1. Annual medical and dental check- ups* | **4** | **3** | **2** | **1** | **0** | |

**Example 4: Area D.3.1**

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| 3. Faculty Development plan designed to:<br>3.1 help teachers achieve professional growth in the seven domains and meet the standards of the 2017 Philippine Professional Standards for Teachers* | - Does the Faculty Development Plan include strategies towards the development of the 7 domains prescribed by the 2017 PPST? | - Faculty Development Plan that includes the development of the 7 domains prescribed by the PPST<br>- Content Knowledge and Pedagogy<br>- Learning Environment<br>- Diversity of Learners<br>- Curriculum and Planning<br>- Assessment and Reporting<br>- Community Linkages and Professional Engagement<br>- Personal Growth and Professional Development | - Faculty Development Plan<br>- Faculty Development Plan Evaluation Instruments, Results and Summaries<br>- Faculty Performance Evaluation Instruments, Results and Summaries<br>- Calendar of Faculty Development Activities<br>- List of Faculty Development Activities |

***Example D:***

St. Padre Pio High School provides faculty development activities that includes retreats, recollections and character formation sessions. The faculty join associations like MTAP, BIOTA, Toast Masters Club and the like. The school maximizes faculty attendance in seminars on teaching the SHS subjects by PEAC; curriculum mapping, formative assessment and seminars on on-line delivery modalities sponsored by book companies. A prominent US-based alumnus offered 3 graduate studies scholarships for the teachers.

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| 3. Faculty Development plan designed to:<br>3.1 help teachers achieve professional growth in the seven domains and meet the standards of the 2017 Philippine | - Does the Faculty Development Plan include strategies towards the development of the 7 domains prescribed by the 2017 PPST? | - Faculty Development Plan that includes the development of the 7 domains prescribed by the PPST<br>- Content Knowledge and Pedagogy<br>- Learning Environment<br>- Diversity of Learners | - Faculty Development Plan<br>- Faculty Development Plan Evaluation Instruments, Results and Summaries<br>- Faculty Performance Evaluation Instruments, Results and Summaries<br>- Calendar of Faculty |

| | | | |
|---|---|---|---|
| Professional Standards for Teachers* | | - Curriculum and Planning<br>- Assessment and Reporting<br>- Community Linkages and Professional Engagement<br>- Personal Growth and Professional Development | Development Activities<br>- List of Faculty Development Activities |

| **Standards of Compliance** | | | | | | |
|---|---|---|---|---|---|---|
| 3. Faculty Development plan designed to:<br>3.1 help teachers achieve professional growth in the seven domains and meet the standards of the 2017 Philippine Professional Standards for Teachers* | **4** | **3** | **2** | **1** | **0** | |

In the Area of Faculty or Standard 3.1, the Team rated the school 2 because the provisions of seminars and workshops covered only the domains of Content and Pedagogy, Learning Environment, Curriculum and Planning, and Personal Growth and Professional Development of the 2017 Philippine Professional Standards for Teachers.

**Example 5: Area G.2**

| **Standards of Compliance** | **Focus Questions:** | **Look-Fors:** | **ECEs:** |
|---|---|---|---|
| 2.Qualified School Principal with MA Degree in Education* | - Is the Principal qualified with a Masteral degree in Education? | - MA degree of the Principal | - 201 File of the Principal<br>- OTR of the Principal and Notarized Contract<br>- Diploma |

***Example E***: St Padre Pio High School has a young teacher as Principal. Despite her diligence at work and her openness to change, she has no MA degree. The SSIP provided, among its initiatives, an MA scholarship for her starting Summer of 2019. The SSIP also includes a Faculty Development Plan with provisions for seminars and workshops.

| **Standards of Compliance** | **Focus Questions:** | **Look-Fors:** | **ECEs:** |
|---|---|---|---|
| 2. Qualified School Principal with MA Degree in Education* | - Is the Principal qualified with a Masteral degree in Education? | - MA degree of the Principal ✗ | - 201 File of the Principal<br>- OTR of the Principal and Notarized Contract<br>- Diploma |

| Standards of Compliance | | | | | | |
|---|---|---|---|---|---|---|
| 2. Qualified School Principal with MA Degree in Education* | **4** | **3** | **2** | **1** | **0** | |

The Certification Team, using the Rating Scale, gave the school a rating of 1 for Standard 2 in Administration and Governance because the Principal does not have an MA degree but there is a clear plan of Action towards this.

**Example 6: Area B.3**

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| 3. Learning plan in each subject area that show:<br>- incorporation of the philosophy, vision-mission, teaching of the 21st century skills, the use of real world situations, inter-subject integration and use of technology* | - Is there PVMGO-CV integration in the LP and learning encounters?<br>- Are there 21st century skills development activities in the LP and learning encounters?<br>- Are there real-world/ authentic transfer tasks in the LP and in the learning encounters?<br>- Are interdisciplinary discussions, projects and tasks included in classroom instruction?<br>- Is technology used to support classroom instruction? | - Inclusion of PVMGO-CV integration in LP<br>- Inclusion in LP of activities related to development of 21st century skills in LP<br>- Provision of opportunities in LP for subject integration<br>- Provision in LP for discussion of or encounters with real-world challenges or issues<br>- Provision in LP for use of technology in class activities or assessment | - Subject Learning Plans<br>- System of Learning Plan Preparation<br>- Instructional Supervisory Reports<br>- Minutes of meetings of Department Subject regarding classroom strategies<br>- Faculty Development Training Seminars and Workshops<br>- Classroom Observation Form<br>- Integrated Performance Tasks<br>- Community Awareness, Exposure or Immersion Activities related to Unit Topic<br>- System of Technology Integration<br>- Technology Platforms or Learning Management Systems |

**Example F:**
At the St Padre Pio School, learning plans are in the form of a learning log.These show content targets for each day of the week. In a special effort, the daily learning log also indicate school

PVM-CV that are aligned with the content targets. Learning strategies and activities are not specified.

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| 3.Learning plan in each subject area that show:<br>- incorporation of the philosophy, vision-mission, teaching of the 21st century skills, the use of real world situations, inter-subject integration and use of technology* | - Is there PVMGO-CV integration in the LP and learning encounters?<br>- Are there 21st century skills development activities in the LP and learning encounters?<br>- Are there real-world/ authentic transfer tasks in the LP and in the learning encounters?<br>- Are interdisciplinary discussions, projects and tasks included in classroom instruction?<br>- Is technology used to support classroom instruction? | - Inclusion of PVMGO-CV integration in LP<br>- Inclusion in LP of activities related to development of 21st century skills in LP<br>- Provision of opportunities in LP for subject integration<br>- Provision in LP for discussion of or encounters with real-world challenges or issues<br>- Provision in LP for use of technology in class activities or assessment | - Subject Learning Plans<br>- System of Learning Plan Preparation<br>- Instructional Supervisory Reports<br>- Minutes of meetings of Department Subject regarding classroom strategies<br>- Faculty Development Training Seminars and Workshops<br>- Classroom Observation Form<br>- Integrated Performance Tasks<br>- Community Awareness, Exposure or Immersion Activities related to Unit Topic<br>- System of Technology Integration<br>- Technology Platforms or Learning Management Systems |

| Standards of Compliance | | | | | | |
|---|---|---|---|---|---|---|
| 3. Learning plan in each subject area that show:<br>- incorporation of the philosophy, vision-mission, teaching of the 21st century skills, the use of real world situations, inter-subject integration and use of technology* | **4** | **3** | **2** | **1** | **0** | |

### 3.2.3.4 Getting the Area Rating

For the Area rating, a Decision Rule is applied (see Appendix). This Decision Rule mainly rests on the mode or the frequently appearing rating for the power standards of the area with due consideration for compliance of the support standards. This rating is descriptive of the extent of compliance of the school on the critical items that attain effectiveness of the area.

**Example A: Area H**

| Standard | Rating |
|---|---|
| 1. * | 2 |
| 2. - * | 2 |
| - * | 2 |
| - * | 1 |
| 3. | 3 |
| 4. * | 3 |
| 5. * | 2 |
| 6. - * | 2 |
| - * | 2 |
| - * | 1 |

**Summary Table for Area H**

| | **4** | **3** | **2** | **1** | **0** |
|---|---|---|---|---|---|
| Power* | 0 | 1 | 6 | 2 | 0 |
| Support | 0 | 1 | 0 | 0 | 0 |
| Area Rating | 2 | | | | |

Given the summary, the mode for the Power Standards is 2 with a rating of 3 in the Support Standard. Applying the Decision Rule for Area Ratings which specifies " 2 – For a mode of 2 in the Power Standards" therefore, the Area Rating is 2.

**Example B: Area I**

| Standard | Rating |
|---|---|
| 1. - * | 3 |
| - * | 2 |
| 2. * | 2 |
| 3. * | 1 |
| 4. * | 1 |
| 5. | 1 |
| | |

**Summary Table for Area I**

| | **4** | **3** | **2** | **1** | **0** |
|---|---|---|---|---|---|
| Power* | 0 | 1 | 2 | 2 | 0 |
| Support | 0 | 0 | 0 | 1 | 0 |
| Area Rating | 1 | | | | |

Given the above, there are two (2) modes for the Power Standards: 2 and 1. In cases when there are two (2) modes, the mean is used. The computed mean for the Power Standards (9 / 5 =) 1.8 rounded to the lower number which is 1. Applying the Decision Rule for Area Ratings which specifies 1 – For a Mode of 1 in the Power Standards therefore the Area Rating is 1.

### 3.2.3.5 Writing the Recommendations for School Improvement

After the Area Ratings have been discerned by the School Self-Study Committee, the strengths and weaknesses of the school in each area shall have been delineated. Those standards rated 2, 1 or 0 compose the recommendations towards full compliance and are reflected in the school continuing planning for improvement.

**Example 1: Area E.VI**

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| 3.Provisions for adequate and immediate emergency care* | - Is there a trained staff available to give first-aid and emergency care when needed?<br>- Are there adequate provisions for first aid and emergency care? | - Adequacy of provisions for first-aid and emergency care<br>- Availability of first-aid and emergency care | - Assigned staff to provide emergency care<br>- Trainings of assigned staff<br>- Emergency Care SOPs/ Clinic<br>- Student Handbook/ Manual<br>- First aid and emergency care SOPs |

***Example A:***

In St Padre Pio High School, a medical mission from the New York Holy Angels Community Hospital has updated the school clinic and left provisions for emergency care of the school community. The school Doctor comes once a month to conduct the on-going medical check-ups. Dental check-ups are done in June by a volunteer parent-dentist. Otherwise, the clinic stays closed to keep the clinic secure because there is no one else to take on the job.

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| 3.Provisions for adequate and immediate emergency care* | - Is there a trained staff available to give first-aid and emergency care when needed?<br>- Are there adequate provisions for first aid and emergency care? | - Adequacy of provisions for first-aid and emergency care ✗<br>- Availability of first aid and emergency care | - Assigned staff to provide emergency care<br>- Trainings of assigned staff<br>- Emergency Care SOPs/ Clinic<br>- Student Handbook/ Manual<br>- First aid and emergency care SOPs |

| Standards of Compliance | | | | | | |
|---|---|---|---|---|---|---|
| 3.Provisions for adequate and immediate emergency care* | **4** | **3** | **2** | **1** | **0** | |

In this case, the Certifier rated this standard 2 because the provisions are adequate but emergency care is not available.

So the **Recommendation** is written as: "Provisions for immediate emergency care"

**Example 2: Area I.2**

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| 2. An annual operational plan drawn from the three-year SSIP* | - Is there an existing Three- Year Standards-based School Improvement Plan?<br>- Is there an Annual Operational Plan drawn from the SSIP? | - Standards-based three-year school planning<br>- Annual school planning | - Annual Operational Plan<br>- SSIP<br>- Minutes of the planning meetings |

***Example B:***

The Principal and 2 Junior teachers have transferred to the public school. The newly appointed Principal is enrolled in the graduate school for her Master's degree. Given these circumstances, the school SSIP lapsed in 2021. No new SSIP has been crafted.

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| 2. An annual operational plan drawn from the three-year SSIP* | - Is there an existing Three- Year Standards-based School Improvement Plan?<br>- Is there an Annual Operational Plan drawn from the SSIP? | - Standards-based three-year school planning ✗<br>- Annual school planning ✗ | - Annual Operational Plan<br>- SSIP<br>- Minutes of the planning meetings |

| **Standards of Compliance** | | | | | | |
|---|---|---|---|---|---|---|
| 2. An annual operational plan drawn from the three-year SSIP* | **4** | **3** | **2** | **1** | **0** | |

So the **Recommendation** is written as: An annual operational plan drawn from the three-year SSIP*

**Example 3: Area E.VI.1**

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| VI.1. Annual medical and dental check- ups* | - Are medical and dental check-ups conducted annually? | - Annual medical check-ups<br>- Annual dental check-ups | - Schedule of medical and dental check-ups<br>- Student Health records<br>- Calendar of Health Service activities |

***Example C:***

St Padre Pio High School has a small population and has significantly served the small town of Sto. Tomas by offering Catholic basic education. Recently, it offered Senior High School. It has never conducted medical and dental check-ups for its students and consequently has no need of a Physician and a Dentist.

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| VI.1. Annual medical and dental check- ups* | - Are medical and dental check-ups conducted annually? | - Annual medical check-ups ✗<br>- Annual dental check-ups ✗ | - Schedule of medical and dental check-ups<br>- Student Health records<br>- Calendar of Health Service activities |

| **Standards of Compliance** | | | | | | |
|---|---|---|---|---|---|---|
| VI.1. Annual medical and dental check- ups* | **4** | **3** | **2** | **1** | **0** | |

So the **Recommendation** is written as: Annual medical and dental check- ups

**Example 4: Area D.**

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| 3. Faculty Development plan designed to:<br>3.1 help teachers achieve professional growth in the seven domains and meet the standards of the 2017 Philippine Professional Standards for Teachers* | - Does the Faculty Development Plan include strategies towards the development of the 7 domains prescribed by the 2017 PPST? | - Faculty Development Plan that includes the development of the 7 domains prescribed by the PPST<br>- Content Knowledge and Pedagogy<br>- Learning Environment<br>- Diversity of Learners<br>- Curriculum and Planning<br>- Assessment and Reporting<br>- Community Linkages and Professional Engagement<br>- Personal Growth and Professional Development | - Faculty Development Plan<br>- Faculty Development Plan Evaluation Instruments, Results and Summaries<br>- Faculty Performance Evaluation Instruments, Results and Summaries<br>- Calendar of Faculty Development Activities<br>- List of Faculty Development Activities |

***Example D:***

St. Padre Pio High School provides faculty development activities that includes retreats, recollections and character formation sessions. The faculty join associations like MTAP, BIOTA, Toast Masters Club and the like. The school maximizes faculty attendance in seminars on teaching the SHS subjects by PEAC; curriculum mapping, formative assessment and seminars on on-line delivery modalities sponsored by book companies. A prominent US-based alumnus offered 3 graduate studies scholarships for the teachers.

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| 3. Faculty Development plan designed to:<br>3.1 help teachers achieve professional growth in the seven domains and meet the standards of the 2017 Philippine | - Does the Faculty Development Plan include strategies towards the development of the 7 domains prescribed by the 2017 PPST? | - Faculty Development Plan that includes the development of the 7 domains prescribed by the PPST<br>- Content Knowledge and Pedagogy<br>- Learning Environment<br>- Diversity of Learners | - Faculty Development Plan<br>- Faculty Development Plan Evaluation Instruments, Results and Summaries<br>- Faculty Performance Evaluation Instruments, Results and Summaries<br>- Calendar of Faculty |

| | | | |
|---|---|---|---|
| Professional Standards for Teachers* | | - Curriculum and Planning<br>- Assessment and Reporting<br>- Community Linkages and Professional Engagement<br>- Personal Growth and Professional Development | Development Activities<br>- List of Faculty Development Activities |

| **Standards of Compliance** | | | | | | |
|---|---|---|---|---|---|---|
| 3. Faculty Development plan designed to:<br>3.1 help teachers achieve professional growth in the seven domains and meet the standards of the 2017 Philippine Professional Standards for Teachers* | **4** | **3** | **2** | **1** | **0** | |

In the Area of Faculty or Standard 3.1, the Team rated the school 2 because the provisions of seminars and workshops covered only the domains of Content and Pedagogy, Learning Environment, Curriculum and Planning, and Personal Growth and Professional Development of the 2017 Philippine Professional Standards for Teachers.

So the **Recommendation** is written as:

Faculty Development Plan designed to help teachers achieve professional growth in the seven domains and meet the standards of 2017 Philippine Professional Standards for Teachers, particularly in-

a) Diversity of Learners
b) Community Linkages and Professional Engagemet

**Example 5: Area G.**

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| 2. Qualified School Principal with MA Degree in Education* | - Is the Principal qualified with a Masteral degree in Education? | - MA degree of the Principal | - 201 File of the Principal<br>- OTR of the Principal and Notarized Contract<br>- Diploma |

***Example E***: St Padre Pio High School has a young teacher as Principal. Despite her diligence at work and her openness to change, she has no MA degree. The SSIP provided, among its initiatives, an MA scholarship for her starting Summer of 2019. The SSIP also includes a Faculty Development Plan with provisions for seminars and workshops.

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| 2. Qualified School Principal with MA Degree in Education* | - Is the Principal qualified with a Masteral degree in Education? | - MA degree of the Principal ✗ | - 201 File of the Principal<br>- OTR of the Principal and Notarized Contract<br>- Diploma |

| Standards of Compliance | | | | | | |
|---|---|---|---|---|---|---|
| 2. Qualified School Principal with MA Degree in Education* | **4** | **3** | **2** | **1** | **0** | |

The Certification Team, using the Rating Scale, gave the school a rating of 1 for Standard 2 in Administration and Governance because the Principal does not have an MA degree but there is a clear plan of Action towards this.

So the **Recommendation** is written as: Qualified School Principal with MA degree in Education

**Example 6: Area B.3**

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| 3. Learning plan in each subject area that show:<br>- incorporation of the philosophy, vision-mission, teaching of the 21st century skills, the use of real world situations, inter-subject integration and use of technology* | - Is there PVMGO-CV integration in the LP and learning encounters?<br>- Are there 21st century skills development activities in the LP and learning encounters?<br>- Are there real-world/ authentic transfer tasks in the LP and in the learning encounters?<br>- Are interdisciplinary discussions, projects and tasks included in classroom instruction?<br>- Is technology used to support classroom instruction? | - Inclusion of PVMGO-CV integration in LP<br>- Inclusion in LP of activities related to development of 21st century skills in LP<br>- Provision of opportunities in LP for subject integration<br>- Provision in LP for discussion of or encounters with real-world challenges or issues<br>- Provision in LP for use of technology in class activities or assessment | - Subject Learning Plans<br>- System of Learning Plan Preparation<br>- Instructional Supervisory Reports<br>- Minutes of meetings of Department Subject regarding classroom strategies<br>- Faculty Development Training Seminars and Workshops<br>- Classroom Observation Form<br>- Integrated Performance Tasks<br>- Community Awareness, Exposure or Immersion Activities related to Unit Topic<br>- System of Technology Integration<br>- Technology Platforms or Learning Management Systems |

**Example F:**

At the St Padre Pio School, learning plans are in the form of a learning log.These show content targets for each day of the week. In a special effort, the daily learning log also indicate school PVM-CV that are aligned with the content targets. Learning strategies and activities are not specified.

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| 3. Learning plan in each subject area that show:<br>- incorporation of the philosophy, vision-mission, teaching of the 21st century skills, the use of real world situations, inter-subject integration and use of technology* | - Is there PVMGO-CV integration in the LP and learning encounters?<br>- Are there 21st century skills development activities in the LP and learning encounters?<br>- Are there real-world/ authentic transfer tasks in the LP and in the learning encounters?<br>- Are interdisciplinary discussions, projects and tasks included in classroom instruction?<br>- Is technology used to support classroom instruction? | - Inclusion of PVMGO-CV integration in LP<br>- Inclusion in LP of activities related to development of 21st century skills in LP ✗<br>- Provision of opportunities in LP for subject integration ✗<br>- Provision in LP for discussion of or encounters with real-world challenges or issues ✗<br>- Provision in LP for use of technology in class activities or assessment ✗ | - Subject Learning Plans<br>- System of Learning Plan Preparation<br>- Instructional Supervisory Reports<br>- Minutes of meetings of Department Subject regarding classroom strategies<br>- Faculty Development Training Seminars and Workshops<br>- Classroom Observation Form<br>- Integrated Performance Tasks<br>- Community Awareness, Exposure or Immersion Activities related to Unit Topic<br>- System of Technology Integration<br>- Technology Platforms or Learning Management Systems |

| Standards of Compliance | | | | | | |
|---|---|---|---|---|---|---|
| 3. Learning plan in each subject area that show:<br>- incorporation of the philosophy, vision-mission, teaching of the 21st century skills, the use of real world situations, inter-subject integration and use of technology* | **4** | **3** | **2** | **1** | **0** | |

So the **Recommendation** is written as: Learning plan in each subject area that show teaching of the 21st century skills, the use of real world situations, inter-subject integration and use of technology*

### 3.2.3.6 Getting the Overall School Rating and Certification Status

The Overall school rating and certification status is the summary of all the Area ratings, with exception of the Philosophy, Vision, Mission, Goals and Objectives. A Summary Table is provided for this.

An inspection of the ratings and their conformity with all the prescriptions of the Decision Rule for Overall School Rating and Certification is done (see Appendix).

**Example G:**

**Summary Table A**

| AREAS | AREA RATING |
|---|---|
| A. School Philosophy, Vision, Mission, Goals and Objectives | NA |
| B. Curriculum, Assessment and Instruction | 3 |
| C. Instructional Leadership | 3 |
| D. Faculty | 3 |
| E. Academic Support and Student Development Services | 3 |
| F. Physical Plant and Instructional Support Facilities | 3 |
| G. Administration and Governance | 3 |
| H. School Budget and Finances | 2 |
| I. Institutional Planning and Development | 2 |
| **General Rating** | **3** |

In the above example, the Core Areas B, C, D, and G have Area Ratings of 3 and Area Ratings of 3 and 2 in the Support Areas. Using the Decision Rule for Overall Certification Rating which specifies "3 – For a Rating of 3 in ALL Core Areas and 2 or higher in the Support Areas" therefore, the Overall Certification Rating is 3.

**Example H:**

**Summary Table B**

| AREAS | AREA RATING |
|---|---|
| A. School Philosophy, Vision, Mission, Goals and Objectives | NA |
| B. Curriculum, Assessment and Instruction | 3 |
| C. Instructional Leadership | 3 |
| D. Faculty | 2 |
| E. Academic Support and Student Development Services | 3 |
| F. Physical Plant and Instructional Support Facilities | 3 |
| G. Administration and Governance | 3 |
| H. School Budget and Finances | 3 |
| I. Institutional Planning and Development | 3 |
| **General Rating** | **2** |

SUBSTANTIAL COMPLIANCE

In the example, the Core Areas B, C and G have Area Ratings of 3 but 2 for Area D and 3 for all the Support Areas. Using the Decision Rule for Overall Certification Rating which specifies "3 – For a Rating of 3 in ALL Core Areas and 2 or higher in the Support Areas" since NOT ALL Core Areas have a Rating of 3, even if all the Support Area Ratings are above 2, the Overall Certification Rating is lowered to 2. In this case, NOT ALL the prescriptions of the Decision Rule have been satisfied so the next lower rating is applied.

**Example I:**

**Summary Table C**

| AREAS | AREA RATING |
|---|---|
| A. School Philosophy, Vision, Mission, Goals and Objectives | NA |
| B. Curriculum, Assessment and Instruction | 2 |
| C. Instructional Leadership | 2 |
| D. Faculty | 2 |
| E. Academic Support and Student Development Services | 2 |
| F. Physical Plant and Instructional Support Facilities | 2 |
| G. Administration and Governance | 3 |

| | |
|---|---|
| H. School Budget and Finances | 2 |
| I. Institutional Planning and Development | 3 |
| **General Rating** | **2** |

PARTIAL COMPLIANCE

In the example, ALL Core Areas have a rating of 2; and 2 and 3 in the Support Areas. Using the Decision Rule which specifies "2 – For a Rating of 2 in ALL Core Areas and 2 or higher in the Support Areas", the Overall Rating is 2.

**Example J:**

**Summary Table D**

| AREAS | AREA RATING |
|---|---|
| A. School Philosophy, Vision, Mission, Goals and Objectives | NA |
| B. Curriculum, Assessment and Instruction | 2 |
| C. Instructional Leadership | 2 |
| D. Faculty | 1 |
| E. Academic Support and Student Development Services | 1 |
| F. Physical Plant and Instructional Support Facilities | 2 |
| G. Administration and Governance | 3 |
| H. School Budget and Finances | 1 |
| I. Institutional Planning and Development | 3 |
| **General Rating** | **1** |

LIMITED COMPLIANCE

In the example, the Core Areas D and E are rated 1 and Support Area H is rated 1. Using the Decision Rule which specifies "2 – For a Rating of 2 in ALL Core Areas and 2 or higher is the Support Areas, because NOT ALL Core Areas have a rating 2 (only 2 Areas), and NOT ALL Support Areas are rated 2 or higher, the Overall Rating is lowered to 1. In this case, NOT ALL the prescriptions of the Decision Rule have been satisfied so the next lower rating is applied.

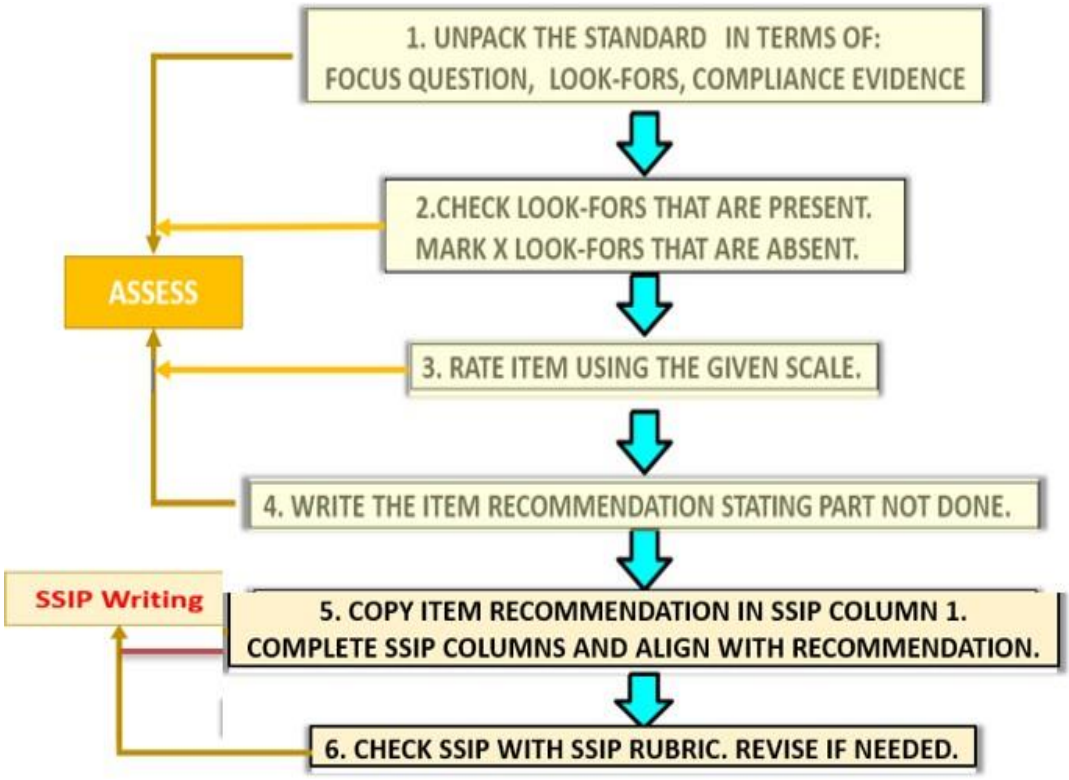
### 3.2.4 Presentation of the Self-Study Findings to the School Community

The Self-Study findings is compiled by the Self-Study Executive Committee chaired by the School Head/ Principal and presented to the entire school community. It is then submitted to the PEAC-CU through the EIS-CS at least one month before the schedule of the certification visit.

### 3.2.5 Preparation of the Standards-Based School Improvement Plan

The Self-Study findings pinpoint the standards complied by the school as well as those which have not been complied or partially complied with. To assure school quality, plans towards purposive compliance of these standards are plotted by the Planning Committee composed of sectoral representatives of the school community in a Standards-based School Improvement Plan with implementation details spreading across three (3) years. A simple format defining the targeted standards, objectives, desired outputs, implementation steps, specific time frame, monitoring mechanisms, persons responsible budget and budget sources is suggested by PEAC (see Appendix).

**Six Steps SSIP Writing**



**SCHOOL:** **REGION:**
**AREA:**

| STANDARDS-BASED SCHOOL IMPROVEMENT PLAN | | | | | | | |
|---|---|---|---|---|---|---|---|
| Improvement Plan Item | Smart Goals | Output | Action Steps | Time Period | Monitoring System | Person In Charge | Budget And Budget Source |
| | | | | | | | |

**Lead Questions**

| STANDARDS-BASED SCHOOL IMPROVEMENT PLAN | | | | | | | |
|---|---|---|---|---|---|---|---|
| Improvement Plan Item | Smart Goals | Output | Action Steps | Time Period | Monitoring System | Person In Charge | Budget And Budget Source |
| What must be improved? | Where does STANDARD want us to go? | What are the Look-Fors of the STANDARD? | How do we get there? | When is the expected date of accomplishment? | How can the accomplishment of the Action Steps be monitored? | Who are the persons-in-Charge? | How much would it take to accomplish the GOAL? |

## Rubrics

| STANDARDS-BASED SCHOOL IMPROVEMENT PLAN | | | | | | | |
|---|---|---|---|---|---|---|---|
| Improvement Plan Item | Smart Goals | Output | Action Steps | Time Period | Monitoring System | Person In Charge | Budget And Budget Source |
| Area is stated. Standard of Compliance item is stated containing parts that need to be implemented or improved. | Goals are written as specific, measurable, attainable, realistic and time bound. | End result of the various actions steps is clearly described in line with the desired improvement plan area. | Action steps show a detailed and logical process of achieving the SMART Goals and accomplishing the output. | Dates of expected accomplishment of the output are stated and achievable. | A system of reviewing and evaluating the accomplishment of the different action steps and achieving the output is described in detail. | Key point persons responsible for the accomplishment of the SMART Goals are clearly identified and stated. The person has sufficient experience to achieve the goals. | Amount is stated along with the source from the school budget. Amount is sufficient to achieve the output. |

## Rubric of Area's Standards-Based School Improvement Plan

| | **2**<br>**ADEQUATELY DONE** | **1**<br>**PARTIALLY DONE** | **0**<br>**NOT DONE AT ALL** |
|---|---|---|---|
| **1 STANDARDS-BASED IMPROVEMENT PLAN ITEM** | Selected item from the area standard in need of improvement is fully stated. | Selected item from the area standard in need of improvement is partially stated or written as bullet points or phrases. | No improvement plan item is stated. |
| **2 SMART GOALS** | Goals are written as specific, measurable, attainable, realistic and time bound. | Goals are partially written as specific, measurable, attainable, realistic and time bound. | No goals are stated. |
| **3 OUTPUT** | End result is aligned with the requirements of the standards. | End result is inconsistently aligned with the requirements of the standards. | No output is stated. |
| **4ACTION STEPS** | Action steps show a detailed and logical process of achieving the SMART Goals and accomplishing the output. | Action steps are vague and do not show a particular sequence for achieving the SMART Goal and accomplishing the output. | No action steps are described. |
| **5 TIME PERIOD** | Dates of expected accomplishment of the output are stated and achievable. | Dates of expected accomplishment of the output are stated but challenging to meet. | No dates of expected accomplishment are stated. |
| **6 MONITORING SYSTEM** | A system of reviewing and evaluating the accomplishment of the different action steps and achieving the output is described in detail. | A system of reviewing and evaluating the accomplishment of the different action steps and achieving the output is inconsistent in several parts. | No system and dates of monitoring are given. |

| | | | |
|---|---|---|---|
| **7 PERSON IN CHARGE** | Key point persons responsible for the accomplishment of the SMART Goals are clearly identified and stated. The person has sufficient experience to achieve the goals. | Key point persons responsible for the accomplishment of the SMART Goals are vaguely identified and stated. The person lacks relevant experience to achieve the goals. | No person in charge is identified. |
| **8 BUDGET AND BUDGET SOURCE** | Amount is stated along with the source from the school budget. Amount is sufficient to achieve the output. | Amount is stated along with the source from the school budget. Amount is questionable to achieve the output. | No budget and budget source are stated. |
| *** ALIGNMENT** | All above parts are aligned with each other and the standard item. | Some of the above parts are not aligned with each other and the standard item. | No alignment exists in all the above parts |
| | | **TOTAL:** | |
| | | **AVERAGE:** | |

**Example 1: Area E.VI**

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| 3.Provisions for adequate and immediate emergency care* | - Is there a trained staff available to give first-aid and emergency care when needed?<br>- Are there adequate provisions for first aid and emergency care? | - Adequacy of provisions for first-aid and emergency care<br>- Availability of first-aid and emergency care | - Assigned staff to provide emergency care<br>- Trainings of assigned staff<br>- Emergency Care SOPs/ Clinic<br>- Student Handbook/ Manual<br>- First aid and emergency care SOPs |

***Example A:***

In St Padre Pio High School, a medical mission from the New York Holy Angels Community Hospital has updated the school clinic and left provisions for emergency care of the school community. The school Doctor comes once a month to conduct the on-going medical check-ups. Dental check-ups are done in June by a volunteer parent-dentist. Otherwise, the clinic stays closed to keep the clinic secure because there is no one else to take on the job.

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| 3.Provisions for adequate and immediate emergency care* | - Is there a trained staff available to give first-aid and emergency care when needed?<br>- Are there adequate provisions for first aid and emergency care? | - Adequacy of provisions for first-aid and emergency care ✘<br>- Availability of first-aid and emergency care | - Assigned staff to provide emergency care<br>- Trainings of assigned staff<br>- Emergency Care SOPs/ Clinic<br>- Student Handbook/ Manual<br>- First aid and emergency care SOPs |

| **Standards of Compliance** | | | | | | |
|---|---|---|---|---|---|---|
| 3.Provisions for adequate and immediate emergency care* | **4** | **3** | **2** | **1** | **0** | |

In this case, the Certifier rated this standard 2 because the provisions are adequate but emergency care is not available.

So the **Recommendation** is written as: "Provisions for immediate emergency care"

| * IMPROVED | STANDARDS-BASED SCHOOL IMPROVEMENT PLAN | | | | | | |
|---|---|---|---|---|---|---|---|
| IMPROVEMENT<br><br>PLAN ITEM | SMART GOALS | OUTPUT | ACTION STEPS | TIME PERIOD | MONITORING SYSTEM | PERSON IN CHARGE | BUDGET AND<br><br>BUDGET SOURCE |
| **E. Academic Support and Student Development Services**<br><br>**VI. Health Services**<br><br>**3. Provisions for adequate and immediate emergency care** | Assign Trained Personnel for the School Clinic to provide immediate emergency care for second semester of SY 2021-2022 | Availability of Emergency Care | 1. Send out request to Red Cross for First- Aid Training of PE Teachers and Senior Boy and Girl Scouts<br><br>2. Conduct First-Aid Training to PE Teachers and Senior Boy and Girl Scouts<br><br>3. Arrange School Program/ Schedule to allow PE Teachers to render duty hours in the clinic (Boy/Girl scouts are on call for assistance)<br><br>4. Assign Service Hours to PE Teachers or allocate Honorarium for assigned PE teachers and awards points for Boy/Girl scouts | 1.Sept. 9,2021<br><br>2.Oct. 15,2021<br><br>3.Oct. 29,2021<br><br>4. .Nov. 4,2021 | 1. Letter of Request/ Confirmation of Invitation<br><br>2. Training Program/ Certificate of Completion/ Performance evaluation<br><br>3. Schedule of Duty Hours of Trained Emergency Care Staff<br><br>4.Appointment Letter/Contracts of Trained Emergency Care Staff | 1. School Head/ Principal<br><br>2. Principal /PE Teachers<br><br>3. Principal<br><br>4. Principal/ HR | 1. P25/ Student Activity and Staff Dev't.<br><br>2. P1,000/ Student Activity and Staff Dev't<br><br>3. NONE<br><br>4. P3,000 per Year/ Salaries and wages |

**Example 2: Area I.2**

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| 2. An annual operational plan drawn from the three-year SSIP* | - Is there an existing Three- Year Standards-based School Improvement Plan?<br>- Is there an Annual Operational Plan drawn from the SSIP? | - Standards-based three-year school planning<br>- Annual school planning | - Annual Operational Plan<br>- SSIP<br>- Minutes of the planning meetings |

***Example B:***

The Principal and 2 junior teachers have transferred to the public school. The newly appointed Principal is enrolled in the graduate school for her Master's degree. Given these circumstances, the school SSIP lapsed in 2021. No new SSIP has been crafted.

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| 2. An annual operational plan drawn from the three-year SSIP* | - Is there an existing Three- Year Standards-based School Improvement Plan?<br>- Is there an Annual Operational Plan drawn from the SSIP? | - Standards-based three-year school planning ✗<br>- Annual school planning ✗ | - Annual Operational Plan<br>- SSIP<br>- Minutes of the planning meetings |

| **Standards of Compliance** | | | | | | |
|---|---|---|---|---|---|---|
| 2. An annual operational plan drawn from the three-year SSIP* | **4** | **3** | **2** | **1** | **0** | |

So the **Recommendation** is written as: An annual operational plan drawn from the three-year SSIP*

SCHOOL: St. Padre Pio High School REGION: 8

| *IMPROVED* STANDARDS-BASED SCHOOL IMPROVEMENT PLAN | | | | | | | |
|---|---|---|---|---|---|---|---|
| IMPROVEMENT PLAN ITEM | SMART GOALS | OUTPUT | ACTION STEPS | TIME PERIOD | MONITORING SYSTEM | PERSON IN CHARGE | BUDGET AND BUDGET SOURCE |
| I. Institutional Planning and Development<br><br>2. An annual operational plan drawn from the three-year SSIP* | To draw a 3 – year SSIP (2021-2024) and cull out AOP 2021-2022, 2022-2023 and 2023-2024 by July 2021 | 1. Three Year SSIP for (2021-2024) | 1.1 Organize the school planning team | 1.1 Jun. 1, 2021 | 1.1 School Planning Team Membership/ Letter of Invitation | 1.1 School Head/ Principal | 1.1 P10.00/ Institutional Improvement Fund (IIF) |
| | | | 1.2 Set Planning Calendar<br>-Assess<br>-Plan<br>-Act | 1.2. Jun. 7, 2021 | 1.2 School Planning Calendar | 1.2 School Head/ Principal | 1 . 2 P25.00/ IIF |
| | | | 1.3.Conduct School Assessment using SHS CAI | 1.3. Jun. 10-11, 2021 | 1. 3 SHS CAI Overall Summary and Ratings | 1.3 Planning Team | 1.3. P1,000.00/ IIF |
| | | | 1.4. Undertake Planning "Get Together" | 1.4. Jun. 20, 2021 | 1.4 Minutes/ Attendance sheets | 1.4 School Head/ Principal | 1.4 P1,000.00/ IIF |
| | | | 1.5 Finalize SSIP | 1 5 Jun. 28-30, 2021 | 1.5 3 – Year SSIP | 1.5 School Head/ Principal | 1.5 P500.00/ IIF |
| | | | 1.6 Present SSIP for Approval | 1.6. Jul. 2,2021 | 1.6 SSIP Approved 2021-2024 | 1.6 School Head/ Principal | 1.6.P 3 M / I I F |
| | | 2. AOP for<br>- 2021 – 2022<br>- 2022 – 2023<br>- 2023 – 2024 | 2.1 Draw – out AOPs<br>- 2021 – 2022<br>- 2022 – 2023<br>- 2023 – 2024 | 2.1 Jul. 2, 2021/ Jul. 2, 2022/ Jul. 2, 2023 | 2.1. Annual Operational Plan Draft | 2.1 Planning Team | 2 1 . P1000.00/ IIF |
| | | | 2.2 Present SSIP & AOP for Approval | 2.2 Jul. 15, 2021<br>Jul. 15, 2022<br>Jul. 15, 2023 | 2.2 Approved AOP 2021-2022<br>2022-2023<br>2023-2024 | 2.2 School Head/ Principal | 2.2 P 1 M per. SY/ IIF |

### 3.2.6 Preparation and Submission of the Self-Study Report

The self-study report is a summary of findings of the review and assessment of the school programs and services by the self-study working committees and other pertinent information regarding the school and school community. The report is presented as:

***Part I.***

Scanned copies of the following documents must be uploaded in the EIS.

1. Securities And Exchange Commission (Sec) Registration
   This is the Certificate of Incorporation.
2. Government Recognition for Junior High School Program
   The school name in the Government Recognition must be the same school name in the SEC Registration. A certificate from DepEd must be submitted should there be a discrepancy in school name.
3. General Information Sheet
   This is the General Information Sheet for 2023 onwards, with SEC barcode, stamp, or QR. The complete document must be submitted (all pages included).
4. Audited Financial Statement
   This is the Audited Financial Statement for 2023 onwards, with the independent auditor's report. The complete document must be submitted (all pages included).
5. School Calendar for Current School Year
   This includes the Junior High School Daily Class Schedule for current School Year.

***Part II.***

The information for the following requirements must be **encoded** in the EIS. Use current School Year data.

1. Duly accomplished 2018 CAI
2. School's Philosophy, Vision, Mission, Goals, and Objectives (PVMGO)
3. BEIS or School Profile
4. Faculty and Personnel Profile
5. School's Actions on Previous Team's Recommendation
6. Enrollment List SF1
7. Attendance Sheet SF2
8. Five (5) Samples of ESC Grantee Folders per JHS Grade Level

***Part III.***

The Examples for Compliance Evidences (ECEs) for current School Year must be uploaded in a Google Drive. The link to the Google Drive must be submitted via the EIS.

### 3.2.7 How To Use The EIS

**EIS – Certification System: School Panel**

**Login to EIS:**

1. The school is issued by the PEAC Information Technology and Information Management (ITIM) Unit with an Enterprise Information System (EIS) account.
2. The school receives the login credentials via their registered email.
3. If the person assigned to manage the EIS forgets their username and password, the **Forgot Password** facility on the login page may be used.

**Non-Disclosure Agreement**

Upon initial login for the school year, the Data Policy Agreement (DPA) must be accomplished to proceed to the system. This is to ensure that confidentiality is being observed by all parties accessing sensitive personal information.

Read and understand the DPA before agreeing to and accepting its terms and conditions.

**PEAC – EIS Homepage**

*School Year*

1. Make sure that the EIS- Certification System (CS) setting is under the current school year.

*School Information*

1. Complete and/or update the School Information to provide the system the data it needs to generate pertinent documents related to Certification such as the Final Rating Report.

**PEAC – EIS Certification System**

*Quicklinks*

Under the Quicklinks, locate the Certification System. It opens a new window to access the Certification System for submitting the required ESC documentary requirements.

*PART I*

The school submits four (4) initial documentary requirements for verification through upload bins:

a. SEC Registration (or the Certificate of Incorporation)
b. Government Recognition for the Junior High School program
c. latest Audited Financial Statement, and
d. latest General Information Sheet

*PART II*

The school submits the following documentary requirements for verification through upload bins or accomplishment of forms:

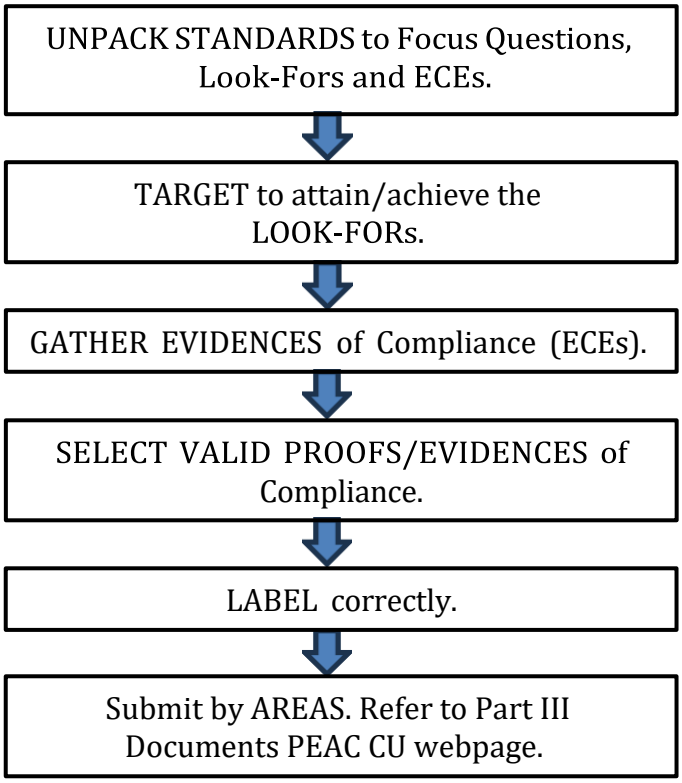
a. 2018 CAI Self-Assessment
b. Philosophy, Vision, Mission, Goals, and Objectives (PVMGO)
c. School Profile, Faculty Profile, and Personnel Profile (of the current school year)
d. School's Actions on Previous Team's Recommendation
e. Enrollment List or SF1 (of the current school year)
f. Attendance List or SF2 (of the current school year)
g. Sample Student Folder of ESC Grantees

*PART III*
The school submits the link to their Google Drive where the Examples of Compliance Evidences (ECEs) are uploaded.
*ATTESTATION*
Once all documents have been submitted, encoded, **and** verified, the school may proceed with the attestation. If attestation has been made, no further revision, edits, or reuploading may be done. To remove attestation, school must request through certification@peac.org.ph

### 3.2.9 Preparation of Compliance Evidences

In anticipation of the certification visit, the school through the Self-Study Executive Committee undertakes the school preparations. The Self-Study Working Committees prepare the evidences of compliance for their assigned areas while the different service unit heads and learning area heads put together their performance reports, records, documents and files. A systemic display of these compliance evidences is mounted to facilitate the study and perusal of these documents by the certification team. Overall school campus clean-up makes for a warm and welcoming ambiance.

### How To Prepare Compliance Evidences



**Area E.III.1.1** **1.UNPACK THE STANDARD**

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| **III. Library-Instructional Media Center** | | | |
| **1.A program for selection acquisition, management and development of library, Instructional Media Center and digitized learning resources towards optimum utilization by learners and faculty in instructional activities, independent and self-paced study, and research as well as:**<br><br>**1.1 Text-based materials like Printed or digital copies of self-learning modular supplementary resources*** | - Is there a program for the management and development of the library, media and digital learning resources to support learners and faculty in their instructional activities and research needs?<br>- Is there a program for the management and development of library services to support learners and faculty in their instructional activities and research needs?<br>- Is the allocation from the Library fees for the development of library collections and services adequate?<br>- **Does the program for management and development include acquisition of supplementary materials such as text-based and non-text-based materials and that have been prepared by the teachers to be used in the adopted alternative delivery/blended modalities?** | - Program/Plan for the Development of the Library, IMC and digital Learning Resources and services<br>- Allocation of fees for library acquisitions (70%)<br>- **Text-based print and digitized materials**<br>- **Non-text-based materials** | - Library-IMC Development Program<br>- Library-IMC Accession and Inventory Records<br>- SSIP<br>- Library Budget<br>- Annual School Budget<br>- **List of Text-based materials**<br>- **List of Non-text-based materials** |

**Area E.III.1.1** **2. TARGET LOOK-FORs**

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| **III. Library-Instructional Media Center** | | | |
| **1.A program for selection acquisition, management and development of library, Instructional Media Center and digitized learning resources towards optimum utilization by learners and faculty in instructional activities, independent and self-paced study, and research as well as:**<br><br>**1.1 Text-based materials like Printed or digital copies of self-learning modular supplementary resources*** | - Is there a program for the management and development of the library, media and digital learning resources to support learners and faculty in their instructional activities and research needs?<br>- Is there a program for the management and development of library services to support learners and faculty in their instructional activities and research needs?<br>- Is the allocation from the Library fees for the development of library collections and services adequate?<br>- **Does the program for management and development include acquisition of supplementary materials such as text-based and non-text-based materials and that have been prepared by the teachers to be used in the adopted alternative delivery/blended modalities?** | - Program/Plan for the Development of the Library, IMC and digital Learning Resources and services<br>- Allocation of fees for library acquisitions (70%)<br>- **Text-based print and digitized materials**<br>- **Non-text-based materials** | - Library-IMC Development Program<br>- Library-IMC Accession and Inventory Records<br>- SSIP<br>- Library Budget<br>- Annual School Budget<br>- **List of Text-based materials**<br>- **List of Non-text-based materials** |

**Area E.III.1.1** **3.GATHER EVIDENCES**

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| **III. Library-Instructional Media Center** | | | |
| **1.A program for selection acquisition, management and development of library, Instructional Media Center and digitized learning resources towards optimum utilization by learners and faculty in instructional activities, independent and self-paced study, and research as well as:**<br><br>**1.1 Text-based materials like Printed or digital copies of self-learning modular supplementary resources*** | - Is there a program for the management and development of the library, media and digital learning resources to support learners and faculty in their instructional activities and research needs?<br>- Is there a program for the management and development of library services to support learners and faculty in their instructional activities and research needs?<br>- Is the allocation from the Library fees for the development of library collections and services adequate?<br>- **Does the program for management and development include acquisition of supplementary materials such as text-based and non-text-based materials and that have been prepared by the teachers to be used in the adopted alternative delivery/blended modalities?** | - Program/Plan for the Development of the Library, IMC and digital Learning Resources and services<br>- Allocation of fees for library acquisitions (70%)<br>- **Text-based print and digitized materials**<br>- **Non-text-based materials** | - Library-IMC Development Program<br>- Library-IMC Accession and Inventory Records<br>- SSIP<br>- Library Budget<br>- Annual School Budget<br>- **List of Text-based materials**<br>- **List of Non-text-based materials** |

**Area E.III.1.1** **4.SELECT VALID PROOFS**

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| **III. Library-Instructional Media Center** | | | |
| **1.A program for selection acquisition, management and development of library, Instructional Media Center and digitized learning resources towards optimum utilization by learners and faculty in instructional activities, independent and self-paced study, and research as well as:**<br><br>**1.1 Text-based materials like Printed or digital copies of self-learning modular supplementary resources*** | - Is there a program for the management and development of the library, media and digital learning resources to support learners and faculty in their instructional activities and research needs?<br>- Is there a program for the management and development of library services to support learners and faculty in their instructional activities and research needs?<br>- Is the allocation from the Library fees for the development of library collections and services adequate?<br>- **Does the program for management and development include acquisition of supplementary materials such as text-based and non-text-based materials and that have been prepared by the teachers to be used in the adopted alternative delivery/blended modalities?** | - Program/Plan for the Development of the Library, IMC and digital Learning Resources and services<br>- Allocation of fees for library acquisitions (70%)<br>- **Text-based print and digitized materials**<br>- **Non-text-based materials** | - Library-IMC Development Program<br>- Library-IMC Accession and Inventory Records<br>- SSIP<br>- Library Budget<br>- Annual School Budget<br>- **List of Text-based materials**<br>- **List of Non-text-based materials** |

**Area E.III.1.1** **4.SELECT VALID PROOFS**

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| **III. Library-Instructional Media Center** | | | |
| **1.A program for selection acquisition, management and development of library, Instructional Media Center and digitized learning resources towards optimum utilization by learners and faculty in instructional activities, independent and self-paced study, and research as well as:**<br><br>**1.1 Text-based materials like Printed or digital copies of self-learning modular supplementary resources*** | - Is there a program for the management and development of the library, media and digital learning resources to support learners and faculty in their instructional activities and research needs?<br>- Is there a program for the management and development of library services to support learners and faculty in their instructional activities and research needs?<br>- Is the allocation from the Library fees for the development of library collections and services adequate?<br>- **Does the program for management and development include acquisition of supplementary materials such as text-based and non-text-based materials and that have been prepared by the teachers to be used in the adopted alternative delivery/blended modalities?** | - Program/Plan for the Development of the Library, IMC and digital Learning Resources and services<br>- Allocation of fees for library acquisitions (70%)<br>- **Text-based print and digitized materials**<br>- **Non-text-based materials** | - Library-IMC Development Program<br>- Library-IMC Accession and Inventory Records<br>- SSIP<br>- Library Budget<br>- Annual School Budget<br>- **List of Text-based materials**<br>- **List of Non-text-based materials** |
| | | | *Which shows BEST PROOF/EVIDENCE/ INDICATOR for the Look-For? |

| | |
|---|---|
| **LABEL CORRECTLY.**<br><br>**LABEL ACCURATELY.** | List of Text-based Materials<br><br>List of Non-Text-based Materials<br><br>Inventory Records |
| **SUBMIT BY AREAS.** | AREA E |

**Required Examples of Compliance Evidences or ECEs**

**CORE AREAS:**

AREA B: Curriculum, Assessment, and Instruction

1. (1) Curriculum Map for All Subject Areas and All Grade Levels
2. (1) Sample Learning Plan/Subject/ Grade Level for All Subject Areas and All Grade Levels
3. (1) Sample Test Questions/ Subject/Grade Level
4. (1) Learning Module/Subject/Grade Level, if applicable
5. Sample Learning Outputs (3 per Subject Area per Grade Level)
6. Sample Grade Sheets (1 per Subject Area, per section, per Grade Level)
7. Intervention Program for Students with Learning Difficulties
8. Video of Learning Encounters, when possible
9. Calendar of Curriculum Development Activities

AREAS C&D: Instructional Leadership and Faculty

1. Faculty and Personnel Roster and Faculty and Personnel Profile Matrix
2. List of Active Teachers for SY 24-25
3. List of Administrators
4. Sample SHS Student folders (5 per Grade Level)
4. Summary of Teacher's Loads and Other Assignments
5. Scanned Copies of Faculty PRC licenses
6. Faculty/Personnel Manual/Handbook
7. Instructional Leaders Development Program
8. Classroom Observation Tool and Results
9. Faculty Performance Appraisal Reports
10. Coaching and Mentoring Program
11. Supervisory Program
12. Faculty Development Program
13. List/ Calendar of PLC Activities
14. List of Faculty Awards and Awardees
15. Orientation Programs

AREA G: Administration and Governance
1. Administrative Manual
2. Organizational Chart
3. Salary Scale
4. Payroll (15-30th of any month of current SY)
5. List of Personnel Benefits granted by the school
6. Administrators Development Program
7. Succession Plan
8. Administrators' Profile
9. Principal's latest OTR

**SUPPORT AREAS**

AREA E: Academic Support and Student Development Services
1. Enrollment Policy and Procedures
2. Guidance and Career Development Program
3. Testing Program
4. Homeroom Guidance Program
5. Student Handbook
6. School Discipline Policy and Procedures
7. Student Activity Program
8. Data Privacy Policies and Guidelines
9. Academic Support Unit Handbooks/Manuals
10. Academic Support Personnel Development Program
11. Scanned Academic Support Personnel PRC Licenses
12. Library Services and Activity Calendar
13. Summary Matrix of Library Books, References, etc.
14. Summary Matrix of Instructional Media Center Equipment, Materials, etc.
15. List of Laboratory Activities (Science, Computer, TLE)
16. Health Clinic Services and Calendar of Activities
17. Academic Support Personnel Profile
18. Calendar of Guidance Activities

AREA F: Physical Plant and Instructional Support Facilities
1. Inventory List for Laboratories (Sciences, Computer, TLE)
2. Inventory List of Clinic Equipment and Supplies
3. Disaster and Risk Reduction Protocols
4. Certificates of Fire and Earthquake Drills
5. Vicinity map, Site Plan and Floor Plans

AREA H: School Budget and Finances
1. BOT-Approved Annual School Budget
2. Department/Unit Budgets
3. Budget Performance reports
4. TFOF for current SY
5. Finance and Accounting SOPs/Manual

AREA I: Institutional Planning and Development
1. Standards-based School Improvement Plan
2. Annual Operational Plan
3. SSIP Evaluation Results
4. AOP Evaluation Results

The school will also be required to show other documents like pictures or video documentaries of the following facilities:
1. Library
2. Science laboratories
3. TLE laboratory
4. Computer laboratory
5. Canteen
6. Comfort rooms
7. Sports facilities
8. Administrative Offices
9. Classrooms
10. Buildings
11. Other Learning Spaces

The School Self-Study Report is submitted to PEAC-CU online at least one month before the scheduled visit.

## II. The Types of Certification Visit

The Certification/Recertification visit is the next phase of the certification process. This comes after the school has carried out its self-study, prepared and submitted a report to the PEAC-CU along with basic required supporting documents.

There could be four (4) types of Visit:

*A type*. A certification visit to an applicant school. This is scheduled after the the applicant school submits a Letter of Intent and initial requirements such as Dep Ed Recognition, updated AFS, SEC and GIS. Applicant schools which failed the certification (with ratings of 1 or 0 in all Core Areas may reapply only after 3 years).

*B type*. A recertification visit to ESC Participating Schools, for continued participation:
- On the 5th year, for an OverAll rating of 4
- On the 4th year, for an OverAll Rating of 3

*C type*. A revisit to ESC Participating Schools, for continued participation:
- On the 3rd year, for an Overall Rating of 2 but with a rating of 3 and above in at least 2 Core Areas : SUBSTANTIAL COMPLIANCE
- On the 2nd year, for an Overall Rating of 2: PARTIAL COMPLIANCE
- On the 1st year, for an Overall Rating of 1 but with a rating of 2 and above in at least 2 Core Areas : LIMITED COMPLIANCE

for continued participation and eventual attainment of certification.

A revisit is also conducted to schools with adverse findings, after monitoring, for continued participation.

**EXAMPLES:**

**Limited Compliance**

| **Areas** | **Area Rating** |
|---|---|
| II. Core Areas: Curriculum, Assessment and Instruction | 1 |
| Instructional Leadership | 1 |
| Faculty | 2 |
| Administration and Governance | 2 |
| III. Support Areas: Academic Support and Student Development Services | 1 |
| Physical Plant and Instructional Support Facilities | 2 |
| School Budget and Finances | 1 |
| Institutional Planning and Development | 2 |
| **General Rating** | 1 |

- Area Revisit
- Date of Revisit on the immediate year after the activity
- Target Areas:
  - Curriculum, Assessment and Instruction
  - Instructional Leadership
  - Academic Support and Student Development Services
  - Student Budget and Finances

**Partial Compliance**

| Areas | Area Rating |
|---|---|
| II. Core Areas: Curriculum, Assessment and Instruction | 2 |
| Instructional Leadership | 2 |
| Faculty | 2 |
| Administration and Governance | 2 |
| III. Support Areas: Academic Support and Student Development Services | 2 |
| Physical Plant and Instructional Support Facilities | 2 |
| School Budget and Finances | 2 |
| Institutional Planning and Development | 2 |
| **General Rating** | 2 |

- Area Revisit
- Date of Revisit on the 2nd year after the activity
- Target Areas: Core Areas

**Substantial Compliance**

| Areas | Area Rating |
|---|---|
| II. Core Areas: Curriculum, Assessment and Instruction | 3 |
| Instructional Leadership | 2 |
| Faculty | 2 |
| Administration and Governance | 3 |
| III. Support Areas: Academic Support and Student Development Services | 2 |
| Physical Plant and Instructional Support Facilities | 3 |
| School Budget and Finances | 2 |
| Institutional Planning and Development | 3 |
| **General Rating** | 2 |

- Area Revisit
- Date of Revisit on the 3rd year after the activity
- Target Areas: Instructional Leadership and Faculty

D type. A special visit conducted to assess compliance and verify evidences such as submitted school documents, videos, taped presentations and interviews, etc at an agreed out-of-campus venue. This is for schools located in highly inaccessible areas and/or high-risk locations.

The certification visit is conducted to validate the school self-study report. It is the Certification Team's responsibility to study the submitted information and acknowledge the school's valuation and views before these are verified against evidences presented and gathered during the visit.

### 3.3.1 In-Person Certification Visit Protocols:

### 3.3.2 The Certification Visit requires the following:

1. Regular Conduct of Classes. The Certification Team comes to the school with a pre-set schedule of classroom observations. To ensure that the team gathers a comprehensive picture of the teaching and learning situation, student performance and teacher performance in the Kto12 standards, competencies and learning goals, at least 80-100% of the classes and teachers for schools with 600 or less students and 70%-85% for schools with more than 600 students have been observed. The "Evaluation Instrument for Classroom Instruction" (see Appendix) is used for this. To facilitate this, floor plans and a school map must be provided each certifier. All classrooms and learning spaces must be labelled. The class program and the teachers program must be submitted the PEAC-CU together with the Self-Study Report.

2. Availability of the School Heads, Administrators and School Community Representatives for interviews. The Certification Team conducts interviews any time during the visit to put together a cross-sectional view of the school through data gathered from all sectors of the school community. Views and information from the multi-sectoral groups in the school will contribute to authentic validation of the School Self-Study.

3. Attendance of Selected Students during Meetings. The Certification Team Chair selects at random around 30-40 student representatives from each section and grade level to attend the meeting with the Team and allows the school to include 10 students in the said meeting. In some instances, brief informal meetings with students of random groupings are conducted to seek additional needed information and verify issues. This meeting elicits from students their experiences, observations and views on school practices, ways and culture.

4. Attendance of Faculty and Staff during Meetings. This meeting aims to get the assessment on school performance, personal and group experiences, and views on the school situation of the faculty and staff. Administrators are not allowed in this meeting.

5. Attendance of Parents and/or Alumni during Meetings. This meeting considers the role of parents and alumni in the attainment of the school philosophy, vision, mission, goals and objectives. This meeting allows the parents to express their opinion on school performance and operations and share their participation in school undertakings.

6. Availability of Documents, Records, Manuals, etc. in the Certification Display Room. To verify the School Self-Study report and ratings, the Certification Team searches for solid evidences of compliance for the Look-Fors of the standards. This involves an objective and critical study of the school documents, records, manuals, ledgers, minutes, profiles, etc. a list of Examples of Compliance Evidences are included in the Certification Assessment Instrument (see Appendix).

7. Access to Offices, Classrooms, Learning Spaces and Student Service Centers. Part of the assessment visit is the ocular inspection of the school buildings, rooms, library, laboratories, clinic, canteen and administrative offices to check on their compliance with the specifications of DepEd, National Building Code, Energy Management Board and Department of Health among others.

This one-day onsite certification visit by the commissioned team of certifiers is doubly important for the following reasons:

1. It offers the opportunity to gather additional information needed to affirm or deny the findings of the self-evaluation report. The team checks records/supporting documents, clarifies its understanding of all parts of the organizational set up, probes deeper on some points, makes sample studies and spot checks, inquires into significant matters not covered in the report, observes intangibles (e.g. organizational climate and culture), and talks with a sample of students, teachers, administrators and parents.

2. It stimulates further institutional growth and development in three ways:

   a. The scheduled visit presents an opportunity to induce critical self-analysis, invigorate the school organization and engage all sectors of the school community.

   b. The interchange of information and viewpoints and raising of questions during interviews should generate worthwhile ideas, affirm initiatives, build confidence as well as challenge practices and perspectives.

   c. The areas of strengths and growth pointed out by the certification team chart the course for the school's improvement map.

**ACTIVITY MATRIX for eCertification and eRecertification**

| | Pre-Online (Re)Certification | During the Online (Re)Certification | Post-Online (Re)Certification |
|---|---|---|---|
| **SCHOOLS** | - Online Submission of Part I Required Initial Documents: DepEd Recognition, SEC, GIS, AFS, etc.<br>- Online Submission or Uploading of Part II documents and accomplished 2018 CAI to PEAC EIS<br>- Online Submission of Three-Year SSIP, School Recovery and Readiness Plan and required eRecert/Cert ECEs<br>- Preparations for Internet connectivity and IT app installation | - Online Team Conferences with Student, Teachers and Coordinators Panel<br>- Online Interviews with Administrators<br>- Video Calling to show pictures (if possible) OR watching video recording of School Site, Facilities, Buildings, Classrooms and other learning spaces (if there are any) OR checking out of scanned pictures | - Study of e(Re)Certification Results<br>- Dissemination of school E(Re)Certification results to school community<br>- Incorporation of the e(Re) Certification Visit recommendations in the SSIP for continuing school improvement |

### 3.3.3 Suggested Time Table for the Cerification Visits

| Time | |
|---|---|
| 4:00 – 5:00 PM (Day 0) | Pre-Visit Conference of Verification Team |
| 6:00 PM | Perusal of School Self-Assessment Report |
| 7:30 – 7:45 AM (Day 1) | Start-of-the-Visit Conference with School Head |
| 7:45 – 8:30 | Perusal of ECEs/Ocular Visits |
| 8:30 – 10:30 | Classroom Observation |
| 10:30 – 12:00 | Meeting with Students and Teachers |
| 12:00 – 1:00 | Lunch/ Mid-Visit Progress Reporting |
| 1:00 – 2:00 | Classroom Observation (continuation) |
| 2:00 – 3:45 | Individual Interviews/ Perusal of ECEs |
| 3:45 – 4:00 | Preparing Area Report |
| 4:00 – 5:15 | Wrap-up Session |
| 5:15 – 5:30 | Post-Visit Conference with School Administrators |
| 5:30 | Departure |

### 3.3.4 Protocols for (Re)Certification of Schools in High-Risk Areas

PEAC is one with DepEd in its commitment to provide everyone with access to quality education, even to those in far-flung and high-risk areas. In this pursuit, a special set of protocols have been devised to facilitate the visits of schools in these areas with due regard for the safety and security of the Certification Team that will be deployed.

High-risk areas are places where there is armed conflict or tension. This also includes islands which are inaccessible on specific months of the year due to unfavorable climate, weather and environmental conditions.

A safe and neutral venue is selected for the certification visit.

*Pre-Certification Activities*:

1. Submission to PEAC availability to be certified/recertified
2. Sending of the list of required documents and alternative ECEs (see Appendix) that must be submitted to PEAC-CU such as video of class instruction, recorded statements of sectoral representatives of the school community, narratives, pictures, etc.; list of requirements can also be downloadable from the PEAC website
3. Preparation of documents and other other evidences of compliance.
4. Deciding on the list of school representatives who will go to meet the Certification Team
5. Communicating and working with the PEAC-enlisted school for mounting of the exhibit display

*During-the-Visit Activities*:

1. Sitting for interviews

*After-the-Visit Activities:*

1. Studying Certification results
2. Using Recommendations as Guides to School Improvement Planning and Revision of SSIP.

## III. The Post Certification Visit: The Institutionalization of School Improvement.

**3.4.1 After-the-Visit Activities:** This phase starts after the school receives the Overall School Certification Rating and Status from the PEAC-CU with a set of recommendations for school improvement. This involves after-the-visit activities the school must undertake to instill quality and pursue school improvement in its programs and services, such as:

1. Disseminate the (Re)Certification results according to school guidelines for appropriate action;

2. Integrate the certification status and rating in the school's general scheme of things, i.e., school improvement plan, work calendar, etc;

3. Revise the SSIP to include the Certification Team's recommendations;

4. Implement the Certification Team's recommendations and the SSIP;

5. Utilize Area ratings to improve specific areas in particular and the school operations in general.

School Certification Status. The school certification status is duly endorsed and recommended by commissioned certifiers based on a consensus overall certification rating.

### 3.4.2 Periodic Review of ESC School Certification Status

As part of the quality assurance policy of the Department of Education, ESC participating schools shall be reviewed periodically. The evaluation and quality of ESC School certification are intended to foster continuing compliance with the DepEd minimum standards and assurance that the criteria set in the GASTPE Law are complied with. It also aims to establish a continuing process of self-appraisal for the improvement of the private Junior High schools.

The certified ESC participating private schools shall be monitored by PEAC-CU so that timely intervention and coaching can be implemented to assure fulfillment of their accountability function

## 4.0 THE CERTIFICATION TEAM

The responsibility for the implementation of the certification visit rests in large measure on the duly trained and PEAC-commissioned ESC school certifiers. The roster of school certifiers includes experienced educators who are adept in school administration. They are the ones assigned by the PEAC-CU to conduct the verification visits of ESC participating schools applying for initial certification or for re-certification status. Composing the verifying team is crucial, and should be carefully done to avoid any real or perceived conflict of interest.

**4.1 Composition:** The Certification Team is composed of the Team Chair, one (1) to two (2) members depending on the school population size, and representative from the PEAC-CU as staff. Basing on the members' expertise and specializations, the PEAC-CU deploys them as certifiers for the Core or Support areas. However, all certifiers conduct observation of classes to assess classroom instruction and its interplay in the certifiers' assigned area of evaluation.

One of the strengths of the entire evaluation process is the variety of approaches, backgrounds, and experience brought to it by team members. Team members are expected to conduct inquiries as colleagues in the profession rather than censorious inspectors, and to ascertain how well the philosophy, vision, mission, goals and objectives and the Kto12 program are realized in campus practice. The main task is to verify the school self-evaluation report on compliance with standards against evidences presented during the visit and or school plans towards their compliance.

A fair evaluation assesses both strengths and weaknesses of the school. Noteworthy achievements and/or special potentials should receive praise. If team members give the impression that their purpose is to uncover only weaknesses, more harm than good will be done. Schools expect – and deserve – the assistance of honest, constructive criticism. Neglecting to point out the positive side of an evaluation can diminish both the usefulness and validity of negative observations.

Team members should be prepared to work with diligence during the certification visit. There is no time for anything except the team tasks. The rewards of the experience usually are greater than the demands it makes – interaction with campus people and team colleagues, the opportunity to gain a thorough knowledge of an institution other than one's own, and involvement in a significant effort to improve private secondary education. A team visit is helpful to the school being certified but it is also an extremely valuable professional experience for the visiting certifiers.

## 5.0 ETHICS IN THE CERTIFICATION PROCESS

## ETHICS IN AND INTEGRITY OF THE CERTIFICATION PROCESS

The principles, guidelines and protocols for the certification process facilitate proper conduct and ensure its integrity. During the entire process, the schools must:

1.2.1 Maintain objectivity, transparency and truthfulness in the school self-assessment
1.2.2 Observe PEAC prescribed guidelines and protocols
1.2.3 Show trust in the competence and objectivity of the certifiers and respect for their decisions and recommendations
1.2.4 Keep open-mindedness and acceptance for certification results
1.2.5 Keep in mind the main purpose of the certification process which is school improvement

Consequently, the schools are encouraged to:

a. Observe punctuality in scheduled activities during the visit
b. Be available during the duration of the visit
c. Avoid socialization with the Certification Team and the PEAC-CU
d. Avoid offering favors as expressions of gratitude. The certifiers are deployed as resources of PEAC.
e. Avoid soliciting the services of the members of the Certification Team for consultancy after the visit

# APPENDICES

## 6.1: SCHOOL YEAR 2024
## ESC (RE-) CERTIFICATION ASSESSMENT INSTRUMENT

*Background and Rationale*

A Junior High School participating in the Educational Service Contracting (ESC) Program of the Department of Education (DepEd) is expected to fully comply with the minimum standards for secondary educational institutions. It must also be committed to become an effective school in delivering quality educational programs and services in line with the goals and objectives of the Kto12 curriculum program. DepEd enjoins participating private schools to ensure that ESC student grantees are offered an academically challenging Junior High School education in an environment of values, trust and loyalty. ESC grantees, along with other private Junior High School students, will have acquired the knowledge and developed the skills necessary for success in higher educational pursuits and in a wide range of careers.

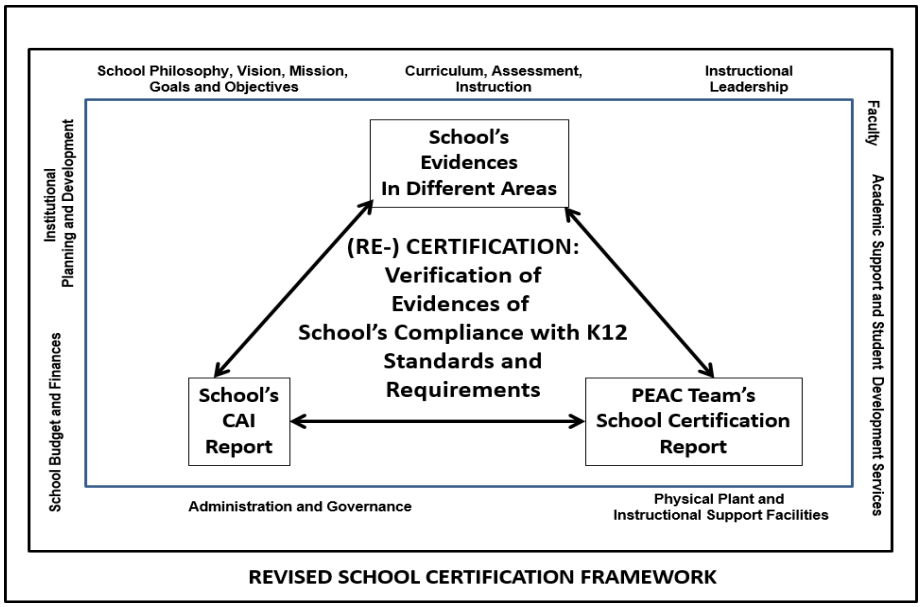
The Department of Education (DepEd) has commissioned the Private Education Assistance Committee (PEAC), through its National Secretariat, to establish a quality assurance certification mechanism that would confirm ESC participating private junior high schools' compliance with DepEd's standards for recognition. A certified ESC school therefore is one which has complied with all DepEd standards, adheres to applicable DepEd policies and meets the requirements of the self-study procedure prescribed by the PEAC National Secretariat ESC Certification Unit. Through this assessment instrument, an ESC school is assisted to determine its strength and potentials for becoming a more effective educational institution. The government, through the Department of Education, has looked into the facilities and physical resources of the school prior to the granting of recognition. Therefore, this assessment instrument focuses more on the functional use of these facilities and resources, rather than the provision thereof.

*Standards in an Evidence-based Framework*

A basic framework of a quality educational system is one that succeeds in meeting its own goals; relevant to the needs of students, communities and society; and fosters the ability of students to acquire knowledge and critical learning skills. Quality is not the only factor keeping students out of school but it is when effective learning is not taking place, that parents are more likely to withdraw their children from school early or not send them at all. Improving the school’s quality is therefore essential to achieving the goal of universal access to and completion of basic education. This ESC School (Re-) Certification lnstrument is designed to basically assess the extent of compliance with the DepEd Minimum Quality Standards as well as to evaluate the school's characteristics, its qualitative indicators of excellence, and its level of performance vis-à-vis the K to12 program. These standards contain specific criteria which ensure that the school is functional and engaged in self-assessment for continuous school improvement.

This is a quality assurance tool aimed at building effective and high performing Junior High Schools through continuous focused improvement efforts that are aligned with Kto12 standards. Being so, evidence of compliance with standards and demonstration of quality needs to be gathered

and examined throughout the certification process. Area items for evaluation as well as the rating scale prompt the school and certifiers to search for evidences in the school system that are in line with the standards for compliance. On the next page is a diagram of the role these evidences play in the entire certification process:



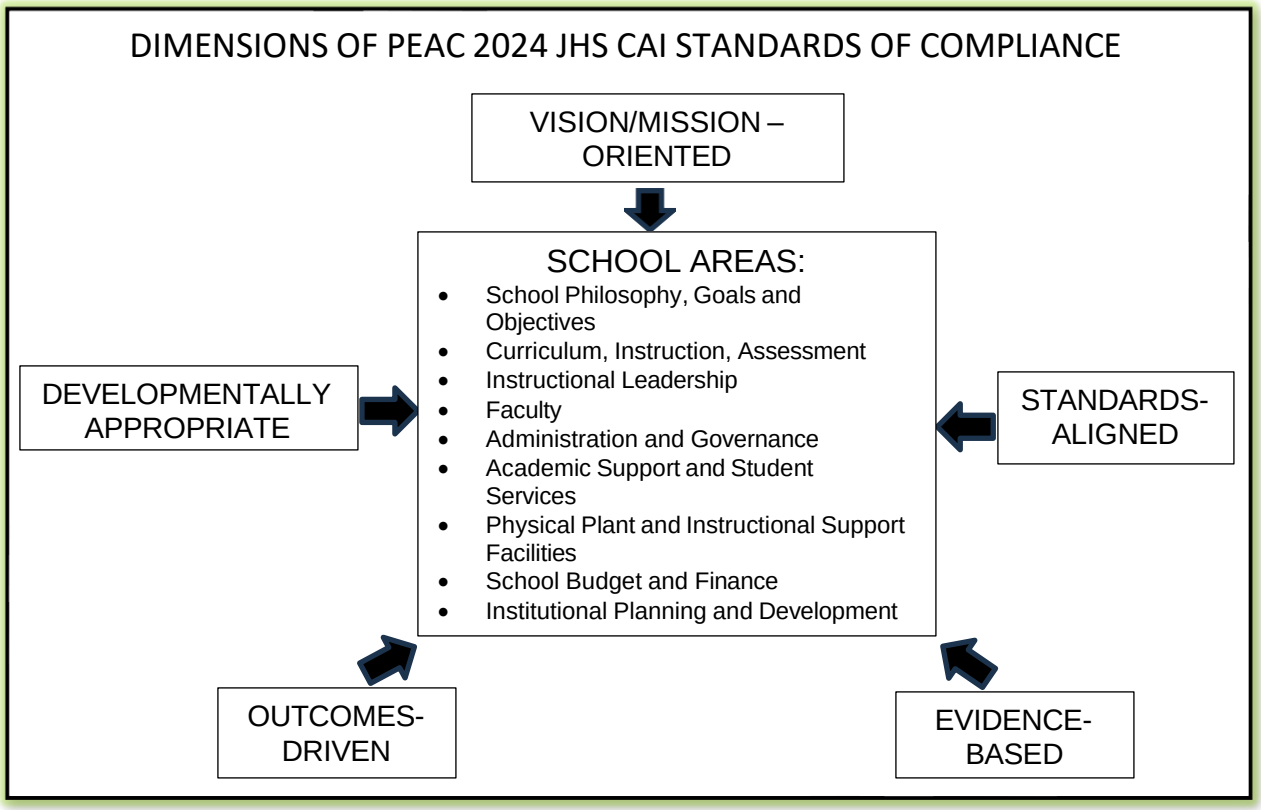

At the center of the diagram is the emphasis of obtaining evidence of the school's compliance with the K12 standards. Schools applying for certification or re-certification prepare a report of their self-assessment of compliance with the standards in each area of the Certification Assessment Instrument or CAI. The school's assessment is based on their evidence for the items in these nine different areas, of which are found on the outer frame of the diagram above. Hence, the school also puts together the different evidences that support their self-rating. During the certification visit, the team of certifiers verify the school's CAI report and examine the different evidences presented. Thus, instead of ascertaining the school's level of meeting the standards based on their perception, this instrument prompts certifiers to verify in more concrete terms the extent of evidences the school actually has. By shifting the focus to observable and tangible evidences, both school and certifiers have a common basis for evaluation. For the school and certifiers' guidance, a section on Examples of Compliance Evidence is found at the end of every area. Decisions about the final certification status are made in line with the presentation and examination of evidences.

*Dimensions of 2024 PEAC JHS CAI Standards of Compliance*[2]

The revision/updating of existing standards of compliance in the 2018 JHS CAI and the identification and articulation of new items is premised on five dimensions. The different area items promote quality education when the items are able to manifest or reflect any of these five

[2] This is a revised version of an initial section of the proposed PEAC Standards-based Quality Assurance Instrument – Elementary Schools or SQAI-ES. The dimensions have been adapted for inclusion in the PEAC SQAI-ES, JHS CAI, and SHS CAI. While the number of school areas may vary (SQAI-ES and JHS CAI have nine while SHS CAI has 10), the five dimensions are applicable to all levels in basic education.

dimensions namely, vision/mission-oriented, standards-aligned, developmentally appropriate, outcomes-driven and evidence-based. What do each of these dimensions mean?




Vision/Mission-Oriented: As part of their identity as a private educational institution, private schools articulate and carry out their own vision and mission, philosophy of education, goals and objectives. The school's vision and mission statements define the school's purpose and direction. Private schools achieve quality when the school is able to operationalize the vision and mission in the different aspects of school work. The 2024 PEAC JHS CAI standards of compliance then determine how the different policies, programs and services in the nine school areas are oriented to realizing the vision and mission statement. With this dimension, the 2024 PEAC JHS CAI asks the following questions: How vision and mission-oriented are the different school areas in their policies, programs and services? To what extent is the school's vision-mission accomplished in the nine school areas?

Standards-Aligned: With the passage of RA10533 or the 2013 Enhanced Basic Education Act, all basic education schools are mandated to teach the Department of Education's K to 12 curriculum program. The program contains curriculum standards and competencies for students to learn. As a private entity, JHS are also enjoined to comply with the provisions of the 2010 Revised Manual of Regulation for Private Schools. Private schools thus show quality when these standards are adopted, implemented and used for evaluation in the nine school areas. For these reasons, the 2024 PEAC JHS CAI standards of compliance examine how the school's curriculum, instruction and assessment are aligned with and utilize these standards. With this second dimension, the 2024

PEAC JHS CAI standards of compliance raise the question: To what extent is the school implementing the K12 program standards and other requirements in the nine school areas?

Developmentally-Appropriate: Students in the JHS level develop and realize their potentials when the school provides them research-based teaching and learning experiences that attend to their developmental needs and nurture their growth in different domains (i.e., physical and motor, social-emotional, character and values, cognitive and intellectual, language, mathematical and creative-aesthetic). Consequently, private JHSs manifest quality when the policies, programs and services in the nine school areas are formulated, undertaken and assessed in accordance with the student's developmental requirements and milestones. The 2024 PEAC JHS CAI standards of compliance gauge how the school incorporates the students' background, needs, learning styles and abilities when planning, implementing and evaluating policies, programs and services. In this third dimension, the 2024 PEAC JHS CAI standards of compliance focus on the following question: To what extent are the different developmental needs of students addressed in the nine school areas?

Outcomes-driven: Schools are outcomes-driven when they focus on results that represent students' performance of expected skills as well as each department or program's achievement of stated goals. Private JHS rate high on quality when first, their students in various assessments reliably and consistently demonstrate the skills required at a certain grade level or higher and second, when their programs and services accomplish their specific targets. In line with this, the 2024 PEAC JHS CAI standards of compliance measure and report students' achievement levels and program results. With this dimension, the 2024 PEAC JHS CAI standards of compliance examine the following: To what extent are students able to demonstrate knowledge, understanding and performance of learning standards and competencies? To what extent are the students able to accomplish the milestones in the different domains of development? To what extent are programs and services in the nine school areas able to produce desired results?

Evidence-based. Successful JHS regularly obtain data and employ various metrics to present and showcase their pupils' achievement and effectiveness of their programs and services. They also search for and document valid and authentic examples of students' achievement, learning interventions and program results. Private JHS undertake these tasks with transparency and rigor. With this dimension, the 2024 PEAC JHS CAI standards of compliance check on the following: To what extent is the school able to support its claims of students' achievements and program effectiveness in the nine school areas?

These five dimensions are integrated throughout the instrument. Every JHS CAI area has items that reflect these dimensions. For example, in the area of Instructional Leadership, item 1 (The provision of a system that actively communicates to various stakeholders the school's Vision, Mission, and Kto12 standards and directions and school's development and innovations in curriculum, assessment and instruction) is vision-mission oriented and standards-aligned. In the Area of Academic Support and Student Development Services, item 3 (A program for inventory and testing services to gather information on students' psychological and emotional make-up, academic progress and difficulties, and occupational and career interests) is about the developmentally-appropriate dimension. Item 3 in Instructional Leadership (Regular collection, interpretation and dissemination of data on student learning and performance to top and key school

leaders towards informed decision-making) cover the outcomes-driven and evidence-based dimensions. Through the integration of these five dimensions, school administrators can understand the basis for specification of standards of compliance in the 2024 PEAC JHS CAI.

*Instrument Areas*

This instrument covers different areas of school operations that produce quality student performance and organizational effectiveness. These areas are:

A. School Philosophy, Vision, Mission, Goals and Objectives
B. Curriculum, Assessment and Instruction
C. Instructional Leadership
D. Faculty
E. Academic Support and Student Development Services
F. Physical Plant and Instructional Support Facilities
G. Administration and Governance
H. School Budget and Finances
I. Institutional Planning and Development

The above areas are clustered into two groups – Core and Support. The Core group of areas covers sections deemed essential to teaching and learning. These areas are Philosophy, Vision, Mission, Goals and Objectives; Curriculum, Assessment and Instruction; Instructional Leadership; Faculty; and Administration and Governance. The Support group of areas includes school operations that are undertaken in the context of and based on the direction of the Core group of areas. These areas are Academic Support and Student Development Services; Physical Plant and Instructional Support Facilities; School Budget and Finance; and Planning and Development. Observation of Classroom Instruction is a significant aspect in the area of Curriculum, Assessment and Instruction.

Each area consists of a set of standards for compliance. The standards are drawn from various sources such as the Kto12 Curriculum Program Standards and the Philippine Professional Standards for Teachers. In the Core group of areas, certain items regarded as power standards are marked with an asterisk (*). These standards are critical to the effectiveness of a particular area as these illustrate its key characteristics. Other items that are not marked are regarded as support standards which contribute to or supplement the achievement of a power standard. These items are done in relation to the direction of the power standards. Schools are then rated according to their extent of showing evidence of compliance with the standards.

*Format of the Survey Instrument and the Rating Process*

Each Area is introduced by an explanatory paragraph presenting the basis of evaluation. The Area lists the standards for compliance. A list of Examples of Compliance Evidences is given for the school’s guidance during its self-assessment and preparation of exhibits and documents. With the exception of the area on "School Philosophy, Goals and Objectives", standards in each area are accompanied by the following rating scale:

| Rating | Description |
|---|---|
| 4 | Evidence of compliance with standard and enhancements is presented |
| 3 | Evidence of compliance with standard is presented |
| 2 | Partial evidence of compliance with standard is presented |
| 1 | No evidence of compliance with standard is presented but plan of action in line with compliance is presented |
| 0 | No evidence of compliance with standard nor plan of action is presented |

Basing on the evidences presented, individual standards are rated. Upon completion of the individual standard rating, the area rating is determined and recorded according to a decision rule that examines the school's level of compliance. Details of the decision rule are found in Appendix A. A Comments Section is provided for observations and other remarks.

After all areas are rated, another decision rule is applied to determine the final general rating. Details of this decision rule are also found in Appendix A. The final rating then serves as basis of the school's overall certification result. See Appendix A for the different possible certification results.

## A. PHILOSOPHY, VISION, MISSION, GOALS AND OBJECTIVES

Description

The school philosophy vision, mission, goals and objectives present the overall direction of the school's educational work. The statements clearly describe the school's fundamental educational purposes, and the essence of what it is seeking to achieve as a community of learners. These serve as the basis for daily operational and instructional decision making as well as long-range planning.

Basis of Evaluation

The school philosophy, vision, mission, goals and objectives are evident in the school in various ways. The statements are used to determine the extent to which policies, practices, resources, and curricular and other program components work together conceptually, structurally, and operationally to achieve stated expectations for teaching and learning. There is a regular system of communicating and disseminating the contents of the school philosophy, vision, mission, goals, and objectives to the different sectors and stakeholders of the school community. Through this system, all the members and stakeholders of the school community are able to articulate a common understanding of and commitment to institutional goals, curriculum priorities, learning approaches, assessment procedures, and accountability as well as accept responsibility for the students' attainment of the curriculum standards. This PVMGO is also aligned with the community it serves and is reviewed periodically by stakeholder representatives.

| **Standards of Compliance** | **Accomplished** | **Not Accomplished** |
|---|---|---|
| 1. A clear, unique, well-aligned, active and living statement of philosophy, vision, mission, goal and objectives | | |
| 2. A philosophy that expresses the school community's shared values and beliefs about education and student learning | | |
| 3. School goals and objectives that are supportive of the Philippine Kto12 Educational program and are consistent with national and global development goals | | |
| 4. A program that disseminates to and orients the school community on the importance and meaning of the PVMGO | | |
| 5. Participation of various stakeholders in review and revision, when appropriate, of the PVMGO | | |

**Comments:**

**Examples of Compliance Evidences:**

- PVMGO statement
- School Catalogue/Prospectus
- Calendar of Activities
- Curriculum maps
- Learning Plans
- Programs
- Goals and Objectives
- PVMGO Orientation and Dissemination
- Minutes of the PVMGO review and revision meetings
- Attendance during the PVMGO review and revision meetings

## B. CURRICULUM, ASSESSMENT AND INSTRUCTION

Description

The quality of instruction in a school is the most important factor affecting the quality of student learning, the achievement of expectations for student learning, the delivery of the curriculum, and the assessment of student progress. The school's instructional program is grounded in the school's mission and expectations for student learning, supported by researches on best practices, and refined and improved based on identified student needs.

With the passage of the Enhanced Basic Education Act of 2013, the Department of Education mandates that schools work towards the holistic development of the Filipino child with 21st century skills to enable him or her to be locally and globally competitive; and schools implement and teach the Kto12 standards-based curriculum.

Basis of Evaluation

The implementation of the Kto12 standards-based curriculum is evident in the school when various instructional and assessment practices are aligned with the standards and competencies found in the various subject curriculum guides. The unpacking and use of these standards as well as their alignments with instruction and assessment is consistently done across grade levels and various subjects and presented in different documents such as the school's curriculum map and learning plans. Students' learning progression from one grade level to the next is also clearly articulated in terms of observable skills and is related to the performance of 21st century skills.

Qualitative and quantitative evidences of student attainment of the standards are actively gathered, analyzed and used to evaluate and improve student learning, curriculum effectiveness, instructional practices, professional development, and support services. Progress, as well as achievements in student learning and their development and performance of 21st century skills, is undertaken in both formative and summative assessments. Results of such assessments are accurately, clearly, and systematically reported to the school community and actively utilized. Appropriate interventions are identified and undertaken in response to student's learning difficulties.

Instruction is well-designed using the standards. Instructional time is spent in enabling students to achieve the learning goals of the standards and show evidence of mastering the competencies. Various research-based and learner-centered teaching strategies are utilized to ensure student success and performance of 21st century skills. Instructional materials and the use of technology are available and support the goals of instruction. The criteria for the selection, acquisition or preparation of these materials or resources is aligned with the requirements and attainment of the curriculum standards.

**Standards of Compliance**

| | | | | | |
|---|---|---|---|---|---|
| 1. A curriculum map in each subject area that: | | | | | |
| - is aligned with the philosophy, vision, mission, goals and objectives* | 4 | 3 | 2 | 1 | 0 |
| - is aligned with the Kto12 curriculum guides, standards and competencies* | 4 | 3 | 2 | 1 | 0 |
| - shows unpacked Kto12 standards and competencies in different ways in all subjects* | 4 | 3 | 2 | 1 | 0 |
| - shows horizontal alignment between standards, competencies, assessment, instruction and resources in all the learning units* | 4 | 3 | 2 | 1 | 0 |
| - articulates vertical learning progressions across the different grade levels* | 4 | 3 | 2 | 1 | 0 |

| | | | | | |
|---|---|---|---|---|---|
| 2. The implementation and continuous improvement of the curriculum maps by: | | | | | |
| **- obtaining and analyzing data on student performance in the different unit topics to determine the effectiveness of teaching strategies and assessment methods stated in the curriculum maps** | 4 | 3 | 2 | 1 | 0 |
| - checking that the standards and competencies, activities and assessments and resources and integration of the PVMGO in the curriculum maps are reflected in the unit learning plans | 4 | 3 | 2 | 1 | 0 |
| - conducting a periodic review, revision and updating of the curriculum maps | 4 | 3 | 2 | 1 | 0 |
| 3. Learning plans in each subject area that show: | | | | | |
| **- use of curriculum standards and alignment with curriculum maps *** | 4 | 3 | 2 | 1 | 0 |
| - a systematic and progressive development of students' skills resulting in understanding and culminating in transfer of learning* | 4 | 3 | 2 | 1 | 0 |
| - use of varied research-based and learner-centered strategies in the classroom for active and engaged student learning* | 4 | 3 | 2 | 1 | 0 |
| - incorporation of the philosophy, vision-mission, teaching of the 21st century skills, the use of real world situations, inter-subject integration and use of technology* | 4 | 3 | 2 | 1 | 0 |
| - provisions of different activities that are sensitive to and address the learners' varied interests and learning styles | 4 | 3 | 2 | 1 | 0 |
| - selection and use of appropriate instructional resources that are aligned with the curriculum maps, standards and competencies | 4 | 3 | 2 | 1 | 0 |
| 4. A system of formulating varied assessments that measure students' performance of standards and competencies, transfer of learning and development of 21st century learning skills* | 4 | 3 | 2 | 1 | 0 |
| 5. An intervention program **that provides differentiated approaches to meet the diverse needs of** students with learning difficulties* | 4 | 3 | 2 | 1 | 0 |
| 6. Teachers' performance of instructional procedures that show the use, development and attainment of Kto12 standards & competencies* | 4 | 3 | 2 | 1 | 0 |
| 7. Observation of **in-person** classroom instruction during certification visit **(based on results of Classroom Observation form)*** | 4 | 3 | 2 | 1 | 0 |
| **8. Appraisal of use of varied modalities for delivering instruction (based on Appraisal of Blended/Distance Learning form)*** | 4 | 3 | 2 | 1 | 0 |
| **AREA RATING:** | | | | | |
| **Comments:** | | | | | |

**Examples of Compliance Evidences:**
- Subject Curriculum Maps
- System of or procedures for Curriculum Development and Updating
- Use of mapping codes that show horizontal alignment and correspondence of above entries
- Subject skills-based vertical learning progression guides or maps
- Minutes of curriculum meetings on articulation of student skills across grade levels
- List and description of Curriculum Development Activities
- Minutes of meeting of Academic Council or Subject Coordinators' Council or subject department meetings

- Subject Learning Plans
- Subject Tables of Specification
- Unit Assessment-Activities Matrix or Unit Assessment Map
- Instructional Supervision Program
- Instructional supervisory reports
- Sample Assessment Instruments
- System of Learning Plan Preparation
- System of Assessment Preparation
- Curriculum evaluation and recommendations
- Minutes of curriculum meetings of Academic Council or Subject Coordinators' Council or subject department meetings regarding curriculum revisions and updates
- System of citation of versions of DepEd Curriculum Guide
- File copy of latest versions of DepEd Curriculum Guides
- Classroom Observation form
- Minutes of meetings of Department Subject regarding classroom strategies
- Faculty Development Training Seminars and Workshops
- Integrated Performance Tasks
- Community Awareness, Exposure or Immersion Activities related to Unit Topic
- System of Technology Integration
- Technology Platforms or Learning Management Systems
- Minutes of meetings of Department Subject regarding classroom activities
- System of Selection, Procurement, Development and Utilization of Instructional Resources/Materials
- Minutes of meetings of Department Subject regarding instructional resources/materials
- Library reports on utilization of print, electronic and audio-visual resources for classroom instruction
- Samples of Subject Summative and Formative Assessments
- Samples of Evaluation of Students' 21st century skills
- Response to Intervention Program or System or Academic Intervention Program
- Reports on results of academic interventions by PLC groups
- Subject department reports of student achievement and results of interventions
- Formative Assessments in different subject areas
- Minutes of meetings of Academic Council or Subject Coordinators' Council or subject department meetings on system of addressing children with special needs
- Records of classroom observations conducted by supervisors
- Classroom Observation Sheet

## C. INSTRUCTIONAL LEADERSHIP

Description

As the designated leader of the school, the principal works to ensure that the learning goals of the Kto12 standards-based curriculum are achieved. The principal is therefore primarily an instructional leader who continuously seeks ways to improve the school's teaching-learning processes and environments and improve student performance.

Basis of Evaluation

The principal effectively functions as an instructional leader in a number of significant activities. The principal communicates to all sectors and stakeholders the directions of the school's Vision and Mission and the desired learning outcomes of the Kto12 standards-based curriculum program. The principal designs and implements a system for aligning the different school operations and departments with the school Vision and Mission and the learning outcomes of the Kto12 standards-based curriculum program. The principal initiates changes in instructional and assessment practices to make learning more relevant, meaningful and evident for all students. The principal actively monitors and provides feedback to different sectors on their implementation of and contributions to the accomplishment of the Kto12 curriculum goals. The principal supports the professional growth of the faculty and staff and encourages them to adopt a growth mindset and become lifelong learners in the understanding and practice of relevant 21st century pedagogies. The principal provides time for teachers to collaborate on analyzing data on student performance and planning interventions for higher student achievement. The principal also manages the school's resources and funds to provide the needed instructional facilities and materials for successful teaching.

| **Standards of Compliance** | | | | | |
|---|---|---|---|---|---|
| 1. A system that actively communicates to various stakeholders the school's Vision, Mission, and Kto12 standards and directions and school's innovations in curriculum development, assessment and instruction* | 4 | 3 | 2 | 1 | 0 |
| 2. A system for monitoring and evaluating the extent of alignment of school operations with the school's philosophy, vision-mission, goals and objectives and accomplishment of curriculum goals* | 4 | 3 | 2 | 1 | 0 |
| 3. Regular collection, interpretation and dissemination of data on student learning and performance to top and key school leaders towards informed decision-making* | 4 | 3 | 2 | 1 | 0 |
| 4. Continuous improvement of the curriculum and instruction through development activities in the Standards-based School Improvement Plan area of Curriculum, Assessment and Instruction* | 4 | 3 | 2 | 1 | 0 |
| 5. A supervisory program that: | | | | | |
| - **monitors and evaluates the design and delivery of instruction on Kto12 standards in various modalities and integration of technology in teaching and learning** | 4 | 3 | 2 | 1 | 0 |
| - provides coaching and mentoring activities for faculty in the teaching and learning of the Kto12 standards and 21st century skills | 4 | 3 | 2 | 1 | 0 |
| 6. A system for teachers to periodically and collaboratively analyze data on student performance and plan interventions that enable students to meet the standards and related competencies | 4 | 3 | 2 | 1 | 0 |
| 7. Provision for timely access to and optimum use of instructional resources, facilities materials and equipment | 4 | 3 | 2 | 1 | 0 |
| 8. A professional development plan for the instructional leaders and academic coordinators that provides for their academic upgrading and updating them on current trends in curriculum development, teaching and learning and instructional management* | 4 | 3 | 2 | 1 | 0 |

| | | | | | |
|---|---|---|---|---|---|
| 9. A system for networking and establishing partnerships with various organizations and agencies and dialoguing with them on their possible contributions to the school's attainment of its philosophy, vision-mission, goals and objectives, **Kto12 program** goals, **and student well-being**. | 4 | 3 | 2 | 1 | 0 |
| **10. A learning continuity program that provides protocols for addressing disruptions in school schedules and instruction brought about by calamities, disasters, crises and emergencies and delivering instruction in alternative modalities.*** | 4 | 3 | 2 | 1 | 0 |
| **11. A learning recovery program that provides faculty with specific guidelines, differentiated activities and assessments on how to close students' learning gaps and achieve intended learning outcomes**. * | 4 | 3 | 2 | 1 | 0 |
| **12. Policies and guidelines for ensuring academic integrity of students' work in various modalities of instruction and assessment*** | 4 | 3 | 2 | 1 | 0 |
| **AREA RATING:** | | | | | |

**Comments:**

**Examples of Compliance Evidences:**

- Orientation Program Minutes/Documentation
- Presentation of School's Curriculum directions with different stakeholders such as Board of Trustees, officers of Parents' Association, officers of Alumni Association, and partner organizations
- SSIP Area in Curriculum, Assessment and Instruction
- SSIP Performance Report in Area of Curriculum, Assessment and Instruction
- Annual Operational Plan
- Annual Operational Plan Performance Report
- Minutes of meeting of Academic Council or Subject Coordinators' Council or department meetings
- Subject Reports on Student Performance of Curriculum Map Standards and Competencies
- Data Presentations in Subject PLC meetings
- System of or procedures for Curriculum Development and Updating
- Sample students' answers in formative assessments in different subject areas
- Periodic or annual reports on curriculum evaluation
- Curriculum evaluation and recommendations
- Instructional Supervisory Program
- Records of classroom observations done by subject coordinators and other academic supervisors
- Records of post-classroom observation conference by subject coordinator or principal with teacher
- Annual interview by principal of teacher
- Faculty Professional Development Program and seminars-workshops involving coaching and mentoring
- Schedules and Minutes of Year level or subject department PLC meetings
- Sample PLC reports
- Minutes of Department Meetings on Student Performance and Intervention Planning
- System for Selection, Procurement, Development and Utilization of Instructional Resources/Materials
- Library Policies for borrowing and using print, audiovisual and electronic resources and materials
- Custodian reports on utilization of print, audiovisual and electronic resources and materials and equipment
- Subject curriculum maps

- Subject learning plans
- Plans in SSIP area of Instructional Leadership, Faculty and Administration and Governance
- School support for faculty and administrators' graduate studies
- System for Selecting and Establishing School Partners and Linkages
- Directory of School Partners and Linkages
- Minutes of meetings with School Partners and Linkages
- List of Activities with School Partners and Linkages
- Learning Continuity Program
-Learning Recovery Program
-Guidelines for Teaching in Various Modalities

## D. FACULTY

Description

The school recruits, hires and maintains faculty who are licensed, qualified, competent, and sufficient in number to effectively enable the school and the specific educational programs offered to accomplish their purposes. Faculty assignments are such that faculty members are able to carry out their duties effectively. Faculty members have adequate time to prepare and provide effective instruction, advice and evaluate students, continue professional growth, and participate in service activities expected by the school. The student-faculty ratio is consistent with the size, scope, goals, and the specific purposes and requirements of the programs offered. All faculty members are able to guide student learning and to communicate personal knowledge and experience effectively.

Basis of Evaluation

Feedback on the faculty's performance is given in different ways. The school regularly conducts annual faculty performance appraisals and clinical supervision to help faculty assess themselves and improve on their performance. The school also offers varied professional development opportunities to upgrade the faculty's competence and deepen their understanding of their particular functions. The design of the professional development program is guided by the school's philosophy/mission and aligned with the 2017 Philippine Professional Standards for Teachers.

| **Standards of Compliance** | | | | | |
|---|---|---|---|---|---|
| 1. A system for: | | | | | |
| - recruiting, screening and hiring licensed and qualified teachers* | 4 | 3 | 2 | 1 | 0 |
| - assigning teachers' loads compliant with their qualifications and other DepEd Requirements | 4 | 3 | 2 | 1 | 0 |
| - disseminating latest DepEd and PRC memos, circulars and orders. | 4 | 3 | 2 | 1 | 0 |
| 2. A Faculty Manual defining faculty functions, duties and responsibilities, benefits and privileges that is accepted, published and well-disseminated* | 4 | 3 | 2 | 1 | 0 |
| 3. Faculty development plan designed to: | | | | | |
| - help teachers achieve professional growth in the seven domains and meet the standards of the 2017 Philippine Professional Standards for Teachers* | 4 | 3 | 2 | 1 | 0 |
| - enable teachers to organize and participate in Professional Learning Communities for collaborative work, peer observation and improved student Learning* | 4 | 3 | 2 | 1 | 0 |
| - recognize and reward outstanding teacher performance, initiative and creativity | 4 | 3 | 2 | 1 | 0 |
| **- equip teachers with the knowledge and skills needed for the effective delivery of instruction in various modalities** | 4 | 3 | 2 | 1 | 0 |
| 4. Regular conduct of faculty performance appraisal as basis for promotion and clinical supervision. ***** | 4 | 3 | 2 | 1 | 0 |
| **AREA RATING:** | | | | | |

**Comments:**

**Examples of Compliance Evidences:**
- Recruitment, Selection, Hiring/Placement Policies and Procedures
- Notarized Teachers' Contracts
- Administration Manual
- Teachers' Profile
- Teacher's 201 File
- Teachers' Program
- Summary Faculty Loads and Assignments
- Minutes of Faculty/ Personnel assemblies and meetings showing announcements of DepEd orders, etc
- Faculty Manual
- Minutes of the Faculty Meetings where the contents of the Faculty Manual were discussed
- Faculty Development Plan
- Faculty Development Plan Evaluation Instruments, Results and Summaries
- Faculty Performance Evaluation Instruments, Results and Summaries
- List of PLC Activities
- Minutes of the PLC meetings
- Attendance Sheets during the PLC meetings
- Faculty Evaluation reports by Peers
- Faculty Awards and Recognition Package/Documentation
- List of Recipients of Faculty Awards
- Faculty performance appraisal instruments and results
- Promotion Policies
- Salary Scale
- Supervisory Plan/Clinical Supervision Plan

## E. ACADEMIC SUPPORT AND STUDENT DEVELOPMENT SERVICES

Description

Academic Support Services and Student Development services work together to accomplish the school's curriculum goals and assist in its evaluation and enhancement. These academic support service units as measures of quality facilitate the **efficient and effective curriculum implementation and** instructional **delivery:** Registrar's Office, Library-IMC and Laboratories. The admission policy should be consistent with the PVMGO of the school and its effectiveness is in its predictive ability of the learner's academic potentials.

Basis of Evaluation

Recording of student admission, progress and achievement and preparations of transcripts of records, certificates and diplomas and organization of learners' academic data are done in the Registrar's Office. Adequacy, accessibility and confidentiality of these data are measures of quality.

The Library- Instructional Media Center is the principal educational-print, non-print and digital resource-repository of the school. The Library-IMC is designed to facilitate active and inquiry-based learning, individual and **self-paced** study and research, and leisurely reading. It serves as an integral part of every learners' educational experience. Accessibility, **up-datedness**, and adequacy in scope, quantity, timeliness and relevance are measures of quality.

The Laboratories include the Sciences Laboratories: (Biology, Chemistry and Physics), Computer Laboratories and the Technology and Livelihood Education Laboratories. They are venues that promote inquiry, discovery and research, and application of theories and principles covered in the different courses of study.

The laboratory provisions are adequate to meet DepEd requirements defined by the enrolment and programs offered by the school, and varied alternative delivery and blended learning modalities employed by the school: space, number, appropriate and recent. The Laboratories are functional, well-kept and safe. There are evidences of systematic operations management and continuing improvement.

Description

Student Development Services assist in the growth and development of the school community. The Guidance and Counseling, Student Activity, Health and Nutrition Programs promote the social welfare and the total development of the learner. The Guidance and Counseling Program assists the learners in their personal and interpersonal relations through the admission services, guidance: orientation, individual inventory, testing and research, counseling, career guidance development and placement and follow-up services.

Basis of Evaluation

Guidance and Counseling includes orientation for learners to usher them to the school and its various programs and offerings, individual learner inventory of personal, mental and pertinent psycho-social information necessary for self-knowledge and self-development, testing and research efficient towards assessment and analyses of individual and institutional growth needs, individual and group counseling in the learner's effective understanding of themselves **and overall learner well-being**, developmental career guidance so learners may be assisted in making career choices, and placement and follow-up procedures to ensure instructional differentiation and learner assistance.

The Health and Nutrition Services provide for primary medical and dental examinations, immediate emergency care, and proper nutrition essential for the well-being of the learners while they are in school. In all thee, i9nfection control and containment is ensured.

| | | | | | |
|---|---|---|---|---|---|
| The Student Activity Program includes co-curricular and extra - curricular activities that promote the holistic development of the learners, complement the Kto12 program and pursue the PVMGO of the school. These activities must collectively develop student initiative, responsibility and leadership as well as desirable social relationships.<br><br>Student Discipline covers matters on student decorum, behavior formation and when called for, disciplinary measures **in a positive learning environment**. It is implemented by a Discipline Officer. | | | | | |
| **Standards of Compliance** | | | | | |
| ***I. General*** | | | | | |
| 1. Key non-teaching personnel that provide academic support services **meet** national standards: | | | | | |
| - **qualified** Registrar* | 4 | 3 | 2 | 1 | 0 |
| - **qualified and licensed** Librarian* | 4 | 3 | 2 | 1 | 0 |
| - **qualified and licensed** Guidance * | 4 | 3 | 2 | 1 | 0 |
| - **qualified and licensed** Medical staff* | 4 | 3 | 2 | 1 | 0 |
| - **qualified and licensed** Dental staff * | 4 | 3 | 2 | 1 | 0 |
| 2. The number of personnel assigned is adequate to the size of the population* | 4 | 3 | 2 | 1 | 0 |
| 3. A handbook or manual of the different policies and operations in each academic support unit | 4 | 3 | 2 | 1 | 0 |
| 4. A professional development program that provides for opportunities for growth and advancement of the staff of the different academic support offices* | 4 | 3 | 2 | 1 | 0 |
| ***II. Registrar's Office*** | | | | | |
| 1. Established policies and procedures for safekeeping, retrieval, retention and disposal of learners' records according to the Data Privacy Act* | 4 | 3 | 2 | 1 | 0 |
| 2. Admission and enrollment procedure is well - disseminated and consistently implemented | 4 | 3 | 2 | 1 | 0 |
| 3. Updated and complete school MIS* | 4 | 3 | 2 | 1 | 0 |
| ***III. Library-Instructional Media Center*** | | | | | |
| 1. A program for selection, acquisition, management and development of library, Instructional Media Center and **digitized learning resources** towards optimum utilization by learners and faculty in instructional activities, independent **and self-paced** study, and research **as well as**:<br>**1.1 Text-based materials like printed or digital copies of self-learning modular supplementary resources***<br>**1.2 Non-text-based materials like tools, devices, equipment and manipulatives, digitized learning materials, video-lessons, radio-based lessons, etc*** | 4 | 3 | 2 | 1 | 0 |

| | | | | | |
|---|---|---|---|---|---|
| 2. Varied and accessible Library Services responsive to **in-person**, **alternative learning modalities and blended learning approach** such as library instruction and orientation, individual **work, self-paced** study and **independent** research, leisure reading, etc.* | 4 | 3 | 2 | 1 | 0 |
| 3. Adequate space, **resources**, fixtures and operational dynamics that comply with established Library – IMC management standards* | 4 | 3 | 2 | 1 | 0 |
| 4. Wide and balanced collection of learners' references, professional books in the different subjects and disciplines, print and non-print **learning resources, and other supplementary materials** collaboratively selected by the learners, teachers & academic teams* | 4 | 3 | 2 | 1 | 0 |
| ***IV. Laboratories*** | | | | | |
| 1. Provisions for laboratory instructional activities that are supported by appropriate laboratory supplies, tools and equipment, **course/technology packs for skills building and procedural topics, activity workbooks** in: | | | | | |
| - Biology* | 4 | 3 | 2 | 1 | 0 |
| - Chemistry* | 4 | 3 | 2 | 1 | 0 |
| - Physics* | 4 | 3 | 2 | 1 | 0 |
| - TLE Laboratories* | 4 | 3 | 2 | 1 | 0 |
| - Computer Laboratories* | 4 | 3 | 2 | 1 | 0 |
| 2. Policies and procedures on the systematic management of materials and equipment **and other resources** of the laboratories towards efficient and effective operational delivery such as: requisition, procurement, inventory, storing, labeling and display, dispensing, repair, maintenance, etc. | | | | | |
| - Biology | 4 | 3 | 2 | 1 | 0 |
| - Chemistry | 4 | 3 | 2 | 1 | 0 |
| - Physics | 4 | 3 | 2 | 1 | 0 |
| - TLE Laboratories | 4 | 3 | 2 | 1 | 0 |
| - Computer Laboratories | 4 | 3 | 2 | 1 | 0 |
| ***V. Guidance and Counseling*** | | | | | |
| 1. A holistic, responsive and differentiated guidance and counseling program that addresses the learners' academic, **moral, social-emotional**, and career **development**, collaboratively implemented with parents and teachers* | 4 | 3 | 2 | 1 | 0 |
| 2. A developmental career guidance program that provides learners with adequate knowledge and experience about the world of work and potential careers* | 4 | 3 | 2 | 1 | 0 |
| 3. A program for inventory and testing services to gather information on learners' psychological and emotional make-up, intellectual capabilities and difficulties, and occupational and career interests* | 4 | 3 | 2 | 1 | 0 |
| 4. A program for regular monitoring and follow-up of learner scholastic progress **and mental health and well-being*** | 4 | 3 | 2 | 1 | 0 |

| | | | | | |
|---|---|---|---|---|---|
| 5. Homeroom Guidance Program **activities** responsive to varying **academic, moral and socio-emotional** needs of the learners* | 4 | 3 | 2 | 1 | 0 |
| 6. A system for maintaining confidentiality of learners' personal data and information* | 4 | 3 | 2 | 1 | 0 |
| ***VI. Health Services*** | | | | | |
| 1. Annual medical and dental check- ups* | 4 | 3 | 2 | 1 | 0 |
| 2. Updated and well-kept medical and dental records of learners* | 4 | 3 | 2 | 1 | 0 |
| 3. Provisions for adequate and immediate emergency care* | 4 | 3 | 2 | 1 | 0 |
| 4. **Protocols for infection control and containment that are well-disseminated and consistently implemented** | 4 | 3 | 2 | 1 | 0 |
| ***VII. Student Activity Program*** | | | | | |
| 1. A Student Handbook stipulating policies on learners' rights, responsibilities and decorum, school provisions and school discipline that is published, distributed and well-disseminated to all learners, parents and personnel* | 4 | 3 | 2 | 1 | 0 |
| 2. A system for collaborative review and updating of the Student Handbook consistent with school's vision-mission and with the latest legal provisions | 4 | 3 | 2 | 1 | 0 |
| 3. A Student Activity Program which includes co- and extra – curricular **activities towards** holistic **learner formation** and **ensures seamless connection and integration of** learning of the Kto12 Standards **within and across learning areas*** | 4 | 3 | 2 | 1 | 0 |
| ***VIII. Student Discipline*** | | | | | |
| 1. School discipline policy firmly rooted on the PVMGO and **over-all** learner **welfare** according to **the** Children Protection Policy and Anti – Bullying Act* | 4 | 3 | 2 | 1 | 0 |
| 2. **Practice of disciplinary** interventions that are **positive**, restorative, just and fair to all concerned. | 4 | 3 | 2 | 1 | 0 |
| 3. Disciplinary records that are complete, kept secure and confidential according to Data Privacy Act* | 4 | 3 | 2 | 1 | 0 |
| **AREA RATING:** | | | | | |
| **Comments:** | | | | | |
| **Examples of Compliance Evidences:**<br>- Notarized Contracts of Key Non-Teaching Personnel<br>- Key Non-Teaching Personnel 201 File<br>- Personnel profile<br>- Number of Key Non-Teaching Personnel | | | | | |

- Enrollment Statistics
- Personnel Statistics
- Personnel-Student Ratio
    *Guidance Counsellor – 1:500
    *Librarian – 1:1000
- Academic Support Unit Manuals or Handbooks or their equivalent
- Administration Manual
- Professional Development Plan for Non-Teaching Personnel
- Calendar of Professional Development Activities for Non-Teaching personnel
- Forms of Assistance for:
    a. Graduate Studies
    b. Skills Training
    c. Coaching and mentoring
- Registrar's Office SOPs/Handbook/Manual
- Data Privacy Policies and Protocols
- Announcements and Bulletin Board postings of. Registrar's Office Admission and Enrollment SOPs
- Admission and Enrollment Brochures/Flyers
- Admission and Enrollment flowchart, etc.
- Updated and current MIS
- School Forms
- Library – IMC Development Program
- Library-IMC Accession and Inventory Records
- SSIP
- Library Budget
- Annual School Budget
- School map
- Calendar of Activities of the Library
- Library Activities for Students and Teachers
- Library Schedule
- List of Library services and programs
- Library Floor Plan
- Accession Record and Inventory List
- Actual number of seats
- Library Collection Program
- Number of Titles per area per copyright date
- IMC and digital collection
- Library Committee membership, functions, schedule of meetings and minutes
- Inventory list per laboratory
- List of Laboratory Activities per subject

- List of Laboratory Experiments/Activities
- Laboratory Handbook/Manual/SOPs
- Postings of Laboratory SOPs
- Laboratory Orientation Program
- Minutes of laboratory Orientation
- Laboratory Calendar of Activities
- Guidance and Counseling Program
- Guidance and Counseling Program Mechanics, Activities and Schedule
- List of Guidance and Counseling Program Resources
- Parents Facilitators
- Peer Facilitators
- Developmental Career Guidance Program
- Inventory and Testing Program
- List of Testing Materials Available
- Student Individual Inventory Records/Student Cumulative Records
- Testing Program Schedule
- Student Follow-up Service Program
- Student Follow-up service activities
- Student's anecdotal records
- Homeroom Guidance Program
- Homeroom Guidance Activities
- Homeroom Guidance Schedule
- Student Information and Records Management SOPs
- Guidance Center Handbook/Manual
- Schedule of medical and dental check – ups
- Student Health records
- Assigned staff to provide emergency care
- Trainings of assigned staff
- Emergency Care SOPs/Clinic
- Student Handbook/Manual
- First aid and emergency care SOPs
- Student Orientation Program
- Minutes of the Orientation meetings
- Minutes of the meeting on the review and revision of the Student Handbook
- Attendance list meeting on the review and revision of the Student Handbook
- Membership of Student Handbook Review and Revision Committee
- Student Activity Program
- Calendar of Co-Curricular and Extra-Curricular Activities
- List of Clubs
- Student Discipline policies

- Disciplinary measures and interventions
- Disciplinary processes and protocols
- Minutes of discipline Committee meetings
- Discipline Committee Membership
- Child Protection Policy
- Social Media Policy
- Student Records Management Policies and protocols
- Student Disciplinary Records and Files

## F. PHYSICAL PLANT AND INSTRUCTIONAL SUPPORT FACILITIES

Description

The physical plant comprises the educational environment covering land, building and building fixtures, learning and other ancillary spaces, providing for a conducive atmosphere. It is appropriate and adequate to attain the school vision-mission and program goals and objectives.

Basis of Evaluation

The physical environment supports robust teaching and promotes optimal student learning and growth. The physical plant facilities and buildings must conform with DepEd requirements and National Building Code requisites. It clearly provides for the needs of the programs offered by the school, varied alternative delivery and blended learning modalities employed, as well as size and scope of the school community while upholding their well-being such as health and nutrition, safety and security, sanitation and hygiene. The campus facilities are adequate for curricular and co-curricular activities. School buildings and classrooms are appropriate for educational purposes. Inspections to ensure health and safety code requirements are regularly conducted.

**ICT Environment**

**Standards of Compliance**

| | | | | | |
|---|---|---|---|---|---|
| 1. A system for the design, development, construction and maintenance of different school facilities in line with regulatory and statutory requirements like the National Building Code standards for size, safety and security, environment protection, etc.* | 4 | 3 | 2 | 1 | 0 |
| 2. Accessible and adequate provisions for space with due consideration for maximum class size and total population requirements* | 4 | 3 | 2 | 1 | 0 |
| 3. **An ICT infrastructure that is available and appropriate for various flexible learning opportunities and alternative learning modalities which may include:**<br>**3.1. e-tools, equipment and facilities**<br>**3.2. communication and information technology** | 4 | 3 | 2 | 1 | 0 |
| 4. Adequate equipment, tools and supplies, appropriate laboratory fixtures (demonstration tables, electrical and water fittings, fume hoods where needed, first – aid kit, shower, etc.) which conform to the minimum requirements of the DepEd, the needs of the subjects offered **and the various learning delivery modalities adopted by the school in:**<br>- Biology* | 4 | 3 | 2 | 1 | 0 |
| - Chemistry* | 4 | 3 | 2 | 1 | 0 |
| - Physics* | 4 | 3 | 2 | 1 | 0 |
| - TLE* | 4 | 3 | 2 | 1 | 0 |
| - Computer* | 4 | 3 | 2 | 1 | 0 |
| 5. A school facilities development plan that lays out provisions for different learning spaces, **ICT infrastructure appropriate to the adopted learning delivery approaches and modalities** and addresses varied needs for robust learning. | 4 | 3 | 2 | 1 | 0 |
| 6. Adequate provisions for space, equipment and supplies necessary for the conduct of annual medical and dental check-ups, delivery of emergency services, **and infection control and containment*** | 4 | 3 | 2 | 1 | 0 |

| 7. A system for ensuring the safety, health and well-being of the school community through: | | | | | |
|---|---|---|---|---|---|
| - healthy and nutritious food in the canteen or nutrition center* | 4 | 3 | 2 | 1 | 0 |
| - potable drinking water and **water for sanitation activities** | 4 | 3 | 2 | 1 | 0 |
| - **cleanliness** and hygiene in the canteen, drinking stations, comfort rooms, play areas and school grounds, classrooms and buildings* | 4 | 3 | 2 | 1 | 0 |
| - safety fixtures, devices and signages wherever needed* | 4 | 3 | 2 | 1 | 0 |
| - disaster and risk reduction protocols and regular conduct of drills* | 4 | 3 | 2 | 1 | 0 |
| - hazard-free environment * | 4 | 3 | 2 | 1 | 0 |
| **AREA RATING:** | | | | | |

**Comments:**

**Examples of Compliance Evidences:**

- Approved As-Built Plan
- Approved School Electrical Plan
- Local Engineering Unit Inspection Visit Results
- Energy Management Board Clearance Certificate
- Fire Department Clearance Certificate
- Calibrated school map
- Number of classrooms for student population
- Number of seats per classroom
- Size of classrooms
- Size of laboratories
- Inventory list per Laboratory
- List of Acquisition in the last 3 years
- Laboratory fixtures
- Physical Plant Development Plan
- SSIP
- Clinic Equipment Tools/Materials Annual Inventory
- Clinic Annual Acquisition List of Equipment /Tools/Materials
- Clinic Emergency and First Aid Materials and Equipment
- Emergency Care Policies and Procedures
- Drinking fountains

- Canteen menu
- Current Health Certificates of Food Handlers
- Certificate of Water Potability/Results
- Maintenance and sanitation SOPs
- Number of maintenance personnel assigned
- Preventive Maintenance Plan
- Sources of water
- Rainwater catchments
- Fire escapes/exits, fire Extinguishers, fire alarm, sand bags, water hoses, etc.
- Hand rails
- Non-slip rubber or metal strips, etc. on stairways
- Directions and signages, warning signals, etc.
- Covered walks
- Floor plans
- Security personnel list
- Disaster and Risk-reduction SOPs
- Fire/Earthquake/Bomb Threat Evacuation plan
- Fire and Earthquake Compliance Certificates
- First-Aid Kits
- Building lay out
- Vicinity Map
- Site plan

## G. ADMINISTRATION AND GOVERNANCE

Description

Leadership and governance commits to the attainment of the school's philosophy vision, mission, goals, objectives and core values through its various programs and services. Its administrative organization (1) establishes policies, structures and processes to ensure effectiveness and efficiency of day-to-day operations and long-range planning, (2) implements resource management systems to strengthen operational stability and program sustainability, (3) fosters productive learning climate towards professional and student development, and (4)cultivates collegial, collaborative and reflective relationships with its stakeholders and the wider community conducive for quality student learning.

Basis of Evaluation

The school's Junior High School Program must be duly recognized by the Department of Education. Its administrative organization is responsible for compliance with DepEd and other legislated requirements. Its governing policies and system mechanisms are defined in a published and well-disseminated Manual of Operations or Administrative Manual. Administrative leadership is manifest in the areas of operations management, human resource development, resource management and program sustainability. The school climate is characterized by positive culture and harmonious relationships among the members of the school community. There are collaborative structures which allow stakeholder participation in school management and decision-making.

| **Standards of Compliance** | | | | | |
|---|---|---|---|---|---|
| 1. A rationalized and functional organizational chart and system that clearly shows the different positions, their areas of responsibilities and accountabilities and relationship of offices with each other* | 4 | 3 | 2 | 1 | 0 |
| 2. Qualified School Principal with MA Degree in Education*, | 4 | 3 | 2 | 1 | 0 |
| 3.A system that ensures compliance with DepEd, SEC, DOLE, BIR, BOA, PRC, DOH and other legislated requirements and established policies, processes and procedures towards effective and efficient school management and operations* | 4 | 3 | 2 | 1 | 0 |
| 4. A system that provides structures and opportunities for consultation and collaboration with internal and external stakeholders and the wider community towards informed decision-making, significant community support **for learning continuity and recovery, learner well-being,** and attainment of the PVMGO* | 4 | 3 | 2 | 1 | 0 |
| 5. An Administration Manual on school policies, processes and a procedure that is accepted, published and well- disseminated* | 4 | 3 | 2 | 1 | 0 |
| 6. A professional development plan for school leaders and **key** administrators that provides for their academic upgrading and development of their management skills* | 4 | 3 | 2 | 1 | 0 |
| 7. Established policies, processes and procedures that ensure: | | | | | |
| - smooth transfer of responsibilities, properties and documents during changes in management* | 4 | 3 | 2 | 1 | 0 |
| - confidentiality, security, accessibility and retrievability of school data, records and documents according to Data Privacy Act | 4 | 3 | 2 | 1 | 0 |
| - stewardship through wise and proper use of human and material resources | 4 | 3 | 2 | 1 | 0 |
| 8. A compensation policy that provides salaries and benefits compliant with existing labor laws and recent legislations and promulgations such as Regional Wage Orders, Magna Carta for Women, Leave for Victims of Violence Against Women and their | 4 | 3 | 2 | 1 | 0 |

| | | | | | |
|---|---|---|---|---|---|
| Children, etc.* | | | | | |
| 9. A Plan of Succession and preparation for future school leaders and administrators | 4 | 3 | 2 | 1 | 0 |
| **AREA RATING:** | | | | | |

**Comments:**

**Examples of Compliance Evidences:**

- School Organizational Chart
- 201 File of the Principal
- OTR of the Principal & Notarized Contract
- DepEd Recognition, DepEd –approved Schedule of Fees, Student Forms (SF 1-9), School Calendar, e-BEIs, etc
- GIS and Updated SEC Registration
- Audited Financial Statements
- Alpha List, etc.
- SSS, Phil Health, Pag-Ibig monthly Reports
- Others: PRC licenses of teachers, etc.
- School Calendar of Activities
- Minutes of General Assemblies and Council meetings, Ad Hoc and Standing Committee meetings
- List of Standing and Ad Hoc Committees and their Membership
- Minutes of Consultation Meetings with Stakeholders
- Minutes of Planning and Evaluation meetings with stakeholders
- Administration Manual
- Minutes of the General Assemblies on discussions of the Administration Manual
- Records of Distribution of the Administration Manual
- Professional Development Plan for Administrators
- List of Upgrading Activities for Administrators
- Provisions/Assistance for Administrators' Upgrading
- Turn-Over SOPs
- Personnel Clearance Forms
- Data Management SOPs
- Resource Management policies and SOPs
- Financial School Sustainability Policies and Measures
- Minutes of BOT meeting
- Salary Scale
- Pay Roll
- Benefit Package
- Faculty Manual
- Succession Plan

Others:

- Community Survey
- Community Profile
- List of Community Linkages and Partners

- List of Community Project/Activity Involvement of Teachers, Parents, Students and Alumni
- List of Community Activities Held in the School
- School Calendar of Activities

## H. SCHOOL BUDGET AND FINANCES

Description

Financial management involves budgeting, procurement, disbursement, accounting and auditing processes and procedures which follow prescribed principles and legislated requirements. The business practices of the school seek to manage its fiscal and material resources to attain its philosophy, vision, mission, goals and objectives, scope and size.

Basis of Evaluation

The school operates on a school budget. Budget allocations for personnel, space, equipment and operations are appropriate and sufficient to sustain its programs and continued improvement plans. Budget control mechanisms are evidently established.

School finances are adequate to sustain effective and efficient delivery of programs and services. Income from tuition, fees and resource mobilization is appropriately spent for their intended purposes. There is evidence of financial stability to ensure the continued operations of the school and its programs in accordance with DepEd standards. The school maintains accurate records of financial transactions according to legal and ethical standards of accounting practice.

| **Standards of Compliance** | | | | | |
|---|---|---|---|---|---|
| 1. A school financial policy and procedures manual that sets the appropriate fiscal and accounting policies and systematic procedures that ensure the effective and efficient delivery of varied services* | 4 | 3 | 2 | 1 | 0 |
| 2. An annual budget approved by the Board of Trustees that is: | | | | | |
| - collaboratively prepared by the various offices and responsibility centers* | 4 | 3 | 2 | 1 | 0 |
| - regularly monitored through the quarter budget performance reports **which are** disseminated according to policy guidelines* | 4 | 3 | 2 | 1 | 0 |
| - reflective and supportive of the Standards -based School Improvement Plan* | 4 | 3 | 2 | 1 | 0 |
| 3. Systematic requisition, selection and procurement protocols that are well-disseminated, implemented and properly documented | 4 | 3 | 2 | 1 | 0 |
| 4. A system for ensuring that all incomes from tuition and all other fees, and donations are properly utilized according to the purposes they are collected* | 4 | 3 | 2 | 1 | 0 |
| 5. A system for generating revenue and raising funds from school and outside school sources for sustainability* | 4 | 3 | 2 | 1 | 0 |
| 6. A system of : | | | | | |
| - supervision and management of resources for optimum operational efficiency* | 4 | 3 | 2 | 1 | 0 |
| - establishment of internal control systems in budget implementation and* | 4 | 3 | 2 | 1 | 0 |
| - designing financial strategies for sustainability* | 4 | 3 | 2 | 1 | 0 |
| **AREA RATING:** | | | | | |

**Comments:**

**Examples of Compliance Evidences:**

- Financial policy and procedures Manual
- Accounting Manual
- Administration Manual
- Department budget proposals and requests
- Minutes of department budget hearings
- Consolidated School Budget
- BOT-approved budget
- Quarter Budget Performance Reports
- Quarter Cash Flow Statements
- Minutes of Orientation-Dissemination meetings of the Quarter Budget Performance
- Distribution of Quarter Budget Performance Reports to the responsibility centers
- Minutes of Orientation-Dissemination meetings
- Annual Budget
- Budget performance reports
- Administrative Manual/Operations Manual, Department Manuals or SOPs
- Procurement and Construction Flow Chart
- Selection, Procurement and Construction Committee, its membership and minutes of their meetings
- Minutes of Orientation meetings
- Minutes of Evaluation meetings
- Statement of Income and Expenditures
- Income Generating Centers/Structures
- Deed of Donations/List of Donations
- Supervisory plan
- Supervisory Reports
- Department Evaluation Results
- Internal and External Audit calendars
- Internal and external Audit results
- Audited Financial Statements
- Cash Flow Management System
- Auditing System
- Internal Control Policies
- Financial policy and procedures manual
- SSIP
- Minutes of BOT/Administrative meetings
- Savings and investment portfolio

## I. INSTITUTIONAL PLANNING AND DEVELOPMENT

Description

The school purposively lays down specific interventions for improvement of access, quality and governance with the help of the community and other stakeholders, through a systematic and continuous cycle of assessment, planning and implementation defined in a strategic Three-year Standards – based School Improvement Plan (SSIP) and Annual Operational Plan. It assesses and communicates progress towards achieving the objectives for the continuing improvement of its educational programs and services which informs administrative decision-making.

Basis of Evaluation

The school is successful in meeting this standard when it implements a collaborative and on-going data-driven process for improvement that aligns the school's philosophy, vision-mission, goals and objectives and curriculum goals with its size, function and community expectations for student performance, learning recovery and continuity.

| **Standards of Compliance** | | | | | |
|---|---|---|---|---|---|
| 1. A system of on – going process for improvement that: | | | | | |
| - is aligned with the school vision – mission and curriculum goals* | 4 | 3 | 2 | 1 | 0 |
| - responds to the school's size, function and community expectations for **learner performance*** | 4 | 3 | 2 | 1 | 0 |
| **- includes contextualized strategies and interventions towards learning continuity and remediation, and learner's moral, socio-emotional functioning, mental health and total well-being.** | 4 | 3 | 2 | 1 | 0 |
| 2. An annual operational plan drawn from the Three-year SSIP* | 4 | 3 | 2 | 1 | 0 |
| 3. A system that utilizes **formative and summative assessment results, learning intervention evaluation results, and other baseline and end-line assessment data to guide school improvement** planning* | 4 | 3 | 2 | 1 | 0 |
| 4. A system for collaboratively monitoring and evaluating the annual operational plan and the Standards –based School Improvement Plan* | 4 | 3 | 2 | 1 | 0 |
| 5. A system for communicating the content and over-all effectiveness and impact results of the Standards-based School Improvement Planning | 4 | 3 | 2 | 1 | 0 |
| **AREA RATING:** | | | | | |

**Comments**

**Examples of Compliance Evidences:**

- SSIP
- Department plans for improvement
- Minutes of department meetings
- Minutes of Administrative meetings/ BOT meetings
- E-BEIS
- Inventory of program needs
- Survey of parents'/community/ stakeholders' expectations
- Minutes SSIP planning meetings
- Annual Operational Plan
- Minutes of the planning meetings
- School performance Data /Indicators (3 –years)
- Teacher Profile (3years)
- Teacher Performance (3 years)
- Student performance Data/indicators (3 years)
- Minutes of SSIP planning meetings
- Monitoring and Evaluation reports of the AOP
- Monitoring and Evaluating reports of the SSIP
- Minutes of the monitoring and evaluating meetings
- Attendance list of the monitoring and evaluating meetings
- Minutes of the General Assembly meetings
- Minutes of the Year-End School Assembly
- Minutes of the Semestral-End School Assembly
- Attendance list during Year- End/ Semestral – End School Assemblies

## ESC Certification-Compliance Rules

The use of a Decision Rule based on ratings in Power and Support Standard items.

**Area Rating is based on the following Decision Rule:**

4 --- For a mode of 4 in the Power Standards and rating of at least 3 in the Support Standards
3 --- For a mode of 3 in the Power Standards and rating of at least 2 in the Support Standards
2 --- For a mode of 2 in the Power Standards
1 --- For a mode of 1 in the Power Standards
0 --- For a mode of 0 in Power Standards

**The Certification Overall Rating based on a Decision Rule is as follows:**

4 – For a rating of 4 in all Core Areas and 3 or higher in Support Areas
3 – For a rating of 3 in all Core Areas and 2 or higher in Support Areas
2 – For a rating of 2 in all Core Areas and 2 or higher in the Support Areas
1 – For a rating of 1 in all Core Areas and 1 or higher in the Support Areas
0 – For a rating of 0 in all Core Areas

**ANNEX / RE-CERTIFICATION/REVISIT / CERTIFICATION**

School: _____ I. D. Number: _____

| | Areas | Area Rating |
|---|---|---|
| I. | Philosophy, Vision, Mission, Goals and Objectives | N.A. |
| II. | Core Areas: Curriculum, Assessment and Instruction | |
| | Instructional Leadership | |
| | Faculty | |
| | Administration and Governance | |
| III. | Support Areas: Academic Support and Student Development Services | |
| | Physical Plant and Instructional Support Facilities | |
| | School Budget and Finances | |
| | Institutional Planning and Development | |
| | **General Rating** | |

## CLASSROOM OBSERVATION FORM

| | | | | | | |
|---|---|---|---|---|---|---|
| **Name of School:**<br><br>**Region:** | | | | | | |
| Address: | | | | | | |
| Name of Teacher: | | | | | | |
| Subject of Instruction: | | Grade Level/Section: | | | | |
| Name of Observer: | | Date of Observation: | | | | |
| **RATING SCALE:**<br>4 - Performance of this item is innovatively done.<br>3 - Performance of this item is satisfactorily done.<br>2 - Performance of this item is partially done due to some omissions.<br>1 - Performance of this item is partially done due to serious errors and misconceptions.<br>0 - Performance of this item is not observed at all. | | | | | | |
| **A. TEACHER ACTIONS** | | | | | | |
| 1. | The teacher communicates clear expectations of student performance in line with the unit standards and competencies | 4 | 3 | 2 | 1 | 0 |
| 2. | The teacher utilizes various learning materials, resources and strategies to enable all students to learn and achieve the unit standards and competencies and learning goals. | 4 | 3 | 2 | 1 | 0 |
| 3. | The teacher monitors and checks on students' learning and attainment of the unit standards and competencies by conducting varied forms of assessments during class discussion. | 4 | 3 | 2 | 1 | 0 |
| 4. | The teacher provides appropriate feedback or interventions to enable students in attaining the unit standards and competencies. | 4 | 3 | 2 | 1 | 0 |
| 5. | The teacher manages the classroom environment and time in a way that supports student learning and the achievement of the unit standards and competencies. | 4 | 3 | 2 | 1 | 0 |
| 6. | The teacher processes students' understanding by asking clarifying or critical thinking questions related to the unit standards or competencies. | 4 | 3 | 2 | 1 | 0 |
| **B. STUDENT LEARNING ACTIONS** | | | | | | |
| 7. | The students are active and engaged with the different learning tasks aimed at accomplishing the unit standards and competencies. | 4 | 3 | 2 | 1 | 0 |
| 8. | The students with the help of different learning materials and resources including technology achieve the learning goals of the unit standards and competencies. | 4 | 3 | 2 | 1 | 0 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 9. | The students share their ideas, reflections or solutions to thought-provoking questions and real life challenges or problems related to the unit standards and competencies. | 4 | 3 | 2 | 1 | 0 |
| 10. | The students collaborate, plan together and have meaningful interactions with each other to meet the unit standards and competencies. | 4 | 3 | 2 | 1 | 0 |
| 11. | The students are able to explain how their ideas, outputs or performances accomplish the unit standards and competencies. | 4 | 3 | 2 | 1 | 0 |
| 12. | The students, when encouraged or on their own, ask questions to clarify or deepen their understanding of the unit standards and competencies. | 4 | 3 | 2 | 1 | 0 |
| 13. | The students are able to relate or transfer their learning to daily life and real world situations. | 4 | 3 | 2 | 1 | 0 |
| 14. | The students are able to integrate 21st century skills in their achievement of the unit standards and competencies. | 4 | 3 | 2 | 1 | 0 |
| 15. | The students are able to reflect on and connect their learning with the school's PVMGO. | 4 | 3 | 2 | 1 | 0 |
| | **TOTAL** | | | | | |
| | **AVERAGE** | | | | | |

## Appraisal of Blended/Distance Learning[3] (ABDL)

This form is to be used in schools where the K12 curriculum is as a matter of school policy and operations delivered in various modalities aside from the regular face-to-face classroom setting. In particular, this form covers schools where students have limited in-person contact with their teachers (i.e., once or twice a week) and are expected to do independent study or have online classes during the rest of the school week with the help of printed or online learning modules and resources. In such schools, the in-person class setting is *secondary* to other modes which involve either independent study or online classes.

The form may also be used by schools doing blended learning. The instrument contains items that deal with technology integration for both in-person and online teaching and learning. As a quality assurance document, the results of the appraisal may contribute to the school's plans to improve and upgrade its blended learning program. Hence, the objective of this appraisal is to provide different schools with helpful feedback on their current system of conducting instruction in modalities covering the combination of face-to-face, distance and online teaching.

The items in this appraisal form are drawn from various documents such as DepEd's guidelines for development of instructional materials for alternative delivery of instruction (ADM LR Standards 050820), learning continuity program (DO no. 12, s. 2020), and pertinent research on best practices for the use of printed modules, blended and distance learning. These items do not replace the regular Classroom Observation Form used in certification visits. These items then are additions and provide certifiers and observers with guidance on how to assess instruction in various modalities. It is also important to underscore here though that this form does not apply to the delivery of the Alternative Learning System (ALS) program.

The items are clustered in five domains namely, 1) Instructional Design; 2) Learner Engagement; 3) Assessment; 4) Technology Selection, Access and Support; and 5) Academic Integrity and Digital Citizenship. The rating scale in this form follows the same scale used in the Classroom Observation Form. Hence, the rating scale is established as:

4 – Performance of this item is innovatively done
3 – Performance of this item is satisfactorily done
2 – Performance of this item is partially done due to some omissions
1 – Performance of this item is partially done due to serious errors and misconceptions
0 – Performance of this item is not observed at all

[3] DepEd in its primer "Learning opportunities shall be available" provides the following definitions:
**Blended Learning**. This refers to a learning delivery that combines face-to-face with any or a mix of online distance learning, modular distance learning, and TV/ Radio-based Instruction. Blended learning will enable the schools to limit face-to-face learning, ensure social distancing, and decrease the volume of people outside the home at any given time.
**Distance Learning.** This refers to a learning delivery modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. This modality has three types: Modular Distance Learning (MDL), Online Distance Learning (ODL), and TV/Radio-Based Instruction.

NAME OF SCHOOL:
Region:
Address:
Teacher:
Subject of Instruction: Grade Level:
Observer: Date of Observation:

| | | | | | | |
|---|---|---|---|---|---|---|
| DOMAIN 1: Instructional Design: The teacher prepares standards-based self-learning modules that show the following: | | | | | | |
| 1. | An overview of the lesson, the learning objectives or targets and expected learning outcomes and outputs | 4 | 3 | 2 | 1 | 0 |
| 2. | Alignment of in-person and online activities, assessments, learning resources, Website links, and other digital applications with K12 curriculum unit standards and learning competencies | 4 | 3 | 2 | 1 | 0 |
| 3. | Employment of active learning, inquiry-based, learner-centered and problem-solving pedagogies in the different learning experiences and tasks | 4 | 3 | 2 | 1 | 0 |
| 4. | A logical sequence beginning with acquisition and understanding of content and culminating with transfer of learning to real-life situations | 4 | 3 | 2 | 1 | 0 |
| 5. | Varied graphic organizers, outlines, bullet points, illustrations, charts, pictures, videos, real life examples, glossaries, and summaries to enable students to recall, process, and apply content | 4 | 3 | 2 | 1 | 0 |
| 6. | Differentiated in-person and online practice exercises and questions that enable students to gain mastery of the specified learning standards and competencies | 4 | 3 | 2 | 1 | 0 |
| 7. | A writing style that addresses the students in a conversational way and provides explicit and detailed procedures in accomplishing tasks and accessing resources | 4 | 3 | 2 | 1 | 0 |
| 8. | Specific time allocations for accomplishing in-person and online learning tasks | 4 | 3 | 2 | 1 | 0 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 9. | A weekly work plan or schedule of in-person and online sessions and their corresponding tasks and requirements for students to follow, do and submit | 4 | 3 | 2 | 1 | 0 |
| 10. | Explanations of how different in-person and online learning tasks are connected to and build on each other and lead students to the attainment of the desired learning outcomes | 4 | 3 | 2 | 1 | 0 |
| DOMAIN 2: Learner Engagement: The teacher facilitates students' active engagement in learning the curriculum unit standards and competencies through the following: | | | | | | |
| 11. | A system of recording and monitoring the students' accomplishment of in-person and online learning tasks, requirements, and assignments | 4 | 3 | 2 | 1 | 0 |
| 12. | Varied opportunities for students' interaction with learning material and resources, the subject teacher, classmates, community resources, and content experts | 4 | 3 | 2 | 1 | 0 |
| 13. | Differentiated activities that address the learners' diverse backgrounds, interests, and multiple learning styles | 4 | 3 | 2 | 1 | 0 |
| 14. | Learning activities that elicit critical thinking, creativity, reflection, dialogue, and collaboration | 4 | 3 | 2 | 1 | 0 |
| 15. | Implementation of specific procedures for students' participation in class recitation, check-up exercises, discussions, posts, and presentations in various modalities (e.g., routines on how to conduct one's self in synchronous and asynchronous sessions or blended models like station-rotation) | 4 | 3 | 2 | 1 | 0 |
| DOMAIN 3: Assessment: The teacher assesses students' attainment of the curriculum unit standards and learning competencies through the following: | | | | | | |
| 16. | A system of obtaining, organizing and analyzing data on students' performance in various in-person and online activities and assessments | 4 | 3 | 2 | 1 | 0 |
| 17. | Interactive learning exercises that enable students to practice specific competencies and self-assess and track their proficiency level | 4 | 3 | 2 | 1 | 0 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 18. | Timely and regular feedback in various formats (e.g., use of platform or tools for comments, polls, surveys) to students regarding their performance | 4 | 3 | 2 | 1 | 0 |
| 19. | Multiple methods and differentiated forms of assessment that diagnose students' readiness, check on students' understanding, allow students to revise and improve their work, and demonstrate in varied ways their attainment of the curriculum unit standards and learning competencies | 4 | 3 | 2 | 1 | 0 |
| 20. | Mechanisms for students' consultation with teacher offline or in distance mode regarding content, procedures or requirements | 4 | 3 | 2 | 1 | 0 |
| DOMAIN 4: Technology Selection, Access and Support: The teacher selects and makes accessible technology resources that support students' attainment of the curriculum unit standards and competencies through the following: | | | | | | |
| 21. | A system of selection or curation of digital learning tools and resources aligned with curriculum unit standards and learning competencies | 4 | 3 | 2 | 1 | 0 |
| 22. | Varied media and digital resources in different formats or versions (e.g., text with video) for equitable access and ease of use by students | 4 | 3 | 2 | 1 | 0 |
| 23. | Specific information on minimum technical requirements, detailed assistance on troubleshooting technical problems and means of obtaining technical support | 4 | 3 | 2 | 1 | 0 |
| 24. | A system for recording and archiving discussions and presentations and retrieving learning materials and resources when needed (i.e., links to recordings of online meetings, transcripts, slide decks) | 4 | 3 | 2 | 1 | 0 |
| 25. | Compliance with data privacy and confidentiality regulations and protection of learners from erroneous, offensive or harmful content | 4 | 3 | 2 | 1 | 0 |

| | | | | | | |
|---|---|---|---|---|---|---|
| DOMAIN 5: Academic Integrity and Digital Citizenship: The teacher ensures academic integrity and the students' observance of standards of digital citizenship through the following: | | | | | | |
| 26. | Students' signed declaration that any submitted work or completed assessment done in-person and online is the product of their own efforts and understanding | 4 | 3 | 2 | 1 | 0 |
| 27. | Students' compliance with standards of netiquette behavior and ethical use of digital media | 4 | 3 | 2 | 1 | 0 |
| 28. | Implementation of school policies covering intellectual property and copyright, cybersecurity and cyberbullying | 4 | 3 | 2 | 1 | 0 |
| 29. | Use of strategies and digital tools that verify the authenticity or originality of students' work | 4 | 3 | 2 | 1 | 0 |
| 30. | Alignment of technology use and integration in teaching and learning with the school's philosophy, vision, mission and core values | 4 | 3 | 2 | 1 | 0 |
| | TOTAL | | | | | |
| | AVERAGE | | | | | |

## 6.2 : SCHOOL YEAR 2024
## ESC (RE-) CERTIFICATION ASSESSMENT INSTRUMENT

*Background and Rationale*

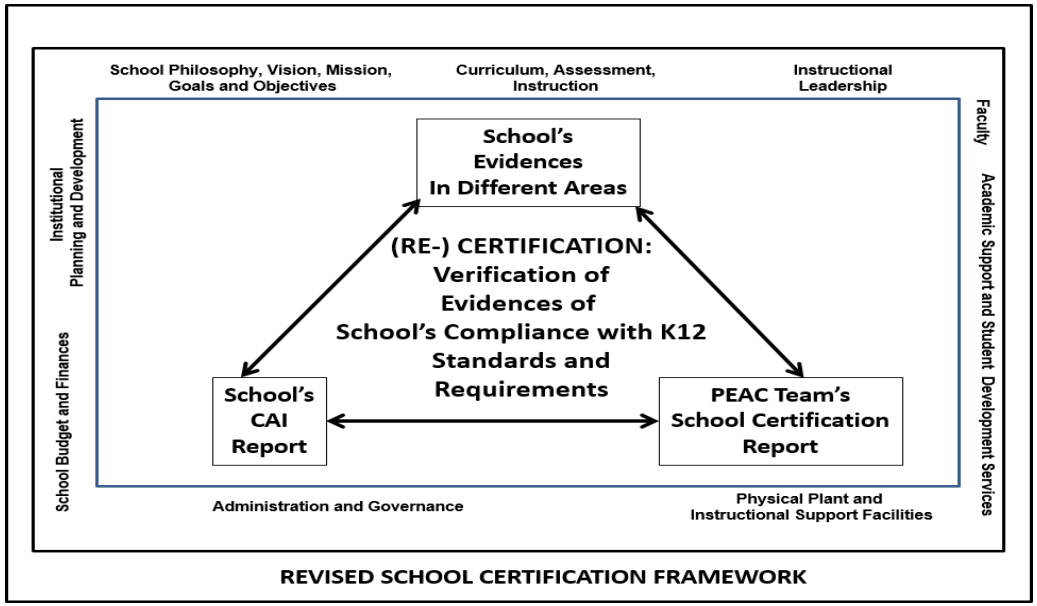
A Junior High School participating in the Educational Service Contracting (ESC) Program of the Department of Education (DepEd) is expected to fully comply with the minimum standards for secondary educational institutions. It must also be committed to become an effective school in delivering quality educational programs and services in line with the goals and objectives of the Kto12 curriculum program. DepEd enjoins participating private schools to ensure that ESC student grantees are offered an academically challenging Junior High School education in an environment of values, trust and loyalty. ESC grantees, along with other private Junior High School students, will have acquired the knowledge and developed the skills necessary for success in higher educational pursuits and in a wide range of careers.

The Department of Education (DepEd) has commissioned the Private Education Assistance Committee (PEAC), through its National Secretariat, to establish a quality assurance certification mechanism that would confirm ESC participating private junior high schools' compliance with DepEd's standards for recognition. A certified ESC school therefore is one which has complied with all DepEd standards, adheres to applicable DepEd policies and meets the requirements of the self-study procedure prescribed by the PEAC National Secretariat ESC Certification Unit. Through this assessment instrument, an ESC school is assisted to determine its strength and potentials for becoming a more effective educational institution. The government, through the Department of Education, has looked into the facilities and physical resources of the school prior to the granting of recognition. Therefore, this assessment instrument focuses more on the functional use of these facilities and resources, rather than the provision thereof.

*Standards in an Evidence-based Framework*

A basic framework of a quality educational system is one that succeeds in meeting its own goals; relevant to the needs of students, communities and society; and fosters the ability of students to acquire knowledge and critical learning skills. Quality is not the only factor keeping students out of school but it is when effective learning is not taking place, that parents are more likely to withdraw their children from school early or not send them at all. Improving the school’s quality is therefore essential to achieving the goal of universal access to and completion of basic education. This ESC School (Re-) Certification lnstrument is designed to basically assess the extent of compliance with the DepEd Minimum Quality Standards as well as to evaluate the school's characteristics, its qualitative indicators of excellence, and its level of performance vis-à-vis the K to12 program. These standards contain specific criteria which ensure that the school is functional and engaged in self-assessment for continuous school improvement.

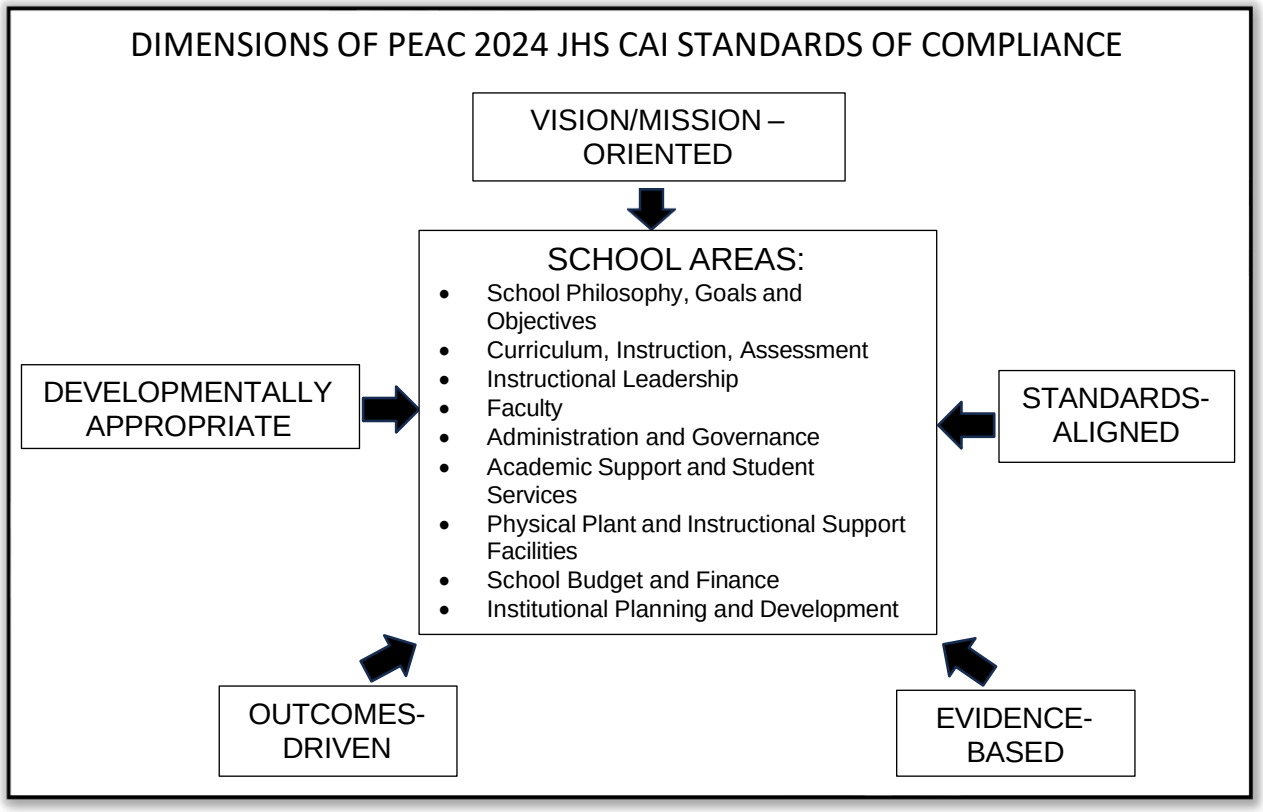
This is a quality assurance tool aimed at building effective and high performing Junior High Schools through continuous focused improvement efforts that are aligned with Kto12 standards. Being so, evidence of compliance with standards and demonstration of quality needs to be gathered and examined throughout the certification process. Area items for evaluation as well as the rating scale prompt the school and certifiers to search for evidences in the school system that are in line with the standards for compliance. Below is a diagram of the role these evidences play in the entire certification process:




At the center of the diagram is the emphasis of obtaining evidence of the school's compliance with the K12 standards. Schools applying for certification or re-certification prepare a report of their self-assessment of compliance with the standards in each area of the Certification Assessment Instrument or CAI. The school's assessment is based on their evidence for the items in these nine different areas, of which are found on the outer frame of the diagram above. Hence, the school also puts together the different evidences that support their self-rating. During the certification visit, the team of certifiers verify the school's CAI report and examine the different evidences presented. Thus, instead of ascertaining the school's level of meeting the standards based on their perception, this instrument prompts certifiers to verify in more concrete terms the extent of evidences the school actually has. By shifting the focus to observable and tangible evidences, both school and certifiers have a common basis for evaluation. For the school and certifiers' guidance, a section on Examples of Compliance Evidence is found at the end of every area. Decisions about the final certification status are made in line with the presentation and examination of evidences.

*Dimensions of 2024 PEAC JHS CAI Standards of Compliance*[4]

The revision/updating of existing standards of compliance in the 2018 JHS CAI and the identification and articulation of new items is premised on five dimensions. The different area items promote quality education when the items are able to manifest or reflect any of these five dimensions namely, vision/mission-oriented, standards-aligned, developmentally appropriate, outcomes-driven and evidence-based. What do each of these dimensions mean?




[1] This is a revised version of an initial section of the proposed PEAC Standards-based Quality Assurance Instrument – Elementary Schools or SQAI-ES. The dimensions have been adapted for inclusion in the PEAC SQAI-ES, JHS CAI, and SHS CAI. While the number of school areas may vary (SQAI-ES and JHS CAI have nine while SHS CAI has 10), the five dimensions are applicable to all levels in basic education.

Vision/Mission-Oriented: As part of their identity as a private educational institution, private schools articulate and carry out their own vision and mission, philosophy of education, goals and objectives. The school's vision and mission statements define the school's purpose and direction. Private schools achieve quality when the school is able to operationalize the vision and mission in the different aspects of school work. The 2024 PEAC JHS CAI standards of compliance then determine how the different policies, programs and services in the nine school areas are oriented to realizing the vision and mission statement. With this dimension, the 2024 PEAC JHS CAI asks the following questions: How vision and mission-oriented are the different school areas in their
policies, programs and services? To what extent is the school's vision-mission accomplished in the nine school areas?

Standards-Aligned: With the passage of RA10533 or the 2013 Enhanced Basic Education Act, all basic education schools are mandated to teach the Department of Education's K to 12 curriculum program. The program contains curriculum standards and competencies for students to learn. As a private entity, JHS are also enjoined to comply with the provisions of the 2010 Revised Manual of Regulation for Private Schools. Private schools thus show quality when these standards are adopted, implemented and used for evaluation in the nine school areas. For these reasons, the 2024 PEAC JHS CAI standards of compliance examine how the school's curriculum, instruction and assessment are aligned with and utilize these standards. With this second dimension, the 2024 PEAC JHS CAI standards of compliance raise the question: To what extent is the school implementing the K12 program standards and other requirements in the nine school areas?

Developmentally-Appropriate: Students in the JHS level develop and realize their potentials when the school provides them research-based teaching and learning experiences that attend to their developmental needs and nurture their growth in different domains (i.e., physical and motor, social-emotional, character and values, cognitive and intellectual, language, mathematical and creative-aesthetic). Consequently, private JHSs manifest quality when the policies, programs and services in the nine school areas are formulated, undertaken and assessed in accordance with the student's developmental requirements and milestones. The 2024 PEAC JHS CAI standards of compliance gauge how the school incorporates the students' background, needs, learning styles and abilities when planning, implementing and evaluating policies, programs and services. In this third dimension, the 2024 PEAC JHS CAI standards of compliance focus on the following question: To what extent are the different developmental needs of students addressed in the nine school areas?

Outcomes-driven: Schools are outcomes-driven when they focus on results that represent students' performance of expected skills as well as each department or program's achievement of stated goals. Private JHS rate high on quality when first, their students in various assessments reliably and consistently demonstrate the skills required at a certain grade level or higher and second, when their programs and services accomplish their specific targets. In line with this, the 2024 PEAC JHS CAI standards of compliance measure and report students' achievement levels and program results. With this dimension, the 2024 PEAC JHS CAI standards of compliance examine the following: To what extent are students able to demonstrate knowledge, understanding and performance of learning standards and

competencies? To what extent are the students able to accomplish the milestones in the different domains of development? To what extent are programs and services in the nine school areas able to produce desired results?

Evidence-based. Successful JHS regularly obtain data and employ various metrics to present and showcase their pupils' achievement and effectiveness of their programs and services. They also search for and document valid and authentic examples of students' achievement, learning interventions and program results. Private JHS undertake these tasks with transparency and rigor. With this dimension, the 2024 PEAC JHS CAI standards of compliance check on the following: To what extent is the school able to support its claims of students' achievements and program effectiveness in the nine school areas?

These five dimensions are integrated throughout the instrument. Every JHS CAI area has items that reflect these dimensions. For example, in the area of Instructional Leadership, item 1 (The provision of a system that actively communicates to various stakeholders the school's Vision, Mission, and Kto12 standards and directions and school's development and innovations in curriculum, assessment and instruction) is vision-mission oriented and standards-aligned. In the Area of Academic Support and Student Development Services, item 3 (A program for inventory and testing services to gather information on students' psychological and emotional make-up, academic progress and difficulties, and occupational and career interests) is about the developmentally-appropriate dimension. Item 3 in Instructional Leadership (Regular collection, interpretation and dissemination of data on student learning and performance to top and key school leaders towards informed decision-making) cover the outcomes-driven and evidence-based dimensions. Through the integration of these five dimensions, school administrators can understand the basis for specification of standards of compliance in the 2024 PEAC JHS CAI.

*Instrument Areas*

This instrument covers different areas of school operations that produce quality student performance and organizational effectiveness. These areas are:

A. School Philosophy, Vision, Mission, Goals and Objectives
B. Curriculum, Assessment and Instruction
C. Instructional Leadership
D. Faculty
E. Academic Support and Student Development Services
F. Physical Plant and Instructional Support Facilities
G. Administration and Governance
H. School Budget and Finances
I. Institutional Planning and Development

The above areas are clustered into two groups – Core and Support. The Core group of areas covers sections deemed essential to teaching and learning. These areas are School Philosophy, Vision, Mission, Goals and Objectives; Curriculum, Assessment and Instruction; Instructional Leadership; Faculty; and Administration and Governance. The Support group of areas includes school operations that are undertaken in the context of and based on the direction of the Core group of areas. These areas are Academic Support and Student Development Services; Physical Plant and Instructional Support Facilities; School Budget and Finance; and Planning and Development. Observation of Classroom Instruction is a significant aspect in the area of Curriculum, Assessment and Instruction.

Each area consists of a set of standards for compliance. The standards are drawn from various sources such as the Kto12 Curriculum Program Standards and the Philippine Professional Standards for Teachers. In the Core group of areas, certain items regarded as power standards are marked with an asterisk (*). These standards are critical to the effectiveness of a particular area as these illustrate its key characteristics. Other items that are not marked are regarded as support standards which contribute to or supplement the achievement of a power standard. These items are done in relation to the direction of the power standards. Schools are then rated according to their extent of showing evidence of compliance with the standards.

*Format of the Survey Instrument and the Rating Process*

Each Area is introduced by an explanatory paragraph presenting the basis of evaluation. The Area lists the standards for compliance. A list of Examples of Compliance Evidences is given for the school's guidance during its self-assessment and preparation of exhibits and documents. With the exception of the area on "School Philosophy, Goals and Objectives", standards in each area are accompanied by the following rating scale:

| Rating | Description |
|---|---|
| 4 | Evidence of compliance with standard and enhancements is presented |
| 3 | Evidence of compliance with standard is presented |
| 2 | Partial evidence of compliance with standard is presented |
| 1 | No evidence of compliance with standard is presented but plan of action in line with compliance is presented |
| 0 | No evidence of compliance with standard or plan of action is presented |

Basing on the evidences presented, individual standards are rated. Upon completion of the individual standard rating, the area rating is determined and recorded according to a decision rule that examines the school's level of compliance. Details of the decision rule are found in Appendix A. A Comments Section is provided for observations and other remarks.

After all areas are rated, another decision rule is applied to determine the final general rating. Details of this decision rule are also found in Appendix A. The final rating then serves as basis of the school's overall certification result. See Appendix A for the different possible certification results.

## A. PHILOSOPHY, VISION, MISSION, GOALS AND OBJECTIVES

Description

The school philosophy vision, mission, goals and objectives present the overall direction of the school's educational work. The statements clearly describe the school's fundamental educational purposes, and the essence of what as a community of learners it is seeking to achieve as a community of learners. These serve as the basis for daily operational and instructional decision making as well as long-range planning.

Basis of Evaluation

The school philosophy, vision, mission, goals and objectives are evident in the school in various ways. The statements are used to determine the extent to which policies, practices, resources, and curricular and other program components work together conceptually, structurally, and operationally to achieve stated expectations for teaching and learning. There is a regular system of communicating and disseminating the contents of the school philosophy, vision, mission, goals, and objectives to the different sectors and stakeholders of the school community. Through this system, all the members and stakeholders of the school community are able to articulate a common understanding of and commitment to institutional goals, curriculum priorities, learning approaches, assessment procedures, and accountability as well as accept responsibility for the students' attainment of the curriculum standards. This PVMGO is also aligned with the community it serves and is reviewed periodically by stakeholder representatives.

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| 1. A clear, unique, well-aligned, active and living statement of philosophy, vision, mission, goal and objectives | | | |
| 2. A philosophy that expresses the school community's shared values and beliefs about education and student learning | | | |
| 3. School goals and objectives that are supportive of the Philippine Kto12 Educational program and are consistent with national and global development goals | | | |
| 4. A program that disseminates to and orients the school community on the importance and meaning of the PVMGO | | | |

| | | | |
|---|---|---|---|
| 5. Participation of various stakeholders in review and revision, when appropriate, of the PVMGO | | | |
| C**OMMENTS:** | | | |

## B. CURRICULUM, ASSESSMENT AND INSTRUCTION

Description

The quality of instruction in a school is the most important factor affecting the quality of student learning, the achievement of expectations for student learning, the delivery of the curriculum, and the assessment of student progress. The school's instructional program is grounded in the school's mission and expectations for student learning, supported by researches on best practices, and refined and improved based on identified student needs.

With the passage of the Enhanced Basic Education Act of 2013, the Department of Education mandates that schools work towards the holistic development of the Filipino child with 21st century skills to enable him or her to be locally and globally competitive; and schools implement and teach the Kto12 standards-based curriculum.

Basis of Evaluation

The implementation of the Kto12 standards-based curriculum is evident in the school when various instructional and assessment practices are aligned with the standards and competencies found in the various subject curriculum guides. The unpacking and use of these standards as well as their alignments with instruction and assessment is consistently done across grade levels and various subjects and presented in different documents such as the school's curriculum map and learning plans. Students' learning progression from one grade level to the next is also clearly articulated in terms of observable skills and is related to the performance of 21st century skills.

Qualitative and quantitative evidences of student attainment of the standards are actively gathered, analyzed and used to evaluate and improve student learning, curriculum effectiveness, instructional practices, professional development, and support services. Progress as well as achievements in student learning and their development and performance of 21st century skills, is undertaken in both formative and summative assessments. Results of such assessments are accurately, clearly, and systematically reported to the school community and actively utilized. Appropriate interventions are identified and undertaken in response to student's learning difficulties.

Instruction is well-designed using the standards. Instructional time is spent in enabling students to achieve the learning goals of the standards and show evidence of mastering the competencies. Various research-based and learner-centered teaching strategies are utilized to ensure student success and performance of 21st century skills. Instructional materials and the use of technology are available and support the goals of instruction. The criteria for the selection, acquisition or preparation of these materials or resources is aligned with the requirements and attainment of the curriculum standards.

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| 1. A curriculum map in each subject area that: | | | |
| - is aligned with the philosophy, vision, mission, goals and objectives* | - Is the curriculum map aligned with the PVMGO? | - Inclusion of aspects or sections of PVMGO and their integration in the different topics or units | - Subject Curriculum Maps<br>- System of or procedures for Curriculum Development and Updating |
| - is aligned with the Kto12 curriculum guides, standards and competencies* | - Is the curriculum map aligned with the curriculum guides, standards and Competencies? | - Inclusion of content and performance standards and competencies from DepEd Curriculum Guide | - Subject Curriculum Maps<br>- System of or procedures for Curriculum Development and Updating |
| - shows unpacked Kto12 standards and competencies in different ways in all subjects* | - Do the curriculum maps of the different subjects unpack the Kto12 standards and competencies? | - Inclusion of content and performance standards and competencies from DepEd Curriculum Guide and enhanced or added competencies | - Subject Curriculum Maps<br>- System of or procedures for Curriculum Development and Updating |
| - shows horizontal alignment between standards, competencies, assessment, instruction and resources in all the learning units* | - Is there horizontal alignment of standards, competencies, assessment, instruction and resources in each learning unit of the curriculum map? | - Alignment of standards, competencies, assessment, activities and resources/ materials | - Subject Curriculum Maps<br>- System of or procedures for Curriculum Development and Updating<br>- Use of mapping codes that show horizontal alignment and correspondence of above entries |
| - articulates vertical learning progressions across the different grade levels* | - Is a vertical learning progression articulated in the curriculum maps of the different grade levels in each subject area? Is the | - Vertical learning progression across grade levels of student skills for certain subject strands per subject | - Subject skills-based vertical learning progression guides or maps<br>- Minutes of curriculum meetings on articulation of |

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| | vertical learning progression across grade levels separately stated for certain strands in each subject area? | area | student skills across grade levels<br>- List and description of Curriculum Development Activities<br>- Subject Curriculum Maps<br>- System of or procedures for Curriculum Development and Updating |
| 2. The implementation and continuous improvement of the curriculum maps by: | | | |
| **- obtaining and analyzing data on student performance in the different unit topics to determine the effectiveness of teaching strategies and assessment methods stated in the curriculum maps** | **- Is data obtained on students' performance in the different unit topics of the curriculum map?**<br>**- Is the data analyzed to determine the effectiveness of the teaching strategies and assessment methods stated in the curriculum maps?** | **-Data on students' achievement of standards and competencies in the curriculum maps' different unit topics**<br>**-Recommendations for improvement of design of activities and selection of assessments in the different unit topics of the curriculum maps** | **- Curriculum evaluation and recommendations**<br>**- Minutes of curriculum meetings of Academic Council or Subject Coordinators' Council or subject department meetings regarding curriculum revisions and updates**<br>**- System of or procedures for Curriculum Development and Updating**<br>**- List and description of Curriculum Development Activities** |

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| - checking that the standards and competencies, activities and assessments and resources and integration of the PVMGO in the curriculum maps are reflected in the unit learning plans | - Are the assessments, activities, resources and integration of the PVMGO in the learning plans based on the standards and competencies and accompanying entries in the corresponding units of the curriculum maps?<br>- Is there a system for checking that the assessments and activities in the learning plans are based on standards and competencies in the curriculum maps? | - Alignment of assessments, activities, resources and integration of the PVMGO in learning plan with standards and competencies and corresponding entries in various units of the curriculum maps<br>- **System of checking of alignment of assessments and activities in learning plans with standards in curriculum maps** | - Minutes of meeting of Academic Council or Subject Coordinators' Council or subject department meetings<br>- Subject Learning Plans<br>- Subject Tables of Specification<br>- Unit Assessment Maps<br>- List and description of Curriculum Development Activities<br>- Instructional Supervision Program<br>- Instructional supervisory reports<br>- Sample Assessment Instruments<br>- System of Learning Plan Preparation<br>- System of Assessment Preparation<br>- System of or procedures for Curriculum Development and Updating |
| - conducting a periodic review, revision and updating of the curriculum maps | - Are curriculum maps reviewed, revised and updated periodically? | - **Periodic reports of school's review, revision and updating of the curriculum maps** | - Curriculum evaluation and recommendations<br>- Minutes of curriculum meetings of Academic |

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| | | - Citation of latest versions of DepEd Curriculum Guide in the curriculum maps of the different subjects | Council or Subject Coordinators' Council or subject department meetings regarding curriculum revisions and updates<br>- System of or procedures for Curriculum Development and Updating<br>- List and description of Curriculum Development Activities<br>- Subject Curriculum Maps<br>- System of citation of versions of DepEd Curriculum Guide<br>- File copy of latest versions of DepEd Curriculum Guides |
| 3. Learning plans in each subject area that show: | | | |
| **- use of curriculum standards and alignment with curriculum maps** * | **- Are LP objectives or targets consistent with the standards and competencies prescribed in the curriculum guide?**<br>**- Are the activities and assessments aligned with directions established by the curriculum maps?** | **- Inclusion of curriculum map unit content and performance standards and competencies in learning plans**<br>**- Alignment of activities and assessments in learning plan with unit activities and assessments in the curriculum map** | - Subject **Curriculum Maps and** Learning Plans<br>- System of Learning Plan Preparation<br>- Instructional Supervisory Reports |

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| - a systematic and progressive development of students' skills resulting in understanding and culminating in transfer of learning* | - Is there a logical and sequential organization of the lesson to facilitate skills development?<br>- Does the process of skills development end in the transfer of learning? | - Provision in LP of activities and assessments that are aligned with the flow of competencies in the subject curriculum map<br>- Provision in LP of activities and assessments leading to and preparing the students for the unit performance task | - Subject Learning Plans<br>- System of Learning Plan Preparation<br>- Instructional Supervisory Reports<br>- Classroom Observation Form |
| - use of varied research-based and learner-centered strategies in the classroom for active and engaged student learning* | - Are research-based strategies/activities used to improve student participation during classroom encounters?<br>- Are learner-centered strategies/activities used to generate student participation during classroom encounters? | - Inclusion of research-based strategies in LP classroom procedures<br>- Inclusion of learner-centered strategies in LP classroom procedures | - Subject Learning Plans<br>- System of Learning Plan Preparation<br>- Instructional Supervisory Reports<br>- Minutes of meetings of Department Subject regarding classroom strategies<br>- Faculty Development Training Seminars and Workshops<br>- Classroom Observation Form |
| - incorporation of the philosophy, vision-mission, teaching of the 21st century skills, the use of real world situations, inter-subject integration and use of technology* | - Is there PVMGO-CV integration in the LP and learning encounters?<br>- Are there 21st century skills development activities in the LP and learning | - Inclusion of PVMGO-CV integration in LP<br>- Inclusion in LP of activities related to development of 21st century skills in LP<br>- Provision of opportunities | - Subject Learning Plans<br>- System of Learning Plan Preparation<br>- Instructional Supervisory Reports<br>- Minutes of meetings of |

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| | encounters?<br>- Are there real-world/ authentic transfer tasks in the LP and in the learning encounters?<br>- Are interdisciplinary discussions, projects and tasks included in classroom instruction?<br>- Is technology used to support classroom instruction? | in LP for subject integration<br>- Provision in LP for discussion of or encounters with real-world challenges or issues<br>- Provision in LP for use of technology in class activities or assessment | Department Subject regarding classroom strategies<br>- Faculty Development Training Seminars and Workshops<br>- Classroom Observation Form<br>- Integrated Performance Tasks<br>- Community Awareness, Exposure or Immersion Activities related to Unit Topic<br>- System of Technology Integration<br>- Technology Platforms or Learning Management Systems |
| - provisions of different activities that are sensitive to and address the learners' varied interests and learning styles | - Are there provisions/ activities that meet the learners' varied interests, styles or multiple intelligences? | - Inclusion of differentiated activities in LP | - Subject Learning Plans<br>- System of Learning Plan Preparation<br>- Instructional Supervisory Reports<br>- Minutes of meetings of Department Subject regarding classroom activities<br>- Faculty Development |

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| | | | Training Seminars and Workshops<br>- Classroom Observation Form |
| - selection and use of appropriate instructional resources that are aligned with the curriculum maps, standards and competencies | - Is there a process of selection of instructional materials as prescribed by the curriculum map?<br>- Is the use of instructional materials in classroom instruction appropriate and timely as stipulated in the curriculum maps? | - Inclusion in LP of appropriate instructional resources/materials<br>- Alignment of selected instructional resources/ materials with curriculum map resources/materials specifications | - System of Selection, Procurement, Development and Utilization of Instructional Resources/Materials<br>- Subject Learning Plans<br>- System of Learning Plan Preparation<br>- Instructional Supervisory Reports<br>- Minutes of meetings of Department Subject regarding instructional resources/materials<br>- Faculty Development Training<br>Seminars and Workshops<br>- Classroom Observation Form<br>- Library reports on utilization of print, electronic and audio-visual resources for classroom instruction |

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| 4. A system of formulating varied assessments that measure students' performance of standards and competencies, transfer of learning and development of 21st century learning skills* | - Are there established policies on the formulation and utilization of a variety of assessments to measure student performance of the Kto12 standards and competencies? Transfer of learning? Development of 21st Century skills? | - Provision of summative and formative assessments in curriculum map and LP that measure students' achievement of standards and competencies<br>- Provision of performance task in curriculum map and LP that measures students' achievement of performance standard<br>- Provision of assessments in LP of students' development of 21st century skills | - System of Assessment Preparation<br>- Subject Tables of Specification<br>- Unit Assessment-Activities Matrix or Unit Assessment Map<br>- Samples of Subject Summative and Formative Assessments<br>- Subject Learning Plan<br>- Samples of Performance Tasks<br>- Samples of Evaluation of Students' 21st century skills<br>- Instructional Supervisory Reports<br>- Minutes of meetings of Department Subject regarding instructional resources/materials<br>- Faculty Development Training Seminars and Workshops |
| 5. An intervention program **that provides differentiated approaches to meet the diverse needs of** students with learning difficulties* | - Are there intervention activities to assist students with learning difficulties?<br>- **Do these activities show differentiated approaches** | - Program or system of academic interventions to improve student performance | - Response to Intervention Program or System or Academic Intervention Program<br>- Subject Learning Plans |

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| | **that address varied types of difficulties, such as for students with special learning needs?** | **- Use of differentiated approaches that cater to different types of learning difficulties** | - Reports on results of differentiated academic interventions by PLC groups<br>- Subject department reports of student achievement and results of interventions<br>- Formative Assessments in different subject areas<br>- Minutes of meetings of Academic Council or Subject Coordinators' Council or subject department meetings on system of addressing children with special needs<br>- Instructional supervisory Reports |
| 6. Teachers' performance of instructional procedures that show the use, development and attainment of K to12 standards & competencies* | **- Are there documents of teachers' performance of the school's instructional procedures?**<br>**- Do these documents report on the teachers' use, development and attainment of Kto12 standards and competencies during classroom instruction?** | **- Records of teachers' performance of school's instructional procedures**<br>**- Reports on teachers' implementation of curriculum map specifications and LP during classroom instruction** | - Records of classroom observations conducted by supervisors<br>- Instructional Supervisory Reports |

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| 7. Observation of classroom instruction during certification visit **(based on results of Classroom Observation form)*** | | | - Classroom Observation Form |
| **8. Appraisal of use of varied modalities for delivering instruction (based on Appraisal of Blended/Distance Learning form)*** | | | Appraisal of Blended/Distance Learning Form |
| **AREA RATING:** | | | |
| **COMMENTS:** | | | |

## C. INSTRUCTIONAL LEADERSHIP

Description

As the designated leader of the school, the principal works to ensure that the learning goals of the Kto12 standards-based curriculum are achieved. The principal is therefore primarily an instructional leader who continuously seeks ways to improve the school's teaching-learning processes and environments and improve student performance.

Basis of Evaluation

The principal effectively functions as an instructional leader in a number of significant activities. The principal communicates to all sectors and stakeholders the directions of the school's Vision and Mission and the desired learning outcomes of the Kto12 standards-based curriculum program. The principal designs and implements a system for aligning the different school operations and departments with the school Vision and Mission and the learning outcomes of the Kto12 standards-based curriculum program. The principal initiates changes in instructional and assessment practices to make learning more relevant, meaningful and evident for all students. The principal actively monitors and provides feedback to different sectors on their implementation of and contributions to the accomplishment of the Kto12 curriculum goals. The principal supports the professional growth of the faculty and staff and encourages them to adopt a growth mindset and become lifelong learners in the understanding and practice of relevant 21st century pedagogies. The principal provides time for teachers to collaborate on analyzing data on student performance and planning interventions for higher student achievement. The principal also manages the school's resources and funds to provide the needed instructional facilities and materials for successful teaching.

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
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| 1. A system that actively communicates to various stakeholders the school's Vision, Mission, and K to12 standards and directions and school's innovations in curriculum development, assessment and instruction* | - Are the PVMGO and Kto12 directions disseminated to stakeholders?<br>- Are innovations in curriculum development, assessment and instruction disseminated to stakeholders? | - **Orientation of school's PVMGO and Kto12 curriculum directions and plans to various stakeholders**<br>- **Dissemination of innovations in curriculum development, assessment and instruction to various stakeholders** | - Orientation Program Minutes/Documentation<br>- Presentation of School's Curriculum directions with different stakeholders such as Board of Trustees, officers of Parents' Association, officers of Alumni Association, and partner organizations |
| 2. A system for monitoring and evaluating the extent of alignment of school operations | - Are there established monitoring and evaluation processes on the alignment | - Alignment of operations plans with school's PVMGO | - SSIP Area in Curriculum, Assessment and Instruction<br>- SSIP Performance Report |

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| with the school's philosophy, vision-mission, goals and objectives and accomplishment of curriculum goals* | of curriculum instruction and PVMGO with school operations? | and curriculum goals<br>- Achievement of operations plans for implementation of PVMGO and curriculum goals | in Area of Curriculum, Assessment and Instruction<br>- Annual Operational Plan Performance Report<br>- Annual Operational Plan Achievement Report<br>- Minutes of meeting of Academic Council or Subject Coordinators' Council or department meetings |
| 3. Regular collection, interpretation and dissemination of data on student learning and performance to top and key school leaders towards informed decision-making* | - Are data on student learning and performance collected regularly?<br>- Are these data interpreted and analyzed? Are the data used to make decisions regarding curriculum development and updating?<br>- Is there regular dissemination of data on student learning performance to key administrators to guide decision-making? | - Data on student achievement of curriculum map standards and competencies<br>- System of reporting, disseminating and using data on student achievement to various administrators | - Subject Reports on Student Performance of Curriculum Map Standards and Competencies<br>- Data Presentations in Subject PLC meetings<br>- System of or procedures for Curriculum Development and Updating<br>- Sample students' answers in formative assessments in different subject areas<br>- Minutes of meeting of Academic Council or Subject Coordinators' Council or subject department meetings<br>- Periodic or annual reports on |

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| | | | curriculum evaluation |
| 4. Continuous improvement of the curriculum and instruction through development activities in the Standards-based School Improvement Plan area of Curriculum, Assessment and Instruction* | - Are curriculum development efforts and strategies included in the SSIP? | - Provision of curriculum development activities in SSIP area of Curriculum, Assessment and Instruction<br>- Reports of accomplishment of development activities of SSIP area of Curriculum, Assessment and Instruction in Annual Operational Plans | - Standards-based School Improvement Plan in the area of Curriculum, Assessment and Instruction<br>- Annual Operational Plans<br>- Minutes of meeting of Academic Council or Subject Coordinators' Council or subject department meetings<br>- Curriculum evaluation and Recommendations |
| 5. A supervisory program that: | | | |
| **- monitors and evaluates the design and delivery of instruction on Kto12 standards in various modalities and integration of technology in teaching and learning** | **- Is there a part of the supervisory program that checks on the proper design and delivery of instruction on Kto12 standards in various modalities?**<br>**- Is there a part of the supervisory program that examines the effective integration of technology in teaching and learning?** | **Instructional Supervisory program that includes:**<br>**- monitoring and Evaluation of instruction of Kto12 standards in various modalities**<br>**- monitoring and evaluation of technology integration in teaching and learning** | **- Instructional Supervisory Program**<br>**- Results of Appraisal of Blended/Distance Learning**<br>**- Guidelines for Technology Integration and Teaching and Learning in Various Modalities**<br>**- Classroom Observation Form** |
| - provides coaching and mentoring activities for faculty in the teaching and learning of the K to12 standards and 21st century skills | - Are there coaching and mentoring activities/ program towards teaching | - Provision of opportunities or activities for coaching and mentoring teachers on | - Instructional Supervisory Program<br>- Faculty Professional |

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| | Kto12 standards and competencies and 21st century skills? | various aspects of teaching and learning | Development Program and seminars-workshops involving coaching and mentoring<br>- Records of post-classroom observation conference by subject coordinator or principal with teacher |
| 6. A system for teachers to periodically and collaboratively analyze data on student performance and plan interventions that enable students to meet the standards and related competencies | - Are teacher activities on analyses of student performance data and corollary intervention planning?<br>- Are teacher activities on analyses of student performance and intervention planning consistent and regularly conducted? | - Protocol for analyzing data on student achievement and determining appropriate interventions<br>- Results of effect of interventions on student performance | - Schedules and Minutes of Year level or subject department PLC meetings<br>- Sample PLC reports<br>- Minutes of Department Meetings on Student Performance and Intervention Planning |
| 7. Provision for timely access to and optimum use of instructional resources, facilities materials and equipment | - Are instructional materials and equipment available and accessible for teachers' use?<br>- Is the use of instructional materials and equipment consistent? Optimized? | - Policies for teachers' access to and use of instructional materials, equipment and resources<br>- Records of teachers' access to and active use of instructional materials, equipment and resources | - System for Selection, Procurement, Development and Utilization of Instructional Resources/ Materials<br>- Library Policies for borrowing and using print, audiovisual and electronic resources and materials |

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| | | | - Custodian reports on utilization of print, audiovisual and electronic resources and materials and equipment<br>- Subject curriculum maps<br>- Subject learning plans |
| 8. A professional development plan for the instructional leaders and academic coordinators that provides for their academic upgrading and updating them on current trends in curriculum development, teaching and learning and instructional management * | - Is there a development plan for administrators that include:<br>a. Graduate studies?<br>b. Seminars and trainings on curriculum updating, teaching and learning?<br>c. Instructional management? | - Professional development programs that upgrade the instructional leaders' academic qualifications and update their knowledge of current trends<br>- Professional development programs that upgrade the instructional leaders' management competencies | - Plans in SSIP area of Instructional Leadership, Faculty and Administration and Governance<br>- Annual Operational Plan<br>- Academic Administrator - Professional Development Program and seminars-workshops<br>- School support for faculty and administrators' graduate studies |
| 9. A system for networking and establishing partnerships with various organizations and agencies and dialoguing with them on their possible contributions to the school's attainment of its philosophy, vision-mission, goals and objectives **Kto12 program goals**, **and students' well-being**. | - Are there established networks and linkages with partner agencies and support groups in the promotion of the PVMGO? In the attainment of the curriculum goals? | - Provision of activities which enable school partners and linkages to dialogue on possible contributions to the school's attainment of the school's PVMGO<br>- Opportunities for school partners to suggest actions or plans for the attainment | - System for Selecting and Establishing School Partners and Linkages<br>- Directory of School Partners and Linkages<br>- Minutes of meetings with School Partners and Linkages |

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| | | of the Kto12 curriculum goals and students' well-being | - List of Activities with School Partners and Linkages |
| **10. A learning continuity program that provides protocols for addressing disruptions in school schedules and instruction brought about by calamities, disasters, crises and emergencies and delivering instruction in alternative modalities.*** | **- Is there a published Learning Continuity program that addresses disruptions in school schedule and instruction due to calamities, disasters, crises and emergencies?**<br>**- Does the program present guidelines and protocols that describe the modalities for delivering instruction?** | **- A published Learning Continuity program that addresses disruptions in school schedule and instruction due to calamities, disasters, crises and emergencies**<br>**- Guidelines and protocols in the program on the kind of modalities for delivering instruction** | **- Learning Continuity Program**<br>**- Minutes of meetings of Principal's Council on guidelines for Learning Continuity** |
| **11. A learning recovery program that provides faculty with specific guidelines, differentiated activities and assessments on how to close students' learning gaps and achieve intended learning outcomes**. * | **- Is there a published Learning Recovery program?**<br>**- Does the program present guidelines, sample differentiated activities and assessments for identifying and closing learning gaps?** | **- A published Learning Continuity program**<br>**- Guidelines, example differentiated activities and assessments for identifying and closing learning gaps** | **- Learning Recovery Program**<br>**- Academic Intervention Program** |
| **12. Policies and guidelines for ensuring academic integrity of students' work in various modalities of instruction and assessment*** | **- Does the school have published policies and guidelines regarding academic integrity of** | **- Published policies and guidelines regarding academic integrity of students' work in various** | **- Policies and Guidelines on Academic Integrity**<br>**- Program on Digital Citizenship and Netiquette** |

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| | **students' work in various modalities of instruction and assessment?**<br>**- Do these policies include school actions related to plagiarized work?** | **modalities of instruction and assessment**<br>**- Inclusion of school action on plagiarized work** | **- Student Handbook Provisions on Academic Integrity**<br>**- Research Guidelines with sections on Academic Integrity** |
| **AREA RATING:** | | | |
| **Comments:** | | | |

## D. FACULTY

Description

The school recruits, hires and maintains faculty who are licensed, qualified, competent, and sufficient in number to effectively enable the school and the specific educational programs offered to accomplish their purposes. Faculty assignments are such that faculty members are able to carry out their duties effectively. Faculty members have adequate time to prepare and provide effective instruction, advice and evaluate students, continue professional growth, and participate in service activities expected by the school. The student-faculty ratio is consistent with the size, scope, goals, and the specific purposes and requirements of the programs offered. All faculty members are able to guide student learning and to communicate personal knowledge and experience effectively.

Basis of Evaluation

Feedback on the faculty's performance is given in different ways. The school regularly conducts annual faculty performance appraisals and clinical supervision to help faculty assess themselves and improve on their performance. The school also offers varied professional development opportunities to upgrade the faculty's competence and deepen their understanding of their particular functions. The design of the professional development program is guided by the school's philosophy/mission and aligned with the 2017 Philippine Professional Standards for Teachers.

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
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| 1. A system for: | | | |
| - recruiting, screening and hiring licensed and qualified teachers* | - Are there established SOPs/policies for recruiting, screening and hiring?<br>- Are the teachers licensed and qualified? | - Recruiting, screening and hiring protocols<br>- Professional licenses of Teachers | - Recruitment, Selection, Hiring/Placement Policies and Procedures<br>- Notarized Teachers' Contracts<br>- Administration Manual<br>- Teachers' profile<br>- Teacher's 201 File |
| - assigning teachers' loads compliant with their qualifications and other DepEd requirements | - Are teacher loads and assignments based on their fields of concentration? | - Protocols on assigning teachers' loads and other assignments<br>- Teachers' loads and assignments in their field of | - Teachers' Program<br>- Summary of Faculty Loads and Assignments<br>- Teachers' Contracts |

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| - disseminating latest DepEd and PRC memos, circulars and orders. | - Is there regular dissemination of DepEd, PRC and government orders, Memos and circulars, etc.? | - Regular announcements and postings of DepEd, PRC and other government orders, memos and circulars | - Minutes of Faculty/ Personnel assemblies and meetings showing announcements of DepEd orders, etc. |
| 2. A Faculty Manual defining faculty functions, duties and responsibilities, benefits and privileges that is accepted, published and well-disseminated* | - Is there a Faculty Manual that defines functions, duties and responsibilities, benefits and privileges, and school policies involving faculty service?<br>- Is this manual published and distributed?<br>- Are the manual contents discussed and well-disseminated? | - Faculty Manual that includes faculty functions and responsibilities, benefits and privileges and school policies<br>- Accepted, Published, well-disseminated and distributed Faculty Manual | - Faculty Manual<br>- Minutes of the Faculty Meetings where the contents of the Faculty Manual were discussed |
| 3. Faculty development plan designed to: | | | |
| - help teachers achieve professional growth in the seven domains and meet the standards of the 2017 Philippine Professional Standards for Teachers* | - Does the Faculty Development Plan include strategies towards the development of the 7 domains prescribed by the 2017 PPST? | - Faculty Development Plan that includes the development of the 7 domains prescribed by the PPST<br>- Content Knowledge and Pedagogy<br>- Learning Environment<br>- Diversity of Learners<br>- Curriculum and Planning | - Faculty Development Plan<br>- Faculty Development Plan Evaluation Instruments, Results and Summaries<br>- Faculty Performance Evaluation Instruments, Results and Summaries |

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| | | - Assessment and Reporting<br>- Community Linkages and Professional Engagement<br>- Personal Growth and Professional Development | |
| - enable teachers to organize and participate in Professional Learning Communities for collaborative work, peer observation and improved student Learning* | - Does the Faculty Development Plan provide structures for faculty to organize and participate in Professional Learning Communities particularly to improve student learning through collaborative work and study? Through participative faculty performance evaluation and peer evaluation? | - organization of and participation in PLC by the teachers<br>- inclusion of collaborative work and study and peer evaluation | - List of PLC Activities<br>- Minutes of the PLC meetings<br>- Attendance Sheets during the PLC meetings<br>- Faculty Evaluation reports by Peers |
| - recognize and reward outstanding teacher performance, initiative and creativity | - Are there provisions to recognize outstanding teacher performance? Initiative? Creativity and innovation? | - Recognition for outstanding faculty performance, initiative, creativity and innovation | - Faculty Awards and Recognition Package<br>- List of Recipients of Faculty Awards<br>- Faculty performance appraisal instruments and results |
| **- equip teachers with the knowledge and skills needed for the effective delivery of instruction in various modalities** | **- Is the faculty provided with training on delivering instruction in various modalities?**<br>**- Does the training include** | **- Teacher training program on delivering instruction in different modalities**<br>**- Inclusion of hands-on** | **- Faculty Development Program**<br>**- Teacher Training Program**<br>**- Summer In-Service Training Program** |

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| | **hands-on experiences with relevant technology or digital applications?** | **experiences with relevant technology or digital applications** | **- Seminar-Workshops Program on and Outputs of Technology Integration** |
| 4. Regular conduct of faculty performance appraisal as basis for promotion and clinical supervision * | - Is faculty performance appraisal conducted regularly?<br>- Is faculty performance utilized as basis for promotion/recognition? Clinical supervision? | - Regular faculty performance appraisal<br>- Use of performance results in promotion, salary upgrading, recognition and clinical supervision | - Summary of Faculty Performance Appraisal results<br>- Promotion Policies<br>- Salary Scale<br>- Supervisory Plan/Clinical Supervision Plan |
| **AREA RATING:** | | | |
| **Comments:** | | | |

## E. ACADEMIC SUPPORT AND STUDENT DEVELOPMENT SERVICES

Description

Academic Support Services and Student Development services work together to accomplish the school's curriculum goals and assist in its evaluation and enhancement. These academic support service units as measures of quality facilitate the **efficient and effective curriculum implementation and** instructional **delivery:** Registrar's Office, Library-IMC and Laboratories. The admission policy should be consistent with the PVMGO of the school and its effectiveness is in its predictive ability of the learner's academic potentials.

Basis of Evaluation

Recording of student admission, progress and achievement and preparations of transcripts of records, certificates and diplomas and organization of students' academic data are done in the Registrar's Office. Adequacy, accessibility and confidentiality of these data are measures of quality.

The Library- Instructional Media Center is the principal educational-print, non-print and digital resource-repository of the school. The Library-IMC is designed to facilitate active and inquiry-based learning, individual and **self-paced** study and research, and leisurely reading. It serves as an integral part of every learners' educational experience. Accessibility, **up-datedness**, and adequacy in scope, quantity, timeliness, and relevance to varied learning modalities are measures of quality.

The Laboratories include the Sciences Laboratories: (Biology, Chemistry and Physics), Computer Laboratories and the Technology and Livelihood Education Laboratories. They are venues that promote inquiry, discovery and research, and application of theories and principles covered in the different courses of study.

The laboratory provisions are adequate to meet DepEd requirements defined by the enrolment, programs offered by the school, and varied alternative and blended learning modalities: space, number, appropriate and recent. The Laboratories are functional, well-kept and safe. There are evidences of systematic operations management and continuing improvement.

Description

Student Development Services assist in the growth and development of the school community. The Guidance and Counseling, Student Activity, Health and Nutrition Programs support the academic, psychological, social-mental development leading to total well-being of the learner. The Guidance and Counseling Program assists the learners in their personal and interpersonal relations through the admission services, guidance: orientation, individual inventory, testing and research, counseling, career guidance development and placement and follow-up services.

Basis of Evaluation

Guidance and Counseling includes orientation for learners to usher them to the school and its various programs and offerings, individual learner inventory of personal, mental and pertinent psycho-social information necessary for self-knowledge and self-development, testing and research

efficient towards assessment and analyses of individual and institutional growth needs, individual and group counseling in the learners' effective understanding of themselves **and their overall learner well-being**, developmental career guidance so learners may be assisted in making career choices, and placement and follow-up procedures to ensure instructional differentiation and learner assistance.

The Health and Nutrition Services provide for primary medical and dental examinations, emergency care, and proper nutrition essential for the well-being of the learners while they are in school. It also includes infection control and containment provisions.

The Student Activity Program includes co-curricular and extra - curricular activities that promote the holistic development of the learners, complement the Kto12 program and pursue the PVMGO of the school. These activities must collectively develop student initiative, responsibility and leadership as well as desirable social relationships.

Student Discipline covers matters on student decorum, behavior formation and disciplinary measures **in a positive learning environment**. It is implemented by a Discipline Officer.

| **Standards of Compliance** | **Focus Questions:** | **Look-Fors:** | **ECEs:** |
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| I. General | | | |
| 1. Key non-teaching personnel that provide academic support services **meet** national standards:<br>- **qualified** Registrar *<br>- **qualified and licensed** Librarian *<br>- **qualified and licensed** Guidance *<br>- **qualified and licensed** Medical staff *<br>- **qualified and licensed** Dental staff * | - Are the key Non-Teaching personnel licensed: Librarian, Guidance and Medical and Dental staff qualified?<br><br>- Is the Registrar a graduate of a 4-year course? | - PRC licenses of Key Non-Teaching Personnel<br>- Official Transcript of Records of Key Non-Teaching Personnel | - Diploma<br>- PRC licenses<br>- Transcript of Records/OTR<br>- Notarized Contracts of Key Non-Teaching Personnel<br>- Key Non-Teaching Personnel 201 File<br>- Personnel profile<br>- Training Certificates |
| 2. The number of personnel assigned is adequate to the size of the population* | - Is the number of personnel adequate for the population size? | - Adequacy of the Number of personnel for the school population | - Number of Key Non-Teaching Personnel<br>- Enrollment Statistics<br>- Personnel Statistics<br>- Personnel-Student Ratio |

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| | | | *Guidance Counsellor – 1:500<br>*Librarian – 1:1000 |
| 3. A handbook or manual of the different policies and operations in each academic support unit | - Is there a handbook or manual of SOPs, or its equivalent, for each Academic support unit? | - Academic Support Unit SOPs in a handbook or manual form | - Academic Support Unit Manuals or Handbooks or their equivalent<br>- Academic Support Unit Policies and Guidelines<br>- Administration Manual |
| 4. A professional development program that provides for opportunities for growth and advancement of the staff of the different academic support offices* | - Is there a Professional Development Plan for the Non-Teaching Personnel?<br>- Does it include among others the following:<br>a. Graduate studies?<br>b. Skills Training?<br>c. Coaching and Mentoring? | - A professional development plan for non-teaching personnel which includes:<br>*graduate studies<br>* skills training<br>* performance evaluation<br>*coaching and mentoring<br>etc. | - Professional Development Plan for Non-Teaching Personnel<br>- Calendar of Professional Development Activities for Non-Teaching personnel<br>- Forms of Assistance for:<br>a. Graduate Studies<br>b. Skills Training<br>c. Coaching and mentoring |
| II. Registrar's Office | | | |
| 1. Established policies and procedures for safekeeping, retrieval, retention and disposal of learners' records according to the Data Privacy Act* | - Do the records management SOPs comply with the Data Privacy Act? | - Compliance with Data Privacy in records management particularly in:<br>*Safekeeping<br>*Retrieval<br>*Retention<br>*Disposal | - Registrar's Office SOPs/ Handbook/Manual<br>- Administration Manual<br>- Data Privacy Policies and Protocols<br>- **Secretary's Certificate of Designation and Registration of a Data Protection Office** |

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| | | | **with the National Privacy Commission**<br>- **Registration of the School's Data processing systems with the National Privacy Commission**<br>- **Submission of an Annual Security Incident Report** |
| 2. Admission and enrollment procedure is well - disseminated and consistently implemented | - Are the Admission and Enrollment procedures posted? Published? Consistently implemented? | - Announcements and Postings of Admission and Enrollment procedures<br>- Consistent Implementation of the Admission and Enrollment procedures | - Announcements and Bulletin Board postings of Registrar's Office Admission and Enrollment SOPs<br>- Registrar's Office Handbook<br>- Admission and Enrollment Brochures/Flyers<br>- Admission and Enrollment flowchart, etc. |
| 3. Updated and complete school MIS* | - Is there a school MIS that is updated and current? | - Updated and current MIS<br>- Accessibility and easy retrieval of school data and learner information | - Updated and current MIS<br>- Updated student data<br>- School Forms |
| III. Library-Instructional Media Center | | | |
| 1. A program for selection, acquisition, management and development of library, Instructional Media Center and **digitized learning resources** towards optimum utilization by learners and faculty in instructional activities, independent **and** | - Is there a program for the management and development of the library, media and digital learning resources to support learners and faculty in | - Program/Plan for the Development of the Library, IMC and digital Learning Resources and services<br>- Allocation of fees for library acquisitions (70%) | - Library-IMC Development Program<br>- Library-IMC Accession and Inventory Records<br>- SSIP<br>- Library Budget |

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| **self-paced** study, and research **as well as**:<br><br>**1.1 Text-based materials like printed or digital copies of self-learning modular supplementary resources***<br>**1.2 Non-text-based materials like tools, devices, equipment and manipulatives, digitized learning materials, video-lessons, radio-based lessons, etc*** | their instructional activities and research needs?<br>- Is there a program for the management and development of library services to support learners and faculty in their instructional activities and research needs?<br>- Is the allocation from the library fees for the development of library collections and services adequate?<br>- **Does the program for management and development include acquisition of supplementary materials such as text-based and non-text-based materials and that have been prepared by the teachers to be used in the adopted alternative delivery/blended modalities?** | - **Text-based print and digitized materials**<br>- **Non-text-based materials** | - Annual School Budget<br>- **List of Text-based materials**<br>- **List of Non-text-based materials** |

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| 2. Varied and accessible Library Services responsive to **in-person**, **alternative learning delivery modalities and blended learning approaches** such as library instruction and orientation, individual **work, self-paced** study and **independent** research, leisure reading, etc.* | - Is the library and its services accessible? Centrally-located? Open through-out the day/ Whole-Day schedule?<br>- Does the library provide a variety of services that support instruction such as:<br>a. Library orientation?<br>b. Leisure Reading?<br>c. Individual Work, Self-Paced Study and Research?<br>d. Instructional Program<br>- **Does the library provide other services that support ADBL modalities?** | - Accessibility of library and its services<br>- Variety of the library services | - Library Handbook or Manual or its equivalent<br>- School Map<br>- Calendar of Activities of the Library<br>- Library Activities for Learners and Teachers<br>- Library Schedule<br>- List of library services and Programs |
| 3. Adequate space, **resources**, fixtures and operational dynamics that comply with established Library – IMC management standards* | - Is the library floor space adequate for the school population size?<br>- Is the seating capacity adequate for the school population size?<br>- Are the number of books adequate for the school population size? (4-5 reference books per area) | - Compliance of Lib-IMC space (72 sq.m./500 students + 8% of enrollment in excess)<br>- Compliance of seating capacity (12% of population for small; 15% of population for big)<br>- Compliance with minimum number of holdings, fixtures | - Library Floor Plan<br>- Library Manual or Handbook or its equivalent<br>- Accession record and inventory list<br>-List of Library resources: equipment, materials, etc<br>- Actual number of seats |

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| | (4000 initial collection)<br>- Does the library have the following:<br>a. Charging table?<br>b. Professional/Faculty section<br>c. Technical Area<br>d. Card Catalogues? OPAC?<br>e. Circulation Area<br>f. Periodicals Area<br>g. Filipiniana Area<br>h. Study and Research Area<br>i. Internet Area<br>j. Library tools: Dewey Decimal System, AACR II, Sear's List | and operational structures (4-5 reference books per area; 4000 initial collection) (fixtures and structures a-j)<br>- supplementary resources required by ADBL modes | |
| 4. Wide and balanced collection of learners' references, professional books in the different subjects and disciplines, print and non-print **learning resources, and other supplementary materials** collaboratively selected by the learners, teachers & academic teams* | - Is there a wide and balanced collection of:<br>a. Print and non-print/ Digitized/online?<br>b. Professional and student references?<br>c. Books and Periodicals?<br>d. General References, Yearbooks, dictionary and almanacs? | - Library Collection Program with a wide and balanced:<br>a. Print materials<br>**b. IMC, non-print and digitized materials**<br>- Library Committee that represents the various academic sectors that guides in selection and prioritization of library acquisition | - Library Collection Program<br>- Accession Record and Inventory List<br>- Number of Titles per area per copyright date<br>- IMC and digital collection<br>- Library Committee membership, functions, schedule of meetings and minutes |

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| | - Are the various academic areas involved in maintaining the balance of library collection? Selection and prioritization of acquisition? | | |
| IV. Laboratories | | | |
| 1. Provisions for laboratory instructional activities that are supported by appropriate laboratory supplies, tools and equipment, **course/technology packs for skills-building and procedural topics, activity workbooks** in:<br>- Biology*<br>- Chemistry*<br>- Physics*<br>- TLE Laboratories*<br>- Computer Laboratories* | - Are the laboratory supplies, tools and equipment, **technology packs, activity workbooks** appropriate for the laboratory activities prescribed by the curriculum maps? | - Appropriateness of:<br>*laboratory supplies, tools and equipment<br>* course/**technology packs**<br>***activity sheets/ workbooks**<br>needed by the prescribed laboratory activities | - Inventory list per laboratory<br>- List of Laboratory Activities per subject<br>- List of Laboratory Experiments/Activities<br>- **Course/Technology packs**<br>- **Activity Workbooks** |
| 2. Policies and procedures on the systematic management of materials and equipment **and other resources** of the laboratories towards efficient and effective operational delivery such as: requisition, procurement, inventory, storing, labeling and display, dispensing, repair, maintenance, etc.<br>- Biology<br>- Chemistry | - Are there established policies and procedures on systematic and sustainable management of the laboratories? Written and disseminated?<br>- In the Laboratories, is there consistent and proper implementation of SOPs | - Written and disseminated laboratory SOPs and protocols<br>- Consistent implementation of laboratory management SOPs | - Laboratory Handbook/ Manual/SOPs<br>- Postings of Laboratory SOPs<br>- Laboratory Orientation Program<br>- Minutes of laboratory Orientation<br>- Laboratory Calendar of Activities |

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| - Physics<br>- TLE Laboratories<br>- Computer Laboratories | for Requisition? Procurement? Inventory? Storing, Labeling and Display?<br>- Dispensing? Repair and Maintenance? | | |
| V. Guidance and Counseling | | | |
| 1. A holistic, responsive and differentiated guidance and counseling program that addresses the learners' academic, **moral, social-emotional**, and career **development**, collaboratively implemented with parents and teachers* | - Is there a guidance and counseling program that meets the various needs of the students?<br>- Is the guidance and counseling program collaboratively implemented? | - Program that provides holistic, responsive and differentiated Guidance and Counseling to students<br>- **Guidance and Counseling Program that supports academic. moral, psycho-social and career development**<br>- Collaborative implementation of the Guidance and Counseling program | - Guidance and Counseling Program<br>- Guidance and Counseling Program Mechanics, Activities and Schedule<br>- List of Guidance and Counseling Program Resources<br>- List of Parents Facilitators<br>- List of Peer Facilitators |
| 2. A developmental career guidance program that provides learners with adequate knowledge and experience about the world of work and potential careers* | - Is there a developmental career guidance program? | - Career Guidance Program which includes:<br>*Career Orientation Activities<br>*Career Exposure Activities | - Developmental Career Guidance Program<br>-Developmental Career Guidance Program Activities and schedule<br>-Career Exposure Activities |

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| 3. A program for inventory and testing services to gather information on learners' psychological and emotional make-up, intellectual capabilities and difficulties, and occupational and career interests* | - Is there a functional testing program?<br>- Are there varied test materials: psychological-emotional, intelligence and achievement, career and interest? | - Program for inventory and testing of learners' psychological make-up, traits and interests<br>-Program for inventory and testing of intellectual capabilities<br>-Program for inventory of learners' occupational and career interests | - Inventory and Testing Program<br>- List of Testing Materials Available<br>- Learner Individual Inventory Records/Learner Cumulative Records<br>- Testing Program Schedule |
| 4. A program for regular monitoring and follow-up of learner scholastic progress **and mental health and well-being*** | - Is there a regular monitoring and follow-up of learner scholastic progress?<br>**- Is there regular monitoring and of learner mental health and well-being?** | - Regular monitoring and follow-up of learner's academic progress<br>**- Regular monitoring and follow-up of learner mental health and well-being** | **- Learner Follow-up Service Program**<br>**- Learner Follow-up Service activities**<br>**-Learner Follow-up researches**<br>**- Learner socio-emotional follow-up strategies** |
| 5. Homeroom Guidance Program **activities** responsive to varying **academic, moral and social-emotional** needs of the learners* | - Is there a functional Homeroom Guidance Program?<br>**- Do the Homeroom Guidance Program Activities respond to academic, social-emotional and moral well-being of the** | **Functional Homeroom Guidance Program Activities that supports learner development, especially on:**<br>**- academic**<br>**- moral**<br>**- socio-emotional** | - Homeroom Guidance Program<br>- Homeroom Guidance Activities<br>-Homeroom Guidance Implementation details<br>- Homeroom Guidance Schedule |

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| | **learners?** | | |
| 6. A system for maintaining confidentiality of students' data and information | - Are students' information records kept confidential and managed properly according to Data Privacy Act? | - Confidentiality of Student Information and Record | - Student Information and Records Management SOPs<br>- Guidance Center Handbook/ Manual<br>-Data Privacy Act compliance reports |
| VI. Health Services | | | |
| 1. Annual medical and dental check- ups* | - Are medical and dental check-ups conducted annually? | - Annual Medical check-ups<br>- Annual Dental Health check-ups | - Schedule of medical and dental check-ups<br>-Schedule of medical and dental check-ups<br>- Individual Learner Health records<br>- List of Clinic Activities |
| 2. Updated and well-kept medical and dental records of learners* | - Are the medical and dental records of learners complete, updated and secure? | - Health Service files that are:<br>*complete<br>*updated<br>*secure | - Individual Learner Health Records<br>- Policies and protocols on records management |
| 3. Provisions for adequate and immediate emergency care* | - Is there a trained staff available to give first-aid and emergency care when needed?<br>- Are there adequate provisions for first aid and emergency care? | - Adequacy of provisions for first-aid and emergency care<br>- Availability of first and emergency care | - Inventory of Clinic Resources, Supplies and Equipment<br>- Assigned Staff to provide emergency care<br>- Trainings of Assigned staff<br>- Clinic Schedule<br>- Emergency Care SOPs/ Clinic |

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| | | | - Student Handbook/Manual<br>- First aid and emergency care SOPs |
| 4. **Structures, protocols for infection control and containment that are well-disseminated and consistently implemented.** | **- Are there established structures and protocols to control spread of infection?**<br>**- Are these protocols well-disseminated and consistently implemented?** | **- Structures for infection control and containment**<br>**-Protocols and policies for infection and containment**<br>**- Dissemination and consistent implementation of infection control and containment** | **- Infection Control Policies and Protocols**<br>**- Infection Control and Containment structures**<br>**- Flyers/Brochures/Postings on Infection Control Protocols**<br>**- Minutes of Orientation meetings** |
| VII. Student Activity Program | | | |
| 1. A Student Handbook stipulating policies on learners' rights, responsibilities and decorum, school provisions and school discipline that is published, distributed and well-disseminated to all learners, parents and personnel* | - Is there a Student Handbook containing policies pertinent to student life in school?<br>- Is the Student Handbook published? Distributed? Well-disseminated? | - A Handbook/Manual or guide on learner rights, responsibilities, proper decorum and discipline policies<br>- Dissemination, publication and distribution of the Student Handbook and its contents | - Student Handbook/Manual or its equivalent<br>- Learner Orientation Program<br>- Minutes of the Orientation Meetings |
| 2. A system for collaborative review and updating of the Student Handbook consistent with school's vision-mission and with the latest legal provisions | - Is the Student Handbook updated to align with the PVMGO and latest legal provisions?<br>- Is the review and revision a collaborative endeavor | - Review and updating of the Student Handbook consistent with:<br>*PVMGO<br>*latest DepEd orders and other legislations | - Student Handbook/Manual<br>- Minutes of the meeting on the review and revision of the Student Handbook<br>- Attendance list meeting on the review and revision of |

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| | among school stakeholders? | - Participation of the different school sectors in the review and updating of the Student Handbook | the Student Handbook<br>- Membership of the Student Handbook Review and Revision Committee |
| 3. A Student Activity Program which includes co- and extra – curricular **activities towards** holistic **learner formation** and **ensures seamless connection and integration of** learning of the Kto12 Standards **within and across learning areas*** | - Does the Student Activity Program include co-curricular activities and extra-curricular activities that contribute to total student development?<br>- **Does the Student Activity Program pursue the Kto12 goals and standards?** | - Student Activity program that is Holistic<br>- **Student Activity Program that is supportive of the integration of Kto12 curriculum standards within across learning areas** | - Student Activity Program<br>- Student Activity Program mechanics and details<br>- Calendar of Co-Curricular and Extra-Curricular Activities<br>- List of Clubs |
| VIII. Student Discipline | | | |
| 1. School discipline policy firmly rooted on the PVMGO and **over-all** learner **welfare** according to **the** Children Protection Policy and Anti – Bullying Act* | - Do student discipline policies uphold **overall** student welfare?<br>- Are the student discipline policies defined by the school PVMGO? | - Student Discipline policies rooted on the school PVMGO<br>- **Student Discipline policies that uphold Overall learner welfare according to the Children Protection Act, etc** | - Student Discipline policies and protocols<br>- Student Handbook/Manual |
| 2. **Practice of disciplinary** interventions that are **positive**, restorative, just and fair to all concerned. | - Are disciplinary interventions just and fair?<br>- Are disciplinary interventions humane and | - Disciplinary interventions that are just, fair and transformative<br>- **Discipline policies that are** | - Disciplinary measures and interventions<br>- Disciplinary processes and protocols |

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| | transformative?<br>- **Are the disciplinary processes and protocols collaborative to generate a positive and comprehensive outlook?** | **positive and restorative** | - Minutes of discipline Committee meetings<br>- Discipline Committee Membership<br>- Child Protection Policy<br>- Social Media Policy |
| 3. Disciplinary records that are complete, kept secure and confidential according to Data Privacy Act* | - Are disciplinary records kept secure and confidential? | - Disciplinary records management that ensure:<br>*completeness and up-to-dateness<br>*information security<br>*confidentiality | -Learner Disciplinary Records Management policies and protocols<br>- Data Privacy policies and protocols<br>- Learner Disciplinary Records and Files<br>- **Secretary's Certificate of Designation and Registration of a Data Protection Office with the National Privacy Commission**<br>- **Registration of the School's Data processing systems with the National Privacy Commission**<br>- **Submission of an Annual Security Incident Report** |
| **AREA RATING:** | | | |
| **COMMENTS:** | | | |

## F. PHYSICAL PLANT AND INSTRUCTIONAL SUPPORT FACILITIES

Description

The physical plant comprises the educational environment covering land, building and building fixtures, learning and other ancillary spaces, and ICT environment providing for a conducive learning atmosphere. It is appropriate and adequate to attain the school vision-mission and program goals and objectives, instructional design and varied learning delivery modalities.

Basis of Evaluation

The physical environment supports robust teaching and promotes optimal student learning and growth. The physical plant facilities and buildings services must conform with DepEd requirements and National Building Code requisites. It clearly provides for the needs of the programs offered, varied alternative delivery and blended/hybridized learning modalities employed as well as size and scope of the school community while upholding learner total well-being such as health and nutrition, safety and security, sanitation and hygiene. The campus facilities are adequate for curricular and co-curricular activities. School buildings and classrooms are appropriate for educational purposes. Supervisory inspections to ensure health and safety code requirements are regularly conducted.

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
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| 1. A system for the design, development, construction and maintenance of different school facilities in line with regulatory and statutory requirements like the National Building Code standards for size, safety and security, environment protection, etc.* | - Do the buildings and building fixtures comply with regulatory and statutory requirements and standards for size, safety and security, environment protection, etc.?<br>- Are the school facilities designed and constructed to provide a conducive set-up for learning? | - Compliance with regulatory and statutory requirements for design, construction and development standards<br>- Compliance with regulatory and statutory requirements for size, safety and security and environment protection | - Approved As-Built Plan<br>- Approved School Electrical Plan<br>- Local Engineering Unit Inspection Visit Results<br>- Energy Management Board Clearance Certificate<br>- Fire Department Clearance Certificate |
| 2. Accessible and adequate provisions for space with due consideration for maximum class size and total population | - Are the learning spaces accessible?<br>- Are the learning spaces | - Accessibility of learning areas<br>- Adequacy of spaces and | - Calibrated school map<br>- Number of classrooms for student population |

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| requirements* | adequate in size to meet maximum class size and total school population? | provisions for maximum class size and total school population | - Number of seats per classroom<br>- Size of classrooms<br>- Number of comfort rooms<br>- Size of Libraries, Laboratories, canteen, etc |
| 3. **An ICT infrastructure that is available and appropriate for various flexible learning opportunities and alternative learning modalities which may include:**<br>**3.1. e-tools, equipment and facilities**<br>**3.2. communication and information technology** | - **Is the school ICT system adequate to support the various adopted learning delivery modalities?**<br><br>- **Is the school ICT infrastructure appropriate to the subjects' needs to attain the Kto12 curriculum standards using the ABDL modalities?** | - **Appropriateness of ICT infrastructure such as e-tools, equipment facilities, information and communication technology**<br><br>- **Availability/Accessibility of ICT infrastructure such as e-tools, equipment, facilities, and communication and information technology** | - **Inventory of ICT infrastructure**<br>- **ICT environment design**<br>- **ICT handbook/manuals**<br>- **ICT communication protocols and interfaces**<br>- **ICT requirements in the LPs**<br>- **ICT requirements in the CMs** |
| 4. Adequate equipment, tools and supplies, laboratory fixtures (demonstration tables, electrical and water fittings, fume hoods where needed, first – aid kit, shower, etc.) which conform to the minimum requirements of the DepEd, the needs of the programs offered **and the various learning delivery modalities adopted by the school in:** | - Are the equipment, tools and supplies in each laboratory adequate for the needs of the programs offered?<br>- Are the equipment, tools and supplies in each laboratory a for maximum class size? | - Adequacy of equipment, tools and supplies, and other resources for the:<br>*programs offered<br>*maximum class size<br>- Conformation/ Appropriateness of the equipment, tools and supplies, fixtures and other | - Size of laboratories<br>- Inventory list of equipment, tools, supplies, and other resources per laboratory<br>- List of Acquisition per Laboratory in the last 3 years<br>- Laboratory fixtures |

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| - Biology*<br>- Chemistry*<br>- Physics*<br>- TLE*<br>- Computer* | - Are the fixtures in each laboratory appropriate and current for the programs offered?<br>- **Are the equipment, tools and supplies in each laboratory appropriate for the use of the various learning modalities?** | **resources for the programs offered and adopted ADBL methodologies** | |
| 5. A school facilities development plan that lays out provisions for different learning spaces, **ICT environment appropriate to the adopted learning delivery approaches and modalities** and addresses varied needs for robust learning. | - Is there a Facilities Development plan that sets targets for improvement for the different learning spaces? **ICT environment**? Other learner needs? | - Facilities/Physical Development Plan for the improvement of:<br>>learning spaces<br>**>ICT infrastructure**<br>**>learner well-being facilities** | - Physical Plant Development Plan<br>- ICT Infrastructure Improvement Plan<br>- SSIP<br>- AIP |
| 6. Adequate provisions for space, equipment and supplies necessary for the conduct of annual medical and dental check-ups, delivery of emergency services, **and infection control and containment*** | - Are there adequate space, equipment and supplies needed for the conduct of annual medical and dental check-ups?<br>- Are there adequate equipment and supplies needed for the delivery of emergency services?<br>- **Are there adequate space, equipment and supplies to ensure infection control** | - Adequacy of space, equipment, tools and supplies needed for conduct of medical and dental check-ups<br>- Adequacy of space, equipment, tools and supplies for emergency care<br>- **Adequacy of space, equipment, tools and supplies to ensure** | - Inventory of Clinic Equipment Tools/ Materials Annual Inventory<br>- Clinic Annual Acquisition List of Equipment/ Tools/Materials<br>- Clinic Emergency and First Aid Materials and Equipment<br>- Emergency Care Policies and Procedures<br>- **Infection Control and** |

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| | **and containment?** | **infection control and containment** | **Containment measures and equipment** |
| 7. A system for ensuring the safety, health and well-being of the school community through: | | | |
| - healthy and nutritious food in the canteen or nutrition center* | - Is the canteen food healthy and nutritious? | - Availability of healthy and nutritious food<br>- Food Preparation Practices to ensure hygiene | - Canteen menu<br>- Canteen food provisions<br>- Current Health Certificates of Food Handlers |
| - potable drinking water and **water for sanitation activities** | - Is there adequate supply of potable water?<br>- Is there adequate supply for sanitation use and other purposes? | - Adequacy of potable water<br>- Adequacy of water for learning activities, sanitation and other purposes | -Drinking Fountains<br>-Water catchments<br>-Certificate of Water Potability |
| - **cleanliness** and hygiene in the canteen, drinking stations, comfort rooms, play areas and school grounds, classrooms and buildings* | - Is cleanliness observable in the canteen, drinking stations, comfort rooms, play areas and grounds, classroom and buildings?<br>- Is there abundant water supply for cleaning purposes? | - Cleanliness in the canteen, drinking stations, comfort rooms, school grounds, buildings and classrooms | - Maintenance and sanitation SOPs<br>- Number of maintenance personnel assigned<br>- Preventive Maintenance Plan<br>- Sources of water<br>- Rainwater catchments |
| - safety fixtures, devices and signages wherever needed* | - Are there safety fixtures, devices and signages strategically placed according to regulatory and statutory requirements? | - Availability of safety fixtures, devices and signages wherever needed | - Fire escapes/exits, fire Extinguishers, fire alarm, sand bags, water hoses, etc.<br>- Hand rails<br>- non-slip rubber or metal strips, etc. on stairways<br>- Directions and signages, |

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| | | | warning signals, etc.<br>- Covered walks<br>- Floor plans<br>- Security personnel list |
| - disaster and risk reduction protocols and regular conduct of drills* | - Are disaster and risk-reduction protocols established and disseminated?<br>- Is there a regular conduct of fire and earthquake drills as suggested by LGUs and national agencies? | - Disaster preparedness protocols<br>- Regular conduct of fire and earthquake drill | - Disaster and Risk-reduction SOPs<br>- Fire/Earthquake/Bomb Threat Evacuation plan<br>- Fire and Earthquake Compliance Certificates<br>- First-Aid Kits<br>- Floor plans |
| - hazard-free environment * | - Is the school environment hazard-free?<br>- Are the buildings obstruction free? | - Hazard-free school environment<br>- Obstruction-free campus and building lay-out | - Building lay out<br>- Vicinity map<br>- Site plan<br>- Floor plans |
| **AREA RATING:** | | | |
| **COMMENTS:** | | | |

## G. ADMINISTRATION AND GOVERNANCE

Description

Leadership and governance commits to the attainment of the school's philosophy vision, mission, goals, objectives and core values through its various programs and services. Its administrative organization (1) establishes policies, structures and processes to ensure effectiveness and efficiency of day-to-day operations and long-range planning, (2) implements resource management systems to strengthen operational stability and program sustainability, (3) fosters productive learning climate towards professional and student development, and (4)cultivates collegial, collaborative and reflective relationships with its stakeholders and the wider community conducive for quality student learning.

Basis of Evaluation

The school's Junior High School Program must be duly recognized by the Department of Education. Its administrative organization is responsible for compliance with DepEd and other legislated requirements. Its governing policies and system mechanisms are defined in a published and well-disseminated Manual of Operations or Administrative Manual. Administrative leadership is manifest in the areas of operations management, human resource development, resource management and program sustainability. The school climate is characterized by positive culture and harmonious relationships among the members of the school community. There are collaborative structures which allow stakeholder participation in school management and decision-making.

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
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| 1. A rationalized and functional organizational chart and system that clearly shows the different positions, their areas of responsibilities and accountabilities and relationship of offices with each other* | - Is the organizational chart rationalized? Functional?<br>- Does the organizational chart depict actual school organization relationship dynamics? | - Functionality and rationality of the Organizational Chart<br>- Clarity of school organization relationship dynamics | - School Organizational Chart |
| 2. Qualified School Principal with MA Degree in Education* | - Is the Principal qualified with a Masteral degree in Education? | - MA degree of the Principal | - 201 File of the Principal<br>- OTR of the Principal and Notarized Contract |
| 3. A system that ensures compliance with DepEd, SEC, DOLE, BIR, BOA, PRC, DOH and other legislated requirements and established policies, processes and procedures towards effective and efficient | - Are the documentary and procedural requirements of DepEd, SEC, DOLE, BIR, BOA, PRC, DOH and other government agencies | - Compliance with documentary and procedural requirements of DepEd, SEC, DOLE, BIR, BOA, PRC, DOH and | - DepEd Recognition, DepEd-approved Schedule of Fees, Student Forms (SF 1-9), School Calendar, e-BEIs, etc. |

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| school management and operations* | complied with?<br>- Are records in place? | other government agencies | - GIS and Updated SEC Registration<br>- Audited Financial Statements<br>- Alpha List, etc.<br>- SSS, Phil Health, Pag-Ibig Monthly Reports<br>-DOH prescribed Health safety structures<br>- Others: PRC licenses of teachers, etc. |
| 4. A system that provides structures and opportunities for consultation and collaboration with internal and external stakeholders and the wider community towards informed decision-making, significant community support **for learning continuity and recovery, learner well-being**, and attainment of the PVMGO* | - Are there school structures and opportunities for consultation and collaboration with internal and external stakeholders to inform decision-making?<br>- Are there school structures and opportunities for consultation and collaboration with internal and external stakeholders to engender community support for school programs and activities for overall learner well-being, learning remediation and recovery, and ADBL modalities? | Collaboration and consultation with stakeholders towards:<br>- decision-making<br>- community involvement in school programs and activities<br>- attainment of PVMGO | - School Calendar of Activities<br>- Minutes of General Assemblies and Council meetings, Ad Hoc and Standing Committee meetings<br>- List of Standing and Ad Hoc Committees and their Membership<br>- Minutes of Consultation Meetings with stakeholders<br>- Minutes of Planning and Evaluation meetings with Stakeholders |

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| | - Are there school structures and opportunities for consultation and collaboration with internal and external stakeholders towards attainment of PVMGO? | | |
| 5. An Administration Manual on school policies, processes and a procedure that is accepted, published and well-disseminated* | - Is there an Administration Manual or Manual of Operations, or its equivalent, that contains the school policies, processes and procedures that is published? Discussed? Well-disseminated? Distributed? | - Published, well-disseminated and distributed Administration Manual on school policies, processes and procedures | - Administration Manual<br>- Minutes of the General Assemblies on discussions of the Administration Manual<br>- Records of Distribution of the Administration Manual |
| 6. A professional development plan for school leaders and **key** administrators that provides for their academic upgrading and development of their management skills* | - Is there a Professional Development Plan for top and mid-level administrators?<br>- Does it include academic studies? Trainings? Etc. | - Plan for academic upgrading and management training for top Administrators | - Professional Development Plan for Administrators<br>- (Proposed) List of Upgrading Activities for Administrators<br>- Provisions/Assistance for Administrators' Upgrading |
| 7. Established policies, processes and procedures that ensure: | | | |
| - smooth transfer of responsibilities, properties and documents during changes in management* | - Are there established protocols on the proper turn-over of properties and documents during management changes? | - Turn-over protocols during management changes | - Turn-Over SOPs<br>- Personnel Clearance Forms |

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| - confidentiality, security, accessibility and retrievability of school data, records and documents according to Data Privacy Act | - **Is there a system for ensuring the security and confidentiality of school records and data?**<br><br>- Are there established protocols on the proper management of school data, records and documents? | - **System of securing school records and data**<br>- Data Management protocols | - Data management SOPs<br>- Administration Manual<br>- **Secretary's Certificate of Designation and Registration of a Data Protection Office with the National Privacy Commission**<br>- **Registration of the School's Data processing systems with the National Privacy Commission**<br>- **Submission of an Annual Security Incident Report** |
| - stewardship through wise and proper use of human and material resources | - Are there established protocols on stewardship of human and material resources? | - **Management Protocols for Human and Material Resources** | - Resource Management SOPs and measures<br>- Financial School Sustainability Policies and Measures<br>- Minutes of BOT meeting<br>- Administration Manual |
| 8. A compensation policy that provides salaries and benefits compliant with existing labor laws and recent legislations and promulgations such as Regional Wage Orders, Magna Carta for Women, Leave for Victims of Violence Against Women and their Children, etc.* | - Is there an established salary scale compliant with existing labor laws and regional wage orders?<br>- Is there an established benefits and privilege package compliant with recent legislations and | - Compliance with legislated salaries /wages<br>- Compliance with legislated benefits | - Salary Scale<br>- Pay Roll<br>- Benefit Package<br>- Administration Manual<br>- Faculty Manual |

| | | | |
|---|---|---|---|
| | promulgations? | | |
| 9. A Plan of Succession and preparation for future school leaders and administrators | - Is there a Succession Plan that forecasts critical positions in management, identifies administrative back-ups and prepares them for future responsibilities?<br>- **Is there a development program for potential administrators?** | - Succession planning program<br>- **Development program for potential administrators** | - Succession Plan<br>- List of Administrative back-ups<br>- Critical administrative positions/ retirable administrators in the next 3 years |
| **AREA RATING:** | | | |
| **COMMENTS:** | | | |

## H. SCHOOL BUDGET AND FINANCES

Description

Financial management involves budgeting, procurement, disbursement, accounting and auditing processes and procedures which follow prescribed principles and legislated requirements. The business practices of the school seek to manage its fiscal and material resources to attain its philosophy, vision, mission, goals and objectives, scope and size.

Basis of Evaluation

The school operates on a school budget. Budget allocations for personnel, space, equipment and operations are appropriate and sufficient to sustain its programs and continued improvement plans. Budget control mechanisms are evidently established.

School finances are adequate to sustain effective and efficient delivery of programs and services. Income from tuition, fees and resource mobilization is appropriately spent for their intended purposes. There is evidence of financial stability to ensure the continued operations of the school and its programs in accordance with DepEd standards. The school maintains accurate records of financial transactions according to legal and ethical standards of accounting practice.

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| 1. A school financial policy and procedures manual that sets the appropriate fiscal and accounting policies and systematic procedures that ensure the effective and efficient delivery of varied services* | - Is there a financial policy and procedures manual, or its equivalent, that contains established fiscal and accounting SOPs? | - Fiscal and accounting policies and SOPs<br>- Financial policy and procedures Manual or its equivalent | - Financial policy and procedures Manual<br>- Financial Management SOPs<br>- Accounting Manual<br>- Accounting SOPs<br>- Administration Manual |
| 2. An annual budget approved by the Board of Trustees that is: | | | |
| - collaboratively prepared by the various Offices and responsibility centers* | - Is the BOT-approved annual budget prepared by all the Departments, especially those with incomes from collected fees? | - Department budget planning | - Department budget proposals and requests<br>- Minutes of department budget hearings<br>- Consolidated School Budget<br>- BOT-approved annual |

| | | | |
|---|---|---|---|
| | | | budget |
| - regularly monitored through the quarter budget performance reports **which are** disseminated according to policy guidelines* | - Is the BOT-approved annual budget monitored quarterly through budget performance reports?<br>- Are the quarter budget performance reports disseminated to the departments concerned? | - Quarterly budget monitoring<br>- Dissemination of quarter budget performance | - Quarter Budget Performance Reports<br>- Quarter Cash Flow Statements<br>- BOT–approved Annual Budget<br>- Minutes of Orientation-Dissemination Meetings of the Quarter Budget Performance<br>- Distribution of Quarter Budget Performance Reports to the responsibility centers |
| - reflective and supportive of the Standards – based School Improvement Plan* | - Does the BOT-approved annual budget provide allocations for SSIP initiatives and activities? | - SSIP Budget allocations in the Annual Budget | - BOT-Approved Annual Budget<br>- Budget performance reports<br>- Quarter Cash Flow Statements |
| 3. Systematic requisition, selection and procurement protocols that are well-disseminated, implemented and properly documented | - Are institutional requisition, selection and procurement protocols systematic?<br>- Are institutional requisition, selection and procurement protocols well-disseminated? Consistently implemented? Properly documented? | - Requisition, selection and procurement SOPs<br>- Dissemination, consistent implementation and documentation of requisition, selection and procurement processes | - Administrative manual/ Operations manual, Department manuals or SOPs<br>- Procurement and Construction Flow Chart<br>- Selection, Procurement and Construction Committee, its membership and minutes of |

| | | | |
|---|---|---|---|
| | | | their meetings<br>- Minutes of Orientation meetings<br>- Minutes of Evaluation Meetings |
| 4. A system for ensuring that all incomes from tuition and all other fees, and donations are properly utilized according to the purposes they are collected* | - Are incomes from tuition fees utilized properly according to DepEd specifications? (70%)<br>- Are the incomes from miscellaneous and other fees utilized for the development of the specific departments collecting them?<br>- Are donations properly documented and utilized for the specific purposes they were made? | - Proper utilization of Tuition fees<br>-Proper Utilization of Misc and Other Fees collected<br>- Proper acknowledgement and utilization of donations | - BOT-Approved Annual Budget<br>- Quarter Budget performance reports<br>- Statement of Income and Expenditures<br>-TFOF<br>- Deed of Donations/List of Donations |
| 5. A system for generating revenue and raising funds from school and outside school sources for sustainability* | - Are there other ways revenue is generated inside the school?<br>- Are there other ways revenue is generated from outside school sources? | - Statement of other incomes:<br>*in-school<br>*off-school | - Statement of other incomes<br>- Income Generating Centers/Structures<br>- BOT Approved Annual Budget |
| 6. A system of: | | | |
| - supervision and management of resources for optimum operational efficiency* | - Is there a plan for supervision of staff and department performance towards efficiency and | - Supervision of staff performance: % efficiency, % productivity, | - DDU Supervisory Plan<br>- DDU Supervisory Reports<br>- Department/Unit Evaluation Results |

| | | | |
|---|---|---|---|
| | effectiveness of school operations and program sustainability?<br>- Is there a plan for supervision of equipment and materials utilization toward efficiency and effectiveness of school operations and program sustainability? | % complaints, success indicators, etc.<br>- Supervision of Department performance: % efficiency, % error, % productivity, % complaints, % inc/dec in energy consumption, % inc/dec in materials consumption, etc.<br>- Supervision of equipment and materials utilization: % waste, % savings in procurement, incidence of breakdowns and repairs, etc | |
| - establishment of internal and external control systems in budget implementation and* | - Are there established internal control mechanisms for proper budget implementation?<br>- Are internal and external audits conducted regularly?<br>- Are audit reports submitted regularly according to policy guidelines? | - Internal control mechanisms<br>- Internal and external audits<br>- Regular submission of audit reports | - Internal and External audit calendars<br>- Internal and external audit results<br>- Audited Financial Statements<br>- Cash Flow Management System<br>- Auditing System<br>- Internal Control Policies |

| | | | |
|---|---|---|---|
| - designing financial strategies for sustainability* | - Are there financial strategies toward school and program sustainability? | - Financial sustainability policies, procedures, measures and initiatives | - Financial policy and procedures manual<br>- SSIP or its equivalent<br>- Minutes of BOT/ Administrative meetings<br>- Savings and investment portfolio |
| **AREA RATING:** | | | |
| **COMMENTS:** | | | |

## I. INSTITUTIONAL PLANNING AND DEVELOPMENT

Description

The school purposively lays down specific interventions for improvement of access, quality and governance with the help of the community and other stakeholders, through a systematic and continuous cycle of assessment, planning and implementation defined in a strategic three-year Standards – based School Improvement Plan (SSIP) and Annual Operational Plan. It assesses and communicates progress towards achieving the objectives for the continuing improvement of its educational programs and services which informs administrative decision-making.

Basis of Evaluation

The school is successful in meeting this standard when it implements a collaborative and on-going data-driven process for improvement that aligns the school's philosophy, vision-mission, goals and objectives, curriculum goals with its size, function and community expectations for student performance, and learning recovery and continuity.

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| 1. A system of on-going process for improvement that: | | | |
| - is aligned with the school vision – mission and curriculum goals* | - Is there on on-going thrust for school improvement?<br>- Is this thrust/drive/program for school improvement towards the attainment of the school V-M and curriculum goals? | - School improvement initiatives aligned with PVMGO<br>- School improvement initiatives aligned with curriculum goals | - SSIP or its equivalent<br>- Department plans for improvement<br>- Minutes of department meetings<br>- Minutes of Administrative/ BOT meetings |
| - responds to the school's size, function and community expectations for **learner performance*** | - Does this thrust/drive/ program for school improvement consider school size? Programs offered? Parents and community expectations? | School improvement initiatives based on:<br>- school physical plant needs<br>- community expectations<br>- learner performance | - E- BEIS<br>- Inventory of program needs<br>- Survey of parents'/ community/stakeholders' expectations<br>- Minutes of SSIP/school improvement planning |

| | | | |
|---|---|---|---|
| | | | meetings |
| **- includes contextualized strategies and interventions towards learning continuity and remediation, and learner's moral, social-emotional functioning, mental health and well-being.** | **- Does this thrust/drive/ program for school improvement include interventions towards learning continuity and remediation?**<br>**- Does this thrust/drive/ program for school improvement promote learner's moral, social-emotional functioning, mental health and well-being?** | **- School improvement initiatives towards learning continuity and recovery**<br>**- School improvement initiatives towards development of total learner well-being** | **- SSIP**<br>**- Learning Continuity and Recovery Plan**<br>**- Learning Intervention / Remedial Program for Learners with Learning Difficulties**<br>**- Learning Plans**<br>**- Curriculum Maps**<br>**- Homeroom Guidance Program**<br>**- Guidance and Counseling Program** |
| 2. An annual operational plan drawn from the three-year SSIP* | - Is there an existing Three-Year Standards-based School Improvement Plan?<br>- Is there an Annual Operational Plan drawn from the SSIP? | - Standards-based three-year school planning<br>- Annual school planning | - Annual Operational Plan or its equivalent<br>- SSIP or its equivalent<br>- Minutes of the planning meetings |
| 3. A system that utilizes formative and summative **assessment results, learning intervention evaluation results, and other baseline and end-line assessment data to guide school improvement** planning* | **- Is school planning guided by:**<br>**^learning assessment results**<br>**^learning intervention evaluation results**<br>**^school performance** | **- School Planning based on:**<br>**- overall school evaluation results**<br>**- student learning assessment results**<br>**- intervention evaluation** | - E-BEIS<br>**- School performance data/indicators**<br>**- Internal Assessment Results**<br>**- External Assessment Results** |

| | | | |
|---|---|---|---|
| | **indicators** | **results** | - **Teacher Profile**<br>- **Administrators' Profile**<br>- Teacher Performance<br>- **Learner performance data/indicators**<br>- **Learning Assessment Results from equivalent assessment tests**<br>- **Intervention Evaluation Results**<br>- Minutes of SSIP planning meeting |
| 4. A system for collaboratively monitoring and evaluating the annual operational plan and the Standards –based School Improvement Plan* | - Is there regular monitoring and evaluating of the Annual Operational Plan?<br>- Is there regular monitoring and evaluation of the SSIP?<br>- Is regular monitoring and evaluating of the SSIP a collaborative process that includes administrators, teachers, students, parents, alumni and other partners and support groups? | - Collaborative monitoring and evaluating<br>- Regular monitoring and evaluating of the AIP/AOP<br>- Regular monitoring and evaluating of the SSIP | - Monitoring and Evaluation reports of the AIP/AOP<br>- Monitoring and Evaluating reports of the SSIP or its equivalent<br>- Minutes of the monitoring and evaluating meetings<br>- Attendance list of the monitoring and evaluating meetings |
| 5. A system for communicating the content and over-all effectiveness and impact results of the Standards-based School Improvement Planning | - Are the contents of the SSIP disseminated to the school community?<br>- Are the monitoring and evaluation results of the | - Dissemination of the contents of the SSIP to the school community<br>- Dissemination of the SSIP monitoring and evaluation | - Minutes of the General Assembly meetings<br>- Minutes of the Year-End School Assembly<br>- Minutes of the Semestral- |

| | | | |
|---|---|---|---|
| | SSIP disseminated to the School community? | results to the school community | End School Assembly<br>- Attendance list during Year-End/ Semestral – End School Assemblies |
| **AREA RATING:** | | | |
| **COMMENTS:** | | | |

## ESC Certification-Compliance Rules

The use of a Decision Rule based on ratings in Power and Support Standard items.

**Area Rating is based on the following Decision Rule:**

4 --- For a mode of 4 in the Power Standards and rating of at least 3 in the Support Standards
3 --- For a mode of 3 in the Power Standards and rating of at least 2 in the Support Standards
2 --- For a mode of 2 in the Power Standards
1 --- For a mode of 1 in the Power Standards
0 --- For a mode of 0 in Power Standards

**The Certification Overall Rating based on a Decision Rule is as follows:**

4 – For a rating of 4 in all Core Areas and 3 or higher in Support Areas
3 – For a rating of 3 in all Core Areas and 2 or higher in Support Areas
2 – For a rating of 2 in all Core Areas and 2 or higher in the Support Areas
1 – For a rating of 1 in all Core Areas and 1 or higher in the Support Areas
0 – For a rating of 0 in all Core Areas

**ANNEX / RE-CERTIFICATION/REVISIT / CERTIFICATION**

School: _____ I. D. Number: _____

| Areas | | Area Rating |
|---|---|---|
| IV. | Philosophy, Vision, Mission, Goals and Objectives | N.A. |
| V. | Core Areas: Curriculum, Assessment and Instruction | |
| | Instructional Leadership | |
| | Faculty | |
| | Administration and Governance | |
| VI. | Support Areas: Academic Support and Student Development Services | |
| | Physical Plant and Instructional Support Facilities | |
| | School Budget and Finances | |
| | Institutional Planning and Development | |
| | **General Rating** | |

## CLASSROOM OBSERVATION FORM

| | | | | | | |
|---|---|---|---|---|---|---|
| **Name of School:**<br><br>**Region:** | | | | | | |
| Address: | | | | | | |
| Name of Teacher: | | | | | | |
| Subject of Instruction: | | Grade Level/Section: | | | | |
| Name of Observer: | | Date of Observation: | | | | |
| **RATING SCALE:**<br>4 - Performance of this item is innovatively done.<br>3 - Performance of this item is satisfactorily done.<br>2 - Performance of this item is partially done due to some omissions.<br>1 - Performance of this item is partially done due to serious errors and misconceptions.<br>0 - Performance of this item is not observed at all. | | | | | | |
| **A. TEACHER ACTIONS** | | | | | | |
| 1. | The teacher communicates clear expectations of student performance in line with the unit standards and competencies | 4 | 3 | 2 | 1 | 0 |
| 2. | The teacher utilizes various learning materials, resources and strategies to enable all students to learn and achieve the unit standards and competencies and learning goals. | 4 | 3 | 2 | 1 | 0 |
| 3. | The teacher monitors and checks on students' learning and attainment of the unit standards and competencies by conducting varied forms of assessments during class discussion. | 4 | 3 | 2 | 1 | 0 |
| 4. | The teacher provides appropriate feedback or interventions to enable students in attaining the unit standards and competencies. | 4 | 3 | 2 | 1 | 0 |
| 5. | The teacher manages the classroom environment and time in a way that supports student learning and the achievement of the unit standards and competencies. | 4 | 3 | 2 | 1 | 0 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 6. | The teacher processes students' understanding by asking clarifying or critical thinking questions related to the unit standards or competencies. | 4 | 3 | 2 | 1 | 0 |
| **B. STUDENT LEARNING ACTIONS** | | | | | | |
| 7. | The students are active and engaged with the different learning tasks aimed at accomplishing the unit standards and competencies. | 4 | 3 | 2 | 1 | 0 |
| 8. | The students with the help of different learning materials and resources including technology achieve the learning goals of the unit standards and competencies. | 4 | 3 | 2 | 1 | 0 |
| 9. | The students share their ideas, reflections or solutions to thought-provoking questions and real life challenges or problems related to the unit standards and competencies. | 4 | 3 | 2 | 1 | 0 |
| 10. | The students collaborate, plan together and have meaningful interactions with each other to meet the unit standards and competencies. | 4 | 3 | 2 | 1 | 0 |
| 11. | The students are able to explain how their ideas, outputs or performances accomplish the unit standards and competencies. | 4 | 3 | 2 | 1 | 0 |
| 12. | The students, when encouraged or on their own, ask questions to clarify or deepen their understanding of the unit standards and competencies. | 4 | 3 | 2 | 1 | 0 |
| 13. | The students are able to relate or transfer their learning to daily life and real world situations. | 4 | 3 | 2 | 1 | 0 |
| 14. | The students are able to integrate 21st century skills in their achievement of the unit standards and competencies. | 4 | 3 | 2 | 1 | 0 |
| 15. | The students are able to reflect on and connect their learning with the school's PVMGO. | 4 | 3 | 2 | 1 | 0 |
| | **TOTAL** | | | | | |
| | **AVERAGE** | | | | | |

## Appraisal of Blended/Distance Learning[5] (ABDL)

This form is to be used in schools where the K12 curriculum is as a matter of school policy and operations delivered in various modalities aside from the regular face-to-face classroom setting. In particular, this form covers schools where students have limited in-person contact with their teachers (i.e., once or twice a week) and are expected to do independent study or have online classes during the rest of the school week with the help of printed or online learning modules and resources. In such schools, the in-person class setting is *secondary* to other modes which involve either independent study or online classes.

The form may also be used by schools doing blended learning. The instrument contains items that deal with technology integration for both in-person and online teaching and learning. As a quality assurance document, the results of the appraisal may contribute to the school's plans to improve and upgrade its blended learning program. Hence, the objective of this appraisal is to provide different schools with helpful feedback on their current system of conducting instruction in modalities covering the combination of face-to-face, distance and online teaching.

The items in this appraisal form are drawn from various documents such as DepEd's guidelines for development of instructional materials for alternative delivery of instruction (ADM LR Standards 050820), learning continuity program (DO no. 12, s. 2020), and pertinent research on best practices for the use of printed modules, blended and distance learning. These items do not replace the regular Classroom Observation Form used in certification visits. These items then are additions and provide certifiers and observers with guidance on how to assess instruction in various modalities. It is also important to underscore here though that this form does not apply to the delivery of the Alternative Learning System (ALS) program.

The items are clustered in five domains namely, 1) Instructional Design; 2) Learner Engagement; 3) Assessment; 4) Technology Selection, Access and Support; and 5) Academic Integrity and Digital Citizenship. The rating scale in this form follows the same scale used in the Classroom Observation Form. Hence, the rating scale is established as:

[5] DepEd in its primer "Learning opportunities shall be available" provides the following definitions:
**Blended Learning**. This refers to a learning delivery that combines face-to-face with any or a mix of online distance learning, modular distance learning, and TV/ Radio-based Instruction. Blended learning will enable the schools to limit face-to-face learning, ensure social distancing, and decrease the volume of people outside the home at any given time.
**Distance Learning.** This refers to a learning delivery modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. This modality has three types: Modular Distance Learning (MDL), Online Distance Learning (ODL), and TV/Radio-Based Instruction.

4 – Performance of this item is innovatively done
3 – Performance of this item is satisfactorily done
2 – Performance of this item is partially done due to some omissions
1 – Performance of this item is partially done due to serious errors and misconceptions
0 – Performance of this item is not observed at all

NAME OF SCHOOL:
Region:
Address:
Teacher:
Subject of Instruction: Grade Level:
Observer: Date of Observation:

| DOMAIN 1: Instructional Design: The teacher prepares standards-based self-learning modules that show the following: | | | | | | |
|---|---|---|---|---|---|---|
| 1. | An overview of the lesson, the learning objectives or targets and expected learning outcomes and outputs | 4 | 3 | 2 | 1 | 0 |
| 2. | Alignment of in-person and online activities, assessments, learning resources, Website links, and other digital applications with K12 curriculum unit standards and learning competencies | 4 | 3 | 2 | 1 | 0 |
| 3. | Employment of active learning, inquiry-based, learner-centered and problem-solving pedagogies in the different learning experiences and tasks | 4 | 3 | 2 | 1 | 0 |
| 4. | A logical sequence beginning with acquisition and understanding of content and culminating with transfer of learning to real-life situations | 4 | 3 | 2 | 1 | 0 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 5. | Varied graphic organizers, outlines, bullet points, illustrations, charts, pictures, videos, real life examples, glossaries, and summaries to enable students to recall, process, and apply content | 4 | 3 | 2 | 1 | 0 |
| 6. | Differentiated in-person and online practice exercises and questions that enable students to gain mastery of the specified learning standards and competencies | 4 | 3 | 2 | 1 | 0 |
| 7. | A writing style that addresses the students in a conversational way and provides explicit and detailed procedures in accomplishing tasks and accessing resources | 4 | 3 | 2 | 1 | 0 |
| 8. | Specific time allocations for accomplishing in-person and online learning tasks | 4 | 3 | 2 | 1 | 0 |
| 9. | A weekly work plan or schedule of in-person and online sessions and their corresponding tasks and requirements for students to follow, do and submit | 4 | 3 | 2 | 1 | 0 |
| 10. | Explanations of how different in-person and online learning tasks are connected to and build on each other and lead students to the attainment of the desired learning outcomes | 4 | 3 | 2 | 1 | 0 |
| DOMAIN 2: Learner Engagement: The teacher facilitates students' active engagement in learning the curriculum unit standards and competencies through the following: | | | | | | |
| 11. | A system of recording and monitoring the students' accomplishment of in-person and online learning tasks, requirements, and assignments | 4 | 3 | 2 | 1 | 0 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 12. | Varied opportunities for students' interaction with learning material and resources, the subject teacher, classmates, community resources, and content experts | 4 | 3 | 2 | 1 | 0 |
| 13. | Differentiated activities that address the learners' diverse backgrounds, interests, and multiple learning styles | 4 | 3 | 2 | 1 | 0 |
| 14. | Learning activities that elicit critical thinking, creativity, reflection, dialogue, and collaboration | 4 | 3 | 2 | 1 | 0 |
| 15. | Implementation of specific procedures for students' participation in class recitation, check-up exercises, discussions, posts, and presentations in various modalities (e.g., routines on how to conduct one's self in synchronous and asynchronous sessions or blended models like station-rotation) | 4 | 3 | 2 | 1 | 0 |
| DOMAIN 3: Assessment: The teacher assesses students' attainment of the curriculum unit standards and learning competencies through the following: | | | | | | |
| 16. | A system of obtaining, organizing and analyzing data on students' performance in various in-person and online activities and assessments | 4 | 3 | 2 | 1 | 0 |
| 17. | Interactive learning exercises that enable students to practice specific competencies and self-assess and track their proficiency level | 4 | 3 | 2 | 1 | 0 |
| 18. | Timely and regular feedback in various formats (e.g., use of platform or tools for comments, | 4 | 3 | 2 | 1 | 0 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | polls, surveys) to students regarding their performance | | | | | |
| 19. | Multiple methods and differentiated forms of assessment that diagnose students' readiness, check on students' understanding, allow students to revise and improve their work, and demonstrate in varied ways their attainment of the curriculum unit standards and learning competencies | 4 | 3 | 2 | 1 | 0 |
| 20. | Mechanisms for students' consultation with teacher offline or in distance mode regarding content, procedures or requirements | 4 | 3 | 2 | 1 | 0 |
| <u>DOMAIN 4: Technology Selection, Access and Support</u>: The teacher selects and makes accessible technology resources that support students' attainment of the curriculum unit standards and competencies through the following: | | | | | | |
| 21. | A system of selection or curation of digital learning tools and resources aligned with curriculum unit standards and learning competencies | 4 | 3 | 2 | 1 | 0 |
| 22. | Varied media and digital resources in different formats or versions (e.g., text with video) for equitable access and ease of use by students | 4 | 3 | 2 | 1 | 0 |
| 23. | Specific information on minimum technical requirements, detailed assistance on troubleshooting technical problems and means of obtaining technical support | 4 | 3 | 2 | 1 | 0 |
| 24. | A system for recording and archiving discussions and presentations and retrieving learning materials and resources when needed | 4 | 3 | 2 | 1 | 0 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | (i.e., links to recordings of online meetings, transcripts, slide decks) | | | | | |
| 25. | Compliance with data privacy and confidentiality regulations and protection of learners from erroneous, offensive or harmful content | 4 | 3 | 2 | 1 | 0 |
| DOMAIN 5: Academic Integrity and Digital Citizenship: The teacher ensures academic integrity and the students' observance of standards of digital citizenship through the following: | | | | | | |
| 26. | Students' signed declaration that any submitted work or completed assessment done in-person and online is the product of their own efforts and understanding | 4 | 3 | 2 | 1 | 0 |
| 27. | Students' compliance with standards of netiquette behavior and ethical use of digital media | 4 | 3 | 2 | 1 | 0 |
| 28. | Implementation of school policies covering intellectual property and copyright, cybersecurity and cyberbullying | 4 | 3 | 2 | 1 | 0 |
| 29. | Use of strategies and digital tools that verify the authenticity or originality of students' work | 4 | 3 | 2 | 1 | 0 |
| 30. | Alignment of technology use and integration in teaching and learning with the school's philosophy, vision, mission and core values | 4 | 3 | 2 | 1 | 0 |
| | TOTAL | | | | | |
| | AVERAGE | | | | | |

## 6.3: SUMMARY TABLES FOR AREA RATING

**AREA: A. School Philosophy, Vision, Mission, Goals and Objectives**
:

| Standard | Rating |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |

**Summary Table for Area A**

| | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|
| Power* (Frequency count) | | | | | |
| Support | | | | | |
| Area Rating | | | | | |

**AREA: B. Curriculum, Assessment and Instruction**

| Standard | Rating |
|---|---|
| 1. - *<br>- *<br>- *<br>- *<br>- * | |
| 2. -<br>- | |
| 3. - *<br>- *<br>- *<br>- *<br>-<br>- | |
| 4. * | |
| 5. * | |
| 6. * | |
| 7. * | |
| 8. | |

**Summary Table for Area B**

| | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|
| Power* (Frequency count) | | | | | |
| Support | | | | | |
| Area Rating | | | | | |

**AREA: C. Instructional Leadership**

| Standard | Rating |
|---|---|
| 1. * | |
| 2. * | |
| 3. * | |
| 4. * | |
| 5. -<br>- | |
| 6. | |
| 7. | |
| 8.* | |
| 9. | |
| 10. | |

**Summary Table for Area C**

| | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|
| Power*(Frequency count) | | | | | |
| Support | | | | | |
| Area Rating | | | | | |

**AREA: D. Faculty**

| Standard | Rating |
|---|---|
| 1. - *<br>-<br>- | |
| 2. * | |
| 3. - *<br>- *<br>- | |
| 4. * | |
| | |

**Summary Table for Area D**

| | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|
| Power*(Frequency count) | | | | | |
| Support | | | | | |
| Area Rating | | | | | |

**AREA: E. ACADEMIC SUPPORT AND STUDENT DEVELOPMENT SERVICES**

| Standard | Rating |
|---|---|
| I. General | |
| 1. - * | |
| - * | |
| - * | |
| - * | |
| - * | |
| 2. * | |
| 3. | |
| 4. * | |
| II. | |
| 1. * | |
| 2. | |
| 3. * | |
| III. | |
| 1. * | |
| 2. * | |
| 3. * | |
| 4. * | |
| IV. | |
| 1. - * | |
| - * | |
| - * | |
| - * | |
| - | |
| 2. - | |
| - | |
| - | |
| - | |
| - | |

| Standard | Rating |
|---|---|
| V. | |
| 1. * | |
| 2. * | |
| 3. * | |
| 4. * | |
| 5. * | |
| 6. * | |
| VI. | |
| 1. * | |
| 2. * | |
| 3. * | |
| VII. | |
| 1. * | |
| 2. | |
| 3. * | |
| VIII. | |
| 1. * | |
| 2. | |
| | |

**Summary Table for Area E**

| | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|
| Power*(Frequency count) | | | | | |
| Support | | | | | |
| Area Rating | | | | | |

**AREA: F. PHYSICAL PLANT AND INSTRUCTIONAL SUPPORT FACILITIES**

| Standard | Rating |
|---|---|
| 1. * | |
| 2. * | |
| 3.<br>- * | |
| - * | |
| - * | |
| - * | |
| - * | |
| 4. | |
| 5. * | |
| 6.<br>- * | |
| - * | |
| - * | |
| - * | |
| - * | |
| 7. | |

**Summary Table for Area F**

| | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|
| Power*(Frequency count) | | | | | |
| Support | | | | | |
| Area Rating | | | | | |

**AREA: G. ADMINISTRATION AND GOVERNANCE**

| Standard | Rating |
|---|---|
| 1. * | |
| 2. * | |
| 3. * | |
| 4. * | |
| 5. * | |
| 6. * | |
| 7.<br>- * | |
| - * | |
| - | |
| 8. * | |
| 9. | |
| 10. | |

**Summary Table for Area G**

| | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|
| Power*(Frequency count) | | | | | |
| Support | | | | | |
| Area Rating | | | | | |

**AREA: H. SCHOOL BUDGET AND FINANCES**

| Standard | Rating |
|---|---|
| 1. * | |
| 2.<br>- * | |
| - * | |
| - * | |
| 3. | |
| 4. * | |
| 5. * | |
| 6.<br>- * | |
| - * | |
| - * | |
| 7. | |

**Summary Table for Area H**

| | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|
| Power* (Frequency count) | | | | | |
| Support | | | | | |
| Area Rating | | | | | |

**AREA: I. INSTITUTIONAL PLANNING AND DEVELOPMENT**

| Standard | Rating |
|---|---|
| 1. - * | |
| - * | |
| 2. * | |
| 3. * | |
| 4. * | |
| 5. | |
| 6. | |

**Summary Table for Area I**

| | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|
| Power* (Frequeny count) | | | | | |
| Support | | | | | |
| Area Rating | | | | | |

## 6.4: OVERALL SCHOOL CERTIFICATION REPORT

The Department of Education
Through the
PEAC National Secretariat
ESC Certification Unit
School Year _____

### CERTIFICATION REPORT

Name of School: _____
Address: _____ School I.D. No.: ☐
Date of Visit: _____ Region: ☐

### OVERALL SCHOOL CERTIFICATION RATING

| | | AREA RATING |
|---|---|---|
| I | School Philosophy, Vision, Mission, Goals, Objectives | N.A. |
| II | Core Areas: Curriculum, Assessment and Instruction | |
| | Instructional Leadership | |
| | Faculty | |
| | Administration and Governance | |
| III | Support Areas: Academic Support and Student Development Services | |
| | Physical Plant and Instructional Support Facilities | |
| | School Budget and Finances | |
| | Institutional Planning and Development | |

**FINAL RATING** ☐

| Rating | Description |
|---|---|
| 4 | Evidence of compliance with standard and enhancements is presented |
| 3 | Evidence of compliance with standard is presented |
| 2 | Partial evidence of compliance with standard is presented |
| 1 | No evidence of compliance with standard is presented but plan of action in line with compliance is presented |
| 0 | No evidence of compliance with standard nor plan of action in line with compliance is presented |

**Certification Team:**
Chair:
Member(s) :

**RHODORA ANGELA F. FERRER**
Executive Direct

The Department of Education
through the
PEAC National Secretariat
ESC Certification Unit
School Year _____

## CERTIFICATION REPORT

Name of School: _____
Address: _____ School I.D. No.: [ ]
School Head: _____ Region: [ ]
Principal: _____

| *CERTIFICATION RECOMMENDATION* | **Certification Status** | *CERTIFICATION RATING* | 0.00 |
|---|---|---|---|

| **BEST FEATURES** |
|---|
| The team commends: |

| **RECOMMENDATIONS** |
|---|
| *After the ESC Certification visited conducted last _____, the Certification Team recommends:* |
| **I. For compliance of those standards with no evidence presented:** |
| A. _____ |
| B. _____ |
| C. _____ |
| D. _____ |
| E. _____ |
| F. |

G.

H.

I.

**II. For compliance of those standards with partial evidence presented:**

A.

B.

C.

D.

E.

F.

G.

H.

I.

## 6.5 : HANDBOOK FOR SCHOOL IMPROVEMENT PLANNING

# Handbook on Standards-based for School Improvement Planning 2022

## 1. INTRODUCTION

Background and Rationale

The Philippine educational system is high in its quest to raise the quality of educational institutions in both the public and private sectors especially because of new reforms required with the passage of RA 10533 otherwise known as the Enhanced Basic Education Act of 2013. The Department of Education (DepEd) which is tasked with the management and supervision of Basic Education pursues quality to ensure the attainment of the goals of the Kto12 Program. Efforts to enhance these mechanisms in line with the requirements and standards need to flow seamlessly from Kinder to Junior High and Senior High School.

The Department of Education (DepEd) has commissioned the Private Education Assistance Committee (PEAC), through its National Secretariat, to establish quality assurance mechanisms that would confirm compliance with DepEd requirements for recognition and Kto12 standards. Pursuing this mandate, PEAC has designed and instituted a quality assurance certification process for ESC participating private Junior High Schools. Such certification process proved to be an effective tool towards quality and school improvement efforts of ESC participating schools thereby assuring the communities served that ESC participating schools not only meet minimum DepEd standards but manifest commitment to continuing school improvement towards quality educational programs and services.

True to its advocacy of quality assurance and inclusivity, PEAC extends this endeavor beyond Junior High School (Grades 7-10) certification process for ESC participating schools by developing the Senior High School (Grades 11-12) Certification Assessment Instrument (SHS-CAI) and the Standards-based Quality Assurance Instrument for Elementary Schools (SQAI-ES) (K-Grade 6) to continue the seamless and harmonized efforts of private schools in the spirit of continuing school improvement towards the attainment of quality and sustainability.

1.2. Values and Benefits of Standards-based Quality Assurance Improvement Planning
Before a school is granted recognition by DepEd, it must meet the minimum standards and criteria specified by the Manual of Regulations for private schools and Kto12 Program expectations. This recognition
signifies that:

a. the school's purposes are within the framework of the Philippine educational philosophy and goals;
b. it has fully complied with DepEd standards;
c. it has conformed with all relevant policies, rules and regulations.

Internal quality assurance ensures that DepEd standards are pursued maintained. It establishes institutional integrity, school effectiveness and continual improvement of school quality.

## 2. THE FRAMEWORK OF THE JUNIOR HIGH SCHOOL ESC (RE-)CERTIFICATION ASSESSMENT INSTRUMENT (JHS CAI)

### 2.1. Rationale and Background of the JHS CAI

*Background and Rationale*

A Junior High School participating in the Educational Service Contracting (ESC) Program of the Department of Education (DepEd) is expected to fully comply with the minimum standards for secondary educational institutions. It must also be committed to become an effective school in delivering quality educational programs and services in line with the goals and objectives of the Kto12 curriculum program. DepEd enjoins participating private schools to ensure that ESC student grantees are offered an academically challenging Junior High School education in an environment of values, trust and loyalty. ESC grantees, along with other private Junior High School students, will have acquired the knowledge and developed the skills necessary for success in higher educational pursuits and in a wide range of careers.

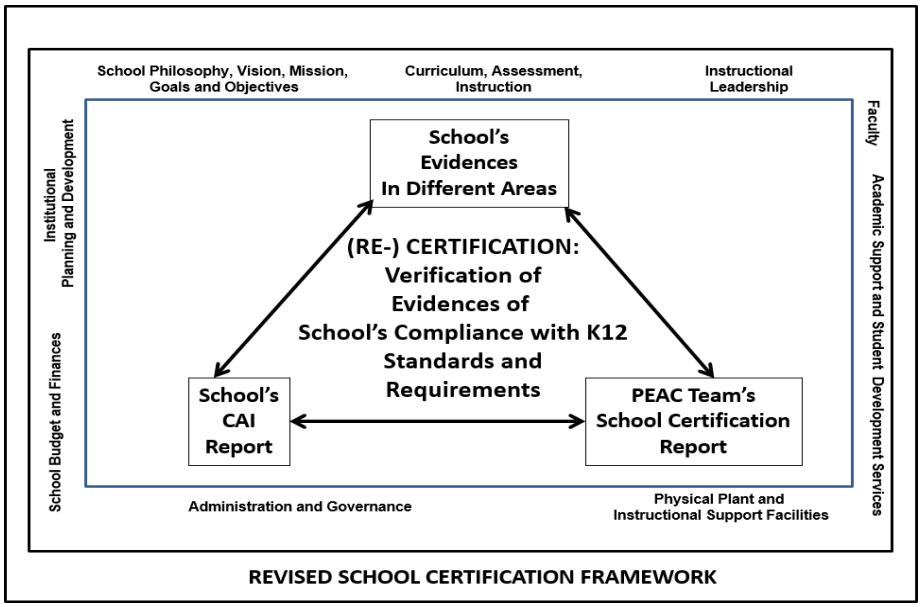
The Department of Education (DepEd) has commissioned the Private Education Assistance Committee (PEAC), through its National Secretariat, to establish a quality assurance certification mechanism that would confirm ESC participating private junior high schools' compliance with DepEd's standards for recognition. A certified ESC school therefore is one which has complied with all DepEd standards, adheres to applicable DepEd policies and meets the requirements of the self-study procedure prescribed by the PEAC National Secretariat ESC Certification Unit. Through this assessment instrument, an ESC school is assisted to determine its strength and potentials for becoming a more effective educational institution. The government, through the Department of Education, has looked into the facilities and physical resources of the school prior to the granting of recognition. Therefore, this assessment instrument focuses more on the functional use of these facilities and resources, rather than the provision thereof.

*Standards in an Evidence-based Framework*

A basic framework of a quality educational system is one that succeeds in meeting its own goals; relevant to the needs of students, communities and society; and fosters the ability of students to acquire knowledge and critical learning skills. Quality is not the only factor keeping students out of school but it is when effective learning is not taking place, that parents are more likely to withdraw their children from school early or not send them at all. Improving the school’s quality is therefore essential to achieving the goal of universal access to and completion of basic education. This ESC School (Re-) Certification lnstrument is designed to basically assess the extent of compliance with the DepEd Minimum Quality Standards as well as to evaluate the school's characteristics, its qualitative indicators of excellence, and its level of performance vis-à-vis the K to12 program. These standards contain specific criteria which ensure that the school is functional and engaged in self-assessment for continuous school improvement.

This is a quality assurance tool aimed at building effective and high performing Junior High Schools through continuous focused improvement efforts that are aligned with Kto12 standards. Being so, evidence of compliance with standards and demonstration of quality needs to be gathered

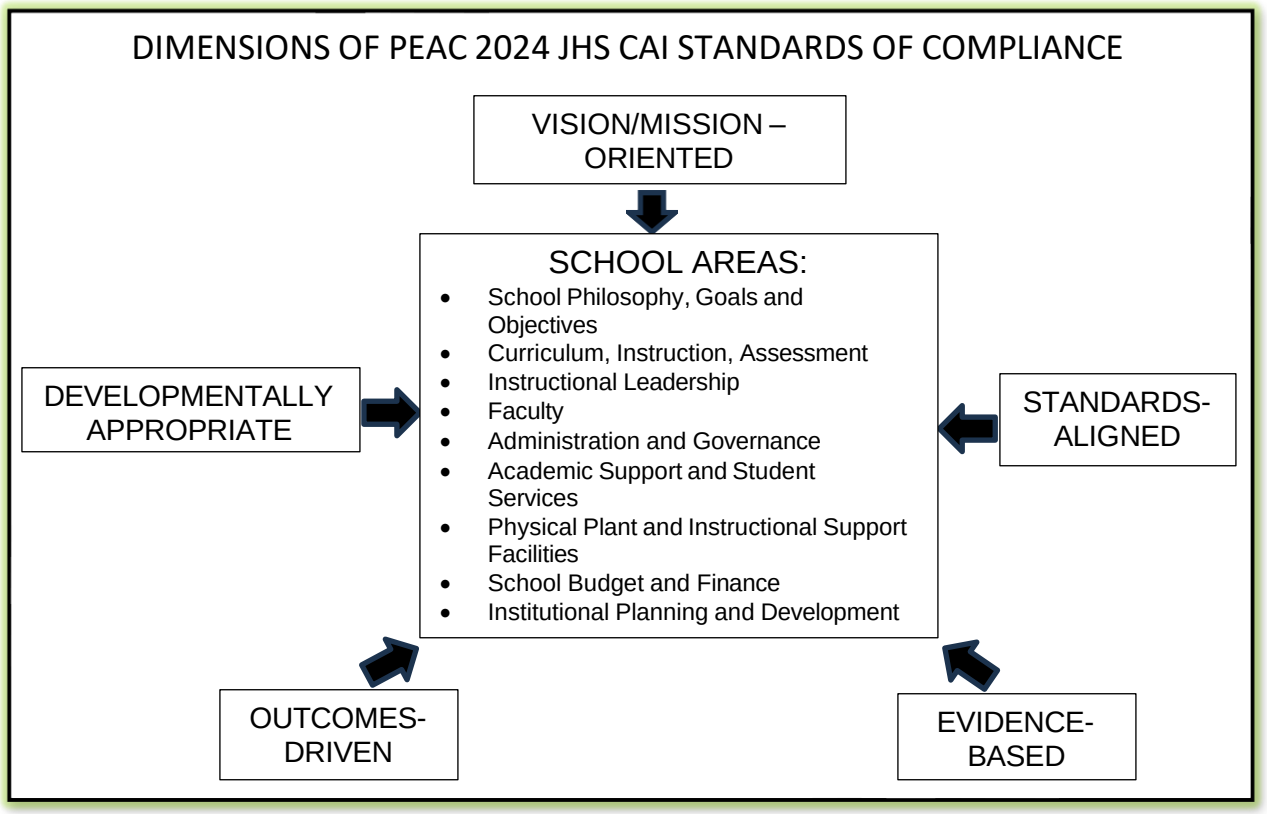
and examined throughout the certification process. Area items for evaluation as well as the rating scale prompt the school and certifiers to search for evidences in the school system that are in line with the standards for compliance. On the next page is a diagram of the role these evidences play in the entire certification process:




At the center of the diagram is the emphasis of obtaining evidence of the school's compliance with the K12 standards. Schools applying for certification or re-certification prepare a report of their self-assessment of compliance with the standards in each area of the Certification Assessment Instrument or CAI. The school's assessment is based on their evidence for the items in these nine different areas, of which are found on the outer frame of the diagram above. Hence, the school also puts together the different evidences that support their self-rating. During the certification visit, the team of certifiers verify the school's CAI report and examine the different evidences presented. Thus, instead of ascertaining the school's level of meeting the standards based on their perception, this instrument prompts certifiers to verify in more concrete terms the extent of evidences the school actually has. By shifting the focus to observable and tangible evidences, both school and certifiers have a common basis for evaluation. For the school and certifiers' guidance, a section on Examples of Compliance Evidence is found at the end of every area. Decisions about the final certification status are made in line with the presentation and examination of evidences.

*Dimensions of 2024 PEAC JHS CAI Standards of Compliance*[1]

The revision/updating of existing standards of compliance in the 2018 JHS CAI and the identification and articulation of new items is premised on five dimensions. The different area items promote quality education when the items are able to manifest or reflect any of these five dimensions namely, vision/mission-oriented, standards-aligned, developmentally appropriate, outcomes-driven and evidence-based. What do each of these dimensions mean?




[1] This is a revised version of an initial section of the proposed PEAC Standards-based Quality Assurance Instrument – Elementary Schools or SQAI-ES. The dimensions have been adapted for inclusion in the PEAC SQAI-ES, JHS CAI, and SHS CAI. While the number of school areas may vary (SQAI-ES and JHS CAI have nine while SHS CAI has 10), the five dimensions are applicable to all levels in basic education.

Vision/Mission-Oriented: As part of their identity as a private educational institution, private schools articulate and carry out their own vision and mission, philosophy of education, goals and objectives. The school's vision and mission statements define the school's purpose and direction. Private schools achieve quality when the school is able to operationalize the vision and mission in the different aspects of school work. The 2024 PEAC JHS CAI standards of compliance then determine how the different policies, programs and services in the nine school areas are oriented to realizing the vision and mission statement. With this dimension, the 2024 PEAC JHS CAI asks the following questions: How vision and mission-oriented are the different school areas in their policies, programs and services? To what extent is the school's vision-mission accomplished in the nine school areas?

Standards-Aligned: With the passage of RA10533 or the 2013 Enhanced Basic Education Act, all basic education schools are mandated to teach the Department of Education's K to 12 curriculum program. The program contains curriculum standards and competencies for students to learn. As a private entity, JHS are also enjoined to comply with the provisions of the 2010 Revised Manual of Regulation for Private Schools. Private schools thus show quality when these standards are adopted, implemented and used for evaluation in the nine school areas. For these reasons, the 2024 PEAC JHS CAI standards of compliance examine how the school's curriculum, instruction and assessment are aligned with and utilize these standards. With this second dimension, the 2024

PEAC JHS CAI standards of compliance raise the question: To what extent is the school implementing the K12 program standards and other requirements in the nine school areas?
Developmentally-Appropriate: Students in the JHS level develop and realize their potentials when the school provides them research-based teaching and learning experiences that attend to their developmental needs and nurture their growth in different domains (i.e., physical and motor, social-emotional, character and values, cognitive and intellectual, language, mathematical and creative-aesthetic). Consequently, private JHSs manifest quality when the policies, programs and services in the nine school areas are formulated, undertaken and assessed in accordance with the student's developmental requirements and milestones. The 2024 PEAC JHS CAI standards of compliance gauge how the school incorporates the students' background, needs, learning styles and abilities when planning, implementing and evaluating policies, programs and services. In this third dimension, the 2024 PEAC JHS CAI standards of compliance focus on the following question: To what extent are the different developmental needs of students addressed in the nine school areas?

Outcomes-driven: Schools are outcomes-driven when they focus on results that represent students' performance of expected skills as well as each department or program's achievement of stated goals. Private JHS rate high on quality when first, their students in various assessments reliably and consistently demonstrate the skills required at a certain grade level or higher and second, when their programs and services accomplish their specific targets. In line with this, the 2024 PEAC JHS CAI standards of compliance measure and report students' achievement levels and program results. With this dimension, the 2024 PEAC JHS CAI standards of compliance examine the following: To what extent are students able to demonstrate knowledge, understanding and performance of learning standards and competencies? To what extent are the students able to accomplish the milestones in the different domains of development? To what extent are programs and services in the nine school areas able to produce desired results?

Evidence-based. Successful JHS regularly obtain data and employ various metrics to present and showcase their pupils' achievement and effectiveness of their programs and services. They also search for and document valid and authentic examples of students' achievement, learning interventions and program results. Private JHS undertake these tasks with transparency and rigor. With this dimension, the 2024 PEAC JHS CAI standards of compliance check on the following: To what extent is the school able to support its claims of students' achievements and program effectiveness in the nine school areas?

These five dimensions are integrated throughout the instrument. Every JHS CAI area has items that reflect these dimensions. For example, in the area of Instructional Leadership, item 1 (The provision of a system that actively communicates to various stakeholders the school's Vision, Mission, and Kto12 standards and directions and school's development and innovations in curriculum, assessment and instruction) is vision-mission oriented and standards-aligned. In the Area of Academic Support and Student Development Services, item 3 (A program for inventory and testing services to gather information on students' psychological and emotional make-up, academic progress and difficulties, and occupational and career interests) is about the developmentally-appropriate dimension. Item 3 in Instructional Leadership (Regular collection, interpretation and dissemination of data on student learning and performance to top and key school leaders towards informed decision-making) cover the outcomes-driven and evidence-based

dimensions. Through the integration of these five dimensions, school administrators can understand the basis for specification of standards of compliance in the 2024 PEAC JHS CAI.

*Instrument Areas*

This instrument covers different areas of school operations that produce quality student performance and organizational effectiveness. These areas are:

A. School Philosophy, Vision, Mission, Goals and Objectives
B. Curriculum, Assessment and Instruction
C. Instructional Leadership
D. Faculty
E. Academic Support and Student Development Services
F. Physical Plant and Instructional Support Facilities
G. Administration and Governance
H. School Budget and Finances
I. Institutional Planning and Development

The above areas are clustered into two groups – Core and Support. The Core group of areas covers sections deemed essential to teaching and learning. These areas are Philosophy, Vision, Mission, Goals and Objectives; Curriculum, Assessment and Instruction; Instructional Leadership; Faculty; and Administration and Governance. The Support group of areas includes school operations that are undertaken in the context of and based on the direction of the Core group of areas. These areas are Academic Support and Student Development Services; Physical Plant and Instructional Support Facilities; School Budget and Finance; and Planning and Development. Observation of Classroom Instruction is a significant aspect in the area of Curriculum, Assessment and Instruction.

Each area consists of a set of standards for compliance. The standards are drawn from various sources such as the Kto12 Curriculum Program Standards and the Philippine Professional Standards for Teachers. In the Core group of areas, certain items regarded as power standards are marked with an asterisk (*). These standards are critical to the effectiveness of a particular area as these illustrate its key characteristics. Other items that are not marked are regarded as support standards which contribute to or supplement the achievement of a power standard. These items are done in relation to the direction of the power standards. Schools are then rated according to their extent of showing evidence of compliance with the standards.

*Format of the Survey Instrument and the Rating Process*

Each Area is introduced by an explanatory paragraph presenting the basis of evaluation. The Area lists the standards for compliance. A list of Examples of Compliance Evidences is given for the school’s guidance during its self-assessment and preparation of exhibits and documents. With the exception of the area on "School Philosophy, Goals and Objectives", standards in each area are accompanied by the following rating scale:

| Rating | Description |
|---|---|
| 4 | Evidence of compliance with standard and enhancements is presented |
| 3 | Evidence of compliance with standard is presented |
| 2 | Partial evidence of compliance with standard is presented |
| 1 | No evidence of compliance with standard is presented but plan of action in line with compliance is presented |
| 0 | No evidence of compliance with standard nor plan of action is presented |

Basing on the evidences presented, individual standards are rated. Upon completion of the individual standard rating, the area rating is determined and recorded according to a decision rule that examines the school's level of compliance. Details of the decision rule are found in Appendix A. A Comments Section is provided for observations and other remarks.

After all areas are rated, another decision rule is applied to determine the final general rating. Details of this decision rule are also found in Appendix A. The final rating then serves as basis of the school's overall certification result. See Appendix A for the different possible certification results.

## 3. QUALITY ASSURANCE AND SCHOOL IMPROVEMENT PLANNING

Quality Assurance is a proactive means of ensuring quality in any organization (Ajayi and Ekundayo, 2008). Quality assurance in education can be viewed from 2 angles: the internal perspective (within the system, i.e. school quality self –assessment committee and the external measures (checks and balances by the regulatory agencies, i.e., DepEd and PEAC)

Quality Assurance in Education aims at preventing problems on quality and ensures that products of the system conform to the expected standards (Ajayi and Ekundaryo, 2008).

Quality is defined by the Department of Education. Indicators of quality in the various aspects of school operations are enumerated in the JHS CAI. An honest and objective school self-assessment based on the quality indicators or standards listed in the JHS CAI brings about an accurate picture of the school's level of compliance. School Improvement Planning (SIP) should focus on areas and specific standards of non-compliance.

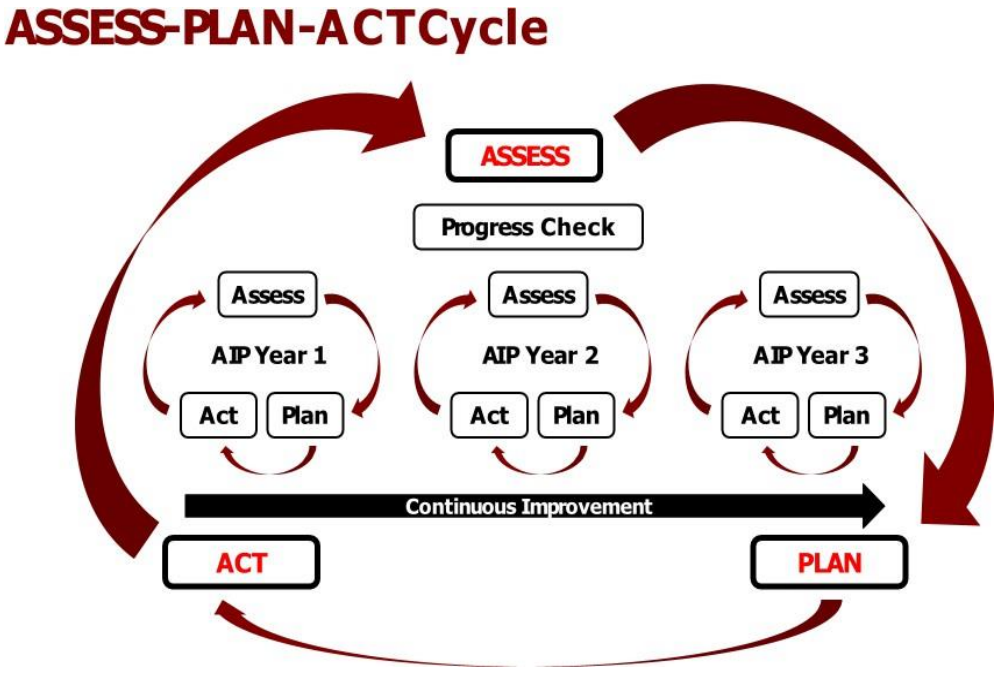
DepEd Order No. 44, s2015 or Guidelines on the Enhanced School Improvement Planning (SIP) Process and the School Report Card (SRC) describes the School Improvement Plan (SIP) as a road map which lays down the school's specific solutions to corresponding identified priority improvement areas covering a period of three years. The SIP is the basis for the Annual Implementation Plan (AIP) of the school.

**Steps in the Enhanced School Improvement Process**

The enhanced SIP development and implementation cycle follows three phases:

* ASSESS
* PLAN
* ACT

The AIP is the year-by-year plan



3.1 QUALITY ASSURANCE AND THE PEAC STANDARDS-BASED SCHOOL IMPROVEMENT PLANNING (SSIP) CYCLE

Guided by DepEd Order No 44 s2015, the PEAC Standards-based School Improvement Planning Cycle also follows three phases:

I. ASSESS where the JHS CAI is used as the assessment tool
II. PLAN where the assessment results are used as bases in the Standards-based School Improvement Planning (SSIP)
III. ACT where the SSIP is implemented and put into action.

## 4. THE PEAC STANDARDS-BASED SCHOOL IMPROVEMENT PLANNING (SSIP) PROCESS

Phase I. ASSESS

In the ASSESS Phase, the JHS CAI is used as the assessment tool. The school organizes its Self - Study Committees involving all the sectors of the school to assess its level of compliance with given standards under the ten (9) JHS CAI Areas or operational aspects of the school. The standards for Compliance are listed under specific Areas of school operations in the JHS CAI. The approach to quality assessment is evidence-based, therefore, assessment of school's compliance with standards of quality depends on available evidences.

Examples of Compliance Evidences (ECEs)

To assess school's compliance with the prescribed standards, the School Self-Study Committee gathers conscientiously and purposively evidences or indicators of compliance. evidences of Compliance are those that manifest or indicate school compliance of the standards. School practices, procedures, records, documents and other expressions that could support school claims of compliance are considered evidences. A summary list of ECEs for every Area is included in the JHS CAI. A more specific list of ECEs for every Standard is provided in the accompanying JHS User's Guide.

Using the Rating Scale,

| Rating | Description |
|---|---|
| 4 | Evidence of compliance with standard and enhancements is presented |
| 3 | Evidence of compliance with standard is presented |
| 2 | Partial evidence of compliance with standard is presented |
| 1 | No evidence of compliance with standard is presented but plan of action in line with compliance is presented |
| 0 | No evidence of compliance with standard nor plan of action is presented |

## What is Rating?

**Example 1: Area E.VI**

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| 3.Provisions for adequate and immediate emergency care* | - Is there a trained staff available to give first-aid and emergency care when needed?<br>- Are there adequate provisions for first aid and emergency care? | - Adequacy of provisions for first-aid and emergency care<br>- Availability of first-aid and emergency care | - Assigned staff to provide emergency care<br>- Trainings of assigned staff<br>- Emergency Care SOPs/ Clinic<br>- Student Handbook/ Manual<br>- First aid and emergency care SOPs |

***Example A:***

In St Padre Pio High School, a medical mission from the New York Holy Angels Community Hospital has updated the school clinic and left provisions for emergency care of the school community. The school Doctor comes once a month to conduct the on-going medical check-ups. Dental check-ups are done in June by a volunteer parent-dentist. Otherwise, the clinic stays closed to keep the clinic secure because there is no one else to take on the job.

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| 3.Provisions for adequate and immediate emergency care* | - Is there a trained staff available to give first-aid and emergency care when needed?<br>- Are there adequate provisions for first aid and emergency care? | - Adequacy of provisions for first-aid and emergency care ✗<br>- Availability of first-aid and emergency care | - Assigned staff to provide emergency care<br>- Trainings of assigned staff<br>- Emergency Care SOPs/ Clinic<br>- Student Handbook/ Manual<br>- First aid and emergency care SOPs |

| Standards of Compliance | | | | | | |
|---|---|---|---|---|---|---|
| 3.Provisions for adequate and immediate emergency care* | **4** | **3** | **2** | **1** | **0** | |

In this case, the Certifier rated this standard 2 because the provisions are adequate but emergency care is not available.

So the **Recommendation** is written as: "Provisions for immediate emergency care"

**Example 2: Area I.2**

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| 2. An annual operational plan drawn from the three-year SSIP* | - Is there an existing Three- Year Standards-based School Improvement Plan?<br>- Is there an Annual Operational Plan drawn from the SSIP? | - Standards-based three-year school planning<br>- Annual school planning | - Annual Operational Plan<br>- SSIP<br>- Minutes of the planning meetings |

***Example B:***

The Principal and 2 junior teachers have transferred to the public school. The newly appointed Principal is enrolled in the graduate school for her Master's degree. Given these circumstances, the school SSIP lapsed in 2021. No new SSIP has been crafted.

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| 2. An annual operational plan drawn from the three-year SSIP* | - Is there an existing Three- Year Standards-based School Improvement Plan?<br>- Is there an Annual Operational Plan drawn from the SSIP? | - Standards-based three-year school planning ✗<br>- Annual school planning ✗ | - Annual Operational Plan<br>- SSIP<br>- Minutes of the planning meetings |

| **Standards of Compliance** | | | | | | |
|---|---|---|---|---|---|---|
| 2. An annual operational plan drawn from the three-year SSIP* | **4** | **3** | **2** | **1** | **0** | |

So the **Recommendation** is written as: An annual operational plan drawn from the three-year SSIP*

**Example 3: Area E.VI.1**

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| VI.1. Annual medical and dental check- ups* | - Are medical and dental check-ups conducted annually? | - Annual medical check-ups<br>- Annual dental check-ups | - Schedule of medical and dental check-ups<br>- Student Health records<br>- Calendar of Health Service activities |

***Example C:***

St Padre Pio High School has a small population and has significantly served the small town of Sto. Tomas by offering Catholic basic education. Recently, it offered Senior High School. It has never conducted medical and dental check-ups for its students and consequently has no need of a Physician and a Dentist.

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| VI.1. Annual medical and dental check- ups* | - Are medical and dental check-ups conducted annually? | - Annual medical check-ups ✗<br>- Annual dental check-ups ✗ | - Schedule of medical and dental check-ups<br>- Student Health records<br>- Calendar of Health Service activities |

| **Standards of Compliance** | | | | | | |
|---|---|---|---|---|---|---|
| VI.1. Annual medical and dental check- ups* | **4** | **3** | **2** | **1** | **0** | |

So the **Recommendation** is written as: Annual medical and dental check- ups

**Example 4: Area D.**

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| 3. Faculty Development plan designed to:<br>3.1 help teachers achieve professional growth in the seven domains and meet the standards of the 2017 Philippine Professional Standards for Teachers* | - Does the Faculty Development Plan include strategies towards the development of the 7 domains prescribed by the 2017 PPST? | - Faculty Development Plan that includes the development of the 7 domains prescribed by the PPST<br>- Content Knowledge and Pedagogy<br>- Learning Environment<br>- Diversity of Learners<br>- Curriculum and Planning<br>- Assessment and Reporting<br>- Community Linkages and Professional Engagement<br>- Personal Growth and Professional Development | - Faculty Development Plan<br>- Faculty Development Plan Evaluation Instruments, Results and Summaries<br>- Faculty Performance Evaluation Instruments, Results and Summaries<br>- Calendar of Faculty Development Activities<br>- List of Faculty Development Activities |

***Example D:***

St. Padre Pio Senior High School provides faculty development activities that includes retreats, recollections and character formation sessions. The faculty join associations like MTAP, BIOTA, Toast Masters Club and the like. The school maximizes faculty attendance in seminars on teaching the SHS subjects by PEAC; curriculum mapping, formative assessment and seminars on on-line delivery modalities sponsored by book companies. A prominent US-based alumnus offered 3 graduate studies scholarships for the teachers.

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| 3. Faculty Development plan designed to:<br>3.1 help teachers achieve professional growth in the seven domains and meet the standards of the 2017 Philippine | - Does the Faculty Development Plan include strategies towards the development of the 7 domains prescribed by the 2017 PPST? | - Faculty Development Plan that includes the development of the 7 domains prescribed by the PPST<br>- Content Knowledge and Pedagogy<br>- Learning Environment<br>- Diversity of Learners | - Faculty Development Plan<br>- Faculty Development Plan Evaluation Instruments, Results and Summaries<br>- Faculty Performance Evaluation Instruments, Results and Summaries<br>- Calendar of Faculty |

| | | | |
|---|---|---|---|
| Professional Standards for Teachers* | | - Curriculum and Planning<br>- Assessment and Reporting<br>- Community Linkages and Professional Engagement<br>- Personal Growth and Professional Development | Development Activities<br>- List of Faculty Development Activities |

| **Standards of Compliance** | | | | | | |
|---|---|---|---|---|---|---|
| 3. Faculty Development plan designed to:<br>3.1 help teachers achieve professional growth in the seven domains and meet the standards of the 2017 Philippine Professional Standards for Teachers* | **4** | **3** | **2** | **1** | **0** | |

In the Area of Faculty or Standard 3.1, the Team rated the school 2 because the provisions of seminars and workshops covered only the domains of Content and Pedagogy, Learning Environment, Curriculum and Planning, and Personal Growth and Professional Development of the 2017 Philippine Professional Standards for Teachers.

So the **Recommendation** is written as:

Faculty Development Plan designed to help teachers achieve professional growth in the seven domains and meet the standards of 2017 Philippine Professional Standards for Teachers, particularly in-

c) Diversity of Learners
d) Community Linkages and Professional Engagement

**Example 5: Area G.**

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| 2. Qualified School Principal with MA Degree in Education* | - Is the Principal qualified with a Masteral degree in Education? | - MA degree of the Principal | - 201 File of the Principal<br>- OTR of the Principal and Notarized Contract<br>- Diploma |

***Example E***: St Padre Pio High School has a young teacher as Principal. Despite her diligence at work and her openness to change, she has no MA degree. The SSIP provided, among its initiatives, an MA scholarship for her starting Summer of 2019. The SSIP also includes a Faculty Development Plan with provisions for seminars and workshops.

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| 2. Qualified School Principal with MA Degree in Education* | - Is the Principal qualified with a Masteral degree in Education? | - MA degree of the Principal ✖ | - 201 File of the Principal<br>- OTR of the Principal and Notarized Contract<br>- Diploma |

| Standards of Compliance | | | | | | |
|---|---|---|---|---|---|---|
| 2. Qualified School Principal with MA Degree in Education* | **4** | **3** | **2** | **1** | **0** | |

The Certification Team, using the Rating Scale, gave the school a rating of 1 for Standard 2 in Administration and Governance because the Principal does not have an MA degree but there is a clear plan of Action towards this.

So the **Recommendation** is written as: Qualified School Principal with MA degree in Education

**Example 6: Area B**

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| 3. Learning plan in each subject area that show:<br>- incorporation of the philosophy, vision-mission, teaching of the 21st century skills, the use of real world situations, inter-subject integration and use of technology* | - Is there PVMGO-CV integration in the LP and learning encounters?<br>- Are there 21st century skills development activities in the LP and learning encounters?<br>- Are there real-world/ authentic transfer tasks in the LP and in the learning encounters?<br>- Are interdisciplinary discussions, projects and tasks included in classroom instruction?<br>- Is technology used to support classroom instruction? | - Inclusion of PVMGO-CV integration in LP<br>- Inclusion in LP of activities related to development of 21st century skills in LP<br>- Provision of opportunities in LP for subject integration<br>- Provision in LP for discussion of or encounters with real-world challenges or issues<br>- Provision in LP for use of technology in class activities or assessment | - Subject Learning Plans<br>- System of Learning Plan Preparation<br>- Instructional Supervisory Reports<br>- Minutes of meetings of Department Subject regarding classroom strategies<br>- Faculty Development Training Seminars and Workshops<br>- Classroom Observation Form<br>- Integrated Performance Tasks<br>- Community Awareness, Exposure or Immersion Activities related to Unit Topic<br>- System of Technology Integration<br>- Technology Platforms or Learning Management Systems |

**Example F:**

At the St Padre Pio School, learning plans are in the form of a learning log.These show content targets for each day of the week. In a special effort, the daily learning log also indicate school PVM-CV that are aligned with the content targets. Learning strategies and activities are not specified.

| Standards of Compliance | Focus Questions: | Look-Fors: | ECEs: |
|---|---|---|---|
| 3. Learning plan in each subject area that show:<br>- incorporation of the philosophy, vision-mission, teaching of the 21st century skills, the use of real world situations, inter-subject integration and use of technology* | - Is there PVMGO-CV integration in the LP and learning encounters?<br>- Are there 21st century skills development activities in the LP and learning encounters?<br>- Are there real-world/ authentic transfer tasks in the LP and in the learning encounters?<br>- Are interdisciplinary discussions, projects and tasks included in classroom instruction?<br>- Is technology used to support classroom instruction? | - Inclusion of PVMGO-CV integration in LP<br>- Inclusion in LP of activities related to development of 21st century skills in LP<br>- Provision of opportunities in LP for subject integration<br>- Provision in LP for discussion of or encounters with real-world challenges or issues<br>- Provision in LP for use of technology in class activities or assessment | - Subject Learning Plans<br>- System of Learning Plan Preparation<br>- Instructional Supervisory Reports<br>- Minutes of meetings of Department Subject regarding classroom strategies<br>- Faculty Development Training Seminars and Workshops<br>- Classroom Observation Form<br>- Integrated Performance Tasks<br>- Community Awareness, Exposure or Immersion Activities related to Unit Topic<br>- System of Technology Integration<br>- Technology Platforms or Learning Management Systems |

| Standards of Compliance | | | | | | |
|---|---|---|---|---|---|---|
| 3. Learning plan in each subject area that show:<br>- incorporation of the philosophy, vision-mission, teaching of the 21st century skills, the use of real world situations, inter-subject integration and use of technology* | **4** | **3** | **2** | **1** | **0** | |

So the **Recommendation** is written as: Learning plan in each subject area that show teaching of the 21st century skills, the use of real world situations, inter-subject integration and use of technology*

## II. The Plan SSIP

In the PLAN Phase, the PEAC proposes the Standards-based School Improvement SSIP template where school improvement planning proceeds using school self-study results and recommendations.

**STANDARDS-BASED SCHOOL IMPROVEMENT PLAN TEMPLATE**

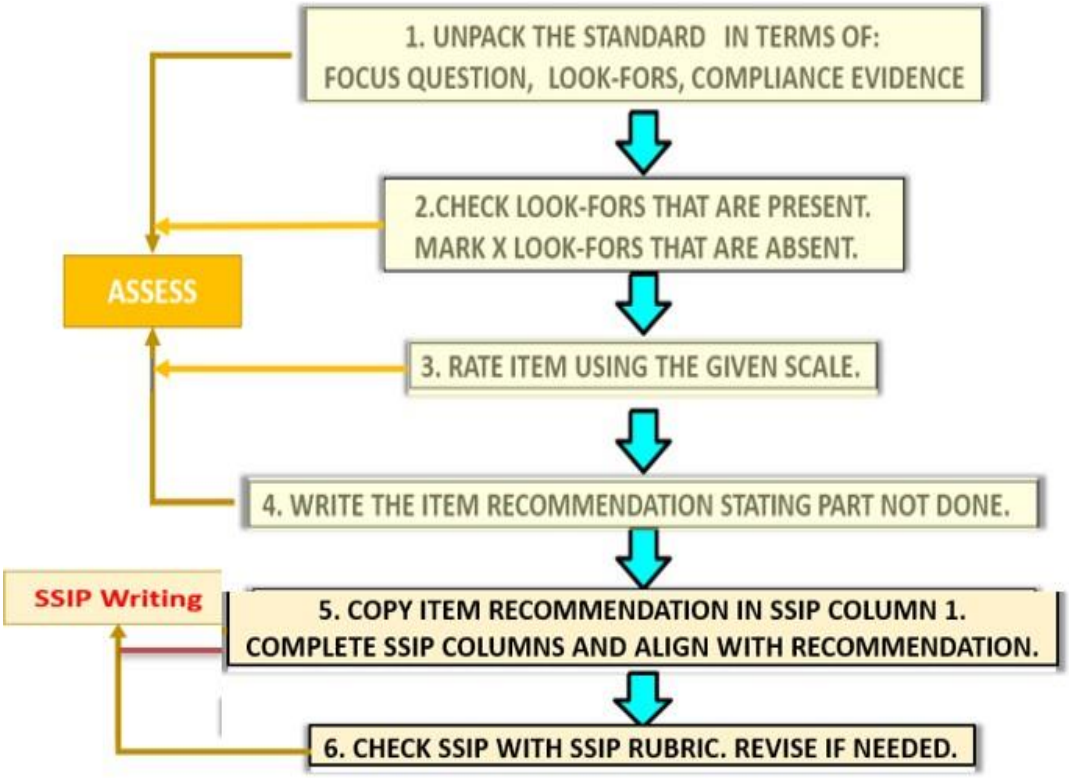
SCHOOL: REGION:
AREA:

| STANDARDS-BASED SCHOOL IMPROVEMENT PLAN | | | | | | | |
|---|---|---|---|---|---|---|---|
| Improvement Plan Item | Smart Goals | Output | Action Steps | Time Period | Monitoring System | Person In Charge | Budget And Budget Source |
| | | | | | | | |

**Lead Questions**

| STANDARDS-BASED SCHOOL IMPROVEMENT PLAN | | | | | | | |
|---|---|---|---|---|---|---|---|
| Improvement Plan Item | Smart Goals | Output | Action Steps | Time Period | Monitoring System | Person In Charge | Budget And Budget Source |
| What must be improved? | Where does STANDARD want us to go? | What are the Look-Fors of the STANDARD? | How do we get there? | When is the expected date of accomplishment? | How can the accomplishment of the Action Steps be monitored? | Who are the persons-in-Charge? | How much would it take to accomplish the GOAL? |

**Six Steps SSIP Writing**



**SCHOOL: St. Padre Pio High School** **REGION: 8**

| IMPROVEMENT PLAN ITEM | SMART GOALS | OUTPUT | ACTION STEPS | TIME PERIOD | MONITORING SYSTEM | PERSON IN CHARGE | BUDGET AND BUDGET SOURCE |
|---|---|---|---|---|---|---|---|
| E. ACADEMIC SUPPORT AND STUDENT DEVELOPMENT SERVICES<br>VI. Health<br>3. Provisions for immediate emergency care | Assign Trained Personnel for the School Clinic to provide immediate emergency care for second semester of SY 2021-2022 | Availability of Emergency Care | 1. Send out request to Red Cross for First- Aid Training of PE Teachers and Senior Boy and Girl Scouts | 1. Sept. 9,2021 | 1. Letter of Request/ Confirmation of Invitation | 1. School Head/ Principal | 1. P25/ Student Activity and Staff Dev't. |
| | | | 2. Conduct First-Aid Training to PE Teachers and Senior Boy and Girl Scouts | 2. Oct. 15,2021 | 2. Training Program/ Certificate of Completion/ Performance evaluation | 2. Principal /PE Teachers | 2. P1,000/ Student Activity and Staff Dev't |
| | | | 3. Arrange School Program/ Schedule to allow PE Teachers to render duty hours in the clinic (Boy/Girl scouts are on call for assistance) | 3. Oct. 29,2021 | 3. Schedule of Duty Hours of Trained Emergency Care Staff | 3. Principal | 3. NONE |
| | | | 4. Assign Service Hours to PE Teachers or allocate Honorarium for assigned PE teachers and awards points for Boy/Girl scouts | 4. .Nov. 4,2021 | 4. Appointment Letter/Contracts of Trained Emergency Care Staff | 4. Principal/ HR | 4. P3,000 per Year/ Salaries and wages |

## Questions for Critiquing SSIP

| STANDARDS-BASED SCHOOL IMPROVEMENT PLAN | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Improvement Plan Item** | **Smart Goals** | **Output** | **Action Steps** | **Time Period** | **Monitoring System** | **Person In Charge** | **Budget And Budget Source** |
| Is the instrument area of the item stated?<br>Is the unaccomplished part of the standard of compliance copied in this column? | Is the stated goal aligned with the improvement plan item?<br>Does the stated goal cover all that are not accomplished?<br>Is the goal specific, measurable, attainable, realistic and time-bound?<br>Does the goal begin with an action word?<br>If there is more than one goal, are the entries numbered? | Does the stated output respond to or answer the unaccomplished parts of the standard?<br>Is the output aligned with the Smart Goals and the look for?<br>Is the output stated as a concrete product, document or observable performance?<br>Does the output comply with the standard?<br>If there is more than one output, are the outputs numbered? | Are the stated action steps in line with the Smart Goal and Output?<br>Are the stated action steps specific or observable? Do they begin with a verb?<br>Do the stated action steps show a logical sequence?<br>Do the action steps lead to the output?<br>If there is more than one output, are the action step numbers consistent with the output numbers? | Is the time period stated?<br>Is the allotted time for the various tasks realistic for doing the different action steps?<br>Is the numbering of the time period entries consistent with the number of the action steps? | Is the stated entry in line with the action steps? Does the monitoring system check on whether the action step is done or completed?<br>Are there specific indicators to achieve and related to target ECE? Are there tools to use?<br>Does the monitoring system involve documenting the accomplishment of the action step? Is the numbering of entries aligned with the action steps? | Does the stated person in charge have the background. qualification or authority needed for doing the output and action steps?<br>Are the entries numbered in line with the action steps one is tasked to do? | Is a specific amount stated?<br>Is the amount drawn from a budgeted item?<br>Is the fund item stated?<br>In cases where there is no actual disbursement of fund, is the source of the expense stated?<br>Is the entry numbered in line with the related action steps or monitoring system? |

## Using the Rubrics

| STANDARDS-BASED SCHOOL IMPROVEMENT PLAN | | | | | | | |
|---|---|---|---|---|---|---|---|
| Improvement Plan Item | Smart Goals | Output | Action Steps | Time Period | Monitoring System | Person In Charge | Budget And Budget Source |
| Area is stated. Standard of Compliance item is stated containing parts that need to be implemented or improved. | Goals are written as specific, measurable, attainable, realistic and time bound. | End result of the various actions steps is clearly described in line with the desired improvement plan area. | Action steps show a detailed and logical process of achieving the SMART Goals and accomplishing the output. | Dates of expected accomplishment of the output are stated and achievable. | A system of reviewing and evaluating the accomplishment of the different action steps and achieving the output is described in detail. | Key point persons responsible for the accomplishment of the SMART Goals are clearly identified and stated. The person has sufficient experience to achieve the goals. | Amount is stated along with the source from the school budget. Amount is sufficient to achieve the output. |

## Rubric of Area's Standards-Based School Improvement Plan

| | 2<br>ADEQUATELY DONE | 1<br>PARTIALLY DONE | 0<br>NOT DONE AT ALL |
|---|---|---|---|
| **1 STANDARDS-BASED IMPROVEMENT PLAN ITEM** | Selected item from the area standard in need of improvement is fully stated. | Selected item from the area standard in need of improvement is partially stated or written as bullet points or phrases. | No improvement plan item is stated. |
| **2 SMART GOALS** | Goals are written as specific, measurable, attainable, realistic and time bound. | Goals are partially written as specific, measurable, attainable, realistic and time bound. | No goals are stated. |
| **3 OUTPUT** | End result is aligned with the requirements of the standards. | End result is inconsistently aligned with the requirements of the standards. | No output is stated. |
| **4ACTION STEPS** | Action steps show a detailed and logical process of achieving the SMART Goals and accomplishing the output. | Action steps are vague and do not show a particular sequence for achieving the SMART Goal and accomplishing the output. | No action steps are described. |
| **5 TIME PERIOD** | Dates of expected accomplishment of the output are stated and achievable. | Dates of expected accomplishment of the output are stated but challenging to meet. | No dates of expected accomplishment are stated. |
| **6 MONITORING SYSTEM** | A system of reviewing and evaluating the accomplishment of the different action steps and achieving the output is described in detail. | A system of reviewing and evaluating the accomplishment of the different action steps and achieving the output is inconsistent in several parts. | No system and dates of monitoring are given. |

| | | | |
|---|---|---|---|
| **7 PERSON IN CHARGE** | Key point persons responsible for the accomplishment of the SMART Goals are clearly identified and stated. The person has sufficient experience to achieve the goals. | Key point persons responsible for the accomplishment of the SMART Goals are vaguely identified and stated. The person lacks relevant experience to achieve the goals. | No person in charge is identified. |
| **8 BUDGET AND BUDGET SOURCE** | Amount is stated along with the source from the school budget. Amount is sufficient to achieve the output. | Amount is stated along with the source from the school budget. Amount is questionable to achieve the output. | No budget and budget source are stated. |
| *** ALIGNMENT** | All above parts are aligned with each other and the standard item. | Some of the above parts are not aligned with each other and the standard item. | No alignment exists in all the above parts |
| | | **TOTAL:** | |
| | | **AVERAGE:** | |

## 6.6: Evaluation Tool for Certification Process

**Private Education Assistance Committee**
**Certification Unit**
**Evaluation of the Certification Process**
(By School Heads)
2021

Name of School: _____

Region: _____

Type of Activity:
___eCertification (applicant schools)
___eRecertification
___eCertification Revisit
___eRecertification Revisit

Date of Activity: _____

Data Privacy Notice
Data from this survey will be treated with utmost confidentiality consistent with current Data Privacy practices and will be used in support of PEAC's thrust of continuous improvement in its operations, programs and services. These data will only be accessible to the PEAC National Secretariat's Quality Management Representative who is not part of the Certification Unit.

Directions: To the School Principal, kindly rate each statement below following the indicated rating scale. Your objective ratings will allow us to further improve our processes and protocols.

Rating Scale:
**5 - Performance is EXEMPLARY**. Performance shows extensive knowledge of the instrument and Process. Skill in the use of instrument and protocols is seamless and harmonized.
**4 - Performance is ABOVE SATISFACTORY.** Performance shows detailed knowledge of the instrument and process and displays ease in the use of the instrument and protocols.
**3 - Performance is SATISFACTORY** and demonstrates adequate knowledge and skill in the instrument, process and protocols.
**2 - Performance is MODERATELY SATISFACTORY** due to minor omissions and errors in the use of the instrument, process and protocols.
**1 - Performance is BARELY SATISFACTORY** due to serious omissions and errors in the use of the instrument, process and protocols. Performance is barely observable.

| **1. (Re)Certification Activity Protocols and Support Services** | **5** | **4** | **3** | **2** | **1** |
|---|---|---|---|---|---|
| 1.1. Pre-Certification Activity | | | | | |
| - Pre-Activity communications, web announcements and releases were instructive and informative. | | | | | |
| - The date of the Certification Activity was properly announced with ample time for preparation. | | | | | |



Internal Use

| | | | | | |
|---|---|---|---|---|---|
| - Cloud storage as the means for submission of required documents and compliance evidences (ECEs) was easy to navigate a convenient. | | | | | |
| - Zoom meeting ID and other details for the Certification Activity are properly endorsed prior to the scheduled activity. | | | | | |
| 1.2. Certification Activity | | | | | |
| - The Certification Activity started and ended on time. | | | | | |
| - Time allotment for the different activities is adequate. | | | | | |
| - Proposed/Suggested activities were undertaken. | | | | | |
| - The Certification System of the Enterprise Information System is operative and efficient. | | | | | |
| - The activity was conducted with utmost professionalism, to wit:<br>a. Dynamics was smooth, cordial and collegial. | | | | | |
| b. Verification activities aimed to elicit relevant information from valid sources and rightful school officials and stakeholders. | | | | | |
| 2.Certification Team Actions | | | | | |
| 2.1. Certifiers, in their interplay, showed:<br>- knowledge of the school | | | | | |
| - purposiveness in their tasks | | | | | |
| - thoroughness at work | | | | | |
| - collegiality, constructivism and competence in the conduct of the activity* | | | | | |
| - earnestness, sincerity, courtesy and prudence in their speech and demeanor* | | | | | |
| 2.2 Certification Assistant, in his/her function: | | | | | |
| - was well-organized in the management of the activity* | | | | | |
| - provided proper assistance when and where needed* | | | | | |
| - communicated guidelines, requirements and instructions clearly and promptly* | | | | | |
| - showed respect, courtesy and propriety in speech and demeanor* | | | | | |

Comments and Suggestions:

_____

_____

Thank you!

_____

Evaluator

Date:



Internal Use