August 6, 1999

DECS MEMORANDUM
No   320   s   1999

SEARCH FOR EFFECTIVE PUBLIC SECONDARY SCHOOLS, SY 1999-2000

To   Bureau Directors
      Regional Directors
      Schools Superintendents

1   The Department of Education, Culture and Sports, through the Bureau of Secondary Education, is pleased to announce the launching of the Search for Effective Public Secondary Schools for SY 1999 2000

2   The Search aims to intensify the efforts at improving the quality of secondary education Specifically it seeks to

   a   identify and recognize the achievements of public high schools in the delivery of quality education, and

   b   encourage school principals, teachers students and the school community in general to continue to improve secondary education standards and to sustain the gains achieved in this direction

3   The General Guidelines for the Selection of Effective Public Secondary Schools and the Selection Criteria are inclosed

4   Widest dissemination of this Memorandum is desired

ANDREW B GONZALEZ, FSC
Secretary

Incls   As stated
Reference   N o n e
Allotment   1—(D O 50-97)
To be indicated in the Perpetual Index
        under the following subjects

        SEARCH   SCHOOLS

(Inclosure No 1 to DECS Memorandum No 320, s 1999)

Central Guidelines
in the Selection of Effective Public Secondary Schools

1   The Search is open to all public secondary schools

2   There are three (3) contest categories according to the following types of schools general secondary schools, science high schools and technical vocational (tech voc) high schools

3   The evaluation of candidates for effective schools at the different levels shall cover the school performance for the last three school years   An MPS (based on NSAT) general average (that is across subject areas) of at least 60 within the last three school years qualifies the school to join the Search

4   Selection of effective school shall be done at two levels   division and regional   The divisions and regions shall use only the prescribed criteria (See Inclosure 2) in choosing the winners at the different levels   The schools shall compete at the division level where they are geographically situated   Winners at the division level shall vie for the regional awards

Division winners should get an average rating of at least 85% if a science high school, or 80% if either a general secondary or technical vocational school   On the other hand, regional winners should get an average rating of at least 90% if a science high school or 85% if either a general secondary or technical vocational school

5   The schedule for the evaluation and selection of effective schools shall be prepared by the DECSROs   The awarding at various levels shall take place on the following schedule

a Division level	On or before November 15 1999
b Regional level	On or before January 29 2000

6   The Evaluation and Selection Committee shall be composed of the following

	Division Level	Regional Level
Honorary Chairman	Superintendent	Director or Asst Director
Chairman	Asst Superintendent	Chief SED
Co Chairman	Division Supervisor	Asst Chief SLD
Members	Division Supervisor	Regional Supervisor
	Chairman Education Committee LGU	Representative NGO
	Representative Division PTCA	Representative Reg 1 PTCA
	Representative Industry Sector	Representative Industry Sector

7   The incentives for the winners at the division and regional levels may be provided by the DECS Regional and Division Offices subject to the usual accounting and auditing rules and regulations

(Inclosure No 2 to DECS Memorandum No 320, s 1999)

Criteria for the Selection of Effective Public Secondary Schools

Part I

Rate the extent to which each specific behavior or characteristics in the attached checklist is observable at each school level. On a scale of 1 to 5 where 1 is the lowest and 5 is the highest, encircle the number opposite each indicator which corresponds to your judgement using the boxed scale which is interpreted as follows

5	Absolutely true of the behavior characteristic is completely observable
4	True to a great extent of the behavior/characteristic is to a large extent observable
3	True to some extent of the behavior/characteristic is partly observable
2	True to a little extent of the behavior characteristic is somewhat observable
1	Not true to all of the behavior characteristic is not observable

Get the average rating for each set of specific behaviors characteristics to determine the rating for each major indicator

Part II

After having rated all the indicators of effective schools use the following tables in order to arrive at the final percentage score for each of the seven (7) major indicators of effective school

I Instructional Leadership

30%	At least 6 out of the 7 behaviors/characteristics are absolutely true
25%	At least 5 out of the 7 behaviors/characteristics are absolutely true
20%	At least 4 out of the 7 behaviors/characteristics are absolutely true
15%	At least 3 out of the 7 behaviors/characteristics are absolutely true
10%	At least 2 out of the 7 behaviors/characteristics are absolutely true
5%	At least 1 out of the 7 behaviors/characteristics is absolutely true

II School Performance

20%	At least 5 out of the 6 behaviors/characteristics are absolutely true
16%	At least 4 out of the 6 behaviors/characteristics are absolutely true
12%	At least 3 out of the 6 behaviors/characteristics are absolutely true
8%	At least 2 out of the 6 behaviors/characteristics are absolutely true
4%	At least 1 out of the 6 behaviors/characteristics is absolutely true

III Professional Development

20%	When the 2 behaviors/characteristics are absolutely true
10%	When only 1 behavior characteristic is absolutely true

IV School Climate and Culture

10%	At least 4 behaviors characteristics are absolutely true
8%	At least 3 behaviors/characteristics are absolutely true
6%	At least 2 behaviors characteristics are absolutely true
4%	At least 1 behavior/characteristic is absolutely true

V. Student Services

100%	At least 4 behaviors characteristics are absolutely true
80%	At least 3 behaviors characteristics are absolutely true
60%	At least 2 behaviors characteristics are absolutely true
40%	At least 1 behavior characteristic is absolutely true

VI. Resource Generation and Utilization

| 50% | When 2 behaviors characteristics are absolutely true |
| 25% | When 1 behavior characteristic is absolutely true |

VII. Community Development

| 50% | When 2 behaviors characteristics are absolutely true |
| 25% | When 1 behavior characteristic is absolutely true |

Indicator	Rating					Percent of the Total Rating
I Instructional Leadership This refers to the leadership of the principal in particular and of the school in reference to the community in general						30
A The Principal						

1 He/she is supportive or corrective as the situation warrants
   He/she extends/provides instructional assistance
   He/she endorses the participation of school staff and students in in school and off school activities
   He/she demonstrates fairness in dealing with problems of school staff and students
	1	2	3	4	5	

2 He/she initiates school programs oriented towards its educational thrusts He/she conceptualizes and provides direction and guidance in school programs	1	2	3	4	5	

3 He/she is high visible in the classrooms and hallways of the school
   He/she conducts regular observations in and out of classrooms
   He/she conducts regular consultations with school staff
   He/she makes himself herself available to everyone when necessary
	1	2	3	4	5	

4 He/she holds himself/herself and staff personally accountable for student achievement
   He/she immerses himself/herself in school activities
   He/she conducts periodic conferences to address student performance
	1	2	3	4	5	

B The School						
1 The school's on's clear and is focused on the students and their needs The goals and targets of the school are student oriented	1	2	3	4	5	
2 The students and staff have a thorough understanding of school programs and projects The staff and students can explain school programs and those s	1	2	3	4	5	
3 School leadership in the community is widely recognized The school provides ecthica assurance in the activities of its ...	1	2	3	4	5	

Indicator	Rating					Percent or the Total Rating
School Performance						20
This refers to teacher and student performance in curricular and co-curricular activities						
1. The school exhibits consistent excellent performance	1	2	3	4	5	
The staff and students consistently excel in various levels of competition both academic and non academic in the last three years						
2. There is school wide recognition of outstanding performance	1	2	3	4	5	
The school publishes outstanding performance of students and staff						
The school provides incentives to staff/students for exemplary performance						
3. There are staff initiated innovations introduced in the school	1	2	3	4	5	
The staff produce educational programs/projects out prove efficiency/effectiveness of the system which have been adopted/implemented at the national/regional/division/school level						
4. The staff and students make productive use of time in school	1	2	3	4	5	
The staff and students use the time in school meaningfully						
5. There is continuous monitoring and evaluation on the teaching learning process	1	2	3	4	5	
The school conducts periodic evaluation on process and outcomes of teaching and learning						
6. The results of evaluation are communicated to the students, staff, parents and the community	1	2	3	4	5	
The school publishes/disseminates results of evaluation						

Indicator	Rating					Percent of the Total Rating
III Professional Development This refers to the level of professional growth of school staff and the continuous upgrading of teacher competencies						20
1 There is provision for a continuing school wide staff development program The school conducts school based INSET/conferences for professional growth The school sends teachers to seminars/workshops in the national/regional/divis on le e s The school disseminates to staff learnings gained from raining programs attended	1	2	3	4	5	
2 The staff undertakes se f initiated professional growth The school staff undertake training programs on their own The school staff a ail themselves of professional materials The school st^ff e igage in peer/team teaching he school s aff pursue graduate programs on their own	1	2	3	4	5	
IV School Climate and Culture This refe o the psycho social environment of teaching and learning						10
1 School order and disc pline is maintained Students are well behaved The e s pos t ve r elation an iong students and between students and teachers Problems on discipline are dealt with accordingly immediate and appropriate action is g ven and insti uted	1	2	3	4	5	
2 School norms and val es are sustained A system of check and control is institutionalized School rules a e posted around for the guidance o everyone Off ce s of the Day (ODs) o e see adhe ence to school no ms Schools norms a e followed even without the presence of the enforcing officials as evidenced by the orde ly entry and exit of students across rooms and the absence of _ndalism	1	2	3	4	5	

Indicator	Rating					Percent of the Total Rating

3. There is collaborative planning of school programs and projects
   - There is a discussion of share objectives needs of students and parents' are considered in the planning of school programs
   - Teachers, parents and students are actively involved in the planning of school programs and projects

   Rating: 1 2 3 4 5

4. There is a conducive teaching learning environment
   - Silence is observed in the school premises
   - Students do not loiter around
   - There is a positive teacher student relationship
   - Classrooms are clean and orderly
   - Classrooms are properly ventilated
   - Ratio of student to chairs 1:1
   - Student teacher ratio is more than the prescribed number
   - Updated teaching materials and equipment are available in the classrooms

   Rating: 1 2 3 4 5

5. The students accept responsibility for learning
   - Students come to school with accomplished homework
   - There is active student participation in and outside the classroom
   - Students show initiative to improve as evidenced by consistent increasing grades
   - Students avail of library facilities and other sources of information
   - Students initiate questions, they ask questions of each other and the teacher

   Rating: 1 2 3 4 5

V Student Services

This refers to the availability of facilities for student welfare

1. Functional guidance program
   - The school provides services of a guidance counselor or a teacher adviser to serve as guidance counselor
   - Guidance Office periodically updates students profile
   - The school provides comprehensive guidance program
   - Students voluntarily avail of the services available at the guidance counselor's office

   Rating: 1 2 3 4 5   Percent: 10

Indicator	Rating					Percent of the Total Rating
2 Medical/Dental Services The school provides medical and dental services The school has an existing dental and medical program Students regularly avail of medical and dental services	1	2	3	4	5	
3 Functional Library There is a librarian for every 500 students Materials are adequate and up to date The majority of the students have access to library materials that are readily available The school has an existing program that promotes availment of library services	1	2	3	4	5	
4 Functional EMIS The school has a teacher in charge of the EMIS Data are in order and up to date Data are being used where necessary (e g training improvement of classrooms etc)						
5 Co curricular Activities The school has an existing co curricular program The majority of the students are involved in co curricular activities	1	2	3	4	5	
VI Resource Generation and Utilization This refers to the private or non government sourcing and utilization of funds for the upgrading and maintenance of school facilities and equipment						5
1 Resourcing The school has a school improvement program The school implements innovative resourcing schemes The school acquires additional facilities and equipment procured out of private resourcing	1	2	3	4	5	
2 Maintenance of existing physical facilities The school has a facilities/equipment maintenance program The school undertakes regular maintenance and repair of school facilities and equipment	1	2	3	4	5	

Indicator	Rating					Percent of the Total Rating
VII Community Development						3
The efas g to the program bot ee te school and community						
1 Organization with active et	1	2	3	4	5	
The school has an existing PTCA organization						
There is an active movement of the PTCA organization						
There is an active movement of the PTCA in school p ojects as evidenced by PTCA initiated projects						
2 Community Outreach Program	1	2	3	4	5	
The school has an existing community outreach program						
There are school projects in the community						
The majority o the students are actively involved in community projects						
Total						100