

Republic of the Philippines

Department of Education REGION XI

SCHOOLS DIVISION OF DIGOS CITY

OFFICE OF THE SCHOOLS DIVISION SUPERINTENDENT

DIVISION MEMORANDUM

CID-2025- 255

To : Assistant Schools Division Superintendent

Chief Education Supervisors, CID and SGOD

Concerned Public Schools District Supervisors (PSDS) Concerned Education Program Supervisors (EPS)

Concerned Public Secondary School Head

Division Testing Coordinator

Subject: VIRTUAL TRAINING ON THE ADMINISTRATION OF THE

DYNAMIC LEARNING PROGRAM (DLP) ASSESSMENT FOR JUNIOR HIGH SCHOOL FOR SCHOOL YEAR 2025-2026

Date : July 14, 2025

In reference to Bureau of Education Assessment (BEA) Advisory No. 022, s. 2025, dated July 10, 2025, the Bureau of Education Assessment-Education Research Division (BEA-ERD) will conduct a **Virtual Training on the Administration of the Dynamic Learning Program (DLP) Assessment for Junior High School for School Year 2025-2026** on **July 17-18, 2025**, via **MS Teams**.

The following personnel have been identified to participate in this virtual activity on the specified schedule:

Name of Testing Personnel	Position	Role
1. Eleser D. Mateo	PSDS	Division Testing Coordinator (DTC)
2. Jem Boy B. Cabrella	EPS	Test Administrator (TA)
3. Ivy F. Solano	EPS	Test Administrator (TA)
4. Jessica G. Lucero	PSDS	Deputy Assessment Monitor (DAM)
5. Gervasio R. Salinas Jr.	PSDS	Deputy Assessment Monitor (DAM)
6. Juvic Sucayre	SH	School Head (SH) of the DLP Pilot School

The training will be conducted according to the specific roles of the testing personnel:

1. TA Session: Region IV-A, VII, NIR, & XI

MS Teams Meeting Link: https://tinyurl.com/02BatchTA

Meeting ID: 443 267 256 422 1

Passcode: Jn7Ba2r7

Day and Time: July 17, 2025, Thursday, 1:00 PM - 4:00 PM







(082)553-8375

2. RTC and DTC Session

MS Teams Meeting Link: https://tinyurl.com/RTCDTCSession

Meeting D: 455 242 693 211 7

Passcode: Ai2Nr6mH

Day and Time: July 18, 2025, Friday, 9:00 AM 12:00 NN

3. DAM and SH Session

MS Teams Meeting Link: https://tinyurl.com/SHDAMSession

Meeting D: 498 268 440 670 6

Passcode: PN94fq7A

Day and Time: July 18, 2025, Friday, 1:00 PM - 4:00 PM

Attached is the Advisory for more details about the activity.

The immediate dissemination of this memorandum is highly recommended.

MELANIE F. ESTACIÓ, PhD, CESO VI Schools Division Superintendent

DepEd Schools Division of Digos City
RECORDS SECTION

OATE: JUL 157025 TIME: 8:24 am

Enclosed: As stated. CID/PSDS/EDM







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Republic of the Philippines

Department of Education BUREAU OF EDUCATION ASSESSMENT

Office of the Director

Advisory No. _022 s. 2025

10 July 2025

ADVISORY

Virtual Training on the Administration of the Dynamic Learning Program (DLP) Assessment for Junior High School for School Year 2025 – 2026

- Pursuant to the DepEd Unnumbered Memorandum dated May 20, 2025, titled
 "Pilot Schools of the Dynamic Learning Program", the Bureau of Education
 Assessment Education Research Division (BEA-ERD) has been requested to lead
 the design and implementation of pretest, mid-test, and posttest assessments for
 DLP to evaluate its pilot implementation.
- 2. In line with this, the BEA-ERD invites all Regional Testing Coordinators (RTCs), Division Testing Coordinators (DTCs), Test Administrators (TAs), Deputy Assessment Monitors (DAMs), and School Heads (SHs) from the DLP pilot regions, schools division offices, and schools to attend the Virtual Training on the Administration of the DLP Assessment for High School for School Year 2025—2026 on July 17-18, 2025 (Thursday Friday).
- 3. Each DTC shall nominate one DAM for every 10 DLP schools in an SDO. If a division has between five and nine DLP pilot schools, the DTC shall still nominate one DAM to ensure adequate monitoring coverage. DAMs are public schools district supervisors assigned to areas near the DLP pilot schools.
- 4. Each DTC must also nominate two TAs per DLP school. Teachers with prior experience in administering standardized tests are preferred as TAs.
- 5. The virtual training will cover the guidelines on the production, delivery, and retrieval of test materials, as well as test administration procedures, including the roles and responsibilities of testing personnel and instructions on the use of Program Support Funds (PSF).







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6. The training will be conducted in four sessions based on the role and nature of tasks of testing personnel:

TA Session: NCR and Region V (approx. 464 participants)

MS Teams Meeting Link: https://tinyurl.com/Batch01TA

Meeting ID: 428 910 701 076 1

Passcode: vD7TR7Sb

Day and Time: Thursday, 9:00 AM - 12:00 NN

TA Session: Region IV-A, VII, NIR, & XI (approx. 436 participants)

MS Teams Meeting Link: https://tinyurl.com/02BatchTA

Meeting ID: 443 267 256 422 1

Passcode: Jn7Ba2r7

Day and Time: Thursday, 1:00 PM - 4:00 PM

RTC and DTC Session (approx. 69 participants)

MS Teams Meeting Link: https://tinyurl.com/RTCDTCSession

Meeting ID: 455 242 693 211 7

Passcode: Ai2Nr6mH

Day and Time: Friday, 9:00 AM - 12:00 NN

DAM and SH Session: (approx. 495 participants)

MS Teams Meeting Link: https://tinyurl.com/SHDAMSession

Meeting ID: 498 268 440 670 6

Passcode: PN94fq7A

Day and Time: Friday, 1:00 PM - 4:00 PM

- 7. All testing personnel are reminded to join their assigned group and time slot via MS Teams to ensure the smooth facilitation of the training.
- 8. For further information, please contact BEA-ERD at telephone number (02) 8631-2591 or via email at bea.erd@deped.gov.ph.
- 9. Immediate dissemination of this Advisory is hereby directed.

KEVIN CARL P. SANTOS, PhD con g

Director IV





Republic of the Philippines

Department of Education

OFFICE OF THE SECRETARY

MEMORANDUM

FOR

ALL UNDERSECRETARIES

ALL ASSISTANT SECRETARIES

THE REGIONAL DIRECTOR

Region NCR, CALABARZON, V, VII, NIR, and XI

SCHOOLS DIVISION SUPERINTENDENTS
Region NCR, CALABARZON, V, VII, NIR, and XI

FROM

ATTY. FATIMA LIPP D. PANONTONGAN

Undersecretary and Chief-of-Staff

SUBJECT

PILOT SCHOOLS OF THE DYNAMIC LEARNING PROGRAM

DATE

May 20, 2025

In support of the Department of Education's commitment to ensure learning continuity during class suspensions caused by natural calamities and disasters, other emergency situations and school attendance due to congested classrooms, the Department shall launch the Dynamic Learning Program Pilot (DLPP) for School Year 2025-2026 to selected secondary schools.

The DLP is anchored on the principle of "Learning by Doing", emphasizing student activity over traditional lectures. Under this model, 70% of learning time is dedicated to student-driven activities, while only 30% is allocated to lectures or teacher-led discussions. This shift aims to foster deeper understanding, critical thinking, and independent learning among students. It aims to improve learning outcomes through independent learning and minimal resources dependence, making it particularly effective in resource-limited environments. DLP was developed by Dr. Christopher Bernido and Dr. Ma. Victoria Carpio-Bernido, founders of Central Visayan Institute Foundation (CVIF) in Jagna, Bohol.

Some of the major tenets of the DLP are as follows:

 Activity-Based Learning (70-30 Principle): 70% of class time is devoted to student-driven learning activities, such as copying and answering Learning Activity Sheets (LAS), problem-solving tasks, and other activities, while 30%



of class time is used for teacher-led instruction, focusing on clarifying concepts and guiding students through difficult topics. Teachers deliver short, focused lectures only when necessary. This approach encourages independent learning, critical thinking, and mastery through practice. The emphasis is on student discovery and engagement, rather than passive listening.

- 2. Parallel Learning Scheme: For mainstream implementation, two to three sections share the same subjects per class period, and work on the same subject simultaneously, with an expert teacher providing direct instruction (30% class time), while facilitators monitor students who are answering their LAS (70% of class time). This allows for efficient use of limited resources, especially in schools with overcrowded classrooms or limited teaching staff.
- Strategic Rest Periods: DLP incorporates rest periods during the school week
 to reduce student stress and cognitive overload. These breaks are used for
 reflection, self-study, or enrichment activities, promoting mental wellness and
 long-term retention.
- 4. Learning Activity Sheets (LAS): LAS guide students through lessons independently. LAS are aligned with the curriculum and designed to be completed without direct teacher supervision, making them ideal also for emergency learning situations. Because students can work independently using LAS, learning can continue even without internet access or regular classroom sessions.
- 5. Student Portfolios: Students collect completed LAS as evidence of their learning progress. Teachers use portfolios to monitor individual student growth over time. Portfolios are organized by subject and emphasizes depth of understanding rather than quantity of output. The portfolio can be used as a main reference and can be used as a reviewer for both formative and summative assessments.

The DLP Pilot will be conducted in School Year 2025-2026 using a Randomized Control Trial (RCT) methodology. The RCT aims to generate robust evidence on the impact of the DLP on student performance, particularly in core subjects like Science, Mathematics, and English. It is part of DepEd's broader effort to address learning losses and improve instructional quality through evidence-based reforms.

Design and Methodology

- The DLP Pilot is being implemented in three distinct contexts, for Mainstream Implementation, Implementation for Congestion in Multi-Shift Schools, and Implementation in Emergency Situations.
 - a. Mainstream Implementation: The mainstream pilot will be implemented in Regions VII, NIR, and XI. This involves integrating the DLP into regular school settings for all eight subject areas. It serves as a pilot for modeling long-term, systemic reform in teaching and learning practices.

- b. Implementation for Congestion in Multi-Shift Schools: The Multi-shift Pilot will be conducted in select schools in Region NCR, and CALABARZON in schools operating on multiple shifts due to overcrowding, the DLP offers a flexible solution that maximizes limited classroom time and resources. By promoting independent learning, it reduces the need for extended face-to-face instruction, thereby easing congestion. A model mode would be to conduct onsite classes only up to twice a week, and the rest of the week will have students answer Learning Activity Sheets and undertaking other activities at home.
- c. Implementation in Emergency Situations: The program is designed to be resilient in emergencies, such as natural disasters or pandemics. The Emergency pilot will be run in select schools in Region V. Recognizing the frequent disruptions caused by natural disasters and other emergencies, the DLP is also being piloted in high-risk areas. It provides a resilient learning framework that allows education to continue even when traditional classroom settings are unavailable.
- 2. 150 schools are assigned to each context. Half of the schools participating in each context (75 schools) are randomly assigned to the **treatment group** (implementing DLP) while the other half in each context (75 schools) are part of the **control group** (continuing with traditional instruction and cannot implement DLP). This ensures that any observed differences in outcomes can be attributed to the DLP intervention. The full list of pilot schools and their assignment as to context and whether treatment or control are attached in **Annex A**.
- 3. The pilot will be run in **Key Stage 3** (Grades 7-10), with anywhere from 1-3 sections per grade level implementing for each pilot school. A separate issuance will be provided on the randomized sections.

Implementation Phases

There are three phases in the implementation of the DLP Pilot, which starts from the capability building of implementers to ensure the standard implementation of the DLP in pilot schools, including the standard provision of resources, specifically the LAS. Next is the Roll-out and baselining, and then the evaluation of the pilot.

- Preparation and Training: Teachers and school leaders from pilot schools
 will undergo intensive training through a certification program developed by
 NEAP. Standard Learning Activity Sheets (LAS) have also been developed by
 the Bureau of Learning Delivery which will be cascaded to pilot Regions and
 Schools. The development of the certification program and the LASs are in
 collaboration with the CVIF, DLP Implementing schools, and partners such as
 PLDT-SMART Communications.
- Baseline Assessment and Intervention Rollout: Student learning will be baseline assessed through a pre-test in Math, Science, and English, and the

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REGION KI	DAVAO CITY	DAVAGCITY	MALIKONGKONG NATIONAL HIGH SCHOOL	309662	Control
REGION XI	SAVAO CITY	DAVAGGITY	BAYABAS INTEGRATED SCHOOL	501405	Control
REGION KI	DAVAG CITY	DAVAO CITY	AMPON NATIONAL HIGH SCHOOL	905498	Control
REGION XI	DAVAGGITY	DAVAO CITY	RUFERTO F. CAPULONG NATIONAL HIGH TCHOOL	899508	Control
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REGION XI	DAVAGIDE ORD	MARAGUSAN (SAN MARIANO)	KATIPENAN INTEGRATED SCHOOL	501769	Treatment
REGION XI	DAVAD DE DRO	MONKAYO	CABANGKALAN NTEGRATED SCHOOL	501778	Treatment
REGION XI	DAVAO DE ORO	MONKAYO	DEPOT ANCESTRAL DOMAIN NATIONAL HIGH SCHOOL	300,667	Trestruent
REGION XI	GAVAG DE ORC	NEW BATAAN	MAJOR ANGEL V. FAJARDO NATIONAL HIGH SCHOOL	305773	Treatment
REGION XI	DAVAG DEL SUR	HAGONOY	LAPULABAD NATIONAL HIGH SCHOOL	805508	Traatment
REGION XI	DAVAG GCGDFNTAL	Macifa	BUHANGIN NATIONAL HIGH SCHOOL	305674	Treatment
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