

National General Education Inspection Framework

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Ministry of Education

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1 Introduction

The Federal Democratic Republic of Ethiopia has registered impressive results in increasing enrolment rate nation-wide. Meanwhile, besides increasing enrolment rate, it has given priority to the improvement of the quality of general education. In 2006, the General Education Quality Improvement Program (GEQIP) was introduced and has been working to make sure that the learning-teaching process in the schools is carried out at the required standard and the educational outcomes achieved by all students is raised.

In the last 30 years, there has been increasing tendency globally towards schools administering themselves with the sense responsibility and accountability. The improvements being seen in this regard are directly related to improving students' outcomes. In connection with this, studies indicate that there is strong relationship between accountability and evaluation of schools and their performance.

The McKinsey report, How the world's most improved school systems keep getting better (2010), identified:

- the process of bringing all schools up to a minimum quality threshold as a key intervention that enabled the performance of educational systems to move from 'poor' to 'fair', in world terms; and
- the process of ensuring teacher and school accountability as a key intervention that enabled the performance of educational systems to move from 'fair' to 'good'.

Inspection is a process of independent external evaluation. It provides an objective assessment of how well schools are performing in the learning-teaching process; the quality of education that they provide as well as the outcomes that their students achieve. Inspection can be a powerful tool for promoting improvement, by establishing the minimum levels of quality that all schools should achieve and by making schools accountable for their performance and progress.

Currently bodies responsible for quality assurance have been established in each regional bureaus and zonal and *Woreda* level offices. However, inspection work at schools is at its early stage of development. Though The practice of schools' self- assessment is developing, it had not been linked to external evaluation. Approaches to external evaluation, through quality audit or inspection, also varied greatly across the country making comparison and grading of the performance of schools in different regions impossible.

The Ministry of Education (MoE), which is mandated by the government of Ethiopia to assure the quality of education, established the General Education Inspection Directorate (GEID) to develop consistent national arrangements for the inspection of schools. Accordingly, the MoE's GEID has produced this National Framework that would enable to inspect and grade schools in a consistent and objective manner in all parts of Ethiopia. The framework mainly contains focus areas of inspection, aspects of the school that inspectors will focus, a summary of the process of inspection, and the code of conduct to which inspectors will work.

1. Objectives of general education inspection

2.1 General objective

The main objective of general education inspection is to improve the outcomes and ethics of students at national level by assuring the quality and effectiveness of education:

2.2 Specific objectives

- Ensure that schools have achieved the required minimum performance standards;
- classify schools into levels and identify model schools so that they can serve as cluster resource centres for other schools
- provide information about the implementation and impact of General Education Quality Improvement Programme (GEQIP), particularly the school improvement programme (SIP), and other initiatives to improve the quality of education, and to inform policy makers and educationists;
- inform parents, teachers and students about how well their schools are performing, and secure their engagement in an effort to improve the quality of education;
- enable schools to work in collaboration with the three development forces /the ruling party, government and people's wings/ on education access, equity, efficiency, relevance and quality
- hold responsible bodies to account for the performance and improvement of schools.

2. Guiding principles of inspection

The process of inspection adopts the following basic and guiding principles. They are:

- Inspection is conducted by education inspectors who are not part of the school community;
- Evaluation of the overall performance of a school is conducted based on concrete, consistent and continuous information;
- Evaluation of all schools is made based on clearly defined standards and criteria. It should not reflect personal opinion of inspectors:
- Inspection is an activity which is constructive and gives emphasis to priority areas. It celebrates successes but identifies shortcomings and gives recommendations to those responsible bodies:-
- Inspection is conducted by giving respect to the school community:

- Evaluation is done based on the performance of the school as an institution, not on the performance of individuals.

3. Focus areas of inspection

The schedule for inspection comprises **five focus areas** or ‘domains’. These relate to the key inputs, processes and outcomes that determine the school’s overall performance and effectiveness vis-à-vis students’ attainments and ethics. Focus areas of inspection are highly linked to school improvement programme (SIP) framework and self assessment form (SAF).

Four of the focus areas for inspection correspond broadly with the SIP domains (learning and teaching; learning environment; school leadership; and community participation), but for inspection there is a fifth, crucial focus area .i.e. student outcomes and ethics.

The aspects and standards within each of the first four focus areas in the Schedule for inspection are broadly aligned with the elements and standards for the corresponding domains within the SIP framework. The standards clearly set the minimum competency level required from all schools in our country.

The five focus areas of school inspection in relation to inputs, processes and outputs are presented in the table below.

Criteria	Focus Area
Input	Focus Area 1: School facility, buildings, human and financial resources Focus Area 2: The learning environment
Process	Focus Area 3: Learning and teaching Focus Area 4: The school’s engagement with parents and the community
Output	Focus Area 5: Student outcomes and ethics

The schedule for school inspection is discussed in detail in the following chapters. Each schedule contains one or more focus areas and. each focus area includes one or more standards. Moreover, each standard is accompanied by indicators that clearly show whether the school has met the minimum standard or not.

4. Input

5.1 Focus areas of Inspection

5.1.1 School facilities, buildings, human and financial resources

Standard 1: The school has fulfilled classrooms and other buildings, facilities, pedagogical resources and implementing documents in line with the set standards.

Indicators:

- The school's buildings are based on the set standard (has sufficient light, size and floor) and meet the needs of students with special needs.
- The school has met the standard for student- textbook, student-section ratio, teacher guide, reference books and Braille.
- The school has met the standard for library, laboratory, pedagogical centre, play area for students and other facilities.
- The school has important documents such as the National Education and Training Policy, blue prints, national and regional programmes and frameworks, the Constitution of F.D.R.E, etc and relevant Guidelines and the school's internal rules

Standard 2: The school has secured financial resources to execute its priority areas and improve the teaching-learning process.

Indicators:

- The school has received the Block Grant and used it properly.
- The school has received the School Grant and used it properly.
- The school has raised resources (in cash, in kind and labour) from parents and the community.
- The school has generated its own income and boosted its financial capacity.
- The school has raised funds from non-government organizations (NGOs) working in its area, individuals /former students, local residents, etc/.
- The school has well organized financial- documents.

Standard 3: The school has sufficient suitably qualified directors, teachers and other staff members.

Indicators:

- All the directors and teachers are licensed and have recognised and validated certification.
- All the support staff of the school have the required certification.
- The school has a Guidance and Counselling expert.
- The school has teachers who are qualified in Special Needs Education.

5.1.2 The Learning Environment

Standard 4: The school has created a conducive teaching -learning environment which is safe and secure for the school community.

Indicators:

- The school's area size is as per the standard.
- The school has a validated certificate of ownership.
- The buildings are suitable for inclusive education as they are user friendly for all including those with special needs.
- The school is fenced.
- The school is safe and secure from all things that disrupt the teaching-learning process.
- There are enough number of standard, daily cleaned toilets, with soap and water. The toilets are separate for female and male students well as female and male teachers and other staff. The school provides adequate, clean and treated water.

Standard 5: The school has created a well-organized Education Development Army

Indicators:

- The school has established a management system to implement its objectives and missions.
- An Education Development Army which understands and is ready to execute the school's objectives, goals and mission is created

The necessary professional skills and leadership competence that would enable to effectively accomplish tasks has been created.

5.1.3 The schools' vision, mission, values and plans

Standard 6: The school has shared vision, mission and values.

Indicators:

- The school has prepared its vision, mission and values by involving stakeholders,

Standard 7: The school has prepared participatory school improvement plan.

Indicators:

- The school has identified its priorities by involving stakeholders .

- The school has prepared a three year strategic and annual plans by involving stakeholders.

5. Process

6.1 Learning- teaching

6.1.1 Learning

Standard 8: Students' learning and participation has increased.

Indicators:

- Students persevere with their tasks.
- Students have actively participated in asking and answering questions.
- Students support each other using 1 to 5 (Network) formations.
- Students are actively participating in various clubs.
- Students are participating as well as making decisions by involving in Children's Parliaments and Student Councils.

Standard 9: Students have made progress in their learning.

Indicators:

- Students make effective use of their time.
- Students take the initiative to invent, research and solve their own problems and that of others in their areas.
- Students give equal importance to all subjects.
- Students are aware that copying from other students during examination/ assessment is despicable.

Standard 10: Students have positive attitudes towards their school.

Indicators:

- Students are satisfied with the services of the school.
- Students provide support to the school's activities.
- Students are able to properly evaluate their teachers.
- Students give due respect to the entire school community.
- Students have accepted and implemented the school's rules and regulations.

6.1.2 Teaching

Standard 11: Teaching is well planned, supported by suitable teaching-learning materials, and is aimed to achieve high educational results.

Indicators:

- Teachers' lesson plans include objectives of the lesson, contents and methodology in an appropriate manner.
- Teachers have prepared and used teaching aids.
- Teachers have made appropriate use of Information and Communication Technology (radio, plasma screens, TV, computers, etc)
- Teachers have made appropriate use of laboratories.
- Teachers have encouraged students to use locally available materials in order to make science and technology education effective.
- Teachers have provided tutorial classes in order for students to improve in their education and attainments.

Standard 12: Teachers have adequate knowledge of the subject they teach.

Indicators:

- Teachers have adequate knowledge and skills of the subject they teach.
- Teachers clarify the content using appropriate and easy to understand language.
- Teachers clarify key concepts clearly.

Standard 13: The leadership of the school and teachers have used appropriate and modern teaching methods that helped increase the ' participation of all students.

Indicators:

- Teachers have used various active learning methods that encourage students to investigate, be creative, problem-solving and independent thinkers. The school leadership has created favourable conditions for the implementation of modern and participatory teaching methods.
- Teachers have used pair work, group work and individual work when appropriate.
- Teachers have provided special support to female students.
- Teachers have provided special support to students with special needs.

- Teachers have done action research in order to solve some the learning-teaching problems.

Standard 14: The school keeps record of data regarding female students and students with special needs. It also provides them special support.

Indicators:

- The school has kept record of data regarding students with special needs.
- The school has provided special support to increase attainment of students with special needs.
- The school has provided special support to increase attainment of female students.

Standard 15: Teachers, directors and supervisors have carried out continuous professional development (CPD) programme.

Indicators:

- Veteran teachers, directors and supervisors have carried out suitable continuous professional development activities for at least 60 hours each year by prioritizing the school's problems and developing modules.
- New teachers have completed induction course by working with mentors.

Standard 16: The school leaders, teachers, students and support staff are working as a team in Development Army.

Indicators:

- The school leaders, teachers, students and support staff are working effectively organized in Development Army. They have been involved in decision -making supported each other through internal supervision.
- The school leaders, teachers, students and support staff are disciplined, have sense of professionalism and are committed to serve the school.

6.2 Curriculum

Standard 17: Teachers evaluate, give feedback on- whether the curriculum is meaningful, participatory and meets the development level and needs of students and they improve it.

Indicators:

- Teachers are well aware of the current school curriculum.
- The lessons match with the national and regional curriculum.

- Feedback was given on whether or not the syllabi and other curriculum materials have considered the development level and needs of students.

6.3 Assessment

Standard 18: The assessment of students' performance is accurate; students are given appropriate feedback.

Indicators:

- The school prepares tests in accordance with the curriculum and Table of Specifications.
- Students are assessed by tests prepared under the auspices of regional/city administration, zone/sub-city, *Woreda* and cluster centres.
- Teachers undertake continuous assessment of students' work as per the Minimum Learning Competency (MLC), balancing theory and practice.
- Teachers mark students' work accurately and give them guidance on how to improve their performance.
- Teachers provide support to students by undertaking analysis of students' results.
- The school receives feedback from parents about students' attainment.

6.4 Monitoring and Evaluation

Standard 19: The school's leadership and responsible bodies of various arrangements monitor whether or not the plans are implemented as per the required time, quality and quantity.

Indicators:

- The school's community monitors whether or not Development Army's plans are properly planned and implemented; provides solutions to problems.
- SIP committee monitors implementation of School Improvement Programme; provides support.
- CPD committee monitors training and implementation of Continuous Professional Development; identifies areas of improvement; provides support.
- The school's leadership monitors the learning-teaching process and implementation of club's plans; provides support.
- The school encourages bodies that record better achievements; gives recognition.

Standard 20: The school has established and implemented a system for . proper utilization of human, financial and material resources

Indicators:

- The school has established and implemented a system for data collection, keeping and utilization.
- Teachers are teaching in the subject they are qualified.
- Directors and support staffs are working in the subject they are qualified.
- The school's buildings, facilities and additional inputs are properly utilized.
- The school's budget is properly used for priority areas of SIP plans and is in line with the decision made by appropriate bodies.

6.5. Partnership of the school, parents and the community

Standard 21: The school has forged strong partnership with parents and the local community.

Indicators:

- The school encourages parents to actively participate in the learning-teaching process; it also encourages parents to make meaningful participation at school and classroom level.
- The school provides regular information to parents and the local community about students' learning, behaviour, financial utilization and other issues; it also receives feedback.
- Parents provide support to children in their learning at home.
- Parents actively participate in parents, teachers, and students association (PTSA) activities.
- In relative terms, the school serves as a centre of excellence to the local community.
- Parents express satisfaction with the performance of the school.

6. Output

7.1 The school's and students' outcomes

Standard 22: The school has successfully met the national education access, internal efficiency and education sector development program goals.

Indicators:

- All school-age children have been enrolled to the school.
- The school has met its plan of gross enrolment rate.
- The school has met its plan of net enrolment rate.
- The school has met its plan of gender ratio.
- The school's dropout rate has reduced as per its plan.
- The school's repetition rate has reduced as per its plan.

Standard 23: The students' classroom, regional and national examination results have improved in relation to regional and national expectations of the performance of their age groups.

Indicators:

- All students have scored 50% and above in each subject of the classroom examinations.
- All female students have scored 50% and above in each subject in of the classroom examinations due to the special support of the school for female students.
- All students with special needs have scored 50% and above in each subject of the classroom examination due to the special support of the school for students with special needs.
- Students' regional and national results are in line with the plan of the school.

7.2 Students' personal development

Standard 24: Students have demonstrated responsible behavior, ethical values, cultural understanding and protection of their environment.

Indicators:

- Students are disciplined, respect the school's community, respect& help each other and fight rent-seeking practice.
- Students protect the school's properties.
- Students have achieved concrete results as they have implemented the school's values, rules and regulations.
- There is a culture of co-existence and solving differences through dialogue among students.
- Students protect the school and their environment.

7.3 Teachers' and education leaders' personal development

Standard 25: There is good communication and interaction among the school's teachers, leaders and support staff; there is also a sense of accountability and fighting rent-seeking practice.

Indicators:

- Students' learning has increased due to the respect given to students by the school teachers, leaders and support staff.
- There is a culture of cooperation and positive working relation among the school's teachers, leaders and support staff.
- The school's teachers, leaders and support staff abhor the attitude and practice of rent-seeking; they work with the sense of accountability.

7.4 Participation of parents and the local community

Standard 26: The school has secured support due the strong relation it has created with parents, local community and partner organizations.

Indicators:

- The school has obtained support as a result of its strong relations with parents, local community and partner organizations.
- Leading the school with a sense of ownership has developed as a result of the increase in participation of parents and the local community in the schools affairs.

7. The process of inspection

8.1 How schools will be selected for inspection

Inspections of schools will be carried out in accordance with this national framework once every three years. Selection of schools for inspection considers factors such as administrative organization, geographical location, whether the school is in rural or urban area as well as the performance level of the school. During the first, second and third year of the inspection cycle 20%, 40% and 40% of the schools will be inspected respectively. Inspection of the schools should balance various levels and modes of education as stated below:

- Preparatory schools
- Secondary schools
- Primary schools
- Pre-schools (kindergartens)

- Alternative Basic Education

The sample of schools to be inspected each year will be made jointly by the Regional Education Bureau, Zone/City Administration Education Office and Woreda Education Office. For monitoring and support purposes, regions/ city administrations are required to notify the details and time table of the schools to be inspected to the Ministry of Education. The Ministry of Education can conduct sample inspection jointly with regions, city administration and education bureaus or in isolation as deems necessary.

If, during the inspection, a school is found not be meeting the standards,(if below standard 3) it will be inspected again after one year.

8.2 Inspection team formation

Schools inspected by the REBs, ZEOs and WEOs are visited by teams of two inspectors, for three or four days. WEOs should organize the inspection or quality assurance of their primary schools such that it is conducted objectively and consistently. The arrangements for inspections by WEOs will be reviewed when the national inspection system is established.

8.3 Communication with the school before the inspection

Schools are given a two- weeks notice of their inspections. They are asked to provide the following documentation:

- the school's self evaluation; school's classification;
- the one-year plan ,and three-year school improvement plan;
- general information of students, teachers, administrative workers as well as buildings and other facilities;
- a list of classes, and a timetable;
- a summary of the results achieved by the students in continuous assessment and examinations;
- basic information about the school, in the form in which it was presented to parents and the local community;
- Various documents showing the school's organizational structure

8.4 Inspection, school self-assessment and classification

Inspection complements the process of school self-assessment and school classification. Inspectors use the self assessment form (SAF) and school classification documents as evidence of the school's work and they conduct analysis of the data. During inspection, inspectors are required to check whether the school has properly carried out the self-

evaluation and school classification. Their independent and objective view of the school's performance helps the school become better able to assess its own work.

8.5 How the inspection begins

When the inspectors arrive at the school, they meet the director and other senior leaders. They explain the purpose and nature of the inspection and invite the director and his or her colleagues to ask any questions they may have. They invite the director to give a short presentation about the school, describing its context, its strengths and its priorities for development. The inspectors meet the director regularly throughout the inspection to ensure that any questions or problems that arise can be resolved quickly.

8.6 How inspectors gather evidence in the school

Inspectors spend their full time in the school gathering evidence to enable them to make an accurate judgment about each of the standards. They will:

- spend at least half their time on classroom observation;
- observe students' work;
- have discussions with the director, teachers and students;
- have discussions with parents and representatives of the community;
- look at the school's results, records and other documentation.

8.7 Reaching judgments

Inspectors must judge whether the school is achieving each of the standards. They assess whether:

- the school is not achieving the standard (grade 1)
- the school is improving but not achieving the standard (grade 2)
- the school is achieving the standard, and is performing in line with the standard (grade 3)
- the school is performing above the standard (grade 4)

Using the indicators for the standards and analysing the information they have gathered, inspectors are expected to arrive at the right judgments.

On the basis of their judgments against each standard, inspectors also make an assessment of the school as a whole, using the same four-point scale. This will be an overall professional judgment, taking all the evidence into account.

8.8. Giving weight to the three criteria

It goes without saying that Ethiopia has devised various strategies to promote students' learning and attainment. Thus, one of the strategies to assure quality and effectiveness of education is to classify schools into various levels. This can be achieved by creating a sense of competitiveness among schools so as to increase their levels of performance.

School classification is carried out giving value to the three criteria; namely, input, process and output as shown below

Criteria	Weight
• Input-----	25%
• Process-----	35%
• Output-----	40%

8.9 The process of school classification

The process of school classification is based on the standards and indicators stipulated in the National General Education Inspection Framework.

1. By giving value to each indicator based on the detailed information given in Data Collection Instrument/ Checklist and Descriptors.
2. By giving grade to the standard taking the average weight of each indicator.
3. The average value of the standards under the three criteria will be the value of each of the criteria; namely, INPUT, PROCESS and OUTPUT.
4. The total sum of the result of INPUT, PROCESS and OUTPUT will be the result of the school. Therefore:
 - If a school scores below 50%, it will be classified as GRADE 1
 - If a school scores between 50%-69.99 , it will be classified as GRADE 2
 - If a school scores between 70%-89.99 , it will be classified as GRADE 3
 - If a school scores between 90%-100 , it will be classified as GRADE 4

N.B Please see **Appendix 3** for the detail

8.10 Reporting back

Inspectors should offer to give feedback on classroom observations at a suitable time after the observation. The feedback should be constructive and focused on the students' learning, the features of the teaching or other factors that affected it, and how it could be improved.

At the end of the inspection, the inspectors meet the director and other senior leaders to provide a short oral report on their findings, judgments and recommendations. The school's (cluster) supervisor should attend this meeting as he or she will have an important role to play in helping the school to respond to the inspectors' recommendations and improve its performance.

8.11 The written report

After the inspection, inspectors are expected to produce a short written report, in a standard format provided by the MoE's GEID, summarizing their findings, judgments and recommendations.

Those who have carried out the inspection will prepare and send a report within two weeks to the school, the WEO, ZEO and inspection department of REB/City Administration Bureaus. The REB/City Administration Education Bureau will send the report to the MoE's GEID along with inspection report prepared by them. Schools should be encouraged to share their reports with the entire school community as well as with the local community, including parents. Reports can be published online.

8.12 Follow up

Schools that have met the standards are encouraged to improve their performance further and will be inspected again after three years to assess the progress that they have made. If a school has not made the standards (i.e schools classified as GRADE 1 and GRADE 2), it will be inspected again after one year. If a school has not made the required improvement, relevant bodies will be held to account. After the inspection, the supervisor works with the school to see to it that suggestions and ideas for improvement are implemented. A school should be inspected at least once in three years time.

8.13 Complaints

If a school has any complaints about the way it was treated by inspectors, it may present its complaints within five-days time to the a relevant authority nearby. . If it remains dissatisfied with the responses,, the case may be referred to the next higher authority. All complaints will be taken seriously and be investigated in accordance with a defined procedure.

8. The code of conduct for inspectors

Inspectors will:

- conduct themselves professionally at all times and treat the director, staff, students, parents and other stakeholders with courtesy, sensitivity and respect;
- seek to minimize any anxiety that may be felt by the director and staff, and any disruption to the school's normal work;

- adhere to the procedures of the National Framework and Guidelines for the Inspection of Schools;
- reach judgments objectively, fairly, consistently and transparently, on the basis of their evidence;
- adopt a constructive approach, maintaining a positive dialogue with the school and concentrating not on finding fault but on promoting improvement;
- respect the confidentiality of the information they gather, while acting always in the interests of the students.

Inspectors should have no connection with the schools that they inspect that could prejudice their objectivity in gathering evidence and reaching judgments. Their judgment should be presented along with general comments.

Appendix 1: School classification standards

Aspects	Standards	Indicators	Examples of Evidence
1.1 School facilities, buildings, human and financial resources	<p>1: The school has fulfilled classroom and other buildings, facilities, pedagogical resources and implementing documents</p> <p>in line with the set standards. /4%/</p>	<ul style="list-style-type: none"> • The school's classrooms and other buildings are based on the set standard (sufficient light, size and floor) and meets the needs of students with special needs • The school has met the standard for student- textbook, student-section ratio, teacher guide, reference books and Braille • The school has met the standard for library, laboratory, pedagogical centre, play area for students and other facilities • The school has documents such as National Education and Training Policy, blue prints, national and regional programmes and frameworks, the Constitution of F.D.R.E, etc and relevant guidelines and the school's internal rules 	<p>Observation of the building and classrooms</p> <p>Inventory of furniture, facilities</p> <p>Discussion with students, teachers, support staff</p> <p>Review of documents</p>

	<p>2: The school has fulfilled financial resources to improve the teaching-learning process and execute its priority areas /4%/</p>	<ul style="list-style-type: none"> • The school has received the Block Grant and used it properly • The school has received the School Grant and used it properly • The school has raised resources (in cash, in kind and labour) from parents and the community • The school has generated its own income to boost its financial capacity • The school has raised funds from Non-Government Organizations (NGOs), individuals /former students, local residents, etc/ • The school has well organized financial documents 	Documentation of finances
	<p>3: The school has sufficient suitably qualified directors, teachers and other staff /4%/</p>	<ul style="list-style-type: none"> • All the directors and teachers are licensed and have recognised and validated certification • All the support staff of the school have the required certification • The school has a Guidance and Counselling expert • The school has teachers who are 	<p>Documentation of profile of teachers</p> <p>Discussion with the director</p>

		qualified in Special Needs Education	
1.2 Learning Environment	4: The school has created a conducive teaching-learning environment which is safe, secure for the school community/4/	<ul style="list-style-type: none"> • The school's area size is as per the standard • The school has a validated certificate of ownership • The buildings are user friendly for all including for those with special needs • The school site is fenced • The school is safe and secure from all things that disrupt the teaching-learning process • There are sufficient numbers of toilets with water and soap that are cleaned daily. The toilets are separate for male and female students, teachers and other staff. The school provides adequate, clean and treated water 	<p>Observation of the school courtyard and ownership document</p> <p>Observation of document</p> <p>Observation of buildings and facilities</p> <p>Record of repairs and safety checks</p> <p>Discussion with the school community</p>

	<p>5: The school has created a well-organized Education Development Army./3%/</p>	<ul style="list-style-type: none"> • The school has established a management system appropriate to implement its objectives and missions • An Education Development Army which understands and is ready to execute the school's objectives, goals and mission has been created • The necessary professional skills and leadership competence that would enable to effectively execute tasks has been created. 	<p>Discussion with students</p> <p>Discussion with teachers</p> <p>Discussion with directors</p> <p>Discussion with stakeholders</p>
<p>1.3 Leadership</p>	<p>6: The school has shared vision, mission and values./3%/</p>	<ul style="list-style-type: none"> • The school has prepared its vision, mission and values by involving stakeholders 	<p>Discussion with the director, teachers, support staff and parents</p> <p>Results of questionnaire prepared for teachers, parents and students</p> <p>Observing the school while at work</p> <p>Information about the school</p>

	7: The school has prepared participatory school improvement plan	<ul style="list-style-type: none"> • The school has identified its priorities by involving stakeholders • The school has prepared a three year strategic and annual plans by involving stakeholders 	<p>Discussion with director and SIP committee</p> <p>Document of the school self evaluation</p>
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Process (35%)

Aspects	Standards	Indicators	Examples of Evidence
2.1 Learning	8: Students' learning and participation has increased/3%/	<ul style="list-style-type: none"> • Students persevere with their tasks • Students have actively participated in asking and answering questions • Students support each other using 1 to 5 (Network) formation • Students are actively participating in various clubs • Students are participating as well as making decisions by involving in Children's Parliament and Student Council 	<p>Observation of students' textbook</p> <p>Classroom observation</p> <p>Discussion with teachers and the director</p> <p>Observation of documents</p>

	<p>9: Students make progress in their learning/3%?</p>	<ul style="list-style-type: none"> • Students make effective use of their time. • Students take the initiative to invent, research and solve their own problems and that of others. • Students give equal importance to all the subjects • Students are aware that copying from other students during examination/assessment is despicable 	<p>Observation of attendance</p> <p>Observation of list of late comers, absentees, dropouts, repeaters ,and roster</p> <p>Classroom observation</p> <p>Discussion with students, teachers and directors</p>
	<p>10: Students show positive attitudes towards their schools/2%/</p>	<ul style="list-style-type: none"> • Students are satisfied with the services of their school • Students provide support to the school's activities • Students are able to properly evaluate their teachers • Students give due respect to the entire school community • Students have accepted and applied the school's rules and regulation 	<p>Observation of documents</p> <p>Discussion with students, teachers, directors and support staff</p> <p>Documentation of disciplinary measures</p>

2.1.2 Teaching	11: Teaching is well planned, supported by suitable teaching-learning materials, and is aimed to achieve high educational results/3%/	<ul style="list-style-type: none"> • Teachers lesson plan includes lesson objectives, contents and methodology, etc as appropriate • Teachers have prepared and used teaching aids • Teachers have made appropriate use of information and communication technology such as radio, plasma screens, TV, computer, etc • Teachers have appropriate use of laboratories • Teachers encourage students to use locally available materials in order to make science and technology education effective • Teachers have provided tutorial classes in order for students to improve in their education and attainments 	<p>Lesson plan</p> <p>Observation of the pedagogical centre</p> <p>Classroom observation</p> <p>Observation of ICT centre</p> <p>Observation of the laboratory plan and discussion with the beneficiaries</p> <p>Observation of the school's work</p> <p>Discussion with students, teachers and directors</p>
	12: Teachers have adequate knowledge of the subject they teach (3%)	<ul style="list-style-type: none"> • Teachers have adequate knowledge and skills of the subject they teach • Teachers clarify the content using appropriate and easy to understand 	<p>Classroom observation</p> <p>Discussion with Students' Parliament/ Council, teachers,</p>

		<p>language</p> <ul style="list-style-type: none"> • Teachers clarify key concepts clearly 	homeroom teachers and directors
	<p>13: The leadership of the school and teachers have used appropriate and modern teaching methods and that helped to increase the participation of all students' (3%)</p>	<ul style="list-style-type: none"> • Teachers use various active learning methods that encouraged students to investigate, be creative, solve problems and think independently • The school leadership have created favourable conditions for the implementation of modern and participatory teaching methods • Teachers have used pair work, group work, individual work with their students as appropriate • Teachers have provided special support to female students • Teachers have provided special support to students with special needs • Teachers have done Action Research in order to solve the learning-teaching problems 	<p>Classroom observation</p> <p>Discussion with Students' Parliament/ Council, teachers, homeroom teachers and directors</p>
	<p>14: The school keeps records of data regarding female students and students with special needs; it</p>	<ul style="list-style-type: none"> • The school keeps record of data regarding students with special needs 	Discussion with students, teachers and

	provides special support (3%)	<ul style="list-style-type: none"> • The school provides special support to increase attainment of students with special needs • The school provides special support to increase attainment of female students 	<p>directors</p> <p>Observation of documents</p>
	15: Teachers, directors and supervisors have undertaken continuous professional development (CPD) programme (2%)	<ul style="list-style-type: none"> • Veteran teachers, directors and supervisors undertake suitable continuous professional development activities for at least 60 hours each year by prioritizing the school's problems and developing modules • New teachers have completed Induction Courses working with mentors 	<p>School's CPD plan and self evaluation plan</p> <p>Portfolio</p> <p>Discussion with teachers</p> <p>Classroom observation</p>
	16: The school leaders, teachers, students and support staff are working as a team organized in Development Army, (3%)	<ul style="list-style-type: none"> • The school leaders, teachers, students and support staff, organized in Development Army, are working effectively; they have been involved in decision making; they have supported each other through internal supervision • The school leaders, teachers, students and support staff are disciplined, have sense of professionalism, and 	<p>Discussion with teachers, the director, students and support staff</p> <p>Observation of documents</p>

		are committed to serve the school	
2.2 Curriculum	17: Teachers evaluate, give feedback on whether the curriculum is meaningful, participatory and meets the development level and needs of students and improve it(2%)	<ul style="list-style-type: none"> • Teachers are well aware of the current school curriculum • The lessons matches with the national and regional curriculum • Feedback was given on whether or not the syllabi and other curriculum materials have considered the development level and needs of students 	Classroom observation Investigation of curriculum plans and materials Extracurricular products Discussion with teachers and students
2.3 Assessment	18: The assessment of students' performance is accurate; students are given appropriate feedback (3%)	<ul style="list-style-type: none"> • The school prepares tests in accordance with the curriculum and Table of Specifications • Students are assessed by tests prepared under the auspices of regional/city administration, zone/sub-city, Woreda and cluster centres • Teachers undertake continuous assessment of students' work as per the minimum learning competency (MLC), balancing theory and practice • Teachers mark students' work 	Discussion with home-room teachers and curriculum committees Discussion with teachers, directors and supervisors Records of continuous assessment Discussion with parents Observation of various documents

		<p>accurately and give them guidance on how to improve their performance</p> <ul style="list-style-type: none"> • Teachers provide support to students by undertaking analysis of students' results • The school receives feedback from parents about students' attainment 	
2.4 Monitoring and evaluation, leadership	<p>19: The school's leadership and responsible bodies of various arrangements monitor whether or not the plans are implemented as per the required time, quality and quantity (2%)</p>	<ul style="list-style-type: none"> • The school's community monitors whether or not Development Army's plans are properly planned and implemented; provides solutions to problems • SIP committee monitors implementation of School Improvement Programme; provides support • CPD committee monitors training and implementation of Continuous Professional Development; identifies areas of improvement; provides support • The school's leadership monitors the learning-teaching process and implementation of club's plans; 	<p>School self evaluation document</p> <p>Questionnaire filled out by parents, teachers and students</p> <p>School's 1 and 3 year plan</p> <p>School Improvement Committee minutes and related documents</p> <p>Discussion with the director</p>

		<p>provides support</p> <ul style="list-style-type: none"> • The school encourages bodies that record better achievements; gives recognition 	Discussion with _supervisor
Monitoring & Evaluation- Management	20: The school has established and implemented a system for a proper utilization of human, financial and material resources (2%)	<ul style="list-style-type: none"> • The school has established and implemented a system for data collection, storage and utilization • Teachers are teaching in the subject they are qualified • Directors and support staff are working in the subject they are qualified • The school's buildings, facilities and additional inputs are properly utilized • The school's budget is properly used for priority areas of SIP plans and is in line with the decision made by appropriate bodies 	<p>Observation of the building and other facilities</p> <p>Discussion with the director, teachers, and other staff</p> <p>Inventory of financial and other data</p>
2. 5 Engagements of , parents and the community	21: The school has strong, effective partnership with parents and the local community (2%)	<ul style="list-style-type: none"> • The school encourages parents to actively participate in the learning-teaching process in the school; it also encourages parents to make 	<p>Discussion with parents</p> <p>Report submitted to parents</p>

		<p>meaningful participation at school and classroom level</p> <ul style="list-style-type: none"> • The school provides regular information to parents and the local community about students' learning, behavior, financial utilization and other issues; it also receives feedback • Parents provide support to children in their learning at home • Parents actively participate in parents, teachers, students association (PTSA) activities • In relative terms, the school serves as a centre of excellence to the local community • Documents show that parents express satisfaction with the performance of the school 	<p>Minutes of meeting with parents</p> <p>Questionnaires submitted by parents</p> <p>Discussion with the director and other relevant staff</p>
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3.Output (40%)

Aspects	Standards	Indicators	Examples of Evidence
3.1 The school's and students' attainment	22: The school has successfully met the national education access, internal efficiency and education sector development program goals (10%)	<ul style="list-style-type: none"> • All school-age children have been enrolled to the school • The school has met its plan of gross enrolment rate • The school has met its plan of net enrolment rate • The school has met its plan of gender ratio • The school's dropout rate has reduced as per its plan • The school's repetition rate has reduced as per its plan 	<p>Students' enrolment document</p> <p>Students' attendance list</p> <p>Discussion with the director</p> <p>Discussion with parents and the local community</p>
	23: The students' classroom, regional and national examination results have improved in relation to regional and national expectations of performance of their age groups (8%)	<ul style="list-style-type: none"> • All students have scored 50% and above in each subject of the classroom examination • All female students have scored 50% and above in each subject of the classroom examination due to the special support of the school 	<p>Students' test and final examination mark list</p> <p>Discussion with the director</p>

		<ul style="list-style-type: none"> • All students with special needs have scored 50% and above in each subject of the classroom examination due to the special support of the school • Students' regional and national results are in line with the plan of the school 	
3.1..2 Students' personal development	24: Students have demonstrates that they have responsible behaviour, ethical values, cultural understanding and take responsibility for the protection of their environment (10%)	<ul style="list-style-type: none"> • Students are disciplined, respect the school's community, respect& help each other and fight rent-seeking practice. • Students have protected the school's properties • Students have achieved concrete results as they are aware of and applied the school's values, rules and regulations • There is a culture of co-existence and solving differences through dialogue among students • Students have protected the school and their environment 	<p>Discussion with students</p> <p>Classroom observation</p> <p>Observation of students' activities in the school compound</p>
	25: There is good communication and interaction among the school's teachers, leaders and support staff;	<ul style="list-style-type: none"> • Students' learning has increased due to the respect given to students by the school teachers, leaders and support 	<p>Classroom observation</p> <p>Discussion with teachers</p>

	there is also a sense of accountability and fighting rent-seeking practices (6%)	<p>staff</p> <ul style="list-style-type: none"> • There is a culture of cooperation and positive working relation among the school's teachers, leaders and support staff • The school's teachers, leaders and support staff abhor the attitude and practice of rent-seeking; they work with the sense of accountability 	and students
3.4 Involvement of parents and the local community	26: The school has secured support due the strong relations it has forged with parents, local community and partner organizations (6%)	<ul style="list-style-type: none"> • The school has obtained support as a result of its strong relation with parents, local community and partner organizations • Leading the school with a sense of ownership has developed as a result of the increase in participation of parents and the local community 	<p>Discussion with the director, teachers, local community and other staff</p> <p>Documents of school activities</p> <p>Documents of expense ledger</p>

Appendix II

Descriptors

Key --In the process making decisions, it is expected that the decision making body will take the reality on the ground into consideration. However, to create uniformity in the use of language, the following phrases can be used to describe the different standard..

- If a school has scored below 50%, it means it has serious shortage/is very low/low /-limited. This is e classified as GRADE 1
- If a school has scored between 50%-69.99, it means it fulfils most/the majority of the standards, This will be classified as GRADE 2
- If a school has scored between 70%-89.99, it means it fulfils all the standards. This will be classified as GRADE 3
- If a school has scored between 90%-100, it means it is very high standard /exceeded the standard. This will be classified as GRADE 4.

I. Input /25%/

1.1- School facilities, buildings, human and financial resources				
Standard 1: The school has fulfilled and is in line with the set standards for classroom and other buildings, facilities, pedagogical resources and implementing documents /4%/				
Indicator	Grade 1 Below the standard	Grade 2 Is improving	Grade 3 Meets the standard	Grade 4 Above the standard
The school's buildings are based on the set standard (has sufficient light, size and floor) and meet the needs of students with special needs./1%/	The school has serious shortage of classroom and buildings that meet the standards	The school meets most of the standards regarding classrooms and buildings	The school meets all the standards regarding classrooms and buildings	The school classrooms and buildings have exceeded the standard
The school has met the standard for student-textbook, student-section ratio, teacher guide, reference books and Braille/1%/	The school has a very serious shortage of textbooks, teacher guides, reference books and Braille	The school has mostly met the standard for textbooks, teacher guides, reference books and Braille	The school has met the standard for textbooks, teacher guides, reference books and Braille	The school's textbooks, teacher guides, reference books and Braille are supported by modern technology
The school has met the standard for library, laboratory, pedagogical centre, play area for students and other facilities/1%/	The school has not met most of the standard for library, laboratory, pedagogical centre, play area for students and other facilities	The school has met most of the standard for library, laboratory, pedagogical centre, play area for students and other facilities	The school has met the standard for library, laboratory, pedagogical centre, play area for students and other facilities	The school has exceeded the standard for library, laboratory, pedagogical centre, play area for students and other facilities
The school has National Education and Training Policy, blue prints, national and regional programmes and frameworks, the	The school does not have sufficient documents that would enable it to create awareness about the direction of the education sector such as the	The school has most of the documents that would enable it to create awareness about the direction of the education sector such as the National Education and Training Policy,	The school has all the documents that would enable it to create awareness about the direction of the education sector such as	The school has exceeded the required standard for National Education and Training Policy, blue prints, national and

Constitution of F.D.R.E, etc and relevant Guidelines and the school's internal rules/1%/	National Education and Training Policy, blue prints, national and regional programmes and frameworks, the Constitution of F.D.R.E, etc and relevant - guidelines as well as the school's internal rules	blue prints, national and regional programmes and frameworks, the Constitution of F.D.R.E, etc and relevant guidelines as well as the school's internal rules. It has also used them.	the National Education and Training Policy, blue prints, national and regional programmes and frameworks, the Constitution of F.D.R.E, etc and relevant - guideilines as well as the school's internal rules. It has also used them.	regional programmes and frameworks, the Constitution of F.D.R.E, etc and relevant Guidelines and the school's internal rules. All the documents are supported by modern technology .Besides all stakeholders are made familiar with them.
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Standard 2: The school has fulfilled financial resources to improve the teaching-learning process and execute its priority areas /4%/

Indicator	Grade 1 Below the standard	Grade 2 Is improving	Grade 3 Meets the standard	Grade 4 Above the standard
The school has received the Block Grant according to the number of students and used it properly/0.5%/	The school has not received the Block Grant	Though the school has received the Block Grant but it has not used it for the intended purpose	The school has received the Block Grant and has fully used it for its priorities	The school has received and used the Block Grant for its priorities. Besides it has solicited additional fund from various other sources and used it properly
The school has received the School Grant as per the standard and implemented properly/0.5/	The school has not received the School Grant	Though the school has received the School Grant, but has not used it for the intended purpose	The school has received the School Grant and has used it for its priorities	The school has received the School Grant and has used it for its priorities. Besides, it has solicited additional fund from various other sources and used it properly

The school has raised resources (in cash, in kind and labour) from parents and the community/1%/	No efforts have been made to raise the awareness of parents and the community to support the school in cash, in kind and labour. As a result, no support has been secured.	There is limited effort from the school to raise the awareness of parents and the community to support the school. As a result the support it has received is very minimal	The school has raised resources (in cash, in kind and labour) from parents and the community due to its effort to mobilise the community	The school has raised resources above its plan (in cash, in kind and labour) from parents and the community due to its relentless effort to mobilise the community
The school has generated its own income to boost it financial capacity/0.5/	The school has generated very limited income to boost it financial capacity	The school has met most of its plan to generate income to boost it financial capacity	The school has fully met its plan to generate income to boost it financial capacity	The school has exceeded its plan to generate income to boost it financial capacity
The school has raised funds from Non-Government Organizations (NGOs), individuals /former students, local residents, etc//1%/	The school has made very limited effort to raise funds from Non-Government Organizations (NGOs), individuals /former students, local residents, etc/	The school has met most of its plan to raise funds from Non-Government Organizations (NGOs), individuals /former students, local residents, etc/	The school has fully met its plan to raise funds from Non-Government Organizations (NGOs), individuals /former students, local residents, etc/	The school has exceeded its plan to raise funds from Non-Government Organizations (NGOs), individuals /former students, local residents, etc/
The school has well organized financial documents /0.5%/	The school has failed to present documents that show receipt of School Grant, community participation, and other financial sources	Though the school has presented documents that show receipt of School Grant, community participation, and other financial sources, it has failed to present income statement	The school has presented documents that show receipt of School Grant, community participation, and other financial sources. Besides, it has a well organised income statement	The school has presented documents that show receipt of School Grant, community participation, and other financial sources. Besides, it has established a well-organized, modern financial system

Standard 3: The school has sufficient suitably qualified directors, teachers and other staff /4%/				
Indicator	Grade 1 Below the standard	Grade 2 Is improving	Grade 3 Meets the standard	Grade 4 Above the standard
All the directors and teachers are licensed and have recognised and validated certification/1.5%/	Less than 79% of the school's directors and teachers are licensed and have recognised and validated certification	80%-99% of the school's directors and teachers are licensed and have recognised and validated certification	100% of the school's directors and teachers are licensed and have recognised and validated certification	All of the school's directors and teachers are licensed and have recognised, validated and updated certification
The school has support staff who have the required certification/1%/	Less than 50% of the support staff of the school have the required certification	50% -60% of support staff of the school have the required certification	61% -99% of support staff of the school have the required certification	All of the support staff of the school have the required certification
The school has a Guidance and Counselling expert/0.5%/	The school does not have a Guidance and Counselling expert	The school has a Guidance and Counselling focal person, but they are not trained and qualified	The school has a well trained and qualified Guidance and Counselling expert	The school has a well trained and qualified Guidance and Counselling expert. Besides the expert is providing support to the local community
The school has teachers who are qualified in Special Needs Education/1%/	The school does not have teachers who are qualified in Special Needs Education	The school has a Special Needs Education focal person, but they are not trained and qualified	The school has teachers who are qualified in Special Needs Education	The school has teachers who are qualified in Special Needs Education. . Besides he/she is providing support to the local community
Standard 4: The school has created a conducive learning-teaching environment which is safe, secure for the school community /4%/				
Indicator	Grade 1 Below the standard	Grade 2 Is improving	Grade 3 Meets the standard	Grade 4 Above the standard
The school's area size is as per the standard/0.5/	The school has area size that is -50% or less than	The school has area size that is 51%-70% of the required	The school has area size that is as per the	The school has area size that is above the

	the required standard	standard	standard	set standard. Besides, it has properly utilised the space.
The school has a validated certificate of ownership/0.5/	The school does not have a validated certificate of ownership	The school is making efforts to secure a validated certificate of ownership	The school has a validated certificate of ownership	The school has a validated certificate of ownership. Besides, it has marked its territory.
The buildings are suitable for all including people with special needs/0.5%/	The buildings are not suitable for people with special needs	Most of the buildings are suitable for people with special needs	All of the school's buildings are suitable to all including people with special needs	All of the school's buildings are suitable to for all including people with special needs. There is ample evidence that they are above the required standard
The school site is fenced/0.5%/	The school site is not fenced	Though the school site is fenced, its borders are fully secured	The school site is fenced as per the required standard	The school site is fenced above the required standard
The school is safe and free from all things that disrupt the learning-teaching process/1%/	The school is neither safe nor free from all things that disrupt the teaching-learning process	Though the school, in collaboration with the local community, has made some efforts to make it safe and free from all that disrupt the teaching-learning process, the results are not satisfactory	The school is safe and secure from all things that disrupt the teaching-learning process due to efforts made in collaboration with the local community	The school is safe and free from all things that disrupt the teaching-learning process due to efforts made in collaboration with the local community. The concrete results achieved are cited as example to the local community
There are standard,	There are no enough	Though the school has	The school has sufficient	

daily cleaned toilets, with soap and water. The toilets are separate for female and male students as well as female and male teachers and other staff/0.5%/.	number of standard, daily cleaned toilets, with soap and water.	sufficient number of toilets, they are not separate for teachers, female students and male students. Besides there is no soap and water and are not also cleaned daily	number of toilets with soap and water separate , separate for teachers female students and male students ,teachers and staff , and they are cleaned daily.	The school has sufficient number of toilets with soap and water separate , separate for teachers female students and male students, teachers and staff , and they are cleaned daily. Besides, it provides females students with sanitary pads.the
The school provides adequate, clean and treated water/0.5/	The school does not provide water	Though water is available in the school, it is not drinkable	The school provides adequate, clean and treated water	The school provides adequate, clean and treated water. Besides, it has water reservoir

Standard 5: The school has created a well-organized Education Development Army /3%/

Indicator	Grade 1 Below the standard	Grade 2 Is improving	Grade 3 Meets the standard	Grade 4 Above the standard
The school has put in place the necessary input, organizational and management system to implement its objectives and missions/1%/	The school has not put in place the necessary input, organizational and management system to implement its objectives and missions	Though the school has adequate inputs and organization to execute its mission and vision, it does not have a well established management system	The school has sufficient inputs and organization and has established a management system to implement its objectives and missions	The school has sufficient inputs and organization and has established a management system to implement its objectives and missions. The school is seen as a model to others in the area

The school has created an Education Development Army that understands and is ready to execute the school's objectives, goals and mission by coordinating the three development forces (organizations, government and the public) /1%/	The school has not created an Education Development Army that understands and is ready to execute the school's objectives, goals and mission by coordinating the three development forces (organizations, government and the public)	The school is in the process of creating an Education Development Army that understands and is ready to execute the school's objectives, goals and mission by coordinating the three development forces (organizations, government and the public)	The school has created an Education Development Army that understands and is ready to execute the school's objectives, goals and mission by coordinating the three development forces (organizations, government and the public)	The school has created an Education Development Army that understands and is ready to execute the school's objectives, goals and mission by coordinating the three development forces (organizations, government and the public)The school has become a model regarding the practice.
The necessary professional skill and leadership competence to coordinate the three development forces and execute effective tasks has been created /1%/	The school has not created the necessary professional skill and leadership competence to coordinate the three development forces and execute effective tasks	A precondition has been finalised to create the necessary professional skill and leadership competence that would enable to coordinate the three development forces and execute effective tasks	The necessary professional skill and leadership competence that would enable to coordinate the three development forces and execute effective tasks has been created	The necessary professional skill and leadership competence that would enable to coordinate the three development forces and execute effective tasks has been created. The school has become a model regarding.
Standard 6: The school has shared vision, mission and values /3%/				
Indicator	Grade 1 Below the standard	Grade 2 Is improving	Grade 3 Meets the standard	Grade 4 Above the standard
The school has prepared its vision, mission and values by	The school has not prepared its vision, mission and values	Though the school has prepared its vision, mission and values, it had not involved stakeholders	The school has prepared its vision, mission and values. All stakeholders	The school has prepared its vision, mission and values.

involving stakeholders/3%/		during the preparation	have been involved in the preparation of the vision, mission and values.	All stakeholders have been involved. Besides all the school community have a clear understanding of the school's future directions/road-map.
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Standard 7: The school has prepared participatory school improvement plan /3%/

Indicator	Grade 1 Below the standard	Grade 2 Is improving	Grade 3 Meets the standard	Grade 4 Above the standard
The school has identified its priorities by involving stakeholders/1%/	The school has not identified its priorities	The school has identified its priorities but it had not involved stakeholders	The school has properly identified its priorities. The stakeholders were also consulted.	The school has properly identified its priorities. The stakeholders were also consulted. The practice is cited as a model
The school has prepared a three year strategic and annual plans by involving stakeholders/2%/	Though the school has annual plans, it has not prepared a three year strategic plan. and	The school has prepared a three year strategic and annual plans but it had not involved stakeholders during the preparation.	The school has prepared a three year strategic and annual plans. The stakeholders were also consulted	The school has prepared a three year strategic and annual plans. The stakeholders were also consulted. The practice school is cited as a model

II Process/35%/

Standard 8: Students' learning and participation has increased 3%/				
Indicator	Grade 1 Below the standard	Grade 2 Is improving	Grade 3 Meets the standard	Grade 4 Above the standard
Students persevere with their tasks/0.5%/	Most of the students do not persevere with their tasks	Most of the students persevere with their tasks	All of the students persevere with their tasks	All of the students persevere with their tasks. This perseverance is always seen as a model to other schools
Students have actively participated in asking and answering questions/1%/	Most of the students do not actively participate in asking and answering questions	Most of the students actively participate in asking and answering questions	All of the students actively participate in asking and answering questions	All of the students actively participate in asking and answering questions. Besides the students have recorded excellent results in question-answer competitions with other schools
Students support each other using 1 to 5 (Network) formation/0.5%/	Students do not support each other using 1 to 5 (Network) formation	Most of the students have started supporting each other using 1 to 5 (Network) formation	All of the students support each other using 1 to 5 (Network) formation	The school has created a system by which students support each other using 1-5 (Network) formation
Students are actively participating in various clubs/0.5%)	Most of the students do not take part in clubs	Most of the students participate in clubs	All of the students participate in clubs	The school has involved all of the students in various club activities. This practice is seen as a model to other schools

Students are participating and making decisions by involving in Children's Parliament and Student Council/0.5%/	Most of the students do not take part in Children's Parliament and Student Council	Most of the students participate in Children's Parliament and Student Council and actively take part in decision -making regarding the learning teaching process.	All of the students participate in Children's Parliament and Student Council and actively take part in decision -making regarding the learning teaching process.	The school has involved all of the students in Children's Parliament and Student Council. This has enhanced the participation of all students in learning -teaching process. This practice is seen as a model to other schools

Standard 9: Students have made progress in their learning 3%/				
Indicator	Grade 1 Below the standard	Grade 2 Is improving	Grade 3 Meets the standard	Grade 4 Above the standard
Students use their time effectively/1%/	Most students do not use their time effectively	Some students do not use their time effectively	All students use their time effectively	All students use their time effectively. This practice has become one of the values of the school
Students take the initiative to invent, research and solve their own problems and that of others in their surrounding /0.5/	Students do not take the initiative to invent, research and solve their own problems and that of others in their surrounding	Students have started take the initiative to invent, research and solve their own problems and that of others in their surrounding	Students have developed habit of taking initiatives to invent, research and solve their own problems and that of others in their surrounding	Students excellently take the initiative to invent, research and solve their own problems and that of others in their surroundings.
Students give equal importance to all the subjects they learn/0.5/	Most students do not give equal importance to all the subjects they learn	Most students give equal importance to all the subjects they learn	All of the students give equal importance to all the subjects they learn	All students give equal importance to all subjects they learn. This has become common in the school
Students are aware that copying from other students during examination/ assessment is despicable/1%/	Most students have not developed the habit of doing home works class works and projects on their own.	Most students do their home works ,class works and projects on their own	All students do their home works, class works and projects on their own	All students do their home works, class works and projects on their own. As the result copying from others is seen by

				the all members of the school community as despicable.
Standard 10: Students show positive attitudes towards their school 2%/				
Indicator	Grade 1 Below the standard	Grade 2 Is improving	Grade 3 Meets the standard	Grade 4 Above the standard
Students are satisfied with the services of the school/0.5%/	Most of the students are not happy with teachers competence, provision of textbooks and reference materials, the school's governance	Most of the students are happy with teachers competence, provision of textbooks and reference materials, the school's good governance	All of the students are happy with teachers competence, provision of textbooks and reference materials, the school's good governance	All of the students are happy with teachers competence, provision of textbooks and reference materials, the school's good governance. This is cited as a model to other schools
Students provide support to the school's activities/0.5%/	Students provide very limited support to the school in development activities, maintaining discipline and caring for the school's properties	Most of the students provide much support to the school in development activities, maintaining discipline and caring for the school's properties	All of the students provide much support to the school in development activities, maintaining discipline and caring for the school's properties	All of the students provide much support to the school in development activities, maintaining discipline and caring for the school's properties.

				This is cited as a model to other schools
Students are able to properly evaluate their teachers/0.5%/	Most of the students are not able to properly evaluate their teachers	Most of the students are able to properly evaluate their teachers	All of the students are able to properly evaluate their teachers	All of the students are able to properly evaluate their teachers. The transparent process of evaluating the teachers is often cited as a model to other schools
Students give due respect to the entire school community/0..25/	Most of the students do not give due respect to the entire school community	Most of the students give due respect to the entire school community	All of the students give due respect to the entire school community	All of the students give due respect to the entire school community. This practice is seen as a model to other schools
Students have accepted and put into practice the school's rules and regulation/0.5%/	Most of the students have not accepted and put into practice the school's rules and regulations	Most of the students have accepted and put into practice the school's rules and regulations	All of the students have accepted and put into practice the school's rules and regulations	All of the students have accepted and put into practice the school's rules and regulation. As a result, they are being seen as good models to students' in other schools.
Standard 11: Teaching is well planned, supported by the use of suitable resources and aimed at high educational results . /3%/				

Indicator	Grade 1 Below the standard	Grade 2 Is improving	Grade 3 Meets the standard	Grade 4 Above the standard
Teachers lesson plans include lesson objectives, contents, methodology,etc properly/0.5%/	Though most teachers have lesson plans, the objectives, contents and methodology are not incorporated properly..	Most teachers have lesson plans and the objectives, contents and methodology are incorporated properly .	All of the teachers have lesson plans and the objectives, contents and methodology are incorporated. properly	All of the teachers have lesson plans and the objectives, contents and methodology are incorporated properly. The teachers' practices in this regard are exemplary to others
Teachers have prepared and used teaching aids/0.5%/	Most teachers do not prepare teaching aids	Even if most teachers prepare teaching aids, they do not use them	All teachers prepare and make use of teaching aids in the classroom	All teachers prepare and make use of teaching aids in the classroom. The teachers' practice are exemplary to others
Teachers have make appropriate use of Information and Communication Technology (radio, plasma screens, TV, computer, etc) /0.5%/	Most teachers do not make appropriate use of Information and Communication Technology	Most teachers make appropriate use of Information and Communication Technology	All teachers make appropriate use of Information and Communication Technology	All teachers make appropriate use of Information and Communication Technology. As a result students' desire to learn has increased tremendously
Teachers have make appropriate use of science kits/laboratories/0.5/	Most teachers do not make appropriate use of science kits/laboratories	Most teachers make appropriate use of science kits/laboratories	All teachers make appropriate use of science kits/laboratories	All teachers make appropriate use of science kits/laboratories. This is often cited as a model to other schools

Teachers have not encouraged students to use locally available materials in order to make science and technology education effective /0.5/	Most teachers do not encourage students to use locally available materials in order to make science and technology education effective	Most teachers encourage students to use locally available materials in order to make science and technology education effective	All teachers encourage students to use locally available materials in order to make science and technology education effective	All teachers encourage students to use locally available materials in order to make science and technology education effective. As a result, the school has recorded tangible results
Teachers have not provided tutorial classes in order for students to improve in their education and attainments/0.5/	Most teachers do not provide tutorial classes in order for students to improve in their education and attainments	Most teachers provide tutorial classes in order for students to improve in their education and attainments	All teachers provide tutorial classes in order for students to improve in their education and attainments	All teachers provide tutorial classes in order for students to improve in their education and attainments. As a result, students have attained good results and the result gap among students has significantly narrowed
Standard 12: Teachers have adequate knowledge of the subject they teach /3%/				
Indicator	Grade 1 Below the standard	Grade 2 Is improving	Grade 3 Meets the standard	Grade 4 Above the standard
Teachers have adequate knowledge and skills of the subject they teach/1%/	Most teachers do not have adequate knowledge and skills of the subject they teach	Most teachers have adequate knowledge and skills of the subject they teach	All teachers have adequate knowledge and skills of the subject they teach	All teachers have adequate knowledge and skills of the subject they teach. As a result, the students express their satisfaction with the performance of the teachers

Teachers clarify the content to their students using appropriate and easy to understand language/1%/	Most teachers do not clarify the content to their students using appropriate and easy to understand language	Most teachers clarify the content to their students using appropriate and easy to understand language	All teachers clarify the content to their students using appropriate and easy to understand language	All teachers clarify the content to their students using appropriate and easy to understand language As a result, students' desire to learn has increased tremendously
Teachers clarify key concepts clearly/1%/	Most teachers do not clarify key concepts clearly	Most teachers clarify key concepts clearly	All teachers clarify key concepts clearly	All teachers clarify key concepts clearly. As a result, students' participation in the lesson and their desire to learn has increased tremendously
Standard 13: The leadership of the school and teachers have used appropriate and modern teaching methods that helped to increase the participation of all students' /3%/				
Indicator	Grade 1 Below the standard	Grade 2 Is improving	Grade 3 Meets the standard	Grade 4 Above the standard
Teachers have used various active learning methods that encouraged students to investigate, be creative, solve problems and think independently /0.5%/	Most teachers use the usual traditional method of teaching.	Most teachers use various active learning methods that encourage students to investigate, be creative, solve problems and think independently .	All teachers use various active learning methods that encourage students to investigate, be creative, solve problems and think independently	All teachers use various active learning methods that encourage students to investigate, be creative, solve problems and think independently. As a result, the participation of students has

				increased.
The school leadership have created favourable conditions for the implementation of modern and participatory teaching methods/0.5%/	The school leadership have not created favourable conditions for the implementation of modern and participatory teaching methods	The school leadership have made some efforts to create favourable conditions for the implementation of modern and participatory teaching methods	The school leadership have created favourable conditions for the implementation of modern and participatory teaching methods	The school leadership have created favourable conditions for the implementation of modern and participatory teaching methods. Proper implementation of the methods is clearly seen in the school.
Teachers have used pair work, group work and individual work when appropriate/0.5%/	Most teachers do not use pair work, group work and individual work at all	Most teachers use pair work, group work and individual work when appropriate	All teachers use pair work, group work and individual work when appropriate	All teachers use pair work, group work and individual work when appropriate. As a result, students'' participation has increased
Teachers have provided special support to female students/0.5%/	Most teachers do not provide special support to female students	Most teachers provide special support to female students	All teachers provide special support to female students	All teachers provide special support to female students after conducting needs assessment
Teachers have provided special support to students with special needs/0.5%/	Most teachers do not provide special support to students with special	Most teachers provide special support to students with special needs	All teachers provide special support to students with special	All teachers provide special support to students with special

	needs		needs	needs after conducting needs assessment
Teachers have done Action Research to solve the learning-teaching problems/0.5%/	Most teachers do not do Action Research to solve the learning-teaching problems	Most teachers do Action Research to solve learning teaching problems	All teachers have done Action Research to solve the learning-teaching problems	All teachers have done Action Research to solve the learning-teaching problems. This practice is seen as a exemplary to other schools
Standard 14: The school keeps record of data regarding female students and students with special needs and provides special support 2%/				
Indicator	Grade 1 Below the standard	Grade 2 Is improving	Grade 3 Meets the standard	Grade 4 Above the standard
The school has kept record of data regarding students with special needs/0.5%/	The school does not keep record of data regarding students with special needs	The school does not have full record of data regarding students with special needs	The school has full record of data regarding students with special needs	The school has up-to-date record of data regarding students with special needs. the school use modern technology to keep its data
The school has provided special support to increase attainment of students with special needs/1%/	The school does not provide special support to increase attainment of students with special needs	The school has made some efforts to provide special support to increase attainment of students with special needs	The school has made vigorous efforts to provide special support to increase attainment of students with special needs	The school has made vigorous efforts to provide special support to increase attainment of students with special needs. It has also established a system

The school has provided special support to increase attainment of female students/0.5%/	The school does not provide special support to increase attainment of female students	The school has made some efforts to provide special support to increase attainment of female students	The school has made vigorous efforts to provide special support to increase attainment of female students	The school has made vigorous efforts to provide special support to increase attainment of female students. It has also established a system
Standard 15: Teachers, directors and supervisors have undertaken continuous professional development (CPD) programme /2%/				
Indicator	Grade 1 Below the standard	Grade 2 Is improving	Grade 3 Meets the standard	Grade 4 Above the standard
Veteran teachers, directors and supervisors have undertaken suitable continuous professional development activities for at least 60 hours each year by prioritizing the school's problems and developing modules /1%/	Most teachers, directors and supervisors do not undertake suitable continuous professional development activities	Most teachers, directors and supervisors have undertaken suitable continuous professional development activities for t 60 hours each year	All teachers, directors and supervisors have undertaken suitable continuous professional development activities	All teachers, directors and supervisors have undertaken suitable continuous professional development activities for 60 hours. As a result, they have developed their teaching skills.
New teachers have completed Induction Course , working with mentors/1%/	Only a few new teachers have completed Induction Course , working with mentors	Most new teachers have completed Induction Course , working with mentors	All new teachers have completed Induction Course , working with mentors	All new teachers have completed Induction Course, working with mentors. As a result their teaching competence has improved
Standard 16: The school leaders, teachers, students and support staff are working as a team organized in Development Army, /3%/				

Indicator	Grade 1 Below the standard	Grade 2 Is improving	Grade 3 Meets the standard	Grade 4 Above the standard
The school leaders, teachers, students and support staff, are working effectively organized in Development Army. They have been involved in decision making and have supported each other through internal supervision/2%/	Participation of the school leaders, teachers, students and support staff, in Development Army various other means, is very low	Most of the school leaders, teachers, students and support staff, organized in Development Army, are involving in the school's decision-making to improve students' results and discipline. ;	All members of the school: the school leaders, teachers, students and support staff are organized in Development Army and involving in the school's decision-making.,; they have supported each other through internal supervision	All members of the school: the school leaders, teachers, students and support staff are organized in Development Army and involving in the school's decision-making.,; they have supported each other through internal supervision. They have achieved exemplary results.
The school leaders, teachers and support staff —are disciplined, have sense of professionalism, and are committed to serve the school/1%/	Most of the school leaders, teachers and support staff are not disciplined; do not have the sense of professionalism and are not committed to serve the school.-	Most of the school leaders, teachers and support staff are disciplined, have sense of professionalism, and are committed to serve the school	All of the school leaders, teachers and support staff are disciplined, have sense of professionalism, and are committed to serve the school	All of the school leaders, teachers and support staff are disciplined, have sense of professionalism, and are committed to serve the school. As a result the school has become a model to others
Standard 17: Teachers evaluate, give feedback on whether the curriculum is meaningful, participatory and meets the development level and needs of students and improve it /2%/				
Indicator	Grade 1	Grade 2	Grade 3	Grade 4

	Below the standard	Is improving	Meets the standard	Above the standard
Teachers are well aware of the current school curriculum/0.5%/	Most teachers are not well aware of the current school curriculum	Most teachers are well aware of the current school curriculum	All teachers are well aware of the current school curriculum	There is ample written and verbal evidence that all teachers are well aware of the current school curriculum
The lessons the teachers prepare matches the national and regional curriculum/1%/	The lessons delivered by most teachers do not match the national and regional curriculum	The lessons delivered by most teachers match with the national and regional curriculum	The lessons delivered by all teachers perfectly match with the national and regional curriculum	The lessons delivered by all teachers perfectly match with the national and regional curriculum. Besides, the lessons are supported by modern technology
Feedback was given on whether or not the syllabi and other curriculum materials have considered the development level and needs of students/0.5%/	Most teachers did not give feedback on whether or not the syllabi and other curriculum materials have considered the development level and needs of students	Most teachers gave feedback on whether or not the syllabi and other curriculum materials have considered the development level and needs of students	All of the teachers gave feedback on whether or not the syllabi and other curriculum materials have considered the development level and needs of students	All of the teachers gave feedback on whether or not the syllabi and other curriculum materials have considered the development level and needs of students. Besides, there is evidence to show that teachers' feedbacks were duly accepted
Standard 18: The assessment of students' performance is accurate; students are given appropriate feedback /3%/				
Indicator	Grade 1 Below the standard	Grade 2 Is improving	Grade 3 Meets the standard	Grade 4 Above the standard

The school prepares tests in accordance with the curriculum and Table of Specifications	The school does not prepare tests in accordance with the curriculum	Most of the tests prepared in the school are in accordance with the curriculum and Table of Specifications	All of the tests prepared in the school are in accordance with the curriculum and Table of Specifications	All of the tests prepared in the school are in accordance with the curriculum and Table of Specifications. This practice is seen as a model to other schools
Students are assessed by tests prepared under the auspices of regional/city administration, zone/sub-city, <i>Woreda</i> and cluster centres/0.5%/	Students are not assessed by tests prepared under the auspices of regional/city administration, zone/sub-city, <i>Woreda</i> and cluster centres	Students are assessed by tests prepared under the auspices of cluster centres	Students are assessed by tests prepared under the auspices of regional/city administration, zone/sub-city, <i>Woreda</i> and cluster centres	Students are assessed by tests prepared under the auspices of regional/city administration, zone/sub-city, <i>Woreda</i> and cluster centres. Besides the results are analysed using modern methods and this helped to promote students to the next level.
Teachers undertake continuous assessment of students' work as per the Minimum Learning Competency (MLC), balancing theory and practice/0.5%/	Most teachers do not undertake continuous assessment of students' work as per the Minimum Learning Competency (MLC), balancing theory and practice	Most teachers undertake continuous assessment of students' work as per the Minimum Learning Competency (MLC), balancing theory and practice	All teachers undertake continuous assessment of students' work as per the Minimum Learning Competency (MLC), balancing theory and practice	All teachers undertake continuous assessment of students' work as per the Minimum Learning Competency (MLC), balancing theory and practice. As a result ,students' attainment has increased tremendously

Teachers provide support to students by undertaking analysis of students' results/0.5%/	Most teachers do not provide support to students by undertaking analysis of students' results	Most teachers provide support to students by undertaking analysis of students' results	All teachers provide support to students by undertaking analysis of students' results	All teachers provide support to students by undertaking analysis of students' results using modern technology
Teachers give students guidance on how to improve their performance/0.5%/	Most teachers do not give students guidance on how to improve their performance	Most teachers give students guidance on how to improve their performance	All teachers give students guidance on how to improve their performance	All teachers give students guidance on how to improve their performance. As a result, students' result has increased significantly
The school receives feedback from parents about students' attainment/0.5%/	The school has not created a system to receive feedback from parents about students' attainment	The school receives feedback from parents about students' attainment only twice a year	The school receives feedback from parents about students' attainment twice in a semester	The school receives feedback from parents about students' attainment each month on a regular basis
Standard 19: The school's leadership and responsible bodies of various arrangements monitor whether or not the plans are implemented as per the required time, quality and quantity /2%/				
Indicator	Grade 1 Below the standard	Grade 2 Is improving	Grade 3 Meets the standard	Grade 4 Above the standard
The school's community monitors whether or not Development Army's plans are properly planned and implemented; provides solutions to problems/0.5%/	The school's community does not monitor whether or not Development Army's plans are properly planned and implemented;	The school's community monitors whether or not Development Army's plans are properly planned and implemented ;however, it does not provide solutions to problems	The school's community has monitors whether or not Development Army's plans are properly planned and implemented; provided solutions to problems	The school's community monitors whether or not Development Army's plans are properly planned and implemented; provides solutions to problems. Besides, a system has been established to

				tackle similar problems
SIP committee monitors implementation of School Improvement Programme; provides support/0.5%/	The school's SIP committee did not monitor implementation of School Improvement Programme; nor did it provide support	The school's SIP committee monitors implementation of School Improvement Programme ;however it does not provide support	The school's SIP committee monitors implementation of School Improvement Programme; provides support	The school's SIP committee monitors implementation of School Improvement Programme and provides support. Besides it has established a system for evaluation and support.
CPD committee monitors implementation of Continuous Professional Development; identifies areas of improvement; provides support/0.25%/	The school has not established a CPD committee	Though the school has established a CPD committee and prepared a plan, it has no made is follow up and support	The school has formed a CPD committee. Besides it regularly monitors implementation of Continuous Professional Development; identifies areas of improvement; provides support	The school has formed a CPD committee. Besides it monitors implementation of Continuous Professional Development; identifies areas of improvement and provides support. This practice is cited as a model to other schools
The school's leadership monitors the learning-teaching process and implementation of club's plans; provides support/0.25%/	The school's leadership has made limited efforts to monitor the learning-teaching process and implementation of club's plans	The school's leadership monitors the learning-teaching process and implementation of club's plans but the support it provides is not regular	The school's leadership monitors the learning-teaching process and implementation of club's plans on a regular basis; it also provides support	The school's leadership monitors the learning-teaching process and implementation of club's plans on a regular basis and also

				provides support ;it established a sustainable system to monitor and give support.
The school encourages bodies that record better achievements; gives recognition/0.5%/	The school did not encourage bodies that record better achievements; nor does it give recognition	The school encourages bodies that record better achievements and gives recognition not in a sustainable manner though..	The school encourages bodies that record better achievements; it also gives recognition	The school has established a system to encourage bodies that record better achievements and gives recognition; it has also established a system for encouraging and giving recognition.
Standard 20: The school has established and implemented a system for proper utilization of human, financial and material resources /2%/				
Indicator	Grade 1 Below the standard	Grade 2 Is improving	Grade 3 Meets the standard	Grade 4 Above the standard
The school has established and implemented a system for data collection, storing and utilization/0.5%/	The school has not established and implemented a system for data collection, storing and utilization	Though the school has established a system for data collection, storing and utilization, it failed to implement them	The school has established and implemented a system for data collection, storing and utilization	The school has established and implemented a system for data collection, storing and utilization. The system is supported by technology
Teachers are teaching in the subject they are qualified/0.5%/	Most teachers are not teaching in the subject they are qualified	Most teachers are teaching in the subject they are qualified	All teachers are teaching in the subject they are qualified	All teachers are teaching in the subject they are qualified. The school has established a system to avoid wastage

Directors and support staff are working in the subject they are qualified/0.5%/	Most directors and support staff are not working in the subject they are qualified	Most directors and support staff are working in the subject they are qualified	All directors and support staff are working in the subject they are qualified	All directors and support staff are working in the subject they are qualified. The school has established a system to avoid wastage
The school's buildings, facilities and additional inputs are properly utilized/0.5%/	Most of the school's buildings, facilities and additional inputs are not properly utilized	Most of the school's buildings, facilities and additional inputs are properly utilized	The school's buildings, facilities and additional inputs are properly utilized	The school's buildings, facilities and additional inputs are properly utilized. Besides the school conducts regular inventory
The school's budget is properly used for priority areas of SIP plans and is in line with the decisions made by appropriate bodies/0.5%/	The school's budget is not properly used for its SIP priority areas	Though the school's budget is allocated for priority areas of SIP ,it is not used properly.	The school's budget is properly used for priority areas of SIP plans	The school's budget is properly used for priority areas of SIP plans ;the school has established a system for cost effectiveness. As a result, no wastage is recorded
Standard 21: The school has effective partnership with parents and the local community /2%/				
Indicator	Grade 1 Below the standard	Grade 2 Is improving	Grade 3 Meets the standard	Grade 4 Above the standard
The school encourages parents to actively participate in the learning-teaching process; it also encourages parents to make meaningful participation at school and classroom level/0.5%/	The school does not encourage most of the parents to actively participate in the learning-teaching process	The school has made some efforts in encouraging most of the parents to actively participate in the learning-teaching process	The school has made continuous efforts in encouraging all parents to actively participate in the learning-teaching process.	The school has made continuous efforts in encouraging parents to actively participate in the overall school activities. This practice has now become exemplary of other

				schools.
The school provides regular information to parents and the local community about students' learning, behaviour, financial utilization and other issues; it also receives feedback/0.25%/	The school does not provide regular information to parents and the local community about students' learning, behaviour, financial utilization and other issues	Though the school provides regular information to parents and the local community about students' learning, behaviour, financial utilization and other issues, it lacks uniformity	The school provides regular information to parents and the local community about students' learning, behaviour, financial utilization and other issues; it also receives feedback	The school provides regular information to parents and the local community about students' learning, behaviour, financial utilization and other issues; it also receives feedback. It has also established a continuous system
Parents actively participate in parents, teachers, students association (PTSA) activities/0.25%/	Most parents make minimal participation in parents, teachers, students association (PTSA) activities	Most parents actively participate in parents, teachers, students association (PTSA) activities	All parents actively participate in parents, teachers, students association (PTSA) activities	All parents actively participate in parents, teachers, and students association (PTSA) activities. This practice is often regarded as exemplary to others
Parents encourage and provide support to children in their learning at home/0.25%/	There is no evidence that parents provide support to children in their learning at home	Most parents provide support to children in their learning at home	There is evidence to show that most parents provide support to children in their learning at home	There is ample evidence to show that all parents provide support to children in their learning at home
In relative terms, the school serves as a centre of excellence to the local community/0.25%/	The school has never served the local community as a centre of excellence	The school is aware of the need to serve as a centre of excellence to the local community and has developed an action plan toward that end.	In relative terms, the school serves as a centre of excellence to the local community	In relative terms, the school serves as a centre of excellence to the local community. The school has now become a model to other schools
There are evidences to show that parents are satisfied	Most parents express their dissatisfaction	Most parents express their satisfaction with the performance	All parents express their satisfaction with	All parents express their satisfaction with

with the performance of the school/0.5%/	with the performance of the school	of the school	the performance of the school	the performance of the school. Their unreserved support to the school is indicative of their satisfaction.
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III Output/Outcome/40%/

Standard 22: The school has successfully met the national education access, internal efficiency and education sector development program goals /10%/				
Indicator	Grade 1 Below the standard	Grade 2 Is improving	Grade 3 Meets the standard	Grade 4 Above the standard
All school-age children have been enrolled to the school/1%/	No efforts have been made to enrol all school-age children to the school	Some efforts have been made to enrol all school-age children to the school as a result of which many children have joined the school	All school-age children have been enrolled to the school	All school-age children have been enrolled to the school. A system has been put in place to fully enrol school-age children in a sustainable manner.
The school has met its plan of gross enrolment rate/2%/	The school has not shown improvement in gross enrolment rate	Some improvements are seen in gross enrolment rate	The school has met its plan of gross enrolment rate	The school has met above its plan of gross enrolment rate. A system has been put in place to ensure sustainability
The school has met its plan of net enrolment rate/1%/	The school has not made improvement in net enrolment rate	Some improvement are seen in net enrolment rate	The school has met its plan to improve net enrolment rate	The school has met above its plan of net enrolment rate. A sustainable system has been established
The school has met its	The school has not made	Some improvement are seen	The school has met its plan of	The school has met

plan of gender ratio/2%/	improvement in its gender ratio as per its plan.	in gender ratio as per the plan of the school	gender ratio	above its plan of net enrolment rate. It has put place a system to ensure sustainability.:-
The school's dropout rate has reduced as per its plan/2%/	The school's has not improved dropout rate as per its plan.	Some improvement are seen in the dropout rate as per the plan of the school.	The school's dropout rate has reduced as per its plan	The school's dropout rate has reduced as per its plan. A system has been e put in place to reduce drop out rate in a sustainable manner.
The school's repetition rate has reduced as per its plan/2%/	The school's repetition rate has not reduced as the per the school's plan	Some improvements are seen in the repetition rate as per the school's plan.	The school's repetition rate has reduced as per its plan	The school's repetition rate has reduced as per its plan. A system has been put in place to reduce repetition in a sustainable manner.
Standard 23: The students' classroom, regional and national examination results have improved in relation to regional and national expectations. /8%/				
Indicator	Grade 1 Below the standard	Grade 2 Is improving	Grade 3 Meets the standard	Grade 4 Above the standard
All students have scored 50% and above in each subject of the classroom examination/2%/	Most students have scored below 50% in each subject of the classroom examination	Most students have scored 50% and above in each subject of the classroom examination	All students have scored 50% and above in each subject of the classroom examination	All students have scored 60% and above in each subject of the classroom examination
All female students have scored 50% and above in	As the school gave no support to female	Most female students have scored 50% and above in each	All female students have scored 50% and above in each	All female students have scored 60%

each subject of the classroom examination due to the special support of the school/2%/	students, most of them scored below 50% in each subject of the classroom examination	subject of the classroom examination due to some support of the school	subject of the classroom examination due to the special support of the school	and above in each subject of the classroom examination due to the special support of the school
All students with special needs have scored 50% and above in each subject of the classroom examination due to the special support of the school/2%/	As the school gave no support to students with special needs, most of them scored below 50% in each subject of the classroom examination	Most students with special needs have scored 50% and above in each subject of the classroom examination due to some support of the school	All students with special needs have scored 50% and above in each subject of the classroom examination due to the special support of the school	All students with special needs have scored 60% and above in each subject of the classroom examination due to the special support of the school
Students' regional and national results are in line with the plan of the school/2%/	Most students' regional and national results have not improved as per the plan of the school	Most students' regional and national results have improved as per the plan of the school	All students' regional and national results are in line with the plan of the school	All students' regional and national results are above the plan of the school
Standard 24: Students demonstrate responsible behaviour, ethical values, cultural understanding and protection of their environment /10%/				
Indicator	Grade 1 Below the standard	Grade 2 Is improving	Grade 3 Meets the standard	Grade 4 Above the standard
Students are disciplined, respect the school's community, respect & help each other and fight rent-seeking practices/2%/	Most students lack-discipline. They show little respect to the school community, do not respect & help each other and do not fight rent-seeking practices.	Most students are disciplined. They respect the school's community. They also respect & help each other and fight rent-seeking practices.	All students are disciplined. They respect the school's community. They also respect & help each other and fight rent-seeking practices.	All students are disciplined. They respect the school's community. They also respect & help each other and fight rent-seeking. This practice has become exemplary to other

				schools
Students protect the school's properties/2%/	Most students do not protect the school's properties	Most students protect the school's properties	All students protect the school's properties	All students protect the school's properties. This practice has become the culture of the school
Students have achieved concrete results through applying the school's values, rules and regulations/2%/	Most students are not aware of the school's values, rules and regulations and have not applied them.	Most students are aware of the school's values, rules and regulations and have applied them.	All students are aware of the school's values, rules and regulations; have applied them and achieved concrete results .	All students are aware of the school's values, rules and regulations; have applied them and achieved concrete results. The school has become a model to other schools in this regard.
There is a culture of co-existence and solving differences through dialogue among students/2%/	The culture of co-existence and solving differences through dialogue has not developed among most students	Most students have developed the culture of co-existence and solving differences through dialogue	All students have developed the culture of co-existence and solving differences through dialogue	All students have developed the culture of co-existence and solving differences through dialogue. This practice is seen as a model to other schools
Students protect the school and their environment/2%/	Most students have not participated in activities to protect the school and their environment	Most students have participated in activities to protect the school and their environment	All students have protected the school and their environment	All students have participated in activities carried out with the community to protect the school

				and their environment. They have become model to other schools.
Standard 25: There is good communication and interaction among the school's teachers, leaders and support staff; there is also a sense of accountability and fighting rent-seeking practices/6%/				
Indicator	Grade 1 Below the standard	Grade 2 Is improving	Grade 3 Meets the standard	Grade 4 Above the standard
Students' learning has increased due to the friendliness and respect given to students by the school teachers, leaders and support staff which also motivated to learn/2%/	Most school teachers, leaders and support staff are not friendly with students, give them very little respect and motivated to learn.	Most school teachers, leaders and support staff are friendly with students, give them respect and motivated students interest to learn.	All school teachers, leaders and support staff are friendly with students, give them respect and motivated them .For this reason, students' interest to learn has increased.	All school teachers, leaders and support staff are friendly with students, give them respect and motivated them. For this reason, students' interest to learn has increased and they have become exemplary to others.
There is a culture of cooperation and positive working relation among the school's teachers, leaders and support staff/2%/	There is no healthy working relation among most of the school's teachers, leaders and support staff	There is healthy working relation among most of the school's teachers, leaders and support staff	There is a culture of cooperation and positive working relation among all the school's teachers, leaders and support staff.	There is a culture of cooperation and positive working relation among the school's teachers, leaders and support staff. They have become model to other schools
The school's teachers, leaders and support staff abhor the attitude and	Most of the school's teachers, leaders and support staff do not fight the attitude and practice of rent-seeking; they	Most of the school's teachers, leaders and support staff abhor the attitude and practice of rent-seeking; they	All teachers, leaders and support staff abhor the attitude and practice of rent-seeking; they work with the sense of	All teachers, leaders and support staff abhor the attitude and practice of rent-

practices of rent-seeking; they work with the sense of accountability/2%/	do not work with a sense of accountability either	work with the sense of accountability.	accountability	seeking; they work with the sense of accountability. They have become model to the community and other schools
Standard 26: The school secured support due the strong relation it has created with parents, local community and partner organizations /6%/				
Indicator	Grade 1 Below the standard	Grade 2 Is improving	Grade 3 Meets the standard	Grade 4 Above the standard
The school has obtained support as a result of its strong relation with parents, local community and partner organizations/3%/	The school did not obtain support as a result of its poor relation with parents, local community and partner organizations	The school has obtained some support as a result of its limited relation with parents, local community and partner organizations	The school has obtained support as a result of its strong relation with parents, local community and partner organizations	The school has obtained significant support as a result of its strong relation with parents, local community and partner organizations. A strategy has been devised to ensure the sustainability of the support.
The practice of leading the school with a sense of ownership has developed as a result of the increase in participation of parents and the local community/3%/	The practice of leading the school with a sense of ownership has not developed as a result of poor participation of parents and the local community	The practice of leading the school with a sense of ownership is improving	The practice of leading the school with a sense of ownership has developed.	The practice of leading the school with a sense of ownership has developed and this has become exemplary l to other schools

9. Number of students: Boys-----Girls-----Total-----

10. Telephone number of school-----

Email address of school-----

Website of school-----

11. Date of inspection from-----to-----

12. Name of inspectors

1. Name----- signature-----

2. Name----- signature-----

3. Name----- signature-----

4. Name----- signature-----

5. Name----- signature-----

13. Employed by:

13.1 Ministry of Education-----

13.2 Regional Education Bureau-----

13.3 Zone /Sub-city Education Office-----

13.4 Woreda Education Office-----

13.5 Others-----

14. **Summary evaluation**

14.1 Overall, performance of the school and result

A. Below the standard : Grade 1, Result-----

B. Is improving: Grade 2 , Result-----

C. Meets the standard: Grade 3, Result-----

D. Above the standard: Grade 4, Result-----

14.2 The strengths of the school's performance are:

14.3 Aspects of the school's work that need to be improved are:

15. Inspector's recommendations

Note: The above judgments/decisions could be reduced or added as deems necessary.

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B. Performance level of the school

Final judgment value: Grade 1: Below the Standard Grade 2: Is Improving
Grade 3: Meets the Standard Grade 4: Above the Standard

Standard	Result and Grade	Inspectors' Comment
Input /25%/		
Standard 1: The school has fulfilled and is in line with the set standards for classroom and other buildings, facilities, pedagogical resources and implementing documents /4%/		
Standard 2: The school has fulfilled financial resources to improve the teaching-learning process and execute its priority areas /4%/		
Standard 3: The school has sufficient suitably qualified directors, teachers and other staff /4%/		
Standard 4: The school creates an educational environment which is safe, secure and promotes the well-being of the school community /4%/		
Standard 5: The school has created a well-organized Education Development Army /3%/		

Standard	Result and Grade	Inspectors' Comment
Standard 6: The school has shared vision, mission and values /3%/		
Standard 7: The school has prepared participatory school improvement plan /3%/		
Process /35%/		
Standard 8: Students' learning and participation has increased 3%/		
Standard 9: Students make progress in their learning 3%/		
Standard 10: Students show positive attitudes 2%/		
Standard 11: Teaching is well planned, reflects high expectations of students, and is supported by the use of suitable resources /3%/		
Standard 12: Teachers have adequate knowledge of the subject they teach /3%/		

Standard	Result and Grade	Inspectors' Comment
Standard 13: The leadership of the school and teachers use appropriate and modern teaching methods that help increase all students' participation /3%/		
Standard 14: The school keeps record of data regarding females and students with special needs; it provides special support 2%/		
Standard 15: Teachers, directors and supervisors have undertaken continuous professional development (CPD) programme /2%/		
Standard 16: The school leaders, teachers, students and support staff, organized in Development Army, are working as a team /3%/		
Standard 17: Teachers evaluate, give feedback and improve whether the curriculum is meaningful, participatory and meets the development level and needs of students /2%/		
Standard 18: The assessment of students' performance is accurate; students are given appropriate feedback /3%/		
Standard 19: The school's leadership and responsible bodies of various arrangements monitor whether or not the plans are implemented as per the required time, quality and quantity /2%/		
Standard 20: The school has established and implemented a system for a proper utilization of human, financial and material		

resources /2%/		
Standard	Result and Grade	Inspectors' Comment
Standard 21: The school has effective partnership with parents and the local community /2%/		
3. Outcome /40%/		
Standard 22: The school has successfully met the national education access, internal efficiency and education sector development program goals /10%/		
Standard 23: The students' classroom, regional and national examination results have improved in relation to regional and national expectations of the performance of their age groups /8%/		
Standard 24: Students demonstrate responsible behavior, ethical values, cultural understanding and protection of their environment /10%/		
Standard 25: There is good communication and interaction among the school's teachers, leaders and support staff; there is also a sense of accountability and fighting rent-seeking /6%/		
Standard 26: The school has secured support due the strong relation it has created with parents, local community and partner organizations /6%/		

