



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



Address: Gate 2, Karangalan Village, Cainta, Rizal
Telephone No.: 02-8682-2114
Email Address: region4a@deped.gov.ph
Website: depedcalabarzon.ph



Certificate No. PHP QMS
22 93 0085

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

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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):



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**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