



Republic of the Philippines
Department of Education

26 SEP 2019

DepEd MEMORANDUM
No. **130**, s. 2019

**CONDUCT OF RESEARCH ACTIVITIES RELATED TO THE REVIEW
OF PHILIPPINE K TO 12 BASIC EDUCATION CURRICULUM**

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
School Division Superintendents
Heads, Public and Private Elementary and Secondary Schools
All Others Concerned

1. The Department of Education (DepEd), through the Bureau of Curriculum Development (BCD) is conducting a **Review of Philippine K to 12 Basic Education Curriculum**, in collaboration with Assessment, Curriculum and Technology Research Centre (ACTRC), a joint research center between the University of the Philippines (UP) and the Assessment Research Centre of the University of Melbourne. This endeavor is aimed at establishing an evidence-based study on which possible improvements in the curriculum may be founded. The Concept Paper of this project is enclosed as Annex 1.
2. One of the objectives of the project is focused on examining and describing the implemented curriculum (i.e., as taught in the classrooms). Towards this objective, four rounds of focus group discussions (FGDs) and survey questionnaires will be administered to select teachers from public elementary schools and high schools in Metro Manila (National Capital Region), Region I (Ilocos Region), Region VII (Central Visayas) and Region XI (Davao). The detailed description of activities is enclosed as Annex 2, while the list of schools that will participate in the survey is enclosed as Annex 3.
3. Specific dates of visit and selection of participants will be coordinated by the ACTRC researchers to the field offices and the schools.
4. Consent of the teachers will be sought prior to participation and minimal disruption of classes will be observed in the conduct of these activities.
5. For more information, please contact the **Bureau of Curriculum Development**, 3rd Floor Bonifacio Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City at telephone nos. (02) 636-5096 and (02) 633-7267.
6. Immediate dissemination of this Memorandum is desired.

LEONOR MAGTOLIS BRIONES
Secretary

Encls.:

As stated

Reference:

N o n e

To be indicated in the Perpetual Index
under the following subjects:

BASIC EDUCATION
CURRICULUM
ELEMENTARY EDUCATION
PROJECTS
SECONDARY EDUCATION
SCHOOLS
TEACHERS

SMMA-DM-Conduct of Research Activities Related to the Review of Phil K to 12 BEC
0681-September 24, 2019

ACTRC

CONCEPT PAPER

CURRICULUM REVIEW PROJECT

WORK PACKAGE 2: REVIEW OF THE IMPLEMENTED CURRICULUM

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The Assessment, Curriculum and Technology Research Centre is a partnership between the University of Melbourne and the University of the Philippines supported by Australian Aid.

ABSTRACT

This document outlines the proposed activities of the 2nd Work Package (WP2) for the Phase 2 of the curriculum review of the Philippine K-12 Basic Education Curriculum to be conducted by ACTRC in collaboration with the Department of Education. This phase of the project follows Phase 1, which was the analysis of the Intended Curriculum and which commenced in February 2019. The purpose of this 2nd Work Package is to examine the curriculum as it is implemented in classrooms. For this, the extent to which the intended curriculum is delivered in the classroom as well as the teachers' perceived factors that facilitate or hinder their implementation of the curriculum are to be investigated through a survey methodology and subsequent focus group discussions. Information that will be drawn from this work package will be used in the alignment of the intended, implemented and assessed curricula, which has been shown to improve student achievement (Squires, 2012).

INTRODUCTION

In February 2019, the Assessment Curriculum and Technology Research Centre (ACTRC) and the Bureau of Curriculum Development (BCD) of the Department of Education (DepEd) commenced the review of the Philippine K-12 Basic Education Curriculum. This endeavor was divided into two phases. The objective of Phase 1 of this activity was to review the alignment of content standards, performance standards and competencies within the K to 10 Curriculum Guide in all learning areas at each grade level. This phase of the review, which included examining the cognitive demand (Blank, Porter & Smithson, 2001) of the learning competencies on students across the different grades and subjects, allowed for the checking of a total of 107 subject-grade combinations. Part of the main results of this work were the articulated subject-specific recommendations and general guidelines for future curriculum writers:

1. Language used when writing standards and competencies should be chosen to emphasise the level of demand expected of students and to communicate clearly to the users of the document.
2. Links between content standards, performance standards and learning competencies should be clear.
3. The cognitive/affective demand of the different learning areas should transition gradually across grade levels to systematically build expectations of students over time.

Vertical alignment of selected learning competencies across the grade levels were also explored in some learning areas. In the learning areas where this has been done, the process provided feedback about the suitability of spiralling within a learning area in the curriculum. In addition to conducting the actual review, a core team of staff from the BCD were trained in the review process, including the production of templates for data encoding, the handling of data and the formulation of recommendations. The BCD staff acknowledged that the workshop built their capacity in reviewing the intended curriculum and are now confident to independently conduct a similar review in the future.

The Phase 2 of the curriculum review is aimed at investigating the alignment of the curriculum in its four aspects. The four aspects of the curriculum, according to UNESCO-International Bureau of Education (UNESCO-IBE), are the intended curriculum, implemented curriculum, tested curriculum, and the attained curriculum. The *intended curriculum* is a set of formal documents which specify what the relevant national education authorities and society expect students to learn in school in terms of knowledge, understanding, skills, values, and attitudes to be acquired and developed, and how the outcomes of the teaching and learning process will be assessed (UNESCO-IBE, 2016). The *implemented curriculum* refers to the actual teaching and learning activities taking place in schools through interaction between learners and teachers as well as among learners, e.g., how the intended curriculum is translated into practice and actually delivered (UNESCO-IBE, 2016). The implemented curriculum is also referred to as the taught curriculum. The *tested curriculum* is the content that is tested within mandated or other standardized tests (Squires, 2009). The tested curriculum is also referred to as the assessed curriculum. Finally, the *attained curriculum* indicates the knowledge, understanding, skills and attitudes that learners actually acquire as a result of teaching and learning, assessed through different means and/or demonstrated in practice (UNESCO-IBE, 2016). The attained curriculum is also referred to as the learned curriculum.

The four aspects of the curriculum have different components which may be considered when reviewing curriculum alignment (Squires, 2009). The curriculum components being investigated as part of this review are shown in Figure 1. This investigation is seen as an important endeavor because alignment of the intended, implemented, and assessed curricula has been shown to lead to improvements in the attained curriculum (Squires, 2012).

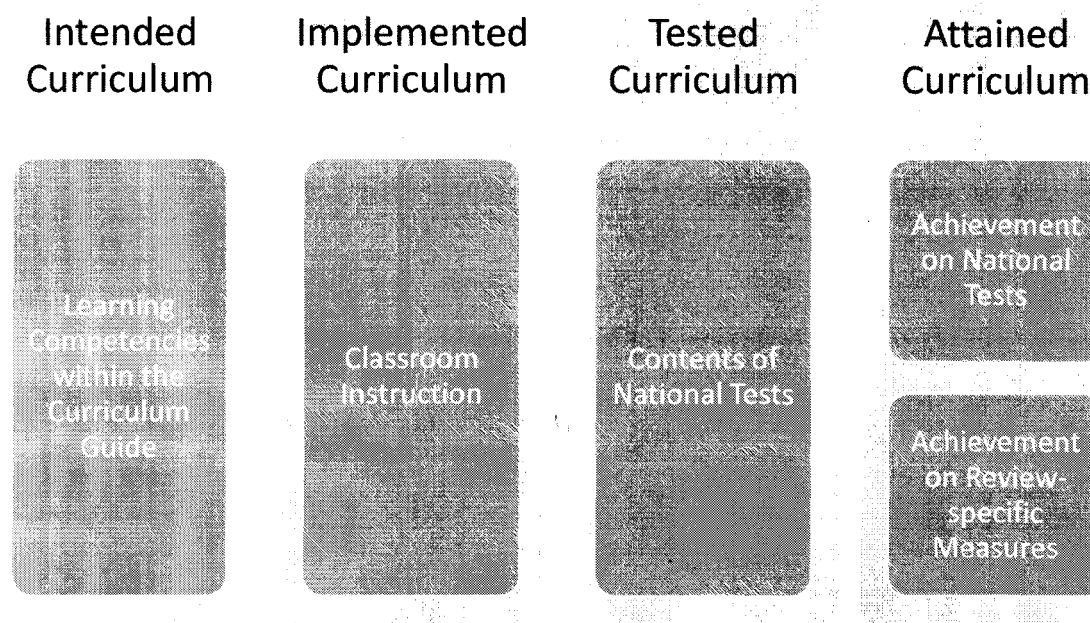


Figure 1: Components of the intended, implemented, tested and attained curricula to be investigated.

Specific activities for this phase of the curriculum review are grouped into five work packages (WP):

- WP1. Intended curriculum
- WP2. Implemented curriculum
- WP3. Tested curriculum
- WP4. Attained curriculum
- WP5. Application of research findings to policy

The outcomes of WP1 to WP4 are a series of research findings describing the extent of alignment within and across the curricula and identifying factors which promote or impede curriculum alignment. The final work package will support the application of these findings to curriculum enhancements and associated policies. The review will be conducted in collaboration with DepEd in order to build curriculum review capacity, to ensure that the research addresses factors of interest to DepEd, and to support the application of the findings to curriculum development and policy decisions.

The objective of Work Package 2 (WP2), in the current phase of the project, is to describe the implemented curriculum and compare it with the intended curriculum at four key stages (G3, G6, G10 and G12). It is aimed to obtain a clear picture of the implementation thus far and identify factors that facilitate and/or hinder the alignment of the curriculum. For this purpose, the data gathering activities will be limited to four regions (Regions I, VII, XI and NCR), with one region representing each of the three main islands, Luzon, Visayas, and Mindanao. Considering the role of this work package in the whole project, it is expected that the findings of WP2, will be fed into subsequent work packages, thus allowing for wider investigation of the degree of alignment of the four aspects of the curriculum.

METHOD

A survey will be conducted to determine the extent of the implementation of the curriculum in the classrooms. It will be administered to teachers handling learning areas that are tested in the national assessments at the key stages (G3, G6, G10 and G12) in public schools. This method is deemed ideal for the objective of the work package because it allows for a wider area of coverage in a short amount of time. To complement the information gathered from the survey, focus group discussions (FGD) will be conducted. This latter approach will be aimed at clarifying certain patterns of interest found through the analysis of the survey data. Four rounds of survey and subsequent FGD will be conducted.

PARTICIPANTS

The respondents for the survey are public school teachers handling Grade 3, Grade 6, Grade 10 and Grade 12 teachers across Regions I, VII, XI and NCR. These respondents will participate in the four rounds of the survey. The target number of participants are 500 teachers (250 from elementary schools, 250 from secondary schools) per region. To achieve this number, 34 elementary schools and 25 secondary schools will be recruited in each region. This number of schools has already included provisions for possible refusal and drop out during the implementation of the study. Within each school, the number of teachers that will be recruited for each grade levels are shown in Table 1.

Table 1. Number of teachers to be recruited from each school

Learning Areas	Elementary School		Secondary School	
	Grade 3	Grade 6	Grade 10	Grade 12
Mathematics	1	1	1	1
Science	NA	1	1	1
Araling Panlipunan	NA	1	1	NA
Filipino	1	1	1	NA
English	1	1	1	NA
Mother Tongue	1	NA	NA	NA
Philosophy	NA	NA	NA	1
Humanities	NA	NA	NA	1
Media Information Literacy	NA	NA	NA	1
Language and Communication	NA	NA	NA	1
Social Studies	NA	NA	NA	1

Selection of schools will be based on convenience sampling. The process will be done in a manner that will allow for a desirable level of representativeness of different locales and school sizes. A subsample of the survey participants will also be requested to participate in the FGD. Survey results will be the basis for selecting participants for the FGD.

INSTRUMENTS

Teacher Questionnaire

The Teacher Questionnaire will be the main instrument to be used in collecting information about the implemented curriculum. This survey form will be designed to determine the extent in which the prescribed learning competencies are actually delivered in the classroom. Other contextual information, such as the level of access to resources, professional development and teachers' perceived relevant factors that affect their implementation of the curriculum will also be collected.

PROCEDURES

Main Procedures

The main procedures for the implementation of this work package are outlined below:

1. Coordination with DepEd Central and Regions I, VII, XI and NCR for the purpose of recruitment
 - request for DepEd memorandum and subsequent requests for permission to conduct research activities from concerned DepEd offices (regional, division and school)
 - request for data on DepEd schools for construction of sampling frame
2. Development of instrument
 - writing of survey items and paneling
 - layouting and printing
 - recruitment of schools within the Metro Manila region for the purpose of piloting tests
 - coordination with concerned division offices in NCR
 - contacting of schools to be recruited for pilot testing
 - pilot testing in four schools
 - analysis of pilot data
 - finalisation based on result of analysis of pilot data
3. Main survey (data collection from teachers and schools)
 - administration of survey questionnaire (in four rounds)
 - focus group discussions (FGD)
4. Analysis and reporting
 - descriptive statistics
 - scaling of survey data (where necessary)
 - analysis and interpretation of results
 - report writing

Coordination with DepEd Central Office and Regional Offices

Due courtesy to the concerned offices of the Department of Education necessitates proper coordination with the DepEd central office and regional offices when conducting research activities that require the participation of teachers and other field personnel. Along this comes the assurance that the research staff to be deployed in the field will be apprised of certain protocols that need to be observed. Formal requests for the conduct of research activities will be coursed through proper channels and face-to-face meetings will be held when necessary.

Development of Instrument

Items will be drafted and paneled by the research team to improve quality and relevance to the current study. Two elementary schools and two secondary schools within the National Capital Region (NCR) will be requested to participate for the piloting of the questionnaire. The objective of the pilot testing will be to observe the length of time of administration, determine appropriateness of items in the survey questionnaire, and identify extent of clarity of language.

Main Survey

The research activities in the main survey include the administration of the survey questionnaires and the conduct of focus group discussions (FGD). There will be four rounds of administration in the main survey:

- 2nd Quarter SY 2019-2020
- 3rd Quarter SY 2019-2020
- 4th Quarter SY 2019-2020
- 1st Quarter SY 2020-2021

The same group of participants will be requested to respond to the questionnaire for all rounds of the survey administration. The survey will be delivered via a paper-and-pen method.

Focus Group Discussion (FGD)

After each round of the survey, specific patterns of interest in the responses will be further explored in order to understand the influences of specific facilitating or hindering factors on the implemented curriculum. A series of FGD will be conducted to allow for a more detailed investigation of the findings of the survey.

Analysis and Reporting

Data analysis will be primarily aimed at extracting information that would help provide a clear picture of the implemented curriculum. This entails processing of data in such a way that provides adequate summaries, which are also expected to facilitate interpretation of the results in relation to the other aspects of the curriculum. The use of appropriate descriptive statistics, scaling methodology, and qualitative analyses will be ensured in order to achieve this end. It should be noted also that analyses, as with the administration of the survey itself, are to be done in rounds, and their respective results will be used as input to the subsequent rounds of the survey.

Reporting will be done quarterly with a final report to be submitted by December 2020. In all forms of analysis and reporting, confidentiality of information shall be observed. In the analyses and presentation of findings, specific names of teachers or schools will be replaced with codes. The key to these codes is only accessible to designated research staff members to ensure utmost confidentiality.

REFERENCES

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Detailed description of activities

This document describes in detail the research activities related to the Review of Philippine K-12 Basic Education Curriculum. Two main fieldwork activities for this study are described: the survey and the focus group discussions.

Survey

For the survey activities, an overview of the schedule is provided in Table 1. Specific activities in the schedule are described in the paragraphs that follow.

Table 1. Schedule of survey activities

DATE	ACTIVITY	VENUE	PERSONS INVOLVED
October 18-21, 2019	Orientation of Principals/Focal persons (For NCR)	Marikina DO, Quezon City DO & Taguig-Pateros DO	Principals/Focal persons from NCR
October 21-22, 2019	Orientation of Principals/Focal persons (For Region I, one day for each venue)	Ilocos Sur DO, La Union DO & Pangasinan I DO	Principals/Focal persons from Region I
October 22-25, 2019	Orientation of Principals/Focal persons (For Region VII)	Dumaguete City DO, Cebu City DO & Bohol DO	Principals/Focal persons from Region VII
October 23-25, 2019	Orientation of Principals/Focal persons (For Region XI)	Davao City DO, Davao del Norte DO & Compostela Valley DO	Principals/Focal persons from Region XI
October 22 – November 6, 2019	Survey administration (First Round)	Participating schools	Participants, Principals/Focal persons
January 6-17, 2019	Survey administration (Second Round)	Participating schools	Participants, Principals/Focal persons
March 16-27, 2020	Survey administration (Third Round)	Participating schools	Participants, Principals/Focal persons
August 10-20, 2020	Survey administration (Fourth Round)	Participating schools	Participants, Principals/Focal persons

Orientation of principals/focal persons

An orientation will be conducted for the principals of the sample schools to provide information about the project and explain the procedures for the survey administration. The principals will be provided with a Plain Language Statement (PLS), which describes briefly the project and the nature of their participation. Consent of the principal in allowing teachers from his/her school to participate will be sought using a consent form. In cases where the principal is unable to attend the orientation, he/she will

be requested to nominate a focal person from her school to attend the orientation and sign the consent form in his/her behalf. The orientation will be held in their respective division offices and will be facilitated by researchers from ACTRC. Transportation expenses of the principals/focal persons shall be charged to their respective local funds.

Survey administration

The survey administration will primarily take place at the school level. Survey administration will be done in four rounds (see Table 1 for specific dates). Pertinent tasks will be taken charge of by the principal or focal persons at the school level. Specific tasks for the conduct of survey administration will involve the following:

- Receipt of questionnaires

The principal/focal person will receive a package from ACTRC researchers through courier service. The package will contain all the survey materials for the participating teachers in the school and a prepaid return pouch for the mailing of completed questionnaires to ACTRC. (For the first round, however, the survey materials and the return pouch will be handed by the researchers directly to the principal/focal person during the orientation.)

- Distribution of questionnaires to teachers

The principal/focal person will distribute the questionnaires to the teacher participants according to the subjects and grade levels they are handling. Care should be taken so that appropriate questionnaires are given to the participants. Participants will be provided with basic information about the project through the Plain Language Statement (PLS). Consent of the participants will be sought through a consent form, which they should sign to indicate their having given their consent. The participants will be given a reasonable amount of time to respond to the questionnaire.

- Collection of questionnaires

The principal/focal person will collect the completed questionnaires after a reasonable amount of time has elapsed. During consolidation, the principal/focal person will ensure that all participants returned the completed survey in a sealed envelope.

- Mailing of completed questionnaires

The principal/focal person will mail the questionnaires to ACTRC for data processing and analysis. A prepaid return pouch will be provided by ACTRC for the mailing of the completed questionnaires.

Focus Group Discussions

Focus group discussions will be conducted by ACTRC researchers to obtain a more detailed information on the factors being explored in the study. The participants will be determined after an initial analysis of the survey data for each quarter has been completed. Visits to identified participants will be coordinated laterally by the researchers. The target dates for the conduct of the FGD are shown in the table below.

Table 2. Target dates for the conduct of focus group discussions

DATE	ACTIVITY	PERSONS INVOLVED
December 2-6, 2019	Focus Group Discussion (FGD) 1	Participants from selected schools
February 10-14, 2020	Focus Group Discussion (FGD) 2	Participants from selected schools
March 23-27, 2020	Focus Group Discussion (FGD) 3	Participants from selected schools
September 14-18, 2020	Focus Group Discussion (FGD) 4	Participants from selected schools

LIST OF SCHOOLS THAT WILL PARTICIPATE IN THE SURVEY

Elementary Schools

Region	Division	School ID	School Name
NCR	Marikina City	136671	Barangka ES
NCR	Marikina City	136680	Concepcion ES
NCR	Marikina City	136681	Fortune ES
NCR	Marikina City	136673	Kalumpang ES
NCR	Marikina City	136674	L. Victorino ES
NCR	Marikina City	136675	Malanday ES
NCR	Marikina City	136678	San Roque ES
NCR	Marikina City	136685	SSS Village ES
NCR	Marikina City	136686	St. Mary ES
NCR	Marikina City	136687	Sto. Nino ES
NCR	Quezon City	136520	Bagbag Elementary School
NCR	Quezon City	136500	Bungad ES
NCR	Quezon City	136496	Cong. Reynaldo A. Calalay Mem. Sch. (Damayan ES)
NCR	Quezon City	136557	Cubao ES
NCR	Quezon City	136511	Culiat Elementary School
NCR	Quezon City	136533	Kaligayahan ES
NCR	Quezon City	136580	Kamuning ES
NCR	Quezon City	136522	Leopoldo B. Santos ES
NCR	Quezon City	136546	Manuel L. Quezon ES
NCR	Quezon City	136497	Masambong Elementary School
NCR	Quezon City	136524	Placido del Mundo ES
NCR	Quezon City	136563	Project 3 ES
NCR	Quezon City	136530	Villa Verde Elementary School
NCR	Taguig	136881	Bagong Tanyag Elementary School - Annex A
NCR	Taguig	136882	Bagong Tanyag Elementary School - Annex B
NCR	Taguig	136893	Capt. Hipolito Francisco Elementary School - Main
NCR	Taguig	136884	Daanghari Elementary School
NCR	Taguig	136885	EM's Signal Village Elementary School
NCR	Taguig	136873	Eusebio C. Santos Elementary School
NCR	Taguig	228002	Gat. Andres Bonifacio Elementary School
NCR	Taguig	136896	Pateros Elementary School
NCR	Taguig	136895	Paulina Manalo ES
NCR	Taguig	136875	Ricardo P. Cruz, Sr. Elementary School
NCR	Taguig	136891	Tenement Elementary School
Region I	Ilocos Sur	100402	Cabugao North Central School
Region I	Ilocos Sur	100456	Caoayan CS
Region I	Ilocos Sur	100571	Galimuyod Central School

Region I	Ilocos Sur	100502	Magsingal South Central School
Region I	Ilocos Sur	100544	Narvacan South CS (SPED Center)
Region I	Ilocos Sur	100511	Puro ES
Region I	Ilocos Sur	100582	Salcedo CS
Region I	Ilocos Sur	100616	San Sebastian ES
Region I	Ilocos Sur	100684	Sta. Cruz CS
Region I	Ilocos Sur	100698	Sta. Lucia North CS
Region I	La Union	100801	Agoo East CES
Region I	La Union	100819	Aringay Central Elem.. School
Region I	La Union	100908	Baccuit Elementary School
Region I	La Union	100875	Balaoan CES
Region I	La Union	100911	Bauang North CS
Region I	La Union	100812	Cubal ES
Region I	La Union	101096	Damortis ES
Region I	La Union	100991	Naguilian CS
Region I	La Union	101001	Pugo Central School
Region I	La Union	101057	San Gabriel CS
Region I	La Union	100839	Sta. Rita ES
Region I	La Union	101130	Tubao Central School
Region I	Pangasinan I, Lingayen	101641	Botao-Tebag ES
Region I	Pangasinan I, Lingayen	101155	Buer-Bayaoas ES
Region I	Pangasinan I, Lingayen	101422	Calasiao Central School
Region I	Pangasinan I, Lingayen	101560	Canan ES
Region I	Pangasinan I, Lingayen	101483	Lingayen I CS
Region I	Pangasinan I, Lingayen	101546	Malasiqui I CS
Region I	Pangasinan I, Lingayen	101585	Mangatarem I CS
Region I	Pangasinan I, Lingayen	101622	Mapandan Central School SPED Center
Region I	Pangasinan I, Lingayen	101426	San Miguel ES
Region I	Pangasinan I, Lingayen	101637	STA. BARBARA CENTRAL SCHOOL
Region I	Pangasinan I, Lingayen	101280	Tamaro-Tambac ES
Region I	Pangasinan I, Lingayen	101383	Torres-Bugallon ES
Region VII	Bohol	117983	Baclayon Central ES
Region VII	Bohol	117995	Balilihan Central ES
Region VII	Bohol	118065	Buenavista CES
Region VII	Bohol	118291	Duero Central ES
Region VII	Bohol	118312	Garcia-Hernandez Central ES
Region VII	Bohol	118331	Getafe Central ES
Region VII	Bohol	118424	Jagna Central ES
Region VII	Bohol	118140	Katipunan ES
Region VII	Bohol	118729	Talibon Central ES
Region VII	Bohol	118266	Totolan Elementary School

Region VII	Bohol	118797	Tubigon West Central ES
Region VII	Bohol	118864	Valencia Central Elementary School
Region VII	Cebu City	119897	Bacayan ES
Region VII	Cebu City	119898	Bagong Lipunan ES
Region VII	Cebu City	119884	Buhisan ES
Region VII	Cebu City	119874	City Central ES
Region VII	Cebu City	119866	Don Vicente Rama MES (Basak ES)
Region VII	Cebu City	119880	Guadalupe ES
Region VII	Cebu City	119900	Guba Elementary School
Region VII	Cebu City	119881	Kalunasan ES
Region VII	Cebu City	119893	Lahug Elementary School
Region VII	Cebu City	119901	Mabolo ES
Region VII	Cebu City	119909	Pardo Elementary School
Region VII	Cebu City	119903	San Jose Elementary School
Region VII	Cebu City	119871	Tisa II Elementary school
Region VII	Dumaguete City	119934	Batinguel Elementary School
Region VII	Dumaguete City	119935	Camanjac Elementary School
Region VII	Dumaguete City	119946	City Central Elementary School
Region VII	Dumaguete City	119948	Junob ES
Region VII	Dumaguete City	119937	Magsaysay MES
Region VII	Dumaguete City	119938	North City ES
Region VII	Dumaguete City	119949	South City Elementary School
Region VII	Dumaguete City	119939	West City Elementary School
Region VII	Dumaguete City	119940	West City Exceptional Child Learning Center
Region XI	Compostela Valley	128514	Cabinuangan CES
Region XI	Compostela Valley	128263	Compostela Central Elementary School SPED Center
Region XI	Compostela Valley	128264	Gabi ES
Region XI	Compostela Valley	128544	Kingking CES
Region XI	Compostela Valley	128491	Mainit ES
Region XI	Compostela Valley	128389	Maragusan CES
Region XI	Compostela Valley	128413	Mawab Central Elementary School SPED Center
Region XI	Compostela Valley	128439	Monkayo CES
Region XI	Compostela Valley	128471	Montevista CES
Region XI	Compostela Valley	128505	Nabunturan Central Elementary School SPED Center
Region XI	Davao City	129703	Agdao Elementary School
Region XI	Davao City	129726	Bago Oshiro ES
Region XI	Davao City	129492	Binugao CES
Region XI	Davao City	129506	Buhangin CES SPED CENTER
Region XI	Davao City	129555	Cesareo Villa Abrille Elementary School
Region XI	Davao City	129523	Daniel M. Perez Central Elem. School SPED Center
Region XI	Davao City	129548	Don Juan Dela Cruz CES

Region XI	Davao City	129481	F. Bustamante CES
Region XI	Davao City	129734	Imelda Elementary School
Region XI	Davao City	129645	Maa CES
Region XI	Davao City	129558	Magallanes Elementary School
Region XI	Davao City	129592	Malabog CES
Region XI	Davao City	129701	San Roque CES
Region XI	Davao City	129485	Sixto Babao ES
Region XI	Davao City	129743	Tugbok Central ES SPED Center
Region XI	Davao del Norte	128757	Balagunan ES
Region XI	Davao del Norte	128627	Carmen CES SPED CENTER
Region XI	Davao del Norte	204520	Clementa F. Royo Elementary School
Region XI	Davao del Norte	128575	Katipunan ES
Region XI	Davao del Norte	128662	Maniki CES SPED Center
Region XI	Davao del Norte	128714	New Corella CES SPED Center
Region XI	Davao del Norte	128595	Sawata Erandcor Central Elem. School
Region XI	Davao del Norte	128765	Sto. Tomas CES SPED Center
Region XI	Davao del Norte	128643	Tubod ES

Secondary Schools

Region	Division	School ID	School Name
NCR	Marikina City	319903	Barangka NHS
NCR	Marikina City	319902	Fortune High School
NCR	Marikina City	319907	Jesus Dela Peña National High School
NCR	Marikina City	319904	Kalumpang National High School
NCR	Marikina City	305402	Malanday NHS
NCR	Marikina City	305398	Marikina HS
NCR	Marikina City	305401	Marikina Science HS
NCR	Marikina City	319905	San Roque National High School
NCR	Marikina City	305399	Tañong HS
NCR	Quezon City	305320	Balingasa HS
NCR	Quezon City	305331	Commonwealth HS
NCR	Quezon City	305360	Don Alejandro Roces, Sr. Sci. & Tech. HS
NCR	Quezon City	305362	Dr. Josefa Jara Martinez HS
NCR	Quezon City	305352	Juan Sumulong High School
NCR	Quezon City	305336	Lagro HS
NCR	Quezon City	305356	Ponciano A. Bernardo HS

NCR	Quezon City	305359	Quezon City High School
NCR	Quezon City	305350	Quirino HS
NCR	Taguig	320607	Agripino Manalo National HS
NCR	Taguig	305462	Gen. Ricardo G. Papa, Sr. Memorial HS Annex
NCR	Taguig	305466	Pateros National High School
NCR	Taguig	320606	Pres. Diosdado Macapagal HS - Signal VNHS Annex
NCR	Taguig	320604	Sen. Renato "Compañero" Cayetano Memorial Science & Technology High School
NCR	Taguig	305463	Signal Village National High School
NCR	Taguig	320601	Taguig Science High School
NCR	Taguig	305464	Tipas National High School
Region I	Ilocos Sur	300033	Alilem NHS (Alilem Daya HS)
Region I	Ilocos Sur	300037	Banayoyo NHS
Region I	Ilocos Sur	300049	Dili NHS
Region I	Ilocos Sur	300059	Nagbukel NHS
Region I	Ilocos Sur	300035	SAN JUAN NHS
Region I	Ilocos Sur	300077	Santa Maria National High School
Region I	Ilocos Sur	300080	Sinait NHS
Region I	Ilocos Sur	300086	Tagudin NHS
Region I	La Union	300102	Burgos National High School
Region I	La Union	300104	Caba National High School
Region I	La Union	300130	Don Eufemio F. Eriguel MNHS
Region I	La Union	300112	Don Eulogio De Guzman Memorial NHS
Region I	La Union	300114	Dona Francisca Lacsamana de Ortega Memorial National High School
Region I	La Union	300122	Naguilian National HS
Region I	La Union	300123	Northern Naguilian National High School
Region I	La Union	300124	Oanari National High School
Region I	Pangasinan I, Lingayen	300173	Bocboc East NHS
Region I	Pangasinan I, Lingayen	300178	Buenlag NHS
Region I	Pangasinan I, Lingayen	300183	Calasiao Comprehensive NHS
Region I	Pangasinan I, Lingayen	300193	Daniel Maramba NHS
Region I	Pangasinan I, Lingayen	300267	Irene Rayos Ombac NHS
Region I	Pangasinan I, Lingayen	300225	Maticmatic NHS
Region I	Pangasinan I, Lingayen	300233	Pangasinan National High School
Region I	Pangasinan I, Lingayen	300250	San Jose NHS (Anda)
Region I	Pangasinan I, Lingayen	300255	Sual National High School
Region I	Pangasinan I, Lingayen	300258	Tambobong National High School
Region VII	Bohol	302808	Aguining National High School
Region VII	Bohol	302907	Bantolinao National High School
Region VII	Bohol	302815	Batuan NHS
Region VII	Bohol	302883	Calape National High School

Region VII	Bohol	302863	La Hacienda NHS
Region VII	Bohol	302872	Lourdes NHS
Region VII	Bohol	302884	Pilar Technical-Vocational HS
Region VII	Bohol	302887	San Agustin NHS
Region VII	Bohol	302893	San Jose NHS
Region VII	Bohol	302822	Tubigon West NHS
Region VII	Bohol	302916	Valencia Tech-Voc HS
Region VII	Cebu City	303143	Bulacao Community HS (Day & Night)
Region VII	Cebu City	303136	Busay National High School
Region VII	Cebu City	303150	Don Sergio Osmeña, Sr. Memorial HS (Day & Night)
Region VII	Cebu City	303133	Don Vicente Rama Mem. NHS (Basak NHS)
Region VII	Cebu City	303157	Guba NHS
Region VII	Cebu City	303132	Lusaran NHS
Region VII	Cebu City	303151	Mabolo National High School
Region VII	Cebu City	303146	Mambaling NHS (Night)
Region VII	Cebu City	303160	Pit-os National High School
Region VII	Cebu City	303161	Ramon Duterte Memorial NHS (Day & Night)
Region VII	Dumaguete City	303166	Camanjac National High School
Region VII	Dumaguete City	303168	Dumaguete City National High School
Region VII	Dumaguete City	303167	Junob National High School
Region VII	Dumaguete City	303169	Ramon Teves Pastor Memorial - Dumaguete Science HS
Region VII	Dumaguete City	303171	Taclobo NHS
Region XI	Compostela Valley	304181	Compostela NHS
Region XI	Compostela Valley	304187	Gabi National High School
Region XI	Compostela Valley	304191	Lorenzo S. Sarmiento Sr. NHS
Region XI	Compostela Valley	304195	Manat NHS
Region XI	Compostela Valley	304202	Montevista NHS
Region XI	Compostela Valley	304205	Nabunturan NCHS
Region XI	Compostela Valley	304206	New Bataan NHS
Region XI	Compostela Valley	315802	Nuevo Iloco NHS
Region XI	Compostela Valley	304214	Union NHS
Region XI	Davao City	304350	Binugao NHS
Region XI	Davao City	304346	Cabantian NHS
Region XI	Davao City	316202	Catalunan Pequeno National High School
Region XI	Davao City	304359	Daniel R. Aguinaldo NHS
Region XI	Davao City	304360	Davao City NHS
Region XI	Davao City	304368	F. Bustamante NHS
Region XI	Davao City	304342	Ma. Cristina P. Belcar Agricultural High School
Region XI	Davao City	304376	Mabini NHS
Region XI	Davao City	304394	Tagakpan NHS
Region XI	Davao del Norte	304217	Asuncion National High School

Region XI	Davao del Norte	304222	Carmen NHS
Region XI	Davao del Norte	304233	Kapalong National High School
Region XI	Davao del Norte	304241	Luna National High School
Region XI	Davao del Norte	304248	New Corella National High School
Region XI	Davao del Norte	304256	Salvacion NHS
Region XI	Davao del Norte	304251	Sawata NHS
Region XI	Davao del Norte	304257	Sto. Nino NHS