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EDUKASYON

DIVISION MEMORANDUM
SGOD No.23, s. 2019

TO: **Asst. Schools Division Superintendent**
        Chiefs, Curriculum Implementation and
            School Governance and Operations Divisions
        Education Program Supervisors
        Cluster Heads
        Secondary School Heads
        This Division

FROM: **LEONARDO M. BALALA, CESE**
        Schools Division Superintendent

SUBJECT: **2ND QUARTER DIVISION MONITORING, EVALUATION AND PLAN ADJUSTMENT (DMEPA)**

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1.   The 2nd Quarter Division Monitoring, Evaluation and Plan Adjustment (DMEPA) is scheduled on June 19, 2019 at the Conference Hall,New Division Office, Alunan Highway, City of Tacurong which will start at 8:00 o'clock in the morning.

2.   The theme of the 2nd Quarter DMEPA will focus on **Enrolment and Distributin of Basic Education resource Input.** The toolkit to be used as reference/guide is attached.

3.   The Cluster Heads/School Presenters are enjoined to present in **S-Curve** of the overall physical accomplishment and utilization of each program such as School MOOE, Multigrade Program, IP Education, Muslim Education, ALS, Science Technology and Engineering, Special Education. Templates to be used during presentation are found in the toolkit, hence **No substitute template** shall be used.

4.   The Lead Discussants during the DMEPA shall be the SGOD and CID Chiefs while all Division Education Program Supervisors shall be the Interpellators (Panelists).   The undersigned and the OIC-Assistant Schools Division Superintendent shall also form part of the panel.

5.   Expenses to be incurred relative to this activity shall be chargeable against the Division HRTD Fund subject to the usual accounting and auditing rules and regulations.

6.   Each Presenter shall observe the **15 minutes time allocation** to present while interpellators shall have a combined ten (10) minutes to clarify issues/concerns/questions **related** the same.

7.   All concerned are enjoined to give preferential attention to this activity.

8.   Widest dissemination of this Memorandum is enjoined.

TOOLKIT FOR 2ᴺᴰ QUARTER DMEPA
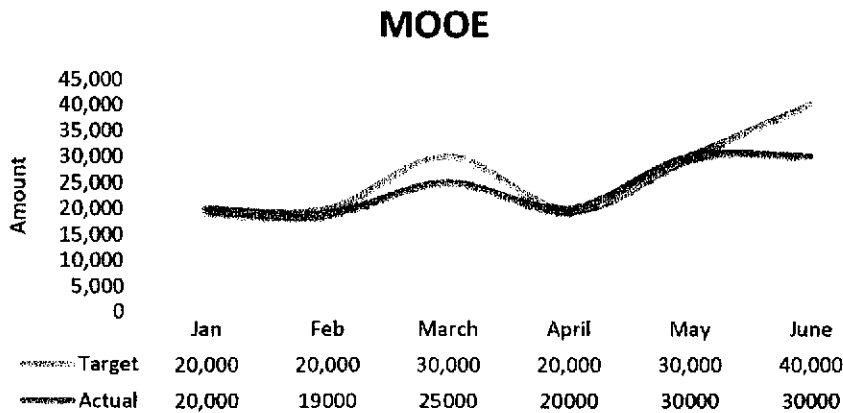## Theme: Enrolment and Distribution of Basic Education Resource Input

To ensure a comprehensive Completed Staff Work (CSW), this toolkit serves as data analysis tool designed to facilitate quantitative and qualitative analysis. It outlines process questions for use by the Division and Schools to systematically document effects and initial progress of the department programs. The series of questions are arranged to reveal and explain the results, why the results are that way, and how these can be remedied and/or sustained. Maximize the use of dashboards and segmentation in presenting the results.

I.   Program Implementation Progress

1. Present the overall physical accomplishment and utilization of each program identified below using S-Curve.
    - MOOE (all Schools) (January-May 2019, Accounting Section)
    - Multigrade Program; (EPS Joseph R. Pilotos)
    - IP Education; (EPS Jesus De Gracia)
    - Muslim Education; (SEPS Mohani Paguital)
    - ALS; (EPS Jesus D. Gracia)
    - Science and Technology Education; (TNHS)
    - Special Education (TPES)

Example of S-Curve

MOOE

	Jan	Feb	March	April	May	June
Target	20,000	20,000	30,000	20,000	30,000	40,000
Actual	20,000	19000	25000	20000	30000	30000

2. Highlight program or outputs that were delayed and explain causes of delay. Suggest adjustments and creativeness.
3. Explain causes of poor utilization of resources and suggest how these can be mitigated.
4. Highlight Most Significant Change Stories regarding the contribution of programs and projects to the lives of the learners, teachers school and education stakeholders.

5. If needing assistance to facilitate program implementation, ask assistance from the SDO or RO. Be specific in the assistance or actions needed from SDO/RO.

II.   Overall Division Performance

A. Focus on the overall division performance on access
B. Analyze, present and discuss the following 3 SYs (2017-2018 - 2018-2019) and SY 2019-2020 (Quick Count) for Elementary, Junior High School, Senior High School and ALS learners indicators on:
   - Erolment (Kindergarten, Elementary, Junior High School, Senior High School and ALS
   - Enrolment disaggregated by gender (For Kindergarten and Elem by cluster, for JHS and SHS by Schools for ALS by cluster

A. **Provide a comparative analysis of enrollment for 3 Sys by gender (SY 2017-2018 to 2019-2020) of recipient schools implementing the identified programs enumerated above.**
B. **Present a comparative data on the total number of schools for kindergarten, elementary, JHS, SHS and ALS learners versus total number of schools with 95% enrolment.**

C. **Pinpoint the segment/s needing focus. The following are samples:**
   I. Year to year analysis of growth in enrollment (Kindergarten, Elementary, JHS, SHS and ALS) For Kindergarten and Elementary presents the summary.
   II. Type of schools to determine which segment or type of school need support in improving access (highlight the schools with decreasing and increasing trend)
   III. Learner groupings such as gender
   IV. For SHS, total Grade 11 and 12 students disaggregated by gender, track and strand.
   V. Number of Grade 10 completers enrolled in Grade 11
   VI. Number of Grade 11 completers enrolled in Grade 12
   VII.

D. **Explain the increase or decrease trend (Consider the following indicators)**
   I. Number of Trans-in (Identify the place/location)
   2. Number of Trans-out
   3. Number of Balik-Aral
   4. Number of Repeaters

Analysis/Explanation

   - *Significant Increase*
1. *If enrolment is increasing, what areas/school registered the highest significant increase? Is the division increase consistent with the region-wide increase in enrollment?*
2. *What external factors contributed to such increase?*

3. *What internal factors contributed to the increase in enrollees? Please specific program, policies, and initiatives of DepEd.*

- **No significant Increase**
1. *Why is there no significant increase in enrollment? What are the external factors that hindered enrollment to school?*
- **Decrease in enrolment**
1. *What areas/schools are suffering from decreasing enrollment in the last three years?*
2. *What are the barriers or external factors that prevented school age learners from going to school? Calamity? Conflict? Changes in environment (Please specify)*
3. *What are the bottlenecks or internal factors that contributed to decreasing enrollment? Were there policies that excluded some learners participating in school? Please specify.*
4. *What were the limitations of existing programs on access? Please specify.*
5. *Resources. Please specify and describe limitations in resources.*

III. Distribution of Equitable Basic Education Inputs for SY 2019-2020
A. Distribution of Equitable Basic Education Inputs
I. Inventory of Basic Resources per School
- Number of Master Teachers per school
- Number of Teacher 1-III
- Number of Classrooms
- Number of Seats
- Number of Toilets
- Number of Computer Package/units

II. Ratio of Basic Resources per School
- Pupil/Students Teacher Ratio
- Pupil/Student R Classroom Ratio
- Pupil/Student Seat Ratio
- Pupil/Student Toilet Ratio
- Pupil/Student Computer Package Ratio

Teacher		Classroom		Seat		Toilet		Computer Package	
Inventory	Ratio	Inv	Ratio	Inv	Rat	Inv.	Ratio	Inv	Ratio

III. Number of Schools with Standard Ratios by Grade Level (Teacher, Classroom, Furniture, Toilet and Computer Package)

Level	Teacher Ratio	Classroom Ratio	Seat Ratio	Toilet Ratio	Computer Package Ratio
Kinder					
Grade 1					
Grade 2					
Grade 3					
Grade 4					
Grade 5					
Grade 6					
Grade 7					
Grade 8					
Grade 9					
Grade 10					
Grade 11					
Grade 12					

III. Number of Schools with shortages/excess based on Standard Ratios (Teacher, Classroom, Furniture, Toilet and Computer Package)

Number of Excess

School	Teacher	Classroom	Seat	Toilet	Computer Package
A					
B					

Number of Shortages

School	Teacher	Classroom	Seat	Toilet	Computer Package
A					
B					

IV. **1-Minute Success Story on Enrolment**

V. **AGENDA**

Highlight policy issues, program design concerns, system improvements and/or capability building needs that the SDO/RO should immediately address.