National school classification framework

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Ministry of Education

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1. **Introduction**

The Federal Democratic Government of Ethiopia has given special attention to education as it strongly believes that education plays a key role in building democracy and good governance and enhances development. The government has formulated a training policy that would enable to create knowledgeable, skilled, disciplined   citizens who have positive attitude and all rounded personality. To put the policy into practice, various programs that aim to ensure coverage, equity, outcome relevance and quality have been formulated and are being implemented.

Besides ensuring equity and coverage, the problems of quality in general education is seen as a key problem. To solve this problem, the general education quality assurance package was formulated in 2006 and is being implemented in primary and secondary schools in all regions in the country. This is part of the governments' commitments   being made across all sectors to make the five-year transformation plan a success by solving economic and social problems step by step so that   Ethiopian becomes a middle income country. Quality education and training have a key role in achieving this objective.

Schools have to register more results, bring about institutional changes and discharge their responsibility of laying the foundation and serving as bridge to the next level of education. To achieve the goal of the education sector as per the set standard ,there is a need put in place a nation- wide system that would identify the status of schools and enable them reach the set standard or achieve even higher level of standard.

The Ministry of Education evaluates and classifies all schools in the country by giving value to the three criteria; namely, input, process and output. The classification process will also help to identify model schools that can serve as cluster resource centres for other schools. This national school classification framework will help to make the efforts being made to ensure quality education at national level sustainable.

This school classification framework includes introduction, significance of school classification, principles of school classification, standard of school classification, indicators for each standard as well as descriptors for the indicators.

3. Objectives of school classification

2.1 General objective

The main objective of school classification is to improve the effectiveness of schools through developing consistent standards and classifying them into levels so that they can reach the required level or above

2.2 Specific objectives

- classify schools into levels by evaluating them using consistent criteria/standards;

- help schools reach the required performance level by identifying their shortcoming;

- classify schools into levels and identify model schools so that they can serve as cluster resource centres for other schools;

- encourage those that record better results by creating a healthy competitive atmosphere among schools at different levels;

- increase the effectiveness level of schools using the three Development Army capacities (ruling party, government and people's wings)

4. Significance of school inspection

Establishing and implementing school classification system at national level has the following benefits

- Assure quality education at national level by evaluating schools using consistent criteria;

- Classify schools into levels by evaluating them in terms of input, process and output;

- Encourage those that record better results by creating a healthy competitive atmosphere among schools at different levels;

- Improve the performance and results of schools with low achievements by informing them their weaknesses clearly and bluntly;

- Ensure a system of accountability at all levels,

- Provide information to stakeholders and the community about the performance and result of schools; ensure a well-organised information system.

5. Principles of school classification

The process of school classification adopts the following principles. They are:

- School classification is conducted transparently, with a sense of accountability, cost effectiveness and using clearly defined criteria and standards;

- School classification is graded and conducted by evaluating schools in terms of input, process and output,

- School classification is assured by competent, trained and independent bodies who are independent of the school.

6. Standards of school classification

5.1 Input

5.1.1 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.

Indicators:

- The school's buildings are based on the set standard (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 fulfilled financial resources to improve the teaching-learning process and execute its priority areas.

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 to boost it 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.

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

Indicators:

- All the directors and teachers are licensed and have recognised and validated certification;

- The school has support staff o who have certification as per the standard;

- The school has a Guidance and Counselling expert;

- The school has teachers who are qualified in Special Needs Education

5.1.2 Learning Environment

Standard 4: The school has created a conducive learning and teaching environment which is safe, 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 to include children 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 number of toilets, with soap and water, separate for female students and male students, teachers and other staff and they are cleaned daily.

- 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 has been created;

- The necessary professional skill and leadership competence has been created in order to execute effective tasks.

5.1.3 The schools' vision, mission, values and plans

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

Indicators:

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

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.

5.2 Process

5.2.1 Learning- teaching

A. 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) formation;
- Students are actively participating in various clubs;
- Students are participating and making decisions by involving in Children's parliament and Student Council.

Standard 9: Students make have made progress in their learning.

Indicators:

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

Standard 10: Students show positive attitudes towards their schools.

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.

B. Teaching

Standard 11: Teaching is well planned, is supported by suitable educational resources, and is aimed to achieve high educational attainment.

Indicators:

- Teachers lesson plan includes lesson objectives, contents and methodology;

- Teachers prepare and use teaching aids;

- Teachers make appropriate use of Information and Communication Technology (radio, plasma screens, TV, computer, etc)

- Teachers make appropriate use of laboratories;

- Teachers encourage students to use locally available materials in order to make science and technology education effective;

- Teachers provide 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 to their students the content using appropriate and easy to understand language to their students;

- Teachers clarify key concepts clearly to their students.

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

Indicators:

- Teachers use various active learning methods that encourage students to investigate, be creative, independent and problems solving;.

- The school leadership have 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 to solve the learning-teaching problems.

Standard 14: The school keeps record of data regarding females and students with special needs; provides special support.

Indicators:

- The school keeps record of data regarding students with special needs;

- The school has provided special support to increase attainment of students with special needs;

- The school provides special support to increase attainment of female students.

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

Indicators:

- 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 Course , working with mentors.

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

Indicators:

- The school leaders, teachers, students and support staff, are working effectively organized in different arrangement and Development Army,; they have been involved in decision making and have 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;

5.2.2 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.

5.2.3 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 reports and receives feedback from parents on students' attainment.

5.2.4 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, 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.

5.2.5 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 in an organized manner;

- The school provides regular information to parents and the local community about students' learning, behaviour, financial utilization and other issues and 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;

- There are evidences to show that parents express satisfaction with the performance of the school.

5.3 Output

5.3.1 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 performance.

Indicators:

- 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 the school has provided them;;

- All students with special needs have scored 50% and above in each subject of the classroom examination due to the special support the school has provided them ;

- Students' regional and national results are in line with the plan of the school.

5.3.2 Students' personal development

Standard 24: Students have demonstrated responsible behaviour, 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 practices;

- Students protect the school's properties;

- Students have achieved concrete results through implementing 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.

5.3.3 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 practices.

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.

5.3.4 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 obtained support as a result of its strong relation with parents, local community and partner organizations;

- 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.

6 How to conduct school classification

To achieve the set goal and objectives as well as bring about the desired result, school classification is conducted in two ways. The first is carried out at school level and this is based on school self evaluation as part of school improvement program and the national school classification standards. This form of classification is conducted by a committee composed of teachers, students, support staff and parents. The committee is formed by the school's director. The committee is required to seek ways and devise strategies by which strengths can be enhanced further and weaknesses improved. The second school classification

is conducted by trained, competent, experienced inspectors from Woreda to Federal MoE levels who are   independent of the school.

6.1 School inspection implementation strategy

As clearly stated in the foregoing paragraph, school classification is conducted by internal and external bodies. The process of implementation of school classification is stated in detail in General Education Inspection Framework and Guidelines. Thus, the procedure of school classification conducted at school level is primarily based on the standards and adopts the following implementation strategies:

- The school director forms a school classification committee consisting of five to seven members;

- Create awareness among the school teachers, students, support staff and parents on objectives and benefits of school classification and coordinates their efforts;

- Set the time table for conducting school classification;

- Collect and organise all the necessary data for school classification as inputs;

- Conduct the school classification based on the standards and report to relevant authorities.

N.B School classification conducted at school level must take place at the end of the academic year

6.2 Allocating value to the three criteria

It goes without saying that Ethiopia has devised various strategies to promote students' learning and attainment. One of the strategies to assure quality and effectiveness of education is to classify schools into various levels and create a sense of competiveness 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%	

Please see appendix I and II for details of the value allocated to the three criteria; namely, input, process and output as well as the standards and indicators corresponding to the criteria.

6.3 The process of school classification

The process of school classification is based on the standards and indicators stipulated in the National School Classification Framework.

1. By allocating 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 details.

Appendix I: School classification standards

1. **Input (25%)**

Aspects	Standards	Indicators	Examples of Evidence
1.1 School facilities, buildings, human and financial resources	**1:** The school has fulfilled classrooms,other buildings, facilities, pedagogical resources and implementing documents in line with the set standards .(4%)	• 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;	Observation of the building and classrooms Inventory of facilities, furniture Discussion with students, teachers, other staff Observation of documents

	2: The school has fulfilled financial resources to improve the learning--teaching process and execute its priority areas (4%)	• The school has received the Block Grant and implemented properly; • The school has received the School Grant and implemented 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 it 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
	3: The school has sufficient suitably qualified directors, teachers and other staff as per the standard (4%)	• All the directors and teachers are licensed and have recognised and validated certification; • The school has support staff who have the certification required by the standard; • The school has a Guidance and	Documentation of profile of teachers Discussion with the director

		Counselling expert;	
		• The school has teachers who are qualified in Special Needs Education.	
1.2 Learning Environment	**4:** The school has created a conducive learning environment which is safe, secure and promotes the well-being of the school community (4%)	• The school's area size is as per the standard;	Observation of the school courtyard and ownership document
		• The school has a validated certificate of ownership;	Observation of document
		• The buildings are suitable to include children with special needs;	Observation of buildings and facilities
		• The school site is fenced;	Record of repairs and safety checks
		• The school is safe and secure from all things that disrupt the teaching-learning process;	Discussion with the school community
		• There are sufficient number of toilets, with soap and water, separate for female students and male students,teachers and other staff and they are cleaned daily;	
		• The school provides adequate, clean and treated water	

	5: The school has created a well-organized Education Development Army (3%)	• The school has established organizational and 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 has been created; • The necessary professional skill and leadership competence has been created in order to execute effective task.	Discussion with students Discussion with teachers Discussion with directors Discussion with support staff. Discussion with stakeholders

1.3 The schools' vision, mission, values and plan

Aspect	Standard	Indicators	Sources of evidence
Leadership	6: The school has shared vision, mission and values (3%)	.The school, by involving stakeholders, has prepared its vision, mission and values	Discussion with the director, teachers, support staff and parents Results of questionnaire prepared for teachers, parents and students Observing the school while at

			work
			Information about the school
	7: The school has prepared participatory school improvement plan (3%)	• The school has identified its priorities by involving stakeholders; • The school has prepared a three year strategic and annual plans by involving stakeholders.	Discussion with director and SIP committee Document of the school self evaluation

2. Process (35%)

2.1 Learning and teaching

Aspects	Standards	Indicators	Examples of Evidence

2.1.1 Learning	**8:** Students' learning and participation has increased (3%)	• 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 and making decisions by involving in Children's parliament and Student Council	Observation of students' textbook Classroom observation Discussion with teachers and the director Observation of documents
	9: Students have made progress in their learning (3%)	• Students use their time effectively; • Students take the initiative to invent, research and solve their own problems and that of others in their surrounding ; • Students give equal importance to all subjects; • Students are aware that copying from other students during examination/ assessment is despicable.	Observation of attendance Observation of list of late comers, absentees, dropouts, repeaters ,and roster Classroom observation Discussion with students, teachers and directors

	10: Students show positive attitudes towards their school(2%)	• 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 applied the school's rules and regulation;	Observation of documents Discussion with students, teachers, directors and support staff Documentation on disciplinary measures
2.2.2 Teaching	11: Teaching is well planned, supported by suitable educational resources and is aimed at achieving high educational attainment. (3%)	• Teachers lesson plan appropriately includes lesson objectives, contents and methodology; • Teachers prepare and use teaching aids; • Teachers make appropriate use of Information and Communication Technology (radio, plasma screens, TV, computer, etc); • Teachers make appropriate use of	Lesson plan Observation of the pedagogical centre Classroom observation Observation of the ICT centre Observation of the laboratory plan and discussion with the beneficiaries

		laboratories;	Observation of the school's work
		• Teachers encourage students to use locally available materials in order to make science and technology education effective;	Discussion with students, teachers and directors
		• Teachers provide tutorial classes in order for students to improve in their education and attainments.	
	12: Teachers have adequate knowledge of the subject they teach (3%)	• Teachers have adequate knowledge and skills of the subject they teach;	Classroom observation
			Discussion with students' parliament/ council, teachers, homeroom teachers and directors
		• Teachers clarify the content using appropriate and easy -to- understand - language to the students;	
		• Teachers clarify key concepts clearly to the students;	
	13: The leadership of the school and teachers have used appropriate and modern teaching methods that helped increase all students' participation (3%)	• Teachers use various active learning methods that encourage students to investigate, be creative, solve problems and become independent; s	Classroom observation
		• The school leadership have 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 to solve the learning-teaching problems.	Discussion with students' parliament/ council, teachers, homeroom teachers and directors
	14: The school keeps record of data regarding female students- and students with special needs; provides special support (2%)	• The school keeps record of data regarding students with special needs, • The school provides special support to increase attainment of students with special needs; • The school provides special support to increase attainment of female students.	Discussion with students, teachers and directors Observation of documents
	15: Teachers, directors and supervisors have undertaken continuous professional development (CPD) programme (2%)	• Veteran teachers, directors and supervisors undertake suitable continuous professional development activities for at least 60 hours each year by prioritizing the school's	School's CPD plan and self evaluation plan Portfolio

		problems and developing modules; • New teachers have completed Induction Course , working with mentors.	Discussion with teachers Classroom observation
	16: The school leaders, teachers, students and support staff are working as a team organized in Development Army, (3%)	• The school leaders, teachers, students and support staff, are working effectively organized in different arrangements & forming Development Army; they have been involved in decision-making and 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	Discussion with teachers, the director, students and support staff Observation of documents
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%)	• 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	Classroom observation Investigation of curriculum plans and materials Observing extracurricular products Discussion with teachers and students

		students.	
2.3 Assessment	**18:** The assessment of students' performance is accurate; students are given appropriate feedback (3%)	• 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 provides information to parents and receives feedback from them about students' attainment.	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
2.4 Monitoring and evaluation-Leadership	**19:** The school's leadership and responsible bodies of various	• The school's community monitors whether or not Development Army's	School self evaluation document

	arrangements monitor whether or not the plans are implemented as per the required time, quality and quantity (2%)	plans are properly planned and implemented; provides solutions to problems; ● SIP committee monitors implementation of School Improvement Programme; provides support; ● CPD committee monitors trainings 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.	Questionnaire filled out by parents, teachers and students School's 1 and 3 year plan
Monitoring and Evaluation- Management	**20:** The school has established and implemented a system for proper utilization of human, financial and material resources (2%)	● The school has established and implemented a system for data collection, storage and utilization; ● Teachers are teaching in the subject	Observation of the building and other facilities Discussion with the

		they are qualified;	director, teachers, and other staff
		• Directors and support staff are working in the subject they are qualified;	
		• The school's buildings, facilities and additional inputs are properly utilized;	Inventory of financial and other data
		• The school's budget is properly used for priority areas of SIP plans and is in line with the decision made by appropriate bodies.	
2. 5 Partnership of the school, parents and the community	21: The school has effective partnership with parents and the local community (2%)	• The school encourages parents to actively participate in the learning-teaching process; it also encourages parents to make meaningful participation at school and classroom levels;	Discussion with parents Report submitted to parents
		• The school provides regular information to parents and the local community about students' learning, behaviour, financial utilization and other issues and receives feedback;	Minutes of meeting with parents Questionnaires filled in by parents
		• Parents provide support to children in	

		their learning at home;	Discussion with the director and other relevant staff
		• 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;	
		• Parents express satisfaction with the performance of the school.	

3. Output /40%/

Aspects	Standards	Indicators	Examples of Evidence

3.1 The school's and students 'attainments	**22:** The school has successfully met the national education access, internal efficiency and education sector development program goals (10%)	• 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.	Students' enrolment document Students' attendance list Discussion with the director Discussion with parents and the local community
	23: The students' classroom, regional and national examination results have improved in relation to regional and national expectations (8%)	• 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 the school has given them, • All students with special needs have scored 50% and above in each subject	Students' test and final examination mark list Discussion with the director

		of the classroom examination due to the special support the school have given them; • Students' regional and national results are in line with the plan of the school.	
3.1.2 Students' personal development	**24:** Students have demonstrated responsible behavior, ethical values, cultural understanding and protection of their environment (10%)	• Students have become disciplined, respect the school's community, respect & help each other and fight rent-seeking; • 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.	Discussion with students Classroom observation Observation of students' activities in the school compound.
	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-	• Students' interest to learn has increased due to the respect given to students by the school teachers, leaders and support staff;	Classroom observation Discussion with teachers and students

		seeking (6%)	• 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.	
3.4 Participation of parents and the local community	**26:** The school secured support due the strong relation it has created with parents, local community and partner organizations (6%)		• The school obtained support as a result of its strong relation with parents, local community and partner organizations; • 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.	Discussion with the director, teachers, local community and other staff Documents of school activities Documents of expense ledger

Appendix II Descriptors

Key-It is expected that the decision-maker will take into consideration the reality on the ground while making decisions. However,to create uniformity in the use of language the use of following paharses have been suggested.

- If a school scores below 50%, it means it has 'serious shortage ,is very low, low and limited...'This is classified as GRADE 1

- If a school scores between 50%-69.99 , it means 'mostly, most, high...' This is classified as GRADE 2

- If a school scores between 70%-89.99 , it menas 'fully, all of ..'This is classified as GRADE 3

- If a school scores between 90%-100 , it menas 'very high, above,..''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 classrooms, other buildings, facilities, pedagogical resources and implementing documents in line with the set standards /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 meets the needs of students with special needs (1%)	The school mostly doesn't have classroom and buildings that meet the set standards	Most of the classrooms and buildings are as per the standard	The school meets all the standards regarding classrooms and buildings required for the learning-teaching	The school classrooms and buildings that are above 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 and other materials 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 the standard for library, laboratory, pedagogical centre, play area for students and other facilities	The school has mostly met 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 met above 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 (1%)	The school does not have sufficient important 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	The school has most of the 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	The school meets the required standard for fulfilling 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	The school meets the required standard for fulfilling 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 and related documents. All the documents are supported by modern technology .Besides all stakeholders are familiar with them

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 based on the number of students and has implemented properly (0.5%)	The school has not received Block Grant	Though the school has received the Block Grant, it has not used it for the intended purpose	The school has received the Block Grant and has used it for its priorities	The school has received the Block Grant and has used it for its priorities. Besides, it has solicited additional fund from various sources

The school has received the School Grant as per the standardand implemented properly (0.5%)	The school has not received the School Grant	Though the school has received the School Grant, it 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 sources
The school has raised resources (in cash, in kind and labour) from parents and the community (1%)	The school has not made efforts f 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 a 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 maximum 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 maximum effort to mobilise the community
The school has generated own income to boost it financial capacity (0.5%)	The school has generated very little income to boost its financial capacity	The school has met most of its plan to generate income to boost it financial capacity	The school has met all of its plan to generate income to boost it financial capacity	The school has met above 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 met all of its plan to raise funds from Non-Government organizations (NGOs), individuals /former students, local residents, etc/	The school has met above 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 presenteds documents that show receipt of School Grant, community participation, and other financial sources, it has faileds to present income statement	The school has presenteds documents that show receipt of School Grant, community participation, and other financial sources. Besides, it has a well organised income	The school has presented s documents that show receipt of School Grant, community participation, and other financial sources. Besides it has established a well -organized modern financial system

| | | | statement | |

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
The school has All the directors and teachers who 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 All the enogh numbers of support staff of the who school have the required certification (1%)	Less than 50% of the support staff of the school have the required certification	50% -60% of the support staff of the school have the required certification	61% -99% of the support staff of the school have the required certification	All of the support staff of the school have the required certification
The school has 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 he/shethey are is 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 he/she is providing support to the local community as well.
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 he/she is 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 leaning-teaching s an educational environment which is safe, secure and promotes the well-being of 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's area size is 50% or less than this figure in relation to the required standard	The school's area size is 51%-70% in relation to the required standard	The school's area size is as per the standard	The school's area size is above the standard. Besides, it is ~~has~~ properly utilised. ~~it~~
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 legalized ~~secured~~ its territory.
The buildings are suitable to include children with special needs (0.5%)	The buildings are not suitable to include children with special needs	Most of the buildings are suitable to include children with special needs	All of the school's buildings are suitable to include children with special needs	All of the school's buildings are suitable to include children with special needs. Also t~~T~~here 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 border s are ~~is~~ not 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~~secure~~ from all things that disrupt the ~~teaching~~ learning ~~teaching~~ process (1%)	The school is neither safe nor secure from all that disrupt the teaching-learning process	In collaboration with the local community, the school has made some efforts to make it safe and secure from all that disrupt the teaching-learning process. But the results are not satisfactory	The school is safe and secure from all that disrupt the teaching-learning process due to its collaboration efforts with the local community	The school is safe and secure from all that disrupt the teaching-learning process due to its collaboration efforts with the local community. The results are cited as model to the local community
There are ~~is a~~ sufficient number ~~of~~of daily cleaned ~~separate~~ toilets, with soap and water that are ~~,~~ separate for ~~teachers,~~ female	There are no sufficient number of daily cleaned toilets, with soap and water that are separate for female students and male students, teachers and	Though the school has sufficient number of toilets, they are not separate for teachers, female students and male students. Besides there is no soap and water and they are	There are sufficient number of daily cleaned toilets, with soap and water that are separate for female students and male students, teachers	There are sufficient number of daily cleaned toilets, with soap and water that are separate for female students and male students, teachers and other staff. Besides the school

students and male students, teachers and other staffand they are cleaned daily (0.5%)	other staff	. They are not also cleaned daily	and other staff.	provides sanitary pads to female students.
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 the necessary input,organization and has established a management system to implement its objectives and missions (1%)	The school does not have the inputs,organizational and a management system to implement its objectives and missions	Though the school has adequate inputs and and organization to execute its mission and vision, it does not have a well established management system	The school has sufficient inputs,organization and has established a management system to implement its objectives and missions	The school has sufficient inputs,organization and has established a management system to implement its objectives and missions. The school is seen as a model to others in the vicinity
The school has created an Education Development Army that understands and is ready to execute the school's objectives, goals and mission by integarating the three development forces(ruling party,government and 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 integarating the three development forces(ruling party,government and public)	The school in the process of creating an Education Development Army that understands and is ready to execute the school's objectives, goals and mission by integarating the three development forces(ruling party,government and public)	The school has created an Education Development Army that understands and is ready to execute the school's objectives, goals and mission by integarating the three development forces(ruling party,government and public)	The school in the process of creating an Education Development Army that understands and is ready to execute the school's objectives, goals and mission by integarating the three development forces(ruling party,government and public) This practice is seen as a model to other school
The school has created	The school has not created	Preparations have been	The school has created	The school has created the the

the necessary professional skill and leadership competence that would enble to execute effective task by integarating the three development forces(ruling party,government and public) (1%)	the necessary professional skill and leadership competence that would enble to execute effective task by integarating the three development forces(ruling party,government and public)	finalised to create the necessary professional skill and leadership competence in order to execute effective task by integarating the three development forces(ruling party,government and public)	the the necessary professional skill and leadership competence in order to execute effective task by integarating the three development forces(ruling party,government and public)	necessary professional skill and leadership competence in order to execute effective task by integarating the three development forces(ruling party,government and public).This experience of the school has been exemplary to other schools.

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 involving stakeholders (3%)	The school does not have vision, mission and values	Though the school has vision, mission and values, it has not involved stakeholders during the preparation	The school has prepared its vision, mission and values. All stakeholders have been involved in the preparation.	The school has prepared its 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

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 has not involved stakeholders in the process of identification.	The school has properly identified its priorities. The stakeholders were also involved in the process.	The school has properly identified its priorities. The stakeholders were also involved in the process. This practice is cited as a model
The school has prepared	The school has not	The school has prepared a three	The school has prepared	The school has prepared a three

a three year strategic and annual plans by involving stakeholders (2%)	prepared a three year strategic and annual plans	year strategic and annual plans but stakeholders were not involved.	a three year strategic and annual plans by involving the stakeholders.	year strategic and annual plans by involving the stakeholders. consulted. This practice is cited as a exemplary.

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 practice 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) formations (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

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 school
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	All of the students participate in Children's parliament and Student Council	The school has involved all of the students in Children's parliament and Student Council .This practice is seen as a model to other school

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 of the students use their time effectively	All of the students use their time effectively. This practice is becoming the value 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 to take the initiative to invent, research and solve their own problems and that of others in their surrounding	Students take the initiative to invent, research and solve their own problems and that of others in their surrounding	Students very well take the initiative to invent, research and solve their and the surrounding problems
Students give equal importance to all the subjects they learn(0.5%)	Most students do not give equal importance to all subjects they learn	Most students give equal importance to all subjects they learn	All of the students give equal importance to all subjects they learn	All of the students give equal importance to all subjects. This has become customary in the school
Students are aware that copying from other students during examination/ assessment is despicable (1%)	Most students do not have the habit of doing examinations, classworks, homeworks and projects on their own	Most students have started to do examinations classworks,homeworks and projects on their own without copying from others	All students have started to do examinations classworks,homeworks and projects on their own without copying from others	All students have started to do examinations classworks,homeworks and projects on their own without copying from others.The despicability of copying from others is shared by the school community.
Standard 10: Students show positive attitudes towards their schools 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 good 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 have provided support to the school's activities (0.25%)	Students provide little support to the school in development activities, maintaining discipline and caring the school's properties	Most of the students provide much support to the school in development activities, maintaining discipline and caring the school's properties	All of the students provide much support to the school in development activities, maintaining discipline and caring the school's properties	All of the students provide much support to the school in development activities, maintaining discipline and caring 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 and consistent 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 t give due respect to the entire school community. This practice is seen as a model to other schools
Students have accepted and applied the school's rules and regulation (0.5%)	Most of the students have not accepted and have not applied the school's rules	Most of the students have accepted and applied the school's rules and regulation	All of the students have accepted and applied the school's rules and	All of the students have accepted and applied the school's rules and

			regulation	regulation. Their actions have become exemplary to other schools
	and regulation			

Standard 11: Teaching is well planned, supported by suitable educational resources and aims to achive the highest educational attainment /3%/

Indicator	Grade 1 Below the standard	Grade 2 Is improving	Grade 3 Meets the standard	Grade 4 Above the standard
Teachers' lesson plan properly includes lesson objectives, contents and methodology (0.5%)	Though most teachers have lesson plans, the objectives, contents and methodology are not properly incorporated	Most teachers have lesson plans. Besides, the objectives, contents and methodology are properly incorporated.	All of the teachers have lesson plans. Besides the objectives, contents and methodology are properly incorporated.	All of the teachers have lesson plans. Besides the objectives, contents and methodology are properly incorporated. The teachers' practices are exemplary to others
Teachers prepare and use 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 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 ~~Coco~~mmunication ~~Tt~~echnology. As a result students' desire to learn has increased tremendously.
Teachers make appropriate use of laboratories (0.5%)	Most teachers do not make appropriate use of laboratories	Most teachers make appropriate use of laboratories	All teachers make appropriate use of laboratories	All teachers make appropriate use of laboratories. This is often cited as a model to other schools

Teachers encourage 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 provide 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, the gap in result 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 to their students the content using appropriate, easy-to-understand earth language	Most teachers clarify the content using appropriate, to their students using easy-to-understand language	All teachers clarify the content using appropriate, easy-to-understand language	All teachers clarify the content using appropriate, easy-to-understand language. As a result, students' desire to learn has increased tremendously
Teachers clarify key concepts to their students clearly (1%)	Most teachers do not clarify key to their	Most teachers clarify key concepts to their students	All teachers clarify key concepts to their	All teachers clarify key concepts to their students clearly. As a result, students'

	students concepts clearly	clearly	students clearly	desire to learn and their participation has increased tremendously.

Standard 13: The leadership of the school and teachers use appropriate and modern teaching methods that help increase all students' participation /3%/

Indicator	Grade 1 Below the standard	Grade 2 Is improving	Grade 3 Meets the standard	Grade 4 Above the standard
Teachers use various active learning methods that encourage students to investigate, be creative,problemsolving and independent (0.5%)	Most teachers do not use various active learning methods that encourage students to investigate, be creative,problemsolving and independent	Most teachers use various active learning methods that encourage students to investigate, be creative,problemsolving and independent	All teachers use various active learning methods that encourage students to investigate, be creative,problemsolving and independent	All teachers use various active learning methods that encourage students to investigate, be creative,problemsolving and independent.As a result,student participation 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	Most teachers do not provide special support to	Most teachers provide special support to female students	All teachers provide special support to female	All teachers provide special support to female students

students (0.5%)	female students		students	by 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 needs	Most teachers provide special support to students with special needs	All teachers provide special support to students with special needs	All teachers provide special support to students with special needs by conducting needs assessment
Teachers have done Action Research to solve learning-teaching problems (0.5%)	Most teachers do not dot Action Research	Most teachers do Action Research	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 model to other schools

Standard 14: The school keeps record of data regarding female students s and students with special needs and have provided 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 keeps 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 kept up-to-date record of data regarding students with special needs using up todate . technology i
The school provides 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 concerted efforts to provide special support to increase attainment of students with special needs	The school has made concerted efforts to provide special support to increase attainment of students with special needs. It has also established a system

The school provides 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 concerted efforts to provide special support to increase attainment of female students	The school has made concerted 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 undertake 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 have not participated in continuous professional development activities.	Most teachers, directors and supervisors have undertaken continuous professional development activities for at least 60 hours.	All teachers, directors and supervisors have undertaken continuous professional development activities for at least 60 hours.	All teachers, directors and supervisors have undertaken continuous professional development activities for at least 60 hours.. As a result teachers' professional skills has increased
New teachers have completed Induction Course, working with mentors (1%)	Only 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 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	Participation of the school leaders, teachers, students and support staff, in	Most of the school leaders, teachers, students and support staff, , are working effectively	All of the school leaders,teachers, students and support staff, are	All of the school leaders,teachers, students and support staff, are

organized in Development Army,; they have been involved in decision making and have supported each other through internal supervision (2%)	Development Army, is very low	organized in Development Army; they have been involved in decision–making ;and supported each other through internal supervision	workingeffectively organized in Development Army; they have been involved in decisionmaking and supported each other through internal supervision	workingeffectively organized in Development Army; they have been involved in decision making and supported each other through internal supervision. They have become model to other schools
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 sense of professionalism, and are 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 Below the standard	Grade 2 Is improving	Grade 3 Meets the standard	Grade 4 Above the standard
Teachers are well aware of the current school curriculum (0.5%)	Most teachers are not 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 ample is written evidences and testimonies that all teachers are well aware of the current school curriculum
The lessons perfectly match with the national and regional curriculum (1%)	The lessons delivered by most teachers do not match with the national and regional curriculum	The lessons delivered by most teachers match with the national and regional curriculum	The lessons delivered by all teachers 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 whether or not the syllabi and other curriculum materials have considered the development level and needs of students	Most teachers gave feedback whether or not the syllabi and other curriculum materials have considered the development level and needs of students	All of the teachers gave feedback whether or not the syllabi and other curriculum materials have considered the development level and needs of students	All of the teachers gave feedback whether or not the syllabi and other curriculum materials have considered the development level and needs of students. Besides there are evidences to that teachers' feedback was 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 (0.5%)	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 exemplary to other schools
Students are assessed by tests prepared under the auspices of regional/city administration, zone/sub-city, W~~w~~oreda and cluster centres (0.5%)	Students are not assessed by tests prepared under the auspices of regional/city administration, zone/sub-city, W~~w~~oreda 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, W~~w~~oreda and cluster centres	Students are assessed by tests prepared under the auspices of regional/city administration, zone/sub-city, W~~w~~oreda and cluster centres. Besides, the results are analysed using modern methods enabling the student to proceed to the next level.
Teachers undertake continuous assessment of students' work as per the	Most teachers do not undertake continuous assessment of students'	Most teachers undertake continuous assessment of students' work as per the	All teachers undertake continuous assessment of students' work as per	All teachers undertake continuous assessment of students' work as per the

Minimum Learning Competency (MLC), balancing theory and practice (0.5%)	work as per the Minimum Learning Competency (MLC), balancing theory and practice	Minimum Learning Competency (MLC), balancing theory and practice	the Minimum Learning Competency (MLC), balancing theory and practice	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 gives information and 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 community monitors whether or not Development Army's plans are properly planned and implemented; provides	The school's community does not monitor whether or not Development Army's plans are properly planned and implemented; it does not provide	The school's community monitors whether or not Development Army's plans are properly planned and implemented ;however, it did not not provide solutions to	The school's community monitors whether or not Development Army's plans are properly planned and implemented; provides	The school's community monitors whether or not Development Army's plans are properly planned and implemented; provides solutions to problems.

solutions to problems (0.5%)	solutions to problems either	problems	solutions to problems	Besides a system has been established to tackle similar problems
SIP committee monitors the implementation of School Improvement Programme; provides support (0.5%)	The school's SIP committee does not monitor implementation of School Improvement Programme; nor does it provide support	The school's SIP committee monitors implementation of School Improvement Programme ;however it did 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; provides support. Besides it has established a system
CPD committee monitors training and 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, there is no monitoring and follow up	The school has formed a CPDcommittee,prepared plan, monitored and provided support in asustainable manner.	The school has formed a CPDcommittee,prepared plan,monitored and provided support in asustainable manner. This practice is cited as a model to other schools
The school's leadership monitors the learning-teaching process and the implementation of club's plans; provides support (0.25%)	The school's leadership has made little effort to monitor the learning-teaching process and the implementation of club's plans	The school's leadership monitors the learning-teaching process and the implementation of club's plans but it provided little support	The school's leadership monitors the learning-teaching process and implementation of the club's plans on a regular basis; it also provides support	The school's leadership has established a sustainable system to monitor the learning-teaching process and the implementation of club's plans on a regular basis.
The school encourages bodies that record better achievements; gives recognition (0.5%)	The school does not encourage bodies that record better achievements; nor does it give recognition	The school encourages bodies that record better achievements and gives recognition. However, the encouragement lacks sustainability	The school encourages bodies that record better achievements; it also gives recognition	The school has established a system to encourage and recognize bodies that record better achievements.
Standard 20: The school has established and implemented a system for proper utilization of human, financial and material resources /2%/				
Indicator	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**

	Below the standard	Is improving	Meets the standard	Above the standard
The school has established and applied a system for data collection, keeping and utilization (0.5%)	The school has not established a system for data collection, storage and utilization	Though the school has established a system for data collection, storage and utilization, it has failed to implement it	The school has established and implemented a system for data collection, storage and utilization	The school has established and implemented a system for data collection, storage 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 (0.25%)	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 decision made by appropriate bodies (0.25%)	The school's budget is not properly used for its priority areas	Though the school's budget is used for priority areas of SIP plans but is not used properly.	The school's budget is properly used for priority areas of SIP plans and is in line with the decision made by appropriate bodies	The school has established a system to properly use its budget for priority areas of SIP plans and is in line with the decision made by appropriate bodies. 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 in an organized manner at school and classroom level (0.5%)	The school does not encourage parents to actively participate in the learning-teaching process	The school has made some efforts in encouraging parents to actively participate in the learning-teaching process	The school has made continuous efforts in encouraging 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 to 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 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, behavior, financial utilization and other issues and 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 do not participate actively 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 a model to others
Parents encourage provide support to children in their learning at home (0.25%)	There is no evidence to show that parents provide support to children in their learning at home	Some parents provide support to children in their learning at home	There are eveidences to show that most parents provide support to children in their learning at home	There are written evidences and testimonies to show that parents provide support to children in their learning at home
In relative terms, the school serves as a centre of excellence to the local	The school has never served as centre of excellence to the local	The school is beginning to develop an action plan so as to serve as a centre of excellence to	In relative terms, the school serves as a centre of excellence to the	In relative terms, the school serves as a centre of excellence to the local

community (0.25%)	community	the local community	local community	community. The school has now become a model to other schools
Evidences show that parents have express satisfaction with the performance of the school (0.5%)	Most parents have expressed their dissatisfaction with the performance of the school	Most parents have expressed their satisfaction with the performance of the school	All parents have expressed their satisfaction with the performance of the school	All parents have expressed their satisfaction with the performance of the school. Their unreserved support to the school is a clear testimony

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 in the vicinity have been enrolled to the school (1%)	No efforts -have been made to enrol all school-age children in the vicinity to the school	Some efforts have been made to enrol all school-age children in the vicinity to the school and as a result many children have joined the school	All school-age children in the vicinity have been enrolled to the school	All school-age children in the vicinity have been enrolled to the school. A sustainable system has been established to increase enrolment rate.
The school has met its plan of gross enrolment rate (2%)	The school has not met its plan of gross enrolment rate	The school made some improvements in meeting its plan of 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 sustainable system has also been established to increase enrolment rate.
The school has met its plan of net enrolment rate (1%)	The school has not met its plan of net enrolment rate	The school has made some improvements in meeting its plan of net enrolment rate	The school has met its plan of net enrolment rate	The school has met above its plan of net enrolment rate. A sustainable system has also been established
The school has met its plan	The school has not	The school has made some	The school has met its plan of	The school has met above its

of gender ratio (2%)	met its plan of gender ratio	improvements in meeting its plan of gender ratio	gender ratio	plan of net enrolment rate gender ratio. A sustainable system has also been established
The school's dropout rate has reduced as per its plan (2%)	The school's dropout rate has not reduced	The school has made some improvements in reducing its plan of dropout rate	The school's dropout rate has reduced as per its plan	The school's dropout rate has reduced as per its plan. A sustainable system has also been established to reduce dropout rate.
The school's repetition rate has reduced as per its plan (2%)	The school's repetition rate has not reduced	The school has made some improvements in reducing its plan of repetition rate	The school's repetition rate has reduced as per its plan	The school's repetition rate has reduced as per its plan. A sustainable system has also been established to reduce repetition rate/

Standard 23: The students' classroom, regional and national examination results have improved in relation to regional and national expectations the performance /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 each subject of the classroom examination due to the special support of the school (2%)	As the school gave no support to female students, most of them scored below 50% in each subject of the classroom examination	Most female students have scored 50% and above in each subject of the classroom examination due to some support the school has given them	All female students have scored 50% and above in each subject of the classroom examination due to the special support the school has given them	All female students have scored 60% and above in each subject of the classroom examination due to the special support of the school has given them
All students with special needs have scored 50% and	Since the school gave no support to	Most students with special needs have scored 50% and	All students with special needs have scored 50% and above in	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 (2%)	students with special needs, most of them scored below 50% in each subject of the classroom examination	above in each subject of the classroom examination due to some support the school has given them	each subject of the classroom examination due to the special support of the school has given them	above in each subject of the classroom examination due to the special support of the school has given them
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	Students' regional and national results are in line with the plan of the school	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 are not -disciplined, show little respect to the school community. and do not fight rent-seeking practices	Most students are not disciplined, respect the school's community. respect & help each other and fight rent-seeking practices	All students are disciplined. respect the school's community. respect & help each other and fight rent-seeking practices	All students are disciplined. respect the school's community. respect & help each other and fight rent-seeking practices.. This practice is seen as 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 as they have applied in practice the school's values, rules and regulations	Most students are not aware of the school's values, rules and regulations and have not put them into practice	Most students are aware of the school's values, rules and regulations and have put them into practice	All students have achieved concrete results as they are aware of the school's values, rules and regulations and have put them into practice	All students have achieved concrete results as they are aware of the school's values, rules and regulations and have put them into practice.They have become exemplary to

(2%)				others.
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 among many students has not developed	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 exemplary l to other schools
Students protect the school and their environment (2%)	Most students do not protect the school and their environment	Most students protect the school and their environment	All students protect the school and their environment	All students protect the school and their environment. They become exemplary 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' interest to learn has increased due to the friendliness and ,respect given to students by the school teachers, leaders and support staff (2%)	Students' are not interested to learn as very little friendliness and respect is given to them by the school teachers, leaders and support staff	Most students' interest to l has increased due to the friendliness and respect given to them by the school teachers, leaders and support staff	All students' learning interest to learn has increased due to the friendliness and respect given to them by the school teachers, leaders and support staff	All students 'interest to learn has increased due to the friendliness and respect given to them by the school teachers, leaders and support staff. They become model to other schools
There is a culture of cooperation and positive working relation among the school's teachers, leaders and support	There is no cooperation and healthy working relation among most of the school's teachers, leaders and support staff	There is no cooperation and healthy working relation among most of the school's teachers, leaders and support staff	There is a culture of cooperation and healthy working relation among all the school's teachers, leaders and support staff.	There is a culture of cooperation and healthy working relation among all the school's teachers, leaders and support staff. They become model to other

staff (2%)				schools
The school's teachers, leaders and support staff abhor the attitude and practice of rent-seeking practices; they work with the sense of accountability (2%)	Most of the school's teachers, leaders and support staff do not fight the attitude and the practices of rent-seeking; they do not work with a sense of accountability either	Most of the school's teachers, leaders and support staff abhor the attitude and the practices of rent-seeking; they work with the sense of	The school's teachers, leaders and support staff abhor the attitude and the practices of rent-seeking; they work with the sense of accountability	The school's teachers, leaders and support staff abhor the attitude and the practices of rent-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 obtained some support as a result of its some relation with parents, local community and partner organizations	The school obtained support as a result of its strong relation with parents, local community and partner organizations	The school 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 relationship.
The practice of leading the school with a sense of ownership has developed as a result of the increase in participation of	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 as a result of the increase in participation of parents and the local community	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. They become model to the community and other schools

parents and the local community (3%)				

Appendix 3

Examples of the process of judgment making formulation

Standard A

Standard A=the value of standard A is broken down into the values of indicators within the standard. Conversely, the sum of all indicators is equivalent to the value of the standard. In the table below, there are eight indicators which describe the standard. The total value allocated for the standard is 11.6%. if different Grade is given to each indicator by different institutions, the result is shown in the CELL where the INDICATORS and the GRADES meet.

STANDARD A

Indicators	value of indicator	Grade 1	Grade 2	Grade 3	Grade 4	Remark
1	0.10%	$\frac{0.10 \times 1}{4} = 0.025$	$\frac{0.10 \times 2}{4} = 0.05$	$\frac{0.10 \times 3}{4} = 0.075$	$\frac{0.10 \times 4}{4} = 0.10$	
2	0.25%	$\frac{0.25 \times 1}{4} = 0.0625$	$\frac{0.25 \times 2}{4} = 0.125$	$\frac{0.25 \times 3}{4} = 0.1875$	$\frac{0.25 \times 4}{4} = 0.25$	
3	0.50%	$\frac{0.50 \times 1}{4} = 0.125$	$\frac{0.50 \times 2}{4} = 0.25$	$\frac{0.50 \times 3}{4} = 0.375$	$\frac{0.50 \times 4}{4} = 0.50$	
4	0.75%	$\frac{0.75 \times 1}{4} = 0.1875$	$\frac{0.75 \times 2}{4} = 0.375$	$\frac{0.75 \times 3}{4} = 0.5625$	$\frac{0.75 \times 4}{4} = 0.75$	
5	1.0%	$\frac{1.0 \times 1}{4} = 0.25$	$\frac{1.0 \times 2}{4} = 0.50$	$\frac{1.0 \times 3}{4} = 0.75$	$\frac{1.0 \times 4}{4} = 1.0$	
6	2.0%	$\frac{2.0 \times 1}{4} = 0.50$	$\frac{2.0 \times 2}{4} = 1.0$	$\frac{2.0 \times 3}{4} = 1.50$	$\frac{2.0 \times 4}{4} = 2.0$	
7	3.0%	$\frac{3.0 \times 1}{4} = 0.75$	$\frac{3.0 \times 2}{4} = 1.50$	$\frac{3.0 \times 3}{4} = 2.25$	$\frac{3.0 \times 4}{4} = 3.0$	
8	4.0%	$\frac{4.0 \times 1}{4} = 1$	$\frac{4.0 \times 2}{4} = 2.0$	$\frac{4.0 \times 3}{4} = 3.0$	$\frac{4.0 \times 4}{4} = 4.0$	

Giving value = the value of a judgment means the value decision made to each indicator and standard by the inspector or a similar body. The following example illustrates this point further:

Indicator's Total value= Indicator's value x Grade (1,2,3 or 4)

$$4$$

1. For example in the above table if the value allocated for Indicator 1is 0.10% and the judgment value is GRADE 2, the total result of the indicator is calculated as follows:

$$= \frac{0.10 \times 2}{4} = \underline{\underline{0.05\%}}$$

2. Similarly, if the value allocated for Indicator 5 is 1.0% and the judgment value is GRADE 3, the total result of the indicator will be:

$$= \frac{1.0 \times 3}{4} = \underline{\underline{0.75\%}}$$

3. A similar formula can be used for the judgment value of GRADE 3.However, if nothing is seen in some indicators a ZERO value can be given

4. The total value of the standard can be obtained by adding the value of each of the indicators as illustrated in the table below.

Indicator	Final Grade of the indicator	Result of the judgment in %
1	Grade 3	$\frac{0.10 \times 3}{4} = 0.075$
2	Grade 2	$\frac{0.25 \times 2}{4} = 0.125$
3	Grade 4	$\frac{0.50 \times 4}{4} = 0.50$
4	Grade 1	$\frac{0.75 \times 1}{4} = 0.1875$
5	Grade 2	$\frac{1.0 \times 2}{4} = 0.50$
6	Grade 3	$\frac{2.0 \times 3}{4} = 1.50$
7	Grade 2	$\frac{3.0 \times 2}{4} = 1.50$

8	Grade 4	$\dfrac{4.0 \times 4}{4} = 4.0$
The total result of the standard		**8.3875%**

As shown in the above table, the total value result of the STANDARD is obtained by adding the value judgment result of each of the indicators

    I= Indicator   **G**= Grade

Total result of the Standard= I1 G3 + I2 G2 + I3 G4 + I4 G1 + I5 G2 + I6 G3 + I7 G2 + I8 G4

Total result of the Standard = $0.075 + 0.125 + 0.50 + 0.1875 + 0.50 + 1.50 + 1.50 + 4.0$

Total result of the Standard = 8.3875%

Total result of the Standard (Round off) = 8.39%

5. As shown above the value allocated for the standard is 11.6% whereas the judgment value (given by inspectors or similar bodies) is 8.39%. In order to decide which grade the standard falls, it is worthwhile to convert the standard's result into percentile as follows

Percentile of the Standard= $\dfrac{8.39}{11.6}$ x 100 = 72.33%

In accordance with the set scale, if a school scores between 70%-89.99%, it will be classified as GRADE 3.

Therefore the above result makes the standard fall in GRADE 3.

6. Similarly, the school's GRADE level as an institution or in terms of INPUT, PROCESS and OUTPUT can be calculated by taking the average value of the standards.

Appendix IV

Inspection Report

A. General Information

1. Name of school--

2. Type of school:--

3. Location of school: urban---------------rural-----------------other---------------------

4. Location of the school

   4.1 Region-------------------- 4.2 Zone/Sub-city-------------------- 4.3 Woreda--------------

5. Name of the Director-------------------------------------- Gender---------------

   Qualification-------------------------

6. Number of teachers---------------Male---------------Female----------Total--------------

7. Number of teachers by qualification

   Below Diploma-------------------

   Diploma-------------------------

   BA/BSc Degree----------------

   Master's Degree-----------------

   Other ---------------------------

8. Support staff Male-------------------- Female---------------- Total---------------

   Below Grade 10/12 Male--------------------Female---------------- Total----------------

   Certificate Male-------------------- Female---------------- Total----------------

   Diploma Male-------------------- Female---------------- Total----------------

   BA/BSc Degree Male-------------------- Female---------------- Total----------------

   Master's Degree Male-------------------- Female---------------- Total----------------

   Male-------------------- Female---------------- Total----------------

   Others--

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, the 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:

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15. Inspector's Recommendations

NB. The suggestions/decisions above could be added or reduced as deems necessary.