



May 31, 2017

DIVISION MEMORANDUM

No. 336 s. 2017

**CONDUCT OF ACTIVITIES RELATIVE TO THE TECHNICAL SUPPORT
TO MULTIGRADE PROGRAM IN PHILIPPINE EDUCATION**

**TO : Assistant Superintendent
Division Supervisors/Coordinators
District Supervisors/OIC's
Elementary School Heads**

1. Attached herewith is DepEd Memorandum No.86 s., 2017 entitled *"Conduct of Activities Relative to the Technical Support to Multi-grade Program in Philippine Education"* for the information and guidance of all concerned.
2. Relative to this, this office hereby informs the field that all identified elementary schools with multi-grade (list of schools attached herewith) shall fill –in the Survey Form for Technical Support to Multi-grade Program in Philippine Education (TS- MPPE) Project Component 1- Multi-grade Program Review. **Please print –out the attached survey form and fill –in the needed data and submit the filled-up survey form on or before June 5, 2017** through the Chief of the SGOD, Dr. Novie O. Mangubat.
3. For more details, refer to the attached Memorandum.
4. Immediate and wide dissemination of this Memorandum is desired.

RHEA MAR A. JANGTUD, Ed.D., CESO VI
Schools Division Superintendent

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Republic of the Philippines
Department of Education

27 APR 2017

DepEd MEMORANDUM
No. **86**, s. 2017

**CONDUCT OF ACTIVITIES RELATIVE TO TECHNICAL SUPPORT
TO MULTIGRADE PROGRAM IN PHILIPPINE EDUCATION**

To: Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary Schools Heads
All Others Concerned

1. The Department of Education (DepEd), through the Bureau of Learning Delivery (BLD), is committed to continuously improve the quality of Multigrade Program in Philippine Education (MPPE) by strengthening its monitoring and evaluation capacity. The MPPE plays a significant role in meeting the goals of inclusive education by improving access to quality basic education for all children in remote and underserved rural communities of the country.

2. Towards this end, DepEd, in collaboration with UNICEF and SEAMEO INNOTECH, is undertaking the Technical Support to Multigrade Program of Philippine Education (TS-MPPE) Project under a tripartite memorandum of agreement. Technical support will focus on the following three major components:

- Component 1: MPPE Program Review;
- Component 2: Development of Quality Assurance Monitoring and Assessment Tools on MPPE; and
- Component 3: Capacity Building for DepEd-MPPE Supervisors on the Use of Quality Assurance Monitoring and Assessment Tools.

3. During the implementation of activities related to Component 1, all concerned school heads, schools division offices, and regional offices in the project sites are enjoined to encourage and facilitate the participation of DepEd personnel to be identified as MPPE coordinators, and other stakeholders, as research respondents, and to provide appropriate administrative support before and after the planned activities. The specific data collection activities, target dates and necessary assistance which will be extended to the TS-MPPE research team are indicated in the enclosed matrix.

4. Expenses relative to the distribution and retrieval of survey forms shall be charged to the 2017 Schools Division Office Maintenance and Other Operating Expenses (MOOE) Funds, subject to usual accounting and auditing rules and regulations.

5. For more information, all concerned may contact either **Mr. James Bunga** of the Bureau of Learning Delivery-Teaching and Learning Division (BLD-TLD) at telephone no. (02) 687-2948 or through email addresses: depedmultigrade@gmail.com and tld.bld@deped.gov.ph, and **Ms. Yolanda S. De Las Alas** of the Solutions Adaptation of SEAMEO INNOTECH at telephone nos. (02) 924-7681 to 84 or through email address: yolly@seameo-innotech.org.

6. Immediate dissemination of this Memorandum is desired.


LEONOR MAGTOLIS BRIONES
Secretary

Encl:
As stated

Reference:
None

To be indicated in the Perpetual Index
under the following subjects:

ASSESSMENT
BASIC EDUCATION
BUREAUS AND OFFICES
MONITORING
PROGRAMS
PROJECTS
RESEARCH OR STUDIES

MCDJ, DM Conduct of Activities relative to TS-MPPE
0351-April 11, 2017

TECHNICAL SUPPORT TO MULTIGRADE PROGRAM IN PHILIPPINE EDUCATION

OVERALL OBJECTIVE

To determine the overall effectiveness of MPPE as a modality of delivery of basic education in improving access to and in addressing the diverse learning needs of students in multigrade schools and build DepEd's capacity to design and utilize monitoring and evaluation tools for MPPE quality assurance.

SPECIFIC OBJECTIVES

The *Technical Support to Multigrade Program of Philippine Education* (TS-MPPE) Project specifically aims to:

1. Examine the current policy environment, program design and coverage of MPPE implementation, and the capacity building interventions provided for Multigrade Schools.
2. Evaluate how well the MPPE design and interventions have been implemented against pre-set standards and to what extent has the MPPE contributed to improving access to basic education and student learning outcomes.
3. Identify the contributing and constraining factors in achieving the goals of MPPE in the following domains: a) Classroom Organization and Management, b) Alignment of curriculum and instruction, assessment, and standards, e) Instructional Leadership and, f) Parents and Community Participation.
4. Generate evidence-based recommendations to guide the MPPE Omnibus Policy, quality improvement and sustainability of MPPE in light of the K to 12 curriculum.
5. Support the development of quality assurance monitoring and assessment tools for MPPE to promote consistent quality improvement and program sustainability.
6. Build the capability of MPPE education supervisors on the use of quality monitoring and assessment tools.

To effectively implement and facilitate the activities related to the MPPE Program Review, the following assistance are hereby requested from various DepEd level offices and/or schools in each of the planned activities.

Activities	Target Date	Assistance needed from DepEd Offices
Survey Questionnaire Administration		
Sending of the Survey Forms to Division Offices	24-28 April 2017	<ul style="list-style-type: none">• Division Office to confirm receipt of MPPE survey forms by signing and returning the Acknowledgement Receipt Form.• Division Office to submit the name and contact information of the Multigrade Coordinator/ Focal Person to SEAMEO INNOTECH.
Distribution and retrieval of the Survey Forms to and	8-12 May 2017	<ul style="list-style-type: none">• Division Office to distribute and retrieve the Survey Forms to and from

Activities	Target Date	Assistance needed from DepEd Offices
from Multigrade Schools		Multigrade Schools using Division Office funds
Submission to SEAMEO INNOTECH of the accomplished Survey Forms	22 May to 9 June 2017	<ul style="list-style-type: none"> Assigned Division Multigrade Coordinator submits the properly accomplished filled out form to SEAMEO INNOTECH.
Focus Group Discussions (FGD) during the Mini Conferences		
Cluster 1 Multigrade Mini-Conference (25 participants from 8 Divisions in South Luzon and 2 DepEd Region 4A and 4B representatives/coordinators)	8-10 May 2017 in Metro Manila Venue: TBA	<ul style="list-style-type: none"> Participation as part of the research team of DepEd Central Office and the Regional Office in the area during the FGD. Participation as FGD respondents of 1 Division Supervisor in charge of Multigrade Program, 1 School Head, 1 Multigrade Teacher per selected division. Submit accomplished MG School Survey Forms by participating Divisions
Cluster 2 Multigrade Mini-Conference (25 participants from 8 Divisions in Northern/Central Luzon and 1 DepEd Region 3 representative/coordinator)	10-12 May 2017, Metro Manila Venue: TBA	<ul style="list-style-type: none"> Participation as part of the research team of DepEd Central Office and the Regional Office in the area during the FGD. Participation as FGD respondents of 1 Division Supervisor in-charge of MG Program, 1 School Head, 1 Multigrade Teacher per selected division. Submit accomplished MG School Survey Forms by participating Divisions
Cluster 3 Multigrade Mini-Conference (25 participants from 8 Divisions in Visayas and 1 DepEd Region 7 representative/coordinator)	19-21 June 2017, Cebu City Venue: TBA	<ul style="list-style-type: none"> Participation as part of the research team of DepEd Central Office and the Regional Office in the area during the FGD. Participation as FGD respondents of 1 Division Supervisor in-charge of MG Program, 1 School Head, 1 Multigrade Teacher per selected division. Submit accomplished MG School Survey Forms by participating Divisions
Cluster 4 Multigrade Mini-Conference (25 participants from 8 Divisions in Mindanao and 1 DepEd Region 11 representative/coordinator)	21-23 June 2017, Davao City Venue: TBA	<ul style="list-style-type: none"> Participation as part of the research team of DepEd Central Office and the Regional Office in the area during the FGD. Participation as FGD respondents of 1 Division Supervisor in-charge of MG Program, 1 School Head, 1 Multigrade Teacher per selected division. Submit accomplished MG School Survey Forms by participating Divisions

Activities	Target Date	Assistance needed from DepEd Offices
Case Study of 10 Multigrade Schools		
Selection Criteria for Case Study	July 31, 2017 (2nd PAP Meeting)	<ul style="list-style-type: none"> • Project Advisory Panel (PAP) to approve the school selection criteria for case study (including nomination form)
Identification and submission of 10 Multigrade Schools for the case study	August 1-15, 2017	<ul style="list-style-type: none"> • Regional Offices to nominate and submit at least 1 multigrade school with distinct context/situation and with recognized multigrade good practices using SEAMEO INNOTECH's nomination form.
School Visit to 10 multigrade schools	Aug 21-Oct 30 2017	<ul style="list-style-type: none"> • Participation as part of the research team of 1 DepEd Central Office staff. • Assistance of Division Offices (where the selected multigrade school is located) in finding suitable accommodation for SEAMEO INNOTECH and DepEd CO staff during the case study documentation. • Coordination of Division Offices with the selected multigrade schools regarding the school visit by the research team.
1) Focus Group Discussion (FGDs) and Key Informant Interviews (KII) with district supervisor, school head, teachers, students, parents and members of the community during the school visit	August - October 2017 during Case Studies	<ul style="list-style-type: none"> • Participation of district supervisor, school head, 2 teachers, 3 students, 3 parents and 3 members of the community as respondents during the FGDs and Key Informant Interviews.
2) Video Documentation of multigrade classes (for review of expert)	August - October 2017	<ul style="list-style-type: none"> • Division Offices to assist SEAMEO INNOTECH in identifying and engaging a local videographer to document multigrade classes (i.e., teaching and learning activities). • Division Offices to recommend a language translator of the content of the video documentation.
Key Informant Interviews (KII): DepEd Central Office & NCR-TEIs		
1) Key Informant Interviews (KII) with DepEd and Teacher Education Institution (TEI) officials	6-10 Nov 2017	<ul style="list-style-type: none"> • Participation of DepEd officials at the Central Office in the KII • Participation of Teacher Education Institution (TEI) officials such as U.P.-Diliman, and PNU Manila, and South Luzon State University (SLSU), Lucban, Quezon.



SEAMEO INNOTECH



**Technical Support to Multigrade Program in Philippine Education
(TS MPPE) Project Component 1: Multigrade Program Review**

Dear School Principal/School Head/Teacher-in-Charge:

The Department of Education (DepEd), with support from Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH) and United Nations Children's Fund (UNICEF), is conducting a survey for the **Technical Support to Multigrade Program in Philippine Education (MPPE) Project Component 1: Multigrade Program Review**.

Part of the Multigrade Program Review is the administration of a survey questionnaire soliciting feedback from implementers and stakeholders of the MPPE. The data generated from this survey will be used as inputs to policy formulation, program improvement and scaling up for adoption in other areas. Rest assured that the survey will not be used in any way to evaluate personnel performance.

Please complete the questionnaire by either **filling out the needed information** or by **putting a check mark in appropriate spaces**. Note that there are items in which you may have one or more answers. In such cases, you can check as many options as applicable. In cases where your answer is different from the given options ("others"), please specify your answer.

Your responses are very important to DepEd in its efforts to improve the MPPE, so please read the instructions carefully. All information asked are about the MULTIGRADE PROGRAM in your school. Please be reminded to answer all items as completely and as accurately as you can. **Please do not leave any item blank**. Use additional sheets if necessary. Attach reports for statistical information already available.

When you have completed the survey form, please return, either by posted mail/courier delivery service, email or through fax to the following on or before **9 June 2017**:

Ms. Yolanda De Las Alas
Senior Specialist
yolly@seameo-innotech.org

Ms. Rhea Rabin
Project Consultant
rhea@seameo-innotech.org

Ms. Emmy Domingo
Project Associate
emmy@seameo-innotech.org

Solutions Adaptation Unit
Educational Research and Innovation Office
SEAMEO INNOTECH
Commonwealth Avenue, Diliman, Quezon City
Fax Nos.: 02 926 1554; 02 351 7147
Tel Nos.: 02 924 7681 to 84 loc. 145, 124, 118, 160

Your cooperation in completing this questionnaire is greatly appreciated.

TS-MPPE Project Team

1.13. Types of learners accommodated by the school in School Year 2016-2017 (Check all that apply.)

- | | |
|--|---|
| <input type="checkbox"/> Children with disabilities | <input type="checkbox"/> Children in armed conflict areas |
| <input type="checkbox"/> Chronically-ill children | <input type="checkbox"/> Disaster-affected children |
| <input type="checkbox"/> Formally assessed "gifted" children | <input type="checkbox"/> Over-aged children |
| <input type="checkbox"/> Indigenous peoples | <input type="checkbox"/> Children in far-flung remote areas |
| <input type="checkbox"/> Muslim children | <input type="checkbox"/> Wasted or malnourished children |
| <input type="checkbox"/> Indigent (4Ps Beneficiaries) | <input type="checkbox"/> Abused children |
| <input type="checkbox"/> Displaced/homeless children | <input type="checkbox"/> Children in conflict with the law |
| <input type="checkbox"/> Child laborers | <input type="checkbox"/> Abandoned children |
| <input type="checkbox"/> Street children | <input type="checkbox"/> Others (please specify) _____ |

1.14. Language/s (e.g., mother tongue) spoken by pupils in your school. Identify top three.

- | | | |
|---|---------------------------------------|--|
| <input type="checkbox"/> Akeanon | <input type="checkbox"/> Kinaray-a | <input type="checkbox"/> Waray |
| <input type="checkbox"/> Bikol (Naga) | <input type="checkbox"/> Maguindanao | <input type="checkbox"/> Yakan |
| <input type="checkbox"/> Botolan Sambal | <input type="checkbox"/> Meranaw | <input type="checkbox"/> Others (please specify) _____ |
| <input type="checkbox"/> Chavacano | <input type="checkbox"/> Pangasinan | _____ |
| <input type="checkbox"/> Hiligaynon | <input type="checkbox"/> Sinugbuanong | _____ |
| <input type="checkbox"/> Ibanag | <input type="checkbox"/> Binisaya | _____ |
| <input type="checkbox"/> Ilokano | <input type="checkbox"/> Surigaonon | |
| <input type="checkbox"/> Ivatan | <input type="checkbox"/> Tagalog | |
| <input type="checkbox"/> Kapampangan | <input type="checkbox"/> Tausug | |

1.15. Type of School:

- ☐ Central
- ☐ Non-central
- ☐ Complete
 - Pure Multigrade School
 - Monograde/Single-grade Class School
 - Multigrade School with Single-grade class/es
- ☐ Incomplete
 - Pure Multigrade School
 - Monograde/Single-grade Class School
 - Multigrade School with Single-grade class/es
- ☐ Integrated (Elementary and High School levels)
- ☐ Annex/Satellite

For Multigrade Schools and schools with Multigrade classes, specify grade combinations: (tick all appropriate combinations).

- | | |
|---|--|
| <input type="checkbox"/> K and Grade I | <input type="checkbox"/> K, Grade I and II |
| <input type="checkbox"/> Grades I and II | <input type="checkbox"/> Grades I, II, III and IV |
| <input type="checkbox"/> Grades III and IV | <input type="checkbox"/> Grades I, II, III, IV and V |
| <input type="checkbox"/> Grades V and VI | <input type="checkbox"/> Grades I, II, III, IV, V and VI |
| <input type="checkbox"/> Grades I, II and III | <input type="checkbox"/> Grades II and III |
| <input type="checkbox"/> Grades IV, V and VI | <input type="checkbox"/> Grades IV and V |
| <input type="checkbox"/> Grades II, III and IV | <input type="checkbox"/> Grades III, IV, and V |
| <input type="checkbox"/> Other combination (please specify) _____ | |

2.2. Learning resources available and being used by students and teachers for **multigrade instruction**. In each box (columns 1-5), write if **Yes** or **No** or **N/A** for not applicable or **N/I** for No Idea. For column 7, indicate source, e.g., DepEd, NGO, LGU, teacher. If the materials are available (column 1), kindly provide the needed information for columns 2, 3, 4, and 5.

	1	2	3	4	5	6	7
	Available	Available in what language (please specify)	Utilized	Adequate number for all students	Complete Set	Aligned with the Special Requirements of Multigrade in YOUR Context (e.g., IP, conflict area, pupils with special needs)	Provider
Visual aids (e.g., photographs, posters, flashcards)							
Audio materials (e.g., songs, audio books)							
Multimedia materials (e.g., video presentation/ clips, video games)							
Self-learning materials (e.g., modules, etc)							
Activity sheets/worksheet							
Textbooks							
Manipulatives							
Multi-level materials							
Science kit or equipment							
Others (please specify)							

2.2.1. Are there innovative and/or unconventional learning resources that teacher/s make and utilize for multigrade instruction? ☐ Yes ☐ No

2.2.1.1 If yes, please enumerate below:

2.5. Challenges related to multigrade school facilities. Describe the general state of facilities provided for multigrade pupils. Put a (✓) check under the appropriate column/s.

Facilities	Insufficient	Damaged/ dilapidated	Unavailable
1. Classrooms			
2. Desks			
3. Chairs			
4. Electricity			
5. Ventilation			
6. Lighting			
7. Water supply			
8. Handwashing areas			
9. Common toilets/restrooms			
10. Boy's toilets/restrooms			
11. Girl's toilets/restrooms			
12. Teacher's toilets/restrooms			
13. Principal's toilet/restroom			
14. Library			
15. Computers			
16. Internet			
17. Computer room			
18. Audio Visual/Media Center			
19. Office of the Principal			
20. Faculty Room			
21. PTA Office			
22. Parents' waiting area			
23. Canteen/Cafeteria			
24. Medical clinic			
25. Bulletin Boards			
26. Gymnasium /covered court			
27. Stage			
28. Multi-purpose hall			
29. Orchard/garden area			
30. Outdoor space			
31. Trash cans			
32. Gate / Fence			
33. Others (please specify)			

PART 3. CURRICULAR AND CO-CURRICULAR ACTIVITIES [in consultation with teachers]
in Multigrade Classes (From SY 2012-2013 to SY 2016-2017)

3.1. Does your school follow the **K to 12 curriculum**? Please put a check in the appropriate box.

☐ **Yes** (proceed to 3.1.1.) ☐ **No** (proceed to 3.1.2.)

3.4.1. If **Yes**, **describe** how.

3.4.2. If **No**, **explain why not**.

3.5. Are the **textbooks** provided to the school **appropriate** for multigrade classes?

☐ **Yes** ☐ **No**

3.5.1. If **No**, why not?

3.6. Challenges related to curriculum implementation in a multigrade setting (**Check all that apply.**)

- ☐ Difficulty in class programming/
scheduling under K to 12
- ☐ Difficulty in reconciling/aligning
competencies
- ☐ Different languages or medium of
instruction/learning
- ☐ Differences in curriculum

- ☐ Time allotment differences
(Grades 3 & 4)
- ☐ Incomplete Teacher
Guides/manuals
- ☐ Others (please specify)

PART 4. CLASSROOM ORGANIZATION in Multigrade Classes [in consultation with teachers] (From SY 2012-2013 to SY 2016-2017)

4.1. Does your school follow a particular **floor plan or classroom layout** (i.e., physical space/set-up) in arranging multigrade classrooms? ☐ **Yes** ☐ **No**

4.1.1. If **Yes**, what floor plan is most effective for a multigrade class? Please **describe below or attach an additional sheet** with a sketch of the floor plan.

4.4. **Multigrade organizational/grouping approaches/ strategies.** Check if they are utilized by teachers and specify the subject and time allotment. Please refer to the brief description of each approach/strategy if the term is not familiar to you.

Multigrade Approaches/Strategies	Utilized by Teachers (check if yes)	List Subjects used	Time Spent
Subject staggering (Subjects are staggered on a timetable. Groups learn different subjects at the same period (e.g., in a multigrade of three grade levels, Group 1 and 2 work independently on Arts while Group 3 is being taught by the teacher in English.)			
Common timetable (Students of various grade levels learn the same subject at the same time with different work program (e.g., for the first period, the combined class learn Science, then for the next period, they all learn Mathematics.)			
Subject integration (Subjects that can be integrated, (e.g., Filipino and <i>Araling Panlipunan/Edukasyon sa Pagpapakatao</i> or English and Science, are presented by the teachers at the same time to all grade levels.)			
Subject grouping (All grade levels are taught the same subject for the whole period (e.g., subjects can be grouped based on the medium of instruction such that all students learn subjects that use Filipino or Mother Tongue on Mondays, Wednesdays and Fridays and they learn subjects in English the rest of the days.)			
Integrated day (With no fixed timetable, pupils work independently with the freedom to choose what subject to study and when.)			
Spiral curriculum (Students of two or more grades are taught together through curriculum alignment and themes/integrated curriculum for topics and desired learning outcomes that overlap (e.g., lower class given the simple topic while the other higher class, the higher and more complex topic.)			
Curriculum rotation (Students of different grades learn together the required topic in different order, such that one lower grade topic is learned this year, then the higher grade topic is learned the next year.)			
Parallel curriculum (Students share the same themes or subjects but study the syllabus for their grade, with each grade taught in turn.)			
Within-grade grouping (Students of the same achievement, ability, interest, etc. are grouped to work on an activity.)			
Cross-grade grouping (Students of same or different level of ability are grouped together, with the grouping changing from subject to subject, and activity to activity, depending on the purpose of the teacher.)			
Peer tutoring (Student teach another student, formally or informally.)			
Others (please specify)			

Sources: The Multigrade Training Resource Package (DepEd, 2008) and Teaching the World's Children: Theory and Practice in Mixed-Grade Classes (Cornish, 2009)

PART 5. INSTRUCTIONAL PRACTICES in Multigrade Classes [in consultation with teachers] (From SY 2012-2013 to SY 2016-2017)
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5.1. Did the teachers receive relevant **training on multigrade teaching**? ☐ Yes ☐ No

5.2. Do teachers **adapt or modify their teaching strategies** to suit the learning needs of the students in a multigrade class? ☐ **Yes** ☐ **No**

5.2.1. If **Yes**, how does the school head monitor the adaptation? Please explain.?

5.3. Are the teachers familiar with DepEd's **Budget of Work³** (BoW)? ☐ **Yes** ☐ **No**

5.3.1. If **Yes**, are the teachers using BoW?

☐ **Yes** (*proceed to question 5.3.1.1.*) ☐ **No** (*proceed to question 5.3.1.2.*)

5.3.1.1. If **Yes**, how helpful is it?

☐ Very helpful ☐ Not very helpful
☐ Helpful ☐ Not helpful at all

5.3.1.2. If **No**, give reason/s below.

5.3.1.2.1. If the teachers are **not** using BoW, what **alternative** is being used? Please specify or describe.

5.3.1.3. Do multigrade teachers experience challenges in using BoW?

☐ **Yes** ☐ **None**

5.3.1.3.1. If yes, please specify.

³ Based on DepEd Order 78, s. 1993, Budget of Work "consists of objectives in the MLC-MG realigned or clustered to assist the teachers in the preparation of their daily plans."

5.6. Challenges related to multigrade instruction (Check all that apply.)

- | | |
|---|--|
| <input type="checkbox"/> Teachers' lack of training | <input type="checkbox"/> Difficulty in using different program options (such as those in item 5.4.) |
| <input type="checkbox"/> Unsuitable teaching styles of teacher | <input type="checkbox"/> Inappropriateness of strategies/approaches |
| <input type="checkbox"/> Poor teacher-pupil interaction | <input type="checkbox"/> Different languages of instruction/learning |
| <input type="checkbox"/> Large class size | <input type="checkbox"/> Difficulty in bridging first language (L1) to second language (L2) to third language (L3) |
| <input type="checkbox"/> Lack of learning resources | <input type="checkbox"/> Addressing diverse learning needs |
| <input type="checkbox"/> Poor learning environment | <input type="checkbox"/> Others (please specify) |
| <input type="checkbox"/> Unfamiliarity/Difficulty in complying with the Daily Lesson Log (DLL) issuance | _____ |
| <input type="checkbox"/> Managing instructional time | |
| <input type="checkbox"/> Maintaining student interest/motivation | |

5.7. Major factors that in your observation significantly contribute to the academic performance of multigrade learners in your school (Check all that apply.)

- | | |
|--|--|
| <input type="checkbox"/> Teacher-student relationship | <input type="checkbox"/> Self-esteem of students |
| <input type="checkbox"/> Interaction among students | <input type="checkbox"/> Learning ability of students |
| <input type="checkbox"/> Class participation | <input type="checkbox"/> Intrinsic motivation of students to learn |
| <input type="checkbox"/> Instructional delivery | <input type="checkbox"/> Parental support |
| <input type="checkbox"/> Learning environment | <input type="checkbox"/> Others (please specify) |
| <input type="checkbox"/> Study habits | _____ |
| <input type="checkbox"/> Health and nutrition status of students | _____ |

PART 6. ASSESSMENT METHODS/PRACTICES in Multigrade Classes [in consultation with teachers] (From SY 2012-2013 to SY 2016-2017)

6.1. Types of traditional assessment being utilized by multigrade teachers (Check all that apply.)

- | | |
|---|--|
| <input type="checkbox"/> Quiz (written) | <input type="checkbox"/> Essay |
| <input type="checkbox"/> Quiz (oral)/recitation | <input type="checkbox"/> Long tests |
| <input type="checkbox"/> Worksheets/seatworks | <input type="checkbox"/> Standardized tests |
| <input type="checkbox"/> Assignments | <input type="checkbox"/> Others (please specify) |
| <input type="checkbox"/> Projects | _____ |

6.2. Do multigrade teachers employ non-traditional (alternative) assessment?

- ☐ Yes ☐ No

6.4. Challenges related to multigrade assessment (Check all that apply.)

- ☐ Lack of teacher capacity in developing and using different assessment tools
 - ☐ Difficulty in ensuring the reliability and validity of assessment
 - ☐ Inappropriateness of assessment methods
 - ☐ Misconception about assessment (use for grading purposes only)
 - ☐ Not enough resources to support assessment implementation
 - ☐ Lack of/limited use of assessment results to inform future instructional planning and addressing learning gaps/remediation needs
 - ☐ Others (please specify)
-

PART 7. INSTRUCTIONAL LEADERSHIP PRACTICES (From SY 2012-2013 to SY 2016-2017)

7.1. Funds provided to the school for multigrade

Type of Funds	Amount provided for the School Year 2016-2017	Are these funds received on time? (Write Yes or No)
MOOE		
Special Education Fund from Local Government Unit/Local School Board		
Funds from PTA		
Funds from Private Sector		
Funds from other donors, e.g., NGOs		
Others (please specify)		

7.2. Do you, as school head, generate external/stakeholder' support for your school improvement? ☐ **Yes** ☐ **No**

7.2.1. If Yes, please identify the stakeholder/s which provide support to your school. (Check all that apply.)

- ☐ Parents
 - ☐ Community
 - ☐ Local Government (please check the LGU Level)
 - ☐ Barangay
 - ☐ City/Municipal government
 - ☐ Provincial government
 - ☐ Private corporations/industries/organizations
 - ☐ Private individual/group
 - ☐ Alumni Association
 - ☐ Non-government organization
 - ☐ International development partners (e.g., UNICEF, UN, USAID, DFAT, JICA)
 - ☐ Others (please specify)
-

7.4.1.1. If **Yes**, what **monitoring tools** do you use? (Check all that apply.)

- ☐ Observation Guide
- ☐ Checklist
- ☐ Others (please specify)

7.4.1. If **No**, what prevents you from having one?

7.5. As school administrator, did you receive any form of **training** on how to supervise, monitor and evaluate multigrade schools? ☐ **Yes** ☐ **No**

7.5.1. If **Yes**, please list **the trainings received, dates, and providers in the table below.**

Title of Training	Date/s Training	Total Number of Training Hours	Training Provider (e.g., DepEd Central Office, Regional Office, Division Office, NGO, private organization)

7.6. Is the **multigrade program** in your school **regularly supervised and monitored** by DepEd? ☐ **Yes** ☐ **No**

7.7. Challenges related to multigrade school leadership/ supervision/ monitoring (Check all that apply.)

- ☐ Irregular supervision and monitoring
 - ☐ Absence of monitoring tools
 - ☐ Monitoring tools are available but difficult to use
 - ☐ Head teacher has difficulty in monitoring and supervising fellow teachers/peers
 - ☐ Limited orientation/training on multigrade leadership/supervision
 - ☐ Limited resources to conduct supervision and monitoring
 - ☐ Engaging stakeholders with negative attitude towards multigrade instruction
 - ☐ Inadequate technical support received from DepEd
 - ☐ Non-adherence to policies and guidelines on multigrade program (e.g., DepEd Order 96, s. 1997 [Policies and Guidelines in the Organization and Operation of Multigrade (MG) Classes], Regional and Division Guidelines)
 - ☐ Poor teacher welfare program in multigrade setting
 - ☐ Teachers are burdened with dual tasks as teachers and school leaders/school heads
 - ☐ Geographic remoteness of school as barrier to regular monitoring and supervision
 - ☐ Others (please specify)
-

PART 8. PARENTAL AND COMMUNITY SUPPORT for the School (From SY 2012-2013 to SY 2016-2017)
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8.1. What percentage of parents actively support the school? (Check only one.)

- | | |
|---|--|
| <input type="checkbox"/> 25 percent and below | <input type="checkbox"/> 51 to 75 percent |
| <input type="checkbox"/> 26 to 50 percent | <input type="checkbox"/> 76 to 100 percent |

8.1.1. Kinds of support parents provide for the school. (Check all that apply.)

- ☐ Knowledge sharing/instructional assistance (e.g., serve as teacher aid/resource person)
- ☐ Administrative assistance (e.g., serve as clerk, treasurer)
- ☐ Provision of needed learning resources
- ☐ Assistance in fund raising
- ☐ Free labor assistance (e.g., security, maintenance, repair, cafeteria management)
- ☐ Others (please specify)

8.4.2. What **support** does the **Parent-Teacher Association** give to the multigrade school? Please specify below.

8.5. **Challenges in engaging the participation** and generating support of parents and community in a multigrade context (**Check all that apply.**)

- ☐ Lack of time of parents and members of the community
- ☐ Lack of knowledge about the multigrade program
- ☐ Negative attitude towards multigrade education
- ☐ Lack of interest of parents in school operations
- ☐ Poor condition of the community
- ☐ Low level of literacy skills of parents as a barrier to engagement
- ☐ Small size of the community/parent population
- ☐ Low attendance during parent-teacher meetings
- ☐ School Governing Council not active or fully functioning
- ☐ Poor school-community relationship
- ☐ Others (please specify) _____

8.6. What are your **strategies in engaging the community** to participate in school activities? (**Check all that apply.**)

- ☐ Engaging community stakeholders in **school governance** (e.g., defining the organizational structure, and roles and responsibilities of stakeholders, joint development planning, monitoring, assessment; developing performance accountability system and instructional materials, and continuous improvement).
- ☐ **Capacity-building** of community leaders and stakeholders to develop and strengthen their competencies in school governance/school-based management.
- ☐ **Collaborative resource-accessing and mobilization** (e.g., fund-raising events, volunteer-based initiatives/*bayanihan* projects).
- ☐ **School Program Advocacies and Promotion** (e.g., through Parent, Teacher and Community Association (PTCA) assembly, book fairs, reading corners/information booths, caravans, parades and town hall/trade fairs, home visits, etc.).
- ☐ **Annual Family Celebrations** (e.g., Family Day, Family Retreat/Recollection)
- ☐ **Institutionalize Card Day** (e.g., periodic distribution of student's report card)
- ☐ **Promotion of School Health Programs** (e.g., feeding program, school canteen, sports fest, *gulayan sa paaralan*, sports fests, Zumba sessions)
- ☐ Creating a **leadership network** (e.g., cluster system with community membership) that allows easy exchange and access to information sources by community stakeholders.
- ☐ **Establishment of a Speakers' Bureau** (e.g., inviting parents to share their expertise on special topics: academic or non-academic)
- ☐ Others, please specify: _____

REGION 7-Central Visayas Region

DIVISION Cebu

119 Multigrade Schools

	School ID	School	Division	Region
1	118908	Kandingan PS	Cebu	Central Visayas Region
2	118909	Kantabogon PS	Cebu	Central Visayas Region
3	118915	Tuyokon ES	Cebu	Central Visayas Region
4	118919	Banahao ES	Cebu	Central Visayas Region
5	118921	Bug-ot ES	Cebu	Central Visayas Region
6	118927	Conalum ES	Cebu	Central Visayas Region
7	118933	Tabayag ES	Cebu	Central Visayas Region
8	118936	Tiguib ES	Cebu	Central Visayas Region
9	118940	Anajao ES	Cebu	Central Visayas Region
10	118945	Butong ES	Cebu	Central Visayas Region
11	118949	Gutlang ES	Cebu	Central Visayas Region
12	118955	Malalag ES	Cebu	Central Visayas Region
13	118960	Sua ES	Cebu	Central Visayas Region
14	118964	Agbanga ES	Cebu	Central Visayas Region
15	118969	Banban ES	Cebu	Central Visayas Region
16	118970	Baye ES	Cebu	Central Visayas Region
17	118972	Cubong IS	Cebu	Central Visayas Region
18	118976	Kaluangan II ES	Cebu	Central Visayas Region
19	118977	Lanao ES	Cebu	Central Visayas Region
20	118980	Lunas I ES	Cebu	Central Visayas Region
21	118982	Magcalape ES	Cebu	Central Visayas Region
22	118985	Saksak ES	Cebu	Central Visayas Region
23	119002	Candiis ES	Cebu	Central Visayas Region
24	119038	Cantibas ES	Cebu	Central Visayas Region
25	119046	Matun-og ES	Cebu	Central Visayas Region
26	119075	Budbud ES	Cebu	Central Visayas Region
27	119079	Kangdampas ES	Cebu	Central Visayas Region
28	119087	Pancil ES	Cebu	Central Visayas Region
29	119093	Hilasgasan PS	Cebu	Central Visayas Region
30	119126	Baclayan ES	Cebu	Central Visayas Region
31	119127	Becerril ES	Cebu	Central Visayas Region
32	119133	Nangka ES	Cebu	Central Visayas Region
33	119134	Pondohan ES	Cebu	Central Visayas Region
34	119136	Amancio Sepulveda ES	Cebu	Central Visayas Region
35	119137	Bagacay ES	Cebu	Central Visayas Region
36	119138	Bili ES	Cebu	Central Visayas Region
37	119149	Magdolinog ES	Cebu	Central Visayas Region
38	119152	San Jose ES	Cebu	Central Visayas Region
39	119185	Cantucong ES	Cebu	Central Visayas Region
40	119194	Ipil ES	Cebu	Central Visayas Region
41	119195	Lanipga ES	Cebu	Central Visayas Region
42	119200	Sac-on ES	Cebu	Central Visayas Region
43	119201	Santikan ES	Cebu	Central Visayas Region
44	119202	Siotes ES	Cebu	Central Visayas Region
45	119203	Taguini ES	Cebu	Central Visayas Region
46	119205	Amancion PS	Cebu	Central Visayas Region
47	119206	Anapog PS	Cebu	Central Visayas Region
48	119207	Bactas ES	Cebu	Central Visayas Region
49	119211	Bongyas ES	Cebu	Central Visayas Region
50	119214	Can-ibuang PS	Cebu	Central Visayas Region
51	119217	Duyan ES	Cebu	Central Visayas Region
52	119218	Ginabukan ES	Cebu	Central Visayas Region

53	119221	Tabili ES	Cebu	Central Visayas Region
54	119229	Lupa ES	Cebu	Central Visayas Region
55	119243	Lanipga ES	Cebu	Central Visayas Region
56	119245	Panas ES	Cebu	Central Visayas Region
57	119269	Libertad ES	Cebu	Central Visayas Region
58	119273	Pangadlawan ES	Cebu	Central Visayas Region
59	119291	Amonsao ES	Cebu	Central Visayas Region
60	119295	Catambisan PS	Cebu	Central Visayas Region
61	119301	Karatagan ES	Cebu	Central Visayas Region
62	119318	Coro ES	Cebu	Central Visayas Region
63	119320	Lanao ES	Cebu	Central Visayas Region
64	119328	Panas ES	Cebu	Central Visayas Region
65	187001	Cantolaroy ES	Cebu	Central Visayas Region
66	187004	Palanas ES	Cebu	Central Visayas Region
67	187016	Kantangkas ES	Cebu	Central Visayas Region
68	187024	Colase ES	Cebu	Central Visayas Region
69	187026	Looc PS	Cebu	Central Visayas Region
70	187027	Cambigong ES	Cebu	Central Visayas Region
71	119386	Cambanog ES	Cebu	Central Visayas Region
72	119392	Matalao ES	Cebu	Central Visayas Region
73	119399	Cambagte ES	Cebu	Central Visayas Region
74	119400	Campisong ES	Cebu	Central Visayas Region
75	119401	Cañorong ES	Cebu	Central Visayas Region
76	119415	Mulao ES	Cebu	Central Visayas Region
77	119446	Mindanao ES	Cebu	Central Visayas Region
78	119525	Agutay ES	Cebu	Central Visayas Region
79	119541	Biasong PS	Cebu	Central Visayas Region
80	119548	Opao PS	Cebu	Central Visayas Region
81	119556	Caba-asan ES	Cebu	Central Visayas Region
82	119558	Candiis ES	Cebu	Central Visayas Region
83	119564	Opao ES	Cebu	Central Visayas Region
84	119573	Tangub ES	Cebu	Central Visayas Region
85	119575	Tupas ES	Cebu	Central Visayas Region
86	119587	Pagsa ES	Cebu	Central Visayas Region
87	119599	Liboo ES	Cebu	Central Visayas Region
88	119603	Tupas ES	Cebu	Central Visayas Region
89	119604	Basak ES	Cebu	Central Visayas Region
90	119606	Cañorong ES	Cebu	Central Visayas Region
91	119612	Monteverde ES	Cebu	Central Visayas Region
92	119625	Liburon ES	Cebu	Central Visayas Region
93	119644	Dapdap ES	Cebu	Central Visayas Region
94	119684	To-ong ES	Cebu	Central Visayas Region
95	119704	Bae IS	Cebu	Central Visayas Region
96	119709	Can-aga ES	Cebu	Central Visayas Region
97	119715	Lindogon PS	Cebu	Central Visayas Region
98	119716	Magcagong ES	Cebu	Central Visayas Region
99	119725	Bagakay ES	Cebu	Central Visayas Region
100	119730	Daat PS	Cebu	Central Visayas Region
101	119733	Lantawan ES	Cebu	Central Visayas Region
102	119734	Lib-og ES	Cebu	Central Visayas Region
103	119740	Nahus-an ES	Cebu	Central Visayas Region
104	119746	Tangke PS	Cebu	Central Visayas Region
105	119756	Loong ES	Cebu	Central Visayas Region
106	119761	Sambag ES	Cebu	Central Visayas Region
107	119762	San Isidro ES	Cebu	Central Visayas Region

108	119763	San Vicente ES	Cebu	Central Visayas Region
109	119765	Taba-ao ES	Cebu	Central Visayas Region
110	119767	Bongon ES	Cebu	Central Visayas Region
111	119769	Kabalawan ES	Cebu	Central Visayas Region
112	119810	Kabkaban ES	Cebu	Central Visayas Region
113	119812	Kampoot ES	Cebu	Central Visayas Region
114	119816	Mag-agta PS	Cebu	Central Visayas Region
115	119833	Gaang ES	Cebu	Central Visayas Region
116	119838	Kalunsing ES	Cebu	Central Visayas Region
117	119853	Tomugpa PS	Cebu	Central Visayas Region
118	119856	Daan Secante ES	Cebu	Central Visayas Region
119	119862	Secante Bag-o PS	Cebu	Central Visayas Region