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Philippine Normal University

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**“COUNTENANCE MODEL EVALUATION OF A NON-GRADED SCHOOL IN
QUEZON CITY”**

A DISSERTATION

Presented to

The Faculty of College of Graduate Studies and Teacher Education Research
Philippine Normal University
Manila

In Partial Fulfillment
of the Requirements for the Degree
DOCTOR OF PHILOSOPHY
in
EDUCATIONAL MANAGEMENT

MARIA URDUJA C. GALANG

March 2022

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APPROVAL SHEET

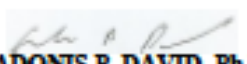
This thesis entitled **"COURTENANCE MODEL EVALUATION OF A NON- GRADED SCHOOL IN QUEZON CITY"** prepared and submitted by **MARIA URDUJA C. GALANG** in partial fulfillment of the requirements for the degree of **Doctor of Philosophy in Educational Management**, is hereby recommended for approval and acceptance.

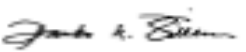

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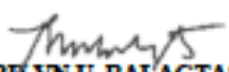

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ABSTRACT

Name : MARIA URDUJA C. GALANG

Title : Countenance Model Evaluation of a Non-Graded School in Quezon City

Key Concepts : Countenance Evaluation Model
Non-graded System of Education
School Management

Degree : Doctor of Philosophy in Educational Management

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This study evaluated the non-graded system as applied in a school in UST Angelicum College. The school understudy is a Catholic and Dominican school that has offered a non-graded system of education since 1972. A non-graded school's key element is removing grade designation's identity, allowing students to progress at their pace with no set time for when they move on. Authentic assessments replace letter or number grades. The evaluative research utilized the Stake's Countenance Model of Evaluation. This model describes and judges what is being evaluated under the three stages of implementation: antecedents, transactions, and outcomes. Data were collected and analyzed based on the descriptive and judgment matrices of the model. Participants of the study were the nineteen (19) lay administrators, fifty (50) learning facilitators, one hundred twelve (112) enrolled learners from YS 5 to YS 11, aged 10-16, two hundred twenty-four (224) parents of currently enrolled learners from YS 2 to YS 11, and ten (10) former facilitators of the school. An array of multiple instruments was used in each stage of program implementation for evaluation. Following the collection of qualitative and quantitative data, the data was analyzed using the countenance model. Intents and data observations and standards of judgment were then organized for each implementation stage of a matrix to determine the congruence of the data's intents and

observations to the school practice. The study's findings revealed a satisfactory congruence on the three stages of implementation: antecedents, transactions, and outcomes. Based on these findings, a re-imagination of the Angelicum System is proposed. This can serve as the institutional model to follow in carrying out the school's unique system and ensure that congruence between the school's intents and practices is preserved through the years. The strategic plan is likewise recommended to be utilized for the next five years to ensure a comprehensive development, management, and sustainability of the redefined key priorities of a non-graded school. Further studies on achievement effects of the non-graded system, teaching approaches in a non-graded classroom, and non-graded education reforms may be conducted to improve and expand the essential features of a non-graded system that other academic institutions may adapt.

“At times, our own light goes out and is rekindled by a spark from another person. Each of us has cause to think with deep gratitude of those who have lighted the flame within us.”
-Albert Schweitzer

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Billy, her loving and supportive husband, and **Annika Cassandra**, their only child, whose love, sacrifices, encouragement, understanding inspired the researcher in everything.

DEDICATION

This humble work is lovingly dedicated to:

UST Angelicum College family;

My Husband, Billy, and my daughter, Annika Cassandra

My Parents, Oyet and Tess

and

My God, and Savior, Jesus Christ

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“The true philosophy of nongradedness is the belief that individuals are unique and need different treatments to reach their maximum growth potential.”

- Anderson and Pavan, Nongradedness: Helping it to Happen

Chapter 1

THE PROBLEM AND LITERATURE REVIEW

Background of the Study

Schools throughout the Philippines have always faced the reality of change while attempting to attain academic excellence. The phenomenon of globalization, which transformed world trade, communications, and economic relations in the later part of the 20th century, had a similarly profound effect on education at the start of the 21st century. This era triggers changes that have rippling effects in the global scenario. These changes necessitate the schools to adjust to the emerging trends and challenges in education.

In most countries, including the Philippines, traditional educational systems have been challenged by a variety of concerns that have resulted in academic disruptions. "Among these are the effects of rapid technological advancements, an increase in the number of at-risk youth denied access to quality education, an increase in the drop-out rate, a shift in the lifestyles of learners and parents who opt for homeschooling and distance learning, and learning disruptions caused by Covid-19 and other natural disasters. To address these, one must abandon traditional views of education and the notion that academic institutions should prioritize teaching over learning. "Unless one modifies his perspective and commitment to how learning should occur, the current state of education is unlikely to change" (Miranda,2012). Lerner (2009) emphasized the importance of an educational institution being flexible enough to accommodate a child's

developmental stage. She implied that parents should seek a school compatible with their child's learning style.

Throughout the years, the educational system has attempted to adopt various curricular models, particularly in the private sector. Filipinos are accustomed to the Graded System of Education. However, one cannot help but notice that elementary and high school curricula are evolving in ways that deviate from the traditional approach. The flaws in the traditional approach were highlighted at the onset of the pandemic, where schools transitioned to emergency remote learning. At present, two years into the pandemic situation, the Philippines is one of just five countries in the world that has not started in-person lessons since the outbreak, denying more than 27 million Filipino students their right to education. Even though countries worldwide are taking steps to enable remote learning, at least 29% of primary pupils are not being reached. Aside from a lack of resources for remote learning, the youngest children may be unable to participate owing to a lack of technological assistance, a poor learning environment, pressure to do family duties, or being compelled to labor. Positive school experiences during this transition phase have been demonstrated to influence children's future social, emotional, and educational outcomes in studies. At the same time, children who fall behind in school during their early years are more likely to remain behind for the remainder of their schooling, and the gap worsens over time (UNICEF, 2021). The pandemic accelerated the need to look into educational systems to make educational institutions pandemic-proof or resilient.

One of the pioneers in introducing an alternative education model in the Philippines is the UST Angelicum College, Quezon City (formerly known as Angelicum College). The school is a Catholic, Dominican, and Filipino institution of learning. The ideas of the Catholic Church, the Dominican Order, and the Government of the Philippines on education and about the man himself

form part of the school's educational philosophy. UST Angelicum College operates with a unique system of education that is non-graded and self-paced. It is an alternative and an innovation that evolved from the basic idea of allowing each child's individual growth to happen at its natural pace as it is geared toward the attainment of our school's vision and mission. According to Gutierrez and Slavin (as cited in Ritland, 2013), a non-graded school's key element is removing grade designation's identity. It allows students to progress at their pace with no set time for when they move on. Authentic assessments such as portfolios, videos, and checklists replace letter or number grades. According to Aina (as cited in Eighmy, 2012), the rationale for non-grading is that the system gives a positive alternative to retention or social promotion and eliminates the stigma brought about by ability grouping and grade labels. It also promotes individual instruction and encourages continuous and steady progress of the child.

Reynolds (2015) emphasized that the traditional educational model, with its inflexibility, constraints, rigid "factory-style" and confining structure, does not provide an adequate education for most students. This rationale underpins the non-graded system of education, which seeks to disrupt the westernized traditional educational model. With these non-graded systems' fundamental tenets. How is UST Angelicum College accomplishing this? UST Angelicum College, founded by Rev. Fr. Rogelio Alarcon, O.P. sets an institutional core ideology which is **to do what is best for each learner**" (Miranda, 2012). The school's ideology is observed through the institution's system: non-graded, self-paced/ individualized learning, nurturing the uniqueness of each learner; and learner-centered. Individual diversity is respected and accepted, and all learners' unique learning methods, special needs, similarities, and differences are recognized through self-learning modules. The school is the result of its founder's desire to break free from

the established educational system, and the nature of each child would be sufficient to justify its existence.

The Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU), a service organization that accredits academic programs that fulfill globally accepted criteria of quality education, has granted UST Angelicum College Level III accreditation. However, throughout its 50 years, no formal evaluation has been done from an educational perspective on the consistency of its implementation of the non-graded system and its relevance to the present call of times. The most recent study on the school system of Barcelona in 2017 focused solely on evaluating the non-graded system based on learners' learning satisfaction, conduct, and outcomes. The purpose of reviewing an educational program is to determine whether the program is accomplishing its objectives. Evaluation is the process of determining the worth of a program by gathering data to assess its value or authenticity. Program evaluation is an evaluation that is distinct from others in terms of its scope. The scope difference could be due to the specificity of the objectives, length of time, or the number of variables to be controlled. Several authors suggested a comprehensive approach for program evaluation. They argued that a multidimensional evaluation methodology would provide valuable data for program improvement and uncover aspects that could influence the overall success or failure of the program under consideration (Leeuw, 2009).

It was compelling to evaluate the UST Angelicum College's non-graded system, narrowing in on the research's focal point. This evaluation aimed to look at how the system was implemented at the school. "Evaluation should be conducted to inform stakeholders about the program's overall strengths and weaknesses" (Pepper, 1997). This study employed Stake's (1967) Countenance Model of Evaluation, based on the program's objective and purpose. Stake (as cited in Fagin, 2001)

proposed that evaluation should have two objectives or "countenances" – description and judgment, noting that "for the educational program to be fully understood, it must be fully described and judged." Stake believed that the strengths and weaknesses of the program were determined by comparing it to a set of explicit standards or performance benchmarks.

This research was essential for a considerable number of reasons. Research in non-graded education has been limited in the last decade (Pardini, 2005). Most research available dates back to the 1990s. In the 2000s, interest in the study of non-graded education had lessened.

This study attempted to provide useful information for decision-making, program improvement, and assessment of the program. A new and current look at non-graded education and how the system was managed in an established non-graded school in Quezon City may answer questions about the philosophy, align the system's relevance to state policies, and address current issues of learning interruption not only in the school of study but also in other schools who want to adopt the system.

Literature Review

The Non-graded System of Education

“The non-graded system teaches children of different ages and ability levels together, without dividing them into steps labeled by grade designations” (Gaustad, 1992, p. 2). This approach is also known as multiage, mixed-age grouping, multigrade, and open education.

The non-graded school is predicated on the premise that when artificial and irrational barriers are removed, children learn best, and teachers teach best. When a child is not pressured by grades and has more room for individual growth, they achieve more remarkable intellectual accomplishments. Flexible grouping in non-graded schools enables teachers to adapt to individual differences more effectively because they operate within an administrative framework that allows for curriculum adaptation.

The history of the non-graded system is traced to several periods. It is worthwhile to look at its history from biological and evolutionary history. Evolutionary anthropology demonstrated that people learn from studies of humankind's natural state as it progresses through various societies. Davit Pratt gathered evidence from anthropology, ethnology, and evolutionary biology in a meta-analysis of 30 empirical studies on non-graded and multi-age groupings between 1948 and 1981, concluding in 1986 that modern educational practices of age segregation were a product of the past 200 years that were neither natural nor necessary. Pratt discussed the two primitive cultures of the Australians and the Kalahari Desert's Kung San people. He observed that hunter-gatherer societies were divided into 30-40 people with at least a three-year age gap so that mothers only had one infant to care for at a time. At 18 months, the infants would join a larger playgroup to mimic the older children, who were in charge of the infants' well-being and practical education.

A 5-year-old boy, an 11-year-old girl, a 14-year-old boy, and a 2-year-old toddler were typical playgroup members (Pratt, 1986). Even in medieval Europe and Colonial America, it was normal for a child to grow up surrounded by other children and adults of various ages (Kemmis, 2011).

According to some literature, the system originated in the 1700s in the one-room schoolhouse [,] where one teacher would teach a class of students of varying ages and learning abilities [,.]. Varied instruction was used to address the learners' diverse needs. Even if a one-room schoolhouse was built primarily for economic reasons, it was regarded as a viable educational option. According to Robert H. Anderson, a seasoned professor of education at the University of South Florida, a one-room schoolhouse is an "accidental prototype of nongradedness" that serves children well. "Older children assisted younger children, gaining insight into how the human mind develops and grows" (Pardini, 2005, p. 4). During the Industrial Revolution (1760–1820), the methods by which learners acquired mastery and learning changed.

The movement toward graded education began in 1843, when Horace Mann, the Massachusetts Board of Education's Secretary of Education, established student age groups. Mann visited schools in Prussia that utilized a grading system. When he returned, he reported that introducing a new method of dividing and classifying scholars would be easier and less time-consuming. By 1890, education had been divided into elementary, secondary, and post-secondary levels, necessitating the establishment of educational criteria to govern these distinct levels. Additionally, he observed that the graded system promoted nationalism and simplified education, effectively coping with the influx of immigrants entering the United States (Hallion, 1994). With the integration of immigrants into the school system, a greater emphasis was placed on the chronological age grouping of children (Aina, 2001). In the 1920s, 1960s, and 1970s, ability grouping became popular. With a rapidly growing population, this streamlined method of

instruction was more convenient because teachers did not need to know much. After all, textbooks and curricula were followed year after year.

However, while convenience increased, effectiveness decreased. Anderson noted that the graded system has never worked due to its artificial nature. Any group of six or seven-year-olds already exhibits a wide range of ability levels (Pardini, 2005). Due to their wide range of ability levels, their skill development is also identical due to their similar ages. However, even if many known educators opposed the strictly graded model, they could not conquer the age-graded movement's power. The father of progressive education, John Dewey, believed that graded school had become too "machine-like" (Hallion, 1994). Despite the protests of progressive educators, school administrators promoted, and the public accepted the "school as factory" model during the efficiency-focused industrialization era. After centuries of normalization, it became difficult to change systems already ingrained in the culture and language of education. As evidence, schools still use the same terminology as factories: "superintendents" for school districts, the same title used for those in charge of factory workers. Grade levels are analogous to an assembly line where quality control measures are checked and standardized for uniformity, resulting in promotion or retention. Though changing such a traditional system is difficult, academic scholars have begun to unpack the concept of schooling as a means of decoding the fundamental problems it causes in recent years.

Academics quickly pointed out that the "school as factory" model assumes that students are "materials" or homogeneous. In reality, each child brings with them their own set of experiences, prior knowledge, values, and disposition. Kasten states unequivocally in his 1998 article, "we educate children; we do not assemble combustion engines" (p.2). Educating a child is far more difficult than assembling identically produced machinery on an assembly line. As a result,

it should not be assumed that educating children is as simple or straightforward as producing identical products.

In 1959, John Goodlad and Robert Anderson published *The Nongraded School*, the first book to challenge and expose the flaws of the graded movement. The two academic scholars sparked the concurrent debate by compiling documents on the differences between the same students in terms of intellect, emotion, and physical growth. Their main objection to the graded system was that "grouping children homogeneously based on a single criterion does not produce a group that is homogeneous to the same Degree judged by other criteria." Teachers who proceed as if their class of gifted or developmentally disabled students is homogeneous are deluding themselves and cheating their students." (Goodlad & Anderson, 1963, p.17). Their book spread quickly and influenced many school administrators worldwide; ten years after its publication, thousands of school districts implemented the non-graded philosophy.

Pavan, in 1992 described the principles of nongradedness into six clusters: **goals of schooling**, where the ultimate goal of the school is to develop self-directed, autonomous individuals. The child is directly involved in assessing and interpreting academic (and other) progress and planning future activities and growth. People's differences are valued. As a result, rather than emphasizing conformity, the school strives to increase the variability of individual differences; organization, where individuals work in a variety of settings where they can make the most progress. Procedures for advancement, retention, and promotion are adaptable; curriculum are described as rather than presenting isolated bits of information, broad thematic units integrating several subject matter disciplines are used; instruction, where teachers are considered facilitators of learning as they contribute to children's development by assisting them in setting goals and identifying problem areas. They provide alternative plans of action, resource materials, and

encouragement or support as needed; learning materials are varied depending on the learners' wide range of abilities; and to fulfill its diagnostic purpose, assessment is continuous, cooperative, and comprehensive.

Features of the Non-graded System of Education

“No two non-graded schools can be the same – in principle, in theory, and practice” (Alarcon, 1975, p.5). However, the term non-graded refers to a set of characteristics that stem from the basic idea of allowing each child's individual growth to occur at its own pace by removing the barriers that impede it.

Carol Ann Tomlinson's differentiation, which is a way of thinking about teaching and learning rather than a uniform instructional strategy, supports the philosophy of a non-graded system (Tomlinson, 2008). Constructivism underpins differentiated instruction. Constructivism is an educational theory that links new information to prior experiences, resulting in greater understanding for the learner (Henson, 2003). The goal of learning is for learners to construct their own meaning rather than simply memorize the "correct" answers and reject someone else's meaning. The foundations of constructivism can be found in Jean Piaget's influential works, which are based on the psychological development of an individual learner. He emphasized the step-by-step process of discovering and rediscovering, constructing, and reconstructing an individual child's knowledge.

Non-graded and No Marking System

Graded education presupposes that children of the same chronological age are intellectually comparable (Aina, 2001). Children are mass-progressed through the system and are evaluated against predetermined age-appropriate expectations. Students are assigned numerical or letter grades to indicate their achievement and motivate them to continue learning.

According to developmental psychology research, the proficiency of same-age children in performing specific skills frequently varied significantly (Schlatter et al., 2020). A grade is a specified amount of learning or educational distance that must be completed within a specified amount of time. In an ungraded setting, grade labels are not used to establish or identify boundaries. It is assumed that a typical child of a given age is capable of and should be capable of academic functioning. The evaluation system, which assigns numbers, symbols, or words to learners' efforts to represent a point on a scale of acceptability or standard, is not used. In their book, *The Nongraded Elementary School*, John Goodlad, and Robert Anderson laid the modern groundwork for nongraded education. It argued for the superiority of ungraded primary education to graded education. Barbara Nelson Pavan and Joan Gaustad are two contemporary advocates for ungraded education. Through a large number of impressive studies, both have made significant contributions to the approach and development of non-graded education.

Pavan (1991) defines non-graded education as a system that does not use grade-level designations. It is a style of education in which students are frequently regrouped according to their pace, level of need, and interests. Brooks and Brooks (1993) stated that constructivism advocates for abolishing grades and standardized tests when viewed through a constructivist lens. Rather than using ratings or grade systems, learners' progress is measured based on skills or tasks completed and acquired. Rather than that, assessment is a necessary component of the learning process, and learners are critical in monitoring and evaluating their own progress. Because students create their own meanings and solve their own problems, non-graded education produces unique outcomes. Standardized/criterion-referenced tests or grades are insufficient to assess these educational outcomes (Herman, 1995).

1. Continuous Progress and Self-Paced Mode of Learning

In 1992, Gaustad expanded on a central tenet of the traditional objectivist/behavioral approach to education. "Graded education presupposes that students of the same age have roughly the same level of cognitive development, can be taught similarly and will progress similarly." The goal is assumed to be intellectual development, and the most effective organization is through the division of the curriculum into discrete skills and subjects.

The non-graded system's proponents recognized individual differences and emphasized continuous progress at the learners' pace. Students' intellectual development progresses at a similar rate to their physical development. Students frequently progress at varying rates in various areas of achievement, and they may alternate between bursts of progress and plateaus rather than maintaining a steady pace (Gaustad, 1992; Pavan, 1991). Students in the ungraded approach can progress from one skill level or concept to the next at their own pace. Individualized learning opportunities, instruction, and movement within the curriculum meet each learner's needs, interests, and abilities. Educators create a flexible schedule for the academic progress of the child. Individual grades are not passed or failed; rather, children progress at their own pace through the grades. Individualized and holistic instruction takes place, and evaluation is thorough, diagnostic, and ongoing (Gaustad, 1992). Students are free to move at their own pace, which promotes continuous learning at its best. According to the continuous progress theory, learners progress horizontally along a spectrum of their abilities and rate of development (Johnsen et al., 2020). This system eliminates the need for a promotion and retention policy.

2. Individualized Learning

Individualized learning is a process that enables each learner to engage in the learning process at his or her own pace and style. A learner can progress through the content or curriculum at his or her own pace that is compatible with his or her abilities, interests, and needs. Constructivism emphasizes learning rather than teaching; it encourages learners' natural curiosity; and it considers learners' affective beliefs, attitudes, and motivation (Hein, 1991). Non-graded classrooms are based on constructivist learning theory, emphasizing each learner's development of a deeper understanding of concepts and the development of interests and habits of mind that support future learning (Richardson, 2003).

Individualized instruction fosters the development of a unique, personalized, and unstandardized educational setting. In a non-graded classroom, the teacher employs instructional strategies such as individual instruction, formal assessment, and active learning (Nave, 2005). Because the learner is only competing with himself, he can learn eagerly and to the best of his ability without experiencing undue stress and strain.

3. Teacher as Facilitator of Learning

Relationships between teachers and students were powerful and influential components of classroom management (Hattie, 2009). Marzano (2000) investigated teachers' effective classroom management techniques. He classified teacher-student relationships into two types: high dominance relationships between teachers and students and high cooperation relationships between teachers and students. The high dominance relationship occurred when there was clarity in the purpose and strong teacher guidance for students and activities (Marzano, 2000). His research also found that high cooperation relationships occurred when the teacher and student

wanted to work as a team. These connections have the potential to improve the overall learning environment (Marzano, 2000).

In a non-graded class, it is obvious that the teacher's main goal is on the students' learning, not on teaching. The student is viewed as an active participant in constructing knowledge and understanding. The teacher is regarded as a "facilitator" rather than a "dictator" of learning (Long, 2000). The shift from "teacher" to "facilitator" entails a change in both task and nomenclature—the facilitator assists learners in their development and diagnoses problem areas. Individual differences within and between learners significantly impact their educational activities. As a result, a facilitator's familiarity with each learner is critical. He must be familiar with them intellectually, with their interests, level of responsibility, and rate of learning. Constructivist practice highlights the importance of each learner receiving an individualized education. Each learner is distinct, with their own developmental pattern, personality, learning style, and familial history. Individual differences should be considered in the curriculum as well as in interaction among students (Bredenkamp, 1987; Brooks and Brooks, 1993).

The facilitator's role was to comprehend the learners' perspectives and empathize with them (Cornelius-White, 2007). According to Glasserfeld's constructivist view of education, teachers act as "midwives in the birth of understanding" rather than as "mechanics of knowledge transfer." In a non-graded classroom, teachers serve as expert learners who guide students in developing intellectual strategies such as self-assessment, articulating understanding, probing questions, and reflection (Brooks & Brooks, 1993, p.3). All of these factors contribute to transformative learning in the classroom: a paradigm shift in practice and perception of learning and rigorous teacher preparation to become effective facilitators of learning. Transformative learning can occur only in

the presence of an experienced constructivist teacher who facilitates classroom learning events (Gaustad, 1992; Pavan, 1991).

4. Open Classroom and Collaborative/Cooperative Learning

The non-graded classroom focuses on the learner's current location and its impact on the learning process. The system believes that learners can learn from any location. Collaborative/cooperative learning is also very visible. The different age groups in one class demonstrate collaboration; learners learn by coordinating and networking to promote ideas and dialogue. Open classrooms and collaborative learning are highly valued in constructivist learning. As a learning community rather than a physical space, the classroom aims to encourage learners to learn together, appreciate, and capitalize on the distributed expertise of different age groups (Bielaczyc & Collins, 1999). In a non-graded classroom, the teacher can learn from the students while the students can learn from the teacher and other students. This learning environment incorporates some of the current cooperative learning strategies and promotes mutual respect and healthy relationships in the classroom (Herman, 1995). The reality of collaborative learning in a non-graded class invites the school to open its doors to learners who want to be more involved in authentic learning, providing meaningful ideas and understandings that reflect the real world.

Aina (2001) discovered that in a non-graded classroom, students progress at their own pace, individuality is valued, labels are not used to identify students at various levels of academic achievement, and competitiveness is not emphasized. Learners form stronger bonds with their peers and teachers; as a result, fostering a collaborative environment. The classroom is transformed into a learning community that encourages students to learn collaboratively, recognize and capitalize on distributed expertise, and articulate the types of cognitive processes required for learning (Bielaczyc & Collins, 1999). "The non-graded class values a community of scholars rather

than a single scholar” (Miranda, 2011), in which students learn from one another rather than relying solely on the teacher for information. An open classroom provides students with a wide range of experiences, exposing them to various points of view, philosophies, and methodologies (Brooks & Brooks, 1993).

Gordon (2009) cited Paulo Freire (1970) as saying, "Knowledge is attained when people come together to exchange ideas, articulate their problems from their perspectives, and construct meanings that make sense to them." In an ideal situation, teachers can learn from students while students can learn from the teacher and other students. This learning environment exemplifies certain aspects of cooperative learning strategies while also encouraging mutual respect and healthy relationships in the classroom (Herman, 1995). The classroom as a place of learning becomes a hallmark of what Fosnot (1996) defined as: "a classroom becomes a micro-society in which learners jointly engage in activity, discourse, and reflection. Teachers facilitate rather than dictate autocratically. Autonomy, mutual reciprocity of social relations, and empowerment characterize a constructively-conducted classroom."

Birth of the Non-graded System in the Philippines

The Angelicum Experience is a book written by Rev. Fr. O.P. Rogelio B. Alarcon. In 1975, he described the establishment of Angelicum College, the Philippines' first non-graded school. Angelicum College began as a simple dream of an educator to break free from the traditional educational system. While Fr. Alarcon was still a student at the Colegio de San Juan de Letran, he had already envisioned a school that would cater to each student's individual needs while rejecting the traditional concept of grading.

Years later, his vision of the Philippines' first non-graded school came to fruition. He began to expound on the system devoid of grades and failures. While studying at the University of Santo Tomas' Graduate School, he conducted comparative studies on various education systems, both domestic and international.

A few months after being named First Provincial of the Dominican Province of the Philippines Incorporated (DPPI) in 1972, Father Alarcon persuaded some educators and the Province to establish a non-graded school. It was named "Angelicum" after one of the Dominicans' Rome study houses. Its philosophy would be "doing what is best for each learner," and the nature of each child would justify its existence.

The Ministry of Education and Culture granted permission to operate this one-of-a-kind school in May 1972. It opened after a month of nonstop activities that included looking for a building, recruiting teachers, enrolling students, obtaining classroom materials, and arranging school services. Angelicum School opened its doors on July 5, 1972, with six classrooms and a small library housed at the Dominican seminary; 315 young boys under the care of nine creative, responsible, and experienced teachers willing to accept a paradigm shift. It exemplified the Dominican ideals of truth, charity, justice, and fortitude. Angelicum School was the Philippines' first non-graded school.

Angelicum's enrollment more than doubled in its second year. The first floor of the St. Dominic Building was completed in time to house the rapidly expanding population. Girls were admitted in 1974 to meet the "need to normalize the environment," with 220 students enrolled from Nursery to YS 5. Similarly, the St. Martin Building was then ready for the students.

St. Antoninus School first opened its doors in 1977. It provided services to children who required extra care. It was renamed the Special Education Department ten years later (SPED). Its operations were halted in 1996.

Angelicum expanded beyond the confines of Quezon City. Angelicum Tehran and Angelicum Jaro, Iloilo, were established as branches. However, due to the religious war in Iran, Angelicum Tehran was closed in 1979.

The Collegiate Department was established in 1995, and the school was renamed Angelicum College in May 1996. The Home Study Program (HSP) was recognized in August of the same year. The program was initially available to students in grades 5 through 11. The Department of Education granted the school recognition to operate a Senior High School (SHS) Program with two tracks – Academic and Technical-Vocational and Livelihood – in the Academic Year 2015 – 2016.

June 29, 2017, was the most significant date in Angelicum College's history, making it even more meaningful. The Memorandum of Agreement for the Integration of the Royal Pontifical University of Santo Tomas (UST) and Angelicum College was signed. The integration was founded on a provision of the Dominican Province of the Philippines' 10th Provincial Chapter, which stated in part, "...to integrate all Dominican institutions within two venerable and historical educational traditions." The school was renamed UST Angelicum College as a result of this. The integration deepened UST and Angelicum College's collaboration, particularly in the areas of School Leadership and Management; Religious Education and Christian Living Education Courses; Community and Extension Services; Financial Management; Marketing and Promotion; and Research and Publication. This integration, however, preserved the school's unique nongraded system.

Educational Evaluation

Evaluation has a fascinating history that spans 150 years, beginning with the explosion of evaluation during President Johnson's Great Society era and continuing with the emergence of evaluation as a profession since the 1960s. The need did not mark early accounts of formal education for evaluation in the way we know it today. Stufflebeam (2000) identified seven stages in the evolution of program evaluation: the Age of Reform (before 1900), the Age of Efficiency and Testing (1900 – 1930), the Tylerian Age (1930 – 1945), the Age of Innocence (1946 – 1957), the Age of Development (1958 – 1972), the Age of Professionalization (1958 – 1972), and the Age of Expansion and Integration (1983 – 2000).

Age of Reform (1792 – 1900). The history of program evaluation began in 1792 when William Farish invented the quantitative marking system for grading examinations (Hoskins, 1968 cited in Stufflebeam, 2000). For qualitative assessments of student performance, he substituted a mark for a "correct" answer. This allowed for both the ranking of examinees and the aggregation of their scores. Qualitative assessment was the precursor to psychometrics as we know it today (Madaus & Kellaghan, 1992).

Farish revolutionized testing, establishing a system that has changed the development of evaluation to the present day. The Industrial Revolution occurred during the nineteenth century. During this time, instruction was controlled by mass schooling, which had relatively fixed beliefs about the purposes of education and how people learn. Initially, educational evolution was associated with student grading and testing. The Boston School Committee developed the Boston surveys, which were printed tests for large-scale testing of students, around 1845, as the first formal attempt to evaluate school performance. Late in the century, Joseph Rice demonstrated this by

introducing a spelling test to approximately 30,000 students in American schools. His goal was to evaluate the common spelling drills used in schools. The idea that testing was the most important way to evaluate education has a long literary history. It can still be seen in the classroom through basic skills testing or performance on statewide exams. (Foley, 2001)

Between 1887 and 1898, Joseph Rice conducted what is widely regarded as America's first formal educational program evaluation. Rice's findings prompted educators to reconsider and, eventually, revise their approach to teaching spelling. He advocated for educators to be experimentalists and quantitative thinkers (Rice, 1914). The accreditation or professional judgment approach dates back to the late 1800s when the North Central Association of Colleges and Secondary Schools was founded. However, the accreditation movement gained momentum in the 1930s, when six additional regional accrediting associations were established throughout the United States.

Age of Efficiency and Testing (1900 - 1930). The scientific management movement was founded in the early 20th century, as proposed by Frederick Taylor. The movement's pinnacle was the systematization, standardization, and efficiency of programs. Numerous large school systems have conducted studies on the efficiency of schools and teachers based on various criteria, including expenditures, dropout rates, and promotion rates. Multiple countries adopted psychological testing in the first half of the 20th century. These tests were commonly used to determine educational interventions' efficacy. This perspective is also connected to the belief that testing is "objective" and that outcome measures provide insight into the effectiveness of a teacher or school. Following World War I, the prevalence of standardized tests enabled school districts to assess the efficacy of their programs. Commercially available achievement tests created by large

school districts' research bureaus were used to evaluate the curriculum and quality of the system (May 1971).

Tylerian Age (1930 - 1945). Ralph Tyler made significant contributions to education in general and especially to educational evaluation and testing. He is known as the "Father of Educational Evolution." He saw evaluation as an examination of a program's quality, which paved the way for a critical shift in the concept of evaluation. Tyler began by imagining a broad and innovative approach to curriculum and evaluation. He saw curriculum as a collection of broadly planned school experiences designed and implemented to assist students in achieving specific behavioral outcomes. Tyler used the term "educational evaluation" to describe how well objectives were met as part of an instructional program. Tyler became involved in the Carnegie Corporation-funded Eight-Year Study (1932–1940), the first comprehensive study of the differential effects of various schools following World War II, which introduced educators throughout America to a new and broader perspective on educational evaluation. He defined evaluation as "the process of ascertaining the degree to which educational objectives are attained" (Tyler, 1950, p.4). He was a pioneer in utilizing program evaluation rather than simply testing students' learning. The success of a program would now be determined by the degree to which its objectives were met. Tyler defined these objectives in observable terms and was able to develop metrics and collect data to support his recommendations. Tylerian evaluations do not have to be costly or disruptive because they involve internal and external comparisons of outcomes to objectives. The evaluation placed a premium on learning outcomes rather than organizational inputs, eschewing the subjectivity associated with professional judgment or accreditation. By the middle of 1940, Tyler had laid the

groundwork for his enormous influence on educational evaluation, particularly testing and evaluation.

Age of Innocence (1946 - 1957). The Age of Innocence was marked by poverty and despair in the inner cities and rural areas because of the war. However, educational offerings, personnel, and facilities increased. There was also the emergence of new educational institutions, such as experimental colleges and community schools. Small school districts consolidated to offer a broader range of educational services. The late 1940s and 1950s were a time for forgetting the war and moving on from the depression, and educational institutions were built and expanded during this period. Due to the lack of progress in educational evaluation during this period, it was dubbed the Age of Innocence. There was little pressure on educators to improve their efficiency and effectiveness in their efforts to develop students. Data collected on evaluation during this time revealed a dearth of evidence used to assess and improve the quality of school programs. However, significant advancements in standardized testing occurred during this period. Numerous new standardized tests were published during this period. Numerous schools adopted these standards, which were strengthened in 1947 with the establishment of the Educational Testing Service.

Age of Development (1958 - 1972). When large-scale curriculum development projects began in the late 1950s and early 1960s, the Age of Innocence came to an end. These projects marked the end of an era and the start of profound changes that would see evaluation evolve from an industry to a profession focused on meeting society's needs. In 1958, the National Defense Act was passed, paving the way for new curriculum programs in mathematics, science, and foreign language. It also increased the availability of counseling and guidance services in school districts.

Funding was made available to evaluate these developments in curriculum efforts as a result of these new curricula. In a 1963 paper, Lee Joseph Cronbach argued that evaluation should be focused on the extent to which a program fosters desired outcomes rather than on program comparison. When it came to instruction outcomes, Cronbach's alpha was always multivariate. His objectives were to expand the body of evidence used to describe an educational program and to identify aspects of the program that needed further revision. Cronbach made additional points that remain relevant for today's evaluators: evaluation and decision-making are inextricably linked; evaluation functions perform multiple functions, such as course or program improvement and policy overhaul; evaluation follow-up is necessary to determine the long-term effects of educational programs; and evaluation should not be solely focused on learner performance and experimental studies. Michael Scriven (1967) emphasized the importance of rational or scientific judgment in his paper *Methodology of Evaluation*. He advocated for objective-free evaluation. Scriven argued that the objective model fails to consider the procedures for judging the worth of the goal itself: "It is obvious that if the goals are not worth achieving, then how well they are achieved is uninteresting." Scriven was the first to discuss the distinction between the two primary evaluation functions: formative and summative. A formative evaluation occurs during a program to effect changes or reforms as needed; a summative evaluation occurs after a program to summarize evidence. Robert Stake (1967) discussed the critical question of what kind of evidence an evaluator should collect in a seminal paper. He concentrated on the functional goal of evaluation – attempting to judge the worth or merit of something. He pointed out that both description and judgment are necessary – and, in fact, are the fundamental acts of evaluation. This method entailed describing a program, reporting the description to appropriate audiences, obtaining, and analyzing their judgments, and reporting the analyzed judgments back to the audiences. A "decision-

management" approach to evaluation emerged around the same time. According to Daniel Stufflebeam (1971), evaluating a program was linked to making decisions about the program's four dimensions: context, input, process, and product. As a result, his model became known as the CIPP model. This approach encouraged educators to develop a systematic set of criteria for evaluating educational programs, such as context for planning, input for programming, process for implementation, and product for prediction or recycling decisions. The value of this model established the need for holistic evaluation.

Age of Professionalization (1973 - 1983). In 1973, the field of evaluation emerged as a profession associated with research and testing. Educational Evaluation and Policy Analysis, Studies in Educational Evaluation, CEDR Quarterly, Evaluation Review, New Directions for Program Evaluation, Evaluation, Program Planning, and Evaluation News were among the journals established (Stufflebeam, 2000). These journals evolved into excellent sources of information for program evaluation. Many universities also began to offer at least one evaluation course. During this time, evaluators realized that more than just evaluation techniques were required to achieve previously seen as supplemental results to research and serve the information needs of evaluation clients. Several evaluation developments occurred during this time, including goal-free evaluation (Scriven, 1974b; Evers, 1980); the CIPP model (Stufflebeam, 1971); meta-analysis (Glass, 1976; Krol, 1978); responsive evaluation (Stake, 19750), and naturalistic evaluation (Guba & Lincoln, 1981). Donald Kirkpatrick's (1996) hierarchy of evaluation was a comprehensive approach that was particularly suited to adult education. It focused on four levels of program outcome: reaction, which refers to program participants' estimates of satisfaction; learning, which refers to the extent to which learning has been achieved; behavior, which refers to the extent to which learning has generalized; and results, which refer to the broader impact of a

program community on the organization. His model was multidimensional, integrated, and well-suited to training contexts in which specific outputs were of immediate interest.

The Age of Expansion and Integration (1983 - 2001). During this time, the field of evaluation grew and became more integrated. This evolution can be seen in professional evaluation societies and the collaboration of evaluators from various disciplines. The Evaluation Research Society, made up of social science evaluators, merged with the Evaluation Network, made up of educational evaluators, to form the new American Evaluation Association (AEA). As a result, evaluation ideas and methods from various disciplines were integrated. This is what Scriven referred to as a transdisciplinary integration (Stufflebeam, 2001). There was evidence of increased activity in the development and application of professional evaluation standards, particularly in classroom settings. The abundance of evaluation models reflects the various contexts in which educators and evaluators work, as well as their differing perspectives on education. Evaluators carrying out evaluation activities could be guided by the contemporary and historical aspects of evaluation, as well as its philosophical underpinnings.

Models of Evaluation

Researchers have created various models to guide the evaluation process given the various conceptualizations about the evaluation process.

Outcome Evaluation

The primary objective of outcome evaluation is to assess the curriculum's obtained outcomes, or "achieved" curriculum. There are two types of evaluations: objective-based and objective-free evaluations. Goal-based evaluations compare a student's performance to predefined objectives or criteria. There are two approaches to this. The first method is non-comparative

evaluation, which uses predetermined criteria to evaluate student performance in isolation from other study plans. As a result, any conclusion about the curriculum's value is swayed by the evaluator's subjective assessment. A second strategy is to examine the effect on students by comparing the differences between experimental and control groups using appropriate criteria. This is referred to as comparative evaluation. Comparative strategies, it is argued, are superior to non-comparative strategies because the former seek out differences to determine relative value, whereas the latter requires the development of an absolute scale (Scriven, 1967).

Evaluation that is objective-free is not based on specific curriculum objectives. It tries to encompass the full range of reasonable curriculum outcomes without referring specifically to its objectives (Scriven, 1967). Scriven argues that objective-free evaluation mitigates the tunnel-vision effects associated with goal-based evaluations. Such effects may occur because of the evaluator's preoccupation with evaluating the achievement of stated goals, putting the evaluator at risk of overlooking unintended solid effects that are educationally more desirable than anticipated (West, 1975). In a goal-free evaluation, evaluators bring their own objectives, which are judged based on their professional experience. This eliminates program-related biases and enables evaluators to consciously avoid curriculum planners' over- or under-estimated goals. The assessment outcome may provide a comprehensive picture of both the intended and unintended consequences of the curriculum. One disadvantage of objective-free evaluation is that the evaluator determines the criteria. In other words, they are a matter of opinion. This can be resolved by coordinating the students' needs in such a way that success can be quantified in terms of achievement (Stecher, 1991).

Intrinsic Evaluation

Intrinsic evaluation underscores the intrinsic nature of the curriculum rather than its effects. It is concerned with "evaluating the content, the objectives, the evaluation procedures, and the teachers' attitudes, among other things" (Scriven, 1967). Additionally, the intrinsic evaluation verifies the curriculum's internal congruence and consistency, which are not quantifiable empirically. This is critical because implementation inconsistencies can result in problems and gaps between intended and observed curriculum content, as well as between intended and achieved curriculum.

Eraut (1991) proposed three possible intrinsic evaluation functions when developing and evaluating instructional materials. To begin, an unbiased evaluation by an evaluator could reveal the developer's assumptions, forecast field testing issues, and recommend changes. Second, intrinsic analysis can assist in the formulation of hypotheses that can guide future research. When combined with knowledge about prevalent educational practices, empirical examination of outcomes can predict likely used patterns. This method is capable of predicting inconsistencies between desired and observed behaviors. Thirdly, by exposing the assumptions, intrinsic evaluation may aid in the summative evaluation's final stage.

Context, Input, Process, and Product (CIPP) Evaluation

The CIPP model takes a systematic approach to education. It was established as an institution to provide ongoing evaluation services to policymakers (Stufflebeam and Webster, 1983). Evaluation is divided into four distinct processes in the CIPP model: context, input, process, and product.

The CIPP model approaches evaluation holistically, incorporating a variety of perspectives. Context evaluation entails analyzing target needs and corresponding program objectives. Input evaluation is comparable to intrinsic evaluation but encompasses a broader range of variables. It aims to identify and weigh alternative program design approaches, as well as to identify system constraints and potentially available resources. Evaluation of processes examines their implementation in order to provide feedback to planners. This guides modifications and changes as circumstances dictate, and it is used to assess participants' ability to perform their roles on a consistent basis. Process evaluation records are a critical source of information for interpreting the results of product evaluations. Finally, product evaluation bridges the gap between objective-free and objective-based evaluation by examining both intended and unintended outcomes.

Educational evaluation using the CIPP model is a management-oriented approach. It places a premium on a methodical approach to decision-making that is founded on contextual analysis

and product evaluation. This paradigm implicitly assumes that adequate input is necessary for successful learning. It enables evaluators to pay close attention to each stage of the curriculum development process, identifying and correcting errors as quickly as possible. As a result, the CIPP paradigm is well-suited to formative assessment.

Illuminative Evaluation

Illuminative evaluation is based on an interpretative or naturalistic paradigm, in contrast to a mechanistic worldview and, consequently, the positivistic approach to educational evaluation. Parlett and Hamilton pioneered the use of this paradigm (1977). It attempts to shed light on a program's most salient features as well as its flaws.

Three steps comprise the model. The initial step is to observe. The evaluator conducts an in-depth examination of the curriculum and the context in which it is delivered. Curriculum materials, teaching and learning styles, and assessments are all investigated as potential influences on the curriculum.

The second stage is to conduct additional research. The evaluator will concentrate on the most critical topics and will speak with specific stakeholders to ascertain the effectiveness of the curriculum. While observing the program in action, the evaluator gradually forces on emergent issues. Among the methods used to collect data are reading school documents and students' work, as well as conducting interviews and administering questionnaires to teachers.

The explanation stage is the third stage. Rather than passing judgment on the curriculum, the evaluator seeks to understand what is occurring and why. Finally, the evaluator will present his findings to his clients so that they can make informed choices.

The evaluator uses this methodology to assess a program in its natural environment, free of preconceived notions or hypotheses. This is predicated on the notion that curriculum or education is a complex and dynamic web of interactions. As a result, because the evaluation system cannot be divided into objectively measurable components, the evaluation must be holistic in nature. The review is pertinent in that it reveals unexpected and subtle facets of the curriculum through close examination.

This method of evaluation was associated with the following issues: the researcher's subjectivity, the potential impact of the researcher's presence on the conduct of the program, the use of only small-scale studies, and thus limitations in generalizing the findings to other scenarios. According to Parlett and Hamilton (1977), subjectivity can be reduced by cross-checking data with external researchers and making criteria and evidence explicit so that others can assess the validity of the evaluation conclusions. Second, evaluators should strive to be "unobtrusive without being secretive," "supportive without being collusive," and "non-doctrinaire without being unsympathetic" in order to minimize program disruptions. Thirdly, by starting with a small sample of schools, this strategy can be scaled up. Other data collection techniques, such as questionnaires, could be used to collect data from a larger sample.

Responsive Evaluation

As with the Illuminative evaluation model, the responsive evaluation model does not believe that outcome evaluation is the only way to demonstrate a program's worth. Stake (1983) demonstrated this; following his presentation of the Countenance Model, he demonstrated a more realistic evaluation technique. He claims,

“...I believe it is not always best to think of the instrumental value of education as a basis for evaluating it. The “payoff” may be diffuse, long-delayed, or it may be beyond the scrutiny of evaluators.” (Stake, 1983, p.349)

For Stake, an education evaluation is “responsive” if *“it orients more directly to program activities than to program intents, if it responds to audience requirements for information, and if the different value perspectives of the people at hand are referred to in reporting the success and failure of the program (Stake, 1983, p.348).*

The evaluator is expected to be proactive in constructing events, conceiving problems, and generating ideas from the target in order to bolster his or her findings. The responsive model approaches data gathering from the perspective of a naturalist, using ethnographic methodologies.

The responsive evaluation model evaluates curricula at all levels. It makes use of both objective-free and objective-based evaluation techniques. The evaluator assumes the role of an unbiased observer who is not swayed by the curriculum planners' or sponsors' goals or perspectives. This model shares some of the same shortcomings as the earlier models, which can be addressed through similar strategies.

Stake’s Countenance Evaluation Model

This study employed Robert Stake's countenance evaluation model. Gredler (1996) provided an example of a utilitarian evaluation model in Stake's Countenance. Fitzpatrick, Sanders, and Worthen classify the model as a participant-oriented evaluation approach (2004). Ornstein and Hunkins classified it as a scientific-modernist evaluation model in 2017. Regardless

of how it is classified, the evaluation's objective remains unchanged, and it simply "compares what is planned and what occurred" (Ornstein & Hunkins, 2004).

Robert E. Stake invented the term "responsive evaluation" to describe a technique for determining the effectiveness of educational programs (Curran, et al., 2003). He pioneered a responsive approach to deficit issues in conventional evaluation methods in the 1970s. Stake believed that the traditional method failed to focus on the evaluation's needs and that a responsive approach acted as a transaction evaluation model by emphasizing the process over the outcome. Responsive models are naturalistic in nature, emphasizing the importance of comprehending the program in its natural environment. The most critical aspect of responsive evaluation is the response of those involved in the program. Thus, when using this approach, the evaluator must keep in mind that when evaluating a program, individual or group perspectives must be considered (Abma, 2005).

Stake's responsive evaluation enables questions that arise during the evaluation process to be addressed independently of the original questions. It enables evaluators to quickly grasp the subject program and ascertain the primary stakeholders' concerns. Additionally, the model is adaptable. The observations are straightforward and simple to comprehend for the audience, and they provide an opportunity for direct communication with the evaluator regarding their concerns and problems.

Stake's Countenance evaluation model is process-oriented rather than outcome-oriented. This evaluation model collects historical data on the program in order to develop current intended outcomes. Educational programs evaluate the curriculum, program planning, teaching, and education subjects themselves (Dewantara, 2017). This evaluation model takes into account both the complexity of the educational environment and the variety of issues confronting stakeholders.

Additionally, this model emphasizes the value of observations, descriptions, and program evaluations derived from diverse data sources and analyzed by stakeholders and evaluators. Additionally, the countenance evaluation model is used to determine the suitability of program objectives, program implementation processes influenced by internal and external factors, and program outcomes.

Stake created a matrix system with stages of antecedents, transactions, and outcomes; observation as the process of recording conditions; analysis as standard actualization with objective intensity or condition; and decisions with follow-up or recommendations to establish an evaluation structure. Description and decision are the two primary essential components of countenance evaluation. The evaluator can analyze information based on the description matrix by examining the compatibility of the objectives and observations, as well as the dependencies of the results on transactions and antecedents, or the transactions on antecedents. Decisions are made by descriptively applying the standard to the data (Lukum, 2015).

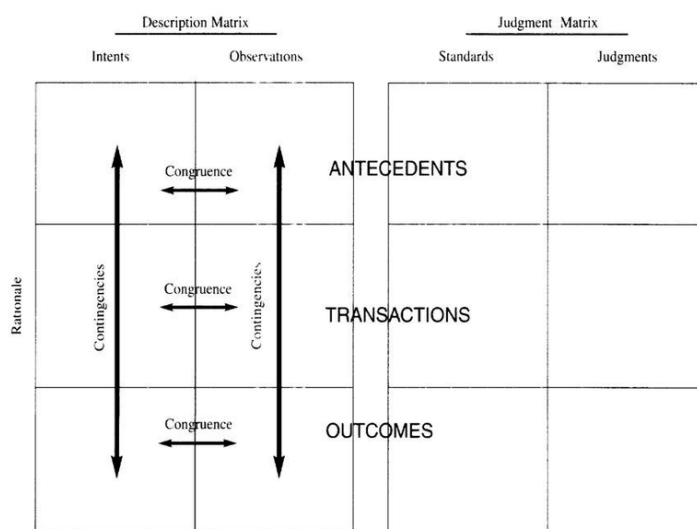
Stake's Countenance Model of Evaluation fits neatly within the paradigm of antecedents, processes, and outcomes. According to Stake, program evaluations should include a thorough description of the program, judgments about its strengths and weaknesses, and recommendations. This could be accomplished by examining all facets of the program, including pre-existing conditions or antecedents, as well as transactional and outcome processes. The only way to obtain a complete picture of a program is to become involved and collect data on all program responses and reactions.

In educational evaluation, the rationale for the program should be the first step. It is the overarching philosophy, history, and purpose of the program. The rationale is used to determine

which reference groups to include in the study and whether the program's components form a coherent whole (Kaya, 2018). As seen in Figure 1, Stake built the model on two matrices.

Figure 1

Stake's layout of statements (Kaya, 2018, p. 25)



In three stages of an educational program, the Countenance model distinguished between the evaluator's descriptive and judgmental acts: antecedents, transactions, and outcomes. Stake believed that antecedents were pre-instruction conditions that could be linked to outcomes. Antecedents are also referred to as entry behaviors (Ornstein & Hunkins, 2004), background conditions (Stake, 1967), and inputs by some evaluators (Gredler, 1996). These are any pre-teaching and pre-learning circumstances. Transactions, he believed, were the "succession of engagements" that comprised the instructional process. Transactions are classroom activities that pertain to the teaching and instruction process. Additionally, interactions between students and teachers, administrators and teachers, parents and teachers, and students occur during this stage.

The term "outcomes" refers to the products of the curriculum, which include student achievement, stakeholder evaluations of the school, and the curriculum's impact on administrators, teachers, students, and parents. The term "outcomes" refers to the educational program's effects. Stake classified descriptive acts based on their intention or observation. He argued that both intentions and events must be described in detail. Judgmental acts are classified according to whether they pertain to the standards upon which judgments are based or to the judgments themselves. Stake assumed the existence of a rationale guiding the design of an educational program.

Congruence or coherence is a term that refers to the correspondence between what is intended (intentions) and what occurs (observations). Intentions are associated with anticipated environmental conditions, whereas observations are associated with what actually occurs (Stake, 1967). Contingency refers to the dependence of outcomes on antecedents and transactions, which demonstrates the relationship between the three stages.

Stake's data matrices revealed that the Countenance model influenced the evaluator to take part in continuous description and judgment throughout the educational program's beginning, middle, and end. Additionally, his model detailed how evaluators make decisions. He noted that when an evaluator evaluates an academic program, he or she is making either relative (one program versus another) or absolute (one program versus standards of excellence) comparisons, or both. Stake recommended that, prior to using them in actual judgments, the judgmental criteria used in educational evaluations be described as plainly as possible.

Program Evaluations using Stake's Model

The concept of Stake has been applied to a variety of educational programs, including middle school, acting, administration, and curricular instruction. The following reviews were of relevant studies that used Stake's model.

Herwin et al. conducted a study to evaluate the planning, processes, and learning outcomes during the Covid-19 pandemic (2020). In 2019-2020, the evaluative study was carried out at the Department of Primary School Education, Faculty of Education, Universitas Negeri Yogyakarta Research. The Stake Countenance Model, which evaluates antecedents, transactions, and outcomes, was used as the evaluation model. The study's subjects were students who took part in online lectures during the Covid-19 pandemic. Documentation, interviews, and questionnaires were used to collect data, which was then analyzed qualitatively. The findings revealed that the antecedent learning service was functioning properly. During the pandemic, the well-planned lecture services were evident. In terms of the transaction, the findings revealed that effective lecturing methods were not used during the pandemic. The results also revealed that the outcome was not optimal, as evidenced by low student satisfaction in learning services during the pandemic.

Jaedun (2020) conducted research that describes the implementation of French language learning in Sleman Regency high schools from the planning, implementation, and results perspectives. This evaluation study employs a quantitative descriptive approach with a Stake countenance model. Teachers and students from three senior high schools participated in this study. This study's data collection methods included research, lesson plans, questionnaires, and documentation. The findings of this study showed that: (1) in the antecedents, the quality of lesson plan preparation is very good and should be maintained because, in the lesson plan review, the results obtained were 88.9 percent, and the teacher questionnaire results of 26.6 were included in

the excellent category; (2) in the transactions, it had good results with the acquisition of a total score of 77 and a student questionnaire of 66.19; and (3) in the outcomes, good results were obtained.

Alias et al. (2015) evaluated a digital story pedagogical module for indigenous learners using the Stake Countenance model. The research involved the development of an indigenous literacy pedagogy in Malaysia. The researchers used the Developmental Research Approach to collect and analyze data on indigenous peoples and their ways of life in order to develop a literacy pedagogical module. The Stake Countenance model was used to analyze and conclude the module evaluation process, which involved both teachers and students. According to the study's findings, indigenous students were extremely engaged with the module's lessons. The teachers discovered that the module could accommodate the indigenous students' needs.

Krishna Raheja (1988) used the Stake's Countenance Evaluation Model to evaluate the Nursing Education Program at Northwestern University. Her study's findings demonstrated that the Nursing Education Program at Northwestern University met its stated objectives and that nursing students were able to apply the program's conceptual framework in clinical settings. The Countenance Model developed by Stake was found to be effective in evaluating the Nursing Education Program.

Robert Stake et al. (1985) evaluated the combined educational specialist programs with a grant from the University of Rochester and the Rochester Institute of Technology. The goal of the evaluation project was to address two issues: (1) Does the program have an impact on deaf education at the secondary and postsecondary levels? (2) What changes can be made to the program?

The study was designed using Stake's (1983) and Guba and Lincoln's (1981) responsive strategy, which relied heavily on informal observations and interviews. The data was gathered through interviews with hearing-impaired program students, graduates, staff members, and administrators. These observations and interviews were carried out in order to portray and interpret the program in order to facilitate self-study.

The program's visible influence was low, it was highly theoretical, no current technology was used, and it was oblivious to the complexities of parental difficulties, according to interviews and observations. Instead, the study emphasized the program's actions and accomplishments. The evaluation team identified the program's strengths and weaknesses, and the administration was expected to make future improvements using descriptive and indirect judgments.

Cummings (1984) conducted an assessment of the Greater Clark County middle-school program. He wishes to ascertain the extent to which the program provided an appropriate learning environment for the students, as well as the extent to which the school environment met their educational needs. Stake's Countenance Evaluation Model (1967) was used in the study, which proposed two matrices that served as a framework for listing data as intents, observations, and standards. All intents, observations, and data from standards were compared to antecedents, transactions, and outcomes. The components of the middle-school programs evaluated were those that differed between the various types of schools. Curriculum, instructional organization, staff, guidance services, extracurricular activities, and facilities were program areas.

The data sources for the intent were program goals. To collect and observe data, the researcher used visitation, interviews, surveys, and student records. The middle-school comparison criteria were established by the National Middle School Association. All intents, observations, and standards data were documented on a comparison chart in Stake's model's three-dimensional detail.

First, judgments were made by comparing intents and observations in each cell, and then by analyzing the degree to which defined standards were reflected or evident in both regions. To determine the program's success, this study compared specific middle-school curriculum areas to a recognized set of middle-school criteria and philosophy. The program met or exceeded national criteria in the vast majority of areas. The approach was demonstrated to be both valid and practical for use.

Park Do Soon (1983) developed an assessment model for large-scale educational systems using Stake's, Stufflebeam's, and Scriven's evaluative models. His research sought to develop a set of evaluation recommendations to address some of the most common summative evaluation issues that arose in large-scale teaching programs in Korea. In Korea, he collected data using four instructional approaches: (1) Individually Guided Education (IGE), (2) Individually Prescribed Instruction (IPI), (3) Mastery Learning Project (MLP), and (4) Elementary Middle-School Development Project (EMP).

In Korea, the new evaluation model was used to assess an Elementary/Middle-School Development Project (EMP). In real-life Korean scenarios, the proposed summative evaluation was compared to the EMP summative evaluation, and the proposed model (a combination of Countenance, CIPP, and goal-free evaluation) was rated by a group of 11 Korean researchers involved in the EMP evaluation. In a Korean setting, the evaluation model was valid and practicable, and it produced sufficient and appropriate information for decision-making.

Beebe (1982) used the Stake model in another study to compare a functioning adult high school completion program in Utah to a nationally recognized external benchmark. This study examined the similarities and differences observed between a statewide working system (Utah) of adult high school completion programs and state policy guidelines. Student evaluation,

instructional services, and essential and proven educational competencies were all addressed.

Data was gathered from Utah's 40 local school districts using a self-created survey questionnaire. Descriptive statistics were used to present the data. The data was compared to the state's policies, legislation, and recommendations using the Stake model for evaluating educational programs. The results were then compared to an external standard. The study discovered that the state's local school districts were failing to meet pre- and post-assessment competency requirements, that the state should intervene more through technical assistance rather than program audit, and that the adult high school completion program should have its own identity as an educational entity.

Synthesis

This study aimed to evaluate the non-graded system of education utilized by a school in Quezon City. The program was evaluated using the Stake's Countenance Model. The literature review summarized and explained the non-graded system and the evaluation model to be used. The chapter discussed the history of nongradedness as revealed in different studies. Individualization of instruction is the operational and educational purpose of non-graded programs. Individualization is achieved in practice under the non-graded policy by assigning and reassigning students to classes of instruction based on their performance levels. Nongradedness is a philosophical notion that all students, regardless of how they are grouped, are not the same in terms of any given competence. As a result, some students will be more advanced within a topic specialty and across educational programs than others. When the student has demonstrated that he can master the contents offered to him, he will show that he is ready to move on to the next level. The discussion also focused on the features of a non-graded system. This discussion's context

included the philosophical root of the features and was seen both in the graded and non-graded perspective.

Discussions on the various evaluation models were also included. When highlighting different areas of the curriculum, different paradigm-based evaluation approaches have advantages and disadvantages. Models or methodologies based on the positivistic paradigm appear to provide more accurate data for determining cause-and-effect relationships or the value of a curriculum in meeting curriculum objectives. This was demonstrated by the widespread use of standardized tests in curriculum evaluation (Madaus & Kellagham, 1992). The interpretative paradigm-based evaluation models, on the other hand, were more effective at showing the relationships within a curriculum holistically. Although these models avoided passing judgment on the quality of the curriculum, they did expose the complexity of intended or unintentional transactions by delving deeply into the events within the programs. As a result, these naturalistic models are better at spotting faults or problems during the implementation stage.

To determine the method of evaluation to be used, research on the Stake's countenance model was included. Stake's Countenance Model is based on a positivistic viewpoint. It holds that educational outcomes can be objectively quantified and that they are the result of antecedents (or input) and transactions (or processes). The concept of contingency is that if the right antecedents are in place, the desired transaction is more likely to occur, resulting in the expected outcomes. However, due to a variety of factors influencing them, the observed antecedents, transactions, and consequences may differ from the ones planned. As a result, the evaluator should collect data on both the intended and observed curriculum and make decisions about contingency and congruence.

Conceptual Framework

The descriptive matrix of the Stake's Countenance model of evaluation served as the conceptual framework for this study. According to Holmes (1994), Stake's evaluation approach was influenced by Tylerian philosophy, which holds that evaluation should determine the "degree to which valued objectives have been achieved" (Worthen & Sanders, 1973). Tyler, according to Stake, emphasized the program evaluation outcome and expanded his concept of program evaluation to include the influence of entry behaviors (antecedents) and learning processes (transactions). The countenance model was developed to educate educators about the variety of data collected during evaluations. According to Holmes (1994), the countenance was interpreted as the "face of evaluation, the entirety of the picture, an overlay (Stufflebeam & Shinkfield, 1985)." Stake's model was created to aid the evaluator in collecting data for a comprehensive program evaluation.

The evaluator used this model to begin by examining the intended conditions and behaviors (Wood, 2001), and then collected various data to observe these intended conditions and behaviors. After that, the data was analyzed to determine whether there was any congruence between intents and observations. If what was intended occurred, the data were congruent, and in order to be fully congruent, the intended antecedents, transactions, and outcomes must all be congruent (Stake, 1967). The evaluator then considered the outcomes' dependence on antecedents and transactions. Finally, conclusions were drawn by comparing descriptive data to established standards (Fitzpatrick, Sanders & Worthen, 2004). The program's standards would then be applied (Arnold, 1990).

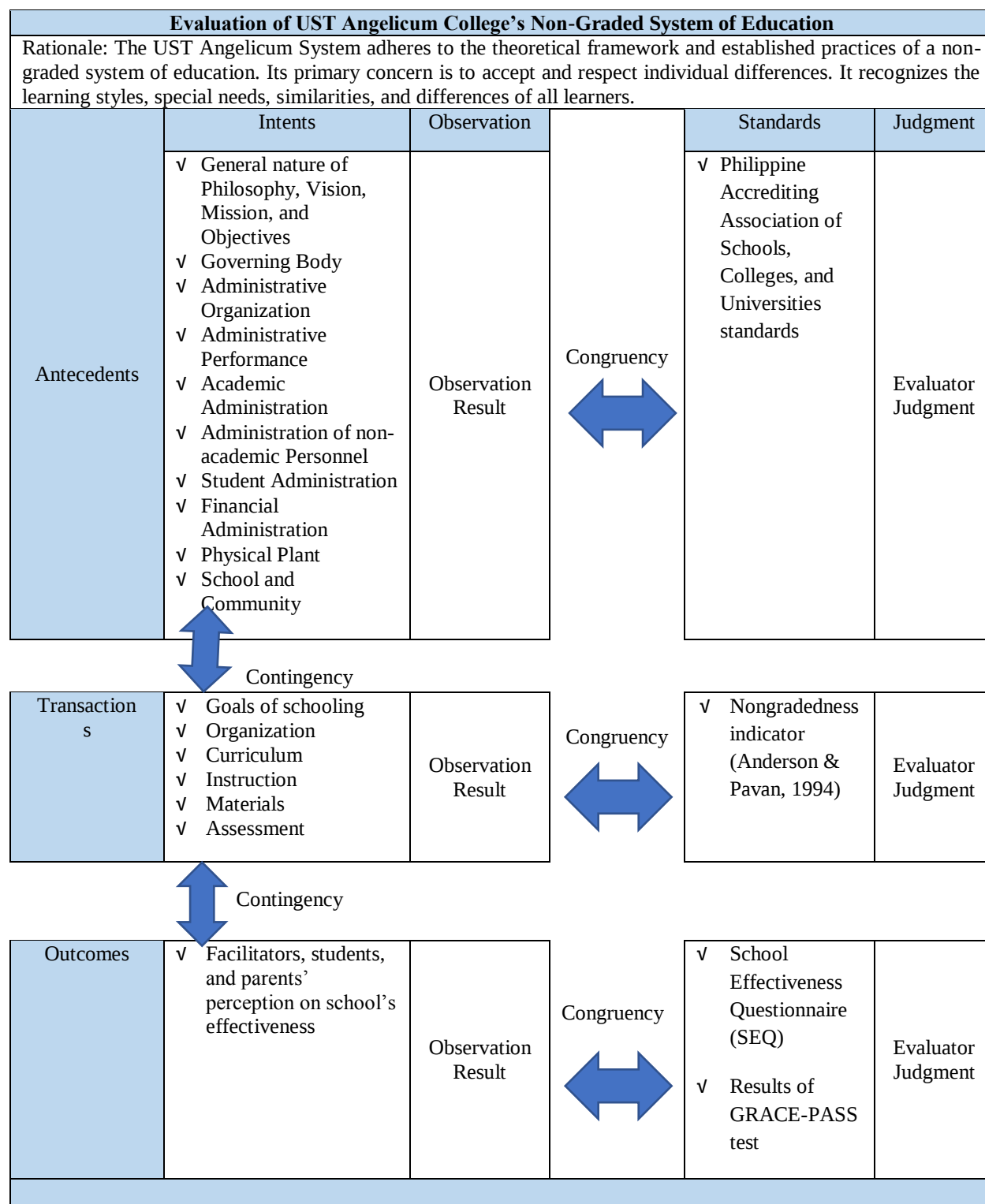
This framework served as the basis for evaluating the nongraded system. The rationale outlines UST Angelicum College's philosophical foundations. The vertical axis of Stake's model is divided into antecedents, transactions, and outcomes. Stake (2003) defines an antecedent as a set of requirements that exists prior to the teaching-learning process and has an effect on the expected results. According to Siswanto (as cited in Harjanti et al., 2019), the stages of antecedents in Stake's countenance evaluation aimed to evaluate the factors that support learning implementation, including facilities and infrastructure, curriculum, faculty, and student interests. The stages of antecedents in the Stake countenance evaluation were quantified using learning implementation standards, according to Lukum's journal (cited in Harjanti et al., 2019). Due to the fact that Stake's countenance evaluation is well-suited for evaluating educational programs, precedents can be found in the curriculum used, the learning plan developed, and other support programs implemented to help students meet their learning objectives. The antecedents to evaluating the non-graded system were the school curriculum, facilities and infrastructure, faculty, administration, student services, and funding standards for schools.

Stake (as cited in Sundoyo, 2012) defines the transaction as an interactive activity between students and teachers, students with other students, and parents with teachers. The interaction activity is a component of the learning process, which should follow the learning objectives. According to the same Sundoyo study, the transaction stage of evaluating Stake countenance involved evaluating the program's implementation in a dual system education program. The transaction stage evaluation of a non-graded system would compare the implementation of the system's features to what the literature says.

Stake argued that outcomes can be predicted based on the interactions that occur. The outcomes are the result of ongoing educational processes that are both short and long term in

nature, cognitive and conative in nature, and personal and group in nature. Stufflebeam (as cited in Puspayanti, 2018) defines outcomes as the process of evaluating the results of a program in order to quantify, interpret, and assess its success. The outcome stages of the learning program that were evaluated in this study were student achievement and the level of satisfaction of students and parents.

Using Stake's Countenance model, the evaluator (1) provided context for, justified, and described the program rationale; (2) listed the intended antecedents, intended transactions, and intended outcomes; (3) recorded observed antecedents, observed transactions, and observed outcomes; (4) stated explicitly the standards or criteria and performance of comparable programs; and (5) recorded judgments.

Figure 2*Design of Evaluation of UST Angelicum College's Non-Graded System*

Research Problems

Using the Stake's Countenance Model, the study aimed to provide a program and process evaluation of the nongraded system as applied in a school in Quezon City. Specifically, the study aimed to answer the following questions:

1. How are the institution's existing conditions and contexts, referred to as "*antecedents*," evaluated based on its congruence to the institution's intent as a non-graded school?
2. How are the institution's learning processes, referred to as "*transactions*," evaluated based on their congruence to the intents of the features of nongradedness?
3. How are the institution's learning outcomes evaluated based on its congruence to its Mission, Vision, Goals, and Objectives?
4. Based on the congruence of the institution's intents and practices, what recommendations may be provided for the improvement of the system implementation?

Definition of Terms

For a better understanding of the terms used in the study, these were conceptually and operationally defined:

Antecedents. The expected results are a condition of requirements before the teaching and learning process occurs (Stake, 2003). In this study, antecedents were the practices and processes involved in the non-graded system implementation.

Countenance Evaluation Model. This evaluation model, formulated by Robert E. Stake is a model of evaluation that examines the program through its intents, transactions, and outcomes (Stake, 1988). In this study, the model was the one used to evaluate the three phases of the implementation of the nongraded system.

Congruence. Congruence refers to a matching between the intended and observed data (Stake, 1988). In this study, judgments were made based upon the congruence of various segments of data.

Nongraded. Grade labels are not used to define the academic boundaries within which typical children of a given age group can and should function. It considers a specific subject to be a continuous whole with a complete set of skills to be learned without regard for the usual time frame (Alarcon, 1975). In this study, nongraded is defined as a system as implemented in the school under study, anchored on its principle of accepting and respecting individual differences, and recognizing the learning styles, special needs, similarities and differences of the learners.

Outcomes. The outcome of an ongoing educational process; both short and long-term, cognitive and conative, personal and group (Puspayanti, 2018). In this study, outcomes are measured by the satisfaction of the services and achievement gained through the system.

Transactions. Students and teachers interact, as do students with students, writers with readers, and parents with counselors. This interaction is a component of the learning process, which is expected to proceed in accordance with the learning objectives (Sundoyo, 2012). In this study, transactions were the teaching-learning interactions in a non-graded system, describing the following features: 1) no grade labels, 2) no marking system, 3) continuous progression, 4) self-paced learning, 5) mastery learning, and 6) teacher as a facilitator of learning.

Scope and Delimitations of the Study

The study focused on the evaluation of UST Angelicum College (formerly known as Angelicum College). Given the absence of other non-graded schools in the Philippines, the researcher was limited to focusing on the institution compared to the limited literature present about the non-graded system. The school has various programs: Regular Program, Home Study

Program, and the Re-Entry Education Agenda for the Poor Program. However, the study focused into the implementation of the non-graded system of the Regular Program, a major program of UST Angelicum.

The evaluative research was based on the Stake's Countenance Model, and thus was limited to the researcher's observations, submitted questionnaires, achievement scores, interviews with various stakeholders, and data gathered during the study. The study only evaluated the congruence between each stages of implementation and the intents of the nongraded program. Contingency between each stages were not evaluated as it was already assumed by the researcher that congruence in all stages also results to contingency of the implementation.

Another delimitation was the lack of available research in the last decade on a non-graded system of education. Researchers who were advocates of the non-graded philosophy had done most of the research in the past, which may create a bias toward their view of the non-graded system.

Chapter II

METHODOLOGY

The methodology and procedures used to collect and analyze data for the study are described in this chapter. It is divided into six sections: (a) research design, (b) research location and participants, (c) research instruments, (d) detailed descriptions of data collection procedures, (e) data analysis, and (f) ethical considerations.

Research Design and Method

The study employed an evaluative research design. Evaluative research is a process of design and evaluation that collects and analyzes data in order to determine the value or benefit of an educational practice based on the results of a measurement or data collection that employs a specific standard and criterion that is used absolutely or relatively (Sukmadinata, 2000). Krathwol (1993) defines evaluative research as "research conducted with the objective of improving a product, program, or process."

The evaluative research employed the Stake Countenance Model of Evaluation. The model has been widely adopted for the purpose of evaluating educational programs. This model denotes the three phases of non-graded system implementation. The evaluation procedure was as follows:

Antecedents Stage

Stake (2003) defined antecedent as the state of prerequisites preceding the teaching and learning process, which has an effect on the expected outcomes. According to a 2008 study conducted by Siswanto, the stages of antecedents in Stake's countenance evaluation sought to assess the factors that support the implementation of learning, including facilities and

infrastructure, student interests, and students' educational background to learning. Dewantara stated the same thing in 2017, stating that priors at Stake's countenance evaluation attempted to ascertain the lecturer's ability to carry out the learning plan prior to teaching Indonesians according to established standards. Based on several journal analyses, it can be deduced that predecessors attempted to evaluate the program's planning during the Stake consider evaluation phase. The following stages of antecedents were evaluated when evaluating UST Angelicum College's non-graded system of education: 1) mission, vision, and philosophical objectives; 2) school curriculum; 3) faculty; 4) administration; 5) student services; and 6) facilities and infrastructure.

Transactions Stage

Stake defines transactions as the expected interactions that occur during the learning process in order to accomplish the learning objectives. Pepper (1997) conducted a study in which transactions were observed in the field program's teaching-learning experiences. Dewantara also evaluated the learning program during the transaction stage, comparing the learning process' implementation to the previously planned learning program. At this stage, the non-graded system was evaluated as the implementation of the teaching-learning interaction in a non-graded system, characterized by the following characteristics: absence of grade labels, absence of a marking system, continuous progression, self-paced learning, mastery learning, and the teacher as a facilitator of learning. Decisions were made in light of what the literature had to say about these non - graded characteristics.

Outcomes Stage

Stake argued that outcomes are something that can be expected as a result of the interactions that occur, whereas Stufflebeam (2007) defines outcomes as feedback on the program's fundamental accomplishments. At the outcomes stage, the non-graded system was evaluated for its perceived effectiveness by administrators, facilitators of learning, learners, and parents.

Research Site and Participants

The research was carried out at UST Angelicum College in Quezon City, one of the pioneers in introducing an alternative education model in the Philippines (formerly known as Angelicum College). Since its inception in 1972, it has been a Catholic and Dominican school with a non-graded system. The school follows the theoretical framework of a non-graded educational system as envisioned by its founder, Father Rogelio B. Alarcon, O.P. Its main concern is to accept and respect individual differences. It acknowledges each learner's distinct learning styles, special needs, similarities, and differences. There is a great deal of variation in instructional approaches to meet the varying needs of learners. Individualized learning, self-paced, continuous progression, no grade labels, no marking system, no retention or failure, individualized learning materials, process-oriented, teacher as a facilitator of learning, mastery learning, self-evaluation, home-school-community collaboration, cooperative learning, open classroom, positive motivation, and distance learning are features of the school that conform to non-graded education.

Participants of the study were the nineteen (19) lay administrators: members of the Academic Council – Academic Director, other members of the team principal, and selected subject coordinators, heads of different key offices: Office of Student Affairs, Accounting and Finance

Office, Auxiliary Department, Human Resources Department, Registrar's Office, Guidance and Counselling Office; fifty (50) learning facilitators; one hundred twelve (112) enrolled learners from YS 5 to YS 11, aged 10-16; two hundred twenty four (224) parents of currently enrolled learners from YS 2 to YS 11; and ten (10) pioneer facilitators. The participants were selected using purposive sampling, as the researcher chose a representative sample to suit the characteristics of participants per stage of countenance.

Research Process

The researcher observed the following process in conducting the study:

Phase 1: Pre-Data Gathering, Selection Criteria, and Participants

Once given clearance to proceed by the Philippine Normal University Research Ethics Committee (Appendix C), the researcher sought permission to conduct the study from the Pro-Vice-Rector and Academic Director of UST Angelicum College (Appendix D). After getting the permission, the researcher requested the principals of the school's elementary and junior high school units to allow the collection of data from YS 2-11 parents, YS 5-11 learners, and all learning facilitators. She also sought the guidance of the Data Privacy Officer (DPO) of the school to guide her with the ethical research protocols of the school. The learners are considered minors, so a thorough and careful research protocol should be taken into consideration. An informed assent should be signed by the parents before allowing the students to participate in the study. This was sent through the parents' email addresses. After consultation with the DPO, the data privacy officer gave permission to access the official email addresses of the parents, learners, and facilitators where the survey instruments were sent electronically.

Research Instruments

The researcher used an array of multiple instruments and sources from the selected non-graded school. Four types of information were collected from the following:

1. Focus Group Discussion

The interview of respondents focused on the different stages of Stake's countenance model: **Antecedents**, where members of the academic council and heads of different key departments focused on describing the practices and processes involved in a non-graded system management per area on the following: 1) Mission, Vision, and philosophical objectives; 2) school curriculum; 3) faculty; 4) administration; 5) student services; and 6) facilities and infrastructure. For **transactions**, the interview with learning facilitators, both the pioneers and the present facilitators, and the learners, focused on the implementation of the teaching-learning interaction in a non-graded system by describing the following features: 1) no grade labels; 2) no marking system; 3) continuous progression; 4) self-paced learning; 5) mastery learning; and 6) teacher as a facilitator of learning. Interviews with selected parents, learners, and facilitators established the outcomes of the system.

2. Surveys

Quantitative data were collected in each stage of the Stake's model. There were three instruments used in the study.

- a. For Antecedents, the PAASCU evaluation instrument for Basic Education on different key result areas was adopted. This instrument has already undergone the full validation process. The reliability analysis indicates that the instrument is very reliable as indicated by the Cronbach's alpha of .98 (PAASCU, 2010). The survey instrument

measures the educational quality of each key result area: administration, faculty, curriculum and instruction, physical facilities, and student services (Appendix E).

- b. For Transactions, the Nongradedness behavioral indicators developed by Anderson and Pavan were adopted (Appendix F). Some changes were made in the content, format, and appearance of the instrument with the help of four (4) academic members of UST Angelicum College. The reliability of the instrument was established by administering it to twenty (20) pioneer learning facilitators who are not participants of the study. This was done to determine the accuracy of the instrument in measuring the variables related to the research. The computation of the reliability test using Cronbach Alpha was made through SPSS. It was found out that the instrument was very reliable having obtained a Cronbach's Alpha coefficient of .839.
- c. For Outcomes, School Effectiveness Questionnaire (SEQ) developed by Baldwin, Freeman, Coney, Fading, and Thomas (1993), and results of the Global Resources for Assessment Curriculum and Evaluations, Inc. – Performance Assessment of Standards and Skills (GRACE-PASS) were adopted.

The SEQ survey instrument grew out of a project conducted by the Orange County School District in Florida. It is a survey for teachers, parents, and students with a reliability range of .77 to .96. This metric assesses the following 11 school effectiveness characteristics: effective instructional leadership, a clear and focused mission, a safe and orderly environment, a positive school climate, high expectations, frequent assessment, an emphasis on basic skills, maximum learning opportunities, parent-community involvement, strong professional development, and teacher involvement in decision making (Appendix G).

The content of the questionnaires distributed to administrators, teachers, parents, and students was consistent, but some of the questions differed depending on the audience (Table 1). Administrator and teacher questionnaires, for example, inquired about all 11 traits on the instrument, whereas parent questionnaires inquired about 9 of the 11 on the instrument. The students' questionnaires, on the other hand, only assessed seven characteristics. Questionnaires for the respondents differed because these varied audiences would encompass a wide range of skills to respond to queries concerning the schools' content areas.

Table 1

Relationship of Statements to School Characteristics

Characteristics	Administrators and Teachers	Parents	Students
Effective instructional leadership	1-8	1-6	*
Clear and focused mission	9-15	7-10	*
Safe and orderly environment	16-20	11-15	1-7
Positive school climate	21-30	16-22	8-14
High expectations	31-35	23-25	15-17
Frequent assessment/ monitoring	36-41	26-30	18-20
Emphasis on basic skills	42-46	31-32	21-22
Maximum opportunities for learning	47-53	33-38	23-27
Parent/ community involvement	54-59	39-44	28-29
Strong professional development	60-65	*	*
Teacher involvement in decision-making	66-70	*	*

The Performance Assessment of Standards and Skills (PASS) by Global Resources for Assessment Curriculum and Evaluations, Inc. (GRACE) assesses students' competencies in the following subject areas based on the Philippine Department of Education (DepEd) K-12 curriculum: English, Mathematics, Science, Filipino, and Araling Panlipunan. It is a summative

form of assessment designed for students in Grades 1 through 10, with the goal of measuring academic performance in meeting grade level standards and competencies.

Learners took the Performance Assessment of Standards and Skills (PASS), which is a standards-based assessment that evaluates students' competencies in the following subject areas: English, Mathematics, Science, Filipino, and Araling Panlipunan. It is a summative form of assessment designed for students in Grades 1 through 10 to measure their academic performance in meeting grade level standards and competencies. (GRACE, 2020).

The levels of proficiency used in this assessment are the following:

Beginning (0% - 19%) – The student at this level is having difficulty understanding; prerequisite and fundamental knowledge and/or skills have not been acquired or developed sufficiently to aid understanding.

Developing (20% - 39%) – The student at this level has the bare minimum of knowledge, skills, and core understandings, but requires assistance throughout the performance of authentic tasks.

Approaching Proficiency (40% - 59%) – The student at this level has developed the fundamental knowledge, skills, and core understandings and can transfer these understandings through authentic performance tasks with little guidance from the teacher and/or with some assistance from peers.

Proficient (60% - 79%) – At this level, the student has mastered the fundamental knowledge, skills, and core understandings and is able to transfer them independently through authentic performance tasks.

Advanced (80% - 100%) – In terms of knowledge, skills, and understandings, the student at this level exceeds the core requirements and can transfer them automatically and flexibly through authentic performance tasks.

3. Documents

Documentary evidence of the implementation of non-graded education was gathered: Strategic Plans, including the Key Result Areas (Antecedents), compiled literature about the non-graded system (Transactions), and learners' academic profile (outcomes).

Pieces of documentary evidence of the school were also collected: a) History, b) Vision, Mission, Goals and Objectives, c) Organization and Administration, d) Instructional Program, and e) Instructional and Physical Resources. Hard copies of school brochures, school manuals, sample classes, teachers' schedules, sample curriculum, management handbooks, and sample training programs were also gathered.

4. Observation Guide

The observation of implementing a non-graded system included daily operations, classroom observation, and school community observation. Observations or field notes are written to capture the reflection and realization of that particular setting. The following tools were used for observation:

- a. Classroom Observation Tool (USTAC OBV Form)
- b. PAASCU Tool for class observation
- c. Non-gradedness behavioral indicators by Pavan and Anderson, the 5th Edition

Phase II. Data Gathering Procedure

After the instruments have undergone the validation process, it was administered to the groups of respondents identified in the study. Having granted permission to conduct the study and collect data from the participants, the researcher converted all survey instruments to Google Forms.

Due to the limitations brought about by the pandemic, the collection of data was conducted online. After converting all survey instruments to Google Forms, the researcher emailed the participants with attached survey links. Efforts to follow up those who failed to respond were done through mobile phones or email. All possible means of contacting the respondents were utilized.

Consent forms were obtained from all study participants prior to data collection. As an introduction, the letter to participants (Appendix H) was included in the Google Survey Form. The Consent to Participate from Administrators, Learning Facilitators, Learners, and Parents was also included in the Google Forms for completion prior to data collection. (Appendix I).

There were four (4) groups of respondents identified in the study. The first group was composed of the lay administrators, the second group consisted of the learning facilitators under the Basic Education Program, the third group was composed of enrolled learners from YS 5-11, and the fourth group included the parents of enrolled learners from YS 5-11.

Most of the respondents were chosen purposively. However, convenience sampling was applied among the learners and parents because of the current pandemic situation. Table 2 explicitly depicts the distribution of respondents by group, along with the corresponding frequencies.

Table 2

Distribution of Respondents

Group of Respondents	Population	Number of Respondents	Percentage
Lay Administrators	19	18	94.7%
Learning Facilitators under Basic Education	50	50	100%
Learners from YS 5-11	860	112	13.0%
Parents	860	224	26.0%

A. Focus Group Discussion with Administrators, Learning Facilitators, Learners, and Parents

After the analysis of quantitative data, Focus Group Discussions were scheduled with different stakeholders. Because of the current pandemic situation, a Zoom meeting link was used for the Focus Group Discussion. The Zoom link was emailed to the participants, and privacy settings were ensured. The meeting was recorded as approved by the participants.

Focus groups, which can be conducted with five to twelve people (Langford & McDonagh, 2003), are a common method of listening to and gathering information from a group of carefully selected participants who share common characteristics (Jrueger & Casey, 2000; Langford & McDonagh, 2003). The number of participants is ideal for participants to share information and discuss issues.

Two Focus Group Discussions were held with the administrators. The first group included the academic administrators, composed of the academic director, members of the Team Principal, subject coordinators, guidance and counselling head, school registrar, and the school librarian. The subsequent discussion was with the administrators of the Administrative Affairs and Financial Affairs Divisions.

The learning facilitators were also divided into two groups. The first group consisted of facilitators who served the institution for zero to fifteen years, while the second group consisted of facilitators who stayed in the institution for sixteen to thirty years. The grouping was made to have a focused discussion on the consistency of implementation of the non-graded system through the years.

Learners and parents' focus group discussions were divided into two groups: the first group consisted of learners and parents from the lower level (YS 2 to YS 7), and the second group was from the higher level (YS 8 to YS 11).

B. Class Observation

Classroom observation was also done to observe the implementation of the non-graded system features. The facilitators to be observed were informed beforehand through their respective subject coordinators. During this online setup, class observations were done through the Google Meet links of selected classes. Classes from YS 5 (Grade 4) to YS 11 (Grade 10) were observed. No recording of the online classes was done.

Data Collection Process

Data Collection Instruments	May	June	July	August	September
Questionnaire (Administrators)					
Questionnaire (Facilitators)					
Questionnaires (Learners)					
Questionnaires (Parents)					
Focus Group Discussion (Administrators)					
Focus Group Discussion (Facilitators)					
Focus Group Discussion (Learners)					
Focus Group Discussion (Parents)					
Class Observation					

Data Analysis

Data from various data collection instruments, both quantitative and qualitative, were analyzed using descriptive statistical analysis and content analysis. The quantitative data from the questionnaires was analyzed using descriptive statistics, which included means, standard deviations, frequencies, and percentages. The quantitative data were interpreted using the following scale of verbal interpretation:

1.01 – 1.75	-	Not evident at all (NE)
1.76 – 2.50	-	Less Evident (LE)
2.51 – 3.25	-	Evident (E)
3.26 – 4.00	-	Very Evident (VE)

According to Creswell (2009), qualitative researchers go beyond the generic analysis of qualitative data by including a procedure in the analysis. For example, systematic steps such as open coding, axial coding, and selective coding were added to grounded theory; ethnographic and case studies involve a detailed description of the setting followed by data analysis for themes or issues; and phenomenological research employs the analysis of significant statements, the generation of meaning units, and the development of essence descriptions (Moustakas, 1994). However, in qualitative data, the researcher collects data, analyzes it for themes, and reports on those themes (Creswell, 2009).

After the focus group discussions, data were analyzed after transcribing the interviews. Verbatim transcriptions of audio or video recordings captured the complete statement of both interviewer and interviewee. Irrelevant words or fillers, such as "uhms," "well," or "ok," were disregarded. All interview data were organized into a table and appropriately labeled for easy retrieval. The label included interviewee code, interviewer question, interviewee response, and initial categorization. Initially, each response was categorized based on the topics of the interview guide and existing literature. The interview notes were summarized in order to create a database that assisted in maintaining a chain of evidence and increasing the reliability of the information in the case study (Yin, 2009).

Next is coding the text; the researcher analyzed the data to identify and generate themes into the same categories. According to Creswell (2014), coding is the process of organizing the data by bracketing chunks and writing a word representing a category in the margins. It involves taking text data gathered during the data collection, segmenting sentences into categories and labelling the categories with a term, often based in the actual language of the participants. During the coding process, it is important to compare data, test ideas, scrutinize, cluster meaning units into

themes, and try to find redundant codes or codes that do not support the analysis to be eliminated. The codes' literal meanings were analyzed to implement this action, several meaning occurrences were counted, and some non-verbal clues connected with the codes were recapped. Those codes that were not saturated enough to be grouped into a specific theme or not distinct in the current theme were excluded. After removing redundancies, themes or patterns in the data were discovered. Emerging themes were revised until a final set of key result areas was determined.

The data were presented in figures, tables, and discussions after they were prepared and organized for analysis, then reduced into themes through coding and condensing the codes.

Following the collection of qualitative and quantitative data, the data was analyzed using the countenance model. To determine congruency, the contingency between antecedents, transactions, and outcomes was evaluated and judged using norms.

Processing of Descriptive Data

The Stake's Countenance model states that descriptive evaluation data can be processed in two ways (see Figure 2): (1) finding contingencies between antecedents, transactions, and outcomes; and (2) finding congruence between intents and observations.

If what was intended occurs, the data from a curriculum is congruent. Within one row of the data matrix, compare the cells containing intent and observations, note discrepancies, and describe the row's congruence. Horizontal comparisons are made for congruence; for example, intended antecedents are compared to observed antecedents, intended transactions are compared to observed transactions, and intended outcomes are compared to observed outcomes. The congruence of observations and standards results in a decision. Vertical factors are compared for logical consistency; for example, intended transactions are compared with intended outcomes.

"Congruence does not imply that outcomes are reliable or valid, but rather that what was intended occurred." (Stake, 1967, p.534).

Comparing and Judging

There are two ways of judging the program's effectiveness: (1) using absolute criteria as determined by the evaluator's own assessment, and (2) using relative standards as determined by the program's characteristics (Stake, 1967).

Absolute criteria were used in this study to arrive at a conclusion, as determined by the researcher's assessment. The criteria of the Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU), the Nongradedness Indicators (Anderson and Pavan, 1994), and the School Effectiveness Questionnaire (Baldwin, et.al., 1993) were used for comparison.

Methods of Validation

There are numerous viewpoints in the literature on the significance of validation in qualitative research. Procedures to address these viewpoints consider qualitative validation in quantitative equivalents using qualitative terms that differ from quantitative terms (Creswell, 2007). According to Seale (1999), the issues of validity and reliability discussed in quantitative research correspond to trustworthiness in qualitative research. According to Lincoln and Guba's (1985) study, different terms to satisfy trustworthiness include (1) confirmability, which refers to objectivity in conventional terms (in quantitative research); (2) transferability, which refers to external validity; (3) dependability, which refers to reliability; and (4) credibility, which refers to internal validity.

Several strategies were used in this study to ensure the reliability of the qualitative data. Member checking, triangulation, and extended engagement were used to ensure internal (credibility) and external validity (transferability). The researcher returned to the participants for member checking to see if they agreed with the researcher. If any additional comments from participants were received, they were incorporated into the analysis. Second, data triangulation is a strategy for verifying findings using multiple data sources. (Creswell & Miller, 2000). Third, the researcher's dual role as an academic in the school satisfied the prolonged engagement strategy, which aided the researcher in developing trust with participants and understanding the culture (Lincoln & Guba, 1985).

The Researcher's Role

The researcher's role as the primary data collector required identifying personal values, biases, and assumptions at the start of the study. The researcher's views on the non-graded system evaluation have been shaped by her involvement in the institution where she held different positions in different capacities. Though the researcher was currently employed in the institution, the department she was handling when the study was conducted, which was the Senior High School Department, was not directly related to the students, parents, and learning facilitators who were participants in the study. The researcher believed that this experience gave her an understanding of the context, knowledge, sensitivity, and mechanisms anticipated in this study. While her expertise, experience, and biases might have served as a guide, they did not limit the balanced evaluation of the system.

Ethical Considerations

In this study's conduct, standard operating procedures were observed. Communication with schools and respondents was observed through proper channels, and all information gathered was treated with sensitivity and confidentiality.

Considering that the research may show the weakness of implementing the nongraded system, the researcher discussed the study with the Pro-Vice-Rector and Academic Affairs Director. The Pro-Vice-Rector granted approval of conducting the study. To not disrupt the school's operations during the conduct of the study, communication with the administrators was open before scheduling focus group discussions and interviews.

Participants were asked to read and sign an introductory description of the study and the informed consent form. For students under 18, their parents signed an assent form. Students, parents, or adult guardians were required to attend the FGD. The consent form included information about the study's purpose and intent.

Furthermore, the consent form included their voluntary nature, confidentiality, and the right to withdraw from the study provisions. The informed consent form granted permission to the researcher to use the interview responses in the study. Furthermore, the researcher ensured that respondents participated voluntarily and understood the purpose and procedures of the study. The participants, especially the learning facilitators, were assured that their responses would not affect their performance and employment in the school. Likewise, no names were mentioned in this manuscript. Consent was sought from the participants in using the record feature in Zoom. Following the Focus Group Discussion, all participants received a load or internet allowance of Php 500.00 via GCash.

Conflict of interest in the pursuit of this study is not present because it aims to evaluate the implementation of the system in the light of educational management and leadership and not to satisfy any bias.

After this study has been finalized, the results will be presented to the community through the Executive Council, which creates and approves policies for implementing the non-graded system. A colloquium will also be held to present the findings to the academic community. Copies of the research study will be provided to all concerned.

Chapter III

RESULTS AND DISCUSSION

This chapter describes the evaluation of the nongraded education system as implemented in a school in Quezon City using the Stake's Countenance Model of Evaluation in terms of the congruence of the school's antecedents, transactions, and outcomes to the intents. It presents the analysis and interpretation of the data gathered following the presentation of questions presented in the statement of the problem.

1. The institution's existing conditions and contexts, referred to as "antecedents," evaluated based on its congruence to the institution's intent as a non-graded school

The first research question was asked to explore the congruence of the school's antecedents to the institution's intent as a non-graded school. Angelicum started as an educators' simple dream to break free from the traditional educational system. The nature of each individual child would justify its whole existence. Its philosophy is "to do what is best for each learner." The evaluated school has been a member of the Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU). PAASCU's certification process promotes the concepts and practices associated with exceptional schools. It defines quality in four ways: meeting basic criteria based on learning outcomes, demonstrating evidenced excellence based on learning outcomes, implementing the school's vision, mission, and goals, and being responsive to stakeholders. Because of the school's intent to provide excellent services to all stakeholders, it anchors its intents to the quality standards set by the accreditation body.

This question was addressed using an eleven-part questionnaire. Administrators and facilitators of learning were surveyed. The components corresponded to the key areas of quality standards: Philosophy in general; Vision, Mission, and Objectives; Acceptance by the School

Community; Consistency between Philosophy, Vision, Mission, and Objectives; and Their Implementation Administrative Organization; Administrative Performance; Academic Administration; Non-Academic Personnel Administration; Student Administration; Financial Administration; Physical Plant Administration; and School and Community.

Table 3

General Nature of Philosophy, Vision, Mission, and Objectives

Indicators	Administrators		Facilitators		Average		Rank
	Mean	VI	Mean	VI	Mean	VI	
1. The school's philosophy, vision, and mission are clearly stated.	3.88	VE	3.50	VE	3.69	VE	3
2. The philosophy, vision, and mission are reflective of the school's identity and core values.	3.69	VE	3.50	VE	3.60	VE	5
3. The mission statement of the school clearly communicates a culture of excellence and realistic and achievable educational goals for the learners.	3.69	VE	3.36	VE	3.53	VE	7
4. The mission statement deals with the role of the school in the community, country, and global society.	3.69	VE	3.50	VE	3.60	VE	5
5. The objectives clearly articulate the school's philosophy, vision, and mission.	3.50	VE	3.21	E	3.36	VE	10
6. The objectives are clear, specific, and attainable.	3.63	VE	3.36	VE	3.50	VE	8
7. The objectives are suited to the nature and characteristics of a nongraded school.	3.69	VE	3.21	E	3.45	VE	9
8. The objectives are periodically reviewed and updated.	3.44	VE	3.14	E	3.29	VE	12
9. The different stakeholders of the school are consulted in the review and revision of the	3.56	VE	3.14	E	3.35	VE	11

philosophy, vision, mission, and objectives.							
10. The philosophy, vision, mission, and objectives are published in a bulletin of information, the school's website, and social media page.	3.81	VE	3.36	VE	3.60	VE	2
11. The school includes among its objectives a well-integrated program for the intellectual, moral, social, emotional, spiritual, and physical development of the learners.	3.81	VE	3.50	VE	3.70	VE	5
12. The school's objectives are in accordance with the educational aims of the Dominican Province of the Philippines and the Department of Education.	3.94	VE	3.50	VE	3.72	VE	1
Overall:	3.69	VE	3.36	VE	3.53	VE	

Table 3 presented the extent of implementing the institution's philosophy, vision, mission, and objectives, as perceived by the administrators and facilitators. The data reflected that the administrators and facilitators perceived the evidence of the general nature of philosophy, vision, mission, and objectives as "Very Evident," with an average mean of 3.53. It was noted that the administrators perceived the general nature as "Very Evident" with a mean of 3.69, and the facilitators perceived it as "Very Evident" with a mean of 3.36. These results showed that the two groups of respondents agreed that the school's philosophy, vision, mission, and objectives were clearly understood.

When ranked from highest to lowest, the highest average mean of 3.72, interpreted as "Very Evident," was given to the indicator "The objectives of the school are in accordance with the educational aims of the Dominican Province of the Philippines (DPP), and the Department of

Education (DepEd)” and the lowest average mean of 3.29, interpreted as “Very Evident,” was obtained for the indicator “The objectives are periodically reviewed and updated.”

It was observed that for the highest average mean, the two groups of respondents had the same perceptions. The administrators and facilitators both evaluated the alignment of the school’s objectives to DPP and DepEd as very evident.

Furthermore, the administrators and facilitators had different perceptions for the lowest average mean. The administrators evaluated the periodic review and update of objectives as very evident, while the facilitators evaluated it as evident. Documents, however, showed that the school revisited its vision, mission, and objectives regularly; the most recent was during the preparation of the comprehensive advancement plan (CAP) for 2017-2022.

One of the administrators said:

“Palaging may representation ang faculty through employees’ union at mga parents through the conduct of survey on educational goals, sa mga review at revision ng Mission, Vision, and Objectives. It is being done before the revision of the five-year development plan.”

(“In the review and revision of the school’s Mission, Vision, and Objectives, there is always representation from the faculty through the employees’ union, and parents through the conduct of survey on educational goals. This was conducted before the revision of the five-year development plan.”)

According to Forbes and Seena (2006) and Mullane (2002), employees frequently have no or minimal involvement in evaluating and revising the mission, vision, and objectives. These are primarily management and leadership tools that guide strategic decisions within an organization. Because these decisions are typically not within the employees' domain, some employees may perceive them as being excluded from the evaluation and revision process.

Darbi (2012) emphasized that mission, vision, and objectives are widely accepted as necessary components of any organization's strategic management process, including educational

institutions. These assertions affect implementation, strategy, and most other aspects of organizational performance.

The said statements clearly indicated that the philosophy, vision, mission, and objectives of the nongraded school had been sufficiently met by the implementers of the system, the administrators, and the facilitators. This was a manifestation that educational programs should have a specific mission, vision, and a set of clear objectives in the courses of action for the implementers to follow. As evident in one of the reviewed documents (PAASCU Executive Report, 2017):

“UST Angelicum College is a Catholic learning institution supervised by the Dominican Province of the Philippines. It is learner-centered operated with a unique system of education that is non-graded and self-paced. It adopts an innovative alternative approach that evolves from the basic idea of allowing each child’s individual growth to happen at its natural pace, as it is geared toward the attainment of the school’s vision and mission. The institution commits itself to nurture the uniqueness of each learner through a well-integrated program of intellectual, moral, social, cultural, and physical development of learners.”

Table 4

Acceptance by the School Community

Indicators	Administrators		Facilitators		Average		Rank
	Mean	VI	Mean	VI	Mean	VI	
1. The school’s philosophy, vision, and mission are clearly stated.	3.63	VE	3.64	VE	3.64	VE	1
2. The philosophy, vision, and mission are reflective of the school’s identity and core values.	3.56	VE	3.42	VE	3.49	VE	2
3. The mission statement of the school clearly communicates a culture of excellence and realistic and achievable educational goals for the learners.	3.44	VE	3.22	VE	3.33	VE	3
Overall:	3.54	VE	3.43	VE	3.49	VE	

Table 4 presented the extent of acceptance of the school community of the school's philosophy, mission, vision, and objectives, as perceived by the administrators and facilitators. Across all indicators, the respondents' perceptions obtained a general mean of 3.49, which was described as "Very Evident."

When ranked from highest to lowest, the highest average mean of 3.64 was given to the indicator "The school's philosophy, vision, and mission are clearly stated," which was described as "Very Evident." In contrast, the lowest average mean of 3.33 was obtained for the indicator, "The school's mission statement clearly communicates a culture of excellence, and realistic and achievable educational goals for the learners, " which was also described as "Very Evident." One of the administrators said in an interview:

"The philosophy, vision, and mission are written and stated in a way that describes the uniqueness of the system, how we visualize our graduates to be, and what actions we have to do in order to achieve our goal as an institution."

Ezekwe and Egwu (2016) emphasized the critical nature of the clear mission and vision statements in the process of strategic management, as they serve as prerequisites for effectively implementing and managing the program.

Table 5

Agreement between Philosophy, Vision, Mission, and Objectives and their Implementation

Indicators	Administrators		Facilitators		Average		Rank
	Mean	VI	Mean	VI	Mean	VI	
1. There is harmony between the educational practices of the school and its avowed purpose	3.63	VE	3.46	VE	3.55	VE	1
2. All activities of the school are geared towards the realization of its philosophy, vision, mission, and objectives	3.56	VE	3.52	VE	3.54	VE	2
3. There are provisions for interaction among all stakeholders to realize the	3.63	VE	3.42	VE	3.53	VE	3

school's philosophy, vision, mission, and objectives.							
Overall:	3.60	VE	3.47	VE	3.54	VE	

Table 5 presented the extent of agreement between Philosophy, Vision, Mission, and Objectives (PVMO) and their implementation as perceived by the administrators and facilitators. All indicators obtained an average of 3.54 or “Very Evident.”

When ranked from highest to lowest, the highest average mean of 3.55 was given to “There is harmony between the school's educational practices and its avowed purpose,” described as “Very Evident.” In contrast, the lowest average mean of 3.53, described as “Very Evident,” was obtained by the indicator “There are provisions for interaction among all stakeholders to realize the school's philosophy, vision, mission, and objectives.”

This agreement between the PVMO and implementation was evident in the documents of the Comprehensive Advancement Plan. All employees were involved in crafting the Departmental Comprehensive Advancement Plan and the Operation Plan to ensure the congruence and harmony of the programs and activities with the school’s Philosophy, Vision, mission, and Objectives.

Table 6

Governing Body

Indicators	Administrators		Facilitators		Average		Rank
	Mean	VI	Mean	VI	Mean	VI	
1. The duties, prerogatives, responsibilities, and mutual relationships of the chief executive offices with the chief policy-making body are clearly defined and understood.	3.81	VE	3.38	VE	3.60	VE	2.5
2. The chief executive officer and the chief policy-making body operate harmoniously and effectively.	3.81	VE	3.34	VE	3.58	VE	4

3. The duties, prerogatives, and responsibilities of administrators are clearly defined and delineated	3.81	VE	3.38	VE	3.60	VE	2.5
4. The chief executive officer works harmoniously with the principal and other academic and administrative officers.	3.81	VE	3.50	VE	3.66	VE	1
Overall:	3.81	VE	3.40	VE	3.61	VE	

Table 6 presented the performance effectiveness of the chief executive officer and the chief policy-making body as perceived by the respondents. The data reflected that the administrators and facilitators perceived the governing body as “Very Evident,” with a total average mean of 3.61.

When ranked from highest to lowest, the highest average mean of 3.66, interpreted as “Very Evident,” was given to the indicator “The chief executive officer works harmoniously with the principal and other academic and administrative officers.” The lowest average mean of 3.60, interpreted as “Very Evident,” was obtained for the two indicators “The duties, prerogatives, responsibilities, and mutual relationships of the chief executive offices with the chief policy-making body are clearly defined and understood” and “The duties, prerogatives, and responsibilities of administrators are clearly defined and delineated.”

The Rector, being the chief executive of the whole Santo Tomas system, appoints a Pro-Vice-Rector to UST Angelicum who directs and supervises the overall functions of different Divisions and Departments. Based on the school’s Administrative Manual, the Rector acts as the Chief Executive Officer. The school has four Divisions – Academic, Religious, Administrative, and Financial Affairs. Appointed Directors supervise these divisions. There are also three Councils – Executive, Academic, and Economic. The heads of each division and the council members serve

as the top-level executives' arms in performing its management functions that lead to the attainment of the school's philosophy, vision, mission, and objectives.

Table 7

Administrative Organization

Indicators	Administrators		Facilitators		Average		Rank
	Mean	VI	Mean	VI	Mean	VI	
1. The chief executive officer properly delegates authority to and concerns frequently with the principal regarding the implementation of the nongraded system.	3.81	VE	3.50	VE	3.70	VE	1
2. The principal effectively exercises his official functions free from unnecessary pressure and interference.	3.69	VE	3.34	VE	3.52	VE	4
3. The principal works harmoniously with the chief executive officer and other academic and administrative officers	3.75	VE	3.52	VE	3.64	VE	2
4. The faculty and non-academic personnel of the basic education department have a clear knowledge of the nongraded system and its implementation	3.63	VE	3.48	VE	3.56	VE	3
5. The learners have a clear knowledge of the nongraded system and its implementation.	3.63	VE	3.36	VE	3.50	VE	5
Overall:	3.68	VE	3.45	VE	3.57	VE	

Table 7 presented the extent of implementation of the board's policies through a sufficient number of administrative personnel who are qualified to perform the various administrative services as perceived by the respondents. Among all the indicators, the administrative organization obtained a total average mean of 3.57 or "Very Evident." When ranked from highest to lowest, the highest average mean of 3.70 was obtained for the indicator "The chief executive officer properly

delegates authority to and concerns frequently with the principal regarding the implementation of the nongraded system,” which was described as “Very Evident.”

The school’s organizational chart showed that the Basic Education Department, which directly supervised the implementation of the nongraded system, is under the Academic Division. The Basic Education Department had the Team Principals directly manage the programs and activities and address all concerns related to the nongraded system’s curriculum and instruction in coordination with the Director for Academic Affairs, who is directly under the school’s chief executive officer.

The lowest average mean of 3.50 was obtained by the indicator “The learners have a clear knowledge of the nongraded system and its implementation.” The learners’ academic calendar showed that an orientation session is held before the start of the school year. Discussion on the nongraded system, student services, and discipline policies are included in the session. The explanation of the nongraded system implementation is also in the learners’ handbook, distributed to each learner annually.

The criteria of excellence were measured on the effectiveness of the performance of the various administrative services. Table 8 presented the extent of administrative performance as perceived by the administrators and facilitators. Among all the indicators, administrative performance obtained a total average mean of 3.49, with an interpretation of “Very Evident.”

Table 8*Administrative Performance*

Indicators	Administrators		Facilitators		Average		Rank
	Mean	VI	Mean	VI	Mean	VI	
1. All administrators provide effective leadership in carrying out the school's philosophy, vision, mission, and service to the community.	3.56	VE	3.34	VE	3.45	VE	6.5
2. Administrators are adequate in number for the efficient implementation of the system in the institution.	3.56	VE	3.32	VE	3.44	VE	8.5
3. Administrators are professionally qualified to carry out their duties and functions	3.63	VE	3.32	VE	3.48	VE	4
4. Administrators perform their responsibilities relatively free from political, economic, and other unnecessary pressures.	3.56	VE	3.32	VE	3.44	VE	8.5
5. Administrators are competent in the performance of their respective duties.	3.56	VE	3.34	VE	3.45	VE	6.5
6. The administrators are formally and periodically evaluated.	3.75	VE	3.46	VE	3.61	VE	1
7. Provisions are made for the professional growth of administrators	3.69	VE	3.42	VE	3.56	VE	2
8. The actual performance of the administrators shows effective educational leadership, sound decision-making, and strategic planning.	3.63	VE	3.30	VE	3.47	VE	5
9. Administrative records and reports are systematically documented and filed.	3.75	VE	3.30	VE	3.53	VE	3
Overall:	3.62	VE	3.35	VE	3.49	VE	

When ranked from highest to lowest, the highest average mean of 3.61, with a description of “Very Evident,” was given to the criteria “The administrators are formally and periodically evaluated.” In contrast, the lowest average mean of 8.5 with a description of “Very Evident” was

given to two criteria: “Administrators are adequate in number for the efficient implementation of the system in the institution” and “Administrators perform their responsibilities free from political, economic, and other unnecessary pressures.”

Poston (2006) emphasized the importance of institutions developing procedures for conducting periodic reviews of administrators' performance. The purpose of such periodic reviews should be to enhance the administrator's performance during his or her tenure. According to the school's administrative manual, performance appraisal/evaluation of employees, including administrators, is required (UST Angelicum Administrative Manual, 2012, page 64).

“There should be a periodic evaluation of the work performance of the employees’ tasks and functions as specified in the Merit and Performance Rating criteria. Administrators are evaluated by the subordinate and the superior.”

Table 9

Academic Administration

Indicators	Administrators		Facilitators		Average		Rank
	Mean	VI	Mean	VI	Mean	VI	
1. Academic administration ensures the implementation of the school’s philosophy, vision, mission, and objectives in the instructional program.	3.56	VE	3.40	VE	3.48	VE	10
2. There is a published policy establishing faculty selection procedures.	3.75	VE	3.42	VE	3.59	VE	1
3. The faculty is regularly given orientation programs on the implementation of the non-graded system	3.63	VE	3.28	VE	3.46	VE	11
4. The school has a comprehensive and functional faculty development program.	3.69	VE	3.38	VE	3.54	VE	5
5. The faculty is actively involved in the formulation, periodic review, and revision of the faculty development program.	3.44	VE	3.24	E	3.34	VE	17

6. The teaching loads of the faculty members allow sufficient time for preparation of differentiated materials, adequate evaluation of individual student achievement, and professional growth.	3.25	E	2.82	E	3.04	E	21
7. The faculty concretely carries out the philosophy, vision, mission, and objectives of the school and the specific nature and characteristics of the non-graded system.	3.56	VE	3.32	VE	3.44	VE	12
8. The administration oversees the regular updating and upgrading of the school's curriculum.	3.69	VE	3.36	VE	3.53	VE	6
9. Curriculum development is a collaborative endeavor of administration and faculty	3.81	VE	3.28	VE	3.55	VE	3.5
10. There is a well-structured and functional supervisory program for classroom instruction	3.50	VE	3.32	VE	3.41	VE	14
11. The school formally and regularly appraises the implementation of the nongraded system of every faculty member.	3.63	VE	3.34	VE	3.49	VE	8.5
12. There is an effective system of selection, requisition, and procurement of learning materials and other instructional aids.	3.38	VE	3.26	VE	3.32	VE	19
13. There is sufficient supervision over the use of learning modules and other instructional aids.	3.69	VE	3.28	VE	3.49	VE	8.5
14. Adequate and valid supervision is provided to ensure the quality and suitability of learning assessments used in the classroom.	3.44	VE	3.32	VE	3.38	VE	15
15. The administration provides safeguards to preserve the confidential nature of examinations and all confidential records.	3.69	VE	3.44	VE	3.57	VE	2

16. Provision is made for a substitution program in case of absence of faculty and academic non-teaching personnel.	3.75	VE	3.28	VE	3.52	VE	7
17. Faculty and academic non-teaching personnel are provided opportunities to participate in policy formulation and decision-making.	3.56	VE	3.14	E	3.35	VE	16
18. The number of librarians and clerical assistants is adequate to serve the needs of the learners and faculty.	3.31	VE	3.06	E	3.19	E	20
19. There is an existing library/audio-visual program for the school.	3.75	VE	3.34	VE	3.55	VE	3.5
20. Selection of print and non-print materials is based on the philosophy, vision, mission objectives, and curriculum of the school and standard bibliographies.	3.38	VE	3.28	VE	3.33	VE	18
21. Criteria for the selection of print and non-print materials consider the abilities, needs, interests, and maturity levels of the students	3.56	VE	3.30	VE	3.43	VE	13
Overall:	3.57	VE	3.28	VE	3.43	VE	

Table 9 presented the extent of implementation of the academic administration as perceived by the respondents. The academic administration ensures the implementation of the school's philosophy, vision, mission, and objectives in the instructional program. The combined perception of the administrators and facilitators revealed a total average mean of 3.43 or "Very Evident." The highest average mean of 3.59, interpreted as "Very Evident," was obtained by the indicator "There is a published policy establishing faculty selection procedures."

Nongradedness is a philosophy of education that permeates the total school organization and program (Anderson & Pavan, 1994). This statement stressed the importance of selecting, hiring, and training the learning facilitators, who are the main implementers of the system. Faculty selection policy and procedure are stated in the school's Administrative Manual (UST Angelicum Administrative Manual, 2012, page 21) and Faculty Manual (UST Angelicum Faculty Manual, 2012, page 13).

According to one administrator, selection, hiring, and training is not the end of the process:

“To maintain quality of instruction and adherence to the nongraded system. They also undergo annual faculty deliberation where their teaching performance is discussed. Results of the evaluation are used as bases for the re-hiring of facilitators.”

The lowest average mean of 3.04, with an interpretation of “Evident,” was obtained by the indicator “The teaching loads of the faculty members allow sufficient time for preparation of differentiated materials, adequate evaluation of individual student achievement, and professional growth.” Because of the uniqueness of the nongraded system, it entails a different approach and preparation from the learning facilitators. Gaustad (1994) highlighted the instructional skills a nongraded teacher should possess: design open-ended, divergent, learning experiences accessible to a student at different levels of functioning; apply content-specific strategies and how to integrate different content areas in project work; design cooperative group tasks; and create an environment where individual differences are recognized. To implement the nongraded system successfully, teachers must possess a greater depth of knowledge about child development and a broader repertoire of instructional strategies than most graded teachers possess. With these unique characteristics of teacher preparation in an ungraded setting, faculty loading is a critical factor to consider.

From an interview with the group of learning facilitators who had served for 0 to 10 years, one facilitator said:

“Yung difficulty sa implementation (ng non-graded system) nanggagaling sa bigat ng teaching load naming. Wala na masyadong time to create differentiated materials and conduct action research para mas maimplement yun individualized learning.”

(“The difficulty in implementing the non-graded system comes from the teacher’s teaching load. There’s no sufficient time to create differentiated materials and conduct action research to implement the individualized learning better.”)

Based on the school’s policy on faculty loading: “The teaching loads assigned to the facilitator are based on: academic preparations, years of experience in handling the subject, expertise based on his/her masters/doctorate units earned/degree, and the needs of the department. The required teaching loads of a regular faculty member is 24 hours per week regardless of the number of subject preparations.”

In a non-graded setup, the teachers are meant to facilitate learning. As such, a class is highly differentiated, thus, requiring a different approach to the preparation of instructional materials (Anderson, 1993).

Table 10 presented the extent of implementation of the Administration of Non-academic Personnel as perceived by the administrators and facilitators. Across all indicators, the respondents’ perceptions got a total mean of 3.42, with a verbal interpretation of “Very Evident.” Karp (2011) stressed the importance of non-academic support to encourage academic success. While structured programs that promote non-academic support frequently include an academic component, non-academic supports address distinct skills and promote success via distinct mechanisms. Four mechanisms were identified for how non-academic supports improve student performance and outcomes: building social connections, clarifying aspirations and strengthening commitments, developing academic knowledge, and making student life more enjoyable.

Table 10*Administration of Non-academic Personnel*

Indicators	Administrators		Facilitators		Average		Rank
	Mean	VI	Mean	VI	Mean	VI	
1. The non-academic personnel show awareness of and concern for the school's philosophy, vision, mission, and objectives	3.38	VE	3.24	E	3.31	VE	6
2. The school has clear-cut policies regarding the following for non-academic personnel: a. Selection process b. Performance evaluation c. Promotion scheme d. Salary scale e. Benefits and incentives f. Labor-management relations	3.69	VE	3.34	VE	3.52	VE	1
3. There are existing well-formulated job specifications which are made known to the personnel concerned.	3.63	VE	3.36	VE	3.50	VE	2
4. There is a well-defined program for the improvement of non-academic personnel performance through regular meetings, trainings, and work appraisal.	3.63	VE	3.30	VE	3.47	VE	3
5. The working conditions of the non-academic personnel contribute to their effective performance.	3.63	VE	3.24	E	3.44	VE	4
6. The non-academic personnel are provided opportunities to participate in policy formulation and decision-making in matters that affect them.	3.63	VE	3.20	E	3.42	VE	5
7. The number of non-academic personnel is adequate to meet the needs of the school.	3.44	VE	3.14	E	3.29	VE	7
Overall:	3.57	VE	3.26	VE	3.42	VE	

The highest average mean of 3.52, interpreted as “Very Evident,” was obtained by the indicator “The school has clear-cut policies regarding the selection process, performance evaluation, promotion scheme, salary scale, benefits and incentives, and labor-management relations.” In contrast, the lowest average mean of 3.29 was obtained by the indicator “The number of non-academic personnel is adequate to meet the needs of the school.” The school’s administrative manual clearly stated the policies pertaining to non-academic personnel. Aside from the printed copies of the administrative manual given to the employees, the policies were discussed annually as part of the in-service training to re-orient the employees of the different concerns.

The school follows the required number of non-academic personnel per population as mandated by the Department of Education. Enrollment of 2,000 students has the following requirements: for the library - 1 full-time head librarian, 2 full-time librarians, 4 support staff; for counselors - 1 guidance counselor for every 500 students.

Table 11

Student Administration

Indicators	Administrators		Facilitators		Average		Rank
	Mean	VI	Mean	VI	Mean	VI	
1. The student admission policy is consistent with the philosophy, vision, mission, and objectives of the school.	3.88	VE	3.42	VE	3.65	VE	1
2. The admission process is clearly stated in the websites, social media, and bulletin of information.	3.75	VE	3.46	VE	3.61	VE	2
3. The admission process is easy to follow and is executed in an orderly manner.	3.38	VE	3.20	E	3.29	VE	12
4. There is a developmental guidance program that is an integral part of the basic education department.	3.38	VE	3.34	VE	3.36	VE	9

5. The guidance program is communicated to the students and various stakeholders.	3.63	VE	3.30	VE	3.47	VE	4
6. There are specialists or experts available for referrals and consultation.	3.50	VE	3.34	VE	3.42	VE	5
7. The number of guidance personnel is adequate to meet the needs of the school population.	3.56	VE	3.22	E	3.39	VE	7
8. There is coordination between advisers and guidance counselors in the planning and implementation of the homeroom program.	3.44	VE	3.12	E	3.28	VE	13.5
9. The orientation program of learners is anchored to the school's non-graded system, and its mission, vision, philosophy, and objectives	3.69	VE	3.40	VE	3.55	VE	3
10. Adequate measures are taken to orient transferees and late enrollees in adjusting to the unique non-graded system.	3.50	VE	3.32	VE	3.41	VE	6
11. The guidance office maintains cumulative records of each student that are regularly updated and organized.	3.50	VE	3.20	E	3.35	VE	10.5
12. The counseling service is based on a sound framework consistent with the school's philosophy, vision, mission, and objectives.	3.31	VE	3.24	E	3.28	VE	13.5
13. Relevant guidance data are used to determine placement and follow-up of students.	3.50	VE	3.20	E	3.35	VE	10.5
14. Administrative services are performed efficiently by the Registrar from admission to the exit of a learner.	3.56	VE	3.18	E	3.37	VE	8
Overall:	3.54	VE	3.28	VE	3.41	VE	

The extent of implementation of the aspect on student administration as perceived by the administrators and facilitators was reflected in Table 11. Across all the indicators, student

administration obtained a total average mean of 3.41, described as “Very Evident.” The highest average mean of 3.65, described as “Very Evident,” was obtained by the indicator “The student admission policy is consistent with the philosophy, vision, mission, and objectives of the school.” Meanwhile, the lowest average of 3.28, with a verbal interpretation of “Very Evident,” was obtained by two indicators: “There is coordination between advisers and guidance counselors in the planning and implementation of the homeroom program” and “The counseling service is based on a sound framework consistent with the school’s philosophy, vision, mission, and objectives.”

The school's admission procedures were consistent with the Department of Education's general provisions in the Manual of Regulations for Private Schools in Basic Education (2010) on Education for All (EFA): "The State shall protect and promote all citizens' rights to high-quality education at all levels and shall take appropriate steps to ensure such education is accessible to all." According to the school's philosophy, vision, and mission, grades were not a requirement for admission. The timely administration of admission tests and interviews and the completion of all required documents enabled an accurate selection of learners.

Table 12

Financial Administration

Indicators	Administrators		Facilitators		Average		Rank
	Mean	VI	Mean	VI	Mean	VI	
1. There is an officer designated to supervise the financial functions of the institution.	3.75	VE	3.40	VE	3.58	VE	2
2. This officer is qualified to perform his/her function.	3.63	VE	3.22	E	3.43	VE	4
3. There is adequate and qualified staff to support the execution of financial functions.	3.38	VE	3.10	E	3.24	E	10
4. Table of fees is closely monitored to ensure the availability of accurate information on student fees.	3.44	VE	3.02	E	3.23	E	11

5. There is a prompt and efficient service in handling learners' financial transactions.	2.94	E	2.58	E	2.76	E	15
6. Records of financial transactions are accurate.	2.94	E	2.94	E	2.94	E	14
7. The administration of finance reflects the institution's thrust and functions.	3.19	E	3.12	E	3.16	E	13
8. All collections are used mainly for the purposes for which they are collected	3.31	VE	3.08	E	3.20	E	12
9. The requisition system for purchases of supplies is clearly defined and is functional.	3.44	VE	3.10	E	3.27	VE	9
10. There is an operational budget system.	3.75	VE	3.20	E	3.48	VE	3
11. The budget system is properly monitored.	3.63	VE	3.08	E	3.36	VE	6.5
12. The key administrators, concerned personnel, and supervisors participate in the preparation of the department budget.	3.81	VE	3.36	VE	3.59	VE	1
13. The periodic budget performance report is disseminated to all concerned	3.44	VE	3.16	E	3.30	VE	8
14. There is an annual audit of the school's books by an external auditor.	3.63	VE	3.20	E	3.42	VE	5
15. The assets of the school are effectively managed.	3.50	VE	3.22	E	3.36	VE	6.5
Overall:	3.45	VE	3.12	E	3.29	VE	

Table 12 presented the aspect of the implementation of financial administration as perceived by the respondents. Across all indicators, financial administration obtained a total average mean of 3.29, described as "Very Evident." The highest average mean of 3.59 and the lowest average mean of 2.76 was obtained by the indicators "The key administrators, concerned personnel, and supervisors participate in the preparation of department budget," and "There is a prompt and efficient service in handling learners' financial transactions," respectively. It is further

noted that the administrators' perception had a general mean of 3.45, interpreted as “Very Evident,” while the facilitators had a general mean of 3.12, interpreted as “Evident.”

Williams, cited in Siregar (2020), described how educational financing could improve the quality of education, stating, “The cost and quality of schools are directly related,” highlighting the importance of financial administration in schools. Implementation of an educational system in an institution requires a fee to provide a minimum service standard for the activities to be carried out. The school administrators take the role of financial managers in implementing educational financing through various planning and activity programs as outlined in the comprehensive advancement plan.

The respondents' perceptions of the school's physical plant were presented in Table 13. The figures indicated that the indicators of the physical plant were “Very Evident,” with a total average mean of 3.50. The highest average mean of 3.65, interpreted as “Very Evident,” was obtained by the indicator “The school has a physical development plan.” In contrast, the lowest average mean of 3.38 interpreted as “Very Evident” was obtained by the indicator “There are adequate provisions for differently-abled learners.”

As stated in the school's physical development plan (PAASCU Report, 2017)

“UST Angelicum College is at the heart of Quezon City. It is accessible and behind a church and with nearby hospitals. As a second home to learners, their safety and security are one of the primary concerns.”

“School buildings have passed the building code and safety standards and are periodically renovated. All classrooms have also met the Department of Education's prescribed classroom size.”

Table 13*Physical Plant*

Physical Plant	Administrators		Facilitators		Average		Rank
	Mean	VI	Mean	VI	Mean	VI	
1. The campus layout is well-planned in relation to the functional location of the facilities.	3.50	VE	3.34	VE	3.42	VE	8
2. The campus is well-kept and well-maintained.	3.44	VE	3.38	VE	3.41	VE	9
3. There are sufficient areas for educational activities - play/social, physical, athletics, cultural, religious	3.69	VE	3.50	VE	3.60	VE	3
4. There are adequate provisions for differently-abled learners.	3.50	VE	3.26	VE	3.38	VE	10
5. Classroom interiors are pleasant and conducive to the teaching-learning process.	3.63	VE	3.38	VE	3.51	VE	4
6. Classroom arrangement provides for flexibility in varying situations, especially in the implementation of the non-graded system.	3.56	VE	3.42	VE	3.49	VE	5
7. Sufficient space for storing instructional materials and learners' individual portfolios is provided.	3.56	VE	3.30	VE	3.43	VE	7
8. There are provisions for safe entry and exit in case of emergencies.	3.75	VE	3.48	VE	3.62	VE	2
9. There are sanitary dining facilities for students who eat their meals.	3.56	VE	3.34	VE	3.45	VE	6
10. The school has a physical development plan.	3.88	VE	3.42	VE	3.65	VE	1
Overall:	3.61	VE	3.38	VE	3.50	VE	

The facilities and organization of a nongraded school are unique. Because of the system's self-paced, individualized learning feature, the physical organization of the classroom is vital. Facilitators could go from one learning area to another depending on the learners' activity. This

unique classroom layout was evident in the school. The learning stations were divided into different areas, such as the discussion area, testing area, checking area, and peer-teaching area. Evident also in each learning station was the mini-library, where books, charts, and other learning materials were kept. The learning areas were flexible depending on the pace and level of the learners.

RA 7277, known as the Magna Carta of Disabled Persons, states that schools should take appropriate steps to make education accessible to all disabled or differently-abled learners. Thus, the physical layout and facilities should be taken into consideration. The school has ramps and rails for differently-abled learners, while parking for people with disabilities was also made available.

Table 14

School and Community

Indicators	Administrators		Facilitators		Average		Rank
	Mean	VI	Mean	VI	Mean	VI	
1. The relationship between the school and the community is one of dynamic interaction.	3.69	VE	3.42	VE	3.60	VE	2
2. The school makes its resources available to the community when needed.	3.63	VE	3.40	VE	3.52	VE	5
3. The school plans and implements a continuing community relations program.	3.69	VE	3.46	VE	3.58	VE	3
4. The school explores and makes use of the outside community's human, material, and technological resources in its instructional program.	3.56	VE	3.38	VE	3.47	VE	7
5. The school develops among the members of the school community awareness of social issues and deep concern,	3.63	VE	3.46	VE	3.55	VE	4

	especially for the poor sectors of the community.							
6.	The school renders service to the poor sectors of society by undertaking a school-community awareness and involvement program	3.69	VE	3.58	VE	3.64	VE	1
7.	The school integrates with its curricular and co-curricular programs the students' learnings and experiences from their community involvement activities.	3.56	VE	3.42	VE	3.49	VE	6
8.	The school provides a budget for community-based projects and school-based projects	3.50	VE	3.40	VE	3.45	VE	8
Overall:		3.61	VE	3.44	VE	3.53	VE	

Table 14 presented the extent of implementation of the aspect of school and community as perceived by the respondents. It showed that out of all the indicators from 1 to 8, school and community relations were “Very Evident.” Among all indicators, school and community obtained a total average mean of 3.53 or “Very Evident.”

The administrators and the facilitators' ratings obtained average means of 3.61 and 3.44, respectively, both interpreted as “Very Evident.” When ranked from highest to lowest, the highest average mean of 3.64 was obtained by the indicator, “The school renders service to the poor sectors of society by undertaking a school-community awareness and involvement program,” which was described as “Very Evident.” The indicator obtained the lowest average mean of 3.45, “The school provides a budget for community-based and school-based projects,” which was described as “Very Evident.” This result seemed to corroborate the information gained by the researcher in an interview with a facilitator, who said:

“Isa sa pinaka fulfilling bilang guro dito is yung pagiging involved naming sa REAP. Through this program, we are able to teach the marginalized sector of the society and nai share naming ang oras at kaalaman naming sa kanila para makapagtapos ng Basic Education.”

(“One of the most fulfilling parts of being a teacher in Angelicum is our involvement in the REAP. Through this program, we are able to teach the marginalized sector of the society, and we are able to share our time and knowledge to them in order to finish Basic Education.”)

Community extension programs provide a positive impact on the lives of the marginalized communities afforded by academic institutions (Omblero, 2020). The school had two established programs that extended services to partner communities and organizations: the Angelicum Community Extension Services (ACES) and the Re-entry Education Agenda for the Poor (REAP). The ACES spearheaded extension services to partner communities and organizations and community exposures of students through the Community Development Program (CDP). REAP was an offshoot of the Home Study Program. It offered free basic education to the out-of-school youth, school dropouts, the marginalized, victims of human trafficking, and physically impaired people. It also offered a scholarship to deserving residents of the partner communities. REAP sites were established in different regions of the country.

The school allocated budget to community extension programs. The school also raised funds to sustain its programs for the partner communities. Raffles and donations from sponsors and the REAP gallons for which learners and employees were encouraged to share a peso every day for the education of the deserving residents in partner communities and REAP sites were avenues for sharing resources.

Table 15

Summary of the Extent of Implementation of the Antecedents as Perceived by the Administrators and Facilitators

AREAS	Administrators		Facilitators		Average		Rank
	Mean	VI	Mean	VI	Mean	VI	
1. General Nature of Philosophy, Vision, Mission, and Objectives	3.69	VE	3.36	VE	3.53	VE	4.5
2. Acceptance by the School Community	3.54	VE	3.43	VE	3.49	VE	7.5
3. Agreement between Philosophy, Vision, Mission, and Objectives and their Implementation	3.60	VE	3.47	VE	3.54	VE	3
4. Governing Body	3.81	VE	3.40	VE	3.61	VE	1
5. Administrative Organization	3.68	VE	3.45	VE	3.57	VE	2
6. Administrative Performance	3.62	VE	3.35	VE	3.49	VE	7.5
7. Academic Administration	3.57	VE	3.28	VE	3.43	VE	9
8. Administration of Non-Academic Personnel	3.57	VE	3.26	VE	3.42	VE	10
9. Student Administration	3.54	VE	3.28	VE	3.41	VE	11
10. Financial Administration	3.45	VE	3.12	E	3.29	VE	12
11. Physical Plant	3.61	VE	3.38	VE	3.50	VE	6
12. School and Community	3.61	VE	3.44	VE	3.53	VE	4.5
Overall	3.61	VE	3.35	VE	3.48	VE	

For a more comprehensive perspective, Table 15 contained the summary of the extent of implementation of the Nongraded School in Quezon City as perceived by the administrators and facilitators regarding quality assurance set by an accrediting agency on twelve (12) key areas.

Gleaning on the figures, the data revealed that among the area indicators, “Governing Body” ranked the highest with a computed mean of 3.61 interpreted as “Very Evident,” whereas “Financial Administration” ranked the lowest, with a computed mean of 3.29 interpreted as “Very Evident” as well, but was already near the borderline of 3.25 interpreted as “Evident.”

It was observed that all areas obtained mean ratings interpreted as “Very Evident.” In all areas, the administrators and facilitators both agreed on the extent of the implementation except for one, which was financial administration. The administrators rated it 3.45, with an interpretation of “Very Evident,” whereas the facilitators rated it 3.12, interpreted as “Evident.”

Table 16 shows the completed countenance matrix for the evaluation of program antecedents.

Table 16

Countenance Matrix: Program Antecedents

Description Matrix		Judgment Matrix	
Intents	Observations	Standards	Judgments
General Nature of PVMO	The school’s philosophy, vision, and mission are clearly stated and are reflective of the school’s identity and core values. (Appendix J) The different sectors of the school are consulted in the review of the PVMO and are published in important areas of the school.	The school's philosophy, vision, mission, and objectives should include a comprehensive program of intellectual, moral, social, cultural, and physical development for its students, which should be communicated to all stakeholders.	The school's philosophy, mission, vision, and objectives emphasized education as a means of evangelization, promoting the total and integral development of the individual in service to the church and society. The wide dissemination in all media platforms is evident.

Governing Body	The school's Organizational Chart showed the administrative hierarchy and the proper communication channels. This provides for the smooth operations of the school. (Appendix K)	As a governing body, the school should have a board of trustees or its equivalent that will be responsible for formulating the general policies of the institution.	The Board of Trustees was composed of Dominican priests under the Santo Tomas system. The Rector of UST also serves as the rector of UST Angelicum. The appointed Pro-Vice Rector is in charge of the operation of the system. Advisory councils are created to keep track of the implementation of programs that lead to achieving the school's vision, mission, and objectives.
Administrative Organization	The administrative officers who carried out the BOT's approved policies were all educationally qualified, had acquired commendable related experiences and had exposure to the field of educational leadership and management. (Appendix L – admin qualifications)	The Board of Trustees' policies are carried out by an adequate number of administrative personnel qualified to perform the various administrative functions.	Though present administrators are educationally qualified, a succession planning model should be in place to identify the school's current needs and future needs and the organizational direction.
Administrative Performance	The top-level executives are the school's Rector and Pro-Vice-Rector, who direct and supervise the overall functions of the different divisions and departments.	Administrative personnel should be sufficiently numerous and qualified to perform the various administrative functions.	Administrative officers were adequate and professionally qualified to carry out their duties and functions.

	Each division has a director, and each department has an appointed department head.		Administrators were formally and periodically evaluated.
Academic Administration	The direction of the Academics Division, which included the areas of curriculum and instruction and continuous faculty development, was stated in the 5-year Comprehensive Advancement Plan (CAP), which was a product of consultations with all subject coordinators and facilitators. The CAP was reflective of a continuous adoption and implementation of the practices of a non-graded, self-paced system of education. (Appendix M – KRA for Curriculum and Instruction, and Faculty)	Academic administrators ensure that the instructional program reflects the school's philosophy, vision, mission, and objectives.	Academic administration ensures the implementation of the school's philosophy, vision, mission, and objectives in the instructional program.
Administration of Non-Academic Personnel	The school has clear-cut policies regarding the selection process, performance evaluation, promotion scheme, salary scale, benefits and incentives, and labor-management relations. The staff of different non-academic offices consistently implements school policies.	The school provides for adequate personnel selection, retention, and personnel practices.	A conducive working environment was provided to deliver duties and functions effectively and efficiently. Adequacy of the school personnel needs to be addressed.

	There are offices where staff are inadequate: clerical staff for Guidance, full-time AVR and technical in the library, and External Affairs staff		
Student Administration	The admission process is simple and easy to follow and is executed orderly and systematically. Student records are organized in fire-proof storage (physical documents) and secured cloud storage (soft copies). Measures are also taken to ensure the integrity of the transcript of records and other official school documents	The school has effective and adequate student services: admission, registration, and organizing student records.	In close coordination with the Guidance and Counseling Department and the Team Principals, the registrar focuses on the admission of students and services related to the records of learners. Policies on admissions and records of learners are consistently implemented.
Financial Administration	A qualified officer was designated to supervise the financial functions of the institution. An operational budget system was present, and the budget system was monitored. Lacking was the system for prompt and efficient handling of learners' financial transactions.	The school effectively performs the business services: budgeting, accounting, auditing, and purchasing procedures.	While financial transactions are handled well, there is a need to improve the processes for faster transactions and more accurate handling of financial transactions
Physical Plant	To guarantee safety, various measures are adopted: turnstile for ingress and egress of learners, fire and earthquake alarm system, a walkway for students	The physical plant should be adequate for the attainment of the school's objectives.	Well-maintained facilities for employees, learners, and other stakeholders were present. Facilities were consistently

	with disabilities, CCTV cameras in strategic places all over the school's vicinity.		visited and assessed, and renovation was immediately done whenever there was a need to.
	All classrooms are provided with SMART TV and computer units to advance learning conditions continuously.		There was a need for a bigger space for clinic and Guidance services and the need to provide more facilities for the differently-abled learners.
School and Community	Community extension programs were supervised by the Office of the Religious Affairs: Angelicum Community Extension Program (ACES) and the Re-entry Education Agenda for the Poor (REAP) Program.	The school should have a community services program participated by all stakeholders.	Though community extension programs are in place, participation of all stakeholders, including parents, is limited.

Observations compared to the school's intents revealed a good congruence as reflected in the matrix. The philosophy, mission, vision, and objectives of UST Angelicum to promote education as a form of evangelization for the total and integral development of the person in the service of the church and society as nourished by study, prayer, and community life were aligned with the desired educational goals set as practiced in the institution. (Appendix J).

2. The institution's learning processes, referred to as "*transactions*," judged based on its congruence to the intents of Nongradedness

This question dealt with the implementation of the nongraded system features in the school. The nongraded system, which Angelicum has evolved and is still evolving, is different from all the other systems. Unlike the traditional system, which prescribes a uniform pattern, the nongraded one cannot be imitative of another. For this, the survey questionnaires answered by the administrators, facilitators, and learners, daily learning logs of facilitators, academic programs, and notations from online class observations were utilized to evaluate and judge the congruence of the observations to the intents of the features of a nongraded school.

Table 17

Goals of Schooling

Indicators	Administrators		Facilitators		Learners		Average		Rank
	Mean	VI	Mean	VI	Mean	VI	Mean	VI	
1. The ultimate school goal is to develop self-directing, autonomous individuals.	3.56	VE	3.52	VE	3.46	VE	3.51	VE	3
2. The school seeks to develop individual potentialities to the maximum possible.	3.81	VE	3.58	VE	3.55	VE	3.65	VE	1
3. The school strives to increase the variability of individual differences rather than to stress conformity	3.50	VE	3.40	VE	3.20	E	3.37	VE	6
4. The school considers the development of the child in five developmental areas: cognitive, aesthetic,	3.63	VE	3.48	VE	3.24	E	3.45	VE	4.5

	physical, emotional, and social									
5.	The school considers learners' development of productive, responsible membership and leadership in group works	3.75	VE	3.52	VE	3.51	VE	3.60	VE	2
6.	The school environment is designed so that learners enjoy learning, experience work effort as rewarding, develop positive self-concepts	3.63	VE	3.42	VE	3.30	VE	3.45	VE	4.5
Overall:		3.65	VE	3.49	VE	3.38	VE	3.51	VE	

Table 17 presented the extent of implementation of the nongraded system's goals of schooling, as perceived by the administrators, facilitators, and learners.

Across all indicators, the respondents' perceptions obtained a mean of 3.51, described as "Very Evident." When ranked from highest to lowest, the highest average mean of 3.65 was obtained for the indicator "The school seeks to develop individual potentialities to the maximum possible" with a verbal interpretation of "Very Evident." Lowest in rank was the indicator "The school strives to increase the variability of individual differences rather than stress to conformity," with an average mean of 3.37, described as "Very Evident."

Regarding this result, one remarkable answer from the facilitators during the interview was:

"The system calls for differentiated instruction depending on the learners' individual needs. However, because of the difficulty in handling big classes and due to our multi-level preparation, there is a tendency to overlook this feature and conform to a per-group basis type of activity."

The nongraded system's central ideology is that each child is unique and should be treated with dignity and respect in an environment that values individual differences (Anderson, 1994).

Children's intellectual, social, and emotional development is as varied as their physical development. They develop at a different rate than their peers of the same age in different areas. Additionally, children with varying learning styles rely on auditory, visual, and kinesthetic signals to varying degrees. As a result, teachers should use various instructional methods and resources to provide opportunities for open-ended learning for students of all abilities and readiness levels.

Table 18 shows the organization in a nongraded class as perceived by the respondents. The information in the table shows that the organization is “Very Evident,” with a total average mean of 3.43.

When ranked from highest to lowest, the highest average mean of 3.65 was obtained by the indicator “Classes are identified with labels, free of grade-level implications” with the verbal interpretation of “Very Evident.” The lowest mean, 3.19, was obtained by the indicator “The specific task, materials required, and learners’ needs determine the number of learners that may be profitably engaged in any educational experience” with an interpretation of “Evident.”

Table 18

Organization

Indicators	Administrators		Facilitators		Learners		Average		Rank
	Mean	VI	Mean	VI	Mean	VI	Mean	VI	
1. Classes are identified with labels, free of grade-level implications.	3.81	VE	3.62	VE	3.53	VE	3.65	VE	1
2. Learner’s placement is changed at any time if it is felt to be in the best interest of the child, considering all five areas of development	3.63	VE	3.30	VE	3.25	E	3.39	VE	4

3. Grouping and subgrouping patterns are highly flexible.	3.63	VE	3.32	VE	3.17	E	3.37	VE	5
4. Each learner has opportunities to work with groups of many sizes formed for different purposes.	3.69	VE	3.40	VE	3.42	VE	3.50	VE	2.5
5. The specific task, materials required, and learners' needs determine the number of learners that may be profitably engaged in any educational experience.	3.50	VE	2.88	VE	3.20	E	3.19	E	6
6. Learners and facilitators of varying personalities, backgrounds, abilities, interests, and ages work together in teams as co-learners in the collaborative school-enterprise	3.63	VE	3.46	VE	3.41	VE	3.50	VE	2.5
Overall:	3.65	VE	3.35	VE	3.33	VE	3.43	VE	

The data also revealed that the learners rated three indicators as “Evident.” In contrast, the administrators and facilitators rated these as “Very Evident”: “Learner’s placement is changed at any time if it is felt to be in the best interest of the child, considering all five areas of development,” “Grouping and subgrouping patterns are highly flexible,” and “The specific task, materials required, and learners’ needs determine the number of learners that may be profitably engaged in any educational experience.” This means that the learners had a different experience than what the administrators and facilitators expected to be implemented.

“In a nongraded system, learners work in varied situations where there will be opportunities for maximum progress” (Anderson, 1993). Classes are characterized as heterogeneous. Heterogeneous grouping is when children are grouped based on any characteristic, such as age, perceived aptitude or achievement, or learning style. Instead of long-term ability grouping commonly employed in graded classes, flexible grouping refers to adopting various heterogeneous and homogeneous grouping for short-term goals.

Table 19*Curriculum*

	Administrators		Facilitators		Learners		Average		Rank
	Mean	VI	Mean	VI	Mean	VI	Mean	VI	
1. Learners formulate their own learning goals with guidance from the facilitators.	3.25	E	3.32	VE	3.41	VE	3.33	VE	5
2. The learners' unique needs determine the curriculum, abilities, interests, learning rates, styles, and patterns.	3.44	VE	3.30	VE	3.40	VE	3.38	VE	4
3. The curriculum is packed into broad thematic units integrating several subject matter disciplines instead of a per subject presentation.	3.00	E	3.30	VE	3.26	VE	3.19	E	6
4. Sequences of the event are determined for individual learners	3.50	VE	3.42	VE	3.32	VE	3.41	VE	3
5. The curriculum is organized to develop an understanding of concepts and methods of inquiry, more than retention of the	3.56	VE	3.40	VE	3.33	VE	3.43	VE	2

specific content of learning									
6. Learning experiences are based on learners' expressed interests and pacing.	3.63	VE	3.40	VE	3.51	VE	3.51	VE	1
Overall:	3.40	VE	3.31	VE	3.37	VE	3.36	VE	

Table 19 presented the extent of implementation of the curriculum of the nongraded system as perceived by the administrators, facilitators, and learners.

Data revealed that the highest average mean obtained 3.51, described as “Very Evident” for the indicator “Learning experiences are based on learners’ expressed interests and pacing.” In contrast, the lowest mean was computed for the indicator “The curriculum is packed into broad thematic units integrating several subject matter disciplines instead of a per subject presentation,” with an average mean of 3.19, described as “Evident.” One of the learners, who had stayed in the school for only a year, stated when asked about the difference in the curriculum from his previous school:

“There’s not much difference in the subjects we take compared to our previous school. I do not see any difference except the use of modules and the self-paced learning.”

Cowan (1996) asserted that achieving nongradedness through simple organizational changes is impossible. The curriculum is the heart of the school's program, and it must be altered to conform to the process design requirements of the nongraded school. It is the vehicle used to assist the child in attaining educational goals. As a result, it is expected that the curriculum will be distinct from that of a graded school and will meet each student's unique needs.

Table 20*Instruction*

Indicators	Administrators		Facilitators		Learners		Average		Rank
	Mean	VI	Mean	VI	Mean	VI	Mean	VI	
1. All phases of human growth: cognitive, aesthetic, physical, emotional, and social, are considered when planning learning experiences.	3.69	VE	3.44	VE	3.39	VE	3.51	VE	4
2. Teachers are facilitators of learning, aiding in learners' development and helping them formulate goals and diagnose problem areas.	3.88	VE	3.52	VE	3.48	VE	3.63	VE	1
3. Multiple learning alternatives are available.	3.56	VE	3.36	VE	3.38	VE	3.43	VE	6
4. Learning experience promote positive motivation to learn rather than fear of failure	3.69	VE	3.56	VE	3.31	VE	3.52	VE	3
5. The process is more important than the product.	3.69	VE	3.52	VE	3.23	VE	3.48	VE	5
6. Learners strive to improve their performance and develop their potential rather than compete.	3.69	VE	3.58	VE	3.46	VE	3.58	VE	2
Overall:	3.70	VE	3.50	VE	3.38	VE	3.53	VE	

Table 20 presented the extent of application of the nongraded system of instruction as perceived by the respondents. Across all indicators, the respondents' perceptions obtained a mean rating of 3.53, which was described as "Very Evident."

When ranked from highest to lowest, the highest average mean of 3.63 was obtained for the indicator “Teachers are facilitators of learning, aiding in learners’ development and helping them formulate goals and diagnose problem areas.” In an interview with the facilitators, the following was revealed:

“When I was hired here in Angelicum, I removed my belief that I am the only source of knowledge; it was a total paradigm shift from what I was trained as a teacher. At the start, it was difficult accepting that role. However, with the help of the administrators and co-facilitators, I began to understand how it is to become a learning facilitator in this type of system.”

Alarcon (1975) stated in *The Angelicum Experience* that it is the teacher's responsibility to be flexible in a nongraded system. His/her own mode of learning must be maintained in tandem with the children's insatiable curiosity.

The data revealed that the lowest mean was computed for the indicator “Multiple learning alternatives are available” with a mean score of 3.43, described as Very Evident. In a nongraded setup, most of the time, students are working on different activities (Anderson, 1993). One of the administrators in an interview stated:

“Facilitators are given time to prepare multiple sets of activities for different types of learners. This usually happens during the pre-service activities before the start of the school year. However, new facilitators still need to be guided in designing these activities.”

Table 21

Materials

Indicators	Administrators		Facilitators		Learners		Average		Rank
	Mean	VI	Mean	VI	Mean	VI	Mean	VI	
1. A wide variety of textbooks, trade books, supplemental materials, workbooks, and teaching aids are available and readily accessible.	3.69	VE	3.34	VE	3.28	VE	3.44	VE	5
2. Varied materials are available to cover a	3.50	VE	3.24	E	3.31	VE	3.35	VE	6

wide range of reading abilities.										
3.	Alternative materials and methods are available at any time so that learners may use the learning style and materials most suitable to their present needs.	3.81	VE	3.40	VE	3.37	VE	3.53	VE	1
4.	Learners are free to learn something they have not been exposed to.	3.63	VE	3.42	VE	3.44	VE	3.50	VE	2
5.	Learners are allowed to explore, experiment, mess around, play, and have the freedom to commit mistakes.	3.69	VE	3.40	VE	3.26	VE	3.45	VE	4
6.	Learners work with materials on the level appropriate to their present attainment and move as their abilities and desires allow them.	3.63	VE	3.46	VE	3.34	VE	3.48	VE	3
Overall:		3.66	VE	3.38	VE	3.34	VE	3.46	VE	

Table 21 presented the extent of implementation of the aspect on materials in the Nongraded System as perceived by the administrators, facilitators, and learners. It showed that all indicators from 1 to 6 about materials are “Very Evident.” among all indicators, the materials obtained a total average mean of 3.46 or “Very Evident.”

When ranked from highest to lowest, the highest average mean of 3.53 was obtained by the indicator “Alternative materials and methods are available at any time so that learner may use the learning style and materials most suitable to their present needs,” which was described as “Very Evident.” In contrast, the lowest average mean of 3.35 was obtained by the indicator “Varied

materials are available to cover a wide range of reading abilities,” which was described as “Very evident.” This result seemed to corroborate the information gained by the researcher in an interview with a learner, who said:

“Inside the learning station, the materials we need in all subjects are complete because we have mini-libraries. These are resource materials collected over time from learners' previous teachers, and some are also from the main library. But if we need to do more extensive reading, we can go to the main library anytime we need to.”

Pavan (1992) stated that it is critical to have a variety of materials available within the nongraded class so that the learner can use the learning style and material most appropriate for the current needs and task at hand.

Table 22 presents the extent of implementation of the aspect on Assessment in the Nongraded system as perceived by the respondents.

Table 22

Assessment

Indicators	Administrators		Facilitators		Learners		Average		Rank
	Mean	VI	Mean	VI	Mean	VI	Mean	VI	
1. Assessment materials consider all five areas of the learner's development: cognitive, aesthetic, physical, emotional, and social.	3.56	VE	3.34	VE	3.42	VE	3.44	VE	5.5
2. Assessment is continuous, cooperative, and comprehensive to fulfill its diagnostic purpose.	3.56	VE	3.32	VE	3.43	VE	3.44	VE	5.5
3. The learner is directly involved in assessing and interpreting academic progress and shaping plans for	3.56	VE	3.40	VE	3.44	VE	3.47	VE	4

future activities and growth.										
4. Learners' achievement is assessed in terms of their past achievements and their potential, not by comparison to group norms.	3.63	VE	3.46	VE	3.44	VE	3.51	VE	1	
5. Facilitators accept and respond to the fact that growth patterns are irregular and occur in different areas at different times.	3.56	VE	3.52	VE	3.36	VE	3.48	VE	2.5	
6. Multiple sources of documentation are utilized for reporting student progress instead of letter or numerical grades.	3.50	VE	3.44	VE	3.51	VE	3.48	VE	2.5	
Overall:	3.56	VE	3.41	VE	3.43	VE	3.47	VE		

Data revealed that the highest average mean obtained 3.51, described as “Very Evident” for the indicator “Learners’ achievement is assessed in terms of their past achievements and their own potential, not by comparison to group norms.” Meanwhile, the lowest mean was computed for the indicators “Assessment is continuous, cooperative, and comprehensive to fulfill its diagnostic purpose” and “Assessment materials consider all five areas of the learner’s development: cognitive, aesthetic, physical, emotional, and social” with a mean score of 3.44, described as “Very Evident.”

Dressay (1992) emphasized in his paper that assessment and evaluation should take into account students' diverse learning styles cultural and experiential backgrounds. The most apparent

distinction between a nongraded school and a graded school is the absence of grades. Alarcon's Angelicum Experience (1975) elucidated the school's core ideology:

“A child is accepted for what he is capable of and recognized for what he can do best. The school has committed itself to developing the learner’s true worth – not by comparing him to other learners but the inculcation of ways towards a real evaluation of himself.”

For more comprehensive perspectives, Table 23 summarizes the extent of implementation of the Nongradedness indicators as perceived by the administrators, facilitators, and learners.

Table 23

Summary of the Extent of Implementation of the Nongradedness Indicators as Perceived by the Administrators, Facilitators, and Learners

NON-GRADEDNESS INDICATORS	Administrators		Facilitators		Learners		Average		Rank
	Mean	VI	Mean	VI	Mean	VI	Mean	VI	
Goals of Schooling	3.65	VE	3.49	VE	3.38	VE	3.51	VE	2
Organization	3.65	VE	3.35	VE	3.33	VE	3.43	VE	5
Curriculum	3.40	VE	3.31	VE	3.37	VE	3.36	VE	6
Instruction	3.70	VE	3.50	VE	3.38	VE	3.53	VE	1
Materials	3.66	VE	3.38	VE	3.34	VE	3.46	VE	4
Assessment	3.56	VE	3.41	VE	3.43	VE	3.47	VE	3
Overall:	3.60	VE	3.41	VE	3.37	VE	3.46	VE	

Gleaning on the figures, the data revealed that among the Nongradedness indicators, “Instruction” ranked the highest, with a computed mean of 3.53, interpreted as “Very Evident,” whereas “Curriculum” ranked the lowest, with a computed mean of 3.36, interpreted as “Very Evident.”

The respondents’ assessment of all the key areas had an overall mean of 3.46, with an interpretation of “Very Evident.”

The following comparisons were made concerning the implementation of the nongraded system throughout the curriculum. Data were gathered from classroom observations, both notes from the pre-pandemic class observations to the present remote online learning setup; daily learning logs of the facilitators; academic program of the Basic Education Department; and interview notes conducted with the administrators and facilitators and learners. The list of indicators was set by Anderson and Pavan (1993) as a product of non-grading implementation training sessions of the authors and engagements with different stakeholders of nongraded schools in the United States. Table 24 will further evaluate how the school in the study implemented the nongraded system features.

Table 24

Comparison between Transactions of Nongraded School and Indicators of Nongradedness by Anderson and Pavan

Goals of Schooling (30 indicators)		
Principle 1: The ultimate school goal is to develop self-directing, autonomous individuals.	Observed	Not Observed
1. Students chart their own progress.	✓	
2. Students are accountable and responsible for their own work, use of time, and materials.	✓	
3. Displays, exhibits, and projects are pupil-planned and made.	✓	
4. Children indicate a positive attitude toward learning and being in school.	✓	
5. Students set their own goals for most of the work.		✓
6. Teachers do not force students to learn or work	✓	
7. Some students initiate projects outside school involving responsible adults such as parents, other than regular teachers	✓	
Principle 2: The school seeks to develop individual potentialities to the maximum possible.	Observed	Not Observed
8. Students are observed working on many different levels of difficulty.	✓	

9. Some children are working on non-academic activities at any given time.		✓
10. No child is waiting for others to finish before beginning another activity.	✓	
11. Student records show that children may work on materials above those labeled for their chronological age.	✓	
Principle 3: The school strives to increase the variability of individual differences rather than to stress conformity.	Observed	Not Observed
12. Students' work displays show variety, not conformity.	✓	
13. Common assigned tasks encourage, suggest, and allow variability	✓	
14. Students' records consist in large part of the student's work or narrative reports, not checklists.	✓	
15. Students show interest in the activities of others without the need to imitate.	✓	
16. Groups are not addressed as "kindergarten," "grade 1", "grade 2", etc.	✓	
Principle 4: The school considers the child's development in five developmental areas: cognitive, aesthetic, physical, emotional, and social.	Observed	Not Observed
17. Student records include space and comments referring to all five developmental areas in a balanced manner.		✓
18. Students are allowed to converse with their peers and teacher in a free-spirit manner at nearly any time.	✓	
19. Equipment, materials, space, encouragement, and time are provided for students to have art, music, dramatic, construction, or movement experiences in the classroom or open "workshops" within the school.	✓	
Principle 5: The school considers learners' development of productive, responsible membership and leadership in group works.	Observed	Not Observed
20. Children are assigned roles in group work that require each to use group skills.	✓	
21. Teachers help groups analyze how the group functions and determine other needed group skills.	✓	
22. Teachers encourage and model skills for helping peers to learn.	✓	
23. Students evolve the rules governing their behavior in school.	✓	
24. Students assume responsibility for and are aware of projects within the school and the local community.	✓	

Principle 6: The school environment is designed so that learners enjoy learning, experience, work effort, and rewarding develop positive self-concepts.	Observed	Not Observed
25. Students and teachers appear intensely involved with their work.	✓	
26. Students appear busy yet relaxed.	✓	
27. The observer enjoys observing the classroom situation.	✓	
28. Students do not twist hair, fidget or manipulate objects constantly and excessively.	✓	
29. No child appears to be passive or withdrawn for long periods of time.	✓	
30. There are minimal cases of fighting, bullying, and other aggressive activities.	✓	
	27 (90%)	3 (10%)
Organization (31 indicators)		
Principle 7: Classes are identified with labels, free of grade-level implications.	Observed	Not Observed
31. Rooms are designated by the class logo, a teacher's name, a color, a number, or some other device that does not indicate a grade level or achievement level.	✓	
32. There are no rules for placement, such as reading levels or years in school, but each child is considered individually.	✓	
33. Some learners complete the basic education program in less than the years required of them (6 years elementary, 4 years junior high school), and some finish it for more years.	✓	
34. Placement decisions are made by all teachers who have direct contact with the child.	✓	
35. The individual child, the teacher or teachers, and the makeup of the heterogeneous, multi-age student group are factors when a pupil is placed in a certain class.	✓	
Principle 8: Learners' placement is changed at any time if it is felt to be in the interest of the child, considering all five areas of development.	Observed	Not Observed
36. Children remain in their heterogeneous, multi-age home base group as long as they remain in the team. However, each child works with a variety of different groups on any given day	✓	
37. Children are phased into the next unit for part or all of the day throughout the year.	✓	

38. Regular meetings are held by the faculty so that each child's current placement is reviewed.	✓	
39. Any teacher, parent, or child may suggest a review of a child's current placement at the next regular review meeting.		✓
40. Although a lag in one developmental area may be the cause for a student's placement, all development aspects are considered before a change is made.	✓	
Principle 9: Grouping and subgrouping patterns are highly flexible.	Observed	Not Observed
41. There are no permanent groups that meet every day and have similar assignments.		✓
42. There are flexible furnishings that can be moved for a variety of informal groupings.	✓	
43. Groups are labeled, if at all, by specific activity being done.	✓	
44. Cross-age groups are visible in the lunchroom, on the playground, and most instructional groups.	✓	
Principle 10: Each learner has opportunities to work with groups of many sizes formed for different purposes.	Observed	Not Observed
45. Groups of various sizes in a class are observed.	✓	
46. Most children participate in a two- to a five-person group at least once a day.		✓
47. Most children participate in a five- to an eight-person group at least once a day.	✓	
48. Most children participate in a ten- to a fifteen-person group at least once a day.	✓	
49. At least one or more times per week, each child joins a group.	✓	
Principle 11: The specific task, materials required, and learners' needs determine the number of learners that may be profitably engaged in any educational experience.	Observed	Not Observed
50. An individual interest is pursued in a one-person group.	✓	
51. Learning or inquiry groups contain two to five persons.	✓	
52. Groups in activities that require manipulation of materials consist of five to eight persons	✓	
53. Discussion groups contain ten to twelve members.	✓	
54. Lectures, television programs, and demonstrations are limited only by the number who can comfortably hear and see what is going on and profit from it.	✓	

Principle 12: Learners and facilitators of varying personalities, backgrounds, abilities, interests, and ages work together in teams as co-learners in the collaborative school-enterprise	Observed	Not Observed
55. During a week, each student will be in at least five types of groups based on such factors as homogeneity and heterogeneity.		✓
56. Team-teaching is evident in each class, composed of adults with varying subject matter skills, personalities, and interests.		✓
57. Teachers meet together on a regular formal basis in small groups.	✓	
58. Students observe teachers teaching and planning together and with several different team teachers each week.		✓
59. Often, it is difficult to find the teacher, as the teacher's position does not dominate the room.	✓	
60. The teachers encourage and accept students' work and suggestions, and join student groups as equal co-learners.	✓	
61. Teachers learn from students.	✓	
	25 (80.65%)	6 (19.35%)
Curriculum (26 indicators)		
Principle 13: Learners formulate their own learning goals with guidance from the facilitators	Observed	Not Observed
62. The teacher's plan book shows a few activities required of all students. It contains ideas for individuals in response to their interests and general educational opportunities		✓
63. Each student meets with a teacher at least twice a week to assess him/herself and determine new learning objectives		✓
64. Students verbalize and clarify their goals.		✓
65. If learning contracts are used, student involvement in writing such documents is primary.		✓
Principle 14: The learners' unique needs determine the curriculum, abilities, interests, learning rates, styles, and patterns	Observed	Not Observed
66. The curriculum guide has a format that allows for yearly partial revisions.	✓	
67. Displays do not show rows of neat papers or drawings. Works of student may include imperfect attempts at spelling and grammar.	✓	
68. Students indicate that materials and time are available to help them pursue their own interests.	✓	

69. Kinesthetic, visual, and auditory approaches to learning are observed in the classroom.	✓	
70. Some confusion may be evidence of the diverse types of student participation.	✓	
Principle 15: The curriculum is packed into broad thematic units integrating several subject matter disciplines instead of a per subject presentation	Observed	Not Observed
71. Time blocks are not labeled according to the subject matter discipline to be taught.		✓
72. The subjects are often approached simultaneously rather than being taught as isolated subjects during the school year.		✓
73. A theme or problem of interest to the students is used to integrate subject disciplines.		✓
74. Even though some subject matter disciplines are taught as separate subjects, at least one block per day is set aside for thematic learning.		✓
75. Basic skills are stressed, with analysis, penmanship, and spelling taught only as needed.		✓
Principle 16: Sequences of the events are determined for individual learners	Observed	Not Observed
76. Student records do not show a series of items that must be mastered in the required order.	✓	
77. No one basal textbook, workbook, or series is used by all the children.		✓
78. Most children do not have to work from cover to cover in a text or workbook.	✓	
Principle 17: The curriculum is organized to develop an understanding of concepts and methods of inquiry, more than retention of the specific content of learning.	Observed	Not Observed
79. Questions are more often in terms of “how” and “why,” less often in terms of “where,” “what,” and “who.”	✓	
80. The curriculum guide specifies the concepts, not just the subject matter content.	✓	
81. Less than 50 percent of the items on a test require factual recall.	✓	
82. A particular item is studied to show the importance of the learnings in the student’s lives	✓	

Principle 18: Learning experiences are based on learners' interests and pacing	Observed	Not Observed
83. No more than one-quarter of a student's day is spent on programmed learning materials, pre-planned by the adult-set goals.		✓
84. Students are able to move from one activity to another without seeking teacher approval.	✓	
85. Teachers prepare a variety of learning activities to address the differences among students.	✓	
86. Students are allowed to attempt mastery of material which often teachers might consider too difficult for the student.	✓	
87. Students are allowed to base some learning experiences on topics of interest that they may bring home	✓	
	15 (57.7%)	11 (42.3%)
Instruction (35 indicators)		
Principle 19: All phases of human growth: cognitive, aesthetic, physical, emotional, and social, are considered when planning learning experiences.	Observed	Not Observed
88. Beauty and creativity are fostered in students' activities.	✓	
89. There is enough physical activity for students.	✓	
90. Students' emotional reactions are expressed and encouraged.	✓	
91. There are organizations/ clubs where social aspects of students are considered and fostered.	✓	
92. Students' academic activities are cognitively challenging yet within their grasp.	✓	
Principle 20: Teachers are facilitators of learning, aiding in learners' development and helping them formulate goals and diagnose problem areas.	Observed	Not Observed
93. Teachers ask more open-ended than closed questions.		✓
94. Teachers observe groups as they work and assist only as needed, usually by asking questions.	✓	
95. Secluded conference areas and sufficient time are provided for private teacher-student discussions.		✓
96. Students may explain their work tasks to the teacher, not to gain approval but to inform.	✓	
97. Student suggestions are encouraged and accepted.	✓	

Principle 21: Multiple learning alternatives are available.	Observed	Not Observed
98. Most of the time, students are working on different activities.	✓	
99. Teachers rarely assign common tasks to the class.		✓
100.Independent activities are part of each child's daily format.	✓	
101.Academic instruction is based on individual needs, and therefore several options are offered or considered for each student.		✓
Principle 22: Learning experiences promote positive motivation to learn rather than fear of failure.	Observed	Not Observed
102.Students appear deeply engrossed in their work.	✓	
103.Students are excited to present their work to the teacher or in a class and explain what they have learned.	✓	
104.Students are given the opportunity to re-do or correct their mistakes in the activities.	✓	
105.There are no passing or failing markings on the submitted activities of students.	✓	
106.Students are not promoted or retained on a specific level if all skills are not mastered.	✓	
Principle 23: The process is more important than the product.	Observed	Not Observed
107.Emphasis is on the process of how the student master a certain skill rather than on the actual answer.	✓	
108.One source is not considered sufficient in any student research.	✓	
109.All tests contain at least one item that consists of a new problem that the children solve by reorganization of their present knowledge.		✓
110.Nearly all tests contain one item that asks not for an answer but requires the student to tell how to find the answer.	✓	
111.Classroom materials encourage students to observe, classify, measure, and record data.	✓	
112.Laboratory classes are available where students can infer, predict, and formulate a hypothesis.	✓	
113.Learning is repetitive until the students master the skills.	✓	

Principle 24: Learners strive to improve their performance and develop their potential rather than compete with others.	Observed	Not Observed
114.Public comparisons are avoided – star charts, reading levels, completed, scores, etc.	✓	
115.Students’ work is displayed for the purpose of sharing work, not comparison.	✓	
116.Teacher-checked papers do not contain a number or letter grades but offer comments that refer to student improvement over past work or suggest ways to improve.	✓	
117.Students have individual portfolios with their work per subject area.	✓	
118.Reports to parents are in terms of accomplishments achieved and areas that need a concentration of effort.	✓	
119.Extrinsic rewards are used on a very limited basis.	✓	
120.Culmination activities, by sharing student performances, are handles as celebrations.	✓	
121.Students seek assistance from many sources, especially their peers. Peer-teaching is very evident.	✓	
122.Students do not seem to be preoccupied with what page a friend is on or what modules they are.	✓	
	30 (85.7%)	5 (14.3%)

Materials (28 indicators)

Principle 25: A wide variety of textbooks, trade books, supplemental materials, workbooks, and teaching aids are available and readily accessible	Observed	Not Observed
123.Instructional areas do not contain sets of identical books, so that each child has to use the same book. Five or fewer copies of any one title are used to provide a variety of sources.	✓	
124.There is a mini-library in each classroom.	✓	
125.Students may go to the school library/ media center nearly any time during the day.	✓	
126.Students may use trade books and reference materials in the mini-library.	✓	
127.Learning kits and learning activity packages, both purchased and teacher-prepared, are in use.	✓	
128.Students have individual copies of workbooks/modules where they individually answer the activities.	✓	

129.Computers are available in each classroom for research use.		✓
130.Interactive software is available to students when needed.	✓	
131.Internet connection is available in each classroom for research.		✓
Principle 26: Varied materials are available to cover a wide range of reading abilities.	Observed	Not Observed
132.Books are available in each classroom in each subject matter area to accommodate a spread of three to five or more years in reading achievement.		✓
133.Additional materials written on very high or low reading levels are available in the library.	✓	
134.Books are not labeled by difficulty, so the level of the book a student reads does not become public knowledge	✓	
135.E-books are available on many different reading levels.	✓	
Principle 27: Alternative materials and methods are available at any time so that learners may use the learning style and materials most suitable to their present needs.	Observed	Not Observed
136.Six or more of the following well-stocked activity areas are open nearly all the time to students either in the room or in the school:	✓	
• Math center with manipulatives • Reading center • Writing publication center • Science center with microscopes • Social studies center • Arts and crafts center • Construction center – wood and real tools • Housekeeping area • Kitchen • Theater area with costumes • Skills development section • Blocks, Legos, tinker toys, and other manipulatives • Computers with printer		
Principle 28: Learners are free to learn something they have not been exposed to.	Observed	Not Observed
137.Non-standard school materials are in use.	✓	
138.Each week, something new is presented, generally designed as an interesting item or point of discussion for students.	✓	

139.About once a month, theme celebrations are created for the students.	✓	
140.Outside resource people are invited to visit students or discuss new topics in the class.	✓	
Principle 29: Learners are allowed to explore, experiment, mess around, play, and have the freedom to commit mistakes.	Observed	Not Observed
141.Junk items are put to good use. Recycling is evident.		✓
142.Activities are more focused on performance-based tasks rather than pen and paper style.	✓	
143.Many children appear to be playing.	✓	
144.Accidents and messes happen but are cleaned up by the student who made the mess whenever possible.	✓	
145.Mistakes are expected and used as a positive force that indicates areas of need.	✓	
146.The classroom appears busy, noisy, messy, yet the talk is on the project or activities that the students are doing.	✓	
Principle 30: Learners work with materials on the level appropriate to their present attainment and move as their abilities and desires allow them.	Observed	Not Observed
147.No time limit is imposed by the teacher for task or test completion.	✓	
148.Large unscheduled time blocks dominate the day's program so that students can determine usage of their time.		✓
149.Pre-tests or diagnostic tests precede usage of all programmed or sequential materials in the module.	✓	
150.Students are not stopped when they reach a certain level.	✓	
	23 (82.1%)	5 (17.9%)
Assessment (25 indicators)		
Principle 31: Assessment materials consider all five areas of the learners' development: cognitive, aesthetic, physical, emotional, and social.	Observed	Not Observed
151.Physical development – movement skills, coordination, visual and auditory perception, results of student's physical development	✓	
152.Cognitive development – diagnostic IQ tests, diagnostic achievement tests, anecdotal observations of teachers, academic progress	✓	

153.Social development – sociometric data, data on ability to relate to peers and teachers, reports from guidance counselors	✓	
154.Emotional development – results of psychological examinations, emotional quotient tests	✓	
155.Aesthetic development – samples or descriptions of dramatic activities, clubs joined, and other interest organization memberships.	✓	
Principle 32: Assessment is continuous, cooperative, and comprehensive to fulfill its diagnostic purpose.	Observed	Not Observed
156.Dates on data in student records indicate that information is added once a month in each developmental area.	✓	
157.Anecdotal records are made about each child.		✓
158.Teachers systematically observe each child at least once a month.		✓
159.Performance on learning activities is the focus for assessment.	✓	
Principle 33: The learner is directly involved in assessing and interpreting academic progress and shaping future activities and growth plans.	Observed	Not Observed
160.Teacher records for individual students are more qualitative than quantitative.	✓	
161.Students record their own progress in a diary or learner's record.	✓	
162.Test results are shared as experiences, not as threats.	✓	
163.Students write a weekly/monthly report to parents on their own progress.		✓
Principle 34: Learners' achievement is assessed in terms of their past achievements and their own potential, not by comparison to group norms.	Observed	Not Observed
164.Student records show the child's attainments but no grade-level standards.	✓	
165.Achievement may be indicated in the child's potential, significantly as the student advances.		
166.The terms "slow," "average," "fast," or similar labels, grade levels, and marks are not used.	✓	
Principle 35: Facilitators accept and respond to the fact that growth patterns are irregular and occur in different areas at different times.	Observed	Not Observed
167.Student records indicate that a child is not required to have similar attainment in all areas at all times.	✓	

168.A student may be selected to associate with peers of varying chronological ages and varying interests.	✓	
169.A student may select to work in many types of school areas.	✓	
Principle 36: Multiple sources of documentation are utilized for reporting student progress instead of letter or numerical grades.	Observed	Not Observed
170.Students have an individual portfolio showing their works.	✓	
171.Item analysis of teacher-made or standardized tests.	✓	
172.Presence of classroom observational notes of teachers.	✓	
173.Notes on parents' conferences	✓	
174.Comments on all areas of child's development		✓
175.Student's self-assessment		✓
	20	5
	(80%)	(20%)

Meanwhile, to depict a comprehensive picture of the observation results, the summary of the Nongradedness indicators as observed is shown in Table 25. Based on the checklist (Anderson, 1994), the Nongradedness indicators were 175 in total, divided into six principles.

Table 25

Summary of the Nongradedness Indicators as Observed

Nongradedness Indicators	Observed	Not Observed
Goals of Schooling	27 (90%)	3 (10%)
Organization	25 (80.65%)	6 (19.35%)
Curriculum	15 (57.7%)	11 (42.3%)
Instruction	30 (85.7%)	5 (14.3%)
Materials	23 (82.1%)	5 (17.9%)
Assessment	20 (80%)	5 (20%)
TOTAL	140 (80%)	35 (20%)

Gleaning on the figures, the data revealed that the UST Angelicum implementation had met 140 or 80% of the nongradedness indicators. Further, it was observed that the highest percentage of indicators met, at 90%, was in “Goals of Schooling,” which pertains to the core

principles of a nongraded school. The completed countenance matrix for the evaluation of program transactions is shown in Table 26.

Table 26

Countenance Matrix: Program Transactions

Description Matrix		Judgment Matrix	
Intents	Observations	Standards	Judgments
Nongradedness Indicators	140 out of the 170 Nongradedness indicators were observed. Highest in Goals of Schooling, and lowest in Curriculum.	The school should implement the features of the nongraded system in the six categories: goals of schooling, organization, instruction, curriculum, materials, and assessment.	140/175 or 80% of the Nongradedness indicators were observed in the school system, indicating a high degree of agreement with the Nongradedness principles. Lowest congruence in the area of Curriculum.

The matrix on program transactions revealed congruence to the school's objectives, that is, to implement a nongraded system, with the core ideology of "respect to individual differences." This was further revealed in "The Angelicum Experience":

"It was a unique beginning. The school started without the usual forms and provisions. The one objective revealed to everyone was to bring about a change of attitude through the evolution of a non-graded system. No one, in particular, was going to lay down the rules. Both administration and faculty would share in the innovation." (Alarcon, 1975)

The data also revealed that UST Angelicum had the lowest percentage of implementation at 57.7% on "Curriculum." The school followed the Department of Education's subject-centered curriculum design, which revolves around a particular subject matter or discipline. This was in

direct conflict with the design of a nongraded system, which is learner-centered. A learner-centered curriculum takes into account the unique needs, interests, and goals of each student. In other words, it recognizes that students are not uniform and makes accommodations for their unique needs. Additionally, a learner-centered curriculum is intended to empower students and give them the opportunity to shape their education through their choices (Schweitzer, 2020). This disconnect was further explained during the interview by one of the administrators:

“Even if the school is recognized as unique, there are still some curricular decisions that need to conform to the Department of Education. This limits the way we implement the curriculum.”

3. The institution’s learning outcomes judged based on congruence to its Mission, Vision, Goals, and Objectives

This question dealt with the implementation of the nongraded system as embodied by its vision, established through the school’s antecedents, and as reflected in the transactional procedures implementing the features of Nongradedness. In order to fulfill this vision, different factors that contribute to the provision of quality education to the learners were carefully looked into this evaluation.

Using the School Effectiveness Questionnaire (Baldwin, 1993), the researcher first examined how stakeholders, including administrators, facilitators, parents, and learners, perceived their nongraded school to be effective when 11 characteristics were used to define effectiveness. These characteristics were (a) effective instructional leadership, (b) clear and focused mission, (c) safe and orderly environment, (d) positive school climate, (e) high expectations, (f) frequent assessment/monitoring, (g) emphasis on basic skills, (h) maximum opportunities for learning, (i) parent and community involvement, (j) strong professional development, and (k) teacher involvement in decision-making.

Table 27 presents the extent of school effectiveness perceived by the administrators and facilitators.

Table 27

School Effectiveness as Perceived by Administrators and Facilitators

Indicators	Administrators		Facilitators		Average		Rank
	Mean	VI	Mean	VI	Mean	VI	
1. Effective instructional leadership	3.70	VE	3.41	VE	3.56	VE	4
2. Clear and focused mission	3.56	VE	3.42	VE	3.49	VE	8
3. Safe and orderly environment	3.50	VE	3.38	VE	3.44	VE	9
4. Positive school climate	3.70	VE	3.46	VE	3.58	VE	3
5. High expectations	3.65	VE	3.45	VE	3.55	VE	5
6. Frequent assessment/ monitoring	3.70	VE	3.60	VE	3.65	VE	1
7. Emphasis on basic skills	3.75	VE	3.50	VE	3.63	VE	2
4. Maximum opportunities for learning	3.68	VE	3.38	VE	3.53	VE	6
5. Parent and community involvement	3.36	VE	3.30	VE	3.33	VE	10
6. Strong professional development	3.58	VE	3.42	VE	3.50	VE	7
7. Teacher involvement in decision-making	3.50	VE	3.12	E	3.31	VE	11
Overall:	3.61	VE	3.40	VE	3.51	VE	

Across all indicators, the administrators' perception of school effectiveness got a total mean of 3.61, which was interpreted as “Very Evident.” In contrast, the perceptions of the facilitators garnered a mean of 3.40, with a verbal interpretation of “Very Evident.”

For both respondents, the indicator with the highest average mean was “Frequent assessment/monitoring,” with an average mean of 3.70 for administrators and 3.60 for facilitators. This showed that the two respondents agreed that frequent assessment and monitoring of learners’ achievement was very evident. An important element of the nongraded system using the mastery learning approach is regular formative assessments to systematically monitor students’ progress and give prescriptive feedback to students (Hattie & Timperley, 2007).

Meanwhile, the lowest average mean of 3.31 interpreted as “Very Evident” was obtained by the indicator “Teacher involvement in decision-making.” Furthermore, it was noted that the two groups of respondents had different perceptions of this indicator. The administrators evaluated the teacher involvement in decision-making as very evident, while the facilitators evaluated teacher involvement as evident. One of the facilitators said:

“Whenever there is a new program or system to be implemented, there is consultation through our department heads, and also a representative from the AFEA Union is always present during the consultation and decision-making. However, most of the time, decisions are given to us, and it’s already ready for implementation.”

This statement corroborated the statement of one administrator during the interview:

“The practice is cooperation and collaboration. Top-down decisions seldom happen. Consultative meetings usually in the department level are carried out to involve the facilitators and to listen and consider their insights on decisions that affect the institutional operations.”

Table 28

School Effectiveness as Perceived by the Parents

Indicators	Parents		Rank
	Mean	VI	
1. Effective instructional leadership	3.52	VE	5
2. Clear and focused mission	3.48	VE	7
3. Safe and orderly environment	3.58	VE	2
4. Positive school climate	3.58	VE	2
5. High expectations	3.53	VE	4
6. Frequent assessment/ monitoring	3.58	VE	2
7. Emphasis on basic skills	3.49	VE	6
8. Maximum opportunities for learning	3.39	VE	8
9. Parent and community involvement	3.32	VE	9
10. Strong professional development	*	*	*
11. Teacher involvement in decision-making	*	*	*
Overall:	3.50	VE	

Table 28 presented the extent of school effectiveness as perceived by the parents. Across all indicators of an effective school, three indicators got the highest average mean of 3.58 with a

verbal interpretation of “Very Evident.” These indicators were: “Safe and orderly environment,” “Positive school climate,” and “Frequent assessment/monitoring.” The lowest average mean of 3.32 was obtained by “Parent and community involvement” with a verbal interpretation of “Very Evident.

Parents seek schools that align with their personal values and beliefs about the educational goals and what constitutes effective teaching and learning. They look for safe and caring schools, free of violence, and foster a sense of community in which their children feel accepted and included (O'Reilly & Bosetti, 2000). This corroborates one parent's statement during the interview:

“The environment in the school is very conducive and safe, and I feel like entrusting my children here. For my five children, four already graduated, there are no worries because the environment is safe, and I know everything that is happening through the regular parent-facilitator conference (PFC). I believe the effect is very positive to my children because they excel even if they are not graded, and they never compare themselves to each other, which is healthy also for their mental health.”

Table 29

School Effectiveness as Perceived by the Learners

Indicators	Parents		Rank
	Mean	VI	
1. Effective instructional leadership	*	*	*
2. Clear and focused mission	*	*	*
3. Safe and orderly environment	3.46	VE	1
4. Positive school climate	3.43	VE	3
5. High expectations	3.43	VE	3
6. Frequent assessment/ monitoring	3.43	VE	3
7. Emphasis on basic skills	3.38	VE	5.5
8. Maximum opportunities for learning	3.38	VE	5.5
9. Parent and community involvement	3.03	E	7
10. Strong professional development	*	*	*
11. Teacher involvement in decision-making	*	*	*
Overall:	3.50	VE	

Table 29 presented the perception of learners on the school's effectiveness. The data revealed that the highest average mean obtained 3.46, described as "Very Evident" for the indicator "Safe and orderly environment."

Obied (2020) emphasized that schools have a primary responsibility to ensure the security and safety of the school environment to which members of the school community belong, as well as to rid that environment of all factors that contribute to the emergence of violence and quarrel. A positive school environment enables students to express their opinions and ideas and resolve conflicts to integrate all facets of their personalities (Omar, 2013). These statements corroborated one of the learners' shared insights during the interview:

"I feel safe in school. I look forward to weekdays because I know that I am with my friends and teachers. The physical facilities are also safe. We can play on the grounds after class hours. That is what we miss during this pandemic, a safe and friendly second home."

The lowest mean was computed for the indicator "Parent and community involvement" with an average mean of 3.03, described as "Evident." Despite frequently operating in low socioeconomic neighborhoods, effective schools consistently demonstrated strong and positive school-home relationships (Sheldon, 2009). These effective schools, which have a positive school climate, made a concerted effort to communicate with their students' families in order to foster cooperation.

Schools are organizations established to meet society's educational and developmental needs. Education begins in the home, is complemented in schools, and is perfected in society. As a community institution, the school must communicate and collaborate with the family, individuals, and institutions in society (Kiral, 2019). During the pre-pandemic times, documents showed that the school had several ways of involving parents in school activities: quarterly individual parent-facilitator conference, twice-a-year webinar for parents, and memorandum sent

to parents for communications. The school administrators also invited selected parents during consultations about major decisions, such as tuition fees and significant curriculum development. All of these were maintained during the remote learning setup, despite being conducted online.

Parents Association is not present in the institution. School records showed that there was an active and recognized Angelicum Parents' Association (APO) in the past. But it was later on dissolved because of several internal issues among the members. It only remained as an association on paper, but no active involvement in the school. At present, there are parent representatives for each level. Communications regarding concerns of the level are course through these parent representatives.

To give a comprehensive view, the respondents' school effectiveness indicators were summarized in Table 30. Gleaning on the figures, the data revealed that among the success indicators, "Frequent assessment/monitoring" ranked the highest with a computed mean of 3.58, interpreted as "Very Evident," whereas "Parent/Community Involvement" ranked the lowest, with a computed mean of 3.26, interpreted as "Very Evident."

Table 30

Summary of School Effectiveness as Perceived by the Administrators, Facilitators, Parents and Learners

	Administrators		Facilitators		Parents		Learners		Average		Rank
	Mean	VI	Mean	VI	Mean	VI	Mean	VI	Mean	VI	
Effective Instructional Leadership	3.70	VE	3.41	VE	3.52	VE	*	*	3.54	VE	2.5
Clear and Focused Mission	3.56	VE	3.42	VE	3.48	VE	*	*	3.49	VE	7
Safe and Orderly Environment	3.50	VE	3.38	VE	3.58	VE	3.46	VE	3.48	VE	8
Positive School Climate	3.70	VE	3.46	VE	3.58	VE	3.43	VE	3.54	VE	2.5
High Expectations	3.65	VE	3.45	VE	3.53	VE	3.43	VE	3.52	VE	5

Frequent assessment/ monitoring	3.70	VE	3.60	VE	3.58	VE	3.43	VE	3.58	VE	1
Emphasis on basic skills	3.75	VE	3.50	VE	3.49	VE	3.38	VE	3.53	VE	4
Maximum learning opportunities	3.68	VE	3.38	VE	3.39	VE	3.38	VE	3.46	VE	9
Parent/community involvement	3.36	VE	3.30	VE	3.32	VE	3.04	E	3.26	VE	11
Strong professional development	3.58	VE	3.42	VE	*	*	*	*	3.50	VE	6
Involvement in decision-making	3.50	VE	3.12	E	*	*	*	*	3.31	VE	10
Overall:	3.61	VE	3.40	VE	3.50	VE	3.37	VE	3.47	VE	

A continuous, cooperative, and comprehensive assessment is used to diagnose. (1994; Anderson). In a nongraded setting, assessment is focused on performance on learning activities. One unique feature is the child's involvement in assessing and interpreting his/her academic progress. One learner also said during the interview:

“We have the Learners’ Academic Progress Report per subject. These are posted in our bulletin boards during the pre-pandemic, and we shade it every time we progress in a subject. In the remote learning setup, our academic progress can be tracked through our Learning Management System. We can also print in and monitor our progress ourselves.”

After examining the stakeholders' perceptions of the school's effectiveness, a standardized test was used to measure the school's educational effectiveness. Though nongraded in nature, the school subscribed to this standardized assessment measure to further validate the student's mastery of skills.

Below are the results of the GRACE assessment for Academic Year 2020-2021 per subject, guided by the following level of proficiency interpretation:



Figure 3

Content Area Performance of Learners per Subject



The results of the Performance Assessment revealed that across all subjects, the “Advanced level,” where students exceed the core requirements in terms of knowledge, skills, and understandings, were on the levels of YS 2 to YS 3. “Proficient level,” where students developed the fundamental knowledge and skills and core understandings, were met by learners in YS 4 across all subjects. However, from levels YS 5 to YS 11, it was evident that the level of proficiency only ranged from “Developing” to “Approaching Proficiency.”

The school's learners' manual included information about the different types of learners. The school system believes that each learner is unique and approaches his or her lessons uniquely. As a result, the system accommodates each individual's creative mode of learning. There are three distinct types of learners: (1) dependent learner, a learner who places a high premium on the facilitation of his or her learning activities and needs. He may be at ease with traditional classroom instruction. This category includes learners in Nursery through YS 1; (2) semi-dependent learners, who require supervision from the learning facilitator but can work independently. In essence, he is a dependent learner attempting to gain independence. He is in the process of transitioning from dependent to independent learning. Learners in this category range from YS 2 to YS 4; and (3) independent learners, a learner who requires very little supervision or none at all from facilitators during his learning activities. These are students in YS 5 to 11.

These profile descriptions were congruent to the learners' performance assessment results. Because they were most teacher-directed, Semi-dependent learners moved through the curriculum at homogeneous pacing. Whereas, when learners go from YS 5 to YS 11, learners become more self-directed and self-paced. Based on the records reviewed, specifically the Summary of Learner's Academic Performance (SLAP), most of the backlogs from learners were on these levels. As described in the learners' manual, a nongraded system enables learners to progress at their own

pace through flexible arrangements. Individualized instruction, learning opportunities, and movement within the curriculum are designed to meet each student's needs, interests, and abilities. Learners' backlogs were one of the recurrent concerns of the school's implementation of the nongraded system. Based on the discussion with the teachers, they pointed out six observations of the learners' engagement in the present implementation:

“Learners are: technologically advanced, thus absorb tons of new information every day; multi-taskers and visual; they have 8-second filters and focus only on what interests them; independent, confident, and autonomous; feel entitled, assume that everything is tailored for them; and expect everything on demand.”

Rothman (2016) described these characteristics as that of the Gen Z brain. Individuals who belong to Generation Z were born roughly between 1995 and 2010. This generation comprises the majority of students enrolled in Basic Education. Rothman stressed that the Gen Z brain is structurally different than those of earlier generations. The brains of Generation Z had developed a hardwired ability to process sophisticated, complex visual images. As a result, the brain region responsible for vision developed significantly, enhancing the effectiveness of visual learning. This age group is adamantly opposed to auditory learning (lecture and debate). We welcome interactive games, collaborative projects, advanced organizers, challenges, and anything else they wish to try.

One of the factors that affected the result of the standardized performance assessment was the timeliness of the examination. The test was administered to all students simultaneously on May 2021, when some learners might not have been able to master the necessary skills of that level yet because of the self-pacing feature. This contradicts the individual pace of each learner as they were evaluated at the same time with other students. Because learners progress at their own pace, the school utilizes the Mastery Learning Program (Appendix O). The level of performance indicates how well the learners have mastered a particular skill. A performance level of 100% has to be met by the learners.

“If a child does not get accomplish what is required of each grade at a specific period of the academic year, it does not necessarily mean that he is not learning or he is not a good learner. It might merely be that his growth is declining or is reaching a plateau at that particular point in his life. Mastery of a skill is not the same for all children at the same point” (Alarcon, 1975)

The Learners’ Manual stated that the Angelicum System had four basic evaluation techniques: placement evaluation, which helps determine the learners’ placement level before the instruction begins; diagnostic evaluation ascertains or determines the learners’ knowledge or readiness for the skill; formative evaluation monitors progress during the learning process, and summative evaluation to determine the extent to which the learners have achieved the instructional objectives.

Table 31 presents the completed countenance matrix for the evaluation of program outcomes.

Table 31

Countenance Matrix: Program Outcomes

Description Matrix		Judgment Matrix	
Intents	Observations	Standards	Judgments
School Effectiveness Characteristics	Across all eleven effective school characteristics, the stakeholders: administrators, facilitators, parents, and learners, were in agreement that the indicators were very evident in the school.	Effective instructional leadership, a clear and focused mission, a safe and orderly environment, a positive school climate, high expectations for student learning, frequent assessment, an emphasis on fundamental skills, maximum learning opportunities, parental and	Intents and observations revealed a satisfactory congruence as reflected in the school effectiveness questionnaire (SEQ) result. It demonstrated that a nongraded school could operate effectively and efficiently in order to maximize learning for all students (Kauchak et al., 2005).

		community involvement, strong professional development, and stakeholder involvement in decision-making all contribute to the school's effectiveness.	UST Angelicum College demonstrated effective instructional leadership, reflected a clear and focused mission, provided a safe and orderly environment, benefited from a positive school climate, set high student expectations, assessed and monitored student achievement frequently, emphasized fundamental skills, maximized learning opportunities, included parent and community involvement, provided strong professional development and provided teacher involvement. Limitations were observed in the aspect of parental and community involvement as perceived by the parents and learners.
Academic Performance Assessment	The school utilizes the Mastery Learning Program. The level of performance indicates how well the learners have mastered a particular skill. A performance level of 100%	Performance assessment is continuous, collaborative, and comprehensive in nature in order to serve as a diagnostic tool. Teacher records	Intents and observations revealed a satisfactory congruence as reflected in the implementation of the Mastery Learning Program in school

	has to be met by the learners.	for students are more qualitative than quantitative.	(Appendix O). The school adopts the non-graded system of education because it believes that “grades aren’t everything; learning is.” While numerical grades are not issued as a measure of learning, the school implements the Mastery Learning Program and an established system of assessment of students’ learning through Learners’ Overall Record (LOR). The school involves their progress through the Learners’ Progress Chart available in all learning stations. A variety of assessment tools is utilized to ensure that all learning domains are addressed. Formative assessment, summative assessment, and performance-based tasks with rubrics are always part of assessing learners’ progress.
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			The adoption of a standardized test such as GRACE-PASS advanced the usual practices in evaluation and addressing learners' learning difficulties. However, the self-paced mode of learning should also be considered in the timeliness of the conduct of the said assessment.
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4. Recommendations for the improvement of the system implementation based on the congruence of the institution's intents and practices

The evaluation of the institution's current practices to its intents utilizing the Stake's model was done following these steps: (1) by organizing the intents and observations of the data and the standards of judgment data of each stage of implementation on each matrix worksheet; and (2) by determining the congruence of the intents and observations of the data. The analysis of each stage was reviewed as an individual entity as satisfactory or unsatisfactory.

The evaluation revealed that UST Angelicum College's current practices are congruent to its original intents as a nongraded institution along the three stages: antecedents, transactions, and outcomes. With the ever-evolving learner types, disruption due to many natural, and man-made factors, and the evolution of the educational landscape, the evaluation of the 50-year old system of UST Angelicum highlighted the resilience of the system through the years. The unique features of the system highlighted as its strengths were able to help the institution shift smoothly to the remote learning setup during the pandemic. Primarily, the Angelicum-brand modules, self-

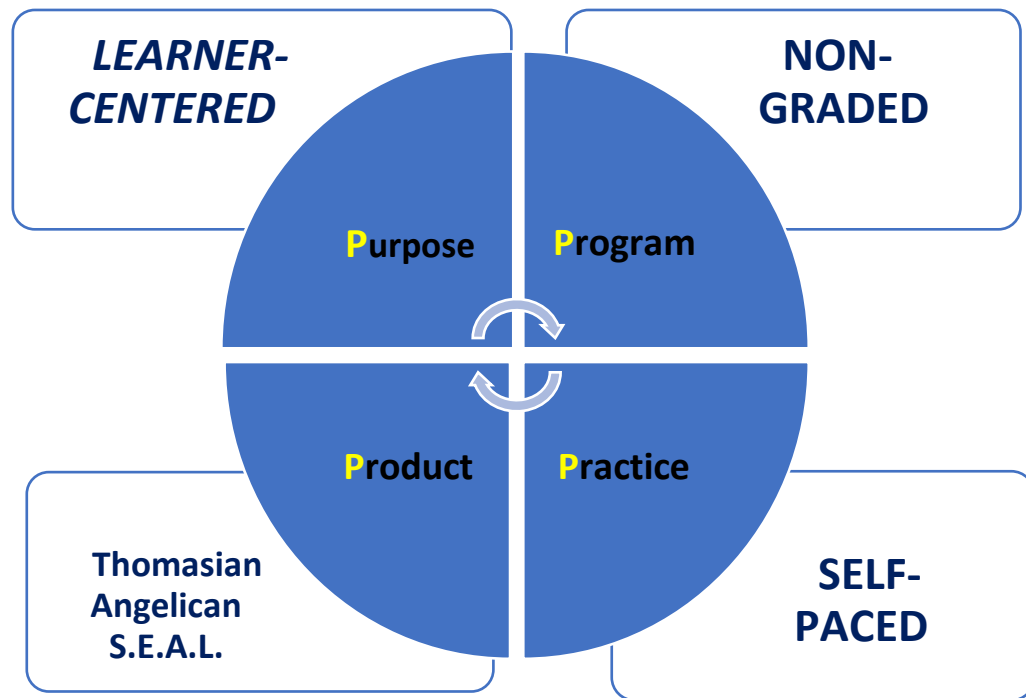
paced learning, and no marking features provided the safety net for the school during the disruption of classes. However, the practices, which are Uniquely Angelicum, cannot be finalized at any point, for such is the nature of the system. It evolves continuously. The result of the school evaluation does not presume to offer solutions to problems that have developed with educational processes. For it itself, like any established system, is in a continuous search for the most approximate fulfillment of education's aim.

The uniqueness of the system is continuously challenged by many external factors. One of which is the Department of Education's new policies. While the Department permitted UST Angelicum to operate as a school offering non-graded system in 1972, the changing landscape of Philippine education due to internal and external factors has been challenging the system of UST Angelicum. The evaluation results showed a need to revisit some of the features (transactions) of the Angelicum System that can be reconciled to the policies mandated by the Department of Education. Looking from the lens of a "womb-to-tomb perspective, the product (outcomes) of the Angelicum System needs to be re-articulated to the school's Vision as an educational institution.

Based on the evaluation results, a re-imagination of the Angelicum System is hereby proposed. This can serve as the institutional model to follow in carrying out the school's unique system and ensure that congruence between the school's intents and practices are preserved through the years. Other educational institutions planning to adopt the nongraded system may look into the proposed model to guide them on its implementation.

Figure 4

The 4Ps of the Angelicum System



Its **PURPOSE** is **Learner-centered**. UST Angelicum System adheres to the theoretical framework and established practices of a non-graded system of education. Its primary concern is to accept and respect individual differences. It recognizes the learning styles, special needs, similarities, and differences of all learners.

Its **PROGRAM** is **Non-graded**. No two non-graded schools can be the same – in principle, in theory, and practice. Programs emerge and evolve based on the particular school population's needs. Since no two schools can have the same students, no two non-graded programs can be similar. Angelicum's non-graded program then is Uniquely Angelicum. Although it proceeded from the basic idea of allowing each child's individual growth to happen at its natural pace by removing the barriers that stunt it, the system has been formed out of the uniqueness of each child in the school.

Its **PRACTICE** is **Self-paced** with seven distinct features. The Angelicum System is an innovation that evolved from the basic idea of allowing each child's individual growth to happen at its natural pace. The system sees a particular subject area level as a continuous whole with a complete set of skills to be learned by the learner without the usual time frame. The learners' progress in a given subject area level is determined by his personal capability to learn and the efforts he exerts as conditioned by his moods, degree of responsibility, and maturity.

Table 32

Distinct Features of the Angelicum System

FEATURE	ELEMENTS	DESCRIPTION
A#1 Outcomes-based and process-oriented	• Thematic units • Subject and area-contextualized enhancements	Learning is intended to be rewarding and applicable to real-life setup. The process is more important than the product. The skills of learning to think and to learn, especially inquiry, evaluation, synthesis, and application are stressed.
A#2 Collaborative learning	• Teachers as facilitators of learning • School-home-community partnership • Cooperative learning • Positive motivation	The school focuses on the learner's relationship with the active role the school, parents, and society play in the learning process. Learning starts at home, is complemented in school, verified in society, and perfected in life. Since all are

concerned with the same person, collaboration is a must to give consistent, unified, and relevant information.

A#3 Borderless classroom

- Hybrid and flexible delivery of instruction
- Individual Angelicum-brand modules
- Academic Exchange Program
- International Initiatives and Linkages

A borderless classroom refers to a classroom with no walls; no walls between people. A learner can learn wherever he is. In the time of globalization, learners are eager to connect and learn from people from different parts of the world. Besides learning in a physical classroom, we offer opportunities to collaborate with people beyond the classroom walls.

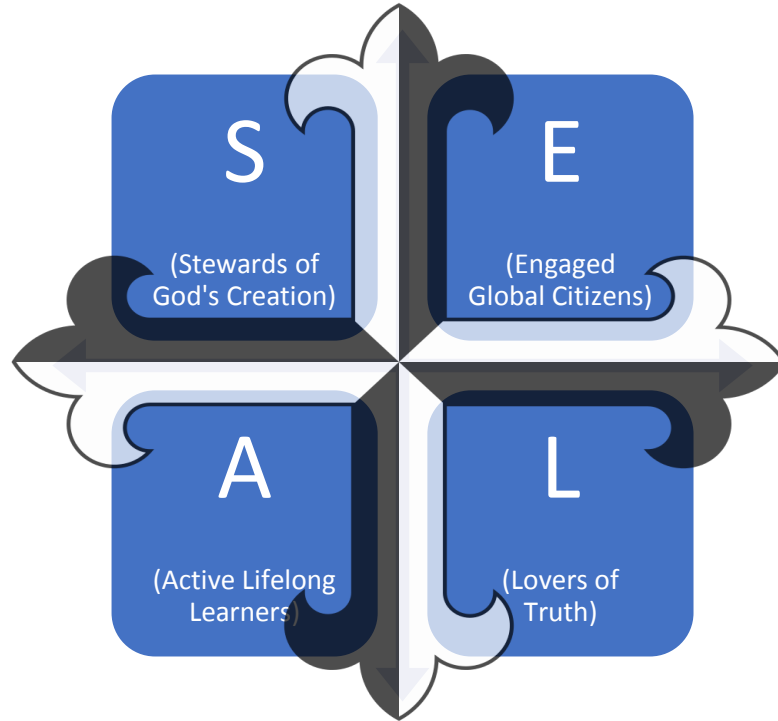
A#4 Continuous progression

- No retention
- Vertical promotion

Promotion is per subject. If a learner has mastered the prescribed set of skills at a particular level, he is promoted to the next level of that particular subject anytime during the academic year.

A#5 Mastery learning	• 100% mastery as the basis of academic performance	Mastery learning is an approach to learning that emphasizes performance-based outcomes.
A#6 Personal tracking of progress	• LMS real-time access to academic progress • Learners' portfolio	The learner himself monitors his performance. As he records his checkmarks of the skills learned, he keeps track of his own pace through the chart. He realizes if he lags behind or if he is going fast.
A#7 No marking	• Assessment standards both academic mastery and behavior that assess knowledge, skills, attitudes, and values	The competitive or comparative evaluation system, through which the products of each child's academic efforts are marked or rated with symbols or words that represent points along a scale of acceptability, is not used. Instead, results of mastery are given descriptively.

Its **PRODUCT** is **S.E.A.L.** The Thomasian Angelicans are described as Stewards of God's creation, Engaged global citizens, Active life-long learners, and Lovers of Truth.



The school's vision guides the product of the system. The product of the system is aligned to the institution's vision:

*“UST Angelicum College, the country's pioneer in the non-graded system, envisions herself to be the preferred Catholic institution that forms individuals to become **academically competent** (Active lifelong learner), **socially responsive** (Engaged global citizens), **environmentally conscientious** (Stewards of God's Creation), and **morally upright** (Lovers of truth) through a progressive approach to learning for the service of the Church, the nation, and the world.”*

Chapter IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of the study and findings, conclusions, and recommendations on the implementation of nongraded school as evaluated using Stake's Countenance Evaluation model.

Summary of the Study

Filipinos are accustomed to the Traditional Graded System Approach. The Philippine education system, especially in the private sector, attempted to adopt various curricular models through the years. The learning disruptions due to the Covid-19 pandemic accelerated the desire of educators to look into different curricular trends and made them veer away from the traditional approach.

UST Angelicum College in Quezon City is one of the pioneers in introducing an alternative education model in the Philippines (formerly known as Angelicum College). It is a Catholic and Dominican school founded in 1972 that has operated on a non-graded system since its inception. The school establishes a core institutional ideology of "doing what is best for each learner." This ideology is expressed in the institution's system as follows: (1) non-graded; (2) self-paced/individualized learning; (3) nurturing each learner's uniqueness; and (4) learner-centered.

However, through its almost 50 years of existence, no evaluation has been done from an educational perspective on the consistency of its implementation of the non-graded system and living up to its mission and vision as a unique educational system. It is compelling to evaluate the non-graded system in UST Angelicum College, zeroing in on the research's focal point. Based on

the intent and purpose of this program evaluation, the study employed Stake's Countenance Model of Evaluation, where the school's programs were compared to a set of explicit standards as benchmarks of performance. This study attempted to provide useful information for decision-making and program improvement. A new and current look at non-graded education and how the system is managed in an established non-graded school may answer questions about the philosophy, align the system's relevance to state policies, and address recurrent concerns about system implementation.

Summary of Results

Guided by the research problems, the findings of the study revealed the following:

1. How are the institution's existing conditions and contexts, referred to as "antecedents," evaluated based on its congruence to the institution's intent as a non-graded school?

Observations compared to the school's intents revealed a satisfactory congruence across all key areas. The philosophy, mission, vision, and objectives of UST Angelicum College to promote education as a form of evangelization for the total and integral development of the person in the service of the church and society as nourished by study, prayer, and community life were aligned with the desired educational goals as practiced in the institution.

2. How are the institution's learning processes, referred to as "transactions," judged based on its congruence to the intents of Nongradedness?

UST Angelicum implementation of the non-graded system has met 140 or 80% of the Nongradedness indicators. The matrix on program transactions revealed satisfactory congruence to the school's intent or objectives, that is, to implement a nongraded system, with the core

ideology of “respect to individual differences.” Limitations in implementation were observed under the category of Curriculum.

3. How are the institution’s learning outcomes judged based on congruence to its Mission, Vision, Goals, and Objectives?

UST Angelicum College demonstrated effective instructional leadership, reflected a clear and focused mission, provided a safe and orderly environment, benefited from a positive school climate, set high student expectations, assessed and monitored student achievement frequently, emphasized fundamental skills, maximized learning opportunities, included parent and community involvement, provided strong professional development, and provided teacher involvement. Intents and observations revealed a satisfactory congruence as reflected in the school effectiveness questionnaire (SEQ) result. Limitations were observed in the aspect of parental and community involvement as perceived by the parents and learners.

Intents and observations revealed a satisfactory congruence as reflected in the implementation of the Mastery Learning Program in school. The adoption of standardized tests advanced the usual practices in evaluation. However, a self-paced mode of learning, be considered in the timeliness of the conduct of the said assessment.

4. Based on the congruence of the institution’s intents and practices, what may be recommended for the improvement of the system implementation?

The evaluation revealed that UST Angelicum College’s current practices are congruent to its original intents as a nongraded institution along the three stages: antecedents, transactions, and

outcomes. The practices, which are Uniquely Angelicum, evolve continuously as a system. Based on the evaluation results, a re-imagination of the Angelicum System was proposed.

Conclusions

Based on the findings and results of the study, the following conclusions were drawn for this study:

Angelicum System, a non-graded self-paced system, is an innovation based on the fundamental principle of allowing each child's individual growth pattern to unfold naturally. A reimagination of the system may be implemented to better understand the system's implementation from its antecedents to its outcomes. The intents and observations revealed a satisfactory congruence on the school's antecedents. The distinct features of UST Angelicum College were articulated in its well-formulated philosophy and objectives, which were deeply rooted in the Dominican philosophy of education and the nongraded system. Intents and observations revealed a satisfactory congruence on the school's learning processes or transactions. The school implemented the features of the nongraded system in the six categories: goals of schooling, organization, instruction, curriculum, materials, and assessment. Intents and observations revealed a satisfactory congruence on the outcomes as stated in the institution's mission, vision, and objectives.

The uniqueness of the system is continuously challenged by many external factors. While the Department permitted UST Angelicum to operate as a school offering non-graded system in 1972, the changing landscape of Philippine education due to internal and external factors has been challenging the system of UST Angelicum. The evaluation results showed a need to revisit some of the features (transactions) of the Angelicum System that can be reconciled to the

policies mandated by the Department of Education. Looking from the lens of a “womb-to-tomb perspective, the product (outcomes) of the Angelicum System needs to be re-articulated to the school’s Vision as an educational institution.

Based on the evaluation results, a re-imagination of the Angelicum System is proposed, which can serve as the institutional model to follow in carrying out the school’s unique system and ensure that congruence between the school’s intents and practices are preserved through the years. Other educational institutions planning to adopt the nongraded system may look into the proposed model to guide them on its implementation.

Recommendations

After considering the above findings and conclusions, the researcher recommended the following:

1. A reimagination of the system was proposed which can serve as the institutional model to follow in carrying out the school’s unique system and ensure that the congruence between the system’s intents and practices are preserved through the years.
2. A strategic plan to improve and strengthen the delivery of the nongraded system, along with its identified key areas and Nongradedness indicators is proposed to be considered for implementation for the next five years (Appendix A).
3. A review of the school’s curriculum regarding horizontal integration leading to themes may be included in the academic programs of Basic Education.
4. The academic evaluation process through achievement tests may be reviewed to ensure the mastery of learning.

5. Stronger collaboration with parents through parent organizations may be established to involve the parents in the school activities.
6. A review and enhancement of the Learning Management Plan to adapt to the new generation of learners are recommended. A student induction program may be established focusing on the reimagined Angelicum System and the learning experiences a student will undergo throughout his study life.
7. A comprehensive alumni tracer study may be done to scientifically track the professional development of the graduates with regards to the relevance of their education from a nongraded school.
8. Further studies on achievement effects of nongraded system, teaching approaches in a nongraded classroom, and nongraded education reforms should be conducted to improve and expand the nongraded system and establish essential features that other academic institutions may adapt.

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APPENDIX A Proposed Strategic Plan

INTRODUCTION

STRATEGIC PLAN Dreaming Beyond the 50th



Together with the global community, UST Angelicum College finds itself facing unprecedented challenges as it grapples with the ongoing COVID-19 crisis that has changed the world, particularly the academic landscape, as we know it. It has disrupted the implementation of earlier crafted strategic plans and has even disregarded years of niche presence in some academic programs. Due to the disruption caused by the pandemic, no one in the world has been left untouched, no academic institution unaffected.

After two years of remote learning, it was evident that the non-graded system can still be applied in an online setting. The existence of the modules as an individual vehicle to provide education was an advantage during the abrupt shift to remote learning. The self-paced, no marking, mastery learning approaches cushioned the disruption and protected the mental health of the learners due to the non-competitive nature of the system. The learners continued learning on whatever online platform is available.

In spite of the uniqueness of the system that aids in the transition to remote learning, the educational shift also affected the operations and implementations of the other key areas of the school. It is on this context that this Strategic Plan is proposed, in order to provide a comprehensive how-to of developing, managing, and sustaining redefined key

EXECUTIVE SUMMARY

2022 - 2027

KEY PRIORITIES AND STRATEGIC AREAS

This five-year Strategic plan builds on the achievements of almost five decades of the school's existence, as it redefines the direction set in its previous plan. This Masterplan aligns ten strategic areas that were affected by four inflection points: results of the evaluation of the system through Stake's Countenance model of evaluation, changing education landscape and the future of work brought about by the pandemic, the strategic direction of the school at the threshold of its 50th anniversary and the global sustainable development goals.

These strategic areas are **Curriculum, Instruction, Student Services, Research and Publication, Marketing, Linkages and Alumni Relations, Faculty and Staff, Administration, Religious Affairs and Community Engagement, Physical Infrastructure, and Financial Viability**. They are synergized where possible to articulate the school's new direction for improving academic standards - excellence in academic programs and services, improving faculty qualification, staff experiences and administrator's leadership succession - excellence in people management, improving Religious Affairs - led community undertakings - excellence in community engagements and partnerships, continuous improvement of facilities and the built environment - excellence in facilities and physical operations and ensuring financial viability and sustainability of the organization - excellence in financial governance.

This also pursues the principle of providing a safe, smart, and sustainable academic environment, faithful to its vision of being the preferred school for an alternative and transformative Catholic Dominican education, as it celebrates its five decades of existence in 2022.



KEY PRIORITIES

EXCELLENCE IN ACADEMIC PROGRAMS AND SERVICES through the non-graded approach, ensuring quality teaching and learning, positive student experience, engaging services, collaborative programs, and impactful research and publication that is enhanced by purposeful institutional networks and linkages.

EXCELLENCE IN PEOPLE MANAGEMENT through enhancing faculty qualifications, supporting relevant staff development initiatives, developing leadership succession, and promoting a culture of quality.

EXCELLENCE IN COMMUNITY ENGAGEMENTS AND PARTNERSHIPS through relevant collaboration and engagement in partner extension communities.

EXCELLENCE IN FACILITIES AND PHYSICAL OPERATIONS through continuously improving learning resources and infrastructures, efficiently use support facilities, and advancing green principles in physical infrastructure and development.

EXCELLENCE IN FINANCIAL GOVERNANCE through technical adeptness, cost-efficiency, risk management, and sustained financial viability.

KEY PERSPECTIVES

This Strategic plan considers perspectives from the following:

the school's **mission and vision**, and the **educational philosophy of the Dominican Province of the Philippines**

the **people** who are directly involved in the academic environment of the school, and the external stakeholders who are invested in the life of the institution

the school's **strategic priorities**: academic program excellence, people excellence, operational excellence, partnership excellence and financial excellence

the **external environment**: national, including regulatory compliances and accreditation framework; regional and global on the sustainable development goals agenda

the future of education and work with the school's **role in providing a safe, smart, and sustainable academic environment**

KEY RESULT AREAS

Excellence in Academic Programs and Services

KRA 1: Curriculum

School evaluation reveals the need to prioritize the assessment of the curriculum, and how best it can respond to the unique needs of the new generation of learners while maintaining the features of a non-graded system. The absence of a strategic marketing plan to push the school to local, regional, and international market is also a disadvantage. The context of reputation marketing must be hinged upon the uniqueness of the Angelicum System as a pioneer of the non-graded approach in the Philippines, but more importantly, from the positive student experience that emanates from academic program excellence through curricular modification and enhancement.

Key Measures:

1. Advance the national mandated curriculum to address the emerging challenges in an alternative and transformative Catholic education.
2. Enhance curricular programs through area-focused initiatives that are aligned with the global education framework and the sustainable development goals (SDG) agenda.
3. Expand the Home Study Program in number of sites and program levels. Expand program accreditation.
4. Increase program implementation partners.
5. Increase program accreditations.

KRA 2: Instruction

An effective and innovative delivery of instruction by competent and committed learning facilitators can only be achieved with the aid of a relevant learning framework, relevant material resources, and efficient teaching equipment and facilities. The partnership with external providers, certification agencies, and accrediting bodies will allow the institution to enhance its instructional delivery and benchmark it against international standards. It is imperative that instructional delivery is responsive to the national and global academic dynamism, valued for its ability to transfer knowledge and provide expanded opportunities to graduates.

Key Measures:

- Fully implement a hybrid instruction through the Guided Online Angelican Learning G.O.A.L. framework, with the following developmental features:
 1. Full digitization of learning modules
 2. Flexible on-campus classes
 3. Subject area, and strand-enhanced instructional delivery
 4. Borderless classroom
 5. Intuitive Learning Management System
 6. Data – driven module updating

KRA 3: Student Services

The evolving academic landscape and the new competencies required for a future-ready professional requires a reconfiguration of the student services being provided by the institution. The whole person approach in curating engaging student programs to promote the school's reputation of providing positive student experience even in an on-tact (online and contactless) environment.

The commitment to develop graduates who have the UST Angelicum S.E.A.L.: Stewards of God's creation, Engaged global citizens, Active lifelong learners, and Lovers of truth as reflected in the school's vision should be the grounding of all programs and services that address student needs.

Key Measures:

- Improve the student satisfaction rating from average to excellent through a more responsive approach in the holistic formation of learners that encompasses physical, social, mental, emotional and spiritual well-being through the following programs:
 1. Protect, Test, Vaccinate (PTV) for Physical Health
 2. Student Awareness, Action, and Advancement (S3A) for Social Health
 3. Thomasian Angelican Assessment Portfolio (TAP) for Mental and Emotional Health
 4. Student Spiritual Sojourn (SSS)

KRA 4: Research and Publication

A reputable academic institution places premium in making informed decisions and in creating programs and services that are backed by relevant research. A strong presence in identified research areas, specifically on studies regarding the nongraded system, through a multidisciplinary and collaborative approach, will be able to produce a new knowledge that can be identified through publications, research conference presentations, citations, inventions, and patents.

Key Measures:

- Build the school research capability as a reputable research institution on alternative and transformative through researches and publication that are:
 1. Relevant and responsive
 2. Agenda-focused
 3. Collaborative
 4. Self-sufficient
 5. Indexed
 6. Cited

KRA 5: Marketing and Linkages

The school, with its small population and modest resources that generally come from tuition fees, can very well take advantage of having strong institutional partners. A consistent and purposeful approach to market the school's programs and promoting its brand reputation, is necessary to have a sustained number of enrollees. Meanwhile, continuously-enhanced academic programs and services will result to better student experience, an attraction for a lifelong involvement of the alumni, which would also help generate funding and resources from academic linkages and partners and build research capacity through partnerships. These efforts would also help retain and attract good students and productive members of the faculty and staff.

Key Measures:

- Promote the school's brand reputation and sustain its market presence through the following key measures:
 1. Increase student enrollment
 2. Improve the alumni involvement in the school activities, programs, projects, and community undertakings
 3. Expand institutional engagement through working MOUs and MOA

KEY RESULT AREAS

Excellence in People Management

KRA 6: Faculty and Staff

Academic preparation is a primary requirement, in as much as the quality and grounding of knowledge, skills, attitudes, and values of the academic personnel. Faculty qualification and staff experience is crucial in the development of the quality of the school's programs and services. The thrust is to align our faculty qualification with that of the ASEAN Competency Standards. Likewise, a conscious effort to promote and sustain a culture of quality is necessary to ensure far-reaching results in the people management initiatives.

Key Measures:

Enhancing faculty qualifications and relevant staff experience can be attained by the following key measures:

- Increase the number of faculty members with postgraduate degrees.
- Transform the teaching competencies of the facilitators from PPST to ASEAN Teaching Competency Standards.
- Increase the number of faculty members who are doing scholarly work.
- Increase the opportunity for gaining relevant staff experiences.

KRA 7: Administration

As the connecting link between top management and the rest of the academic community, lay administrators should have the necessary training and mentoring programs to enhance the skills in leadership and management. A good succession planning program creates stability in the leadership bench and ensures the realization of the goals of the school organization. Administration is identified as a key element associated with high level workplace productivity and efficiency. Administration determines the general direction of the institution and lays out the major programs and policies that will allow for good governance of the school. An efficiently administered organization builds trust and confidence as a reliable partner.

Key Measures:

- Provide programs for leadership mentoring and succession planning through an Administrator's Development Program.
- Implement a governance and management system that is hinged on integrity, strategic visioning, accountability, and risk management, including privacy compliance on systems, processes, and records.

KEY RESULT AREAS

Excellence in Community Engagement and Partnerships

KRA 8: Religious Affairs and Community Engagement

A strong community engagement that is borne out of the promptings of the Holy Spirit is the uniqueness of the UST Angelicum's work. The education and poverty alleviation programs under the Office of the Religious Affairs legitimize the school's identity as a partner in offering an alternative and transformative Catholic Dominican education.

It is a priority in the strategic direction to ensure that community members have access to valued social settings and activities, and that they have a meaningful contribution in those activities as they develop personal functional capabilities that will become valuable skills in the future.

Key Measures:

- Transform UST Angelicum as a spiritually nourished institution to a compassionate community through:
 1. Evangelization
 2. Advocacy
 3. Service-oriented Learning
 4. Collaborative action
 5. Expanded reach of Re-entry Education Agenda for the Poor (REAP) Program

KEY RESULT AREAS

Excellence in Community

KRA 9: Physical Infrastructure

Having a well-maintained, aesthetically designed, safe, and efficient facilities have a significant impact in student attraction, employee morale, and overall brand reputation. It encourages the students' interest and creativity in the campus, gives them pride, and helps promote the school to prospective employees.

The uniqueness of the system demands a different perspective on the design of the learning stations and the over-all aesthetics of the physical infrastructure. The concept of Green School (World Summit on Sustainable Development) is also incorporated in the plan to create a clean, healthy, protective, and green surrounding while saving energy, environmental resources, and money.

Key Measures:

- Accelerate the UST Angelicum infrastructure plan implementation with the following progression levels:
 1. Efficient beyond compliant
 2. Internationally-certified
 3. Green

KEY RESULT AREAS

Excellence in Financial Governance

KRA 10: Finance

As an academic institution, a school is by and large, a business organization that provides learning services. A strong financial governance is necessary to ensure long term viability of its operations. A good financial governance improves the profitability of the organization, provides economic stability to its employees, encourages enrollment through a strong brand reputation, and promotes confidence towards potential partners, suppliers, and program funding agencies.

A healthy basic financial condition allows the school to look at directions pertaining to direct investment activities, and develop strategies and plans for the long-term financial goals of the organization. Likewise, it will allow management to have informed decisions pertinent to the overall development of the institution's programs, people, and operations.

Key Measures:

- Implement an effective and efficient financial control system.
- Invest and manage resources cost-efficiently.
- Implement a risk adaptive financial system to sustain operations.

APPENDIX B

Clearances to Proceed from Research Ethics Committee

 PHILIPPINE NORMAL UNIVERSITY The National Center for Teacher Education Tell Ave. Cor. Ayala Blvd., Ermita, Manila 1000 Philippines Hotline: +632-8121291 to 235001 erc@pnuc.edu.ph www.pnuc.edu.ph	Index No.	PNU-MN-2016-EPR-FM-016
	Issue No.	01
	Rev. No.	01
	Date:	09-24-2018
	Page	1 of 1
EPR	CLEARANCE TO PROCEED	QAC No. CC-082402018-023

BASIC INFORMATION

REC Code:	04302021-117
Research Proposal Title:	Evaluation of the Non-graded System of a School in Quezon City through Countenance Model
Researcher / Project Leader and Designation/Affiliation:	Maria Unduja C. Galang

The following items [✓] have been received and reviewed in connection with the above study to be conducted by the above researcher.

- [✓] Research Proposal in prescribed format
- [✓] Informed Consent Form/s /Assent Form
- [✓] Data Collection Tools

and hereby approved:

- [✓] To proceed to the validation of the data gathering tools
- [✓] To proceed to data collection, organization and write-up

Date of Issuance: April 30, 2021


Dr. TERESITA T. RUNGDUIN
 Secretary
 Research Ethics Committee


Dr. RENE R. BELECINA
 Chair
 Research Ethics Committee

(All documents without the PNU QM Stamp or Control Identifier are uncontrolled)

APPENDIX C

Clearances to Proceed from Academic Affairs

Dean Eunice Mareth Q. Areola, Ph.D. HSG
Academic Director
Head, Research Development Office



* This is approved. We look forward to the valuable results of this undertaking, as we re-imagine our institution and its future.

Dear Dr. Areola:

Greetings of Peace!

The undersigned, a Ph.D. in Educational Management candidate from the Philippine Normal University - Manila, is currently conducting his dissertation entitled *"Evaluation of the Non-Graded System of a School in Quezon City through Countenance Model"*. The purpose of this evaluation study is to examine UST Angelicum College's implementation of the non-graded system through Stake's Countenance Model of evaluation, to evaluate its intents and effects.

In line with this, the researcher would like to request your approval to conduct this study in our institution. The following are the specific research questions of the study and its corresponding data collection methods for your reference.

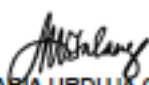
Research Questions:	Data Sources and Methods
1. How are the existing conditions and contexts in the Institution, referred to as "antecedents" in the Countenance Evaluation Model, congruent to the standards set by an accrediting body?	FGD with academic administrators and heads of key departments PAASCU Self-survey data PAASCU latest visit results
2. How may the learning processes in the Institution referred to as "transactions" in the Countenance Evaluation Model, be compared to standards in terms of the features of the non-graded system as stated in literatures?	FGD with present facilitators FGD with pioneer facilitators FGD with selected learners Interview with the founder, Fr. Rogelio Alarcon Non-gradedness survey (by Anderson & Pavan) to be administered to administrators, facilitators, and learners Online classroom observation Access to selected LMS of facilitators Daily Learning Plan (DLP)

3. To what extent is the institution's achieving its standards, referred to as "outcomes" in the Countenance Evaluation Model in terms of its Mission and Vision?	FGD with learners FGD with facilitators FGD with parents Summary of learners' academic performance Result of Performance Assessment of Standards and Skills (PASS) School Effectiveness Questionnaire by Baldwin to be administered to facilitators, parents, and learners
4. Is there congruence between the institution's intents and objectives as compared to the standards?	Documentary evidence: 5-year strategic plans, UST Angelicum History, Mission, Vision, Goals and Objectives, Organization and Administration, Instructional Program, Physical Resources Curriculum (K – YS 11) School brochures, school manuals, sample class and teacher schedule All manuals: administrative, faculty, learners Sample training programs

The researcher believes that this study can help our beloved institution improve the implementation of the system by evaluating it through the Stake's Countenance Model. To be fully understood, the educational system must be fully described and fully judged. Rest assured that the researcher will observe ethical research protocols to ensure the confidentiality of data that the participants will provide.

My paper, including the questionnaires, will still be reviewed and approved by the Ethics Committee, however, I am writing this request letter in advance so I can initially review the existing data.

Thank you!


 MARIA URDUWA C. GALANG
 Researcher

APPENDIX D

Key Areas Evaluations (Antecedents Stage)

The following questionnaire is designed to allow administrators and learning facilitators to provide information about how they perceive the function of school administration, that may predict the school's implementation of the non-graded system. Administration includes the concepts generally described under the terms supervision, management, and leadership. It is the art of putting together people, programs and resources in order to attain the school's objectives.

Please choose which represents the degree to which the following indicators are evident.

4 – Very evident

3 – Evident

2 – Less evident

1 – Not evident at all

A. General Nature of Philosophy, Vision, Mission, and Objectives

- | | | | | |
|---|---|---|---|---|
| 1. The school's philosophy, vision, and mission are clearly stated. | 4 | 3 | 2 | 1 |
| 2. The philosophy, vision, and mission are reflective of the school's identity and core values. | 4 | 3 | 2 | 1 |
| 3. The mission statement of the school clearly communicates a culture of excellence, and realistic and achievable educational goals for the learners. | 4 | 3 | 2 | 1 |
| 3. The mission statement deals with the role of the school in the community, country, and global society. | 4 | 3 | 2 | 1 |
| 4. The objectives clearly articulate the school's philosophy, vision, and mission. | 4 | 3 | 2 | 1 |
| 5. The objectives are clear, specific and attainable. | 4 | 3 | 2 | 1 |
| 6. The objectives are suited to the nature and characteristics of a nongraded school. | 4 | 3 | 2 | 1 |
| 7. The objectives are periodically reviewed and updated. | 4 | 3 | 2 | 1 |
| 8. The different stakeholders of the school are consulted in the review and revision of the philosophy, vision, mission, and objectives. | 4 | 3 | 2 | 1 |
| 9. The philosophy, vision, and mission as well as the objectives are published in a bulletin of information, school's website, and social media page. | 4 | 3 | 2 | 1 |

- | | | | | |
|---|---|---|---|---|
| 10. The school includes among its objectives a well-integrated program for the intellectual, moral, social, emotional, spiritual, and physical development of the learners. | 4 | 3 | 2 | 1 |
| 11. The objectives of the school are in accordance with the educational aims of the Dominican Province of the Philippines, and the Department of Education. | 4 | 3 | 2 | 1 |

B. Acceptance by the School Community (Pagtanggap ng Pamayanan ng Paaralan)

- | | | | | |
|--|---|---|---|---|
| 1. The faculty members and other personnel understand and accept the school's philosophy, vision, mission, and objectives. | 4 | 3 | 2 | 1 |
| 2. New faculty and other personnel are informed of the philosophy, vision, mission, and objectives of the school. | 4 | 3 | 2 | 1 |
| 3. The parents and learners understand the school's philosophy, vision, mission, and objectives. | 4 | 3 | 2 | 1 |

C. Agreement Between Philosophy, Vision, Mission, and Objectives and their Implementation

- | | | | | |
|--|---|---|---|---|
| 1. There is harmony between the educational practices of the school and its avowed purpose. | 4 | 3 | 2 | 1 |
| 2. All activities of the school are geared towards the realization of its philosophy, vision, mission, and objectives. | 4 | 3 | 2 | 1 |
| 3. There are provisions for interaction among all stakeholders to realize the philosophy, vision, mission, and objectives of the school. | 4 | 3 | 2 | 1 |

D. Governing Body

- | | | | | |
|---|---|---|---|---|
| 1. The duties, prerogatives, responsibilities and mutual relationships of the chief executive offices with the chief policy-making body are clearly defined and understood. | 4 | 3 | 2 | 1 |
| 2. The chief executive officer and the chief policy-making body operate harmoniously and effectively. | 4 | 3 | 2 | 1 |
| 3. The duties, prerogatives and responsibilities of administrators are clearly defined and delineated. | 4 | 3 | 2 | 1 |
| 4. The chief executive officer works harmoniously with the Principal and other academic and administrative officers. | 4 | 3 | 2 | 1 |

E. Administrative Organization

- | | | | | |
|---|---|---|---|---|
| 1. The chief executive officer properly delegates authority to and concerns frequently with the principal regarding implementation of the nongraded system. | 4 | 3 | 2 | 1 |
|---|---|---|---|---|

- | | | | | |
|---|---|---|---|---|
| 2. The principal effectively exercises his official functions free from unnecessary pressure and interference. | 4 | 3 | 2 | 1 |
| 3. The principal works harmoniously with the chief executive officer and other academic and administrative officers. | 4 | 3 | 2 | 1 |
| 4. The faculty and non-academic personnel of the basic education department have a clear knowledge of the nongraded system, and its implementation. | 4 | 3 | 2 | 1 |
| 5. The learners have a clear knowledge of the of the nongraded system, and its implementation. | 4 | 3 | 2 | 1 |

F. Administrative Performance

- | | | | | |
|--|---|---|---|---|
| 1. All administrators provide effective leadership in carrying out the school's philosophy, vision, mission, and service to the community. | 4 | 3 | 2 | 1 |
| 2. Administrators are adequate in number for the efficient implementation of the system in the institution. | 4 | 3 | 2 | 1 |
| 3. Administrators are professionally qualified to carry out their duties and functions. | 4 | 3 | 2 | 1 |
| 4. Administrators perform their responsibilities relatively free from political, economic and other necessary pressures. | 4 | 3 | 2 | 1 |
| 5. Administrators are competent in the performance of their respective duties. | 4 | 3 | 2 | 1 |
| 6. The administrators are formally and periodically evaluated. | 4 | 3 | 2 | 1 |
| 7. Provisions are made for the professional growth of administrators. | | | | |
| 8. The actual performance of the administrators show effective educational leadership, sound decision-making, and strategic planning. | 4 | 3 | 2 | 1 |
| 9. Administrative records and reports are systematically documented and filed. | 4 | 3 | 2 | 1 |

G. Academic Administration

- | | | | | |
|---|---|---|---|---|
| 1. Academic administration ensures the implementation of the school's philosophy, vision, mission, and objectives in the instructional program. | 4 | 3 | 2 | 1 |
| 2. There is a published policy establishing faculty selection procedures. | 4 | 3 | 2 | 1 |
| 3. The faculty is regularly given orientation program on the implementation of the non-graded system. | 4 | 3 | 2 | 1 |
| 4. The school has a comprehensive and functional faculty development program. | 4 | 3 | 2 | 1 |
| 5. The faculty is actively involved in the formulation, periodic review, and revision of the faculty development program. | 4 | 3 | 2 | 1 |

6. The teaching loads of the faculty members allow sufficient time for: preparation of differentiated materials, adequate evaluation of individual student achievement, and professional growth.	4	3	2	1
7. The faculty concretely carries out the philosophy, vision, mission, and objectives of the school, and the specific nature and characteristics of the non-graded system.	4	3	2	1
8. The administration oversees the regular updating and upgrading of the school's curriculum.	4	3	2	1
9. Curriculum development is a collaborative endeavor of administration and faculty.	4	3	2	1
10. There is a well-structured and functional supervisory program for classroom instruction.	4	3	2	1
11. The school formally and regularly appraises the implementation of the nongraded system of every faculty member.	4	3	2	1
12. There is an effective system of selection, requisition, and procurement of learning materials, and other instructional aids.	4	3	2	1
13. There is sufficient supervision over the use of learning modules and other instructional aids.	4	3	2	1
14. Adequate and valid supervision is provided to ensure the quality and suitability of learning assessments used in the classroom.	4	3	2	1
15. The administration provides safeguards to preserve the confidential nature of examinations and all confidential records.	4	3	2	1
16. Provision is made for a substitution program in case of absence of faculty and academic non-teaching personnel.	4	3	2	1
17. Faculty and academic non-teaching personnel are provided opportunities to participate in policy formulation and decision-making.	4	3	2	1
18. The number of librarians and clerical assistants is adequate to serve the needs of the learners and faculty.	4	3	2	1
19. There is an existing library/audio-visual program for the school.	4	3	2	1
20. Selection of print and non-print materials is based on the philosophy, vision, mission objectives and curriculum of the school and standard bibliographies.	4	3	2	1
21. Criteria for selection of print and non-print materials consider the abilities, needs, interests and maturity levels of the students.	4	3	2	1

H. Administration of Non-academic Personnel

1. The non-academic personnel show awareness of and concern for the school's philosophy, vision, mission, and objectives.	4	3	2	1
---	---	---	---	---

- | | | | | | |
|----|--|---|---|---|---|
| 2. | The school has clear-cut policies regarding the following for non-academic personnel: | 4 | 3 | 2 | 1 |
| | a. Selection process | | | | |
| | b. Performance evaluation | | | | |
| | c. Promotion scheme | | | | |
| | d. Salary scale | | | | |
| | e. Benefits and incentives | | | | |
| | f. Labor-management relations | | | | |
| 3. | There are existing well-formulated job specifications which are made known to the personnel concerned. | 4 | 3 | 2 | 1 |
| 4. | There is a well-defined program for the improvement of non-academic personnel performance through regular meetings, trainings, and work appraisal. | 4 | 3 | 2 | 1 |
| 5. | The working conditions of the non-academic personnel contribute to their effective performance. | 4 | 3 | 2 | 1 |
| 6. | The non-academic personnel are provided opportunities to participate in policy formulation and decision-making in matters that affect them. | 4 | 3 | 2 | 1 |
| 7. | The number of non-academic personnel is adequate to meet the needs of the school. | | | | |

I. Student Administration

- | | | | | | |
|-----|---|---|---|---|---|
| 1. | The student admission policy is consistent with the philosophy, vision, mission and objectives of the school. | 4 | 3 | 2 | 1 |
| 2. | The admission process is clearly stated in the websites, social media, and bulletin of information. | 4 | 3 | 2 | 1 |
| 3. | The admission process is easy to follow and is executed in an orderly manner. | 4 | 3 | 2 | 1 |
| 4. | There is a developmental guidance program that is an integral part of the basic education department. | 4 | 3 | 2 | 1 |
| 5. | The guidance program is communicated to the students and various stakeholders. | 4 | 3 | 2 | 1 |
| 6. | There are specialists or experts available for referrals and consultation. | 4 | 3 | 2 | 1 |
| 7. | The number of guidance personnel is adequate to meet the needs of the school population. | 4 | 3 | 2 | 1 |
| 8. | There is coordination between advisers and guidance counselors in the planning and implementation of the homeroom program. | 4 | 3 | 2 | 1 |
| 9. | The orientation program of learners are anchored to the school's non-graded system, and its mission, vision, philosophy, and objectives | 4 | 3 | 2 | 1 |
| 10. | Adequate measures are taken to orient transferees and late enrollees in adjusting to the unique non-graded system. | 4 | 3 | 2 | 1 |

- | | | | | |
|---|---|---|---|---|
| 11. The guidance office maintains cumulative records of each student that are regularly updated and organized. | 4 | 3 | 2 | 1 |
| 12. The counseling service is based on a sound framework consistent with the school's philosophy, vision, mission and objectives. | 4 | 3 | 2 | 1 |
| 13. Relevant guidance data are used to determine placement and follow-up of students. | 4 | 3 | 2 | 1 |
| 14. Administrative services are performed efficiently by the Registrar from admission to exit of a learner. | 4 | 3 | 2 | 1 |

J. Financial Administration

- | | | | | |
|---|---|---|---|---|
| 1. There is an officer designated to supervise the financial functions of the institution. | 4 | 3 | 2 | 1 |
| 2. This officer is qualified to perform his/her function. | 4 | 3 | 2 | 1 |
| 3. There is adequate and qualified staff to support the execution of financial functions. | 4 | 3 | 2 | 1 |
| 4. Table of fees are closely monitored to ensure the availability of accurate information on student fees. | 4 | 3 | 2 | 1 |
| 5. There is a prompt and efficient service in handling learners' financial transactions. | 4 | 3 | 2 | 1 |
| 6. Records of financial transactions are accurate. | 4 | 3 | 2 | 1 |
| 7. The administration of finance reflects the institution's thrust and functions. | 4 | 3 | 2 | 1 |
| 8. All collections are used mainly for the purposes for which they are collected | 4 | 3 | 2 | 1 |
| 9. The requisition system for purchases of supplies is clearly defined and is functional. | 4 | 3 | 2 | 1 |
| 10. There is an operational budget system. | 4 | 3 | 2 | 1 |
| 11. The budget system is properly monitored. | 4 | 3 | 2 | 1 |
| 12. The key administrators, concerned personnel, and supervisors participate in the preparation of the department budget. | 4 | 3 | 2 | 1 |
| 13. The periodic budget performance report is disseminated to all concerned | 4 | 3 | 2 | 1 |
| 14. There is an annual audit of the school's books by an external auditor. | 4 | 3 | 2 | 1 |
| 15. The assets of the school are effectively managed. | 4 | 3 | 2 | 1 |

K. Physical Plant

- | | | | | |
|---|---|---|---|---|
| 1. The campus lay-out is well-planned in relation to the functional location of the facilities. | 4 | 3 | 2 | 1 |
| 2. The campus is well-kept and well-maintained. | 4 | 3 | 2 | 1 |

- | | | | | |
|--|---|---|---|---|
| 3. There are sufficient areas for educational activities - play/social, physical, athletics, cultural, religious | 4 | 3 | 2 | 1 |
| 4. There are adequate provisions for differently-abled learners. | 4 | 3 | 2 | 1 |
| 5. Classroom interiors are pleasant, and conducive to the teaching-learning process. | 4 | 3 | 2 | 1 |
| 6. Classroom arrangement provides for flexibility in varying situations especially in the implementation of the non-graded system. | 4 | 3 | 2 | 1 |
| 7. Sufficient space for storing instructional materials and learners' individual portfolios is provided. | 4 | 3 | 2 | 1 |
| 8. There are provisions for safe entry and exit in case of emergencies. | 4 | 3 | 2 | 1 |
| 9. There are sanitary dining facilities for students who eat their meals. | 4 | 3 | 2 | 1 |
| 10. The school has a physical development plan. | 4 | 3 | 2 | 1 |

L. School and Community

- | | | | | |
|---|---|---|---|---|
| 1. The relationship between the school and the community is one of dynamic interaction. | 4 | 3 | 2 | 1 |
| 2. The school makes its resources available to the community when needed. | 4 | 3 | 2 | 1 |
| 3. The school plans and implements a continuing community relations program. | 4 | 3 | 2 | 1 |
| 4. The school explores and makes use of the outside community's human, material and technological resources in its instructional program. | 4 | 3 | 2 | 1 |
| 5. The school develops among the members of the school community an awareness of social issues and deep concern especially for the poor sectors of the community. | 4 | 3 | 2 | 1 |
| 6. The school renders service to the poor sectors of society by undertaking a school-community awareness and involvement program. | 4 | 3 | 2 | 1 |
| 7. The school integrates with its curricular and co-curricular programs the students' learnings and experiences from their community involvement activities. | 4 | 3 | 2 | 1 |
| 8. The school provides a budget for community-based projects, and school-based projects | 4 | 3 | 2 | 1 |

APPENDIX E

THE NONGRADEDNESS BEHAVIORAL INDICATORS

(Transactions Stage)

Edited and compiled by Robert H. Anderson, Barbara N. Pavan, and Arthur J. Schwartz (5th edition) 1991

Directions. Please rate each statement as evidence of practice in UST Angelicum College. The code is as follows:

- 4 – *Very evident*
- 3 – *Evident*
- 2 – *Less evident*
- 1 – *Not evident at all*

A. Goals of Schooling (Mga Layunin sa Pag-aaral)

- | | | | | |
|---|---|---|---|---|
| 1. The ultimate school goal is to develop self-directing, autonomous individuals | 4 | 3 | 2 | 1 |
| 2. The school seeks to develop individual potentialities to the maximum possible (<i>learners work on different levels of difficulty, work on non-academic activities at any given time, and are following their own pace</i>) | 4 | 3 | 2 | 1 |
| 3. The school strives to increase the variability of individual differences rather than to stress conformity (<i>learners' work shows variety, records are consist of narrative reports rather than checklists, and they show interest in activities of others without the need to imitate</i>) | 4 | 3 | 2 | 1 |
| 4. The school considers the development of the child in five developmental areas: cognitive, aesthetic, physical, emotional, and social (<i>learners' records include comments referring to all five areas learning space has areas provided for art, music, drama, or movement exercises</i>) | 4 | 3 | 2 | 1 |
| 5. The school considers learners' development of productive, responsible membership and leadership in group works (<i>learners are assigned in group work, facilitators encourage and model skills for peer learning, learners have organizations to join in</i>) | 4 | 3 | 2 | 1 |
| 6. The school environment is designed so that learners enjoy learning, experience work effort as rewarding, and develop positive self-concepts (<i>learners appear busy yet relaxed, learners and facilitators are intensely involved with their work in a stress-free environment</i>) | 4 | 3 | 2 | 1 |

B. Organization (Organisasyon)

- | | | | | |
|---|---|---|---|---|
| 1. Classes are identified with labels free of grade-level implications (<i>advancement, retention, and promotion procedures are flexible</i>) | 4 | 3 | 2 | 1 |
| 2. Learner's placement is changed at any time if it is felt to be in the best interest of the child, considering all five areas of development | 4 | 3 | 2 | 1 |

(learners are phased from one group to another within the school year)

- | | | | | |
|--|---|---|---|---|
| 3. Grouping and subgrouping patterns are highly flexible <i>(learners are grouped and regrouped as needed throughout the school year)</i> | 4 | 3 | 2 | 1 |
| 4. Each learner has opportunities to work with groups of many sizes formed for different purposes <i>(groups are evident within the class)</i> | 4 | 3 | 2 | 1 |
| 5. The specific task, materials required, and learner's needs determine the number of learners that may be profitably engaged in any educational experience <i>(the number of learners in a class is limited to a certain number so that all can be engaged in the process, with a maximum of 25 learners)</i> | 4 | 3 | 2 | 1 |
| 6. Learners and facilitators of varying personalities, backgrounds, abilities, interests, and ages work together in teams as co-learners in the collaborative school-enterprise <i>(facilitators meet together on a formal regular basis in small groups, facilitator and learners are equal co-learners)</i> | 4 | 3 | 2 | 1 |

C. Curriculum (Kurikulum)

- | | | | | |
|--|---|---|---|---|
| 1. Learners formulate their own learning goals with guidance from their facilitators <i>(facilitator's learning plan show differentiation based on learner's individual needs)</i> | 4 | 3 | 2 | 1 |
| 2. The learners' unique needs determine the curriculum, abilities, interests, learning rates, styles, and patterns <i>(curriculum guide has a format that allows yearly partial revisions depending on the learner's needs)</i> | 4 | 3 | 2 | 1 |
| 3. The curriculum is packed into broad thematic units integrating several subject matter disciplines instead of a per subject presentation <i>(Subjects are approached simultaneously rather than being taught as isolated subjects, or even though subject matter disciplines are taught as separate subjects, there is a one-time block per day set aside for thematic learning)</i> | 4 | 3 | 2 | 1 |
| 4. Sequences of the event are determined for individual learners <i>(learners' records do not show a series of checklist to be mastered in a required order, all learners use learning module)</i> | 4 | 3 | 2 | 1 |
| 5. The curriculum is organized to develop an understanding of concepts and methods of inquiry, more than retention of the specific content of learning <i>(curriculum guide specifies the concepts, not the subject matter content, questions are more often in terms of "how" and "why" rather than "where," "what" and "who.")</i> | 4 | 3 | 2 | 1 |
| 6. Learning experiences are based on learner's expressed interests and pacing <i>(learners can move from one module to another without seeking facilitator's approval, learners are allowed to attempt mastery of material which are often considered too difficult for their level)</i> | 4 | 3 | 2 | 1 |

D. Instruction

- | | | | | |
|--|---|---|---|---|
| 1. All phases of human growth: cognitive, aesthetic, physical, emotional, and social are considered when planning learning experiences <i>(learning plans show these learning experiences)</i> | 4 | 3 | 2 | 1 |
|--|---|---|---|---|

- | | | | | |
|--|---|---|---|---|
| 2. Teachers act as facilitators of learning, aiding in learner's development and helping them to formulate goals and diagnose problem areas (<i>facilitators observe groups as they work and only assist as needed, usually by asking questions</i>) | 4 | 3 | 2 | 1 |
| 3. Multiple learning alternatives are available (<i>learners are working on different activities, facilitators rarely assign common tasks to the class, individual activities are part of each learner's daily format</i>) | 4 | 3 | 2 | 1 |
| 4. Learning experiences promote positive motivation to learn rather than fear of failure (<i>no threats of failure of poor reports to parents</i>) | 4 | 3 | 2 | 1 |
| 5. The process is more important than the product (<i>skills of learning to learn, especially inquiry, evaluation, interpretation, synthesis, and application, are stressed</i>) | 4 | 3 | 2 | 1 |
| 6. Learners strive to improve their performance and develop their potential, rather than compete with others (<i>Public comparisons are avoided, facilitator-checked papers contain no number, letter, or work grades, reports to parents are in terms of accomplishments</i>) | 4 | 3 | 2 | 1 |

E. Materials

- | | | | | |
|---|---|---|---|---|
| 1. A wide variety of textbooks, trade books, supplemental materials, workbooks, and teaching aids are available and readily accessible in sufficient quantities. (<i>there is a mini-library inside the learning station, learners may go to the library any time during the day, learning kits are available</i>) | 4 | 3 | 2 | 1 |
| 2. Varied materials are available to cover a wide range of reading abilities (<i>books are available in each learning station to accommodate a spread of 3-5 years in reading achievement, books on audio-cassettes, CD-ROM, and laser discs as well as e-books are available on many different reading levels</i>) | 4 | 3 | 2 | 1 |
| 3. Alternative materials and methods are available at any time so that learner may use the learning style and materials most suitable to their present needs (<i>activity areas such as laboratory, housekeeping area, kitchen, computers, and others are available to learners in the learning station or the school</i>) | 4 | 3 | 2 | 1 |
| 4. Learners are not free to learn something they have not been exposed to (<i>occasionally, something new is presented generally designed as an interesting item, outside resource people are visited by learners or invited to class for interaction</i>) | 4 | 3 | 2 | 1 |
| 5. Learners are allowed to explore, experiment, mess around, play, and have the freedom to commit mistakes (<i>use of manipulatives, learners play around, learning stations appear busy, noisy, and messy yet productive</i>) | 4 | 3 | 2 | 1 |
| 6. Learners work with materials on the level appropriate to their present attainment and move as their abilities and desires allow them (<i>no time limit imposed during test-taking, pre-tests, or diagnostic tests precede usage of all sequential materials, learners are not stopped when they reached a certain level</i>) | 4 | 3 | 2 | 1 |

F. Assessment

- | | | | | |
|---|---|---|---|---|
| 1. Assessment materials consider all five areas of the learner's development: cognitive, aesthetic, physical, emotional, and social | 4 | 3 | 2 | 1 |
|---|---|---|---|---|

- (questions aligned to the five areas are evident in the questions in diagnostic tests, mastery tests, and achievement tests)*
2. Assessment is continuous, cooperative, and comprehensive to fulfill its diagnostic purpose *(anecdotal records are made about each child, facilitator systematically observe each learner at least once a month, performance on learning activities is the focus for assessment)* 4 3 2 1
 3. The learner is directly involved in assessing and interpreting academic progress and in shaping plans for future activities and growth *(facilitator's records are more qualitative than quantitative, learners record their own progress in a diary or record, tests are shared as learning experiences, not as threats)* 4 3 2 1
 4. Learner's achievement is assessed in terms of their past achievements and their own potential, not by comparison to group norms *(learner's records show his attainments but no grade-level standards or other norms)* 4 3 2 1
 5. Facilitators accept and respond to the fact that growth patterns are irregular and occur in different areas at different times *(learner's records indicate that he is not required to have similar attainment in all areas at all times, peer learning is evident)* 4 3 2 1
 6. Multiple sources of documentation are utilized for reporting student progress instead of letter or numerical grades *(sources such as portfolio, journals, learning tasks completed, self-assessment are used)* 4 3 2 1

APPENDIX F**SURVEY FOR OUTCOMES****A. Questionnaire for Teachers and Administrators**

Part 1. Demographics. Kindly fill up the following with the correct details. Please do not leave any item unanswered.

1. Gender

___ 1. Male

___ 2. Female

2. Age:

___ 1. 21 – 30

___ 3. 41 – 50

___ 2. 31 – 40

___ 4. 51 – 60

3. Educator Title

___ 1. Teacher

___ 2. Principal

___ 3. Subject coordinator

4. Degree level:

___ 1. Bachelor

___ 2. Masteral

___ 3. Doctoral

5. Years of experience as an educator: _____

6. Years of Stay in UST Angelicum College: _____

Part 2. Directions. The following questionnaire is designed to allow teachers/ administrators to provide information about how they perceive their school concerning the characteristics that may predict their school's effectiveness. When answering the following statements, please encircle which represents the degree to which you agree or disagree with the statement.

4 – *Strongly agree*

3 – *Agree*

2 – *Disagree*

1 – *Strongly disagree*

- | | | | | |
|---|---|---|---|---|
| 1. Administrators know the school system and curriculum. | 4 | 3 | 2 | 1 |
| 2. Communication between the faculty and administration is frequent and effective. | 4 | 3 | 2 | 1 |
| 3. Instructional decisions for the school are based on inputs from the community, teachers, and administrators. | 4 | 3 | 2 | 1 |
| 4. The principal is involved in the instructional process. | 4 | 3 | 2 | 1 |
| 5. The principal and facilitators make instructional effectiveness the highest priority in the school. | 4 | 3 | 2 | 1 |
| 6. The principal provides leadership in the improvement of the instructional program. | 4 | 3 | 2 | 1 |
| 7. Administrators complete fair and meaningful evaluations of each facilitator. | 4 | 3 | 2 | 1 |
| 8. The principal encourages facilitators to participate in leadership roles. | 4 | 3 | 2 | 1 |
| 9. The school has a plan for the year that includes goals and objectives. | 4 | 3 | 2 | 1 |
| 10. The school plan is developed with participation by all stakeholders. | 4 | 3 | 2 | 1 |
| 11. Significant social trends are considered in school planning. | 4 | 3 | 2 | 1 |
| 12. Facilitators and learners know the school's mission, vision, and goals. | 4 | 3 | 2 | 1 |
| 13. The goals of facilitators are consistent with the school's goals. | 4 | 3 | 2 | 1 |
| 14. Facilitators communicate instructional goals to the learners. | 4 | 3 | 2 | 1 |
| 15. The school plan is revised, monitored, and evaluated periodically | 4 | 3 | 2 | 1 |
| 16. School conduct rules and procedures are taught along with other skills. | 4 | 3 | 2 | 1 |
| 17. Disciplinary procedures are implemented fairly and consistently. | 4 | 3 | 2 | 1 |

18. Parents are involved in and support the school's disciplinary procedures.	4	3	2	1
19. The physical plant is clean and well-maintained.	4	3	2	1
20. Appropriated health and safety protocols are taught and practiced.	4	3	2	1
21. An atmosphere of respect and trust exists in school.	4	3	2	1
22. Individual, social, and cultural differences are respected in the school	4	3	2	1
23. Facilitators have a positive attitude toward their school.	4	3	2	1
24. Learners have a positive attitude toward their school.	4	3	2	1
25. Facilitators' attendance is high.	4	3	2	1
26. Learners' attendance is high.	4	3	2	1
27. Facilitators are recognized for their accomplishments.	4	3	2	1
28. Learners are recognized for their accomplishments.	4	3	2	1
29. Facilitators, learners, and administrators assume responsibility, as appropriate, for the school's physical appearance and sanitation.	4	3	2	1
30. The school's physical facilities contribute to a positive learning climate.	4	3	2	1
31. Classroom learning expectations are high, appropriate, and achievable.	4	3	2	1
32. Expectations are communicated to faculty, support staff, learners, and parents.	4	3	2	1
33. All learners, regardless of individual, social, or cultural differences, are expected toward high standards.	4	3	2	1
34. Expectations for learners are based on facilitators' knowledge of the learners and their previous performance.	4	3	2	1
35. High academic expectations are consistently maintained over time.	4	3	2	1
36. Learners' performance is regularly evaluated.	4	3	2	1
37. Learners' performance is evaluated in a variety of ways.	4	3	2	1
38. Assessment data are used to improve the school's curriculum and instruction.	4	3	2	1
39. Learners' progress is regularly reported to parents.	4	3	2	1
40. Learners' assessment data are monitored, and instruction is modified to promote learning.	4	3	2	1
41. Learners are regularly informed of their progress.	4	3	2	1
42. Essential skills include grade-appropriate skills within content areas, critical/higher-order thinking skills, and problem-solving skills.	4	3	2	1
43. Learners are taught to apply basic skills.	4	3	2	1
44. Learners are tested for both fundamental knowledge and performance capabilities.	4	3	2	1
45. Elective subjects are integrated into the school curriculum.	4	3	2	1
46. The integration of basic skills development into instruction is consistently monitored	4	3	2	1

47. Instruction time is used efficiently so that learners cover the expected curriculum content with satisfactory understanding and retention.	4	3	2	1
48. Classroom disruptions to instruction are kept to a minimum.	4	3	2	1
49. Facilitators are freed from miscellaneous administrative tasks and duties so that they can concentrate on instruction.	4	3	2	1
50. The administration supports facilitators in matters concerning disruptive learners.	4	3	2	1
51. The school offers extracurricular and supplemental activities that support instruction.	4	3	2	1
52. The curriculum is varied to accommodate the needs, interests, and abilities of learners.	4	3	2	1
53. Facilitators provide learners with opportunities for learning in small group settings.	4	3	2	1
54. Parents actively participate in establishing school policies and procedures.	4	3	2	1
55. Parents actively participate in school activities.	4	3	2	1
56. Effective and frequent communication occurs with parents and the school	4	3	2	1
57. Community resources are used to support the instruction of learners.	4	3	2	1
58. Social services from available outside agencies are used effectively.	4	3	2	1
59. Parents are encouraged to support the instructional activities of the school.	4	3	2	1
60. Professional development of facilitators addresses the social and cultural differences in the school.	4	3	2	1
61. The professional development of facilitators is tailored to their personal needs and that of the school.	4	3	2	1
62. Participation in professional development activities is encouraged.	4	3	2	1
63. The application of professional development activities is encouraged and monitored.	4	3	2	1
64. Facilitators are involved in planning and evaluating professional development activities.	4	3	2	1
65. Facilitators strive to maintain and enhance their professional status.	4	3	2	1
66. Facilitators are involved in school planning and budgeting.	4	3	2	1
67. Facilitators are involved in developing and reviewing the school's mission, vision, and goals.	4	3	2	1
68. Facilitators are involved in monitoring the implementation of school policies and procedures.	4	3	2	1
69. Facilitators perceive that they can influence school decisions.	4	3	2	1
70. Facilitators and administrators function as a team.	4	3	2	1

B. Questionnaire for Parents

Part 1. Demographics. Kindly fill up the following with the correct details about yourself. Please do not leave any item unanswered.

1. Gender
 ___ 1. Male ___ 2. Female

2. Age:
 ___ 1. 21 – 30 ___ 3. 41 – 50 ___ 5. 61 - 70
 ___ 2. 31 – 40 ___ 4. 51 – 60

3. Number of child/ren studying in UST Angelicum College: _____

4. Child/ren's years of stay in UST Angelicum College: _____

Part 2. Directions. The following questionnaire is designed to allow parents to provide information about how they perceive their school concerning the characteristics that may predict their school's effectiveness. When answering the following statements, please encircle which represents the degree to which you agree or disagree with the statement.

4 – Strongly agree
3 – Agree
2 – Disagree
1 – Strongly disagree

- | | | | | |
|---|---|---|---|---|
| 1. The principal and subject coordinators know enough about the school to provide effective leadership. | 4 | 3 | 2 | 1 |
| 2. Free and open communication occurs among parents, faculty, and administration. | 4 | 3 | 2 | 1 |
| 3. Decisions about instruction are made using information from parents and the community. | 4 | 3 | 2 | 1 |
| 4. The principal and facilitators show leadership in promoting quality instruction. | 4 | 3 | 2 | 1 |

5. The principal and facilitators make good instruction the most essential school priority.	4	3	2	1
6. The principal is an effective leader for improving instruction.	4	3	2	1
7. The school has a written plan that clearly indicates what the school is trying to achieve.	4	3	2	1
8. The school's written plan is developed with the participation of parents.	4	3	2	1
9. Parents and learners are aware of the school's purposes and goals.	4	3	2	1
10. Facilitators inform learners of what they are expected to learn.	4	3	2	1
11. Learners are informed of how they are expected to behave in school and at school activities.	4	3	2	1
12. Learners are disciplined fairly and consistently.	4	3	2	1
13. Parents are involved in and support school disciplinary practices.	4	3	2	1
14. The school buildings grounds are clean and well-maintained.	4	3	2	1
15. Learners are taught to act safely and responsibly.	4	3	2	1
16. An atmosphere of respect and trust exists in the school.	4	3	2	1
17. Individual, social, and cultural differences are respected in the school.	4	3	2	1
18. Learners and facilitators have a positive attitude toward school.	4	3	2	1
19. Learners are recognized for their accomplishments.	4	3	2	1
20. School staff members and learners work together to keep the school clean and attractive.	4	3	2	1
21. I feel that the school is a good place to be for my child/children.	4	3	2	1
22. The facilitators and staff members consider the interests and needs of the individual learner.	4	3	2	1
23. School staff members set high but appropriate and achievable goals for learners.	4	3	2	1
24. Learners and parents know what the school expects from them.	4	3	2	1
25. All learners, regardless of individual, social, or cultural differences, are expected to work with high standards	4	3	2	1
26. The school keeps track of each learner's performance.	4	3	2	1
27. Learners' performance is evaluated in a variety of ways.	4	3	2	1
28. Parents are kept informed of how well their children are doing in school.	4	3	2	1
29. The school quickly informs parents when their children are not doing well.	4	3	2	1
30. Learners are kept informed of how well they are doing in school.	4	3	2	1
31. Learners are taught to apply basic skills and problem-solving skills in all academic subjects.	4	3	2	1
32. The school provides learning activities to help learners with special needs or interests.	4	3	2	1
33. Facilitators spend as much time as needed on instruction.	4	3	2	1

34. There are few disruptions to instruction in the school.	4	3	2	1
35. Field trips and other activities are used appropriately to support instruction.	4	3	2	1
36. School courses are varied to meet the different needs, interests, and abilities of learners.	4	3	2	1
37. Learners have enough opportunities to learn with and from each other.	4	3	2	1
38. Facilitators are adequately prepared for their teaching field.	4	3	2	1
39. Parents and parent groups have a voice in school policies.	4	3	2	1
40. Parents and parent groups actively participate in school activities.	4	3	2	1
41. Parents and facilitators often share information about learners' progress.	4	3	2	1
42. Parents are encouraged to support the instructional activities of the school.	4	3	2	1
43. Parents have the opportunities to get involved in the development of school budgets.	4	3	2	1
44. The school gives parents news about their children's accomplishments.	4	3	2	1

C. Questionnaire for Learners

Part 1. Demographics. Kindly fill up the following with the correct details about yourself. Please do not leave any item unanswered.

1. Gender
☐ 1. Male ☐ 2. Female
2. Age:
☐ 1. 11 – 15
☐ 2. 16 - 20
3. Grade level:
☐ 1. YS 5 ☐ 5. YS 9
☐ 2. YS 6 ☐ 6. YS 10
☐ 3. YS 7 ☐ 7. YS 11
☐ 4. YS 8
4. Years of stay in UST Angelicum College: _____

Part 2. Directions. The following questionnaire is designed to allow learners to provide information about how they perceive their school concerning the characteristics that may predict their school's effectiveness. When answering the following statements, please encircle which represents the degree to which you agree or disagree with the statement.

4 – *Strongly agree*
 3 – *Agree*
 2 – *Disagree*
 1 – *Strongly disagree*

- | | | | | |
|---|---|---|---|---|
| 1. At my school, I am taught good behavior. | 4 | 3 | 2 | 1 |
| 2. School discipline rules are fair. | 4 | 3 | 2 | 1 |
| 3. My parents know the school's rules. | 4 | 3 | 2 | 1 |
| 4. My parents support the school's rules. | 4 | 3 | 2 | 1 |
| 5. My school building is clean, and everything works. | 4 | 3 | 2 | 1 |
| 6. The principal is an effective leader for improving instruction. | 4 | 3 | 2 | 1 |
| 7. I know the school's safety rules for the bus, playground, and classroom. | 4 | 3 | 2 | 1 |
| 8. Facilitators and learners respect and trust each other at my school. | 4 | 3 | 2 | 1 |
| 9. I feel I can get help from my facilitator if I have a problem. | 4 | 3 | 2 | 1 |

10. My learning facilitators like to teach our class.	4	3	2	1
11. The school recognizes/ rewards learners and facilitators for the good things they do.	4	3	2	1
12. Learners and facilitators take good care of the school building and facilities.	4	3	2	1
13. I feel safe at school.	4	3	2	1
14. I am proud of my school.	4	3	2	1
15. My facilitators expect me to do my best.	4	3	2	1
16. My facilitators expect all learners to do well in school.	4	3	2	1
17. My facilitators expect me to learn as much as I can.	4	3	2	1
18. My facilitators keep track of how I am doing in my schoolwork.	4	3	2	1
19. My facilitators tell me how I am progressing in my schoolwork.	4	3	2	1
20. My facilitators inform my parents about my progress periodically.	4	3	2	1
21. The things I learn in school are essential in real life.	4	3	2	1
22. I enjoy the co-curricular activities provided by the school.	4	3	2	1
23. Classes are not interrupted often by other people.	4	3	2	1
24. I often collaborate with other learners on class projects/ activities.	4	3	2	1
25. I am interested in the subjects I study.	4	3	2	1
26. My learning modules help me learn.	4	3	2	1
27. My school has clubs and sports in the afternoon after school.	4	3	2	1
28. My parents are active in school events.	4	3	2	1
29. My parents know what is going on in school.	4	3	2	1

APPENDIX G
Letter to the Participants

Date: _____

Dear _____,

I am Maria Urduja C. Galang, a graduate student at the Philippine Normal University. I am currently working on my study entitled: ***Evaluation of the Non-graded System of a School in Quezon City through Countenance Model***

One of the methods I am using in this study is online interview. The primary purpose of this interview is to explore your experiences regarding the implementation of the non-graded system features. Your participation to this interview will contribute to the body of knowledge regarding teaching-learning transactions in a non-graded setup.

As you are considered essential to the school and the entire educational system, your participation in this interview as you share your opinion, observations, suggestions, and stories will help create a transformative learning experience. This is the ultimate goal of this study, to help your school determine and identify the indicators of effective engagement in a non-graded school.

Your participation in this research, though highly encouraged, is entirely voluntary. Also, your identity and all the information you will provide will be strictly confidential. The researcher, and her dissertation adviser, could view and access the information you provide and will be used for study purposes only and will not be used for any other purposes that may harm your privacy as an individual.

I hope for your engaging and free-flowing response. May God bless us all as we travail during these times of pandemic.

Sincerely,

MARIA URDUJA C. GALANG
Researcher

APPENDIX H

Consent to Participate (through Google Forms)

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Administrators - Key Areas Ev x +

docs.google.com/forms/d/e/1FAIpQLSfo8s-rJHuz4SHBE_d_-wO1pbWZBctjAGGFbAbgNpyul_S3qjQ/viewform

Maria Urduja C. Galang, a Ph.D. in Educational Management candidate from the Philippine Normal University - Manila, is currently conducting her dissertation entitled "Evaluation of the Non-Graded System of a School in Quezon City through Countenance Model". The purpose of this evaluation study is to examine UST Angelicum College's implementation of the non-graded system through Stake's Countenance Model of evaluation, to evaluate its intents and effects.

The participant should be an administrator at UST Angelicum College at present.

By answering this survey, I, the respondent, is giving permission to the researcher to use the data in the survey sheet for the purpose of the incumbent study. I am also willing to be interviewed by the researcher, or be part of a Focus Group Discussion if the need arises.

All information supplied by the respondent will be treated with utmost confidentiality. Other than the researcher and her dissertation adviser, no other individual or group can access them. More so, the researcher, will not include any information in any published report that may identify you, as a respondent.

If you have inquiries, you may send a message to the researcher via email:
urduja.galang@ustangelicum.edu.ph.

Thank you in advance for answering this survey sheet.

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Administrators - Key Areas Ev x +

docs.google.com/forms/d/e/1FAIpQLSfo8s-rJHuz4SHBE_d_-wO1pbWZBctjAGGFbAbgNpyul_S3qjQ/viewform

Si Maria Urduja C. Galang ay isang mag-aaral ng Ph.D. Educational Management sa Pamantasang Normal ng Pilipinas, at kasalukuyang sumusulat ng kanyang disertasyon: "Evaluation of the Non-Graded System of a School in Quezon City through Countenance Model". Ang pag-aaral na ito ay naglalayon na masuri ang implementasyon ng sistema ng non-graded sa UST Angelicum College sa pamamagitan ng model ng ebaluwasyon ng Stake's Countenance, para masuri ang layunin at epekto ng sistema.

Ang taga tugon ay miyembro ng administrasyon sa UST Angelicum College.

Sa pagsagot sa sarbey na ito, ako, ang taga tugon, ay nagbibigay ng permiso sa mananaliksik na gamitin ang mga nakalap na datos para sa pag-aaral na ito. Ako ay makikibahagi din sa isang panayam, indibidwal o sa isang pangkat, kung kinakailangan.

Lahat ng datos na ibabahagi ng taga tugon ay ituturing na pribado at walang indibidwal o pangkat ang maaring makakuha ng ano mang impormasyon. Wala ring taga tugon na babangitin sa mismong teksto ng artikulo sa oras na ito ay malimbag.

Kung may katanungan at paglilinaw, maaring magpadala ng mensahe sa mananaliksik gamit ang sulatroniko: urduja.galang@ustangelicum.edu.ph

Maraming salamat sa iyong pakikiisa sa sarbey na ito.

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Administrators - Key Areas Ev x +

docs.google.com/forms/d/e/1FAIpQLSfo8s-rjHuz4SHBE_d-w01pbWZBctjAGGFbAbgNpyul_S3qjQ/viewform

Adherence to the Data Privacy Act of 2012

In answering this survey, please be aware of the following data privacy measures in subsequent, pursuant to RA 10173, also known as the Data Privacy Act of 2012.
(Sa pagsagot ng survey na ito, mangyaring maging mulat sa mga sumusunod na pagsasapribado ng impormasyon (data privacy measures), alinsunod sa RA 10173, o Data Privacy Act of 2012.)

- 1. CONFIDENTIALITY:** Your responses shall be treated with the highest confidentiality in the survey. Your identity will not be known to other respondents.
(KONPIDENSYALIDAD: Ang iyong mga tugon sa sarbey na ito ay pangangalagaan nang may labis na konpidensyalidad.)
- 2. ANONYMITY:** There is NO mechanism to trace you or any of your personal data based on your answers in this survey alone.
(PAGKAKAKILANILAN: Walang pamamaraan upang malaman ang inyong pagkakakilanlan o personal na impormasyon batay sa inyong magiging kasagutan.)
- 3. COSTS:** The survey may take ten to twenty minutes of your time. Other than that, NO financial or academic costs IN ANY FORM will be charged from the respondents.
(BAYARIN: Ang sarbey ay maaaring tumagal ng sampu hanggang dalawampung minuto. Maliban doon, walang ano mang bayarin, sa paano mang paraan, ang hihingin sa kalahok.)
- 4. BENEFITS AND RISKS:** As far as the researcher is concerned, there will be NO direct and tangible benefits nor risks once you participate in the survey.
(BENEPISYO AT PANGANIB: Sa panig ng mananaliksik, walang ano mang direkta o materyal na benepisyo at/o panganib na maaaring kasangkutan kapag lumahok sa sarbey.)
- 5. ACCESS TO DATA:** The raw data/responses shall only be accessible to the researcher and her dissertation adviser. They shall code the responses and process it quantitatively and qualitatively without determining the identity of each response.
(ACCESS SA DATOS: Tanging ang mananaliksik lamang at ang kanyang tagapayo sa disertasyon ang magkakaroon ng access sa mga datos. Pagsasama-samahin ang mga ito ay ipoproseso nang buo, sa paraang kwalitatibo at kwantitatibo, nang hindi natutukoy ang pagkakakilanlan ng mga lumahok.)
- 6. STORAGE AND DISPOSAL:** The data that will be gathered from you, shall be kept in the Google Drive of the researcher until the survey has been conducted and finished. After which, the entire database shall be deleted by the researchers.
(PAG-IIMBAK AT PAGDI-DISPOSE: Ang mga datos na makakalap mula sa iyo ay iimbak sa mananaliksik hanggang sa matapos ang proseso ng pagsasagawa ng sarbey. Matapos nito, ang kabuuang database ay buburahin ng mananaliksik.)

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Administrators - Key Areas Ev x +

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INFORMED CONSENT:

- Participation in this survey is voluntary. (Kusa ang pakikilahok sa survey na ito.)
- Participants may choose to withdraw at any point in the survey. (Ang mga kalahok ay maaaring piliing huminto ng pagsagot sa anumang punto sa sarbey.)
- For participants ages 17 years old and below, consent from a legal guardian is needed. (Para sa mga kalahok na edad 17 taong gulang pababa, kailangan ng pahintulot mula sa isang ligal na tagapag-alaga o magulang.)
- Participants may contact the researcher at any point in the survey to ask questions or express concerns. (Ang mga kalahok ay maaaring makipag-ugnay sa mananaliksik sa anumang punto sa sarbey upang magtanong o ipahayag ang saloobin.)
- All information and data gathered will be confidential and will only be used for the baseline study and other related studies. (Ang lahat ng nakalap na impormasyon at data ay lilim at gagamitin lamang para sa baseline na pag-aaral at iba pang kaugnay na pag-aaral.)
- Personal information will be obtained only for the purpose of monitoring and will not be included in data analysis. (Ang personal na impormasyon na makukuha ay gagamitin lamang para sa pagsusubaybay at hindi isasama sa pagtatasa ng data.)
- Data will only be accessible to the researcher's Google Drive and will be deleted upon the completion of the survey. (Maa-access lamang ang data sa Google Drive ng mananaliksik e at tatanggalin kapag natapos na ang sarbey.)

Contact Detail: urdua.galang@ustangelicum.edu.ph

I have fully understood what this undertaking will entail. I have understood the purpose, objectives and methods of gathering data; the extent of my participation. I freely and voluntarily consent to be a participant in this study.
(Ganap kong naintindihan kung ano ang ibig sabihin ng pagsang-ayon na ito. Naunawaan ko ang layunin at pamamaraan ng pangangalap ng data; ang lawak ng paglahok ko. Malaya at kusang-loob akong pumapayag na maging kasali sa sarbey na ito.) *

☐ I AGREE

Consent to Participate in a Research Study for Students (through Google Form)

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For learners: The Non-gradedness

docs.google.com/forms/d/e/1FAIpQLScbGGPloBjXhPuz9UE6X9wSZdCXx2Qftfr-AnhR6toCmevTW/viewform

For learners: The Non-gradedness Behavioral Indicators

Maria Urduja C. Galang, a Ph.D. in Educational Management candidate from the Philippine Normal University - Manila, is currently conducting her dissertation entitled "Evaluation of the Non-Graded System of a School in Quezon City through Countenance Model". The purpose of this evaluation study is to examine UST Angelicum College's implementation of the non-graded system through Stake's Countenance Model of evaluation, to evaluate its intents and effects.

The participant should be a YS 5 - YS 11 learner of UST Angelicum College.

By answering this survey, I, the respondent, is giving permission to the researcher to use the data in the survey sheet for the purpose of the incumbent study. I am also willing to be interviewed by the researcher, or be part of a Focus Group Discussion if the need arises.

All information supplied by the respondent will be treated with utmost confidentiality. Other than the researcher and her dissertation adviser, no other individual or group can access them. More so, the researcher, will not include any information in any published report that may identify you, as a respondent.

If you have inquiries, you may send a message to the researcher via email:
urduja.galang@ustangelicum.edu.ph.

Thank you in advance for answering this survey sheet.

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For learners: The Non-gradedness

docs.google.com/forms/d/e/1FAIpQLScbGGPloBjXhPuz9UE6X9wSZdCXx2Qftfr-AnhR6toCmevTW/viewform

Adherence to the Data Privacy Act of 2012

In answering this survey, please be aware of the following data privacy measures in subsequence, pursuant to RA 10173, also known as the Data Privacy Act of 2012:
(Sa pagsagot ng survey na ito, mangyaring maging mulat sa mga sumusunod na pagsasapribado ng impormasyon (data privacy measures), alinsunod sa RA 10173, o Data Privacy Act of 2012.)

- CONFIDENTIALITY:** Your responses shall be treated with the highest confidentiality in the survey. Your identity will not be known to other respondents.
(KONPIDENSYALIDAD: Ang iyong mga tugon sa sarbey na ito ay pangangalagaan nang may labis na konpidensyalidad.)
- ANONYMITY:** There is NO mechanism to trace you or any of your personal data based on your answers in this survey alone.
(PAGKAKAKILANLAN: Walang pamamaraan upang malaman ang inyong pagkakakilanlan o personal na impormasyon batay sa inyong magiging kasagutan.)
- COSTS:** The survey may take ten to twenty minutes of your time. Other than that, NO financial or academic costs IN ANY FORM will be charged from the respondents.
(BAYARIN: Ang sarbey ay maaaring tumagal ng sampu hanggang dalawampung minuto. Maliban doon, walang ano mang bayarin, sa paano mang paraan, ang hihingin sa kalahok.)
- BENEFITS AND RISKS:** As far as the researcher is concerned, there will be NO direct and tangible benefits nor risks once you participate in the survey.
(BENEFISIYO AT PANGANIIB: Sa panig ng mananaliksik, walang ano mang direkta o materyal na benepisiyo at/o panganib na maaaring kasangkutan kapag lumahok sa sarbey.)
- ACCESS TO DATA:** The raw data/responses shall only be accessible to the researcher and her dissertation adviser. They shall code the responses and process it quantitatively and qualitatively without determining the identity of each response.
(ACCESS SA DATOS: Tangang ang mananaliksik lamang at ang kanyang tagapayo sa disertasyon ang magkakaroon ng access sa mga datos. Pagsasama-samahin ang mga ito ay ipoprocesso nang buo, sa paraang kwalitatibo at kwantitatibo, nang hindi natutukoy ang pagkakakilanlan ng mga lumahok.)
- STORAGE AND DISPOSAL:** The data that will be gathered from you, shall be kept in the Google Drive of the researcher until the survey has been conducted and finished. After which, the entire database shall be deleted by the researchers.
(PAG-IIMBAK AT PAGDI-DISPOSE: Ang mga datos na makakalap mula sa iyo ay iimbak sa mananaliksik hanggang sa matapos ang proseso ng pagsasagawa ng sarbey. Matapos nito, ang kabuuang database ay buburahin ng mananaliksik.)

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For learners: The Non-graded: x +

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Please indicate your age bracket to continue. (Mangyaring piliin ang iyong edad upang makapagpatuloy) *

☐ My age is 17 years old or below (Ang aking edad ay 17 taong gulang o mas mababa pa)

☐ My age is above 17 years old (Ang aking edad ay higit sa 17 taong gulang at hindi lalagpas sa limampung taong gulang)

INFORMED CONSENT:

--- Participation in this survey is voluntary. (Kusa ang pakikilahok sa survey na ito.)

--- Participants may choose to withdraw at any point in the survey. (Ang mga kalahok ay maaaring piling huminto ng pagsagot sa anumang punto sa sarbey.)

--- For participants ages 17 years old and below, consent from a legal guardian is needed. (Para sa mga kalahok na edad 17 taong gulang pababa, kailangan ng pahintulot mula sa isang ligal na tagapag-alaga o magulang.)

--- Participants may contact the researcher at any point in the survey to ask questions or express concerns. (Ang mga kalahok ay maaaring makipag-ugnay sa mananaliksik sa anumang punto sa sarbey upang magtanong o ipahayag ang saloobin.)

--- All information and data gathered will be confidential and will only be used for the baseline study and other related studies. (Ang lahat ng nakalap na impormasyon at data ay lihim at gagamitin lamang para sa baseline na pag-aaral at iba pang kaugnay na pag-aaral.)

--- Personal information will be obtained only for the purpose of monitoring and will not be included in data analysis. (Ang personal na impormasyon na makukuha ay gagamitin lamang para sa pagsusubaybay at hindi isasama sa pagtatasa ng data.)

--- Data will only be accessible to the researcher's Google Drive and will be deleted upon the completion of the survey. (Maa-access lamang ang data sa Google Drive ng mananaliksik e at tatanggalin kapag natapos na ang sarbey.)

Contact Detail: urduja.galang@ustangelicum.edu.ph

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For learners: The Non-graded: x +

docs.google.com/forms/d/e/1FAIpQLScbGGPloBJXhPuz9UE6X9wSZdCXx2Qftfr-AnhR6toCmevkTw/viewform

Data will only be accessible to the researcher's Google Drive and will be deleted upon the completion of the survey. (Maa-access lamang ang data sa Google Drive ng mananaliksik e at tatanggalin kapag natapos na ang sarbey.)

Contact Detail: urduja.galang@ustangelicum.edu.ph

I have read and fully understood the nature of the survey and the extent of the participation of MY CHILD. I am allowing MY CHILD to participate in this survey. I am aware that I can withdraw my consent at any point in the study. (Nabasa ko at lubos na naintindihan ang sakop ng sarbey at ang lawak ng pakikilahok ng AKING ANAK. Pinapayagan kong lumahok ang AKING ANAK sa sarbey na ito. May kamalayan ako na maaari kong bawiin ang aking pahintulot sa anumang punto sa pag-aaral.) *

☐ I AGREE

Parent's Name (Surname, First Name) **

Your answer

Next Clear form

Never submit passwords through Google Forms.

This form was created inside of UST Angelicum College. [Report Abuse](#)

Google Forms

Sample of Accomplished Informed Consent Form (through Google Forms)

Learning Facilitators - The Non-gradedness Behavioral Indicators

Questions Responses 48 Settings

5. ACCESS TO DATA: The raw data/responses shall only be accessible to the researcher and her dissertation adviser. They shall code the responses and process it quantitatively and qualitatively without determining the identity of each response. (ACCESS SA DATOS: Tanging ang mananaliksik lamang at ang kanyang tagapayo sa disertasyon ang magkakaroon ng access sa mga datos. Pagsasama-samahin ang mga ito ay ipoprosoo nang buo, sa paraang kwalitatibo at kwantitatibo, nang hindi natutukoy ang pagkakakilanlan ng mga lumahok.)

6. STORAGE AND DISPOSAL: The data that will be gathered from you, shall be kept in the Google Drive of the researcher until the survey has been conducted and finished. After which, the entire database shall be deleted by the researchers. (PAG-IMBAK AT PAGDI-DISPOSE: Ang mga datos na makakalap mula sa iyo ay iimbak sa mananaliksik hanggang sa matapos ang proseso ng pagsasagawa ng sarbey. Matapos nito, ang kabuuang database ay buburahin ng mananaliksik.)

Please indicate your age bracket to continue. (Mangyaring piliin ang iyong edad upang makapagpatuloy.) *

☐ My age is 17 years old or below (Ang aking edad ay 17 taong gulang o mas mababa pa)

☒ My age is above 17 years old (Ang aking edad ay higit sa 17 taong gulang at hindi lalagpas sa limampung taong gulang)

☐ My age is above 50 years old (Ang aking edad ay higit sa 50 taong gulang at hindi lalagpas sa 59 taong gulang)

☐ My age is 60 years old and above (Ang aking edad ay 60 taon o higit pa.)

Learning Facilitators - The Non-gradedness Behavioral Indicators

Questions Responses 48 Settings

INFORMED CONSENT:

--- Participation in this survey is voluntary. (Kusa ang pakikilahok sa survey na ito.)

--- Participants may choose to withdraw at any point in the survey. (Ang mga kalahok ay maaaring piliing huminto ng pagsagot sa anumang punto sa sarbey.)

--- For participants ages 17 years old and below, consent from a legal guardian is needed. (Para sa mga kalahok na edad 17 taong gulang pababa, kailangan ng pahintulot mula sa isang ligal na tagapag-alaga o magulang.)

--- Participants may contact the researcher at any point in the survey to ask questions or express concerns. (Ang mga kalahok ay maaaring makipag-ugnay sa mananaliksik sa anumang punto sa sarbey upang magtanong o ipahayag ang saloobin.)

--- All information and data gathered will be confidential and will only be used for the baseline study and other related studies. (Ang lahat ng nakalap na impormasyon at data ay lihim at gagamitin lamang para sa baseline na pag-aaral at iba pang kaugnay na pag-aaral.)

--- Personal information will be obtained only for the purpose of monitoring and will not be included in data analysis. (Ang personal na impormasyon na makukuha ay gagamitin lamang para sa pagsusubaybay at hindi isasama sa pagtatasa ng data.)

--- Data will only be accessible to the researcher's Google Drive and will be deleted upon the completion of the survey. (Maa-access lamang ang data sa Google Drive ng mananaliksik e at tatanggalin kapag natapos na ang sarbey.)

Contact Detail: urduja.galang@ustangelicum.edu.ph

I have fully understood what this undertaking will entail. I have understood the purpose, objectives and methods of gathering data; the extent of my participation. I freely and voluntarily consent to be a participant in this study. (Ganap kong naintindihan kung ano ang ibig sabihin ng pagsang-ayon na ito. Naunawaan ko ang layunin at pamamaraan ng pangangalap ng data; ang lawak ng paglahok ko. Malaya at kusang-loob akong pumapayag na maging kasali sa sarbey na ito.)

☒ I AGREE

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Learning Facilitators - The Non-gradedness Behavioral Indicators

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Questions Responses 48 Settings

I am aware that I can withdraw my involvement from this study at any point. (May kamalayan ako na maaari kong bawiin ang aking pagkakasangkot mula sa pag-aaral na ito sa anumang punto.)

☒ I AGREE

Part I. Demographics

Kindly fill out the the following with the correct details. Please do not leave any items unanswered.

Email address *

Years of stay in UST Angelicum College (Tagal ng paninilbihan sa UST Angelicum College) *

APPENDIX I
School Philosophy, Vision, Mission, and Objectives
(Source: Manual of Operations)

PHILOSOPHY

The philosophy of education of UST Angelicum College serves as the foundation of the existence and operations of this educational institution. It embodies the school's concept of education, its goals and objectives, and its idea of the nature of the learner.

UST Angelicum College is basically a Catholic, Dominican, and Filipino learning institution. The ideas of the Catholic Church, the Dominican Order, and the Government of the Philippines on education and about man himself form part of the school's educational philosophy.

UST Angelicum College operates with the unique system of education which is non-graded and self-paced. It adopts an innovative alternative approach that evolves from the basic idea of allowing each child's individual growth to happen in its natural pace as it is geared toward the attainment of the school's vision and mission.



VISION

UST Angelicum College, the country's pioneer in the non-graded system, envisions herself to be the preferred Catholic Institution that forms ***individuals*** to become academically competent, socially responsive, ***environmentally conscientious*** and morally upright through a ***progressive approach to learning*** for the service of the Church, the nation and the world.



MISSION

UST Angelicum College is committed to:

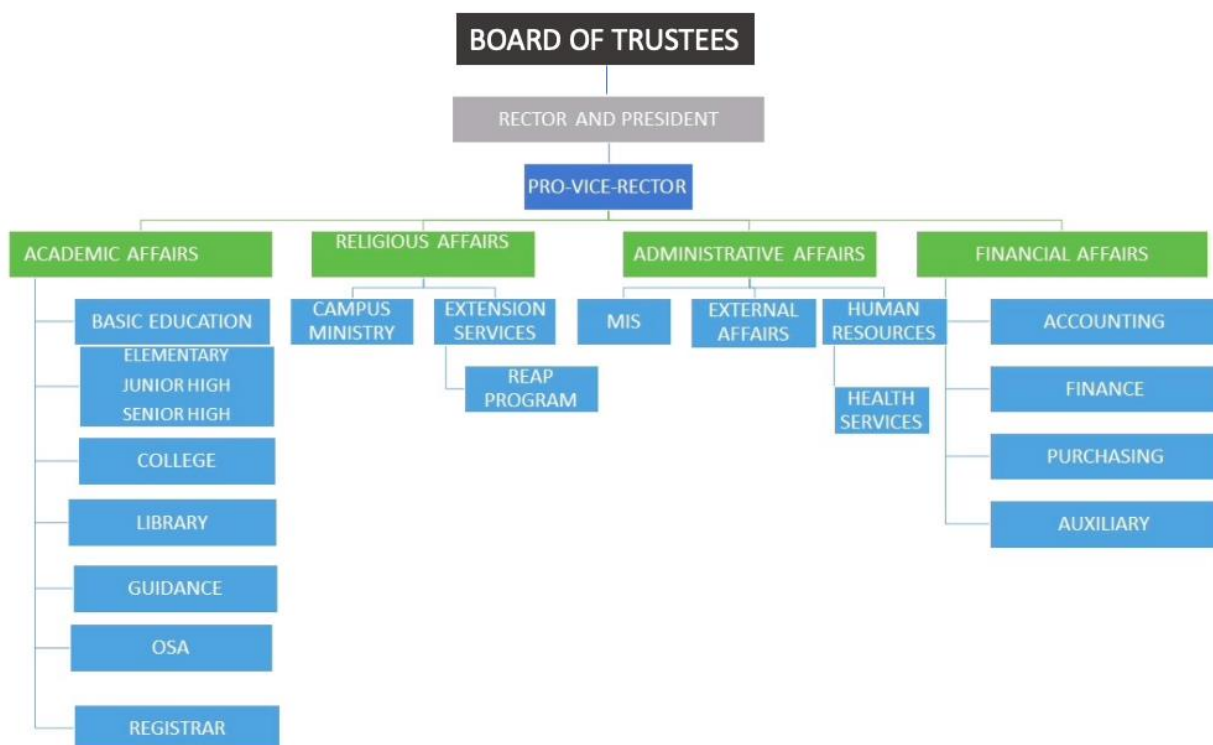
- develop competent and compassionate individuals ***by providing quality education through a progressive approach to learning.***
- respond to the needs of the society through the revered virtues of Veritas, Caritas, Justitia and Fortitudo
- uphold the Filipino Dominican Philosophy of Education

OBJECTIVES

UST Angelicum College aims that learners:

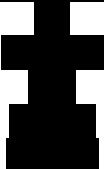
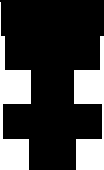
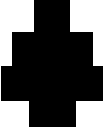
1. live as witnesses of the Gospel and manifest truly Christian values and attitudes in relation to themselves and with others;
2. manifest a deep love for the Blessed Virgin Mary, St. Dominic, and other Dominican Saints through ardent devotion to the Holy Rosary, commitment to truth, justice, charity and fortitude;
3. involve themselves actively in religious and civic welfare activities;
4. show the ability to learn how to learn in all situations;
5. acquire fluency in verbal expression and a functional level of literacy and numeracy;
6. exhibit the ability to think critically and demonstrate creativity and innovativeness across disciplines;
7. demonstrate objectivity in evaluating courses of action to make right judgment and mature decisions;
8. identify and appreciate varied cultural patterns and manifest a sense of cultural identity as Filipinos; and
9. aspire to develop a continuously well-balanced personality and physical and spiritual well-being.

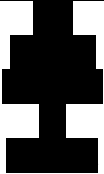
APPENDIX J
Organizational Chart
 (source: Manual of Operations)



APPENDIX K
Administrators' Qualifications
(Source: HRD – as of August 2021)

NAME	POSITION	ACADEMIC PREPARATION		LENGTH OF SERVICE			RANK
		BACHELOR DEGREE	CONTINUING GRADUATE STUDIES	OUTSIDE AC/OTHER SCHOOLS	DATE HIRED	YRS OF SERVICE	BASIC EDUCATION

	Pro-Vice-Rector	Bachelor of Accountancy, PUP	MA in Licentiate Theology	UST (12 Years)	June 24, 2021	0	FULL PROF 3
	Director for Administrative Affairs	AB Philosophy, PDCIS, 1990	MA in Philippine Studies (UP) 2000	Angelicum (3 years)			
		Bachelor in Sacred Theology, UST 1993	Licentiate in Theology (UST, Magna Cum Laude) 2011				
			Doctor of Philosophy (UST, Summa Cum laude,) 2012				
			Doctor of Pedagogy, (Honoris Causa) Angeles University Foundation (2014)				
	Director for Financial Affairs	AB Philosophy, Philippine Dominican Center for Institutional Studies	Bachelor in Sacred Theology		August 1, 2018	3	N/A
	Director for Religious Affairs	AB Philosophy, Philippine Dominican Center	Sacred Theology, UST (1996)		June, 2021		N/A

		for Institutional Studies (1993)					
			MA in Theology (1996)				
	Director for Academic Affairs	BSBA Economics, PLM	PHD in Management University of St Gallen, Switzerland	San Beda	Nov 3, 2020	1	FULL PROF 3
	College Dean			Letran			
	Head, Research			Airlink			
	Program Chair, Communication Arts	Communication Arts, Colegio de San Juan de Letran	MA in Communication	Faculty Adamson (1 year)	June 1, 2015	6	FULL PROF 1
			PhD in Philippine Studies in Language, Culture and Media	UE Faculty (1 sem)			
				Colegio de San Pascual Baylon Faculty (2 years)			
	Principal Higher Level	BACHELOR OF SECONDARY EDUCATION, FEU, 1992	MA in Religious Education, Siena College March 2011	St. John's Academy (3 years)	June 1, 1996	25	MF3
	Coordinator, Campus Ministry		PhD ongoing				
	Principal, Lower Level	Bachelor of Secondary education Major in Music Education, March 27, 2002	Master of Education Major in Special Education, October 2011 PNU	National College of Business and Arts (1 year)	June 1, 2002	19	MF3

	Coordinator, MAPEH						
	Principal, Senior High School	BS in Biochemistry, UST 2000	Master of Arts in Education Major in Administ ration and Supervision Metro Manila Colleges, March 2012		June 1, 2001	20	MF3
			PhD Educ Administ ration ongoing				
	Academic Coordinator, SHS	BS in Industrial Education major in Home Economics 2000	MA in Industrial Education Major in Admin and Supervision, TUP 2012	1 year	June 1, 2001	20	MF3
	Coordinator, TLE.COM	BS TLE			June 1, 2012	9	F1
	Coordinator, Mathematics	BSE Major in Mathematics, St. Joseph's College 2006	MA in Mathematics 33 units as of 2011	Mt Carmel High School (1 year)	June 1, 2007	14	MF1
	Coordinator, Science	Bachelor of Science in Nursing CEU 1996 Certificate in teaching program 2000 PNU	36units Master of Arts in Education in Special Education EARIST as of SUMMER OF 2012		June 1, 2001	20	MF2
	Coordinator, English	BSE English St. Joseph's College (1993)	MA in Special Education with Specialization in Development al Delays 2012		June 1, 1993	28	MF3

	Coordinator, CLE	BSE Major in Religious Education Siena College 1999	36 units MA in Religious Education as of Summer of 2010	5 years outside teaching	June 1, 2005	16	MF1
	Coordinator, AP	BSE Social Studies, UST,2011		Immaculate Conception Cathedral School (2011- 2015) 4 years	Jun3 22, 2015	6	F1
	Registrar	AB Political Science 1993 UST	36 Units MA in Education, PNU (as of 2015-2016	7 years of corporate/ind ustry practice	June 13, 2008	13	MF1
	Head- Guidance and Counseling	Bachelor of Science in Psychology, 2003, UST	MA in Counseling 2010		Sept 16, 2003	18	not applicable
	Head, Human Resource Department	AB Behavioral Science, UST, 2000	MA in Psychology, 2009 UST	Letran College (9 years)	July 19, 2010	11	Asst. Professor 2
	Head, Health Services						
	Executive Assistant						
	Head, MIS	AB Political Science, PUP1991	MS in Computer Science 2002 AMA Computer College	Letran College Manila (20 years)	July 1, 2019	2	Full Professor 2
	Program Chair, IT		Doctor of Technology 2007 TUP				
	Head, Auxiliary Department	Bachelor of Science in Electrical Engineering. Isabela State University. 1998		Systems Energizer Corp (3 years)	Aug 2010	11	not applicable
	Head, Finance	Bachelor of Science in Commerce major in Accounting 1993/CPA	Leadership and Management Devt Course/ Ateneo De Manila 1999		Feb 2010	11	not applicable

APPENDIX L
KRA for Curriculum and Instruction (2017 – 2022)
(Source: Comprehensive Advancement Program)

KRA: Faculty

Aspirations:

1. To develop a faculty force with multiple 21st century competencies to address the needs of the learners
2. To nurture teachers' commitment to integrate the Dominican philosophy of education in their teaching practices
3. To reinvigorate the articulation of the Angelicum system in the teachers' practices.

KRA: Curriculum and Instruction

Aspirations:

1. To offer a curriculum aligned with the academic needs of 21st century learners through multimodal instruction
1. To provide a curriculum that goes beyond the minimum requirements of the government and other accrediting agencies and at par with the ASEAN quality framework standards
2. To continuously improve the articulation of the Dominican philosophy of education and the unique Angelicum system in curriculum and instruction

APPENDIX M

The Angelicum System

(Source: Learners' Manual)

The Angelicum System, which is non-graded and self-paced, is an innovation that evolved from the basic idea of allowing each child's individual growth to happen in its natural pace. The system of education sees a particular subject area level as a continuous whole with complete set of skills to be learned by the learner without the usual time frame. The learner's progress in a given subject area level is determined by his personal capability to learn coupled with the efforts he actually exerts as conditioned by his moods, degree of responsibility, and maturity.

FEATURES OF THE ANGELICUM SYSTEM

1. Individualized learning

The system is non-graded in such a way that learners can individually move through the content, that is, the curriculum, at his own pace, commensurate with his own abilities, interests, and needs. Individualized learning can occur when the curriculum, the materials, and activities are organized for self-pacing through self-learning materials/ modules.

2. Self-paced

Learners are enabled through flexible arrangements to progress at their own best pace and in appropriately varied ways. Instruction, learning opportunities, and movement within the curriculum are individualized to correspond with individual needs, interests, and abilities.

3. Continuous Progression

Continuous progression sees learning activities of the learner as one continuum consisting of different graduated levels. Level 1, 2, 3, and so on, signify the increasing degree of difficulty of the skills in the learning continuum. Thus, when a child enters Angelicum, the first thing done to him is to determine his level. Then he starts his lesson in the level determined and progresses from there.

The expected standards of performance (in terms of outcomes) in the subject areas of the curriculum are clearly defined so that the points to be reached by the end of a designated period are well-known. However, the time taken to reach that end and the path followed to that end is allowed to vary.

4. No Grade Labels

Grade labels are not used (example: first grade, first year, and others) to identify boundaries within which it is presumed that typical children of a given age group can and should function academically. The Angelicum system sees a particular subject area level as a continuous whole with a complete set of skills to be learned by the learners without the usual time frame.

5. No Marking System

The competitive or comparative evaluation system, through the products of each child's academic efforts are marked or rated with symbols or words that represent point along a scale of acceptability, is not used. Instead, results of mastery tests are given descriptively, a check (✓) means that the learner had gained ample working knowledge, skills, and values related to the lesson.

6. No Retention or Failure

The promotion-retention system which requires that a child be demonstrably qualified at the end of each year to cross the boundary between one grade level to the next, or else be retained ("failed") within the lower boundary for yet another academic year is not the practice in a non-graded scheme of education.

7. Vertical Promotion

Promotion is per subject. If a learner has finished/mastered the prescribed set of skills in a particular level subject, he/she is promoted to the next level of that particular subject anytime during the academic year.

8. Individual Learning Materials

Individualized learning materials are the basic vehicle for guiding student learning and provide the framework for beginning to individualize instruction. A variety of learning materials and activities are organized for self-pacing through individualized self-learning packages / modules.

9. Process-Oriented

The process is more important than the product. The skills of learning to think and to learn, especially inquiry, evaluation, synthesis, and application are stressed. Learning, which is the "work" of the child, is intended to be not only challenging but also pleasurable and rewarding.

10. Teacher as Facilitator of Learning

The teacher's main focus is on the student's learning rather than teacher's teaching. The teacher aids in children's development and diagnoses problem areas. He suggests alternative plans of action, provides resource materials, and gives encouragement, support, or prodding as the teacher assumes an unparalleled importance in learning, considering the purpose of education which is the total development of the person (immediate) and his eternal salvation (ultimate).

11. Mastery Learning

Mastery learning is an approach to learning that emphasizes performance-based outcomes. Such learning is often related to competencies that are taught and then evaluated for mastery.

12. Self-evaluation

The learner himself monitors his own performance as he records his checkmarks of the skills learned, he keeps track of his own pace through the chart, he realizes if he lags behind or if is going fast.

13. Home-School-Community Collaboration

This focuses on the relationship of the learner with the active roles of the school, parents, and society play in the learning process. Learning starts at home, complemented in school, verified in society, and perfected in life. Since all are concerned with the same person, collaboration is a must to give consistent, unified, and relevant information.

The Parent-Facilitator Conference (PFC) is an occasion for the school and the parents to discuss what is beneficial for the formation of the child. Cooperation between the school and the parents is to be elicited and all this can happen when there is openness and communication.

14. Cooperative Learning

Cooperative learning is a type of learning based on the notion that learners can learn from each other by coordination and networking efforts in a format that promotes the exchange of dialogue and ideas.

15. Open Classroom

The open classroom system focuses on the place where the learners is as he learns and its impact on the learning process. This system believes that the learner can learn wherever he is. The classroom is a very important place for learning. It is in the classroom that the teacher sets the mood for learning. But learning is not confined to it. Learning could also happen in the next room, in the playground, in the library, under the tress, anywhere. The whole school then becomes a learning center. This center extends even beyond the limits of the school compound. The whole world, where the learner moves, eventually becomes a learning center.

16. Positive Motivation

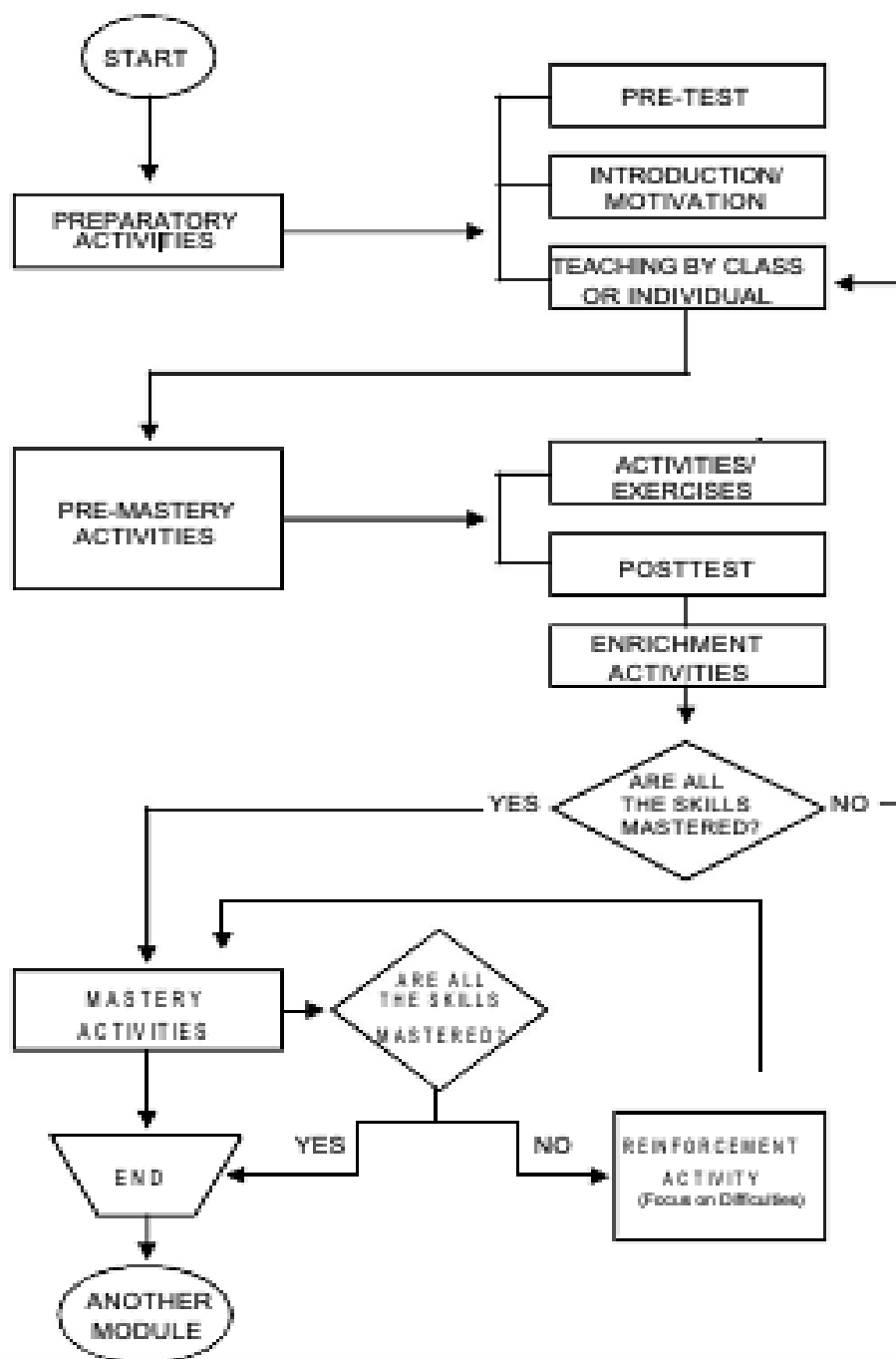
Facilitators and school staff genuinely seek the welfare of the learners. They listen with empathy, to let the learners get to the problem and the solution at their own pace and time.

17. Distance learning

The wide range of media available for instructional use can help deliver equal educational opportunity. An example would be the Home Study Program, where the use of remote online learning technologies helps bridge the distance between the facilitator and the student.

APPENDIX N
Mastery Learning Program
 (Source: Learners' Manual)

THE MASTERY LEARNING PROGRAM



APPENDIX O

Questions during the Focus Group Discussion

Antecedents Stage:

- a. What are the features of the non-graded system curriculum? (Curriculum)
- b. What features of the curriculum support the school's philosophy, vision, mission, and objectives? (Curriculum)
- c. How does the curriculum of each subject area provide direction for the implementation of the non-graded system? (Curriculum)
- d. To what extent are the learning activities relevant in terms of students' maturity, interests, needs, and daily lives? (Instruction)
- e. To what extent is instruction geared to maximize implementation of the features of a non-graded system? (Instruction)
- f. How are faculty selected to teach in a non-graded setup? (Faculty)
- g. How are teachers prepared to implement the features of the system? (Faculty)
- h. How well-matched is the faculty's preparation as a whole to the requirements of the curriculum and the system? (Faculty)
- i. How extensive are the provisions for the development of faculty? (Faculty)
- j. To what extent is the chief policy-making body helpful to the implementation and sustainability of the non-graded system? (Administration)
- k. To what extent is the administration efficiently organized in the non-graded system? (Administration)
- l. To what extent do the administrative officers promote the school's philosophy, vision, mission, and objectives? (Administration)
- m. How adequate is the supervision of classroom instruction? (Administration)
- n. How consistent is the admission policy with the school's philosophy, vision, mission, and objectives? (Student Service)
- o. How adequate are the services offered to stakeholders? (Student Service)
- p. How organized is the school's student activity program (Student Service)

Transactions Stage:

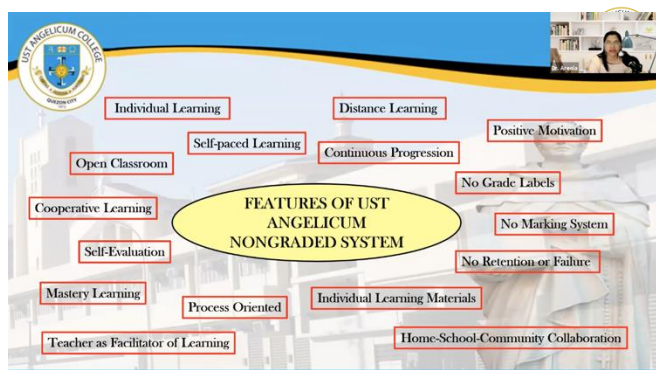
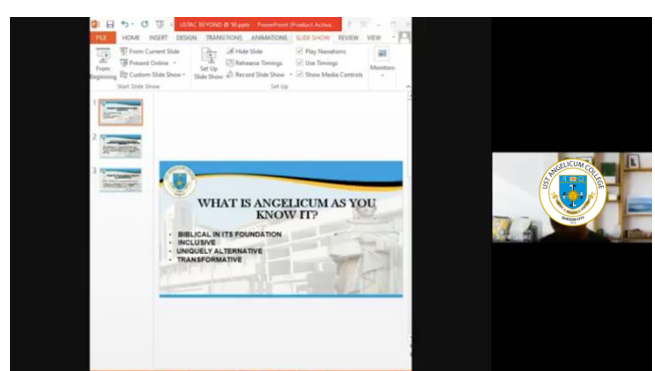
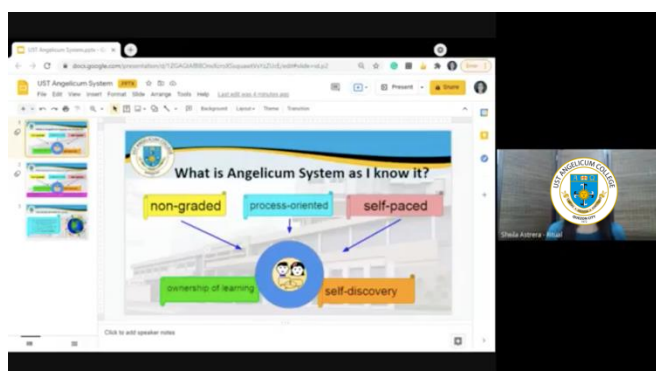
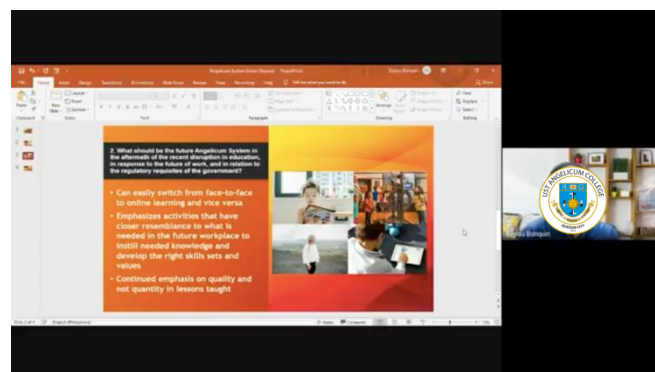
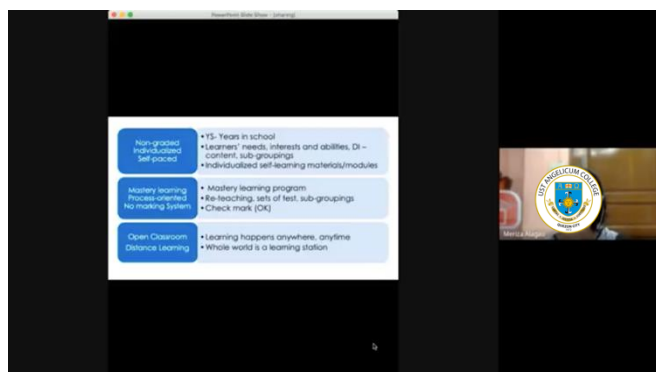
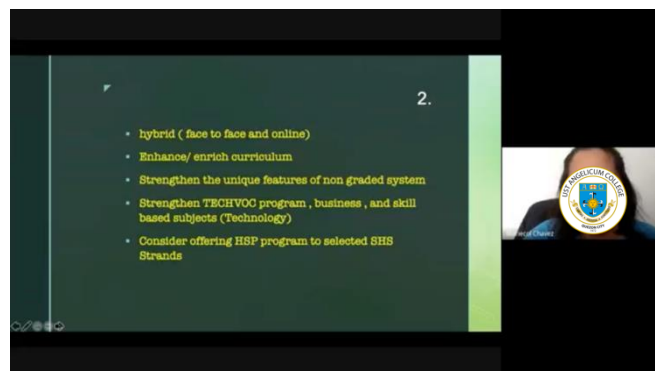
- b. How do you translate the ultimate goal of a non-graded school to the daily learning experiences of the learners?
- c. What learning activities target the child's aesthetic, physical, emotional, social, and cognitive aspects?
- d. What is the design of the school environment that makes learners enjoy the learning experience in a non-graded setup?
- e. Describe the advancement, retention, and promotion procedures.
- f. How are grouping and subgrouping done in a heterogeneous class?
- g. How is the curriculum formulated?
- h. How are learning experiences based on the child's interests and pacing designed?
- i. Describe how teachers facilitate learning.
- j. What are the various materials utilized by the facilitators and learners in the teaching-learning process?
- k. How are learners assessed?

Outcomes Stage

- a. Why did you choose UST Angelicum as your school of choice?
- b. What principles of Nongradedness are you aware of before coming to UST Angelicum?
- c. Were these principles applied to the system?
- d. Describe your experiences as a facilitator, parent, or student in terms of instruction and assessment of learning.

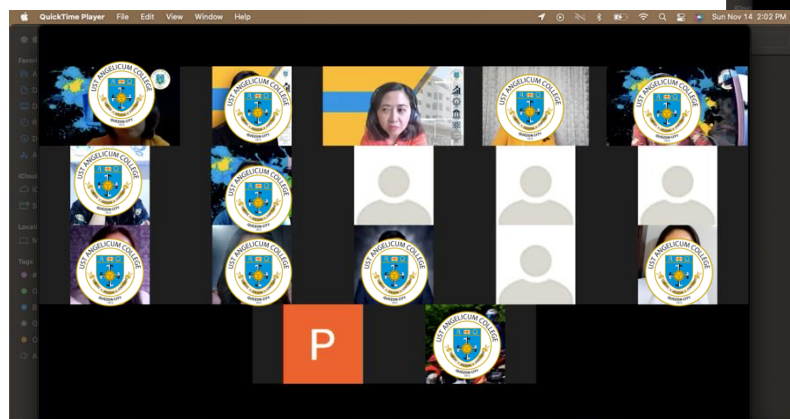
APPENDIX P

Focus Group Discussion with Administrators



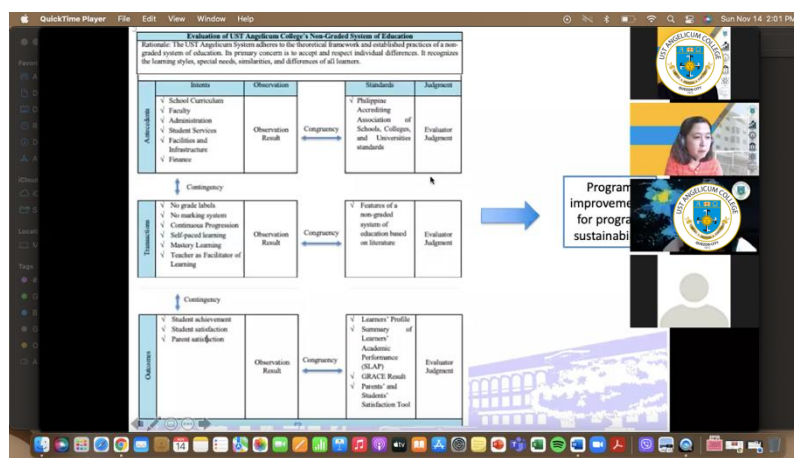
APPENDIX Q

Focus Group Discussion with Learning Facilitators



Introduction/Background

- UST Angelicum College, Quezon City (formerly known as Angelicum College) is a Catholic and Dominican school that manages to offer a non-graded system since its foundation in 1972.
- Institutional core ideology: **To do what is best for each learner**, expressed through 1) non-graded system of education; 2) self-paced/individualized learning; 3) nurturance of the uniqueness of each learner; and 4) having a learner-centered education.



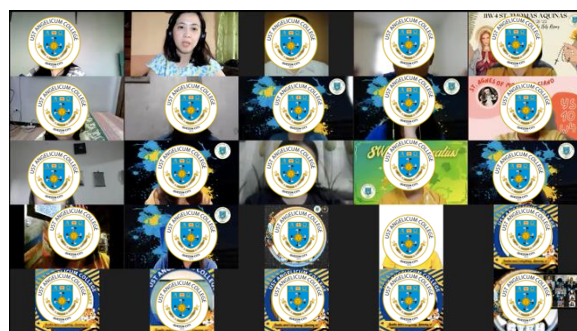
APPENDIX R

Focus Group Discussion with Learners and Parents

Introduction/Background

- UST Angelicum College, Quezon City (formerly known as Angelicum College) is a Catholic and Dominican school that manages to offer a non-graded system since its foundation in 1972.





Evaluation of the Non-Graded System of a School in Quezon City through Countenance Model: Basis for Program Sustainability

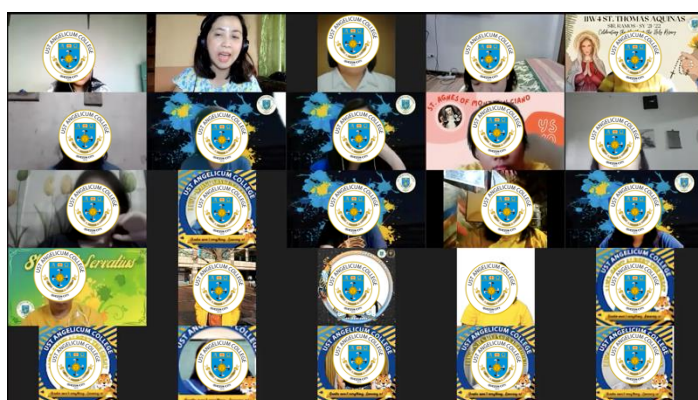
Discussion with Parents




Evaluation of the Non-Graded System of a School in Quezon City through Countenance Model: Basis for Program Sustainability

Discussion with Parents







Maria Urduja C. Galang

Experience

May 2001 – April 2006

Faculty • Junior High School - Chemistry • UST Angelicum College

June 2006 – Present

Faculty • College - Chemistry • UST Angelicum College

August 2006 – May 2012

Administrator • Science Coordinator • UST Angelicum College

May 2011 – May 2012

Administrator • External Affairs Head • UST Angelicum College

May 2012 – Present

Administrator • Principal • UST Angelicum College

I am a self-directed, enthusiastic educator with a passionate commitment to work. As a Principal, I enjoy being a part of, as well as leading, a successful and productive department. I am quick to grasp new ideas and concepts, and to develop innovative and creative solutions to problems. I am able to work well on my own initiative and demonstrate high levels of motivation required to meet the tightest of deadlines. Even under significant pressure, I possess a strong ability to perform effectively.



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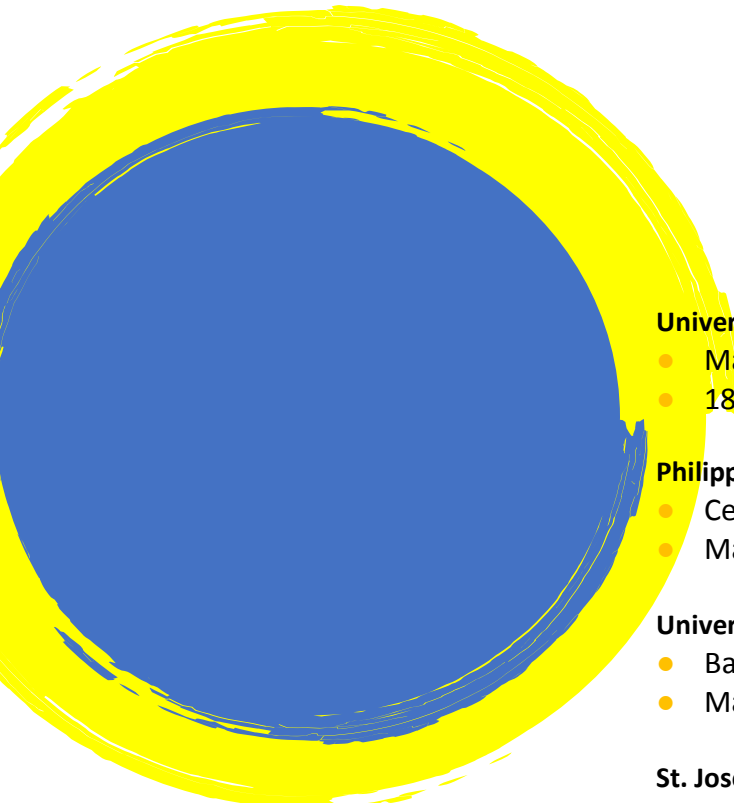
Education

Philippine Normal University, Manila

- Doctor of Philosophy in Educational Management
-

Metro Manila College, Quezon City

- Master of Arts in Educational Management and Supervision
- March 2012

**University of the Philippines (Open University), Quezon City**

- Master of Science in Chemistry Education
- 18 units

Philippine Normal University, Manila

- Certificate in Teaching Program
- March 2002

University of Santo Tomas, Manila

- Bachelor of Science in Biochemistry
- March 2000

St. Joseph School, Manila

- Secondary Education
- March 1996

St. Gabriel Academy

- Elementary Education
- March 1992

Government Examination Passed

Licensed Professional Teacher

PRC License No. 0946376

Date of Expiry: January 16, 2023