



Republic of the Philippines  
Department of Education  
DIVISION OF MISAMIS ORIENTAL

August 31, 2018

**DIVISION MEMORANDUM**

No. 486 S. 2018

**CONDUCT OF DIVISION MONITORING, EVALUATION, AND  
ADJUSTMENT CONFERENCE (DMEA)**

**TO:** Curriculum Implementation Division Personnel  
School Governance Operation Division Personnel  
Public Schools District Supervisors  
Public School Heads  
Division Accountant  
Division Budget Officer  
Division Engineer  
*This Division*

- 1) The Department of Education – Misamis Oriental Division, through the School Governance Operation Division (SGOD) and in collaboration with the Curriculum Instruction Division (CID), shall conduct the Division Monitoring, Evaluation, and Adjustment (DMEA) Conference on September 11 - 12, 2018 and September 19 - 20, 2018. The venue of the said activity shall be announced on a separate Division Memorandum.
- 2) The activity aims to:
  - a) analyze District data on Access, Quality and Governance;
  - b) review the bottlenecks in the implementation status of all Programs, Projects, Activities (PPA) and Non-Government Assisted Projects, if any; and
  - c) discuss Districts Office prioritization and strategic direction by using relevant and timely information captured in the districts data presented.
- 3) Participants in this activity are the Schools Division Superintendent, Assistant Schools Division Superintendent, Curriculum Implementation Division (CID) Personnel, Schools Governance Operation Division (SGOD) Personnel, Division Accountant, Division Budget Officer, Division Engineer, Public Schools District Supervisors (PSDS), Lead Elementary School Head, District SBM Coordinator (School Head Elem./Sec. – ICT proficient), Lead Secondary School Head and Department Heads of identified school.

- 4) The 1<sup>st</sup> DMEA Tool Kit, Consolidation Form, Complete Staff Work (CSW) Checklist, Distribution of Participants by District, and the District Monitoring, Evaluation, and Adjustment (DMEA) Conference Proposed Schedule are enclosed for your reference. For more information, all concerned may contact Danny A. Asio – Senior Education Program Specialist, Edwin Gamorot – Division Planning Officer or email us on [misor.sgod.smme@gmail.com](mailto:misor.sgod.smme@gmail.com).
- 5) Traveling expenses of participants shall be charged against local funds while meals and snacks, accommodation, supplies and materials, and other incidental expenses shall be charged against Division Funds, subject to existing accounting and auditing rules and regulations.
- 6) Immediate and wide dissemination of this Memorandum to all concerned is desired.

  
**RANDOLPH B. TORTOLA**  
Schools Division Superintendent



SGOD-DAA

Enc: as stated  
To be indicated in the Perpetual Index  
under the following subjects:

PROGRAM  
DMEA

**Tool Kit for 1<sup>st</sup> DMEA Conference**  
(Forms/templates are available in [bit.ly/DMEAsubKPI](http://bit.ly/DMEAsubKPI))

Theme: All Key Performance Indicators and Year-end Program Review

- I. Program Implementation Progress – Implementation status of the Programs, Projects, Activities (PPAs) and Non-government Assisted projects Such as UNICEF, Save the Children, CRS, CFSI, ICAn if any.

District Office shall report the Implementation Status of the major program of the Department such as Multi-grade, Peace Education, IP Education, Muslim Education, Alternative Delivery Mode, Alternative Learning System; Science, Technology and Engineering; Special Education, Tech Voc, School Feeding Gulayan and Water, Sanitation and Hygiene in Schools (WinS) program being implemented in the District.

The implementation status shall include the Physical Accomplishments and Financial Utilization. Present the 2017 Year S-curve of the overall physical accomplishment and utilization of each program identified highlighting the following:

I.a. What is the overall performance (progress) to date of the District in terms of program implementation? Is implementation on time or delayed?

I.A.1. If “on time”, what actions or initiatives contributed to it?

I.A.2. If there is delay in over-all performance, what programs were delayed?

What were the causes of delay for these programs? Why were they not implemented on time? What internal process contribute to the delay?

I.A.3. What are your suggested actions to resolve the cause/s of the delay?

**II. KPIs on ACCESS and Quality**

**II.A ACCESS** - A Child and Community-centered Education System  
(All children of school age in school)

- Present a three-year data on actual enrollment, Completion rate (CR), Cohort Survival rate (CSR), Dropout Rate (DR), School Leaver Rate (SYs 2014 to 2017), broken-down per level (Kindergarten, elementary and secondary)
- Use Comparative graphs/tables/maps on school age, gross enrollment and net enrollment (Kindergarten, elementary and secondary)

II.A.2. Segmentation

- Show the areas and/or schools (Type or classification of school-public and private) with increasing and decreasing enrollment

- Provide comparative data on access (enrollment) of IP and Muslim learners, Multi-grade, CCT recipients, ALS enrollees and other learner groups versus mainstream learners.

#### II.A.3. Analyses/Characterization

- Discuss the internal (DepEd Programs) and external (facilitating) factors contributing to increase in enrollment
- Explain the barriers (external factors) preventing school age children from going to schools in areas indentified
- Explain the limitations (bottlenecks and weaknesses) of DepEd Programs (including capacity) in bringing children of school age to school

#### II.A.4. Proposed Actions

- Describe measures to undertake to sustain access to education for all children of school age
- Provide suggestions or enhancements on program designs that will mitigate the barriers to enrollment (education)
- Specifies the improvements in design of programs or initiatives (to address the limitations) related to “bringing children in school”
- Suggest new policies and/or enhancements in DepEd policies and systems related to enrollment

### **II.B. Quality**

#### II.B.1 Dashboard

- Present a three-year data on the 1.) Average of Actual No. of Competencies Delivered/Mastered by teacher/teachers’ observations and per grade level, subject and school,
- Present the present data of the number of Honor Learners
- Present the present data on the Routinary Activities Affecting Contact Time
- Show comparative graphs and tables to provide overall performance of the District on achievement (elementary and secondary)
- Show performance of school using the achievement quartile ratio

#### II.B.2 Segmentation

- “Show a data map on the performance of the in terms of the “grading period by subject area

#### II.B.3. Analyses/Characterization

- Describe the programs and/or practices implemented leading to improve performance or achievement
- Explain the context (environment factors) contributing to poor pupils’/students’ performance/achievement
- Explain why the District and school are unable to improve achievements in spite of the implementation of programs related to quality education

#### II.B.4. Proposed Actions

- Describe measure being undertaken to sustain DepEd programs on quality
- Provide suggestions on how to improve programs on quality to minimize effects of environmental factors contributing to the results

- Suggest actions or measures that will address the limitations or weaknesses of DepEd programs on quality
- Suggest new policies and /or enhancements in DepEd policies and system on SGC related to quality

**III. Agenda affecting program design, policy, standard, system and technical assistance needed.**

- a. Provide suggestions on how to improve programs on access, efficiency and quality to minimize effects of environmental factors contributing to KPIs.
- b. Suggest actions or measures that will address the limitations or weaknesses of DepEd programs.
- c. Suggest new policies and/or enhancements in DepEd policies and system related to KPIs.

**IV. Prioritization, Next Steps and Ways Forward**

- Briefly discuss Districts prioritization, strategic direction and ways forward that includes as follows;
  - Strategies on Access, Efficiency and Quality to increase and quality basic education;
  - Specific programs and projects to be implemented
  - Support system to strengthen and institutionalized
- Policies to be proposed

**Distribution of Participants by District**

District		PSDS/District In-Charge	Lead Elem. Sch. Head	Lead Secondary Sch. Head	District SBM Coordinator / District ICT Coordinator (ICT - Proficient)
1	Alubijid	1	1	1	1
2	Balingasag North	1	1	1	1
3	Balingasag South		1	1	1
4	Claveria I	1	1	1	1
5	Claveria II	1	1	1	1
6	Initao	1	1	1	1
7	Jasaan	1	1	1	1
8	Kinoguitan	1	1	1	1
9	Lagonglong	1	1	1	1
10	Laguindingan	1	1	1	1
11	Libertad	1	1	1	1
12	Lugait	1	1	1	1
13	Magsaysay I	1	1	1	1
14	Magsaysay II		1	1	1
15	Manticao	1	1	1	1
16	Medina	1	1	1	1
17	Naawan	1	1	1	1
18	Opol	1	1	1	1
19	Salay	1	1	1	1
20	Sugbongcogon	1	1	1	1
21	Tagoloan	1	1	1	1
22	Talisayan	1	1	1	1
23	Villanueva	1	1	1	1
24	MOGCHS	1 (School Head)	1 (Department Head)	1 (Department Head)	1 (Department Head)
Total		22	24	24	24

## School Data as Sub - Key Performance Indicator Multi-Year

<b>School</b>	<b>School Head</b>
<b>School ID</b>	<b>Contact Number</b>
<b>District</b>	

<b>Total Number of School-Aged Children in the Municipality/Community/Barangay/Assigned Zone</b>	Kinder			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6			Total		
	2015-2016	2016-2017	2017-2018	2015-2016	2016-2017	2017-2018	2015-2016	2016-2017	2017-2018	2015-2016	2016-2017	2017-2018	2015-2016	2016-2017	2017-2018	2015-2016	2016-2017	2017-2018	2015-2016	2016-2017	2017-2018	2015-2016	2016-2017	2017-2018
<b>Total Number of Enrollees</b>	Kinder			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6			Total		
<b>Total Number of Over-Aged Learners</b>	Kinder			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6			Total		
<b>Total Number of Drop-outs</b>	Kinder			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6			Total		
<b>Total Number of Retained Learners</b>	Kinder			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6			Total		
<b>Total Number of Promotees/Graduates</b>	Kinder			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6			Total		
<b>Total Number of Learners* with Failing Mark(s) on Final Grade in all/Any Subject Area(s)</b>	Kinder			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6			Total		
<b>Total Number of Sections</b>	Kinder			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6			Total		
<b>Total Number of Teachers</b>	Kinder			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6			Total		

\* a learner shall only be counted **once** (one time only)- regardless of the number of his/her failing marks





### School Data as Sub - Key Performance Indicator School Year 2017 - 2018

<b>School</b>		<b>School Head</b>	
<b>School ID</b>		<b>Contact Number</b>	
<b>District</b>			

<b>Total Number of School-Aged Children in the Municipality/ Community/Barangay/Assigned Zone</b>	Grade 7			Grade 8			Grade 9			Grade 10			Grade 11			Grade 12			Total		
	2015-2016	2016-2017	2017-2018	2015-2016	2016-2017	2017-2018	2015-2016	2016-2017	2017-2018	2015-2016	2016-2017	2017-2018	2015-2016	2016-2017	2017-2018	2015-2016	2016-2017	2017-2018	2015-2016	2016-2017	2017-2018
<b>Total Number of Enrollees</b>	Grade 7			Grade 8			Grade 9			Grade 10			Grade 11			Grade 12			Total		
<b>Total Number of Over-Aged Learners</b>	Grade 7			Grade 8			Grade 9			Grade 10			Grade 11			Grade 12			Total		
<b>Total Number of Drop-outs</b>	Grade 7			Grade 8			Grade 9			Grade 10			Grade 11			Grade 12			Total		
<b>Total Number of Retained Learners</b>	Grade 7			Grade 8			Grade 9			Grade 10			Grade 11			Grade 12			Total		
<b>Total Number of Promotees/Graduates</b>	Grade 7			Grade 8			Grade 9			Grade 10			Grade 11			Grade 12			Total		
<b>Total Number of Learners* with Failing Mark(s) on Final Grade in all/Any Subject Area(s)</b>	Grade 7			Grade 8			Grade 9			Grade 10			Grade 11			Grade 12			Total		
<b>Total Number of Sections</b>	Grade 7			Grade 8			Grade 9			Grade 10			Grade 11			Grade 12			Total		
<b>Total Number of Teachers</b>	Grade 7			Grade 8			Grade 9			Grade 10			Grade 11			Grade 12			Total		

\* a learner shall only be counted once (one time only)- regardless of the number of his/her failing marks







### Routinary Activities Affecting Contact Time

School Year 2017 - 2018

Contact Time is the Instructional Time allotted for a subject in a particular period

(Note: This form may also be used during interviews, validations, assessments...)

<b>School</b>		<b>School Head</b>	
<b>School ID</b>		<b>Contact Number</b>	
<b>District</b>			

No.	Name of Teacher		Grade Level	Subject taught	Minutes Spent on the Average per Class Period												Reasons Teachers Cannot Attend Classes (during class time) on the Average per Class Period (Exclude School, District, Division, Barangay, Municipality Activities/Celebrations)											
					Checking of Attendance				Reminders (Checking of Uniforms, haircut, earrings, and follow-ups of cutting classes, absenteeism....)				Cleaning (arranging of chairs, watering the plants, fetching waters for C.R ....)				Meetings (Grade level, Section, Department Emergency Meetings)				Complying Division/School Reports/Requirements				Parents/Guidance Counselors/School Heads Conferences (talked with parents during class hours)			
	Last Name	Given Name			Always (v)	Sometimes (v)	Never (v)	No. Of Minutes	Always (v)	Sometimes (v)	Never (v)	No. Of Minutes	Always (v)	Sometimes (v)	Never (v)	No. Of Minutes	Always (v)	Sometimes (v)	Never (v)	No. Of Minutes	Always (v)	Sometimes (v)	Never (v)	No. Of Minutes	Always (v)	Sometimes (v)	Never (v)	No. Of Minutes
1																												
2																												
3																												
4																												
5																												
6																												
7																												
<i>note: Add rows if needed</i>																												
Total No. Teachers					*	*	*	**	*	*	*	**	*	*	*	**	*	*	*	**	*	*	*	**	*	*	*	**

**Legend**  
 \* Total Counts  
 \*\* Sum of all Minutes (e.g. 3min, 5min, 5min, 5min, = 18mins.)  
  
 Always - five (5) or more times per month  
 sometimes - One (1) to four (4) times per month  
 Never - zero occurrences

Subject With Higest/Lowest	
Code	Subjects
F	Filipino
E	English
M	Math
S	Science
AP	A.P.
ES	EsP
EP	EPP
MA	MAPEH

### Routinary Activities Affecting Contact Time

School Year 2017 - 2018

Contact Time is the Instructional Time allotted for a subject in a particular period

(Note: This form may also be used during interviews, validations, assessments...)

District		CLAVERIA II								PSDS															
										Contact Number															
Name of Schools	School ID	Minutes Spent on the Average per Class Period												Reasons Teachers Cannot Attend Classes (during class time) on the Average per Class Period (Exclude School, District, Division, Barangay, Municipality Activities/Celebrations)											
		Checking of Attendance				Reminders (Checking of Uniforms, haircut, earrings, and follow-ups of cutting classes, absenteeism....)				Cleaning (arranging of chairs, watering the plants, fetching waters for C.R ....)				Meetings (Grade level, Section, Department Emergency Meetings)				Complying Division/School Reports/Requirements				Parents/Guidance Counselors/School Heads Conferences (talked with parent during class hours)			
1		(v)	es(V)	Never(V)	spent (in	(v)	es(V)	Never(V)	spent (in	(v)	es(V)	Never(V)	spent (in	(v)	es(V)	Never(V)	spent (in	(v)	es(V)	Never(V)	spent (in	(v)	es(V)	Never(V)	spent (i
2																									
3																									
4																									
5																									
6																									
7																									
8																									
10																									
11																									
12																									
Total No. of Schools		*	*	*	**	*	*	*	**	*	*	*	**	*	*	*	**	*	*	*	**	*	*	*	**

\* Total Counts

\*\* Sum of all Minutes (e.g. 3min, 5min, 5min, 5min, = 18mins.)



F4a Competency Junior

Grade Level / Subject Area	Required No. of Competencies per Subject				Average of Actual No. of Competencies Delivered by				Number of Competencies Mastered ( per Teacher's				SUMMARY		
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Total No. of Competencies (1st to 4th Quarter)	No. of Competencies Delivered (1st to 4th Quarter)	Number of Competencies Mastered (Teacher's Observation)(1st to 4th Quarter)
ENGLISH															
MATHEMATICS															
SCIENCE															
ARALING PANLIPUNAN															
MAPEH															
TLE															
ESP															
SCIENCE															
SUB - TOTAL															
GRADE 10															
FILIPINO															
ENGLISH															
MATHEMATICS															
SCIENCE															
ARALING PANLIPUNAN															
MAPEH															
TLE															
ESP															
SCIENCE															
SUB - TOTAL															
TOTAL															

PREPARED BY:

NOTED BY:

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