



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
SCHOOLS DIVISION OF BATANGAS

February 10, 2025

DIVISION MEMORANDUM

No. 091, s. 2025

**CONDUCT OF SCHOOL/SUB-OFFICE/DIVISION MONITORING EVALUATION
AND PLAN ADJUSTMENTS FOR 2nd QUARTER OF FISCAL YEAR 2025
(1st-3rd QUARTER OF SY 2024-2025)**

TO: Assistant Schools Division Superintendents
Chief- Curriculum Implementation Division (CID)
Chief- School Governance and Operations Division (SGOD)
Education Program Supervisors
Public Schools District Supervisors
Public Elementary and Secondary School Heads
All Others Concerned

1. The Schools Division Office of Batangas Province through the School Governance and Operation Division announces the conduct of Monitoring Evaluation Plan Adjustments (MEPA) in various levels on the following dates:

ACTIVITY	DATE
School Monitoring Evaluation and Plan Adjustment (SMEPA)	Marh 12-14, 2025
Sub-Offices Monitoring Evaluation and Plan Adjustment (Sub-MEPA)	March 31- April 1-2, 2025
Division Monitoring Evaluation and Plan Adjustment (DMEPA)	April 28-30, 2025

2. The activity aims to continuously provide necessary data and information as important inputs in decision-making to improve the following:


- Organizational performance for efficient and effective delivery of basic education services as well as the mandates of the department;
- Implementation of PPAs at various governance levels to achieve the desired output and sustainability of education outcomes;
- Organizational health and performance which serve as basis in determining appropriate strategies and interventions to improve organizational effectiveness, efficiency, and resource support.

3. School heads are expected to present their accomplishment during the SMEPA with the presence of their teachers, SGC, PTA, student representative and other stakeholders after class hours. Classes shall not be disturbed nor interrupted during the data collection from the teachers and on school MEPA presentation.



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4. The Public Schools District Supervisors (PSDSs) in their respective sub-offices shall facilitate the conduct of the Sub-MEPA.
5. The SMEPA/Sub-MEPA report shall focus on the following pillars of the BEDP: *(see enclosure for the detailed contexts of each pillar and its various facets)*
 - a. Access
 - b. Equity
 - c. Quality
 - d. Resiliency and Well-Being
6. The report shall compose of four phases:
 - a. baseline data
 - b. implementation of PPAs
 - c. evaluation
 - d. progress reporting/results analysis
7. PSDSs shall present the consolidated findings of (1st-3rd Quarters of SY 2024-2025) during the DMEPA using the Sub-MEPA presentation flow. It may include the **important issues/concerns** which are not mentioned in the proposed template relative to the MEPA activity.
8. An Excel file template can be accessed through this link <https://tinyurl.com/DMEPA-April-2025> which will guide the school head in gathering data to be submitted in the respective sub-office. Each sub-office will consolidate the school data using the specified template to be a sub-office guide in the presentation of Sub-MEPA. Filled-out sub-office template can also be uploaded through this link.
9. Immediate dissemination of and compliance with this Memorandum is directed.


MARITES A. IBANEZ, CESO V
Schools Division Superintendent

CVS/CONDUCT OF SCHOOL/SUB-OFFICE/DIVISION MONITORING EVALUATION AND PLAN ADJUSTMENTS FOR 2nd QUARTER OF FISCAL YEAR 2025 / R2-140728 / 2-10-2025



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Enclosure A: Detailed Contexts of Each Pillar and its Various Facets

a. Access

1. Enrolment per Key Stage (EOSY 2023-2024 vs BOSY 2024-2025) including SPED, IPED, Madrasah, etc.)
Explain the increase and decrease trends
2. Dropout (per key stage) 1st-3rd Quarters
3. PPAs addressing the mentioned indicators under Access
4. Comparative analysis of M&E results for future plans

b. Equity

1. PPAs addressing the needs of school-age children, youth, and adults in situation of disadvantage (SPED, IPED, children in conflict, etc.)
2. M&E of learning resources of the disadvantaged children

c. Quality

1. Number/percentage of non-readers by key stage
2. Number/percentage of non-numerates by key stage
3. MPS of learning areas per key stage of 1st-3rd Quarters
4. Number of learners with failing grades in different learning areas (male and female) 1st-3rd Quarters
5. PPAs addressing the mentioned indicators under Quality
6. Results after the M&E period (Which schools should be prioritized? What technical assistance should they need?)

d. Resiliency and Well-Being

1. Number/percentage of learners who reported violence committed against them by other learners (bullying) or adults (child abuse) per key stage based on intake sheets of schools
2. Nutritional status per key stage (1st-3rd Quarters)
3. PPAs addressing the mentioned indicators under Resiliency
4. Initial plans with the actual results after M&E

e. Enabling Mechanism (Governance)

1. Status of Self-Assessed SBM as of 3rd Quarter
2. Percentage of financial contribution of international and local grant development partners including adopt a school and Brigada Eskwela)
3. Special Education Fund (SEF) utilization rate
4. MOOE utilization (1st-3rd Quarters SY 2024-2025)
5. Target progress reports through M&E

f. Implementation gaps/issues (if any) for each PPA under 4 pillars

g. Facilitating and Hindering factors on PPAs implementation under 4 pillars

h. Proposed interventions/Catch-up Plans for each PPA under 4 pillars

i. M&E result of each PPA under 4 pillars

j. Best practices under 4 pillars (if any)