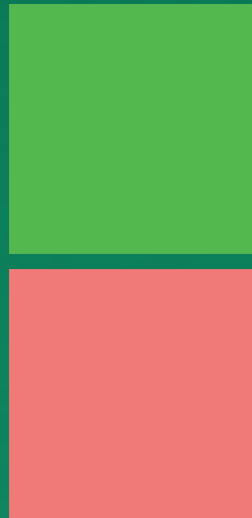
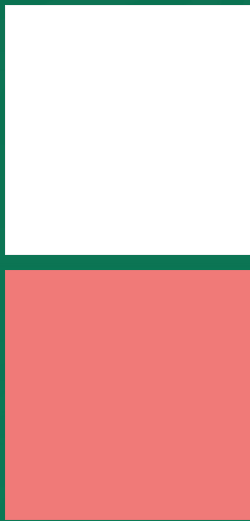


PHILIPPINE MULTIGRADE SCHOOLS MONITORING AND EVALUATION SYSTEM (PMS MES) HANDBOOK



**PHILIPPINE MULTIGRADE
SCHOOLS MONITORING AND
EVALUATION SYSTEM (PMS MES)
HANDBOOK**

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Department of Education (<https://www.deped.gov.ph>)
UNICEF (<https://www.unicef.org/philippines>)
SEAMEO INNOTECH (<https://www.seameo-innotech.org>)

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Acronyms

ADM	Alternative Delivery Mode
AIP	Annual Implementation Plan
AIR	Annual Implementation Review
BLD	Bureau of Learning Delivery
BOW	Budget of Work
CID	Curriculum Implementation Division
CLMD	Curriculum and Learning Management Division
CO	Central Office
COT	Classroom Observation Tool
DEDP	Division Education Development Plan
DepEd	Department of Education
DisMEA	District Monitoring Evaluation and Adjustment
DLL	Daily Lesson Log
DLP	Daily Lesson Plan
EBEIS	Enhanced Basic Education Information System
EOSY	End-of-School-Year
EPS	Education Program Supervisor
FLOs	Flexible Learning Options
IE	Impact Evaluation
KPI	Key Performance Indicator
KRA	Key Result Area
LAC	Learning Action Cell
LGU	Local Government Unit
LIS	Learner Information System
M&E	Monitoring and Evaluation
MG	Multigrade
MPPE	Multigrade Program in Philippine Education
MTP	Medium Term Plan
MoVs	Means of Verification
OVI	Objectively Verifiable Indicators

PARDO	Pupil at Risk of Dropping Out
PMS MES	Philippine Multigrade Schools Monitoring and Evaluation System
PSDS	Public Schools District Supervisor
PTCA	Parent-Teacher and Community Association
RBEP	Regional Basic Education Plan
RM	Program Readiness Monitoring
RO	Regional Office
RME	Results Monitoring and Evaluation
SARDO	Student at Risk of Dropping Out
SDO	Schools Division Office
SDS	Schools Division Superintendent
SEAMEO INNOTECH	Southeast Asian Ministers of Education Organization, Regional Center for Educational Innovation and Technology
SGOD	School Governance and Operations Division
SIP	School Improvement Plan
SMEA	School Monitoring, Evaluation and Adjustment
SWOT	Strengths, Weakness, Opportunities, and Threats
SY	School Year
UNICEF	United Nations Children's Fund

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Section 1. Introduction

1.1 Overview of the Handbook

This Handbook serves both as a reference material and guidebook for the Department of Education (DepEd) and its partners such as local communities, local government units, and non-governmental organizations among others, in tracking, managing, and enhancing the Multigrade Program in Philippine Education (MPPE). As a reference material, this Handbook defines and describes the important concepts, and key principles in understanding Monitoring and Evaluation (M&E) work. M&E concepts are seamlessly discussed and integrated with education planning, education program implementation, and enhancing education policies and programs. As a guidebook, this provides a step-by-step process for school heads in Multigrade schools, district supervisors in performing monitoring and evaluating tasks, and schools division offices (SDOs) and regional offices (ROs) in doing evaluation work. Specifically, the contents of this Philippine Multigrade School Monitoring and Evaluation System (PMS MES) Handbook are as follows:

Section 1. Introduction. Discusses the rationale for a dedicated M&E system for Multigrade schools. This section also discusses the management concepts and principles that were used in designing and defining the processes and requirements of the PMS MES. An illustration of the scope of the MPPE per governance level is provided in this section. It defines the M&E scope of the entire Program and at the same time defines the scope for M&E per governance level.

Section 2. Overview of the PMS MES. Describes the scope and features of the entire PMS MES. Snapshots of the different M&E processes which include Program Readiness Monitoring, School Monitoring, Evaluation, and Adjustment (SMEA), Annual Implementation Review (AIR), Results Monitoring and Evaluation (RME), and Impact Evaluation (IE). The M&E system manager and process owners of the different process were also discussed in this section.

Section 3. Program Readiness Monitoring. Describes the process for monitoring critical inputs that are needed to be in place at the Region, Division and Multigrade school level. This section provides a step-by-step guide for the BLD and Curriculum and Learning Management Division (CLMD) in ensuring the readiness of the MPPE implementers. This section also introduces the Program Readiness Monitoring Checklist which outlines the critical items to be monitored before the full implementation of plans.

Section 4. School Monitoring, Evaluation & Adjustment (SMEA). Describes the M&E process including performance dashboards, reports, and tools and techniques to be used by Multigrade school in operationalizing the system at the school level. This section describes the different periodic reviews Multigrade schools will be implementing.

Section 5. Annual Implementation Review (AIR). Guides the SDOs in managing the annual review with Multigrade school heads. The AIR section also contains tools and instruments for use by Division and District Supervisors in prioritizing Multigrade schools or communities to provide immediate technical assistance.

Section 6. Results Monitoring and Evaluation (RME). Describes the M&E process to be used by the SDO in evaluating the effectiveness of Multigrade schools after every three years.

Sections 7. Impact Evaluation. Outlines the process to be used by the Central Office (CO) and RO when evaluating the impact of MPPE, and when determining the impact of other policies and programs to MPPE implementation.

Section 8. Multigrade School M&E System Toolkit. Shows the M&E tools and techniques to be used per M&E process as well as how these tools are used to come up with integrated and cohesive results. Tools are classified into scoping tools, data collection and validation tools, tools for analysis, and suggested presentation outline.

Section 9. Managing the M&E System. Outlines the roles and responsibilities of BLD in managing and enhancing the M&E system. Also includes suggested activities for checking the quality and integrity of the data and information, and reports produced by the system.

Section 10. Tracking Multigrade Teachers. Describes the process used to assist Multigrade schools concerning Multigrade teacher requirements, including anticipating turnover and deployment of replacement teachers.

1.2 Need for a Monitoring and Evaluation (M&E) System

The Multigrade Program in Philippine Education (MPPE) targets children or learners in rural, remote and disadvantaged communities in the Philippines. Through its Multigrade (MG) program, the DepEd provides access and delivers basic education curriculum to thousands of learners. Despite the geographic and economic limitations that Multigrade learners confront, they resolve to attend, participate, and complete basic education through the Multigrade program (SEAMEO INNOTECH, 2020).

As part of DepEd's continuing commitment and affirmative response to disadvantaged sectors, the BLD is strengthening the capability of DepEd units and personnel tasked to support and implement the MPPE. Foremost among BLD's initiatives is the operationalization of a dedicated system for tracking the participation and performance of children or learners from remote, rural, and disadvantaged communities; monitoring; and supporting Multigrade schools with needed technical assistance. The system will likewise evaluate the capacity of DepEd's support units, including the District Supervisors, Division Supervisors, and Regional Supervisors to ensure that appropriate policy and organizational systems are in place.

Currently, there is an increasing interest in conducting M&E work in DepEd. There is heightened awareness among DepEd personnel in the regions, divisions, and schools on the importance of M&E. This phenomenon is observed by an increase in data collection activities, reporting requirements, and conduct of quarterly reviews of programs and projects. However, most of the M&E activities are program or project-initiated and are limited to monitoring program delivery, rather than program effectiveness. Monitoring is also limited to tracking school activities rather than tracking learners' participation and performance, as well as tracking the delivery of the curriculum. Most M&E efforts are also focused on mainstream groups (learner in monograde schools) that are one-size-fits-all in nature. In most monitoring initiatives, the needs of mainstream learners, and big and monograde schools are being addressed. However, there is a need to operationalize an M&E system that is target group specific, and responsive to the challenges of learners in a multigroup setting, as well as of a Multigrade school (SEAMEO INNOTECH, 2020).

In this regard, BLD through the assistance of the United Nations Children's Fund (UNICEF) and the Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH) designed an M&E system fit for Multigrade schools.

The Philippine Multigrade Schools Monitoring and Evaluation System (PMS MES) was designed for children or learners in rural, remote and disadvantaged communities, appropriate for Multigrade schools, and adopts a mechanism that will allow the Schools Division Office (SDO), Regional Office (RO) and the BLD to have relevant and Multigrade school-responsive initiatives.

1.3 System Design Considerations

To ensure a more target-specific and customized system for doing M&E work in Multigrade schools, the following management concepts and principles are considered in the overall design of the PMS MES:

- **Learner-centered.** The main target group is the learner, more specifically learners in a Multigrade school. Tracking learners should be the main design input in operationalizing a M&E system for learners in a Multigrade school setting. The M&E system should be able to track children's entry (kindergarten) to school, their stay in school and participation while in school (retention), improvements in learning while in school (academic performance), having positive experience while in school (happy and smart), able to complete the schooling requirements (completion, graduation), and able to pursue further education (transition).
- **Outcome-driven.** Outcomes are measured through benefits received by target groups. Benefits should be tracked and documented. Given the unique nature of Multigrade schools, there may be a need to identify measures that will represent the unique outcomes in Multigrade schools. Key performance indicators (KPIs) specific to Multigrade schools will be developed as needed.

- **Evidence-based.** Evaluation of results should not just focus on documenting KPIs but also on documenting the strategies including external factors that brought about the positive changes in the target group. The M&E system for Multigrade schools should be able to document indigenous and/or local practices of Multigrade schools and communities. These will provide insights to DepEd policy makers and program designers on creating an enabling and sustainable policy and organization systems. The main role of evaluation is to “connect the dots,” re-structure, gain insights, and learn lessons from the implemented program.
- **System perspective.** Monitoring will not be limited to learners. It should also be focused on the capability and efficiency of different service providers to deliver and provide quality services. In DepEd, the design of the M&E system should be holistic. It should be able to determine “strengths and weaknesses” in DepEd’s different governance levels.
- **Systematic process.** Doing M&E work in rural and remote areas is a big challenge. In this regard, M&E should not be a spur-of-the-moment activity; instead it should be a purposive and deliberate effort to document performance and make decisions. The M&E processes, activities, templates and reports should be carefully streamlined to mitigate the challenges imposed by geographical and economic limitations, and to ensure a demand responsive system for all DepEd implementers and decision makers.
- **Participatory.** Communities are the key “resource” of Multigrade schools. They offer the most accessible, reliable and readily available support to Multigrade school heads and teachers. They also provide Multigrade schools with rich local knowledge and practices on how the teaching and learning process can be blended with the local situation. Communities will be part of the mechanism of the Multigrade Schools M&E system. Collaborative participation between and among DepEd’s governance levels will also be promoted.
- **Alignment with current DepEd planning and M&E processes and requirements.** Design and features of the M&E system for Multigrade schools must be compatible with current DepEd processes, practices, and requirements in doing planning and M&E work. Primarily, performance indicators to be used in tracking Multigrade schools should be consistent with the indicators used by SDOs, ROs, and the CO. When achieved, school-level performance indicators should result to improvements in SDO, RO, and CO level indicators. And secondly, M&E assignments should conform to the charter and key result areas (KRAs) of DepEd units.
- **Program Accountability.** In recent years, the Department of Education has put importance on school-based management to address quality aspects of teaching and learning. Accountability in school autonomy is equally an important function of M&E. Measuring the accessibility of policy design and its implementation, the capacity of concerned personnel, and the level of participation of stakeholders in decision making are critical components in the M&E system that influence the level of impact and sustainability of Multigrade program.

1.4 M&E and DepEd's Governance Structure

A major design feature of the PMS MES is the “one system with five sub-systems.” The M&E system unifies the M&E requirements of DepEd's different levels of governance. It serves as an integrating platform for processing learnings and insights, program management experiences, and issues related to MPPE implementation. The system links operational issues to education policies and systems of DepEd leading to more holistic and systematic enhancements of the MPPE.

The M&E system is divided into five distinct sub-systems. Each M&E sub-system is designed to address the mandate or accountabilities of each of DepEd's governance structure. These five sub-systems include:

- I. **Multigrade School M&E System.** For use by Multigrade school heads and teachers in tracking learners' participation and performance. All M&E instruments, tools, and reports are useful to school heads, teachers and stakeholders.
- II. **District M&E System.** System for tracking, identifying and prioritizing Multigrade schools for use by District Supervisors in providing instructional advice and supervision of curriculum implementation.
- III. **Schools Division Office (SDO) M&E System.** For use by Division Supervisors in evaluating the SDO's technical support to Multigrade schools, especially in delivering the curriculum and implementing school initiatives.
- IV. **Regional Office (RO) M&E System.** For use by RO personnel who are tasked to localize education policies and programs to suit the situation of Multigrade schools. Design of the M&E process is customized to address the policy-making work of RO units.
- V. **Central Office (CO) M&E System.** A system that will provide the CO with a system's understanding of and feedback on the entire MPPE implementation in terms of the formulated national policies and their impact to the clientele.

Figure 1-1 illustrates the different M&E sub-systems vis-a-vis DepEd's governance structure.

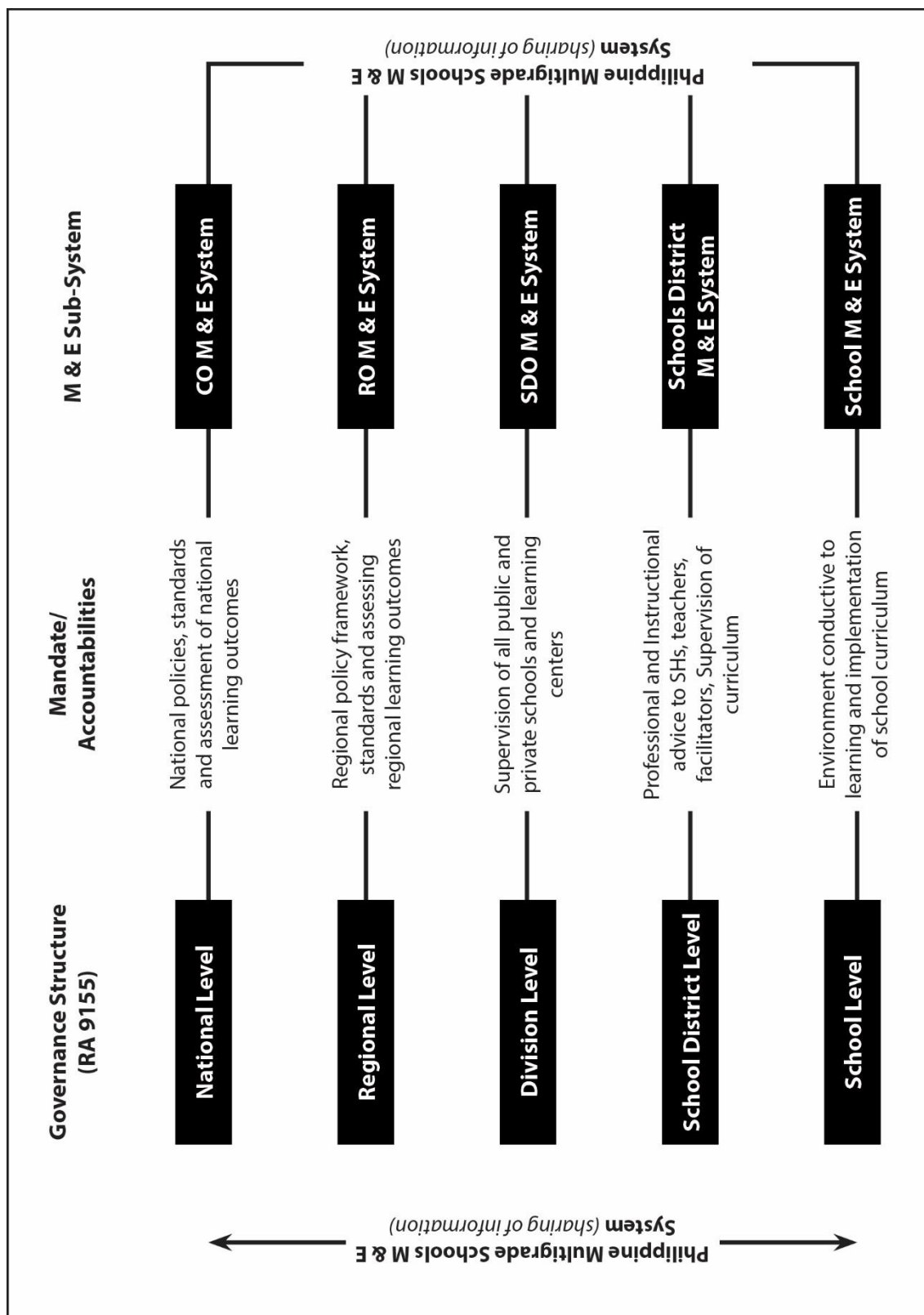


Figure 1-1 M&E Sub-systems and Governance Structure

1.5 M&E Framework

To operationalize the M&E sub-systems, Figure 1-2 below serves as the overarching Multigrade Schools M&E Framework. It provides a system's understanding of the scope of M&E and shows the interrelationship or dependencies of the five sub-systems. The concept of hierarchy of objectives¹ is used per governance level to define the boundaries per sub-system and providing the framework of each sub-system.

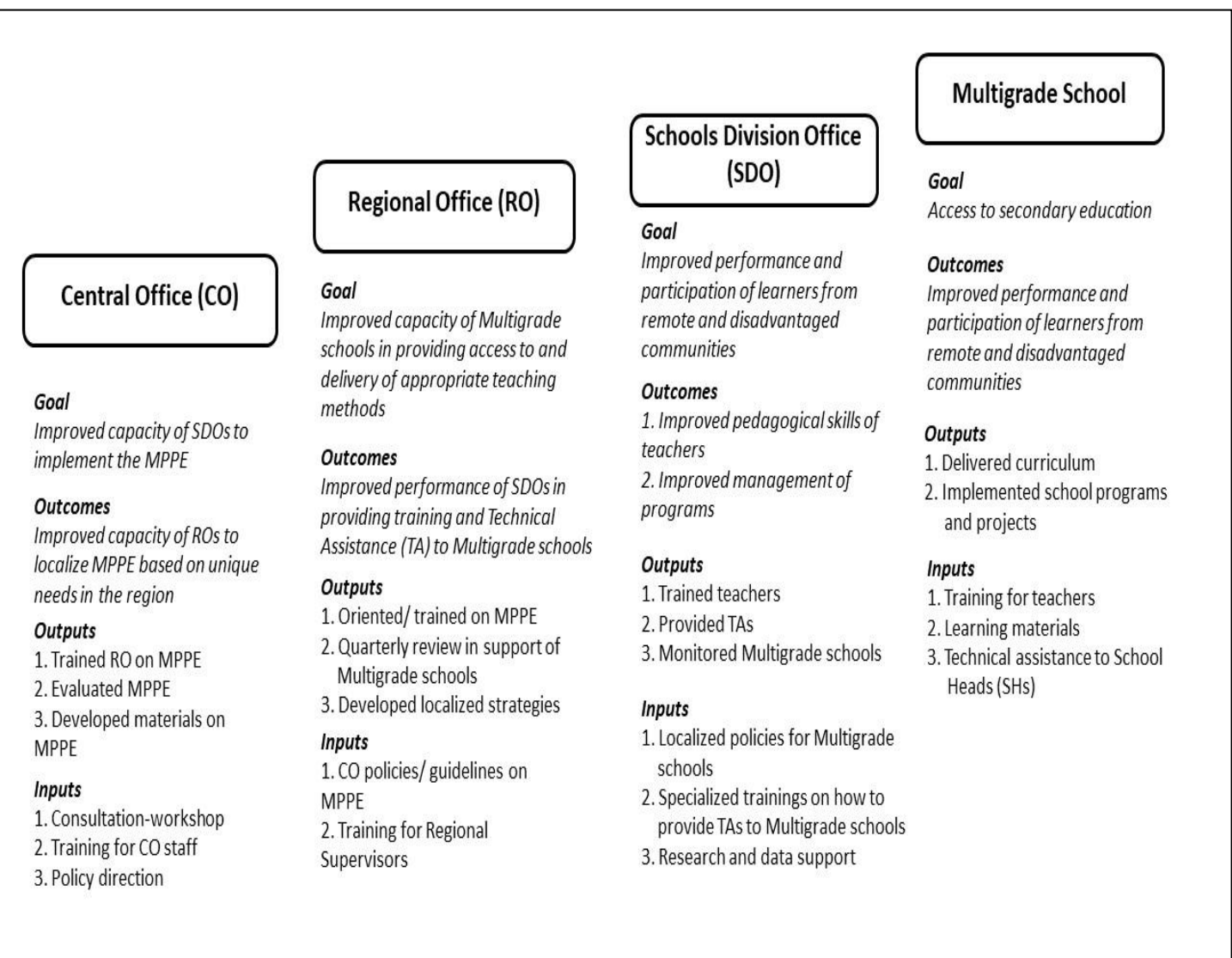


Figure 1-2 PMS M&E Framework

¹ Hierarchy of Objectives include goal (impact or program's contribution), outcomes (direct effects or results of outputs delivered), outputs (deliverables as per mandate), and inputs (resources or assistance needed to operationalize the outputs).

1.6 Intended Use of the Handbook

This PMS MES Handbook is for all DepEd staff involved in implementing and supporting the MPPE. This Handbook describes the system for monitoring Multigrade schools and initiatives, describing its processes, tools and techniques, and the roles and responsibilities of DepEd Central Office, Regional Office, Schools Division Office, District Office, and schools on monitoring and evaluation. This also serves as a guide to the central, regional and division level decision makers and implementers on how to provide more strategic and more impactful support to all Multigrade schools. Specifically, this Manual contains the following:

- Importance of M&E in facilitating development of more inclusive, efficient, and effective Multigrade schools. The M&E system is expected to make DepEd more demand-responsive and context-specific in implementing the MPPE;
- Framework for doing M&E work for MPPE, showing the different M&E processes per DepEd governance level, and how each M&E process integrates to other processes;
- Detailed processes, guide and tools for doing M&E work at Multigrade school, district and division level, regional and central levels; and
- Seamless integration of the M&E system to the planning and technical assistance roles of district and division levels. This Handbook demonstrates how M&E plays a vital role in raising the quality of teaching and learning process in a Multigrade setting.

1.7 Intended Users of the Handbook

The primary users of this Handbook are the district supervisors, school heads and teachers working in a Multigrade school setting. This Handbook will help the district supervisor and the school head to manage and facilitate the technical support between and among functional units at the Regional Office (RO) level, and between and among functional units at the Schools Division Office (SDO) level.

This Handbook is intended for all DepEd units and staff who provide technical support to Multigrade schools. These include the BLD, the Curriculum and Learning Management Division (CLMD) at the Regional level, and the Curriculum Implementation Division (CID) at the Division level. This provides a detailed guide to facilitate a more harmonized approach to operationalizing a custom designed M&E system for Multigrade schools versus the often-stand-alone M&E work. The absence of a dedicated and collective guide on M&E for Multigrade schools has made technical support to these schools difficult and full of challenges (SEAMEO INNOTECH, 2020).

Section 2. Overview of the Philippine Multigrade Schools Monitoring and Evaluation System (PMS MES)

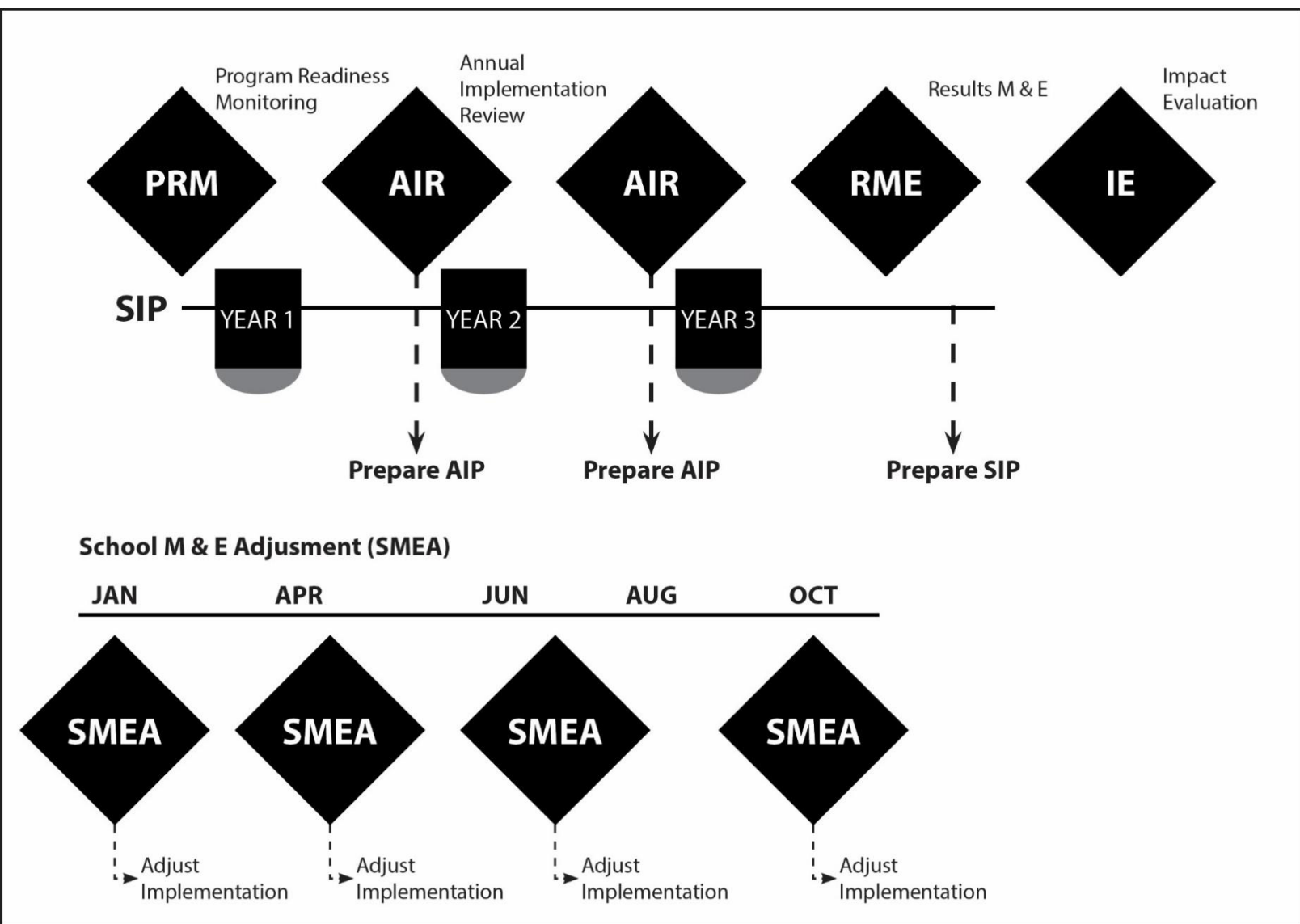


Figure 2-1 PMS MES

2.1 Definition

The Philippine Multigrade Schools Monitoring and Evaluation System (PMS MES) is a learner-centered, outcome-driven, evidence-based, participatory, and utilization-focused system for tracking, evaluating, and documenting the implementation of the MPPE in DepEd. It serves as an integrating mechanism, horizontally and vertically, for different key stakeholders and service providers. Horizontally, the PMS MES allows each DepEd governance unit to efficiently manage implementation of the MPPE, by providing real-time quantitative and qualitative data, information, and insights on their effectiveness and/or limitations to deliver Program outputs. Vertically, the PMS MES facilitates the interaction and sharing of data, information, and insights between schools and SDOs, SDOs and ROs, and ROs and CO. The PMS MES establishes mechanisms, processes, tools and techniques that will allow a seamless and integrated implementation of the MPPE.

Primarily, the system is designed to monitor access of school-age children or learners from remote and disadvantaged sector to quality basic education. Tracking is specific to learners' participation and performance. This is supplemented by series of evaluation on the capacity of DepEd, its different governance units composed of the Multigrade school, SDO, RO and CO to implement and sustain programs supporting Multigrade school learners.

As shown in Figure 2-1, specifically, the PMS MES contributes to:

- **Ensure all school-age learners and out-of-school children are in school.** Through the PMS MES, DepEd can trace the whereabouts of all school-age children in the community specifically, those who are marginalized and vulnerable, to address the equity issue. It tells them the following: (1) how many children are in the community, (2) how many are in school, (3) who are these children and who are not in school, and, (4) documents the barriers preventing these children from going to school.
- **Ensure all learners in school are participating actively in the teaching and learning process.** The school M&E system allows DepEd to track learners' participation and make timely response for learners who are at risk of dropping out due to irregular attendance, low achievement or silent exclusion from worthwhile learning, among others. Such information will enable the Multigrade schools to immediately provide timely remediation or support in addressing the different learning styles and needs of children in the community.
- **Ensure all learners in school can read and write, and demonstrate the necessary competencies for learning, proper values and attitudes in the primary level.** The PMS MES provides the platform for the Multigrade schools, districts and division offices, RO and CO which will allow them to talk about the teaching and learning process, address learning difficulties and challenges, and collectively address the school's limitation to sustain quality education services.

- **It provides a systematic process for doing M&E work per DepEd’s governance structure, and as an integrating mechanism across governance levels.** Overall, the PMS MES serves as venue to address the bottlenecks and barriers affecting learners’ access to schooling, participation while in school, and learners’ performance. The M&E system formalizes the generation and analysis of information and insights needed by the school heads, teachers, parents, and community stakeholders to make timely, inclusive, and relevant decisions about learners’ performance.

2.2 Philippine Multigrade Schools Monitoring and Evaluation System (PMS MES) Features

All data, information, and insights processed through the PMS MES are primarily useful and customized to the decision-making requirements of the school head or teacher-in-charge, Multigrade teachers and the community stakeholders. The PMS MES allows them to make timely response to learners’ needs, relevant adjustments to the teaching and learning process, and strategic inputs for effective management.

The PMS MES is designed to address the following:

- **Inclusion.** All learners in the community are accounted for. The PMS MES establishes the process for the Multigrade school and the community to track the whereabouts of all children or learners in the area. Through the PMS MES, the Multigrade school can determine target learners, locate these learners, and identify barriers preventing learners from going to school. These fixtures will enable the Multigrade school and the community to “bring all learners in school.”
- **Equity.** As a measure of achievement, fairness and opportunity in education, the system should recognize that most Multigrade schools are situated at a larger disadvantage than other schools in terms of the people’s socio-economic status and culture in their regard to children’s gender or disability as priority for education. The school system should aim at compensating the children’s disadvantages to ensure that everyone can attain the same quality of education as other children.
- **Quality.** The system puts premium on monitoring the implementation of the curriculum. This includes tracking contact time, competencies covered, and the Multigrade teachers’ teaching competencies. The system provides the process for DepEd to address issues that, 1) affect the delivery of curriculum, and, 2) affect the teachers’ performance.

- **Participation.** At the community level, the PMS MES provides the platform for the Multigrade school and the community to collectively appreciate challenges faced by the learners, and teachers in delivering the curriculum, and to collaboratively use local resources and strengths in addressing barriers to access and quality education. This further empowers the Multigrade school and community and promotes resiliency. The system also allows active participation of the SDO in helping Multigrade schools deliver quality basic education services, the participation of the RO in ensuring appropriate basic education support services are in place, and the CO in providing policies needed to sustain the operations of Multigrade schools.
- **Timely response and relevant decisions.** The PMS MES facilitates timely corrective actions and enables them to “catch” the issues before these escalate.
- **Localize requirements.** The PMS MES will make use of local resources and require simple requirements. As much as practicable, reporting requirements are calibrated based on school resources and ability. The requirements should not be an additional bureaucratic burden for the Multigrade school to comply with but an important input for an effective M&E system to work.

2.3 M&E Processes

The PMS MES is operationalized into five distinct but integrated processes. These processes are as follows: (i) **Program Readiness Monitoring (PRM)**, (ii) **School Monitoring, Evaluation, and Adjustment (SMEA)**, (iii) **Annual Implementing Review (AIR)**, (iv) **Results, Monitoring and Evaluation (RME)**, and (v) **Impact Evaluation (IE)**. These processes are designed to ensure a more systemic and systematic approach to monitoring and tracking, evaluating, and enhancing implementation of the MPPE. Different MPPE implementers particularly the Multigrade school and community stakeholders are supplied with up-to-date information and insights on Multigrade learners’ participation and performance which will allow them to timely respond to unique learning issues and bottlenecks at the community level. Figure 2-2 illustrates the five M&E processes of the PMS MES.

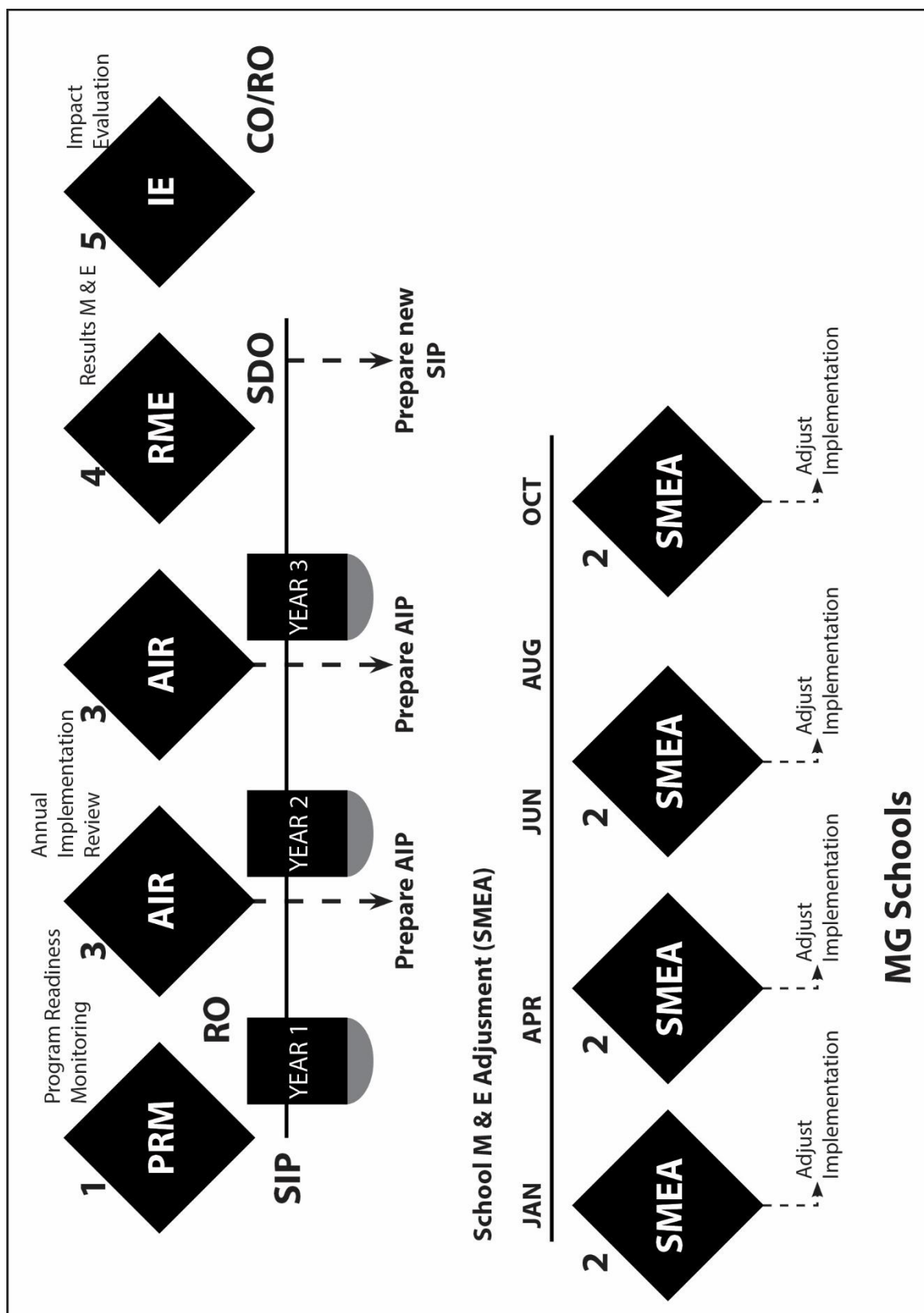


Figure 2-2 PMS MES Processes and Process Owners

The five processes or mechanisms are further described below. Each process corresponds to the mandate and/or major deliverables of the different governance levels in DepEd - CO, RO, SDO and District, and Multigrade school.

- First, **PRM** will be led by the RO. Through the CLMD, the RO ensures critical policy infrastructures, human resource requirements, and key logistical support are in place and ready to sustain the implementation of the MPPE.
- Second, **SMEA** is designed for Multigrade schools, designed to track learners' participation and performance. The SMEA provides the facility for the Multigrade school, teachers, and communities to proactively address difficulties in access and learning.
- Third, the SDO-CID through the District Supervisors will implement the **AIR**. This process provides the mechanism for PSDS to provide a more significant and high value adding technical assistance to Multigrade schools through the preparation of annual plans and programs.
- Fourth, **RME** will be undertaken by the SDOs, focusing on the effectiveness of technical assistance to Multigrade schools.
- Fifth, the **IE** will be undertaken by the CO and RO consistent to their mandates as policy makers and program developers. This process will also be used to evaluate the intended and unintended effects of other DepEd programs to MPPE.

2.3.1 Program Readiness Monitoring (PRM)

Difficulties in the delivery of basic education services in a remote or disadvantaged community can be traced back to poor preparation, limited technical support and/or absence of learning resources. A well-crafted school improvement plan (SIP) is often undermined by the failure to secure the critical resources needed in delivering quality basic education services for learners in remote or disadvantaged communities. Operationally, these may include mismatched competencies of students with demands in the community, delayed inputs or resources, and misunderstanding on the proposed strategies outlined in the SIP. These bottlenecks often affect the teaching and learning process. To ensure an efficient Multigrade school, it is important to secure critical inputs (resources and/or services) are in place before the SIP's full implementation.

Program readiness monitoring focuses on inputs needed to efficiently and effectively implement the MPPE. These include teachers' recruitment and qualification, critical learning resources, and technical assistance from the District Supervisor and/or the SDO Supervisor. Readiness monitoring aims to ensure all Multigrade schools are ready to provide quality basic education services in the remote or disadvantaged communities, and all SDOs are ready to provide sustainable technical support to Multigrade schools.

Readiness means Multigrade schools must have:

- enrolled the school-age students in the locality with focus on the marginalized and the vulnerable;
- adequate number of teachers: teachers who understand the local needs and context in the community; teachers who have the content expertise needed in the school or community, and the necessary pedagogical skills;
- minimum resources required to facilitate learning such as classrooms and facilities, instructional materials, textbooks, and teacher's guide;
- a community that supports and understands the targets and strategies outlined in the SIP;
- a designated school head or appointed Head Teacher; and
- a technical assistance team from the District and SDOs that can be tapped for technical inputs, networking, and other support.

Program Readiness Monitoring (PRM) is a sustainability mechanism designed to ensure that critical resources and/or assistance needed to successfully implement the Multigrade program are in place, available, and adequate. It tracks the readiness of key support groups including RO, SDO, and the PSDS's to provide timely and relevant technical support to all Multigrade schools. Specifically, readiness monitoring aims to address recurring problems and/or systemic challenges affecting MPPE. It serves as a "system check" done every three years.

2.3.1. School Monitoring, Evaluation, and Adjustment (SMEA)

SMEA is a mechanism for "catching and addressing" bottlenecks and barriers affecting learners' participation and performance. It is a systematic and objective assessment of the Multigrade schools' strategies on access and implementation of the intended curriculum. Specifically, it is designed to provide the Multigrade school and the community stakeholders with timely feedback and accurate information on learners' performance including factors that facilitate or hinder participation and performance. This enables both the Multigrade school and the community stakeholders to offer immediate corrective actions on learners' performance issues. See Table 2-1 for details.

Table 2-1 SMEA Suggested Activities

QR	Theme	Indicators to address	M&E Tools	Corrective Actions
June	<i>Bring all learners in the community to school</i>	• Five-year old or incoming kindergarten learners • Learners who completed a grade level in the previous SY, but did not enroll in the current SY • Learners with deficiencies on reading, numeracy, and other learning areas	• Mapping tool • Pre-test Philippines Informal Reading Inventory (Phil IRI) • Numeracy • Other learning areas	• Identify learners not in school and bring them to school or provide alternative delivery mode (ADM) options • Remediation strategies for non-readers, non-numerates, and with low performance in other learning areas
August	<i>Retain all learners in school</i>	• Pupils at Risk of Dropping Out (PARDOs) • Pupils with learning difficulties • Quarterly performance (periodical test) • Competencies covered • Pedagogical skills	• PARDO list • Curriculum coverage tool • Classroom observation • Checklist	• Remediation strategies for PARDOs and pupils with learning difficulties • Learning Action Cell (LAC) sessions on competencies not covered • Mentoring for teachers on teaching skills
October	<i>Track learners' performance</i>	• PARDOs • Quarterly performance (periodical test) • Competencies covered • Pedagogical skills	• PARDO list • Curriculum coverage tool • Classroom observation • Checklist	• Remediation strategies for PARDOs and pupils with learning difficulties • Learning Action Cell (LAC) sessions on competencies not covered • Mentoring for teachers on teaching skills
January	<i>Track learners' performance</i>	• PARDOs • Quarterly performance (periodical test)	• PARDO list • Curriculum coverage tool	• Remediation strategies for PARDOs and pupils with learning difficulties

QR	Theme	Indicators to address	M&E Tools	Corrective Actions
		- Competencies covered - Pedagogical skills	- Classroom observation - Checklist	- Learning Action Cell (LAC) sessions on competencies not covered - Mentoring for teachers on teaching skills
March	<i>Review End-of-School-Year Performance</i>	- Promotion rate, graduation rate, dropout rate - Pre and post reading and numeracy skills	School dashboard	- Enhance school programs and projects - Training/ mentoring for teachers

SMEA will focus on tracking the following performance indicators:

- **School leavers:** to determine, locate, and bring back learners who did not return after completing the previous school year.
- **Reading and numeracy skills:** at the start of school year, to identify learners who are non-readers and non-numerates.
- **Pupils at risk of dropping out:** to take measures to mitigate barriers affecting learner with participation in the teaching and learning process.
- **Quarterly performance of learners:** after every periodical test, identify learners with performance issues or learning difficulties, and their least mastered skills.
- **Curriculum coverage:** review of the teachers' coverage of learning/ competencies outlined in the curriculum guide.
- **Pedagogical skills of teachers:** assessment of teachers' teaching skills.
- **Promotion rate:** end-of-year review of learners who are promoted to next grade level.
- **Graduation rate:** end-of-year review of learners who successfully completed the Grade 6 requirements.
- **Reading and numeracy skills:** end-of-year assessment of learners reading and numeracy skills.

To promote cooperation and collaboration, quarterly reviews are participated in by the Multigrade school and representatives from the community. This will facilitate a more holistic, and context-specific solutions to the Multigrade school's issues on learners' performance.

2.3.3 Annual Implementation Review (AIR)

AIR is a year-end review of the Multigrade school's performance through school's self-assessment. This usually involves different stakeholders from the local community. The findings and results of the review will be used as input to next year's annual improvement plan (AIP).

AIR serves both as a control and adjustment point for the Multigrade school's programs and projects. As a control point, the Multigrade school and community initiatives are reviewed vis-a-vis performance indicators. The results of the quarterly reviews or the SMEAs will also be used in the review. As a process for adjustment, insights and lessons from the assessment will be used as input to enhance school-level project strategies, initiate new projects, and/or terminate projects that are not generating results.

The conduct of the AIR will be done with the call for submission of new AIPs usually before the end of a school year.

2.3.4 Results Monitoring and Evaluation (RME)

RME is a type of ex-post evaluation i.e., a systematic and objective assessment of a completed program or project, conducted at the end of the three-year SIP implementation for three indicators: access, quality of learning environment, and literacy, numeracy and other lifelong-learning skills and values. To be conducted every three years, the RME aims to answer the following evaluation questions:

- **Is there a significant increase in the number of school-age and non-school age learners (not in school) in the community who are in school?** What factors contributed or hindered access to school? What projects and practices should be continued or discontinued?
- **Are the needed classroom facilities, instructional materials, textbooks, and other items set in the standards for learning environment adequately provided on time and maximally used to facilitate the teaching and learning process?** What factors facilitated the availability of these items and their maximum use? What practices should be continued or discontinued?
- **Are all learners in school functionally literate and numerate?** Have they developed the lifelong learning skills and proper values and attitudes? What factors contributed or hindered their performance? What projects and practices should be continued or discontinued?

- **Is there a significant increase in the number of learners who attain mastery level of competencies (K-6)?** What are the least mastered competencies? What factors contribute or hindered learners' mastery of competencies? What projects and practices should be continued or discontinued?
- **Is there an increase in the number of marginalized and vulnerable learners from remote and/or disadvantaged community who completed elementary education?** Who benefits most from the program? What factors contributed or hindered learners' performance? What projects and practices should be continued or discontinued?
- **Do the trainings provided to teachers improve their competence?** What kind of training are needed for the teachers to become effective in a Multigrade classroom? Was the supervision provided by the School Head or District Supervisor to the teachers improved? What factors contributed or hindered the teachers' very satisfactory" performance?
- **Has the stakeholders' participation contributed to the school improvement?** What projects and practices should be continued or discontinued?

The results of the RME will be used as input to the next cycle of the SIP.

2.3.5 Impact Evaluation (IE)

Impact Evaluation (IE) validates the MPPE's intervention logic. It is both a program and system's review. The effectiveness and impact of the Program's interventions are documented, shared, and used for developing new policies and/or enhancing existing policies supporting operations of Multigrade schools.

The IE process is also designed to track unintended effects of other DepEd policies and programs to MPPE's target group or learners in remote and disadvantaged communities. These unintended outcomes, positive or negative, instruct CO and RO policy makers and program planners on the need to make systemic adjustments in the Program's design.

The IE intends to answer the questions on four criteria: relevance, effectiveness, efficiency and sustainability. Below are some indicative questions:

- **Relevance.** To what extent did the intended effects or impacts of the Multigrade program match the needs of the intended students?
- **Effectiveness.** Did the Multigrade program produce the intended effects or impacts in the short, medium and long term? For whom, in what ways and in what circumstances did the Multigrade program work? Did the intended effects or impacts reach all intended students and parents in the community? How did the Multigrade program contribute to the intended effects or impacts? What were the particular features of

the Multigrade program that made a difference? What variations in the Multigrade policies were implemented? To what extent and in what ways did the implementation change overtime as the Multigrade program evolved? How did the Multigrade program work in conjunction with the other DepED programs to achieve outcomes? What helped or hindered the Multigrade program to achieve the effects or impacts?

- **Efficiency.** What resources have been used to produce the Multigrade results? How does the Multigrade program compare to Monograde program? What policies and strategies have been used to ensure efficiency of the Multigrade program? What unintended effects or impacts (positive and negative) did the Multigrade program produce?
- **Sustainability.** Are the effects or impacts likely to be sustainable? Have the effects or impacts been sustained?

2.4 The M&E Process Owners

The five processes of the PMS MES will be implemented and managed by different units in DepEd. Each process corresponds to the mandate or roles and responsibilities of each governance level. Consistent to the mandate of the CO and RO as policy makers, the IE process will be assigned to them. The SDO as the main source of strategic technical support for Multigrade schools will manage the AIR and RME. And the Multigrade schools as the main deliverer of teaching and learning process, and school-based management implements the SMEA. Table 2-2 below outlines the process with each process owner.

Table 2-2 M&E Process and Process Owners

Process	Process Owner	Focus	Purpose
Program Readiness Monitoring (PRM)	CO-BLD RO-CLMD	RO to focus on SDOs SDOs to focus on Multigrade schools	Provide RO with information on the readiness of the SDO to support Multigrade schools and provide information to SDO on the readiness of Multigrade schools to implement the SIP.
School Monitoring Evaluation Adjustment (SMEA)	Multigrade Schools	Learners	Multigrade schools track learners' participation and performance which allows real time response to learners' concerns.
Annual Implementation Review (AIR)	SDO through Public Schools District Supervisors (PSDS)	Multigrade schools	District Supervisor provides strategic technical assistance to Multigrade schools by assisting schools on how to improve curriculum delivery and program implementation.
Results Monitoring and Evaluation (RME)	Schools Division Office (SDO) - Curriculum Implementation Division (CID)	Multigrade schools	Division Supervisor provides strategic technical assistance to schools on the preparation of their SIPs.
Impact Evaluation (IE)	Central Office (CO) - Bureau of Learning Delivery (BLD) and Regional Office (RO) - Curriculum and Learning Management Division (CLMD)	SDO, Districts Supervisors, Multigrade schools, and learners	System review of the MPPE and documentation of intended and unintended impacts of the program.

2.5 The PMS MES Manager

The Bureau of Learning Delivery (BLD) will be the system manager of the PMS MES. As the system manager, BLD manages and enhances the M&E System, and ensures appropriate capability building program on monitoring Multigrade school operations, managing the M&E processes, and evaluating effectiveness are provided to the RO, SDO, and Multigrade schools.

BLD will ensure compliance to the requirements of the M&E system for Multigrade schools through conduct of process audits. A process audit is aimed to assure the integrity of the M&E findings, recommendations and reports.

Section 3. Program Readiness Monitoring (PRM)

3.1 Definition

Program Readiness Monitoring (PRM) is the process of assessing the preparedness of the Region, Division, District and schools to plan, manage and sustain the delivery of quality basic education services to marginalized and vulnerable children in remote and disadvantaged communities using the Multigrade school strategy. It is a system for program review designed to address needed adjustments in the MPPE strategies, ensure support mechanisms and critical systems for a sustained implementation are in place, and the MPPE program implementers are equipped with the necessary technical and leadership skills to manage the program.

Specifically, Program Readiness Monitoring involves a review of the following areas as shown in Figure 3-1:

- Region's strategies and systems vis-a-vis the organizational bottlenecks limiting the effectiveness of Multigrade schools, and the unique context or situation of marginalized and vulnerable learners in remote and disadvantaged communities;
- Technical preparedness of the Schools Division and District to provide responsive and relevant technical support to Multigrade schools; and
- Readiness of Multigrade schools to deliver and adjust the teaching and learning process to the different learning needs and styles of children from different grade levels.

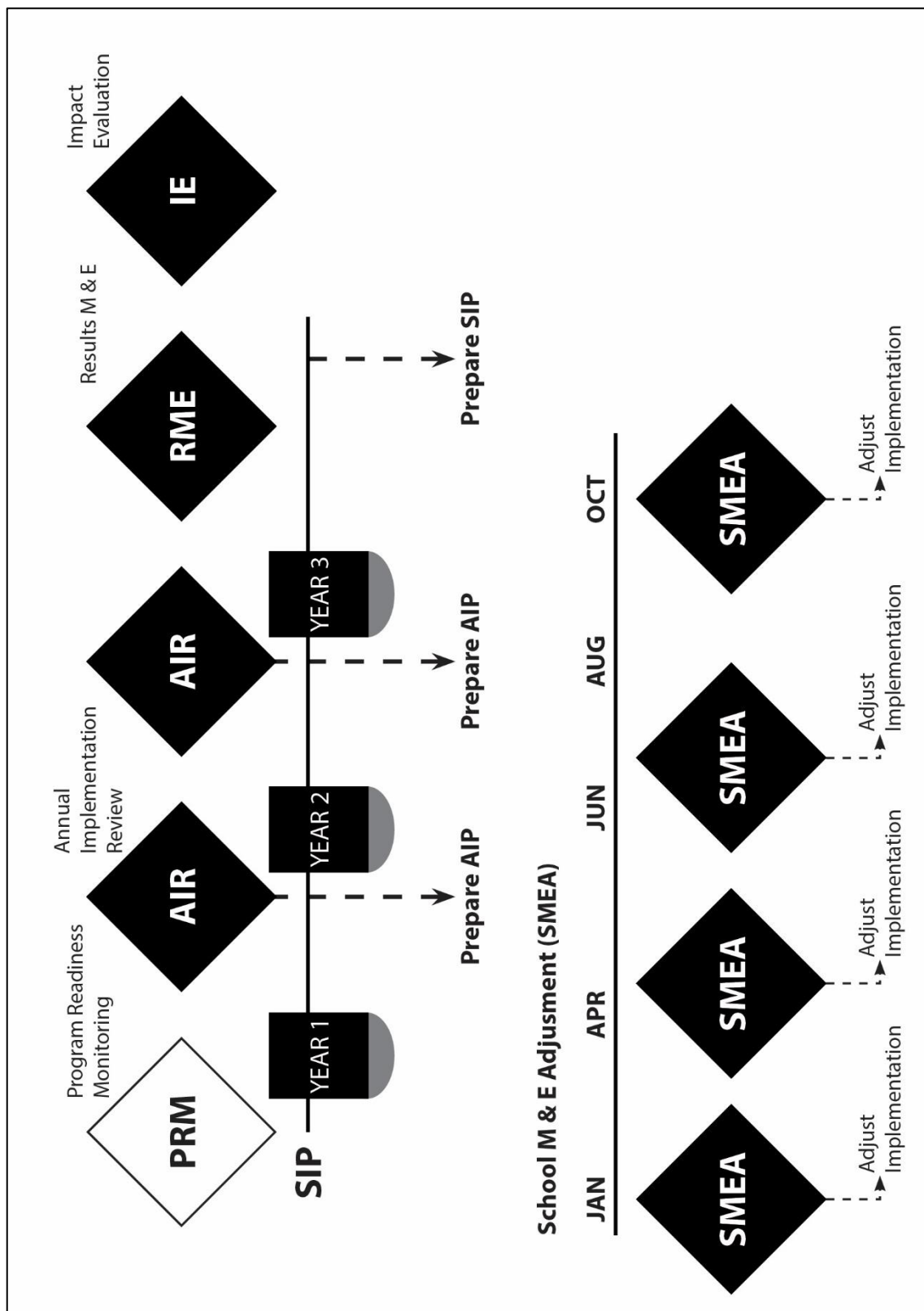


Figure 3-1 The PMS MES and Program Readiness Monitoring

3.2 Guiding Principles

Most program implementation difficulties are traceable to poorly designed strategies, ill equipped implementers, and delivery mechanisms that are not responsive to the program's operational requirements. These issues are best addressed at the start or mobilization stage of a program.

To promote readiness and preparedness among MPPE implementers, the following practical concepts and principles should be adopted:

- **“There is no substitute for good preparation.”** Poor plans and peoples’ misunderstanding of the plan are the two most common causes of program failures. This, however, is very much avoidable. Careful considerations of strategies, and well-thought-out actions increase the likelihood of program success;
- **“System check”** done at the start of every major program implementation saves time, and effort. Troubleshooting, on the other hand, is much more costly, requires more efforts and resources; and
- **Recurring problems are symptoms of missing management systems or poorly installed mechanisms.** In order to prevent or avoid these, efforts must be spent on ensuring these management systems are in place before shifting to high gear implementation.

3.3 Objectives of Program Readiness Monitoring

Program Readiness Monitoring (PRM) aims to ensure all necessary policies and system infrastructures needed by Multigrade schools and communities to deliver quality basic education services to marginalized and vulnerable learners in remote and disadvantaged communities are in place. This process provides the venue for reviewing and adjusting of Multigrade policies and guidelines, capacitating DepEd units to implement the MPPE, customizing mechanisms and processes, and organizing needed resources before the full implementation of the Program in the Region. This strategy is expected to contribute to the Multigrade schools’ efficiency and effectiveness.

Overall, Program Readiness Monitoring is designed to make DepEd RO, SDO, and Multigrade schools more organized and proactive. This is a mechanism intended to identify limitations and/or weaknesses in the system of DepEd. Specifically, the review process will generate the following benefits:

- **Makes the RO more responsive.** Review of existing policies, programs, and organizational systems in the Region allows the RO to be more demand-driven, allowing the MPPE strategies to be more contextualized and/or localized. The review will allow the RO to determine the strengths and weaknesses of its Multigrade school program vis-a-vis learners’ context and risks currently affecting or will affect operations of the Multigrade school.

- **Customized capacity building based on unique demands or needs.** The Capacity building program for Division and District Supervisors, Multigrade school heads, and teachers are customized based on unique demands or needs making the said program more proactive instead of reactive.
- **Priorities are determined.** A review allows the Region and Division to determine the priority areas to effectively implement the MPPE.
- **Equitable distribution of resources.** The review will allow the Region and Schools Division to allocate and place resources (human, material, equipment, etc.) to Multigrade schools or areas where immediate and/or most technical and logistical support are required.
- **Bottlenecks and barriers addressed, and risks mitigated.** PRM will ensure that bottlenecks and barriers to MPPE implantation are addressed and that mitigating measures will be put in place to downplay the risks that are in place.

As soon as readiness or preparedness of the MPPE implementers are established, the RO will now have the confidence to fully implement the MPPE strategies and commit technical support and needed resources to Multigrade schools.

3.4 Monitoring and Evaluation Questions

Table 3.1 below enumerates the suggested evaluation questions that will be used in facilitating the conduct of the Readiness Monitoring:

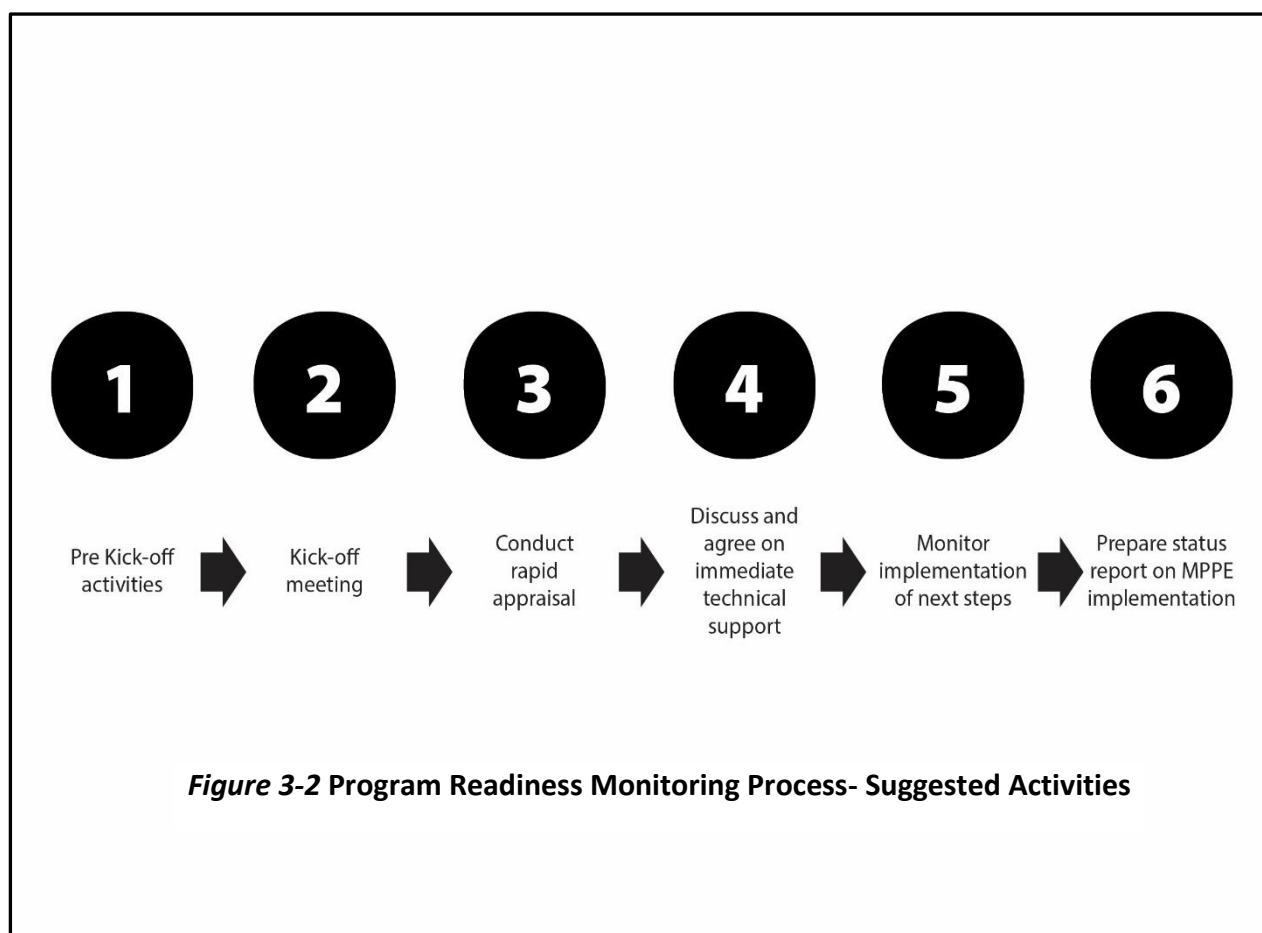
Table 3-1 Program Readiness Monitoring M&E Questions

Areas	Evaluation Questions
Policy Concerns / Relevance	Are existing national and/or regional policies or guidelines pertaining to Multigrade schools program implementation still relevant and responsive? Are there challenges, issues, and/or risks that are not being addressed by existing policies or guidelines?
Education Plans	Are the current plans of the SDOs able to explicitly identify/show strategic directions and strategies for Multigrade schools?
Readiness of SDOs to Provide TA	Are the SDOs equipped to implement the national/regional policies/guidelines/programs intended for Multigrade schools? What technical competencies should be enhanced to prepare the SDOs (including Districts) in assisting the schools?
Readiness of District Supervisors	Are Public Schools District Supervisors (PSDS) equipped with the necessary competencies in providing TA to schools on education planning, M&E, instructional supervision, and

Areas	Evaluation Questions
	mentoring? What training or assistance do they need to be able to support Multigrade schools?
Preparedness of School Heads	Are the school heads assigned in Multigrade schools trained on education planning, M&E, managing stakeholders, instructional supervision, resource mobilization, others?
Readiness of Teachers	Is the roster of teachers for Multigrade schools complete? Are they equipped to teach in a Multigrade setting? What training and mentoring support do they need?
Logistics	Are all Multigrade schools have the necessary resources to operate as a school? If no, where are these schools?

3.5 Major Activities

Program Readiness Monitoring will be conducted every three years. A monitoring readiness review will be conducted at Year 1 of the implementation of the (i) School Improvement Plan (SIP), (ii) Division Education Development Plan (DEDP), and (iii) Regional Basic Education Plan (RBEP). The review will be repeated in the fourth year of the DEDP and RBEP implementation, or when the next cycle of SIPs is completed. The three education plans serve as the main reference materials for the Program Readiness Monitoring.



Below are suggested activities to implement the Program Readiness Monitoring process as shown in Figure 3-2:

1. **Pre-Kick-off Activity.** The RO thru the CLMD initiates the Program Readiness Monitoring. CLMD instructs the SDO's Curriculum Implementation Division (CID) to prepare a presentation material discussing their SDO's strategic directions on MPPE, priority programs and projects for Multigrade schools, and their requested technical support from the RO.
2. **Kick-off Meeting.** CLMD convenes the CIDs to discuss:
 - CLMD levels-off with CIDs by discussing the scope and objectives of the kick-off meeting;
 - Each CID representative presents a performance dashboard of Multigrade schools in their respected divisions. Performance dashboard includes indicators on access, efficiency, and quality. Each CID is also requested to identify their priority target Multigrade schools; and
 - Using the M&E Questions in Section 3.4, CLMD asks each CID to answer the evaluation questions (Table 3.1) per priority target areas.
3. **Conduct Rapid Appraisal.** Focusing on priority areas (districts or Multigrade schools), the CID conducts rapid appraisal. The activity aims to document gaps between the desired outcomes and strategies contained in the SIP and DEDP, and the capacity of the districts and Multigrade schools to implement the plan. The CID conducts consultative meeting with Multigrade school heads and teachers to determine readiness of the Multigrade school to implement the MPPE. As necessary, the CID may conduct further validation review to deepen its understanding of the bottlenecks and barriers that affect or may affect the Multigrade schools' performance in the next three years.
4. **Discuss and agree on immediate technical support.** Using the results of the rapid appraisal, CLMD convenes again the CID through a workshop. CLMD facilitates to discuss the findings and agree on next steps. The next steps refer to activities that must be undertaken immediately, issues that must be addressed, and/or support systems that must be established before the full implementation of the MPPE strategies and programs.
5. **Monitor Implementation of Next Steps.** The implementation of the next steps or agreements will be monitored by the CLMD using the Program Readiness Monitoring Checklist. This checklist will help determine if the critical internal weaknesses identified in the rapid appraisal are being addressed or resolved.
6. **Prepare Readiness Report.** The CLMD prepares the status or completion reports indicating the compliance to next steps including issues encountered and risks needing further monitoring.

3.6 Roles and Responsibilities

The process owner of the Program Readiness Monitoring is the CLMD. As process owner, CLMD initiates and facilitates the activities, and monitors the implementation or compliance to suggested next steps.

Program Readiness Monitoring will be conducted by a composite team from: (1) Regional MPPE Coordinator as team leader; (2) Division MPPE Coordinator; (3) Regional and SDO Planning Officer; (4) representatives from the Quality Assurance Division (QAD) and the SDO's M&E Specialist; and (5) others (depending on the nature of the issues). Table 3-2 below outlines the roles and responsibilities on Readiness Monitoring.

Table 3-2 PRM Roles and Responsibilities

Activity	Lead Person	Participating Members	Technical Support
1. Pre Kick-off activity	Regional MPPE Coordinator	Division MPPE Coordinator	Planning Officer and QAD/M&Es
2. Kick-off meeting	CLMD MPPE Program Coordinator	CID MPPE Program Coordinator	
3. Conduct rapid appraisal	CLMD MPPE Program Coordinator	CID MPPE Program Coordinator	FTAD/M&E
4. Discuss and agree on immediate support and technical adjustments	CLMD MPPE Program Coordinator	CID MPPE Program Coordinator	
5. Monitor implementation of next steps	CLMD MPPE Program Coordinator	CID MPPE Program Coordinator	
6. Prepare status or completion reports	CLMD MPPE Program Coordinator	CID MPPE Program Coordinator	

3.7 Means of Verification

The main MOV for this activity is the Status or Completion Report of the Readiness Activities. This report describes the critical internal weaknesses affecting or may affect the MPPE implementation including next steps or adjustments that will address the internal weaknesses, status on the implementation of next steps or recommendations, and the results of these implementation.

This MOV will also be used as reference material for other MPPE M&E processes particularly in the Results M&E and Impact Evaluation processes.

3.8 M&E Techniques and Tools

The following tools and techniques will be used to implement the Program Readiness Monitoring process:

- **MPPE Program Readiness Monitoring Checklist.** This is a tracking instrument to be used by RO in reviewing the capacity of the SDO and Multigrade schools in implementing and sustaining the MPPE in their respective areas. The Checklist will help identify SDOs and/or Multigrade schools that are ready to implement the MPPE as well as SDOs and/or Multigrade schools that may need more technical and capability building support.
- **Rapid Appraisal.** This is a participatory process for collecting and/or validating practices, issues, and challenges. It involves the use of different data collection techniques to triangulate responses, context-specific and evidence-based validation of stories. Rapid appraisal will be implemented by the RO to generate information, stories, and insights on the state of readiness of the region, division and Multigrade school in managing and implementing the MPPE.

Section 4. School Monitoring, Evaluation, and Adjustment (SMEA)

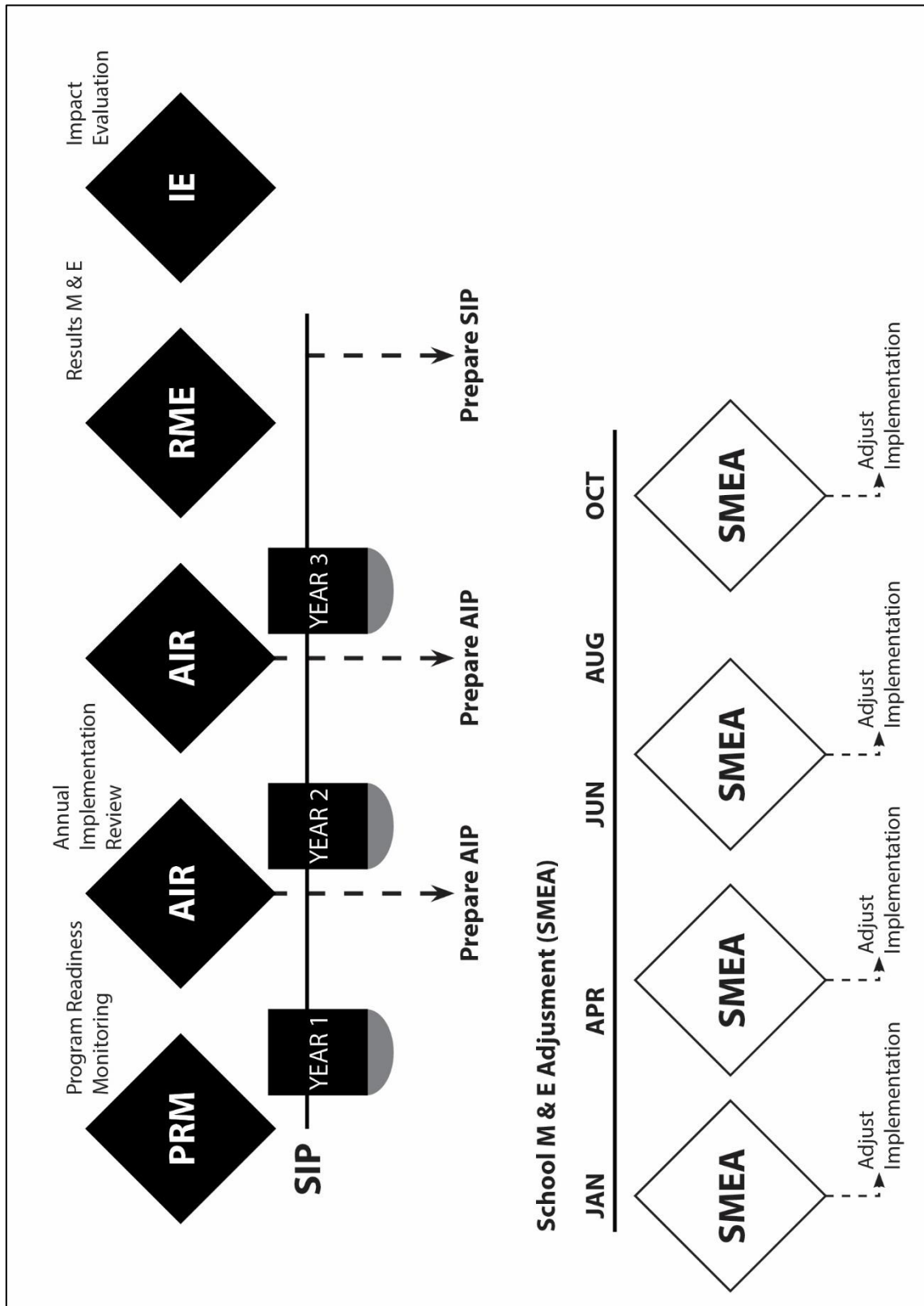


Figure 4-1 The PMS MES and SMEA Monitoring

4.1 Definition

SMEA is a participatory strategy for doing M&E work at the school level. To be implemented by the Multigrade school, it provides a platform for monitoring the school's implementation of access and equity, and its curriculum and evaluating the effectiveness as evidenced by the participation, drop-out and completion rates, among others and the improvements in learners' performance and participation in the teaching and learning process.

SMEA is a quarterly review of the Multigrade school's performance using performance indicators relevant to schools. It is a proactive strategy for anticipating and addressing potential problems or issues affecting learners' performance. SMEA is designed to "catch" learners' performance issues before they become dropouts, failures, and repeaters. To ensure performance issues are properly tracked, Multigrade school level indicators were developed for monitoring learners or school-age children before, during, and after a school year (SY). To be implemented five times in a school year, each SMEA session focuses on specific indicators or themes pertinent to the period as shown in Figure 4-1.

These themes are as follows:

- **June SMEA.** *Bring all school-age children, boys and girls, to school.* In order to ensure high participation of children in remote and disadvantaged communities, the Multigrade school tracks incoming learners (kindergarten), and whereabouts of returning learners (to improve retention). This serves as the Multigrade school's venue for identifying and resolving issues on intake and participation. Overall, this SMEA is a strategy for increasing enrollment, increasing intake in kindergarten classes, and reducing school leavers.
- **August-October-January SMEA.** *Tracking pupils/students at risk of dropping out (PARDO, SARDO), learners' academic performance, and implementation of the curriculum.* For this SMEA, the Multigrade school focuses on tracking learners' performance, and in making immediate corrective actions in its teaching and learning strategies. This is to ensure learners' competencies are enhanced while in school. SMEA sessions for August, October and January are designed to improve the teaching and learning process of the Multigrade school, and the implementation of school-initiated interventions.
- **April SMEA.** *End-of-School-Year (EOSY) Monitoring.* To be conducted in April, the Multigrade school evaluates its effectiveness in bringing and retaining children in school, and in improving learners' performance for the SY. Specifically, this SMEA session focuses on promotion, and failure of learners.

SMEA is also a stakeholder mobilization strategy. Key Multigrade school stakeholders including parents, locals and leaders in the community, local LGUs, and other relevant partners operating in the community participate in monitoring and evaluating learners' participation and performance. This provides a venue for stakeholders to significantly contribute and provide immediate support to Multigrade schools in sustaining learners' performance. Through the SMEA, the Multigrade school facilitates a collective appreciation of problems and issues affecting performance of learners in the community and facilitate a more collaborative approach to addressing learners' learning needs.

4.2 Guiding Principles

To implement a more inclusive and learner-centered M&E process, the following practical concepts and principles are adopted in the design of the SMEA:

- **“Major on major things.”** Focus more on substantive concerns rather than tracking activities and resources. This means focusing on the Multigrade school's key performance indicators (KPIs). School monitoring will focus on the school's main deliverables - the implementation and effectiveness of the teaching and learning process.
- **Just in time.** Monitoring should be able to “anticipate and/or catch” issues and concerns at the right time. This involves the use of progress markers which serve as early warning indicators. Progress markers will allow the Multigrade school to make timely corrective actions to address school leavers, dropouts, and failures.
- **Transparency.** The integrity of M&E results is established when done in a participatory manner. Collective appreciation of problems and issues affecting performance and a collaborative approach facilitates a more impactful and sustainable solution to operational concerns of the Multigrade school.
- **Community as a critical resource.** In a remote and disadvantaged communities, the community stakeholders, including the learners, are critical players in the conduct of M&E. They possess unique knowledge of the community's inhabitants, topography, socio-cultural and political relationships, and other local information the Multigrade school can use in understanding the learners' situation, and in customizing the school's strategies.

4.3 Scope of the SMEA

The SMEA focuses on tracking four types of results. These include: (1) impact to learners' entry to Grade 7 and performance at the secondary level; (2) participation and performance of Multigrade learners while in a Multigrade school setting; (3) efficiency of the Multigrade school and community stakeholders to deliver quality basic education services in remote or disadvantaged communities; and (4) timeliness and quality of support or assistance received by a Multigrade school from DepEd's district and schools division office (SDO).

Figure 4-2 illustrates these four types of results into goal or impact level, outcomes level, outputs or deliverables level, and input level. These are described as follows:

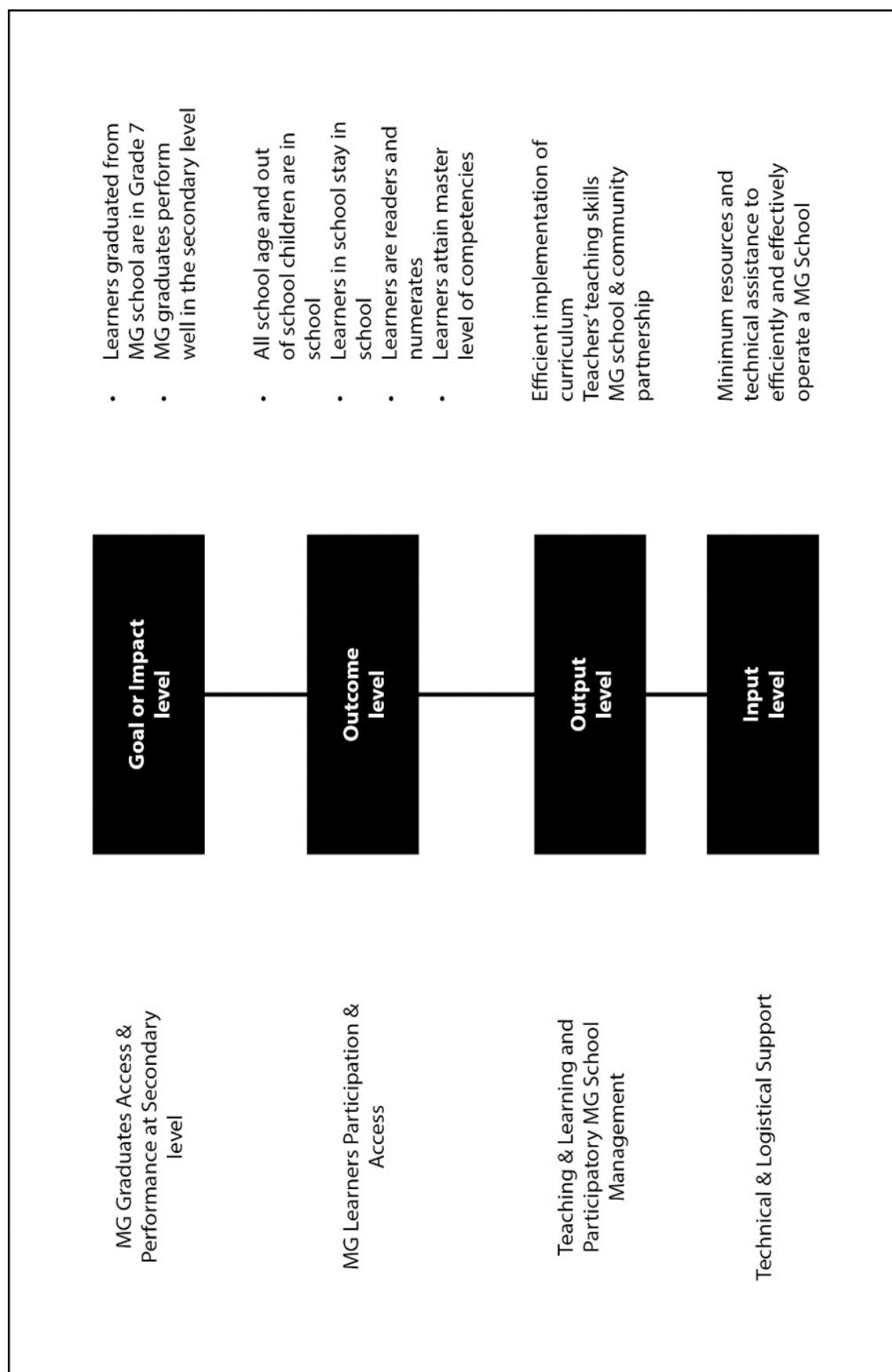


Figure 4-2 Hierarchy of Results in a Multigrade School

4.3.1 Goal or Impact Level ²

The desired long-term effect for a Multigrade school is to equip its learners with the necessary competencies that will allow each learner to continue schooling in the secondary education level. Impact is measured when more learners from remote or disadvantaged communities can access or transition to Grade 7 and are able to continue and participate actively in school. A tracer study will provide critical information and insights on the readiness and quality of Multigrade learners, and valuable lessons for enhancing the MPPE per locality.

4.3.2 Outcome Level ³

Effectiveness of Multigrade schools will be measured using learners' responses or progression. This means tracking: (1) learners' entry to school; (2) performance and experience while in school; and (3) their readiness to proceed to the next key stage of basic education. Specifically, Multigrade schools' effectiveness will be measured through the following:

- All learners from remote and/or disadvantaged communities are in school. This "entry" level indicator which includes school age children and overage children is an important inclusion indicator. The Multigrade school's ability to track and bring all learners in the community to school or bring schooling to all learners is a critical measure of effectiveness of the Multigrade Schools. As such, Multigrade schools must be able to map and locate all learners in the community.

To measure this indicator, the PMS MES will track the following: (a) number of school-age and non-school age learners in the barangay, (b) learners' identity, background, and whereabouts, and (c) barriers or factors preventing their participation to basic education.

- All learners enrolled in Multigrade school stay in school. Another measure of effectiveness of Multigrade schools is its ability to "retain or make learners in school stay in school." Specifically, this is measured using school leavers and dropout indicators.

The Multigrade Schools M&E System provides the mechanism for the Multigrade school and community stakeholders with an early warning mechanism for ensuring learners who completed the previous school year will return in school, and determine the "push and pull" factors affecting learners at risk of dropping out to be addressed.

- Improve learners' performance. Learners can read and count (numerate) and attain mastery level of competencies.

² Goal or impact level at Multigrade school level pertains to higher level strategic results to which MMPE contributes.

³ Outcomes are immediate direct effect of Multigrade schools to learners. Outcomes provide the success indicators of Multigrade schools.

4.3.3 Output or Deliverable Level ⁴

Effectiveness of Multigrade schools will be measured using learners' responses or progression. These means tracking (i) learners' entry to school, (ii) performance and experience while in school, and (iii) their readiness to proceed to the next key stage of basic education. Specifically, Multigrade schools' effectiveness will be measured through the following:

Table 4-1 Multigrade School M&E Framework summarizes the scope of the SMEA.

Table 4-1 Multigrade SMEA Framework

Narrative Summary (hierarchy of results)	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
Goal <i>(end-of-three years)</i> Improved access of learners from remote and disadvantaged communities to secondary schooling	• Increase in number of Multigrade school graduates who transition to secondary level • Increase in number of learners from Multigrade schools who stay in school (secondary)	• Tracer Study (to be developed) • Learner Information System (LIS) • EBEIS	Factors that may affect learners' transition to secondary education Barriers preventing Multigrade graduates from going to secondary level are reduced
Outcomes <i>(improvement in learners' performance)</i> Improved performance and participation of learners from remote and disadvantaged communities	• Increased enrollment of learners from remote and disadvantaged communities to elementary schooling • K to 3 learners are functionally literate and numerate • Increase in number of learners from Multigrade schools who attain mastery level of K to 6 competencies • Increase in number of learners completing elementary education	• Mapped children from the community versus actual number of children enrolled • EGRA & EGMA • Phil-IRI • ELLNA, NAT 6 • Classroom-based assessment results • EBEIS	Factors that may affect learners' participation Barriers preventing learners' participation to classroom and school activities are minimal

⁴ Outputs are goods and/or services the Multigrade schools are mandated to provide to learners. Also known as deliverables.

Narrative Summary (hierarchy of results)	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
Outputs <i>(services provided by teachers/school to learners)</i> 1. Delivered curriculum 2. School programs and projects implemented	<i>Teaching and Learning</i> • % of contact time between teachers and learners • % of competencies covered versus competencies outlined in the curriculum guide • teachers employed appropriate teaching and learning techniques <i>School-based Management</i> • % of activities in AIP completed	• SH Instructional Supervision Report • Budget of Work (BoW) versus Daily Lesson Log (DLL) • School Quarterly Accomplishment Report	External factors that may affect the Multigrade school's work Disturbances from external environment (e.g., LGUs, weather, etc.) and internal activities (e.g., from SDO, RO, and CO) are minimal
Inputs <i>(support /resources needed by a Multigrade school to deliver outputs)</i> • Training for teachers on content and teaching skills • Support learning materials • Technical Assistance to SHs on governance and instructional supervision concerns			Pre-conditions necessary to provide the inputs SDO's strategies to disadvantaged groups are in place

4.4 Objectives of SMEA

The primary focus of the SMEA is the learner or the learner's performance. Primarily, it is designed to contribute to improving access of all school-age children in remote and disadvantaged communities, increasing retention and participation of all learners while in school, and improving their academic achievements. Effective SMEA implementations are expected to impact on the following Multigrade school KPIs: (1) net intake rate; (2) participation of children in the community; (3) school leaver rate; (4) dropout rate; (5) promotion and/or failure rate, and (6) graduation rate).

The main users of the SMEA findings are the school and the community. The insights, lessons, and agreements derived from SMEA sessions will allow the school and community to respond to learners' concerns in a timely manner and make immediate corrective actions in the Multigrade school's delivery of curriculum, teaching strategies, and school-initiated programs and projects.

Specifically, the quarterly SMEA process will help the Multigrade school to:

- **Improve the child-seeking strategies of the Multigrade school.** Through the SMEA, the Multigrade school and community can determine the barriers affecting participation of school-age children as well as address the Multigrade school's limitations in bringing all school-age children in the community to school;
- **Improve the capability of the Multigrade school to retain children in school.** The SMEA allows the school and community to assess the "push and pull" factors affecting learners' desire to stay in school. Such information and insights about issues affecting learners' capability to stay in school will allow the Multigrade school and community to provide immediate support to learners or pupils at risk of dropping out (PARDO);
- **Determine needed improvements in the Multigrade teachers' coverage of the curriculum/competencies, teaching skills, and the school head's instructional supervision skills.** SMEA sessions are conducted after every grading period or periodical exams. This provides the Multigrade school head, teachers, and community with real-time feedback on learners' performance vis-a-vis the school's delivery of the curriculum and school-initiated interventions;
- **Identify needed enhancements to school-initiated programs and projects.** Inputs from the SMEAs will allow the Multigrade school and community to determine programs or projects to continue, and to discontinue. SMEA sessions will make the Multigrade school and community more demand-responsive, child-centered, and able to identify more sustainable interventions for all learners.

The SMEA sessions are conducted and managed by the Multigrade school for the school and community.

4.5 M&E Questions

Table 4.2 enumerates suggested evaluation questions to be used in facilitating the conduct of the SMEA sessions:

Table 4-2 SMEA M&E Questions

SMEA	Areas	Evaluation Questions
June SMEA	School-age Children's Access	• Are all five-year old children in the community in school? If no, who and where are these children? • What prevents them from going to school? • What strategies do we employ to bring schooling to them? • What should be done to improve the Multigrade school's child-seeking strategies?
	Retention/School Leavers	• Are all returning learners (incoming Grades 1 to 6) in school? If no, who and where are these children? • What prevented them from going back to school? • What strategies do we employ to bring schooling to them? • What should be done to improve the Multigrade school's child-seeking strategies?
	Basic Skills	• What are the reading and numeracy skills of children enrolled? • How many are these children? Who are these children? • What strategies do we employ to improve their skills reading and numeracy?
	Annual Improvement Plan (AIP) Implementation	• Are we able to implement all activities outlined or committed in the AIP as of May (current year)? • What are the activities not implemented? • What adjustments are needed to catch up?
Aug-Oct-Jan SMEA	At Risk of Dropping Out	• Are there pupils at risk of dropping out? • How many and who are they? • What factors are pushing or pulling them out of school? • What strategies do we employ to prevent them from dropping out?
	Learners Performance	• How many learners pass the periodical exams? • How many and who are the learners who fail in the exam? • What subjects have the greatest number of failures? • How can these be remediated?

SMEA	Areas	Evaluation Questions
Aug-Oct-Jan SMEA	Competencies Covered	• Are all the competencies listed in the Budget of Work (BOW) and/or the Daily Lesson Log (DLL) covered by teachers? • What subject/s has the least number of competencies covered? • What are the reasons why these competencies were not covered? • What adjustments in our teaching and learning process are needed to address this issue?
	AIP Implementation	• Are we able to implement all activities outlined or committed in the AIP as of (July-September-December)? • What are the activities not implemented? • What adjustments are needed to catch up?
April SMEA	School Year-End Performance	• Is there a reduction in the school leavers? • Is there a reduction in the number of dropouts? • Is there an improvement in the reading and numeracy skills of pupils? • Is there a reduction in number of pupils who fail? Is there an improvement in the number of pupils promoted? • Is there an improvement in the number of pupils who completed Grade 6?
	Basic Skills	• Is there an improvement in the reading and numeracy skills of children enrolled? • How many and who are these children that did not improve their skills? • What adjustments in strategies do we employ to improve their skills in reading and numeracy?
	School-initiated Interventions	• What school programs and projects do we continue or discontinue? What programs do we need to enhance to make it more responsive to the learners' situation?
	AIP Implementation	• Are we able to implement all activities outlined or committed in the AIP as of March (current year)? • What are the activities not implemented? • What adjustments are needed to catch up?

4.6 Major Activities

Figure 4-3 illustrates the five suggested activities of the SMEA process. The Multigrade school will conduct five SMEA sessions in one (calendar) year. These five sessions are divided into three thematic focus. These include: (1) June SMEA, which focuses on monitoring the whereabouts of all school-age children; (2) August-October-January SMEAs, which focus on tracking learners' academic performance, and on the Multigrade school's delivery of curriculum; and (3) April SMEA, which is an end-of-school-year (EOSY) review that measures the school's achievements of key performance indicators (KPIs).

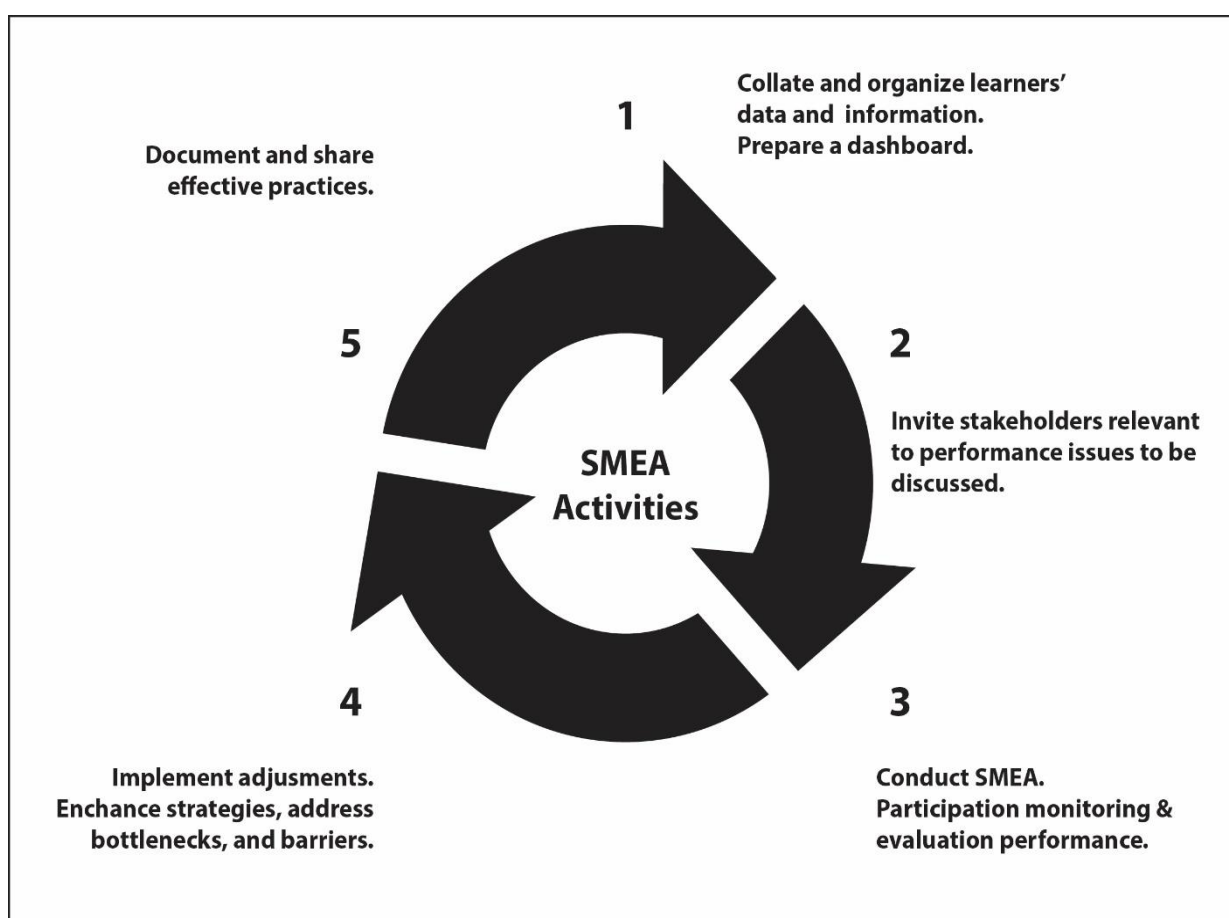


Figure 4-3 SMEA Activities

4.6.1 June SMEA

The June SMEA is the Multigrade school's mechanism for tracking all school-age children and out-of-school children in the community. Specifically, the June SMEA serves as a venue for the Multigrade school and community to identify and resolve issues on intake (kindergarten) and school leavers. This session will contribute to the following:

- **Ensure all school-age children in the remote and disadvantaged communities are in school.** Through June SMEA, the school accounts for the whereabouts of incoming kindergarten pupils and out-of-school children. To facilitate this session, the progress marker to be used is the percentage of mapped children in the community who are in school.
- **Ensure all learners who completed the previous School Year (SY) will come back to school (next SY).** Through this mechanism, the Multigrade School is able to identify learners who did not come back at the beginning of SY. This information will allow the Multigrade school and community to undertake immediate actions of bringing them back to school as soon as possible. To facilitate this session, the progress marker to be used is percentage of learners from previous SY who came back to school in the current School Year.
- **Trace whereabouts of Multigrade school graduates.** Using the SMEA, the Multigrade School, together with the community, can determine whether Multigrade school graduates pursue secondary schooling or not. To facilitate this session, the progress marker to be used is percentage of Multigrade school graduates who proceeded to secondary level; and
- **Ensure all learners with difficulties in reading and numeracy are identified at the beginning of SY.** The review will allow the Multigrade school to provide immediate and customized interventions that will improve learners' reading, numeracy and critical thinking skills. To facilitate this session, the progress markers to be used are: (1) percentage of learners at frustration level, and (2) percentage of learners who did not pass the numeracy skills test.

Suggested Activities

The June SMEA will be implemented a week or two weeks after the opening of the School Year. As shown in Figure 4-4, below are suggested activities to implement the June SMEA session:

SMEA THEMES

SMEA Schedule & Proposed Themes

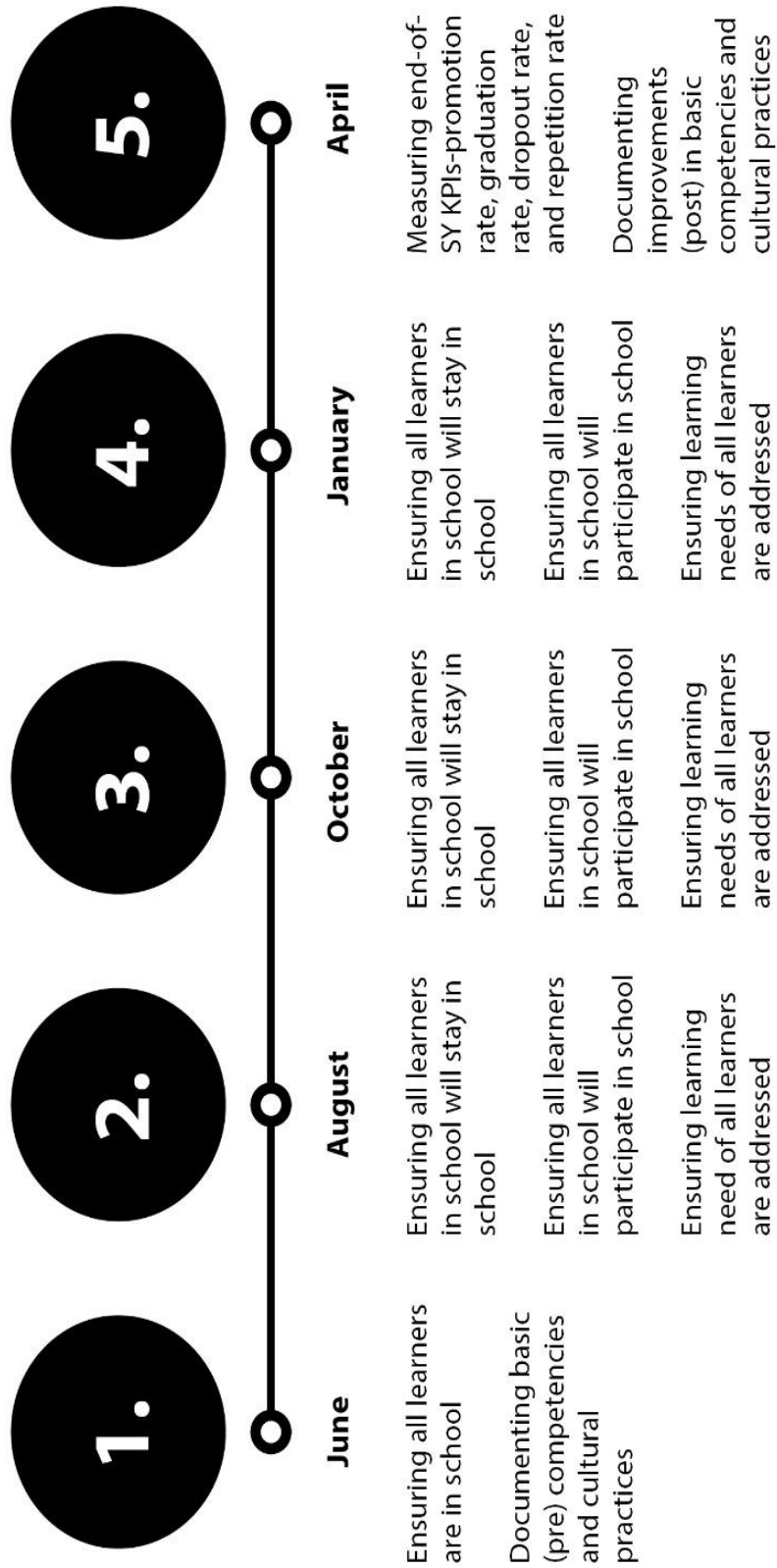


Figure 4-4 SMEA Themes

Step 1. Organize school data and information on access.

Before the actual SMEA session, the Multigrade school head prepares the school's performance dashboard for June (Figure 4-5). The performance dashboard contains the following progress markers:

- percentage of mapped children in community who are in school;
- percentage of mapped five-year old children who are in school;
- percentage of learners promoted in previous SY are back in school;
- percentage of Multigrade school graduates who have transitioned to secondary level; and
- learner's level of competencies in reading and numeracy.

The school head and teachers conduct preliminary analysis using the performance dashboard and identify the children who are not in school. The Multigrade school prepares and/or updates the learners' whereabouts map to determine who, and where are the children not in school. The Multigrade school identifies the factors preventing children from going to school.

Before the actual SMEA session, the Multigrade school should have the following data and information:

- number and identity of each incoming kindergarten pupil who are not in school;
- number and identity of returning learner who did not come back to school for the current School Year;
- number and identity of recent Multigrade graduates who did not pursue secondary schooling;
- reading and numeracy competencies of all learners of the Multigrade school as of May; and
- accomplishments (activities completed as per Annual Improvement Plan or AIP).

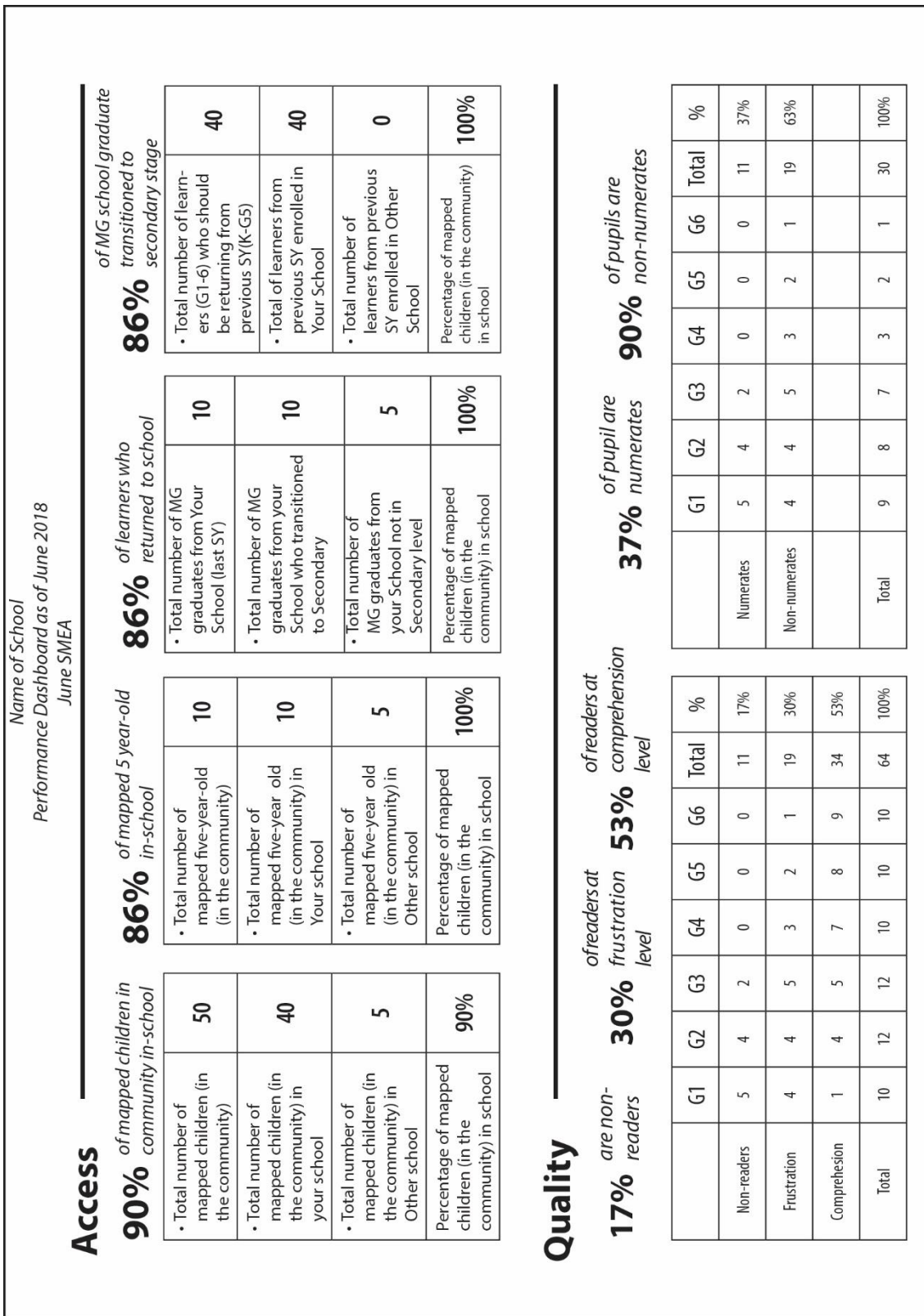


Figure 4-5 Multigrade School Performance Dashboard-June

Step 2. Invite stakeholders.

After preparing the performance dashboard and doing a preliminary analysis, the Multigrade school invites the community stakeholders to a one-day meeting to discuss and seek assistance on children or learners who are not in school. The following community stakeholders may be invited:

- Parent Teachers and Community Association (PTCA) President and active members;
- Barangay officials including the Barangay Captain, Councilors (*Kagawad*), and Security (*Tanod*); and
- Barangay health workers and/or social workers, and other development partners operating in the area.

Step 3. Conduct the SMEA session.

The June SMEA session is a one-day activity for discussing Multigrade school concerns regarding children in school and out-of-school, and the school's accomplishments (as per AIP) as of May. Together with the community stakeholders, the Multigrade school and community will discuss and deliberate on the following:

- ***Agenda # 1. Identify and determine learners' whereabouts.*** The main objective of the meeting is to identify children not in school including possible reasons hindering them from coming to school. The performance dashboard (Figure 4-5) and the learners' whereabouts map (Annex E) are presented by the Multigrade school to facilitate the discussion. Suggested probing questions to facilitate discussion are as follows:
 - How many children are in-school and out-of-school?
 - For those not in-school, who and where are they?
 - What prevents them from coming to school?
 - What limits the school from bringing these children to school?
 - What school-initiated programs and projects should be continued, stopped, and enhanced?

The Multigrade school and community stakeholders agree on actions to undertake.

- ***Agenda # 2. Discuss the results of reading and numeracy tests of learners.*** The Multigrade school discusses the results of the learners' reading and numeracy assessment results. The Multigrade school informs the community stakeholders of the interventions to be provided to learners with poor reading and numeracy skills and seeks assistance when necessary from stakeholders to collectively agree on how to address these issues. Suggested probing questions to facilitate discussion are as follows:
 - How many children are non-readers, and what are the frustration and comprehension levels? How many are numerates and non-numerates? Who are these learners? What are their difficulties?
 - What school-initiated interventions should be implemented to address the reading and numeracy issues?
 - What assistance can the community provide in improving the reading and numeracy skills of learners?

- **Agenda # 3. Discuss the school's accomplishments to date, as per AIP.** The Multigrade school discusses the school's accomplishments vis-a-vis activities and outputs listed in the AIP. Discussion also includes the challenges, limitations, as well as support provided by the community stakeholders in managing the AIP implementation. Suggested probing questions to facilitate discussion are as follows:
 - Is the implementation on time? If not, what activities were delayed?
 - What are the issues, challenges or external factors that prevented the Multigrade school from implementing the activities and outputs committed in the AIP?
 - What are the catch up activities of the Multigrade school?
- **Agenda # 4. Other Concerns.** Other concerns refer to operational issues in the Multigrade school needing immediate attention. Taking advantage of the presence of community stakeholders, the Multigrade school may opt to raise problems or issues affecting learners' performance in class. Other concerns range from health issues affecting learners' participation to logistical concerns affecting the teachers' delivery of lessons. Each SMEA session is concluded by the preparation of a SMEA Action Plan detailing the agreements and assignments of the Multigrade school and community members in terms of bringing out-of-school children back to school.

Step 4. Implement adjustments or actions.

The Multigrade school and the community stakeholders implement the agreements or proposed actions outlined in the SMEA action plan. The Multigrade school head monitors and ensures all agreements or proposed actions (adjustments) are acted upon.

Depending on the issues being addressed, the following adjustments and/or actions may be undertaken by the Multigrade school and the community:

- Locates the out-of-school children. With the help of the members of the community, the Multigrade school convinces the parents or guardians to bring their children to school;
- Customizes flexible learning options (FLO) for children who may have difficulties coming to school;
- Endorses out-of-school children to another school; and
- Improves existing strategies on bringing children to school, and/or discontinues related strategies not producing results.

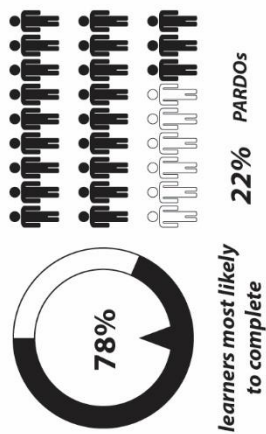
Step 5. Prepare the SMEA Report. The Multigrade school head prepares a completion report describing the outcomes or results of the adjustments or actions taken by the Multigrade school and community stakeholders. For this SMEA, outcomes pertain to additional number of five-year old children in school, and additional number of learners who completed the previous School Year who are back in school. The report also enumerates the actions taken. Performance dashboards and SMEA Action Plan are attached to the SMEA report.

4.6.2 August -October-January SMEA

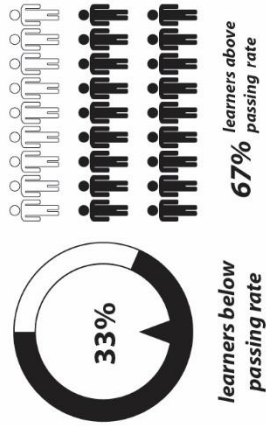
The August-October-January SMEA is used to analyze the performance of learners and the Multigrade school in delivering the curriculum. To be done after each grading period, these SMEA sessions serve as the venue for discussing and addressing pupils at risk of dropping out (PARDO), and analyzing learners' performance. This quality control mechanism aims to accomplish the following:

- **Ensure PARDOs are provided appropriate interventions to prevent them from dropping out.** Through the SMEA, difficulties and problems preventing PARDOs from fully participating are addressed.
- **The Multigrade school and the community members collectively and collaboratively understand the performance of learners after a periodical test.** In the SMEA, learners' performance issues are analyzed and least mastered competencies are determined. This provides inputs to the Multigrade school on which competencies are to be reinforced, and to determine additional instruction needed.
- **Track competencies covered and not covered.** Using the results of the periodical test, the teaching and learning process is analyzed to determine teachers' difficulties and challenges in delivering certain competencies. Additionally, the teachers' teaching techniques are reviewed and analyzed.
- **Track disruptions to classes, and agreements on how these can be mitigated.**

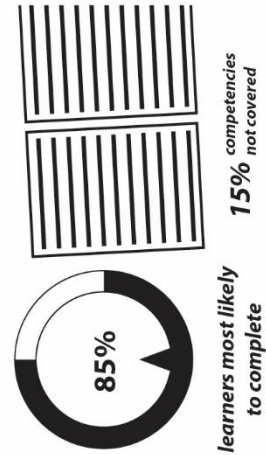
Retaining Learners in School



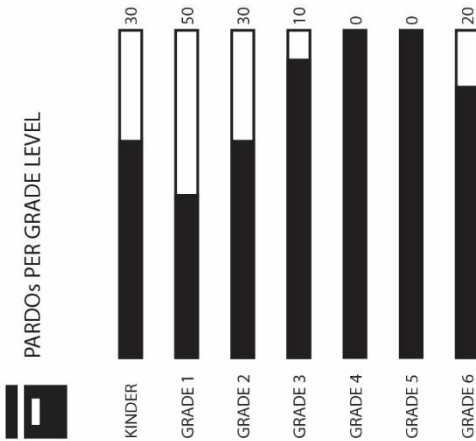
Learners Performance for the Period



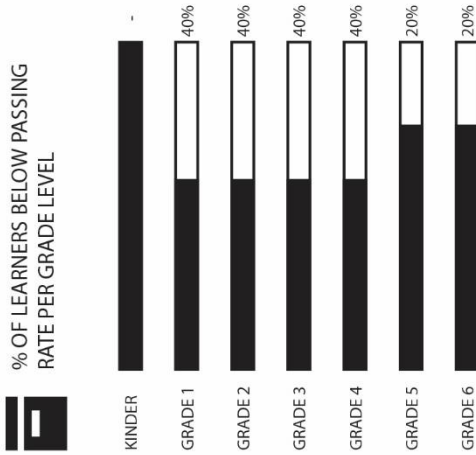
Competencies Covered for the Period



PARDOs PER GRADE LEVEL



% OF LEARNERS BELOW PASSING RATE PER GRADE LEVEL



% OF COMPETENCIES COVERED PER GRADE LEVEL

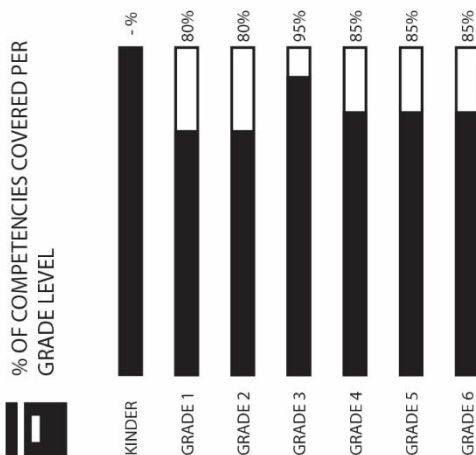


Figure 4-6 Multigrade School Performance Dashboard-- August-October-January

Suggested Activities

The August-October-January SMEA will be implemented a week after the periodical test. Below are suggested activities to implement the August-October-January SMEA process:

Step 1. Organize data on learners' performance.

Immediately after the results of the periodical tests are computed, the Multigrade school head with the help of the teachers, prepares the performance dashboard representing learners' performance for the period. Specifically, the performance dashboard will include the following: (1) % of PARDOs; (2) % of learners at or above passing rate per grade level; and (3) % of competencies covered. The performance dashboard for this SMEA is illustrated in Figure 4-6.

Using the performance dashboard, the school head and teachers conduct preliminary analysis of learners' performance. This includes identifying subject areas with lowest performance, identifying least mastered competencies, identifying disruptions to classes, and analyzing teachers' delivery of the teaching and learning process vis-a-vis results of the periodical tests. The Multigrade school prepares a presentation material for this preliminary analysis and presents the same to the community stakeholders during the SMEA session. The presentation materials will be in the following order:

- **Performance dashboard.** This will show the overall performance of all learners for the period;
- **Subjects and least mastered competencies.** This will pinpoint or identify subject/s with lowest performance level and enumerate competencies with difficulties;
- **Teachers' performance.** This will show the Multigrade school's weaknesses and limitations, and external factors that affected the teaching and learning process and the learners' performance;
- **Proposed actions.** This will present the Multigrade school's suggestions and recommendations on how the weaknesses and limitations are to be addressed, and how the external factors will be mitigated.

Step 2. Invite stakeholders.

After preparing the performance dashboard and doing the preliminary analysis, the Multigrade school invites the PTCA representatives and parents to a one-day session/meeting to discuss and seek assistance improving learners' performance in class. The following stakeholders may also be invited as needed:

- Division subject area specialists and District Supervisors (as needed);
- Barangay officials including the Barangay Captain, Councilors (*Kagawad*), and Security (*Tanod*); and
- Barangay health workers and/or social workers, and other development partners operating in the area.

Step 3. Conduct an SMEA Session.

The August-October-January SMEA session is a one-day activity for discussing learners' performance using the latest results of the periodical exam and discussing the school's accomplishments (as per Annual Improvement Plan or AIP) as of the review period. The following are the suggested topics for discussion:

- **Agenda # 1. Identification of PARDOs.** The Multigrade school identifies the PARDOs and discusses with the community the “push and pull” factors affecting their participation in schools. Push factors refer to issues and problems inside the school that are “pushing” learners “away” from classes and school. Push factors include poor academic performance, bullying in school, school's lack of facilities like water and toilets for girls, lack of learning materials and other factors affecting learners while in school. Pull factors, on the other hand, pertain to situation outside of the school that are “drawing them away” from attending daily classes. These may include family issues, health concerns, work or economic issues, local terrains which make it difficult for learners to come to school, and other factors hindering their participation in school. Suggested probing questions to facilitate discussion are as follows:
 - How many children are PARDOs? Who are they? What difficulties are they currently experiencing?
 - What school-initiated interventions should be implemented to keep them in school?
 - What assistance can the community provide in keeping PARDOs in school?
- **Agenda # 2 - Analysis of Learners Performance.** The main objective of the meeting is to identify areas for improvement in the Multigrade school's teaching and learning strategies, and in the school-initiated interventions. Suggested probing questions to facilitate discussion are as follows:
 - How many learners are at or above the passing rate?
 - What grade level/s have registered the lowest passing rate?
 - In what subjects did more learners perform well? In what areas did they not perform well?
 - What were the least mastered competencies?
 - What competencies were covered or discussed by the teachers? What were not covered by the teachers? Why were these competencies not covered?
 - What were the internal and/or external disruptions in classes that affected contact time between teachers and learners?
 - What are the areas for improvement and enhancement in teachers' delivery of the teaching and learning process, and in the implementation of school-initiated interventions?

- **Agenda # 3. Discussion of school accomplishments to date, as per AIP.** The Multigrade school discusses its accomplishments vis-a-vis activities and outputs listed in the AIP. Discussion also includes the challenges, limitations, as well as support provided by the community stakeholders in managing the AIP implementation. Suggested probing questions to facilitate discussion are as follows:
 - Is the implementation on time? If not, what activities were delayed?
 - What are the issues, challenges or external factors that prevented the Multigrade school from implementing the activities and outputs committed in the AIP?
 - What are the catch up activities of the Multigrade school?
- **Agenda # 4. Other Concerns.** These concerns refer to operational issues in the Multigrade school needing immediate attention. Taking advantage of the presence of community stakeholders, the Multigrade school may opt to raise problems or issues affecting learners' performance in class. Other concerns range from health issues affecting learners' participation to logistical concerns affecting the teachers' delivery of lessons.

SMEA sessions are concluded with the preparation of a SMEA Action Plan. These action plans are forwarded to the PSDS for possible technical support that the SDOs can provide especially in addressing the Multigrade school's limitations and capacity.

Step 4. Implement adjustments or actions.

The Multigrade school and the community stakeholders implement the agreements or proposed actions outlined in the SMEA action plan. The Multigrade school head monitors and ensures all agreements or proposed actions (adjustments) are acted upon.

Depending on the issues being addressed, the following are some of the adjustments and/or actions that may be undertaken by the Multigrade school and the community after analyzing the learners' performance:

- Conduct remediation classes for learners with poor performance. The Multigrade school implements a special class to address deficiencies in the competencies of learners as evidenced by the results of the periodical tests;
- Implement school-initiated interventions to supplement teachers' inputs and to sustain learners' participation;
- Train teachers on areas with least mastered competencies, and on teaching strategies;
- Conduct action research to get more insights or in-depth understanding of factors affecting learners' performance;
- Develop supplementary materials that will help facilitate learners' understanding of competencies;
- Increase engagement of parents in terms of: (i) technical inputs when they have the technical qualification, (ii) assist teachers in conducting visitation or follow-up sessions;

- The community, especially the barangay LGU, helps resolve factors outside of the Multigrade school's control. Examples include addressing safety and security issues in the area, and setting up of physical infrastructure that will facilitate learners' access to and from school; and
- Seek assistance from the PSDS and the SDO on issues that are best addressed at their level.

Step 5. Prepare the SMEA Report.

The Multigrade school head prepares a completion report describing the outcomes or results of the adjustments or actions taken by the Multigrade school and community stakeholders. For this SMEA, outcomes pertain to improvements in learners' performance. The report also enumerates the activities implemented to address the learning deficiencies. Performance dashboards and SMEA Action Plan are attached to the SMEA report.

4.6.3 April SMEA

The April SMEA is a post-SY review of performance. It is a venue for taking stock of the strategies, actions, and challenges encountered by the Multigrade school and the community for one SY. Unlike the previous SMEA sessions, the April SMEA is not for corrective actions. Findings, insights, learnings, and recommendations from this SMEA are to be used as inputs to next cycle AIP.

Specifically, as a quality control mechanism, this SMEA will generate the following:

- Documentation of all school practices, limitations and difficulties, and the external challenges encountered by the Multigrade school in providing access to all learners, managing the curriculum, and in implementing the school-based management (SBM) plan. The review will allow the Multigrade school to examine different options or strategies the Multigrade school may use to address future challenges and performance issues; and
- Documentation on effectiveness of the Multigrade school and community's response to bottlenecks and barriers. April SMEA documents these practices and provides recommendations on how these practices can be sustained, and how to fully maximize community involvement in the schooling process.

Suggested Activities

The April SMEA will be implemented a week after the closing of the School Year. Below are suggested activities to implement the April SMEA process:

Step 1. Organize the Multigrade school indicators.

After the closure of the School Year, the Multigrade school organizes the following SY-end indicators which include:

- **Access** (ratio of children in school versus total number of mapped school-age children in the community)
 - Percentage (%) of children in the community who are in school ⁵
 - Percentage (%) of five-year old children or incoming kindergarten who are in school ⁶
- **Efficiency** (ratio of pupils who remained in school versus the total number of pupils enrolled)
 - School leaver rate ⁷
 - Dropout rate ⁸
- **Quality** (pupils' performance in school)
 - Promotion rate
 - Failure rate
 - Graduation rate

These indicators are organized into a performance dashboard (Figure 4-7) representing the overall achievement of the Multigrade school for the School Year. The completion reports from previous SMEAs documenting the performance per period, analysis and findings, insights and lessons, and outcomes of the June, August, October, and January SMEAs are used as input to the April SMEA. The Multigrade school prepares a preliminary report of the school's overall performance for presentation to the community stakeholders.

Step 2. Invite stakeholders.

The Multigrade school invites all important community stakeholders to a one-day session/meeting to report on the year-end performance of the school. The following stakeholders may be invited as needed:

- Division subject area specialists and District Supervisors;
- PTCA officers and active members;
- Barangay officials including the Barangay Captain, Councilors (*Kagawad*), and Security (*Tanod*); and
- Barangay health workers and/or social workers, and other development partners operating in the area.

⁵ The total number of children in the community was determined through the learners' whereabouts map prepared by the Multigrade school and community.

⁶ Five-year old children or incoming kindergarten learners are determined through the learners' whereabouts map prepared by the Multigrade school and community.

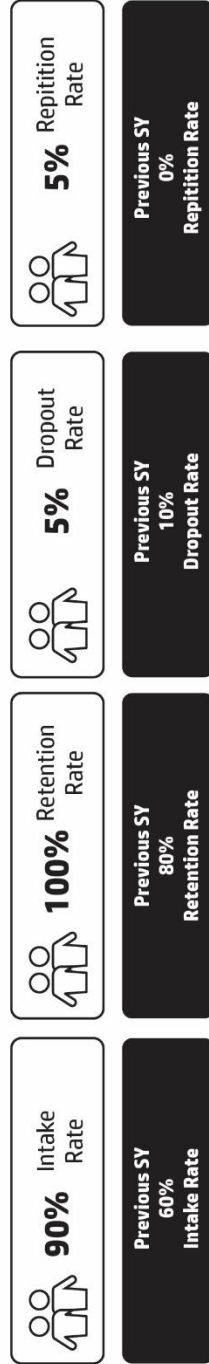
⁷ Kindergarten to Grade 5 pupils (from previous SY) who returned to school (as Grade 1 and Grade 6 pupils)

⁸ Total number of pupils who dropped out of school versus the total number of pupils enrolled in school.

Your School, ID 123

Performance Dashboard EOSY
April SMEA

Access & Efficiency



Quality

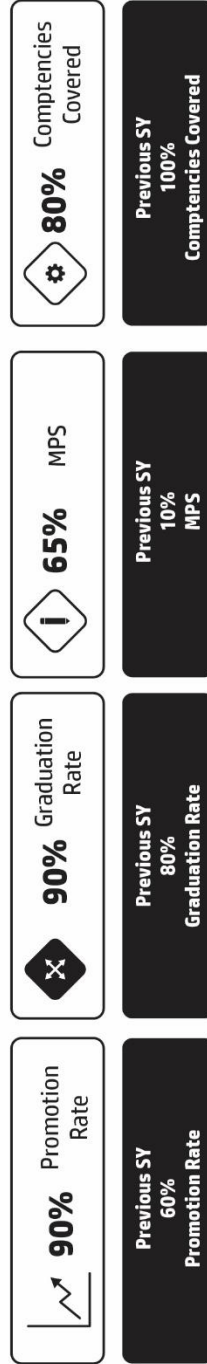


Figure 4-7 Multigrade School Performance Dashboard-- April

Step 3. Conduct the April SMEA Session.

The April SMEA session will serve as the state of the school address (SOSA). The Multigrade school reports on the achievements and accomplishments of the Multigrade school and community, the issues and challenges encountered and how these were addressed, and a report on the Multigrade school's implementation as per AIP. The following are the suggested topics for discussion:

- **Agenda # 1. Access Indicators.** Using the performance dashboard and indicators on access, the school discusses the effectiveness of the child-seeking strategies employed by the Multigrade school and community including the areas for enhancement. Suggested probing questions to facilitate discussion are as follows:
 - What child-seeking strategies should be continued or discontinued? Is there a need for new child-seeking strategies to address the issues of access in the community?
 - What technical support should the Multigrade school and community seek from the PSDS and Division Supervisors that will significantly improve learners' access to schooling?
 - What do we (school head and teachers) need to sustain the performance of the Multigrade school on access? Do we need resources? Do we need training? Do we need facilities?
 - What system and physical infrastructure support should be put in place to support Multigrade schools' operation in remote and disadvantaged communities?
- **Agenda # 2. Efficiency.** The Multigrade school also reports on the effectiveness of retention strategies implemented in the immediate past SY. The report will cover the interventions adopted to address and/or mitigate the "push and pull" factors affecting learners' participation. Suggested probing questions to facilitate discussion are as follows:
 - What retention strategies should be continued? Discontinued? Considering the issues encountered on learners' participation and performance, what new retention strategies should be considered?
 - What school-initiated remediation interventions should be developed, enhanced and/or implemented to keep pupils in school?
 - What technical support should the Multigrade school and community seek from the PSDS and Division supervisors that will help resolve issues on retention?
 - What do we (school head and teachers) need to sustain performance of the Multigrade school on efficiency?
 - What systems, policies, and physical infrastructure should be put in place to support Multigrade schools' operation in remote and disadvantaged communities?

- **Agenda # 3. Quality.** The third agenda is discussion on how performance issues were addressed and enhanced by the Multigrade school. The Multigrade school discusses the areas where learners performed poorly, and how these were addressed both by the school and the district supervisor. Suggested probing questions to facilitate discussion are as follows:
 - What remediation strategies should be continued and discontinued? Considering the learners' performance issues encountered (immediate past SY), are there alternative remediation strategies that should be considered by the school?
 - What school-initiated remediation strategies should be developed, enhanced, and/or implemented to sustain performance of Multigrade schools on improving quality?
 - What systems, policies, and physical infrastructure should be put in place to support Multigrade schools' performance?
- **Agenda # 4. Other Concerns.** Report on critical concerns and/or problems encountered by the Multigrade school and community that are not necessarily or directly linked to learners' performance. Discussion focuses on how these were resolved, and how these can be sustained. The April SMEA session is concluded with a consensus from both the Multigrade school and community on support programs and projects to continue and/or discontinue. All agreements pertaining to programs and projects to continue will be reflected in the school's AIP (for next year).

Step 4. Prepare the SMEA Report.

The Multigrade school head prepares a completion report which outlines the programs and projects that will be continued, enhanced and continued, and discontinued. Discontinuing a program is critical to sustaining performance.

4.7 Roles and Responsibilities

The process owner of the SMEA is the school head. As process owner, the school head initiates the SMEA activities, facilitates the discussion with the community stakeholders, implements and/or oversees the agreed adjustments/actions to address the issues and challenges, and monitors the implementation of the adjustment activities.

SMEA will be participated by the teachers, PTCA officers and members, local officials, and other development workers in the area. Public School District Supervisor (PSDS) assigned in the area, and Division Supervisors (focal persons and/or subject area specialists) may also participate in the SMEA sessions.

The PSDS may also implement a parallel activity called District MEA or DisMEA using the performance dashboards prepared by each Multigrade school as input including the insights, analysis, and recommendations.

4.8 Means of Verification (MoVs)

The main MV for this activity is the SMEA Report per SMEA session (Annex B). The SMEA report documents the following: (1) participation and performance issues of learners; (2) causes of poor participation and performance; (3) limitations of school strategies and capability; and (4) the agreed corrective actions to address the internal weaknesses of the Multigrade school.

The SMEA reports will be used as reference materials in the preparation of the Multigrade school's annual report, and as input to the preparation of the AIP. Another MOV for this process are the performance dashboards.

4.9 M&E Tools and Techniques

The following tools and techniques will be used to implement the SMEA process:

- **Performance Dashboard for Multigrade school.** This is a single page/screen document showing the performance of Multigrade school per SMEA period. This includes performance dashboard on access (% mapped learners in school), performance dashboard on efficiency and learners performance (% of PARDOS, % of learners below the passing rate, % of competencies covered by teachers), and the Multigrade school's performance dashboard by end of SY (promotion rate, dropout rate, school leaver rate, failure rate).
- **Learners' Whereabouts Map.** This involves techniques developed to determine the total number of school-age children in a remote and disadvantaged community. It is a process where the Multigrade school and the community stakeholders prepare a map that will show the location of all children in the community, and identify which children are in school and not in school.
- **Competencies covered.** This is a tool for teachers' tracking of competencies covered as per budget of work and daily lesson log.
- **Classroom Observation Tool for Multigrade schools.** This is a data collection tool used to document a teacher's delivery of the curriculum, his/her demonstration of teaching skills which include use of differentiated instruction/ innovative teaching methods, classroom management, and assessment practices.
- **Pareto Analysis.** This is a prioritization tool to be used by the SDO and district supervisors in determining which areas or schools are significantly pulling down the overall performance of the SDO. This will be used in prioritizing areas or schools with high rate of school leavers, dropouts, and with high level of reading deficiency, and failures. This tool will help SDO and District Supervisors determine which of the Multigrade schools and/or communities to focus on. This can also be used to determine concerns needing immediate attention.

The Pareto Analysis uses the 80/20 principle. This means 20% of inputs can generate an 80% return or benefit. SDO and District Supervisors can focus on few but vital MG schools as against the concerns of the trivial many. By concentrating on these “significant few,” they will be able to considerably improve the SDO or district’s overall performance. Efforts and limited resources are not dissipated but are instead concentrated on areas or concerns that will have major impact to performance. Please see *Annex F* for a comprehensive explanation and example of the use of Pareto Analysis.

4.10 Special Cases

The SMEA process is highly evidence-based driven. Addressing issues affecting pupils in Multigrade schools require thorough validation and in-depth understanding on how the community and its environment influences or affect pupils’ participation as this will allow DepEd to have holistic and systemic appreciation of the challenges of a Multigrade school. In this context, special considerations should be observed when collecting or validating data in indigenous peoples (IP) communities, and in conflict affected areas. Prior consent from concerned communities, and/or offices should be observed/solicited.

Most Multigrade schools also serve children from IP communities. In this regard, District or Division Supervisors should coordinate with their respective IP Education (IPEd) or Madrasah Program Focal Person to ensure that rights and practices in these communities are respected and observed.

The diagram illustrates the timeline and milestones for a School Improvement Plan (SIP) and its subsequent adjustments. It is organized into three main horizontal sections: Program Readiness Monitoring (PRM), Annual Implementation Review (AIR), and Results M & E (RME) / Impact Evaluation (IE).

Top Section: Program Readiness Monitoring (PRM)

- PRM** (Program Readiness Monitoring) is shown as a diamond shape.
- Below it, a timeline shows **YEAR 1**, **YEAR 2**, and **YEAR 3** as black bars.
- Arrows point from the timeline to **Prepare AIP** (Annual Implementation Plan) for Year 1 and Year 2, and **Prepare SIP** (School Improvement Plan) for Year 3.

Middle Section: Annual Implementation Review (AIR)

- AIR** (Annual Implementation Review) is shown as a diamond shape.
- Below it, a timeline shows **YEAR 1**, **YEAR 2**, and **YEAR 3** as black bars.
- Arrows point from the timeline to **Prepare AIP** (Annual Implementation Plan) for Year 1 and Year 2, and **Prepare SIP** (School Improvement Plan) for Year 3.

Bottom Section: Results M & E (RME) / Impact Evaluation (IE)

- RME** (Results M & E) is shown as a diamond shape.
- IE** (Impact Evaluation) is shown as a diamond shape.
- Below these, a timeline shows **YEAR 1**, **YEAR 2**, and **YEAR 3** as black bars.
- Arrows point from the timeline to **Prepare AIP** (Annual Implementation Plan) for Year 1 and Year 2, and **Prepare SIP** (School Improvement Plan) for Year 3.

School M & E Adjustment (SMEA)

The bottom section shows the **School M & E Adjustment (SMEA)** process, which occurs annually. It is represented by a series of diamond shapes labeled **SMEA**, each followed by an arrow pointing to **Adjust Implementation**. The timeline for this process is marked with months: **JAN**, **APR**, **JUN**, **AUG**, and **OCT**.

Figure 5-1 The PMS MES and AIR

5.1 Definition

Annual Implementation Review (AIR) is the first of three major evaluation stages of the Multigrade M&E system. To be conducted annually by the SDO through the PSDS annually, AIR sets up the process for evaluating the effectiveness of school and community initiatives implemented by MG schools, as well as the effectiveness and efficiency of the SDOs in supporting the MG schools. Operationally, the annual review will provide the SDO and District Supervisors with important feedback on technical support requirements of MG schools. Technical support includes strengthening the MG schools' ability to manage school operations in a remote setting, efficiently implement the curriculum despite limited resources, and harness the support of community stakeholders. The review serves as the venue for the PSDS and SDO to assess MG schools' strengths and weaknesses vis-a-vis challenges operating in a remote and disadvantaged community. Strategically, the review will provide the SDO with critical inputs on how the limited resources allotted to MG schools are maximized.

AIR is not a system-wide review of the MPPE. It is a customized and stand-alone evaluation of the MPPE strategies per schools' district. The review considers the uniqueness of each remote and disadvantaged community. More specifically, the review aims to understand the context and influence of the environment, social and cultural practices, economic challenges, and other relevant factors to delivery of basic education in remote or hard to reach areas. Such approach will allow each MG school and their respective District Supervisor with valuable feedback on how school-initiated programs or projects are custom-designed to the needs of each community. Evaluation findings from each AIR are expected to provide insights and deepen understanding of the frame conditions in remote and disadvantaged communities. See Figure 5-1 above for details.

Specifically, AIR is undertaken to determine the following:

- **Effectiveness and efficiency of each MG school to manage the teaching and learning process, and to implement the school-initiated programs and projects.** KPIs on access, efficiency, and achievement will be used to measure the MG school effectiveness. Efficiency will be measured based on the ability of the MG school to implement the activities and deliver the committed outputs in its SIP and AIP;
- **In-depth understanding of the factors that affect the MG schools' performance, and insights on how MG schools adapt and respond to the unique learning demands of its children/learners.** The review is also expected to provide lessons on how teaching and learning strategies can be effectively delivered despite challenges in the community it serves; and
- **SDO's responsiveness to provide timely and relevant technical support needed by MG schools.** The review considers the applicability of the technical support on curriculum implementation and school operations provided by the SDO and aims to determine how support can be made flexible and relevant to the demands of each MG school.

5.2 Guiding Principles

District Supervisors play a very important role in the MPPE implementation. Aside from the community, the PSDS offers the most accessible technical support to MG schools. However, distance and accessibility are two of the major challenges faced by each PSDS. Considering these frame conditions, the following guiding principles and ideas are used in the design of the PMS MES at the district level:

- **“Few but meaningful meetings.”** Few but high-quality meetings will be preferred over frequent meetings. The logistical requirements can hinder frequent face to face interactions. In this regard, each visit to MG schools should be maximized and every meeting should count. MG school and the PSDS will both benefit from meaningful meetings even if they are less frequent.
- **Milestones.** Year-end evaluation will focus on the school’s major milestones per year. Milestones will inform everybody how far or near a Multigrade school is in achieving its SIP objectives. Milestones when not achieved serve as red flag. It forewarns every implementer to make tactical adjustments in its plan. Outputs of a review process should be inputs to planning.
- **Implementation plans benefit most stakeholders when a review of past performance is undertaken before the next cycle implementation plan is prepared.** A review before planning will provide lessons, insights, and in-depth understanding of what works and what does not work, on what to continue and not to continue. A review prior to finalizing an implementation plan will allow MG schools to recalibrate their strategic directions to ensure targeted outcomes are achieved.

5.3 Objectives of AIR

AIR is an evaluation mechanism designed to ensure all MG schools and public schools districts are responsive and able to deliver relevant quality basic education services to learners in remote and disadvantaged communities. This M&E process provides the venue for the Division Supervisors and PSDS to interface with MG schools. The annual interaction is expected to enrich the Supervisors’ understanding of the frame conditions and challenges of MG schools. This will provide the PSDS with information and insights on how to adjust and design a more custom-fitted technical assistance, programs and projects per MG school setting. On the part of the MG school heads, the AIR allows them to reflect, revisit, and reconsider school level programs and initiatives.

More specifically, the AIR process will facilitate the preparation of the following outputs:

- **Adjusted AIP.** AIR is prelude to preparation and submission of AIP for the following year. The review will allow each school head to fine-tune their annual plans, specifically, adjustments in school programs and projects.
- **Demand responsive capability building program.** The Supervisors' PSDS' interaction and discussion with MG school heads on curriculum delivery, school operations, and managing stakeholders provide first-hand information on the competency issues of teachers and school heads, and challenges in managing a MG school. Such information will facilitate a more demand-driven and custom-fitted capability building program for MG schools from the SDO.
- **Technical Assistance Plan of the Division Supervisors and PSDS.** The review will help the Division Supervisors and PSDS to prepare a one-year customized strategies for assisting each MG school.
- **The review process will also facilitate prioritization.** AIR enables the Division Supervisors and PSDS to prioritize MG schools and/or communities needing immediate technical support, facilitating allocation of limited resources to areas where these are most needed and will produce the biggest impact to SDO's performance.

5.4 M&E Questions

The AIR process seeks to determine the MG schools' milestones or progress towards achievement of desired school outcomes (access, efficiency, and achievement) as contained in their respective SIPs. Review of milestones or progress will also lead to identification of success and hindering factors.

Overall, the review aims to gets answers for the following evaluation questions:

- Are the Multigrade schools on track towards realizing their KPI targets in the SIP? Why? Why not?
- Which schools are on track? Which schools are not on track?
- What is the overall efficiency rating (physical accomplishment and utilization) of the district?

Table 5-1 below contains more detailed evaluation questions which can help both the PSDS and MG school heads in making technical adjustments to their plans.

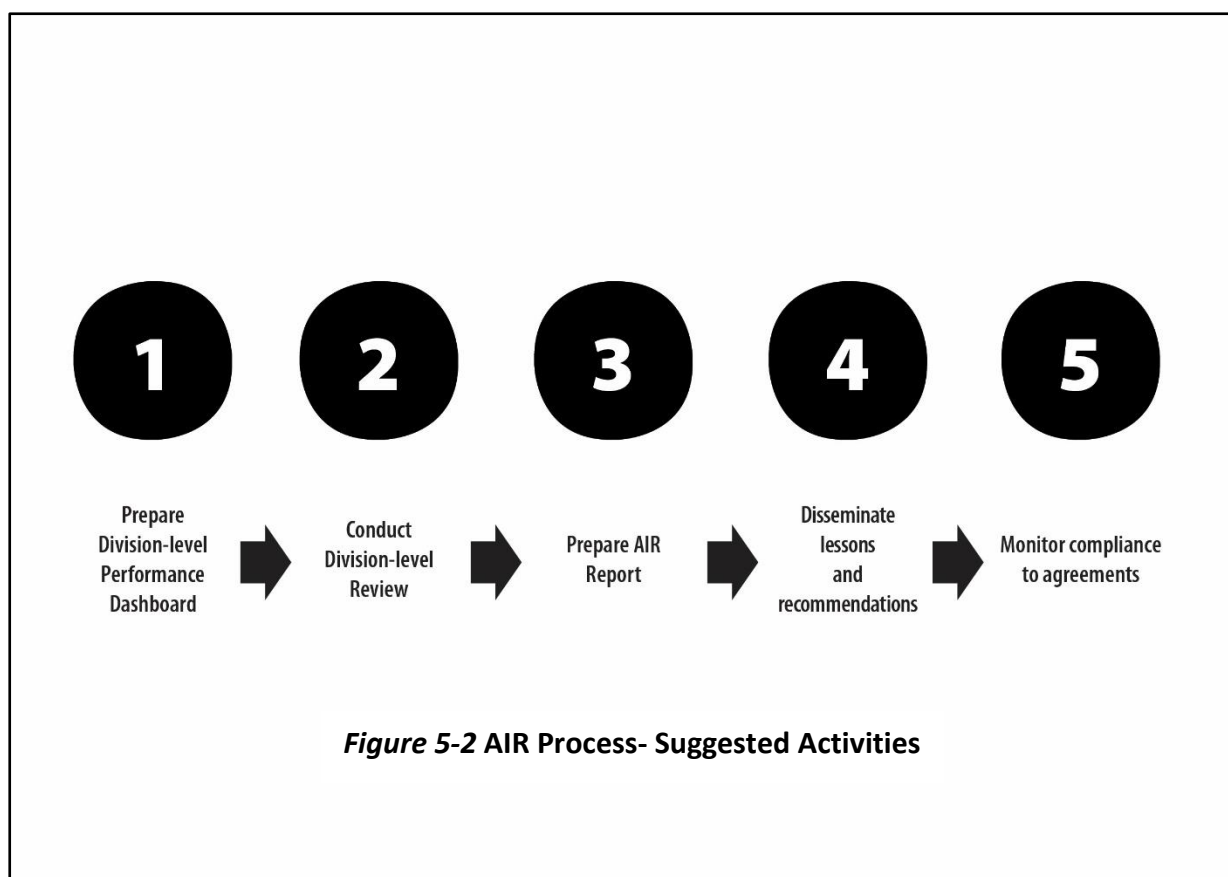
Table 5-1 AIR M&E Questions

Areas	Evaluation Questions
Milestones <i>(Achievement of Annual Targets)</i>	Considering the overall performance of the MG school: • What school-level initiatives or strategies should be continued? Enhanced? Stopped? • What challenges and problems were encountered by MG school? What factors significantly affect the performance of the MG school? • What technical support (competencies) can the District Supervisor give to the MG school to improve its performance on implementing access-related programs and projects? • What resources (material, equipment, funds) does the MG school need to access to sustain its performance?
District Performance <i>(Physical Accomplishment)</i>	• What is the overall percentage of the physical accomplishment of each MG school? • Which schools have the highest percentage of physical accomplishment? • Which schools have the lowest percentage of physical accomplishment? • What are the causes of low accomplishments? • What internal issues or bottlenecks in the SDO contributed in late or non-implementation of activities and outputs targeted in the AIP? • What external factors affected the MG school's ability to implement the activities in the AIP?
District Performance <i>(Fund Utilization)</i>	• What is the overall utilization rate of all MG schools in the district? • Which schools have the highest utilization? Which schools have the lowest utilization? • What were the causes of low utilization?

5.5 Major Activities

Conduct of AIR will be timed with the preparation of the next cycle Annual Implementation Plan (AIP) ⁹. Below are suggested activities to implement the AIR process as shown in Figure 5-2:

⁹ According to some schools and SDOs, schools are instructed to prepare and submit their AIP in November. In this context, the AIR will be implemented in October instead of the October SMEA.



Step 1. Prepare District-level Performance Dashboard.

The SDO through the CID instructs the PSDS to initiate the AIR process in their respective districts. Using the performance dashboards (April SMEA) submitted by MG schools in the district, the PSDS prepares the District level Performance Dashboard. This dashboard represents the consolidated performance of the MG schools on intake, retention, dropout, repeaters, promotion, graduation rate, MPS, and competencies covered. The District Supervisor also makes a comparative analysis of performance of the MG schools and determine the priorities for technical assistance.

The PSDS also instructs the MG school heads to prepare a ten to fifteen minutes presentation material¹⁰ discussing their school's performance, practices that contributed to improved performance, challenges or difficulties encountered and how these were resolved. The MG school heads are also asked to identify operational issues experienced by the MG school that can only be resolved by the District Supervisor and/or the SDO.

¹⁰ Using the MEA five slide presentation concept - big picture or overall performance, show or locate areas or groups affecting overall performance, barriers and bottlenecks affecting performance, and suggestion or recommendations to address the barriers and bottlenecks discussed.

Step 2. Conduct District level Review.

With instruction from the SGOD, the PSDS convenes a one-day meeting with MG school heads and selected SDO staff. The suggested flow of discussion are as follows:

- The PSDS starts the meeting with a “big picture” discussion of the entire District using the AIR Performance Dashboard. The PSDS discusses the contribution of each MG school in improving the district performance. Using the performance dashboards, the PSDS will highlight the priority communities and/or MG schools.
- After identifying the priority MG school/s, the PSDS asks the school head of the priority MG school to discuss their performance, school level programs and projects implemented, performance issues, and difficulties encountered. Discussion also includes needed immediate technical and logistical support from outside the community. Each MG school head articulates possible areas for technical support from the District Supervisor and/or Division Supervisors.
- After the presentation, the District Supervisors and the concerned MG school heads agree on the priority improvement areas for each MG school and/or community, and the technical expertise required from the District or Division. Agreements are summarized into a document called District Supervisor’s Technical Assistance Plan (TAP) for MG schools.

Suggested TAP template is found in Table 5-2 below:

Table 5-2 Technical Assistance Plan (TAP)

Division: (SDO)			District: (Location)			PSDS: (Name)
AIR Agreements and Suggestions			November xx, xxxx			Venue
DepEd Mandate	School Progress Markers	Performance Issues or Gaps	Barriers preventing children	Bottlenecks hindering School	Agreements / Suggestions	MG Schools concerned
Access	Percentage of mapped learners not in school	125 mapped children from various communities are not in school	• To and from school is a four- hour walk • Most children not in school are helping their parents in farming	• Teachers have limited capability in the preparation of learning materials suited to learners need • Teachers are unable to access the children’s areas	• District to train teachers on preparation of learning materials and on implementing alternative delivery mode (ADM) options • MG schools to train & involve the community on whereabouts mapping	• ABC MG School • 123 MG School • a1b2c3 MG School
Efficiency						
Quality						

Step 3. Prepare AIR Report.

After the one-day review with MG school heads, the PSDS prepares the AIR Report which should contain the following information:

- Overall District performance using the District Performance Dashboards;
- Facilitating factors which include internal and external factors that helped MG schools achieve their target KPIs and progress marker indicators. Internal factors refer to technical support received from the district and division supervisors which helped the school improve its performance;
- Technical support include training and mentoring assistance, networking, assistance on development of supplemental materials, technical inputs on MG school strategies and school-initiated programs and projects, and on resource mobilization. On the other hand, external factors pertain to support from community stakeholders, local government officials, and/or other development actors operating in the community;
- Agreements and next steps to be pursued by the District Supervisor and the MG school heads. Agreements include strategic priorities of the district, technical assistance to be provided by the PSDS, and priorities and projects to be committed by each MG school; and
- The AIR report will be used by the SDO and the RO as one of the major reference materials in the conduct of Results M&E, and Impact Evaluation.

Step 4. Disseminate the District AIR Report.

The PSDS submits the AIR report to the SDO and disseminates the same to MG school heads.

Step 5. Monitor compliance to agreements.

The PSDS monitors the MG schools' compliance to the agreements contained in the AIR report as well as ensure that commitments of the SDO on technical and training assistance are delivered on time.

Table 5-3 AIR Roles and Responsibilities

MPPE Focal Person	PSDS	MG School Heads	SDO Supervisors	Planning	M&E SEPS
As the process owner, the PSDS manages the entire process.	Manage the actual AIR process in the district	Prepare a 10 to 15 minute report of school performance (quantitative & qualitative)	Act as resource person and/or observer to the AIR process	Provide up-to-date data and information to PSDS	Provide technical support to PSDS in the development of tools for data collection and analysis
With authority from the SDS and CID Chief, instructs the concerned PSDS to initiate the AIR process in their respective district	Ensure participation of MG school heads and SDO staff	Actively participate in the AIR meeting; Share practices and insights and provide suggestions and recommendations on how issues can be addressed	As resource person, provide technical inputs to MG schools on how school strategies can be enhanced		When requested by the PSDS, provide documentation assistance during the AIR meeting
As necessary, the Focal Person may combine two districts in the actual review	Prepare district level performance dashboard and analyze contribution of each MG school	Adjust or enhance the school's AIP based on the findings and recommendations in the AIR	Based on discussion of issues, and agreements in the meeting, the Supervisor adjusts based on the design of SDO led programs		
Consolidates the AIR reports of all PSDS and endorse to SDS and ASDS	Facilitate the AIR meeting		As necessary, provide continuing technical support to MG schools after the AIR		
	Prepare the AIR Report and disseminate copies of the findings to MG school heads and SDO				

5.6 Roles and Responsibilities

The SDO's Focal Person on MPPE is the process owner of the AIR. As process owner, the Focal Person initiates and facilitates the annual review process. Depending on the overall performance of MG schools in the district, the Focal Person defines the scope and agenda of the review. With authority from the SDS, the MPPE Focal Person instructs concerned PSDS to initiate the AIR process in their respective districts. The PSDS is the main beneficiary of the AIR, the findings and results are to be used as input to their TAP.

Main participants in the AIR are the MG school heads and the SDO's Education Program Supervisors (EPS). Each MG school head prepares a short presentation of its performance, practices, and request for technical assistance from the District and Division. Like the PSDS, the MG school heads are also the main users of the AIR findings and results. SDO supervisors and specialists can attend the AIR as resource persons, observers, and to provide immediate technical assistance. Table 5-3 below outlines the roles and responsibilities of the AIR participants.

5.7 Means of Verification (MoVs)

The MoVs for this process are as follows:

- A **District-level Performance Dashboard** shows snapshots of the district and its MG schools' performance on access, efficiency and quality. District dashboards are culled from MG school's performance dashboards used in the SMEA sessions. See Figure 5-3 for details.
- **The AIR Report** documents the results of the AIR. Specifically, the AIR Report chronicles the implementation of the MG school strategies in the district, key practices employed by successful MG schools that contributed to its performance and describes the facilitating and hindering factors that influenced or affected the performance of the MG schools. It also contains the priorities or implementation issues that must be addressed immediately, and agreements between the District Supervisor and the MG school heads on priority programs and projects to be implemented in the next implementation period.

These MoVs will also be used as reference materials in the conduct of the Results M&E and Impact Evaluation processes.

Your School, ID 123

Performance Dashboard EOSY
April SMEA

Access & Efficiency



Quality



Figure 5-3 District-level Performance Dashboard

5.8 M&E Tools and Techniques

The following tools and techniques will be used to implement the AIR process:

- A **Performance Dashboard** is a single page/screen document showing the performance of the District on access (percentage of mapped learners in school), efficiency (dropout rate, school leaver rate, repetition rate, and graduation rate), and quality (percentage of learners in mastery level). Supplemental dashboard on curriculum coverage, and teachers' pedagogy will also be prepared.
- The **Pareto Analysis** is used as a prioritization tool to determine the areas (districts and schools) with performance issues that are significantly pulling down the performance of the Schools Division. This tool will help SDO and District Supervisors determine MG schools and/or communities to focus on. This can also be used to determine concerns needing immediate attention. Pareto analysis uses the 80/20 principle. This means 20% of inputs can generate an 80% return or benefit. SDO and District Supervisors can focus on few but vital MG schools as against the concerns of the trivial many. By concentrating on these "significant few," they will be able to considerably improve the SDO or district's overall performance. Efforts and limited resources are not dissipated but are instead concentrated on areas or concerns that will have major impact to performance. See Annex F for an explanation on the use of the Pareto Analysis tool.
- **SWOT Analysis** is a management tool used in analyzing the facilitating and hindering factors that affect the Multigrade school's performance and in identifying next steps. Please see Annex G for a comprehensive explanation and example of use of the SWOT Analysis.

Section 6. Results Monitoring and Evaluation (RME)

6.1 Definition

Results Monitoring & Evaluation (RME) is the fourth of the five processes in the Philippine Multigrade Schools Monitoring and Evaluation System (PMS MES). RME is a division-wide evaluation of the Multigrade program. Focusing on results or outcomes, RME aims to determine the effectiveness of the strategies implemented by the SDO in support of MG schools. Effectiveness will be measured at two levels: the learners and the MG school. More specifically, measures for SDO Effectiveness are as follows:

- Improved participation and performance of children or learners in remote and disadvantaged areas as manifested by increase in learners' access to basic education, increase in learners staying in school (efficiency), and improvements in competencies or performance (quality) of learners; and
- Improved capability of school heads, and teachers to deliver basic education services in a Multigrade setting.

RME is a summative evaluation of MPPE at the division level. With the SDO as the process owner, the RME process will determine the contribution or impact of MG schools in improving the overall performance of the SDO. Specifically, the evaluation will ascertain if the MPPE is able to close or narrow the performance gap between MG schools and the rest of the schools in the division. RME results will also provide both the MG schools and the SDO with critical feedback on how the MPPE implementation can be further strengthened and how the benefits can be further sustained. For the MG school, the results of the RME will serve as inputs to the preparation of their next cycle SIP. And for the SDO, RME findings will allow them to calibrate their support programs and projects to MG schools.

6.2 Guiding Principles

A major indicator of sustainability is when the target groups gain benefits resulting from program interventions. When there is an improvement in the condition or situation or when benefits are realized, target groups will continue to use program outputs or services. Hence, it is very important to track the responses of target groups. Improvements in performance, improvements or changes in competencies practices and attitudes, usage or utilization of program outputs (equipment, facilities, materials), and active involvement in the change process indicates efficacy of a program. These outcome program markers should be regularly tracked and evaluated.

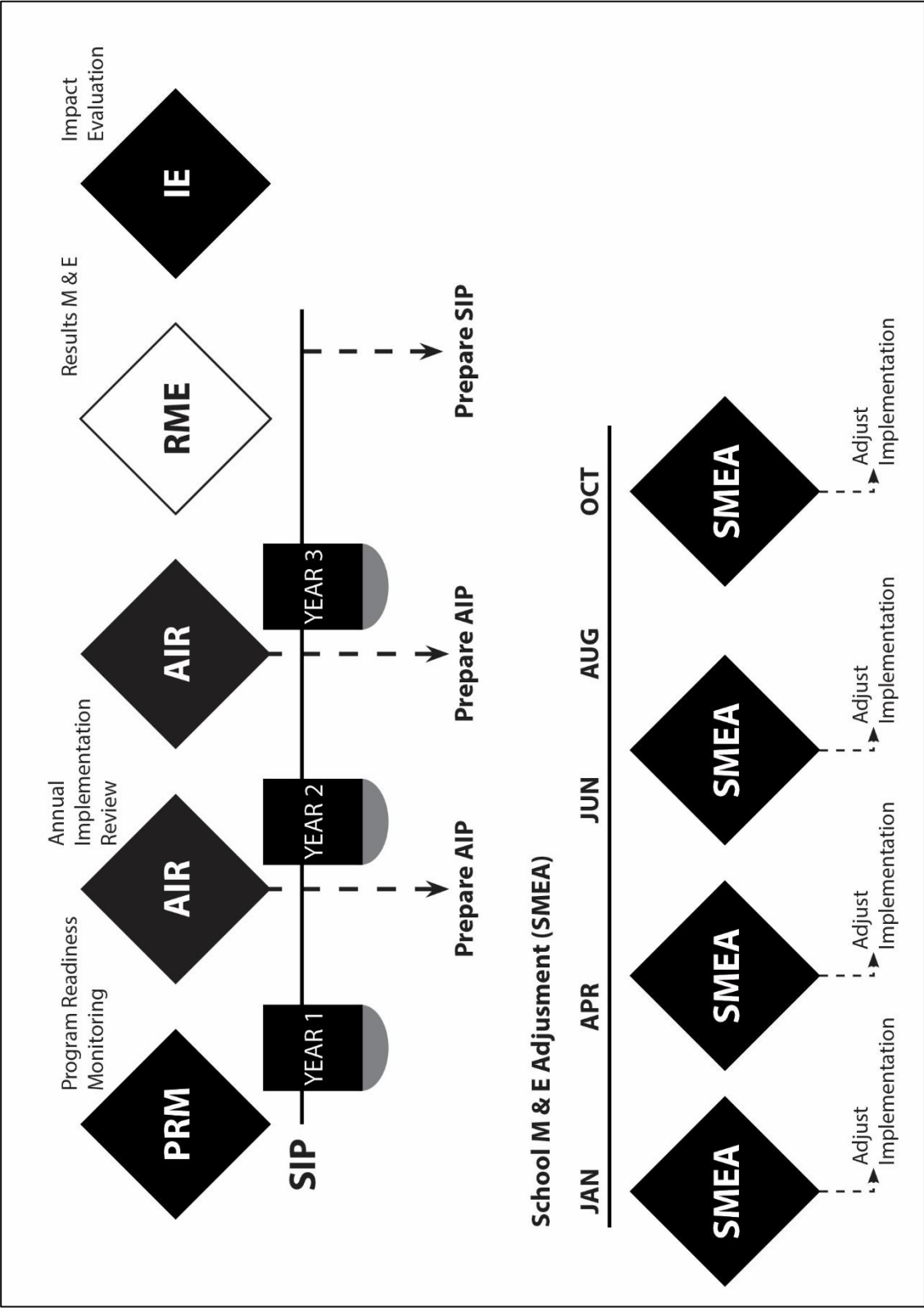


Table 6-1 SDO RME Framework

In order to ensure the above items are covered by the MPPE M&E system, the following guiding principles and ideas are used in the design of the RME process at the SDO level:

- **“We sustain benefits, not the program.”** Benefits should be tracked and documented. Programs not generating the desired outcomes should be discontinued or undergo major design enhancements. RME is a support mechanism for sustaining a program. Tracking benefits received by target groups provide immediate feedback to implementers on program responsiveness.
- **Connect the dots.** Evaluation of results should not just focus on documenting outcomes but also on documenting the strategies including the external factors that brought about positive changes in the target group. The main role of evaluation is to re-structure, gain insights, and learn from how a program was delivered.
- **Evaluation is not an end in itself.** Results of the RME should be used to improve plans and/or enhance program strategies. For the SDO and MPPE, findings and results of the RME process should be used as input to the MG schools’ preparation of their SIPs, input to SDO’s DEDP and medium-term plans, and to enhance strategies supporting MG schools.

Table 6-1 below itemizes the scope or coverage of the RME process.

Table 6-1 SDO RME Framework

Narrative Summary (Hierarchy of Objectives/Results)	Objectively Verifiable Indicators (OVI)	Means of Verification (MoVs)	Important Assumptions
Goal <i>(Impact of SDO services to learners)</i> Improved performance and participation of learners from remote and disadvantaged communities	- Increased net intake rate of five-year old children in communities served by MG schools - Increased retention rate in MG schools - Reduced dropout rate in MG schools - Increased number of K to 3 learners from MG schools who are functionally literate and numerate - Increased number of learners from Multigrade schools able to attain mastery level of competencies (G4-6) - Increased graduation rate of learners from MG schools	SDO-led Results Monitoring and Evaluation (RME) Process	- Factors that may affect the sustainability of SDO's initiatives - Other programs supporting the learners' participation are in place
Outcome <i>(Benefits received by teachers/ schools)</i> - Improved pedagogical skills of teachers in the Multigrade schools - Improved management of school programs and projects	- Teaching and Learning - Improved contact time between teachers and learners in Multigrade schools - Increased competencies covered by teachers in Multigrade schools - Increased number of teachers in Multigrade schools demonstrating appropriate teaching and learning techniques - School-based Management - Increased efficiency of Multigrade schools in implementing programs and projects outlined in the AIP	- SDO-led RME - District Monitoring, Evaluation, and Adjustment (DisMEA) for Multigrade Schools - SDO Annual Report on MPPE	- Factors that may affect teachers/ Multigrade schools' usage of outputs - Barriers affecting teacher's performance are minimized

Table 6-1 SDO RME Framework

Narrative Summary (Hierarchy of Objectives/Results)	Objectively Verifiable Indicators (OVI)	Means of Verification (MoVs)	Important Assumptions
Output <i>(services provided by SDO to Multigrade schools)</i> 1. Trained teachers of MG schools 2. Provided technical assistance to MG schools 3. Monitored MG schools	• Trained teachers from Multigrade schools on content, pedagogy, formative and summative assessment, and learning materials development • Trained/mentored school heads/teachers from Multigrade schools on education planning, instructional supervision, partnerships, and M&E • Increased efficiency of SDO in supporting Multigrade schools • Increased percentage in expenditure for Multigrade schools' activities • Increased number of Multigrade schools visited • Increased frequency of monitoring Multigrade schools	• SDO Training Completion Report • Division Annual Plan versus Actual Report	• External Factors that may affect Multigrade school's work • Minimal overlapping of activities or conflict of schedules of RO/ SDO programs and projects
Inputs <i>(Policy/support needed by SDO to perform mandate)</i> 1. Localized policy for MG schools 2. Specialized TA to Multigrade schools 3. Research Support			• Pre-conditions necessary to provide the inputs • Funds for activities supporting Multigrade schools are released on time

6.3 Objectives of RME

The main objective of the RME is to draw lessons and insights on the implementation of MPPE every three years. Through the RME facility, the SDO examines both the internal and external factors that influenced or affected the effectiveness and efficiency of MPPE in the schools division.

Internal factors refer to program strategies implemented, SDO capacity, management systems, and resources that may have affected the efficiency of the SDO to deliver relevant and timely technical assistance to Multigrade schools. External factors pertain to frame conditions (environmental, political, cultural context) that may have limited the effectiveness of MPPE interventions to Multigrade schools.

As a process, RME serves as the mechanism for the SDO and Multigrade schools' interface, to discuss the strategic directions on MPPE implementation. The process will also serve as a quality control node for the following:

- **School Improvement Plan (SIP).** Lessons drawn from the RME findings will be used to improve the SIP. The SDO can provide suggestions and instructions to MG schools on local strategies to implement. The RME results can be used as a guide by the SDO in apprising the SIP of each MG school;
- **School Projects.** RME also serves as a quality control point for reviewing and fine-tuning school projects and practices. The in-depth review will provide the SDO with key insights and learnings on how Multigrade schools implement their respective interventions, and how SDOs can improve its technical assistance to different Multigrade schools;
- **Assessment Tools.** The SDO can also use the RME to review and enhance the tools and practices on student assessment. Competencies and practices of Multigrade school teachers will be reviewed and analyzed. Findings will be used to enhance the assessment tools for MG schools, training programs for teachers on student assessment, and recommend policies to CO and RO specific to the needs of MG schools;
- **Division Education Development Plan (DEDP).** Findings from the three-year review will also allow the SDO to examine its MPPE strategic directions and strategies every three years. The review coincides with the preparation of the DEDP, and the SDO's Medium Term Plan. The evaluation results can be used to determine whether the SDO programs and projects will continue; be enhanced or revised; or discontinued;
- **Implementation Arrangements and Mechanisms.** The review also provides input to SDO in enhancing and/or revising its internal processes.

6.4 M&E Questions

Table 6-2 below outlines the suggested evaluation questions to be used in the implementation of the RME process.

Table 6-2 RME Evaluation Questions

Hierarchy of Objectives	Evaluation Questions
Goal	• What is the overall impact of MPPE implementation in the SDO? • Is there an increase in the net intake of five-year-old learners in the MG school covered communities? • Is there an increased in the net enrollment rate of school-age children in MG school covered communities? • Is there an increase in the number of learners attaining mastery level of competencies from MG schools?
Outcomes	• Is there an improvement in the pedagogical skills of teachers in MG schools? • What external factors influenced or affected the improvements in performance of teachers in MG schools? • Is there an improvement in the management of school programs and projects in MG schools? • What external factors influenced or affected the management of MG school programs and projects?
Outputs	• How efficient is the SDO in providing training and technical support to MG schools? • What training programs were provided to teachers? How many teachers in MG schools have been trained? • What training programs and assistance were provided to school heads assigned in MG schools? • Is there an increase in SDO's expenditure concerning MG schools? • Is there an increase in the number of visits by SDO to MG schools?
Inputs	• What support did the SDO receive from the RO concerning MPPE implementation?

6.5 Major Activities

The RME process will be conducted every three years. It should be completed before the MG schools and the SDO will prepare the SIP, DEDP, and the 3-Year Medium Term Plan (MTP). The results of the RME will be used as input to next cycle planning process.

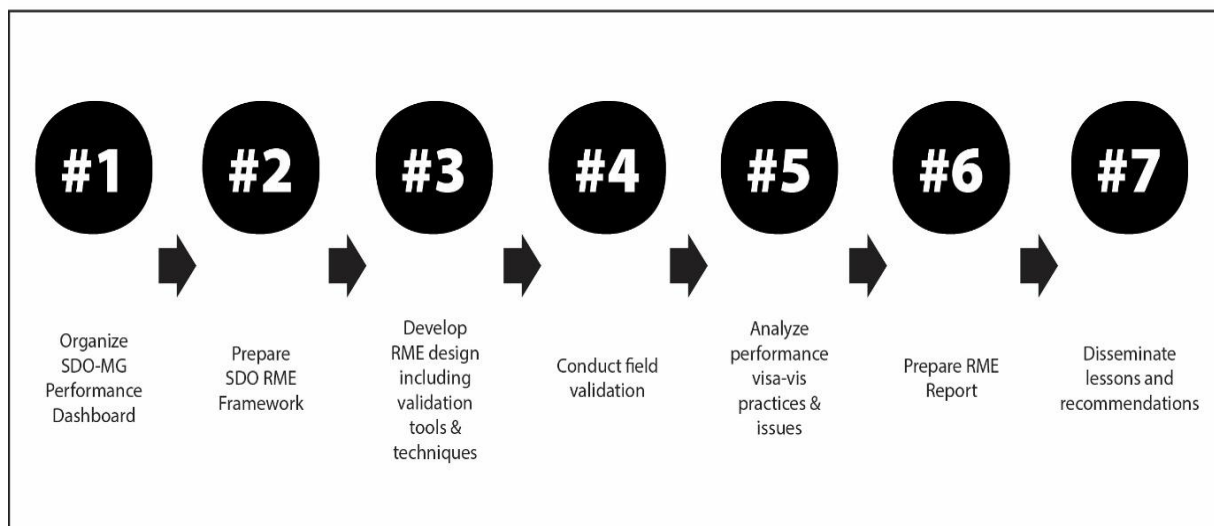


Figure 6-2 RME Process—Suggested Activities

Below are suggested activities to implement the RME process as shown in Figure 6-2:

Step 1. Organize SDO-MG Performance Dashboard.

Six months before the start of the SIP and DEDP preparation, the SDO will kick-off the RME process with the preparation of the SDO MG Performance Dashboard. To be led by the CID unit, series of meetings and small group workshops with the SDO Management Team, SEPS for Planning, and M&E SEPS will be implemented. The primary objectives of the meetings are to formulate a performance dashboard that will show the overall effectiveness and efficiency of MPPE implementation in the schools division and come up with a preliminary analysis explaining the performance. The same performance dashboard will be used as reference in the formulation of the MG RME Framework and formulation of evaluation questions.

The performance dashboard is preceded by a series of data analysis designed to determine the areas where the MPPE is successful, and the areas where the MG strategies need further strengthening. Using Pareto Analysis and Segmentation Technique, the SDO will be able to prioritize the communities and/or MG schools. Below are suggested sub-activities for this step:

- SDS prepares a division-level memo instructing the CID to start-off the RME process;
- CID calls for a small group meeting to be attended by representatives from the CID and SGOD units. Preferably, these include individuals involved in the MPPE implementation in the schools division;
- CID leads an inventory of SDO initiated programs and projects supporting MG schools;

- SGOD through the SEPS for Planning collates and organizes data relevant to MG schools' performance and prepares the MG Performance Dashboard; and
- CID calls for a meeting to discuss the MG Performance Dashboard vis-a-vis inventory of programs and projects. The objective of the meeting is to formulate analysis using data and information available in the SDO.

Step 2. Prepare the RME Framework.

The CID forms an RME Team which will be tasked to formulate the RME Framework. Using the data, information, and initial analysis from the first step, the RME Team formulates the intervention logic used in implementing the MPPE. The Team also clarifies the OVIs and MoVs that will be used in the evaluation. The Team presents the RME framework to SDO management and secures approval before further work are undertaken. Below are suggested sub-activities for this step:

- CID forms the RME Team;
- RME Team meets and orients itself on the state of MG schools using the MG Performance Dashboard, and other preliminary analysis;
- Through a consultation-workshop, the RME Team facilitates the formulation and finalization of the RME Framework; and
- RME Team secures approval of the RME Framework from the SDS.

Step 3. Develop the evaluation design.

As soon as the evaluation logic is determined and agreed upon in the SDO, the RME Team designs the evaluation strategies. Evaluation strategies include finalizing the sampling design, methods or techniques for data collection and validation, tools or instruments for data collection, and implementation activities and schedules.

Formulation of the evaluation design may be accomplished through the conduct of workshops. These will include agreements on sampling design and methodologies to be used, and the formulation of data collection or validation instruments.

Step 4. Conduct field validation.

In the conduct of the actual field validation, the RME Team may expand its membership to include individuals who are: (1) subject area experts, 2) individuals with unique knowledge or understanding of the target areas, and, 3) individuals who have good interview and facilitation skills. Field validation may be conducted through actual site visits and through a series of workshops. Below are suggested sub-activities for this step:

- Expand membership of the RME Team as needed;
- Orient and train all team members on how to administer the questionnaires and other tools; and
- Orient target Multigrade schools on the scope and objectives of the field validation.

Step 5. Analyze performance vis-a-vis validated information.

After data validation and collation, the RME Team conducts a three-day workshop to collectively understand and analyze the factors that influenced and/or affected the MPPE implementation in the SDO. Specifically, the main outputs of this step are to: (1) determine key practices of the SDO, MG schools, and the community that significantly contributed to the MPPE implementation; (2) identify internal issues or bottlenecks that affected performance; (3) frame conditions that influenced or affected outcomes and timely delivery of services; and (4) provide recommendations to MG schools or next steps for the SDO to undertake.

Step 6. Prepare the SDO RME Report.

The RME Team packages the findings and recommendations into a report. This is discussed and submitted to the SDS, ASDS, and the Chiefs of CID and SGOD.

Step 7. Disseminate the lessons and recommendations.

The RME Team calls for a conference of MG schools and relevant SDO staff to discuss the findings and recommendations contained in the SDO RME Report.

6.6 Roles and Responsibilities

The process owner of RME is the Curriculum Implementation Division (CID). As process owner, CID is responsible to the overall management and supervision of the RME process in the SDO. On managing the process, the CID enhances (adds or reduces) the activities, tools and techniques, and the RME implementation arrangements with the aim of coming up with a more relevant and efficient process for doing RME. In terms of supervision, the CID is overall responsible to the timeliness, quality and content of the evaluation report.

The RME process is implemented through an ad-hoc group called SDO RME Team. All planning, validation, and reporting activities are undertaken by the RME Team. The Team is composed of individuals from CID and SGOD, district supervisors, and external resource persons selected because of their unique knowledge and understanding of the MPPE, and expertise on evaluation.

Table 6-3 below outlines the members of the RME Team and their proposed designations. Depending on the requirements of the RME, the SDO may opt to revise the membership or designation listed below:

Table 6-3 AIR Roles and Responsibilities

Member	Approving Authority	Supervising Fellow	Team Leader	Specialist	Administrative Support
Schools Division Superintendent	- Approves the RME Framework and Evaluation Design - Approves the RME Report				
Assistant Schools Division Superintendent		Provide technical directions to the RME Team		Technical expertise on the areas of the ASDS	
CID Chief		Oversees the implementation of the RME			
SGOD Chief		Oversees the technical correctness of the M&E requirements			
Education Program Supervisors CID			As Team Leader of the RME Team		
Other SDO Staff				As subject specialist	
SEPS for Planning				Main source of quantitative data	
M&E SEPS			As Assistant Team Leader	As specialist on M&E concerns	
District Supervisors				As area specialist	
Resource Person				As subject matter specialist	
Administrative Staff					Provide clerical and logistical support

6.7 Means of Verification (MoVs)

The MoVs for this process are as follows:

- **SDO MG Performance Dashboard.** This dashboard shows a three-year comparative performance of MG schools in the SDO. It provides a snapshot of the SDO's performance in the three major KPIs of DepEd: (1) access; (2) efficiency; and (3) quality. Specifically, it shows where the SDO's performance is high or low.
- **MPPE RME Report.** The RME Report documents the MPPE implementation in the division particularly the strategies and key practices employed by successful MG schools. The report details the factors that contributed to the Multigrade school's performance and describes the facilitating and hindering factors that influenced or affected the provision of technical services to Multigrade schools. The report should highlight the priorities or implementation issues that must be addressed immediately by the SDO in the next planning cycle.

These MoVs will also be used as reference materials in the RO or CO's conduct of Impact Evaluation (IE).

6.8 M&E Tools and Techniques

The following tools and techniques will be used to implement the AIR process:

- **MG Performance Dashboard.** A single page/screen document showing the performance of the SDO on access (percentage of mapped learners in school), efficiency (dropout rate, school leaver rate, repetition rate, and graduation rate), and quality (percentage of learners in mastery level). Supplemental dashboard on curriculum coverage, and teachers' pedagogy will also be prepared as necessary.
- **Pareto Analysis.** This is a prioritization tool to determine the areas (districts and schools) with performance issues that are significantly pulling down performance of the Schools Division. See Annex F for an explanation on the use of the Pareto Analysis tool.
- **Rapid Appraisal Techniques.** Rapid appraisal is a data collection process to determine the environmental and socio-economic situation in a school community. Results can be used for needs assessment, identifying priorities for development action, monitoring and evaluation of school development activities and developing a sustainable action. A variety of tools and techniques can be applied such as: direct observation, review of secondary data, construction of diagrams (e.g., flowcharts, Venn diagram, etc.), time-trends/ analysis, historical profile, drawing maps and photo/ video-documentation, semi-structured interviews, analysis of focus group discussions, among others.

- **Problem Analysis.** This is very useful for a system-level understanding of performance. Diagramming techniques such as problem tree, why-why diagram, fishbone analysis, and streams analysis are used to understand the root causes affecting performance.
- **SWOT Analysis.** SWOT is a management tool to be used in analyzing the facilitating and hindering factors, and in identifying the next steps. Please see Annex G for a comprehensive explanation and example of the use of the SWOT Analysis.

Section 7. Impact Evaluation (IE)

7.1 Definition

Impact Evaluation (IE) focuses on the intended and unintended outcomes of the MPPE, as well as intended and unintended effects of other DepEd policies and programs to MPPE's target group or learners in remote and disadvantaged communities. Through the IE process, realization of intended outcomes validates the correctness of the program's intervention logic. Positive outcomes increase the confidence of MPPE implementers to continue pursuing, sharing and sustaining program gains. On the other hand, unintended outcomes, positive or negative, instruct CO and RO policy makers and program planners on the need to make systemic adjustments in the program's design.

As a process, IE serves as the mechanism for the CO & BLD, and the RO checks and adjusts the national education policies related to operations of Multigrade schools, programs and projects specific to Multigrade schools, and internal or organization systems of DepEd with the aim of making them more relevant and making DepEd's operations more efficient. Findings resulting from IE will allow the CO and RO to make systemic and immediate adjustments to national and regional programs and projects as they are implemented. Timely response will minimize the unintended negative effects of centrally or regionally driven initiatives to MG schools, districts and SDOs.

The IE process also serves as a venue for the CO and RO to examine the effects of other national and regional policies to MPPE. New policies or programs may have direct and/or indirect implications to MPPE efficiency and effectiveness. See Figure 7-1 for details.

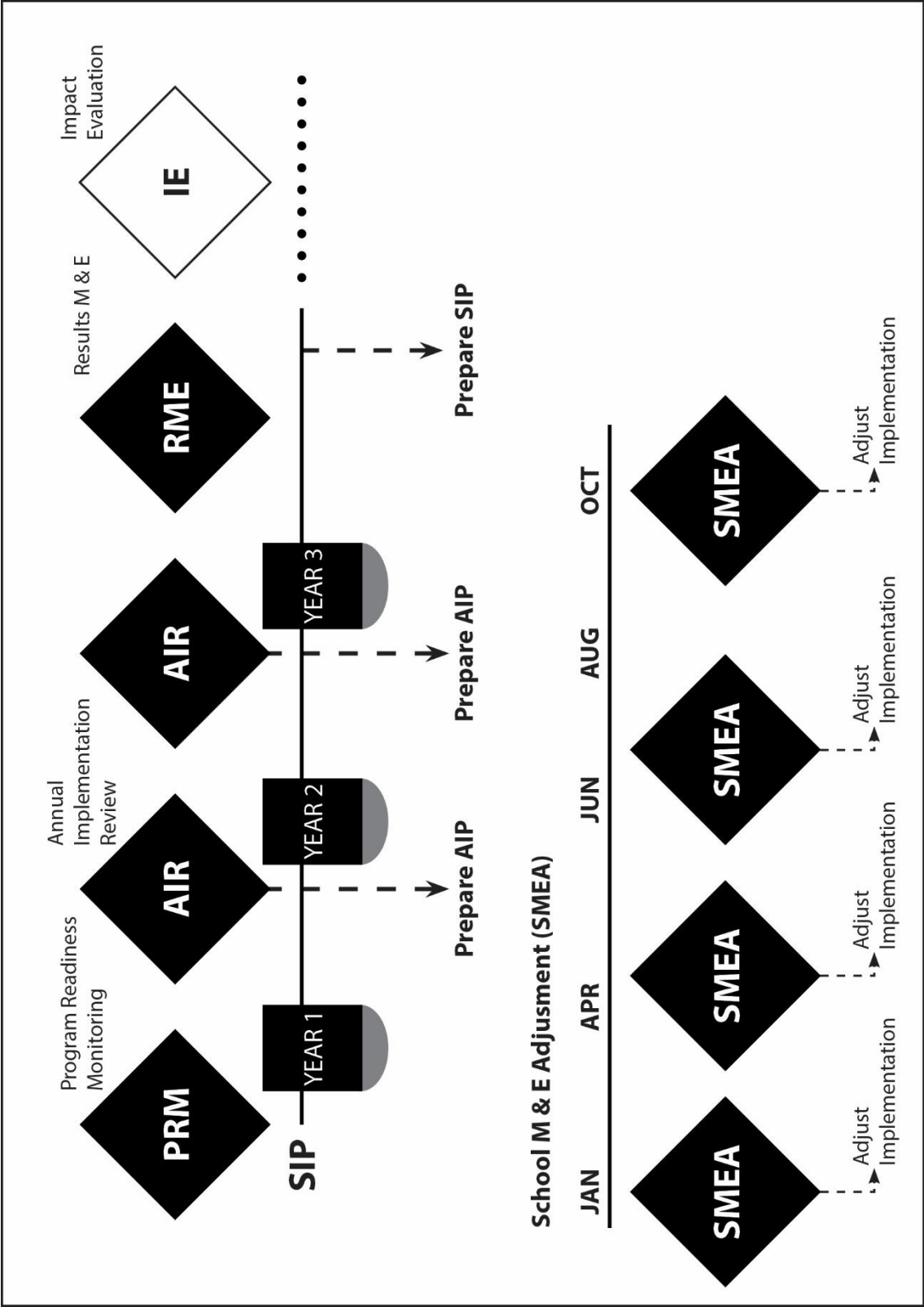


Figure 7-1 The PMS MIES and IE

7.2 Guiding Principles

Impact Evaluation (IE) is one of the three major evaluation processes in the Multigrade Schools M&E system. It offers system level understanding of the entire MPPE's accomplishments and operations. Insights and lessons from IE provide policy makers with more strategic inputs in enhancing and sustaining the MPPE. To provide value-adding perspectives to MPPE operations, the following guiding principles and ideas are used in the design of the IE process:

- **“System Evaluation.”** To generate a more holistic and impactful changes to desired program outcomes and implementation, a holistic and system level review is needed. System reviews involve analysis of target groups or beneficiaries, technical correctness of program interventions, and appropriateness of technology to context and practices of target groups. System review also considers analysis of the organizational systems, legal, and financial requirements needed to sustain the program benefits.
- **Intended and Unintended Effects.** All programs are dependent on their external environment. No matter how well designed a program is, it is to a big extent influenced by frame conditions. No matter how well-intentioned, programs can still generate results not foreseen by program planners. Intended effects serve as program markers or milestones which show the program is on track as per design, while unintended side effects may affect program sustainability.
- **Minimize side-effects.** New policies, programs, and projects may have unintended negative effects to other programs and projects. Conflicts in guidelines and strategies typically occur between and among programs. These risks should be monitored, managed, and mitigated.

7.3 Objectives of Impact Evaluation (IE)

The main objective of the IE is to ensure the continuing relevance of the MPPE. It aims to document the impact of the MPPE to target learners and document the efficiency of DepEd in managing the MPPE. Efficiency of DepEd's different governance level/unit is examined and used. More specifically, the conduct of IE will generate the following:

- **Effect to learners.** The IE process determines the impact of the MPPE to learners after they have completed their basic education in a Multigrade school. Tracer studies will be conducted to evaluate learners' access to secondary schooling, and to assess their performance after being mainstreamed to regular secondary schools. Results of tracer studies can be used as inputs to improve the MPPE strategies and/or formulation of new policies and programs specific to learners from MG schools.

- **Enhancement of MPPE strategies.** To ensure continuing the relevance of the MPPE to DepEd and to its target learners, IE studies will be conducted by the CO and RO. These studies are expected to provide DepEd with strategic directions and strategies on how the MG schools will be supported and its operations sustained.
- **Efficiency of DepEd.** Findings from the IE process will provide insights and lessons on how DepEd should be organized when addressing the needs of learners from remote and disadvantaged communities. Results can lead to further studies on DepEd's internal systems and processes.
- **Effects of new policies and other programs.** Positive and negative effects of new policies and programs are tracked through the IE process. The CO and RO determine the impact of these new policies and programs to MPPE implementation and the unintended effects to learners in Multigrade schools. The IE process serves as venue for discussion between and among programs to ensure complementation rather than conflict.

7.4 M&E Questions

Table 7-1 IE Evaluation Questions

Focus	Evaluation Questions
Impact to Learners	• What is the overall impact of MPPE to learners? • Is there an increase in the number of graduates from MG schools who continued to Grade 7? • How is the performance of MG learners at the secondary level? How is the performance in terms of dropouts and academic performance? • Is there an increase in the number of learners from MG schools who completed secondary education?
Strategies	• Are the desired goals and outcomes of MPPE achieved? • Are the MPPE's intervention framework correct or needs further enhancements? • Are the MPPE strategies relevant? What changes in the environment or trends are happening that affected or may affect the effectiveness of MPPE? • Are there new education technologies or learning techniques that may be adopted to improve the MPPE delivery? • How can the gains of MPPE be sustained? • What new policies are needed to improve the MPPE implementation?
Governance Levels/Units	• How efficient are the different levels of governance in performing their mandates relative to MPPE implementation? • On the different governance levels, what level is strong? what level is weak? • When is the system strong? when is the system weak?
Other policies and programs	• What new policies of DepEd are affecting the MPPE's implementation? affecting MPPE's target groups? • What new or current programs being implemented may conflict with the MPPE implementation?

7.5 Possible Impact Evaluation (IE) Studies

The following are possible IE studies that can be undertaken to determine the contribution of the MPPE to the DepEd's mandate of providing quality basic education to all, as well as determine the impact and/or unintended effects of the MPPE programs to other DepEd programs, and the unintended effects of other DepEd programs and policies to the MPPE:

- **Tracer study.** This involves tracking of MG school graduates. The evaluation study will provide the CO and RO with critical information on the performance of MG pupils as they transition to Grade 7, and as they participate in the secondary level. An example of an evaluation question is—*Are the performance of MG school graduates at the secondary level at par or better than those from monograde schools?*
- **Review of curriculum.** Under this process, the CO and RO may conduct a comparative review of how the curriculum is being implemented by MG schools and monograde schools. The study may seek to determine the practices, challenges, and factors helping MG teachers.
- **Review of training program on pedagogy.** Is there a need for a more customized training on pedagogy for teachers in a MG setting? Findings from this study can help the BLD and CLMD design more specific training programs on teaching skills.
- **Impact of community participation.** A comparative study on how different communities participate in school-based management in a MG school setting. The study may include community practices, challenges in generating participation from remote and disadvantaged communities, and the preparedness of DepEd in harnessing community support.
- **Teachers' deployment.** The CO and RO may want to conduct a study on MG teachers' deployment. The review may look at the deployment practices of different SDOs, strengths and weakness, as well as opportunities and threats to sustaining deployment of teachers in remote and disadvantaged communities.
- **Classroom Observation Tool (COT) for MG teachers versus COT (regular).** The PMS MES introduced a custom-made COT for teachers. At the same time, Multigrade schools are required to comply with the COT used by mainstream schools.

- **Inventory and review of DepEd policies vis-a-vis requirements of MG schools and learners.** Some (current and future) policies and programs in DepEd may have unintended negative effects on MG schools. While benefitting most schools, the features and requirements of these policies and programs may contradict the MG requirements. A regular inventory of policies and programs will allow DepEd to review and recalibrate these policies and programs to minimize the unintended effects to MG schools. As baseline data, they may utilize the findings of the Multigrade Program Review, entitled *A Review of the Current Situation and Practices in Multigrade Schools in the Philippines*, conducted by SEAMEO INNOTECH, in partnership with UNICEF and DepEd published in 2020.

7.6 Major Activities

Impact Evaluation (IE) is a demand-driven process. Evaluation activities are triggered and undertaken when there are risks to MPPE and its target groups, and when there are demands for information from education decision makers and stakeholders on the impact of the program. Analysis of risks will be undertaken periodically, using the inputs from RME and AIR.

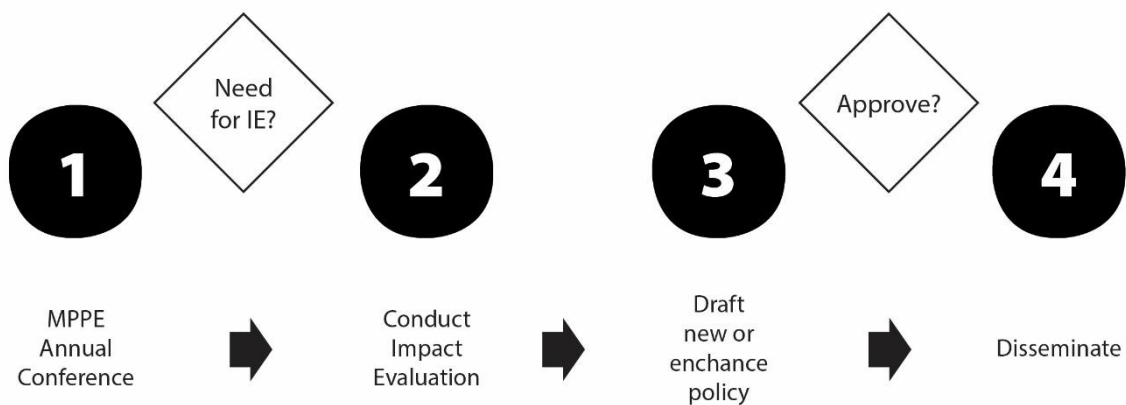


Figure 7-2 IE Process- Suggested Activities

Below are suggested activities to implement the RME process:

Step 1. Hold an Annual MPPE Conference.

A yearly meet or conference will be initiated by the CO and participated by the ROs. The conference tackles updates on MPPE which include best practices from the regions, implementation issues that can be addressed through policies or guidelines, and discussion of new policies and programs that may influence or affect MPPE implementation.

Best practices are collected from each of the implementing region and shared in the conference. Discussion of significant practices or stories are analyzed and used for strengthening the MPPE design, and possibly, as inputs for new policies or programs supporting learners in remote and disadvantaged communities. ROs will collect their best practices using the SDO's RME process.

The conference also serves as venue for the CO and RO to collectively identify and analyze the risks to MPPE implementation. Risks may arise from new policies and programs of DepEd, trends, and area-specific events. The annual conference is a pro-active measure of the CO and RO. Risks are analyzed and discussed on how to handle and mitigate its impact to the Program and its target group.

The main output of the conference is a policy agenda for both CO and RO.

Step 2. Conduct Impact Evaluation.

Using the agreements and policy agenda from the Annual MPPE Conference, the CO and/or RO initiates their evaluation process. Below are suggested sub-activities for this step:

- **Prepare proposal for the conduct of IE.** Preparation of the proposal may be undertaken by the CO unit or sub-contracted to service providers. At the RO level, the CO may provide technical assistance in the preparation and packaging of the RO IE proposal.
- **Appraise proposal.** Review of proposal will focus on content, and practicality of the plan. The appraisal will be conducted by a joint team of CO and RO representatives.
- **Approval of the IE proposal.** Approval of the IE proposal is the Undersecretary for Curriculum and Instruction for CO proposals, and the Regional Director for RO developed proposals.
- **Actual evaluation.**
- **Discussion on results of the IE.** Results of the IE are discussed to identify inputs to enhancing policies.

Step 3. Prepare new or enhance existing policy. Using the recommendations from the IE report, the CO or RO draws new policy and/or enhance existing policy or program. Draft policy is submitted to the Secretary of Education through the Planning Service for approval.

Step 4. Disseminate new or enhance policy. BLD communicates the scope, features and content of new or enhanced policy to Regional Coordinators of the MPPE Program.

7.7 Roles and Responsibilities

The CO through the BLD will be mainly responsible for the MPPE Annual Conference to be attended by RO participants. The CO will initiate, manage, and prepare the conference report.

On the conduct of the IE, both the CO and RO may initiate the conduct of the evaluation study through preparation of an IE proposal. The studies may be undertaken by the CO/RO or contracted to a service provider.

7.8 Means of Verification (MoVs)

The MoVs for this process are as follows:

- **Policy Agenda.** Document that outlines the priority areas identified by both the CO and RO;
- **Impact Evaluation Report.** Document that contains the results of the evaluation study;
- **Policy Paper.** Document that describes the design of new strategies and/or guidelines supporting the MPPE implementation.

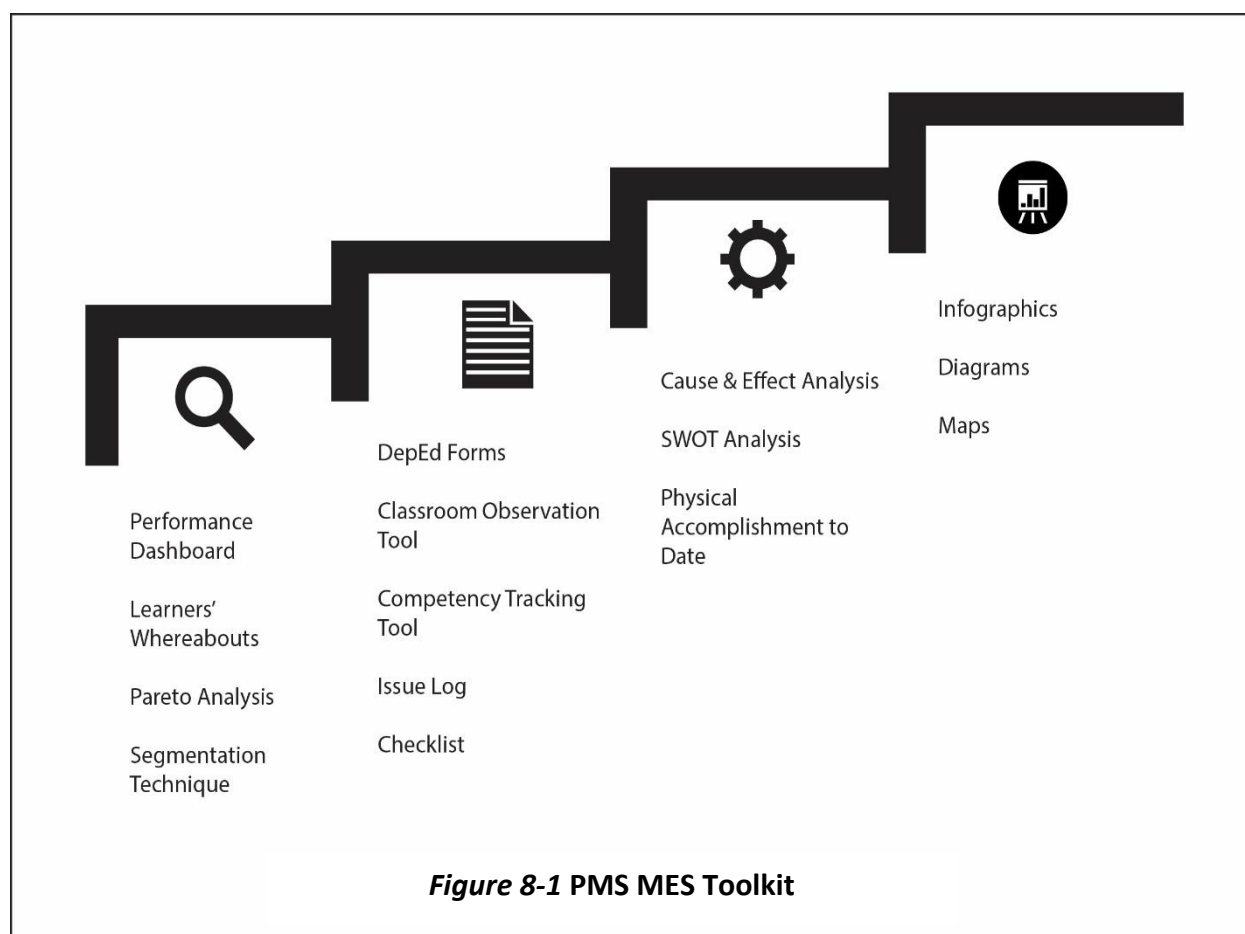
7.9 M&E Tools and Techniques

Selection of evaluation tools and techniques will depend on the nature and objectives of the Impact Evaluation studies to be undertaken.

Section 8. Philippine Multigrade Schools Monitoring and Evaluation (M&E) System Toolkit

8.1 The M&E Toolkit

Efficient and effective implementation of the PMS MES is dependent on the M&E tool and how this is complemented with other DepEd M&E tools. The quality, quantity, and timeliness of data and information is dictated by a proper mix and skillful use of different M&E tools and techniques. See Figure 8-1 below for details.



To facilitate an efficient and in-depth review of performance and evaluation of performance issues, the system has assembled different M&E tools and techniques to ensure correct focus, context-specific analysis, and logical attribution of inputs, outputs and frame conditions. These tools are classified into the following:

- **Scoping Tools will be used for defining the coverage of the M&E.** Scoping tools communicate the focus, coverage and/or boundary of the M&E work to be undertaken. Scope clarification will dictate the quantity and quality of data and information to be collected or validated;

- **Data Collection and Validation Tools.** These set of tools will be used to gather more in-depth quantitative and qualitative information about a school, community, program or interventions subjected to performance review. These will be used to document performance, collect stories, validate practices, and document issues and frame conditions. Collected or validated data are used to probe internal and external factors that are affecting performance;
- **Tools for analysis are for “connecting the dots.”** Tools for analysis are used to establish causal link between performance, interventions, and external factors. This same tool set is used to formulate suggestions and recommendations on how to improve performance and address performance gaps, resolve problems, and mitigate risks; and
- **Slide presentation tools will be used to communicate the findings and recommendations of the evaluation team.** Primarily, presentation tools will be used to generate favorable decisions or actions to the decision makers.

8.2 M&E Tools for Multigrade Schools

The following tools and techniques were developed for the use of MG schools:

8.2.1 Performance Dashboard

A performance dashboard is a single page or screen that shows a few metrics or key performance indicators (KPIs) that will allow decision makers and implementers to see all necessary information in a glance. Unnecessary data and information are peeled off to allow all stakeholders to focus on KPIs. It alerts everybody on issues about performance.

However, a performance dashboard can only show the big picture, and alert all parties that there are problems about the performance. Dashboards cannot identify or locate in more specific terms the source of the problem or issues. There is a need to use other management tools like Pareto Analysis and Segmentation Technique for in-depth probing and analysis.

- **What are SMEA Performance Dashboards?**

SMEA performance dashboards are specifically developed for schools. These dashboards show the overall effectiveness of a school in realizing the school's performance indicators. These are used to monitor the “health” of the school using pre-identified and agreed school level indicators. It uses a few but vital school progress marker¹¹ indicators that will immediately inform or alert the school head, teachers, and stakeholders on the status of learners’ participation and performance.

¹¹ Progress markers or performance milestones are outcome level indicators that serves as an early warning indicator for program or project implementers. The realization of progress markers indicates implementation is proceeding on track (as per design) and increases the likelihood of achieving the end-of-program outcomes, while non-manifestation of progress markers decreases the chance

SMEA performance dashboards will be used by the school to kick-off the SMEA sessions. In the SMEA sessions, the school will present the performance dashboard and use it to put into context the agenda and scope of the SMEA session.

- **What are the benefits of using a SMEA Dashboard?**

Aside from quick and immediate view of learners and school's performance, the SMEA dashboard offers the following benefits to both the school and community stakeholders:

- **Focus on vital few instead of trivial things.** Use of KPIs in a dashboard allows both school and stakeholders to “major on major” things. It ensures that whatever discussion and agreements in the SMEA session will address or impact the school's KPIs.
- **Facilitate agreements.** A common understanding and appreciation of gaps in the performance of learners by the school and stakeholders will facilitate discussion and agreements in addressing the identified gaps.
- **Lessen data preparation.** Schools are spared from collecting and collating too many data and information before a meeting. Often, not all data and information are used. The SMEA performance dashboard informs the school on the relevant data and information needed to analyze the performance gaps.
- **On the part of the district and division supervisors and specialists, SMEA dashboards offer quick snapshot of performance of each school.** These can be collated by each district supervisor and used as a guide in prioritizing technical assistance.

- **What are the different types of SMEA Performance Dashboards?**

Learners' participation and performance vary from the start, during, and at end of the school year. Barriers to learners' performance, and bottlenecks affecting the school's capability to deliver quality basic education services are different every month. To ensure demand-driven decisions or responses from schools, different types of dashboards will be prepared, with each one showing indicators for a certain review period. Such design will allow the school to “capture” performance issues before they become full blown problems.

The following are the types of performance dashboards to be used by the school:

1. **SMEA Dashboard for Managing Access.** To be used after school opening, this dashboard provides a snapshot of the school's performance on access, providing the school and stakeholders with immediate information on the efficiency of the school in bringing children to school, and information about the number of children not in school. See Figure 8-2 for details.

Specifically, this performance dashboard uses the following progress marker indicators: (1) percentage of mapped five year old children in the community who are in school, (2) percentage of mapped children in the community who are in school, (3) percentage of learners from previous SY who returned to school (current SY), and (4) percentage of graduates/completers who proceeded to the next Grade level.

- To prepare this dashboard, the following data should be collected and collated:
- total number of mapped school-age children in the area;
- total number of mapped five-year old children in the area;
- total number of mapped out-of-school children in the area;
- total number of mapped children in the area who are in school;
- total number of mapped five-year-old children in the area who are in school;
- total number of learners from previous SY who returned to school (current SY); and
- total number of elementary graduates or junior high school completers who proceeded to Grade 7/11.

This dashboard may also include performance data on reading and numeracy. A sample dashboard showing the progress marker indicators is presented below:

Access

90% of mapped children in community in-school

• Total number of mapped children (in the community)	50
• Total number of mapped children (in the community) in your school	40
• Total number of mapped children (in the community) in Other school	5
Percentage of mapped children (in the community) in school	90%

86% of mapped 5 year-old in-school

• Total number of mapped five-year-old (in the community)	10
• Total number of mapped five-year old (in the community) in Your school	10
• Total number of mapped five-year old (in the community) in Other school	5
Percentage of mapped children (in the community) in school	100%

86% of learners who returned to school

• Total number of MG graduates from Your School (last SY)	10
• Total number of MG graduates from your School who transitioned to Secondary	10
• Total number of MG graduates from your School not in Secondary level	5
Percentage of mapped children (in the community) in school	100%

86% of MG school graduate transitioned to secondary stage

• Total number of learners (G1-6) who should be returning from previous SY(K-G5)	40
• Total of learners from previous SY enrolled in Your School	40
• Total number of learners from previous SY enrolled in Other School	0
Percentage of mapped children (in the community) in school	100%

Quality

17% are non-readers

of readers at frustration level **53%** comprehension level

	G1	G2	G3	G4	G5	G6	Total	%
Non-readers	5	4	2	0	0	0	11	17%
Frustration	4	4	5	3	2	1	19	30%
Comprehension	1	4	5	7	8	9	34	53%
Total	10	12	12	10	10	10	64	100%

of pupil are numerates **37%**

of pupils are non-numerates **90%**

	G1	G2	G3	G4	G5	G6	Total	%
Numerates	5	4	2	0	0	0	11	37%
Non-numerates	4	4	5	3	2	1	19	63%
Total	9	8	7	3	2	1	30	100%

Figure 8-2 Performance Dashboard for Managing Learners' Access to Basic Education

- 2. SMEA Dashboard for Managing Dropout and Performance Concerns.** This performance dashboard will be used to manage pupils/students at risk of dropping out (PARDOs, SARDOs), and to address learners having academic performance issues. The school and stakeholders monitor learners' performance to anticipate and/or prevent them from dropping out and failing. The SMEA session for this period is undertaken to identify and address barriers and bottlenecks affecting PARDOs and SARDOs, and track learners' performance per academic period. See Figure 8-3 for details.

Progress marker indicators used in this dashboard are as follows: (1) percentage of PARDOs/SARDOs; (2) percentage of learners at or above passing rate (periodical tests); and (3) percentage of competencies covered by teachers. To determine/compute for these progress marker indicators, the following data and/or information should be gathered:

- total number of pupils or students considered by teachers to be at risk of dropping out;
- overall results of periodical tests indicating the number of pupils or students who are at or above the passing, and below the passing rate;
- test results per subject including the number of learners who passed and failed; and
- competencies covered per subject matter.

This performance dashboard will be used for the August, October, and January SMEA sessions.

Your School, Sch ID 123
 Performance Dashboard as of August 2018
 August SMEA

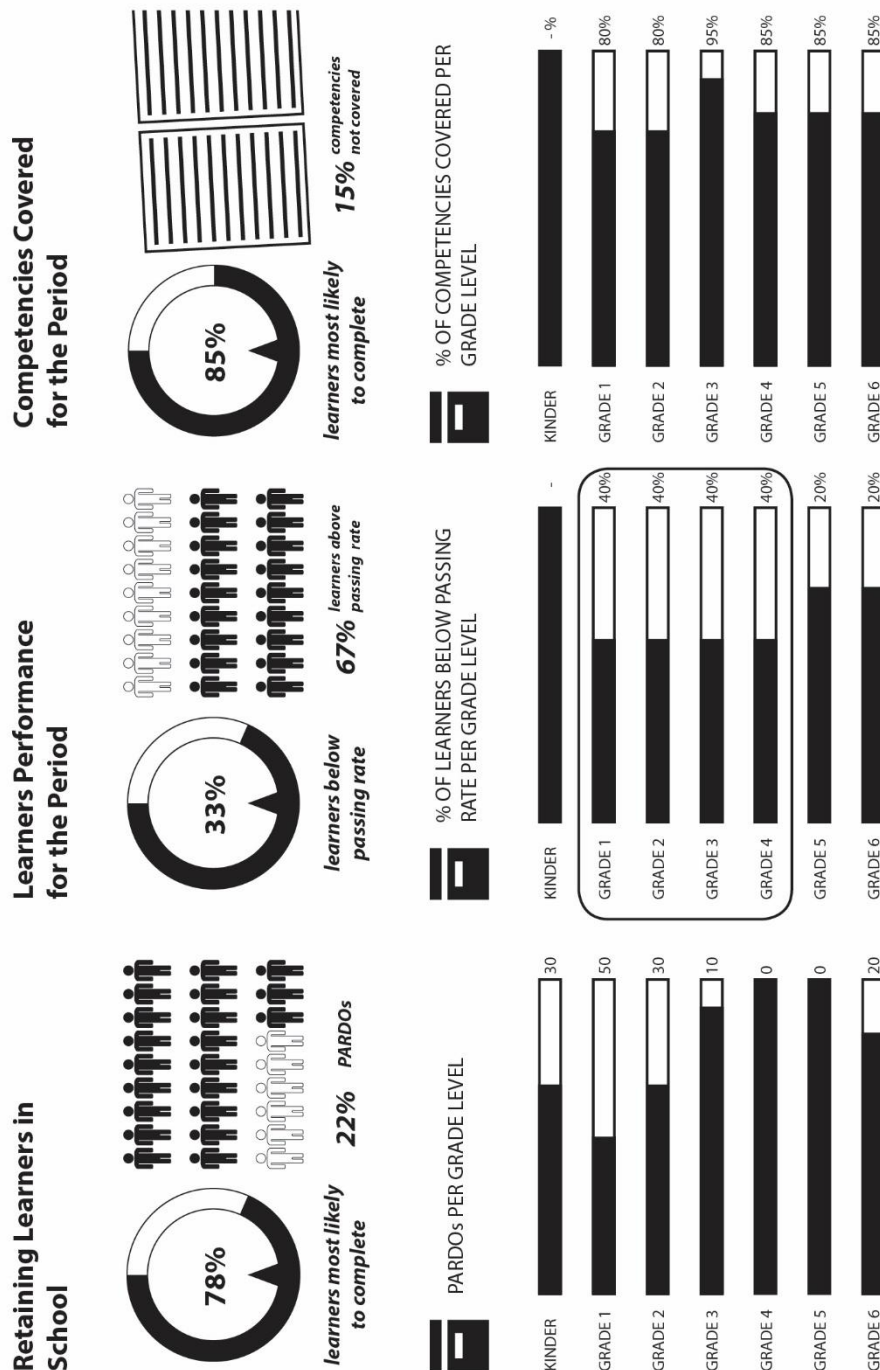


Figure 8-3 Multigrade School Performance Dashboard for End of School Year

- 3. SMEA Dashboard for Reporting End-of-School Year (EOSY) Performance.** This performance dashboard is a post SY dashboard. To be prepared at the EOSY, the school will use this SMEA performance dashboard to evaluate their effectiveness in implementing the curriculum and SBM. The dashboard will be used for taking stock of the strategies, actions, and challenges encountered by the MG school and the community for one SY. Unlike the other SMEA dashboards, the EOSY dashboard is not to be used for corrective actions but for adjusting and/or improving school strategies to be implemented in the next SY. See Figure 8-4 for details.

To determine school effectiveness after 10 months, the SMEA performance dashboard on reporting end-of-school year performance uses the following:

- Retention rate or total number of Grade 1 to 6 pupils or learners in school (beginning of current SY) versus the total number of Kindergarten to Grade 6 pupils (end-of-school year-previous SY);
- Dropout rate or total number of pupils who did not finish SY versus the total number of pupils enrolled (same SY);
- Repetition rate representing the pupils who repeated the same grade level versus number of pupils promoted to next grade level;
- Promotion rate representing the total number of pupils who are promoted to next grade level versus the total number for pupils in school;
- Graduation rate representing the total number of Grade 6 pupils who completed or are promoted to Grade 7 over the total number of Grade 6 pupils in school;
- Mean Percentage Score (MPS) representing the overall performance of pupils in all subject areas; and
- Percentage of competencies covered representing the total number of competencies covered or taught by teachers versus the total number of desired competencies as outlined in the BOW.

Your School, ID 123

Performance Dashboard EOSY
April SMEA

Access & Efficiency



Quality

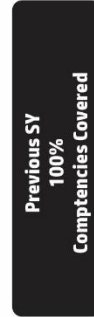


Figure 8-4 Multigrade School Performance Dashboard of End of School Year

Table 8-1 outlines the data requirements for each type of performance dashboard.

Table 8-1 Performance Dashboards and Data Requirements

Type of Performance Dashboard	Progress Marker Indicator	Data to Collect/Use	Source of Data	Tool/Instrument
Managing Access	Percentage of mapped five-year-old children in school	Total number of mapped five-year-old children in the area	Community	Learners' Whereabouts Map
		Total number of mapped five-year-old children who are in school	School Enrollment	
	Percentage of mapped school-age children in school		Community	Learners' Whereabouts Map
		Total number of mapped five-year-old children who are in school	School Enrollment	
	Percentage of children who returned to school	Total number of Grade 1 to Grade 6 enrollees (less number of transferees and <i>Balik-Aral</i> learners) for current School Year	School Enrollment	
		Total number of K to Grade 5 learners (completers and repeaters) from SY	School Report	
	Percentage of Grade 6/10 graduates/completers transitioned to Grade 7/11	Total number of Grade 7/11 enrollees current SY	School Enrollment	
		Total number of Grade 6 (graduates)/Grade 10 completes previous SY	School Report	

Table 8-1 Performance Dashboards and Data Requirements

Type of Performance Dashboard	Progress Marker Indicator	Data to Collect/Use	Source of Data	Tool/Instrument
Managing Dropout & Academic Performance	Percentage of PARDOs/SARDOs for the period	Total number of PARDOs/SARDOs for the period	School Report	
		Total number of learners enrolled for the SY	School Enrollment	
		Total number of learners enrolled for the SY	School Enrollment	
	Percentage of learners at or above passing rate per grade level	Total number of learners at or above passing rate	Teachers Report	
		Total number of learners in school	School Enrollment	
	Percentage of competencies covered per grade level	Total number of competencies covered	Teachers	Competency Tracking Tool
Evaluating Year-End Performance*		Total number of competencies planned	Budget of Work	
	Retention rate (percentage of learners from previous SY who returned to school)		EBEIS	
	Dropout rate (percentage of learners enrolled in current SY but did not complete the SY)		EBEIS	
	Repetition rate (percentage of learners)		EBEIS	
	Promotion rate		EBEIS	
	Failure rate			
	Graduation rate			

*Indicators under this SMEA are school's KPIs, not considered as progress marker indicators

8.2.2 Competency Tracking Tool

The core mandate of the Department of Education (DepEd) is the implementation of the approved K to 12 curriculum. Teachers' performance and delivery of the teaching and learning process constitute one of the most important factors that influence learners' performance. However, most monitoring activities in DepEd are focused on two major areas which include monitoring of learners' access to basic education services and tackling programs and projects. Currently in place, from Central Office (CO) to schools, are processes that allow for systematic manner of collecting and storing of data and information regarding enrolment, retention, dropout, school leavers, and other similar data. Information systems such as the basic education information system (BEIS), learners' information system (LIS) provide easy access to learners' profile and performance. Tracking of programs and projects also eats up a lot of time in monitoring and evaluation work. Most monitoring activities are also devoted to tracking physical accomplishments and cost utilization of programs and projects. While these are important, there is no systematic process in place for determining teachers' coverage of the curriculum. Sporadically, there are efforts to track competencies covered.

Tracking teachers' coverage of the curriculum is one of the key features of the PMS MES. Tracking competencies covered is one of the progress marker indicators identified in the PMS MES. Teachers' implementation of the curriculum is one of the predictors of learners' performance.

The tool for tracking competencies will be used by teachers in recording or documenting the competencies they have covered vis-a-vis competencies outlined in their Budget of Work (BOW), Daily Lesson Plan (DLP) and Daily Lesson Log (DLL). This data capture tool will be used to document competencies commonly covered and least covered. At the school and district level, the same tool can be used by the school head and district supervisor in tracking the implementation of the curriculum. This will also be used as one of the reference materials in the SMEA for August, October, and January.

Competencies covered means the teacher can "cover" or teach the competencies outlined in the BOW, DLP, and/ or Daily Lesson Log. Competencies not covered, on the other hand, refer to competencies planned in the BOW and DLL that were not taught by the teacher.

Tracking competencies require the use of two templates. First, the Competency Tracking Tool is a data capture form that will be accomplished at the end of each month. And second, the Tracking Report on Competencies Covered which is a process document or form containing a summary report of the total number of competencies covered and not covered after one quarter.

Suggested Steps

- The teacher prepares the BoW, DLP, and/or DLL outlining the competencies to be covered.
- At the end of each month, the teacher reviews the BOW, DLP, and /or DLL, and prepares the Competency Tracking Tool.
- Using the tool, the teacher indicates or determines the status per competency. Suggested mechanism for indicating status per competency is as follows: 1- competency adequately covered or completed; 0.5- started covering the competency but not completed; and 0- competency not started at all;
- For competencies covered or completed, the teacher indicates (Remarks column) if the competency was covered according to the schedule;
- For competencies with a 0.5 status, the teacher determines the reasons (Remarks column) for failing to adequately cover or finish teaching the competencies. The teacher should list the causes for failing to complete. Possible causes include limited knowledge of the teacher on the topic, limitations in learning materials, limitations in facilities, and external factors that affected the class schedule.
- For competencies with a 0 status, the teacher also itemizes the reasons (Remarks column) for failing to start covering the competency. Table 8-2 shows a sample Accomplished Competency Tracking Tool.
- The process for recording or documenting competencies covered, not covered, and the factors affecting the curriculum implementation process is repeated every month per subject.
- On the third month or before the conduct of SMEA, the school head with teachers' assistance collates the results in the Competency Tracking Tool and prepares the Tracking Report on Competencies Covered. This quarterly report provides the summary report documenting the implementation of curriculum at each MG school as well as provides information on the coverage per subject area, and tjhe list of competencies not covered.
- The Report on Competencies Covered is reported in the SMEA. This will be used to explain pupils' performance for the quarter. The same can be used by the District and Division Supervisors in tracking the curriculum implementation per subject and the competencies coverage. Table 8-3 shows a sample Quarter Report on Competencies Covered.

Table 8-2 Sample Month 1 Competencies Covered

(1) Week No.	(2) Domain Strand and Grade Level	(3) Competencies	(4) Total no. of Competencies	(5) Total no. of Competencies Covered	(6) Percentage of Competencies Covered	(7) Remarks
		Force, motion, and energy	10	7	70%	
1	Describe the position of a person or an object in relation to a reference point such as chair, door, another person (S3FE-IIIa-b-1)		1	1	100%	Covered according to schedule
2	Describe the movement of a person or an object in relation to a reference point such as chair, door, another person (S3FE-IIIa-b-1)		1	1	100%	Covered according to schedule
3	Identify things that can make objects move such as water and wind 3FE-IIIc-d-2		1	1	100%	Covered according to schedule
4	Identify things that can make objects move such as people and magnets 3FE-IIIc-d-2		1	1	100%	Covered according to schedule
5	Describe the movements of objects such as fast/slow S3FE-IIIe-f-3		1	1	100%	Covered but delayed due to class suspension (typhoon)
6	Describe the movements of objects such as forward/backward and stretching/compressing; S3FE-IIIe-f-3		1	1	100%	Covered but delayed due to class suspension (typhoon)
7	Describe sources of light and sound S3FE-IIIg-h-4		1	0.5	50%	Covered but delayed due to class suspension (typhoon)
8	Describe sources of heat and electricity S3FE-IIIg-h-4		1	0.5	50%	Covered but delayed due to class suspension (typhoon)
9	Enumerate uses of light and sound S3FE-IIIi-j-3		1	0	0%	Not yet covered due to delay in coverage of other competencies
10	Enumerate uses of heat and electricity S3FE-IIIi-j-3		1	0	0%	Not yet covered due to delay in coverage of other competencies

Table 8-3. Sample Quarter Report on Competencies Covered

Overall Competencies Covered (All Subjects) 84.36%			
Competencies Covered per Subject			
English- 84.2%	Science- 88.24%	Mathematics- 85%	AP- 80%
Grade III Science: 88.24% of Competencies covered for the period			
Month	Total No. of Competencies	Total No. of Competencies Actually Covered	Percentage of Competencies Covered
June	10	10	100.00%
July	12	10	83.33%
August	12	10	83.33%
Total (for the period)	34	30	88.24%
List of Competencies Not Covered		Reasons or Causes	
#1 Use of appropriate measuring tools and correct standard units (S5FE-IIIb-2)		No appropriate measuring tools available in the school	
#2 Describe sources of heat and electricity (S3FE-IIIg-h-4)		Classes were suspended for three days due to typhoon and flooding in the area. Predecessor competencies are not yet covered.	

8.2.3 Classroom Observation Tool

- Objectives.** The MG Classroom Observation Tool is primarily designed to support effective instructional practices in Multigrade set-ups. It can assist school heads and supervisors as they conduct focused observations and monitor Multigrade teachers over time. It covers comprehensive elements of instructional delivery and contains clear indicators of what is expected in a Multigrade classroom that supports learning for diverse pupils. The end outcome of the use of this tool is effective coaching and provision of support towards developing reflective Multigrade teachers. Annex D shows the detailed MG classroom observation tool covering the key elements of Multigrade instructional delivery.

When used in a careful and systematic manner, it can serve a variety of related purposes:

- It can document instructional practices and provide a clear measure of significant aspects of instruction and curriculum delivery that are effective as well as those that need further support;
 - Coaching of teachers through constructive feedback that is based on detailed evidence would be possible;
 - It also allows Multigrade teachers to examine their instructional delivery and reflect on effective teaching practices as well as areas for improvement. As a teacher monitors his/her teaching practices, it can encourage reflective teaching;
 - School heads and supervisors, together with teachers, can create instructional goals or action plans based on the observation results. Thus, adequate technical support can be provided and there would be learning spaces to become more effective Multigrade teachers; and
 - Finally, results of classroom observations, when taken collectively, can serve as bases to recommend specific areas for professional development distinct to Multigrade instruction.
- **Features and Description of Use of the Classroom Observation Tool.** This tool covers observation points on the following essential elements of Multigrade instructional delivery:
 - Lesson Plan/Lesson Organization
 - Instructional Practices & Strategies
 - Lesson Delivery
 - Use of Instructional Materials/ Technology
 - Support for Diverse Learners
 - Learning Assessment
 - Learner Response
 - Classroom Environment and Culture
 - Classroom Structure
 - Classroom Culture
 - Class Management
 - Remedial / Enrichment Activities

To optimize the use of this tool, it is best that every Multigrade teacher has a copy of it at the start of the school year. Regular examination of the Multigrade delivery elements covered in this tool would create awareness of essential factors that contribute to effective instruction. This can encourage teachers to engage in reflective teaching on their classroom practices.

Examination of the instructional delivery from the lens of both the teacher and the observer is a valuable endeavor. In the process, the principal/supervisor can leverage feedback from evidence. On the other hand, the teacher can reflect on her instructional strengths and areas to work on. The Coaching Dialogue that follows the observation aims to promote self-awareness among teachers so that they can bring their MG instructional practices to a more effective level. Since the results of this tool serve to support teachers, the observer's role is to facilitate an evidence-based assessment of the elements of MG instructional delivery. The observer offers constructive feedback and provides instruction and assistance to the teacher. Consequently, the teacher and the principal /supervisor can collaboratively set specific action plans based on observation results.

It is recommended that observations by the supervisor/principal over the year be done. It is also important to carefully study the content of this classroom observation tool prior to its use.

- **Directions.** The following are the directions in using the Classroom Observation Tool for Multigrade classes:
 - It is unlikely that all elements of MG instructional delivery would be documented in a single classroom visit; hence, decide which among these elements would be the observation focus. Inform the teacher of the MG element targeted for the observation and when this will be done.
 - Fill out the details about the class to be observed. It is important to take note of the date of observation. Multiple observations of the same MG element over a school year would be good bases for supporting effective MG teacher practices. This can track progress in specific instructional areas over time.
 - Since observation of the MG classroom covers several levels, it is important to monitor and rate the instructional and learning processes for each grade level.
 - Request for the lesson plan of the teacher to be observed. Examine this carefully and mark the first section of this tool under Lesson Plan (LP)/Organization. Check each item under E (Evident) or NE (Not Evident) depending on the content of the LP. Then, note the evidence under the Remarks column.
 - With an identified element/s of Multigrade delivery from the tool, observe the class and document specific details.
 - For the elements under Instructional Practices & Strategies, Learner Response, and Classroom Environment and Culture, use the following rating guidelines and mark the item in the tool with 4, 3, 2, or 1. Take note of evidence of your rating.

4	3	2	1
Very Evident throughout the class session	Evident during most, but not all, of the class session	Evident during a limited portion of the class session	Not evident to any degree during the class session

- For the last section on Remediation and Enrichment, mark each item under E (Evident) or N (Not Evident) and note the evidence under the Remarks column.
- Fill out the Coaching Dialogue Form by writing a summary of the strengths of the teacher and areas to work on based on the details of your observation notes.
- Allow time for the observed teacher to fill out only the relevant section of the Coaching Dialogue form after the class visit. (e.g., Which MG instructional delivery element was the focus during the observation?).
- A Coaching Dialogue will follow the actual classroom observation. Since this is a dialogue, the teacher initially shares what she perceives are her strengths and areas to work on. Afterwards, the observer provides feedback on the quality of teaching practices of the MG teacher. The teacher, together with the principal/supervisor sets and agrees on an action plan in line with the results of the observation. Both parties sign the form.
- Keep a file of this tool for comparison purposes when a future observation is to be done with the same teacher especially if the focus is on the same MG delivery element.

8.2.4 Learners' Whereabouts Map

Access¹² is a major issue for children not in school and for children or learners enrolled in a MG school. Learners in remote and rural communities face plenty of challenges or barriers to schooling and learning, as compared to their counterparts in the urban setting. Foremost among these challenges are the issue of distance. For learners in a MG school setting, distance represents long walks, passing through dangerous trails, river crossings, and daily exposure to risks inherent in far flung areas. For a MG school, distance represents fewer frequency of "face to face" technical support from the DepEd schools division and district, and limitations in logistical support. Distance also represents the need to maximize the participation of community stakeholders.

¹² Enrollment is mistakenly used as an indicator for access. Enrollment pertains only to children who are in school. Access or participation is determined by comparing the number of children who are in school versus the total number of school-age children in the community. DepEd's main thrust is to ensure all school-age children are in school.

Mapping learners' whereabouts is a critical strategy for inclusion. Mapping provides the MG school with information on how many children should be in school. A MG school's inability to determine the number of children who should be in school in the community is a failure of inclusion. As observed in most schools, school programs and projects are often limited to children who are in school. This happens due to schools' failure to determine how many, who, and where are those children not in school.

- **Guiding Principles for Mapping Learners.** To achieve a more holistic, useful and context specific baseline document about children or learners in remote and/or disadvantaged communities, the following best practices in data collection and validation, and key planning principles are adopted:
 - **Inclusion.** All school-age children or learners in remote and disadvantaged communities regardless of ethnicity, physical and mental ability, location and/or religious beliefs will be considered in the mapping. Information to be generated from the mapping activity will be used as input to a more learner-centered strategy and a more responsive teaching and learning process.
 - **Triangulation.** In remote or disadvantaged communities, using more than one source is necessary. In most cases, secondary sources of data and information in these communities are non-existent or not reliable. Locating school-age children should be done using different methodologies. Triangulation will provide a more accurate count of children, and a more holistic understanding of the challenges, difficulties, affecting learners' participation and performance. Methodologies to be used include key informant interviews (KIIs), community meeting or workshop, group workshop with learners in school, collaboration with other government agencies, and document review.
 - **Community is the main source of data.** Data collection and validation will be undertaken with the participation of the learners, and community stakeholders. The community is the main resource for the mapping strategy. Their age-old knowledge of their environment will help enrich the mapping strategy. Participation of barangay-level workers (barangay officials, health workers, etc.), facilitators from ALS implementers, other schools in the vicinity, and the SDO's district supervisors will also be solicited.
 - **Less is more.** The mapping activity will focus on counting, identifying and locating children or school-age children in the community. As a strategy, the mapping process will resist the urge to gather seemingly important detailed data which may "paralyzed" the MG school and community stakeholders from making quick decisions resulting from too much information. Gathering of data will be limited to a few, essential information needed to locate and bring all school-age children to school.

- **Objectives.** Community Mapping on Learners' Whereabouts is a process where participants prepare a map that will show the location of all school-age children in the community. Mapping also includes highlighting distinctive environmental features in the community, landmarks, and other factors that may influence or affect children's access to schooling.

The mapping strategy will not be limited to counting school-age children in the community. The primary objectives are to provide MG schools with information and insights on the factors motivating learners from going to school despite the challenges imposed by its natural environment and the limitations of a MG school, and a clear understanding of the barriers preventing some children from going to school.

Specifically, mapping learners' whereabouts will enable the MG school to:

- Determine how many school-age children are in the community. This includes identifying who they are, their location or address, and other important information about the children in the community;
- Determine how many school-age children are in school, including their daily difficulties in going to school, and participation in the teaching and learning process; and
- Identify and locate the whereabouts of children who are not in school and examine the barriers preventing them from going to school.

At the SDO and district levels, the learners' whereabouts map will be used to identify areas or communities (*barangay, purok, or sitio*) with high or low involvement of learners in schooling. Such information will enable the SDO and districts to prioritize MG schools needing immediate technical support on access strategies.

- **Description of Output.** The main output for this activity is a map showing the learners' whereabouts. This map will serve as one of the main reference documents in the preparation of school improvement plan (SIP), in the conduct of quarterly review of school monitoring, evaluation and adjustment (SMEA) workshops, and in the evaluation of the MG schools' effectiveness and impact to the community. This document will be prepared once every three years and will be updated annually by the MG school and the community stakeholders as needed. The learners' whereabouts map contains the following information:

- **Total number of children in the community.** This includes school-age children, incoming kindergarten (ages 2 to 4), and overage out-of-school children;
 - **Location of children and/or learners.** The map pinpoints the whereabouts of all school-age children, incoming kindergarten, and overage out-of-school children. The map will show who and how many school-age children are in school, who and how many are in nearby schools, who and how many are not in school, and who and how many are out-of-school children; and
 - **Difficulties and challenges of children/learners from accessing the services of a MG school.** The map of the community will also show the physical and social barriers affecting participation of school-age children in the community.
- **Suggested Participants to Mapping Learners' Whereabouts.** The preparation of the map is a collaborative process led by the MG school, with the participation of learners or children in school, community stakeholders, local government units (LGUs), other government and non-government organizations (NGOs) operating in the area. The primary users of the whereabouts map are the school head and teachers in the MG school, community stakeholders, and the district supervisor.

At the SDO level, the map will be used to identify areas or communities (barangay, sitio, purok) that has the greatest number of school-age children and overage children not in school. Using whereabouts maps of different MG schools, it will show the SDO which areas or communities have high involvement rate of children in school, and which areas or communities. Such information allows the SDO to prioritize and systematize provision of Technical Assistance (TA) to MG schools.

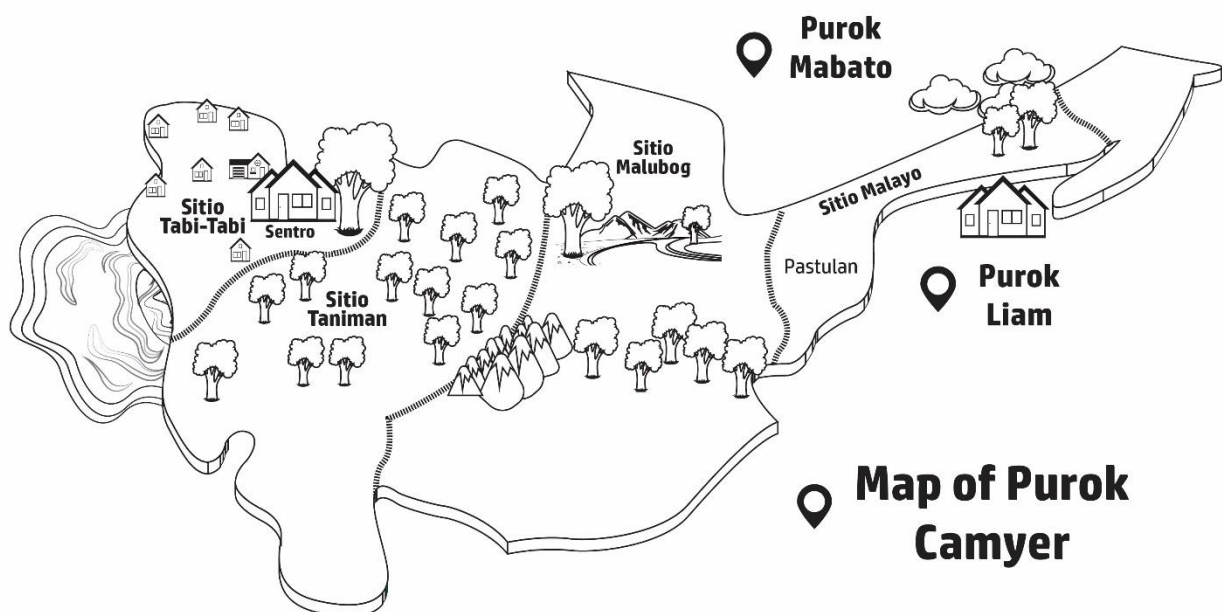


Figure 8-5 Sample Map of Learners' Whereabouts

- **Step 2. “Dot mapping” with children who are in school.** Multigrade teachers will convene children or learners in school. Teachers will discuss the objectives of the activity as follows: (1) locate where children live; (2) identify neighbors or playmates who they think should be in school but are not in school; and (3) identify areas or sites or trails that are difficult going to and from school. See Figure 8-6 for the sample mapping with learners’ activity.

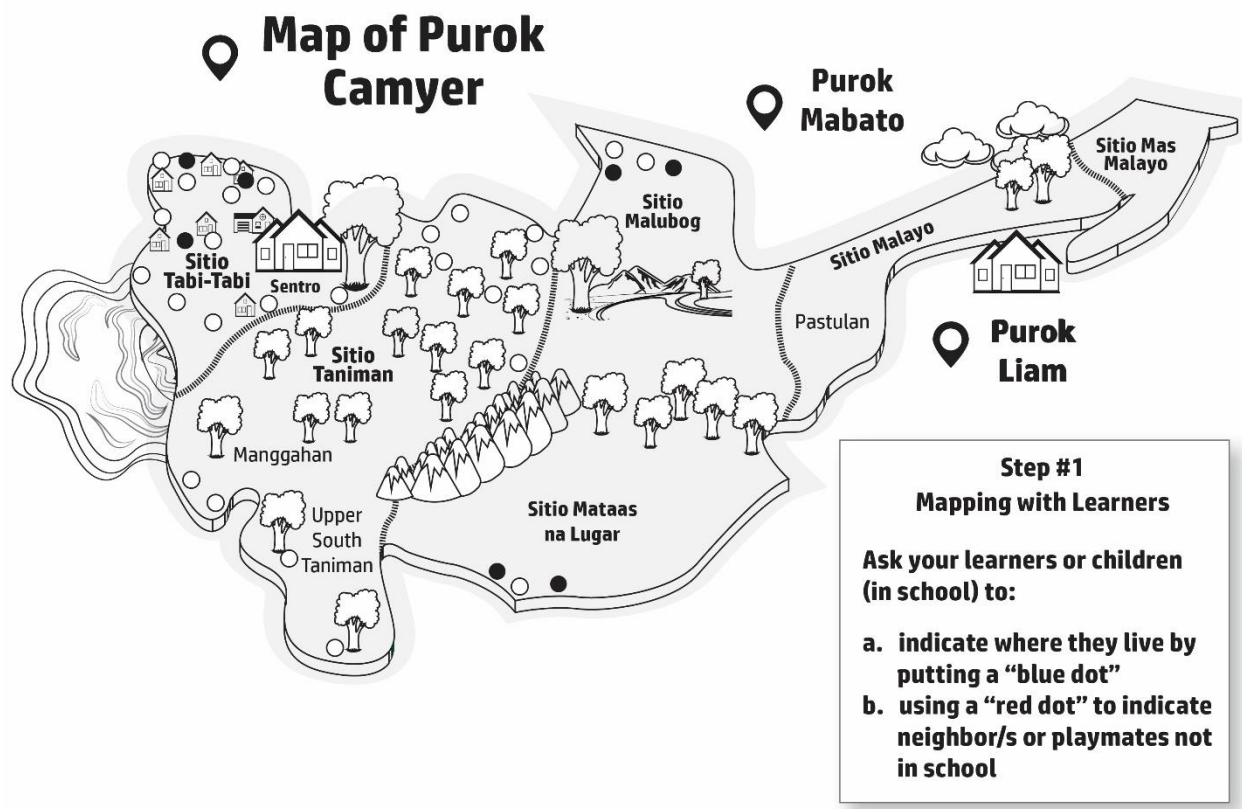


Figure 8-6 Mapping with Learners

- **Some pointers:**
 - Make the activity spontaneous, fun, and creative; and
 - Make it colorful and interesting. Use symbols that are easy to understand. For example, the teachers can ask each learner to locate and post a green colored “dot” representing his/ her house and red colored “dot” representing the neighbors or playmates who are not in school.

Step 2 provides the Multigrade school with preliminary information on the total number of school-age children or learners in the community, and the number and location of children not in school. The results of the mapping activity with the learners can also be summarized using Table 8-4.

Table 8-4 Sample Result of Mapping Activity with the Learners

Site	Children/Learners in School	Neighbors or Playmates Not in School	Total Number of Children/Learners
Sitio Tabi-Tabi	12	3	15
Sitio Taniman	11	0	11
Sitio Mataas na Lugar	1	2	3
Sitio Malubog	2	2	4
Sitio Malayo	0	0	0
Sitio Mas Malayo	0	0	0
Total	26	7	33

- **Step 3. Mapping the Learners with the Community.** This involves the participation of key community members and/or of the community stakeholders who have unique knowledge of the community, the households, terrains, and other relevant information about life in the community. Using the output of Step 2, the community adds more detailed information on the map such as location of children not yet identified in the map, relevant landmarks in the community (eg., roads, terrains, rivers, etc.), and dangerous or disaster-prone areas. Step 3 is expected to provide a more accurate count and whereabouts of all school-age children or learners in the community (See Figure 8-7). Suggested activities are as follows:
 - Invite key informants in the community which include barangay captain, purok or sitio leaders, president and/or officers of the Parents-Teachers Community Association (PTCA), community elders, and representatives from nearby schools.
 - Discuss the objectives of the activity and expectations of the participants.
 - After clarifying the objectives and scope of the activity, discuss the mechanics in preparing the map. Specifically, discuss the legends and/or symbols to be used.
 - Prepare the map. Mapping activity need not be a one time or one day activity.

- After mapping, count the number of learners/ children. The learners' whereabouts map and the mapping session with the community stakeholders should be able to determine the following:
 - total number of school-age children in the community;
 - total number of school-age children in the community who are in the MG school;
 - total number of school-age children in the community who are in Other MG schools;
 - total number of school-age children in the community who are not in school;
 - total number of overage children in the community who have not finished elementary education; and
 - total number of learners in the MG school that are from other communities.

- Ask the participating community stakeholders for information about children who are not in school including the possible difficulties and challenges.

- Prepare a report summarizing the results of the mapping activity with the community stakeholders.

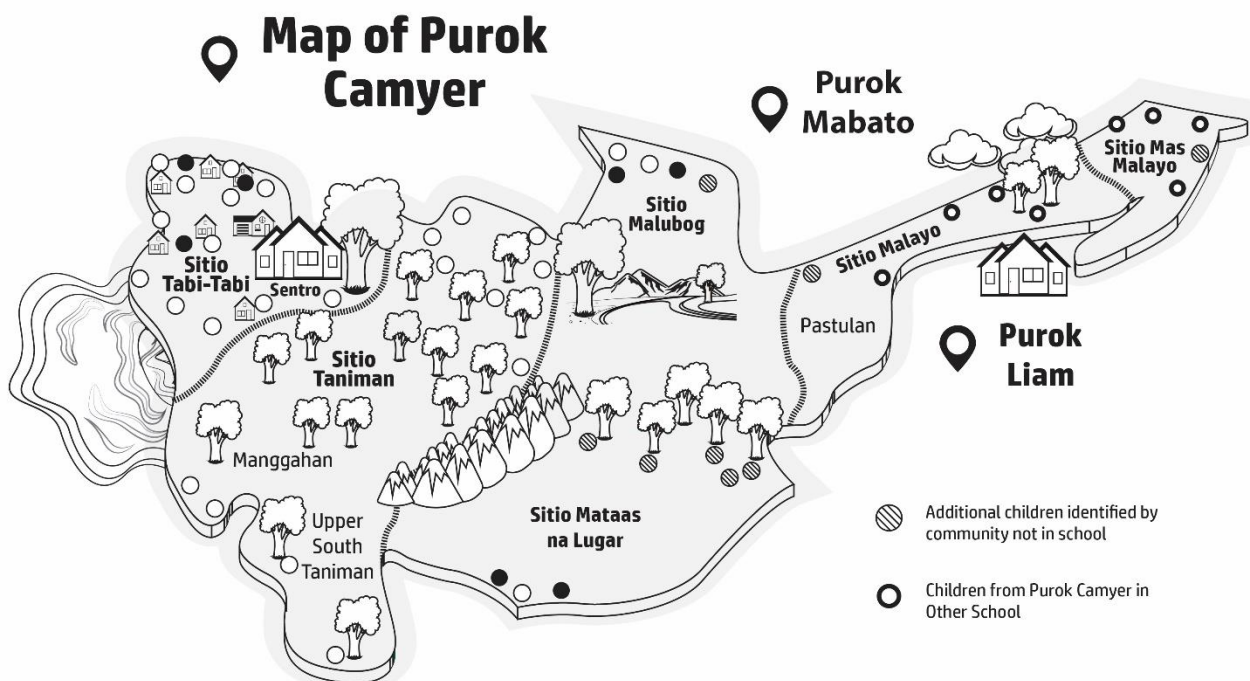


Figure 8-7 Mapping with the Community

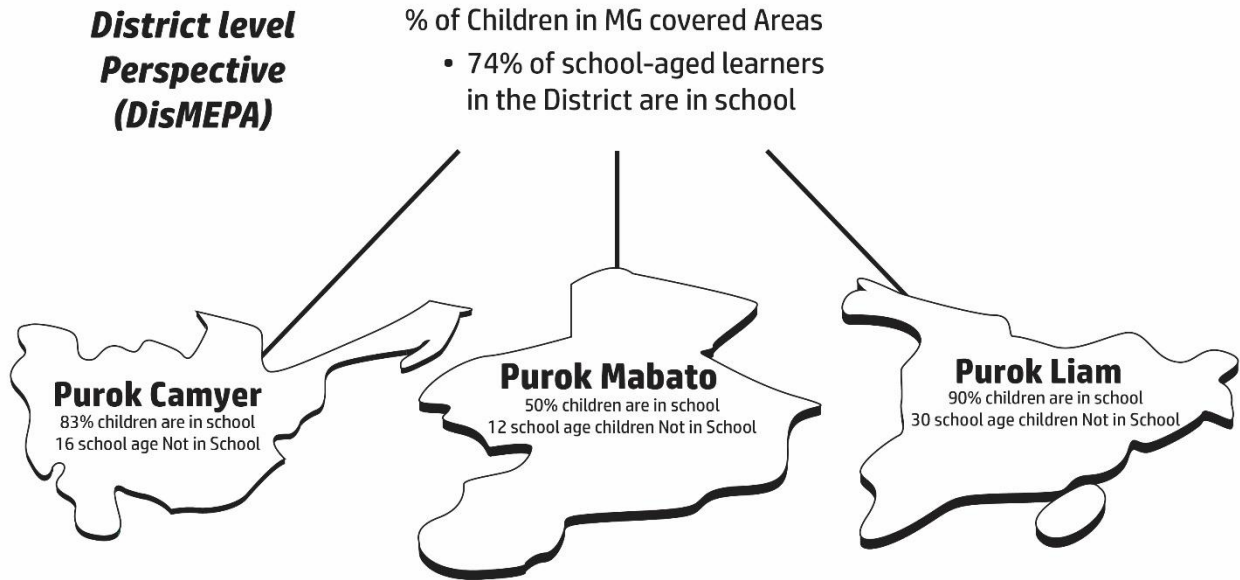
Step #2 Mapping with Community

- **Step 4. Data Validation- “Comparing Notes.”** After determining the number of children in the community, the MG school compares and validates the results of the learners’ whereabouts map with existing reports and documents prepared by other agencies. The main objective is to validate and/or enhance the Learners’ Whereabouts Map developed with data and information from other offices or units operating in the area. These include (i) barangay local government unit (BLGU) and local or purok leaders, (ii) barangay health workers and social workers, (iii) nearby schools, public or private schools, (iv) ALS learning facilitators, and (v) other development workers (government and non-government) operating in the community. Suggested activities are as follows:
 - Collect relevant documents which may include the following: (1) barangay profile, situationer, map (including list of households); (2) list of clients (e.g., immunization data) from health workers and social workers; (3) enrollees from other schools; (4) mapping prepared by ALS learning facilitators; and (5) program/ project recipients of government organizations (GOs) and Non-Government organizations (NGOs)
 - Invite key informants from other offices with data and information that are relevant to the learner’s whereabouts map being developed.
 - Present the results of the mapping activity and initial findings.
 - Update map when necessary.
- **Step 5. Finalize the Learner’s Whereabouts Map.** After validating the community map and information from other agencies, the MG school finalizes the learners’ whereabouts map including the list of households in the community, households with children, and households whose children are in school and not in school. The finalized map will be used as a baseline or reference material when tracking learners’ whereabouts every school year (June SMEPA).

- **Schools Division Level**

- **Using Learners' Whereabouts Map.** The Learners' Whereabouts Map developed by MG schools provides important information to the SDO especially in improving learners' access to basic education services. Primarily, the whereabouts map helps the SDO identify which schools "bring the most school-age children to school" or areas (communities) with the greatest number of school-age children who are not in school. These information from whereabouts map will allow the SDO to:
 - prioritize and target schools or areas that will significantly impact on the SDO's performance on access;
 - strengthen strategies on access on areas with the greatest number of school-age children who are not in school; and
 - understand the frame conditions, local context, and/or challenges affecting school age children's access to quality basic education services.
- **As input to District Level MEPA (DisMEA).** Information and insights from the Learners' Whereabouts Map are critical inputs to the SDO's programs on improving access, reducing dropouts and school leavers, and reducing absenteeism. The DisMEA serves as feedback mechanism on the effectiveness and relevance of SDO's programs and projects to MG schools. Using the learners' whereabouts map prepared by MG schools, the SDO through the District Supervisor can identify communities with low kindergarten intake and low participation rate. This allows the District Supervisor to prioritize which communities and MG schools' need to strengthen in terms of bringing all school-age children to school. Figure 8-8 illustrates the use of whereabouts map by the District Supervisors.

Figure 8-8 District's Use of the Whereabouts Map



Why are children/learners in this community not in school?
What prevents children/learners from this community from going to school?
What are the limitations of the MG school? What Technical Assistance (TA) or support is needed by the MG school in addressing the access issues of these children/learners?
What TAs or program support were provided by the SDO to this MG school?
What adjustments are needed to make these TAs relevant to the needs of the community and the MG school?

Section 9. Managing the Philippine Multigrade Schools Monitoring and Evaluation System (PMS MES)

9.1 Jumpstarting the PMS MES

Start-up is one of the most crucial stages of program or system implementation. Most difficulties in program implementation are results of poor start-up. Difficulties such as delays in implementation and poor quality of outputs resulting from misunderstanding on the scope and requirements of a program or system. In order to avoid these, the following start-up strategies will be employed:

- **Same page.** Critical to sustaining the MPPE M&E system is to ensure everybody in DepEd is on the “same page” regarding their understanding and expectations of M&E work. Operationally, this means everybody in DepEd, regardless of governance level, should have the same appreciation of key concepts and principles of education planning, monitoring, evaluation, and technical assistance. Foremost among these are staff’s competencies on understanding, interpreting and using DepEd’s KPIs which include net enrollment rate (NER), gross enrollment rate (GER), cohort survival rate (CSR), completion rate (CR), dropout rate, retention rate, repetition rate, and achievement rate. These KPIs should always be the focus of every M&E activity undertaken. These KPIs should serve as the compass for all planning, M&E, and technical assistance activities. Failure to be on the “same page” on these KPIs spells a disaster for this M&E system.
- **Scoping is key.** Major requisite in making M&E work is the “correctness” of education plans. These plans include SIP, DEDP, and RBEP for strategic planning, and the AIP for operation planning. All these plans should be the main reference materials when doing M&E. All objectives and targets, outputs or deliverables, schedules and resource requirements contained in education plans should be used as baseline and basis for comparing performance. Difficulties in M&E work is caused by poorly prepared plans. In this regard, quality assured plans are vital and necessary.
- **Aim small, miss small.** As much as practicable, the conduct of a mass training should be avoided. M&E requires mastery of different competencies, ranging from strategic and operations planning, organizing data to data validation, and data analysis and presentation. Mastering these competencies require slow and deliberate instructions. Participants need to have a firm grip of the different requirements, the completed staff work needed to produce quality reports. A slow but deliberate start in rolling out the PMS MES is necessary for sustainability. Starting small may include: (1) small training (30-40 participants); (2) starting with few districts and/or schools which will allow the SDO Supervisors with key learning experience on M&E; and (3) start with the SMEA process. Starting small will prevent the usual headaches inherent in rolling out a big system - wrong application and application for compliance.

- **Core business.** Starting small also means starting at the classroom level. Although the Multigrade Schools M&E system is designed around KPIs, it will require more than numbers to make it useful. To put more meaning on these KPIs, collection and validation of qualitative data should be a priority. Data collection at the school level is already efficient when it comes to access and governance related data. However, systematic collection of data as regards curriculum implementation or teaching and learning needs to be jumpstarted. Focus /attention should be devoted to getting useful qualitative data on what happens inside a classroom. To make this system useful, ensure that MG schools are doing classroom observation and documenting the teaching and learning experience. Start and focus the M&E on DepEd's core business.
- **Review and adjust.** The initial start is a learning moment for the RO and SDO. Now armed with actual hands-on experience in managing the M&E system, this can now be rolled out in other areas. The processes, activities, and requirements detailed in this Handbook should be continually reviewed and adjusted to make them more demand-responsive to MG schools.

9.2 Managing the PMS MES

Another crucial aspect of system implementation is the process owners. Process owners serve as the quality assurance specialist of the M&E system. Overall, they will assure the correctness of the M&E processes and requirements as well as ensure compliance to the standards outlined in this Handbook. The process owners of the PMS MES are as follows:

Step 1. BLD will be the system manager or overall process owner. As system manager, the Bureau will ensure the integrity and efficiency of the M&E system. It will ensure the System is responsive and consistent to the objectives of the MPPE, and compliant to the requirements of the Planning Service. As overall process owner, the Bureau will:

- Oversee the start-up, implementation, and enhancement of the PMS MES in DepEd regions, divisions, and MG schools.
- Update and/or enhance the M&E System including the processes and requirements in order to make it more relevant and demand responsive. This includes issuance of implementing guidelines and revisions in this Handbook (when necessary).
- Strengthen the capability of process owners in the regions. This includes provision of training and technical assistance to CLMD on how to manage and localize the M&E system.
- Orient other DepEd bureaus and the regions on the scope, features, and requirements of the PMS MES.
- Regularly conduct system or process reviews to ensure the features and requirements of the M&E system are still responsive to the needs of the users.

As the process owner of the PMS MES in the CO level, BLD will be mainly responsible for updating the Office of the Undersecretary for Curriculum and Instruction (OUCI) on the accomplishments of the MPPE. An annual report detailing the accomplishments of the MPPE will be submitted to the OUCI. It will also interact closely with the Bureau of Curriculum Development (BCD), Bureau of Learning Delivery (BLD), Planning bureaus, other services and units.

Step 2. CLMD is the process owner at the Regional level. As process owner, the CLMD will ensure the M&E System is responsive to the different situations and challenges of SDO in providing technical assistance to MG schools and communities. Specifically, the CLMD will:

- Oversee the start-up, implementation, and enhancement of the Multigrade M&E system in the schools divisions, districts, and MG schools.
- Interact closely with the other Region's functional units especially the planning, M&E and technical assistance units.
- Localize, as much as practicable, the features of the Multigrade M&E system and its processes to address the unique requirements of MPPE implementation per schools division or district.
- Strengthen the capability of the SDO Supervisors in managing the Multigrade M&E System as well as in providing technical assistance on M&E to MG schools.
- Orient other functional units in the region on the scope, features, and requirements of the PMS MES.
- Regularly conduct process reviews of M&E implementation in the SDO.

As lead unit in the implementation of MPPE, the CLMD will be mainly responsible for providing the Regional Director (RD) with reports covering the achievements and status of MPPE implementation in the region. CLMD will also take the lead in advocating (when necessary) enhancements in regional policies and programs that affect MG schools.

Step 3. CID is the process owner at the SDO level. As process owner of the M&E System in the division, CID will ensure that the MG schools are provided with necessary technical assistance in the implementation of M&E. Specifically, CID will:

- Oversee the start-up and implementation of the MPPE M&E system in MG schools.
- Interact closely with the Division's SGOD to ensure compliance to and compatibility of requirements.
- As lead unit in the implementation of MPPE, the CID will be mainly responsible for providing the Schools Division Superintendent (SDS) with reports covering the achievements and status of MPPE implementation in the schools division.
- CID will also take the lead in advocating (when necessary) enhancements in CLMD policies and programs that affect MG schools.

9.3 Sustaining the PMS MES

Sustainability happens when target groups, MG schools, CID and district supervisors, and CLMD use the PMS MES. Both users and process owners of the Multigrade Schools M&E system must be equipped with the necessary competencies on planning, M&E, and technical assistance. The following training programs are suggested:

- **Training on Managing the PMS MES.** This is a three-day training program for the process owners of the M&E system. The objective is to equip them with necessary handles on how to manage and maintain the system. Designed for CLMD and CID staff who will be assigned to implement the System, this training will orient them on the scope and features of the different M&E processes, and reporting requirements. This training also includes how to conduct process review to ensure the integrity of the system.
- **Training on how to conduct the SMEA for MG schools.** This is a three-day training that will equip MG school heads and teachers with a clear understanding of the school KPIs, knowledge on how to prepare and interpret performance dashboards, how to use the results of the Multigrade COT in analyzing performance, and how to conduct the actual SMEA session.
- **Training for District Supervisors on Managing the SMEA and AIR Processes.** This is a three-day training for PSDS on understanding KPIs, how to use the performance dashboards and pareto analysis, and how to facilitate the SMEA and AIR process.
- **Orientation-training for CID and CLMD Supervisors on the Salient Features and Requirements of the PMS MES for MG School Heads.** This training aims to equip the EPS with necessary competencies and handles in managing the M&E system for MG schools.
- **Orientation on Scope and Salient Features of the PMS MES for Non-CID/CLMD Personnel.** This is a half-day session for non-CID and CLMD personnel who will be involved in providing technical support to MG schools.
- **RME Training for SDO Supervisors.** This is a course for SDO supervisors on how to conduct the RME, and use evaluation tools and techniques, and how to integrate the RME findings to DEDP and SIP. This is a three-phase training on RME which includes: Phase (1) One-day Session on RME which will give the Supervisors conceptual handles on the overall RME process and requirements; Phase (2) Three-day Session on how to develop and administer evaluation tools and techniques; and Phase (3) Two-day Session on Using RME Findings on DEDP and SIP.

- **Impact Evaluation Training for CLMD and BLD.** This is a continuing training program for CO and RO staff on impact evaluation. This training will equip the CO and RO policy makers with necessary skills required in evaluating the effectiveness of programs and policies, as well as necessary skills in determining the effects of other DepEd policies and programs. This includes training on formulating an evaluation framework, preparing the evaluation design, tools and techniques, how to do field validation, and how to communicate evaluation findings. Training should also include equipping the CO and RO on how to manage an impact evaluation study which includes preparing an evaluation terms of reference (TOR) and managing a contractor. The duration of sessions should be dictated by the results of a training needs analysis as competencies may vary per office.

9.3 Training Materials on PMS MES

The following Learning Action Cell (LAC) Session materials were developed for use in the abovementioned training programs:

- Annex A- LAC Session Guide on Overview of M&E
- Annex B- LAC Session Guide on Performance Dashboards for MG Schools
- Annex C- LAC Session Guide on the Multigrade Classroom Observation Tool
- Annex D- LAC Session Guide on Coaching Dialogue
- Annex E- LAC Session Guide on Tool for Tracking Competencies
- Annex F- LAC Session Guide on Mapping Learners' Whereabouts

Section 10. Tracking Multigrade (MG) Teachers

10.1 Rationale

In a Multigrade (MG) school setting, teachers can be considered as the most critical resource of the school and community. While an MG school can operate with minimum resources, it will be impossible for an MG school to effectively operate without teachers. Consequently, the quality of teachers' input predicts the quality of pupils that the MG school will produce. The work of a Multigrade teacher is also very demanding. While handling multiple grade levels in the same class, an MG teacher should deliver the curriculum even with limited school resources and support. These daily challenges that MG teachers face require specialized skills and dedication if they are to succeed despite the difficulties. Assignment to an MG school also requires an "extra mile" on the part of teachers as most of these schools are located in hard to reach and remote communities. Assignment in these areas also entail personal sacrifices. Assignment in these areas also entail personal sacrifices. Their assignment to an MG school requires relocation and/ or daily or weekly long trips to and from the school.

In practice, many MG school teachers are new in DepEd. Newly hired teachers are often assigned to difficult to reach schools. Turnover of MG teachers is also high. After gaining teaching experience, most if not all will leave or transfer to a school that is more accessible or nearer to their residence.

The task of recruiting, deploying, and building capabilities of teachers is the function of the SDO. While it is CO's Planning Service's (PS) responsibility to request for teacher items from the Department of Budget and Management (DBM), it is the SDO's mandate to recruit and assign qualified teachers. The SDO is mandated to "supply" all schools, including MG schools, with qualified teachers.

While the turnover or vacancy of teachers in MG schools cannot be prevented, this can be mitigated. This requires a monitoring system that can track and regulate the movement of teachers in and out of MG schools. This should be able to minimize incidences of MG schools with no teachers on-board.

10.2 Guiding Principles

The following principles are adopted and used in designing the scope and features of the tracking process for MG Teachers:

- **"Continuity for learners."** Continuity and consistency of inputs to pupils in MG schools are equally important as the timely delivery of the curriculum. Pupils immediately feel the effect when a teacher leaves. Intangibles like a teacher's unique understanding of the mental and emotional capacity of pupils are lost, and vice versa. Trust relationship between a teacher and pupils takes time and effort to develop. Hence, critical to the design of the monitoring process is to anticipate the effects of a teacher's departure to pupils.

- **Indigenous and local knowledge.** Though a Multigrade teacher can be replaced with equally qualified teacher, his or her indigenous understanding of the pupils in an MG school, and interaction with the community and its natural surroundings is difficult to replicate. The effects of the “loss” of such information should be minimized and mitigated during the transition of new or incoming teachers.
- **Teachers leave.** The reasons for teachers leaving MG schools are varied. It ranges from getting promoted, better opportunity in other schools and to as extreme as difficulties in coming to school. MG teachers transferring to another school that are more accessible is a fact of life. Hence, the District Supervisor and the SDO should be ready and anticipate when this phenomenon happens.

10.3 Scope and Objectives

Tracking of MG Teachers is a process uniquely designed for teachers in MG schools to be used by the SDO in planning and implementing technical support related to teachers’ movement in the schools division. The scope of the process is limited to deployment and preparatory training for incoming MG teachers. The main objective is to ensure proper transition between the outgoing and incoming MG teachers and to reduce as much as practicable the disruptions to pupils’ performance caused by sudden transfer or departure of MG teachers. It also aims to promote continuity in the MG school’s implementation of the curriculum.

Tracking of MG Teachers is a decision-support process to be used in assisting MG schools to fill-out its teacher requirements. More specifically, this process aims to:

- **Facilitate deployment of new MG teachers.** This process will provide the SDO especially the District Supervisors with timely information on movements of teachers in MG schools. Specifically, this will allow the SDO to anticipate or identify MG schools that may have teacher turnover concerns. This process aims to ensure just in time deployment of replacement teachers.
- **Facilitate entry of new MG teachers.** The process serves as the “matching process” between the MG school needs and the pupils’ needs with the in-service training support for incoming MG teachers. Aside from the regular in-service training inputs provided to new teachers, this mechanism allows the SDO to provide incoming teachers with customized technical inputs about the MG school. These include valuable information such as pupils’ performance and personal background (ethnicity, dialect, socio-economic profile, etc.), the physical environment as well as social, cultural and economic situation, and other unique information about their school of assignment. Through the aforementioned information, the SDO can orient the soon to be deployed teachers with valuable contextual information necessary for a smooth transition between pupils and the incoming MG teacher, and the incoming teacher to the MG school setting.

10.4 Monitoring and Evaluation (M&E) Questions

Table 10-1 below outlines the suggested M&E questions as guide in tracking MG teachers' deployment and training support.

Table 10-1 M&E Questions

Areas to Track	M&E Questions
Teacher Items	1. Are there available teacher items for MG schools in the SDO? 2. How many teacher items are allotted for MG schools? 3. Is there a need to request for additional teacher items for MG schools? 4. Are there teacher items for MG schools that remain unfilled?
No. of Years of Service	1. How many teachers in MG schools are approaching their 3rd year of service (in a MG school setting)? 2. How many are in their first year of service?
Request for Transfer	1. Are there requests for transfer from teachers in MG schools? 2. How many MG schools have pending teachers' request for transfer? 3. How many requests have been completed?
Deployment	1. How many new teachers have been newly deployed in MG schools? What are these schools? 2. How many MG schools are still waiting for deployment of new teachers? What are these schools?
Transition	1. How many newly deployed teachers in MG schools were given proper orientation and transition by the District Supervisors? What are these schools?

10.5 Major Activities

To ensure timely and demand-responsive support by the SDO and District Supervisors to MG schools, Tracking MG Teachers will be strategically implemented in the following period: (1) during SIP preparation; and (2) AIP formulation.

Below are suggested activities to implement the Readiness Monitoring process:

- **Prepare the MG Teachers Deployment Report.** Every three years, each PSDS will put together a report detailing current roster of teachers per MG school, and the projected demands for replacement requirements in the next three years. This report, to be called Teachers Deployment Report, will serve as the baseline document on teacher requirements and will be used as main reference document in evaluating the effectiveness of the SDO's deployment strategies. Specifically, the Report contains current teacher roster of each MG school (numbers, teacher qualification, and training programs received) within the district, current need for teachers, and projected need for replacement teachers. This document will be submitted to the SDO CID and used to determine the current and future demands for teachers in MG schools.

The Report will also be used as input to the Division-wide Mapping of MG Schools and Teacher Requirements. The same will be used as input to the PSDS' technical support plan for MG schools.

- **Conduct Division-wide Mapping of MG Schools and Teacher Requirements.** The SDO, through the CID, will consolidate the Districts' reports profiles' and prepare a division-wide map of MG schools and teacher requirements. The division-wide map will show the districts or areas with current and immediate needs for replacement teachers, areas that will have future need for replacement teachers, and areas with no foreseeable need for replacement teachers. Using a color-coding scheme, the schools division map will also be used as a monitoring instrument.

This map will be submitted by the CID to the SDS particularly to the HRMO and Planning Officer.

- **Conduct Division-level Conference.** The CID will conduct a division-level conference to discuss the teacher deployment requirements of MG schools and other teacher related concerns in MG schools. The conference will be attended by concerned PSDS, CID supervisors, the Human Resources Management Officer (HRMO) from the Office of the Schools Division Superintendent (OSDS), SGOD representatives especially the SEPS for Planning, and School Management Monitoring and Evaluation.

The conference is the CID's proactive and affirmative response to the requirements of MG schools (in hard to reach areas) in the next three years. Through the conference, the SDO will be able to anticipate the needs of MG schools (concerning teachers) and minimize the risk of unfilled vacancies in MG schools.

- **Track teacher deployment.** At the end of school year, the PSDS will validate the needs of MG schools concerning deployment and/or replacement teachers. To be timed with the conduct of the AIR, the PSDS with MG school heads discusses the issues on replacement and/or deployment of teachers.

10.6 Roles and Responsibilities

The overall process owner for this M&E activity is the focal person of the MPPE Program in the SDO. As process owner, the Focal Persons will ensure participation of all individuals relevant to the recruitment and deployment of MG teachers. These individuals include the HRDMO, Planning Officer, representatives from the CID (SDO-based), PSDS, and MG school heads. The focal person takes the lead in the preparation of the division-wide map of MG schools and teacher requirements, and the conduct of division-level conference on deployment of teachers in MG schools.

Other SDO staff relevant to the implementation of this activity are as follows:

- **Public Schools District Supervisor (PSDS)**- Facilitates the deployment of teachers in MG schools. As facilitator, the PSDS serves as a go-between the SDO and the MG school concerning MG teachers' concerns. The PSDS lobbies the SDO for immediate replacement or deployment of teachers in MG schools in their respective district. The PSDS also facilitates the deployment of new teachers to be assigned in MG schools.
- **MG School Head (SH)**- Proactively informs the PSDS of vacancies or future vacancies in the teaching position in the MG school. The School Head also prepares the MG School roster of teachers.
- **Human Resource Management Office (HRMO)**- Prepares an SDO-wide report on teacher items versus teacher items with assigned teachers. This report serves as reference material for the SDO Planning Officer in the allocation of new teacher items for elementary schools.
- **Planning Officer (PO)**- Provides the completed staff work needed by the SDO in the allocation or distribution of newly created teacher items in the schools division. Working closely with the HRMO, the Planning Officer determines the recipient schools, and ensures that these teacher items are filled in.

To ensure a more demand responsive process, the Focal Person will continuously improve the process, and ensure consistency to DepEd policies (related to teacher deployment) and compatible to the SDO operations or other processes.

10.7 Means of Verification

The Means of Verification (MoVs) for this teacher tracking activity are as follows:

- **Teacher Deployment Report.** To be prepared by the PSDS, this document contains the roster of teachers of MG schools (numbers, teacher qualification, and training programs received) in the district, current demand for replacement and/or new teachers, and projected need for replacement teachers.
- **Division-wide Map on MG Teachers Requirements.** This is an infographic tool showing the current and future demands for new teachers in MG schools. The map is part of a decision-support mechanism of the SDO to quickly respond to MG schools' demand for replacement and/or additional teachers. This MoV is a division-wide map showing districts or areas with current and immediate needs for replacement teachers, areas that will have future need for replacement teachers, and areas with no foreseeable need for replacement teachers. This uses a color-coding scheme that allows easier identification and prioritization of districts and/or MG schools.

10.8 M&E Instrument

The M&E instrument to be used for this activity is the MG School Roster of Teachers. This is a data capture form to be accomplished by each MG school. This form will be used to “capture” the following data or information: current roster of MG teachers, current vacancies and/or potential vacancies, teachers' length of stay in the school, request for transfer, and other relevant information about MG teachers. This information will be used as input to the MG Teacher Deployment Report of the PSDS.

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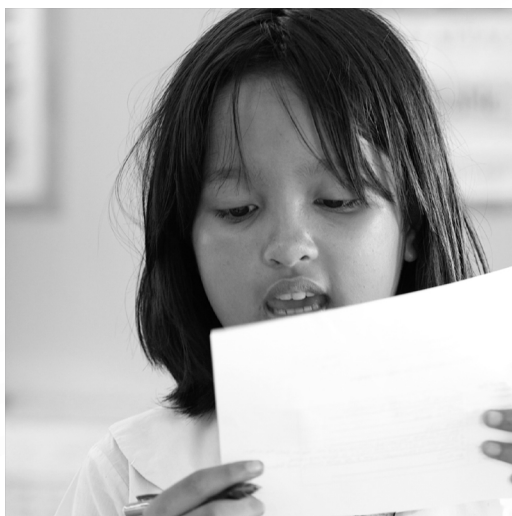
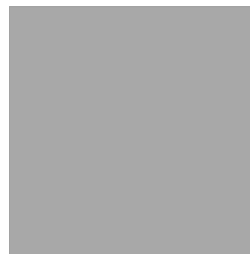
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ANNEXES



Annex A-1. Understanding Monitoring and Evaluation (M&E) (LAC Session Guide No. 1)

Overview

A Monitoring and Evaluation (M&E) system is one of the most important systems necessary in sustaining the delivery of quality basic education to all learners. At the community level, a well-functioning M&E system allows Multigrade schools to immediately and effectively respond to school's internal issues (bottlenecks), and external factors (barriers) affecting learners' participation and performance. Prompt response to bottlenecks and barriers will help Multigrade schools to execute demand-responsive implementation of the K to 12 Basic Education Curriculum.

This session guide provides a foundation in developing a monitoring and evaluation system for Multigrade schools. Knowledge of the basic concepts and principles of M&E will enable the LAC participants to understand how M&E operates and appreciate the context of M&E tools and techniques for Multigrade schools that will be introduced in other LAC sessions.

Objectives

This introductory session on M&E is designed to provide school heads and teachers a basic understanding of the contribution of school level M&E in effectively managing school programs/projects/services, particularly in ensuring the effectiveness of the teaching and learning process. Through this session, the participants will be equipped with necessary concepts and principles in doing M&E. Participants will be introduced to the basic concepts of M&E, different types of M&E, key principles in operationalizing the M&E system, and vital M&E tools and techniques.

Specifically, at the end of the session, the participating school heads and teachers will be able to: (1) define M&E; (2) recognize the different types of M&E; (3) explain the key principles in operationalizing M&E; and (4) enumerate, classify and differentiate the various M&E tools and techniques.

Materials

- Presentation slides on M&E;
- Laptop and LCD; and
- Manila paper, meta cards, pentel pen, masking tape

Duration

- Four Hours (4) including session break

Procedure

1. Introduction. The LAC facilitator may open the session by saying: *Good day! Welcome to our LAC session today! I am (state your name), and I will be your LAC facilitator for the topic on Understanding Monitoring and Evaluation (M&E).* This session provides the foundation for other LAC sessions on M&E. A very good understanding of M&E's key concepts and principles will facilitate your adoption of the M&E System for Multigrade schools, the SMEA, and its tools and techniques. The facilitator may use the PowerPoint slide no. 1 on *M&E Overview*.

2. Priming Activity (30 minutes)

- Since “M&E” is not new to most participants, draw out their conceptual understanding of M&E, and “M&E” practices in their respective schools;
- Introduce the objectives and mechanics of Workshop 1. Divide the participants into three groups (minimum of two members per group). Ask each group to answer the following questions. The facilitator may use the PowerPoint slide no. 2 on *Priming Activity*:
 - Question #1. What is your understanding of monitoring and evaluation?
 - Question #2. How do you practice M&E? List down all activities that you do on M&E.
 - Question #3. What challenges and/or limitations have you encountered in doing M&E?
- After 15 minutes, ask each group to present and explain their responses. Particularly, ask each group to describe their M&E practices. Allot five minutes for each group to present and share their workshop output.

3. Analysis (45 minutes). To facilitate the processing and analysis of the groups' responses, use Table 1 (PowerPoint slide no. 3 on *Clarify and Classify*). Organize and classify their understanding, practices, and challenges/limitations into: (1) scoping activity; (2) data collection activity; (3) validation of practices; (4) data analysis; (5) reporting; and (6) decision making.

- **Clarify and classify.** After the presentation of each group, clarify (when necessary) their response/s, and classify using Table 1 below. Provide a brief explanation of each M&E activity.

M&E Activity	Question No. 1 (Understanding)	Question No. 2 (Practice)	Question No. 3 (Challenges)
1. Scoping Activity			
2. Data collection activity (Quantitative)			
3. Validation of practices and issues (Qualitative)			
4. Data analysis (Generating insights)			
5. Reporting			
6. Decision making			

- Use the following notes to explain the above table:
 - Scoping pertains to defining the framework of M&E, establishing the coverage and/or boundaries of the M&E. Scoping includes the use of dashboard, pareto analysis, and key performance indicators (KPIs) as bases for M&E.
 - Data collection includes formulation of questionnaires, templates, gathering and collating of data. Collection is limited to quantitative data.
 - Data validation includes verifying issues affecting performance. This activity is undertaken after determining the key areas with performance issues using interviews, focus group discussion, observation and other similar techniques. Validation is focused on stories or qualitative data rather than numbers.
 - Data analysis refers to the process of examining the quantitative and qualitative data to generate insights, lessons, and trends. Data analysis is done through a formalized process using analytical tools such as problem tree analysis, objectives tree, strengths, weaknesses, opportunities and threats (SWOT) analysis, stakeholder analysis matrix and other techniques.
 - Reporting or activities which include packaging a narrative report and/or preparing PowerPoint slides presentation to communicate the key findings.
 - Decision making or the process of meeting together with key stakeholders to discuss the findings and decide base on the evidence from M&E findings.

- **After classifying the responses, discuss and integrate the data/information. Show the results of the matrix and ask the participants to reflect on the results. To process the activity, ask the following questions:**

- What M&E activity has the highest number of responses?
- What M&E activity has the lowest number of responses?

4. Abstraction (60 minutes). After summarizing the participants' pre-session understanding of M&E and documenting their practices on M&E including challenges and limitations, discuss the key concepts, principles and techniques on M&E. For this sub-session, the main objective is for the participants to have a holistic understanding of M&E as this can influence their practice of M&E work and help them address their challenges and limitations on M&E work.

- **Start the discussion with the definition of M&E** (PowerPoint Slide No. 4 on *What is M&E?*). Below are the critical points to highlight in the definition:

- **Achieve the key performance objectives.** The ultimate objective of M&E is to narrow the gap between actual performance and the desired objectives or targets. Objectives or targets define the scope of M&E.
- **M&E is about managerial actions.** Any M&E initiatives should lead to decisions which include adjustment in strategies, implement immediate corrective actions, and adjustment in resources.
- **M&E is not reactive but rather a proactive undertaking.** It is manifested by finding solutions to performance issues through evidence-based data and information.
- **M&E is a system with different processes.** These include (i) organizing data to define the scope of M&E, (ii) data validation process to verify practices, and issues on areas with performance gap(s), (iii) series of analysis using quantitative and qualitative analysis to generate insights on MPPE implementation, and (iv) reporting and communication of key findings to facilitate decisions or adjustments in the plan.

- **Discuss and differentiate the various types of M&E** (PowerPoint slide no. 5 on *Types of M&E*).

- **Impact Evaluation is an ex-post type of M&E performed by an external or third party.** The main objective is to determine the program or project's contribution to goal.
- **Results M&E is also known as outcome evaluation.** It is an ex-post type of M&E undertaken immediately after program or project completion to determine if the interventions were able to generate the desired outcomes. Results M&E is performed by a third party.

- **Initial Gains Evaluation is a type of M&E that focuses on outcomes but undertaken during program implementation by the program/project implementers.** The main objective is to determine if the program/project is on track or not.
 - **Progress M&E focuses on delivery and timeliness of outputs, and utilization of resources (cost).** It also compares the target outputs versus the actual outputs delivered. Progress M&E is used to determine program efficiency.
 - **Readiness Monitoring tracks the availability of critical inputs that are necessary in managing program implementation, and in sustaining program benefits.** It focuses on resources, systems, and capability of MPPE implementers.
- **Enumerate and discuss the key principles of M&E** which include: (1) scope management (PowerPoint slide no. 6); (2) hierarchy of objectives (PowerPoint slide no. 8); (3) objectively verifiable indicators (OVI) (PowerPoint slide no. 9a) and KPIs (PowerPoint slide no. 7); (4) means of verification (PowerPoint slide no. 10a); and (5) M&E as a platform for decision-making (PowerPoint slide no. 11a).
 - **Enumerate and discuss the different M&E tools and techniques** (PowerPoint slide no. 13). Classify the M&E tools into four categories: (1) scoping tools; (2) data validation tools; (3) tools for analysis; and (4) presentation tools. Below is a suggested flow of discussion for M&E tools:
 - Start by discussing the following key principles to use in the selection of M&E tools and techniques:
 - **Learn to select the right tools for the situation.** Each M&E tool is designed for a purpose. Two types of M&E tools or techniques will produce different results. Hence, it is important to correctly apply the appropriate tools for certain situations.
 - **Correctly use the tools.** Incorrect usage or application of the right tools will provide wrong analyses or may even lead to wrong answers.
 - **Complement one tool with another tool for a more holistic analysis.** Avoid a “one size fits all” tool, i.e., using only one tool to analyze everything.
 - **Scoping tools pertain to M&E tools that will help define and/or clarify the coverage or boundary of the M&E work to be undertaken.** Scoping tools are also used to locate or pinpoint areas or groups having performance difficulties. These will provide the context for the data validation tools.

- **Data gathering or validation tools are used to provide in-depth and qualitative information about the Multigrade school performance.** These tools are used to collect stories, practices, and implementation issues on M&E.
- **Tools for analysis are used to “connect the dots.** These are tools that will link internal and external factors into one holistic picture. These tools are used to generate insights, lessons, and facilitate identification of solutions to barriers and bottlenecks in plan implementation.
- **Presentation tools are used to convince decision makers and stakeholders to act on the issues and concerns and make decisions on how best to address these issues.** These tools are used to communicate the key findings and recommendations to concerned client/stakeholders.
- **Enumerate (PowerPoint slide no. 13) the different M&E tools and techniques for each M&E tool and technique classification.**

5. Application (45 minutes)

Using Table 1, compare the participants’ pre-session understanding of M&E (including practices and challenges) with the M&E concepts and principles discussed. Use and fill-out the same table to integrate the M&E key concepts, principles, and tools and techniques discussed.

- Fill-out the content of Table 1 using the key M&E concepts, principles, and tools and techniques discussed (PowerPoint slide no. 13 *on Application*). See sample entries below:

M&E Activity	Question No. 1 (Understanding)	Question No. 2 (Practice)	Question No. 3 (Challenges)
1. Scoping Activity	Defining the coverage or boundary of M&E	Focus on key performance indicators. Start with the use of performance dashboards.	Selected DepEd staff is unfamiliar with the use of KPIs. This challenge can be addressed by orienting everybody on what each KPI represents.
2. Data collection activity (Quantitative)	Collecting additional data or information that will help locate the source/cause of performance gap.	Use pareto analysis and/or segmentation technique to identify priority areas, and/or locate	Data collected were more for inventory rather than understanding the KPIs. This issue can be addressed by understanding the

M&E Activity	Question No. 1 (Understanding)	Question No. 2 (Practice)	Question No. 3 (Challenges)
		contributors to poor performance.	determinants of each KPI.
3. Validation of practices and issues (Qualitative)	Understanding the performance gaps by discovering the practices, relationships, and external factors that hinder performance.	Use of rapid appraisal technique to triangulate, describe the situation as it is seen, and understand the context of the issue or problem.	Too many schools to cover. To address this, focus data validation to priority schools or to areas identified as the major contributor to poor performance.
4. Data analysis (Generating insights)	Quantitative and qualitative data are used to generate insights and see things from a more holistic perspective.	Findings are discussed and analyzed by a team using different analytical tools such as problem tree, SWOT analysis etc.	Limited sharing of data and information. A team approach to analyzing data and information should be the norm.
5. Reporting	Communicating findings, create urgency, and stimulate people to act.	Use of infographics and PowerPoint presentation materials. Use of few data and information.	Reports are mostly narratives, and with too many data and information. Reporting should be minimal, and more time is allotted for discussion and decision making.
6. Decision-making	Facilitating decision making and/or making corrective actions are the main reasons for doing M&E work.	M&E as a mechanism which provides the venue for the school and stakeholders to make necessary adjustments (decide, act) to improve school and learners' performance.	M&E activity usually ends with a report that nobody uses. Instead, a utilization-focused M&E should be operationalized to make M&E more relevant.

- After contextualizing the M&E concepts, practices and challenges with the M&E activities, ask the participants for questions or queries (PowerPoint slide no. 14 on *Questions*). Provide your contact details in case the participants may need technical support in the future.
- At the end of the session, acknowledge the participants' active participation.

Annex A-2. PowerPoint Presentation Slides on Understanding Monitoring and Evaluation (M&E)

Monitoring & Evaluation Overview

Concepts, Principles, and Techniques

Workshop 1. Priming Activity

Question No. 1

What is your understanding of monitoring? What is your understanding of evaluation?

Question No. 2

How do you practice M&E? Please list activities that you do on M&E?

Question No. 3

What challenges and/or limitations have you encountered in doing M&E work?

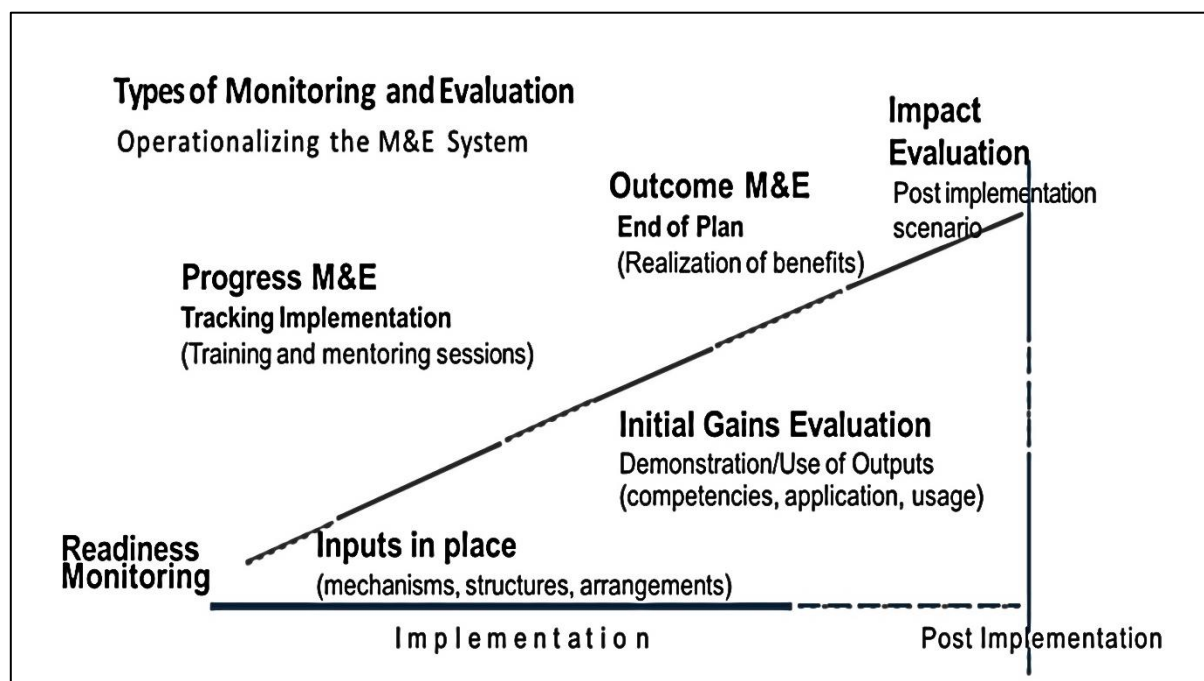
Clarify and Classify

Clarify the participants' responses to the three questions and **classify** their responses using the M&E activities listed in the table below.

M&E Activity	Question No. 1 (Understanding)	Question No. 2 (Practice)	Question No. 3 (Challenges)
1. Scoping Activity			
2. Data collection activity (Quantitative)			
3. Validation of practices and issues (Qualitative)			
4. Data analysis (Generating insights)			
5. Reporting			
6. Decision making			

What is M&E?

Monitoring and Evaluation is the systematic process of organizing and/or gathering, processing, analyzing & interpreting, and storing of data and information about the performance thereby setting into motion a series of managerial actions, for the purpose of ascertaining the realization of set objectives. (*Macalindong & Rasul)



Scope Management

Scope

Clear coverage and/or boundary as to what is going to be monitored and evaluated.

Essential things to be covered or to be included in the implementation to achieve the desired objectives.

Scope Creep

Outputs and/or activities implemented that are not part of the plan

What is a Key Performance Indicator?

- **KEY** means 'provides a means of achieving or understanding something'
 - **PERFORMANCE** means 'a particular action, deed, or proceeding'
 - **INDICATOR** means 'a thing that indicates the state or level of something'
- KPI is a thing that:**
- ☐ shows you how you are doing at....
 - ☐ a particular activity
 - ☐ to achieve a particular level or outcome

Hierarchy of Objectives

- | | |
|-----------------|--|
| Goal | •The <u>broader objective</u> to which the program or project <u>contributes</u> . |
| Outcomes | •The reason we are producing the outputs. These pertain to <i>end-of- program</i> situation, <i>benefits and/or improvements</i> in the situation of the <i>target group</i> . |
| Outputs | <ul style="list-style-type: none">•The things (products or services), we as good managers, are committed to <i>produce or provide</i>.•Deliverables.•Provision of these outputs will <u>directly</u> lead to achievement of outcomes |
| Inputs | • <u>Resources</u> we consume and <u>activities</u> we undertake |

Suggested Steps in Formulating an OVI

Step One **Identify Indicator.**

Reading competencies of non-readers in Grade 7

Step Two **Quantify.**

*Reading competencies of **35** non-readers in Grade 7*

Step Three **Set Quality.**

*Improve reading competencies of 35 non-readers in Grade 7 **from frustration to independent level***

Step Four **Specify Timeframe.**

*Improve reading competencies of 35 non-readers in Grade 7 from frustration to independent level by **end-of-school-year 2016-17***

What is a Means of Verification or MoVs?

- Also known as Sources of Verification (SOVs)
- MoVs indicate WHERE and HOW the OVIs can be obtained
- Two types of MoVs:
 - ✓ *Official documents (most authoritative source) - reports, receipts*
 - ✓ *Primary verification - interview, focus group discussion, observation, survey, inspection*
- OVIs and MOVs operationalize your monitoring system.

What is an Objectively Verifiable Indicator (OVI)?

- An OVI is a qualified/quantified parameter which details the extent to which an objective has been achieved within a given time frame and in a specified location.
- OVIs are performance standards which translate the objectives into empirically observable, quantified and concrete measurements.
- OVIs define the performance to be reached in order to achieve the objective

Types of Objectively Verifiable Indicator (OVI)

Goal	Impact Indicators
Outcomes	End-of-Program Indicators Success Indicators
Outputs	Accomplishment Indicators
Inputs	Progress/Utilization Indicators

How to Determine MoVs?

How to determine MoVs:

Step 1. Are MoVs obtainable from already existing and accessible sources, e.g., statistics, reports, observations?

How reliable are these sources/data?

Step 2. Is gathering of special data required?

If yes, provide for an activity (monitoring activity) so that appropriate resources are assigned.

Step 3. If one cannot find a meaningful/ cost effective MoVs, the indicator has to be changed.

How to Determine MoVs?

Hierarchy of Objectives		Objectively Verifiable Indicators		Means of Verification
Goal	➡	Performance yardstick for assessing impact	➡	Reports Survey
Purpose	➡	Performance yardstick for assessing effectiveness	➡	Focus Group Discussion
Output	➡	Performance yardstick for assessing efficiency	➡	Observation Inspection
Inputs	➡	Performance yardstick for assessing utilization	➡	Artefacts Review

M&E as Platform for Decision Making

The flowchart illustrates the process of Monitoring and Evaluation (M&E) as a platform for decision making. It begins with 'Year round Data Collection' (represented by an oval) and 'Information System' (represented by a computer monitor icon). The 'Data Collection' leads to 'Organize/Validate Data & Information' (represented by a rectangle). This step feeds into 'Quantitative Data' and 'Qualitative Data'. The 'Organize/Validate Data & Information' step leads to 'Process & Analyze to gain INSIGHTS' (represented by a rectangle). This step leads to 'Facilitate Managerial Actions / Adjustments' (represented by a diamond). The 'Facilitate Managerial Actions / Adjustments' step leads to 'Achieve and accomplish objectives'. The 'Achieve and accomplish objectives' step leads to 'Scope Of M&E'. The 'Scope Of M&E' step leads to 'Utilization-focused monitoring and evaluation qualitative & quantitative data and Insights are use to adjust programs and strategies'. The 'Utilization-focused monitoring and evaluation qualitative & quantitative data and Insights are use to adjust programs and strategies' step leads to 'Event'. The 'Event' step leads to 'Facilitate Managerial Actions / Adjustments'.

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graph LR
    DC([Data Collection]) --> OVI[Organize/Validate Data & Information]
    OVI --> QD[Quantitative Data]
    OVI --> QD2[Qualitative Data]
    OVI --> PA[Process & Analyze to gain INSIGHTS]
    PA --> FMA{Facilitate Managerial Actions / Adjustments}
    FMA --> AO[Achieve and accomplish objectives]
    AO --> SO[Scope Of M&E]
    SO --> UFM[Utilization-focused monitoring and evaluation qualitative & quantitative data and Insights are use to adjust programs and strategies]
    UFM --> E[Event]
    E --> FMA

```

Year round

Data Collection

Organize/Validate Data & Information

Quantitative Data

Qualitative Data

Process & Analyze to gain INSIGHTS

“Options”

Facilitate Managerial Actions / Adjustments

Achieve and accomplish objectives

Scope Of M&E

Event

Utilization-focused monitoring and evaluation qualitative & quantitative data and Insights are use to adjust programs and strategies

Utilization-focused M&E

Monitor

When it is obvious that the **goals**

Evaluate cannot be reached, don't adjust the

goals, **adjust the action steps.** **Adjust**

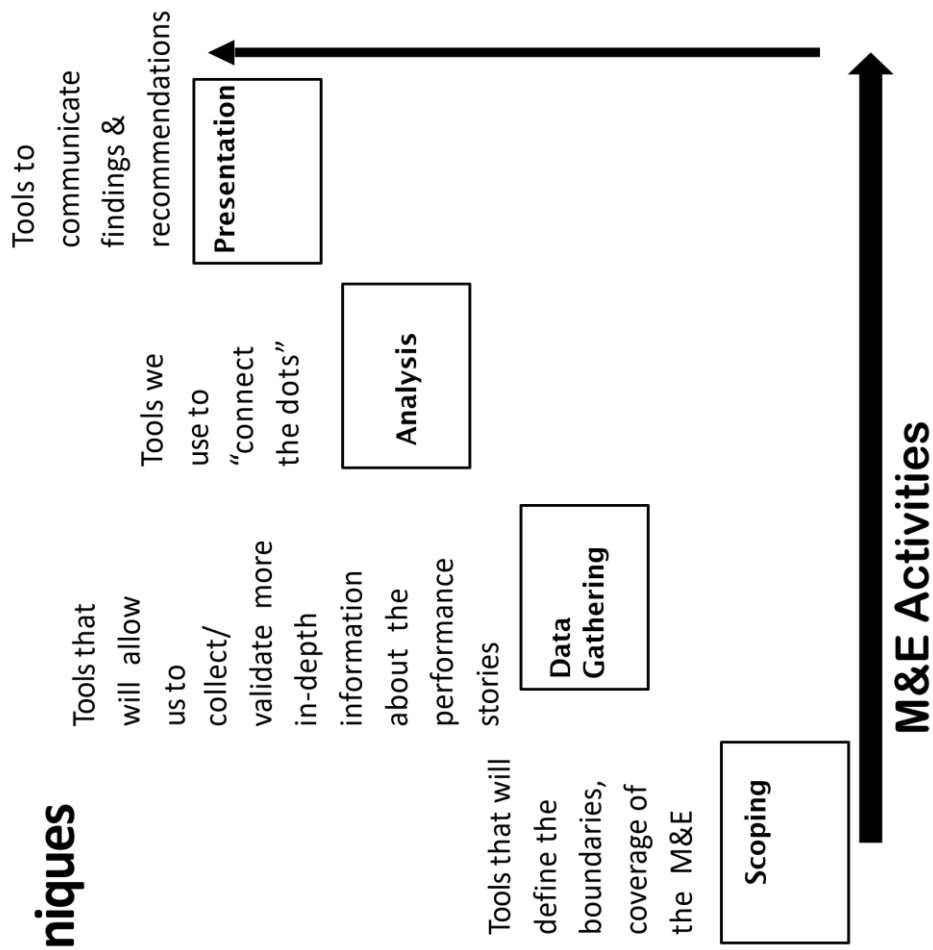
Confucius (551-479 BCE)

slide #11b

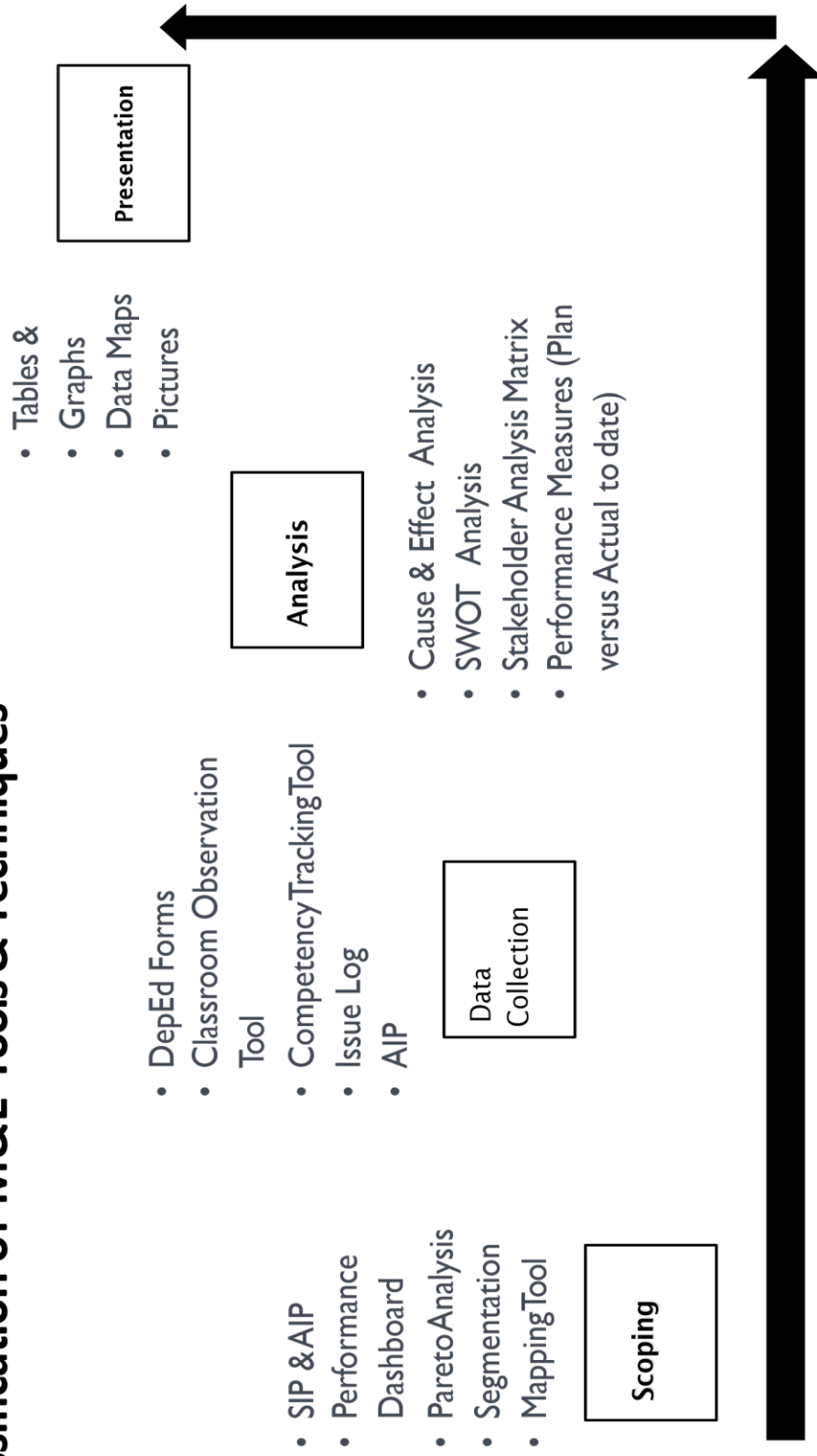
Classification of M&E Tools & Techniques

Key Principles in Selecting Tools & Techniques

- Learn how to select the right tools for the situation.
- Be sure you know the tools and techniques. Incorrect usage of the right tools will provide the wrong answers.
- Complement your tool with other techniques.



Classification of M&E Tools & Techniques



M&E Tools & Techniques

Application

After the inputs on M&E concepts and principles, ask the participants the following:

- (1) What is their understanding of the different M&E activities outlined below;
- (2) How are these activities practiced by the participants; and
- (3) What are the challenges they encountered or may encounter as they implement each of these M&E activities.

M&E Activity	Question No. 1 (Understanding)	Question No. 2 (Practice)	Question No. 3 (Challenges)
1. Scoping Activity			
2. Data collection activity (Quantitative)			
3. Validation of practices and issues (Qualitative)			
4. Data analysis (Generating insights)			
5. Reporting			
6. Decision making			

Annex B-1. Performance Dashboards for Multigrade Schools (LAC Session Guide No. 2)

Overview

The School Monitoring, Evaluation & Adjustment (SMEA) is one of the M&E processes in the Philippine Multigrade Schools Monitoring & Evaluation System (PMS MES). SMEA is a periodic review of the Multigrade school's performance on access, efficiency and quality. It is an outcome-driven, evidence-based, participatory process and utilization-focused M&E for improving learners' performance. Through the SMEA, Multigrade schools will be able to immediately make corrective actions of their plans and strategies and identify issues needed to be "red flagged" or escalated to the District Supervisors and the Schools Division Office (SDO). The Multigrade school, with the participation of community stakeholders, will be able to address in real-time the barriers and bottlenecks affecting learners' participation and performance.

A key feature of the SMEA is the use of a performance dashboard. Dashboard is a single page/slide document showing a few but essential school metrics. The use of a dashboard enables the school head and the community stakeholder to focus on critical performance metrics and peel-off unnecessary or trivial data. A performance dashboard is an important component of the SMEA process. It provides the most important element in analyzing learners' need and in making demand-responsive decisions. It sets the monitoring task in the right direction.

Objectives

This session aims to equip the school head and teachers on how to prepare and use a performance dashboard for the Multigrade school. This session is designed to strengthen the Multigrade school's ability to analyze and use the key performance indicators (KPIs) to improve learners' participation and academic performance and learn how to ask critical or probing questions before undertaking further data gathering or collection.

Specifically, at the end of the session, the participating school heads and teachers will be able to:

- Explain the different key performance indicators (KPIs) for Multigrade schools;
- Prepare a sample performance dashboard using the June SMEA; and
- Use the Multigrade School's performance dashboard in identifying the performance gaps.

Materials

- PowerPoint presentation slides on performance dashboard
- Case exercise: Identifying and interpreting key performance indicators
- Laptop and LCD
- Manila paper, meta cards, pentel pen, masking tape
- Sample dashboards for Multigrade school

Duration

- Four Hours (4) including session break

Procedure

1. **Introduction.** The LAC Facilitator will begin the session by saying: *Good day! Welcome to our LAC session today! I am (your name), and I will be your LAC facilitator. Our topic for discussion is about the Performance Dashboards for Multigrade schools.* The facilitator may use the PowerPoint slide no. 1 on *Performance Dashboard*.
2. **Priming Activity (30 minutes).** The concept and use of performance dashboard are new to most school heads and teachers. They are more exposed to report cards, rubrics, performance ranking, and other methods of presenting reports and/or performance. It is safe to assume that most, if not everybody, are unfamiliar with a performance dashboard. This priming activity will facilitate the participants' understanding of the performance dashboard as a tool, its importance and usefulness.
 - Show to the participants a car dashboard (PowerPoint slide no. 2- Car Dashboard). Ask them to identify the "indicators" used in the sample car dashboard. After soliciting the responses from the participants, discuss the car indicators and what each indicator represents. Then highlight the following analogy-- A car has "hundreds of parts" and yet it only uses five indicators (i.e., speedometer, revolutions per minute (RPM), temperature gauge, fuel indicator, and clock) in its dashboard. Everything about the performance of the car is provided by these five indicators.
 - Discuss the following key learning points:
 - Performance dashboards provide real-time data about the "car's performance". It allows the driver to equally focus on "driving" and "monitoring" the car's condition.
 - The few indicators on a dashboard allow the driver to focus on the essential things and not be overwhelmed with so many things/information while driving.
 - The car indicators provide a holistic information about the car's performance thus, the driver need not bother oneself with the individual parts of the car.
 - Performance dashboards will be able to show that there is a problem in the car.
 - However, the car dashboard is limited to the overall performance or condition of the car. It does not provide information on what part of the car is not working. That will be determined with further analysis.

- Before proceeding further, ask the participants' understanding of the school's KPIs on access and retention. The school heads and teachers' responses about the Multigrade school KPIs will guide you on how to handle the main session. If needed, you need to review the important KPIs for Multigrade schools.
 - After the priming activity, present the objectives of the session. Inform the participants about the two main parts and the focus of the session, namely: (1) the use of performance dashboard; and (2) how to prepare a performance dashboard for a Multigrade school using DepEd's KPIs.
3. **Abstraction (30 minutes).** After the priming activity, discuss the key concepts and principles of a performance dashboard, explain the KPIs of the Multigrade school, and what each KPI represents. For this sub-session, the main objective is for the participants to understand what a performance dashboard is, and how to use it. The suggested discussion flow is as follows:
- **Explain what a performance dashboard is.** (PowerPoint slide nos. 3 and 4 on *Definition*). Highlight the following elements: (1) visual display of information seen at a glance, as much as practicable using a single screen; (2) uses few critical metrics or the most important indicators of performance; and (3) shows the overall picture of performance.
 - **Show a sample school dashboard and demonstrate how to read, analyze, and interpret the information in the sample performance dashboard.** For the demonstration, use the two-step process and guide questions below:
 - **Interpreting the dashboard.** Start by asking the following questions: (1) What is the performance dashboard telling us about the school's performance?; (2) What indicator shows a high performance?; and (3) What indicator shows a low performance?
 - After generating responses from the participants, interpret the sample dashboard.
 - Bring to attention the indicators that show the school is performing and highlight the indicator/s that need to be further probed.
 - Highlight the following principle: The dashboard shows the overall performance but will not provide information on where the performance is high/low. Also highlight the importance of probing.

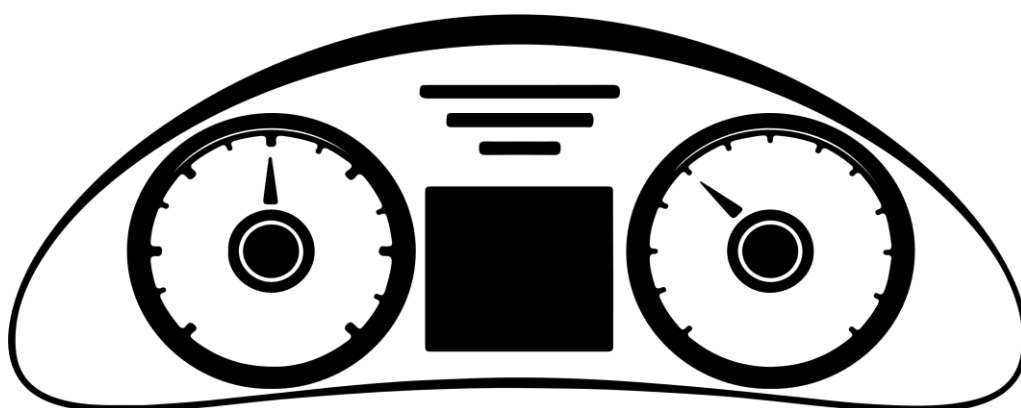
- **Probing and locating.** After interpreting the dashboard, teach the participants how to probe and locate the indicators using a set of probing questions. For starters, use the following sample probing questions: (1) What grade level has the highest incidence or number of non-readers?; (2) What subject registered the highest number of failures?; (3) Who are those learners that scored below mastery level?; and (4) What school initiatives need to be improved?
 - Conclude this session by soliciting questions and clarifying the concepts and principles that are not so clear to the participants.
4. **Analysis (30 minutes).** After discussing the key concepts and principles of a performance dashboard, provide an exercise on how to prepare and interpret a performance dashboard. At the end of this sub-session, the participants will be able to prepare a dashboard, and interpret the numbers in a performance dashboard.
- After the discussion of key concepts and functions of a performance dashboard, inform the participants that they will form three working teams. Instruct each group to appoint a group leader who will facilitate the group work/discussion.
 - Provide each group a copy of the case exercise. Instruct all members of the group to carefully read the instruction in the case exercise. Ask the group if the instruction is clear and easy to understand.
 - During the activity proper (15 minutes only), each group will prepare a performance dashboard using the facts (numbers) in the case-exercise, provide their interpretation of the Multigrade school's performance, and enumerate at least two or three probing questions.
 - Ask each group to present (5 minutes each group) the sample performance dashboards including their interpretation of performance data, and the probing questions that they will be asking.
 - Acknowledge the outputs and efforts of each group and process the key learnings from each output. In the process, provide guidance on three key areas when needed: (1) how to enhance the performance dashboard; (2) how to improve data interpretations; and (3) provide additional probing questions.
5. **Application (30 minutes).** After gaining first-hand experience in preparing and interpreting a performance dashboard, ask the participants on how the Performance Dashboard tool can be applied on MPPE planning, monitoring and evaluation, and in decision making. For this sub-session, the objective is for the participants to see the immediate application of performance dashboard in improving school performance.

- **After the case exercise, process the participants' understanding, insights, and questions regarding the importance and uses of a performance dashboard.** You may use the following questions:
 - What are your insights on the performance dashboard?
 - As managers and instructors, which specific areas of your work is performance dashboard most useful?
 - What are the advantages of using a performance dashboard?
 - Do you foresee any challenges and limitations in using a performance dashboard?
- **Process the participants' responses to the above questions.** Accommodate other questions from the participants, if there are any.
- **Before concluding the session, show and discuss the proposed Multigrade school performance dashboard for the SMEA process** (PowerPoint slide no. 7 on *SMEA Themes*).
 - June SMEA Performance Dashboard
 - Aug-Oct-Jan SMEA Performance Dashboard
 - April SMEA Performance Dashboard
- **Before closing the session, ask for clarifications from the participants.** In case they may have questions or future difficulties in using the dashboards as monitoring tools, provide your contact details if they need more technical guidance.
- **Acknowledge the participants' active participation in this session.**

Annex B-2. PowerPoint Presentation Slides on Performance Dashboards for Multigrade Schools

Performance Dashboards for Multigrade Schools

Dashboard



Dashboard

A dashboard is a **visual** display of a **small number** of critical metrics or key performance indicators such that stakeholders and all project personnel can **see** the necessary **information** at a **glance** in order to make an informed **decision**.

The primary purpose of dashboards is to display all of the required information on a **single screen**, clearly and without distraction, in a manner that can be assimilated quickly.

Dashboards are not detailed reports.

Dashboard

Rules for Dashboard

- ☑ Dashboard are communication tools to provide **information at a glance**.
- ☑ Dashboard design begins with an understanding of the **user's needs**.
- ☑ Dashboard design can be done with **simple displays**.
- ☑ Use the **fewest metrics** necessary.
- ☑ Determine the fewest metrics that can be **retained in memory**.
- ☑ Limit metrics to a **single screen**.
- ☑ Perfection in design can never be achieved.
- ☑ Asking for assistance with the design effort is not an embarrassment.
- ☑ Monitor the **health and user friendliness** of the dashboard.

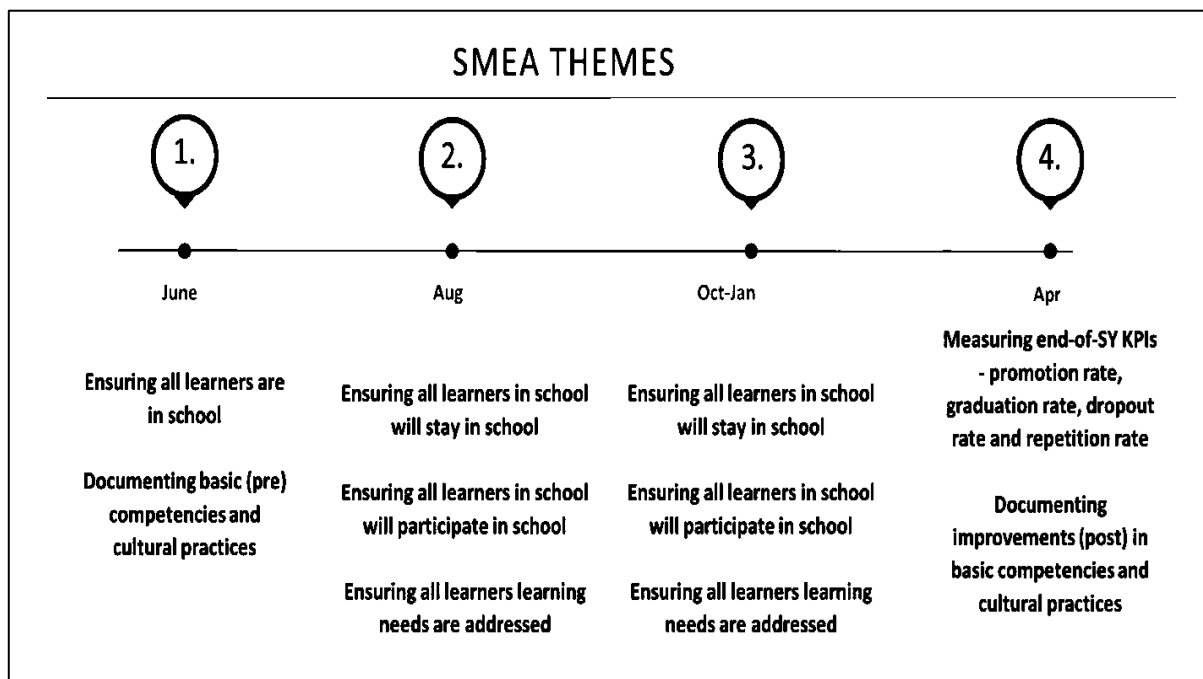
What are SMEA Performance Dashboards?

- SMEA performance dashboards are specifically developed for schools.
- SMEA performance dashboards show the overall effectiveness of a school in realizing the school's performance indicators.
- These are used to monitor the "health" of the school using pre-identified and agreed school level indicators.
- It uses few but vital school progress marker indicators that will immediately inform or alert the school head, teachers and its stakeholders on the status of learners' participation and performance.
- SMEA performance dashboards will be used by the school to kick-off the SMEA sessions. In the SMEA sessions, the school will present the performance dashboard and use it to put into context the agenda and scope of the SMEA session.

What are the benefits of using an SMEA Dashboard?

Aside from providing a quick and immediate view of the learners and school's performance, the SMEA Dashboard offers the following benefits to both the school and community stakeholders:

1. Focus on vital few instead of trivial things	• Use of KPIs in dashboard allows both school and stakeholders to "major on major" things. It ensures that whatever discussions and agreements in the SMEA discussion will address or impact the school's KPIs.
2. Facilitate agreements	• A common understanding and appreciation of gaps in the performance of learners by the school and stakeholders will facilitate discussion and agreements.
3. Lessen data preparation	• Schools are spared from collecting and collating too many data and information before a meeting. Often, not all data and information are used. The use of SMEA performance dashboard informs the school on the relevant data and information needed to analyze performance gaps.
4. Offer a quick snapshot of performance of each school	• These can be collated by each district supervisor and used as guide in prioritizing technical assistance.



SMEA Dashboard for Managing Access

To prepare this dashboard, the following data should be collected and collated:

To be used after school opening, this dashboard provides a snapshot of the school's performance on access, providing the school and stakeholders with immediate information on the efficiency of the school in bringing children to school, and information of the number of children not in school.

- ✓ total number of mapped school-age children in the area;
- ✓ total number of mapped five-year old children in the area;
- ✓ total number of mapped out-of-school children in the area;
- ✓ total number of mapped children in the area who are in school;
- ✓ total number of mapped five-year-old in the area who are in school;
- ✓ total number of learners from previous SY who returned to school (current SY); and
- ✓ total number of elementary graduates or junior high school completers who proceeded to Grade 7/11.

Access

90% of mapped children in community in-school

• Total number of mapped children (in community)	50
• Total number of mapped children (in community) in Your school	40
• Total number of mapped children (in community) in Other school	5
Percentage of mapped children (in community) in school	90%

86% of mapped 5 year-old children in-school

• Total number of mapped five-year (in community)	10
• Total number of mapped five-year old (in community) in Your school	8
• Total number of mapped five-year old (in community) in Other school	0
Percentage of mapped children (in community) in school	80%

86% of learners who returned to school

• Total number of MG graduates from Your School (last SY)	40
• Total number of MG graduates from Your School transitioned to Secondary	40
• Total number of MG graduates from Your School not in Secondary	0
Percentage of mapped children (in community) in school	100%

of MG school

86% graduates transitioned to secondary stage

• Total number of learners (G1-6) who should be returning from previous SY (K-G5)	10
• Total number of learners from previous SY enrolled in Your School	0
• Total number of learners from previous SY enrolled in Other School	10
Percentage of mapped children (in community) in school	0%

Quality

17% are non-readers

of readers at frustration level

30%

of readers at comprehension level

53%

of pupils are numerates

37%

of pupils are non-numerates

90%

	G1	G2	G3	G4	G5	G6	Total	%
Non-readers	5	4	2	0	0	0	11	17%
Frustration	4	4	5	3	2	1	19	30%
Comprehension	1	4	5	7	8	9	34	53%
Total	10	12	12	10	10	10	64	100%

	G1	G2	G3	G4	G5	G6	Total	%
Numerates	5	4	2	0	0	0	11	37%
Non-numerates	4	4	5	3	2	1	19	63%
Total	9	8	7	3	2	1	30	100%

SMEA Dashboard for Managing Dropout and Performance Concerns

- This performance dashboard will be used to manage pupils/students at risks of dropping out (PARDOs, SARDOs), and to address learners' having academic performance issues.
- The school and stakeholders monitor learners performance to anticipate and/or prevent them from dropping out and failing.
- The SMEA session for this period is undertaken to identify and address barriers and bottlenecks affecting PARDOs and SARDOs, and track learners performance per academic period.

To prepare this dashboard, the following data should be collected and collated:

- ⊙ total number of pupils or students considered by teachers to be at risk of dropping out;
- ⊙ overall results of periodical tests indicating the number of pupils or students who are at or above the passing, and below the passing rate;
- ⊙ test results per subject including the number of learners who passed and failed; and,
- ⊙ competencies covered per subject matter.

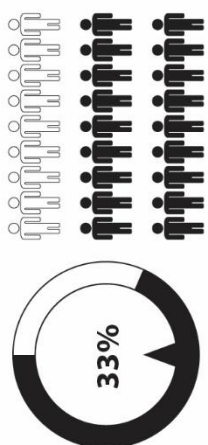
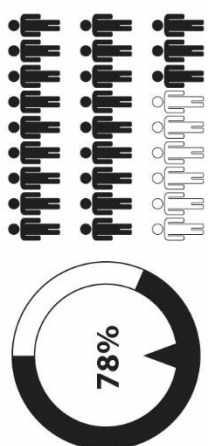
SMEA Dashboard for Reporting End-of-School-Year (EOSY) Performance

- Post SY dashboard. To be prepared at the EOSY, the school will use this SMEA performance dashboard to evaluate their effectiveness in implementing the curriculum and SBM.
- The dashboard will be used for taking stock of the strategies, actions, and challenges encountered by the MG school and the community for one SY.
- Unlike the other SMEA dashboards, the EOSY dashboard is not to be used for corrective actions but for adjusting and/or improving school strategies to be implemented in the next SY.

To prepare this dashboard, the following data should be collected and collated:

- ⊙ Retention rate or total number of Grade 1 to 6 pupils or learners in school (beginning of current SY) versus the total number of Kindergarten to Grade 6 pupils (end-of-school year - previous SY);
- ⊙ Dropout rate or total number of pupils who did not finish SY versus the total number of pupils enrolled (same SY);
- ⊙ Repetition rate representing the pupils who repeated the same grade level versus number of pupils promoted to next grade level;
- ⊙ Promotion rate representing total number of pupils who are promoted to next grade level versus the total number for pupils in school;
- ⊙ Graduation rate representing total number of Grade 6 pupils completed or promoted to Grade 7 over the total number of Grade 6 pupils in school;
- ⊙ Mean percentage score or MPS representing the overall performance of pupils in all subject areas; and,
- ⊙ Percent competencies covered representing the total number of competencies covered or taught by teachers versus the total number of desired competencies outlined in the Budget of Work (BoW).

Retaining Learners in School

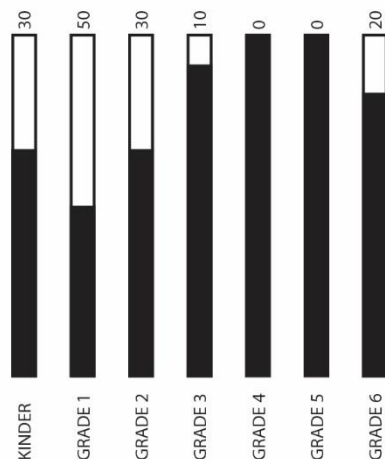


Learners Performance for the Period

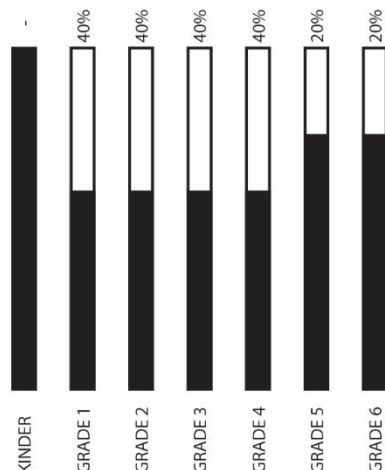


Competencies Covered for the Period

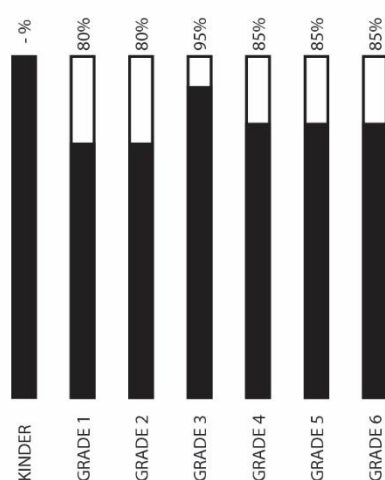
PARDOS PER GRADE LEVEL



% OF LEARNERS BELOW PASSING RATE PER GRADE LEVEL



% OF COMPETENCIES COVERED PER GRADE LEVEL



Performance Dashboard EOSY

Intake Rate 90%	Previous SY Performance 60% Intake Rate	Retention Rate 100%	Previous SY Performance 60% Intake Rate	Dropout Rate 5%	Previous SY Performance	Repetition Rate 5%	Previous SY Performance
Previous SY Performance 60% Intake Rate	Previous SY Performance 60% Intake Rate	All Grades 80 Highest Lowest Grade 1 80	Previous SY Performance 60% Intake Rate	Grade 1 4 Highest Lowest Grade 2-6	Previous SY Performance	Grade 1 3 Highest Lowest Grade 2 1	Previous SY 80% Retention Rate
Previous SY 60% Intake Rate	Previous SY 60% Intake Rate	Previous SY 80% Retention Rate	Previous SY 80% Retention Rate	Previous SY 80% Retention Rate	Previous SY	Previous SY 80% Retention Rate	Previous SY 80% Retention Rate

90% Promotion Rate 90 learners promoted	90 % Graduation Rate 9 out 10 learners	65% MPS 50% learners at or above pass score	80% Competencies Covered 23 learners
Highest Grade 6 Lowest Grade 1 Grade 1	Highest Grade 2-6 Lowest Grade 1 Grade 1	Highest Grade 2-6 Lowest Grade 1 Grade 1	Highest Grade 2-6 Lowest Grade 1 Grade 1
Previous SY 60% Intake Rate	Previous SY 80% Retention Rate	Previous SY 80% Retention Rate	Previous SY 80% Competencies Covered

Annex C-1. Unpacking the Multigrade Classroom Observation Tool (MCOT) (LAC Session Guide No. 3)

Overview

Monitoring Multigrade instructional delivery is important and necessary to support effective teaching and learning practices in Multigrade set-ups. This is to ensure the delivery of quality education by teachers while meeting and addressing the needs of diverse learners. In this light, there is a need for a substantial tool by which the quality of Multigrade instruction in classrooms can be assessed. The Multigrade Classroom Observation Tool (MCOT) is designed specifically for this purpose. It serves as a significant reference and covers important elements in monitoring the Multigrade teaching and learning process.

Objectives

This session on the unpacking of Multigrade Classroom Observation Tool is designed for school heads and teachers so that they can further understand the elements of effective instructional delivery in Multigrade schools. The participants will be equipped with the necessary knowledge, skills, and attitude in properly monitoring Multigrade instructional practices at the classroom level.

At the end of the session, participants will be able to:

- Discuss the purposes of the Multigrade Classroom Observation Tool;
- Identify the elements of effective Multigrade instructional delivery;
- Use the Multigrade Classroom Observation Tool; and
- Explain the roles of teacher and school head during the Coaching Dialogue.

Materials

- Presentation slides on Unpacking the Multigrade Classroom Observation Tool;
- Multigrade Classroom Observation Tool;
- A Multigrade Lesson Plan used by each teacher the past week;
- Laptop and LCD; and
- Manila paper, meta cards, pentel pen, masking tape.

Duration

- Four (4) hours including session break

Important Note

This section should start in the “Abstraction Session” part under Coaching Dialogue. The content of this session guide may be delivered in two separate occasions should there be time constraints. It is recommended that session one ends after the Abstraction session on *Elements of Multigrade Instruction*.

Procedure

- 1. Introduction.** The LAC Facilitator may begin the session by saying: *Hello! Welcome to our LAC session! I am (your name), and I am your LAC facilitator for today. Our topic is about Unpacking the Multigrade Classroom Observation Tool. Our objectives for this session are the following:*

- Discuss the purposes of the Multigrade Classroom Observation Tool;
- Identify the elements of effective Multigrade instructional delivery;
- Use the Multigrade Classroom Observation Tool; and
- Explain the roles of the teacher and the school head during the Coaching Dialogue.

2. Priming Activity

- This activity acknowledges the participants' knowledge and understanding about techniques in Multigrade classroom observation. It is important to start the session with what they know and build from there.
- Ask the participants to name the tool/s that they are currently using:

LAC Facilitator: *As teachers, we are all familiar with classroom observation tools. What tool/s do you currently use to monitor and observe Multigrade instruction in the classroom? For our first activity "Let us Reflect and Share" (Show PowerPoint Presentation Slide No. 3).*

- Divide the participants into three groups (minimum of two members per group where there are few participants) and have each group answer one point from the following:
 - Purpose of classroom observation
 - Important classroom aspects to observe
 - Specific activities after the observation and during the post-observation conference
- Responses may be written on a manila paper using a semantic web.

3. Analysis

- After 10 minutes, ask Groups A and B to share and explain their responses. Ask the other participants after each presentation if they have other responses not covered by the group who just presented.

- Encourage the participants to give more detailed responses for each item. Document the additional responses by adding this on the manila paper.
- If possible, attempt to organize and classify additional responses under similar categories. For example, for important classroom aspects to observe, classify them into Lesson Plan/Organization, Instructional Practices and Strategies, Learner Response and Behavior, Classroom Environment and Culture.
- Group C will present their output later prior to the discussion on Coaching Dialogue.
- Carefully synthesize the responses of the participants before proceeding to the next activity.

LAC Facilitator: You have just reflected and shared the purposes for Multigrade classroom observation and important aspects we monitor in line with this. Let us now compare your responses with what we will discuss as we unpack the Multigrade Classroom Observation Tool.

4. Abstraction (60 minutes)

- **Purpose of the Multigrade Classroom Observation Tool.**

LAC Facilitator: This Multigrade Classroom Observation Tool is primarily designed to support effective instructional practices in Multigrade set-ups. It can assist school heads and supervisors as they conduct focused observations and monitor Multigrade teachers over time. It covers comprehensive elements of instructional delivery and contains clear indicators of what is expected in a Multigrade classroom that supports learning for diverse pupils. The end outcome of the use of this tool is effective coaching and provision of support towards developing reflective Multigrade teachers.

- Discuss the specific purposes of the Multigrade Classroom Observation Tool. Show PowerPoint Presentation slide no. 4.
- Compare this with the responses of Group A in their presented chart. Take note of the similarities and differences.
- Highlight the keywords in Powerpoint Slide no. 3 and briefly elaborate these: reflective teaching, support for teachers.

- **Features of the Multigrade Classroom Observation Tool**

LAC Facilitator: *To optimize the use of this tool, it is best that every Multigrade teacher has a copy of it at the start of the school year. Regular examination of the Multigrade delivery elements covered in this tool would create awareness of essential factors that contribute to effective instruction. This can encourage teachers to engage in reflective teaching on their classroom practices. It is recommended that observations by the school head/supervisor be done several times (periodically) across the school year. It is also important to carefully study the content of this classroom observation tool prior to its use.*

- Now go back to the output chart of Group A.
- Ask the participants if there is anything to be added to their chart after the discussion.
- Let them document this by adding the new idea to the chart, preferably using a different color of marker.

- **Elements of Multigrade Instructional Delivery to Monitor in the Observation.** The LAC Facilitator will present the 5 main elements/aspects of Multigrade instructional delivery for observation. The facilitator will show PowerPoint Presentation slide no. 5.

- **Lesson Plan/Lesson Organization**
- **Instructional Practices and Strategies**
 - Lesson Delivery
 - Use of Instructional Materials/ Technology
 - Support for Diverse Learners
 - Learning Assessment
- **Learner response and Behavior**
- **Classroom environment and Culture**
 - Classroom Structure
 - Classroom Culture
 - Classroom Management
- **Remedial/Enrichment Activities**

Compare this with the output of Group B during the Priming Activity. Discuss the similarities and differences. Ask the participants if there is anything to be added to their chart after the discussion. Let them document this by adding the new idea to the chart, preferably using a different color of marker.

Discuss the directions for use of the tool. At this point, give everyone a copy of the Multigrade Classroom Observation Tool since this will be a main reference during the session. Let them take note that you will discuss the directions on how to use it and you will cover the elements one at a time.

- **Directions on How to Use the Multigrade Classroom Observation Tool.**

The LAC Facilitator will present the following:

- It is unlikely that all elements of Multigrade instructional delivery would be documented in a single classroom visit; hence, decide which among these elements would be the observation focus. Inform the teacher of the Multigrade element targeted for the observation and when this will be done. Show PowerPoint Presentation slide no. 6.
- Fill out the details about the class to be observed. It is important to take note of the date of observation. Multiple observations of the same Multigrade element over a school year would be good bases for supporting effective Multigrade teacher practices. This can track progress in specific instructional areas over time. Show PowerPoint Presentation slide no. 7.
- Since observation of the Multigrade classroom covers several levels, it is important to monitor and rate the instructional and learning processes for each grade level.
- Request for the lesson plan of the teacher to be observed. Examine this carefully and mark the first section of this tool under Lesson Plan (LP)/Organization. Check each item under E (Evident) or NE (Not Evident) depending on the content of the LP. Then, note the evidence under the Remarks column.

- **Discussion on the Elements of the Multigrade Classroom Observation Tool**

- **Element 1: Lesson Plan/ Lesson Organization (Show PowerPoint Presentation slide no. 9).**
 - It is important to note the basis of the Multigrade lesson plan. It is through this that we can see what available resources are used by the teacher and how they use these. Should they not have a copy of the other Multigrade resources, the school head/supervisor should plan how to make the materials accessible to the teachers.

- Discuss the indicators under the element of lesson plan/ organization. (Show PowerPoint Presentation slide nos. 9 to 13).
- **Element 2: Instructional Practices & Strategies (Show PowerPoint Presentation slide no. 14). For Instructional Practices & Strategies, use this rating guideline (Show PowerPoint Presentation slide no. 15).**
 - Mark the item in the tool with 4, 3, 2, or 1. Take note of the evidence of your rating. (Show PowerPoint Presentation slide nos. 16 to 28). Discuss the indicators under the element of Instructional Practices & Strategies. You may also refer to the Multigrade Classroom Observation Tool.
- **Element 3: Learner Response and Behavior**
 - Discuss the indicators under the element of Learner Response and Behavior. You may also refer to the Multigrade Classroom Observation Tool (Show PowerPoint Presentation slide nos. 27 to 28).
 - For the elements under Instructional Practices & Strategies, Learner Response, and Classroom Environment and Culture, use the following rating guidelines and mark the item in the tool with 4, 3, 2, or 1. Note the evidence of your rating.
- **Element 4: Classroom Environment and Culture**
 - Discuss the indicators under the element of Classroom Environment and Culture. You may also refer to the Multigrade Classroom Observation Tool (Show PowerPoint Presentation slide nos. 27 to 28).
- **Element 5: Remedial / Enrichment Activities**
 - Discuss the indicators under the element of Remedial/ Enrichment Activities. You may also refer to the Multigrade Classroom Observation Tool (Show PowerPoint Presentation slide nos. 36 to 38).

5. Application (45 minutes). Have the teachers bring out one Lesson Plan that they used in the past few days. Have them use the Multigrade Classroom Observation Tool as they recall how they taught the lesson. Let them mark ratings for themselves. They can discuss their ratings with a partner.

6. Reflection (20 minutes). Discuss the following with the participants:

- In what way/s is the Multigrade Classroom Observation Tool similar or different to what you currently use to monitor instructional delivery?
- How can Multigrade Classroom Observation Tool influence the way you monitor and deliver Multigrade instruction in your classrooms?
- How useful is this tool in your line of work? Assess it from 1 to 10 with 10 being the highest.
- What do you anticipate as advantages and challenges in using this tool?

Before ending the session, thank the participants for taking part in the session.

Multigrade Classroom Observation Tool

Date: _____ Time Started: _____ Time Finished: _____

Subject/ Learning Area and Grades: _____

Language of Instruction Used: _____

Observer: _____

Teacher Observed: _____ Observation Focus: _____

Area of Observation	Grade		Grade		Grade		Grade		Remarks
	E	NE	E	NE	E	NE	E	NE	
I. Lesson Plan/ Lesson Organization: The best source to examine preparatory activities in a Multigrade setting is by looking at the teacher's lesson plan. Examine this according to the target objectives, flow of activities, and instructional support for diverse learners.									
1. Prepares a Multigrade Lesson Plan using:									
• Daily Lesson Log (DepEd template/ lesson outline)									
• Daily Lesson Plan (DepEd detailed lesson exemplar)									
• Integrated Daily Lesson Plan (IDLP)									
• MG lesson plan (Teacher-made)									
• Multigrade Budget of Work (BoW)									
• K to 12 Curriculum Guide									
2. States lesson plan objectives:									
• In behavioral terms									
• For each grade level									
• Appropriately according to the experiences and capabilities of the learners									
3. Sets teaching and learning activities that are:									
• Aligned with the objectives of the lesson									
• Adequate for each grade level to achieve the objectives									
• Presented in a logical sequence									
• Using ICT-based resources									
4. Prepares lessons that that are adapted to the specific context of the learners and are differentiated according to:									
• Each grade level									
• The needs/abilities/interests of pupils across grade levels (literacy lesson, cross-age, peer grouping, others)									
• Process (e.g., activities or exercises vary from simple to complex)									
• Product/output (e.g., products or outputs vary depending on the learning competency per grade level)									
5. Sets differentiated assessments that are aligned with the objectives of the lesson, such as:									
• Paper-and-pencil test									
• Oral recitation									
• Performance-based assessment									

Area of Observation	Grade		Grade		Grade		Grade		Remarks
	E	NE	E	NE	E	NE	E	NE	
• Project-based assessment									
• Peer assessment									
• Pupil Self-Assessment									
• Portfolio Assessment									
• Others, please specify:									
6. Provides for differentiated assignments/agreements (home-stretched activities) according to:									
• Grade levels									
• Abilities (e.g., cognitive, skills)									
• Interests									
• Needs									
• Ethno-linguistic groups									
• Others, please specify:									
7. Covers the appropriate content in the curriculum									

Rating Guidelines: Use the following rubric in assessing each observation area by marking the item with 4, 3, 2, 1 for each corresponding grade level.

4	3	2				1		
Very evident throughout the class session	Evident during most, but not all, of the class session	Evident during a limited portion of the class session				Not evident to any degree during the class session		
Area of Observation		Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Remarks
II. Instructional Practices and Strategies: This section focuses on Multigrade instructional delivery, use of instructional materials/ technology, ways to support diverse learners, and forms of assessment that were evident during the observation.								
A. Lesson Delivery								
1. Uses language that the pupils understand								
2. Reviews pre-requisite skills/ concepts								
3. Demonstrates command of the subject matter								
4. Provides accurate and updated content/concept								
5. Builds on pupil's prior learning								
6. Engages and sustains learners' interest through use of meaningful activities								
7. Contextualizes the lesson according to pupils' background								
8. Uses appropriate examples that are relevant to pupils' experience								
9. Initiates activities that promote "learning by doing"								
10. Integrates across subject areas (e.g., language, literacy skills, values, others)								
11. Presents lessons in a logical manner								
12. Asks questions within the level of pupil's understanding								

4	3	2				1		
Very evident throughout the class session	Evident during most, but not all, of the class session	Evident during a limited portion of the class session				Not evident to any degree during the class session		
Area of Observation		Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Remarks
13. Asks questions requiring varying levels of thinking (e.g. literal, inferential, evaluative, application, etc.)								
14. Responds to pupils' questions and comments for a deeper understanding of the lesson								
15. Gives clear directions for differentiated activities								
16. Speaks clearly with a modulated voice								
17. Gives the same attention to boys and girls in each grade level								
18. Uses ICT-based activities that facilitate learning								
B. Use of Instructional Materials / Technology								
1. Writes clearly and legibly on the board								
2. Uses local resources in materials production								
3. Uses helpful instructional technologies (e.g., ICT-based learning, etc.)								
4. Supports the lesson using appropriate instructional materials (e.g., visual aids, flash cards, charts, etc.) for diverse learners								
5. Provides varied learning resources according to pupils' level (e.g., MG learning materials, textbooks, concrete materials, story books, etc.)								
6. Demonstrates use of innovative teaching / learning resources								
7. Creates new and different learning experiences through technology use, such as:								
a. Learning stations that may have elements of ICT-based resources								
b. Interacting with information in a meaningful way, e.g.,: (1) learning from other people, students would otherwise not have been able to (e.g., videos of subject matter/ topic experts); (2) virtual field trips; and (3) use of virtual manipulatives, (e.g., for lessons on perimeter, area, etc.)								
c. Creating and sharing information/ knowledge with others which may not be regularly done								

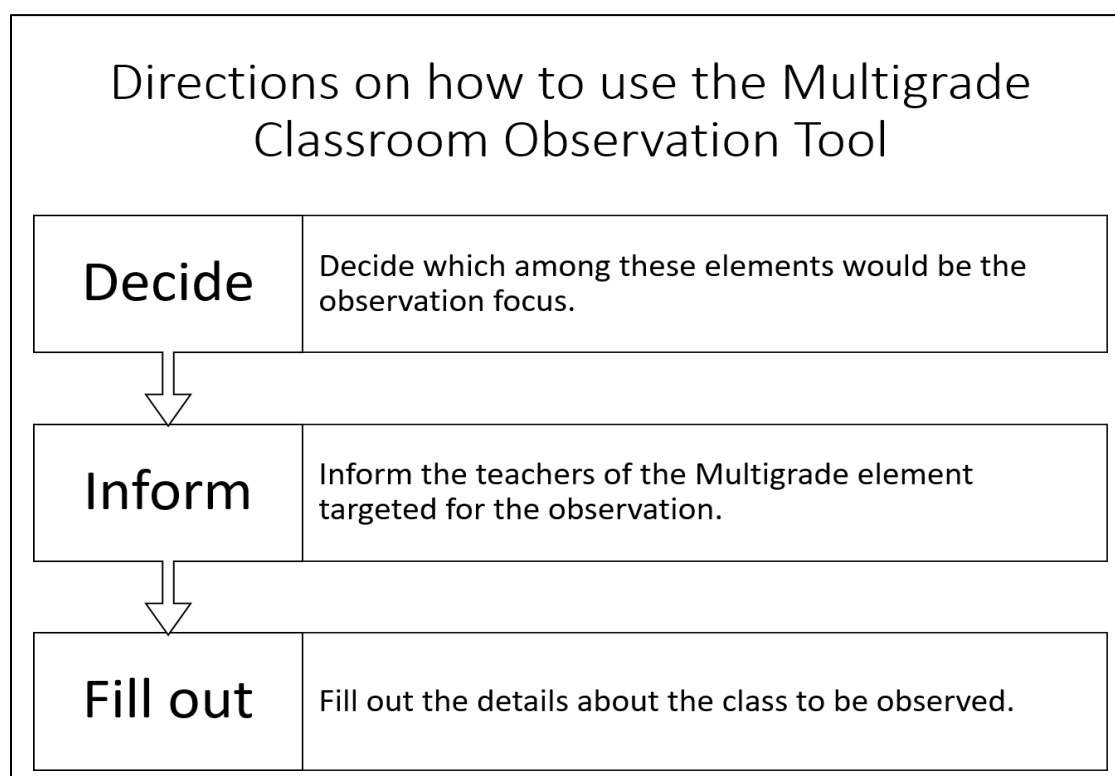
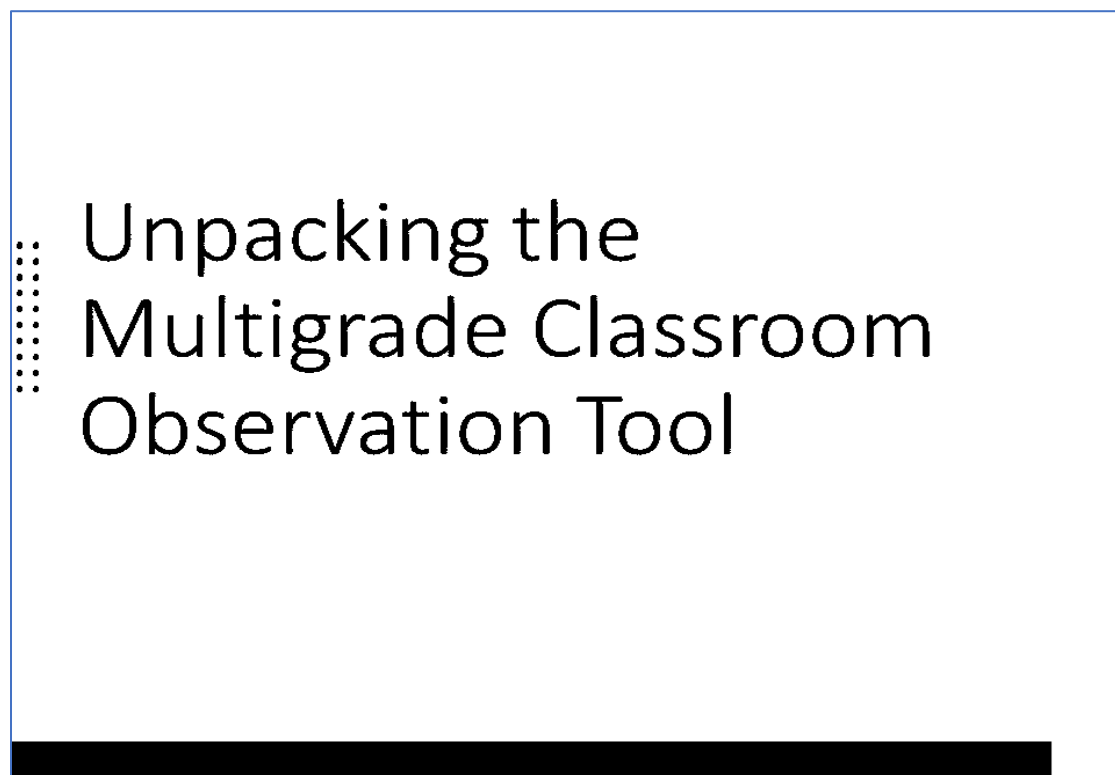
4	3	2				1		
Very evident throughout the class session	Evident during most, but not all, of the class session	Evident during a limited portion of the class session				Not evident to any degree during the class session		
Area of Observation		Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Remarks
C. Support for Diverse Learners								
1. Paces the lessons appropriately to meet specific needs and difficulties of the learners								
2. Adjusts oral or written questions for students with different needs								
3. Utilizes activities that are relevant to the pupil’s level and background								
4. Addresses the needs of both boys and girls in different grade levels								
5. Shifts classes, when necessary to cater to the needs of the other class (e.g., road mapping)								
6. Provides appropriate support (remediation/ enrichment) during class that address:								
a. Varying ability levels (e.g., basic/ fast learners)								
b. Interests and experiences								
c. Linguistic, cultural, socio-economic and religious backgrounds								
d. Disabilities (e.g., physically disabled, deaf, etc.)								
e. Giftedness								
f. Pupils from indigenous group								
g. Pupils in difficult circumstances (e.g., geographic isolation, chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices)								
7. Utilizes differentiated tasks and activities for varied grade levels through:								
a. Flexible grouping								
b. Tapping on pupil’s learning preferences (e.g., auditory/ visual/tactile activities; or provision for those who need to move around while learning, etc.)								
c. Anchoring activities: activities that pupils may do at any time (e.g., problem to solve, journal to write, project work, etc.)								
d. Tiered activities (series of related activities that increase in difficulty)								
e. Learning center activities that takes into account different pupils’ abilities and level of readiness								
f. Independent and shared study projects								

4	3	2				1		
Very evident throughout the class session	Evident during most, but not all, of the class session	Evident during a limited portion of the class session				Not evident to any degree during the class session		
Area of Observation		Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Remarks
D. Learning Assessment								
1. Provides appropriate formative assessment that are aligned to the learning objectives for each grade level								
2. Affirms or commends correct responses by:								
a. giving general feedback (e.g., Very Good!)								
b. giving specific feedback (e.g., Good job for following directions.)								
3. Provides specific and useful feedback for an incorrect, incomplete, or non-response (e.g., You need to review the verb you used.)								
4. Provides timely and appropriate feedback to pupils' response/behavior								
5. Gets feedback from the pupils regarding how well they understand the lesson, e.g., asking if there are clarifications								
6. Elicits a pupil-stated generalization (learning insight) at the end of the lesson								
7. Uses assessment strategies to address diverse learners according to:								
a. Grade Levels								
b. Abilities (e.g., cognitive, skills)								
c. Interests								
d. Needs								
e. Ethno-Linguistic Groups								
f. Others, please specify:								
8. Uses varied forms of assessment. Mark which of the following is used								
a. Paper and pencil								
b. Oral recitation								
c. Performance-based assessment								
d. Project-based								
e. Peer assessment								
f. Pupil Self-Assessment								
g. Portfolio Assessment								
h. Others, please specify:								
III. Learner Response and Behavior								
1. Demonstrates interest/engagement in class tasks								
2. Listens to the teacher's or classmates' ideas								
3. Asks questions for clarification								
4. Expresses ideas during class discussions								

4	3	2				1		
Very evident throughout the class session	Evident during most, but not all, of the class session	Evident during a limited portion of the class session				Not evident to any degree during the class session		
Area of Observation		Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Remarks
5. Performs learning tasks with some levels of independence while the teacher is working with other groups								
6. Willingly takes part as a team member in collaborative work								
7. Shows understanding of the lesson through different forms of accomplished outputs (e.g. worksheet, group chart, etc.)								
8. Demonstrates healthy competition in classroom interactions								
IV. Classroom Environment and Culture: This refers to the effectiveness of the teacher in creating a classroom conducive to learning by planning the use of classroom space, carrying out multiple lessons at the same time, efficiently using class time, and establishing norms of behavior.								
A. Classroom Structure								
1. Uses the classroom space to facilitate various forms of flexible seating arrangements for different activities of pupils such as: <i>(Observer may draw the classroom layout when necessary)</i>								
a. Whole class: teach all grades together								
b. By grades: teach one grade while others work independently								
c. By level of task difficulty: Teach one subject for all levels with varying levels of difficulty								
d. For Independent work								
e. For groupings according to some criteria (e.g., by ability, interest, pupil's choice, etc.)								
2. Organizes the room so that learning materials and resources are readily available and accessible to pupils								
B. Classroom Culture								
1. The teacher:								
a. Responds positively and sensitively to pupils								
b. Shows fairness in dealing with learners								
c. Shows attention to boys and girls in each grade level								
d. Responds appropriately to non-engaged learners								
e. Shows respect, love and care for pupils as human beings								
f. Projects respectful and caring attitude among pupils								
g. Demonstrates passion for teaching								

4	3	2				1		
Very evident throughout the class session	Evident during most, but not all, of the class session	Evident during a limited portion of the class session				Not evident to any degree during the class session		
Area of Observation		Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Remarks
2. The pupils:								
a. Show respect to the teacher and classmates								
b. Appear to be joyful and pleasant								
c. Get along well with each other								
C. Class Management								
1. The teacher uses positive discipline among pupils.								
2. The teacher sets standards of pupils' behavior in class.								
3. Class rules facilitate the management of pupils' behavior and conduct of class activities in different grade levels.								
4. Pupils follow routine and procedures to maximize instructional time for whole class activities and differentiated tasks (e.g., able to finish the target learning objectives on time).								
5. The teacher is flexible in terms of time management.								
6. Pupils in different grades/groups adopt a self/peer checking mechanism to instill discipline.								
V. Remedial/Enrichment Activities: Each pupil in a Multigrade class is different in terms of ability and the teacher's role is to facilitate the optimum development of each learner. This section refers to the provision of additional support for pupils outside class hours, when necessary.								
1. Supplemental activities are provided to address the needs of the following learners:								
a. Pupils with varying ability levels (e.g., basic/ fast learners)								
b. Pupils of both genders (according to strengths, interests, and experiences)								
c. Pupils from different linguistic, cultural, socio-economic and religious backgrounds								
d. Pupils with disabilities (e.g., physically disabled, deaf, etc.)								
e. Gifted pupils								
f. Pupils in difficult circumstances (e.g., geographic isolation, chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices)								
g. Pupils from indigenous group								
If evident, enumerate the nature of supplemental activities (e.g., practicing skills, giving of assignments, etc.)								
2. Utilizes effective supplemental activities.								

Annex C-2. PowerPoint Presentation Slides on Unpacking the Multigrade Classroom Observation Tool



Reflect and Share

Purpose of Classroom Observation

Important classroom aspects to observe

What happens after the observation?

Objectives of the Multigrade Classroom Observation Tool



Document instructional practices that are effective & those that need further support.



Coach teachers through constructive feedback that is based on detailed evidence.



Examine instructional and curriculum delivery; monitor teaching practices towards reflective teaching.



Use as basis for the creation of action plans.



Use as basis to recommend specific areas for professional development.

Elements of the Multigrade Classroom Observation Tool

Lesson Plan/Lesson Organization

Instructional Practices & Strategies

Learner Response

Classroom Environment and Culture

Remedial / Enrichment Activities

Prepares a Multigrade Lesson Plan using:



Daily Lesson Log (DepEd template/lesson outline)



Daily Lesson Plan (DepEd detailed lesson exemplar)



Integrated Daily Lesson Plan (IDLDP)



MG lesson plan (teacher made)



Multigrade's Budget of Work (BoW)

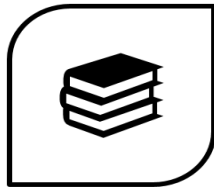


K to 12 Curriculum Guide

States lesson plan objectives:



IN BEHAVIORAL TERMS



FOR EACH GRADE LEVEL



APPROPRIATELY ACCORDING TO
THE EXPERIENCES AND
CAPABILITIES OF THE LEARNERS

Sets teaching
and learning
activities that
are:

aligned with the
objectives of the lesson.

adequate for each grade
level to achieve the
objectives.

presented in a logical
sequence.

Prepares lessons that are adapted to the specific context of the learners and are differentiated according to:



each grade level



the needs/abilities/interests of pupils across grade levels (literacy lesson, cross-age, peer grouping, others)



process (e.g., activities or exercises vary from simple to complex)



product/output (e.g., products or outputs vary depending on the learning competency per grade level)

Sets differentiated assessments that are aligned with the objectives of the lesson, such as:

Paper-and-pencil test

Oral recitation

Performance-based assessment

Project-based assessment

Peer assessment

Pupil Self-Assessment

Portfolio Assessment

Others, please specify:

Provides for differentiated assignments/agreements (home-stretched activities) according to:

- Grade levels
- Abilities (e.g., cognitive, skills)
- Interests
- Needs
- Ethno-linguistic groups
- Others, please specify

Elements of Classroom Observation

- Instructional Practices & Strategies
- Lesson Delivery
- Use of Instructional Materials/ Technology
- Support for Diverse Learners
- Learning Assessment

Rating Guidelines

4	3	2	1
Very evident throughout the class session	Evident during most, but not all, of the class session	Evident during a limited portion of the class session	Not evident to any degree during the class session

Instructional Practices & Strategies

Lesson Delivery

- Uses language that the pupils understand
- Reviews pre-requisite skills/ concepts
- Demonstrates command of the subject matter
- Provides accurate and updated content/concept
- Builds on pupil's prior learning
- Engages and sustains learners' interest through the use of meaningful activities

Instructional Practices & Strategies

Lesson Delivery

- Contextualizes the lesson according to pupils' background
- Uses appropriate examples that are relevant to pupils' experience
- Initiates activities that promote "learning by doing"
- Integrates across subject areas (e.g., language, literacy skills, values, others)
- Presents lessons in a logical manner

Instructional Practices & Strategies

Lesson Delivery

- Asks questions within the level of pupil's understanding
- Asks questions requiring varying levels of thinking (e.g. literal, inferential, evaluative, application, etc.)
- Responds to pupils' questions and comments for a deeper understanding of the lesson

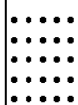
Instructional Practices & Strategies

Lesson Delivery

- Gives clear directions for differentiated activities
- Speaks clearly with a modulated voice
- Gives the same attention to boys and girls in each grade level

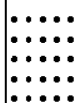
Use of Instructional Materials / Technology

- Writes clearly and legibly on the board
- Uses local resources in materials production
- Uses helpful instructional technologies (e.g., ICT-based learning, etc)
- Supports the lesson using appropriate instructional materials for diverse learners (e.g., visual aids, flash cards, charts, etc.)
- Provides varied learning resources according to pupils' level (e.g. MG learning materials, textbooks, concrete materials, story books, etc.)
- Demonstrates use of innovative teaching / learning resources



Support for Diverse Learners

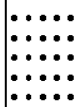
- Paces the lessons appropriately to meet specific needs and difficulties of the learners
- Adjusts oral or written questions for students with different needs
- Utilizes activities that are relevant to the pupil's level and background
- Addresses the needs of both boys and girls in different grade levels
- Shifts classes, when necessary to cater to the needs of the other class (e.g., road mapping)



Support for Diverse Learners

Provides appropriate support (remediation/ enrichment) during class that address:

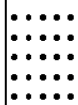
- varying ability levels (e.g., basic/ fast learners)
- interests and experiences
- linguistic, cultural, socio-economic & religious backgrounds
- disabilities (e.g., physically disabled, deaf, etc.)
- giftedness
- Pupils from indigenous group
- Pupils in difficult circumstances (e.g., geographic isolation, chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices)



Support for Diverse Learners

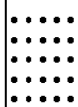
Utilizes differentiated tasks and activities for varied grade levels through: varying ability levels (e.g., basic/ fast learners)

- Flexible grouping
- Tapping on pupil's learning preferences (e.g., auditory/ visual/tactile activities; or provision for those who need to move around while learning, etc.)



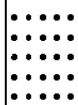
Support for Diverse Learners

- Anchoring activities: activities that pupils may do at any time (e.g., problem to solve, journal to write, project work, etc.)
- Tiered activities (series of related activities that increase in difficulty)
- Learning center activities that takes into account different students' abilities and level of readiness
- Independent and shared study projects



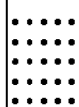
Learning Assessment

- Provides appropriate formative assessment that are aligned to the learning objectives for each grade level
- Affirms or commends correct responses by:
 - giving general feedback (e.g., Very Good!)
 - giving specific feedback (e.g., Good job for following directions.)
- Provides specific and useful feedback for an incorrect, incomplete, or non-response (e.g., You need to review the verb you used.)



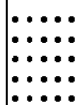
Learning Assessment

- Provides appropriate formative assessment that are aligned to the learning objectives for each grade level
- Affirms or commends correct responses by:
 - giving general feedback (e.g., Very Good!)
 - giving specific feedback (e.g., Good job for following directions.)
- Provides specific and useful feedback for an incorrect, incomplete, or non-response (e.g., You need to review the verb you used.)



Learning Assessment

- Uses assessment strategies to address diverse learners according to:
 - grade levels
 - abilities (e.g., cognitive, skills)
 - interests
 - needs
 - ethno-linguistic groups
 - Others, please specify:



Learning Assessment

Uses varied forms of assessment.

- Paper and pencil
- Oral recitation
- Performance-based assessment
- Project-based
- Peer assessment
- Pupil Self-Assessment
- Portfolio Assessment
- Others, please specify:



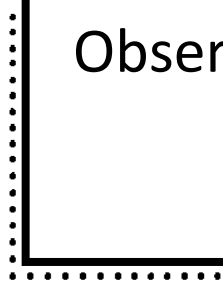
Learner Response & Behavior

- Demonstrates interest/engagement in class tasks
 - Listens to the teacher's or classmates' ideas
 - Asks questions for clarification
 - Expresses ideas during class discussions
 - Performs learning tasks with some levels of independence while the teacher is working with other groups
-



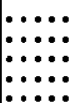
Learner Response & Behavior

- Willingly takes part as a team member in collaborative work
 - Shows understanding of the lesson through different forms of accomplished outputs (e.g. worksheet, group chart, etc.)
 - Demonstrates healthy competition in classroom interactions
-



Elements of Classroom Observation

- **Classroom Environment and Culture**
 - Classroom Structure
 - Classroom Culture
 - Class Management
 - **Remedial / Enrichment Activities**
- 



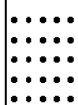
Classroom Environment & Culture

Classroom Structure

Uses the classroom space to facilitate various forms of flexible seating arrangements for different activities of pupils such as:

(Observer may draw the classroom layout when necessary)

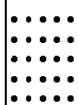
- Whole class: teach all grades together
- By grades: teach one grade while others work independently
- By level of task difficulty: Teach one subject for all levels with varying levels of difficulty
- For Independent work
- For groupings according to some criteria: e.g. by ability, interest, pupil's choice, etc.



Classroom Environment & Culture

Classroom Structure

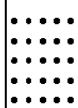
- Organizes the room so that learning materials and resources are readily available and accessible to pupils



Classroom Culture

The Teacher:

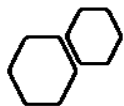
- Responds positively and sensitively to pupils
- Shows fairness in dealing with learners
- Gives the same attention to boys and girls in each grade level
- Responds appropriately to non-engaged learners
- Shows respect, love and care for pupils as human beings
- Projects respectful and caring attitude among pupils
- Demonstrated passion for teaching



Classroom Culture

The Pupils:

- Show respect to the teacher and classmates
- Appear to be joyful and pleasant
- Show respect to the teacher and classmates
- Get along well with each other



Classroom Management



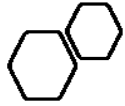
The teacher uses positive discipline among pupils.



The teacher sets standards of pupils' behavior in class.



Class rules facilitate the management of pupils' behavior and conduct of class activities in different grade levels.



Classroom Management



Pupils follow routine and procedures to maximize instructional time for whole class activities and differentiated tasks (e.g., able to finish the target learning objectives on time).



The teacher is flexible in terms of time management .



Pupils in different grades/groups adopt a self/ peer checking mechanism to instill discipline.

Remedial / Enrichment Activities



Supplemental activities are provided to address the needs of the following learners:

Remedial / Enrichment Activities

- Pupils with disabilities (e.g., physically disabled, deaf, etc.)
- Gifted pupils
- Pupils in difficult circumstances (e.g. geographic isolation, chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices)
- Pupils from indigenous group

Remedial / Enrichment Activities

- Utilizes effective supplemental activities.

Annex D-1. Unpacking the Coaching Dialogue (LAC Session Guide No. 4)

Overview

Monitoring the Multigrade instructional delivery by using the Multigrade Classroom Observation Tool is important and necessary to support effective teaching and learning practices for diverse learners. What happens after the use of the tool is equally important. The Coaching Dialogue is parallel to the regular post-observation conference that is undertaken between the school head and the teacher. However, while both have some similarities, there is a difference in the main thrust and the way each is done. To ensure that a growth mindset is the driving force of the post-observation conference, it is important to keep in mind some important points.

Objectives

This session on Coaching Dialogue is to immediately follow the one on unpacking the MG Classroom Observation Tool. This is designed for teachers and school heads so that they can further understand how an effective post-observation dialogue is done. Participants will be equipped with the necessary knowledge, skills, and attitude in properly managing the coaching dialogue session.

At the end of the session, participants will be able to:

- Discuss the purposes of the Coaching Dialogue;
- Explain the important points to consider during the Coaching Dialogue;
- Explain the roles of the teacher and the school head during the Coaching Dialogue; and
- Compare and contrast the process of the coaching dialogue with their regular post-observation consultation

Materials

- Presentation slides on Unpacking the Coaching Dialogue;
- MG Classroom Observation Tool;
- Laptop and LCD; and
- Manila paper, meta cards, pentel pen, masking tape

Duration

4 hours including session break

Procedure

1. **Introduction.** The LAC Facilitator may begin the session by saying: *Hello! Welcome to our LAC session! I am (your name), and I am your LAC facilitator for today. Our topic is about Unpacking the Coaching Dialogue. Our objectives for this session are the following:*

- Discuss the purposes of the coaching dialogue
- Explain the important points to consider during the coaching dialogue
- Explain the roles of the teacher and the school head during the Coaching Dialogue
- Compare and contrast the process of the coaching dialogue with the regular post-observation conference.

2. **Priming Activity (20 minutes).** This activity acknowledges the participants' knowledge and understanding about the Multigrade classroom observation. It is important to start the session with what they know and build from there. The LAC Facilitator may say: *As teachers, we are all familiar with monitoring of instruction through observation by our school heads. What happens after the observation?* (Listen to their responses) *For our first activity, let us reflect, pair/group, and share* (Show PowerPoint presentation slide no. 3.) The time frame for this activity is 15 minutes.

Divide the participants into three groups (minimum of two per group where there are few participants) and have each group do the following tasks (Show PowerPoint presentation slide no. 3). Responses may be written on manila paper.

- What are the purposes of the post-observation conference?
- What are the roles of the teacher and the school head during the post-observation conference?
- What comes to your mind when you hear Coaching Dialogue? Use a semantic map.

3. **Analysis (45 minutes).** After 15 minutes, ask Groups A to C to share their responses. Ask the other participants after each presentation if they have other responses not covered by the group who just presented. Encourage the participants to give more detailed responses for each item. Document the additional responses by adding this on the manila paper. Carefully synthesize the responses of the participants before proceeding to the next activity. The LAC Facilitator may say: *You have just reflected on and shared what happens after the classroom observation. Let us now compare your ideas as we discuss what the Coaching Dialogue is all about.*

4. **Abstraction (60 minutes).** Discuss the following inputs or topics on *Coaching Dialogue* with the participants:

- **Nature of the Coaching Dialogue (PowerPoint presentation slide nos. 4 and 5)**
 - **Coaching is a form of development where the learner is supported to make positive changes toward a desired goal, in our case, toward becoming more effective Multigrade teachers.** The best way to look at the coach, who is the school head, is as a facilitator of learning who is knowledgeable in MG instruction as well. Good coaches trust that the answers to issues faced by individuals lie within themselves but they may require assistance to get to the solution.
 - **A dialogue is an exchange of ideas between two people.** A good dialogue allows both individuals to have their voices heard. Each one attempts to be open- minded as s/he listens to the other. It is not a dialogue if one person takes charge of the discussion leaving the other to just listen and accept what is being discussed.
 - **LAC Facilitator: What then is a coaching dialogue?**
- **Objectives of the Coaching Dialogue (PowerPoint presentation slide no. slide 6).** The Coaching Dialogue that follows the observation aims to promote self-awareness among teachers so that they can bring their Multigrade instructional practices to a more effective level. Since the results of this tool serve to support teachers, the observer's role is to facilitate an evidence-based assessment of particular elements of MG instructional delivery. Note that the MG Classroom Observation Tool encourages a growth mindset. Consequently, the teacher and the school head can collaboratively set specific action plans based on observation results.
- **What to do prior to the Coaching Dialogue (PowerPoint presentation slide no. slide 7).** Since the Classroom Observation Tool is primarily designed to support effective instructional practices in Multigrade set-ups, this is to be used during the monitoring of teacher instruction. After the classroom observation, the teacher and the observer should fill out the Teacher's Notes/Observer's Notes. The focus is on the agreed aspect of MG instructional delivery for observation. It may be any or all of the following but in all occasions the Lesson Plan should be included as a point for review.

- Lesson Plan/Lesson Organization
- Instructional Practices & Strategies
 - Lesson Delivery
 - Use of Instructional Materials/ Technology
 - Support for Diverse Learners
 - Learning Assessment
- Learner Response and Behavior
- Classroom Environment and Culture
 - Classroom Structure
 - Classroom Culture
 - Class Management

The teacher should carefully reflect on his/ her strengths and areas for improvement as s/he recalls how instruction was done during the observation. S/he summarizes this in the form. On the other hand, the observer fills out the same form by referring to the documented evidence from the observation.

- **What to do during the Coaching Dialogue (PowerPoint presentation slide no. 8). The LAC Facilitator may discuss the following points:**
 - **A Coaching Dialogue follows the actual classroom observation.** Take note that a good dialogue is a wholesome exchange between two individuals.
 - **Establish Rapport.** The observer should aim to establish rapport at the onset so that a relaxed dialogue can take place in a comfortable setting.
 - **Teacher's Voice.** Since this is a dialogue, the teacher initially shares what she perceives are her instructional strengths and areas to work on. It is important to see it from the lens of the teacher. This is where reflective teaching is encouraged. It is also helpful to think about the causes for the teaching and learning outcomes for the session. Questions the teacher may reflect on may include: What was effective? Why? What were my evident strengths during teaching? How did I know learning took place? What did not work so well? What may possibly cause this? What are other ways I could have managed this?

- **Observer's Voice.** Afterwards, the school head provides comments on the quality of teaching practices of the Multigrade teacher. Take note to leverage feedback from evidence. For challenges faced in teaching in a MG setting, a helpful question that may be raised is: If you were to do it another way, what would you have done? It is important that the school head is knowledgeable on effective MG instruction since s/he would facilitate getting to the solution/s should the teacher require further assistance. This is when coaching takes place. It is important to ask the right questions, and not to prescribe the solutions.
- **Action Plan Agreement.** Finally, the teacher together with the school head agrees on an action plan in line with the results of the observation. To encourage reflective teaching, encourage the teacher to think of ways to address the observed concerns during the observation for more effective MG instructional delivery. Then, both parties sign the form.
- **Filing of the Tool.** Keep a file of this tool for comparison purposes when a future observation is to be done with the same teacher especially if the focus is on the same Multigrade delivery element.
- **Final Note:** Effective coaching occurs when there is a dialogue instead of a directive or prescriptive monologue that dictates how MG instructional delivery should be done (PowerPoint presentation slide no. 9).
- **Go back to outputs of Groups A to C during the Priming Activity.** Ask the participants if there is anything to be added to their chart after the discussion. Let them document this by adding the new idea to the chart, preferably using a different color of marker. Synthesize the final output.
- **Application (30 minutes).** Use the Multigrade Classroom Observation Tool and hypothetically fill out the form as a group. Agree on sample strengths and areas to work by the teacher. Role play a coaching dialogue that should follow after an observation. The others can observe. Attempt to follow the guidelines for an effective coaching dialogue.

- **Reflection (20 minutes) Discuss the following questions/ points with the participants (PowerPoint presentation slide no. 10):**
 - In what way/s is the Coaching Dialogue similar/ different to what you currently do in your post-observation conference?
 - How can Coaching Dialogue influence the way you monitor and deliver the Multigrade instruction in your classrooms?
 - How useful is the Coaching Dialogue in your line of work? Assess it from 1 to 10 with 10 being the highest.
 - What do you anticipate as advantages and challenges in using the Coaching Dialogue?
 - Before ending the session, thank the participants for taking part in the session.

Coaching Dialogue Form: Teacher's Notes

Observation Focus	Date	Observer: _____	
		Strengths	Areas to Work on
I. Lesson Plan/ Lesson Organization			
II. Instructional Strategies and Practices			
• Lesson Delivery			
• Use of Instructional Materials and Technology			
• Support for Diverse Learners			
• Learning Assessment			
III. Learners' Response			
IV. Classroom Environment and Culture			
• Classroom Structure			
• Classroom Culture			
• Classroom Management			
V. Remedial/ Enrichment Activities			
ACTION PLAN			

Observer's signature: _____

Teacher's signature: _____

Date: _____

Coaching Dialogue Form: Observer's Notes

Observation Focus	Date	Observer: _____	
		Strengths	Areas to Work on
I. Lesson Plan/ Lesson Organization			
II. Instructional Strategies and Practices			
• Lesson Delivery			
• Use of Instructional Materials and Technology			
• Support for Diverse Learners			
• Learning Assessment			
III. Learners' Response			
IV. Classroom Environment and Culture			
• Classroom Structure			
• Classroom Culture			
• Classroom Management			
V. Remedial/ Enrichment Activities			

Observer's Comments

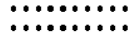
Action Plan

Observer's signature: _____

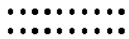
Teacher's signature: _____

Date: _____

Annex D-2. PowerPoint Presentation Slides on Unpacking the Coaching Dialogue



Unpacking The Coaching Dialogue: Multigrade Classroom Observation Tool



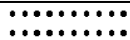
Objectives of this session

- Discuss the purposes of the coaching dialogue
- Explain the important points to consider during the coaching dialogue
- Explain the roles of the teacher and the school head during the Coaching Dialogue
- Compare and contrast the process of the coaching dialogue with their regular post-observation consultation



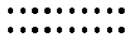
Reflect, pair, share

- What are the objectives of the post-observation conference?
- What are the roles of the teacher and the school head during the post-observation conference
- What comes to your mind when you hear Coaching Dialogue? Use a semantic map.



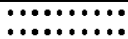
Coaching

- Form of development
- Provision of support toward a desired goal : becoming effective MG teachers
- Facilitation of learning
- Support to find solutions to issues



Dialogue

- Exchange of ideas between individuals
- Requires open-mindedness
- Thrives when there are listening ears
- Allows voices to be heard



Objectives of the Coaching Dialogue

- Promotes self-awareness among teachers so that they can bring their MG instructional practices to a more effective level
- Invites reflection among teachers so they have a good handle of their strengths and instructional areas to work on
- Provides support to the teacher
- Facilitates thinking of solutions to classroom issues

.....

Prior to the Coaching Dialogue

- Fill out teacher's / observer's notes in the MG Classroom Observation Tool
- Teacher: Carefully reflects on her strengths and areas for improvement as s/he recalls how instruction was done during the observation
- Observer: Refers to the documented evidence from the observation

.....

During the coaching dialogue

- Establish Rapport
- Teacher's Voice
- Observer's Voice
- Action Plan Agreement
- Filing of the Tool

.....

Final Reflection Points

- In what way/s is the Coaching Dialogue similar / different to what you currently do in your post-observation conference?
- How can Coaching Dialogue influence the way you monitor and deliver MG instruction in your classrooms?
- How useful is the Coaching Dialogue in your line of work? Assess it from 1 to 10 with 10 being the highest.
- What do you anticipate as advantages and challenges in using the Coaching Dialogue?

.....

Final Note

“Effective coaching occurs when there is a dialogue instead of a directive or prescriptive monologue that dictates how Multigrade instructional delivery should be done. ”

- *Teacher Nong*

Annex E-1. Tool for Tracking Competencies Covered (LAC Session Guide No. 5)

Overview

The tool for tracking the learning competencies covered in a school year will be used by Multigrade teachers in tracking and recording the competencies they have covered vis-a-vis the standard competencies outlined in their Budget of Work (BOW), Daily Lesson Plan (DLP) and Daily Lesson Log (DLL). This data-capture tool will be used to document the commonly covered and least covered competencies. At the school and district levels, the same tool can be used by the school head and district supervisor in tracking the implementation of the Multigrade curriculum. This will also be used as one of the reference materials in the SMEA for August, October, and January.

This session guide outlines the necessary inputs for orienting the Multigrade teachers on the importance of tracking the curriculum, how to use the tracking tool, how to process and use the results for improving the curriculum implementation.

Objectives

This session aims to equip the Multigrade teachers with necessary knowledge and skills needed in tracking the competencies contained in the K to 12 Basic Education Curriculum. Specifically, at the end of the session, the participating teachers will be able to:

- Explain the importance of monitoring the implementation of K to 12 Basic Education Curriculum using Multigrade instruction;
- Fill-out a Tracking Competencies Covered template; and,
- Explain how the findings from a competency tracking tool will be used to analyze the learners' performance and improve curriculum coverage.

Materials

- Presentation slides on the Tool for Tracking Competencies Covered;
- Sample Budget of Work (BoW), Daily Lesson Plan (DLP), and daily Lesson Log (DLL);
- Laptop and LCD;
- Manila paper, meta cards, pentel pen, masking tape

Duration

- 4 hours including session break

Procedure

1. Introduction (PowerPoint Presentation slide no. 1 – School Monitoring, Evaluation & Adjustment or SMEA Tracking Competencies). The LAC facilitator may start by saying: *Good day everyone! Welcome to our LAC session! I am (your name), and I will be your LAC facilitator. Our topic for today is about tracking the coverage of learning competencies in a Multigrade school. I will introduce a new data-capture form designed to track and record the learning competencies “covered and not covered” within a school year.*

2. Priming Activity (30 minutes). Discuss the following points:

- Ask the teachers about their basic knowledge on MPPE’s BoW, DLL, and DLP;
- Ask them to share their experience in preparing the BOW, DLL, and DLP. Focus the discussion on the standard competencies to be mastered by the Multigrade learners.
- After the priming activity, present the objectives of the session.
- Ask the Multigrade teachers about their expectations and for any additional concerns about the status of learning competencies for the school year.

3. Activity Proper. Discuss the following:

- After setting the session objectives and the participants’ expectations, divide the teachers into groups of (at least) three. Preferably, group the teachers according to the subject matter (Science, Mathematics, English, Filipino, etc.) they are handling.
- For each group, ask them to share their experience in teaching/implementing the K to 12 curricula. Use the following questions to guide the discussion among the participants based on the subjects assigned to them:
 - What are your favorite competencies or core learning areas (to teach)? Why?
 - What competencies or topics are you having difficulty to teach?
 - What learning competencies (as per BOW) are often delayed in implementation?
- What learning competencies (as per BOW) are often not covered at all? Ask each group to share their outputs to the entire group.

4. Analysis (60 minutes)

- After all groups have presented, ask each group to discuss the common reasons and/or causes of their difficulty in delivering a competency, the delays in delivering competencies, and for failing to cover a competency or set of competencies.

- Ask each group to write, post and present their responses using the manila paper and/or meta cards.
- Process and jot down the groups' responses. Focus on the reasons they gave especially on the internal and external factors influencing or affecting their decision to cover, delay, and/or skip some topics/learning competencies. Ask follow-up questions when necessary.
- Conclude the discussion by asking the following questions:
 - What is the impact to learners when competencies are not covered?
 - On the internal and external factors, what actions and/or mitigating measures were implemented to ensure these have minimal effect on the teaching and learning process?

5. Abstraction (45 minutes). After the priming activity and analysis, introduce the Tool for Tracking Competencies Covered (PowerPoint presentation slide no. 5 – BoW for Multigrade Teaching Third Quarter Competencies for Grades 3 to 5). The LAC Facilitator may adopt the suggested discussion flow, as follows:

- **Discuss the Tool's content and the information requirements per column.** See table below for a sample filled out competency tracking tool:
 - Column 1 refers to Week the competency will be covered. This is taken from the BoW and DLL;
 - Column 2 or Domain/Strand. This shows the list of domain/strand based on the BoW and DLL;
 - Column 3 or Competencies. These competencies were lifted from the BOW and DLL;
 - Column 4 or Total Competencies. Refers to the number of competencies per week, and per strand as per BoW and DLL;
 - Column 5 or Covered. This column will be used to record the competencies covered. Legend: 1 when competencies were covered, and 0 when competencies were not yet covered;
 - Column 6 or % of Competencies Covered. This column will be used to measure (in percentage) the total competencies covered per week and per strand;
 - Column 7 or Remarks. This column will be used to document whether the competency (i) was covered on time, (ii) was covered but delayed in covering (including reasons for delay) or, (iii) was not covered at all (including reasons for skipping).

(1) Week No.	(2) Domain Strand and Grade Level	(3) Competencies	(4) Total no. of Competencies	(5) Total no. of Competencies Covered	(6) Percentage of Competencies Covered	(7) Remarks
	Force, motion, and energy		10	7	70%	
1	Describe the position of a person or an object in relation to a reference point such as chair, door, another person (S3FE-IIIa-b-1)		1	1	100%	Covered according to schedule
2	Describe the movement of a person or an object in relation to a reference point such as chair, door, another person (S3FE-IIIa-b-1)		1	1	100%	Covered according to schedule
3	Identify things that can make objects move such as water and wind 3FE-IIIc-d-2		1	1	100%	Covered according to schedule
4	Identify things that can make objects move such as people and magnets 3FE-IIIc-d-2		1	1	100%	Covered according to schedule
5	Describe the movements of objects such as fast/slow S3FE-IIIe-f-3		1	1	100%	Covered but delayed due to class suspension (typhoon)
6	Describe the movements of objects such as forward/backward and stretching/compressing; S3FE-IIIe-f-3		1	1	100%	Covered but delayed due to class suspension (typhoon)
7	Describe sources of light and sound S3FE-IIIg-h-4		1	0.5	50%	Covered but delayed due to class suspension (typhoon)
8	Describe sources of heat and electricity S3FE-IIIg-h-4		1	0.5	50%	Covered but delayed due to class suspension (typhoon)
9	Enumerate uses of light and sound S3FE-IIIi-j-3		1	0	0%	Not yet covered due to delay in coverage of other competencies
10	Enumerate uses of heat and electricity S3FE-IIIi-j-3		1	0	0%	Not yet covered due to delay in coverage of other competencies

- After discussing the data-capture tool, discuss the content of the **Tracking Report on Competencies Covered** which summarizes the overall performance of teachers in terms of curriculum coverage. The same report contains the list of competencies not covered and the factors affecting the delivery of competencies. Demonstrate how the information in the Tracking Tool will be used in the Tracking Report. See below for a sample tracking report on competencies covered:

Overall Competencies Covered (All Subjects)			
84.36%			
Competencies Covered per Subject			
English- 84.2%	Science- 88.24%	Mathematics- 85%	AP- 80%
Grade III Science: 88.24% of Competencies covered for the period			
Month	Total No. of Competencies	Total No. of Competencies Actually Covered	Percentage of Competencies Covered
June	10	10	100.00%
July	12	10	83.33%
August	12	10	83.33%
Total (for the period)	34	30	88.24%
List of Competencies Not Covered		Reasons or Causes	
#1 Use of appropriate measuring tools and correct standard units (S5FE-IIIb-2)		No appropriate measuring tools available in the school	
#2 Describe sources of heat and electricity (S3FE-IIIg-h-4)		Classes were suspended for three days due to typhoon and flooding in the area. Predecessor competencies are not yet covered.	

6. Application (45 minutes)

- After discussing the Tracking Tool and the Tracking Report, ask each Multigrade teacher to fill-out a blank Tracking Tool and Tracking Report for one subject and one domain/strand (latest month).
- Ask selected teachers to present/share their filled-out Tracking Tool and Tracking Report. Also ask the participants for their insights while filling-out the templates and their suggestions on how the template can be further improved.
- Conclude the session by providing a short input on the SMEA particularly for the months of August-October-January. Demonstrate how the results of the Tracking Tool and Tracking Report will be used in M&E the MPPE program.
- Before closing the session, ask some clarifications from the participants. In case the participants may have questions or future difficulties in using the tool, provide your contact details for further support.
- Acknowledge the participants' active participation in this session.

Annex E-2. PowerPoint Presentation Slides on Tool for
Tracking Competencies Covered

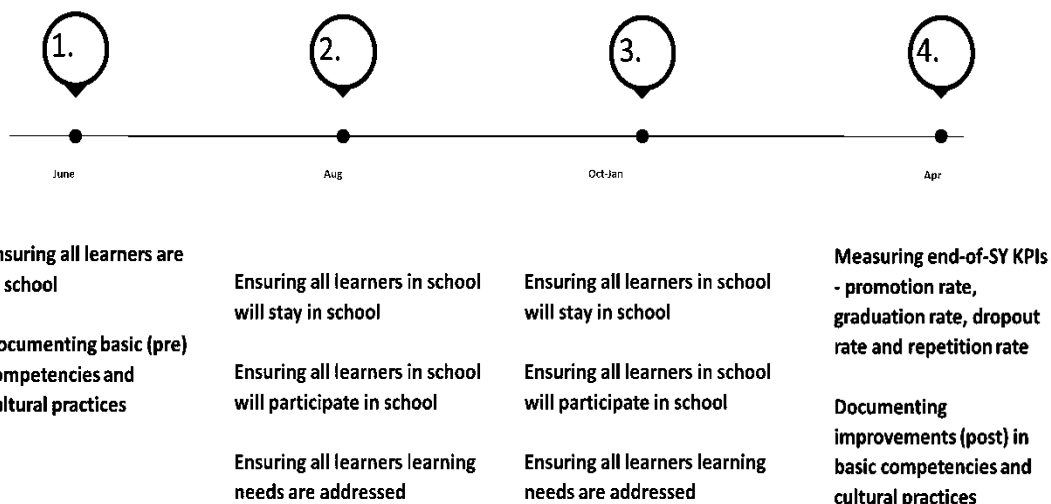
School Monitoring, Evaluation,
and Adjustment (SMEA)

TRACKING COMPETENCIES

SMEA Indicator:
Percentage of Curriculum
Covered

SMEA THEMES

SMEA Schedule & Proposed Themes



AUG-OCT-JAN SMEA

Topics to discuss:

- ☐ **(PARDO)** Identify learners at risk of dropping out; determine school strategies and/or flexible learning options to ensure they will stay in school.
- ☐ **(Results of Periodical Test)** Identify learners with learning difficulties as evidenced by the results and determine competencies learners are having difficulties.
- ☐ **(Curriculum Covered)** Review topics covered vis-a-vis with results of periodical test.
- ☐ **(Pedagogy)** Teachers' demonstration of teaching skills

**BUDGET OF WORK FOR MULTIGRADE TEACHING
THIRD QUARTER COMPETENCIES FOR GRADES 3TO5**

**TIME ALLOTMENT: 50 minutes/session
THIRD QUARTER**

Domain/ Strand		Competencies			Suggested Learning Activities			Suggested Assessment Strategies		
Quarter/ Week	Force, Motion,& Energy	Grade 3 1. Force and Motion	Grade 4 1. Effects of Force on Objects	Grade 5 1. Motion	Grade 3	Grade 4	Grade 5	Grade 3	Grade 4	Grade 5
Week 1		Describe the position of a person or an object in relation to a reference point such as chair, door, another person; S3FE-IIIa-b-1	Explain the effects of force applied to an object S4FE-IIIa-1	Describe the motion of an object by tracing and measuring its change in position (distance travelled) over a period of time S5FE-IIIa-1	- Group Activity: Describing the position of objects/materials inside the classroom e.g. teacher's table, picture frame, seat location. - Showing picture of a place and let pupils explain how to get to the place or spot in the drawing by using references.	- Concept Map on words associated with force e.g. push, pull - Demonstration: letting pupils perform push and pull actions - Describing the effects of force to an object (let them apply force to an object and observe the changes in terms of shape, size, structure)	- Let the pupils tell about their current position within the classroom. - Reviewing the definition of "position." - Ask pupils to write about how something has moved. - Activity 1 Draw a 50-meter line in your school ground. - Let 3 pupils join in the race to the finish line by running. - Use a stop watch to record the results of the race.	- Construct a simple map showing some structure/things inside the class and identify references to locate them (e.g. altar, health corner, frame etc.) - Map Reading: Identify location of places using references	- List down materials and the kind of force applied to it to change its condition - Identify balanced and unbalanced forces (e.g. s boy pushing a jeepney, a girl pushing the wall etc.) - Oral Assessment of understanding: question and answer	- Quiz/Exit Cards - Infer the motion of objects in terms of how far they travel in a certain amount of time and the direction in which they travel. - Illustrate the motion of an object using a graph to show a change in position over a period of time. - Predict the effect of a given force or a change in mass on the motion of an object.

- Competencies covered means the teacher is able to “cover” or teach the competencies outlined in the BOW, DLP, and/ or Daily Lesson Log. Competencies not covered, on the other hand, refers to competencies planned in the BOW and DLL that were not taught by the teacher.
- Tracking competencies require the use of two templates. First, the Competency Tracking Tool is a data capture form that will be accomplished at the end of each month. And second, the Tracking Report on Competencies Covered which is a process document or form containing a summary report of the total number of competencies covered and not covered after one quarter.

Suggested Dashboard for AUG-OCT-JAN SMEA (Within SY)

2A Quality: Learners Performance (Periodical Test)

Grade	MPS	Total # of Learners	# of learners above passing rate	# of learners below passing rate	% of learners below passing rate
Grade 1	74%	18	10	8	44%
Grade 2	70%	20	12	8	40%
Grade 3	65%	16	8	8	50%
Grade 4	80%	13	13	0	0%
Grade 5	80%	6	6	0	0%
Grade 6	-				

WHY?

What subject?

Dashboard 2A: Dashboard shows the overall performance of learners per grading period in the entire school.

Suggested Dashboard for AUG-OCT-JAN SMEA (Within SY)

2B

Quality: Learners Performance (per subject)

Subjects	MPS	# of learners	# of passers	# of learners who did not pass test	% of learners did not pass test
English	74%	30	15	15	50%
Science	70%	30	5	25	83%
Math	65%	30	5	25	83%
AP	80%	30	20	10	33%
Filipino	80%	30	25	5	17%

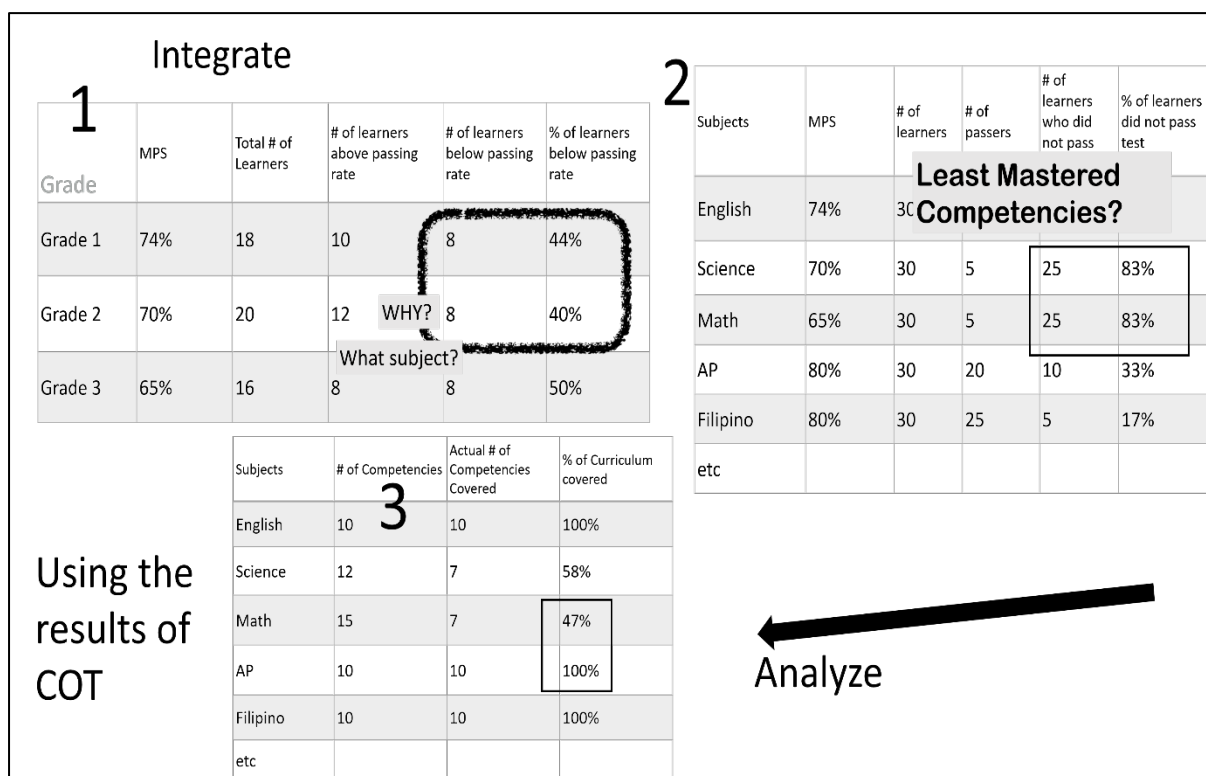
Least mastered competencies?

Dashboard 2B: This dashboard supports dashboard #2B with more detailed information on learners performance per subject per grade level.

Suggested Dashboard for AUG-OCT-JAN SMEA (Within SY)

4

Subjects	# of Competencies	Actual # of Competencies Covered	% of Curriculum covered
English	5	5	100%
Science	5	5	100%
Math	5	5	100%
AP	5	5	100%
Filipino	5	5	100%



Suggested Steps/Mechanics

1. Teacher prepares the BOW, DLP, and/or DLL outlining the competencies to be covered by the teacher.
2. At the end of each month, the teacher reviews the BOW, DLP, and /or DLL, and accomplishes the Competency Tracking Tool.
3. Using the tool, the teacher indicates or determines the status per competency. Suggested mechanism for indicating status per competency is as follows: 1 - competency adequately covered or completed, 0.5 - started covering the competency but not completed, and 0 - competency not started at all.
4. For competencies covered or completed, the teacher indicates (Remarks column) if the competency was covered according to schedule.
5. For competencies with a 0.5 status, the teacher determines the reasons (Remarks column) for failing to adequately cover or finish teaching the competencies. The teacher should list the causes for failing to complete. Possible causes include limited knowledge of the teacher on the topic, limitations in learning materials, limitations in facilities, and external factors that affected the class schedule.

Suggested Steps/Mechanics

6. For competencies with a 0 status, the teacher also itemizes the reasons (Remarks column) for failing to start covering the competency.
7. The process for recording or documenting competencies covered, not covered, and the factors affecting the curriculum implementation process is repeated every month per subject.
8. On the third month or before the conduct of SMEA, the school head with teachers' assistance collates the results in the Competency Tracking Tool and prepares the Tracking Report on Competencies Covered. This quarterly report provides the summary report documenting the implementation of curriculum at each MG school as well provides information on the coverage per subject area, and list of competencies not covered.

**BUDGET OF WORK FOR MULTIGRADE TEACHING
THIRD QUARTER COMPETENCIES FOR GRADES 3 TO 5**

**TIME ALLOTMENT: 50 minutes/session
THIRD QUARTER**

Quarter/ Week		Domain/ Strand	Competencies			Suggested Learning Activities			Suggested Assessment Strategies		
		Force, Motion,& Energy	Grade 3	Grade 4	Grade 5	Grade 3	Grade 4	Grade 5	Grade 3	Grade 4	Grade 5
Week 1			1. Force and Motion	1. Effects of Force on Objects	1. Motion						
			Describe the position of a person or an object in relation to a reference point such as chair, door, another person; S3FE-IIIa-b-1	Explain the effects of force applied to an object S4FE-IIIa-1	Describe the motion of an object by tracing and measuring its change in position (distance travelled) over a period of time S5FE-IIIa-1	- Group Activity: Describing the position of objects/materials inside the classroom e.g. teacher's table, picture frame, seat location. - Showing picture of a place and let pupils explain how to get to the place or spot in the drawing by using references.	- Concept Map on words associated with force e.g. push, pull - Demonstration: letting pupils perform push and pull actions - Describing the effects of force to an object (let them apply force to an object and observe the changes in terms of shape, size, structure)	- Let the pupils tell about their current position within the classroom. - Reviewing the definition of "position." - Ask pupils to write about how they know something has moved. - Activity 1 Draw a 50-meter line in your school ground. Let 3 pupils join in the race to the finish line by running. Use a stop watch to record the results of the race.	- Construct a simple map showing some structure/things inside the class and identify references to locate them (e.g. altar, health corner, frame etc.) - Map Reading: Identify location of places using references	- List down materials and the kind of force applied to it to change its condition - Identify balanced and unbalanced forces (e.g. s boy pushing a jeepney, a girl pushing the wall etc.) - Oral Assessment of understanding: question and answer	- Quiz/Exit Cards - Infer the motion of objects in terms of how far they travel in a certain amount of time and the direction in which they travel. - Illustrate the motion of an object using a graph to show a change in position over a period of time. - Predict the effect of a given force or a change in mass on the motion of an object.

Sample - Competency Tracking Tool

(1) Week No.	(2) Domain Strand and Grade Level	(3) Competencies	(4) Total no. of Competencies	(5) Total no. of Competencies Covered	(6) Percentage of Competencies Covered	(7) Remarks
	Force, motion, and energy		10	7	70%	
1	Describe the position of a person or an object in relation to a reference point such as chair, door, another person (S3FE-IIIa-b-1)		1	1	100%	Covered according to schedule
2	Describe the movement of a person or an object in relation to a reference point such as chair, door, another person (S3FE-IIIa-b-1)		1	1	100%	Covered according to schedule
3	Identify things that can make objects move such as water and wind 3FE-IIIc-d-2		1	1	100%	Covered according to schedule
4	Identify things that can make objects move such as people and magnets 3FE-IIIc-d-2		1	1	100%	Covered according to schedule
5	Describe the movements of objects such as fast/slow S3FE-IIIe-f-3		1	1	100%	Covered but delayed due to class suspension (typhoon)
6	Describe the movements of objects such as forward/backward and stretching/compressing; S3FE-IIIe-f-3		1	1	100%	Covered but delayed due to class suspension (typhoon)
7	Describe sources of light and sound S3FE-IIIg-h-4		1	0.5	50%	Covered but delayed due to class suspension (typhoon)
8	Describe sources of heat and electricity S3FE-IIIg-h-4		1	0.5	50%	Covered but delayed due to class suspension (typhoon)
9	Enumerate uses of light and sound S3FE-IIIi-j-3		1	0	0%	Not yet covered due to delay in coverage of other competencies
10	Enumerate uses of heat and electricity S3FE-IIIi-j-3		1	0	0%	Not yet covered due to delay in coverage of other competencies

Annex F-1. Mapping Learners' Whereabouts (LAC Session Guide No. 6)

Overview

Mapping learners' whereabouts is one of the access strategies to be used by Multigrade schools in bringing all school-age children in the community to school. Specifically, the process of mapping learners' whereabouts includes identifying and locating school-age children and/or overage children and bringing them to school or bringing the "school" to these children. Whereabouts also includes determining the physical or environmental challenges affecting children or learners' access to quality basic education in remote and/or disadvantaged communities.

In this session, the school head, teachers and participating community members will be taught how to prepare a learners' whereabouts map to help them determine the: (i) total number of children in the community, (ii) children's whereabouts or location, and (iii) number of children in school and number of school-age children not in school.

Objectives

This four-hour session aims to equip the participants with practical techniques on how to prepare a data map of learners or children in remote and disadvantaged communities. After the session, the participants are expected to facilitate a series of workshops with learners, and community stakeholders on using the Learners' Whereabouts Map. Specifically, at the end of the session, the participating school heads and teachers will be able to:

- Describe a Learners' Whereabouts Map;
- Discuss the guiding principles for mapping the learners' whereabouts; and,
- Prepare a Learners' Whereabouts Map with the help of key stakeholders from the school-community.

Materials

- Describe a Learners' Whereabouts Map;
- Presentation slides on mapping learners' whereabouts;
- Case exercise: Purok Camyer Case;
- Laptop and LCD;
- Manila paper, meta cards, colored papers, scissors, pentel pens, masking tape.

Duration

- 4 hours including session break

Procedure

- 1. Introduction (PowerPoint Presentation slide no. 1 – Community Mapping Technique: Learners Whereabouts).** The facilitator may open the session by saying: *Good day! Welcome to our LAC session! I am (your name), and I will be your LAC facilitator. Today, we will prepare a community map that will allow us to determine the whereabouts of each school-age child in the community. This session is very practical, highly interactive and fun.*
- 2. Priming Activity (30 minutes).** To kick-off the session, ask the participants to identify the beautiful and/or popular landmarks in their community.
 - In plenary, ask the participants to name some beautiful and/or popular landmarks in their community. Use the following guide questions (Show Powerpoint Presentation slide no. 2 on Priming Questions):
 - Question/Task #1. Name top ten beautiful and/or popular landmarks in the community and to describe each.
 - Question #2. Where are these landmarks located?
 - Question #3. How long will it take to go to these sites? (use the school location as reference).
 - After identifying these sites or landmarks, challenge the participants to draw a map of the community and locate these landmarks in the map.
 - After preparing a map representing the community (with landmarks), introduce the session objectives and topics to the participants. Also provide an overview of the current issues on access (learners' difficulties), and how a mapping technique can be used to promote inclusive education for all types of learners.
- 3. Abstraction (30 minutes).** After the priming activity and introduction of the session, discuss the key mapping concepts, guiding principles, and suggested steps in preparing a learners' whereabouts map.
 - **Define Community Mapping on Learners Whereabouts (Show PowerPoint presentation slide no. 4 on Suggested Steps).** The following are the essential elements to highlight in the definition:

- **Process.** A process requires more than one activity or step. A process is undertaken as accurately as possible;
- **Participants.** The key informants include (in order of priority) children in school, community stakeholders, local government, and other development workers. The two main informants are the school children or learners and the community members;
- **Map.** The activity requires preparing a map that will show the location or whereabouts of all children in the community;
- **Environmental features.** Includes landmarks, trails learners' access to and from the school, danger spots and/or critical areas that affect children's access to schooling;
- **Main objective.** The main objective of mapping is to determine how many are children in the community? Where are they? Who are they? And what are the key environmental features in the community that influence or affect children's readiness for schooling?
- **Provide an overview of the Suggested Steps on How to Prepare the Learners' Whereabouts Map (Show PowerPoint presentation slide no. 5 on the Map of Purok Camyer). After the overview, discuss each of the following steps.**
 - **Step #1: Mapping with Learners** (PowerPoint presentation slide no. 6 on Mapping with Learners, Slide #7 - Tabulation).
 - **Step #2: Mapping with community** (PowerPoint presentation slide no. 8 - Steps in Mapping with Community, Slide #9 - Sample Map with Community).
 - **Step #3: Triangulate the Results of Mapping** (PowerPoint presentation slide nos. 10 and # 11 – Triangulate Mapping Results).
 - **Step #4: Present the Community Map to Stakeholders** (PowerPoint presentation slide no. 12)

- **Define and describe each guiding principle. (Show PowerPoint presentation slide no. #12 on Guiding Principles). These are as follows:**
 - **Inclusion.** All children or learners in remote and disadvantaged communities regardless of ethnicity, physical and mental ability, location and/or religious beliefs will be considered in the mapping.
 - **Triangulation.** Triangulation will provide a more accurate count of children, and a more holistic understanding of the challenges, difficulties, affecting learners' participation and performance. Methodologies to be used include key informant interviews (KIIs), community meeting or workshop, group workshop with learners in school, collaboration with other government agencies, and documents review.
 - **Community is the main source of data.** Data collection and validation will be undertaken with the participation of learners, and community stakeholders. The community is the main resource for the mapping strategy. Their age-old knowledge of their environment will help enrich the mapping strategy.
 - **Less is more.** The mapping activity will focus on counting, identifying and locating children or learners in the community. As a strategy, the mapping process will resist the urge to gather seemingly important detailed data which may "paralyze" the Multigrade school and the community stakeholders from making quick decisions resulting from too much information. Gathering of data will be limited to a few, essential information needed to locate and bring all school-age children to school.
- Reiterate the important concepts and principles in mapping (PowerPoint presentation slide no. 13 on Key Pointers in Mapping).

4. Activity (30 minutes). After discussing the key concepts, guidelines, and steps in preparing a learners' whereabouts map, provide a case exercise (i.e., Purok Camyer, a fictional community). Divide the participants into groups of four or five members each. Ask each group to select a leader or facilitator and provide each group with a workshop kit.

- Introduce the case exercise: "Purok Camyer" Case. Ask each group to read and discuss the case.

- After 10 minutes of reading the case, instruct each group to prepare a map and solve the case. The groups are tasked to determine the answers to the following:
 - How many school-age children are there in Purok Camyer?
 - How many children in Purok Camyer are in school?
 - How many are not in school?
 - How many children in Purok Camyer are enrolled in your Multigrade school?
 - How many are enrolled in other school?
 - Give each group 20 minutes to discuss the case, prepare a map, and answer the questions above.
 - Ask each group to present their map and their answers to the questions.
- 5. Analysis (30 minutes). After the presentation of each group, discuss and highlight the key features of each groups' output (map) and provide (when needed) clarificatory questions or queries regarding their maps and answers.**
- Discuss the case exercise. Suggested flow of discussion.
 - Count the number of children per Sitio.
 - Determine the whereabouts of children per Sitio.
 - Count the number of children in school, not in school.
 - Count the total number of enrollees in your school.
- 6. Application (15 minutes). After the case exercise, solicit insights and queries from the participants. It is important to get their thoughts and/or insights about the Learners' Whereabouts Map, especially on how and where this tool can be used.**
- Ask for insights from the exercise, suggestions on how to improve the tool, and questions especially on how and where this tool will be used. The following are some guide questions:
 - What are your insights from the case exercise?
 - Do you have questions? Do you foresee challenges or difficulties in using the tool? How do you propose to address them?
 - Ask the participants to prepare a learners' whereabouts map using their knowledge of the community. After preparing their map, ask each group to prepare an action plan detailing their proposed activities to develop the learners' whereabouts map. The table below is the suggested template for the action plan.

Activities	Persons/ Groups involved	Duration	Schedule	Output	Resource requirements

7. Ask each group to present their action plan. When necessary, critique and/or suggest inputs to improve their action plans.

- To conclude the session, enumerate the different uses of the Learners' Whereabouts Map.
- Before closing the session, ask any clarifications (PowerPoint presentation slide no. 17 on Questions) from the participants. In case the participants may have questions or future difficulties in using the tool (i.e., Learners' Whereabouts Map), provide your contact details for further support.

8. Acknowledge the participants' active participation in the session.

Annex F-2. PowerPoint Presentation Slides on Mapping Learners' Whereabouts

Community Mapping Technique: Learners' Whereabouts

Community Mapping Technique

As accurate as possible

More than one activity, step

Learners' Whereabouts

Key Informants

- Children in school
- Community Stakeholders
- Local government
- Other development workers

Definition

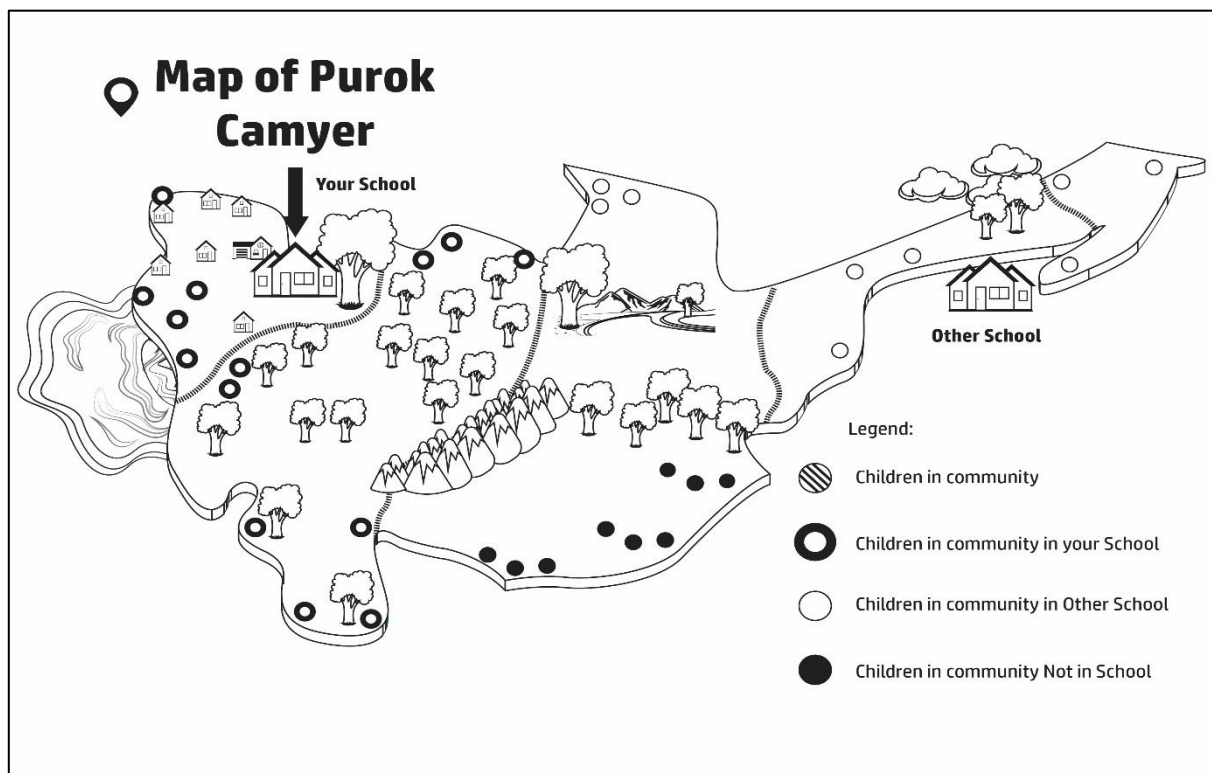
Community mapping on Learners Whereabouts is a process where participants make a map that will show the location of all children in the community. Mapping also includes highlighting distinctive environmental features in the community, landmarks, and other factors that may influence or affect children's access to schooling.

How many?

Where?

Who?

Key features

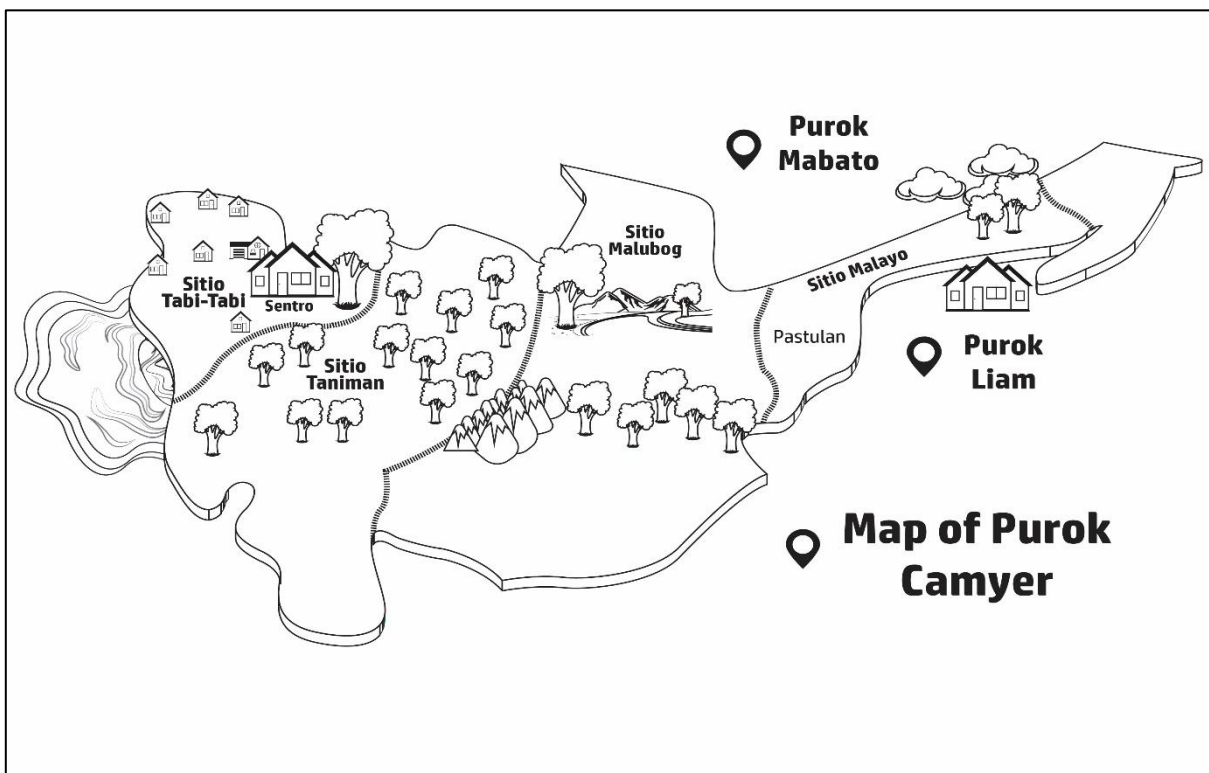


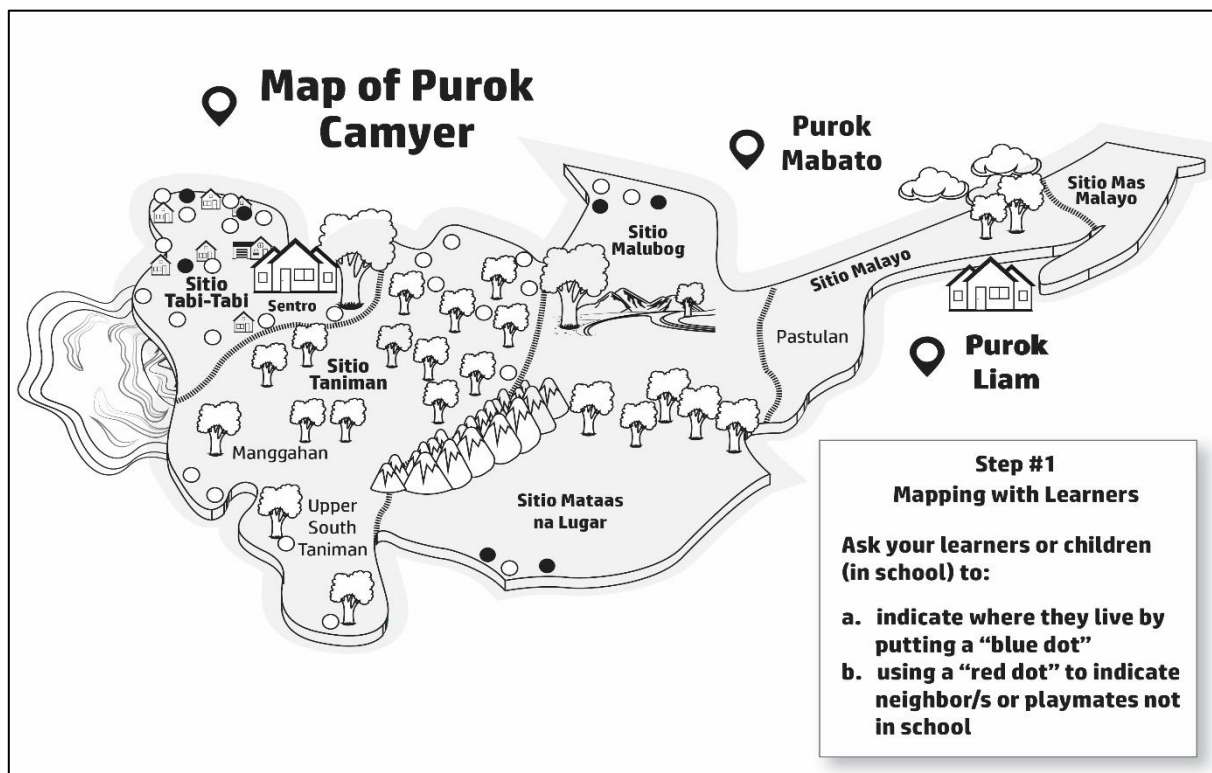
If you can't count what is
important, you make what
you can count important"

Make the important measurable!

Suggested Steps

Step	Tips
1. Ask learners or children in school.	• Conduct this step as a classroom activity. Make it creative and fun. • Map where the pupils, their classmates, playmates, and neighbors live. • Include the physical and environmental barriers going to school difficult.
2. Draw a map of the community, including the stakeholders.	• Show landscapes and landmarks. • Show stakeholders including the barangay officials. • Use the school as center or main reference point. • Identify households with children, ages 2 to 4, school-age in-school and out-of-school, and children with disabilities.
3. Triangulate map with data from barangay, health worker, social worker, and other key players in the community.	• Seek help and discuss. • When necessary, visit selected household to validate data/information.
4. Present community map to school community stakeholders for finalization.	• Use map as a scoping document. • Agree on the “map” especially on the number of children in the community.

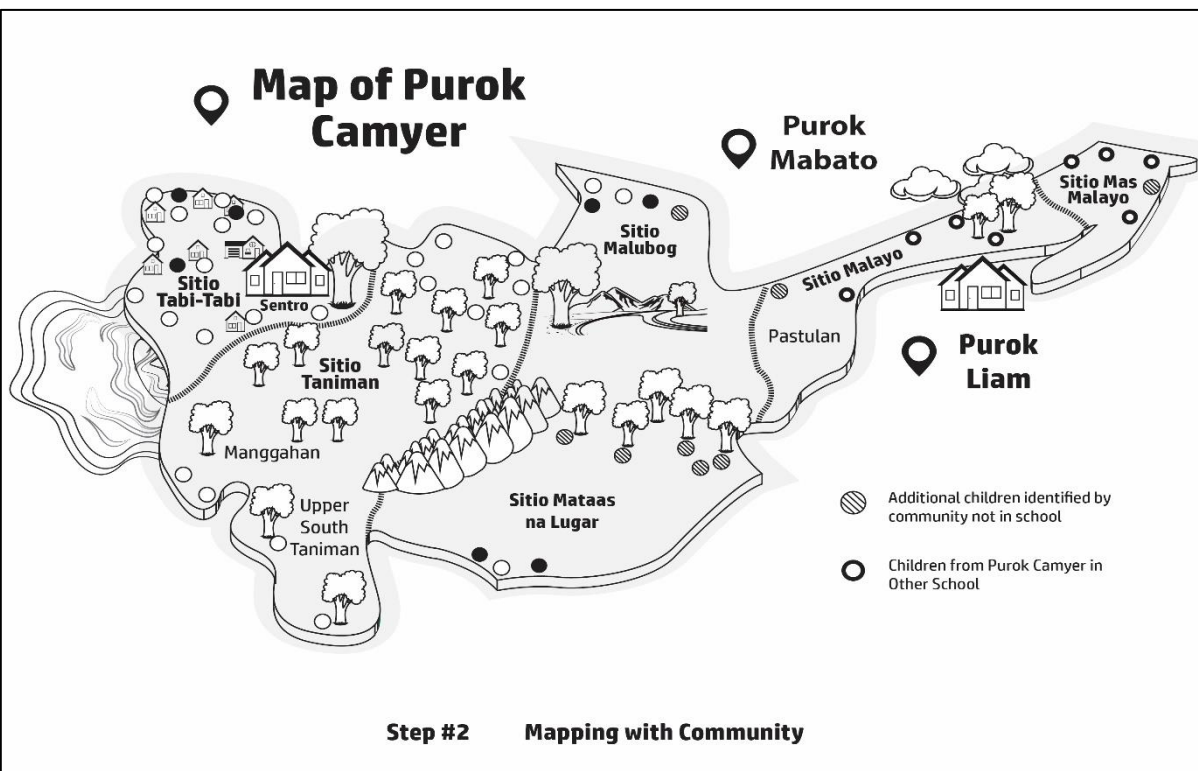




Results of Step 1		
Location	●	●
Sitio Tabi-tabi	12	3
Sitio Taniman	11	0
Sitio Mataas na Lugar	1	2
Sitio Malubog	2	2
Sitio Malayo	0	0
Sitio Mas Malayo	0	0
Total	26	7

Step # 2 Mapping with Community

- meet participating community stakeholders including participants from nearby schools, areas; present objectives of the meeting
- present map prepared with learners, validate information
- ask participants for additional information - children not yet in the map (using “black dot”), additional landmarks, danger areas etc.
- after mapping, count “blue dots” and “red dots”
- ask community members for additional information re “red dot” children



Results of Step 2

Location	SA	Your S	NIS	Other S
Sitio Tabi-tabi	30	29	1	0
Sitio Taniman	11	11	0	0
Sitio Mataas na Lugar	8	1	7	0
Sitio Malubog	4	2	2	0
Sitio Malayo	9	0	5	4
Sitio Mas Malayo	5	0	1	4
Total	67	43	16	8

76 % of mapped children from Purok Camyer In School

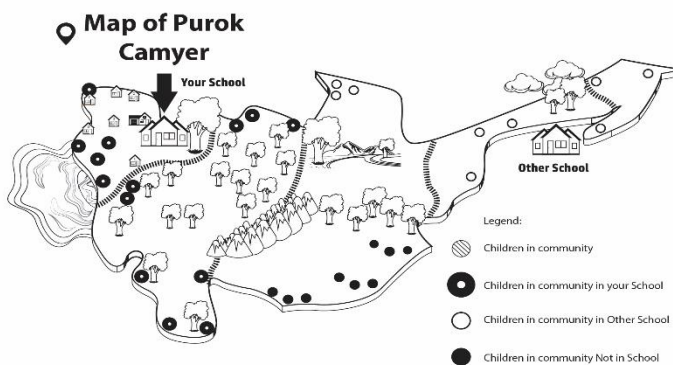
51 of mapped children from Purok Camyer are In School

From Purok 10
Mabato

53 children in your School

Step # 3 Triangulate Mapping Results

- consolidate findings from Map #1 and Map #2
- present result of mapping to barangay, health and social workers, and other development workers in the area
- compare “notes”
- when necessary, conduct house visitation - households with children with limited information
- agree on the final list of children in the community



Step #4 Present Community Map to Stakeholders.

- present triangulated map to stakeholder and ask for additional inputs before finalizing.**
- explain how this will be used by the school**
- agree on how to handle children not in school; generate support/actions from stakeholders.**
- update map every year, getting input from learners**

Key Pointers in Mapping

- access means children in school and children not in school
- scoping means we know how many children are out there
- “highlight” children/learners in the map, all other items keep in the background (by using light or dull color)
- we don’t need a “precise” map
- learners’ whereabouts map is considered a MOV, an authoritative document on number of children in community
- consider learners or children in school as most important informants

Uses of Whereabouts Map

- a. Input to School Improvement Plan (SIP), particularly strategies on “bringing all children to school”.
- b. A tool for collaborating with nearby schools in searching learners.
- c. A scoping tool or reference tool when conducting the school MEA.
- d. Input to Division and District Supervisors in conducting the District level MEA.
- e. Identify areas or environmental factors affecting learners’ access to schooling.

District Level Perspective (DisMEPA)

***District level
Perspective
(DisMEPA)***

% of Children in MG covered Areas

- 74% of school-aged learners in the District are in school



Why are children/learners in this community not in school?

What prevents children/learners from this community from going to school?

What are the limitations of the MG school? What Technical Assistance (TA) or support is needed by the MG school in addressing the access issues of these children/learners?

What TAs or program support were provided by the SDO to this MG school?

What adjustments are needed to make these TAs relevant to the needs of the community and the MG school?

Annex G. Pareto Analysis

What is a Pareto Analysis?

Pareto analysis is a prioritization tool. This tool will help SDO and District Supervisors determine MG schools and/or communities to focus on. This can also be used to determine concerns needing immediate attention.

Pareto analysis uses the 80/20 principle. This means 20% of inputs can generate an eighty percent (80%) return or benefit. SDO and District Supervisors can focus on few but vital MG schools as against the concerns of the trivial many. By concentrating on these “significant few,” they will be able to considerably improve the SDO or district’s overall performance. Efforts and limited resources are not dissipated but are instead concentrated on areas or concerns that will have major impact to performance.

Why prioritize?

The span of control of a Division and District Supervisor is big. Typically, one District Supervisor handles more than five schools. Prioritizing technical assistance is not only practical but strategic. The following are the reasons on why District Supervisors need to prioritize:

- **Distance of Multigrade schools.** Access to MG schools is a major issue. Most are located in remote communities and/or hard to reach areas. Visiting all areas may be difficult and time consuming. In this regard, decisions on which MG schools to visit must be based on sound analysis. MG schools needing most immediate attention should be prioritized.
- **Limited resources.** A District Office has limited resources. Common practice is to “spread” these resources to benefit as many schools or areas as possible. However, this approach offers limited or little impact to overall performance. Pareto principle suggests maximizing a scarce resource to schools and areas with the biggest need of technical support.
- **Competing requirements.** Different schools will have different requirements and different issues. These schools will vie for attention and compete on the District Supervisor’s attention and limited resources. This can be addressed by learning how to prioritize and focus.
- **Contribute to SDO’s overall performance.** The primary objective of Division and District Supervisors is to improve the SDO’s overall performance on access, efficiency, and quality. Prioritization, at the SDO level, increases the likelihood of achieving SDO targets and commitments.

How to Prioritize Using Pareto Analysis

The following are suggested steps the Division and District Supervisors can use in identifying MG schools and/or areas to prioritize:

- **Step 1. Collect and collate performance data (actual data, not percentages) of all Multigrade schools in the SDO or District.** Performance data can be used for pareto analysis are as follows: (1) school leavers; (2) learners who are non-readers and frustration level; (3) dropouts; (4) repeaters; (5) number of learners below the passing rate; and (6) graduates.

Other concerns can also be subjected to pareto analysis as long as these can be counted. These include: (1) number of competencies covered or not covered; (2) number of learners exposed in high risk areas; (3) number of learners who are working, or are engaged in child labor; (4) number of teachers trained or not trained (specific competencies). The table below shows a sample data of non-readers per school:

School	No. of Non-readers
Camyer Multigrade School	12
Bonifacio Elementary School	4
Peres Elementary School	18
Citron Multigrade School	3
Look Elementary School	1
Lipon Elementary School	2

- **Step 2. Arrange schools from highest to lowest (number of non-readers to lowest number of non-readers).** See sample data below:

School	No. of Non-readers
Peres Elementary School	18
Camyer Multigrade School	12
Bonifacio Elementary School	4
Citron Multigrade School	3
Lipon Elementary School	2
Look Elementary School	1

- **Step 3. Get cumulative increase (e.g. non-readers) from school to school.** See sample data below:

School	No. of Non-readers	Cumulative
Peres Elementary School	18	18
Camyer Multigrade School	12	30
Bonifacio Elementary School	4	34
Citron Multigrade School	3	37
Lipon Elementary School	2	39
Look Elementary School	1	40

- **Step 4. Get percentage increase from school to school.** See sample data below:

School	No. of Non-readers	Cumulative	Percentage of increase
Peres Elementary School	18	18	45%
Camyer Multigrade School	12	30	75%
Bonifacio Elementary School	4	34	85%
Citron Multigrade School	3	37	92.5%
Lipon Elementary School	2	39	97.5%
Look Elementary School	1	40	100%

- **Step 5. Select vital few schools.** In the sample below, the two schools- Peres Elementary School and Camyer Multigrade School account for 75% of the problem on reading.

School	No. of Non-readers	Cumulative	Percentage of increase
Peres Elementary School	18	18	45%
Camyer Multigrade School	12	30	75%
Bonifacio Elementary School	4	34	85%
Citron Multigrade School	3	37	92.5%
Lipon Elementary School	2	39	97.5%
Look Elementary School	1	40	100%

- **Step 6. Analyze schools identified.** Characterize the schools, and determine technical support provided by SDO to these schools to understand the barriers and bottlenecks.

What to do after undertaking the Pareto Analysis

After identifying the schools or areas with the most significant contribution to poor performance, the following should be undertaken:

- **Step 1. Characterize the Multigrade schools.** This includes reviewing the capacity of Multigrade schools (teachers and School Heads), school initiatives (i.e., school projects), and school resources. Consider these questions:
 - What are the current limitations of the Multigrade schools?
 - Why are the Multigrade schools unable to address the problem (e.g., non-readers)?
 - What external factors affected the performance of learners?

- **Step 2. Focus the Schools Division Office's (SDO) technical assistance.** Conduct an inventory of technical support provided by the SDO to schools. Technical support includes training programs provided or received by the identified schools, mentoring assistance, and other support given by the Division and District Supervisors to Multigrade schools. Consider these questions:
 - What technical assistance were provided by the SDO and District personnel to identified schools?
 - What SDO-initiated programs and projects were implemented in these Multigrade schools?

- **Step 3. After characterizing the Multigrade school and doing an inventory of technical support provided by the SDO, analyze and determine why performance did not improve despite technical support provided to schools.** Consider these questions:
 - What adjustments are needed in the SDO's technical assistance to identified Multigrade schools? How do we make the SDO's assistance relevant and responsive to these Multigrade schools?
 - What are the strengths and/or weaknesses of the SDO's programs and projects (pertaining to identified Multigrade schools only)?

Summary

Pareto analysis is a prioritization tool. It helps the SDO to identify schools needing immediate technical support. At the same time, the pareto analysis also points to weaknesses or needed adjustments to SDO initiatives to schools.

Annex H. Strengths, Weaknesses, Opportunities, and Threats (SWOT) Matrix

What is a SWOT Matrix?

SWOT matrix tool is one of the most-commonly used tools in reviewing past performance. It is used to analyze both internal and external factors that contributed or affected performance. Internal factors are used to analyze strengths and weaknesses, while external factors are used to determine opportunities and threats that may influence or affect future performance.

SWOT is defined as:

- **Strengths** pertain to internal factors such as human resources (skills, qualifications, specialization), programs and projects implemented by the organization, internal system and processes, facilities and resources, and other factors that contributed to positive performance of the organization or unit.
- **Weaknesses** are operational bottlenecks that affect the unit's performance of its mandate. These may include limitation in competencies of staff, poorly designed programs and projects, absence and/or limitations in internal systems and processes, inadequate or limitation in resources, and other factors such as relationships, bad practices, etc.
- **Opportunities** are potential areas, factors, and/or events the organization may take advantage or exploit to improve future performance. Opportunities include availability or presence of technical support (expertise), additional resources (logistics and funds from other programs and projects), trends (new practices, fads or craze, shift in directions), new products or technologies, and national policies.
- **Threats** are external factors such as events, circumstances, national policies, and/or global trends that will affect future performance. Threats cannot be resolved but impact on performance can be mitigated.

How to prepare a SWOT Matrix

The following are suggested steps the Division and District Supervisors can use in analyzing the internal and external factors that contributed or affected the performance of the SDO as provider of technical assistance to MG schools:

- **Step 1. Determine the context of the SWOT analysis.** The context of the SWOT analysis will affect the identification of strengths and weaknesses as well as affect the determination of internal and external. The organizational unit and its past performance determine the context of the SWOT analysis. For example, if the organizational unit being analyzed is not clearly determined, the attribution of what is internal and external will be difficult. In most cases, these overlaps. Past performance also determines context. Poor performance as evidenced by the KPI will slant analysis towards identification of weaknesses than focusing on strengths.
- **Step 2. After identifying the organizational unit and its past performance, conduct an inventory of internal policies and past programs and projects, capacity and human resources, and facilities and infrastructure relevant to past performance.** See sample inventory below:

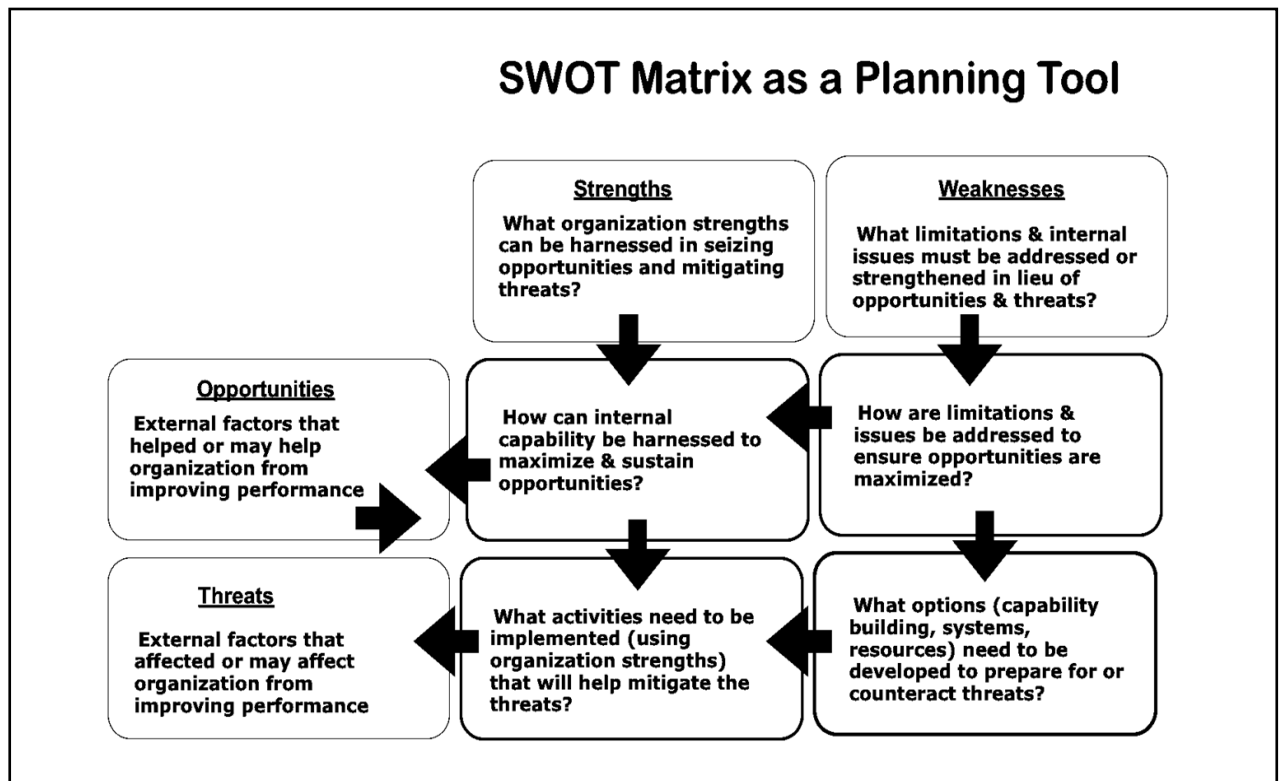
Context: 50% of learners in Grade 7 and 8 are in below mastery level in Science and Math				
School Programs	Facilities Relevant to Performance Issues	Materials and Equipment Relevant to Subject Areas	Capacity of Teachers	Others
Math and Science Club	School Laboratories	Textbooks on Science and Math	Qualification of teachers	
Contest on Math and Science		Supplementary materials	Training programs attended	
Reading Program		Laboratory equipment on science	Too many activities from the LGU and RO requiring teacher's participation	
		Internet connection		

- **Step 3. Perform the SWOT Analysis.** Analyze the strengths or weaknesses of the internal policies, past initiatives, and current resources. If the past performance is positive (high), identify the strengths in the internal policies, past and current programs, current capacities, and existing resources. However, if data on past performance is low, focus should be on the weaknesses or limitations of the same.
- **Step 4. After analyzing the strengths and weaknesses, analyze the current and future opportunities that may be used to improve performance, and current and future threats that may affect future performance.** See sample SWOT Analysis matrix below.

Context: 50% of learners in Grade 7 and 8 are in the below mastery level in science and math

Strengths	Weaknesses	Opportunities	Threats
Teachers are actively sharing materials and learning resources	30% of competencies not usually covered. These include: xxxx	Nearby schools performed better in Science and Math	Suspension of classes due to bad weather
Strong working relationship with community stakeholders	Most science and math teachers are teaching not their majors	Supportive LGU with accessible SEF	School facilities are occasionally used as evacuation areas
	Skipping topic is prevalent	Support of school alumni are continuing especially in improving facilities	Too many activities from the LGU and RO requiring teacher's participation
	Reading programs are unable to address needs of learners resulting to high incidence of non-readers	Availability of SDO training programs on science and math	
	Only three teachers are issued with learning materials		
	Some topics were not expounded due to limitation in equipment		
	Poor internet connection		

Below figure shows SWOT as a planning tool:



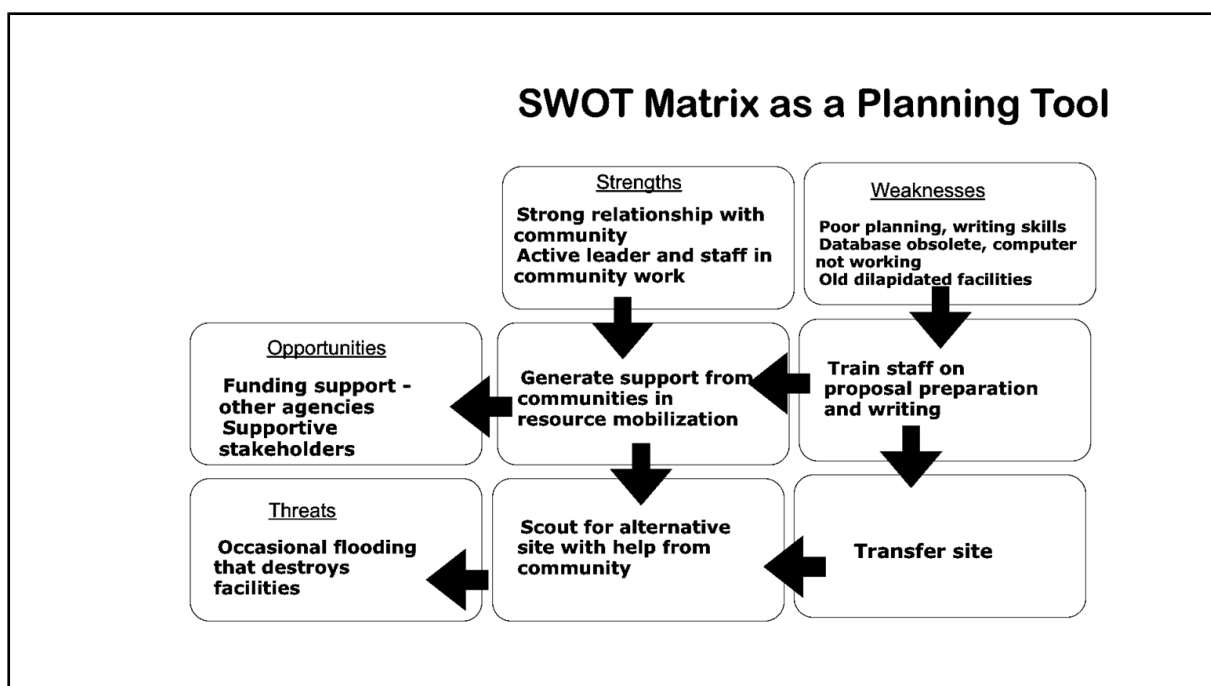
What to do after undertaking the SWOT Analysis

After identifying the SWOT of the unit, the following should be undertaken:

- **Step 1. Strengths to promote.** Determine strategies and/or activities that can be undertaken to promote the strengths of the unit. Suggested guide questions are as follows:
 - How can we use the strengths of the Unit to address the weaknesses?
 - How do use the strengths of the Unit to take advantage of the opportunities?
 - How do we use the strengths of the Unit to mitigate the effects of the threats?
- **Step 2. Address the weaknesses.** Since the Unit's weaknesses affected past performance, the Unit needs to identify strategies and/or activities on how to resolve these weaknesses. Suggested questions to guide planning for the weaknesses are as follows:
 - What current and future opportunities are available that can help the Unit address its weaknesses?
 - Are there threats that can further aggravate the weaknesses of the Unit?

- **Step 3. Take advantage of the opportunities.** After identifying the opportunities, the Unit should determine strategies on how these opportunities can be used to improve future performance.
 - What current and future opportunities are available for the unit?
 - How can these opportunities be used to improve future performance?
- **Step 4. Convert threats.** Threats cannot be resolved by the unit since it has not control over these factors. However, the Unit needs to identify these threats and determine how the effect of these threats can be mitigated. Suggested questions to plan for threats are as follows:
 - What current and future threats will affect realization of future performance?
 - Should the efforts be continued despite the threats? or should the initiatives be cancelled?

Below figure shows a sample SWOT used for planning:



Summary

SWOT analysis is both an assessment and a planning tool. As an assessment tool, it provides the Regional Office (RO) and the Schools Division Office (SDO) with a holistic perspective in analyzing all possible factors that affect performance. As a planning tool, it will allow the RO/SDO to directly address the internal and external factors affecting performance.

