



Republic of the Philippines
Department of Education
CARAGA REGION

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March 5, 2022

REGIONAL MEMORANDUM

No. 0189, s. 2022

To: SCHOOLS DIVISION SUPERINTENDENTS
ASSISTANT SCHOOLS DIVISION SUPERINTENDENTS
RO/SDO CHIEFS SGOD AND CID
RO/SDO EDUCATION PROGRAM SUPERVISORS
SENIOR EDUCATION PROGRAM SPECIALISTS
SDO EDUCATION PROGRAM SPECIALISTS
This Region

REGIONAL MONITORING, EVALUATION, AND ADJUSTMENTS (RMEA) WITH
SCHOOLS DIVISION OFFICES (SDOs), CY: 2022

1. Republic Act 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's division offices and of the schools/community learning centers shall be consistent with the national educational policies, plans, and standards.
2. The Department of Education Caraga Region has institutionalized the Monitoring, Evaluation, and Adjustments (MEA) mechanism through the conduct of the Regional Monitoring, Evaluation, and Adjustment (RMEA) with the presentations of Division Monitoring, Evaluation, and Adjustment (DMEA), and School Monitoring, Evaluation, and Adjustment (SMEA) Reports.
3. The conduct of RMEA and DMEA effectively deliver the organizational performance and delivery of education services of the functional divisions/units of the Regional Office and Schools Division Offices. The planned activities of the FDs/Units shall be aligned on the Office Key Results Areas in the Compendium of DepEd Office Functions.
4. The FDs/Units in RO and SDOs together with Program Owners for individual Programs, Activities, and Projects both for national and local levels are required to craft their Office/Individual Annual Work Financial Implementation Plan (AWFIP) on the budgeted and non-budgeted activities to be conducted in CY: 2022. The Annual Work Financial Implementation Plan (AWFIP) shall provide a clear direction as to the alignment and relevance of objectives, strategies, and outputs of each Functional Divisions/Units and individual PAP's work plan.



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5. In the conduct of SMEA, the school heads shall present the Key Results Areas (KRAs) on Access, Quality, and Governance on the different Key Performance Indicators as stated in Regional Order No. 004, s. 2020. The consolidated SMEA Report which will be adopting the CDTAP template shall be presented during the RMEA with SDOs.
6. The quarterly conduct of Regional Monitoring, Evaluation, and Adjustments (RMEA) with Schools Division Offices (SDOs) aims to:
 - a. present the accomplishments in the implementation of programs, projects, and activities (PPAs) vis-à-vis approved AWFIP;
 - b. identify and discuss concerns/issues/gaps/problems affecting the delivery of programs, projects, and activities;
 - c. determine needed adjustments and enhancements in existing policies, programs, projects, and activities;
 - d. identify lessons learned as hindering and facilitating factors in the implementations of programs, projects, and activities; and
 - e. determine the KPIs for possible interventions and issues to be raised in the regional office.
7. The quarterly conduct of the RMEA with SDOs schedule, cluster grouping, Gawad-Agad, and RO/SDO participants are found in Enclosure No. 1.
8. The SMEA Mechanics are found in Enclosure No. 2 and SMEA Report templates are found in Enclosure No. 3
9. The activity shall employ MS Teams as a virtual platform in the presentation of SDOs Progress Accomplishment Report and consolidated SMEA Report.
10. Immediate and wide dissemination of this memorandum to all concerned is highly desired.


MA. GEMMA MERCADO LEDESMA
Regional Director

Encls.: As stated

Reference: Regional Memorandum No. 294, s. 2019
Regional Memorandum No. 173, s. 2019
Regional Memorandum No. 142, s. 2021

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

PROGRAMS	MONITORING	EVALUATION	PLAN
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QAD/edm
03/05/2022

03/05/2022

Enclosure No. 1 of Regional Memorandum No. 0189, s, 2022

Schedule of Presentations

Activity	Quarter	Date
- SDO Progress Accomplishment Report - SMEA Report	1	April 20-21, 2022
	2	July 20-21, 2022
	3	October 18-19, 2022
	4	January 18-19, 2023

Cluster Grouping of the Regional Monitoring, Evaluation, and Adjustments (RMEA) for Schools Division Offices (SDOs), CY: 2022

1st Semester (Q1 to Q2) of CY: 2022

Clusters	SDOs	RFTAT
Maka-Diyos	Bayugan City Surigao del Norte Surigao del Sur	Team Leaders: Joel B. Rosales Isdiro M. Biol Jr. Members: Meriam C. dela Rita Bernard C. Abellana Maripaz F. Magno Elizabeth M. Ysulan Adrilene Mae J. Castaños Marlynne M. Villareal Abe Naireza Ibano Jonathan Dandee Monton Elan M. Elpidang
Maka-Tao	Bislig City Butuan City Agusan del Norte	Team Leaders: Bernabe L. Linog Fe L. Alegado Members: Fe M. Baring Josephine Chonie M. Obseñares Ma. Consuelo C. Jamera Kevin Hope Z. Salvaña Elaine M. Navarro Junnah B. Tiu Dan Ralph Subla Virginia A. Seña Edmund D. Mendoza
Makakalikasan	Siargao Dinagat Islands Agusan del Sur	Team Leaders: Carolina M. Niepes Flordelisa R. Dalin Members: Mary Christine A. Odtojan Elizabeth A. Bautista

		Elena N. Capangpangan Anna Lisa A. Lerio Alejandro P. Macadatar Roy S. Rele Caroline L. Guerta Jesus D. Nono
Makabansa	Surigao City Tandag City Cabadbaran City	Team Leaders: Violeta C. Nuñez Marilyn F. Antiquina Members: ZenyLou F. Buyan Gladys S. Asis Rhea J. Yparraguirre Jumer Carlon Jonathan F. Garzon Elmer Augustus F. Conde Margarita Delima Marygold C. Silao

2nd Semester (Q3 to Q4) of CY: 2022

Clusters	SDOs	RFTAT
Maka-Diyos	Surigao City Agusan del Sur Butuan City	Team Leaders: Joel B. Rosales Isdiro M. Biol Jr. Members: Meriam C. dela Rita Bernard C. Abellana Maripaz F. Magno Elizabeth M. Ysulan Adrilene Mae J. Castaños Marlynne M. Villareal Abe Naireza Ibano Jonathan Dandee Monton Elan M. Elpidang
Maka-Tao	Bayugan City Cabadbaran City Dinagat Islands	Team Leaders: Bernabe L. Linog Fe L. Alegado Members: Fe M. Baring Josephine Chonie M. Obseñares Ma. Consuelo C. Jamera Kevin Hope Z. Salvaña Elaine M. Navarro Junnah B. Tiu Dan Ralph Subla Virginia A. Seña Edmund D. Mendoza
Makakalikasan	Bislig City	Team Leaders:

	Surigao del Norte Tandag City	Carolina M. Niepes Flordelisa R. Dalin Members: Mary Christine A. Odtojan Elizabeth A. Bautista Elena N. Capangpangan Anna Lisa A. Lerio Alejandro P. Macadatar Roy S. Rele Caroline L. Guerta Jesus D. Nono
Makabansa	Siargao Agusan del Norte Surigao del Sur	Team Leaders: Violeta C. Nuñez Marilyn F. Antiquina Members: Zenylou F. Buyan Gladys S. Asis Rhea J. Yparraguirre Jumer Carlon Jonathan F. Garzon Elmer Augustus F. Conde Margarita Delima Marygold C. Silao

RO and SDO Participants

ACTIVITIES	PARTICIPANTS
Regional Monitoring, Evaluation, and Adjustment (RMEA) for Regional Office	- Regional Director - Assistant Regional Director - Chiefs of Functional Divisions - Education Program Supervisors - Unit Heads
Regional Monitoring, Evaluation, and Adjustment (RMEA) for Schools Division Offices (SDOs)	Regional Office - Regional Director - Assistant Regional Director - RFTAT Division Office - Assistant Schools Division Superintendent - Chief CID and SGOD - Education Program Supervisor/s - Public Schools District Supervisor/s - SEPS or EPS II M & E - Other SDO personnel

Gawad-Agad Award for RMEA, DMEA, and SMEA

In Regional Order No. 005, s. 2020, Section 24.3 on Gawad-Agad Award, Item b. on Prompt Submission of Reports were given to the SDOs for prompt and complete submission of required outputs. The Regional Office through the Quality Assurance Division (QAD) shall give the following award based on the given criteria:

Awards	Performance Level Descriptions
Gawad-Agad for Timeliness	• Submission of updated RMEA, DMEA Progress Accomplishment Report and SMEA Report one (1) week after the conduct of the activity
Gawad-Agad for Quality	• Understand the purpose of the report. • Gather, evaluate, and analyze relevant quantitative and qualitative information.
Gawad-Agad for Completeness	• All table templates shall be accomplished. • The tables are in logical and coherent order.

The SDO can receive more than one (1) Gawad-Agad Award if they meet the above-stated criteria.

School Monitoring Evaluation Adjustments (SMEA)

Introduction

The RO QAD as a lead functional division in the Monitoring and Evaluation (M & E) institutionalizes the School Monitoring, Evaluation, and Adjustments (SMEA). The SDOs through the Curriculum Implementation Division (CID) shall cascade the SMEA Key Performance Indicators (KPIs) on Access, Quality, and Governance as stipulated in Regional Order No. 004, s. 2020. 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 for the quarterly progress monitoring and evaluation and a facility to establish a 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 school's 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.

Objectives

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 vis-a-vis SIP and AIP implementation;
- b. Respond to technical and training needs of teachers; and
- c. Identify enhancements to educational policies and guidelines.

Focal Person

In Regional Memorandum No. 173, s. 2019, the Curriculum Implementation Division (CID) shall consolidate and present the consolidated report of DisMEA (through SMEA). The CID Chief shall report the consolidated DisMEA. Thus, PSDS shall assist the CID Chief in the consolidation of the KPIs of Access, Quality, and Governance in the SMEA or represent the CID Chief if on official travel. It shall be presented using Powerpoint Presentation Templates (PPT), which includes quantitative information, education resource reporting, qualitative information, and recommendations for plan adjustment.

In the operation of the schools, the PSDs are important personality to provide Technical Assistance to 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 (DisMEA) and consolidate the data elements presented by the schools in the SMEA using the same tool. The PSDs shall discuss among themselves 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 adopt persons involved, mechanics, roles of persons involved, and presentation of the KPIs in terms of ACCESS, QUALITY, and GOVERNANCE in the conduct of SMEA.

SMEA Mechanics

The SMEA in schools shall be a quarterly activity in the school/district. 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 a 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

Data Gathering Procedure/Analysis of Data

In the presentation of Key Performance Indicators (KPIs) based on access, quality, and governance, the school planning team shall do segmentation for comparative analysis as stipulated in Regional Order No. 004, s. 2020

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 enrollment growth.
 - Type of schools to determine which segment or type of school needs 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 trends in participation, be sure you have logical attribution for such growth (MOV). Identify the programs or strategies that brought such growth.
- f. For decreasing trends in enrollment or when there is no substantial growth, an 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 need 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 the 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 the 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?
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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 a 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 the 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 the quarterly test by subject areas and show (year, groups, location, etc.). Explain why it is highest in these groups.
- e. For improving performance, show a 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 the MPS of the 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 the quarterly test by subject areas, by Type of Schools, and Calendar Year (per quarter) in the 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 have 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 the district/division/region?

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

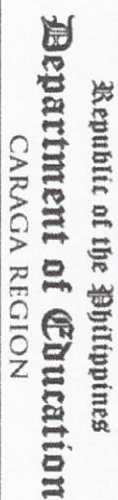
Annex 1. Sample Template for the Participants in SMEA or District MEA

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				



CUSTOMIZED DIVISION TECHNICAL ASSISTANCE ACCOMPLISHMENT REPORT

[illegible]



Republic of the Philippines
Department of Education
CARAGA REGION

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