December 11, 2019

REGIONAL MEMORANDUM
No. 461 s. 2019

DEC 2/3 2019
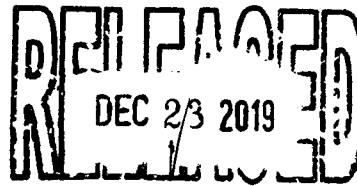
DEPED-CAR .......:_____

# GUIDELINES ON THE MONITORING, EVALUATION AND ASSESSMENT OF SENIOR HIGH SCHOOL (SHS) IMPLEMENTATION IN DEPED-CAR

1. The Department of Education-Cordillera Administrative Region (DepEd-CAR) provides the enclosed guidelines on the monitoring, evaluation and assessment of SHS implementation in the Region.

2. These guidelines aim to give specific directions on how SHS implementation is going to be monitored, evaluated and assessed based on existing general issuance. This is neither an amendment nor a rescindment of any provisions in existing DepEd Orders relative to SHS implementations.

3. This policy shall take effect 15 days after its approval and after proper dissemination to the Schools Division Offices and concerned Schools.

4. For information, guidance and compliance of all concerned.

**MAY B. ECLAR, Ph.D., CESO V**
Regional Director

CLMD/FEV/cdbjr.

Enclosure to RM No. ___46 1___ s. 2019

## GUIDELINES ON THE MONITORING, EVALUATION AND ASSESSMENT (MEA) OF SENIOR HIGH SCHOOL (SHS) IMPLEMENTATION IN DEPED-CAR

### I. Rationale

DepEd Order No. 51, s. 2015, Guidelines on the Implementation of the Senior High School (SHS) Program in Existing Public Junior High Schools (JHSs) and Integrated Schools (ISs), Establishment of Stand-alone Public SHSs, and Conversion of Existing Public Elementary and JHSs into Stand-alone SHSs provided the systems and procedures, as well as the standards and criteria in the implementation of SHS program in all types of schools intending to offer such. It explicitly set the criteria and procedures in the establishment of SHS.

Item VII (7) - Monitoring and Evaluation of the above policy generally provides the roles of the DepEd Governance levels but did not specified the areas to be monitored and how will it be done.

Work Immersion is an integral part of SHS implementation that needs monitoring, evaluation and assessment (MEA) to ensure the attainment of its purpose and objectives. Sections 8 (assessment) and section 9 (Monitoring and Evaluation) of the DO No. 30, s. 2017 on Guidelines for Work Immersion requires the assessment and monitoring and evaluation of the activity and provided the general roles and functions of the different DepEd governance levels.

Another sub-program of SHS is the Joint-Delivery Voucher Program (JDVP). This is intended to augment the incapacities of public SHS to provide standard training to learners enrolled in the Technical-Vocational and Livelihood (TVL) track due to insufficient facilities and or absence of competent teachers by allowing learners to cross-enroll in a qualified Technical-Vocational Institutions (TVIs). With the fiscal assets the government is investing in this program, intensive MEA is necessary to determine its effectiveness and efficiency.

Overall, there is a need for and institutionalized MEA system or mechanism to track the SHS implementation in the K-12 curriculum.

### II. Objectives

1. To provide specific Terms of References (TOR) among the personnel involved in the MEA system for SHS implementation.
2. To set directions in the implementation of SHS MEA system
3. To ensure the institutionalization of SHS MEA system or mechanism in the school, SDO and RO level.

### III. Scope of the guidelines

This regional guidelines covers all SHS in the region whether stand-alone or established within existing regular JHS, IS, Elementary School. In some areas, such as curriculum content and delivery, learning facilities and human resources, it also includes private schools and State Colleges and Universities (SUCs) offering SHS Programs.

### IV. **Definition of Terms.** For this particular guidelines, the following terms are hereby defined:

1. Monitoring and Evaluation - is the systematic process of tracking the progress of SHS implementation.
2. Assessment- is a one time evaluation after the implementation of a certain sub-program or at the end of a specific period.
3. MEA System- is an institutionalized framework or mechanism that serves as a guide in the effective conduct of MEA for the implementation of SHS program.

### V. Policy Statement

The DepEd-CAR fully supports the DepEd Vision and Mission to protect and promote the right of all citizens to quality basic education and to make such education accessible to all Filipino children. As manifestation therefore, this regional guidelines is hereby issued to provide more specific directions and guidance on the monitoring, evaluation and assessment of the SHS implementation.

This regional guidelines aims to ensure that MEA system for the SHS implementation are institutionalized in all schools offering SHS programs, in all SDOs and in the Regional Office.

### VI. Procedures

#### A) Focus of Monitoring and Evaluation and Assessment

The following SHS sub-programs/projects/activities shall be given focus for the monitoring and evaluation and or assessment:

1. Curriculum Content and Delivery. Subject Area Supervisors shall lead the monitoring of the following;
    - ➢ Subject offerings including time allotments and schedules
    - ➢ Competencies as reflected in DLL/DLP
    - ➢ Application of the Delivery Models
    - ➢ Assessment of Learning outcomes
    - ➢ Implementation of RM No. 159, s. 2019 (Regional Guidelines on the Implementation of Synchronized Subject Offerings in SHSs in DepEd-CAR)

2. Learning Facilities including status of school site ownership. The engineers with the Subject Area Supervisors shall lead the monitoring of the following;
    - ➢ Availability, functionality and utilization of learning Tools and Equipment
    - ➢ Availability, Functionality and utilization of Laboratory rooms

> Availability, Functionality and utilization of Classrooms
> Availability, Functionality and utilization of Furniture
> Availability. Functionality and utilization of ancillary facilities
> Availability, functionality and utilization of safety and sanitation related facilities
> Status of school site ownership and availability of document
> Implementation of RM No. 307, s. 2019, Regional Guidelines on Transfer of Tools and Equipment

3. Human Resources (competencies and development). Subject Area Supervisors with HR personnel shall lead the assess the following;
   > Sufficiency and competency of SHS teachers
   > Professional Development activities conducted/participated
   > Presence of professional development program for school personnel

4. Work Immersion Subject. Concerned EPS shall lead the monitoring of the ff;
   > Implementation of RM No. 325 s. 2019, Regional Guidelines on Work Immersion
   > DO No. 30, 2019 and DO No. 39, 2018.

5. Joint Delivery Voucher Program. The EPS- in TVL shall lead the assessment of JDVP on the following;
   > No. of beneficiaries
   > No. of completers
   > No. of NC Paseers
   > Compliance of partners to MOA
   > Submission of schools of the required reports

6. National Competency (NC) Assessment. The EPS- in TVL shall lead the assessment of JDVP on the following;
   > No. and % of takers
   > No. and % of passers

7. SHS graduates exits. The SHS Focal person shall lead the assessment of JDVP on the following;
   > No. and % of graduates
   > No. and % of graduates who pursued college, employed or engaged in business

8. SHS Voucher Program (GASTPE). The SHS focal person or the Private School Coordinator shall lead the assessment of GASTPE on the following;
   > No of actual beneficiaries
   > No of actual beneficiaries who graduated
   > No. and % of graduates who pursued college, employed or engaged in business

**B) Terms of References and Functions of MEA Committees**
### 1. School Level
B.1.1. A School SHS MEA Committee shall be constituted as follows:

| Chairperson | : School Principal |
|---|---|
| Co-Chairperson | : SHS Asst. School Principal |
| Members | : SHS Coordinator (concurrent secretary) |
| | : Guidance Counselor/designate |
| | : SHS Teacher representative per Track |
| | : Representative from the finance section if applicable |
| | : SGC Representative other than the School Head |

B.1.2. Functions of the Committee
  a. Prepares a school medium term SHS MEA Plan
  b. Prepares a school annual SHS MEA Plan
  c. Identifies source/s of funds and make such sufficient and readily available
  d. Advocate the plan to other school personnel and external stakeholders
  e. Implement activities as planned
  f. Track the implementation of the plan
  g. Assess the plan at the end of the year and the term

B.1.3. Functions of the members of the committee
  a. Chairperson:
    ➢ Calls for and presides over meetings as necessary
    ➢ Leads the formulation of the SHS MEA plans
    ➢ Leads in sourcing out funds
    ➢ Oversee the implementation of the SHS MEA plans
    ➢ Leads in tracking the implementation of the plan
    ➢ Leads in the Assessment of the plan
  b. Co-Chairperson:
    ➢ Calls and presides over meetings upon the instruction of the Chairperson
    ➢ Assist the Chairperson in the discharge of his/her functions
    ➢ Performs other functions assigned by the Chairperson
  c. Members:
    ➢ Provides necessary inputs or data as basis for discussion and decision
    ➢ Participates actively during meetings
    ➢ Performs specific task/s assigned by the committee
  d. Secretary:
    ➢ Files or records and documents of the committee readily available when needed
    ➢ Take minutes of all meetings and furnish each member
    ➢ Notify all members of the committee re meetings and other related activities as per instruction of the Chairperson

**2. Schools Division Office (SDO) Level**

B.2.1. Division SHS MEA Committee.

   The Division Review and Evaluation Committee (DREC) constituted by virtue of DO No. 51, s. 2015 shall serve as the Division SHS Committee with the Division SHS Focal Person as the Committee Secretary. Below is the composition:

| | |
|---|---|
| Chairperson | : Schools Division Superintendent |
| Co-Chairperson | : Asst. Schools Division Superintendent |
| Members | : Chief, Curriculum Implementation Division (CID) |
| | : Division SHS Focal Person/Coordinator (Concurrent Committee Secretary) |
| | : Planning Officer |
| | : Accountant/Budget officer |
| | : Division Engineer |
| | : Private School Coordinator |
| | : PTA Federation Representative |

B.2.2. Functions of the Committee
   a. Prepares a Division medium term SHS MEA Plan
   b. Prepares a Division annual SHS MEA Plan
   c. Identifies source/s of funds and make such sufficient and readily available
   d. Advocate the plan to other SDO personnel and external stakeholders
   e. Implement activities as planned
   f. Track the implementation of the plan
   g. Assess the plan at the end of the year and the term

B.2.3. Functions of the members of the committee
   a. Chairperson:
      ➤ Calls for and presides over meetings as necessary
      ➤ Leads the formulation of the SHS MEA plans
      ➤ Leads in sourcing out funds
      ➤ Oversee the implementation of the SHS MEA plans
      ➤ Leads in tracking the implementation of the plan
      ➤ Leads in the Assessment of the plan
   b. Vice Chairperson:
      ➤ Calls and presides over meetings upon the instruction of the Chairperson
      ➤ Assist the Chairperson in the discharge of his/her functions
      ➤ Performs other functions assigned by the Chairperson
   c. Members:
      ➤ Provides necessary inputs or data as basis for discussion and decision
      ➤ Participates actively during meetings
      ➤ Performs specific task/s assigned by the committee
   d. Secretary:
      ➤ Files or records and documents of the committee readily available when needed
      ➤ Take minutes of all meetings and furnish each member

> ➤ Notify all members of the committee re meetings and other related activities as per instruction of the Chairperson

## 3. Regional Office (RO) Level
B.3.1. Regional SHS MEA Committee.

The Regional SHS MEA Committee shall be constituted as follows:

| | |
|---|---|
| Chairperson | : Assistant Regional Director |
| Co-Chairperson | : Chief, Curriculum and Learning Management Division (CLMD) |
| Members | : Chief, Quality Assurance Division (QAD) |
| | : Chief, Field Technical Assistance Division (FTAD) |
| | : Regional SHS Focal Person (Concurrent Secretary) |
| | : Planning Officer |
| | : Accountant/Budget officer |
| | : Physical facilities Representative |
| | : Asset Management Representative |

B.3.2. Functions of the Committee
   a. Prepares a Regional medium term SHS MEA Plan
   b. Prepares a Regional annual SHS MEA Plan
   c. Identifies source/s of funds and make such sufficient and readily available
   d. Advocate the plan to the field personnel and external stakeholders
   e. Implement activities as planned
   f. Track the implementation of the plan
   g. Assess the plan at the end of the year and the term

B.3.3. Functions of the members of the committee
   a. Chairperson:
      > ➤ Calls for and presides over meetings as necessary
      > ➤ Leads the formulation of the SHS MEA plans
      > ➤ Leads in sourcing out funds
      > ➤ Oversee the implementation of the SHS MEA plans
      > ➤ Leads in tracking the implementation of the plan
      > ➤ Leads in the Assessment of the plan
   b. Vice Chairperson:
      > ➤ Calls and presides over meetings upon the instruction of the Chairperson
      > ➤ Assist the Chairperson in the discharge of his/her functions
      > ➤ Performs other functions assigned by the Chairperson
   c. Members:
      > ➤ Provides necessary inputs or data as basis for discussion and decision
      > ➤ Participates actively during meetings
      > ➤ Performs specific task/s assigned by the committee
   d. Secretary:
      > ➤ Files or records and documents of the committee readily available when needed

> ➤ Take minutes of all meetings and furnish each member
> ➤ Notify all members of the committee re meetings and other related activities as per instruction of the Chairperson

## C) Submission of Reports

The school heads shall submit copy of required reports to their respective SDO, keeping school file copy for school SHS committee's consumption. On the other hand, Division SHS focal person shall submit consolidate the reports submitted by the school heads and or subject area Education Program Supervisors and submit copy to the Regional office keeping file copy for the Division SHS Committee's consumption.

## D) MEA Tools

Appropriate MEA tools shall be utilized to obtain data for analysis. Data gathered shall be carefully analyzed as basis for recommendations and appropriate actions. MEA tools are enclosed for references and utilization. Schools and SDOs may devise the tools as deemed necessary to fit their actual situations

Enclosure A - M&E tool for Curriculum Content and Delivery
Enclosure B - M&E tool for Learning Facilities
Enclosure C - M&E tool for Human Resources
Enclosure D - M&E and Assessment tools for Work Immersion (Enclosure No. 7, D.O No. 30 s. 2017)
Enclosure E - Assessment tool for Joint Delivery Voucher Program
Enclosure F - Assessment tool for SHS Voucher Program (GASTPE)
Enclosure G - Assessment tool for National Competency (NC) Assessment
Enclosure H - Assessment tool for SHS graduates exits

## VII. Monitoring and Evaluation

To ensure the immediate and smooth implementation of this policy, Schools Division Offices through the Curriculum Implementation Division and the Asset Management Section shall closely monitor the implementation of this policy in the schools while the Regional Office through the Curriculum and Learning Management Division and the Asset Management Section shall monitor the SDOs on its monitoring activities on the implementation of the guidelines.

## VIII. Effectivity

This guideline shall take effect within 15 days after approval and publication in the DepEd-CAR website.

## IX. References

DO No. 51, s. 2015, SHS Implementation

DO No. 30, s. 2017, Work Immersion

DO No. 39, s. 2018, Clarifications and additional information on Work Immersions

DO No. 19, s. 2019, Joint Delivery Voucher Program

RM No. 159, s. 2019, Regional Guidelines on SHS Offerings

RM No. 307, s. 2019, Regional Guidelines on Transfer of Tools and Equipment

RM No. 325, s. 2019, Regional Guidelines on Work immersion

## Monitoring Tool for Curriculum Content and Delivery

A) Functionality of School SHS Program
   - 4- Highly Functional (utilized 4 times or more in a SY with MOVs)
   - 3- Moderately Functional (utilized 2-3 times in a SY with MOVs)
   - 2- Less Functional (utilized once in a SY with MOVs)
   - 1- Not Functional (present bu not utilized)

| Indicators | HF (4) | MF (3) | LF (2) | NF(1) |
|---|---|---|---|---|
| 1. Presence School Programs | | | | |
|   a. Schedule or Plan of School Year Round activities posted on bulletin boards | | | | |
|   b. SHS Subject offerings posted in bulletin boards | | | | |
|   c. Class programs posted on bulletin boards | | | | |
|   d. Guidance Program | | | | |
|   e. Tracking System | | | | |
|   f. Organizational chart | | | | |
|   g. HR Development Program | | | | |
| | | | | |
| 2. Awareness of Stakeholders on the School Programs | | | | |
| 3. Implementation of the School Program | | | | |
| | | | | |

B) Relevance of Content and Pedagogy
   - 4-Very Relevant (91-100% level of applicability, practicality and congruity)
   - 3-Moderately Relevant (81-90%)
   - 2-Less Relevant (71-80%)
   - 1-Irrelevant (70% and below)

| Indicators | VR (4) | MR (3) | LR (2) | IR (1) |
|---|---|---|---|---|
| 1. Competency based topics and objectives DLL/DLP | | | | |
| 2. Teaching strategies | | | | |
| 3. Learning Materials | | | | |
| 4. References | | | | |
| 5. Equipment/Instruments | | | | |
| 6. Room structures | | | | |
| 7. Setting arrangement | | | | |
| 8. Class activities | | | | |
| 9. Projects/outputs | | | | |
| 10. Assessment strategies | | | | |
| 11. Assessment/Test Materials | | | | |

C) Alignment of SHS Offerings vis-a-vis Learners needs and Labor Market

| Indicators | Evident | Not Evident |
|---|---|---|
| 1. SHS Track, Strands, and Specializations offered were based on: | | |
|    a. Results of strategic Learners Career preference survey | | |
|    b. NCAE Results | | |
|    c. Labor Market Survey/labor demand | | |
|    d. LGU Development Plans/agenda | | |
| 2. SHS offerings were consulted with the stakeholders | | |
| 3. SHS offerings were strongly supported by DepEd | | |

## Monitoring Tool for the Adequacy and Functionality of Facilities, Tools & Equipment and Learning Materials

Legend:
   4-Adequate and Functional (enough and usable)
   3-Insufficient but Functional(not enough but usable)
   2-Insufficient and Not Functional (not enough and not usable)
   1-No Functional (no usable tools and equipment at all)

| No. | | INDICATORS | AF (4) | IF (3) | INF (2) | NF (1) |
|---|---|---|---|---|---|---|
| 1 | | Classrooms | | | | |
| 2 | | Science Laboratories | | | | |
| 3 | | HE laboratories | | | | |
| 4 | | IA Workshops | | | | |
| 5 | | Computer rooms | | | | |
| 6 | | Guidance Office | | | | |
| 7 | | Clinic | | | | |
| 8 | | Canteen | | | | |
| 9 | | ICT Equipment | | | | |
| 10 | | Tools & Equipment in | | | | |
| | a | FBS | | | | |
| | b | Cookery | | | | |
| | c | BPP | | | | |
| 11 | | Textbooks: | | | | |
| | a | Oral Communication | | | | |
| | b | Reading and Writing | | | | |
| | c | Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino | | | | |
| | d | Pagsbasa at Pagsusuri ng Iba't Ibang Teksto Tungo sa Pananaliksik | | | | |
| | e | 21st Century Literature from the Philippines and the World | | | | |
| | f | Contemporary Philippine Arts from the Regions | | | | |
| | g | Media and Information Literacy | | | | |
| | h | General Mathematics | | | | |
| | i | Statistics and Probability | | | | |
| | j | Introduction to Philosophy of the Human Person | | | | |
| | k | Physical Education and Health | | | | |
| | l | Personal Development/ Pansariling Kaunlaran | | | | |
| | m | Understanding Culture, Society, and Politics | | | | |
| | n | Earth and Life Science | | | | |
| | o | Physical Science | | | | |
| | p | English for Academic and professional Purposes | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | q | Practical Research 1 | | | | |
| | r | Practical Research 2 | | | | |
| | s | Filipino sa Piling Larangan - Akademik | | | | |
| | t | Empowerment Technologies (for the Strand) | | | | |
| | u | Entrepreneurship | | | | |
| | v | Inquiries, Investigation, and Immersion | | | | |
| 12 | | Modules | | | | |
| 13 | | CGs and TGs | | | | |
| 14 | | Tables & Chairs for the students | | | | |

## Monitoring Tool for Sufficiency and Competence of Human Resources(Teaching and Non-Teaching)

Legend:
   4-Sufficient and Competent (Educationally qualified and with trainings)
   3-Insufficient but Competent(not enough but qualified and with trainings)
   2-Insufficient and Incompetent (not enough and not qualified)
   1-No qualified (not one SHS personal is qualified)

| Indicators | SC (4) | IC (3) | II(2) | NQ(1) |
|---|---|---|---|---|
| A. School Principal is knowledgeable of the SHS Program and its existing policies | | | | |
| B. Assistant Principal is knowledgeable of the SHS Program and its existing policies | | | | |
| C. Subject Group Coordinators are aware of their roles and functions | | | | |
| D. Teachers   are teaching their specialization | | | | |
| E. Guidance Counselor is aware of their roles and functions | | | | |
| F. Nurse/s   is/are aware of their roles and functions | | | | |
| G. Registrar / ADAS is aware of their roles and functions | | | | |

Enclosure D to RM No. 461 s. 2019

Monitoring Tool for the Implementation of Work Immersion

(See attached Annex F to DO 30, s. 2017)

**ANNEX F: WORK IMMERSION MONITORING AND EVALUATION TOOL**

Republic of the Philippines
Department of Education
Department of Education Complex, Meralco Avenue, Pasig City

**DepED**
DEPARTMENT OF EDUCATION

**Work Immersion Monitoring and Evaluation Tool**

Name of School: _____

Division & Region: _____

School Head: _____

Date of Monitoring: _____

Directions: Check the box that corresponds to your answer in each item using the legend below.

**LEGEND:**  E- Evident   EI- Evident but Inadequate   NE- Not Evident   NA- Not Applicable

| AREAS TO BE MONITORED | EVIDENCE | E | EI | NE | NA |
|---|---|---|---|---|---|
| **I. Curriculum Implementation and Compliance** | | | | | |
| 1. Curriculum Guide is being followed properly. | Class schedule and student's output / portfolio | | | | |
| 2. Objectives of the program are achieved at the end of the semester. | Student's output and partner institution's feedback about student's performance | | | | |
| 3. The offerings are appropriate to the community. | List of offerings vs community demographics | | | | |
| 4. Specializations are aligned to the work immersion partner institution. | List of Partner Institutions and their nature of business vs students' specialization | | | | |
| **II. Work Immersion Delivery Process** | | | | | |
| 1. Activities of the students are programmed based on the competencies. | Prescribed Template of Students' Activities and Matrix of Students' Competencies per specialization | | | | |
| 2. Students are being prepared before the actual Work Immersion. | Evaluation of student's readiness for Work Immersion which should be tailored to the context of the school | | | | |
| 3. Students are being given feedback about their performance in the Work Immersion. | Student's evaluation with stated remarks and plan of action on the part of students | | | | |
| 4. Students' personal agenda/goals are being channeled for their knowledge, skills, and values development in the Work Immersion. | Student's statement of personal goals in the Work Immersion vs list of competencies and activities that will be identified together with the partner institution supervisor | | | | |

**ANNEX F: WORK IMMERSION MONITORING AND EVALUATION TOOL**

| AREAS TO BE MONITORED | EVIDENCE *(Note to be completed per specialization)* | E | EI | NE | NA |
|---|---|---|---|---|---|
| **III. Assessment of Student's Progress** | | | | | |
| 1. Students are oriented on how their performance will be measured. | Documentation of student's orientation about the assessment of their performance | | | | |
| 2. Assessment results are explained to the students, leading to their realization of the areas for improvement. | Documentation of conference with the students re their performance | | | | |
| 3. Students can keep track of their progress in the Work Immersion. | Students' checklist of competencies with remarks of the partner institution supervisor | | | | |
| **IV. Supervision of Work Immersion Implementation** | | | | | |
| 1. A clear Monitoring Plan (Work Immersion Teacher, School Partnership Focal Person, and School Head) before the start of the Work Immersion is evident. | Monitoring Plans of School Head, School Partnership Focal Person, and Work Immersion Teacher) | | | | |
| 2. Monitoring Plan is properly implemented. | Documentation of the actual monitoring, which includes utilized budget, venues visited, monitoring results, and the like | | | | |
| 3. Monitoring results are discussed with the concerned personnel so as to encourage actions needed to improve Work Immersion delivery. | Minutes of Meeting with the concerned personnel | | | | |
| 4. Monitoring results are utilized to improve Work Immersion delivery. | Matrix of Monitoring Results and the actions taken | | | | |
| 5. Proper coordination, planning, and a feedback system are being enforced. | Minutes of Meeting and Post Conference documentation | | | | |
| 6. Capacity building for Work Immersion is being conducted. | Documentation of teachers and personnel training with the attached utilized budget | | | | |
| **V. Administrative Concerns** | | | | | |
| 1. Students accomplish their parental consent before the actual Work Immersion. | Compiled Accomplished Parental Consents | | | | |
| 2. Orientation for students and their parents is conducted by | Documentation of students and parents' orientation on Work | | | | |

**ANNEX F: WORK IMMERSION MONITORING AND EVALUATION TOOL**

Republic of the Philippines
Department of Education
Department of Education Complex, Meralco Avenue, Pasig City

| AREAS TO BE MONITORED | EVIDENCE | E | EI | NE | NA |
|---|---|---|---|---|---|
| both the School and Partner Institution before the start of Work Immersion. | Immersion | | | | |
| 3. An adequate budget is allotted for Work Immersion expenses. | Approved budget vs Financial Report of Work Immersion | | | | |
| 4. Profiles of confirmed Work Immersion partners are organized and available for reference by students, parents, and teachers. | Display of the profiles of confirmed Work Immersion partners | | | | |
| 5. Memorandum of Agreement (MOA) is duly notarized and properly documented. | Organized compilation of MOAs | | | | |
| 6. MOA is strictly followed by both School and Partner Institution. | Documentation of School and Partner Institution's compliance to MOA (e.g., safety guidelines of partner institution for students, minutes of meeting of both parties) | | | | |
| 7. Materials and relevant supplies are available for the students and teachers of Work Immersion. | Inventory of supplies and materials vs reports of utilization | | | | |
| 8. The school has a Joint Working Group, which is formed before the start of Work Immersion. | List of the approved Joint Working Group, their minutes of meeting and other relevant documentation | | | | |
| 9. The facilities and venues are accessible to teachers and students. | Map of facilities and venues in relation to the school's location | | | | |
| 10. Students are provided with insurance during their Work Immersion. | Insurance documents of the students and the budgetary allotment | | | | |
| 11. Duties and responsibilities of personnel are clearly defined. | Documentation of orientation for the personnel and teachers | | | | |
| 12. Correct reports are submitted. | Mid-year and year-end reports by the school | | | | |
| 13. Issues and concerns based on the reports are acted upon. | Matrix of issues and concerns from the reports and actions taken | | | | |

# ANNEX F: WORK IMMERSION MONITORING AND EVALUATION TOOL

Republic of the Philippines
Department of Education
Department of Education Complex, Meralco Avenue, Pasig City

**DepED**
DEPARTMENT OF EDUCATION

## SUMMARY OF RESULTS

Write the total number of checks per area and identify those that are not evident and evident but inadequate which merit actions to be taken.

| AREAS TO BE MONITORED | EVIDENT | NOT EVIDENT | EVIDENT BUT INADEQUATE | NOT APPLICABLE |
|---|---|---|---|---|
| I. Curriculum implementation and compliance | | | | |
| II. Teaching and learning process | | | | |
| III. Assessment of learning process | | | | |
| IV. Supervision of instruction plan | | | | |
| V. Administrative concerns | | | | |

| AREAS NOT EVIDENT/ EVIDENT BUT INADEQUATE TO BE FILLED UP BY MONITOR | ACTIONS TO BE TAKEN TO BE FILLED UP AT THE POST-CONFERENCE BY SCHOOL HEAD | ACCOUNTABLE PERSON & POSITION | FOLLOW UP Date: |
|---|---|---|---|
| Ex. Curriculum Guide is being followed properly. | Ensure that CG will be followed properly in Academic Track. | Juan de la Cruz, School Head | |
| Ex. Issues and concerns based on the reports are acted upon. | To draft an action plan addressing the issues and concerns from the reports. | Juan de la Cruz, School Head | |
| | | | |
| | | | |

This certifies that the monitoring and evaluation results have been discussed with me. I understand that my signature does not necessarily indicate agreement, but acknowledges receipt of the report, and that I may respond to any and all issues contained in this evaluation. Written response must be submitted to the undersigned supervisor within 10 working days of date noted below.

School Head: _____  Date: _____

_____
Signature over printed name

Monitored by: _____  Designation: _____

_____
Signature over printed name

## Assessment Tool for JDVP and Voucher Program (GASTPE)

A) JDVP

| No. of JDVP Beneficiaries | Graduates | | NC Takers | | ,NC Passers | |
|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

B) Voucher Program

| No. of   VP Beneficiaries | Graduates | |
|---|---|---|
| | No. | % |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

C)  Issues and Concerns on the Implementation of JDVP and GASTPE

## End of the SY Assessment Tool for SHS

A) Public

| SHS Tracks/Strand | | Grade 11 | | | Grade 12 | | | NC Takers | NC Passers |
|---|---|---|---|---|---|---|---|---|---|
| | | Enrollment | Completers | % | Enrollment | Completers | % | | |
| Academic | ABM | | | | | | | | |
| | GAS | | | | | | | | |
| | HUMSS | | | | | | | | |
| | STEM | | | | | | | | |
| TVL | AFA | | | | | | | | |
| | H.E | | | | | | | | |
| | I.A | | | | | | | | |
| | ICT | | | | | | | | |
| Arts and Design | | | | | | | | | |
| Sports | | | | | | | | | |
| Total | | | | | | | | | |

B) Private

| SHS Tracks/Strand | | Grade 11 | | | Grade 12 | | | NC Takers | NC Passers |
|---|---|---|---|---|---|---|---|---|---|
| | | Enrollment | Completers | % | Enrollment | Completers | % | | |
| Academic | ABM | | | | | | | | |
| | GAS | | | | | | | | |
| | HUMSS | | | | | | | | |
| | STEM | | | | | | | | |
| TVL | AFA | | | | | | | | |
| | H.E | | | | | | | | |
| | I.A | | | | | | | | |
| | ICT | | | | | | | | |
| Arts and Design | | | | | | | | | |
| Sports | | | | | | | | | |
| Total | | | | | | | | | |

C) SUCs

| SHS Tracks/Strand | | Grade 11 | | | Grade 12 | | | NC Takers | NC Passers |
|---|---|---|---|---|---|---|---|---|---|
| | | Enrollment | Completers | % | Enrollment | Completers | % | | |
| Academic | ABM | | | | | | | | |
| | GAS | | | | | | | | |
| | HUMSS | | | | | | | | |
| | STEM | | | | | | | | |
| TVL | AFA | | | | | | | | |
| | H.E | | | | | | | | |
| | I.A | | | | | | | | |
| | ICT | | | | | | | | |
| Arts and Design | | | | | | | | | |
| Sports | | | | | | | | | |
| Total | | | | | | | | | |