



**Republic of the Philippines
Department of Education
NEGROS ISLAND REGION**

REGIONAL MEMORANDUM

No. 942 s. 2026

SEP 03 2026

**PROVISION OF TECHNICAL ASSISTANCE TO THE SCHOOLS DIVISION
OFFICES IN ADDRESSING CONCERNS ON LITERACY
AND NUMERACY PERFORMANCE**

To: Schools Division Superintendents
All Others Concerned

1. This Office, through the Field Technical Assistance Division, will provide the Schools Division Offices with technical assistance in addressing concerns on Literacy and Numeracy Performance.
2. The activity aims to assist SDOs in analyzing literacy and numeracy performance, validating root causes, mapping targeted technical assistance opportunities using the 4D's Technical Assistance Framework (Data, Discussion, Direction, Desired Outputs/Outcomes) aligned with the Philippine Qualifications Framework (PQF) principles.
3. The overall activity cycle consists of three (3) phases:
 - Phase 1: Pre-Engagement (Data Collection & Analysis): Advance data collection and preparation by SDOs using the prescribed tool prior to team visits.
 - Phase 2: On-Site Facilitation: A one-day intensive clinic conducted in assigned SDOs by designated Regional Office (RO) Teams.
 - Phase 3: Post-Engagement: Continuous monitoring, ground validation (Virtual Kamustahan and face-to-face visits), and impact evaluation throughout the school year.
4. Attached are the following enclosures for reference:
 - *Enclosure No. 1:* Flow and Program Matrix of the One-Day SDO Engagement
 - *Enclosure No. 2:* List of Regional Office TA Teams, Composition, and SDO Assignment Schedules
 - *Enclosure No. 3:* Matrix of SDO Participants.
 - *Enclosure No. 4:* Technical Assistance Preparation Tool and Guide Questions for SDOs, establishing the benchmark requirements for data collection, and analysis.
5. The participants' food shall be chargeable against DepEd NIR PQF downloaded Fund, while transportation, per diem, and other incidental expenses to local funds, subject to the usual accounting and auditing rules and regulations.



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6. For further queries, contact Dr. Sol Grace O. Timola, Chief Education Supervisor, Field Technical Assistance Division at +639947934133 and solgrace.timola@deped.gov.ph.

7. Immediate dissemination of and compliance with this Memorandum are desired.


RAMIR B. UYTICO EdD, CESO III
Regional Director

Encl.: None

Reference: As Stated

To be indicated in the Perpetual Index

under the following subjects:

TRAINING PROGRAMS

RDV/FTAD-RMWLC-PROVISION OF TECHNICAL ASSISTANCE TO THE SCHOOLS DIVISION OFFICES IN ADDRESSING CONCERNS ON LITERACY AND NUMERACY PERFORMANCE
006/September 2, 2026



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Enclosure 1 to RM No. 948, s. 2026

FLOW AND PROGRAM MATRIX OF THE ONE-DAY SDO ENGAGEMENT

Activity / Stage	Focus / Content	Modality & Duration	Expected Output
Opening & Orientation	Establish common understanding of activity, evidence standards, 4D's framework, and PQF alignment.	Plenary Session (15 mins)	Shared understanding & confirmed evidence inventory
SDO Data Presentation	15-minute presentation of literacy/numeracy situation, trends, least-mastered competencies, and data limitations.	SDO Presentation (15 mins + 5 mins QA)	Initial SDO Data Profile & clarification notes
D1: Data Analysis	Facilitated review of disaggregated data, priority schools, learner groups, and competency gaps.	Facilitated Session (1 hour)	Quality-assured Data Profile & Priority Learner Gap Statement
D2: Discussion (Root Cause)	Guide-question discussion, root cause analysis, triangulation, and review of existing interventions.	Workshop / Discussion (1 hour)	Validated Root Cause & Competency Gap Matrix
D3: Direction (TA Mapping)	Priority scoring, target setting, competency mapping, and selection of TA strategies/providers.	Workshop (1 hour)	Prioritized Technical Assistance Opportunity Map
D4: Desired Outputs/Outcomes	Results-chain formulation covering outputs, competency acquisition, practice change, and learner outcomes.	Workshop (1 hour)	SDO Action and Monitoring Plan
Plan QA & Commitment	Plan refinement, responsibility mapping, feedback, and signing of institutional commitment.	Plenary & Closing (1 hour)	Signed Commitment Form



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Enclosure 2 to RM No. 948, s. 2026

REGIONAL TA TEAMS COMPOSITION & DEPLOYMENT SCHEDULE

Teams	Schools Division Offices to be Visited	Schedule
Team 1 Team Leader: ARD Anthony H. Liobet JD, CESO V Members: Dr. Nestor A. Amisola, Michael S. Gudio Jose Ernie M. Buelos, Maricar M. Domicillo	Sagay City Cadiz City Escalante City Victorias City	September 15- 17, 2026
Team 2 Team Leader: Dr. Sol Grace O. Timola Members: Dr. Ma. Melanie P. Romero Dr. Luisito R. Divinagracia	Talisay City Silay City La Carlota City Siquijor	September 15-17 & 22, 2026
Team 3 Team Leader: G.L. John C. Haro Members: Dr. Nonito T. Guanzon, Glenda G. Cadeliña	Negros Occidental Bago City Bacolod City Negros Oriental	September 16, 28-30, 2026
Team 4 Team Leader: Dr. Melvin M. Niñal Members: Raffy L. Berina, Michelle Ozoa	Bais City Tanjay City Bayawan City Dumaguete City	September 22- 24, 2026
Team 5 Team Leader: Dr. Mayleen Joy Fariñas Members: Dr. Roy D. Villacorte, Dr. Rene M. Encabo	San Carlos City Canlaon City Guihulngan City	September 15- 17, 2026
Team 6 Team Leader: Dr. Serafin Fariñas III Members: Katherine Y. Sedillo, Dr. Ednel N. Matula	Kabankalan City Himamaylan City Sipalay City	September 15- 17, 2026



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Enclosure 3 to RM No. 948, s. 2026

PARTICIPANTS MATRIX AND BUDGETARY ALLOCATION

Position/Designation	Number of Participants
Regional Office Technical Assistance Team	3-5
Schools Division Superintendent	1
Assistant Schools Division Superintendent	1 or 2
Chief Education Supervisors (CID and SGOD)	2
Education Program Supervisors (English, Math, Filipino)	3
Division Technical Assistance Focal Person	1
Division ARAL Focal Person	1
Public School District Supervisor	1
Division Testing Coordinator	1
School Head	1



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Enclosure 4 to RM No. 948, s. 2026

SDO LITERACY & NUMERACY TECHNICAL ASSISTANCE TOOL

Enhanced 4D Technical Assistance Framework (Data, Discussion, Direction, Desired Outputs)

Instruction: Focus on priority literacy and numeracy gaps with the highest impact on learner outcomes. Complete only critical findings supported by available evidence.

PHASE D1: DATA – Evidence and Gap Analysis

Goal: Examine disaggregated assessment results, least-mastered competencies, and performance trends to pinpoint specific learning gaps.

- 1. Overall Performance:** What do current assessment results reveal about overall literacy and numeracy performance across the SDO?
- 2. Competency Gaps:** Which specific literacy and numeracy competencies are least mastered by learners?
- 3. Target Groups:** Which specific schools, grade levels, or learner groups demonstrate the greatest need for intervention?
- 4. Influencing Factors:** What school-level or classroom-level practices and environmental factors are directly influencing these performance results?
- 5. Data Gaps:** What critical literacy and numeracy data are missing, incomplete, or underutilized that need further verification?

PHASE D2: DISCUSSION – Root Cause & Personnel Competency Analysis

Goal: Validate underlying root causes (pedagogy, leadership, resources, language) and identify required competencies for teachers, school heads, and supervisors.

- 1. Root Cause Analysis:** What are the underlying root causes (e.g., teaching pedagogy, instructional leadership, learning resources, language of instruction) driving the observed learning gaps?
- 2. Comparative Practice:** What distinct practices differentiate high-performing schools from low-performing schools in literacy and numeracy?
- 3. Competency Gaps:** What specific competency gaps among teachers, school heads, and supervisors contribute to these results?
- 4. Review of Existing Interventions:** Which current literacy/numeracy interventions are proving effective, and which ones require modification or elimination?
- 5. Priority Support Needs:** Based on the root causes and competency gaps, what critical support do teachers and school heads require most?



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PHASE D3: DIRECTION – Technical Assistance Strategy

Goal: Define strategic TA priorities, targeted competency development, and operational roles.

- 1. Priority Focus:** Which single priority literacy or numeracy gap must be addressed first for maximum impact?
- 2. Target Competency:** What specific competency must be developed among targeted personnel to resolve this gap?
- 3. TA Strategy:** What specific Technical Assistance (TA) delivery strategy/mechanism will best address the root cause?
- 4. Scope & Collaboration:** What components of the TA strategy can the SDO implement independently, and what specific assistance is needed from the Regional Office (RO)?

PHASE D4: DESIRED OUTPUTS & OUTCOMES – Results & Accountability

Goal: Define expected short-term outputs, medium-term practice changes, long-term learner impact, and verification mechanisms.

- 1. Immediate Outputs:** What tangible outputs (e.g., TA plans, contextualized learning materials, coaching guides) must be produced immediately following the TA?
- 2. Practice Changes:** What specific changes in instructional or leadership practices are expected from teachers, school heads, and supervisors?
- 3. Classroom Application:** How will these updated practices and learnings be applied directly in schools and classrooms?
- 4. Learner Impact & Timeline:** What measurable improvements in learner literacy and numeracy are expected, and by when?
- 5. Verification & Accountability:** What specific evidence/means of verification (MOV) will demonstrate success, and who is responsible for tracking each outcome?