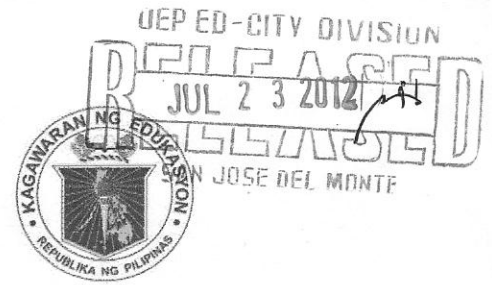




Republic of the Philippines
DEPARTMENT OF EDUCATION
Region III
DIVISION OF CITY SCHOOLS
City of San Jose del Monte



July 23, 2012

DIVISION MEMORANDUM

No. 118 s. 2012

**DIVISION VALIDATION OF THE PERFORMANCE APPRAISAL SYSTEM OF
SCHOOL ADMINISTRATORS (PASSA) FOR SY 2011-2012**

To: Schools District Supervisors
Elementary and Secondary School Administrators

1. This is to announce that a Division Validation of the Performance Appraisal System of School Administrators (PASSA) for SY 2011-2012 shall be held on the following dates, time and venues:

September 4 & 5 - East District Administrators - East District Office – 8:00 to 5:00pm
September 6 & 7 – West District Administrators – West District Office – 8:00 to 5:00pm
September 11 & 12 – Secondary School Administrators – Library Hub – 8:00 to 5:00pm

2. This activity aims to:
 - a. Have an objective assessment of the performance of the school administrators as to occupational competence, professional & personal characteristics and punctuality & attendance;
 - b. Improve school performance through an improved performance of the school administrator.
3. Participants to this activity are the school administrators of both public elementary and secondary schools.
4. Participants are requested to bring their performance ratings & supporting documents on the specified schedule.
5. Enclosed is a copy of the guidelines for the PASSA.
6. Wide & immediate dissemination of the contents of this Memorandum is desired.


DR. AMANCIO S. VILLAMEJOR JR., CESO IV
Schools Division Superintendent 

**PERFORMANCE APPRAISAL SYSTEM FOR SCHOOL ADMINISTRATORS
(PASSA)**

I. OCCUPATIONAL COMPETENCE

A. Instructional Supervision

1. Prepares school year Instructional Supervisory Plan

Instructional Supervisory Plan was characterized by:

- a. plan was needs based
- b. objectives were attainable
- c. strategies were well-defined
- d. plan was developed with teachers
- e. monitoring and evaluation scheme was defined in the plan

| | |
|--------------------------|----|
| All indicators were met | 10 |
| 4 indicators were met | 8 |
| 3 indicators were met | 6 |
| 2 indicators were met | 4 |
| Only 1 indicator was met | 2 |

2. Implements the instructional supervisory plan

Plan was implemented when:

- a. teachers were oriented on the implementation of the plan
- b. plan was prepared for each teacher
- c. regular classroom observation was conducted
- d. feedback on observation was provided
- e. needs were addressed

| | |
|--------------------------|----|
| All indicators were met | 10 |
| 4 indicators were met | 8 |
| 3 indicators were met | 6 |
| 2 indicators were met | 4 |
| Only 1 indicator was met | 2 |

B. Development/Implementation of Educational Programs

1. Pupil Development

a. Increased school MPS by 2% over the previous year

| | |
|----------------------------------|----|
| Exceeded target by more than 2% | 10 |
| Exceeded target by 2% or less | 8 |
| Target attained | 6 |
| Decreased target by 2% or less | 4 |
| Decreased target by more than 2% | 2 |

b. Decreased drop-out rate by 2% or maintained for those who have zero drop-out

| | |
|---------------------------------------|----|
| Decreased target rate by more than 2% | 10 |
| Decreased target by 2% | 8 |
| Attained target | 6 |
| Increased target by 2% | 4 |
| Increased target by more than 2% | 2 |

c. Increased participation rate by 2%

| | |
|---------------------------------|----|
| Exceeded target by more than 2% | 10 |
| Exceeded target by 2% or less | 8 |
| Target attained | 6 |
| Decreased by 2% or less | 4 |
| Decreased by more than 2% | 2 |

d. Increased survival rate by 2%

| | |
|---------------------------------|----|
| Exceeded target by more than 2% | 10 |
| Exceeded target by 2% or less | 8 |
| Target attained | 6 |
| Decreased by 2% or less | 4 |
| Decreased by more than 2% | 2 |

e. Increased retention rate by 2%

| | |
|---------------------------------|----|
| Exceeded target by more than 2% | 10 |
| Exceeded target by 2% or less | 8 |
| Target attained | 6 |
| Decreased by 2% or less | 4 |
| Decreased by more than 2% | 2 |

f. Health and Nutrition Program/Supplementary Diet

Feeding services were made available to:

| | |
|---|----|
| 95% - 100% of the severely and/or moderately wasted | 10 |
| 75% - 94% of the severely and/or moderately wasted | 8 |
| 50% - 74% of the severely and/or moderately wasted | 6 |
| 25% - 49% of the severely and/or moderately wasted | 4 |
| Below 25% | 2 |

NOTE:

1. Count the number of severely and/or moderately wasted as Per Nutritional Status Report.
2. Get the number of severely and/or moderately wasted who were given feeding services for a minimum of 15 days.
3. Compute the percentage of severely and/or moderately wasted who were given feeding services.

2. Curriculum Development

Provides leadership in the development of the following:

- Self learning materials
- Modules
- Workbooks
- Teaching devices
- Prototype lesson plans
- Test item banks
- Audio-visual aids
- Brochures
- Circulars
- Bulletins
- Outlines and guides

Leadership provided resulted in the development of:

| | |
|------------------------------|----|
| 4 or more of the materials | 10 |
| 3 or more of the materials | 8 |
| 2 of the materials | 6 |
| 1 of the materials | 4 |
| None or incomplete materials | 2 |

3. Staff Development

3.1 Addresses training needs of teachers

Needs assessment included:

- a. Development of training needs assessment (TNA) tool/s or with copy of NCBTS/TSNA tool
- b. conduct of training needs assessment
- c. data management (Utilization of data in preparing IPPD)
- d. utilization of data in preparing SPPD
- e. prioritized needs as reflected in the SPPD

| | |
|--------------------------|----|
| All indicators were met | 10 |
| 4 indicators were met | 8 |
| 3 indicators were met | 6 |
| 2 indicators were met | 4 |
| Only 1 indicator was met | 2 |

3.2 Prepares school-based training design

Training design covered the following:

- a. program objectives based on needs
- b. training curriculum/ materials
- c. training strategies
- d. training delivery scheme (live-in/ live-out/ modular, etc.)
- e. training evaluation

| | |
|--------------------------|----|
| All indicators were met | 10 |
| 4 indicators were met | 8 |
| 3 indicators were met | 6 |
| 2 indicators were met | 4 |
| Only 1 indicator was met | 2 |

3.3 Conducts In service trainings (INSET)

INSET conducted:

- a. followed design of training
- b. used appropriate training materials/equipment/technology
- c. included the service of experts in the subject area
- d. encouraged active trainees/ group participation
- e. evaluated results of training
- f. used the adult learning strategies
- g. acted as training facilitator/resource person in their area of expertise

| | |
|--------------------------------|----|
| All indicators were met | 10 |
| 5 indicators were met | 8 |
| 4 indicators were met | 6 |
| 3 indicators were met | 4 |
| Any 1 or 2 indicators were met | 2 |

3.4 Provides opportunities for professional/personal enhancement

Opportunities for professional/personnel enhancement were provided when:

- a. training sources (e.g. DepEd memorandum, Newspaper ads, advisories, NEDA And others) were identified
- b. potential trainees were screened
- c. training opportunities were equitably allocated
- d. qualified trainees were recommended
- e. trained staff capability/ expertise was tapped
- f. use of school resource was maximized

| | |
|--------------------------------|----|
| All indicators were met | 10 |
| 5 indicators were met | 8 |
| 4 indicators were met | 6 |
| 3 indicators were met | 4 |
| Any 1 or 2 indicators were met | 2 |

C. Administrative Management

1. Resource Management

1.1 Management of Human Resources

Management of available resources was characterized by:

- a. Inventory of available expertise/potential of teachers
- b. utilization of expertise
- c. sustaining high performance
- d. growth and development program for human resources
- e. periodic monitoring conducted on human resources (Use of SBM monitoring tool for teachers)

| | |
|-------------------------------|----|
| All indicators were met | 10 |
| 4 indicators were met | 8 |
| 3 indicators were met | 6 |
| 2 indicators were met | 4 |
| Any 1 or no indicator was met | 2 |

1.2 Management of physical facilities

Physical facilities were managed according to:

- a. prepared updated inventory of school facilities
- b. identified/prioritized facilities needed by the school (List of prioritized needed facilities in the school)
- c. acquired/purchased needed facilities (List of acquired needed facilities of the school)
- d. maintained records of inventories of school facilities

| | |
|-------------------------|----|
| All indicators were met | 10 |
| 3 indicators were met | 8 |
| 2 indicators were met | 6 |
| 1 indicator was met | 4 |
| No indicator was met | 2 |

2. Data Management

Management of Educational Management Information System (EMIS) / Basic Education Information System (BEIS) / School information System (SIS) included:

- a. organized data
- b. updating of data
- c. established profile from data gathered
- d. disseminating data
- e. utilizing data

| | |
|---------------------------|----|
| All indicators were done | 10 |
| 4 indicators were done | 8 |
| 3 indicators were done | 6 |
| 2 indicators were done | 4 |
| Only 1 indicator was done | 2 |

3. Conflict Management

Conflict was managed when:

- a. school complaint/grievance committee was organized (List of school grievance committee)
- b. issues/problems/concerns were acted on time (Record of issues/problems/concerns with specific dates acted upon)
- c. facts were gathered and verified (List of facts gathered per issue/problem/concern)
- d. parties were encouraged to discuss differences to arrive at a settlement (Record of minutes of dialogues /conferences conducted)
- e. appropriate action was taken (Record of actions taken)

| | |
|-------------------------|----|
| All indicators were met | 10 |
| 4 indicators were met | 8 |
| 3 indicators were met | 6 |
| 2 indicators were met | 4 |
| 1 indicator was met | 2 |

4. Linkage Management

Management of linkages was achieved when:

- a. the involvement of GOs/ NGOs to school activities was elicited (List of linkages with GOs/NGOs)
- b. collaboration with GOs/NGOs sustained
- c. the community and other linked groups were informed of school performance/activities (Letters of invitation, programs sent to link groups, Report Cards)
- d. the support/contribution of link groups/partners acknowledge (Thank you letters, acknowledgement letters sent to link groups, support groups)

| | |
|-------------------------|----|
| All indicators were met | 10 |
| 3 indicators were met | 8 |
| 2 indicators were met | 6 |
| 1 indicator was met | 4 |
| No indicator was met | 2 |

D. Research

Conducts school-based action research.

Action research was undertaken using the following steps:

- a. preparation of design (Action Research Proposal prepared)
- b. conducting the research (With Approved Action Research Proposal by the SDS)
- c. managing data (Data gathered were analyzed and interpreted)
- d. disseminating data (Data reported and disseminated)
- e. utilizing the results (evidences of utilization of results)

| | |
|-------------------------|----|
| All indicators were met | 10 |
| 4 indicators were met | 8 |
| 3 indicators were met | 6 |
| 2 indicators were met | 4 |
| 1 indicator was met | 2 |
| No indicator was met | 0 |

E. Performance Assessment

Assesses teacher performance

Teacher performance assessment was done when:

- a. teacher was oriented on the process of targeting
- b. performance targets were discussed and agreed upon
- c. periodic meeting was conducted to monitor status of performance based on targets
- d. self-rating of ratee was discussed and appraised against targets and accomplishments
- e. agreements on rating was arrived at

NOTE: Evidences for a –d are the schedule and agenda of meetings and for e are the performance ratings of teachers.

II. PROFESSIONAL AND PERSONAL CHARACTERISTICS

NOTE: Indicators 1 - 10 to be rated by the district supervisor.

III. PUNCTUALITY AND ATTENDANCE

(Including division/regional meetings and other required activities)

Punctuality – Number of times tardy (5%)

| | |
|--|----|
| Not more than 3 times tardy/undertime during the last six months | 10 |
| 4 - 6 times tardy/undertime | 8 |
| 7 -10 times tardy/undertime | 6 |
| 11 – 15 times tardy/undertime | 4 |
| More than 15 times tardy/undertime | 2 |

Attendance – Number of times absent (5%)

| | |
|---|----|
| Not more than 4 days absent (absences applied for in accordance with regulations are not included) | 10 |
| 5 – 8 days absent | 8 |
| 9 – 12 days absent | 6 |
| 13 – 16 days absent | 4 |
| More than 16 days absent | 2 |

NOTE: Check record of attendance of the district supervisor

PLUS FACTOR (.5 for each indicator but not to exceed 2 points for the total)

1. **Chaired technical committee in the division/regional level**
NOTE: Not a working committee
To be supported by duly signed certification of head of office.
2. **Conducted seminars in the division/regional level**
NOTE: To be supported by duly signed certification, training matrix
3. **Acted as trainer/facilitator in the division/regional/national level**
NOTE: To be supported by training matrix and certification
4. **Acquired resources /assistance for the school**
NOTE: Have list of acquired resources/assistance solicited

| | |
|---------------------|-----------|
| Php 100,000 or more | .5 |
| 50,000 – 99,000 | .4 |
| 25,000 – 49,000 | .3 |
| 10,000 – 24,000 | .2 |
| 5,000 – 9,000 | .1 |
| Less than 5,000 | no points |