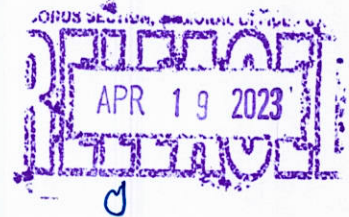




Republic of the Philippines
Department of Education
CARAGA REGION



April 19, 2023

REGIONAL MEMORANDUM
No. 0278, s. 2023

To: SCHOOLS DIVISION SUPERINTENDENTS
This Region

SCHOOL SELF-ASSESSMENT FOR SCHOOLS IMPLEMENTING
SPECIAL CURRICULAR PROGRAMS IN SCIENCE

1. All Special Science Elementary Schools (SSES), Regional Science High Schools (RSHS), Legislated Science High Schools (LSHS), and Science, Technology and Engineering Implementers are directed to conduct a self-assessment using the Evaluation Sheet for the Application on the Implementation of Special Curricular Programs found in Enclosure A.
2. The conduct of self-assessment aims to assess and reassess the readiness of the S&T-oriented schools to operate the Special Curricular Programs in Science.
3. Education Program Supervisors in Science from the Schools Division Offices shall collect the school self-assessment reports, and submit them to the regional office on or before April 24, 2023 at kevinhope.salvana@deped.gov.ph.
4. For concerns and clarifications, you may email to Mr. Kevin Hope Z. Salvaña, CLMD EPS, at kevinhope.salvana@deped.gov.ph.
5. Immediate and wide dissemination of this Memorandum to all concerned is highly desired.


MA. GEMMA MERCADO LEDESMA
Regional Director

Encl/s.: As stated.
Reference/s: Revised Sumbanan Manual
To be indicated in the Perpetual Index
under the following subjects:

ASSESSMENT PROGRAMS SCIENCE EDUCATION

CLMD/khzs
04/19/2023



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Evaluation Sheet for the Application on the Implementation of Special Curricular Programs in Science for Elementary Schools (SSES)

School Name			
Address			
Division		No. of Years Implementing the Program	
School Head		Cellphone No.	
SSES Coordinator		Cellphone No.	

CHECKLIST OF REQUIREMENTS

CHECKLIST OF REQUIREMENTS			
No.	Parameters	MOVs	/ or X
A. Admission Process			
1	The school widely disseminates information on SSES admission.	Photos of posters, information drive, web posts, etc	
2	The school annually conducts pre-screening and shortlisting of learner-aspirants through document evaluation and interview.	Accomplishment report	
3	The school conducts admission exam, reading comprehension test, and admission procedures as prescribed by the Regional Office	Accomplishment report and evaluation results	
4	The school conducts mental ability test.	Evaluation results	
B. Class Management			
5	The school has a maximum 35 pupils per class/section.	List of successful learner-aspirants	
6	The school has a maximum of two sections of SSES pupils.		
C. Curriculum and Instruction			
7	The class schedule provides longer instruction time for English, Mathematics, and Science.	Approved class program from Grades 1 to 6	
8	The system of grading shall be based on recent DepEd Orders on assessment (DepEd Order No. 8, s. 2015).	Class record	
9	Performance tasks in Science include regular laboratory activities distributed across all quarters.	Learners' evaluated laboratory activities	
10	Written tests and performance tasks across all subjects promote the development of critical thinking and 21st-century skills.	Sample written test and performance tasks	
11	Written tests (summative tests) and periodical tests are constructed using Table of Specifications.	Approved TOS and TQ	
12	Designs special programs (extra and co-curricular activities) to enhance talents and expertise of pupils including those in other learning areas.	Narrative report with photos on school-based extra and co-curricular activities	



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13	Participation of pupils in development activities such as leadership training workshops, seminars, and conferences for the past three (3) years related to the program.	Narrative report with photos	
14	The school has student interest and academic clubs and organizations like Campus Journalism, Science Club, Mathematics Club, etc.	List of club officers, club action plans or implemented projects	
15	All SSES learners shall maintain a very satisfactory average rating of at least 83%, for any grading period.	Randomly evaluated report card or SF9	
16	The school conducts intervention activities to pupils who need special attention to be able to cope with the program requirements. (If not yet observed by the school, label cell with "N/A".)	Accomplishment report with photos for the conducted remedial activity	
17	The school transfers in a pupil for SSES based on the prescribed guidelines enforced by a Memorandum from the Regional Office or Central Office.	School Memorandum (parallel memo)	
D. Human Resources			
18	SSES teachers teaching Science and Mathematics have specialization in either Science and Math and/or relevant trainings.	Relevant certificates	
19	SSES teachers have clear professional and personal development plan as reflected in their Individual Development Plan (IDP) formulated annually.	Filled IDP	
20	SSES teachers have participated in program-related seminars, conferences, and workshops.	Relevant certificates	
21	The School Head created a committee for SSES Admission Process.	School Memorandum	
22	The School Head monitored and provided guidance to SSES teachers in formulating their Individual Development Plan (IDP).	Monitoring Report with photos	
23	The School Head allocates MOOE budget for the implementation of SSES.	Approved AIP	
24	The School Head maintains active partnership with GOPs and NGOs for the continuous implementation of the project.	Documentation on school and external stakeholder partnerships dedicated for SSES	
E. Physical Resources			
25	The school has a functional Science and Mathematics Laboratory.	Science and Mathematics Laboratory	
26	The school has functional Computer Laboratory.	ICT Laboratory	
27	The Science and Mathematics Laboratory is equipped with Science and Mathematics apparatuses and equipment.	Inventory of Science and Mathematics Laboratory apparatuses and	



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		signages/posters and other relevant lab structuring	
29	The Science and Mathematics Laboratory is regularly utilized for Science and Mathematics activities.	Filled logbook	

Evaluation: ☐ Complete ☐ Not Complete

School's Decision:

- ☐ Terminate the program
- ☐ Continue the program in probationary status for one year
- ☐ Continue the program as a RSHS, LSHS, SSES*, and STE* but will be reevaluated

*Implementers that are recognized by national issuances or have Certificate of Recognition from RO

If the school wants to terminate the program, provide a valid justification.

Signed:

School Head

Date:



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Evaluation Sheet for the Application on the Implementation of Special Curricular Programs in Science for Secondary Schools (RSHS, LSHS & STE)

School Name			
Address			
Division		No. of Years Implementing the Program	
School Head		Cellphone No.	
Program Coor		Cellphone No.	

CHECKLIST OF REQUIREMENTS

No.	Required Documents	MOVs	/ or X
A. Admission Process			
1	The school widely disseminates information on RSHS, LSHS, or STE admission.	Photos of posters, information drive, web posts, etc.	
2	The school annually conducts pre-screening and shortlisting of learner-aspirants through document evaluation and interview.	Accomplishment report	
3	The school conducts admission exam, reading comprehension test, and admission procedures as prescribed by the Regional Office	Accomplishment report and evaluation	
B. Class Management			
4	STE schools should have a maximum 40 students per class/section, while RSHS and LSHS should have a maximum 35 students per class/section.	List of successful learner-aspirants	
5	STE schools shall have a maximum of two sections only, while RSHS and LSHS can have more than two sections depending on the sufficiency of resources.		
C. Curriculum and Instruction			
6	The class schedule provides longer instruction time for Enhanced Science and Enhanced Mathematics subjects.	Approved class program from Grades 7 to 10	
7	The school includes at least two additional S&T oriented elective subjects per grade level.		
8	The school has produced scientific researches either as outputs and/or as entries for research competitions/presentations/publications.	Research papers	
9	The system of grading shall be based on recent DepEd Orders on assessment (DepEd Order No. 8, s. 2015).	Class record	
10	Performance tasks in Science include regular laboratory activities distributed across all quarters.	Learners' evaluated laboratory activities	
11	Written tests and performance tasks across all subjects promote the development of critical thinking and 21st-century skills.	Sample written test and performance tasks	
12	Written tests (summative tests) and	Approved TOS and TQ	



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	periodical tests are constructed using Table of Specifications.		
13	Designs special programs (extra and co-curricular activities) to enhance talents and expertise of students including those in other learning areas.	Accomplishment report on school-based extra and co-curricular activities	
14	Participation of students in development activities such as leadership training workshops, seminars, and conferences for the past three (3) years related to the program.	Accomplishment report	
15	The school has student interest and academic clubs and organizations like Campus Journalism, Science Club, Mathematics Club, Research Club, etc.	List of club officers, club action plans or implemented projects	
16	All students maintain a general average of 85% in Science, Mathematics, and English and 83% in the rest of the subjects without grade lower than 80% in any grading period.	Randomly evaluated report card or SF9	
17	The school conducts intervention activities to students who need special attention to be able to cope with the program requirements. (If not yet observed by the school, label cell with "N/A".)	Accomplishment report with photos for the conducted remedial activity	
18	The school transfers in a student based on the prescribed guidelines enforced by a Memorandum from the Regional Office or Central Office.	School Memorandum (parallel memo)	
D. Human Resources			
19	Teachers teaching Science and Mathematics have specialization in either Science and Math and/or relevant trainings.	Relevant certificates	
20	Teachers have clear professional and personal development plan as reflected in their Individual Development Plan (IDP) formulated annually.	Filled IDP	
21	Teachers have participated in program-related seminars, conferences, and workshops.	Relevant certificates	
22	The school has Scientific Review Committee.	Approved list of SRC Officers/Members (School Memorandum)	
23	The School Head created a committee for SCP-Science Admission Process.	School Memorandum	
24	The School Head monitored and provided guidance to teachers in formulating their Individual Development Plan (IDP).	Monitoring Report with photos	
25	The School Head allocates MOOE budget for the implementation of SCP-Science.	Approved AIP.	
26	The School Head maintains active partnership with GOPs and NGOs for the continuous implementation of the project.	Documentation on school and external stakeholder partnerships dedicated for SCP-Science	



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E. Physical Resources			
27	RSHS and LSHS have separate laboratories for Physical Sciences and Life Sciences.	Physical Science Laboratory and Life Science Laboratory	
28	RSHS and LSHS have functional research centers.	Research center with equipment for scientific researches	
29	STE schools have functional Science and Mathematics Laboratory.	Science and Mathematics Laboratory	
30	The school has functional Computer Laboratory.	ICT Laboratory	
31	The school has functional Library with sufficient print resources for all subjects.	School Library	
32	The Science and Mathematics Laboratory is equipped with Science and Mathematics apparatuses and equipment.	Inventory of Science and Mathematics Laboratory apparatuses and equipment.	
33	The Science and Mathematics Laboratory is properly managed by a laboratory in-charge.	Borrower's receipts, laboratory signages/posters and other relevant lab structuring	
34	The Science and Mathematics Laboratory is regularly utilized for Science and Mathematics activities.	Filled logbook	

Evaluation: ☐ Complete ☐ Not Complete

School's Decision:

☐ Terminate the program

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