



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

BASIC EDUCATION

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

2025

Philippine Accrediting Association of Schools, Colleges, and Universities, Inc.

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2025 Revised Edition

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GUIDELINES TO ACCREDITATION

INTRODUCTION

The purpose of the Philippine Accrediting Association of Schools, Colleges, and Universities, Inc. (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 quality of the school programs 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, focusing on principles rather than a list of good practices in the various areas to be assessed.

ACKNOWLEDGMENT

The PAASCU Board acknowledges the hard work done by the Institutional Accreditation Working Group, which drafted the instrument, and the Basic Education Working Group, which prepared this 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).

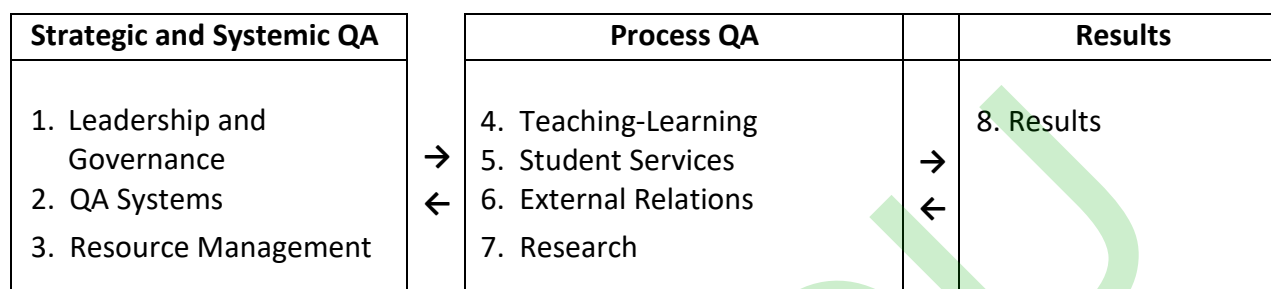
An accredited status from PAASCU indicates that an educational institution or program has met its defined standards. There is a sufficient basis for assuming that the educational institution or program will continue doing so in the future.

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:



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 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 a 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 with 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 the 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 data for a 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 the 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 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, the reference to that evidence must be 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 stakeholder groups
3. Observations
4. Review of exhibits
5. Writing of the 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:
 - a. Evidence – a short description of the evidence gathered
 - b. Analysis – a consideration of the extent of alignment of practice with the criteria based on the evidence presented
 - c. Commendations, if any
 - d. 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 reiterated 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

STANDARD 1. Vision-Mission

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 participate 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. The school's vision and mission statements are periodically revisited and/or revised.	
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 were students, parents, teachers, administrators, alumni, and other stakeholders engaged in the formulation and articulation of the vision and mission?
- To what extent is their participation?
- What processes are undertaken to articulate/disseminate the vision and mission statements to the different sectors of the school community?
- How frequently are these processes undertaken?
- How do the school community members show commitment to and ownership of the school's vision and mission?
- What are the concrete steps carried out to integrate the vision and mission statements in the programs and activities of the school?
- When and how often are the vision and mission statements revisited? How is the review conducted, and who is/are involved in the process?

- How are the results of the review used to enrich the vision and mission of the school?

Supporting Evidence

- Minutes of meetings and/or documents such as surveys, FGDs, etc., on visioning
- Manuals and Handbooks
- Orientation documents that show how the vision and mission are communicated to the stakeholders
- School website
- Photos
- Minutes of meetings and assemblies of stakeholders
- List of indicators that reflect the school community's ownership of the vision and mission; Documentation of activities, practices, and advocacies engaged in by members of the school community, inside and outside of the school, that manifest ownership of the vision and mission
- Performance Appraisals
- Formation Programs
- Reports indicating the integration of the vision and mission statements in the different programs, activities, and routines
- Progress monitoring report of strategic plans
- Documentation of the events or minutes of meetings when the vision and mission statements were reviewed
- The process undertaken in reviewing the vision and mission statement

STANDARD 2. Leadership and Management

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

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

Explanation

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

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

Guide Questions

- Are the Board and the administrators competent and qualified for their respective roles?
- Does the school maintain a diverse and balanced composition of the governing board and administrators in terms of expertise and perspectives?
- Does the principal hold a Master's degree related to education?
- Does the principal have at least 5 years of relevant teaching or administrative experience?
- How do the administrators promote good governance, integrity, and accountability?
- How does the administration ensure transparency in decision-making processes?
- Are the policies and guidelines clearly articulated? Are these implemented transparently, consistently, and fairly?
- In what ways is leadership consultative and participative?
- What is the process for obtaining feedback from different stakeholders?
- How do school leaders stay informed about educational trends, regulatory changes, and other external factors that could influence the school's operations?
- What strategies or actions are taken to ensure the school remains adaptive and forward-thinking?
- What are the provisions for leadership development?
- How are the specific needs and goals of administrators and mid-level supervisors identified when designing professional development initiatives?
- Are there any mentoring or coaching programs in place to support the growth and development of administrators and mid-level supervisors?
- What steps are taken to ensure a smooth transition of leadership responsibilities?

Supporting Evidence

- Organizational Chart
- Qualifications of the Board of Directors or Board of Trustees
- Curriculum Vitae of the administrators and mid-level supervisors
- Performance evaluation system for administrators and mid-level supervisors, or coordinators
- Transcript of Records of the Principal (Master's Degree)
- Curriculum Vitae of the Principal, including membership in professional organizations
- Administrative Manual
- Code of Professional Ethics
- Performance Appraisals of administrators that include considerations for ethical behavior, integrity, and adherence to good governance principles
- Minutes of leadership team meetings
- Minutes of meetings reflecting consultative and participative leadership practices
- Input and feedback from different stakeholders on school programs, services, and operations
- Examples of recent decisions or initiatives where leadership actively sought input and participation from employees or relevant stakeholders
- Sample Minutes of meetings of the Board of Trustees/Board of Directors and/or Administrative Team reflecting proactive decisions/resolutions
- Description of changes made in school programs or operations in response to changes or developments
- Development program for administrators and mid-level supervisors, or coordinators

- Training Needs Assessment
- Administrators' certificates of participation in professional development activities
- Coaching/Mentoring Program for new administrators and mid-level supervisors
- Succession plan

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STANDARD 3. Strategic Management

A strategic planning activity, periodically conducted with key stakeholders, is used to formulate, implement, and evaluate plans and programs aimed at 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 are made 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 incorporated in crafting the strategic plan. A budget is defined to support the plan's implementation.

Guide Questions

- What is the extent of involvement of the participants in the strategic planning process?
- How often is a strategic planning process conducted?
- How is the strategic planning process managed?
- In what ways are internal conditions considered in the strategic planning process?
- In what ways are external conditions considered in the strategic planning process?
- How does the school address the challenges and opportunities presented in the strategic planning

process by:

- a. social responsibility and ethical considerations,
 - b. innovation and technology, and
 - c. globalization and internationalization?
- In what ways are the plans, programs, and activities aligned with the school's vision, mission, goals, and objectives?
 - What are the clear and measurable targets for the accomplishment of the strategic plans, programs, and activities? What is the time frame for the achievement of the strategic plans, programs, and activities?
 - How does the administration ensure that organizational and management processes are aligned with strategic goals and objectives?
 - 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?
 - How adequate are the resources?
 - How are plans, programs, and activities monitored and evaluated?
 - How are adjustments to strategic plans and implementation made as needed?

Supporting Evidence

- Minutes of the strategic planning process
- Description of the planning process
- Year-end reports
- Results of research and surveys by government, industries, and academe are used in the school's strategic plan
- Strategic Plans reflecting social responsibility and ethical considerations, innovation and technology, globalization, and internationalization
- Minutes of strategic planning sessions
- Strategic Plans reflecting alignment of plans, programs, and activities with the school's vision, mission, goals, and objectives
- Strategic Plans reflecting clear, measurable, and time-bound targets
- Strategic Plans reflecting the alignment of organizational and management processes with strategic goals and objectives
- Budget allocation for the strategic planning sessions
- Budget allocation for the implementation of strategic plans, programs, and activities
- Regular progress or monitoring reports on the implementation of the strategic or development plans
- Reports on review and evaluation of strategic plans, programs, and activities
- Samples of adjustments made in the strategic plan

STANDARD 4. Policy Formulation and Implementation

The school has a system for formulating and implementing policies that reflect its values, streamline operations, and comply with 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 and implementation of policies? Which sectors of the school community are involved, and who among the stakeholders are involved?
- Illustrate how the policies and procedures are 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 guidelines are in place to ensure that policies are implemented transparently, consistently, and fairly?
- What feedback mechanisms are in place to obtain inputs from the school community towards improving policies and procedures?
- What policies or procedures have been designed to enhance the efficiency of key operational processes?

- How does the organization solicit and utilize feedback from employees and stakeholders to continuously improve and refine its policies and procedures for optimal efficiency?
- Are there formulated policies and procedures for the following:
 - a. academic programs
 - b. student discipline
 - c. research activities
 - d. community service initiatives
 - e. support services
- Are there policies related to the employment of teaching and non-teaching personnel?
- Are the policies and procedures aligned with government regulations and standards?

Supporting Evidence

- Minutes of meetings on the formulation, orientation, and review of policies and procedures
- Core Values of the school and the larger institution (where applicable)
- Description of the school culture
- Specific examples of policies where the school's core values and culture are explicitly referenced (page numbers in the Manual may be indicated)
- Documentation of activities related to monitoring the implementation of policies and procedures
- Documentation of feedback on policies and procedures obtained from the school community
- Examples of communication materials such as emails, memos, or announcements
- Manual of operations of the different offices or service areas
- Feedback from employees and stakeholders on policies or procedures
- Minutes of meetings on the formulation and review of policies and procedures
- Policies related to academic programs
- Policies on student discipline
- Policies on research activities
- Policy on community service initiatives
- Policies on support services
- Policies on the employment of teaching and non-teaching personnel
- Description and examples of how the school complies with government regulations and standards

STANDARD 5. Risk Management

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 and evaluation processes are in place to ensure that all risk-mitigating efforts are effective.	
Average Rating	

Explanation

Institutions need to be well prepared for any form of disruption, such as natural disasters like typhoons, earthquakes, pandemics, or market changes. It is vital to have a risk management system with 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

- What risk management system (RMS) is in place to guide the school's responses to unfortunate events?
- Which office(s) or position(s) are primarily responsible for risk management?
- What are the provisions for the effective management of resources to mitigate the impact of unfortunate events and maximize opportunities for sustainability?
- What policies, guidelines, and established protocols allow the school to respond to risks promptly?
- How are the members of the school community and key stakeholders informed of the risk management system, policies, and protocols? Are they apprised of initiatives to control these risks?
- How does the administrative team involve the school community and other stakeholders in implementing the risk management system?
- Is the administrative team on top of risk management initiatives?
- What provisions are in place to effectively safeguard the school's assets and resources to mitigate the impact of unfortunate events?
- What provisions are in place for monitoring and evaluating the effectiveness of the risk management system?
- How is evaluation data shared with relevant stakeholders?

Supporting Evidence

- Risk Management System (RMS) or Program
- Office(s) or position(s) responsible for overseeing the RMS
- Documentation of the school's coordination with LGUs or other government agencies
- Risk Management System (RMS) or Program
- Risk management policies and protocols
- Emergency response, security, and safety policies and protocols/drills
- Minutes of meetings with stakeholders on risk management
- Minutes of meetings with stakeholders on risk management
- School DRRM organizational chart
- A financial management plan, including insurance provisions
- Reports on the monitoring of the risk management system
- Reports on and evaluation of the school's response to unfortunate events

AREA 2. QUALITY ASSURANCE

STANDARD 6. Internal and External Quality Assurance System

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 assessments 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 or indicators are used to assess the school's performance against internal quality assurance goals.	
5. 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 assessments.	
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

- How is the system for internal quality assurance organized?
- What are the policies, procedures, and activities that ensure internal quality?
- What strategies are employed to involve the entire school community in internal quality assurance?
- Which office(s) or position(s) are primarily responsible for managing internal quality assurance processes?
- What is the mechanism for monitoring the performance of the responsibilities of those involved 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 review of the performance indicators and targets to evaluate the effectiveness of internal quality assurance processes?
- How is the implementation of plans monitored?
- How are the results of internal quality assurance initiatives considered or addressed?
- Does the school subject itself to external quality assessment?
- Which external agency has the school engaged for periodic external assessment of quality?
- Is the agency credible, independent, and evidence-based?
- Does the agency's external assessment strategy complement the school's internal quality assurance processes?
- In what ways are the different sectors of the school community and other stakeholders involved in the process?
- To what extent are the different groups in school involved in external quality assurance processes?
- Are there provisions for the timely sharing of the internal and external quality assurance results with the school community and other stakeholders?
- To what extent do the EQA findings validate the school's IQA findings?
- How are the results from internal and external quality assessments used to improve the school's internal quality assurance system?

- Are resources adequate to effectively implement internal and external quality assurance strategies?
- Are internal and external quality assurance initiatives given the proper time and attention?

Supporting Evidence

- Internal quality assurance system that includes clearly defined policies, procedures, and activities
- Documents showing the extent of participation in IQA committees, meetings, etc., of the different sectors of the school community and other stakeholders
- Office(s) or position(s) responsible for overseeing internal QA
- Job functions of the office or position
- Internal QA targets or performance indicators
- Action plans related to IQA results
- Monitoring reports on action plans related to IQA
- Certificates from external quality assurance agencies and/or quality assurance reports from the congregational commission/school system
- External QA provision
- EQA plans and targets
- EQA Certifications
- Report or documentation of involvement of the school community and other stakeholders in EQA strategies and processes
- Minutes of meetings where IQA and EQA performance results were shared with the school community
- Comparative report on EQA findings vis-à-vis the school's IQA findings, noting possible inputs for action plans
- Action plans related to IQA and EQA results
- Budget reports related to IQA and EQA

AREA 3. RESOURCE MANAGEMENT

STANDARD 7. Human Resources

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 of teaching and non-teaching personnel are in place. These are formulated, communicated to all concerned, and consistently implemented.	
4. Development and training programs for teaching and non-teaching personnel are needs-based and available to full-time and part-time personnel.	
5. Career pathing programs and provisions for the advancement of personnel 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 work environment conforms to applicable standards and regulations that promote safety, security, and well-being.	
10. Policies and programs related to personnel recruitment, selection, hiring, deployment, development, and retirement are evaluated and improved.	
Average Rating	

Explanation

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

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

Guide Questions

- Are teaching and work assignments consistent with the individual qualifications and capabilities of teaching personnel? Is the workload consistent with government regulations?
- How adequate are the teaching personnel?
- Are work assignments consistent with the individual qualifications and special training of non-teaching personnel?
- How adequate are the non-teaching personnel?
- Are the policies and practices related to the recruitment, selection, hiring, and deployment of teaching and non-teaching 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 teaching personnel relevant, needs-based, and available to all?
- Are the development and training programs for the non-teaching personnel relevant, needs-based, and available to all?
- How do the personnel formulate the development and training programs intended for them?
- How are new personnel oriented about the school's vision, mission, goals, policies, programs, and services?
- Do the personnel participate in the formulation of their career goals and plans?
- Are career pathing programs and provisions for advancement available and communicated to all concerned? Are the policies, guidelines, and procedures related to these formulated and documented?
- Is there a performance management system that includes coaching and mentoring, regular performance evaluation, and recognition for meritorious performance?
- Is feedback on the personnel's performance given regularly?
- Do the salary, incentives, and benefits ensure the school's ability to attract and retain qualified personnel?
- Is there a mechanism where the salaries, incentives, and benefits are reviewed? How often is this done?
- Have the policies and practices related to resignation, termination of employment, and retirement been formulated?
- How are the policies and practices communicated to all concerned personnel?
- Are the policies and practices consistently implemented and following due process?
- What are the provisions for ensuring personnel's safety, security, and well-being and addressing their issues and concerns?
- Are the policies and programs related to personnel recruitment, selection, hiring, deployment, development, and retirement evaluated and improved?

Supporting Evidence

- Profile of Teaching Personnel (in tabular form), with columns on teacher's license, expiration date of teacher's license, academic qualifications, loads, number of preparations, other assignments, etc.
- Profile of NTP (in tabular form) with columns on personnel's license (where applicable), academic qualifications, special training certificates, assignments, etc.)
- Job descriptions for all NT personnel (NTP Manual)
- Policies and procedures on the recruitment, selection, hiring, and deployment of all personnel
- Induction Program for all newly hired personnel
- Employment contracts (updated and signed)
- Reports on the training needs of personnel
- Personnel development programs
- Induction program for new/probationary teaching and non-teaching personnel
- Mentoring program and supervisory program
- Ranking and promotion scheme
- Career Pathing Program
- Performance management system
- Coaching/Mentoring program, supervisory program
- Formative feedback reports on the personnel's performance
- Performance evaluation reports (summative)
- Salary scale
- List of benefits and incentives
- Data on teaching and non-teaching personnel attrition and reasons given (since the last accreditation visit)
- Document to show the mechanism by which the salaries, incentives, and benefits are reviewed
- Policies and practices on the resignation, termination of employment, and retirement of personnel
- Minutes of Meetings, Memos, Announcements, Incident Reports related to the implementation of policies
- Guidelines in the crafting/formulation, and evaluation of policies and practices
- Guidelines/Provisions for addressing issues and concerns related to the safety, security, and well-being of personnel
- Survey on personnel satisfaction with their safety, security, and well-being in school
- Minutes on the review and resulting changes in the policies and programs related to the recruitment, selection, hiring, deployment, development, and retirement of personnel

STANDARD 8. Financial Resources

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 of accounting systems and reports.	
6. The roles and responsibilities of personnel related to asset custody, utilization, controls, accountability, and sustainability are clearly defined and documented.	
7. Unutilized funds are wisely invested, ensuring optimum returns.	
8. There are insurance provisions for critical assets.	
Average Rating	

Explanation

Financial resources are 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 reliable recording and reporting of financial results.

Guide Questions

- Has the school established a financial management system that promotes the effective and efficient use of financial resources to support its vision and mission?
- How adequate are financial resources to sustain programs and operations?
- What are the additional financial resources?
- Is there a functional budget process? How are the different offices involved in preparing, implementing, and evaluating the school budget?
- Are the financial performance results shared with administrators and key personnel? Are these used in the strategic planning process and development of programs?

- How effective is the internal control system?
- Are funds used for the purposes for which they have been collected?
- What mechanisms are in place to safeguard the school's assets?
- What practices ensure compliance with regulatory requirements?
- 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 roles and responsibilities related to the management of the financial resources clearly defined and documented?
- Where does the school invest unutilized funds? Is a fair return realized from the investment(s)?
- What are the insurance provisions for critical assets?

Supporting Evidence

- Finance manuals/financial management system
- The annual budget for the different sectors of the school
- Minutes of meetings of BOTs/BoDs on the school budget or financial status of the school
- Tracking procedure for procurement, dispensation, and use of supplies, equipment, and other materials
- Annual budget for the different sectors of the school
- Minutes of meetings of BOTs/BoDs on the school budget or financial status of the school
- Additional financial sources other than tuition fees (i.e., provincialate, system, benefactors, endowment, auxiliary funds, etc.), if any
- Finance manuals indicating accounting policies and procedures
- Budget requisition forms
- Budget performance analysis reports
- Minutes of meetings of BOTs/BoDs on the school budget or financial status of the school
- Minutes of meetings on annual budget preparations
- Budget planning and requisition flowcharts
- Sample liquidation reports
- Finance manuals indicating accounting policies and procedures
- Description/Proof of financial safeguards
- Spot audit reports
- Audited financial statements
- Internal and external audit reports
- Finance manuals indicating accounting policies and procedures
- Finance manuals indicating policies and guidelines on fiscal authority and responsibility, and roles and responsibilities of personnel related to asset custody, utilization, controls, accountability, and sustainability
- Audited financial statements
- Investment report
- Insurance policy

STANDARD 9. Learning, Physical, and IT Resources

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, research work, 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, up to date, well-maintained, and conducive to research and learning	
5. The laboratories are adequate, accessible, safe, and up-to-date.	
6. The school canteen is well-maintained, compliant with health and sanitary regulations, and adequate for the school population.	
7. The clinic facilities, equipment, and supplies are sufficient for the needs of the learners and personnel.	
8. The space requirements for the different administrative offices are adequately met.	
9. A 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 for ensuring the safety, security, health, and well-being of learners and personnel.	
13. The school is compliant with regulatory and statutory government requirements as far as physical facilities are concerned.	
14. Facilities and provisions that cater to persons with special needs are available.	
15. The school has an emergency preparedness plan, which includes disaster preparedness drills and 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 optimally utilized.

Guide Questions

- How adequate are the physical facilities and equipment to meet the requirements of the different programs and service areas?
- Which office or personnel is responsible for the implementation, monitoring, and evaluation of the physical facilities development plans?
- How does the school ensure the maintenance and upkeep of physical facilities?
- Are the classrooms, lecture halls, and special-purpose rooms conducive to teaching and learning, adequate, and kept clean and free from distractions?
- Are the library facilities and audio-visual rooms adequate, accessible, safe, up-to-date, well-maintained, and conducive to research and learning?
- Are the laboratories and computer rooms adequate, accessible, safe, and up-to-date?
- Is the school canteen well-maintained and compliant with health and sanitary regulations?
- Is there adequate space for the school population in the canteen?
- Are the clinic facilities, equipment, and supplies sufficient for the needs of the learners and personnel?
- Is there adequate space for the conduct of medical and dental check-ups?
- Are provisions for medical emergencies in place?
- Is the space for administrative offices adequate? Is privacy ensured?
- What are the critical components of the campus development plan? Is the plan regularly reviewed and periodically updated?
- Is there a budget allocated for the Campus Development Plan?
- Which office or personnel is responsible for the implementation, monitoring, evaluation, and updating of the campus development plan?
- How adequate and up-to-date are Information Communication Technology (ICT) infrastructure and facilities, both hardware and software?
- Is there a designated space/prayer room to promote the spiritual well-being of the school community?
- Are the gymnasium and other sports facilities adequate, safe, and up to date?
- Are the facilities regularly inspected in terms of safety, cleanliness, and necessary repairs or improvements?
- Is there a sufficient supply of potable water for the learners and personnel?
- Are there provisions for ensuring privacy in the clinic, Guidance office, faculty, and administrators' rooms?
- Are regulatory and statutory government requirements for physical facilities consistently followed?
- Are there adequate insurance provisions for the school's physical facilities?

- What are the provisions for persons with special needs?
- Does the school have an emergency preparedness plan?
- Are disaster preparedness drills conducted regularly?

Supporting Evidence

- Physical facilities development plan
- List of physical facilities used for teaching and learning
- List of facilities used for research work, investigatory projects, digital innovations, and community service activities
- Inventory of equipment in the different facilities
- Reports on the inspection of physical facilities
- Feedback from stakeholders on the adequacy and condition of facilities
- Organizational Chart
- Job description of personnel responsible for the implementation, monitoring, and evaluation of the physical facilities development plans
- Preventive maintenance program
- Minutes of meetings related to the maintenance and development of physical facilities
- Information on the maintenance of classrooms, lecture halls, and special-purpose rooms
- Feedback from stakeholders on the adequacy and condition of classrooms, lecture halls, and special-purpose rooms
- Information on the maintenance of the library and audio-visual rooms
- Feedback from stakeholders on the adequacy, accessibility, and condition of the library and audio-visual rooms
- Information on the maintenance of the laboratories (science, computer, TLE, robotics, etc.)
- Feedback from stakeholders on the adequacy, accessibility, and condition of the laboratories
- Certificates of compliance with regulatory agencies
- Information on the maintenance of the school canteen
- Feedback from stakeholders on the food sold and adequacy of space in the school canteen
- Health and Sanitary Permits
- Information on the adequacy of the clinic facilities, equipment, and supplies
- Feedback from stakeholders on the adequacy of the clinic space, facilities, equipment, and supplies
- Isolation room
- Feedback from stakeholders on privacy and adequacy of the administrative offices
- Campus Development Plan
- Budget that supports the Campus Development Plan for physical facilities and equipment
- Organizational chart
- Job description of the office or personnel responsible for leading the campus development plan's implementation, monitoring, evaluation, and updating.
- Inventory of ICT hardware and software
- Information Communication Technology development plan
- Policies, guidelines, and procedures related to physical facilities
- Reports on the inspection of physical facilities
- Water potability certifications

- Feedback from stakeholders on privacy in the clinic, Guidance office, faculty, and administrators' rooms?
- Certificates of compliance with regulatory agencies
- Insurance coverage for physical facilities
- List of facilities for persons with special needs
- Emergency preparedness plan
- Documentation of disaster preparedness drills, including schedules

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AREA 4. TEACHING-LEARNING

STANDARD 10. Curricular Programs

A system to design, develop, and review the school's curriculum 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/or TESDA.	
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 periodic updating of the curriculum.	
4. Learning and performance outcomes in the different subject areas are clearly defined both within the subject area (vertical articulation) and across subject areas (horizontal articulation) at the grade level.	
5. Curriculum guides and instructional plans in each subject area are aligned, communicated systematically, and implemented effectively.	
6. The curriculum and academic programs are continuously enriched and enhanced through research and innovation.	
7. The system of developing, managing, and refining the curriculum is periodically reviewed and updated.	
Average Rating	

Explanation

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

Guide Questions

- How well does the curriculum reflect the school's philosophy, vision, mission, and goals?
- Is the curriculum consistent with the statutory requirements of the Department of Education and/or TESDA?
- What processes does the school follow in curriculum development, review, and revision?
- How do key stakeholders participate in the design, development, review, and periodic updating of the curriculum?
- What are the learning outcomes across subject areas and grade levels?
- How well is the system of articulation (horizontal and vertical) implemented?
- What guidelines are followed in the vertical and horizontal articulation?
- What processes does the school follow in aligning, communicating, and implementing its curriculum guides and instructional plans?
- What does the school do (e.g., benchmarking activities, professional learning activities, etc.) to make its curriculum dynamic, rigorous, and relevant?
- Describe the research initiatives and innovations done to enrich the curriculum and academic programs.
- Are there curricular offerings added to the existing curriculum?
- How is the system for reviewing and updating the curriculum conducted?

Supporting Evidence

- Curricular and Co-curricular programs/offerings/tracks and strands
- Copy of the School Vision-Mission, Philosophy, Goals, Core Values
- Curriculum Map/Guide
- Sample instructional/lesson/ unit plans reflecting the school's philosophy, vision, mission, and goals
- Time allotment per subject
- Curriculum development system (policies, guidelines, and processes related to curriculum design, review, and updating)
- Strategic plans and Annual Action Plans on Curriculum Development and Innovation
- A flowchart or graphical presentation of the process or framework applied in curriculum review, development, and design
- Minutes of Meetings (Curriculum review, curriculum development initiatives)
- Feedback from teachers, learners, parents, and alumni on curriculum and instruction
- Evaluation results on curriculum and instruction
- Refined curriculum as a result of the review and updating of the curriculum
- Minutes of meetings (vertical and horizontal articulation)
- Documentation of subject area/grade level/PLC meetings
- Curriculum maps/ guides clearly showing vertical and horizontal articulation
- Output/product of vertical and horizontal articulation
- Minutes of meetings on the alignment and communication of curriculum guides
- Sample curriculum guides and instructional plans
- Sample evaluation of the implementation of the curriculum guides/instructional plans
- Benchmarking activities, professional learning activities, etc., related to curricular

enhancement/ innovations

- Research conducted by students & teachers related to the curriculum
- Curricular innovations implemented by teachers
- Minutes of meetings on curriculum review and updating
- Samples of major curriculum revisions/updating in the different subject areas
- Minutes of meetings on the review and updating of the system for developing, managing, and refining the curriculum.
- Output as a result of the review

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STANDARD 11. Teaching and Learning Methods

A system to select, develop, use, and evaluate the appropriate teaching and learning modalities, methods, activities, and instructional resources is established to achieve the expected learning outcomes.

Criteria	Rating
1. There is a system to select, develop, use, and evaluate teaching modalities and methods, learning activities, and instructional resources.	
2. The teaching modalities, methods, and learning activities employed are consistent with the institution's educational philosophy.	
3. Stakeholders' feedback is considered in selecting, developing, and using teaching modalities, methods, learning activities, and instructional resources.	
4. The teaching modalities, methods, and learning activities are used to promote expected learning outcomes, life skills, and lifelong learning.	
5. There is regular monitoring and evaluation of the teaching modalities, methods, learning activities, and instructional resources for improvement.	
Average Rating	

Explanation

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

Guide Questions

- What is the process undertaken to select, develop, implement, and evaluate teaching modalities and methods, learning activities, and instructional resources?
- What are the different teaching methods, learning activities, and instructional resources used?
- Are the teaching and learning methods, activities, and instructional resources age-appropriate? Are the teaching and learning methods, activities, and instructional resources relevant?
- How consistent are the teaching modalities, methods, and learning activities with the institution's educational philosophy?
- How are the different contexts of learners and feedback from stakeholders considered in determining the teaching strategies, learning activities, and instructional resources?
- How are the teaching modalities, methods, and learning activities used to promote the desired learning outcomes, life skills, and lifelong learning?
- How are teaching modalities, methods, strategies, learning activities, and instructional resources monitored, evaluated, and improved?

- How regularly are the teaching modalities, methods, learning activities, and instructional resources evaluated for improvement?

Supporting Evidence

- Sample instructional/lesson plans
- Criteria for the selection of textbooks and other learning resources used
- Data on the selection, use, and evaluation of print and non-print resources in the library that support teaching-learning activities, research of students and faculty, etc.
- Samples of the accomplished Classroom Observation Tool
- The educational philosophy of the institution
- Sample lesson plans from the different subject areas and levels
- Feedback from faculty, students, and parents on teaching modalities, methods, learning activities, and instructional resources.
- Monitoring and evaluation reports on teaching modalities, methods, learning activities, and instructional resources
- Adjustments made by teachers based on monitoring and evaluation reports
- Sample lesson plans from the different subject areas and grade levels that reflect the teaching modalities, methods, learning activities, including interventions, and instructional resources
- Samples of authentic performance tasks and/or project-based learning tasks
- Sample accomplished class observation forms and post-observation conference notes
- Supervisory Program of the Subject Area Coordinators
- Inventory of instructional resources
- Satisfaction surveys on the availability and use of instructional resources

STANDARD 12. Assessment Methods

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.	
3. The results of assessments are utilized to evaluate the achievement of expected learning outcomes.	
4. Assessment strategies and instruments are regularly reviewed and evaluated for improvement.	
5. Inputs of learners are sought 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 document and 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

- How are applicants assessed during the admission process?
- How is learners' progress assessed and tracked from their entry level to graduation?
- How is the learners' readiness for the next level determined?
- What assessment strategies and instruments are used to determine the achievement of the expected learning outcomes?
- Are there provisions for differentiated assessment strategies to address differences among students?
- Are the assessments aligned with the learning goals and objectives?
- How are assessment results evaluated vis-à-vis the achievement of expected learning outcomes?
- How are the assessment strategies, instruments, reviewed, evaluated, and improved?
- How frequently are these processes undertaken?
- How are the inputs of learners sought for curricular development and instructional and assessment strategies?

- How are the data obtained from learners used to improve the curriculum, instruction, and assessment strategies?

Supporting Evidence

- Admission Policies/Guidelines Grading system
- Policy on student promotion and retention
- Teachers' use of data on students' learning progression from one level to the next
- Minutes of Year-end Academic Deliberation Meetings
- Minutes of Parent-Teacher Conferences
- Academic policy per subject area on achievement of learning outcomes
- Samples of assessment instruments (formative and summative assessments, performance tasks, list of standardized tests used, etc.)
- Samples of student work/output using differentiated assessment strategies and corresponding rubrics
- Copies of Learning Plans, where assessment strategies can be seen
- Table of Test Specifications
- Sample Test Questions
- Item Analysis Results
- Minutes of Meetings on achievement of learning outcomes vis-à-vis assessment results
- Procedure on the review, evaluation, and improvement of assessment strategies, tools, and instruments
- Feedback from learners and teachers on assessment processes
- List of improvements made on assessment strategies and instruments as a result of the evaluation
- Minutes of meetings on the review, evaluation, and action plans that will be undertaken to improve assessment strategies
- Reports on data gathered from learners
- Samples of improvements done in the assessment strategies as a result of data collected from learners
- Evaluation tool on relevance curriculum and assessment strategies - respondents are the students

AREA 5. STUDENT SERVICES

STANDARD 13. Student Recruitment, Admission, and Placement

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

Criteria	Rating
1. There is a system for the recruitment, admission, and placement of learners.	
2. Criteria for student selection and placement are defined.	
3. Measures are in place to monitor and improve the system's effectiveness for recruitment, admission, and placement of learners	
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

- Describe the system for student recruitment, admission, and placement.
- What office is in charge of the recruitment, admission, and placement of learners?
- What is the process of student selection and placement? Who is involved?
- How effective is the system of student selection and placement?
- Is there a regular review of the effectiveness of the recruitment, admission, and placement system?
- What improvements have been made to the system of student recruitment, admission, and placement to ensure that they remain relevant and effective?
- How is the review and monitoring of the recruitment, admission, and placement system conducted?

Supporting Evidence

- Processes for the recruitment of student applicants
- Student admission policies and procedures
- Functions of the office/person in charge of recruitment, admission, and placement of learners
- Process and criteria for selection of learners (Legal and Ethical Compliance) verify that the student selection and placement criteria comply with legal requirements and ethical standards, such as anti-discrimination laws and regulations. Confirm that the process is fair, transparent, and free from bias.
- Selection Criteria Documentation

- System of placement of learners
- Data on applicants and accepted learners
- Survey results related to the admission process
- Marketing initiatives of the school
- Evaluation reports on the system of recruitment, admission, and placement of learners

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STANDARD 14. Student Services Programs and Support

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

Criteria	Rating
1. The school has well-defined, adequate, and accessible programs for student services to support learners' academic and non-academic needs and promote their personal well-being.	
2. There are adequate financial and physical resources available, and adequate, qualified, and readily accessible personnel to provide support for the different student services programs.	
3. Measures are regularly undertaken to review the effectiveness of the different student services programs and to monitor student progress and performance, and personal well-being.	
4. The different student services programs and support, and the student monitoring system, are improved to meet the learners' needs and expectations.	
Average Rating	

Explanation

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

Guide Questions

- Describe the extent to which each of the following programs and services is well-defined, adequate, and accessible, and promotes learners' personal well-being:
 - Campus ministry program or spiritual development
 - Guidance Program
 - Mental health
 - Student discipline/formation
 - Student Activity Program
 - Health and safety/security services
 - Food services
 - Alumni services
 - Scholarship or financial assistance program
 - Housing and transportation for students (if available)

- To what extent do the administrators, teachers, support services personnel, parents, and alumni collaborate to deliver the different student services programs?
- How adequate are the financial and physical resources to support the different student services programs?
- Are the different programs under student services managed by adequate, qualified, and readily accessible staff?
- How does the school measure the effectiveness of the different student services programs, including measuring student and parent satisfaction with these programs and services?
- What steps are taken to monitor student progress in academic and non-academic pursuits, and personal well-being?
- How are the different student services programs and support, and the student monitoring system improved to meet the learners' needs and expectations?

Supporting Evidence

- Campus ministry program or spiritual development program
- Guidance Program (counseling, individual inventory, group guidance, career and placement, information service, testing)
- Child protection policy, School-based mental health programs and services,
- Program for Students with Absentee Parents and or Students with Special Needs
- Policies and procedures on addressing student discipline/formation
- Student activity program
- List of clubs or organizations with assigned moderators or advisers and their qualifications
- Health and safety policies and protocols
- Evaluation of food services
- Alumni programs and services
- Scholarship or financial assistance program, including guidelines and procedures
- List of scholars and financial aid grantees
- Guidelines for transportation service providers (if available)
- Budget to support the different student services programs and support
- List of physical facilities for the different student services programs
- List of personnel, qualifications, and experience
- Evaluation of the different student services programs
- Report on survey results of Student/Parent Satisfaction with the different student services programs
- Feedback from alumni on the effectiveness of the different student services programs
- Outcome Data based on KPI of Student Services: retention rates, graduation rates, academic achievement
- Assessment tools used to measure Student progress and well-being: Standardized Tests, Academic assessments, mental health Screenings
- Improvements made on the different student services programs and support, and the student monitoring system, based on feedback and evaluation results

AREA 6. EXTERNAL RELATIONS

STANDARD 15. Networks, Linkages, and Partnerships

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

Guide Questions

- What steps are taken to select the institutions, organizations, or groups the school would like to collaborate with?
- Is the partnership mutually beneficial for the school and partner agency or group? Does it contribute to the pursuance of the school's and partner's goals and objectives?
- What priority areas did the school consider in forging linkages or fostering networks with their selected partners?
- Are the linkages, partnerships, and networks forged and tailored to basic education needs (not the HEI)?
- Is there an office or person responsible for external relations?
- What human, financial, or physical support does the administration provide for the external relations program?
- Are the partnerships supported by MOUs and MOAs?
- How does the system ensure the legality and validity of agreements and contracts before they

- are signed?
- Are the partnership activities monitored and evaluated vis-à-vis the school's vision, mission, goals, objectives, and core values?
- What benefits has the school derived from partnerships and linkages?
- How have data from the monitoring and evaluation reports been effectively utilized to improve the school's external relations program?

Supporting Evidence

- External relations program
- List of partner agencies and groups
- Strategic plan (on partnerships and linkages)
- Office or Person-in-Charge of External Relations Program
- Responsibilities of the office or person-in-charge of the External Relations Program
- External Relations Program
- Minutes of meetings related to the linkages and partnerships
- Budget allocation for external relations
- Technical support for external relations
- Legal and valid MOUs and MOAs
- Evaluation of collaborative activities with partner institutions, organizations, or groups
- Improvements made in the External Relations Program as a result of the evaluation

STANDARD 16. Community Engagement and Service

The school commits to conducting community engagement and service activities as part of its social responsibility.

Criteria	Rating
1. The school has a community engagement and service program aligned to its vision, mission, goals, objectives, and core values.	
2. Community engagement and service activities support the sustainable development of the partner community while developing the competencies and values of the different sectors of the school community.	
3. The students' experiences in community engagement and service activities are processed and integrated into the different academic programs, where appropriate.	
4. An appropriate structure with adequate resources is in place to support community engagement and service activities.	
5. Community engagement and service activities are systematically monitored and evaluated 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?
- What criteria are used in the identification of the partner community?
- Are the community engagement and service activities aligned with the vision and mission, goals, objectives, and core values of the school?
- What kind of services are provided by the school to the partner community?
- Who participates in the school's engagement and service activities, and to what is the extent of their involvement?
- How do the community engagement and service activities:
 - support the sustainable development of the partner community?
 - develop the competencies and values of the different sectors of the school community?

- How are the students' experiences in the community engagement and service program processed in the classroom?
- How are the students' experiences in the community engagement and service program integrated into the academic program, where appropriate?
- Is there an office or person who manages the community engagement and service program of the school?
- What human, financial, or physical support does the administration provide for the community engagement and service program and activities? Are these adequate to support the program and activities?
- What are specific agreements between the school and its partner community?
- How does the school monitor and evaluate the effectiveness of its community engagement and service program?
- How does the school gather feedback from key stakeholders about community engagement and service activities?
- How is the evaluation of the community engagement and service program disseminated to the different sectors of the school community?
- Who are involved in the planning, monitoring, and evaluation of the community engagement and service program?

Supporting Evidence

- Community engagement and service program
- Information about the partner community/ies
- MOAs or MOUs with partner communities
- Identified the needs of the partner community used in the selection of community engagement and service activities
- Reports on the involvement of the various sectors of the school community in the community engagement and service program
- Photos, videos, and publications reflecting the participation of the different sectors of the school community in the community engagement and service program
- List of community engagement and service activities that:
 - support the sustainable development of the partner community
 - develop the competencies and values of the different sectors of the school community
- Reports on the processing of students' experiences in the community engagement and service program
- Documents reflecting the integration in the academic programs of students' experiences in the community engagement and service program
- Office/person in charge of the Community Engagement and Service Program in the Organizational Chart
- Responsibilities of the office or person in charge of the Community Engagement and Service Program
- Budget allocation for the Community Engagement and Service Program
- MOUs and MOAs with the partner community
- Evaluation of the community engagement and service program: Monitoring and evaluation reports of the different community engagement and service activities
- Minutes of the meeting

Area 7. RESEARCH

STANDARD 17. Research Management and Collaboration

The school implements research-related activities 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 integral to the academic program, and provisions are in place to recognize learners' research outputs.	
4. Research-related activities are assessed regarding their contribution to the progressive development of the learners' research skills.	
5. The library, laboratories, and other school resources are utilized to conduct research and research-related activities.	
6. The school has provisions for recognizing personnel's research outputs through awards and other incentives.	
7. A system for ensuring ethical norms and intellectual property guidelines in research and research-related activities is in place.	
Average Rating	

Explanation

The school pursues research and research-related activities aligned with the school's vision and mission to develop learners' research skills. Applicable ethical norms and intellectual property guidelines are considered in the conduct of research and research-related activities. The school promotes a 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 does the school encourage the learners, faculty, and other personnel to conduct research?
- Are the research activities age-appropriate and aligned to the school's vision and mission?
- What support does the school provide for research?
 - Is the promotion of research part of the school's strategic plan?
 - Is there an office or person responsible for the promotion of research-related activities?
 - Does the school allocate a budget for research-related activities?

- What training is provided to develop research skills among the teachers and students?
- Do the students in the different grade levels and subject areas engage in research or research-related activities?
- How does the school recognize the research outputs of its students?
- To what extent do the research-related activities contribute to the progressive development of the learners' research skills?
- How are the library, the laboratories, and other resources utilized in the conduct of research activities?
- Are the school resources, such as the library (e.g., holdings, databases, and specialized research software), laboratories (e.g., equipment, materials, etc.), and other resources (e.g., facilities, etc.) adequate and updated to support research and research-related activities?
- What are the awards and incentives given to faculty and staff who conduct research activities?
- What are the provisions for ensuring the observance of ethical norms and intellectual property guidelines in research?

Supporting Evidence

- Policies, incentives/grants, and awards related to research
- List of students' research competencies in the different subject areas and the library instruction program
- Listing of research conducted by personnel and students
- Note: Research Program, Research Agenda, Research Manual.
- Strategic plan
- Responsibilities of the office or person in charge of research
- Budget allocation for research
- List of training activities on research
- List of students' research activities in the different grade levels and subject areas
- Provision of recognition of the Research outputs of students
- Listing of research skills to be introduced, reinforced, or mastered in the different subject areas and grade levels
- Listing of research-related activities implemented
- Report on the utilization of the library (e.g., holdings, databases, and specialized research software), laboratories (e.g., equipment, materials, etc.), and other resources (e.g., facilities, etc.) related to research
- List of recipients of research incentives and awards
- Guidelines for the observance of ethical norms and intellectual property in the conduct of research

Area 8. RESULTS

STANDARD 18. Educational Results

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 curriculum and programs is evaluated and continually improved.	
2. All subjects' pass and failure rates are consistently evaluated to improve learning across all subjects.	
3. The promotion and retention rates per grade level are evaluated for improvement.	
4. The learners' performance in high school or college entrance tests is evaluated for improvement.	
5. The satisfaction levels of key stakeholders on the quality of graduates and education are established 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 that 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 with 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 indicators and methods are used in assessing the quality of-learners at the end of each Key Stage (K-3, 4-6, 7-10, 11-12)?
- What measures are utilized to determine whether learning outcomes are achieved at the end of each Key Stage (K-3, 4-6, 7-10, 11-12)?
- How are subjects' pass and failure rates evaluated?
- If the results of the pass and failure rates are unsatisfactory, what measures have been undertaken to improve them?
- How are the promotion and retention rates per grade level evaluated for improvement?
- How successful are the Grade 6 graduates in meeting the high school readiness standards?
- How successful are the Grade 10 completers in meeting the senior high school readiness standards?
- How successful are the Grade 12 graduates in meeting the college readiness standards?

- How successful are the graduates in being accepted into their college or university of choice?
- How does the school determine the satisfaction levels of key stakeholders with the quality of graduates and education?
- How does the school use feedback/survey results from its key stakeholders to improve the quality of education it offers?

Supporting Evidence

- Results of National achievement tests (in Grades 3, 6, and 10), Basic Education Exit Assessment (BEEA) Results for Grade 12, NC II, or international examinations (where applicable)
- Results of congregational/ school system achievement tests (where applicable)
- Results of other standardized achievement tests (where applicable)
- Academic Policies
- Profile of the year-end academic performance of students in the different subjects
- Special Academic Programs
- Reports on year-end deliberations
- Profile of the year-end academic performance of students in the different grade levels
- Summer Academic Program Results
- Results of high school/senior high school admission tests
- Results of college admission tests
- Feedback/survey results from key stakeholders and graduates,
- List of improvements made on the school's curricular programs and instructional practices based on feedback/survey results received and evaluation results

STANDARD 19. Community Engagement and Service Results

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 are assessed for improvement.	
2. The impact/s of the community engagement and service program activities on the school, learners, personnel, and other sectors of the school community is/are identified and assessed for improvement.	
3. The impact/s of the community engagement and service program activities on the partner community is/are identified and assessed for 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

- How does the school use the evaluation data to improve its community engagement and service activities?
- What impact do these community engagement and service activities have on the school, learners, personnel, and other sectors of the school community?
- How does the school measure and improve this impact?
- What impact do these community engagement and service activities have on the partner community?
- How does the school ensure the sustainability and replicability of community engagement and service programs?

Supporting Evidence

- Results of the evaluation of the community engagement and service program
- List of improvements made as a result of the comprehensive evaluation
- Feedback from students, personnel, and other sectors of the school community on the impact of the community engagement and service program on the development of their competencies and values
- Reports or studies on the impact of community engagement and service activities on the school community
- Feedback from the partner community on the effectiveness of the community engagement and service activities
- Reports or studies on the impact of community engagement and service activities on the partner community and/or the wider community

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STANDARD 20. Research Results

The school has produced research outputs through new knowledge shared through various communication platforms.

Criteria	Rating
1. The results of the provisions in the school curriculum and programs for developing learners' research skills are evaluated and continually improved.	
2. Research outputs produced by personnel and learners are assessed for improvement.	
3. New knowledge produced by learners and personnel is shared through various communication platforms.	
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 indicators are used to assess the learners' mastery of research skills?
- What improvements in the curriculum have been made arising from the evaluation of research and research-related activities?
- How are research outputs and research-related activities assessed for improvement?
- How is the new knowledge obtained from research by learners and personnel shared and communicated?

Supporting Evidence

- Indicators of learners' mastery of competencies on research in each of the Key Stages (K-3, 4-6, 7-10, 11-12)
- Documentation of improvements in the curriculum arising from the evaluation of research and research-related activities
- Feedback regarding their level of preparedness for research work in senior high school and college
- Data on the research outputs produced by the personnel and learners
- Documentation of improvements in the curriculum arising from the evaluation of research and research-related activities
- May also include a Report on Research Utilization
- List of research outputs shared through various means (i.e., fora, research symposium, social media, the school website/publications, etc.)

STANDARD 21. Financial and Competitiveness Results

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 assessed for improvement.	
3. Education, research, and community service activities measured in income and expenditure streams are assessed for improvement.	
4. Cash flows are established, monitored, and assessed for improvement.	
5. Reserves and savings are established 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 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

- How is the record-keeping of assets made up-to-date and efficient?
- Are the asset investments balanced considering current and long-term needs?
- What measures have been undertaken to ensure a positive financial standing?
- How does the school assess financing in terms of debt, equity, grants, and endowments?
- What policies are in place to ensure the sustainability of funds?
- Are the costs incurred for education, research, and community activities reasonable?
- Are the revenue streams greater than the cost streams?
- What measures are taken to balance income and expenditures in these areas?
- Are there positive cash flows to sustain operational needs?
- Are there positive financial outcomes over a reasonable number of years regarding the financial position, operating results, and cash flows?
- Are there reserves and savings for future projects or initiatives?
- What are the indicators that the school has an established reputation for quality education, research, and extension activities?
- How satisfied are the various stakeholders with these competitiveness results?
- What are the school's best practices?

- What are the indicators that the school's operations are practical and efficient?

Supporting Evidence

- System of inventory of assets
- Financial statements
- Monitoring reports on investment activities
- Asset Management and Financial Sustainability Plan
- Audited financial statements
- Annual Budget
- Budget performance reports
- Finance Manual
- Income and expenditure reports for education, research, and community service activities
- Budget performance reports
- Cash Flow
- Annual Budget
- Budget performance reports
- Financial statements
- Proofs of monitoring and evaluation of reserves and savings
- Assessment Reports on reserves and savings
- National and international rankings, awards, and citations
- Records and documents of benchmarking visits by other educational institutions
- Results of the Satisfaction survey ratings from stakeholders
- Citations/ Certifications and awards
- Satisfaction ratings from stakeholders

Statistical Summary of Ratings

Statistical Summary of Ratings	Ratings (In two decimal places)
Area 1. Leadership and Governance	
Standard 1 Vision-Mission	
Standard 2 Leadership and Management	
Standard 3 Strategic Management	
Standard 4 Policy Formulation and Implementation	
Standard 5 Risk Management	
Area 1 Average Rating	
Area 2. Quality Assurance	
Standard 6 Internal and External Quality Assurance System	
Area 2 Average Rating	
Area 3. Resource Management	
Standard 7 Human Resources	
Standard 8 Financial Resources	
Standard 9 Learning, Physical, and IT Resources	
Area 3 Average Rating	
Area 4. Teaching-Learning	
Standard 10 Curricular Programs	
Standard 11 Teaching and Learning Methods	
Standard 12 Assessment Methods	
Area 4 Average Rating	
Area 5. Student Services	
Standard 13 Student Recruitment, Admission, and Placement	
Standard 14 Student Services Programs and Support	
Area 5 Average Rating	
Area 6. External Relations	
Standard 15 Networks, Linkages, and Partnerships	
Standard 16 Community Engagement and Service	
Area 6 Average Rating	
Area 7. Research	
Standard 17 Research Management and Collaboration	
Area 7 Average Rating	
Area 8. Results	
Standard 18 Educational Results	
Standard 19 Community Engagement and Service Results	
Standard 20 Research Results	
Standard 21 Financial and Competitiveness Results	

Area 8 Average Rating	
Overall Average Rating	

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