



Republic of the Philippines
Department of Education
Region VII, Central Visayas
TAGBILARAN CITY SCHOOLS DIVISION
City of Tagbilaran

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September 13, 2018

DIVISION MEMORANDUM

No. 526, s. 2018

**IMPLEMENTATION OF THE REGIONAL MONITORING, EVALUATION AND ADJUSTMENT (MEA)
FRAMEWORK EFFECTIVE SY 2018-2019**

To : Chief SGOD
PSDS
Division Monitoring, Evaluation and Adjustment (MEA) Coordinator
Public and Private Elementary and Secondary School Heads/Principals
All Others Concerned

1. This Office informs the field on the schedule of the School Monitoring, Evaluation Adjustment (SMEA) Orientation/Conference for the First Quarter of School Year 2018-2019.
2. Hereunder is the schedule, venue, the Division Personnel and School Principal assigned to conduct the said Orientation/Conference for SMEA using the Revised Template as per instruction from the Regional Office 7(RM No. 0651, s. 2018).

Date & Time	Venue	Public/Private	Division Personnel & School Principal
September 17, 2018 8:30 am-11:30 am	Division Conference Hall	Public Schools	Dr. Beatriz C. Luga Dr. Aurelia A. Clamonte Mr. Jovenal B. Cagas Ms. Dulce Alma Lapos
September 17, 2018 1:30 pm-4:30 pm	-do-	Private Schools	-do-

3. This Memorandum serves as the participant's Authority to Travel.
4. Immediate dissemination of and strict compliance with this Memorandum is directed.


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



REGIONAL MEMORANDUM

No. 0651, s. 2018

**IMPLEMENTATION OF THE REGIONAL MONITORING, EVALUATION
AND ADJUSTMENT (MEA) FRAMEWORK
EFFECTIVE SY 2018-2019**

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

1. Attached herewith the Regional Monitoring, Evaluation and Adjustment (MEA) Framework and the sample templates for the reporting during the conferences, respectively.
2. It is desired that all Schools Division Offices are enjoined to adopt the framework, however contextualization on some items is encouraged to make it more strategic and responsive to their needs.
3. Due to the chain of activities initiated by the regional office for this month, the Regional Monitoring, Evaluation and Adjustment (RMEA) conference for the first quarter of the SY 2018-2019 shall be conducted on September 27-28, 2018. The venue of the said activity will be announced in subsequent circular. The participants to this gathering are depicted in the framework.
4. Immediate dissemination of this Memorandum is desired.

Juliet A. Jeruta
JULIET A. JERUTA, PH.D. CESO V
Director IV
DepEd RO

BDT'18
Quality Assurance Division

Office of the Director (ORDir), Tel. Nos.: (032) 231-1433; 231-1309; 414-7399; 414-7325; 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 mechanism that enables the Regional Office to track progress and measure the effectiveness of the programs and projects related to classroom instruction, school operations, administrative actions and processes and other activities involving stakeholders for appropriate provision of technical assistance across all levels of governance. It specifically identifies the Concerns, Issues, Gaps and Problems (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 also facilitates development of approaches and strategies to improve personnel and unit performance and 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 DepEd 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, Schools Districts, Schools Divisions and all the functional divisions of Region 7. However, the participation of private schools which are duly accredited by any of the recognized accrediting agency under the umbrella of the Federation of Accrediting Agencies of the Philippines (FAAP) to the MEA conferences is optional.

III. Policy Statement

The Department of Education Region 7 hereby introduces this framework for uniform implementation of the Monitoring, Evaluation and Adjustment (MEA) systems in Schools, Districts, Schools Divisions and in Region 7. The MEA system shall be established in each level of governance to keep them abreast on the prevalent concerns, issues, gaps and problems that hinder the effective delivery of instruction and basic services to their clienteles. Such results and findings will serve as basis for

appropriate provision of technical assistance, intervention, decision making and policy formulation and contextualization.

IV. Definition of Terms

To attain better understanding on the systems and processes discussed in this framework, the following terms are defined operationally:

Monitoring, Evaluation and Adjustment System (MEA System). This refers to a system which will identify the prevalent concerns, issues, gaps and problems confronting the schools, districts, and schools divisions in the delivery of instruction and office services. Such results and findings shall serve as basis for appropriate provision of technical assistance, intervention, decision making and policy formulation and contextualization.

School Local Fund. This refers to the fund generated from school canteen, stock share and sales from income generating projects.

SMEA – School Monitoring, Evaluation and Adjustment

SMET – School Monitoring and Evaluation Team

DsMEA – District Monitoring, Evaluation and Adjustment

DsMET – District Monitoring and Evaluation Team

CMEA – Cluster Monitoring, Evaluation and Adjustment

CMET – Cluster Monitoring and Evaluation Team

DMEA – Division Monitoring, Evaluation and Adjustment

DMET – Division Monitoring and Evaluation Team

RMEA – Regional Monitoring, Evaluation and Adjustment

DFTAT – Division Field Technical Assistance Team

REDP – Regional Education Development Program

CIGPs – Concerns, Issues, Gaps and Problems

V. 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, Districts, Schools Divisions and Regional Office shall strictly observe the scheduled dates of activities to be undertaken.

A. Integrated Regional MEA MODEL

1. The Regional Integrated MEA Framework embraces four (4) systems namely: a) School Monitoring, Evaluation and Adjustment (SMEA), b) District Monitoring, Evaluation and Adjustment (DsMEA) for medium and large Divisions while small Divisions may directly proceed to DMEA or organize Cluster MEA c) Division

Monitoring, Evaluation and Adjustment (DMEA), and d) Regional Monitoring, Evaluation and Adjustment (RMEA) as shown in Figure 1.

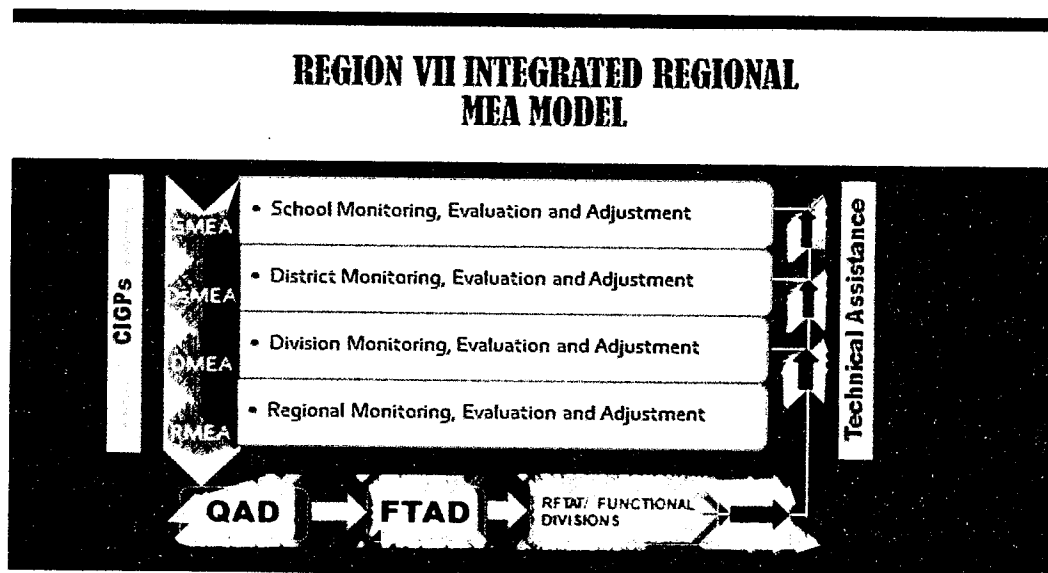


Figure 1. Regional integrated monitoring, evaluation and adjustment model

2. The four systems aim 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 and SGOD/CID Chiefs, or the duly authorized representative/s by the Schools Division Superintendents in the absence of the former, and the Regional FD Chiefs 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 the Field Technical Assistance Division.
4. The CIGPs reported by the SDOs will be carefully analysed 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 recommendation to the Regional Director and its possible adoption by the whole organization.
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 clienteles in each system are depicted in Figure 2.

MEA CLIENTELES

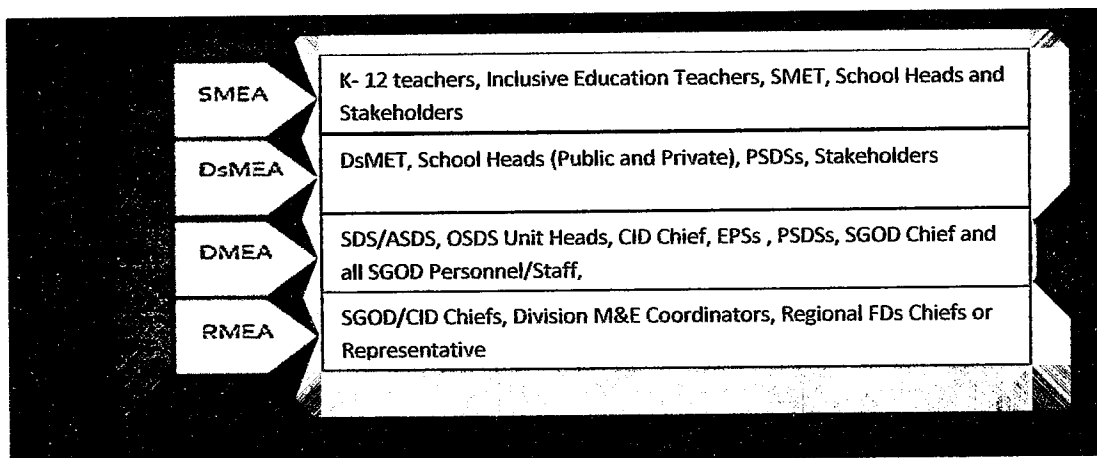


Figure 2. Monitoring, Evaluation and Adjustment clienteles model

B. School Monitoring, Evaluation and Adjustment (SMEA)

1. The SMEA shall be conducted on or within the second week after the Periodic Test/Quarterly Examinations. 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. The Master Teacher shall be the SMEA Coordinator of the school.
3. In the absence of a Master Teacher, 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 has the privilege to designate the SMEA coordinator.
4. The invitation and participation of the community stakeholders during the SMEA conference is encouraged.
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 deliberated CIGPs is encouraged during SMEA to attain timely adjustments on the targets and plans of teachers related to classroom instruction and school operation.
6. It is advised that School Heads shall adjust classes schedule during SMEA conference to avoid vacuum of meetings. SMEA conference may be conducted for two (2) successive days or more depending on how the School Head will strategize the gathering without compromising classes. Shortening of periods may be desirable.

SCHOOL MEA SYSTEM

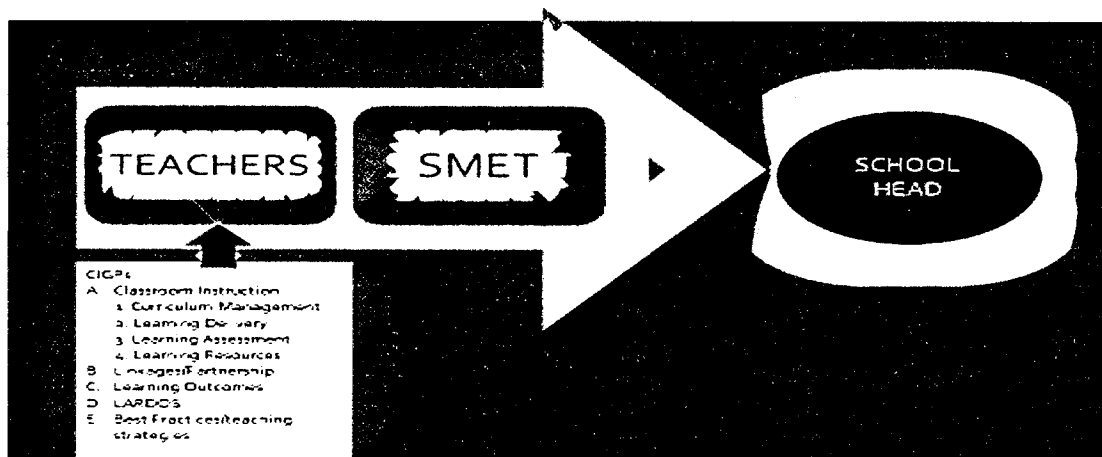


Figure 3. School Monitoring, Evaluation and Adjustment (SMEA) model

7. The food provision and supplies needed during the SMEA shall be charged against the School MOOE/School Local Funds. Such expenditures will be calendared in the Monthly Disbursement Program or Cash Disbursement Register of the school.
8. 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.
9. For private schools, the SMEA shall be facilitated by the School Head or his Assistant and supervised by the PSDS. 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.
10. 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.
11. 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 or provision of technical assistance. Should the SMET find it difficult to address, same shall be raised and reported during the DsMEA/CMEA for further deliberation.
12. The SMET shall keep and maintain records of proceedings arising during the SMEA for reference purposes especially on issues involving the interest of the learners.
13. 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)/Cluster Evaluation, Monitoring and Adjustments (CMEA)

1. The DsMEA/CMEA shall be conducted on or within the third week after the Periodic Test/ Quarterly Examinations. It will be facilitated by the District Monitoring and Evaluation Team (DsMET) or Cluster Monitoring and Evaluation Team (CMET), a four (4) man team headed by the PSDS or the designated coordinating School Principal assigned in a particular District for medium and large Divisions. For small Divisions, the designated Area Consultants will facilitate their Cluster MEA. The venue of the activity shall be determined by the Schools Heads in the District.
2. The other three (3) members of the DsMET/CMET, as much as possible, shall be composed of a School Head of the central school in the District and two (2) Master Teachers from different schools within the District or any School Head and teachers in the District, who, in the sound judgment of the PSDS or Area Consultant, are capable to provide technical assistance.
3. At the discretion of the PSDS/Area Consultant, one of the DsMET/CMET members shall be designated DsMEA/CMEA Coordinator.
4. The designation of the DsMET/CMET members shall be duly approved by the Schools Division Superintendent through the recommendation of the SGOD Chief.
5. The clienteles of the DsMEA/CMEA shall include the School Heads from private schools within the district and those mentioned in Figure 2. The DsMEA/CMEA shall focus on the CIGPs related to the SBM domains, such as: a) Leadership (Instructional and Administrative), b) Curriculum, Instruction, Learning Resources 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/CMEA is encouraged to manage and resolve outright some issues and concerns confronting the schools in the District/Cluster. Only those which are beyond their capability shall be raised up to the higher level for further action.
7. External stakeholders may be invited during the DsMEA/CMEA conference.
8. The DsMET/CMET shall keep and maintain records of proceedings transpired during the DsMEA/CMEA 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 each participant during the DsMEA/CMEA which amount may be charged from the School Local Fund. The amount for such fee shall be agreed upon by the School Heads in the District for the venue, food, supplies and materials used during the activity. Austerity measure shall be strictly observed.

DISTRICT MEA SYSTEM

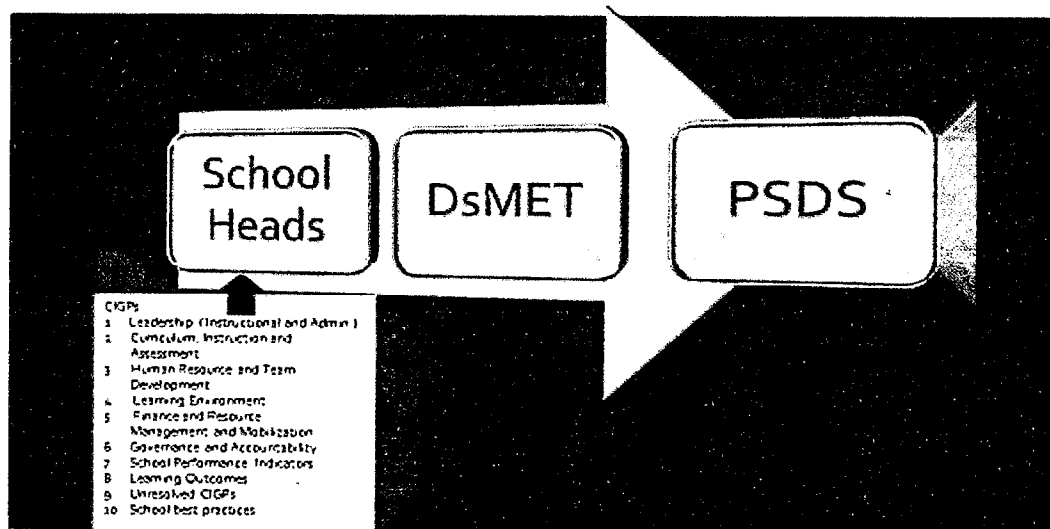


Figure 4. District Monitoring, Evaluation and Adjustment (DsMEA) model

D. Division Monitoring, Evaluation and Adjustment (DMEA)

1. The DMEA shall be conducted on or within the fourth week after the Periodic Test/Quarterly Examinations 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 to assist 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 targets and progress, as discussed in Figure 5.
4. It is desired that the mode of reporting shall be done by unit from each Functional Division.
5. It is encouraged that the emerging CIGPs 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 institutional 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.

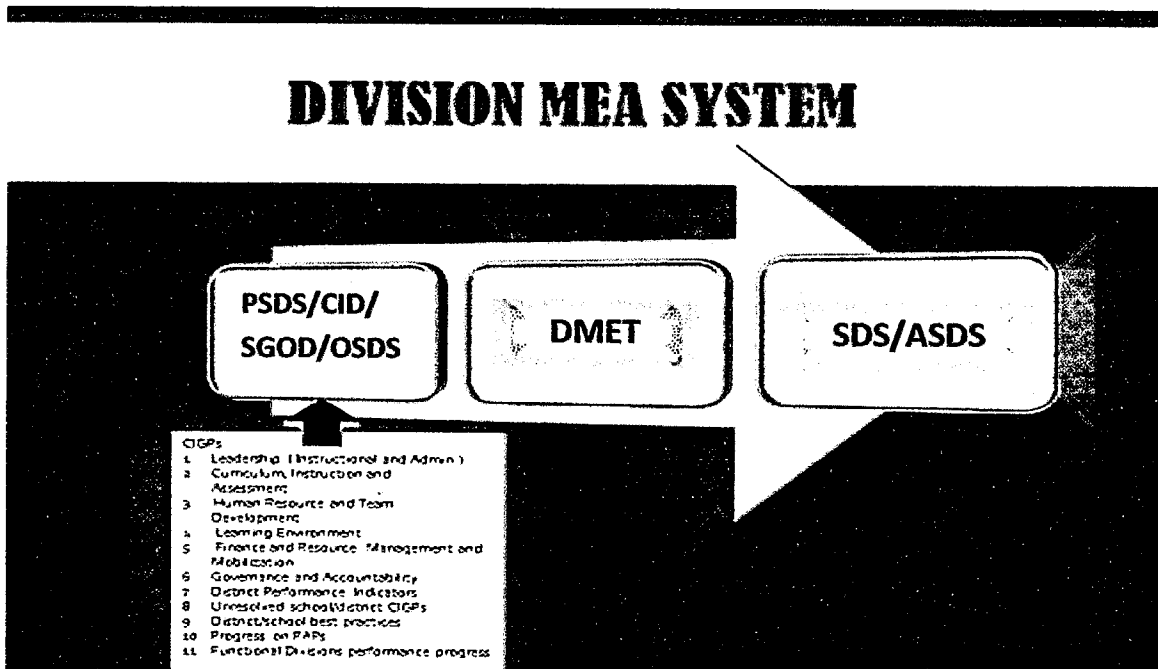


Figure 5. Division Monitoring, Evaluation and Adjustment (DMEA) model

8. The DMET shall keep and maintain records of proceedings discussed during DMEA conference 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. All related expenses incurred during the DMEA conference shall be charged against the Division MOOE Fund.

E. Regional Monitoring, Evaluation and Adjustment (RMEA)

1. The RMEA shall be conducted on or within the fifth week after the Periodic Test/Quarterly Examinations. A two (2) day activity which will be facilitated by the Quality Assurance Division, Field Technical Assistance, and 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 PAPs, CIGPs on SBM, CIGPs on Personnel Actions, Salaries

and Benefits, Records Management and other Administrative concerns, Progress on Division PAPs, Crucial Resources and Best Practices.

4. The SGOD Chiefs or their authorized representatives are to share their best practices and other division-initiated programs for other divisions to adopt and replicate.
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 provision of technical assistance and recommendation for appropriate intervention.
7. Emerging institutional 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

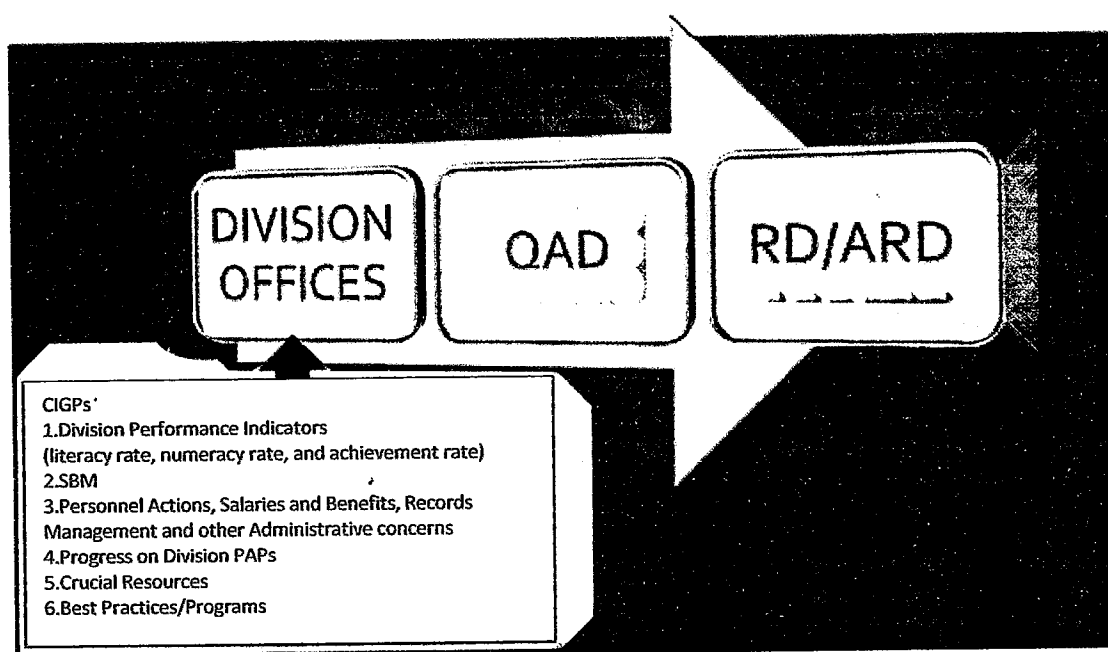


Figure 6. Regional Monitoring, Evaluation and Adjustment model (RMEA)

References:

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

(Sample template for SMEA)

Name of Teacher: _____ Subject Handled: _____ Grade Level: _____

Areas of Concern	CIGP/s	Cause of Occurrence	Proposed Corrective Action	Time Frame to Resolve/Address	Proposed Preventive Measure/s
1. Classroom Instruction					
1.1 Curriculum Management					
1.2 Learning Delivery					
1.3 Learning Resources					
1.4 Assessment of Learning					
2. Learning Outcomes for the 1 st Quarter of the School Year					
3. Partnership/Linkages					
4. LARDOs					
5. Other related activities					

6. Best Practices which ought to be replicated and adopted (this may be verbally done during FGD or during LAC sessions)

6.1 Classroom Management (emphasis on physical environment/ classroom plant, classroom routine - supervised recess/lunch break, getting in and out of the classroom for flag ceremony and participation in any school initiated activity, orderliness and cleanliness of the classroom, good grooming and personal hygiene, etc.)

6.2 Teaching Strategy (emphasis on critical content, preparation of LP/DLP/IPlan for newly hired)

6.3 Forging Stakeholders (emphasis on attendance during classroom/school PTA meetings, planned homeroom projects, student discipline, etc)

6.4 Student Discipline (emphasis on positive/constructive discipline, greetings utterances and gestures, etc.)

6.5 Other related activities to support attainment of the desired learning outcomes. (newly hired teachers -preparation of records and forms of the learners, computation of grades, supplies and materials, etc.)

(Sample template for DsMEA)

Areas of Concern	CIGP/s	Cause of Occurrence	Proposed Corrective Action	Time Frame to Resolve/Address	Proposed Preventive Measure/s
1. School Based Management					
1.1 Instructional Leadership (coaching, mentoring, observing classes, leading LAC sessions, development and reproduction of I/MS)					
1.2 Administrative Leadership (Tardiness, absences, ERF concerns, premiums, emoluments, appointments, service record, retirement, hiring of personnel, loading of subjects)					
1.3 Curriculum Instruction and Assessment (competency management, learning resources, assessment of learning, learning delivery, critical content)					
1.4 Human Resource and Team Development (trainings, hiring of					

personnel, inset, ancillary services)					
1.5 Finance and Resource Management and Mobilization (PTA, Canteen, Authorized Contributions, School MOOE, Donations)					
1.6 Learning Environment (school plant, crucial resources, repair works, rest rooms, laboratories, hand washing facilities, internet connections)					
1.7 Governance and Accountability (GAD, MOOE, PTA, SGC, SSG/SPG, School Plant, School Properties, School Club and Organizations, Health and Sanitation, utilities, feeding program, PAs)					
2.School Performance Indicators (emphasis on enrolment, promotional rate, failures, LARDOs, numeracy, reading proficiency)					
3.Unresolved CIGPs during SMEA					

4. Best Practices (SBM practices related to any domain, PAFs, forging stakeholders, any activity to support quality instruction and improvement of school plant)

(Sample template for DMEA)

Areas of Concern	CIGP/s	Cause of Occurrence	Proposed Corrective Action	Time Frame to Resolve/Address	Proposed Preventive Measure/s
1. School Based Management	*				
1.1 Instructional Leadership (coaching, mentoring, observing classes, leading LAC sessions, development and reproduction of I/Ms)					
1.2 Administrative Leadership (Tardiness, absences, ERF concerns, premiums, salaries and other benefits, appointments, service record, retirement, hiring of personnel, loading of subjects)					
1.3 Curriculum Instruction and Assessment (competency management, learning resources, assessment of learning, learning delivery, critical content)					
1.4 Human Resource and Training Development (trainings, hiring of personnel, inset, ancillary services)					
1.5 Finance and Resource Management					

and Mobilization (PTA, Canteen, Authorized Contributions, School MOOE, Donations)						
1.6 Learning Environment (school plant, crucial resources, repair works, rest rooms, laboratories, hand washing facilities, internet connections)						
1.7 Governance and Accountability (GAD, MOOE, PTA, SGC, SSG/SPG, School Plant, School Properties, School Club and School Organizations, Health and Sanitation, utilities, feeding program, Government Recognition/GAA, PAPS)						
2.School Performance Indicators (emphasis on enrolment, promotional rate, failures, LARDOs, numeracy, reading proficiency)						
3.Unresolved CIGPs during DaMIA						
4. Unit Performance (Accounting and budget, administrative, SGOD, CID, PAPS, Physical Facilities, Crucial resources)						

5. Best Practices (SBM practices related to any domain, PAFs, forging stakeholders, any activity to support quality instruction and improvement of school plant)
