



Republic of the Philippines
Department of Education
CARAGA ADMINISTRATIVE REGION
Butuan City

2018-04-16-4580



REGIONAL MEMORANDUM

No. 220, s. 2018

April 16, 2018

CONDUCT OF MONITORING, EVALUATION AND ADJUSTMENT (MEA), CY: 2018

To: Schools Division Superintendent
Assistant Schools Division Superintendent
Chiefs, RO Functional Divisions/SGOD/CID
RO and SDO Education Program Supervisors/Coordinators
School Heads
This Region



1. R.A. 9155 clearly defines shared governance as the management model in the delivery of quality basic education. It specifies the functional areas to be shared by the various levels of management as well as their differentiated roles. The evolving roles and functions of the regional office as distinct from those of the school divisions and of the schools are consistent with the national educational policies, plans and standards.
2. The MEA Strategy is a periodic monitoring and evaluation of the progress of RO and SDOs in its delivery of education services as well as its performance as an organization. As a strategy, it promotes the participation of the various functional as well as administrative units of RO and SDOs in all the M & E processes with the endpoint of obtaining information from the management to make decisions on adjusting its work plans and strategies.
3. The MEA objectives are:
 - a. Identify major bottlenecks in the delivery of basic education services that prevents DepEd from "getting all school age to school, keep them in school, and ensuring all children who are in school to acquire quality learning";
 - b. Agree on scope of technical assistance the RO will provide to SDOs then to the Schools that are related to improving access, quality and governance;
 - c. Customize policies and programs on increasing access, quality and governance that will respond to the unique issues and concerns affecting different divisions and schools within the region; and
 - d. Formulate a set of policy recommendations and/or adjustments to existing policies, programs or strategies and systems supporting increase of access, quality and governance.
4. Anent to this, the RO and SDOs as well as the Schools shall institutionalize the conduct of Monitoring, Evaluation and Adjustment (MEA) for CY: 2018. RO QAD is in-charge of the activity and shall conduct a quarterly MEA to be participated by RO and SDOs from the different functional divisions and administrative units. The expected participants of the DMEA Report presentation in RO are the Chiefs of SGOD and CID, one (1) Education Program Supervisor from CID and SGOD, SEPS M & E and EPS II M & E. The total participants in every SDOs are five (5). The quarterly conduct of RMEA/DMEA is as follows:

Schedule	DMEA in SDO	DMEA/Consolidated SMEA Presentation in RO	RMEA Pre-Work Conference	RMEA Proper
First Quarter	April 9 – 13, 2018	April 24 - 26, 2018	April 16 – 17, 2018	April 27, 2018
Second Quarter	July 9 – 13, 2018	July 24 - 26, 2018	July 16 – 17, 2018	July 27, 2018
Third Quarter	October 8 – 12, 2018	October 23 – 25, 2018	October 15 – 16, 2018	October 26, 2018
Fourth Quarter	January 7 – 11, 2019	January 22 – 24, 2019	January 14 – 15, 2019	January 25, 2019
DMEA/Consolidated SMEA Presentation in RO				
April 24, July 24, October 23, 2018 & January 22, 2019		Agusan del Sur, Agusan del Norte, Bayugan City and Bislig City		
April 25, July 25, October 24, 2018 and January 23, 2019		Butuan City, Cabadbaran City, Dinagat Islands, Siargao Islands		
April 26, July 26, October 25, 2018 and January 24, 2019		Surigao City, Surigao del Norte, Surigao del Sur and Tandag City		

5. SDOs shall conduct their DMEA prior to the actual conduct of RMEA in RO. The Chief of SGOD shall present their DMEA Report and Chief of CID shall present the consolidated report of SMEA or District MEA to RO, which includes quantitative information, education resource reporting, qualitative information (issues and lessons learned) and recommendations for plan adjustment.

6. RO and SDOs are required to submit a Progress Report of Accomplishments after the conduct of RMEA/DMEA activity. However, the consolidated progress report of the RMEA and DMEA for 1st to 3rd Quarter is in table form only. The last quarterly report shall be a consolidation of 1st to 4th Quarter on the different tables with data explanation to be submitted end of January, 2019.

7. The RMEA/DMEA Report periodically helps RO and SDOs to record the proceedings as well as the resulting information obtained from the previously undertaken M & E process. The report arranges and organizes the available information so it can be used for future reference by RO and SDO management as well as the staff, particularly in making adjustments in their plan, objectives, strategies, and or activities.

8. Attached are the templates of every tables (Table 1 – 10), flow of the Progress Report of Accomplishments for RMEA/DMEA and detailed rationale of SMEA.

9. Immediate and wide dissemination of this memorandum to all concerned is highly desired.


BEATRIZ G. TORNO, Ph.D., CESO IV
 Regional Director 

Incl.: As stated
 To be indicated in the Perpetual Index under the following subjects:
 PROGRAMS MONITORING AND EVALUATION STRATEGY

QAD6/edm
 16 April, 2018

Enclosure No. 1 to Regional Memorandum No. 220 , s. 2018

PROGRESS REPORT OF ACCOMPLISHMENTS

FOR THE PERIOD OF: _____

DIVISION/REGION: _____

Chapter 1: Introduction, Scope and Methodology

Introduction

Talk of the purpose of the Report and a brief on the focus of Regional M & E (content areas)

Scope

Include:

- Content: Which specific content areas in the framework were covered for this M & E period?
- Time

Methodology

Talk about the MEA approach as an approach for data collection, processing and validation

Chapter 2: Findings (Organizational Effectiveness)

- Overall Percentage of Accomplishment of the Region/Division
- Percentage of Unaccomplished Outputs
- Reasons for the Balance
- Unexpected/Value-Added
 - Write here those done even without intent of accomplishing it – only those that contributed to Organizational Effectiveness
 - Value added goes here too.

Chapter 3: Issues and Lessons Learned

- Issues
- Lessons Learned

Chapter 4: Organizational Resources Support and Expected Outputs

- Organizational Resources Support
- Expected Outputs
- Fund Utilization

Chapter 5: Recommendations and Management Response

- Recommendations for Unaccomplished Outputs of all Functional Divisions and Support Units
- Recommendations for Priority Issues
- Summary – On this section, bring the reader's thoughts to observation re: connections between and among findings e.g. "It was noted that..."

ANNEXES

Enclosure No. 2 to Regional Memorandum No. 220, s. 2018

LIST OF TABLES OF PROGRESS REPORTS OF ACCOMPLISHMENTS

Table 1

Consolidated Computed Accomplished Physical Outputs

FUNCTIONAL DIVISION	TARGET OUTPUTS	PHYSICAL ACCOMPLISHMENTS	%ACCOMPLISHED VS. TARGETS
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Table 2

Computed Accomplished Physical Outputs

2017 1st Quarter Targets		Actual Accomplishments		% of Accomplishment	Remarks	ACHIEVEMENT OF TARGETS		LESSONS LEARNED
Description of Planned Outputs	Quantity	Q1				FACILITATING FACTORS	HINDERING FACTORS	

Table 3

Consolidated Computed Accomplished Physical Outputs

Programs & Projects	Focal Person	Targets	Actual	% of Accomp.
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Table 4

**PaPs POs ACCOMPLISHMENT FOR THE QUARTER
(by program coordinator)**

Programs & Projects	Target	Accomplishments		Balance	Remarks
		Actual	%		

Table 5

Value-Added Outputs

FUNCTIONAL DIVISION	VALUE ADDED CONTRIBUTIONS	REASONS FOR ACHIEVING THEM
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Table 6

Consolidated Issues and Proposed Resolutions

CATEGORY OF ISSUES	ISSUES WITHIN THE UNIT'S CONTROL	PROPOSED RESOLUTION	ISSUES FOR ATTENTION OF HIGHER MANAGEMENT/ EXTERNAL STAKEHOLDERS	PROPOSED RESOLUTION OR ACTION SOUGHT FROM MANAGEMENT
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Table 7

Consolidated Issues and Proposed Resolutions FOR PaPs

Programs & Projects	Technical		Institutional		Financial		Political		Social/Cultural/Gender	
	Issue	Res.	Issue	Res.	Issue	Res.	Issue	Res.	Issue	Res.

1

Table 8

Status of Personnel Requirement and Employment

FUNCTIONAL DIVISION	No. of Personnel Proposed by Functional Divisions		No. of Personnel with Plantilla Position for the Region		No. of Personnel Detailed in the Region		Job Order Employees	
	Technical Support	Support Staff	Technical Support	Support Staff	Technical Support	Support Staff	Technical Support	Support Staff

Table 9

Status of Allotment and Utilization of Funds for the Functional Divisions

FD	FUNDS ALLOCATED					FUNDS UTILIZED					% OF UTILIZATION				
	Travel	Training	Supplies	Others	Total	Travel	Training	Supplies	Others	Total	Travel	Training	Supplies	Others	Total

Table 10

Summary of Recommendations

Functional Divisions/ Physical Outputs	Basis for Recommendation	Recommendation
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School Monitoring Evaluation Adjustments (SMEA)

Rationale:

The RO QAD as lead functional division in the Monitoring and Evaluation (M & E) institutionalizes the School Monitoring, Evaluation and Adjustments (SMEA) for CY: 2018. The SDOs through the SGOD M & E shall cascade the SMEA Tool in Excel Format subject for improvement based on the needs of the SDOs on the data to be gathered in the Schools. The tool contains all the data requirements relative to the school implementation of mandated processes and school-based initiated interventions for continuous improvement. This serves as the data collection tool to the quarterly progress monitoring and evaluation and a facility to establish school data bank. FIRST PART of the said tool refers to the quantitative data requirements which are grouped into ACCESS, QUALITY and GOVERNANCE. SECOND PART of the tool refers to qualitative information specifically on the issues elevated to a higher management level with the schools recommendations and suggestions. Data requirements for the quarter are identified in the timeline column of the template. Data elements are also provided to give the school heads a clear understanding of the data required by this tool.

The SMEA objectives:

To enable the SCHOOL to immediately respond issues and concerns affecting the effectiveness of programs and efficiency of programs delivery to:

- a. Provide immediate feedback on the efficacy and weaknesses of program implementation at the school level is-à-via SIP and AIP implementation;
- b. Respond to technical and training needs of teachers; and
- c. Identify enhancements to educational policies and guidelines.

Other instruction in the usability of SMEA Tool is stipulated in the Excel Format of the tool. The following are the data elements of the SMEA tool, to wit:

Key Result Areas (KRAs)	Key Performance Indicators (KPIs)	Timeline/Quarter for Presentation
ACCESS	Total Enrolment	All Quarters (1 st to 4 th)
	Total No. of ALS Learners with 100% Attendance	All Quarters (1 st to 4 th)
	Total No. of SARDO/PARDO Saved	All Quarters (1 st to 4 th)
	No. of Voucher Recipient Learners with 100% Attendance (Private Schools Only)	All Quarters (1 st to 4 th)
	No. of learners with incidence of tardiness	All Quarters (1 st to 4 th)
	No. of Learners with incidence of Habitual Absenteeism	All Quarters (1 st to 4 th)
	Total Number of Learners per Nutritional Status Category	All Quarters (1 st to 4 th)
	Total No. of Dropouts	1 st Quarter
	Total No. of Classes	2 nd Quarter
	Cohort-Survival Rate	2 nd Quarter
	Total No. of Completers	2 nd Quarter
	Total No. of Learners at Risk of Dropping Out (SARDO/PARDO)	2 nd Quarter
	Total No. of School Leavers	2 nd Quarter

	Total No. of Repeaters	2 nd Quarter
	No. of Voucher Recipient Learners enrolled in Private Schools	2 nd Quarter
	Government Permit/Recognition Issued (Private School)	2 nd Quarter
	No. of Enrolled School-Age Children	3 rd Quarter
	Total No. of A & E Enrolees	4 th Quarter
	Total No. of BLP Enrolees	4 th Quarter
	Total No. of ALS Teachers/Facilitator	4 th Quarter
	Total No. of Available ALS Modules	4 th Quarter
QUALITY	Mean percentage Score (MPS) of Quarterly Test in every subject Area by Grade Level	All Quarters (1 st to 4 th)
	Percentage of Passing by Subject Area in Quarterly Academic Assessment (Based on SF 9 or Form 138)	All Quarters (1 st to 4 th)
	No. of Least learned Competencies based on Quarterly Test Item Analysis	All Quarters (1 st to 4 th)
	No. of Classes implementing Contextualized Curriculum (ref: Lesson Plan)	All Quarters (1 st to 4 th)
	No. of Learning Sessions conducted (ALS)	All Quarters (1 st to 4 th)
	Reading Level (English and Filipino)	All Quarters (1 st to 4 th)
	No. of Non-Numerates	All Quarters (1 st to 4 th)
	Number of Promotees	2 nd Quarter
	School performance in national Assessment (MPS) ELLNA, NAT	3 rd Quarter
	No. of Learners per category/quartile of Performance in National (ELLNA and NAT)	3 rd Quarter
	No. of PEPT Passers	3 rd Quarter
	Total No. of A & E Passers	3 rd Quarter
GOVERNANCE	No. of Instructional Supervision conducted by School Head (ref: baseline/target set by SDO)	All Quarters (1 st to 4 th)
	No. of Teachers Attended LAC Session	All Quarters (1 st to 4 th)
	No. of Teachers Attended INSET	All Quarters (1 st to 4 th)
	No. of Teachers Attended Other Trainings	All Quarters (1 st to 4 th)
	No. of Teachers with very satisfactory classroom management	All Quarters (1 st to 4 th)
	No. of teachers with very satisfactory records management	All Quarters (1 st to 4 th)
	No. of teachers provided with Technical Assistance on: Classroom Management Implementation and Curriculum Implementation	All Quarters (1 st to 4 th)
	Functional stakeholders organization	All Quarters (1 st to 4 th)
	Number of Personnel with 100% Attendance	All Quarters (1 st to 4 th)
	Stakeholders Participation	All Quarters (1 st to 4 th)
	Stakeholders Donations	All Quarters (1 st to 4 th)
	No. of School Award's Received (Student, Teacher, School Head)	All Quarters (1 st to 4 th)

Accomplishment of SIP/AIP Implementation based on SMEA Result (Access, quality and Relevance and Governance)	All Quarters (1 st to 4 th)
School Feeding Program	All Quarters (1 st to 4 th)
School – Based Training and Development (LAC and INSET)	All Quarters (1 st to 4 th)
School-Based Research program	All Quarters (1 st to 4 th)
Implementation of DepEd Programs, Activities and Projects	All Quarters (1 st to 4 th)
Drop_out Reduction Program (DORP)/Alternative Modes (ADM)	All Quarters (1 st to 4 th)
School Initiated Interventions	All Quarters (1 st to 4 th)
No. of Classrooms	2 nd Quarter
No. of Comfort Rooms	2 nd Quarter
No. of Armchairs	2 nd Quarter
No. of Monoblock Chairs	2 nd Quarter
No. of Pupils Tables and Chairs	2 nd Quarter
No. of Teachers Table and Chair (by set)	2 nd Quarter
No. of Functional Library	2 nd Quarter
No. of Science Laboratories	2 nd Quarter
No. of TLE Laboratories for different specializations	2 nd Quarter
No. of ICT Laboratories	2 nd Quarter
No. of Computer Laboratories for Classroom Instruction	2 nd Quarter
No. of Teachers with IPCR Performance	2 nd Quarter
No. of recognized Best Practices documented and replicated within the school or shared within schools division	2 nd Quarter
Child Friendly School System (CFSS)	2 nd Quarter
Water Sanitation & Hygiene (WASH) in Schools (WINS) Assessment Level	2 nd Quarter
MOOE Fund	2 nd Quarter
School Site Titling	2 nd Quarter
Adopt a School Program (Brigada Eskwela)	2 nd Quarter
No. of Teachers trained on K to 12 Implementation	3 rd Quarter
Water Sanitation & Hygiene (WASH) in Schools (WINS) Assessment Level	3 rd Quarter
MOOE Fund	3 rd Quarter
DepEd Computerization Program (DCP)	

The SMEA in schools shall be conducted every quarter in CY: 2018. The school heads shall present the Key Result Areas (KRAs) with the corresponding Key Performance Indicators (KPIs) in graphical, tabular and textual PowerPoint Presentation for easy understanding in the delivery of the data elements. In the presentation, the school heads shall invite the SDO representative, District Supervisor, School Planning Team (SPT), Teachers, Guidance Counselors, School Governing Council, GPTA Officers, Barangay Officials, Stakeholders, Government Officials, etc. who has direct control to resolve the issues/concerns of the schools. The participants shall then act by providing possible solutions/recommendations to the issues/concerns reflected in the presentation of the school.

The School may adapt the SMEA Mechanics:

- I. Opening Program
- II. In-depth Analysis of KPIs
 - In-depth analysis of KPIs – Access, Quality, Governance (1st to 4th Quarter)

- Implementation Status of the PPAs
 - Implementation Issues elevated to Higher Management (Qualitative Information)
 - Agenda affecting program design, policy standard, system and TA needed
 - Suggestions/Recommendations on provision of access, quality and governance
- III. Discussion/Interpellation
- Lead Discussant as Facilitator
 - Interpellation by School Planning Team (SPT) in SMEA
- IV. Synthesis
- Highlighting the TA needs to be addressed
 - Policy Directions
- V. Next Steps & Agreement (Plan Adjustment)

The role of the persons involved in the conduct of SMEA are as follows:

ACTIVITY	DESCRIPTION	PERSONS IN-CHARGE
Opening	Presentation of Objectives, Activity Flow and Roll Call of Attendance	EMCEE & Opening Speaker
Presentation	Each School Head presents the operational concerns consolidated in SMEA	School Head or School Planning Team
Discussion of Presentation	Discussion leader pose questions to the presenter to clarify essential points every after presentation	Discussion Leader
Synthesis of Discussion	A synthesizer listens to all presentations and discussions and gives the summary of the points. The synthesizer list down all the ISSUES/CONCERNS on which decisions need to be made.	School Synthesizer & Documenter
Agreement	The School Head discusses the issues listed and leads the group in coming up with agreements on program adjustments and TA Needs	School Head

In the presentation of Key Performance Indicators (KPIs) based on access, quality and governance, school planning team shall do segmentation for **comparative analysis on select KPIs in CY: 2017 to CY: 2018.**

Some pointers in discussing **ACCESS** are:

- a. On discussing ACCESS, focus on the **overall School/District Performance** on access to individual schools.
- b. Analyze, present and discuss the following indicators:
 - Participation rate (net enrollment rate)
 - Gross enrollment rate
 - Enrollment pattern
- c. Provide a **comparative analysis of enrollment.** Be inquisitive, the key is to pinpoint the segment/s needing focus. The following are samples:
 - Year to year analysis of growth in enrollment.

- Type of schools to determine which segment or type of school need support in improving access.
 - Elementary versus High School enrollment will provide an idea as to how efficient is the transition from one level to another.
 - Learner groupings such as gender, ethnicity, age, etc.
- d. Be ready with your explanation for the increasing or decreasing trend in participation or enrollment.
- e. **For increasing trend in participation**, be sure you have logical attribution for such growth (MOV). Identify the programs or strategies that brought such growth.
- f. **For decreasing trend in enrollment or when there is no substantial growth, explanation should be focused on “why is DepEd” unable** to bring these children into the school system despite the programs on ACCESS.
- What programs are effective?
 - What programs are ineffective and needs improvement?
 - What programs should be discarded?
 - What are your proposed actions?
 - What programs should be strengthened?
 - What assistance/actions do you need from the District/SDO/RO?
- g. In lieu of poor performance, highlight policy issues, program design concerns, system improvements and/or capability building needs that the District/SDO/RO should immediately address.

Some pointers in discussing **EFFICIENCY** are:

- a. On discussing efficiency, focus on the SCHOOL/DISTRICT efficiency using major groupings or segments to individual schools.
- b. Analyze present and discuss the following indicators/data:
- Drop-Out
 - Cohort Survival Rate
 - Attendance and or Absenteeism
- c. Provide a comparative analysis of drop-out using major groupings or segments. This will allow you to determine “where” the problem on efficiency is. Analysis can be done using:
- Year to year data on drop-out and cohort survival.
 - Per program recipient
 - Type of school
 - Grade/Year Level
 - Location
 - Learner groupings (gender, ethnicity, age, etc.)
- d. For example on the comparative analysis on dropout, by Type of Schools and Calendar Year (per quarter) in graphical and tabular presentation. Some guide questions (Analysis: What is the graph telling us?) are:
- Where is dropout increasing? Why the increase despite the programs on dropout reduction?
 - Where is dropout decreasing? What has been undertaken in the areas that contributed to reduction of dropouts?
 - What are the strengths (increasing) or weaknesses (decreasing) of your programs?
 - What programs should be reinforced to reduce dropouts in selected areas? What programs should be strengthened?
 - What assistance/actions do you need from the district/division/region?

Some pointers in discussing **QUALITY** are:

- a. On discussing QUALITY, focus on the SCHOOL/DISTRICT **overall performance on achievement using major groupings or segments to individual schools.**
- b. Analyze, present and discuss the following indicators/data:

- MPS of quarterly test by Subject Areas
- c. **Provide comparative analysis of MPS of Quarterly Test by Subject Areas using major groupings or segments.** This will allow you to determine where the school/district is strong and where it is weak. Analysis can be done using:
 - Year to year data on MPS of quarterly test by subject areas.
 - Per program recipient
 - Type of school
 - Grade/Year Level
 - Location
 - Learner groupings (gender, ethnicity, age, etc.)
- d. Highlight the improving trend in MPS of quarterly test by subject areas and show (year, groups, location, etc.). Explain why it is highest in these groups.
- e. **For improving performance, show link between performance and DepEd programs.** Discuss the programs that significantly contributed to performance including its features and strategies.
- f. **For decreasing trend performance or no improvement in performance,** explain why these did not improve despite the implementation of programs on QUALITY. Explain why the schools and the Division are unable to remedy this concern.
- g. **Show which programs are not effective in improving** MPS of quarterly test by subject areas. Provide recommendations on programs to enhance and programs to discontinue.
- h. In lieu of poor performance, **highlight policy issues, program design concerns, system improvements and/or capability building needs that the district/division/region should immediately address.**
- i. For example on the comparative analysis on MPS of quarterly test by subject areas, by Type of Schools and Calendar Year (per quarter) in graphical and tabular presentation. Some guide questions (Analysis: What is the graph telling us?) are:
 - What subjects generated the highest score? What programs contributed to improvement in performance?
 - What subjects has the lowest scores? What enhancements in your programs are needed to improve performance?
 - What are your proposed actions? What programs should be strengthened?
 - What assistance/actions do you need from district/division/region?

Pointers on **GOVERNANCE** can be carried out as to how the KPIs in ACCESS, EFFICIENCY and QUALITY was delivered.

In the operation of the schools, the PSDSs are important personality to provide Technical Assistance two essential points in the school's major accomplishments, major difficulties, lessons learned and major issues and concerns. After the SMEA, each district shall conduct District MEA and consolidate the data elements presented by the schools in the SMEA using the same tool. The tool shall be refined for improvement appropriate for District MEA by the SDO Information Technology Officer (ITO). The PSDSs shall discuss among themselves on who will consolidate the District MEA in Excel Format for presentation during the Division Monitoring, Evaluation and Adjustments (DMEA). The District MEA presentation in the district may adapt persons involved, mechanics, roles of persons involved and presentation of the KPIs in terms of ACCESS, QUALITY and GOVERNANCE in the conduct of SMEA.

Annex 1. Sample Template for the Participants in SMEA or District MEA

ISSUES/CONCERNS		POSSIBLE SOLUTIONS
ACCESS	KPIs	
QUALITY	KPIs	
GOVERNANCE	KPIs	

Annex 2. Sample Template for the School Synthesis of SMEA or District MEA

School Name: _____ Quarter: _____

KRAs	Major Accomplishments (Performance Indicators, Outputs Achieved, Improved Fund Utilization, Progress Markers)	Major Difficulties (Access/Quality, project Management, Fund Utilization, Relations with Stakeholders)	Lessons Learned (Programs and Projects, Project Management)	Recommendations (Policy Needs, Funds and Financial Management, Project Implementation, Capacity Building)
ACCESS	Highlights for 36 IP teachers LET passers	*Lack of capacity of SH to motivate IP/Muslim parents to send their children to school *Distance and difficult terrain	*Mobilization of teachers to reach out concerned community and parents	*RO to develop internal and external factors to assess the increase and decrease of KPIs *TA how to credit the records of the students/pupils or accelerate pupils under catch-up program *TA on the tools to assess the capacity of SHS and teachers
QUALITY				
GOVERNANCE				