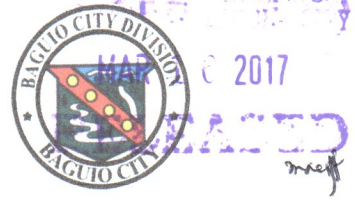




Republic of the Philippines
Department of Education
Cordillera Administrative Region
DIVISION OF BAGUIO CITY
82 Military Cut-Off, Baguio City
Tel. No.: (074) 442-7819/446-1488 Fax: (074) 442-7819



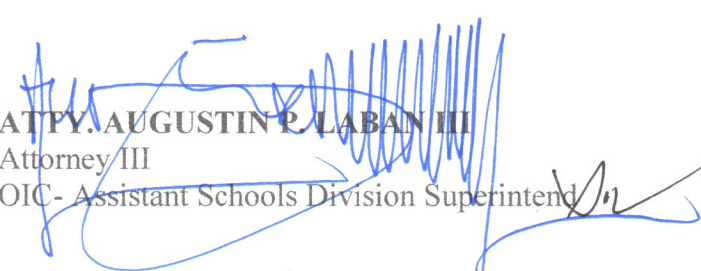
DIVISION MEMORANDUM

No. 95 , s. 2017

DIVISION EDUCATION DEVELOPMENT PLAN (DEDP) FOR CY 2016-2019

To : **Curriculum Implementation Division
Schools Governance and Operations Division
All Public School Heads**

1. Cognizant with our efforts to be responsive of the emerging educational challenges, this Office is hereby releasing the Division Education Development Plan (DEDP) for CY 2016-2019 for information, adoption or adaption.
2. All public schools are advised to align, include or contextualized the indicated strategic and development plans in their Programs/Projects/Activities (PPAs) for CY 2017 and for the succeeding timelines thereof.
3. Immediate and wide dissemination of this Memorandum to all concerned is required.


ATTY. AUGUSTIN P. LABAN III
Attorney III
OIC- Assistant Schools Division Superintendent

Republic of the Philippines
Department of Education
Cordillera Administrative Region

SCHOOLS DIVISION OF BAGUIO CITY

82 Military Cut-off Road, Baguio City



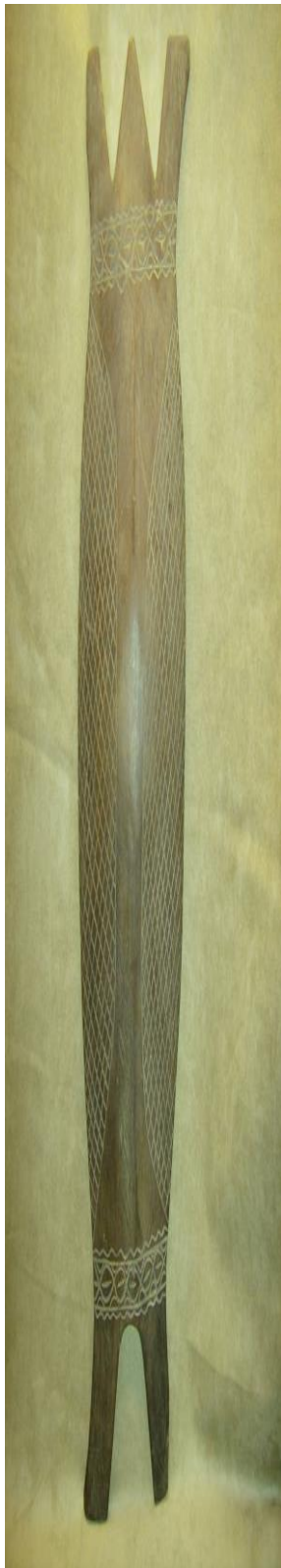
DIVISION
EDUCTION
DEVELOPMENT
PLAN

CALENDAR YEAR 2016-2019

Table of Contents

I.	INTRODUCTION: Where are we coming from?	2
	SDO Baguio City Key Education Statistics: Quick View	3
	DepEd's Vision, Mission, Core Values.....	4
II.	SECTOR ANALYSES: Where are we so far?	5
	<i>Access to and participation in education</i>	5
	<i>Quality of education</i>	11
	<i>Educational outcomes and external effectiveness</i>	21
	<i>Educational costs and finance</i>	23
	<i>Managerial and institutional aspects</i>	27
III.	SITUATION ANALYSES: What else are lacking?	31
	Access to and participation in education	31
	Quality of education	33
	Education outcomes and external effectiveness	35
	Managerial and institutional aspects.....	37
IV.	STRATEGIC PLAN: What can we do?	39
V.	PHYSICAL TARGETS AND DEVELOPMENT PLAN: What more can we do?	49
VI.	APPENDIX A – SCHOOL DROPOUT RATES: MOST AND LEAST	53
VII.	APPENDIX B – SCHOOL INVENTORY: EDUCATIONAL FACILITIES	55
VIII.	APPENDIX C – SCHOOL NAT MPS : HIGHEST AND LOWEST	66
	<i>Contributors</i>	70
	<i>Editor</i>	70
	<i>Consultants</i>	70

INTRODUCTION: Where are we coming from?



DEDP for all.

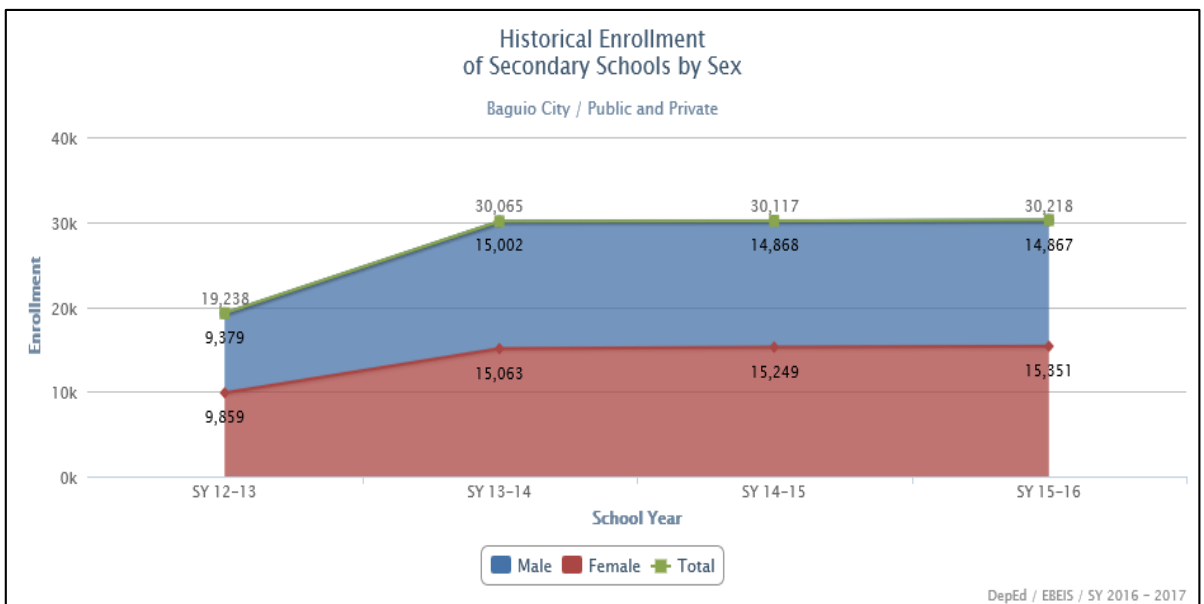
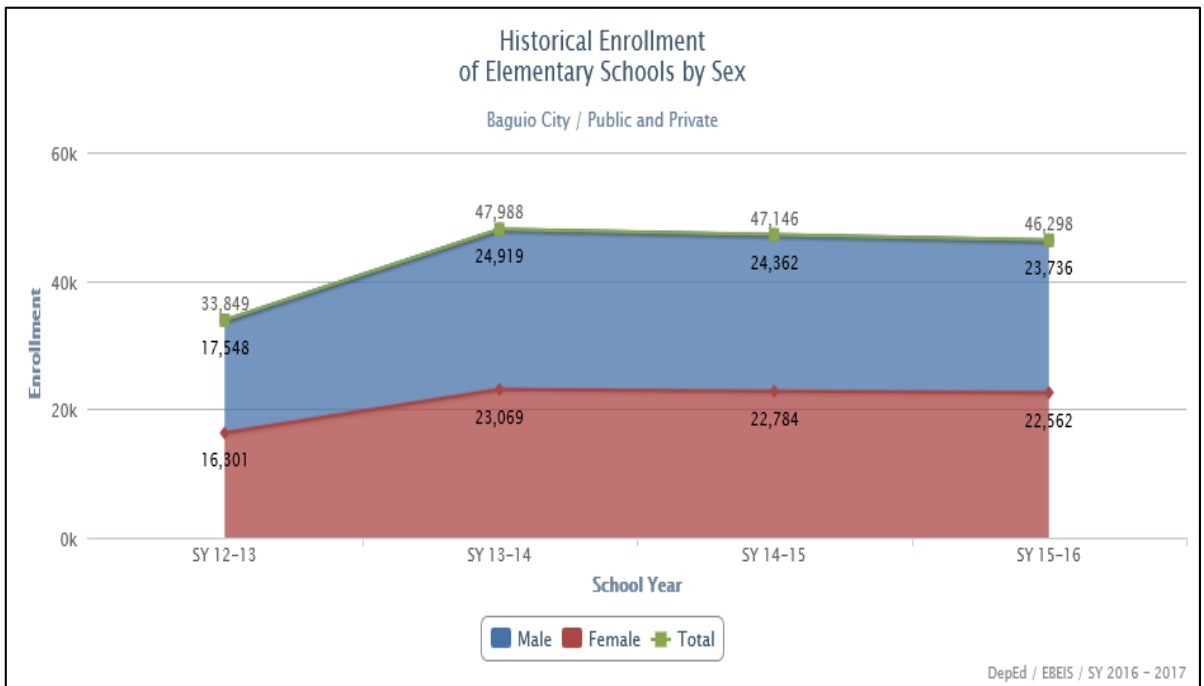
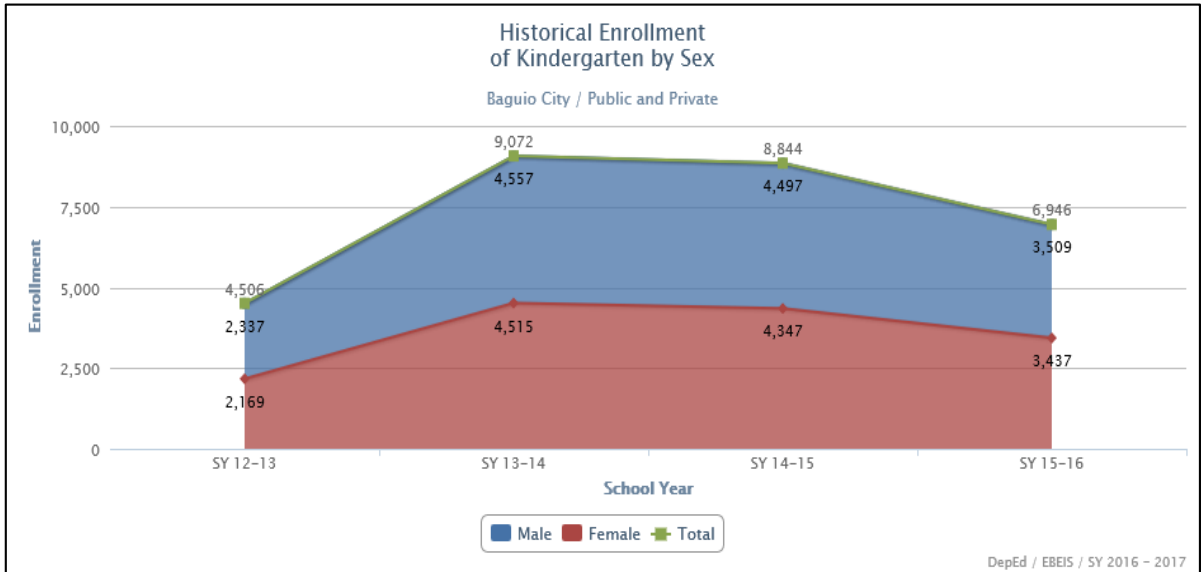
This describes the document in a nutshell. It presents the performance of the Schools Division of Baguio City for the last years and its overarching goals for the next three years. It embodies the communal desires of the Division to be responsive of the emerging challenges of education.

As a melting pot of varied learners with diverse cultures, the Division yearns to be sensitive and inclusive of all its initiated programs vis-à-vis mandated policies and programs of the Department. To realize such ideals, the Division hopes to exemplify a strategic plan aligned with the vision, mission and goals of the Department of Education alongside the Regional Education Development Plan CY 2015-2017 and the Sustainable Development Goals 2030 (United Nations, 2015).

The indicators presented in this plan are adapted from the National Education Sector Development Plan: a result-based planning handbook (United Nations Educational, Scientific and Cultural Organization [UNESCO]; 2006). Furthermore, Strengths, Weaknesses, Opportunities, Threats (SWOT) Analysis in two stages were utilized in the strategic planning phase.

Benchmarking from the said structures, DEDP for CY 2016-2019 promotes results-based which is more engaging and inclusive than ever. Likewise, the call to listen to the voices of all stakeholders was indispensable. Strategies include interviews, focus group discussions, among others. Indeed, programs offered are rooted and developed proactively toward real and holistic quality education among Baguio City learners.

SDO Baguio City Key Education Statistics: Quick View



DepEd's Vision, Mission, Core Values

VISION

We dream of Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation. As a learner-centered public institution, the Department of Education continuously improves itself to better serve its stakeholders.

MISSION

To protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education where:

Students learn in a child-friendly, gender-sensitive, safe, and motivating environment.

Teachers facilitate learning and constantly nurture every learner.

Administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen

Family, community, and other stakeholders are actively engaged and share responsibility for developing life-long learners.

Core Values

Maka-Diyos
Maka-tao
Makakalikasan
Makabansa

SECTOR ANALYSES: Where are we so far?

This section discusses the five major sectors integral to strategic planning and setting of targets. It includes access to and participation in education; quality education; educational outcomes and external effectiveness; educational costs and finance; and managerial and institutional aspects.

Access to and participation in education

A. PARTICIPATION RATE

The successful development of our division is determined by the quality of human resources. Therefore, improving the quality of education must be pursued, beginning with opening greater opportunities for residents to education both in the elementary and the secondary.

A.1. Participation Rate of Public & Private Elementary Schools

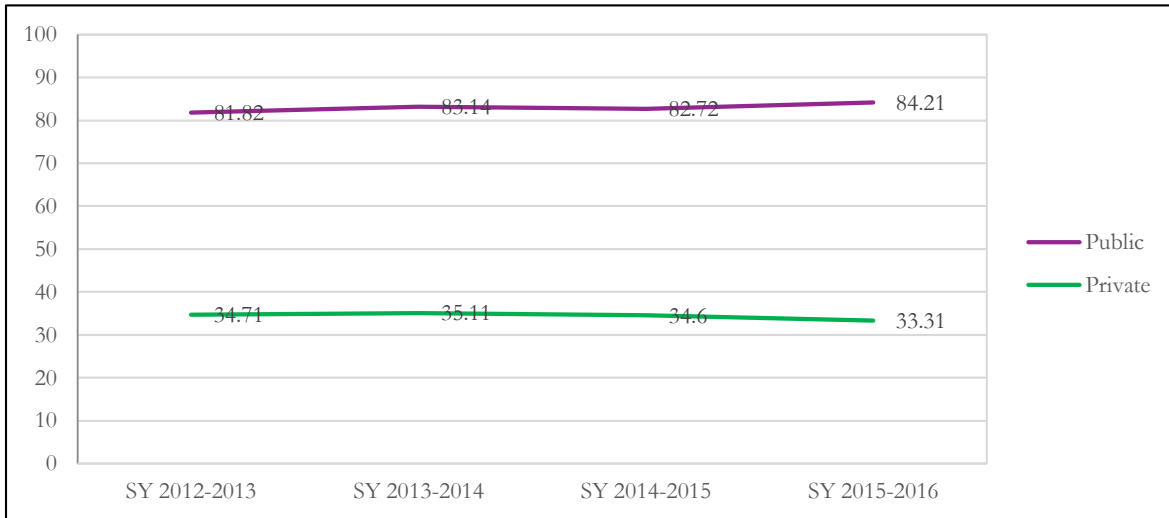


Figure 1. Participation rate of public and private elementary schools

Source: EBEIS

Figure 1 shows that nearly half of the Baguio City school age population is catered by the private elementary schools for the last five (5) school years while majority of the learners are enrolled in the public elementary schools.

A.2. Participation Rate of Public and Private Secondary Schools

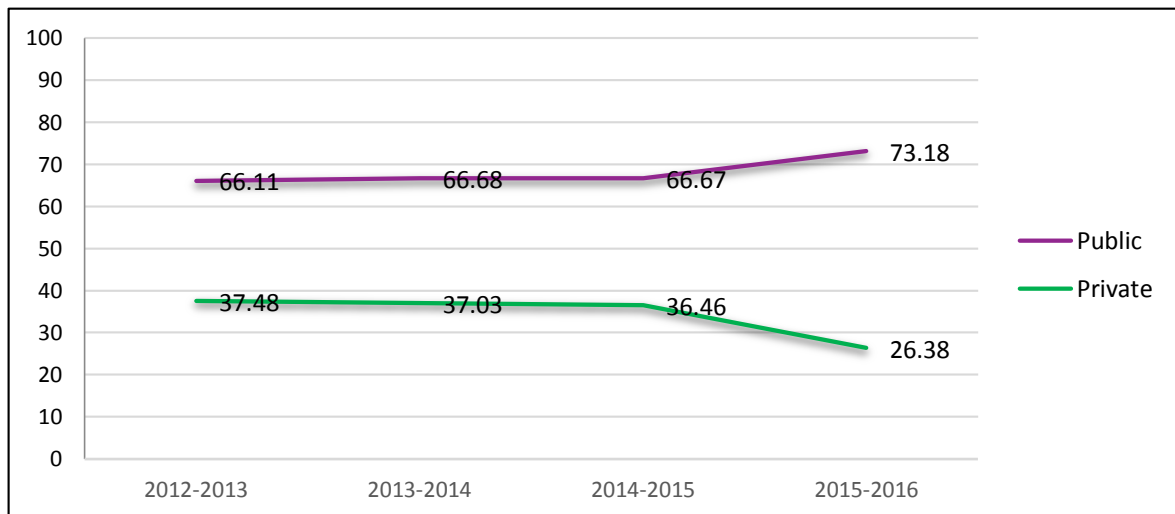


Figure 2. Participation rate of public and private secondary schools

Source: EBEIS

Data in Figure 2 A indicates that for the last four school years, half of the secondary learners had been catered by private schools while majority still has stayed in the public high schools. Significantly however, it reflects that a considerable number of learners are still out- of school. Hence, (a) there is a need to create or improve educational access to cater to the large number of out-of-school youths; (b) there is a need for transformational educational programs which are proactively and sustainably cascaded to all learners, school administrators and stakeholders.

B. GRADUATION RATE (in percent)

B.1. Graduation Rate of Public and Private Elementary Schools

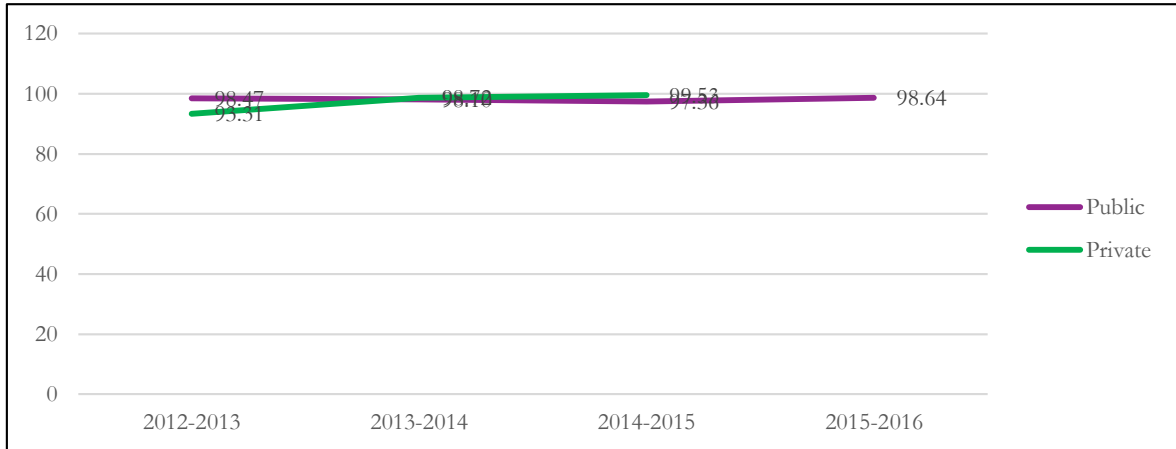


Figure 3. Graduation rate of public and private elementary schools
Source: EBEIS

Figure 3 shows comparable graduation rate between private and elementary schools since the data shows minimal percentage differences. The advantage gained by public elementary schools in SY 2012-2013 was negated by higher graduation rates of private elementary schools in SY 2013-2014 and SY 2014-2015. This implies that both public and private elementary schools have effectively managed the completion of their pupils’ elementary schooling.

B.2. Graduation Rate of Public and Private Secondary Schools

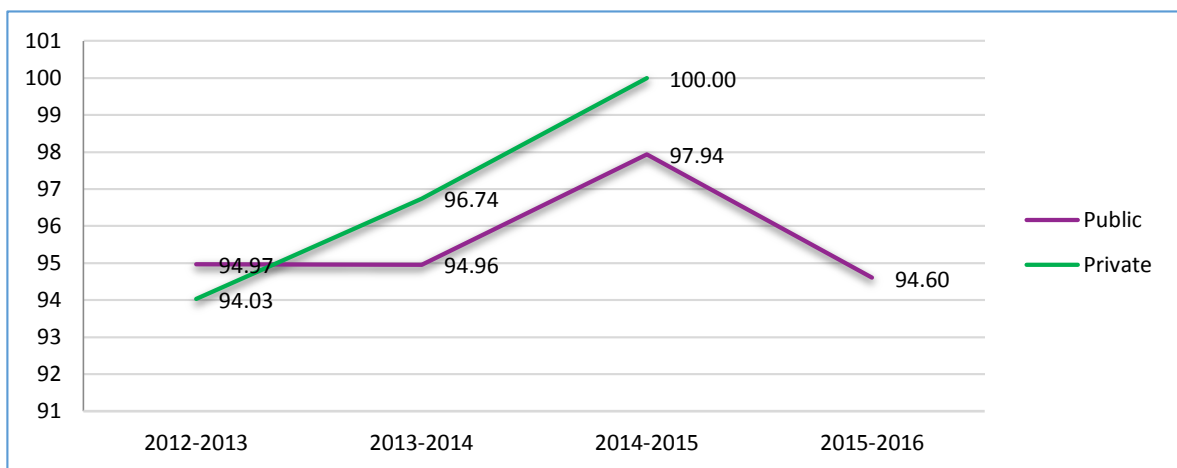


Figure 4. Graduation Rate of public and private secondary schools
Source: EBEIS

In school year 2014-2015, the graduation rate for private high schools rose to an all-time high of 100 percent as compared to the public high school. In school year 2012-2013, graduates in the public secondary school were 94.97 percent and was higher during school year 2014-2015 (97.94 percent). However, for school year 2015-2016 the graduation rate decreased from 97.94 to 94.6 percent. Though public schools have been catering higher number of learners based on the participation rate, the private schools have managed to sustain the learners until they graduate and receive a regular diploma. Private schools have done slightly better in ensuring that their learners graduate in high school. Since the graduation rates in both public and private secondary schools are high, this implies that as long as learners are in schools especially in the last level of secondary schooling, they will earn a high school diploma.

C. DROPOUT RATE

The dropout rate calculates the percentage of pupils/students who do not finish a particular grade/year level. It does not capture pupils/students who finish a grade/year level but do not enroll in the next grade/year level the following school year.

C.1. Dropout Rate of Public and Private Elementary Schools

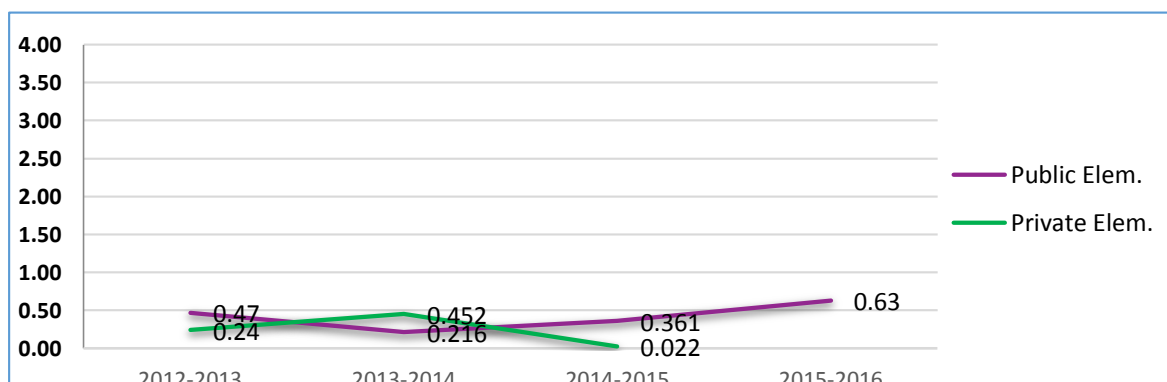


Figure 5. Dropout rate of public and private elementary schools
Source: EBEIS

Dropout rates in Baguio City Division vary for the last four years according to levels and school years. Significantly, highest dropout rate is noted in SY 2015-2016 for the elementary level in the public school while in SY 2013-2014 the highest dropout rate was recorded in the private school elementary level. Decrease of dropout rate in the elementary was noted in SY 2013-2014 in the public schools and SY 2014-2015 decrease of dropout rate was recorded in the private schools.

C. 2. Dropout Rate of Public and Private Elementary Schools

On the same year 2014-2015, the secondary level reached the lowest dropout rate both in the public and private secondary schools. Consistent across school years, secondary level particularly shows higher dropout rates compared to the elementary level. To further improve the statistics, it is noted that we need to develop more programs to encourage students and their parents to stay in schools. To establish the root causes why there are still Filipino youth roaming around the

streets instead of staying inside the classrooms and studying with their classmates must be given preferential attention so that the goal of zero dropout rate can fully be attained in due time.

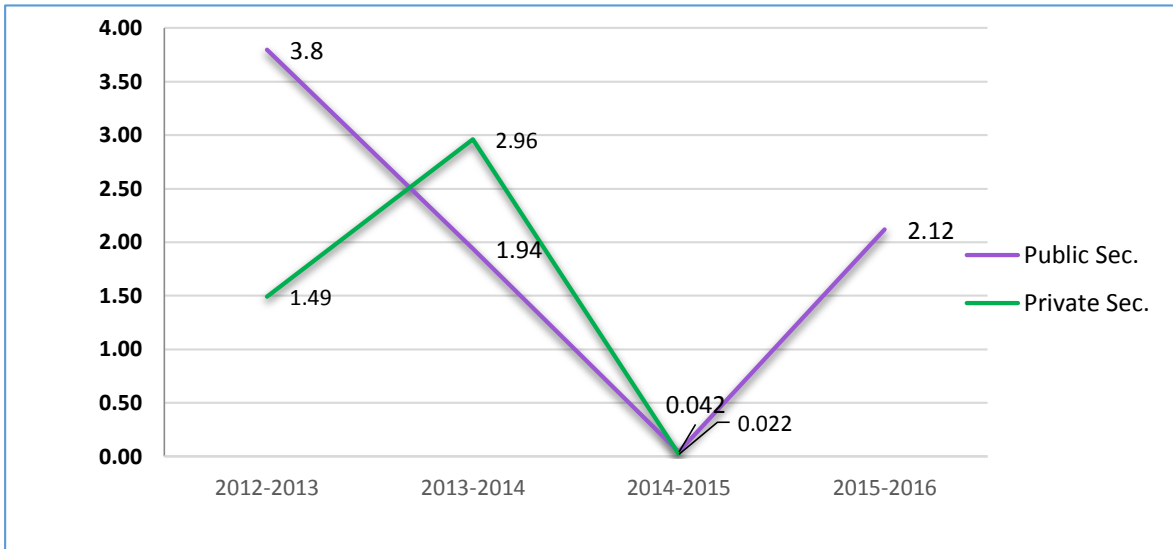


Figure 6. Dropout rate of public and private secondary schools
Source: EBEIS

D. COHORT SURVIVAL RATE

Dropout Rates critically serve as major indicator of cohort rates. The higher or lower the dropout rate, the higher or lower the cohort rates. Consequently, cohort rates in the Division also vary for the last four school years according to levels and school years. The highest cohort rate was noted in SY 2012-2013 in the private elementary schools and SY 2014-2015 in the public elementary schools. Our education system's success is in retaining students from one grade to the next as well as its internal efficiency.

D.1. Cohort Survival Rate of Public and Private Elementary Schools

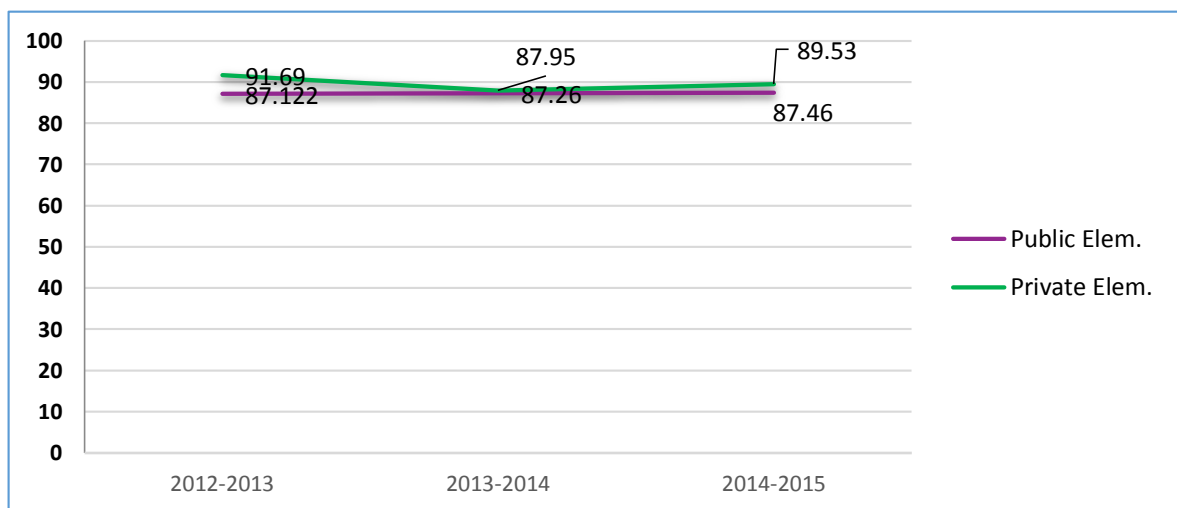


Figure 7. Cohort Rate of public and private elementary schools
Source: EBEIS

D.2. Cohort Survival Rate of Public and Private Secondary Schools

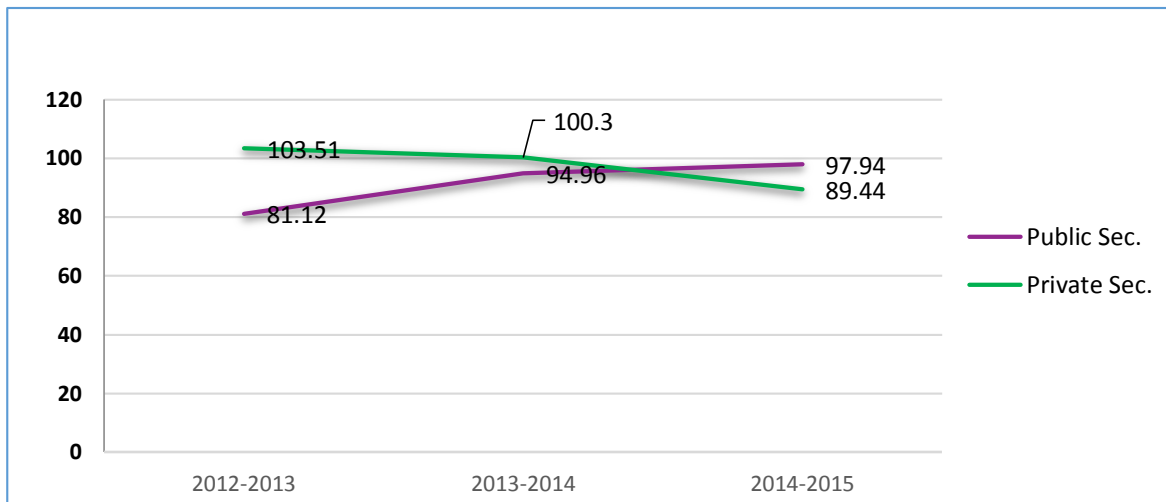


Figure 8. Cohort Rate of public and private secondary schools
Source: EBEIS

Figures 7 and 8 also show that the cohort rates in both public elementary and public secondary schools have steadily increased while cohort rates in private secondary schools gradually declined. This implies that public schools are doing a better job of keeping their students in school until they graduate. Our education system's success lies in retaining students from one grade to the next as well as its internal efficiency.

F. ACCREDITATION AND EQUIVALENCY (A & E) TEST

It is the parallel learning system in the Department of Education that provides a practical option to the existing formal instruction. When one does not have or cannot access formal education in schools, ALS is an alternative or substitute. ALS includes both the non-formal and informal sources of knowledge and skills. There are two major programs on ALS that are being implemented by the department, through the Bureau of Alternative Learning System. One is the Basic Literacy Program and the other is the Continuing Education Program- Accreditation and Equivalency (A&E). Both programs are modular and flexible. This means that learning can take place anytime and anyplace, depending on the convenience and availability of the learners.

F.1. A & E Elementary and Secondary Enrolment

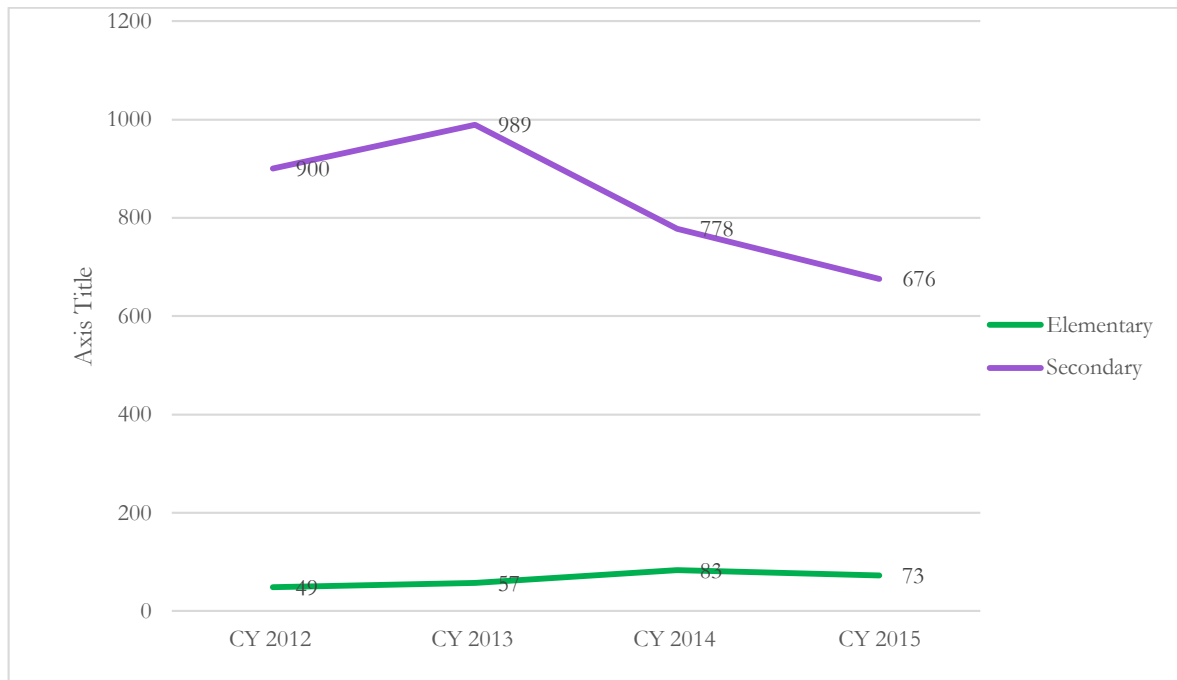


Figure 9. A & E elementary and secondary enrolment
Source: ALS

Figure 9 shows that many Filipinos do not have a chance to attend and finish basic education due to many reasons. Some dropout from schools while some do not have schools in their communities.

There were forty nine (49), fifty seven (57), eighty three (83) and seventy three enrollees in the elementary for the calendar years 2012, 2013, 2014 and 2015, respectively. In the secondary there were nine hundred (900), nine hundred eighty nine (989), seven hundred seventy eight (778) and six hundred seventy six (676) enrollees for the calendar years 2012, 2013, 2014 and 2015 respectively.

The data shows increasing number of A & E enrollees in elementary while a decreasing number in secondary. This implies that secondary schools have provided better access to formal education; hence, fewer students opted to enroll in A & E. On the other hand, the increase in the A & E enrollees in elementary may imply that access to formal schooling is declining; hence, students opted to enroll in A & E.

Quality of education

I. EDUCATION PERSONNEL

A. Teaching, Teaching Related and Non-Teaching Personnel

Addressing the identified gaps, particularly in the secondary level is a long-term commitment through transformative educational planning. As a vital component of the success of the realization of the Division's educational goals, hiring more teachers increases organizational competencies and capabilities. It serves as a response to equip schools with needed human resources necessary to implement school-based programs and all other programs and projects of the Department.

Table 1

Non-Teaching and Teaching Related Items

	Non-Teaching		Teaching Related	TOTAL
	Level 1	Level 2		
Elementary	14	0	47	60
Secondary	29	21	33	83
School Division Officials	21	23	34	78
	64	44	113	221

Source: DepEd Baguio City Division-Personnel Section as of August 2015

For Non-teaching, Level 1 refers to personnel with salary grades 1-9 and sub-professional or no Civil Service Eligibility. Level 2 refers to all non-teaching personnel with professional eligibility, PD 907 and RA 1080. Further, teaching related refers to all personnel whose functions are related in the effective and efficient delivery of quality educational services such as schools division superintendent, assistant schools superintendent, chief education supervisors, principals and other new positions under Rationalization Program.

Table 2

Principals and Head Teacher/ Teacher-in Charge Items

	Principal	Head Teacher/ Teacher-in-Charge	TOTAL
Elementary	40	6	46
Secondary	9	19	30
	49	25	76

Source: DepEd Baguio City Division-Personnel Section

Based on the data in Table 1, there is no available plantilla for Level 2 positions in the elementary. Hence, all reports for instance are being carried out by the school heads and other teacher-designates.

Table 3

Hired Senior High School Teachers

School	MT II	MT I	TIII	TII	TI	TOTAL
Baguio City High Sch.-Main	2	6	12	1	0	21
Guisad Valley National High School	0	0	9	2	2	13
Irisan National High School	2	1	1	0	0	4
Joaquin Smith National High School	1	0	3	0	2	6
Mil-an National High School	1	0	4	1	1	7
San Vicente National High School	0	0	5	0	0	5
Sto. Tomas National High School	0	2	3	1	1	7
Stand Alone	5	0	10	2	2	19
Total	11	9	47	7	8	82

Source: DepEd Baguio City Division-Personnel Section

There are 123 teacher items given to the Division of Baguio City to cater to 8 public schools which offer Senior High School. Eighty two teacher items were filled-up for the 1st semester, and 41 items will be filled up this 2nd semester this school year.

Cognizant with the mandate of the Department for the full implementation of the Senior High School Program, the Division of Baguio City has been strategically planning mechanisms and all provisions for its first year of implementation. The Division has been seriously in coordination with all various SHS stakeholders.

Table 4.

Teacher Plantilla in the Division of Baguio City

SCHOOL	Teachers			Master Teachers		SPET			TOTAL
	T-I	T - II	T -III	MT I	MT II	I	II	III	
Baguio City HS	103	39	61	34	24	1	0	0	262
Fort Del Pilar Annex	16	2	5	1	0	0	0	0	24
Hillside Annex	5	1	2	0	0	0	0	0	8
Bakakeng NHS	11	1	0	0	0	0	0	0	12
Dominican Mirador NHS	8	1	0	0	0	0	0	0	9
Doña Aurora NHS	13	5	7	0	0	0	0		25
Guisad Valley NHS	19	3	16	0	2	0	0	0	40
Happy Hollow NHS	7	0	0	0	0	0	0	0	7
Irisan NHS	22	8	8	3	0	0	0	0	41
Joaquin Smith NHS	14	4	5	1	0	0	0	0	24
Lindawan NHS	5	1	1	0	0	0	0	0	7
Magsaysay NHS	36	4	9	0	0	0	0	0	49
Mil-an NHS	28	0	8	0	0	0	0	0	36
Pines City NHS	27	7	29	12	17	0	0	0	92
Pinget NHS	6	1	3	1	0	0	0	0	11
Pinsao NHS	16	5	7	0	0	0	0	0	28
Quezon Hill NHS	14	3	8	0	0	0	0	0	25
Rizal NHS	20	4	2	0	0	0	0	0	26
Roxas NHS	20	2	4	0	0	0	0	0	26
San Vicente NHS	17	2	1	0	0	0	0	0	20
Sto. Tomas NHS	11	0	3	0	0	0	0	0	14
Total secondary teachers	418	93	179	52	43	1	0	0	786
Total Elementary teachers	405	148	400	55	27	6	4	22	1062
TOTAL	823	241	579	107	70	7	4	22	1848

Source: DepEd Baguio City Division-Personnel Section

II. EDUCATIONAL FACILITIES AND EQUIPMENT

Table 5

Information and Communications Technology Program

Level	DepEd Internet Connectivity Program (DICP)	Computer Laboratory	ICT Personnel (fulltime)	DepEd Computerization Program (DCP)
Elementary	45/45	27	0	45/45
Secondary	21/21	26	4	45/21

Source: EBEIS

Computerization and internet connectivity of the Department has been one of its priority programs. For SY 2016-2017, all elementary and secondary schools are recipients of the DCP. Further, 100% elementary and secondary schools which are DICP recipients are now incorporated in the Maintenance Operation and Other Expense (MOOE) of the schools.

Table 6

National School Building Inventory (NSBI) SY 2014-2015

Level	Instructional Rooms	Color Code				
		Blue (less than 46)	Yellow (46-50-99)	Gold (51-55.99)	Red (More than 56)	Black (no classroom available)
Elementary	983	38	2	0	5	0
Secondary	441	12	6	1	1	0
Senior High School	32 constructed 74 (on-going)					

Table 7

Summary of Room Usage

SUMMARY OF ROOM USAGE								
Level	Classrooms	Science Labs	School Shops	Computer Labs	Library / Learning Centers	Offices	Others	Total
Elementary	964	2	19	21	27	49	199	1,281
Secondary	432	12	30	25	15	61	103	678
Total	1,396	14	49	46	42	110	302	1,959

Source: Education Facilities Inventory, Planning and Research Section (2015)

Table 8

Summary of Seats

LEVEL	ARMCHAIRS									Total
	WOODEN			MONOBLOCKS			MIXED MATERIALS			
	1	2	3	1	2	3	1	2	3	
Elementary	15,654	877	253	727	41	10	3,088	180	237	21,067
Secondary	15,673	1,064	742	588	30	383	2,411	622	1,669	23,182
Total	31,327	1,941	995	1,315	71	393	5,499	802	1,906	44,249

CHAIRS										
Elementary	3,266	51	126	7,134	11	207	313	6	36	11,150
Secondary	304	84	1,095	3,007	276	25	105	4	10	4,910
Total	3,570	135	1,221	10,141	287	232	418	10	46	16,060

Legend: 1 –good condition; 2-for repair; 3-condemnable

Source: Education Facilities Inventory, Planning and Research Section (2015)

Table 9

Summary of Tables and Desks

LEVEL	TABLES									Total
	WOODEN			PLASTICS			MIXED MATERIALS			
	1	2	3	1	2	3	1	2	3	
Elementary	2,428	117	7	133	1	22	259	14	468	3,449
Secondary	1,118	67	8	19	18	26	94	16	25	1,391
Total	3,546	184	15	152	19	48	353	30	493	4,840

DESKS										
Elementary	5,098	175	58	391	3	6	70	0	10	5,811
Secondary	116	2	0	0	0	0	1	0	0	119
Total	5,214	177	58	391	3	6	71	0	10	5,930

Legend: 1 –good condition; 2-for repair; 3-condemnable

Source: Education Facilities Inventory, Planning and Research Section (2015)

Table 10

Summary of Toilets /Urinals

Level	TYPES												FEMALE URINALS		
	MALE URINALS			TOILET BOWLS									1	2	3
	1	2	3	1			2			3					
			M	F	T	M	F	T	M	F	T				
Elementary	49	20	6	104	209	313	24	24	48	1	2	3	42	21	0
Secondary	56	9	1	55	68	123	9	10	19	4	1	5	18	3	15
Total	105	29	7	159	277	436	33	34	67	5	3	8	60	24	15

Legend: 1 –good condition; 2-for repair; 3-condemnable

Source: Education Facilities Inventory, Planning and Research Section (2015)

Table 11

Summary of Common Toilets

	TOILET BOWLS		
	Good Condition	For Repair	Condemnable
Elementary	425	41	5
Secondary	164	9	6
Total	589	50	11

Source: Education Facilities Inventory, Planning and Research Section (2015)

Table 12

Summary of Other Facilities and Furniture

LEVEL	OTHER FACILITIES / FURNITURES								
	WASHING FACILITIES			WATER TANK			WATER TANK		
	1	2	3	Aluminum / Plastic / Galva	Tank No.	Capacity (drums)	Concrete	Tank No.	Capacity (drums)
Elementary	372	89	7	238	290	2612	12	21	305
Secondary	99	26	4	74	74	1362	0	0	0
Total	471	115	11	312	364	3974	12	21	305

Legend: 1 –good condition; 2-for repair; 3-condemnable

Source: Education Facilities Inventory, Planning and Research Section (2015)

III. INSTRUCTIONAL METHODS, PROCESSES AND OUTPUTS

A. NATIONAL ACHIEVEMENT TEST

For the past three years, the National Achievement Test (NAT) results of the Division of Baguio City have relatively been within the average level. The highest mean percentage score (MPS) for both public and private elementary and secondary levels were noted in SY 2013-2014. On the other hand, the lowest MPS for both levels were noted in SY 2014-2015.

A.1. Public and Private Division NAT Mean Percentage Scores

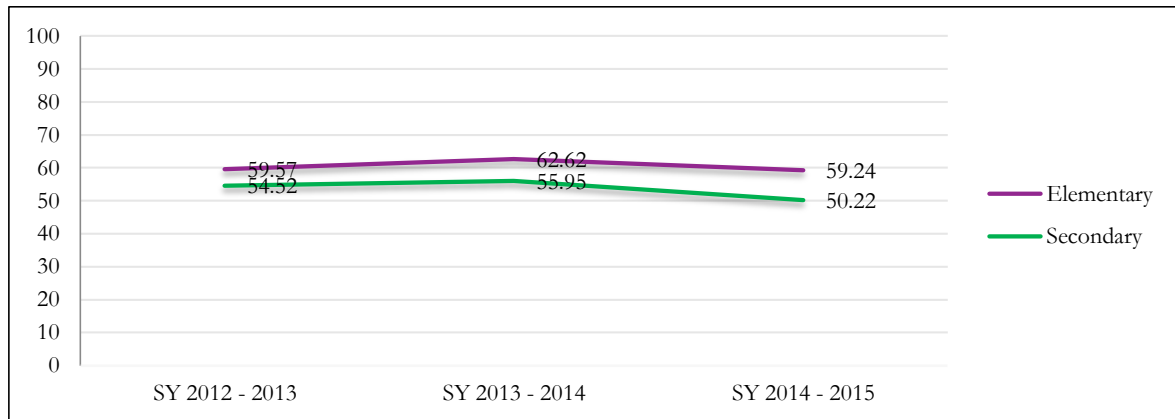


Figure 10. Overall (public and private) Division NAT- MPS

Source: Bureau of Educational Assessment (BEA)

Based on the figures, the elementary NAT division performance has relatively been decreasing from the mean differences of 10.95% and -16.48 % comparatively between SY 2012-2013 and SY 2013-2014, respectively ; Likewise, the secondary NAT division performance has also relatively been decreasing from a mean difference of 1.70% and -5.73 % comparatively between SY 2012-2014 and SY 2014-2015, respectively. The decreasing MPS implies the declining levels of mastery of students. Ultimately, it implies the declining quality of education.

A.2. Public and Private Division NAT Mean Percentage Scores per Subject Area (Elementary)

Figure 10 shows the public elementary NAT MPS per subject area shows skewed results for the last three school years with a general average Mastery Level. For Araling Panlipunan, the mean differences are 4.69% and 5.05% comparatively between SY 2012-2014 and SY 2013-2015, respectively. For Science, the mean differences are 2.95% and -1.07% comparatively between SY 2012-2014 and SY 2013-2015, respectively. For English, the mean differences are 3.63% and 4.94% comparatively between SY 2012-2014 and SY 2013-2015. For Mathematics, the mean differences are 6.55% and 0.34% comparatively between SY 2012-2014 and SY 2013-2015, respectively. For Filipino, the mean differences are 5.81% and -3.96 % comparatively between SY 2012-2014 and SY 2013-2015, respectively. Generally, the mean differences per subject area in the elementary level reflect that only English managed to increase scores for the last three school years. Hence, Araling Panlipunan, Science, Mathematics and Filipino appear to be skewed for the last three school years with remarkably dropping scores in SY 2014-2015. Positively however, in terms of mastery level, Filipino shows average to moving towards mastery level for the past three school years. The results imply that there is a need to improve elementary instruction in Araling Panlipunan, Science, Mathematics, and Filipino.

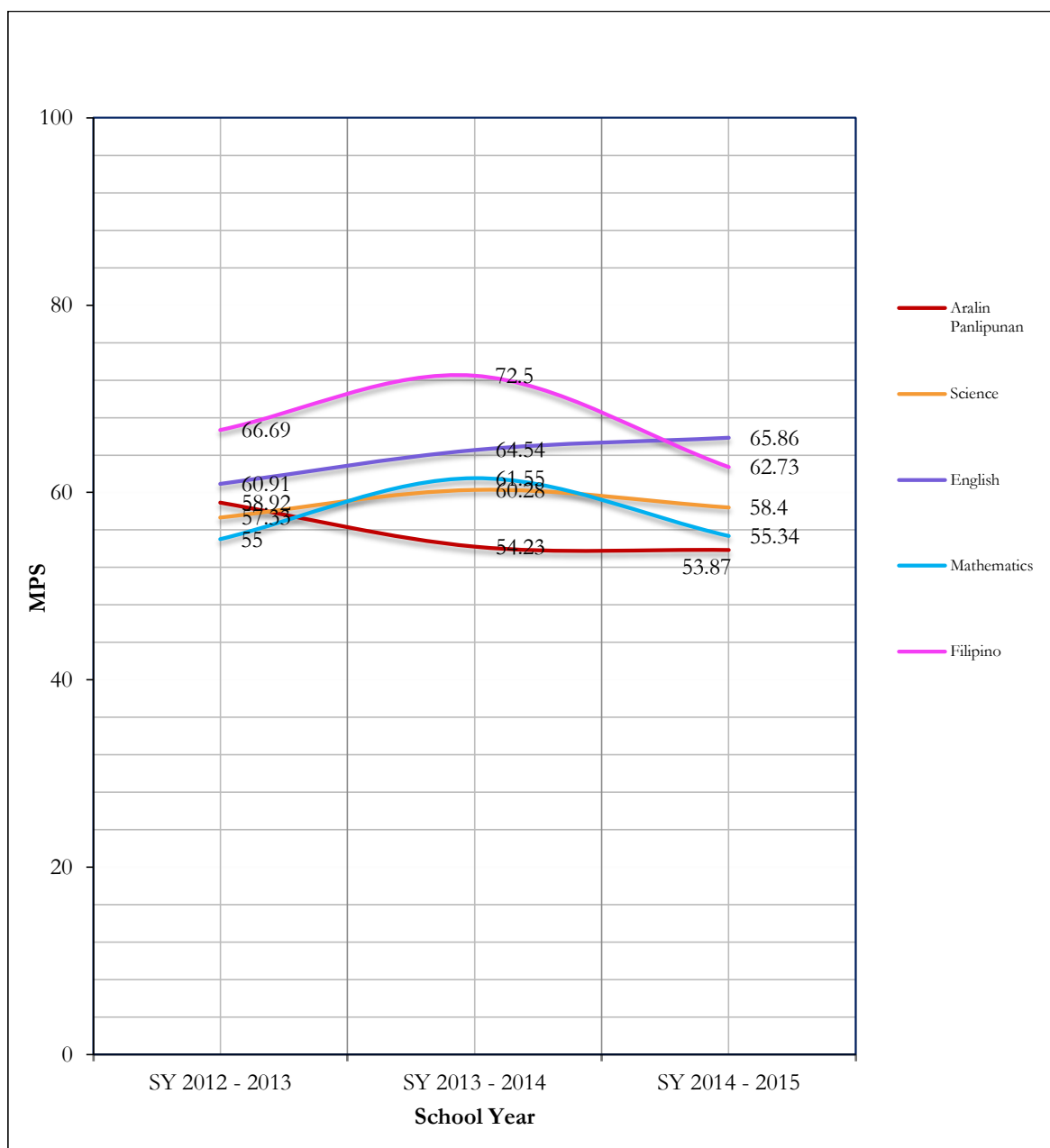


Figure 11. Overall Division Elementary NAT MPS
 Source: Bureau of Educational Assessment (BEA)

A.3. Public and Private Division NAT Mean Percentage Scores per Subject Area (Secondary)

Figure 11 similarly, the secondary NAT MPS per subject area shows skewed results for the last three school years with a general average Mastery Level. For Critical Thinking, the mean differences are 8.94% and 5.47% comparatively between SY 2012-2014 and SY 2013-2015 respectively. For Araling Panlipunan, the mean differences are 4.34% and 14.84% comparatively between SY 2012-2014 and SY 2013-2015 respectively. For Science, the mean differences are 3.48% and 6.64% comparatively between SY 2012-2014 and SY 2013-2015 respectively. For English, the mean differences are 4.5% and 11.45% comparatively between SY 2012-2014 and SY 2013-2015 respectively. For Mathematics, the mean differences are 6.02% and 1.32% comparatively between SY 2012-2014 and SY 2013-2015 respectively. For Filipino the mean differences are 2.84% and 1.92% comparatively between SY 2012-2014 and SY 2013-2015 respectively.

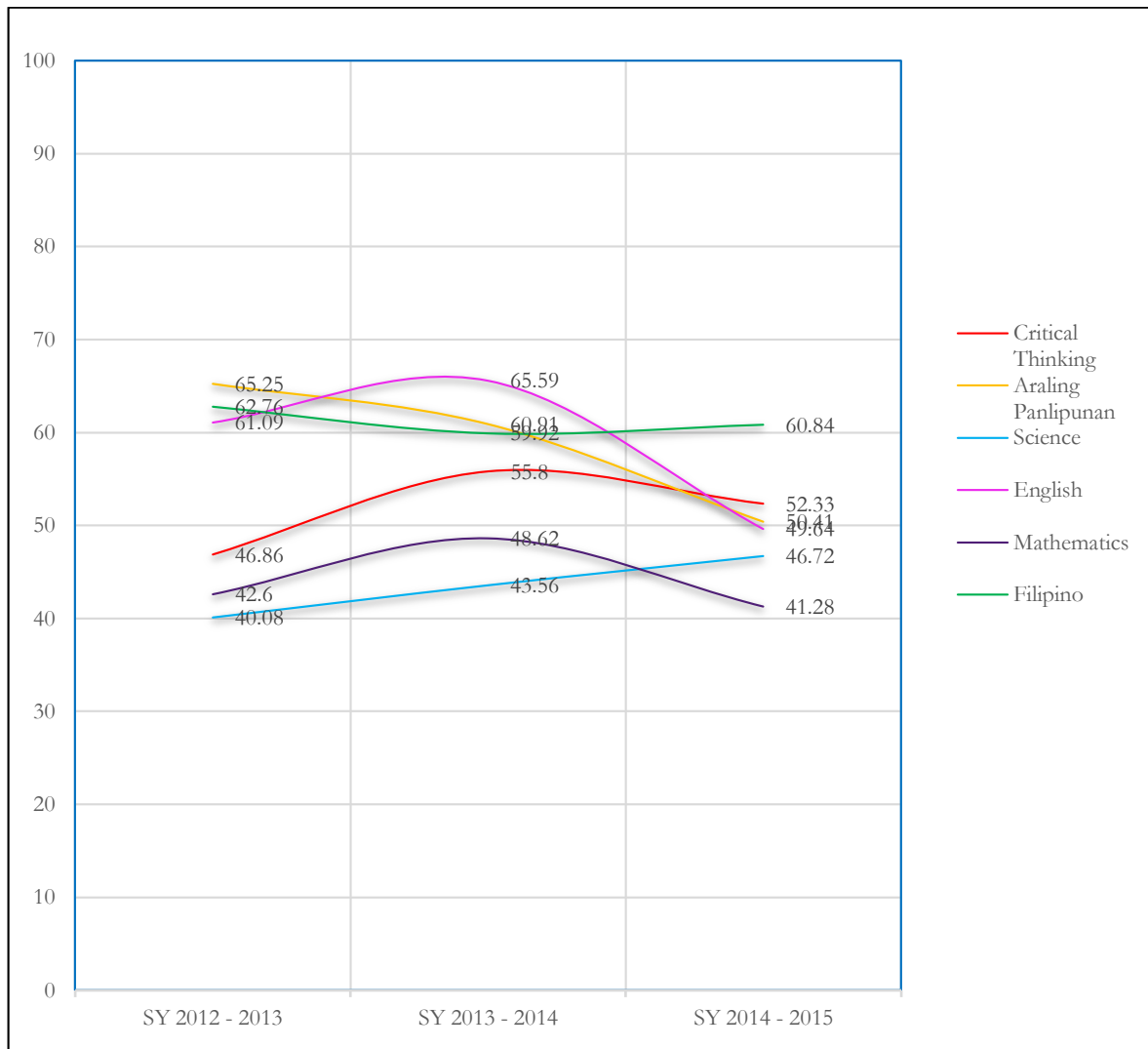


Figure 12. Division Secondary NAT MPS
 Source: Bureau of Educational Assessment (BEA)

Inferring, the mean differences per subject area in the secondary level reflect that only Science managed to increase scores for the last three school years. Hence, Critical Thinking, Araling Panlipunan, English, Mathematics and Filipino appear to be inconsistent for the last three school years. Moreover, significant decrease of MPS is noted in English between SY 2013-2014 and SY 2014-2015. The results imply the urgency to improve the quality of teaching in secondary Araling Panlipunan, Mathematics, Filipino, and especially, English subjects.

F.2. A & E Test Registrants

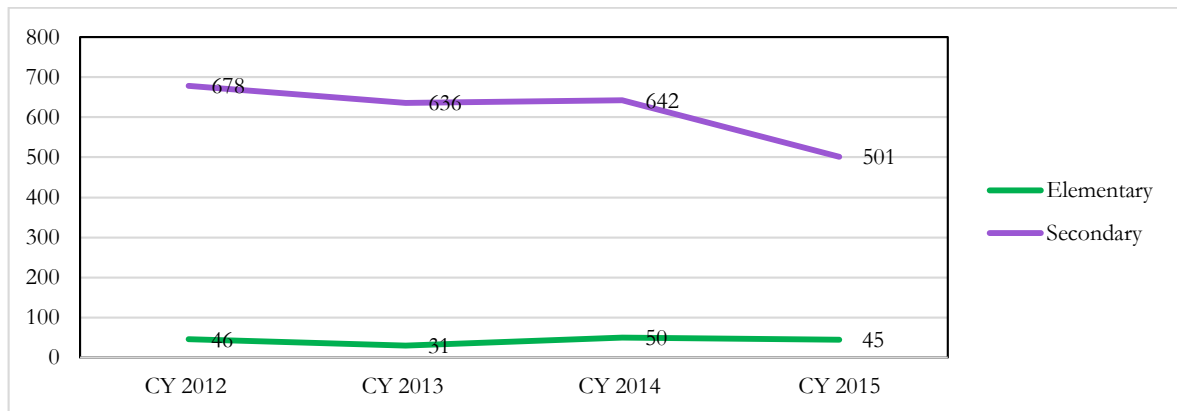


Figure 13. A & E test Registrants

Source: ALS

Figure 13 shows that from the enrollees in Figure 1.10 there were forty six (46), thirty one (31), fifty (50) and forty five (45) learners who took the Accreditation and Equivalency (A&E) Test in the elementary in the said years. In the secondary, there were six hundred seventy eight (678), six hundred thirty six (636), six hundred forty two (642), and five hundred one (501) learners who took the A&E Test in the said years.

The data in figure 12 when compared to figure 13 shows that there is a considerable number of A & E enrollees who did not take the A & E test. This implies that there is a need to evaluate the effectiveness of A & E modules or processes to ensure that enrollees are effectively guided to complete the A & E until the actual examination.

F.3. Percentage of A & E Test Passers

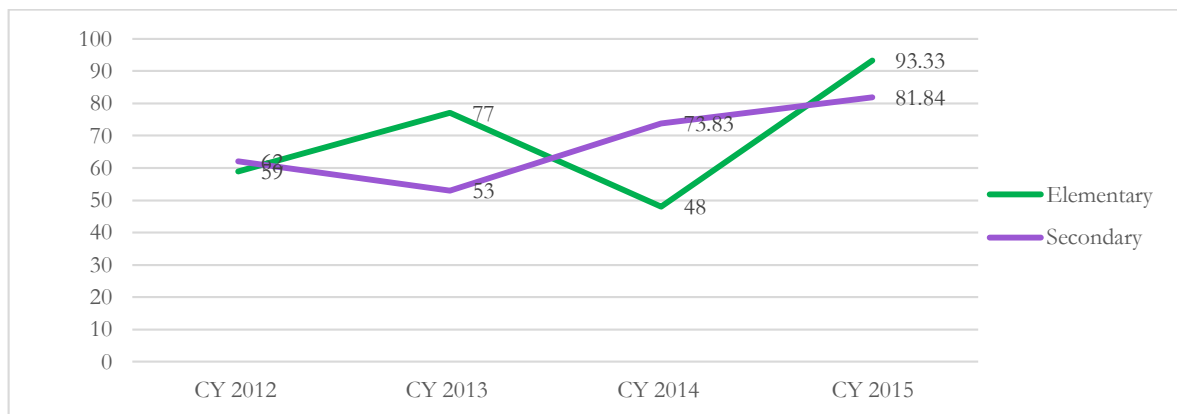


Figure 14. Percentage of A&E Test Passers

Source: ALS

Figure 14 shows a generally gradual increase in A & E Test passers from CY 2012-2015. This implies that the quality of M & E modules/instruction has gradually improved.

Alternative Learning System in Baguio City Division has been widely and effectively advocated to all concerned learners. Baguio City Division consistently ranked first in the Cordillera Administrative Region in the Accreditation and Equivalency (A&E) Test.

Educational outcomes and external effectiveness

A. TRACER STUDY

Critical in assessing the quality of education in any institution partly rests on the status of alumni achievements in their respective career paths (UNESCO, 2006). Relatively, it describes the impact of teaching-learning process, governance and operations and other support systems in a particular school. On the other hand, tracer study has not been introduced to most schools in the Division, hence, presentation in this section is only based on a sample of 384 traced learners across secondary schools in the Division.

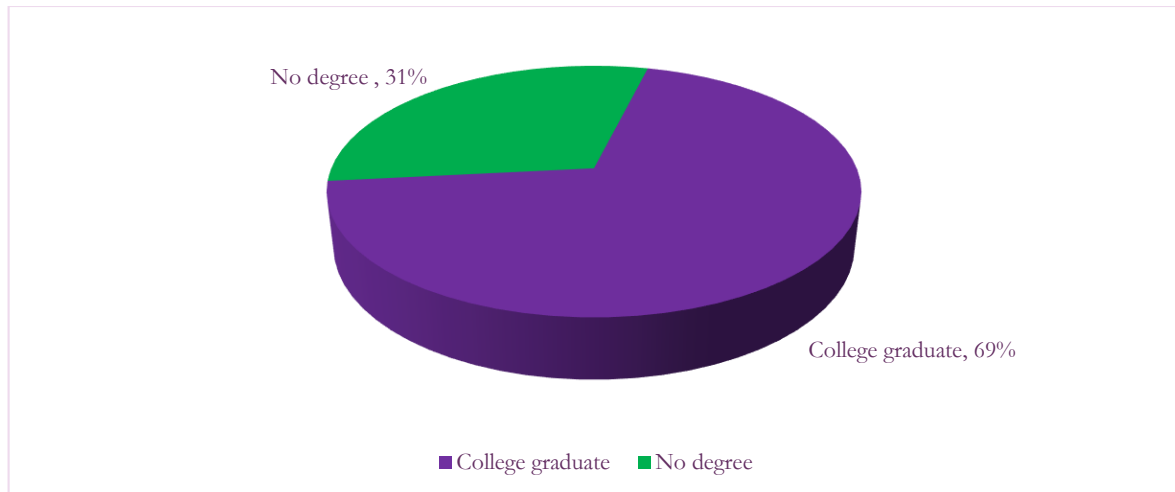


Figure 15. Secondary graduates with college degree

Source: Tracer study report of 5 secondary schools

As presented in Figure 15, the Division notably lists more graduates with college degrees than those who were not able to finish college. This is an indication that the importance of continuing to higher education is integrated in the course of schooling of the learners. This figure further explains why Baguio City has a good number of higher institutions that cater students both from Baguio and non-Baguio residents.

B. PARTNERSHIPS

Cognizant with the Rationalization Program of the Department of Education, the Schools Division of Baguio City has designed mechanisms to strengthen partnerships with all partners, donors, and stakeholders. These include the parents, business sectors, individuals, non-government organizations, and government organizations.

While there are several ways to measure external efficiency, this component intends to present the extent of partnerships along areas which donations are mostly noted.

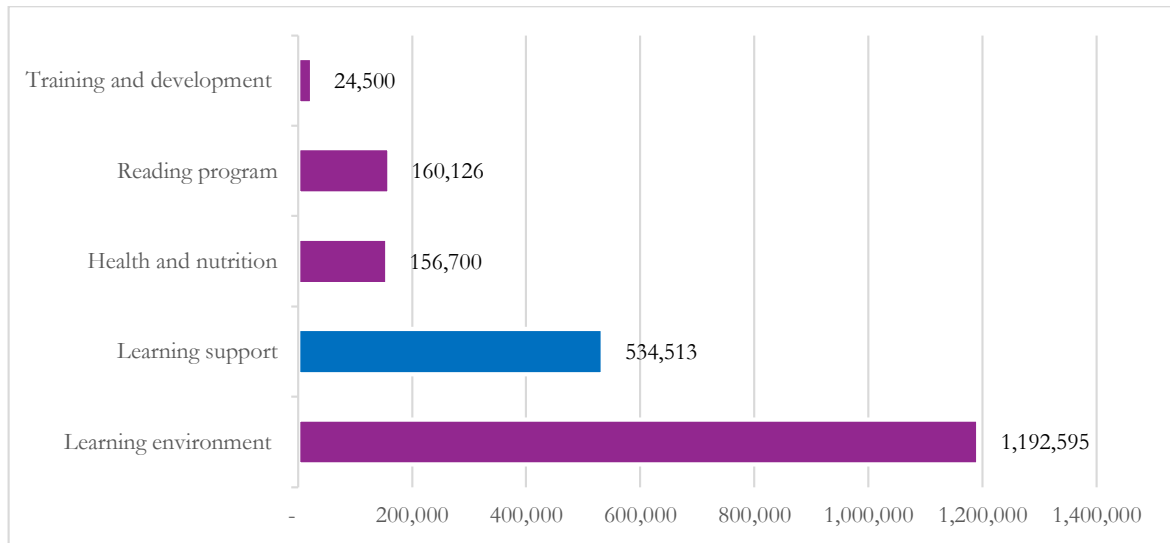


Figure 16. Top five areas of donations (in pesos)

Source: SGOD, SocMob as of September 2016

Based on Figure 16, the highest support was given under learning environment. This reflects that most of the stakeholders of SDO Baguio City recognize that ensuring safety in schools is tantamount to providing a conducive educational environment to all learners. This is validated through a study conducted by Bringas (2015) that quality of education in SDO Baguio City requires focus on disaster risk management programs due to environmental vulnerabilities.

Educational costs and finance

The Educational costs and finance considered in this Division Education Development Plan (DEDP) is the sum total of all funds coming from different sources and used in the implementation of the thrusts and programs of the Schools Division of Baguio City.

In this context, the aim is to define the total cost expended per pupil/student as regards to the Key Inputs or Direct Costs (Salaries of Teachers, Classrooms, Textbooks and Desks/Chairs) and the Indirect Costs (Salaries of Non-teaching positions, Maintenance and Operating Expenses and other related costs).

For the previous years, the National Government has intensified its support to the social services, thus consistently allocated the highest budget to the Department of Education with the aim of widening the access to and improve the public education in the country. For Fiscal Year 2016, of the 3.002 T national budget, DepEd was allocated 435.9 B and of this budget the Schools Division of Baguio City was allocated Php574, 753,000.00.

While basic public education is still largely the responsibility of the central government, delivered through the DepEd, the Local Government of Baguio City does provide supplementary funding support to public basic education through the provision of the Special Education Fund which is mandated under Republic Act 7160 otherwise known as the Local Government Code of 1991. The SEF comes from an additional one percent (1%) on real property collection and 7% from the General Fund of the City Government.

Table 13

Sources of Funds

	National Budget		SEF		General Fund		TOTAL	
	2015	2016	2015	2016	2015	2016	2015	2016
PS	467,013,000	533,702,000	26,172,000	26,926,000			493,185,000	560,628,000
MOOE	30,997,000	40,051,000	20,628,000	22,633,000			51,625,000	62,684,000
CO		1,000,000	13,827,000	30,050,000	59,462,514	54,046,000	73,289,514	85,086,000

Of the Total budget from the National Government, 95.06% of Personnel Services is allotted for teaching; and 4.94% for non-teaching and teaching-related positions.

Table 14

Depicts the Direct Cost (Key Inputs)

ELEMENTARY							
School Year	Enrolment	PS/Salaries (Teaching)	Classrooms	Textbooks	Desks	Total Direct Cost	COST PER PUPIL
2014-2015	38,407			NDA			
2015-2016	37,876	344,667,000		NDA		344,667,000	9,107
2016-2017	36,888	355,858,000		NDA		355,858,000	9,647
SECONDARY							
2014-2015	20,077			NDA			
2015-2016	20,474	100,660,000		NDA		100,660,000	4,916
2016-2017	21,901	107,655,000		NDA		107,655,000	4,916

Legend: NDA- no data available

Table 15 depicts the Indirect Cost (Salaries for Non-Teaching and Teaching related positions, MOOE) from the National Budget and SEF versus the total enrolment at elementary and secondary levels

Table 15

Indirect Cost

Particulars	PS		MOOE		TOTAL	ENROLMENT (ELEM & SEC)	COST PER PUPIL/STUDENT
	GAA	SEF	GAA	SEF			
2015	14,986,000	26,172,000	27,188,000	20,628,000	88,974,000	58,350	1,525
2016	26,363,000	26,926,000	34,862,000	22,633,000	110,784,000	58,789	1,884

Defining the annual cost of education cannot be simply defined as the sum of the expenditures of the Division for any given school year. Thorough research and study on the statistical data on the expenditures over a 5-10 year period should be generated in order to identify the fluctuations and deviations of our fund utilization. The tables presented above are intended to show our costs per pupil over the period of three (3) years. This data is obviously insufficient to accurately reflect and project trends.

As can be gleaned from the Table 14, 2014-2016 indicates/shows a downward trend in the enrolment in the public elementary schools whereas the reverse is true in the Secondary Level. Using the enrolment as a divisor and Total Direct Cost as numerator we come up with monetary cost for any given year.

Thus, based on Tables 13, 14 and 15;

1. The direct cost per pupil at the elementary level increased by Php540.00/pupil and remained constant for the secondary level.
2. The indirect costs for the total enrolment of elementary and secondary increased by Php359.00

These figures mean that:

- a) We are spending more per elementary pupil for every year that enrolment decreases.
- b) The increase in Secondary level enrolment is matched by the corresponding increase in teaching personnel.
- c) The changes/increase in indirect cost per enrollee indicates that we need to spend more each school year just to address the needs of said pupils/students.

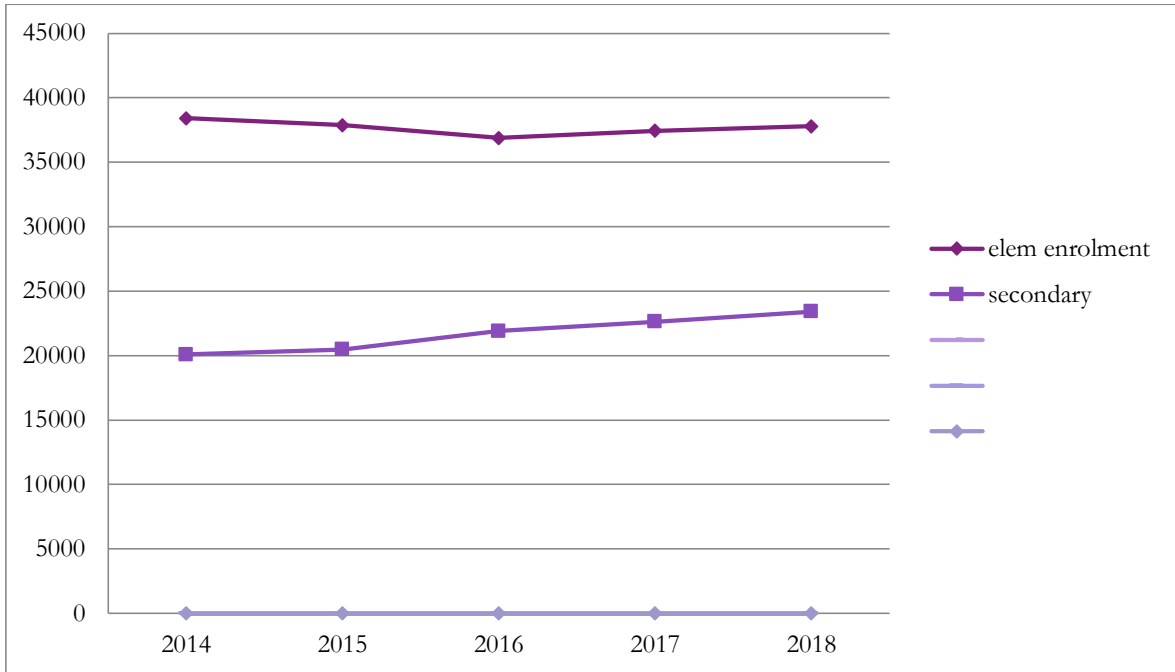


Figure 17. Enrolment 2014-2016 and projected enrolment until 2018

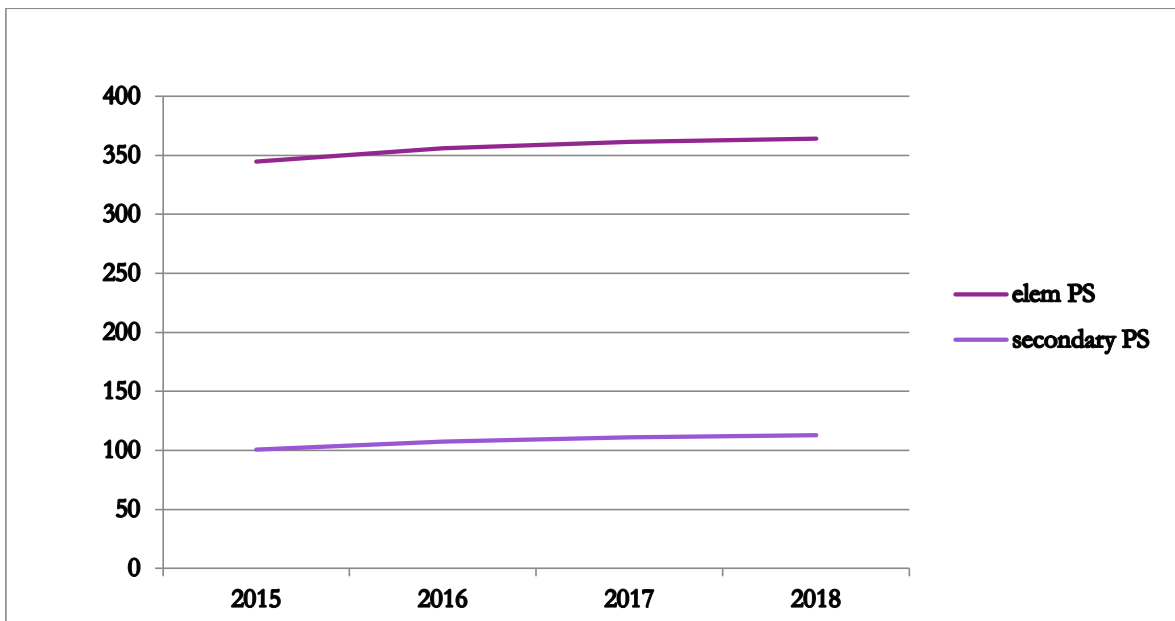


Figure 18. Personnel Services in terms of million pesos

Table 16

Projected Enrolment, Personnel Services (PS) and Direct Costs (DC) per Pupil 2017-2018

School Year	2014	2015	2016	2017	2018
Elem enrolment	38,407	37,876	36,888	37,445.11	37,788.47
Secondary enrolment	20,077	20,474	21,901	22,623.44	23,418.21
Elem PS		344.6	355.8	361.4	364.2
Secondary PS		100.6	107.6	111.1	112.85
DC elementary		9107	9647	9917	10052
DC secondary		4916	4916	4916	4916

Based on the trends, the projected cost we will be spending Php9, 917.00 per pupil and maintaining the same Direct Cost of Php4, 916.00 per secondary student for the next school year.

With the continuous increase of enrolment, the budget for Secondary should focus more on the Direct Cost – hiring of additional teachers, procurement of additional textbooks, chairs and classrooms. Budget for the elementary could in turn be focused on staff development in order to improve graduation and survival rate and reassignment of teachers to ensure equal distribution of teachers to pupils considering the steady decline in enrolment.

On another note, based on the Key Strategies as identified in the General Appropriation Act (GAA) under the DepEd, and followed up with the staff distribution, it is alarming to note that there are only five (5) Guidance Counselors serving the 21,901 students in the Secondary level and no Guidance Counselors for the 36,888 pupils in the Elementary level. Additional budget should be provided for the hiring of Guidance Counselors to meet the ideal ratio of 1:500.

If we are serious in achieving quality education, creation and provision for additional budget for the creation of Guidance Counselor positions must be given attention and lobbied with the National Office considering that Guidance and Counseling is an integral part of the educational system.

Managerial and institutional aspects

A. PLANNING AND ADMINISTRATIVE FUNCTIONS

Pursuant to the DepEd Rationalization Program Under Executive Order 366 s. 2004 DO 50, s. 2014 on Guidelines on the Recruitment, Selection and Placement of Personnel, the Rationalization Plan of the Department of Education is aimed at putting the department in a better position to deliver efficient and effective core services in order to increase access and quality basic education in the country. With EO No. 366, the department is directed to review the operations and its organizations and to provide options and incentives to employees who may be affected by the plan (www.depedcar.gov.ph).

The new structure and staffing patterns were a result of the thorough study of the DepEd Change Management Team (CMT) on the current structures, functions and staffing complement of the DepEd offices vis-à-vis the long-term education reforms, requirements of the learners and the changing environment, and national government policies.

The Baguio City Division organizational strands are the Office of the Schools Division Superintendent (OSDS), Curriculum Implementation Division (CID) and the School Governance and Operations Division (SGOD).

The OSDS ensures access to and promotes equity in and continuously improves the quality of basic education in the division under his care by leading the development and implementation of the Division's Education Development Plans (DEDP), programs and standards, building partnerships and networking with the stakeholders of education, as well as by effectively and efficiently managing the financial, human and physical resources of the division.

Under the office of the SDS is the Office of the Assistant Schools Division Superintendent (ASDS) who assists the SDS in the management of schools division and in exercising management functions of planning, organizing, staffing, directing and controlling. The ASDS may be assigned special areas of responsibilities and be delegated the necessary authority to perform the tasks by the SDS. He assists the SDS in crafting and implementation of curricular requirements and programs and projects. He is also responsible in representing the SDS by acting as chairman in committees and bodies.

Another section under the OSDS which plays a vital role in the organization is the Legal Unit. The legal officer provides legal advice and renders legal opinions to SDS, ASDS, and officials of the division in relation to the performance of their functions. Likewise, the Information and Communications Technology (ICU) Unit is responsible in managing and maintaining the ICT Systems and infrastructure of the divisions to effectively support operations.

Employees under administrative services who also work in this division are the cash, personnel, records, asset management and general services. They shall be accountable in providing management with economical, efficient and effective administrative services to support DO operations. Aside from this, there are other specific functions like developing a well-planned, directed and coordinated personnel administration, employees' welfare system for teaching and

non - teaching personnel records management, cashiering, supply management and general services.

Another crucial service provider is the finance services which are composed of accounting and budget and are accountable in providing DO management with economical, efficient and effective accounting and budgeting services to ensure the cost effective utilization of financial resources of the division.

To realize provision of such, the accounting and budget personnel plan manage the effective and efficient use of all fiscal resources of the schools division in accordance with existing rules. Hence, they monitor and ensure proper reporting of the generation and utilization of funds by schools and learning centers and tap and utilize resources available at the schools to support the implementation of programs and projects at the schools division level.

Meanwhile, the CID headed by Chief Education Supervisor spearheads the full implementation of the articulated basic education program through localization/indigenization and innovations in teaching the various subject areas towards improvement in the quality of learning outcomes particularly on Instructional Management which deals on managing the implementation of the localized basic education curriculum and special programs for all types of learners in compliance to national and regional standards. They shall provide learning support to schools and LCs for the effective implementation of the localized basic education curriculum and special programs.

In order to assure effectiveness, the education supervisors provide technical assistance in the enhancement of classroom management skills, instructional competence, curriculum implementation and conduct of classroom based action research. In like manner, they shall monitor and evaluate the implementation of basic education curriculum and co –curriculum programs in both public and private schools.

The program under this division which manages the implementation of policies and guidelines, standards and specifications in the procurement, production and utilization of learning resources is called Learning Resource Management (LRM).

Lastly, the School Governance and Operations Division (SGOD) is primarily accountable for the implementation of standards and policies relevant to managing schools and to ensure that Quality Management System Implementation (QMSI), Assessment and Technical Assistance are provided to be implemented in schools for the purpose of effectiveness. Parts of the functions of this division are to manage the implementation of the division assessment program aligned to the national assessment framework, provide technical assistance to schools and Learning Centers (LCs) in assessing learning for diagnostic, formative and summative purposes, supervise the efficient administration of national, regional and division assessment tests, provide technical assistance to schools in the utilization of assessment results for making instructional decisions and others.

B. PEDAGOGICAL FUNCTIONS

1. Professional Development Programs

To capacitate employees and teachers, the Division has institutionalized the implementation of Training and Development (T&D) to provide professional development activities to enhance individuals with knowledge, skills and attitudes to enable them to perform their functions effectively and address their development needs indicated in the training and development needs assessment (TDNA).

Activities under this program are trainings, orientation, seminars, workshops, conferences, and other job-embedded learning. Conduct of these activities shall involve a systematic process of competence/needs assessment, planning, designing, resource development and the actual delivery of the programs.

The Human Resource Development (HRD) which spearheads this program is responsible in coordinating with the Professional Development Committee (PDC) which painstakingly scrutinizes training proposals and sees to it that training programs are relevant and would serve the purpose of developing teachers and employees. The PDC endorses these proposals to the budget and finance section which shall approve and allocate budget for the expenses to be incurred.

2. Results Based Performance Management System (RPMS)

To ensure organizational effectiveness and track individual improvement and efficiency, the implementation of RPMS has been a priority concern of the division by cascading institutional accountabilities to all schools, units and individual personnel as anchored on the establishment of rational and factual basis for performance targets and measures.

To make sure the RPMS cycle is followed, the division conducted several orientation and workshop to school heads and division office employees. Education Supervisors conducted technical assistance to Master teachers who are mandated as the raters in the schools. This is to make sure that performance and target are aligned to DepEd's mandate, vision, mission and strategic goals. On the other hand, the ratee's demonstration of the required competencies shall be monitored regularly.

Employees whose ratings are excellent and extraordinary are highly regarded in terms of special recognition and appreciation so other employees would be inspired to follow suit. Those performances that fall under Very Satisfactory and Satisfactory are likewise lauded for having exceeded and met expectations. They are however encouraged to further improve through the coaching, monitoring and feedback extended by their raters.

3. Monitoring and Evaluation System

The current Department of Education (DepEd) education monitoring and evaluation (M&E) system for basic education (grades 1 to 10) consists of seven databases, supplemented by two types of field verification. With assistance from Australian Aid, the databases are being upgraded, and an effort is under way to create a unified database system that can be used for monitoring,

evaluation, reporting, and research purposes. Although plans have been made to modify components of the current basic education databases to accommodate senior high school (SHS), additional modifications will be required for effective monitoring of the Asian Development Bank Senior High School Support Program (SHSSP) outputs and outcomes. Key gaps are related to the non-DepEd schools and students, the SHS voucher program, the technical-vocational and livelihood track, and learning outcomes, particularly for mathematics and science subjects.

The seven DepEd databases are (1) the basic education information system, which is being expanded to become the enhanced basic education information system (EBEIS); (2) the learner information system (LIS); (3) the project management information system (PMIS); (4) the human resource management information system (HRIS); (5) the national achievement test (NAT); (6) physical facilities management system; and (7) monitoring and evaluation and program adjustment.

4. Managing Risks and Capacity

Senior High School voucher program. A key to the successful implementation of the SHS voucher program is a system in which all students have a unique identifier used to track their enrolment in either a DepEd or non-DepEd school, and to facilitate payment of the voucher amount to non-DepEd schools enrolling those students. It is imperative that DepEd begins defining and developing such a system as soon as possible. Lessons can be drawn from similar systems that operate well for other programs, including for conditional cash transfer programs. In the case of such programs, these systems provide students with a unique identification number, track their attendance at school, and transfer payments to their families.

SITUATION ANALYSES: What else are lacking?

Access to and participation in education

SWOT Analysis Stage 1: Teacher's Perspective

	<i>STRENGTHS</i>	<i>WEAKNESSES</i>
<i>INTERNAL</i>	<ul style="list-style-type: none"> • Accessibility of public schools • Presence of established private schools as partners • Quality textbooks • Ample supply of qualified teachers 	<ul style="list-style-type: none"> • Considerable number of dropouts • NAT results vis-à-vis national standards • Lack of textbooks in some subject areas
	<i>OPPORTUNITIES</i>	<i>THREATS</i>
<i>EXTERNAL</i>	<ul style="list-style-type: none"> • Presence of partners and donors for the scholarship program to deserving students • Existing back to school or Balik-Eskwela Program and other special programs • Enhancement of the OHSP and DORP • Institutionalized LGU support to education • Capacity building programs and activities for teachers 	<ul style="list-style-type: none"> • Sustainability mechanisms of partnership • Sustainability of the back to school program and special programs • Sustainability of OHSP and DORP

SWOT Analysis Stage 2: Teacher's Perspective

POTENTIAL AREAS	<i>Continuous realization of EFA in attempt to bring all school age learners in school</i>	<i>Quality Textbooks</i>	<i>Qualified teachers who are passionate about their subjects, dedicated etc.</i>
<i>Capitalizing local government support</i>	<ul style="list-style-type: none"> • Presence of partners and donors for the scholarship program to deserving students 	<ul style="list-style-type: none"> • Purchase of books 	<ul style="list-style-type: none"> • Analysis of individual teacher and teaching records • Awards and recognition to most dedicated and performing teaching and non- teaching personnel
<i>Existing back to school or Balik- Eskwela Program and other special programs</i>	<ul style="list-style-type: none"> • Sponsorship Program • Bring a Child in School/ Adopt a Child 	<ul style="list-style-type: none"> • Home study modules 	<ul style="list-style-type: none"> • Availability of teachers who can be in-charge of the Balik-Eskwela Program
<i>Enhancement of the OHSP and DORP</i>	<ul style="list-style-type: none"> • Strengthening existing division based educational program 	<ul style="list-style-type: none"> • Modules • Pamphlets 	<ul style="list-style-type: none"> • Technical assistance regarding the DORP and OHSP • Awards & recognition to dedicated Mobile teachers of ALS
<i>Existence of special programs</i>	<ul style="list-style-type: none"> • Pilot special programs in identified elementary school 	<ul style="list-style-type: none"> • Currently used by learners under the Special programs 	<ul style="list-style-type: none"> • Train teachers who are willing to teach on special programs
<i>Continuation SWOT Stage 2...</i>			
CRITICAL AREAS	<i>Apparent increase of dropout rate, fluctuating NAT, MPS and decrease of cohort and graduation rates both in the elementary and secondary level.</i>	<i>Lack of textbook provisions</i>	<i>Retooling and capacity building programs and activities for teachers</i>
<i>Sustainability mechanisms of partnership</i>	Institutionalize a Division wide Sponsorship Program	Propose for procurement of quality textbooks	Initiate all capability building programs across all personnel in the Division
<i>Sustainability of the back to school program and special programs</i>	Implementation of Division wide achievement test	Coordinate with all the key persons involved to ensure that learning provisions are available	Establish linkages with higher institutions for possible scholarship programs
<i>Sustainability of OHSP and DORP</i>	Initiate programs necessary to sustain the programs		Maintain an OHSP and DORP Coordinator in every school

Quality of education

SWOT Analysis Stage 1

	<i>STRENGTHS</i>	<i>WEAKNESSES</i>
INTERNAL	<p>On education personnel:</p> <ul style="list-style-type: none"> • High percentage of filled plantilla versus unfilled plantilla • Hired personnel are highly qualified <p>On educational facilities:</p> <ul style="list-style-type: none"> • Needs of some schools are responded accordingly • Brigada-Eskwela program helps in maintaining major educational facilities in schools <p>On instructional methods, processes, and output</p> <ul style="list-style-type: none"> • High percentage of passers in the A & E Test • Improved curriculum supervision 	<ul style="list-style-type: none"> • Lack of manpower to do the clerical tasks in the Division Office • Contractual basis of employment • Procedures in condemnation of education facilities • Improper utilization/mishandling of end users • Lack of a more conducive learning environment in ALS • Lack of mechanisms to inform best practices of schools with good NAT results
	<i>OPPORTUNITIES</i>	<i>THREATS</i>
EXTERNAL	<p>On education personnel:</p> <ul style="list-style-type: none"> • Increased personnel leads to a more opportunity for partnerships <p>On educational facilities:</p> <ul style="list-style-type: none"> • Increased budgetary support <p>On instructional methods, processes, and output</p> <ul style="list-style-type: none"> • Availability of online lesson guides, presentations; other advance educational softwares, facilities and equipment 	<ul style="list-style-type: none"> • Sustainability of partnerships • Accounting rules on procurement and liquidation • Industrialization and irresponsible use of technological advancement

SWOT Analysis Stage 2

<i>POTENTIAL AREAS</i>	<i>High percentage of filled plantilla</i>	<i>Hired personnel are highly qualified</i>
<i>Increased personnel leads to a more opportunity for partnerships</i>	Capacitate all hired personnel through scholarships, seminars, training, and other human development programs	Potential personnel maybe tapped as facilitators, trainers
<i>Increased budgetary support</i>	<i>Needs of some schools are responded accordingly</i>	<i>Consistent schools with notably highest NAT MPS in the Division</i>
<i>Availability of online lesson guides, presentations; other advance educational softwares, facilities and equipment</i>	Strengthen educational planning and coordination	Capitalizing on shared human resources through mentoring or coaching
<i>CRITICAL AREAS</i>	<i>High percentage of passers in the A & E Test</i>	<i>Improved curriculum supervision</i>
<i>Sustainability of partnerships</i>	Recognize the ALS Section for consistently offering quality non-formal education	Initiate Division Achievement Test in all learning areas
<i>Accounting rules on procurement and liquidation</i>	<i>Lack of manpower to do the clerical tasks in the Division Office</i>	<i>Contractual basis of employment</i>
<i>Industrialization and irresponsible use of technological advancement</i>	Equal distribution of tasks among personnel	Revisit employee compensation among SEF paid personnel
<i>Accounting rules on procurement and liquidation</i>	<i>Procedures in condemnation of education facilities</i>	<i>Improper utilization/ mishandling of end users</i>
<i>Industrialization and irresponsible use of technological advancement</i>	Initiate CI proposal for the condemnation process	Educational Facilities Section/Supply Office should conduct orientation/reorientation among personnel
<i>Industrialization and irresponsible use of technological advancement</i>	<i>Lack of a more conducive learning environment in ALS</i>	<i>Lack of mechanisms to inform best practices of schools with good NAT results</i>
<i>Industrialization and irresponsible use of technological advancement</i>	Propose for the hiring of Guidance Counselor for ALS learners	Sharing of resources/coaching or mentoring among teachers Conduct researches relative to best practices and teacher evaluation

Education outcomes and external effectiveness

SWOT Analysis Stage 1

	<i>STRENGTHS</i>	<i>WEAKNESSES</i>
INTERNAL	<p>On Tracer Study</p> <ul style="list-style-type: none"> • High graduation rate in both elementary and secondary levels • Migration of potential learners in the Division <p>On partnerships</p> <ul style="list-style-type: none"> • Strengthened advocacy on DepEd initiated programs and projects 	<ul style="list-style-type: none"> • 98% of schools do not track their learners after leaving the school • Mindset in tracking graduates • Lack of manpower to help facilitate in the program
	<i>OPPORTUNITIES</i>	<i>THREATS</i>
EXTERNAL	<p>On tracer study</p> <ul style="list-style-type: none"> • Existence of alumni organizations to some schools • ICT and social media and other technology as medium to track learners <p>On partnerships</p> <ul style="list-style-type: none"> • Increase of interested partners and donors in the community 	<ul style="list-style-type: none"> • Graduates' proximity of work to hometown • Organizational policies on employment • Sustainability of partnerships and donors program

SWOT Analysis Stage 2

POTENTIAL AREAS	<i>High graduation rate</i>	<i>Migration of potential learners in the Division</i>
<i>Existence of alumni organizations to some schools</i>	Policy recommendation for the establishment of alumni organizations in all public and private schools in the Division	Disadvantaged learners are given opportunities to excel academically and improve their personality towards their utmost potentials.
<i>ICT and social media and other technology as medium to track learners</i>	Setting ICT as fundamental tool to be at par with the information technology-driven educational community	Social media as a medium for advocacy.
	<i>Strengthened advocacy on DepEd initiated programs and projects</i>	n/a
<i>Increased of interested partners and donors in the community</i>	Maintain roster of potential partners and donors and invite them during education congress or any related activities	
CRITICAL AREAS	<i>Graduates' proximity of work to hometown</i>	<i>Organizational policies on employment</i>
<i>98% of schools do not track their learners after leaving the school</i>	Online tracking system to trace graduates who are working far from their Alma Maters.	Online tracking system to trace graduates whose jobs do not permit them to visit their Alma Maters due to their organizational policies
<i>Mindset in tracking graduates</i>	Call or need to emphasize loyalty and pay tribute to one's Alma Mater	
	<i>Lack of manpower to help facilitate in the program</i>	n/a
<i>Sustainability of partnerships and donors program</i>	Establish a sustainable mechanism for partnerships through Memorandum of Agreement or Understanding	

Managerial and institutional aspects

SWOT Analysis Stage 1

	<i>STRENGTHS</i>	<i>WEAKNESSES</i>
INTERNAL	<ul style="list-style-type: none"> • Implemented the DepEd Rationalization Plan before the prescribed date • Delivery of a relevant, responsive, and effective basic education curriculum through Curriculum and Instruction • Continuous improvement and strategic in management of schools and Learning Centers for which teaching and learning takes place. • Smooth transition of offices and personnel to the rationalized structures • Application on appropriate strategies and mechanisms on matters pertaining to governance and operations 	<ul style="list-style-type: none"> • Unclear description and delineation of tasks of personnel under Curriculum Implementation Division and Governance and Operations • Delay of processing of teachers' appointments • Lack of physical infrastructure of Senior High Schools and other unresolved issues regarding work assignments • Time constraints on revision of work processes and systems, policy review and adjustments and communications and management of change • Change of management
	<i>OPPORTUNITIES</i>	<i>THREATS</i>
EXTERNAL	<ul style="list-style-type: none"> • Provision of long term reforms in the education sector notwithstanding the fast changing demands of local environment • Support of Local Government Unit on various DepEd –Baguio Programs • Hiring of Competent Senior High School Teachers from the Higher Education Institute 	<ul style="list-style-type: none"> • Coordination skills mechanisms to sustain partnerships • Perceived K to 12 misconceptions of some stakeholders

SWOT Analysis Stage 2

POTENTIAL AREA	<i>Implemented the DepEd Rationalization Plan before the prescribed date</i>	<i>Continuous improvement and strategic in management of schools and Learning Centers for which teaching and learning takes place.</i>	<i>Application on appropriate strategies and mechanisms on matters pertaining to governance and operations</i>
<i>Provision of long term reforms in the education sector notwithstanding the fast changing demands of local environment</i>	Strengthening of the School-base Management Program	Propose Continuous Improvement projects	Implementation of the Management and Leadership Program for School Heads
<i>Support of Local Government Unit on various DepEd –Bagnio Programs</i>	Deepen strong linkage with the Local Government Unit	Develop mechanisms to improve LGU-SDO on various government processes	
<i>Hiring of Competent Senior High School Teachers from the Higher Education Institute.</i>	Continue the Senior High School Implementation Program	Conduct of Division Induction Program	Strengthen Research and Development Program
<i>Continuation: SWOT Analysis...Managerial and Institutional Aspects</i>			
CRITICAL AREAS	<i>Unclear description and delineation of tasks of personnel under Curriculum Implementation Division and Governance and Operations</i>	<i>Time constraints on revision of work processes and systems, policy review and adjustments and communications and management of change</i>	<i>Change of management</i>
<i>Coordination skills mechanisms to sustain partnerships</i>	Strengthen Social Mobilization and Networking processes	Propose Continuous Improvement projects	Implementation of the Management and Leadership Program for School Heads
<i>Perceived K to 12 misconceptions of some stakeholders</i>	Continuous advocacy on the K to 12 Curriculum	Continuous advocacy on the K to 12 Curriculum while continue improving the policies and systems	Initiate policy recommendations through evidence-based results

STRATEGIC PLAN: What can we do?

STRATEGIES	PROGRAMS	ACTIVITIES	TASKS	RESOURCES		
				HUMAN	FINANCIAL	MATERIALS
Institutionalization of a Division wide Scholarship Program and revitalization of Adopt-a-Child Program	Scholarship Program and Adopt – A- Child Program (for marginalized and disadvantaged students)	Establishment and firming-up of: <ul style="list-style-type: none"> • Scholarship Grant from LGU • Scholarship Grant from Organization (Soroptimist International, Lions, Rotary, CWL etc.) • Scholarship Grant Individual Benefactor 	<ul style="list-style-type: none"> • Identify marginalized and disadvantaged learners • Scout organization, Local Government Unit and individual that is willing to provide scholarship grants to deserving students • Ensure the sustainability of the existing scholarship program in all the private and public schools in Baguio 	<ul style="list-style-type: none"> • SDS • Chief-SGOD • Chief-CID • SOCMOB • LGU • NGO • Local Government • School Head • Guidance Counselor/Teacher Guidance Designate • Adviser 	500K per year	Office supplies Office Equipment
Revitalization of the Balik-Eskwela (Back to School Program) and strengthen the implementation of the Open High School Program and Dropout Reduction Program	“PAKI” Program Balik – Eskwela (Back to school program); Open High School Program (OHSP), Dropout Reduction Program (DORP), and Alternative Learning System	<ul style="list-style-type: none"> • Information dissemination • Survey • Module making • Monitoring and Evaluation through School Monitoring and Evaluation Team (SMET) 	<ul style="list-style-type: none"> • Strengthen the Open High School Program and the Drop-out Reduction Program • Give technical assistance in all the school in Baguio regarding the Drop out Reduction Program (DORP) and those schools 	<ul style="list-style-type: none"> • SDS • Chief-SGOD • Chief-CID • EPS • PSDS • School Head • Guidance Counselor/Designates • Advisers 	100K	Office supplies Office Equipment

			implementing the Open High School Program (OHSP) <ul style="list-style-type: none"> • Conduct monitoring and evaluation on the Open High School Program (OHSP) and the Drop out Reduction Program (DORP) through Division Monitoring and Evaluation Team (DMET) 	<ul style="list-style-type: none"> • Students • Parents 		
Increase advocacy mechanisms for the implementation of the Alternative Learning System	Alternative Learning System (ALS)	<ul style="list-style-type: none"> • Partnerships with government and non-government agencies 	<ul style="list-style-type: none"> • Media campaigns • House to house visitations • Education brochures 	<ul style="list-style-type: none"> • ALS Education Supervisor and all staff 	500k per year	Office supplies Office Equipment Transportation
Crafting of Division Achievement Test to be administered across learning areas and levels	Division Achievement Test	<ul style="list-style-type: none"> • Formulation of core group that will craft the test question per learning area • Crafting of test question • Reproduction of test question • Implementation of the Division Achievement Test • Strengthen and sustain the provision of ‘lifelong skills and learning’ program for Curriculum Implementation Division (CID) 	<ul style="list-style-type: none"> • Conduct seminars and meeting • Craft, review and finalize test questions • Reproduction of test question • Implementation • Evaluate the result • Coaching and mentoring across and between schools 	<ul style="list-style-type: none"> • SDS • Chief-SGOD • Chief-CID • EPS • PSDS • LGU • NGO • Local Government • School Head • Guidance Counselors/Designates • Advisers • Students 	500k per year	Office supplies Formulated Test Question per learning areas (Grade 6 and Grade 10)

Division policy recommendation on the establishment of Alumni Organizations in elementary, junior and senior high schools for partnerships and support	Alumni Program	<ul style="list-style-type: none"> Division policy on the establishment of alumni organization in every school 	<ul style="list-style-type: none"> Consultative meeting with existing alumni organizations Create a tracking system/ mechanism 	<ul style="list-style-type: none"> Alumni Coordinator School Heads 	20k (for coordination only)	<ul style="list-style-type: none"> Equipment for ICT and social media Office supplies
Institutionalization of Division wide guidance and wellness programs	Comprehensive Guidance and Wellness Program	<ul style="list-style-type: none"> Division policy on the institutionalization of comprehensive guidance and wellness programs 	<ul style="list-style-type: none"> Election of Guidance Counselors and Teacher-Guidance Officers Planning and coordination of activities 	<ul style="list-style-type: none"> Guidance Counselors and Teacher-Guidance Designates School Heads 	20k (for planning only)	<ul style="list-style-type: none"> Equipment for ICT and social media Office supplies
Feasibility for new Special Programs	Special Programs: <ul style="list-style-type: none"> ✓ Special Program in the Arts ✓ Special Program in Sports ✓ Special Program in Journalism ✓ Science and Technology Engineering Program 	<ul style="list-style-type: none"> Inclusion of Special Programs in the Elementary level Train teachers who will teach in the Special Program Disseminate Information on the Special program Offering Monitor and evaluate elementary schools offering Special Programs 	<ul style="list-style-type: none"> Identify elementary school that will offer the Special Programs Identify teachers who are willing to teach in different specializations Conduct training and seminar of teachers in different specializations Implement the Special programs in elementary level Conduct monitoring and evaluation of schools implementing Special Program 	<ul style="list-style-type: none"> SDS Chief-SGOD Chief-CID SOCMOB LGU NGO Local Government School Head Guidance Counselors/Designates Adviser Student 	750K per school year	Office supplies Office Equipment
Strengthen Science, Technology and Engineering (STE) Program	Interest Program : STE	<ul style="list-style-type: none"> Continuing support and advocacy in Elementary Science Program 	<ul style="list-style-type: none"> Station STE campus in Irisan Sustain SHS for STEM in Irisan with highly qualified teachers 	<ul style="list-style-type: none"> SDS Chief-SGOD Chief-CID 	30k (for logistics only)	Office supplies Office Equipment

			<ul style="list-style-type: none"> Propose transportation allowance for the scholars 			
Strengthen Special Program in Sports (SPS)	Interest Program: SPS	<ul style="list-style-type: none"> Work on institutionalizing sports in Elementary (e.g. Bonifacio ES – basketball; QES –softball; Lucban ES – sepak takraw; EQES – arnis; Baguio Central ES – track and field; and JCEs – gymnastics) 	<ul style="list-style-type: none"> Submission of pertinent documents relative to the program and other logistics 	<ul style="list-style-type: none"> SDS Chief-SGOD Chief-CID 	30k (for logistics only)	Office supplies Office Equipment
Institutionalization of a Special Education Center as integrated school and a regular integrated elementary school	Special Education Program Integrated School Integrated Elementary School	Inclusion of program for Visually Impaired (VI) for SY 2017-2018 Construction of building especially designed for children with special needs	<ul style="list-style-type: none"> Submission of pertinent documents relative to the program and other logistics 	<ul style="list-style-type: none"> SDS Chief, CID Chief, SGOD SPED School Head 	To be determined	Logistics
Continuous management and implementation of K to 12 co-curricular programs (Madrasah, Journalism, Festival of Talents, Sports, SSG/SPG, YES-O, Science and Math Festival, among others)	Co-curricular Programs	For Madrasah Education: Strengthening of Madrasah Education	<ul style="list-style-type: none"> Maintain a Division Madrasah Coordinator Coordinate all activities relative to Madrasah Education contained in the Road Map for Upgrading Muslim Basic Education 	<ul style="list-style-type: none"> SDS Chief, CID Division Madrasah Coordinator Madrasah Teachers 	To be determined	Logistics
Strengthening the delivery of quality and relevant training and development Programs	Division NEAP Pool of Facilitators	Screening of Division NEAP Pool of Facilitators for Division Training and Professional Development Programs	Propose an Annual Recruitment and screening of Division NEAP pool of facilitators as per NEAP guidelines and procedures	SDS Division Chiefs Regional NEAP Facilitators and Division NEAP Screening Committee	100k a year	Office equipment and supplies

			<p>Conduct orientation and screening processes to qualified applicants</p> <p>Manage trainings to successful NEAP facilitators applicants on facilitating skills</p>	HRD Section Staff		
Management and Leadership Program for School Heads	<p>Management and Leadership Program for School Heads and Department Heads</p> <p>School Heads Development Program (SHDP)</p>	<p>Organize training and development program on enhancing management and leadership skills for School Heads(SH) and Head Teachers (HT)</p> <p>Conduct of foundational courses for School Heads</p>	<p>Conduct training needs assessment on specific needs of school heads regarding management and leadership programs</p> <p>Propose T & D program for SH and HT as per the identified needs</p> <p>Coordinate with concerned DepEd personnel</p> <p>Implement the program</p>	<ul style="list-style-type: none"> • Schools Division Superintendent • Chief Education Supervisor, SGOD • Chief Education Supervisor, CID • SGOD-HRD • Region and Division NEAP facilitators 	500k per year	Office supplies Office Equipment
Institutionalization of the Master Teachers Development Program	Master Teachers Professional Development Program	Capacity building activities	<ul style="list-style-type: none"> • Conduct trainers training 		400k per year	

Institutionalization of the Division Teacher Induction Program	Division Teacher Induction Program	Training/Orientation of Newly Hired Teachers and Employees in the Division prior and after appointment	<ul style="list-style-type: none"> Organize and manage trainings and orientation for DepEd-Baguió successful applicants and newly hired employees 	SDS Division Chiefs School Heads PSDS HRD DepEd Baguió Non- teaching officers	500k per year	
Office, School and Employees Performance improvement	Monitoring and Evaluation of Office, School and Employees Performance through Proper Implementation of RPMS	Implementation of the Four Phases of RPMS	Conduct of re-orientation to DepEd Baguió employees on the Four Phases of RPMS Monitor RPMS implementation through feedback and coaching activities Conduct of Mid- year evaluation and one time re - calibration of OPCRF/IPCFRF Remind filing of means of verification (MOV) as basis for RPMS implementation	SDS Division Chiefs LRMS staff LRMS Coordinators	300K per year	Office supplies Office Equipment
Empowerment of Non-Teaching Personnel	Training & Development Programs for Non - Teaching Personnel	Training needs assessment (TNA) to non-teaching personnel Capacitate non- teaching personnel based on TNA results	Encourage self- initiated development programs to address needs Collate TNA of non-teaching personnel		300 per year	Office supplies Office Equipment

			Propose T& D programs to address the needs		
Addressing Professional Development Plan	Individual Professional Development Plan (IPDP)	Submission of Professional Development Needs through IPDP Development of individual needs through trainings, self-initiated activities following the 70-20-10 development model	Collate needs of employees through submitted IPDP Conduct of trainings and orientation to selected employees as per identified needs		*integrated with other programs Office supplies Office Equipment
Production of Quality Assured Learning Materials through Intensified Learning Resource Management and Developments System (LRMDS)	Learning Resource Management and Developments System (LRMDS)	Designation of LRMDS coordinators Training/Orientation of LRMDS Coordinators Program implementation dissemination Monitoring and evaluation of materials produced	Empower the non- teaching personnel through involvement in DepEd programs and activities Provide assistance to LRMDS coordinators Conduct trainings to learning materials evaluators Quality assure materials prior to circulation		100k a year 200k a year Office supplies Office Equipment
Institutionalization of the Teacher Evaluation Program	Division Teacher Evaluation Program	Administration of standardized teacher evaluation questionnaire	<ul style="list-style-type: none"> • Crafting of teacher questionnaire • Conduct reliability testing • Pilot schools 	<ul style="list-style-type: none"> • SDS • Division Chiefs • PSDSs • SGOD-Planning and Research 	50k every year

Intensified campaign on K to 12 Education	Senior High School Implementation Program	Strengthen advocacy mechanisms	<ul style="list-style-type: none"> • Media campaign • Conduct education congress • Institutionalize career guidance programs • PUV advertisements 	<ul style="list-style-type: none"> • Schools Division Superintendent • Chief Education Supervisor, SGOD • Chief Education Supervisor, CID • Program Development Officers 	200k per year	
Effective and efficient implementation of all health and nutrition services	Health and Nutrition Services Program	<ul style="list-style-type: none"> • Deployment of all Health and Nutrition personnel in the field 	<ul style="list-style-type: none"> • Maintain duty assignments • Ensure timely submission of reports 	<ul style="list-style-type: none"> • Schools Division Superintendent • Chief Education Supervisor, SGOD • Chief Education Supervisor, CID • Health and Nutrition Personnel 	500k per year	Medicines and other materials
Strengthening the Policy on Research along National, Region, and Division Research Agendum	Research Development Program	<ul style="list-style-type: none"> • Evaluation of the process workflow through Continuous Improvement process • Publication of the Patawid di Adal • Conduct of Division Research Conference 	<ul style="list-style-type: none"> • Coordination with the Division Research Technical Working Committee TWC members • Peer/panel review of researches • Linkage with higher institutions for external panel reviews • Advocacy on Research Agenda (National, Regional, and Division) 	<ul style="list-style-type: none"> • Division Research Technical Working Committee TWC members • External panels 	<p>20k (for coordination only)</p> <p>500 per year for the Research Conference</p> <p>200 per issue for the research journal</p>	<ul style="list-style-type: none"> • Equipment for ICT and social media • Office supplies

Implementation of the Continuous Improvement (CI) Program	Continuous Improvement (CI) Program	<ul style="list-style-type: none"> • Training for potential group of proponents 	<ul style="list-style-type: none"> • Screening of CI project proposals • Technical assistance to proponents 	<ul style="list-style-type: none"> • Schools Division Superintendent • Chief Education Supervisor, SGOD • Chief Education Supervisor, CID • CI Master Trainers 	200 per year	<ul style="list-style-type: none"> • Equipment for ICT and social media • Office supplies
Active Disaster Risk Reduction and Management programs of the Division and schools	Disaster Risk Reduction Management Program (DRRM)	<p>a. Creation and re-organizational of the School Disaster Risk Reduction and Management Team</p> <p>b. Implementation of School Emergency and Evacuation Plan</p> <p>c. Orientation and capacity - building training to school heads / school DRRM coordinators and other concerned teaching and non-teaching personnel</p> <p>d. Participation in the National Simultaneous Earthquake Drill</p> <p>e. School visitation and Monitoring of the school DRRM programs for evaluation</p>	<p>Schools are to involve school personnel to be part of the DRRM team and roles are to be taken before, during and after any emergency or disaster</p> <p>School Emergency Plans and evacuation plans are used during drills for assessment and improvement</p> <p>Participation in National Earthquake drills and post evaluation/consultations are done with External partners either school base or division level</p> <p>Review of DRRM policies and standards to be implemented in school level</p>	OSDS SGOD CID School Heads Teachers Stakeholders	MOOE SEF Sponsorship	Office Supplies Office Equipment as needed
Empowering all schools through school-based management program	School-based Management Program (SBM)	Revisit policies and structures of the School Based Management (SBM) Program	<ul style="list-style-type: none"> • Include as topic during in service training and staff development activities 	<ul style="list-style-type: none"> • Schools heads • All school personnel 	Charge to school MOOE	<ul style="list-style-type: none"> • Equipment for ICT and social media

			<ul style="list-style-type: none"> • Schools to initiate SBM programs • Sharing of best practices of schools with high NAT Results during Learning Action Cell (LAC) sessions and in service training 			<ul style="list-style-type: none"> • Office supplies
Providing technical assistance for the Technology Integration Program	Technology Integration Program	Conduct of training on various computer-based tools and programs	<ul style="list-style-type: none"> • Conduct need analysis survey to schools • Provide continuous technical assistance to schools and personnel 	<ul style="list-style-type: none"> • ICT Staff 	300k per year	<ul style="list-style-type: none"> • Equipment for ICT and social media • Office supplies
Ensure the efficient and timely actions on all regulatory and development services	Regulatory and Development Services	Facilitate application of permits among private schools	<ul style="list-style-type: none"> • Issue division memorandum and other notifications • Conduct inspections and give necessary recommendations 	<ul style="list-style-type: none"> • Chief Education Supervisor - SGOD • SGOD-SMM & E 	20k per year	<ul style="list-style-type: none"> • Equipment for ICT and social media • Office supplies
Follow Indigenous Peoples Education (IPED) Division alongside the Region IPED roadmaps	Indigenous Peoples Education (IPED) Program	Implement all IPED program cognizant with the Division IPED framework	<ul style="list-style-type: none"> • Conduct IPED related researches • Conduct training and workshops on contextualization 	<ul style="list-style-type: none"> • Schools Division Superintendent • Chief Education Supervisor, SGOD • Chief Education Supervisor, CID • IPED Core Group 	800k per year	<ul style="list-style-type: none"> • IPED artefacts • IPED learning materials

PHYSICAL TARGETS AND DEVELOPMENT PLAN: *What more can we do?*

Table 15
Physical Targets and Development Plan for SYs 2016-2019

PROGRAMS	Year I SY 2016-2017	Year II SY 2017-2018	Year III SY 2018-2019
Scholarship Program and Adopt – A- Child Program (for marginalized and disadvantaged students)	<ul style="list-style-type: none"> Scout more sponsors (October 2016-April, 2017) Follow-up on the existing scholarship grant (June 2017-March, 2018) Lobby for additional incentives from the City Government for deserving and exemplary students (Nov. 2016) Strengthen the adopt- a -child program (June, 2017-March 2018) Monitor if it is really given to deserving students (June 2017- March 2018) 	<ul style="list-style-type: none"> 50% of the pupils/students belong to the marginalized group included in the scholarship program 	<ul style="list-style-type: none"> 75% of the pupils/students belong to marginalized group included in the scholarship program
Balik – Eskwela (Back to school program); Open High School Program (OHSP) and Dropout Reduction Program (DORP)	<ul style="list-style-type: none"> Encourage other schools to have their own Open High School Program (January 2017) Monitor the dropout rate in every school (Nov. 2016-March 2017) 	<ul style="list-style-type: none"> Additional 2 of the elementary/secondary schools in Baguio will offer an Open High School Program 	Additional 5 of the elementary/secondary school in Baguio will offer an Open High School

	<ul style="list-style-type: none"> Think of measures that will decrease the number of dropout pupils/students (Nov. 2016 – December 2017) Follow up on the PARDOS/SARDOS (Nov. 2016-Dec. 2017) 		
Alternative Learning System (ALS)	<ul style="list-style-type: none"> Sustainability of the ALS program with at least 2% increase of passers in the A & E in both elementary and secondary levels 	<ul style="list-style-type: none"> Sustainability of the ALS program with at least 5% increase of passers in the A & E in both elementary and secondary levels 	<ul style="list-style-type: none"> Sustainability of the ALS program with at least 7% increase of passers in the A & E in both elementary and secondary levels
Division Achievement Test	<ul style="list-style-type: none"> Identification of Grade level (Grade 6 and Grade 10) Planning Crafting Implementation Monitoring and Evaluation Conduct LAC sessions with schools with high Achievement/ NAT results 	<ul style="list-style-type: none"> 75% MPS on the Division Achievement Test in all subject areas 	<ul style="list-style-type: none"> 85% MPS on the Division Achievement Test in all subject area
Alumni Program	<ul style="list-style-type: none"> Policy institutionalization Benchmark with existing Alumni Associations 	<ul style="list-style-type: none"> At least 50% of the total public schools shall be able to organize their Alumni Association 	<ul style="list-style-type: none"> At least 70% of the total public schools shall be able to organize their Alumni Association
Comprehensive Guidance and Wellness Program	<ul style="list-style-type: none"> Organization of group for Guidance Counselors and Guidance Designates Coordination and planning 	<ul style="list-style-type: none"> 75% institutionalization of division wide guidance and wellness program in both elementary and secondary levels 	<ul style="list-style-type: none"> 100% institutionalization of division wide guidance and wellness program in both elementary and secondary levels
Special Programs: <ul style="list-style-type: none"> ✓ Special Program in the Arts ✓ Special Program in Sports ✓ Special Program in Journalism ✓ Science and Technology Engineering Program 	<ul style="list-style-type: none"> Coordinate to the Central office on how are we going to establish/create a special program in the elementary level Scout an elementary school that will pilot special program offering 	<ul style="list-style-type: none"> Establish at least two (2) special programs in the elementary level (Baguio Central and Mabini Elementary School) 75% of the teachers teaching Special Program were trained 	<ul style="list-style-type: none"> Monitor and Evaluate the two established school offering special program in the elementary level (Baguio Central and Mabini Elementary School) 100% of the teachers teaching Special Program were trained

	<ul style="list-style-type: none"> Strengthen the science program in the elementary level 	<ul style="list-style-type: none"> 2 section for grade 4 and 10 students per specialization 30% acquisition of Teaching and Learning Materials 	<ul style="list-style-type: none"> 2 section for grade 4 and 5, 16 students per specialization 50% acquisition of Teaching and Learning Materials
Interest Program: STE	<ul style="list-style-type: none"> Continuing support and advocacy in Elementary Science Program 	<ul style="list-style-type: none"> STE Campus in Irisan SHS for STEM in Irisan Propose transportation allowance for scholars 	<ul style="list-style-type: none"> 100% program implementation
Interest Program: SPS	<ul style="list-style-type: none"> Logistics for the institutionalization of sport specializations in elementary (e.g. Bonifacio ES – basketball; QES –softball; Lucban ES – sepak takraw; EQES – arnis; Baguio Central ES – track and field; and JCEs – gymnastics) 	<ul style="list-style-type: none"> 100% program implementation 	<ul style="list-style-type: none"> 100% program implementation
Special Education Integrated School/Elementary Integrated School	<ul style="list-style-type: none"> Logistics 	<ul style="list-style-type: none"> Inclusion of program for Visually Impaired (VI) Construction of building especially designed for children with special needs 	<ul style="list-style-type: none"> 100% program implementation
Madrasah Education	<ul style="list-style-type: none"> Sustainability of 6 elementary Madrasah Schools 	<ul style="list-style-type: none"> Inclusion of Madrasah Education in 2 secondary Schools 	<ul style="list-style-type: none"> Additional 2 Madrasah elementary schools- total of 8 elementary schools
Management and Leadership Program for School Heads	<ul style="list-style-type: none"> Recruitment and conduct of trainers training 	<ul style="list-style-type: none"> At least 75% of School Heads are able to finish the course 50% of needs are addressed 	<ul style="list-style-type: none"> 100% of School Heads are able to finish the course 75% of needs are addressed
Master Teachers and Department Heads Revitalization Program		<ul style="list-style-type: none"> At least 75% of Master Teachers are able to finish the course 50% of needs are addressed 	<ul style="list-style-type: none"> 100% of Master Teachers and Department Heads are able to finish the course 75% of needs are addressed
Division Teacher Induction Program		<ul style="list-style-type: none"> At least 75% of Master Teachers are able to finish the course 50% of needs are addressed 	<ul style="list-style-type: none"> 100% of newly hired teachers are able to finish the course 75% of needs are addressed

Division Teacher Evaluation Program	<ul style="list-style-type: none"> • Crafting and piloting of the program 	<ul style="list-style-type: none"> • At least 50% of the identified low performing teachers are to be given evaluation form 	<ul style="list-style-type: none"> • At least 70% of the identified low performing teachers are to be given evaluation form
Senior High School Implementation Program	<ul style="list-style-type: none"> • Conduct of monitoring and evaluation system for the first year of K to 12 Education (grade 11) 	<ul style="list-style-type: none"> • Conduct of monitoring and evaluation system for the first year set of senior high school implementation (grade 12) 	<ul style="list-style-type: none"> • Complete assessment and monitoring of schools as to staffing, provisions, among others
Health and Nutrition Services Program	<ul style="list-style-type: none"> • Deployment to respective schools by Health and Nutrition personnel 	<ul style="list-style-type: none"> • At least 25% increase budget to procure medicines and clinic supplies 	<ul style="list-style-type: none"> • At least 35% increase budget to procure medicines and clinic supplies
Research Development Program	<ul style="list-style-type: none"> • First Division Research Conference • First issue of Patawid di Adal • Institutionalization of the Division Research Manual and Technical Working Committee Members 	<ul style="list-style-type: none"> • Second Division Research Conference • Second issue of Patawid di Adal • Partnership with higher intuition for possible external panel • New research workflow following CI process 	<ul style="list-style-type: none"> • Third Division Research Conference • Third issue of Patawid di Adal • External panel members in place • Adapted new research workflow by 100% of schools
Continuous Improvement (CI) Program	<ul style="list-style-type: none"> • CI Training • Submission of proposals 	<ul style="list-style-type: none"> • Pilot implementation and implementation of at least 2 CI projects 	<ul style="list-style-type: none"> • Full implementation of at least 5 CI approved projects
Disaster Risk Reduction Management Program (DRRM)	<ul style="list-style-type: none"> • 66 public schools are to implement the DRRM program 	<ul style="list-style-type: none"> • 3 public schools are implementing twining system • 10 private schools are monitored with DRRM programs 	<ul style="list-style-type: none"> • 7 public schools are implementing twining system • 25 private schools are monitored with DRRM programs
School-based Management Program (SBM)	<ul style="list-style-type: none"> • Revisit the SBM manual 	<ul style="list-style-type: none"> • At least 5 best practices as outcome for SBM implementation 	<ul style="list-style-type: none"> • At least 10 best practices as outcome for SBM implementation
Technology Integration Program	<ul style="list-style-type: none"> • 50% of SDO employees have been trained 	<ul style="list-style-type: none"> • 75% of SDO employees have been trained 	<ul style="list-style-type: none"> • 100% of SDO employees have been trained
Regulatory and Development Services	<ul style="list-style-type: none"> • 50% on time submission of application for permits 	<ul style="list-style-type: none"> • 75% on time submission of application for permits 	<ul style="list-style-type: none"> • 100% on time submission of application for permits
Indigenous Peoples Education (IPED)	<ul style="list-style-type: none"> • Institutionalization of IPED framework • Crafting of Division IPED roadmap 	<ul style="list-style-type: none"> • At least 50 available contextualized learning materials in the LRMDs for each subject area • At least 5 complete IPED related research 	<ul style="list-style-type: none"> • At least 100 available contextualized learning materials in the LRMDs for each subject area • At least 10 complete IPED related research

APPENDIX A – SCHOOL DROPOUT RATES: MOST AND LEAST

MOST DROPOUT RATE SY 2014-2015 ELEMENTARY LEVEL		
	SCHOOL	DROPOUT RATE
1	Brookspoint Elementary Sch.	5.79
2	Josefa Cariño Elementary Sch.	3.36
3	Lindawan Elementary Sch.	2.74
4	Andres Bonifacio Elem. Sch.	1.59
5	Quezon Hill Elementary Sch.	1.25
6	Doña Aurora Elem. Sch.	1.01
7	Apolinario Mabini Elem. Sch.	0.96
8	San Vicente Elem. Sch.	0.91
9	Manuel L. Quezon Elem. Sch.	0.76
10	Jose P. Rizal Elementary School	0.75

LEAST DROPOUT RATE SY 2014-2015 ELEMENTARY LEVEL		
	SCHOOL	DROPOUT RATE
1	Adiwang Elementary School	0
2	Crystal Cave Elem School	0
3	Dominican- Mirador Elem. Sch.	0
4	Sto. Tomas Elementary School	0
5	Fairview Elementary School	0
6	Irisan Elementary School	0
7	Pacday Quiño Elem. Sch.	0
8	San Luis Elem. Sch.	0
9	Bakakeng Elementary School	0
10	Camp 7 Elementary School	0
11	Doña Aurora H. Bueno Elem Sch.	0
12	Jose P. Laurel Elementary Sch.	0
13	Baguio Country Club Elem. Sch.	0
14	Gibraltar Elementary Sch.	0
15	Happy Hallow Elem Sch.	0
16	Kias Elementary School	0
17	Springhills Elementary School	0
17	Pinget Elementary School	0
19	Quirino Hill Elementary School	0
20	Ramon Magsaysay Elementary School	0
21	Don Mariano Marcos Elem. Sch.	0
22	Holy Ghost Extension Elem. Sch.	0

MOST DROPOUT RATE SY 2014-2015 SECONDARY LEVEL		
	SCHOOL	DROPOUT RATE
1	San Vicente National High School	4.51
2	Rizal National High School	4.13
3	Mil-an National High School	2.96
4	Quezon Hill National High School	2.89
5	Magsaysay National High School	2.85
6	Doña Aurora National High School	2.83
7	Fort del Pilar Annex	2.47
8	Baguio City National High School (Main)	2.29
9	Pines City National High School	1.65
10	Joaquin National High School	1.56

LEAST DROPOUT RATE SY 2014-2015 SECONDARY LEVEL		
	SCHOOL	DROPOUT RATE
1	Guisad Valley National High School	0
2	Happy Hallow National High School	0
3	Pinget National High School	0
4	Roxas National High School	0
5	Dominican-Mirador NHS	0
6	Irisan National High School	1.04
7	Lindawan National High School	1.40
8	Bakakeng National High School	1.69

APPENDIX B – SCHOOL INVENTORY: EDUCATIONAL FACILITIES

EDUCATIONAL FACILITIES INVENTORY: COMFORT ROOMS AND OTHER FACILITIES/FURNITURES

Baguio Central District

	School Name	COMFORT ROOMS												OTHER FACILITIES / FURNITURES											
		MALE URINALS			TOILET BOWLS						FEMALE URINALS			WASHING FACILITIES			WATER TANK			WATER TANK					
		Good Condition	For Repair	Condemnable	Good Condition			For Repair			Condemnable			Good Condition	For Repair	Condemnable	Aluminum / Plastic / Galva	Tank No.	Capacity (drums)	Concrete	Tank No.	Capacity (drums)			
M	F				T	M	F	T	M	F	T														
1	Adiwang Elem. School	1	0	3	0	0	1	0	0	0	0	0	3	2	1	0	0	2	0	5	5	50	1	1	12
2	Aguinaldo Elem. School	0	0	0	0	0	22	3	0	3	0	0	0	0	0	0	3	0	0	6	6	72	0	0	0
3	Baguio Central School	2	0	0	0	0	56	0	0	0	0	0	0	0	0	0	51	0	0	9	9	94	0	0	0
4	Crystal Cave Elem. School	0	0	0	3	3	6	0	0	0	0	0	0	0	0	0	0	3	0	2	2	10	0	0	0
5	Dom. - Mirador Elem. School	0	0	0	1	1	2	1	1	2	0	0	0	0	0	0	0	0	0	4	4	44	0	0	0
6	Dontogan Elem. School	0	0	0	0	0	21	0	0	0	0	0	0	0	0	0	11	0	0	7	7	72	0	0	0
7	Manuel A. Roxas Elem. School	1	3	0	8	7	15	3	3	6	0	0	0	0	0	0	2	2	0	6	6	91	0	0	0
8	Santo Tomas Elem. School	0	0	0	5	5	10	2	2	4	0	0	0	0	4	0	3	1	0	5	5	56	0	0	0

West Baguio Central
District

	School Name	COMFORT ROOMS												OTHER FACILITIES / FURNITURES											
		MALE URINALS			TOILET BOWLS						FEMALE URINALS			WASHING FACILITIES			WATER TANK			WATER TANK					
		Good Condition	For Repair	Condemnable	Good Condition			For Repair			Condemnable			Good Condition	For Repair	Condemnable	Aluminum / Plastic / Galva	Tank No.	Capacity (drums)	Concrete	Tank No.	Capacity (drums)			
M	F				T	M	F	T	M	F	T														
1	Elpidio Quirino Elem. School	6	0	0	0	0	37	0	0	0			0	6	0	0	29	4	0	9	9	80	0	0	0
2	Fairview Elem. School	0	0	0	1	2	3	0	0	0	0	0	0	0	0	0	3	0	0	1	1	10	0	0	0
3	Irisan Elem. School	0	0	0	2	4	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	Josefa Cariño Elem. School	1	0	0	3	29	32	0	0	0	0	1	1	0	0	0	3	0	1	1	1	10	0	0	0
5	Pacday Quinio Elem. School	0	0	0	0	0	14	0	0	5	0	0	0	0	0	0	12	7	0	2	2	2	1	1	22
6	Quezon Hill Elem. School	0	0	0	0	0	40	0	0	4	0	0	0	0	0	0	31	1	0	28	28	249	0	0	0
7	San Carlos Hts. Elem. School	1	0	0	1	2	3	0	0	0	0	0	0	2	0	0	1	0	0	2	2	14	1	1	7
8	San Luis Elem. School	1	0	0	0	4	4	1	0	1	0	0	0	0	0	0	0	1	1	2	2	12	0	0	0

Quezon District

	School Name	COMFORT ROOMS												OTHER FACILITIES / FURNITURES											
		MALE URINALS			TOILET BOWLS						FEMALE URINALS			WASHING FACILITIES			WATER TANK			WATER TANK					
		Good Condition	For Repair	Condemnable	Good Condition			For Repair			Condemnable			Good Condition	For Repair	Condemnable	Aluminum / Plastic / Galva	Tank No.	Capacity (drums)	Concrete	Tank No.	Capacity (drums)			
					M	F	T	M	F	T	M	F	T												
1	Baguio SPED Center	2	1	0	8	18	26	0	1	1	0	0	0	5	4	0	21	4	1	3	36	0	0	0	0
2	Bakakeng Elem. School	0	0	0	0	0	17	0	0	0	0	0	0	0	0	0	5	0	0	2	12	0	0	0	0
3	Camp 7 Elem. School	2	2	0			4			2	0	0	0	3	0	0	5	0	0	4	4	27	1	0	0
4	Doña Aurora H, Bueno Elem. School	0	0	0	0	0	15	0	0	1	0	0	0	0	0	0	15	1	0	5	5	56	0	0	0
5	Jose P. Laurel Elem. School	1	1	0	3	3	6	1	3	4	0	0	0	0	0	0	6	0	0	5	5	56	0	0	0
6	Manuel L. Quezon Elem. School	3	0	0	10	10	20	4	6	10	0	0	0	0	0	0	5	6	0	8	8	100	1	1	40
7	San Vicente Elem. School	2	0	0			17			1	0	0	0	2	0	0	0	0	0	8	8	72	0	0	0

North Quezon District

	School Name	COMFORT ROOMS												OTHER FACILITIES / FURNITURES											
		MALE URINALS			TOILET BOWLS						FEMALE URINALS			WASHING FACILITIES			WATER TANK			WATER TANK					
		Good Condition	For Repair	Condemnable	Good Condition			For Repair			Condemnable			Good Condition	For Repair	Condemnable	Aluminum / Plastic / Galva	Tank No.	Capacity (drums)	Concrete	Tank No.	Capacity (drums)			
M	F				T	M	F	T	M	F	T														
1	Baguio Country Club Village Elem. Sch.	1	0	0			5	0	0	0	0	0	0	0	0	0	0	0	0	1	10	12	1	1	10
2	Fort del Pilar Elem. School	0	0	0			24	0	0	0	0	0	0	0	0	0	20	3	0	8	8	81	0	0	0
3	Gibraltar Elem. School	0	1	0	0	1	1	3	1	4	0	0	0	0	4	0	1	1	0	1	1	10	0	0	0
4	Happy Hollow Elem. School	1	0	0			4			1	0	0	0	0	0	0	0	2	0	2	2	20	0	0	0
5	Lindawan Elem. School	0	0	0	2	4	6	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
6	Kias Elem. School	0	2	0	0	4	4	0	1	1	0	0	0	0	0	0	1	1	0	1	1	8	0	0	0
7	Springhills Elem. School	0	0	2	4	8	12	1	0	1	0	0	0	0	8	0	1	6	0	3	3	28	0	0	0
8	Jose P. Rizal Elem. School	0	0	0	16	22	38	5	1	6	1	1	2	0	0	0	19	0	0	10	10	75	3	13	25
9	Loakan Elem. School	1	0	0			30	0	0	0	0	0	0	1	0	0	3	0	0	6	6	63	1	1	5

Lucban District

	School Name	COMFORT ROOMS												OTHER FACILITIES / FURNITURES											
		MALE URINALS			TOILET BOWLS						FEMALE URINALS			WASHING FACILITIES			WATER TANK			WATER TANK					
		Good Condition	For Repair	Condemnable	Good Condition			For Repair			Condemnable			Good Condition	For Repair	Condemnable	Aluminum / Plastic / Galva	Tank No.	Capacity (drums)	Concrete	Tank No.	Capacity (drums)			
M	F				T	M	F	T	M	F	T														
1	Alfonso Tabora Elem. School	0	1	0			11			5			1	0	0	0	7	4	0	1	1	10	0	0	0
2	Andres Bonifacio Elem. School	2	0	1	14	18	32	3	5	8	0	0	0	0	0	0	22	6	0	8	8	460	0	0	0
3	Pinget Elem. School	0	0	0	0	16	16	0	0	0	0	0	0	16	0	0	8	1	0	18	18	154	0	0	0
4	Pinsao Elem. School	2	0	0	0		16	0		4	0	0	0	0	0	0	5	0	0	5	5	70	0	0	0
5	Quirino Hill Elem. School	1	3	0	2	12	14	0	0	0	0	0	0	0	0	0	2	0	1	2	2	22	0	0	0
6	Magsaysay Elem. School	0	2	0	5	20	25	0	0	0	0	0	0	0	0	0	1	19	0	4	4	25	1	1	172
7	Lucban Elem. School	2	0	0			53			9			1	0	0	0	27	5	3	15	15	120	0	0	0

Mabini District

	School Name	COMFORT ROOMS												OTHER FACILITIES / FURNITURES											
		MALE URINALS			TOILET BOWLS						FEMALE URINALS			WASHING FACILITIES			WATER TANK			WATER TANK					
		Good Condition	For Repair	Condemnable	Good Condition			For Repair			Condemnable			Good Condition	For Repair	Condemnable	Aluminum / Plastic / Galva	Tank No.	Capacity (drums)	Concrete	Tank No.	Capacity (drums)			
M	F				T	M	F	T	M	F	T														
1	Apolinario Mabini Elem. School	6	0	0	15	13	28	0	0	0	0	0	0	0	0	0	22	2	0	8	8	89	0	0	0
2	Brookpoint Elem. School	0	0	0	0	0	5	0	0	0	0	0	0	0	0	0	2	1	0	2	2	17.5	0	0	0
3	Don Mariano Marcos Elem. School	1	0	0	0	0	16	0	0	0	0	0	0	0	0	0	10	0	0	5	5	55	0	0	0
4	Doña Aurora Elem. School	6	2	0	0	0	42	0	0	6	0	0	0	4	0	0	3	0	0	9	9	77	0	0	0
5	Doña Nicasia J. Puyat Elem. School	2	2	0	0	0	12			1	0	0	0	1	0	0	9	6	0	2	2	8	1	1	12
6	Holy Ghost Elem. School	1	0	0	1	3	4	0	0	0	0	0	0	0	0	0	2	0	0	3	3	30	0	0	0

	School Name	COMFORT ROOMS															OTHER FACILITIES / FURNITURES								
		MALE URINALS			TOILET BOWLS									FEMALE URINALS			WASHING FACILITIES			WATER TANK			WATER TANK		
		Good Condition	For Repair	Condemnable	Good Condition			For Repair			Condemnable			Good Condition	For Repair	Condemnable	Good Condition	For Repair	Condemnable	Aluminum / Plastic / Galva	Tank No.	Capacity (drums)	Concrete	Tank No.	Capacity (drums)
M	F				T	M	F	T	M	F	T														
1	Baguio City High School - Main	9	0	0	0	0	127	0	0	0	0	0	0	0	0	0	21	0	0	17	17	420	0	0	0
2	Fort del Pilar - Annex	1	0	0	0	1	1	3	3	6	0	0	0	0	0	0	3	0	0	4	4	36	0	0	0
3	Hillside Annex	2	0	0	1	5	6	1	1	2	0	0	0	0	0	0	2	0	0	2	2	35	0	0	0
4	Bakakeng National High School	1	0	0	4	4	8	0	0	0	0	0	0	3	0	3	3	0	0	2	2	14	0	0	0
5	Dom. - Mirador National High School	0	0	0	2	3	5	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0
6	Doña Aurora National High School	2	0	0	1	1	2	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0
7	Guisad Valley National High School	6	2	0	0	0	2	0	0	0			6	2	0	12	0	0	4	3	3	30	0	0	0
8	Happy Hollow National High School	0	1	0	1	2	3	1	0	1	0	0	0	0	0	0	5	0		1	1	260	0	0	0
9	Irisan National High School	8	0	0	11	17	28	0	2	2	0	0	0	0	0	0	16	2	0	4	4	34	0	0	0
10	Joaquin Smith National High School	1	1	1	6	7	13	0	0	0	0	1	1	0	0	0	4	2	0	2	2	20	0	0	0
11	Lindawan National High School	1	1	0	2	1	3	1	1	2	0	0	0	0	0	0	1	0	0	2	2	24	0	0	0
12	Magsaysay National High School	2	1	0	4	6	10	2	3	5			1	0	0	0	6	3	0	3	3	40	0	0	0
13	Mil-an National High School	2	0	0	6	4	10	0	0	0	0	0	0	0	0	0	4	0	0	3	3	38	0	0	0
14	Pines City National High School	1	0	0	0	0	10	0	0	8	0	0	0	1	0	0	11	10	0	3	3	36	0	0	0
15	Pinget National High School	2	0	0	3	4	7	0	0	0	0	0	0	0	0	0	2	1	0	4	4	64	0	0	0
16	Pinsao National High School	3	0	0	7	7	14	0	0	0	0	0	0	3	3	0	4	4	0	6	6	72	0	0	0
17	Quezon Hill National High School	5	0	0	0	0	9	0	0	1	0	0	0	0	0		4	0	0	6	6	96	0	0	0
18	Rizal National High School	0	0	0	0	0	11	0	0	0	0	0	0	0	0	0	6	0	0	1	1	10	0	0	0
19	Roxas National High School	3	0	0	0	0	5	0	0	0	0	0	0	5	0	0	1	1	0	5	5	60	0	0	0
20	San Vicente National High School	4	3	0	8	12	20	3	3	6	0	0	0	0	0	0	1	2	0	4	4	53	0	0	0
21	Santo Tomas National High School	3	0	0	3	0	0	0	0	0	4	0	0	4	0	0	2	0	0	2	2	20	0	0	0

EDUCATIONAL FACILITIES INVENTORY: SUMMARY OF USAGE

BAGUIO CENTRAL DISTRICT

	School Name	SUMMARY OF USAGE						
		Classrooms	Science Labs	School Shops	Computer Labs	Library / Learning Centers	Offices	Others
1	Adiwang Elem. School	8	0	1	1	1	1	8
2	Aguinaldo Elem. School	25	0	1	1	1	1	12
3	Baguio Central School	72	0	0	1	0	2	10
4	Crystal Cave Elem. School	9	0	0	1	0	1	0
5	Dom. - Mirador Elem. School	10	0	0	1	1	1	0
6	Dontogan Elem. School	18	0	0	0	0	1	0
7	Manuel A. Roxas Elem. School	27	0	0	0	0	1	1
8	Santo Tomas Elem. School	10	0	2	1	1	1	3

WEST BAGUIO CENTRAL DISTRICT

	School Name	SUMMARY OF USAGE						
		Classrooms	Science Labs	School Shops	Computer Labs	Library / Learning Centers	Offices	Others
1	Elpidio Quirino Elem. School	32	0	2	1	1	1	10
2	Fairview Elem. School	6	0	0	0	0	1	1
3	Irisan Elem. School	4	0	0	0	0	0	0
4	Josefa Cariño Elem. School	45	0	0	0	1	2	2
5	Pacday Quinio Elem. School	25	0	0	0	0	0	0
6	Quezon Hill Elem. School	42	0	2	0	1	1	11
7	San Carlos Hts. Elem. School	18	0	0	0	0	1	0
8	San Luis Elem. School	13	0	0	0	0	1	0

QUEZON DISTRICT

	School Name	SUMMARY OF USAGE						
		Classrooms	Science Labs	School Shops	Computer Labs	Library / Learning Centers	Offices	Others
1	Baguio SPED Center	37	0	1	1	1	1	10
2	Bakakeng Elem. School	19	0	0	0	0	0	0
3	Camp 7 Elem. School	12	0	0	0	0	1	5
4	Doña Aurora H, Bueno Elem. School	16	0	1	1	0	1	0
5	Jose P. Laurel Elem. School	13	0	0	1	1	1	3
6	Manuel L. Quezon Elem. School	34	0	0	1	2	2	3
7	San Vicente Elem. School	24	0	0	1	1	1	2

NORTH QUEZON DISTRICT

	School Name	SUMMARY OF USAGE						
		Classrooms	Science Labs	School Shops	Computer Labs	Library / Learning Centers	Offices	Others
1	Baguio Country Club Village Elem. Sch.	4	0	0	0	0	1	0
2	Fort del Pilar Elem. School	38	0	0	0	0	1	2
3	Gibraltar Elem. School	12	0	1	0	0	1	5
4	Happy Hollow Elem. School	7	0	1	1	1	1	0
5	Lindawan Elem. School	9	0	1 (kitchen)	1	1 (clinic)	1	0
6	Kias Elem. School	12	0	0	0	1	0	4
7	Springhills Elem. School	7	0	0	0	0	0	1
8	Jose P. Rizal Elem. School	37	1	2	1	1	1	16
9	Loakan Elem. School	28	0	0	0	2	1	11

LUCBAN DISTRICT

	School Name	SUMMARY OF USAGE						
		Classrooms	Science Labs	School Shops	Computer Labs	Library / Learning Centers	Offices	Others
1	Alfonso Tabora Elem. School	12	0	0	0	1	1	8
2	Andres Bonifacio Elem. School	25	0	0	0	1	3	11
3	Pinget Elem. School	17	0	0	0	1	1	10
4	Pinsao Elem. School	14	0	0	1	2	3	25
5	Quirino Hill Elem. School	13	0	1	1	0	1	5
6	Magsaysay Elem. School	14	0	1	1	1	1	8
7	Lucban Elem. School	69	1	2	1	2	3	1

MABINI DISTRICT

	School Name	SUMMARY OF USAGE						
		Classrooms	Science Labs	School Shops	Computer Labs	Library / Learning Centers	Offices	Others
1	Apolinario Mabini Elem. School	52	0	0	0	0	3	11 (1 canteen, 1 outside CR)
2	Brookspoint Elem. School	6	0	0	0	0	0	3 outside toilets
3	Don Mariano Marcos Elem. School	12	0	0	1	1	1	3
4	Doña Aurora Elem. School	35	0	1	1	1	1	2
5	Doña Nicasia J. Puyat Elem. School	14	0	0	0	0	0	4
6	Holy Ghost Elem. School	8	0	0	0	0	1	2

SECONDARY

	School Name	SUMMARY OF USAGE						
		Classrooms	Science Labs	School Shops	Computer Labs	Library / Learning Centers	Offices	Others
1	Baguio City High School - Main	pls. refer to the submitted report						
2	Fort del Pilar - Annex	14	0	0	1	1	1	4
3	Hillside Annex	4	0	0	1	1	1	1
4	Bakakeng National High School	7	0	0	0	0	1	0
5	Dom. - Mirador National High School	7	0	0	0	0	1	1
6	Doña Aurora National High School	15	1	2	1	1	3	10
7	Guisad Valley National High School	21	0	0	1	1	0	6
8	Happy Hollow National High School	4	1		1	1	1	1 (canteen & function hall)
9	Irisan National High School	29	0	4	1	1	16	28 (CR)
10	Joaquin Smith National High School	15	0	0	0	0	2	4
11	Lindawan National High School	4	0	0	1	1	1	0
12	Magsaysay National High School	18	0	0	1	0	3	4
13	Mil-an National High School	17	1	2	1	1	4	5
14	Pines City National High School	49	2	1	6	0	7	4
15	Pinget National High School	8	0	0	0	0	1	7
16	Pinsao National High School	12	0	1	1	1	2	6
17	Quezon Hill National High School	18	1	0	0	1	3	8
18	Rizal National High School	16	0	1	1	1	3	9
19	Roxas National High School	15	1	1	1	1	1	3
20	San Vicente National High School	17	1	1	2	1	4	6
21	Santo Tomas National High School	9	1	1	1	1	2	1 (canteen)

APPENDIX C – SCHOOL NAT MPS : HIGHEST AND LOWEST

HIGHEST NAT MPS SY 2014-2015 ELEMENTARY LEVEL																			
School		Performance																	
		Filipino			Mathematics			English			Science			HEKASI			OVERALL		
Name	Code	Mean	SD	MPS	Mean	SD	MPS	Mean	SD	MPS	Mean	SD	MPS	Mean	SD	MPS	Mean	SD	MPS
San Luis ES	136390	34.19	2.39	85.48	37.63	3.29	94.09	36.98	2.89	92.45	39.44	1.19	98.61	36.58	1.26	91.44	184.83	5.05	92.41
Happy Hollow ES	136410	33.79	2.81	84.48	31.75	4.07	79.38	35.79	2.57	89.48	34.13	3.98	85.31	33.46	3.72	83.65	168.92	13.97	84.46
Doña Aurora H. Bueno ES	136408	30.32	3.21	75.81	34.09	3.57	85.23	35.09	3.12	87.73	29.64	3.74	74.09	32.81	3.13	82.01	161.95	11.81	80.97
Elpidio R. Quirino ES	136388	30.43	4.43	76.07	35.13	5.79	87.83	28.00	6.01	70.00	33.72	5.06	84.29	34.13	5.29	85.33	161.41	19.36	80.71
Brookspoint ES	221504	31.97	3.08	79.92	34.40	4.00	86.00	31.70	2.77	79.25	29.63	2.98	74.08	29.43	4.15	73.58	157.13	9.64	78.57
Bonifacio ES	136393	28.22	3.35	70.54	33.03	6.93	82.56	32.94	4.50	82.35	28.50	4.18	71.25	32.88	3.76	82.21	155.57	15.35	77.78
Ramon Magsaysay ES	136395	31.14	4.16	77.84	29.24	8.65	73.11	31.01	5.22	77.53	29.86	7.00	74.66	31.61	4.99	79.02	152.86	21.85	76.43
Crystal Cave ES	136407	30.04	2.62	75.11	31.45	3.22	78.62	28.51	3.56	71.28	30.91	3.17	77.29	26.66	2.56	66.65	147.57	10.44	73.79
Pacday Quinio ES	136386	24.17	5.13	60.42	29.24	5.76	73.09	33.44	3.95	83.61	30.80	3.06	77.00	29.85	4.41	74.63	147.50	15.99	73.75
Pinget ES	136396	26.05	4.92	65.14	29.73	6.85	74.32	28.82	5.28	72.05	33.21	3.87	83.01	28.74	4.31	71.85	146.55	15.12	73.27

**HIGHEST NAT MPS
SY 2014-2015
SECONDARY LEVEL**

School		Performance																				
		Filipino			Social Studies			Mathematics			Science			English			Critical Thinking			OVERALL		
Name	Code	Mean	SD	MPS	Mean	SD	MPS	Mean	SD	MPS	Mean	SD	MPS	Mean	SD	MPS	Mean	SD	MPS	Mean	SD	MPS
PINGET NHS	305286	43.30	3.85	72.17	36.73	5.47	61.22	38.14	6.53	76.29	38.09	6.78	63.48	33.86	6.04	56.43	13.02	1.58	65.09	203.14	21.55	65.53
Quezon Hill NHS	305287	40.20	5.64	67.00	34.08	6.21	56.81	28.33	7.67	56.66	32.14	6.87	53.57	30.45	6.03	50.76	11.76	3.13	58.78	176.97	28.10	57.09
Pinsao NHS	305285	39.95	5.85	66.58	32.57	6.58	54.28	23.79	8.57	47.59	34.55	8.84	57.58	30.82	5.84	51.37	10.52	3.16	52.58	172.20	32.07	55.55
Mil-an NHS	305275	40.39	7.18	67.32	34.31	7.13	57.19	25.22	8.88	50.45	29.71	8.47	49.52	28.57	7.23	47.61	10.07	3.25	50.33	168.27	34.90	54.28
Santo Tomas NHS	305279	37.78	6.29	62.97	33.35	6.19	55.59	25.04	7.09	50.07	29.46	6.91	49.11	29.43	6.14	49.04	10.43	2.70	52.13	165.49	27.47	53.38
Bakakeng NHS	305271	38.70	6.01	64.49	31.32	6.43	52.20	22.92	9.46	45.85	32.45	7.71	54.09	28.06	6.84	46.77	11.86	3.26	59.32	165.32	32.68	53.33
Dona Aurora NHS	305270	37.40	6.72	62.34	31.62	5.91	52.70	26.68	7.98	53.36	29.96	7.84	49.93	28.17	6.28	46.94	10.97	3.02	54.86	164.80	30.31	53.16
Happy Hallow NHS	305273	38.30	6.48	63.84	29.79	6.79	49.65	33.42	3.67	66.85	26.21	5.67	43.69	26.64	5.94	44.39	10.18	3.13	50.91	164.55	23.48	53.08
Rizal NHS	305276	40.43	5.54	67.38	31.46	6.39	52.43	19.16	7.10	38.32	32.29	7.28	53.82	29.58	5.72	49.29	10.90	2.81	54.51	163.82	26.82	52.85
LINDAWAN NHS	305274	41.43	5.35	69.04	32.95	6.12	54.92	19.48	7.59	38.95	28.93	7.38	48.21	30.10	6.27	50.17	10.45	3.72	52.25	163.33	29.78	52.69

**LOWEST NAT MPS
SY 2014-2015
ELEMENTARY LEVEL**

School		Performance																	
		Filipino			Mathematics			English			Science			HEKASI			OVERALL		
Name	Code	Mean	SD	MPS	Mean	SD	MPS	Mean	SD	MPS	Mean	SD	MPS	Mean	SD	MPS	Mean	SD	MPS
Kias ES	221501	25.94	5.11	64.84	20.91	7.44	52.29	26.30	6.25	65.74	18.87	5.73	47.18	17.64	7.14	44.10	109.66	25.34	54.83
Manuel A. Roxas ES	136415	24.69	4.52	61.74	24.70	7.39	61.76	23.55	6.88	58.87	19.04	5.68	47.60	17.54	5.92	43.85	109.53	23.59	54.76
Manuel L. Quezon ES	136414	22.79	5.05	56.97	20.80	7.91	52.01	23.13	7.20	57.81	23.07	8.08	57.68	17.74	6.25	44.36	107.53	27.66	53.77
Dontogan ES	136384	23.06	5.57	57.65	21.53	8.81	53.82	20.59	7.14	51.47	18.99	5.63	47.48	21.04	6.87	52.60	105.21	28.41	52.60
Josefa Cariño ES	136385	24.71	4.87	61.78	19.23	7.35	48.07	21.37	6.58	53.42	19.64	6.06	49.10	19.23	6.60	48.08	104.18	23.92	52.09
Doña Nicasia J. Puyat ES	136401	23.25	5.76	58.12	19.59	8.31	48.97	22.14	7.90	55.34	19.07	5.95	47.67	20.03	8.81	50.07	104.07	31.28	52.03
Irisan ES	221505	25.14	5.93	62.86	16.26	7.18	40.65	23.21	6.86	58.04	18.05	5.21	45.12	21.05	8.08	52.62	103.71	24.75	51.86
Rizal ES	136404	24.61	5.59	61.52	18.34	7.04	45.84	23.28	6.69	58.19	19.21	5.11	48.04	18.07	6.00	45.16	103.50	23.83	51.75
Baguio Central School	136382	24.03	5.24	60.07	18.46	8.01	46.14	24.74	7.58	61.84	17.41	5.85	43.52	17.79	6.67	44.47	102.42	27.60	51.21
Jose P. Laurel ES	136411	21.72	6.04	54.31	17.18	7.07	42.96	22.58	6.61	56.46	18.43	5.18	46.08	14.52	5.57	36.31	94.45	24.47	47.22

**LOWEST NAT MPS
SY 2014-2015
SECONDARY LEVEL**

School		Performance																				
		Filipino			Social Studies			Mathematics			Science			English			Critical Thinking			OVERALL		
Name	Code	Mean	SD	MPS	Mean	SD	MPS	Mean	SD	MPS	Mean	SD	MPS	Mean	SD	MPS	Mean	SD	MPS	Mean	SD	MPS
Roxas NHS	305277	37.75	6.40	62.92	28.96	7.29	48.26	23.99	7.79	47.98	29.02	8.15	48.36	30.11	6.41	50.18	11.93	2.61	59.65	161.75	29.59	52.18
Joaquin Smith NHS	305284	40.25	6.17	67.08	30.82	6.47	51.37	20.06	7.26	40.12	28.44	6.98	47.41	30.09	6.12	50.16	10.32	2.97	51.58	159.98	28.50	51.61
San Vicente NHS	305278	37.36	6.21	62.27	32.83	7.03	54.72	19.23	6.78	38.46	27.69	7.06	46.15	29.23	6.43	48.72	12.17	2.69	60.85	158.51	29.62	51.13
Pines City NHS - Main	305281	36.51	7.67	60.85	30.60	7.40	51.00	20.44	8.06	40.89	27.83	8.77	46.39	28.85	8.34	48.09	9.91	3.51	49.55	154.15	35.98	49.73
Guisad Valley NHS	305282	36.40	6.56	60.67	32.21	6.31	53.69	20.89	7.41	41.77	27.83	7.08	46.38	27.22	6.96	45.37	8.81	3.02	44.04	153.36	28.70	49.47
Dominican- Mirador NHS	319302	36.80	6.06	61.33	31.30	6.27	52.17	25.23	7.70	50.45	24.53	6.79	40.88	26.70	6.26	44.50	8.63	2.72	43.13	153.18	24.33	49.41
BCNHS- Fort del Pilar Annex	305272	37.18	7.48	61.96	29.20	7.15	48.67	21.65	8.07	43.30	27.10	7.50	45.16	27.19	6.88	45.32	9.90	3.26	49.49	152.21	33.41	49.10
Baguio City NHS - Main	305269	36.86	7.69	61.43	30.18	7.23	50.30	19.53	7.96	39.05	26.18	7.56	43.64	28.31	7.58	47.19	9.82	3.45	49.08	150.88	34.23	48.67
Magsaysay NHS	305283	37.46	6.19	62.43	28.84	6.60	48.07	18.23	6.83	36.46	26.96	7.30	44.93	28.62	6.39	47.70	10.34	3.14	51.71	150.44	28.05	48.53
BCNHS, Hillside Ext.	319304	36.66	7.15	61.10	28.62	6.51	47.70	19.32	6.66	38.64	24.00	6.06	40.00	25.52	6.54	42.53	8.54	3.17	42.70	142.66	28.23	46.02

DEDP CORE GROUP

CONTRIBUTORS

Access to and participation in education - **MARILYN S. API-IT & LETICIA A. HIDALGO**

Quality of education - **OLIVIA O. GOMEZ & MARIVIC M. GERVERO**

Education outcomes and external effectiveness - **REYNALYN T. PADSOYAN**

Educational costs and finance - **BELEN R. TOMIN**

Managerial and INSTITUTIONAL ASPECTS – **JOVELYN T. BALANTIN & BRENDA M. CARIÑO**

EDITOR

ARMI VICTORIA A. FIANGAAN

CONSULTANTS

ATTY. AUGUSTIN P. LABAN III

Attorney III

OIC – Schools Division Superintendent

ELMA D. DONAAL, EdD

Chief Education Supervisor

Schools Governance and Operations Division (SGOD)

RACHEL M. BUGTONG, EdD

Chief Education Supervisor

Curriculum Implementation Division (CID)



