

Republic of the Philippines
Department of Education
REGION IV-A CALABARZON



17 June 2025

Regional Memorandum

No.438 s.2025

**COMPLETE STAFF WORK ON THE DRAFT GUIDELINES ON
THE IMPLEMENTATION OF THE SCHOOL TURN AROUND
AND ACCREDITATION (STAI)**

To: **Schools Division Superintendents**

1. In reference to RA 9155¹ and DepEd Order No. 007, s. 2024², this Office, through the Field Technical Assistance Division requests for the complete staff work on the draft guidelines on the Implementation of the School Turn Around and Accreditation (STAI) by providing significant inputs that will enhance the Regional initiative in uplifting quality basic education.
2. The complete staff work aims to:
 - a. Establish clear, evidence-based guidelines for the effective implementation of the School Turn Around and Accreditation Initiative (STAI), ensuring alignment with national educational policies and standards.
 - b. Promote the accreditation of school programs as a means of upgrading institutional standards and enhancing the quality of education.
 - c. Define the roles, responsibilities, and accountability mechanisms for school heads and staff in the implementation of STAI, in accordance with existing laws and DepEd policies.
 - d. Foster a culture of continuous improvement and innovation selection process and mechanisms.
 - e. Encourage active participation and collaboration in the school improvement and accreditation process.
3. All concerned are hereby directed to ensure the timely submission of consolidated significant inputs on or before June 30, 2025, via email to fta.calabarzon@dep.gov.ph.

¹ Governance of Basic Education Act of 2001

² Policy Guidelines on the Implementation of the Revised School-Based Management System






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4. For inquiry, kindly contact Chief Michael Girard R. Alba of the Field Technical Assistance Division via email michael.alba@deped.gov.ph or through the mobile number at 09913842394.
5. Immediate dissemination and strict compliance with this Memorandum is highly desired.


ATTY. ALBERTO T. ESCOBARTE, CESO II
 Regional Director 

04/ROF1

**COMPLETE STAFF WORK ON THE DRAFT GUIDELINES ON
THE IMPLEMENTATION OF THE SCHOOL TURN AROUND
AND ACCREDITATION (STAI) TEMPLATE**

Line Number	Statement	Significant Input

Prepared by:



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON

Field Technical Assistance Division

**GUIDELINES ON THE IMPLEMENTATION OF THE SCHOOL TURNAROUND AND
ACCREDITATION INITIATIVE (STAI)**

I. RATIONALE

The "360 Schools: 360 Degrees Turnaround in 360 Days" initiative is anchored on Republic Act No. 9155, otherwise known as the Governance of Basic Education Act of 2001, which vests the Department of Education and its field offices with the authority, accountability, and responsibility to implement educational programs and school improvement initiatives. Section 7 of RA 9155 empowers Regional Directors to develop and implement regional educational plans and standards, and to monitor and assess learning outcomes, thereby providing the legal basis for the implementation of comprehensive school turnaround programs.

This initiative is further supported by the principles of School-Based Management (SBM), as articulated in DepEd Order No.007, s. 2024, which decentralizes decision-making to the school level and encourages collaborative efforts among school heads, teachers, students, parents, and the community to achieve improved learning outcomes. The "360" approach signifies a holistic and inclusive strategy, addressing all facets of the school environment—curriculum, teaching methods, student engagement, and community involvement—in line with the objectives of RA 9155 to provide quality, accessible, and relevant basic education.

The 360-day timeline establishes a sense of urgency and accountability, enabling schools to systematically track progress and achieve measurable improvements within one school year. This is consistent with the law's emphasis on continuous assessment and higher learning outcomes. Jurisprudence has affirmed the authority of DepEd and its field offices to implement innovative and locally responsive programs to improve educational outcomes.

The legal and policy framework of Philippine basic education strongly supports a data-driven, inclusive, and collaborative approach to school improvement. By using performance metrics and baselines, schools can make informed decisions and tailor interventions to specific needs. Involving all stakeholders ensures that initiatives are relevant and widely supported. Ongoing technical assistance and professional development for educators are mandated by law to ensure continuous improvement in teaching quality, which is directly linked to better student outcomes. These principles are enshrined in DepEd Orders, the Enhanced Basic Education Act, and related jurisprudence, ensuring that school improvement efforts are both legally compliant and educationally effective.

The School Turn Around and Accreditation Initiative (STAI) helps in creating a supportive and engaging school climate fosters student motivation and reduces barriers to learning, which is vital for academic success through strategic use of resources that ensures schools are well-equipped to implement changes effectively, from access to technology to instructional materials. A regular assessment of



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progress allows for timely adjustments to strategies, ensuring that the initiative remains responsive to challenges and needs. Building a framework for continuous improvement beyond the 360 days ensures that gains in learning performance are sustained and that schools are positioned for ongoing success.

A revitalized approach to the provision of technical assistance in the whole gamut of school operations and management is advocated. By clarifying the purpose of this mechanism, the Department of Education Region IV A CALABARZON guarantees an equitable provision of support that is evidence – based, appropriate and relevant.

In view of the foregoing, the "360 Schools: 360 Degrees Turnaround in 360 Days" initiative is firmly grounded in law and policy and is an effective mechanism for driving rapid and sustainable improvements in public school performance.

II. SCOPE OF THIS GUIDELINES

The select 360 schools in the Region shall adopt and implement the implementation guidelines of the School Turn Around and Accreditation Initiative (STAI). This guideline covers scope of the roles and responsibilities of the Schools Division Offices, Regional Office in ensuring the institutionalization of STAI in the select 360 schools.

III. DEFINITION OF TERMS

Field Technical Assistance Division - serves as the central driving force in the Department of Education's commitment to effective School-Based Management (SBM). It leads, coordinates, and integrates the delivery of technical assistance across all management and operational domains, working in close collaboration with Regional Field Technical Assistance Teams and Schools Division Offices.

School-Based Management (SBM) - decentralizes decision-making to the school level and encourages collaborative efforts among school heads, teachers, students, parents, and the community to achieve improved learning outcomes.

School Turn Around and Accreditation Initiative (STAI) - creating a supportive and engaging school climate fosters student motivation and reduces barriers to learning, which is vital for academic success through strategic use of resources that ensures schools are well-equipped to implement changes effectively, from access to technology to instructional materials.

Revitalized approach to the provision of Technical Assistance - characterized by a systematic, multi-level, and collaborative framework that ensures responsive, targeted, and sustainable support for educational stakeholders.

360-day timeline - establishes a sense of urgency and accountability, enabling schools to systematically track progress and achieve measurable improvements within one school year

IV. POLICY STATEMENT

The "360 Schools: 360 Degrees Turnaround in 360 Days" initiative is anchored on the legal and policy framework established by Republic Act No. 9155, otherwise known as the Governance of Basic Education Act of 2001. This Act vests the Department of Education (DepEd) and its field offices with the authority, accountability, and responsibility to implement educational programs and school improvement initiatives. Section 7 of RA 9155 specifically empowers Regional Directors to develop and implement regional educational plans and standards, and to monitor and assess learning outcomes, thereby providing a clear legal basis for the implementation of comprehensive school turnaround programs at the regional and school levels.

Jurisprudence has affirmed the authority of DepEd and its field offices to implement innovative and locally responsive programs to improve educational outcomes, recognizing the Department's mandate to translate national policy into effective programs and services that address local needs.

The initiative is further supported by the principles of School-Based Management (SBM), which decentralize decision-making to the school level and encourage collaborative efforts among school heads, teachers, students, parents, and the community to achieve improved learning outcomes. This holistic and inclusive "360" approach addresses all facets of the school environment—curriculum, teaching methods, student engagement, and community involvement—in line with the objectives of RA 9155 to provide quality, accessible, and relevant basic education.

The 360-day timeline establishes a sense of urgency and accountability, enabling schools to systematically track progress and achieve measurable improvements within one school year. This is consistent with the law's emphasis on continuous assessment and higher learning outcomes. The use of performance metrics and baselines allows schools to make informed decisions and tailor interventions to specific needs, while ongoing technical assistance and professional development for educators are mandated by law to ensure continuous improvement in teaching quality, which is directly linked to better student outcomes.

In view of the foregoing, the "360 Schools: 360 Degrees Turnaround in 360 Days" initiative is firmly grounded in pertinent legal basis, policy, and serves as an effective mechanism for driving rapid and sustainable improvements in public school performance. The Department of Education Region IV-A CALABARZON is committed to providing equitable, evidence-based, and relevant support to all schools, ensuring that gains in learning performance are sustained and that schools are positioned for ongoing success.

124 **V. GUIDELINES AND PROCEDURES**

125 This initiative is anchored on Republic Act No. 9155 (Governance of Basic
126 Education Act of 2001), which vests the Department of Education (DepEd) and its
127 field offices with the authority, accountability, and responsibility to implement
128 educational programs and school improvement initiatives. Jurisprudence affirms
129 DepEd's authority to implement innovative and locally responsive programs to
130 improve educational outcomes.

131 The objectives of the STAI are to achieve measurable improvements in school
132 performance within 360 days; foster a holistic, inclusive, and data-driven approach
133 to school improvement. And institutionalize School-Based Management (SBM) and
134 stakeholder engagement.

135 These guidelines apply to select public elementary and secondary schools
136 participating in the "360 Schools" initiative within the jurisdiction of DepEd Region
137 IV-A CALABARZON.

138 **ROLES AND RESPONSIBILITIES**

139 **A. Regional Office (Field Technical Assistance Division)**

- 140 • Develops regional technical assistance plans and standards.
- 141 • Provides technical support and monitors implementation.
- 142 • Allocates resources and ensures compliance with legal and policy frameworks.

143 **B. Division Office**

- 144 • Supports schools in planning, implementation, and monitoring.
- 145 • Ensures alignment with the Regional TA plans.

146 **C. School Heads**

- 147 • Lead the school improvement process as instructional leaders and
148 administrative managers.
- 149 • Operationalize the implementation of this policy .
- 150 • Align and implement in the School Improvement Plan (SIP) with clear
151 performance metrics.

152 **D. Teachers and Staff**

- 153 • Participate in planning, implementation, and monitoring of the
154 implementation of STAI.
- 155 • Engage in professional development and collaborative practices.

156 **E. Stakeholders (Students, Parents, Community)**

- 157 • Participate in school planning and improvement activities.
- 158 • Provide feedback and support for school initiatives.

159 **PROCEDURES**

160 **A. Baseline Assessment (Days 1–30)**

- 161 1. Conduct a comprehensive needs assessment using performance data (e.g.,
162 NAT scores, dropout rates, attendance).
163 2. Identify strengths, weaknesses, opportunities, and threats (SWOT analysis).
164 3. Establish baseline metrics for all key performance indicators.

165 **B. Planning (Days 31–60)**

- 166 1. Convene the School Improvement Team (SIT), including representatives from
167 all stakeholder groups.
168 2. Develop a 360-Day School Improvement Plan (SIP) with SMART (Specific,
169 Measurable, Achievable, Relevant, Time-bound) objectives.
170 3. Align SIP with regional and division plans and SBM principles.

171 **C. Implementation (Days 61–330)**

- 172 1. Roll out interventions across all school domains: curriculum, teaching
173 methods, student engagement, and community involvement.
174 2. Ensure equitable access to resources (technology, instructional materials).
175 3. Provide ongoing technical assistance and professional development for
176 teachers and staff.
177 4. Foster a positive and inclusive school climate.

178 **D. Monitoring and Evaluation (Continuous; Key Milestones at Days 120, 240,**
179 **330)**

- 180 1. Track progress using established performance metrics.
181 2. Conduct regular progress reviews and stakeholder consultations.
182 3. Adjust strategies as needed based on data and feedback.

183 **E. Final Assessment and Sustainability Planning (Days 331–360)**

- 184 1. Conduct a summative evaluation of school performance against baseline and
185 targets.
186 2. Document best practices, lessons learned, and areas for further improvement.
187 3. Develop a sustainability plan to ensure continuous improvement beyond the
188 360 days.

189 **REPORTING AND ACCOUNTABILITY**

- 190 • School heads submit periodic progress reports to the Division and Regional
191 Offices.
192 • Regional Office consolidates and reports outcomes to DepEd Central Office.
193 • All reports must be evidence-based and include stakeholder feedback.

194 **SUPPORT AND RESOURCES**

- 195 • The Schools Division Office ensures timely allocation and release of resources.
196 • Technical assistance is provided equitably and based on identified needs.

197

198 **STAKEHOLDER ENGAGEMENT**

- 199 • Schools establish and maintain active partnerships with parents, local
200 government units, and community organizations.

201 **CONTINUOUS IMPROVEMENT**

- 202 • Schools institutionalize a culture of data-driven decision-making and
203 collaborative problem-solving.
204 • Professional development and technical assistance are sustained beyond the
205 initial 360 days.

206 **SELECTION PROCESS AND CRITERIA**

207 **1. Announcement and Call for Participation**

- 208 • The Regional Office, through the Schools Division Offices, issues a
209 memorandum inviting schools to apply or be nominated for the initiative.
210 • The announcement outlines the objectives, benefits, and expectations of the
211 "360 Schools" program.

212 **2. Eligibility Screening**

- 213 • **Basic Eligibility:** Schools must be public elementary or secondary schools
214 under the jurisdiction of the region/division.
215 • **Priority Consideration:** Schools with consistently low performance in key
216 learning outcomes, as evidenced by NAT results, dropout rates, or other
217 DepEd-validated metrics.

218 **3. Data-Driven Assessment**

- 219 • **Performance Metrics:** Use baseline data such as:
220 ○ National Achievement Test (NAT) scores
221 ○ Dropout and attendance rates
222 ○ SBM level of practice
223 ○ Accreditation status (if applicable)
224 ○ Resource gaps (e.g., teacher-student ratio, facilities)
225 • **Needs Assessment:** Schools submit a self-assessment and improvement
226 plan, validated by the Division Office.

227 **4. Stakeholder Engagement**

- 228 • **Consultation:** School heads must conduct consultative meetings with
229 teachers, parents, students, and community representatives to ensure buy-in
230 and readiness for turnaround.
231 • **Documentation:** Minutes of meetings and letters of support are submitted as
232 part of the application.

233 **4. Evaluation and Ranking**

234 **a. Criteria for Selection:**

CRITERIA	WEIGHT (%)	DESCRIPTION
Academic Performance	30	Based on latest NAT scores, learning outcomes, and progress over the last 3 years
SBM Implementation Level	20	Assessed through SBM validation tools and DepEd Orders
Resource and Capacity Gaps	20	Extent of shortages in teachers, classrooms, learning materials, and support services
Stakeholder Commitment	15	Evidence of active involvement and support from school community and LGUs
Readiness and Improvement Plan	15	Quality and feasibility of the school's proposed turnaround plan and commitment to the 360-day timeline

235

236 **b. Scoring:** A technical working group (TWG) at the division/region level reviews and
237 scores applications based on the above criteria.

238 **6. Final Selection and Endorsement**

- 239 • The highest-ranked schools are endorsed by the Division Superintendent to
240 the Regional Director for final approval.
- 241 • The Regional Director issues an official list of participating schools.

242 **7. Orientation and Capacity Building**

- 243 • Selected schools undergo orientation and initial capacity-building sessions to
244 prepare for implementation.

245

246 **V. SOURCE OF FUNDS**

247 The source of funds for the implementation of the Unique Programs, Activities,
248 and Projects (PAPs) for Fiscal Years 2025-2026 shall be charged against the approved
249 budgetary allocation for said PAPs

250

251 **VI. EFFECTIVITY**

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253 This guideline take effect immediately upon issuance and shall remain in force
254 unless revised or revoked by competent authority.

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256

Ways forward of the Turn Around School Program

