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Republic of the Philippines
Department of Education
REGION VIII - EASTERN VISAYAS

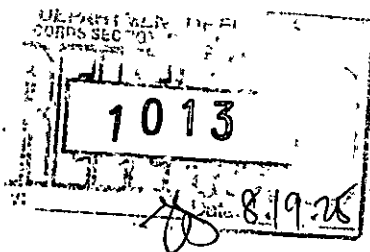
August 19, 2025

REGIONAL MEMORANDUM
No. 1013, s. 2025

REQUEST FOR COMMENTS AND RECOMMENDATIONS ON THE PROJECT STARS (SPECIALIZED TECHNIQUES FOR ACCELERATING READINES SKILLS) IMPLEMENTING GUIDELINES

To: Schools Division Superintendents
All Others Concerned

1. To ensure that the Implementing Guidelines for Project STARS (Specialized Techniques for Accelerating Readiness Skills) are comprehensive, practical, and aligned with operational realities, this Office, through the Curriculum and Learning Management Division (CLMD), requests additional field implementers to give comments and recommendations on the attached draft guidelines by accessing the link: <https://tinyurl.com/GuidelinesProjectSTARS> on or before August 29, 2025.
2. The Regional Office shall integrate insights, experiences, and technical expertise of the following key stakeholders: the CID Chief, Division Literacy and Numeracy Focal Persons, Public School District Supervisors, and selected Elementary and Secondary School Teachers. A total of six (6) representatives from each of the Schools Divisions shall be involved.
3. Further clarifications and queries may be sent to clmd.region8@deped.gov.ph.
4. Immediate dissemination of and compliance with this Memorandum are desired.



DR. RONELO AL K. FIRMO CESO IV
Asst. Regional Director
Officer In-Charge
Office of the Regional Director

Enclosures: As stated
References: DO No. 18, s. 2025
To be indicated in the Perpetual Index under the following subjects:
ARAL LITERACY NUMERACY PROJECT

CLMD-GCM



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Enclosure to Regional Memorandum No. 1013s. 2025

**Guidelines in the Implementation of Project STARS
(Specialized Techniques for Advancing Readiness Skills)**

I. RATIONALE

1. In response to persistent learning gaps and performance challenges among Filipino learners—particularly in the domains of literacy and numeracy—Project STARS (Specialized Techniques for Advancing Readiness Skills) emerges as a strategic curriculum innovation initiated by the Curriculum and Learning Management Division (CLMD) of DepEd Region VIII.

2. DepEd Region VIII Literacy and Numeracy Assessment Results at the Beginning of School Year 2025–2026 revealed significant learning gaps among students. Out of the 246,642 learners in Grades 1 to 3 assessed using the Comprehensive Rapid Literacy Assessment, 99,421 learners equivalent to 40.31% were identified under the Low and High Emergent Literacy Profile.

3. Similarly, data from the Phil-IRI assessment for Grades 4 to 10 showed that 244,626 learners, or 40.32%, were reading at the Frustration Level, which is three grade levels below their current placement.

4. In numeracy, among the 839,247 learners from Grades 1 to 10 who were assessed, 380,740 learners or 45.37% were found to be Not Proficient in grade-level mathematical skills.

5. Hence, this project is conceptualized as a structured, region-wide intervention framework that emphasizes the integration of validated assessments results, inclusive instructional practices, focus and targeted intervention, and data-informed decision-making. It seeks to unify and streamline various Programs, Projects, and Activities (PPAs) into a coherent system that enhances learner performance and addresses root causes of underachievement.

6. For School Year 2025–2026, Project STARS shall encompass literacy while numeracy and literacy in science shall follow in SY 2026–2027 including all other learning areas through the tracking of CRLA, Phil-IRI, and RMA Dashboards and the mean percentage scores based on the periodical examination results. Such is aligning with the Department of Education's broader national reform efforts under the Academic Recovery and Accessible Learning (ARAL) Program, institutionalized through Republic Act No. 12028¹. Central to this law is the implementation of ARAL Reading, ARAL Math, and ARAL-Science which aims to mitigate learning losses in foundational skills². Project STARS, through its contextualized approach, serves as the regional vehicle for ARAL's effective implementation which bridges national mandates with the unique educational landscape of Region VIII.

¹ Republic of the Philippines. (2024). Republic Act No. 12028: Academic Recovery and Accessible Learning (ARAL) Program Act. https://lawphil.net/statutes/repacts/ra2024/ra_12028_2024.html.

² Department of Education. (2023). *Implementation guidelines on the national learning recovery program through the ARAL (Academic Recovery and Accessible Learning) Program*. Pasig City: Department of Education.

7. Moreover, Project STARS directly supports the principles of the MATATAG agenda, particularly its thrust toward inclusive, learner-centered education³. By offering differentiated, needs-based interventions, the project aims to empower instructional leaders, from the Regional Office down to the school level, with the necessary tools and guidance to fulfill their roles effectively. The guidelines set forth in this document define essential processes and delineate clear responsibilities across governance levels, ensuring that interventions are both evidence-based and sustainable.

8. As a whole, Project STARS aspires not only to improve learner achievement in national and international assessments but also to institutionalize practices that are rooted in accurate data, ethical implementation, and collaborative stakeholder participation. By doing so, it positions itself as a transformative strategy that strengthens the region's capacity to deliver quality, equitable, and responsive basic education.

II. PROJECT DESCRIPTION

9. Project STARS is a contextualized initiative of Eastern Visayas Region that shall respond to the needs of putting premium on the development of readiness skills among learners. Aligned with the ARAL Program, it adheres to the conduct of assessment but notably, with Project STARS, other teachers shall administer the EOSY assessments for improved credibility and validation of results and increased collaboration among education stakeholders.

10. To ensure that project STARS (Specialized Techniques for Advancing Readiness Skills) truly lives up to its name and becomes a transformative force in DepEd Region VIII, here are relevant and unique strategies tailored to the region's educational landscape and challenges:

A. Strategic Techniques to Elevate Project STARS

a. STAR Clusters: School-Based Targeted Academic Response

- Group schools into clusters based on assessment data (e.g., literacy/numeracy/proficiency levels).
Assign specialized intervention coaches per cluster to guide contextualized strategies.
- Promote inter-school collaboration through shared LAC sessions and peer mentoring.

b. Community STAR Hubs

- Establish community-based learning centers in barangays with high numbers of struggling learners.
- Engage retired teachers, local college students, and volunteers to run weekend literacy and numeracy sessions.
- Integrate local culture and language to make learning more relatable and inclusive.

c. STAR Labs: Innovation in Instruction

- Encourage schools to create "STAR Labs" — dedicated spaces for differentiated instruction using Project FELT and UKULELE strategies.

- Equip these labs with interactive materials, digital tools, and flexible seating to support varied learning styles.
- Use these labs for remediation, enrichment, and cross-disciplinary learning.

B. Data-Driven and Ethical Implementation

a. STAR Dashboards for Real-Time Monitoring

- Develop user-friendly dashboards at the school level to visualize BOSY, MOSY, and EOSY data.
- Include color-coded learner profiles to easily identify intervention needs.
- Train teachers and school heads to use dashboards for instructional planning and SIP/AIP integration.

b. STAR Scorecards for Accountability

- Create scorecards for each governance level (teacher, school head, supervisor) aligned with PPST, PPSSH, and PPSS.
- Include metrics like learner growth, intervention effectiveness, and community engagement.
- Use scorecards during performance reviews and coaching sessions.

C. Instructional and Assessment Innovations

a. STAR Scripts and Storylines

- Develop lesson scripts that integrate literacy into science, math, and social studies.
- Use storytelling techniques rooted in Waray-Waray and Cebuano cultures to teach foundational skills.
- Encourage teachers to co-create and share scripts during LAC sessions.

b. STAR Switch: Cross-Grade Assessment Administration

- Implement a “STAR Switch” system where teachers from different grade levels administer EOSY assessments.
- Promotes objectivity, builds trust, and fosters professional collaboration.
- Rotate teachers annually to ensure fairness and broaden instructional perspectives.

D. Stakeholder Engagement and Sustainability

a. STAR Parent Circles

- Organize monthly parent circles focused on literacy and numeracy support at home.
- Provide simple guides and activities parents can do with their children.
- Recognize active parents during Portfolio Day to build a culture of shared accountability.

b. STAR Champions Program

- Identify and train “STAR Champions” among teachers, school heads, and supervisors.
- Champions lead capacity-building, mentor peers, and showcase best practices.
- Feature them in regional newsletters and events to inspire others.

c. STAR Pulse: Continuous Feedback Loop

- Use short surveys, focus groups, and student reflections to gather feedback on interventions.

- Analyze feedback during REMANCOM and REXECOM meetings to adjust strategies.
 - Include student voice in planning to ensure relevance and responsiveness.
- d. STAR Apprentice: Community and Work Immersion
- Best performing and immersion ready learners are given an opportunity to share KSAs they learned in school to the community thru participation in exhibits, stage plays, trade fair, art, sports, or talent clinics, shows, immersion activities, industry exposure, etc.

III. OBJECTIVES OF THE PROJECT

10. By the end of the academic year, schools will institutionalize systematic assessment administration and data interpretation practices to enhance learner performance—primarily in literacy and numeracy, and extending to content-area competencies—as evidenced by improved outcomes and active learner participation in both school and community-based learning activities.

Specifically, this Project aims to:

- a. Establish and implement school-level protocols for the systematic administration, collection, and interpretation of assessment data across grade levels and learning areas.
- b. Improve teaching practices in literacy and numeracy including those in content areas through targeted interventions, instructional supervision, and resource development.
- c. Support the integration of literacy skills into content-area instruction to promote cross-disciplinary learning and deeper understanding.
- d. Improve learner performance primary in literacy and numeracy to include satisfactory learning outcomes in content areas
- e. Provide evidence of learning through learner participation in school and community activities.

IV. SCOPE

11. The implementation of guidelines on the Project STARS in Region VIII shall cover all learners in kindergarten to Grades 12 including those in the ALS and Special classes.

V. DEFINITION OF TERMS

12. **ARAL Program.** Anchored on Republic Act 12028, this program focuses on addressing learning gaps and ensuring accessible education for all students, particularly in the wake of challenges posed by recent educational disruptions.

13. **Assessment.** This pertains to the process that is used to keep track of learners' progress in relation to learning standards and development. In this Project, this refers to the administration of CRLA, Phil-IRI, RMA, EGRA, and giving of summative test to get the MPS in content areas.

14. **Beginning of School Year (BOSY) assessment** – This assessment is given within the two (2) weeks up to one month from the beginning of school year for the purpose of gathering diagnostic insights and inform targeted interventions.

15. **End of School Year (EOSY) assessment** – This assessment is conducted one month before the fourth grading examination measures the overall learner progress. Learners needing further shall be recommended for DepEd Summer Program. Moreover, results of this assessment shall give information on the effectiveness of interventions which may serve as basis for improvement for succeeding school year implementation.

16. **Middle of School Year (MOSY) Assessment** – This assessment serves to assess learner progress and make possible adjustments of localized, data-driven interventions implemented along with other needed supports for the remainder of the school year. This is conducted two weeks before the second quarter examination.

17. **Readiness Skills.** These refer to the foundational abilities and competencies that prepare the learners for success in the next stage of learning

VI. IMPLEMENTING GUIDELINES

A. Beginning and End of School Year Assessments

18. To establish baseline and comparison data, standardized assessments shall be administered at two key points during the school year:

- a. Beginning of School Year (BOSY) for the purpose of gathering diagnostic insights and inform targeted interventions.
- b. End of School Year (EOSY) in order to measure the overall learner progress and evaluate the effectiveness of interventions which may serve as basis for improvement for succeeding school year implementation

19. In order to track, however, the learners' literacy and numeracy progress to include the Kindergarten. The following standardized tools shall be utilized:

- a. Comprehensive Reading and Literacy Assessment (CRLA) for Grades 1-3;
- b. Philippine Informal Reading Inventory (Phil-IRI) for Grades 4-10;
- c. Rapid Mathematics Assessment (RMA) for Grades 1-10; and
- d. Enhanced EGRA and other formative tests for Kindergarten.

20. Moreover, the progress in the quarterly Mean Percentage Scores (MPS) of the Summative Tests results in all learning areas across grade levels including the ALS shall be analyzed to assess academic performance and instructional effectiveness. This will allow comparison of performance across grade levels to determine vertical alignment and progression of learning competencies to ascertain skills readiness.

21. The results of standardized assessments and Mean Percentage Scores (MPS) shall serve as a critical basis for identifying learners who require additional instructional support under the ARAL Program.

B. Mid-Year Assessments

22. To sustain academic support and strengthen instructional responsiveness, Mid-Year Assessments shall be administered a week before or after the second grading periodical examination of the school year.

23. These assessments serve to assess learner progress and make possible adjustments of localized, data-driven interventions implemented along with other needed supports for the remainder of the school year.

24. Assessment items shall be developed based on the competencies assessed. Item development shall be carried out collaboratively by classroom teachers, in coordination with Education Program Supervisors at the division and regional levels.

25. The Mid-Year Assessments aim to equip teachers and instructional leaders with timely insights into persistent learning gaps, enabling the design of evidence-based strategies responsive to the diverse needs of learners. Such strategies may include targeted remediation, enrichment, or adaptive instructional approaches aligned with individual learner profiles.

C. ROLES AND FUNCTIONS

26. In order to carry out and attain the objectives of the assessments in the Project STARS implementation, the following are the specific roles and functions per governance level:

a. **CLMD Chief (Regional Level).** The CLMD Chief serves as the lead in Strategic Oversight and Policy Direction, with the following key responsibilities:

- Ensure alignment of assessment frameworks with national standards and the overarching goals of the project consistent with the ARAL program.
- Present analyzed BOSY, MOSY, EOSY results, including key interpretations, trends, and policy recommendations, to the ARD, RD, and chiefs of other functional divisions and other stakeholders, upon requests, to guide strategic decision-making.
- Oversee the quality and consistency of implementation by reviewing regional reports and evaluation findings.
- Facilitate capacity-building initiatives in coordination with HRDD (e.g., assessment design clinics or calibration workshops).
- Issue supplemental guidelines ensuring that Mid-Year Assessments align with BOSY/EOSY benchmarks and overarching ARAL objectives.
- Monitor regional compliance and provide strategic direction based on emerging trends from field reports.

b. Education Program Supervisors (EPSs) - (Regional Level)

- Disseminate CLMD directives to Division Supervisors, ensuring guidance is tailored to local contexts and operational realities.
- Oversee the timely and compliant administration of BOSY, MOSY, and EOSY assessments across all divisions.
- Provide targeted technical coaching to Division Supervisors, supporting accurate data collection, validation, and interpretation.
- Provide exemplars or frameworks to standardize Mid-Year Assessment tools across divisions.
- Validate a sample of school-developed items, in coordination with the LRMSD EPS, to ensure alignment and rigor.
- Interpret and analyze regional trends to guide the development of responsive and data-informed interventions.
- Identify challenges and exemplary practices for recommendation to the CLMD, fostering continuous improvement and strategic alignment.

c. Curriculum Implementation Chiefs

- Ascertain dissemination of the issued guidelines for consistency and coordinated efforts in improving learning outcomes.
- Come up with contextualized approach, strategies, and or mechanisms directed at achieving the target goals consistent with the project and the national ARAL Program.
- Monitor division compliance and provide strategic direction based on emerging trends from field reports.
- Facilitate capacity-building initiatives in coordination with other Division Personnel (e.g., assessment design clinics or calibration workshops).
- Oversee the overall implementation at the division level by reviewing division reports and evaluation findings.
- Present analyzed BOSY, MOSY, and EOSY results, including key interpretations, trends, and policy recommendations, to the SDS, ASDS, and the Division and Regional Field Technical Assistance Composite Teams (D/RFTACT) and other stakeholders, upon requests, to guide strategic decision-making.

d. Education Program Supervisors (EPSs) - (Division Level) Division EPSs primarily serve in the area of Program Management and Support to Schools, with the following key responsibilities:

- Lead orientation of school personnel on assessment administration and interpretation.
- Oversee deployment, collection, and initial analysis of CRLA, Phil-IRI, and RMA tools including the other assessment mechanisms mentioned.
- Ensure data encoding accuracy for BOSY/MOSY/EOSY results in the national dashboard through spot-checking.
- Use data to cluster schools for differentiated ARAL support.
- Facilitate feedback loops between schools and regional supervisors.

- Lead the coordination of item development workshops in collaboration with teachers.
- Review and endorse contextualized assessment items to ensure accuracy and grade-level alignment.
- Provide coaching to School Heads and teachers on interpreting results and designing follow-up interventions.
- Monitor timely implementation and facilitate feedback loops on assessment effectiveness

e. Public School District Supervisors

- Establish internal timelines and monitoring mechanisms with the School Heads to ensure smooth and timely administration of BOSY, MOSY, and EOSY assessments.
- Ensure the availability of trained teachers through the School Heads who will administer the tests and uphold adherence to standardized administration protocols.
- Facilitate post-assessment dialogues with School Heads to identify learner needs and prioritize appropriate interventions.
- Oversee the accuracy and completeness of the reports submitted to higher office, likewise, the analysis of the assessment results.
- Provide TA to school heads in the implementation of curriculum instruction and programs.

f. School Heads (School Level): The primary role of School Heads is centered on Instructional Leadership and Data-Informed Planning, as highlighted in the specific responsibilities below:

- Lead the validation of BOSY, MOSY, and EOSY data uploaded by teachers to the national assessment dashboard and other assessment results during the quarterly program implementation review.
- Ensure that data collection, scoring, and analysis are efficiently managed and documented.
- Integrate assessment data into School Improvement Plans (SIP), Annual Implementation Plans (AIP), and Learning Action Cell (LAC) sessions to guide instructional planning and professional learning
- Set internal schedules for assessment administration aligned with national and regional timelines.
- Prepare logistics for the conduct of EOSY accommodating DepEd personnel from other schools.
- Provides teachers with needed technical assistance to better equip and enhance instructional effectiveness and professional growth through the Project GIYA – Guide for Instruction Yielding Archetypal Teachers tools and Performance Management and Coaching Form (PMCF).
- Organize teacher collaboration sessions for item crafting and contextual validation.
- Lead reflective discussions with teachers to inform mid-course corrections in instructional strategies.

- Spearhead the conduct of conduct of LAC Session Insets and other professional activities at the school level that will enhance the instruction and assessments.

g. Teachers (Classroom Level)

- Administer the CRLA, Phil-IRI, or RMA and other necessary assessments in accordance with prescribed guidelines.
- Upload assessment results to the national dashboard within the required timeframe.
- Submit all other results through other possible online platforms.
- Analyze individual learner data to effectively group students for ARAL sessions.
- Implement targeted remediation or enrichment strategies based on BOSY diagnostic findings by employing applicable mechanism under Project FELT (Foundations for Effective learning Transition) specifically on providing learners with differentiated and targeted interventions per group types of learners and incorporating structured and unstructured learning stations.
- Employ varied teaching and learning approaches and strategies under Project UKULELE (Upgrading Kindergarten Education for Utmost Language Experience and Learning through Euphony).
- Integrate literacy skills into content area instruction to promote cross-disciplinary learning and deeper understanding.
- Encourage learner participation in school and community activities for well-rounded development of students and strengthens their connection to both their educational environment and society.
- Track learner progress and adjust instructional approaches based on outcomes.
- Co-develop Mid-Year Assessment items aligned with BOSY/EOSY-tested competencies.
- Evaluate targeted interventions and plan for adjustment in the succeeding year of implementation using the EOSY results as reference.
- Conduct EOSY in another school following the standards of administration and treating the learners with utmost fairness and confidentiality.
- Share relevant insights and learner needs during LAC or coaching sessions.

D. ADMINISTRATION OF ASSESSMENTS

27. Projects STARS embraces institutionalizing practices that are rooted in accurate data, ethical implementation, and collaborative stakeholder participation. The following shall be considered in the administration of the different assessments:

- BOSY and MOSY shall be administered by the school coordinators and the current class advisers. This arrangement shall allow the teacher to familiarize individual learning styles, strengths, and challenges

allowing the teacher to interpret assessment more accurately, provide feedback and support, and tailor instruction based on assessment outcomes. The SDOs may also explore assigning district supervisors and school heads to have random administration to further validate the results.

- EOSY shall be administered by other teachers handling the same grade levels within the district. This practice can strengthen the credibility of the assessment process and ensure that test administration follows standardized procedures. Moreover, it shall promote teamwork in evaluating learner performance; allow teachers to cross-check and validate assessment practices and at the same time build a community of practice focused on fair and effective assessment.

E. DOCUMENTATION OF ASSESSMENT RESULTS

28. To systematically track learner progress, teachers shall develop and maintain individual learner profiles based on the results of the BOSY, MOSY, and EOSY. These profiles serve as essential tools for informing instructional planning, tailoring interventions, and monitoring learning outcomes across key checkpoints.

29. All assessment data must be handled with the highest degree of confidentiality and should remain solely under the custody of the assigned teacher, in adherence to data privacy protocols and ethical standards governing learner information.

30. In addition, comparative analyses of BOSY and EOSY assessment results should be formally documented. The result of learner profiles at the EOSY shall be systematically transmitted to the teacher in the subsequent grade level to serve as baseline data. This practice ensures instructional continuity and supports the ongoing monitoring of learner development as they transition through grade levels.

31. School Heads shall verify the accuracy and ensure the availability of required documents, which shall be archived in either hard or soft copy formats, and made readily accessible for monitoring by Division and Regional EPSs.

32. Furthermore, the Public School District Supervisor shall extend technical assistance to school heads in identifying teachers with learners who are falling behind. The supervisor shall also help design targeted support for these teachers to enhance their content mastery and pedagogical skills, thereby enabling them to provide the necessary interventions for their learners.

F. DEVELOPMENT OF LOCALIZED INTERVENTIONS

33. Aligned with the goals of Project STARS, the effective development of interventions must be grounded on data derived from BOSY, Mid-Year, and EOSY assessments (CRLA, Phil-IRI, and RMA) and summative test results. These interventions must be informed by learner needs and aligned with the respective roles and competencies outlined in the Philippine Professional Standards for Teachers (PPST), School Heads (PPSSH), and Supervisors (PPSS) to ensure instructional coherence and improved learner outcomes.

34. The inclusion of localized interventions is essential to ensure responsiveness to the unique contextual realities of each district, school, and learner profile. The localized interventions respond to the emerging trends and specific learning gaps revealed by BoSY, MoSY, and EoSY assessments. This will empower teachers and school heads to take data-driven ownership-based actions in designing interventions that align with learner's real-time performance and readiness level.

35. Teachers shall develop and implement targeted instructional interventions informed by learners' assessed needs, as evidenced by their proficiency progression from the Beginning-of-School-Year (BOSY) to the Mid-Year Assessments. These interventions shall be anchored on specific learning gaps and may be integrated into daily lesson plans through differentiated instruction, or delivered through dedicated Remediation, Reinforcement, or Enrichment sessions, depending on the learners' level of mastery. Intervention strategies must be intentional, competency-based, and aligned with the objectives of the ARAL Program to ensure meaningful learner progress. All intervention efforts must be documented in school/district reports and linked to learner profiles, ensuring continuity as learners progress to the next grade level.

36. School Heads shall provide instructional leadership by ensuring the alignment and quality implementation of these teacher-designed interventions. Through regular classroom observations, instructional coaching, and post-observation conferences, they shall verify that interventions are integrated into teaching and learning plans and are effectively embedded in ARAL sessions. Furthermore, School Heads shall facilitate collaborative professional learning sessions (e.g., CE and LACs) to support continuous improvement in intervention planning and delivery.

37. Division Education Program Supervisors (EPSs) are encouraged to design contextualized innovations or intervention models that respond to specific trends and patterns emerging from school-level assessment data. These may include differentiated support mechanisms, thematic learning programs, or school clustering strategies. EPSs shall likewise monitor and evaluate the implementation and effectiveness of school-level interventions, providing technical assistance, mentoring, and data-driven feedback to School Heads and teachers.

38. At the regional level, Education Program Supervisors may conceptualize and roll out region-wide, subject-specific interventions or innovations that reinforce the goals of Project STARS. These initiatives shall be derived from regional analyses of BOSY and Mid-Year assessment data and aligned with key result areas in literacy and numeracy. Such interventions shall serve as strategic enhancements that complement division-led efforts, promote consistency in instructional practices, and foster system-wide improvement.

G. ACCOUNTABILITY ON LEARNER'S PERFORMANCE

39. Accountability is anchored in pedagogical frameworks such as constructivism, which underscores the educator's responsibility in designing and guiding impactful learning experiences.

40. For instructional supervisors, this sense of responsibility is articulated through the Philippine Professional Standards for Supervisors (PPSS), particularly Domain 1: *Supporting Curriculum Management and Implementation*, with a specific focus on the strand of *Learning Outcomes Assessment*. **Regional and Division Supervisors shall oversee the institutionalization of assessment practices and collect feedback on the analysis of results, which serve as the foundation for implementing data-driven interventions.** This process also informs the periodic review and enhancement of assessment-related policies, ensuring alignment with evolving educational standards and learner needs.

41. Aligned with the PPSH Domain 3: *Focusing Teaching and Learning* particularly Strand 3.4 on Learner Achievement and other Performance indicators, the **School Head shall include evidence of improved learning outcomes in literacy and numeracy and other learning area school performance as one of the OPCRf means of verification on the achievement of said domain and strand.**

42. Consistent with PPST Objective 10: *Adapt and implement learning programs that ensure relevance and responsiveness to the needs of learners* (PPST Indicator 4.3.2), **teachers shall ascertain learner's improved progress in literacy, numeracy, and other content areas handled by including proof of demonstration and achievement of such objective in the IPCRF.**

43. Meanwhile, parents must also be given orientation on the need to embrace parental accountability by making themselves actively involved in their children's education. This can be done through monitoring academic progress, checking homework, attending school meetings, and creating a supportive home environment, among others.

44. For a wider sense of shared accountability, learners' progress must be communicated to all internal and external stakeholders during Portfolio Day and other possible engagements. It is believed that dissemination of results can lead to forging more partnership in a more collaborative approach.

H. UTILIZATION AND DEVELOPMENT OF LEARNING RESOURCES

45. Investing in instructional materials such as quality textbooks, modules, and multimedia resources is crucial in achieving improved learning. Along with this view, field implementers may utilize existing learning resources used in the National Learning Camp and other resources which may be provided by the Central Office.

46. Other learning resources developed by the regional office, like the FELT Activity Sheets and Lesson Scripts, may also be used for differentiated learning activities and instruction.

I. SUSTAINABILITY OF THE PROJECT

47. To sustain the implementation of the Project, the Regional Office shall include progress reporting during the Regional Management Committee Meeting (REMANCOM), Regional Executive Committee Meeting (REXECOM), and deployment of Regional Field Technical Assistance Committee Teams (RFTACT).

48. All monitoring activities shall include but not limited to the review of the implementation which may serve as basis for further enhancement of the Project.

VII. MONITORING AND EVALUATION

49. In ensure that the Project is contributing to improving learning outcomes and organizational performance, a robust monitoring and evaluation process must be in place.

50. The Regional Office, through the Curriculum and Learning Management Division; the Schools Division Offices, through the Curriculum and Implementation Division, are expected to: conduct close monitoring as well as provide technical assistance, gather issues, and best practices along the implementation of the Project; integrate Project STARS agenda in all ARAL Program updates/reports in Regional Management Committee Meeting (REMANCOM), Regional Executive Committee Meeting (REXECOM), and deployment of Regional Field Technical Assistance Committee Teams (RFTACT); gather feedback and observations during the onsite monitoring activities as basis for planning adjustment

51. Queries on these guidelines shall be addressed to the Office of the Regional Director, DepEd Region VIII via email address deped.region8@deped.gov.ph.

VIII. EFFECTIVITY

52. The Regional Implementing Guidelines shall take effect immediately upon issuance. Questions, feedback, and recommendations may be sent to the Regional Office VIII or the Curriculum and Learning Management Division (CLMD), DepEd Region VIII Complex, Government Center, Candahug, Palo, Leyte through email at region8@deped.gov.ph or clmd.region8@deped.gov.ph.

IX. REFERENCES

- a. Department of Education. (2024, April 27). DepEd's MATATAG Agenda, BEDP 2030 approved by NEDA Board as national policy and plan for basic education. <https://www.deped.gov.ph/2024/04/27/depedsmatatag-agenda-bedp-2030-approved-by-neda-board-as-national-policy-and-plan-for-basic-education/>
- b. Department of Education. (2024, April 27). DepEd's MATATAG Agenda, BEDP 2030 approved by NEDA Board as national policy and plan for basic education. <https://www.deped.gov.ph/2024/04/27/depedsmatatag-agenda-bedp-2030-approved-by-neda-board-as-national-policy-and-plan-for-basic-education/>
- c. DepEd Order No. 8, s. 2016 – Policy Guidelines on Classroom Assessment
- d. DepEd Order No. 18, s. 2025 - Implementing Guidelines of the Academic Recovery and Accessible Learning Program
- e. DepEd Memorandum 56, s. 2025 - Supplemental Guidelines on the Implementation of the Aral School Readiness and Responsiveness Audit
- f. DO 20, s. 2024 - National Adoption and Implementation of the Philippine Professional Standards for School Heads
- g. DO 17, s. 2025 –Interim Guidelines for the Department of Education Performance Management and Evaluation System for Teachers in the School Year 2024-2025