



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
SCHOOLS DIVISION OF BATANGAS

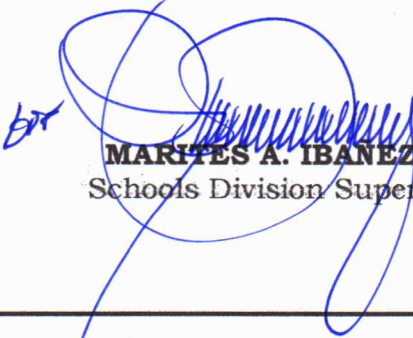
November 12, 2025

DIVISION MEMORANDUM
No. 662, s. 2025

**DIVISION ONLINE ORIENTATION ON REGIONAL MEMORANDUM
NO. 750, S. 2025 ON OPERATIONAL AND STRATEGIC
GUIDELINES FOR IMPLEMENTING THE SCHOOL
TURNAROUND PROGRAM**

To: Assistant Schools Division Superintendents
Chief- Curriculum Implementation Division (CID)
Chief- School Governance and Operations Division (SGOD)
Education Program Supervisor in-charge of GAD
Public Schools District Supervisors/ OIC PSDS
All DFTACTS Members
All Others Concerned

1. With reference to Regional Memorandum No. 750, s. 2025, titled *Operational and Strategic Guidelines for Implementing the School Turnaround Program* (STAP), this Schools Division, through the School Governance and Operations Division, shall conduct a Division **Online Orientation** on the said Regional Memorandum on **November 17, 2025 at 1:00 o'clock in the afternoon** via MS Teams through the link <https://tinyurl.com/STAP-ONLINE-ORIENTATION>
2. The purpose of the orientation is to brief all participants and ensure the effective implementation of turnaround strategies in identified schools.
3. The participants in this activity are the top management, CID and SGOD Chiefs, all members of DFTACTs, and all Public Schools District Supervisors.
4. Attached herewith are the following:
 - Regional Memorandum No. 750, s. 2025
 - Division Memorandum No. 467, s. 2025
5. For immediate dissemination and compliance.


MARITES A. IBANEZ, CESO V
Schools Division Superintendent



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
SCHOOLS DIVISION OF BATANGAS

Reference: Regional Memorandum No. 750, s. 2025

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

Issuances-Division Memorandum

MLA/ Division Online Orientation on Regional Memorandum No. 750, s. 2025 on Operational and Strategic Guidelines for Implementing the School Turnaround Program/ *R2-14652* /11/12/2025



Republic of the Philippines
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REGION IV-A CALABARZON
SCHOOLS DIVISION OF BATANGAS

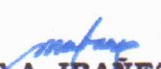
27 Aug 2025

DIVISION MEMORANDUM
No. 467, s. 2025

REORGANIZATION AND DEPLOYMENT OF DIVISION FIELD TECHNICAL ASSISTANCE TEAMMATES (DFTACTs) 2025

To: Assistant Schools Division Superintendents
Chief-Curriculum Implementation Division (CID)
Chief-School Governance and Operation Division (SGOD)
Division Field Technical Assistance Teams (DFTACTs)
All Elementary and Secondary School Heads
All Others Concerned

1. Relative to **Regional Memorandum No. 620, s. 2025**, titled "*Guidelines in Institutionalizing the Team-Based Provision of Technical Assistance Through the Establishment of Division Field Technical Assistance Composite Teams*," this Office, through the School Governance and Operations Division (SGOD), hereby issues the guidelines to further strengthen and institutionalize the team-based provision of technical assistance through the Reorganization and Deployment of the Division Field Technical Assistance Teammates (DFTACTs) 2025.
2. Enclosed are the following for reference and guidance:
 - a. DFTACTs Composition and Deployment;
 - b. Technical Assistance (TA) Processes and Standards;
 - c. TA Tools;
 - d. Roles and Responsibilities of SDO DFTACTs and School Heads; and
 - e. TA Timeline.
3. Each team shall be composed of ten (10) members, with at least four (4) to five (5) members present during the conduct of Technical Assistance.
4. Members of one team may provide support to another team as needs arise, regardless of team assignment. For example, if the Legal Officer belongs to Team 1 but Team 2 requires legal expertise, he/she may temporarily join Team 2 for the conduct of TA.
5. For clarifications and further assistance, you may contact Ms. Cora V. Samson at mobile no. 0977-812-3293 or via email at cora.samson@deped.gov.ph.
6. Immediate and wide dissemination of and strict compliance with this Memorandum is directed.


MARITES A. IBANEZ, CESO V
Schools Division Superintendent



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
SCHOOLS DIVISION OF BATANGAS

Encl.: As Stated

Reference: Regional Memorandum No. 620, s. 2025

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

Issuances-Division Memorandum

CVS/DM- REORGANIZATION AND DEPLOYMENT OF DIVISION FIELD TECHNICAL ASSISTANCE TEAMMATES
(DFTACTs) 2025 / S2-111300/AUGUST 27, 2025



Republic of the Philippines
Department of Education
 REGION IV-A CALABARZON
 SCHOOLS DIVISION OF BATANGAS

DIVISION FIELD TECHNICAL ASSISTANCE COMPOSITE TEAMS (DFTACTs)

DFTACTs	Assignment	Position / Designation	E-mail	Assigned Congressional District
Marites A. Ibañez	Chair/Lead	SDS	maritesarada.ibanez@deped.gov.ph	
Team 1 Rhina O. Ilagan	Co-Chair/Co-Lead	ASDS	rhina.silva@deped.gov.ph	CD 1
Team 2 Jofit P. Dayoc	Co-Chair/Co-Lead	ASDS	jofit.dayoc001@deped.gov.ph	CD 2
Team 3 David M. Nuay	Co-Chair/Co-Lead	CID Chief	david.nuay001@deped.gov.ph	CD 3
Team 4 Mario B. Maramot	Co-Chair/Co-Lead	SGOD Chief	mario.maramot@deped.gov.ph	CD 4
Cora V. Samson	Secretariat	SEPS-SMME	cora.samson@deped.gov.ph	
Jessa S. Guerra	Co-Secretariat	EPS II-SMME	jessa.guerra@deped.gov.ph	
TEAM 1				
Members				
1. Loreta V. Ilao		EPS I-Filipino	loreta.ilao001@deped.gov.ph	CD 1
2. Miguel B. Ularde		EPS I-English	miguel.ularde003@deped.gov.ph	
3. Jimmy J. Morillo		EPS I-MAPEH	jimmy.morillo@deped.gov.ph	
4. Aris U. Dimaano		Planning Officer III	aris.dimaano@deped.gov.ph	
5. Noah P. Duque		EPS II-SocMoNet	noah.duque@deped.gov.ph	
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7. Lou C. Panaligan		Administrative Officer V	lou.panaligan@deped.gov.ph	
8. Frances M. Aguilar		PDO I-Youth	frances.aguilar@deped.gov.ph	
9. Brenda C. Gregorio		EPS II- ALS	brenda.gregorio@deped.gov.ph	
10. Jaysen R. Toraliza		EPS II- ALS	jaysen.toraliza@deped.gov.ph	
TEAM 2				
Members				
1. Marian L. Arias		EPS I-SGOD	marian.arias@deped.gov.ph	CD 2

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 Website: www.depedbatangas.com



BAGONG PILIPINAS



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
SCHOOLS DIVISION OF BATANGAS

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Members			
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4. Jesusa D. Perez	EPS II- ALS	jesusa.perez001@deped.gov.ph	
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9. Rosemarie A. Encarnacion	EPS II-ALS	rosemarie.encarnacion001@deped.gov.ph	
10. Cash Section	AO IV-Cash		
TEAM 4			
Members			
1. Rosalinda A. Mendoza	EPS I-LRMD	rosalinda.mendoza004@deped.gov.ph	CD 4
2. Mercy R. Villanueva	EPS I-ALS/SNED/Multi-Grade	mercy.villanueva@deped.gov.ph	



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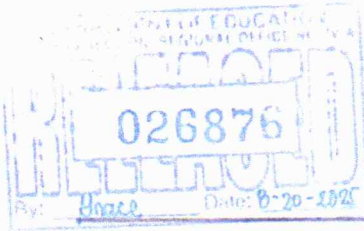


Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
SCHOOLS DIVISION OF BATANGAS

3. Alfred James A. Ellar	EPS I-AP	alfredjames.ellar@deped.gov.ph
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5. Karen M. Salimo	Legal Officer III	karen.salimo@deped.gov.ph
6. Irene Grace Q. Gonzales	AO IV-Records	irenegrace.quinio@deped.gov.ph
7. Alexander De Castro	EPS II-ALS	alexander.decastro001@deped.gov.ph
8. Maybe M. Bueno	PDO I-Youth	maybe.bueno@deped.gov.ph
9. Cheryl M. Baril	AO IV-Property & Supply	cheryl.baril@deped.gov.ph
10. Anabel E. Magalona	SEPS-SocMoNet	anabel.magalona@deped.gov.ph



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Republic of the Philippines
Department of Education
REGION IV-A CALABARZON



18 August 2025

Regional Memorandum
No.620 s.2025

**GUIDELINES IN INSTITUTIONALIZING THE TEAM-BASED
PROVISION OF TECHNICAL ASSISTANCE THROUGH THE
ESTABLISHMENT OF DIVISION FIELD TECHNICAL
ASSISTANCE COMPOSITE TEAMS (DFTACTS)**

To: Schools Division Superintendents

1. Pursuant to the mandate of the Department of Education to ensure the effective delivery of educational services, and in accordance with the provisions of the Administrative Code of 1987—which requires regional offices to provide continuous technical assistance, supervision, and support to field units, this Office, through the Field Technical Assistance Division hereby issues these guidelines to strengthen and institutionalize the team-based provision of technical assistance through the establishment of Division Field Technical Assistance Composite Teams (DFTACTS).
2. Anchored on the principles of shared governance and school-based management, the Department of Education (DepEd) reinforces team-based mechanisms to provide responsive, needs-based technical assistance (TA) to schools. Republic Act No. 9155¹ empowers schools and field offices to improve learning outcomes through local initiatives and clearly defines the authority and accountability of school heads. The implementation of the 2013 DepEd Rationalization Program² institutionalized Technical Assistance functions in the governance structure, including the Field Technical Assistance Division.
3. The delivery of team- based technical assistance (DFTACTs) aims to:
 - a. strengthen the capacity of Division Field Technical Assistance Composite Teams in providing responsive and needs-based support to schools;
 - b. ensure the effective implementation of DepEd programs and projects at the school level; and
 - c. institutionalize a collaborative and data-driven approach in the delivery of technical assistance.

¹ Republic Act No. 9155: (Governance of Basic Education Act of 2001)

² DepEd Order No. 53, s. 2013, as amended by DO 27, s. 2014



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Certificate No. PHP-QM5
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4. Each Schools Division Office shall organize and enhance its DFTACTs, composed of personnel from the Curriculum Implementation Division, School Governance and Operations Division, and other relevant units. The Team shall conduct regular needs assessment, planning, and delivery of technical assistance to schools, focusing on priority areas identified through data analysis.
5. The SDO shall **constitute or enhance** a DFTACT to lead and coordinate TA to schools/CLCs, consistent with DO 53, s. 2013 structures and DO 002, s. 2024 and DO 007, s. 2024 requirements. The TA shall be **needs-based, evidence-informed, and results-focused**, aligned to SBM standards and MATATAG priorities, and shall reduce administrative burdens on teachers consistent with DO 002, s. 2024. The DFTACTs shall operate on an **approved annual TA plan** synchronized with the Regional TA Roadmap and the SDO's Education Development Plan (EDP) and Annual Implementation Plan (AIP). The TA outputs shall be documented using **standard templates**, with data privacy and records management safeguards.
6. The Regional Office through the Field Technical Assistance Division shall provide oversight, capacity-building, and monitoring to ensure the effectiveness of technical assistance provided by the Division Teams. Reports on technical assistance activities and outcomes shall be submitted to the Regional Office on a quarterly basis.
7. The SDO is requested to submit approved Division Technical Assistance Plan the Composition of the Division Field Technical Assistance Composite Team (DFTACTs).
8. For further details, contact Chief Michael Girard R. Alba of the Field Technical Assistance Division at 09178882731 or through email at Barakibuzon@deped.gov.ph
9. Immediate dissemination of this Memorandum is desired.


ATTY. ALBERTO T. ESCOBARTE, CESO II
Regional Director

**GUIDELINES IN INSTITUTIONALIZING THE TEAM-BASED PROVISION OF
TECHNICAL ASSISTANCE THROUGH THE ESTABLISHMENT OF DIVISION
FIELD TECHNICAL ASSISTANCE COMPOSITE TEAMS (DFTACTS)**

Anchored on the principles of shared governance and school-based management, the Department of Education (DepEd) reinforces team-based mechanisms to provide responsive, needs-based technical assistance (TA) to schools. Republic Act No. 9155³ empowers schools and field offices to improve learning outcomes through local initiatives and clearly defines the authority and accountability of school heads. The implementation of the 2013 DepEd Rationalization Program⁴ institutionalized Technical Assistance functions in the governance structure, including the Field Technical Assistance function.

Recent policy issuances—DepEd Order No. 002, s. 2024⁵ and DepEd Order No. 007, s. 2024⁶ require strengthened and well-coordinated TA from the Regional Offices (ROs) and Schools Division Offices (SDOs) to ensure compliance, capacity-building, and continuous improvement in school governance and learning outcomes. To operationalize these, this Regional Memorandum prescribes the creation and/or enhancement of Division Field Technical Assistance Composite Teams (DFTACTs) to deliver integrated TA to schools and learning centers.

These guidelines aim to:

1. Institutionalize the Division Field Technical Assistance Composite Teams (DFTACTs) in every SDO.
2. Standardize the processes, tools, and reporting for team-based TA to schools and community learning centers (CLCs).
3. Align TA priorities with SBM standards, DepEd priorities, and policy compliance
4. Strengthen regional oversight and support to SDOs in planning, deploying, and evaluating TA.

These guidelines apply to all SDOs under DepEd Region IV – A CALABARZON including public elementary and secondary schools and CLCs. It covers needs assessment, planning, delivery, documentation, and M&E of TA.

1. Every SDO shall constitute or enhance a DFTACT to lead and coordinate TA to schools/CLCs, consistent with DO 53, s. 2013 structures and DO 002, s. 2024 and DO 007, s. 2024 requirements.
2. TA shall be needs-based, evidence-informed, and results-focused, aligned to SBM standards and DepEd priorities, and shall reduce administrative burdens on teachers consistent with DO 002, s. 2024.
3. DFTACTs shall operate on an approved annual TA plan synchronized with the Regional TA Roadmap and the SDO's Education Development Plan (EDP) and Annual Implementation Plan (AIP).
4. TA outputs shall be documented using standard templates, with data privacy and records management safeguards.

Suggested Composition of the Division Field Technical Assistance Composite Teams:

1. Chair/Lead: Schools Division Superintendent

³ Governance of Basic Education Act of 2001

⁴ DepEd Order No. 53, s. 2013, as amended by DO 27, s. 2014

⁵ Immediate Removal of Administrative Tasks of Public School Teachers

⁶ Policy Guidelines on the Implementation of the Revised School-Based Management System

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2. Co- Chair / Co – Lead - Assistant Schools Division Superintendent (ASDS) or designated SGOD and CID Chief
3. Core Members:
 - o SGOD: Planning & Research, Social Mobilization & Partnerships, HRD, DRRM, School Health, Youth Formation.
 - o CID: EPS in key learning areas, LR, Curriculum Implementation, Learning Recovery, Assessment and ALS
 - o Support Units: Administrative (HR/Personnel, Finance/Budget/Accounting, Supply/Property, Records), ICT, Legal (as available), Procurement.
4. ad hoc/Expanded Members: As required by TA focus (e.g., IPED, SPED, GAD, Child Protection, Inclusive Education, School Safety).
5. Secretariat: SGOD—School M and E

Roles and Responsibilities

A. Regional Office:

Issue policy direction, develop the Regional TA Roadmap, provide orientation and capability-building to SDOs; consolidate and analyze TA reports; and conduct supportive supervision and tracking and analysis.

B. Schools Division Office [SDO]:

Schools Division Superintendent

Approves the annual Division TA Plan; ensures alignment with EDP/AIP and policy priorities.

Assistant Schools Division Superintendent /SGOD/ CID Chief (DFTACT Lead):

Leads TA cycle management, deployment scheduling, and tracking and analysis of outputs.

- CID Chief: Ensures instructional leadership TA is integrated (learning recovery, curriculum, assessment, LACs).
- SGOD Units: Lead on governance, SBM, partnerships, HRD, DRRM, school health, youth formation, and data systems.
- Administrative/Support Units: Provide solutions that remove administrative load from teachers (per DO 002, s. 2024), including clustering of schools for shared admin support, streamlining processes, and deploying COS/JO personnel where applicable.
- School Heads: Co-create the TA plan, allocate school resources, ensure implementation and follow-through, and submit evidence of progress.

Suggested Processes and Standards (DFTACTS TA CYCLE)

1. Diagnose (Quarterly/As Needed):

- o Review data: SBM assessments (DO 007, s. 2024), learner outcomes, EBEIS/LIS, NAT/ACTFL/Div. assessments, audit findings, grievance patterns, and DO 002 compliance (administrative tasks removed from teachers).
- o Conduct school walkthroughs, focus group discussions (FGDs), and desk reviews.
- o Produce a TA Diagnosis Brief with prioritized issues, root causes, and success indicators.

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2. Plan:

- Co-design a School TA Action Plan with SMART outputs (policy compliance, process redesign, capacity-building, resource mobilization), timelines, and responsible persons.
- Indicate teacher work-relief solutions (e.g., admin support deployment, digitized workflows) pursuant to DO 002, s. 2024.

3. Deliver:

- Implement on-site/virtual TA (coaching, clinics, clinics-on-wheels, LAC integration, tabletop exercises for DRRM, process mapping for admin workflows, lesson study, etc.).
- Use standard TA Visit Checklist and Attendance/Engagement Logs.

4. Follow-Through & Evaluate:

- Within 30 calendar days after TA, conduct follow-through (coaching calls, micro-trainings, document review).
- Rate progress against indicators; agree on next-cycle actions.

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DIVISION FIELD TECHNICAL ASSISTANCE COMPOSITE TEAMS (DFTACTs)

DFTACTs	Assignment	Designation	E-mail	Assigned District / Schools

ROF1



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON

TECHNICAL ASSISTANCE PLAN

Prioritized Needs of Clients	TA Objectives	Strategies / Activities	Expected Results	Time Frame	Person's Responsible	Resources Funding Requirement	Material

Prepared by:

Approved by:



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Doc. Ref. Code: RO-FTAD-F005 Rev 00
Effectivity: 02.03.22 Page 1 of 1





Republic of the Philippines
Department of Education
REGION IV-A CALABARZON

TECHNICAL ASSISTANCE JOURNAL

Title of the Activity: _____

Purpose of Technical Assistance: _____

Please complete the following statements:

* I learned that:

* I realized that:

* I intend to:

* Comments:

* Suggestions:

Note: * Required to answer all the following statements, if not applicable write N/A

Name:	
School:	
District:	
Division:	
Date:	





Republic of the Philippines
Department of Education
REGION IV-A CALABARZON

TECHNICAL ASSISTANCE FEEDBACK

We welcome the general views of our clients on the Technical Assistance we provide. Please check the space provided that corresponds to your evaluation.

Legend:

- 4 - Very Satisfied
- 3 - Satisfied
- 2 - Unsatisfied
- 1 - Very Unsatisfied

STATEMENT	4	3	2	1	TOTAL
1) Observes the schedule					
2) Establishes the objectives of the technical assistance					
3) Uses necessary tools / process / procedure for the conduct of the Technical Assistance					
4) Provide relevant, timely and appropriate technical assistance					
5) Understand the situation of Schools Division, Districts or schools in case may be, their needs, aspirations, plans , strength and weaknesses					
6) Recommends/suggests points for improvement					
7) Provides constructive feedback and establishes a cordial atmosphere in giving of feedback					
8) Manifest skills and competencies of the TA Provider					
9) Processes the results of the technical assistance					
10) Shows clearer view in the provision of Technical Assistance					

Comments:

Suggestions:

Signature over Printed Name

Division/School: _____

Date: _____



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON



October 13, 2025

Regional Memorandum
No. 750 s.2025

**OPERATIONAL AND STRATEGIC GUIDELINES FOR
IMPLEMENTING THE SCHOOL TURNAROUND
PROGRAM (STAP)**

To: Schools Division Superintendents

1. This is pursuant to Republic Act No. 9155¹ which vests the Department of Education and its field offices with the authority, accountability, and responsibility to implement educational programs and school improvement initiatives. Section 7 empowers Regional Directors to formulate and implement regional educational plans, set standards, and monitor and assess learning outcomes, providing the legal foundation for comprehensive school turnaround programs. In support of this, Republic Act No. 10533² mandates equitable access to globally competitive education and institutionalizes mandatory evaluation and review to address implementation gaps and enhance quality; DepEd Order No. 44, s. 2015³ mandates the use of needs-based, evidence-driven, and context-responsive SIPs as dynamic planning tools; DepEd Order No. 7, s. 2024⁴ decentralizes decision-making to the school level and empowers school leaders and stakeholders; and DepEd Order No. 29, s. 2022⁵ institutionalizes a systematic and results-oriented mechanism for tracking school performance.
2. DepEd Region IV A CALABARZON pioneers the School Turnaround Program (STAP), also known as "360 Schools: 360 Degrees Turnaround in 360 Days," anchored on international education commitments, national laws, and DepEd policies. This program adopts a time-bound, results-oriented technical assistance approach to school.
3. These guidelines cover the Regional Office, Schools Division Offices (SDOs), and the identified 360 Schools, based on criteria set forth in the guidelines, that shall adopt and implement the School Turnaround Program (STAP). **The**

¹ Governance of Basic Education Act of 2001

² Enhanced Basic Education Act of 2013

³ Enhanced School Improvement Planning

⁴ (School-Based Management Policy

⁵ Basic Education Monitoring and Evaluation Framework

identification of schools per SDO who will participate in the STAP shall be requested on a separate issuance.

4. The STAP aims to ensure effective implementation of turnaround strategies in identified schools; align interventions with national and regional and SDO priorities; provide technical assistance, capability building, and resource mobilization to support turnaround strategies; institutionalize monitoring, evaluation, and continuous improvement to achieve significant and sustainable gains in learners' performance within 360 days.
5. The Regional Office, through the RFTACTs, shall conduct regular monitoring and evaluation of STAP implementation. SDOs and schools shall submit periodic reports using prescribed templates and indicators. Data-driven decision-making and continuous improvement shall be emphasized.
6. For inquiry, kindly contact Chief Michael Girard R. Alba of the Field Technical Assistance Division via email michael.alba@deped.gov.ph or through mobile number at 09178882731.
7. Immediate dissemination and strict compliance with this Memorandum are highly desired.


ATTY. ALBERTO T. ESCOBARTE, CESO II

 Regional Director 

04/ROF3



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON

Field Technical Assistance Division

**OPERATIONAL AND STRATEGIC GUIDELINES FOR
IMPLEMENTING THE SCHOOL TURNAROUND PROGRAM
(STAP)**

I. RATIONALE

Driven by the collective goals of making all public schools inclusive and learner-centered institutions where literacy and numeracy rates are ideal, enrollment rate is desirable, drop-out rate is diminishing, resources are adequate, and community support is balanced with quality teaching, DepEd CALABARZON has been active in launching reforms in basic education. However, in spite of these efforts, it continues to face significant challenges in quality, access, equity, and overall operations. While the region records a 92.6% basic literacy rate among individuals aged five and above, the 2024 Functional Literacy, Education and Mass Media Survey (FLEMMS) underscores persisting gaps in functional literacy and numeracy. These disparities prompted DepEd CALABARZON to implement the CARE+1 intervention program.

The 2024 National Achievement Test (NAT) further highlights these learning gaps, with a national average of only 41.12% for Grade 12, while CALABARZON slightly surpassed it at 43.85%, still within the “Low Proficiency” range. At the international level, the 2022 Programme for International Student Assessment (PISA) revealed that Filipino students remain five to six years behind their OECD peers in Mathematics, Science, and Reading. Collectively, these data point to three critical gaps: (1) persistent challenges in literacy and numeracy, (2) consistently low proficiency levels both nationally and regionally, and (3) restricted global competitiveness.

In response, DepEd CALABARZON pioneers the School Turnaround Program (STAP), also referred to as *360 Schools: 360 Degrees Turnaround in 360 Days*, anchored on international education commitments, national laws, and DepEd policies. In mainstreaming the “360-degree” principle, STAP adopts a time-bound and results-oriented technical assistance approach to school improvement guided by the mandates of the Regional Field Technical Assistance Composite Teams (RFTACTs). This initiative directly supports the Philippines’ commitment to the United Nations 2030 Agenda for Sustainable Development Goal (SDG) 4: Quality Education, which calls for inclusive, equitable, and quality learning opportunities for all, universal literacy and numeracy, protection of learners, and the elimination of all forms of discrimination in education.

Anchored in a strong legislative framework, the initiative draws authority from Republic Act No. 9155, or the Governance of Basic Education Act of 2001, which vests the Department of Education (DepEd) and its field offices with the authority, accountability, and responsibility to implement educational programs and school improvement initiatives. Specifically, Section 7 empowers Regional Directors to formulate and implement regional educational plans, set standards, monitor and

assess learning outcomes. This provision serves as the legal foundation for comprehensive school turnaround programs, ensuring that reforms are both legitimate and enforceable.

Further strengthening this framework is Republic Act No. 10533, or the Enhanced Basic Education Act of 2013. Section 2 (a) mandates equitable access to globally competitive education grounded in a sound curriculum, while Section 14 institutionalizes mandatory evaluation and review to address the implementation gaps and enhance quality. These provisions reinforce the importance of sustained reforms to ensure inclusivity, excellence, and international alignment in basic education delivery.

In operationalizing this initiative, it is guided by a series of key DepEd policies. DepEd Order No. 44, s. 2015 or the Enhanced School Improvement Planning (SIP), provides the structural backbone for school turnaround. It mandates the use of needs-based, evidence-driven, and context-responsive SIPs as dynamic planning tools. Within STAP, the SIP transcends its role as a compliance requirement and becomes a strategic instrument that identifies priority areas, allocates resources effectively, and establishes measurable outcomes. By actively engaging educators, learners, parents, and community stakeholders, the SIP embodies participatory governance and transforms into a living document that drives accountability, inclusivity, and sustained reform.

Equally critical to the success of the turnaround program is School-Based Management (SBM) institutionalized by DepEd Order No. 7, s. 2024. SBM decentralizes decision-making to the school level, empowering school leaders and stakeholders to collaboratively address context-specific challenges based on assessment. SBM dimensions i) Curriculum and Teaching, ii) Learning Environment, iii) Human Resource and Team Development, iv) Finance and Resource Management and Mobilization, v) Governance and Accountability, and vi) Leadership as the primary framework. It serves as a mechanism to identify foci for improvement as a catalyst for reform, ensuring that plans are relevant, learner-centered, and results-oriented. By making reforms community-owned, SBM strengthens institutional capacity and ensures long-term sustainability of school improvement efforts.

Complementing this is DepEd Order No. 29, s. 2022 or the Basic Education Monitoring and Evaluation Framework (BEMEF), which institutionalizes a systematic and results-oriented mechanism for tracking school performance. BEMEF emphasizes equity, inclusivity, and evidence-based decision-making, providing schools with measurable indicators for learner achievement, teaching effectiveness, and stakeholder participation. Integrated into the 360-day turnaround cycle, BEMEF ensured that reforms are data-driven, transparent, and responsive to evolving educational challenges.

In summary, STAP, or the "360 Schools: 360 Degrees Turnaround in 360 Days" program, is firmly grounded in international commitments, national laws, and DepEd policies. It operationalizes this program through a holistic, evidence-based, and participatory approach that addresses performance gaps, promotes equity, and accelerates school improvement. By providing comprehensive support in terms of personnel, finances, materials, and facilities, the initiative equips schools to survive, recover, and thrive.



II. SCOPE OF THESE GUIDELINES

These guidelines on the STAP cover the Regional Office, Schools Division Offices, and the identified 360 Schools, based on the criteria mentioned in the succeeding sections.

The guidelines shall follow the implementation of the different dimensions under the School-Based Management, which are i) Curriculum and Teaching, ii) Learning Environment, iii) Human Resource and Team Development, iv) Finance and Resource Management and Mobilization, v) Governance and Accountability, and vi) Leadership as the primary framework.

Lastly, these guidelines define the scope of the School Turn Around Program (STAP) in terms of the School-Based Management. Particularly, the roles and responsibilities of the Regional Office, Schools Division Offices, Schools, and Stakeholders in ensuring:

- a) the effective implementation of STAP in the identified schools;
- b) the alignment of interventions with national and regional priorities;
- c) the provision of technical assistance, capability building, and resource mobilization to support turnaround strategies; and
- d) the monitoring, evaluation, and continuous improvement to achieve significant and sustainable gains in learners' performance within 360 days.

III. DEFINITION OF TERMS

For these guidelines, the terms are defined and understood as:

Curriculum Implementation Division (CID) - The concerned division within the SDO that is responsible for the alignment of curriculum standards, effective learning delivery, and provision of instructional supervision within the purview of the STAP. It supports the SGOD in the provision of technical leadership in the development of responsive curriculum adaptations, enhances instructional practices, and supports teachers in the delivery of quality, inclusive, and learner-centered education. It likewise facilitates the integration of assessment results into instructional planning, ensuring remedial enrichment and innovative strategies that directly address identified learning gaps and contribute to the sustainable improvement of school performance.

Enhanced Performance - The second level of performance increase that describes a more substantial and meaningful elevation in performance that goes beyond simple improvement. The results are broader in scope, offering stronger advantages and visibly lifting the standard of performance to a higher level.

Field Technical Assistance Division - The central coordinating division in Regional Office, and its counterpart in the School Management Monitoring and Evaluation Section within the Department of Education (DepEd)'s School Governance and Operations Division (SGOD) that leads, coordinates, and harmonizes the provision of technical assistance across governance levels and operational domains, in collaboration with the Regional Field Technical Assistance Composite Teams (RFTACTs) to ensure alignment, consistency, and sustainability of school turn around initiatives.

Improved Performance - The first level of performance increase, where changes are incremental, representing small optimizations or refinements that lead to better

results as anchored in the dimensions of the SBM. This level of progress demonstrates that positive change has occurred, but it remains relatively limited in scope and impact.

Significant Performance - The third level of performance increase is marked by a transformative leap that fundamentally reshapes outcomes anchored on the dimensions of the SBM. These changes create a lasting impact on the Turn Around Schools.

Regional Monitoring and Evaluation Team - The team from the Regional Office that is responsible for the monitoring and evaluation of the implementation of STAP in coordination with the SDOs. This is a convergence of personnel from the different functional divisions and units in the Regional Office (RO).

Revitalized Technical Assistance - The enhanced, needs-based, and data-driven support provided by the RO to SDOs and SDOs to schools that focuses on improving teaching, learning, and school leadership and management through coaching, mentoring, and capacity-building interventions to effectively address challenges, close performance gaps, and sustain improvements in the delivery of quality education.

School-Based Management (SBM) - This decentralizes decision-making to the school level and encourages collaborative efforts among school heads, teachers, students, parents, and the community to achieve improved learning outcomes.

Schools Governance and Operations Division (SGOD) - The central coordinating division in the Schools Division Offices that leads, coordinates, and harmonizes the provision of technical assistance across operational domains, in collaboration with the Division Field Technical Assistance Composite Teams (DFTACTs) to ensure alignment, consistency, and sustainability of the school turnaround program.

School Turn Around Program (STAP) - A program that creates a supportive and engaging school climate, fosters student motivation, and reduces barriers to learning, both of which are essential for academic success. This is achieved through the strategic use of resources that ensure schools are well-equipped to implement changes effectively, including access to technology and instructional materials.

Turn Around Milestones - The milestones and achievements that reflect improved, enhanced, and significant performance of schools in the following check-in days, which are 120, 240, and 330 days. These milestones are the measurable performance indicators of schools in relation to the criteria and SBM dimensions.

Turn Around Schools - The identified 360 public elementary and secondary schools that are to implement the STAP based on the set criteria that are expected to enhance their performance in accordance with the dimensions of the School-Based Management.

360-day timeline - This establishes a sense of urgency and accountability, enabling schools to systematically track progress and achieve measurable improvements within the cycle.

IV. LIST OF ACRONYMS

AIP - Annual Improvement Plan

BEMEF - Basic Education Monitoring and Evaluation Framework

CID - Curriculum Implementation Division
CIP - Continuous Improvement Program
CRLA - Comprehensive Rapid Literacy Assessment
DFTACT - Division Field Technical Assistance Composite Team
ELLNA - Early Language Literacy and Numeracy Assessment
LOA - Learning Outcome Assessment
MPS - Mean Percentage Score
NAT - National Achievement Test
PIA - Priority Improvement Areas
PAP - Programs, Activities, and Projects
Phil-IRI - Philippine Informal Reading Inventory
RFTACT - Regional Field Technical Assistance Composite Team
RMA - Rapid Mathematics Assessment
RMET - Regional Monitoring and Evaluation Team
RO - Regional Office
SBM - School-Based Management
SDO - Schools Division Office
SIP - School Improvement Plan
SPT - School Planning Team
STAP - School Turn Around Program

V. POLICY STATEMENT

This policy provides guidelines for the School Turn Around Program (STAP) as a strategic intervention that shall enable DepEd Region IV-A CALABARZON to institutionalize responsive and results-oriented interventions in school governance, curriculum delivery, capacity development, and resource management to accelerate school improvement and learning recovery within a 360-day cycle.

Through this policy, the Region affirms that:

- a. in partnership with SDOs, school districts, and identified schools, shall implement STAP as a mechanism to strengthen SBM. It shall ensure alignment of school interventions with national and regional priorities while fostering innovation, accountability, and sustainability in the delivery of quality basic education;
- b. it shall provide sustained technical assistance, capacity building, and resource mobilization to support turnaround strategies of identified schools. It shall empower school leaders and teachers to take shared responsibility in improving governance, curriculum implementation, and learner outcomes through collaborative and evidence-based practices;
- c. shall enforce strengthened monitoring, evaluation, and continuous improvement mechanisms to guarantee measurable gains in learner performance. It shall uphold the principles of equity, inclusivity, and shared responsibility so that all learners, especially those at risk of

- being left behind, benefit from significant and sustainable improvements in school performance; and
- d. shall implement STAP consistent with RA 9155, RA 10533, UN SDG 4, DO No. 44, s. 2025 and DO No. 7, s. 2024. These shall serve as the legal and policy foundations for decentralization, participatory governance, and strengthened accountability, ensuring that the institutionalization of STAP advances the vision of empowered schools and improved learner outcomes.

VI ROLES AND RESPONSIBILITIES

A. Regional Office (Field Technical Assistance Division)

- Leads in the development of regional technical assistance plans and standards with the Regional Field Technical Assistance Composite Teams (RFTACTs) and Division Field Technical Assistance Composite Teams (DFTACTs).
- Provides continuous and needs-based technical support to SDOs and ensures effective implementation of SBM and related school improvement initiatives.
- Monitors and evaluates the delivery of revitalized technical assistance using data-driven tools to assess effectiveness, identify gaps, and recommend improvements.
- Coordinates with relevant stakeholders to ensure alignment and synergy across governance levels in the implementation of STAP.
- Allocates appropriate resources (human, financial, and material) and ensures compliance with legal mandates, DepEd Orders, and policy frameworks to guarantee accountability and sustainability of interventions.

B. Division Office

- The CID and SGOD gather and collate the needed data.
- The DFTACTs select schools, the ASDSs recommend to the SDS, and the SDS approves schools for the School Turn Around Program based on data and criteria.
- The EPS - SGOD, as the focal person, together with the DFTACTs, provides strategic support and technical assistance to schools in the areas of planning, implementation, monitoring, and evaluation, ensuring responsiveness to school-specific contexts and challenges.
- The DFTACTs aligns the division-level initiatives with Regional Technical Assistance (TA) plans, while contextualizing support based on the needs of schools and aligned with the dimensions of School-Based Management (SBM).
- The CID and the SGOD facilitate capability-building activities for school heads and teaching personnel to strengthen instructional leadership, resource mobilization, and data-driven decision-making.
- The CID and the SGOD coordinate with Regional and school-level stakeholders to ensure seamless implementation, feedback sharing, and continuous improvement of TA delivery.

C. School Heads

- Lead the school improvement process as instructional leaders and administrative managers.
- Operationalize the implementation of this policy.

- Align STAP and implement the Annual Implementation Plan (AIP) in the School Improvement Plan (SIP) with clear Key Performance Indicators (KPI) in measuring quality, access, governance, resilience, and well-being.
- Monitor both learning outcomes and implementation progress of programs, projects, and activities.

D. Teachers and Staff

- Participate in the planning, implementation, and monitoring of STAP.
- Engage in professional development and collaborative practices.

E. Stakeholders (Students, Parents, Community)

- Participate in school planning and improvement activities.
- Provide feedback and support for school initiatives.

VII PROCEDURES

PRE-IMPLEMENTATION PHASE

A. Baseline Assessment (Days 1–30)

1. Conduct a comprehensive needs assessment using performance data, but not limited to National Achievement Test (NAT), Early Language Literacy and Numeracy Assessment (ELLNA), Philippine Informal Reading Inventory (Phil-IRI), Comprehensive Rapid Literacy Assessment (CRLA), Rapid Mathematics Assessment (RMA)/ Mean Percentage Scores (MPS), Dropout rate, attendance rate and enrolment.
2. Identify strengths, weaknesses, opportunities, and threats (SWOT analysis).

B. Planning (Days 31–60)

1. Convene the School Planning Team (SPT), including representatives from all stakeholder groups.
2. Adjust the AIP according to the 360-Day STAP with SMART (Specific, Measurable, Achievable, Relevant, Time-bound) objectives.
3. Align SIP / AIP with regional and division plans and SBM dimensions.

IMPLEMENTATION PHASE

Implementation Phase (Days 61–330)

1. Roll out interventions across all school dimensions: curriculum, teaching methods, student engagement, and community involvement.
2. Ensure equitable access to resources (technology, instructional materials).
3. Provide ongoing technical assistance and professional development for teachers and non-teaching personnel.
4. Foster a positive and inclusive school climate.

POST IMPLEMENTATION PHASE

A. Monitoring and Evaluation (Continuous; Key Milestones at Days 120, 240, 330)

1. Track progress using established performance metrics.
2. Conduct regular progress reviews and stakeholder consultations.
3. Adjust strategies as needed based on data and feedback.

B. Final Assessment and Sustainability Planning (Days 331-360)

1. Conduct a summative evaluation of school performance against baseline and targets.
2. Document best practices, lessons learned, and areas for further improvement.
3. Develop a sustainability plan to ensure continuous improvement beyond the 360 days.

C. REPORTING AND ACCOUNTABILITY

- School heads shall submit periodic progress reports using the standard monitoring and evaluation tool or template to the Division Office.
- Schools Division Office, through the EPS-SGOD focal person, shall submit the consolidated progress reports to the Regional Office.
- Regional Office consolidates and reports outcomes to DepEd Central Office SED-BHROD.
- All reports must be evidence-based and include stakeholder feedback.

D. REWARDS, RECOGNITION AND SHARING OF BEST PRACTICES

- The participating schools and persons involved will be given recognition at the end of the program implementation and showcase best practices.

VIII. SUPPORT AND RESOURCES

- The Schools Division Office ensures allocation and release of resources.
- Technical assistance is provided equitably and based on identified needs.

IX. STAKEHOLDER ENGAGEMENT

- Schools establish and maintain active partnerships with parents, local government units, and community organizations.

X. CONTINUOUS IMPROVEMENT

- Schools institutionalize a culture of data-driven decision-making and collaborative problem-solving.
- Professional development and technical assistance are sustained beyond the initial 360 days.

XI SELECTION PROCESS AND CRITERIA

1. Eligibility Screening

- **Basic Eligibility:** Schools must be public elementary, secondary, integrated, stand-alone schools under the jurisdiction of the DepEd Region IV-A CALABARZON.
- **Priority Consideration:** Schools with consistently low performance in three (3) consecutive years in key learning outcomes, as evidenced by NAT, ELLNA, MPS results, Phil IRI, CLRA, RMA, dropout rates, or other DepEd-validated performance indicators.

2. Data-Driven Assessment

- **Performance Indicators:** Use baseline data such as:
 - a. Below national standards on National Achievement Test (NAT), Early Language Literacy and Numeracy Assessment (ELLNA), Learning Outcome Assessment (LOA), Philippine Informal Reading Inventory (Phil-IRI), Comprehensive Rapid Literacy Assessment (CRLA), Rapid Mathematics Assessment (RMA)/ Mean Percentage Scores (MPS).
 - b. High dropout rates and low attendance rates
 - c. SBM degree of manifestation (Not Manifested)
 - d. Resource gaps (e.g., teacher-student ratio, facilities)

3. Identification of Participating Schools

- The Regional Office, based from the data provided by the SDOs, issues a memorandum of participating schools, which stipulates the objectives, benefits, and expectations of those included in the Schools Turn Around Program (STAP).
- **Priority Consideration:** Schools with consistently low performance in three (3) consecutive years in key learning outcomes, as evidenced by NAT, ELLNA, MPS results, Phil IRI, CLRA, RMA, dropout rates, graduation rates, or other DepEd-validated performance indicators.
- **Needs Assessment:** Schools submit an SBM self-assessment and improvement plan, reviewed by the Division Office thru the Division Field Technical Assistance Composite Team (DFTACT).

4. Stakeholder Engagement

- **Consultation:** School heads shall conduct consultative meetings with teachers, parents, students, and community and LGU representatives to ensure buy-in and readiness for turnaround.
- **Documentation:** Minutes of meetings and letters of support are submitted as part of the STAP.

5. Evaluation and Ranking

I. Criteria for Selection:

CRITERIA	WEIGHT (%)	DESCRIPTION
Academic Performance	50	Based on key learning outcomes, over the last 3 years as evidenced by NAT, ELLNA, MPS results, Phil IRI, CRLA and RMA below the Regional standards.
SBM Degree of Manifestation (Not manifested)	15	Self-assessed through SBM tools
Resource and Capacity Gaps	10	Extent of shortages in teachers, classrooms, learning materials, and support services
Stakeholder Commitment	10	Evidence of active involvement and support from the school community and LGUs
Quality and Feasibility	15	Alignment of Priority Improvement Areas (PIA's) to School Turn Around Program (STAP) with the 360-day timeline

II. Scoring:

- For Academic Performance of NAT, ELLNA, MPS results, Phil IRI, CLRA and RMA below the Regional standards will be assessed using rubrics stated in the Manual of Operations.
- A technical working group (TWG) at the division/region level reviews and scores based on the above criteria.

6. Final Selection and Endorsement

- The highest-ranked schools are endorsed by the Division Superintendent to the Regional Director for final approval.
- The Regional Director issues an official list of participating schools.

7. Orientation

- Selected schools shall undergo orientation and initial capacity-building sessions to prepare for its implementation.

The following topics will be facilitated during the Orientation:

- * The selection is to be based on the Schools Division Office's (SDO) low contribution to the region's overall performance, as measured by the Regional Education Development Plan (REDP), with a focus on needs assessment using performance data but not limited to National Achievement Test (NAT), Early Language Literacy and Numeracy Assessment (ELLNA), Philippine Informal Reading Inventory (Phil-IRI), Comprehensive Rapid Literacy Assessment (CRLA), Rapid Mathematics Assessment (RMA)/ Mean Percentage Scores (MPS), Dropout rate, attendance rate, graduation rate and enrolment.

- * The State policy is to “protect and promote the right of all citizens to quality basic education and to make such education accessible to all by providing all Filipino children a free and compulsory education in the elementary level and free education in the high school level” (RA 9155 (2001)).
- * The school is recognized as the “heart of the formal education system,” and local initiatives to improve quality are encouraged (RA 9155 (2001)).
- * Indicators for Quality Basic Education
- * While the law does not enumerate a fixed set of indicators, the following are commonly recognized and supported by the legal framework and implementing rules:
- * National Achievement Test (NAT) Results: Measures proficiency and mastery of learning competencies.
- * Enrollment Rate: Reflects access and participation in basic education.
- * Dropout Rate: Indicates retention and completion issues.
- * Completion, Promotion, and Graduation Rates: Show progression and success in the education system.
- * Feedback from Stakeholders: Includes input from students, parents, teachers, and the community.
- * Assessment Results of Learners: Broader than NAT, includes other standardized and school-based assessments.
- * Other Indicators: May include literacy rates, participation in alternative learning systems, and performance in remedial or intervention programs (RA 12028 (2024); IRR of RA 10665 (2022); RA 11510 (2020)).
- * The selection process shall be data-driven, transparent, and inclusive, ensuring that the needs of the most disadvantaged learners and communities are prioritized. The ultimate goal is to provide targeted interventions that will enable these schools to improve their performance and contribute meaningfully to the attainment of quality basic education in the region.

XII SOURCE OF FUNDS

The source of funds for the implementation of the Programs, Activities, and Projects (PAPs) for Fiscal Years 2025 and 2026 shall be charged against the approved budgetary allocation.

XIII PROGRAM MONITORING AND EVALUATION, AND TECHNICAL ASSISTANCE

Pursuant to the implementing guidelines on the School Turn Around Program, the Regional Field Technical Assistance Composite Teams (RFTACTs) shall be responsible for the systematic monitoring, evaluation, and reporting of the implementation and outcomes of the program across all participating schools in the region. In adherence to the established DepEd protocols and relevant laws stipulated in DepEd Order No. 7 s. 2024 and DepEd Order 29 s.2022, the RMET shall:

1. Conduct regular monitoring and evaluation of the performance of Turn Around Schools in accordance with the key performance indicators and targets. Under the Basic Education monitoring and evaluation framework, programs are assessed using clear parameters or dimensions to ensure that implementation and results are properly measured. In order to ensure that the program is successfully done, all the procedures found in: Baseline Assessment, Planning, Implementation, Monitoring and Evaluation, and Final Assessment and Sustainability Planning will be monitored and evaluated using these parameters as applicable:

a. For process-focused monitoring such as Baseline Assessment, Planning and Implementation, the following parameters shall be used as planned.

- a.1. Inputs. This pertains to resources allocated such as funds, materials, human resources, infrastructure and others.
- a.2. Activities/processes. This refers to the implementation of program activities including teacher training, capability building, curriculum rollout, and others.
- a.3. Timeliness. It pertains to promptness of delivery/ implementation of activities.
- a.4. Coverage participation. This includes a number of schools, teachers, learners and other stakeholders.
- a.5. Compliance. This refers to adherence to DepEd standards, policies, rules and guidelines.
- a.6. Proper and cost effective use of resources. This denotes judicious spending of resources and utilization of funds.

b. For results-focused monitoring such as Implementation, and Monitoring and Evaluation, the following parameters shall be used as planned.

- b.1. Relevance. This considers how the program addresses the real needs of the learners/ schools.
- b.2. Effectiveness. This is the extent to which the targets and objectives were achieved.

b.3. Efficiency. This includes resources such as time, money, and manpower used optimally to produce results.

b.4. Equity/ Access. This is how the program reaches the marginalized, disadvantaged, and remote learners.

b.5. Quality of outcomes. This impacts Key Performance Indicators such as retention, attendance, and completion rates.

b.6. Sustainability. This is the continuance of the program and its benefits even after external support or funding ends.

2. Provide technical assistance and recommendations to school heads and division offices to address identified gaps and enhance program effectiveness.
3. Coordinate with division and school-based teams to ensure the timely submission and careful review of data gathered during the monitoring and evaluation process.
4. Prepare and submit comprehensive monitoring and evaluation reports to the Regional Director and other concerned offices for policy and program improvement.

The RFTACTs shall ensure that all monitoring and evaluation activities are aligned with DepEd's school-based management framework and other applicable guidelines, in accordance with the relevant provisions of the Implementing Rules and Regulations of RA No. 9155 (Governance of Basic Education Act of 2001), RA No. 10553 (Enhanced Basic Education Act of 2013 - K to 12 Law) and RA No. 10665 (Open High School System Act of 2015).

XIV EFFECTIVITY

This guideline shall take effect immediately upon issuance and shall remain in force unless revised or revoked by the recognized authorities.



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON

**SCHOOL TURNAROUND PROGRAM (STAP)
MONITORING TOOL**

I. SCHOOL PROFILE

- School Name: _____
- School ID: _____
- Division: _____
- Region: _____
- School Head: _____
- Reporting Period: _____
- Date of Submission: _____

II. PRE-IMPLEMENTATION PHASE

A. Baseline Assessment (Days 1–30)

1. Performance Data (attach supporting documents)

INDICATOR	BASELINE VALUE	SOURCE/DATE	REMARKS
NAT MPS	_____	_____	_____
ELLNA Score	_____	_____	_____
Phil-IRI (Reading Level)	_____	_____	_____
CRLA Score	_____	_____	_____
RMA/Math MPS	_____	_____	_____
Dropout Rate (%)	_____	_____	_____
Attendance Rate (%)	_____	_____	_____
Enrolment	_____	_____	_____

2. SWOT Analysis

- Strengths: _____
- Weaknesses: _____
- Opportunities: _____
- Threats: _____

B. Planning (Days 31–60)

1. School Planning Team (SPT) Composition:

- List of members and stakeholder groups represented

2. AIP Adjustments (attach revised AIP)

- SMART Objectives:
- Alignment with SIP, regional/division plans, SBM dimensions:

III. IMPLEMENTATION PHASE (Days 61-330)

A. Interventions Rolled Out

DIMENSION	INTERVENTION DESCRIPTION	DATE STARTED	STATUS	RESPONSIBLE PERSON	RESOURCES USED	REMARKS
Curriculum						
Teaching Methods						
Student Engagement						
Community Involvement						

B. Resource Access

- Technology: _____
- Instructional Materials: _____
- Other Resources: _____

C. Technical Assistance & Professional Development

- Activities conducted: _____
- Participants: _____
- Dates: _____
- Outcomes: _____

D. School Climate

- Initiatives for inclusivity and positivity: _____
- Feedback from stakeholders: _____

IV. POST-IMPLEMENTATION PHASE

A. Monitoring and Evaluation (Key Milestones: Days 120, 240, 330)

Milestone Date	Performance Metrics	Progress vs. Baseline	Issues/ Challenges	Action Taken	Stakeholder Feedback

B. Final Assessment and Sustainability Planning (Days 331-360)

- Summative Evaluation (attach report) _____
- Best Practices Documented: _____
- Lessons Learned: _____
- Areas for Improvement: _____
- Sustainability Plan (key actions, responsible persons, timeline):



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON

**MONITORING AND EVALUATION TOOL ON THE
IMPLEMENTATION OF THE SCHOOL TURNAROUND PROGRAM
(STAP)**

Process-focused

SDO: _____
School: _____
Date: _____

INDICATORS	EVIDENT	NOT EVIDENT	REMARKS
I Pre-implementation Phase			
A. Baseline Assessment			
1. Conducted a comprehensive needs assessment using performance data, but not limited to NAT, ELLNA, Phil-IRI, CRLA, RMA, MPS, Dropout Rate, attendance rate, and enrollment			
2. Conducted SWOT analysis			
B. Planning			
1. Convened the School Planning Team (SPT), including representatives from all stakeholder groups.			
2. Aligned SIP/AIP with regional and division plans and SBM dimensions.			
3. Provide Technical Assistance Workshop on the SGC Tool			
II Implementation Phase			
1. Rolls out interventions across all school dimensions: curriculum, teaching methods, student engagement, and community involvement.			
2. Ensures equitable access to resources (technology, instructional materials).			
3. Provides ongoing technical assistance and professional			

development for teachers and non-teaching personnel.			
4. Fosters a positive and inclusive school climate.			
III Post Implementation Phase			
A. Monitoring and Evaluation			
1. Tracks progress using established performance metrics.			
2. Conducts regular progress reviews and stakeholder consultations.			
3. Adjusts strategies as needed based on data and feedback.			
B. Final Assessment and Sustainability Planning			
1. Conducts a summative evaluation of school performance against baseline and targets.			
2. Documents best practices, lessons learned, and areas for further improvement.			
3. Develops a sustainability plan to ensure continuous improvement beyond the 360 days.			

References: RM No. 750 s. 2025 Operational and Strategic Guidelines for Implementing the School Turnaround Program (STAP)

OBSERVATIONS / FINDINGS:

TECHNICAL ASSISTANCE PROVIDED:

SCHOOL PRINCIPAL

(Signature over the Printed Name)

MONITORING OFFICIAL



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON

**MONITORING AND EVALUATION TOOL ON THE
IMPLEMENTATION OF THE SCHOOL TURNAROUND PROGRAM
(STAP)**

Results-focused

SDO: _____

School: _____

Date: _____

INDICATORS	EVIDENT	NOT EVIDENT	REMARKS
1. Proficient in national standards and key assessments: NAT, ELLNA, LOA, Phil-IRI, CRLA, RMA, and MPS.			
2. Learner Retention.			
3. Learner Participation.			
4. Achieved a frequently or always degree of manifestation in all 42 indicators across 6 SBM dimensions. [see attached copy of the School-Based Management (SBM) Self-Assessment Checklist]			
5. Adequacy of resources.			

References: RM No. 750 s. 2025 Operational and Strategic Guidelines for Implementing the School Turnaround Program (STAP), and D.O. No. 007 s. 2024 Policy Guidelines on the Implementation of the Revised School-Based Management System

OBSERVATIONS / FINDINGS:

TECHNICAL ASSISTANCE PROVIDED:

SCHOOL PRINCIPAL
(Signature over the Printed Name)

MONITORING OFFICIAL