

## **SCHOOL YEAR 2018-2019 ESC CERTIFICATION ASSESSMENT INSTRUMENT USER'S GUIDE**

### *Background and Rationale*

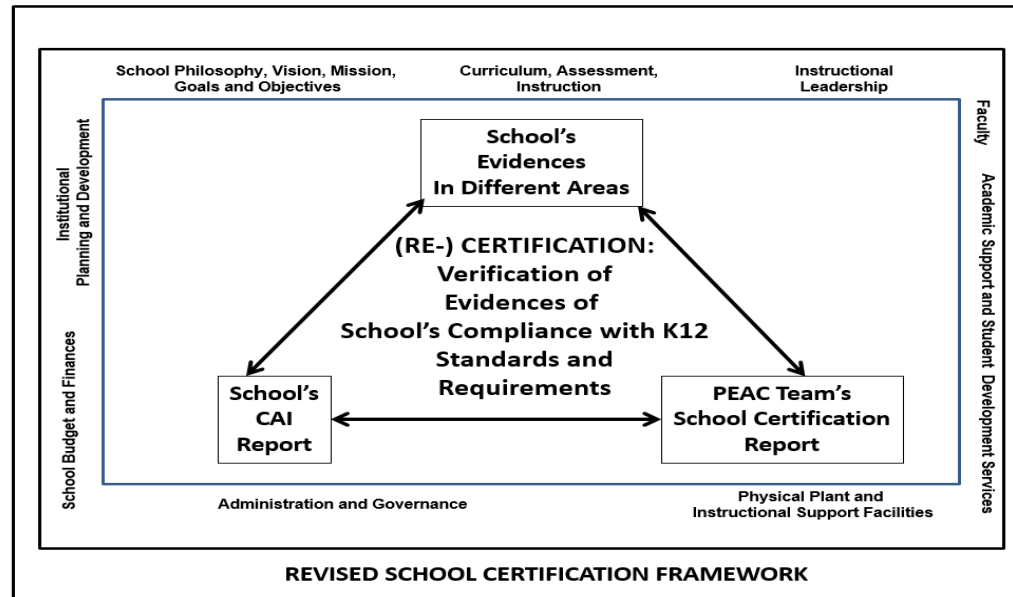
A Junior High School participating in the Educational Service Contracting (ESC) Program of the Department of Education (DepEd) is expected to fully comply with the minimum standards for secondary educational institutions. It must also be committed to become an effective school in delivering quality educational 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.

### *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 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.

<b>Standards of Compliance</b>	<b>Focus Questions:</b>	<b>Look-Fors:</b>	<b>ECEs:</b>
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			
<b>COMMENTS:</b>			

## 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 - 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 - 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 - 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 - System of or procedures for Curriculum Development and Updating - 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 separately stated for certain strands in each subject area?	- Vertical learning progression across grade levels of student skills for certain subject strands per subject area	- 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 - Subject Curriculum Maps - System of or procedures for Curriculum Development and Updating

2. The implementation and continuous improvement of the curriculum maps by:			
- 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? - 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	- Minutes of meeting of Academic Council or Subject Coordinators' Council or subject department meetings - Subject Learning Plans - Subject Tables of Specification - Unit Assessment Maps - List and description of Curriculum Development Activities - Instructional Supervision Program - Instructional supervisory reports - Sample Assessment Instruments - System of Learning Plan Preparation - System of Assessment Preparation - 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?	- Results of curriculum review and recommended revisions and updates - Citation of latest versions of DepEd Curriculum Guide in the curriculum maps of the different subjects	- 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 or procedures

			for Curriculum Development and Updating - List and description of Curriculum Development Activities - Subject Curriculum Maps - System of citation of versions of DepEd Curriculum Guide - File copy of latest versions of DepEd Curriculum Guides
3. Learning plans in each subject area that show:			
- use of and alignment with curriculum standards*	- Are LP objectives or targets consistent with the standards and competencies prescribed in the curriculum maps?	- Inclusion of curriculum map unit content and performance standards and competencies in learning plans	- Subject Learning Plans - System of Learning Plan Preparation - Instructional Supervisory Reports
- 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? - 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 - Provision in LP of activities and assessments leading to and preparing the students for the unit performance task	- Subject Learning Plans - System of Learning Plan Preparation - Instructional Supervisory Reports - 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? - Are learner-centered strategies/activities used to generate student participation during classroom encounters?	- Inclusion of research-based strategies in LP classroom procedures - Inclusion of learner-centered strategies in LP classroom procedures	- Subject Learning Plans - System of Learning Plan Preparation - Instructional Supervisory Reports - Minutes of meetings of Department Subject regarding classroom strategies - Faculty Development Training Seminars and



			Workshops - 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*	<ul style="list-style-type: none"> <li>- Is there PVMGO-CV integration in the LP and learning encounters?</li> <li>- Are there 21<sup>st</sup> century skills development activities in the LP and learning encounters?</li> <li>- Are there real-world/ authentic transfer tasks in the LP and in the learning encounters?</li> <li>- Are interdisciplinary discussions, projects and tasks included in classroom instruction?</li> <li>- Is technology used to support classroom instruction?</li> </ul>	<ul style="list-style-type: none"> <li>- Inclusion of PVMGO-CV integration in LP</li> <li>- Inclusion in LP of activities related to development of 21<sup>st</sup> century skills in LP</li> <li>- Provision of opportunities in LP for subject integration</li> <li>- Provision in LP for discussion of or encounters with real-world challenges or issues</li> <li>- Provision in LP for use of technology in class activities or assessment</li> </ul>	<ul style="list-style-type: none"> <li>- Subject Learning Plans</li> <li>- System of Learning Plan Preparation</li> <li>- Instructional Supervisory Reports</li> <li>- Minutes of meetings of Department Subject regarding classroom strategies</li> <li>- Faculty Development Training Seminars and Workshops</li> <li>- Classroom Observation Form</li> <li>- Integrated Performance Tasks</li> <li>- Community Awareness, Exposure or Immersion Activities related to Unit Topic</li> <li>- System of Technology Integration</li> <li>- Technology Platforms or Learning Management Systems</li> </ul>
- provisions of different activities that are sensitive to and address the learners' varied interests and learning styles	<ul style="list-style-type: none"> <li>- Are there provisions/ activities that meet the learners' varied interests, styles or multiple intelligences?</li> </ul>	<ul style="list-style-type: none"> <li>- Inclusion of differentiated activities in LP</li> </ul>	<ul style="list-style-type: none"> <li>- Subject Learning Plans</li> <li>- System of Learning Plan Preparation</li> <li>- Instructional Supervisory Reports</li> <li>- Minutes of meetings of Department Subject regarding classroom activities</li> <li>- Faculty Development Training Seminars and Workshops</li> </ul>

			- Classroom Observation Form
- selection and use of appropriate instructional resources that are aligned with the curriculum maps, standards and competencies	<ul style="list-style-type: none"> <li>- Is there a process of selection of instructional materials as prescribed by the curriculum map?</li> <li>- Is the use of instructional materials in classroom instruction appropriate and timely as stipulated in the curriculum maps?</li> </ul>	<ul style="list-style-type: none"> <li>- Inclusion in LP of appropriate instructional resources/materials</li> <li>- Alignment of selected instructional resources/materials with curriculum map resources/materials specifications</li> </ul>	<ul style="list-style-type: none"> <li>- System of Selection, Procurement, Development and Utilization of Instructional Resources/Materials</li> <li>- Subject Learning Plans</li> <li>- System of Learning Plan Preparation</li> <li>- Instructional Supervisory Reports</li> <li>- Minutes of meetings of Department Subject regarding instructional resources/materials</li> <li>- Faculty Development Training Seminars and Workshops</li> <li>- Classroom Observation Form</li> <li>- Library reports on utilization of print, electronic and audio-visual resources for classroom instruction</li> </ul>
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 21 <sup>st</sup> Century skills?	<ul style="list-style-type: none"> <li>- Provision of summative and formative assessments in curriculum map and LP that measure students' achievement of standards and competencies</li> <li>- Provision of performance task in curriculum map and LP that measures students' achievement of performance standard</li> <li>- Provision of assessments in LP of students' development</li> </ul>	<ul style="list-style-type: none"> <li>- System of Assessment Preparation</li> <li>- Subject Tables of Specification</li> <li>- Unit Assessment-Activities Matrix or Unit Assessment Map</li> <li>- Samples of Subject Summative and Formative Assessments</li> <li>- Subject Learning Plan</li> <li>- Samples of Performance Tasks</li> </ul>

		of 21 <sup>st</sup> century skills	<ul style="list-style-type: none"> <li>- Samples of Evaluation of Students' 21<sup>st</sup> century skills</li> <li>- Instructional Supervisory Reports</li> <li>- Minutes of meetings of Department Subject regarding instructional resources/materials</li> <li>- Faculty Development Training Seminars and Workshops</li> </ul>
5. An intervention program for students with learning difficulties*	<ul style="list-style-type: none"> <li>- Are there intervention activities to assist students with learning difficulties? Children with Special Needs?</li> </ul>	<ul style="list-style-type: none"> <li>- Program or system of academic interventions to improve student performance</li> </ul>	<ul style="list-style-type: none"> <li>- Response to Intervention Program or System or Academic Intervention Program</li> <li>- Subject Learning Plans</li> <li>- Reports on results of academic interventions by PLC groups</li> <li>- Subject department reports of student achievement and results of interventions</li> <li>- Formative Assessments in different subject areas</li> <li>- Minutes of meetings of Academic Council or Subject Coordinators' Council or subject department meetings on system of addressing children with special needs</li> <li>- Instructional supervisory Reports</li> </ul>
6. Teachers' performance of instructional procedures that show the use, development and attainment of K to12 standards & competencies*	<ul style="list-style-type: none"> <li>- Are there documents, class observation reports or summaries of teacher performance on the use,</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers' level of performance and implementation of curriculum map specifications and LP</li> </ul>	<ul style="list-style-type: none"> <li>- Records of classroom observations conducted by supervisors</li> <li>- Instructional Supervisory</li> </ul>

	development and attainment of Kto12 standards and competencies?	during classroom instruction	Reports
7. Observation of classroom instruction during certification visit*			- Classroom Observation Form
<b>AREA RATING:</b>			
<b>COMMENTS:</b>			

### 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 21<sup>st</sup> 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.

<b>Standards of Compliance</b>	<b>Focus Questions:</b>	<b>Look-Fors:</b>	<b>ECEs:</b>
1. A system that actively communicates to Various stakeholders the school's Vision, Mission, and K to12 standards and directions and school's development of innovations in curriculum development, assessment and instruction*	<ul style="list-style-type: none"> <li>- Are the PVMGO and Kto12 directions disseminated to stakeholders?</li> <li>- Are curriculum development and innovations disseminated to stakeholders?</li> </ul>	<ul style="list-style-type: none"> <li>- Inclusion of explanation of school's PVMGO and Kto12 curriculum directions and plans in presentation or orientation program</li> </ul>	<ul style="list-style-type: none"> <li>- Orientation Program Minutes/Documentation</li> <li>- 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</li> </ul>
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*	<ul style="list-style-type: none"> <li>- Are there established monitoring and evaluation processes on the alignment of curriculum instruction and PVMGO with school operations?</li> </ul>	<ul style="list-style-type: none"> <li>- Alignment of operations plans with school's PVMGO and curriculum goals</li> <li>- Achievement of operations plans for implementation of PVMGO and curriculum goals</li> </ul>	<ul style="list-style-type: none"> <li>- SSIP Area in Curriculum, Assessment and Instruction</li> <li>- SSIP Performance Report in Area of Curriculum, Assessment and Instruction</li> <li>- Annual Operational Plan Performance Report</li> <li>- Annual Operational Plan Achievement Report</li> <li>- Minutes of meeting of Academic Council or Subject</li> </ul>

			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*	<ul style="list-style-type: none"> <li>- Are data on student learning and performance collected regularly?</li> <li>- Are these data interpreted and analyzed? Are the data used to make decisions regarding curriculum development and updating?</li> <li>- Is there regular dissemination of data on student learning performance to key administrators to guide decision-making?</li> </ul>	<ul style="list-style-type: none"> <li>- Data on student achievement of curriculum map standards and competencies</li> <li>- System of reporting, disseminating and using data on student achievement to various administrators</li> </ul>	<ul style="list-style-type: none"> <li>- Subject Reports on Student Performance of Curriculum Map Standards and Competencies</li> <li>- Data Presentations in Subject PLC meetings</li> <li>- System of or procedures for Curriculum Development and Updating</li> <li>- Sample students' answers in formative assessments in different subject areas</li> <li>- Minutes of meeting of Academic Council or Subject Coordinators' Council or subject department meetings</li> <li>- Periodic or annual reports on curriculum evaluation</li> </ul>
4. Continuous improvement of the curriculum and instruction through development activities in the Standards-based School Improvement Plan area of Curriculum, Assessment and Instruction*	<ul style="list-style-type: none"> <li>- Are curriculum development efforts and strategies included in the SSIP?</li> </ul>	<ul style="list-style-type: none"> <li>- Provision of curriculum development activities in SSIP area of Curriculum, Assessment and Instruction</li> <li>- Reports of accomplishment of development activities of SSIP area of Curriculum, Assessment and Instruction in Annual Operational Plans</li> </ul>	<ul style="list-style-type: none"> <li>- Standards-based School Improvement Plan in the area of Curriculum, Assessment and Instruction</li> <li>- Annual Operational Plans</li> <li>- Minutes of meeting of Academic Council or Subject Coordinators' Council or subject department meetings</li> <li>- Curriculum evaluation and Recommendations</li> </ul>

5. A supervisory program that:			
- monitors and evaluates teachers' instructional effectiveness and use of the standards in curriculum development, assessment and instruction	- Is there regular monitoring and evaluating of teachers' effectiveness on the use of Kto12 standards on curriculum, assessment and instruction?	- Data on or general/ individual profile of teachers' strengths and areas for improvement in implementing curriculum standards and competencies	- Instructional Supervisory Program - Records of classroom observations done by subject coordinators and other academic supervisors - Minutes of subject department meetings - Minutes of year level PLC meetings - Records of post-classroom observation conference by subject coordinator or principal with teacher - Annual interview by principal of teacher
- 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 Kto12 standards and competencies and 21 <sup>st</sup> century skills?	- Provision of opportunities or activities for coaching and mentoring teachers on various aspects of teaching and learning	- Instructional Supervisory Program - Faculty Professional Development Program and seminars-workshops involving coaching and mentoring - 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? - Are teacher activities on analyses of student	- Protocol for analyzing data on student achievement and determining appropriate interventions - Results of effect of interventions on student performance	- Schedules and Minutes of Year level or subject department PLC meetings - Sample PLC reports - Minutes of Department Meetings on Student Performance and Intervention

	performance and intervention planning consistent and regularly conducted?		Planning
7. Provision for timely access to and optimum use of instructional resources, facilities materials and equipment	<ul style="list-style-type: none"> <li>- Are instructional materials and equipment available and accessible for teachers' use?</li> <li>- Is the use of instructional materials and equipment consistent? Optimized?</li> </ul>	<ul style="list-style-type: none"> <li>- Policies for teachers' access to and use of instructional materials, equipment and resources</li> </ul>	<ul style="list-style-type: none"> <li>- System for Selection, Procurement, Development and Utilization of Instructional Resources/Materials</li> <li>- Library Policies for borrowing and using print, audiovisual and electronic resources and materials</li> <li>- Custodian reports on utilization of print, audiovisual and electronic resources and materials and equipment</li> <li>- Subject curriculum maps</li> <li>- Subject learning plans</li> </ul>
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 *	<ul style="list-style-type: none"> <li>- Is there a development plan for administrators that include: <ul style="list-style-type: none"> <li>a. Graduate studies?</li> <li>b. Seminars and trainings on curriculum updating, teaching and learning?</li> <li>c. Instructional management?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Professional development programs that upgrade the instructional leaders' academic qualifications and update their knowledge of current trends</li> <li>- Professional development programs that upgrade the instructional leaders' management competencies</li> </ul>	<ul style="list-style-type: none"> <li>- Plans in SSIP area of Instructional Leadership, Faculty and Administration and Governance</li> <li>- Annual Operational Plan</li> <li>- Faculty Professional Development Program and seminars-workshops</li> <li>- School support for faculty and administrators' graduate studies</li> </ul>
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 and curriculum goals	<ul style="list-style-type: none"> <li>- Are there established networks and linkages with partner agencies and support groups in the promotion of the PVMGO? In the attainment of the</li> </ul>	<ul style="list-style-type: none"> <li>- Provision of activities which enable school partners and linkages to dialogue on possible contributions to the school's attainment of the school's PVMGO and</li> </ul>	<ul style="list-style-type: none"> <li>- System for Selecting and Establishing School Partners and Linkages</li> <li>- Directory of School Partners and Linkages</li> <li>- Minutes of meetings with</li> </ul>



	curriculum goals?	curriculum goals	School Partners and Linkages - List of Activities with School Partners and Linkages
<b>AREA RATING:</b>			
<b>Comments:</b>			

## 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:
1. A system for:			
- recruiting, screening and hiring licensed and qualified teachers*	- Are there established SOPs/policies for recruiting, screening and hiring? - Are the teachers licensed and qualified?	- Recruiting, screening and hiring protocols - Professional licenses of Teachers	- Recruitment, Selection, Hiring/Placement Policies and Procedures - Notarized Teachers' Contracts - Administration Manual - Teachers' profile - 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 - Teachers' loads and assignments in their field of concentration	- Teachers' Program - Summary of Faculty Loads and Assignments - Teachers' Contracts
- 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	- Is there a Faculty Manual that defines functions, duties	- Faculty Manual that includes faculty functions	- Faculty Manual - Minutes of the Faculty

<p>privileges that is accepted, published and well-disseminated*</p>	<p>and responsibilities, benefits and privileges, and school policies involving faculty service?</p> <ul style="list-style-type: none"> <li>- Is this manual published and distributed?</li> <li>- Are the manual contents discussed and well-disseminated?</li> </ul>	<p>and responsibilities, benefits and privileges and school policies</p> <ul style="list-style-type: none"> <li>- Accepted, Published, well-disseminated and distributed Faculty Manual</li> </ul>	<p>Meetings where the contents of the Faculty Manual were discussed</p>
<p>3. Faculty development plan designed to:</p>			
<ul style="list-style-type: none"> <li>- help teachers achieve professional growth in the seven domains and meet the standards of the 2017 Philippine Professional Standards for Teachers*</li> </ul>	<ul style="list-style-type: none"> <li>- Does the Faculty Development Plan include strategies towards the development of the 7 domains prescribed by the 2017 PPST?</li> </ul>	<ul style="list-style-type: none"> <li>- Faculty Development Plan that includes the development of the 7 domains prescribed by the PPST</li> <li>- Content Knowledge and Pedagogy</li> <li>- Learning Environment</li> <li>- Diversity of Learners</li> <li>- Curriculum and Planning</li> <li>- Assessment and Reporting</li> <li>- Community Linkages and Professional Engagement</li> <li>- Personal Growth and Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>- Faculty Development Plan</li> <li>- Faculty Development Plan Evaluation Instruments, Results and Summaries</li> <li>- Faculty Performance Evaluation Instruments, Results and Summaries</li> </ul>
<ul style="list-style-type: none"> <li>- enable teachers to organize and participate in Professional Learning Communities for collaborative work, peer observation and improved student Learning*</li> </ul>	<ul style="list-style-type: none"> <li>- 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</li> </ul>	<ul style="list-style-type: none"> <li>- organization of and participation in PLC by the teachers</li> <li>- inclusion of collaborative work and study and peer evaluation</li> </ul>	<ul style="list-style-type: none"> <li>- List of PLC Activities</li> <li>- Minutes of the PLC meetings</li> <li>- Attendance Sheets during the PLC meetings</li> <li>- Faculty Evaluation reports by Peers</li> </ul>

	participative faculty performance evaluation and peer evaluation?		
- 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 - List of Recipients of Faculty Awards - Faculty performance appraisal instruments and results
4. Regular conduct of faculty performance appraisal as basis for promotion and clinical supervision *	- Is faculty performance appraisal conducted regularly? - Is faculty performance utilized as basis for promotion/recognition? Clinical supervision?	- Regular faculty performance appraisal - Use of performance results in promotion, salary upgrading, recognition and clinical supervision	- Summary of Faculty Performance Appraisal results - Promotion Policies - Salary Scale - Supervisory Plan/Clinical Supervision Plan
<b>AREA RATING:</b>			
<b>Comments:</b>			

## 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 service units are measures of quality facilitate the effective delivery of classroom instruction: 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-materials repository of the school. The Library-IMC is designed to facilitate active and inquiry-based learning, individual study and research and leisurely reading. It serves as an integral part of every learners' educational experience. Accessibility 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: 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 students to usher them to the school and its various programs and offerings, individual student inventory of personal and pertinent psychological 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 the themselves, 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 procedures and proper nutrition essential for the well-being of the learners while they are in school.

The Student Activity Program includes co-curricular and extra - curricular activities that promote the holistic development of the learners, complement the academic 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 when called for. It is implemented by a Discipline Officer.

Standards of Compliance	Focus Questions:	Look-Fors:	ECEs:
I. General			
1. Key non-teaching personnel that provide academic support services are licensed or qualified according to national standards: <ul style="list-style-type: none"> <li>- Registrar *</li> <li>- Librarian *</li> <li>- Guidance *</li> <li>- Medical staff *</li> <li>- Dental staff *</li> </ul>	- Are the key Non-Teaching personnel licensed or qualified?	- PRC licenses of Key Non-Teaching Personnel - Official Transcript of Records of Key Non-Teaching Personnel	- Notarized Contracts of Key Non-Teaching Personnel - Key Non-Teaching Personnel 201 File - Personnel profile
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 - Enrollment Statistics - Personnel Statistics - Personnel-Student Ratio *Guidance Counsellor – 1:500 *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 - 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? - Does it include among others the following: <ul style="list-style-type: none"> <li>a. Graduate studies?</li> <li>b. Skills Training?</li> </ul>	- A professional development plan for non-teaching personnel which includes: graduate studies, skills training, performance evaluation, coaching and mentoring, etc.	- Professional Development Plan for Non-Teaching Personnel - Calendar of Professional Development Activities for Non-Teaching personnel - Forms of Assistance for:

	c. Coaching and Mentoring?		a. Graduate Studies b. Skills Training c. Coaching and mentoring
II. Registrar's Office			
1. Established policies and procedures for safekeeping, retrieval, retention and disposal of students' 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 Safekeeping, Retrieval, Retention and disposal	- Registrar's Office SOPs/ Handbook/Manual - Administration Manual - Data Privacy Policies and Protocols
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 - Consistent Implementation of the Admission and Enrollment procedures	- Announcements and Bulletin Board postings of Registrar's Office Admission and Enrollment SOPs - Registrar's Office Handbook - Admission and Enrollment Brochures/Flyers - 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 - accessibility and easy retrieval of school data and information	- Updated and current MIS - School Forms
III. Library-Instructional Media Center			
1. A program for the management and development of library, Instructional Media Center and digital learning resources towards optimum utilization by students and faculty in instructional activities and research*	- Is there a program for the management and development of the library, media and digital learning resources to support students and faculty in their instructional activities and research needs? - Is there a program for the management and development of library services to support	- Program/Plan for the Development of the Library, IMC and digital Learning Resources and services - allocation of fees for library acquisitions (70%)	- Library-IMC Development Program - Library-IMC Accession and Inventory Records - SSIP - Library Budget - Annual School Budget

	<p>students and faculty in their instructional activities and research needs?</p> <ul style="list-style-type: none"> <li>- Is the allocation from the library fees for the development of library collections and services adequate?</li> </ul>		
<p>2. Varied and accessible Library Services responsive to classroom instruction needs such as library instruction and orientation, leisure reading, individual study and research, etc.*</p>	<ul style="list-style-type: none"> <li>- Is the library and its services accessible? Centrally-located? Open through-out the day/ Whole-Day schedule?</li> <li>- Does the library provide a variety of services that support instruction such as: <ul style="list-style-type: none"> <li>a. Library orientation?</li> <li>b. Leisure Reading?</li> <li>c. Individual Study and Research?</li> <li>d. Instructional Program</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Accessibility of library and its services</li> <li>- variety of the library services</li> </ul>	<ul style="list-style-type: none"> <li>- School map</li> <li>- Calendar of Activities of the Library</li> <li>- Library Activities for Students and Teachers</li> <li>- Library Schedule</li> <li>- List of library services and Programs</li> </ul>
<p>3. Adequate space, holdings, fixtures and operational dynamics that comply with established Library – IMC management standards*</p>	<ul style="list-style-type: none"> <li>- Is the library floor space adequate for the school population size?</li> <li>- Is the seating capacity adequate for the school population size?</li> <li>- Are the number of books adequate for the school population size?(4-5 reference books per area) (4000 initial collection)</li> <li>- Does the library have the following: <ul style="list-style-type: none"> <li>a. Charging table?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Compliance of Lib-IMC space (72 sq.m./500 students + 8% of enrollment in excess)</li> <li>- Compliance of seating capacity (12% of population for sm; 15% of population for big)</li> <li>- Compliance with minimum number of holdings, fixtures and operational structures (4-5 reference books per area; 4000 initial collection) (fixtures and structures a-j)</li> </ul>	<ul style="list-style-type: none"> <li>- Library Floor Plan</li> <li>- Accession record and inventory list</li> <li>- Actual number of seats</li> </ul>



	<ul style="list-style-type: none"> <li>b. Professional/Faculty section</li> <li>c. Technical Area</li> <li>d. Card Catalogues? OPAC?</li> <li>e. Circulation Area</li> <li>f. Periodicals Area</li> <li>g. Filipiniana Area</li> <li>h. Study and Research Area</li> <li>i. Internet Area</li> <li>j. Library tools: Dewey Decimal System, AACR II, Sear's List</li> </ul>		
4. Wide and balanced collection of students' references and professional books in the different subjects and disciplines and other print and non-print instructional materials collaboratively selected by the students, teachers & academic teams*	<ul style="list-style-type: none"> <li>- Is there a wide and balanced collection of: <ul style="list-style-type: none"> <li>a. Print and non-print?</li> <li>b. Professional and student references?</li> <li>c. Books and Periodicals?</li> <li>d. General References, Yearbooks, dictionary and almanacs?</li> </ul> </li> <li>- Are the various academic areas involved in maintaining the balance of library collection? Selection and prioritization of acquisition?</li> </ul>	<ul style="list-style-type: none"> <li>- Library Collection Program with a wide and balanced: <ul style="list-style-type: none"> <li>a. Print materials</li> <li>b. IMC and digital materials</li> </ul> </li> <li>- Library Committee that represents the various the academic sectors that guides in selection and prioritization of library acquisition</li> </ul>	<ul style="list-style-type: none"> <li>- Library Collection Program</li> <li>- Accession Record and Inventory List</li> <li>- Number of Titles per area per copyright date</li> <li>- IMC and digital collection</li> <li>- Library Committee membership, functions, schedule of meetings and minutes</li> </ul>
IV. Laboratories			
1. Provisions for laboratory instructional activities that are supported by appropriate laboratory supplies, tools and equipment	<ul style="list-style-type: none"> <li>- Are the laboratory supplies, tools and equipment appropriate for the</li> </ul>	<ul style="list-style-type: none"> <li>- appropriateness of laboratory supplies, tools and equipment needed by</li> </ul>	<ul style="list-style-type: none"> <li>- Inventory list per laboratory</li> <li>- List of Laboratory Activities per subject</li> </ul>

<ul style="list-style-type: none"> <li>- Biology*</li> <li>- Chemistry*</li> <li>- Physics*</li> <li>- TLE Laboratories*</li> <li>- Computer Laboratories*</li> </ul>	<p>laboratory activities prescribed by the curriculum maps?</p> <ul style="list-style-type: none"> <li>- Are the laboratory supplies, tools and equipment adequate for the average class size?</li> </ul>	<p>the prescribed laboratory activities</p> <ul style="list-style-type: none"> <li>- Adequacy of laboratory supplies, tools, and equipment for the class population</li> </ul>	<ul style="list-style-type: none"> <li>- List of Laboratory Experiments/Activities</li> </ul>
<p>2. Policies and procedures on the systematic management of materials and equipment of the laboratories towards efficient and effective operational delivery such as: requisition, procurement, inventory, storing, labeling and display, dispensing, repair, maintenance, etc.</p> <ul style="list-style-type: none"> <li>- Biology</li> <li>- Chemistry</li> <li>- Physics</li> <li>- TLE Laboratories</li> <li>- Computer Laboratories</li> </ul>	<ul style="list-style-type: none"> <li>- Are there established policies and procedures on systematic and sustainable management of the laboratories? Written and disseminated?</li> <li>- In the Laboratories, is there consistent and proper implementation of SOPs for Requisition? Procurement? Inventory? Storing, Labeling and Display?</li> <li>- Dispensing? Repair and Maintenance?</li> </ul>	<ul style="list-style-type: none"> <li>- Written and disseminated laboratory SOPs and protocols</li> <li>- Consistent implementation of laboratory management SOPs</li> </ul>	<ul style="list-style-type: none"> <li>- Laboratory Handbook/ Manual/SOPs</li> <li>- Postings of Laboratory SOPs</li> <li>- Laboratory Orientation Program</li> <li>- Minutes of laboratory Orientation</li> <li>- Laboratory Calendar of Activities</li> </ul>
<p>V. Guidance and Counseling</p>			
<p>1. A holistic, responsive and differentiated guidance and counseling program that addresses the students' academic, personal and career needs, collaboratively implemented with parents and teachers*</p>	<ul style="list-style-type: none"> <li>- Is there a guidance and counseling program that meets the needs of the students?</li> <li>- Is the guidance and counseling program collaboratively implemented?</li> </ul>	<ul style="list-style-type: none"> <li>- Program that provides holistic, responsive and differentiated Guidance and Counseling to students</li> <li>- Collaborative implementation of the Guidance and Counseling program</li> </ul>	<ul style="list-style-type: none"> <li>- Guidance and Counseling Program</li> <li>- Guidance and Counseling Program Mechanics, Activities and Schedule</li> <li>- List of Guidance and Counseling Program Resources</li> <li>- Parents Facilitators</li> <li>- Peer Facilitators</li> </ul>
<p>2. A developmental career guidance program that provides students with adequate knowledge and experience about the world</p>	<ul style="list-style-type: none"> <li>- Is there a developmental career guidance program?</li> </ul>	<ul style="list-style-type: none"> <li>- Program to assist students towards making correct career choices</li> </ul>	<ul style="list-style-type: none"> <li>- Developmental Career Guidance Program</li> </ul>

of work and potential careers*			
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*	<ul style="list-style-type: none"> <li>- Is there a functional testing program?</li> <li>- Are there varied test materials: psychological, intelligence and achievement, career and interest?</li> </ul>	- A program for inventory and testing of students' psychological make-up, traits and interests	<ul style="list-style-type: none"> <li>- Inventory and Testing Program</li> <li>- List of Testing Materials Available</li> <li>- Student Individual Inventory Records/ Student Cumulative Records</li> <li>- Testing Program Schedule</li> </ul>
4. A program for regular monitoring and follow-up of student progress*	- Is there a regular monitoring and follow-up of student progress?	- Regular monitoring and follow-up of students' progress in school	<ul style="list-style-type: none"> <li>- Student Follow-up Service Program</li> <li>- Student Follow-up service activities</li> <li>- Student's anecdotal records</li> </ul>
5. A Homeroom Guidance Program responsive to varying needs of the student*	- Is there a functional Homeroom Guidance Program?	- Functional Homeroom Guidance Program	<ul style="list-style-type: none"> <li>- Homeroom Guidance Program</li> <li>- Homeroom Guidance Activities</li> <li>- Homeroom Guidance Schedule</li> </ul>
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	<ul style="list-style-type: none"> <li>- Student Information and Records Management SOPs</li> <li>- Guidance Center Handbook/ Manual</li> </ul>
VI. Health Services			
1. Annual medical and dental check- ups*	- Are medical and dental check-ups conducted annually?	- Annual medical and dental check-ups	<ul style="list-style-type: none"> <li>- Schedule of medical and dental check-ups</li> <li>- Student Health records</li> </ul>
2. Updated and well-kept medical and dental records of students*	- Are the medical and dental records of students complete, updated and secure?	- Complete, updated and secure Health Service files	- Student Health Records

<p>3. Provisions for adequate and immediate emergency care*</p>	<ul style="list-style-type: none"> <li>- Is there a trained staff available to give first-aid and emergency care when needed?</li> <li>- Are there adequate provisions for first aid and emergency care?</li> </ul>	<ul style="list-style-type: none"> <li>- Adequacy of provisions for first-aid and emergency care</li> <li>- Availability of first and emergency care</li> </ul>	<ul style="list-style-type: none"> <li>- Assigned staff to provide emergency care</li> <li>- Trainings of assigned staff</li> <li>- Emergency Care SOPs/ Clinic</li> <li>- Student Handbook/Manual</li> <li>- First aid and emergency care SOPs</li> </ul>
<p>VII. Student Activity Program</p>			
<p>1. A student handbook stipulating policies on students' rights, responsibilities and decorum, school student provisions and school discipline that is published, distributed and well-disseminated to all students, parents and personnel*</p>	<ul style="list-style-type: none"> <li>- Is there a Student Handbook containing policies pertinent to student life in school?</li> <li>- Is the Student Handbook published? Distributed? Well-disseminated?</li> </ul>	<ul style="list-style-type: none"> <li>- A Handbook/Manual or guide on student rights, responsibilities, proper decorum and discipline policies</li> <li>- Dissemination, publication and distribution of the Student Handbook and its contents</li> </ul>	<ul style="list-style-type: none"> <li>- Student Handbook/Manual</li> <li>- Student Orientation Program</li> <li>- Minutes of the Orientation Meetings</li> </ul>
<p>2. A system for collaborative review and updating of the student handbook consistent with school's vision-mission and with the latest legal provisions</p>	<ul style="list-style-type: none"> <li>- Is the Student Handbook updated to align with the PVMGO and latest legal provisions?</li> <li>- Is the review and revision a collaborative endeavor among school stakeholders?</li> </ul>	<ul style="list-style-type: none"> <li>- Review and updating of the Student Handbook</li> <li>- Participation of the different school sectors in the review and updating of the Student Handbook</li> </ul>	<ul style="list-style-type: none"> <li>- Student Handbook/Manual</li> <li>- Minutes of the meeting on the review and revision of the Student Handbook</li> <li>- Attendance list meeting on the review and revision of the Student Handbook</li> <li>- Membership of the Student Handbook Review and Revision Committee</li> </ul>
<p>3. A Student Activity Program which includes co- and extra – curricular program which is holistic and supportive of student learning of the Kto12 standards*</p>	<ul style="list-style-type: none"> <li>- Does the Student Activity Program include co-curricular activities and extra-curricular activities that contribute to total student development?</li> <li>- Does the Student Activity</li> </ul>	<ul style="list-style-type: none"> <li>- Student Activity program that is holistic and supportive of the Kto12 curriculum standards</li> </ul>	<ul style="list-style-type: none"> <li>- Student Activity Program</li> <li>- Calendar of Co-Curricular and Extra-Curricular Activities</li> <li>- List of Clubs</li> </ul>

	Program pursue the Kto12 goals and standards?		
<b>VIII. Student Discipline</b>			
1. School discipline policy firmly rooted on the PVMGO and student welfare according to Children Protection Policy and Anti – Bullying Act*	<ul style="list-style-type: none"> <li>- Do student discipline policies uphold the student welfare?</li> <li>- Are the student discipline policies defined by the school PVMGO?</li> </ul>	<ul style="list-style-type: none"> <li>- Student Discipline policies rooted on the school PVMGO, the Children Protection Act and general student welfare</li> </ul>	<ul style="list-style-type: none"> <li>- Student Discipline policies</li> <li>- Student Handbook/Manual</li> </ul>
2. Disciplinary interventions that are restorative, just and fair to all concerned.	<ul style="list-style-type: none"> <li>- Are disciplinary interventions just and fair?</li> <li>- Are disciplinary interventions humane and transformative?</li> <li>- Are the disciplinary processes and protocols collaborative to ensure wide and comprehensive perspective?</li> </ul>	<ul style="list-style-type: none"> <li>- Disciplinary interventions that are just, fair and transformative</li> </ul>	<ul style="list-style-type: none"> <li>- Disciplinary measures and interventions</li> <li>- Disciplinary processes and protocols</li> <li>- Minutes of discipline Committee meetings</li> <li>- Discipline Committee Membership</li> <li>- Child Protection Policy</li> <li>- Social Media Policy</li> </ul>
3. Disciplinary records that are complete, kept secure and confidential according to Data Privacy Act*	<ul style="list-style-type: none"> <li>- Are disciplinary records kept secure and confidential?</li> </ul>	<ul style="list-style-type: none"> <li>- Secure, confidential and complete filing of disciplinary records</li> </ul>	<ul style="list-style-type: none"> <li>- Student Records Management Policies and protocols</li> <li>- Data Privacy policies and protocols</li> <li>- Student Disciplinary Records and Files</li> </ul>
<b>AREA RATING:</b>			
<b>COMMENTS:</b>			

## 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 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.

<b>Standards of Compliance</b>	<b>Focus Questions:</b>	<b>Look-Fors:</b>	<b>ECEs:</b>
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.*	<ul style="list-style-type: none"> <li>- Do the buildings and building fixtures comply with regulatory and statutory requirements and standards for size, safety and security, environment protection, etc.?</li> <li>- Are the school facilities designed and constructed to provide a conducive set-up for learning?</li> </ul>	<ul style="list-style-type: none"> <li>- Compliance with regulatory and statutory requirements for design, construction and development standards for size, safety and security and environment protection</li> </ul>	<ul style="list-style-type: none"> <li>- Approved As-Built Plan</li> <li>- Approved School Electrical Plan</li> <li>- Local Engineering Unit Inspection Visit Results</li> <li>- Energy Management Board Clearance Certificate</li> <li>- Fire Department Clearance Certificate</li> </ul>
2. Accessible and adequate provisions for space with due consideration for maximum class size and total population requirements*	<ul style="list-style-type: none"> <li>- Are the learning spaces accessible?</li> <li>- Are the learning spaces adequate in size to meet maximum class size and total school population?</li> </ul>	<ul style="list-style-type: none"> <li>- Accessibility of learning areas</li> <li>- Adequacy of spaces and seats in learning areas</li> <li>- Number of classrooms for student population</li> <li>- Number of seats per classroom</li> <li>- Size of classrooms</li> </ul>	<ul style="list-style-type: none"> <li>- Calibrated school map</li> <li>- Number of classrooms for student population</li> <li>- Number of seats per classroom</li> <li>- Size of classrooms</li> </ul>

<p>3. Adequate equipment, tools and supplies and 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 and the needs of the programs offered:</p> <ul style="list-style-type: none"> <li>- Biology*</li> <li>- Chemistry*</li> <li>- Physics*</li> <li>- TLE*</li> <li>- Computer*</li> </ul>	<ul style="list-style-type: none"> <li>- Are the equipment, tools and supplies in each laboratory adequate for the needs of the programs offered?</li> <li>- Are the equipment, tools and supplies in each laboratory adequate for maximum class size?</li> <li>- Are the equipment, tools and supplies in each laboratory appropriate and current for the programs offered?</li> </ul>	<ul style="list-style-type: none"> <li>- Adequacy of equipment, tools and supplies for the: <ul style="list-style-type: none"> <li>*programs offered</li> <li>*maximum class size</li> </ul> </li> <li>- Appropriateness of the equipment, tools and supplies for the programs offered</li> </ul>	<ul style="list-style-type: none"> <li>- Size of laboratories</li> <li>- Inventory list of equipment, tools and supplies per laboratory</li> <li>- List of Acquisition per Laboratory in the last 3 years</li> <li>- Laboratory fixtures</li> </ul>
<p>4. A school facilities development plan that lays out provisions for different learning spaces and addresses varied needs for student learning</p>	<ul style="list-style-type: none"> <li>- Is there a facilities development plan that sets targets for improvement for the different learning spaces?</li> </ul>	<ul style="list-style-type: none"> <li>- Improvement plan for learning facilities</li> </ul>	<ul style="list-style-type: none"> <li>- Physical Plant Development Plan</li> <li>- SSIP</li> </ul>
<p>5. Adequate provisions for space, equipment and supplies necessary for the conduct of annual medical and dental check-ups and delivery of emergency services*</p>	<ul style="list-style-type: none"> <li>- Are there adequate space, equipment and supplies needed for the conduct of annual medical and dental check-ups?</li> <li>- Are there adequate equipment and supplies needed for the delivery of emergency services?</li> </ul>	<ul style="list-style-type: none"> <li>- Adequacy of space, equipment, tools and supplies needed for conduct of medical and dental check-ups</li> <li>- Adequacy of space, equipment, tools and supplies for emergency care</li> </ul>	<ul style="list-style-type: none"> <li>- Clinic Equipment Tools/ Materials Annual Inventory</li> <li>- Clinic Annual Acquisition List of Equipment/ Tools/Materials</li> <li>- Clinic Emergency and First Aid Materials and Equipment</li> <li>- Emergency Care Policies and Procedures</li> </ul>
<p>6. A system for ensuring the safety, health and well-being of the school community through:</p>			
<ul style="list-style-type: none"> <li>- healthy and nutritious food in the canteen or nutrition center*</li> </ul>	<ul style="list-style-type: none"> <li>- Is the canteen food healthy and nutritious?</li> <li>- Is there adequate supply of potable water fir the school population?</li> </ul>	<ul style="list-style-type: none"> <li>- Availability of potable drinking water</li> <li>- Availability of healthy and nutritious food</li> </ul>	<ul style="list-style-type: none"> <li>- Drinking fountains</li> <li>- Canteen menu</li> <li>- Current Health Certificates of Food Handlers</li> <li>- Certificate of Water</li> </ul>

			Potability/Results
- sanitation 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? - 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 - Number of maintenance personnel assigned - Preventive Maintenance Plan - Sources of water - Rainwater catchments
- safety fixtures, devices and signages Wherever needed*	- Are 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. - 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 protocols and regular conduct of drills*	- Are disaster and risk-reduction protocols established and disseminated? - Is there a regular conduct of fire and earthquake drills?	- Disaster preparedness protocols - regular conduct of fire and earthquake drill	- Disaster and Risk-reduction SOPs - Fire/Earthquake/Bomb Threat Evacuation plan - Fire and Earthquake Compliance Certificates - First-Aid Kits - Floor plans
- hazard-free environment *	- Is the school environment hazard-free? - Are the buildings obstruction free?	- Hazard-free school	- Building lay out - Vicinity map - Site plan - Floor plans
<b>AREA RATING:</b>			
<b>COMMENTS:</b>			



## 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.

<b>Standards of Compliance</b>	<b>Focus Questions:</b>	<b>Look-Fors:</b>	<b>ECEs:</b>
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*	<ul style="list-style-type: none"> <li>- Is the organizational chart rationalized? functional?</li> <li>- Does the organizational chart depict actual school organization relationship dynamics?</li> </ul>	<ul style="list-style-type: none"> <li>- Functionality and rationality of the Organizational Chart</li> <li>- Clarity of school organization relationship dynamics</li> </ul>	<ul style="list-style-type: none"> <li>- School Organizational Chart</li> </ul>
2. Qualified School Principal with MA Degree in Education*	<ul style="list-style-type: none"> <li>- Is the Principal qualified with a Masteral degree in Education?</li> </ul>	<ul style="list-style-type: none"> <li>- MA degree of the Principal</li> </ul>	<ul style="list-style-type: none"> <li>- 201 File of the Principal</li> <li>- OTR of the Principal and Notarized Contract</li> </ul>
3. A system that ensures compliance with DepEd, SEC, DOLE, BIR, BOA, PRC and other legislated requirements and established policies, processes and procedures towards effective and efficient school management and operations*	<ul style="list-style-type: none"> <li>- Are the documentary and procedural requirements of DepEd, SEC, DOLE, BIR, BOA, PRC and other government agencies complied with?</li> <li>- Are records in place?</li> </ul>	<ul style="list-style-type: none"> <li>- Compliance with documentary and procedural requirements of DepEd, SEC, DOLE, BIR, BOA, PRC and other government agencies</li> </ul>	<ul style="list-style-type: none"> <li>- DepEd Recognition, DepEd-approved Schedule of Fees, Student Forms (SF 1-9), School Calendar, e-BEIs, etc.</li> <li>- GIS and Updated SEC Registration</li> <li>- Audited Financial Statements</li> <li>- Alpha List, etc.</li> <li>- SSS, Phil Health, Pag-Ibig monthly Reports</li> <li>- Others: PRC licenses of teachers, etc.</li> </ul>

<p>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 and attainment of the PVMGO*</p>	<ul style="list-style-type: none"> <li>- Are there school structures and opportunities for consultation and collaboration with internal and external stakeholders to inform decision-making?</li> <li>- Are there school structures and opportunities for consultation and collaboration with internal and external stakeholders to engender community support for school programs and activities?</li> <li>- Are there school structures and opportunities for consultation and collaboration with internal and external stakeholders towards attainment of PVMGO?</li> </ul>	<p>Collaboration and consultation with stakeholders towards:</p> <ul style="list-style-type: none"> <li>- decision-making</li> <li>- community involvement in school programs and activities</li> <li>- attainment of PVMGO</li> </ul>	<ul style="list-style-type: none"> <li>- School Calendar of Activities</li> <li>- Minutes of General Assemblies and Council meetings, Ad Hoc and Standing Committee meetings</li> <li>- List of Standing and Ad Hoc Committees and their Membership</li> <li>- Minutes of Consultation Meetings with stakeholders</li> <li>- Minutes of Planning and Evaluation meetings with Stakeholders</li> </ul>
<p>5. An Administration Manual on school policies, processes and a procedure that is accepted, published and well-disseminated*</p>	<ul style="list-style-type: none"> <li>- 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?</li> </ul>	<ul style="list-style-type: none"> <li>- Published, well-disseminated and distributed Administration Manual on school policies, processes and procedures</li> </ul>	<ul style="list-style-type: none"> <li>- Administration Manual</li> <li>- Minutes of the General Assemblies on discussions of the Administration Manual</li> <li>- Records of Distribution of the Administration Manual</li> </ul>
<p>6. A professional development plan for school leaders and administrators that provides for their academic upgrading and development of their management skills*</p>	<ul style="list-style-type: none"> <li>- Is there a Professional Development Plan for top and mid-level administrators?</li> <li>- Does it include academic studies? Trainings? etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Plan for academic upgrading and management training for Administrators</li> </ul>	<ul style="list-style-type: none"> <li>- Professional Development Plan for Administrators</li> <li>- (Proposed) List of Upgrading Activities for Administrators</li> <li>- Provisions/Assistance for Administrators' Upgrading</li> </ul>

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 - Personnel Clearance Forms
- confidentiality, security, accessibility and retrievability of school data, records and documents according to Data Privacy Act	- Are there established protocols on the proper management of school data, records and documents?	- Data Management protocols	- Data management SOPs - Administration Manual
- stewardship through wise and proper use of human and material resources	- Are there established protocols on stewardship of human and material resources?	- Resource Management Protocols	- Resource Management SOPs and measures - Financial School Sustainability Policies and Measures - Minutes of BOT meeting - 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? - Is there an established benefits and privilege package compliant with recent legislations and promulgations?	- Compliance with legislated salaries/wages - Compliance with legislated benefits	- Salary Scale - Pay Roll - Benefit Package - Administration Manual - Faculty Manual
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?	- Succession planning	- Succession Plan
<b>AREA RATING:</b>			
<b>COMMENTS:</b>			

## 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 - Financial policy and procedures Manual or its equivalent	- Financial policy and procedures Manual - Accounting Manual - 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 - Minutes of department budget hearings - Consolidated School Budget - BOT-approved budget
- regularly monitored through the quarter budget performance reports and disseminated according to policy guidelines*	- Is the BOT-approved annual budget monitored quarterly through budget performance reports? - Are the quarter budget performance reports disseminated to the departments concerned?	- Quarterly budget monitoring - Dissemination of quarter budget performance	- 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

<ul style="list-style-type: none"> <li>- reflective and supportive of the Standards – based School Improvement Plan*</li> </ul>	<ul style="list-style-type: none"> <li>- Does the BOT-approved annual budget include allocations for SSIP initiatives and activities?</li> </ul>	<ul style="list-style-type: none"> <li>- SSIP Budget allocations in the Annual Budget</li> </ul>	<ul style="list-style-type: none"> <li>- Annual Budget</li> <li>- Budget performance reports</li> </ul>
<p>3. Systematic requisition, selection and procurement protocols that are well-disseminated, implemented and properly documented</p>	<ul style="list-style-type: none"> <li>- Are institutional requisition, selection and procurement protocols systematic?</li> <li>- Are institutional requisition, selection and procurement protocols well-disseminated? Consistently implemented? Properly documented?</li> </ul>	<ul style="list-style-type: none"> <li>- Requisition, selection and procurement SOPs</li> <li>- Dissemination, consistent implementation and documentation of requisition, selection and procurement processes</li> </ul>	<ul style="list-style-type: none"> <li>- Administrative manual, Operations manual, Department manuals or SOPs</li> <li>- Procurement and Construction Flow Chart</li> <li>- Selection, Procurement and Construction Committee, its membership and minutes of their meetings</li> <li>- Minutes of Orientation meetings</li> <li>- Minutes of Evaluation Meetings</li> </ul>
<p>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*</p>	<ul style="list-style-type: none"> <li>- Are incomes from tuition fees utilized properly according to DepEd specifications? (70%)</li> <li>- Are the incomes from miscellaneous and other fees utilized for the development of the specific departments collecting them?</li> <li>- Are donations properly documented and utilized for the specific purposes they were made?</li> </ul>	<ul style="list-style-type: none"> <li>- Proper utilization of fees collected</li> <li>- Proper acknowledgement and utilization of donations</li> </ul>	<ul style="list-style-type: none"> <li>- Annual Budget</li> <li>- Budget performance reports</li> <li>- Statement of Income and Expenditures</li> <li>- Deed of Donations/List of Donations</li> </ul>
<p>5. A system for generating revenue and raising funds from school and outside school sources for sustainability*</p>	<ul style="list-style-type: none"> <li>- Are there other ways revenue is generated inside the school?</li> <li>- Are there other ways revenue is generated from outside school sources?</li> </ul>	<ul style="list-style-type: none"> <li>- Statement of other incomes</li> </ul>	<ul style="list-style-type: none"> <li>- Statement of other incomes</li> <li>- Income Generating Centers/Structures</li> <li>- Annual Budget</li> </ul>

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 effectiveness of school operations and program sustainability? - Is there a plan for supervision of equipment and materials utilization toward efficiency and effectiveness of school operations and program sustainability?	- Supervision of staff performance: % efficiency, % productivity, % complaints, success indicators, etc. - Supervision of Department performance: % efficiency, % error, % productivity, % complaints, % inc/dec in energy consumption, % inc/dec in materials consumption, etc. - Supervision of equipment and materials utilization: % waste, % savings in procurement, incidence of breakdowns and repairs,etc	- Supervisory plan - Supervisory Reports - Department Evaluation Results
- establishment of internal control systems in budget implementation and*	- Are there established internal control mechanisms for proper budget implementation? - Are internal and external audits conducted regularly? - Are audit reports submitted regularly according to policy guidelines?	- Internal control mechanisms - Internal and external audits - Regular submission	- Internal and External audit calendars - Internal and external audit results - Audited Financial Statements - Cash Flow Management System - Auditing System - 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 - SSIP - Minutes of BOT/ Administrative meetings - Savings and investment portfolio
<b>AREA RATING:</b>			
<b>COMMENTS:</b>			

## 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 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.

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? - Is this thrust/drive/program for school improvement towards the attainment of the school V-M and curriculum goals?	- School improvement initiatives	- SSIP - Department plans for improvement - Minutes of department meetings - Minutes of Administrative/ BOT meetings
- responds to the school's size, function and community expectations for student learning*	- Does this thrust/drive/ program for school improvement consider school size? Programs offered? Parents and community expectations?	- Data-based School improvement initiatives	- E- BEIS - Inventory of program needs - Survey of parents'/ community/stakeholders' expectations - Minutes of SSIP planning meetings
2. An annual operational plan drawn from the three-year SSIP*	- Is there an existing Three-Year Standards-based School Improvement Plan? - Is there an Annual Operational Plan drawn from the SSIP?	- Standards-based three-year school planning - Annual school planning	- Annual Operational Plan - SSIP - Minutes of the planning meetings

<p>3. A system that utilizes school and student performance indicators as bases for school planning*</p>	<ul style="list-style-type: none"> <li>- Are students, teachers and school performance indicators utilized as bases for school planning and the SSIP?</li> </ul>	<ul style="list-style-type: none"> <li>- School, teacher and student performance-based planning</li> </ul>	<ul style="list-style-type: none"> <li>- E-BEIS</li> <li>- School performance data/indicators (3 years)</li> <li>- Teacher Profile (3years)</li> <li>- Teacher Performance (3 years)</li> <li>- Student performance data/indicators (3 years)</li> <li>- Minutes of SSIP planning meetings</li> </ul>
<p>4. A system for collaboratively monitoring and evaluating the annual operational plan and the standards –based school improvement plan*</p>	<ul style="list-style-type: none"> <li>- Is there regular monitoring and evaluating of the Annual Operational Plan?</li> <li>- Is there regular monitoring and evaluation of the SSIP?</li> <li>- Is regular monitoring and evaluating of the SSIP a collaborative process that includes administrators, teachers, students, parents, alumni and other partners and support groups?</li> </ul>	<ul style="list-style-type: none"> <li>- Collaborative monitoring and evaluating</li> <li>- Regular monitoring and evaluating of the AOP</li> <li>- Regular monitoring and evaluating of the SSIP</li> </ul>	<ul style="list-style-type: none"> <li>- Monitoring and Evaluation reports of the AOP</li> <li>- Monitoring and Evaluating reports of the SSIP</li> <li>- Minutes of the monitoring and evaluating meetings</li> <li>- Attendance list of the monitoring and evaluating meetings</li> </ul>
<p>5. A system for communicating the content and over-all effectiveness and impact results of the standards-based school improvement planning</p>	<ul style="list-style-type: none"> <li>- Are the contents of the SSIP disseminated to the school community?</li> <li>- Are the monitoring and evaluation results of the SSIP disseminated to the school community?</li> </ul>	<ul style="list-style-type: none"> <li>- Dissemination of the contents of the SSIP to the school community</li> <li>- Dissemination of the SSIP monitoring and evaluation results to the school community</li> </ul>	<ul style="list-style-type: none"> <li>- Minutes of the General Assembly meetings</li> <li>- Minutes of the Year-End School Assembly</li> <li>- Minutes of the Semestral-End School Assembly</li> <li>- Attendance list during Year-End/ Semestral – End School Assemblies</li> </ul>
<b>AREA RATING:</b>			
<b>COMMENTS:</b>			



## 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

### Overall Certification Status

**5 YEAR CERTIFICATION: FULL COMPLIANCE WITH ENHANCEMENT** (as a result of having an Overall Certification Rating of 4). Re-certification will be 5 years after the last visit.

**3 YEAR CERTIFICATION: FULL COMPLIANCE** (as a result of having an Overall Certification Rating of 3). Re-certification will be 3 years after the last visit.

**PROBATION 1: PARTIAL COMPLIANCE** (as a result of having an Overall Certification Rating of 2). Certification is deferred until requirements are met within 1 year. Progress visit is scheduled 1 year after the last visit.

**PROBATION 2: INITIAL COMPLIANCE** (as a result of having an Overall Certification Rating of 1). Certification is deferred until requirements are met within 2 yr. period. Progress visit is scheduled 2 years after the last visit. Re-certification will be 2 years after the last visit when certification was granted.

**NO CERTIFICATION AND RECOMMENDED FOR RE-APPLICATION: NON-COMPLIANCE** (as a result of having an Overall Certification Rating of 0).

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

School: \_\_\_\_\_ I. D. Number: \_\_\_\_\_

**GENERAL RATING**

<b>Areas</b>		<b>Area Rating</b>
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	
	<b>General Rating</b>	