03 Nov 2026

DIVISION MEMORANDUM
No. 538 , s. 2026

CONDUCT OF MID-YEAR DIVISION MONITORING, EVALUATION, AND PLAN ADJUSTMENTS ON 4th QUARTER OF FY 2026 (1st-2nd TERMS OF SY 2026-2027)

To: Assistant Schools Division Superintendents
Chief- Curriculum Implementation Division (CID)
Chief- School Governance and Operations Division (SGOD)
Education Program Supervisors
Public Schools District Supervisors
Public Elementary and Secondary School Heads
All Others Concerned

1. In line with the Department of Education's commitment to evidence-based planning, results-oriented management, and continuous improvement in the delivery of basic education services, the Schools Division Office of Batangas Province, through the School Governance and Operations Division (SGOD), announces the conduct of the Monitoring, Evaluation, and Plan Adjustments (MEPA) at the school, sub-office, and division levels. The activity shall review accomplishments, assess progress toward established targets, identify implementation gaps, and determine appropriate interventions and adjustments aligned with the Quality Basic Education Development Plan (Q-BEDP) and the three-term implementation of School Year (SY) 2026–2027.

2. The schedule of activities is as follows:

ACTIVITY	DATE
School Monitoring, Evaluation, and Plan Adjustment (SMEPA)	November 9-10, 2026
Sub-Office Monitoring, Evaluation, and Plan Adjustment (Sub-MEPA)	November 16-17, 2026
Division Monitoring, Evaluation, and Plan Adjustment (DMEPA)	November 26, 2026

3. The activity aims to:
a. assess the progress and accomplishments of programs, projects, and activities (PPAs) against established targets, performance indicators, and intended outputs and outcomes;
b. evaluate the contribution of implemented PPAs to the achievement of relevant Q-BEDP indicators and the improvement of learner access, equity, learning outcomes, resiliency, and well-being;
c. identify implementation gaps, emerging issues, facilitating and hindering factors, and resource requirements affecting PPA implementation;

d. formulate evidence-based plan adjustments, catch-up strategies, and targeted technical assistance to address identified gaps and improve organizational and learner performance; and
e. document effective practices, generate actionable recommendations, and strengthen accountability and continuous improvement across governance levels.

4. The SMEPA shall be conducted by school heads with the participation of teachers, School Governance Council (SGC) representatives, Parent-Teacher Association (PTA) representatives, learner representatives, and other relevant stakeholders, as appropriate. Discussions shall focus on school performance, learner outcomes, PPA implementation, resource utilization, and progress toward established targets. Findings shall be supported by validated data and appropriate documentation.

5. The Public Schools District Supervisors (PSDSs) shall facilitate the conduct of the Sub-MEPA in their respective sub-offices. They shall ensure the consolidation and validation of school-level reports, analyze common and school-specific concerns, identify priority schools requiring technical assistance, and recommend appropriate interventions and plan adjustments based on the findings.

6. All school heads shall download and accomplish the prescribed SMEPA template through the designated link: https://tinyurl.com/DMEPA-Template-2026. .The completed reports shall be submitted to their respective sub-offices for consolidation and validation. Each sub-office shall prepare its consolidated Sub-MEPA report using the prescribed template and upload the final file through https://tinyurl.com/2026-DMEPA-Repository on or before **November 23, 2026**, to allow the SDO team sufficient time to review the submissions before the DMEPA.

7. Further instructions regarding the DMEPA program, presentation arrangements, and other administrative requirements shall be issued through a separate memorandum, as necessary.

8. Immediate dissemination of and strict compliance with this Memorandum are directed.

MARITES A. IBANEZ, CESO V
Schools Division Superintendent

Encl.: as stated
Reference: N/A
To be indicated in the Perpetual Index under the following subject:
Issuances: Division Memorandum

CVS/ CONDUCT OF MID-YEAR DIVISION MONITORING, EVALUATION, AND PLAN ADJUSTMENTS ON 4th QUARTER OF FY 2026 (1st-2nd TERMS OF SY 2026-2027) / R2-157266/ 11-03-2026

Address: Provincial Sports Complex, Bolbok, 4200 Batangas City
Telephone:(043)722-1840 / 722-1796
Email Address: deped.batangas@deped.gov.ph
Website:www.depedbatangas.com

Enclosure:

The SMEPA and Sub-MEPA reports shall be organized around the five outcomes of the Q-BEDP 2025–2035, using the applicable official and Division-approved indicators and targets:

a. **High-Performing Teachers Delivering Quality Education** – teacher professional development, instructional support, and access to essential teaching and learning resources;

b. **Improved Learning Environments that Safeguard Students' Physical and Mental Well-being** – learner participation, retention, completion, safety, protection, nutrition, and well-being;

c. **Enhanced Governance Structures to Ensure Efficient and Supportive Education Systems** – school-based management (SBM), quality assurance and monitoring, evaluation and adjustment (QAME), financial management, resource mobilization, digitalization, and technical assistance;

d. **Improved Education Quality through Upgraded Curriculum, Modernized Assessments, and Digitally Enabled Schools** – literacy and numeracy achievement, learning recovery, curriculum implementation, assessment results, and access to digital learning resources; and

e. **Empowered Graduates Fit for Employment, Entrepreneurship or Higher Education** – learner competencies, relevant certifications, completion of education pathways, career readiness, and transition to employment, entrepreneurship, or higher education.

1. High-Performing Teachers Delivering Quality Education

Suggested DMEPA indicators:

- Percentage of teachers completing content and pedagogical training
- Teacher access to textbooks, learning materials, laptops, and internet
- Compliance with minimum teacher-to-learner ratio standards
- Availability of administrative support personnel
- Teacher professional development and instructional support outcomes

2. Improved Learning Environments that Safeguard Students' Physical and Mental Well-being

Suggested DMEPA indicators:

- Net enrolment and completion rates
- Learner retention and school-leaver rates
- Access to school feeding and nutrition programs
- Percentage of bullying incidents resolved
- Functionality of Child Protection Committees and School Governing Councils

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- Availability of guidance services
- Safe, accessible, and disaster-resilient school facilities

3. Enhanced Governance Structures to Ensure Efficient and Supportive Education Systems

Suggested DMEPA indicators:

- SBM implementation and assessment results
- Timeliness and quality of planning and accomplishment reports
- QAME implementation and corrective-action completion
- Budget utilization and financial reporting
- Resource mobilization and stakeholder partnerships
- Efficiency of procurement and program implementation
- Digitalization and use of data for management decisions
- Technical assistance provided and resulting improvements

4. Improved Education Quality through Upgraded Curriculum, Modernized Assessments, and Digitally Enabled Schools

Suggested DMEPA indicators:

- Percentage of learners achieving at least Proficient in NAT Reading
- Percentage of learners achieving at least Proficient in NAT Mathematics
- Learner literacy and numeracy assessment results
- Learning recovery and remediation outcomes
- Implementation of curriculum and assessment reforms
- Learner access to digital learning resources and connectivity
- Improvement in learning achievement across reporting periods

5. Empowered Graduates fit for Employment, Entrepreneurship or Higher Education

Suggested DMEPA indicators:

- Percentage of TVL learners passing National Certification assessments
- Percentage of ALS learners passing the Accreditation and Equivalency Test
- Completion of senior high school and transition to post-secondary pathways
- Learner readiness for employment, entrepreneurship, or higher education
- Partnerships with industry and higher education institutions
- Alignment of relevant learning programs with employment and skills requirements

The indicators listed in the attached guide are suggested monitoring measures and shall be used as applicable, subject to the availability of validated data and consistency with official definitions, approved targets, and applicable reporting requirements.

The consolidated findings and analysis of the **1st and 2nd Terms of SY 2026–2027**, following the prescribed Sub-MEPA presentation flow shall cover the following:

a. Q-BEDP 2025–2035 strategic direction and the five outcomes;
b. consolidated performance at a glance, including significant accomplishments and priority gaps;
c. performance assessment for each of the five Q-BEDP outcomes;
d. term-based accomplishments, target-gap analysis, and relevant quarterly or fiscal-year results;
e. priority issues, root causes, and schools requiring technical assistance;
f. proposed plan adjustments, interventions, responsible offices, and implementation timelines; and
g. management decisions, commitments, and corresponding monitoring arrangements.

The presentation shall emphasize evidence-based analysis and actionable recommendations rather than a mere enumeration of completed activities. Other relevant issues and concerns not explicitly included in the prescribed template may be presented, provided these are supported by data and are pertinent to the objectives of the activity.