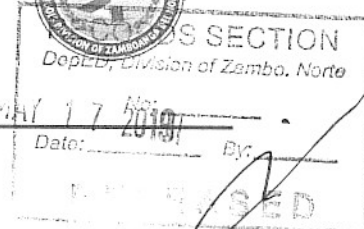




Republic of the Philippines  
Department of Education  
Region IX, Zamboanga Peninsula  
**SCHOOLS DIVISION OF ZAMBOANGA DEL NORTE**  
Dipolog City 7100



**MEMORANDUM**


TO: Assistant Schools Division Superintendents  
Chiefs, CID & SGOD  
Public Schools Division Supervisors  
Principals/School Heads, Public Kinder, Elem & Sec. Schools  
Division and District Monitoring Team  
All Others Concerned  
*This Division*

FROM: **The Office of the Schools Division Superintendent**

SUBJECT: **CONDUCT OF SCHOOL MONITORING AND EVALUATION, S.Y. 2019-2020**

DATE: May 9, 2019

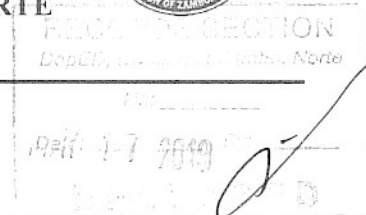
1. In line with the division's PREMIER goal of instituting the culture of continuous improvement (CI) and research, and for the purpose of quality-assuring the school's provisions of **access, quality, and governance** through regular monitoring, evaluation and technical assistance, this Office hereby directs the conduct of division/district-level school monitoring effective June 3, 2019;
2. Hereto attached are the Enhanced Division Integrated Monitoring and Assessment (E-DIMA) Tool, and the Guidelines for the Conduct of Monitoring and Evaluation in Schools and Learning Centers, for information and guidance of all concerned;
3. A composite monitoring team shall consist of personnel specialized in the following areas of school concerns, to wit: *i. curriculum and instruction, ii. Governance which includes planning and research, human resource concerns, mobilization and networking, assessment and evaluation, school health and sanitation, school safety and disaster preparedness, physical facilities; iii. Administration; Finance and Accountability; and iv. Physical plant and Other Features;*
4. A separate memorandum shall be issued constituting the specific members of the division composite teams. Meanwhile, the PSDSs are tasked to constitute the district composite team thru the issuance of office memorandum to this effect;
5. Widest dissemination of this Memorandum to all concerned is desired.

  
**PEDRO MELCHOR M. NATIVIDAD, CESE**  
Schools Division Superintendent

Encl.: As stated



Republic of the Philippines  
Department of Education  
Region IX, Zamboanga Peninsula  
**SCHOOLS DIVISION OF ZAMBOANGA DEL NORTE**  
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Republic of the Philippines  
Department of Education  
Region IX, Zamboanga Peninsula  
**SCHOOLS DIVISION OF ZAMBOANGA DEL NORTE**  
Dipolog City 7100



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**DIVISION GUIDELINES FOR THE CONDUCT OF MONITORING AND EVALUATION OF  
SCHOOLS AND LEARNING CENTERS**


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In line with the division's PREMIER goal of instituting the culture of continuous improvement (CI) and research, and for the purpose of quality-assuring the school's provisions of **access, quality**, and **governance** through regular monitoring, evaluation and technical assistance, this Office hereby issues the guidelines for the conduct of monitoring in schools and learning centers across this division, for guidance of monitoring team and all other concerned, to wit:

1. Effective school year 2019-2020, this division shall institutionalize the division and/district monitoring and evaluation of schools and learning centers which shall be a year-long and continual activity;
2. As the case may be, a division or district composite team made up of at least three (3) but not more than eight (8) members shall be duly constituted, to ensure coverage of wider areas of concerns every time the M & E activity shall have been done;
3. The expertise and specialization of M &E members on specific areas of school concerns which include but are not limited to curriculum and instruction, administration, finance and accountability, health and sanitation, and physical facilities, shall be the main consideration upon the personnel's inclusion into the M &E composite team;
4. In no case shall a member not specialized or expert on a particular area of school concern be made to evaluate and give technical assistance related to said area. Based on considerable experience and under a special circumstance, a member maybe allowed to look into an area he/she is not so-well-versed in, but his role is limited only in ascertaining the **presence** or **absence** of certain evidence/s as specified in the M & E tool;
5. The composition of the M&E team shall be fluid, and may be divided further into sub-teams, as the need arises;
6. In all cases, the monitoring and evaluation shall be conducted in a **non-threatening, friendly** and **proactive** manner. Stated otherwise, the M & E activity should NOT be conducted to find faults, to instill "authority", or otherwise leave the challenges in the monitored school;
7. Without prejudice to the use of the standardized tool for an established program, project or activity (PPA) of DepEd, this Division hereby adopts the Enhanced Division Integrated Monitoring and Assessment (E-DIMA) Tool as the solely customized M & E instrument for school monitoring;
8. The enhanced DIMA may not apply to the learning centers and to the private/non-DepEd schools. A localized M&E tool for learning centers may be devised by the concerned division/district personnel. Meanwhile, a separate monitoring tool for -

private/non-DepEd schools has already been duly devised and released thru a memorandum to the field for use by the all concerned;

9. In no way shall the M & E composite team visit the schools or learning centers without a monitoring tool/tools at hand, nor shall they introduce or employ M & E tool/s other than the established and adopted tool/s by this division;
10. The schedule of school monitoring and evaluation in a particular school or in randomly-selected cluster of schools MUST be left **un-announced** until the day of visit. This is to keep the school prepared for monitoring visitation at all times, and to discourage lavish preparation of food, token and any other provisions that may incur in unwanted expenses of any school personnel, in excess of the amount that school funds may cover;
11. As much as possible, the M & E team shall spend NOT more than one (1) hour within which to evaluate and provide technical assistance thereat. The classes shall as much as practicable NOT be disrupted while the M &E activity is going on;
12. Consistent with the instructions in the Enhanced DIMA tool, the ratings obtained therefrom should be used ONLY as basis for technical assistance and for continuous improvement of schools. The same should NOT be used as basis to rank the performance and responsiveness of schools and districts;
13. Taking of pictures of the school facility or document may be allowed with prior knowledge of the school head. Copy of documents or picture/s of the structure and activity may be asked to form part of the attachment of the report;
14. At the conclusion of the monitoring period, the composite team shall render summary or terminal report to the SDS or to the duly delegated authority to retrieve the same;
15. Travelling expenses incurred in by the members of the division or district composite team, pursuant to this undertaking shall be chargeable against the division or local school funds, as the case maybe, subject to the existing accounting and auditing rules and regulations;
16. Violation of any of the foregoing provisions which may ripe into a complaint in any form reaching this Office, shall be dealt with accordingly.

  
**PEDRO MELCHOR M. NATIVIDAD, CESE**  
Schools Division Superintendent





Republic of the Philippines  
Department of Education  
Region IX, Zamboanga Peninsula  
**SCHOOLS DIVISION OF ZAMBOANGA DEL NORTE**  
Dipolog City 7100



May 9, 2019

**PROOF OF E-DIMA CONSULTATION**

No.	Area of School Concern	Focal	Signature
1	Curriculum and Instruction	Dr. Lilia E. Abello	
2	Planning and Research	Leonido E. Pampilo	
3	Human Resource Concerns	Robert I. Pocular III	
4	Mobilization and Networking	Jessie E. Elacan	
5	Assessment and Evaluation	Wilson H. Inding	
6	School Health and Sanitation	Dr. Sonia Y. Uy	
7	School Safety and Disaster Preparedness	Dr. Bezer B. Crampatanta	
8	Physical Facilities	Engr. Dave A. Patigayon	
9	Administration	Helen E. Tangon	
10	Finance and Accountability	Arvie M. Ompoy	5/9/19
11	Youth Formation Division	Joseph Pantaja	
12	CES SGOD	Dr. Joy L. Singson	



Republic of the Philippines  
DEPARTMENT OF EDUCATION  
Region IX, Zamboanga Peninsula  
DIVISION OF ZAMBOANGA DEL NORTE  
Estaka, Dipolog City



SCHOOL: \_\_\_\_\_ District : \_\_\_\_\_  
School Population: \_\_\_\_\_ Date of Monitoring : \_\_\_\_\_

**ENHANCED DIVISION INTEGRATED MONITORING AND ASSESSMENT (DIMA) TOOL**

This enhanced DIMA tool is a local monitoring instrument, designed to guide the monitoring team as well as the schools in the appreciation of the different areas of school concerns. It is conceived to complement the M & E tools of the established programs, projects and activities of the Department, as well as the assessment of SBM Level of Practice. The data that may be obtained herefrom should be used for the provision of technical assistance and basis for continuous improvement of the school.

**Rating scale:**

- 5 - Provisions or conditions are extensive and excellently functioning.
- 4 - Provisions or conditions are moderately extensive and functioning well.
- 3 - Provisions or conditions are met and functioning satisfactorily.
- 2 - Provisions or conditions are limited and functioning minimally.
- 1 - Provisions or conditions are very limited and functioning poorly.

Key Areas of Concern		Rating					Remarks
No.	A. CURRICULUM AND INSTRUCTION						
1.	There are indications that the academic activities are in accordance with the instructional and supervisory plan of the school, and in the calendar of activities.	5	4	3	2	1	
2.	There are evidences of alignment between the learning outcomes as expressed in the mastery level, per subject area, and the utilization of Instructional materials, DLLs/DLPs, Curriculum Guides, Teacher's Guides, Learning Manuals, and reference books.	5	4	3	2	1	
3.	There are evidences of learner-centered instruction as can be inferred from the employment of different learning methods and styles, use of varied instructional aids and models as well as the performance task outputs of learners.	5	4	3	2	1	
4.	There are artifacts on the contextualization and indigenization of the curriculum.	5	4	3	2	1	
5.	There are evidences of school's conscious effort to expose its pupils/students to work-related/on -the job learning experiences by tapping resource persons and/or making use of community resources like the public library, gym, clinic, or any other work facility.	5	4	3	2	1	
6.	There are indications of learning in school as can be inferred from the following: Comparative Quarterly MPS per subject, Performance in DepEd Testing Programs, Performance Output ratings/project outputs, and Performance in co-curricular activities in district, division or higher levels.	5	4	3	2	1	
7.	There are evidences of collaboration between the administration, subject- teachers, the guidance counselor or a designate, and the parents/guardians in monitoring and communication of the academic performance and progress of students/pupils.	5	4	3	2	1	
8.	There are proofs on the conduct of built-in curricular programs/activities like, daily evaluation at the end of the lesson with mastery level, remediation to those pupils/students getting below 80 % scores, enrichment, tutorials or interventions, LAC sessions, etc.	5	4	3	2	1	
9.	Records of the regular conduct of class observations and post-observation conferences are on file.	5	4	3	2	1	
10.	There are measures being undertaken to ensure punctuality and regular attendance of pupils/students in their scheduled classes.	5	4	3	2	1	
11.	There are measures being undertaken to ensure punctuality and attendance of teachers in their classes.	5	4	3	2	1	
12.	Records of school visitation with technical assistance extended by the division and/or district supervisor/s are on file.	5	4	3	2	1	
13.	Copies of relevant and updated DepEd Orders like the Policies on Assessment, K to 12 Program, Policy on Awards and Recognition for the K to 12 Education Program, Policy Guidelines on Daily Lesson Preparation for the K to 12, Guidelines on the Request and Transfer of Learner's School Records, and other pertinent DepEd and/or Division issuances are readily available for use.	5	4	3	2	1	
14.	There are evidences of implementation and adoption of the division's special academic programs/initiatives.	5	4	3	2	1	
15.	There are evidences of school-level initiatives like action research or CI-project/s that reinforce or support the delivery of a learner-centered curriculum and instruction.	5	4	3	2	1	
AVERAGE							



B. GOVERNANCE						
B.1. Support Systems Management						
<i>Youth Formation Programs</i>						
1.	There are evidences of organization, implementation, monitoring and review of Career Guidance Program in Senior High School, if applicable.	5	4	3	2	1
2.	There are evidences of pupil/student empowerment and pro-activity of SPG/SSG, Youth for Environment in School Organization (YES-O).	5	4	3	2	1
3.	There are showings that the Red Cross Youth have organized, developed and implemented their programs and activities.	5	4	3	2	1
4.	There are showings on the functionality of Teen Center, Barkada Kontra Droga (BKD) and other youth programs whose activities or progrms are aligned or in support to the school priority areas.	5	4	3	2	1
<i>Educational Facilities</i>						
5.	School buildings are found safe, properly maintained, and sufficient to house classrooms, office/s and laboratories, if any, with the ancillary or extension structure being improved or removed, as the case may be- per advice of the physical facilities personnel.	5	4	3	2	1
6.	Classrooms conform to DepEd standard size, well-ventilated and lighte, and are contained with models, manipulative objects, and varied provisions of fun learning in the case of the kindergarten room.	5	4	3	2	1
7.	Laboratories ( eg. Computer lab, science lab) and/or work spaces with usable tools and equipment are provided.	5	4	3	2	1
8.	Provisions for recreation ( e.g. playing courts, swing, see-saw, slides) are evident.	5	4	3	2	1
9.	The provisions for learning kiosk/s, waiting shed and/or lounge are likewise evident.	5	4	3	2	1
10.	The school perimeter is well-secured by a concrete, interlink , or a mix of concrete and interlink fence , or even by a temporary wooden fence.	5	4	3	2	1
11.	The provisions for school marker, school signages, outdoor stage, flag pole, and the space for assembly and convocation are in place and in order.	5	4	3	2	1
12.	The school site development plan (SSDP) is in place –its updated version has been uploaded in the EBEIS, a copy is submitted to the Division Engineer, and its replica is posted on the office wall.	5	4	3	2	1
13.	The school electrical and plumbing installations are seen safe and sound.	5	4	3	2	1
14.	Provision for future school expansion is evident.	5	4	3	2	1
<i>School Health and Sanitation</i>						
15.	Campus cleanliness and orderliness is evident.	5	4	3	2	1
16.	Water, for drinking , cleaning and for other uses, is available.	5	4	3	2	1
17.	Handwashing facilities, comfort rooms, preferably gender-segregated CRs, and first-aid equipment are evident.	5	4	3	2	1
18.	The greening program (gulayan sa paaralan, tree planting, etc.) is evident in school.	5	4	3	2	1
19.	The are evidences of a well-implemented feeding program in school.	5	4	3	2	1
20.	There are evidences of a working OKAY sa DepEd program in school, as can be gleaned from the records of regularly-monitored nutritional, medical and dental status , as well as the drug-related, bullying, or accident cases of pupils/students.	5	4	3	2	1
21.	In case there is an existing school canteen, the required sanitation permit and/or the Heath Certificate of Canteen Personnel are secured, and the provisions prepared and displayed are “ safe, healthy and nutritional”.	5	4	3	2	1
<i>School Safety and Disaster Preparedness</i>						
22.	Warning signs/directional signages are properly pegged in front of the school gate or near the elevated, hollow and slippery portions of the school ground, and in the vicinity of any dilapidated structure within the school premises, while safety measures and procedures are visibly posted in laboratory/ies, clinic and/or library.	5	4	3	2	1
23.	Provisions for emergency response, and access to response teams, and emergency contact persons are evident.	5	4	3	2	1
24.	Proofs of measures to eliminate potential hazards in schools like the pruning of trees, removal of protruding objects, cleaning of clogged drainange, etc. are visible.	5	4	3	2	1
25.	There are evidences of the school’s compliance to risk reduction, mitigation or prevention measures being undertaken on a periodic basis, like the conduct of fire and earthquake symposium and drills, as well as the health and wellness advocacies.	5	4	3	2	1
26.	There are evidences of the operational structure, capacity-building and undertakings of the school DRRM team.	5	4	3	2	1
27.	The school has an identified evacuation space, as well as the alternative learning space in the event the entire school, or any of its portion is damaged by a calamity.	5	4	3	2	1
B.2. Planning and Research						
28.	Document/s evidencing the school’s creation/establishment, or its subsequent renaming/integration, if any, is/are in place.	5	4	3	2	1
29.	The school operates under the approved and latest cycle of the three(3)-year School Improvement Plan(E-SIP)/Annual Improvement Plan(AIP)/School report Card(SRC).	5	4	3	2	1
30.	Compliance to the reportorial and updating requirements of school forms, the EBEIS-LIS, as well as the performance indicators for benchmarking, is evident.	5	4	3	2	1
31.	There are indications that the school practices data driven and/or research-based planning and decision-making over school concern/s/	5	4	3	2	1
B.3. Partnership and Linkages						
32.	There are evidences of active school and community linkage with the PTA, alumni, and other internal stakeholders.	5	4	3	2	1
33.	There are evidences of the proper application of the grants and/or donations from LGUs, NGOs, and from private entities, as a result of school outsourcing efforts.	5	4	3	2	1

34.	There are evidences of the school's fair share of the Special Education Funds (SEF) from the municipality and/or the province.	5	4	3	2	1	
35.	Proper utilization and accounting of its Income Generating Projects (proceeds of the school canteen, produce from school farm, etc.) is evident.	5	4	3	2	1	
<b>B.4. Human Resource Concerns</b>							
36.	There are evidences of the school's continuing efforts to develop its human resources thru the implementation of teacher induction program, the school head's development project, conduct of professional sharing, team-building activities, and the like.	5	4	3	2	1	
37.	The reward and recognition scheme in school is evident.	5	4	3	2	1	
38.	Documents evidencing the effort to resolve issues relative to school PSIPOP and personnel welfare issues are evident.	5	4	3	2	1	
<b>B.5. Monitoring and Evaluation</b>							
39.	There are artifacts evidencing the continuing effort to assess and improve the school's SBM -Level of Practice.	5	4	3	2	1	
40.	Proof of ownership of school site ( Certificate of Title/Deed of Donation/Certificate of Patent) has been secured, and its original or certified copy is safekept or furnished to the Legal Section of the SDO.	5	4	3	2	1	
41.	There are proofs that the implementation of programs, projects and activities (PPAs) in school are monitored and evaluated.	5	4	3	2	1	
42.	Utilization of assessment data of students and/or teachers for intervention or plan adjustment is evident.	5	4	3	2	1	
<b>AVERAGE</b>							
<b>C. ADMINISTRATION</b>							
1.	There are evidences of shared school leadership as manifested in the involvement of faculty in exploring instructional innovations and in promoting openness and shared decision-making.	5	4	3	2	1	
2.	There are evidences of accountability and shared responsibility in school administration since the school committees like the BAC, Grievance, Selection Committee, as well as the Evaluation Committee, or any other committee so created, have been established, and the members accordingly perform their respective functions.	5	4	3	2	1	
3.	There are showings that the administration is updated on latest policies and guidelines for implementation in school.	5	4	3	2	1	
4.	There are evidences of the administration's prompt action on matters at hand and in conflict resolutions.	5	4	3	2	1	
5.	Proofs of the school's diligence in the acquisition, use, inventory and maintenance of school properties are evident.	5	4	3	2	1	
6.	There are proofs of school's commitment or non-partisan involvement to the activities of the BLGU and/or MLGU, or to other sectors which also support the school.	5	4	3	2	1	
<b>AVERAGE</b>							
<b>D. FINANCE AND ACCOUNTABILITY</b>							
1.	The fiscal foregoings of the schools are captured in its duly approved School Operating Budget (SOB) and in the Annual Implementation Plan (AIP) .	5	4	3	2	1	
2.	Regular downloading of the Local School Fund (MOOE) in school is seen in the subsidiary ledger, or as can be implied in other school financial documents, as a result of the timely submission of liquidations of MOOE utilization for the preceding months.	5	4	3	2	1	
3.	There are evidences of proper utilization of the MOOE funds.	5	4	3	2	1	
4.	The school ensures that the community is informed or updated of its financial status through the posting of School Financial Form and the Cash Disbursement Register (CDR) in the Transparency Board, as well as communicating the same during the General Assembly.	5	4	3	2	1	
5.	There are indications that the proceeds from the school allowable fees like the PTA, school paper, scouting, and the like, are properly imposed, applied, and accounted for by the concerned organizations.	5	4	3	2	1	
6.	The school exhibits pertinent financial documents as proof of its compliance to the reportorial requirements from the higher offices and/or the oversight agencies.	5	4	3	2	1	
<b>AVERAGE</b>							
<b>E. OTHER FEATURES</b>							
1.	The Vision-Mission-Values statements of the Department are boldly written and pegged in a conspicuous place within the premises.	5	4	3	2	1	
2.	Citizen's charter, organizational charts, and advocacy-campaign materials, post or murals, are made visible and updated.	5	4	3	2	1	
3.	Transparency board and the bulletin of information containing relevant and updated posts are placed conspicuously, and accessibly.	5	4	3	2	1	
4.	Ground beautification and/or provisions preserving/rehabilitating Filipino heritage and culture within the premises are evident.	5	4	3	2	1	



5.	The school campus is free from pollution and nuisance, and is distant from gambling and e-gaming centers, as well as karaoke/liquor houses.	5	4	3	2	1	
6.	Mechanism for checking attendance and whereabouts of school personnel including the visitors, which include the use of biometric machine or its similar/advanced version, and the logbooks is evident.	5	4	3	2	1	
7.	Provisions of freedom wall, feedback/suggestion box, and information desk are evident.	5	4	3	2	1	
8.	The school has access to internet and communication signal.	5	4	3	2	1	
9.	Parking space for vehicles of school personnel and clients is provided.	5	4	3	2	1	
10.	Provisions of school discipline and security, including but not limited to the presence of security aid, presence of appropriate road signs along the street, pegging of pedestrian lane or humps across the street outside the school main facade, posting of no I.D. No Enrty, etc are evident.	5	4	3	2	1	
AVERAGE							
Over-all Average							

CONFORME:

Signature over the Name of School Principal/Head

FINDING/S:

RECOMMENDATION/S:

Monitors:

Signature Over Printed Name

Signature Over Printed Name

Signature Over Printed Name

Noted:

PEDRO MELCHOR M. NATIVIDAD, CSEE  
Schools Division Superintendent