

Sports/athletics, cultural, income generating activities, arts and crafts, religious, civic and other recreational activities conducted (with MOVs) – 2

F. Community involvement & Partnership – 4

Indicators	Points
MOVs on the training/s conducted with the Parents Teacher Association (PTA), specify how many volunteer parents participated (attendance sheet and pictorials)	1
No. of partnerships with Socio-civic religious organizations (MOVs)	1
No. of partnerships with government officials/agencies	1
No. of partnerships with non-government organizations/agencies	1

3. Wash in Schools (WinS) 20

A. Water – 5

Indicators	Points
Safe drinking water is provided for free to all learners at all times and quality water testing done at least once a year	5
Water provided by school but supply is not regular and quality water testing done at least once a year	3
Water provided by school but supply is not regular and without quality water testing	2
Children are required to bring their own drinking water	0.5

B. Sanitation – 5

Indicators	Points
The ratio is 1 functional toilet to every 50 learners or less with 1 toilet which is gender- segregated	5
The ratio is 1 functional toilet to every 50 learners with no gender-segregated toilet	4
The ratio is 1 functional toilet to every 100 learners with one toilet which is gender-segregated	2
The ratio is 1 functional toilet to every 200 learners with one toilet which is gender-segregated	1

C. Hygiene – 10

Indicators	Points
Daily group handwashing – 4	
Daily supervised group handwashing with soap for all learners is led by student leaders	4
Daily supervised group handwashing with soap for all learners led by mixed teachers and students	3
Daily supervised group handwashing with soap for all learners led by teachers	2
Regular supply of soap for handwashing	1
Handwashing Facility – 3	
There are individual handwashing facilities with soap in strategic areas in the school (ex. Near canteen/eating areas, play areas and toilet)	3

At least one functional group handwashing facility with soap ratio of 1:200 for one shift	2
Practice of individual handwashing soap is done as the need arise	1
Access to sanitary pads (1 point for each indicator if present) - 3	
Availability of sanitary pads at school canteen, school clinic, guidance office, class adviser/teacher and availability of proper disposal of sanitary napkins in the girls' toilet	1
Available designated rest space for girls with menstrual discomfort	1
Availability of DepEd approved Instructional Materials on Menstrual Health for teachers and availability of DepEd approved information, education and communication (IEC) materials on menstrual health for students	1

4. Adolescent Reproductive Health (ARH) 15

Nature and extent of Adolescent Reproductive Health Activities/Projects
Initiated/Implemented/Organized (Indicate the number and support with documents.)

A. Education - 3

Integration of Comprehensive Sexuality Education (CSE) concepts, components in Classroom Instructions (refer to lesson plans); Organizing seminar workshops on HIV/AIDS/STI/Teenage Pregnancy; Seminars/Capability building Conducted;

Elementary Level (specify grade level/s)	3
Junior High School (specify grade level/s)	3
Senior High School (specify grade levels)	3

B. Organizations/Clubs/Teen Centers (Specify & present MOVs) – 2

Indicators	Points
Scope & Existence of learner's involvement (no. of months/year/s)	1
List of activities with pictorials	1

C. Intervention (with MOVs) - 2

Indicators	Points
Provision of guidance and counselling services, peer counselling	1
Referral Services/ no. of cases, if any	1

D. Information (with MOVs) – 2

Indicators	Points
Use of mass media/television/broadcast radio, films	1
Use of slide presentations and exhibits	1

E. Alternatives – 2

Indicators	Points
Sports, athletics, cultural, arts and crafts, religious and Civic	1
Income generating & other Recreational activities	1

F. Community Involvement & Partnership - 4

Indicators	Points
MOVs on the training/s conducted with the Parents Teacher Association (PTA), specify how many volunteer parents participated (attendance sheet and pictorials)	1
No. of partnerships with Socio-civic religious organizations (MOVs)	1
No. of partnerships with government officials/agencies	1
No. of partnerships with non-government organizations/agencies	1

5. Medical, Dental & Nursing Services (MDNS) 20

A. Functional School Clinic - 6

Indicators	Points
In a separate room, clean, well-lighted and well-ventilated	1
With complete facilities – 2	
Examination room	0.5
Treatment Room	0.5
Dental Treatment Room	0.5
Drinking, handwashing & toilet facilities	0.5
Comfortable waiting area	1
Basic equipment, supplies and materials – 2	
Medicine cabinet (with medicines such as analgesic/antipyretic tablet/syrup, anti-infection ointment, anti-allergy tablet/syrup, Hydrogen Peroxide, Betadine Solution, Rubbing Alcohol, Lysol Solution)	1
Medical & Dental Instruments and Supplies (such as cotton, gauze or bandage, plaster or band-aid, scissors, forceps, kidney basin, thermometer, ice cap or hot water bag, tourniquet, splints)	1

B. Health Services – 6

Indicators	Points
Conduct health examination, treatment & referral of learners (MOVs)	2
Conduct of School-Based Immunization (Measles, Rubella, Td for G1, G7; HPV for G4 Female Learners; WIFA for Grades 7-12 female learners) (MOVs)	2
Conduct follow-up of learners/personnel with ailments and those referred for further evaluation and management	2

C. Medical and Dental Records – 3

Indicators	Points
Compilation of signed parent's consent at least 1 year	1
Individual Health Cards of Learners, Teachers and Non-Teaching Personnel	1
Compilation of consolidated dental records by section and by school for at least 3 years	1

D. Health Education - 3

Indicators	Points
Conduct health education activities such as health lectures during class discussions, trainings and conferences with learners, teachers/administrators, parents and others	2
Involvement as resource person/consultant/adviser/evaluator in health clubs/organizations, health activities, educational trips and school projects	1

E. Partnerships and Linkages to Medical, Dental and Nursing Services - 2

Indicators	Points
Proof of partnership (MOU, Letters, MOVs)	1
Proof of manpower support from partners (MOVs dated at least 1 year)	1

6. School Mental Health (SMH). 7

A. Mental Health Promotion in Schools - 2

Indicators	Points
Symposium on Mental Health Awareness to Learners and Teachers	1
Capacity building for health personnel on Mental Health	1

B. Mental Health Services in School – 3

Indicators	Points
Provision of Guidance and Counselling Services, Peer Counselling	1
Referral Services/How Many Cases if any?	1
Conduct of psychosocial risk assessment to learners	1

C. Provision of Mental Health Facilities - 2

In a separate room, clean, well-lighted and well-ventilated - 2

TOTAL 100

OUTSTANDING SCHOOL (Elementary and Secondary)

1. School-Based Management 70%

For this portion, the SBM Validation e-Tool is utilized to automatically generate the rating after feeding the needed data.

A. Key Performance Indicators (KPIs) 60 %

Sixty percent (60%) of the total of the following KPIs of the school (average of the performance, three (3) years back):

a. Enrollment - 45%

Option 1

If the enrolment for the last three years is increasing

Option 2

If the enrolment for the last three years is decreasing or fluctuating, consider the participation rate

b. Dropout, Completion and Cohort Survival - 25%

c. NAT MPS (3 years) - 30 %

(The most recent NAT MPS available shall be considered.) 100%

Note: Key Performance Indicators is given a weight of 60%.

Please refer to the example below:

$$\begin{aligned} & (\text{Enrolment } 2.5 \times 45\%) + (\text{Dropout Rate } 1.0 + \\ & \text{Completion rate } 1.3 + \text{Cohort Survival Rate } 2.1/3 \times 25\%) \\ & + (\text{NAT MPS } 2.2 \times 30\%) \\ & = (1.125 + 0.36 + 0.66) \\ & = 2.145 \\ & \text{Thus, the total weight for KPIs is } (2.145 \times 60\% \text{ weight for KPIs}) \\ & \text{Score} = 1.287 \end{aligned}$$

B. Document Analysis, Observation and Discussion 40%

Forty percent (40%) of the total of the following areas:

a. Leadership - 30%

A network of leadership and governance guides the education system to achieve its shared vision, mission and goals making them responsive and relevant to the context of diverse environments.

b. Curriculum & Learning - 30%

The curriculum learning systems anchored on the community and learner's contexts and aspirations are collaboratively developed and continuously improved.



- c. Accountability - 25%
A clear, transparent, inclusive, and responsive accountability system is in place, collaboratively developed by the school community, which monitors performance and acts appropriately on gaps and gains.
- d. Resource Management - 15%
Resources are collectively and judiciously mobilized and managed with transparency, effectiveness, and efficiency.
- 100%

Note: For Document Analysis, Observation and Discussion,
please use the SBM Assessment Tool which is computed
as follows:
(Leadership and Governance 2.6 x 30%) + (Curriculum
and Instruction 2.1 x 30%) + (Accountability and Continuous
Improvement 3.0 x 25%) + (Resource Management 2.5 x 15%) x 40%
= (0.78 + 0.63 + 0.75 + 0.375) x 40%
= 2.535 x 40%
Thus, the rating for the DOD is 1.014

Take note that SBM comprise 70% only of the criteria; thus, to get
the final rating for SBM Practices, please consider this:
Get 70% from the combined Score of KPIs x 60% + Score of DOD x 40%
That is, [(1.287 x 60%) + (1.014 x 40%)] x 70%
(0.77+0.406) x 70%
(1.17) x 70% = 0.82

2. Scholarship 10%
Scholarships availed must be relevant to being a teacher or school
head which must cover two years (current school year and immediate
past school year)

A. Scholarship availed by teachers – 10%
Availed during the immediate past School Year with a minimum
of one (1) month

a. level of scholarship

Level of Scholarship	Weight
Regional	1
National	2
International	3

b. no. of teachers availed of the scholarship

No. of teachers availed of scholarship	Weight
1 teacher	1
2 teachers	2
3 or more teachers	3



3. Awards & Recognition (Teachers/Learners/School) 10%

Awards must be those from DepEd recognized bodies and/or DepEd initiated programs, projects and activities for the last two years

Level	Weight
Region	1
National	2
International	3

4. Functionality of the School/Pupil/Student Handbook (localized)

Level of implementation	Weight
Initially started	1
Fully crafted	2
Distributed and implemented	3

TOTAL 100%

(Reference: DepEd Order No. 83, s. 2012: Implementing Guidelines on the Revised School-Based Management (SBM) Framework, Assessment Process and Tool (APAT)



OUTSTANDING INCLUSIVE EDUCATION PROGRAM IMPLEMENTER

All schools division offices (SDOs) are entries to this category. SDOs will only be evaluated on the programs they implemented for the past three years, such as IP Education, Madrasah Education, Special Education, and Alternative Learning System.

1. Indigenous Peoples Education (IPEd) 100%

A. IPEd Program Support Fund (PSF) utilization 10

- a. Average Obligation Rate for the past three (3) fiscal years - 5 pts.
- b. Average Disbursement Rate for the past three (3) fiscal years - 5 pts.

Average utilization rate (obligation rate and disbursement rate) for the past three (3) fiscal years for IPEd PSF shall be computed.

Average Obligation Rate and Average Disbursement Rate of 90% and below will automatically be given zero (0) point.

The points for these items will be computed by subtracting 90% from the average Obligation Rate and Average Disbursement Rate, multiplying the difference by 5, and further multiplying the product by 10%.

Example:

Average Obligation Rate for the past three (3) fiscal years : 98%
(98-90) x 5 (0.10) = 4 pts.

Average Disbursement Rate for the past three (3) fiscal years : 95%
(95-90) x 5 (0.10) = 2.5 pts.

MOVs:

- IPEd PSF Utilization Report indicating the average obligation rate and the average disbursement rate for the past three (3) years duly signed by the Division Budget Officer, Division Disbursing Officer/Accountant and attested by the Schools Division Superintendent.
- RAOD for the past three (3) years showing utilization of IPEd PSF
- Disbursement records for the past three (3) years showing utilization of IPEd PSF

B. Physical accomplishments - 15

Activities indicated in the approved WFPs for the past three (3) fiscal years are accomplished as planned. - 15

Activities indicated in the approved WFPs for the past three (3) fiscal years are accomplished with the following adjustments

Percentage of adjustments in the number of activities and dates conducted	Points
1-5%	14
6-10%	13
11-15%	12
16-20%	11
21-25%	10
26-30%	9
31-35%	8
36-40%	7
41-45%	6

46-50%	5
51-55%	4
56-60%	3
61-65%	2
66-70%	1
71% and above	0

Means of Verifications:

- Approved WFPs for the past three (3) fiscal years
- Duly signed Accomplishment Reports for the past three (3) fiscal years (Please refer to Annex 3 of DepEd Order No. 22, s. 2018 for the template.)
- Approved Activity Proposals, Approved Memo, Attendance Sheets & Activity Completion Reports

C. Data Management 10

Indicators:

- a. 100% tagging of IP learners in the Learners Information System (LIS) and in the Enhanced Basic Education Information System (EBEIS)
- b. Mapped out IP communities with and without education services (both public and private)
- c. Typologized schools with IP learners
- d. Established system of tracking retooled teachers and school heads and capacitated Deped personnel/staff, IP elders/leaders/representatives

- | | |
|--------------------------------------|----------|
| All four indicators are present | - 10 pts |
| 3 out of four indicators are present | - 8 pts |
| 2 out of four indicators are present | - 5 pts |
| 1 out of four indicators is present | - 3 pts |

Means of Verification:

- Signed Government Elementary School Profile (GESP)/Government Secondary School Profile as downloaded from the EBEIS
- Map of IP communities with and without education services (both public and private) in the division
- Typology of schools serving IP communities
- System of tracking the retooled teachers and school heads and capacitated Deped personnel/staff, IP elders/leaders/representatives

Program Management 60

Implementing SDOs ensure the attainment of the following outputs:

- a. Provision of equitable access of all IPs to quality and relevant basic education services towards functional literacy for all (e.g. IP communities are provided with schools with school ID and or ALS services as deemed appropriate; private institutions serving IP communities operate with permit or government recognition, typologized schools, etc.)
- b. Provision of adequate and culturally appropriate learning resources and environment to IP learners. (e.g. utilization of DO 50, s. 2016 in the hiring of teachers to be deployed in schools serving IP communities; use of IP language for instruction in K to 3, contextualized lesson plans & LMs; participation of IP learning facilitators in the teaching-learning process)

- c. Implementation of affirmative action to eradicate all forms of discrimination against IPs in the schools and the entire division (e.g. conducted advocacy/orientation on DO 62, s. 2011, DO 51, s. 2014 and DO 32, s. 2015 to schools, DepEd offices and partner IP communities; disseminated policies (DepEd Orders/Memo) relative to IPed Program implementation to all stakeholders; provided appropriate actions to reports/complaints regarding discrimination against IPs)
- d. Division IPed focal persons conducted supervision/monitoring and provided technical assistance in the preparation of contextualized Lesson Plans and assessment to ensure the integration of Indigenous Knowledge Systems and Practices (IKSPs) in all learning areas and processes.
- e. Teachers serving IP communities are capacitated/retooled on the IPed program and are included in the regular in-service training/LAC sessions to equip them with teaching strategies, classroom management, preparation and development of instructional materials, test construction, and other related activities to strengthen the implementations of the said Program.
- f. Capacity building for master teachers/head teachers/school heads/PSDS on how to conduct classroom observation, instructional supervision, and to provide technical assistance to teachers serving IP learners are regularly conducted.
- g. Strengthened partnerships with IP communities through regular conduct of capacity building activities/sessions with CAB members/IP leaders/elders/representatives, and enhancement of Division IPed framework and formulation of cultural standards.
- h. Established linkages with stakeholders for sustainability of IPed program (in accordance to Division IPed Framework and Cultural Standards)

Means of Verifications:

- Profile of Schools (both public and private) and ALS learning centers serving IP communities
- List of schools utilizing contextualized lesson plans/LMs, using IP language as medium of instruction in K to 3 and with participation of IP learning facilitators
- Accomplished Instructional Observation Tools
- IP community Resolution/ logbook of IP learning facilitators/record book of IP facilitators' participation in the teaching and learning process
- Registry of Qualified Applicants for schools serving IP learners based on DO 50, s. 2019
- Enhanced Division IPed Framework (with Cultural Standards)
- MOA/MOU of partnerships with IP communities and other stakeholders
- ACR on Contextualization trainings/retooling, attendance sheet, approved activity proposal, approved memo
- ACR on CAB sessions/meetings/capacity building, attendance sheet, approved activity proposal, approved memo

All outputs are attained	- 60 pts
7 out of 8 outputs are attained	- 55 pts
6 out of 8 outputs are attained	- 50 pts
5 out of 8 outputs are attained	- 45 pts
4 out of 8 outputs are attained	- 40 pts
3 out of 8 outputs are attained	- 35 pts
2 out of 8 outputs are attained	- 30 pts
1 out of 8 outputs are attained	- 25 pts

D. Contribution of IPed program to the performance indicators IPed Implementing schools
(past 3 school years: 2016-2017, 2017-2018, 2018-2019; baseline data: SY 2015-2016)
5%

Participation rate of IP learners - 1

Increased participation rate by at least 5%

Dropout rate of IP learners - 1

Decreased dropout rate by at least 2%

Retention rate of IP learners - 1

Increased retention rate by at least 5%

Promotion rate of IP learners - 1

Increased promotion rate by at least 5%

Participation to District/division activities - 1

Increased participation to district/division activities by at least 5%

2. Special Education (SpEd) Program - - - - - 100%

Data considered shall be from immediate past three (3) school years

a. Percentage of mainstreamed Learners with Special Education Needs (LSEs) - 30%

No. of mainstreamed LSEs learners /No. of LSEs learners for the past SYs

b. Percentage of school implementing SPED program - 30%

Percentage of schools implementing SPED program/total number of schools in the SDO

c. Percentage of LSEs under transition program - 40%

Transition program may either of the following indicators:

- from home to school
- from school to functional life (lifelong skills)
- from school to employment or entrepreneurship
- performed independently the social living skills/daily routine (Kinder to Grade 1)

3. Madrasah Education Program (MEP) 100%

A. Program Management - 20 pts.

Indicators	Points
All Muslim learners in the implementing schools (K to 6) are enrolled in ALIVE classes: $\frac{\text{No. of ALIVE Learners}}{\text{No. of Muslim learners}} \times 4$	4
Provision of classrooms for Arabic Language and Islamic Values Education (ALIVE) classes	3
Organization of Classes	5
Each ALIVE class has at least 15 Muslim learners	2
Arabic Language (AL) is taught thrice a week for 40 minutes; Islamic Values Education (IVE) is taught twice a week for 40 minutes	2
Contract of Service (COS) teachers render at least 20 hours per week inclusive of instructional materials preparations.	1
Instructional Supervision	4

Indicators	Points
The Division ALIVE Coordinator (DAC) conducted regular monitoring to ensure that all competencies in the ALIVE curriculum are taught.	2
DAC has an approved TA Plan & submitted TA Report	2
Capacity Building	4
ALIVE teachers are included in the regular in-service training/LAC sessions to equip them with teaching strategies, classroom management, preparation and development of instructional materials, test construction, and other related activities to strengthen the implementations of MEP.	2
Capacity building for master teachers, head teachers, and school heads on how to conduct classroom observation, instructional supervision, and provide technical assistance to ALIVE teachers are regularly conducted.	2

MOVs: Approved organization of ALIVE classes, M & E Report, TA Plan, TA Report, Approved Activity Proposals, Approved Memo, Activity Completion Reports

B. Fund utilization - 20 pts.

Funds for monthly honoraria, instructional materials allowances and Program Support Funds (PSF) downloaded to the SDO is fully utilized within the specified timeframe/as scheduled in the WFP.

MOVs: Financial Accomplishment Reports following the prescribed template prepared and submitted to the RO on or before the second day of the month of the succeeding quarter (April 2, July 2, October 2, January 2) duly signed by proper authorities; Payroll/voucher duly signed by proper authorities

Indicators	5	4	3	2	1
Work and Financial Plan	100% of the activities in the WFP are carried out within the specified timeframe	at least 90% of the activities in the WFP are carried out within the specified timeframe	at least 85% of the activities in the WFP are carried out within the specified timeframe	at least 80% of the activities in the WFP are carried out within the specified timeframe	at least 75% of the activities in the WFP are carried out within the specified timeframe



Financial Accomplishment Reports	4 Quarterly financial accomplishment reports duly signed by proper authorities are submitted to the RO (April 2, July 2, October 2, January 2)	4 Quarterly financial accomplishment reports duly signed by proper authorities are submitted to the RO a week after the deadline	3 Quarterly financial accomplishment reports duly signed by proper authorities are submitted to the RO within the set deadline	2 Quarterly financial accomplishment reports duly signed by proper authorities are submitted to the RO within the set deadline	1 Quarterly financial accomplishment report duly signed by proper authorities is submitted to the RO
Obligation and Disbursement Rates	100% obligation and disbursement rates	at least 90% obligation and disbursement rates	at least 85% obligation and disbursement rates	at least 80% obligation and disbursement rates	at least 75% obligation and disbursement rates
Payroll/ Voucher	COS Asatidz received 100% of their monthly honoraria and IMs allowances on time; payroll are signed by proper authorities				

C. Physical accomplishments (based on the submitted WFP) - **10 pts.**
Activities indicated in the WFP are accomplished as planned.

MOVs: Approved WFP, Approved Activity Proposals, Approved Memoranda, Activity Completion Reports, Physical Accomplishment Reports following the prescribed template prepared and submitted to the RO on or before the second day of the month of the succeeding quarter (April 2, July 2, October 2, January 2) duly signed by proper authorities

Indicators	5	4	3	2	1
Work and Financial Plan	100% of the activities in the WFP are carried out within the specified timeframe	at least 90% of the activities in the WFP are carried out within the specified timeframe	at least 85% of the activities in the WFP are carried out within the specified timeframe	at least 80% of the activities in the WFP are carried out within the specified timeframe	at least 75% of the activities in the WFP are carried out within the specified timeframe

Physical Accomplishment Reports	4 Quarterly Physical accomplishment reports duly signed by proper authorities are submitted to the RO (April 2, July 2, October 2, January 2)	4 Quarterly Physical accomplishment reports duly signed by proper authorities are submitted to the RO a week after the deadline	3 Quarterly Physical accomplishment reports duly signed by proper authorities are submitted to the RO within the set deadline	2 Quarterly Physical accomplishment reports duly signed by proper authorities are submitted to the RO within the set deadline	1 Quarterly Physical accomplishment report duly signed by proper authorities is submitted to the RO
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D. Data Management - 10pts

Indicators	Points
Learners – 4 points	
100% of the ALIVE learners are tagged	4
at least 90% of the ALIVE learners are tagged	3
at least 80% of the ALIVE learners are tagged	2
at least 75% of the ALIVE learners are tagged	1
Teachers/Asatidz – 4 points	
100% of the asatidz (with permanent positions and Contract of Service) are reflected in the EBEIS	4
With 1 discrepancy in the entry in the EBEIS but with justification signed by the SDS	3
With 1 discrepancy in the entry in the EBEIS but with no justification signed by the SDS	2
With 2 or more discrepancies in the EBEIS	1
Masterlist – 2 points	
Updated masterlist is submitted to the RO	2
Updated masterlist is kept at the SDO	1

Means of Verifications:

Signed Government Elementary School Profile (GESP)/Government Secondary School Profile as downloaded from the EBEIS, Updated Masterlist and Profile of ALIVE Teachers and Learners

E. Support System Management – 10 pts.

Inclusion of Madrasah Education Program in the Division Education Development Plan (DEDP), School Improvement Plan (SIP), Annual Implementation Plan (AIP), division/school annual calendar of activities including activities unique to the program such as Arabic Language Skills Competition, Eid'l Fitr, and Eid'l Adha.

Indicators	Points
Inclusion of Madrasah Education Program in the Division Education Development Plan (DEDP)	2
Inclusion of Madrasah Education Program in the School Improvement Plan (SIP) of ALIVE implementing schools	2
Inclusion of Madrasah Education Program in the Annual Implementation Plan (AIP) of ALIVE implementing schools	2
Inclusion of Madrasah Education Program in the Division Annual Calendar of Activities including activities unique to the program such as Arabic Language Skills Competition, Eid'l Fitr, and Eid'l Adha.	2

Inclusion of Madrasah Education Program in the School Annual Calendar of Activities of ALIVE implementing schools including activities unique to the program such as Arabic Language Skills Competition, Eid'l Fitr, and Eid'l Adha.

2

Means of Verifications:

DEDP, SIP, AIP, Approved Division Calendar of Activities/School Calendar of Activities

F. Advocacy and Partnerships Management – 10 pts.

Indicators	Points
Advocacy and Social Mobilization – 4 points	
Symposia	1
Barangay assembly meetings and dialogues	1
broadcast media	1
distribution of advocacy materials	1
Partnerships and Linkages – 3 points	
Established partnerships with other GAs, NGOs, civic organizations, private individuals, and other stakeholders in the implementation of MEP.	3
Best Practices - 3 points	
Documentation and sharing of effective and best practices in MEP implementation is submitted to the RO	3
Documentation of best practices is at the SDO Level	2
Documentation of best practices is at the school level	1

G. Contribution or potential contribution to performance indicators – 20 pts.

Indicators	Points
Participation rate of ALIVE learners – 3 points	
100%	3
at least 90%	2
at least 80%	1
Attendance rate of ALIVE learners – 3 points	
100%	3
at least 90%	2
at least 80%	1
Retention rate of ALIVE learners – 3 points	
100%	3
at least 90%	2
at least 80%	1
Promotion rate of ALIVE learners – 3 points	
100%	3
at least 90%	2
at least 80%	1
Graduation rate of ALIVE learners – 3 points	
100%	3
at least 90%	2
at least 80%	1

Indicators	Points
Awards granted to ALIVE learners – 2 points	
National Level	2
Regional Level	1

4. Alternative Learning System (ALS) 100%

A. Percentage of A & E passers against test takers (latest result) . . . 10%

Percentage of passers against takers	Weight	Percentage of passers against takers	Weight
95% - 100%	10	80% - 85%	7
90% - 94%	9	75% - 79%	6
86% - 89%	8	70% - 74%	5

B. Funds utilization 10%

Indicators	Weight
Average Obligation Rate for the past three (3) fiscal years	5
Average Disbursement Rate for the past three (3) fiscal years	5

Average utilization rate (obligation rate and disbursement rate) for the past three (3) fiscal years for ALS PSF shall be computed.

Average obligation rate and average disbursement rate Of 90% and below will automatically be given zero (0) point.

The points for these items shall be computed by subtracting 90% from the average obligation rate and average disbursement rate, multiplying the difference by 5, and further multiplying the product by 10%.

Example: a. Average Obligation Rate for the past three (3) fiscal years: 98%
(98-90) x 5(0.10) = 4 pts.

b. Average Disbursement Rate for the past three (3) fiscal years: 95%
(95-90) x5 (0.10) = 2.5 pts

Means of Verifications:

- Accomplishment Reports duly signed by proper authorities.
- ALS PSF/ Supplemental funds downloaded to the SDO is fully utilized within the specified timeframe/ as scheduled in the WFP.
- Utilization Report of ALS funds downloaded to the Division must indicate the average obligation rate and average disbursement rate for the last three (3) fiscal years duly signed by the Division Budget Officer, Division Disbursing Officer/ Accountant and attested by the Schools Division Superintendent.

C. Physical accomplishments 10%

Activities indicated in the WFPs for the past three (3) fiscal years are accomplished as planned.



Activities indicated in the approved WFPs for the past three (3) fiscal years are accomplished with the following adjustments

Percentage of adjustments in the number of activities & dates conducted	Weight	Percentage of adjustments in the number of activities & dates conducted	Weight
1%-5%	9	26%-30%	4
6%-10%	8	31%-35%	3
11%-15%	7	36%-40%	2
16%-20%	6	41%-45%	1
21%-25%	5	46% and above	0

Means of Verifications:

- Approved WFPs
- Approved Activity Proposals
- Approved Memo
- Activity completion Reports

D. Data Management 10%

Indicators	Weight
100% tagging of ALS learners in the LIS and in the EBEIS	5%
at least 90% of the ALS learners are tagged	4%
at least 80% of the ALS learners are tagged	3%
at least 75% of the ALS learners are tagged	2%
at least 70% of the ALS learners are tagged	1%
Mapped out all the barangays with and without education services (both public and private)	5%
at least 90% of the total barangays in the division are mapped	4%
at least 80% of the total barangays in the division are mapped	3%
at least 75% of the total barangays in the division are mapped	2%
at least 70% of the total barangays in the division are mapped	1%

E. Program Management 60%

Implementing SDOs ensure the attainment of the following outputs:

- Provision of equitable access of all ALS learners to quality and relevant basic education services towards functional literacy/ lifelong learnings for all (e.g. ALS Learners are provided with Community Learning Center (CLC).
- Provision of adequate learning resources.
- Implementation of positive action to eradicate all forms of discrimination against ALS learners in the community and the entire division.
- Division ALS focal persons conducted supervision/monitoring and provided technical assistance in the preparation of contextualized, indigenized Lesson Plan.
- Teachers serving ALS in the communities are capacitated/ retooled of the ALS program and are included in the regular in-service training/LAC session to equip them with teaching strategies, community learning center management, preparation and



- development of instructional materials, test questions and other related activities to strengthen the implementation of the said program.
- f. Capacity building of master teachers/ head teachers/school heads/PSDS on how to conduct ALS classes observation, instructional supervision, and to provide technical assistance to teachers serving ALS learners are regularly conducted.
 - g. Strengthened partnership and stablished linkages with the stakeholders for sustainability of ALS program in the communities.

Means of Verifications:

- Profile of barangays and ALS Learning Center catered ALS learners
- List of Community Learning Centers utilizing contextualized lesson plans/ LM.
- Accomplished Instructional Observation Tools
- Logbook of ALS Facilitators/record book of ALS Facilitators’ participation in the teaching learning process
- MOA/MOU of partnership with the communities and other stakeholders
- Meetings/ Capacity building, attendance sheet, approved activity proposal and approved memo.

Indicators	Weight	Indicators	Weight
All outputs are attained	60	3 out of 7 outputs are attained	30
6 out of 7 outputs are attained	55	2 out of 7 outputs are attained	20
5 out of 7 outputs are attained	50	1 out of 7 output is attained	10
4 out of 7 outputs are attained	40		

OUTSTANDING READING PROGRAM IMPLEMENTER

Objective:

Commend/ recognize divisions with the most functional and effective reading program and interventions

General Guidelines

1. The schools division shall have an on going and functional reading program.
2. There are four key stages which will be evaluated in this category:
 - a. Key stage 1: Kinder to Grade 3.
 - b. Key Stage 2: Grade 4-6
 - c. Key Stage 3: Grades 7-10
 - d. Key Stage 4: Grades 11-12
3. The evaluation of Reading implementation in the SDOs shall be guided by the following:
 - a. Each division shall form a Division Evaluating Team (DET) chaired by the Chief Education Program Supervisor (CID), 3 Education Program Supervisors and 4 Public Schools District Supervisors as members.
 - b. The DET shall organize and assign Cluster Evaluation Team (group of another set of PSDSs) who will serve as evaluators in the cluster of districts. The members of the CET shall not be assigned to conduct reading assessment in their own cluster.
 - c. The DET shall have the final round of evaluation to assess the output conducted by the cluster evaluators.
4. The Reading Program includes Teaching Reading and Reading Intervention Program in English.
5. Pertinent Documents must be prepared as means of verification.

Indicators	Rubric/ Descriptions	Weight
Well-planned Reading Program activities	1. Availability of Reading Program Document, Work Plan and Reading Program Implementation Plan – 5% 2. Congruence of Needs and reading program objectives-5% 3. Inclusion of Reading Program in the work and Financial Plan (WFP) – 5% 4. Availability of Development of Modules and reading worksheets-5% 5. Development of Teachers Professional Growth to implement the program- 5%	25%
Means of Verification	- Approved Reading Program Manual - Approved Work and Financial Plan - Quality assured compilation of modules and worksheets aligned with the K to 12 curriculum and Reading Strategies crafted to cater to the needs of students - Compilation on Research Based Computer Assisted Based Instructional Materials - Accomplishment Report on Trainings on Teaching Beginning Reading and Remedial Reading - Attendance Sheet	

	- List of Trained Teachers and their Trainings related to reading - Approved Strategic Reading Development plan (last 2 years) - Division reading Program Structure and Terms of Reference	
Research-based Reading Program	1. Availability of baseline data (for the last 3 school years)- 5% 2. Analysis of baseline data-5% 3. Supervision on continuing reading assessment-5% 4. Utilization of result supported by research in planning and implementation- 5% 5. Availability of Comparative Reading Assessment (Initial, Midterm and Final)- 5%	25%
MOVs	- Phil-IRI result for the last 3 years - Observation Result - Graphic presentation with analysis of the baseline data - Latest Pretest Results of Students - Tabulated list of students being assessed - List of domains/ competencies not mastered during pre-assessment - Monitoring and Evaluation Tool - Comparative Assessment Record of Students Progress after assessment - Post assessment on the first month of the second Quarter (September 1st week) - Decrease number of reported non readers	
Impact and efficacy of the Reading Program	1. Indicators of progress on the reading level of learners- 10% 2. Creation of best practice of reading in the division- 5% 3. Actual data gathered by the Division Evaluation Team- 5% 4. Availability of Reading Intervention Plan and Intervention Process- 5%	25%
Means of Verification	- Progress reports (example zero non- readers with figures in tables with interpretation and narrative report) - Accomplishment Report of the Division Evaluation Team - Compilation of Enhancement Activities - Monitoring Report Reading Dashboard - Reading Intervention Plan - Remedial Session Guide	
Collaboration and Link aging	1. Availability of the report on the existing partnership among stakeholders (Involvement of Parent, Subject Teachers and other Stakeholders) 5% 2. Availability of the report on the information drive conducted 5%	10%
Means of Verification	- Attendance of Stakeholders - Feedback Tool - Observable advocacy plan containing stakeholders collaboration and support - Community Involvement (Attendance, minutes of the meeting and narrative report on the conducted	



	information drive/ symposiums of the program	
Result Oriented and Sustainability	1. Evidence of the sustainability of the program- 10% 2. Indicators in the Conduct of Reading Culmination Program, competitions and activities-5%	15%
	- Accomplishment Report with Pictures on the Conduct of Reading Culmination Program, competitions and activities - Report on the issues, challenges and success - Division Learning Action Cell on Reading Plan - Monitoring and Evaluation Result	

MOST FUNCTIONAL LEARNING RESOURCE CENTER (LRC) & LIBRARY HUB

This is open to all schools division offices. There shall be two components of the contest, the LRMDL and the library hub. The entry that gets the highest total rating of the two components shall be declared as the awardee for this category.

All information presented by the Writer/Developer/Illustrator in any of the localized, developed, redeveloped or contextualized resource materials (print or non-print) available inside the center shall be his/her liability in any issues that may arise with regard to originality and authenticity. Citation and giving appropriate credit to the original source must be properly observed. Plagiarism of any kind will result to disqualification.

Indicators/Criteria	Weight
Establishment of LR Center - Center with available printing and Reproduction equipment	10%
Governance - Inventory of LR needs - Inventory of existing LRs - Division LR Plan - Directory of School LR Team (QA Team (with LREs), Writers, Editors, Illustrators, Lay-out Artist, - Resource mobilization and partnership with internal and external stakeholders - Documentation of LR Team meetings and activities and other proof of functionality of the LRMDL	15%
Provision of LRs - Distribution of centrally procured and regionally reproduced LRs - Developed, redeveloped, contextualized LR – by learning area and grade level - Existence of any initiative/mechanism to access the LR Portal - Existence of modified and enhanced LRs for ADM	15%
LR Portal Utilization - LR Portal Registration - Number of contextualized LRs uploaded in the LR Portal - Utilization of LRs downloaded from the Portal	10%
Functional Library Hub - Acquisition and Utilization - Maintenance of Hub Resources - Hub Activities - Hub Services	20% 20% 5% 5%
TOTAL	100%



NATATANGING BULAWANONG SULÔ

General Guidelines

Natatanging Bulawanong Sulô is awarded to a DepEd internal organization for demonstrating the spirit of volunteerism, selflessness, philanthropy and for embodying the core values of the Department of Education - Maka-Diyos, Maka-Tao, Maka-Kalikasan at Maka-Bansa through community engagement and services. This award aims to highlight the exemplary performance and dedication of the organization in helping people and communities beyond their regular functions and even amidst adversities.

Organization is defined, for the purposes of nominations, as a group of individuals comprised of teaching, non-teaching or teaching-related personnel education leaders in the Department of Education Caraga who are joined together for a common cause deemed as their civic responsibility. They contribute their time, service and resources, which are beyond the scope and nature of their work, with the belief that their activities are meaningful and beneficial to the community they serve.

The following organizations are qualified for nomination:

- a. Education Leaders Associations;
- b. Faculty Clubs and Teachers Association;
- c. Teacher Cooperatives; and
- d. Non-Teaching and Teaching-Related Associations/Organizations

Documentary requirements

The following shall be attached to the nomination form:

- 1. Certification that the organization is recognized by DepEd
- 2. Constitution and By-Laws of the organization
- 3. List of Officers and members
- 4. Action Plan
- 5. Certification that the organization is not directly or indirectly related to tobacco, liquor company or any forms of gambling institution and is not in any way linked to practices which are identified by Philippine Law as illegal.
- 6. Evidence requirements or any modes of verification (MOVs) for meeting each of the given criteria

Criteria	Rating
1. Alignment of the Vision, Mission and Goal (VMG) of the Organization to the of DepEd's VMG and its core values - <i>Maka-Tao,Maka-Kalikasan, Maka-Bansa and Maka-Diyos.</i>	20
Organization's VMG elaborated and are aligned with the VMG of the Department of Education. Advocates on love and respect for fellowmen (Makatao); environmental preservation and protection (makakalikasan); communicates love and respect of God regardless of religious affiliation (Maka-Diyos); and collaborates widely with other agency or institution including DepEd schools (private or public) in the promotion of any of the core values. - 20	
Organization's VMG elaborated and are aligned with the VMG of the Department of Education. Advocates 3 of 4 DepEd Core Values; and Collaborates widely with other agency or institution including DepEd schools (private or public) in the promotion of any of the core values. - 16	
Organization's VMG elaborated and are aligned with the VMG of the Department of Education. Advocates 2 of 4 DepEd Core Values; Collaborates widely with other agency or institution	

including DepEd schools (private or public) in the promotion of any of the core values. - 12	
Organization's VMG elaborated and are aligned with the VMG of the Department of Education Advocates 1 of 4 DepEd Core Values; and Collaborates widely with other agency or institution including DepEd schools (private or public) in the promotion of any of the core values. -8	
Organization's VMG are not aligned with the VMG of the Department of Education and did not elaborate on the core values of the Department of Education. – 4	
2. Contribution of Program, Activities and Projects are centered to the improvement of student services or enhancement of SDO/ school operation in the delivery of the quality basic education services.	30
Extent of Support The organization has extended help and invested in education through school facilities and IT support packages; infrastructure, non-infrastructure, and multi-component projects; and learners' and teachers' support packages amounting to more than P100,000.00 Scope Recipients of the program and projects are more than 5 schools in the division. Sustainability Conducted Programs/Activities/ Projects which contributed to the improvement of student services or enhanced SDO/ school operation in the delivery of quality basic education sustained for 5 years supported with evidence. - 30	
Extent of Support The organization has extended help and invested in education through school facilities and IT support packages; infrastructure, non-infrastructure, and multi-component projects; and learners' and teachers' support packages amounting to more than P75,000.00. Scope Recipients of the program and projects are 4 schools in the division. Sustainability Conducted Programs/Activities/ Projects which contributed to the improvement of student services or enhanced SDO/ school operation in the delivery of quality basic education sustained for 4 years supported with evidence. – 24	
Extent of Support The organization has extended help and invested in education through school facilities and IT support packages; infrastructure, non-infrastructure, and multi-component projects; and learners' and teachers' support packages amounting to more than P50,000.00 Scope Recipients of the program and projects are 3 schools in the division. Sustainability Conducted Programs/Activities/ Projects which contributed to the improvement of student services or enhanced SDO/ school operation in the delivery of quality basic education sustained for 3 years supported with evidence. – 18	
Extent of Support The organization has extended help and invested in education through school facilities and IT support packages; infrastructure, non-infrastructure, and multi-component projects; and learners' and teachers' support packages amounting to more than P25,000.00. Scope Recipients of the program and projects are 2 schools in the division. Sustainability Conducted Programs/Activities/ Projects which contributed to the improvement of student services or enhanced SDO/ school operation in the delivery of quality basic education sustained for 2 years supported with evidence.-16	
Extent of Support	

The organization has extended help and invested in education through school facilities and IT support packages; infrastructure, non-infrastructure, and multi-component projects; and learners' and teachers' support packages amounting P1,000.00 and above.

Scope

1 school from the division is a recipient of the program and projects

Sustainability

Conducted Programs/Activities/ Projects which contributed to the improvement of student services or enhanced SDO/ school operation in the delivery of quality basic education **sustained for 1 year** supported with evidence. – 6

3. Organization conducted activities which promote numeracy, language, scientific, media and information literacy, GAD, arts, health, culture, sports, and technology which contributed to the holistic development of students and/or teacher.

30

Impact

Conducted activities (e.g. programs, contests/ competition, exhibits, tournaments, training and symposia, etc.) which promote art, health, culture, sports, and technology which aimed at promoting any of the following:
numeracy, language literacy, GAD, scientific literacy, arts, health, culture, sports, and technology which contributed to the holistic development of students and/or teacher proved and supported by MOVs (concept note/ proposal, pictures, attendance sheets, after activity evaluation report & amount invested in the program)

Scope

Conducted activities (e.g. programs, contests/ competition, exhibits, tournaments, training and symposia, etc.) which promote art, health, culture, sports, and technology which are widely participated by 100% of schools in the division

Sustainability (10%)

Conducted activities (e.g. programs, contests/ competition, exhibits, tournaments, training and symposia, etc.) which promote Art, health, culture, sports, and technology which contributed to the holistic development of students and/or teachers for **4 years** supported with evidence.
Consistently participated in any DepEd programs for 5 consecutive years. – 30

Impact

Submitted 4 MOVs

Scope

Conducted activities (e.g. programs, contests/ competition, exhibits, tournaments, training and symposia, etc.) which promote art, health, culture, sports, and technology which are widely participated by 75-99 % of schools in the division.

Sustainability

Conducted activities (e.g. programs, contests, exhibits, tournaments, training and symposia, etc.) which promote Art, health, culture, sports, and technology which contributed to the holistic development of students and/ or teachers for **3 years** supported with evidence. -24

Impact

Submitted 3 MOVs

Scope

Conducted activities (e.g. programs, contests/ competition, exhibits, tournaments, training and symposia, etc.) which promote art, health, culture, sports, and technology which are widely participated by 50-79 % of schools in the division.

Sustainability

Conducted activities (e.g. programs, contests, exhibits, tournaments, training and symposia, etc.) which promote Art, health, culture, sports, and technology which contributed to the holistic development of students and/ or teachers for **2 years** supported with evidence. -18

Impact



Submitted 2 MOVs	
Scope Conducted activities (e.g. programs, contests/ competition, exhibits, tournaments, training and symposia, etc.) which promote art, health, culture, sports, and technology which are widely participated by 25-49 % of schools in the division.	
Sustainability Conducted activities (e.g. programs, contests, exhibits, tournaments, training and symposia, etc.) which promote Art, health, culture, sports, and technology which contributed to the holistic development of students and/ or teachers for 1 year supported with evidence -12	
Impact Submitted 1 MOV	
Scope Conducted activities (e.g. programs, contests/ competition, exhibits, tournaments, training and symposia, etc.) which promote art, health, culture, sports, and technology which are widely participated less than 25% schools in the division	
Sustainability Conducted activities (e.g. programs, contests, exhibits, tournaments, training and symposia, etc.) which promote Art, health, culture, sports, and technology which contributed to the holistic development of students and/ or teachers within the year supported with evidence. - 6	
4. Active Participation to DepEd Programs like Brigada Eskwela, Adopt-A-School Program, Work Immersion Programs	20
Consistently participated in any DepEd programs for 5 consecutive years - 20	
Consistently participated in any DepEd programs for 4 consecutive years - 16	
Consistently participated in any DepEd programs for 3 consecutive years - 12	
Consistently participated in any DepEd programs for 2 consecutive years - 8	
Participated DepEd Programs in 1 year – 4	
Total	100

Annex D: Professionalism & Personal Characteristics Rating Sheet

**RATING SHEET for
PROFESSIONALISM & PERSONAL CHARACTERISTICS**

Name of Nominee: _____

School/Office: _____

Division: _____

Category: _____

Name of Immediate Superior: _____

Directions: Put a check (/) on the space provided for if the nominee exhibits the following indicators **AT ALL TIMES** otherwise put an (x).

INDICATORS	
A. Manifested genuine enthusiasm and pride in the nobility of teaching profession	
1. Demonstrate punctuality at all times	
2. Participate actively in all office activities	
3. Attend in all required seminars and trainings for professional development	
4. Gets involved in all school programs and projects	
5. Communicate the DepEd vision and mission to stakeholders	
B. Observe and demonstrates desirable personal and professional (RA 6713) and Code of Ethics RA 786) behaviors like respect, honesty, dedication, patriotism and genuine for others at all times.	
1. Maintains stature and behavior worthy of respect and emulation	
2. Respects the privacy of co-workers, does not spread office gossips or rumors	
3. Gives honest remarks regarding his/her work outputs and is willing to receive feedback	
4. Provides honest and constructive feedback and is generous enough to give credits due to co-workers	
5. Is honest, upright and trustworthy in all his/her dealings with all people	
6. Serves beyond working hours to be able to meet organizational goals and objectives	
7. Performs jobs cheerfully and with much positivism exceeding expectations of superiors as to work outputs	
8. Observes at all times loyalty to the republic and to the Filipino people, promotes use of locally produced goods, resources and technology and encourages, appreciation and pride of country and people	
9. Extends prompt and adequate services to the public	
C. Maintains harmonious relation with superiors, colleagues, subordinates, learners, parents and other stakeholders	
1. Respects authority and is able to work harmoniously with superiors	
2. Maintains good working relationship with co-workers, parents and stakeholders	
3. Performs well wither as a team leader or member	

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INDICATORS	
D. Maintains good reputation with respect to financial matters such as the settlement of his/her debts, loans and other financial affairs	
1. Discloses personal financial interest as well as that of spouse and other minor children exercising proper discretion	
2. Settles loans and other financial affairs on time	
NO. OF CHECKS (/)	
TOTAL POINTS = NO. OF CHECKS X (0.5)	

Rated by:

Signature over Printed Name of the Immediate Head

Date: _____

DCC No.

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Annex E: Consolidated Rating Sheet (sample for Outstanding Teacher category)

CONSOLIDATED RATING SHEET

Bulawanong Sulô Awards _____
(Calendar Year)

Category: _____

Criteria/Indicators		Maximum Points	Points gained per indicator		
			Nominee 1	Nominee 2	Nominee 3
Instructional Competence (45pts)	Teaching Competence	20			
	Outstanding Accomplishment	10			
	Creativity & Innovation	10			
	Research	5			
Professional Growth (35 pts.)	Professional Advancement	5			
	Demo Teaching	10			
	Resource Speakership	10			
	Training Programs attended	5			
	Authorship	5			
Community Development (10 pts.)	Outreach	5			
	Networking	5			
Professionalism & Personal Characteristics (10 pts.)	Personality	5			
	Potential	5			
TOTAL POINTS		100			

Reviewed by:

PRAISE Committee

_____	_____
_____	_____
_____	_____

NOTED:

Schools Division Superintendent/Regional Director

DCC No.

DepEdRO13-F-HRD-002/RO/1-7-2019