

Republic of the Philippines

Department of Education

Region VII, Central Visavas

DIVISION OF CEBU PROVINCE



Sudlon, Lahug, Cebu City

July 20, 2017

DIVISION MEMORANDUM No. 453 s. 2017

REGIONAL MONITORING EVALUATION AND ADJUSTMENT (RMEA) DATA GATHERING FOR THE 4TH QUARTER SY 2016-2017

TO: District Supervisors/OIC's
District M&E Coordinators
District IT Coordinators

- 1. The districts are hereby informed to supply the needed data on the enclosed slides for the 4th Quarter SY 2016-2017, as provided by DepEd Regional Office VII.
- 2. Should you need softcopies of the enclosed slides, kindly send an email to norman.blanco@deped.gov.ph or call/SMS Mr. Norman Blanco at 0932-5144455.
- 3. All PowerPoint slides must be submitted through email on or before July 22, 2017 (Saturday) for the Division Office to consolidate the data.
- 4. Immediate and wide dissemination of this Memorandum is desired.

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

DISTRICT		OF P			OOLS UNIOR HS			BY SN ENIOR HS	
DISTRICT	ACTUAL NUMBER	JOINING	%	ACTUAL NUMBER	JOINING SMEA	%	ACTUAL NUMBER	JOINING SMEA	%
g. Alcantara	8	7	87.5	1	1	100	1	1	100
<u>,</u>									
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		1	10. (OF LEA	RNERS	COV	ERED		
DISTRICT	K	indergarten		0	RADES 1-3		G	RADES 4-6	
DISTRICT	ENROLMENT (EOSY)	COVERED BY SMEA	%	ENROLMENT (EOSY)	COVERED BY SMEA	%	ENROLMENT (EOSY)	COVERED BY SMEA	%
e.g. Alcantara									
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		NO. OF	LEAR	NERS CO	VERED	
DISTRICT	JUNI	OR HIGH SCH	IOOL	SENI	OR HIGH SCH	OOL
DIOTRICT	ENROLMENT (EOSY)	COVERED BY SMEA	%	ENROLMENT (EOSY)	COVERED BY SMEA	%
Alcantara						
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		 		+		

Status Report Progress Performance Indicators on ACCESS 1.1 Learners at Risk of Dropping Out (LARDOs)/Drop Outs

	SDO En	rolment	NUMBE	R OF LA	RDOs/Dr	op Outs	Trend
KEY STAGE			Ser	m 1	Sei	m 2	(Increasing,
STAGE	BOSY	EOSY	Q1	Q2	Q3	Q4	Decreasing, Fluctuating)
K-Grade 3							
Grades 4-6							
Grades 7-10							
Grades 11-12							
K-Grade12							

Only the data in the Fourth Quarter is referred to as Dropouts.

Division of Cebu Province

DMEA-Organizational Effectiveness Q2 of CY 2017 DMEA-Delivery of Basic Education Services Q4 and End of SY 2016-2017

Status Report Progress Performance Indicators on ACCESS 1.2 Learners with Poor Nutrition (LPNs)

BOSY Enrolment
EOSY Enrolment

				N	JMBER OF LE	PNs T	HAT	ARE		
KEY STAGE		WAS	STED		Trend (Increasing,		SEVE WAS			Trend (Increasing,
	Q1	Q2	Q3	Q4	Decreasing, Fluctuating)	Q1	Q2	Q3	Q4	Decreasing, Fluctuating)
K-Grade 3										
Grades 4-6										
Grades 7-10										
Grades 11-12										
K-Grade12										

Division of Cebu Province

DMEA-Organizational Effectiveness Q2 of CY 2017

DMEA-Delivery of Basic Education Services Q4 and End of SY 2016-2017

Status Report Progress Performance Indicators on Quality & Relevance 2.1 Learners with Quarterly Failures (LQFs)

							1	IUM	BER	OF	LQF	s						
SUBJE		Gra	des	1 - 3				Gra	des	4-6				Gra	des	7-10		
CT	BOSY		A			Trend	BOSY					Trend	EOZY BOZY					Trend
	Q1	Q2	Q3	Q4	F		Q1	Q2	Q3	Q4	F		Q1	Q2	Q3	Q4	F	<u> </u>
мтв																		
English																		
Filipino																		
Science																		
Math																		
ΑP																		
MAPEH																		
EPP/ TLE																		
EsP																		

The data in the Final Rating reflect the numbers of LQFs determined by the Recomputed Final Grade after the summer classes program.

Division of Cebu Province

DMEA-Organizational Effectiveness Q2 of CY 2017

Status Report Progress Performance Indicators on Quality & Relevance 2.2 Learners with Reading Gaps (LRGs)

-Non-Reader(NRs), Slow Readers (SRs), and Frustration Readers (FRs)

						NU	MBE	RO	FN	Rs, F	Rs,	and	SRs					
LRGs		Gra	des	1 - 3	3			Gr	ades	4-6				Gra	des	7-10) 	Γ
by Subject		DNR: ENR:				Trend	BOSY	ENR: ENR:				Trend	BOSY					Trend
	Q1	Q2	Q3	Q4	FINAL		Q1	Q2	Q3	Q4	FINAL		Q1	Q2	Q3	Q4	FINAL	
NRs in MTB									1, 1									
FRs in MTB																		
NRs in Filipino															<u> </u>			
FRs in Filipino																		
SRs in Filipino																		
NRs in English									<u> </u>									
FRs in English																		
SRs in English																	 	

The data in the Final Rating reflect the numbers of LRGs after the summer Remedial Reading Program.

Division of Cebu Province

DMEA-Organizational Effectiveness Q2 of CY 2017

DMEA-Delivery of Basic Education Services Q4 and End of SY 2016-2017

Status Report Progress Performance Indicators on Quality & Relevance 2.3 Learners with Numeracy Gaps (LNGs)

----Non-Numerates(NNs), Slow Numerates (SNs) and Frustration Numerates (FNs)

						NU	MBE	RC	FNI	Vs, S	SNs,	and	FNs)				
LNGs		Gra	des	1 - 3	}		Π	Gr	ades	4-6			Π	Gra	des	7-10)	
LNGS	1	PNR:				Trend	BOSY					Trend	EOSY					Trend
	Q1	Q2	Q3	Q4	FINAL		Q1	Q2	Q3	Q4	FINAL		Q1	Q2	Q3	Q4	FINAL	
Non- Numerates																		
Slow Numerates																		
Frustration Numerates																		

The data in the Final Rating reflect the numbers of LNGs after the summer Remedial Numeracy Program.

Division of Cebu Province

DMEA-Organizational Effectiveness Q2 of CY 2017

Status Report Progress Performance Indicators on Quality & Relevance 2.4 Teaching of Learning Competencies (LCs) in the School Year **LEGEND** C3 Taught 50%-74% of LCs C1 Taught 100% of LCs C4 Taught below 50% of LCs C2 | Taught 75%-99% of LCs **Total No. of Teachers** Category of Teachers Grades 1 - 3 Grades 4-6 Grades 7-10 SUBJECT C1 C2 СЗ C4 C1 C2 C2 N N C4 N C4 MTB English Filipino Science Math ΑP MAPEH EPP/ TLE DMEA-Organizational Effectiveness Q2 of CY 2017 DMEA-Delivery of Basic Education Services Q4 and End of SY 2016-2017 Division of Cebu Province

								1	LEG	END)						1			
			C1	Tau	ght 1	00% o	f LCs			C3	Ta	ught	50%	74%	of LC	s	1			
			C2 Taught 75%-99% of LCs													.Cs	1			
]			
					NU	MBE	RC)F G	RA	DES	1-3	3 TE	AC	HER	S W	VHC)	-		
SUBJECT	C1: Taught 100% of C2: Taught 75-99% of C3: Taught 50-74% of														of L	:Taug .Cs in	the	Quar	ter/s	
	N	Q1	02	Q3	Q4		·		,			1				N	Q1	02	Q3	Q4
мтв																				\vdash
English																	1			
Filipino																				
Science																				
Math																				
AP																				
MAPEH																				
PP/ TLE															-					
FsP																				

Status Report Progress Performance Indicators on Quality & Relevance 2.4.2 Teaching of Learning Competencies (LCs) in Grades 4-6 LEGEND C3 Taught 50%-74% of LCs C1 Taught 100% of LCs C2 Taught 75%-99% of LCs C4 Taught below 50% of LCs **Total No. of Teachers NUMBER OF GRADES 4-6 TEACHERS WHO** C1: Taught 100% of C2: Taught 75-99% of C3: Taught 50-74% of C4:Taught below 50% SUBJECT LCs in the Quarter/s LCs in the Quarter/s LCs in the Quarter/s of LCs in the Quarter/s Already Covered Already Covered Already Covered Already Covered Q1 Q2 Q3 Q4 N Q1 Q2 Q3 Q4 N Q1 Q2 Q3 Q4 N Q1 Q2 Q3 Q4 English Filipino Science Math ΑP MAPEH EPP/ TLE EsP DMEA-Organizational Effectiveness Q2 of CY 2017 Division of Cebu Province DMEA-Delivery of Basic Education Services Q4 and End of SY 2016-2017

Status Report Progress Performance Indicators on Quality & Relevance 2.4.3 Teaching of Learning Competencies (LCs) in Grades 7-10 LEGEND C1 Taught 100% of LCs C2 Taught 75%-99% of LCs C4 Taught below 50% of LCs

Total No. of Teachers

					NUN	IBE	R O	FG	RAI	ES	7-1	O TE	EAC	HE	RS I	NHO)			
SUBJECT	LC	s in	ight 1 the Q dy Co	uarte	r/s	LC	: Tau Cs in Alrea	the C	uarte	r/s	LC	: Tau; Os in : Alread	the C	uarte	r/s	of L	Cs ir	the	low 5 Quart	er/s
	N	Q1	Q2	Q3	Q4	N	Q1	Q2	QЗ	Q4	N	Q1	Q2	Q3	Q4	N	Q1	Q2	Q3	Q4
English																				
Filipino																				
Science																				
Math																ĺ				
AP							T													
MAPEH																				
EPP/ TLE																				
EsP																				

Division of Cebu Province

DMEA-Organizational Effectiveness Q2 of CY 2017

Status Report Progress Performance Indicators on Quality & Relevance 2.5 Learners' Mastery of Learning Competencies (LCs) in the School Year Learners with NO MASTERY FG of 60-74 Learners NEARING MASTERY C3 FG of 80-89 C2 Learners that LACK MASTERY FG of 70-79 C4 Learners ATTAINING MASTERY FG of 90-99 Category of Learners С Total Number of Learners Grades 1 - 3 **Grades 4-6** Grades 7-10 SUBJECT N C1 C2 C3 C4 C1 C2 N СЗ C4 C1 C2 C4 N C3 MTB English Filipino Science Math ΑP MAPEH EPP/ TLE DMEA-Organizational Effectiveness Q2 of CY 2017 Division of Cebu Province DMEA-Delivery of Basic Education Services Q4 and End of SY 2016-2017

Status Report Progress Performance Indicators on Quality & Relevance 2.5.1 Learners' Mastery of Learning Competencies (LCs) in Grades 1-3

		LEG	END		
C1	Learners with NO MASTERY	GRADE of 60-74	СЗ	Learners NEARING MASTERY	GRADE of 80-89
C2	Learners that LACK MASTERY	GRADE of 70-79	C4	Learners ATTAINING MASTERY	GRADE of 90-99
C	Category of Learners		N	Total Number of Learners	

					NU	MBI	ER (OF C	RA	DES	1-3	LE	ARI	VER	s w	/HO		
SUBJECT	ENRO	LIMENT	C1: I		O MAS LCs	TERY	C2: 1	ACK M	ASTER Cs	Y OF		3: ARE ASTER					TAINED Y OF L	
	BOSY	This Quarter	Q1	Q2	QЗ	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
English																		
Filipino																		
Science																		
Math																		
AP																		
MAPEH																		
EPP/ TLE																		
EsP																		

Division of Cebu Province

DMEA-Organizational Effectiveness Q2 of CY 2017 DMEA-Delivery of Basic Education Services Q4 and End of SY 2016-2017

Status Report Progress Performance Indicators on Quality & Relevance 2.5.2 Learners' Mastery of Learning Competencies (LCs) in Grades 4-6

		LEG	END		
C1	Learners with NO MASTERY	GRADE of 60-74	СЗ	Learners NEARING MASTERY	GRADE of 80-89
C2	Learners that LACK MASTERY	GRADE of 70-79	C4	Learners ATTAINING MASTERY	GRADE of 90-99
С	Category of Learners		N	Total Number of Learners	

			1.00		NL	MB	ER	OF (SRA	DES	4-6	LE	ARN	ER:	S W	HO		
SUBJECT	ENROLMENT		C1: Have NO MASTERY C2: LACK MAST OF LCs			Y OF		3: ARE ASTER			C4:ATTAINED MASTERY OF LCs			FERY				
	BOSY	This Quester	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	QЗ	Q4
English																		
Filipino																		
Science																		
Math																		
AP																		
MAPEH																		
EPP/ TLE																		
EsP					1													

Division of Cebu Province

DMEA-Organizational Effectiveness Q2 of CY 2017

DMEA-Delivery of Basic Education Services Q4 and End of SY 2016-2017

Status Report Progress Performance Indicators on Quality & Relevance 2.5.2 Learners' Mastery of Learning Competencies (LCs) in Grades 7-10

		LEG	END		
C1	Learners with NO MASTERY	GRADE of 60-74	СЗ	Learners NEARING MASTERY	GRADE of 80-89
C2	Learners that LACK MASTERY	GRADE of 70-79	C4	Learners ATTAINING MASTERY	GRADE of 90-99
С	Category of Learners		N	Total Number of Learners	

				f	NUN	BE	R O	FG	RAL	ES	7-1	O LE	EAR	NEI	२८ ।	NHO)	-
SUBJECT	ENROI	LMENT	м	C1: H			C2		MASTI LCs	RY			NEAR! Y OF L				TAINED Y OF L	
	BOSY	This Quarter	Q1	Q2	QЗ	Q4	Q1	Q2	QЗ	Q4	Q1	Q2	Q3	Q4	Q1.	Q2	Q3	Q4
English																		
Filipino																		
Science																		
Math																		
AP																		
MAPEH																		
EPP/ TLE																		
EsP																		

Division of Cebu Province

DMEA-Organizational Effectiveness Q2 of CY 2017

IDENTIFIED CIGPS	SDO INTERVENTIONS	TA NEEDED FROM RO
A. Delivery of Basic Education	Services (Access)	
B. Delivery of Basic Education	Services (Quality and Rele	/ance)
C. Delivery of Basic Education	Services (Governance)	
D. Organizational Effectivenes	ss (WFP Implementation)	
E. Organization Resource Sup	pport (Human, Financial)	

Qualitative M&E Data: On LARDOs/Dropouts

DISTRICT OF

	LARDOs		Dropouts	Trand
Q1	Q2	Q3	Q4	Trend
				Increasing/ decreasing/ fluctuating

Having done serious QA-TA-ME services to schools, what are the common reasons why there are LARDOs?

- 1.
- 2.
- 3.

DISTRICT O	
	he interventions the different schools in you mplementing in order to save LARDOs.
1.	
2.	
3.	

What makes this/these	rventions in your list has/have been effective in saving LARDOs? e effective? You may share the most significant stories of d. (Please use additional slides if necessary)
Intervention	Reasons for Effectiveness/ Significant Stories of LARDO/s being saved

Qualitative M&E Data: On LARDOs/Dropouts

DISTRICT OF

Which among the interventions in your list have the potentials of becoming effective in saving LARDOs? What makes this/these intervention/s less effective? What adjustments in **structure**, **process**, and/or **tools** have to be made to improve its implementation? Cite specific activities conducted in SY 2017-2018. (Please use additional slides if necessary)

Weaknesses	Adjustments to be made
	
	Weaknesses

Zualitative M&E Data: On	LARDO _e /Dropout
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DISTRICT OF

Factoring in the most logical reasons why there are still LARDOs, choose one **LARDO intervention** which your SDO finds promising or effective, and prepare comprehensive standards and guidelines on how to implement it. Explain the structure (responsible persons), the process (systematic steps and procedures), and the tools (instruments) needed. You may use extra slides if necessary.

Name of Intervention:

STEPS	PROCESS	STRUCTURE	TOOLS
1			
2			
3			
4			
5			

DISTRICT OF What localized policy/ies would you like to propose to the Region to consider to be able to successfully address the issues on LARDOs/ Dropouts? 1. 2.

Qualitative M&E Data: On Learners with Quarterly Failures (LQFs)

DISTRICT OF

Numbe	r of Learne Failure:	No. of Failures	Trend		
Q1	Q2	Q3	Q4	FG	

Having done serious QA-TA-ME services to schools, what are the common reasons why there are LQFs?

- 1.
- 2.
- 3.

DISTR	CT OF	
		itions the different schools in you g in order to save LQFs.
1.		
2.		
3.		
	1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -	

DISTRICT	of
saving LQFs? What	interventions in your list has/have been effective in at makes this/these effective? You may share the mos of LQF/s being saved. (Please use additional slides if
Intervention	Reasons for Effectiveness/ Significant Stories of LQF/s being saved

DIST	RICT OF	<i>,</i>		
LQFs? Wh process, a	nat makes this/th and/or tools ha	hese intervention/s less we to be made to impro	he potentials of becoming seffective? What adjustmove its implementation? C mer. (Please use additional	ents in structure, ite specific
	vention	Weaknesses	Adjustments to be n	
	*****		The state of the s	
Qualita	tive M&E 1	Data: On Learners	with Quarterly Fail	ures (LQFs)
			· •• • • • • • • • • • • • • • • • • •	
	rict of			
			ners have quarterly failure	
			r effective, and prepare c	
	•	•	t. Explain the structure (re	•
•	, <i>,</i>		and the tools (instrumen	ts) needed. You ma
	slides if necess			
	of Interventi			r
STEPS	Pf	ROCESS	STRUCTURE	TOOLS
1 1				

Qualitative M&E Data: On Learners with Quarterly Failures (LQFs)

Zualitati.	ve M&E Data: On Learners with Quarterly Failures (LQF
DIST	RICT OF
	alized policy/ies would you like to propose to the Region to be uccessfully address the issues on LQFs?
1.	
2.	

Qualitative M&E Data: On Learners with Reading Gaps (LRGs)

DISTRICT OF

Number	r of Learne	ers with Re	eading Ga	aps (LRGs)	Trend
Q1	Q2	Q3	Q4	Summer	rrena

Having done serious QA-TA-ME services to schools, what are the common reasons why there are LRGs?

- 1.
- 2.
- 3.

	n the interventions the different schools in your implementing in order to save LRGs.
1. 2. 3.	

DISTRICT (OF
LRGs? What make	interventions in your list has/have been effective in saving es this/these effective? You may share the most significant eing saved. (Please use additional slides if necessary)
Intervention	Reasons for Effectiveness/ Significant Stories of LRG/s being saved

saving struct	LRGs? What ma ture, process, a c activities condu	ventions in your list have akes this/these intervent and/or tools have to be acted in SY 2017-2018,	made to improve its in	What adjustments in nplementation? Cite
lr	tervention	Weaknesses	Adjustments to b	e made

		· · · · · · · · · · · · · · · · · · ·		· · · · · · · · · · · · · · · · · · ·
				
	litative M&E	Data: On Learne	ers with Reading (Gaps (LRGs)
	elitative M&E RICT OF	Data: On Learne	ers with Reading (Gaps (LRGs)
actoring terven andard e proce	g in the most logic tion which your S s and guidelines of	cal reasons some learne SDO finds promising or on how to implement it. eps and procedures), a	ers have reading gaps effective, and prepare Explain the structure	, choose one LRG comprehensive (responsible persons
ectoring terven andard e processe extra	g in the most logic tion which your S s and guidelines d ess (systematic st	cal reasons some learne SDO finds promising or on the how to implement it. teps and procedures), a pary.	ers have reading gaps effective, and prepare Explain the structure	, choose one LRG comprehensive (responsible persons
etoring terven andard e proce e extra	g in the most logic tion which your S s and guidelines o ess (systematic st a slides if necessa of Intervention	cal reasons some learne SDO finds promising or on the how to implement it. teps and procedures), a pary.	ers have reading gaps effective, and prepare Explain the structure	, choose one LRG comprehensive (responsible persons
etoring terven andard e proce e extra	g in the most logic tion which your S s and guidelines o ess (systematic st a slides if necessa of Intervention	cal reasons some learned DO finds promising or con how to implement it. eps and procedures), a ary.	ers have reading gaps effective, and prepare Explain the structure and the tools (instrume	, choose one LRG comprehensive (responsible persons nts) needed. You ma
ectoring terven andard e proce e extra ame	g in the most logic tion which your S s and guidelines o ess (systematic st a slides if necessa of Intervention	cal reasons some learned DO finds promising or con how to implement it. eps and procedures), a ary.	ers have reading gaps effective, and prepare Explain the structure and the tools (instrume	, choose one LRG comprehensive (responsible persons nts) needed. You ma
ectoring terven andard e proces e extra ame	g in the most logic tion which your S s and guidelines o ess (systematic st a slides if necessa of Intervention	cal reasons some learned DO finds promising or con how to implement it. eps and procedures), a ary.	ers have reading gaps effective, and prepare Explain the structure and the tools (instrume	, choose one LRG comprehensive (responsible persons nts) needed. You ma
ectoring terven andard e proce e extra ame of TEPS 1	g in the most logic tion which your S s and guidelines o ess (systematic st a slides if necessa of Intervention	cal reasons some learned DO finds promising or con how to implement it. eps and procedures), a ary.	ers have reading gaps effective, and prepare Explain the structure and the tools (instrume	, choose one LRG comprehensive (responsible persons nts) needed. You ma

	DISTRICT (OF
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2.	1.	
	2.	

Qualitative M&E Data: On Learners with Numeracy Gaps (LNGs)

DISTRICT OF

Number	of Learner	s with Nu	meracy G	aps (LNGs)	Trand
Q1	Q2	Q3	Q4	Summer	Trend
	l			1	

Having done serious QA-TA-ME services to schools, what are the common reasons why there are LNGs?

- 1.
- 2.
- 3.

SDO have b	own the interventions the different schools in your een implementing in order to save LNGs.
1.	
2. 3.	
	••••••••••••••••••••••••••••••••••••••
2 4 4 600	200 An Learners with Numerous Cans (1 NCo
ualitative Mo	E Data: On Learners with Numeracy Gaps (LNGs)
	TOF
DISTRIC	
saving LNGs?	the interventions in your list has/have been effective in What makes this/these effective? You may share the it stories of LNG/s being saved. (Please use additional

A video presentation (3-5 minutes) would be welcome.

saving struct	LNGs? What ma ture, process, a ic activities condu	akes this/these i and/or tools hav	list have the potentials of be ntervention/s less effective? re to be made to improve its 7-2018, incl. summer. (Pleas	What adjustments in implementation? Cite

		Data: On Le	arners with Numeracy	Gaps (LNGs)
actoring terven andard e proce	g in the most logic ation which your S and guidelines ess (systematic st	cal reasons som SDO finds promi on how to imple teps and proced	e learners have numeracy gising or effective, and preparment it. Explain the structure lures), and the tools (instrum	aps, choose one LNG e comprehensive e (responsible persons)
actoring terven andard e proce se extra	g in the most logic ation which your S and guidelines ess (systematic st a slides if necessa	cal reasons som SDO finds promi on how to imple teps and proced ary.	ne learners have numeracy g sing or effective, and prepar ment it. Explain the structure	aps, choose one LNG e comprehensive e (responsible persons)
actorine terven andard e proce se extra ame	g in the most logic tion which your S is and guidelines ess (systematic st a slides if necessa of Intervention	cal reasons som SDO finds promi on how to imple teps and proced ary.	ne learners have numeracy g sing or effective, and prepar ment it. Explain the structure	aps, choose one LNG e comprehensive e (responsible persons)
actoring terven andard e proces se extra	g in the most logic tion which your S is and guidelines ess (systematic st a slides if necessa of Intervention	cal reasons som SDO finds promi on how to imple teps and proced ary.	te learners have numeracy g ising or effective, and prepar ment it. Explain the structure lures), and the tools (instrum	aps, choose one LNG e comprehensive e (responsible persons) ents) needed. You may
e proce e extra ame	g in the most logic tion which your S is and guidelines ess (systematic st a slides if necessa of Intervention	cal reasons som SDO finds promi on how to imple teps and proced ary.	te learners have numeracy g ising or effective, and prepar ment it. Explain the structure lures), and the tools (instrum	aps, choose one LNG e comprehensive e (responsible persons) ents) needed. You may
ectoring terven andard e procese extra ame	g in the most logic tion which your S is and guidelines ess (systematic st a slides if necessa of Intervention	cal reasons som SDO finds promi on how to imple teps and proced ary.	te learners have numeracy g ising or effective, and prepar ment it. Explain the structure lures), and the tools (instrum	aps, choose one LNG e comprehensive e (responsible persons) ents) needed. You may
e procese extra arrees 1	g in the most logic tion which your S is and guidelines ess (systematic st a slides if necessa of Intervention	cal reasons som SDO finds promi on how to imple teps and proced ary.	te learners have numeracy g ising or effective, and prepar ment it. Explain the structure lures), and the tools (instrum	aps, choose one LNG e comprehensive e (responsible persons) ents) needed. You may

DISTRI	T OF	
What localize able to succe	d policy/ies would your study address the i	ou like to propose to the Region to be ssues on LNGs?
2.		

Qualitative M&E Data: On Learners with Poor Nutrition (LPNs)

DISTRICT OF

	Num	ber o	f Lea	arnei	rs wit	h Po	or N	utriti	on (L	_PNs)	
	Q1			Q2			Q3			Q4		Trend
W	SW	LPN	W	sw	LPN	W	sw	LPN	W	sw	LPN	

Having done serious QA-TA-ME services to schools, what are the common reasons of LPNs?

- 1.
- 2.
- 3.

DISTRICT OF			
	down the interventions the different schools in your been implementing in order to save LPNs.		
1.			
2.			
3.			

nterventions in your list has/have been effective in t makes this/these effective? You may share the ries of LPN/s being saved. (Please use additional
•
Reasons for Effectiveness/ Significant Stories of LPN/s being saved

saving struct	LPNs? What ma cure, process, a cactivities condu	ventions in your list have akes this/these intervent and/or tools have to be ucted in SY 2017-2018,	on/s less effective? W made to improve its im	hat adjustments in plementation? Cite
	tervention	Weaknesses	Adjustments to be	e made
				······································
IST	RICT OF	Data: On Learners	earners have poor nutr	ition, choose one LPN
IST actoring terven	RICT OF in the most logication which your	cal reasons why some le SDO finds promising or o	earners have poor nutreffective, and prepare	ition, choose one LPN comprehensive
IST actoring tervent andard	rict of in the most logic tion which your s and guidelines	cal reasons why some le SDO finds promising or on how to implement it.	earners have poor nutreffective, and prepare Explain the structure (ition, choose one LPN comprehensive responsible persons)
ictoring terven andard proce	n the most logication which your search guidelines less (systematic s	cal reasons why some le SDO finds promising or on how to implement it. teps and procedures), a	earners have poor nutreffective, and prepare Explain the structure (ition, choose one LPN comprehensive responsible persons)
actoring terven andard e processe extra	in the most logication which your sand guidelines ass (systematic sassides if necessions)	cal reasons why some le SDO finds promising or on how to implement it. teps and procedures), a ary.	earners have poor nutreffective, and prepare Explain the structure (ition, choose one LPN comprehensive responsible persons)
ectoring terven andard e proce e extra	in the most logication which your search guidelines less (systematic seas slides if necession of Intervention	cal reasons why some le SDO finds promising or on how to implement it. teps and procedures), a ary.	earners have poor nutreffective, and prepare Explain the structure (ition, choose one LPN comprehensive responsible persons)
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e proce e extra	in the most logication which your search guidelines less (systematic seas slides if necession of Intervention	cal reasons why some le SDO finds promising or on how to implement it. teps and procedures), a ary.	earners have poor nutreffective, and prepare Explain the structure (and the tools (instrume)	ition, choose one LPN comprehensive responsible persons), nts) needed. You may
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e e extra ame e TEPS	in the most logication which your search guidelines less (systematic seas slides if necession of Intervention	cal reasons why some le SDO finds promising or on how to implement it. teps and procedures), a ary.	earners have poor nutreffective, and prepare Explain the structure (and the tools (instrume)	ition, choose one LPN comprehensive responsible persons), nts) needed. You may

DISTRIC	T OF	
	policy/ies would you like sfully address the issues	to propose to the Region to be on LPNs?
2.		
		TARK 40