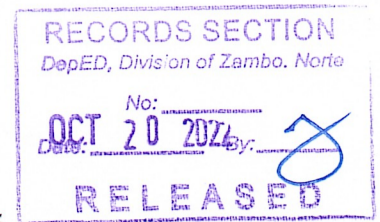




Republic of the Philippines
Department of Education
REGION IX

SCHOOLS DIVISION OF ZAMBOANGA DEL NORTE



October 12, 2022

Division Memorandum
No. 400 s. 2022

**HARMONIZED MONITORING, EVALUATION & ADJUSTMENT
(MEA) TOOLS AND PROCEDURES FOR SY 2022-2023**

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**

1. Embedded in the DepEd Order 24, s. 2022, re: *Basic Education Development Plan 2030*, is the monitoring, evaluation and adjustment (MEA) framework for the M&E in implementation of programs projects and activities (PPAs) across all governance levels. This MEA framework is further detailed in the DepEd Order 29, s. 2022, re: *Adoption of the Basic Education Monitoring and Evaluation Framework*. In effect, this division harmonizes its contextualized SMEA mechanisms with the MEA framework, and hereby enjoins all schools and districts for the adoption of this subject effective SY 2022-2023;
2. For use, reference and guidance of all schools and districts, the harmonized SMEA data-gathering tools can be accessed and downloaded thru **depedzn.net/link/znSMEA**. Also go over the following enclosures, which are self-explanatory, to wit:

Enclosure 1 - Harmonized SMEA Indicators and the Data Reporting Scheme;
Enclosure 2 - Contextualized Procedures in the Conduct of MEA Activities
3. SMEA results as well as the performance of schools along ACCESS, EQUITY, QUALITY and RESILIENCY & WELNESS, can be communicated in a QUARTERLY basis, to the members of the school planning team and the invited internal & external school stakeholders/partners;
4. Wide dissemination of this Memorandum is highly desired.

VIRGILIO P. BATAN, JR., CESO VI
Schools Division Superintendent

Encl.: As stated

SGOD-SMM&E / MEMORANDUMONHARMONIZEDSMEA-035-10112022



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Enclosure to DM No __, s. 2022

CONTEXTUALIZED PROCEDURES IN THE CONDUCT OF MEA ACTIVITIES

This is the amendment of item 2 (QA thru the operationalization of MEA system) in the enclosure of Division Memorandum No. 73, s. 2022, re: The Division Quality Assurance System in the New Normal)

“ 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)*

1. School Monitoring, Evaluation and Adjustment (SMEA)

Teachers prepare and submit quarterly reports on covered competencies, classroom management and learner’s performance. The school ME coordinator collects and analyzes data and prepares M&E report. Meanwhile, the school head prepares quarterly performance report based on supervisory plans, and school performance based on key indicators.

The ME report shall be validated by the school M&E team. The validated quarterly shall be presented by the school head in the presence of the school planning team members and the invited school partners. The completed report shall have served as basis for adjustment of strategies and interventions in the SIP.



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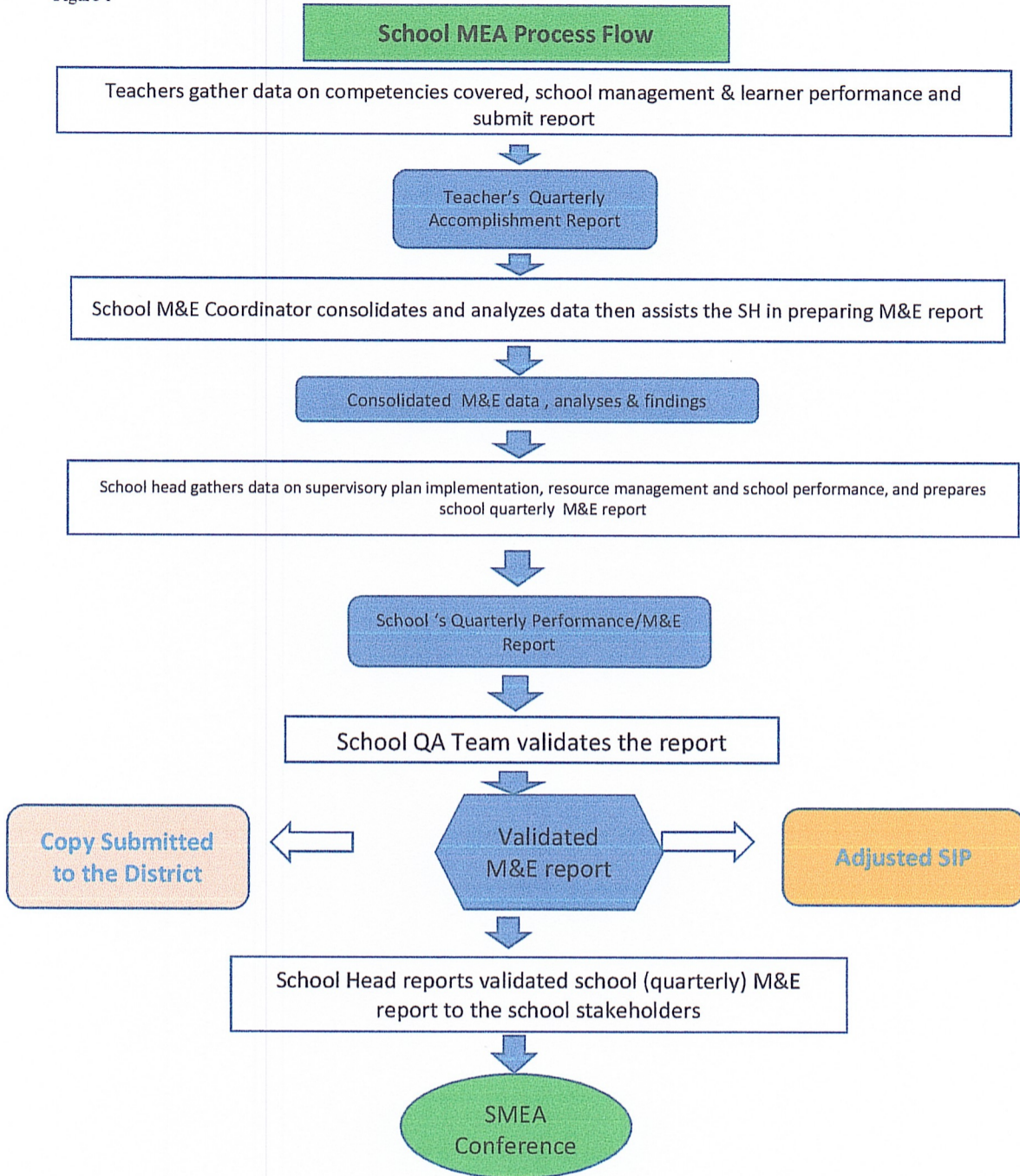
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Figure 1



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.
- 5.



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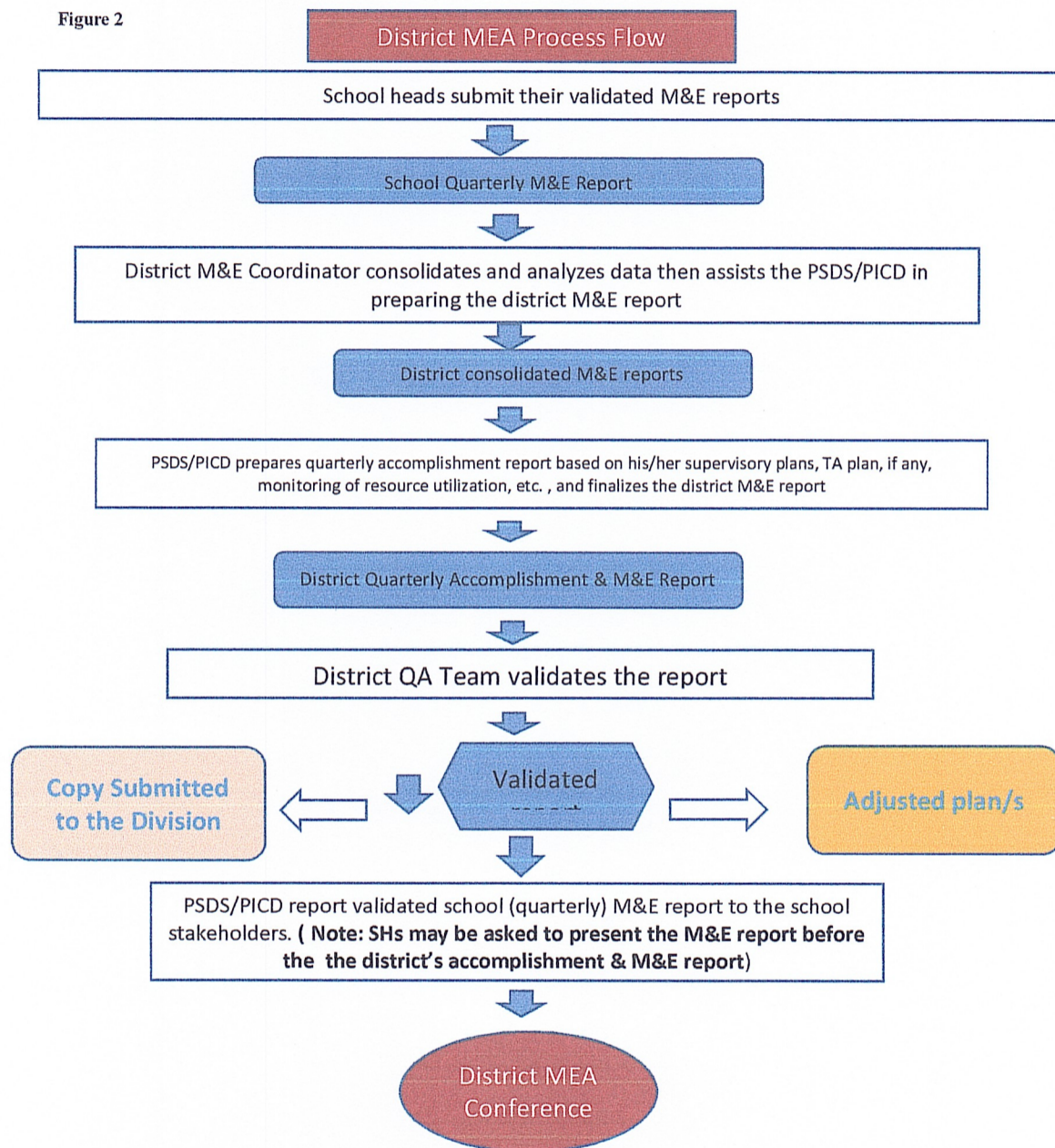
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SCHOOLS DIVISION OF ZAMBOANGA DEL NORTE

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 assist the PSDS/PICD in the preparation of the 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.

Figure 2



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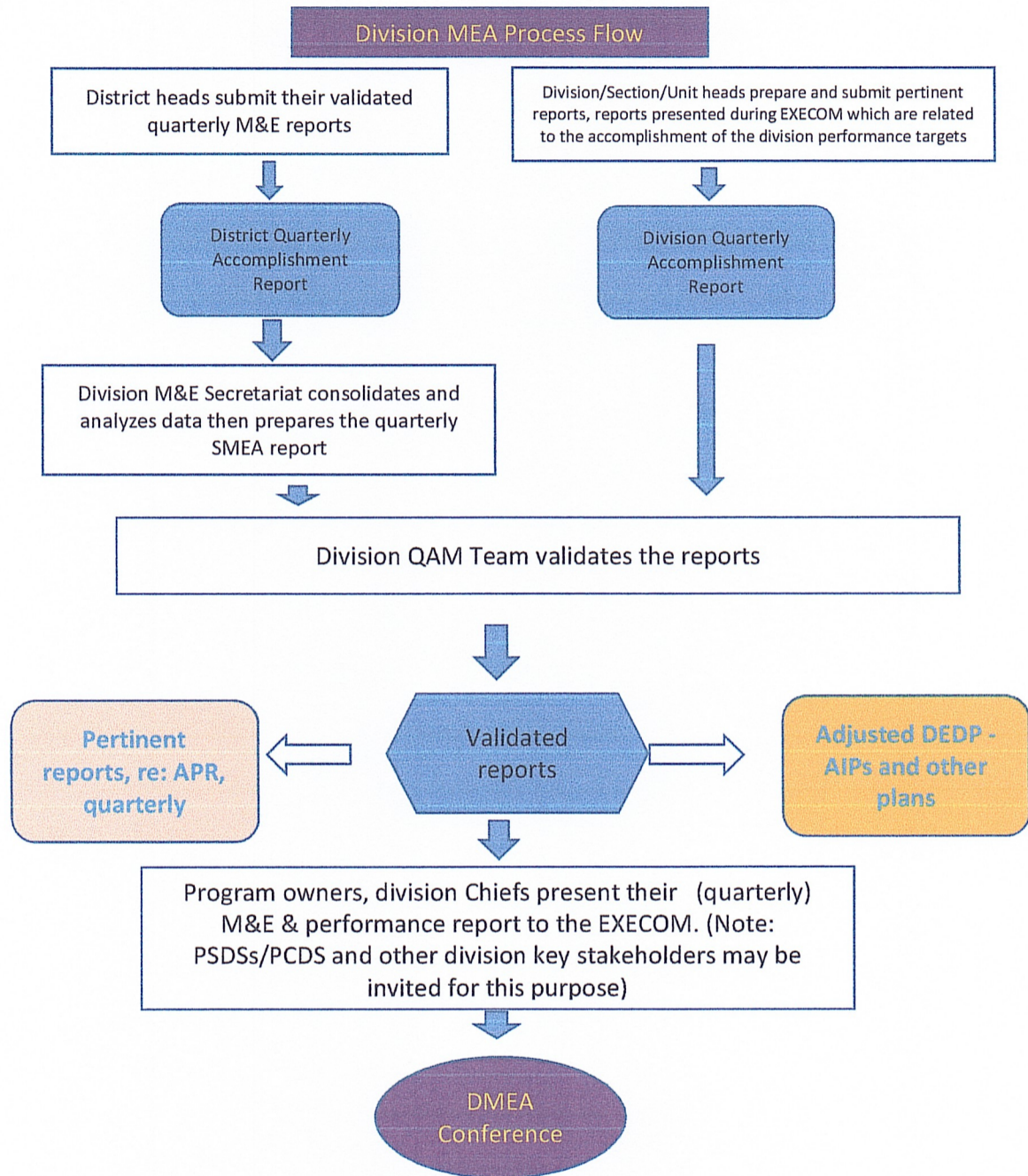


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3. Division Monitoring, Evaluation and Adjustment (DMEA)

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.



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ANNEX 1

HARMONIZED SMEA INDICATORS AND THE DATA REPORTING SCHEME

KPI	PILLAR 1: ACCESS	QUARTER			
		Q1	Q2	Q3	Q4
1	KINDERGARTEN ENROLMENT BY GENDER	Q1	Q2	Q3	Q4
2	PERCENTAGE OF KINDER ENROLMENT IN SCHOOL	Q1	Q2	Q3	Q4
3	ENROLMENT BY GENDER	Q1	Q2	Q3	Q4
4	ENROLMENT BY AGE GROUP	Q1	Q2	Q3	Q4
5	TOTAL NO. OF DROPOUTS	Q1	Q2	Q3	Q4
6	TOTAL NO. OF COMPLETERS	Q1			Q4
7	TOTAL NO. OF GRADUATES	Q1			Q4
8	TRANSITION RATE	Q1			Q4
9	FAILURE RATE				Q4
10	RETENTION RATE		Q2		
11	REPETITION RATE		Q2		
12	CHILDREN NOT IN SCHOOL	Q1			
13	REASONS FOR NOT ATTENDING IN THE CURRENT SY	Q1			
14	PARTICIPATION RATE OF OSC (Out of School Children)	Q1			
15	PARTICIPATION RATE OF OSY (Out of School Youth)	Q1			
KPI	PILLAR 2: EQUITY	Q1	Q2	Q3	Q4
	Learners in situations of disadvantage	Q1			
1	Transition rate of learners in situation of disadvantage				Q4
2	Percentage of learners in situation of disadvantage who achieve proficient level in				Q4
	2.1. functional literacy				Q4
	2.2. numeracy				Q4
	2.3. with 21st century skills				Q4
KPI	PILLAR 3: QUALITY	Q1	Q2	Q3	Q4
1	Percentage of learners who pursued their chosen paths				
	1.1. % learners proceeded to college	Q1			
	1.2. % learners proceeded to employment	Q1			
	1.3. % learners proceeded to entrepreneurship	Q1			
	1.4. % learners proceeded to middle level skills training	Q1			
	1.5. % learners not in any of the 4 exits	Q1			
2	Completion Rate	Q1			
3	Literacy Level (Filipino and English)	Q1		Q3	
4	% Learners from ALS who attained certification as Elem/HS completers		Q2		
5	Mean Percentage Score (MPS) Quarterly Exam- all subjects	Q1	Q2	Q3	Q4
KPI	PILLAR 4: Learner's Resiliency and Well-being				
1	Learner's satisfaction rating on rights-based education				to be developed
2	Nutritional Status	Q1	Q2	Q3	Q4
ENABLING MECHANISMS- GOVERNANCE					
1	SBM Level of Practice (SY 202_ -202_)	Q1			
2	No. of teachers/personnel of at least VS in IPCRF rating (SY 202_ - 202_)		Q2		
3	Teacher's Professional Development		Q2		Q4
4	Schools Heads Professional Development	Q1	Q2	Q3	Q4
5	Awards and recognition			Q3	
6	Learner- Classroom Ration		Q2		
7	Learner -Teacher Ratio		Q2		
8	Learner-Toilet Bowl Ratio		Q2		
9	Water, Sanitation and Hygiene (Wash Facilities)			Q3	
10	Connection to electricity			Q3	
11	Connection to internet			Q3	
12	Funding Sources		Q2		
13	Stakeholders Support to Education	Q1	Q2	Q3	Q4