

The World Bank - SABER SAA Rubric 2.0

Rubric for SABER - School Autonomy and Accountability

Policy Goal 1: The level of autonomy in the planning and management of the school budget.

Policy Action	Variable name	Latent	Emerging	Established	Advanced
1A	Legal authority over management of the operational budget	Legal management authority over the operational budget is centralized	Legal management authority over the operational budget is at the regional or municipal levels	Non-salary expenditure can be managed by school level without consultation with parents/community members under government guidelines.	Non-salary expenditure can be managed by school level in consultation with parents/community members.
1B	Legal authority over the management of non-teaching staff salaries	Legal management authority over non-teaching staff salaries is centralized.	Legal management authority over non-teaching staff salaries is at the regional or municipal levels; a centralized pay scale may be used as a guide.	Non-teaching staff salaries can be managed at the school level without consultation with parent/community members. A centralized or regional/municipal pay scale may be used as a guide.	Non-teaching salaries can be managed by school level in consultation of parents/community members. An established pay scale may be used as a guide.
1C	Legal authority over the management of teacher salaries	Legal management authority over teacher salaries is centralized	Legal management authority over teacher salaries is at the regional or municipal levels; a centralized pay scale may be used as a guide.	Teacher salaries can be managed by school level without consultation with parent/community members. A centralized or regional/municipal pay scale may be used as a guide.	Teacher salaries can be managed by school level in consultation of parents/community members. An established pay scale may be used as a guide.
1D	Legal authority to raise additional funds for the school	Budget is fixed by the Ministry of Education and no additional funding is permitted	Schools-can request more funds from sub-national governments.	Schools can raise additional funds from parents/ community members, private businesses, and from non-governmental institutions.	Schools can raise additional funds from any source
1E	Collaborative Budget Planning	Budgetary decisions are made at the national and sub-national levels and there is no system to accept a budget proposal from the school level.	Provisions allow for the school level to propose a school budget to the sub-national level as a request for funding.	National and/or sub-national authorities are to use the proposed budget by the school level as a reference for the transfer of resources to the school.	National and/or sub-national authorities are to use the proposed budget by the school level as the main guide for the final transfer of resources to the school.

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Policy Goal 2: The level of autonomy in personnel management					
Indicator	Variable name	Latent	Emerging	Established	Advanced
2A	Autonomy in teacher appointment and deployment decisions	Teachers must be appointed and deployed by the central government level under a union or civil service agreement.	Regional or municipal governments have legal authority to appoint teachers under union or civil service agreements. Appointments are subject to final review by central authorities.	Regional or municipal governments have legal authority to appoint and deploy teachers under union or civil service agreements without review by central authorities.	Schools (school principals, school council, parent association etc.) have legal authority to appoint teachers. Union and civil service agreement may or may not regulate the appointments.
2B	Autonomy in non-teaching staff appointment and deployment decisions	Non-teaching staff must be appointed and deployed by central government level under civil service agreement.	Regional or municipal governments have legal authority to appoint non-teaching staff under civil service agreements.	Regional or municipal governments have legal authority to appoint and deploy non-teaching staff. Civil service agreement may or may not regulate the appointments.	Schools have legal authority to appoint non-teaching staff. Civil service agreement may or may not regulate the appointments.
2C	Autonomy in school principal appointment and deployment decisions	Principals are to be appointed and deployed by the central level. Their performance is evaluated centrally and they can be transferred or fired by Central authorities.	Principals are to be appointed and deployed by the central level. Their performance is evaluated regionally or by municipal inspectors, which determines their tenure, transfer, or removal by Central authorities.	Principals are to be appointed and deployed by regional or municipal/local authorities, who are also responsible for their evaluation and have the authority for determining tenure, transfer, or removal.	Principals are to be appointed and deployed by municipal/local authorities in consultation with the School Council/ stakeholders at school level, or by the School Council alone. Municipal/local authorities are responsible for the principal's evaluation to determine tenure, transfer, or removal.

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Policy Goal 3: Role of the school council on school governance.					
Indicator	Variable name	Latent	Emerging	Established	Advanced
3A	Participation of the School Council in budget preparation	No role for the School Council; budgets are prepared centrally by the Ministry of Education	School Council is to have a voice in the planning and preparation of the non-salary budget items at the school level, but final responsibility falls on the school principal or other government authority.	School Council is to have a voice in the planning and preparation of all expenses at the school level, but final responsibility falls on the school principal or other government authority.	School Council is to have a voice in the planning and preparation of all expenses at the school level and, depending on the law, may share responsibility with the school principal.
3B	Participation in Financial Oversight	No legal standing as an organization, no legal authority to have a voice, and no legal oversight authority on budget issues	Legal standing as an organization, but no legal authority to have a voice, and no legal oversight authority on budget issues	Legal standing as an organization, and legal authority to have a voice, but no legal oversight authority on budget issues	Legal standing as an organization, legal authority to have a voice, and legal oversight authority on budget issues
3C	Participation in Personnel Management	No legal right or voice in teacher appointments, transfers, and removals.	No legal right in teacher appointments and removals, but have a voice in teacher transfers.	Legal right to have a voice in teacher appointments, removals, and transfers	Legal right to oversee appointments, removals, or transfer of teachers.
3D	Community Participation in School Activities	No formal instructions, manuals, or mandates for organizing volunteers to perform activities.	There are formal instructions, manuals, and mandates for organizing volunteers to implement activities.	There are formal instructions, manuals, and mandates for organizing volunteers to plan and implement activities.	There are formal instructions, manuals, and mandates for organizing volunteers to plan, implement, and evaluate activities.
3E	Community Participation on Learning Inputs	No legal authority to voice an opinion, and no legal oversight on learning inputs to the classroom.	Legal authority to voice an opinion, but no legal oversight on learning inputs to the classroom.	Legal authority to voice an opinion and legal oversight on some learning inputs to the classroom.	Legal authority to voice an opinion and legal oversight on all learning inputs to the classroom.
3F	Transparency in Community Participation	No provisions for the open election of school council members and for general assemblies.	No provisions for the open election of school council members, but guidelines for calling general assemblies.	There are provisions for open election of school council members but no term limits or regular schedule for elections. There are guidelines for calling general assemblies.	There are provisions for regularly scheduled elections of school council members and defined term limits. There are guidelines for calling general assemblies.

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Policy Goal 4: School and student assessment.					
Indicator	Variable name	Latent	Emerging	Established	Advanced
4A	Existence and frequency of school assessments	Schools do not assess school performance on a regular basis.	Schools-are to be assessed every few years using Ministry of Education criteria.	Schools are to be assessed every year using Ministry of Education criteria	Schools are to be assessed every year using Ministry of Education criteria. In addition, there should be sporadic evaluations of specific aspects of school life, such as student poverty, equity, and teacher quality. The results of all evaluations should be made public and easily accessible.
4B	Use of school assessments for making school adjustments	Schools do not use school assessments to make pedagogical adjustments, or to change school materials.	Central Ministry of Education must analyze school assessment results and send them to the Regions/ municipalities and make s broad recommendations on pedagogical and operational adjustments	Central or Regional/ municipal branch of the Ministry of Education must analyze school assessment results and send them directly to the schools. Schools may use the information to make pedagogical and operational adjustments.	Ministry of Education or municipal governments must analyze school assessments, and make results easily accessible to schools and the public. Schools must use the information to make pedagogical, personnel, and operational adjustments.
4C	Existence and Frequency of standardized student assessments	Students do not take standardized tests.	Assessments of student learning -are done every few years in selected grades using representative samples of students.	Assessments of student learning are done every few years in selected grades for all students in the country.	Assessments of student learning are done every year in selected grades for all students in the country.

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4D	Use of standardized student assessments for pedagogical, operational, and personnel adjustments	Schools do not use standardized student assessments to make pedagogical adjustments or to change school materials.	Central Ministry of Education must analyze results of standardized student assessments and send them to the Regions/ municipalities and make broad recommendations on pedagogical, operational and/or personnel adjustments.	Central or Regional/ municipal branch of the Ministry of Education must analyze student test scores in standardized tests and send results and recommendations to regional and local offices and directly to the schools. Schools may use the information to make pedagogical and operational adjustments.	Ministry of Education or municipal governments must analyze student test scores in standardized tests, make results easily accessible to schools and the public. Schools must use the information to make pedagogical, operational, or personnel adjustments.
4E	Publication of student assessments	Results of the student assessments are not reported.	Results of the student assessments are made available to Central and Regional/Municipal levels of the MOES.	Results of the student assessments are made available to Central, Regional/Municipal levels of the MOES, and to schools.	Results of the student assessments are made public and available online.

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Policy Goal 5: School Accountability					
Indicator	Variable name	Latent	Emerging	Established	Advanced
5A	Guidelines for the use of results of student assessments	There are no guidelines for the use of results of student assessments.	There are guidelines for the use of results of student assessments at the national and municipal levels only.	There are guidelines for the use of results of student assessments at the national, municipal, and school levels. School councils can use the guidelines to voice accountability.	There are guidelines for the use of results of student assessments at all levels. The guidelines are available online and can be used to foster/demand accountability.
5B	Analysis of school and student performance	There are no provisions for the comparative analysis of student assessment results for different types of schools, across regions, and for previous years.	There are provisions for comparative analysis of student assessment results for different types of schools, across regions, and for previous years at the national and regional levels.	There are provisions for comparative analysis of student assessment results for different types of schools, across regions, and for previous years at the national, regional, and municipal levels. Schools are required to distribute summary results to parents.	There are provisions for comparative analysis of student assessment results for different types of schools, across regions, and for previous years at the national, regional, municipal, and school levels. Detailed school performance results at the school level must be published online.
5Ci	Degree of Financial Accountability at the central level	There are no regulations in place for (i) complying with the rules of financial management and transparency; (ii) reporting to those with oversight authority; and (iii) linking rewards and sanctions to compliance.	There are regulations in place for complying with the rules of financial management and transparency, but not for reporting to those with oversight authority; and not for linking rewards and sanctions to compliance.	There are regulations in place for complying with the rules of financial management and transparency, and for reporting to those with oversight authority; but not for linking rewards and sanctions to compliance.	There are regulations in place for complying with the rules of financial management and transparency; for reporting to those with oversight authority; and for linking rewards and sanctions to compliance.

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5Cii	Degree of Financial Accountability at the regional/ municipal level	There are no regulations in place for (i) complying with the rules of financial management and transparency; (ii) reporting to those with oversight authority; and (iii) linking rewards and sanctions to compliance.	There are regulations in place for complying with the rules of financial management, but not for reporting to those with oversight authority; and not for linking rewards and sanctions to compliance.	There are regulations in place for complying with the rules of financial management, and for reporting to those with oversight authority; but not for linking rewards and sanctions to compliance.	There are regulations in place for complying with the rules of financial management and transparency; for reporting to those with oversight authority; and for linking rewards and sanctions to compliance.
5Ciii	Degree of Financial Accountability at the school level	There are no regulations in place for (i) complying with the rules of financial management and transparency; (ii) reporting to those with oversight authority; and (iii) linking rewards and sanctions to compliance.	There are regulations in place for complying with the rules of financial management, but not for reporting to those with oversight authority; and not for linking rewards and sanctions to compliance.	There are regulations in place for complying with the rules of financial management and transparency, and for reporting to those with oversight authority; but not for linking rewards and sanctions to compliance.	There are regulations in place for complying with the rules of financial management and transparency; for reporting to those with oversight authority; and for linking rewards and sanctions to compliance.
5D	Degree of Accountability in School Operations	There are no regulations in place for: (i) complying with the rules of school operations; (ii) reporting to those with oversight authority; and (iii) linking rewards and sanctions to operating performance.	There are regulations in place for complying with the rules of school operations, but not for reporting to those with oversight authority; and not for linking rewards and sanctions to operating performance.	There are regulations in place for complying with the rules of school operations and for reporting to those with oversight authority; but not for linking rewards and sanctions to operating performance.	There are regulations in place for complying with the rules of school operations and for reporting to those with oversight authority, and for linking rewards and sanctions to operating performance.
5E	Degree of Learning Accountability	No mandate for simplifying and explaining results of student assessments to the public.	There is a mandate for simplifying and explaining results of student assessment to the public.	The results of student assessments are simplified and explained to the public and the local level/schools are obligated to solicit feedback from the school community on those results.	The results of student assessments are simplified and explained to the public and the local level/schools are obligated to have a meeting with the school community to solicit feedback and to inform them of a plan of action to address the issues.