



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

June 19, 2025

DIVISION MEMORANDUM

SGOD No. 075 s. 2025

**CONDUCT OF 2nd QUARTER C.Y 2025 DIVISION AND SCHOOL PROGRAM
IMPLEMENTATION REVIEW (PIR)**

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

1. Pursuant to Division Memorandum SGOD No. 038, s. 2024 re: Adoption of Program Implementation Review (PIR) Guidelines and the Conduct of Program Implementation Review in the Schools and in the Division Office, the Second (2nd) Quarter CY 2025 School Program Implementation Review will be conducted on June 27, 2025 (School PIR – School Level) while the Division Program Implementation Review (PIR) shall be on July 4, 2025 at the SDO Conference Hall which shall start at 8:00 am.
2. The theme of the 2nd Quarter Program Implementation Review shall focus on reviewing the performance targets versus accomplishment on **Access, Equity, Quality Resiliency and Well-being, and Enabling Mechanism – Governance**. It shall aim to achieve the following objectives:
 - 2.1 Discuss the Quarter 2 (Q2) status of programs, projects and major activities implementation particularly the physical and financial plans versus accomplishments.
 - 2.2 Track the progress of programs, projects and major activities implementation and determine gaps, issues and concerns including bottlenecks.
 - 2.3 Review initial progress of performance vis-à-vis the division /school basic education plan on Access, Equity, Quality, Resiliency and Well-being and Enabling Mechanism for Governance.



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2.4 Identify corrections and corrective actions to be taken to adjust plan and ensure and ensure continuity and continuous improvement of Programs and Projects implementation.

2.5 Document “Most Significant Change” stories and “Quick/ Small Wins” of Programs and Projects implemented as input to Organizational Knowledge of each functional division/ schools; and

2.6 Formulate Catch-Up Plan for the delays of program, project, and major activities implementation.

3. Enjoined to attend are the regular members of the PIR from the division office composed of the following:

SDS	1		Presider, Lead Discussant
ASDS	1		Presenter for OSDS, Lead Discussant
Chiefs of functional division	2		Presenter for CID/ SGOD, Discussant
All EPSs	11		Interpellators/Discussant (10 CID, 1 SGOD)
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	10		Presenter: Gives inputs to issues & concerns related to PPAs handled
All Unit Heads	5		Presenter: Gives inputs to issues & concerns related to PPAs handled



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4. To maximize the time and put premium on the presentation and discussion, there shall be two (2) parallel sessions with assigned functional division given below:

GROUP A	GROUP B
OSDS – Unit / Section Heads SHNS YFD HRDS SMN	CID – Program Holders ALS FLO IPEd NLC SNED MEP DRRM

5. Participants are reminded to observe the following procedures and standards.

5.1. The Presenters shall prepare a 30-minute PowerPoint presentation aligned with the contents of the slide decs prescribed by the region.

5.2. The presentation shall cover the three major details on the following performance **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 focused of 2nd quarter based on DEDP targets; and c.) Agenda and Catchup 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.**

c. **After each presentation a 30-minute interpellation, discussion and synthesis** with the interpellators, discussants and synthesizer shall follow to comment major accomplishments and MSCs and clarify issues and concerns for division office action and /or endorsement for regional office decisions. The lead discussant assigned shall keep track of the time as the presentation is being done and shall **politely cut the presentation if it exceeds the prescribed time.**

d. To ensure that the lead discussants and panelists are informed of the full content of the PowerPoint presentations and to allow efficient collection of required data sets, all shall upload their presentation **through this link:** <https://tinyurl.com/2NDQUARTERPIR2025> at least **three (3) days prior** to Division PIR schedule.

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



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- 4.1 Indicative Schedule of Activities
 - 4.2 PowerPoint Presentation Template for SDO
 - 4.3 PowerPoint Presentation Template for School

- 7. Expenses to be incurred shall be charged against local funds subject to the usual accounting and auditing rules and regulations.
- 8. For immediate dissemination and compliance.


GUDO G. MOSQUEDA CEQ VI
Schools Division Superintendent

Enclosures: As stated,
Reference: Division Memorandum SGOD No- 038 s. 2024
Allotment: None
To be included in the perpetual Index under
MONITORING EVALUATION PROGRAM REVIEW

MAP/DM/SGOD – Conduct of 2nd Quarter C.Y 2025 Division and School Program Implementation Review /June 16, 2025



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TOOLKIT FOR 2nd QUARTER PROGRAM IMPLEMENTATION REVIEW (PIR)

Theme: Access, Equity, Quality, Resiliency & Well-Being and Enabling Mechanisms-Governance

The 2nd Quarter Toolkit is designed to collect, present and analyze relevant quantitative and qualitative data reflecting the initial progress on **Access, Quality and Resiliency and Well-Being pillars** vis-à-vis the physical and financial targets versus accomplishments and most significant stories attributed to DepEd programs, projects and activities in the schools, division and region levels.

Further, this Toolkit sets the parameters of the SDO-School interfacing to ensure focus on issues and concerns on quality and resiliency and well-being intermediate outcomes that need immediate mitigations and corrective actions to reduce the likelihood level of the foreseen risks affecting the learners and other relevant interested parties.

Likewise, this toolkit shall include but not limited to the following parts: a) Status of Program Implementation using the Budget Accountability Report as of 2nd quarter CY 2025, b) Division Key Performance Indicators as of 4th grading period of SY 2024-2025 and c) Proposed Catch-up Plan.

I. STATUS OF IMPLEMENTATION

1. A. Utilizing the Quarterly Physical Report of Operation (BAR1) focus on the 2nd quarter physical versus accomplishments.

PPAs	PERFORMANCE INDICATORS	Physical			Remarks
	Output Indicators	Target	Actual	Variance	
EDUCATION POLICY DEVELOPMENT PROGRAM	Number of education researches completed a. Action Research b. Educational Research (Masteral/Doctorate for SY 2024-2025)				
	Outcome Indicators				



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	Percentage of schools meeting the standard ratio for teachers				
	a. Elementary K-3 Class Size G4-G6 Class Size				
	b. Junior High School Grade 7 Class Size Grade 8 Class Size Grade 9 Class Size Grade 10 Class Size				
	c. Senior High School Grade 11 Class Size (Acad) Grade 11 TVL Class Size Grade 12 Class Size (Acad) Grade 12 TVL Class Size				
	Number of newly created / vacant teaching positions filled up a. Number of deployed teaching personnel (Newly Created position) b. Number of deployed teaching personnel (Vacant position)				
INCLUSIVE EDUCATION PROGRAM	Outcome Indicators				
	1. Percentage of learners enrolled				
	a. SPED (public) *Based on Observation *Based on Assessment				
	b. ALIVE (public & private) Elementary: Secondary:				
	c. IPED (public) Elementary Secondary				
	c. ALS Elementary				



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SUPPORT TO SCHOOLS and LEARNERS PROGRAM	Secondary				
	2. Percentage of learners provided with learning resources K-G3: G4-G6: G7-G10: G11-G12:				
	Output Indicators				
	1. Number of schools offering				
	a. ALIVE				
	b. IPEd				
	c. SPED				
	2. Number of public schools provided with learning resources				
	Outcome Indicators				
	1. Retention rate /Promotion Rate				
	a. Elementary				
	b. Junior High School (7-10)				
	c. Senior High School (11-12)				
	2. Completion Rate / Graduation Rate				
	a. Elementary				
	b. Junior High School (7-10)				
	c. Senior High School (11-12)				
	3. Proportion of learners achieving at least nearly proficient in NAT increased				
	a. Elementary (G6)				
	b. Junior High School (G10)				
	c. Senior High School (G12)				
	Output Indicators				
	1. Number of learners benefitting from the School Feeding Program				



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	K-Grade 3: G4-G6:				
EDUCATION HUMAN RESOURCE DEVELOPMENT PROGRAM	Outcome Indicators				
	1. Increase in percentage of schools conducting school learning action cell (SLAC) Jan-June 2025 a. Number of SLAC Conducted b. Number of SLAC with PRC-CPD Accreditation				
	Output Indicators				
	1. Number of teachers and teaching-related staff trained				
	a. Teachers K-G3: G4-G6: G7-G10: G11-G12:				
	b. Teaching-related staff School: SDO: OSDS- CID – SGOD-				

1. B. Utilizing the Program Management Information System (PMIS), focus on the 2nd quarter physical and financial targets versus accomplishments.

KRA	Specific Program	Activity	Outputs	Performance Indicator	Physical			Financial	
					Target	Actual	Variance	Obligated	Unutilized



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D. BASIC EDUCATION KEY PERFORMANCE INDICATORS AND INTERMEDIATE OUTCOMES

PILLAR 1: ACCESS Intermediate Outcome (IO) #1: All school-age children, out-of-school youth, and adults accessed relevant basic learning opportunities

- Elementary- Number of learners age 5-11 enrolled vs number of school-age population age 5-11 based on Census/PSA
- Junior High School -Number of learners age 12-15 enrolled vs number of population age 12-15 based on Census/PSA
- Senior High School -Number of learners age 16-17 enrolled vs number of school-age population age 16-17-15 based on Census/PSA

Level	Number of school-age children based on Census	Number of school-age children Enrolled	Underage/Overage Learners
Elementary (Age 5-11)			
Junior High School (Age 12-15)			
Senior High School (Age 16-17)			

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)

Number of Learners enrolled in Kinder (SY 2024-2025) based on EOSY	Number of Learners Promoted For Grade 1

- Percentage of Grade 3 Completers Proceeded to next Key Stage in Grade 4 – Transition Rate (TR)

Number of Learners enrolled in Grade 3 (SY 2024-2025) based on EOSY	Number of Learners Promoted For Grade 4



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- Percentage of Grade 6 Completers Proceeded to next Key Stage in Grade 7 – Transition Rate (TR)

Number of Learners enrolled in Grade 6 (SY 2024-2025) based on EOSY	Number of Learners Promoted For Grade 7

- Percentage of Grade 10 Completers Proceeded to next Key Stage in Grade 11 – Transition Rate (TR)

Number of Learners enrolled in Grade 10 (SY 2024-2025) based on EOSY	Number of Learners Promoted For Grade 11

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

Level	Number of Out-of-School Children	Number of Enrolled OSC - Balik Aral (Formal)	Number of Enrolled OSC - Balik Aral (Formal) ALS
Elementary			
Secondary			

- Percentage of Out-of-School Youth (OSY) who Returned to School or Participated in Alternative Learning System (ALS) – Participation Rate of OSY

Level	Number of Out-of-School Youth	Number of Enrolled OSY - Balik Aral (Formal)	Number of Enrolled OSC ALS
Elementary			
Secondary			



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- Percentage of Out-of-School Children (OSC) Completers in Alternative Learning System (ALS)/Completed Session in ALS

Level	Number of Out-of-School Youth Enrolled	Number of OSC Completers in ALS
Elementary		
Secondary		

- Percentage of Out-of-School Youth (OSY) Completers in Alternative Learning System (ALS)/Completed Session in ALS and Six-Year Target

Level	Number of Out-of-School Youth Enrolled	Number of OSY Completers ALS
Elementary		
Secondary		

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

Level	Male Completers	Female Completers	GPI
Elementary			

- Gender Parity Index (GPI) Completion in Secondary and Six-Year Target



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Level	Male Completers	Female Completers	GPI
Secondary			

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
- Percentage of Secondary Learners in Situation of Disadvantage Continue to Participate in Basic Education
- Percentage of Secondary Learners in Situation of Disadvantage (Disaggregated by Group) Achieved at Least a Fixed Level of Proficiency/Mastery in Reading Literacy
- Percentage of Secondary Learners in Situation of Disadvantage (Disaggregated by Group) Achieved at Least a Fixed Level of Proficiency/Mastery in Numeracy
- Percentage of Secondary Learners in Situation of Disadvantage (Disaggregated by Group) Achieved at Least a Fixed Level of Proficiency/Mastery in 21st Century Skills Numeracy

PILLAR 3: QUALITY

Intermediate Outcome (IO) 3: Learners complete 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

Grade 12 Enrolment	Number of Learners Completed Grade 12	Number of Learners Proceeded to College

- Percentage of Learners Proceeded to Employment



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Grade 12 Enrolment	Number of Learners Completed Grade 12	Number of Learners Proceeded to Employment

- Percentage of Learners Proceeded to Entrepreneurship Target

Grade 12 Enrolment	Number of Learners Completed Grade 12	Number of Learners Proceeded to Entrepreneurship

- Percentage of Learners Proceeded to Middle Level Skills Development

Grade 12 Enrolment	Number of Learners Completed Grade 12	Number of Learners Proceeded to Middle Level Skills Development

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

Level	Number of Not Proficient	Number of Low Proficient	Number of Nearly Proficient	Number Proficient	Number of High Proficient
Number of Grade 3 Takers					

- Percentage of Learners Attaining Nearly Proficient Level or Better in English

Level	Number of Not Proficient	Number of Low Proficient	Number of Nearly Proficient	Number Proficient	Number of High Proficient
Number of Grade 3 Takers					



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- Percentage of Learners Attaining Nearly Proficient Level or Better in Filipino

Level	Number of Not Proficient	Number of Low Proficient	Number of Nearly Proficient	Number Proficient	Number of High Proficient
Number of Grade 3 Takers					

- Percentage of Learners Attaining Nearly Proficient Level or Better in Mother Tongue (excluding Tagalog Speakers)

Level	Number of Not Proficient	Number of Low Proficient	Number of Nearly Proficient	Number Proficient	Number of High Proficient
Number of Grade 3 Takers					

- Percentage of Learners Attaining Nearly Proficient Level or Better in Numeracy

Level	Number of Not Proficient	Number of Low Proficient	Number of Nearly Proficient	Number Proficient	Number of High Proficient
Number of Grade 3 Takers					

Intermediate Outcome (IO) 3.2: Learners attain Stage 2 (Grade 6) learning standards of literacy & numeracy skills and apply 21st century skills to various situations

- Percentage of Grade 6 Learners Attaining Nearly Proficient Level or Better in Numeracy

Level	Number of Not Proficient	Number of Low Proficient	Number of Nearly Proficient	Number Proficient	Number of High Proficient



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English					
Filipino					
Math					
Science					
APAN					

Intermediate Outcome (IO) 3.3: Learners attain Stage 3 (Grades 7-10) learning standards of literacy & numeracy skills and apply 21st century skills to various situations

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

Level	Number of Not Proficient	Number of Low Proficient	Number of Nearly Proficient	Number Proficient	Number of High Proficient
English					
Filipino					
Math					
Science					
APAN					

Intermediate Outcome (IO) 3.4: Learners attain Stage 4 (Grades 11-12) learning standards equipped with knowledge and 21st century 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

Level	Number of Not Proficient	Number of Low Proficient	Number of Nearly Proficient	Number Proficient	Number of High Proficient
English					
Filipino					
Math					
Science					
APAN					



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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

Level	Number of Registrants	Number of Takers	Number of Passers
Elementary			
Secondary			

- Percentage of Out-of-School Youth (OSY) Alternative Learning System (ALS) Learners Passing the A&E Test

Level	Number of Registrants	Number of Takers	Number of Passers
Elementary			
Secondary			

- Percentage of Out-of-School Adults (OSA) Alternative Learning System (ALS) Learners Passing the A&E Test

Level	Number of Registrants	Number of Takers	Number of Passers
Elementary			
Secondary			

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

Grade Level	Number of Learners	Number of Learners Affected and Displaced Learners Retained
K to 3		



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Grade 4-6		
Grade 7-10		
Grade 11-12		

- Percentage of Learners who Reported Violence Committed Against them by other Learners (Bullying) Based on Intake Sheets of Schools

Grade Level	Number of Learners	Number of Learners who Reported Violence Committed Against them by other Learners (Bullying) Based on Intake Sheets of Schools
K to 3		
Grade 4-6		
Grade 7-10		
Grade 11-12		

- Percentage of Learners who Reported Violence Committed Against them by Adults (Child Abuse) Based on Intake Sheets of Schools

Grade Level	Number of Learners	Number of Learners who Reported Violence Committed Against them by Adults (Child Abuse) Based on Intake Sheets of Schools
K to 3		
Grade 4-6		
Grade 7-10		



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Grade 11-12		
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- 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

Grade Level	Number of Learners	Number 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
K to 3		
Grade 4-6		
Grade 7-10		
Grade 11-12		

- 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

Grade Level	Number of Learners	Number 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
K to 3		
Grade 4-6		
Grade 7-10		



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Grade 11-12		
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- Percentage of Schools and Learning Centers Significantly Manifesting Indicators of Rights-Based Education (RBE) in the Learning Environment

Grade Level	Number of Learners	Number 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
K to 3		
Grade 4-6		
Grade 7-10		
Grade 11-12		

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

Key Stage	Enrolment	Number of Learners Equipped with Capacities on what to do Before, During, and After a Disaster/ Emergency	%
K- Grade 3			
G4-G6			
G7-G10			
G11-G12			

- Percentage of Learners in Safe Schools



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Key Stage	Enrolment	Number of Learners in Safe Schools	%
K- Grade 3			
G4-G6			
G7-G10			
G11-G12			

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

Key Stage	Enrolment	Number of Learners with Improved Health Physical Fitness	%
K- Grade 3			
G4-G6			
G7-G10			
G11-G12			



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