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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 usedYear-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-yearYear-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-yearYear-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-yearYear-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 Schoolo  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-yearYear-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-yearYear-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-yearYear-end | Graphs may differ |   |

*\*Data not found in the EBEIS*