

Republic of the Philippines  
**Department of Education**  
Cordillera Administrative Region  
**SCHOOLS DIVISION OFFICE OF BAGUIO CITY**

DIVISION MEMORANDUM

No. 255, s. 2021

**2021 SHA-PULAN NI ASHAL: DIVISION SEARCH FOR BEST PRACTICE**

To: **All Chief Education Supervisors  
Public Schools District Supervisors  
Public Elementary and Secondary School Heads  
Others Concerned**

1. In line with Regional Memorandum No. 148, s.2020, "Guidelines for the Regional Search for Best Practices", this office announces the submission of entries for the 2021 Search for Best Practice in the Division of Baguio City. The schedule of the activities for the search is as follows:

<b>ACTIVITIES</b>	<b>SCHEDULE</b>
Deadline of submission for entries to SMME section through the Division Office Records Section	<b>October 20,2021</b>
Preliminary Evaluation of entries Rating/Evaluation of documents	<b>October 21-22,2021</b>
Validation of entries & Finalization of Results	<b>October 25,2021</b>
Awarding Ceremony	<b>December 7, 2021 (Tentative Date)</b>

2. School's Best Practices under SBM Level 2 and 3 may now submit their documents to SMME section. The PRAISE Committee will assess and evaluate the documents and determine the winning categories (promising, validating and exemplary) per school level (Elementary, Secondary, Division office).
3. Refer to RM. No. 148, s. 2020 for your guidance and compliance of documents to be submitted. Link to <https://www.depedcar.ph/regional-memoranda/rm-no-148-s-2019-0>
4. Immediate and wide dissemination of this Memorandum is desired.

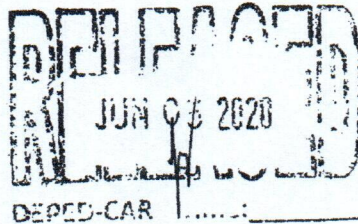
**FEDERICO P. MARTIN, EdD, CEEd, CESO V**  
Schools Division Superintendent





Republic of the Philippines  
**Department of Education**  
CORDILLERA ADMINISTRATIVE REGION

Office of the Regional Director



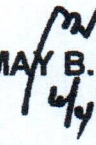
June 03, 2020

Regional Memorandum  
No. 148.2020

**GUIDELINES FOR THE REGIONAL SEARCH FOR BEST PRACTICES**

To: Schools Division Superintendent  
Chiefs of RO Functional Divisions  
All others concerned

1. Pursuant to DepEd Order. 9 s 2002 or Establishing the Program on Awards and Incentives for Service Excellence (PRAISE) in the Department of Education, DepEd CAR issues the Guidelines for the Regional Search for Best Practices.
2. This policy shall cover the Search for Best Practices in the Elementary and Secondary schools including Alternative Learning System (ALS) – District ALS Coordinators / ALS Mobile Teachers, District Offices and Schools Division Offices employees regardless of age, gender, religious affiliation, ability or disability, and ethnicity or cultural background.
3. This aims to promote quality performance and commitment to public service among its employees and support innovative and sustainable practices in education.
4. Immediate and wide dissemination of this policy is desired.

  
**MAY B. ECLAR, PhD, CESO V**  
Regional Director

FTAD/FEV/marj2020



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Quality Management System  
DE-50500784 QM15



# REGIONAL SEARCH FOR BEST PRACTICES

## I. RATIONALE

In line with the Revised Policies on Employees Suggestions and Incentive Awards System (ESIAS) provided under CSC Resolution No. 010112 and CSC MC No. 01 s 2001; and pursuant to DepEd Order No. 9 s 2002 DepEd CAR recognizes the Best Practices of the Schools Division Offices, District Offices and schools.

The system shall be designed to encourage creativity, innovativeness, efficiency, integrity and productivity in the public service by recognizing and rewarding officials and employees, individually or in groups for their suggestions, inventions, superior accomplishments and other personal efforts which contribute to the efficiency, economy, or other improvement in DepEd operations, or for other extraordinary acts on service in the public interest.

Recognition and awarding ceremonies shall be yearly which shall be conducted every December.

## II. OBJECTIVES

### 1. General

To encourage, recognize men and women employees for their innovative ideas, inventions, discoveries, superior accomplishments, and other exceptional work performance which contribute in achieving DepEd's vision and mission.

### 2. Specific

- a. motivates men and women employees to be actively sharing their innovative ideas and exemplary efforts for the improvement of service delivery
- b. identifies outstanding accomplishments, innovative ideas, best practices of employees on a continuing basis;
- c. recognize and reward accomplishments and innovations periodically; and
- d. establishes a mechanism for identifying, selecting and recognizing to deserving men and women employees

## III. SCOPE

This policy shall apply to all male and female employees of DepEd CAR: public elementary and secondary schools including the Alternative Delivery System, District Offices and Schools Division Offices and Regional Office.

## III. DEFINITION OF TERMS

1. **Award** – recognition which may be monetary or non-monetary conferred on an individual for inventions, discoveries, superior accomplishments in the public interest which contribute to the efficiency, improvement in DepEd CAR operations which lead to organizational productivity
2. **Discovery** – uncovering of something previously existing but found or learned for the first time which will improve public service delivery



3. **Continuous Improvement** – A method to continually assess, analyze, and act on the performance improvement of key processes focusing on both client needs and the desired Performance.
4. **Employee** – male or female worker with employee-employer relationship who may have a permanent, contractual, provisional or casual status whose appointments undergo the recruitment, selection Placement and Induction Program, and who offers service for the organization that contribute to the attainment of DepEd mission and vision.
5. **Invention** – the creation of something previously non-existent which will benefit DepEd CAR
6. **Mechanism** – established process by which DepEd CAR implements its recognition program.
7. **Procedure** – the step by step actions employed under each method for the attainment of probable results.
8. **Process** - the method employed in the implementation of the practice to accomplish the main purpose/or objectives of said practice or a set of interrelated or interacting activities which transforms inputs into outputs which are definable, measurable, repeatable and predictable in a system.
9. **Total Quality Management** - a comprehensive & fundamental rule for leading and operating an organization aimed at continually improving performance.
10. **System** – award and incentive program for employees

#### **IV. COMPOSITION OF THE PRAISE COMMITTEE**

The Regional PRAISE Committee (DepEd Order No. 9 S 2002 – Establishing the Program on Awards and Incentives for Service Excellence, DepEd Order No. 78 s 2007 – Strengthening the PRAISE of the Department of Education, the Program on awards and Incentives for Service Excellence) shall be responsible in screening and recommending eligible candidates for regional awards which composed of the following:

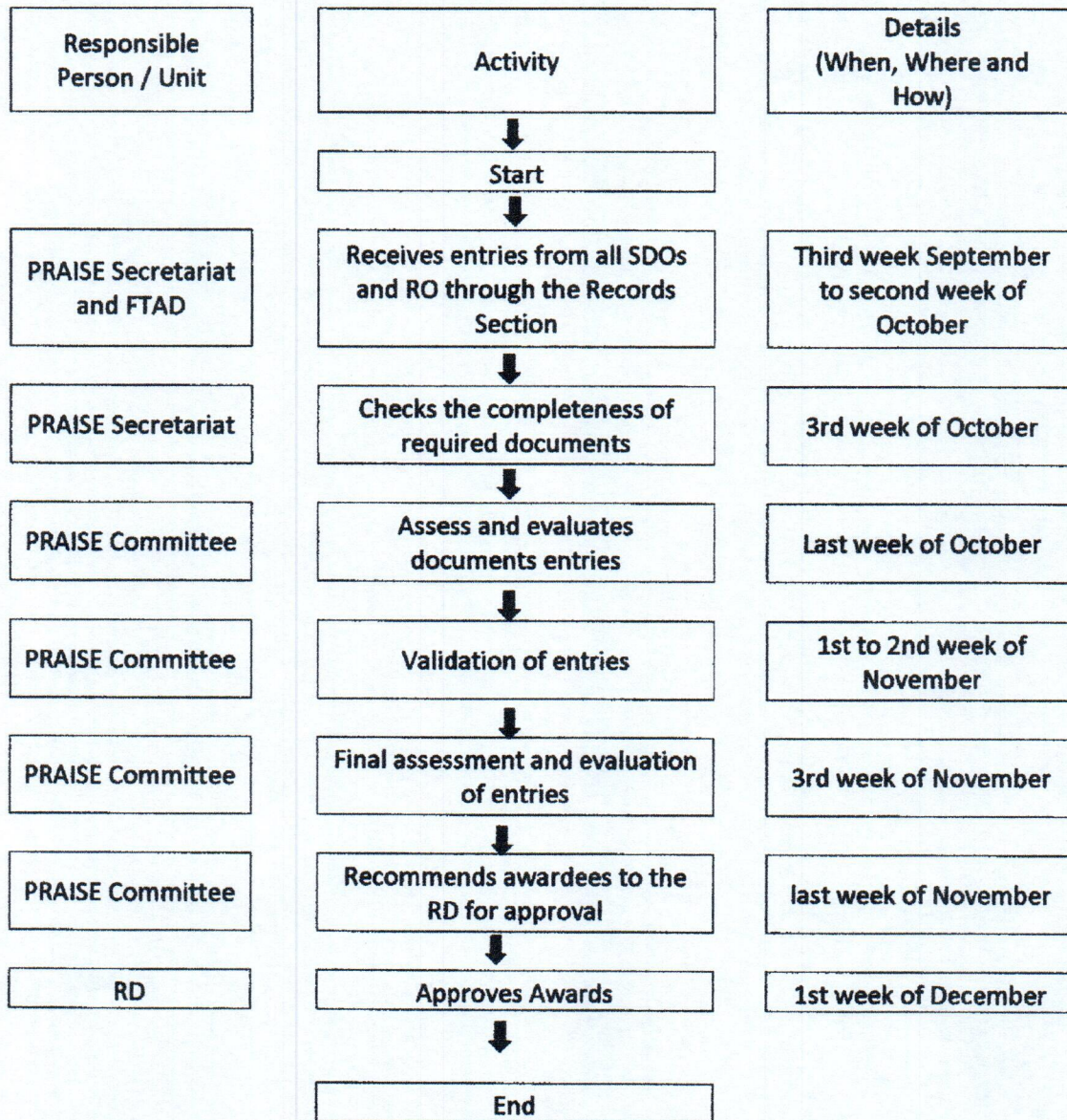
- Regional Director or his/her authorized representative
- Head of Financial Unit or equivalent
- Division in charge of training or equivalent
- Division in charge of the Curriculum or equivalent
- Two representatives from the accredited employee's union who shall serve for a period of two years (one from first level and one from second level). In the absence of an accredited union, a general election may be done as option
- Two secretariat from the personnel section of Administrative Division and One from Field Technical Assistance Division

#### **V. CATEGORIES**

1. Elementary
2. Secondary
3. District Offices
4. Schools Division Offices



## VI. REWARDS AND RECOGNITION FLOWCHART



### References:

CSC Resolution No. 010112  
 CSC MC No. 01 s 2001  
 DepEd Order No. 9 s 2002  
 Regional Memorandum 337 s 2017



## ASSESSMENT TOOL FOR BEST PRACTICE

This assessment tool contains the tabulated components/elements, indicators for success, and criteria for the selection of best practices. The practices are categorized into three: the Promising, Validating, and the Exemplary. These three categories of practices differ from each other in terms of period of implementation.

The promising practice is that which has been implemented for a year and has observable effects on a certain performance while the validating practice has been implemented for two consecutive years and is verifying the observed effects during the first year of implementation. The exemplary practice has been implemented for three years or more and has confirmed its effects on improving performance.

Each component is given a percentage weight and indicators for success (Standards) while under each category are the criteria for the attainment of the identified indicators. The impact is given the most percentage weight since it measures the effectivity of the practice on improving performance or processes leading to achieving improvement in performance:

Component	Promising	Validating	Exemplary
1. Rationale/Background	10	5	5
2. Objectives	5	5	5
3. Methodology	10	5	5
4. M&E MOVs	5	5	5
5. Progress Report	5	5	5
6. Advocacy MOVs	5	5	5
7. Impact	40	60	60
8. Accountability & Continuous Improvement	20	10	10

### Format of the Terminal Report for Submission to the Search for Best Practices

1. Title - it should be brief, simple, concise, and should not exceed 20 words including articles. It can also be catchy or ignites the interest of the reader, has relevance to the practice, and it could also be indigenized or localized.
2. Rationale/Background - it should reflect the mandate of DepEd Order # 83, s. 2012 and present the actual need based from the situational analysis conducted supported by facts or data.
3. Objectives – it should be SMART: Specific and clear, Measurable, Attainable, Result-oriented, and Time bound.
4. Methodology - it contains the necessary information necessary for the implementation of the practice like: Materials needed in the implementation of the practice, the procedure or the step by step activities to be done in the implementation of the practice including M&E of immediate superior, how to measure the effectivity of the practice or how to determine the impact of the practice. It also includes the time table for the practice implementation until the terminal reporting
5. Monitoring and Evaluation - it contains the MOVs of the M&E activities conducted by immediate superior relative to the implementation of the practice like observation report and other means of doing the monitoring.



6. **Progress Report** - it contains the periodical report on the accomplishment of each activity provided in the methodology properly analyzed with emphasis on probable effect which could be qualitative or quantitative duly signed by immediate superior.
7. **Advocacy - Modes of Verification on Advocacies** conducted which can be pictorials, tarpaulin, Minutes of advocacy meetings and attendance, and others
8. **Impact:** - the impact of the implementation of the practice is measured in terms of the three out of four components of the school based management (SBM) which are the following
  - a. Leadership and Governance
  - b. Curriculum and Instruction
  - c. Management of Resources
  - d. Accountability and Continuous Improvement
9. **Accountability and Continuous Improvement**
  - a. This contains a detailed report on the accomplishment of all identified activities/tasks in response to the objectives of the practice implementation and its result on processes for improvement gearing towards total quality management.

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Proponent

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Immediate Superior

*Note: Supporting documents should be packaged properly*



## CRITERIA FOR THE ASSESSMENT OF BEST PRACTICES

Component and Indicators	Promising (one year)	Validating (two years)	Exemplary (Three years & more)
<b>1. Rationale/ Background</b>	<b>Rationale/ Background (10%)</b>	<b>Rationale/ Background (5%)</b>	<b>Rationale/ Background (5%)</b>
a) Reflects – SBM (DO 83, s,2012) b) Reflects the actual needs (identification of gaps/situational analysis) c) Based on facts (Data based for the last 3 years)	Reflects school based management as stipulated in DO # 83, s. 2012  Reflects the actual needs (identification of gaps/situational analysis)  Based on facts (Current data) within the first year of implementation of practice	Reflects school based management as stipulated in DO # 83, s. 2012  Reflects the actual needs (identification of gaps/situational analysis)  Based on facts (Data based for the last 2 years)	Reflects – School Based Management (DO 83, bs,2012)  Reflects the actual needs (identification of gaps/situational analysis)  Based on facts (Data based for the last 3 years)
<b>2. Objectives (5%)</b>			
The objectives should be Specific, measurable, attainable, result oriented and time bound	The objectives should be Specific, measurable, attainable, result oriented and time bound	The objectives should be Specific, measurable, attainable, result oriented and time bound	The objectives should be Specific, measurable, attainable, result oriented and time bound
<b>3. Methodology</b>	<b>Methodology (10%)</b>	<b>Methodology (5%)</b>	<b>Methodology (5%)</b>
a. Processes and procedures are properly aligned with the objectives b. Responsive to the problem/ identified needs or Effective in addressing needs c. Efficient or Cost effective d. Implemented as planned	4- Four indicators have been met within the first year of implementation of the practice  3- Three indicators have been met within the first year of implementation of the practice	4- Four indicators have been met within each year for the last two consecutive years of implementation of the practice  3- Three indicators have been met within each year for the last two consecutive years of implementation of the practice	4- Four indicators have been met within each year for the last three or more consecutive years of implementation of the practice  3- Three indicators have been met within each year for the last three or more consecutive years of implementation of the practice



<p>a) Done as planned (according to the indicators are reflected in the methodology)  b) Contains basic information i.e. Actual report within the first year of implementation of lessons learned and recommendations (c) Authenticity (Pictorials or data)</p>	<p>4-All the three indicators are reflected in the periodical progress report within each year of the last two years of implementation of the practice</p>	<p>3- Two indicators are reflected in the periodical progress</p>	<p>4- All the three indicators are reflected in the periodical progress report within each year of the last three years of implementation of the practice</p>
<b>5. Progress Report (5%)</b>			
<p>a) Duly signed schedule of monitoring and evaluation activities conducted by immediate superior relative to implementation of practice  b) Reports from immediate superior on monitoring and evaluation relative to the implementation of best practice duly signed the conduct of monitoring and evaluation</p>	<p>Presence of the three modes of verification within the first year of implementation</p>	<p>Presence of the three modes of verification within the two years of implementation</p>	<p>Presence of the three modes of verification within the three years or more of implementation</p>
<b>4. Mode of Verification (MOVs) for Monitoring and Evaluation conducted by Immediate Superior (5%)</b>			
	<p>2- Two indicators have been met within the first year of implementation of the practice</p>	<p>1- One indicator have been met within each year for the last two consecutive years of implementation of the practice</p>	<p>2- Two indicators have been met within each year for the last three or more consecutive years of implementation of the practice</p>
	<p>1- One indicator have been met within the first year of implementation of the practice</p>	<p>1- One indicator have been met within each year for the last three or more consecutive years of implementation of the practice</p>	<p>1- One indicator have been met within each year for the last three or more consecutive years of implementation of the practice</p>







	implementation of the practice	implementation of the practice	implementation of the practice	
<b>7. Impact: 60%</b>				
<p>The practice:</p> <ul style="list-style-type: none"> <li>is aligned with the Annual Improvement Plan (AIP)</li> <li>involved internal and external stakeholders with their significant roles in the implementation of the practice</li> <li>resulted to improvement and has exceeded the target</li> </ul>	<p><b>Leadership and Governance (30%)</b></p> <p>4 - all indicators were met within the first year of implementation of the practice</p> <p>3- 2 indicators were met within the first year of implementation of the practice</p> <p>2- 1 indicator was met within the first year of implementation of the practice</p> <p>1 -No indicators were met yet within the first year of implementation of the practice</p>	<p><b>Leadership and Governance (10%)</b></p> <p>4 - All indicators were met within the last two consecutive years of implementation of the practice</p> <p>3- Two indicators were met within the last two consecutive years of implementation of the practice</p> <p>2- One indicator was met within the last two consecutive years of implementation of the practice</p> <p>1 - all indicators were met for ONE year Only</p>	<p><b>Leadership and Governance (10%)</b></p> <p>4 - All indicators were met within the last three or more consecutive years of implementation of the practice</p> <p>3- All indicators were met within two years of the last three years or more consecutive years of implementation of the practice</p> <p>2- All indicators were met in one year of the last three years or more consecutive years of implementation of the practice</p> <p>1 - Two indicators were met within the last three or more consecutive years of implementation of the practice</p>	
	<p>a. SCHOOL MPS (8%)</p> <p>Increased in School MPS based from preceding school year data</p>	<p>Beginning of the practice.</p> <p>No impact yet in terms of the performance indicators (PIs).</p> <p>The PIs during the first year of implementation shall be the</p>	<p>4- increased by 4 from baseline MPS</p> <p>3- increased by 3 from baseline MPS</p> <p>2- increased by 2 from baseline MPS</p> <p>1-increased by 1 from baseline MPS</p>	<p>4- increased by 4 from baseline MPS</p> <p>3- increased by 3 from baseline MPS</p> <p>2- increased by 2 from baseline MPS</p> <p>1-increased by 1 from baseline MPS</p>



	baseline for the second year of practice implementation		
b. PROMOTION (8%) Increased Promotion Rate based from preceding school year data	Beginning of the practice.  No impact yet in terms of the performance indicators (PIs).  The PIs during the first year of implementation shall be the baseline for the second year of practice implementation	4- increased by 8 or more from baseline  3- increased by 6 from baseline  2- increased by 4 from baseline  1-increased by 2 from baseline	4- increased by 8 or more from baseline  3- increased by 6 from baseline  2- increased by 4 from baseline  1-increased by 2 from baseline
c. FAILURE RATE (8%) Decreased Failure Rate based from preceding school year data	Beginning of the practice.  No impact yet in terms of the performance indicators (PIs).  The PIs during the first year of implementation shall be the baseline for the second year of practice implementation	4 – decreased by 4 and more from baseline  3 - decreased by 3 from baseline  2- decreased by 2 from baseline  1- decreased by 1 from baseline	4 – decreased by 4 and more from baseline  3 - decreased by 3 from baseline  2- decreased by 2 from baseline  1- decreased by 1 from baseline
d. COHORT RATE (8%) Increased Cohort Survival Rate based from preceding school year data	Beginning of the practice.  No impact yet in terms of the performance indicators (PIs).  The PIs during the first year of implementation shall be the baseline for the second year of	4 – Increased by 8 or more from baseline  3 - Increased by 6 from baseline  2- Increased by 4 from baseline  1- Increased by 2 from baseline	4 – Increased by 8 and more from baseline  3 - Increased by 6 from baseline  2- Increased by 4 from baseline  1- Increased by 2 from baseline



	practice implementation		
e. DROP-OUT RATE (8%) Decreased drop-out rate based from preceding school year data	Beginning of the practice.  No impact yet in terms of the performance indicators (PIs).  The PIs during the first year of implementation shall be the baseline for the second year of practice implementation	4 – decreased by 2 and more from baseline  3 - decreased by 1.5 from baseline  2- decreased by 1 from baseline  1- decreased by 0.5 from baseline	4 – decreased by 4 and more from baseline  3 - decreased by 3 from baseline  2- decreased by 2 from baseline  1- decreased by 1 from baseline
Improved Performance in the Management of Resources in terms of:  Partnership/linkages (10%) Indicators: - Networking generated resources - Liquidation and accomplishment report was disseminated to sponsors - Fund utilization was captured in the transparency board - Acknowledgement letter sent to donors - Presence of MOU/MOA/Deed of Donation	4- Has accomplished all the five indicators within the first year of best practice  3- Has accomplished at least four indicators within the first year of best practice  2- Has accomplished at least three indicators within the first year of best practice  1- Has accomplished at least two indicators	4- Has accomplished all the five indicators within two consecutive years of the best practice  3- Has accomplished at least four indicators within two consecutive years of the best practice  2- Has accomplished at least three indicators within two consecutive years of the best practice  1- Has accomplished at least two indicators within the two	4- Has accomplished all the five indicators within three or more consecutive years of the best practice  3- Has accomplished at least four indicators within three or more consecutive years of the best practice  2- Has accomplished at least three indicators within three or more consecutive years of the best practice  1- Has accomplished at least two indicators within the three or



	within the first year of best practice	consecutive years of the best practice	more consecutive years of the best practice
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**8. Accountability and Continuous Improvement**

<p><i>Accountability and Continuous Improvement in terms of:</i></p>			
<p><b>1. M&amp;E report</b></p>	<p><b>M&amp;E report (10%)</b></p>	<p><b>M&amp;E report (5%)</b></p>	<p><b>M&amp;E report (5%)</b></p>
<p>M &amp; E reports indicate that all identified objectives, tasks, or activities in the methodology/ procedure were accomplished resulting to the improvement of a process</p>	<p>4- M&amp;E reports within the first year indicate that all identified objectives, tasks, or activities in the methodology were accomplished which has a potential effect in improving a process</p>	<p>4- M&amp;E reports within the last two years indicate that all identified objectives, tasks, or activities in the methodology were accomplished strengthening the effectiveness of practice in improving a process</p>	<p>4- M&amp;E reports within the last three or more years indicate that all identified objectives, tasks, or activities in the methodology were accomplished resulting to the effectiveness of the practice in improving a process</p>
	<p>3- M&amp;E report within the first year indicates that all identified objectives, tasks, or activities in the methodology were accomplished except for one objective/task/activity but has potential effect on improving a process</p>	<p>3- M&amp;E report within the first year indicates that all identified objectives, tasks, or activities in the methodology were accomplished except for one objective/task/activity but still strengthen effectiveness of the practice in improving a process</p>	<p>3- M&amp;E reports within the first year indicate that all identified objectives, tasks, or activities in the methodology were accomplished except for one objective/task/activity but still resulting to the effectiveness of the practice in improving a process</p>
	<p>2- M&amp;E report within the first year indicates that all identified objectives, tasks, or activities in the methodology were accomplished except for two objectives/tasks/activities</p>	<p>2- M&amp;E report within the first year indicates that all identified objectives, tasks, or activities in the methodology were accomplished except for two objectives/tasks/activities</p>	<p>2- M&amp;E report within the first year indicates that all identified objectives, tasks, or activities in the methodology were accomplished except for two objectives/tasks/activities</p>



	1- M&E report within the first year indicates that all identified objectives, tasks, or activities in the methodology were accomplished except for two objectives/tasks/activities	1- M&E report within the first year indicates that all identified objectives, tasks, or activities in the methodology were accomplished except for two objectives/tasks/activities	1- M&E report within the first year indicates that all identified objectives, tasks, or activities in the methodology were accomplished except for two objectives/tasks/activities
<i>Accountability and Continuous Improvement in terms of:</i>			
<b>2. Process Flow</b>  At least one process improved, with approved process flow during the implementation of the Best Practice  <b>(Please identify the process)</b>	<b>Process Flow (10%)</b>  There is at least one potential process for improvement and for process flow development during the implementation of the practice	<b>Process Flow (5%)</b>  There is at least one process improved for validation with approved process flow during the implementation of the practice	<b>Process Flow (5%)</b>  There is one process improved with approved process flow and disseminated for reference/or benchmarking during the implementation of the practice
<b>Total Points</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Note:**

- The practice should have been implemented continuously for three years or more before it will be considered as exemplary practice.
- Rating that includes Title and Packaging:  
Result of assessment – 90%  
Title – 5% (Brief & concise-maximum of 20 words, Catchy, has relevance to the practice)  
Packaging – 5% (Neatly organized, properly bounded, Cost efficient, Complete Content)  
100%
- Entries with **75 scores** for any of the category are qualified for validation for the search.
- Results after validation will be ranked accordingly per category and will be basis for the selection of best practice.