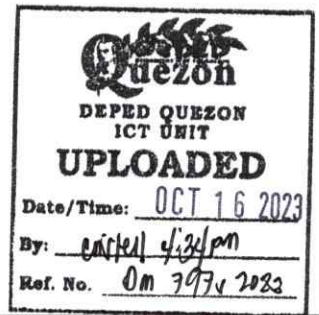




Republic of the Philippines
Department of Education
 Region IV-A
 SCHOOLS DIVISION OF QUEZON PROVINCE



12 October 2023

DIVISION MEMORANDUM

DM No. 797, s. 2023

MANAGEMENT OF TEACHER EXCESS AND SHORTAGES AND SUBMISSION OF ELECTRONIC SCHOOL FORM 7 FOR SY 2023-2024

To: Assistant Schools Division Superintendents
 Division/Section Chiefs
 Public Schools District Supervisors
 Public Elementary and Secondary School Heads
 All Others Concerned

1. Based on Enhanced Planning Parameters as stated in DepEd Memorandum DM-HROD-2022-0635, the Division of Quezon registered large numbers of excess teachers over shortages, to wit:

Level	Excess	Shortage
Elementary	941	258
Junior High School	926	355
Senior High School	20	426

2. On the other hand, using the Inter-Quartile Ratio computation, it is found that there are 3,249 elementary teachers in the most favored quartile (Quartile 1 - lower teacher-learner ratio), while there are 1,907 in the least favored quartile (Quartile 2 - higher teacher-learner ratio). In contrast, there are 1,787 JHS (Junior High School) teachers and 648 SHS (Senior High School) teachers in the most favored quartile, while 919 JHS and 258 SHS teachers are in the least favored quartile. This means that teachers in Quartile 1 have twice as many teacher resources compared to teachers in Quartile 4."

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3. Such findings imply that there are imbalances in the deployment of teacher resources, which must be addressed properly following DepEd Order No. 22, s. 2013, regarding the Revised Guidelines on the Transfer of Teachers from One Station to Another.

4. **On Teacher Requirement Analysis**, the following instructions shall be followed:
 - a. The Schools Division Office (SDO) shall provide all public schools with a copy of the Teacher Requirement Analysis (TRA), which shall serve as a guide to check teacher shortages and excesses across schools, districts, and the Schools Division. Attached to it is an explanation of Planning Parameters.
 - b. The school heads shall use the TRA template as a guide for class organization and teacher requirements for SY 2023-2024 onwards, or until a new template/planning parameters are provided.
 - c. The TRA and the template can be accessed through <https://tinyurl.com/TRASDOQuezon>.
 - d. The results of the Electronic School Form 7 (eSF7) analysis shall also be utilized to assess the crucial resources for teachers in support of the TRA.
 - e. To address the gaps within the school and school district, the PSDSs shall conduct coordination meetings with all affected school heads, following the guidelines outlined in DO 22, s. 2013, DepEd Memorandum No. 291, s. 2008, and other relevant directives. These coordination meetings shall be convened once the Beginning of School Year (BOSY) enrollment has been finalized across the school districts.
 - f. Below are the outputs of the said coordination meeting, which will be sent to the Schools Division Office through the Records Section for appropriate action by the Planning and Research and Personnel Sections.
 - e.1. Filled-up TRA based on the current enrollment.
 - e.2. Minutes of the Coordination Meeting.
 - e.3. Declaration of excess teachers by the School Heads/Justification (considering the comparative results of TRAs for the last 2 years and the result of eSF7 analysis).

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- e.4. Mapping of excess teachers to be transferred.
 - e.5. Consent of Affected Teachers.
 - g. Requests for additional elementary and senior high school teacher positions will not be endorsed to higher governance levels if there are unfilled positions and unaddressed excess items within the school district/municipality.
 - h. For junior high schools with excess teachers, deployment to the senior high school department of the same school or to other schools with acute junior high school shortages is advised. Proper coordination with the Schools Division Office shall be done.
 - i. Please note that only the Schools Division Superintendent has the authority to transfer school personnel.
 - j. In the case of junior high schools facing acute shortages as per official enrollment records, a request letter for additional teachers, along with an attached cost-benefit analysis, must be submitted to the Planning and Research Section via **quezon@deped.gov.ph** on or before **November 3, 2023**. Please provide two (2) copies with separate DTS numbers. The first copy should be endorsed to higher governance levels (RO/CO), while the other copy should be sent to nearby schools with a surplus of teachers (if any) for resource sharing and, if applicable, for the transfer of excess items from one Plantilla to another.
 - k. The PAR shall consolidate all the requests in one-time endorsement. Late submissions will be returned to the requesting schools.
5. **On the proposed transfer of excess Junior High School teachers** from one plantilla to another, the following considerations and procedures shall be observed:
- a. In identifying the initial number of items to be transferred, the following formula (used by the oversight agency in charge of the Plantilla) shall be applied: enrollment/40 minus the number of existing nationally funded items in the school.
 - b. Before submitting the required documents, the school head shall ensure first that his/her school has its own Station Code and is included in the General Appropriation Act (GAA).

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- c. The following documents shall be submitted to the Planning and Research through the Records Section:
- c.1 Request letter for the transfer of teaching items in the PSIPOP (addressed to the Regional Director through the Schools Division Superintendent).
 - c.2 Agreement Letter from the Principal of the Mother School (where the item originated).
 - c.3 Certification of no objection from the Principal of the Mother School (originating school), confirmed by the Annex School Heads (or those with shortages) and verified by the Division Planning Officer.
 - c.4 Certified copy of the signed plantilla (highlighting the teacher to be transferred).
 - c.5 Teacher's willingness to transfer (see attached).
 - c.6 Teaching loads (certified copy of School Form 7).
 - c.7 Latest Official Enrollment by Grade Level (certified copy of School Form 4).
- d. Teachers who have been transferred from one plantilla to another shall undergo reappointment. Proper coordination with the Personnel Section is advised.
6. In relation to class organization and the assignment of school personnel, public school heads are advised to provide the Division Office with copies of School Forms 7 through the School Governance and Operations Division - Planning and Research Section and the OSDS – Personnel Section.
7. **On submission of Electronic School Form 7**, the following instruction shall be followed:
- a. Templates and materials can be downloaded through the following link:
bit.ly/eSF7-Orientation-Materials.
 - b. If non-teaching personnel, such as an Administrative Officer, Administrative Assistant, or Clerk, are available in the school, teachers assigned to administrative or clerical tasks, regardless of the funding source, must be relieved from these duties and reassigned to non-teaching personnel. This

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- reassignment should be carried out with proper documentation, taking into consideration the existing policy and issues related to conflicts of interest.
- c. All ancillary tasks/coordinatorships assigned to teachers shall be reflected in eSF7 supported by duly signed designation orders.
 - d. All borrowed and detailed teaching and non-teaching personnel shall be emphasized in the said form through the Remarks Column.
 - e. District Supervisors shall provide technical assistance to school heads in determining the teaching loads and assignments of public school teachers, as prescribed in **DepEd Order No. 31, s. 2012, DepEd Order 46, s. 2012, DepEd Memorandum No. 291, s. 2008**, and other related issuances which have not been superseded by the said Orders and Memoranda. Hard copies shall be filed in schools and school districts.
 - f. The assigned Administrative Officer II in each District shall consolidate the spreadsheet and PDF file after the technical assistance provided by the PSDS.
 - g. If there are changes in the school personnel or updates to data after the submission date, the school can update its eSF7, and the assigned Administrative Officer II in the school district shall facilitate the consolidation and online submission to the Division Office.
 - h. All items shall be properly filled out with necessary data to avoid the return of the said forms.
 - i. School Heads may coordinate with the Planning and Research staff for any technical assistance, especially for schools with borrowed or detailed personnel or other issues.
 - j. The consolidated hardcopy shall be deposited at the Schools District, while the consolidated spreadsheet copies (Excel) and PDF copies of SF7 shall be sent to **sdo.quezon.planning@deped.gov.ph** and **sdo.quezon.personnel@deped.gov.ph** using the following format:



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Email Subject: 2023eSF7 District Name
File Name: IV-A_Quezon_District_Name of School_2023-2024

Ex.

Email Subject: 2023eSF7 Agdangan

File Name:

2023eSF7_Agdangan_Binagbag ES

2023eSF7_Agdangan_Elias Salvador NHS

k. The schedule of submission is as follows:

Document Type	Submission of Consolidated Copies from Schools District to Division Office	2nd Update
eSF7 – Spreadsheet (.xls)	October 20, 2023	January 8, 2024
eSF7 – Converted PDFFile with Legit E-Signature (strictly in landscape orientation)	October 20, 2023	January 8, 2024

1. **Individual school and incomplete submission is highly discouraged.**

8. Wide dissemination and strict compliance with this Memorandum is desired.


ROMMEL O. BAUTISTA, CESO V
Schools Division Superintendent 

Parmjdf10/12/2023

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Annex A

Enhanced Planning Parameters

I. Computation of Class Organization

1. Kindergarten (Min 25, Max 30)

Program

1. If Kinder is zero, zero.
2. If Kinder is greater than zero, but less than the minimum standard (25), 1;
3. If Kinder is greater than the minimum standard (25) but less than or equal to 100, round down $kinder/30$ + if the remainder of $kinder/30$ is greater than 10, add 1, if not, add zero;
4. If Kinder is greater than 100, round down $Kinder/30$ + if the remainder of $kinder/30$ is greater than or equal to 15, add 1, if not, add zero.

2. Grade 1-3 (Min 30, Max 35)

Program

1. If G1 = zero, zero.
2. If Multigrade (1&2) is at most 25 then 1, zero.
3. If G1 is greater than zero, and less than or equal to minimum (30), 1;
4. If G1 is greater than the minimum (30), and is lower than or equal to 100, round down $G1/35$ + if the remainder of $G1/35$ is greater than 10, add 1, if not, add zero;
5. If G1 is greater than 100, round down $G1/35$ + if the remainder of $G1/35$ is greater or equal to 18, add 1, if not, add zero.

3. Grade 4-6 (Min 40, Max 45)

Program

1. If G4 = zero, zero.
2. If Multigrade (3&4 or 5&6) is at most 25 then 1, zero.
3. If G4 is greater than zero, and less than or equal to minimum (40), 1;
4. If G4 is greater than the minimum (40), and is lower than or equal to 100, round down $G4/45$ + if the remainder of $G4/45$ is greater than 10, add 1, if not, add zero;
5. If G4 is greater than 100, round down $G4/45$ + if the remainder of $G4/45$ is greater or equal to 23, add 1, if not, add zero.

4. Grade 7-10 (Min 40, Max 45)

Program

1. If G7 = zero, zero.
2. If G7 is greater than zero, and less than or equal to minimum (40), 1;
3. If G7 is greater than the minimum (40), and is lower than or equal to 100, round down $G7/45$ + if the remainder of $G7/45$ is greater than 10, add 1, if not, add zero;
4. If G7 is greater than 100, round down $G7/45$ + if the remainder of $G7/45$ is greater or equal to 23, add 1, if not, add zero.

5. Grade 11-12 (Min 40, Max 40)

Program

1. If G11 = zero, zero.
2. If G11 is greater than zero, and less than or equal to minimum (40), 1;

3. If G11 is greater than the minimum (40), and is lower than or equal to 100, round down $G11/40 +$ if the remainder of $G11/40$ is greater than 10, add 1, if not, add zero;
4. If G11 is greater than 100, round down $G11/40 +$ if the remainder of $G11/40$ is greater or equal to 20, add 1, if not, add zero.

6. Non-Graded (Min/Max 15)
Program: Round up (NG/15,0)

7. ALS (Max 75)
Program: Round up (ALS learners by SDO/75,0)

Table 1 below shows the summarized computation of class organization:

Table 1. Computation of Class Organization

Enrollment	Class Organization
Enrollment is equal to 0	0
Multigrade (only for ES)	
If Enrollment G1&G2 or G3&G4 or G5&G6 is at most 25	1
Enrollment is greater than 0 and is less than or equal to the minimum class size	1
Enrollment is greater than the minimum class size and is less than or equal to 100	Round down enrollment divided by the maximum class size plus one (1) class if the modulo (remainder) of enrollment divided by the maximum class size is greater than 10 Example for Kindergarten with 61 learners: The number of classes should be equal to rounding down 61 divided by 30 plus 0 since the modulo (remainder) is 1 which is less than 10, hence, a total of 2 classes.
Enrollment is greater than 100	Round down enrollment divided by the maximum class size plus one (1) class if the modulo (remainder) of enrollment divided by the maximum class size is greater than the rounded half of maximum class size Example for Kindergarten with 110 learners: The number of classes should be equal to rounding down 110 divided by 30 plus 1 since the modulo (remainder) is greater than 15, hence, a total of 4 classes.
Non-graded	Roundup NG enrollment divided by 15 which is both the minimum and maximum class size For example , if a school has 40 non-graded learners, then a school should organize 3 classes.

II. Teacher Requirement Analysis

Based on the number of classes organized per grade level, teacher requirement is computed as follows:

Table 2. Teacher Requirement Formula

Grade Level	Teacher Specialization Factor
Kindergarten	$T_{r(K)} = 0.5C_{t(K)}$ 1 Teacher per 2 sessions
Grades 1-2	$T_{r(GL)} = 1.0C_{t(GL)}$ 1 Teacher per class
Grade 3-4	$T_{r(GL)} = 1.2C_{t(GL)}$ 7 Teachers for every 6 classes
Grades 5-6	$T_{r(GL)} = 1.2C_{t(GL)}$ 7 Teachers for every 6 classes
Grades 7-10	$T_r \approx 1.5 C_{t(G7-10)}$ 9 Teachers for every 6 classes
Grades 11-12	$T_r \approx 1.5 C_{t(G11-12)}$ 9 Teachers for every 6 classes

where,

$T_{r(K)}$ is the total teacher requirement

$C_{t(K)}$ is the total number of classes organized (based on Annex A.I)

Now, to summarize the formula for class organization and teacher requirement from K to 12, the table below gives the parameters and considerations.

Table 3. Enhanced Planning Parameters Reference Table

Level	Class Organization				Teacher Specialization Factor	Remarks	
	Maximum	Maximum	Rounded Half	< or = 100 Enrollment, if class size exceeds is greater than		Class Organization	Teacher Specialization
Elementary	Kindergarten	25	30	15	10	0.5	25 learners per class, maximum of 30 1 Teacher per 2 sessions
	Grade 1	30	35	18	10	1.0	30 learners per class, maximum of 35 1 Teacher per class
	Grade 2	30	35	18	10	1.0	30 learners per class, maximum of 35 1 Teacher per class
	Grade 3	30	35	18	10	1.2	30 learners per class, maximum of 35 7 Teachers for every 6 classes
	Grade 4	40	45	23	10	1.2	40 learners per class, maximum of 45 7 Teachers for every 6 classes
	Grade 5	40	45	23	10	1.2	40 learners per class, maximum of 45 7 Teachers for every 6 classes
	Grade 6	40	45	23	10	1.2	40 learners per class, maximum of 45 7 Teachers for every 6 classes
Junior High School	Multigrade	-	25	-	-	1.0	Max of 25 learners of two consecutive levels Max of 3 Teachers for every multi-grade school
	Grade 7	40	45	23	10	1.5	40 learners per class, maximum of 45 9 Teachers for every 6 classes
	Grade 8	40	45	23	10	1.5	40 learners per class, maximum of 45 9 Teachers for every 6 classes
	Grade 9	40	45	23	10	1.5	40 learners per class, maximum of 45 9 Teachers for every 6 classes
Senior High School	Grade 10	40	45	23	10	1.5	40 learners per class, maximum of 45 9 Teachers for every 6 classes
	Grade 11	40	40	20	10	1.5	40 learners per class 9 Teachers for every 6 classes
Non-Graded	Grade 12	40	40	20	10	1.5	40 learners per class 9 Teachers for every 6 classes
ALS	Flam/HS	15	8	-	-	1.0	15 learners per class 1 Teacher per class
ALS		75	-	-	-	1.0	1 ALS Teacher per 75 ALS learners within the SDO

In the enhanced planning parameters on Class Organization and Teacher Requirement Analysis, the **first part** of the formula computes for the rounded down quotient of enrollment data divided by the maximum class size. The initial quotient will give us the whole number of required class/es in per grade level. Given that the

quotient is in its rounded down form, the **second part** of the formula solely computes for the modulo (remainder) of enrollment divided by the maximum class size. If the enrollment data is less than or equal to 100, the computed modulo shall reach greater than 10 before additional one (1) class is organized. Whereas, if the enrollment data is greater than 100, the modulo shall reach or exceed the rounded half of the maximum class size before adding another (1) class organized. The same logical computation shall apply to all grade levels.

For LSENs or Non-Graded, the same logical computation shall be applied using the given parameters above.

For the Multigrade, the total enrollment data of the following consecutive grade levels: a) Grades 1 & 2; b) Grades 3 & 4; c) Grades 5 & 6 shall be equal or less than 25 for them to be categorized as multigrade classes. One (1) class organized shall be computed for the levels which will reach this parameter.



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The following teachers from _____ with School ID _____, whose Name, Plantilla Item Numbers, Station Code and Signature appear below, express their willingness to be transferred to _____ with School ID _____.

No.	NAME	PLANTILLA ITEM NUMBER	FROM	STATION CODE	TO	SIGNATURE
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

Noted:

School Head (Mother School)

School Head (previous Annex School)

VALIDATED BY:

MARBIN JERAMIL D. FRAGATA
Planning Officer III

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