



Republic of the Philippines
Department of Education
Region VII, Central Visayas
TAGBILARAN CITY SCHOOLS DIVISION
City of Tagbilaran
Telefax # (038)-501-9449 Tel #; (038) 411-329
Email Add: dtagbilarancitydivision@yahoo.com
Web: www.depedtagbilarancity



August 6, 2018


DIVISION MEMORANDUM

No. 443, s. 2018

REVIEW & EVALUATION FOR THE PROPOSED MEA FRAMEWORK

To: ASDS, All Division Chiefs, EPS, PSDS,
Public Elementary and Secondary Schools Heads
All Others Concerned

1. Regional Memorandum No. 0565 s. 2018 entitled "Review & Evaluation for the Proposed MEA Framework", dated August 4, 2018, seeks final review, evaluation, comments and suggestions to the proposed MEA Framework hereto attached.
2. Please give your comments and suggestions using Annex B and submit the same in soft copy before August 8, 2018 to Mr. Jovenal B. Cagas, City Division M & E focal person. (email address: jovenalcagas27@gmail.com) for consolidation and submission to the Regional Office.
3. Immediate dissemination and compliance of this memorandum is desired.


VIRGINIA C. ZAPANTA, Ed. D., CESO V
Schools Division Superintendent



REPUBLIKA NG PILIPINAS
REPUBLIC OF THE PHILIPPINES
KAGAWARAN NG EDUKASYON
DEPARTMENT OF EDUCATION
REHIYON VII, GITNANG VISAYAS
REGION VII, CENTRAL VISAYAS
Sudlon, Lahug, Cebu City



AUG 04 2018

REGIONAL MEMORANDUM

No. **0565**, s. 2018

REVIEW AND EVALUATION FOR THE PROPOSED MEA FRAMEWORK

To: Schools Division/City Superintendents
Assistant Schools Division/City Superintendents
Officers-in-Charge of Regular and Interim Schools Divisions

1. Attached herewith the proposed Regional MEA Framework, Annex A, which will serve as guide in the conduct of monitoring and evaluation in schools, districts and division offices. This framework has already undergone rigorous review during the consultative workshop with the SGOD Chiefs and Division M&E Coordinators last July 12-13, 2018 at Ecotech Center, Lahug, Cebu City.
2. Likewise, the Functional Division Chiefs in the regional office are also tapped to provide comments and suggestions on the contents of the framework for further improvement.
3. Henceforth, it is desired that the Schools Division Superintendents and Assistant Schools Division Superintendents are hereby asked to conduct final review and evaluation on the contents of the proposed framework to make it become more strategic and responsive.
4. Attached hereto the template, Annex B, to use for the comments and suggestions. It is desired that the template bearing comments and suggestions be submitted on August 10, 2018 at the QAD office.
5. Immediate dissemination of this Memorandum is desired.

Juliet A. Jeruta
JULIET A. JERUTA, Ph.D. CESO V
Director III
Officer-in-Charge
Office of the Regional Director

BDT'18

Quality Assurance Division

Office of the Director (ORDir), Tel. Nos.: (032) 231-1433; 231-1309; 414-7399; 414-7325; Office of the Assistant Director, Tel. No.: (032) 255-4542
Field Technical Assistance Division (FTAD), Tel. Nos.: (032) 414-7324 Curriculum Learning Management Division (CLMD), Tel. Nos.: (032) 414-7323
Quality Assurance Division (QAD), Tel. Nos.: (032) 231-1071 Human Resource Development Division (HRDD), Tel. No.: (032) 255-5239
Education Support Services Division (ESSD), Tel. No.: (032) 254-7062 Planning, Policy and Research Division (PPRD), Tel. Nos.: (032) 233-9030;
414-7065 Administrative Division, Tel. Nos.: (032) 414-7326; 414-4367; 414-7366; 414-7322; 414-4367
Finance Division, Tel. Nos.: (032) 256-2375; 253-8061; 414-7321

"EFA 2015: Karapatan ng Lahat, Pananagutan ng Lahat"

INTEGRATED FRAMEWORK FOR THE IMPLEMENTATION OF THE MONITORING, EVALUATION AND ADJUSTMENT (MEA) SYSTEMS IN REGION 7 EFFECTIVE SY 2018-2019

I. Rationale

Monitoring, Evaluation and Adjustment (MEA) is a system that enables the Regional Office to track the progress and gather information related to classroom instructions, school operations, administrative actions and processes, programs and projects, and other activities involving stakeholders for appropriate provision of technical assistance across levels of governance. MEA system helps organizations assess and manage performances for the right improvements can be made. It introduces mechanism to specifically identify the CIGPs confronting the schools, district, division and regional offices as basis for decision-making and policy contextualization in order to improve the delivery of basic education services to the school children. It facilitates development of approaches and strategies that will ensure adequacy, equitable distribution, accessibility, and effective and optimal utilization of resources across all levels of governance. Finally, it also serves as avenue for the Division Offices to showcase their best practices and programs for others to adopt and replicate.

The MEA system is anchored on the Regional Education Development Plan (REDP) of Region 7 designed to assess, assure quality, and monitor and evaluate performance to obtain accurate, timely, and relevant information that serves as basis for the provision of technical assistance and continuous improvement across all levels of governance in the Region.

II. Scope and Coverage

This framework shall cover all public and private schools offering basic education, district offices, schools division offices and all the functional divisions in the regional office.

III. Policy Statement

The Department of Education Region 7 hereby introduces this framework for uniform implementation of the Monitoring, Evaluation and Adjustment (MEA) system in schools, district offices, division offices and in the regional office. The MEA system shall be established in each level of governance to keep them abreast on the prevalent concerns, issues, gaps and problems arising from the delivery of instruction and services geared towards attainment of the desired outcomes.

IV. MEA Implementation

The implementation of this framework shall take effect upon publication in the Regional Official Web-site. It is hereby directed that all public and private schools, district offices, SDOs and RO shall strictly observe the scheduled dates of activities to be undertaken.

A. Integrated Regional MEA MODEL

1. The Regional integrated MEA model embraces four (4) systems namely: a) School Monitoring, Evaluation and Adjustment (SMEA), b) District Monitoring, Evaluation and Adjustment (DsMEA), c) Division Monitoring, Evaluation and Adjustment (DMEA), and d) Regional Monitoring, Evaluation and Adjustment (RMEA) as shown in Figure 1.

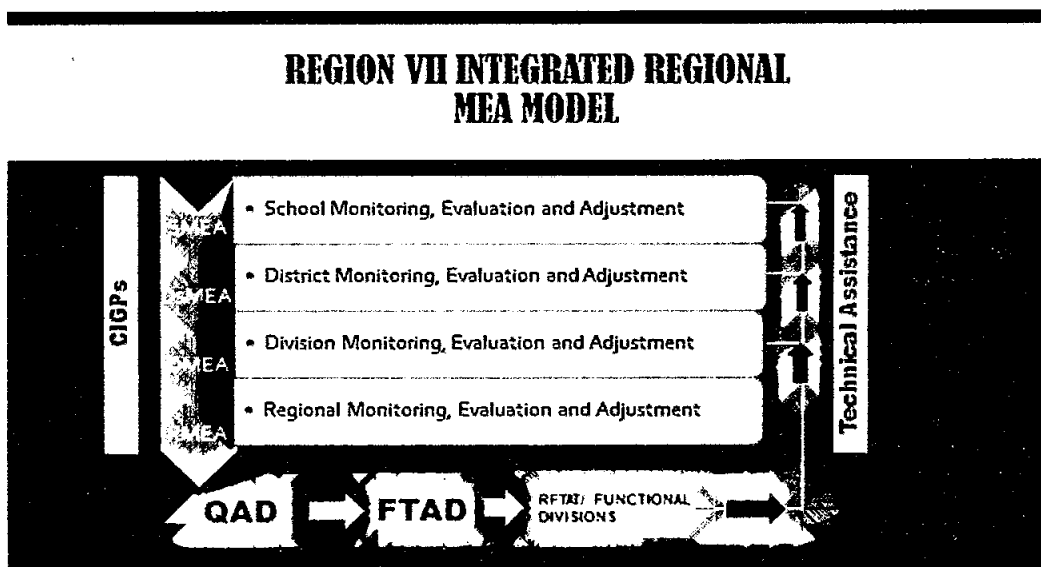


Figure 1. Regional integrated monitoring, evaluation and adjustment model

2. The four systems are aimed to monitor and evaluate the status, progress, and results of the programs and activities related to the delivery of basic education services in schools giving emphasis on access, quality, and governance. Organizational performance across all levels of governance is also monitored and evaluated to ensure effective and efficient implementation of plans and programs and utilization of resources.
3. RMEA is a gathering of SDO M&E Coordinators or duly authorized representatives by the Schools Division Superintendents devoted for consolidation and reporting of Division CIGPs, best practices and programs, and other related vital information involving the interest of the school children, teaching and non-teaching personnel which will be facilitated by the Quality Assurance Division with the support from other functional divisions in the Regional Office.

4. The CIGPs reported by the SDOs will be carefully analyzed by the Field Technical Assistance Division and forwarded the same to the Regional Field Technical Assistance Team (RFTAT) for appropriate provision of technical assistance. For effective delivery of the desired intervention, the provision of technical assistance will be collaboratively done by the RFTAT and the Division Field Technical Assistance Team (DFTAT).
5. The desirable and best practices shared by the Division Offices will be consolidated and validated by the RFTAT for policy development on its adoption by the whole region.
6. The RFTAT, as much as possible, will attend only to those CIGPs which occurrence is beyond the capability of the DFTAT to address.
7. The MEA clientele in each system are depicted in Figure 2.

MEA CLIENTELES

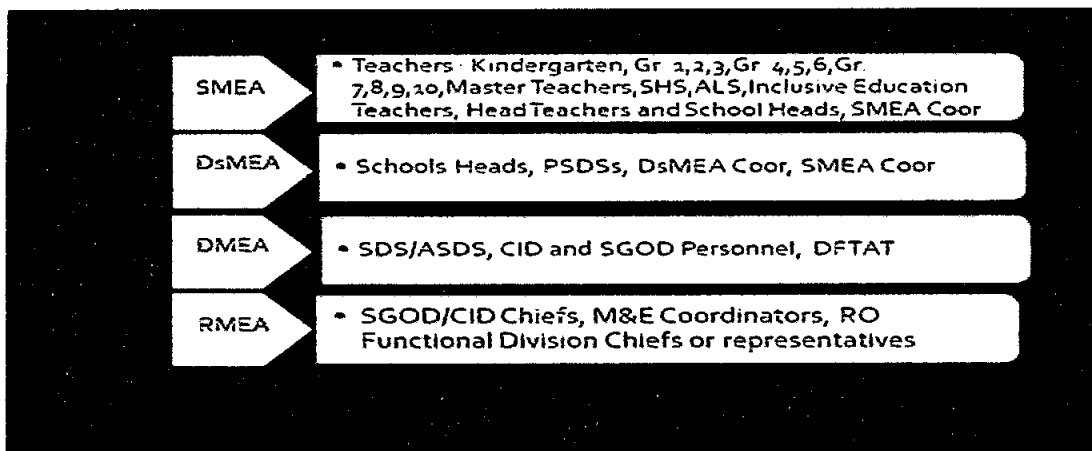


Figure 2. Monitoring, Evaluation and Adjustment clientele model

B. School Monitoring, Evaluation and Adjustment (SMEA)

1. The SMEA shall be conducted within the second week immediately after the Periodic Test. It will be facilitated by the School Monitoring and Evaluation Team (SMET), a three (3) man team headed by the School Principal.
2. The other two (2) members of SMET shall be the faculty leader and a Master Teacher (preferably major in mathematics). The Master Teacher shall be the SMEA Coordinator of the school.
3. In default of Master Teacher, in case of small schools, the School Head is given the prerogative to choose the two (2) SMET members from the pool of teachers. Between the two (2) members, the School Head enjoys the privilege to designate the SMEA coordinator.

4. The invitation and participation of the community stakeholders, if deemed necessary, during the SMEA shall be lodged to the sound discretion of the SMET.
5. The SMEA for public schools shall be held in the school campus for the SMET, teachers and stakeholders involved to conveniently tackle the realities confronting curriculum and learning, administrative and physical facilities concerns of the school. Outright resolution of the CIGPs is encouraged during SMEA to attain timely adjustments on the targets and plans of teachers related to classroom instruction.

SCHOOL MEA SYSTEM

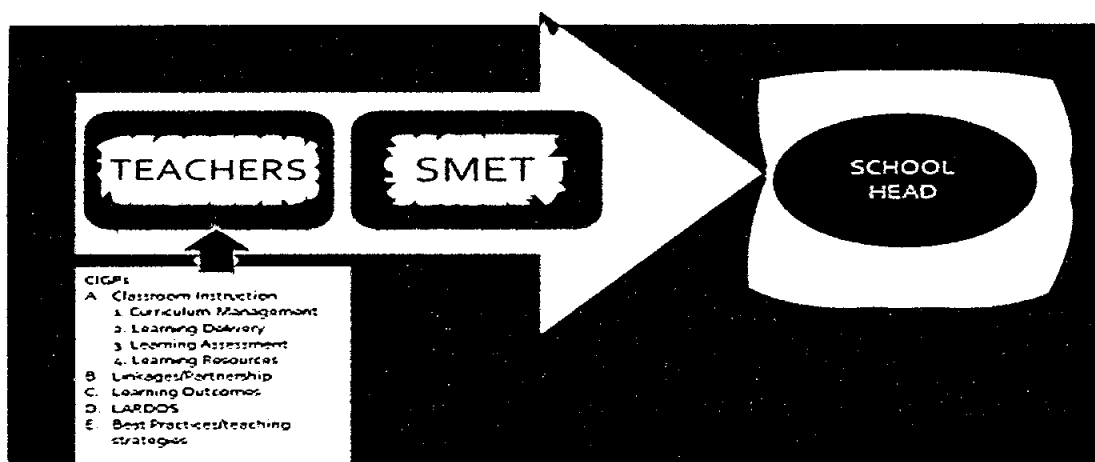


Figure 3. School Monitoring, Evaluation and Adjustment (SMEA) model

6. The food provision and supplies needed during the SMEA shall be charged against the School MOOE. Such expenditure will be calendared in the Monthly Disbursement Program or Cash Disbursement Register of the school.
7. The SMEA shall focus on the CIGPs related to Curriculum Management, Learning Delivery, Learning Resources, Assessment of Learning, Linkages and Partnership, Learning Outcomes (emphasis on literacy rate, numeracy rate, and achievement rate) and desirable strategies for effective teaching-learning process employed by teachers, as illustrated in Figure 3.
8. For private schools, the SMEA shall be facilitated by the School Head or his Assistant. The School Head is given the flexibility to designate the other two (2) members to satisfy the desired composition of the SMET and the venue of the gathering for its purpose.
9. As much as possible, guided and facilitated by its PSDS, they (private schools) shall likewise adhere to the areas of concern identified for their CIGPs to anchor on and encourage to share their best practices and learning strategies for effective delivery of instruction.
10. After the conference, the SMEA coordinator shall consolidate all the reported CIGPs which were not addressed for the SMET to review and evaluate for appropriate

intervention. Should the SMET find it difficult to address, same shall be raised and reported during the DsMEA for further deliberation.

11. The SMET shall keep and maintain records of the proceedings arise during the SMEA for reference purposes especially on issues involving the interest of the learners.
12. Adjustments of plans and targets will be done immediately after the resolution of the CIGPs to avoid delay in the attainment of the desired outcomes.

C. District Monitoring, Evaluation and Adjustment (DsMEA)

1. The DsMEA shall be conducted within the third week immediately after the Periodic Test. It will be facilitated by the District Monitoring and Evaluation Team (DsMET), a four (4) man team headed by the PSDS or the designated coordinating School Principal assigned in a particular District. The venue of the activity shall be determined by the Schools Heads in the District.
2. The other three (3) members of DsMET shall compose of a School Head of the central school in the District and two (2) Master Teachers from different schools within the District.
3. At the pleasure of the PSDS, one of the Master Teachers shall be designated DsMEA Coordinator.
4. The designation of the DsMET members shall be duly approved by the Schools Division Superintendent through the recommendation of the SGOD Chief.
5. The clienteles of the DsMEA shall include the School Heads from private schools within the district and those mentioned in Figure 2. The DsMEA shall focus on the CIGPs related to the SBM domains, such as: a) Leadership (Instructional and Administrative), b) Curriculum, Instruction and Assessment c) Human resource and team development d) learning environment e) Finance and resource management and mobilization f) Governance and Accountability g) School Performance Indicators h) learning outcomes, unresolved CIGPs, and school best practices, as discussed in Figure 4.
6. It is encouraged that the School Heads, including those from private schools, shall do the actual reporting of their CIGPs and best practices. The DsMET is encouraged to manage and resolve outright some issues and concerns confronting the schools in the District. Only those which are beyond their capability shall be raised up to the higher level for further action.
7. If deemed necessary, external stakeholders may be invited during the DsMEA by the pleasure of the DsMET.
8. The DsMET shall keep and maintain records of proceedings transpired during the DsMEA for reference purposes.
9. Adjustments of plans and targets will be done immediately after the resolution of the CIGPs to avoid delay in the attainment of the desired outcomes.
10. Registration fee may be required of every participant during the DsMEA. The amount for such fee shall be agreed by the School Heads in the District and shall be defrayed for the venue, food, supplies and materials to be used during the activity. Austerity measure shall be strictly observed.

DISTRICT MEA SYSTEM

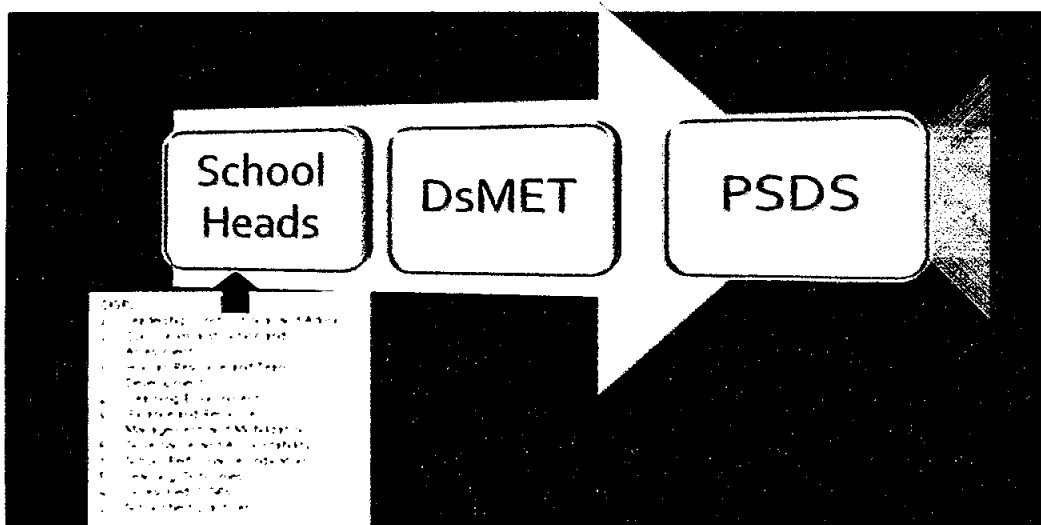


Figure 4. District Monitoring, Evaluation and Adjustment (DsMEA) model

D. Division Monitoring, Evaluation and Adjustment (DMEA)

1. The DMEA shall be conducted within the fourth week immediately after the Periodic Test in a venue to be determined by the Schools Division Superintendent. It will be facilitated by the Division Monitoring, Evaluation Team (DMET), a four-man team chaired by the SGOD Chief and co-chaired by the CID Chief.
2. The other two members shall be the Division M&E Coordinator and one Education Program Specialist who will be designated by the SDS through the recommendation of the SGOD Chief.
3. The clienteles of DMEA are explained in Figure 2. The DMEA shall focus on the CIGPs related to: a) six (6) SBM domains b) District Performance Indicators c) District/School best practices, d) unresolved CIGPs in the district/school, and e) progress on PAPs in the district/school and functional division/unit performance progress, as discussed in Figure 5.
4. It is desired that the mode of reporting shall be done by unit from each Functional Division to track a comprehensive picture of its (unit) performance.
5. It is encouraged that the CIGPs identified during the DMEA shall be deemed resolved outright through the initiative of the DMET in collaboration with the DFTAT. However, should there be unresolved CIGPs, the same shall be elevated during the RMEA together with those introduced in Figure 5.

6. The Division M&E coordinator shall be responsible for the consolidation of the CIGPs and best practices reported during the DMEA.
7. Emerging issues which are detrimental to the interest of the Division Office shall be acted upon consultation with the Schools Division Superintendent or the Assistant Schools Division Superintendent.

DIVISION MEA SYSTEM

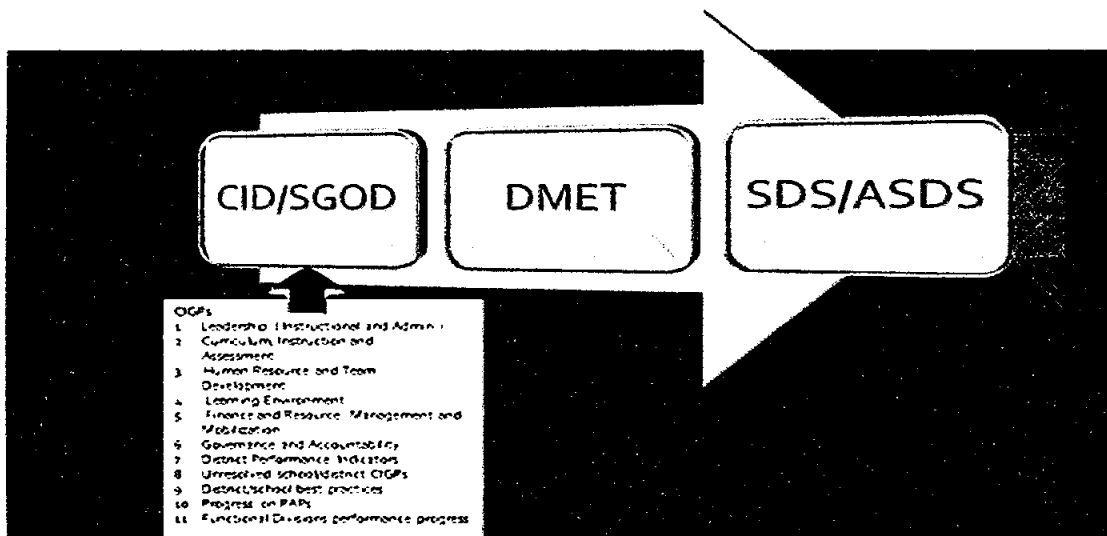


Figure 5. Division Monitoring, Evaluation and Adjustment (DMEA) model

8. The DMET shall keep and maintain records of the proceedings during DMEA for reference purposes.
9. Adjustments of plans and targets will be done immediately after the resolution of the CIGPs to avoid delay in the attainment of the desired outcomes.

E. Regional Monitoring, Evaluation and Adjustment (RMEA)

1. The RMEA shall be conducted within the fifth week immediately after the Periodic Test. A two (2) day activity which will be facilitated by the Quality Assurance Division and to be participated in by those mentioned in Figure 2.
2. All items to be reported during the RMEA shall be with prior approval from the Schools Division Superintendent.
3. The Division M&E Coordinators are tasked to report on the CIGPs related to Division Performance Indicators (includes literacy rate, numeracy rate, LARDOs), Progress of the Division PAs, CIGPs on SBM, CIGPs on Personnel Actions, Welfare and Benefits and other confronting issues.
4. The SGOD chiefs of their authorized representatives are to share their best practices and other programs to sustaining effective delivery of instruction.

5. The CIGPs and Division best practices and programs shall be consolidated by the QAD EPS, according to their respective supervised Divisions, and forwarded the same to the Field Technical Assistance Division (FTAD).
6. The FTAD shall conduct content analysis on the CIGPs and introduce its results and findings to the concerned RFTAT for recommendation and appropriate intervention.
7. Emerging issues which are detrimental to the interest of the Regional Office shall be acted upon consultation with the Regional Director/Assistant Regional Director.

REGIONAL MEA SYSTEM

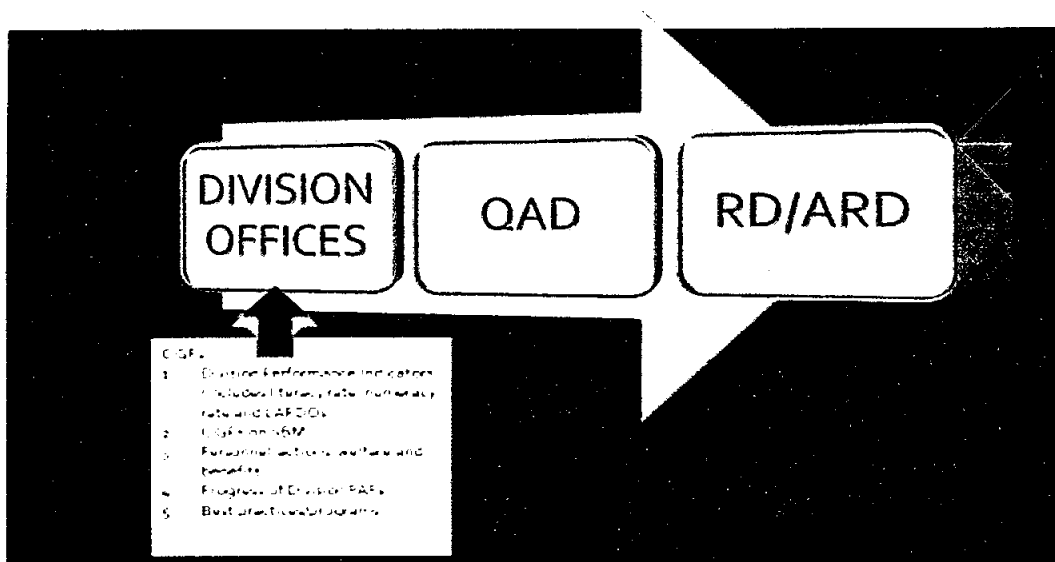


Figure 6. Regional Monitoring, Evaluation and Adjustment model (RMEA)

References:

RM 29, s. 2016
 Revised Compendium on Regional Office Functions
 Regional Education Development Plan

