Republic of the Philippines
DEPARTMENT OF EDUCATION
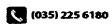Region VII, Central Visayas
SCHOOLS DIVISION OF NEGROS ORIENTAL
Office of the Schools Governance and Operations Division
Capitol Area, Dumaguete City

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DepED NEG. OR.
RELEASED
NO.: 018.034
DATE: 05 FEB 2018
BY: G
RECORD SECTION

February 5, 2018

TRAVEL ORDER
NO. _127_, s. 2018

TO   :   Dr. Emma S. Mate   Mr. Dennis Charl F. Andalajao
                           SEPS – Soc. Mob.   SEPS – M & E

                           Mrs. Esterlina B. Paragoso   Mrs. Regina Clarina e. eMPESO
                           DEPS – Mathematics   EPS II – M & E

OFFICE   :   **Division of Negros Oriental**

PURPOSE   :   To attend End of CY 2017 and Second Quarter of SY 2017 - 2018
                          Regional Monitoring, Evaluation and Adjustment for the Schools
                          For the Schools Divisions (RMEA for SDOs)

DATE OF TRAVEL   :   *February 6, 2018*

VENUE/PLACE :   **Hotel Fortuna, Cebu City**

ALLOWED/CHARGED TO: *(Division MOOE/Local Funds subject to the usual accounting and auditing rules and regulations)*

____X___ :   Food and Accommodation (Regional HRTD PSF)

____X___ :   Travel and other Incidental Expenses (Division MOOE)

Note: For the details of your travel, please see attached communication.

SALUSTIANO T. JIMENEZ, CESO VI
OIC-Office of the Asst. Regional Director
Concurrent, Schools Division Superintendent
2/5/18

REPUBLIC OF THE PHILIPPINES
DEPARTMENT OF EDUCATION
REGION VII, CENTRAL VISAYAS
Sudlon, Lahug, Cebu City

DepED
DEPARTMENT OF EDUCATION

JAN 1 5 2018

REGIONAL MEMORANDUM
No. `0020` s. 2018

END OF CY 2017 AND SECOND QUARTER OF SY 2017-2018
REGIONAL MONITORING, EVALUATION AND ADJUSTMENT
FOR SCHOOLS DIVISIONS (RMEA for SDOs)

To: Schools Division/City Superintendents
      SGOD and CID Chiefs
      Heads of SDO Sections/Units
      QAD Chief and EPSs

1.   This Office, through the Quality Assurance Division (QAD), hereby announces the series of activities to be conducted at DepEd Ecotech Center, Lahug, Cebu City, in relation to the end-of-2017 RMEA for the SDOs, as shown on the table below:

ACTIVITIES	SUGGESTED DATES	PERSONS INVOLVED	EXPECTED OUTPUTS
1. Pre-DMEA	Any day/s on the 2nd week of January, 2018	• Internal M&E Teams of SGOD, CID, and OSDS • SDO Budget Officer and Accountant • AO5 and HRMO	• Consolidated SMEA/DsMEA Reports (M&E Reports of Teachers and School Heads) • DMEA Matrices • Report on the Status of Financial Resources • Report on the Status of Human Resources
2. DMEA Conference	Any day on the 3rd week of January, 2018 ?	• SDS & ASDS • SGOD & CID Chiefs • SGOD & CID EPSs • SGOD Specialists • PSDSs and AO5 ✔ • OSDS Section Heads	• Validated DMEA Matrices and SMEA/DsMEA Reports • Presented DMEA Matrices • CID, SGOD, and OSDS performances • Average SDO Performance • Status Reports of Human and Financial Resources
3. Pre-RMEA for SDOs	January 22-24, 2018 22-26	• SDO: SEPS-M&E, EPS II-M&E, Division ITO, 3 personnel good in ICT, Dr. Ronil Manayon (Innovator of electronic versions of M&E Tools) • RO: QAD Chief, QAD EPSs	• Consolidated DMEA Reports
4. Actual RMEA Conference for SDOs	February 5, 2018 Feb 6	• SDO: SDS, ASDS, SGOD Chief, CID Chief, SEPS-M&E, EPS II-M&E, Dr. Ronil Manayon • RO: QAD Chief, QAD EPSs	• Presentation of Consolidated DMEA Reports

5. Post-RMEA for SDOs	February 7- 9 2018	• SDO SEPS-M&E, EPS II-M&E, Dr. Ronil Manayon • RO QAD Chief, QAD EPSs	• Final End-of-2017 RMEA Report of SDO Performances

2.   The aforementioned MEA activities are designed to comply with the mandates of the Office of the Regional Director (ORDir), Quality Assurance Division (QAD), and School Governance and Operations Division (SGOD). Please see Enclosure 1.

3.   Schools Divisions with existing proposals for the continuous improvement of the Monitoring, Evaluation and Adjustment mechanism may opt not to join this quarter. However, the management of these SDOs are requested to send their M&E Specialists to be able to track the changes implemented to the processes of RMEA for SDOs so that they are more equipped with necessary knowledge and skills to propose an *alternative MEA system* (MEA Processes, Tools, and Structures for schools, districts, and division offices) to be used for their schools divisions.

4.   Former NIR SDOs are invited to send their SEPSs-M&E, EPSs II-M&E, and Division ITOs to serve as observers in the QAD-led activities. The CID and SGOD Chiefs are invited to join in the *actual RMEA* for SDOs.

5.   The comprehensive scope of RMEA for SDOs is presented in Enclosure 2. Schools Divisions proposing for an alternative MEA System to use have to ensure that the same scope in Enclosure 2 are covered. They are also reminded to design an alternative MEA system that align with the quality assurance and monitoring and evaluation mandates of SGOD, QAD, and the Office of the Regional Director found in Enclosure 1.

6.   During the Pre- and Post-RMEA for SDOs, Division IT Officers, SEPS- and EPS II-M&E, and additional ICT-skilled personnel are directed to bring laptops, extension cords, and all their consolidated data in accordance to the scope mentioned in Enclosure 2.

7.   The QAD EPSs are reminded to follow up the SGOD-M&E of their assigned SDOs to ensure that required M&E Reports are completed and available according to set schedule.

8.   Expenses relative to the conduct of QAD-led activities during RMEA for SDOs, as shown in the tabular breakdown below, are subject to the usual accounting rules and regulations.

EXPENSES	CHARGEABLE TO		
	RO-MOOE	RO-HRTD PSF	SDO-local funds
Food and Accommodation of RO Participants	*		
Food and Accommodation of SDO Participants		*	
Travel and Other Incidental Expenses of SDO Participants			*

9.   Immediate and wide dissemination of and compliance with this Memorandum is hereby directed.

JULIET A. JERUTA, Ph.D., CESO IV
Director III/OIC-Regional Director

JAJ/STJ/LCJ/QAD/*Menden Bryant*

ENCLOSURE 1

QAME MANDATES OF ORDir, QAD, and SGOD

OFFICE	KRA	OBJECTIVES	INDICATORS
Office of the Regional Director	Quality Assurance	To institutionalize a Regional Quality Assurance, Monitoring, Evaluation (QAME) and Assessment Framework	Percentage of SDOs/ Functional Divisions (FDs) adopting the Regional QA-ME and Assessment Framework
		To utilize the results of QA-ME to improve functional divisions and SDOs performance	Percentage of SDOs/FDs which utilized the results of the QA-ME
		To ensure the proper implementation of P/P/As for continuous improvement and sustainability	Percentage of P/P/As monitored, evaluated and results analyzed
Quality Assurance Division	Quality Assurance Framework, Policies, Systems and Processes	To institutionalize a regional Quality Assurance – Monitoring and Evaluation (QA-M&E) and Assessment Frameworks, policies, systems and processes based on national standards and guidelines	Presence of QA Framework, M&E Framework and Assessment Framework
		To ensure that systems and processes are utilized and services are effective and efficient in the delivery of quality basic education	School Performance indicators: • Cohort-Survival rate • Drop-out Rate • Achievement rate (National Achievement Test [NAT]) • Enrolment rate • Completion rate
			Presence and functionality of tracking system on learners' outcomes
		To raise the performance rating of RO, SDO, and school personnel	Increased level of performance of RO, SDOs and school personnel
			RMEA facilitates improved performance of RPMS, Organization Performance and Commitment Review Form (OPCRF), Individual Performance and Commitment Review Form (IPCRF)

		To ensure the proper implementation of P/P/As for continuous improvement and sustainability.	P/P/As are implemented with relevance, timeliness and compliant to standards
Quality Assurance Division	Quality Assurance Framework, Policies, Systems and Processes		
	Assessment, Monitoring and Evaluation	To implement **quarterly** review (MEA) on the performance of RO/SDO for policy actions and adjustments	Number of quarterly MEA implemented
		To ensure that the RO and SDOs strategic directions, plan adjustments, and policies are anchored on the results of MEA	Number of QAME conducted
		To evaluate region's effectiveness through midterm review against targets and KPIs and as basis for TA	
		To help ensure that learners' performance increases through implementation of relevant programs, activities and projects	Number of consolidated quarterly performance reports provided to FTAD for analysis as basis for TA by RFTAT
School Governance and Operations Division (SGOD)	Quality Assurance	To manage and implement the Quality Management System (QMS)	• Functional Division Monitoring, Evaluation and Assessment (DMEA) • Consolidated School Monitoring, Evaluation and Assessment (SMEA) results
		To develop Monitoring and Evaluation (M&E) tools for the utilization and implementation of projects	Percentage of M&E tools developed/crafted
		To conduct M&E of the projects and programs	Percentage of schools and Learning Centers monitored and evaluated
		To analyze M&E result for appropriate intervention	Number of M&E results analyzed with interventions

ENCLOSURE 2

SCOPE OF RMEA FOR SDOs

SCOPE	AREA	Specific Scope of Monitoring and Evaluation (M&E)
1. Delivery of Basic Education Services	Access	A. Quantitative M&E Report • Status of Learners at-Risk of Dropping Out (LARDOs) • Status of Learners with Poor Nutrition (LPNs) • Status of the Provision of Learning Resources (CG, TG, LM) • Status of the Provision of Crucial Education Resources Like Teachers, School Heads, Classrooms, Seats (Desks and Armchairs) and Blackboards B. Qualitative M&E Report • Most Common and Crucial CIGPS (Concerns, Issues, Gaps, Problems) on Access • Most Promising Strategies (Practices/Programs/Projects/Policies) that Schools Implement to Resolve CIGPs on Access • Most Significant Change Stories to Support Promising Strategies (Programs/Projects) Implemented in Schools to Solve CIGPs on Access • Effective Technical Assistance that the PSDSs/DFTATs Provided to Schools to Solve Crucial CIGPs on Access • Technical Assistance Needed from the Regional Office to Solve Access CIGPs
	Quality	A. Quantitative M&E Report • Status of Learners with Reading Gaps (LRGs) • Status of Learners with Numeracy Gaps (LNGs) • Status of Learners with Quarterly Failures (LQFs) • Status of Teachers' Delivery of Learning Competencies • Status of the Learners' Mastery of Learning Competencies B. Qualitative M&E Report • Most Common and Crucial CIGPS on Quality • Most Promising Strategies (Practices/Programs/Projects/Policies) that Schools Implement to Resolve CIGPs on Quality • Most Significant Change Stories to Support Promising Strategies (Programs/Projects) Implemented in Schools to Solve CIGPs on Quality • Effective Technical Assistance that the PSDSs/DFTATs Provided to Schools to Solve Crucial CIGPs on Quality • Technical Assistance Needed from the Regional Office to Solve Quality CIGPs

	Governance	A. School Head's M&E Report
		• Average % of Physical and Financial Accomplishments of School Heads
		  • Average % of Physical and Financial Accomplishment on Access Targets
		  • Average % of Physical and Financial Accomplishment on Quality Targets
		  • Average % of Physical and Financial Accomplishment on Governance Targets

1. Delivery of Basic Education Services	Governance	B. Qualitative M&E Report • Most Common and Crucial CIGPS on Governance • Promising Strategies (Practices/Programs/Projects/Policies) that School Heads Implement to Resolve CIGPs on Governance • Most Significant Change Stories to Support Promising Strategies (Programs/Projects) Implemented in Schools to Solve CIGPs on Governance • Effective Technical Assistance that the PSDSs/DFTATs Provided to School Heads to Solve Crucial CIGPs on Governance • Technical Assistance Needed from the Regional Office to Solve Governance CIGPs
		C. Qualitative M&E Report on Electronic MEA Implementation (Offline/Online) • Most Common and Crucial CIGPS of the following MEA Implementers: SGOD-M&E Personnel, PSDSs, School Heads, and Teachers

	- Technical Assistance provided to Schools (School Heads and Teachers) by the PSDS, SGOD-M&E, DFTATs, and SDO Management to Address CIGPs - Technical Assistance provided to PSDSs by the SGOD-M&E and SDO Management - Technical Assistance provided to SGOD-M&E Personnel by the SDO Management - Most Significant Change Stories of MEA Implementers (Teachers, School Heads, PSDSs, SGOD-M&E Personnel) in the Implementation of Electronic MEA - SDO Recommendations to Improve Field MEA Implementation
2. Organizational Effectiveness and Organizational Performance and Health	A. Extent of MEA implementation per course (Kinder, Elem, JHS, SHS) considering the overall population of each of the following: • Number and % of Public and Private Schools Covered • Number and % of Public and Private School Heads Covered • Number and % of Public and Private School Teachers Covered • Number and % of Public and Private School Learners Covered
	B. Extent of MEA Conference Implementation for Stakeholder Engagement • Number and % of Public and Private Schools Conducting SMEA Conferences • Number and % of Districts Conducting DsMEA Conferences • Number and % of SMEA Conferences (Public and Private Schools) Monitored by the PSDSs • Number and % of DsMEA Conferences Monitored by the DFTATs and/or DFTATs
	C. Status of the Utilization of the Following Financial Resources as of December 30, 2017 • Division Personal Services • Division MOOE • Division Capital Outlay • GAA Funds for Special Programs and Projects (SARO) such as HRTD Funds • School Personal Services • School MOOE (Only the Liquidated School MOOE) • School Capital Outlay
	D. Status Report of Human Resources as of December 30, 2017 • School Governance and Operations Division • Curriculum Implementation Division • Office of the Schools Division Superintendent
	E. Status Report of Work and Financial Plan Implementation at the end of CY 2017 or 4ᵗʰ Quarter of 2017 (M&E Tool: Physical and Financial Output Matrix) • Quarterly Physical and Financial Performance of SGOD • Quarterly Physical and Financial Performance of CID • Quarterly Physical and Financial Performance of OSDS
	F.1 SDO CIGPS Affecting the following: • Efficient and Effective Work and Financial Plan Implementation • Efficient and Effective Utilization of Financial Resources • Efficient Filling Up of Position Items in the SDO F.2 Promising Strategies (Practices/Programs/Projects/Policies) that the SDO Implemented (to be Implemented) to Address F.1 CIGPs

REGIONAL MEMORANDUM
No. 0 0 7 1 s. 2018

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CORREGENDUM TO R.M. NO. 33, s. 2018
END OF CY 2017 AND SECOND QUARTER OF SY 2017-2018 RMEA for SDOs

To: Schools Division/City Superintendents
       SGOD Chiefs

1.   This Office hereby issues another changes regarding the conduct of Regional Monitoring Evaluation and Adjustment stipulated in Regional Memorandum No. 33, s.2018.

2.   Although Actual RMEA for SDOs is going to push through on February 6, 2018, the Post-RMEA designed for the adjustment of the Monitoring and Evaluation Tools is postponed. The post-RMEA shall no longer be conducted on January 7-9, 2018. It will be done sometime in April 2017. The definite date shall be issued in another memorandum.

3.   Immediate and wide dissemination of and prompt compliance with this Memorandum is hereby desired.

JULIET A. JERUTA, Ph.D. CESO IV
Director IN/OIC-Regional Director

JA/ISTJ/BDT/OADMendenBryant