



Office of the Undersecretary
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To: Regional Directors
Schools Division/City Superintendents
Heads, Public Elementary Schools

**REVISED ACCREDITATION PROGRAM FOR PUBLIC ELEMENTARY SCHOOLS
(APPES) PROCESS AND IMPLEMENTATION GUIDELINES
FOR SCHOOL YEAR 2007-2008**

1. In line with the utilization of the Accreditation Program for Public Elementary Schools (APPES) in SBM (refer to DepEd Memorandum No. 149 s. 2007), the Bureau of Elementary Education (BEE) together with the chiefs and assistant chiefs of elementary education has drafted a revised version of the APPES process and implementing guidelines for school year 2007 (see enclosure 1). The revised APPES process is a simplified version of the **accreditation system** and will not in any way **lower the standards set** by in APPES.
2. Pursuant to DepED's goals, the utilization of APPES in SBM implementation provides the stakeholders with a system for measuring the effects of school-based management in schools. This initiative also aims to (1) enable the school stakeholders to develop assessment-driven, data and outcomes-based school planning; (2) enhance the capabilities of school heads to manage the resources of their schools with increased accountability; and (3) establish a system for providing support structures to achieve effective school-based management among schools.
3. Schools, divisions and regions are enjoined to operationalize the enclosed guidelines in the implementation APPES-SBM. The Regions are requested to select their 32 top performing schools, based on the previous NAT performance. The school will undergo the revised accreditation process as mentioned in DepED Memorandum #149 s 2007.
4. The BEE (from its special project funds) will provide each region **P1 Million support funds** for SBM-APPES Activities. As agreed during the recently concluded Chiefs of Elementary Education Conference (NCCACEE), the regions should set aside part of the said funds for technical support activities. Disbursements of the support funds are detailed in the enclosed guidelines. The school heads of the selected top performing schools will join the APPES cluster orientations in August and September.
5. Immediate and wide dissemination of this Memorandum is desired.

VILMA L. LABRADOR

Undersecretary for Programs and Projects

Enclosure:

As stated

Reference: DepED Memorandum No. 149, s. 2007

Allotment: 1—(D.O. 50-97)

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

ACCREDITATION
CHANGE
ELEMENTARY SCHOOLS
RULES and REGULATIONS

IMPLEMENTING GUIDELINES FOR THE REVISED ACCREDITATION PROGRAM FOR PUBLIC ELEMENTARY SCHOOLS (APPES) PROCESS FOR SCHOOL YEAR 2007-2008

A. Advocacy for Attracting Schools

1. An advocacy program should be prepared by the Central and Regional Offices not only for divisions/schools but also for the communities.
2. A series of orientation on the new concepts of "Enhancing SBM through APPES" should be undertaken.
3. A package of incentives should be implemented, some of which are: publication of the accredited schools, giving points for promotion to school heads and teachers, scholarships, study tours abroad, plaque of recognition, etc.

B. Role Definitions

Central Office

1. Prepares implementation guidelines and instruments for enhancing SBM through the utilization of a revised APPES process;
2. Conducts advocacy campaign for APPES in SBM-implementing schools;
3. Organizes teams to train and orient schools in utilizing APPES criteria in SBM-implementing schools; and
4. Monitors the overall program implementation.

Regional Offices

1. Organize Accreditation Teams to evaluate the schools based on APPES criteria;
2. Evaluate the recommended schools based on the agreed APPES criteria and grant Level I accreditation;
3. Prepare survey reports with specific recommendations to be given to the school for feedback; and
4. Organize teams to periodically monitor Level I accredited schools.

Division Offices

1. Recommend schools to undergo APPES based on the criteria set;
2. Organize technical assistance teams to monitor performance in schools;
3. Manage all data reports of SBM-implementing schools;
4. Assist schools in developing needs-based, outcomes-based school improvement plans

C. Revised Process

1. The Division Superintendent appoints the Division Supervisor in charge of SBM as the APPES Coordinator.
2. The Division Supervisor coordinates with the District Supervisor in identifying the schools that meet the following criteria:
 - i. High performance of a least “average mastery” or 50 MPS and above for at least 3 years
 - ii. Have full-fledged principals
 - iii. Have evidences of strong community and stakeholders participation
 - iv. Have zero non-readers/non-numerates for grades 4-6 but may have 2% of total grade population as non-readers and non-numerates who could be children with special needs
3. The Division Superintendent organizes teams to provide technical assistance to target SBM schools.
4. Technical assistance teams periodically visit the schools to monitor and evaluate performance and recommend the schools for accreditation if the schools qualify to undergo level 1 accreditation.
5. The regional office creates Accreditation Teams who will evaluate schools and recommend the school for Level 1 accreditation.
6. The Accreditation Teams of at least five members each will conduct external evaluation on the recommended schools.
7. The teams prepare survey reports to include the best practices of the schools as well as recommendations for improvement to be given to the schools for feedback.
8. Together with the division offices, the schools study and implement the recommendations of the Accreditation Teams to improve their operations.
9. *The regional and division offices should encourage the schools to document their own practices that have significant impact on the academic performance of the schools and to publish these documents.*
10. The region and division offices will provide the incentives to the schools which qualify for level 1 accreditation in addition to the incentives to be given by the Central Office.

D. Milestones

1. Recommendations of the District Supervisors to the Superintendents – **July**
2. Recommendations of the Superintendents to BEE – **July to August**
3. Orientation of selected schools’ participants and Training of Accreditors – **August - September**

4. Technical assistance (Divisions) to schools – **September to March**
5. Inspection of schools by the (Regional) Accreditation Teams (at least 3 days – discussions of recommendations to the school, community, and division staff will be made on the last day) – **September to November**
6. Recognition of Level 1 Accredited Schools – (as soon as evaluated by the accreditation teams as qualified for level 1) - **October to March**

E. Funding for Incentives

- Central Office will provide funding for the advocacy campaign as well as the bronze markers for SBM-implementing schools who have been granted level 1 accreditation with the listing of principal and teachers involved.

For 2007, the BEE will provide each region P1 Million support funds for SBM-APPEs Activities. Part of the P1 Million support funds will be used exclusively for any of the following activities:

- ◆ Orientation of stakeholders (superintendents, supervisors, school heads, teachers and community)
- ◆ Actual evaluation visits to recommended schools
- ◆ Technical assistance to be provided to divisions/schools
- ◆ Monitoring activities (c/o Preschool funds)

From the same P1 Million support funds, the regions will set aside a substantial portion to fund technical assistance activities such as training, procurement of instructional materials, development of lesson plans, etc. to identified low performing schools in their regions.

- Regional Office will provide the funds –
 - ◆ Plaque of recognition for the principal (may be used in performance appraisal – 2 points)
 - ◆ Certificate of recognition/recommendation for teachers (given 1 point for performance appraisal).
 - ◆ Priority in scholarship grants for principal and teachers.
 - ◆ Instructional materials/equipment
- Division Office will provide the funding for technical assistance in SBM-implementing schools

In addition to the above, the offices may provide additional incentives based on the school's performance in the APPEs criteria.