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| **School Profile** | **Description** | **Remarks** | **Period of Reporting** | **Data Presentation** | **Data Source/Forms** |
| 1. Enrolment | ●  Total number of learners enrolled   * By gender * Last 3 years | ●  **Optional:**  *If the school has special programs, they can also present in a separate graph the enrolment number of the different types of learners by program (e.g. SPED, ADM, ALS, IPEd, ALIVE) of the current year – schools can show the total for each type of learner* | Mid-year (BoSY data)  Year-end (EoSY data) | Stacked bar graph by gender per year   For types of learners, a pie graph can be used  Year-End data can be a comparison with the Mid-Year data (line on bar graph) | SF-1: School Register; EBEIS |
| 2. Health and nutritional status | * Number of learners who are severely wasted/wasted * By gender * For every key stage * (K-3, 4-6, JHS, SHS) * Current year | ● No. of severely wasted or wasted | Mid-year  Year-end | Stacked bar graph by gender per key stage | Nutritional Status Report |
| 3. Learners materials\* | ●  The count of shortages/excess learners materials per grade level based on what the students are using during the School Year  ●  Only subjects which have shortage/excess learners materials will be listed per grade level  ●  Current year |  | Year-end | Table per grade level that shows the number of shortage/excess learners materials (by subject) | SF-3: Books Issued and Returned; Physical Count of Inventories |
| 4. Teachers’ professional development\* | ●  Number of teachers who attended training/further studies  ●  By kind/type of professional development (e.g. ICT, Further studies, INSET, LAC, etc)  ●  Current year |  | Mid-year  Year-end | Bar graph by kind/type of professional development | Accomplishment report |
| 5. Funding sources\* | ●  Funding amount and sources (MOOE, LGU, canteen, donors, etc.)  ●  Current year |  | Mid-year  Year-end | Pie graph by funding source | Financial reports; Monthly liquidation reports |
| 6. School awards and recognitions\* | ●  Top 3 awards/ recognition from award-giving bodies duly recognized by DepEd  ●  Listing by title, award-giving body, level (school, division, regional, national, international)  ●  Categorized into student, teacher, school head, and school awards  ●  Current year |  | Mid-year  Year-end | Table | Accomplishment report |
| *\*Data not found in the EBEIS* | |  |  |  |  |

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| **Performance Indicators** | **Description** | **Remarks** | **Period of Reporting** | **Data Presentation** | **Data Source/Forms** |
| **ACCESS** | | | | | |
| 7. Number and rate of dropouts by cause | ● Count and percentage of learners who do not finish a particular grade level. (It does not capture learners who finish a grade level but do not enrol in the next grade level the following school year)  ●  Look at the five (5) major causes of dropout in the school  ●  Last 3 years |  | Year-end | Stacked bar graph by cause per year; percentage can be shown through a line graph over the bar graph | SF-4: Monthly Learner’s Movement and Attendance; SF-2: Daily Attendance Report of Learners; EBEIS |
| **QUALITY** | | | | | |
| 8. Percentage of learners who completed the School Year (Promotion Rate) | ●  Percentage of learners who completed the school year  ●  Number of promoted learners over number of total learners x 100  ●  Per grade level  ●  Current year |  | Year-end | Bar graph | EBEIS: Enrolment data; SF-6: Summarized Report on Promotion and Level of Proficiency |
| 9. National Achievement Test (NAT) – by Mean Percentage Score (MPS) | ●  MPS per subject  ●  Grade 6/10 results for complete schools  ●  Grade 3/8 results for incomplete schools  ●  Current year | ●  In the absence of NAT scores, school can use the School Readiness Year-End Assessment (SReYA) in Elementary OR the general average of pupils in the highest grade level offering | Year-end | Bar graph by MPS of each subject | Report from NETRC |
| 10. Literacy level | ●  Total number of learners who are in the frustration, instructional, and independent levels for English and Filipino (oral and silent reading)  ●  Should show pre and post test results  ●  If PHIL-IRI is used, will cover grades 2-6 only  ●  Current year | ●  In the absence of a tool to measure literacy, schools can use PHIL-IRI results or any existing tool to measure literacy | Mid-year  Year-end | Bar graphs showing oral and silent reading results (one for English and Filipino) | Philippine Informal Reading Inventory (PHIL-IRI); McCall-Crab Reading Comprehension Examination or its equivalent |
| **GOVERNANCE** | | | | | |
| 11. School-Based Management Assessment Level | ●  School level based on SBM Assessment | ●  Use SBM Assessment | Year-end | SBM Level and its corresponding qualitative interpretation | SBM Assessment |
| 12. Child-Friendly School Survey result\* | ●  Survey to be accomplished by the School Planning Team  ●  Based on CFSS point system:  o  25-29 points: Child-Friendly School  o  30-34 points: Outstanding Child-Friendly School  o  35 and above points: Very Outstanding Child-Friendly School  ●  Current year | ●  Use Child-Friendly School Self-Assessment Guide | Year-end | Points and status | Child-Friendly School Self-Assessment |
| 13. Stakeholders’ participation\* | There will be two (2) data sets:   1. Percentage (number of attendees over those invited) of parents/guardians and other stakeholders who attend during:    * Co-curricular activities (Science month, Reading month, contests, etc.)    * Extra-curricular activities (Boy Scouts, Brigada Eskwela, sports fests, etc.)    * Meetings and Assemblies (SIP, CI, General PTA, etc.)  * Current year  1. Total contribution (in kind, man-hours, etc.) of stakeholders which are accounted  * Current year * By reporting period (Mid-year and Year-end) |  | Mid-year  Year-end | For percentage: stacked bar graph by activity (co-curricular, extra-curricular, meetings/ assemblies) per stakeholder    For total contribution: stacked bar graph by type of contribution per reporting period, with total | Attendance sheets;  DepEd order 18: School Calendar |

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| 14. Learner-Teacher ratio | ●  Comparison of the actual ratio of learners to teachers against the standard:  o  Kinder (25:1)  o  Grades 1 & 2 (40:1)  o  Grades 3 to 10 (45:1)  o  SHS (40:1)  ●  Per grade level  ●  Current year |  | Year-end | Ratio per grade level shown as bar graph;  Standard can be shown as line graph over the bar graph | SF-7: School Personnel Assignment List and Basic Profile; SF-1: School Register; EBEIS |
| 15. Learner-Classroom ratio | ●  Comparison of the actual ratio of learners to classrooms against the standard:  o  Kinder (25:1)  o  Grades 1 & 2 (40:1)  o  Grades 3 to 10 (45:1)  o  SHS (40:1)  ●  Per grade level  ●  Current year |  | Year-end | Ratio per grade level shown as bar graph;  Standard can be shown as line graph over the bar graph | EBEIS: Facilities and Structures |
| 16. Learner-Toilet ratio | * Comparison of the actual ratio of learners to functional toilets against standards (50:1) * Total number * By gender * Current year |  | Year-end | Line graph | EBEIS: Facilities and Structures |
| 17. Learner-Seat ratio | ●  Comparison of the actual ratio of learners to seats against the standard (1:1)  ●  Total number  ●  Current year |  | Year-end | Line graph | Consolidated Report on Desk/Armchairs for ES and SS; EBEIS |

*Note: CFS – Child-Friendly School (The Child-Friendly School Assessment was made by UNICEF. The concept for establishing a Child-Friendly School System (CFSS) in the Philippines was introduced in 1999 and is currently being reviewed so it can be utilized/integrated in school planning, monitoring and evaluation).*

*SF – School Forms*

*\*Data not found in the EBEIS*

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| **Status of School Projects** | **Description** | **Remarks** | **Period of Reporting** | **Data Presentation** | **Data Source/Forms** |
| 18. Status of Annual Implementation Plan (AIP)/Continuous Improvement (CI) Projects\* | ●  The progress of CI projects  ●  Data sets may differ depending on what the school wants to present  ●  Current year | ●  The school will decide which major projects to put in the SRC but our recommendation is to report the top 3 priority projects  ●  Include the report on baseline, and also the endline when applicable | Mid-year  Year-end | Graphs may differ |  |
| 19. Other stakeholders’ accomplishments\* | ● Reports done by other stakeholders on their initiatives/activities independent from the PIA/CI projects (e.g. activities of the SGC, SPG/SSG, etc.)  ●  Data sets may differ depending on the initiatives/activities of the stakeholders  ●  Current year | ●  The school may choose the top 3 stakeholder accomplishments/initiatives/activities | Mid-year  Year-end | Graphs may differ |  |

*\*Data not found in the EBEIS*