

**PERFORMANCE APPRAISAL SYSTEM FOR SCHOOL ADMINISTRATORS  
SY 2012-2013**

**I. Occupational Competence (70%)**

**A. Instructional Supervision**

1. Prepared School Improvement Plan (comprehensive plan that includes adjusted AIP , SPPD and LR plan and, M&E plan)

School Improvement Plan prepared was characterized by:

- a. plan was needs based
- b. objectives were attainable
- c. strategies were well-defined
- d. SPPD, LR, M&E schemes were defined in the plan
- e. plan reviewed by DAC
- f. plan accepted by SDS

All indicators were met	-	10
4-5 indicators were met	-	8
2-3 indicators were met	-	6
Only 1 indicator was met	-	4
Still in progress	-	2

2. Implemented the SIP/AIP (reference: M&E report)

90% to 100% accomplishments in the <u>SIP/AIP</u> administrative, supervisory and technical assistance plan.	-	10
75% to 89% accomplishments in the <u>SIP/AIP</u> , administrative, supervisory and technical assistance plan.	-	8
50% to 74% accomplishments in the <u>SIP/AIP</u> , administrative, supervisory and technical assistance plan.	-	6
25% to 49% accomplishments in the <u>SIP/AIP</u> , administrative, supervisory and technical assistance plan.	-	4
24% and below accomplishments in the <u>SIP/AIP</u> , administrative, supervisory and technical assistance plan.	-	2

Sample Computation:

Consolidated Accomplishment s: SIP/AIP of the school, Administrative, Supervisory and TA Plans of the school head (Data Sources/MoVs: Monthly/Quarterly/Yearly M&E Reports)

	<u>SIP/AIP</u> of the school (50%)	Adm. Supervisory & TA Plan of the SH (45%)	Value Added Outputs (5%)	Total (100%)	Rating
Percentage of Accomplishment (Accomplishment vs Target x 100)	60	50	<b>10</b> (# of value added outputs)		
	30	22.5	.5	53	6

**B. Development/ Implementation of Education Programs**

INTERNAL EFFICIENCY INDICATORS:

**1. Pupil/Student Development**

- a. Increased school MPS based on SIP/AIP target

Exceeded target by more than 2%	-	10
Exceeded target by 2% or less	-	8
Attained target	-	6
Less than the target by 2% or less	-	4
Less than the target by more than 2%	-	2

**SAMPLE COMPUTATION:**

Measures to be considered: Elementary School Test Results of 1)NAT III and VI) for the elementary school heads; Secondary School Test Results in the 1) NAT IV for secondary school heads.

Baseline: NAT III and NAT VI Performance based on SIP/AIP target SY 2011-2012/ NAT IV year

NAT III			Variance	Rating	Average	Rating
Baseline	Target	Actual				
55	7(62)	60	2 (2% of 7 = 1.4)	4 (less than the target by 1.4)	7	8
NAT VI						
65	5 (70)	71	1 ( 2% of 5 = .1)	10 (exceeded the target by 2%)		

**b. Increased Promotion Rate based on SIP/AIP target**

Exceeded target by more than 2%	-	10
Exceeded target by 2% or less	-	8
Attained target	-	6
Less than the target by 2% or less	-	4
Less than target by more than 2%	-	2

**c. Decreased Repetition Rate SIP/AIP target**

Exceeded target by more than 2%	-	10
Exceeded target by 2% or less	-	8
Attained target	-	6
Less than target by 2% or less	-	4
Less than target by more than 2%	-	2

**d. Decreased Drop out Rate by 2% or maintained for those that have Zero Drop out Rate**

Exceeded target by more than 2%	-	10
Exceeded target by 2%	-	8
Attained target	-	6
Less than the target by 2% or less	-	4
Less than the target by more than 2%	-	2

**e. Increased Survival Rate by 2 %**

Exceeded target by more than 2%	-	10
Exceeded target by 2% or less	-	8
Attained target	-	6
Less than the target by 2% or less	-	4
Less than the target by more than 2%	-	2

**f. Increased Retention Rate by 2%**

Exceeded target by more than 2%	-	10
Exceeded target by 2% or less	-	8
Attained target	-	6
Less than the target by 2% or less	-	4
Less than the target by more than 2%	-	2

INDICATORS	SY 2011-2012			Variance	Rating
	Target	Actual	% of Accomplishment		
Promotion Rate					
Repetition Rate					
Drop out Rate					
Survival Rate					
Retention Rate					

g. Result of the Implementation of the Feeding Programs

% of the beneficiaries with improved nutritional status; (Data Source/MoVs - Nutritional Status baseline and endline)		
95% - 100% of the beneficiaries with improved nutritional status	-	10
75% - 94% of the beneficiaries with improved nutritional status	-	8
50% - 74% of the beneficiaries with improved nutritional status	-	6
25% - 49% of the beneficiaries with improved nutritional status	-	4
Below 25%	-	2

**2. Curriculum Indigenization/Localization and Instructional Delivery**

**a. Provided leadership/technical assistance in the development:**

Teaching and Learning resources such as self-learning materials, modules, workbooks, prototype lesson plans, teaching devices, test item banks, audio-visuals aids, brochures, circulars, bulletins, outlines and guides.

3 or more of the materials shared via LR portal	-	10
2 of the materials shared via LR portal /3 or more of the materials utilized within the district	-	8
1 of the materials shared via LR portal	-	6
1 or 2 of the materials utilized within the district but not shared via LR portal	-	4
1 or 2 incomplete material/s	-	2

**b. Implementation of innovations e.g. reading program, math park**

3 or more curriculum innovations implemented by all teachers	-	10
2 curriculum innovations implemented by all teachers	-	8
1 curriculum innovation implemented by all teachers	-	6
1 curriculum innovation implemented by at least 75% of the teachers	-	4
1 curriculum innovations implemented by 50% and below of the teachers	-	2

**c. Utilization of learning resources from LR portal/ADM modules(MISOSA/EASE)/DLP materials**

5 or more learning resources from the LR portal utilized /ADM (MISOSA) modules utilized by the Grades IV,V and VI pupils/ADM (EASE) modules/DLP materials utilized by all year levels in the high school	-	10
4 learning resources from the LR portal utilized /ADM (MISOSA) modules utilized by two (2) grade levels in the elementary/ADM (EASE) modules/DLP materials utilized by three (3) year levels in the high school	-	8
3 learning resources from the LR portal utilized /ADM (MISOSA) modules utilized by one (1) grade level in the elementary/ADM (EASE) modules/DLP materials utilized by two (2) year levels in the high school	-	6
2 learning resources from the LR portal utilized /ADM (MISOSA) modules utilized by one (1) grade level in the elementary/ADM (EASE) modules/DLP materials utilized by one (1) year level in the high school	-	4
1 learning resource from the LR portal utilized by at least one (1) grade/year level in the elementary/high school	-	2

**d. Supervised teachers on curriculum implementation and instructional delivery (For full-fledged school heads)**

Met the required number of observations (20/mo or 200 for the year)	-	10
Had 175 to 199 number of observations for the year	-	8
Had 150 to 174 number of observations for the year	-	6
Had 100 to 149 number of observations for the year	-	4
Had 99 and below number of observations for the year	-	2

**(For TIC with SDS designation)**

Inspected/checked the lesson plans/portfolios/journals of 90%-100% of the teachers weekly	-	10
Inspected/checked the lesson plans/portfolios/journals of 75% to 89% of the teachers weekly	-	8
	-	6
Inspected/checked the lesson plans/portfolios/journals of 50% to 74% of the teachers weekly	-	4

Inspected/checked the lesson plans/portfolios/journals of 25% to 49% of the teachers weekly	-	2
Inspected/checked the lesson plans/portfolios/journals of 24% and below of the teachers weekly		

### 3. Staff Development

#### a. *Developed School Plan for Professional Development (SPPD)*

- NCBTS-TSNA Result
- IPPD
- SPPD

All indicators were met	-	10
2 out of 3 indicators were met	-	8
1 out of 3 indicators was met	-	6
2 out of 3 indicators were met but incomplete	-	4
1 out of 3 indicators was met but incomplete	-	2

#### b. *Prepared school-based training design*

Training designs covered the following:

- general program information (Refer to Program Design Template)
- Session Guides
- Readings/Handouts
- Budgetary Requirements
- Monitoring and Evaluation
- Approved Training Design

Prepared 3 school -based training design with all indicators met	-	10
Prepared 2 school -based training design with all indicators met	-	8
Prepared 1 school -based training design with all indicators met	-	6
Prepared 2 -3 incomplete school -based training design	-	4
Prepared 1 incomplete school -based training design	-	2

#### c. *Conducted training programs/ professional development activities and prepared Program Completion Report (PCR)*

Conducted 3 training programs or more based on approved program design with PCR	-	10
Conducted 2 training programs based on approved program design with PCR	-	8
Conducted at least one training program based on approved program design with PCR	-	6
Conducted 2 training programs or more based on approved program design without PCR	-	4
Conducted at least one training program based on approved program design without PCR	-	2

#### d. *Monitored the application of learning from the training programs/professional development activities.*

90% - 100% of the teachers monitored at least twice for a particular training program	-	10
75% - 89 % of the teachers monitored at least twice for a particular training program	-	8
50% - 74% of the teachers monitored at least twice for a particular training program	-	6
25%- 49% of the teachers monitored at least twice for a particular training program	-	4
24% and below of the teachers monitored at least twice for a particular training program	-	2

### C. *Administrative Management*

#### 1. *Resource Management*

##### a. Management of human resources

Management of available teaching and non teaching personnel characterized by

- inventory of available expertise/potential
- utilization of expertise
- sustaining high performance
- growth and development program for human resource
- periodic monitoring conducted on human resource

All indicators were met	-	10
4 indicators were met	-	8
3 indicators were met	-	6
2 indicators were met	-	4
Any 1 indicator was met	-	2

b. Management of physical facilities

Physical facilities were managed according to:

- prepared updated inventory of school facilities
- identified/prioritized facilities needed by the school
- acquired/purchased needed facilities
- maintained record of inventories of school facilities

All indicators were met	-	10
3 indicators were met	-	8
2 indicators were met	-	6
1 indicator was met	-	4
No indicator was met	-	2

c. Fiscal Management

Fiscal Management involved:

- prioritizing needs for funds allocation
- updating books of records
- maintaining records of financial transactions
- preparing periodic reports of financial transactions

All indicators were met	-	10
3 indicators were met	-	8
2 indicators were met	-	6
1 indicator was met	-	4
No indicator was met	-	2

**2. Data Management**

Management of Basic Education Information System (BEIS) included:

- organizing data (shall have files of the previous and current SY of the following data sources: Forms 1, 2 and 3; Form 18A/E; Year end reports; Phil IRI; SREA; Textbook Inventory; school titling documents; Approved GAA or documents to operate/establish school
- updating data
- establishing profile/ system generated school statistics outputs (BOSY & EOSY)
- disseminating data
- utilizing data

All indicators were met	-	10
4 indicators were met	-	8
3 indicators were met	-	6
2 indicators were met	-	4
Only 1 indicator was done	-	2

**3. Conflict Management**

Conflict was managed when:

- school complaint/grievance committee was organized
- issues/problems/concerns were acted on time
- facts were gathered and verified
- parties were encouraged to discuss differences to arrive at a settlement
- appropriate action was taken

All indicators were met	-	10
4 indicators were met	-	8
3 indicators were met	-	6
2 indicators were met	-	4
1 indicator was met	-	2

#### 4. Linkage Management

Management of linkage was achieved when:

- the involvement of GOs/NGOs to school activities was enlisted
- collaborative relation with GOs/NGOs was sustained
- the community and other link groups were informed of school performance/activities
- the support/contribution of link group/partners was acknowledged

All indicators were met	-	10
3 indicators were met	-	8
2 indicators were met	-	6
1 indicator was met	-	4
No indicator was met	-	2

#### 5. School Based Management

- Attained Level 3 SBM Practice - 10
- Attained Level 2 SBM Practice - 8
- Attained Level 1 SBM practice - 6
- Attained 61%-99% - 4
- Attained 1-60% - 2

### D. Research

Conducted school-based research. (School Head himself/herself conducted the study)

Action research was undertaken using the following steps:

- prepared the design and with SDS approval
- conducted the research
- managed data
- analyzed data
- utilized the results

All indicators were met	-	10
4 indicators were met	-	8
3 indicators were met	-	6
2 indicators were met	-	4
1 indicator was met	-	2

### E. Performance Assessment

#### 1. Assesses teacher performance

Assessment of teacher's performance was done when:

- teacher was oriented on the process of targeting/rating
- performance targets were discussed and agreed upon
- periodic meetings were conducted to monitor status of performance based on targets
- self-rating of ratee was discussed and appraised against targets and accomplishments
- agreement on rating was arrived at

All indicators were met	-	10
4 indicators were met	-	8
3 indicators were met	-	6
2 indicators were met	-	4
Only 1 indicator was met	-	2

## II. Professional and Personal Characteristics (20%)

1. Decisiveness- acts immediately on needs/requests in accordance with the prescribed rules and regulations and accepted norms of conduct and behavior
2. Honesty/Integrity-demonstrates truthfulness, candidness, uprightness and freedom from deceit
3. Dedication/Commitment-renders service over and above the regular functions and even beyond the regular time
4. Initiative/Resourcefulness-starts action, projects and performs task without being told and supervised
5. Courtesy-shows polite, kind and thoughtful behavior toward the public/clientele in manner of speech and actuations

6. Human Relation-integrates concern for people at work, office clientele, and supervisor-subordinate relationship into work situations
7. Leadership-the manner of guiding, influencing, motivating and developing confidence of subordinates to work as a team and accomplished assigned tasks, leading the organizational unit to achieve its goals and objectives enthusiastically
8. Stress Tolerance-the stability of performance under pressure or opposition
9. Fairness/Justice-conforms to usual principles of law, is just and unbiased
10. Proper attire/Good Grooming-dresses in accordance with proper decorum and/or prescribed rules and regulations and is neat in appearance

Always	-	10
Often	-	8
More often than nor	-	6
Seldom	-	4
Never	-	2

### III. Punctuality and Attendance (10%)

(including division/regional meetings and other required activities)

Data Source/MoV - Logbook

Punctuality-Number of times tardy (5%)

Not more than 3 times tardy/under time during the last 6 months	-	10
4-6 times tardy/under time	-	8
7-10 times tardy/under time	-	6
11-15 times tardy/under time	-	4
More than 15 times tardy/under time	-	2

Attendance-Number of times absent (5%)

Not more than 4 days absent (forced leave, special leave and sick leave are not included)-		10
5-8 days absent	-	8
9-12 days absent	-	6
13-16 days absent	-	4
More than 16 days absent	-	2

(Note: The total rating shall include the cluster schools, if any: 50% of the base school and 50% of the cluster schools)

#### PLUS FACTORS

(0.5 for each indicator but not to exceed 2 points for the total)

1. Chaired technical committee in the division/regional/national level
2. Conducted seminars in the division/regional/national levels
3. Acted as trainer/facilitator in the division/regional/national levels
4. Acquired resources, assistance for the school (excluding government sources)
 

Php 100 000.00 and up	-	.5
Php 75 000.00 to Php 99 999.00	-	.4
Php 50 000.00 to Php 74 999.00	-	.3
Php 25 000.00 to Php 49 999.00	-	.2
Php 24 999.00 and below	-	.1

#### RATING EQUIVALENT

8.6	-	10.00	=	Outstanding	(O)
6.6	-	8.59	=	Very Satisfactory	(VS)
4.6	-	6.59	=	Satisfactory	(S)
2.6	-	4.59	=	Unsatisfactory	(US)
2.59	&	below	=	Poor	(P)