



Republic of the Philippines
Department of Education
REGION III
SCHOOLS DIVISION OF BULACAN

August 11, 2026

DIVISION MEMORANDUM

No. 389, s. 2026

**INSTITUTIONALIZATION OF THE UNIFIED PROFILING SYSTEM (UPS)
AS A FLAGSHIP INITIATIVE OF THE SCHOOLS DIVISION OF BULACAN
UNDER THE PERFORMANCE GOVERNANCE SYSTEM (PGS)**

To: Assistant Schools Division Superintendents
Chief Education Supervisors
Education Program Supervisors
Public Schools District Supervisors
Public Elementary and Secondary School Heads
Division Unit Heads
All Others Concerned

1. Pursuant to the Department of Education's commitment to strengthen evidence-based governance, improve learner outcomes, and advance organizational excellence through the Performance Governance System (PGS), this Office announces the institutionalization of the Unified Profiling System (UPS) as one of the flagship initiatives of the Schools Division of Bulacan.
2. The Unified Profiling System (UPS), formerly known as the PROFILE System, was conceptualized as the Division's Instructional Improvement Engine, a strategic innovation designed to establish a comprehensive, integrated, and web-based profiling platform for learners and, eventually, teaching and non-teaching personnel. The UPS is envisioned to provide real-time and reliable data that will support instructional planning, learner interventions, school management, resource allocation, and strategic decision-making. Through comprehensive profiling of learners' Background, Readiness, Ability, Interest, and Needs (BRAIN), the system will enable schools to implement targeted and responsive educational interventions while strengthening the Division's culture of data-driven governance. Following the successful completion of the Initiation Stage, prototype development, pilot validation, and executive review, the Schools Division recognizes the readiness of the project to proceed toward phased implementation and institutionalization.
3. The Unified Profiling System (UPS) is hereby approved and institutionalized as a flagship initiative of the Schools Division of Bulacan under the Performance Governance System (PGS).
4. The UPS shall serve as the Division's official digital platform for learner profiling and instructional improvement and shall support the implementation of the Division's Big Bold Moves (BBMs) and Vision 2030 strategic objectives.



Republic of the Philippines
Department of Education
REGION III
SCHOOLS DIVISION OF BULACAN

4. The institutionalization of the UPS aims to:
- Establish a unified, web-based profiling system for all learners in the Schools Division of Bulacan.
 - Strengthen data-driven instructional planning and decision-making through comprehensive learner profiling.
 - Support differentiated instruction and timely learner interventions based on validated profiling data.
 - Integrate learner information with Division strategic initiatives and other PGS Big Bold Moves (BBMs).
 - Improve organizational efficiency through centralized and reliable education data.
 - Establish a sustainable governance framework for the continuous enhancement and utilization of the UPS.
5. The implementation shall initially cover the pilot elementary schools and shall subsequently expand to all public elementary and secondary schools in the Schools Division of Bulacan through a phased implementation strategy.

Future system enhancements shall include, but shall not be limited to:

- Learner Profiling
 - Teacher Profiling
 - School Personnel Profiling
 - Reading and Numeracy Analytics
 - Intervention Management
 - Talent Profiling
 - Learner Health and Wellness Profile
 - Executive Dashboards
 - Predictive Analytics
 - Integration with other Division digital systems and approved Breakthrough Big Moves (BBMs)
6. To ensure effective implementation, the following governance structure is hereby established:
- Project Executive Sponsor – Schools Division Superintendent
 - UPS Executive Board
 - Project Owner – Chief, Curriculum Implementation Division (CID)
 - Project Director
 - Project Management Office (PMO)
 - Governance and Policy Committee
 - System Development and ICT Committee
 - Data Governance and Privacy Committee
 - Assessment and Analytics Committee



Republic of the Philippines
Department of Education
REGION III
SCHOOLS DIVISION OF BULACAN

- Capacity Building Committee
 - Monitoring, Evaluation and Research Committee
 - Resource Mobilization Committee
 - Communications and Change Management Committee
 - School UPS Implementation Committees
7. Separate issuances shall define the composition, functions, and Terms of Reference of each committee.
8. The Roles and Responsibilities of each sub-governance are as follows:
- a. The Curriculum Implementation Division (CID) shall serve as the lead office in the implementation of the UPS and shall oversee project management, monitoring, and continuous improvement.
 - b. The Schools Governance and Operations Division (SGOD) shall provide support in governance, planning, monitoring, partnerships, and organizational development.
 - c. Public Schools District Supervisors shall monitor implementation within their respective districts and provide technical assistance to schools.
 - d. School Heads shall ensure accurate data management, organize school-level implementation teams, and monitor compliance with UPS policies and standards.
 - e. Teachers and designated school personnel shall maintain accurate and timely learner records, utilize system-generated information to guide instruction, and ensure compliance with applicable data privacy regulations.
9. Funding requirements for the implementation, enhancement, capacity building, maintenance, and sustainability of the UPS shall be charged against available Division Funds, School MOOE, Special Education Fund (SEF), grants, partnerships, and other funding sources, subject to existing accounting and auditing rules and regulations.
10. The implementation of the UPS shall be monitored through the Division Performance Governance System, Office Scorecards, Key Performance Indicators (KPIs), and other monitoring and evaluation mechanisms established by the Schools Division.
11. Attached is the Division-Wide Data Governance and Capacity Building Framework for the Sustainable Implementation of the Unified Performance System (UPS) as reference.

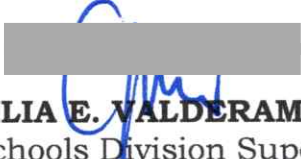


Republic of the Philippines
Department of Education
REGION III
SCHOOLS DIVISION OF BULACAN

12. Quarterly implementation reviews shall be conducted by the UPS Executive Board to assess accomplishments, address implementation issues, and recommend appropriate interventions.

13. This Memorandum shall take effect immediately upon approval and shall remain in force unless otherwise amended, revised, or repealed by subsequent issuances.

14. Immediate dissemination of and strict compliance with this Memorandum are hereby directed.


CECILIA E. VALDERAMA PhD, CESO VI
Schools Division Superintendent

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Republic of the Philippines
Department of Education
REGION III
SCHOOLS DIVISION OF BULACAN

**DIVISION-WIDE DATA GOVERNANCE AND CAPACITY BUILDING FRAMEWORK
FOR THE SUSTAINABLE IMPLEMENTATION OF THE UNIFIED PERFORMANCE
SYSTEM (UPS) SCHOOLS DIVISION OFFICE OF BULACAN**

I. Rationale

The Unified Performance System (UPS) serves as a strategic digital transformation initiative of the Schools Division Office of Bulacan under the Performance Governance System (PGS), designed to establish a reliable, integrated, and real-time information ecosystem for evidence-based decision-making, learner support, instructional improvement, and strategic planning.

To ensure the effectiveness and sustainability of the UPS, a comprehensive **Data Governance and Capacity Building Framework** shall be institutionalized to safeguard data integrity, promote responsible data management, strengthen user competencies, and establish accountability mechanisms among all stakeholders. This framework ensures that data generated, encoded, analyzed, and utilized through the UPS are **accurate, complete, timely, secure, and actionable** in support of improved learning outcomes and organizational performance.

II. Framework Objectives

The Data Governance and Capacity Building Framework aims to:

1. **Establish a division-wide data governance structure** that defines roles, responsibilities, accountability, and decision-making authority related to UPS data management.
2. **Ensure data integrity and reliability** through standardized data validation, verification, quality assurance, and audit mechanisms.
3. **Develop user competencies** among administrators, school heads, teachers, ICT coordinators, and data managers in UPS operation, data management, analytics, and responsible data use.
4. **Institutionalize sustainable implementation mechanisms** through continuous improvement, technical support, monitoring, and system enhancement.
5. **Promote data-driven leadership and instructional decision-making** through the effective utilization of UPS-generated insights.



Republic of the Philippines
Department of Education
REGION III
SCHOOLS DIVISION OF BULACAN

III. Data Governance Model for UPS

A. Governance Structure

Governance Level	Responsible Office/Personnel	Key Responsibilities
Executive Data Governance Council	Schools Division Superintendent, Assistant Schools Division Superintendents, Division Chiefs	Provides strategic direction, policy approval, resource allocation, and oversight
UPS Steering Committee	SDS-designated members from CID, SGOD, ICT, Planning, Finance, HR, and Field Operations	Ensures alignment of UPS implementation with division priorities and PGS objectives
Data Governance Management Team	Division ICT Officers, Planning Officers, EPS, PSDS Representatives	Develops standards, protocols, quality assurance mechanisms, and implementation guidelines
School UPS Management Team	School Heads, School ICT Coordinators, Data Managers, Teachers	Ensures accurate encoding, validation, updating, and utilization of school-level data
End Users	Teachers, Advisers, Specialists, Designated Personnel	Generates, updates, validates, and responsibly uses learner and organizational data

IV. UPS Data Governance Principles

1. Data Accuracy

All UPS records shall reflect truthful, verified, and updated information supported by appropriate evidence.

Mechanisms:

- Data validation protocols
- Source document verification
- Cross-checking with existing DepEd systems
- Random data quality audits

2. Data Completeness



Republic of the Philippines
Department of Education
REGION III
SCHOOLS DIVISION OF BULACAN

All required learner, teacher, and school profile information shall be captured to support holistic analysis.

Mechanisms:

- Mandatory data fields
- Completion monitoring dashboard
- School-level data completeness reports

3. Data Timeliness

Data shall be updated according to established schedules to ensure relevance and usability.

Mechanisms:

- Data updating calendar
- Monthly data review
- Quarterly data cleansing activities

4. Data Security and Privacy

UPS implementation shall adhere to the principles of confidentiality, integrity, and availability of information.

Mechanisms:

- Role-based access control
- User authentication protocols
- Data privacy orientation
- Compliance with the Data Privacy Act of 2012 and DepEd data protection policies

5. Data Accountability

Every user shall be responsible for the accuracy and appropriate use of data entered into the UPS.

Mechanisms:

- Defined user responsibilities
- Data stewardship designation
- Audit trails
- Performance monitoring indicators

V. Data Quality Assurance Framework



Republic of the Philippines
Department of Education
REGION III
SCHOOLS DIVISION OF BULACAN

UPS Data Quality Cycle

**Data Collection → Data Encoding → Data Validation → Data Verification →
Data Analysis → Data Utilization → Data Improvement**

Data Quality Assurance Matrix

Data Quality Dimension	Quality Standard	Verification Mechanism	Responsible Person
Accuracy	Information reflects actual learner/school status	Document validation and random checking	School Head/Data Manager
Completeness	Required profiles are 100% encoded	UPS completion dashboard	ICT Coordinator
Consistency	Data matches official records	System comparison and reconciliation	Planning Officer
Timeliness	Updates submitted within prescribed period	Monitoring reports	PSDS
Reliability	Data supports decision-making	Data analytics review	Division Management Team
Security	Data accessed only by authorized users	Access monitoring	ICT Team

VI. Roles and Responsibilities

A. Schools Division Superintendent

- Approves UPS governance policies and implementation directions.
- Ensures allocation of resources for system sustainability.
- Uses UPS-generated analytics for strategic decision-making.

B. Public Schools District Supervisors

- Monitor school compliance with UPS implementation standards.
- Provide technical assistance on data management and utilization.
- Validate school-level data quality.



Republic of the Philippines
Department of Education
REGION III
SCHOOLS DIVISION OF BULACAN

- Ensure school heads establish internal data governance mechanisms.

Expected Outputs:

- District UPS Monitoring Reports
- Technical Assistance Documentation
- Data Quality Improvement Plans

C. School Heads

School heads shall serve as the primary data accountability officers.

Responsibilities:

- Ensure accurate and timely encoding of school data.
- Establish school-level data validation processes.
- Assign competent UPS users.
- Conduct periodic data review meetings.
- Utilize UPS reports for school improvement planning.

D. School UPS Data Managers / ICT Coordinators

Responsibilities:

- Manage system operations at school level.
- Provide technical support to users.
- Conduct data completeness monitoring.
- Facilitate troubleshooting and system feedback.

E. Teachers and End Users

Responsibilities:

- Provide accurate learner information.
- Maintain confidentiality of learner data.
- Utilize UPS insights to improve instructional interventions.

VII. Capacity Building Framework

A. UPS Competency Development Model

Level 1: Awareness and Orientation

Target Participants:

- School Heads
- Teachers
- Division Personnel

Competencies Developed:



Republic of the Philippines
Department of Education
REGION III
SCHOOLS DIVISION OF BULACAN

- UPS purpose and strategic value
- Data governance principles
- Data privacy responsibilities

Output:

- UPS User Awareness Certification

Level 2: Operational Competency

Target Participants:

- School Heads
- ICT Coordinators
- Data Managers

Competencies Developed:

- Data encoding procedures
- User account management
- Data validation processes
- System navigation

Output:

- Certified UPS System Users

Level 3: Data Management Competency

Target Participants:

- PSDS
- EPS
- School Heads
- Data Managers

Competencies Developed:

- Data quality assessment
- Dashboard interpretation
- Data analytics
- Data-driven planning

Output:

- Data Governance Practitioners

Level 4: Advanced Analytics and Decision Support

Target Participants:

- Division Leaders
- Planning Officers



Republic of the Philippines
Department of Education
REGION III
SCHOOLS DIVISION OF BULACAN

- Curriculum Managers

Competencies Developed:

- Predictive analytics
- Learner profiling interpretation
- Strategic intervention planning

Output:

- UPS Strategic Decision Makers

VIII. Capacity Building Implementation Plan

Activity	Participants	Timeline	Expected Output
Division UPS Orientation	All school heads and key personnel	Initial rollout	Common understanding of UPS
UPS User Training	ICT Coordinators/Data Managers	Quarterly	Competent system users
Data Governance Workshop	School Heads and PSDS	Annual	Data governance compliance
Analytics Training	Division leaders and supervisors	Semi-annual	Evidence-based decision-making
Learning Sessions and Coaching	Schools needing support	Monthly	Improved implementation
UPS Innovation Forum	All stakeholders	Annual	Continuous system improvement

IX. Monitoring and Evaluation Mechanism

UPS Implementation Monitoring Indicators

Area	Indicator	Target
Data Completeness	Percentage of required profiles completed	100%
Data Accuracy	Validated records without discrepancies	≥95%
User Competency	Certified UPS users	100%



Republic of the Philippines
Department of Education
REGION III
SCHOOLS DIVISION OF BULACAN

Area	Indicator	Target
System Utilization	Schools actively using UPS reports	100%
Technical Support	Resolution of reported issues	Within prescribed period
Data-Based Planning	School plans using UPS analytics	100%

X. Sustainability Mechanisms

I. Institutionalization

- Issuance of Division Memorandum establishing UPS governance protocols.
- Integration of UPS responsibilities into school and division operational plans.
- Inclusion of UPS implementation indicators in monitoring tools.

II. Continuous Improvement

- Quarterly UPS Enhancement Review.
- User feedback mechanism.
- System improvement roadmap.
- Annual evaluation of UPS effectiveness.

3. Resource Sustainability

Required resources:

- Dedicated ICT technical support team
- Training budget allocation
- System maintenance resources
- Data security infrastructure
- Continuous professional development program

XI. Risk Management

Risk	Impact	Mitigation Strategy
Incorrect data encoding	Poor decisions based on unreliable information	Data validation protocols and audits
Limited user competency	Low system utilization	Continuous training and coaching
Resistance to change	Delayed adoption	Change management activities



Republic of the Philippines
Department of Education
REGION III
SCHOOLS DIVISION OF BULACAN

Risk	Impact	Mitigation Strategy
Data privacy breaches	Loss of trust and compliance issues	Access controls and privacy training
System dependency issues	Operational disruption	Technical support and backup mechanisms

XII. Expected Outcomes by 2030

Through the implementation of this Data Governance and Capacity Building Framework, the Schools Division Office of Bulacan shall achieve:

- 100% UPS adoption across schools
- Reliable and validated learner, teacher, and school profiles
- Competent UPS users at all governance levels
- Real-time data availability for decision-making
- Stronger learner-centered interventions through profiling analytics
- Sustainable digital transformation aligned with the Performance Governance System

Strategic Statement:

"The Unified Profiling System shall be governed through a culture of data integrity, accountability, and continuous learning, enabling the Schools Division Office of Bulacan to transform reliable information into strategic actions that improve learner outcomes and organizational performance."