



Republic of the Philippines  
**Department of Education**  
SOCCSKSARGEN REGION  
SCHOOLS DIVISION OF SARANGANI

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17 Mar 2026

**DIVISION MEMORANDUM**

CID-2026-050

IMPLEMENTATION AND ROLL-OUT OF PROJECT LITRACK: LITERACY TRACKING  
& ANALYTICS DASHBOARD FOR ARAL AND ENGLISH DATA MONITORING

To: Assitant Schools Division Superintendent  
Chief Education Supervisors  
Public Schools District Supervisors  
Public Elementary and Secondary School Heads

1. Pursuant to Republic Act No. 12028 (ARAL Program Act), which mandates structured, timely, and well-monitored interventions for learners performing below minimum proficiency levels, and consistent with DepEd Order No. 018, s. 2025, requiring accurate, unified, and systematic documentation of ARAL implementation, the Curriculum Implementation Division developed Project LITRACK: Literacy Tracking & Analytics Dashboard to address fragmented reporting, inconsistent data formats, and the absence of a centralized monitoring system across schools.
2. In view of the foregoing, an online Orientation will be conducted on March 17, 2026, at 3:00 PM via Microsoft Teams, with the meeting link to be forwarded through the official Reading and English Coordinators' group chat.
- 3.
4. Participants in this activity are:
  - a. ARAL Coordinators;
  - b. Reading Coordinators;
  - c. English Coordinators;
  - d. Master Teachers handling Reading and English Programs; and
  - e. ICT Coordinators, while School Heads are strongly encouraged to attend.
- 5.
6. This activity aims to orient all schools on the Division-wide implementation and use of **Project LITRACK**, specifically on:
  - a. data encoding procedures;
  - b. dashboard navigation;
  - c. monitoring of major system components, namely:
    - i. the *ARAL Profile Dashboard* for capturing assessment results, learner categories, yearly gains, and volunteer data;
    - ii. the *ARAL Program Monitoring Panel* for tracking attendance, availability of materials, and class ratios;
    - iii. the *English Curriculum Outcomes Tracker* for consolidating quarterly GPA, proficiency levels, and grade-level trends;
    - iv. the *ARAL Learners Profile Dashboard* for generating visual learner profiles;



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- v. the *Teachers and School Heads Profiling Tool* for collecting English/Reading teacher and school head background data; and
  - vi. the *Support and Accountability Tool* for gathering insights on reading support systems and accountability practices.
7. Schools are expected to accomplish the following:
- a. Access and utilize all official LITRACK dashboards for ARAL and English reporting;
  - b. Encode required data accurately from March 18-30,2026;
  - c. Apply dashboard-generated analytics for planning and monitoring interventions; and
8. Attached herewith is the project briefer for easy reference.
9. Expenses incurred relative to this activity may be charged to available local funds, subject to existing accounting and auditing rules and regulations.
10. For inquiries, contact John Jerson P. Constantino, EPS at 09285059602.
11. Immediate dissemination of this Memorandum is desired.

**RUTH L. ESTACIO PhD, CESO V**  
Schools Division Superintendent

Encl.: As stated

Reference: As stated

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

**PROJECTS**

Judith B. Alba/CID/MLA – implementation and roll-out of project litrack: literacy tracking & analytics dashboard for aral and english data monitoring  
0233/March 17, 2026



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**PROJECT LITRACK BRIEFER**

## **I – Summary**

The **LITRACK: Literacy Tracking & Analytics Dashboard** project is established in direct response to the national mandate to institutionalize and strengthen the Academic Recovery and Accessible Learning (ARAL) Program as contained in Republic Act No. 12028, which establishes a free, effective national learning intervention program aimed at supporting struggling learners—especially in *reading, mathematics, and science*—to attain grade-level competencies. RA 12028 also emphasizes systematic assessment, identification of learning gaps, and the development of well-organized intervention plans for all learners performing below proficiency levels. Complementing this, **DepEd Order No. 018, s. 2025**, formally issues the *Implementing Guidelines of the ARAL Program*, directing all schools to ensure accurate monitoring, clear documentation, and uniform reporting structures for ARAL implementation across Regions, Divisions, Districts, and Schools.

In compliance with these mandates, the LITRACK project aims to establish a division-wide unified digital dashboard that consolidates ARAL and English literacy data for monitoring and reporting. The dashboard addresses existing problems related to fragmented reporting systems, inconsistent data formats, delayed submissions, and the absence of a centralized platform where schools and districts can access and update ARAL-related information. Through LITRACK, all essential data components—including ARAL learner profiling, reading assessment results, attendance and volunteer tracking, English GPA outcomes, teacher/school head profiles, and accountability surveys—will be integrated into a single monitoring ecosystem that aligns with DepEd's directives on transparency, accountability, and data-driven governance in learning recovery initiatives.

The project will be developed using Google Workspace tools, allowing for cost-efficient deployment and broad accessibility. Ultimately, LITRACK fulfills the legal and operational requirements of RA 12028 and DO 018, s. 2025 by equipping the Division with a real-time, reliable, and actionable data monitoring platform that supports the fidelity and effectiveness of ARAL Program implementation.

## **II – Background and Rationale**

The ARAL Program, institutionalized through Republic Act No. 12028, was enacted to address the alarming learning losses among Filipino learners and to provide structured academic recovery support. The law mandates that all struggling learners—specifically those who fall below minimum proficiency levels in reading, mathematics, and science—must receive timely, well-organized, and carefully assessed intervention programs provided by the Department of Education.



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Furthermore, RA 12028's Implementing Rules and Regulations state that the State must support learners by establishing an effective national intervention program grounded in systematic assessment and data-informed planning.

Following the passage of RA 12028, DepEd Order No. 018, s. 2025 operationalized the ARAL Program nationwide and directed all schools to ensure structured monitoring, accurate reporting, and documentation of ARAL components, such as learner identification, assessment results, tutorial sessions, attendance, volunteer engagement, and intervention fidelity. The Order emphasizes the need for cohesive systems capable of sustaining monitoring and reporting across all levels of governance, thereby reinforcing DepEd's commitment to strengthening foundational literacy and ensuring that every learner is supported toward academic recovery.

Despite these mandates, many schools continue to experience fragmented reporting systems, wherein ARAL data are stored in multiple spreadsheets, documents, and forms that are difficult to consolidate. This leads to delayed reporting, inconsistent data interpretation, and a lack of timely insights needed for planning and intervention. Supervisors and school heads often face challenges in tracking the overall progress of ARAL learners, monitoring attendance, identifying those who need immediate support, or analyzing reading performance data across school years. Such gaps weaken implementation fidelity and may hinder compliance with RA 12028 and DepEd Order 018, s. 2025 requirements.

Thus, the LITRACK project was conceptualized as an integrated digital solution that addresses these systemic gaps. By creating a unified literacy dashboard, LITRACK aims to streamline data encoding, consolidate school- and district-level ARAL updates, and provide real-time insights for monitoring learner performance and reading progress. It also supports DepEd's thrust toward data-driven governance, ensuring that learning recovery efforts are guided by accurate evidence and aligned with national policy requirements. Supporting documentation, sample dashboard layouts, and system design prototypes are included in the Index.

#### **IV – Objectives and Outputs**

##### 1. Objectives

1. To comply with RA 12028 and DepEd Order No. 018, s. 2025 by institutionalizing a structured, data-driven monitoring system for ARAL Program implementation.



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2. To centralize all ARAL- and English-related data into a single, accessible dashboard for schools, districts, and the Division.
3. To improve the accuracy, timeliness, and uniformity of literacy data reporting.
4. To generate real-time analytics for informed decision-making and intervention planning.
5. To strengthen the Division's capacity to identify learning gaps, track learner progress, and enhance reading outcomes.

## **2. Expected Outputs**

- Fully functional LITRACK Dashboard with ARAL and English tracking modules
- Automated visualizations and reporting tools
- Standardized encoding templates for schools
- Consolidated Division-wide ARAL monitoring reports
- Training modules and user guides for dashboard utilization

## **V – Key Features**

### *1. ARAL Profile Dashboard -*

A centralized dashboard that provides a comprehensive view of each school's ARAL and reading performance outcome. Key capabilities include:

- Real-time capture of school-level ARAL and Reading Assessment Results, enabling quick analysis of literacy progress.
- Year-long learner progress tracking, showing transitions across categories (e.g., ARAL → Non-ARAL; Frustration → Instructional → Independent).
- Automated learner classification, identifying which learners fall under ARAL based on assessment data.
- Volunteer tracking feature that displays the number of active ARAL volunteers per school, supporting manpower distribution and advocacy strengthening.

### *2. ARAL Program Monitoring Panel*



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A monitoring tool that ensures the fidelity and quality of ARAL implementation across schools. It provides:

- Learner attendance tracking to monitor engagement and participation consistency.
- Monitoring of ARAL learning materials, including availability and sufficiency of modules, tools, and reading resources.
- Class Ratio Analysis, showing teacher/volunteer-to-learner ratios to determine needed manpower support and scheduling adjustments.

### 3. *English Curriculum Outcomes Tracker*

A performance analytics tool designed for evaluating English academic outcomes across grade levels. Its core features include:

- Consolidation of GPA results per grade level per quarter, enabling trend analysis and performance gap identification.
- Proficiency-level profiling, showing how many learners fall under Beginning, Developing, Approaching, Proficient, and Advanced per school.
- Supports instructional planning by highlighting areas where learners struggle or excel.

### 4. ARAL Learners Profile Dashboard

An interactive overview of ARAL learners, featuring:

- Automatically generated data visualizations on learner profiles, including grade levels, reading levels, and intervention status.
- Quick identification of high-need learners, allowing schools to refine intervention plans.

### 5. PROFILE OF ENGLISH Teachers and School Heads Survey

A division-wide profiling tool focusing on:

- Teachers handling Reading and English, including background, training needs, and teaching assignments.
- School Heads' literacy leadership profile, supporting targeted capacity-building initiatives.

This feature ensures that human resource data aligns with learners' needs and system priorities.



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**6. Questionnaire on Support and Accountability for Learners' Reading Development**

A research-based instrument that gathers insights on:

- Support systems provided by teachers and school heads for reading development.
- Levels of accountability and commitment to literacy progress.
- Gaps in school-level reading practices that inform targeted interventions, policy recommendations, and coaching plans.