



Republic of the Philippines
Department of Education
CARAGA REGION

March 6, 2026

REGIONAL MEMORANDUM
CLMD – 2026 – 0224

To: Schools Division Superintendent) Butuan City
Chief, CLMD
Chief, QAD
Chief, CID
Regional and Division Learning Area Supervisors
PSDS of Pilot Schools
School Principals
All Others Concerned

RELEASE OF SUPPLEMENTARY MONITORING TOOLS, SCHEDULE OF POST-TEST,
AND CONDUCT OF END-OF-PILOT PROGRAM REVIEW AND EVALUATION FOR
THE BLENDED LEARNING 4-1 PILOT PROGRAM

1. In furtherance of Regional Memorandum CLMD – 2026 – 0204 dated March 3, 2026, this Memorandum provides guidance on the **Post-Test Administration** on March 17, 2026, and the **End-of-Pilot Program Review** on March 18, 2026, as culminating activities for the **Blended Learning 4-1 Pilot Program** in Butuan City. These activities are designed to systematically assess learner achievement, evaluate program implementation against established objectives, and generate evidence-based recommendations for the full-scale implementation of the Blended Learning 4-1 model in School Year 2026-2027.

2. Specifically, the Post-Test Administration and End-of-Pilot Program Review aim to:

- a. measure learner mastery of essential competencies through summative assessment administered under supervised conditions;
- b. evaluate the extent to which all four program objectives were achieved;
- c. analyze implementation fidelity, challenges, and innovative practices across the BYOD and SLM Reuse tracks;
- d. assess the effectiveness of the IPRAA pedagogical model in hybrid learning contexts;
- e. review stakeholder satisfaction and the adequacy of technical assistance mechanisms;
- f. identify systemic recommendations for program refinement and scalability; and
- g. develop concrete action plans, resource requirements, and capacity-building frameworks for region-wide expansion in School Year 2026-2027.

3. Attached as enclosures to this Memorandum are the following:

- **Enclosure 1: Guidelines for Post-Test Administration** on March 17, 2026, including test formats, deployment schedules, and logistical requirements for both BYOD and SLM Reuse tracks

- **Enclosure 2: End-of-Pilot Program Review Matrix** for March 18, 2026, detailing the one-day program flow, breakout session assignments, expected outputs, and evaluation frameworks
- **Enclosure 3: Supplementary Monitoring Tools (Tools 1-3)** for use during the final weeks of implementation, addressing Resolution of Recurring Challenges, Adequacy of Division-Level Technical Assistance, and Implementation Bottlenecks, as outlined in Item 4 of Regional Memorandum CLMD – 2026 – 0204

4. **Participation and Responsibilities:**

a. **For Post-Test Administration (March 17, 2026):**

- All CLMD Education Program Supervisors (EPS) shall be deployed to the four pilot schools—Agusan National High School, Banza National High School, Agusan Pequeño NHS, and Pareja Integrated School—to serve as test administrators and proctors.
- School Principals/Heads and subject teachers from the four pilot schools shall coordinate logistical arrangements.
- BYOD track schools (Agusan NHS and Banza NHS) shall ensure that gadgets and stable internet connectivity are ready and functional by March 16, 2026, for computer-based testing.
- SLM Reuse track schools (Agusan Pequeño NHS and Pareja IS) shall prepare materials for paper-and-pen testing.

b. **For End-of-Pilot Program Review (March 18, 2026):**

- Regional Director, Assistant Regional Director, Chief of CLMD, all CLMD Education Program Supervisors, Chief of QAD, QAD Education Program Supervisors, Schools Division Superintendent of Butuan City, Chief of CID, CID Education Program Supervisors, Public Schools District Supervisors supervising the four pilot schools, School Principals/Heads of all four pilot schools, and all subject teachers involved in the Blended Learning 4-1 implementation.
- The **venue for the End-of-Pilot Program Review shall be prepared and arranged by the Schools Division Office of Butuan City**, with details to be communicated by SDO Butuan City CID no later than March 10, 2026.

5. For any questions or clarifications regarding the Post-Test Administration, End-of-Pilot Program Review, or the supplementary monitoring tools, please contact **Rhea J. Yparraguirre**, Education Program Supervisor (EPS) in Mathematics, Curriculum and Learning Management Division, at rhea.yparraguirre@deped.gov.ph.

6. For immediate dissemination.

MARIA INES C. ASUNCION

Director IV
Regional Director



CLMD/rjy
03/05/2026

(Enclosure No. 1 to REGIONAL MEMORANDUM CLMD – 2026 – 0224)

GUIDELINES FOR POST-TEST ADMINISTRATION
Blended Learning 4-1 Pilot Program
March 17, 2026

I. PURPOSE

The Post-Test measures learner mastery of essential competencies to: (a) establish endpoint performance data for comparison with pre-test results; (b) determine whether at least 75% of learners achieved mastery of 80% of essential competencies; and (c) generate evidence for program evaluation and scalability assessment.

II. COVERAGE

Target Learners: All Grade 9 students in the four pilot schools

Learning Areas: All (Mathematics, Science, English, Filipino, Araling Panlipunan, EsP, Araling Panlipunan, MAPEH, TLE)

Competencies: All essential competencies taught during Academic Quarter 4 through the IPRAA cycle, aligned with DepEd MELCs

III. SCHEDULE – March 17, 2026

Time	Activity	Duration
7:30 - 8:30 AM	Arrival of monitors; coordination meeting; venue preparation	60 mins
8:30 - 9:00 AM	Learner orientation and material distribution	30 mins
9:00 - 9:30 a.m.	Mathematics	30 mins
9:30 - 10:00 a.m.	Science	30 mins
10:00-10:15 a.m.	Break	15 mins
10:15-10:45 a.m.	English	30 mins.
10:45- 11:30 a.m.	Filipino	30 mins
11:00 a.m. – 12:30 p.m.	Lunch Break	60 mins
12:30- 1:00 p.m.	Araling Panlipunan	30 mins
1:00 - 1:30 p.m.	MAPEH	30 mins
1:30-2:00 p.m.	EsP	30 mins
2:00-2:30 p.m.	TLE/TVE	30 mins
2:30 - 3:15 PM	Collection of materials; debriefing	45 mins

All CLMD Education Program Supervisors (EPS) shall be at their assigned pilot schools no later than 7:30 AM to oversee the preparations and ensure a smooth testing process.

III. TEST FORMAT AND MODALITY

The post-test will be administered in two formats, corresponding to the two tracks of the pilot program. All test materials, including computer-based test platforms and paper-based test booklets and answer sheets, shall be prepared and provided by the Regional Office through the Curriculum and Learning Management Division (CLMD).

1 **Computer-Based Test (CBT) for the BYOD Track:**

- **Schools:** Agusan National High School and Banza National High School.
- **Modality:** The test will be administered online using a secure platform provided by the CLMD. Learners will use their own devices (smartphones, tablets, or laptops) to access the test.
- **Requirements:** Schools must ensure that all participating learners have access to a functional device and that stable internet connectivity is available throughout the testing period. A final readiness check must be completed by **March 16, 2026**.

2 **Paper-and-Pen Test for the SLM Reuse Track:**

- **Schools:** Agusan Pequeño National High School and Pareja Integrated School.
- **Modality:** The test will be a traditional paper-based assessment using test materials provided by the CLMD.
- **Requirements:** Schools must ensure that all test materials provided by the CLMD are properly received, accounted for, and ready for distribution on the morning of the test.

IV. ROLES AND RESPONSIBILITIES

• **Regional Office - CLMD:**

- Prepare all test materials (computer-based test platform and paper-based test and answer sheets) in accordance with the pilot program's assessment framework.
- Ensure that test materials are delivered to the assigned Test Administrators before March 17, 2026.
- Provide technical support for the computer-based test platform, including troubleshooting and connectivity verification.

• **CLMD Education Program Supervisors (Test Administrators):**

- Receive and verify the completeness of all test materials before heading to the assigned school.
- Oversee the entire post-test administration process at their assigned school.
- Ensure the security and integrity of all test materials throughout the testing process.
- Provide clear instructions to learners before the test begins.
- Monitor the testing environment to prevent any irregularities.
- Collect, account for, and package all test materials and completed assessments after the administration.

• **School Principals/Heads:**

- Ensure that the testing environment is conducive to a fair and orderly assessment.

- Coordinate all logistical requirements, including device and connectivity readiness (for BYOD schools) to ensure functionality on the day of the test.
- Designate a school-level point person to assist the deployed Test Administrator in material distribution and learner management.
- **Subject Teachers:**
 - Assist in the preparation and distribution of test materials.
 - Help manage the learners before and after the test to maintain an orderly environment.
 - Serve as proctors under the supervision of the Test Administrator.

V. TEST ADMINISTRATION PROCEDURES

1 Pre-Administration:

- The Test Administrator shall arrive at the school no later than 7:30 a.m. with all the test materials provided by the CLMD Learning Area Supervisor.
- The Test Administrator shall conduct a final briefing with the school principal and subject teachers to review the test administration procedures and material distribution process.
- Learners shall be seated in their assigned rooms by 8:30 a.m..
- The Test Administrator will provide a standardized orientation, including reading the general directions and answering any procedural questions.

2 During Administration:

- The test will officially begin at 9:00 a.m.
- Test Administrators and proctors will actively monitor the testing rooms.
- No electronic devices, other than those used for the CBT, are permitted in the testing area.

3 Post-Administration:

- At 2:30 p.m., the Test Administrator will announce the conclusion of the test.
- All test materials (question and answer sheets for paper-based; device submission confirmation for CBT) will be collected and accounted for.
- The Test Administrator will verify that all test materials are complete and intact.
- The Test Administrator will package all completed test materials and answer sheets to be submitted to the CLMD Chief upon return to the Regional Office.

(Enclosure No. 1-A to REGIONAL MEMORANDUM CLMD – 2026 – 0224)

POST-TEST ADMINISTRATION REPORT
Blended Learning 4-1 Pilot Program

Date of Test Administration: March 17, 2026

School: _____

Implementation Track: ☐ BYOD (Computer-Based) ☐ SLM Reuse (Paper-and-Pen)

Test Administrator(s): _____

Position/Designation: _____

PART I: LEARNER PARTICIPATION

Learning Area	Total Enrolled	Present	Absent	Participation Rate (%)
Mathematics				
Science				
English				
Filipino				
Araling Panlipunan				
MAPEH				
EsP				
TLE/TVE				

Total Number of Learners Tested: _____

Overall Participation Rate: _____%

PART II: ABSENCES

Number of Absent Learners: _____

Reasons for Absences: (Check all that apply)

- ☐ Illness
- ☐ Family Emergency
- ☐ Transportation Issues
- ☐ Unexcused/No Reason Provided
- ☐ Other (specify): _____

Names of Absent Learners Requiring Make-Up Testing:

1. _____
2. _____
3. _____
4. _____
5. _____

(Attach additional sheet if necessary)

PART III: TEST ADMINISTRATION COMPLIANCE**A. Pre-Test Preparation**

Indicator/Procedure	Status	Comments
Coordination meeting with school head and teachers conducted	☐ Yes ☐ No	
Testing venues prepared and adequate	☐ Yes ☐ No	
Test materials/devices verified and ready	☐ Yes ☐ No	
Learner orientation conducted	☐ Yes ☐ No	
Seating arrangements appropriate and secure	☐ Yes ☐ No	

B. Test Administration Procedures

Indicator/Procedure	Status	Comments
Coordination meeting with school head and teachers conducted	☐ Yes ☐ No	
Testing venues prepared and adequate	☐ Yes ☐ No	
Test materials/devices verified and ready	☐ Yes ☐ No	
Learner orientation conducted	☐ Yes ☐ No	
Seating arrangements appropriate and secure	☐ Yes ☐ No	

C. Post-Test Procedures

Indicator/Procedure	Status	Comments
All test materials/responses collected	☐ Yes ☐ No	
Test materials properly secured and sealed	☐ Yes ☐ No	
Principal signed and sealed test materials	☐ Yes ☐ No	
Debriefing conducted with school personnel	☐ Yes ☐ No	

PART IV: TRACK-SPECIFIC REQUIREMENTS

FOR BYOD TRACK SCHOOLS ONLY:

A. Device Availability

Indicator/Procedure	Status	Comments
All learners had access to functional devices	☐ Yes ☐ No	
Computer laboratory utilized (if applicable)	☐ Yes ☐ No ☐ N/A	
Backup devices available for technical issues	☐ Yes ☐ No	

B. Internet Connectivity

Indicator/Procedure	Status	Comments
Internet connectivity stable throughout testing	☐ Yes ☐ No	
Systems check conducted prior to March 15	☐ Yes ☐ No	
Backup connectivity options prepared	☐ Yes ☐ No	

C. Technical Support

Indicator/Procedure	Status	Comments
ICT Coordinator present on-site	☐ Yes ☐ No	
Technical issues resolved promptly	☐ Yes ☐ No ☐ N/A	
Backup paper tests used (if needed)	☐ Yes ☐ No ☐ N/A	

Number of learners who experienced technical difficulties: _____

Number of learners who switched to backup paper tests: _____

FOR SLM REUSE TRACK SCHOOLS ONLY:

A. Test Materials

Indicator/Procedure	Status	Comments
Sufficient test materials available (with buffer)	☐ Yes ☐ No	
Answer sheets provided to all learners	☐ Yes ☐ No	
Extra writing materials available	☐ Yes ☐ No	

B. Venue Setup

Indicator/Procedure	Status	Comments
Well-ventilated and well-lit classrooms used	☐ Yes ☐ No	
Proper spacing between learners maintained	☐ Yes ☐ No	
Wall clock or timer visible to all learners	☐ Yes ☐ No	

PART V: TECHNICAL ISSUES AND RESOLUTIONS

Were there any technical issues during test administration? ☐ Yes ☐ No

If YES, please describe the issue(s) and resolution(s):

Technical Issue	Time Occurred	Number of Learners Affected	Resolution / Action Taken

Impact on test administration: ☐ Minimal ☐ Moderate ☐ Significant

Additional comments on technical issues:

PART VI: OBSERVATIONS**A. Learner Engagement and Test-Taking Behavior**

Overall level of learner engagement during testing:

- ☐ High (Most learners focused and engaged)
☐ Moderate (Some learners needed prompting)
☐ Low (Many learners appeared disengaged or struggled)

Observable test-taking behaviors:

- ☐ Learners appeared well-prepared and confident
☐ Learners demonstrated adequate time management
☐ Learners asked appropriate clarification questions
☐ Learners showed signs of test anxiety or stress
☐ Learners rushed through the test
☐ Other observations: _____

Narrative observations on learner performance and behavior:

B. School Readiness and Support

Overall assessment of school preparedness for post-test administration:

- ☐ Excellent (Fully prepared; all requirements met)
- ☐ Good (Well-prepared; minor adjustments needed)
- ☐ Fair (Adequately prepared; some challenges encountered)
- ☐ Needs Improvement (Significant gaps in preparation)

Strengths in school preparation and support:

Areas for improvement in school preparation and support:

PART VII: RECOMMENDATIONS

A. For Future Test Administration

1.

2.

3.

B. For Program Improvement

1.

2.

3.

C. For Scalability and Expansion

1.

2.

3.

PART VIII: OVERALL ASSESSMENT

Overall success of post-test administration at this school:

- ☐ Highly Successful (All objectives met; no significant issues)
- ☐ Successful (Objectives met; minor issues resolved)
- ☐ Partially Successful (Most objectives met; some unresolved challenges)
- ☐ Unsuccessful (Significant challenges; objectives not fully met)

Summary statement:

PART IX: CERTIFICATION

I certify that the information provided in this Post-Test Administration Report is accurate and complete to the best of my knowledge.

Test Administrator's Name and Signature:

Date: _____

Position/Designation: _____

(Enclosure No. 2 to REGIONAL MEMORANDUM CLMD – 2026 – _____)

End-of-Pilot Program Review and Evaluation Matrix

March 18, 2026

Venue: To be arranged by SDO Butuan City

Program Objective: To conduct a comprehensive review and evaluation of the Blended Learning 4-1 Pilot Program to inform recommendations for full scaling in the upcoming school year.

Time	Activity	Objectives	Lead Office/ Personnel	Participants
8:00- 8:30 a.m.	Opening Program	To formally open the program review and set the context for the day's activities.	RO-CLMD	All Participants
8:30- 9:30 a.m.	Presentation of Pilot Implementation Highlights	To present a consolidated overview of the pilot implementation, including key achievements, challenges, and data points.	RO-CLMD Chief	All Participants
9:30- 10:30 a.m.	Breakout Session 1: Curriculum and Instruction	To evaluate the effectiveness of the IPRAA pedagogical model and the quality of learning resources (SLMs and BYOD content).	CLMD EPSs	Subject Teachers, School Principals, CID EPSs

Time	Activity	Objectives	Lead Office/ Personnel	Participants
10:30- 11:30 a.m.	Breakout Session 2: Monitoring, Evaluation, and Technical Assistance	To review the monitoring and evaluation process and assess the effectiveness of technical assistance provided at the school, division, and regional levels.	QAD Chief & EPSs	PSDSs, School Principals, CLMD and CID EPSs
11:30- 12:00 noon	Reporting of Breakout Session Outputs	To present the key findings and recommendations from the breakout sessions.	Designated Rapporteurs	All Participants
12:00- 1:00 pm	Lunch Break			
1:00- 2:30 pm	Plenary Session: Analysis of Program Outcomes	To analyze the overall impact of the pilot program on student learning, engagement, and other key performance indicators.	QAD Chief & EPSs	All Participants
2:30- 3:30 pm	Workshop: Recommendations for Scalability and Sustainability	To collaboratively formulate recommendations for the full scaling of the Blended Learning 4-1 program for the next school year.	Regional Director/ Assistant Regional Director/ CLMD Chief	All Participants

Time	Activity	Objectives	Lead Office/ Personnel	Participants
3:30- 4:30 pm	Presentation of Action Plan and Ways Forward	To present the consolidated action plan and outline the next steps for the program.	Schools Division Superintendent of Butuan City	All Participants
4:30- 5:00 pm	Closing Program	To formally close the program review and express appreciation to all participants.	RO-CLMD	All Participants

(Enclosure No. 3 to REGIONAL MEMORANDUM CLMD – 2026 – _____)

SUPPLEMENTARY MONITORING TOOLS Blended Learning 4-1 Pilot Program



BL Form 1

Blended Learning 4-1 Pilot Program: Weekly Collaborative Monitoring and Technical Assistance Log

Purpose: This tool is designed to complement the daily IPRAA cycle monitoring tools by providing a structured framework for tracking technical assistance (TA) and the resolution of implementation gaps. It directly ensures a systematic, collaborative, and evidence-based approach to program improvement.

PART I: Weekly Monitoring Details

School: _____ District: _____
Week of Implementation: _____ Date of Visit: _____
SDO/District Monitor (s): _____
School Representative (s): _____

PART II: Follow-Through on Previous Action Plans

This section tracks the resolution of issues identified in previous weeks.

Previous Issue/Gap Identified (from last week's log)	Agreed-Upon Action/ Intervention	Status of Implementation	Evidence of Completion / Impact	Remarks/ Notes on Resolution
		☐ Completed ☐ In Progress ☐ Not Started		
		☐ Completed ☐ In Progress ☐ Not Started		

* Add rows if necessary.

PART III: Focus Area Monitoring

This section is to be completed during the weekly visit through a combination of observation, document review, and collaborative dialogue.

A. Resolution of Recurring Challenges



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Recurring Challenge	School's Actions/ Strategies Implemented	Evidence of Implementation	Effectiveness	Notes / Further Support Needed
			☐ High ☐ Moderate ☐ Low	
			☐ High ☐ Moderate ☐ Low	
			☐ High ☐ Moderate ☐ Low	
			☐ High ☐ Moderate ☐ Low	

* Add rows if necessary.

B. Adequacy of Division-Level Technical Assistance

Area of Need	SDO TA Provided (Previous Weeks)	School's Perception of Adequacy	Impact of TA on Practice	Suggestions for Future TA
		☐ <i>Highly Adequate</i> ☐ <i>Adequate</i> ☐ <i>Needs Improvement</i>		
		☐ <i>Highly Adequate</i> ☐ <i>Adequate</i> ☐ <i>Needs Improvement</i>		

* Add rows if necessary.

C. Implementation Bottlenecks

Identified Bottleneck (New or Remaining)	Immediate On-Site TA Provided	Agreements Reached with School	Person(s) Responsible

Identified Bottleneck (New or Remaining)	Immediate On-Site TA Provided	Agreements Reached with School	Person(s) Responsible

* Add rows if necessary.

PART IV: Action Plan for the Coming Week

This section outlines the agreed-upon action plan to address the identified gaps and bottlenecks. This will be reviewed in the next weekly visit.

Specific Action Step	Person(s) Responsible	Timeline/Deadline	Success Indicator (How will we know it's successful?)

* Add rows if necessary.

PART V: Escalation for Policy Intervention

This section is to be completed by the SDO Monitor if an issue is identified that cannot be resolved at the school or division level and requires regional policy intervention.

Is Escalation Required? ☐ Yes ☐ No

If YES, complete the following:

1. Issue Requiring Escalation: *(Clearly and concisely describe the issue.)*

2. Justification for Escalation: *(Explain why this issue cannot be resolved at the school or division level and requires regional intervention. Reference specific policies if applicable.)*

3. Evidence: *(List the evidence that supports the existence and severity of this issue, e.g., SDO monitoring logs from multiple schools, teacher feedback, student data.)*

4. Proposed Recommendation for Regional Action: *(Propose a specific action for the Regional Office to consider, e.g., issuance of a clarifying memorandum, provision of specialized resources, review of an existing policy.)*

SDO Monitor's Name and Signature: _____

Upon completion, the SDO Monitor shall submit this log to the CID Chief. If escalation is marked "Yes," the CID Chief will use this information to complete the formal "Request for Policy Intervention" template for submission to the Regional Director.

PART VI: Sign-Off and Commitment

We, the undersigned, commit to working collaboratively to implement the action plan and continuously improve the Blended Learning 4-1 program for the benefit of our learners.

SDO Monitor (s)

School Head / Representative (s)

Date: _____



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BL Form 1-Annex

ANNEX: Request for Policy Intervention Template

TO: [Name of Regional Director]

Regional Director
DepEd Caraga Region

THRU: [Name of CLMD Chief]

Chief, Curriculum and Learning Management Division (CLMD)

FROM: [Name of Schools Division Superintendent]

Schools Division Superintendent
Schools Division of _____

Subject: Request for Policy Intervention Regarding [Brief, Clear Title of the Issue] in the Blended Learning 4-1 Pilot Program

DATE: _____

I. Rationale for Escalation

This respectfully elevates a critical implementation issue encountered during the pilot of the Blended Learning 4-1 Program that requires regional-level policy intervention for its resolution. The issue has been identified through systematic monitoring and has been determined to be beyond the purview of the school and division levels to address effectively.

II. Description of the Issue

(Provide a clear and comprehensive description of the issue. What is the problem? Who is affected? How does it manifest in the pilot schools?)

III. Evidence and Data

This request is supported by the following evidence, gathered from the ongoing monitoring of the pilot program:

- **SDO Monitoring Logs:** (Cite specific dates and schools, e.g., "Weekly Monitoring Logs from Agusan NHS and Banza NHS dated January 26-30, 2026.")



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- **Teacher and Student Feedback:** (Summarize key feedback from FGDs, surveys, or interviews.)
- **Quantitative Data:** (Include relevant data such as student performance, attendance, or task completion rates.)

IV. Impact on Program Implementation

If left unaddressed, this issue is projected to have the following significant impacts on the Blended Learning 4-1 pilot program:

- *(Describe the potential negative consequences on teaching and learning, program fidelity, or achievement of pilot objectives.)*

V. Proposed Recommendation for Regional Action

To address this issue effectively, the Schools Division of _____ respectfully proposes the following action for the consideration of the Regional Office:

- *(State a clear, specific, and actionable recommendation. For example: "Issuance of a regional memorandum clarifying the policy on..." or "Provision of a specialized training program for...")*

VI. Endorsement

This request is prepared by the Curriculum Implementation Division (CID) and is hereby endorsed for the Regional Director's consideration and approval.

Prepared by:

[Signature over Printed Name of CID Chief]
Chief, Curriculum Implementation Division (CID)

Endorsed by:

[Signature over Printed Name of Schools Division Superintendent]
Schools Division Superintendent



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BL Form 2

Blended Learning 4-1 Pilot Program: Regional Collaborative Review and Scalability Analysis Log

Purpose: This tool is designed to facilitate a collaborative partnership between the Regional Office and the Schools Division Office. Its purpose is to jointly analyze implementation data, ensure program integrity, and gather evidence to determine whether the Blended Learning 4-1 model is scalable, or if it requires redesign or recalibration. It serves as a key instrument for learning and evidence-based decision-making for the future of the program.

PART I: Weekly Review Details

Week of Implementation: _____ Date of Collaborative Review: _____
Regional Monitor(s): _____
SDO Logs Reviewed (Indicate the school): _____

PART II: Review of SDO-School Collaborative Logs

This section is to be completed after reviewing the SDO's "Weekly Collaborative Monitoring and Technical Assistance Logs" for all four pilot schools.

A. Summary of Key Implementation Themes by School

School/ Track	Top 1-2 Implementation Themes this Week	Progress on Previous Week's Action Plan	Nature of SDO Support Provided this Week

* Add rows if necessary.



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B. Analysis of Technical Assistance and Support

Key Observations on TA Strategies: *(Comment on the nature and impact of the TA provided by the SDO. What strategies appear to be most effective? Are there patterns in the type of support being requested or provided? This is for understanding the support mechanism, not for evaluation.)*

PART III: Analysis of Cross-Cutting Themes and Systemic Learning

This section focuses on identifying trends and systemic insights that inform the scalability of the program.

A. Common Implementation Themes Across Schools

Common Theme	Schools Affected	Observed Pattern / Context	Potential Systemic Root Cause
		☐ BYOD Only ☐ SLM Only ☐ All Schools	
		☐ BYOD Only ☐ SLM Only ☐ All Schools	

* Add rows if necessary.

B. Systemic Opportunities for Improvement

(Describe any persistent challenges or bottlenecks that represent opportunities for systemic improvement. Are there policy gaps, resource constraints, or communication issues that, if addressed at a higher level, could enhance the entire program?)

PART IV: Collaborative Agenda for RO-SDO Interfacing Session

This section serves as a preparation brief for a productive and collaborative weekly interfacing meeting.

1. **Commendations / Innovative Practices to Share:** *(Identify outstanding successes or innovative practices from the SDO logs that can be shared to foster learning across the pilot.)*

2. **Key Learning Areas for Joint Problem-Solving:** *(List the most pressing cross-cutting themes or unresolved issues that would benefit from joint RO-SDO strategic discussion.)*

3. **Guiding Questions for Collaborative Dialogue:** *(Prepare open-ended questions to facilitate a deeper conversation with the SDO team about their experiences and insights.)*

4. **Potential Regional Support and Partnership:** *(Based on the analysis, identify potential ways the Regional Office can partner with and support the SDO, e.g., co-developing a resource, clarifying a policy, facilitating a cross-school sharing session.)*

PART V: Insights for Program Scalability and Refinement

This section captures insights that will directly contribute to the final research and evaluation report on the pilot program.

- A. **Key Learning on Program Fidelity and Adaptation:** *(What was learned this week about how the BL 4-1 model and IPRAA cycle are being implemented in practice? Where is fidelity strong? Where are schools adapting the model, and why?)*

- B. **Evidence for Scalability Assessment:** *(How do this week's findings inform the potential for scaling the program? Note any data related to resource requirements, training needs, or necessary support structures that would be critical for a wider rollout.)*

- C. **Emerging Recommendations for Redesign or Recalibration:** *(Based on the trends observed, what preliminary recommendations for program redesign or recalibration are emerging? Are there elements of the model that may need to be adjusted for the next implementation cycle?)*

PART VI: Record of Collaborative Review

This log summarizes the collaborative review of the weekly implementation data and will inform our joint efforts to support the pilot program and assess its future potential.

School Representative

Date: _____

SDO Monitor

Date: _____

Regional Monitor

Date: _____