



Republic of the Philippines
Department of Education

DepEd ORDER
No. **39** s. 2012

MAY 11 2012

**POLICY GUIDELINES ON ADDRESSING LEARNING GAPS AND IMPLEMENTING
A READING AND WRITING PROGRAM IN SECONDARY SCHOOLS
EFFECTIVE SCHOOL YEAR (SY) 2012-2013**

To: Undersecretaries
Assistant Secretaries
Bureau Directors
Directors of Services, Centers and Heads of Units
Regional Directors
Schools Division/City Superintendents
Heads, Public and Private Secondary Schools

1. The Department of Education recognizes that many of the secondary schools have already put in place remediation programs to address deficiencies in learning. In order to systematize the process and ensure a more systematic approach to bridging gaps in learning as the DepEd roll out the Grade 7 of the K to 12 Basic Education Program, schools are advised to frame their programs and interventions within the guidelines prescribed in Enclosure No. 1.
2. The development of reading and writing skills is critical to effective learning, and in many cases deficiencies in these areas are often at the roots of why gaps in learning occur. A proactive approach to management of potential problems in learning beginning with a sound reading and writing program in schools, is therefore encouraged. The policy guidelines in this regard are provided in Enclosure No. 2.
3. The division offices (DOs), through their Quality Assurance Teams, shall monitor the schools and provide technical assistance as required. A report to the regional office (RO), copy furnished the Bureau of Secondary Education (BSE), on the general profile of learners' deficiencies, interventions adopted, and progress attained by mid-year and by the end of the school year (SY) is advised.
4. Immediate dissemination of and compliance with this Order is directed.


BR. ARMIN A. DUISTRO FSC

Secretary

Encls.: As stated

Reference: None

To be indicated in the Perpetual Index
under the following subjects:

Learning Area, READING
POLICY

PROGRAMS
SECONDARY EDUCATION

Rhea/DO- Addressing Learning Gaps
1093/May 4, 2012

GUIDING PRINCIPLES IN ADDRESSING LEARNING GAPS

1. Every student should have a learning profile detailing the results of the pre-assessment that ideally should be administered per DepEd Order No. 26 , s. 2010, as part of the registration process. The results of the pre-assessment or diagnostic test indicate the areas of strength and development that should be the basis for designing appropriate intervention programs, i.e., whether for enrichment or remediation. Priority attention should be given to areas of development as these may require immediate and even long-term interventions that unless provided will present obstacles to learning. The learning profile should be maintained and updated at least on a quarterly basis by the class adviser in collaboration with other subject area teachers. The objective is to present a general, yet holistic, picture of the student's progress in learning. The profile should be passed on to the next class adviser as the student moves up the grade level.
2. Learner profiling becomes more detailed at the subject area level where each teacher would require individual students to maintain a portfolio. The baseline for this is provided through a pre-assessment that every teacher should give at the start of a new lesson. The results of the pre-assessment will guide the teacher in determining whether the prerequisite knowledge and skills critical to understanding the new lesson have been developed. If not, the teacher should provide the appropriate interventions to address the deficiencies. The same process shall be applied to addressing gaps in the curriculum (e.g., between the curricula of Grade 6 of the elementary level and Grade 7 of the secondary level) that unless bridged can lead to gaps in learning.
3. During teaching and learning, the teacher should continuously assess for learning in order to ensure that students are making progress in relation to the standards. It is at this stage when immediate interventions for bridging gaps must be put in place as a matter of urgency otherwise if the gaps in understanding are allowed to accumulate, then students will have great difficulty catching up.
4. Learning gaps may vary across students; thus, interventions that may have to be provided should be tailored to individual learning needs. A whole-class approach to bridging gaps is not recommended unless the deficiencies are common to all students. A guide to a tiered model of bridging gaps is provided as follows:

24

Advanced (90% and above)
Proficient (85-89%)
Approaching Proficiency (80-84%) <ul style="list-style-type: none"> • 20-30 mins of in-school remediation every other day
Developing (75-79%) <ul style="list-style-type: none"> • 30-45 mins of in-school remediation daily
Beginning (74% and below) <ul style="list-style-type: none"> • 1 hr of in-school remediation daily + extra time for off-school practice

Tiered Response to Learning Gaps by Level of Performance

5. The interventions may come in various forms, such as the following:
 - a. Cross-age tutorials (i.e., students in the higher grades coaching those in the lower grades)
 - b. Teacher modeling followed by guided practice and independent practice
 - c. Summer class/summer camp
 - d. Use of Strategic Intervention Materials (SIMs), which are worksheets prepared by teachers targeting the least mastered competencies

6. A one-time remediation is often not enough to bridge gaps in learning. What may be needed is sustained scaffolding with a lot of handholding or guidance from the teacher until students reach that level when they can learn on their own or be more self-managing.

7. Trained professionals (such as getting reading teachers to teach reading) may have to be engaged to provide a scientific and systematic approach to intervention.

8. For students with huge learning gaps, the school head should adopt a more directive approach by mandating the placement of such students in appropriate intervention programs.

(Enclosure No. 2 to DepEd Order No. 39, s. 2012)

**SCALING-UP OF THE WHOLE-SCHOOL APPROACH (WSA)
IN READING AND WRITING**

1. The regional directors (RDs), schools division/city superintendents (SDSs), school heads (SHs)/principals and teachers are advised to frame their Reading and Writing Programs and Interventions based on the Guiding Principles in Addressing Gaps contained in Enclosure No. 1.
2. They are also encouraged to use the Whole School Approach (WSA) in Reading and Writing.
3. WSA is a model that considers the whole school as a learning community, and where mastery reading and writing are basic to lifelong learning. This is premised on the principle that learning is a school-community undertaking, and this kind of approach can be most effective only with the active support and participation of the school administrators, teachers, parents and community. This context underscores further the need for a holistic, broad-based and integrated approach to building leadership capacity at the school level to ensure the learning improvement process.
4. In every region, there are five schools whose teachers were able to attend the series of WSA training program from 2006 to 2009 (refer to the Attachment). They were able to acquire both theory and practice on diagnosing reading and writing difficulties, assessing and tracking students' reading and writing skills, setting-up and sustaining a reading and writing program among others. They may be tapped by the region and other divisions to conduct the regional training this summer.
5. Before classes start in SY 2012-2013, the Grade VII class advisers will start the learner's profile taking note of the students' Phil-IRI and NAT scores and Grade VI grades in English, Filipino, Math and Science. Moreover, in the first week of June, the students' reading and writing skills vis-a-vis the requirements of the Grade VII standards will be assessed and its results will be used as bases for classifying the students as Advanced, Proficient, Approaching Proficiency, Developing and Beginning.
6. Starting in the second week of June, the English and Filipino teachers will then be conducting intensive reading and writing remediation for the Beginning, Developing and Approaching Proficiency Groups guided by Enclosure No. 1. Reinforcement activities may be given to the Proficient Group and enrichments tasks for the Advanced Group. These will be done outside the regular class hours and will be based on the discretion of the school administrators and teachers.
7. To reinforce the improvement of reading and writing skills across all the subject areas, the following strategies may be used:
 - Adopting the Drop Everything and Read (DEAR) activities
 - Maintaining reading corners in every classroom
 - Using the division's library hub materials
 - Encouraging the students to join the Library Club and the school paper
 - Establishing linkages with local and foreign donors for book donations
 - Promoting book exchange programs with other schools
 - Buying commercial reading packages
 - Including reading in writing in all co-curricular and extra-curricular activities
 - Inviting parents, alumni, and other notable personalities in the community to promote love of reading and writing
 - Including visits to libraries and book fairs in educational field trips
 - Asking the students to write journals and personal diaries
 - Encouraging students to use technology to improve their reading and writing skills
8. Continuous monitoring of the students' progress in reading and writing will be part of the English and Filipino teachers' program. Regular consultative meetings among all the subject teachers will be conducted to discuss prevailing reading and writing difficulties among students and to propose possible interventions.

9. At the end of the school year, a post-assessment will be conducted for those students who were given remediation. Results will be endorsed to the Grade VIII teachers. If their proficiency levels remain in the Beginning, Developing and Approaching Proficiency, appropriate interventions will be provided in the succeeding year until they reach the Proficient and Advanced status. This cycle will be continued until the students reach proficiency.
10. The Division Offices (DOs) through their Quality Assurance Teams (QATs) are required to monitor the schools and provide technical assistance.



Attachment to Enclosure No. 2:

WSA PILOT SCHOOLS

Region I	
Divisions	Schools
Urdaneta City	Bactad East National High School
Candon City	Alos National High School
Pangasinan I	Lokeb Sur National High School
Ilocos Sur	Salcedo NHS (formerly ISPSC Salcedo)
Pangasinan II	Esperanza National High School
Region II	
Divisions	Schools
Isabela	Delfin Albano High School
Batanes	Batanes National High School
Nueva Viscaya	Salinas National High School
Quirino	Pinaripad National High School
Tuguegarao City	Gosi High School
Region III	
Divisions	Schools
Gapan City	San Roque National High School
Aurora	Aurora NHS – Reserva, Main
Zambales	Bani NHS – Coto High School
Tarlac	Sto. Domingo National High School (Capas)
Pampanga	Telacsan National High School
Region IV – CALABARZON	
Divisions	Schools
Quezon	Kinagunan Ibaba National High School
Calamba City	Calamba Bayside NHS (Lingga Rural NHS)
Rizal	Rizal National Science High School
Laguna	Santa Maria NHS (J. Santiago Annex)
San Pablo City	San Pablo City NHS (Dolores Annex)
REGION IV – MIMAROPA	
Divisions	Schools
Calapan City	Canubing National High School
Puerto Princesa City	Puerto Princesa City National High School
Romblon	España National High School
Oriental Mindoro	Pambisan National High School
Marinduque	Mongpong National High School
REGION V	
Divisions	Schools
Albay	Pantao National High School
Camarines	Calabanga NHS (Quipayo Annex)
Iriga City	Perpetual Help NHS (Sta. Marid HS Annex)
Legaspi City	Pag-asa NHS (Gozon Annex)
Ligao City	Bicol Regional Science High School
REGION VI	
Divisions	Schools
Cadiz City	SPED High School
Bacolod City	Teofilo Gensoli Sr. High School
Roxas City	Milibili National High School
Silay City	Doña Monserrat Lopez Memorial High School
Passi City	Mulapula National High School
REGION VII	
Divisions	Schools
Cebu City	Cebu City National High School
Negros Oriental	Pamplona National High School
Talisay City	Talisay National High School
Danao City	Cabungahan National High School
Bais City	Bais Science National High School
REGION VIII	
Divisions	Schools
Biliran	Maripi National Vocational School
Calbayog City	Mag-ubay National High School
Leyte	Matag-ob National High School
Tacloban City	San Jose National High School
Maasin City	Nonok Norte National High School
REGION IX	

Divisions	Schools
Zamboanga Sibugay Zamboanga del Sur Zamboanga del Norte Zamboanga City Isabela City	La Dicha (Malanga) National High School Baganian National High School (Concepcion) Ponot National High School Culianan National High School Begang National High School
REGION X	
Divisions	Schools
Oroquieta City Iligan City Gingoog City Camiguin Cagayan de Oro	Bunga National High School Acelo C. Badelles Sr. Memorial High School Malibud National High School Lawigan Bura National High School Gusa National High School
REGION XI	
Divisions	Schools
Samal Davao del Sur Davao del Norte Davao City Campostela Valley	Anonional National High School Managa National High School New Corella National High School (Mesaoy Annex) A. Navarro National High School Bongabong National High School
REGION XII	
Divisions	Schools
Sultan Kudarat Koronadal Saranggani General Santos City Cotabato City	Santa Clara National High School Esperanza National High School Lun Padidu National High School A.G. Busano High School (formerly Conel High School Main) Pilot Provincial Science High School and Technology
NATIONAL CAPITAL REGION (NCR)	
Divisions	Schools
Valenzuela City Las Piñas City Pasig City / San Juan Pasay City Caloocan City	Canumay National High School Las Piñas National High School Rizal High School (Santolan Annex) Pasay City North High School – Mactan Air Base Annex Kalayaan National High School
AUTONOMOUS REGION OF MUSLIM MINDANAO (ARMM)	
Divisions	Schools
Basilan Maguindanao Lanao del Sur II Lanao del Sur I Sulu	Colony National High School Amir Bara Lidasan National High School (Parang NHS Landasan Campus Annex) Pualas National High School Datu Palaawan Disomimba Memorial National School K. Calauang National High School
CORDILLERA ADMINISTRATIVE REGION (CAR)	
Divisions	Schools
Apayao Kalinga Ifugao Baguio City Abra	Sipa Imelda National High School Kalinga National High School Banaue National High School Pines City National High School (Magsaysay Annex) Tiempo National High School
CARAGA	
Divisions	Schools
Bislig City Surigao del Norte Siargao Butuan City Surigao del Sur	Tabon M. Estrella National High School (Daripas Memorial School Annex) Placer National High School (Lakandula Annex) Socorro National High School (Pamosaingan National High School Annex) Libertad National High School Parang National High School

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