

FROM DEPED RECOGNITION TO CERTIFICATION

GASTPE Regional Orientation 2026



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DO 20, s. 2017 provides the guidelines to reflect the increases



Republic of the Philippines
Department of Education
IN THE IMPLEMENTATION OF THE EDUCATING AND TEACHERS' SALARY SUBSIDY IN JUNIOR HIGH SCHOOL, EFFECTIVE SCHOOL YEAR 2017-2018

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DO 46, s. 2015 provided the details on the conditions, requirements, and processes regarding the implementation of the SHS VP starting SY 2016-2017
TSS amount was increased to 18,000
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DepEd ORDER No. 46, s. 2015
DETAILED GUIDELINES

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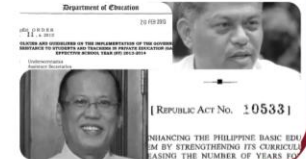
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REPUBLIKA NG PILIPINAS
KAGAWARAN NG EDUKASYON
DEPARTMENT OF EDUCATION
DepEd Complex, Marikina Avenue, Marikina City, Philippines

angapan ng Kalihim
Office of the Secretary

Direct Line: 433-70
E-Mail: deped@deped.gov.ph

May 20 2003

DepEd Order
No. 40, s. 2003

IMPLEMENTING GUIDELINES FOR EDUCATIONAL SERVICE CONTRACTING (ESC) AND TUITION FEE SUPPLEMENT (TFS) FOR SY 2003-2004

To: Bureau Directors
Regional Directors
Schools Division Superintendents
Private Secondary School Heads

1. For the guidance of all concerned, the attached implementing guidelines

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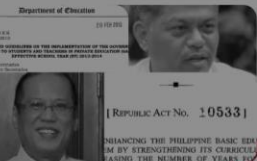


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INTERNALLY FUNDED RESEARCH

Policy Brief on Extending GASTPE to K-6

Don Brodeth | February 2023

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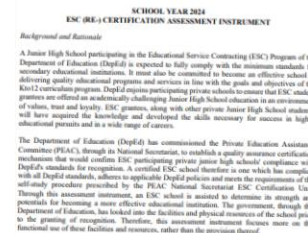


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the GASTPE Program

Commissioned by a mandate to co-implement the GASTPE Program with the Department of Education, PEAC has designed and established a quality assurance mechanism in 2003 to assess and confirm compliance of quality JHS Program in ESC participating schools.

Certification

is a quality assurance mechanism established by the PEAC for the continuous improvement of participating junior high schools in DepEd's ESC Program as the PEAC certification teams confirm the schools' compliance with the standards and minimum requirements of DepEd.



#PEACachievers

PEAC CERTIFICATION INITIATIVES:

JUNIOR HIGH SCHOOL (JHS):

- Existed CAI revised in 2018 in line with K12 program
- Updated in 2024 in line with DepEd post-pandemic requirements

SENIOR HIGH SCHOOL (SHS):

- First published in 2020 in response to requests by ESC JHS Administrators for voluntary QA
- Updated in 2025 in line with DepEd post-pandemic requirements

ELEMENTARY:

- First published in 2021 as K-6 Standards-based Quality Assurance Instrument for Elementary Schools or SQAIES for voluntary QA
- Updated in 2025 in line with DepEd post-pandemic requirements

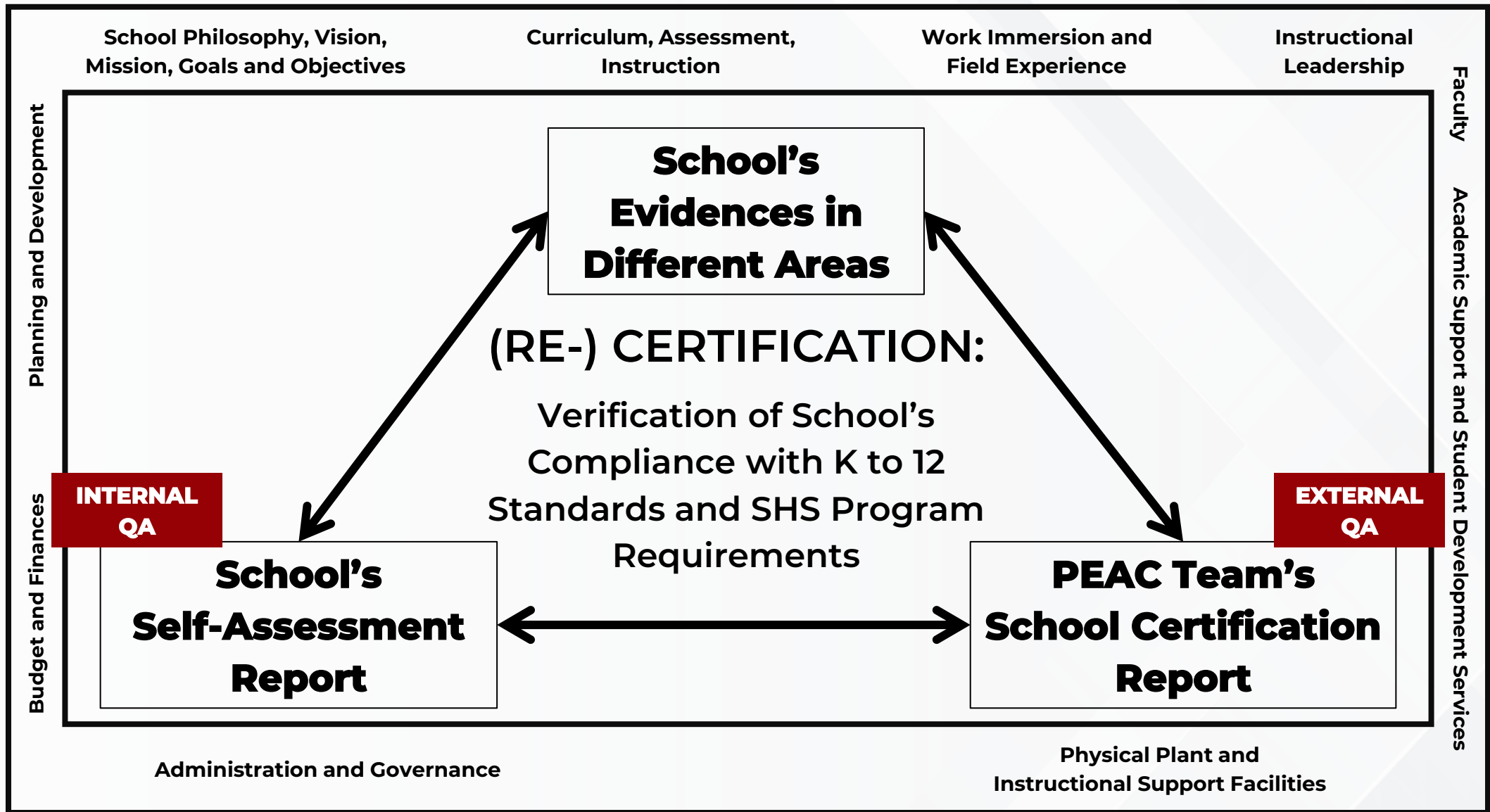
2025 SQAI-ES			2024 JHS CAI			2025 SHS CAI		
AREAS	P	S	AREAS	P	S	AREAS	P	S
CORE			CORE			CORE		
A. School Philosophy, Vision, Mission, Goals and Objectives	6*	1	A. School Philosophy, Vision, Mission, Goals and Objectives	5*	0	A. School Philosophy, Vision, Mission, Goals and Objectives	3*	2
B. Curriculum, Assessment and Instruction	45	7	B. Curriculum, Assessment and Instruction	14	5	B. Curriculum, Assessment and Instruction	26	9
C. Instructional Leadership	12	5	C. Instructional Leadership	8	5	C. Work Immersion and Field Experience	19	6
D. Faculty	7	6	D. Faculty	5	3	D. Instructional Leadership	19	7
G. Administration and Governance	9	2	G. Administration and Governance	8	3	E. Faculty	11	8
						H. Administration and Governance	30	8
SUPPORT			SUPPORT			SUPPORT		
E. Academic Support and Student Development Services	31	9	E. Academic Support and Student Development Services	32	10	F. Academic Support and Student Development Services	28	15
F. Physical Plant and Instructional Support Facilities	11	3	F. Physical Plant and Instructional Support Facilities	13	4	G. Physical Plant and Instructional Support Facilities	18	12
H. School Budget and Finances	9	1	H. School Budget and Finances	9	1	I. School Budget and Finances	6	4
I. Institutional Planning and Development	5	4	I. Institutional Planning and Development	5	2	J. Institutional Planning and Development	5	2
TOTAL	135	38		99	33		165	73

The PEAC Certification Instruments are designed to basically assess the extent of compliance with the DepEd Minimum Quality Standards as well as to evaluate the school's characteristics, its qualitative indicators of excellence, and its level of functionality and performance vis-à-vis the K to12 program.

Commissioned by a mandate to co-implement the GASTPE Program with the Department of Education, PEAC has conducted Certification since 2004 to assess and confirm compliance of quality JHS Program in ESC participating schools and has developed the culture of continuous school improvement

Aligned this way, SHS Certification shall also provide a comprehensive quality assurance model for SHS operations, ensuring readiness, sustained quality and quantifiable results.

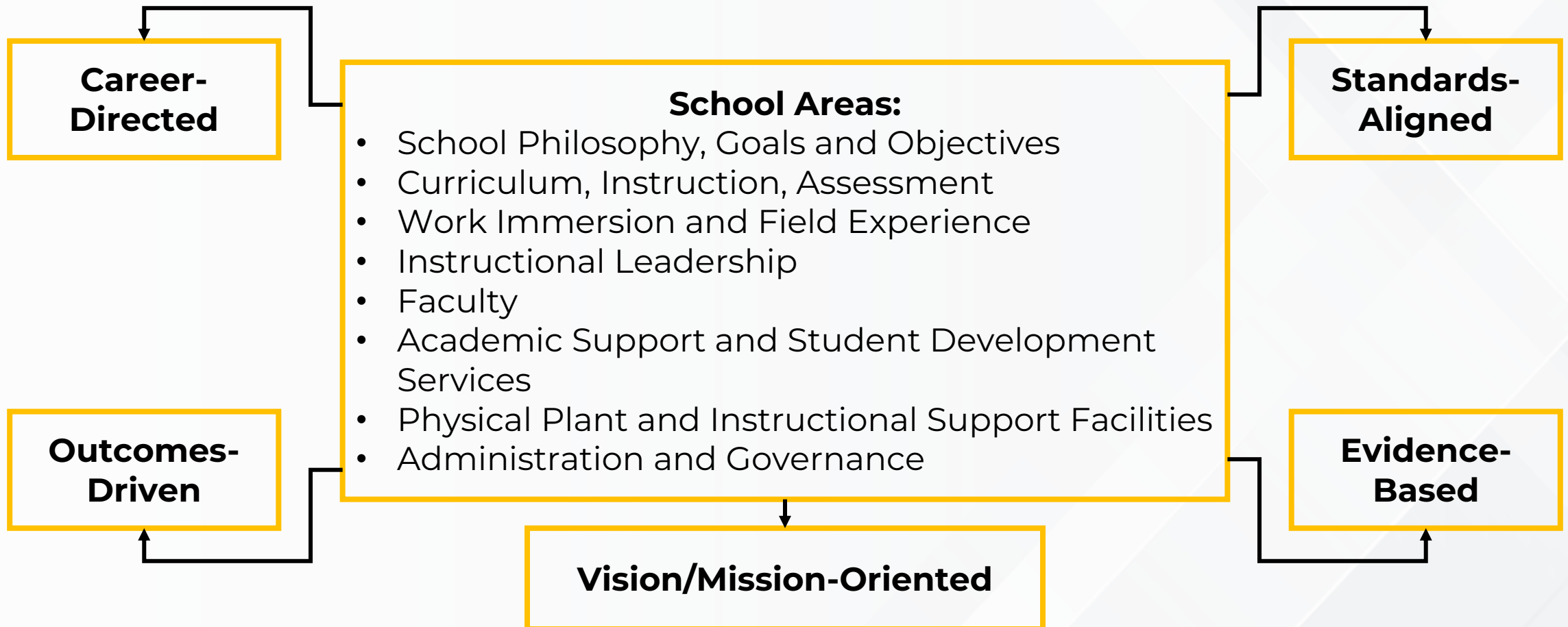
**What is the
2025 SHS CAI?**



2025 PEAC SENIOR HIGH SCHOOL CERTIFICATION FRAMEWORK

SHS-CAI 2025

DIMENSIONS OF STANDARDS-BASED QUALITY ASSESSMENT INSTRUMENT INDICATORS FOR SHS-CAI/VC



This instrument covers different areas of school operations that produce quality student performance and organizational effectiveness. These areas are:

A. School Philosophy, Vision, Mission, Goals and Objectives

B. Curriculum, Assessment and Instruction

C. Work Immersion and Field Experience

D. Instructional Leadership

E. Faculty

H. Administration and Governance

F. Academic Support and Student Development Services

G. Physical Plant and Instructional Support Facilities

I. School Budget and Finances

J. Institutional Planning and Development

The above areas are clustered into two groups – Core and Support.

The **CORE** group of areas covers sections deemed **essential to teaching and learning.**

The **SUPPORT** group of areas includes **school operations that are undertaken in the context of and based on the direction of the Core** group of areas.

Observation of Classroom Instruction and Assessment of the Blended or Distance Learning are significant aspects in the area of Curriculum, Assessment and Instruction.

Standards

The Area lists the standards for compliance.

Each area consists of a set of standards for compliance. The standards are drawn from various sources.

Power standards are marked with an asterisk (*). These standards are critical to the effectiveness of a particular area as these illustrate its key characteristics.

Support standards which contribute to or supplement the achievement of a power standard. These items are done in relation to the direction of the power standards.

EVIDENCE – BASED APPROACH

PEAC SHS Certification approach is evidence-based and therefore, **assessment of school's compliance with standards of quality depends on evidences presented and available.**

Examples of Compliance Evidences:

- Recruitment, Selection, Hiring/Placement Policies and Procedures
- Notarized Teachers' Contracts
- Administration Manual
- Teachers' Profile
- Teacher's 201 File
- Teachers' Program
- Summary Faculty Loads and Assignments
- Teachers Contract
- Minutes of Faculty/ Personnel assemblies and meetings showing announcements of DepEd orders
- Faculty Manual
- Minutes of the Faculty Meetings where the contents of the Faculty Manual were discussed
- Faculty Development Plan
- Faculty Development Plan Evaluation Instruments, Results and Summaries
- List of PLC Activities
- Minutes of the PLC meetings
- Attendance Sheets during the PLC meetings

What is the 2025 PEAC SHS CAI Users' Guide?

F.3.1

Standards of Compliance	Focus Questions:	Look-Fors:	ECEs:
3. Faculty development plan designed to:			
- help teachers achieve professional growth in the seven domains and meet the standards of the 2017 Philippine Professional Standards for Teachers*	- Does the Faculty Development Plan include strategies towards the development of the 7 domains prescribed by the 2017 PPST?	- Faculty Development Plan that includes the development of the 7 domains prescribed by the PPST - Content Knowledge and Pedagogy - Learning Environment - Diversity of Learners - Curriculum and Planning - Assessment and Reporting - Community Linkages and Professional Engagement - Personal Growth and Professional Development	- Faculty Development Plan - Faculty Development Plan Evaluation Instruments, Results and Summaries - Faculty Performance Evaluation Instruments, Results and Summaries - Calendar of Activities - List of Activities

1.2.3

Standards of Compliance	Focus Questions:	Look-Fors:	ECs:
2. An annual budget approved by the Board of Trustees that is:			
- reflective and supportive of the Standards – based School Improvement Plan*	- Does the BOT-approved annual budget include allocations forSSIP initiatives and activities?	- SSIP Budget allocations in the Annual Budget	- Approved Annual Budget - Budget performance reports

C.17

Standards of Compliance	Focus Questions:	Look-Fors:	ECs:
17. The school gathers feedback and obtains validation from industry partners regarding its work immersion program.*	- Does the school meet and consult with external partners in the community or industry and other stakeholders to get feedback on the design and effectiveness of their work immersion program? - Is the program of regular consultation with external partners in the community or industry and other stakeholders done on a regular and periodic basis?	- Evaluation report by external partners in the community or industry and other stakeholders regarding design and effectiveness of the school's work immersion program - Program and minutes of meetings of consultations showing regular and periodic meetings with external partners in the community or industry and other stakeholders	- Manual or Handbook of the School's Work Immersion Program - Minutes of meetings of school with community partners and stakeholders regarding work immersion program's effectiveness - Communications sent by industry partners to school regarding the nature and scope of students' immersion - Evaluation forms of work immersion by external evaluators from tertiary level or industry - Schedule of consultations showing regular and periodic meetings with external partners in the community or industry and other stakeholders

C.19

Standards of Compliance	Focus Questions:	Look-Fors:	ECs:
19. Students' field experiences and exposures provide them with opportunities to learn about or observe industry trends or professional practices in a particular discipline or career.*	- Are students' field experiences related to industry trends or professional practices in a particular discipline or career? - Are students able to have actual contact time and interaction with industry or professional practitioners?	- School Guidelines and Procedures for Field Experience - Records of students' contact time and interactions with industry or professional practitioners	- School Guidelines and Procedures for Field Experience - Student Handbook guidelines on culminating activity - Records of students' contact time and interactions with industry or professional practitioners