



Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF DIGOS CITY



OFFICE OF THE SCHOOLS DIVISION SUPERINTENDENT

DIVISION MEMORANDUM

CID-2025-536

To : Assistant Schools Division Superintendent
CID Chief
SGOD Chief
Education Program Supervisors
Public Schools District Supervisors
School Heads
Teachers
All Others Concerned

Subject : **CORRIGENDUM TO DM 030, s. 2025 ON CALL FOR NOMINATION FOR THE 2025 BASIC EDUCATION ACHIEVEMENT OF NOTABLE AND GREAT EDUCATORS AWARDS (B.A.N.G.A.) COMPETITIVE AWARDS**

Date : October 24, 2025

In reference to the previously issued memorandum, DM 030, s. 2025 on the **Call for Nomination for the 2025 Basic Education Achievement of Notable and Great Educators Awards (B.A.N.G.A.) Competitive Awards**, this Office issues this corrigendum to reflect the revision in one of the award categories.

The Paramount Achievement Award is hereby replaced with the Best Project Basa/ARAL-Reading Implementer Award, which recognizes schools that have demonstrated exceptional implementation of the Project Basa / ARAL Reading Program, highlighting innovations, impact, and sustainability in fostering reading proficiency among learners.

The criteria for the said category are stated in the enclosure.

All other provisions of the Division Memorandum 030, s. 2025 remain in effect.

Immediate dissemination of this Memorandum is directed.


MELANIE P. ESTACIO, PhD, CESO VI
Schools Division Superintendent

DepEd Schools Division of Digos City

RECORDS SECTION

RELEASED
NOV 03 2025

DATE: NOV 04 2025 TIME: 8:00am
BY: 

Enclosed: As stated.
CID/rmm



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Republic of the Philippines
Department of Education
Region XI
SCHOOLS DIVISION OF DIGOS CITY



DIVISION MEMORANDUM
No. 740, s. 2025

September 22, 2025

**CALL FOR NOMINATION FOR THE 2025 BASIC EDUCATION
ACHIEVEMENTS OF NOTABLE AND GREAT EDUCATORS AWARDS
(B.A.N.G.A.)- COMPETITIVE AWARDS**

To: Assistant Schools Division Superintendent
Division Chiefs
Public Schools District Supervisors
Education Program Supervisors
Public School Heads
Public School Teachers
PRAISE Committee
Concerned SDO Personnel

1. The Schools Division Office, **B**asic Education **A**chievements of **N**otable and **G**reat Educators **A**wards (**B.A.N.G.A.**) recognizes the outstanding contributions and exemplary achievements of public basic education teachers, academic leaders, and the non-teaching personnel, regardless of sex and gender, age, civil status, physical characteristics and attributes, religion, belief, creed, race, family background, political affiliation, socio- economic standing, following the principle of equal opportunity. The awards recognize those who strive to create deep and meaningful developments anchored on the principle of equitable service for the greater good of the offices/schools/communities one serves.
2. Attached are the Criteria, Rubric, and Schedule of Activities for ready reference.
3. For information, guidance, and compliance.

Melanie P. Estacio
MELANIE P. ESTACIO, PhD, CESO VI
Schools Division Superintendent

Schools Division Office of Digos City

0925071220
DATE: 29 SEP 2025
BY: *[Signature]*

Enclosure:**Best Project Basa (ARAL-Reading) Implementers Award****Rationale:**

The Best Project Basa (ARAL-Reading) Implementers Award is initiated to recognize schools in every district that demonstrate outstanding implementation of the Project Basa / ARAL-Reading Program. It highlights their collective effort in fostering literacy and nurturing a culture of reading through innovative, inclusive, and data-driven practices. This award recognizes schools that went beyond expectations to improve learners' reading performance and engagement.

A shortlist of the top three (3) entries per district will be identified based on the evaluation criteria, from which the Best Project Basa (ARAL-Reading) Implementer shall be selected.

Nominee _____

District: _____

CRITERIA**I. Significant Accomplishment/s and Innovations in Fostering Learning (35 points)**

Indicators	Points	Score	MOVs
Improvement in Learners' Reading Proficiency through Data-Driven Interventions	10 points Significant improvement in learners' reading proficiency, demonstrated through systematic use of data from CRLA, Phil-IRI assessments, quarterly progress reports, and reading notebooks.		CRLA and Phil-IRI Assessment Reports Detailed results showing pre-assessment data
	8 points Strong improvement in reading proficiency, with data used effectively for most learners. Some gaps may exist in the intervention's responsiveness, but positive trends are evident.		Quarterly Progress Reports Updated reports that track student performance and the effectiveness of reading interventions, showcasing growth and targeted support.
	6 points Moderate improvement in reading proficiency, with some data used to guide interventions. There are gaps in addressing all learners' needs, but some		Student Reading Notebooks These notebooks include assessments, reflections, and evidence of reading-related activities, showcasing improvements in reading proficiency over time.

	measurable growth is evident. 4 points Limited improvement, with sporadic use of assessment data. Interventions are not fully data-driven and may not address all learners' needs. 2 points No significant improvement in reading proficiency. Data is either not used or not available for guiding interventions, leading to minimal progress.		
Innovation and Creativity in Reading Instruction and Classroom Practices	15 points Highly innovative and engaging reading practices, including creative integration of reading resources, interactive activities, and differentiated strategies that cater to the diverse needs of learners 80-100% of classes exhibit these practices 12 points Strong use of innovative strategies that engage learners, with clear differentiation. Some areas of instruction may need more creativity or adaptation to learner needs. 60-79% of classes demonstrate strong innovation 9 points Moderate innovation in reading practices, but some activities may lack engagement or fail to fully		Reading Resources and Supplementary Materials: Samples of color-coded English and Filipino reading resources tailored to varying student reading levels, used to support the Project Basa initiative Photographs of Classroom Activities: Visual evidence of interactive and innovative reading activities, such as group reading, peer tutoring, or use of multimedia tools in the classroom Functional Reading Nooks or Corners: Visual documentation of dedicated reading spaces in classrooms showing how they are creatively set up to encourage reading and engagement. These spaces should feature

	address the diverse needs of learners 40-59% of classes demonstrate innovation 6 points Limited innovation, with standard teaching methods predominating. Few efforts to differentiate or engage learners in creative reading activities 20-39% of classes show limited use of innovative strategies 3 points Minimal innovation in reading instruction, with little to no creativity or strategies being implemented 0-19% of classes exhibit minimal to no innovative practices in reading instruction	various reading materials designed to match students' individual proficiency levels
Active Stakeholder Involvement and Support in Reading Program Initiatives	10 points Active and sustained involvement from all relevant stakeholders (PTA, SGC, barangay, etc.), with clear support for reading programs through resource provision, volunteer initiatives, and collaboration 8 points Strong involvement from stakeholders, with active participation in some initiatives and support for reading programs 6 points Moderate involvement from stakeholders, but limited	Meeting Minutes and Attendance Sheets Documentation of meetings or discussions with stakeholders such as the PTA, SGC, and barangay, showing their active involvement in supporting the reading program (e.g., literacy initiatives, resource mobilization, or collaboration efforts) Letters of Support or Partnership Agreements Formal communications or agreements from

	support in certain areas. While there is some engagement, it may not be fully coordinated or widespread 4 points Limited involvement from stakeholders, with minimal contribution to the reading program. Engagement is sporadic and lacks a sustained commitment 2 points Minimal to no involvement from stakeholders, with no significant support for reading initiatives	stakeholders (e.g., barangay, PTA) indicating their commitment to supporting the reading program through resource provision, volunteer efforts, or literacy activities Photographs of Stakeholder-Led Activities Visual evidence of events or initiatives led or supported by stakeholders, such as literacy workshops, community reading sessions, or the crafting of barangay literacy programs Reports or Progress Updates from Stakeholders Regular reports from stakeholders (e.g., barangay literacy workers, PTA members) detailing the resources they have provided, the activities they have facilitated, or the impact of their contributions to the reading program Community Outreach or Engagement Activities Documentation of community outreach programs organized or supported by stakeholders, such as barangay literacy programs or the deployment of literacy
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			workers, demonstrating how they contribute to the program's success
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II. Impact of Accomplishment in Making Learning Happen (20 points)

Indicators	Points	Score	MOVs
Percentage of developing, transitioning, grade-level ready, instructional, and independent readers after the Project Basa / ARAL First Quarterly Assessment	95-100% 10 points 90-94% 8 points 85-89% 6 points 80-85% 4 points 79% and below 2 points		Class Progress Report Showing the baseline reading level and the Q2 reading level Summary tables or charts of reading level improvements
Improvement in teachers' delivery of reading instruction through the application of strategies and innovations	10 points Comprehensive integration of strategies and innovations. LAC session minutes, attendance, and presentations show full engagement, with data-driven intervention plans created and implemented effectively 8 points Strong application of strategies and innovations, with a clear presentation of LAC sessions and evidence of well-developed intervention plans 6 points Moderate application of strategies and innovations, but less consistent involvement in LAC sessions and data-based interventions 4 points Some application of strategies and innovations,		LAC session minutes, attendance, and presentations on reading strategies Data-based intervention plans crafted during LAC discussions

	but limited documentation of LAC sessions or unclear intervention plans 2 points Minimal application of strategies and innovations with little to no data-based interventions or limited attendance/participation in LAC sessions		
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III. Impact in Enhancing Learner's Achievement (45 points)

Indicators	Points	Score	MOVs
Class Proficiency of the Learners – Literacy	95-100% 15 points 90-94% 12 points 85-89% 9 points 80-85% 6 points 79 & below 3 points		Report on Class Proficiency Level – Literacy
Percentage of Learners who Achieved 75% Proficiency	95-100% 15 points 90-94% 12 points 85-89% 9 points 80-85% 6 points 79 & below 3 points		Report on Class Proficiency Level (all learning areas)
Reading Profile of the Learners after the Project Basa/ARAL First Quarterly Assessment	15 points At least 25% independent readers with zero non-reader 10 points At least 50% instructional readers with zero non-reader 5 points At least 25% frustration readers with zero non-reader		School Reading Profile in the Second Quarter