



**PHILIPPINE ACCREDITING ASSOCIATION OF SCHOOLS,
COLLEGES, AND UNIVERSITIES
(PAASCU)**

**BASIC EDUCATION
Grade School, Junior High School,
Senior High School, and Basic Education
SURVEY INSTRUMENT**

2021

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GUIDE TO STANDARDS-BASED ACCREDITATION

INTRODUCTION

The purpose of the Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU) is to support member schools in their journey towards quality improvement, considering its educational philosophy, vision, and mission statements. Quality assurance initiative is grounded on the fundamental principle that quality is primarily the school's responsibility and that the external quality assurance initiative complements this. PAASCU envisions accreditation to be a continuous development process that engages the entire school community and its stakeholders. This process involves a careful and thorough self-evaluation and peer review of the school's objectives, plans, programs, systems, resources, and results.

The accreditation process involves assessing different areas, including leadership and governance, the school's quality assurance system, resources, teaching-learning, student services, external relations, and results. The interrelationship among these areas is vital in ensuring the quality of the school's programs and in achieving the vision and mission of the school. PAASCU believes that the quality of the school's programs and services determines the overall quality of the institution that offers such programs and services.

In recent years local and international agencies have defined principle-based standards to be used in quality assurance processes. In line with this development, PAASCU now shifts to a standards-based accreditation process that focuses on principles of good practices.

This instrument is intended for basic education schools, including grade schools, junior high schools, senior high schools, and basic ed schools.

ACKNOWLEDGEMENT

The PAASCU Board acknowledges the hard work done by the Institutional Accreditation Working Group who drafted the instrument, and the Basic Education Working Group, which prepared this Standards-based Accreditation Instrument for Basic Education.

STANDARDS-BASED ACCREDITATION FOR BASIC EDUCATION

Quality Assurance

PAASCU has adopted a four-fold definition of quality:

1. Achievement of minimum standards based on learning outcomes
2. Achievement of evidenced excellence based on learning outcomes
3. Implementation of the vision, mission, and goals of the school
4. Responsiveness to stakeholders

Quality assurance should not just be about meeting the standards required by regulatory bodies or standards of excellence advocated by accrediting agencies like PAASCU. Quality encompasses a school's fitness for purpose and its responsiveness to the needs of stakeholders.

Accreditation

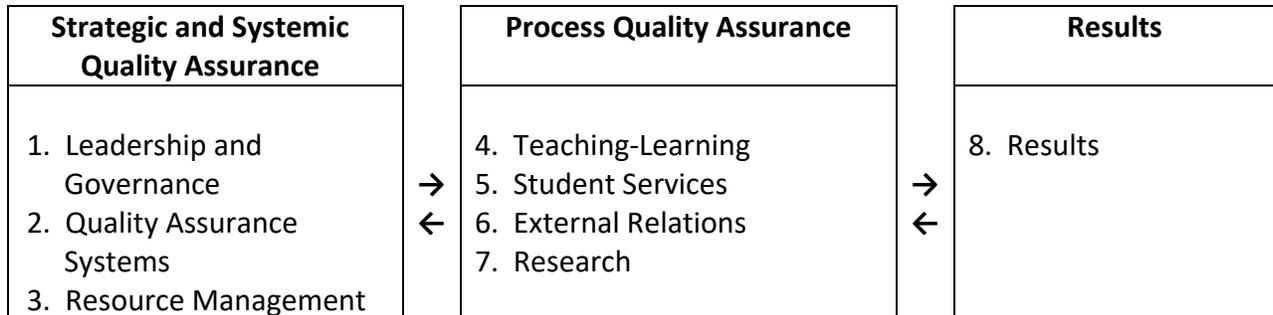
Educational accreditation is a quality assurance process where the services and operations of educational institutions or programs are evaluated by an external body to determine if applicable and recognized standards are met. If the standards are met, the educational institution or program is granted accreditation status. Accreditation is the formal and public statement by an external body resulting from a quality assurance procedure that agreed standards of quality are met by an institution or program.

An accredited status from PAASCU indicates that an educational institution or program has met commonly accepted standards of quality or excellence. The accredited status implies that the educational institution or program has manifested the ability to continuously upgrade its academic quality through self-evaluation and the judgment of peers. There is a sufficient basis for assuming that the educational institution or program will continue doing so in the future.

The PAASCU accreditation process does not prescribe any specific way of proceeding. It seeks to encourage institutions or programs to aspire for and work towards higher levels of excellence as defined in its quality standards. The focus is on the context and needs of the institution or program under survey. Hence, the process provides room for these institutions and programs to be innovative in exploring solutions to their challenges and considering initiatives towards advancement.

Standards-based Accreditation Framework

The following framework underpins the standards-based accreditation process:



In the framework for the standards-based accreditation process, eight (8) areas are to be assessed. The eight (8) areas include three (3) areas under Strategic and Systemic Quality Assurance, four (4) areas under Process Quality Assurance, and the area covering the Results. The arrows denote the constant interplay among the different areas, resulting in the continuous upgrading of educational services.

The framework adopted by PAASCU for standards-based accreditation is aligned with regional and international frameworks on quality assurance. The following were used as benchmarks in the preparation of the instrument:

1. ASEAN Quality Assurance Framework (AQAF) Internal Quality Assurance Principles
2. ASEAN University Network (AUN) Guide to Assessment at the Institutional Level
3. Commission on Higher Education (CHED) Institutional Sustainability Assessment Self-Evaluation Document (ISA-SED)
4. Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) Standards and Guidelines for Internal Quality Assurance

PROGRAM ACCREDITATION

Program accreditation or specialized accreditation is focused on specific programs rather than the institution as a whole. Program accreditation, i.e., grade school, junior high school, senior high school, or basic education accreditation, will continue to be available where such modalities are suitable.

THE SELF SURVEY REPORT

The first and critical component of the accreditation process is a meticulous, rigorous, and comprehensive self-evaluation of the institution's educational resources, processes, and results. Self-evaluation aims to understand, evaluate, and improve, and not merely to defend what already

exists. A well-conducted self-evaluation should result in a renewed effort to reflect on quality assurance practices and outcomes towards ongoing school improvement. The self-evaluation is expected to be an inclusive process. It becomes optimally effective when it is completed by a diverse group of key stakeholders (i.e., administrators, faculty, students, staff, alumni, etc.) who are knowledgeable about the institution and its academic programs as they pertain to the standards under consideration. Stakeholder engagement allows for a fair and objective assessment of how well the institution has achieved its vision, mission, and objectives for self-improvement. The self-survey report and the supporting evidence provide the institution the opportunity to demonstrate to the survey team that it has complied with the standards.

The **self survey report (SSR)** is an account of the institution's QA practices. The institution here refers to the college, school, or department managing the programs under accreditation. The criteria checklist under each area and sub-area (standard) guides what to account for in the institution's quality system.

The SSR shall be written following the sequencing of the area and sub-area (standard). The write-up mainly describes how the institution meets the criteria under each area and standard. Therefore, only the standard criteria will be rated.

The SSR should be submitted in both hardcopy and softcopy to the PAASCU Secretariat two months before the site visit.

Contents of the Self Survey Report

The SSR has six parts: School Profile, Follow-up Action on the Recommendations of Previous Survey, Analysis of School/Program Practices Using the Standards and Criteria, Conclusion, Appendices, and Summary of Ratings.

Part 1: School Profile

This section provides the following information about the school:

1. A brief history of the school
2. Vision, mission, goals, objectives, and core values of the school
3. Organizational structure
4. Governing Board and list of top executives
5. Enrollment data per year level of the program being visited (3-year data for a preliminary visit, 2-year data for a formal visit, and 5-year for resurvey visit)
6. Description of the regulatory environment in which the institution operates if any
7. Identified significant strategic challenges, including planned and implemented strategies to address the same.

PART 2: Follow-up Action on the Recommendations of Previous Survey (only for formal and resurvey visits)

PART 3: Analysis of the School/Program Practices Using the Standards and Criteria

A write-up is a narrative describing the program quality practices using the criteria under each standard. The write-up should meet the following requirements:

1. It should provide information focused on how the school meets the criteria under each standard. An explanation should be provided if the school failed to meet a criterion.
2. The information should be presented based on the sequencing of the criteria. They should be written in complete sentences but should be straightforward, concise, and factual. More importantly, the information should be supported by evidence that directly supports the information given. A checklist of evidence is provided under each standard. However, this does not preclude the institution from using other sources of evidence that will support its claim.
3. In the presentation of evidence, the following guidelines should be considered:
 - a. Where statistical data, graphs, or tables are used, label the same and present them either within the narrative or attach them to the SSR with appropriate reference. Where a policy statement is used, summarize the policy or attach the same to the SSR with proper reference.
 - b. The documents and any other evidence used to support the information provided should be listed per standard and attached to the SSR. If the same evidence supports multiple standards, attach the evidence once and list it under each relevant standard.
4. The write-up should not only be descriptive but analytical, citing both the strengths and weaknesses in the features described in the criteria. The guide questions and the explanations can assist in analyzing the quality practices of the institution. When analyzing the institution's quality practices, it is also important to benchmark with the practices of other reputable institutions or with those that are considered 'good' practices.

5. The school should provide a rating for each criterion under each standard based on the following scale:

RATING	MEANING	REMARKS
5	Excellent	The practice is exemplary and serves as a model to others. The implementation of the criterion has led to excellent results.
4	Very Good	The criterion has been effectively implemented, and this has led to very good results.
3	Good	The criterion has been implemented adequately and has led to good results.
2	Needs Minor Improvement	The criterion has been implemented but needs minor improvement. In addition, the implementation has led to inconsistent or limited results.
1	Needs Major Improvement	The criterion has been inadequately implemented and needs significant improvement. The implementation has led to insignificant or unsatisfactory results.
0	Not Implemented	The criterion has not been implemented. Furthermore, no evidence is presented to show that initiatives have been carried out to implement it.

PART 4: Conclusion

This section provides the following:

1. An overall assessment of the school's best practices
2. Strengths - summary of the strengths of the school or program practices per area
3. Areas for improvement - summary of the weaknesses of the school or program practices per area

PART 5: Appendices

This section contains the documents and other evidence that are identified in the self-survey report. Provide a summary listing before the presentation of the evidence.

PART 6: Summary of Ratings

THE SURVEY VISIT

The Survey Visit shall be scheduled in advance and will occur not earlier than 2 (two) months after submitting the Self Survey Report to the PAASCU Secretariat. The visit will take two (2) days. While face-to-face classes are suspended, and onsite Survey Visits are also on hold, the Guidelines in the Conduct of Virtual Accreditation apply.

The typical PAASCU Survey Team will be composed of five (5) accreditors who will be assigned to handle the following areas:

Accreditor 1	Leadership and Governance
Accreditor 2	QA Systems Resource management Results: Financial and Competitiveness
Accreditor 3	Teaching-Learning
Accreditor 4	Student Services Results: Education
Accreditor 5	External Relations Research Results: Community Engagement and Service Results: Research

The number of accreditors may be less than five (5) in the case of small schools or more than five (5) in the case of big schools.

The Survey Visit will include the following activities:

1. Orientation meeting of the PAASCU Survey Team
2. Individual and group interviews
3. Courseware evaluation and class observations
4. A Comprehensive review of exhibits and reports prepared by the school
5. Wrap-up session
6. Closing meeting of the school management team and self-survey team
7. The final meeting of the PAASCU Survey Team

PAASCU SURVEY REPORT

The findings during a survey visit will be documented in a survey report that assesses the school vis-à-vis the criteria for the different standards. The report will serve as the basis for the decision on the school's accreditation status. All information in the report is considered confidential.

The survey team Chairperson is responsible for putting together the inputs from the different accreditors towards coming up with a consolidated, coherent, and concise report that reflects the judgment of the survey team. The survey report should present an analysis of how the school meets each of the standards and indicates the evidence substantiating the conclusions made by the Survey Team.

The report includes the following:

1. Chairperson's Report
 - a. Introduction
 - b. Summary of area reports
 - c. Preparation of the self-survey
 - d. Recommendation of the PAASCU Survey Team
 - e. Conclusion
2. Summary of Ratings
3. Area Reports

This section contains the following:

- a. A write-up summarizing the available EVIDENCE for the area
- b. An ANALYSIS of how the school complies with the standards by how it meets the criteria

Any assertion of alignment between the implementation of the criteria and the standards must be supported by available evidence. On the other hand, any statement indicating a lack of alignment between these should be accompanied by an explanation.

- c. COMMENDATIONS, if any
- d. RECOMMENDATIONS, if any

BOARD APPROVAL OF ACCREDITING TEAM'S DECISION

The Survey Report prepared by the Survey Team will be reviewed by the relevant Commission and forwarded to the PAASCU Board of Directors for further review and approval.

FAAP CERTIFICATION OF THE ACCREDITATION LEVEL

The Board of Trustees' decision will be forwarded to the Federation of Accrediting Agencies of the Philippines (FAAP), certifying the level of accreditation.

ISSUANCE OF REPORT TO THE SCHOOL

The final accreditation report will be sent to the school after the Board's approval and FAAP's certification.

AREA 1. LEADERSHIP AND GOVERNANCE

Sub-area 1.1. Vision-Mission

STANDARD 1.

The school has clearly formulated, articulated, and disseminated the vision and mission statements that reflect its educational philosophy, core values, and goals to key stakeholders.

Criteria	Rating
1. The members of the school community and various stakeholders participated in the process of formulating and articulating the school's vision and mission statements.	
2. The vision and mission statements are communicated to the stakeholders.	
3. All sectors of the school community can identify with and own the vision and mission statements of the school.	
4. Clear indicators are representing how the school's vision and mission are achieved.	
5. The school's vision and mission statements are periodically revisited.	
Average Rating	

Explanation

A school should articulate its mission and vision and review the same periodically, with the participation of key stakeholders. The school's aspirations and goals should be evident in the different programs and activities. All sectors of the school community have direct responsibility for defining the cognitive, behavioral, and physical indicators of the school's unique identity and culture. Thus, there must be a conscious effort to have everyone own the school's philosophy, vision, mission, and core values.

Guide Questions

- How do the vision and mission statements reflect the unique identity and culture of the school?
- What processes are undertaken to articulate and disseminate the vision and mission statements to the different sectors of the school community? How are the vision and mission statements communicated to other stakeholders and the public at large? How frequently are these processes undertaken?
- What are concrete steps carried out to integrate the vision and mission statements in the programs and activities of the school? Who is involved in these processes?
- How do the school community members show personal commitment to the school's

- philosophy and core values?
- When are the vision and mission statements reviewed? How is the review conducted, and who is involved in the process?

Supporting Evidence

- Vision and mission statements
- Philosophy and core values
- List of indicators that reflect the school community's ownership of the vision and mission
- List of behavioral indicators that represent the achievement of the school's vision and mission
- The process is undertaken in crafting or reviewing the vision and mission statements
- Documentation of the events or minutes of meetings when the vision and mission statements were crafted or reviewed
- Orientation programs for the various sectors and stakeholders of the school
- Manuals and handbooks showing the school's vision and mission statements
- Reports indicating the integration of the vision and mission statements in the different programs, activities, and routines
- Documentation of celebrations, activities, and practices intended to promote the school's core values and culture

Sub-area 1.2. Leadership and Management

STANDARD 2.

The school practices responsible management and models leadership that results in an effective and efficient running of the institution.

Criteria	Rating
1. The governing Board and the administrators are qualified for their respective roles.	
2. The governing Board and the administrators have the experience and competence to function effectively.	
3. The school Principal must hold a master's degree and have at least five (5) years of relevant teaching or administrative experience.	
4. The administration promotes good governance, integrity, and accountability.	
5. Leadership is consultative and participative.	
6. Leadership is proactive in anticipating developments and responding to changes that may affect the school's programs and operations.	
7. There are provisions for the professional development of administrators and mid-level supervisors.	
8. Provisions for leadership succession are in place.	
Average Rating	

Explanation

The strategic role of leadership and management in an organization cannot be overemphasized. The school environment, resulting from the leadership and management style of the administrators, greatly influences teaching and learning and affects the operations of the organization. Thus, it is vital for those appointed to key positions to have the necessary qualifications for their respective roles to function effectively. Administrators should promote good governance, integrity, and accountability. Moreover, leadership should be proactive in anticipating developments and responding to changes in the environment that may affect the school's programs and operations. It is advantageous to have a professional development program and a succession plan for key leadership and management positions.

Note: It is imperative for the school Principal to hold a master's degree and to have at least five (5) years of relevant teaching or administrative experience. Without this required qualification, a school cannot be accredited or re-accredited.

Guide Questions

- Are the Board and the administrators competent and qualified to serve in their respective positions?
- How do the administrators promote good governance, integrity, and accountability?
- Is leadership consultative and participative?
- Is leadership proactive in anticipating developments and responding to changes in the environment?
- Are the policies and guidelines clearly articulated? Are these implemented transparently, consistently, and fairly?
- What are the provisions for leadership development?
- What are the provisions for leadership succession?
- What is the process for obtaining feedback from different stakeholders on the effectiveness and efficiency of school programs, services, and operations?

Supporting Evidence

- Organizational chart
- Qualifications of the Board of Directors or Board of Trustees
- Qualifications of the administrators and mid-level supervisors
- Administrative manual
- The development program for administrators and mid-level supervisors or coordinators
- The performance evaluation system for administrators and mid-level supervisors or coordinators
- Provisions for leadership succession in key positions
- Feedback from different stakeholders on the effectiveness and efficiency of school programs, services, and operations
- Minutes of meetings of the Board of Directors or Board of Trustees
- Minutes of meetings of the administrative team
- Minutes of meetings of other leadership teams
- Minutes of meetings reflecting consultative and participative leadership practices

Sub-area 1.3. Strategic Management

STANDARD 3.

A strategic planning activity participated in by key stakeholders is periodically conducted to formulate, implement, and evaluate plans, programs, and activities toward achieving the school's vision, mission, and goals.

Criteria	Rating
1. A strategic planning process involving the different members of the school community is undertaken periodically.	
2. Relevant internal and external conditions are identified and considered to formulate strategic goals and objectives.	
3. Social responsibility and ethical considerations, innovation and technology, and globalization and internationalization are considered in the strategic planning process.	
4. The strategic plans, programs, and activities are aligned with the school's vision, mission, goals, and objectives.	
5. Clear, measurable, and time-bound targets are specified for the different strategic plans, programs, and activities.	
6. Organizational and management processes are aligned with strategic goals and objectives.	
7. Adequate resources are allocated for the strategic planning process and the implementation and evaluation of the strategic plan.	
8. A system for periodic evaluation of plans, programs, and activities is in place, and adjustments to the strategic goals and execution are made as needed.	
Average Rating	

Explanation

A highly respected academic institution undertakes a strategic planning exercise periodically to formulate strategic goals and long-term plans and identify programs and activities to help achieve its vision, mission, goals, and objectives. The strategic goals and objectives also serve to support the school keep pace with the constantly changing environment. The strategic plans have clear targets and performance indicators, and the time frame for implementing these plans is well-defined. The strategic goals and objectives are translated into plans, programs, and activities that are regularly monitored and evaluated vis-à-vis the desired outcomes. In preparing the strategic plans, social responsibility and ethical considerations, innovation and technology, globalization, and internationalization are considered. An adequate budget is allocated to support the implementation of the strategic plans.

Guide Questions

- Is a strategic planning process periodically conducted and participated in by the different sectors of the school community?
- Which office or which position in the school is in charge of overseeing the alignment of organizational and management processes with the strategic goals and objectives?
- In what ways are external conditions and relations considered in the strategic planning process as bases for identifying possible opportunities and threats?
- How are the strengths and weaknesses of the school and the larger institution (where applicable) considered in the strategic planning process?
- Are there clear and measurable targets for the accomplishment of the strategic plans, programs, and activities? Is there a specific time frame for the achievement of the strategic plans, programs, and activities?
- Are the plans, programs, and activities aligned with the school's vision, mission, goals, and objectives?
- On what occasions are the strategic plans communicated to the different sectors of the school community and stakeholders?
- What are the provisions for regularly monitoring, reviewing, and revising the strategic plans and making adjustments when needed?
- What resources are available to support the school's strategic planning exercise? What resources are available to support the implementation and evaluation of the strategic plans?

Supporting Evidence

- Three-year or five-year strategic or development plan
- Institutional development plan (where applicable)
- Annual plans of the different sectors and offices
- Office(s) or position(s) responsible for overseeing key management strategy processes
- Documentation of strategic planning sessions
- Progress reports on the implementation of the strategic or development plans
- Reports on the review and evaluation of strategic plans and programs
- Budget allocation for the strategic planning sessions
- Budget allocation for the implementation of strategic plans, programs, and activities
- Minutes of meetings where the strategic or development plans were discussed
- Minutes of meetings reflecting the monitoring of strategic or development plans

Sub-area 1.4. Policy Formulation and Implementation

STANDARD 4.

The school has a system for formulating and implementing policies that reflect the school's values, promote its unique culture, make operations efficient, and conform to government regulations and standards.

Criteria	Rating
1. A system for formulating and implementing policies is in place.	
2. Policies and procedures reflect the school's values and unique culture.	
3. Policies and procedures are implemented transparently, consistently, and fairly.	
4. Policies and procedures facilitate efficient operations.	
5. There are specific policies for teaching and learning processes, student discipline, research activities, community engagement initiatives, and support services.	
6. There are specific policies related to the employment of teaching and non-teaching personnel.	
7. Policies and procedures are consistent with government regulations and standards.	
Average Rating	

Explanation

Policies serve as the backbone of any institution's operations. For policies and procedures to help achieve the school's goals and objectives, these must be well-formulated and communicated to all concerned. These must also be implemented transparently, consistently, and fairly. There should be an effective system for formulating and implementing policies where concerned sectors of the school community are enjoined to participate. Likewise, there should be a system for monitoring and evaluating the effectiveness and efficiency of policies and procedures. Compliance with government regulations and standards should be observed in the process of formulating and implementing policies.

Guide Questions

- What process is followed in the formulation of policies? Which sectors of the school community and who among the stakeholders are involved in the process?
- What guidelines are in place to ensure that policies are implemented transparently, consistently, and fairly?

- Are the policies and procedures aligned with the school's core values and that of the larger institution (where applicable)? Do the policies and procedures reflect the unique culture of the school?
- Are the policies and procedures disseminated to all concerned, clearly understood, and accepted by all those affected by these?
- What feedback mechanisms are in place to obtain inputs from the school community towards improving policies and procedures?
- Are there formulated policies and procedures intended for the effective and efficient delivery of academic programs, support services, research activities, and community service initiatives? Are these policies and procedures disseminated to all concerned?
- Are the policies related to the employment of teaching and non-teaching personnel formulated and disseminated to all concerned?
- Are the policies and procedures aligned with government regulations and standards?

Supporting Evidence

- Core Values of the school and the larger institution (where applicable)
- Description of the school culture
- Policies related to academic programs
- Policies on student discipline
- Policies on research activities
- Policies on community service initiatives
- Policies on support services
- Policies on the employment of teaching and non-teaching personnel
- Manual of operations of the different offices or service areas
- Documentation of activities related to monitoring the implementation of policies and procedures
- Documentation of feedback on policies and procedures obtained from the school community
- Minutes of meetings on the formulation and review of policies and procedures

Sub-area 1.5. Risk Management

STANDARD 5.

A risk management system is in place to ensure that the school is aware of and manages present and future risks.

Criteria	Rating
1. A risk management system is in place to identify, assess, and communicate to the school community the risks associated with unfortunate events.	
2. The risk management system includes provisions for the effective management of resources to mitigate the impact of unfortunate events and maximize opportunities for sustainability.	
3. Risk management policies and protocols are formulated, documented, and disseminated to the entire school community and other stakeholders.	
4. The administrative team involves the school community and other stakeholders in implementing the risk management system while assuming the primary responsibility for managing risks.	
5. The school's resources are safeguarded and effectively utilized to mitigate the impact of unfortunate events.	
6. Clear monitoring processes are in place to ensure that all risk-mitigating efforts are effective.	
Average Rating	

Explanation

Institutions need to be well prepared for any form of disruption, such as natural disasters like typhoons, earthquakes, pandemics, or market changes. It is vital to have a risk management system with provisions for policies, structures, and resources that can be activated should unfortunate events occur. The Board of Trustees or Board of Directors and the administrative team are principally responsible for leading the school community and other stakeholders in managing risks. Risk management involves assessing impending threats, communicating these to the school community and other stakeholders, and implementing initiatives that will monitor, mitigate, and control the impact of the risks. It also involves the effective utilization and safeguarding of the school's assets and resources.

Guide Questions

- Is a risk management system in place to guide the school's responses to unfortunate events?
- Are there clear policies, guidelines, and established protocols that can allow the school to respond to risks effectively promptly?
- Are the Board of Trustees or Board of Directors and administrative team on top of risk management initiatives?
- Which office(s) or position(s) are primarily responsible for risk management?
- Are the members of the school community and key stakeholders informed of potential and imminent risks? Are they apprised of initiatives to control these risks?
- What provisions are in place to effectively safeguard the school's assets and resources to mitigate the impact of unfortunate events?
- What provisions are in place for monitoring the effectiveness of the risk management system?

Supporting Evidence

- Risk management system or program
- Office(s) or position(s) responsible for overseeing the risk management system
- A financial management plan including insurance provisions
- Learning continuity plan or its equivalent for emergencies
- Risk management policies and protocols
- Emergency response, security, and safety policies and protocols
- Documentation of the school's coordination with local government units or other government agencies
- Reports on the monitoring of the risk management system
- Reports on the school's response to unfortunate events in the past
- Minutes of meetings with stakeholders on risk management

AREA 2. QUALITY ASSURANCE

Sub-area 2.1. Internal and External Quality Assurance System

STANDARD 6.

The school has an established quality assurance system, with clearly defined policies, procedures, and activities, that implements, evaluates, enhances, and assures the quality of the basic education program and processes. The school subjects itself to periodic external assessment designed to fit for purpose and validate the effectiveness of its IQA system in terms of regulatory requirements and quality standards.

Criteria	Rating
1. The school has an established internal quality assurance system that includes clearly defined policies, procedures, and activities designed to ensure and continuously enhance the quality of its academic and non-academic programs and processes.	
2. The different sectors of the school community and other stakeholders are involved in formulating, implementing, and evaluating internal quality assurance strategies and processes.	
3. A structure for internal quality assurance is in place with specific roles, responsibilities, and accountabilities for all concerned.	
4. Measurable targets and indicators are used to assess the school's performance against internal quality assurance goals.	
5. Implementing internal quality assurance strategies and processes are reviewed periodically to ensure the continuous improvement of programs and operations.	
6. The school subjects itself to periodic external assessment of quality to validate its internal quality assurance system against acceptable quality standards for basic education.	
7. The external assessment is evidence-based and conducted by credible independent external agencies.	
8. The different sectors of the school community and other stakeholders are involved in external quality assurance strategies and processes.	
9. Mechanisms are in place for communicating performance results from the internal and external assessments to the school community and other stakeholders.	
10. The results and findings from the internal and external assessments are compared, evaluated, and utilized to improve the different policies, programs, practices, and procedures.	
11. Adequate resources are allocated to support internal and external quality assurance strategies and initiatives.	
Average Rating	

Explanation

Quality assurance is an important commitment of any educational institution. The school community must engage in evidence-based self-reflection on how effectively the school is accomplishing its vision, mission, goals, and objectives. There should be a mechanism for implementing, monitoring, and evaluating internal quality assurance processes to ensure the continuous improvement of the school's programs and systems. The goal is to build a culture within the school community that advocates and assumes responsibility for continuous improvement in all aspects of the education process.

Periodic external assessment can complement a school's internal quality assurance initiatives. It is beneficial for a school to subject itself to an evidence-based evaluation by an independent external body. The external assessment can offer another perspective related to standards of quality for basic education that the school can use to improve alongside the internal quality assurance processes.

Guide Questions

- Does the school maintain an established internal quality assurance system? How is the system for internal quality assurance organized and structured?
- Which office(s) or position(s) are primarily responsible for managing internal quality assurance processes?
- What strategies are employed to involve the entire school community in internal quality assurance?
- What performance indicators or targets have been set to ensure the quality of educational programs and processes?
- Is there a periodic calibration of the performance indicators and targets to evaluate the effectiveness of internal quality assurance processes?
- Are there provisions for the timely sharing of the internal quality assurance results with the school community and other stakeholders to encourage them to contribute to the continuous improvement of programs and processes?
- How is the internal quality assurance system monitored and evaluated?
- How is the implementation of plans monitored? How are the results of internal quality assurance initiatives considered or addressed?
- Which external agency has the school engaged for periodic external assessment of quality? Is the agency credible, independent, and evidence-based? Is the agency's external assessment strategy compatible with the school's internal quality assurance processes?
- What activities are undertaken by the school in connection with the external quality assurance process? In what ways are the different sectors of the school community and other stakeholders involved in the process?
- How are the results from both internal and external quality assessments used in improving the school's internal quality assurance system?
- How are the results from both internal and external quality assessments used in improving the school's policies, programs, practices, and procedures?
- What practices are in place to monitor external quality assurance assessment activities?
- Are resources adequate to effectively implement internal quality assurance strategies?

Supporting Evidence

- Internal quality assurance system
- Office(s) or position(s) responsible for overseeing internal quality assurance
- Internal quality assurance targets and performance indicators
- Internal quality assurance reports
- Action plans related to internal quality assurance results
- Monitoring reports on action plans related to internal quality assurance
- Budget reports related to internal quality assurance
- Minutes of meetings on internal quality assurance activities and processes
- External quality assurance provision
- External quality assurance plans and targets
- External quality assurance reports
- External quality assurance certifications
- Action plans related to external quality assurance results
- Monitoring reports on action plans related to external quality assurance
- Budget reports related to external quality assurance
- Minutes of meetings on external quality assurance activities and processes

AREA 3. RESOURCE MANAGEMENT

Sub-area 3.1. Human Resources

STANDARD 7.

The school has adequate and qualified human resources, both teaching and non-teaching, that enable it to perform its teaching, research, and community service functions. It has programs for the recruitment, selection, hiring, deployment, training, and retirement of personnel.

Criteria	Rating
1. The school has adequate and qualified teaching personnel.	
2. The school has adequate and qualified non-teaching personnel.	
3. Recruitment, selection, hiring, and deployment policies and practices are in place. These are formulated, communicated to all concerned, and consistently implemented.	
4. Development and training programs for teaching and non-teaching personnel are needs-based and available to full-time and part-time personnel.	
5. Career pathing programs and provisions for advancement are in place.	
6. The school implements a performance management system that includes coaching and mentoring, regular performance evaluation, and recognition for meritorious performance.	
7. Salaries, benefits, and other incentives are set at levels that ensure the school's ability to attract and retain qualified personnel.	
8. Policies and practices related to resignation, termination of employment, and retirement are clearly formulated, communicated to all concerned, and consistently implemented.	
9. The working environment conforms with applicable standards and regulations that promote personnel's safety, security, and well-being.	
10. Policies and programs related to the recruitment, selection, hiring, deployment, development, and retirement of personnel are periodically evaluated and improved.	
Average Rating	

Explanation

Policies and programs related to the recruitment, selection, hiring, deployment, development, and retirement of personnel enable the school to maintain the quality of its workforce. A highly motivated workforce enhances the delivery of a school's programs and services. Thus, efforts to look after the safety, security, growth, and well-being of personnel are paramount.

A performance management system that includes coaching and mentoring, regular performance evaluation, and recognition for meritorious performance, allows personnel to hone and develop their competencies. Career pathing and advancement opportunities contribute to a sense of accomplishment and self-actualization among personnel. Clear policies and practices related to resignation, termination of employment, and retirement provide personnel a sense of security.

Guide Questions

- Are the policies and programs which apply to teaching personnel aligned with the school's vision, mission, and goals? Are these clearly defined, documented, and communicated to all concerned?
- Are the policies and programs which apply to non-teaching personnel aligned with the school's vision, mission, and goals? Are these clearly defined, documented, and communicated to all concerned?
- Are the policies and practices related to the recruitment, selection, hiring, and deployment of personnel clearly formulated, communicated to all concerned, and consistently implemented?
- Are all personnel appointments covered by applicable employment contracts that define specific job functions, terms of employment, and tenure?
- Are the development and training programs for the academic personnel relevant, needs-based, and available to all?
- Are the development and training programs for the non-academic personnel relevant, needs-based, and available to all?
- Do the personnel participate in the formulation of the development and training programs intended for them?
- Do the personnel participate in the formulation of their career goals and plans?
- Are career pathing programs and provisions for advancement available and communicated to all concerned? Are the policies, guidelines, and procedures related to these formulated and documented?
- Are teaching and work assignments consistent with the individual qualifications and capabilities of personnel? Is the workload consistent with government regulations?
- Are the policies and practices related to resignation, termination of employment, and retirement clearly formulated, communicated to all concerned, and consistently implemented?
- Is there a performance management system that includes coaching and mentoring, regular performance evaluation, and recognition for meritorious performance?
- How are new personnel oriented about the school's vision, mission, goals, policies, programs, and services?
- What are the provisions for addressing personnel-related issues and concerns?
- Are the policies and programs related to the recruitment, selection, hiring, deployment, development, and retirement of personnel periodically evaluated and improved?

Supporting Evidence

- 201 files of all school personnel
- Job descriptions for all personnel
- Employment contracts
- Information on salaries and benefits for personnel
- Organizational chart
- Manual for personnel (both teaching and non-teaching)
- Policies and procedures on the recruitment, selection, hiring, and deployment of personnel
- Policies and procedures on the resignation, termination of employment, and retirement of personnel
- Ranking and promotion scheme
- Performance management system
- Performance evaluation reports
- Reports on training needs of personnel
- Personnel development programs
- Budget provisions for personnel development
- Mentoring program, supervisory program, and other related programs
- Succession plans
- Reports on professional development activities
- Reports on faculty retention and turnover
- Minutes of faculty meetings
- Minutes of non-teaching personnel meetings

Sub-area 3.2. Financial Resources

STANDARD 8.

A system is in place to manage the financial resources of the school, including the efficient sourcing, allocation, use, safeguarding, and accounting of such resources.

Criteria	Rating
1. The financial management system supports the maximum use of available resources to support the school's vision and mission.	
2. There is adequate financial support to guarantee the viability of school programs and operations, with provisions for determining good financial sources when needed.	
3. A budget process that involves the participation of the different programs and offices is in place. The process includes a regular review and analysis of budget performance reports.	
4. Internal controls in the accounting system are functioning effectively to safeguard the school's assets, promote integrity in the system, and ensure compliance with regulatory requirements.	
5. Internal and external audits are regularly carried out to ensure the reliability of accounting systems and reports.	
6. The roles and responsibilities of personnel related to asset custody, utilization, controls, accountability, and sustainability are clearly defined and documented.	
7. Unutilized funds are wisely invested, ensuring optimum returns.	
8. There are insurance provisions for critical assets.	
Average Rating	

Explanation

Financial resources are vital to any organization. The attainment of goals and objectives and the viability and sustainability of programs and operations depend primarily on the availability of financial resources. Sound financial management is crucial, and this requires establishing a system that includes a budget process, identification of financial sources, proper utilization and control of assets, and the timely and factual documentation and reporting of financial transactions.

Guide Questions

- Has the school established a financial management system that promotes the effective and efficient use of financial resources to support its vision and mission?
- Are financial resources adequate to sustain programs and operations?
- Is there a functional budget process? How are the different offices involved in the

- preparation, implementation, and evaluation of the school budget?
- Are funds used for the purposes for which they have been collected?
- Are the roles and responsibilities related to the management of the financial resources clearly defined? Is the internal control system functioning effectively?
- Are financial transactions recorded and reported on time according to applicable standards? Does the school subject itself to regular audits, both internal and external?
- Are the financial performance results shared with administrators and key personnel? Are these used in the strategic planning process and development of programs?
- Where does the school invest unutilized funds? Is a fair return realized from the investment(s)?
- Are there insurance provisions for critical assets?

Supporting Evidence

- Audited financial statements
- Internal and external audit reports
- Finance manuals indicating accounting policies and procedures
- Policies and guidelines on fiscal authority and responsibility
- The annual budget for the different sectors of the school
- Budget performance analysis reports
- Budget requisition forms
- Minutes of meetings of the Board of Trustees or Board of Directors on the school budget or financial status of the school
- Minutes of meetings on annual budget preparations

Sub-area 3.3. Physical Facilities and Learning Resources

STANDARD 9.

The school has adequate, conducive, up-to-date, well-maintained, and safe facilities to support the functions of teaching, research, and community service.

Criteria	Rating
1. Physical facilities are adequate and conducive to teaching and learning, researchwork, and community service activities.	
2. There is an office or personnel responsible for overseeing the maintenance, safety, and development of physical facilities.	
3. Classrooms, lecture halls, and special-purpose rooms are adequate, kept clean, free from distractions, and conducive to teaching and learning.	
4. The library facilities and audio-visual rooms are adequate, accessible, safe, and up-to-date.	
5. The laboratories are adequate, accessible, safe, and up-to-date.	
6. The space in the school canteen is adequate for the school population.	
7. The clinic facilities and equipment are sufficient for the needs of the learners and personnel.	
8. The space requirements for the different administrative offices are adequately met.	
9. There is a documented campus development plan that serves as a guide for the continuous improvement and development of physical facilities. A sufficient budget supports the plan.	
10. There is an office or personnel responsible for leading the implementation, monitoring, evaluation, and updating of the campus development plan.	
11. The Information Communication Technology (ICT) infrastructure and facilities, both hardware and software, are adequate and up-to-date.	
12. There are sufficient provisions in the school's physical facilities for ensuring the safety, security, health, and well-being of learners and personnel.	
13. The school is compliant with regulatory and statutory government requirements as far as physical facilities are concerned.	
14. Facilities and provisions that cater to persons with special needs are available.	
15. The school has an emergency preparedness plan which includes disaster preparedness drills and necessary protocols.	
Average Rating	

Explanation

The availability, accessibility, and adequacy of physical facilities and equipment contribute to an environment that supports the teaching-learning process and provide learners and personnel a sense of security and safety. The physical facilities also facilitate research work, community service activities, and the delivery of different services related to the education process. Effective management and regular maintenance of these facilities supported by adequate budget provisions are vital so that the learners, personnel, and various programs are met adequately.

Guide Questions

- How adequate are the physical facilities and equipment to meet the requirements of the different programs and service areas?
- How does the school ensure the maintenance and upkeep of physical facilities? Is sufficient budget allocated for this purpose?
- Are the classrooms, lecture halls, and special-purpose rooms conducive for teaching and learning, adequate, and kept clean and free from distractions?
- Are the library facilities and audio-visual rooms adequate, accessible, safe, and up-to-date?
- Are the laboratories and computer rooms adequate, accessible, safe, and up-to-date?
- Are the gymnasium and other sports facilities adequate, accessible, safe, and up-to-date?
- How adequate and up-to-date are Information Communication Technology (ICT) infrastructure and facilities, both hardware and software?
- Which office is responsible for the implementation, monitoring, and evaluation of the physical facilities development plans?
- Are there policies, guidelines, and procedures related to physical facilities? Are these documented and implemented consistently?
- What are the provisions for members of the school community and guests with special needs?
- What are the critical components of the campus development plan? Is the plan regularly reviewed and periodically updated?
- Are the facilities regularly inspected in terms of safety, cleanliness, and necessary repairs or improvements?
- Is the canteen space adequate for the school population?
- Are the clinic facilities and equipment sufficient for the needs of the learners and personnel? Is there adequate space for the conduct of annual medical and dental check-ups? Are provisions for medical emergencies in place?
- Are the space requirements for the different offices adequately met?
- Is there a sufficient supply of potable water for the learners and personnel?
- Are regulatory and statutory government requirements for physical facilities consistently followed?
- Does the school have an emergency preparedness plan?
- Are the disaster preparedness drills conducted regularly?
- Are there adequate insurance provisions for the school's physical facilities?

Supporting Evidence

- Physical facilities development plan
- Campus development plan
- Information Communication Technology development plan
- List of facilities
- Inventory of equipment in the different facilities
- Inventory system or procedures
- Policies, guidelines, and procedures related to physical facilities
- Preventive maintenance program
- Reports on the inspection of physical facilities
- Reports on the maintenance of physical facilities
- Certificates of compliance with regulatory agencies
- Water potability certifications
- Emergency preparedness plan
- Documentation of disaster preparedness drills
- Budget for physical facilities and equipment
- Insurance coverage for physical facilities
- Feedback from stakeholders on the adequacy and condition of facilities
- Minutes of meetings related to the maintenance and development of physical facilities

AREA 4. TEACHING-LEARNING

Sub-area 4.1. Curricular Programs

STANDARD 10.

A system to design, develop, and review the school is established, ensuring alignment with its vision-mission and goals, with program objectives and learning outcomes, and are relevant to meeting stakeholders' needs.

Criteria	Rating
1. The curriculum offered by the school is aligned with its philosophy, vision, mission, and goals. It is consistent with the requirements of the Department of Education and other government regulatory bodies, where applicable.	
2. The policies, guidelines, and processes related to the design, review, and periodic updating of the curriculum are clearly defined.	
3. Key stakeholders participate in the design, development, review, and periodic updating of the curriculum.	
4. Learning and performance outcomes in the different subject areas are clearly defined both within the subject area (vertical articulation) and across subject areas (horizontal articulation) in the grade level.	
5. Curriculum guides and instructional plans in each subject area are aligned, articulated clearly, communicated systematically, and implemented effectively.	
6. The curriculum and academic programs are continuously enriched and enhanced through research and innovation.	
7. The system of developing, managing, and refining the curriculum is periodically reviewed and updated.	
Average Rating	

Explanation

The school curriculum is dynamic and responsive because it ensures its relevant design and continuous development. In designing the curriculum, alignment with the school's philosophy, vision, mission, and goals is ensured and the stakeholders' needs and expectations. In developing the curriculum, the expected learning outcomes are defined in light of the changing times' content-based thinking and disposition (values, traits, character) skills. Moreover, the curriculum is enhanced by learners and teachers through various means like research or innovative undertakings. The system of curriculum development is periodically reviewed for improvement and updating.

Guide Questions

- What processes does the school follow in curriculum development, review, and revision?
- Who is responsible and involved in the development of the curriculum?
- How are the school's philosophy, vision, mission, and goals cascaded to the curriculum of the different grade level subjects?
- How are learning outcomes for the curriculum objectives established per subject and grade level?
- What does the school do (e.g., benchmarking activities, professional learning activities, etc.) to make its curriculum dynamic, rigorous, and relevant?

Supporting Evidence

- Curriculum development system
- Strategic plans for curriculum and instruction
- List of subjects per grade level
- Scope and sequence for each subject area
- Curriculum guides (scope and sequence, content matrix, learning progression, etc.)
- Instructional plans
- Feedback from teachers on curriculum and instruction
- Feedback from learners on curriculum and instruction
- Feedback from alumni on curriculum and instruction
- Year-end evaluation results on curriculum and instruction
- Enrichment and remedial programs
- Research conducted by students and teachers
- List of activities and projects that promote creative and critical thinking
- List of instructional resources supporting the teaching-learning process
- Minutes of meetings on curriculum development

Sub-area 4.2. Teaching and Learning Methods

STANDARD 11.

A system to select, develop, and evaluate the appropriate teaching and learning methods and activities is established, aligned with the school's educational philosophy, and intended to achieve the desired learning outcomes.

Criteria	Rating
1. There is a structure or procedure for selecting, developing, implementing, and evaluating the teaching modalities, methods, and learning activities.	
2. The teaching modalities, strategies, and learning activities employed are aligned with the institution's educational philosophy.	
3. Stakeholders' feedback is considered in selecting, developing, and using teaching modalities, strategies, and learning activities.	
4. The teaching modalities, strategies, and learning activities are adopted to promote learning outcomes and life-long learning.	
5. There are regular monitoring and evaluation of the teaching modalities, strategies, and learning activities for improvement.	
Average Rating	

Explanation

The teaching modality and approach reflect the institution's educational philosophy, facilitate the expected learning outcomes, and promote lifelong learning. A system is established to ensure that appropriate teaching modalities, strategies, and learning activities are selected, implemented, and regularly evaluated by relevant stakeholders.

Guide Questions

- What is the educational philosophy of the institution?
- What is the process undertaken to select, develop, implement, and evaluate teaching modalities, strategies, and learning activities?
- How is the context of stakeholders considered in determining the teaching modalities?
- What are the different teaching modalities, strategies, and learning activities used?
- How are the teaching modalities, strategies, and learning activities aligned with the expected learning outcomes?
- What teaching modalities, strategies, and learning activities promote life-long learning?
- How do ICT and learning resources facilitate teaching and learning?
- How are teaching modalities, strategies, and learning activities monitored, evaluated, and improved?

Supporting Evidence

- The educational philosophy of the institution
- Learning outcomes for each subject area and grade level
- Teaching modalities, strategies, and learning activities
- Samples of how technology and other learning resources were used in the different subject areas and grade levels
- Faculty and student feedback on teaching modalities and strategies employed
- Monitoring and evaluation reports on teaching modalities, strategies, and learning activities

Sub-area 4.3. Assessment Methods

STANDARD 12.

A system is in place to plan and select the most appropriate assessment types that are aligned to the achievement of the expected learning outcomes.

Criteria	Rating
1. There is an established structure or procedure to track learners' progress from admission through the progression from one level to the next level until graduation.	
2. A range of assessment strategies, tools, and instruments determine the expected learning outcomes. These assessment strategies, tools, and instruments are valid, reliable, and fair.	
3. The results of the assessments are utilized to validate and evaluate the learning outcomes.	
4. Strategies, tools, and instruments for assessment and assessment results are regularly reviewed and evaluated for improvement.	
5. Exit interviews of graduating learners are regularly conducted to serve as inputs for curricular development and instructional and assessment strategies.	
Average Rating	

Explanation

Student assessment provides the link between student performance and learning outcomes. It is the gauge of how the curricular offerings and the delivery of instruction help the learners achieve the expected learning outcomes. Since assessment provides the evidence to document and validate the meaningful learning of learners, it should start from admission, continue as the student progresses from one level to the next level up to the time the student graduates. The strategies, tools, and assessment instruments must be constantly reviewed to ensure validity, reliability, and fairness.

Guide Questions

- What are the assessment strategies, tools, and instruments used?
- What is the process for designing assessment strategies, tools, and instruments?
- Are the assessments aligned with the learning objectives?
- How are assessment strategies differentiated considering the differences in curricular programs and learning outcomes?
- Are there provisions for differentiated assessment strategies to address differences among students?

- How are rubrics designed and used?
- How are applicants assessed during the admissions process?
- How is exit assessment done for graduating learners?
- How are assessments administered? What measures are taken to ensure validity, reliability, and fairness?
- Is there a process for appealing assessment results?
- How are the assessment results utilized to improve teaching, learning, and the curriculum?
- How often are the assessment strategies, tools, and instruments reviewed, analyzed, and improved?

Supporting Evidence

- List of assessments used from student entry, progression up to exit before graduation
- Samples of assessment instruments
- Sample student work
- Curricular programs and learning outcomes
- Sample of rubrics
- Grading system
- Results of standardized tests
- Data on honors and awards, promotion, and retention
- Official reports on government exams
- Feedback from teachers on assessment processes
- Feedback from learners on assessment processes

AREA 5. STUDENT SERVICES

Sub-area 5.1. Student Recruitment, Admission, and Placement

STANDARD 13.

The school has effective recruitment, admission, and placement of learners with defined criteria that are valid and reliable.

Criteria	Rating
1. A system with defined plans, structures, and policies is established for proper recruitment, admission, and placement of learners.	
2. Criteria for student selection and placement are defined to predict learners' potential in the educational program and promote proper matching of student aptitudes and capabilities with their levels/ programs.	
3. Defined procedures are implemented to ensure effective and efficient recruitment, admission, and placement of learners.	
4. Programs and plans are in place to monitor the system's effectiveness for recruitment, admission, and placement.	
5. Student recruitment, admission, and placement are refined and enhanced to ensure they remain relevant and effective.	
Average Rating	

Explanation

The quality of graduates is significantly affected by the quality of learners that a school recruits and admits. The recruitment and admission program of the school should provide for the proper selection and placement of learners. The related plan, structure, and policies should reflect the school's philosophy, vision, mission, and objectives and meet the Basic Education regulatory requirements. The school should select and classify learners through well-defined and effective admission criteria to provide them a greater chance for success in the program.

Guide Questions

- Are the processes for student recruitment, admission, and placement well-defined?
- How does the school develop its admission policies?
- Are the admission policies consistent with the philosophy, vision, mission, and objectives of the school?
- What are the selection criteria for both regular learners and those in special groups?

- How are the admission policies and selection criteria communicated to the stakeholders? Are these readily available and disseminated to all concerned?
- What is the process for selecting prospective learners, and who is involved? How effective is the process?
- What office is in charge of recruitment, admission, and placement of learners?
- What measures are taken to influence the quality and the number of accepted learners?
- How are student intakes monitored and analyzed?
- Is there a regular review of the effectiveness of the recruitment, admission, and placement system?
- Is there a continuing assessment of student achievement, including but not necessarily limited to retention, that evaluates the match between the attributes of accepted learners and the school's mission and programs?
- How are the assessment and evaluation activities used to improve the school's recruitment, admission, and placement policies and processes?

Supporting Evidence

- Student admission policies and process
- Recruitment program
- Channels for recruitment of student applicants
- Marketing collaterals and materials
- Process and criteria for selection of learners
- Cumulative data on applicants and accepted learners
- Student handbook
- Publications such as the prospectus and brochures
- Industry linkages
- Evaluation reports on the system of recruitment, admission, and placement of learners

Sub-area 5.2. Student Services Programs and Support

STANDARD 14.

The school ensures that student services and support are adequate and readily accessible to support learners in their academic and non-academic pursuits and promote personal well-being.

Criteria	Rating
1. There is a plan to provide comprehensive student services and support and a student monitoring system.	
2. The school has well-defined, adequate, and accessible programs for student services to support learners' academic and non-academic needs.	
3. There are adequate financial and physical resources available and qualified personnel to provide effective and efficient student services and support.	
4. Measures are regularly undertaken to review the effectiveness of student services and support programs and student monitoring systems.	
5. Student services and support and student monitoring system are improved to meet the learners' needs and expectations.	
Average Rating	

Explanation

Consistent with the school's mission, vision, and goals, provisions for student services programs and support should be in place to complement the academic program and to assist the learners' learning goals. These programs and services are responsive to the full spectrum of diverse student needs, abilities, and values and are supported by sufficient resources. A student monitoring system is in place to track and monitor learners' academic performance and well-being so that appropriate interventions can be instituted on time to respond to learners' needs.

Guide Questions

- Does the school have an orientation program for new learners? Does this enable them to assimilate the vision, mission, and core values of the school?
- Are the plans or programs for student services and support well-defined, communicated, and readily made available?
- Is the Guidance program developmental and effective in meeting the needs of the learners?
- What are the provisions for academic-related support, e.g., career counseling, career pathing, etc.? Do the administration, teachers, and Guidance personnel collaborate to deliver these support services?
- What indicators are used to monitor student progress and performance?
- How are data used in the monitoring of student performance?
- Are learners given feedback on their progress and performance? Are they guided on how to improve their performance?

- Are there programs for campus ministry and spiritual development, scholarship/financial assistance, health services, food, alumni services, and, if needed, housing and transportation facilities?
- Is there any program in place to address mental health concerns?
- Does the school offer various curricular/co-curricular programs and activities that provide functional leadership training to learners?
- How adequate are the financial and physical resources to support the management of student services programs?
- Are the programs under student services managed by adequate and qualified staff?
- Are there policies in place on protecting children in school from abuse, violence, exploitation, discrimination, bullying, and other forms of abuse?
- Are there policies fostering a healthy, safe, and supportive learning environment?
- Are there provisions established to address student grievances?
- How does the school measure the effectiveness of the student services programs, including measuring student satisfaction with these services?

Supporting Evidence

- List of student services and support programs
- Student activity program
- Lists of clubs or organizations with assigned moderators or advisers and their qualifications
- Guidance program and services
- List of Guidance test materials
- Processes related to placement and follow-up of graduates or tracer studies
- Campus ministry program or spiritual development program
- School-based mental health programs and services
- Policies on child protection
- Health and safety policies and protocols
- Health and food services
- Clearance certificate of canteen personnel
- Clinic inventory and medical records
- Guidelines for transportation service providers (if applicable)
- Student handbook
- Budget for student services and support
- List of facilities for student services and support
- Student publications
- Student records
- Scholarship or financial assistance program including guidelines and procedures
- Master list of scholarship beneficiaries
- Monitoring report on student services and support program implementation
- Alumni program and services
- Feedback from alumni on the effectiveness of the curriculum, student services, and other aspects of the educational program
- Evaluation of student services programs and other support services

AREA 6. EXTERNAL RELATIONS

Sub-area 6.1. Networks, Linkages, and Partnerships

STANDARD 15.

The school establishes networks, linkages, and partnerships with local, national, regional, and international agencies and groups to pursue its vision, mission, and goals.

Criteria	Rating
1. A plan is designed to network, link, and partner with various agencies and groups at the local, national, regional, or international levels to pursue its goals and objectives.	
2. Appropriate structures and mechanisms are in place to allow the school to establish networks, linkages, and partnerships with various agencies and groups.	
3. Appropriate agreements and contracts support 3. Linkages and partnerships. There is an established system for reviewing and approving agreements and contracts.	
4. Networks, linkages, and partnership activities are regularly evaluated to assess how they help achieve the school's vision, mission, goals, objectives, and core values.	
Average Rating	

Explanation

The school recognizes that establishing linkages, networks, and partnerships is critical in achieving its vision, mission, goals, objectives, and core values. A broad range of activities, such as teacher or student exchange programs, benchmarking activities, joint research activities, or sharing of resources, contribute to the effective delivery of the school's programs. Appropriate structures and mechanisms should support these activities to ensure their effectiveness and sustainability.

Guide Questions

- What steps are taken to select the institutions, organizations, or groups that the school can partner or collaborate with?
- What priority areas did the school consider in establishing the linkages and partnerships?
- What benefits has the school derived from collaborating with the institutions, organizations, or groups it has networked?
- What is the process for formulating MOUs and MOAs? How functional are the MOUs and MOAs? Who is in charge of reviewing these documents?
- What kind of support (i.e., financial, staff, technological, etc.) is given by the school to those participating in the collaboration activities, networks, and linkages?
- Which office is responsible for external relations?

- How have data from external relations been effectively utilized to improve the school's linkages and partnerships?
- In what ways have the external partners benefited from the linkages and partnerships with the school?

Supporting Evidence

- External relations program
- Relevant MOUs and MOAs
- Surveys measuring the effectiveness of the school's linkages and partnerships with partner institutions, organizations, or groups
- Evaluation of data from collaborative activities with partner institutions, organizations, or groups
- Financial grants or other financial gains generated by the partnerships
- Minutes of meetings related to the linkages and partnerships
- Awards, citations, or recognition granted to the school as a valued partner of external institutions, organizations, or groups
- Support provided by the school for external relations activities

Sub-area 6.2. Community Engagement and Service

STANDARD 16.

The school commits to conduct community engagements and service activities as part of its social responsibility and corporate citizenship.

Criteria	Rating
1. The school has a community engagement and service program aligned with its vision, mission, goals, objectives, and core values.	
2. Community engagement and service activities are implemented to promote the development of both the school community members and the partner community.	
3. Community engagement and service activities utilize and develop the competencies of the different sectors of the school community.	
4. The students' experiences in community engagement and service activities are processed and integrated into the different academic programs.	
5. An appropriate structure with adequate resources is in place to support community engagement and service activities.	
6. Community engagement and service activities are systematically monitored and evaluated against established criteria.	
Average Rating	

Explanation

A school complements its primary functions of teaching and research by committing itself to the service of the larger community or society. This commitment involves collaborating and engaging with a wide range of stakeholders towards establishing and sustaining a meaningful and fruitful collaboration with the larger community. Stakeholders include other educational institutions, parents, alumni, government and non-government agencies, industry partners, businesses, and companies. The goal of community engagement and service is the sustainable improvement in the quality of life and empowerment of the partner community while supporting the school community's growth and development. Promoting the students' growth and development as persons through the community engagement and service program calls for the processing and integration of their outreach experiences in the academic program.

Guide Questions

- What are the school's community engagement and service projects and activities?
- Are the community engagement and service activities aligned with the vision and mission of the school?

- Who participates in the school's community engagement and service activities? In what ways do they participate?
- What criteria are used in the identification of the partner community? What criteria are used in the selection of community engagement and service activities?
- Who is involved in the planning, monitoring, and evaluation of the community engagement and service program?
- What kind of services are provided by the school to the partner community? What are specific agreements between the school and its partner community?
- How does the school evaluate the effectiveness of its community engagement and service program?
- How are the students' experiences in the community engagement and service program processed and integrated into the academic program?
- How is the evaluation of the community engagement and service program disseminated to the different sectors of the school community? How is the assessment utilized in quality assurance and quality enhancement processes?
- What benefits are derived from community service and engagement programs?
- What human, financial, or physical support does the school provide for the community service and engagement program and activities? How does the administration support the community engagement program?
- Which office is in charge of the community engagement and service program?

Supporting Evidence

- Community service and engagement program
- Information about the partner community
- MOUs and MOAs with the partner community
- Evaluation of the community service and engagement program
- Evaluation of the different community service and engagement activities
- Reports on the involvement of the various sectors of the school community in the community service and engagement program
- Reports on the processing of students' experiences in the community service and engagement program
- Documents reflecting the integration in the academic programs of students' experiences in the community service and engagement program
- Photos, videos, and publications reflecting the participation of the different sectors of the school community in the community service and engagement program

Area 7. Research

Sub-area 7.1. Research Management and Collaboration

STANDARD 17.

The school implements a research program aligned with its mission and vision, supports its teaching-learning and community engagement functions, and addresses local and national development needs.

Criteria	Rating
1. The school promotes a research culture by developing students' research skills through age-appropriate research activities aligned with the school's vision and mission and by encouraging personnel to conduct research.	
2. The school provides support for the promotion of a culture of research.	
3. Research and research-related activities are part of the academic program, and there are provisions for recognizing learners' research outputs.	
4. Research and research-related activities are assessed regarding their contribution to the progressive development of the learners' research skills.	
5. The library, laboratories, and other school resources are utilized to conduct research and research-related activities.	
6. The school has provisions for recognizing personnel's research outputs through awards and other incentives.	
7. A system for ensuring ethical norms and intellectual property guidelines in research and research-related activities is in place.	
Average Rating	

Explanation

The school pursues research and research-related activities aligned with the school's vision and mission to develop learners' research skills. Applicable ethical norms and intellectual property guidelines are considered in the conduct of research and research-related activities. The school promotes a culture of research among the learners and personnel by providing incentives and rewards for research outputs. Research and research-related activities are regularly assessed for improvement.

Guide Questions

- How do the research activities support the school's vision and mission?
- What is the nature of the school's research and research activities, faculty, staff, and learners?
- What criteria are used in selecting research and research-related activities in the different subject areas or grade levels?
- What are the provisions for progressively developing the learners' research skills?
- How does the school encourage the learners, faculty, and other personnel to conduct research? How does the school promote a culture of research?
- What are the provisions for ensuring the observance of ethical norms and intellectual property rights in research?
- What incentives and rewards are available to encourage faculty members to engage in research?
- How are the library, the laboratories, and other resources utilized in the conduct of research activities?
- Which office is responsible for monitoring research activities in the school?

Supporting Evidence

- Listing of research skills to be developed in the different subject areas and grade levels
- Listing of researches conducted by personnel and students
- Listing of research-related activities implemented
- Incentives and rewards for the conduct of research
- Reports on the evaluation of research and research-related activities
- Guidelines for the observance of ethical norms and intellectual property rights in the conduct of research

Area 8. Results

Sub-area 8.1. Educational Results

STANDARD 18.

The educational process results include the achievement of the expected learning outcomes, conduct and behavior, performance in admissions or entrance tests, and the satisfaction levels of various stakeholders.

Criteria	Rating
1. The implementation of the school curriculum and programs are monitored, evaluated, and continually improved.	
2. All subjects' pass and failure rates are consistently monitored, reviewed, and evaluated to improve learning across all subjects.	
3. The promotion and retention rates per grade level are monitored, reviewed, and evaluated for improvement.	
4. The learners' performance in high school or college entrance tests and achievement tests are consistently monitored, reviewed, and evaluated for improvement.	
5. Feedback from key stakeholders, colleges and universities, and the community on the quality of graduates and education is utilized for improvement.	
Average Rating	

Explanation

Educational results are the measures of the quality of education the school provides. Results are the outputs of the transformation process the learners go through. In assessing the quality of the educational system, it is crucial to establish indicators of the quality of the graduates as reflected by the achievement of learning outcomes, pass and failure rates, results of high school and college admission tests, and the satisfaction levels of key stakeholders on the graduates. The information is gathered, analyzed, and used to make improvements in the curriculum, the delivery of instruction, and the quality assurance system of the school.

Guide Questions

- What are the indicators and the methods used in determining, monitoring, and assessing the quality of graduates?
- What measures and norms are utilized to determine whether learning outcomes are achieved when learners graduate?
- If the results of the pass and failure rates are unsatisfactory, what measures have been undertaken to improve these?
- What studies on failure rates, and how the results of these studies been used to improve

student performance?

- How does the school gather feedback from key stakeholders about the curriculum and programs, teaching-learning process, resources provided, competencies acquired, and strengths of graduates?
- How successful are the graduates in meeting the high school readiness standards? How successful are the graduates in meeting the college readiness standards and being accepted in their preferred college course?
- How successful are the graduates in being accepted in their college or university of choice?
- How does the school use feedback from its key stakeholders to improve the quality of education it offers?

Supporting Evidence

- Profile of year-end academic performance of students in the different subjects and grade levels
- Results of achievement tests, NC II, or international examinations
- Performance of students in inter-school activities and competitions
- Student disciplinary records
- Results of high school or college admission tests
- Feedback from key stakeholders, graduates, and partner institutions
- Studies related to the performance of learners

Sub-area 8.2. Community Engagement and Service Results

Standard 19.

The community engagement and service programs produce results that impact the school, its stakeholders, and society.

Criteria	Rating
1. The nature and volume of community engagement and service activities are identified, monitored, and assessed for improvement.	
2. The impact of community engagement and service activities on the school, learners, personnel, and other sectors of the school community are identified, monitored, and assessed for improvement.	
3. The impact of community engagement and service activities on the beneficiaries of these activities and other stakeholders are identified, monitored, and assessed for improvement.	
Average Rating	

Explanation

The outcomes of community engagement and service activities should produce results that create a positive and significant impact on the school, faculty, staff, and learners, and the partner community and other stakeholders. The impact should be identified, monitored, and assessed for improvement.

Guide Questions

- What are the indicators and the methods used in determining, monitoring, and assessing the effectiveness of the community engagement and service activities?
- What measures and norms are utilized to determine whether the intended outcomes from community engagement and service activities are achieved when learners graduate?
- How does the school gather feedback from key stakeholders about the community engagement and service activities?
- What impact do these community engagement and service activities have on the school, personnel, and learners?
- How are the community engagement and service activities assessed for improvement?
- What impact do these community engagement and service activities have on the school, personnel, and learners?
- What impact do these community engagement and service activities have on the target beneficiaries and other stakeholders?
- How does the school ensure the sustainability and replicability of community engagement and service programs?

Supporting Evidence

- Reports on the impact of community engagement and service activities on the school community
- Reports on the impact of community engagement and service activities on the partner community and beneficiaries
- Progressive involvement of learners in community engagement and service activities
- Feedback from students on their involvement in community engagement and service activities
- Feedback from personnel and other sectors of the school community on their involvement in community engagement and service activities
- Feedback from the partner communities and beneficiaries on the effectiveness of the community engagement and service activities
- Studies related to the impact of community engagement and service activities on the school community
- Studies related to the impact of the community engagement and service activities on the partner community

Sub-area 8.3. Research Results

STANDARD 20.

The school has produced research outputs as seen through new knowledge embodied in publications, citations, journals, research-informed teaching, technology transfers, innovations, inventions, creative works, etc.

Criteria	Rating
1. The results of the provisions in the school curriculum and programs for developing the research skills of learners are monitored, evaluated, and continually improved.	
2. The nature and number of research outputs produced by personnel and learners are documented, monitored, and assessed for improvement.	
3. The nature and number of creative work and intellectual properties produced by personnel and learners are documented, monitored, and assessed for improvement.	
Average Rating	

Explanation

The results of research and research-related activities are reflected in the learners' acquisition of research skills expected at their level. Moreover, contributions to the production of knowledge through research and innovation through creative work are made. The results of the study and research-related activities are identified, monitored, and assessed for improvement.

Guide Questions

- What methods and indicators are used in determining, monitoring, and assessing the development of the learners' research skills?
- What measures and norms are utilized to determine whether learning outcomes related to research are achieved?
- How are the research and research-related activities monitored and assessed for improvement?
- How are the results from the evaluation of research and research-related activities used to improve the provisions in the curriculum for developing the research skills of learners?
- How are researches monitored and assessed for improvement?
- How do these research activities, in general, benefit the school community?

Supporting Evidence

- Learning outcomes related to research and research-related activities
- Indicators of the development of learners' research skills
- Reports on the evaluation of the study and research-related activities
- Documentation of improvements in the curriculum arising from the evaluation of research and research-related activities
- Feedback from stakeholders on the graduates' research skills, including feedback from alumni and colleges regarding their level of preparedness for research work in college
- Participation and performance of students in competitions involving research and creativework as well as other research-related events

Sub-area 8.4. Financial and Competitiveness Results

STANDARD 21.

The financial performance of the school and its competitiveness are measured, monitored, and assessed for improvement and sustainability.

Criteria	Rating
1. Investment activities in terms of asset acquisition and placement and retention and disposal are monitored and assessed for improvement.	
2. Financing items in debt, equity, grants, or endowments are monitored and assessed for improvement.	
3. Education, research, and community service activities are measured in income and expenditure streams and monitored for improvement.	
4. Cash flows are established, monitored, and assessed for improvement.	
5. Reserves and savings are determined, monitored, and assessed for improvement.	
6. Quality indicators for programs are identified, monitored, and assessed for improvement.	
7. The school's best practices are identified, monitored, and assessed for improvement.	
Average Rating	

Explanation

The school's financial performance is measured by the size, nature, and use of its assets, debt, equity, grants or endowments, revenue and expense items, cash flows, reserves, and savings. These should be measured, monitored, and assessed for improvement and sustainability. Overall, the operations of the school are effective and efficient.

Guide Questions

- Are the financial outcomes in terms of financial position, operating results, and cash flows positive over a reasonable number of years?
- Are the assets and investments balanced considering current and long-term needs?
- What are the usual sources for financing assets? Are the costs incurred for these sources reasonable?
- Are the revenue streams greater than the cost streams? Is there a positive cash flow to sustain operational needs?
- Are there reserves and savings for future projects or expansion initiatives?
- How satisfied are the various stakeholders with these financial and competitiveness results?
- What are the school's best practices?
- What are the indicators that the school's operations are effective and efficient?
- Is record-keeping up-to-date and efficient in the different offices and overall in the school?
- What are the indicators that the school has an established reputation?

Supporting Evidence

- Student enrollment
- Strategic plan
- Financial statements
- Annual Budget
- Budget performance reports
- Income and expenditure reports for education, research, and community service activities
- National and international rankings, if applicable
- Citations and awards
- Satisfaction ratings from stakeholders
- Monitoring reports on investment activities
- Overall best practices of the school

Statistical Summary of Ratings

Statistical Summary of Ratings	Ratings (In two decimal places)
Area 1. Leadership and Governance	
Sub-area 1.1 Vision-Mission	
Sub-area 1.2 Leadership and Management	
Sub-area 1.3 Strategic Management	
Sub-area 1.4 Policy Formulation and Implementation	
Sub-area 1.5 Risk Management	
Area 1 Average Rating	
Area 2. Quality Assurance	
Sub-area 2.1 Internal and External Quality Assurance System	
Area 2 Average Rating	
Area 3. Resource Management	
Sub-area 3.1 Human Resource	
Sub-area 3.2 Financial Resources	
Sub-area 3.3 Physical Facilities and Learning Resources	
Area 3 Average Rating	
Area 4. Teaching-Learning	
Sub-area 4.1 Curricular Programs	
Sub-area 4.2 Teaching and Learning Methods	
Sub-area 4.3 Assessment Methods	
Area 4 Average Rating	
Area 5. Student Services	
Sub-area 5.1 Student Recruitment, Admission, and Placement	
Sub-area 5.2 Student Services Programs and Support	
Area 5 Average Rating	
Area 6. External Relations	
Sub-area 6.1 Networks, Linkages, and Partnerships	
Sub-area 6.2 Community Engagement and Service	
Area 6 Average Rating	
Area 7. Research	
Sub-area 7.1 Research Management and Collaboration	
Area 7 Average Rating	
Area 8. Results	
Sub-area 8.1 Educational Results	
Sub-area 8.2 Community Engagement and Service Results	
Sub-area 8.3 Research Results	
Sub-area 8.4 Financial and Competitiveness Results	
Area 8 Average Rating	
Overall Average Rating	