



Republic of the Philippines
Department of Education
 Caraga Region
SCHOOLS DIVISION OF SURIGAO DEL SUR

DIVISION MEMORANDUM
 No. 968, s. 2025

DEPED-DIVISION OF SURIGAO DEL SUR
RELEASED
 DATE: November 3, 2025
 TIME: 3:10 PM
 SIGNATURE:

To: Chief, Curriculum Implementation Division
 Public Schools District Supervisors/ District In-Charge
 Secondary and Elementary School Heads Concerned
 All Others Concerned

**MONITORING AND PROGRESS REPORT ON THE IMPLEMENTATION OF THE
 KHAN ACADEMY PROGRAM**

1. This Office hereby issues this memorandum relative to the Progress Tracking and Monitoring on the Implementation of the Khan Academy Program, which presents the performance of the implementing schools for the period covering September 30 to October 30, 2025, based on the results of the Division's online dashboard tracking and monitoring.
2. The report provides insights into the progress, utilization, and engagement levels of both teachers and learners in the use of Khan Academy as a supplementary learning platform for Mathematics. It also presents school performance and identifies implementation gaps and areas needing intervention to ensure the program's effective and efficient adoption in the Division.
3. Attached herewith is the monitoring and progress report, reflecting the summary of dashboard data, observations, and recommended strategic steps to improve the implementation and ensure efficient adoption of the program.
4. In view of this, all Khan Academy Implementing Schools are directed to:
 - a. review the attached Division Analysis carefully.
 - b. identify and implement at least two (2) school-level interventions or strategies that directly address the findings;
5. All school heads of Khan Academy Implementing Schools are directed to review the attached analysis and identify & implement two (2) specific school-level interventions or strategic actions aimed at improving the program's implementation and learner engagement.
6. To ensure effective and efficient implementation, all 19 Khan Academy Implementing Schools are hereby directed to comply with the following Division performance targets:



Address: Balilahan, Mabua, Tandag City, Surigao del Sur, 8300
 Telefax No. (086) 211-3225
 Email Address: surigaodelsur.division@deped.gov.ph
 Website: depedsurigaodelsur.com

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- a. each implementing school must ensure that all classes work on at least **two (2)** skills per week through assigned lessons and mastery activities.
- b. each learner should accumulate an average of at least **30 learning** minutes per week on the Khan Academy platform.
- c. **One hundred percent (100%)** of enrolled learners under the Khan Academy classes are expected to be active users every week.

7. To sustain the implementation and ensure continuous improvement, the Schools Division Office of Surigao del Sur, through the Curriculum Implementation Division (CID), shall issue a Progress Monitoring Report twice a month. These reports will serve as the basis for ongoing feedback, targeted interventions, and recognition of top-performing Khan Academy schools.

8. District Supervisors shall monitor and provide technical assistance to the schools within their jurisdiction to ensure compliance and full implementation of the interventions.

10. The Division Office shall conduct follow-up monitoring to ensure sustained improvement and alignment with regional expectations.

8. Immediate dissemination of this Memorandum is desired for the information, guidance, and compliance of all concerned.

LORENZO O. MACASOCOL, PhD, CESO V
Schools Division Superintendent *L.O. Macasocol*

Encl.: None
Reference: RM No. 1139, s. 2025
To be indicated in the Perpetual Index
under the following subjects:

KHAN ACADEMY MATHEMATICS

CID/reap
11/03/2025



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**MONITORING AND PROGRESS REPORT ON THE IMPLEMENTATION OF THE KHAN
 ACADEMY PROGRAM**

AS OF OCTOBER 30, 2025

This report presents the performance analysis of 19 implementing schools of Khan Academy in Surigao del Sur Division. It includes a tabular presentation of key metrics, a grouped analysis of performance, and strategic action steps to improve or enhance the adoption and implementation of the program.

A. School Performance

School	Learning Minutes	Skills Worked	Skills Levelled Up	Skills to Proficient Level	Proficiency %
Cantilan East Central Elem. School	276	21	17	14	78%
Florita Herrera-Irizari NHS	47	6	5	4	77%
Carrascal NHS	123	14	11	9	76%
Gamut NHS (Tago)	57	7	5	4	74%
Cantilan NHS	40	3	3	2	69%
Barobo NHS	52	5	3	3	68%
Davisol NHS	165	27	18	15	64%
Carrascal Central Elem. School	20	1	1	1	64%
Tagbina NHS	25	2	2	1	63%
Hinatuan National Comprehensive HS	54	9	7	5	55%
Adlay NHS	9	1	1	0	48%
Madrid NHS	62	11	7	4	39%
Cresencio S. Lago NHS	45	9	5	3	33%
San Miguel NHS	12	3	1	1	29%
Tigao NHS	43	11	6	3	27%
Eufemio B. Ariate Integrated School	21	6	2	1	25%
Bolhoon NHS	8	2	1	0	15%
Lingig NHS	0	0	0	0	0%
Barcelona NHS	0	0	0	0	0%





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B. Performance Analysis

1. High Performers (Proficiency \geq 70%)

1. Cantilan East Central ES (78%)
2. Florita Herrera-Irizari NHS (77%),
3. Carrascal NHS (76%),
4. Gamut NHS (74%)

Strengths: Good skill mastery and engagement.

Challenges: Some have low learning minutes compared to their potential. **Strategic Actions:**

- Maintain current strategy.
- Introduce peer mentoring programs to help other schools.
- Explore advanced Khan Academy features (assignments, mastery goals).

2. Moderate Performers (Proficiency 50–69%)

1. Cantilan NHS (69%)
2. Barobo NHS (68%)
3. Davisol NHS (64%)
4. Carrascal Central ES (64%)
5. Tagbina NHS (63%)
6. Hinatuan NHS (55%)
7. Adlay NHS (48%)

Challenges: Moderate proficiency, but low learning minutes and skill progression.

Strategic Actions:

- Schedule weekly Khan Academy sessions integrated into class time.
- Provide teacher coaching on using data dashboards for targeted interventions.
- Incentivize students through recognition programs (certificates, leaderboard).

3. Low Performers (Proficiency $<$ 50%)

1. Cresencio S. Lago NHS (33%)
2. Madrid NHS (39%)
3. Tigao NHS (27%)
4. San Miguel NHS (29%)
5. Bolhoon NHS (15%)
6. Eufemio B. Ariate IS (25%)
7. Lingig NHS (0%)
8. Barcelona NHS (0%)

Challenges: Very low engagement and mastery; some schools have zero activity.

Strategic Actions:

- Conduct orientation and re-training for teachers and students.
- Implement mandatory Khan Academy periods in the school schedule.
- Assign school-based coordinators to monitor usage.
- For zero-activity schools: diagnose barriers (internet, devices, teacher readiness) and provide immediate support.



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C. KEY OBSERVATIONS

- **Cantilan East Central ES** stands out with high learning minutes (276) and strong proficiency (78%)—a model school for best practices.
- **Lingig NHS and Barcelona NHS** have zero activity—urgent intervention needed.
- Schools with high learning minutes but low proficiency (e.g., **Davisol NHS**) need quality-focused strategies, not just time-on-task.

Prepared by:

Reguero
REGINA EUANN A. PUERTO
Division Focal-Khan Academy Program

Noted by:

FCC
FLUELLEN L. COS, PhD
CID Chief

Approved:

[Signature]
LORENZO O. MACASOCOL, PhD, CESO V
Schools Division Superintendent



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