



Republic of the Philippines  
**Department of Education**  
NEGROS ISLAND REGION  
**SCHOOLS DIVISION OF ESCALANTE CITY**



**DIVISION MEMORANDUM**

No. 300 s. 2025

**UTILIZATION OF THE LEARNERS' TRACKING TOOL**

To: Assistant Schools Division Superintendent  
Chief Education Supervisors  
Education Program Supervisors/Specialists  
Public Elementary and Secondary School Heads  
All Others Concerned

1. DepEd Schools Division of Escalante City announces the utilization of the attached Learners Tracking Tool for Learners at Risk of Dropping Out (LARDOs) and the Deprived, Depressed, and Disadvantaged (3Ds) in all grade levels and sections prepared by Ms. Rizalina Maxilom, P I, Dian-ay NHS.
2. The mechanism and other important considerations related to the utilization of the Learners Tracking Tool will be comprehensively addressed during the virtual conference on June 5, 2025 at 10:00 a.m. via MS Team.
3. Immediate dissemination of the Memorandum to all concerned is earnestly desired.

**PETER A. GALIMBA**  
Officer-in-Charge

Office of the Schools Division Superintendent

Enclosures : As stated  
Reference : None  
Allotment : Division Order No. 1, s. 2019  
To be indicated in the Perpetual Index under the following subject/s:  
INTERVENTION PROGRAMS  
Capilitan/ASDS/06-4-2025



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Enclosure No. 1 to Division Memo No. 700s. 2025, p.1

**Tracking Tool for Learners at Risk of Dropping Out (LARDOs) and the Deprived, Depressed, and Disadvantaged (3Ds)**

**Rationale**

In accordance with the 1987 Constitution, every Filipino has the right to quality basic education and free public basic education. SDO Escalante City recognizes the importance of addressing gaps in educational access and ensuring that disadvantaged and vulnerable groups are not left behind in the local community.

A study conducted by the Philippine Institute for Development Studies (PDIS) in 2018 revealed that being overage is a significant factor in dropout rates. Older students often lose interest and motivation due to embarrassment, bullying, and attitude issues when progressing to higher grades. High learner-to-teacher ratios in certain regions also contribute to a lack of interest, particularly among male students aged 6-11. Proximity to schools also affects the decision to pursue education for all age groups, regardless of gender.

Poverty and associated costs are widely believed to be the primary reasons for not attending school. Data from the Philippine Statistics Authority (PSA) indicates that "marriage/family matters" are major factors preventing young women aged 16-24 from attending school. Lack of parental support and the need to contribute to family income through work disproportionately affect males, leading to non-attendance and increased susceptibility to peer pressure and risky behavior.

Furthermore, the constitutional right to access quality education extends to all citizens, including those with disabilities. The Education Act of 1982 and the Child and Youth Welfare Code mandate that quality education should be provided without discrimination based on physical and mental conditions, tailored to the abilities and special needs of certain learners.

The presence of Muslims in the Schools Division of Escalante City is also considered. While being Muslim is not inherently a disadvantage, a significant portion of the Muslim population faces challenges such as poverty, discrimination, and disabilities, requiring focused attention from the Department of Education (DepEd).

Aligned with the MATATAG agenda of the Department of Education, the second TA is to Take good care of learners by promoting learners' well-being, inclusive education, and a positive learning environment. Similarly, pillar 2 of the BEDP 2028 is Equity, aiming to ensure benefits for disadvantaged school-age children, youth, and adults.

To address these issues, SDO Escalante City aims to strengthen the mechanism for identifying, monitoring, reporting, and providing interventions to Learners At Risk of Dropping Out (LARDOs) and those who are Deprived, Depressed, and Disadvantaged (3Ds). One of the steps in this process is developing a simple tool to guide School Heads and Class Advisers in tracking learners under these conditions, leading to the implementation of appropriate interventions.



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Enclosure No. 1 to Division Memo No. 700 s. 2025, p.3

Form 2: Consolidation Tool

LEARNERS' TRACKING TOOL FOR PARDO/SARDO/3Ds (Deprived, Depressed, Disadvantaged)

SY: \_\_\_\_\_

School Name: \_\_\_\_\_

Grade Level	Under Difficult Circumstances/Drop-out Risk Indicators												Interventions Employed
	C1	C2	C3	F1	F2	H1	I1	I2	Q1	Q2	Q3	Q4	
K													
G1/G7													
G2/G8													
G3/G9													
G4/G10													
G5/G11													
G6/G12													
Total													

INDICATORS

Code	Description
C1	Community-related 1: Has to walk long distances in order to attend school (500 meters and above)
C2	Community-related 2: Financially Challenged learner (Recipients of 4Ps and others)
C3	Community-related 3: Feels unsafe when traveling from home to school
F1	Family-related 1: Economically Challenged (With Family monthly gross income of 6,000 and below)
F2	Family-related 2: With Family Problem (broken family, being left to grandparents/other relatives)
H1	Health-related 1: Suffering from chronic illness or Psycho-social factors (anxiety, depression etc.)
I1	Individual 1: Belongs to the Muslim and other indigenous
I2	Individual 2: Manifests special needs (physical and behavioral)
Q1	Quality 1: Challenged Reader
Q2	Quality 2: Numeracy Challenged
Q3	Quality 3: Poor Academic Performance (with grades

Prepared by:

School Head

Validated by:

Supervising EPS/IS Team Leader

