



Republic of the Philippines  
**Department of Education**  
REGION XI  
SCHOOLS DIVISION OF PANABO CITY

Office of the Schools Division Superintendent

**DIVISION MEMORANDUM**

CID - 2024 - **0702**

To : Assistant Schools Division Superintendent  
Chief, Curriculum Implementation Division (CID)  
Education Program Supervisors  
Public Schools District Supervisors  
Public and Private Secondary School Heads/Administrators  
Division Testing Coordinator

Subject : **REQUEST FOR COMMENTS ON THE PISA READINESS CHECKLIST**

Date : December 16, 2024

Herewith are the Regional Memorandum, CLMD-2024-785, and the letter from Atty. Fatima Lipp D. Panontongan, Undersecretary and Chief of Staff, Office of the Secretary, Department of Education, regarding the Request for Comments on the PISA Readiness School Audit.

This Office advises the 27 identified schools with 15-year-old learners to do a self-assessment using a PISA Readiness Checklist. Using the attached matrix, kindly provide comments/inputs on the proposed PISA Readiness Checklist and submit by Friday, December 20, 2024, to Juliet D. Raganas RGC, Division Testing Focal.

All other details of the activity are in the enclosures.

For your information and immediate action.

  
**JINKY B. FIRMAN, CESO VI**  
Schools Division Superintendent

**RELEASED**

**DEC 16 2024**

Enc. As Stated  
Doc: / / CID/ jey/ jdr

RECORDS SECTION, SDO PANABO CITY  
BY 



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## ANNEX 1: SCHOOL AUDIT CHECKLIST

### Indicator 1: Resources and Infrastructure

Indicators	Met	P. Met	Not Met	Comments
<b>1.1. Internet, ICT Equipment and Electricity</b>				
<b>Computer-to-Student Ratio:</b> Does the school have a sufficient number of computers for all participating learners?				
<b>Computer Specifications:</b> Are the computers up-to-date and able to handle assessment software and internet requirements?				
<b>Maintenance and IT Support:</b> Are there personnel available to maintain the computers and resolve technical issues?				
<b>Internet Connectivity:</b> Is there a reliable and stable internet connection in testing rooms? Is the connection speed adequate to prevent interruptions?				
<b>Power Supply:</b> Is there a consistent and uninterrupted power supply? Are there backup power sources (generators or UPS) in case of outages?				
<i>Assessment/ Interpretations/ Concerns/ Recommendations</i>				
<b>1.2. Testing Environment and Disaster Resilience</b>				
<b>Dedicated Testing Spaces:</b> Are there designated PISA Centers, or quiet areas				





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that can be used for testing?				
<b>Ergonomic Arrangements:</b> Are desks and seating comfortable and suitable for extended testing periods?				
<b>Room Conditions:</b> Are rooms well-lit, ventilated, and temperature-controlled for optimal concentration?				
<b>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?				
<b>Risk management:</b> Have risk assessments been conducted to minimize potential disruptions?				
Assessment/ Interpretations/ Concerns/ Recommendations				
<b>1.3. Access to Potable Water and Sanitation Facilities</b>				
<b>Availability of Drinking Water:</b> Are water fountains or dispensers accessible in testing areas?				
<b>Sanitation Facilities:</b> Are there adequate and well-maintained restrooms close to testing areas, especially for long assessment days?				
Assessment/ Interpretations/ Concerns/ Recommendations				





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**Indicator 2: Teacher and Staff Capacity**

Indicators	Met	P. Met	Not Met	Comments
<b>2.1. Teacher Readiness and Training</b>				
<b>PISA-Focused Training:</b> Have teachers received training specifically for PISA-related competencies in Reading, Math, and Science?				
<b>Higher-order Thinking Skills (HOTS):</b> Are teachers trained in developing learners' critical thinking, problem-solving, and analytical skills?				
<b>Content Mastery:</b> Do teachers have the necessary subject matter expertise in areas tested by PISA?				
<i>Assessment/ Interpretations/ Concerns/ Recommendations</i>				
<b>2.2. Professional Development Opportunities</b>				
<b>Regular Training Programs:</b> Are there regular training sessions for teachers to keep updated with the latest teaching strategies?				
<b>Mentorship Programs:</b> Is there access to mentoring from experienced teachers or subject experts?				
<b>Participation in Mock PISA Sessions:</b> Are teachers given opportunities to participate in or observe mock PISA assessments to familiarize themselves with the process?				





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Assessment/ Interpretations/ Concerns/ Recommendations				
<b>Indicator 2.3. Teacher-to-Student Ratio and Support Staff</b>				
<b>Adequate Staffing:</b> Is there a sufficient number of teachers per learner, especially in key areas (Math, Science)?				
<b>Support Staff for Logistics:</b> Are there administrative and support staff to assist in logistical preparations for PISA sessions?				
Assessment/ Interpretations/ Concerns/ Recommendations				

**Indicator 3: Learner Readiness**

Indicators	Met	P. Met	Not Met	Comment
<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?				
<b>Problem-Solving and Real-World Applications:</b> Are learners encouraged to apply their learning to real-world situations?				
<b>Collaborative Learning Opportunities:</b> Are learners engaged in group activities that enhance critical thinking and				





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collaboration skills?				
Assessment/ Interpretations/ Concerns/ Recommendations				
<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?				
<b>Nutrition and Meal Programs:</b> Are meals or snacks provided for learners who may have nutritional needs, particularly on testing days?				
<b>Transportation and Logistical Support:</b> Are there arrangements to help disadvantaged learners travel to school for PISA preparation sessions?				
Assessment/ Interpretations/ Concerns/ Recommendations				
<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?				
<b>Feedback Mechanisms:</b> Are learners given feedback on their mock assessments to identify areas for improvement?				
Assessment/ Interpretations/ Concerns/ Recommendations				





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### **Indicator 4: Community and Parental Involvement**

Indicators	Met	P. Met	Not Met	Comment
<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?				
<b>Parental Workshops:</b> Are workshops conducted to train parents in providing academic support and a conducive learning environment at home?				
<b>Communication Channels:</b> Are parents provided with clear, ongoing communication about PISA-related activities?				
<i>Assessment/ Interpretations/ Concerns/ Recommendations</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?				
<b>Community Volunteers:</b> Are there community volunteers who can assist with tutoring, mentoring, or logistical support for learners?				
<b>Awareness Campaigns:</b> Are awareness campaigns conducted to encourage community support for learner readiness and motivation?				





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Assessment/ Interpretations/ Concerns/ Recommendations	
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### **Indicator 5: Financial and Operational Support**

Indicators	Met	P. Met	Not Met	Comment
<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?				
<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?				
<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?				
Assessment/ Interpretations/ Concerns/ Recommendations				
<b>5.2. School Maintenance and Other Operating Expenses (MOOE)</b>				
<b>PISA Readiness Planning:</b> Does the School Governance Council actively prepare a strategic plan for readiness activities on international assessment and PISA, and does it include budget considerations under MOOE?				





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<b>Community Volunteers:</b> Are there community volunteers who can assist with tutoring, mentoring, or logistical support for learners?				
<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?				
<i>Assessment/ Interpretations/ Concerns/ Recommendations</i>				
<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?				
<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?				
<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?				
<i>Assessment/ Interpretations/ Concerns/ Recommendations</i>				





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### PISA READINESS SCHOOL AUDIT

#### 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 select regions—achieved Level 2 or above, demonstrating proficiency. 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 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 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,





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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):** An international assessment coordinated by the OECD to evaluate education systems worldwide by testing the knowledge and skills of 15-year-old students in reading, mathematics, and science.

**PISA Readiness School Audit:** A structured evaluation conducted to assess the preparedness of schools and divisions for the PISA 2025 assessment. This audit examines resource availability, infrastructure, teacher readiness, learner engagement, and community involvement to identify gaps and plan interventions.

**ICT Infrastructure:** Refers to the availability of technology resources, such as computers, internet connectivity, and technical support, which are essential for computer-based assessments and digital learning.





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**Computer-to-Student Ratio:** The proportion of available computers to the number of students needing them, particularly critical in ensuring adequate access for PISA preparation and testing.

**Special Education Fund (SEF):** A dedicated fund sourced from local taxes, primarily allocated for educational initiatives, including school infrastructure, instructional materials, and other support services to enhance PISA readiness.

**Teacher Capacity and Training:** Refers to the skills, expertise, and professional development of teachers, specifically in critical areas like problem-solving, higher-order thinking skills, and PISA-related competencies.

**Higher-Order Thinking Skills (HOTS):** Skills that go beyond basic memorization, requiring learners to analyze, evaluate, and create. These skills are essential for PISA performance as they enable students to tackle complex problems.

**Learner Readiness:** The extent to which students are prepared for PISA assessments, including their familiarity with PISA-like questions and engagement in activities that develop critical thinking and problem-solving skills.

**Parental and Community Engagement:** The involvement of parents and the broader community in supporting students' education, including their role in creating a conducive learning environment and providing resources for PISA preparation.

**Mock Assessments:** Practice exams administered to simulate the PISA testing environment, aimed at familiarizing students with the test format, enhancing their comfort, and identifying areas for improvement.

**Regional Technical Working Group (TWG):** A team at the regional level responsible for overseeing the implementation of PISA readiness activities, coordinating with School Division Offices (SDOs), and ensuring adherence to Central Office guidelines.

**Division Technical Working Group (TWG):** A team at the division level tasked with implementing the school audit, supporting schools in data collection, and compiling division-level reports on PISA readiness.

**MOOE (Maintenance and Other Operating Expenses):** Budget allocations for school operational costs, which may include additional resources for PISA readiness, such as testing materials and technology upgrades.





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**Convergence Sessions:** Regular meetings organized to align objectives, clarify procedures, and provide guidance across various offices (Central, Regional, Division) to ensure effective PISA audit implementation.

**Audit Checklist:** A standardized tool used by schools to assess their readiness for PISA, covering various indicators such as infrastructure, teacher training, student engagement, and resource utilization.

**Criteria for Prioritization:** The standards or factors used to determine which divisions or schools should receive priority for additional support, such as limited technology access or high numbers of learners.

**Key Areas of Assessment:** The main categories evaluated in the audit, which include resources and infrastructure, teacher training and capacity, learner readiness, parental and community involvement, and financial resource utilization.

**Resource Gaps:** Deficiencies in essential resources, such as computers, internet connectivity, or qualified teachers, that hinder a school's ability to prepare students effectively for PISA.

**Baseline Data:** Initial information collected from the audit that provides a reference point for tracking progress over time in PISA readiness.

**School Governance Council:** A body responsible for planning and overseeing school initiatives, including readiness activities and resource allocations for international assessments like PISA.

## IV. General Guidelines

### 1. Scope and Coverage

- The audit applies to all public schools with 15-year-old learners who may participate in the PISA 2025 assessment.
- Special attention should be given to schools identified by the OECD as PISA schools and those in regions with identified performance gaps.

### 2. Audit Implementation Timeline

*Preparation Phase:* Conduct initial planning meetings with Regional and Division offices to distribute guidelines and answer questions regarding the audit.





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*Audit Period:* Schools are given 4–6 weeks to complete the audit checklist and submit findings to their respective School Division Offices.

*Review Phase:* Division and Regional Offices will analyze audit results, highlighting key areas of need for each school and region.

### **3. Key Areas of Assessment**

*Resources and Infrastructure:* Examine the availability of computers, internet connectivity, adequate power supply, and classroom conditions suitable for testing.

*Teacher Training and Capacity:* Evaluate teacher readiness in PISA-related skills, including their familiarity with critical thinking strategies and problem-solving methodologies.

*Learner Readiness:* Assess the extent to which learners have been exposed to PISA-like questions and are receiving academic support in key areas (Reading, Mathematics, Science).

*Parental and Community Involvement:* Determine the level of parental engagement and community support for PISA-related activities.

*Financial Resource Utilization:* Verify the allocation of SEF and other funds for PISA readiness, especially for infrastructure and training initiatives.

### **4. Audit Checklist Completion**

- Each school must complete the provided audit checklist, marking each criterion as **Met**, **Partially Met**, or **Not Met**.
- Schools must provide detailed explanations for items marked **Partially Met** or **Not Met**, including potential barriers and areas needing intervention.
- Schools should prioritize areas with **Not Met** criteria and develop an improvement plan with specific actions to address these gaps.

### **5. Data Collection and Reporting**

- School Principals are responsible for the accurate and complete submission of data.
- Audit checklists and supporting documents must be submitted to the School Division Office by the specified deadline.
- The Division Office will compile data and prepare a regional summary report, identifying trends, challenges, and high-priority areas that require immediate intervention.