



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
SCHOOLS DIVISION OF IMUS CITY

3 DEC 2025

DIVISION MEMORANDUM

No. 759, s. 2025

**SUBMISSION OF PARTIAL ARAL READING PROGRAM
ACCOMPLISHMENT REPORT
(SEPTEMBER 15 – NOVEMBER 30, 2025)**

To: OIC-Assistant Schools Division Superintendent
OIC-CID Chief Education Supervisor
OIC- SGOD Chief Education Supervisor
School Heads/OICs (Public Elementary, Junior, Senior, Integrated Schools)
All Others Concerned

1. In reference to Division Memorandum No. 527, s. 2025 titled “*Division Implementation of the Academic Recovery and Accessible Learning (ARAL) Program*”, and in support of the Schools Division Office’s effort to monitor progress and ensure program fidelity, all schools are hereby directed to submit the **Partial ARAL Reading Program Accomplishment Report**.

2. The submission of the Partial ARAL Reading Program Accomplishment Report aims to:

- a. monitor fidelity of implementation during the first 10 weeks of the ARAL Reading Program;
- b. track learner participation and attendance;
- c. assess student achievement and conduct necessary intervention activities;
- d. identify gaps and challenges, then recommend solutions to inform immediate adjustments;
- e. provide evidence-based input for division-level consolidation and reporting of highlights; and
- f. guide planning for the next cycle of ARAL implementation, ensuring responsive and relevant interventions.

3. The report shall cover the implementation period from **September 16 to November 30, 2025**, and must include:

- a. Signed/Approved ARAL Program Implementation Plan
- b. Partial Accomplishment Report (September 16 – November 30, 2025)
- c. List of Learners Who Participated in the ARAL Reading Program



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4. Attached is the standardized Accomplishment Report template, which is also downloadable through the Unified Resource Locator (URL)

<https://tinyurl.com/ARAL-PROGRAM-ACR-Partial>

5. All schools shall submit the Accomplishment Report, following the enclosed template, on or before **December 15, 2025** through the Less Paper System.

6. For any questions or additional information, please contact Dr. Ricardo R. David III, Education Program Supervisor-English, and Dr. Marilou P. Bronzi, Education Program Supervisor-Filipino, at (046) 419-8450 local 221.

7. Immediate and wide dissemination of this memorandum is earnestly desired.



Digitally signed by
Mendoza Homer
Napenas
Date: 2025.12.03
05:52:29 +08:00

HOMER N. MENDOZA

Assistant Schools Division Superintendent
Officer-in-Charge
Office of the Schools Division Superintendent

Encl.: As stated

Reference: As stated

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

PROGRAMS

cid/mvv/mbpb-Nov-27-2025

Enclosure No. 1 to Division Memorandum No. 759, s. 2025

(Insert Logo)
(Insert School Header)

SUBMISSION OF PARTIAL ARAL READING PROGRAM ACCOMPLISHMENT REPORT (SEPTEMBER 15 – NOVEMBER 31, 2025)

School Name: [Insert School Name]
School Head: [Insert Name]
Reporting Period: September 15 – November 30, 2025
Date Submitted: [Insert Date]

I. Introduction (*Paragraph Form*)

Provide a brief overview of the ARAL Reading Program implementation in your school. Mention the rationale, alignment with Division Memorandum No. 527, s. 2025, and the target learners.

Example: In response to Division Memorandum No. 527, s. 2025, [School Name] implemented the ARAL Reading Program beginning September 15, 2025. The program aimed to address reading gaps among identified learners, focusing on word recognition, fluency, and comprehension. This report presents the accomplishments after ten weeks of implementation.

II. Implementation Overview (*Paragraph Form*)

Describe how the program was carried out, including the schedule, grade levels covered, delivery mode, and personnel involved.

Example: The ARAL Reading Program was conducted three times a week after regular classes, targeting learners from Grades 2 to 5. Sessions were facilitated by assigned teachers using contextualized reading materials and guided practice strategies. Monitoring was done weekly to ensure fidelity of implementation.

III. Learner Participation (*Paragraph Form with Table and Analysis*)

Summarize overall participation, then present tabular data showing the number of learners per grade level. Follow with interpretation.

Example: A total of 95 learners participated in the ARAL Reading Program during the reporting period. Most participants were from Grades 2 to 4, reflecting the Division's priority to strengthen foundational literacy. Attendance was generally consistent, with higher engagement in lower grades.

Grade Level	No. of Learners	Average Attendance Rate	Remarks
Grade 2	20	90%	Strong parental support
Grade 3	25	88%	Improved consistency
Grade 4	30	85%	Some scheduling conflicts
Grade 5	20	82%	Moderate participation

Interpretation: The data shows strong participation among Grades 2–4, where reading gaps are most critical. Attendance above 85% suggests effective scheduling and learner motivation. Grade 5 attendance was slightly lower, indicating the need for additional reinforcement strategies.

IV. Accomplishments (Paragraph Form with Table and Analysis)

Narrate how weekly teacher assessments determined continued participation, then present the diminishing numbers in tabular form.

Example: Learners were assessed weekly by their teachers to determine whether they would continue attending ARAL Reading sessions. Those who demonstrated sufficient improvement in reading proficiency were exited from the program. The table below shows the weekly participation trend:

Week	No. of Learners Participating	Remarks/Reason for Exit
Week 1 (Sept. 15–20)	95	Initial enrollees
Week 2 (Sept. 21–27)	92	3 learners exited after improved fluency
Week 3 (Sept. 28–Oct. 4)	90	2 learners exited, achieved comprehension targets
Week 4 (Oct. 5–11)	87	3 learners exited, consistent reading accuracy
Week 5 (Oct. 12–18)	85	2 learners exited, teacher recommendation
Week 6 (Oct. 19–25)	82	3 learners exited, mastery of word recognition
Week 7 (Oct. 26–Nov. 1)	80	2 learners exited, improved comprehension
Week 8 (Nov. 2–8)	78	2 learners exited, sustained fluency
Week 9 (Nov. 9–15)	76	2 learners exited, teacher validation
Week 10 (Nov. 16–31)	74	Final count of learners still in ARAL Reading

Interpretation: The data shows a steady decline in participation as learners successfully met reading proficiency benchmarks. From 95 initial participants, 21 learners were exited over 10 weeks, leaving 74 learners still in the program by November 31, 2025. This trend reflects the effectiveness of weekly teacher assessments in ensuring that only learners needing continued support remain in ARAL Reading.

V. Challenges Encountered (*Paragraph Form*)

Discuss difficulties faced during implementation, such as attendance issues, resource limitations, or scheduling conflicts.

VI. Recommendations (*Paragraph Form*)

Offer suggestions for improving future implementation, such as adjusting schedules, strengthening parent involvement, or providing additional materials.

VII. Photos (ARAL Implementation)

VIII. Annexes

- Signed/Approved ARAL Program Implementation Plan
- List of Learners Who Participated
- Attendance Sheets (optional)
- Sample Reading Materials (optional)

Prepared by:

(Signature over Printed Name)
School ARAL Reading Focal Person

Noted by:

(Signature over Printed Name)
School Head