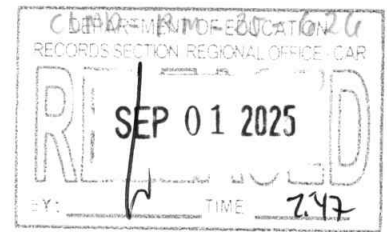




Republic of the Philippines
Department of Education
Cordillera Administrative Region



28 August 2025

REGIONAL MEMORANDUM

No. 633.2025

**2025 REGIONAL SEARCH FOR THE MOST LEARNING-FOCUSED PUBLIC
ELEMENTARY AND HIGH SCHOOLS AND ALTERNATIVE LEARNING
SYSTEM (ALS) – COMMUNITY LEARNING CENTERS**

To: Assistant Regional Director
Schools Division Superintendents
All Schools Division Offices
All Others Concerned

1. The DepEd-CAR Regional Office, through the Curriculum and Learning Management Division (CLMD), in collaboration with the Regional PRAISE Committee, will conduct the 2025 Regional Most Learning-Focused Public Elementary and High School Award.
2. The Most Learning-Focused Schools Award, spearheaded by the undersigned, is the regional adaptation of the Secretary's Award for Excellence in Curriculum and Instruction (DM 066, s. 2021). Anchored on the Civil Service Commission's Program on Awards and Incentives for Service Excellence (PRAISE) and DepEd Order No. 9, s. 2002, this award reaffirms the Department's commitment to recognize public elementary and secondary schools that demonstrate authentic learning and implement innovative, learner-centered instructional practices responsive to the evolving demands of education.
3. This activity seeks to recognize and reward the exemplary contributions of these schools in enriching the learning experiences of public-school learners. It also highlights initiatives and innovations in instructional delivery that reflect excellence, creativity, and responsiveness to current educational challenges.
4. The award categories are as follows:

| NO. | CATEGORY | SIZE |
|-----|--|------------|
| 1 | Most Learning Focused Public Elementary | Very Large |
| 2 | Most Learning Focused Public Elementary | Large |
| 3 | Most Learning Focused Public Elementary | Medium |
| 4 | Most Learning Focused Public Elementary | Small |
| 5 | Most Learning Focused Public High School (Junior and/or Senior High School) | Very Large |
| 6 | Most Learning Focused Public High School (Junior and/or Senior High School) | Large |
| 7 | Most Learning Focused Public High School (Junior and/or Senior High School) | Medium |

| | | |
|---|--|-------|
| 8 | Most Learning Focused Public High School (Junior and/or Senior High School) | Small |
| 9 | Alternative Learning System (ALS)- Community Learning Centers | |

5. The Schools Division Offices (SDOs), through the Curriculum and Instruction Division (CID), shall conduct the Search at the division level and nominate schools and ALS Community Learning Centers that demonstrate exemplary or innovative practices contributing to improved school performance.

6. Expenses related to the conduct of the said activity like certificates and cash prizes and other incidental expenses shall be charged to Regional MOOE or Local Funds subject to usual accounting and auditing rules and regulations.

7. To provide technical assistance and monitor the conduct of this activity, the assigned Regional Personnel are listed in Enclosure 1.

8. Enclosed for reference are the following:

- Enclosure 1. List of MLF Technical Assistance and Monitoring Team
- Enclosure 2. Search Guidelines
- Enclosure 3. Nomination Form
- Enclosure 4. Nomination Write-Up
- Enclosure 5. Certification
- Enclosure 6. Timeline of Activities
- Enclosure 7. Criteria for Evaluation

9. Should there be any queries or clarifications, please feel free to contact the OIC-CLMD Chief, Asterio C. Madalla, through the email address car.clmd@deped.gov.ph.

10. Immediate and wide dissemination of and compliance with this Memorandum is directed.


ESTELA P. LEON-CARIÑO, EdD CESO III

Director IV/Regional Director



Enclosure 1 to RM No. 633.2025

LIST OF MLF TECHNICAL ASSISTANCE AND MONITORING TEAM

| Name | Position/Designation | Category |
|--|--------------------------------|--|
| Estela P. Leon-Cariño EdD, CESO III | Regional Director | Consultant |
| Ronald B. Castillo, CESO V | Assistant Regional Director | Co-Consultant |
| Jennifer P. Ande | CLMD Chief | Overall Chairperson for all the Categories |
| Denia O. Tarnate Fely Badival | EPS Librarian | Most Learning Focused Public Elementary School: Very Large |
| Edgar D. Vicente Aizel Ann L. Jamison | EPS ALS-TS | Most Learning Focused Public Elementary School: Large |
| Rosemarie A. Yangkin Edgar D. Vicente | EPS EPS | Most Learning Focused Public Elementary School: Medium |
| Alfredo B. Lanas Ronjay Galletes | EPS ALS-TS | Most Learning Focused Public Elementary School: Small |
| Asterio C. Madalla Wilfredo C. Bagsao | EPS EPS | Most Learning Focused Public High School: Very Large |
| Judica B. Dasco Winnie Joy Jose | EPS ADAS I | Most Learning Focused Public High School: Large |
| Benjmain M. Dio-al Jeremy Kermit Padillia | EPS ADAS II | Most Learning Focused Public High School: Medium |
| Jonalyn C. Ambrona Nover Keithly Mente | EPS | Most Learning Focused Public High School: Small |
| Alfredo B. Lanas Aizel Ann L. Jamison | EPS ALS-TS | ALS- Learning Centers |

SEARCH GUIDELINES

I. Categories

1. Most Learning Focused Public Elementary School
 - 1.1 Small School
 - 1.2 Medium School
 - 1.3 Large School
 - 1.4 Very Large School
2. Most Learning Focused Public Junior and Senior High School
 - 2.1 Small School
 - 2.2 Medium School
 - 2.3 Large School
 - 2.4 Very Large School
3. Alternative Learning System (ALS)- Community Learning Centers (CLCs)

The school typology is indicated in DO No. 19, s. 2016 as follows:

| Type of Public School | Number of Learners |
|-----------------------|--------------------|
| Small | Less than 440 |
| Medium | 441 – 840 |
| Large | 841 – 1, 240 |
| Very Large | 1, 241 and above |

II. Required Nomination Form

Each nomination must be submitted in three original nomination folders containing the following fully accomplished requirements:

1. SAFE CI Form – Maximum of ten (10) pages, including the Executive Summary and Nomination Write-Up:
 - 1.1 Nomination Form
 - 1.2 Nomination Write-Up
 - 1.3 Certification from the SDS
2. Certification from the Chairperson of the Regional PRAISE Committee (or equivalent) confirming that the nomination has undergone Committee deliberation.
3. Certification from the Chairperson of the SDO PRAISE Committee (or equivalent) stating that the nominee has sustained exemplary practices and innovations that contributed to improved school performance.
4. Endorsement Letter from the head of office to the Regional Office PRAISE Committee.
5. Certification signed by the Administrative Officer IV/V (Personnel) confirming that the school head obtained at least a Very Satisfactory (VS) performance rating (OPCRF) for the last two (2) years.
6. Certification of No Unliquidated Cash Advances and Disallowances as of December 31, 2024, issued by the COA Resident Auditor (not the Financial Officer/Accountant).

7. If there is an existing unliquidated cash advance or allowance, a Certificate of Status of Financial Obligation must be issued by the COA Resident Auditor.

III. Write-Up Accomplishment

The write-up must highlight the school nominee's outstanding accomplishments for the past two years. Present accomplishments in order of significance, complete with descriptions and justifications, and follow these pointers:

- a. Use specific terms. Define or clarify words such as "assisted", "contributed", or "facilitated".
- b. State outstanding accomplishments and their impact in brief, factual, bullet form.
- c. Present the impact by indicating the problems addressed, the people or offices benefited, and/or the transactions facilitated.

The nomination **write-up must not exceed ten (10) pages, A4 size bond paper, using Bookman Old Style font, size 11.** It should include a **summary of accomplishments**, impact, and other relevant information.

IV. Procedure of Nomination

1. SDOs are expected to nominate their exemplary schools. Each SDO shall have one nominee for every award category.
2. The SDOs may adopt their own strategies in selecting their nominees.

V. Procedure for Screening and Evaluation

1. The Regional Office, through the PRAISE Committee and CLMD personnel, shall screen all nominations with complete documentary requirements and verify the correctness of the category based on the accomplishments presented.
2. All schools that submit their entries shall be subject to onsite monitoring. The Panel Interview for the finalists shall be conducted by the PRAISE Committee and CLMD personnel.

VI. Grounds for Disqualification of Nominations

1. Incomplete or late submissions, or non-compliance with nomination requirements and policies shall render the nominee ineligible.
2. Any false information in submitted documents is grounds for disqualification and disciplinary action under CSC laws and rules.

VII. Submission of Nomination

Submit nominations for the 2025 Regional Search for the Most Learning-Focused Schools to the Regional Office, through the Records Section, on or before **October 15, 2025, at 5:00 p.m.**

Enclosure 3 to RM No 633.2025**NOMINATION FORM**

DATA PRIVACY NOTICE: The data and information in this form are intended for the purpose of conducting the 2025 Most Learning Focused. The data will be kept by the process owner for the purpose of verifying and authenticating identity of the nominee. The use of data indicated here for purposes not intended by the process owner is a violation of Data Privacy Act of 2012. Data subjects voluntarily provided these data and information.

| | |
|------------------------|----------------------|
| Category | |
| THE NOMINEE | |
| School: | |
| School/Office Address: | |
| District: | SDO: |
| Telephone Number: | DepEd Email Address: |
| SCHOOL HEAD | |
| Name: | Sex: |
| Designation: | |
| Telephone/Mobile No: | |
| DepEd Email Address: | |
| NOMINATOR | |
| Name: | Position: |
| Office: | Telephone No.: |
| Office Address: | |

*Do not leave any spaces blank.

**Please indicate the name of the head of the organizational unit nominated.

NOMINATION WRITE-UP

(Maximum of 10 pages, A4 size bond paper, Bookman Old Style, font size 11, including executive summary)

1. **Executive Summary:** (Description in not more than 150 words, as to why the school deserves the award.)

II. Significant Accomplishment/s in Fostering Learning within the last three years (2023 – 2025): Description of the Project/Work Accomplished. Strategies done that have significantly influenced the performance of the school/SDO/RO.)

III. Impact of the Accomplishments in Making Learning Happens: (Indicate National Achievement Test Results (Regional Achievement Test) problems addressed, people/office benefited, and transactions facilitated. Justify why the accomplishments are considered exemplary or extraordinary.)

IV. Innovation in enhancing Learners' Achievement: (If any, original, creative programs, projects, or activities implemented in the last three (3) years in connection to the award category.)

V. Other Information: (List or mention Major Awards/Citations Received by the school including student/teacher national winners in co-curricular competition; No need to attach photocopies of certificates.)

CERTIFICATION

We attest to all facts contained herein and authorize the use of this information for publication. We understand that the Regional Office PRAISE Committee will validate the accuracy of the conduct of a background investigation. Any misrepresentation made by the signatories shall be ground for disciplinary action pursuant to applicable CSC laws and rules.

PRINTED NAME AND SIGNATURE

School Principal

SDO PRAISE COMMITTEE CHAIR

SDO HRMO

SDS

TIMELINE OF ACTIVITIES

| Date | Activities | Remarks |
|--|--|--|
| October 15, 2025 | Deadline for submission of the nomination folder to RO | Late and incomplete documents will not be accepted. |
| October -16-17, 2025 | Stage 1 <ul style="list-style-type: none"> Evaluation of the nomination write-up including required documents Validation of completeness of the submitted entries | Qualified nominees shall be notified through their SDSs. |
| October 20-24, 2025 October 27-30, 2025 November 3-7, 2025 November 10-14, 2025 | Stage 2 Onsite validation (document review) and interview of qualified nominees. The members of the screening committee are the PRAISE Committee with the assistance of CLMD Personnel | Monitoring of all the schools with entries |
| November 17-21, 2025 November 24-2025 | Preparation, Finalization, and Conduct of PRAISE meetings | PRAISE Committee. CLMD Personnel and Secretariat |
| December 2025 | Awarding Ceremony | Onsite during the Celebrating Gains Activity |

Criteria for Evaluation of the Most Learning-Focused Schools

| Indicator | Learning Focused | Points | Breakdown of Points | Description | MOVs | Rating |
|---|--|-------------|--|---|---|--------|
| 1. Performance Rating (OPCRF) of the school | Accomplishments to be submitted shall focus on Reading Literacy, Science Literacy, Mathematical Literacy, intensification of values formation in CT, embed the culture of peace in the curriculum and strengthening the implementation of inclusive education programs shall be considered | 15 | 15 10 5 | Outstanding Very Satisfactory Satisfactory | OPCRF (SY 2023-2024 2024-2025) | |
| 2. Significant Accomplishment/s in Fostering Learning 2.1 Project/Work Accomplishment | | 20 5 | 5 4 3 2 1 | 5- All indicators are met 4- 7-8 indicators are met 3- 5-6 indicators are met 2- 3-4 indicators are met 1- 1-2 indicator/s are met Indicators: a. Approved proposal b. Attendance c. Action Plan d. Photos e. Budgetary Requirements f. Insights of the people involved g. Approved accomplishment report h. Program/project/ Activity Implementation Plan | Accomplishment Report with the following attachments: <ul style="list-style-type: none"> • Approved proposal • Attendance • . Action Plan • Photos • Budgetary Requirements • Insights of the people involved • Approved accomplishment report • Program/project/ Activity Implementation Plan • Result of Monitoring & Evaluation Team (M&E) (Internal & Externa | |

| | | | | i. Result of monitoring & Evaluation of External & Internal M&E Team | | | | | | | | | | | | | | | | | | |
|--|-------------------|---|---|---|--|------------|-------------------|-------------|--------------------------------------|--|------------------|---|---|----|--|--|--|----|--|--|--|--|
| 2.2 Number of strategies/ activities done that have significantly influenced/ provided greater impact in the performance of the school | | 15 | <div>15</div> <div>12- 14</div> <div>9 -11</div> <div>5-8</div> <div>1-4</div> | <div>15 or more varied teaching strategies aligned to the competencies, well documented and evident in the PPAs</div> <div>12 -14 varied teaching strategies aligned to the competencies, and well documented and evident in the PPAs</div> <div>9-11 varied teaching strategies aligned to the competencies, and well documented and evident in the PPAs</div> <div>5-8 varied teaching strategies aligned to the competencies, and well documented and evident in the PPAs</div> <div>4 and below varied teaching strategies aligned to the competencies, and well documented and evident in the PPAs</div> | <div>State the use of a list of strategies, their descriptions, and how each was applied to a certain competency. Present the strategies in a table with the following columns: Competency, Teaching Strategy, Description, and How it was Applied to the Competency</div> <table><tr><th>Competency</th><th>Teaching strategy</th><th>Description</th><th>How it was Applied to the Competency</th></tr><tr><td>1. Identify the main idea in a short paragraph</td><td>Think-Pair-Share</td><td>Learners first think individually, then pair with a classmate to discuss, and finally share their answers with the class.</td><td>Pupils read a short paragraph, identified what they think is the main idea, discussed it with a partner, and shared their responses with the whole class.</td></tr><tr><td>2.</td><td></td><td></td><td></td></tr><tr><td>3.</td><td></td><td></td><td></td></tr></table> | Competency | Teaching strategy | Description | How it was Applied to the Competency | 1. Identify the main idea in a short paragraph | Think-Pair-Share | Learners first think individually, then pair with a classmate to discuss, and finally share their answers with the class. | Pupils read a short paragraph, identified what they think is the main idea, discussed it with a partner, and shared their responses with the whole class. | 2. | | | | 3. | | | | |
| Competency | Teaching strategy | Description | How it was Applied to the Competency | | | | | | | | | | | | | | | | | | | |
| 1. Identify the main idea in a short paragraph | Think-Pair-Share | Learners first think individually, then pair with a classmate to discuss, and finally share their answers with the class. | Pupils read a short paragraph, identified what they think is the main idea, discussed it with a partner, and shared their responses with the whole class. | | | | | | | | | | | | | | | | | | | |
| 2. | | | | | | | | | | | | | | | | | | | | | | |
| 3. | | | | | | | | | | | | | | | | | | | | | | |

| 3. Impact of Accomplishments in making learning happen | 3.1 Scope | 25 | 5 | 5-All indicators are met | Focus on: | | | | | | | |
|--|--|----|---|---|---|--|----------------------|-------------|------------|-------------------|-------|------------|
| | | 5 | 4 | 4-indicators are met | <ul style="list-style-type: none">Literacy, Numeracy & ScienceValues EducationIPED CultureInclusive EducationADM ProgramHomeroom Guidance etc.Assessment (Data needed (CARLA, Phil-IRI, NAT, RAT & RMA) | | | | | | | |
| | | | 3 | 3- indicators are met | | | | | | | | |
| | | | 2 | 2- indicators are met | | | | | | | | |
| | | | 1 | 1-indicator is met | | | | | | | | |
| | | | | Indicators: | | | | | | | | |
| | | | | a. Clearly defined of goals and objectives program/activity implemented | <ul style="list-style-type: none">Analysis and resultsSummary Academic performance of learners for the last 2-3 yearsApproved Proposal/ Accomplishments report w/ data need | | | | | | | |
| | | | | b. 85 % and above of learners are beneficiaries | | | | | | | | |
| | | | | c. Practical with clear interventions in addressing learner's performance | | | | | | | | |
| | | | | d. Data Driven based on CARLA, Phil-IRI, NAT, RAT & RMA | | | | | | | | |
| | | | | e. Analysis and results of the PPAs Implemented | | | | | | | | |
| | 3.2 Replicability of the program/project/activity (result) | 10 | | Indicator (Impact of Accomplishments): Proficiency Level= (Number of learners attained Proficient) ÷ (Total enrollment) × 100) | <table><tr><th>Academic Performance</th><th>Description</th></tr><tr><td>90 & above</td><td>Highly Proficient</td></tr><tr><td>85-89</td><td>Proficient</td></tr></table> | | Academic Performance | Description | 90 & above | Highly Proficient | 85-89 | Proficient |
| Academic Performance | Description | | | | | | | | | | | |
| 90 & above | Highly Proficient | | | | | | | | | | | |
| 85-89 | Proficient | | | | | | | | | | | |

| | | | | | | | | |
|---|--|---|-----------|--|---|-------------------|--|--|
| | | | 10 | a. 86% & above of learners attained highly & proficient level in academic performance | 80-84 | Nearly Proficient | | |
| | | | 8 | b. 84--85% of learners attained proficient and nearly proficient level in the academic performance | 75-79 | Low Proficient | | |
| | | | 6 | c. 82-83% of learners attained nearly proficiency level in the academic performance | 74 & below | Not proficient | | |
| | | | 4 | d. 80-81 % of learners attained nearly proficiency level in academic performance | | | | |
| | | | 2 | e. 79% & below of learners attained fall under low and not proficient level in academic performance | | | | |
| 3.3 Number of learners, stakeholder, office benefited, and transactions facilitated | | 5 | 5 | a. 41 & above no. of learners, stakeholders / 1 office benefitted, and transactions facilitated | Accomplishment reports or summary of transactions facilitated <ul style="list-style-type: none"> List of beneficiaries (learners, stakeholders, offices, donors) Attendance sheets or participation records Memorandum of Agreement (MOA) / Memorandum of Understanding (MOU) with donors or partners Official communications (letters, emails, endorsements) | | | |
| | | | 4 | b. 31-40 no. of learners, stakeholders / 1 office benefitted, and transactions facilitated | | | | |
| | | | 3 | c. 21-30 no. of learners, stakeholders benefitted/ 1 office benefitted, and transactions facilitated | | | | |

| | | | | | |
|--|--|----------|--|--|--|
| | | | <p>2</p> <p>d.11-20 no. of learners, stakeholders / 1 office benefitted, and transactions facilitated</p> <p>1</p> <p>e.1-10 no. of learners, stakeholders / 1 office benefitted, and transactions facilitated</p> | | |
| <p>3.4) Level of Attainment per identified Performance Indicator (School Level)</p> <p>(Drop Out Rate, Promotion Rate, Academic Performance, School General Weighted Mean/RAT/NAT)</p> | | 5 | <p>5</p> <p>Indicators w/5 pts</p> <ul style="list-style-type: none"> • Graduation, Retention & Promotion Rate =100% • Academic Performance (GWA, RAT, NAT = 85 & above) • 0% Dropout <p>4</p> <p>b. Indicators w/4pts</p> <ul style="list-style-type: none"> • Graduation, Retention & Promotion Rate = 95-99% • Academic Performance (NAT & RAT = 80-84, • GWA=83-84) • 1-5 Dropouts <p>3</p> <p>c. Indicators w/3 pts</p> <ul style="list-style-type: none"> • Graduation, Retention & Promotion Rate= 90-94% • Academic Performance (NAT & RAT = 75-79 • GWA=81-82) | <p>School report on:</p> <ul style="list-style-type: none"> • Drop Out Rate • Promotion Rate • Graduation Rate • Academic Performance School General Weighted Average (Mean/RAT/NAT) <p>(The results/percentages might be indicated/mentioned in their narrative.... consider in giving your rating)</p> | |

| | | | | | | |
|---|--|----------------------------|--|--|---|--|
| | | | <div>2</div> <div>1</div> | <ul style="list-style-type: none"> 6-10 Dropouts <p>d. Indicators with 2 pts</p> <ul style="list-style-type: none"> Graduation, Retention & Promotion Rate = 85-89 Academic Performance (NAT & RAT = 70-74 GWA=79-80) 11-15 Dropouts <p>e. Indicators with 1pt</p> <ul style="list-style-type: none"> Graduation, Retention, Promotion Rate =80-84 Academic Performance (NAT &RA =69 & below GWA=77-78 16-20 Dropouts | | |
| <p>4. Innovations/Research in enhancing Learner's Achievement</p> <p>4.1 Originality</p> <ul style="list-style-type: none"> Introduce new concepts and highlight the new innovation introduced Discuss the innovation thoroughly Clarity goals & objectives | | <div>30</div> <div>5</div> | <div>5</div> <div>3</div> <div>1</div> | <p>5- All indicators are met</p> <p>3- Indicators are met</p> <p>1- Indicator is met</p> <ul style="list-style-type: none"> (Continuous Improvement of existing PPAs (introduced new concept/improved implementation <p>Indicators:</p> <p>a. Continues improvement should focus on enhancing learners' achievements</p> | <ul style="list-style-type: none"> Approved Proposal Terminal Report/ Accomplishment Report | |

| | | | | | | |
|---|--|----|----------------------------------|--|--|--|
| | | | | <p>b. The introduction of the new concept must be clearly highlighted and made evident in both the title and the manuscript.</p> <p>c. Discuss thoroughly how the new concept/ innovation and its utilization as an intervention.</p> | | |
| 4.2 Creative programs, projects, activities sustained in the last two years in connection to the improvement of learner’s achievement, award category and the extent to which it/they/is/are being used and the results, number of persons/learners who benefited | | 10 | <p>10</p> <p>8</p> | <p>a. 5 & above creative programs, projects, activities implemented for the last two years focus on the improvement of learner’s achievement, award category and the extent to which it/they/is/are being used and the results; 50 & above persons/learners are benefitted</p> <p>b. 4 creative programs, projects, activities implemented for the last two years focus on the improvement of learner’s achievement, award category and the extent to which it/they/is/are being used and the results; 40-49 persons/learners are benefitted</p> <p>c. 3 creative programs, projects, activities</p> | <ul style="list-style-type: none">• Approved Proposal included the year implemented• PPAs reflected in the SIP and AIP are sustained for the following year• Accomplishment Report highlighting the interpretation of result yearly. | |

| | | | | | | |
|----------------------------|--|---|--|------------------------|---|--|
| | | | <div><div>6</div><div>implemented for the last two years focus on the improvement of learner’s achievement, award category and the extent to which it/they/is/are being used and the results: 30-39 persons/learners are benefitted</div></div> <div><div>4</div><div>d. 2 creative programs, projects, activities implemented for the last two years focus on the improvement of learner’s achievement, award category and the extent to which it/they/is/are being used and the results; 20-29 persons/learners are benefitted</div></div> <div><div>2</div><div>e. 1 creative program, project, activity implemented for the last two years focus on the improvement of learner’s achievement, award category and the extent to which it/they/is/are being used and the results; 1-19 persons/learners are benefitted</div></div> | | | |
| 4.3 Scope/replicability of | | 5 | 5 | All indicators are met | <div><div><div>•</div>Approved Proposal</div><div><div>•</div>Accomplishment Report (highlighting the coverage of the program and interpretation of result)</div></div> | |

| | | | | | |
|--|--|----|---|--|--|
| the innovation/ research in enhancing learners' achievement | | | <p>4 4 indicators are met</p> <p>3 3 indicators are met</p> <p>2 2 indicators are met</p> <p>1 1 indicator is met</p> <p>Indicators:</p> <p>a. Clearly defined program/activity, goals, and objectives.</p> <p>b. Practical and can be adapted by other schools/districts and with clear interventions.</p> <p>c. Certification from other schools/ agencies that it was replicated or adopted</p> <p>d. Discussed and analyzed the result of the innovation/research.</p> <p>e. Result of the Monitoring and Evaluation of External & Internal Monitoring and Evaluation Team (M&E) (QAD, CLMD, SGOD, CID)</p> | | |
| 4.4 Level of attainment per identified Performance Indicator | | 10 | <p>10</p> <p>Academic Performance</p> <p>a. 90% & above of learners attained highly & proficient level in academic performance with:</p> | <ul style="list-style-type: none"> • Learners' achievement, school leaver rate/dropout rate/failure rate • (the results/percentages might be indicated/ mentioned in their narrative... consider in giving your rating) • Result of the current NAT & RAT | |

| | | | | | | |
|--|--|--|---|--|--|--|
| | | | | <ul style="list-style-type: none"> Academic Performance (GWA, RAT & NAT = 85 & above) 0 = Dropout, school leaver and failure | | |
| | | | 8 | <p>b. 85–89% of learners attained proficient level in academic performance with:</p> <ul style="list-style-type: none"> Academic Performance (NAT & RAT= 80-84, GWA=83-84) 1-5 Dropouts, school leavers & failures | | |
| | | | 6 | <p>80–84% of learners attained nearly proficiency level in academic performance with:</p> <ul style="list-style-type: none"> (NAT & RAT= 75-79, GWA=81-82) 6-10 Dropouts, school leavers, & failures. | | |
| | | | 4 | <p>70–79% of learners attained low proficiency level in academic performance with:</p> <ul style="list-style-type: none"> (NAT & RAT= 70-74, GWA= 79-80 | | |

| | | | | | | |
|--|--|-------------|---|---|---|--|
| | | | 2 | <ul style="list-style-type: none"> • 11-15 Dropouts, school leavers & failures <p>74% & below of learners attained not proficiency level in academic performance;</p> <ul style="list-style-type: none"> • NAT & RAT = 69 & below • GWA=77-78 • 16-20 Dropouts, school leavers & failures | | |
| 5. Awards (CURRICULUM) Major Awards/citations received by the school. The major award refers to the highest award or recognition received by the school that has a greater impact on the organization. (Most Learning-Focused, Project Rose, Gawad Teodora, etc.) | | 10 | 10 8 6 4 2 | International/National Level Regional Level Division Level District Level School Level | <ul style="list-style-type: none"> • Certificate of Awards • Citations • Recognition • Memo | |
| TOTAL | | 100% | | | | |

Note: No duplication of MOVs