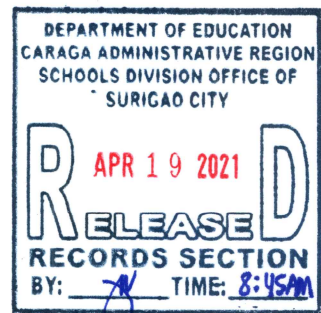




Republic of the Philippines
Department of Education
REGION XIII - CARAGA
SCHOOLS DIVISION OFFICE OF SURIGAO CITY



April 14, 2021

DIVISION MEMORANDUM

No. 124, s. 2021

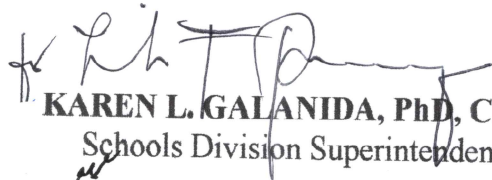
CONDUCT OF DIVISION MONITORING, EVALUATION AND ADJUSTMENT (DMEA), SCHOOL MONITORING, EVALUATION AND ADJUSTMENT (SMEA) AND CUSTOMIZED DIVISION TECHNICAL ASSISTANCE PLAN (CDTAP) : CY 2021

TO: Assistant Schools Division Superintendent
Schools Governance and Operations Division Chief
Curriculum Implementation Division Chief
Public Schools District Supervisors
School Heads and Principals
This Division

1. Since CY 2017, this Division has institutionalized the Monitoring, Evaluation and Adjustments (MEA) mechanism through the conduct of the Division Monitoring, Evaluation and Adjustments (DMEA), School Monitoring, Evaluation and Adjustment (SMEA) and Customized Division Technical Assistance Plan (CDTAP).
2. The conduct of DMEA effectively delivers the organizational performance of the Functional Divisions (FDs) namely : Office of the Schools Division Superintendent (OSDS), Curriculum Implementation Division (CID) and the Schools Governance and Operations Division (SGOD). The activities of each FD shall be aligned on the office Key Results Areas (KRAs) stipulated in the Compendium of DepEd Office Functions.
3. In reference to Regional Memorandum no. 142, s. 2021 dated March 9, 2021, the FDs and program owners or Division Coordinators of the different locally or nationally initiated/mandated Programs, Activities and Projects (PAPs) implemented in the Division are required to submit their FDs or PAPs Annual Work Financial Implementation Plan (AWFIP) on the budgeted and non-budgeted activities to be conducted in CY 2021. The AWFIP shall provide a clear direction as to the alignment and relevance of objectives, strategies and outputs of each FD and PAP's workplan. Submission of the said AWFIP will be on or before April 23, 2021 to the School Management, Monitoring and Evaluation (SMME) section of the SGOD. The ISO 9001:2015 registered tables for DMEA are found in Enclosure 1 and which are also uploaded in the respective chat groups of each FD.
4. In the conduct of SMEA, the school heads shall present the KRAs on Access, Quality and Governance on the different Key Performance Indicators (KPIs). The SMEA Mechanics are found in Enclosure 2.



5. To achieve the desired KPIs on Access, Quality and Governance, the division implements a quarterly presentation of the CDTAP based on the different issues/ concerns/ gaps/ problems encountered to raise the performance of the schools based on feasible interventions/ strategies. CDTAP accomplishment reports shall be consolidated by the Senior Education Program Specialist (SEPS) of the SMME and shall be verified and presented at the Regional Level by either the Chief of the SGOD or the CID or a representative.
6. Presentation of the accomplishment reports on DMEA, SMEA and CDTAP will be done quarterly in preparation for the Virtual Regional Pag-inambitay og Pagtinabangay which is also done quarterly via MS Teams. The schedule of the DMEA, SMEA and CDTAP presentations as well as the participants of the District, Division and Regional presentations participants are found in Enclosure 3.
7. For ease in consolidation, quarterly accomplishment reports shall be in Excel format using the ISO approved/standard templates on DMEA, SMEA and CDTAP. A powerpoint presentation shall be prepared by the consolidators for presentation purposes showing analysis, comparisons and other areas that need to be highlighted in the report.
8. To encourage promptness, completeness and quality reports, awards on the Most Prompt Submission of DMEA and SMEA reports shall be given to deserving Districts and sections of the three FDs in the Division Office. Please see Enclosure 4 for the mechanics and criteria for the said award.
9. Immediate and wide dissemination of this memorandum is highly desired.


KAREN L. GALANIDA, PhD, CESO V
 Schools Division Superintendent

References:

RM no. 142, s. 2021

RM no. 220.s. 2018, RM no. 134 s. 2019 and RM no. 169, s. 2020

To be indicated in the Perpetual Index under the following subjects:

SMEA/ DisMEA

MONITORING AND EVALUATION

POLICY

KPIs

jjj 04.14.2021



Templates for the Division Monitoring, Evaluation and Adjustments (DMEA)

Table 1. Consolidated Computed Accomplished Physical Outputs

FUNCTIONAL DIVISION	TARGET OUTPUTS	PHYSICAL ACCOMPLISHMENTS	%ACCOMPLISHED VS. TARGETS
Office of the Schools Division Superintendent (OSDS)			
KRA 1			
KRA 2			
KRA 3			
KRA 4			
Curriculum Implementation Division (CID)			
KRA 1			
KRA 2			
KRA 3			
KRA 4 (Ancillary Services)			
Schools Governance and Operations Division (SGOD)			
KRA 1			
KRA 2			
KRA 3			
KRA 4			
KRA 5			
KRA 6 : Ancillary Services			
TOTAL			

Table 1.A. Consolidated Computed Physical Outputs (Q1-Q4)

FUNCTIONAL DIVISION	TARGET OUTPUTS					PHYSICAL ACCOMPLISHMENTS					%ACCOMPLISHED VS TARGETS				
	Q1	Q2	Q3	Q4	TOTAL	Q1	Q2	Q3	Q4	TOTAL	Q1	Q2	Q3	Q4	TOTAL
Office of the Schools Division Superintendent (OSDS)															
KRA 1															
KRA 2															
KRA 3															
KRA 4															
Curriculum Implementation Division (CID)															
KRA 1															
KRA 2															
KRA 3															
KRA 4 (Ancillary Services)															
Schools Governance and Operations Division (SGOD)															
KRA 1															
KRA 2															
KRA 3															
KRA 4															
KRA 5															
KRA 6 : Ancillary Services															
TOTAL															

Note : This is an additional table to be reported in Q4 as consolidation of the computed physical outputs (Q1-Q4)



Table 2. Computed Accomplished Physical Outputs

2021 TARGETS			ACTUAL ACCOMPLISHMENTS	% of ACCOMPLISHMENT	Source of Funds	Funds Alloted	Funds Obligated	Funds Disbursed	Achievement of Targets		LESSONS LEARNED
Descriptions of Planned Outputs	Section/ Unit	Quantity							FACILITATING FACTORS	HINDERING FACTORS	
FUNCTIONAL DIVISION : _____											
KRA1 : _____											
Obj 1.1. _____											
Indicator : _____											
1.											
2.											
Obj 1.2. _____											
Indicator : _____											
1.											
2.											

Note : Should only reflect the accomplished physical outputs of a particular quarter.

Table 2.A Consolidated Computed Accomplished Physical Outputs (Q1-Q4)

CONSOLIDATED ACCOMPLISHED PHYSICAL OUTPUTS - (Q1 - Q4)															
2021 TARGETS		TARGETS				TOTAL	ACCOMPLISHMENTS				TOTAL	% Accomplishment	Achievement of Targets		
Descriptions of Planned Outputs	Section/ Unit	Q1	Q2	Q3	Q4		Q1	Q2	Q3	Q4			Facilitating Factors	Hindering Factors	Lessons Learned
FUNCTIONAL DIVISION : _____															
KRA1 : _____															
Obj 1.1. _____															
Indicator : _____															
1															
2															
Obj 1.2. _____															
Indicator : _____															
1.															
2.															

Note: This is an additional table to be reported in Q4 as consolidation of the computed physical outputs (Q1-Q4). This should reflect all targeted outputs and activities based on the approved AWFIP of the FD/PAP



Table 3. Consolidated Computed Unaccomplished Physical Outputs

Planned Outputs	Target Outputs	Unaccomplished Physical Outputs	% of Unaccomplished Physical Outputs vs. Targets	Reasons for the Balance	Status of the Balance (plan Adjustment Date of the Unaccomplished Target)
Functional Division :					
KRA :					
Objective :					
Indicator :					
1.					
2.					
TOTAL					

Table 4. Consolidated PAPs Computed Accomplished Physical Outputs (National)
PROGRAMS AND PROJECTS (PAPs) MATRIX (NATIONAL)

Programs, Activities and Projects (PAPs)	Focal Person	Functional Division	Target	Actual Accomplishments	% of Accomplishments	MOVs	Achievement of		Lessons Learned
							Facilitating Factors	Hindering Factors	
1. Adopt a School	}	Sample only	3	3					
2. Continuous Improvement			2	2					

Table 5. Consolidated PAPs Computed Accomplished Physical Outputs
PROGRAMS AND PROJECTS (PAPs) MATRIX (Local or Division Initiated PAPs)

Programs, Activities and Projects (PAPs)	Focal Person	Functional Division	Target	Actual Accomplishments	% of Accomplishments	MOVs	Achievement of		Lessons Learned
							Facilitating Factors	Hindering Factors	
1. Project 3 KM	}	Sample only							
2. Project e-GLIDE									

Table 6 : PAPs Physical Outputs Accomplishment by Program Coordinator
PROGRAMS, ACTIVITIES AND PROJECTS (PAPs) MATRIX

PAP	Planned Outputs	Target	Actual Accomplishment	% of Accomplishment	MOVs	Achievement of Target		Lesson Learned
						Facilitating Factors	Hindering Factors	
Program Coordinator/ Focal Person : Raquel G. Cultura								
1 Adopt-a-School Program	1. Conducted Virtual Kick-Off of Brigada Eskwela/Oplan Balik Eskwela Programs	100% (87 schools and 10 learning centers)	100% (87 schools and 10 learning centers)	100%	Approved Activity Design, Division Memo, Attendance Sheet	Enough time for preparation and proper dissemination.	None (Target Met)	Proper planning is essential for the success of the each activity.
	2. Monitored/Validate/ Evaluate all projects in Adopt-A-School Program	100% (87 schools and 10 learning centers)	100% (87 schools and 10 learning centers)	100%	Submitted accomplishment reports; M and E reports	Submitted reports from the field.	None (Target Met)	Appropriate tools are necessary for the proper conduct of M and E of PAPs implemented.
	3. Monitored /Evaluated on the Implementation of Oplan Balik Eskwela	100% (87 schools and 10 learning centers)	100% (87 schools and 10 learning centers)	100%	Approved Activity Design, Division Memo, Attendance Sheet	Availability of online platforms for virtual monitoring.	None (Target Met)	
Program Coordinator/ Focal Person : Dr. Lea S. Sarvida								
2 Continuous Improvement (CI)	1. Validated data as reflected on the Accomplishment Report on the CI projects implemented	15	15	100%	Submitted Accomplishment reports of the CI team	Issued Division Memorandum	None (Target Met)	Data reflected on the accomplishment report of the school CI team, needs to validated.
	2. Attended CI virtual conferences (Regional level)	1	1	100%	Regional Memo, Attendance Sheet	Issued Regional Memorandum on the activity.	None (Target Met)	Teamwork and Cooperation of the TWG helped a lot in the success



Table 7: Value-Added Contributions

PERSONNEL	Value-Added Contributions	Reasons for Achieving Them
ELIZABETH S. LARASE, MAED Chief- SGOD	Attended meetings/ conferences in lieu of SDS	Directed by SDS
	Resource person on capacity building activities for ALS - Regional and National level	Approved by the SDS
LEA S. SARVIDA, EdD EPS- SGOD	Attended tu... ceremonies of donated items in lieu of the SGOD Chief	Directed by the SGOD-Chief
	Represented the SGOD Chief in meetings	Directed by the SGOD-Chief
	Served as Team Leader and Instructional Coach of LDM 1 and LDM2 Courses respectively	Directed by SDS

Table 8. Consolidated Issues and Proposed Resolutions

Category of Issues	Issues within the Units Control	Proposed Resolution	Issues for Attention of Higher Management/ External Stakeholders	Proposed Resolution or Action Sought from Management
Office of the Schools Division Superintendent				
ENVIRONMENTAL / INFRASTRUCTURE				
TECHNICAL				
INSTITUTIONAL				
FINANCIAL				
POLITICAL				
SOCIAL				
GENDER				

Technical – design and approach in implementing its interventions.

Example: SMME is expressing the need to address the overlapping of regular and SBM-related tasks and activities.

Financial – monetary support for FDs/Units.

Example: There is a need to facilitate the timely reimbursement of travel claims and release of GOP funds.

Political – leadership in national & local government as well as peace & order situation

Examples:

1. Absence of local government support to the Project activities delays implementation.
2. Excessive political intervention in project activities hampers project intervention.

Environmental/Infrastructure – physical facilities and location of SDOs.

Example:

1. Poor working environment for project implementers due to cramped office spaces, non-functional office equipment and inadequate office supplies.

Social – cultural uniqueness of the intended beneficiaries

Examples:

1. Negative attitude of stakeholders towards foreign-assisted projects.
2. Policy provision on the use lingua franca can affect training of teachers INSET and learning materials development.



Gender – involvement of both males and females in project implementation.

Example:

1. Attendance of male/female component members to trainings/ workshops.

Issues within the SDOs/Unit’s control -can be resolved by the unit itself or through the guidance and intervention of the Division Management

Issues for attention of RO Management or External Stakeholders - are beyond the SDOs/unit’s control and hence should be elevated to RO or CO Senior Management or External Stakeholders (e.g. DBM, Civil Service, RDC, etc.)

Proposed Resolutions - are recommended actions that will be taken either by FDs/Unit and/or the Division on a particular issue

Actions Sought from Senior Management/External Stakeholders /Proposed Resolutions - are proposed resolutions/recommended actions sought from RO or CO Senior Management for issues that are beyond the FDs/Unit or Division’s control.

Table 9 : Status of Personnel Requirement and Employment

FUNCTIONAL DIVISION	No. of Personnel with Plantilla based on Rationalization (RAT) Plan		No. of Personnel with Plantilla Position		No. of Personnel Detailed in the School		No. of Personnel Detailed in the Division		No. of Personnel Detailed in the Region		Job Order/Contract of Service Employees	
	Technical Support	Support Staff	Technical Support	Support Staff	Technical Support	Support Staff	Technical Support	Support Staff	Technical Support	Support Staff	Technical Support	Support Staff
OSDS												
CID												
SGOD												
Total												

Note : To be accomplished by the Human Resource Management Officer (HRMO)

Table 10 : Status of Allotment and Utilization of Funds for the Functional Divisions

Status of Allotment and Utilization of Funds for the Functional Divisions												
For the Quarter Ended _____												
FD	FUNDS ALLOCATED				FUNDS UTILIZED				% OF UTILIZATION			
	Travel	Office Supplies	Other Supplies	Total	Travel	Office Supplies	Other Supplies	Total	Travel	Office Supplies	Other Supplies	Total
I-OSDS												
II-SGOD												
III-CID												
Total per GAA2020												

Note : To be accomplished by the Budget Officer of the Division

Table 11. Summary of Recommendations

Physical Outputs	Basis for Recommendations	Recommendation
Office of the School’s Division Superintendent (OSDS)		
1.		
2.		
Curriculum Implementation Division (CID)		
1.		
2.		
3.		
Schools Governance and Operations Division (SGOD)		
1.		
2.		
3.		



The SMME shall present the consolidated issues prior to the presentations of the FDs/Unit of their DMEA Report showing the status or action taken by the FDs/Unit and top management for appropriate action.

To keep track of the unaccomplished outputs and the adjusted targets based on the variance (if any), the table presented below is added.

Table 12. Quarterly Adjusted Targets for Unaccomplished Outputs

2021 Targets		Targets				Total	Actual Accomplishments				Total	Adjusted Target				Variance				Percentage of Actual Accomplishments				Total
Descriptions of Planned Outputs	Section / Unit	Q1	Q2	Q3	Q4		Q1	Q2	Q3	Q4		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Functional Division :																								
KRA :																								
Objective :																								
Indicator :																								
1.																								
2.																								



School Monitoring Evaluation Adjustments (SMEA)

Introduction

The RO QAD as a lead functional division in the Monitoring and Evaluation (M&E) institutionalized the School Monitoring, Evaluation and Adjustments (SMEA). The SDOs through the Curriculum Implementation Division (CID) shall cascade the SMEA Key Performance Indicators (KPIs) on Access, Quality and Governance as stipulated in Regional Order No. 004, s. 2020. The tool contains all the data requirements relative to the school implementation of mandated processes and school;-based initiated interventions for continuous improvement. This serves as the data collection tool for the quarterly progress monitoring and evaluation and a facility to establish a school data bank. **FIRST PART** of the said tool refers to the quantitative data requirements which are grouped into **ACCESS, QUALITY and GOVERNANCE**. **SECOND PART** of the tool refers to qualitative information specifically on the issues elevated to a higher management level with the school's recommendations and suggestions. *Data requirements for the quarter are identified in the timeline column of the template.* Data elements are also provided to give the school heads a clear understanding of the data required by this tool.

Objectives

To enable the **SCHOOL** to immediately respond to issues and concerns affecting the effectiveness of programs and efficiency of programs delivery to :

- a. provide immediate feedback on the efficacy and weaknesses of program implementation at the school level vis-à-vis SIP and AIP implementation;
- b. respond to technical and training needs of teachers; and
- c. identify enhancements to educational policies and guidelines.

Focal Person

In Regional Memorandum No. 173, s. 2019, the Curriculum Implementation Division (CID) shall consolidate and present the consolidated report of DisMEA (through SMEA). The CID Chief shall report the consolidated DisMEA. Thus, PSDS shall assist the CID Chief in the consolidation of the KPIs of Access, Quality and Governance in the SMEA or represent the CID Chief if on official travel. It shall be presented using Powerpoint Presentation Templates (PPT), which includes quantitative information, education resource reporting, qualitative information and recommendations for plan adjustment.

In the operation of the schools, the PSDS are important personality to provide Technical Assistance to essential points in the school's major accomplishments, major difficulties, lessons learned and major issues and concerns. After the SMEA, each district shall conduct District MEA (DisMEA) and consolidate the data elements presented by the schools in the SMEA using the same tool. The PSDSs shall discuss among themselves who will consolidate the District MEA in Excel Format for presentation during the Division Monitoring, Evaluation



and Adjustments (DMEA). The District MEA presentation in the district may adopt persons involved, mechanics, roles of persons involved, and presentation of the KPIs in terms of ACCESS, QUALITY and GOVERNANCE in the conduct of SMEA.

SMEA Mechanics

The SMEA in schools shall be a quarterly activity in the school/district. The school heads shall present the Key Result Areas (KRAs) with the corresponding Key Performance Indicators (KPIs) in graphical, tabular, and textual Powerpoint presentation for easy understanding in the delivery of the data elements. In the presentation, the school head shall invite the SDO representative, District Supervisor, School Planning Team (SPT), Teachers, Guidance Counselors, School Officials, etc. who has direct control to resolve the issues/ concerns of the schools. The participants shall then act by providing possible solutions/ recommendations to the issues/ concerns reflected in the presentation of the school.

The School may adapt the SMEA mechanics :

- I. Opening Program
- II. In-depth Analysis of KPIs
 - In-depth analysis of KPIs – Access, Quality and Governance (1st to 4th Quarter)
 - Implementation Status of PAPs
 - Implementation Issues elevated to Higher Management (Qualitative Information)
 - Agenda affecting program design, policy standard, system and TA needed
 - Suggestions/ Recommendations on provision of access, quality and governance
- III. Discussion/ Interpellation
 - Lead Discussant as Facilitator
 - Interpellation by School Planning Team (SPT) in SMEA
- IV. Synthesis
 - Highlighting the TA needs to be addressed
 - Policy Directions
- V. Next Steps & Agreements (Plan Adjustment)

The role of the persons involved in the conduct of SMEA are as follows :

ACTIVITY	DESCRIPTION	PERSONS IN-CHARGE
Opening	Presentation of Objectives, Activity Flow and Roll call of attendance	EMCEE and Opening Speaker
Presentation	Each School Head presents the operational concerns consolidated in SMEA	School Head or School Planning Team
Discussion of Presentation	Discussion leader pose questions to the presenter to clarify essential points every after presentation	Discussion Leader
Synthesis of Discussion	A synthesizer listens to all presentations and discussions and gives a summary of	School Synthesizer and Documenter



	the points. The synthesizer list down all the ISSUES/ CONCERNS on which decisions need to be made.	
Agreement	The School Head discusses the issues listed and leads the group in coming up with agreements on program adjustments and TA needs	School Head

Data Gathering Procedure / Analysis of Data

In the presentation of Key Performance Indicators (KPIs) based on access, quality, and governance, the school planning team shall do segmentation for comparative analysis as stipulated in Regional Order No. 004, s. 2020.

Some pointers in discussion ACCESS are:

- a. On discussion ACCESS, focus on the overall School/ District performance on access to individual schools.
- b. Analyze, present and discuss the following indicators :
 - Participation rate (net enrollment rate)
 - Gross enrollment rate
 - Enrollment pattern
- c. Provide a comparative analysis of enrollment. Be inquisitive, the key is to pinpoint the segment/s needing focus. The following are examples :
 - Year to year analysis of enrollment growth
 - Type of schools to determine which segment or type of school needs support in improving access
 - Elementary versus High School enrollment will provide an idea as to how efficient is the transition from one level to another
 - Learner groupings such as gender, ethnicity, age, etc.
- d. Be ready with your explanation for the increasing or decreasing trend in participation or enrollment.
- e. For increasing trends in participation, be sure you have logical attribution for such growth (MOV). Identify programs or strategies that brought such growth.
- f. For decreasing trends in enrollment or when there is no substantial growth, an explanation should be focused on "why is DepEd' unable to bring these children into the school system despite the programs on ACCESS.
 - What programs are effective?
 - What programs are ineffective and need improvement?
 - What programs should be discarded?
 - What are your proposed actions?
 - What programs should be strengthened?
 - What assistance/actions do you need from the District/SDO/RO?
- g. In lieu of poor performance highlight policy issues, program design concerns, system improvements, and/or capability building needs that the District/ SDO/RO should immediately address.



Some pointers in discussing EFFICIENCY are:

- a. On discussing efficiency, focus on the SCHOOL/DISTRICT efficiency using major groupings or segments to individual schools.
- b. Analyze present and discuss the following indicators/data:
 - Drop-Out o Cohort Survival Rate
 - Attendance and or Absenteeism
- c. Provide a comparative analysis of drop-out using major groupings or segments. This will allow you to determine "-where" the problem on efficiency is. Analysis can be done using:
 - Year to year data on drop-out and cohort survival
 - Per program recipient
 - Type of school
 - Grade/Year Level
 - Location
 - Learner groupings (gender, ethnicity, age, etc.)
- d. For example on the comparative analysis on dropout, by Type of Schools and Calendar Year (per quarter) in the graphical and tabular presentation. Some guide questions (Analysis: What is the graph telling us?) are:
 - Where is dropout increasing? Why the increase despite the programs on dropout reduction?
 - Where is dropout decreasing? What has been undertaken in the areas that contributed to the reduction of dropouts?
 - What are the strengths (increasing) or weaknesses (decreasing) of your programs?
 - What programs should be reinforced to reduce dropouts in selected areas? What programs should be strengthened?
 - What assistance/actions do you need from the district/ division/ region?

Some pointers in discussing QUALITY are:

- a. On discussing QUALITY, focus on the SCHOOL/DISTRICT overall performance on achievement using major groupings or segments to individual schools.
- b. Analyze, present and discuss the following indicators/ data:
 - MPS of quarterly test by Subject Areas
- c. Provide a comparative analysis of MPS of Quarterly Test by Subject Areas using major groupings or segments. This will allow you to determine where the school/district is strong and where it is weak. Analysis can be done using:
 - Year to year data on MPS of the quarterly test by subject areas
 - Per program recipient
 - Type of school
 - Grade/Year level
 - Location
 - Learner groupings (gender, ethnicity, age, etc.)
- d. Highlight the improving trend in MPS of the quarterly test by subject areas and show (year, groups, location, etc.). Explain why it is highest in these groups.



- e. For improving performance, show a link between performance and DepEd programs. Discuss the programs that significantly contributed to performance including its features and strategies.
- f. For decreasing trend performance or no improvement in performance, explain why these did not improve despite the implementation of programs on QUALITY. Explain why the schools and the Division are unable to remedy this concern.
- g. Show which programs are not effective in improving tie MPS of the quarterly test by subject areas. Provide recommendations on programs to enhance and programs to discontinue.
- h. In lieu of poor performance highlight policy issues, program design concerns, system improvements, and/ or capability building needs that the district/division/ region should immediately address.
- i. For example on the comparative analysis on MPS of the quarterly test by subject areas, by type of Schools, and Calendar Year (per quarter) in the graphical and tabular presentation. Some guide questions (Analysis: what is the graph telling us?) are:
 - What subjects generated the highest score? What programs contributed to improvement in performance?
 - What subjects have the lowest scores? What enhancements in your programs are needed to improve performance?
 - What are your proposed actions? What programs should be strengthened?
 - What assistance/actions do you need from the district/ division/ region?

Pointers on GOVERNANCE can be carried out as to how the KPIs in ACCESS, EFFICIENCY, and QUALITY were delivered.

It has to be noted however, that due to our current situation and in our effort to eliminate COVID-19 infection, **the conduct of the SMEA at the District Level can be done through video-teleconferencing**. The PSDS, being the Discussion leader at the District Level, shall set the date and time of the conduct of the video teleconference. **The SEPS of the SMME-SGOD should be informed of the schedule and should also be part of the video teleconference for the needed TA.**

As stipulated in DM no. 97, s. 2020, the following are the assigned consolidators of the ten (10) DisMEA reports per quarter, to wit :

Quarter	Districts	PSDSs
First	I IV VI	Mr. Marcelino D. Borja Atty. Salvador V. Acedilla Dr. Angeline R. Villasor
Second	IX VIII X	Dr. Thelma T. Tolentino Mr. Zosimo H. Lopez, Jr. <i>*Mr. Alejandro O. Ignalig</i>
Third	III VII	Mrs. Claire Eloise V. Ortega Dr. Sammy D. Altres



	VI	* <i>Dr. Angeline R. Villasor</i>
Fourth	II V	Dr. Inday Robbie A. Cubillan Dr. Vonn B. Fabello

During the Division Virtual Re-orientation on the SMEA templates conducted last April 6, 2021, Dr. Angeline R. Villasor volunteered to also join the consolidators of the third quarter. While, Mr. Alejandro O. Ignalig will be with the consolidators of the second quarter (Q2) instead of the fourth quarter (Q4).

Consolidated DisMEA reports shall be prepared by the assigned consolidators in **Excel Format** (containing all the tables of the KPIs to be reported for the quarter) and in **Powerpoint Format** (with simplified tables and comparative analysis) for presentation purposes. The School Management Monitoring and Evaluation (SMME) section of the SGOD shall be *provided copies of these reports prior to the division level presentation.*

Issues and Concerns indicated in the Annexes 1 and 2 of SMEA will also be consolidated by the assigned PSDS- Consolidators and shall be presented during the Division presentation of the SMEA Accomplishment Reports.



**SCHEDULE OF PRESENTATION OF THE DMEA, SMEA & CDTAP
ACCOMPLISHMENT REPORTS FOR CY 2021**

Quarter	DMEA		SMEA			CDTAP	
	Division	Regional	District	Division	Regional	Division	Regional
Q1	April 29, 2021 3 rd Floor SDO Bldg.	May 5, 2021 Via MS Teams	April 21, 2021 2 nd Floor PSDSs Office, Old SDO Bldg.	April 29, 2021 3 rd Floor Old SDO Bldg.	May 6, 2021 via MS Teams	April 29, 2021 3 rd Floor, Old SDO Bldg.	May 6, 2021 via MS Teams
Q2	July 5, 2021 3 rd Floor SDO Bldg.	July 14, 2021 via MS Teams	July 2, 2021 2 nd Floor, PSDS s Office, Old SDO Bldg.	July 5, 2021 3 rd Floor SDO Bldg.	July 54, 2021 via MS Teams	July 5, 2021 3 rd Floor SDO Bldg.	July 54, 2021 via MS Teams
Q3	October 6, 2021 3 rd Floor SDO Bldg.	October 13, 2021 via MS Teams	October 2, 2021 2 nd Floor PSDSs Office, Old SDO Bldg.	October 6, 2021 3 rd Floor SDO Bldg.	October 14, 2021 via MS Teams	October 6, 2021 3 rd Floor SDO Bldg.	October 14, 2021 via MS Teams
Q4	January 5, 2022 3 rd Floor Old SDO Bldg.	January 12, 2022 via MS Teams	January 3, 2022 2 nd Floor PSDSs Office, Old SDO Bldg.	January 5, 2022 3 rd Floor Old SDO Bldg.	January 13, 2022 via MS Teams	January 5, 2022 3 rd Floor Old SDO Bldg.	January 13, 2022 via MS Teams
Presenters	CID Chief SGOD Chief AO V- Admin	SGOD Chief	10 PSDSs	Assigned PSDS Consolidators	CID Chief	SEPS M & E	SGOD/CID Chief
Participants	<ul style="list-style-type: none"> • Chiefs- SGOD and CID • AO V- Admin • All Section Heads of the 3 FDs • EPSp II - M&E 	<ul style="list-style-type: none"> • SGOD Chief • SEPS – M&E • EPSp – II – M&E 	<ul style="list-style-type: none"> • CID Chief • SGOD Chief • 10 PSDS • SEPS- M and E • EPSpII – M&E • District ITs 	<ul style="list-style-type: none"> • CID Chief • SGOD Chief • 10 PSDS • 10 EPSs • SEPS- M and E • Planning Officer • EPSpII – M&E • District ITs 	<ul style="list-style-type: none"> • SGOD Chief • CID Chief • Assigned PSDS Consolidators • SEPS – M&E • EPSp – II – M&E 	<ul style="list-style-type: none"> • CID Chief • SGOD Chief • 10 PSDS • 10 EPSs • SEPS- M and E • EPSpII – M&E 	<ul style="list-style-type: none"> • SGOD Chief • CID Chief • Assigned PSDS Consolidators • SEPS – M&E • EPSp – II – M&E



MECHANICS AND CRITERIA FOR THE SMEA AND DMEA AWARDS

I. SMEA Award

1. This award is given annually to deserving Districts who submit prompt and complete quarterly SMEA Accomplishment.
2. Each district will be rated quarterly based on the given rubric for each criterion. The assigned consolidators will do the rating quarterly using the templates for such purpose.

SMEA AWARD - Q1 CY 2021

DISTRICT	PROMPT SUBMISSION (50%)							COMPLETENESS OF DATA (50%)					TOTAL	Rank
	Date Submitted	1 (last one to submit)	2 (8th and 9th to submit)	3 (5th to 7th to submit)	4 (2nd to 4th to submit)	5 (First one to submit)	Score	1 (less than 50% of data submitted)	2 (51- 70% data submitted)	3 (71 - 89% data submitted)	4 (90 - 99% data submitted)	5 (100 % data submitted)		
I	Assigned Consolidator; Not included in the ranking for this quarter													
II							0%						0%	0%
III							0%						0%	0%
IV	Assigned Consolidator; Not included in the ranking for this quarter													
V							0%						0%	0%
VI	Assigned Consolidator; Not included in the ranking for this quarter													
VII							0%						0%	0%
VIII							0%						0%	0%
IX							0%						0%	0%
X							0%						0%	0%

Prepared by :

ATTY. SALVADOR V. ACEDILLA
PSDS- District IV
Consolidator

MARCELINO D. BORJA
PSDS- District I
Consolidator

DR. ANGELINE R. VILLASOR
PSDS- District VI
Consolidator

SMEA AWARD - Q2 CY 2021

DISTRICT	PROMPT SUBMISSION (50%)							COMPLETENESS OF DATA (50%)					TOTAL	Rank
	Date Submitted	1 (last one to submit)	2 (8th and 9th to submit)	3 (5th to 7th to submit)	4 (2nd to 4th to submit)	5 (First one to submit)	Score	1 (less than 50% of data submitted)	2 (51- 70% data submitted)	3 (71 - 89% data submitted)	4 (90 - 99% data submitted)	5 (100 % data submitted)		
I							0%						0%	0%
II							0%						0%	0%
III							0%						0%	0%
IV							0%						0%	0%
V							0%						0%	0%
VI							0%						0%	0%
VII							0%						0%	0%
VIII	Assigned Consolidator; Not included in the ranking for this quarter													
IX	Assigned Consolidator; Not included in the ranking for this quarter													
X	Assigned Consolidator; Not included in the ranking for this quarter													

Prepared by :

DR. THELMA T. TOLENTINO
PSDS- District IX
Consolidator

ZOSIMO H. LOPEZ, JR.
PSDS- District VIII
Consolidator

ALEJANDRO O. IGNAIG
PSDS - District X
Consolidator



SMEA AWARD - Q3 CY 2021

DISTRICT	PROMPT SUBMISSION (50%)							COMPLETENESS OF DATA (50%)					TOTAL	Rank
	Date Submitted	1 (last one to submit)	2 (8th and 9th to submit)	3 (5th to 7th to submit)	4 (2nd to 4th to submit)	5 (First one to submit)	Score	1 (less than 50% of data submitted)	2 (51- 70% data submitted)	3 (71 - 89% data submitted)	4 (90 - 99% data submitted)	5 (100 % data submitted)		
I							0%						0%	0%
II							0%						0%	0%
III	Assigned Consolidator; Not included in the ranking for this quarter													
IV							0%						0%	0%
V							0%						0%	0%
VI	Assigned Consolidator; Not included in the ranking for this quarter													
VII	Assigned Consolidator; Not included in the ranking for this quarter													
VIII							0%						0%	0%
IX							0%						0%	0%
X							0%						0%	0%

Prepared by :

CLAIRE ELOISE V. ORTEGA
PSDS - District III
Consolidator

DR. SAMMY D. ALTRES
PSDS - District VII
Consolidator

DR. ANGELINE R. VILLASOR
PSDS - District VI
Consolidator

SMEA AWARD - Q4 CY 2021

DISTRICT	PROMPT SUBMISSION (50%)							COMPLETENESS OF DATA (50%)					TOTAL	Rank
	Date Submitted	1 (last one to submit)	2 (8th and 9th to submit)	3 (5th to 7th to submit)	4 (2nd to 4th to submit)	5 (First one to submit)	Score	1 (less than 50% of data submitted)	2 (51- 70% data submitted)	3 (71 - 89% data submitted)	4 (90 - 99% data submitted)	5 (100 % data submitted)		
I							0%						0%	0%
II	Assigned Consolidator; Not included in the ranking for this quarter													
III							0%						0%	0%
IV							0%						0%	0%
V	Assigned Consolidator; Not included in the ranking for this quarter													
VI							0%						0%	0%
VII							0%						0%	0%
VIII							0%						0%	0%
IX							0%						0%	0%
X							0%						0%	0%

Prepared by :

DR. INDAY ROBBIE A. CUBILLAN
PSDS- District II
Consolidator

DR. VONN B. FABELLO
PSDS- District V
Consolidator

3. As shown in the templates, the assigned consolidators for a particular quarter will not include their respective districts in the rating. Thus, average total rating will be used to determine the final rating for the award at the end of the calendar year. The quarterly rating will be submitted to the SEPS of SMME-SGOD every quarter for consolidation.

MOST PROMPT and COMPLETE SUBMISSION OF DisMEA CY 2021
Consolidated Ranking (Q1 - Q4)

DISTRICT	Quarter 1		Quarter 2		Quarter 3		Quarter 4		Final Rank	
	PSDS	Rank	PSDS	Rank	PSDS	Rank	PSDS	Rank		
I									0	
II									0	
III									0	
IV									0	
V									0	
VI									0	
VII									0	
VIII									0	
IX									0	
X									0	

Prepared by :

MEDELINE L. BUSIO
EPSP - II

Validated by :

JENNIFER R. JOVITA, PhD
SEPS - SMME

Noted by :

ELIZABETH S. LARASE
SGOD Chief

CARLO P. TANTOY, PhD
CID Chief

Approved :

KAREN L. GALANIDA, PhD, CESO V
Schools Division Superintendent

- Awarding for the Most Prompt and Complete SMEA Report is done on the first MANCOM Conference of the Division on the succeeding year. The following certificates and monetary prizes will be given to the awardees:

- First Place - Certificate of Recognition to the District
Certificate of Commendation to the PSDS and District IT
Cash prize : Php 3,000.00
- Second Place - Certificate of Recognition to the District
Certificate of Commendation to the PSDS and District IT
Cash prize : Php 2,000.00
- Third Place - Certificate of Recognition to the District
Certificate of Commendation to the PSDS and District IT
Cash prize : Php 1,000.00

- In case reassignment of PSDSs is done within the calendar year, the PSDS who has the most number of quarters assigned in the winning district will be given the recognition for the award. However, when a new PSDS is assigned to a winning district for the remaining half of the year, then the past PSDS and the currently assigned PSDS will both be given due recognition.

II. DMEA Award

- This award is given to deserving Sections of the three (3) Functional Divisions who submit prompt and complete quarterly DMEA Accomplishment Report.
- Each section will be rated quarterly by the SEPS of SMME based on the given rubric for each criterion using the template presented below.

DMEA AWARD Quarter : _____ CY : _____

Section	Date Submitted	PROMPT SUBMISSION (50%)					Score	COMPLETENESS OF DATA (50%)					Score	TOTAL	Rank
		1 (16th to 20th to submit)	2 (11th and 15th to submit)	3 (6th to 10th to submit)	4 (2nd to 5th to submit)	5 (First one to submit)		1 (less than 50% of data submitted / submitted only 1 table)	2 (51- 70% data submitted / submitted only 2 tables)	3 (71 - 89% data submitted / lacking entries in 2-3 tables)	4 (90 - 99% data submitted / lacking 1 table)	5 (100 % data submitted / all required tables filled up)			
OSDS - Admin Office							0%						0%	0%	
OSDS - Accounting							0%						0%	0%	
OSDS - Budget							0%						0%	0%	
OSDS - Cash							0%						0%	0%	
OSDS - HRMO							0%						0%	0%	
OSDS - Records							0%						0%	0%	
OSDS - Supply							0%						0%	0%	
OSDS - ICT							0%						0%	0%	
OSDS - Legal							0%						0%	0%	
CID - EPSs							0%						0%	0%	
CID - PSDSs							0%						0%	0%	
CID - LRMS							0%						0%	0%	
SGOD - SOCMOB/ DRRM							0%						0%	0%	
SGOD - HRD							0%						0%	0%	
SGOD - EFS							0%						0%	0%	
SGOD - MEDICAL/DENTAL							0%						0%	0%	
SGOD - GUIDANCE SECTION							0%						0%	0%	
SGOD - PLANNING & RESEARCH							0%						0%	0%	
SGOD - YFD							0%						0%	0%	
SGOD - EPS							0%						0%	0%	

Prepared by : **MEDELINE L. BUSIO**
EPSp II - SMME

Validated by : **JENNIFER R. JOVITA, PhD**
SEPS - SMME

Noted by : **ELIZABETH S. LARASE**
Chief - SGOD

CARLO P. TANTOY, PhD
Chief - CID

3. The average of the quarterly rating will be used to determine the final rating for the award at the end of the calendar year.

MOST PROMPT and COMPLETE SUBMISSION OF DMEA CY 2021									
Consolidated Ranking (Q1 - Q4)									
SECTION	Quarter 1		Quarter 2		Quarter 3		Quarter 4		Final Rank
	Section Head	Rank	Section Head	Rank	Section Head	Rank	Section Head	Rank	
OSDS - Admin Office									0
OSDS- Accounting									0
OSDS - Budget									0
OSDS - Cash									0
OSDS- HRMO									0
OSDS - Records									0
OSDS - Supply									0
OSDS - ICT									0
OSDS - Legal									0
CID - EPSs									0
CID - PSDSs									0
CID - LRMDS									0
SGOD - SOCMOB/ DRRM									0
SGOD- HRD									0
SGOD - EFS									0
SGOD - MEDICAL/DENTAL									0
SGOD - GUIDANCE SECTION									0
SGOD - PLANNING & RESEARCH									0
SGOD - YFD									0
SGOD - EPS									0

Prepared by : **MEDELINE L. BUSIO**
EPSP - II

Validated by : **JENNIFER R. JOVITA, PhD**
SEPS - SMME

Noted by : **ELIZABETH S. LARASE** **CARLO P. TANTOY, PhDD**
SGOD Chief CID Chief

Approved : **KAREN L. GALANIDA, PhD, CESO V**
Schools Division Superintendent

4. Awarding for the Most Prompt and Complete DMEA Report is done on the first MANCOM Conference of the Division on the succeeding year. The following certificates and monetary prizes will be given to the awardees:

- First Place - Certificate of Recognition to the Section
Cash prize : Php 3,000.00
- Second Place - Certificate of Recognition to the Section
Cash prize : Php 2,000.00
- Third Place - Certificate of Recognition to the Section
Cash prize : Php 1,000.00

