REGIONAL MEMORANDUM
ORD-2025-. 007

TO : **SCHOOLS DIVISION SUPERINTENDENTS**
SDO MALABON
SDO PASIG

FROM : **JOCELYN DR ANDAYA**
Regional Director, NCR
Concurrent Officer-in-Charge
Office of the Assistant Secretary for Operations

SUBJECT : **COLLABORATION FOR THE PILOT REMEDIATION PROGRAM IN FOUNDATIONAL LITERACY AND NUMERACY**

DATE : January 6, 2025

1. This has reference to the attached letter dated November 21, 2024 from Ms. Ina P. Aquino, Chief of Party, ABC+: Advancing Basic Education in the Philippines, contents of which are self-explanatory.

2. In view of this, the identified SDOs are requested to facilitate the conduct of the said program. Particular attention is invited to the "*List of Pilot Schools for Reading Remediation*".

3. Consequently, the participation of regional and division officials to the aforesaid activity with dates falling on a holiday or a weekend entitles them to Compensatory Overtime Credits (COC) pursuant to DepEd Order No. 53, s. 2003 and CSC and DBM Joint circular No. 2 s. 2004, subject to existing DepEd rules and regulations. *Additionally, the participation of teachers in the mentioned activities entitles them to service credit/s pursuant to DO 53 s. 2023, "Updated Guidelines on Granting Vacation Service Credits to Teachers.", subject to existing DepEd rules and regulations.*

4. Immediate dissemination and compliance of this Memorandum is desired.

CLMD-MBangitJanuaryt2025

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ABC+: Advancing Basic Education in the Philippines

November 21, 2024

DR. JOCELYN DR. ANDAYA
Regional Director
Department of Education
National Capital Region
#6 Misamis St., Bago Bantay
Quezon City

Subject: Collaboration for the Pilot Remediation Program in Foundational Literacy and Numeracy

Dear **RD Andaya**,

Warm greetings from ABC+!

Allow us to express our heartfelt gratitude for your unwavering partnership and commitment to advancing early grade learning -- through your leadership and the efforts of DepEd, we have made significant strides in addressing the challenges in basic education. However, much remains to be done, especially in ensuring that every child acquires foundational literacy, numeracy, and social and emotional skills critical for lifelong learning.

The learning crisis in the Philippines remains a pressing challenge, as it further magnifies gaps in foundational skills. Recent results of the Comprehensive Rapid Literacy Assessment (CRLA) and Rapid Math Assessment (RMA), reveal a significant number of emergent learners, struggling to meet grade-level expectations. This highlights the urgency of targeted interventions to address these gaps and prevent long-term educational setbacks. Recognizing the foundational years as a pivotal period for learning recovery and skill acquisition, USAID, in partnership with DepEd through ABC+, is launching a pilot implementation of the Remediation Program in Foundational Literacy and Numeracy to accelerate progress for struggling learners and support schools and educators in creating viable and scalable models for remediation. Please refer to Annex A for more information.

Our field team has consulted SDO Malabon City and SDO Pasig City in the final vetting of the pilot schools for reading remediation. The list of schools is reflected in Annex B. Numeracy remediation will proceed

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once the reading remediation is in place. Your additional guidance is vital in ensuring the strategic collaboration in the pilot implementation as it aligns with your core program priorities.

We will establish a quick feedback loop with the SDO and RO teams in the course of pilot implementation. The results will be shared with you to discuss on potential ways forward from this pilot experience.

We would like to ask for your support through issuance of a regional memo for the following key activities and the whole pilot implementation:

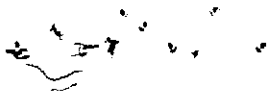| Activity	Proposed Date	Venue	Involved Parties
Skills Inventory (Baseline) Orientation for Teachers	Within December 2-4, 2024	Pilot schools	Concerned Teachers, Principals, District Supervisors, CID Chiefs, EPSs for English
Conduct of Skills Inventory	Within December 9 – 12, 2024	Pilot schools	Concerned Teachers, Grade 3 learners under emerging and developing profiles
Teacher Training	January 10-12, 2025	NCR (TBD)	Concerned Teachers, Principals, District Supervisors, SDSs, ASDSs, CID Chiefs, EPSs for English

Our field team headed by our Area Manager for Luzon, Melanie Sebial, will closely coordinate this with your CLMD team. Please reach out to her at msebial@abcplus.rti.org or through mobile at 0920 9511793, for your concerns.

Thank you and we are looking forward to this collaboration of targeting the struggling Grade 3 learners as they transition to key stage 2.

Sincerely,

Ina P. Aquino
Chief of Party
ABC+: Advancing Basic Education in the Philippines

Annexes

A. Overview of Key Features of the Remediation Program

Program Objectives:

- Improve Grade 3 learners' proficiency in literacy and numeracy to meet grade-level standards.
- Provide targeted remediation for non-readers, struggling and developing learners, focusing on decoding, fluency, and comprehension.
- Provide targeted remediation for struggling and developing learners focusing on foundational and prerequisite math skills.
- Enhance teacher capacity for remediation teaching through professional development and appropriate use of resources.

Timeline:

Preparation Phase (September-November 2024)	Development of materials, teacher training modules, and coordination with DepEd counterparts
Baselining and Profiling of Learners (December 2024)	Conduct of Inventory of Learners' Skills (baseline assessment) to confirm groupings for remediation program; orientation on the administration to be provided as part of technical assistance
Pilot Implementation Phase (January-March 2025)	Delivery of remediation sessions in pilot schools, supported by continuous monitoring and instructional support
Evaluation – Pause & Reflect (April-May 2025)	Collaborative assessment of the program, documenting best practices for scalability and improvement

Implementation Elements:

Sampling	Pilot schools will be selected based on criteria such as high numbers of emergent readers and readiness for program implementation
Teacher Training	Participating teachers will undergo a three-day live-in training to ensure effective delivery of remedial strategies. Support to School heads and Supervisors included in the training design.
Learning Packages	Schools and learners will receive ready-to-use, tailored teaching aids and assessment tools, including activity sheets and remediation kits
Grouping of Learners	Learners will be organized in three remediation groups wherein progress tracking is embedded in the course of the remediation timeline. • Emerging Learners – 6-8 weeks of session focusing on foundational literacy skills; 4x a week, 30-minutes per day • Developing Learners – 6-8 weeks of session focusing on decoding, fluency and comprehension; 4x a week, 30-minutes per day • Transitioning – 6-8 weeks of session emphasizing fluency, vocabulary development and comprehension; 2x a week, 30-minutes per day

B. List of Pilot Schools for Reading Remediation

No.	Division	District	ID	School
1	Malabon City	District II	136836	Ninoy Aquino Elementary School
2	Malabon City	District II	136846	Santiago Syjuco Memorial School
3	Malabon City	District III	136844	Muzon Elementary School
4	Pasig City	District I	136721	Pasig Elementary School
5	Pasig City	District IV	136738	San Lorenzo Elementary School
6	Pasig City	District V	136741	De Castro Elementary School