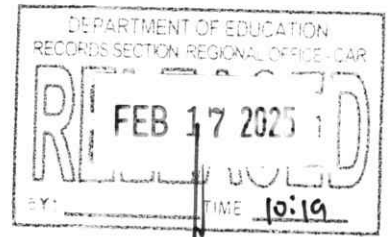




Republic of the Philippines
Department of Education
CORDILLERA ADMINISTRATIVE REGION



February 14, 2025

REGIONAL MEMORANDUM

No. 116-2025

**DISSEMINATION OF THE IMPLEMENTATION OF THE SCHOOL
READINESS AUDIT**

To: Assistant Regional Director
Schools Division Superintendent
Public and Private Secondary School Heads
All Others Concerned

1. This Office through the Policy Planning and Research Division (PPRD) disseminates the Joint Memorandum from the Office of the Secretary on the **"Implementation of the School Readiness Audit"**.
2. School Heads of Public and Private Schools are requested to conduct initial self-assessment as basis for intervention and action.
3. Attached to this memorandum is the Joint Memorandum OSEC-OASOPS-2024-A1904 from the Office of the Secretary for reference.
4. For questions and clarifications, please contact PPRD through email at car.pprd@deped.gov.ph.
5. Immediate dissemination of and compliance with this Memorandum is desired.


ESTELA P. LEON-CARIÑO EdD, CESO III
Director IV/Regional Director


Enclosure: As stated
PPRD/EET/ram/Dessimination of the Implementation of the School Readiness Audit
February 13, 2025



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JOINT MEMORANDUM
OSEC-OASOPS-2024-A1904

TO : **CENTRAL OFFICE- PISA READINESS TWG MEMBERS**
REGIONAL DIRECTORS
SCHOOLS DIVISION SUPERINTENDENTS
PUBLIC AND PRIVATE SECONDARY SCHOOL HEADS
ALL OTHERS CONCERNED

FROM : **ATTY. FATIMA LIPP D. PANONTONGAN**
Undersecretary and Chief of Staff
Chair, PISA Readiness Technical Working Group (TWG)

MALCOLM S. GARMA
Assistant Secretary for Operations
Vice Chair, PISA Readiness Technical Working Group (TWG)
Officer-in-Charge, Office of the Undersecretary for Operations



SUBJECT : **IMPLEMENTATION OF THE SCHOOL READINESS AUDIT**

DATE : **18 DECEMBER 2024**

1. In line with the Memorandum dated November 18, 2024, titled "Request for Comments on the PISA Readiness Checklist" and OO-OSEC-2024-303 on the "Operationalization of the Programme for the International Student Assessment Readiness Technical Working Group," the Department of Education (DepEd) is implementing the PISA Readiness School Audit. This audit serves as a vital initiative to identify resource gaps, evaluate schools' preparedness levels, and provide targeted support to enhance overall readiness for the 2025 PISA assessment cycle.
2. The audit specifically targets public and private schools with 15-year-old learners identified by the OECD as PISA schools for the 2025 assessment. It will serve as a baseline to assess the readiness of schools, teachers, learners, and stakeholders.
3. DepEd Central Office will conduct a virtual convergence with all Regional Offices to provide orientation and guidance on the audit process. Following



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this, Regional and Division Offices will facilitate Pre-Audit Conferences with schools to discuss the details of the implementation. Below are the key dates and activities:

- a. Pre-Audit Conference: December 18-20, 2024 – Regional and Division Offices will conduct orientation sessions to discuss the audit process, checklist details, and submission timeline.
 - b. School Audit Period: December 19- 23, 2024 – Schools will conduct the PISA Readiness Audit using the approved digital checklist.
 - c. Readiness Profiling: Data collected through the digital checklist will automatically reflect in DepEd CO PISA Readiness Dashboard for immediate analysis.
 - d. Viewing of the PISA Readiness Dashboard: January 1 to March, 2025 – The PISA Readiness Dashboard will be made available for viewing, providing real-time updates on school readiness, audit findings, and identified areas of improvement.
4. The PISA Readiness School Audit will be conducted through microsoft forms. School Heads are tasked with completing the self-assessment checklist within the prescribed timeline. The checklist, designed to be accomplished within 30 minutes to 1 hour, can be accessed through the following link: <https://bit.ly/schoolauditforms> or by scanning the QR code attached to this memorandum.
5. For further inquiries, you may contact the PISA Readiness Technical Working Group (TWG) Secretariat through the Office of the Assistant Secretary for Operations at (02) 8633-7242 or via email at asec.ops@deped.gov.ph and look for Mr. Danpaul Santos.
6. For immediate dissemination and compliance.

Enclosures:

1. *Annex 1: School Readiness Audit Field Guidelines*
2. *Annex 2: School Readiness Audit Checklist*
3. *Annex 3: School Readiness Audit Role and Responsibilities*
4. *Annex 4: School Readiness Audit Key Timelines*





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ANNEX 1: SCHOOL READINESS AUDIT FIELD GUIDELINES

I. BACKGROUND

The upcoming 2025 Programme for International Student Assessment (PISA) presents a significant opportunity to evaluate and enhance the competencies of Filipino learners on an international scale. However, past PISA results reveal substantial gaps in learner performance, with most learners scoring at or below Level 1a in critical areas like science, mathematics, and reading comprehension. Only a minority of learners—approximately 25-45% in some regions—achieved at least minimum proficiency level. At the same time, the rest remained at foundational levels or below, highlighting an urgent need for targeted interventions.

Resource limitations across several key areas have compounded these performance challenges:

Internet Connectivity and Information and Communications Technology (ICT) Infrastructure: Around 18% of public schools currently lack stable internet connectivity, a crucial component for computer-based assessments and digital learning activities. Without reliable connectivity, a significant proportion of learners cannot engage with the online resources and simulated testing environments necessary for effective PISA preparation.

Computer Availability: More than 25% of schools nationwide are without sufficient academic computers. This shortfall limits learners' ability to practice in digital test formats, directly impacting their familiarity and comfort with the computer-based assessment environment that PISA employs. Limited access to technology also restricts the development of essential digital literacy and problem-solving skills, which are foundational for success in modern education and assessment.

Electricity and Water Access: Essential utilities like electricity and potable water remain inconsistent in several schools across the country. For instance, nearly 8% of schools have unstable or limited electricity access, which disrupts not only the learning process but also the feasibility of implementing full-scale PISA readiness activities.

Parental and Community Engagement: High dropout rates in certain areas correlate with socioeconomic challenges, including family issues, economic pressures, and lack of community awareness regarding the importance of PISA. Engaging parents and communities in supporting



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learners' educational journeys is essential for fostering an environment that values learning and academic achievement.

These gaps highlight the need for a structured audit and targeted resource allocation to prepare learners effectively for PISA 2025. By addressing deficits in connectivity, technology, essential utilities, and community involvement, we can foster a more inclusive and equitable approach to preparing all Filipino learners for success in international assessments. This readiness audit aims to identify specific resource needs and provide a roadmap for closing these gaps, ultimately enhancing the educational experience and outcomes for learners across the nation.

II. Objectives

The **PISA Readiness School Audit** aims to:

- Assess the adequacy of resource needs such as ICT equipment, internet connectivity, power supply, and learning spaces in each school to ensure learners have access to necessary tools for computer-based assessments.
- Determine the extent to which schools have incorporated PISA-related skills—critical thinking, problem-solving, and analytical competencies—into their curriculum and teaching practices.
- Assess the level of involvement and support from parents and communities in fostering an environment conducive to learning.
- Examine the use of financial resources to support PISA readiness, particularly in low-resource areas.
- Use the audit data to create a baseline for future interventions, and policy recommendations, allowing DepEd to track readiness progress over time.

III. Definition of Terms

PISA (Programme for International Student Assessment): A global assessment conducted by the Organisation for Economic Co-operation and Development (OECD) that measures the abilities of 15-year-old students in Reading, Mathematics, and Science to evaluate education systems worldwide.

Higher-Order Thinking Skills (HOTS): Advanced cognitive skills that include analyzing, evaluating, and creating, which go beyond basic recall and



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comprehension. HOTS are essential for developing learners' critical thinking, problem-solving, and decision-making skills.

School Readiness: The preparedness of a school in terms of resources and infrastructure, including classrooms, computers, internet connectivity, testing environments, and other necessary tools for PISA.

Teacher Readiness: The preparedness of teachers to deliver instruction aligned with international standards, including their familiarity with international large-scale assessments, critical thinking strategies, ICT tools, and their capacity to provide academic and psychosocial support to learners.

Learner Readiness: The extent to which learners are equipped to participate in international large-scale assessments, focusing on academic preparedness, exposure to learning activities that develop HOTS, access to learning materials, and psychosocial well-being.

Stakeholder Readiness: The engagement and contributions of external partners, parents, and the community in supporting schools' PISA preparation through partnerships, resource allocation, and advocacy.

School Head: The principal or designated administrator responsible for managing school operations and ensuring the accurate and timely completion of the PISA Readiness Checklist.

PISA Testing Centers: Designated spaces in schools that replicate PISA assessment settings, including classrooms with appropriate ergonomic arrangements, adequate lighting, ventilation, and necessary equipment.

ICT (Information and Communication Technology): Tools and resources, such as computers, tablets, and internet connectivity, used to support teaching, learning, and assessment activities.

School Readiness Audit Checklist: A self-assessment tool used by schools to measure readiness levels across key areas, including school readiness, teacher readiness, learner readiness, and stakeholder support.



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PISA Readiness Dashboard: A centralized digital platform developed by DepEd Central Office to collect, analyze, and summarize school audit data for monitoring readiness levels and informing decision-making.

MOOE (Maintenance and Other Operating Expenses): Funds provided to schools for operational costs, including utilities, procurement of learning materials, and the implementation of PISA readiness activities.

Responsive Intervention: Targeted actions taken by teachers and schools to address gaps identified from mock assessments, aimed at improving learner performance.

Psychosocial Support: Interventions and activities that address learners' emotional, social, and mental well-being to ensure they are confident and prepared to perform in assessments.

External Partnerships: Collaboration with non-DepEd stakeholders, such as LGUs, NGOs, businesses, and other organizations, to provide additional resources, incentives, or support for PISA-related activities.

Pre-Test and Post-Test: Practice assessments administered to learners before and after targeted interventions to measure progress and identify areas for improving learning outcomes.

PISA-Ready Schools: Schools that meet all the readiness criteria across infrastructure, teacher capacity, learner preparedness, and stakeholder support to participate effectively in the PISA assessment.

Met (Readiness Level): Indicates that a specific criterion or indicator has been fully achieved without any identified gaps.

Partially Met (Readiness Level): Indicates that a specific criterion or indicator has been partially achieved, with minor gaps that require attention and improvement.

Not Met (Readiness Level): Indicates that a specific criterion or indicator has not been achieved and requires significant intervention and support.



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IV. General Guidelines

1. Scope and Coverage: The audit applies to all public and private schools with 15-year-old learners who will participate in the PISA 2025 assessment.

2. Who Will Complete the Checklist

- The School Head is responsible for accurately completing the checklist.
- The process should involve consultations with teachers, support staff, and relevant stakeholders to ensure accurate and comprehensive reporting.
- **Schools Division Offices shall provide technical support on key areas in the checklist that require assistance, such as internet connectivity, laptop specifications, and other identified needs.**

2. Audit Implementation Timeline

Pre-Audit Conference: Conduct initial planning meetings with regional and division offices to distribute guidelines and provide instructions on how to accomplish the checklist.

Audit Period: The checklist can be completed in **30 minutes to 1 hour**. The schools are encouraged to complete and submit the digital School Readiness Audit Checklist within the given timeline (December 19-23).

Readiness Profiling: The checklist is in **digital format** and should be accomplished using the provided platform. Once completed, the data will be automatically transferred to DepEd Central Office for analysis and inclusion in the **PISA Readiness Dashboard**.

3. Key Areas of Assessment

School Readiness: Assess the availability and condition of essential resources and infrastructure, including:

- Computers and ICT facilities for testing.
- Stable internet connectivity and adequate power supply.
- Testing environments, such as well-lit, ventilated, and temperature-controlled rooms.



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- Accessibility features like ramps for learners with mobility impairments.
- Health and sanitation facilities, including drinking water stations and well-maintained restrooms.

Teacher Readiness: Measure the preparedness of teachers to facilitate PISA-aligned learning activities by assessing:

- Familiarity with teaching strategies that tap HOTS (critical thinking, problem-solving, and real-world applications).
- Participation in capacity-building programs or training for PISA readiness.
- Availability of PISA learning resources and tools, including ICT integration.
- Teacher-to-student ratios and the presence of additional support staff to assist learners.

Learner Readiness: Evaluate learner preparedness for PISA by focusing on:

- Performance levels in the Pretest and Post-tests.
- Engagement in learning sessions that develop HOTS including problem solving.
- Availability of academic and psychosocial support for learners, including meal programs, transportation, and well-being initiatives.

Stakeholder Readiness: Determine the involvement and support of stakeholders, including parents, communities, and local partners, by assessing:

- Parental engagement in PISA-related activities and support for learners.
- Partnerships with external stakeholders (e.g., LGUs, NGOs, and private institutions) to complement DepEd's efforts.
- Resource mobilization to address readiness gaps, particularly in infrastructure, learner well-being, and learning materials.

4. Audit Checklist Completion

- a. Each indicator in the checklist should be assessed based on the school's status. For each criterion, select the appropriate readiness level:



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- i. **Met** – The criterion is fully achieved and meets the required standards.
 - ii. **Partially Met** – The criterion is partially achieved, with some gaps or limitations needing minor adjustments.
 - iii. **Not Met** – The criterion is not achieved and requires significant intervention and support.
- b. For **Partially Met** or **Not Met** indicators, schools must provide explanations, including challenges, to guide targeted interventions. Schools should address gaps, implement improvement plans, and seek support from Regional and Division Offices as needed.
 - c. School heads should thoroughly review the checklist before submission to ensure all information is consistent, accurate, and complete. Avoid leaving any sections blank or unaddressed.
 - d. Schools can update their audit forms **via Microsoft Forms until January 2025**. The DepEd Central Office will reference the latest submissions for generating reports and updating the **PISA Readiness Dashboard** to ensure real-time progress monitoring.

5. Temporary DepEd Email Request for Private Schools

To ensure seamless access to the PISA Audit form, private schools unable to access the system can request **temporary email accounts** by emailing osict@deped.gov.ph with the subject: "**Request for Temporary Email for {Name of School}**" and providing:

- a. *Private School ID*
- b. *Private School Name*
- c. *Private School Email (for credentials delivery).*

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ANNEX 2: SCHOOL READINESS AUDIT CHECKLIST

Indicator 1: School Readiness

Indicators	Met	P. Met	Not Met	Remarks
1.1. Internet, ICT Equipment and Electricity				
<p>Computer-to-Student Ratio: Does the school have sufficient desktops and laptops (collectively called computers) for all participating learners?</p> <p><i>Scoring:</i> Not met - No. of computers is less than 75% of PISA takers Partially met - No. of computers is equivalent to 76% to 99% of PISA takers Met - No. of computers is equivalent to or more than 100% of PISA takers</p>				
<p>Computer Specifications: Do the computers have the following technical specifications?</p> <ol style="list-style-type: none"> a. Screen size: at least 24.6 cm (9.5 inches) diagonally, b. Resolution: at least 1366 x 768 pixels, c. At least 50GB of free space, d. At least 8GB RAM, e. At least 2 dedicated CPU-core, and f. Operating system: Windows 7 or later, macOS 10.12 'Sierra' or later, Linux Kernel 5.0 or later, or ChromeOS 102 desktop or later <p><i>Scoring:</i></p>				

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<p>Not Met - Less than 76% of the computers met the required specifications Partially Met - 76% to 99% of the computers met the required specifications Met - All computers met the required specifications</p>				
<p>Maintenance and IT Support: Are personnel available to maintain the computers' functionality and resolve technical issues? The personnel should be able to resolve the following:</p> <ul style="list-style-type: none">a. Software errorsb. Connectivity issuesc. Hardware failured. Power interruption <p>Scoring: Not Met - No available personnel who can resolve technical issues Partially Met - There is at least one personnel who can resolve some technical issues and needs training Met - There is at least one personnel who can resolve most technical issues and needs minimal training</p>				
<p>Internet Connectivity: Do you have an internet connection with the following specifications? Use <u>Speedtest</u> to test the internet speed.</p> <ul style="list-style-type: none">a. At least 40 Mbps download,b. At least 12 Mbps upload, andc. Maximum acceptable latency: 800ms <p>Scoring: Not met - No specification was met Partially met - One to two specifications were Met - All specifications were met</p>				



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<p>Network Stress Test: Gather 50 participants (e.g., staff, teachers, and students) with personal devices. Have all participants connect to the internet simultaneously.</p> <p>Direct participants to browse inquirer.net and click on various menu links continuously for 2 minutes. Measure how many users can successfully load a page within 5 seconds.</p> <p><i>Scoring:</i> Not Met: 25 or more participants experienced significant lag while loading a page. Partially Met: At least one participant experienced significant lag while loading a page. Met: All 50 participants were able to load pages without significant lag.</p>				
<p>Power Supply: Is there a consistent and uninterrupted power supply? Are there backup power sources (generators or UPS) in case of outages?</p> <p><i>Scoring:</i> Not met - Limited power supply, or recurring power interruption but with no available backup power sources Partially Met - Recurring power interruption but with available backup power sources Met - Uninterrupted power supply</p>				
<p>Assessment/ Interpretations/ Concerns/ Recommendations</p>				
<p>1.2. Testing Environment and Disaster Resilience</p>				
<p>Dedicated Testing Spaces: Are there</p>				

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designated PISA testing rooms that can accommodate computers? Are the designated PISA testing rooms accessible to learners with mobility challenges?				
Ergonomic Arrangements: Are desks and chairs comfortable and suitable for extended testing periods?				
Room Conditions: Are rooms well-lit, ventilated, and temperature-controlled for optimal concentration?				
Accessibility Ramps Are there ramps available to ensure access for learners with mobility impairments to testing rooms?				
DRRM Planning and Emergency Preparedness: Is there a disaster preparedness plan in place, and does the school have the capacity to conduct PISA-related activities in the event of natural disasters or other emergencies?				
Risk management: Have risk assessments been conducted to minimize potential disruptions?				
<i>Assessment/ Interpretations/ Concerns/ Recommendations</i>				
1.3. Access to Potable Water and Sanitation Facilities				
Availability of Drinking Water: Are water stations accessible in testing areas? <i>Scoring:</i> Met: Drinking water stations are clean, accessible, and functional. Partially Met: Limited drinking water access or cleanliness concerns.				

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<p>Not Met: No drinking water stations are available.</p>				
<p>Sanitation Facilities: Are there adequate and well-maintained restrooms and handwashing areas close to testing areas, especially for long assessment periods?</p> <p><i>Scoring:</i> Met: Restrooms and handwashing areas are clean, functional, and well-stocked. Partially Met: Facilities are available but not fully functional or clean. Not Met: Facilities are inadequate or inaccessible.</p>				
<p>Health Support Services: Are basic health services such as first aid kits, medical personnel on standby, or emergency health support available during assessments?</p> <p><i>Scoring:</i> Met: Health services and first aid kits are readily available during testing periods. Partially Met: Limited health services or first aid support. Not Met: No health support is available.</p>				
<p>Hygiene Promotion Measures: Are there visible reminders or campaigns promoting hygiene practices (e.g., posters, announcements) in testing areas?</p> <p><i>Scoring:</i> Met: Hygiene promotion materials are visible and accessible in testing areas. Partially Met: Limited hygiene promotion efforts. Not Met: No visible hygiene promotion</p>				



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<i>measures.</i>				
<i>Assessment/ Interpretations/ Concerns/ Recommendations</i>				
1.4. School Head Leadership and Support				
<p>Experience as a PISA School: Has the school or the school head previously been selected as a PISA school in 2018 and/or 2022?</p> <p><i>Scoring:</i> Met: The school and/or school head participated in PISA in 2018 or 2022 and applied learnings effectively. Partially Met: The school or school head participated but has limited application of learnings. Not Met: No previous participation in PISA.</p>				
<p>PISA Awareness and Communication: Does the school head conduct regular orientations and discussions on PISA goals and readiness plans with teachers and stakeholders.</p> <p><i>Scoring:</i> Met: Regular orientations/discussions are conducted (e.g., monthly) with supporting documents like minutes or attendance. Partially Met: Orientations/discussions are conducted inconsistently or without documentation. Not Met: No orientations or discussions conducted.</p>				
<p>Implementation of Readiness Plans: Does the school head ensure that the school's PISA readiness plan is</p>				

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<p>implemented and monitored.</p> <p><i>Scoring:</i> Met: The readiness plan is fully implemented with evidence of activities and progress monitoring. Partially Met: Some parts of the plan are implemented; evidence is incomplete. Not Met: The readiness plan is not implemented.</p>				
<p>Support for Teacher Capacity Building: Does the school head provide opportunities for teachers to participate in PISA-related training and professional development.</p> <p><i>Scoring:</i> Met: Teachers are actively participating in PISA-related capacity-building programs. Evidence includes certificates or activity logs/ attendance. Partially Met: Limited teacher participation or minimal efforts to encourage participation. Not Met: No participation or support provided.</p>				
<p>Resource Allocation and Utilization: Does the school head allocates and utilizes available resources (e.g., MOOE, GMS) to support PISA-related activities and needs.</p> <p><i>Scoring:</i> Met: Resources are fully allocated and properly utilized based on the school's PISA readiness plan. Partially Met: Some resources are allocated but not fully utilized or aligned with readiness needs. Not Met: No resources are allocated for PISA-related activities.</p>				



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<p>Monitoring and Reporting of Progress: Does the school head monitor and evaluate PISA readiness activities and submits progress reports to the SDO/RO.</p> <p><i>Scoring:</i> Met: Regular monitoring is done with complete and timely progress reports submitted to SDO/RO. Partially Met: Monitoring is irregular, or reports are incomplete. Not Met: No monitoring activities or reports submitted.</p>				
<p>Stakeholder Collaboration and Engagement: Does the school head collaborate with parents, LGUs, and external partners to gather support for PISA preparation.</p> <p><i>Scoring:</i> Met: Active partnerships established with documented evidence of stakeholder involvement (e.g., MOAs, meeting minutes). Partially Met: Limited stakeholder engagement with minimal or informal support. Not Met: No stakeholder engagement efforts or support.</p>				
Assessment/ Interpretations/ Concerns/ Recommendations				



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Indicator 2: Teacher Readiness

Indicators	Met	P. Met	Not Met	Remarks
2.1. Teacher Capacity and Training				
<p>PISA-Focused Training: Have teachers received training specifically for PISA-related competencies in Reading, Math, Science, and Learning in the Digital World? This includes orientation for school-based PISA preparation activities and administration of PISA.</p> <p><i>Scoring:</i> Met: 100% of teachers have attended PISA orientations, and evidence is available (e.g., attendance sheets, certificates). Partially Met: More than 50% of teachers attended with partial documentation. Not Met: Less than 50% of teachers attended or no orientation was conducted.</p>				
<p>Higher-order Thinking Skills (HOTS): Are teachers trained in developing learners' critical thinking, problem-solving, and analytical skills?</p>				
<p>Digital Literacy: Are teachers trained in integrating the use of digital tools into regular coursework?</p> <p><i>Scoring:</i> Met: Teachers effectively use digital platforms for instructional delivery and practice sessions. Supporting evidence includes usage logs and reports. Partially Met: Limited or inconsistent use of digital tools. Not Met: No utilization of ICT tools or</p>				



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<i>platforms.</i>				
Content Mastery: Do teachers have the necessary subject matter expertise in areas tested by PISA?				
<i>Assessment/ Interpretations/ Concerns/ Recommendations</i>				
2.2. Professional Development Opportunities				
<p>Regular Professional Development Activities/Programs: Are there regular professional development activities (e.g., training, collaborative expertise, School Learning Action Cell) for teachers to keep updated with the latest teaching strategies?</p> <p><i>Scoring:</i> Met: Teachers attended at least one relevant training program; evidence includes certificates or activity logs. Partially Met: Some teachers participated, but participation is below 50%. Not Met: No capacity-building programs attended.</p>				
<p>Mentorship Programs: Is technical assistance provided by experienced teachers or subject experts?</p>				
<p>Exposure to PISA items: Are the teachers provided opportunities (e.g., resources, capacity-building activities) to be familiar with PISA-like questions?</p> <p><i>Scoring:</i> Met: Teachers demonstrate familiarity with test formats and cognitive demands;</p>				





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<p><i>evidence includes classroom activities or drills aligned with PISA.</i> Partially Met: Some teachers are familiar, but no regular application occurs. Not Met: Teachers are not familiar with PISA test formats.</p>				
<p>Participation in Mock PISA Sessions: Are teachers given opportunities to participate in or observe Pre and Post-test to familiarize themselves with the process?</p>				
<p><i>Assessment/ Interpretations/ Concerns/ Recommendations</i></p>				
Indicator 2.3. Teacher-to-Student Ratio and Support Staff				
<p>Adequate Staffing: Is there a sufficient number of teachers per learner, especially in key areas (Math, Science, and Reading)?</p>				
<p>Support Staff for Logistics: Are there administrative and support staff to assist in logistical preparations for PISA sessions?</p>				
<p><i>Assessment/ Interpretations/ Concerns/ Recommendations</i></p>				

Indicator 3: Learner Readiness

Indicators	Met	P. Met	Not Met	Remarks



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3.1. Engagement in PISA-Aligned Learning Activities				
<p>Exposure to PISA-Like Questions: Do learners regularly practice PISA-format questions in Reading Comprehension, Mathematics, and Science?</p> <p><i>Scoring:</i> Met: Learners practice PISA-format questions regularly, integrated into lesson plans and assessments. Partially Met: Learners practice PISA-format questions occasionally but not systematically. Not Met: No PISA-format questions are practiced.</p>				
<p>Problem-Solving and Real-World Applications: Are learners encouraged to apply their learning to real-world situations?</p> <p><i>Scoring:</i> Met: Problem-solving activities and real-world applications are regularly embedded in lessons. Partially Met: Some real-world applications are integrated but not consistently. Not Met: No problem-solving or real-world application activities are provided.</p>				
<p>Collaborative Learning Opportunities: Are learners engaged in group activities that enhance critical thinking and collaboration skills?</p> <p><i>Scoring:</i> Met: Structured collaborative learning activities are conducted regularly. Partially Met: Collaborative activities exist but are not frequent or structured. Not Met: No collaborative learning</p>				

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<i>opportunities are provided.</i>				
<p>Use of ICT Resources: Are learners encouraged to use available ICT resources (e.g., computers) for coursework?</p> <p><i>Scoring:</i> Met: ICT resources are actively used and integrated into learning activities. Partially Met: ICT tools are available but not consistently utilized. Not Met: ICT resources are not used or not accessible for learners.</p>				
<p>Integration of Higher-Order Thinking Skills (HOTS): Are learning activities designed to develop learners' higher-order thinking skills such as analysis, evaluation, and creation?</p> <p><i>Scoring:</i> Met: Learning activities consistently promote higher-order thinking skills. Partially Met: Some activities develop higher-order thinking skills but are limited. Not Met: Activities focus only on basic comprehension and recall.</p>				
<i>Assessment/ Interpretations/ Concerns/ Recommendations</i>				
3.2. Academic Support for Learners				
<p>Provision of Learning Materials: Are textbooks, computers, tablets, or additional resources provided to underprivileged learners?</p> <p><i>Scoring:</i></p>				



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<p>Met: All learners have sufficient learning resources.</p> <p>Partially Met: Some resources are provided but are not adequate or accessible to all learners.</p> <p>Not Met: No learning materials are provided.</p>				
<p>Nutrition and Meal Programs: Are meals or snacks provided for learners who may have nutritional needs?</p> <p><i>Scoring:</i></p> <p>Met: Regular provision of meals/snacks for learners in need.</p> <p>Partially Met: Meals/snacks are provided occasionally but not consistently.</p> <p>Not Met: No nutrition programs are in place.</p>				
<p>Transportation and Logistical Support: Are there arrangements to help economically disadvantaged learners travel to school for PISA preparation activities?</p> <p><i>Scoring:</i></p> <p>Met: Effective transportation or logistical support programs are in place.</p> <p>Partially Met: Support exists but is limited or inconsistently implemented.</p> <p>Not Met: No transportation support is provided.</p>				
<p>Psychosocial Support for Learners: Are counseling, stress management, and well-being programs available to support learners' mental health during preparation?</p> <p><i>Scoring:</i></p> <p>Met: Structured psychosocial support</p>				



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<p>programs (e.g., counseling sessions, peer mentoring) are implemented. Partially Met: Psychosocial support programs exist but are limited in scope or access. Not Met: No psychosocial support programs are in place.</p>				
Assessment/ Interpretations/ Concerns/ Recommendations				
Indicator 3.3. Learner Performance and Practice Tests				
<p>Performance in Mock PISA Assessments: Did the majority of learners achieve average or above-average scores in both Pre and Post Mock PISA Tests?</p> <p>Scoring: Met: The majority of learners scored average or above average in both pre- and post-tests. Partially Met: The majority of learners scored average or above average in either pre- or post-test, but not both. Not Met: The majority of learners scored below average in both pre- and post-tests.</p>				
<p>Assessment Feedback: Are learners given feedback on their mock assessments to identify areas for improvement?</p> <p>Scoring: Met: Feedback is consistently provided with actionable insights. Partially Met: Feedback is provided but is inconsistent or lacks actionable insights. Not Met: No feedback is provided.</p>				

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<p>Responsive Intervention: Are targeted interventions conducted to support learners who scored below average in the pre- or post-tests?</p> <p><i>Scoring:</i> Met: Interventions are conducted for all learners needing improvement. Partially Met: Interventions are conducted but not comprehensively. Not Met: No targeted interventions are provided.</p>				
<p>Learner Progress Monitoring: Is there a system in place to track and document learner progress in mock assessments to ensure improvement?</p> <p><i>Scoring:</i> Met: Progress tracking is consistent, documented, and used for follow-up interventions. Partially Met: Progress tracking is done but inconsistently. Not Met: No system is in place to monitor learner progress.</p>				
<i>Assessment/ Interpretations/ Concerns/ Recommendations</i>				

Indicator 4: Stakeholder Readiness

Indicators	Met	P. Met	Not Met	Remarks
4.1. Parental Engagement and Awareness				
<p>Parent-Teacher Meetings on PISA: Are there regular meetings to inform parents</p>				



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about the importance of PISA and their role in supporting learners?				
Parental Workshops: Are workshops conducted to train parents in providing academic support and a conducive learning environment at home?				
Communication Channels: Are parents provided with clear, ongoing communication about PISA-related activities?				
<i>Assessment/ Interpretations/ Concerns/ Recommendations</i>				
4.2. Community Support and Partnerships				
Local Partnerships: Are partnerships with LGUs, local businesses, industries, or NGOs established to provide resources or mentoring for learners?				
Community Volunteers: Are there community volunteers who can assist with tutoring, mentoring, or logistical support for learners?				
Awareness Campaigns: Are awareness campaigns conducted to encourage community support for learner readiness and motivation?				
<i>Assessment/ Interpretations/ Concerns/ Recommendations</i>				

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ANNEX 3: SCHOOL READINESS AUDIT ROLES AND RESPONSIBILITIES

DepEd Central Office

The Central Office, through the PISA National TWG, shall oversee the PISA Readiness School Audit to confirm that each region and school division adheres to standardized procedures and that the collected data is effectively analyzed for informed planning and resource allocation. Specifically, it shall:

1. Provide overall policy direction, technical guidance, and resources for the conduct of the PISA Readiness School Audit.
2. Distribute the approved PISA Readiness Audit Checklist and ensure accessibility via the designated digital platform.
3. Consolidate the submitted digital audit forms from all schools nationwide.
4. Develop and maintain the **PISA Readiness Dashboard** to provide a real-time summary profile of school, teacher, and learner readiness.
5. Analyze consolidated data to identify gaps and provide targeted recommendations to Regional and Division Offices.
6. Coordinate with relevant bureaus and offices to provide technical assistance and intervention programs based on audit results.

DepEd Regional Office

The Regional Director shall oversee the execution of the PISA readiness school audit across all school divisions to confirm alignment with Central Office guidelines and timelines. The Regional Office, through the dedicated regional TWG and concerned operating units within the region, shall:

1. Provide technical oversight and support to Schools Division Offices (SDOs) in the implementation of the school audit.
2. Conduct **Pre-Audit Conferences** to orient SDOs and schools on the objectives, processes, and timeline of the PISA Readiness Audit.

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3. Monitor the timely and accurate completion of the digital audit forms by schools.
4. Consolidate and analyze division-level audit findings to identify key areas for improvement within the region.
5. Submit regional summaries and highlight priority areas for support to the Central Office.

School Division Office

The Schools Division Superintendent shall be responsible for implementing the PISA readiness school audit across identified schools within the division. The SDO, through the dedicated SDO TWG offices and Division operating units, shall:

1. Serve as the primary point of coordination between the Regional Office and the schools in implementing the school audit.
2. Ensure that all identified schools within the division understand the audit process and guidelines.
3. Provide technical assistance to School Heads to facilitate the timely and accurate completion of the audit checklist.
4. Monitor and validate data entries submitted by schools to ensure accuracy and completeness.
5. Consolidate division-level results for submission to the Regional Office, identifying trends, challenges, and urgent areas for intervention.

Identified Public/ Private Schools

Schools are responsible for conducting a thorough self-assessment to determine their readiness for PISA 2025. The school audit will serve as a basis for identifying areas of improvement and ensuring targeted support for learners, teachers, and school operations. through the dedicated school TWG, shall:

1. Accurately gather, validate, and provide data on school, teacher, learner, and stakeholder readiness.

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2. Complete the digital PISA Readiness Audit Checklist within the specified timeline.
3. Ensure transparency and accuracy of responses, reflecting the actual status of resources, capacities, and readiness for PISA 2025.
4. Identify gaps marked as Not Met or Partially Met and develop improvement plans to address these areas.
5. Collaborate with teaching and non-teaching personnels, learners, parents, and external stakeholders to accomplish the school audit checklist and support readiness efforts and complement existing resources.

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December 23, 2024	<p>Release preliminary audit findings on the PISA Readiness Dashboard for tracking.</p> <p>Conduct virtual briefings on initial gaps and trends.</p>	<p>Analyze audit submissions and identify priority areas for intervention.</p>	<p>Support schools in preparing action plans for immediate readiness interventions.</p>	<p>Begin implementing readiness activities based on preliminary audit findings.</p>
December 26-27, 2024	<p>Review and validate readiness audit data.</p> <p>Release updated audit reports to ROs and SDOs.</p>	<p>Consolidate audit results for the region and submit to CO.</p>	<p>Assist schools in developing targeted plans based on audit gaps.</p>	<p>Align readiness activities based on validated audit findings.</p>
January 1-8, 2025	<p>Update the PISA Readiness Dashboard with consolidated results.</p> <p>Brief ExeCom members and DepEd officials on assigned school visits.</p>	<p>Coordinate with SDOs to address identified gaps and readiness priorities.</p>	<p>Organize and monitor regional interventions to close resource gaps identified in the audit.</p>	<p>Implement action plans to address gaps in key readiness areas (school, teachers, learners, and stakeholders).</p>
January - March 2025	<p>Assigned Executive Committee members/DepEd officials conduct school visits to monitor and validate audit findings.</p> <p>Provide updates on the Readiness Dashboard showing real-time improvements in key areas.</p>	<p>Facilitate support interventions in schools based on readiness results.</p> <p>Monitor progress of schools post-audit.</p>	<p>Provide ongoing technical support and mentoring to schools in readiness activities.</p>	<p>Sustain implementation of readiness activities, focusing on key areas identified in the audit results.</p>



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