



Republic of the Philippines
Department of Education
Region XII - SOCCSKSARGEN
SCHOOLS DIVISION OFFICE OF KIDAPAWAN CITY

JAN 07 2021

DIVISION ADVISORY NO. 01 s. 2021

(This advisory is issued for the guidance and information of all concerned DepEd personnel)

SCHEDULE OF THE CONDUCT OF THE 2020 4TH QUARTER DIVISION MONITORING, EVALUATION AND PLAN ADJUSTMENT (DMEPA)

To: Assistant Schools Division Superintendent
Division Chiefs (CID, SGOD)
Education Program Supervisors
Public Schools District Supervisors
Program Holders and Unit Heads
All others concerned

1. In reference to Division Memorandum SGO- 2020- 149 titled "Conduct of the 2020 4th Quarter Division Monitoring, Evaluation and Plan Adjustment (DMEPA) and Division Advisory No. 25 s. 2020 titled "Re-Scheduling of the Conduct of the 2020 4th Quarter Division Monitoring, Evaluation and Plan Adjustment (DMEPA), this office is informing the field that the final schedule of the conduct of the 2020 4TH Quarter Division Monitoring, Evaluation and Plan Adjustment (DMEPA) shall be on **January 07, 2021, 8:00 in the morning via Google Meet online video conferencing**. The link shall be provided a day before the activity in the Kidapawan City Division Group Chat.
2. To provide smooth delivery of the discussion the following shall be the order of the presentations:

District 1- Elementary
District 1- Secondary
District 2 -Elementary
District 2- Secondary
District 3- Elementary
District 3- Secondary
District 4- Elementary
District 4- Secondary
District 5- Elementary
Alternative Learning System (ALS)
Private Schools





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3. Attached in this Memorandum is the ToolKit for 4th Quarter DMEPA with a theme: **Year-End Key Performance Review and Prioritization.**
4. All other provisions of the aforesaid Division Memorandum are still enforced.
5. For your information and dissemination.


OMAR A. OBAS, CESO V
Schools Division Superintendent

Encl.: As stated
Reference: Division Memorandum SGO 149

NSA/DM- 4th Quarter DMEPA
01/January 04, 2020



JP Laurel corner Quirino Drive, Brgy. Poblacion, Kidapawan City
Telephone No.: (064) 5724144/ (064) 5779654
Website: depedkidapawancity.com Email: kidapawan.city@deped.gov.ph



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Reference: SOCCSKSARGEN's 12 Strategic Objectives; QAD OM
To be indicated in the Perpetual Index under the subject

**Monitoring & Evaluation
Performance**

khl;llf/QAD/RM/conduct of the 4th Quarter RMEPA
015/December 29, 2020

Enclosure No. 1 to Region Memorandum QAD No. 15, s. 2020

TOOLKIT FOR 4th QUARTER RMEPA
Theme: Year-End Key Performances Review and Prioritization

The 4th Quarter RMEPA Toolkit measures the over-all key performances of the schools' divisions particularly in providing access to, quality and liberating basic education in SOCCSKSARGEN region. To assist the region and division top management in framing the crafting of a strategic Completed Staff Work (CSW), this toolkit serves as analysis tool designed for gathering quantitative and qualitative information of schools' division performance indicators regarding its year-end key performances and prioritization for the next calendar year. This also outlines the scope of the process questions to be clarified by the Region and Divisions to document the initial progress of the department's programs and interventions implementation. Questions are organized to dig deeper the results in terms of providing enabling support to the schools' divisions, these includes but not limited to why and how prevailing issues and concerns can be mitigated then corrective actions shall be implemented to reduce the prevailing risks. The use of dashboards and segmentation in presenting the results is highly recommended to clearly visualize the trend of data in creating an engaging discussion.

Performance indicators for quality particularly on measurement of achievement shall focus on Math and Science in relation to the TIMSS results.

It shall also assess the performances of the SDOs particularly the following strategic objectives:

- **Strategic objective 4:** To attain at least 10% increase of teachers with Trainor's Methodology/Assessor's Certificate in 9 out of 9 SDOs by 2023;
- **Strategic Objective 5:** To attain 30% increase in the number of schools with SBM Level 3 (Advanced) in 9 out of 9 SDOs by 2023;
- **Strategic Objective 7:** To attain at least 1% increase of SHS assessment venue having at least 90% readiness by 2023;
- **Strategic Objective 8:** To attain at least 1 SHS offering Agri-industrial education to be the site for eco-tourism from 0 to 9 by 2023; and
- **Strategic Objective 11:** To increase the number of ISO 9001:2015 certified SDOs and IUs with zero non-conformance from 1 to 30 by 2023



Address: Regional Center, Brgy. Carpenter Hill, City of Koronadal
Telefax No.: (083) 2288825/ (083) 2281893
Website: depedroxii.org
Email: region12@deped.gov.ph





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I. Program Implementation Progress

Schools Division Offices shall report the status of implementation of the inclusive programs of the department such as **Division & Schools MOOE, IP and Muslim Education, Multigrade Education, Alternative Learning System, School Feeding Program, and Support to Basic Education Learning Continuity Plan particularly the reproduction of SLMs.**

The implementation status will include the Physical Accomplishments and Financial Utilization. Present the **4th Quarter (October-December) S-Curve** of the overall physical and financial targets versus accomplishment and utilization of each program by highlighting the following:

- I.A. What is the overall performance (progress) to date of the SDO 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 they were not implemented on time? What internal processes contributed to the delay?
 - I.A.3 What are your corrective actions to resolve the cause/s of the delay?

Present the **S-Curve** of the overall physical targets number of ISO 9001:2015 certified SDOs and IUs with zero non-conformance from 1 to 30 versus the accomplishment.

Note: Corrective Actions shall include complete documentation of Why - Why diagram and Corrective Actions per record of delays, gap and issues and concerns. It shall be submitted in printed copy to the Quality Assurance Division before the presentation.

II. Key Performance Indicators on Access, Efficiency, and Quality

II.A. Access (All school age learners are in school)

II.A.1 Dashboard

- Present a three-year data on actual enrollment for SYs 2017 to 2020) disaggregated per level (kindergarten, elementary, junior and senior high schools)



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- Use comparative graphs/tables age, gross enrollment and net enrollment (kindergarten, elementary, junior and senior high schools)

II.A.2 Segmentation

- Show the areas and/or schools (*type or classification of school – public and private*) with increasing and decreasing enrollment
- Present typology of learning modalities preferred by the learners by key stage (Kto3, Grades 4-6, Junior High School, Senior High School)
- Provide comparative data on *enrollment* of IP and Muslim learners, Multigrade, 4Ps recipients, ALS enrollees and other learner groups versus the total number of enrolled learners
- Present the baseline number of schools with SBM Level 3 (Advanced) and its target versus accomplishment for 2020;
- Present the baseline data of SHS assessment venue and its target versus accomplishment of 2020;
- Present the targets and accomplishment for 2020 the number of SHS offering Agri-industrial education to be the site for eco-tourism

II.A.3 Analyses

- 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 identified
- Explain the limitations (bottlenecks and weaknesses) of DepEd policy and programs (including capability) in bringing learners of school age into school

II.A.4 Proposed Actions

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

II.B Efficiency

II.B.1 Dashboard



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- Show comparison of plan/target versus actual transition rate for Grade VI, Grade 10, and SHS segmented by gender; and
- Compare last three years transition rate for Grade VI, Grade 10, and SHS segmented by gender

II.B.2 Segmentation

- Pinpoint areas and/or schools (type or classification of school) with low or high incidence of transition rate
- Provide comparative data on transition rate in terms of type of learners, grade/year level, gender, and ethnic groups
- Show areas and/or schools particularly those in high hazard probability areas with high or low transition rate

II.B.3 Analyses

- Describe the programs and/or practices implemented that lead to increase transition rate in selected areas/schools
- Explain the context (environmental factors) why pupils/students are dropping out of school by including analysis of school readiness on hazard/disaster probability and readiness
- Explain community involvement particularly **School Governing Council's** responsibility in providing mechanism to safeguard pupils/students' welfare
- Explain why the Division and schools are unable to "hold" pupils/students in schools in spite of the programs on dropouts

II.B.4 Proposed Actions

- Describe measures to undertake to sustain DepEd programs on efficiency
- Provide suggestions on how to improve programs on transition to minimize effects of environmental factors contributing to dropouts
- Suggest actions or measures that will address the limitations or weaknesses of DepEd programs on transition and School Alliances (**SGC, PTA, LGU, CSOs/NGOs**) mechanisms.
- Suggest new policies and/or enhancements to existing DepEd policies and systems particularly SGC involvement related to transition

II.C. Quality

II.C.1 Dashboard on General Performance Average



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- Present a three-year data on achievement particularly the general performance average for SYs 2017-2020 by key stage (*Grade 3, Grade 6, Grade 10 and SHS*) for Math and Sciences only
- Show comparative graphs and tables to provide overall general performance average of Division on achievement by key stage
- Show the general performance average of schools using the achievement quartile ratio

II.C.2 Segmentation

- Show a data map on the general performance) of all schools (*one map per GPA results by key stage outcome*)

II.C.3 Analyses

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

II.C.4 Proposed Actions

- Describe measures 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 MPS
- 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 systems related to quality

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

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



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IV. Prioritization, Next Steps and Ways Forward

- Briefly discuss SDOs prioritization, strategic direction and ways forward that includes as follows:
 - Strategies on Access, Efficiency and Quality to increase access and quality basic education;
 - Specific programs and projects to be implemented.
 - Support systems to be strengthened and institutionalized the quality management system; and
 - Policies to be proposed to ensure learning continuity.



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