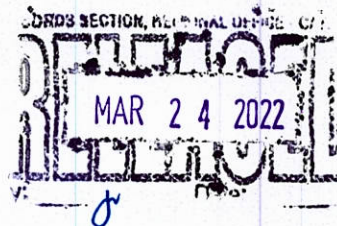




Republic of the Philippines
Department of Education
CARAGA REGION



March 22, 2022

REGIONAL MEMORANDUM

No. 0238, s. 2022

To: SCHOOLS DIVISION SUPERINTENDENTS
This Region

REVISED SCHOOL MONITORING, EVALUATION, AND ADJUSTMENTS
(SMEA) TEMPLATES, CY: 2022

1. The Quality Assurance Division of the Regional Office as lead functional division in the Monitoring and Evaluation (M&E) has started institutionalizing the School Monitoring, Evaluation and Adjustments (SMEA) last Calendar Year 2018. Furthermore, for the Calendar Year 2022, the office will continue and improve the implementation of SMEA in order to collect data, which is critical and necessary in crafting technical assistance to some schools in each respective Division Offices, particularly in the implementation of the Basic Education Learning Continuity Plan (BELCP) in this new normal situation.
2. For this Calendar Year 2022, the SMEA tool has introduced some enhanced templates as well as additional tables to be filled out by schools in 12 SDOs, which contain all of the data requirements related to school implementation of mandated processes and school-based initiated interventions for continuous improvement. This is a data collection tool for quarterly progress monitoring and evaluation, as well as a facility for establishing a school data bank.
3. In Regional Order No. 004, s. 2020, the Curriculum Implementation Division (CID) shall consolidate and report/present the consolidated report of DisMEA through SMEA. As a result, PSDS shall assist the CID Chief in consolidating the KPIs of Access, Quality, and Governance in the SMEA or represent the CID Chief if on official travel. However, it is still up to the discretion of the Schools Division Superintendent of each SDO to assign a focal person for SMEA presentations.
4. SDOs are required to submit the Consolidated Progress Report of Accomplishments in hard and soft copies at the end of the current school year, which will be in the 3rd quarter of this Calendar Year 2022.
5. Moreover, SMEA results shall be the basis for Technical Assistance (TA) which is to be provided by the Regional Field Technical Assistance Team (RFTAT) of the Regional Office to all schools in the 12 SDOs.
6. The Key Results Areas (KRAs) and its updated corresponding Key Performance Indicators (KPIs) shall be presented quarterly in the SMEA, to wit:



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KPI	KRA1: ACCESS	Quarters			
		Q1	Q2	Q3	Q4
1.	Enrolment by Sex	Q1	Q2	Q3	Q4
2.	Students/Pupils At Risk of Dropping Out (SARDOS/PARDOS)	Q1	Q2	Q3	Q4
3.	Students No Longer Participating in Learning Activities (NLPA)	Q1	Q2	Q3	Q4
4.	Dropout Rate			Q3	
5.	Completion Rate	Q1		Q3	
6.	Graduation Rate			Q3	
7.	Failure Rate (Elementary & JHS)	Q1	Q2	Q3	Q4
8.	Retention Rate			Q3	
9.	Repetition Rate			Q3	
10.	Common Health Problems of Teaching and Non-Teaching Personnel			Q3	
11.	School-Aged Children Not in School			Q3	
12.	Reasons for Not Attending School in the Current School Year			Q3	
13.	Madrasah Education Program (MEP)	Q1	Q2	Q3	Q4
14.	Arabic Language & Islamic Values Education (ALIVE) Teachers	Q1	Q2	Q3	Q4
15.	Indigenous People (IP) Learners	Q1	Q2	Q3	Q4
16.	Indigenous Peoples Education (IPED) Program	Q1	Q2	Q3	Q4
17.	Recepients of Pantawid Familyang Pilipino Program (4Ps)	Q1	Q2	Q3	Q4
18.	Alternative Learning System (ALS)	Q1	Q2	Q3	Q4
19.	Special Curricular Program in Elementary			Q3	
20.	Special Curricular Program in Junior High School			Q3	
21.	Enrollees in the Senior High School	Q1	Q2	Q3	Q4
22.	Failure Rate in SHS Specialized Subjects	Q1	Q2	Q3	Q4
23.	Research Studies			Q3	
KPI	KRA2: QUALITY	Q1	Q2	Q3	Q4
1.	Literacy Level for English & Filipino	Q1	Q2	Q3	Q4
2.	Literacy Level for MTB-MLE	Q1	Q2	Q3	Q4
3.	Promotion Rate			Q3	
4.	Quarterly Grade Point Average (GPA)	Q1	Q2	Q3	Q4
5.	Quarterly Grades	Q1	Q2	Q3	Q4
KPI	KRA2: GOVERNANCE	Q1	Q2	Q3	Q4
1-6	Classrooms, Comfort Rooms, Armchairs, Monoblock Chairs, Learners Tables and Chairs, Teachers' Tables and Chairs	Q1	Q2	Q3	Q4
7-10	Functional Library, Science Laboratories, TLE Laboratories, ICT Laboratories	Q1	Q2	Q3	Q4
11	Results-Based Performance Management System (IPCR/OPCR)				Q4
12	Number of Textbooks Per Grade Level and Subject	Q1	Q2	Q3	Q4
13	Fund Sources	Q1	Q2	Q3	Q4
14	Awards and Recognition	Q1	Q2	Q3	Q4

15	Stakeholders Support to Education	Q1	Q2	Q3	Q4
16	Learner-Teacher Ratio			Q3	
17	Learner-Classroom Ratio			Q3	
18	Learner-Toilet Ratio			Q3	
19	Teachers' Professional Development	Q1	Q2	Q3	Q4
20	Rooms for Ancillary Services/Others			Q3	
21	Instructional Supervision (IS)	Q1		Q3	
22	School Heads' Professional Development		Q2		
23	Water, Sanitation, And Hygiene (WASH) Facilities				
	A. Toilets				
	B. Waste Management				
	C. Handwashing Facilities			Q3	
	D. Water Supply				
	E. Clinic Room Facilities				
24	Internet Connectivity			Q3	
25	Electrical Supply		Q2		
26	Learning Action Cell (LAC) Sessions	Q1	Q2	Q3	Q4
27	Induction Program, Professional Learning & Development, Employee Welfare, Performance Management System			Q3	

SUMMARY OF KPIs for SMEA REPORTING

Key Results Areas (KRA)	Quarter 1	Quarter 2	Quarter 3	Quarter 4
ACCESS	13	12	23	12
QUALITY	4	4	5	4
GOVERNANCE	9	10	16	9
TOTAL				

7. Attached hereto are the Additional Enhanced Templates, and Sample Tables for Data Presentation. Moreover, attached templates shall serve as reference or basis for every SMEA presentation.

8. Soft copy (Excel) of SMEA reports shall be submitted before every Quarterly Presentation to elan.elpidang@deped.gov.ph for reference of the RFTAT and for consolidation and interpretation purposes.

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


MA. GEMMA MERCADO LEDESMA
Regional Director

Encls.: As stated
Reference: Regional Order 004, s. 2020
To be indicated in the Perpetual Index
under the following subjects:

EVALUATION	PROGRAMS	MONITORING	STRATEGY
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QAD/eme
03/22/2022

REVISED SCHOOLS MONITORING, EVALUATION,
AND ADJUSTMENTS (SMEA) TEMPLATES

SECTION 1
KRA1- ACCESS TEMPLATES

Table A.1: Enrolment by Sex

The data to be gathered is the number of enrollees by sex and to be presented quarterly following the table A.1.1 as to what data to be presented.

Grade Level	Enrolment by Sex in a Quarter (As of _____ of Current School Year)		
	Male	Female	Total
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total			

Table A.1.1: Data for Presentation

As observed from the table below that the data shall be presented in all quarters of this calendar year 2022. As can be gleaned from the table, the data to be presented in Quarter 1 shall be the Enrolment data of the 2nd Grading period of SY 2021-2022, while for Quarter 2 is 3rd Grading enrolment data, and for Quarter 3 is the 4th Grading enrolment data for the said school year. However, for Quarter 4, the data to be presented is the Enrolment data of 1st Grading period of school year 2022-2023.

Q1	Q2	Q3	Q4
Data of 2 nd Grading of SY 2021-2022	Data of 3 rd Grading of SY 2021-2022	Data of 4 th Grading of SY 2021-2022	Data of 1 st Grading of SY 2022-2023

Table A.2: Students/Pupils AT Risk of Dropping Out (SARDOs/PARDOs)

The main data to be collected is the number of Students/Pupils at Risk of Dropping Out (SARDOs) who have incurred 5 or more consecutive absences using

the Learner Attendance Conversion Tool (LACT) of DM 14, s. 2021. However, in schools that hold face-to-face classes, physically absent students in classroom instructions shall be counted when calculating the number of absences. Furthermore, Total Enrollment for the current SY will be gathered so that a percentage of the data can be determined.

Total Number of SARDOs/PARDOs									
LEVEL	Enrolment of Current SY			No. of learners with 5 or more consecutive absences			%		
	M	F	T	M	F	T	M	F	T
Kindergarten									
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
Total									

Table A.2.1: Data for Presentation

Data shall be presented in all quarters of this calendar year 2022. For quarter 1, data for 2nd grading period of school year 2021-2022 shall be presented, then for quarter 2 is the data for 3rd grading period, and for quarter 3 shall be data for 4th grading period of the current school year. However, for the quarter 4, data of the 1st grading period of school year 2022-2023 shall be presented.

Q1	Q2	Q3	Q4
Data of 2 nd Grading of SY 2021-2022	Data of 3 rd Grading of SY 2021-2022	Data of 4 th Grading of SY 2021-2022	Data of 1 st Grading of SY 2022-2023

Table A.3: Students No Longer Participating in Learning Activities (NLPA)

The main data to be gathered is the number of students who no Longer Participating in Learning Activities (NLPA). This is a status of learners whose parent/guardian or even the learner has failed to communicate or has not made any efforts to contact the class adviser for at least seven consecutive weeks. This status is also appropriate for learners who have expressed desire to stop participation in any learning activity. Moreover, Total Enrollment for the current SY will be gathered so that a percentage of the data can be determined.

Table A.4.1: Data for Presentation

As clearly stated in the table below, the data are to be presented only in Q3 and the data to be presented is the number of Drop-out learners for SY 2021-2022.

Q1	Q2	Q3	Q4
None	None	Data for SY 2021-2022	None

Table A.5: Completion Rate

Completion Rate									
Level	Enrolment			Completers			%		
	Sept Current SY			As of ____ Semester fo current SY					
	M	F	T	M	F	T	M	F	T
Kindergarten									
Grade 6									
Grade 10									
Grade 11 (Total)									
Academic Track (Total)									
ABM									
STEM									
HUMSS									
GAS									
TVL Track (Total)									
AFA									
IA									
ICT									
HE									
Sports Track (Total)									
Arts and Design Track (Total)									
TOTAL									

The main data to be gathered, as shown in the table above, is the number of completers. These are the Kindergarten, Grade 6, Grade 10, and Grade 11 students who completed as of the first and second semesters of the current school year. Furthermore, total enrollment shall be collected in order to calculate the percentage of completers.

Table A.5.1: Data for Presentation

Kindergarten, Grade 6, and Grade 10 completers shall only be presented at the end of the 2nd semester of the current school year, while the Grade 11 completers shall be presented after the 1st and 2nd semesters of the current school year.

Q1	Q2	Q3	Q4
Data as of 1 st semester of SY 2021-2022 (Grade 11 completers)	None	Data as of 2 nd semester for SY 2021-2022 (Kinder, G6, G10, G11 completers)	None

Table A.6: Graduation Rate

The main data to be gathered is the number of graduates of the current school year. These graduates are the qualified Grade 12 Students who completed the K-12 program of basic education curriculum. As to the percentage of graduates, enrolment data shall be gathered in order to determine and clearly understand the status of every SDO in the region as to their graduation rate.

Graduation Rate									
Level	Enrolment			Graduates			%		
	Sept Current SY			June Current SY					
	M	F	T	M	F	T	M	F	T
Grade 12 (Total)									
Academic Track (Total)									
ABM									
STEM									
HUMSS									
GAS									
TVL Track (Total)									
AFA									
IA									
ICT									
HE									
Sports Track (Total)									
Arts and Design Track (Total)									
TOTAL									

Table A.6.1: Data for Presentation

The data to be presented in Quarter 3 shall be the graduation rate for the school year 2021-2022.

Q1	Q2	Q3	Q4
None	None	Data for SY 2021-2022	None

Table A.7: Failure Rate

Failure Rate (Elementary & JHS)																																			
LEVEL	Enrolment			ALL SUBJECTS																															
	Current			English			%	Math			%	Science			%	Filipino			%	AP			%	MAPEH			%	TLE/EPP			%	EsP			%
	M	F	T	M	F	T		M	F	T		M	F	T		M	F	T		M	F	T		M	F	T		M	F	T		M	F	T	
Grade 1																																			
Grade 2																																			
Grade 3																																			
Grade 4																																			
Grade 5																																			
Grade 6																																			
Grade 7																																			
Grade 8																																			
Grade 9																																			
Grade 10																																			
TOTAL																																			

As can be gleaned from the table above, it can be noted that the main data to be gathered is the failure rate of all subjects from Grade 1 to Grade 10. However,

Retention Rate									
LEVEL	Enrolment Previous SY			Enrolment Current SY			%		
	M	F	T	M	F	T			
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
TOTAL									
LEVEL	Enrolment			Enrolment			%		
	M	F	T	M	F	T			
Grade 7									
Grade 8									
Grade 9									
Grade 10									
TOTAL									
LEVEL	Enrolment			Enrolment			%		
	M	F	T	M	F	T			
Grade 11									
Grade 12									

Table A.8.1: Data for Presentation

As can be observed from the table below, the data to be presented are the retention rates from the previous and current school years and these shall be presented in Quarter 3.

Q1	Q2	Q3	Q4
None	None	Retention rate for SY 2021-2022	None

Table A.9: Repetition Rate

The table below shows the data to be gathered which is the repetition rate of the learners. Repetition rate means the percentage of the number of students who repeated the grade level of the current school year same as the previous school year. In order to get the repetition rate, the total number of repeaters of every grade level in the current school year shall be divided by the total enrolment of every grade level of the previous school year then multiply by 100.

Repetition Rate									
LEVEL	Enrolment			Repeaters			%		
	Previous SY			Current SY					
	M	F	T	M	F	T	M	F	T
Kindergarten									
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
TOTAL									

Table A.9.1: Data for Presentation

As shown in the table below, the number and repetition rate of the previous school year shall be compared to the number and repetition rate of the current school year and shall be presented in Q2 since during this time all schools have already their data. However, during this time of the school year enrolment data are not yet final since enrolment data as of June of the current school year are considered quick count data but enough already to tell and support the whole picture of the repetition rate of every SDO.

Q1	Q2	Q3	Q4
None	None	Repetition rate for SY 2021-2022	None

Table A.10: Common Health Problems of Teaching and Non-Teaching Personnel

The table above shows the data on the common health problems of teaching and non-teaching personnel in the 12 SDOs. The data to be gathered are the number of teaching and non-teaching personnel who have the type of health problems mentioned or stated in the said table. The basis of the data to be gathered below is the annual medical checkup of the teaching and the non-teaching personnel in the 12 SDOs.

Common Health Problems of Teaching and Non-Teaching Personnel									
Types of Health Problems	Teaching Personnel			Non-Teaching Personnel			Total		
	M	F	T	M	F	T	M	F	T
1. Cervicitis									
2. Urinary Tract Infection									
3. Overweight									
4. Obese									
5. Hypertension									
6. Diabetes									
7. Hyperlipidemia									
8. Pneumonia									
9. Atheromatous Aorta									
10. Cardiomegaly									
11. Mild Scoliosis									
12. Hypercholesterolemia									
13. Wasted									
14. Hyperurecemia									
15. Athrosclerosis									
16. Hyperglycemia									
17. Osteoarthritis									
18. Inactive PTB									
19. Extremely Obese									
20. Hematuria									
21. Thoracic Spondyliaisis									
22. Osteoporosis									
23. Cholecystitis									
24. Myoma									
25. Bronchopneumonia									
26. Iron Deficiency Anemia									
27. Cataract									
28. Others									
Total									

Table A.10.1: Data for Presentation

As stated in the table below, the data shall be presented in the 3rd Quarter of this calendar year 2022.

Q1	Q2	Q3	Q4
None	None	Data for SY 2021-2022	None

Table A.11: School-Aged Children Not in School

Level	School-Aged Children not in School								
	Total Population of School-Aged Children in the community (5-17 Y.O) (Current SY)			No. of School-Aged Children NOT in School (Current SY)			% of School-Aged Children NOT in School		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Kindergarten									
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
TOTAL									

As shown in the table below, the main data to be gathered are the number and percentage of school-aged children not in school. School-aged children are those children whose ages are 5-17 years old. To determine the total population of school-aged children in the community, the school shall conduct mapping or survey within or nearby communities where their school is located. To determine the percentage of school-aged children not in school, the number of school-aged children not in school shall be divided by the total population of school-aged children then multiply by 100.

Table A.11.1: Data for Presentation

The stated in the table above, the data shall be presented in Quarter 3 of this calendar year 2022.

Q1	Q2	Q3	Q4
None	None	Data for SY 2021-2022	None

Table A.12: Reasons for Not Attending School in the Current School Year

As can be seen in the table below, the data to be gathered are the reasons of the school-aged children for not attending school in the current school year. Moreover, the number of school-aged children not in school from table A.11 and their reasons can be simultaneously gathered in the field through mapping or survey. As observed further in the said table, common reasons are already identified so that SDOs will only provide the number of school-aged children who fall to a certain reason for not attending school. As to the percentage, the total population of school-aged children not in school in the community shall be determined so that percentage of every reason can be accomplished.

Reasons for NOT attending school in the Current SY																																	
Level	No. of school-aged Children NOT in School	No. of School-Aged Children NOT in School according to Reasons																															
		Financial Matters			%	Health and Nutrition			%	Child Labor			%	Distance of School from Home			%	Affected by Disaster			%	Affected by Conflict			%	Disability			%	Other Reasons			%
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T		
Kindergarten																																	
Grade 1																																	
Grade 2																																	
Grade 3																																	
Grade 4																																	
Grade 5																																	
Grade 6																																	
Grade 7																																	
Grade 8																																	
Grade 9																																	
Grade 10																																	
Grade 11																																	
Grade 12																																	
TOTAL																																	

Table A.12.1: Data for Presentation

The data shall be presented only in Q3 which is the number and percentage of school-aged children not in school in the current school year.

Q1	Q2	Q3	Q4
None	None	Data for SY 2021-2022	None

Table A.13: Madrasah Education Program (MEP)

Madrasah Education Program (MEP)									
Grade Level	Number of Muslim Learners			No. of ALIVE Learners			%		
	M	F	T	M	F	T	M	F	T
Kinder									
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Total									

Madrasah Education Program aims to provide Muslim learners with appropriate and relevant educational opportunities while recognizing their cultural context and unique purposes for participating in the K to 12 Program offerings. This

program also intends to integrate content and competencies in the curriculum, which are relevant, and of interest to Muslim learners. The data to be gathered are the Number of Muslim Learners and the Number of Arabic Language & Islamic Values Education (ALIVE) Learners.

Table A.13.1: Data for Presentation

Data shall be presented in all quarters of this calendar year 2022. For Quarter 1, data for 2nd grading period of school year 2021-2022 shall be presented, then for Quarter 2 is the data for 3rd grading period, and for Quarter 3 shall be the data for 4th grading period of the current school year. However, for the Quarter 4, data of the 1st grading period of school year 2022-2023 shall be presented.

Q1	Q2	Q3	Q4
Data of 2 nd Grading of SY 2021-2022	Data of 3 rd Grading of SY 2021-2022	Data of 4 th Grading of SY 2021-2022	Data of 1 st Grading of SY 2022-2023

Table A.14: Arabic Language & Islamic Values Education (ALIVE) Teachers

ALIVE Teachers												
Grade Level	Permanent			Provisional			Contract of Service					
							DepEd Subsidized			LGU Paid		
	M	F	T	M	F	T	M	F	T	M	F	T
Kinder												
Grade 1												
Grade 2												
Grade 3												
Grade 4												
Grade 5												
Grade 6												
Grade 7												
Grade 8												
Grade 9												
Grade 10												
Total												

The data to be gathered in the table above shall be the number of ALIVE teachers according to their mode of employment which either Permanent, Provisional, or Contract of Service through DepEd subsidized or LGU paid.

Table A.14.1: Data for Presentation

Data shall be presented in all quarters of this calendar year 2022.

Q1	Q2	Q3	Q4
Data of 2 nd Grading of SY 2021-2022	Data of 3 rd Grading of SY 2021-2022	Data of 4 th Grading of SY 2021-2022	Data of 1 st Grading of SY 2022-2023

Table A.15: Indigenous People Learners (IP Learners)

Indigenous People (IP) Learners																											
Grade Level	Manobo			Mamanwa			Higaonon			Banwaon			Mandaya			Badjao			Talaandig			Others			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Kinder																											
Grade 1																											
Grade 2																											
Grade 3																											
Grade 4																											
Grade 5																											
Grade 6																											
Grade 7																											
Grade 8																											
Grade 9																											
Grade 10																											
Grade 11																											
Grade 12																											
Total																											

The table above shows the different ethnic groups where our IP learners belong. It can be gleaned that the data to be gathered are the number of IP learners from all grade levels according to their ethnical groups like Manobo, mamanwa, Higaonon, Banwaon, Mandaya, Badjao, Talaandig, and other Ethnical groups.

Table A.15.1: Data for Presentation
Data shall be presented in all quarters of this calendar year 2022.

Q1	Q2	Q3	Q4
Data of 2 nd Grading of SY 2021-2022	Data of 3 rd Grading of SY 2021-2022	Data of 4 th Grading of SY 2021-2022	Data of 1 st Grading of SY 2022-2023

Table A.16: Indigenous Peoples Education (IPED) Program

The Indigenous Peoples Education (IPEd) Program is DepEd’s response to the right of Indigenous Peoples (IP) to basic education that is responsive to their context, respects their identities, and promotes their indigenous knowledge, skills, and other aspects of their cultural heritage. Additionally, the IPEd Program supports the realization of the K to 12 Basic Education Curriculum, which subscribes to standards and principles that are: inclusive, culture-sensitive, and flexible enough to enable and allow schools to localize, indigenize, and enhance based on the community’s educational and social context. Thus, the table below shows the data to be gathered are the Number of Schools Utilizing Contextualized/Indigenized Lesson Plans, Number of Contextualized/Indigenized Lesson Plans, Number of Learners, Number of Teachers, and the Number of School Heads, and who among them have underwent IPED Program Orientation as mandated by DepEd.

Indigenous Peoples Education (IPED) Program											
Grade Level	Number of Schools Utilizing Contextualized/Indigenized Lesson Plans	No. of Contextualized/Indigenized Lesson Plans	No. of Learners			No. of Teachers			No. of School Heads		
			M	F	T	M	F	T	M	F	T
Elementary											
Secondary											
Total											
			Underwent IPED Program Orientation								

Table A.16.1: Data for Presentation
Data shall be presented in all quarters of this calendar year 2022.

Q1	Q2	Q3	Q4
Data of 2 nd Grading of SY 2021-2022	Data of 3 rd Grading of SY 2021-2022	Data of 4 th Grading of SY 2021-2022	Data of 1 st Grading of SY 2022-2023

Table A.17: Recipients of Pantawid Pamilyang Pilipino Program (4Ps)

Recipients of Pantawid Pamilya Pilipino Program (4Ps)									
Level	No. of Recepients of 4Ps in Current SY			No. of Recepients of 4Ps with more than 10 absences			%		
	M	F	T	M	F	T	M	F	T
Kindegarten									
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
Total									

As shown in the table above, the main data to be gathered are the number of students who are recipients of Pantawid Pamilyang Pilipino Program (4Ps) but incurred more than 10 cumulative absences in a given Quarter. Determining number of absences shall bbased on LACT of DM 14, s. 2021. Moreover, a number of students who are recipients of 4Ps shall be provided also in order to determine the percentage of those recipients of 4Ps who incurred more than 10 absences in a given Quarter.

Table A.17.1: Data for Presentation
Data shall be presented in all quarters of this calendar year 2022.

Q1	Q2	Q3	Q4
Data of 2 nd Grading of SY 2021-2022	Data of 3 rd Grading of SY 2021-2022	Data of 4 th Grading of SY 2021-2022	Data of 1 st Grading of SY 2022-2023

Table A.18: Alternative Learning System (ALS)

Alternative Learning System (ALS)									
Categories	Elementary			Secondary			Total		
	M	F	T	M	F	T	M	F	T
Accreditation & Equivalency									
Basic Literacy Program (BLP)									
Learning Facilitators									
ALIVE Learners									
Out of School Youth (OSY)									
Balik-Paaralan para sa Out-Of-School Youth (BPOSA)									
Informal Education									
Livelihood Program									

As can be gleaned from the table above, the main data to be gathered are the number of ALS learners of both Elementary and Secondary Levels pertaining to the following categories stated in the said table.

Table A.18.1: Data for Presentation
Data shall be presented in all quarters of this calendar year 2022.

Q1	Q2	Q3	Q4
Data of 2 nd Grading of SY 2021-2022	Data of 3 rd Grading of SY 2021-2022	Data of 4 th Grading of SY 2021-2022	Data of 1 st Grading of SY 2022-2023

Table A.19: Special Curricular Program in Elementary

The data to be gathered in the table below are the number of enrollees in the special curricular program in elementary and these are the science curriculum, program in journalism, and SPED. Percentage of students enrolled in every program shall be determined also through dividing the total of enrollees of every program by the total number of enrolment in the current school year then multiply by 100.

Special Curricular Program in Elementary															
Level	Enrolment Current SY			Special Science Elementary School			%	Special Program in Journalism (SPJ)			%	Special Education (SPED) Program			%
	M	F	T	M	F	T		M	F	T		M	F	T	
Grade 1															
Grade 2															
Grade 3															
Grade 4															
Grade 5															
Grade 6															
	SPED-CWD Graded														
	SPED NON-Graded														
TOTAL															

Table A.19.1: Data for Presentation

The data are to be presented in Quarter 3. These data are the data as of the 4th Grading Period of SY 2021-2022.

Q1	Q2	Q3	Q4
NONE	NONE	Data as of 4 th Grading Period for SY 2021-2022	NONE

Table A.20: Special Curricular Program In Junior High School

As stated in the table below, the data to be gathered are the number and percentages of enrollees in all special curricular programs in Junior High School.

Special Curricular Program in Junior High School																															
Level	Enrolment Current School Year			Special Program in Journalism (SPJ)			%	Special Program for the Arts (SPA)			%	Special Program in Sports (SPS)			%	Science, Technology, and Engineering (STE) Program			%	Strengthened Technical Vocational Education Program (STVEP)			%	Special Program in Foreign Language (SPFL)			%	Special Education (SPED) Program			%
	M	F	T	M	F	T		M	F	T		M	F	T		M	F	T		M	F	T		M	F	T		M	F	T	
Grade 7																															
Grade 8																															
Grade 9																															
Grade 10																															
TOTAL																															

Table A.20.1: Data for Presentation

The data are to be presented in Quarter 3. These data are the data as of the 4th Grading Period of SY 2021-2022.

Q1	Q2	Q3	Q4
Data of 2 nd Grading of SY 2021-2022	Data of 3 rd Grading of SY 2021-2022	Data of 4 th Grading of SY 2021-2022	Data of 1 st Grading of SY 2022-2023

Table A.23: Research Studies

TYPES OF FUNDS	RESEARCH STUDIES								
	TYPES OF RESEARCH								
	ACTION RESEARCHES			BASIC RESEARCHES			TOTAL		
	Teaching Personnel	Non- Teaching Personnel	Total	Non- Teaching Personnel	Non- Teaching Personnel	Total	Teaching Personnel	Non- Teaching Personnel	Total
RESEARCH PROPOSAL									
BERF									
OTHER FUNDS									
NO FUNDS									
COMPLETED RESEARCH									
BERF									
OTHER FUNDS									
NO FUNDS									
PUBLISHED									
RESEARCH PAPER									
BERF									
OTHER FUNDS									
NO FUNDS									
COMPLETED									
RESEARCH PAPER									
PRESENTED IN ANY									
BERF									
OTHER FUNDS									
NO FUNDS									

The table above shows the data to be gathered which are the number of researches conducted in a given school year. The researchers are classified into teaching and non-teaching personnel and the type of researches, which are the Action Research, and the Basic Research. Moreover, the number of research studies, which are funded by either Basic Education Research Fund (BERF) or by other Funds such as Special Education Fund (SEF), or No Funds at all, are needed to be gathered also in order to monitor the research studies of those researchers that need to be funded. Furthermore, number of researches that are presented in any research forum shall also be gathered along with the number of research studies published in any publication.

Table A.23.1: Data for Presentation

The data are to be presented in Quarter 3. These data are the data as of the 4th Grading Period of SY 2021-2022.

Q1	Q2	Q3	Q4
None	None	Data as of 4 th Grading Period for SY 2021-2022	None

SECTION 2
KRA2- QUALITY TEMPLATES

Table Q.1: Literacy Level for English & Filipino

The table below shows the data to be gathered in the field, which are the reading literacy level of students in both English and Filipino Subjects. The number of learners belong to every reading literacy level are those learners who undergone school-based reading programs using school-based reading tools. However, data shall only be gathered from Grade 3 to Grade 7 learners.

Literacy Level																			
Grade Level	Enrolment			ENGLISH								FILIPINO							
				Frustration				Instructional				Independent				Frustration			
	M	F	T	M	F	T	%	M	F	T	%	M	F	T	%	M	F	T	%
Grade 3																			
Grade 4																			
Grade 5																			
Grade 6																			
Grade 7																			
TOTAL																			

Table Q.1.1: Data for Presentation

Data will be presented in all four quarters of the calendar year 2022. This is done to keep track of the learners' progress throughout the year, as well as to determine whether or not the reading program of the schools or the Division as a whole is meeting the learners' reading needs.

Q1	Q2	Q3	Q4
Data of 2 nd Grading of SY 2021-2022	Data of 3 rd Grading of SY 2021-2022	Data of 4 th Grading of SY 2021-2022	Data of 1 st Grading of SY 2022-2023

Table Q.2: Literacy Level for MTB-MLE

Literacy Level												
Grade Level	Enrolment			MTB-MLE								
												%
	M	F	T	M	F	T	%	M	F	T	%	
Kindergarten												
Grade 1												
Grade 2												
Grade 3												
TOTAL												

The data to be collected above will be the reading literacy level of Kindergarten to Grade 3 learners for MTB-MLE. Schools shall use school-based reading tools to determine the number of students at each literacy level. Every SDO,

however, is free to choose or use any qualitative description for each literacy level.

Table Q.2.1: Data for Presentation

Data will be presented in all four quarters of the calendar year 2022. This is done to keep track of the learners' progress throughout the year, as well as to determine whether or not the reading program of the schools or the Division as a whole is meeting the learners' reading needs.

Q1	Q2	Q3	Q4
Data of 2 nd Grading of SY 2021-2022	Data of 3 rd Grading of SY 2021-2022	Data of 4 th Grading of SY 2021-2022	Data of 1 st Grading of SY 2022-2023

Table Q.3: Promotion Rate

The data to be gathered in the table below are the Promotion Rate. Number of promoted students to another level and the total number of enrollees shall be provided so that the percentage of promoted students be determined. Moreover, as can be further observed in the aforementioned table that total number of promoted learners for Elementary, Junior High School, and Senior High School shall be accomplished so that promotion rate for every level can be computed and be clearly discussed during the SMEA presentation.

LEVEL	Promotion Rate								
	Enrolment			Promotees			%		
	M	F	T	M	F	T	M	F	T
Kindergarten									
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Total									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Total									
Grade 11									
Grade 12									
Total									
Grand Total									

Table Q.3.1: Data for Presentation

The data shall be presented only in Q3 which is the number and percentage of school-aged children not in school in the current school year.

Q1	Q2	Q3	Q4
None	None	Data for SY 2021-2022	None

Table Q.4: Quarterly GPA

GPA stands for Grade Point Average. This is used to measure the academic achievement of learners. It is a number that shows a student’s overall grade performance on average across all subject areas. It shows whether a learner has performed well or not. As can be seen in the table below, the data to be gathered are the Quarterly GPA of all students across all grade levels. Moreover, the number and the percentage of students in which their respective GPA fall to the stated grading Scale and its respective descriptors such as “Did Not Meet the Expectation, Fairly Satisfactory, Satisfactory, Very Satisfactory, or Outstanding” shall be computed and discussed during the presentation.

Level	Quarterly Grade Point Average (GPA)																							
	Descriptors and Grading Scale																							
	Enrolment			Did Not Meet Expectation			%	Fairly Satisfactory			%	Satisfactory			%	Very Satisfactory			%	Outstanding			%	
	70 - 74			75 - 79				80 - 84			85 - 89			90 - 100										
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T						
Kinder																								
Grade 1																								
Grade 2																								
Grade 3																								
Grade 4																								
Grade 5																								
Grade 6																								
Grade 7																								
Grade 8																								
Grade 9																								
Grade 10																								
Grade 11																								
Grade 12																								
TOTAL																								

Table Q.4.1: Data for Presentation
Data shall be presented in all quarters of this calendar year 2022.

Q1	Q2	Q3	Q4
Data of 2 nd Grading of SY 2021-2022	Data of 3 rd Grading of SY 2021-2022	Data of 4 th Grading of SY 2021-2022	Data of 1 st Grading of SY 2022-2023

Table Q.5: Quarterly Grades

The data to be gathered in the table below are the Learners’ Quarterly Grades in all subject areas from Kindergarten to Grade 10 levels. It can be noted further that Quarterly Grades are classified into five performance qualitative descriptors and its corresponding grading intervals, which are the following: Did Not Meet Expectation (70-74), Fairly Satisfactory (75-79), Satisfactory (80-84), Very Satisfactory (85-89), and Outstanding (90-100). Number of learners across all grade levels in every performance descriptors level shall be determined.

Level	Subject 1																						
	Learners' Quarterly Grades																						
	Enrolment			Did Not Meet Expectation			%	Fairly Satisfactory			%	Satisfactory			%	Very Satisfactory			%	Outstanding			%
				70 - 74				75 - 79				80 - 84				85 - 89				90 - 100			
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T					
	Kinder																						
Grade 1																							
Grade 2																							
Grade 3																							
Grade 4																							
Grade 5																							
Grade 6																							
Grade 7																							
Grade 8																							
Grade 9																							
Grade 10																							
TOTAL																							

Table Q.5.1: Data for Presentation
 Data shall be presented in all quarters for this calendar year 2022.

Q1	Q2	Q3	Q4
Data of 2 nd Grading of SY 2021-2022	Data of 3 rd Grading of SY 2021-2022	Data of 4 th Grading of SY 2021-2022	Data of 1 st Grading of SY 2022-2023

SECTION 3
KRA3- GOVERNANCE TEMPLATES

Table G.1-6: Classrooms, Comfort Rooms, Armchairs, Monoblock Chairs, Learners Tables & Chairs, Teachers' Tables & Chairs

The table below shows the data to be collected which are the number and the corresponding percentages of the Classrooms, Comfort rooms, Armchairs, Monoblock Chairs, Learners' Tables and Chairs, and Teachers' Tables and Chairs. The said data shall be diligently accomplished in order to know if resources are enough or not in the respective SDOs.

Grade Level	Classrooms		Comfort Rooms		Armchairs		Monoblock Chairs		Learners Tables and Chairs		Teacher's Tables and Chairs	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Kinder												
Grade 1												
Grade 2												
Grade 3												
Grade 4												
Grade 5												
Grade 6												
TOTAL												
Grade 7												
Grade 8												
Grade 9												
Grade 10												
Grade 11												
Grade 12												
TOTAL												
OVER-ALL TOTAL												

Table G.1-6.1: Data for Presentation

Data shall be presented in all quarters for this calendar year 2022.

Q1	Q2	Q3	Q4
Data of 2 nd Grading of SY 2021-2022	Data of 3 rd Grading of SY 2021-2022	Data of 4 th Grading of SY 2021-2022	Data of 1 st Grading of SY 2022-2023

Table G.7-10: Functional Library, Science Laboratories, TLE Laboratories, ICT Laboratories

As stated in the table below, it can be seen that the following data are to be gathered and these are the ratios between the learners/schools and the functional libraries, Science laboratories, TLE Laboratories, and ICT Laboratories.

Level	Total Enrolment of Current SY	Total Number of Schools	Functional Library			Science Laboratories			TLE Laboratories for Different Specializations			ICT Laboratories for Classroom Instructions		
			No.	Learner- Library Ratio	School- Library Ratio	No.	Learner- Sci Lab ratio	School- Sci Lab ratio	No.	Learner- TLE Lab Ratio	School- TLE Lab Ratio	No.	Learner- ICT Lab Ratio	School- ICT Lab ratio
K to G6														
JHS														
SHS														
Total														

Table G.7-10.1: Data for Presentation
Data shall be presented in all quarters for this calendar year 2022.

Q1	Q2	Q3	Q4
Data of 2 nd Grading of SY 2021-2022	Data of 3 rd Grading of SY 2021-2022	Data of 4 th Grading of SY 2021-2022	Data of 1 st Grading of SY 2022-2023

Table G.11: Results-Based Performance Management System (IPCR/OPCR)

Results-Based Performance Management System (IPCR/OPCR)																		
Grade Level	TOTAL PERSONNEL			Adjectival Rating														
	Teaching	Non-Teaching	School Head	Outstanding			Very Satisfactory			Satisfactory			Unsatisfactory			Poor		
				Teaching (IPCR)	Non-Teaching (IPCR)	School Head (OPCR)	Teaching (IPCR)	Non-Teaching (IPCR)	School Head (OPCR)	Teaching (IPCR)	Non-Teaching (IPCR)	School Head (OPCR)	Teaching (IPCR)	Non-Teaching (IPCR)	School Head (OPCR)			
Kinder																		
Grade 1																		
Grade 2																		
Grade 3																		
Grade 4																		
Grade 5																		
Grade 6																		
Grade 7																		
Grade 8																		
Grade 9																		
Grade 10																		
Grade 11																		
Grade 12																		
Total																		

As can be observed from the table above, it can be seen that the main data to be gathered are related to the Results-Based Performance Management System (RPMS) using the IPCR/OPCR of the Teaching, Non-Teaching, and School Heads in all SDOs. Specifically, the said data are the number of personnel of each adjectival rating in the RPMS namely Outstanding, Very Satisfactory, Satisfactory, Unsatisfactory, and Poor, where the personnel are classified. It can be noted further that total number of personnel in every adjectival rating shall be accomplished for a clear and comprehensive presentation.

Table G.11.1. Data for Presentation
The data shall be presented in Quarter 4 only.

Q1	Q2	Q3	Q4
None	None	None	Data for SY 2021-2022

Table G.12: Number of Textbooks Per Grade Level and Subject

The data to be gathered in the table below are the frequency or number of textbooks and the learner-textbook ratio across all subject areas. This is very important data since we will be guided if SDOs have scarcity or abundance of textbooks for our students.

Number of Textbooks per Grade Level and Subject																			
Textbooks	Total Enrolment	English		Math		Science		Filipino		AP		Filipino		MAPEH		TLE		EsP	
		No.	Ratio	No.	Ratio	No.	Ratio	No.	Ratio	No.	Ratio	No.	Ratio	No.	Ratio	No.	Ratio	No.	Ratio
Kinder																			
Grade 1																			
Grade 2																			
Grade 3																			
Grade 4																			
Grade 5																			
Grade 6																			
Grade 7																			
Grade 8																			
Grade 9																			
Grade 10																			
TOTAL																			
Textbooks	Total Enrolment	Subject:		Subject:		Subject:		Subject:		Subject:		Subject:		Subject:		Subject:		Subject:	
		No.	Ratio	No.	Ratio	No.	Ratio	No.	Ratio	No.	Ratio	No.	Ratio	No.	Ratio	No.	Ratio	No.	Ratio
Grade 11																			
Grade 12																			
TOTAL																			

Table G.12.1: Data for Presentation
Data shall be presented in all quarters for this calendar year 2022.

Q1	Q2	Q3	Q4
Data of 2 nd Grading of SY 2021-2022	Data of 3 rd Grading of SY 2021-2022	Data of 4 th Grading of SY 2021-2022	Data of 1 st Grading of SY 2022-2023

Table G.13: Fund Sources

The data to be gathered in the table below are the amount and the percentages of fund sources of every SDO. The following sources are already listed in the said table and these are the MOOE, Subsidy of Special Programs, Local Government Units Funds, Canteen funds, Donations, PTA, and others.

Fund Sources		
Fund Sources	Amount	%
General Appropriations Act (MOOE)		
General Appropriations Act (Subsidy for Special Programs)		
Local Government Unit Funds		
Canteen Funds		
Donations		
PTA		
Others		

Table G.13.1: Data for Presentation
 Data shall be presented in all quarters for this calendar year 2022.

Q1	Q2	Q3	Q4
Data of 2 nd Grading of SY 2021-2022	Data of 3 rd Grading of SY 2021-2022	Data of 4 th Grading of SY 2021-2022	Data of 1 st Grading of SY 2022-2023

Table G.14: Awards and Recognition

The data to be gathered in the table below are the awards and recognitions received by the Students, Teachers, School Heads, and School.

Awards/Recognition							
Category of Awardees	Title	Year	Award-Giving Body (Please Identify)				
			District	Division	Regional	National	International
Student							
Teacher							
School Head							
School							

Table G.14.1: Data for Presentation
 Data shall be presented in all quarters for this calendar year 2022.

Q1	Q2	Q3	Q4
Data of 2 nd Grading of SY 2021-2022	Data of 3 rd Grading of SY 2021-2022	Data of 4 th Grading of SY 2021-2022	Data of 1 st Grading of SY 2022-2023

Table G.15: Stakeholders Support to Education

The table below shows the data to be collected which are the contribution and attendance of the stakeholders in all Co-curricular, Extra-Curricular, and other major activities conducted by all schools in each SDO. Most importantly, attendance rate shall be accomplished in order to know how supportive the stakeholders to all school activities are.

Stakeholder Support to Education						
Activity	Contributions			Attendance		
	Volunteer Hours	Cash	In Kind	No. of Attendees	No. Invited	Attendance Rate
Co-Curricular Activities						
Extra-Curricular Activities						
Other Major Activitie						

Table G.15.1: Data for Presentation
Data shall be presented in all quarters for this calendar year 2022.

Q1	Q2	Q3	Q4
Data of 2 nd Grading of SY 2021-2022	Data of 3 rd Grading of SY 2021-2022	Data of 4 th Grading of SY 2021-2022	Data of 1 st Grading of SY 2022-2023

Table 16: Learner-Teacher Ratio

Learner-Teacher Ratio			
Level	Total Enrolment of Current SY	No. of Teachers	Ratio
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
TOTAL			

As can be seen from the table above, it can be observed that the main data to be gathered is the Learner-Teacher ratio across all grade levels. The data would tell us if we have shortage or enough teachers to take good care of our ever growing number of students in our respective divisions.

Table G.16.1: Data for Presentation
The data shall be presented in Quarter 3 only.

Q1	Q2	Q3	Q4
None	None	Data for SY 2021-2022	None

Table G.17: Learner-Classroom Ratio

As shown in the table below, it can be gleaned that the main data to be gathered is the Learner-Classroom ratio across all grade levels. Number of classrooms is classified into Good Condition and for Repair/Rehabilitation. Condemnable classrooms shall not be classified or included for us to see the true picture/situation of our schools.

Learner-Classroom Ratio					
Grade Levels	Total Enrolment Current SY	No. of Classrooms			Learner-Classroom Ratio
		In Good Condition	For Repair/ Rehabilitation	Total	
Kindergarten					
Grade 1					
Grade 2					
Grade 3					
Grade 4					
Grade 5					
Grade 6					
Grade 7					
Grade 8					
Grade 9					
Grade 10					
Grade 11					
Grade 12					
TOTAL					

Table G.17.1: Data for Presentation
The data shall be presented in Quarter 3 only.

Q1	Q2	Q3	Q4
None	None	Data for SY 2021-2022	None

Table G.18: Learner-Toilet Ratio

The data to be gathered in the table below are the number of toilets for both male and female and the total enrolment for the current school year so that the main data which is the Learner-Toilet ratio can be determined.

Learner-Toilet Ratio									
Level	Total Enrolment Current SY			No. of Toilet				Total	Ratio
	Male	Female	Total	Male	Ratio	Female	Ratio		
Elementary									
JHS									
SHS									
Total									

Table G.18.1: Data for Presentation
The data shall be presented in Quarter 3 only.

Q1	Q2	Q3	Q4
None	None	Data for SY 2021-2022	None

Table G.19: Teachers’ Professional Development

The table below shows the data to be gathered related to Teachers’ Professional Development. As can be observed in the table, number and its corresponding percentage of all teachers who were trained related to Content, Pedagogy/Instruction, Localization/Contextualization, Assessment, and Learning Resource Materials are needed. Moreover, data for those teachers who were not trained and its percentage shall be compiled also in order to assess how much percentage of our teaching personnel needs training in the future.

Teachers' Professional Development																			
Level	Total No. of Teacher s			Total No. of Teachers Trained												No of Teachers Not Trained			%
				Content %	Pedagogy/ Instruction			%	Localization/ Contextualiz ation			%	Assessm ent						
	M	F	T		M	F	T		M	F	T		M	F	T	M	F	T	
Kinder																			
Grade 1																			
Grade 2																			
Grade 3																			
Grade 4																			
Grade 5																			
Grade 6																			
Grade 7																			
Grade 8																			
Grade 9																			
Grade 10																			
Grade 11																			
Grade 12																			
Total																			

Table G.19.1: Data for Presentation

Q1	Q2	Q3	Q4
Data of 2 nd Grading of SY 2021-2022	Data of 3 rd Grading of SY 2021-2022	Data of 4 th Grading of SY 2021-2022	Data of 1 st Grading of SY 2022-2023

As can be seen from the table above, data shall be presented in all quarters for this calendar year 2022.

Table G.20: Rooms for Ancillary Services/Others

Rooms for Ancillary Services	
School Facilities	No. of Rooms Used
Library	
Faculty	
Principal Office	
Guidance	
Canteen	
Others (pls specify)	

The data to be gathered in the table above are the number of rooms in the schools used as Library, Faculty Room, Principal Room, Guidance Room, Canteen, and others. It is expected that data can be a non-whole number since there are schools that used the other half of the classroom as Library or Guidance office, etc., and the other half used as classroom of students.

Table G.20.1: Data for Presentation
The data shall be presented in Quarter 3 only.

Q1	Q2	Q3	Q4
None	None	Data for SY 2021-2022	None

Table G.21: Instructional Supervision

The main data to be gathered in the table below are the number of teachers led by SHs, Expected number of IS to be conducted by the SHs per semester, actual number of IS conducted by the SHs and percentages of Instructional Supervision Conducted by different school heads like Principals, Assistant Principals, Master Teachers, Head Teachers, and Teacher In-charge. Number of teachers led by school heads shall be identified first, followed by the expected number of IS to be conducted by the SHs. Number of teachers shall be the same as the number of expected number of IS to be conducted, since every school head is mandated to conduct one (1) Instructional Supervision to every teacher per semester. Then, actual number of IS conducted in a given semester shall be gathered in order to determine the percentage of Instructional Supervision conducted in a given semester.

Instructional Supervision																				
Level	Number of Teachers led by SHs					Expected No. of IS to be conducted by the SHs per Semester					Actual No. of IS conducted by the SHs					%				
	P	AP	MT	HT	TIC	P	AP	MT	HT	TIC	P	AP	MT	HT	TIC	P	AP	MT	HT	TIC
Elementary																				
JHS																				
SHS																				
TOTAL																				
% = (Actual No. of IS Conducted by the SHs/Expected No. of IS to be conducted by the SHs per semester) x 100																				

Table G.21.1: Data for Presentation
 Data shall be presented in Quarter 1 and Quarter 3 for this calendar year 2022.

Q1	Q2	Q3	Q4
Data as of 1 st semester of SY 2021-2022	None	Data as of 2 nd semester of SY 2021-2022	None

Table G.22: School Heads’ Professional Development

Schools' Heads Professional Development																
Trainings	Total No. of School Heads			Number of School Heads Trained												
				Elementary			%			JHS			%			Total
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	
School Leadership																
Personal and Professional Attributes and Interpersonal Effectiveness																
Instructional Leadership																
Student-Centered Learning																
Human Resource Management and Professional Development																
Parent Involvement and Community Partnership																
School Management Operations																
Other Trainings																

As can be observed from the table above, it can be gleaned that the data to be gathered are the number of school heads and the percentages of the School Heads who were sent to trainings related to School Leadership, Personal and Professional Attributes and Interpersonal Effectiveness, Instructional Leadership, Student-

Centered Learning, Human Resource management and Professional Development, Parent Involvement and Community partnership, School Management Operations, and Others. School Heads are classified as Elementary School Heads, Junior High School heads, and Senior High School Heads.

Table G.22.1: Data for Presentation
 Data shall be presented in Quarter 2 only for this calendar year 2022.

Q1	Q2	Q3	Q4
None	Data for SY 2021-2022	None	None

Table G.23: Water, Sanitation, And Hygiene (WASH) Facilities

The data to be gathered in the table below are the facilities that are needed for every school to have in consonance with the mandate under Water, Sanitation, And Hygiene (WASH) in Schools (WinS). The said facilities are classified into four (4): Toilet Facilities, Waste Management, Handwashing Facilities, and Water Supply.

Table G.23.A: Toilets

Toilet Facilities				
FACILITIES	Elem	JHS	SHS	Total
Number of Commonal Toilets				
-With Functional Washing Facility				
-With Non-Functional Washing Facility				
-Without Washing Facility				
Segregated Male and Female Toilets				
-With Functional Washing Facility				
-With Non-Functional Washing Facility				
-Without Washing Facility				
For Menstrual Hub				
-With Functional Washing Facility				
-With Non-Functional Washing Facility				
-Without Washing Facility				
For PWD Toilets				
-With Functional Washing Facility				
-With Non-Functional Washing Facility				
-Without Washing Facility				

Table G.23.B: Waste Management

Waste Management				
FACILITIES	Elem	JHS	SHS	Total
Number of Schools with Compost Pit for Biodegradable Waste				
Number of Schools with REFUSE Pit for Non-Biodegradable Waste				
Number of Schools with Material Recovery Facility (MRF)				
Number of Schools have Toilets with Functional Septic Tank				
Number of Schools with Functional Drainage (Total)				
-From the Kitchen				
-From All Wash Areas Outside Classrooms				
- From All Sink Inside the Classrooms				
Number of Schools Adopted Mechanisms to address Stagnant Water and Flooding				

Table G.23.C: Handwashing Facilities

Handwashing Facilities				
FACILITIES	Elem	JHS	SHS	Total
Number of Schools with Handwashing Facilities near the School Entrance Gate				
Number of Schools with Handwashing and Toothbrushing Facilities				
Number of Schools with Individual Handwashing Facilities				

Table G.23.D: Water Supply

[illegible]

Table G.23.E: Clinic Room Facilities

Clinic Room Facilities				
FACILITIES	Elem	JHS	SHS	Total
Number of Schools with Fucntional Clinic in				
Number of Schools with Clinic Space within a Room or Office				
Number of Schools with Resting Place inside the Clinic for Girls with Menstrual Discomfort				
Number of schools with Nurse as Clinic In-charge				
Number of schools with Teacher as Clinic In-charge				

Table G.23.1. Data for Presentation
Data shall be presented in Quarter 3 only for this Calendar Year 2022.

Q1	Q2	Q3	Q4
None	None	Data for School Year 2021-2022	None

Table 24: Internet Connectivity

The data to be gathered in the table below are the number of schools which have internet connectivity using the following Internet Service Providers and the total number of schools with Internet Connectivity.

Internet Conectivity									
Level	Internet Service Providers								Total
	Bayantel	Digitel	Globe	PLDT	Smart	Sun	WIT Global (Satellite)	Others. Pls. specify	
Elementary									
JHS									
SHS									
TOTAL									

Table G.24.1. Data for Presentation
Data shall be presented in Quarter 3 only for this calendar year 2022.

Q1	Q2	Q3	Q4
None	None	Data for SY 2021-2022	None

Table G.25: Electrical Supply

The data to be gathered in the table below are the number of schools with electrical supply and using the following type of electrical supply such as the Grid Supply, Solar Supply, Generator, Other Sources, and No Electrical Supply at all.

Electrical Supply												
Level	Number of Schools	%	Grid Supply	%	Solar Power	%	Generator	%	No Source of Electricity	%	Others.	%
Elementary												
JHS												
SHS												
TOTAL												

Table G.25.1: Data for Presentation
Data shall be presented in Quarter 2 only for this calendar year 2022.

Q1	Q2	Q3	Q4
None	Data for SY 2021-2022	None	None

Table G.26: Learning Action Cell (LAC) Sessions

The data to be gathered in the table below are the number of schools conducting Learning Action Cell (LAC) Sessions and the number of schools which conducted LAC Session related to the topics listed in the table. As can be further observed, percentages of the number of schools conducted LAC Session related to every topic listed in the table shall also be compiled.

Learning Action Cell (LAC) Sessions											
Level	Number of Schools	Number of Schools conducting LAC Sessions	Number of LAC Sessions Conducted								
			Learner Diversity and Student Inclusion	%	Content and Pedagogy	%	Assessment and Reporting	%	21st Century Skills and ICT Integration in Instruction and Assessment	%	Curriculum and Contextualization, Localization, and Indigenization
Elementary											
JHS											
SHS											
Total											

Table G.26.1: Data for Presentation
Data shall be presented in all quarters for this calendar year 2022.

Q1	Q2	Q3	Q4
Data of 2 nd Grading of SY 2021-2022	Data of 3 rd Grading of SY 2021-2022	Data of 4 th Grading of SY 2021-2022	Data of 1 st Grading of SY 2022-2023

Table G.27. Induction Program, Professional Learning & Development, Employee Welfare, Performance Management System

The table below shows the data to be gathered related to the Teacher Induction Program, Professional Learning and Development, Employee Welfare, and Performance Management System. Under the Teacher Induction Program (TIP) date of conduct shall be specified, then the number of Newly-Hired Teachers undergone the said program, and the number of non-teaching personnel given the Induction Program. Moreover, under the Professional Learning and Development are the number of Needs-based/Competency-based PDP developed and implemented by the Division or School Non-teaching and Teaching-related Personnel. For the employee welfare, number of persons with disability and the number of schools implementing utilization of Financial Literacy Learning Resources in school data shall be complied also. As to the Performance Management System, the date of the Conducted RPMS Orientation Rollout shall be accomplished for consolidation.

Levels	Induction Program		Professional Learning and Development		Employee Welfare	
	Number of Newly-Hired Teachers under TIP	No. of Non-Teaching Personnel given Induction Program	No. of Needs-Based/Competency-based PDP developed and implemented	Number of Recipients of Scholarships (Local & Foreign Study/Training Grants)	No. of Personnel with Disability	Schools Implementing Utilization of Financial Literacy Learning Resources in School
Kindergarten						
Elementary						
Junior High School						
Senior High School						
SDO-Based						
School-Based						
Teaching-Related						
Total						

Table G.27.1: Data for Presentation
Data shall be presented in Quarter 3 only for this calendar year 2022.

Q1	Q2	Q3	Q4
None	None	Data for SY 2021-2022	None