



Republic of the Philippines
Department of Education
CORDILLERA ADMINISTRATIVE REGION
SCHOOLS DIVISION OF ABRA

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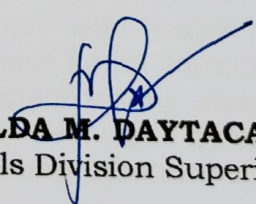
DIVISION MEMORANDUM

No. 261 s. 2022

REPOSITORY AND COMPOSITION OF AN INNOVATION OR BEST PRACTICE

To: Assistant Schools Division Superintendent
Chief Education Supervisors
Education Program Supervisors
Public Schools District Supervisors
All Unit Heads/School Heads
All Other SDO Concerned Personnel

1. Relative to Regional Memorandum No. 344, s. 2022 Re: Contextualized Policy on the Repository of School-Based Management (SBM) Best Practices in DepEd-CAR and Division Memorandum No. 174, s. 2021 Re: Recognition of Innovations and Best Practices, this contextualized policy covers the repository and composition of an innovation and best practice.
2. The following are the objectives of this policy:
 - a. provide a standard composition of an innovation or best practice,
 - b. enhance sharing of innovation and best practices
 - c. create concrete mechanisms on gathering innovations or best practices in the division.
3. Enclosures attached:
 - Enclosure 1: Composition of an innovation
 - Enclosure 2: Composition of best practice
 - Enclosure 3: Repository of innovations and best practices in the division
 - Enclosure 4: Assessment Tool for Exemplary Best Practices
4. Digital repository of the innovations and best practices is available in the division website (www.depedabra.com) - SMME tab - KNOWLWDGE MANAGEMENT. It shall be maintained by the SMME personnel in coordination with the division ITO.
5. Anchored on existing DepEd policies, this is hereby issued for information and widest dissemination and appropriate action.


BENILDA M. DAYTACA EdD, CESO V
Schools Division Superintendent





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Enclosure 1:

COMPOSITION OF AN INNOVATION

Preliminary Pages

a. Cover Page

Must contain the following:

- Schools Division Office header**
- Title** – *it should be simple, concise and should not exceed 20 words. It can also be catchy to ignite the interest of the reader, has relevance to the practice, and could be indigenized or localized.*
- Program proponent** – *at most 2 proponents. Both names will appear in a single certificate.*
- School Name**
- School ID**
- School Address**
- District**
- Implementation Dates** – *Must be conducted in at least one semester/ two quarters/ six months.*
- Area of Innovation**
 - ↳ **Leadership and Governance** refers to the dimension of SBM that describes how 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. This principle mandates that the school/office shall be managed through a shared leadership and governance. Shared leadership encompasses active participation of both internal and external stakeholders in the management of the school/office.
 - ↳ **Curriculum and Learning** refers to the curriculum and learning focus on the collaborative development of learning systems. The curriculum is contextualized to the learner's context and aspirations to make it more meaningful and applicable to life in the community. This principle requires that the contextualization of learning systems that shall be attended by representatives of relevant internal and external stakeholders of the school. The learning system is regularly and collaboratively monitored by the relevant monitoring team to ensure its continuous improvement.
 - ↳ **Accountability and Continuous Improvement** accounts for a clear transparent, inclusive, and responsive accountability system. An accountability system is the set of policies and practices that is used to measure and hold schools responsible for raising learner's achievement for all learners, and to prompt and support improvement where necessary. This system shall be collaboratively developed by community stakeholders, which monitors expected and actual performance.
 - ↳ **Management of Resources** is a dimension of SBM that describes how school resources are collectively and judiciously mobilized and managed with transparency effectiveness and

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Email Address: abra@deped.gov.ph
Website: <http://www.depedabra.com>



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efficiency. Regular resource inventory is collaboratively undertaken by learning managers, learning facilitators, and community stakeholders as basis for resource allocation and mobilization. There is also regular dialog for planning and resources programming that is accessible and inclusive to continuously engage stakeholders and support the implementation of community education plans.

↳ **Technical Assistance** (Short term TA, Long term TA) is any form of professional help, guidance or support to be more effective in the performance of their functions. It is an active process with steps to follow; makes use of tools, via process consultation, requires specific skills and focuses on achieving set goals. It is also a journey, reminding the client of their prime responsibility and accountability as well respecting their capability and pace.

↳ **Others** – innovations that do not fall on the abovementioned.

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b. Table of Contents

c. Endorsement

d. Evaluation Sheet

e. Approval Sheet

I. EXECUTIVE SUMMARY

↳ A summary of the implemented innovation.

↳ Shall be in a concise paragraph (maximum of 500 words) which includes the following contents in this order: Objectives, Project Description, Impact and Sustainability.

II. RATIONALE

↳ A brief analysis or summary of the problems identified to the project or issue being cited in your school/office.

↳ Present the actual need based from the data collected in the school/office.

↳ Has to be very specific to issues and priorities.

↳ Statistics is crucial in presenting a clear picture of the problems in terms of their magnitude and urgency.

↳ Based on the assessment of the situation, available resources that could be tapped to address the problem should be indicated.

↳ Indicate in the rationale the reasons/gaps for conducting the program.

↳ The rationale must justify the significance of the program.

III. GOALS AND OBJECTIVES

↳ Must be **SMART** (Specific. Measurable. Achievable. Results-oriented. Time-bound.)

↳ At least three objectives.

IV. PROJECT TARGET AND BENEFICIARIES

↳ Indicate the specific beneficiaries. Must be at least 1 class or 20 individuals. Include in the annex the list of names if applicable.

V. PROJECT DESCRIPTION

↳ It contains information necessary for the implementation of the program like roles and responsibilities (who are the persons involved?), materials needed, procedures, project budget and sources, step-by-step activities including

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monitoring (what are the things to be monitored?) and evaluation (what are the things to be evaluated?) of immediate superior, how to measure the effectivity of the program, how to determine the impact and other necessary information that needs to be reported.

- ☞ Emphasize the innovative process used to attain your objectives or address the gaps and issues identified.
- ☞ Must be specific.

VI. IMPLEMENTATION

- ☞ Indicate all activities in chronological order. Means of verification of the activities must be included in the ANNEXES with proper label or caption.

ACTIVITIES	PERSONS INVOLVED	TIMELINE	OUTPUT	BUDGET	MOV

VII. IMPACT

- ☞ Must be anchored from the objectives.
- ☞ Specific. Quantified. Achieved by the beneficiaries through the innovation/best practice implemented.
- ☞ Supporting documents of the results/impacts must be included in the ANNEXES with proper label or caption.

VIII. REFLECTIONS

- ☞ Should be straight to the point summary of the experiences or lessons learned in the implementation of the program.

IX. SUSTAINABILITY

- ☞ Create a sustainability plan.
- ☞ Establish whether the whole or selected components of the innovation will be sustained.
- ☞ It should maintain the desired outcomes of the program.

TASKS	PERSONS INVOLVED	TARGET DATES	RESOURCES NEEDED	SOURCE OF FUNDS

X. ANNEXES

- Official documents (photocopies) containing school data on gaps or issues collected as basis in conducting the program.
- List of beneficiaries
- Monitoring tools used in the program by the immediate superior
- Evaluation tools used
- Approved learning proposal/ Completion reports
- Attachments for meeting
 - ☞ Received invitation letters
 - ☞ Received school memo
 - ☞ Narrative minutes
 - ☞ Attendance
 - ☞ Photo documentations containing at most three images with captions and dates
- Official receipts (if applicable)
- Deed of Donation/ Deed of Acceptance/ MOA (if applicable)
- All other proofs in the conduct of the activities and attainment of results

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Enclosure 2:

COMPOSITION OF BEST PRACTICE

Preliminary Pages

a. Cover Page

Must contain the following:

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- Title** – *it should be simple, concise and should not exceed 20 words. It can also be catchy to ignite the interest of the reader, has relevance to the practice, and could be indigenized or localized.*
- Program proponent** – *at most 2 proponents. Both names will appear in a single certificate.*
- School Name**
- School ID**
- School Address**
- District**
- Implementation Dates** – *Must be conducted in at least one semester/ two quarters/ six months.*
- Area of Best Practice**
 - ↪ **Leadership and Governance** refers to the dimension of SBM that describes how 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. This principle mandates that the school/office shall be managed through a shared leadership and governance. Shared leadership encompasses active participation of both internal and external stakeholders in the management of the school/office.
 - ↪ **Curriculum and Learning** refers to the curriculum and learning focus on the collaborative development of learning systems. The curriculum is contextualized to the learner's context and aspirations to make it more meaningful and applicable to life in the community. This principle requires that the contextualization of learning systems that shall be attended by representatives of relevant internal and external stakeholders of the school. The learning system is regularly and collaboratively monitored by the relevant monitoring team to ensure its continuous improvement.
 - ↪ **Accountability and Continuous Improvement** accounts for a clear transparent, inclusive, and responsive accountability system. An accountability system is the set of policies and practices that is used to measure and hold schools responsible for raising learner's achievement for all learners, and to prompt and support improvement where necessary. This system shall be collaboratively developed by community stakeholders, which monitors expected and actual performance.
 - ↪ **Management of Resources** is a dimension of SBM that describes how school resources are collectively and judiciously mobilized and managed with transparency effectiveness and

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efficiency. Regular resource inventory is collaboratively undertaken by learning managers, learning facilitators, and community stakeholders as basis for resource allocation and mobilization. There is also regular dialog for planning and resources programming that is accessible and inclusive to continuously engage stakeholders and support the implementation of community education plans.

Category of Best Practice

- ↳ **Promising** refers to practices implemented for a year and has observable effects on a certain performance.
- ↳ **Validating** refers to practices that has been implemented for two consecutive years and is verifying the observed effects during the first year of implementation.
- ↳ **Exemplary** refers to practices that has been implemented for three years or more and has confirmed its effects on improving performance.

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b. Table of Contents

c. Endorsement

d. Evaluation Sheet

e. Approval Sheet

I. EXECUTIVE SUMMARY

- ↳ A summary of the implemented best practice.
- ↳ Shall be in a concise paragraph (maximum of 500 words) which includes the following contents in this order: Objectives, Methodology, Results/Outputs and Impact.

II. RATIONALE

- ↳ It should reflect the mandate of DepEd Order # 83 s. 2012 and present the actual need based on the situational analysis conducted supported by facts or data.
- ↳ Reflects the actual needs (identification of gaps/situational analysis).
- ↳ Based on facts from school/office (current data/last 2 years/last 3 years)
- ↳ Has to be very specific to issues and priorities.
- ↳ The rationale justifies the significance of the practice.

III. OBJECTIVES

- ↳ Must be **SMART** (Specific. Measurable. Achievable. Results-oriented. Time-bound.)
- ↳ At least three objectives.

IV. BENEFICIARIES

- ↳ Indicate the specific beneficiaries. Must be at least 1 class or 20 individuals.

V. METHODOLOGY

- ↳ Contains the necessary information necessary for the implementation of the practice like materials needed in the implementation of the practice, project budget and sources, 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 timetable for the practice implementation until the terminal reporting.

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- ☞ Processes and procedures are properly aligned with the objectives.
 - ☞ Responsive to the problem/identified needs.
 - ☞ Must be efficient or cost-effective.
 - ☞ All plans must be implemented on time.
 - ☞ Emphasize the best practice used to attain the objectives.
 - ☞ Must be specific.
- Suggested timetable:

TIMELINE	ACTIVITIES	PERSONS INVOLVED	OUTPUT	BUDGET & SOURCES	MOV

VI. MONITORING AND EVALUATION

- ☞ 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.
- ☞ Schedules of monitoring and evaluation activities conducted by the immediate superior relative to the implementation of practice must be duly signed.
- ☞ Reports from immediate superior on monitoring and evaluation relative to the implementation of practice must be duly signed.
- ☞ Pictorials (3-4 per page) during the conduct of monitoring and evaluation must contain proper caption and date.

VII. PROGRESS REPORT

- ☞ Contains the periodical report on the accomplishment of each activity provided in the methodology properly analyzed with emphasis on probable effect which is preferably quantitative duly signed by immediate superior.
- ☞ Activities must be implemented as planned based from methodology.
- ☞ Indicate the actual accomplishments, gaps, lessons learned and recommendations.
- ☞ Include all authentic data to justify the accomplishment.

VIII. ADVOCACY

- ☞ Modes of Verification on Advocacies conducted which can be pictorials, tarpaulin, Minutes of advocacy meetings and attendance, and others.
- ☞ Create an advocacy plan.
- ☞ Report on the implementation of the advocacy plan.
- ☞ For conducted meetings, the following must be attached:
 - Received invitation letters
 - Received school memo
 - Narrative minutes
 - Attendance
 - Photo documentations containing at most three images with captions and dates
- ☞ Pictorials per advocacy conducted found in the plan (tarpaulin/posters/meetings/etc).
- ☞ All MOVs of advocacies must be aligned to the objectives and activities stated in the methodology.





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IX. IMPACT

- ☞ The impact of the implementation of the practice is measured in terms of three out of four components of the school-based management (SBM) which are the following
 - a. Leadership and Governance
 - b. Curriculum and Learning
 - c. Accountability and Continuous Improvement
 - d. Management of Resources
- ☞ The practice must be aligned with the Annual Improvement Plan (AIP).
- ☞ It should involve internal and external stakeholders with their significant roles in the implementation of the practice
- ☞ Indicate all target improvements achieved or exceeded.

X. ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT

- ☞ 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 process for improvement gearing towards quality management.
- ☞ Monitoring and evaluation reports must indicate all objectives, tasks, or activities in the methodology/ procedure were accomplished resulting to the improvement of a process.
- ☞ There should be at least one process (identify the process) improved with approved process flow and disseminated for reference or benchmarking during the implementation of the practice.

**All supporting documents must be properly packaged and placed under the appropriate part needed.*





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Enclosure 3:

REPOSITORY OF INNOVATIONS AND BEST PRACTICES IN THE DIVISION

1. A sample of the format of an innovation and best practice can be downloaded at the division website (www.depedabra.com) - SMME tab - DOWNLOAD.
2. All approved innovations and best practices for certification and repository are required for validation and submit to the SMME unit the following prior to the release of the certificate:
 - a. Copy of the write up in PDF format.
 - b. Audio-video presentation (mp4 format)
3. Audio - video presentation specifications:
 - a. At least 720p (1280 x 720)
 - b. Minimum of 3 minutes and maximum of 5 minutes
 - c. Introduction - at most 10 seconds
 - d. Title and Objectives - at most 40 seconds
 - e. Methodology/Project Design - at most 90 seconds
 - f. Results/Impact - at most 90 seconds
 - g. Reflections/Lessons Learned/Closing Statement - at most 70 seconds
 - h. Must have clear narration
 - i. No background noise
 - j. Recording of narration must be made in a silent space
 - k. Do not use copyrighted music
 - l. Do not use text to speech voice feature
 - m. Avoid long block of text
 - n. Fade in or fade out transitions only

Tips:

 - You may use overlays, green screens, sound and video effects, storytelling, vlogging, and other elements and techniques for effective presentation.
 - For easier preparation, first draft a script, record narration then layout relevant images and video clips accordingly.
 - Highlight important points
 - Don't do it alone: embrace teams and collaborate
 - Close strong!
4. All stored and archived innovations and best practices are available and accessible to all DepEd-Abra teaching and non-teaching personnel for reference and benchmarking to gain insights in improving SBM level of practice.
5. All innovations and best practices found in the repository shall not be copied by any individual for the purpose of crafting separate documents and submit as their own. These shall be protected by copyright laws and acknowledgement shall be credited to the respective original developers.
6. Adjudged exemplary best practices under each area of SBM principles shall be submitted to the Field Technical Assistance Division for uploading on the regional repository upon the approval of the regional technical working group.

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Enclosure 4:

ASSESSMENT TOOL FOR EXEMPLARY BEST PRACTICES (3 YEARS OF IMPLEMENTATION)

Title of Best Practice: _____
 Area of Best Practice: _____
 Category: _____
 No. of Implementing Years: _____
 Implementation Dates: _____
 Proponent/s: _____

COMPONENTS	INDICATOR	RUBRIC	SCORE
RATIONALE 5%	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)	3 – three indicators have been met within each year for the last three or more consecutive years of implementation of the practice 2 – two indicators have been met within each year for the last three or more consecutive years of implementation of the practice 1 – one indicator has been met within each year for the last three or more consecutive years of implementation of the practice	3 = 0.05 2 = 0.03 1 = 0.016 <input type="text"/>
OBJECTIVES 5%	The objectives should be Specific, Measurable, Attainable, Results-oriented, and Timebound	5 = 0.05 4 = 0.04 3 = 0.03 2 = 0.02 1 = 0.01	<input type="text"/>
METHODOLOGY 5%	a. Processes and procedures are properly aligned with the objectives b. Responsiveness 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 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 2 – two indicators have been met within each year for the last three or more consecutive years of implementation of the practice 1 – one indicator has been met within each year for the last three or more consecutive years of implementation of the practice	4 = 0.05 3 = 0.0375 2 = 0.025 1 = 0.0125 <input type="text"/>
MONITORING & EVALUATION 5%	a. Duly signed schedule monitoring and evaluation activities conducted by immediate superior relative to the	3 – three indicators have been met within each year for the last three or more consecutive years of implementation of the practice	3 = 0.05 2 = 0.03 1 = 0.016

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	implementation of practice b. Reports from immediate superior on monitoring and evaluation relative to the implementation of best practice duly signed c. Pictorials during the conduct of monitoring and evaluation	2 - two indicators have been met within each year for the last three or more consecutive years of implementation of the practice 1 - one indicator has been met within each year for the last three or more consecutive years of implementation of the practice	<input style="width: 50px; height: 50px;" type="text"/>
PROGRESS REPORT 5%	a. Done as planned according to the Methodology b. Contains basic information i.e., Actual Accomplishment, gaps, lessons learned, and recommendations c. Authenticity data	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 3 - two indicators are reflected in the periodical progress report within each year of the last three years if the implementation of the practice 2 - one indicator is reflected in the periodical progress report within each year of the last three years of implementation of the practice 1 - all the three indicators are reflected in the periodical progress reports within TWO YEARS only of the last three years of implementation of practice	$4 = 0.05$ $3 = 0.0375$ $2 = 0.025$ $1 = 0.0125$ <input style="width: 50px; height: 50px;" type="text"/>
ADVOCACY 5%	a. Presence of Advocacy Plan b. Reports on the implementation of the Advocacy plan c. Complete attachments for meetings d. Pictorials per advocacy conducted found in the plan (Tarpaulin/ Posters/ meetings/ etc)	4 - presence of the four MOVs within each year of the three years of the implementation of the practice 3 - presence of the three MOVs within each year of the three years of implementation of the practice 2 - presence of the two MOVs within each year of the three years of implementation of the practice 1 - presence of the one MOV within each year of the three years of implementation of the practice	$4 = 0.05$ $3 = 0.0375$ $2 = 0.025$ $1 = 0.0125$ <input style="width: 50px; height: 50px;" type="text"/>
IMPACT			
LEADERSHIP & GOVERNANCE 10%	a. The practice is aligned with the Annual Improvement Plan (AIP)	4 - all indicators were met within the last three or more consecutive years of implementation of the practice 3 - all indicators were met within two years of the last three years or more	$4 = 0.1$ $3 = 0.075$ $2 = 0.05$ $1 = 0.025$

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	<p>b. The practice involved internal and external stakeholders with their significant roles in the implementation of the practice</p> <p>c. The practice resulted in improvement and has exceeded the target</p>	<p>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>	<input style="width: 50px; height: 50px;" type="text"/>
SCHOOL MPS 8%	<p>Increased in School MPS based from preceding school year data</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 = 0.08</p> <p>3 = 0.06</p> <p>2 = 0.04</p> <p>1 = 0.02</p> <input style="width: 50px; height: 50px;" type="text"/>
PROMOTION RATE 8%	<p>Increased Promotion Rate based from preceding school year data</p>	<p>4 - increased by 8 or more from baseline</p> <p>3 - increased by 6 from baseline</p> <p>2 - increased by 4 from baseline</p> <p>1 - increased by 2 from baseline</p>	<p>4 = 0.08</p> <p>3 = 0.06</p> <p>2 = 0.04</p> <p>1 = 0.02</p> <input style="width: 50px; height: 50px;" type="text"/>
FAILURE RATE 8%	<p>Decreased Failure Rate based from preceding school year data</p>	<p>4 - decreased by 4 and or more from baseline</p> <p>3 - decreased by 3 from baseline</p> <p>2 - decreased by 2 from baseline</p> <p>1 - decreased by 1 from baseline</p>	<p>4 = 0.08</p> <p>3 = 0.06</p> <p>2 = 0.04</p> <p>1 = 0.02</p> <input style="width: 50px; height: 50px;" type="text"/>
COHORT RATE 8%	<p>Increased Cohort Survival rate based on preceding school year data</p>	<p>4 - increased by 8 or more from baseline</p> <p>3 - increased by 6 from baseline</p> <p>2 - increased by 4 from baseline</p> <p>1 - increased by 2 from baseline</p>	<p>4 = 0.08</p> <p>3 = 0.06</p> <p>2 = 0.04</p> <p>1 = 0.02</p> <input style="width: 50px; height: 50px;" type="text"/>
DROP OUT RATE 8%	<p>Decreased drop-out rate based from preceding school year data</p>	<p>4 - decreased by 4 and or more from baseline</p> <p>3 - decreased by 3 from baseline</p> <p>2 - decreased by 2 from baseline</p> <p>1 - decreased by 0.5 from baseline</p>	<p>4 = 0.08</p> <p>3 = 0.06</p> <p>2 = 0.04</p> <p>1 = 0.02</p> <input style="width: 50px; height: 50px;" type="text"/>
PARTNERSHIP/ LINKAGES 10%	<p>a. Networking generated resources</p> <p>b. Liquidation and accomplishment report was disseminated to sponsors</p> <p>c. Fund utilization was captured in the transparency board</p> <p>d. Acknowledging letter sent to donors</p> <p>e. Presence of MOU/ MOA/ Deed of Donation</p>	<p>4 -Has accomplished all the five indicators within two consecutive years of best practice</p> <p>3 - Has accomplished at least four indicators within three or more consecutive years of best practice</p> <p>2 - Has accomplished at least three indicators within three or more consecutive years of the best practice</p> <p>1 - Has accomplished at least two indicators within the three or more consecutive years of the best practice</p>	<p>4 = 0.1</p> <p>3 = 0.075</p> <p>2 = 0.05</p> <p>1 = 0.025</p> <input style="width: 50px; height: 50px;" type="text"/>

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