

# DIVISION EDUCATION DEVELOPMENT PLAN 2017-2022



*"Continuing the Legacy  
of providing Quality  
Basic Education  
for a Progressive  
Malaybalay City"*

## PART 1: EXECUTIVE SUMMARY

Consistent to its mandate to formulate, implement, and coordinate policies, plans, programs, and projects in the areas of formal and alternative learning system of basic education, the Division of Malaybalay City is directed to achieve universal participation of school-age and non-school age learners, improve learning outcomes through clear and specific instructional objectives as well as strengthened governance and office operations from 2017 to 2022 by delivering interventions that are responsive to the current situations of the division.

In terms of access, the division is performing well in the intake at Kindergarten and Grade 7. Consequently, transition rate in Grades 6 to 7 is increasing from year to year. However, the most pressing issues of the division are in the large number of drop-outs at the secondary level and repetition rate in the elementary, which will continue to rise in the succeeding years if appropriate interventions will not be employed. Hence, there is a need to formulate and implement programs, activities and projects on Guidance and Counseling, Home Visitation, School Based Feeding Program, Child Friendly School System, Alternative Delivery Mode, Drop Out Reduction Program, instructional supervision and remedial instruction to arrest the continued existence of these problems.

Another challenge is the low enrolment of learners in A & E Secondary according to the baseline data of the Out of School Youth and Adults, (OSY, OSA) and the decreasing number of completers in Basic Literacy Program (BLP). Capacity to retain learners in the BLP and to capture the OSYs in the A & E Programs shall be strengthened by expanding the coverage of inclusion programs. Developing and Employing a data gathering, management, and validation system to track all the OSYs, OSAs and out of school children may also be a plausible step toward finding those OSYs and OSAs and bring them to the inclusion programs. The Malaybalay Integrated

Survey System (MISS) of the LGU is recognized as a support mechanism to attain this direction.

A different story can be told in the division's performance in terms of quality. The National Achievement Test (NAT) in elementary for the past five years found its weak spots in Science, Filipino and Araling Panlipunan learning areas with an average of 71.81%, 71.56 % & 74.98% respectively in SY 2014-2015. Although there is an increasing trend in the elementary level with 82.35% or 56 out of 68 elementary schools acquired an MPS higher than the national standard (NAT MPS) in SY 2014-2015 but it is still below the national standard of 75.

The secondary level finds its fluctuating NAT result as a major challenge of the division. It was found out that the MPS across all learning areas are below the national standard. This prompted the division to increase learners' performance by strengthening the capacity of school heads to provide instructional supervision, improve teacher's teaching competence most particularly those who are teaching subjects that are not their major areas, implement the unified reading program for secondary, and intensify the monitoring and evaluation of timely delivery of lessons.

With these strategic direction, it is expected that the division's performance will significantly increase after its implementation.

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## PART 2: RATIONALE/BACKGROUND

The Division of Malaybalay City<sup>1</sup> is situated in the heart of the province of Bukidnon characterized by mountainous topography and a city that boasts a total land area of 108, 258 hectares which is the largest in Region X and the 5<sup>th</sup> largest in the country. The city has 46 barangays<sup>2</sup>, 13 of which are classified as urban, 4 are urbanizing and 29 are in the rural areas, which are mostly agri-based communities with the presence of multinational corporations/plantations.

As a medium sized city division, it has a total population of 45,352 learners of which 29,000 are in the elementary, 12, 956 are in the Junior High School, and 3,396 are in Senior High School. This includes learners from geographically isolated disadvantaged areas, and culturally-diverse communities such as the seven (7) tribes of Bukidnon<sup>3</sup>, Muslims, and other migrants (Cebuano, Ilonggo, Bohol-anon, Ilocano etc.) catered through the Indigenous People's Education (IPEd), Muslim Education, Alternative Delivery Mode and Special Education (SPED)<sup>4</sup>.

The division's performance in terms of access<sup>5</sup> is high with a Gross Enrolment Rate (GER) of 116.09% and Net Enrolment Rate (NER) of 99.09% in elementary for the SY 2015-2016 and an increasing trend in GER for secondary at an average of 3.89% for the last five years. Intake at Kindergarten and transition at Grades 6 to 7 and Grades 10 to 11 are also more than 100%. Cohort-Survival Rate (CSR) in elementary though fluctuating in the last four years has an average increase of 5.86% while the CSR in secondary has an increasing trend at 3.88% in the past two years.

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<sup>1</sup> Annex 1.1 Map of Malaybalay City

<sup>2</sup> Annex 1.2 Classification of Barangays

<sup>3</sup> Annex 1.3 IP Population of Malaybalay City

<sup>4</sup> IPEd= 15,170; SPED=198, Muslim Education = 134

<sup>5</sup> Annex 2 Data on Access



This indicates that the existing programs, activities, and projects are effective thus should be sustained.

Nevertheless, the division is challenged with the low NER in secondary affected by the large number of drop-outs in this key stage. The number of drop-outs are increasing in secondary schools such as St. Peter NHS, Silae NHS, San Martin Agro-Industrial NHS, Bangcud NHS & Casisang NHS.

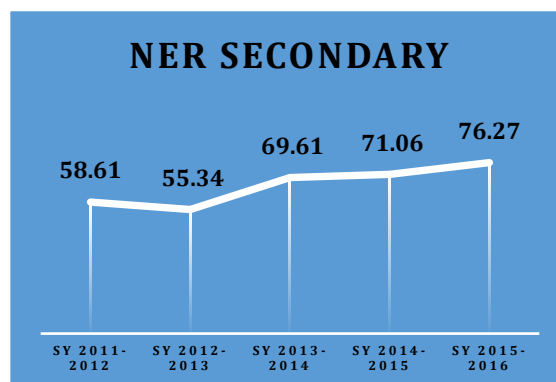


Figure 1. Shows the net enrollment rate for secondary from 2011-2012 to SY 2015-2016

The increase of drop-outs in these schools may be ascribed to distance from home to school with an average of 3 kilometers where learners have to hike and go through rough terrain, rugged mountain

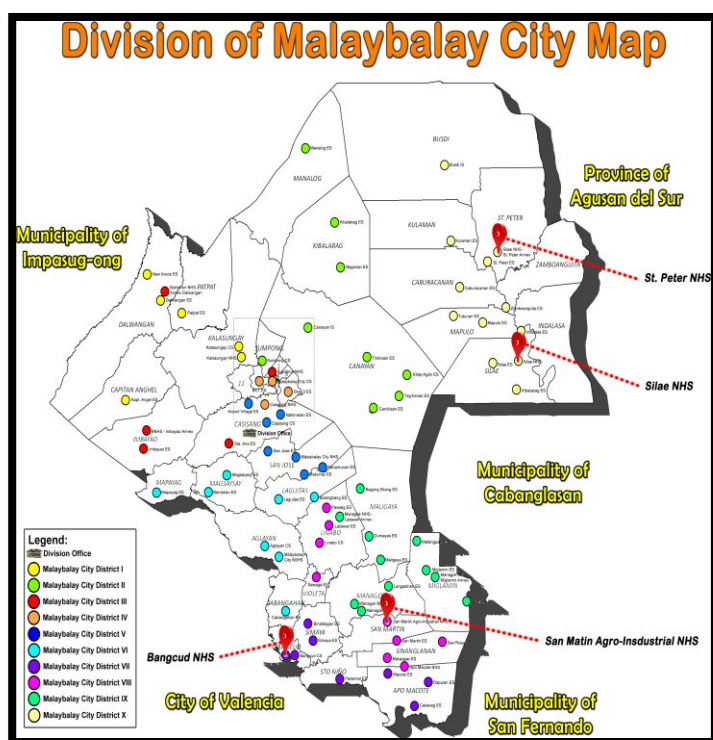


Figure 2. shows the Division of Malaybalay City Map with corresponding Districts

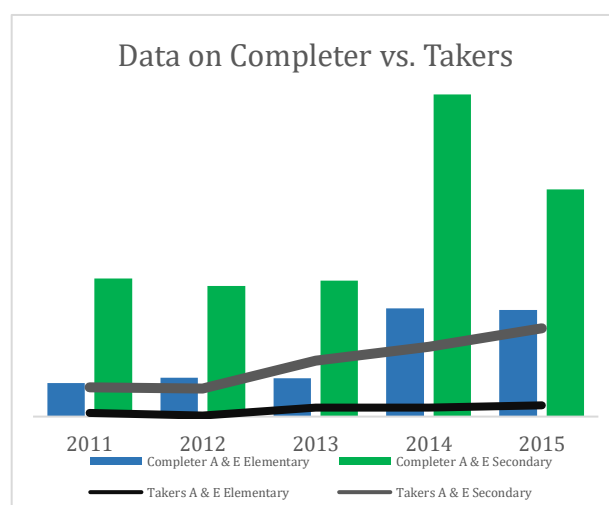
District X and the prevalence of child labor in schools such as St. Peter NHS, Silae NHS, San Martin Agro-Industrial NHS, Bangcud NHS, Casisang NHS,

<sup>6</sup> Annex 3 Data on Hazard Prone Areas per Barangay

Barangay 9 ES, Aglayan ES, Panamucan ES, Natid-asan ES, Silae ES, Lalawan ES, Mabuhay ES, BCT ES & San Jose ES, which are mainly agricultural and commercial areas, also significantly contributed to the increasing number of drop-outs. Currently, the division is vigorously implementing programs to retain the learners in school through the alternative delivery mode and to provide catchment for learners who have already dropped out through the Alternative Learning System (ALS).

Aside from being the division's catch basin for drop-outs, the ALS<sup>7</sup> also serves the Out of School Youth (OSY) and Out of School Adults (OSAs) through the three major programs implemented in its existing 92 Community Learning Centers (CLCs). However, in spite of the presence of many ALS CLCs, much remain to be done in terms of capturing and retaining the target learners into its programs. In 2016 alone, result of mapping reveals that out of the 10,523 illiterates, OSYs and OSAs in the city, only 3,695 were enrolled, and 2,086 were able to complete the Basic literacy program.

Moreover, though the bulk of enrolment in ALS is contributed by the Accreditation and Equivalency (A&E) Secondary learners, comparison between the number of mapped target learners and the enrolled learners yields a low participation in this program with a rate of 27.24% in 2016. All identified CLCs which have the lowest enrolment are located in remote areas accessible only through rigorous long trail hike or hired motorcycle ride. Consequently, the Basic Literacy Program obtained the lowest completion rate for the past five years. Specifically, in Districts VII and X which are located in agricultural and highland areas where most of the learners are farmers, seasonal workers and daily



<sup>7</sup> Annex 4 Data on ALS

Figure 3. shows the completers vs. Takers ALS Program from 2011-2015

wage earners who flock places where agricultural work is available.

ALS is faring well in the last five years with its continuously increasing passing rate. This trend should be sustained by strengthening the present literacy programs and interventions found to be functional. However, the number of takers each year is comparatively low than those who have completed the program with only 11.36% A & E Elementary and 28.83% for A & E Secondary. It is therefore imperative for the division to develop and use continuous intervention to ensure increase in the number of test takers.

Five-year average data of A & E Test result also reveals that the least mastered learning strand for elementary is Learning Strand 2 Problem Solving and Critical Thinking and for the secondary is Learning Strand 4 Development of Self and Sense of Community. Factors that may be contributory to this situation includes the need for ALS implementers who are under contracting scheme for more formal training on the content and delivery of lessons under these learning strands.

The planning team has evaluated the internal and external conditions as well as its identified challenges and opportunities within the division. Result shows that the Division's performance<sup>8</sup> in National Achievement Test (NAT) Elementary Level is consistently increasing for the last five years with the recent result surpassing the national standard at 75.05% and will continue to rise in the succeeding

*Table 1. Secondary Schools with their average 5-year NAT MPS*

Rank	Schools	5-Year Average MPS
1	Busdi IS	70.198
2	Can-ayan IS	69.670
3	Casisang NHS	69.195
4	Managok NHS - Lalawan Annex	65.517
5	Managok NHS	64.766
6	Bukidnon NHS - Imbayao Annex	64.719
7	Bukidnon NHS - Dalwangan Annex	63.782
8	Bukidnon NHS	62.407
9	Bangcud NHS	59.617
10	San Martin Agro-Industrial NHS	58.580
11	Managok NHS - Miglamin Annex	58.195
12	Malaybalay City NHS	54.674
13	Kalasungay NHS	54.438
14	Silae NHS	54.085
15	Malaybalay City Science NHS	53.372
16	St. Peter NHS	48.317

*Figure 4. shows the secondary schools with 5-year NAT MPS*

<sup>8</sup> Annex 5 Data on Quality



years if current interventions will be sustained specifically in Science, Filipino and Araling Panlipunan.

However, the division's challenges revolved on the curriculum implementation particularly in the improvement of learning outcomes specifically in Key Stage 3 (Grades 7- 10). Analysis of the learner's performance in key stage 3 based on the Mean Percentage Score (MPS) of the NAT reveals that target learners are grades seven to nine. The average NAT MPS of all secondary schools lies in Quadrant 3 (51-74) which means that majority of the schools did not obtain an MPS higher than the national standard except for Managok NHS Annex Lalawan which obtained an MPS of 75.41%. The fluctuating trend of NAT results across all learning areas also pose a challenge. Hence, efforts in implementing interventions to improve learning outcomes targeting the least mastered skills of all core learning areas in all secondary schools of the Division should be intensified.

Further segmentation of data reveals that most of the least mastered competencies across all subjects needs more focus in terms of teaching delivery and instructional supervision as all of which requires comprehension skills. This is the reason why the division should develop a comprehensive reading program for secondary schools. Another challenge also is the presence of teachers handling subjects that are not their field of specialization. This is the situation because in the past, though there were proper recruitment procedures done but there are areas in the secondary level that are wanting of applicants to the position. Specifics on this are the areas of Science, Filipino and MAPEH. This being the case, the Office was left to no option but to hire teachers who could teach the subject and leaving it to the potential of instructional supervision and In-service trainings to do its share in equipping these teachers the skills and knowledge to teach the subject.

In its first year of implementation, the Senior High School (SHS) Program has 112% of intake at Grade 11. This may be attributed to the intensive advocacy that was done prior to its implementation. Partnership with the local stakeholders also contributed to the high intake rate despite the challenges such as lack of classrooms, chairs, and teachers during opening of classes. The division addresses the existing problems by employing double-single sessions and utilizing Junior High School Teachers to teach in the SHS especially those who have the qualification suited to the position. The division is now looking into possible realignment of track offerings based on the interest of the learners and availability of immersion opportunities.

In terms of governance, the division office will continue its effort geared towards responding to the expectation by the parents, learners, and the community through the provision of child friendly, gender and culture sensitive, safe and motivating learning environment. Moreover, effective and efficient practices of leadership and governance, curriculum and learning, continuous improvement and accountability, and management of resources through improved School Based Management practices to include the SDO's transparent fiscal management practices, well-established unified, collaborative operational services should be sustained and enhanced.

## PART 3: STRATEGIC DIRECTIONS

Based on the Department vision, mission and goals, the Division of Malaybalay City articulated its own strategic directions to realize the vision and mission guided by the core values of the Department and the Sustainable Development Goals (SDG), to wit;

### **Goal 1: ACHIEVE UNIVERSAL PARTICIPATION**

**Strategy 1.1** Strengthen capacity of School Heads and Teachers to retain learners in school at Grade 7-12 levels.

- **Interventions:**

- 1.1.1 Intensify Drop-Out Reduction Program through Expansion of Open High School Program and additional Community Learning Centers
- 1.1.2 Implement the graded classroom remediation in all grade levels
- 1.1.3 Implement the K to 12 classroom assessment guidelines
- 1.1.4 Increase completion rate in BLP from 23.52% to 97% and enrolment in A & E Secondary by employment of tracking and referral mechanism using the data from the formulated

**Strategy 1.2** Strengthen the inclusive education to bring all learners to school through SPED, IPed, Muslim Education and to Community Learning Centers for ALS

- **Interventions:**

- 1.2.1 Establish new schools in remote areas such as Incalbog and Sitio Damitan Dalwangan.
- 1.2.2 Establish IP Schools in strategic, safe and accessible areas in Pigpamulahan, Pighalugan and Luyungan.
- 1.2.3 Establish Integrated Schools in strategic, safe and accessible areas namely Magsaysay, Kibalabag (District II), Kapitan Anghel.
- 1.2.4 Maximize Muslim Teachers to handle the ALIVE classes at MCCS & Brgy 9 ES
- 1.2.5 Strengthen conduct of advocacy and social mobilization Campaigns for OSY & OSA along with operationalization of efficient data mapping, storage and validation mechanisms

- 1.2.6 Strengthen literacy cum livelihood programs which are responsive to the context of the community.

## **Goal 2: IMPROVE LEARNING OUTCOMES**

**Strategy 2.1** Strengthen school heads capacity to provide instructional supervision

### **Interventions:**

- 2.1.1. Capacitate the School Heads in Instructional Supervision.
- 2.1.2. Ensure proper execution of instructional supervisory plan by school heads, Education Program Supervisors and Public Schools District Supervisors.

**Strategy 2.2** Establish a unified reading program for all secondary schools and intensify the reading program for elementary schools

### **Intervention:**

- 2.2.1. Implement reading programs appropriate for secondary level specifically to improve reading comprehension skills
- 2.2.2. Monitor and evaluate the reading and comprehension skills for elementary level

**Strategy 2.3** Strengthen the monitoring and evaluation of the timely delivery of lessons as reflected in the Curriculum Guides

### **Interventions:**

- 2.3.1. Ensure regular monitoring and evaluation by the school heads, Education Program Supervisors, Public Schools District Supervisors on the use of teacher's DLP, DLL as well as teachers contact time with their learners and expected competencies.
- 2.3.2. Improve the framing of periodical test questions through the use of prescribed standards in test constructions

**Strategy 2.4** Improve learners' performance focusing on the least mastered competencies of the five core learning areas and ALS Learning Strands

### **Interventions:**

- 2.4.1 Strengthen the capability of school heads and teachers in the effective delivery of lessons on the Least Mastered Competencies and learning strands
- 2.4.2 Strengthen remedial Instruction for least mastered competencies in all subject areas and learning strands for ALS
- 2.4.3. Conduct division-initiated formative literacy assessment and evaluation to establish literacy level and assess progress of ALS learners

- 2.4.4. Formulate and monitor the implementation of developmental activities focusing on the least mastered strand and competencies by capacitating learning facilitators and teaching personnel on the content and competency/ strand under the identified LMS appropriate for intended learners
- 2.4.5. Increase learner's performance on the least mastered competencies/learning strands through utilization of ICT4Ed interactive instructional materials and LRMDs quality-assured materials

### **Goal 3: ENSURE EFFECTIVE GOVERNANCE**

**Strategy 3.1** Enhance school heads' skills on the management of resources

#### **Interventions:**

- 3.1.1 Provide Technical Assistance on the safe keeping of important official documents to facilitate school site titling, insurance of building facilities and office equipment
- 3.1.2 Provide Technical Assistance on the Utilization and liquidation of downloaded school MOOE and other funds

**Strategy 3.2** Intensify the implementation of school-based management of programs, activities and projects (PAPs)

#### **Interventions:**

- 3.2.1 Monitor and evaluate the implementation of all school-based management programs, projects and activities
- 3.2.2 Conduct action research on the effectiveness of school-based programs projects and activities such as Health Education Programs, Sports, Madrasah Education Program, IPEd, DRRM, Scouting Program, Gulayan sa Paaralan, Child Friendly School System and other programs downloaded by the department.
- 3.2.3 Operationalize the DMEA, SMEA and conduct start up programs for the Division Education Development Plan.
- 3.2.4 Revitalize the Guidance and Counseling programs among Junior and Senior High School students.
- 3.2.5 Improve the child protection mechanism across all grade levels and enhance home visitations

**Strategy 3.3** Enhance office management and operations

#### **Interventions:**

- 3.3.1. Develop Division Operations flow in all office transactions



- 3.3.2. Operationalize improvement of office systems and procedures in the OSDS

**Strategy 3.4.** Strengthen the internal control system in the disbursement of government funds

**Interventions:**

- 3.4.1. Intensify the alignment of financial allocations and appropriate disbursement of funds
- 3.4.2. Ensure and sustain accuracy and reliability in financial reporting
- 3.4.3. Ensure and sustain economical, effective, and efficient financial operations through verification, reconciliation, and coherence of policies

**Strategy 3.5.** Capacitate the teachers and learning facilitators teaching subjects not their field of specialization.

**Interventions:**

- 3.5.1. Profiling and capacitating teachers

**Strategy 3.6:** Strengthen inter-agency and private entities partnerships for SHS and other PAPs implementation

**Interventions:**

- 3.6.1. Establish linkages through forum and partnership for SHS immersion and PAPs implementation

## PART 4: KEY PERFORMANCE

To clarify the strategic directions, the Division Target is presented by Key Performance Indicators below;

Goals	KPI	Baseline	2017	2018	2019	2020	2021	2022
			Y1	Y2	Y3	Y4	Y5	Y6
<b>Achieve Universal Participation for Elementary</b>	NER	95.67	95.89	96.11	96.33	96.56	96.78	97.00
	DR	311	251	190	130	70	9	0
	SL	1616	1302	989	675	362	48	0
	Repeater	196	158	120	82	44	6	0
	CSR	74.93	78.61	82.29	85.97	89.64	93.32	97.00
	CompR	73.54	77.45	81.36	85.27	89.18	93.09	97.00
<b>Achieve Universal Participation for Secondary</b>	NER	76.27	97.72	83.18	86.63	90.09	93.54	97
	DR	279	225	171	117	62	8	0
	SL	1463	1179	895	612	328	44	0
	Repeater	192	155	118	80	43	6	0
	CSR	66.69	71.74	76.79	81.85	86.90	91.95	97.00
	CompR	57	63.67	70.33	77.00	83.67	90.33	97.00
<b>Achieve Universal Participation in ALS</b>	BLP Enrolment	676	692	709	725	741	758	774
	A&E EL Enrolment	915	1096	1277	1458	1638	1819	2000
	A&E SL Enrolment	2104	3041	3978	4915	5851	6788	7725
<b>Improve Learning Outcomes</b>	LAPG	69.20	73.83	78.47	83.10	87.73	92.37	97.00
	NAT 6	75.05	78.71	82.37	86.02	89.68	93.34	97.00
	NAT 10	56.76	63.47	70.17	76.88	83.59	90.29	97.00
	A & E EL		61.04	68.23	75.42	82.62	89.81	97.00
	A & E SL		69.76	75.21	80.66	86.10	91.55	97.00

## PART 5: ORGANIZATIONAL CAPACITY AND ARRANGEMENTS

To formulate appropriate interventions; strategies were carefully laid down to answer the pressing problems. The following tables reflect the planned organizational capacity and arrangements to strengthen the areas of weaknesses.

STRATEGIES/INTERVENTIONS		Persons Involved	Resources needed/ Cost	Source of fund
<b>Goal 1: ACHIEVE UNIVERSAL PARTICIPATION</b>				
<b>Strategy 1.1 Strengthen capacity of School Heads and Teachers to retain learners in school at Grade 7-12 levels.</b>				
<b>Interventions</b>				
<b>1.1.1</b>	Intensify Drop-Out Reduction Program through Expansion of Alternative Delivery Mode - Open High School Program and additional Community Learning Centers.	SGOD (Chief ES- L. Capacio, DORP-EPS- R. Salupado (Focal Person), CID(Chief ES- R. Quirog, ADM-L. Alajar,(Focal Person) EPS –J. Adriatico, EPS II ALS, G. Catane & E. Binayao)		
<b>1.1.2</b>	Implement the graded classroom remediation in all grade levels	CID (Chief ES- R. Quirog, All PSDSs)		
<b>1.1.3</b>	Implement the K to 12 classroom assessment guidelines	CID (Chief ES- R. Quirog- EPS- R. Valde( Focal Person)		
<b>1.1.4</b>	Increase completion rate in BLP from 23.52% to 97% and enrolment in A & E Secondary by employment of tracking and referral mechanism	CID (Chief ES- R. Quirog, EPS-J. Adriatico (Focal Person), EPS II-ALS, G. Catane, E. Binayao)		
<b>Strategy 1.2 Strengthen the inclusive education program to bring all school age learners to school through SPED, IPed, Muslim Education and non-school age learners to community learning centers</b>				
<b>Interventions</b>				

1.2.1	Establish new schools in remote areas such as Incalbog Can-yan and Sitio Damitan, Dalwangan.	SGOD (Chief ES- L. Capacio, SEPS-P & R-V. San Miguel-(focal Person)-SEPS, EPS II-M & E- E. Ebor, M. Israel, ENGR. III- L. Fontanilla, PDO II-J. Lucine) OSDS (AO V-J. Nayra, Atty. III- OP Zamora)		BEFF and MOOE Fund
1.2.2	Establish IP Schools in strategic, safe and accessible areas in Pigpamulahan, Pighalugan and Luyungan.	SGOD (Chief ES- L. Capacio, SEPS-P & R-V. San Miguel-(focal Person)-SEPS, EPS II-M & E- E. Ebor, M. Israel, ENGR. III- L. Fontanilla, PDO II-J. Lucine) OSDS (AO V-J. Nayra, Atty. III- OP Zamora)		
1.2.3	Establish Integrated Schools in strategic, safe and accessible areas namely Magsaysay, Kibalabag (District II), Kapitan Anghel.	SGOD (Chief ES- L. Capacio, SEPS-P & R-V. San Miguel-(focal Person)-SEPS, EPS II-M & E- E. Ebor, M. Israel, ENGR. III- L. Fontanilla, PDO II-J. Lucine) OSDS (AO V-J. Nayra, Atty. III- OP Zamora)		National Fund
1.2.4	Maximize Muslim teachers to handle ALIVE classes at MCCS and Brgy 9 ES.	CID( Chief ES- R. Quirog, EPS- V. Pizzaro ( Focal Person) SGOD (Chief ES- L. Capacio, SEPS & EPS II –HRD- E. Cariaga, PO III-N. Sescon) OSDS ( AO V- J. Nayra, AO IV- GM Gamutin)		
1.2.5	Strengthen the conduct of advocacy and social mobilization Campaigns for OSYs & OSAs along with operationalization of efficient data mapping, storage and validation mechanisms	CID (Chief ES- R. Quirog, EPS- J. Adriatico- (Focal person) EPS II-ALS, G. Catane, E. Binayao) SGOD (Chief ES- L. Capacio,SEPS,EPS II- SocMob M. Mamawag)		
1.2.6	Strengthen literacy cum livelihood programs which are responsive to the context of the community	CID (Chief ES- R. Quirog, EPS- J. Adriatico- (Focal person) EPS II-ALS, G. Catane, E. Binayao) SGOD (Chief ES- L. Capacio,SEPS,EPS II- SocMob M. Mamawag)		

## Goal 2: IMPROVE LEARNING OUTCOMES

**Strategy 2.1** Strengthen school heads capacity to provide instructional supervision

Interventions				
2.1.1.	Capacitate the school heads, Education Program Supervisors	CID (Chief ES- R. Quirog (Focal Person), All EPSs and PSDSs)		

	and Public Schools District Supervisors in Instructional Supervision	SGOD (Chief ES- L. Capacio, SEPS & EPS II HRD. E. Cariaga)		
2.1.2	Ensure proper execution of instructional supervisory plan	CID (Chief ES- R. Quirog (Focal Person), All EPSs and PSDSs) SGOD (Chief ES- L. Capacio, SEPS & EPS II HRD. E. Cariaga)		
<b>Strategy 2.2 Establish a unified reading program for all secondary schools and intensify the reading program for elementary schools</b>				
2.2.1.	Implement reading programs appropriate for secondary level specifically to improve reading comprehension skills	CID (Chief ES- R. Quirog (Focal Person), All EPSs and PSDSs) SGOD (Chief ES- L. Capacio, SEPS & EPS II M & E E. Eborá & M. Israel) OSDS (AO V-J. Nayra, ITO I- P. Arias)		
2.2.2	Monitor and evaluate the reading and comprehension skills for elementary level	CID (Chief ES- R. Quirog (Focal Person), All EPSs and PSDSs) SGOD (Chief ES- L. Capacio, SEPS & EPS II M & E E. Eborá & M. Israel) OSDS (AO V-J. Nayra, ITO I- P. Arias)		
<b>Strategy 2.3 Strengthen the monitoring and evaluation of the timely delivery of lessons as reflected in the Curriculum Guides</b>				
<b>Interventions</b>				
2.3.1.	Ensure regular monitoring and evaluation of the school heads, Public Schools District Supervisors and Education Program Supervisors on the use of teacher's DLP, DLL; as well as teachers contact time with their learners and expected competencies.	CID (Chief ES- R. Quirog (Focal Person), All EPSs and PSDSs) SGOD (Chief ES- L. Capacio, SEPS & EPS II M & E, E. Eborá, M. Israel) OSDS (AO V-J. Nayra, ITO I- P. Arias)		Division MOOE Fund
2.3.2.	Improve the framing of periodical test questions through the use of prescribed standards in test constructions	CID (Chief ES- R. Quirog, Subject Coordinators (Focal Person) All EPSs and PSDSs)		
<b>Strategy 2.4 Improve learners' performance focusing on the least mastered competencies of the five core learning areas and ALS Learning Strands</b>				
<b>Interventions</b>				
2.4.1.	Strengthen the capability of school heads and teachers in the effective delivery of lessons on the Least Mastered Competencies and learning strands	CID (Chief ES- R. Quirog, All EPSs and PSDSs) SGOD (Chief ES- L. Capacio, SEPS & EPS II –HRD- E. Cariaga, EPS R-Salupado (Focal Person)		HRTD Fund



		EPS- J. Adriatico, EPS II-ALS, G. Catane, E. Binayao)		
<b>2.4.2.</b>	Strengthen remedial Instruction for least mastered competencies in all subject areas and learning strands for ALS	CID (Chief ES- R. Quirog, SGOD (Chief ES- L. Capacio, EPS- J. Adriatico, EPS II-ALS, G. Catane, E. Binayao)		School MOOE Fund
<b>2.4.3</b>	Conduct division-initiated formative literacy assessment and evaluation to establish literacy level and assess progress of ALS learners	CID (Chief ES- R. Quirog, EPS- J. Adriatico, EPS II-ALS, G. Catane, E. Binayao) SGOD (Chief ES- L. Capacio, SEPS & EPS II M & E, E. Ebor, M. Israel)		
<b>2.4.4</b>	Formulate and monitor the implementation of developmental activities focusing on the least mastered strand and competencies by capacitating learning facilitators and teaching personnel on the content and competency/ strand under the identified LMS appropriate for intended learners	CID (Chief ES- R. Quirog, EPS- J. Adriatico, EPS II-ALS, G. Catane, E. Binayao) SGOD (Chief ES- L. Capacio, SEPS & EPS II M & E, E. Ebor, M. Israel)		
<b>2.4.5</b>	Increase learner's performance on the least mastered competencies/learning strands through utilization of ICT4Ed interactive instructional materials and LRMDs quality-assured materials	CID (Chief ES- R. Quirog, EPS-P. Yap (focal Person) EPS- Adriatico, EPS II-ALS, G. Catane, E. Binayao, All EPSs and PSDSs) OSDS (AOV- J. Nayra, ITO I-P. Arias)		

## Goal 3: ENSURE EFFECTIVE GOVERNANCE

### Strategy 3.1 Enhance school heads' skills on the management of resources

Interventions				
<b>3.1.1</b>	Provide Technical Assistance on the safe keeping of important official documents, facilitate school site titling, insurance of building facilities and office equipment	SGOD (Chief ES- L. Capacio, ENGR. III- L. Fontanilla (Focal Person), PDO II-J. Lucine) OSDS (AO V-J. Nayra, Legal Officer III-Atty. OP Zamora)		School MOOE
<b>3.1.2</b>	Provide Technical assistance on the Utilization and liquidation of downloaded school MOOE and other funds	OSDS (AO V-J. Nayra, Accountant III- R. Rosalejos, AO V- Budget- S. Maputi)		HRTD Fund

### Strategy 3.2 Intensify the implementation of school-based management of programs, activities and projects (PAPs)

Interventions				
<b>3.2.1</b>	Monitor and evaluate the implementation of all the school-based management programs, projects and activities	SGOD (Chief ES- L. Capacio, SEPS, EPS II- M & E- E. Ebor (Focal Person), M. Israel, all SGOD Sections) CID (Chief ES- R. Quirog, All EPSs and PSDSs)		

		OSDS ( AO V-J. Nayra, Accountant III- R. Rosalejos		
<b>3.2.2</b>	3.2.2 Conduct action research on the effectiveness of school-based programs projects and activities such as Health Education Programs, Sports, Madrasah Education Program, IPEd, DRRM, Scouting Program, Gulayan sa Paaralan, Child Friendly School System and other programs downloaded by the department.	SGOD (Chief ES- L. Capacio, SEPS, Planning & Research- V. San miguel (Focal Person), M. Israel, all SGOD Sections) CID (Chief ES- R. Quirog, All EPSs and PSDSs) OSDS ( Ao V-J. Nayra & All Section heads)		
<b>3.2.3</b>	Operationalize the DMEA, SMEA and conduct start up programs for the Division Education Development Plan.	SGOD (Chief ES- L. Capacio, SEPS & EPS II M & E- E. Eborra & M. Israel, PO III- N. Sescon, SEPS & EPS II- HRD E. Cariaga) OSDS (AO V J. Nayra, AO IV-Personnel- GM Gamutin, Accountant III- R. Rosalejos)		
<b>3.2.4</b>	Revitalize the Guidance and Counseling programs among Junior and Senior High School students	SGOD (Chief ES- L. Capacio, EPS-R. Salupado (Focal Person), PDO I-, P. Padua & L. Cahucom)		
<b>3.2.5</b>	Improve the child protection and Gender and Development mechanism across all grade levels and enhance home visitations	SGOD (Chief ES- L. Capacio, EPS-R. Salupado (Focal Person),		
<b>Strategy 3.3 Enhance office management and operations</b>				
<b>Interventions:</b>				
<b>3.3.1</b>	Develop Division Operations flow in all office transactions	OSDS ( AO V- J. Nayra, all Section /unit heads)		
<b>3.3.2</b>	Operationalize improvement of office systems and procedures in the OSDS	OSDS ( AO V- J. Nayra, all Section /unit heads) ITO- P. Arias		
<b>Strategy 3.4. Strengthen the internal control system in the disbursement of government funds</b>				
<b>Interventions:</b>				
<b>3.4.1</b>	Intensify the alignment of financial allocations and actual disbursement of funds	OSDS ( AO V- J. Nayra, AO V- Budget- S. Maputi ( Focal Person), Accountant III-R. Rosalejos,)		

3.4.2	Ensure and sustain accuracy and reliability in financial reporting	OSDS ( AO V- J. Nayra, AO V- Budget- S. Maputi, Accountant III-R. Rosalejos (focal Person)		
3.4.3	Ensure and sustain economical, effective, and efficient financial operations through verification, reconciliation, and coherence of policies	OSDS ( AO V- J. Nayra, AO V- Budget- S. Maputi, Accountant III-R. Rosalejos (focal Person)		
<b>Strategy 3.5 Capacitate the teachers and learning facilitators teaching subjects not in their field of specialization.</b>				
3.5.1	Profiling and capacitating teachers	SGOD (Chief ES- L. Capacio, SEPS & EPS II HRD- E. Cariaga) OSDS (AO V J. Nayra, AO IV-Personnel- GM Gamutin)		
<b>Strategy 3.6: Strengthen inter-agency and private entities partnerships for SHS and other PAPs implementation</b>				
3.6.1.	Establish linkages through forum and partnership for SHS immersion and PAPs implementation	CID (Chief ES- R. Quirog, EPS- A. Ocier) SGOD (Chief ES- L. Capacio, SEPS,EPS II- SocMob M. Mamawag)		

# **DEDP STRUCTURE**

**Chairman: Sunny Ray F. Amit**  
**Assistant Schools Division Superintendent**

**Co- Chairman: Lorenzo O. Capacio, EdD**  
**Chief ES, SGOD**

**Co- Chairman: Ralph T. Quirog, EdD**  
**Chief ES, CID**

## **FOCAL PERSON:**

### **Goal 1: Access**

**Focal Person: Rosie A. Salupado**  
**EPS, SGOD**

### **Goal 2: Quality**

**Focal Person: Ralph T. Quirog, EdD**  
**Chief ES, CID**

### **Goal 3: Governance**

**Focal Person: Lorenzo O. Capacio, EdD**  
**Chief ES, SGOD**

## PART 6: INDICATIVE TIMELINE

To ensure timely implementation of the proposed strategies and interventions in the next six years, below is the indicative timelines that specify the specific period of implementation of the programs.

STRATEGIES/INTERVENTIONS		2017	2018	2019	2020	2021	2022
<b>Goal 1: ACHIEVE UNIVERSAL PARTICIPATION</b>							
<b>Strategy 1.1 Strengthen capacity of School Heads and Teachers to retain learners in school at Grade 7-12 levels.</b>							
<b>Interventions</b>							
1.1.1	Intensify Drop-Out Reduction Program through Expansion of Alternative Delivery Mode - Open High School Program and additional Community Learning Centers						
1.1.2	Implement the graded classroom remediation in all grade levels						
1.1.3	Implement the K to 12 classroom assessment guidelines						
1.1.4	Increase completion rate in BLP from 23.52% to 97% and enrolment in A & E Secondary by employment of tracking and referral mechanism						
<b>Strategy 1.2 Strengthen the inclusive education program to bring all school age learners to school through SPED, IPEd, Muslim Education and non-school age learners to community learning centers</b>							
<b>Interventions</b>							
1.2.1	Establish new schools in remote areas such as Incalbog Can-yan and Sitio Damitan, Dalwangan.						
1.2.2	Establish IP Schools in strategic, safe and accessible areas in						



	Pigpamulahan, Pighalugan and Luyungan.						
1.2.3	Establish Integrated Schools in strategic, safe and accessible areas namely Magsaysay, Kibalabag (District II), Kapitan Anghel.						
1.2.4	Maximize Muslim teachers to handle ALIVE classes at MCCS and Brgy 9 ES.						
1.2.5	Strengthen the conduct of advocacy and social mobilization Campaigns for OSYs & OSAs along with operationalization of efficient data mapping, storage and validation mechanisms						
1.2.6	Strengthen literacy cum livelihood programs which are responsive to the context of the community						
<b>Goal 2: IMPROVE LEARNING OUTCOMES</b>							
<b>Strategy 2.1 Strengthen school heads capacity to provide instructional supervision</b>							
<b>Interventions</b>							
2.1.1.	Capacitate the school heads in Instructional Supervision						
2.1.2	Ensure proper execution of instructional supervisory plan						
<b>Strategy 2.2 Establish a unified reading program for all secondary schools and intensify the reading program for elementary schools</b>							
<b>Interventions</b>							
2.2.1.	Implement reading programs appropriate for secondary level specifically to improve reading comprehension skills						
2.2.2	Monitor and evaluate the reading and comprehension skills for elementary level						
<b>Strategy 2.3 Strengthen the monitoring and evaluation of the timely delivery of lessons as reflected in the Curriculum Guides</b>							
<b>Interventions</b>							
2.3.1.	Ensure regular monitoring and evaluation of the school heads						

	instructional supervision/monitor the use of teacher's DLP, DLL; teachers contact time with their learners and expected competencies.						
2.3.2.	Improve the framing of periodical test questions through the use of prescribed standards in test constructions						

### **Strategy 2.4 Improve learners' performance focusing on the least mastered competencies of the five core learning areas and ALS Learning Strands**

#### **Interventions**

2.4.1.	Strengthen the capability of school heads and teachers in the effective delivery of lessons on the Least Mastered Competencies and learning strands						
2.4.2.	Strengthen remedial Instruction for least mastered competencies in all subject areas and learning strands for ALS						
2.4.3	Conduct division-initiated formative literacy assessment and evaluation to establish literacy level and assess progress of ALS learners						
2.4.4	Formulate and monitor the implementation of developmental activities focusing on the least mastered strand and competencies by capacitating learning facilitators and teaching personnel on the content and competency/ strand under the identified LMS appropriate for intended learners						
2.4.5	Increase learner's performance on the least mastered competencies/learning strands through utilization of ICT4Ed interactive instructional materials and LRMDs quality-assured materials						

## **Goal 3: ENSURE EFFECTIVE GOVERNANCE**

### **Strategy 3.1 Enhance school heads' skills on the management of resources**

#### **Interventions**

3.1.1	Provide Technical Assistance on the safe keeping of important official documents,						
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	facilitate school site titling, insurance of building facilities and office equipment						
3.1.2	Provide Technical assistance on the Utilization and liquidation of downloaded school MOOE and other funds						
<b>Strategy 3.2 Intensify the implementation of school-based management of programs, activities and projects (PAPs)</b>							
<b>Interventions</b>							
3.2.1	Monitor and evaluate the implementation of all the school-based management programs, projects and activities						
3.2.2	Conduct action research on the effectiveness of school-based programs projects and activities such as Health Education Programs, Sports, Madrasah Education Program, IPEd, DRRM, Scouting Program, Gulayan sa Paaralan, Child Friendly School System and other programs downloaded by the department.						
3.2.3	Operationalize the DMEA, SMEA and conduct start up programs for the Division Education Development Plan.						
3.2.4	Revitalize the Guidance and Counseling programs among Junior and Senior High School students						
3.2.5	Improve the child protection and Gender and Development mechanism across all grade levels and enhance home visitations						
<b>Strategy 3.3 Enhance office management and operations</b>							
<b>Interventions:</b>							
3.3.1	Provide competency-based training to the non-teaching personnel						

3.3.2	Operationalize improvement of office systems and procedures in the OSDS						
<b>Strategy 3.4. Strengthen the internal control system in the disbursement of government funds</b>							
<b>Interventions:</b>							
3.4.1	Intensify the alignment of financial allocations and actual disbursement of funds						
3.4.2	Ensure and sustain accuracy and reliability in financial reporting						
3.4.3	Ensure and sustain economical, effective, and efficient financial operations through verification, reconciliation, and coherence of policies						
<b>Strategy 3.5 Capacitate the teachers and learning facilitators teaching subjects not in their field of specialization.</b>							
<b>Intervention</b>							
3.5.1	Profiling and capacitating teachers						
<b>Strategy 3.6: Strengthen inter-agency and private entities partnerships for SHS and other PAPs implementation</b>							
<b>Intervention</b>							
3.6.1.	Establish linkages through forum and partnership for SHS immersion and PAPs implementation						

# ANNEXES





### **Annex 1.1.1. Socio-Economic Condition**

The City is mainly an agricultural area, and its products include rice, corn, sugarcane, vegetables, legumes, root crops, and high value crops. There are also commercial crops such as rubber, coffee, banana and pineapple in the city. Aside from crops, livestock, poultry and piggery farms also abound in the area. As to productive population, there are 99,984 population of 15 years and above and 58% are in the labor force. Of the 35,055 households surveyed in 2013, there are 17,413 households or 50% which have income below food threshold and 22,019 households or 63% which have income below the poverty thresholds.

Malaybalay is a fast growing city as manifested by the increase in number of commercial establishments, increase in construction of various infrastructures, increase in number of residential/housing subdivisions, among others. Based on the data from the Business and License Department, there is an increase of 121% in the number of commercial establishments from 2010 to 2015. The wholesale and retail trade remains to be the dominant type of commercial activity in the city, which account for about 55% of the total establishments. Next to wholesale and retail is services which account for an average of 11%, followed by agri-based establishment with 10%, and food establishments with 9%, then real estate with 5%. The rest of the establishments include: communications; banking and finance; sports and recreation; insurance; manufacturing; sand and gravel; and processing, which make up about 9% of the total establishments.

In terms of new constructions, in 2010 there were a total of 293 new constructions and it increased to 409 or 176% by 2014. Constructions are classified into residential, commercial, institutional, and agro-industrial. In the last 5 years, the residential type made up about 72% of the total constructions, followed by commercial at 19%, then institutional at 6% and lastly agro-industrial at 3%. This is telling us that more and more people in the city are building houses, which is also an indicator that families may already have higher income for them to be able to afford house construction.

*Source: City Planning and Development Office*

## Annex 1.2 Classification of Barangays

### BARANGAY AND ITS CLASSIFICATION

#### URBAN (13)

- Barangay 1
- Barangay 2
- Barangay 3
- Barangay 4
- Barangay 5
- Barangay 6
- Barangay 7
- Barangay 8
- Barangay 9
- Barangay 10
- Barangay 11
- Sumpong
- Casisang

#### RURAL(29)

- Apo Macote
- Busdi
- Cabangahan
- Caburacanan
- Canayan
- Capitan Angel

- Dalwangan

- Imbayao

- Indalaza

- Kibalabag

- Kulaman

- Laguistas

- Magsaysay

- Maligaya

- Managok

- Manalog

- Mapayag

- Mapulo

- Miglamin

- Patpat

- Saint Peter

- San Jose

- San Martin

- Santo Niño

- Silae

- Simaya

- Sinanglanan

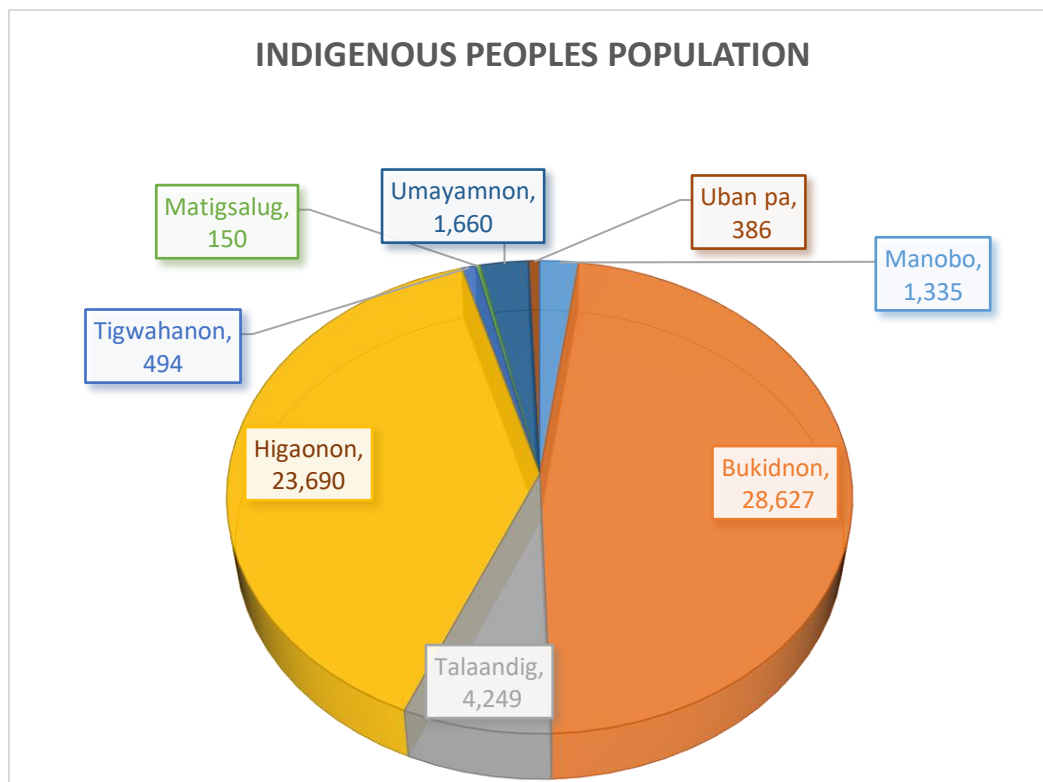
- Violeta

- Zamboanguita

#### URBANIZING (4)

- Aglayan
- Kalasungay
- Bangcud
- Linabo

### Annex 1.3 Breakdown of IP Population



#### Annex 1.3.a Demography

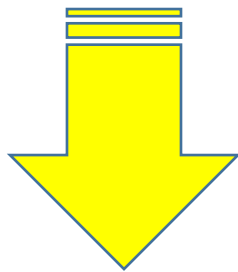
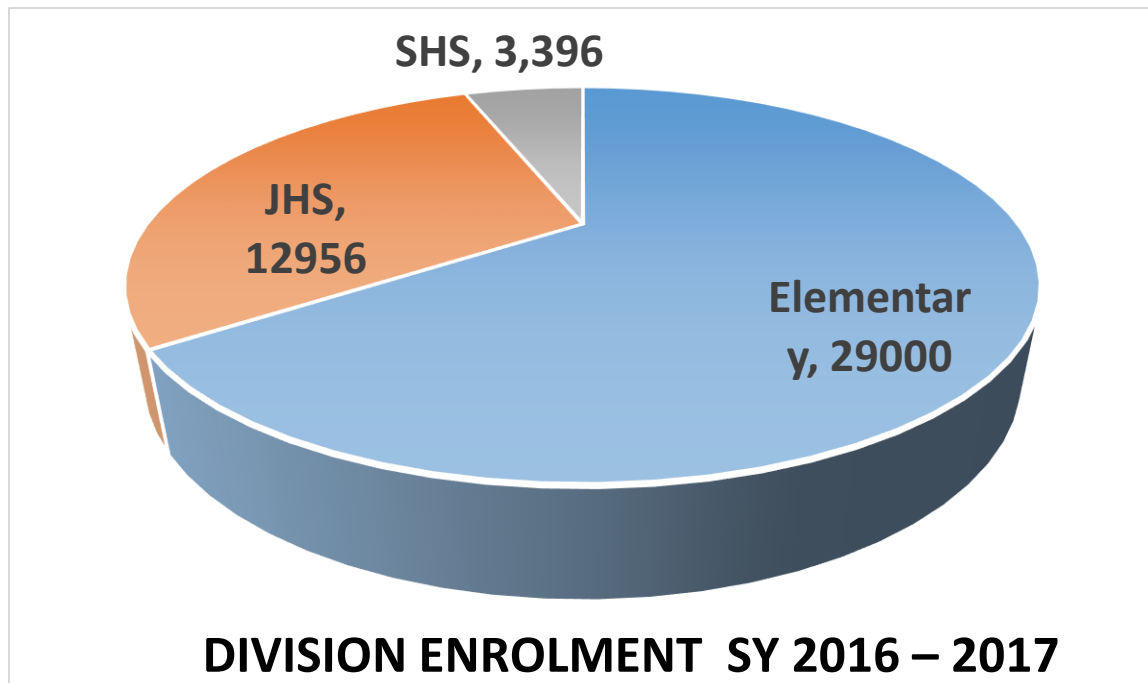
##### Population by Age Group and Sex

**Table 1: Population by Age Group and Sex**

Age Group	Population			Percentage to Total Population
	Male	Female	Total	
<b>All Ages</b>	<b>83,956</b>	<b>78,466</b>	<b>162,426</b>	
Below 1 year old	1,889	1,938	3,831	2%
1-2 years old	4,208	3,896	8,104	5%
3-5 years old	6,085	5,709	11,794	7%
6-12 years old	13,354	12,120	25,474	16%
13-17 years old	9,171	8,561	17,732	11%
18-19 years old	3,471	3,158	6,629	4%
20-29 years old	15,392	13,973	29,365	18%
30-39 years old	11,021	10,144	21,165	13%
40-49 years old	8,699	8,140	16,839	10%
50-59 years old	6,066	5,754	11,820	7%
60-69 years old	3,040	3,006	6,046	4%
70-79 years old	1,213	1,490	2,703	2%
80 and above	347	577	924	1%

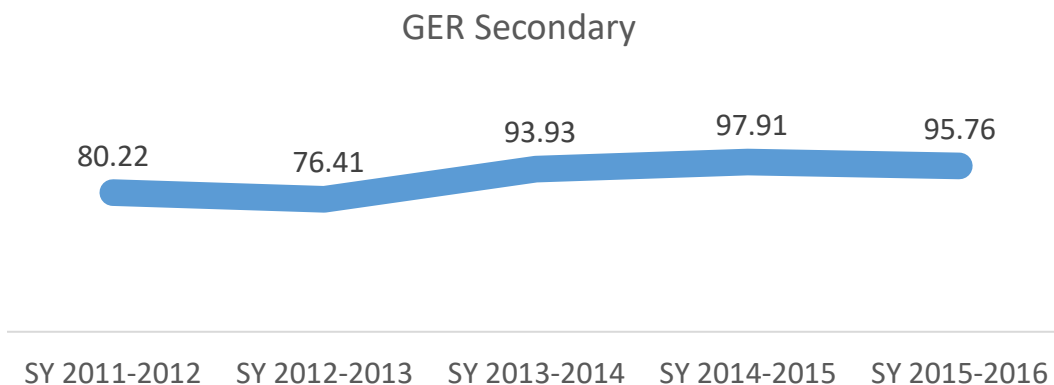
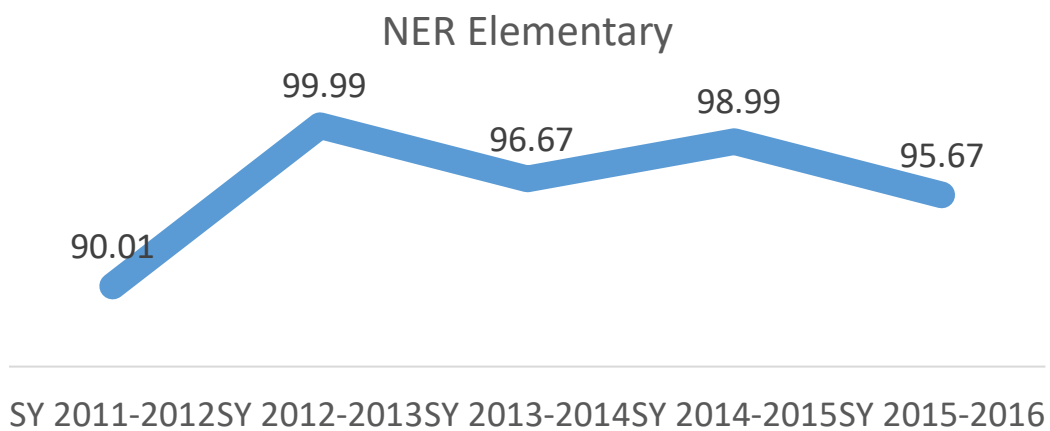
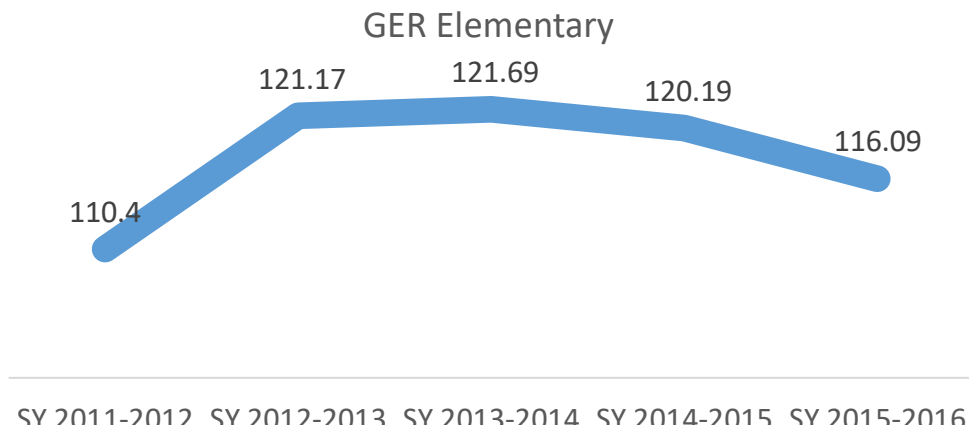
Source: 2013 MISS

#### **Annex 1.4 Breakdown of Enrolment**



- 15,170 - Indigenous People's Education (IPeD)
- 134 - Muslim Education
- 198 - Special Education (SPeD)

## Annex 2. Data on Access





## ACCESS: Dashboard

### GER Elementary



Division of Malaybalay City



## ACCESS: Dashboard

### NER Elementary



Division of Malaybalay City





## ACCESS: Dashboard

### GER Secondary



Division of Malaybalay City



## ACCESS: Dashboard

### NER Secondary



Division of Malaybalay City



## ACCESS: Dashboard

Transition Rate (Grade 6 to Grade 7)

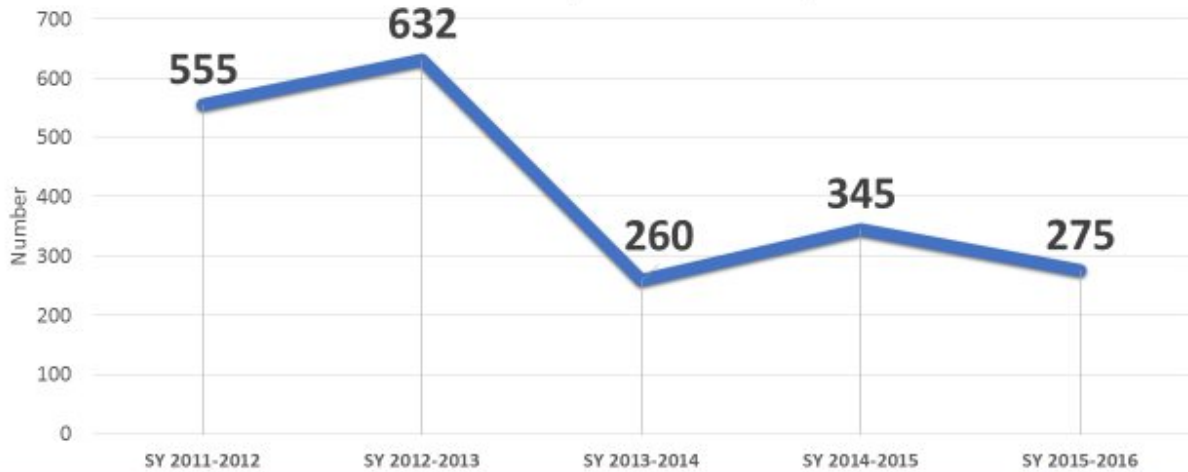


Division of Malaybalay City



## ACCESS: Dashboard

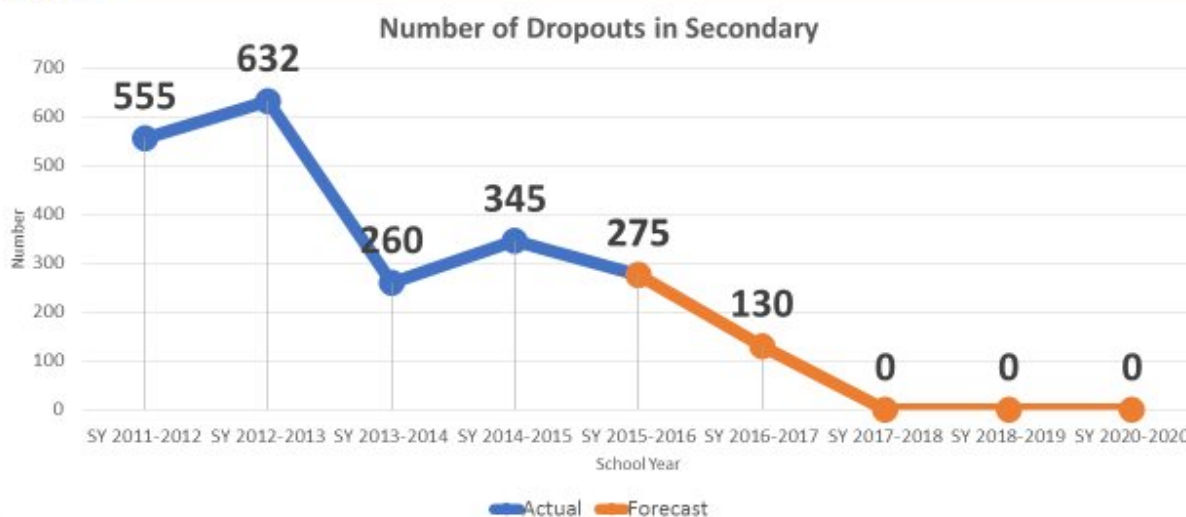
Number of Dropouts in Secondary



Division of Malaybalay City



## ACCESS: Forecast

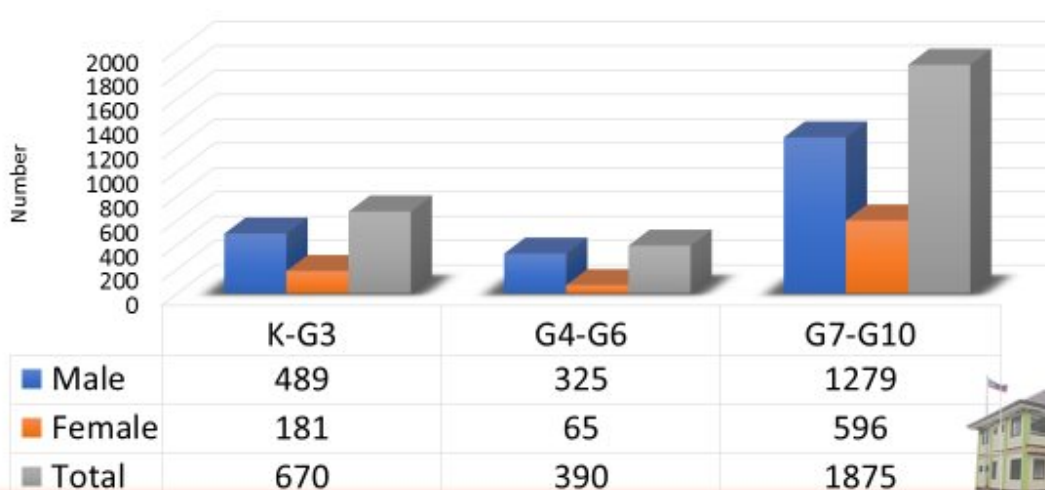


**Division of Malaybalay City**



## ACCESS: Segmentation

### 5 YEARS DROPOUT BY KEY STAGES



**Division of Malaybalay City**



# ACCESS: Segmentation

## • DECREASE IN DROPOUT (SECONDARY)

SCHOOL	SY 2015-2016	SY 2014-2015	DEC.
Malaybalay City NSHS	14	56	-42
Managok NHS	1	27	-26
Can-ayan IS	2	22	-20
Bukidnon NHS	36	48	-12
Apo Macote NHS	0	8	-8
Kalasungay NHS	12	20	-8
MNHS - Annex Lalawan	4	11	-7
BNHS - Annex Dalwangan	3	8	-5
MNHS – Annex Miglamin	1	6	-5
Malaybalay City NHS	46	48	-2
BNHS - Annex Imbayao	3	4	-1

## INCREASE IN DROPOUT (SECONDARY)

SCHOOL	SY 2015-2016	SY 2014-2015	INC.
St. Peter NHS	20	2	18
Silae NHS	25	9	16
San Martin Agro-Industrial NHS	19	4	15
Bangcud NHS	48	35	13
Casisang NHS	41	37	4

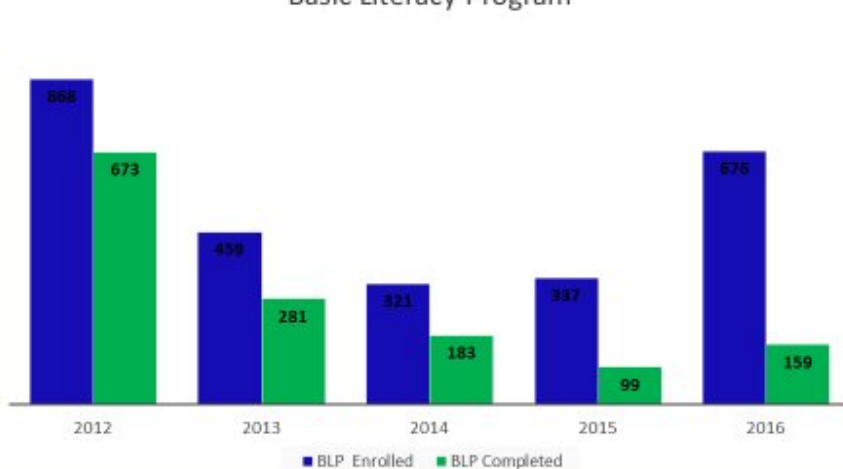


**Division of Malaybalay City**



# ACCESS: ALS Dashboard

## Basic Literacy Program



2016

517 learners were not able to complete

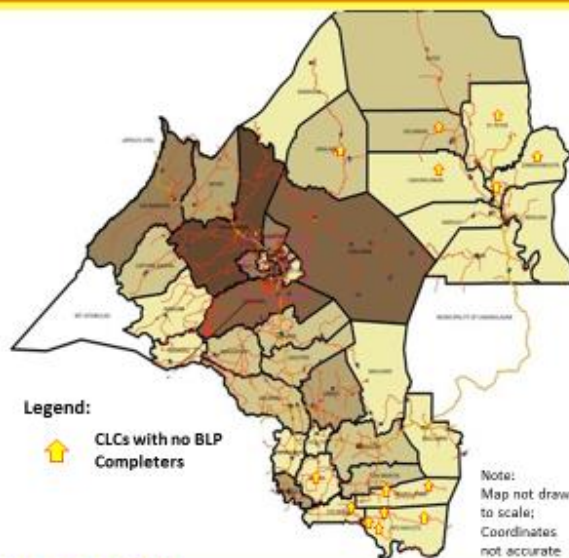


Division of Malaybalay City



# ACCESS: ALS Segmentation

District	Number of CLCs with NO BLP Completers	District	CLCs with no BLP Completers	Geographical Location
1	2 out of 7	7	Dapulan	Remote
2	2 out of 11		Apo Macote	Remote
3	0 out of 2		Calawag	Remote
4	1 out of 4		Bangcud	Rural
5	0 out of 10		Magsaysay	Remote
6	2 out of 9		Simaya	Remote
7	6 out of 11		Sinanglanan	Remote
8	5 out of 14	10	Malapgap	Remote
9	4 out of 14		Sto. Nino	Remote
10	5 out of 20		Caburacanan	Remote
			Kulaman	Remote
			Nalumosan	Remote
			St. Peter	Remote
			Zamboanguita	Remote



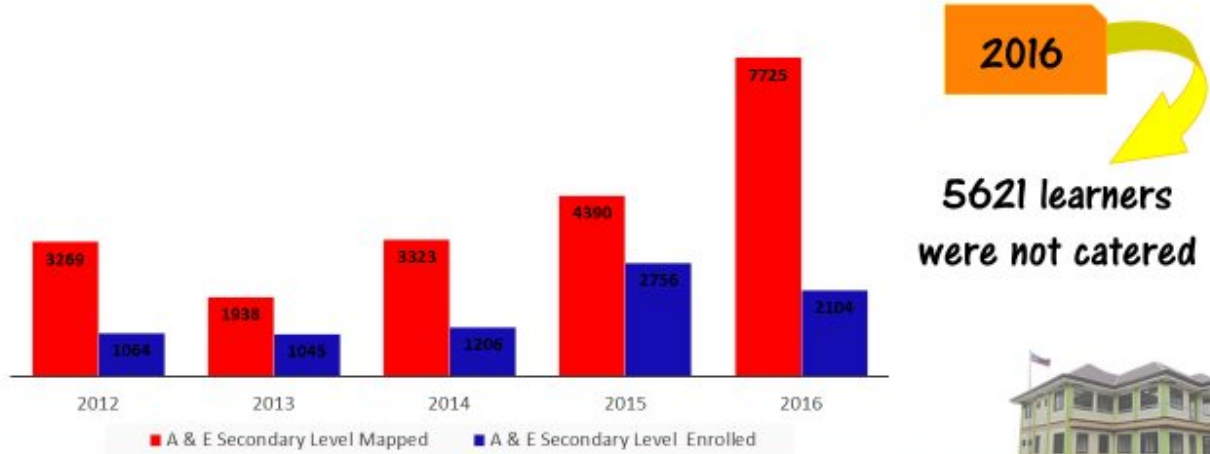
Division of Malaybalay City





# ACCESS: ALS Dashboard

A & E Secondary



Division of Malaybalay City

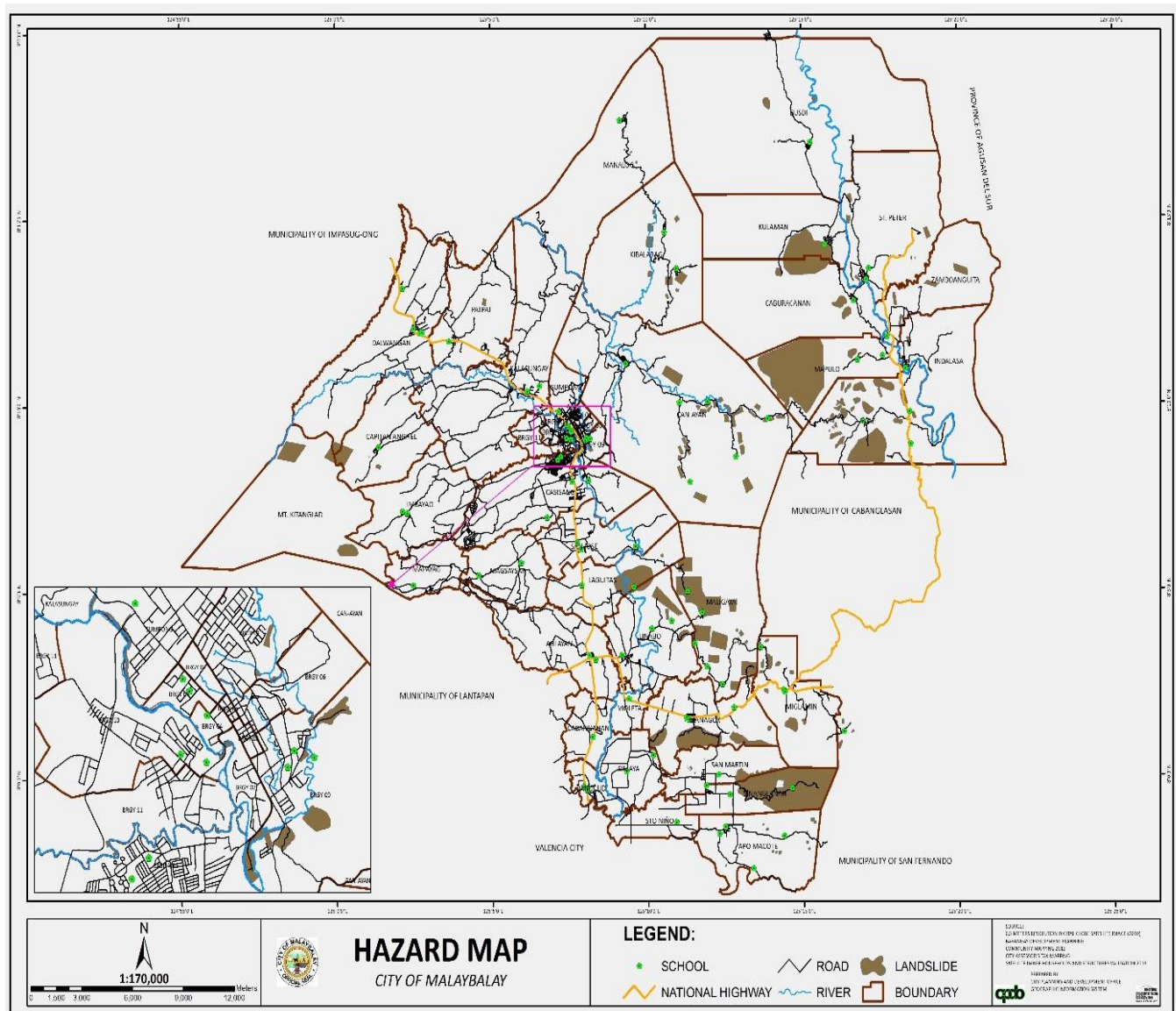
## Annex 2.2

### Teachers teaching subjects not related to their field of specialization

<b>District</b>	<b>Teachers teaching subjects not related to their field of specialization</b>
District I	5
District II	5
District III	14
District IV	6
District V	5
District VI	12
District VII	16
District VIII	7
District IX	20
<u>District X</u>	<u>6</u>
<b>total</b>	<b>96</b>

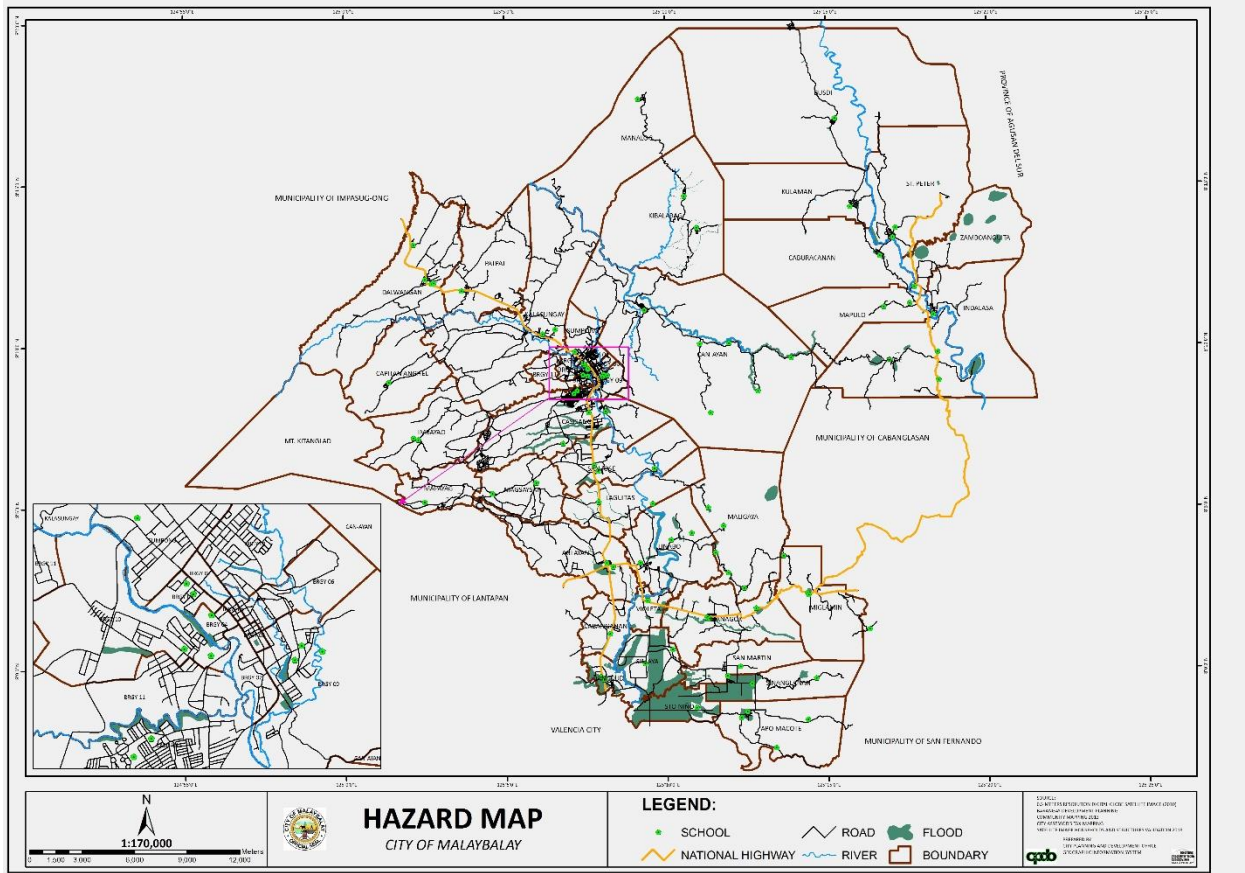


### Annex 3.a Barangays prone for Landslide



<b>Sinanglanan</b>	<b>Kulaman</b>
<b>Managok</b>	<b>Zamboanguita</b>
<b>Miglamín</b>	<b>Kapt. Anghel</b>
<b>Maligaya</b>	<b>Imbayao</b>
<b>Laguitas</b>	<b>Kibalabag</b>
<b>Mapulo</b>	<b>Can-ayan</b>

### Annex 3.b Barangays prone for Flood



<b>Sinanglanan</b>	<b>Aglayan</b>
<b>Sto. Nino</b>	<b>Silae</b>
<b>Simaya</b>	<b>Zamboanguita</b>
<b>Bangcud</b>	<b>Violeta</b>
<b>Maligaya</b>	<b>Casisang</b>

#### **Annex 4. Target ALS Learners for BLP and A & E Elementary**

##### ***Literate and Illiterate Population***

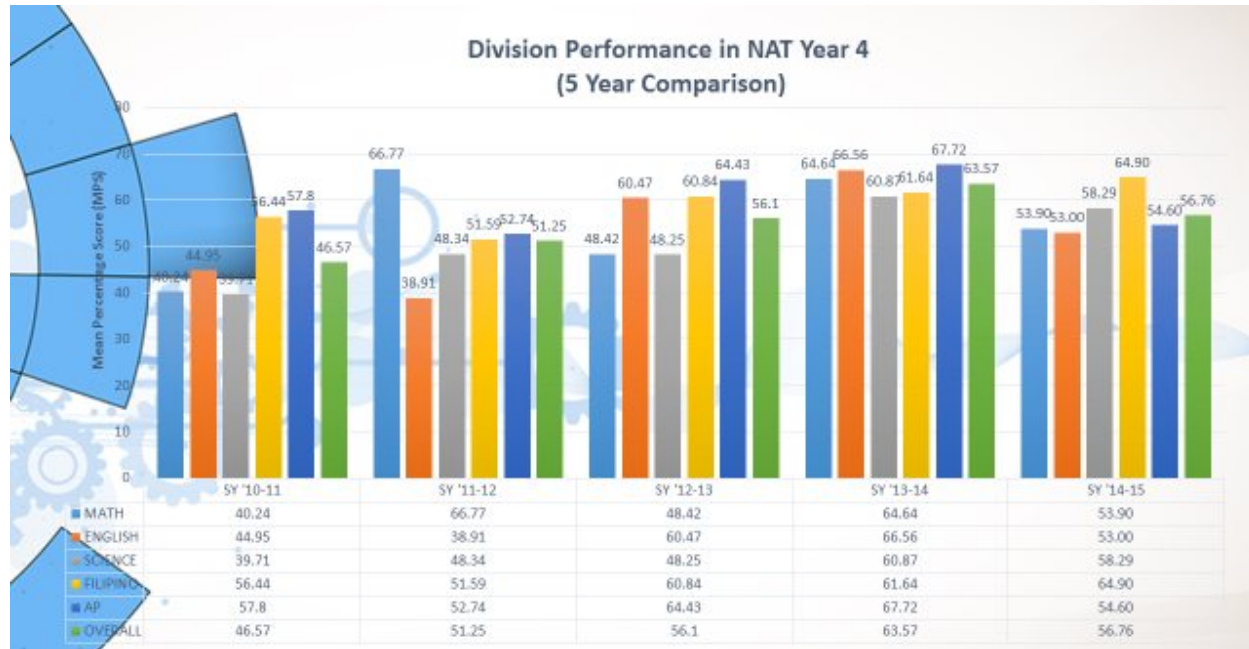
According to the Malaybalay Integrated Survey System (MISS), the total population of 10 years old and above was 123,820, of which 120,928 (or 97.66%) are literates, while 2,983 (or 2.34%) are illiterates. It was further identified that 1,532 (or 53%) of the illiterates are members of indigenous people. As to age group, table below shows that 56% (1,633) of the total number illiterates belong to the supposedly productive age group from 18 to 59 years old.

Particularly, the 20-29 and 40-49 years old age groups have the highest number of illiterates, each comprising about 15% of the total illiterate population. It also shows that there are 611 illiterates in the 60 years old and above age group, which made up about 21% of the total illiterate population. Further, out of the 2,893 illiterates, there are 421 farmers, 168 farm laborers, and 17 farm maintainers. It appears that the 606 or 21% of the total illiterates are relying on farming or the agricultural sector for their livelihood.

**Table 2: Distribution of Literates & Illiterates by Age Group & Sex**

<b>Age Group</b>	<b>Population</b>			<b>Literates</b>			<b>Illiterates</b>		
	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
10-12	5,591	5,006	10,597	5,285	4,861	10,146	258	123	381
13-17	9,171	8,561	17,732	8,964	8,473	17,437	190	78	268
18-19	3,471	3,158	6,629	3,390	3,127	6,517	77	28	105
20-29	15,392	13,973	29,365	15,108	13,807	28,915	269	157	426
30-39	11,021	10,144	21,165	10,771	9,999	20,770	238	139	377
40-49	8,699	8,140	16,839	8,440	7,960	16,400	252	170	422
50-59	6,066	5,754	11,820	5,896	5,600	11,496	161	142	303
60-69	3,040	3,006	6,046	2,905	2,880	5,785	129	121	250
70-79	1,213	1,490	2,703	1,113	1,360	2,473	98	121	219
80 & Above	347	577	924	290	489	779	55	87	142
<b>TOTAL</b>	<b>64,011</b>	<b>59,809</b>	<b>123,820</b>	<b>62,162</b>	<b>58,556</b>	<b>120,718</b>	<b>1,727</b>	<b>1,166</b>	<b>2,983</b>

## Annex 5. NAT Performance



## QUALITY: Segmentation

### LEAST MASTERED COMPETENCIES IN NAT YEAR 4

Filipino	4	Nasasabi ang bisa ngsalita ayon sa kahulugan ng matalinghaga
	7	Nalililaw ang istruktura ng banghay ng akda batay sa wakas
	21	Nalisa-isa ang mga kaisipan dito gaya ng pamamalakad sa pamahalaan
	23	Nalisa-isa ang mga kaisipan dito gaya ng karapatang pantao
	18	Natutukoy ang mga ideya na nakapaloob sa akda
Araling Panlipunan	7	Nasusuri ang mga salik (factors) ng produksyon bilang batayan sa matalinong paggamit ng mga ito.
	11	Nasusuri ang iba't ibang anyong pamilihan na tumutugon sa maraming pangangailangan ng mga tao.
	12	Nakikilala ang mga pamamaraan sa pagsukat ng pambansang produkto
	14	Nasusuri ang pinagkukunan ng pananalapi ng pamahalaan
	20	Nasusuri ang kabutihan/di-kabutihan ng kalakalang panlabas tungo sa isang masigla at maunlad na ekonomiya
Math	6	Solve problems involving linear functions
	10	Find the roots of a quadratic equation by factoring
	14	Find the zeroes of polynomial functions of degree greater than 2 by Factor Theorem
	18	Solve problems involving exponential and logarithmic functions
	23	Interpret data
Science	10	Explain the principle of radiation safety and its importance in society
	14	Apply Ohm's Law to series and parallel circuits
	18	Explain electromagnetic induction
	23	Apply Newton's Laws of Motion to land transportation
	27	Describe how radio signals are generated, transmitted and received
English	5	Prepositions
	9	Interpret illustrations and schematic diagrams in science and technology texts - bar/pie graph
	14	Make inference
	17	Identify/Interpret figurative language used in the sentence
	18	Identify whether the text is journalistic, literary, academic or scientific

**Division of Malaybalay City**