

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.

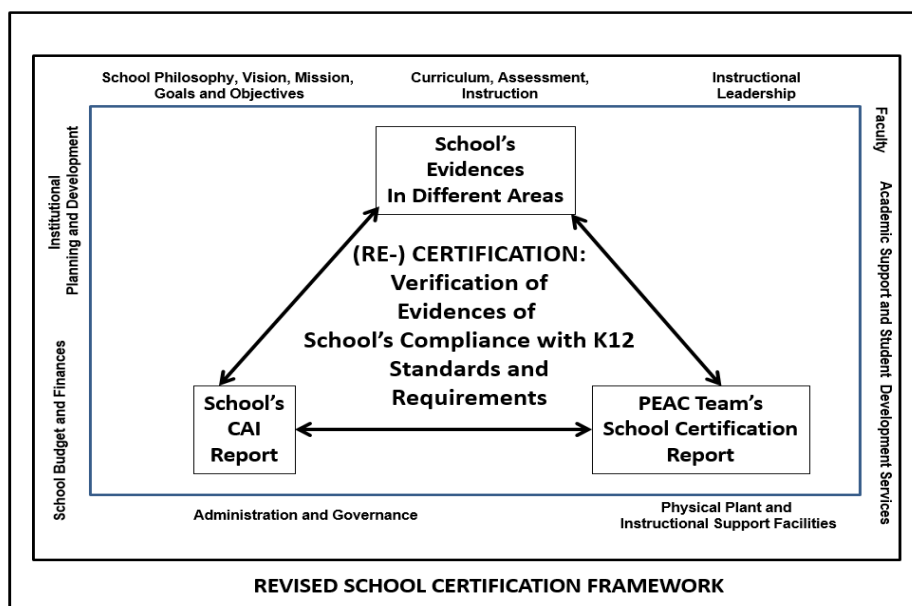
The Department of Education (DepEd) has commissioned the Private Education Assistance Committee (PEAC), through its National Secretariat, to establish a quality assurance certification mechanism that would confirm ESC participating private junior high schools' compliance with DepEd's standards for recognition. 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 Instrument 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:

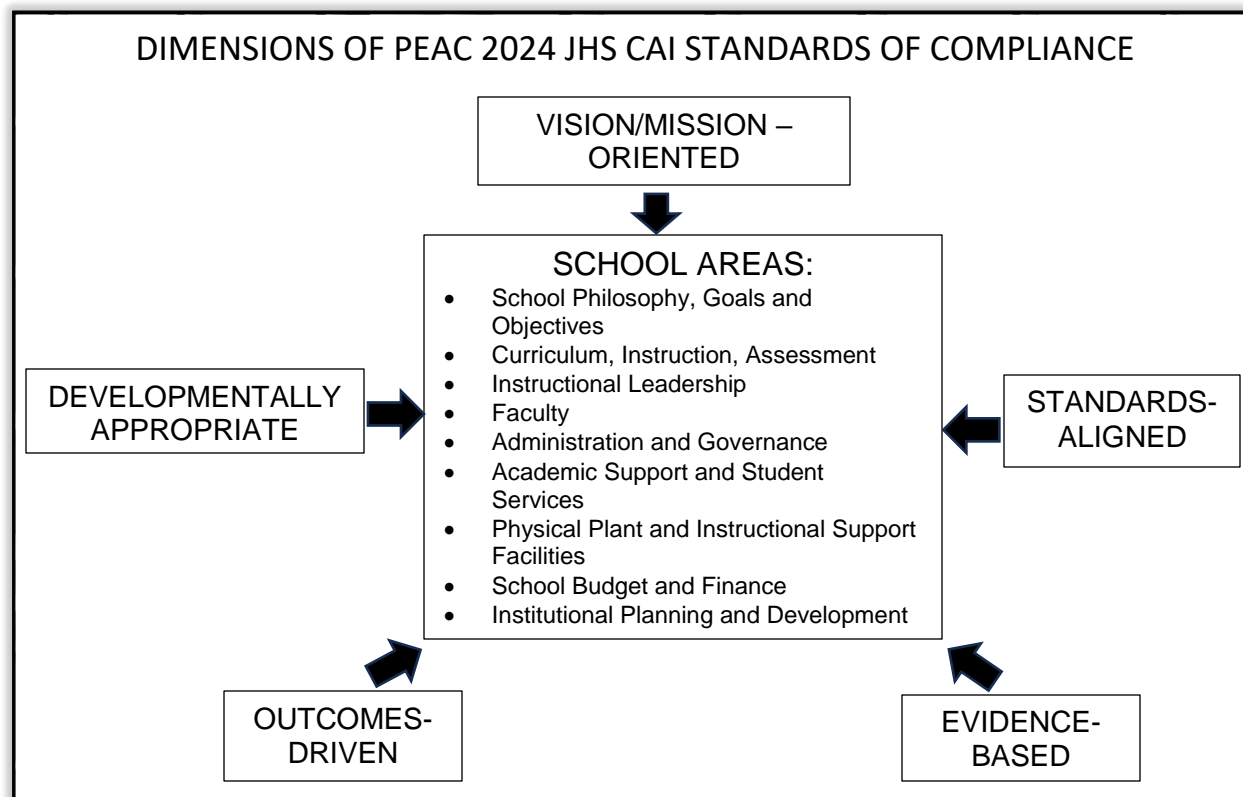


At the center of the diagram is the emphasis of obtaining evidence of the school's compliance with the K12 standards. Schools applying for certification or re-certification prepare a report of their self-assessment of compliance with the standards in each area of the Certification Assessment Instrument 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 Compliance¹

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.

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:

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> - PVMGO statement - School Catalogue/Prospectus - Calendar of Activities - Curriculum maps - Learning Plans - Programs | <ul style="list-style-type: none"> - 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 21 st 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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
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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
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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.

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:					
1.1 Text-based materials like printed or digital copies of self-learning modular supplementary resources*	4	3	2	1	0
1.2 Non-text-based materials like tools, devices, equipment and manipulatives, digitized learning materials, video-lessons, radio-based lessons, etc*					

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: - Notarized Contracts of Key Non-Teaching Personnel - Key Non-Teaching Personnel 201 File - Personnel profile - 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: 3.1. e-tools, equipment and facilities 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: - 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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.

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	

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

CLASSROOM OBSERVATION FORM

Name of School:						
Region:						
Address:						
Name of Teacher:						
Subject of Instruction:				Grade Level/Section:		
Name of Observer:				Date of Observation:		
RATING SCALE: 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.						
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 21 st 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 Learning² (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

² 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:

<u>DOMAIN 1: Instructional Design</u> : 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					