



Republic of the Philippines  
**Department of Education**  
**NEGROS ISLAND REGION**

REGIONAL MEMORANDUM  
No. \_\_\_\_\_ 083 s. 2026

JAN 27 2026

**FIELD TESTING OF THE ASRRA RESPONSIVENESS AUDIT TOOL  
FOR MOSY SCHOOL YEAR 2025-2026**

To: Schools Division Superintendents  
All Others Concerned

1. Attached is DepEd Memorandum No. OM-OUGOPS-2026-01-08226 titled Field Testing of the ASRRA Responsiveness Audit Tool for MOSY School Year 2025-2026 on January 26-27, 2026 with the following process flow:

- Orientation of participating schools and validators
- Accomplishment of the online ASRRA Responsiveness Audit Tool
- Documentation of observations and challenges
- Consolidation of feedback at the regional level
- Submission of consolidated report to the Central Office

2. Each Schools Division Office (SDO) shall identify one (1) school to accomplish the audit tool based on the assigned category.

<b>SDO</b>	<b>CATEGORY</b>
Bacolod City	Large School
Bago City	Elementary School
Bais City	Secondary School
Bayawan City	Secondary School
Cadiz City	Integrated School
Canlaon City	Schools located in Geographically Isolated and Disadvantaged and Conflict Affected Areas (GIDCA)
Dumaguete City	Small School
Escalante City	Urban School
Guihulngan City	Urban School
Himamaylan City	Rural School
Kabankalan City	Rural School
La Carlota City	Medium School
Negros Occidental	Large School
Negros Oriental	Schools located in Geographically Isolated and Disadvantaged and Conflict Affected Areas (GIDCA)
San Carlos City	Small School
Sagay City	Elementary School
Silay City	Small School
Sipalay City	Elementary School



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Siquijor	Secondary School
Talisay City	Urban School
Tanjay City	Medium School
Victorias City	Medium School

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

  
**RAMIR E. UYTICO EdD, CESO III**  
Regional Director

Encl.: None

Reference: As Stated

To be indicated in the Perpetual Index

under the following subjects:

CURRICULUM

SURVEY

TEACHERS

JEB/CLMD-RM-Field Testing of the ASRRA Responsiveness Audit Tool for MOSY School Year 2025-2026  
000/January 27, 2026



Republika ng Pilipinas

## Department of Education

OFFICE OF THE UNDERSECRETARY FOR GOVERNANCE AND OPERATIONS

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**MEMORANDUM**

**OM-OUGOPS-2026-01-08226**

**TO : ALL REGIONAL DIRECTORS  
SCHOOLS DIVISION SUPERINTENDENTS  
ARAL SCHOOL TWGs  
ALL OTHERS CONCERNED**

**FROM : MALCOLM S. GARMA**  
*Undersecretary for Governance and Operations*

**SUBJECT : FIELD TESTING OF THE ASRRA RESPONSIVENESS AUDIT  
TOOL FOR MOSY SCHOOL YEAR 2025-2026**

**DATE : 23 JANUARY 2026**

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1. This Memorandum is issued to conduct the **Field Testing of the ASRRA Responsiveness Audit Tool** for the Mid-of-School-Year (MOSY) cycles of School Year 2025-2026.
2. All Regional Offices are directed to facilitate the participation of Fifteen (15) selected schools in the field testing activity scheduled on **January 26-27, 2026**, using the prescribed online form. The Word-format of the ASRRA Responsiveness Audit Tool is attached as **Annex B** for reference, while the Regional Consolidated Feedback Report Template is provided as **Annex A** to ensure uniformity in the submission of observations and recommendations.
3. Regional Offices shall submit their consolidated feedback reports not later than **January 28, 2026**, to the Office of the Undersecretary for Governance and Operations (OUGOPS). For inquiries and coordination, all concerned may contact the OUGOPS through telephone nos. (02) 8633-5313 or email address: [ouops@deped.gov.ph](mailto:ouops@deped.gov.ph) and look for Mr. Danpaul Santos.
4. Immediate dissemination of and strict compliance with this Memorandum are hereby directed.

*Encl.: As stated*



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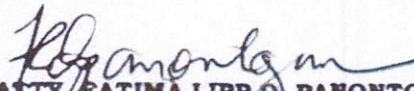


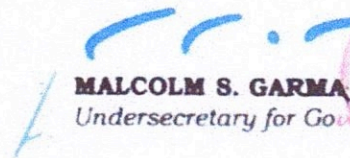
Republika ng Pilipinas  
**Department of Education**

OFFICE OF THE UNDERSECRETARY FOR GOVERNANCE AND OPERATIONS

**MEMORANDUM**

**OM-OUOPS-2026-01-08226**

FOR :   
**ATTY. FATIMA LIPP D. PANONTONGAN**  
 Undersecretary and Chief of Staff,  
 Office of the Secretary

FROM :   
**MALCOLM S. GARMA**  
 Undersecretary for Governance and Operations

**PETER IRVING C. CORVERA**  


SUBJECT : **COMPLETE STAFF WORK (CSW) ON THE REQUEST TO CONDUCT FIELD TESTING OF THE ASRRA RESPONSIVENESS AUDIT TOOL FOR MOSY AND EOSY, SCHOOL YEAR 2025-2026**

DATE : January 21, 2026

**I. BACKGROUND**

The ARAL School Readiness and Responsiveness Audit (ASRRA) serves as the Department of Education's monitoring and evaluation tool to verify that schools implementing the ARAL Program are both prepared at the outset and able to adapt to the evolving learning needs of identified learners. In accordance with DepEd Memorandum No. 56, s. 2025, the ASRRA establishes a systematic process for gauging school readiness at the Beginning of the School Year (BOSY), as well as for assessing program responsiveness during the Mid-Year (MOSY) and End-of-School-Year (EOSY) stages.

Before its nationwide rollout, the Responsiveness Audit Tool shall be subjected to pilot testing to validate the clarity, feasibility, and contextual relevance of its indicators, scoring system, and data requirements. This attachment sets forth the operational guidelines for the conduct of such pilot testing.

**II. POTENTIAL BENEFIT**

The pilot testing of the ASRRA Responsiveness Audit Tool will help validate the indicators and scoring mechanisms prior to nationwide implementation. Results from the pilot are expected to inform refinements to the tool, support adjustments to ARAL Program implementation, and strengthen the Department's capacity to monitor school-level responsiveness in a consistent and systematic manner.

### III. OBJECTIVES

The pilot testing of the ASRRA Responsiveness Audit Tool is undertaken to achieve the following objectives:

- To assess the clarity, relevance, and appropriateness of the indicators and sub-indicators contained in the tool;
- To determine the practicality and ease of use of the scoring system;
- To evaluate the sufficiency and availability of data required from schools to accomplish the audit tool;
- To identify operational challenges and field-level issues encountered during the administration of the tool; and
- To generate concrete recommendations for the enhancement and finalization of the ASRRA Responsiveness Audit Tool for full-scale implementation.

### IV. CLEAR STATEMENT OF REQUEST

In this regard, this Office respectfully seeks the approval and signature of the Undersecretary and Chief of Staff on the memorandum for the conduct of the Pilot Testing of the ASRRA Responsiveness Audit Tool for MOSY and EOSY, School Year 2025–2026.

[OUOPS / RAC]

## **GUIDELINES FOR THE FIELD TESTING OF THE ASRRA RESPONSIVENESS AUDIT TOOL**

### **I. BACKGROUND**

The ARAL School Readiness and Responsiveness Audit (ASRRA) is a monitoring and evaluation mechanism instituted by the Department of Education to ensure that schools implementing the ARAL Program are adequately prepared and continuously responsive to the learning needs of identified learners. Pursuant to DepEd Memorandum No. 56, s. 2025, the ASRRA provides a structured framework for assessing school readiness at the beginning of the school year (BOSY) and for determining program responsiveness during the Mid-Year (MOSY) and End-of-School-Year (EOSY) periods.

While the ASRRA Readiness Audit has already been implemented to determine baseline conditions, there remains a need to assess whether schools have addressed the identified gaps and implemented appropriate interventions. In response to this need, the ASRRA Responsiveness Audit Tool has been developed to measure the effectiveness, adequacy, and sustainability of ARAL Program implementation across five key domains: Learner Support, Tutor Capacity, School Environment, Parental Engagement, and Community and Institutional Support.

Prior to nationwide implementation, the Responsiveness Audit Tool must undergo field testing to ensure that its indicators, scoring mechanisms, and data requirements are clear, practical, and aligned with actual school contexts. This attachment provides the operational guidelines for conducting the field testing.

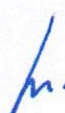
### **II. OBJECTIVES**

The field testing of the ASRRA Responsiveness Audit Tool is undertaken to achieve the following objectives:

- To assess the clarity, relevance, and appropriateness of the indicators and sub-indicators contained in the tool;
- To determine the practicality and ease of use of the scoring system;
- To evaluate the sufficiency and availability of data required from schools to accomplish the audit tool;
- To identify operational challenges and field-level issues encountered during the administration of the tool; and
- To generate concrete recommendations for the enhancement and finalization of the ASRRA Responsiveness Audit Tool for full-scale implementation.

### **III. SCOPE**

The field testing activity shall cover selected ARAL-implementing schools across all regions. Participating schools shall represent varied contexts, including but not limited to:

- Elementary and Secondary Schools
  - Integrated Schools
  - Urban and Rural Schools
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- Large, medium, and small schools
- Schools located in Geographically Isolated and Disadvantaged and Conflict-Affected Areas (GIDCA)
- Schools with differing levels of ARAL Program performance

**All Regional Offices shall facilitate the participation of identified schools and ensure compliance with the prescribed timelines and procedures.**

#### **IV. FIELD TESTING IMPLEMENTATION GUIDELINES**

##### **A. Field Testing Period**

The conduct of the field test shall take place from **January 26 to 27, 2026**.

##### **B. Mode of Administration**

The Field Test Responsiveness Audit Tool shall be administered using the official online form through this link: <https://bit.ly/MoSYASRRA>. A Word-format copy of the tool (Annex B) is provided solely for reference and preparatory purposes.

##### **C. Participants**

- **Fifteen (15) selected schools** shall accomplish the tool in coordination with their respective Schools Division Offices.
- Division and Regional ARAL TWG shall oversee and facilitate the process.
- Validators may include ARAL coordinators and designated division representatives.

##### **D. Process Flow**

- Orientation of participating schools and validators
- Accomplishment of the online ASRRA Responsiveness Audit Tool
- Documentation of observations and challenges
- Consolidation of feedback at the regional level
- Submission of consolidated report to the Central Office

##### **E. Data Integrity**

All information supplied during the field testing must be based on actual school records, available evidence, and verifiable data. No field test results shall be used for performance rating purposes.

#### **V. FEEDBACK AND CONSOLIDATION GUIDELINES**

To ensure uniform and meaningful inputs, all Regional Offices shall evaluate the field test results using the **Regional Consolidated Feedback Report Template (Annex A)**. Feedback shall be organized according to the following areas of review:

##### **A. Time, Motion, and Efficiency**

- Was the time required to complete the tool reasonable?
- Which sections required the most effort or caused delays?
- Were there steps that can be simplified or streamlined?

##### **B. Clarity of Indicators and Instructions**

- Were the indicators clearly stated and easily understood?
- Were instructions sufficient and unambiguous?
- Which parts of the tool need rewording or clarification?

### **C. Ease of Scoring and Rating**

- Was the rating system practical and objective?
- Were the scoring criteria easy to interpret and apply?
- Did validators encounter difficulties in assigning ratings?

### **D. Completeness and Availability of Data**

- Were schools able to provide the required information and evidence?
- Which data elements were difficult to generate or document?
- Are there indicators that require data beyond school capacity?

### **E. School Observations and Challenges**

- What operational issues were encountered during the implementation?
- Which indicators were not applicable to certain school contexts?
- What contextual limitations affected tool completion?

### **F. Recommendations for Improvement**

- Which indicators should be revised, merged, or removed?
- What additional indicators, if any, should be included?
- What improvements are suggested for the online form and overall format?

## **VI. REPORTING REQUIREMENTS**

All Regional Offices are required to submit a **Consolidated Regional Feedback Report** using the prescribed template not later than **January 28, 2026**, to the Office of the Undersecretary for Governance and Operations. Submissions shall include a summary of findings, documented challenges, and specific recommendations for tool enhancement.

## **VII. UTILIZATION OF RESULTS**

The consolidated results of the field testing shall serve as the primary reference in refining the ASRRA Responsiveness Audit Tool. Recommendations generated through this activity will guide revisions in indicators, scoring mechanisms, and implementation procedures to ensure that the final tool is responsive to school realities and program requirements.

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**REGIONAL CONSOLIDATED FEEDBACK REPORT  
ASRRA RESPONSIVENESS AUDIT TOOL FIELD TEST**

Region: \_\_\_\_\_  
Number of Participating Schools: \_\_\_\_\_  
Number of Participating SDOs: \_\_\_\_\_  
Period of Field Testing: January 26-27, 2026

**I. SUMMARY OF FIELD TEST IMPLEMENTATION**

1. Total schools that completed the field test: \_\_\_\_\_
2. Total validators involved: \_\_\_\_\_
3. Average time to accomplish the tool: \_\_\_\_\_ hours
4. Mode of administration (online/onsite/hybrid): \_\_\_\_\_

**II. CONSOLIDATED FEEDBACK BY AREA OF REVIEW**

**A. Time, Motion, and Efficiency**

**Key Questions:**

- How long did it take schools to complete the tool?
- Which domains or indicators consumed the most time?
- Were there steps that were redundant or overly complex?

**Findings:**

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**Recommendations:**

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**B. Clarity of Indicators and Instructions**

**Key Questions:**

- Were the indicators clearly understood by schools and validators?
- Were there confusing or ambiguous terms?
- Were the instructions sufficient and easy to follow?

**Findings:**

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**Recommendations:**

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C. Ease of Scoring and Rating Mechanism

**Key Questions:**

- Was the scoring system easy to apply?
- Were the criteria objective and practical?
- Were there indicators difficult to rate?

**Findings:**

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**Recommendations:**

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**D. Completeness and Availability of Required Data**

**Key Questions:**

- Were schools able to provide all required data and evidence?
- Which data elements were difficult to gather?
- Are there indicators requiring information beyond school capacity?

**Findings:**

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**Recommendations:**

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**E. School Observations and Implementation Challenges**

**Key Questions:**

- What major operational issues were encountered?
- Were there indicators not applicable to certain contexts?
- What field realities affected the conduct of the audit?

**Findings:**

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**Recommendations:**

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F. Overall Recommendations for Tool Enhancement

Please provide consolidated regional recommendations on:

- Indicators to be revised
- Indicators to be removed or merged
- Additional indicators to be included
- Improvements in format, layout, or online system

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**Recommendations:**

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**III. GENERAL ASSESSMENT**

Overall Regional Assessment on the ASRRA Responsiveness Audit Tool:

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**Prepared by:**

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Date: \_\_\_\_\_

**Noted by:**

Regional Director: \_\_\_\_\_

Signature: \_\_\_\_\_

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ANNEX B: ASRRA RESPONSIVENESS CHECKLIST

**BASIC SCHOOL PROFILE**

<b>LOCATION INFORMATION</b>		
Name of School:	Region:	SDO:
School ID:		
In geographically isolated and disadvantaged, and conflict-affected areas (GIDCA)? <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>		
<b>ENROLLMENT INFORMATION</b>		
Total no. of learners enrolled in school as of 31 December 2025.	No. of learners who have been attending the ARAL tutorial since the beginning of the ARAL tutorial sessions  Gr. 1: _____ Gr. 2: _____ Gr. 3: _____ Gr. 4: _____ (and so on...)	No. of ARAL learners returning from furlough:
No. of LWDs ARAL learners:		
<b>TUTOR DEPLOYMENT</b>		
Total Total No. of DepEd teacher-tutors assigned in ARAL: _____		
No. of tutors external to DepEd (e.g., para-teachers, pre-service teachers, etc.) <ul style="list-style-type: none"> <li>• No. of <b>Para-teachers</b>: _____</li> <li>• No. of <b>Pre-service teachers</b>: _____</li> <li>• <b>Other engagement</b> (pls specify the type of engagement and the number of involved individuals): _____</li> </ul>		
Start of Training of ARAL Tutors (e.g., 09/15/2025): <i>(Note: Training is different from orientation)</i>	Start Date of the ARAL Training: _____  Trained by (check all that applies): <ul style="list-style-type: none"> <li>• Region</li> <li>• Division</li> </ul>	

	<ul style="list-style-type: none"> <li>School/Mentor/Coach (through LAC, collaborative expertise, etc.)</li> </ul>	
Maximum/average tutor-learner ratio () <ul style="list-style-type: none"> <li>Maximum ratio: _____ (e.g. 1:3, 1:5, etc.)</li> <li>Minimum ratio: _____ (e.g. 1:7, 1:13, 1:15, etc.)</li> </ul>		
Have tutors received incentives/support? <ul style="list-style-type: none"> <li>YES</li> <li>NO</li> </ul>	If yes, <ul style="list-style-type: none"> <li>A. How many tutors received incentives/support?</li> <li>B. What types of incentives/support?</li> <li>C. What is/are the source/s of these incentives/support?</li> </ul>	
<b>IMPLEMENTATION STATUS</b>		
Start of ARAL Implementation for <b>Grades 2-10</b> (Indicate the actual date ARAL sessions for Grades 2-10 began, e.g., 09/15/2025):	Start of ARAL Implementation for <b>Grade 1</b> (e.g., 11/03/2025):	No. of ARAL sessions conducted per Key Stage before the conduct of MOSY Assessments (e.g., KS 1: 32) <ul style="list-style-type: none"> <li>KS1: _____</li> <li>KS2: _____</li> <li>KS3: _____</li> </ul>
ARAL Implementation Scheme (Check all that applies) <ul style="list-style-type: none"> <li>Before class</li> <li>After class</li> <li>Within the class program</li> <li>Pull-out</li> <li>Saturday/Weekend</li> </ul>		What is the school-level percentage of attendance of learners in the ARAL Program per grade level? Grade 1: <ul style="list-style-type: none"> <li>80%-100%</li> <li>50%-75%</li> <li>≥45%</li> </ul> Grade 2: <ul style="list-style-type: none"> <li>80%-100%</li> <li>50%-75%</li> <li>≥45%</li> </ul> Grade 3: <ul style="list-style-type: none"> <li>80%-100%</li> <li>50%-79%</li> <li>≥49%</li> </ul> Grade 4: <ul style="list-style-type: none"> <li>80%-100%</li> <li>50%-75%</li> <li>≥49%</li> </ul>

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		<p>Grade 5: 80%-100% 50%-75% ≥49%</p> <p>Grade 6: 80%-100% 50%-75% ≥49%</p> <p>Grade 7: 80%-100% 50%-75% ≥49%</p> <p>Grade 8: 80%-100% 50%-75% ≥49%</p> <p>Grade 9: 80%-100% 50%-75% ≥49%</p> <p>Grade 10: 80%-100% 50%-75% ≥49%</p>
<p>ARAL session schedule (Check all that applies) Dropdown):</p> <ul style="list-style-type: none"> <li>● Four times a week</li> <li>● Two to three times a week</li> <li>● Once a week</li> <li>● Saturday/Weekend</li> </ul>	<p>No. of learners who discontinued/dropped from ARAL (have never attended or stopped attending ARAL tutorial classes) as of the date of survey :</p>	<p>Top reasons for absenteeism or dropout: (Check all that applies) Dropdown):</p> <ul style="list-style-type: none"> <li>● Transfer of school</li> <li>● Lost interest</li> <li>● Taking care of siblings</li> <li>● Early marriage/ pregnancy</li> <li>● Family problem</li> <li>● Illness</li> <li>● Overage</li> <li>● Death</li> <li>● Drug Abuse</li> <li>● Lack of interest</li> </ul>

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	Short answer:	BoSY data or		n Plan (IRIP) • Others
<b>2. Vision and Hearing Screening</b>	2.1. Has the school conducted vision screening for All ARAL learners?	<p><b>Met:</b> Yes, All learners</p> <p><b>Partially Met:</b> Yes, but only selected learners</p> <p><b>Not Met:</b> No learners were screened</p>	<ul style="list-style-type: none"> <li>• Met</li> <li>• PM</li> <li>• NM</li> </ul>	<p><b>If YES:</b></p> <p>Please indicate the date the screening was completed: _____</p> <p>No. of screened learners: _____</p> <p>No. of learners who have 20/20 visions: ____</p> <p>No. of learners who need eyeglasses: ____</p> <p><b>IF NO,</b> What are the possible reason/s why the school was not able to conduct vision screening for its learners?</p>
	2.2 Has the school conducted a hearing screening for the learners?	<p><b>Met:</b> Yes, All learners</p> <p><b>Partially Met:</b> Yes, but only selected learners</p> <p><b>Not Met:</b> No learners were screened</p>	<ul style="list-style-type: none"> <li>• Met</li> <li>• PM</li> <li>• NM</li> </ul>	<p><b>If YES:</b></p> <p>Please indicate the date the screening was completed</p> <p>No. of learners who were screened: _____</p> <p>No. of learners who has hearing difficulties: ____</p> <p><b>IF NO,</b> What are</p>

				the possible reason/s why the school was not able to conduct vision screening for its learners?
<b>3. Attendance and Dropout Risk</b>	<p>3.1 Has the school provided interventions for at-risk learners (e.g., home visits, follow-ups)?</p> <p><b>Definition:</b> Children at risk refer to learners experiencing difficulties in learning, having disability or illness due to biological, psychological or environmental risk factors. (DO. No.23,s.2022)</p>	<p><b>Met:</b> All learners were provided with interventions (e.g., home visit, follow-ups)</p> <p><b>Partially Met:</b> Some learners were provided with interventions (e.g., home visit, follow-ups)</p> <p><b>Not Met:</b> No learners were provided with intervention (e.g., home visit, follow-ups)</p>	<ul style="list-style-type: none"> <li>● Met</li> <li>● PM</li> <li>● NM</li> </ul>	What effective interventions are being implemented by the school?
<b>4. Learners with Disabilities (LWDs)</b>	<p>4.1 Has the school provided support mechanisms for LWDs in accordance with DM 64, s. 2025 and other relevant policies?</p>	<p><b>Met:</b> The school provides clear and functional mechanisms and other appropriate support to all LWDs</p> <p><b>Partially Met:</b> The school provides support mechanisms, but not all LWDs are provided with appropriate support</p>	<ul style="list-style-type: none"> <li>● Met</li> <li>● PM</li> <li>● NM</li> </ul>	

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		<b>Not Met:</b> No support provided		
<b>5. Psychosocial Support</b>	5.1 Has the school integrated emotional learning (SEL) and other psychosocial activities for learners during the ARAL tutorial sessions?	<p><b>Met:</b> School-wide D or ARAL-focused SEL and other psychosocial activities are conducted</p> <p><b>Partially Met:</b> There is limited (e.g., one-time only) SEL and other psychosocial activities Conducted</p> <p><b>Not Met:</b> None conducted</p>	<ul style="list-style-type: none"> <li>● Met</li> <li>● PM</li> <li>● NM</li> </ul>	

**DOMAIN 2: TUTOR DOMAIN**

**Objective:** Determine the extent to which the school maintains a trained, adequately supported, and readily deployable pool of ARAL tutors who are matched to program requirements and the specific learning profiles of identified learners.

SUB-DOMAIN	SUB-INDICATOR	SCORING CRITERIA	RATING	REMARKS
1. Tutor Training and Certification	1.1 Is a local orientation or coaching session regularly conducted for new or volunteer tutors?	<p><b>Met:</b> On boarding/ coaching session held regularly</p> <p><b>Partially Met:</b> One-time or informal orientation only</p> <p><b>Not Met:</b> None conducted</p>	<ul style="list-style-type: none"> <li>● Met</li> <li>● PM</li> <li>● NM</li> </ul>	
	1.2 Were all tutors trained prior to the conduct of the	<b>Met:</b> Yes, ALL Aral Tutors were trained prior to the	<ul style="list-style-type: none"> <li>● Met</li> <li>● PM</li> <li>● NM</li> </ul>	

	ARAL Classes?	<p>conduct of Aral Tutorials</p> <p><b>Partially Met:</b> Some ARAL tutors have already completed their training, while the rest are currently attending ongoing training sessions.</p> <p><b>Not Met:</b> None of the Aral tutors have</p>		
<b>2. Class Program and Materials</b>	2.1 Are tutors using the provided ARAL materials based on assessment results (CRLA, RMA, PHIL-IRI)?	<p><b>Met:</b> All tutors use appropriate kits/modules</p> <p><b>Partially Met:</b> Some tutors use outdated/generic tools</p> <p><b>Not Met:</b> No aligned materials used</p>	<ul style="list-style-type: none"> <li>● Met</li> <li>● PM</li> <li>● NM</li> </ul>	
	2.2 Does the school regularly engage ARAL tutors in LAC, collaborative expertise sessions and other professional development activities to utilize and share good practices, resources, and address challenges	<p><b>Met:</b> Regular LAC/ Collaborative PM Expertise/mentoring, with attendance logs</p> <p><b>Partially Met:</b> Irregular LAC collaborative expertise sessions between Tutors and/or with classroom teachers.</p>	<ul style="list-style-type: none"> <li>● Met</li> <li>● PM</li> <li>● NM</li> </ul>	

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	encountered during the ARAL sessions?	<b>Not Met:</b> No LAC/ collaborative experience involvement		
<b>3. Para-Teachers and Pre-service Aral Tutors</b>	3.1 Are para-teachers who are not reading specialists being supervised or guided by a reading teacher or qualified instructional supervisor?	<p><b>Met:</b> Yes, Para-teachers are consistently working under the guidance and supervision of reading specialists or qualified instructional supervisors.</p> <p><b>Partially Met:</b> Para-teachers receive occasional or limited supervision/guidance</p> <p><b>Not Met:</b> No, Para-teachers are working independently without any supervision or guidance from reading specialists or instructional supervisors.</p>	<ul style="list-style-type: none"> <li>● Met</li> <li>● PM</li> <li>● NM</li> </ul>	
	3.2 Are pre-service teachers who are not reading majors being supervised or guided by a reading specialist or qualified instructional supervisor?	<p><b>Met:</b> Yes, Pre-service teachers are consistently working under the guidance and supervision of reading specialists or qualified instructional</p>	<ul style="list-style-type: none"> <li>● Met</li> <li>● PM</li> <li>● NM</li> </ul>	

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		<p>supervisors.</p> <p><b>Partially Met:</b> Yes, Pre-service teachers receive occasional or limited supervision/guidance.</p> <p><b>Not Met:</b> No, Pre-service teachers are working independently without any supervision or guidance from reading specialists or instructional supervisors.</p>		
<b>4. Tutor Incentives &amp; Remuneration</b>	4.1 Have tutors received incentives/support?	<p><b>Met:</b> All Tutors have received full incentives/support as planned</p> <p><b>Partially Met:</b> Tutors have received partial or delayed incentives/support</p> <p><b>Not Met:</b> Tutors have not received any incentives/support</p>	<ul style="list-style-type: none"> <li>● Met</li> <li>● PM</li> <li>● NM</li> </ul>	
	4.2 Did you (the school head) experience any challenges with your ARAL tutors that you would like to highlight?	<p><b>Met:</b> No challenges were reported by the school head regarding ARAL tutors.</p> <p><b>Partially Met:</b></p>	<ul style="list-style-type: none"> <li>● Met</li> <li>● PM</li> <li>● NM</li> </ul>	

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		<p>Some challenges were experienced but they did not significantly affect tutor performance or program implementation .</p> <p><b>Not Met:</b> Challenges were significant and affected tutor performance or the implementation of ARAL program.</p>		
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**DOMAIN 3: SCHOOL ENVIRONMENT DOMAIN**

**Objective:** Determine whether the school has acted on BOSY-identified school environment gaps and whether current physical, instructional, and support conditions enable effective and sustained ARAL implementation.

SUB-DOMAIN	SUB-INDICATOR	SCORING CRITERIA	RATING	REMARKS
<b>1 Physical Learning Spaces</b>	1.1 Adequacy of ARAL Learning Spaces	<p><b>Met:</b> BOSY-identified space gaps addressed; ARAL sessions conducted in adequate, safe, and consistently assigned spaces.</p> <p><b>Partially Met:</b> Some improvements made, but space constraints still affect session quality or frequency.</p> <p><b>Not Met:</b> BOSY space gaps remain</p>	<ul style="list-style-type: none"> <li>● Met</li> <li>● PM</li> <li>● NM</li> </ul>	<p>IF PARTIALLY MET OR NOT MET:</p> <ul style="list-style-type: none"> <li>● School implemented documented space optimization strategies [DROP DOWN]</li> </ul>

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		unaddressed or there are no existing physical spaces for Aral.		<ul style="list-style-type: none"> <li>• scheduling,</li> <li>• Reallocation</li> <li>• alternative venues)</li> </ul>
<b>2. Learning and Teaching Materials</b>	2.1 Availability of ARAL Learning and Teaching Materials	<p><b>Met:</b> BOSY-identified material gaps resolved; Materials are available for tutors and learners on a 1:1 ratio.</p> <p><b>Partially Met:</b> ARAL materials are available, but insufficient or unevenly distributed.</p> <p><b>Not Met:</b> No available ARAL materials</p>	<ul style="list-style-type: none"> <li>• Met</li> <li>• PM</li> <li>• NM</li> </ul>	<p>If partially or not met, what materials are available</p> <p>Teachers' and Learners' Materials:</p> <ul style="list-style-type: none"> <li>• Division created materials</li> <li>• Teacher-made materials</li> <li>• Supplementar y Materials (from partners or provided by CO)</li> </ul>
<b>3. Digital Access and Connectivity</b>	3.1 Support for Digital ARAL Processes	<p><b>Met:</b> ARAL data (attendance, assessments, MOSY/EOSY reports) submitted regularly without major delays; the school has stable internet connectivity.</p> <p><b>Partially Met:</b> Occasional delays due to connectivity constraints.</p>	<ul style="list-style-type: none"> <li>• Met</li> <li>• PM</li> <li>• NM</li> </ul>	

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		<b>Not Met:</b> Frequent delays or inability to submit required ARAL data.		
<b>4 Learning Environment Management and Operational Conditions</b>	4.1 Management of ARAL Session Flow	<p><b>Met:</b> School regularly adjusts schedules and groupings to improve ARAL session flow according to learner and tutor needs</p> <p><b>Partially Met:</b> School once adjusted schedules and groupings, or space use to improve ARAL session flow according to learner and tutor needs</p> <p><b>Not Met:</b> No adjustments despite identified implementation issues.</p>	<ul style="list-style-type: none"> <li>• Met</li> <li>• PM</li> <li>• NM</li> </ul>	
	4.2 Responsiveness to environment-related Implementation Issues	<p><b>Met:</b> All environment-related issues (e.g., noise, overcrowding, interruptions) were identified and addressed with documented actions.</p> <p><b>Partially Met:</b> Issues acknowledged but only partially addressed.</p> <p><b>Not Met:</b> Issues persist with no documented response.</p>	<ul style="list-style-type: none"> <li>• Met</li> <li>• PM</li> <li>• NM</li> </ul>	

**DOMAIN 4: PARENTAL DOMAIN**

**Objective:** Determine the extent to which parents and guardians are actively engaged, consistently supportive, and collaboratively involved in the ARAL Program to help sustain

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learner participation, monitor progress, and strengthen foundational skills.

SUB-DOMAIN	SUB-INDICATOR	SCORING CRITERIA	RATING	REMARKS
<b>1. PTA and Parent Education Programs</b>	1.1 Has the PTA supported ARAL implementation (e.g., volunteers, facilitators, monitoring)?	<p><b>Met:</b> PTA members are actively involved, and activities are documented</p> <p><b>Partially Met:</b> PTA aware but passive or selective support</p> <p><b>Not Met:</b> No PTA involvement in ARAL</p>	<ul style="list-style-type: none"> <li>● Met</li> <li>● PM</li> <li>● NM</li> </ul>	<p>Please state how the PTA shows support for the implementation of ARAL.</p> <ul style="list-style-type: none"> <li>● Involvement in the preparatory activities</li> <li>● Assistance in ARAL monitoring</li> <li>● Assistance in the printing of materials</li> <li>● Provision and preparation of meals</li> <li>● Mobilizing other parents/guardians</li> <li>● Provision of tutorial services</li> <li>● Provision of home reading support</li> <li>● Others (Please specify)</li> </ul>
	1.2 Has the school regularly updated the parents/guardians on the learners' progress?	<p><b>Met:</b> School regularly updates parents and guardians through various mechanisms</p> <p><b>Partially Met:</b></p>	<ul style="list-style-type: none"> <li>● Met</li> <li>● PM</li> <li>● NM</li> </ul>	

		<p>One-off or informal sessions only</p> <p><b>Not Met:</b> No orientation conducted</p>		
	<p>1.3 Has the school conducted parenting education sessions or established other mechanisms to support ARAL at home?</p>	<p><b>Met:</b> Sessions conducted and properly documented with signed attendance and topics</p> <p><b>Partially Met:</b> One-off or informal sessions only</p> <p><b>Not Met:</b> No orientation conducted</p>	<ul style="list-style-type: none"> <li>• Met</li> <li>• PM</li> <li>• NM</li> </ul>	
	<p>1.4 Has the school engaged parents/guardians in decision-making or feedback mechanisms regarding ARAL implementation?</p>	<p><b>Met:</b> School regularly gathers feedback from parents/guardians on the ARAL implementation through various mechanisms</p> <p><b>Partially Met:</b> School gathers feedback on the ARAL implementation, but not consistently.</p> <p><b>Not Met:</b> Parents/guardians are not involved in the decision-making</p>	<ul style="list-style-type: none"> <li>• Met</li> <li>• PM</li> <li>• NM</li> </ul>	

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**DOMAIN 5: SUPPORT SYSTEM AND COMMUNITY**

**Objective:** Evaluate the extent to which institutional, local government, and community support mechanisms for ARAL are available, functional, and sustainably maintained to ensure consistent and effective program delivery at the school level.

SUB-DOMAIN	SUB-INDICATOR	SCORING CRITERIA	RATING	REMARKS
<p><b>1. Technical Assistance and Monitoring</b></p>	<p>1.1 Has the Division/ Regional Office provided coaching, mentoring, or feedback to the school on ARAL program implementation?</p>	<p><b>Met:</b> Regular coaching, mentoring, and technical assistance are conducted and documented</p> <p><b>Partially Met:</b> Infrequent, rare provision of coaching, mentoring, and technical assistance</p> <p><b>Not Met:</b> No technical assistance received</p>	<ul style="list-style-type: none"> <li>• Met</li> <li>• PM</li> <li>• NM</li> </ul>	
	<p>1.2 Is the ARAL Program integrated into the school's SIP and MOOE plans?</p>	<p><b>Met:</b> Explicitly listed in SIP and current MOOE</p> <p><b>Partially Met:</b> Included in SIP only or MOOE planned</p> <p><b>Not Met:</b> Not reflected in either SIP or MOOE</p>	<ul style="list-style-type: none"> <li>• Met</li> <li>• PM</li> <li>• NM</li> </ul>	
	<p>1.3 Has the School incorporated the M&amp;E of the ARAL Program</p>	<p><b>Met:</b> The School regularly incorporate M&amp;E Reports during school's</p>	<ul style="list-style-type: none"> <li>• Met</li> <li>• PM</li> <li>• NM</li> </ul>	

	<p>implementation into the quarterly M&amp;E Reporting (e.g., PIR)?</p>	<p>quarterly M&amp;E reporting.</p> <p><b>Partially:</b> The School is in the process of incorporating the M&amp;E ARAL implementation.</p> <p><b>Not Met:</b> The school has not incorporated the M&amp;E ARAL implementation.</p>		
<p><b>2. Multi-Sectoral Partnerships</b></p>	<p>2.1 Has the school engaged active partners supporting ARAL?</p>	<p><b>Met:</b> The school has existing MOAs with private orgs, academe, NGOs, and CSOs</p> <p><b>Partially Met:</b> The school has Informal partnerships in progress</p> <p><b>Not Met:</b> No external partnerships yet</p>	<ul style="list-style-type: none"> <li>• Met</li> <li>• PM</li> <li>• NM</li> </ul>	<p>If met and partially met: Who are the active partners supporting ARAL</p> <ul style="list-style-type: none"> <li>• Local government units</li> <li>• External partners (private organizations/individuals, NGOs, CSOs)</li> <li>• Teacher education institutions</li> <li>• Other government agencies (e.g., DSWD, DOLE, DOH, DILG)</li> </ul>
	<p>2.2 Has the Local School Board (LSB) allocated a Special Education Fund (SEF) or passed any resolution</p>	<p><b>Met:</b> Yes, the LSB has already allocated and passed a resolution to support the ARAL program.</p>	<ul style="list-style-type: none"> <li>• Met</li> <li>• PM</li> <li>• NM</li> </ul>	

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	<p>supporting the ARAL Program?</p>	<p>Partially Met: The LSB has allocated SEF but no resolution to support the ARAL program.</p> <p>Not Met: No, the LSB has not yet allocated SEF nor passed a resolution to support the ARAL program</p>		
	<p>2.3 Has the LGU established formal support for the ARAL program?</p>	<p><b>Met:</b> At least one policy /EO / ordinance enacted by the LGU</p> <p><b>Partially Met:</b> In process or informal Commitment from the LGU</p> <p><b>Not Met:</b> No enabling LGU policy yet</p>	<ul style="list-style-type: none"> <li>• Met</li> <li>• PM</li> <li>• NM</li> </ul>	