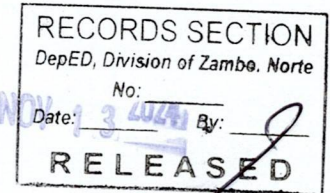




Republic of the Philippines
Department of Education

REGION IX
SCHOOLS DIVISION OF ZAMBOANGA DEL NORTE



Office of the Schools Division Superintendent

November 11, 2024

Division Memorandum
No. 615, s. 2024

**SIMPLIFIED SCHOOL MONITORING, EVALUATION
& ADJUSTMENT (SMEA) MECHANISM**

To: **ASDSs**
Chiefs,-Education Supervisors
SGOD-EPS, Section/Unit Heads/SGOD Program Focals & Staff
Public Schools District Supervisors
Principals/School Heads, Public Elementary & Secondary Schools
All Others Concerned
This Division

1. The conduct of quarterly Program Implementation Review (PIR) as mandated in DepEd Order No. 29, s. 2022, *re Adoption of the Basic Education Monitoring & Evaluation Framework (BEMEF)* is essentially an SMEA activity in which the status of PAPs implementation and school performance against mandated Performance indicators (Pis) are reported to the stakeholders, feedback from stakeholders is gathered, and plan adjustment is forthwith determined.
2. To guide all schools in complying with the foregoing M&E requirement in a more responsive and convenient manner, this office issues the enclosed simplified SMEA mechanism, to take effect starting the end-of FY 2024 SMEA, and beyond.
3. This mechanism considers the applicable performance indicators and targets captured in the Basic Education Development Plan (BEDP) 2030, as well as the evolving anchors and components of School-based Management (SBM) per DepEd Order 07, s. 2024.
4. All division issuances inconsistent with the provisions of this Memorandum are accordingly revoked, rescinded or superseded.
5. Compliance with and wide dissemination of this Memorandum is desired.

ROY C. TUBALLA, EMD, JD, CESO V
Schools Division Superintendent

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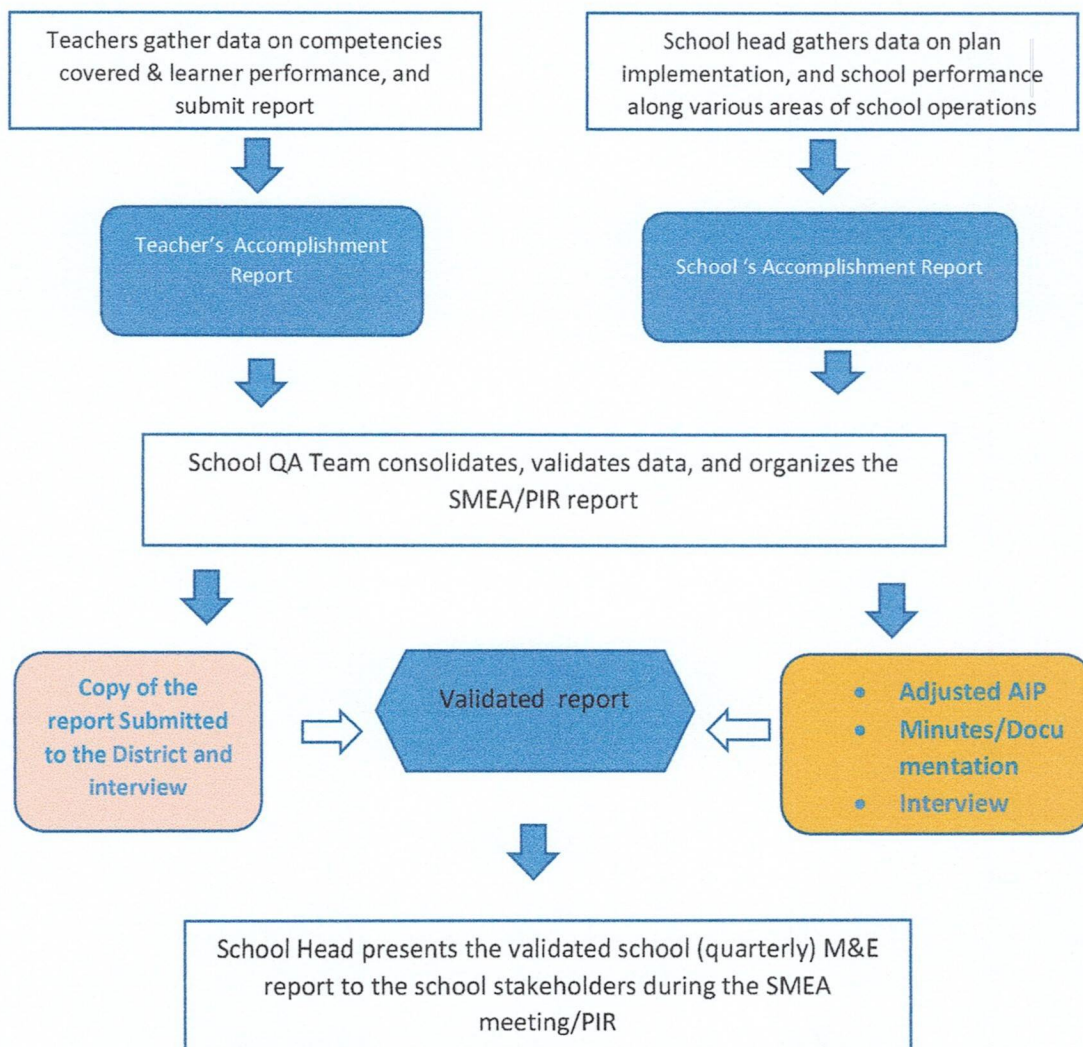
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Enclosure to DM No. __ s. 2024

**SIMPLIFIED PROCESSES AND PROCEDURES FOR THE
CONDUCT OF SMEA/PIR ACTIVITIES**

1. The SMEA in schools shall be conducted within two weeks after the end of every quarter of the fiscal year.
2. Guided by the process flow below, the school quality management team (SQMT) headed by the school head shall organize data for the SMEA/PIR presentation:





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3. The report shall cover the three (3) components, namely: 1. AIP implementation Review, Unprogrammed Activities and 2. School Performance against mandated/policy-based performance indicators and targets, as shown below:

Component 1: AIP Implementation Review

Improvement Project Title/PPAs	Output Indicator/s	Annual Target	Quarter Target	Actual	%
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

(Note: Add rows if necessary)

Driving/Contributory Factors

A. Facilitating

Factors	Actions/Commitment/Adjustment

B. Hindering

Factors	Actions/Commitment/Adjustment

Component 2: Unprogrammed/Unplanned Activities

PPAs	Physical Accomplishments	Remarks



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Component 3: School Performance Against mandated PIs

Outcome/Performance Indicators	Annual Physical Target	Actual Accomplishment				Remarks
		1 st Q	2 nd Q	3 rd Q	4 th Q	
A. ACCESS						
1. Retention Rate	100%					
2. Drop-Out Rate	0%					
3. Transition Rate	100%					
B. EQUITY						
4. Proportion of learners in situation of disadvantage transition to the next stage	To be developed					To be developed
5. Retention Rate of learners in situation of disadvantage	To be developed					To be developed
C. QUALITY						
6. Completion Rate						
7. Percentage of learners achieving at least nearly proficiency in a. English b. Filipino c. Numeracy						
8. Proportion of learners achieving at least nearly proficient in the NAT a. Elem (G6) b. JHS (Grade 10) c. SHS (Grade 12)	(SDO) 77% 77% 77%					
9. Percentage of learners who are reading at grade Level (Grades 1 to 3) (CRLA)						





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10. Percentage of learners who reached the independent level (English & Filipino) (Phil-IRI) (Grades 4-6)						
11. Percentage of learners who are reading at word/sentence level (Grade 7 to 12) (LETRA)						
12. Percentage of learners who reached the independent level (Rapid Math Assessment) (Grade 1-3)	2% from the baseline					
13. Percentage of learners who reached independent level (localized RMA) (Grades 4 to 6)	2% from the baseline					
14. Percentage of school-based ALS learners attain certification as Elem/JHS completers	100%					
D. RESILIENCY & WELLNESS						
15. Learners' satisfaction rating on Rights-based Education (RbE)	To be developed					To be developed
16. Incidence of bullying & child abuse	0					
SBM/Enabling Mechanism						



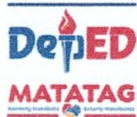


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17. Teacher-Pupil Ratio					
a. Elementary	1:40				
b. JHS	1:45				
c. SHS	1:40				
18. Classroom-Pupil Ratio					
a. Elementary	1:40				
b. JHS	1:45				
19. LRs/LMs -Pupil Ratio	1:1				
20. Seat-Pupil Ratio	1:1				
21. Science & Math Equipment received					
22. Multi-media package received					
23. Connection to electricity	1				
24. Connection to Internet	1				
25. Functional WATSAN facility	1				
26. Water Source	1				
27. Functional Library	1				
28. Functional Computer Room	1				
29. Functional SGC	1				
30. MOOE utilization rate	75-100%				
31. MOOE liquidation rate	100%				
32. Percentage of Satisfied clients/internal & external stakeholders					
Bottlenecks, Constraints & Challenges (BCCs)		Next Steps/Ways Forwards,/ Commitments			
1		1			
2		2			
3		3			

4. The school head shall invite SDO Monitor/TA provider, district supervisor, SGC representatives, PTA representatives, Learners' Council representative, concerned



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government officials, and other entities who may be tapped for support to cover the issues, gaps and challenges in school.

5. School best practices are to be accounted for benchmarking purposes. Issues specific to the school are subject for technical assistance from the district or SDO. Issues common to most schools must be elevated to the district office for appropriate intervention. Bottlenecks, constraints & challenges (BCCs) shall be discussed during the meeting.
6. The conduct of SMEA meeting/PIR within a recommended period of two (2) hours must be as simple as possible. It may even be conducted in a closed door in the presence of the invited individuals. No unreasonable and unnecessary expenses pursuant thereto should be incurred by the school.



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