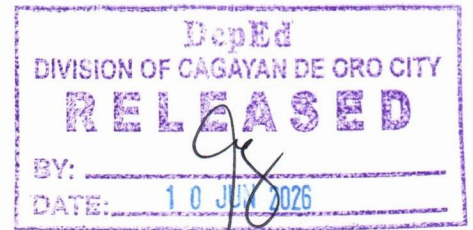




Republic of the Philippines
Department of Education
REGION X
DIVISION OF CAGAYAN DE ORO CITY



Office of the Schools Division Superintendent

09 June 2026

DIVISION MEMORANDUM

No. 532 s.2026

CONDUCT OF THE DISTRICT PROGRAM IMPLEMENTATION REVIEW

TO: Assistant Schools Division Superintendent
Chiefs, CID and SGOD
Public Schools District Supervisors, District In-Charge
Planning Officer
Research SEPS
M&E Specialists
Division Program Holders
Public Elementary and Secondary School Heads

1. Pursuant to Regional Memo No. 467 s.2026 title Adoption of the Enhanced Process for Program Implementation Review (PIR), all concerned are hereby directed to conduct the **District Program Implementation Review (PIR) on June 10-11, 2026 at designated districts.**
2. The activity aims to enhance the monitoring and evaluation of various Programs, Projects, and Activities (PPAs) by identifying implementation gaps, issues, concerns, and bottlenecks. Furthermore, it seeks to determine appropriate corrective measures and develop a Catch-Up Plan to address performance gaps and ensure the timely and effective delivery of targeted outputs and outcomes.
3. The program flow and schedule are indicated in the attachment for your guidance and reference.
4. 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.
5. This Office directs compliance of this Memorandum.

ROY ANGELO E. GAZO
Schools Division Superintendent



Address: Fr. William F. Masterson Ave., Upper Balulang, Cagayan de Oro City
Telephone: (088) 855-0044, (088) 855-0047, (088) 328-2142
Email Address: cagayandeoro.city@depd.gov.ph
Website: <https://depdcdonet/>

Doc. Ref. Code	SDO-OSDS-F004	Rev	00
Effectivity	11.03.26	Page	1 of 2



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

Office of the Schools Division Superintendent

Encl.: As indicated

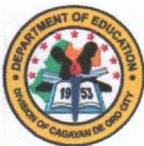
Reference: None

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

PROGRAM IMPLEMENTATION REVIEW

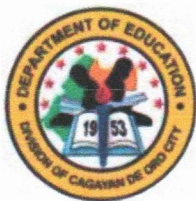
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Competence
Diligence
Integrity
Outstanding



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Department of Education
Division of Cagayan de Oro City

DISTRICT PROGRAM IMPLEMENTATION REVIEW



10-11 June 2026
10 Districts

You are cordially invited

SCHEDULE

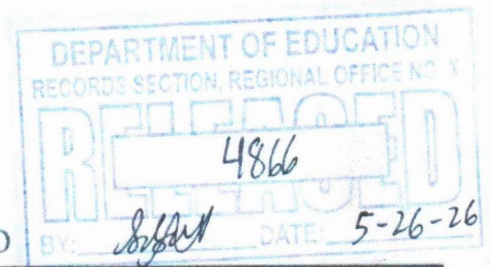
DISTRICT	DISTRICT PIR SCHEDULE	DISTRICT SUPERVISORS & IN-CHARGE	SDO MONITORING LEAD
L1 - Southwest I	June 10, 2026 AM, Lumbia CS	Sylvio Carciller, Alma Penonia, Rico Cagape	Rodel Megollas, SDO Program Holders
L1 - Southwest II	June 10, 2026 AM, Mambuaya CS	Macapangcat Mama, Rosemarie Tolentino, Vanessa Mae B. Martinez	Beverly Anne Nicolasora, SDO Program Holders
L1 - West I	June 10, 2026 AM, Carmen Science HS	Shirley Merida, Marcelo Mabalos	Eleanor Consejo Rollan, SDO Program Holders
L1 - West II	June 10, 2026 AM, Bulua CS	Marife A. Ramos, Jessica Joy Hinacay, Tito Yongao	Amor Radaza, SDO Program Holders
L1 - North II	June 10, 2026 PM, Bayabas NHS	Charlyn S. Baylon, Paraida Orangot	Beverly Anne Nicolasora, SDO Program Holders
L2 - North I	June 10, 2026 PM, Angeles Sisters NHS	Margie Andrade	Amor Radaza, SDO Program Holders
L2 - East I	June 10, 2026 PM, Gusa ES	Angelito Felisilda, Vaicar Mayake	Eleanor Consejo Rollan, SDO Program Holders
L2 - East II	June 11, 2026 PM, Puerto ES	Milagros Recamadas, Annabelle Lariba	Rodel Megollas, SDO Program Holders
L2 - Central	June 11, 2026 AM, City Central School	Cynthia V. Yanez	Beverly Anne Nicolasora, Amor Radaza, SDO Program Holders
L2 - South	June 11, 2026 AM, CDONHS-JHS	Jerry Taruc, Roel Lamberte, Jinnefer Espina	Eleanor Consejo Rollan, Rodel Megollas, SDO Program Holders

PROGRAM FLOW

TIME ALLOTMENT	ACTIVITY	
07:30 - 08:00 AM/ 12:30-01:00 PM	Registration of Participants	Host School
08:00 - 08:15/ 01:00 - 01:15	Preliminaries	
	Pambansang Awit, Prayer, Quality Policy Statement	Video Presentation
08:15 - 08:30/ 01:15 - 01:30	Welcome Remarks	Respective District Supervisors
	Inspirational Message	Roy Angelo E. Gazo Schools Division Superintendent
08:30 - 08:35 01:30 - 01:35	Rationale and Presentation Flow	Monitoring Lead
08:35 - 11:30/ 01:35 - 04:30	School PIR Report Presentation	Respective School Heads
11:30 - 12:00 Noon/ 04:30 - 05:00	Closing Program	Respective District Supervisors and DICs



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



May 25, 2026

REGIONAL MEMORANDUM

No. 467, s. 2026

**ADOPTION OF THE ENHANCED PROCESS
FOR PROGRAM IMPLEMENTATION REVIEW (PIR)**

To: Assistant Regional Director
Schools Division Superintendents
RO and SDO Functional Division Chiefs
All Program Holders
All School Heads
All Others Concerned

1. In line with the Department's commitment to strengthen results-based management and ensure the efficient utilization of resources, there is a need to enhance the existing process of the Program Implementation Review (PIR). The improved process aims to promote data-driven decision-making, strengthen accountability, and ensure the alignment of program implementation with organizational targets and priorities.

2. This Memorandum is issued to adopt and institutionalize the enhanced process for the conduct of the Program Implementation Review (PIR) at the Regional, Division, District, and School levels. Specifically, it aims to:

- a. Strengthen the implementation of monitoring and evaluation, particularly the operationalization of the Basic Education Monitoring and Evaluation Framework across school, division, and regional levels;
- b. Adopt the quarterly Program Implementation Review (PIR) technology as a monitoring and evaluation mechanism to track the progress of programs and projects and to identify gaps, issues, concerns, and implementation bottlenecks;
- c. Determine appropriate corrections and actions needed to refine plans and ensure the continuous improvement and smooth implementation of programs and projects; and
- d. Formulate Catch-Up Plan for the delays of program, project, and major activities implementation.

3. The enhanced PIR process shall be implemented in all governance levels, including:

- a. Regional Office (RO)
- b. Schools Division Offices (SDOs)
- c. Public Elementary and Secondary Schools

4. This complements the national commitments and 5-Point Reform Agenda of the Department in delivering basic education in this region. It is also aligned with the Quality Basic Education Development Plan (QBEDP) 2025-2035, Budget Accountability Report 1 (BAR 1) and Region Education Development Plan (REDP 2023-2028).

5. Enclosed are the following for reference and guidance of all concerned:

- a. Indicative Schedule of Activities
- b. Indicative Schedule of Indicators of Program Implementation Review (Region/Division)
- c. Indicative Schedule of Indicators of Program Implementation Review (District/School)
- d. Curriculum Support System Template

6. All previous regional memoranda and related issuances inconsistent with these guidelines are hereby repealed, rescinded, or amended accordingly.

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


Digitally signed by
Legaspi Ruth Fuentes
Date: 2026.05.26
08:52:13+08'00'
DR. RUTH L. FUENTES, CESO III
Regional Director 

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

PIR QBEDP

RE: Adoption of the Enhanced Process for
Program Implementation Review (PIR)

PPRD/allan

CONDUCT OF PROGRAM IMPLEMENTATION REVIEW

Indicative Schedule of Activities

Schedule	Activities	Participants
1 st Week of the Last Month of the Quarter	School & District Program Implementation Review (Hybrid)	Schools Division Office Representative -CID & SGOD Chief, EPS/Program Holders (Virtual Attendance) Schools District Supervisor School Heads SGC Designated Co-chair (Teacher Representative)
2 nd Week of the Last Month of the Quarter	Division Program Implementation Review (Hybrid) Note: Submission of SDO outputs shall be every Friday of the second week of the last month of each quarter.	Schools Division Superintendents Assistant Schools Division Superintendents Chief Education Supervisor - School Governance and Operations Division (SGOD) Chief Education Supervisor - Curriculum Implementation Division (CID) Regional Office Representative RO Chiefs, EPS/Program Holders (Virtual Attendance) Senior Education Program Specialist-Monitoring & Evaluation Planning Officer III CID, SGOD Supervisors Program Holders Schools District Supervisor

3 rd Week of the Last Month of the Quarter	Pework on the Conduct of the Regional Program Implementation Review (2 days)	Regional Office RO Chiefs, EPS/Program Holders
Last Week of the Last Month of the Quarter	Conduct of the Regional Program Implementation Review	Regional Office Regional Director Assistant Regional Director Chief Education Supervisors Education Supervisors Program Holders
		Schools Division Offices Schools Division Superintendents Assistant Schools Division Superintendents Chief Education Supervisor - School Governance and Operations Division (SGOD) Chief Education Supervisor - Curriculum Implementation Division (CID) Senior Education Program Specialist-Monitoring & Evaluation

CONDUCT OF PROGRAM IMPLEMENTATION REVIEW

**Indicative Schedule of Indicators
Regional Program Implementation Review**

1st Quarter	Quality Basic Education Development Plan (QBEDP) Outcome 2: Improved Learning Environments that Safeguard Students' Physical and Mental Well-being
	Percentage of severely wasted and wasted learners in public elementary schools provided with meals through School-based Feeding Program in Elementary
	Percentage of severely wasted and wasted learners in public elementary schools provided with meals through School-based Feeding Program in Secondary
	Percentage of public schools with a guidance advocate
	Percentage of schools with a guidance office
	Percentage of Elementary schools with a health clinic
	Percentage of Junior High schools with a health clinic
	Percentage of Senior High schools with a health clinic
	Percentage of Elementary public schools with ideal classroom to student ratio
	Percentage of Junior High public schools with ideal classroom to student ratio
	Percentage of Senior High public schools with ideal classroom to student ratio
	Percentage of Elementary public schools with electricity
	Percentage of Junior High public schools with electricity
	Percentage of Senior High public schools with electricity
	Percentage of Elementary public schools with libraries
	Percentage of Secondary public schools with libraries
	Percentage of Elementary public schools with faculty rooms
	Percentage of Secondary public schools with faculty rooms
	Quality Basic Education Development Plan (QBEDP) Outcome 5: Empowered Graduates fit for Employment, Entrepreneurship
	Percentage of Schools that are Implementation Units
	Percentage share of SEF in the overall school budget
	Number of classrooms built through PPP
	Percentage of Elementary schools with solar panels (off-grid schools without electricity)
	Percentage of Junior High schools with solar panels (off-grid schools without electricity)
	Percentage of Senior High schools with solar panels (off-grid schools without electricity)
	Percentage share of ODA investment value relative to DepEd GAA Budget
	Percentage share of PPA investment value relative to DepEd GAA Budget

	Program Management Information System (PMIS) Status
2nd Quarter	Quality Basic Education Development Plan (QBEDP)
	Outcome 2: Improved Learning Environments that Safeguard Students' Physical and Mental Well-being
	Percentage of Kinder school-age children in school - Net Enrollment Rate
	<i>Comparative Kindergarten Enrollment (SY 2024-2025, SY 2025-2026, SY 2026-2027)</i>
	Percentage of Elementary school-age children in school - Net Enrollment Rate
	<i>Comparative Elementary Enrollment (SY 2024-2025, SY 2025-2026, SY 2026-2027)</i>
	<i>Tracking of Learners by Grade Level, K-6 (SY 2025-2026 vs SY 2026-2027)</i>
	Percentage of Junior High school-age children in school - Net Enrollment Rate
	<i>Comparative Junior High School Enrollment (SY 2024-2025, SY 2025-2026, SY 2026-2027)</i>
	<i>Tracking of Learners by Grade Level, 7-10 (SY 2025-2026 vs SY 2026-2027)</i>
	Percentage of Senior High school-age children in school - Net Enrollment Rate
	<i>Comparative Senior High School Enrollment (SY 2024-2025, SY 2025-2026, SY 2026-2027)</i>
	<i>Tracking of Learners by Grade Level, 11-12 (SY 2025-2026 vs SY 2026-2027)</i>
	<i>Comparative ALS Enrollment (SY 2024-2025, SY 2025-2026, SY 2026-2027)</i>
	<i>Basic Literacy</i>
	<i>ALS A&E Elementary</i>
	<i>ALS A&E Secondary</i>
	<i>Comparative SNED Enrollment (Non-graded) (SY 2024-2025, SY 2025-2026, SY 2026-2027)</i>
	<i>Elementary</i>
	<i>Junior High School</i>
	Budget Accountability Report 1 (BAR 1)
	SUPPORT TO SCHOOLS AND LEARNERS PROGRAM
	Outcome Indicator(s)
	Proportion of the learners achieving at least "nearly proficient" in National Achievement Test (NAT) (SY 2025-2026)
	a. Elementary (Grade 6)
	b. Junior High School (Grade 10)
	c. Senior High School (Grade 12)

	Quality Basic Education Development Plan (QBEDP) Outcome 4: Improved Education Quality through Upgraded Curriculum, Modernized Assessments, and Digitally Enabled Schools
	Percentage of learners achieving at least "Proficient" in the National Achievement Test for Grade 3 (NAT) - English increased
	Percentage of learners achieving at least "Proficient" in the National Achievement Test for Grade 3 (NAT) - Mathematics increased
	Percentage of learners achieving at least "Proficient" in the National Achievement Test for Grade 3 (NAT) - Filipino increased
	Percentage of learners achieving at least "Proficient" in the National Achievement Test for Grade 6 (NAT) - English increased
	Percentage of learners achieving at least "Proficient" in the National Achievement Test for Grade 6 (NAT) - Mathematics increased
	Percentage of learners achieving at least "Proficient" in the National Achievement Test for Grade 6 (NAT) - Science increased
	Percentage of learners achieving at least "Proficient" in the National Achievement Test for Grade 6 (NAT) - Filipino increased
	Percentage of learners achieving at least "Proficient" in the National Achievement Test for Grade 6 (NAT) - Araling Panlipunan increased
	Percentage of learners achieving at least "Proficient" in the National Achievement Test for Grade 10 (NAT) - English increased
	Percentage of learners achieving at least "Proficient" in the National Achievement Test for Grade 10 (NAT) - Mathematics increased
	Percentage of learners achieving at least "Proficient" in the National Achievement Test for Grade 10 (NAT) - Filipino increased
	Percentage of learners achieving at least "Proficient" in the National Achievement Test for Grade 10 (NAT) - Science increased
	Percentage of learners achieving at least "Proficient" in the National Achievement Test for Grade 10 (NAT) - Araling Panlipunan increased
	Percentage of learners achieving at least "Proficient" in the National Achievement Test for Grade 12 (NAT) - English increased
	Percentage of learners achieving at least "Proficient" in the National Achievement Test for Grade 12 (NAT) - Mathematics increased
	Percentage of learners achieving at least "Proficient" in the National Achievement Test for Grade 12 (NAT) - Filipino increased
	Percentage of learners achieving at least "Proficient" in the National Achievement Test for Grade 12 (NAT) - Science increased

	Percentage of learners achieving at least "Proficient" in the National Achievement Test for Grade 12 (NAT) - Social Science increased
	Percentage of learners achieving at least "Proficient" in the National Achievement Test for Grade 12 (NAT) - Philosophy increased
	Percentage of learners achieving at least "Proficient" in the National Achievement Test for Grade 12 (NAT) - Humanities increased
	Percentage of learners achieving at least "Proficient" in the National Achievement Test for Grade 12 (NAT) - Media and Information Literacy increased
	Quality Basic Education Development Plan (QBEDP) Outcome 5: Empowered Graduates fit for Employment, Entrepreneurship
	Percentage of passers in the National Certification (NC) assessments
	Percentage of passers in the Alternative Learning System Accreditation and Equivalency Test in Elementary
	Percentage of passers in the Alternative Learning System Accreditation and Equivalency Test in Secondary
	Program Management Information System (PMIS) Status
3rd Quarter	Budget Accountability Report 1 (BAR 1)
	BASIC EDUCATION INPUTS PROGRAM
	Outcome Indicator(s)
	1. Percentage of public schools meeting the standard ratio for teachers
	a. Elementary
	b. Junior High School
	c. Senior High School
	2. Percentage of public schools meeting the standard ratio for classrooms
	a. Grades 1-10
	b. Senior High School
	SUPPORT TO SCHOOLS AND LEARNERS PROGRAM
	Outcome Indicator(s)
	1. Retention rate (SY 2025-2026)
	a. Elementary
	b. Secondary (Grades 7 to 12)
	2. Completion rate (SY 2025-2026)
	a. Elementary
	b. Secondary (Grades 7 to 12)
	3. Learners at Risk of Dropping Out
	a. Elementary (K to 6)
	b. Secondary (Grades 7 to 12)

	Quality Basic Education Development Plan (QBEDP) Outcome 2: Improved Learning Environments that Safeguard Students' Physical and Mental Well-being
	Percentage of resolved bullying incidents in Elementary
	Percentage of resolved bullying incidents in Secondary
	Percentage of public schools with a functional child protection committee
	Percentage of public schools with a functional school governing council
	Quality Basic Education Development Plan (QBEDP) Outcome 3: Enhanced Governance Structures to Ensure Efficient and
	Percentage of Schools Division Offices conferred with Level 3 PRIME-HRM accreditation
	Number of regions provided with innovation funds
	Number of public schools provided with school grants (innovation funds for schools)
	Percentage of Elementary public schools provided with research funds
	Percentage of Secondary public schools provided with research funds
	Percentage of Division Office provided with research funds
	Program Management Information System (PMIS) Status
4th Quarter	Budget Accountability Report 1 (BAR 1)
	EDUCATION HUMAN RESOURCE DEVELOPMENT PROGRAM
	Outcome Indicator(s)
	Increase in percentage of public schools conducting schools learning action cell sessions
	Output Indicator(s)
	Number of public school teachers and teaching-related staff trained
	Budget Accountability Report 1 (BAR 1)
	EDUCATION POLICY DEVELOPMENT PROGRAM
	Output Indicator(s)
	Number of education researches completed
	BASIC EDUCATION INPUTS PROGRAM
	Output Indicator(s)
	Number of newly-created teaching positions filled up
	INCLUSIVE EDUCATION PROGRAM
	Outcome Indicator(s)
	Percentage of learners enrolled in:
	a. Special Needs Education (SNED) - public

	b. Arabic Language Islamic Values Education (ALIVE) - public and private
	c. Indigenous Peoples Education (IPED) - public
	d. Alternative Learning System (ALS)
	Percentage of learners provided with learning resources
	Output Indicator(s)
	Number of public schools provided with learning resources
	SUPPORT TO SCHOOLS AND LEARNERS PROGRAM
	Outcome Indicator(s)
	Number of learners benefiting from the School Based Feeding Program
	Quality Basic Education Development Plan (QBEDP)
	Outcome 1: High-Performing Teachers Delivering Quality Education
	Percentage of public school teachers who completed training on content and pedagogy
	Number of public school teachers who completed Certificate Programs
	Number of public school teachers who completed Scholarship Programs
	Percentage of Elementary learners with complete set of textbooks
	Percentage of Junior High School learners with complete set of textbooks
	Percentage of Senior High School learners with complete set of textbooks
	Percentage of public school teachers provided with a laptop
	Percentage of public schools meeting the minimum standard for teacher to student ratio
	Percentage of public schools with at least one Administrative Officer
	Program Management Information System (PMIS) Status

CONDUCT OF PROGRAM IMPLEMENTATION REVIEW

Indicative Schedule of Indicators
Division Program Implementation Review

1st Quarter	Quality Basic Education Development Plan (QBEDP) Outcome 2: Improved Learning Environments that Safeguard Students' Physical and Mental Well-being
	Percentage of severely wasted and wasted learners in public elementary schools provided with meals through School-based Feeding Program in Elementary
	Percentage of severely wasted and wasted learners in public elementary schools provided with meals through School-based Feeding Program in Secondary
	Percentage of public schools with a guidance advocate
	Percentage of schools with a guidance office
	Percentage of Elementary schools with a health clinic
	Percentage of Junior High schools with a health clinic
	Percentage of Senior High schools with a health clinic
	Percentage of Elementary public schools with ideal classroom to student ratio
	Percentage of Junior High public schools with ideal classroom to student ratio
	Percentage of Senior High public schools with ideal classroom to student ratio
	Percentage of Elementary public schools with electricity
	Percentage of Junior High public schools with electricity
	Percentage of Senior High public schools with electricity
	Percentage of Elementary public schools with libraries
	Percentage of Secondary public schools with libraries
	Percentage of Elementary public schools with faculty rooms
	Percentage of Secondary public schools with faculty rooms
	Quality Basic Education Development Plan (QBEDP) Outcome 5: Empowered Graduates fit for Employment, Entrepreneurship
	Percentage of Schools that are Implementation Units
	Percentage share of SEF in the overall school budget
	Number of classrooms built through PPP
	Percentage of Elementary schools with solar panels (off-grid schools without electricity)
	Percentage of Junior High schools with solar panels (off-grid schools without electricity)
	Percentage of Senior High schools with solar panels (off-grid schools without electricity)
	Percentage share of ODA investment value relative to DepEd GAA Budget
	Percentage share of PPA investment value relative to DepEd GAA Budget

	Program Management Information System (PMIS) Status (For Implementing Unit schools only)
2nd Quarter	Quality Basic Education Development Plan (QBEDP)
	Outcome 2: Improved Learning Environments that Safeguard Students' Physical and Mental Well-being
	Percentage of Kinder school-age children in school - Net Enrollment Rate
	<i>Comparative Kindergarten Enrollment (SY 2024-2025, SY 2025-2026, SY 2026-2027)</i>
	Percentage of Elementary school-age children in school - Net Enrollment Rate
	<i>Comparative Elementary Enrollment (SY 2024-2025, SY 2025-2026, SY 2026-2027)</i>
	<i>Tracking of Learners by Grade Level, K-6 (SY 2025-2026 vs SY 2026-2027)</i>
	Percentage of Junior High school-age children in school - Net Enrollment Rate
	<i>Comparative Junior High School Enrollment (SY 2024-2025, SY 2025-2026, SY 2026-2027)</i>
	<i>Tracking of Learners by Grade Level, 7-10 (SY 2025-2026 vs SY 2026-2027)</i>
	Percentage of Senior High school-age children in school - Net Enrollment Rate
	<i>Comparative Senior High School Enrollment (SY 2024-2025, SY 2025-2026, SY 2026-2027)</i>
	<i>Tracking of Learners by Grade Level, 11-12 (SY 2025-2026 vs SY 2026-2027)</i>
	<i>Comparative ALS Enrollment (SY 2024-2025, SY 2025-2026, SY 2026-2027)</i>
	<i>Basic Literacy</i>
	<i>ALS A&E Elementary</i>
	<i>ALS A&E Secondary</i>
	<i>Comparative SNED Enrollment (Non-graded) (SY 2024-2025, SY 2025-2026, SY 2026-2027)</i>
	<i>Elementary</i>
	<i>Junior High School</i>
	Budget Accountability Report 1 (BAR 1)
	SUPPORT TO SCHOOLS AND LEARNERS PROGRAM
	Outcome Indicator(s)
	Mean Percentage Scores (MPS) in the National Achievement Test (NAT) (SY 2025-2026)
	a. Elementary (Grade 6)
	b. Junior High School (Grade 10)
	c. Senior High School (Grade 12)
	Note: If the school is not identified as a sample school for the National Achievement Test (NAT), please use the data from the Schools Division Office.

	Quality Basic Education Development Plan (QBEDP) Outcome 4: Improved Education Quality through Upgraded Curriculum, Modernized Assessments, and Digitally Enabled Schools
	Mean Percentage Scores (MPS) in the National Achievement Test for Grade 3 (NAT) - English increased
	Mean Percentage Scores (MPS) in the National Achievement Test for Grade 3 (NAT) - Mathematics increased
	Mean Percentage Scores (MPS) in the National Achievement Test for Grade 3 (NAT) - Filipino increased
	Mean Percentage Scores (MPS) in the National Achievement Test for Grade 6 (NAT) - English increased
	Mean Percentage Scores (MPS) in the National Achievement Test for Grade 6 (NAT) - Mathematics increased
	Mean Percentage Scores (MPS) in the National Achievement Test for Grade 6 (NAT) - Science increased
	Mean Percentage Scores (MPS) in the National Achievement Test for Grade 6 (NAT) - Filipino increased
	Mean Percentage Scores (MPS) in the National Achievement Test for Grade 6 (NAT) - Araling Panlipunan increased
	Mean Percentage Scores (MPS) in the National Achievement Test for Grade 10 (NAT) - English increased
	Mean Percentage Scores (MPS) in the National Achievement Test for Grade 10 (NAT) - Mathematics increased
	Mean Percentage Scores (MPS) in the National Achievement Test for Grade 10 (NAT) - Filipino increased
	Mean Percentage Scores (MPS) in the National Achievement Test for Grade 10 (NAT) - Science increased
	Mean Percentage Scores (MPS) in the National Achievement Test for Grade 10 (NAT) - Araling Panlipunan increased
	Mean Percentage Scores (MPS) in the National Achievement Test for Grade 12 (NAT) - English increased
	Mean Percentage Scores (MPS) in the National Achievement Test for Grade 12 (NAT) - Mathematics increased
	Mean Percentage Scores (MPS) in the National Achievement Test for Grade 12 (NAT) - Filipino increased
	Mean Percentage Scores (MPS) in the National Achievement Test for Grade 12 (NAT) - Science increased
	Mean Percentage Scores (MPS) in the National Achievement Test for Grade 12 (NAT) - Social Science increased
	Mean Percentage Scores (MPS) in the National Achievement Test for Grade 12 (NAT) - Philosophy increased
	Mean Percentage Scores (MPS) in the National Achievement Test for Grade 12 (NAT) - Humanities increased
	Mean Percentage Scores (MPS) in the National Achievement Test for Grade 12 (NAT) - Media and Information Literacy increased
	Quality Basic Education Development Plan (QBEDP) Outcome 5: Empowered Graduates fit for Employment, Entrepreneurship

	Percentage of passers in the National Certification (NC) assessments
	Percentage of passers in the Alternative Learning System Accreditation and Equivalency Test in Elementary
	Percentage of passers in the Alternative Learning System Accreditation and Equivalency Test in Secondary
	Program Management Information System (PMIS) Status (For Implementing Unit schools only)
3rd Quarter	Budget Accountability Report 1 (BAR 1)
	BASIC EDUCATION INPUTS PROGRAM
	Outcome Indicator(s)
	1. Percentage of public schools meeting the standard ratio for teachers
	a. Elementary
	b. Junior High School
	c. Senior High School
	2. Percentage of public schools meeting the standard ratio for classrooms
	a. Grades 1-10
	b. Senior High School
	SUPPORT TO SCHOOLS AND LEARNERS PROGRAM
	Outcome Indicator(s)
	1. Retention rate (SY 2025-2026)
	a. Elementary
	b. Secondary (Grades 7 to 12)
	2. Completion rate (SY 2025-2026)
	a. Elementary
	b. Secondary (Grades 7 to 12)
	3. Learners at Risk of Dropping Out
	a. Elementary (K to 6)
	b. Secondary (Grades 7 to 12)
	Quality Basic Education Development Plan (QBEDP)
	Outcome 2: Improved Learning Environments that Safeguard Students' Physical and Mental Well-being
	Percentage of resolved bullying incidents in Elementary
	Percentage of resolved bullying incidents in Secondary
	Percentage of public schools with a functional child protection committee
	Percentage of public schools with a functional school governing council
	Quality Basic Education Development Plan (QBEDP)
	Outcome 3: Enhanced Governance Structures to Ensure Efficient and
	Percentage of Schools Division Offices conferred with Level 3 PRIME-HRM accreditation
	Number of regions provided with innovation funds

	Number of public schools provided with school grants (innovation funds for schools)
	Percentage of Elementary public schools provided with research funds
	Percentage of Secondary public schools provided with research funds
	Percentage of Division Office provided with research funds
	Program Management Information System (PMIS) Status (For Implementing Unit schools only)
4th Quarter	Budget Accountability Report 1 (BAR 1)
	EDUCATION HUMAN RESOURCE DEVELOPMENT PROGRAM
	Outcome Indicator(s)
	Increase in percentage of public schools conducting schools learning action cell sessions
	Output Indicator(s)
	Number of public school teachers and teaching-related staff trained
	Budget Accountability Report 1 (BAR 1)
	EDUCATION POLICY DEVELOPMENT PROGRAM
	Output Indicator(s)
	Number of education researches completed
	BASIC EDUCATION INPUTS PROGRAM
	Output Indicator(s)
	Number of newly-created teaching positions filled up
	INCLUSIVE EDUCATION PROGRAM
	Outcome Indicator(s)
	Percentage of learners enrolled in:
	a. Special Needs Education (SNED) - public
	b. Arabic Language Islamic Values Education (ALIVE) - public and private
	c. Indigenous Peoples Education (IPED) - public
	d. Alternative Learning System (ALS)
	Percentage of learners provided with learning resources
	Output Indicator(s)
	Number of public schools provided with learning resources
	SUPPORT TO SCHOOLS AND LEARNERS PROGRAM
	Outcome Indicator(s)
	Number of learners benefiting from the School Based Feeding Program
	Quality Basic Education Development Plan (QBEDP)
	Outcome 1: High-Performing Teachers Delivering Quality Education
	Percentage of public school teachers who completed training on content and pedagogy

	Number of public school teachers who completed Certificate Programs
	Number of public school teachers who completed Scholarship Programs
	Percentage of Elementary learners with complete set of textbooks
	Percentage of Junior High School learners with complete set of textbooks
	Percentage of Senior High School learners with complete set of textbooks
	Percentage of public school teachers provided with a laptop
	Percentage of public schools meeting the minimum standard for teacher to student ratio
	Percentage of public schools with at least one Administrative Officer
	Program Management Information System (PMIS) Status (For Implementing Unit schools only)

CONDUCT OF PROGRAM IMPLEMENTATION REVIEW

Indicative Schedule of Indicators
School/District Program Implementation Review

1st Quarter	Quality Basic Education Development Plan (QBEDP) Outcome 2: Improved Learning Environments that Safeguard Students' Physical and Mental Well-being
	Percentage of severely wasted and wasted learners in public elementary schools provided with meals through School-based Feeding Program in Elementary
	Percentage of severely wasted and wasted learners in public elementary schools provided with meals through School-based Feeding Program in Secondary
	Percentage of public schools with a guidance advocate
	Percentage of schools with a guidance office
	Percentage of Elementary schools with a health clinic
	Percentage of Junior High schools with a health clinic
	Percentage of Senior High schools with a health clinic
	Percentage of Elementary public schools with ideal classroom to student ratio
	Percentage of Junior High public schools with ideal classroom to student ratio
	Percentage of Senior High public schools with ideal classroom to student ratio
	Percentage of Elementary public schools with electricity
	Percentage of Junior High public schools with electricity
	Percentage of Senior High public schools with electricity
	Percentage of Elementary public schools with libraries
	Percentage of Secondary public schools with libraries
	Percentage of Elementary public schools with faculty rooms
	Percentage of Secondary public schools with faculty rooms
	Quality Basic Education Development Plan (QBEDP) Outcome 5: Empowered Graduates fit for Employment, Entrepreneurship
	Percentage of Schools that are Implementation Units
	Percentage share of SEF in the overall school budget
	Number of classrooms built through PPP
	Percentage of Elementary schools with solar panels (off-grid schools without electricity)
	Percentage of Junior High schools with solar panels (off-grid schools without electricity)
	Percentage of Senior High schools with solar panels (off-grid schools without electricity)
	Percentage share of ODA investment value relative to DepEd GAA Budget
	Percentage share of PPA investment value relative to DepEd GAA Budget

	Program Management Information System (PMIS) Status (For Implementing Unit schools only)
2nd Quarter	Quality Basic Education Development Plan (QBEDP) Outcome 2: Improved Learning Environments that Safeguard Students' Physical and Mental Well-being
	Percentage of Kinder school-age children in school - Net Enrollment Rate
	<i>Comparative Kindergarten Enrollment (SY 2024-2025, SY 2025-2026, SY 2026-2027)</i>
	Percentage of Elementary school-age children in school - Net Enrollment Rate
	<i>Comparative Elementary Enrollment (SY 2024-2025, SY 2025-2026, SY 2026-2027)</i>
	<i>Tracking of Learners by Grade Level, K-6 (SY 2025-2026 vs SY 2026-2027)</i>
	Percentage of Junior High school-age children in school - Net Enrollment Rate
	<i>Comparative Junior High School Enrollment (SY 2024-2025, SY 2025-2026, SY 2026-2027)</i>
	<i>Tracking of Learners by Grade Level, 7-10 (SY 2025-2026 vs SY 2026-2027)</i>
	Percentage of Senior High school-age children in school - Net Enrollment Rate
	<i>Comparative Senior High School Enrollment (SY 2024-2025, SY 2025-2026, SY 2026-2027)</i>
	<i>Tracking of Learners by Grade Level, 11-12 (SY 2025-2026 vs SY 2026-2027)</i>
	<i>Comparative ALS Enrollment (SY 2024-2025, SY 2025-2026, SY 2026-2027)</i>
	<i>Basic Literacy</i>
	<i>ALS A&E Elementary</i>
	<i>ALS A&E Secondary</i>
	<i>Comparative SNED Enrollment (Non-graded) (SY 2024-2025, SY 2025-2026, SY 2026-2027)</i>
	<i>Elementary</i>
	<i>Junior High School</i>
	<i>Comparative SNED Enrollment (Non-graded) (SY 2024-2025, SY 2025-2026, SY 2026-2027)</i>
	<i>Elementary</i>
	<i>Junior High School</i>
	Budget Accountability Report 1 (BAR 1)
	SUPPORT TO SCHOOLS AND LEARNERS PROGRAM
	Outcome Indicator(s)
	Mean Percentage Scores (MPS) in the National Achievement Test (NAT) (SY 2025-2026)
	a. Elementary (Grade 6)
	b. Junior High School (Grade 10)

	c. Senior High School (Grade 12)
	Note: If the school is not identified as a sample school for the National Achievement Test (NAT), please use the data from the Schools Division Office.
	Quality Basic Education Development Plan (QBEDP) Outcome 4: Improved Education Quality through Upgraded Curriculum, Modernized Assessments, and Digitally Enabled Schools
	Mean Percentage Scores (MPS) in the National Achievement Test for Grade 3 (NAT) - English increased
	Mean Percentage Scores (MPS) in the National Achievement Test for Grade 3 (NAT) - Mathematics increased
	Mean Percentage Scores (MPS) in the National Achievement Test for Grade 3 (NAT) - Filipino increased
	Mean Percentage Scores (MPS) in the National Achievement Test for Grade 6 (NAT) - English increased
	Mean Percentage Scores (MPS) in the National Achievement Test for Grade 6 (NAT) - Mathematics increased
	Mean Percentage Scores (MPS) in the National Achievement Test for Grade 6 (NAT) - Science increased
	Mean Percentage Scores (MPS) in the National Achievement Test for Grade 6 (NAT) - Filipino increased
	Mean Percentage Scores (MPS) in the National Achievement Test for Grade 6 (NAT) - Araling Panlipunan increased
	Mean Percentage Scores (MPS) in the National Achievement Test for Grade 10 (NAT) - English increased
	Mean Percentage Scores (MPS) in the National Achievement Test for Grade 10 (NAT) - Mathematics increased
	Mean Percentage Scores (MPS) in the National Achievement Test for Grade 10 (NAT) - Filipino increased
	Mean Percentage Scores (MPS) in the National Achievement Test for Grade 10 (NAT) - Science increased
	Mean Percentage Scores (MPS) in the National Achievement Test for Grade 10 (NAT) - Araling Panlipunan increased
	Mean Percentage Scores (MPS) in the National Achievement Test for Grade 12 (NAT) - English increased
	Mean Percentage Scores (MPS) in the National Achievement Test for Grade 12 (NAT) - Mathematics increased
	Mean Percentage Scores (MPS) in the National Achievement Test for Grade 12 (NAT) - Filipino increased
	Mean Percentage Scores (MPS) in the National Achievement Test for Grade 12 (NAT) - Science increased
	Mean Percentage Scores (MPS) in the National Achievement Test for Grade 12 (NAT) - Social Science increased
	Mean Percentage Scores (MPS) in the National Achievement Test for Grade 12 (NAT) - Philosophy increased
	Mean Percentage Scores (MPS) in the National Achievement Test for Grade 12 (NAT) - Humanities increased

	Mean Percentage Scores (MPS) in the National Achievement Test for Grade 12 (NAT) - Media and Information Literacy increased
	Quality Basic Education Development Plan (QBEDP) Outcome 5: Empowered Graduates fit for Employment, Entrepreneurship
	Percentage of passers in the National Certification (NC) assessments
	Percentage of passers in the Alternative Learning System Accreditation and Equivalency Test in Elementary
	Percentage of passers in the Alternative Learning System Accreditation and Equivalency Test in Secondary
	Program Management Information System (PMIS) Status (For Implementing Unit schools only)
3rd Quarter	Budget Accountability Report 1 (BAR 1)
	BASIC EDUCATION INPUTS PROGRAM
	Outcome Indicator(s)
	1. Percentage of public schools meeting the standard ratio for teachers
	a. Elementary
	b. Junior High School
	c. Senior High School
	2. Percentage of public schools meeting the standard ratio for classrooms
	a. Grades 1-10
	b. Senior High School
	SUPPORT TO SCHOOLS AND LEARNERS PROGRAM
	Outcome Indicator(s)
	1. Retention rate (SY 2025-2026)
	a. Elementary
	b. Secondary (Grades 7 to 12)
	2. Completion rate (SY 2025-2026)
	a. Elementary
	b. Secondary (Grades 7 to 12)
	3. Learners at Risk of Dropping Out
	a. Elementary (K to 6)
	b. Secondary (Grades 7 to 12)
	Quality Basic Education Development Plan (QBEDP) Outcome 2: Improved Learning Environments that Safeguard Students' Physical and Mental Well-being
	Percentage of resolved bullying incidents in Elementary
	Percentage of resolved bullying incidents in Secondary
	Percentage of public schools with a functional child protection committee
	Percentage of public schools with a functional school governing council

	Quality Basic Education Development Plan (QBEDP)
	Outcome 3: Enhanced Governance Structures to Ensure Efficient and
	Percentage of Schools Division Offices conferred with Level 3 PRIME-HRM accreditation
	Number of regions provided with innovation funds
	Number of public schools provided with school grants (innovation funds for schools)
	Percentage of Elementary public schools provided with research funds
	Percentage of Secondary public schools provided with research funds
	Percentage of Division Office provided with research funds
	Program Management Information System (PMIS) Status (For Implementing Unit schools only)
4th Quarter	Budget Accountability Report 1 (BAR 1)
	EDUCATION HUMAN RESOURCE DEVELOPMENT PROGRAM
	Outcome Indicator(s)
	Increase in percentage of public schools conducting schools learning action cell sessions
	Output Indicator(s)
	Number of public school teachers and teaching-related staff trained
	Budget Accountability Report 1 (BAR 1)
	EDUCATION POLICY DEVELOPMENT PROGRAM
	Output Indicator(s)
	Number of education researches completed
	BASIC EDUCATION INPUTS PROGRAM
	Output Indicator(s)
	Number of newly-created teaching positions filled up
	INCLUSIVE EDUCATION PROGRAM
	Outcome Indicator(s)
	Percentage of learners enrolled in:
	a. Special Needs Education (SNED) - public
	b. Arabic Language Islamic Values Education (ALIVE) - public and private
	c. Indigenous Peoples Education (IPED) - public
	d. Alternative Learning System (ALS)
	Percentage of learners provided with learning resources
	Output Indicator(s)
	Number of public schools provided with learning resources
	SUPPORT TO SCHOOLS AND LEARNERS PROGRAM
	Outcome Indicator(s)
	Number of learners benefiting from the School Based Feeding Program

	Quality Basic Education Development Plan (QBEDP) Outcome 1: High-Performing Teachers Delivering Quality Education
	Percentage of public school teachers who completed training on content and pedagogy
	Number of public school teachers who completed Certificate Programs
	Number of public school teachers who completed Scholarship Programs
	Percentage of Elementary learners with complete set of textbooks
	Percentage of Junior High School learners with complete set of textbooks
	Percentage of Senior High School learners with complete set of textbooks
	Percentage of public school teachers provided with a laptop
	Percentage of public schools meeting the minimum standard for teacher to student ratio
	Percentage of public schools with at least one Administrative Officer
	Program Management Information System (PMIS) Status (For Implementing Unit schools only)

CONDUCT OF PROGRAM IMPLEMENTATION REVIEW

Curriculum Support System Template
School/District/Divisional/Regional Program Implementation Review

Region: Characterization

Curriculum Support System

Teachers	Materials, Facilities, Equipment	ICT Environment	Assessment	School Leadership & Management	Schools Division TA	Community, Industry Relevance & Partnership
Competencies covered	Learners access to materials	Learners access to Internet	Tests administered	Instructional supervision	Frequency of assistance to schools	Community involvements
Contact time	Learners "contact time" on use of equipment, laboratory	Teachers use of ICT in teaching & learning	Frequency of test	Knowledge of curriculum	Type of assistance provided to schools	School's use of local resources
Teachers teaching skills	Congestions	ICT awareness in school	Content versus assessed	Competencies on Education planning	• subject areas • assessment	Linkages to learning institutions
Teachers use of learning materials	Care & use of equipment	Use of blended learning		Understanding of inclusive education	• planning & M&E	Linkages to industries
Teachers use of classroom assessment	Access to library			Implementation of SBM	• program management • etc.	
Content mastery						

Actual Support Provided by the Regional Office to Schools Division Office

Training provided to RO & SDO	Distribution of learning resources and facilities	Support provided by the SDO on ICT in education	Support provided by the SDO on Classroom Assessment	Training and technical support provided to SHs on instructional supervision? use of new curriculum? use of SBM?	Assistance provided by the EPS to schools on linking partnerships
Recruitment & Placement					

School/District/Division: Characterization

Curriculum Support System

Teachers	Materials, Facilities, Equipment	ICT Environment	Assessment	School Leadership & Management	Schools Division TA	Community, Industry Relevance & Partnership
Competencies covered	Learners access to materials	Learners access to internet	Tests administered	Instructional supervision	Frequency of assistance to schools	Community involvements
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Teachers use of learning materials	Care & use of equipment	Use of blended learning		Understanding of inclusive education	• assessment	Linkages to industries
Teachers use of classroom assessment	Access to library			Implementation of SBM	• planning & M&E	
Content mastery					• program management	
					• etc.	

Actual Support Provided by SDO to District / School

Training provided to teachers	Distribution of learning resources and facilities	Support provided by the SDO on ICT in education	Support provided by the SDO on Classroom Assessment	Training and technical support provided to SHs on instructional supervision? use of new curriculum? on SBM?	Assistance provided by the EPS to schools on linking, partnerships
Recruitment & Placement					