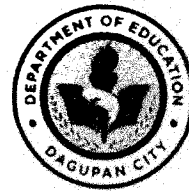




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**RELEASED**  
DEFED  
DATE: 07/12/2018  
BY: [Signature]  
TW#779

Division Memorandum No. 262 s, 2018

TO: Asst. Schools Division Superintendent  
Chief, SGOD and CID (Officer-in-Charge)  
All Public School District Supervisors  
SEPS P & R  
Planning Officer  
School heads/Principals

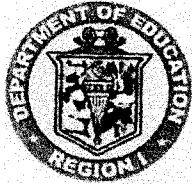
FROM: **Office of the Schools Division Superintendent**

RE: **CONSOLIDATION OF SCHOOL DATA CAPTURE FORM**

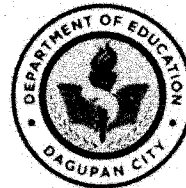
DATE: July 10, 2018

1. As per the instructions of the Central and Regional Office to provide an accurate description of the school performance indicators by the different schools under each instructional district alongside the preparation of the Division Education Development Plan (DEDP), all Public Schools District Supervisors and select school heads/principals are directed to consolidate all data capture forms of schools from each of the 10 districts on July 14, 2018, 8:00 a.m. – 5:00 p.m at the SGOD office.
2. Anent to this, all schools that have not completed the data needed as per their DCF are instructed to provide required information as shown in the attached matrix and submit these to [dagupancity.planning@gmail.com](mailto:dagupancity.planning@gmail.com) on or before July 13, 2018. Review of the DCF submitted showed that samples given ( in red ink) were not modified as to the actual condition of the school indicators.
3. All concerned are entitled for a Compensatory Time Off (CTO) provided they utilize the biometrics for Time-In and Time-Out located at the lobby of the SDO.
4. Attached is the list of participants to attend the session.
5. For your information and guidance.

  
**DR. LORNA G. BUGAYONG, CESO VI**  
Schools Division Superintendent



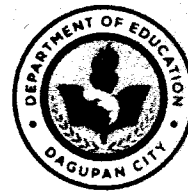
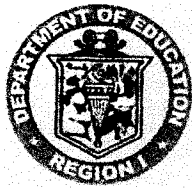
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Region I  
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**LIST OF PARTICIPANTS**

DISTRICT 1	DISTRICT 3	DISTRICT 5
PSDS- DR. ISABELITA N. DAROYA	PSDS: DR. ALICIA B. QUIMBOY	PSDS: DR. JAIME C. SIAPNO
Principal to join: Medarlo de Leon	Principal to join: Renato R. Santillan	Principal to join: Alfred B. Gonzales
DISTRICT 2	DISTRICT 4	DISTRICT 6
PSDS: DR. DEBBIE C. GAN	PSDS: DR. OPHELIA Q. VERGONIA	PSDS: DR. RONIE D. BONAIO
Principal to join: Gary B. Desoloc	Principal to join: Ma. Imelda A. Infante	Principal to join: Maricris P. Ferrer

DISTRICT 7	DISTRICT 9
PSDS: MRS. JANE T. CAJAYON	PSDS: DR. PERPETUA V. BARONGAN
Principal to join: Jimmy D. Cancino	Principal to join: Markconi F. Taroma
DISTRICT 8	DISTRICT 10
PSDS: MRS. ROWENA O. LAPAAN	PSDS: DR. LEONARDA J. MANASALA
Principal to join: Bernadette B. Castro	Principal to join: Jose P. Cardoso



**PERFORMANCE INDICATORS AS PER DCF**

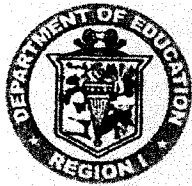
SCHOOL	ACCESS	QUALITY	EFFICIENCY
BBES	<b>Barriers</b> <ul style="list-style-type: none"> <li>➤ socio-economic status</li> <li>➤ family size</li> <li>➤ percentage of learners w/corresponding average distance of residence</li> <li>➤ education level of parents</li> <li>➤ family access to water/CR</li> <li>➤ family health/nutritional condition</li> </ul>	<b>Others</b> <ul style="list-style-type: none"> <li>➤ school segment</li> <li>➤ school limitations – school leadership/quality instruction/instructional materials</li> </ul>	<ul style="list-style-type: none"> <li>➤ school segment (describe the efficiency and trend of school in terms of CSR/CR/DR)</li> <li>➤ school leadership</li> <li>➤ teachers</li> <li>➤ school climate and culture</li> <li>➤ physical facilities</li> <li>➤ external support/assistance</li> <li>➤ division limitations in providing TA and supervision</li> </ul>
BLISS	Division limitations in providing TA and Supervision	<ul style="list-style-type: none"> <li>➤ performance</li> <li>➤ school segment</li> <li>➤ school limitations</li> <li>➤ instructional materials</li> <li>➤ external factors</li> </ul>	<ul style="list-style-type: none"> <li>➤ school segment (describe the efficiency and trend of school in terms of CSR/CR/DR)</li> <li>➤ school leadership</li> <li>➤ teachers</li> <li>➤ school climate and culture</li> <li>➤ physical facilities</li> <li>➤ external support/assistance</li> <li>➤ division limitations in providing TA and supervision</li> </ul>
	<b>Barriers</b> <ul style="list-style-type: none"> <li>➤ socio-economic status</li> <li>➤ family size</li> <li>➤ percentage of learners</li> </ul>		<ul style="list-style-type: none"> <li>➤ ) school segment (describe the efficiency and trend of school in terms of</li> </ul>



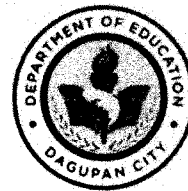
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 Region I  
**SCHOOLS DIVISION OFFICE**  
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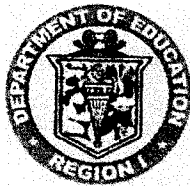
	<ul style="list-style-type: none"> <li>w/corresponding average distance of residence</li> <li>➤ education level of parents</li> <li>➤ family access to water/CR</li> <li>➤ family health/nutritional condition</li> </ul>		<ul style="list-style-type: none"> <li>➤ CSR/CR/DR</li> <li>➤ school leadership</li> <li>➤ teachers</li> <li>➤ school climate and culture</li> <li>➤ physical facilities</li> <li>➤ external support/assistance</li> <li>➤ division limitations in providing TA and supervision</li> </ul>
LUCAO ES	<p>Barriers</p> <ul style="list-style-type: none"> <li>➤ socio-economic status</li> <li>➤ family size</li> <li>➤ percentage of learners</li> <li>w/corresponding average distance of residence</li> <li>➤ education level of parents</li> <li>➤ family access to water/CR</li> <li>➤ family health/nutritional condition</li> </ul>	<ul style="list-style-type: none"> <li>➤ School segment</li> <li>➤ school limitations – school leadership/quality instruction/instructional materials</li> <li>➤ external support/challenges</li> </ul>	<ul style="list-style-type: none"> <li>➤ school segment (describe the efficiency and trend of school in terms of CSR/CR/DR)</li> <li>➤ school leadership</li> <li>➤ teachers</li> <li>➤ school climate and culture</li> <li>➤ physical facilities</li> <li>➤ external support/assistance</li> <li>➤ division limitations in providing TA and supervision</li> </ul>
BACAYAO SUR ES	<ul style="list-style-type: none"> <li>➤ campus security/safety</li> </ul>		
	<p>Barriers</p> <ul style="list-style-type: none"> <li>➤ socio-economic status</li> <li>➤ family size</li> <li>➤ percentage of learners</li> <li>w/corresponding average distance of residence</li> <li>➤ education level of parents</li> <li>➤ family access to water/CR</li> <li>➤ family health/nutritional condition</li> </ul>	<ul style="list-style-type: none"> <li>➤ school limitations – school leadership/quality instruction/instructional materials</li> <li>➤ external support/challenges</li> </ul>	<ul style="list-style-type: none"> <li>➤ school segment (describe the efficiency and trend of school in terms of CSR/CR/DR)</li> <li>➤ school leadership</li> <li>➤ teachers</li> <li>➤ school climate and culture</li> <li>➤ physical facilities</li> <li>➤ external support</li> <li>➤ division limitations in providing TA</li> </ul>



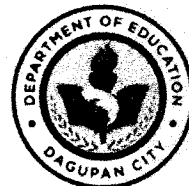
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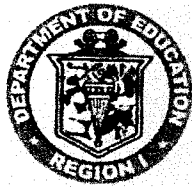
			and supervision
CALMAY ES (Ok as to Access and Quality)			<ul style="list-style-type: none"> <li>➤ division limitations in providing TA and supervision</li> </ul>
PASCUALA G. VILLAMIL ES	<ul style="list-style-type: none"> <li>➤ school limitations</li> <li>➤ teacher-learners materials</li> <li>➤ campus security</li> <li>➤ division monitoring and evaluation/ support</li> </ul>	<ul style="list-style-type: none"> <li>➤ school segment (where does your school belong)</li> <li>➤ school leadership</li> <li>➤ quality instruction</li> <li>➤ instructional materials</li> <li>➤ external support/challenges</li> </ul>	<ul style="list-style-type: none"> <li>➤ school segment (describe the efficiency and trend of school in terms of CSR/CR/DR)</li> </ul>
	<p>Barriers</p> <ul style="list-style-type: none"> <li>➤ socio-economic status</li> <li>➤ family size</li> <li>➤ percentage of learners w/corresponding average distance of residence</li> <li>➤ education level of parents</li> <li>➤ family access to water/CR</li> <li>➤ family health/nutritional condition</li> </ul>		<ul style="list-style-type: none"> <li>➤ school leadership</li> <li>➤ teachers</li> <li>➤ school climate and culture</li> <li>➤ physical facilities</li> <li>➤ external support/assistance</li> <li>➤ division limitations in providing TA and supervision</li> </ul>
TEBENG ES	<ul style="list-style-type: none"> <li>➤ teacher-learners materials</li> <li>➤ campus security</li> <li>➤ monitoring and evaluation/</li> </ul>	<ul style="list-style-type: none"> <li>➤ school segment (where does your school belong)</li> <li>➤ school leadership</li> <li>➤ quality instruction</li> <li>➤ instructional materials</li> <li>➤ external support/challenges</li> </ul>	<ul style="list-style-type: none"> <li>➤ school segment (describe the efficiency and trend of school in terms of CSR/CR/DR)</li> </ul>
			<ul style="list-style-type: none"> <li>➤ school leadership</li> <li>➤ teachers</li> <li>➤ school climate and culture</li> <li>➤ physical facilities</li> <li>➤ external support/assistance</li> <li>➤ division limitations in providing TA and supervision</li> </ul>
ECIS	<p>Barriers</p> <ul style="list-style-type: none"> <li>➤ socio-economic</li> </ul>	OK	OK



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 Region I  
**SCHOOLS DIVISION OFFICE**  
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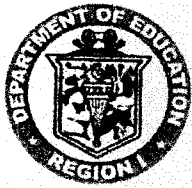
	<ul style="list-style-type: none"> <li>status</li> <li>➤ family size</li> <li>➤ percentage of learners w/corresponding average distance of residence</li> <li>➤ education level of parents</li> <li>➤ family access to water/CR</li> <li>➤ family health/nutritional condition</li> </ul>		
VICTORIA ZARATE ES	OK	<ul style="list-style-type: none"> <li>➤ School segment</li> <li>➤ school limitations – school leadership/quality instruction/instructional materials</li> <li>➤ external support/challenges</li> </ul>	<ul style="list-style-type: none"> <li>➤ school segment (describe the efficiency and trend of school in terms of CSR/CR/DR)</li> </ul>
			<ul style="list-style-type: none"> <li>➤ school leadership</li> <li>➤ teachers</li> <li>➤ school climate and culture</li> <li>➤ physical facilities</li> <li>➤ external support/assistance</li> <li>➤ division limitations in providing TA and supervision</li> </ul>
POGO LASIP ES	<b>Barriers</b> <ul style="list-style-type: none"> <li>➤ socio-economic status</li> <li>➤ family size</li> <li>➤ percentage of learners w/corresponding average distance of residence</li> <li>➤ education level of parents</li> <li>➤ family access to water/CR</li> <li>➤ family health/nutritional condition</li> </ul>	OK	<ul style="list-style-type: none"> <li>➤ school segment (describe the efficiency and trend of school in terms of CSR/CR/DR)</li> <li>➤ school segment</li> <li>➤ school leadership</li> <li>➤ teachers</li> <li>➤ school climate and culture</li> <li>➤ physical facilities</li> <li>➤ external support/assistance</li> <li>➤ division limitations in providing TA and supervision</li> </ul>



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 Region I  
**SCHOOLS DIVISION OFFICE**  
 DAGUPAN CITY



			providing TA/supervision
MALUED ES	<ul style="list-style-type: none"> <li>➤ quality instruction</li> <li>➤ teacher-learners materials</li> <li>➤ campus security</li> </ul> Barriers <ul style="list-style-type: none"> <li>➤ socio-economic status</li> <li>➤ family size</li> <li>➤ percentage of learners w/corresponding average distance of residence</li> <li>➤ education level of parents</li> <li>➤ family access to water/CR</li> <li>➤ family health/nutritional condition</li> </ul>	<ul style="list-style-type: none"> <li>➤ school segment (where does your school belong)</li> <li>➤ school leadership</li> <li>➤ quality instruction</li> <li>➤ instructional materials</li> <li>➤ external support/challenges</li> </ul>	<ul style="list-style-type: none"> <li>➤ school segment (describe the efficiency and trend of school in terms of CSR/CR/DR)</li> <li>➤ school leadership</li> <li>➤ teachers</li> <li>➤ school culture and climate</li> <li>➤ physical facilities</li> <li>➤ external support/challenges</li> <li>➤ division limitations in providing TA/supervision</li> </ul>
MANGIN-TEBENG ES	<ul style="list-style-type: none"> <li>➤ teacher-learners materials</li> <li>➤ time on task</li> <li>➤ campus security monitoring and evaluation</li> </ul> Barriers <ul style="list-style-type: none"> <li>➤ socio-economic status</li> <li>➤ family size</li> <li>➤ percentage of learners w/corresponding average distance of residence</li> <li>➤ education level of parents</li> <li>➤ family access to water/CR</li> <li>➤ family health/nutritional condition</li> </ul>	<ul style="list-style-type: none"> <li>➤ school segment (where does your school belong)</li> <li>➤ school leadership</li> <li>➤ quality instruction</li> <li>➤ instructional materials</li> <li>external support/challenges</li> </ul>	<ul style="list-style-type: none"> <li>➤ school segment (describe the efficiency and trend of school in terms of CSR/CR/DR)</li> <li>➤ school leadership</li> <li>➤ teachers</li> <li>➤ school culture and climate</li> <li>➤ physical facilities</li> <li>➤ external support/challenges</li> <li>➤ division limitations in providing TA/supervision</li> </ul>
PANTAL ES	<ul style="list-style-type: none"> <li>➤ quality instruction</li> <li>➤ teacher-learners materials</li> <li>➤ time on task</li> <li>➤ campus security</li> </ul> Barriers <ul style="list-style-type: none"> <li>➤ socio-economic status</li> </ul>	<ul style="list-style-type: none"> <li>➤ school segment (where does your school belong)</li> <li>➤ school leadership</li> <li>➤ quality instruction</li> <li>➤ instructional materials</li> <li>external support/challenges</li> </ul>	<ul style="list-style-type: none"> <li>➤ school segment (describe the efficiency and trend of school in terms of CSR/CR/DR)</li> <li>➤ school leadership</li> <li>➤ teachers</li> </ul>

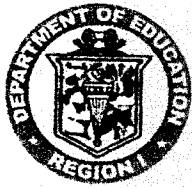


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 Region I  
**SCHOOLS DIVISION OFFICE**  
 DAGUPAN CITY



ES			(describe the efficiency and trend of school in terms of CSR/CR/DR ➤ school leadership ➤ teachers ➤ school culture and climate ➤ physical facilities ➤ external support/challenges ➤ division limitations in providing TA/supervision ➤
JUAN L. SIAPNO ES	➤ teacher-learners materials ➤ time on task ➤ campus security ➤ monitoring and evaluation	➤ school segment (where does your school belong) ➤ school leadership ➤ quality instruction ➤ instructional materials ➤ external support/challenges	➤ school segment (describe the efficiency and trend of school in terms of CSR/CR/DR ➤ school leadership ➤ teachers ➤ school culture and climate ➤ physical facilities ➤ external support/challenges ➤ division limitations in providing TA/supervision ➤
MAMALINGLING ES	<b>Barriers</b> ➤ socio-economic status ➤ family size ➤ percentage of learners w/corresponding average distance of residence ➤ education level of parents ➤ family access to water/CR ➤ family health/nutritional condition	➤ school leadership ➤ quality instruction ➤ instructional materials ➤ external support/challenges	➤ school segment (describe the efficiency and trend of school in terms of CSR/CR/DR ➤ school leadership ➤ teachers ➤ school culture and climate ➤ physical facilities ➤ external support/challenges ➤ division limitations in

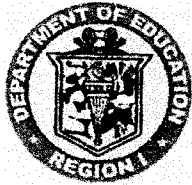




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 DAGUPAN CITY



<p>PUGARO IS</p>	<ul style="list-style-type: none"> <li>➤ teacher-learners materials</li> </ul>	<ul style="list-style-type: none"> <li>➤ performance (fill-in blank for MPS)</li> <li>➤ school segment (where does your school belong)</li> <li>➤ school leadership</li> <li>➤ quality instruction</li> <li>➤ instructional materials</li> <li>➤ external support/challenges</li> </ul>	<ul style="list-style-type: none"> <li>➤ school segment (describe the efficiency and trend of school in terms of CSR/CR/DR)</li> <li>➤ school leadership</li> <li>➤ teachers</li> <li>➤ school climate and culture</li> <li>➤ physical facilities</li> <li>➤ external support/assistance</li> <li>➤ division limitations in providing TA and supervision</li> </ul>
<p>SUIT ES</p>	<ul style="list-style-type: none"> <li>➤ time on task</li> <li>➤ security</li> <li>➤ monitoring and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>➤ school segment (where does your school belong)</li> <li>➤ school leadership</li> <li>➤ quality instruction</li> <li>➤ instructional materials</li> <li>➤ external support/challenges</li> </ul>	<ul style="list-style-type: none"> <li>➤ school segment (describe the efficiency and trend of school in terms of CSR/CR/DR)</li> <li>➤ school leadership</li> <li>➤ teachers</li> <li>➤ school climate and culture</li> <li>➤ division limitations in providing TA and supervision</li> </ul>
<p>BOLOSAN ES</p>	<ul style="list-style-type: none"> <li>➤ monitoring and evaluation</li> </ul> <p>Barriers</p> <ul style="list-style-type: none"> <li>➤ socio-economic status</li> <li>➤ family size</li> <li>➤ percentage of learners w/corresponding average distance of residence</li> <li>➤ education level of parents</li> <li>➤ family access to water/CR</li> <li>➤ family health/nutritional condition</li> </ul>	<ul style="list-style-type: none"> <li>➤ school segment (where does your school belong)</li> <li>➤ school leadership</li> <li>➤ quality instruction</li> <li>➤ instructional materials</li> <li>external support/challenges</li> </ul>	<ul style="list-style-type: none"> <li>➤ school segment (describe the efficiency and trend of school in terms of CSR/CR/DR)</li> <li>➤ school leadership</li> <li>➤ teachers</li> <li>➤ school climate and culture</li> <li>➤ division limitations in providing TA and supervision</li> </ul>
<p>JUAN P. GUADIZ</p>	<p>OK</p>	<p>OK</p>	<ul style="list-style-type: none"> <li>➤ school segment</li> </ul>



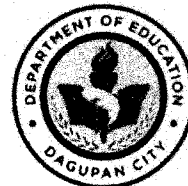
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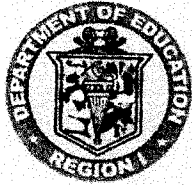
	<ul style="list-style-type: none"> <li>➤ family size</li> <li>➤ percentage of learners w/corresponding average distance of residence</li> <li>➤ education level of parents</li> <li>➤ family access to water/CR</li> <li>➤ family health/nutritional condition</li> </ul>		<ul style="list-style-type: none"> <li>➤ school climate and culture</li> <li>➤ physical facilities</li> <li>➤ external support/assistance</li> <li>➤ division limitations in providing TA and supervision</li> </ul>
SABANGAN ES	<ul style="list-style-type: none"> <li>➤ monitoring and evaluation</li> </ul> <p>Barriers</p> <ul style="list-style-type: none"> <li>➤ socio-economic status</li> <li>➤ family size</li> <li>➤ percentage of learners w/corresponding average distance of residence</li> <li>➤ education level of parents</li> <li>➤ family access to water/CR</li> <li>➤ family health/nutritional condition</li> </ul>	<ul style="list-style-type: none"> <li>➤ external support/challenges</li> </ul>	<ul style="list-style-type: none"> <li>➤ school segment (describe the efficiency and trend of school in terms of CSR/CR/DR)</li> <li>➤ school leadership</li> <li>➤ teachers</li> <li>➤ school climate and culture</li> <li>➤ physical facilities</li> <li>➤ external support/assistance</li> <li>➤ division limitations in providing TA and supervision</li> </ul>
SALISAY ES	<p>Number of male/female enrollees</p> <ul style="list-style-type: none"> <li>➤ socio-economic status</li> <li>➤ family size</li> <li>➤ percentage of learners w/corresponding average distance of residence</li> <li>➤ education level of parents</li> <li>➤ family access to water/CR</li> <li>➤ family health/nutritional condition</li> </ul>	<ul style="list-style-type: none"> <li>➤ quality instruction</li> <li>➤ instructional materials</li> <li>➤ external support/challenges</li> </ul>	<ul style="list-style-type: none"> <li>➤ school segment (describe the efficiency and trend of school in terms of CSR/CR/DR)</li> <li>➤ school leadership</li> <li>➤ teachers</li> <li>➤ school climate and culture</li> <li>➤ physical facilities</li> <li>➤ external support/assistance</li> <li>➤ division limitations in providing TA and supervision</li> </ul>
TAMBAC ES	OK	OK	OK
TARES ES	OK	OK	➤ school segment



Republic of the Philippines  
**DEPARTMENT OF EDUCATION**  
 Region I  
**SCHOOLS DIVISION OFFICE**  
 DAGUPAN CITY



			(describe the efficiency and trend of school in terms of CSR/CR/DR) <ul style="list-style-type: none"> <li>➤ school leadership</li> <li>➤ teachers</li> <li>➤ school climate and culture division limitations in providing TA and supervision</li> </ul>
WCES I	<b>Barriers * ARE NOT ACCOMPLISHED YET DUE TO MAPPING</b> <ul style="list-style-type: none"> <li>➤ socio-economic status</li> <li>➤ family size</li> <li>➤ percentage of learners w/corresponding average distance of residence</li> <li>➤ education level of parents</li> <li>➤ family access to water/CR</li> <li>➤ family health/nutritional condition</li> </ul>	OK	OK
WCES II	OK	OK	Division limitations in providing TA/supervision
CARANGLAAN ES	<b>Barriers * ARE NOT ACCOMPLISHED YET TO BE COLLECTED</b> <ul style="list-style-type: none"> <li>➤ socio-economic status</li> <li>➤ family size</li> <li>➤ percentage of learners w/corresponding average distance of residence</li> <li>➤ education level of parents</li> <li>➤ family access to water/CR</li> <li>➤ family health/nutritional condition</li> </ul>	OK	<ul style="list-style-type: none"> <li>➤ school segment (describe the efficiency and trend of school in terms of CSR/CR/DR)</li> <li>➤ school leadership</li> <li>➤ teachers</li> <li>➤ school climate and culture division limitations in providing TA and supervision</li> </ul>
GGDPES	Barriers * ARE NOT ACCOMPLISHED YET	OK	OK



Republic of the Philippines  
**DEPARTMENT OF EDUCATION**  
 Region I  
**SCHOOLS DIVISION OFFICE**  
 DAGUPAN CITY



	<b>TO BE COLLECTED</b> <ul style="list-style-type: none"> <li>➤ socio-economic status</li> <li>➤ family size</li> <li>➤ percentage of learners w/corresponding average distance of residence</li> <li>➤ education level of parents</li> <li>➤ family access to water/CR</li> <li>➤ family health/nutritional condition</li> </ul>		
JJDVSTVSS	<b>Barriers * DATA BEING SOURCED</b> <ul style="list-style-type: none"> <li>➤ socio-economic status</li> <li>➤ family size</li> <li>➤ percentage of learners w/corresponding average distance of residence</li> <li>➤ education level of parents</li> <li>➤ family access to water/CR</li> <li>➤ family health/nutritional condition</li> </ul>	OK	OK
BBNHS	OK	OK	OK
FNCIS	OK	OK	OK
NORTH CENTRAL ES	OK	OK	OK
DCNHS	OK	OK	OK