

# The School Monitoring and Evaluation System

# School Monitoring and Evaluation System

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SCHOOL M&E SYSTEM

1.0

INTRODUCTION

### THE NAKED KING

Long, long ago in a land far, far away, there lived this rich and powerful king. A group of tailors happened to visit his place and told him they were selling the finest and most expensive garments on earth. The king asked to see the garments and the tailors made some motions with their hands in the air, as though they were pulling out a dress.

The tailors told the king that the garments were so fine and light that nobody could see them. The king bought the garments and put them on for a public celebration.

As he was walking down the street, everybody could see that the king was stark naked. However, because of his power nobody dared tell him openly. The king's courtiers complimented him on how handsome he looked in the new and invisible garments. It was not long before the charade was shattered by a small child.

Children do not know how to hide their feelings. The boy pointed at the king and shouted, "the king is naked, the king is naked...."

## 1.0 INTRODUCTION

### 1.1 Importance of Monitoring and Evaluation (M&E)

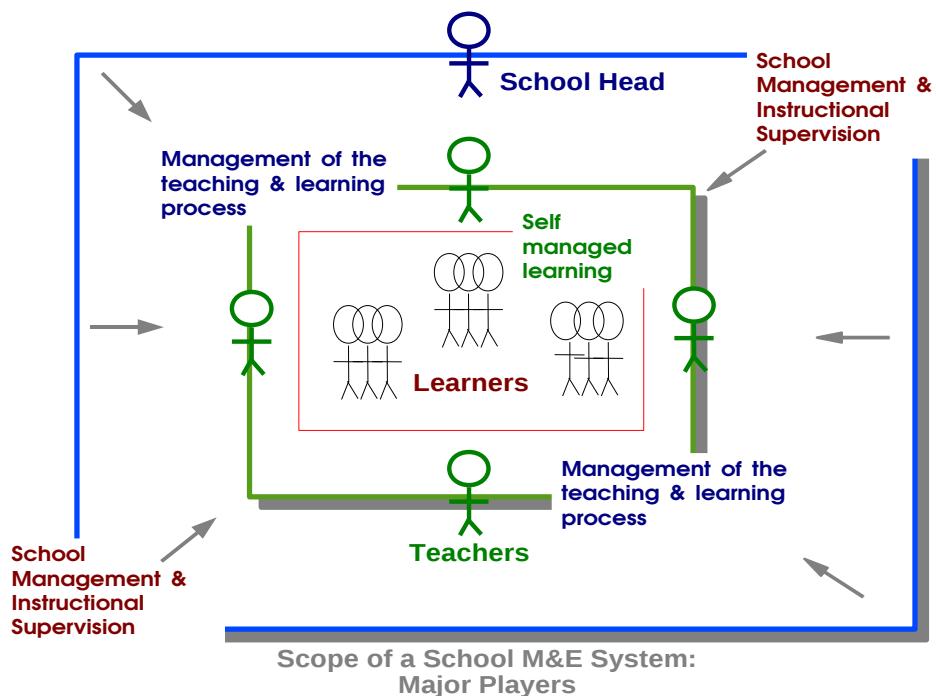
The story of The Naked King illustrates a key point in monitoring and evaluation, **honesty**. The integrity of the monitoring and evaluation system must be upheld. Important decisions are made based on the information and insights provided by the system. People get fired, projects are terminated, and judgments are rendered based on the reports and documents prepared by the monitor and the evaluator. When the integrity of the system is compromised, monitoring and evaluation will do more harm than good. The naked king made the **wrong decision** because his advisers were not honest and did not provide him with the right information and insights.

Such is the importance of monitoring and evaluation.

### 1.2 The Need for an M&E System

School-based management is one of the most challenging tasks as far as human resource development is concerned. As a manager, the school head must be able to balance the competing requirements of school improvements, teachers' development and the provision of quality teaching and learning process. As an integral part of the education system, the school head must be able to adjust to the needs and expectations of stakeholders. The

school head must continuously improve to meet the divergent and changing demands of learners, teachers and stakeholders. In order to face up to these challenges, timely and correct information must be on hand to enable the school head to make the right and relevant decisions that will facilitate appropriate managerial actions. Hence, the **School Monitoring and Evaluation System**.



The System offers the school head, teachers and learners with **information and insights** that will allow them to examine and analyze their efficiency and effectiveness. It is a means to support the continuous learning processes of the school during the SIP implementation. In this regard, the School M&E System is mainly concerned with the school's **internal affairs**. It is designed, first and foremost, to meet the decision-making requirements of the school head, teachers and even the learners.

And lastly, the System is designed to provide stakeholders with accurate and timely information about the quality and progress of education services in the school. It provides insights to support and oversight units on the effectiveness of the educational policies, programs and standards of the Department of Education. The School M&E System is an integral part of the Quality Assurance and Accountability System.

### 1.3 Definition

The School M&E System is a mechanism for **gathering, processing, analyzing, interpreting**,

and **storing data and information** about the learners' progress, school's programs and projects and school stakeholders' performance. The System sets into motion a series of **managerial actions** for the purpose of ascertaining the **realization of** the school's **objectives** as outlined in the SIP.

A complete School M&E System should have the following characteristics:

- Organized gathering and processing
- Analysis and Interpretation
- Storing data and information
- Managerial actions
- Realization of objectives

# SCHOOL M&E SYSTEM

## 2.0

### OBJECTIVES OF THE SCHOOL M&E

## 2.0 OBJECTIVES OF SCHOOL M&E

The main objective of the School M&E System is to provide the necessary information and insights for the school head to perform school based management effectively and efficiently and for the teachers to manage based on standards the teaching and learning process.

Specifically, the School M&E System will provide the following information and insights on:

- learners' progress and achievement of desired learning competencies and potentials of learners to meet the requirements of the next learning level
- status and effectiveness of curriculum implementation, school programs and projects and the overall progress of SIP/AIP Implementation
- quality of the teaching and learning process and that these meet the standards set by the Department of Education
- efficient management of the SIP implementation
- school stakeholders requirements and expectations are informed about the progress of the implementation of the SIP on a timely manner
- difficulties, problems, issues or risks that hinders efficient implementation of school based management.

The School M&E System will allow the school heads to meet the information, reporting and documentation requirements of the DepED. This will also provide key information to the Division Office adjusts or improve its technical assistance to schools. Also, the documentation will also provide valuable inputs to Regional Office and Central Office units improve its programs and policies.

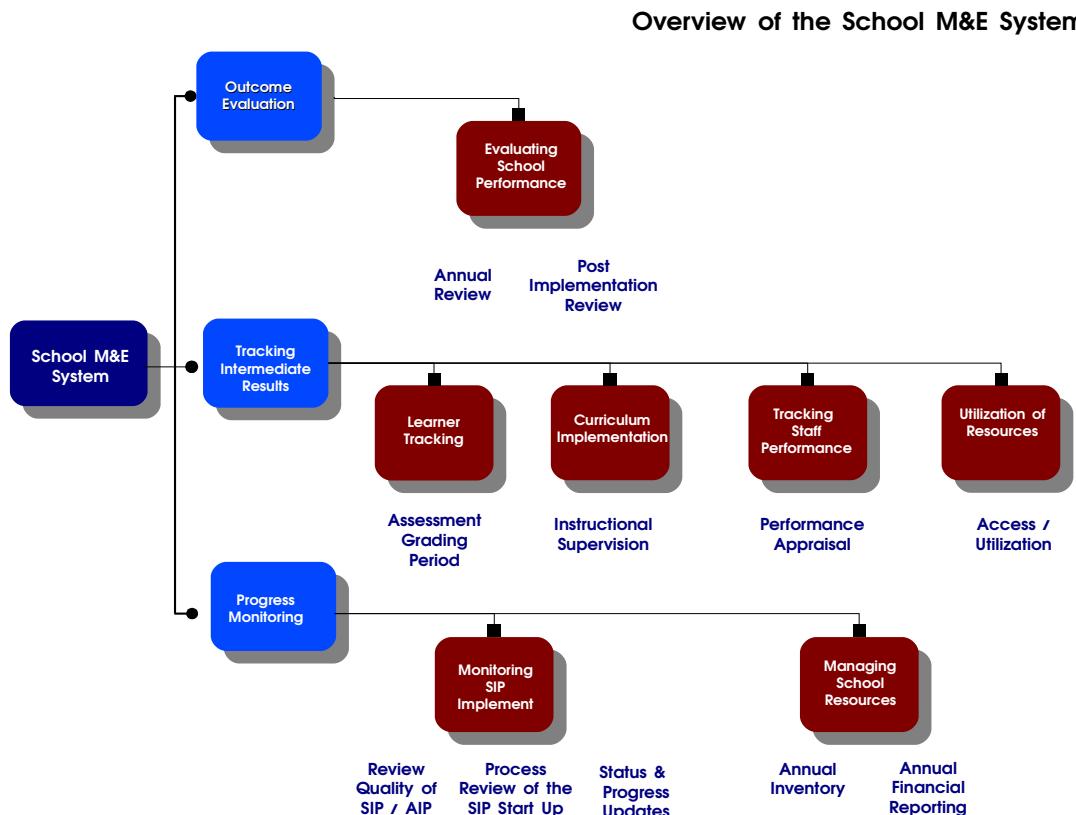
# SCHOOL M&E SYSTEM

## 3.0

### SCOPE OF THE SCHOOL M&E SYSTEM

### 3.0 SCOPE OF THE SCHOOL MONITORING AND EVALUATION

The 3-Year School Improvement Plan (SIP) defines the scope of the school monitoring and evaluation. The outcomes, outputs and resources outlined in the SIP will be used as baseline information to track the effectiveness and efficiency of the school.



#### 3.1 Types of Monitoring and Evaluation

The School M&E System includes the achievement of the school outcomes, the initial gains or the learners' progress and the efficiency of the school in managing programs and projects outlined in the SIP. Specifically, the School M&E System will cover the following:

##### 3.1.1 Outcomes

Primary focus of the School M&E System is on the learners. School effectiveness is based on the performance of the learners in the following areas:

- Improvement in enrollment or learners' access or participation
- Completion or the number of learners who are able to complete the requirements of the basic education system

- Retention or learners who stayed in school
- Improvement in learners' achievement.

### **3.1.2 Intermediate Results**

The School M&E System will also track the intermediate results. These are leading indicators pertaining to improvement in the school's assistance to learners. These include:

- quality of the teaching and learning process
- improvement in the access of learners to learning facilities and learning materials
- learners' participation in the teaching and learning process and school activities
- improvement in the SBM Level of Practice
- positive perception of school stakeholders

### **3.1.3 School Progress**

And last, but not the least, the School M&E System will also monitor the school's implementation of school programs and projects outlined in the SIP, the management and utilization of resources and handling of financial resources. Specifically, progress monitoring covers:

- school's implementation of programs and projects based on quality, time and targets set in the SIP
- staff development, particularly the improvement in the skills of teachers
- use of school facilities and other resources, maintenance and improvement of the learning environment
- fiscal management vis-a-vis physical accomplishment.

Table 1. School M&E Framework outlines the scope of the School M&E System. It shows the relationships of the school objectives, performance indicators and means of verification. It also provides information on the type of monitoring and evaluation the school will undertake to operationalize the System.

Table 1. School M&amp;E Framework

Objectives	Performance Indicators	Means of Verification	Type of M&E / School M&E Process
<p><b>Goal:</b></p> <p>To provide basic competencies to everyone to achieve functional literacy for all. Specifically, this includes enhancing their communication skills, critical problem solving skills, sustainable use of resources/ productivity, development of self and a sense of community and expanding one's world vision.</p>	<p>To provide basic competencies and achieve functional literacy for all: This includes:</p> <ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Critical problem solving</li> <li>• Sustainable use of resources/ productivity</li> <li>• Development of self and a sense of community</li> <li>• Expanding one's world vision</li> </ul>		
<p><b>Outcome:</b></p> <ol style="list-style-type: none"> <li>1. <b>Access:</b> To ensure that all learners of school age are in school and are ready for school</li> <li>2. <b>Retention:</b> To ensure that learners who are in school will stay in school</li> <li>3. <b>Completion:</b> To ensure learners who are in school will complete the requirements of the primary and secondary level</li> <li>4. <b>Achievement:</b> To ensure that learners demonstrate the necessary competencies at each level</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Increase in enrollment</b></li> <li>• Learners entering the school system are ready</li> </ul> <ul style="list-style-type: none"> <li>• <b>Increase in number of learners retained in the school (retention rate)</b></li> <li>• Reduction in drop outs</li> <li>• Reduction school leavers</li> </ul> <ul style="list-style-type: none"> <li>• <b>Increase in number of learners able to complete the basic education requirements</b></li> <li>• Improve graduation rate</li> </ul> <ul style="list-style-type: none"> <li>• Improvement in the basic functional literacy skills of the learners</li> <li>• Improvement in the academic performance of learners in all subject matter</li> </ul>	<p>Enrollment Report School Report Card</p> <p>School Report Card</p> <p>School Report Card</p> <p>Learner Report Card Teacher Assessment National Achievement Test (2<sup>nd</sup> Year) Regional</p>	<p><b>Outcome Evaluation</b> Process: Evaluation of School Performance</p>

Objectives	Performance Indicators	Means of Verification	Type of M&E / School M&E Process
	<ul style="list-style-type: none"> <li>Improvement in the social skills</li> </ul>	Achievement Test (3 <sup>rd</sup> Year)	
<b>Intermediate Results:</b>			
(1) Improved performance of learners inside the classroom	Increase in attendance Decrease in absenteeism Demonstrate desired learning competencies	Student Report Card Test results	<b>Tracking Intermediate Results</b> Process: Learner Tracking
(2) Improved access of learners to learning facilities, equipment, materials and other school facilities	Increase in number of hands (lab & equipment) on hours Classroom to learner ratio Textbook to learner ratio Improvement in the availment of library, guidance and health services Improve toilet facilities	School Report Card Inspection	<b>Tracking Intermediate Results</b> Process: Managing School Assets
(3) Improved practices of school in school based management	Improvement in the SBM Level of Practice Improvement in the perception of stakeholders in the school management	SBM Assessment (Self Assessment) Survey	<b>Tracking Intermediate Results</b> Process: Evaluation of School Performance
(4) Improved teachers performance in managing the teaching and learning process	Improvement in mastery of subject matter Improvement in the teaching skills Improvement in learners' perception of the teaching skills	Classroom Observation TSNA Survey	<b>Tracking Intermediate Results</b> Process: Curriculum Implementation & Managing Staff Development
<b>Outputs<sup>1</sup>:</b>			
<b>On Access/Participation</b> School programs and	% physical accomplishment (number of programs and	School Monthly Report	<b>Progress Monitoring and</b>

<sup>1</sup> Scope of outputs vary depending on the target outcomes, need of the learners and current capacity of the school. These items are detailed in the SIP.

Objectives	Performance Indicators	Means of Verification	Type of M&E / School M&E Process
projects on promotions, advocacies and others to increase enrollment	projects implemented versus number of programs and project planned in the SIP)	Completion Report	<b>Evaluation</b> Process: Monitoring SIP Implementation
<b>On Retention, Completion &amp; Achievement</b> Enhancement & remediation programs and projects of the school School projects on improvement of facilities and learning equipment	% physical accomplishment (number of learners completed enhancement/remediation programs and projects versus number of learners targeted in enhancement/remediation programs and projects in the SIP)	School Monthly Report Completion Report	
<b>On learners health and nutrition requirements</b> School projects like feeding program etc.	% physical accomplishment (number of programs and projects implemented versus number of programs and project planned in the SIP)	School Monthly Report Completion Report	
<b>On School Inset</b> Training programs implemented for teachers and non teaching staff	% physical accomplishment (number of staff trained versus number of staff targeted in the SIP)	School Monthly Report Completion Report	
<b>On managing stakeholders involvement</b> Programs and events involving parents, Igus and other institutions	% physical accomplishment (number of programs and projects implemented versus number of programs and project planned in the SIP)	School Monthly Report Completion Report	
<b>On improvement of school environment</b> School facilities constructed, repaired and replaced	% physical accomplishment (number of new facilities, repaired and replaced versus target number of new facilities, repaired and replaced in the SIP)	School Monthly Report Completion Report Certificate of Turn Over	
Others (please add)			
<b>Input</b> Management of school MOOE and other financial	Actual expenditure versus Approved Budget	School Financial Report	<b>Progress Monitoring and</b>

Objectives	Performance Indicators	Means of Verification	Type of M&E / School M&E Process
resources			<b>Evaluation</b> Process: Monitoring SIP Implementation

### 3.2 Primary Users of the School M&E System

First and foremost, the School M&E System is set up for the school head and teachers. It is an “**internal system**” designed primarily to respond to the decision making requirements of the school head, teachers and the school’s non-teaching staff. The System should support them with up to date and accurate information they need in making day to day decisions to assure the best courses of actions are undertaken that will improve performance.

And last but not the least, the learners are one of the primary users of the System. As an active participant to the learning process, the System must also facilitate the requirements of the learners to meet their unique learning management requirements.

Table 2. School M&E Primary Users

Primary User	Area of Interest	M&E Concern	Information Requirements
School Head	School Based Management	Effectiveness of school programs and projects	School Performance Indicators
		Efficiency of SIP/AIP implementation	Actual versus Plan Cost versus Budget
Teachers	Instructional Supervision	Stakeholders satisfaction	Stakeholders' perception
		Performance of Teachers	Teaching skills Mastery of subject
Non-Teaching Staff	Continuous improvement of school services and facilities	Learners Participation in the teaching & learning process	Attendance, Behavior
		Learners demonstration of competencies	Basic skills Mastery of subject

Primary User	Area of Interest	M&E Concern	Information Requirements
Learners	Self managed learning	Strong Points and Weak Points	Grades and results of exams

SCHOOL M&E SYSTEM

4.0

PERFORMANCE MEASURES

## 4.0 PERFORMANCE MEASURES

Performance measures provide an **accurate picture of the status of accomplishments and achievements or outcomes** attained by the school as contained in the SIP/AIP. The school's performance will be assessed in the following areas:

- Effectiveness. Refers to achievement of the SIP Outcome Level objectives – Learners' outcomes
- Efficiency. Pertains to the school's implementation of programs and projects in the SIP
- Quality of Teaching and Learning Process. Focus on teachers performance and capability to manage the teaching and learning process.
- Quality of School Service. Focus on learners' access or utilization of school facilities, learning materials and other school services
- Satisfy the Expectations. Refer to stakeholders perception of the quality of service being provided by the school.

These school performance measures will serve as guidepost to school heads in making intelligent decisions and relevant adjustments in the programs and projects of the school.

### 4.1 Effectiveness

School effectiveness is measured in four areas. These are:

- Learners' access or participation. The first measure of school effectiveness is the ability of the school to "bring learners of school age to school." The primary indicator for access is increase in the school's enrollment.
- Retention. School effectiveness is measured in terms of its ability to encourage learners who are in school will "stay in school." The primary measure of success in this area is retention rate. Other indicators like drop out rate and school leavers' rate will also be used.
- Learners complete the requirements from Grade 1 – Grade 6 or 1<sup>st</sup> Year High School to 4<sup>th</sup> Year High School. Another measure of effectiveness is the ability of the school to assist or compel the learners to complete the requirements at the elementary level or at the secondary level. The indicator to be used for this area is completion rate and supported by other indicators like graduation rate and cohort survival rate to help explain the phenomena.
- Learners' achievement. The last, but not the least, measure of school effectiveness is the learners' achievement. This pertains to the learners' demonstration of required

competencies (at every level) and their readiness to pursue the next higher level of learning. Learners' achievement is a progressive indicator that shows the progress of learners from one competency to the next. Measures to be used in achievement include learner grade per subject and the score in the national or regional achievement tests.

Achieving these four performance measures is a big challenge for school heads. These are interrelated measures and therefore schools must be able to balance their efforts in the four areas. The achievement of these performance measures will demonstrate the effectiveness of programs, projects and other school services.

These measures are collected and analyzed every year and will be used as the main input to the adjustment or enhancement of the school's programs and projects listed in the SIP and to the preparation of the next cycle SIP.

#### **4.2 School Efficiency**

School efficiency pertains to the school's ability to deliver education programs and projects according to target and time. The SIP outlines the programs and projects the school has identified to achieve its outcomes. Therefore, it is necessary that the performance of the schools be measured in terms of its ability to complete these programs and projects that are critical to the realization of the outcomes promised in the SIP.

The performance measure for school efficiency are:

- physical accomplishment which plots the total accomplishment of the school (programs and projects completed) versus the total plan or targets (planned programs and projects) on a periodic basis
- cost efficiency which plots the school's usage of financial resources versus the approved budget.

The immediate positive implication of using school efficiency as one of the performance measures is it will force school managers to plan sensibly and realistically and use their SIP and AIP as the main document for implementation. This will force school managers to submit a feasible plan rather than submit to comply with the requirements of the system. In this context, when school heads submit a realistic plan, the SIP/AIP becomes a powerful tool for monitoring and evaluation.

#### **4.3 Teachers Performance**

The teachers' performance will play a major role in the achievement of the learners' outcomes and in the implementation of school programs and projects. It is, therefore, important to ensure that teachers' management of the teaching and learning process meets the expectations and standards set by the Department. Schools' performance will

be measured based on the teachers' ability to do the following:

- Mastery of subject matter.
- Management of the teaching and learning process. This will include lesson planning, classroom management, use of appropriate teaching methods, use of learning materials and student assessment.
- Use of ICT in enhancing the teaching and learning process. Includes teachers' basic computing skills, development of instructional materials using ICT, and skills on use of the internet.

#### **4.4 Learning Environment, Learning Materials and Other Support Services**

The school's quality of service to learners will be assessed using the following indicators:

- classroom to learner ratio
- textbooks to learner ratio
- learners access to school laboratories and learning equipment
- access to library and health services
- access to toilets

#### **4.5 Stakeholder Perception**

The last but not the least measure of performance for schools is the perception of the stakeholders as regards the quality of services, programs and projects being provided by the school. Stakeholders include the learners, parents, community and the LGUs. Indicators to measure stakeholders' perception include:

- perception of learners on the teaching and learning process
- perception of stakeholders on the quality of services provided by the schools
- perception on the performance of school head and teachers.

Performance Area	Description	Focus of Measure	Performance Measures
School Effectiveness	Focus of school performance is not limited to 1 aspect only (academic) but also includes the schools capability to widen access to education, and the holding power of the schools.	Learners	<ul style="list-style-type: none"> <li>• Participation or access to school</li> <li>• Retention or learners stay in school</li> <li>• Completion or learners complied with the requirements</li> <li>• Achievement or learners</li> </ul>

Performance Area	Description	Focus of Measure	Performance Measures
			demonstration of competencies
School Efficiency	The objective is to measure the school's capability to deliver programs and projects as promised in the SIP and AIP; the efficient delivery of such programs and projects increases the likelihood of achieving the 4 main performance indicators	School	<ul style="list-style-type: none"> <li>Physical accomplishment</li> <li>Cost Efficiency</li> </ul>
Teachers Performance	The teachers have the most direct influence to learners; Teachers performance will serve as a leading indicator to learners performance	Teachers	<ul style="list-style-type: none"> <li>Mastery of the subject</li> <li>Management of the teaching and learning process</li> <li>Use of ICT in teaching and learning</li> </ul>
Learning Environment, Learning Materials and Other Support Services		School	<ul style="list-style-type: none"> <li>Classroom to learner ratio</li> <li>Textbooks to learner ratio</li> <li>Access to school laboratories and school equipment</li> <li>Access to library, guidance and health services</li> <li>Access to toilets</li> </ul>
Stakeholder Perception	School stakeholders provide an "external view" of the school's performance. The school can learn and get a lot of information to improve school services.	School	<ul style="list-style-type: none"> <li>Perception of learners to teachers performance</li> <li>Perception of the stakeholders on the quality of school service</li> <li>Perception on the performance of teachers and school heads</li> </ul>

SCHOOL M&E SYSTEM

5.0

SCHOOL MONITORING PROCESS

## 5.0 SCHOOL MONITORING PROCESS

The School M&E System is composed of six processes that will provide the school head with a holistic picture of the status of the school's accomplishment and the status of the school's progress with regard to the implementation of the programs and projects listed in the SIP. The processes will supply the different information requirements of the school head that is needed to make accurate and timely decisions that will ensure achievement of the SIP objectives and maintain quality of service.

These six processes include: (1) Monitoring SIP Implementation, (2) Instructional Supervision, (3) Monitoring Staff Development (4) Managing School Assets, (5) Learner Tracking Process, and (6) Evaluating School Performance.

### 5.1 Monitoring SIP Implementation

#### 5.1.1 Description

*Monitoring the SIP Implementation* keeps track of the status of the school programs and projects as documented in the SIP or the Annual Improvement Plan. As the main beneficiary of the data and information gathered from undertaking this process, the School Head assumes full responsibility for this task. The process allows the school head to assess on a macro level his/her efficiency in implementing the SIP/AIP. As a manager, the process provides the school head a total picture of the school in terms of programs and projects implemented and as to how far or near is the school from reaching its desired objectives.

Specifically, this process provides information to the school head and stakeholders concerning the achievement of targets, timeliness of outputs, financial efficiency and determines the quality of the school programs and projects. The school is able to compare the actual status and number of programs and projects implemented against the number and schedule of the same as targeted in the SIP.

#### 5.1.2 Objectives

The main objective of this process is to provide the school head with a clear and accurate picture of the school's progress on SIP implementation. This M&E process will provide the school head with the following information on:

- School's Physical Accomplishment; Involves comparing the number of school programs and projects implemented versus the planned/targeted programs and projects in the SIP
- School's expenses versus budget. Involves monitoring the schools generation and management of its financial resources vis a vis the financial resources outlined in

the SIP

- The quality of programs and projects implemented
- Issues and risks. The process will allow the school head to anticipate issues and risks before they become problems.

#### 5.1.3 M&E Activities

Monitoring the SIP Process is a monthly activity spearheaded by the school head and which will include the following:

- Conduct of team meeting with teachers and non-teaching staff on the implementation of school programs and projects
- Update on the implementation chart and on the status of activities, events and outputs completed
- Discussion of problems that affected delivery of school services. Problems that can be solved at the school level should be resolved immediately. Problems and/or issues requiring decisions or support from the Division Office should be included in the School's monthly report.
- Preparation of monthly status report highlighting the physical accomplishment and budget utilization. Include "stories" behind the accomplishments.
- Communication of accomplishments to stakeholders.

#### 5.1.4 Responsibilities

The School Head is mainly responsible for the Monitoring of the SIP Implementation. He is also the main beneficiary of the data and information gathered from undertaking this process. The process should provide him with up to date, relevant information so he can make timely decisions and/or adjustments in the implementation of the SIP/AIP.

#### 5.1.5 Documents and Reports

This process requires the following documents:

- School Improvement Plan. The SIP should be clear in terms of deliverables, targets, timing of targets, budget requirements including when it is needed, and resource requirements
- Annual Improvement Plan. The AIP should reflect the most updated deliverables and targets.

The main output of this process is a **School Monthly Report** covering the School's

accomplishments versus the targets set in the SIP/AIP. The report shall also include discussions of the effective practices of the school as well as problems that affected the school and how these were resolved, and issues that may affect future performance.

## **5.2 Monitoring Curriculum Implementation**

### **5.2.1. Description**

Monitoring Curriculum Implementation is a quality control mechanism of the school that will ensure correct and timely implementation of the curriculum by the teaching staff. The process allows the school head to track the progress of curriculum implementation and assess the quality of inputs provided to learners. This helps assure the learners are receiving complete and quality inputs that will develop their competencies and prepare them for the requirements of the next learning level.

This process provides input information to the school head on the instructional support strategies to teachers. This will allow the school head to adjust or enhance assistance to the teacher/s according to monitoring results.

Monitoring Curriculum Implementation also generates data and information on the following:

- responsiveness of the curriculum
- strengths and weaknesses of teachers concerning curriculum delivery
- progress of learners.

### **5.2.2 Objectives**

The objective of Monitoring Curriculum Implementation is to provide the school head and teachers with an accurate picture of the following:

- scope or coverage of curriculum
- time spent per subject is within standard set
- quality of the teaching and learning process.

### **5.2.3 M&E Activities**

In order to ensure the quality of curriculum implementation, the following monitoring activities will be implemented:

- curriculum supervision which includes regular conduct of classroom observation
- feedback session
- focus group discussion with teachers

#### **5.2.4 Responsibilities**

The school head is mainly responsible for the conduct of instructional supervision. Subject matter specialist from the Division Office may reinforce the process, providing a third party perspective on the school's management of the curriculum.

#### **5.2.5 Documents and Reports**

Data and information generated from Instructional Supervision are documented in a document called TLOC. Information that may be useful to the enhancement of the curriculum and to the Staff Development Program of the Division are contained in the School's Monthly Report to the Division.

At the school, the results of this process are used as input to the **Instructional Supervision Plan** of the school head. Information generated from this process will allow the school head to adjust or enhance his plan to make it relevant, timely and effective.

### **5.3 Tracking Staff Performance**

#### **5.3.1 Description**

Regular tracking of teachers and non-teaching staff performance enable school managers to reward good performers and help staff in areas they need to improve.

#### **5.3.2 Objectives**

The main objective of tracking staff performance is to maintain a ready and responsive human resources that will deliver school programs and projects efficiently and effectively to learners. Specifically, the Tracking Staff Performance process will provide the following information:

- contribution of staff to the achievement of school objectives outlined in the SIP/AIP
- gaps in the performance of teachers and non-teaching staff
- capability building requirements

#### **5.3.3 M&E Activities**

In order to achieve the objectives of the process, various tracking activities have to be undertaken:

- Performance Appraisal of teachers and non-teaching staff
- Needs analysis and appreciative inquiry based on the performance of teachers

- Preparation of Teacher Development Plan addressing the needs and enhancing the strengths of teachers
- Regular team meeting to discuss performance
- Maintenance of teachers' information database

#### **5.3.4 Responsibilities**

The school head is mainly responsible for the implementing the process school wide. In large schools, the tasks of tracking teachers' performance may be delegated to the Department Heads.

#### **5.3.5 Documents and Reports**

Documentation of staff performance are verified in the following reports:

- Performance Appraisal

The results of the training needs analysis provides baseline information about the current capabilities of teachers. This will be used in the validation of teachers performance and their impact to learners achievement which will be part of the Post SIP Implementation Review to be conducted at the end of the 3 year SIP cycle.

### **5.4 Managing School Assets**

#### **5.4.1 Description**

Managing School Assets is a monitoring process which will allow the school head to match the learners' learning needs and teachers' requirements to deliver lessons with the school resources. Information from this process will allow the school head to maximize the usage of school facilities and materials and to upgrade school resources in order to meet the demands of learners and teachers to access up-to-date facilities and materials. .

School resources include classrooms, books and supplementary materials, school equipment and other support facilities.

#### **5.4.2 Objectives**

The main objective of the process is to ensure learners' and teachers' access to facilities and resources required to deliver a meaningful teaching and learning process. This will allow the school head to track the following:

- ratio of resources to learners vis-à-vis the standards of the Department
- learning environment vis-a-vis child-friendly school requirements

- facilities and equipment needing repairs and maintenance

#### **5.4.3 M&E Activities**

In order to achieve the objectives of the process, the following activities will be undertaken:

- Annual Inventory of Facilities and Materials
- Regular inspection
- Monitor utilization
- Regular maintenance and/or upgrading

#### **5.4.4 Responsibilities**

The following individuals are responsible for implementing and maintaining the integrity of the process:

- school head for the management and equitable distribution of resources
- property custodian for the use and maintenance of school facilities
- librarian for the management of learning materials
- Teachers for the utilization and safekeeping of school equipment
- ICT Coordinator for the maintenance and upgrade of ICT Laboratory

#### **5.4.5 Documents and Reports**

The following documents and reports will help validate the management of school assets and resources:

- School Report Card. Prepared every three years containing the major performance indicators of the school as well as the status of school's resources.
- Annual Inventory Report. End of year report on the existing facilities, laboratories, equipment and textbooks and manuals of the school.
- Utilization Checklist. A monitoring form documenting the usage of resources and facilities by the learners and school staff.
- Maintenance Log. A monitoring form detailing the maintenance, repair and improvements undertaken with regard to school equipment, laboratories and facilities.

## 5.5 Learner Tracking

### 5.5.1 Description

*Learner Tracking* is a process designed to monitor the participation and progress (academic and social) of the learners. Information about the learners' performance will provide vital information on the relevance and responsiveness of the school programs and projects. Tracking will include:

- Performance of the learners inside the classroom (slow, average or fast learners)
- Attendance. Involves tracking learners who are at risk of dropping out
- Information on the health and nutritional status of the learners
- Participation in school-wide activities.

### 5.5.2 Objectives

The main objective of this process is to provide timely and important information about the improvement in the competencies of the learners and their participation in the classroom and the school, in general. Specifically, this process will allow the school head and the teachers to perform the following:

- customize or adjust school programs and projects according to the pacing of the learners. Learning needs and requirements of fast learners, slow learners and "regular" learners are met.
- identify potential problems and/or learners who are at-risk of dropping out
- provide status report or profile on the performance of each learner.

### 5.5.3 M&E Activities

In order to monitor learners' progress, the following activities will be undertaken:

- Attendance check.
- Home visitation for learners at risk of dropping outs
- Group activities

### 5.5.4 Responsibilities

The school head, who is mainly responsible for the Learner Tracking Process, must ensure the consistency and integrity of the process in order to ensure comparable assessment of learners' performance.

Teachers will play a more direct role in the tracking of learners' performance, especially

their class participation. Teachers are also responsible in diagnosing the learners' needs.

#### **5.5.5 Documents and Reports**

This process will produce the following reports which will provide interesting details about the learners performance and is also an indicative of future performance: These are:

- Results of the readiness assessment. This will provide baseline information about the capacity of the learner before entering the school. This information is most useful to teachers in the formulation of learning strategies and customizing assistance to learners.
- Grades per subject area. Provides information on the performance of the learner per subject on a quarterly basis.
- Learner Profile.

### **5.6 Monitoring School Performance**

#### **5.6.1 Description**

Monitoring School Performance process involves tracking the school's performance on the four (4) main indicators: enrollment, retention, completion and achievement.

The results of this process will be used to manage the quality of school programs and projects pertaining to:

- Learners' access/participation. Involves school programs and projects that will bring children of school age to school to increase enrollment and improve participation.  
*Key Indicator: Enrollment*
- Learners' stay in school. Involves school programs and projects that will ensure learners who enroll will stay in school. Such programs are designed to reduce drop-outs.  
*Key Indicators: Retention Rate and Drop-Out Rate*
- Completion. Involves assessment and evaluation of school programs and projects pertaining to making learners complete the basic education process (elementary to high schools).  
*Key Indicator: Completion Rate*
- Achievement. Involves assessment and evaluation of school programs and projects that are designed to ensure that those who stayed in school and those who completed the basic education requirements have met the desired competencies necessary to go to the next level.  
*Key Indicator: Learners Grade and Result of National Assessment Test.*

### **5.6.2 Objectives**

The main objective of this process is to determine the effectiveness of school's programs and projects and the effectiveness of the SIP, in general. Specifically, evaluating school performance aims to generate the following information:

- achievement of the four main performance indicators of the school based on an objective measurement
- factors that facilitated and hindered school performance
- effective practices of the schools and identify factors critical to sustaining benefits

The results of the Evaluating School Performance process will be used as input to the design of the next cycle SIP.

### **5.6.3 M&E Activities**

Evaluating school performance will be undertaken using two main approaches: the measurement of initial gains and the evaluation of outcomes at the end of the SIP. Specifically, the process will include the following activities:

- Initial Gains Evaluation is an annual assessment of the school's performance based on the four main performance indicators. The objective is to determine whether the school is progressing towards the targeted outcomes based on the SIP.
- Outcome evaluation at the end of the three-year SIP. The school determines whether the objectives of the SIP are achieved and documents the factors that facilitated or hindered the SIP implementation. Outcome evaluation results will be used as input to the next cycle SIP.

### **5.6.4 Responsibilities**

Evaluating School Performance process involves tracking the school's performance on the 4 main performance indicators: enrollment, retention, completion and achievements.

### **5.6.5 Documents and Reports**

Evaluating School Performance process involves tracking the school's performance on the 4 main performance indicators: enrollment, retention, completion and achievements.

# SCHOOL M&E SYSTEM

## 6.0

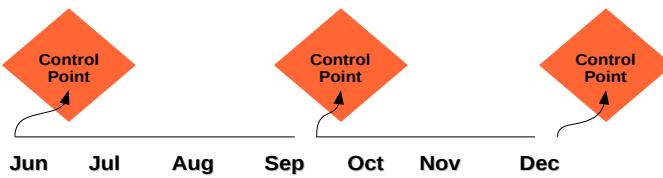
SCHOOL QUALITY CONTROL AND ADJUSTMENT POINTS

## 6.0 SCHOOL QUALITY CONTROL & ADJUSTMENT POINTS

### 6.1 Quality Control & Adjustment Points

A Control Point is a time-based quality control activity designed to assure that outputs and milestones achieved within a period meet the quality standards and that these will ultimately lead towards the achievement of outcomes. The Control Points provide the transition from one implementation stage of the SIP/AIP to the next milestones.

School M&E System  
Control Points



The Control Points represent the monitoring and evaluation activities of the school head and the teachers. As the primary users of the School M&E System, control points provide valuable information and insights in the performance of their tasks. These insights will help assure the achievement of the school's target outcomes and results. These quality control points are divided into two major areas:

- **SIP Quality Control & Adjustment Points.** These control points are used to manage the SIP implementation and/or adjustments in the AIP. These are strategically placed at every major milestones in the SIP life cycle and at every implementation year. These control points are managed by the school head. Control points under SIP include:
  - (1) SIP Review
  - (2) Process Review of Start Up Stage
  - (3) Annual Implementation Review
  - (4) Post Implementation Review
  - (5) Quarterly Progress Review
- **Learner Performance Control and Adjustment Points.** These control points are implemented to track the progress of the learners from the start of the school year, to every grading period, and from grade/year level to a higher level. These control points are designed to ensure the quality of learners as they progress from stage to stage. These control points are managed by the teachers. Control points under

Learner Tracking include:

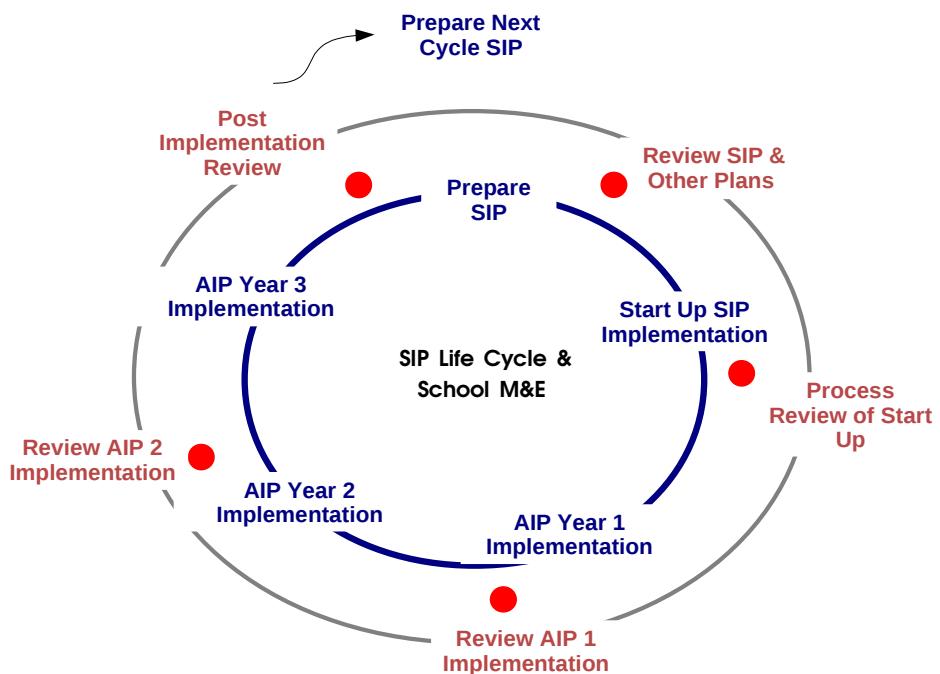
- (1) Readiness Assessment
- (2) Quarterly Assessment
- (3) Transition
- (4) Achievement

The main objective of the Control Points is to do adjustments. It could be reinforcement, remediation and no action at all. The adjustment process is embedded in the implementation of the Control Point.

## 6.2 SIP Quality Control Points

### 6.2.1 Description

The SIP represents the directions (vision), aspirations (mission) and desired future situation (goals and outcomes) of the school after three years. It maps out the school's strategies, events, and activities for the next three years. The SIP, therefore, is the best tool to use in tracking, assessing and evaluating the performance of the school. The design of the School M&E System is patterned after the SIP life cycle. The diagram below illustrates the relationship of the SIP Life Cycle and the School M&E System.



### 6.2.2 Some Guideposts in Using the SIP Quality Control Points

In determining the control points to be used, consider the following:

- Manage the 4 core areas of management: quality, scope, time and cost.
- During start up, watch out for the first 15% of implementation, if after six-months the accomplishment remains at 15% there is terribly something wrong. If after six-months and the school is still in the start up mode, seek help.
- All through the SIP Implementation, beware of scope creep. Minimize them as much as you can. It will have implications to your targets, time and resources. Annual and Quarterly reviews will help minimize unwanted activities.
- In reporting progress, always start with the percent physical accomplishment. Then, elaborate the reported progress or status of implementation by discussing quality concerns, scope and cost concerns.
- If after 3 reporting period and there are no changes or progress in the accomplishments, something is wrong. This is the reason for monthly reporting, it tracks progress.
- Track and document effective school practices. Use appreciative inquiry to determine the good practices.
- At the end of implementation, beware of the 90% accomplishment. The last 10% is usually the most difficult to implement.

### 6.2.3 Review of SIP

The main objective of this control point is to ensure a quality plan. Specifically, the review will allow the school manager to assess the relevance and feasibility of the school plans. Review of the planning process also allows the school head to determine if the stakeholders concern are reflected in the plan.

- **Focus:** Participation of stakeholders and quality of the plan
- **Data Requirements:** SIP preparation activities
- **Timing.** The Review is to be undertaken during the preparation of the SIP
- **Process Owner:** School Head
- **M&E Tool:** SIP Preparation Checklist

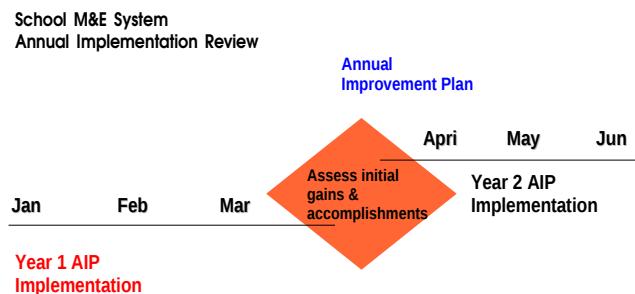
### 6.2.4 Process Review of the SIP Start Up

Process Review Control Point allows the school head to assess its own readiness to implement the accepted SIP. In this process, the school head “double check” the start up

activities of the school to determine whether it has satisfactorily complied and set up the systems needed to jump start the SIP. The Process Review of the Start Up also allows the school head to determine if it complies with the requirements or standards of the Division Office.

- **Focus:** Readiness of the school to fully implement the new SIP
- **Data Requirements:** Start Up Activities
- **Timing:** To coincide with the SIP Start Up Stage
- **Process Owner:** School Head
- **M&E Tool:** Start Up Checklist
- **Document:** Adjusted AIP (1<sup>st</sup> Year)

## 6.2.5 Annual Implementation Review



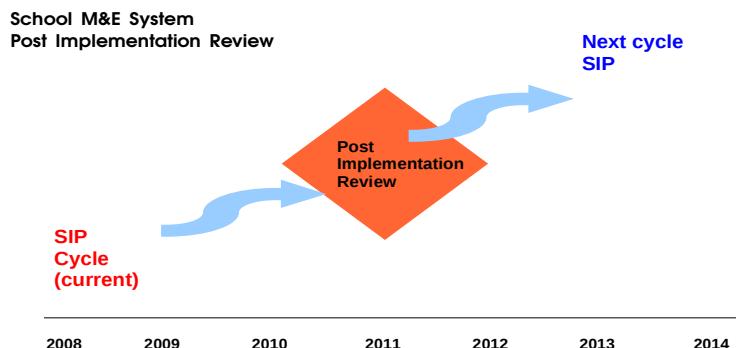
A control point in preparation for the next AIP. The Review covers the total accomplishment of the school based on the AIP, programs and projects accomplished, identification of facilitating and hindering factors and inventory of school resources.

The school also will assess the achievement of the school regarding the 4 performance indicators: access, retention, completion and achievement. The result of the Annual Implementation Review will be used as input to the next AIP.

- **Focus:** Efficiency of the School, achievement of initial gains
- **Data Requirements:** Physical accomplishment (actual versus planned), School Performance Indicators for the year (enrollment, retention, completion and achievement)
- **Timing:** End of School Year or around March & April.
- **Process Owner:** School Head
- **M&E Tool:** SBM Level of Practice (self assessment) Assessment Workshop, AIP Gantt Chart (actual versus planned)

- **Document:** School Annual Report

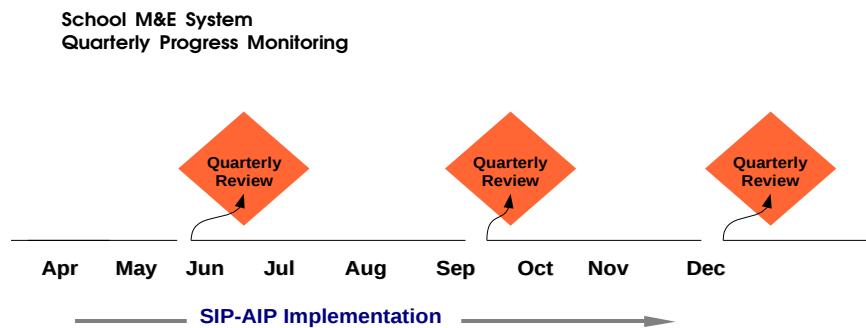
#### 6.2.6 Post Implementation Review



This is a review of the SIP implementation undertaken at the end of third year of the SIP. The school evaluates whether the Outcome level objectives (in the SIP) are achieved and documents the factors that facilitated or hindered the achievement of the SIP outcomes. The school also takes stock of the intermediate results in terms of changes or improvement in the behavior, practices and skills of learners, teachers, and non teaching staff after all the school programs and projects implemented. The findings and analysis of this review will be used as input for the preparation of the school's next cycle SIP.

- **Focus:** Assess effectiveness of school in the achievement of Outcome Level Objectives in the SIP
- **Data Requirements:** Enrollment, Drop Outs and Retention, Completion and Achievement and Scores (National/Regional Assessment)
- **Timing:** 3<sup>rd</sup> Year of SIP Implementation – January – March
- **Process Owner:** School Head
- **M&E Tools:** Assessment Workshop and AIP Gantt Chart (actual versus planned)
- **Document:** SIP Completion Report

### 6.2.7 Quarterly Progress Review



A control point conducted every quarter of the year to keep track of the implementation progress and determine and solve the difficulties or problems affecting the SIP Implementation. This is undertaken through a School Team Meeting every quarter (June, September and December).

- **Focus:** Implementation progress and concerns the last 3 months
- **Data Requirements:** Physical Accomplishment (actual versus planned), activities implemented, problems encountered and issues that need to be resolved
- **Timing:** 1<sup>st</sup> week of the month (July, Oct, Jan).
- **Process Owner:** School Head
- **M&E Tools:** S-Curve, AIP Gantt Chart (actual versus planned)
- **Document:** Status Report for the quarter

## 6.3 Learner Performance Quality Control Points

### 6.3.1 Description

The Learner Tracking Control Point is organized around the primary objective of improving learners learning. The purpose of this control point is to provide mechanisms that will systematically track learners performance not only inside the classroom, but also within the school year, while in school and during the various transition stages in the learners life.

As the main product of the education service, it is necessary to establish strategically placed checkpoints in the learners development cycle in order to ensure learners are progressing and that they are ready to meet the requirements of the next stage.

The objectives of establishing the control points for learners are:

- to systematically profile and track learners
- to provide information necessary in the remediation and enhancement programs if the school. The assessments will provide baseline information about the learners

- capacity to be used as basis for the design of remediation programs
- to provide the venue for seamless transition of learners from one level to another level.

#### **6.3.1 Some Guideposts in Putting Up Control Points for Learners**

In setting up control points to track learners progress, the following items must be considered:

- Learners have different learning pace. Some are fast, average and some are slow.
- Assessing learners achievement at the end of the year may be too late. Critical control measures must be in placed to track their progress within the year.

#### **6.3.2 Elementary/ High School Readiness Assessment**

A learner diagnostic procedure designed to ensure that learners entering the elementary level or secondary level possess the right attitude and competencies in order for them to cope with the requirements of the said levels.

#### **6.3.3 Learners Evaluation per Grading Period**

Mechanism that will track the learners' accomplishment after every three months. The aim is to ensure that learners are meeting the requirements per lesson per quarter. The results of the Learners' Quarterly Evaluation will be used as input to the Learner Development Plan

#### **6.3.4 Retention**

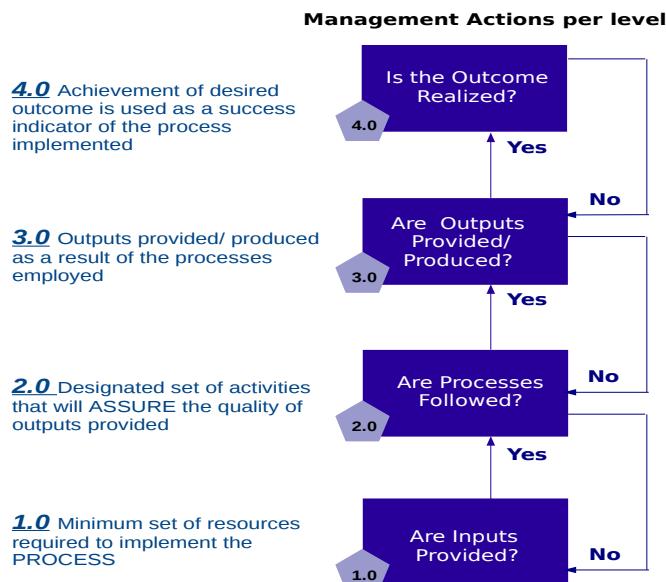
- Elementary/High School Readiness.
- Learners' Assessment per Grading Period.
- Profiling of Learners. Collection of key information about the learners that will allow the school and the teachers to make a profile based on selected factors.

SCHOOL M&E SYSTEM

7.0

MONITORING AND EVALUATION TOOLS

## 7.0 SCHOOL M&E TOOLS



### 7.1 Background

This section enumerates M&E tools and techniques that will help the School take management actions per level. Appropriate tools and techniques must be used at each level since the information requirements and decision making requirements differ per level. The tools are divided into:

- Tools to assess effectiveness
- Tools to determine the achievement of leading indicators
- Tools to track efficiency

### 7.2 Effectiveness Tools

One of the major information requirements of the School is the performance of the learners. In order to get information about learners performance, the following tools and means of verification are suggested:

- National Achievement Test and Regional Achievement Test
- School Assessment

### 7.3 Tools for Determining the Achievement of Leading Indicators

Leading indicators refer to results or situations that will “lead” towards the achievement of the desired outcomes. These are measured to determine, during the implementation, if the School is progressing in the right direction.

- **SBM Scale of Practice.** This is a self administered assessment tool for the school head. The assessment covers the six dimensions of SBM which includes School Leadership, Internal Stakeholder Participation, External Stakeholder Participation, Continuous School Improvement Process, School Based Resources and School Performance Accountability. The result of the self assessment will be used as input to the adjustments in the AIP and the preparation of the next cycle SIP.
- **Teacher Observation Guide.** A tool used to analyze teachers management of the teaching and learning process.

### 7.4 Tools to Track School Efficiency

School efficiency is measured by comparing the actual implementation progress versus the plan. Tracking the implementation will allow the

- **“S Curve” or Line of Balance.** A tool used to compare the approved or accepted targets in the AIP/SIP versus the actual number of targets completed.
- **Gantt Chart.** A matrix visualizing the actual implementation versus plan.
- Checklist. To determine the School's compliance to the Standard QA processes.

SCHOOL M&E SYSTEM

8.0

DOCUMENTS AND REPORTS

## 8.0 DOCUMENTS AND REPORTS

### 8.1 Description

Management Reports are data organized in an easy to understand format. The reports provide the stakeholders with a holistic perspective on the accomplishments, events and period that have elapsed. It is essential that the report provides complete information of the happenings in order to be a useful input towards decision making. In order to be useful and effective, reports should contain information about three essential areas:

- **Operational information** which describes the progress or status of implementation happening within the school and classroom. At the school level, it includes school programs and projects implemented, quality of outputs delivered, resources generated and the expenditures of the school. At the classroom level, this may include competencies gained by students, lessons covered, and attendance.
- **Internal and external information.** Internal information relates to all activities within the school or classroom and the stories behind the activities. This includes reporting of the major events and activities that took place inside the school and factors that facilitated or hindered the activities. On the other hand, external information pertains to factors outside the school that may have influenced or affected school performance. Information outside provides good comparative information to assess its own performance.
- **Leading and lagging information.** Leading information or leading indicators provide insight or early warning into a future or event. Some examples of leading indicators are teachers performance (predicting student learning), frequent absenteeism (leads to dropping out), and good teaching and school based management (influences enrollment).

On the other hand, lagging information or historical information provides useful insights to current accomplishments. Reports provide a comparison of past accomplishments to “accomplishments to date”. Example, in reporting drop out rate for this year, drop out rates of previous years are also reflected in the report to provide historical trend.

### 8.2 Some Guidepost in Management Reporting

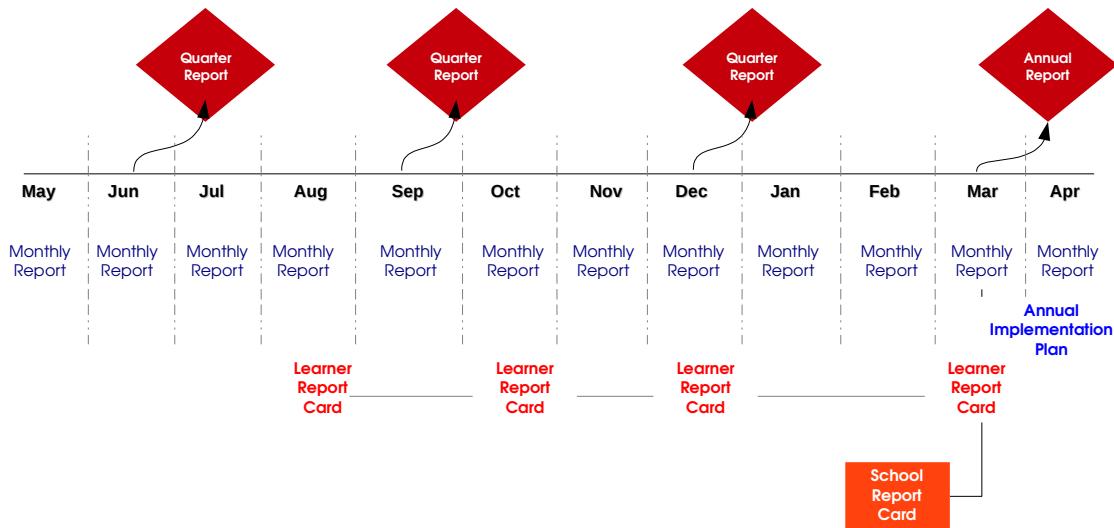
The content of reports should be driven by the decision making requirements of the user of the report, and not by what data is available. Avoid unnecessary information as well as unnecessary attachments. The following provides some guide post in preparing a report format:

- Keep it short and simple. Readers may have little time to read a voluminous report.

Keep it short but full of relevant information;

- Use graphs and tables that will provide immediate information about performance and accomplishments;
- Follow the format of your plan. When using coding (C.1.1) follow the one used in the approved plan.
- Provide stories behind the numbers but keep it simple and direct.
- Avoid ambiguous words and limit jargon the reader may not understand.
- Attach documents that will directly support or explain further the information in the main report. And use the most authoritative source of data.

**School M&E System  
Reports and Documents**



### 8.3 School Documents and Reports

Documents and reports contain information that are needed in making accurate decisions. Reports are prepared not because data is available but because decisions need to be made. The organized data contained in a report will provide valuable input and insights to the school head on future actions to undertake. Such is the importance of management reports.

The problem, however, is not the lack of reports but too many reports. There are too many information but ironically information are not received at the right time by the right persons. In the School M&E System, it is important to streamline the reports and ensure timely arrival of information that a school head would need in managing the school. The following school documents and reports are identified not for reporting purposes but because of

information and insights they contain in helping the school head determine the future moves and actions.

### 8.3.1 Baseline Documents

The following documents provide baseline information about the school, learners and teachers. These baseline documents will be used as basis for the progress or accomplishments of the school.

- **Learners' Profile.** Provides baseline information about the background and capability of the learners. Maintaining a learner's profile will provide the teachers with the necessary information on handling the learner.
- **Teachers' Profile.** Provides baseline information about the skills or competencies and the capability building requirements of the teacher
- **School Report Card.** Profile of the school performance, human resource, learning environment and learning resources and other services.

### 8.3.2 Control Documents

Control documents represent the agreements and series of decisions made by the school, community and by the Division. These documents are used to compare actual performance, basis for analyzing the differences or improvements in the school or learner performance and basis for taking the appropriate actions. These are the main reference point for reinforcement or remediation.

- **SIP.** Contains the outcomes, target performance indicators, target outputs and strategies of the school. This will be most useful in understanding the context of the problems and issues encountered by the school and the opportunities available to the school. The SIP will be the main reference document at the Post Implementation Review.
- **AIP.** Contains the schedule of outputs to be delivered, resources and budget. This will be a major reference document in assessing the efficiency of the school in managing or implementing the SIP.

### 8.3.3 Status Reports

Status reports describe where the school, teacher and learner stands at a specific point in time. These contains the accomplishment of the school (at a given time) versus the plan and provides an analysis and explanation of the variance. It also contains discussion of the factors that facilitated the accomplishments as well as explanations of the factors that affected achievements.

- **School Monthly Report.** Contains the physical accomplishment of the School versus the plan (AIP), short description of programs and projects implemented and documentation of problems, issues and opportunities encountered.
- **Quarterly Progress Report.** Consolidation of 3 monthly reports to be submitted to the

Division. It contains the physical accomplishment for the quarter and description of programs and projects implemented. The report may also contain problems and issues encountered by the school that needs to be addressed by the Division

- **School Annual Accomplishment Report.** An end of year report containing the learners' outcome attained for the SY covered by the report, programs and projects delivered, problems, concerns, and opportunities that facilitated and affected the AIP implementation. This report provides the information requirement of the next AIP.
- **Learner Report Card.** A report on the academic performance of the learners per grading period.

#### 8.3.4 Accomplishment Reports

Accomplishment reports are documents prepared and submitted after every end of program or project or the end of a major undertaking. Accomplishment reports provide

- SIP Completion Report. An end of three year report containing the achievement of the learners' outcomes targeted in the SIP. It also includes the accomplishments of the school in terms of programs and projects delivered, documentation of effective practices and lessons learned. The completion report also includes the preparation of a School Report Card which details the profile of the school after three years. The same will be used as input to the preparation of the next cycle SIP.
- School Program/Project Completion Report. A report on the accomplishment of a program/project including activities completed.

#### School Documents and Reports

Type of Document / Report	Document / Report	Purpose	Timing of Report	As Input to
Baseline Document	Learners Profile	To serve as baseline information about the learners	End of March of each year	Adjustment of programs and projects in the AIP
Baseline Document	Teachers Profile	To have a profile of the schools most important human resource		Training programs for teachers
Baseline Document	School Report Card	To be used as baseline information to determine improvement of school on a year to year AIP implementation and at the 3 <sup>rd</sup> Year of SIP implementation	End of March of each year	Attachment to annual report and SIP completion report
Status Report	School Monthly Report	To report on the progress of implementation; Documentation of accomplishments per month	End of the month	Adjustment of next month's activities Performance assessment of teachers

Type of Document / Report	Document / Report	Purpose	Timing of Report	As Input to
Status Report	School Quarterly Report	To show status of AIP implementation after every 3 months	End of the quarter	Adjustment of next quarter's activities Performance assessment of teachers
Status Report	School Annual Report	To present the accomplishment report of the school after 1 year;	March of each year except the last year of SIP Implementation	Information from the report will be used as basis to adjust/enhance the next year AIP As basis for measuring efficiency of SH
Status Report	Learner Report Card	To provide information about the learners' performance	Quarterly and EO SY	Learning Management Plans
Accomplishment Report	SIP Completion Report	To provide documentation of the 3 year implementation which will include lessons learned and key practices of the school	January – February of 3 <sup>rd</sup> Year of SIP	Next Cycle SIP
Accomplishment Report	School Program/Project Report	To provide documentation of program/project accomplished	End of Program/ Project	Best practices

### 8.3.5 Other Documents

Other Documents include acknowledgement receipts or inventory receipt of property, certificate of acceptance, memorandum receipt.

### 8.4 Reporting Flow and Frequency

Most reporting flow follows the organizational structure. The teacher submit reports to the department heads and the department heads reports to the school head. As such critical and valuable information are reported up the ladder but are not disseminated fast enough to the other field units who may be needing the information. This reporting “flaw” should be reinforced if the objective is to provide timely and relevant information to stakeholders or users of the reports.

Consider not only the vertical flow of information but also the horizontal flow of information. Horizontal flow of information encourages sharing of data, information and insights. It is a much faster way of propagating effective practices. For example, english teachers to share information about a learner to the math and science teachers rather than going through the process of reporting and submitting information to the Department Head and to the School Head.

Some guidelines on the reporting flow:

- **Timing.** The most accurate data and information may lose its usefulness if it is received late.
- **Not all information are reported or shared to the other levels.** Only data and information needed to make decisions or adjustments. However, in cases where additional information is requested, detailed information or back up information should be readily available;
- **Uniform or similar format of reports.** This is to ensure easier consolidation, comparison and analysis of information be it vertical or horizontal structure.
- Accuracy over precision

SCHOOL M&E SYSTEM

9.0

TERMS OF REFERENCE

## 9.0 M&E TERMS OF REFERENCE

### 9.1 Manifestations of a neglected M&E System

The M&E system is acknowledged to be one of the most important systems in management. It is an important mechanism in the directing, steering and controlling functions of management. It provides information and insights to management to ensure quality products and services and to ensure continuous improvement in the organization. Ironically, the M&E system is one the most often neglected systems in an organization. Here are some of the manifestations of an organization that neglected its M&E function:

- **Nobody is in charge of M&E.** If ever there is somebody assigned to do M&E, a junior staff is assigned to collect data and put them together in one document.
- M&E system and its requirements are **set up in the middle** of an implementation.
- Nobody can really say the status of implementation.
- **Scope creeps**<sup>2</sup>. There are too many intervening activities, events or outputs that lead to non-implementation of approved programs and projects
- **Same (failed) programs and projects** continue to be implemented
- **Never ending collection of data.** Field personnel are often burdened with request for data and information even though these have been reported already
- A sure sign of a missing M&E system is when the **basic data elements** are never collected.

### 9.2 Common Misconceptions about M&E Work

As a result, the actual efforts on M&E is often limited to data gathering, report writing and report submission. Such wrong perceptions contributed to the popular belief that there is a dichotomy between M&E and decision making.

Here are some of the misconceptions about the work in M&E::

- M&E is about submitting reports. Report preparation and submission is just one of the many functions in M&E. It includes the process of gathering data and information, analyzing them, writing and presenting these in a format that will facilitate decision making. These reports will be the basis for future actions and future designs of programs and projects.
- The M&E System is often equated to filling up forms, tables and matrices. The

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<sup>2</sup> A scope creep is an activity, event or an output undertaken (may be necessary) but is not part of the approved or agreed plan.

important activity of validating the data and information is often neglected. The practice of filling up forms, tables and matrices lead to erroneous data and information.

- M&E is about field visits and data gathering.
- Another wrong notion about M&E is to meet the information requirements of the external/higher management level unit. The M&E system is set up and put into operations in order to meet the information requirements of the internal units especially individuals who are responsible for the delivery of outputs and the achievement of outcomes.

These misconceptions often lead to false notions that M&E people are just spectators – watching and observing (spying) and waiting for people to make mistakes. Then they report these mistakes. The misconceptions above are the usual reasons why people shun M&E.

## 9.2 The M&E Function

The M&E function is very important in decision making. Every implementer, from the school head, teachers and non-teaching staff will make decisions according to their own accountabilities. Monitoring and evaluation activities are undertaken to ensure that accountabilities and desired results are achieved. Essentially, the M&E is about adjustments. Adjustment can consist of:

- **no changes.** if no or tolerable deviations from the plan are observed;
- **changes in activities.** if deviations from the plan can be counteracted by adjusting resources and activities;
- **adaptation of the plan.** if the strategy does not yield the expected results and effects;
- **changes in the strategy or termination of the plan** if target purpose turn out to be unachievable due to misconceptions and changes in frame conditions.

## 9.3 School M&E ToR

### 9.3.1 School Head

The School Head is the **process owner** of the School M&E System. As process owner, the school head must ensure the **integrity and efficiency** of the System. This means providing accurate, correct, timely and relevant information to the school stakeholders. The school head will also be the major beneficiary of the lessons and insights produced by the M&E System. Specifically, the following outlines the roles and responsibilities of the School Head on M&E:

- Overall, the School Head provides the **steering and decision making** requirements

of school based management.

- The School Head shall report directly to the Schools Division Superintendent and provide information on the progress or status of the SIP/AIP implementation. The School Head shall also raise problems and issues affecting school based management and recommend areas for adjustments.
- The School Head shall interact closely with the following stakeholders:
  - Division Office
  - PTCA
  - Community
  - Local Government Unit
  - Local School Board
- Monitor SIP Preparation and Start Up. Includes:
  - Communicate to the teachers, non teaching, parents, community, the LGU and others the DepED policies, guidelines and standards concerning SIP preparation and start up
  - Provide input on the technical directions necessary in the preparation of the SIP.
  - Ensure active participation of stakeholders during the formulation of the SIP
  - Generate support from the Division, Region, the LGUs and other stakeholders concerning the funding support or requirements to implement the SIP
- Overall supervision of the SIP/AIP implementation. The school head is to ensure that all the programs and projects undertaken in the school are in accordance with the accepted SIP and AIP, on time and within budget
- Provide Supervise teachers performance. Provide instructional support to teachers in the implementation of the curriculum and in managing the teaching and learning process. Provide feedback on the performance of the teachers.
- School Review and submit progress reports which include School Quarterly Report and Annual Report
- **Conduct** regular meetings and workshops
- **Facilitate** the conduct of SIP Post Implementation Review
- **Review and endorse** the SIP Completion Report.

### 9.3.2 School M&E Coordinator

The M&E Coordinator is **responsible for the overall M&E strategy** and implementation of M&E related activities within the School and **provide timely and relevant information** to school stakeholders.

The M&E Coordinator shall **interact closely** with the following stakeholders:

- School Head
- Teachers
- Non-Teaching Staff

The M&E Coordinator shall **report directly to the School Head**. The Coordinator shall provide the School Head with **interpretation and analysis of M&E data, raise issues and problems** affecting (or may affect) SIP/AIP implementation and **recommend areas for adjustment** in the implementation plan. Specifically, the following outlines the roles and responsibilities of the School M&E Coordinator:

- Assist in the **review and revision of the SIP objectives and strategies**, particularly in the adjustments of the OVIs (objectively verifiable indicators) and MOVs (means of verifications – reports, documents, data gathering methods)
- Assist in the **development and adjustment of the SIP and AIP**
- **Assist** the school head in the **setting up of the School M&E System**. Ensure that the School M&E System complies with the Division M&E System
- **Communicate** to teachers and non-teaching staff the requirements of the School M&E System and the roles and responsibilities of staff on M&E
- **Prepare consolidate School Monthly Report** for the School Head in accordance with the approved reporting formats and schedule. This also includes **reviewing and validating** the reports submitted by school staff and documents received from outside the school.
- **Assist** the teachers and non-teaching staff in the preparation of their progress reports.
- **Record and report** the Physical Accomplishment of the School as per SIP/AIP
- Ensure proper **documentation and safekeeping** of school reports and documents generated during project implementation.

### 9.3.3 School Planning Coordinator

The School Planning Coordinator is **responsible for ensuring reliability of school data and other information reported by the School**. Specifically, the Planning Coordinator is responsible for the collection and validation of project data received from the teachers and non-teaching staff and will provide initial statistical analyses for the same.

The Planning Coordinator shall **interact closely** with the following stakeholders:

- School Head
- School M&E Coordinator
- Teachers
- Non-Teaching Staff

The Planning Coordinator shall **report directly to the School Head and work side by side with the M&E Coordinator**. The Planning Coordinator shall provide **initial interpretation and analysis of project data**. Specifically, the following outlines the roles and responsibilities of the School Planning Coordinator:

- Assist in the **review and revision of the SIP objectives and strategies**, particularly in the adjustments of the OVIs (objectively verifiable indicators) and MOVs (means of verifications – reports, documents, data gathering methods)
- Assist in the **development and adjustment of the SIP and AIP**
- **Assist the M&E Coordinator in the preparation of consolidated School Monthly Report**
- Ensure availability of **information from the SMIS** and timeliness of data.
- Mainly responsible for the **computer entry of data** from teachers and non-teaching staff and provide some initial analysis and interpretation. Ensure integrity and accuracy of data
- **Manage and maintain** the SMIS.

#### **9.3.4 School Department Heads**

The School Department Heads are **responsible for monitoring and evaluating the remediation and enhancement programs** as outlined in the SIP/AIP. The Department Heads Coordinators are **directly responsible for the day to day supervision** of their Departments based on the SIP/AIP (or Department Implementation Plan when available). As the frontliners, they **provide technical assistance to teachers** on how to efficiently and effectively manage the teaching and learning process.

The Teachers shall **interact closely** with the following stakeholders:

- School Head
- Teachers
- School M&E Coordinator
- School Planning Coordinator

The Department Heads shall **report directly** to the School Head. They shall provide the School Head with the **progress or status of programs and projects of the Department**.

**raise issues and problems** affecting (or may affect) teaching and learning and **recommend areas for adjustment** in the SIP/AIP. Specifically, the following outlines the roles and responsibilities of the School Department Head:

- **Prepare** programs and projects that will support the teaching and learning process in the school.
- **Prepare and submit** Monthly Report detailing the status of programs and projects in the Department and future activities
- **Conduct** Department meetings and workshops related to M&E concerns
- **Supervise** day to day activities of teachers. Monitor the teaching process and the coverage of the curriculum
- **Participate in the School Outcome Evaluation** especially in assessing the effectiveness of school programs and projects

#### 9.3.4 Teachers

The Teachers are **responsible for tracking the participation and progress of learners**. The Teachers are **directly responsible for the day to day monitoring of learners performance inside the classroom**. Their primary monitoring responsibility is to provide feedback to learners regarding performance and implement or suggests remediation or enhancement activities for the learners.

The Teachers shall **interact closely** with the following stakeholders:

- Learners
- School Head
- Department Head
- Parents
- School M&E Coordinator
- School Planning Coordinator

The Teachers shall **report directly** to the School Head and/or Department Head. They shall provide the School Head / Department Head with the scope of lessons covered and the performance of the learners on a periodical basis. Specifically, the following outlines the roles and responsibilities of the Teachers on M&E:

- **Prepare** lesson plans
- **Monitor the performance of learners.** This includes attendance, participation inside the classroom, quality control of learners' work and the demonstration of competencies of learners against expectations
- **Inform** the School Head / Department Head, other Department Heads and Non-Teaching Staff about learner related concerns to ensure prompt response to

problems and issues

- **Prepare and submit** Monthly Report detailing the status of programs and projects in the Department and future activities
- **Prepare and submit** an Assessment Report on learners performance
- **Participate in the School Outcome Evaluation** especially in assessing the effectiveness of school programs and projects

#### **9.3.4 Non-Teaching Staff**

The Non-Teaching Staff (includes Guidance Counselor, Librarian, School Nurse and others) are **responsible for promoting the use of school facilities** that support the requirements of teachers and learners.

The Non-Teaching shall **interact closely** with the following stakeholders:

- School Head
- Department Head / Teachers
- Learners
- School M&E Coordinator
- School Planning Coordinator

The Non-Teaching Staff shall **report directly** to the School Head. They shall provide the School Head with the utilization of the facilities and the enhancement requirements of the facility. Specifically, the following outlines the roles and responsibilities of the Non-Teaching Staff on M&E:

- **Monitor requirements and needs of** teachers and facilities regarding use of school facility, laboratories and school equipment
- **Monitor utilization of school facilities and equipment**
- **Provide report on the status and maintenance** requirements of the school facilities, laboratories and school equipment
- Participate in the Planning and School Outcome Evaluation activities of the school.

#### **9.3.4 M&E Support Staff**

The M&E Support Staff is an administrative support staff to the School Head, School M&E Coordinator and School Planning Coordinator. The Support Staff shall be responsible for the collection of data, encoding, filing and maintenance requirements of the School M&E System.



# SCHOOL M&E SYSTEM

## 10.0

### SETTING UP A SCHOOL M&E SYSTEM

## 10.0 SETTING UP A SCHOOL M&E SYSTEM

### 10.1 Introduction

The School M&E System is one of the key mechanisms of quality assurance. It must be able to provide accurate and objectively verifiable information to school head and stakeholders in order to make correct and timely decisions that will facilitate achievement of target outcomes. It is therefore critical that the system must be set up properly to be useful to managers. The set up must be properly undertaken.

The School M&E System can be set up after approval or acceptance of the SIP. The SIP provides the directions, objectives, scope of work, indicators and criteria for success that are very important in monitoring and evaluation. The establishment or enhancement of the school M&E system is to be undertaken during the start up period of the new SIP. The school must ensure that the elements of the M&E systems are in place and already communicated to key stakeholders before major programs and projects listed in the SIP are implemented by the teachers and schools.

### 10.2 Requirements for an Effective M&E System

Effective school management requires that a well organized monitoring and evaluation system be designed, developed and implemented so that immediate feedback can be obtained concerning school performance and immediate adjustments or decisions can be made to ensure achievement of objectives and targets outlined in the school improvement plan. The requirements for an effective M&E system include:

- Commitment to do monitoring and evaluation. The primary requisite to an effective school monitoring and evaluation system is the commitment of all the stakeholders – school head, teachers, students, community stakeholders and Division personnel. This commitment is manifested by the following: (1) all have the same understanding and appreciation of the scope of monitoring and evaluation; (2) a continuing commitment to excellence and improvement of school outcomes, and; (3) objective use of the information and results of monitoring and evaluation.
- Desired school outcomes and objectives are realistic, clearly defined and verifiable. This simply means that school improvement plans are correctly done. The SIP provides the scope of the monitoring and evaluation. Unless the school plan is comprehensively and clearly prepared the conduct of monitoring and evaluation will be difficult. The school plan must provide a clear description of the objectives, targets and milestones that the school would want to achieve in the next three years.
- Standards are well established and communicated to all team members. Standards include expected learner competencies per level, curriculum, teaching

and learning process, assessment process, teacher competencies, and resources.

- System boundaries among the different levels are clearly established. This includes clear definition and delineation of the roles and responsibilities in the different levels of the organization.
- A clear definition of the school life cycle framework is established. The school life cycle will provide the scope of the school monitoring and evaluation system. This will also put into context the decision making requirements of the schools in every phase, stage or milestones in the school life.

### **10.3 Some Guidepost in Setting Up the M&E System**

The set up process must ensure the following:

- Make sure the school managers, teachers and other stakeholders understand the scope of the M&E system
- There should be agreement in the performance measures that will be used in the monitoring and evaluation of the school. Outcomes and intermediate objectives in the SIP.
- If you can't measure it, you can't manage it. Be sure your targets are objectively verifiable.
- Consider the standards and policies of the DepED before finalizing the performance measures and reports in the system.
- In the design of the system, put the requirements of the school and teachers. It must meet the decision making requirements of the school head and teachers before considering or meeting the information requirements of external stakeholders.
- Keep the system as simple as possible. Minimize reports, merged documents and reports when possible. Identify the most authoritative report.
- Set up the system as quick as possible.

### **10.4 Steps in Setting Up the M&E System**

Ideally, the School M&E System is set up during the start up stage<sup>3</sup> of the SIP. The school is preparing to implement a new SIP for the next three years. Before the SIP is fully implemented, the school should set up its M&E system. In case of an already existing M&E, the school may want to review and enhance its existing system especially the performance

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3 Start Up Stage is a three month period for the school to prepare for the implementation of the newly approved SIP. It includes designing of internal systems, staff development, reorganization and other strategies the school may want to set up to implement the SIP successfully. M&E is ideally set up and organized during that period. Start Up Stage is undertaken once every three years.

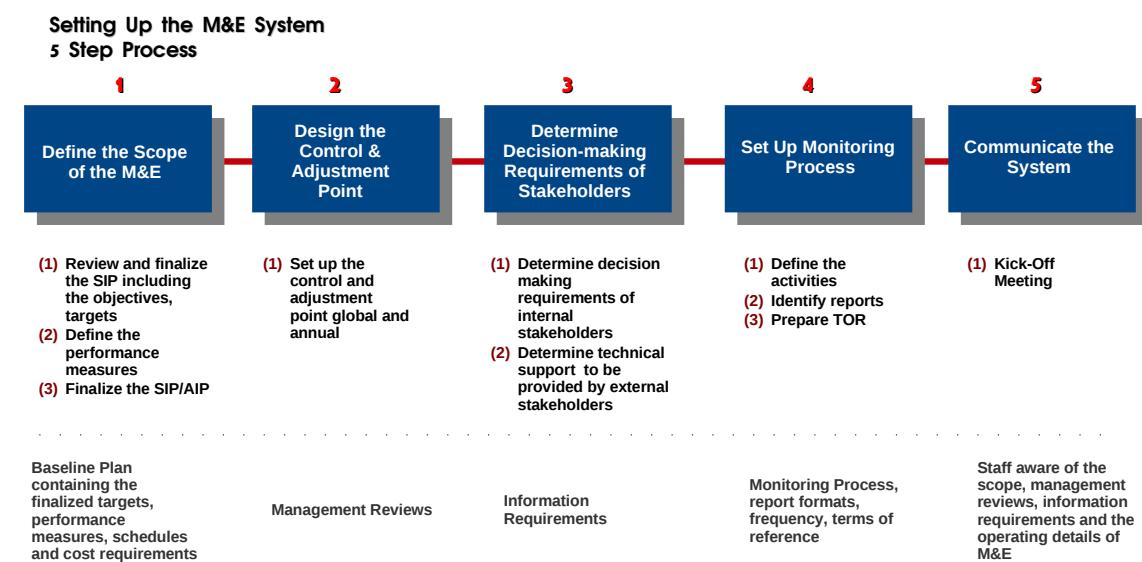
measures, M&E strategies, tools and techniques.

The school manager should take the lead in the setting up of the M&E system since this system will be most useful to him/her. Some materials recommend the creation of a M&E Team that will set up and implement the M&E but in this material it is strongly discouraged. M&E should not be seen as a separate set of activity nor a task limited to a special group of individuals. All school stakeholders, not just the school manager or a special group, are responsible for M&E. All individuals – school heads, teachers, students are accountable and responsible for certain results. Therefore, all must do M&E.

Since all are required to do M&E, it is important to design the school M&E system systematically. It is important to consider that the implementation – efforts, strategies and activities of one group will affect or influence another group. The monitoring activities, evaluation efforts and decision making tasks of all the school stakeholders must interact and benefit each other.

It must be highlighted that a critical element necessary in setting up a M&E system is the presence of a clear and well written plan. By clear, it means the objectives, indicators and strategies are well understood by all (internal and external stakeholders). A well written plan simply means it is doable and/or feasible. The absence of these qualities will not make the setting up difficult but maybe impossible.

The five step process involves the following: (1) define the scope of the M&E, (2) design the control and adjustment points, (3) determine the information requirements of the stakeholders, (4) set up the monitoring process and (5) communicate the system.



#### 10.4.1 Define the Scope of the M&E

The most important first step in setting up the M&E System is to clarify and define the scope of the M&E. This involves clarifying the objectives and targets of the school, defining the success indicators and performance measures.

In defining the scope of the M&E, the following guide questions must be answered:

- What are the outcomes the school wanted to achieve?
- What are the programs and projects it intends to deliver? How many and when?
- Are the indicators SMARTly formulated? Can they be verified?
- What are the resources needed to implement the programs and projects?

The answers to the questions above are found in the school improvement plan. It is the SIP that provides the coverage and boundary of the M&E System. Hence, it is very important that the SIP is very clear and accurate when it comes to objectives, targets, programs and projects that it needs to deliver within 3 years. Although the SIP have already been reviewed and approved during the appraisal period, it is recommended that this again be reviewed or revisited again before full implementation is undertaken.

The following illustrates the 3 step process in defining the scope of the school M&E system:

- The **first step** in designing the school M&E system is to have a good understanding of the objectives targets and strategies of the school as contained in the SIP. This means reviewing and/or updating the SIP Framework (Goal chart). These Goal Chart objectives (with their indicators) sets the context and scope of the M&E System.

Goal Chart (Sample Only)

Narrative Summary	Objectively Verifiable Indicators	Remarks
<b>Goal:</b> Improve functional literacy in the province		
<b>Purpose:</b> Improved school performance in terms of (1) student achievement, (2) drop out rate, (3) completion rate and (4) enrollment	Student Achievement increased from: Y1-45%, Y2-55%, Y3-70% Decreased in number of non-readers from: Y1-30%, Y2-15%, Y3-0%	<b>The Indicators are reviewed and finalized by the school as a 1st step to designing the M&amp;E System</b>
<b>Outputs:</b> (1) Student Achievement (1.1) Slow learners who were poor in reading completed sessions on reading remediation (1.2) Developed reading materials for use by students with reading deficiencies (2) Drop Out Rate (2.1) Visited # of SARDO homes (2.2) Distributed materials on EASE to	30 1 <sup>st</sup> Year students who are in the reading frustration level have <b>completed</b> the sessions on reading remediation by 1 <sup>st</sup> semester of Year 1.  <b>Completed</b> means students have attended all sessions and have achieved the required reading	<b>The Indicators are reviewed and finalized by the school as a 1st step to designing the M&amp;E System;</b>  <b>The indicators have to clarified in terms of quantity, target group.</b>

Narrative Summary	Objectively Verifiable Indicators	Remarks
selected students (3) Completion Rate (3.1) Improved school facilities (4) Enrollment (4.1) Conducted house to house visitations to promote back to school program (4.2) Implemented brigada eskwela	level at the end of the session.	quality and time

- **Second step** is to review and finalize the performance measures<sup>4</sup>. Performance measures is one of the critical elements of M&E. The measures must provide an accurate picture of the status of accomplishments or outcomes. When the performance measures are clarified and adjusted, finalize these targets and **“freeze”** them. These will be the basis for the monitoring and evaluation.

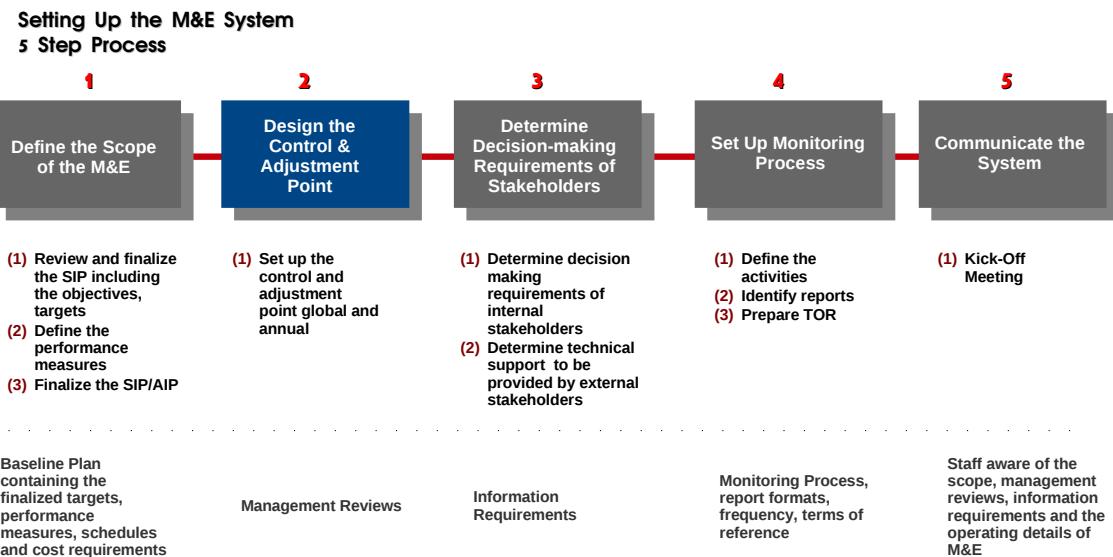
Careful considerations must be done in choosing a performance measure. Some guidelines in defining the performance measures of the school:

- **The fewer the better.** One of the common pitfalls in evaluation is the notion that the more data gathered, the more performance measures used, the better. This does not always follow. As a rule, the fewer the performance measures, the more accurate is the picture of the situation.
- **Focus on the right things.** Ensure that the performance measures selected are the correct measures for assessing the learners, teachers and school head's performance. By correct, it means direct and exclusively used for one performance only.
- **Integrated with other measures.** A performance measure used is connected to the other measures in order to provide a more holistic picture of the school's accomplishment and achievement.
- **Third step** is to finalize the SIP and prepare the AIP (Year 1) based on the adjusted targets and schedule.

Defining the scope of the M&E will facilitate the design and establishment of the School M&E System. The SIP with its objectives, targets, proposed strategies and activities define the scope of the M&E. It is important that these are revisited and finalized to formalized the scope of the M&E. This will lead to the design of the monitoring process, control points, data collection tools and techniques and management reports.

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4 A performance measure is composed of a number and a unit of measure. The number provides the magnitude (how much) and the unit of measure gives the number a meaning (what)



#### 10.4.2 Design the Control and Adjustment Points

The next major step in establishing a M&E system is to design the control and adjustment points. The control points represent the core features of the M&E system. Control and adjustment points are mechanisms for review to assess, validate and adjust (when needed) the quality, scope, timing and cost requirements of an implementation. All the other requirements of M&E, from reports to data requirements, will be based on these control points.

School Control and Adjustment Points are determined by drawing a road map of the SIP implementation. The road map will help illustrate the context and the relationship between the implementation, control requirements and timing of the control. This will help establish the link between the stages of SIP implementation and the evaluation requirements. This approach will provide the **context** of the decisions. This approach will harmonize the implementation **stages and to the evaluation control points of the SIP**.

##### Implementation Stage and Control & Adjustment Point

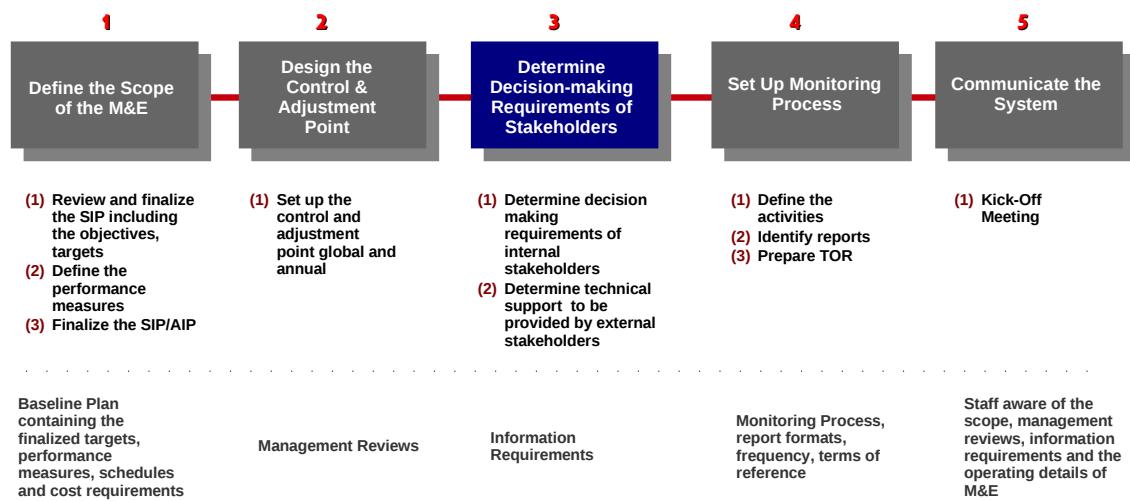
- A stage represents a major segment in the implementation phase, the completion of which represents a major milestone. Each stage in the SIP implementation represents unique requirements and interactions as well as unique problems and issues. The stage approach will allow the school head to have more control in managing the SIP implementation. The unique requirements of each provide the context for monitoring and evaluation.
- Control points are M&E review gates which will allow the school head to assess the SIP implementation per milestones. The results of the control points are used as basis for adjusting the SIP or enhancing the implementation.

The main reference material in the establishment of control and adjustment points is the SIP and AIP. The implementation plans provide details on the critical activities to be undertaken and the targeted accomplishment dates of outputs. Thus, it has to be ensured that the SIP/AIP are correct and adjusted. The following are items need to be considered in the identification and design of Control and Adjustment Points:

- **Accomplishment of an output or major milestones.** One of the major considerations in the set up of the Control and Adjustment Points are the outputs to be delivered. Outputs need to be quality assured before acceptance and
- **Management reporting practices in the Department.** Control points are patterned after the management reporting practices of the agency. Considering the reporting practices of the agency will facilitate both requirements of the school as well as the requirements of the Division, Region and National Office.
- **Critical path or segment in the implementation process.** Critical path refers to an activity or activities that will have major implications to other activities, outputs and decisions to be made in the future.

#### Setting Up the M&E System

5 Step Process



#### 10.4.3 Determine the Decision Making Requirements of Stakeholders

The third important step in setting up the M&E System is to determine the decision making requirements of the stakeholders. Also known as key players, these refer to individuals or group who can influence the school's implementation of the SIP.

In the school M&E system, it is important to classify stakeholders into internal and external stakeholders. Internal stakeholders refer to school head, personnel, teachers and students.

These are directly involved in a day to day operations of the school. External stakeholders refer to individuals or groups who may influence or provide support to the school.

For both types of stakeholders, the System must be able to provide timely, accurate and relevant information in order to ensure effective management and prompt delivery of support and assistance. The decision making requirements of the stakeholders will dictate the type of information that needs to be generated by the school M&E system.

Determining the decision-making requirements of stakeholders is accomplished in 4 sequential steps. These steps assure that only the critical decision requirements of the stakeholders are identified.

- **First and foremost, the information requirements of internal stakeholders** must be identified before responding to the information requirements of external stakeholders. The School M&E System to be set up is to help school managers and teachers implement their programs and projects as efficiently and effectively as possible. The main feature of the School M&E System must respond to the decision making requirements of the school internal stakeholders. The following are suggested steps in analyzing internal stakeholders and their information requirements.

#### **(1) Identify the stakeholders.**

At the school level, it may be important to identify the internal stakeholders by names (small school) especially at the level of the school head, personnel and teachers. In the case of students, identifying the students per name is not practical. Here the school may want to group students according to certain characteristics (demographics, behavior), like slow learners and fast learners, at risk of dropping out, year level, gender etc.

#### **(2) Profile the stakeholders**

The profile of the stakeholders will provide valuable input to the school in designing its M&E system. Profile each stakeholder based on the following:

- Functions (roles and responsibilities). Pertains to both the *de jure* (mandated) and *de facto* (actual) functions of the individual.
- Information requirements. Pertains to data and information needed by the stakeholder in order to make a decision.
- When refers to time/day the information is needed by the stakeholder.
- MoV refers to current practices or mode to verify the information.

It is also important to take note that the functions and information requirements of certain stakeholders vary per time period. In this regard, refer to the M&E Operation's Framework (macro-annual) to determine the kind of decision and information a stakeholder makes.

### (3) Identify possible design considerations

The stakeholder profile and information requirements can be used as input to the content of the report, format of the report, how the reports will be presented and the timing of the reports.

Below is a sample Stakeholder Information Matrix for Internal Stakeholders

**Stakeholder Information Requirement Matrix - Internal Stakeholder<sup>5</sup>**

Stakeholder	Functions (roles & responsibilities)	Information	When	Means of Verification	Implication to M&E Design
<b>School Head</b>	Overall management of school	Status of school programs & projects	Monthly		
	Provide instructional support to teachers	Teachers performance			
<b>1<sup>st</sup> Year Math Teacher</b>	Facilitate learners development in algebra	Learners competencies/ performance at the elementary level	Start of SY During the SY (periodical) End of SY	Diagnostic test Quizzes Classroom Observation Periodical test Achievement test	Information must be given to Teacher before SY starts; Link M&E system with elementary school
<b>Teacher trainers</b>	Train teachers	Training needs of teachers	Semester break and summer break		
<b>4<sup>th</sup> Year High Performing Students</b>		Opportunities outside of school		Self-assessment/ Student Development Plan	

- Second, identify the information requirements of the external stakeholders.**

External stakeholders are individuals or groups who can influence and/or provide support to the school. These groups may require information from schools in order to align its plans, programs and even its policies to the school requirements. The School M&E System is also designed to meet the information needs of these stakeholders. Unlike the internal stakeholders whose information needs are operational concerns, the information needs of the external stakeholders are more on outcomes and results, information that are important to policy formulation and design of technical assistance programs for schools.

Normally, these stakeholders have their own M&E system. The report content, format and timing should be considered as much as possible. Hence, the need to configure the School M&E System to the M&E System of these stakeholders. The suggested steps in doing a external stakeholder analysis is almost the same as that

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5 Sample only. Intended to show the information to be gathered about the stakeholder. Additional stakeholder may be added depending on the size or type of school. Example, big schools have department heads. Ideally, their requirements should also be determined.

of the internal stakeholders. These include:

**(1) Identify the stakeholder**

Not all individuals or groups outside of the school may qualify as stakeholder. In this context, external stakeholders are those that can influence or support the school's implementation of its programs and projects. Influence may include changes in policies, technical assistance support and financial assistance.

**(2) Profile the Stakeholder**

Gather some information about the stakeholder in terms of:

- Mandate. Pertains to roles and responsibilities on education as determined by law. Or it may also pertain to the charter or vision/mission of the organization especially non-government organizations or foundations.
- Possible support to schools. Includes current support and potential support that can be provided by the stakeholder.
- Information. Refers to the type of information the stakeholder may need to make decisions that will compel the stakeholder to support or assist the school.
- When. Refers to the time period the information is needed by the stakeholder.
- Means of Verification. These are current practices or documents the stakeholder is using in its own M&E system.

**(3) Determine the implication to the design of the School M&E System.**

The design of the School M&E System must be closely linked to the design of the M&E System of the external stakeholders who are mandated to support the schools, like the Division and Regional Offices. The report content, forms and formats must be closely linked to those being used by the Division, Regional and Central Offices.

For external stakeholders who are not directly mandated by law to support the schools but are supporting the schools on their own, it is important to determine their planning and budgeting period. This period may be the most appropriate time to provide information about the school and the support it needs.

The table below provides an example of a Stakeholder Information Matrix – External Stakeholder.

Stakeholder Information Requirement Matrix – External Stakeholder<sup>6</sup>

Stakeholder	Mandate	Support / Possible Support	Information	When	Means of Verification	Implication to M&E Design
<i>District Office</i>						
<i>Division Office</i>	Provide technical assistance support to school heads:  on school based management;  on teachers development;		Status of SIP implementation Quality of SIP  Teachers performance	Quarterly As the need arise  School break & Semestral break	Quarterly Report School Managers Meeting/ Conference School Visit  Needs analysis Classroom observation	
<i>Regional Office</i>						
<i>BSE</i>						
<i>LGU-Barangay</i>						
<i>LGU- Municipal</i>						
<i>Etc</i>						

The information requirements of the stakeholders will have implications to the design and/or content of the following:

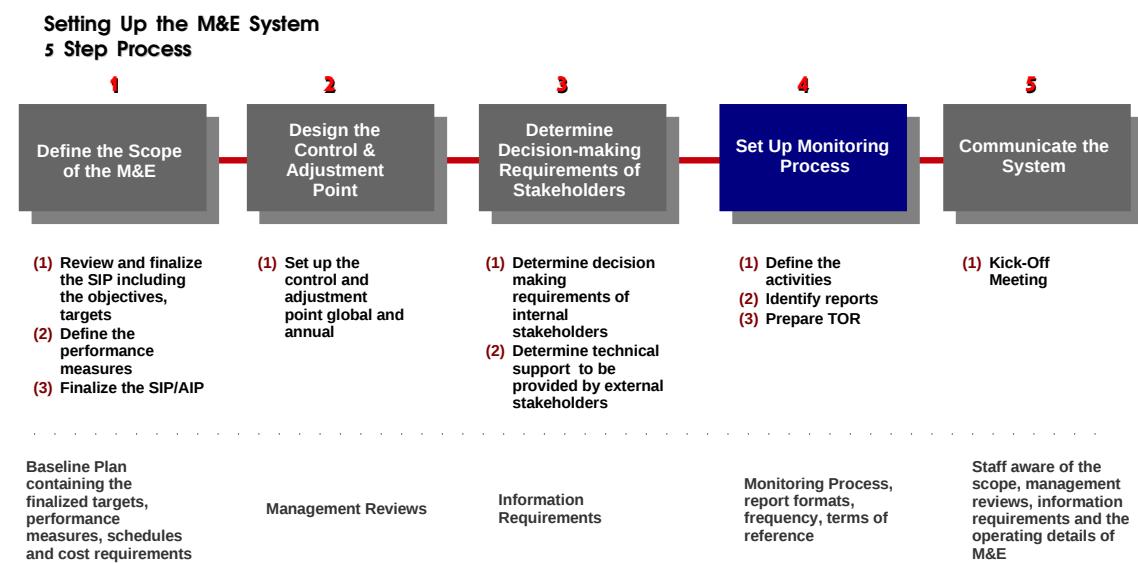
- **data elements.** These are the most basic information about a status of an implementation. Usually, these are raw data and are important in determining or computing for the performance measures. This will also dictate the forms and tables to be developed.
- **forms and template.** The simpler the forms and the templates, the better. These are the most fundamental collection tool to be used in documenting an event and an accomplishment.
- **report format.** The decision making requirements of the stakeholders will determine the format of the report. It should contain all the necessary information – numbers and stories behind the numbers in order for a school head or a teacher make the necessary adjustments or improvements in the strategies implemented.
- **reporting frequency.** The need of the stakeholders to make decisions will also dictate the reporting periods. The reports – with the numbers and stories must be

6 The list of stakeholder and their roles and responsibilities may vary from place to place.

received on time by the stakeholders in order to ensure timely adjustments (if needed) or decisions.

- **evaluation frequency.** Evaluation pertains to external assessment to be undertaken to validate the accomplishments and stories written in the reports. Usually, evaluation is undertaken when the evaluation party is to come up with their own plan.

As a rule of thumb, when there are conflict between the requirements of the internal and external stakeholders, the requirements of the internal stakeholder must be met first before the external. The decision making requirements of the internal stakeholders – the school head and teachers must be given priority in order to help them make immediate enhancements or remediations in the school interventions. This perspective will also ensure that M&E is more about managing and making decisions than meeting the reporting writing.



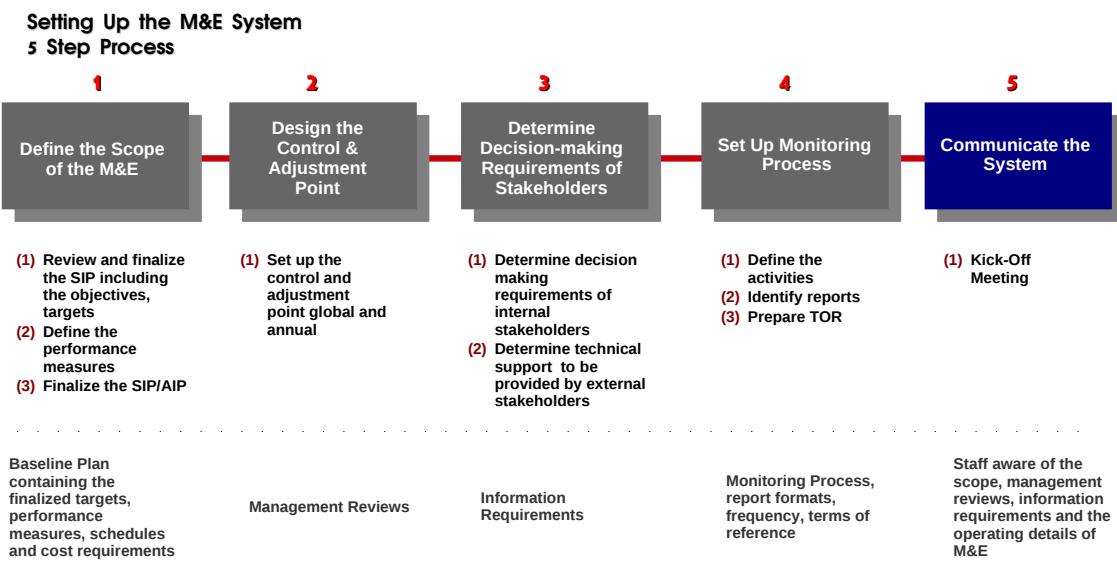
#### 10.4.4 Set Up the Monitoring Process

The next step in setting up the School M&E System is to define the operating details of the system. These include designing the monitoring process/es that will operationalize the School M&E System. This also includes data collection system, reports and reporting process and the feedback mechanism.

A School M&E Process is a series of actions by the school head and teachers used to track, evaluate and analyze the school performance and its target groups. It is a support process undertaken to assure the quality and relevance of school programs and projects. These processes operationalize the data collection and reporting activities of the school and integrates these to the control and adjustment points of the system. Once in used, the

School M&E Process will supply the different information requirements of the school and teachers.

- **Define the M&E process.** This includes defining the control points and events that will be undertaken during the SIP implementation.
- Finalized the reporting requirements and disseminate them.
- **Formulate the M&E Terms of Reference.** After detailing the requirements of the M&E system, the next step is to define the **roles and responsibilities** of the school head, teachers and staff concerning data collection, sharing of information, reporting assignments and in giving feedback.



#### 10.4.5 Communicate the System

The last step is the conduct of a **Kick-off Meeting** to signal the operationalization of the school M&E system. In football, a kick off represents the start of a game which means the rules of football are now enforce. It is important to conduct a Kick-off Meeting to allow the teachers, non teaching staff and others that the School M&E System is now operational.

Aside from the official start off point of the system, the Kick-off Meeting is also the venue for the school head and teachers to understand the system. Before enforcing the system, it is important to ensure that all school staff have/can:

- high awareness of the scope or coverage of the School M&E System
- explain the context and rationale of the different M&E control and adjustment points
- awareness of the support that can be provided by the stakeholders and the

information they need to facilitate that support

- (d) understands his/her roles and responsibilities in M&E.

SCHOOL M&E SYSTEM  
11.0  
SCHOOL MANAGEMENT INFORMATION SYSTEM

## 11.0 School Management Information System (SMIS)

### 11.1 Description

The School Management Information System (SMIS) is a management information system application for the school that **supports decision-making** related to school based management, teaching delivery, learner experience, and learning outcomes.

The SMIS provides up to date and timely information on:

- Learners Performance
- Teachers Profile
- School Plan
- Curriculum application
- Finance
- School Assets

### 11.2 Some Guideposts in Using Technology

The information technology organization works in partnership with the rest of the organization sharing a common, easily understood language to ensure that management information systems support the organization's overall needs. The approach is customer-centric, not data or technology-centric.

### 11.2 Sub Systems

#### 11.2.1 School Performance Management System

Involves monitoring the schools performance on increasing enrollment, ensuring students are retained, completed the basic education and improving student achievements. This system will also be used to evaluate the schools' program on improving enrollment, reducing drop outs, completion and programs that will assure achievement of learners (slow learners, just right and fast learners).

This sub-system will be used to manage the quality of school programs and projects pertaining to:

- Learners participation. Involves school programs and projects that will bring children of school age to schools to increase enrollment and improve participation. *Key Indicator: Enrollment*
- Learners stay in school. Involves school programs and projects that will ensure

learners who are in school will stay in the classroom. Such programs are designed to reduce drop outs. *Key Indicators: Retention Rate and Drop Out Rate*

- *Improve completion. Involves assessment and evaluation of school programs and projects pertaining to making learners complete the basic education process (elementary to high schools). Key Indicator: Completion Rate.*
- Achievement. Involves assessment and evaluation of school programs and projects that are designed to ensure that those who stayed in school and those who completed the basic education requirements have met the desired competencies necessary to go to the next level. *Key Indicator: Student achievements.*

#### **11.2.2 Student Tracking System**

A School M&E Sub-system that will track the participation and progress of the learners inside the classroom. This sub-system will be used by both the teachers and the learners to chart and track the participation of learners and the learning of learners on a per subject matter.

This sub-system includes:

- Management of learning. Pertains to the performance of the learners inside the classroom, whether they are slow learners, just right and fast learners.
- Attendance. Involves tracking learners who are at risk of dropping outs.
- Health and Nutrition.
- Participation to school-wide activities

#### **11.2.3 SIP Management System**

The M&E Sub-system is designed to ensure the efficiency of school management to implement programs and projects outlined in the school improvement plan. It also tracks the schools' ability to generate resources and participation from school stakeholders that will be used as input to implement school programs and projects.

This sub-system provides a regular review and progress of the school in the implementation of the SIP. This includes:

- School Output Accomplishment. Involves monitoring the schools implementation of the SIP based on targets (quantity) and time.
- Financial Management. Involves monitoring the schools generation and management of its financial resources vis a vis the financial resources outlined in the SIP.
- Quality of SIP. Involves assessment of the school's plan based on standards set

regarding SIP.

#### **11.2.4 Curriculum Management System**

This sub-system will be used by the school to ensure correct implementation of curriculum in the school. Specifically, this sub-system is designed to ensure that schools covered the (scope) the curriculum, time spent per subject is within standard set, the teaching and learning process implemented meets the requirements of the subject matter.

#### **11.2.5 Staff Development Tracking System**

This sub-system will be used as input to the human resource development plan of the school. This includes tracking teachers and non-teachers performance, the courses and training programs they completed/participated and the training needs.

#### **11.2.6 Asset Management System**

A sub-system that will assist the school head manage the school resources, thereby ensuring the logistic requirements of the teachers and learners are met. Involves tracking of school resources (classrooms, books and supplementary materials, school equipment and other support facilities) in conformance with the standards of the DepED.

SCHOOL M&E SYSTEM

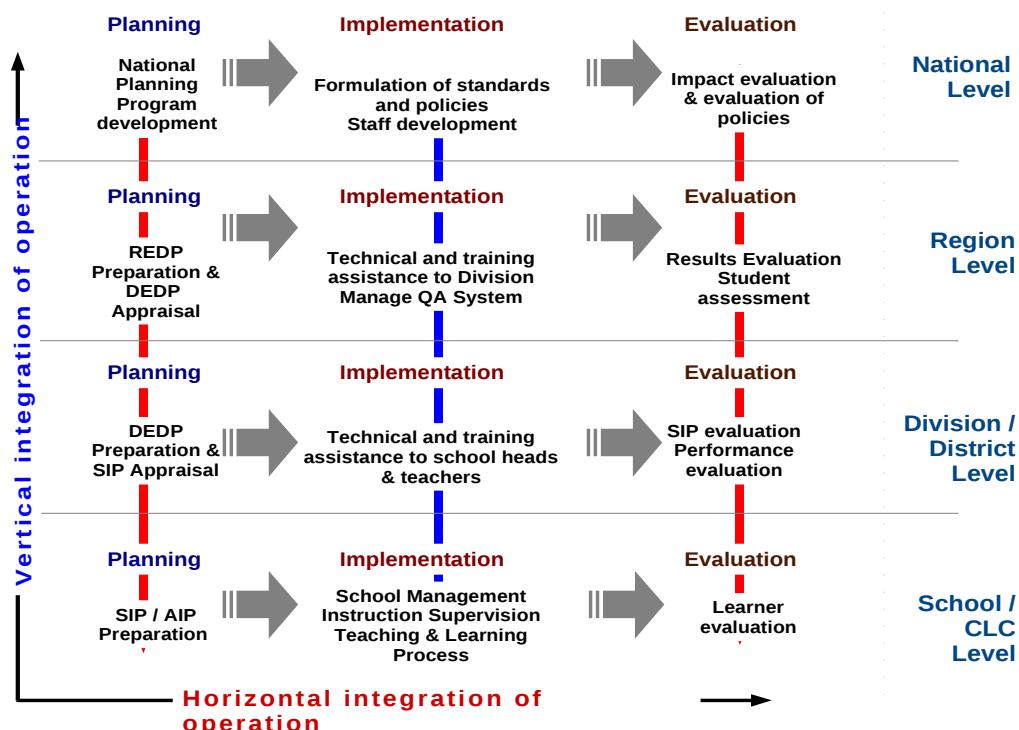
12.0

INTEGRATED M&E SYSTEM

## 12.0 Integrated M&E System

### 12.1 Overview

The School M&E System is not a stand alone system. It is part of a grand design to unify the M&E systems of the School, Division, Region and Central level. The school, however, will be playing a critical part in integrating the system and in supplying the data, information and insights for the Division, Region and Central levels be able to perform their respective accountabilities efficiently and effectively.



### 12.2 Key Principles

The Integrated M&E System is built on two major principles: systems perspective and systematic approach.

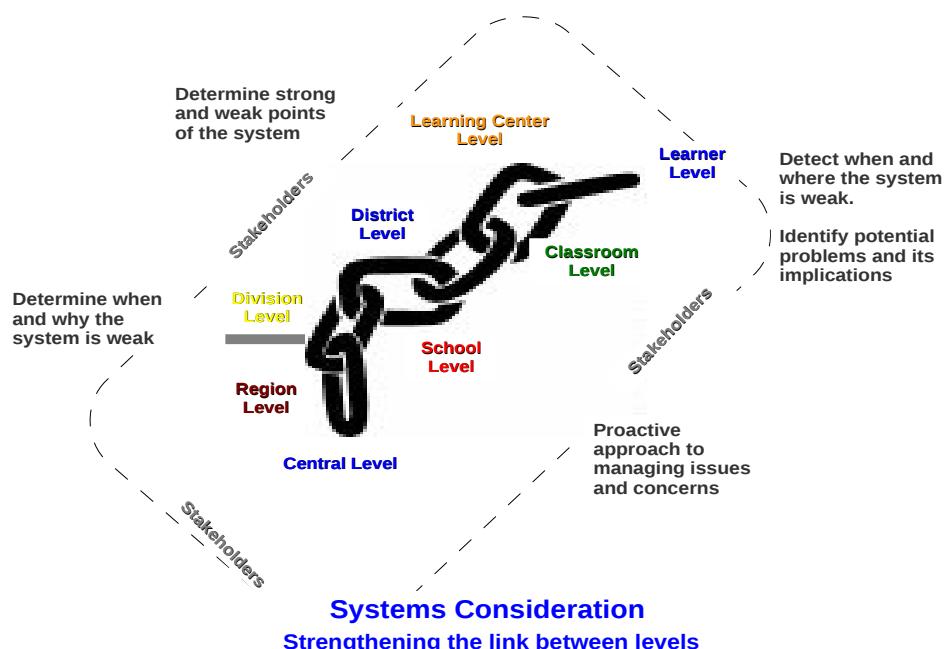
#### 12.2.1 Systems Perspective

The School M&E System is part of the effort to strengthen the entire basic education delivery system of DepED. Its main role is to provide timely and relevant data, information

and insights to key internal stakeholders – Division, Region and National Offices. These same data, information and insights will be used to develop and/or enhance education policies and standards by the Central Offices and Region, strengthen the education programs and projects by the Region and Division, and to provide timely and relevant technical assistance to school heads and teachers by the Division.

Setting up an integrated system will allow the following:

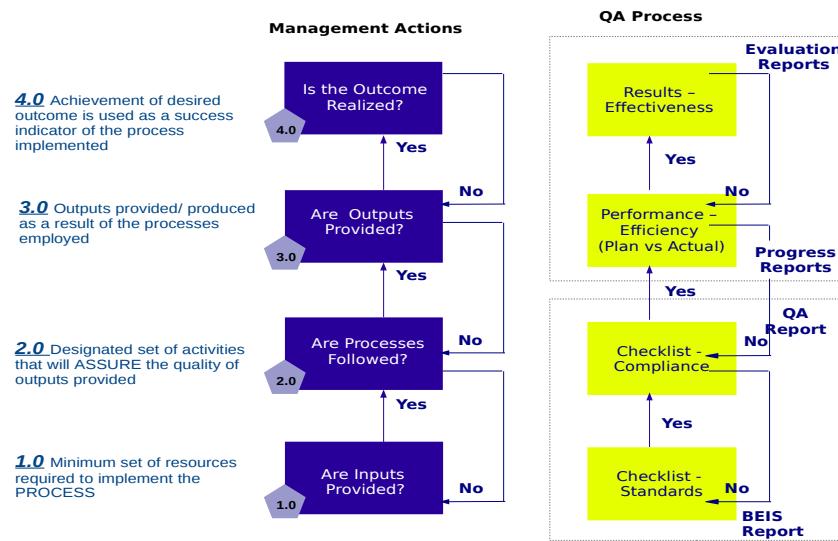
- Sharing of information and insights throughout the organization. Best practices and lessons learned are disseminated. This will also help avoid repetition of failed programs and projects.
- Early detection of problems and issues. An integrated system will be able to determine where and when these problems will occur. This will allow immediate adjustments in the operations of units.
- Determine the implications in the shortcomings of 1 unit to the other units dependent on its performance.
- Proactive approach to decision making and in managing problems and issues.
- More cooperation and collaboration between and among units.



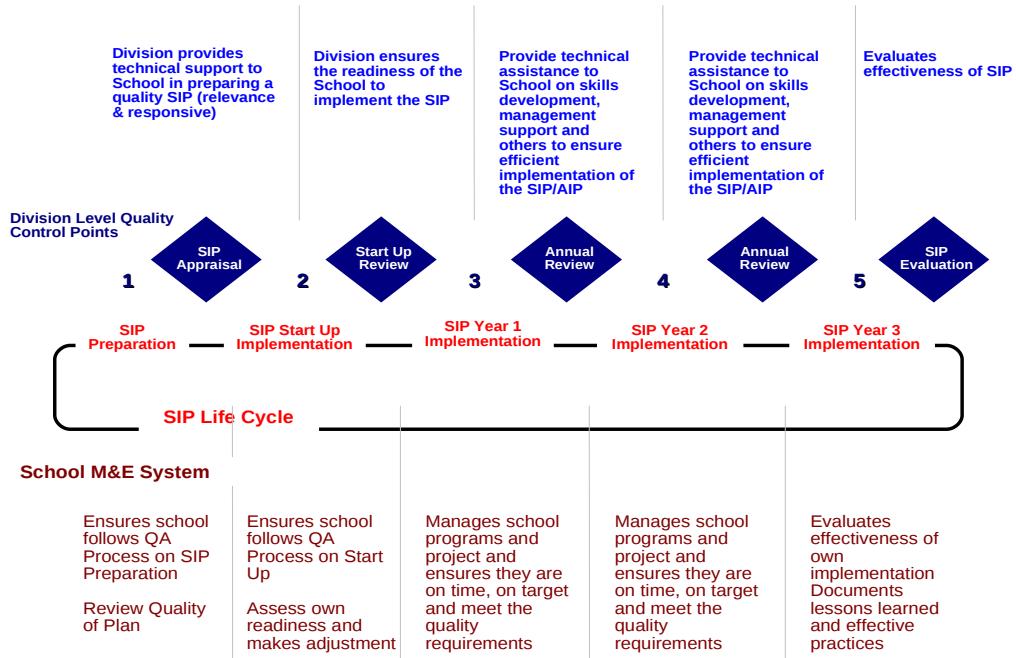
### 12.2.2 Systematic Approach

The M&E System in each level should be approached in a systematic process. The integrated system must be able to track the input requirements per management level, compliance to standard processes, quality of the outputs and the outcomes.

The diagram below illustrates the “must” feature of the M&E System.



### 12.3 School & Division M&E Integration



#### **12.4 Prerequisites to a successful M&E System**

The following elements are requisites to a successful integration of M&E Systems:

- Integration of DEDP and SIP. The programs and projects of the Division are synchronized with the technical assistance requirements of the School.
- Evaluation and adjustment points of the Division is integrated with the evaluation and adjustment requirements of the school
- Division and School Staff have the same understanding of the M&E System requirements