



Republic of the Philippines  
**Department of Education**  
REGION IV-A CALABARZON

03 January 2025

**Regional Memorandum**

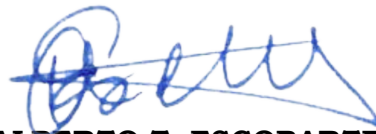
No. 9 s. 2025

**MONITORING AND VALIDATION OF THE AUDIT REPORT OF  
THE 2025 PROGRAMME FOR INTERNATIONAL STUDENT  
ASSESSMENT (PISA) SCHOOL READINESS AND  
WAYS FORWARD**

To **Schools Division Superintendents  
Regional Chiefs  
All Others Concerned**

1. Pursuant to OSEC-OASOPS-2024-A1904 titled "Implementation of School Readiness Audit" and OO-OSEC-2024-303 on the Operationalization of the Programme for the International Student Assessment Readiness Technical Working Group, this Office issues the validation of the Audit Report on School Readiness of the PISA participating Schools and ways forward.
2. This activity aims to :
  - a. validate the data entries submitted by schools to ensure accuracy and completeness across key areas of assessment ;
  - b. consolidate and analyze school level audit findings to identify key results areas for improvement ;
  - c. Identify priority areas for support and urgent areas for intervention; and
  - d. provide Technical Assistance (TA) to PISA participating schools; and
  - e. strictly follow the schedule of activities on PISA readiness
3. The validating team is composed of the Regional Director, Assistant Regional Director, Regional chiefs, Regional Education Program Supervisors, Regional ICT, Regional Testing Coordinator, Division Information Technology Officer of PISA participating SDOs and other identified monitors. Please refer to the Enclosures, namely:
  - a. **Enclosure 1.** Monitoring Tool for PISA School Readiness
  - b. **Enclosure 2.** Roles and Functions of the Regional Office (RO) and Schools Division Offices (SDO) and other stakeholders
  - c. **Enclosure 3.** Guide in the Preparation of RO and SDO Report on PISA Readiness School Audit
  - d. **Enclosure 4.** Composition of Executive committee, Technical Working Groups/ monitoring and validating teams and schedule of validation visits of RO and SDOs to PISA Participating Schools
  - e. **Enclosure 5.** Ways Forward

4. Expenses relative to PISA activities shall be charged against local funds subject to the usual accounting and auditing rules and regulations.
5. Counterparting arrangement is highly encouraged to ensure the readiness of the participating schools based on existing policies and guidelines on partnerships. The SDO counterparts and other stakeholders are expected to provide support but not limited to the use of computers, laboratories, generator sets, internet connectivity and its peripherals and provision of capability building activities for teachers, orientation to parents, transportation, meals and potable water.
6. For queries and other details, please contact the Quality Assurance Division at (02) 86822114 local 450 or email at [gad.calabarzon@deped.gov.ph](mailto:gad.calabarzon@deped.gov.ph) and Curriculum and Learning Management Division at email address [clmd.calabarzon@deped.gov.ph](mailto:clmd.calabarzon@deped.gov.ph).
7. Strict compliance of all concerned is enjoined.



**ATTY. ALBERTO T. ESCOBARTE, CESO II**  
Regional Director



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## Enclosure 1. Monitoring Tool for PISA School Readiness

### 2025 Programme for International Student Assessment (PISA) **Monitoring Tool for PISA School Readiness**

*Source: Joint Memorandum OSEC-OSOPS-2024-A1904, PISA Readiness School Audit Checklist*

#### **Part 1. School Profile**

School: \_\_\_\_\_ School ID : \_\_\_\_\_

Name of School Head : \_\_\_\_\_ Contact Number : \_\_\_\_\_

School Address: \_\_\_\_\_

Schools Division Office \_\_\_\_\_ Date of Monitoring: \_\_\_\_\_

Student Population (15-year old Learners): Male \_\_\_ Female \_\_\_ Total \_\_\_\_\_

Total Number of 15 year Old Learners with Disabilities: Male \_\_\_ Female \_\_\_ Total \_\_\_\_\_

Teacher-Student Ratio by Learning Area: English \_\_\_ Science \_\_\_ Math \_\_\_\_\_

Total number of identified learners who are PISA Takers: Male \_\_\_ Female \_\_\_ Total \_\_\_\_\_

Number of Learners with computers provided in School:  
Male \_\_\_\_\_ Female \_\_\_\_\_ Total \_\_\_\_\_

Percentage of Learners with computers: Male \_\_\_\_\_ Female \_\_\_\_\_ Total \_\_\_\_\_

#### **Part II. School Readiness**

**Instruction:** Please check each criterion per indicator below which corresponds to the key areas of assessment on school readiness:

- |                      |   |
|----------------------|---|
| <b>Met</b>           | - if the criterion is fully achieved and meets the required standards.                            |
| <b>Partially Met</b> | - if the criterion is partially achieved, with some gaps or limitations needing minor adjustments |
| <b>Not Met</b>       | - if the criterion is not achieved and requires significant intervention and support              |

Please use additional sheets if needed. Thank you.



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**Indicator 1: Resources and Infrastructure**

Indicators	Met	Partially Met	Not Met	MOVs
<b>1.1. Internet, ICT Equipment and Electricity</b>				
<p><b>1.1.1 Computer-to-Student Ratio:</b> Does the school have a sufficient number of computers for all participating learners?</p>				<p>Certificate from the Division Information Technology Officer (DITO) re: computer ratio with at least five (5) buffer computers</p> <p>Inventory of equipment signed by the property custodian.</p>
<p><b>1.1.2 Computer Specifications:</b> Are the computers up-to-date and able to handle assessment software and internet requirements?(Including computer network-must be wired)</p> <p>Device Requirement:</p> <p style="padding-left: 40px;">Screen Size at least 24.6cm(9.5")</p> <p style="padding-left: 40px;">Resolution at least 1366 x 768 pixel</p> <p>System Requirement</p> <p style="padding-left: 40px;">Windows, MacOS, Linux and ChromeOS</p> <p>Internet Connectivity</p> <p style="padding-left: 40px;">at least 4mb per second(40mbps(upload</p> <p style="padding-left: 40px;">at least 1.2 mb per second( 12 mbps) upload</p>				<p>DITO Certificate of compliance re: Specification requirements.</p> <p>Test Result from <a href="https://schoolreading-qa.pisa.aces.org/">https://schoolreading-qa.pisa.aces.org/</a></p> <p>Network Plan signed provider or ICT coordinator verified and reviewed by DITO.</p> <p>Results of test parameters set in the guidelines signed by the ICT coordinator, noted by the School Head and verified by the DITO.</p>



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<p><b>1.1.3 Maintenance and IT Support:</b> Are personnel available to maintain the computers and resolve technical issues?</p>				<p>SDO Order or School Order-designation for IT support Staff</p> <p>Division or School Memo for the ICT Equipment Maintenance Schedule</p> <p>Report on the Conduct of ICT Maintenance</p>
<p><b>1.1.4 Internet Connectivity:</b> Is there a reliable and stable internet connection in testing rooms? Is the connection speed adequate to prevent interruptions?</p>				<p>Contract</p> <p>website test for connectivity ( <a href="https://schoolreading-ess-qa.pisa.aces.org/">https://schoolreading-ess-qa.pisa.aces.org/</a> )</p>
<p><b>1.1.5 Power Supply:</b> Is there a consistent and uninterrupted power supply? Are there backup power sources (generators or UPS) in case of outages?</p>				<p>Inventory of electric power related equipment (Gen set, UPS, etc.)</p> <p>Certification from the electric company stating that there shall be no power interruption on the day of the examination.</p> <p>Contract/MOA (rent, donation)</p> <p>Standby Diesel Power Generator (25KVA, 230V, 60 HZ)</p>
<p><b>Sub-Total</b></p>				
<p><i>Concerns/Challenges:</i></p> <hr/> <hr/>				



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*Intervention/Plan of Action:*

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*Recommendation/Agreement:*

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<b>1.2. Testing Environment and Disaster Resilience</b>			
<b>1.2.1 Dedicated Testing Spaces:</b> Are there designated PISA Centers, or quiet areas that can be used for testing?			Actual inspection report showing lay out of surroundings and designated testing space are free from disruptions and meets the criteria of conducive testing centers.
<b>1.2.2 Ergonomic Arrangements:</b> Are desks and seating comfortable and suitable for extended testing periods?			Inspection Report indicating that the desks are compliant with standards. The chair's height and adjustability can handle a long period of time.  Feedback from test takers.  Photographic plan for the testing arrangement duly signed by the SDO counterparts.  <i>(To be validated by RO during the visit. )</i>
<b>1.2.3 Room Conditions:</b> Are rooms well-lit, ventilated, and temperature-controlled for optimal concentration?			Compliant to DO 64, s. 2017  (Sufficient and well-lit rooms reduce glare and eye fatigue.)  Actual observation re: Comfortable



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			<p>room temperature and airflow</p> <p>Identified measures for noise control for better focus.</p> <p>Actual observation re: Illumination of at least 500 Lux meter.</p>
<p><b>1.2.4 DRRM Planning and Emergency Preparedness:</b> 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?</p>			<p>Contingency Plan for PISA addressing the following:</p> <p>A documented and approved disaster preparedness plan that outlines protocols for emergencies, including those that may disrupt PISA-related activities.</p> <p>Written procedures detailing step-by-step actions for staff and students in case of emergencies, specifically for maintaining assessment integrity during disasters.</p> <p>A contingency plan detailing how PISA-related activities can transition to remote or online formats if an emergency occurs, including IT infrastructure readiness and student access.</p> <p>A document outlining the allocation of resources (e.g., personnel, financial resources) for maintaining operations in the event of an</p>



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				emergency impacting PISA activities.
<p><b>1.2.5 Risk management:</b> Have risk assessments been conducted to minimize potential disruptions?</p>				<p><b>Risk Management Plan</b> to focus on the following but not limited to :</p> <ul style="list-style-type: none"> <li>-Conduct technical readiness checks for participants.</li> <li>-Provide clear specifications for required hardware and software.</li> <li>-Have a technical support team on standby during the test.</li> <li>-Provide practice tests to familiarize students with the format.</li> <li>-Offer counseling or support services before and during the test to lessen anxiety.</li> <li>-Communicate that the assessment is an opportunity, not a judgment to minimize pressures.</li> </ul>
<b>Sub-Total</b>				
<p><i>Concerns/ Challenges:</i></p> <hr/> <hr/>				
<p><i>Intervention/ Plan of Action:</i></p> <hr/> <hr/>				





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<i>Recommendation/Agreement:</i> <hr/> <hr/>				
<b>1.3. Access to Potable Water and Sanitation Facilities</b>				
<b>1.3.1 Availability of Drinking Water:</b> Are water fountains or dispensers accessible in testing areas?				<p>Site inspection Report confirming the presence and condition of potable water duly signed.</p> <p>Diagrams or maps highlighting the placement of water fountains or dispensers are in the testing areas.</p> <p>Responses from learners or staff evaluating the accessibility and functionality of the water stations during the test through feedback forms.</p> <p>Photos showing the location and accessibility of water fountains or dispensers, demonstrating they are within easy reach of test-takers</p>
<b>1.3.2 Sanitation Facilities:</b> Are adequate and well-maintained restrooms close to testing areas, especially for long assessment days?				<p>Access to Wash facilities for men, women, and all genders.</p> <p>Documentation from site inspections confirming the location, adequacy, and condition of restrooms near testing areas are well</p>



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				<p>maintained and duly signed by the concerned personnel.</p> <p>Photos showing the restrooms' proximity to testing areas, cleanliness, and overall maintenance</p> <p>Diagrams or maps highlighting the location of restrooms about the testing areas, ensuring they are easily accessible.</p> <p>Diagrams or maps highlighting the location of restrooms about the testing areas, ensuring they are easily accessible.</p> <p>Responses from learners or staff regarding the accessibility, cleanliness, and availability of restrooms during the testing period or mock tests.</p>
<b>Sub-Total</b>				
<i>Concerns/Challenges:</i> _____ _____				
<i>Intervention/Plan of Action:</i> _____ _____				
<i>Recommendation/Agreement:</i> _____ _____				



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**Indicator 2: Teacher and Staff Capacity**

Indicators	Met	Partially Met	Not Met	MOVs
<b>2.1. Teacher Readiness and Training</b>				
<b>2.1.1 PISA-Focused Training:</b> Have teachers received training specifically for PISA-related competencies in Reading, Math, and Science?				Certificate of Participation LAC Plan/Memorandum
<b>2.1.2 Higher-order Thinking Skills (HOTS):</b> Are teachers trained in developing learners' critical thinking, problem-solving, and analytical skills?				Certificate of Participation in HOTS Training. WAP/DLL or DLP/Test Bank/Questions (SOLO Model)
<b>2.1.3 Content Mastery:</b> Do teachers have the necessary subject matter expertise in areas tested by PISA?				COT Rating DLL/DLP TOR/Diploma/Certification
<b>Sub-Total</b>				
<i>Concerns/Challenges:</i>				
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<i>Intervention/Plan of Action:</i>				
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<i>Recommendation/Agreement:</i>				
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<b>2.2. Professional Development Opportunities</b>				
<b>2.2.1 Regular Training Programs:</b> Are there regular training sessions for teachers to keep updated with the latest teaching strategies?				LAC Plan LAC Attendance Certificate of Participation in Related training
<b>2.2.2 Mentorship Programs:</b> Is there access to mentoring from experienced teachers or subject experts?				Performance Monitoring and Coaching Form (PMCF)



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				Result of Coaching/Mentoring Plan
<b>2.2.3 Participation in Mock PISA Sessions:</b> Are teachers given opportunities to participate in or observe mock PISA assessments to familiarize themselves with the process?				Attendance Sheets Certificate of Attendance/Participation
<b>Sub-Total</b>				
<i>Concerns/Challenges:</i> <hr/> <hr/>				
<i>Intervention/Plan of Action:</i> <hr/> <hr/>				
<i>Recommendation/Agreement:</i> <hr/> <hr/>				
<b>Indicator 2.3. Teacher-to-Student Ratio and Support Staff</b>				
<b>2.3.1 Adequate Staffing:</b> Is there a sufficient number of teachers per learner, especially in key areas (Math, Science, English)?				Teacher Schedule and no. of Learners per ESM Class
<b>2.3.2 Support Staff for Logistics:</b> Are there administrative and support staff to assist in logistical preparations for PISA sessions?				School Readiness Plan with admin and support staff assistance for PISA learning sessions
<b>Sub-Total</b>				
<i>Concerns/Challenges:</i> <hr/> <hr/>				
<i>Intervention/Plan of Action:</i> <hr/> <hr/>				
<i>Recommendation/Agreement:</i> <hr/> <hr/>				



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**Indicator 3: Learner Readiness**

Indicators	Met	Partially Met	Not Met	MOVs
<b>3.1. Engagement in PISA-Aligned Learning Activities</b>				
<b>Exposure to PISA-Like Questions:</b> Do learners regularly practice PISA-format questions in Reading Comprehension, Mathematics, and Science?				Sample PISA questions used by learners during practice activities or learning sessions.  Schedule of learning sessions.  Teacher-made Test Item Bank  Compilation of Summative and Formative Assessments using online platform  Compilation of Reading Materials used in teaching
<b>Problem-Solving and Real-World Applications:</b> Are learners encouraged to apply their learning to real-world situations?				Sample problem solving questions  Teacher-made Test Item Bank  Compilation of Learning Activity Sheets using online platform
<b>Collaborative Learning Opportunities:</b> Are learners engaged in group activities that enhance critical thinking and collaboration skills?				Schedule of learning sessions  Sample of online group activities  Learner's Portfolio
<b>Sub-Total</b>				
<i>Concerns/Challenges:</i> _____ _____				
<i>Intervention/Plan of Action:</i> _____ _____				



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<i>Recommendation/Agreement:</i> <hr/> <hr/>				
<b>3.2. Academic Support for Economically Disadvantaged Learners</b>				
<b>Provision of Learning Materials:</b> Are textbooks, computers, tablets, or additional resources provided to underprivileged learners?				List of LMs used  Report/Inventory of LMs delivered and distributed to learners  SF 3 – Books Issued and Returned
<b>Nutrition and Meal Programs:</b> Are meals or snacks provided for learners who may have nutritional needs, particularly on testing days?				Meal Attendance of learners during learning sessions
<b>Transportation and Logistical Support:</b> Are there arrangements to help disadvantaged learners travel to school for PISA preparation sessions?				Inventory of learners who availed transportation and logistical support.
<b>Sub-Total</b>				
<i>Concerns/Challenges:</i> <hr/> <hr/>				
<i>Intervention/Plan of Action:</i> <hr/> <hr/>				
<i>Recommendation/Agreement:</i> <hr/> <hr/>				
<b>Indicator 3.3. Mock Assessments and Practice Tests</b>				
<b>Regular Mock PISA Assessments:</b> Are mock tests administered to prepare learners for the testing environment?				Schedule of PISA Mock Tests.  Raw and processed assessment results
<b>Feedback Mechanisms:</b> Are learners given feedback on their mock assessments to identify areas for improvement?				Report on feedback from the learners on



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				the identified areas for improvement. Processed/Analyzed feedback report
<b>Sub-Total</b>				
<i>Concerns/Challenges:</i>				
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<i>Intervention/Plan of Action:</i>				
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<i>Recommendation/Agreement:</i>				
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**Indicator 4: Community and Parental Involvement**

<b>Indicators</b>	<b>Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>MOVs</b>
<b>4.1. Parental Engagement and Awareness</b>				
<b>Parent-Teacher Meetings on PISA:</b> Are there regular meetings to inform parents about the importance of PISA and their role in supporting learners?				Minutes on Parent-Teacher Meeting on PISA Attendance sheets
<b>Parental Workshops:</b> Are workshops conducted to train parents in providing academic support and a conducive learning environment at home?				Accomplishment Reports in the conduct of parental workshops Attendance sheets
<b>Communication Channels:</b> Are parents provided with clear, ongoing communication about PISA-related activities?				Copy of the announcements and messages disseminated to parents using various platforms



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<b>Sub-Total</b>				
<i>Concerns/ Challenges:</i>				
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<i>Intervention/ Plan of Action:</i>				
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<i>Recommendation/ Agreement:</i>				
_____				
_____				
<b>4.2. Community Support and Partnerships</b>				
<b>Local Partnerships:</b> Are partnerships with LGUs, local businesses, industries, or NGOs established to provide resources or mentoring for learners?				List of local partners with the learning resources / support provided and the mentoring sessions conducted
<b>Community Volunteers:</b> Are there community volunteers who can assist with tutoring, mentoring, or logistical support for learners?				List of community volunteers and support provided
<b>Awareness Campaigns:</b> Are awareness campaigns conducted to encourage community support for learner readiness and motivation?				List of awareness campaigns conducted  Copy of sample advocacy materials
<b>Sub-Total</b>				
<i>Concerns/ Challenges:</i>				
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_____				
<i>Intervention/ Plan of Action:</i>				
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<i>Recommendation/ Agreement:</i>				
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**Indicator 5: Financial and Operational Support**

Indicators	Met	Partially Met	Not Met	MOVs
<b>5.1. Utilization of the Special Education Fund (SEF)</b>				
<b>Funding Allocation:</b> Is there a designated budget from the SEF allocated specifically for PISA readiness activities?				SEF/LSB Resolution and Utilization Report
<b>Local School Board Involvement:</b> Is the Local School Board actively prioritizing SEF utilization for PISA preparations, and are they supporting initiatives aligned with international assessment readiness?				SEF/LSB Resolution and Utilization Report
<b>Transparency and Monitoring:</b> Is there a mechanism in place to uphold transparency and accountability in monitoring the SEF's utilization for PISA-aligned activities?				Copy of duly submitted SEF approved proposal and Quarterly Report
<b>Sub-Total</b>				
<i>Concerns/Challenges:</i> <hr/> <hr/>				
<i>Intervention/Plan of Action:</i> <hr/> <hr/>				
<i>Recommendation/Agreement:</i> <hr/> <hr/>				
<b>5.2. School Maintenance and Other Operating Expenses (MOOE)</b>				
<b>PISA Readiness Planning:</b> Does the School Governance Council actively participate in the formulation and implementation of the strategic plan for readiness activities on international assessment and PISA, and does it include budget considerations under MOOE?				School Improvement Plan (SIP) and Annual Implementation Plan (AIP), School MOOE Monthly Utilization and Liquidation Report



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<b>Community Volunteers:</b> Are there community volunteers who can assist with tutoring, mentoring, or logistical support for learners?				List of community volunteers and assistance provided
<b>Provision for Additional Resources:</b> Are there funds available within MOOE to procure supplementary materials such as projectors, whiteboards, or science lab equipment to support PISA readiness?				SIP/ AIP showing utilization of School MOOE
<b>Sub-Total</b>				
<p><i>Concerns/Challenges:</i></p> <hr/> <hr/> <p><i>Intervention/Plan of Action:</i></p> <hr/> <hr/> <p><i>Recommendation/Agreement:</i></p> <hr/> <hr/>				
<b>Indicator 5.3. Counterparting Arrangements</b>				
<b>Regional and School-Level Coordination:</b> Is there a structured counterparting plan in place, where beneficiary schools are responsible for transporting resources (e.g., computers) from the regional office?				Regional /Division / School Issuances stipulating partnership and counterparting
<b>MOOE Funding for Logistics:</b> Are schools informed and prepared to utilize their MOOE to cover transportation expenses as part of the counterparting strategy?				Issuances informing the field about funds and logistics
<b>Coordination Between Regional and Division Offices:</b> Are communication and coordination protocols established between regional and division offices to facilitate efficient transfer, installation, and setup of resources at the school level?				Issuances informing the field about alignment and protocols to be observed
<b>Sub-Total</b>				



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<i>Concerns/Challenges:</i> _____ _____
<i>Intervention/Plan of Action:</i> _____ _____
<i>Recommendation/Agreement:</i> _____ _____

**Monitoring official :**

\_\_\_\_\_  
Signature Over Printed Name

\_\_\_\_\_  
Email Address and CP Nos.

**Conforme :**

\_\_\_\_\_  
School Head/Principal  
Signature Over Printed Name

\_\_\_\_\_  
Email Address and CP Nos.



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**Enclosure 2. Roles and Functions of the Regional Office (RO) and Schools Division Offices (SDO) and other stakeholders**

*Source: Joint Memorandum OSEC-OSOPS-2024-A1904, PISA Readiness School Audit Checklist*

**ROLES AND FUNCTIONS OF THE REGIONAL OFFICE (RO) AND THE SCHOOLS DIVISION OFFICE(SDO)**

**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. Ensure that SDOs align with Central Office guidelines and timelines for the PISA readiness activities, providing oversight on the audit's implementation.
2. Guide SDOs to guarantee their understanding of the audit procedures, data collection methods, and reporting standards. The Regional TWG shall facilitate regular communication with SDOs to address questions and provide clarification as needed.
3. Collect audit data and reports from all SDOs, consolidating them into a regional summary report that highlights key findings, gaps, and recommendations for targeted interventions.
4. Provide insights and recommendations based on regional data to the Central Office, enabling informed resource allocation and strategy adjustments for PISA readiness.
5. Facilitate regular convergence sessions among SDOs and/or identified schools to address challenges, align goals, and promote consistency in achieving PISA readiness targets.

**Schools 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. Instruct schools on conducting the audit, ensuring they fully understand the guidelines and checklist items. The TWG shall provide technical support to guarantee consistent data collection practices across all schools.
2. Verify that all data submitted by schools is complete and accurate. The TWG shall conduct spot checks as necessary and provide additional support to schools requiring assistance.



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3. Aggregate audit results and survey responses from schools, compiling a division-level report that summarizes findings, identifies resource gaps, and outlines specific school needs.
4. Use audit data to pinpoint schools with significant resource or infrastructure deficiencies, prioritizing them for additional support to enhance their PISA readiness.
5. Submit comprehensive division-level reports and recommendations to the Regional Office, clearly identifying areas that require further intervention or resources.
6. Provide continuous support to schools based on audit findings, offering targeted guidance and resources as they work towards PISA readiness.

**SDO Counterparts/ Other Stakeholders**

The eight (8) Non-PISA participating schools provide support to the fifteen (15) PISA participating schools as part of the whole-region approach for PISA readiness of PISA participating schools.

As such, they are expected to :

1. provide support to SDO participating schools depending on their context; and
2. assist in gathering data needed in the preparation of weekly reports and closely coordinate with the assigned PISA participating school .



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**Enclosure 3.** Guide in the preparation of RO and SDO Report on PISA Readiness School Audit

**GUIDE IN THE PREPARATION OF RO AND SDO REPORT ON PISA READINESS SCHOOL AUDIT**

**REGIONAL OFFICE REPORT:**

**Regional Profile Section**

1. **Total Number of Divisions:** Enter the total number of school divisions identified with PISA schools within the region.
2. **15-Year-Old Learner Population (Aggregate):** Provide the combined count of identified 15-year-old learners across all divisions in the region.
3. **Regional Readiness Overview:** Summarize the general readiness of the region for PISA, including strengths, challenges, and the overall status based on the data collected from school audits.

**Summary of Divisional Readiness**

- Provide a concise summary of each division's readiness. This can include a brief overview of resource availability, infrastructure status, teacher training, and learner preparedness. Highlight divisions that are well-prepared and those that may need additional support.

**Priority Divisions Section**

1. **Criteria for Prioritization:** List the regional criteria used to determine which divisions should be prioritized for additional support. Criteria might include low access to technology, a high learner population, or significant resource gaps.
2. **List of Priority Divisions:** Identify divisions that require prioritized attention based on the above criteria.
3. **Summary of Division-Specific Needs:** Summarize specific needs for each prioritized division, such as technology upgrades, additional teacher training, or infrastructure improvements.



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**Regional Action Plan**

- Outline the action plan for addressing the identified needs and gaps. This should include key steps the region will take to enhance readiness, such as targeted training sessions, resource reallocation, or infrastructure improvements.

**Timelines and Milestones**

- Provide a timeline for implementing the action plan, listing key milestones for monitoring progress. Include specific dates for the expected completion of actions.

**Next Steps**

- Outline the immediate steps the region will take to continue advancing PISA readiness, such as follow-up audits, additional resource distribution, or further engagement with priority divisions.

**Name and Signature / Date of the Report**

- Enter the name, signature, and date of the report's preparation for accountability and tracking.

**RO REPORT FORMAT**

<b>Regional Profile</b>		
<b>Total Number of Divisions:</b>	<b>15-Year-Old Learner Population (Aggregate):</b>	<b>Regional Readiness Overview:</b>
<b>Total Number of Schools Audited:</b>		
<b>Summary of Divisional Readiness:</b>		
<b>Priority Divisions</b>		
Criteria for Prioritization:		Summary of Division-Specific Needs:
List of Priority Divisions:		
<b>Regional Action Plan:</b>		



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<b>Timelines and Milestones:</b>
<b>Next Steps:</b>
<b>Name and Signature/ Date of the Report:</b>

### **SCHOOLS DIVISION REPORT**

#### **Schools Division Profile:**

1. **School Division and Region:** Enter the name of the school division and the corresponding region.
2. **Student Population (15-Year-Old Learners):** Total number of 15-year-old learners in the division identified to take PISA.
3. **Percentage of Schools with Computers:** Calculate and enter the percentage of schools within the division that have computer access.
4. **Total Number of Schools Audited:** Provide the total number of schools that were audited in this division.
5. **Percentage of Schools Connected:** Calculate and enter the percentage of schools with internet connectivity.
6. **Teacher-Student Ratio:** Provide the average teacher-student ratio within the division.

#### **Executive Summary**

- Briefly summarize the PISA readiness status across schools in the division, covering key points such as overall resource adequacy, infrastructure status, teacher training needs, and learner preparedness.

#### **Key Areas Overview**

1. **Resources and Infrastructure:** Describe the availability of essential resources, such as computers, internet, and other learning materials, across the schools in the division.
2. **Teacher Training & Capacity:** Summarize the status of teacher preparedness for PISA, noting any training sessions completed, as well as any areas needing further development.





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3. **Learner Readiness:** Provide an overview of the learners' preparedness levels, focusing on their familiarity with PISA formats and their competency in core subjects.
4. **Parental & Community Involvement:** Comment on the level of support from parents and the community, such as their involvement in readiness activities or resource provision.
5. **Financial Resource Utilization:** Summarize how financial resources, including the Special Education Fund (SEF), are being utilized for PISA-related activities in the division.

#### **Needs Assessment and Recommendations**

- **List specific schools with critical gaps needing urgent attention:** Identify individual schools with significant needs and the specific gaps to be addressed.
- **Suggested allocation of resources:** Recommend resources that should be allocated, such as additional computers or improved connectivity.
- **Propose ways to improve parental and community support:** Offer strategies to enhance engagement from parents and community members to support PISA readiness.

#### **Data Management and Reporting**

- Describe the system or process used for managing, tracking, and reporting data related to the PISA readiness audit, ensuring that data is accurate and easily accessible for follow-up actions.

#### **Name and Signature / Date of the Report**

- Enter the name, signature, and date of report completion for accountability and official documentation.

#### **SDO REPORT FORMAT**

<b>School Division and Region:</b>	<b>Student Population (15-year-old learners):</b>	<b>Percentage of Schools with Computers:</b>
<b>Total Number of Schools Audited:</b>	<b>Percentage of schools Connected:</b>	<b>Teacher-Student Ratio:</b>



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<b>Executive Summary</b> (Briefly outline the overall PISA readiness status across schools in your division):		
<b>Key Areas Overview</b>		
1. Resources and Infrastructure:	2. Teacher Training & Capacity:	4. Parental & Community Involvement
	3. Learner Readiness:	5. Financial Resource Utilization
<b>Needs Assessment and Recommendations:</b> <ul style="list-style-type: none"><li>• <i>List specific schools with critical gaps needing urgent attention.</i></li><li>• <i>Suggested allocation of resources (e.g., additional computers, connectivity).</i></li><li>• <i>Propose ways to improve parental and community support.</i></li></ul>		
<b>Data management and reporting:</b>		
<b>Name and Signature/ Date of the Report:</b>		



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**Enclosure 4.** Composition of Executive Committee, Technical Working Groups/Monitoring and validating teams and timeline of validation visits of RO to PISA Participating Schools

**COMPOSITION OF TEAMS AND SCHEDULE OF VALIDATION VISITS OF RO  
and SDOs TO PISA PARTICIPATING SCHOOLS**

**( January 6 (afternoon) -10, 2025 )**

**Executive Committee**

**Over-all Chair : Atty. Alberto T. Escobarte- Regional Director**

**Co-Chair : Loida N. Nidea – Asst. Regional Director**

**Member : SDS Lourdes T. Bermudez**

**Technical Working Groups/Monitoring and Validation Team**

**Team A-1**

Team Lead : Eduarda Zapanta/Wilbert C. Ulpindo

Co-Lead : Virgilio O. Guevarra/ Elena E. Lopez

Members :

SDS/ASDS and Division ITO of the participating SDO  
RO-EPS-Margaret T. Musa and Raymund A. Ferry  
RO-ICT/ITO - Ephraim L. Gibas

**Team A-2**

Team Lead : Ann Geralyn T. Pelias/ Ma. Susana Oliveros

Co-Lead : Viernalyn M. Nama/ Gilbert O. Cruz

Members :

SDS/ASDS and Division ITO of the participating SDO  
RO-EPS- Hazel Angielyn E. Tesoro and Eugenio S. Adrao  
RO-ICT/ITO - Melvin D. Punzalan

**TEAM B-1**

Team Lead : Elineno S. Garcia/ Randy B. Atienza

Co-Lead : Michael R. Alba/ Andrea Mabel E. Abrencillo

Members :

RO-EPS- Loida G. Tomelden and Lowiesito O. Erni  
RO-ICT/ITO - Rey M. Valenzuela



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**TEAM B-2**

Team Lead : Luz E. Osmena/ Buenalyn O. Manuel

Co-Lead : Jisela Ulpina/ Nadina G. Gaton

Members :

SDS/ASDS and Division ITO of the participating SDO

RO-EPS- Emelia P. Crescini and Jeffrey F. Ditablan

RO-ICT/ITO - Joseph C. Damian

**Schedule of Monitoring and Validation**

SDO	NAME OF PISA PARTICIPATING SCHOOLS	ASSIGNED COUNTERPART ( Non-PISA participating SDO=8)	Date of validation
<b>Cavite Province (5)</b>	School 1	Quezon Province	Jan 7 Team A1
	School 2	Calamba City	Jan 7 Team A2
	School 3	Quezon Province	Jan 7 Team B1
	School 4	Calamba City	Jan 7 Team A1
	School 5	Quezon Province	Jan 7 Team A2
<b>Bacoor City (2)</b>	School 6	Antipolo City	Jan 7 Team B2
	School 7	Antipolo City	Jan 7 Team B2
SDO	NAME OF PISA PARTICIPATING SCHOOLS	ASSIGNED COUNTERPART	Date of validation
<b>Rizal (2)</b>	School 8	Antipolo City	Jan 6 All Team (Team A1 & A2)
	School 9	Antipolo City	Jan 6 All Team (Team B1 & B2)
<b>Dasmaringas City (2)</b>	School 10	Cavite City	Jan 7 Team B1
	School 11	Cavite City	Jan 7 Team B1
<b>Imus City (1)</b>	S2chool 12	Sto. Tomas City	Jan 8 Team A1



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<b>Gen. Trias City (1)</b>	School 13	Cavite City	Jan 8 Team A1
<b>SDO</b>	<b>NAME OF PISA PARTICIPATING SCHOOLS</b>	<b>ASSIGNED COUNTERPART</b>	<b>Date of validation</b>
<b>Batangas Province(4)</b>	School 14	Lucena City	Jan 8 Team B1
	School 15	Lucena City	Jan 8 Team B1
	School 16	Lucena City	Jan 8 Team B2
	School 17	Lucena City	Jan 8 Team B2
<b>Batangas City(2)</b>	School 18	San Pablo City	Jan 8 Team A2
	School 19	San Pablo City	Jan 8 Team A2
<b>Lipa City (1)</b>	School 20	Sto. Tomas City	Jan 9 Team B1
<b>SDO</b>	<b>NAME OF PISA PARTICIPATING SCHOOLS</b>	<b>ASSIGNED COUNTERPART</b>	<b>Date of validation</b>
<b>Cabuyao City (1)</b>	School 21	Calamba City	Jan 9 Team A1
<b>Tanauan City (2)</b>	School 22	Sto. Tomas City	Jan 9 Team B1
	School 23	Sto. Tomas City	Jan 9 Team B1
<b>Laguna Province(2)</b>	School 24	Tayabas City	Jan 9 Team A2
	School 25	Tayabas City	Jan 9 Team A2
<b>San Pedro City (1)</b>	School 26	San Pablo City	Jan 9 Team A1
<b>Sta. Rosa City (1)</b>	School 27	San Pablo City	Jan 9 Team B2
<b>Binan City (1)</b>	School 28	Calamba City	Jan 9 Team B2

Note: The Regional Executive Committee with the ExeCom may join any Team during the validation.

## REGION IV-A PISA 2025 TIMELINE OF ACTIVITIES

DATES	ACTIVITIES
<b>January</b>	
2	Regional Office Interface Meeting on PISA Preparation
3	Finalization of Regional Issuance, Monitoring Tool, Timeline of Activities, and Ways Forward
3	Familiarization on Khan Academy and Frontlearners platforms for CLMD Chiefs, English, Science, and Mathematics Supervisors, and Regional IT Officers
6	Alignment and Meet and Greet (CO, RO and SDO)
7	Final Learning Session and SEL Plan (c/o CO)
6 - 10	Monitoring and Validation of PISA Participating Schools
8	Training of ESM Teachers
13 & 14	Partnership Convergence to Support PISA Preparations (by SDO)  Menu of needs for possible assistance to SDOs: <ul style="list-style-type: none"> <li>• Water jugs</li> <li>• Tumblers</li> <li>• Emergency lights</li> <li>• Generator</li> <li>• Solar panel</li> </ul>
13	<b>Integration Meeting</b> with the Regional Office validating and monitoring team
15	<b>Online Follow-up</b> to PISA Participating Schools (Action Taken) via MS Teams (By Team)
Week 1: Jan 16 – 17	<ul style="list-style-type: none"> <li>• Orientation on PISA and DepEd LMS, Khan Academy, and Frontlearners</li> <li>• Orientation on PISA for Parents</li> <li>• Conduct of Socio-Emotional Learning (SEL)</li> </ul> Note: SDO and school initiatives
17	<ul style="list-style-type: none"> <li>• Submission of Weekly Readiness Report</li> <li>• Submission of Region 4A PISA Jingle (Open to 23 SDOs)</li> </ul>
Week 2: Jan 20 – 24	<ul style="list-style-type: none"> <li>• Learning Sessions</li> </ul>
22	<ul style="list-style-type: none"> <li>• <b>Online School Readiness Audit and Progress Reporting</b> - Weekly Follow-up meeting to PISA Participating Schools</li> <li>• <b>Launching of Region 4A PISA Jingle</b></li> </ul>
24	<ul style="list-style-type: none"> <li>• Submission of Weekly Readiness Report</li> </ul>
Week 3: Jan 27 – 31	<ul style="list-style-type: none"> <li>• Learning Sessions</li> <li>• Checkpoint</li> </ul>
29	<ul style="list-style-type: none"> <li>• <b>Online School Readiness Audit and Progress Reporting</b> - Weekly Follow-up meeting to PISA Participating Schools</li> </ul>
31	<ul style="list-style-type: none"> <li>• Submission of Weekly Readiness Report</li> </ul>
<b>February</b>	
Week 4: Feb 3 – 7	<ul style="list-style-type: none"> <li>• Learning Sessions</li> </ul>

5	<ul style="list-style-type: none"> <li>• <b>Online School Readiness Audit and Progress Reporting -</b> Weekly Follow-up meeting to PISA Participating Schools</li> </ul>
7	<ul style="list-style-type: none"> <li>• Submission of Weekly Readiness Report</li> </ul>
Week 5: Feb 10 – 14	<ul style="list-style-type: none"> <li>• Conduct of Socio-Emotional Learning (SEL)</li> <li>• Learning Sessions</li> <li>• Checkpoint</li> </ul>
12	<ul style="list-style-type: none"> <li>• <b>Online School Readiness Audit and Progress Reporting -</b> Weekly Follow-up meeting to PISA Participating Schools</li> </ul>
14	<ul style="list-style-type: none"> <li>• Submission of Weekly Readiness Report 1</li> </ul>
Week 6: Feb 17 -21	<ul style="list-style-type: none"> <li>• Learning Sessions</li> </ul>
19	<ul style="list-style-type: none"> <li>• <b>Online School Readiness Audit and Progress Reporting -</b> Weekly Follow-up meeting to PISA Participating Schools</li> </ul>
21	<ul style="list-style-type: none"> <li>• Submission of Weekly Readiness Report</li> </ul>
Week 7: Feb 24 - 28	<ul style="list-style-type: none"> <li>• Learning Sessions</li> </ul>
26	<ul style="list-style-type: none"> <li>• <b>Online School Readiness Audit and Progress Reporting -</b> Weekly Follow-up meeting to PISA Participating Schools</li> </ul>
	<ul style="list-style-type: none"> <li>• Submission of Weekly Readiness Report</li> </ul>
<b>March</b>	
Week 8: Mar 3 - 7	<ul style="list-style-type: none"> <li>• Conduct of Socio-Emotional Learning (SEL)</li> <li>• Learning Sessions</li> <li>• Checkpoint</li> </ul>
5	<ul style="list-style-type: none"> <li>• <b>Online School Readiness Audit and Progress Reporting -</b> Weekly Follow-up meeting to PISA Participating Schools</li> </ul>
7	<ul style="list-style-type: none"> <li>• Submission of Weekly Readiness Report</li> </ul>
10	<ul style="list-style-type: none"> <li>• PISA Readiness Launching “CALABARZON: Ready for 2025 PISA” #RO4APISAReady</li> </ul>

**Summary:**

**8 Weeks** of Learning Sessions

(24 sessions total, from January 16, 2025 – March 10, 2025)

3 sessions per week

1 session is equivalent to 1 hour of teaching

1 session per learning area

**3 sessions** on Socio-Emotional Learning (SEL) (targeted week)

**3 sessions** – checkpoints (targeted weeks)