



Republic of the Philippines  
**Department of Education**  
Region XII  
Schools Division Office of Tacurong City

April 12, 2024

**DIVISION MEMORANDUM**

SGOD No. *038* s. 2024

**ADOPTION OF PROGRAM IMPLEMENTATION REVIEW (PIR) GUIDELINES AND  
THE CONDUCT OF PROGRAM IMPLEMENTATION REVIEW IN THE SCHOOLS  
AND IN THE DIVISION OFFICE**

To: CID /SGOD Chiefs  
Division Education Program Supervisors  
Cluster Heads  
Elementary/ Secondary School Heads  
Section Heads  
All Program Holders  
This Division

1. In adherence to Region Memorandum QAD-2024-012 titled Adoption of the Program Implementation Review (PIR) Process in DepEd SOCCSKSARGEN, this Division shall adopt the guidelines henceforth. As such, all schools, Section Heads in the Division Office, and Program Holders are required to conduct quarterly Program Implementation Review (PIR).

2. This is to strengthen monitoring and evaluation, track the quarterly performance accomplishments and determine the efficiency in the implementation of the approved Programs Activities and Projects (PAPs) and to ensure continuous improvement.

3. With the foregoing, all schools, Sections Heads, and Program Holders in the Division Office, shall observe the following guidelines and standards in the conduct of program implementation review (PIR):

3.1 There shall be Program Implementation Review (PIR) every quarter to verify the efficiency and effectiveness of programs, projects, and major activities performances with focused on themes aligned with the intermediate outcomes on **Access, Equity, Quality, Resiliency and Well-being and Governance of Basic Education**. The PIR shall be managed by the School Management Monitoring & Evaluation (SMME) in collaboration with the Planning and Research and Human Resource Development Sections.

3.2 Adopting the mechanism and process steps from DMEPA, the conduct of quarterly PIR shall provide platform for the Division to report and discuss the progress of program implementation and its initial gains. The presentation shall cover the three major details on the following performances in

a. Programs, Projects, and major Activity Implementation Review aligned with the WFP/AIP/BED/BAR



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- b. School/Division Performance Indicators aligned to Intermediate Outcomes and Enabling Mechanisms based on REDP/DEDP/SIP targets
- c. Agenda and Catch – Up plan.

3.3. The SGOD – SMME shall be the Process Owner at the Division level while at the school level, the M & E Team shall be accountable for the operationalization of the process.

3.4. A Completed Staff Work (CSW) shall be prepared by the M & E Team of the schools and the concerned functional divisions/sections/offices of the division prior to the scheduled PIR. Likewise, the required outputs of the PIR shall serve as quarterly Budget Accountability Report (BAR 2) Physical Plan of the Implementing Units for submission to the oversight agency or to the Catch – Up Plan should there be delays in the implementation of committed outputs and deliverables and the agenda for the issues and concerns needing actions, policy review and decision by the top management.

4. Enclosed are the following for reference and guidance of all concerned:
  - 4.1 Guidelines in the conduct of the Program Implementation Review (PIR)
  - 4.2 Schedule of Program Implementation Review (PIR)
  - 4.4 Mechanics on the conduct of Program Implementation Review (PIR)
  - 4.5 Composition of roles and functions of Program Implementation Review Teams
  - 4.6 Documented Information and outputs required.
  - 4.7 Basic Education Key Performance Indicators and Intermediate Outcomes / Toolkit
  - 4.8 Prescribed PowerPoint Presentation template for use during the Program Implementation Review.

5. Immediate and wide dissemination of this Memorandum is directed.

**GILDO G. MOSQUEDA CEO VI**  
Schools Division Superintendent

Enclosures: As stated  
Reference: Region Memorandum QAD-2024-012  
Allotment: None  
To be included in the perpetual Index under

MONITORING EVALUATION      PROGRAM REVIEW

MAP/DM/SGOD – Adoption of Program Implementation Review (PIR) Guidelines and the Conduct of Program Implementation Review in the Schools and in the Division Office

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Enclosure No. 1 to Division Memorandum SGOD No. \_\_\_. S. 2024

**GUIDELINES IN THE CONDUCT OF THE PROGRAM IMPLEMENTATION  
REVIEW**

All schools, region and division offices shall **quarterly** conduct the **Program Implementation Review to verify the efficiency and effectiveness of programs, projects and major activities** performances with focused on themes aligned with the intermediate outcomes on **Access, Equity, Quality, Resiliency and Well-being and Governance** of Basic Education, and timelines by level of governance. It will also ascertain the conformance and suitability of its deliverables based on statutory and regulatory guidelines.

Adopting the mechanisms and process steps from the RMEPA, **the conduct of the 2nd and 4th quarter PIRs** shall provide platform for the **region and division offices** to continuously interface and deliberately report and discuss the progress of program implementation and its initial gains. The presentation shall cover the three major details on the following performances in **a.) Program, Projects and Major Activity Implementation Review aligned with the WFP/AIP/BED/BAR; b.) School/Division Performance Indicators aligned to Intermediate Outcomes and Enabling Mechanisms based on REDP/DEDP targets; and c.) Agenda and Catch-up Plan. In the same manner, the school and division office shall observe the same contents and present the information and discourse for discussion and agreement of actions to be taken.**

Although the PIR is one of the management sub-processes of Performance Monitoring and Evaluation, the **Quality Assurance Division at the Regional Office shall serve as the Process Owner and the SGOD-SMME at the Division level.** While at the **School level the Monitoring and Evaluation Team** shall be accountable for the operationalization that process.

A **Completed Staff Work (CSW)** shall be prepared by the Monitoring and Evaluation Team of the schools and concerned functional divisions/offices of the division and region prior to the scheduled PIR, Likewise, the required outputs of the PIR shall serve as input to the quarterly **Budget Accountability Report (BAR 1) Physical Plan of the Implementing Units for submission to the oversight agency or to the Catch-Up Plan** should there be delays in the implementation of committed outputs and deliverables and the agenda for the issues and concerns needing action, policy review and decision by the top management.



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**A. SCHEDULE OF PROGRAM IMPLEMENTATION REVIEW**

**A. 1 1st Quarter PIR -Theme: Quality and Enabling Mechanism- Governance**

<b>Focused Theme and Intermediate Outcome</b>	<b>Tasks to do</b>
<b>Theme: Quality, and Enabling Mechanism- Governance</b>	<p>a. Schools, Section Heads and Program Holders must submit data via this link_____</p> <p>Deadline April 19, 2024</p> <p><b>b. Division Office (face to face) April 23, 2024.</b></p>

**A.2 2<sup>nd</sup> Quarter PIR-Theme: Equity , Quality, and Enabling Mechanism-Governance**

<b>Focused Theme and Intermediate Outcome</b>	<b>Task to do</b>
<b>Theme: Equity, Quality, Resiliency and Well-being and Enabling Mechanism-Governance</b>	<p>a. Schools, Section Heads and Program Holders must submit data via this link_____</p> <p>Deadline June 4, 2024</p> <p><b>b. Virtual PIR (SDO and RO Interface)</b> <b>June 20, 2024</b></p> <p>c. Division Office (face to face) – June 7, 2024</p> <p>d. Schools (face to face) June 5,2024</p>

**A.3 3<sup>RD</sup> Quarter PIR- Theme: Access, Resiliency and Well-being and Enabling Mechanism-Governance**

<b>Focused Theme and Intermediate Outcome</b>	<b>Tasks to do</b>
<b>Theme: Equity, Quality, Resiliency and Well-being and Enabling Mechanism-Governance</b>	<p>a. Schools, Section Heads and Program Holders must submit data via link_____</p> <p>Deadline September 10, 2024</p> <p>b. Division Office (face to face) – September 13, 2024</p>



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	c. Schools (face to face) September 6, 2024
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A.4 4<sup>th</sup> Quarter PIR-Them: Equity, Quality, Resiliency and Well-being and Enabling Mechanism-Governance

<b>Focused Theme and Intermediate Outcome</b>	<b>Tasks to do</b>
Theme: Equity, Quality, Resiliency and Well-being and Enabling Mechanism-Governance	<p>a. Schools, Section Heads and Program Holders must submit data via this link _____ Deadline January 7, 2025</p> <p><b>b. Virtual PIR (SDO and RO Interface) January 16, 2025</b></p> <p>c. Division Office (face to face) – January 9, 2025</p> <p>d. Schools (face to face) January 8, 2025</p>

**B. MECHANICS ON THE CONDUCT OF THE PROGRAM IMPLEMENTATION REVIEW BY LEVEL**

**Schools Division Office (SDO) PIR**

- a. The Program Implementation Review at the division office shall be conducted quarterly (Face to face or Virtual) every 1<sup>st</sup> week of the 1<sup>st</sup> month of every quarter and a day before the RO-SDO interface.
- b. The purpose of the Program Implementation Review at the division level are to
  - a.) to track the division level accomplishments and committed outputs of major activities and utilization of the budget as contained in the Division Education Development Plan (DEDP), Budget Execution Documents (BEDS) and Work and Financial Plan through the Program Monitoring Information System, b.) Specify and analyze bottlenecks, challenges and constraints affecting, implementation of the programs, projects, policy, systems and internal processes, c.) Discuss correction and corrective actions and decide for ways forward to be included in the Catch- Up Plan, d.) Document the initial progress of the division enabling mechanisms, innovation implemented and Most Significant Change Stories, and e.) Emphasize policy issues, program



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design concerns, system improvements that RO/CO should immediately address.

- c. Prior to the division level PIR, the chiefs of the functional divisions and program holder with Program Support Funds downloaded from the Central/Region Office shall convoke and formulate the consolidated Functional Division 30-minute PowerPoint Presentation. Likewise, a 30-minute interpellation, discussion and synthesis with the division executive committee (DEXECOM) shall follow to comment major accomplishments and MSCs of the divisions and clarify issues and concerns for regional office action and /or endorsement for central office decision.
- d. If there are delays in the program, projects and major activities implementation, the Functional Division must submit to the Planning and Research a Catch-Up Plan following the template a day after the PIR, and should be signed and approved by the Chief of the Functional Division, Budget Officer, and the Schools Division Superintendent.

**School PIR**

- a. Every last week of the last month of every quarter, the School Heads should lead the conduct of the Program Implementation Review at the school level and to be monitored by the School Division Office or the Education Program Supervisors (Godfather/Godmother) assigned.
- b. The objectives of the Program Implementation Review at the school level are to a.) track the school level accomplishments and committed outputs of the major activities and utilization of the budget as contained in the School Improvement Plan (SIP) and Annual Implementation Plan (AIP), b.) Specify and analyze bottlenecks, challenges and constraints affecting implementation of the programs, projects, guidelines, systems and internal processes, c.) Discuss correction and corrective actions and decide for ways forward to be included in the Catch – Up Plan; d.) Document of the initial progress through the innovation implemented and Most Significant Change Stories contributing to the achievement of targets, and e.) Highlight policy issues, program design concerns, system improvements that the SDO/RO should be address.
- c. Prior to the conduct of the school PIR, the School Head and School Planning Team shall discuss and prepare a 30-minute PowerPoint presentation on the school’s performance by observing the per quarter focused theme and toolkit provided.
- d. During the school PIR, an hour interpellation and discussion by the stakeholders, other program holders, and other concerned attendees. The interpellation shall be facilitated by the Cluster Heads and synthesis shall



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follow highlighting major accomplishments and MSCs of the schools and clarify issues and concerns for SDO's action and/or endorsement for regional decision.

- e. Delays in the implementation of programs, projects and major activities, School Heads must submit a Catch-Up Plan three working days after PIR. All Catch-Up Plans shall be signed and approved by the School Heads and Schools Division Superintendent to be submitted to the Planning and Research Section of SGOD.

**C. COMPOSITION OF ROLES AND FUNCTIONS OF THE PROGRAM IMPLEMENTATION REVIEW TEAMS**

**School Division Office Program Implementation Review Team**

SDS	1	Presider, Lead Discussant
ASDS	1	Presenter for OSDS, Lead Discussant
Chiefs of functional division	2	Presenter for CID/ SGOD, Discussant
All EPSs		Discussant; Synthesizer
All SEPS	2	Documenter: Gives inputs to issues & concerns related to PPAs handled
All EPSs II	2	Documenter: Gives inputs to issues & concerns related to PPAs handled
All Program Holders/Focal		Presenter: Gives inputs to issues & concerns related to PPAs handled
All Unit Heads		Presenter: Gives inputs to issues & concerns related to PPAs handled

**School Program Implementation Review Team**

EPSs/ SDO Representative, Cluster Heads	1	Observer/ Monitor / Facilitator
School Head		Lead Discussant
School Program project Team Program Holders		Presenter
Asst. Principal*		Assist the School Head
Program Holders, SPT, SMT, PDO		Give inputs to issues and concerns related to the program implementation when necessary
Coordinators (JHS, SHS, Elem.		Give inputs to issues and concerns related to the program implementation when necessary
AO II/ ADAS I/ADAS II		Give inputs to issues and concerns related to the program implementation when necessary
Supreme Elementary /		Represent the learners



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Secondary Learner Government Representative Stakeholders		May include PTA Officers, SGC Officers, BLGU and LGU representatives; represents the parents and stakeholders
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**D. DOCUMENTED INFORMATION AND OUPUTS REQUIRED**

**Division PIR**

**Before**

- Memorandum on the conduct of PIR and Toolkit c/o SGOD Chief and SMME
- Filled out Program Implementation Review Reports (Slide decks) c/o Functional Chiefs/ Section Heads
- Filled out MS Excel \_\_\_\_\_

**During**

- Attendance Sheets c/o SMME
- Filled out synthesis Tools c/o synthesizer.

**After**

- Minutes of Division PIR (Quarterly)
- Recorded Video via MS Teams (if applicable)
- Approved Catch- Up Plans c/o functional Division
- QAME Results c/o SMME

**School PIR**

**Before**

- Filled out Program Implementation Review Reports (Slide decks) c/o Program Holders

**During**

- Attendance Sheets c/o School PIR Team
- Filled out synthesis Tools c/o synthesizer

**After**

- Minutes of Division PIR (Quarterly) c/o School PIR Team
- Recorded Video via MS Teams (if applicable)
- Approved Catch- Up Plans c/o School Head
- QAME Results c/o School PIR Team

**E. BASIC EDUCATION KEY PERFORMANCE INDICATORS AND INTERMEDIATE OUTCOMES (Toolkit)**



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**PILLAR 1: ACCESS**

**Intermediate Outcomes (IO) # 1: All school-age children, out-of-school youth, and adults accessed relevant basic learning opportunities.**

- Percentage of school-age Children in School- Net Enrollment Rate (NER) in Elementary and Six-Year Target
- Percentage of School-age Children in School – Net Enrollment Rate (NER) in Secondary and Six -Year Target
- Percentage of Learners in a Cohort Completing Grade 6 – Completion Rate (CR) in Elementary and Six-Year Target
- Percentage of Learners in a Cohort Completing Grade 6 – Completion Rate (CR) in Secondary and Six-Year Target
- Incidence of Out-of-School Youth (OOSY) Senior High School (SHS) and Six -Year Target

**Intermediate Outcome: IO 1.1: All five-year children in school**

- Percentage of Five-year old Children in school- Net Intake Rate (PIR) and Six-Year Target

**Intermediate Outcome: IO 1.1: All five-year children in school**

**Intermediate Outcome: IO 1.2: All learners in school**

- Percentage of Elementary Enrollees in a given School Year continue to be in school the following School Year – Retention Rate (RR) and Six – Year Target
- Percentage of Junior High School Enrollees (JHS) in a given School Year continue to be in school the following School Year – Retention Rate (RR) and Six – Year Target
- Percentage of Senior High School Enrollees (SHS) in a given School Year continue to be in school the following School Year – Retention Rate (RR) and Six – Year Target
- Percentage of Currently Enrolled Elementary learners not Finishing / Completing the School Year- Dropout Rate (DR) and Six-Year Target
- Percentage of Currently Enrolled Secondary learners not Finishing / Completing the School Year- Dropout Rate (DR) and Six-Year Target

**Intermediate Outcome: IO 1.3: All Learners transition to the next key stage**

- Percentage of Kindergarten Completers Proceeded to Next Key Stage in Grade 1-Transition Rate (TR) and Six-Year Target
- Percentage of Grade 3 Proceeded to Next Key Stage in Grade 4-Transition Rate (TR) and Six-Year Target



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- Percentage of Grade 6 Proceeded to Next Key Stage in Grade 7-Transition Rate (TR) and Six-Year Target
- Percentage of Grade 10 Proceeded to Next Key Stage in Grade 11-Transition Rate (TR) and Six-Year Target

**Intermediate Outcome: IO 1.4: All out – of – school children and youth participate in and complete formal or non-formal education learning opportunities.**

- Percentage of Out-of- School Children (OSC) who Returned to School or Participated in Alternative Learning System (ALS) – Participation Rate of OSC and Six- Year Target
- Percentage of Out-of- School Youth (OSY) who Returned to School or Participated in Alternative Learning System (ALS) – Participation Rate of OSY and Six- Year Target
- Percentage of Out-of- School Children (OSC) Completers in Alternative Learning System (ALS)/ Completed Session in ALS and Six- Year Target
- Percentage of Out-of- School Youth (OSY) Completers in Alternative Learning System (ALS)/ Completed Session in ALS and Six- Year Target

**PILLAR 2: EQUITY**

**Intermediate Outcome (IO) #2: Disadvantaged school-age children and youth, and adults benefited from appropriate equity initiatives.**

- Proportion of Elementary Learners in Situation of Disadvantages Transition to Next Key Stage and Six- Year Target
- Proportion of Secondary Learners in Situation of Disadvantages Transition to Next Key Stage and Six- Year Target
- Gender Parity Index (GPI) Completion in Elementary and Six- Year Target
- Gender Parity Index (GPI) Completion in Secondary and Six- Year Target

**Intermediate Outcome (IO) 2.1: All school-age children and youth and adults in situations of disadvantage are participating in basic learning opportunities and receiving appropriate quality education.**

- Percentage of Elementary Learners in Situation of Disadvantage Continue to participate in Basic Education and Six -Year Target
- Percentage of Secondary Learners in Situation of Disadvantage Continue to participate in Basic Education and Six -Year Target
- Percentage of Secondary Learners in Situation of Disadvantage (Disaggregated by Group) Achieved at Least or Fixed Level of Proficiency / Mastery in Reading Literacy and Six -Year Target



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- Percentage of Secondary Learners in Situation of Disadvantage (Disaggregated by Group) Achieved at Least or Fixed Level of Proficiency / Mastery in Numeracy and Six -Year Target
- Percentage of Secondary Learners in Situation of Disadvantage (Disaggregated by Group) Achieved at Least or Fixed Level of Proficiency / Mastery in 21<sup>st</sup> Century Skills Numeracy and Six -Year Target

### **PILLAR 3: QUALITY**

**Intermediate Outcome (IO) 3: Learners complete to K-12 basic education having attained all learning standards that equip them with the necessary skills and attributes to pursue their chosen paths of education.**

- Percentage of Learners Proceeded to College and Six-Year Target
- Percentage of Learners Proceeded to Employment and Six-Year Target
- Percentage of Learners Proceeded to Entrepreneurship and Six-Year Target
- Percentage of Learners Proceeded to Middle Level Skills Development and Six-Year Target

**Intermediate Outcome (IO) 3.1: Learners attain stage 1 learning standards of fundamental reading and numeracy skills.**

- Percentage of K to 3 Learners Attaining Nearly Proficient Level and Six -Year Target
- Percentage of Learners Attaining Nearly Proficient Level or better in English and Six -Year Target
- Percentage of Learners Attaining Nearly Proficient Level or better in Filipino and Six -Year Target
- Percentage of Learners Attaining Nearly Proficient Level or better in Mother Tongue (excluding Tagalog Speakers ) and Six -Year Target
- Percentage of Learners Attaining Nearly Proficient Level or better in Numeracy and Six -Year Target

**Intermediate Outcome (IO) 3.2: Learners attain stage 3 (Grade 6) learning standards of literacy & numeracy skills and apply 21<sup>st</sup> Century skills to various situations**

- Percentage of Grade 6 Learners Attaining Nearly Proficient Level or Better in Numeracy and Six -Year Target

**Intermediate Outcome (IO) 3.3: Learners attain stage 3 (Grade 7-10) learning standards of literacy & numeracy skills and apply 21<sup>st</sup> Century skills to various situations.**



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- Percentage of Grade 10 Learners Attaining Nearly Proficient Level or Better in Stage 2 Literacy and Numeracy Standards and Six -Year Target

**Intermediate Outcome (IO) 3.4: Learners attain stage 4 (Grade 11-12) learning standards equipped with knowledge apply and 21<sup>st</sup> Century skills competencies developed in their chosen core, applied, and specialized SHS tracks.**

- Percentage of Grade 12 Learners Attaining Nearly Proficient Level or Better in Stage 3 Literacy and Numeracy Standards and Six -Year Target

**Intermediate Outcome (IO) 3.5: Learners in the Alternative Learning System attain certification as Elementary or Junior High School Completers**

- Percentage of Out-of- School Children (OSC) Alternative Learning System (ALS) Learners Passing the A&E Test and Six -Year Target
- Percentage of Out-of- School Youth (OSY) Alternative Learning System (ALS) Learners Passing the A&E Test and Six -Year Target
- Percentage of Out-of- School Adults (OSA) Alternative Learning System (ALS) Learners Passing the A&E Test and Six -Year Target

**PILLAR 4: RESILIENCY AND WELL-BEING**

**Intermediate Outcome (IO) #4: Learners are resilient and know their rights and have the life skills to protect themselves and claim their education-related rights from DepEd and other duty-bearers to promote learners' well-being**

- Percentage of Affected and Displaced Learners Retained and Six-Year Target
- Percentage of Learners Who Reported Violence Committed Against them by other Learners (Bullying) Based on Intake Sheets of Schools and Six -Year Target
- Percentage of Learners Who Reported Violence Committed Against them by adults (Child Abuse) Based on Intake Sheets of Schools and Six -Year Target
- Percentage of learners who are Happy and Satisfied with their Basic Education Experience in Relation to the Enjoyment of their Specific Rights in School and Learning Centers and Six-Year Target
- Percentage of Schools and Learning Centers Significantly Manifesting Indicators of Rights-Based Education (RBE) in the Learning Environment and Six- Year Target

**Intermediate Outcome (IO) 4.1: Learners are served by a Department that adhere to a rights-based education framework at all levels**

- Percentage of Affected and Displaced Learners Retained and Six-Year Target



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- Percentage of DepEd Personnel in School Division Office (SDO) who know the Rights of Children and Learners in Relation to Rights-Based Education (RBE) Infusing them in the Respective Jobs/Duties and Six-Year Target
- Percentage of DepEd Personnel in School who know the Rights of Children and Learners in Relation to Rights-Based Education (RBE) Infusing them in the Respective Jobs/Duties and Six-Year Target

**Intermediate Outcome (IO) 4.2: Learners are safe and protected, and can protect themselves from risks and impacts from natural and human-induced hazards**

- Percentage of Learners Equipped with Capacities on what to do Before, During, and After a Disaster/ Emergency and Six -Year Target
- Percentage of Learners in Safe Schools and Six -Year Target

**Intermediate Outcome (IO) 4.3: Learners have the basic physical, mental, and emotional fortitude to cope with various challenges in life**

- Percentage of Learners with Improved Health Physical Fitness and Six - Year Target

**ENABLING MECHANISMS: MANAGEMENT AND GOVERNANCE**

**Enabling Mechanism #1: Ensure all education leaders and managers practice participative, ethical, and inclusive s management process**

- Percentage of Elementary Schools Achieving Higher Level of School -based Management (SBM)Practice ND 6-Year Target
- Percentage of Secondary Schools Achieving Higher Level of School -based Management (SBM)Practice ND 6-Year Target

**Enabling Mechanism #2: Ensure human resources in all governance levels are sufficient, resilient, competent, and continuously improving**

- Proportion of Elementary Schools with Very Satisfactory and Higher Rating in the Office Performance Commitment and Review Form (OPCRF) and 6- Year Target
- Proportion of Secondary Schools with Very Satisfactory and Higher Rating in the Office Performance Commitment and Review Form (OPCRF) and 6- Year Target



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Schools Division Office of Tacurong City

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- Proportion of School Division Office (SDO) Personnel with Very Satisfactory and Higher Rating in the Office Performance Commitment and Review Form (OPCRF) and 6- Year Target

**Enabling Mechanism #3: Ideal Learning Environment and adequate learning resources for learners ensured**

- Proportion of Schools Achieving Ideal Ratio on Classrooms and 6-Year Target
- Proportion of Schools Achieving Ideal Ratio on Teachers and 6- Year Target
- Proportion of Schools Achieving Ideal Ratio on Textbooks and 6-Year Target
- Proportion of Schools Achieving Ideal Ratio on Seats and 6-Year Target
- Proportion of Schools Achieving Ideal Ratio on Science and Math Equipment and 6- Year Target
- Proportion of Schools Achieving Ideal Ratio on ICT Package/ E- Classroom and 6-Year Target
- Proportion of Elementary Schools with Functional Library and 6-Year Target
- Proportion of Integrated Schools with Functional Library and 6-Year Target
- Proportion of Secondary Schools with Functional Library and 6-Year Target
- Proportion of Elementary Schools with Connection to Electricity and 6-Year Target
- Proportion of Secondary Schools with Connection to Electricity and 6-Year Target
- Proportion of Elementary Schools with Connection to Internet and 6-Year Target
- Proportion of Secondary Schools with Connection to Internet and 6-Year Target
- Proportion of School Division Offices (SDOs) Achieving Ideal Interquartile Ratio (IQR) on Teacher Deployment for Elementary and 6-Year Target
- Proportion of School Division Offices (SDOs) Achieving Ideal Interquartile Ratio (IQ) on Teacher Deployment for Junior High School (JHS) and 6-Year Target
- Proportion of SDOs Achieving Ideal Interquartile Ratio (IQR) on Teacher Deployment for Senior High School (SHS) and 6- Year Target

**Enabling Mechanism #4: Improve and modernize internal systems and processes for a responsive and efficient financial resource management.**

- Client Satisfactory Rating of Schools' Respective Internal and External, Stakeholders and 6-Year Target
- Client Satisfactory Rating of School Division Office (SDO) Respective Internal and External, Stakeholders and 6-Year Target

**Enabling Mechanism #5: Strengthen active collaboration with stakeholders**

- Special Education Fund (SEF) Utilization Rate and 6- Year Target



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- Proportion of Elementary Schools with Functional School Governing Council (SGC) and 6- Year Target
- Proportion of Secondary Schools with Functional School Governing Council (SGC) and 6- Year Target

**Enabling Mechanism #6: Enhance and strengthen the public-private complementarity.**

- Proportion of Private Schools Receiving Government Assistance (ESC) and 6-Year Target
- Proportion of Private Schools Receiving Government Assistance (SHS Voucher Program) and 6-Year Target
- Proportion of Private Schools Receiving Government Assistance (Open High School) and 6-Year Target
- Proportion of Teachers in Private Schools Receiving Teachers Subsidy and 6-Year Target
- Percentage of Elementary Schools with School Site and 6-Year Target
- Percentage of Secondary Schools with School Site and 6-Year Target



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