



Republic of the Philippines
Department of Education
REGION X – NORTHERN MINDANAO
SCHOOLS DIVISION OF MISAMIS ORIENTAL

DEPARTMENT OF EDUCATION
Division of Misamis Oriental

RELEASED

DATE: JUN 28 2024
BY: JOMAR S. CABLAY
Administrative Officer IV

Office of the Schools Division Superintendent


26 June 2024

DIVISION MEMORANDUM
No. 396 s. 2024

**VIRTUAL CONFERENCE IN PREPARATION OF THE DIVISION SEMESTRAL
PROGRAM IMPLEMENTATION REVIEW (PIR)**

To: Division Section Heads
Program Holders
All Others Concerned

1. Relative to the Regional Memorandum No. 0453, s. 2024 titled *Conduct of the Regional Semestral Program Implementation Review (PIR) with School Division Offices*, this Office shall conduct Virtual Conference on the Preparation of Division Semestral Program Implementation Review on July 2, 2024 @ 3:00 – 5:00 PM.
2. Attached is the list of participants and the said Regional Memorandum for your reference.
3. For queries and other related concerns, please coordinate Danny A. Asio (SEPS-SMME) danny.asio@deped.gov.ph. All Section Heads and identified Program Holders of this Office are encouraged to join the online conference via Microsoft-teams: Teams ID: 424 705 969 864, Passcode: gLvut3.
4. Immediate and wide dissemination of this Memorandum is hereby enjoined.


EDILBERTO L. OPLENARIA, EdD, CESO V
Schools Division Superintendent

ELO/magma/mma/daa



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Republic of the Philippines
Department of Education
REGION X – NORTHERN MINDANAO
SCHOOLS DIVISION OF MISAMIS ORIENTAL

Enclosure no. _____ to Division Memorandum No. ____, s. 2024

List of Participants

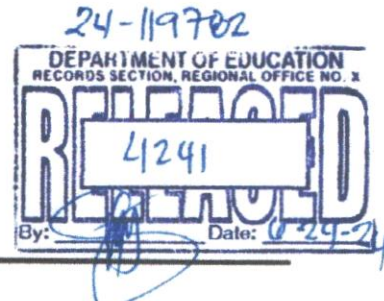
Section Head/Program Holder	Office/Designation
Edilberto L. Oplenaria, EdD.	SDS
Mary Ann Allera	ASDS
Maria Teresa M. Absin, PhD	SGOD, Chief
Norberto Rosales	OIC-CID, chief/SHS Focal
Gladys Banac	EPS, English Reading Coordinator
Sally Aguilar	EPS, Filipino Reading Coordinator
Lilian Salan	EPS, Science
Gines Cacayan	EPS, Mathematics
Joanna Ruby Presente	ALS Supervisor
Rhodora L. Gallares	SGOD EPS
Irisk Karylle D. Monte	SEPS - HR
Chritine Cabasa	PDO II/Child Protection & Anti-bullying
Danny A. Asio	SEPS - SMME
Gerry P. Madrid	EPS-II/PMIS
Cheryl Ubalde	EPS-II/Brigada Eskwela
Atty. Cerilo Rubiato II	Project Development Office II/DRRMS
Josephine Labares	SEPS - Planning
Edwin Gamorot	Planning Officer III
Engr. Sandy Simo	Engineer III
Dr. Enrique Miguel Degamo	Medical Office III
Margie A. Sumanpan	School Dental Health Care Program Focal
Maria Cecilia C. Bachenila	School-Based Feeding Program Focal
Arlene P. Diez	Adolescent Reproductive Health (ARH) Focal
Ma. Corazon T. Homicillada	WASH in School focal
Marietella M. Cantere	Mental Health
Abegail J. Israel	NDEP
Atty. Elmar G. Anoc, CPA	Accountant III
Mark Lorren T. Tejano	Budget Officer III
Freddiejune T. Delig	Information Technology Officer
Janice Lourdes Resurreccion	Administrative Officer
Eleonor P. Cruz	Property and Supply Section Head
Melanie C. Estenzo	Personnel Section Head
Nino Jomar Cablay	Record Section Head
Marissa Fay Jadap	Cashiering Head
Catherine Manuta	Payroll Section Head



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June 19, 2024

REGIONAL MEMORANDUM

No. 0453, s. 2024

CONDUCT OF THE REGIONAL SEMESTRAL PROGRAM IMPLEMENTATION
REVIEW (PIR) WITH SCHOOL DIVISION OFFICES

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

1. Regarding Regional Memorandum No. 095, s. 2024 titled **Implementation of the Program Implementation Review (PIR) for Calendar Year 2024**, this Office through the Quality Assurance Division will conduct the **Regional Semestral Program Implementation Review (PIR) with School Division Offices** within Cagayan de Oro City (specific venue will be announced later), on **July 11**(prework) and **18** (actual).

2. The activity aims to

- a. discuss the quarter 1 and quarter 2 status of programs, projects and activities on physical and financial plans versus accomplishments;
- b. discuss issues, gaps and bottlenecks affecting the implementation of programs, projects and activities;
- c. review initial progress of performance vis-à-vis the regional basic education plan (REDP) on Pillar 3-Quality and Pillar 4-Resiliency & Well-being; and
- d. discuss corrective actions, prioritization of actions and opportunities for improvement for the next semester in terms of current policies, programs and initiatives affecting basic education implementation for top management decision.



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3. The participants of the conference are the following:

Participants	Allocated Number
A. SDO	
<i>Prework</i>	
1. SEPS and ASDS	2 x 14
<i>Subtotal</i>	28
<i>Actual</i>	
2. SDS, ASDS and SEPS-M&E	3 x 14
<i>Subtotal</i>	42
B. Regional Office	
<i>Prework and Actual</i>	
1. ARD and RD	2
2. QAD – Chief, (6) EPS	5
3. PPRD – Chief, (1) EPS, Planning Officer	2
4. ESSD – Chief, Medical Officer IV, Dentist III, Nutritionist II, Engineer III, PDO IV	6
5. CLMD – Chief, (10) EPS	11
6. HRDD – Chief, (2) EPS	3
7. FTAD – Chief, (2) EPS	3
8. Finance – Chief	1
9. Administrative Division – Chief	3
<i>RO Total</i>	36
Total (Prework)	64
Total (Actual)	78

4. Below is the detailed schedule of activities for your ready reference.

Date	Activity	Expected Output
July 11	PIR Prework	➤ 30-minute PowerPoint presentation by SDO aligned with the required data for 1 st and 2 nd Quarter (DO 29, s. 2022)
July 18	PIR Proper	➤ Synthesis Report by RO



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5. To provide more time for presentations and discussion, the SDOs shall be divided into three (3) parallel presentation rooms as given below:

Group A	Group B	Group C
Bukidnon	Misamis Oriental	Lanao del Norte
Camiguin	El Salvador	Malaybalay City
Oroquieta City	Valencia City	Ozamiz City
Misamis Occidental	Tangub City	Gingoog City
Iligan City	Cagayan de Oro City	

6. Participants are reminded to observe the following procedures and standards:

6.1 School Division Offices (SDOs) are required to create a 30-minute PowerPoint presentation that aligns with the toolkit contents to be presented by the Assistant School Division Superintendents (ASDS) on the first day of PIR (Pre-work). The presentation should be validated by the Chief SGOD and CID and approved by the SDO Top Management.

6.2 The SDO presentation should consist of a maximum of 20 slides, focusing on the PPAs, Pillars, and output/outcome indicators identified in the 1st and 2nd Quarter PIR toolkit.

6.4 Following the presentation, there will be a 30-minute session for questions, discussions, and synthesis with Regional Office personnel to acknowledge major achievements of the divisions and address any issues or concerns requiring regional office action or central office endorsement. The lead discussant will monitor the time and politely intervene if the presentation exceeds the allocated time.

6.5 To ensure all participants have access to the presentations and data required for efficient data collection, SDOs must upload their presentations and update their data bank on M&E results in the PIR drive link bit.ly/PIRJULY at least three (3) days before the Regional PIR schedule.

6.6 Approved SDOs PIR reports need to be printed in two copies and submitted to the Regional Director for the consolidation of the Regional PIR report.

6.7 The consolidated PIR reports from the SDOs will be presented and referred to the REXECOM for validation of the data presented by the SDO.

6.8 The validated and consolidated PIR reports will then be presented to SDSs/ASDSs during the actual PIR.

6.9 During the PIR proper, there will be a questioning session involving the Regional Director, ARD, Regional Chiefs, EPSs, and program holders, focusing on highlighting issues and concerns for technical assistance provisions and policy directions.



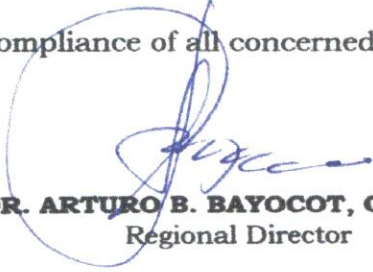
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7. Travelling and other incidental expenses of participants shall be charged against local funds while meals, snacks, accommodation, supplies and materials shall be charged against DepEd Region funds, subject to existing accounting and auditing rules and regulations.
8. QAD as process observers shall monitor and evaluate the SDO's report and delivery using the Process Observation Checklist for PIR (Enclosure No. 4)
9. Attached are the following, for reference and guidance of all concerned:
Enclosure 1 – Regional PIR Toolkit
Enclosure 2 - Indicative Schedule of Activities
Enclosure 3 – Process Observation Checklist for PIR
10. Should there be further clarifications, you can contact the Quality Assurance Division via email qad.region10@deped.gov.ph or thru (088) 856-3932.
11. For the information and compliance of all concerned.


DR. ARTURO B. BAYOCOT, CSO III
Regional Director

Encl.: As stated

*Reference: DO 029, S. 2022 (BEMEF), QAD OM
RM 095, s. 2024*

Allotment: MOOE

*To be indicated in the Perpetual Index under the subject
Monitoring & Evaluation*



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Regional Program Implementation Review
(RPIR) Toolkit
(February 2024 Version)



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Tool Kit for 1st QUARTER Program Implementation Review (PIR)

Theme: Access, Quality, and Resiliency & Well-being

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

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

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

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

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

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



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II. B. Quality

II.B.1 Dashboard

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

II.B.2 Segmentation

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

II.B.3 Analyses

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

II.B.4 Proposed Actions

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





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

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

II.A. Access (SHS 2nd Semester enrolment, LARDO)

II.A.1 Dashboard

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

II.A.2 Segmentation

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

II.A.3 Analyses

- Discuss the internal (DepED programs) and external (facilitating) factors contributing to increase in SHS enrolment.
- Explain the barriers (external factors) affecting enrolment and reasons that prevent SHS learners from going to school. Include the limitations (bottlenecks and weaknesses) of DepED programs (including capability) in bringing SHS learners to schools
- Identify the factors leading to learners’ tendency to drop out. Conduct validation and focus group discussion when necessary.





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II.A.4 Proposed Actions

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



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II. C. Resiliency and Well-being

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

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

II.C.2 Presentation

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

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





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

5. **Recommendations:**

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

6. **Long-term Impact:**

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

1. **Gender Analysis:**

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

2. **Trends Across Grades:**

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

3. **Factors Influencing Gender Disparities:**

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

4. **Adjustments for Gender Equality:**

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

5. **Recommendations for Inclusive Education:**

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

6. **Monitoring Progress:**



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

IO #1, 1.1, 1.2, 1.3 and IO #3

Completion Rate (CR)



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Enclosure 2 to Region Memorandum No. _____ s. 2024

PROCESS OBSERVATION CHECKLIST FOR THE SEMESTRAL PIR

Division: _____

Participants:	Present	Absent
Schools Division Superintendent	_____	_____
Assistant Schools Division Superintendent	_____	_____
SEPS for M&E	_____	_____

First Semester, CY 2024

Presenter: _____

Synthesizer: _____

Lead Discussant: _____

30-minute Presentation

SDO Presentation Time Started: _____ Time Finished: _____

30-minute Interpellation, Discussion and Synthesis

Interpellation and Discussion: Time Started: _____ Time Finished: _____

Synthesis: Time Started: _____ Time Finished: _____

Indicators	Y	N	Remarks
1. e-Copy of presentation uploaded in the Google Drive three days before the Semestral PIR			
2. Presentation followed the standards (e.g. # of slides, format, etc.)			
3. Data are complete based on the Procedure Guideline			
4. Presentation started and ended on time			
5. Interpellation started and ended on time			



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	Discussants: Chief Mary Ann D. Neri, Chief Mala Epra B. Magnaong, William C. Agomana, Ellen D. Cabahug, Ma. Emerald Cabigas, Bienvenido U. Tagolimot, Arnel T. Genita, Chief Edith L. Ortega, Eusebio G. Aguanta, Dr. Myra G. Yee, Laurencia O. Llagas, Rebecca P. Postrano	Discussants: Chief Allan L. Mansaladez, Rodolfo R. Bayeta, Jr., OIC-Chief. Atty. Candice Zennia R. Razon, Engr. Ma. Fels 3 A. Trompeta, Dr. Rey Ignacio B. Cagang, Edselyn L. Salido, Marino O. Dal, Carlos B. Llamas	Discussants: Chief Enerio E. Ebisa, , Gina F. Labitad,, Ana Belen S. Muring, Ian A. Cabahug, Ray Butch Mahinay, Nick Pañares, Armando A. Agustin
Day 2 - Actual PIR			
8:00-8:45AM	Preliminaries	c/o QAD	
8:45-11:45 AM	Presentation of consolidated reports Consolidation of the Agreements between SDS's and RD Plenary Next Steps/Ways Forward	QAD Top Management	
1:00 PM	Closing Program	c/o QAD	