

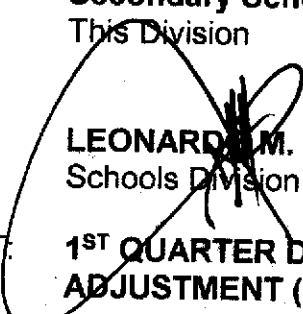


Republic of the Philippines
Department of Education
Region XII
CITY SCHOOLS DIVISION OF TACURONG
City of Tacurong
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DIVISION MEMORANDUM
SGOD No. 05, s. 2019

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

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

SUBJECT: **1ST QUARTER DIVISION MONITORING, EVALUATION AND PLAN
ADJUSTMENT (DMEPA)**

DATE: March 27, 2019

1. Please be informed that the 1st Quarter Division Monitoring, Evaluation and Plan Adjustment (DMEPA) will be conducted on April 12, 2019 at the Anak Mindanao Building, TPES Compound, City of Tacurong. It will start at 8:00 o'clock in the morning.
2. The theme of the 1st Quarter DMEPA will focus on **Completion and Curriculum Support System Readiness in terms of provision of technical assistance, school head competency level, and career stages**. The toolkit to be used as reference/guide is attached.
3. The Cluster Heads/School Presenters are enjoined to present in **S-Curve** of overall physical and financial versus the accomplishment of each program such as School MOOE, IP and Muslim Education, Special Education, Techvoc Education, Science, Technology and Engineering, Multigrade Education, School Feeding Program, Adopted School Program and ALS. 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 be given 15 minutes to present while interpellators shall be given 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.

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TOOLKIT FOR 1st QUARTER DMEPA 2019

Theme: Completion and Support System Readiness

I. Program Implementation Progress

1. Present the overall accomplishment and utilization of the following program (based on WFP-List of programs/activities conducted-target vs accomplishments).
 - a. SPED Program (TPES)
 - b. STE Program (TNHS)
 - c. Adopt-A-School Program
 - d. School Feeding Program
 - e. Alive Program
 - f. ALS Program

2. Highlights program or outputs that were delayed and explain causes of delays. Suggest adjustments.

3. Explain causes of poor utilization of resources and suggest how these can be mitigated

4. Present 3 Year (SY 2016-2017 to 2018-2019) comparative Enrolment VS Promotees by Special Program based on the recipients.

SY	Enrolment/ Recipients	Promotees	Dropped-out	Retained	Reasons (Drop-out and Retained)
2016-2017					
2017-2018					
2018-2019					

5. Highlight **MOST SIGNIFICANT STORIES** regarding the contribution of programs and projects to the lives of learners, teachers, school and education stakeholders)

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

II. Overall School Performance

1. Focus on the overall school performance on **Completion/Graduation, Dropped-out, Retained/Failure. (Source of Data SF 5, 6)**

- a. Kindergarten
- b. Elementary
- c. Junior High School
- d. Senior High School

SY	Enrolment (March 31)	Promotees/ Graduates	Dropped-out	Retained	Reasons (Drop-out and Retained)
2016-2017 Kinder Grade 1-5 Grade 6 Grade 7-9 Grade 10					
2017-2018 Kinder Grade 1-5 Grade 6 Grade 7-9 Grade 10					
2018-2019 Kinder Grade 1-5 Grade 6 Grade 7-9 Grade 10					

2. Provide comparative analysis of drop-out for SYs. **Explain the increase and decrease trend.** Pinpoint the segment/s needing focus by:

- a. Grade level
- b. Gender and age
- c. Type of school

d. Number of drop-outs and retained/failure learners that are recipient of different programs (Feeding program/SPED/STE/IPed and other localized programs).

Analysis and Explanation:

a. Significant Increase:

a.1 If completion/graduation/dropped-out is increasing, what areas/school registered highest significant increase?

a.2 What external factors contributed to the increase?

a.3 What internal factors contributed to the decrease. Please specify programs, policies, and initiatives of DepEd.

Indicators	Schools with Significant Increase	External Factors	Internal Factors
Promotees			
Drop-out			
Retained/Failure			

b. No Significant Increase Completion/Graduation, Drop-out, Retained/Failure

b.1 Why is there no significant decrease in completion/graduation, drop-out and retained/failure? What are the hindering external factors?

b.2 What are the barriers or external factors that hinder learners to go to school? Calamity? Conflict? Changes in environment (Please specify)

b.3 What are the bottlenecks or internal factors that contributed to the to the increasing drop out?

b.4 What were the limitations of existing programs on drop-out and retained/failure? Please specify?

Indicators	Schools with Decrease In Drop-out	External Factors	Internal Factors/Bottlenecks
Promotees			
Drop-out			
Retained/Failure			

III. Curriculum Support System Readiness for SY 2019-2020

1. SBM Level of Practice (Summary per cluster)

Level: 3

Level: 2

Level: 1

2. Target of SBM Level of Practice by 2020 (Identify Schools within the cluster)
Level 3:

3. Determine the percentage of school heads with 85% level of competencies achievement by Domain
(Source: NCBSSH-TDNA)

Overall Score per Domain

School	Domain 1	Domain 2	Domain 3	Domain 4	Domain 5	Domain 6	Domain 7

4. Total number of Teachers disaggregated by career stage in all domains of Philippine Professional Standards for Teachers
(Source COT as of September-Feb 2019)

Number of Teacher by Career stages by Domains

Domains	Proficient Teacher	Highly Proficient Teacher	Distinguished Teacher
Domains (3-5)			
Domains (6-7)			
Domains (7-8)			

Career Stage	Number of Teachers with 3-5 Level of Practice	Number of Teachers with 6-7 Level of Practice
1. Proficient Teacher		
2. Highly Proficient Teacher	Number of Teachers with 4-5 Level of Practice	Number of Teachers with 7-8 Level of Practice
3. Distinguished Teaches		Number of Teachers with 9 Level of Practice

5. Target for SY 2019-2020 for Public School Teachers by career stages in all domains of Philippine Professional Standards for Teachers

Career Stage	Number of Teachers with 3-5 Level of Practice	Number of Teachers with 6-7 Level of Practice
1. Proficient Teacher		
2. Highly Proficient Teacher	Number of Teachers with 4-5 Level of Practice	Number of Teachers with 7-8 Level of Practice
3. Distinguished Teaches		Number of Teachers with 9 Level of Practice

6. Senior High School

A. Year-End Data on SHS

SY	Enrolment (March 31)	Promotees/ Graduates	Dropped-out	Retained	Reasons (Drop -out and Retained)
2017-2018					
Grade 11					
Grade 12					
2018-2019					
Grade 11					
Grade 12					

B. Most Significant Story (SHS) (Required)

C. Total number of SHS Teachers Teaching Agri-Fishery and Industrial Arts strands vs total number of SHS teachers teaching agri-fishery and industrial arts with Trainor's Methodology/Assessor's Certificate

Number of Teacher Teaching Agri-Fishery/IA	Number of Teacher Teaching Agri-Fishery/IA with TM/AC	Percentage

D. Target for SY 2019-2020 SHS Teachers Teaching Agri-Fishery and Industrial Arts strands vs total number of SHS teachers teaching agri-fishery and industrial arts with Trainor's Methodology/Assessor's Certificate

Number of Teacher Teaching Agri-Fishery/IA	Number of Teacher Teaching Agri-Fishery/IA with TM/AC	Percentage

E. Grade 12 graduated disaggregated by gender with tracker of career path whether opt to work, higher education or entrepreneur (Source of Data: Job Fair Tracker)

- Name and picture of SHS Students hired during the Job Fair.
For Success Story Please document the following SHS Students (Picture, Track/Strand/
 1. Elma Jean Flaviano
 2. Genesis Icawala
 3. Keenth Quicoy
 4. Art Dexter Dasalla
 5. Joven Montoya

7. Highlight curriculum support systems with issues and gaps and explain causes of issues. Suggest adjustments particularly on:

Category	Issues/Gaps	Explain Causes of Issues	Recommendation
Teachers Hiring			
Teachers Training			
School Heads Hiring & Selection			
School Head Competency			
School SBM Level of Practices			

SHS being used as assessment venue			
Provisions of tools and equipment to SHS			

IV. Agenda

Highlight Policy issues, program design concerns, system improvements and/or capability building needs relative to completion and school readiness assessment that the RO/Co should immediately address.