

OPCRF KRA		COMPARATIVE DATA ON SCHOOL PERFORMANCE SY 2016-2017 to SY 2018-2019	INITIAL CRAFTED PRIORITY IMPROVEMENT AREAS (SY 2019-2020 to 2021 - 2022)	FORMULATION OF SOLUTIONS	DEVELOP PROJECT DESIGNS ( PPAs)	SCHOOL YEAR IMPLEMENTATION
KRA 1: INSTRUCTIONAL LEADERSHIP	<div><div>✓</div>QUALITY</div> <div><div>✓</div>ACCESS</div> <div><div>✓</div>EFFICIENCY</div>	<div><div>➤</div>Inconsistencies of MPS, No Validations and Related Tests using Test Analysis Results, Periods of Declinations, No Comparative Data on Diagnostic vs. Achievement Rates</div> <div><div>➤</div>Inconsistent Periods and Less Data for Mentoring, Coaching, Class Observations</div> <div><div>➤</div>Inconsistencies in trends of data connecting MPS to other KPIs</div>	<div><div>❖</div>MPS and KPIs</div> <div><div>❖</div>Data on Mentoring, Coaching and Classroom Observations</div> <div><div>❖</div>BEIS</div>	<div><div>✓</div>Empowerment of SPMT</div> <div><div>✓</div>Conduct of Root-cause analyses</div> <div><div>✓</div>CI Institutionalizations</div> <div><div>✓</div>Shared Governance</div> <div><div>✓</div>Focus Group Discussions</div> <div><div>✓</div>Implementation of Reforms and Systems and Mechanism Innovations</div>	<div><div>❖</div>STARTS Version 2.0</div> <div><div>❖</div>STAMINA Version 1.0</div> <div><div>❖</div>SADGES Version 4.0</div>	SY 2019-2020 to SY 2021-2022
KRA 2: LEARNING ENVIRONMENT	<div><div>✓</div>QUALITY</div> <div><div>✓</div>ACCESS</div> <div><div>✓</div>EFFICIENCY</div>	<div><div>➤</div>Poor to Satisfactory Implementation of Risks Reduction and Mobilization Plans</div> <div><div>➤</div>Inconsistencies in Implementation of School Child Protection Policies</div> <div><div>➤</div>Satisfactory Improvements in Infrastructure and inconsistencies in systems of maintaining</div>	<div><div>❖</div>Risks Reduction Plans</div> <div><div>❖</div>Child Protection Policy</div> <div><div>❖</div>Facilities and Physical Property improvement</div>	<div><div>✓</div>Empowerment of SPMT</div> <div><div>✓</div>Conduct of Root-cause analyses</div> <div><div>✓</div>CI Institutionalizations</div> <div><div>✓</div>Shared Governance</div>	<div><div>❖</div>STARTS Version 2.0</div> <div><div>❖</div>STAMINA Version 1.0</div>	SY 2019-2020 to SY 2021-2022

		<p>conduciveness in learning environments</p> <p>➤ Satisfactory dissemination of new information in physical properties and facilities improvement</p>		<p>✓ Focus Group Discussions</p> <p>✓ Implementation of Reforms and Systems and Mechanism Innovations</p>	<p>❖ SADGES Version 4.0</p>	
KRA 3: HUMAN RESOURCE MANAGEMENT & DEVELOPMENT	<p>✓ QUALITY</p> <p>✓ ACCESS</p> <p>✓ EFFICIENCY</p>	<p>➤ NCBTS Data is available, though no concrete interventions for individual and targeted strands for development</p> <p>➤ No existing impact and feedback analyses for INSETs and LACs conducted</p> <p>➤ Satisfactory provision of technical assistance to teachers</p> <p>➤ Inconsistencies in the RPMS cycle during school implementation</p>	<p>❖ NCBTS Data</p> <p>❖ INSETs, LACs, Capacity, Learning and Development Programs</p> <p>❖ Mechanisms on Technical Assistance and Monitoring</p>	<p>✓ Empowerment of SPMT</p> <p>✓ Conduct of Root-cause analyses</p> <p>✓ CI Institutionalizations</p> <p>✓ Shared Governance</p> <p>✓ Focus Group Discussions</p> <p>✓ Implementation of Reforms and Systems and Mechanism Innovations</p>	<p>❖ STARTS Version 2.0</p> <p>❖ STAMINA Version 1.0</p> <p>❖ SADGES Version 4.0</p>	SY 2019-2020 to SY 2021-2022
KRA 4: PARENTS INVOLVEMENT & COMMUNITY PARTNERSHIP	<p>✓ QUALITY</p> <p>✓ ACCESS</p> <p>✓ EFFICIENCY</p>	<p>➤ Low turn-out for volunteerism</p> <p>➤ Satisfactory data in stakeholders involvement in projects and school activities</p>	<p>❖ Stakeholders Participation</p>	<p>✓ Empowerment of SPMT</p> <p>✓ Conduct of Root-cause analyses</p> <p>✓ CI Institutionalizations</p>	<p>❖ STARTS Version 2.0</p> <p>❖ STAMINA Version 1.0</p>	SY 2019-2020 to SY 2021-2022

				<div>✓ Shared Governance</div> <div>✓ Focus Group Discussions</div> <div>✓ Implementation of Reforms and Systems and Mechanism Innovations</div>	<div>❖ SADGES Version 4.0</div>	
KRA 5: SCHOOL LEADERSHIP, MANAGEMENT & OPERATIONS	<div>✓ QUALITY</div> <div>✓ ACCESS</div> <div>✓ EFFICIENCY</div>	<div>➤ No existing data, impact and feed backing mechanisms and analyses for strategic assessment and planning, implementations and actions on PAPs</div> <div>➤ No existing School Performance and Management Team</div> <div>➤ Satisfactory data on Functional leadership, resource and fiscal management</div>	<div>❖ School Performance and Management System</div>	<div>✓ Empowerment of SPMT</div> <div>✓ Conduct of Root-cause analyses</div> <div>✓ CI Institutionalizations</div> <div>✓ Shared Governance</div> <div>✓ Focus Group Discussions</div> <div>✓ Implementation of Reforms and Systems and Mechanism Innovations</div>	<div>❖ STARTS Version 2.0</div> <div>❖ STAMINA Version 1.0</div> <div>❖ SADGES Version 4.0</div>	SY 2019-2020 to SY 2021-2022