Republic of the Philippines

Department of Education

NATIONAL CAPITAL REGION
SCHOOLS DIVISION OFFICE OF CITY OF VALENZUELA
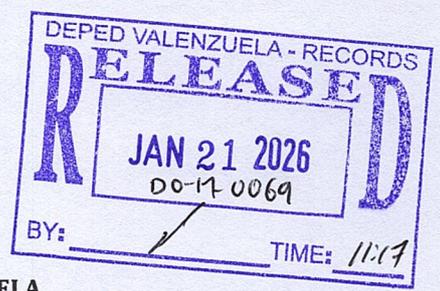
**Office of the Schools Division
Superintendent**

DIVISION MEMORANDUM
No. **0064** s. 2026

GUIDELINES ON THE MONITORING AND EVALUATION OF THE PILOT IMPLEMENTATION OF THE STRENGTHENED SENIOR HIGH SCHOOL CURRICULUM

To: OIC – Assistant Schools Division Superintendent
Chief Education Supervisors - CID and SGOD
Education Program Supervisors and Public Schools District Supervisors
Public and Private Secondary School Principals
All Others Concerned

1. This is in reference to the attached DepEd Memorandum No. 003, s. 2026 from Atty. Fatima Lipp D. Panontongan, Undersecretary and Chief of Staff, Office of the Secretary, Department of Education, regarding the above-captioned subject for information and guidance.

2. Immediate dissemination of this Memorandum is desired.

NOEL D. BAGANO
Schools Division Superintendent

Encl.: As stated
References: as stated
To be indicated in the Perpetual Index
under the following subjects:

BASIC EDUCATION	**MONITORING AND EVALUATION**	**POLICY**

CID/ELL/DM- GUIDELINES ON THE MONITORING AND EVALUATION OF THE PILOT IMPLEMENTATION OF THE STRENGTHENED SENIOR HIGH SCHOOL CURRICULUM
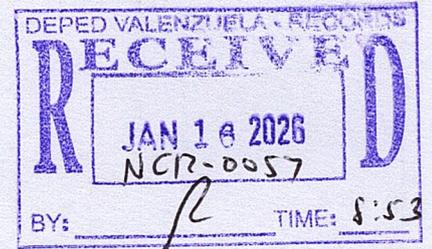_____/January 20, 2026

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DepED
DEPARTMENT OF EDUCATION
BAGONG PILIPINAS

CSC
Republic of the Philippines
CIVIL SERVICE COMMISSION
PRIME-HRM
LEVEL II ACCREDITED

Republic of the Philippines
Department of Education

JAN 1 4 2026

DepEd MEMORANDUM
No. 003 , s. 2026

GUIDELINES ON THE MONITORING AND EVALUATION OF THE PILOT IMPLEMENTATION OF THE STRENGTHENED SENIOR HIGH SCHOOL CURRICULUM

To: Undersecretaries
     Assistant Secretaries
     Minister, Basic Higher and Technical Education, BARMM
     Bureau and Service Directors
     Regional Directors
     Schools Division Superintendents
     Public and Private Secondary School Heads
     Attached Agencies
     All Others Concerned

1.   The Department of Education (DepEd) issues the enclosed **Guidelines on the Monitoring and Evaluation (M&E) of the Pilot Implementation of the Strengthened Senior High School (SSHS) Curriculum**.

2.   The guidelines establish the M&E system for the pilot implementation of the SSHS Curriculum to ensure systematic and timely tracking of the curriculum across 891 pilot schools nationwide and provide support for all relevant operating units in conducting M&E activities.

3.   Monitoring and Evaluation shall form part of a phased approach design to surface potential challenges, gather field-based insights, and refine strategies for effective curriculum delivery, teacher preparation, and systems support. It shall contribute to strong evidence-based decision-making that enhances transparency, accountability, and effectiveness, thereby strengthening the Department's mandate to deliver quality basic education.

4.   For more information, please contact the **Strengthened Senior High School Secretariat** through email at strengthenedshs@deped.gov.ph.

5.   Immediate dissemination of this Memorandum is desired.

By the Authority of the Secretary:

ATTY. FATIMA LIPP D. PANONTONGAN
Undersecretary and Chief of Staff

DepEd Complex, Meralco Avenue, Pasig City 1600   8633-7208/8633-7228/8632-1361   8636-4876/8637-6209   www.deped.gov.ph

Encl.:
 As stated

References:
 DepEd Order Nos. 029, s. 2022; 011 and 050, s. 2021; 52, s. 2016; 02, 44 and
 52, s. 2015; and 88, s. 2010

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

 BASIC EDUCATION
 BUREAUS AND OFFICES
 LEARNERS
 MONITORING AND EVALUATION
 POLICY
 RESEARCH OR STUDIES
 SCHOOLS

GUIDELINES ON THE MONITORING AND EVALUATION OF THE PILOT IMPLEMENTATION OF THE STRENGTHENED SENIOR HIGH SCHOOL CURRICULUM

I.   RATIONALE

In line with the directive of President Ferdinand R. Marcos Jr. to rationalize the Senior High School (SHS) curriculum and the Department of Education's (DepEd) commitment to continuously enhance the quality of basic education, particularly at the SHS level, DepEd issued DepEd Memorandum No. 48, s. 2025 on the pilot implementation of the Strengthened Senior High School (SSHS) Curriculum for School Year (SY) 2025–2026. The reform envisions streamlined tracks and subjects for clarity, expanded learner choice, alignment with industry needs and national goals, seamless transitions to curriculum exits, and stackable pathways for academic and career growth.

To ensure that the pilot implementation achieves its intended outcomes and goals, a solid monitoring and evaluation (M&E) system must be in place. The M&E system shall track the pilot implementation, monitor learner progress, gather insights and feedback, and evaluate the program's impact. The system shall enable the process owners and implementers to continuously enhance the program by leveraging evidence and, more importantly, foster individual and organizational transparency and accountability. Finally, a thorough monitoring and evaluation strategy shall ensure DepEd's responsiveness to the diverse and emerging needs of learners and be aligned with the overall goals of the agency.

II.   PURPOSE

This memorandum provides detailed guidance for DepEd field offices and schools in conducting M&E to track implementation progress and performance, to ensure validity and consistency in data gathering and interpretation using standardized tools, and to provide timely and actionable information for program adjustments.

Particularly, the M&E of the pilot implementation of the SSHS Curriculum aims to:

A. Provide insights into necessary support mechanisms and capacity building needs for teachers and school leaders;

B. Recognize and proactively address potential challenges, issues, or gaps that may arise; and

C. Inform refinements to the policies and programs of the DepEd for the full rollout of the enhanced curriculum.

III. SCOPE

The guidelines shall provide the mechanisms and standards for the conduct of M&E activities on the SSHS Curriculum pilot implementation. This applies to all 891 pilot schools nationwide[1], as well as the concerned schools division offices (SDOs), regional offices (ROs), and Central Office (CO) bureaus and services. For SY 2025–2026, the Strengthened SHS program will be implemented for Grade 11 learners only. These learners shall continue under the SSHS Program as they progress to Grade 12 in SY 2026–2027. All other Grade 12 learners from schools that are not part of the pilot will remain under the current SHS curriculum.

IV. STRENGTHENED SENIOR HIGH SCHOOL THEORY OF CHANGE

At its core, the goal of the pilot implementation of the SSHS is to **enhance the quality of SHS education through a streamlined and responsive curriculum that improves learner outcomes and workforce readiness**[2]. To fulfill these reform areas and achieve the goal, four key outcomes were identified, namely (1) Flexible learner pathway, (2) Improved industry alignment, (3) Improved school-level delivery, and (4) Improved alignment of stakeholders, as outlined in Annex A-I.

Outcome 1: Flexible Learner Pathway focuses on establishing a curriculum that is designed to cater to the needs, interests, and aspirations of the learners, making it both simpler and stackable so they can excel while discovering their own paths. It also highlights the importance of proactive and effective career guidance activities that support learners in choosing the right path.

Outcome 2: Improved industry alignment aims to ensure that basic education is not only aligned with industry standards and emerging needs but also provides learners with hands-on industry experience or work simulations. This gives a better avenue for them to simultaneously apply their competencies and acquire knowledge relevant to their chosen track.

Outcome 3: Improved school-level delivery of education emphasizes the significant role teachers play in molding learners and ensuring that classroom practices lead to stronger academic performance and holistic development, thus highlighting the need for adequate training and support systems for teachers.

Outcomes 4: Improved alignment of stakeholders centers on the involvement of the entire DepEd community in ensuring shared responsibility through communication and stronger collaboration to support effective program implementation.

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[1] As identified through OM-OSEC-OUOPS-2025-01-03133 and updated through OM-OSEC-OUOPS-2025-01-03469, OM-OSEC-OUOPS-2025-01-03597, OM-OSEC-OUOPS-2025-01-03683, and OM-OSEC-OUOPS-2025-01-0401555

[2] DM 48, s. 2025, "Pilot Implementation of the Strengthened Senior High School Curriculum for Grade 11 in School Year 2025–2026".

V.   MONITORING

Guided by the SSHS M&E Plan (Annex A-II), monitoring entails systematic tracking of inputs, activities, and outputs using both existing mechanisms and newly developed tools. Field monitoring, as detailed in Annex B, validates data through CO-shared reports, school visits, and supplementary methods to ensure accuracy, contextual interpretation, and identification of implementation challenges.

The following instruments shall serve as the primary monitoring mechanisms for the SSHS pilot implementation:

A. Primary Data Sources

1. **Check-in Survey for Pilot Implementation of the SSHS Program (Rapid Assessment).** This online stakeholder feedback survey, administered during the first quarter of pilot implementation, is designed to capture the experiences, perceptions, and challenges of school heads, teachers, parents/guardians, and Grade 11 learners in relation to the pilot implementation of the SSHS Curriculum. The rapid survey collects data on preparedness, availability of learning resources, curriculum delivery, career guidance, and overall satisfaction, while also identifying areas for support and improvement.

2. **SSHS Monitoring Tool (SSHS MT).** This monitoring tool, which shall be accomplished by the school head, is deployed at the start of every semester of SY 2025–2026 and SY 2026–2027 to track pilot schools' implementation progress, validate program adjustments, assess the school's capacity to meet learner needs, address teaching–learning gaps, and sustain the program across implementation cycles.

   The tool contains a set of questions aligned with indicators and data that must be collected every semester. Furthermore, additional questions may be incorporated for indicators that are relevant only to a specific semester or school year (e.g., Work Immersion–related items) or to capture developments arising from changes in the implementation or education landscape. An outline of the fixed questions, along with the mechanics, process flow, and timeline for deployment and submission of the SSHS MT, is provided in Annex B.

3. **Industry Partnership Mapping Tool.** The Industry Partnership Mapping Tool aims to map and monitor the extent and quality of partnerships between the pilot schools and relevant industries/sectors. This helps ensure that the education provided meets current workforce demands. The data collected by this tool is essential for reporting the number and list of schools that offer electives matching workforce demand. Separate guidelines on the Industry Partnership Mapping Tool shall be issued.

   During the pilot implementation, supplementary M&E tools may be developed as needed by the DepEd CO, through the SSHS Secretariat, to address emerging needs and feedback from the field.

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B. Secondary Data Sources

The Pilot Implementation of the SSHS Program leverages the following assessment tools and administrative data systems to enhance monitoring and efficiency:

1. **Assessment Tools**
   a. Classroom Observation Tool (COT)
   b. National Achievement Test (NAT)
      i. SY 2024–2025 NAT Grade 10
      ii. SY 2026–2027 NAT Grade 12
   c. SY 2023–2024 National Career Assessment Examination (NCAE)

2. **Information Systems**
   a. Enhanced Basic Education Information System (EBEIS)
   b. Learner Information System (LIS)
   c. School Forms (i.e., eSF7, SF10)

VI. EVALUATION

An evaluation study shall be conducted by the DepEd Central Office to assess the achievement of the targeted outcomes of the program and guide the eventual national implementation and refinement of the SSHS curriculum reforms.

The formal evaluation component will cover baseline, midline, and end-line phases, designed to address three specific, high-level objectives:

A. Alignment assessment: to assess the extent of alignment between the Strengthened SHS Curriculum and its intended design goals and stated objectives;

B. Implementation analysis: to systematically identify and analyze the contextual, institutional, and human factors that facilitate or impede the effective implementation of the Strengthened SHS Curriculum; and

C. Impact assessment: to rigorously evaluate the attributable impact of the Strengthened SHS Curriculum on key learner outcomes.

The Timeline for Evaluation (Annex C) outlines the schedule, primary objective, and key data sources for each of the three phases.

VII. ROLES AND RESPONSIBILITIES

To facilitate the effective implementation of the SSHS Program's M&E system, the specific roles and responsibilities are delineated across all DepEd governance levels as outlined below. The SSHS Secretariat, through the Monitoring and Evaluation Office (MEO), will engage the Philippine Institute for Development Studies (PIDS) as an external evaluator to ensure an objective, impartial, and evidence-based evaluation process.

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A. Central Office

The DepEd CO, through the SSHS Secretariat as the lead, with the support from the Learning System Strand, Operations Strand, and Strategic Management – Monitoring and Evaluation Office, shall:

1. Provide overall direction for the M&E of the SSHS pilot implementation;
2. Lead the development and institutionalization of the M&E framework and tools;
3. Lead the conduct of regular M&E activities;
4. Lead the conduct of an evaluation study and engage an external evaluator;
5. Establish a systematic data-sharing mechanism through which Regional Offices, Schools Division Offices, and schools may access their respective raw and processed data for local analysis;
6. Consolidate and analyze assessment and monitoring data from field offices;
7. Oversee and provide technical assistance on the conduct of M&E activities to field implementers; and
8. Apply M&E results in developing and improving organizational and individual performance towards the achievement of the goals of the pilot implementation.

B. Regional Office

The regional director with the support from the Curriculum and Learning Management Division (CLMD) and Quality Assurance Division (QAD), shall:

1. Conduct regular program monitoring and assess progress guided by prescribed M&E tools;
2. Oversee the collection, consolidation, and timely submission of assessment and M&E data from SDOs to the CO, ensuring compliance with M&E standards and processes;
3. Lead the regional-level analysis and reporting of findings to inform regional decisions, address implementation challenges, and enhance program performance;
4. Provide technical assistance to SDOs in data management, validation, and reporting;
5. Communicate regional education issues and feedback to the CO for policy and technical action; and
6. Designate a Regional SSHS Focal Person from CLMD who shall serve as the point-of-contact of the SSHS Secretariat at the regional level. He/she shall:
   a. Communicate and disseminate information to and from the SDOs;
   b. Disseminate M&E guidelines and tools to SDOs, through the Division SSHS focal, to ensure uniform implementation;
   c. Continuously coordinate and engage with the SSHS Secretariat, Division SSHS focal and school heads of the pilot schools; and
   d. Actively participate in stakeholder activities (e.g., regular check-in meetings).

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C. Schools Division Office

The Schools Division Superintendent with the support from the Curriculum Implementation Division (CID) and the School Governance and the Operations Division (SGOD), shall:

1. Conduct regular program monitoring and assess progress guided by the prescribed M&E tools;
2. Oversee the collection, validation, consolidation, and timely submission of assessment and M&E data from schools to the RO, ensuring compliance with M&E standards and processes;
3. Lead the analysis and reporting of findings to inform division-level decisions, address implementation challenges, and enhance program performance;
4. Provide technical assistance to schools in data management, validation, and reporting;
5. Communicate division-level education issues and feedback to the RO to address implementation challenges; and
6. Designate a division SSHS Focal Person from CID who shall serve as the point-of-contact of the SSHS Secretariat at the division level. He/she shall:
   a. Communicate and disseminate information to and from the pilot schools;
   b. Disseminate M&E guidelines and tools to the pilot schools to ensure uniform implementation;
   c. Continuously coordinate and engage with the SSHS Secretariat, Regional SSHS focal, and school heads of the pilot schools; and
   d. Actively participate in stakeholder activities (e.g., quarterly check-in meetings).

D. Schools

The School Head and all relevant or designated personnel, shall:

1. Provide decisions, directions, and support on education issues and matters relative to the SSHS program pilot implementation arising from the school-level assessments and monitoring results;
2. Supervise and ensure the implementation of prescribed M&E activities, processes, and standards at the school level, including the collection, consolidation, and submission of assessment and monitoring data to the relevant SDO operating unit and/or division SSHS focal;
3. Verify the quality, accuracy, completeness, and timeliness of accomplished monitoring tools, assessments, and related activities;
4. Apply M&E results to update, calibrate, and differentiate responses and customize teaching-learning approach, school improvement planning, decision-making, and individual performance;
5. Interface between and among the school head, teachers, and non-teaching staff to discuss pilot implementation issues and challenges;
6. Maintain records of M&E documents (e.g., SSHS MT submission, M&E results) and integrate such into the preparation of school M&E reports for dissemination to internal and external stakeholders;
7. Communicate and provide feedback on the pilot implementation to the relevant SDO operating unit/s or through the Division SSHS focal for appropriate technical support; and

8. Engage different stakeholders in the conduct of school M&E activities, such as the School Planning Team (SPT), and the School Governance Council (SGC), among others.

VIII. FUNDING

M&E activities for the SSHS Pilot Implementation shall utilize allowable funding sources such as, but not limited to Basic Education Curriculum (BEC) fund, and Maintenance and Other Operating Expenses (MOOE) for pilot implementing schools for monitoring activities, and budget allocation of the MEO for the evaluation study consistent with the provisions of existing DepEd guidelines and subject to existing accounting and auditing rules and regulations.

IX. DATA PRIVACY

All data collection, reporting, and sharing activities related to Monitoring and Evaluation of the SSHS Program shall comply with Republic Act 10173 or the Data Privacy Act of 2012, its Implementing Rules and Regulations, related National Privacy Commission Advisories and Circulars, and pertinent DepEd policies.

X. REFERENCES

DepEd Order 29, S. 2022 – Adoption of the Basic Education Monitoring and Evaluation Framework

DepEd Memorandum 48, s. 2025 - Pilot Implementation of the Strengthened Senior High School Curriculum for Grade 11 In School Year 2025-2026

Joint Memorandum OM-OSEC-OUOPS-2025-01-03133 – Partial List of Pilot Schools for the Strengthened Senior High School Program for SY 2025-2026

Joint Memorandum OM-OSEC-OUOPS-2025-01-03469 - Final List of Pilot Schools for the Strengthened Senior High School Program for SY 2025-2026

National Evaluation Policy Framework (NEPF) of the Department of Economy, Planning, and Development

XI. EFFECTIVITY CLAUSE

The Guidelines shall take effect upon its approval, issuance, and 15 days after its publication on the DepEd website, the Official Gazette, or a newspaper of general circulation.

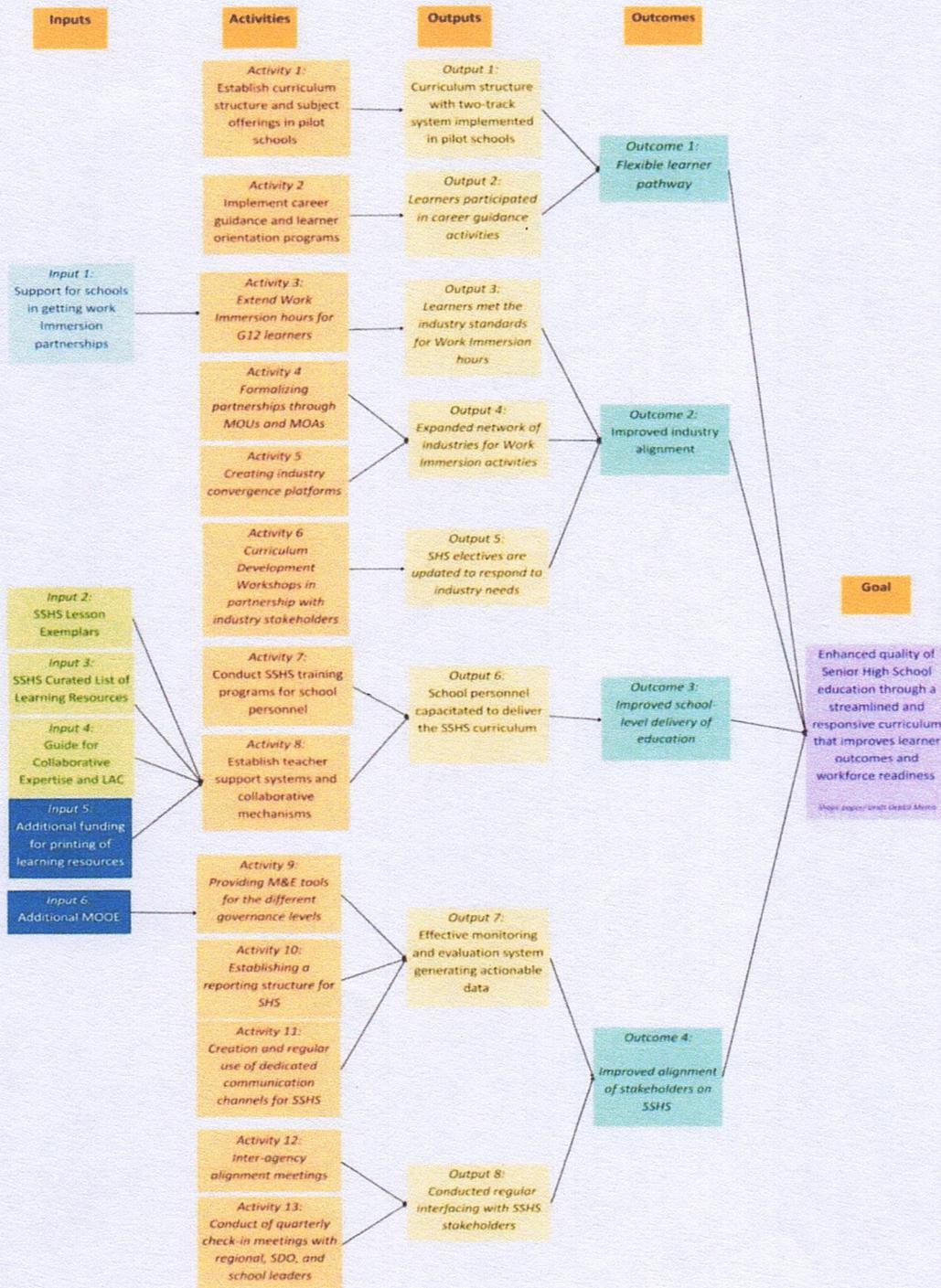## XII. SEPARABILITY CLAUSE

If any provision or part hereof is held invalid or unconstitutional, the remainder of the Guidelines or the provisions not otherwise affected shall remain valid and subsisting.

XIII. REPEALING CLAUSE

All other Department Orders, issuances, or provisions thereof that are inconsistent with this Guidelines are likewise repealed, revised, or modified accordingly.

ANNEX A. SSHS Theory of Change (ToC) and SSHS M&E Plan

I. **SSHS Theory of Change**

Inputs	Activities	Outputs	Outcomes

Activity 1: Establish curriculum structure and subject offerings in pilot schools

Output 1: Curriculum structure with two-track system implemented in pilot schools

Activity 2 Implement career guidance and learner orientation programs

Output 2: Learners participated in career guidance activities

Outcome 1: Flexible learner pathway

Input 1: Support for schools in getting work Immersion partnerships

Activity 3: Extend Work Immersion hours for G12 learners

Output 3: Learners met the industry standards for Work Immersion hours

Activity 4 Formalizing partnerships through MOUs and MOAs

Activity 5 Creating industry convergence platforms

Output 4: Expanded network of industries for Work Immersion activities

Outcome 2: Improved industry alignment

Activity 6 Curriculum Development Workshops in partnership with industry stakeholders

Output 5: SHS electives are updated to respond to industry needs

Goal

Input 2: SSHS Lesson Exemplars

Input 3: SSHS Curated List of Learning Resources

Input 4: Guide for Collaborative Expertise and LAC

Input 5: Additional funding for printing of learning resources

Input 6: Additional MOOE

Activity 7: Conduct SSHS training programs for school personnel

Activity 8: Establish teacher support systems and collaborative mechanisms

Output 6: School personnel capacitated to deliver the SSHS curriculum

Outcome 3: Improved school-level delivery of education

Enhanced quality of Senior High School education through a streamlined and responsive curriculum that improves learner outcomes and workforce readiness

(Shape Paper Draft DepED Memo)

Activity 9: Providing M&E tools for the different governance levels

Activity 10: Establishing a reporting structure for SHS

Activity 11: Creation and regular use of dedicated communication channels for SSHS

Output 7: Effective monitoring and evaluation system generating actionable data

Outcome 4: Improved alignment of stakeholders on SSHS

Activity 12: Inter-agency alignment meetings

Activity 13: Conduct of quarterly check-in meetings with regional, SDO, and school leaders

Output 8: Conducted regular interfacing with SSHS stakeholders

II. **SSHS M&E Plan**
Access through this link: https://tinyurl.com/SSHSMandEPlan

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ANNEX B. Description of the SSHS Monitoring Tool (MT)

This document provides only a description of the SSHS Monitoring Tool; it does not constitute the tool itself. ***Only the SSHS MT submitted through the online form shall be accepted and considered final.***

I. **Fixed SSHS MT Questions**
   Below are the set of fixed questions contained in the tool every semester:
   A. Track Offering
   B. Core Subjects and Elective Subjects Offering
   C. Access to Learning Resources
   D. Career Guidance Program
   E. Work Immersion Partnership

II. **SSHS MT Mechanics**

   A. **Primary Respondents**
      School Heads are designated as the primary respondents for the SSHS MT. If the School Head is unavailable, a representative must be assigned to accomplish the SSHS MT.

   B. **Downloading of MT to schools**
      The SSHS Secretariat will provide the following to the Regional SSHS Focals:
      1. soft copy of the MT
      2. link to the online MT
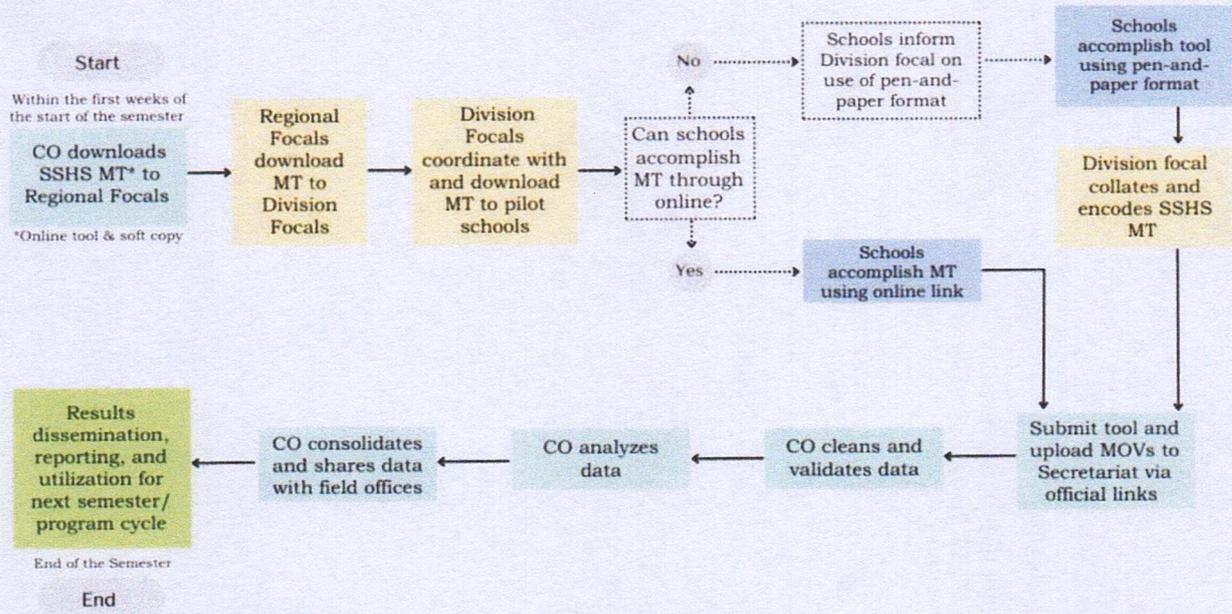   3. link to MOV/documentation drop box

      The soft copy of the MT may serve as a reference and help prepare the necessary information needed to accomplish the actual online SSHS MT.

   C. **Submission**
      Schools may submit the SSHS MT either online or through pen-and-paper modality. Online submission is the preferred mode of submission, while pilot schools with limited to no internet connectivity may opt to use the pen-and-paper format.
      1. **Online submission**: Each school must accomplish and submit their responses to the MT online via Kobo Toolbox through the official link provided by the SSHS Secretariat. School heads are also required to upload copies of documents (i.e., Work Immersion Partnership MOVs) in a separate drop box link provided, as applicable.
      2. ***Pen-and-paper format***: Pilot schools shall coordinate and declare use of the pen-and-paper format with their SSHS Division Focal and print their own copy of the MT.
         Towards the end of the semester, these schools shall submit their accomplished forms to their respective Division Focal. The Division focal shall encode responses to the online form, including the MOVs through the drop box link, and submit the scanned copy or photo of the actual response sheets to the file drop box link.

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III. SSHS MT Process flow

Start

Within the first weeks of the start of the semester

CO downloads SSHS MT* to Regional Focals

*Online tool & soft copy

Regional Focals download MT to Division Focals

Division Focals coordinate with and download MT to pilot schools

Can schools accomplish MT through online?

No → Schools inform Division focal on use of pen-and-paper format → Schools accomplish tool using pen-and-paper format → Division focal collates and encodes SSHS MT

Yes → Schools accomplish MT using online link

Submit tool and upload MOVs to Secretariat via official links

CO cleans and validates data

CO analyzes data

CO consolidates and shares data with field offices

Results dissemination, reporting, and utilization for next semester/program cycle

End of the Semester

End

IV. SSHS MT Timeline of Downloading and Submission

SSHS Monitoring Tool	Downloading to Schools	Submission to Secretariat
SY 2025-2026 Semester 1 tool	January 2026	January 30, 2026
SY 2025-2026 Semester 2 tool	February 9-13, 2026	March 20, 2026
SY 2026-2027 Semester 1 tool	June 15, 2026 *Within the first weeks of the start of the semester*	October 23, 2026 *By the end of the semester*
SY 2026-2027 Semester 2 tool	November 16, 2026 *Within the first weeks of the start of the semester*	March 19, 2027 *By the end of the semester*

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ANNEX C. Timeline for Evaluation

Activity	Date	Primary Objective	Key Data Sources
Baseline Assessment Data Collection	SY 2025-2026 June 2025 to March 2026	Establish pre-intervention values for comparison (learner competence, resources, context)	NAT 10 of current Grade 11 learners NAT Grade 12-baseline NCAE
Conduct of Mid Program Review (Process Evaluation)	Q1 2026	Assess quality and fidelity of pilot implementation; identify operational challenges and gaps	Admin data (e.g., EBEIS, LIS, eSF7, SF10) SSHS Monitoring Tools Key Informant Interviews (KIIs) Focus Group Discussions (FGDs) Surveys
End line Assessment	End of SY 2026-2027 Q1-Q3 2027	Estimate attributable effect of SSHS on learner outcomes	NAT G12 (SY 2026-2027 (graduating year of pilot batch))

Mon