



Republic of the Philippines
Department of Education
REGION VII - CENTRAL VISAYAS
DIVISION OF CITY SCHOOLS - TAGBILARAN CITY

**Office of the Schools Division
Superintendent**

DIVISION MEMORANDUM
CID-2026- 144

TO : **Maria Chona B. Roxas**
Principal, Manga ES
Lemuel B. Barol
Principal, TCCS SPED
Mildred B. Patac
Master Teacher, Dao ES
Alona B. Ponte
Teacher, Manga ES
Ma. Cristina T. Tare
Teacher, Cogon ES

FROM : **WILFREDA D. BONGALOS PhD, CESO V4**
Schools Division Superintendent

SUBJECT : **Participation to the Training on Designing Data-Driven
Intervention Activities Using Tracking Our Progress in
Kindergarten (TOP-K) and Multifactor Assessment Tool Results
(MFAT)**

DATE : August 24, 2026

1. In reference to **Regional Memorandum No. 0721, s. 2026**, dated August 19, 2026, titled "*Designing Data-Driven Intervention Activities Using Tracking Our Progress (TOP-K) and Multifactor Assessment Tool Results*," scheduled on **September 1-4, 2026**, at the **Applied Nutrition Center, Cebu City**, all concerned are hereby informed of the conduct of the said activity.
2. Board and lodging and other incurred expenses related to the conduct of the activity shall be charged against the Special Education Program Support Fund (SPED-PSF), while travel and other incidental expenses incurred by the participants shall be charged against the SPED-PSF, School MOOE/local funds, and/or other available fund source/s, as applicable, subject to the availability of fund/s and existing government accounting and auditing rules and regulations.
3. Attached is Regional Memorandum for the details.
4. For information, guidance, and compliance.

WDB/JAAL/CID /jcl



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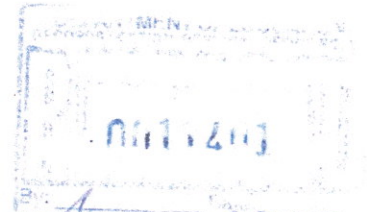
Republic of the Philippines
Department of Education

REC'D TAGBILARAN CITY DIVISION

SDS OFFICE 8-165

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BY [signature] DATE: 8/30/2026



19 AUG 2026

Office of the Regional Director

REGIONAL MEMORANDUM

No. 0721, s. 2026

19 AUG 2026

**DESIGNING DATA-DRIVEN INTERVENTION ACTIVITIES USING TRACKING OUR
PROGRESS IN KINDERGARTEN (TOP-K) AND MULTIFACTOR ASSESSMENT TOOL
RESULTS (MFAT)**

To: All Schools Division Superintendents
All others concerned

1. The Department of Education recognizes the importance of assessment in identifying learners' strengths, developmental needs, and areas requiring additional support. Assessment results provide essential evidence for making informed decisions and designing appropriate interventions that respond to learners' needs and contribute to improved learner outcomes.

2. The **Tracking Our Progress in Kindergarten (TOP-K)** and **Multifactor Assessment Tool (MFAT)** generate valuable information on learners' developmental and learning profiles. To maximize the use of these results, school and education personnel need to move beyond data collection and reporting toward systematic analysis, interpretation, and evidence-based intervention design.

3. In this regard, the Department of Education Regional Office VII, through the Curriculum and Learning Management Division (CLMD), shall conduct the workshop on **Designing Data-Driven Intervention Activities Using Tracking Our Progress in Kindergarten (TOP-K) and Multifactor Assessment Tool Results (MFAT)** on **September 1-4, 2026** at the **Applied Nutrition Center, Cebu City**.

4. The activity shall strengthen the capacity of concerned personnel to analyze and interpret TOP-K and MFAT results at the school, district, and division levels and use the findings to design targeted, responsive, and results-oriented intervention activities. It shall likewise reinforce the role of schools in ensuring that learner support is grounded in assessment evidence and directed toward improving learner performance and development, particularly among learners identified as needing additional assistance.

3. The activity enables participants to
 - 3.1. analyze and interpret TOP-K and MFAT results at the school, district, and division levels;
 - 3.2. identify priority learner needs and areas requiring intervention based on assessment evidence;
 - 3.3. design appropriate, targeted, and context-responsive intervention activities based on identified learner needs; and
 - 3.4. establish expected learner outcomes and appropriate mechanisms for monitoring the implementation and effectiveness of the designed intervention activities.

4. The following personnel shall participate in the activity:



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- 4.1. Kindergarten Supervisors;
- 4.2. Division SPED Focal Persons;
- 4.3. Public Schools District Supervisors or District Kindergarten Coordinators;
- 4.4. Elementary School Heads of Special Needs Education Implementing Schools;
- 4.5. School Heads of Multigrade Schools from the Schools Divisions of **Cebu Province, Bohol Province, and Danao City**; and
- 4.6. Central School Principal.

The allocated number of participants is provided in Enclosure No. 1. In case a Division Supervisor is unable to attend due to an equally important official commitment, a representative may be designated, provided that the representative has sufficient background knowledge and expertise in the use and interpretation of TOP-K and MFAT.

5. Participants shall bring the following:
 - 5.1. TOP-K Assessment Results (Pre-Test) and MFAT Results;
 - 5.2. School Profile;
 - 5.3. ECD Handbook;
 - 5.4. MFAT Manual;
 - 5.5. Individualized Intervention Plan Template;
 - 5.6. laptop; and
 - 5.7. calculator.

Participants shall ensure that their assessment results and school profile are complete, updated, and readily available for analysis during the activity. Participants are required to attend the **Opening Program at 1:00 p.m. on September 1, 2026**. The first meal to be served shall be **lunch on September 1**, while the last meal shall be **lunch on September 4, 2026**.

6. At the end of the activity, participants shall have designed **data-driven intervention activities** anchored on the analysis and interpretation of their TOP-K and MFAT results. The designed intervention activities shall include

- 6.1. identified priority learner needs supported by assessment evidence;
- 6.2. specific and targeted intervention activities responsive to the identified needs;
- 6.3. expected and measurable learner outcomes;
- 6.4. identified persons responsible and implementation timeline; and
- 6.5. mechanisms for monitoring learner progress and determining intervention effectiveness.

7. Board and lodging expenses of the participants shall be charged against **OSEC 7-25-03098**, while travel and other incidental expenses shall be charged against **School/Division SPED-PSF, MOOE/local funds, or other available sources of funds**, subject to the availability of funds and the usual accounting and auditing rules and regulations.

8. Immediate dissemination of and compliance with this Memorandum are desired.


DR. ARTURO B. BAYOCOT, CESO III
 Regional Director

Number of Participants per SDO

DIVISION	SUPERVISOR OR REPRESENTA TIVE	DIVISI ON SPED FOCAL	DISTRICT KINDER/SP ED COORDINA TOR	CENTRA L SCHOOL PRINCIP AL	SCHOOL HEAD SNED IMPLEME NTING SCHOOL	SCHOOL HEADMULTIGR ADE SCHOOL
BOGO	1	1	1	1	1	
DANAO	1	1	1	1	1	1
MANADA UE	1	1	1	1	1	
LAPULAP U	1	1	1	1	1	
CEBU CITY	1	1	1	1	1	
CEBU PROVINC E	1	1	1	1	1	5
TALISAY	1	1	1	1	1	
CITY OF NAGA	1	1	1	1	1	
CARCAR	1	1	1	1	1	
TOLEDO	1	1	1	1	1	
TAGBILAR AN	1	1	1	1	1	
BOHOL	1	1	1	1	1	6

**DESIGNING DATA-DRIVEN INTERVENTION ACTIVITIES USING TRACKING OUR PROGRESS IN
KINDERGARTEN (TOP-K) AND MULTIFACTOR ASSESSMENT TOOL RESULTS (MFAT)**

SEPTEMBER 1-4, 2026

APPLIED NUTRITION CENTER, BANILAD, CEBU CITY

ACTIVITY MATRIX

Date/Time	Session/Activity	Purpose/ Objectives	Key Content/Process	Expected Output
1:00-2:00 p.m.	Opening Program	Establish the purpose, expectations, and significance of the activity	Opening preliminaries; message; presentation of objectives, expected outputs, and workshop processes	Shared understanding of the activity
2:00-2:30 p.m.	Setting the Direction: From Assessment Data to Learner Support	Establish the connection between assessment, learner needs, intervention, and improved outcomes	Assessment as basis for decision-making; data use in learner support; role of schools in data-driven intervention	Common understanding of the data-to-intervention process
2:30-3:30 p.m.	Understanding TOP-K and MFAT as Sources of Evidence	Clarify the purpose, domains, indicators, and appropriate use of TOP-K and MFAT results	Overview of TOP-K and MFAT; assessment domains; interpretation principles; considerations in using assessment results	Refreshed understanding of the assessment tools
3:30-3:45 p.m.	Health Break			
3:45-5:00 p.m.	Reading the Data: Analyzing TOP-K and MFAT Results	Develop participants' ability to examine and organize assessment results	School/division-level data; frequency and percentage distribution; patterns, trends, strengths, gaps, and priority areas	Initial analysis of participants' own assessment data
5:00-5:30 p.m.	Data Reflection and Synthesis	Validate initial findings and	Guided reflection: What does the data tell us?	Initial list of significant

Date/Time	Session/Activity	Purpose/ Objectives	Key Content/Process	Expected Output
		surface significant observations from the data	Who needs support? Where are the gaps?	findings and priority concerns
September 2, 2026				
8:00–9:00 a.m.	From Findings to Meaning: Interpreting Assessment Results	Enable participants to interpret assessment findings beyond numerical results	Distinguishing findings from interpretations; identifying patterns; comparing results; determining implications for teaching and learner support	Interpreted assessment findings
9:00–10:00 a.m.	Identifying Priority Learner Needs	Determine the most critical learner needs that require intervention	Criteria for prioritization; magnitude, urgency, developmental significance, and feasibility; learner-centered prioritization	Prioritized learner needs
10:00–10:15 a.m.	Health Break			
10:15–11:30 a.m.	Understanding the Need: Cause and Contributing Factors	Examine factors contributing to identified learner needs	Simple causal analysis; immediate, underlying, and contextual factors; distinction between learner needs and causes	Cause/contributing-factor analysis
11:30 a.m.–12:00 p.m.	Data-to-Need Synthesis	Establish a clear evidence-based statement of the priority need	Linking assessment evidence, identified gaps, and contributing factors	Evidence-based priority need statement
12:00–1:00 p.m.	Lunch Break			
1:00–2:30 p.m.	Designing the Intervention:	Enable participants to develop intervention	Principles of effective intervention; alignment of need, strategy, activity, and expected	Initial intervention activity design

Date/Time	Session/Activity	Purpose/ Objectives	Key Content/Process	Expected Output
	From Need to Action	activities that directly address identified needs	result; differentiation and learner responsiveness	
2:30–3:30 p.m.	Choosing the Right Intervention Strategy	Strengthen participants' ability to select appropriate strategies based on identified needs	Examples of developmentally appropriate, inclusive, and context-responsive intervention strategies; matching strategies to learner needs	Selected intervention strategies
3:30–3:45 p.m.	Health Break			
3:45–5:00 p.m.	Workshop 1: Designing Data-Driven Intervention Activities	Apply the analysis and planning process to participants' actual assessment data	Individual/school-based workshop; facilitator coaching; use of Individualized Intervention Plan Template	Draft data-driven intervention activity
5:00–5:30 p.m.	Reflection and Peer Check	Provide an initial quality check of intervention designs	Guided peer review using alignment questions	Revised intervention activity
September 3, 2026				
8:00–9:00 a.m.	Setting Results: What Change Do We Expect?	Enable participants to formulate clear and measurable learner outcomes	Expected learner outcomes; indicators of improvement; realistic targets; alignment with identified needs	Defined expected learner outcomes
9:00–10:00 a.m.	Monitoring Learner Progress and Intervention Effectiveness	Establish mechanisms for determining whether interventions are working	Baseline and target; progress indicators; monitoring tools; frequency of monitoring; evidence of learner improvement	Monitoring indicators and mechanisms
10:00–10:15 a.m.	Health Break			

Date/Time	Session/Activity	Purpose/ Objectives	Key Content/Process	Expected Output
10:15–11:30 a.m.	Completing the Intervention Design	Integrate assessment findings, intervention activities, expected outcomes, and monitoring mechanisms	Guided workshop; refinement of intervention components	Completed draft intervention design
11:30 a.m.–12:00 n.n.	Quality Check: Is the Intervention Truly Data-Driven?	Assess the alignment and quality of the proposed intervention	Validation questions: Is it evidence-based? Is it targeted? Is it feasible? Is the expected result measurable?	Validated intervention design
12:00–1:00 p.m.	Lunch Break			
1:00–3:00 p.m.	Workshop 2: Refinement of Data-Driven Intervention Activities	Improve the quality, relevance, feasibility, and responsiveness of intervention activities	Facilitated school-based/cluster-based workshop; technical assistance	Refined intervention activity
3:00–3:15 p.m.	Health Break			
3:15–4:30 p.m.	Peer Review and Technical Validation	Strengthen intervention designs through feedback and validation	Presentation of selected outputs; peer review; facilitator feedback; refinement	Technically reviewed intervention activity
4:30–5:30 p.m.	Action Planning for Implementation	Prepare participants for actual implementation after the activity	Roles and responsibilities; timeline; resources; coordination; monitoring arrangements	Implementation/a ction plan
September 4, 2026				

Date/Time	Session/Activity	Purpose/ Objectives	Key Content/Process	Expected Output
8:00–9:00 a.m.	Presentation of Final Outputs	Demonstrate the application of data analysis in intervention design	Presentation of selected school/division outputs	Presented final intervention activities
9:00–10:00 a.m.	Panel Feedback and Enhancement	Validate the relevance and feasibility of the proposed interventions	Feedback from facilitators and participants; identification of strengths and areas for improvement	Enhanced intervention activities
10:00– 10:15 a.m.	Health Break			
10:15– 11:15 a.m.	Commitment to Data-Driven Learner Support	Strengthen commitment to sustained use of assessment data in learner support	Individual/school commitment; integration into school practices; follow-through mechanisms	Commitment/action points
11:15 a.m.–12:00 n.n.	Synthesis and Next Steps	Consolidate key learning and establish post-activity actions	Key insights; implementation timelines; monitoring and technical assistance arrangements	Agreed next steps
12:00 n.n.– 1:00 p.m.	Closing Program and Lunch	Culminate the activity and recognize participants' outputs	Closing message; synthesis; acknowledgment; evaluation	Completed activity and documented outputs

OVERALL EXPECTED OUTPUT

At the end of the four-day activity, participants shall have developed **data-driven intervention activities** based on the analysis and interpretation of their TOP-K and MFAT results.