



Republic of the Philippines
Department of Education
NEGROS ISLAND REGION
DIVISION OF ESCALANTE CITY



January 21, 2026

DIVISION MEMORANDUM

NO. 030, s. 2025

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

To: OIC-Assistant Schools Division Superintendent
Division Chiefs
Education Program Supervisors
Strengthened Senior High School Pilot Implementers
All others concerned

1. Pursuant to **DepEd Memorandum No. 003, s. 2026**, titled “**Guidelines on the Monitoring and Evaluation of the Pilot Implementation of the Strengthened Senior High School Curriculum**,” the Schools Division of Escalante City reiterates to the field the utilization of the M&E guidelines to ensure the systematic and timely monitoring and evaluation of the pilot curriculum implementation.
2. The Strengthened Senior High School pilot implementers - **Escalante National High School, Floro T. Bongco Farm School, Mabini National High School, and Mount Carmel College of Escalante City, Inc.** - shall conduct Monitoring and Evaluation (M&E) activities to track implementation progress and performance and to provide timely, actionable information for program improvement and necessary adjustments.
3. 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.
4. The following instruments shall serve as the primary monitoring mechanisms, assessment tools, administrative data systems for efficient SSHS pilot implementation.
 - A. Primary Data Sources
 1. Check-in Survey for Pilot Implementation of the SSHS Program (Rapid Assessment)
 2. SSHS Monitoring Tool (SSHS MT)
 3. Industry Partnership Mapping Tool
 - B. Secondary Data Sources
 1. Assessment Tools
 - a. Classroom Observation Tool (COT)
 - b. National Achievement Test (NAT)
 - 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




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5. Attached is the DepEd Memorandum No. 003, s. 2026 for reference.
6. Relevant to this, there will be a **Orientation-Conference** for all the **SSHSP pilot implementers' school heads and SHS coordinators on January 28, 2026, 1:30 p.m. at Gabriela Hall, Old SDO, Escalante City.**
7. The activity adheres to DepEd Order no. 9, s. 2005 titled "Instituting Measure to Increase Engaged Time-on-Task and Ensuring Compliance Therewith" thus, this further direct the School Heads to ensure that classes of the involved teachers will not be disrupted in the conduct of this conference in adherence to "No Disruption of Classes Policy".
8. It is understood that in the conduct of this activity, there shall be no discrimination on account of age, school, gender, civil status, disability, religion or other similar factors/ personal circumstances that run counter to the principles of equal opportunity.
9. Expenses incurred in the conduct of the activity shall be chargeable against Division/School MOOE and/or Local Funds or any other available funds subject to the usual accounting and auditing rules and regulations.
10. Immediate dissemination of this Memorandum is earnestly desired.


PETER D. GALIMBA

Assistant Schools Division Superintendent
Officer-in-Charge
Office of the Schools Division Superintendent 

Enclosure : As stated.
Reference : DM No. 003, s. 2026
Allotment : 1-2-3-6-7-8
To be indicated in the Perpetual Index of the following subjects:
SENIOR HIGH SCHOOL SSHSP
MJMTAN/CID / 1/21/2025



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Department of Education

DepEd MEMORANDUM
No. **003** s. 2026

JAN 14 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

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 nationwide¹, 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.

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.

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.

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

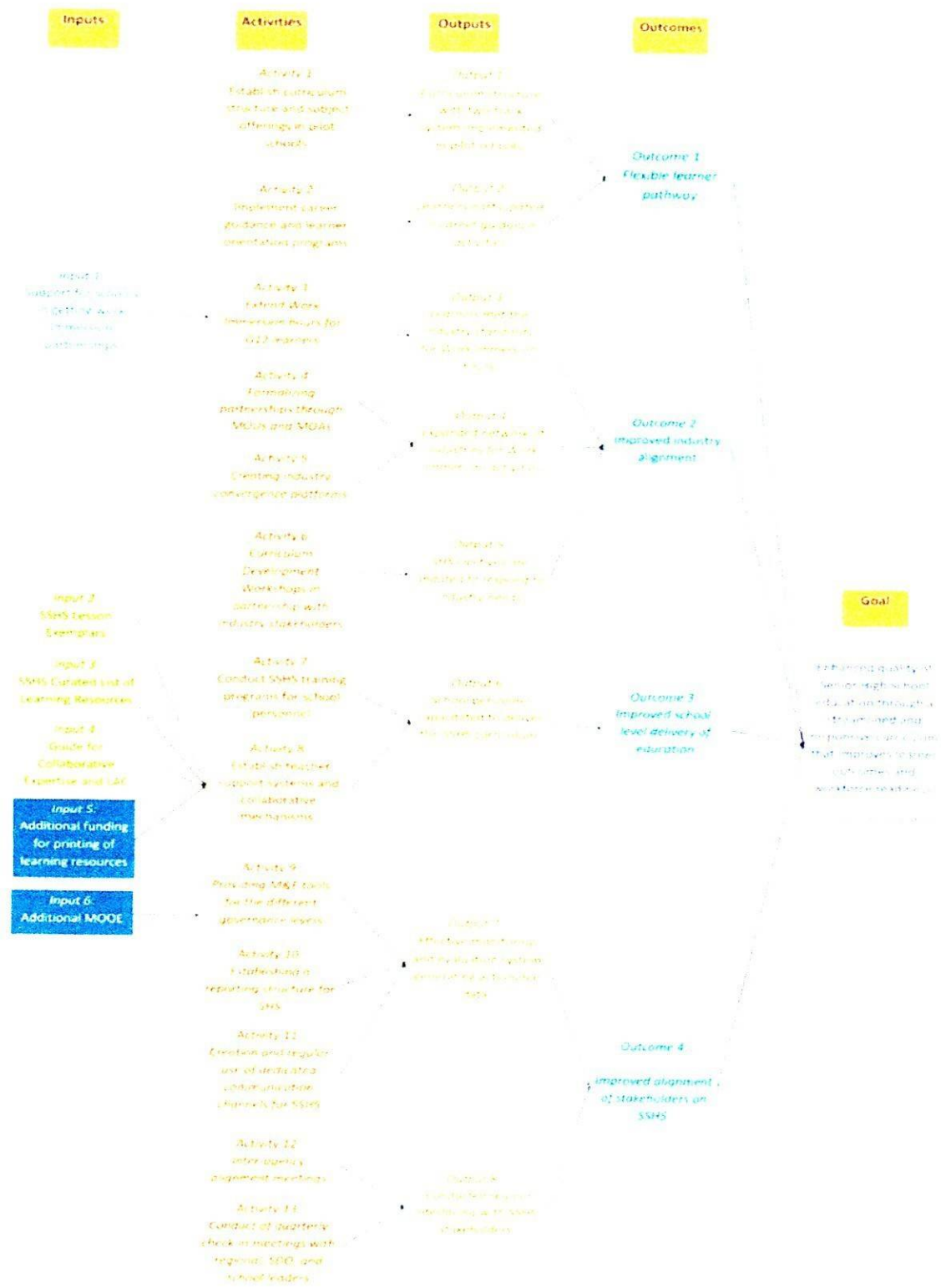
If any provision or part hereof is held invalid or unconstitutional, the remainder of the Guidelines or the provisions not otherwise affected shall remain valid and subsisting.

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



II. SSHS M&E Plan

Access through this link: <https://tinyurl.com/SSHSMandEPlan>

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

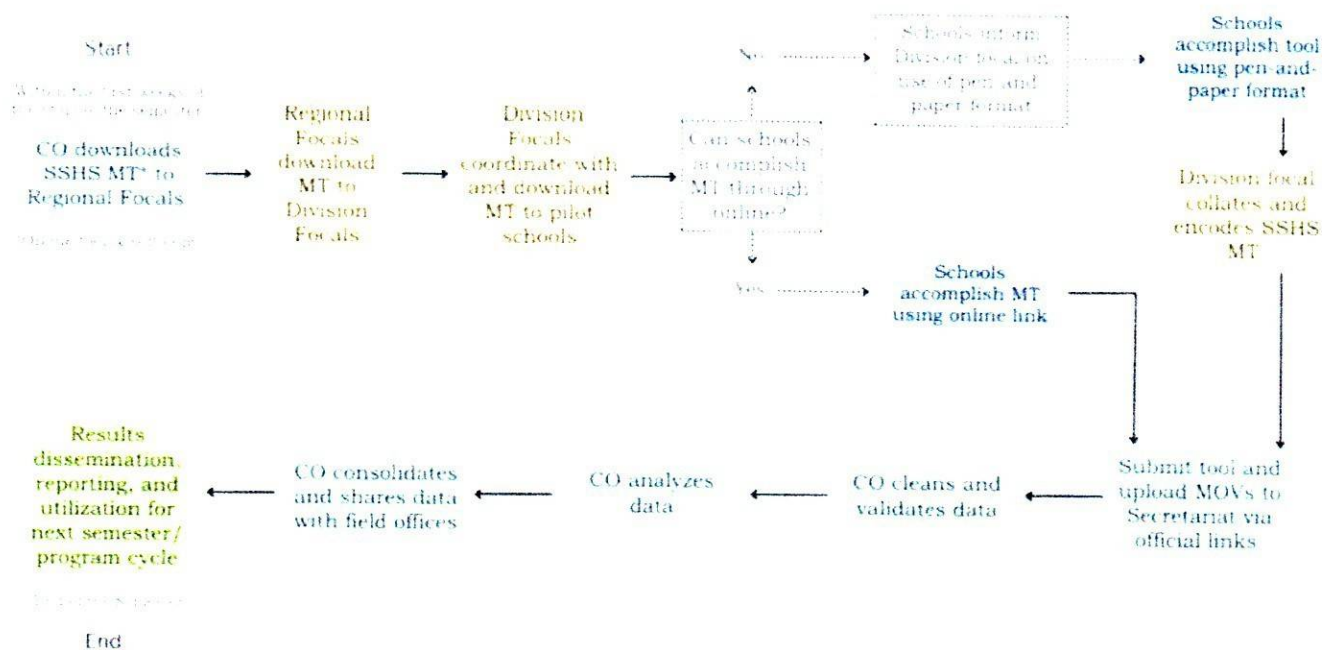
The soft copy of the MT may serve as a reference and help prepare the necessary information needed to accomplish the actual online SSHS MT.

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.

III. SSHS MT Process flow



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 <i>Within the first weeks of the start of the semester</i>	October 23, 2026 <i>By the end of the semester</i>
SY 2026-2027 Semester 2 tool	November 16, 2026 <i>Within the first weeks of the start of the semester</i>	March 19, 2027 <i>By the end of the semester</i>

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))