



DepEd DIVISION OF TANGUB CITY

CITY OF TANGUB  
July 13, 2021

**RELEASED**

DATE: 7/14/21 8:25 a.m.

**DIVISION MEMORANDUM**

No. 157 s. 2021

**MONITORING, EVALUATION, AND ADJUSTMENT (MEA)  
CONFERENCE IN SCHOOLS AND DISTRICTS**

To: Curriculum Implementation Division (CID)  
School Governance and Operations Division (SGOD)  
Public Elementary and Secondary School Heads  
This Division

1. This Office, through the School Governance and Operations Division (SGOD) directs all schools and districts to conduct a virtual Monitoring, Evaluation and Adjustment (MEA) conference/s any day from July 19-30, 2021.
2. School Heads and District-In-Charge should ensure the successful conduct of the MEA conference/s with strict adherence to health and safety protocols set by the Inter-Agency Task Force and the Department of Health (DOH) the soonest possible time.
3. This conference aims to:
  - a. assess the implementation of DepEd Programs and Projects in the new normal,
  - b. determine the needed policy and program adjustments to be undertaken or be brought up to higher Office to address performance gaps,
  - c. identify all other relevant steps to be undertaken by the schools and districts, to narrow performance gaps; and
  - d. identify bottlenecks and barriers that hinders the delivery of quality basic education in schools, and districts.
5. The scope of this DMEA is as follows:

**ACCESS:**

  - a. Number of Pre-registered learners in Kindergarten, Grade 1, Grade 7 and Grade 11 by gender

**QUALITY:**

  - b. Number of learners:
    - b.1 who were retained
    - b.2 who failed in one(1) or two (2) subjects
    - b.3 who were promoted







- c. Number of learners classified as:
- beginning (learners with average grade of 74% and below)
  - developing (learners with average grade of 75 to 79%)
  - approaching proficiency (learners with average grade of 80 to 84%)
  - proficient (learners with average grade of 85 to 89%)
  - advanced (learners with average grade of 90% and above)

**GOVERNANCE:**

- d. Physical and financial status of School Programs and Projects and MOOE Utilization
6. The school/district shall identify their major concern/s in implementing policies and programs in Access, Quality and Governance during the SMEA/DisMEA.
7. The presentation flow shall be from dashboard, segmentation prioritization, characterization, SWOT analysis, needed Technical Assistance, and propose policy change(if there's any). It shall provide a clear impression regarding the strengths and weaknesses of relevant SDO/RO/CO policies and programs.
8. Schools shall accomplished and submit Stopgap Template in Gathering TA Needs per Regional Memorandum 314 s. 2021. Year-end school data shall also be submitted through <https://tinyurl.com/meadata821elem> (for Elementary) and <https://tinyurl.com/meadata821secondary> (for Secondary) on or before August 4,2021.
9. Attached is the Stopgap Template in Gathering TA Needs.
10. Immediate and wide dissemination of this memorandum is enjoined.

  
**AGUSTINES E. CEPE, CESO V**  
Schools Division Superintendent 





**TA NEEDS FROM MEA**  
**— Quarter, FY 2021**

TA SITUATION/BACKGROUND			TA NEEDS				Remarks
KPI	Description (Quantitative & Qualitative)	Reasons Behind	TA Requested	Person/Office Concerned	Date Needed	Expected TA Results	
<b>Guide Questions</b>							
What KPI/s is affected/problematic?	How can the existing poor condition exactly be described/characterized? Attach other documents if needed.	What specifically caused it? Pls. give details -- more preferred when based from studies	What TA is exactly needed?	By whom?	When is it needed?	What specific output/outcome is expected?	What other details can be given?
<b>EXAMPLE</b>							
LARDO/SARDO % = Total no. of learners who are unable to return SLMs in 2 weeks from deadline over the total no. of learners who received the SLMs x 100	High at 60%.  Learners do not submit modules on time to indicate that they are still in the learning system. Lowest performance is with Sinonoc IS, in Gr. 1, particularly among girls for elementary; Gr. 7 boys for secondary; and Gr. 11 for girls for SHS. Supporting details are in the attached.	Reports from SHs reveal the ff:  <u>Elem.</u> 1. Parents, who mostly didn't finish Gr. 6, have difficulty in using SLMs to guide learners, thus cannot submit or are late in promptly returning SLMs; 2. Not at all times can teachers individually deal with learners' conditions, thus are not able to monitor well to help parents deal with children; 3. Not all SLMs are effectively achievable as planned due to their varying degrees of difficulties to handle.  <u>Sec....</u> <u>SHS....</u>	Elem. Policy to support easing up of deadlines in the submission of SLMs as learners behave differently given the varied support they also receive this time of the pandemic.  <u>Sec....</u> <u>SHS....</u>	RO/CO	ASAP	Adjustment of deadline of submission  Others  Eventually LARDO/SARDO is decreased	LARDO/SARDO is not a rigid calculation of who will eventually drop-out. Rather it is only a convenient indicator that may foresee dropouts. In many occasions, LARDO/SARDO is at the foresight of the teachers concerned.

Submitted by:

Certified True and Correct:

Division SBM Coordinator/  
DFTAT Documenter/Senior M&E Specialist (SDO)  
Personnel In-charge (SDO/School)

DFTAT Supervising Fellow 1/2 (SDO)  
School Head (School)

Date

Date

APPROVED:

Schools Division Superintendent/  
Ass't Schools Division Superintendent (SDO)  
DFTAT Supervising Fellow 1/2 (School)

Date