



Republic of the Philippines  
**Department of Education**  
REGION X  
DIVISION OF CAGAYAN DE ORO CITY

Office of the Schools Division Superintendent



14 July 2025

MEMORANDUM

CONDUCT OF THE FY 2025 MIDTERM REGIONAL PROGRAM  
IMPLEMENTATION REVIEW (MRPIR) WITH SCHOOLS DIVISION OFFICES

TO: ELEANOR CONSEJO H. ROLLAN, SEPS-SMME  
AMOR A. RADAZA, EPS-II, SMME  
RODEL S. MEGOLLAS, Planning Officer III

1. Pursuant to Regional Memo No. 439 s.2025 attached herewith, you are hereby requested to attend the 2025 Midterm Regional Program Implementation Review with Schools Division Offices on **July 15-17, 2025 at Sophie Red Hotel and Onshore Restaurant, Jasaan, Mis. Or.**
2. Travel and incidental expenses are charged to local funds subject to the regular auditing and accounting guidelines and policies.
3. In adherence to Equal Opportunity Principle (EOP), inclusive and fair treatment is accorded to all personnel regardless of disability, sexual orientation, gender, age, religion, and ethnicity.
4. This Office directs immediate and wide dissemination of this Memorandum.

**ROY ANGELO E. GAZO**  
Schools Division Superintendent

Encl.: None  
Reference: RM 300 S.2025  
To be indicated in the Perpetual Index  
under the following subjects:

PIR

DM-037-SGOD-SMME-ECHR

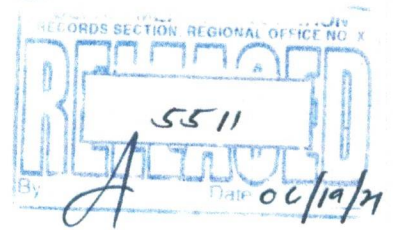


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Republic of the Philippines  
**Department of Education**  
REGION X - NORTHERN MINDANAO



June 17, 2025

REGIONAL MEMORANDUM  
No. 439, s. 2025

**CONDUCT OF THE FY 2025 MIDTERM REGIONAL PROGRAM IMPLEMENTATION  
REVIEW (MRPIR) WITH SCHOOLS DIVISION OFFICES**

To: Schools Division Superintendents  
Assistant Schools Division Superintendents  
All Others Concerned

1. The Department of Education (DepEd) Regional Office X, through the Quality Assurance Division (QAD), will conduct the **FY 2025 Midterm Regional Program Implementation Review (PIR) with Schools Division Offices**. The prework sessions are scheduled on **July 15-17**, while the main activity will take place on **July 24**. Details of the venue will be relayed through the Regional Supervisor in charge of MRPIR a week prior to the conduct of the prework sessions.

2. The activity aims to
- discuss the quarter 1 and 2 status of programs, projects and activities on physical and financial plans versus accomplishments, including the consolidation and submission of the Basic Education Report Form 1 (BAR 1) results;
  - discuss issues, gaps and bottlenecks affecting the implementation of programs, projects and activities;
  - review initial progress of performance vis-à-vis the Regional Basic Education Plan (REDP) on Pillar 3-Quality and Pillar 4-Resiliency & Well-being; and
  - discuss corrective actions, prioritization of actions and opportunities for improvement for the next semester in terms of current policies, programs and initiatives affecting basic education implementation for top management decision.

3. The participants of the conference are the following:

|               | Participants                                 | Allocated Number   |
|---------------|----------------------------------------------|--------------------|
| <b>A. SDO</b> |                                              |                    |
| <b>Pework</b> |                                              |                    |
|               | 1. SEPS -M&E                                 | 1                  |
|               | 2. EPS II-M&E                                | 1                  |
|               | 3. Planning Officer                          | 1                  |
|               | Total                                        | 3 x 14 = <b>42</b> |
| <b>Actual</b> |                                              |                    |
|               | 1. Schools Division Superintendent           | 1                  |
|               | 2. Assistant Schools Division Superintendent | 1                  |
|               | 3. Chief CID                                 | 1                  |
|               | 4. Chief SGOD                                | 1                  |
|               | 5. SEPS – M&E                                | 1                  |
|               | Total                                        | 5 X 14 = <b>70</b> |



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| Participants                                                         | Allocated Number |
|----------------------------------------------------------------------|------------------|
| <b>B. Regional Office</b>                                            |                  |
| <b>Prework</b>                                                       |                  |
| 1. Chief QAD                                                         | 1                |
| 2. Chief PPRD                                                        | 1                |
| 3. QAD Education Program Supervisors and ADAS                        | 7                |
| 4. PPRD EPS and Planning Officer                                     | <u>2</u>         |
| Total                                                                | <b>11</b>        |
| <b>Actual</b>                                                        |                  |
| 1. Regional Director                                                 | 1                |
| 2. Assistant Regional Director                                       | 1                |
| 3. QAD- Chief, EPSs and ADAS                                         | 8                |
| 4. PPRD- Chief, EPS and Planning Officer                             | 3                |
| 5. ESSD-Chief, Medical Officer, Dentist III, Engineer III and PDO IV | 5                |
| 6. CLMD – Chief and EPSs                                             | 11               |
| 7. HRDD – Chief and EPSs                                             | 4                |
| 8. FTAD – Chief and EPSs                                             | 3                |
| 9. Finance – Chief                                                   | 1                |
| 10. AD – Chief                                                       | <u>1</u>         |
| Total                                                                | <b>38</b>        |

4. To ensure the Regional Program Implementation Review (RPIR) meets the required standards, the SDO-Monitoring and Evaluation Team shall use Annex 1, the Tool Kit or Monitoring and Evaluation Tool, grounded in the Basic Education Monitoring and Evaluation Framework (BEMEF) and the Basic Education Sector Reform Agenda (BESRA) along with the drive link <https://tinyurl.com/ROPIR2025> for the submission of data needed for RO consolidation of reports.

5. All Schools Division Offices are required to submit a hard copy of the Key Performance Indicators (KPIs) needed for the Midterm Program Implementation Review. These documents must be duly signed by top management and endorsed, and should be submitted no later than **July 15**. Additionally, it is expected that all required data be fully uploaded to the designated drive link on or before the same date.

6. The participants' accommodation on July 14 to 16 and July 28, and meals on July 15-17 and July 22, which will include breakfast, lunch, and dinner with morning and afternoon snacks shall be charged to the RO funds. Local funds shall



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defray the costs for the participants' transportation and other incidental expenses subject to the usual accounting and auditing rules and regulations.

7. The fund transfer in the amount of **Five Hundred Thirty Four Thousand Pesos (P534,000.00)** only shall be downloaded to the host schools division office to cover the cost of the following:

- supplies and materials (conference materials and certificates)
- board and lodging of delegates, kits, including conference materials, rental of equipment and vehicles, payment of utilities, contingency, and other related expenses incurred in the conduct of MRPIR; and
- other related expenses (planning activities, meetings, ocular inspection of the venues, etc.)

8. The first meal shall be breakfast on July 15 and the last meal shall be afternoon snacks as the final meal on July 17 for the prework session. During the actual PIR on July 24, breakfast will again be the first meal, with afternoon snacks as the final meal..

9. For the entire duration of the activity, all the participants shall adhere to Office Order 1, s. 2020 on this Office's Implementation of Equal Opportunity Policy (EOP), regardless of age, sex, sexual orientation, gender identity, civil status, disability, religion, ethnicity, and political affiliation.

10. For further clarifications, contact Reinante Noel N. Pelagio, Education Program Supervisor or the Quality Assurance Division (QAD) via email at qad.region10@deped.gov.ph or at (088) 856-3932.

11. This Office directs the immediate and wide dissemination of this Memorandum.

  
**DR. ARTURO B. BAYOCOT, CESO III**  
Regional Director

ATCH.: As stated  
To be indicated in the Perpetual Index  
under the following subject:

MONITORING EVALUATION PIR

QAD/noel



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## Annex 1

**Tool Kit for 1<sup>st</sup> QUARTER Program Implementation Review (PIR)****Theme: Access, Quality, and Resiliency & Well-being**

The theme for the **1<sup>st</sup> Quarter PIR** will focus on DepEd's key performance indicator on access, quality, and resiliency and well-being. This includes a report on the Enrolment of the second semester for Senior High School learners and the quarterly report on the Learners At Risk of Dropping Out (LARDOs) for **Access**; an analysis report on the NAT achievement, and Reading Proficiency Level for **Quality**; and percentage of learners who reported violence committed against them by other learners or adults (bullying or child abuse) under the pillar **Resiliency and Well-Being**. The Program Management Implementation System (PMIS) shall be fully utilized to monitor the implementation of various plans and programs to ensure efficient utilization of funds in improving learning outcomes and program delivery.

**I. Progress Monitoring on the Implementation status of the Programs, Projects, Activities (PPAs)**

Schools Division Offices shall report the Implementation Status of the major programs of the department such as the six (6) flagship programs under the **OK sa DepEd**, namely: 1) School-Based Feeding Program, 2) School Dental Health Care Program, 3) Water, Sanitation, and Hygiene (WASH) in Schools (WinS) Program, 4) Adolescent Reproductive Health (ARH), 5) National Drug Education Program (NDEP), and 6) Mental Health Program (MHP), as well as the implementation of the Building Partnerships and Linkages Program, Brigada Eskwela, Disaster Risk Reduction and Management Service (DRRMS) Program, and Child Protection and Anti-Bullying. Other PPAs in the Program Management Implementation System (PMIS) shall also be monitored during the inclusive quarter.

The implementation status will focus on the physical targets and actual accomplishments highlighting the following:

- I.A. What is the overall performance (progress) to date of the SDO in terms of program implementation? Is implementation on time or delayed?
- I.A.1 If "on time", what actions or initiatives contributed to it?
- I.A.2 If there is delay in the over-all performance, what programs were delayed? What were the causes of delay for these programs? Why were they not implemented on time? What internal processes contributed to the delay?
- I.A.3 What are your suggested actions to resolve the cause/s of the delay?



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I.B. What is the overall performance (progress) to date of the SDO in terms of program implementation?

- I.B.1 Is implementation on time or delayed? If “on time”, what actions or initiatives contributed to it?
- I.B.2 If there is delay in over-all performance, what programs were delayed? What were the causes of delay for these programs? Why were they not implemented on time? What internal processes contributed to the delay?
- I.B.3 What are the suggested actions to resolve the cause/s of the delay?

**II. KPIs on Access, Quality, and Resiliency and Well-being**

**II.A. Access (SHS 2<sup>nd</sup> Semester enrolment, LARDO)**

**II.A.1 Dashboard**

- Present a comparative semestral SHS enrolment report showing increase or decrease trends. The data will be supplemented with an analysis showing the factors affecting the enrolment trends.
- Use graphs and pie charts in presenting data on Learners at risk of dropping out (LARDOs). Data shall be characterized based on the reasons for dropping out.

**II.A.2 Segmentation**

- Show schools with increasing and decreasing SHS enrolment segmented by type of school (private or public), geographical location, area classification (urban or rural) using graphical presentation.
- Illustrate profile of LARDOs based on the reasons for dropping out. Rank reasons based on frequency. Segmentation by key stages will be helpful in deriving an in-depth analysis and characterization.

**II.A.3 Analyses**

- Discuss the internal (DepED programs) and external (facilitating) factors contributing to increase in SHS enrolment.
- Explain the barriers (external factors) affecting enrolment and reasons that prevent SHS learners from going to school. Include the limitations (bottlenecks and weaknesses) of DepED programs (including capability) in bringing SHS learners to schools



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- Identify the factors leading to learners' tendency to drop out. Conduct validation and focus group discussion when necessary.

**II.A.4 Proposed Actions**

- Describe measures to undertake to sustain access to education for all SHS learners
- Provide suggestions or enhancements on program designs that will mitigate the barriers to enrolment
- Specify improvements in design of programs or initiatives (to address the limitations) related to bringing SHS learners to schools
- Suggest new policies and/or enhancements in DepED policies and systems related to enrolment of SHS learner
- Suggest interventions to address problems on LARDOs based on the findings



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## II. B. Quality

### II.B.1 Dashboard

- Present the results of the most recent National Achievement Test (ELNNA, NAT G6, NAT G10, NAT G12) through a graphical presentation. In the absence of the NAT results, the Regional Achievement Test (RAT) result shall be utilized.
- Present the Reading Proficiency Level based on the Phil-IRI results. Use graphical presentation to illustrate progress and trends.

### II.B.2 Segmentation

- Show a data map on the performance of all schools (*one map per key stage NAT in core subjects*)

### II.B.3 Analyses

- Describe the programs and/or practices implemented leading to improve performance or achievement
- Explain the context (environmental factors) contributing to poor learners' performance/achievement
- Explain why the Division and schools are unable to improve achievements in spite of the implementation of programs related to quality education

### II.B.4 Proposed Actions

- Describe measures being undertaken to sustain DepED programs on quality
- Provide suggestions on how to improve programs on quality to minimize effects of related factors contributing to the performance on quality
- Suggest actions or measures that will address the limitations or weaknesses of DepED programs on quality
- Suggest new policies and/or enhancements in DepED policies and systems related to quality

## II. C. Resiliency and Well-being

### II.C.1 Implementation Review on Programs Under Pillar 4

- Present a quarterly report on the implementation of the six (6) flagship programs under the OK sa DepEd, namely: 1)School-Based Feeding Program, 2)School Dental Health Care Program, 3)Water, Sanitation, and Hygiene (WASH) in Schools (WinS) Program, 4)Adolescent Reproductive Health (ARH), 5)National Drug Education Program (NDEP), and 6)Mental Health Program (MHP), as well as the implementation of the Building Partnerships and Linkages Program, Brigada Eskwela, Disaster Risk Reduction and Management Service (DRRMS) Program, and Child Protection and Anti-Bullying.

### II.C.2 Presentation

- Show a table on the implementation review of the programs under pillar 4.

| PPA                                                             | Physical Target | Accomplishment | % | BCCs in Achieving Targets | Initiatives | Quick Wins & Best Practices | Commitments, Next Steps, & Way Forward |
|-----------------------------------------------------------------|-----------------|----------------|---|---------------------------|-------------|-----------------------------|----------------------------------------|
| School-Based Feeding Program                                    |                 |                |   |                           |             |                             |                                        |
| School Dental Health Care Program                               |                 |                |   |                           |             |                             |                                        |
| Water, Sanitation, and Hygiene (WASH) in Schools (WinS) Program |                 |                |   |                           |             |                             |                                        |
| Adolescent Reproductive Health (ARH)                            |                 |                |   |                           |             |                             |                                        |
| National Drug Education Program (NDEP)                          |                 |                |   |                           |             |                             |                                        |
| Mental Health Program (MHP)                                     |                 |                |   |                           |             |                             |                                        |
| Building Partnerships and Linkages Program                      |                 |                |   |                           |             |                             |                                        |
| Brigada Eskwela                                                 |                 |                |   |                           |             |                             |                                        |
| Disaster Risk Reduction and Management Service (DRRMS) Programs |                 |                |   |                           |             |                             |                                        |
| Child Protection and Anti-Bullying                              |                 |                |   |                           |             |                             |                                        |

### III. Agenda affecting program design, policy, standard, system and technical assistance needed.

- Provide suggestions on how to improve programs on access, quality, and resiliency and well-being.
- Suggest actions or measures that will address the limitations or weaknesses of DepED programs.
- Suggest new policies and/or enhancements in DepED policies and systems.

### IV. Quick Wins and Best Practices

Discuss Quick Wins and best practices of your division office that has effectively addressed performance gaps and challenges.

### V. Prioritization, Next Steps and Ways Forward

- Briefly discuss SDOs prioritization, strategic direction and ways forward that includes as follows:
  - Strategies on Access, Quality, and Resiliency and Well-being;
  - Specific programs and projects to be implemented;
  - Support systems to be strengthened and institutionalized; and
  - Policies to be proposed.

## Tool Kit for 2ND QUARTER Program Implementation Review (PIR)

### Theme: Quality, Equity and Governance

The theme for the **2nd Quarter PIR will focus on DepEd's Intermediate Outcomes on Quality, Equity, and Efficiency**. These include a review of the strengths and weaknesses of DepEd in **“keeping all children who are in school to stay and learn in school.”** The following key performance indicators that shall be reported are the following:

- **QUALITY (Male & Female)**
  - Completion Rate (Elem, JHS, SHS) 3 Years
  - Graduation Rate (Elem, SHS)
  - Failure Rate (K-3, 4-6, JHS, SHS)
  - Promotion Rate
- **EQUITY (Male & Female)**
  - ALS Completion Rate
  - A&E Passing Rate
- **EFFICIENCY (Male & Female)**
  - Enabling Mechanism (EM)#6: Public and Private Education Operate Under a Dynamic and Responsive Complementarity Framework

Below are the guide questions for analyzing all the above-mentioned indicators.

Here are sample questions and guidelines for presenting the data matrix on learners' proficiency:

#### 1. Introduction:

- What is the primary focus of the data matrix?
- How does the proficiency level vary across different educational levels?

#### 2. Data Presentation:

- Can you highlight the trends in the percentage of learners attaining minimum proficiency over the three consecutive years?
- Are there significant variations among Kinder, Grade 6, Grade 10, and Grade 12?

#### 3. Findings:

- What patterns or anomalies emerge from the data?
- Are there specific grades or years where proficiency significantly improves or declines?

**4. Adjustments:**

- What educational strategies or interventions have been implemented during this period?
- Are there any correlations between specific interventions and changes in proficiency levels?

**5. Recommendations:**

- Based on the findings, what adjustments or enhancements would you propose for future educational programs?
- How can the data inform targeted interventions to improve proficiency levels?

**6. Long-term Impact:**

- How might the proficiency trends impact overall educational outcomes in the long term?
- What measures could be taken to sustain or improve these trends?

**1. Gender Analysis:**

- How does the percentage of learners attaining minimum proficiency differ between males and females?
- Are there notable variations in performance trends based on gender?

**2. Trends Across Grades:**

- Can you identify specific grades where the gender gap in proficiency is more pronounced?
- Are there any grades where one gender consistently outperforms the other?

**3. Factors Influencing Gender Disparities:**

- What factors, if any, could be contributing to differences in proficiency levels between males and females?
- Are there socio-economic or cultural factors that need to be considered in the analysis?

**4. Adjustments for Gender Equality:**

- How can the educational system be adjusted to address any gender disparities in proficiency?
- Are there gender-specific interventions that may enhance learning outcomes?

**5. Recommendations for Inclusive Education:**

- Based on gender-disaggregated data, what recommendations can be made to promote inclusive education?
- How can schools ensure that both male and female students have equal opportunities to achieve proficiency?

**6. Monitoring Progress:**

- What indicators will be monitored to track progress in reducing gender disparities over time?
- How can the findings inform targeted strategies to address specific challenges faced by either gender?