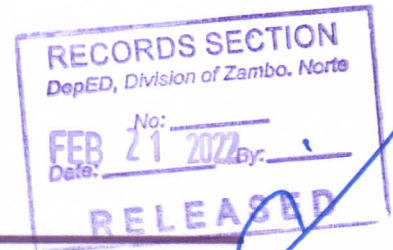Republic of the Philippines
Department of Education
Region IX, Zamboanga Peninsula
SCHOOLS DIVISION OF ZAMBOANGA DEL NORTE

Division Memorandum
No. **73** s. 2022

TO : **Assistant Schools Division Superintendents**
Chiefs, SGOD & CID
Education Program Supervisors/Specialists
Heads, SDO Units/Sections
Public Schools District Supervisors
District M&E Coordinators
School Heads, Public Elem & Secondary Schools
All Others Concerned

FROM : **MA. LIZA R. TABILON** Ed.D CESO V
Schools Division Superintendent

SUBJECT : THE DIVISION QUALITY ASSURANCE (QA) SYSTEMS IN THE NEW NORMAL

DATE : February 8, 2022

1. In reference to DepEd Order No. 43, s. 2010, re: Creation of the Quality Management Teams, and DepEd Order No. 44, s. 2010, re: Adoption of the KRT 3: Quality Assurance and Accountability Framework, this office sets forth the "Division Quality Assurance (QA) Systems in the new normal;

2. This local policy is likewise anchored on a NORTE initiative whereby the SDO and the schools would endeavor to align the operations to One DepEd, One QMS policy, under DepEd Order No. 09, s .2021, otherwise known as the Institutionalization of the Quality Management System of the Department.

3. The maximum use of any available online platforms or systems pursuant to the conduct of monitoring and evaluation (M&E) activities including the quality assurance processes is underscored in the new normal work environment, to complement to the usual face-to-face M&E and QA arrangements.

4. Unless sooner modified or superseded, this Memorandum shall take effect after its signing.

5. Wide dissemination of this Memorandum is highly desired.

SGOD-SMM&E / MEMORANDUM ONQASYSTEMS-06-02212022

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Enclosure to DM No __, s. 2022

THE DIVISION QUALITY ASSURANCE SYSTEM IN THE NEW NORMAL

I. RATIONALE

The call for continuous streamlining of core services at all governance levels, by virtue of the DepEd Order 09, s. 2021, re: Institutionalization of the Quality Management System of the Department of Education, has led to the division response thru the NORTE initiative, which means " Navigating Opportunities to Reengineer Transformation and Empowerment".
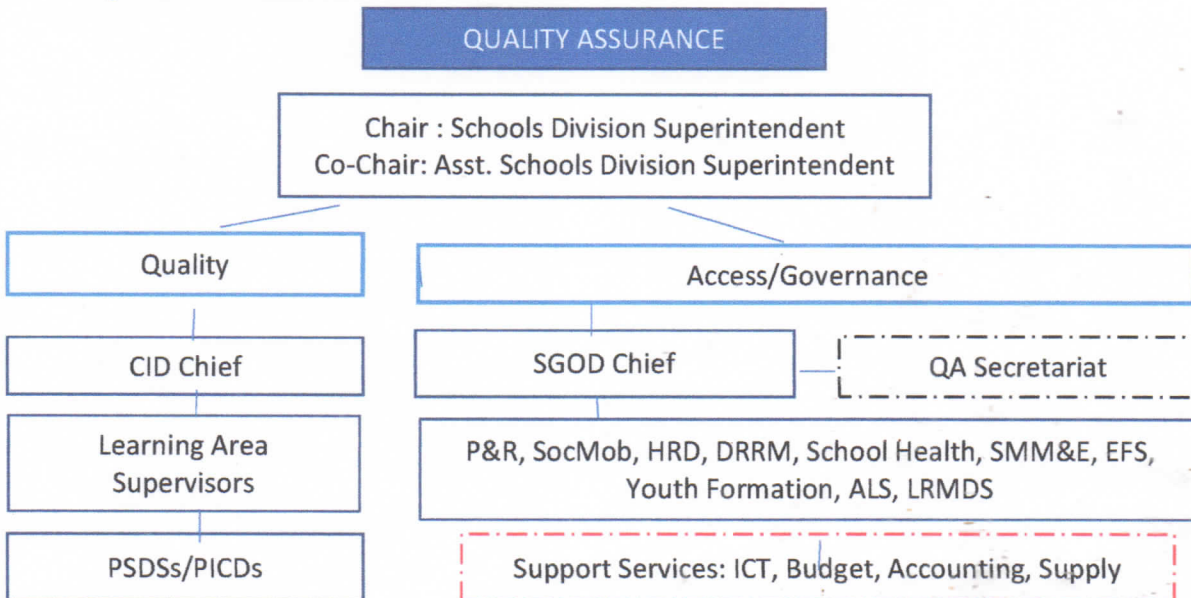
Anchored on the tenet, Openness to Opportunities, the division deems it necessary to align the SDO and school operations to DepEd QMS standards, and to revisit the established quality assurance processes in order to respond to the service demands in the new normal environment. The latter responsibility of revisiting the QA processes to suit to the demands of changing times is lodged at the School Governance and Operations- School Management Monitoring & Evaluation Unit, pursuant to the DepEd Order No. 52, s. 2015 (New Organizational Structures of the Central, Regional, and Divisional offices.

To this end, the division sets out the Quality Assurance policy in the new normal.

II. COMMITMENT STATEMENT

The Schools Division of Zamboanga Del Norte, thru the SDO Quality Assurance Management Team (SDO-QAMT) in collaboration with the district and school QA teams, commits to perform quality assurance activities over documents and processes at the division, district and school levels pertaining to the implementation of curriculum, management of programs and resources, and M&E M activities for improved service provisions along ACCESS, QUALITY and GOVERNANCE. In so doing, QA activities shall take advantage of the available online platforms such as group chats, google meet, etc., to complement the restricted face-to-face M&E arrangements in the new normal.

III.   QUALITY ASSURANCE MANAGEMENT TEAM

Figure 1: The Division QAMT Structure

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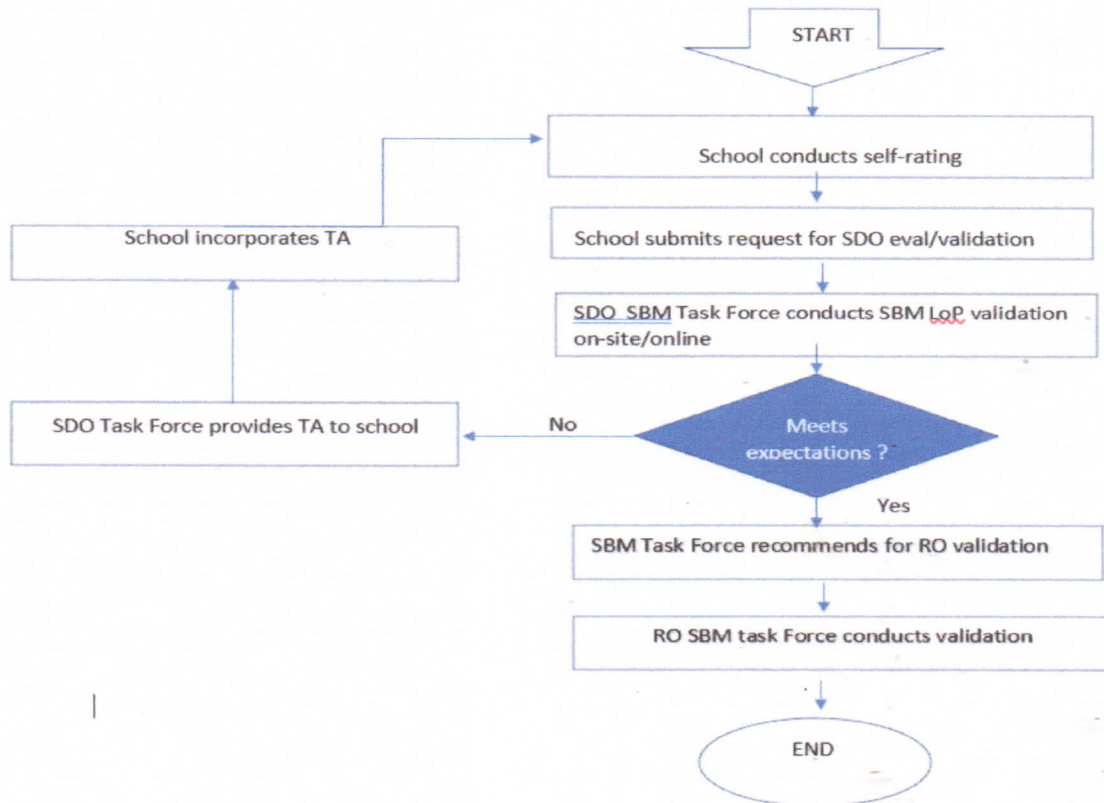## IV. COMPONENTS OF THE QUALITY ASSURANCE (QA) PROCESSES

1. **Validation of SBM Level of Practice (SBM LoP)**

   (BASIS: DEPED ORDER No. 83, s. 2012, re: Implementing Guidelines on the Revised SBM Framework, Assessment Process and Tools (APAT)

   The School-based Management (SBM) Assessment is meant to evaluate the level of Practice in areas of school leadership and governance, curriculum and instruction, accountability and continuous improvement, and management of resources, all of which can be assessed and validated employing the Document Analysis, Observation and Discussion (DOD) process. This accounts fo 40% of the SBM LoP rating. The school's rating on improvement of learning , which is 60% of the SBM LoP rating, is a function of improved provisions of ACCESS, QUALITY & GOVERNANCE.

   Self-assessment is done by the school at the end of every school year. A memorandum to this effect shall be issued issued. Schools shall be required to submit their self-assessment rating to the division thru the district. The district SBM/M&E coordinator consolidates the rating of all district schools and submit it to the division thru the SBM coordinator.

   Validation of self-ratings shall be done only to schools who claimed Level 3 and Level 2.

SBM LOP ASSESSMENT PROCESS FLOW

Figure 2: SBM LoP Validation Diagram

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For a large division like the schools division of Zamboanga Del Norte, it is imperative to capacitate the PSDSs/PICDs who will form part of the division validation team. They are tasked to validate the school ratings on improvement of learning, and providee TA along those performance indicators.

It is the direction of the QAMT to empower the district QA teams on SBM assessment in order to cover as many schools who wish to secure SBM certification at the divisional and/or regional level.

2. **QA thru the operationalization of MEA mechanism**

(**BASES: DepEd Order No. 44, s. 2010, re: Adoption of KRT 3- Quality Assurance and Accountability Framework; DepEd Order No. 09,s. 2021, re: Institutionalization of QMS in the Department of Education; & Section 3 (f) of RA 9155, re Governance of Basic Education Act of 2001)**

" The purposes of M&E in the school are the following:

a. Provide the school management and stakeholders information on the implementation of the curricular programs and projects as basis for continuously improving their relevance, efficiency and effectiveness;

b. Provide information for school management to determine and adjust approaches and strategies that will ensure adequacy, equitable distribution, accessibility, and effective and optimal use of the resources of the school;

c. Establish information as basis for determining appropriate approach / strategy to improve teaching-learning competencies of teachers to ensure efficient and effective delivery of instruction, classroom management, and their personal growth and professional development;

d. Present information regarding learners' performance to the school management that will support decisions and adjustments to plans and strategies to improve the learners' academic achievement, school attendance, and participation in co- curricular activities; and

e. Provide information for school management to review and sustain the strategies that can improve the school's health and performance through efficient school- based management, productivity of the teaching and non-teaching staff and strengthening partnership with the community." (*Reference: School Monitoring and Evaluation Framework) Prepared by: Dr. Joy Kenneth S. Biasong QAAD Education Supervisor)*

2.1. School Monitoring, Evaluation and Adjustment (SMEA)

Teachers prepare and submit quarterly reports on covered competencies, classroom management and learner's performance, while the school head prepares and submit accomplishment report based on supervisory plans, and school performance based on key indicators.

The school ME coordinator collects and analyzes data and prepares M&E report. The ME report shall be validated by the school M&E team. The team finalizes the quarterly School ME report, and presents it to the school stakeholders. The completed report shall have served as basis for adjustment of strategies and interventions in the SIP.

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School MEA Process Flow

Teachers gather data on competencies covered, school management & learner performance and submit report

School head gathers data on supervisory plan implementation, resource management and school performance

Teacher's Quarterly Accomplishment Report

School 's Quarterly Accomplishment Report

School M&E Coordinator consolidates and analyzes data then prepares M&E report

School M&E report

School QA Team validates the report

Copy Submitted to the District

Validated report

Adjusted SIP

School Head reports validated school (quarterly) M&E report to the school stakeholders

SMEA Conference

WHEREWITHDAL

1. School best practices are to be accounted for benchmarking purposes.
2. Issues specific to a school are subject for TA from appropriate office.
3. Issues common to most schools must be elevated at the district level for appropriate intervention. These issues can also be good subjects for action research.
4. Bottlenecks or gaps in program management and curriculum implementation may be covered during the SMEA conference with stakeholders.

Figure: 3: SMEA Process Diagram

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2.2. District Monitoring, Evaluation and Adjustment (DsMEA)

Schools then submit their respective quarterly school M&E report. This contains consolidated and analyzed data on learner and school performance. All submitted reports shall be consolidated anew by the district M&E Coordinator. The Coordinator, assisted by the district ICT, shall prepare district M&E report which shall be validated by the district M&E team. The validated report shall become a DsMEA report, to be presented to the district stakeholders such as but not limited to the school heads, municipal LGU officials, and division representatives.

District MEA Process Flow

School heads submit their validated quarterly M&E reports

PSDSs/PICDs prepare and submit quarterly accomplishment report based on their supervisory plans, TA plan, if any, monitoring of resource utilization, etc.

School Quarterly Accomplishment Report

District Quarterly Accomplishment Report

District M&E Coordinator consolidates and analyzes data then prepares M&E report

District M&E report

District QA Team validates the report

Copy Submitted to the Division

Validated report

Adjusted plan/s

School Head reports validated school (quarterly) M&E report to the school stakeholders

DsMEA Conference

Figure 4: District MEA Process diagram

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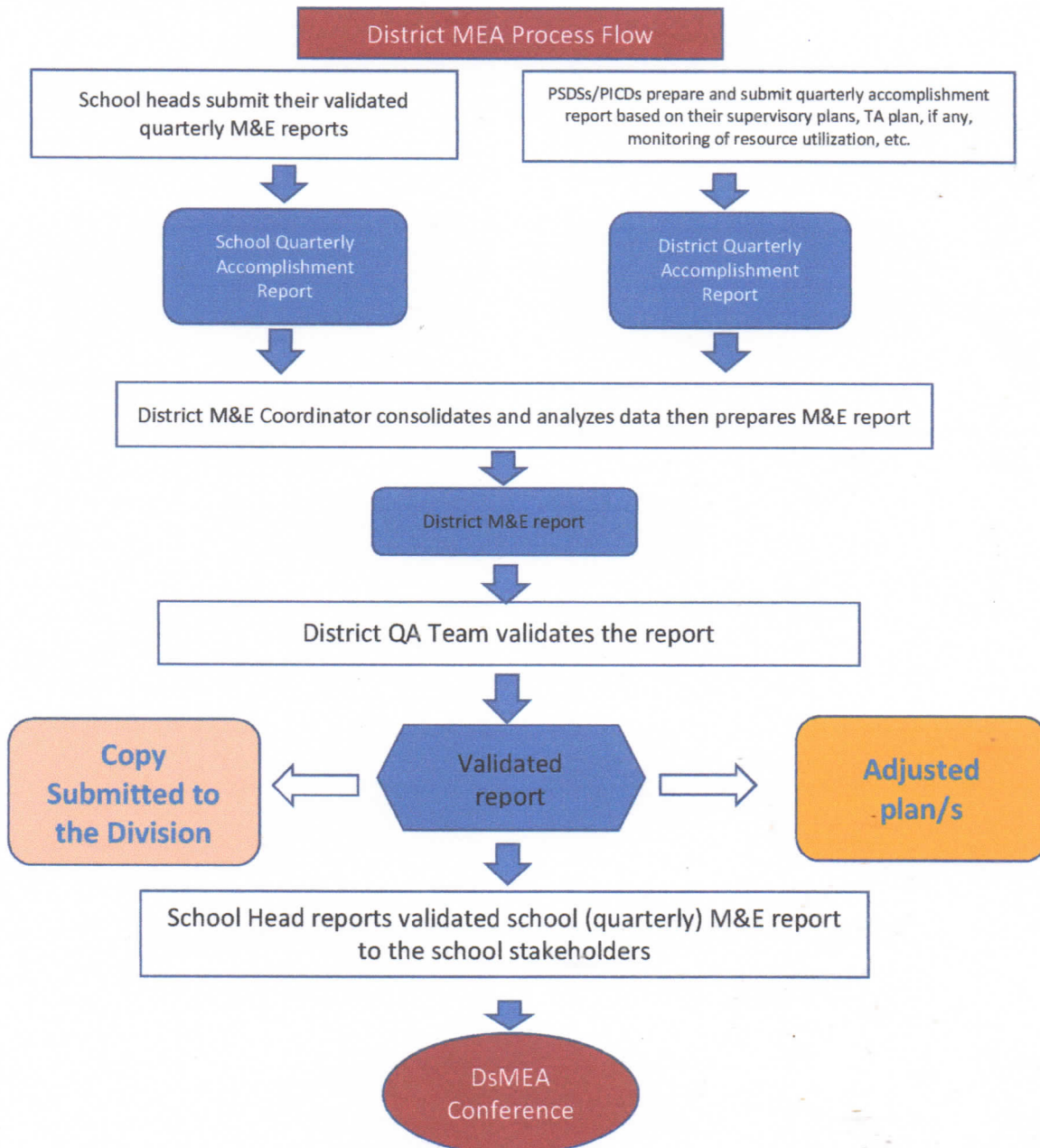Sense of Urgency"

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2.3. Division Monitoring, Evaluation and Adjustment (DMEA)

The division requires the submission of the quarterly district M&E reports. Reports shall then be consolidated by the division M&E team, and to be validated by the SDO-QAMT. Together with the report on division performance, the district M&E team shall present the Division M&E and Performance report to the division stakeholders such as but not limited to the PSDSs/PICDs, Education Program Supervisors, Section and Unit Heads, Provincial LGU representatives and other stakeholders/partners.
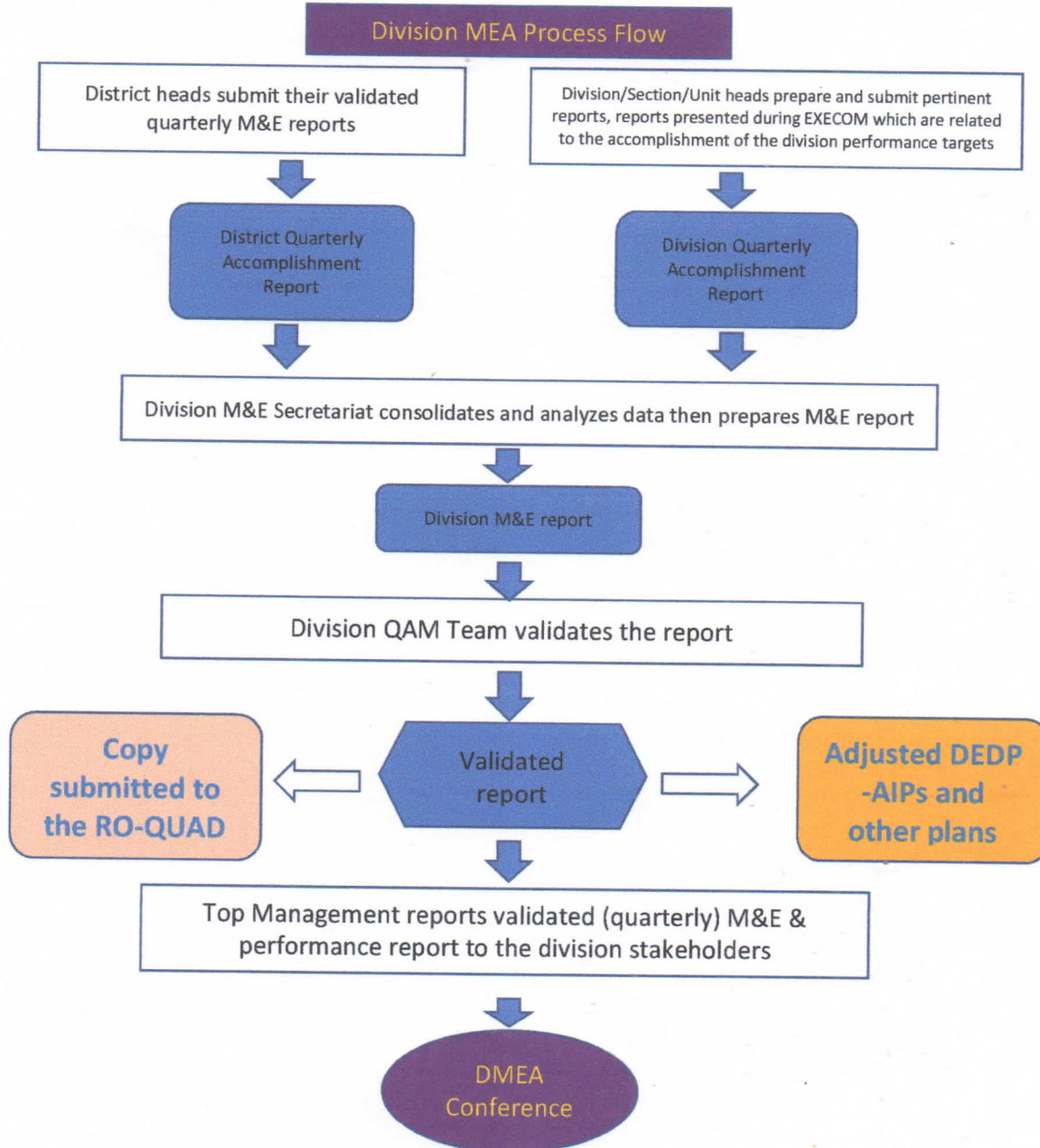
Division MEA Process Flow

District heads submit their validated quarterly M&E reports

Division/Section/Unit heads prepare and submit pertinent reports, reports presented during EXECOM which are related to the accomplishment of the division performance targets

District Quarterly Accomplishment Report

Division Quarterly Accomplishment Report

Division M&E Secretariat consolidates and analyzes data then prepares M&E report

Division M&E report

Division QAM Team validates the report

Copy submitted to the RO-QUAD

Validated report

Adjusted DEDP -AIPs and other plans

Top Management reports validated (quarterly) M&E & performance report to the division stakeholders

DMEA Conference

Figure 5: Division MEA Process diagram

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3. **Appraisal of the School Improvement Plan (SIP)**

   (Bases: SIP Appraisal Process, BHROD-SED; DepEd Order No. 44, s. 2015, re: Guidelines on the Enhanced School Improvement Planning (SIP) Process and the School Report Card (SRC)

   The SIP appraisal process should be consistent with the guidelines set by the DepEd Central Office thru the School Effectiveness Division. It is one major activity that shall be done by a committee who will look into the content to make sure that quality standards are met. These standards are set in the SIP Quality Assessment tool.

   Within the first quarter of the first cycle year of the SIP, schools are required to complete their SIPs and secure Certificate of Acceptance signed by the Schools Division Superintendent. Before the SIPs be singed by the SDS, these have to pass through the Quality Assurance assessment at the district level, thru the district SIP committee chaired by the PSDS/PICD.

   The bunch of district SIPs shall then be submitted to the Division Appraisal Committee chaired by the SDS. In the appraisal. The Quality Assessment tool shall be used. Below is the SIP Appraisal Process
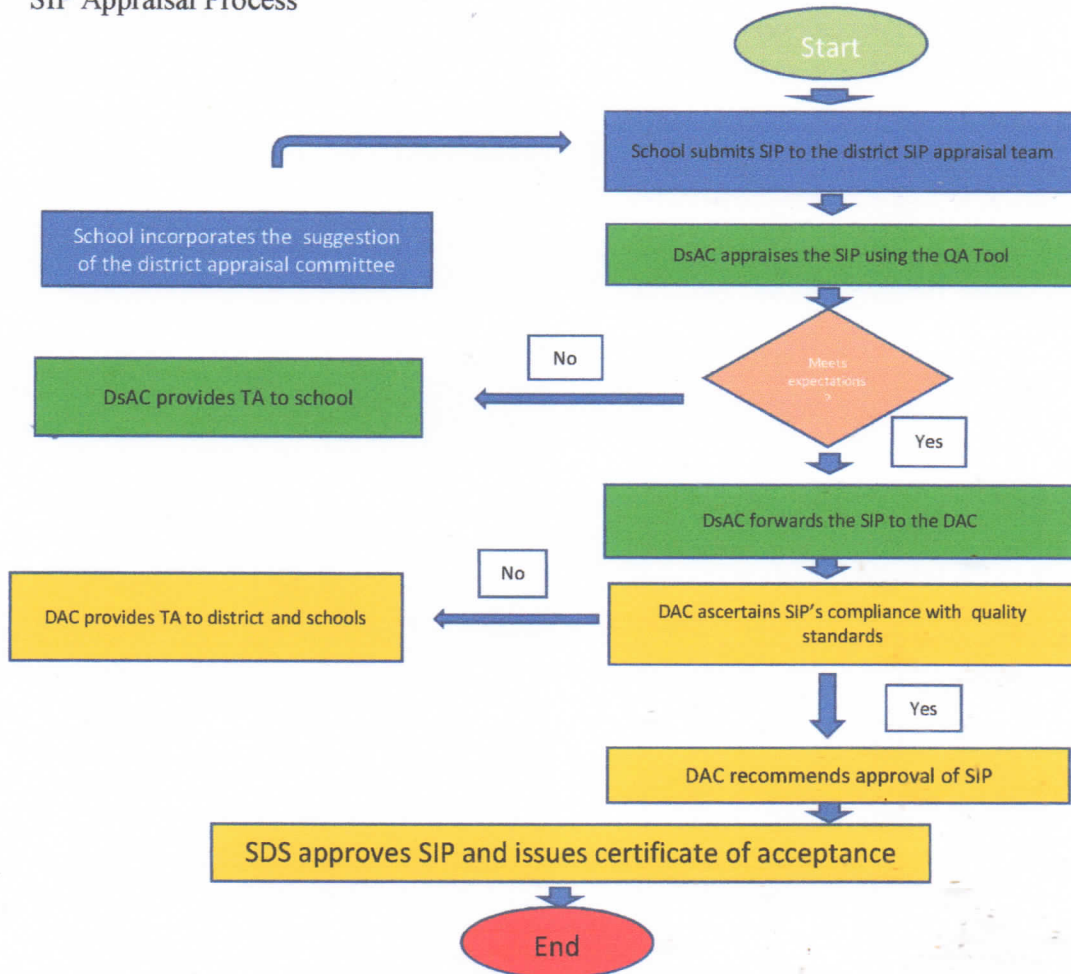

Figure 6: SIP Appraisal Diagram

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4. **QATAME of Learning and Development (L&D) Activities**

(**Basis:** DepEd Order No. 32, s. 2011 or the Policies and Guidelines on Training and Development (T&D) Programs and Activities;
Quality Assurance, Technical Assistance and Monitoring & Evaluation (QATAME) Framework)

To ensure that the conduct of learning and development (L&D) activities in the division conforms to the standards set by the National Educator's Academy of the Philippines, the division sets forth a contextualized QuaME mechanism. QATAME is a subsystem for ensuring compliance to quality standards; providing supportive guidance; and assessing progress and results of L & D programs.

The NEAP tools on daily session and the end-of-the-program shall be used, while the computed ratings shall be interpreted using this descriptive scale, to wit:
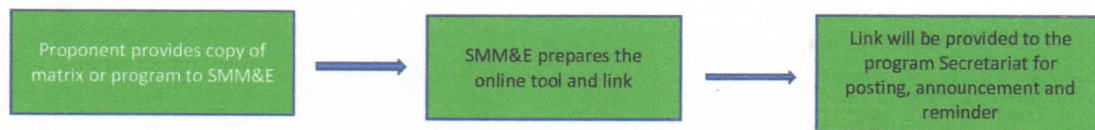
Descriptive Rating:
Excellent - 3.75 – 4.00
Very Satisfactory - 3.49 – 3.74
Satisfactory - 3.23 – 3.48
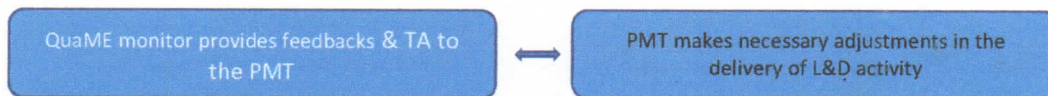**Needs Improvement** - 3.22 and below

The QATAME process shall be done in this manner, to wit:

1. At a day before the date of conduct of a training or any L&D activity, the proponent should provide a copy of the matrix of activities or programme to the SMM&E Unit, or in the case of district or school, to the district/school M&E team, as basis for the preparation of online QuaME tool and link;
2. The links shall be given to the Secretariat or to the proponent before the start of the program. In proper cases, QATAME reminder shall be made part of the preliminaries, to emphasize submission of evaluation responses;
3. At the end of the day, the QuaME monitor shall provide feedback to the program management team (PMT) of the things observed on a particular day. In proper case, the TA may be provided to the proponent to improve certain aspect of the session, facilitation and the provision of support services to the PMT;
4. Within three (3) working days after the end of the L&D activity, the SM&ME shall render QATAME results , using a contextualized form, and submit to the SDS thru the SGOD Chief for signature.
5. The QATAME results will be furnished to the proponent and HRD. QuaME Form 2 shall be accomplished periodically and submit an documented copy to the RO QuAD.

Before the L&D activity

| Proponent provides copy of matrix or program to SMM&E | → | SMM&E prepares the online tool and link | → | Link will be provided to the program Secretariat for posting, announcement and reminder |

During the L&D

| QuaME monitor provides feedbacks & TA to the PMT | ⇄ | PMT makes necessary adjustments in the delivery of L&D activity |

After the L&D activity

| SMM&E consolidates and analyzes data and render QATAME report | → | SMM&E submits to the SDS Office thru the SGOD Chief for signature | → | QATAME reports are furnished to the proponent, to HRD, and in proper cases, to RO-QuAD |

Figure 7: QATAME Process Flow

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5. **QA of Monitoring Tools of functional units/district/schools**

(Basis: DepEd Order No 118, s. 2010 or the Adoption of the New BESRA Implementation Arrangement—
KRT 4: Quality Assurance and Accountability and Monitoring and Evaluation)

The Division BE-LCP for CY 2022 contains among others the M&E mechanisms which will enable program owners to properly monitor and evaluate the implementation of various programs, activities and projects at the division, district and school levels in a manner that the actual accomplishments be tracked vs the planned outputs. Below is the QA of tool component of the M&E system:

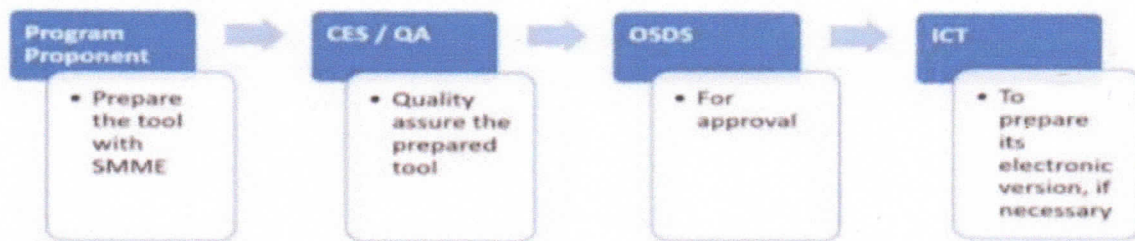| Program Proponent	→	CES / QA	→	OSDS	→	ICT
• Prepare the tool with SMME		• Quality assure the prepared tool		• For approval		• To prepare its electronic version, if necessary

Figure 8: QA of tool process

Quality assurance of monitoring tools can be done independently at each governance levels, provided that a common QA tool be utilized and the QA team is provided appropriate TA to have common interpretation and application of the tool indicators. Below is the duly approved QA tool of the division.

QUALITY ASSURANCE (QA) TOOL TO ASSESS M&E TOOLS

No.	Criteria	✓/X	Remark
A.	**Content**		
1.	The tool substantially covers the requirements as set in the Memorandum/Order pertaining to or mandating the implementation of the program, activity or project (PAP)		
2.	The tool indicators generally require specific data, responsive to the intent and purpose of the M&E tool.		
3.	The indicators require answers which are non-ambiguous or non-repetitive.		
4.	There is/are indicator/s which provide/s choices or options for easy data-gathering, consolidation and analysis.		
5.	The tool provides respondents opportunity to provide comments and recommendations.		
B.	**Form**		
1.	Basic information such as name of respondent, gender, work station, position, etc. are provided.		
2.	Legal reference/s of the tool is/are indicated.		
3.	Instructions or directions on who, when and how to accomplish the tool are clearly provided.		
4.	Indicators are presented in logical sequence or chronology.		
5.	Document tracker is provided to identify tool ownership.		
C.	**Writing Mechanics**		
1.	Free of grammatical error.		
2.	Correct spelling.		
3.	Parallelism of statements, at least in a sub-part.		
4.	No confusing or unfamiliar words/figures.		
5.	Not too wordy or lengthy.		
D.	**Text Elements & Lay-out**		
1.	Font size is 12-14 (title), 12 (texts); 10 (notes/legends) and is used consistently.		
2.	Font style is sans serif (eg. Arial, New times Roman, etc) and is used consistently.		
3.	Margin and proper placement of texts are observed.		
4.	Lines, boxes, spaces are consistent throughout the tool.		
5.	A4 paper with official stationary is used.		

Notes:
1. This tool shall only be used to assess or quality-assure the locally-made tools.
2. For a M&E tool to pass the QA, all of these criteria must be satisfied.
3. At least three (3) QA members or assessors must assess the tool/s separately.
4. Any x rating from an evaluator must be resolved. The proponent has to incorporate the correction or suggestion.

Assessed by:

_____
Signature over the Name of QA Member

Figure 9: Replica copy of QA tool

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6. **QA in the conduct of the Program Implementation Review**

(Bases: DepEd Order No. 44, s. 2010, re: Adoption of KRT 3- Quality Assurance and Accountability Framework; Division Memorandum No. 517 s. 2021 VIRTUAL ORIENTATION ON CONTEXTUALIZED MECHANISMS IN THE CONDUCT OF PROGRAM IMPLEMENTATION REVIEW (PIR)

Quality assurance in the conduct of Program Implementation Review is codified under Division Memorandum No. 517, s. 2021, to put premium in the quality of PIR presentations by the program owners during the Review. The mechanism make use data-driven tools and evidence-based procedures which are geared toward results -oriented presentations.
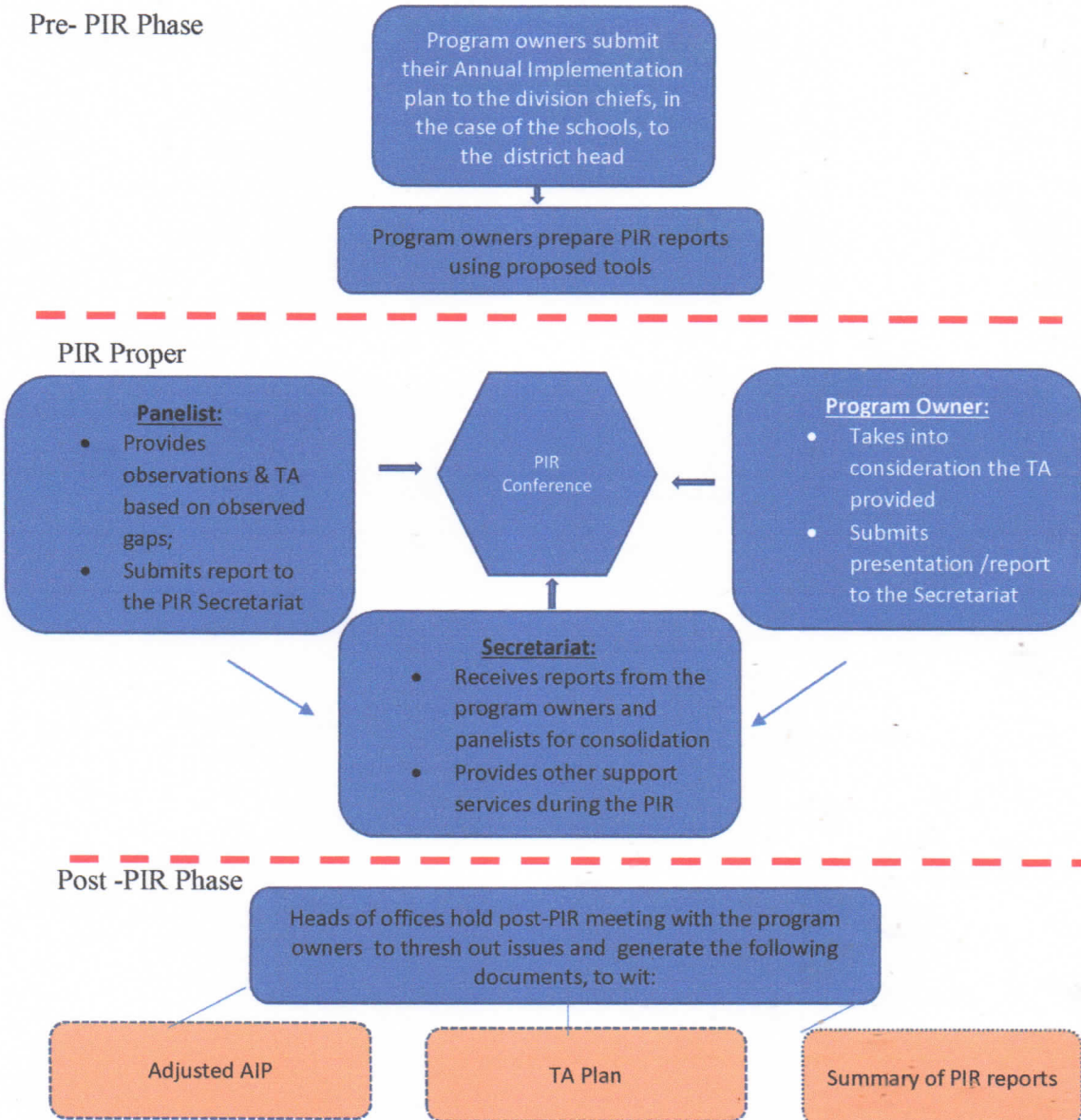
Below is the conceptual diagram of the PIR flow:

Pre- PIR Phase

Program owners submit their Annual Implementation plan to the division chiefs, in the case of the schools, to the district head

Program owners prepare PIR reports using proposed tools

PIR Proper

Panelist:
- Provides observations & TA based on observed gaps;
- Submits report to the PIR Secretariat

PIR Conference

Program Owner:
- Takes into consideration the TA provided
- Submits presentation /report to the Secretariat

Secretariat:
- Receives reports from the program owners and panelists for consolidation
- Provides other support services during the PIR

Post -PIR Phase

Heads of offices hold post-PIR meeting with the program owners to thresh out issues and generate the following documents, to wit:

Adjusted AIP

TA Plan

Summary of PIR reports

Figure 10 : PIR process flow

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V. Other QA Mechanism Clause

The foregoing QA systems are set forth without prejudice to the other existing QA systems, not herein enumerated because of limitations of scope, in which case, the QA systems enumerated are those lodged at the Schools Governance and Operations Division- School Management Monitoring and Evaluation which has a vital role on leading the district and schools in the implementation of M&E and QA processes, relevant for improved basic education support services.

VI. References
1. Division Memorandum No. 160, s, 2020 of the Schools Division of Quezon City
2. Job description- version 2 (DepEd Rationalization Plan)
3. As all stated, supra

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