



Republic of the Philippines
Department of Education

NATIONAL CAPITAL REGION
SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY

Office of the Schools Division
Superintendent

AUG 11 2026

MEMORANDUM
No. 369, s. 2026

**DIVISION ORIENTATION ON THE ADMINISTRATION OF 2026 SGC
FUNCTIONALITY ASSESSMENT TOOL CUM WORKSHOP
ON THE DEVELOPMENT OF TO-DO CALENDAR**

To: Assistant Schools Division Superintendent
Chief Education Supervisor, Curriculum Implementation Division
Chief Education Supervisor, School Governance and Operations Division
Private Elementary and Secondary School Heads/OICs
Administrative Officer V
All Others Concerned

1. The School Governance Council (SGC) serves as a key mechanism in promoting shared governance within the framework of School-Based Management (SBM). It brings together key stakeholders to collaboratively plan, implement, and monitor school initiatives. Through consultative and participatory decision-making, the SGC strengthens the role of school stakeholders as partners in advancing accessible, inclusive, and quality education for all learners.

2. The first and second nationwide administration of SGC functionality assessments were conducted in 2022 and 2023 respectively. During these initial administrations, secondary schools mandatorily participated, while the participation of the elementary schools was not prohibited.

3. The conduct of the above-captioned initiatives is scheduled on **August 25, 2026, 1:00 a.m. – 5:00 p.m.** at the SDO Conference Room with the objectives as follows:

- a. Quick review on DepEd Order No. 26 s. 2026;
- b. Updates on the status of the previous SGC functionality survey;
- c. Quick tour to the 2026 SGC Functionality Assessment Tool; and
- d. Develop a functional "To-Do Calendar".

4. Expected participants are **Schools Heads** and **Public Schools District Supervisors**. Participants are reminded to bring the following:

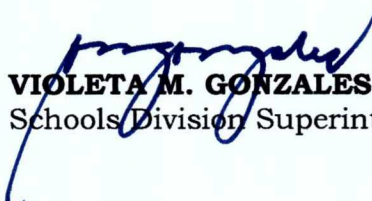
- a. SGC Organizational Structure (Updated)
- b. Printed hard copy of the template: <https://tinyurl.com/SGCCalendar2>

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6. For immediate dissemination and strict compliance.


VIOLETA M. GONZALES CESO VI
Schools Division Superintendent

Enclosure: As stated
References: As stated
To be indicated in the Perpetual Index
under the following subjects:

SGC

FUNCTIONALITY

ASSESSMENT

ZPLG/ DM / DIVISION ORIENTATION ON THE ADMINISTRATION OF 2026 SGC FUNCTIONALITY ASSESSMENT TOOL CUM
369 WORKSHOP ON THE DEVELOPMENT OF TO-DO CALENDAR



Republic of the Philippines
Department of Education

[REGION]
[DIVISION]
[SCHOOL]
[ADDRESS]
S/Y__-__

SCHOOL GOVERNANCE COUNCIL
OFFICIAL LIST OF MEMBERS

Reminders:

- *Number of Voting Members = 7 (minimum), 15 (maximum) depending on the school's typology and context.*
- *Number of Non-voting Members (Optional only)*

Full Name	Position	Organization <i>(SGC and Representing Organization)</i>
1.	SGC Elected Co-Chairperson	
2.	SGC Designated Co-Chairperson	
3.	SGC Secretary	
4.	SGC Voting Member	
5.	SGC Voting Member	
6.	SGC Voting Member	
7.	SGC Voting Member	
8.	SGC Voting Member	
9.	SGC Voting Member	
10.	SGC Voting Member	
11.	SGC Voting Member	
12.	SGC Voting Member	
13.	SGC Voting Member	
14.	SGC Voting Member	
15.	SGC Voting Member	
16.	SGC Non-Voting Member	

[OFFICE ADDRESS]
[CONTACT DETAILS]
[EMAIL ADDRESS]

17.	SGC Non-Voting Member	
18.	SGC Non-Voting Member	

Prepared by:

[insert full name & signature, SGC Secretary]

Approved by:

[insert full name & signature, SGC Elected Co-Chairperson]

[insert full name & signature, SGC Designated Co-Chairperson]

SGC FUNCTIONALITY ASSESSMENT TOOL

For Public Elementary Schools • 2026 Rollout

In relation to the mandate of DO. 26, s. 2022 on the establishment of School Governance Council (SGC) and to ensure that all public schools are able to create functional SGCs, the Bureau of Human Resource and Organizational Development – School Effectiveness Division (BHROD-SED) shall conduct a monitoring and evaluation of SGCs through the SGC Functionality Assessment Tool ("SGC Tool").

UNDERSTANDING THE SGC FUNCTIONALITY ASSESSMENT TOOL

This **SGC Functionality Assessment Tool** aims to assess the functionality of SGCs in secondary schools. The Tool consists of the following components:

- **Two (2) Main Purposes**
 1. To provide structure for **shared governance**
 2. To provide a **feedback mechanism**
- **Twelve (12) Functionality Indicators**

Functionality indicators are anchored on the two main purposes of the SGC and can be found in Section VII of DO 26, s. 2022. In this SGC Tool, these indicators are grouped according to the functions per purpose. Additionally, a brief description on how the Functionality Indicator can be observed is also included to provide schools with further guidance in establishing functional SGCs.
- **Nineteen (19) Functionality Sub-indicators**

In this SGC Tool, there are seven (7) functionality indicators that have sub-indicators. Sub-Indicators are the specific activities that enable the achievement of their corresponding functionality indicator. These are divided into:

 - A. **Primary Sub-Indicators**, which are the sub-indicators that **determine the achievement** of their corresponding Functionality Indicators, and thus must be met; and
 - B. **Other Sub-Indicators**, which are the sub-indicators that SGCs may comply with, only when the Primary Sub-Indicator is met and applicable.

The result of the assessment shall be used as information in identifying priority areas that may need support and assistance from the different governance levels.

Determining a Functional SGC Through the SGC Functionality Assessment Tool

For an SGC to be considered functional, the Council must be able to **comply with at least 10 out of the 12 (at least 80%) Functionality Indicators** based on the **minimum MOVs** submitted. Thus, at a minimum, functional SGC complies with the following requirements:

1. **Functionality Indicators** without sub-indicators are observed (*Yes to all Functionality Indicators without sub-indicators*);
2. **Primary Sub-Indicators**, under Functionality Indicators with sub-indicators, are observed (*Yes to all Primary Sub-Indicators*);
3. **Minimum MOVs** are submitted.

The **Other Sub-Indicators** are also recommended to be attained to further strengthen the SGC's functionality. **Additional MOVs** may be submitted when available to showcase its advanced practices. In addition, ensure that the MOVs are complete and readily available during data validation of the SDOs and/or BHROD-SED.



SGC FUNCTIONALITY ASSESSMENT TOOL

For Public Elementary Schools • 2026 Rollout

SCHOOL PROFILE

School Name : _____

School ID : _____ Region : _____

Contact Number : _____ Division : _____

SGC PROFILE

Establishment of SGC

☐ **Newly-Established SGC**

The school has formed the SGC **after** the issuance of DO 26, s. 2022.
The SGC was established in SY 2022-2023 or later.

Date of Establishment

(Month and Year)

☐ **With Existing SGC**

The school already has an SGC **before** the issuance of DO 26, s. 2022
The SGC was restructured in accordance with DO 26, s. 2022.

Name of SGC : _____

HOW TO ANSWER THE SGC FUNCTIONALITY ASSESSMENT TOOL (PRINTED)

1. Functionality Indicators

Put a check mark (/) on the appropriate box:

- ☐ **YES** (if the indicator is met)
☐ **NO** (if the indicator is not met)

2. Sub-Indicators

If the Primary Sub-Indicator is not met, no need to proceed to complying with Other Sub-Indicator/s.

3. Means of Verification (MOVs)

Put a check mark (/) on the box that corresponds to the available MOV.

If **YES** to the Functionality Indicator, prepare the corresponding minimum MOVs. To showcase the SGC's advanced practices, Additional MOVs may also be submitted. If **NO**, no need to prepare or present any MOVs. In addition, ensure that the MOVs are complete and readily available when answering the ONLINE SGC Functionality Assessment Tool and during data validation of the SDOs and / or BHRD-SED

SGC FUNCTIONALITY ASSESSMENT TOOL

For Public Elementary Schools • 2026 Rollout

MAIN PURPOSE: STRUCTURE FOR SHARED GOVERNANCE

As a structure for shared governance, the SGC shall be an avenue where the democratic process of consultation with the school's internal and external stakeholders in the decision-making will be observed.

FUNCTION 1:

The SGC serves as a collective and consultative body for school plans, programs, activities, and strategic directions.

FUNCTIONALITY INDICATORS (FI)**1, 2, and 3****FI1 FUNCTIONALITY INDICATOR 1****THE SGC HAS MEMBERS WHO ARE INFORMED OF AND GIVEN THE OPPORTUNITY TO EXERCISE THEIR ROLES AND RESPONSIBILITIES IN THE COUNCIL.**

A functional SGC has members who participate in the decision-making process.

FI1A PRIMARY SUB-INDICATOR

- ☐ **YES**
☐ **NO**

The SGC has called meetings in order to create a venue for its decision-making process.

If **YES**, prepare the following MOVs:

Minimum MOVs

- ☐ Notice of meeting (at least 1 of 4 Regular Meetings)

Additional MOVs

- ☐ Notices of meetings (2 to 4 Regular Meetings)

NOTE If the Primary Sub-Indicator is not met (NO), no need to comply with the Other Sub-Indicators.

FI1B Other Sub-Indicator

- ☐ **YES** SGC members have been inducted and oriented of their roles and responsibilities as members and officers of the Council.
☐ **NO**

If **YES**, prepare the following MOVs:

Minimum MOVs

- ☐ Membership / Induction Certificates (7 to 15 voting members) **or**
☐ SGC Resolution on the Official List of Voting Members (7 to 15 voting members)

Additional MOVs

- ☐ Membership / Induction Certificates (non-voting members) **or**
☐ SGC Resolution on the Official List of Members (non-voting members)

FI1C Other Sub-Indicator

- ☐ **YES** The SGC has organizational chart, including non-voting members, if applicable.
☐ **NO**

If **YES**, prepare the following MOVs:

Minimum MOVs

- ☐ Draft / Operative Organizational Chart

Additional MOVs

- ☐ Approved / Adopted Organizational Chart

FI2 FUNCTIONALITY INDICATOR 2**THE SGC HAS ESTABLISHED ITS POSITION AS A CONSULTATIVE BODY IN DEVELOPING SCHOOL POLICIES.**

A functional SGC has knowledge on the needs of the school as a result of its established connection/relationship with the school committees/associations/organizations.

FI2A PRIMARY SUB-INDICATOR

- ☐ **YES** The SGC has participated actively in the formulation of the SIP/AIP and other DepEd programs, projects, and activities.
☐ **NO**

If **YES**, prepare the following MOVs:

Minimum MOVs

- ☐ Minutes of Meeting with SPT on SIP / AIP (at least 1 meeting)

Additional MOVs

- ☐ Minutes of Meetings with SPT on SIP / AIP (2 or more meetings)
☐ Minutes of Meeting/s with SPT on other DepEd programs, projects, and activities (at least 1 meeting)
☐ SGC's Action Plan
☐ SGC Resolution relative to the indicator (at least 1)

SGC FUNCTIONALITY ASSESSMENT TOOL

For Public Elementary Schools • 2026 Rollout

NOTE If the Primary Sub-Indicator is not met (NO), no need to comply with the Other Sub-Indicators.

FI2B	Other Sub-Indicator
☐ YES	The SGC has passed recommendations to the School Head regarding concerns, policies, programs, and/or interventions raised by stakeholders.
☐ NO	
If YES , prepare the following MOVs:	
Minimum MOVs	Additional MOVs
☐ SGC Resolution relative to the indicator (at least 1)	☐ SGC Resolutions relative to the indicator (2 or more)
FI2C	Other Sub-Indicator
☐ YES	The SGC has attended meetings on the importance of upholding the rights of the child.
☐ NO	
If YES , prepare the following MOVs:	
Minimum MOVs	Additional MOVs
☐ Minutes of Meeting with CPU, CPC, or other similar DepEd organizations (at least 1 meeting)	☐ Minutes of Meetings with CPU, CPC, or other similar DepEd organizations (2 or more meetings)
	☐ SGC Resolution on promoting the rights of the child (at least 1)

FI3 FUNCTIONALITY INDICATOR 3**THE SGC HAS CONDUCTED REGULAR SGC MEETINGS AS PRESCRIBED IN THE DO 26, S. 2022 (IMPLEMENTING GUIDELINES ON THE ESTABLISHMENT OF SCHOOL GOVERNANCE COUNCIL).***A functional SGC has understood the process of discussing matters that results to the formulation of action plan responsive to school concerns.***FI3A PRIMARY SUB-INDICATOR**

☐ **YES** The SGC has decided matters through a resolution, signed by all SGC voting members.

☐ **NO**

If **YES**, prepare the following MOVs:**Minimum MOVs**☐ SGC Resolution (at least 1)**Additional MOVs**☐ SGC Resolutions (2 or more)☐ SGC's Action Plan**NOTE** If the Primary Sub-Indicator is not met (NO), no need to comply with the Other Sub-Indicators.

FI3B	Other Sub-Indicator
☐ YES	Agenda of meetings have included programs, projects, and activities that are supportive of the SIP, AIP, and other school priorities.
☐ NO	
If YES , prepare the following MOVs:	
Minimum MOVs	Additional MOVs
☐ Minutes of Meeting mentioning meeting agenda (at least 1 meeting)	☐ Minutes of Meeting mentioning meeting agenda (2 or more meetings)
FI3C	Other Sub-Indicator
☐ YES	All regular meetings have been conducted with a quorum of 50%+1 of the total SGC voting membership.
☐ NO	
If YES , prepare the following MOVs:	
Minimum MOVs	Additional MOVs
☐ Minutes of Meetings specifying required quorum (at least 1 of 4 Regular Meetings)	☐ Minutes of Meetings specifying required quorum (2 - 4 Regular Meetings)
FI3D	Other Sub-Indicator
☐ YES	Regular meetings have minutes.
☐ NO	
If YES , prepare the following MOVs:	
Minimum MOVs	Additional MOVs
☐ Minutes of Meeting (at least 1 of 4 Regular Meetings)	☐ Minutes of Meetings (2 - 4 Regular Meetings)

SGC FUNCTIONALITY ASSESSMENT TOOL

For Public Elementary Schools • 2026 Rollout

FUNCTION 2:

The SGC serves as the overall coordinating body that will synergize, harmonize and put together the work of the different school committees, including but not limited to the SPT, School Disaster Risk Reduction Management (DRRM) Committee, Child Protection Committee (CPC), Supreme Pupil Government / Supreme Student Government, Faculty Club, Non-teaching Association, PTA, Alumni Associations, DepEd-recognized teacher organizations, and National Employees Union at school level, among others.

FUNCTIONALITY INDICATORS (FI)**4 and 5****FI4 FUNCTIONALITY INDICATOR 4****THE SGC HAS ORGANIZED MEETINGS WITH AND ATTENDED MEETINGS OF DIFFERENT SCHOOL COMMITTEES AND ORGANIZATIONS TO ENSURE ALIGNMENT OF WORK.**

A functional SGC has ensured the involvement of different school committees and organizations in harmonizing their proposed and existing programs, projects, and activities.

FI4A PRIMARY SUB-INDICATOR

- ☐ **YES** The SGC has organized meetings with different school stakeholders to harmonize proposed and existing programs, projects, and activities.
- ☐ **NO**

If **YES**, prepare the following MOVs:

Minimum MOVs

- ☐ Minutes of Meeting with stakeholders on programs, projects, and activities (at least 1 meeting)

Additional MOVs

- ☐ Minutes of Meetings with stakeholders on programs, projects, and activities (2 or more meetings)
☐ SGC's Action Plan
☐ SGC Resolution relative to the indicator (at least 1)

NOTE If the Primary Sub-Indicator is not met (NO), no need to comply with the Other Sub-Indicators.

FI4B Other Sub-Indicator

- ☐ **YES** The SGC has been represented in meetings organized by different school committees and organizations.
- ☐ **NO**

If **YES**, prepare the following MOVs:

Minimum MOVs

- ☐ Any document reporting the discussion from the meeting attended (at least 1 meeting)

Additional MOVs

- ☐ Any documents reporting the discussion from the meeting attended (2 or more meetings) **or**
☐ Copy of the Minutes of Meetings from school committees and organizations

FI4C Other Sub-Indicator

- ☐ **YES** The SGC has met and discussed with school stakeholders its role as oversight on school planning and resource use.
- ☐ **NO**

If **YES**, prepare the following MOVs:

Minimum MOVs

- ☐ Minutes of Meetings with different school stakeholders (at least 1 meeting)

Additional MOVs

- ☐ Minutes of Meetings with different school stakeholders (2 or more meetings) **or**
☐ SGC Resolution relative to the indicator (at least 1)

FI5 FUNCTIONALITY INDICATOR 5**THE SGC HAS COORDINATED WITH THE SCHOOL HEAD THE CONCERNS OF THE DIFFERENT SCHOOL COMMITTEES AND ORGANIZATIONS TO SYNCHRONIZE PROGRAMS, PROJECTS, AND ACTIVITIES IN THE SCHOOL.**

A functional SGC has been a conduit between the different school committees and organizations and the school management.

FI5A PRIMARY SUB-INDICATOR

- ☐ **YES** The Co-Chairpersons have communicated the direction of the SGC to the School Head.
- ☐ **NO**

If **YES**, prepare the following MOVs:

Minimum MOVs

- ☐ Copy of the communication / transmittal letter to the School Head reflecting the direction of the SGC

Additional MOVs

- ☐ Any document with citations on SGC's recommendation released by the school management / School Head
☐ School Head's acknowledgment of SGC (SOSA, speeches, newsletter, etc.)

SGC FUNCTIONALITY ASSESSMENT TOOL

For Public Elementary Schools • 2026 Rollout

FUNCTION 3:

The SGC serves as a platform cultivating the spirit of *bayanihan* to support the school and encourage stakeholder participation in the implementation of DepEd policies and programs, while promoting equal opportunity for all regardless of age, gender, disability, marital status, ethnicity, and religious beliefs.

FUNCTIONALITY INDICATORS (FI)**6, 7, and 8****FI6 FUNCTIONALITY INDICATOR 6****THE SGC HAS TAKEN PART IN THE CONDUCT OF NEEDS-BASED AND APPROPRIATE STAKEHOLDER-INITIATED PROGRAMS AND ACTIVITIES I.E., BRIGADA ESKWELA, GULAYAN SA PAARALAN, ETC..**

A functional SGC has supported stakeholder-initiated programs and activities by encouraging active participation of the stakeholders.

FI6A PRIMARY SUB-INDICATOR

- ☐ **YES** The SGC has been involved in the development of stakeholder-initiated programs and activities.
- ☐ **NO**

If **YES**, prepare the following MOVs:

Minimum MOVs

- ☐ Minutes of Meeting with stakeholders on stakeholder-initiated programs and activities (at least 1 meeting)
- ☐ Concept note / Project brief, or similar document (at least 1)

Additional MOVs

- ☐ Concept note / Project brief, or similar document (2 or more)
- ☐ Copy of the project proposal on stakeholder-initiated programs and activities
- ☐ SIP, AIP, SRC, and SMEA (specify the page in the reports)

NOTE If the Primary Sub-Indicator is not met (NO), no need to comply with the Other Sub-Indicators.

FI6B Other Sub-Indicator

- ☐ **YES** The SGC has monitored and evaluated the impact/success of stakeholder-initiated programs and activities.
- ☐ **NO**

If **YES**, prepare the following MOVs:

Minimum MOVs

- ☐ Report on the assessment / monitoring and evaluation of stakeholder-initiated program and/or activity (at least 1 program / activity)

Additional MOVs

- ☐ Report on the assessment / monitoring and evaluation of stakeholder-initiated programs and/or activities (for 2 or more programs / activities)
- ☐ SIP, AIP, SRC, SMEA, and School Project Monitoring Reports

FI6C Other Sub-Indicator

- ☐ **YES** The SGC has established linkages with other stakeholders and/or referred potential partners to the School Head.
- ☐ **NO**

If **YES**, prepare the following MOVs:

Minimum MOVs

- ☐ SGC resolution on the referral of the identified potential partner (at least 1 partner)

Additional MOVs

- ☐ SGC resolution on the referral of the identified potential partner (2 or more partners)
- ☐ Copy of the MOA, DOD, DOA, etc., reflecting the name/s of the referred partner/s (at least 1 partner)

FI7 FUNCTIONALITY INDICATOR 7

- ☐ **YES** THE SGC HAS RECOMMENDED POLICIES AND PROGRAMS TO THE LOCAL SCHOOL BOARD (LSB) TO STRENGTHEN RELATIONSHIP WITH THE LGU.
- ☐ **NO**

A functional SGC has informed the LGU / community of the needs of the school to strengthen relationship and seek support.

If **YES**, prepare the following MOVs:

Minimum MOVs

- ☐ SGC Resolution recommending the SIP to LSB; or
- ☐ Any document recommending policy / program to the LSB, based on the SIP

Additional MOVs

- ☐ Proof of endorsement of the SGC Resolution to the SDS and transmittal to the LSB

SGC FUNCTIONALITY ASSESSMENT TOOL

For Public Elementary Schools • 2026 Rollout

FI8 FUNCTIONALITY INDICATOR 8

- ☐ **YES** **THE SGC HAS INVOLVED THE DIFFERENT SECTORS TO ENSURE INCLUSIVE REPRESENTATION OF STAKEHOLDERS IN THE COUNCIL.**
- ☐ **NO**

A functional SGC has encouraged the participation of school stakeholders from all backgrounds or sectors to ensure inclusivity among members of the council.

If **YES**, prepare the following MOVs:

Minimum MOVs

- ☐ SGC Resolution on involving various sectors

Additional MOVs

- ☐ Official list of members with expanded membership (inclusive and diverse in terms of age, gender, religion, ethnicity, and political beliefs)
- ☐ SGC Resolution on inclusiveness, diversity, equity, and accessibility

MAIN PURPOSE: FEEDBACK MECHANISM

As a feedback mechanism, the SGC shall be a feedback link between the school stakeholders (learners, parents, and other school stakeholders) and school management (school head and personnel) on school performance and service quality.

FUNCTION 1:

The SGC helps the school improve and sustain its feedback system by strengthening practices that promote stakeholders' participation.

FUNCTIONALITY INDICATORS (FI)**9 and 10****FI9 FUNCTIONALITY INDICATOR 9**

- ☐ **YES** **THE SGC HAS PARTICIPATED IN SCHOOL GENERAL ASSEMBLIES, PTA CONFERENCES, STAKEHOLDER CONVERGENCE, SOSA, AND/OR OTHER STAKEHOLDER ENGAGEMENT ACTIVITIES AND INITIATIVES.**
- ☐ **NO**

A functional SGC has encouraged open communication among school internal and external stakeholders in order to gather feedback essential to making informed decisions and recommendations.

If **YES**, prepare the following MOVs:

Minimum MOVs

- ☐ SGC Report on the issues / concerns raised during school activities / events

Additional MOVs

- ☐ Minutes of Meetings (SGC meetings) where issues / concerns are discussed
- ☐ Photo documentation of school activities / events

FI10 FUNCTIONALITY INDICATOR 10

- ☐ **YES** **THE SGC HAS ORGANIZED DISCUSSIONS AND FORUMS THAT INVITE AND INSPIRE STAKEHOLDERS TO ENGAGE AND PARTICIPATE.**
- ☐ **NO**

A functional SGC has established a platform for communication where school internal and external stakeholders can engage, participate, and provide feedback which will be used as basis for school improvement.

If **YES**, prepare the following MOVs:

Minimum MOVs

- ☐ Documentation of the organized / conducted program (at least 1)
- ☐ Minutes of the meetings where issues / concerns are discussed

Additional MOVs

- ☐ Documentation of the organized / conducted program (2 or more), following the SGC's Calendar of Events (as provided by CO)
- ☐ Photo documentation of school activities / events

SGC FUNCTIONALITY ASSESSMENT TOOL

For Public Elementary Schools • 2026 Rollout

FUNCTION 2:

The SGC assists the school in ensuring transparency in its operations and performance, specifically school programs and resources management.

FUNCTIONALITY INDICATOR (FI)**11****FI11 FUNCTIONALITY INDICATOR 11****THE SGC HAS ASSISTED THE SCHOOL IN COMMUNICATING INFORMATION TO THE SCHOOL STAKEHOLDERS THROUGH THE SRC, TRANSPARENCY BOARD, ETC..**

A functional SGC has promoted transparency by utilizing various communication platforms to make school data and information accessible to school stakeholders.

FI11A PRIMARY SUB-INDICATOR

- ☐ **YES** The SGC has promoted access to school data and information through Transparency Board, SRC, and other reports on operations and performance of school programs and resource management.
- ☐ **NO**

If **YES**, prepare the following MOVs:

Minimum MOVs

- ☐ SGC Resolution on access to information (school data and information)
- ☐ SGC's Action Plan on promoting access to information

Additional MOVs

- ☐ Advocacy plan on the school's use of the Transparency Board, SRC, and other reports to access school data
- ☐ School Head's endorsement on the use of the Transparency Board, SRC, and other reports to access school data
- ☐ Photo Documentation of the transparency board or bulletin board

NOTE If the Primary Sub-Indicator is not met (NO), no need to comply with the Other Sub-Indicators.

FI11B Other Sub-Indicator

- ☐ **YES** The SGC has established alternative communication platform/s (e.g., social media, such as but not limited to Facebook, Twitter, or Instagram, email or text blast, etc.) where information regarding SGC announcements and activities can be accessed from.
- ☐ **NO**

If **YES**, prepare the following MOVs:

Minimum MOVs

- ☐ SGC Resolution on the use of approved alternative communication platform/s

Additional MOVs

- ☐ SGC's Alternative Communication Platform (with regular updates):
- Online (Link/s):
 - Website: _____
 - Facebook Page / Group: _____
 - Other Platform/s: _____
 - Offline (Copy of printed materials such as newsletters, posters, pamphlets, tarpaulin banners, etc.)

FUNCTION 3:

The SGC recommends ways of improving the quality of basic education services and school performance to the school management and school planning team, and its means of respecting, protecting, fulfilling, and promoting children's rights in the education context.

FUNCTIONALITY INDICATOR (FI)**12****FI12 FUNCTIONALITY INDICATOR 12**

- ☐ **YES** **THE SGC HAS SUGGESTED WAYS OF IMPROVING THE QUALITY OF SIP, AIP, AND OTHER DEPED PROGRAMS, PROJECTS, AND ACTIVITIES.**
- ☐ **NO**

A functional SGC has communicated feedback and suggestions to school management in order to improve accomplishment of SIP, AIP, and other programs, projects, and activities.

If **YES**, prepare the following MOVs:

Minimum MOVs

- ☐ SGC Resolution on the recommendation on ways of improving the quality of SIP, AIP, and other DepEd programs, projects, and activities (at least 1)

Additional MOVs

- ☐ SGC Resolutions on the recommendations on ways of improving the quality of SIP, AIP, and other DepEd programs, projects, and activities (2 or more)

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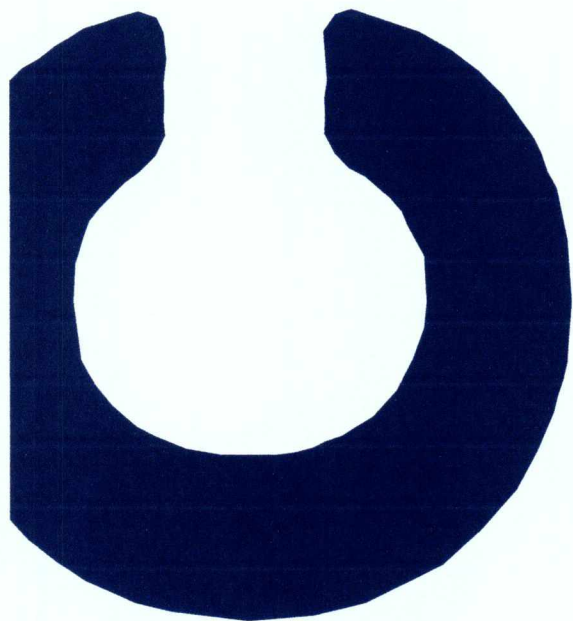
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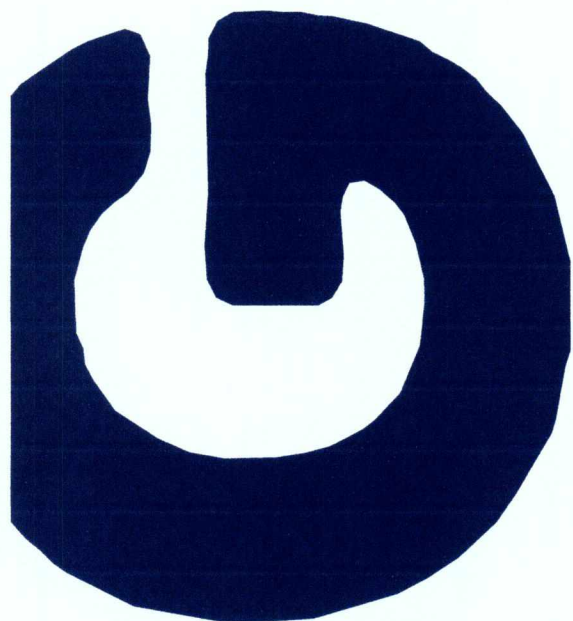


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NAME OF SCHOOL

.....

ADDRESS

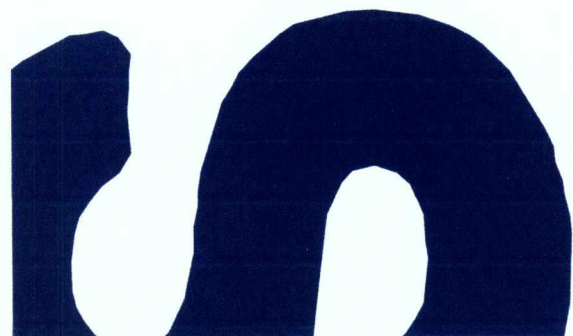


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EMAIL ADDRESS

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PHONE NUMBER



OFFICERS & MEMBERS

.....
DESIGNATED CO-CHAIRPERSON

.....
ELECTED CO-CHAIRPERSON

.....
ELECTED-SECRETARY

.....
VOTING MEMBERS

.....
NON-VOTING MEMBERS

HELLO THERE!

Welcome to the SGC To-Do Calendar, your guide to a functional SGC. This calendar is thoughtfully designed to help SGCs stay on track, aligned with the school's objectives, and focused on the continuous improvement of the school community.

With powerful tools to set clear priorities, monitor progress, and promote meaningful collaboration, the SGC Calendar ensures that every initiative is purpose-driven, fostering community engagement and advancing long-term educational excellence.

Treat this calendar as your personalized tool. Feel free to customize it by setting activities based on your preferred dates and specific tasks. While you have the flexibility to adjust, remember to align with the activities set for each quarter and prepare the necessary Means of Verification (MOV) to accurately document your progress.

Let this be the first step in setting purposeful goals and creating tangible results for your school's improvement. Enjoy!

Before we begin with the SGC To-Do Calendar, it is best to first review the **DO 26, s. 2022 or the Implementing Guidelines on the Establishment of School Governance Council**. You may scan the QR code or visit the link to access the information materials on the SGC Policy.

<http://bit.ly/SGC-FAQs>



bitly

SGC ACTIVITIES

| For Schools with existing SGC

Q1

- SGC Regular Meetings
- Participation in the Regular Meeting with SPT
- SGC meeting/ discussions/ forums with different school stakeholders
- Involvement/ Participation to stakeholder Initiated programs
- Promotion to access to school data and information through the Transparency Board, SRC and other reports

Q2

- SGC Regular Meetings
- Participation in the Regular Meeting with SPT
- SGC meeting/ discussions/ forums with different school stakeholders
- Involvement/ Participation to stakeholder Initiated programs
- Promotion to access to school data and information through the Transparency Board, SRC and other reports

SGC ACTIVITIES

| For Schools with no existing SGC

Q3

- ☐ SGC Regular Meetings
- ☐ Participation in the Regular Meeting with SPT
- ☐ SGC meeting/ discussions/ forums with different school stakeholders
- ☐ Involvement/ Participation to stakeholder Initiated programs
- ☐ Promotion to access to school data and information through the Transparency Board, SRC and other reports

Q4

- ☐ SGC Regular Meetings
- ☐ Participation in the Regular Meeting with SPT
- ☐ SGC meeting/ discussions/ forums with different school stakeholders
- ☐ Involvement/ Participation to stakeholder Initiated programs
- ☐ Promotion to access to school data and information through the Transparency Board, SRC and other reports

SGC

FUNCTIONALITY INDICATOR NO. & PRIMARY SUB-INDICATOR MINIMUM MOVES

FI1

Notice of Meetings

FI2

Minutes of the Meeting with SPT on SIP;
SGC Quarterly Progress Report

FI3

SGC Resolution on applicable recommendation

FI4

Minutes of the Meeting with
stakeholders on programs,
projects, and activities

SGC

FUNCTIONALITY INDICATOR NO. & PRIMARY SUB-INDICATOR MINIMUM MOVES

FI5

Copy of the communication/ transmittal letter to the School Head reflecting the direction of the SGC

FI6

Minutes of the Meeting with stakeholders on stakeholder-initiated programs and activities

FI7

SGC Resolution recommending the SIP to LSB;
Any document recommending policy/ program to the LSB, based on the SIP

FI8

SGC Resolution on involving various sectors

SGC

FUNCTIONALITY INDICATOR NO. & PRIMARY SUB-INDICATOR MINIMUM MOVES

FI9

SGC Report on the issues/concerns raised during school activities/events

FI10

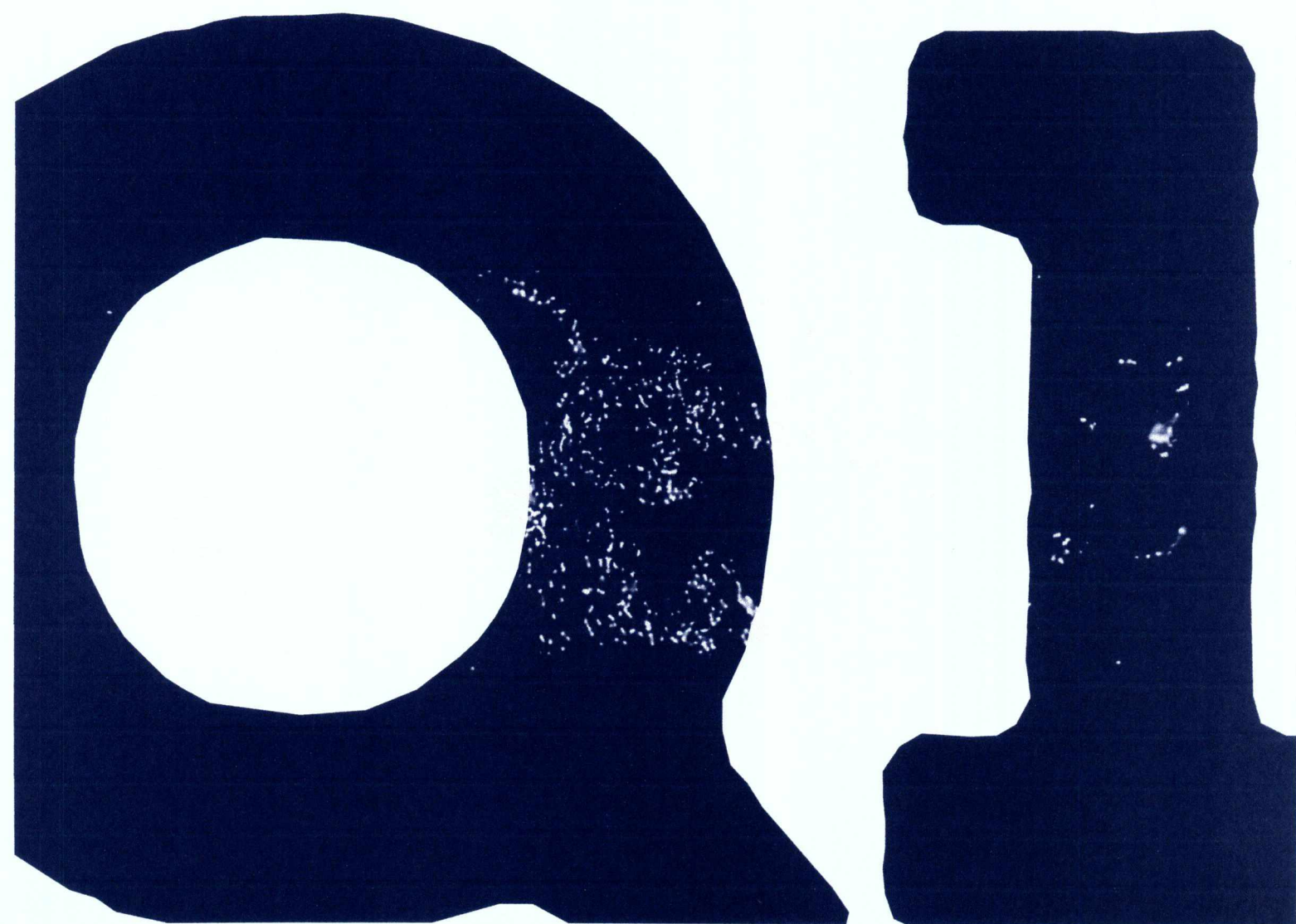
Documentation of the organized/conducted program

FI11

SSGC Resolution on access to information (school data and information);
SGC Action Plan on promoting access to information

FI12

SGC Resolution on the recommendation on ways of improving the quality of SIP, AIP and other DepEd Programs



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Activity Check-in

● SGC Regular Meeting

● **FI1** Notice of Meeting

● **FI3** SGC Resolution on applicable recommendation

● **FI5** Copy of the communication/ transmittal letter to the School Head reflecting the direction of the SGC

● **FI7** SGC Resolution recommending the SIP to LSB;
Any document recommending policy/ program to the LSB, based on the SIP

Activity Check-in

- Participation in the Regular Meeting with SPT
 - FI1 Notice of Meeting
 - FI2 Minutes of the Meeting with SPT on SIP; SGC Quarterly Progress Report
 - FI5 Copy of the communication/ transmittal letter to the School Head reflecting the direction of the SGC
 - FI7 SGC Resolution recommending the SIP to LSB; Any document recommending policy/ program to the LSB, based on the SIP
 - FI9 SGC Report on the issues/concerns raised during school activities/events
 - FI2 SGC Resolution on the recommendation on ways of improving the quality of SIP, AIP and other DepEd Programs
-
- SGC meeting/ discussions/ forums with different school stakeholders
 - FI1 Notice of Meeting
 - FI4 Minutes of the Meeting with stakeholders on programs, projects, and activities
 - FI5 Copy of the communication/ transmittal letter to the School Head reflecting the direction of the SGC
 - FI8 SGC Resolution on involving various sectors
 - FI0 Documentation of the organized/conducted program
-
- Involvement/ Participation to stakeholder Initiated programs
 - FI1 Minutes of the Meeting with stakeholders on stakeholder-initiated programs and activities
 - FI9 SGC Report on the issues/concerns raised during school activities/events
-
- Promotion to access to school data and information through the Transparency Board, SRC and other reports
 - FI11 SGC Resolution on access to information (school data and information); SGC Action Plan on promoting access to information

To-Do-List

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notes

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MONTH

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Activity Check-in

● SGC Regular Meeting

● **FI1** Notice of Meeting

● **FI3** SGC Resolution on applicable recommendation

● **FI5** Copy of the communication/ transmittal letter to the School Head reflecting the direction of the SGC

● **FI7** SGC Resolution recommending the SIP to LSB;
Any document recommending policy/ program to the LSB, based on the SIP

Activity Check-in

- Participation in the Regular Meeting with SPT

- **F11** Notice of Meeting
- **F12** Minutes of the Meeting with SPT on SIP; SGC Quarterly Progress Report
- **F15** Copy of the communication/ transmittal letter to the School Head reflecting the direction of the SGC
- **F17** SGC Resolution recommending the SIP to LSB;
Any document recommending policy/ program to the LSB, based on the SIP
- **F19** SGC Report on the issues/concerns raised during school activities/events
- **F12** SGC Resolution on the recommendation on ways of improving the quality of SIP, AIP and other DepEd Programs

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- SGC meeting/ discussions/ forums with different school stakeholders

- **F11** Notice of Meeting
- **F14** Minutes of the Meeting with stakeholders on programs, projects, and activities
- **F15** Copy of the communication/ transmittal letter to the School Head reflecting the direction of the SGC
- **F18** SGC Resolution on involving various sectors
- **F10** Documentation of the organized/conducted program

.....

- Involvement/ Participation to stakeholder Initiated programs

- **F11** Minutes of the Meeting with stakeholders on stakeholder-initiated programs and activities
- **F19** SGC Report on the issues/concerns raised during school activities/events

.....

- Promotion to access to school data and information through the Transparency Board, SRC and other reports

- **F111** SGC Resolution on access to information (school data and information); SGC Action Plan on promoting access to information

To-Do-List

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Activity Check-in

● SGC Regular Meeting

● **F11** Notice of Meeting

● **F13** SGC Resolution on applicable recommendation

● **F15** Copy of the communication/ transmittal letter to the School Head reflecting the direction of the SGC

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Any document recommending policy/ program to the LSB, based on the SIP

Activity Check-in

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To-Do-List

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Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY

Office of the Schools Division
Superintendent

JUL 30 2026

MEMORANDUM

No. 345, s. 2026

**NOTICE OF PARTICIPATION OF ALL SAMPLED SCHOOLS IN THE PISA-BASED
TEST FOR SCHOOLS (PBTs) PHILIPPINES AND CONDUCT OF
SCHOOL READINES AUDIT**

To: Assistant Schools Division Superintendent
Chief Education Supervisor, Curriculum Implementation Division
Chief Education Supervisor, School Governance and Operations Division
Public Elementary and Secondary School Heads/OICs
Administrative Officer V
All Others Concerned

1. Attached is DepEd Joint Memorandum dated July 14, 2026, relative to the above-captioned subject, the contents of which are self-explanatory, for the information and guidance of all concerned.
2. The attached official list of participating schools includes **Pedro E. Diaz High School** from the Schools Division Office (SDO) of Muntinlupa. The school is likewise reminded to ensure compliance with the minimum technical and operational requirements prescribed for the activity.
 - a. **Student Sampling Requirement.** Each school shall ensure the participation of fifty-six (56) eligible students whose ages range from 15 years old and 3 months to 16 years old and 2 months from the list of all currently enrolled learners for the school year.
 - b. **Internet Connectivity.** A stable internet connection with a minimum dedicated bandwidth of 10 Mbps that can simultaneously accommodate 56 computers per active testing terminal shall be maintained during all testing sessions.
 - c. **Hardware Availability.** A sampled school should have at least a set of conducive rooms that can cater to 56 fully functional, network-ready desktop computers or laptops, including 20 reserve units for technical contingencies.
 - d. **Power Redundancy Measures.** School Head shall ensure the availability and functionality of Generator Sets (GenSets) and/or Uninterruptible Power Supply (UPS) to prevent data loss and operational interruptions arising from power outages.

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NUM-2026-345



Student Center for Life Skills Bldg., Centennial Ave, Brgy. Tunasan, Muntinlupa City
8805-9935, 8805-9940
sdo.muntinlupa@gmail.com
depd-muntinlupa.com

Gen- 345

3. The PISA School Briefer and the PBTS Readiness Audit Briefer may be accessed through this link: **<https://bit.ly/PBTSEnclosures>**
4. Immediate dissemination of and strict compliance with this Memorandum are hereby directed.


VIOLETA M. GONZALES CESO VI
Schools Division Superintendent

Enclosure: As stated
References: As stated
To be indicated in the Perpetual Index
under the following subjects:

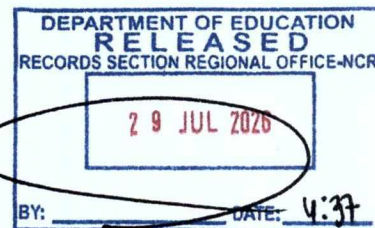
PISA-BASED ASSESSMENT TEST

ZPG/ DM / NOTICE OF PARTICIPATION OF ALL SAMPLED SCHOOLS IN THE PISA-BASED TEST FOR SCHOOLS (PBTS) PHILIPPINES
AND CONDUCT OF SCHOOL READINES AUDIT

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Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION



REGIONAL MEMORANDUM

ORD-2026- 582

TO : **SCHOOLS DIVISION SUPERINTENDENTS**
SDO Las Pinas City SDO Pasig City
SDO Malabon City SDO Parañaque City
SDO Manila SDO Quezon City
SDO Marikina City SDO Taguig City and Pateros
SDO Muntinlupa City SDO Valenzuela City

FROM : **JOCELYN DR ANDAYA** 
Regional Director, NCR
Concurrent Officer-in-Charge, Office of the
Assistant Secretary for Operations

SUBJECT : **NOTICE OF PARTICIPATION OF ALL SAMPLED SCHOOLS IN
THE PISA-BASED TEST FOR SCHOOLS (PBTS) PHILIPPINES
AND CONDUCT OF SCHOOL READINESS AUDIT**

DATE : July 27, 2026

1. This is in reference to the attached **Joint Memorandum**, dated July 14, 2026, signed by Carmela C. Oracion, Undersecretary for Learning Systems and Ronald U. Mendoza, PhD. Undersecretary for Strategic Management, regarding the above-mentioned activity, contents of which are self-explanatory, for information and appropriate action.
2. Immediate dissemination of this memorandum is desired.



Republic of the Philippines
Department of Education

JOINT MEMORANDUM

TO : **All Regional Directors
Schools Division Superintendents
School Heads of Selected Secondary Schools**

FROM : **CARMELA C. GRACION**
Undersecretary for Learning Systems

RONALD U. MENDOZA, PhD
Undersecretary for Strategic Management

SUBJECT : **NOTICE OF PARTICIPATION OF ALL SAMPLED SCHOOLS IN
THE PISA-BASED TEST FOR SCHOOLS (PBTS) PHILIPPINES
AND CONDUCT OF SCHOOL READINESS AUDIT**

DATE : **July 14, 2026**

Pursuant to DepEd Order No. 29, s. 2017, titled *Policy Guidelines on System Assessment in the K to 12 Basic Education Program*, the Department of Education (DepEd), through the Monitoring and Evaluation Office (MEO), shall administer the PISA-Based Test for Schools (PBTS) 2026. Accordingly, this Office announces the participation of one hundred ninety-eight (198) public and private secondary schools selected to represent the country in the upcoming PISA for Schools cycle.

The sampled schools were drawn and provided by the Organization for Economic Co-operation and Development (OECD) using probabilistic methods based on DepEd school-level data. The official list of sampled schools is attached as **Annex A** for reference.

In preparation for the PBTS implementation, all sampled schools shall strictly adhere to the following activities:

Activities	Responsible Personnel	Target Completion
Submission of the Eligible 15-Year-Old Students' Profiles	Selected School Heads/Registrars	August 7, 2026
Conduct of the Technical Infrastructure and Bandwidth Stress Test	School ICT Coordinators / Division ITOs	During Ocular Visit (schedule to be coordinated with the PBTS Technical Team)

Coordination for Inter-School Hardware Sharing and Pooling (If Necessary)	Selected SDOs and Sampled School Heads	Upon Memo Receipt and During the Ocular Visit
Participation in Field Validation and Unannounced Audits	PBTS Technical Team	Starting July 27, 2026

The conduct of the PISA for Schools project rests on the following minimum technical and operational requirements:

- a. **Student Sampling Requirement:** Each school shall ensure the participation of fifty-six (56) eligible students whose ages range from 15 years old and three months to 16 years old and 2 months from the list of all currently enrolled learners for the school year.
- b. **Internet Connectivity:** A stable internet connection with a minimum dedicated bandwidth of 10 Mbps that can simultaneously accommodate 56 computers per active testing terminal shall be maintained during all testing sessions.
- c. **Hardware Availability:** A sampled school should have at least a set of conducive rooms that can cater to 56 fully functional, network-ready desktop computers or laptops, including 20 reserve units for technical contingencies.
- d. **Power Redundancy Measures:** School Heads shall ensure the availability and functionality of Generator Sets (GenSets) and/or Uninterruptible Power Supplies (UPS) to prevent data loss and operational interruptions arising from power outages.

Subject to the approval of the Schools Division Office (SDO), non-sampled public secondary schools with available and functional DepEd Computerization Program (DCP) resources may temporarily lend hardware to sampled schools experiencing equipment shortages. The sampled school may keep custody of the borrowed equipment for a maximum of one week from the date of delivery. The SDO shall facilitate and monitor this resource-sharing arrangement. Meanwhile, the Regional Office (RO) shall provide oversight and technical guidance throughout the process.

The PBTS Technical Team from the DepEd Central Office shall conduct ocular inspections and readiness audits of the sampled schools beginning July 27, 2026, to validate compliance with the prescribed requirements.

The PISA for Schools Briefer and the PBTS Readiness Audit Briefer are included in the Enclosures and may be accessed through the following link: <https://bit.ly/PBTSEnclosures>

Attached to this Memorandum are **Annex A (Official List of Sampled Schools)** and **Annex B (PBTS Readiness Audit Checklist)** for guidance and compliance.

For inquiries and clarifications, the PBTS Technical Team may be contacted through email at pbts.ph@deped.gov.ph.

Immediate dissemination of and strict compliance with this Memorandum are hereby directed.



Republika ng Pilipinas

Department of Education

PISA FOR SCHOOLS EXECUTIVE BRIEF

I. BACKGROUND

The PISA for Schools project provides a **digital assessment** designed to help school leaders evaluate 15-year-olds' critical thinking skills and their ability to apply knowledge in real-world contexts. The test includes questions on three cognitive domains: reading, mathematics, and science, and students also complete a background questionnaire covering their school and home environments, including their sense of belonging, family support, motivation, engagement, as well as digital device usage for learning and leisure.

The PISA for Schools project contributes to improving **student learning and well-being** by empowering teachers and school leaders through global connections and international benchmarking using items that measure the same competences as PISA.

The PISA for Schools project has three objectives:

- 1 **Measure** students' learning outcomes and wellbeing.
- 2 **Explore** school data and provide actionable, internationally comparable insights.
- 3 **Act** upon data and provide capacity-building opportunities.

Implementing **PISA for Schools in Philippines** will serve as a platform to enhance the Department of Education's (DepEd) capacity to participate in large-scale international assessments (LSIA) of learning outcomes, including PISA national, by providing school leaders and teachers with tailored, benchmarked data, and knowledge about LSIA. Such data will empower educators in the Philippines to apply insights to improve student learning outcomes.

II. TARGET IMPLEMENTATION

Like PISA, the PISA for Schools is designed for students aged between 15 years and 3 completed months and 16 years and 2 completed months at the time of assessment.

- **Testing period**

The Philippines can choose the testing period when it wishes to administer the PISA for Schools. Current implementation planning accounts for the testing window to start in August 2026. Detailed information on the implementation planning will be provided below.

- **Administration mode**

PISA for Schools is available only in digital format. For the 2026 administration in the Philippines, the test will be conducted in **English, Tagalog, Bisaya**, and

Ilocano. The provision of the PISA for Schools can take place both online and offline.

III. OUTCOMES

- **School reports**

Each participating school will receive a comprehensive School Report, aimed at school improvement efforts and international benchmarking. Each report will be unique to the individual school and will be delivered in PDF format in English.

- **Tailor-made reports**

Additional analysis will be performed and presented in a separate tailor-made report depending on the Philippines' needs.

- **Sampling**

The sampling process based on PISA methodology will be conducted by external OECD partners and will ensure balanced national representation across the four target languages to be tested in PISA for Schools.

- **Capacity building**

PISA for Schools team will offer tailor-made training on data coding, quality checking, and double marking. If desired by the Philippines, the team can also offer tailor-made workshops with the aim of providing an introductory understanding of assessments for teachers, school leaders, and educators. Furthermore, the project is offering webinars and peer-learning opportunities for all participating schools.

IV. ROLES AND RESPONSIBILITIES Test Provider (TP)

The PISA for Schools is co-ordinated in each territory by a Test Provider (TP), which is responsible for implementing the project and is accredited by the OECD. In the case of the Philippines, the TP role will be carried by the Department of Education (DepEd), Republic of the Philippines, which is the executive department of the Philippine government tasked with overseeing the country's basic education system.

Key Responsibilities of **Test Provider (MEO)**:

- Promote the PISA for Schools project within the country and engage key stakeholders.
- Collaborate closely with the OECD and participate in weekly meetings.
- Recruit and liaise with participating schools.
- Appoint and support school coordinators.
- Oversee national adaptation, including the translation of test materials and documentation with the OECD support.
- Ensuring accurate collection of school, student, and staff information.
- Manage test scheduling and coordinating tests.
- Recruit and train marking teams, with OECD support, for coding open-ended responses.

- Coordinate the reporting process, ensuring that individual school reports delivered by the OECD are shared with participating schools.

International Platform Provider (IPP)

The PISA for Schools is administered using a digital platform developed by the OECD's partner Educational Testing Service (ETS).

OECD

The OECD is responsible for certifying the TP and for informing the PISA Governing Board representative about the progress of the project in that country. The OECD also provides technical advisory services, support, and oversight of the development of the PISA for Schools project. The OECD's tasks include providing test material, leading the translation and adaptation of the test, verification of translations and adaptations, and developing reporting templates, etc.

V. TIMELINE

The initial implementation of the PISA for Schools project takes approximately five months from the moment of signature of the agreement between the OECD and the Test Provider before the test is available to be administered to students. The first five months are used to prepare the PISA for Schools implementation in the languages of instruction. Once the PISA for Schools testing is completed, data is analyzed by the PISA for Schools team, and school reports are delivered to all participating schools that reached data quality standards approximately five months after the date of the last test administration.

Therefore, in total, it takes approximately 6 months to prepare the test, implement the test in the schools, analyze the data, and deliver school reports to participating schools.



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PISA-BASED TEST FOR SCHOOLS READINESS AUDIT BRIEF

I. BACKGROUND

The upcoming 2026 PISA-Based Tests for Schools (PBTS) present 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, in some regions, achieved at least the 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 is 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.



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Parental and Community Engagement: High dropout rates in certain areas correlate with socioeconomic challenges, including family issues, economic pressures, and a 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 PBTS 2026. 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 PBTS Readiness 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 the 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.



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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.

PBTS (PISA-Based Testing for Schools): A comprehensive evaluation aligned with OECD protocols and PISA frameworks, to be implemented during the current cycle to bolster learner preparedness for the forthcoming PISA assessment in the year 2029.

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

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.



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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.

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.

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.

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 PBTS 2026.

2. **Who will complete the checklist?**

- The School Head is responsible for accurately completing the checklist.
- The process should involve consultations with teachers and support staff and relevant stakeholders to ensure accurate and comprehensive reporting.



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- **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.**

3. 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 the School Readiness Audit Checklist within the period of the ocular visits.

4. 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 should be well-lit, ventilated, and temperature-controlled rooms.
- 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.



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Department of Education

- 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:

- 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.

5. Audit Checklist Completion

- Each indicator in the checklist should be assessed based on the school's status. For each criterion, select the appropriate readiness level:
 - MET** – The criterion is fully achieved and meets the required standards.
 - PARTIALLY MET** – The criterion is partially achieved, with some gaps or limitations needing minor adjustments.
 - NOT MET** – The criterion is not achieved and requires significant intervention and support.
- 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.
- 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.