AREAS, CRITERIA AND INDICATORS

AREA 1: SCHOOL BASIC DATA (SCHOOL CONTEXT)

In this area, basic data describing the school (student, teacher, administrator, parent, physical environment, etc.) are included. Data in this area is important in terms of its impact on other fields and processes and the advantages and disadvantages it creates for the institution. It can be taken into consideration when preparing a school development plan.

	Subarea	Criteria	Indicators	Data Collection Method (Qualitative, Quantitative)	Data Sources (Survey, e-module)
1.	Demographic Data	Student	Total Number of Students		
			Average number of students by grade levels		
			Rate of girls(%)		
			Rate of boys (%)		
			Rate of Disadvantaged Students (%)		
			Number of nationalities of the student population		
			Rate of foreign students (%)		
			Distribution of first-year high school students according to graduation scores in their previous academic careers	IT	
			Rate of students with special education needs (SEN) (%)		
			Number of students whose parents have a bachelor's degree or higher (%)		
		Teacher	Total Number of teachers		
			Number of Guidance Counselors		
			Percentage of Other (Non-permanent, Non-contract) Teachers (%)		
			Rate of teachers with a master's degree (%)		
			Rate of teachers with a doctorate (%)		
			Number of special education teachers		
			Rate of SEN students per special education teacher		
			Average Age of teachers		
			Average Weekly Teaching Load of Teachers		
			Average number of absent days of teachers	IT	
		Administrator	Total number of administrators		
			Number of assistant managers	IT	
			Rate of administrator with a master's degree (%)		
			Rate of administrator with a doctorate (%)		
			Administrators' average age		
		Support Staff			
			Number of Social Workers		
			Number of Guidance Teachers/Psychologists		
			Number of animators assigned for socio-cultural and sports events	IT	
			Number of Support Staff		
2.	Physical Environment	Infrastructure	Number of buildings		
			Number of classrooms		
			Number of students per classroom		
			Number of laboratories(Science)		

		Status of taking security measures regarding the school buildings		
		Timely maintenance and repair of school facilities		
		The physical environments of the school of sufficient for educational activities (classes, conferences, exhibitions, sports, stationery, accommodation, etc.).		
		Eligibility status of the school for disabled access	IT	
	Equipment	Number of computers allocated to students:		
		Availability of mobile equipment (smart board, tablet, laptop, photocopier, fax) to be used in pedagogical activities		
3.	Economic Resources	Economic Resources	Total annual income of the school		
			Annual funding/income ratio provided by the government (%)		
			Annual rate of other income (%)		

*Disadvantaged Students: those with special education needs, those with low socio-economic levels, those with broken families, immigrants, nomads, seasonal workers, etc. In this section, the number of students accessing education through transportation and the number of students staying in hostels can also be evaluated.

** In this section, the nationality number of the students will be written, whether they have obtained the citizenship of the country or not.

AREA 2: SCHOOL SERVICES

In this area, ……
The explanation of this area will be completed later.

Subarea	Criteria	Indicators	Data Collection Method (Qualitative, Quantitative)	Data Sources (Survey, e-module)
Administrative and financial	Student affairs	Level of satisfaction with student affairs service (registration, leave, attendance-absence, award, diploma, transfer, information, etc.)		
	Personnel affairs	Level of satisfaction with personnel affairs service (recruitment, candidacy, leave, application, salary, information, etc.)		
	Budget services	Budget rate (%) allocated to mandatory expenses (electricity, water, heating, consumables, maintenance, repair, cleaning, salary, additional lessons, etc.)		
		Budget rate (%) allocated to student activities (academic, social, sports, culture, etc.)		
		Budget rate allocated to teacher development (in-service training, social, sports, culture, etc.) (%)		
Social Services	Guidance and Psychological	Number of students per counselor/psychologist		

	Counseling Services IT	Level of competence of orientation studies related to students who have just started school	IT	
		Level of cooperation of the guidance and psychological counseling unit with experts (e.g. consultant, psychologist, etc.) outside the school	IT	
		Level of competence of guidance activities aimed at informing about the region and its economic, social and cultural resources	IT	
		Monitoring status of graduate students	IT	
		Level of competence of guidance meetings for parents	IT	
		Competence level of informative activities (seminars, courses, conferences, panels, meetings, career days, etc.) organized on a class basis.		
		Satisfaction level of students and parents with guidance activities (e.g. school promotion, out-of-school visits to universities, etc.)	IT	
		Satisfaction level of psychosocial support services		
		Satisfaction level with seminars and other activities organized regarding preventive activities		
		Competence level of monitoring and evaluation studies regarding student development		
		Level of satisfaction with psychological services		
	Social support provided to students and staff	Students' satisfaction level with cafeteria/canteen services		
		Providing menus for vegetarian/vegan students in the cafeteria/canteen	ES Optional	
		Students' satisfaction level with shuttle/transportation services		
		Staff satisfaction level with cafeteria/canteen services		
		Satisfaction level of staff with their working environment		
		Number of in-service trainings held in the last three years		
Security and Cleaning Services	Security	The adequacy level of security measures taken at the school (security personnel, cameras, disaster preparedness, etc.)		
	Cleaning	The level of cleanliness and hygiene of the school building, its extensions, classrooms and other educational environments		

AREA 3: LEADERSHIP AND MANAGEMENT

In this area, ...

The explanation of this area will be completed later.

Subarea	Criteria	Indicators	Data Collection Method (Qualitative, Quantitative)	Data Sources (Survey, e-module)
Vision-Mission	Vision	The level of achievability of the school vision		
	Mission	Awareness level of stakeholders about the reason for the existence purposes/values of the institution	PT	
Managerial Leadership	Communication	The school's level of healthy, strong, trust-based and open communication		
	Planning	Level of achievement of strategic plan objectives for continuous improvement		
		Satisfaction level of students and teachers with weekly lesson programs		
		Satisfaction level of students and teachers with extracurricular activity planning (projects, science festivals, social, cultural and sports events, trips, etc.)		
	Governance Bodies / Organization	The level at which assignments to boards, teams and commissions are created according to the interests and abilities of the participants.		
		Level of effective functioning of boards, teams and commissions		
		The extent to which staff of boards, teams and commissions duties and responsibilities are clearly defined		
	Resource Management	The level of effective and efficient use of the school's resources (finance, personnel, equipment and facilities)		
	Monitoring/ Evaluation and Accountability	Level of institutional adoption of school self-evaluation		
		Level of representation of all stakeholders in school self-evaluation		
		Level of consideration of school self-evaluation results for school improvement		
		Number of personnel supervised/evaluated by the school administration by year		

		The level of adoption of an accountable management approach by the school administration		
		Level of appreciation of success		
		Rate of personnel receiving awards (%)		
Instructional Leadership	Supporting the professional development of teachers	The extent to which professional/personal development courses/training activities meet the needs		
		Level of encouragement of participation in professional development courses		
		The level of competence of the investments(training program, material support, etc.) made for the training of teachers who are just starting the profession	PT	
		The level of encouragement of dissemination of good educational practices and results among teachers	PT	
		Level of encouragement of peer learning, mentoring and coaching practices		
		Number of professional development courses/training activities held annually		
		Rate of teachers participating in annual professional development courses/training activities (%)		
	Management of the teaching-learning process	Level of effective management of curriculum planning and implementation		
		The level of encouraging collaboration in the teaching-learning process		
		The level of competence / of the school administrators' work towards the preparation / improvement of teaching-learning environments	PT	
		The level of effective supervision/evaluation of the teaching and learning process		
	Leading student development and student learning	The level of effective monitoring of students' development (academic and social)		
		Level of encouragement of mentoring and coaching system		
		Level of encouragement for students to learn how to learn		

AREA 4: ACADEMIC RESULTS

In this area…….
The explanation of this area will be completed later.

Subarea	Criteria	Indicators	Data Collection Method (Qualitative, Quantitative)	Data Sources (Survey, e-module)
Academic results	Course success status	Average end-of-year achievement scores in compulsory courses (Turkish Language and Literature, Mathematics, Physics, Chemistry, Biology, History, Geography, Foreign Language, etc.) by academic years and grade levels (HS1, HS2, HS3 grade, etc.).		
		Satisfaction level regarding the work carried out at the school to increase the academic success of students		
		The level of achievement of the school's strategic goals to increase students' academic success		
		Success scores/net averages in the transition to higher education exams based on subjects.		
		Average success score according to courses in common exams (national, regional, etc.)**		
	Success status in national exams	Level of satisfaction with the school's success in regional, national and international exams		
		Rate of students repeating a grade by academic year		
		Transition rate of students to higher education by academic years		
	Grade Repetition (Grade Retention)	Level of satisfaction with the results of placement in higher education (university, college, etc.) of students		
		Total number of projects		
	Transition to higher education (university, college)	Total number of students participating in projects		The relationship between students' academic success and their participation in projects
		The level of contribution of the projects in which the school participates to the academic success of the students		
Student absence, dropout and transfer	Student absence	Absence rate by grade level		Relationship between success rates and absenteeis

				m rates
		Average absenteeism of students by year		
		Total Number of Absentee Students by Grade Level		
		'Level of adequacy of efforts' to reduce student dropout/absenteeism		
	Drop out	Number of students dropping out school by year		Relationship between success rates and absenteeism rates
		Number of students dropping out school by grade level		

AREA 5: SOCIAL RESULTS

In this area……. The explanation of this area will be completed later.				
Subarea	Criteria	Indicators	Data Collection Method (Qualitative, Quantitative)	Data Sources (Survey, e-module)
Collaboration	Collaboration between students	Level of collaboration between students in the classroom		
		Level of collaboration between students from other classes		
Attitude and behavior	Citizenship attitudes and behaviors	Level of awareness of their rights, duties and responsibilities as citizens and students		
		Number of students participating in community service activities by year		
		Level of awareness of protecting common cultural heritage (language, history, etc.)		
		Number of students participating in social responsibility projects		
		Level of sensitivity to national and global problems		
		Level of sensitivity to environmental problems		
		Level of respect for others		
		Level of ability to cope with all kinds of bullying and violence		
Reward and Discipline	Student reward and discipline status	Number of students who received disciplinary punishment by year		The relationship between success rates and indiscipline

		Number of students receiving disciplinary punishment by grade level		
		Number of students receiving awards (intramural, national level) by year		
		Number of students receiving awards by grade level		

AREA 6: TEACHING AND LEARNING PROCESSES

In this area……. The explanation of this area will be completed later.				
Subarea	**Criteria**	**Indicators**	**Data Collection Method (Qualitative, Quantitative)**	**Data Sources (Survey, e-module)**
Teaching Practices	Quality of the Teaching and Learning process	Level of cooperation between teachers in the teaching process		
		Level of teachers' of preparation (planning) for the lesson		
		Level of teachers' subject knowledge competence		
		The level of use of appropriate teaching approaches, methods and techniques in lessons		
		The level of enrichment of the teaching process with tools and materials		
		Level of consideration of students' individual learning needs		
		Level of students' being motivated by the teacher (attracting attention, arousing curiosity, etc.)		
		Level of active use of classroom management principles		
		Level of students' active participation in lessons (asking questions, dialogue)		
		The level of students' achievement of high-level learning skills (critical thinking, problem solving, innovation and independent learning)		
		The level of which the teacher creates opportunities for group/peer learning in the classroom environment		
		The level of teachers' continuous professional development in their field		
Evaluation	Evaluation and feedback quality	The level of testing students' readiness for the subjects at the beginning of the lessons		
		The level of use of appropriate measurement and evaluation tools and methods according to the characteristics of the subjects		
		Existence of common evaluation criteria for all disciplines(subjects)	IT	
		Level of ensuring uniformity of time and practice in measurement and evaluation		
		The level of rearrangement of teaching and learning processes according to measurement and evaluation results		
		The level of fair and transparent assessment and evaluation		
		Level of feedback to students and parents regarding measurement and evaluation results		

		Level of evaluation of school success in national and local exams		
		The presence of a measurement and evaluation unit/study group in the school	IT	
		The state of evaluation of the results obtained by the students in the projects	IT Optional	
Support	Personalized Support/ Operational support	Level of provided universal support (Providing differentiated educational support that can meet the needs of all students)*		
		Level of provided targeted support (Supporting students' development in line with their specific interests and goals)**		
		Rate of students receiving targeted support (%)		
		Level of meeting the needs of students with Supportive Courses		
		Rate of students benefiting from support courses (%)		
		Level of meeting the needs of students with Individual Education Support		
		Ratio of students receiving individual support to students with individual education needs (%)		
Pedagogical services	Curriculum development/ adaptation processes	The extent to which school and environmental conditions are taken into account in the design of the curriculum		
		The extent to which stakeholders' views are taken into account in the design of the curriculum		
		Level of determination of teaching/learning methods related to the curriculum		
		The level of association of the curriculum with daily life and professional skills		
		The status of carrying out projects to provide education about the coexistence of citizens. (e.g. prevention of bullying, activities related to rules and behaviors)	IT Optional	Should this indicator be here?
		Preparation status of the Individualized Education Program in accordance with the curriculum		
		The existence of a curriculum based on the development of disciplinary(field) competencies	IT Optional	
		Presentation of learning objectives in line with the curriculum, school-defined disciplines (fields) and citizenship skills	IT Optional	
		The state of designing the school curriculum according to disciplines (fields) or disciplinary areas	IT Optional	
		Status of adopting a vertical continuity plan (between different school levels and different course years)	IT Optional	
		The state of clearly defining learning goals in educational planning (annual and daily plans)	IT Optional	
		The state of the curriculum to include information about physical differences and sexual education of students	ES Optional	
	Extracurricular activities	Number of extracurricular activities (projects, science festivals, social, cultural and sports events, trips, etc.).		
		The number of degrees obtained by the school in social, cultural and sports activities in which it	ES	

		participates nationally, regionally and internationally		
		Rate of students participating in extracurricular activities (%)		
		The level of competence of extracurricular activities	TR	

*Example: Supporting all students to learn at least one instrument.

** Example: Supporting the development of a student who has a special interest in playing the violin in this area.

AREA 7: SCHOOL CLIMATE

In this area, …… The explanation of this area will be completed later.				
Sub-area	**Criteria**	**Indicators**	**Data Collection Method (Qualitative, Quantitative)**	**Data Sources (Survey, e-module)**
School environment	Positive School Environment	The level of trust that stakeholders provide to each other*		
		The level of collaboration between stakeholders		
		The level of respect shown by stakeholders to each other		
		Number of disciplinary incidents involving students at school		
		Number of disciplinary incidents involving teachers and other staff at school		
		The level of consideration of stakeholders' opinions and suggestions in the process of school management and development		
		The level of adoption of the school mission and vision by stakeholders		
		The school's level of openness to change, development and innovation		
		The level of fair treatment of everyone at school		
		The level of defining responsibilities and rules clearly		
Participation	Involvement/taking part	Levels of stakeholder participation in decision-making and implementation processes		
		The level of effective task distribution at school (Importance given to good planning, efficiency and completion of work)		
	Relationship with parents	Parents' level of participation in school activities		
		Participation rate of parents in school activities (Parent meetings and events)		
		The level of regular information provided to parents about the school		
		The level of strong communication between school and parents		
Safety and Wellbeing	Safety	The level of taking necessary precautions to ensure that students and school personnel feel physically, socially and emotionally safe at school		
		Number of peer bullying incidents within school		
		The level of students' and school personnel's feeling safe at school		
	Level of Well-	The level of students' and school personnel's sense of belonging		

being		The level of students' and school personnel's feeling themselves as someone who is valued and respected at school		
		Level of support for staff welfare and well-being		

• **Stakeholders:** Student, teacher, school administrator, support staff and parents.

AREA 8: NETWORK AND PARTNERSHIPS (COLLABORATION)

In this area, …… The explanation of this area will be completed later.				
Sub-area	**Criteria**	**Indicators**	**Data Collection Method (Qualitative, Quantitative)**	**Data Sources (Survey, e-module)**
Relationship with communities	School and community relationship	The level of having a strong relationship between the school and the community		
		The level of having a strong relationship between the school and other schools		
		The level of having a strong relationship between the school and stakeholder institution /organizations	PT	
Participation in activities	Activity carried out/participated in	Number of activities carried out/participated in for the benefit of society (community service/social responsibility)		
		Number of national/international projects/programs carried out/participated in		
Collaboration with communities	Collaboration between the school and institutions/org anizations	The level of collaboration with public institutions		
		The level of collaboration with private organizations		
		The level of collaboration with other schools		
		The level of collaboration with universities		
	Quality of collaboration	The level of satisfaction with the school's collaboration with institutions/organizations		

AREA 9: INCLUSION and EQUALITY

In this area, …… The explanation of this area will be completed later.				
Sub-area	**Criteria**	**Indicators**	**Data Collection Method (Qualitative, Quantitative)**	**Data Sources (Survey, e-module)**
Access	For all students to reach quality educational environments	The level of access of all students to various learning opportunities		
		The level of access of all students to quality educational environments		
		The level of consideration of school administrators, teachers and support staff to the legal framework(national, international) related to inclusiveness and equality		

Participation/equality of opportunity	Providing quality education and learning opportunities to all students	The level of educational programs providing opportunities for students to respect diversity and differences		
		The level of differentiated teaching and evaluation for students with special needs		
		The level of stakeholders having a common understanding of diversity and respect for differences(religion, culture, nationality, etc.)		
		The level of competence of the measures /sanctions taken against discrimination at school		
		The level of fair treatment of all students, regardless of individual differences		
Support	Supporting the education of all children	The situation of analyzing the needs of students who need special education	IT	
		The level of competence of the targeted interventions/support provided according to the individualized training program	IT	
		The level of support of individualized educational activities by parents	IT	
		The level of active participation of external stakeholders in individualized educational activities	IT	
		The periodic monitoring of the level of achievement of individualized educational program goals	IT	
		The level of competence of the activity organized to eliminate stereotypical prejudices on inclusion issues (diversity, difference, etc.)	IT	
		The level of collaboration among teachers to create necessary interventions for students with special educational needs	IT	
		The level of support for students with special needs on the basis of courses		
		The level of regulation of educational environments taking into consideration of the special needs of students		
		The level of awareness of stakeholders about supporting students with special needs		
		The level of competence of the educational activities carried out for the parents of students with special needs		
		The level of up-to-date knowledge of school administrators, teachers and support staff about inclusion		
		The level of participation of school administrators, teachers and support staff in continuous professional development regarding inclusion		
		Ratio of students receiving individual support to students needing individual education (%)		

AREA 10: COMPETENCIES AND RESILIENCE

In this area, …… The explanation of this area will be completed later.				
Sub-area	Criteria	Indicators	Data Collection Method (Qualitative, Quantitative)	Data Sources (Survey, e-module)

Competencies	Effective Communication	The level of providing opportunities for effective communication to students in classes and extracurricular activities		
	Collaboration/ Teamwork	The level of opportunities for collaboration /teamwork provided to students in classes and extracurricular activities		
	Higher-level thinking skills	The level of opportunities to provide students with higher-level thinking skills(critical, critical, reflective, creative ..) in classes and extracurricular activities		
	Creativity	The level of opportunities to provide students with creative skills in classes and extracurricular activities		
	Problem Solving Skill	The level of opportunities to provide students with problem-solving skills in classes and extracurricular activities		
	Digital competency (accessing information, creating content, sharing, managing information, digital literacy..)	The level of technical competence the school has to provide digital competencies		
		The human resources competence level of the school to provide digital competencies		
		The level of opportunities to provide students with digital competencies in classes and extracurricular activities		
	Competency of learning to learn	The level of opportunities to provide students with the competence of learning to learn in classes and extracurricular activities		
	Individual abilities	The level of opportunities offered to students for the development of their special abilities		
		The number of students participating in special courses /training according to their abilities		
Resilience	The capacity to struggle/deal with unexpected negative changes/living conditions	The level of competence of measures (preparing crisis plan, creating intervention and logistic support teams, etc.) taken against disasters and emergency situations		
		Your emergency equipment is sufficient (Y/N)		
		Emergency and crisis plans are sufficient (Y/N)		
		Number of emergency drills conducted during the year		
		The level of capacity to produce solutions(mobile education environment, hybrid education, distance education, etc.) to sustain education in the face of unexpected events		
		The distance education systems the school has are sufficient (Y/N)		
		There are mobile training environments (Y/N)		
		The level of competence of the measures taken for school safety		
		Number of health and safety training sessions held at school		
		The level of providing students with the ability to struggle/cope with negative changes/living conditions(flexibility, adaptability, self-control, struggling with stress etc.)		
		Number of trainings organized to provide skills to combat adverse living conditions		