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

Philippine Accrediting Association of Schools, Colleges, and Universities

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GUIDELINES TO 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 founded on the institution's educational philosophy and its unique vision and mission. This purpose 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 as a continuous development process that engages the entire school community and its stakeholders in a careful and thorough evaluation of its objectives, plans, programs, systems, resources, and results through self-survey and an external review done by peer educators.

The accreditation process involves assessing different areas: Leadership and Governance, Quality Assurance, Resource Management, Teaching-Learning, Student Services, External Relations, Research, and Results. The interrelationship among these areas is vital in ensuring the school's programs' quality towards achieving the school's vision and mission. 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 standards to be used in quality assurance processes. PAASCU now shifts to principles-based standards in the accreditation process that focuses on principles rather than a list of good practices in the various areas to be assessed in the accreditation process.

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 preparedthis Standards-based Accreditation Instrument for Basic Education.

1. ACCREDITATION OF BASIC EDUCATION PROGRAM

1.1 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

1.2 Accreditation

Educational accreditation is a quality assurance process where an external body evaluates the operations of educational institutions or programs to determine if standards are met as the basis for granting an 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 (Van Damme, UNESCO Higher Education in the Age of Globalization, 2001).

An accredited status from PAASCU indicates that an educational institution or program has met its defined standards. 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 allows these institutions and programs to be innovative in exploring solutions to the challenges they face.

2. ACCREDITATION FRAMEWORK

2.1. Accreditation Framework

In conducting institutional accreditation, the following framework is adopted:

Strategic and Systemic QA		Process QA		Results
1. Leadership and Governance 2. QA Systems 3. Resource Management	→ ←	4. Teaching-Learning 5. Student Services 6. External Relations 7. Research	→ ←	8. Results
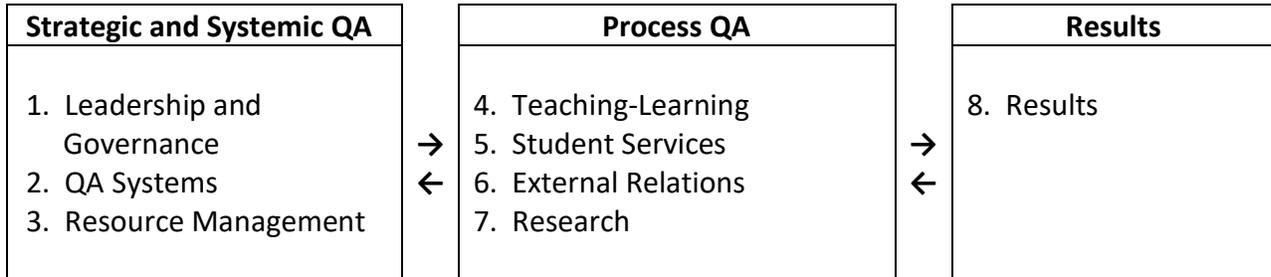
The framework shows that there are eight areas to be assessed. These areas include three areas under Strategic and Systemic Quality Assurance, four areas under Process Quality Assurance, and the area covering the Results. The arrows denote the constant interplay among the different areas in continuously upgrading educational quality and services.

2.2. Alignment of PAASCU Framework with other QA Frameworks

The framework adopted by PAASCU 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

2.3. Development of the 2021 Principles-Based Standards

The evolving and challenging higher education landscape globally and the continuing evolution of accreditation in form and substance served as an impetus in pivoting PAASCU's approach to program accreditation from functional to one that uses principle-based standards. The program accreditation standards are designed to ensure the provision of high-quality educational experiences. These standards reflect principles of good practice and are supported by a set of criteria that subscribes to the Plan-Do-Check-Act (PDCA) cycle. The standards are not prescriptive as PAASCU understands that high-quality education can be achieved in various ways. However, the standards and how the program executes them should allow for consistency in the quality of program delivery. The program standards define the quality, effectiveness, and continuous

improvement expected of accredited programs.   They serve as indicators of a program's ability to fulfill its unique purpose, deliver quality education, and promote student achievement is comprehensively examined.

Each of the standards articulates a dimension of the quality of a program. In applying the Standards, PAASCU assesses and decides the effectiveness of the program as a whole.   A program that meets the Standards indicates that:

- its purposes are clearly defined and appropriate to an institution of higher learning;
- defined learning outcomes are achieved;
- its practices are aligned with defined standards and criteria; and
- it is unceasingly striving for continuous improvement.

Therefore, it is essential to understand that a program must demonstrate substantial compliance with the standards regardless of location or delivery modalities to earn accreditation.

2.4.   The Survey Instrument

The survey instrument consists of the following:
1. the main area for review and evaluation;
2. the standards under each area;
3. a set of criteria against which the achievement of the standard is measured;
4. a brief explanation of the standard;
5. a series of guide questions to assist the institution in assessing its compliance with the standards and criteria; and
6. a suggested the list of evidence.

The set of criteria will be rated using the guidelines provided below in the Self-Survey Report section of this guideline.

3.   PROGRAM ACCREDITATION

Program accreditation applies to academic programs, departments, institutes, or schools that are parts of an institution. The accredited unit may be as large as a college, or school within a university, an academic program, or course within a discipline. The accredited status of one department or specific program/course does not extend to other programs within the same department or departments in the institution.

This survey instrument is for program accreditation.

4. THE SELF SURVEY REPORT

The first and critical component of the accreditation process is a rigorous and comprehensive self-evaluation of the institution's educational resources, methods, 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 completed by a diverse group of key stakeholders (i.e., administrators, faculty, students, staff, alumni, etc.) knowledgeable about the institution and its academic programs. 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 standard guides what to account for in the institution's quality system.

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

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

4.1. 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 Survey Instrument, 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.   Educational programs, including student population for each program and accreditation level
6.   Enrollment data per year level of the program under survey (3-year data for a preliminary visit, 2-year data for a formal visit, and 5-year for resurvey visit)
7.   Description of the regulatory environment in which the institution operates
8.   Identified 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 describes the program quality practices using the criteria under each standard. The write-up should meet the following requirements:

1. It should provide information that focuses on how the school meets the criteria under each standard. An explanation should be provided if the school partially or did not comply with the criteria.

2. The information should be presented based on the sequencing of the criteria. They should be written in whole sentences but should be straightforward, concise, and factual. More importantly, the information should be based on evidence that is presented immediately after such information. The evidence should be clickable to ensure immediate access. Each standard provides a checklist of suggested evidence. The institution may present other additional evidence to support its claim.

3. In the presentation of evidence, the following guidelines should be considered:
   a. Where statistical data, graphs, tables, or matrices are used, label the same and present them 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 be descriptive and analytical, citing both the strengths and weaknesses of the practice related to 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 program's compliance with the standards
2. Summary of the strengths per area
3. Summary of planned initiatives to address weaknesses identified per area

PART 5:   Appendices

This section contains the evidence that is identified in the self-survey report. This section consists of the following:
1. List of the supporting evidence
2. The actual evidence

For virtual visits, these supporting documents are accessed using the digital storage facility of the school.   Therefore, when evidence is cited in the narrative, reference to that evidence is clickable, so the actual evidence can immediately be viewed.

PART 6:   Summary of Ratings

5.   THE SURVEY VISIT

The **site visit** will be scheduled in advance and not earlier than two months after submitting the SSR to the PAASCU Secretariat. External accreditors assigned by PAASCU will undertake the two-day visit.

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

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

The number of accreditors may change depending on the number of programs being accredited.

The visit usually includes the following activities:
1. Accrediting Team meetings
2. Interviews and meetings with various stakeholders groups
3. Observations
4. Review of exhibits
5. Writing of report
6. Wrap-up session
7. Debriefing to Management and Self Survey Team

6.   PAASCU SURVEY REPORT

The site visit will result in a survey report that represents the institution's assessment against the checklist. The report is used as the basis for determining the accreditation status to be granted.

The Chair will be responsible for collating the inputs from each accreditor to come up with a consolidated, coherent, and concise report that corresponds to the team's judgment.

The survey report should contain the following:
1. Chairman's report containing the following:
   a.   Introduction
   b.   Summary of Area Reports
   c.   Preparation of the Program Self-Survey by the Institution
   d.   Recommendation of the Team

e. Conclusion
2. Summary of Ratings

3. Write-up per area containing the following:
   f. Evidence – a short description of the evidence gathered
   g. Analysis – a consideration of the extent of alignment of practice with the criteria based on the evidence presented
   h. Commendations, if any
   i. Recommendations, if any

The ratings of the criteria under each standard are averaged to arrive at the **average rating per standard**.
The average ratings per standard in an area are averaged to arrive at the **average area rating**.
The eight area average ratings are averaged to arrive at the **overall survey rating.**

7. COMMISSION REVIEW AND BOARD APPROVAL OF ACCREDITING TEAM'S DECISION

Additional Requirements to Pass a Formal Survey or Resurvey Visit:

The following criteria need to be complied with to pass a survey or resurvey visit:

Qualification of the School Principal
It is imperative for the school Principal to hold a master's degree and to have at least five years of relevant teaching or administrative experience. Without this required qualification, a school cannot be accredited or re-accredited. This requirement is iterated in Standard 2.

8. 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.

9. RELEASE OF ACCREDITATION DECISION TO THE INSTITUTION WITH THE SURVEY TEAM REPORT

The PAASCU Secretariat will inform the school of the accreditation decision and provide the accreditation report after the Board's approval and the FAAP certification.

SURVEY INSTRUMENT FOR BASIC EDUCATION

AREA 1. LEADERSHIP AND GOVERNANCE

Sub-area 1.1. Vision-Mission

STANDARD 1.
The school has clearly 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 formulating and articulating the school's vision and mission statements.	
2. The vision and mission statements are communicated periodically to its stakeholders.	
3. All sectors of the school community can identify with and own the vision and mission statements of the school.	
4. The school defines clear indicators of how the vision and mission are achieved.	
5. There is a periodic revising of the school's vision and mission.	
Average Rating	

Explanation
A school should explicitly state its aspirations and goals. These should be evident in the different programs and activities. All community sectors are responsible for operationalizing and actualizing the school's unique identity and culture's cognitive, behavioral, and physical indicators. Thus, there is a conscious effort to have everyone own the school's vision-mission, its philosophy, 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 missionstatements made known to all community sectors 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
- Statements of 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 statementswere 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 differentprograms, activities, and routines
- Documentation of celebrations, activities, and practices intended to promote the school's corevalues and culture

Sub-area 1.2. Leadership and Management

STANDARD 2.
The school practices responsible management and models leadership that results in effective and efficient operations.

Criteria	Rating
1. The governing Board and the administrators arequalified 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 changesthat 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 mayaffect 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, aschool 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 effectivenessand 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 and programs 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. The strategic planning process considers social responsibility and ethical considerations, innovation and technology, and globalization and internationalization.	
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 aremade as needed.	
Average Rating	

Explanation
Highly respected academic institutions undertake a periodic strategic planning exercise to formulate long-term plans and programs to help achieve their vision, mission, and goals and keep pace with the constantly changing environment. The plans have defined targets and performance indicators and have defined periods for their implementation. The plans are translated into programs and activities that are regularly evaluated. Considerations on ethics, social responsibility, technology, innovation, and internationalization are inputted in crafting the strategic plan. A budget is defined to support the plan's implementation.

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 oforganizational 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 its 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 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 the risks associated with unfortunate events to the school community.	
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 responsibility for managing risks.	
5. The school's resources are safeguarded and effectively utilized to mitigate the impact of unfortunate events.	
6. Transparent monitoring processes are in place to ensure that all risk-mitigating effortsare 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 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 allow the school to respond to risks promptly?
- Are the Board of Trustees or Board of Directors and administrative team on top of riskmanagement 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 andimminent risks? Are they apprised of initiatives to control these risks?
- What provisions are in place to effectively safeguard the school's assets and resources tomitigate 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 internal quality assurance system, with clearly defined policies, procedures, and activities, that implements, evaluates, enhances, and ensures the quality of its educational programs and processes. The school subjects itself to periodic external assessment designed to be fit for purpose and to 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 performanceagainst 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 quality assessment to validate itsinternal 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 it accomplishes 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 internal and external quality assessments used to improve the school's internal quality assurance system?
- How are the results from internal and external quality assessments used to improve 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 8.
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 in place 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 areneeds-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, incentives, and benefits 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 regulationsthat promote safety, security, and well-being.	
10. Policies and programs related to personnel recruitment, selection, hiring, deployment, development, and retirement 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 ofsecurity.

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 toall 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 9.
A system is in place to manage the school's financial resources, including efficient sourcing, allocation, use, safeguarding, and accounting.

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 function 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 ofaccounting 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 the lifeblood of any organization. The viability and sustainability of operations and the attainment of planned programs and activities rest on the availability of funds. Sound financial management requires developing a system that includes a financial budget, identifying financial sources, properly using and controlling assets, and the reliable recording and reporting of financial results.

Guide Questions
- Has the school established a financial management system that promotes the effective andefficient 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 clearlydefined? 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? Arethese 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. Learning, Physical and IT Resources

STANDARD 10.
The school has adequate, conducive, up-to-date, well-maintained, and safe facilities to support the functions of teaching-learning, research, and community service.

Criteria	Rating
1. Physical facilities are adequate and conducive to teaching and learning, researchwork, and community service activities.	
2. An office or personnel is responsible for overseeing the physical facilities' maintenance, safety, and development.	
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, andup-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 andpersonnel.	
8. The space requirements for the different administrative offices are adequatelymet.	
9. A documented campus development plan serves as a guide for the continuous improvement and development of physical facilities. A sufficient budget supports the plan.	
10. An office or personnel is responsible for leading the campus development plan's implementation, monitoring, evaluation, and updating.	
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 thesafety, security, health, and well-being of learners and personnel.	
13. The school is compliant with regulatory and statutory government requirementsas 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 physical facilities and equipment's availability, adequacy, and accessibility contribute to an environment that directly affects teaching and student learning, motivation, engagement, and sense of personal safety. The physical facilities will also facilitate the conduct of research and community service. Effective management of these facilities with sufficient budget commitment is necessary so that the needs of the various stakeholders are met and are optimally utilized.

Guide Questions

- How adequate are the physical facilities and equipment to meet the requirements of thedifferent programs and service areas?
- How does the school ensure the maintenance and upkeep of physical facilities? Is sufficientbudget allocated for this purpose?
- Are the classrooms, lecture halls, and special-purpose rooms conducive for teaching andlearning, 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 thephysical facilities development plans?
- Are there policies, guidelines, and procedures related to physical facilities? Are thesedocumented and implemented consistently?
- What are the provisions for members of the school community and guests with specialneeds?
- What are the critical components of the campus development plan? Is the plan regularlyreviewed and periodically updated?
- Are the facilities regularly inspected in terms of safety, cleanliness, and necessary repairs orimprovements?
- 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 consistentlyfollowed?
- 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
- Information 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 11.
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 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 curriculum's design, review, and periodic updating are clearly defined.	
3. Key stakeholders participate in the design, development, review, and periodicupdating 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 enhancedthrough research and innovation.	
7. The system of developing, managing, and refining the curriculum is periodicallyreviewed 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, goals, and the stakeholders' needs and expectations is ensured. In developing the curriculum, the expected learning outcomes are defined in lightof 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 isperiodically reviewed for improvement and updating.

Guide Questions
- What processes does the school follow in curriculum development, review, and revision?
- Who is responsible for designing and developing 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 12.
A system to select, develop, and evaluate the appropriate teaching and learning methods and activities is established to achieve the desired learning outcomes.

Criteria	Rating
1. There is a system to select, develop, use andevaluate teaching and learning methods and activities.	
2. The teaching modalities, strategies, and learning activities employed are alignedwith 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. Asystem is established to ensure 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 expectedlearning 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, andimproved?

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 subjectareas 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 13.
A system is in place to plan and select the most appropriate assessment types to achieve the expected learning outcomes.

Criteria	Rating
1. There is an established system to track learners' progress from admission, their progression from one level to the next, up to the time of graduation.	
2. Various assessment methods are used to determine the achievement of the expected learning outcomes, and the methods used are valid, reliable, and fair.	
3. The results of the assessments are utilized to validate and evaluate the learningoutcomes.	
4. Strategies, tools, and instruments for assessment and assessment resultsare 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 programs and the delivery of instruction helped the learners achieve the expected learning outcomes. Since assessment provides evidence to documentand validate the learners' meaningful learning, it should start from admission and continue as the student progresses from one level to another until the student graduates. The types and methods of assessment 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 amongstudents?

- How are rubrics designed and used?
- How are applicants assessed during the admissions process?
- How is exit assessment done on graduating learners?
- How are assessments administered? What measures are taken to ensure validity, reliability,and fairness?
- Is there an appeal process as regard 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, andimproved?

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 14.
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 properrecruitment, 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 to their levels/ programs.	
3. Defined procedures are implemented to ensure effective implementation of recruitment, admission, and placement of learners.	
4. Programs and plans are in place to monitor the system's effectiveness for recruitment, admission, and placement of learners.	
5. Student recruitment, admission, and placement are improved to ensure that 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. Through well-defined, reliable, and valid admissions criteria, the school should select and classify learners who show a reasonable 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 isthe process?
- What office/person 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 15.
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 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 the programs for student services and support and student monitoring systems.	
5. Student services and support and student monitoring systems 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 appropriate interventions can be instituted on time to respond to learners' needs.

Guide Questions
- Does the school provide an orientation program to new learners and assimilate the vision, mission, and core values?
- 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 to protect children 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 16.
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 for mutual benefits and pursuance of 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 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 help achieve the school's vision, mission, goals, objectives, and core values.	
Average Rating	

Explanation
The school recognizes that establishing linkages, networks, and partnerships are 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 the school would like to collaborate with?
- What priority areas did the school consider in forging linkages or fostering networks with their selected partners?
- What benefits so far have the school derived from collaboration, partnerships, and linkages?
- What is the process for formulating MOUs and MOAs? How functional are the MOUs andMOAs? Who is in charge of reviewing these documents?
- What kind of support (i.e., financial, staff, technological, etc.) is given to those participating in 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'slinkages and partnerships?
- In what ways have the external partners benefited from the linkages and partnerships withthe school?

Supporting Evidence
- External relations program
- Relevant MOUs and MOAs
- Surveys measuring the effectiveness of the 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 17.
The school commits to conducting 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 alignedto its vision, mission, goals, objectives, and core values.	
2. Community engagement and service activities are implemented to provide benefits and promote the school community members' development 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 areprocessed 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 andevaluated against established criteria.	
Average Rating	

Explanation

A school exists to perform teaching, learning, research, and service to the community and society. This commitment necessitates engaging with many stakeholders to establish and sustain constructive and productive collaboration. 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 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 ofthe school?
- Who participates in the school's engagement and service activities, and what is the extent of their involvement?
- 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 the community service and engagement activities?
- 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?
- What office manages the community engagement and service program of the school?

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 18.
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, andthere are provisions for recognizing learners' research outputs.	
4. Research-related activities are assessed regarding their contributionto 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 throughawards and other incentives.	
7. A system for ensuring ethical norms and intellectual propertyguidelines 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 research culture 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 differentsubject 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 propertyrights in research?
- What a r e t h e incentives, rewards, and benefits given to faculty and staff who conduct research activities?
- How are the library, the laboratories, and other resources utilized in the conduct of researchactivities?
- 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 conductof research

Area 8. RESULTS

Sub-area 8.1. Educational Results

STANDARD 20.
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 aremonitored, 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, andevaluated for improvement.	
4. The learners' performance in high school or college entrance tests and achievement tests is monitored, reviewed, and evaluated forimprovement.	
5. The satisfaction levels of key stakeholders, colleges and universities, and the community on the quality of graduates and education are established, monitored, and assessed for improvements.	
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 underwent. In assessing the quality of the educational system, it is essential to establish, monitor, and evaluate indicators of the quality of the graduates. These indicators include 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 graduates. The information is gathered, analyzed, and used to improve 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 thequality of graduates?
* What measures are utilized to determine whether learning outcomes are achievedwhen learners graduate?
* If the results of the pass and failure rates are unsatisfactory, what measures have been undertaken to improve the same?
* What studies on failure rates, and how have 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 21.
The school's 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 areidentified, monitored, and assessed for improvement.**	
2. **The societal impact and achievements of these activities are identified, monitored, and assessed for improvement.**	
3. **The impact on these activities' beneficiaries and other stakeholders is identified, monitored, and assessedfor improvement.**	
Average Rating	

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

Guide Questions
- What are the indicators and the methods used in determining, monitoring, and assessing theeffectiveness of the community engagement and service activities?
- What measures and norms are utilized to determine whether the intended outcomes fromcommunity 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 target beneficiaries and other stakeholders?
- How does the school ensure the sustainability and replicability of community engagement andservice 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 incommunity 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 22.
The school has produced research outputs 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 developinglearners' research skills are monitored, evaluated, and continually improved.**	
2. **The nature and number of researches outputs produced by personnel and learnersare documented, monitored, and assessed for improvement.**	
3. **The nature and number of creative work and intellectual properties produced bypersonnel 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 to determine, monitor, and assess the learners' research skills?
- What measures and norms are utilized to determine whether learning outcomes related toresearch are achieved?
- How are research outputs 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 curriculum's provisions for developing learners' research skills?
- How are research outputs 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 creative work as well as other research-related events

Sub-area 8.4. Financial and Competitiveness Results

STANDARD 23.
The school's financial performance and competitiveness are measured, monitored, and assessed for improvement and sustainability.

Criteria	Rating
1. Asset acquisition and placement, retention, and disposal are monitored and assessed for improvement.	
2. Financing in terms of debt, equity, grants, or endowments is monitored and assessed for improvement.	
3. Education, research, and community service activities measured in income and expenditure streams are monitored and assessed for improvement.	
4. Cash flows are established, monitored, and assessed for improvement.	
5. Reserves and savings are established, monitored, and assessed for improvement.	
6. Indicators of a reputation for quality program offerings, research, and extension activities are identified, monitored, and assessed for improvement.	
7. Best practices of the school are identified, monitored, and assessed for improvement.	
Average Rating	

Explanation
The school's financial performance is measured by its assets' size, 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.

Guide Questions
- Are there positive financial outcomes over a reasonable number of years regarding the financial position, operating results, and cash flows?
- Are the assets investments balanced considering current and long-term needs?
- What are the usual sources of financing of these assets?
- Are the costs incurred for these sources reasonable?
- Are the revenue streams greater than the cost streams?
- Are there positive cash flows 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
- Stakeholders satisfaction ratings
- 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 Resources	
Sub-area 3.2 Financial Resources	
Sub-area 3.3 Learning, Physical and IT 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	