



Republic of the Philippines  
**Department of Education**

REGION IX, ZAMBOANGA PENINSULA

SCHOOLS DIVISION OF DAPITAN CITY

**Office of the Schools Division Superintendent**

September 21, 2023

**DIVISION MEMORANDUM**

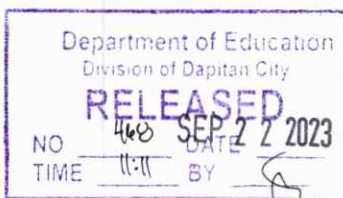
No. 468, s. 2023

**SEARCH FOR SCHOOL IMPLEMENTERS ON SCHOOL- BASED  
 NUMERACY PROGRAM**

To: OIC- Assistant Schools Division Superintendent  
 Chief Education Supervisor, CID and SGOD  
 Education Program Supervisors  
 Public Schools District Supervisors/Principals In-charge of the District  
 Elementary and Secondary School Heads and School Math  
 Coordinators

1. In line with the MATATAG Curriculum " stands for "MAke the curriculum relevant to produce job-ready, active, and responsible citizens; TAKE steps to accelerate the delivery of basic education services and provision facilities; TAKE good care of learners by promoting learner well-being, inclusiveness learning, and positive learning environment; and Give support for teachers to teach better.", All schools are encourage to create and implement **School-Based Numeracy Program**.
2. This aims to focus primarily on numeracy or number sense, identifies gaps in the mathematics education that children receiving at an early age, address the skill differential of learners with limited number sense, identify learning gap and provide interventions with extra support in learning fundamental mathematical concepts.
3. There will be Search for School Implementers on this Numeracy Program, 3 from each district, 3 from Secondary Schools and top 5 in Division Level.
4. Below is the list of enclosures for your reference and guidance in the conduct of the Search:
  - Enclosure 1: Contest Mechanics and Criteria for Judging for School Implementers on School-Based Numeracy Program.
  - Enclosure 2: Scoring Sheet for the Search for the Best 3 Implementing Schools in each District, best 3 in secondary schools and best 5 in Division level.
5. For information and other concerns regarding the search, please contact EPS Esmeralda A. Bagaipo, EMD through 09195811093.
6. Immediate and wide dissemination of this Memorandum is desired.

DANNY B. CORDOVA, EdD. CESO VI ✓  
 Assistant Schools Division Superintendent  
 OIC, Office of the Schools Division Superintendent



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(Enclosure 1 to Division Memorandum No. \_\_\_\_s. 2023)

**CONTEST GUIDELINES AND MECHANICS FOR THE SEARCH FOR SCHOOL IMPLEMENTERS ON SCHOOL-BASED NUMERACY PROGRAM**

**A. Mechanics**

1. The Search is open to all public and private elementary and secondary schools in the division.
2. Numeracy literacy initiatives should be included in the School Improvement Plan (SIP).
3. Only the top in each district and secondary schools shall advance to the division level.
4. Top 5 winners will be awarded in the division level.

**B. Criteria**

- |   |             |
|---|-------------|
| 1. Percentage of learners who identify and discriminate numbers             | 25%         |
| 2. Percentage of learners who perform the basic operations in word problems | 35%         |
| 3. Innovations in numeracy literacy   | 20%         |
| 4. Capacity building in numeracy for teachers                               | 10%         |
| 5. Stakeholders support in numeracy   | 5%          |
| 6. Quality of researches undertaken   | 5%          |
| <b>TOTAL</b>  | <b>100%</b> |



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(Enclosure 2 to Division Memorandum No. \_\_\_\_\_s. 2023)

**SCORING SHEET**  
**SEARCH FOR BEST 3 IMPLEMENTING SCHOOLS ( DISTRICTS & SECONDARY SCHOOLS) AND BEST 5 IN DIVISION LEVEL**

**A. Percentage of learners who identify and discriminate numbers.**

<b>MATHEMATICS</b>			
<b>GRADE LEVEL</b>	<b>Total Number of Learners</b>	<b>Total Number of Learners at I&amp;D Level</b>	<b>Percentage of Learners at I&amp; D Level</b>
<b>Total</b>			

**Instructions:**

1. Compute the percentage of learners who identify and discriminate numbers level Per grade level.

**Formula:** P of L@ I&D Level  $\frac{\text{number of learners @ I \& D Level} \times 100\%}{\text{Total number of learners}}$

2. Get the sum of the percentage scores and divide it into the number of grade levels.
3. To get the 25%, follow the formula below:

**Formula:**

Percentage of Learners @ I&D level x .25

**B. Percentage of Learners who perform the basic operations in Word Problems.**

<b>MATHEMATICS</b>			
<b>Grade Level</b>	<b>Total Number of Learners</b>	<b>Total Number of Learners @ BO in Word Problems Level</b>	<b>Percentage of Learners @ BO in Word Problems Level</b>
<b>TOTAL</b>			



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**Instructions:**

1. Compute the Percentage of Learners who perform the basic operations in Word Problems.

Formula: 
$$\frac{\text{number of learners @ BO in Word Problems Level} \times 100\%}{\text{Total Number of Learners}}$$

2. Get the sum of the percentage scores and divide it into the number of grade levels.
3. To get the 35% , follow the formula:

**Formula:**

$$\text{Learners @ BO in Word Problem Level} \times .35$$

**MOVs for A & B**

1. EGMA RESULT ( Pre Assessment & Post Assessment)
2. SUMMATIVE ASSESSMENT

**C. Innovation in Numeracy Literacy**

Areas	Indicators	Points	MOVs
1.School Numeracy Program (5%)	Adopted by by 5-10 schools in the district	<b>5</b>	<ul style="list-style-type: none"> <li>• Certificate of adoption signed by the School Head/ PSDS and corroborated by at least 5 teachers</li> <li>• Approved School Numeracy Program</li> <li>• Terminal Report</li> <li>• Progress Report</li> </ul>
	Adopted by 1-4 schools in the district	<b>4</b>	
	Fully Implemented	<b>3</b>	
	On-going	<b>2</b>	
	Conceptualized	<b>1</b>	
2.Instructional Materials in Numeracy ( 5%)	90%-100% of the teachers have developed and utilized wide-range of quality assured numeracy instruction and intervention materials either in print or in digital format.	<b>5</b>	<ul style="list-style-type: none"> <li>• Print learning resources in mathematics( e.g.activity sheets,worksheets, modules, sim)</li> <li>• Non-Print LRs( e.g. audio-video materials. Online interactive numeracy materials</li> <li>• Manipulative Toys in mathematics</li> </ul>
	70%-89% have developed and utilized wide- range of quality assured numeracy instruction and intervention materials either in print or in digital format.	<b>4</b>	



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3. Remedial Numeracy Activities ( 5%)	50%-69% have developed and utilized wide-range of quality assured numeracy instruction and intervention materials either in print or in digital format.	<b>3</b>	<ul style="list-style-type: none"> <li>Activity cards/boardgames in mathematics</li> <li>Remedial Class Plan in Mathematics</li> <li>Attendance sheets of learners under the remedial class program in mathematics</li> <li>Individual learner's progress report</li> </ul>
	30%-49% have developed and utilized wide-range of quality assured numeracy instruction and intervention materials either in print or in digital format.	<b>2</b>	
	10%-29% have developed and utilized wide-range of quality assured numeracy instruction and intervention materials either in print or in digital format	<b>1</b>	
	90%-100% learners under the remedial class in mathematics	<b>5</b>	
	70%-89% learners under the remedial class in mathematics	<b>4</b>	
	50%-69% learners under the remedial class in mathematics	<b>3</b>	
	30%-49% learners under the remedial class in mathematics	<b>2</b>	
	10%-29% learners under the remedial class in mathematics	<b>1</b>	
4. Numeracy Center ( 5%)	<ul style="list-style-type: none"> <li>Has 30 or more wide-range print and non-print learning</li> </ul>		<ul style="list-style-type: none"> <li>Inventory of print and non-print LRs</li> </ul>



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	resources in mathematics		<ul style="list-style-type: none"> <li>Inventory of manipulative toys in numeracy</li> <li>Record/Logbook of usability</li> </ul>
	<ul style="list-style-type: none"> <li>Has 20 or more manipulative toys in numeracy</li> <li>Has numeracy station</li> <li>Has an engaging lounge</li> <li>Has complete records of usability</li> </ul>		
	5 indicators are met	<b>5</b>	
	4 indicators are met	<b>4</b>	
	3 indicators are met	<b>3</b>	
	2 indicators are met	<b>2</b>	
1 indicator is met	<b>1</b>		

**D. CAPACITY BUILDING IN READING FOR TEACHERS ( 10%)**

Indicators	Equivalent Point	MOVs
Conducted 2 SLAC sessions in numeracy monthly	<b>5</b>	<ul style="list-style-type: none"> <li>Memorandum</li> <li>Approved SLAC Plan</li> <li>SLAC Minutes</li> <li>Terminal/Completion Report</li> </ul>
Conducted 1 SLAC session in numeracy monthly	<b>4</b>	
Conducted 4 SLAC sessions in numeracy in a year	<b>3</b>	
Conducted 3 SLAC sessions in numeracy in a year	<b>2</b>	
Conducted 1 SLAC session in numeracy in a year	<b>1</b>	



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**E. STAKEHOLDERS SUPPORT IN NUMERACY (5%)**

Indicators	Equivalent	MOVs
90-100% of the total number of parents is actively involved in the school numeracy program	<b>5</b>	<ul style="list-style-type: none"> <li>• Attendance Sheets</li> <li>• Terminal Report on PTA Conference focused on numeracy</li> <li>• Volunteer Works</li> </ul>
70-89% of the total number of parents is actively involved in the school numeracy program	<b>4</b>	
50-69% of the total number of parents is actively involved in the school numeracy program	<b>3</b>	
30-49% of the total number of parents is actively involved in the school numeracy program	<b>2</b>	
10-29% of the total number of parents is actively involved in the school numeracy program	<b>1</b>	

**F. QUALITY OF RESEARCHES CONDUCTED ( 5%)**

Indicators	Equivalent Point	MOVs
Completed 2 action research, utilized its results in designing and redesigning numeracy instruction in school, and is adopted by at least 5 schools in the district	<b>5</b>	<ul style="list-style-type: none"> <li>• Certificate of adoption signed by the School Head/PSDS and corroborated by at least 5 teachers</li> <li>• Approved Action Research Proposal in numeracy</li> <li>• Action Research completion report</li> </ul>
Completed 2 action research, utilized its results in designing and redesigning numeracy instruction in school	<b>4</b>	
Completed 1 action research, utilized its results in designing and	<b>3</b>	





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redesigning numeracy instruction in school		
On-going 1 action research in numeracy	<b>2</b>	
Conceptualized 1 action research in numeracy	<b>1</b>	



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