



Department of Education  
DIVISION OF TANGUB CITY  
August 5, 2021

**RELEASEE**

DATE: 8-5-21

**DIVISION MEMORANDUM**

No. 168 s. 2021

**DIVISION MONITORING, EVALUATION, AND ADJUSTMENT (DMEA)**

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) will conduct a virtual Division Monitoring, Evaluation and Adjustment on August 20, 2021.
2. The following District-In-Charge shall be the presenters in this DMEA Conference.
  1. Sherly C. Alivio- Central West-B-District
  2. Ma. Sherwin C. Alduheza-Central West-A- District
  3. Sheldon F. Honculada- South-B-District
  4. Eleazar B. Peñonal- North-A-District
  5. Mario Esteban C. Arsenal- Southwest- A- District
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.
4. 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

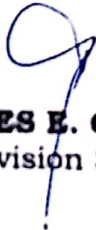





- b.2 who failed in one(1) or two (2) subjects
- b.3 who were promoted
- c. Number of learners classified as:
  - a. beginning (learners with average grade of 74% and below)
  - b. developing (learners with average grade of 75 to 79%)
  - c. approaching proficiency (learners with average grade of 80 to 84%)
  - d. proficient ( learners with average grade of 85 to 89%)
  - e. advanced ( learners with average grade of 90% and above)

**GOVERNANCE:**

- d. Physical and financial status of School Programs and Projects and MOOE Utilization
5. Districts shall identify their major concern/s in implementing policies and programs in Access, Quality and Governance during this DMEA.
  6. 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.
  7. Districts shall accomplished and submit Stopgap Template in Gathering TA Needs per Regional Memorandum 314 s. 2021. Schools are reminded to submit their Year-end school data thru <https://tinyurl.com/meadata821elem> (for Elementary) and <https://tinyurl.com/meadata821secondary> (for Secondary) and their accomplished Stopgap Template which shall be submitted to their District-In-Charge for consolidation.
  8. Attached is the Stopgap Template in Gathering TA Needs.
  9. 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 SIMs in 2 weeks from deadline over the total no. of learners who received the SIMs x 100 | High at 60%.<br><br>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:<br><br><u>Elem.</u><br>1. Parents, who mostly didn't finish Gr. 6, have difficulty in using SIMs to guide learners, thus cannot submit or are late in promptly returning SIMs;<br>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;<br>3. Not all SIMs are effectively achievable as planned due to their varying degrees of difficulties to handle.<br><br><u>Sec...</u><br><u>SHS...</u> | Elem. Policy to support easing up of deadlines in the submission of SIMs as learners behave differently given the varied support they also receive this time of the pandemic.<br><br><u>Sec...</u><br><u>SHS...</u> | RO/CO                   | ASAP               | Adjustment of deadline of submission<br><br>Others<br><br>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

PTAD/marisa