



Republic of the Philippines
Department of Education
 REGION VIII - EASTERN VISAYAS

September 22, 2023

REGIONAL MEMORANDUM

No. **1030** s. 2023

CALL FOR SUBMISSION OF ENTRIES FOR THE 2023 SEARCH FOR BEST PRACTICES ON TECHNICAL ASSISTANCE (TA) PROVISION

To: Schools Division Superintendents
 All Others Concerned

1. To establish a library of patented emerging practices on the provision of technical assistance of the Schools Division Offices to schools and community learning centers and as part of the continuous improvement initiative in the institutionalization of best practices in the Region, this Office, through the Field Technical Assistance Division (FTAD), hereby announces the call for submission of entries for the **2023 Search for Best Practices on Technical Assistance (TA) Provision** on or before **October 20, 2023**.
2. All Schools Divisions (SDs) are enjoined to submit Division-considered best practice/s on TA provision that have been started in the past school years or this School Year 2022-2023 focused on one or two priority areas under ACCESS, QUALITY, and GOVERNANCE.
3. A minimum of ten (10) priority schools of the Division as subject of the TA provision practice/s shall be the basis for the appreciation of accomplishments under "*Reliability and Achievement*" and "*Impact and Effectiveness*" criteria with MOVs arranged properly by criteria. (Refer to the attached Rubrics).
4. The Division entries last year that were recognized as Innovative, Effective, and Best Practices may be resubmitted provided that they have been enhanced in terms of documentation and their impact to the schools' and Division's performance. The SDs that shall be declared with Best Practice/s in TA Provision shall be awarded with Plaques of Recognition while the SDs that were awarded as such for three consecutive years shall be given Hall of Fame Award.
5. The soft copies of the entries shall be submitted through ftad.region8@deped.gov.ph. For further inquiries, the Office may be reached at this same email address.
6. Immediate dissemination of and compliance with this Memorandum are desired



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Enclosures: Rubrics on the Search for Best Practices on TA Provision

References: None

To be indicated in the Perpetual Index under the following subjects:

TECHNICAL ASSISTANCE

SEARCH

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SEARCH FOR BEST PRACTICES ON TECHNICAL ASSISTANCE PROVISION

SCHOOLS DIVISION: _____ **Date:** _____

ENTRY TITLE: _____

| CRITERIA/INDICATORS | MEANS OF VERIFICATION (MOVs) | Points Earned |
|---|------------------------------|---------------|
| A. STRATEGY/MODALITY OF IMPLEMENTATION - 20 Points | | |
| <p>1. The Division has a clear plan for the development, implementation, and promotion of technical assistance provision (10 points)</p> <ul style="list-style-type: none"> ▪ Complete with elements of a plan (general and specific objectives/strategies/responsible persons/budget and sources/timeframe) and duly signed by the TA/SBM Coordinator, Alternate TA/SBM Coordinator, the Chairman of each DFTACT, recommended by the ASDS and approved by the SDS ▪ Contents and activities are relevant to TA provision ▪ Covers access, quality, and governance in education ▪ Presented in a well-organized and logical format ▪ Activities presented are substantial for the DFTACTs to maximize TA provision <ul style="list-style-type: none"> ➢ All indicators are met - 10 pts. ➢ Only 4 indicators are met - 9 pts. ➢ Only 3 indicators are met - 8 pts. ➢ Only 2 indicators are met - 7 pts. ➢ Only 1 indicator is met - 6 pts. ➢ No TA Plan is presented - 5 pts. | <p>✓ Division TA Plan</p> | |
| <p>2. Appropriate and effective methods, strategies, and resources are used to implement the practice to schools (5 points)</p> <ul style="list-style-type: none"> ▪ Methods and resources are deemed very appropriate and effective in addressing schools' poor performance with 75% - 100% increase/decrease - 5 pts. ▪ Methods and resources are deemed appropriate and effective in addressing schools' poor performance with 50% - 74% increase/decrease - 4 pts. ▪ Methods and resources are deemed somewhat appropriate and effective in addressing schools' poor performance with 26% - 49% increase/decrease - 3 pts. ▪ Some methods and strategies are deemed quite inappropriate and ineffective in addressing schools' poor performance with 15% - 25% increase/decrease - 2 pts. | <p>✓ DTAPP and DTAPE</p> | |



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| <ul style="list-style-type: none"> ▪ Most methods and strategies are deemed quite inappropriate and ineffective in addressing schools' poor performance with 1% - 14% increase/decrease - 1 pt. | | |
| <p>3. Monitoring and evaluation mechanisms or processes are identified to safeguard the immediate and long-term outcomes of the practice (5 points)</p> <ul style="list-style-type: none"> ▪ A very comprehensive M&E tool and procedures have been prepared and are judiciously used - 5 pts. ▪ A comprehensive M&E tool and procedures have been prepared and are judiciously used - 4 pts. ▪ M&E tools and procedures have been prepared and are sparingly used - 3 pts. ▪ M&E tools and procedures have been prepared but not used - 2 pts. ▪ No M&E tool and procedures have been developed - 1 pt. | <p>✓ Accomplished Monitoring and Evaluation Tools based on plans and procedures</p> | |
| B. INNOVATION AND CREATIVITY - 10 Points | | |
| <p>1. The practice has demonstrated instructive and innovative modes in promoting the practice to schools divisions (5 points)</p> <ul style="list-style-type: none"> ▪ The Division has conducted at least five instructive and innovative advocacy campaign activities - 5 pts. ▪ The Division has conducted at least four instructive and innovative advocacy campaign activities - 4 pts. ▪ The Division has conducted at least three instructive and innovative advocacy campaign activities - 3 pts. ▪ The Division has conducted at least two instructive and innovative advocacy campaign activities - 2 pts. ▪ The Division has conducted at least one instructive and innovative advocacy campaign activity - 1 pt. | <p>✓ Advocacy activities and implementation strategies</p> | |
| <p>2. The entry is a new idea/concept or an improved/adapted version of an existing activity, implemented by the Division (5 points)</p> <ul style="list-style-type: none"> ▪ A very comprehensive Conceptual Framework has been developed with very clear descriptions - 5 pts. ▪ A comprehensive Conceptual Framework has been developed with very clear descriptions - 4 pts. ▪ A Conceptual Framework has been developed with very clear descriptions - 3 pts. ▪ A Conceptual Framework has been developed with no description - 2 pts. ▪ There is no Conceptual Framework presented - 1 pt. | <p>✓ Comprehensive conceptual framework</p> | |
| C. RELIABILITY AND ACHIEVEMENT - 25 Points | | |
| <p>1. Accomplishments in KPIs Comparative data in schools' Completion and Cohort Survival Rates (6 points)</p> <p style="text-align: center;">⬇ Completion Rate</p> <ul style="list-style-type: none"> ▪ 10% or more and consistent increase - 3.0 pts. ▪ 5% -9% consistent increase - 2.5 pts. ▪ 4% and below/slight but consistent increase - 2.0 pts. ▪ Fluctuating increase - 1.5 pts. | <p>✓ Copy of the 3 year-comparative data of the SDO's Completion and Cohort Survival Rates (SY 2020-2021, 2021-2022, and 2022-2023)</p> | |

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| <ul style="list-style-type: none"> ✚ Cohort Survival Rate <ul style="list-style-type: none"> ▪ 10% or more and consistent increase - 3.0 pts. ▪ 5% -9% consistent increase - 2.5 pts. ▪ 4% and below/slight but consistent increase - 2.0 pts. ▪ Fluctuating increase - 1.5 pts. ✚ Participation Rate (NER) (2 points) <ul style="list-style-type: none"> ▪ 90% - 100% Net Enrollment Ratio - 2.0 pts. ▪ 80% - 89% Net Enrollment Ratio - 1.5 pts. ▪ 70% - 79% Net Enrollment Ratio - 1.0 pt. ▪ 60% - 69% Net Enrollment Ratio - 0.5 pt. ▪ 59% and below Net Enrollment Ratio - 0.75 pt. ✚ Drop-out Rate (3 points) <ul style="list-style-type: none"> ▪ 0% -.09% Dropout Rate - 3.0 pts. ▪ 1% -1.9% Dropout Rate - 2.5 pts. ▪ 2% -2.9% Dropout Rate - 2.0 pts. ▪ 3% -3.9% Dropout Rate - 1.5 pts. ▪ 4% or above Dropout Rate - 1.0 pt. | <ul style="list-style-type: none"> ✓ Copy of the SDO's Comparative NER in SY 2021-2022 and SY 2022-2023 ✓ Dropout Rate in SY 2022-2023 | |
| <p>2. Effect of Instructional Supervision as reflected in Reading and Numeracy Results (4 points)</p> <ul style="list-style-type: none"> ✚ Improved Reading Level <ul style="list-style-type: none"> ▪ 90-100% of the learners are at least Instructional Readers - 2.0 pts. ▪ 80% - 89.99% of the learners are at least Instructional Readers - 1.5pts. ▪ 70% - 79.99% of the learners are at least Instructional Readers - 1.0 pt. ▪ 60% - 69.99% of the learners are at least Instructional Readers - 0.75 pt. ▪ At least 59% of the learners are at Instructional Readers - 0.5 pt. ✚ Improved Numeracy Level <ul style="list-style-type: none"> ▪ 90-100% of the learners are highly numerates - 2.0 pts. ▪ 80% - 89.99% of the learners are highly numerates - 1.5 pts. ▪ 70% - 79.99% of the learners are highly numerates - 1.0 pt. ▪ 60% - 69.99% of the learners are highly numerates - 0.75pt. ▪ At least 59% of the learners are highly numerates - 0.5 pt. | <ul style="list-style-type: none"> ✓ Comparative Results of the Reading Levels from Pre- to Post Test ✓ Comparative Results of the Numeracy Test from Pre- to Post | |
| <p>3. School-Based Management (5 Points)</p> <ul style="list-style-type: none"> ▪ 50% of schools levelled –up their SBM level of practice from their previous SBM Level of practice - 5 pts. ▪ 40% of schools levelled –up their SBM level of practice from their previous SBM Level of practice - 4 pts. ▪ 30% of schools levelled –up their SBM level of practice from their previous SBM Level of practice - 3 pts. ▪ 20% of schools levelled –up their SBM level of practice from their previous SBM Level of practice - 2 pts. ▪ 10% of schools levelled –up their SBM level of practice from their previous SBM Level of practice - 1 pt. | <ul style="list-style-type: none"> ✓ Comparative Results on the Schools SBM Level of Practice in SY 2020-2021 and SY 2021-2022 | |

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| <p>4. Proof of other achievements of the Schools Division is demonstrated (5 points) Top 3 Regional, National, and International Awards and Recognitions received by the Schools and Divisions (Academic/Sports/Personnel/Programs/Projects)</p> <ul style="list-style-type: none"> ▪ 21 and above rewards received - 5 pts. ▪ 16 -20 rewards received - 4 pts. ▪ 11 - 15 rewards received - 3 pts. ▪ 6 - 10 rewards received - 2 pts. ▪ 5 and below rewards received - 1 pt. | <p>✓ Plaques, Certificates of Recognitions, and awards received</p> | |
| D. PARTICIPATORY AND INCLUSIVEVENESS - 10 Points | | |
| <p>1. The Division has demonstrated the use of inclusive, consultative, and participatory processes with all the technical personnel in the Division in planning and implementing the TA practice (5 points) Maximum involvement of the members of the DFTACTs and other technical personnel during:</p> <ul style="list-style-type: none"> ○ Pre-Deployment Conference ○ DFTACT Deployment ○ Post-Deployment Conference <ul style="list-style-type: none"> ▪ All of the indicators are evident - 5 pts. ▪ 2 of the indicators are evident - 3 pts. ▪ 1 of the indicators is evident - 1 pt. | <p>✓ Activity completion reports on the DFTACTs' Pre-deployment, Deployment, and Post-Deployment Conferences, minutes of meetings, proofs of attendance, etc.</p> | |
| <p>2. The Division has demonstrated the relationships that exist between schools divisions and local communities, local education authorities, and other organizations to support the Division's TA practice (5 points) Maximum involvement of stakeholders in the activities relative to the provision of technical assistance in the division and schools</p> <ul style="list-style-type: none"> ○ Attendance/Participations (attendance sheet) ○ MOA/MOU/USUFRUCT ○ Resolutions ○ Funding/MOU/USUFRUCT <ul style="list-style-type: none"> ▪ All of the indicators are evident - 5 pts. ▪ 4 of the indicators are evident - 4 pts. ▪ 3 of the indicators are evident - 3 pts. ▪ 2 of the indicators are evident - 2 pts. ▪ 1 of the indicators is evident - 1 pt. | <p>✓ MOAs, MOUs, Resolutions of Support, and other fund support evidences</p> | |
| E. SUSTAINABILITY - 10 Points | | |
| <p>The Division has integrated Technical Assistance provision in the DEDP (10 points)</p> <ul style="list-style-type: none"> ▪ Integration of TA Provision is evident in all the performance improvement areas (access, quality and governance) in the DEDP - 10 pts. ▪ Integration of TA Provision is evident only in 2 of the performance improvement areas (access/quality/governance) in the DEDP - 7 pts. ▪ Integration of TA Provision is evident only in 1 of the performance improvement areas (access/quality/governance) in the DEDP - 5 pts. | <p>✓ Division Education Development Plan (DEDP)</p> | |

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| <ul style="list-style-type: none"> Integration of TA Provision is not evident in in the DEDP - 2 pts | | |
| F. IMPACT/EFFECTIVENESS - 25 Points | | |
| <p>1. Results of the evaluation on the implementation of the practice identified positive transformation and change among the identified schools (15 points)</p> <p style="text-align: center;">⬆ Schools with Improved Performance</p> <ul style="list-style-type: none"> 90% - 100% of the targeted schools have improved their KPIs/decreased Dropout Rate/improved Performance in Periodic MPS/Reading/Numeracy Level/SBM - 15 pts. 60% - 89% of the targeted schools have improved their KPIs/decreased Dropout Rate/improved Performance in Periodic MPS/Reading/Numeracy Level/SBM - 13 pts. 40% - 59% of the targeted schools have improved their KPIs/decreased Dropout Rate/improved Performance in Periodic MPS/Reading/Numeracy Level/SBM - 11 pts. 20% - 39% of the targeted schools have improved their KPIs/decreased Dropout Rate/improved Performance in Periodic MPS/Reading/Numeracy Level/SBM - 9 pts. 1% - 19% of the targeted schools have improved their KPIs/decreased Dropout Rate/improved Performance in Periodic MPS/Reading/Numeracy Level/SBM - 7 pts. | <p>✓ List of priority schools per quarter for TA provision with indicated improved performance as a result of the DFACTS' TA provision</p> | |
| <p>2. The Division has demonstrated that the practice has significantly changed improved the schools division's performance (10 points)</p> <p style="text-align: center;">⬆ Schools Division's Performance</p> <p>The Division has made significant changes in the following indicators from SY 2020-2021 to 2022-2023:</p> <ul style="list-style-type: none"> ○ Increased Reading and Numeracy Levels ○ Improved Periodic MPS ○ Increased Number of Schools with SBM Level of Practice (Level 2 & 3) ○ Decreased Dropout Rate/ SARDO/PARDO ○ Improved Cohort Survival, Completion, and Net Enrolment Rates ○ Others <ul style="list-style-type: none"> All of the indicators are evident - 10 pts. 4 of the indicators are evident - 9 pts. 3 of the indicators are evident - 8 pts. 2 of the indicators are evident - 7 pts. 1 of the indicators is evident - 6 pts. | <p>✓ Comparative data of the SDO on Reading and Numeracy, MPS, SBM, Dropout Rate, CSR, CR, NER</p> | |
| <p>Grand Total</p> | <p>100 pts.</p> | |
| <p>Description</p> | | |

| SCORING: | Range | Description |
|-----------------|---------------|---------------------|
| | 90 – 100% - | Best Practice |
| | 75 – 89% - | Effective Practice |
| | 50 – 74% - | Innovative Practice |
| | 49% & below - | Ordinary Practice |

REGIONAL EVALUATORS:

(Signature over Printed Name & Date Signed)

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