



Republic of the Philippines
Department of Education
REGION VII – CENTRAL VISAYAS
Division of City Schools – Tagbilaran City

**Office of the Schools Division
Superintendent**

July 30, 2025

DIVISION MEMORANDUM
No. 492, s. 2025

**SUPPLEMENTAL GUIDELINES ON THE IMPLEMENTATION OF THE ARAL
SCHOOL READINESS AND RESPONSIVENESS AUDIT (ASRRA)**

TO: Assistant Schools Division Superintendent
Chief, CID and SGOD
Education Program Supervisors
All Public and Private Elementary and Secondary Principals
All Others Concerned

1. This Office, through the Curriculum Implementation Division, hereby disseminates DepEd Memorandum No. 056, s. 2025 titled “**Supplemental Guidelines on the Implementation of the Aral School Readiness and Responsiveness Audit (ASSRA)**”.
2. For more details, please see enclosures.
3. For immediate dissemination and strict compliance.


WILFREDA D. BONGALOS PhD, CESO V
Schools Division Superintendent

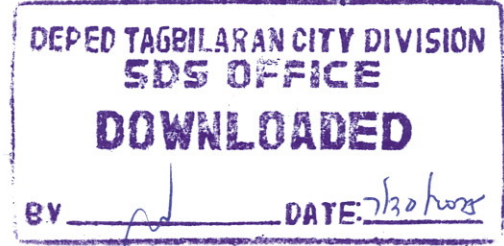
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Republic of the Philippines
Department of Education



JUL 18 2025

DepEd MEMORANDUM
No. 056, s. 2025

**SUPPLEMENTAL GUIDELINES ON THE IMPLEMENTATION OF THE ARAL
SCHOOL READINESS AND RESPONSIVENESS AUDIT**

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary School Heads
ALS Community Learning Centers
All Others Concerned

1. The Department of Education (DepEd) issues the enclosed **Supplemental Guidelines for the Implementation of the Academic Recovery and Accessible Learning (ARAL) School Readiness and Responsiveness Audit (ASRRA)**, which shall serve as a quality assurance mechanism to assess school-level readiness in delivering ARAL interventions. This is pursuant to Republic Act No. 12028, or the Academic Recovery and Accessible Learning Program Act, and DepEd Order No. 018, s. 2025, titled Implementing Guidelines of the Academic Recovery and Accessible Learning Program.
2. The audit applies to all public and private schools and community learning centers implementing the ARAL Program. For school year 2025-2026, the first ASRRA cycle will commence in July 2025. Audits shall be conducted at least three times per school year, beginning of the school year (BOSY), middle of the school year (MOSY), and end of the school year (EOSY).
3. For further inquiries, please contact the **ARAL Program Secretariat** through email at aralprogram@deped.gov.ph or the **Office of the Undersecretary for Operations** via ouops@deped.gov.ph.
4. Immediate dissemination of this Memorandum is desired.

By Authority of the Secretary:



ATTY. FATIMA LIPP D. PANONTONGAN
Undersecretary and Chief of Staff

Encl.:

As stated

Reference:

DepEd Order (No. 018, s. 2025)

To be indicated in the Perpetual Index
under the following subjects:

BUREAUS AND OFFICES
LEARNERS
PROGRAMS
PROJECTS
READING EDUCATION
SCHOOLS



(Enclosure to DepEd Memorandum No. 056, s. 2025)

SUPPLEMENTAL GUIDELINES ON THE IMPLEMENTATION OF THE ARAL SCHOOL READINESS AND RESPONSIVENESS AUDIT (ASRRA)

I. Rationale

The Department of Education (DepEd), by virtue of Republic Act (RA) No. 12028, or the Academic Recovery and Accessible Learning (ARAL) Program Act, institutionalized a national response to learning loss through targeted academic remediation. The ARAL Program is designed to support learners who demonstrate below-minimum proficiency levels in foundational learning domains, particularly reading and mathematics, and to accelerate their mastery of grade-level competencies through structured, high-impact interventions.

In line with the overarching goals of DepEd Order (DO) No. 18, s. 2025, the ARAL Program aims to (1) provide timely and needs-based tutorial support, (2) ensure targeted progress monitoring, and (3) improve the learning outcomes of struggling learners across all governance levels. The program is grounded in the principle of responsive implementation, ensuring that every school delivering ARAL has the requisite capacity, systems, and support mechanisms to deliver quality remediation services. Central to this is the alignment of school-level conditions with program design, scope, and expectations.

To operationalize this, the Department mandates the conduct of an ARAL School Readiness and Responsiveness Audit (ASRRA), as prescribed under Section M.87 of DO 18, s. 2025. The ASRRA is a structured, data-driven readiness audit designed to assess and verify the preparedness of schools across five key domains: (1) Learner Readiness, (2) Teacher/Tutor Readiness, (3) School Environment Readiness, (4) Parental Readiness, and (5) System Support Readiness. The audit shall be conducted prior to implementation and at designated intervals during and after program delivery to support evidence-based planning, adaptive implementation, and continuous improvement.

More than a compliance requirement, the ASRRA serves as a resource mapping and assistance mechanism, identifying critical readiness gaps in resources, learning materials, learner support systems, and physical infrastructure. It ensures the equitable distribution of program resources, such as local financing, tutorial support, program integration, psychosocial assistance, and remediation materials, and prevents schools from being placed under program pressure without adequate support.

Through the implementation of the ASRRA, DepEd affirms its commitment to system strengthening and quality assurance in the ARAL program. The audit enables schools, divisions, and regions to act on real-time data, mobilize appropriate interventions, and uphold the accountability standards embedded in the ARAL Program. **By ensuring that every remediation effort begins with a readiness profile, the Department guarantees that no learner is left behind and no school is left unassisted.**

II. Scope and Coverage

The ASRRA shall be implemented in all schools and learning centers participating in the ARAL Program as mandated under DO 18, s. 2025. This includes:

- All public elementary and secondary schools;
- All recognized private schools offering the K to 10 Basic Education Program that elect to participate in the ARAL Program; and
- All Community Learning Centers (CLCs) that operate under the Alternative Learning System (ALS).

The ASRRA shall cover all learning delivery modalities and instructional contexts where ARAL Program interventions are implemented, including both in-school and alternative delivery modes, following the standards set in DO 18, s. 2025.

The conduct of the ASRRA shall commence in School Year 2025–2026 and shall be integrated as a regular requirement prior to, during, and after ARAL Program implementation cycles. For the initial rollout, all covered schools and CLCs shall conduct the ASRRA starting July 2025, in alignment with the program implementation timeline provided in Section E of DO 18, s. 2025.

The phases of the audit—which include audit planning, pre-audit conference, audit proper and school visits, and exit conference—shall follow the structured process outlined under Section V. Procedures of this issuance.

III. Definition of Terms

For the purpose of these guidelines, the following terms are hereby defined:

1. **Academic Recovery and Accessible Learning Program**: A targeted, structured, and data-driven national intervention established under Republic Act No. 12028 and DO 18, s. 2025 to address learning gaps in reading, mathematics, and science through tutorials, progress monitoring, and assessment-driven programming for learners performing below minimum proficiency levels.
2. **ARAL School Readiness and Responsiveness Audit**: The ASRRA is a structured, school-based audit tool used to assess the capacity of schools, Community Learning Centers (CLCs), and Schools Division Offices (SDOs) to implement the ARAL Program. It is divided into two components: the Readiness Audit (BOSY), which evaluates baseline preparedness at the start of the school year, and the Responsiveness Audit (MOSY and EOSY), which measures how schools respond to gaps and implementation challenges over time. The audit covers five domains—Learner Readiness, Tutor Readiness, School Environment Readiness, Parental Readiness, and System and Community Support—and provides data for informed planning, resource targeting, and continuous improvement.
3. **Domains of Readiness**: The five critical areas of school functionality assessed under the ASRRA: (1) Learner Readiness, (2) Teacher/Tutor

Readiness, (3) School Environment Readiness, (4) Parental Engagement Readiness, and (5) System Support & Governance Readiness. These domains collectively determine the school's preparedness to implement ARAL.

4. **Audit Cycle**: Refers to the three-phase conduct of the ASRRA during a school year: (1) Beginning of School Year (BOSY), (2) Middle of the School Year (MOSY), and (3) End of School Year (EOSY). These phases correspond with the key implementation milestones of the ARAL Program and are synchronized with the annual learning delivery calendar.
5. **Geographically Isolated, Disadvantaged, and Conflict-Affected Areas**: Schools or communities officially tagged as GIDCA are those situated in remote or marginalized locations, with limited access to essential services and infrastructure, or impacted by conflict or insecurity. Schools in GIDCA are given differentiated audit consideration under ASRRA.
6. **School Audit Team**: A group designated by the School Head, composed of teaching and non-teaching personnel, responsible for completing, validating, and submitting the ASRRA forms. This team ensures evidence-based assessments across all domains.
7. **School Head**: The designated leader of the school who also serves as the official ARAL focal person responsible for coordinating the audit process, submission of the ASRRA forms, and engaging stakeholders in readiness planning and reporting.
8. **Focal Person**: Refers to the assigned individual at each governance level responsible for coordinating the ASRRA: the School Head at the school level, the Schools Division Superintendent (SDS) at the SDO level, the Regional Director (RD) at the Regional Office (RO) level, and a designated Executive Committee (ExeCom) ARAL Focal at the Central Office (CO) level.
9. **Online Audit Forms**: The designated digital platform used for encoding and submitting the ASRRA responses (*see Section V.B.5. For the online link*). Offline templates (Annex A) are provided for pre-filling prior to online encoding.
10. **Readiness Profiling**: The process of generating diagnostic data from the ASRRA responses to determine resource gaps, implementation needs, and potential support areas. Profiling informs targeted assistance, allocation, and technical interventions.
11. **Beginning of School Year Audit**: The BOSY Audit is the first phase of the ASRRA conducted within one month from the official start of classes. It shall commence only after the orientation on the ASRRA tools and ASRRA forms platform has been conducted at the school level, as stipulated in Section V.B.4 of these guidelines. The BOSY Audit establishes baseline readiness conditions—covering learners, tutors, school systems, and support mechanisms—and informs the initial programming, resource mobilization, and intervention planning for the ARAL Program.

12. **Middle of School Year Audit:** The MOSY Audit refers to the audit conducted at the midpoint of the school year. It assesses the progress of ARAL implementation, validates improvements or persisting issues identified during the BOSY audit, and supports adjustments in delivery strategies for the remainder of the school year.
13. **End of School Year Audit:** The EOSY Audit is the final cycle of the ASRRA conducted before the end of the school year. It measures the overall responsiveness of the school, evaluates the impact of interventions, and generates data to guide planning for ARAL-Summer and the next school year.

IV. Objectives

It is the declared policy of the DepEd to promote and uphold the right of every Filipino learner to timely, targeted, and effective academic recovery interventions that will enable them to meet the foundational learning standards expected at their grade level, particularly in reading, mathematics, and science. Pursuant to RA No. 12028 and in accordance with DO 18, s. 2025, the Department establishes the ASRRA as a system-integrated quality assurance mechanism to ensure that schools are fully prepared and adequately supported to deliver high-impact, needs-based tutorial interventions under the ARAL Program.

The ASRRA shall serve as a readiness protocol to validate the capacity of schools and CLCs to provide tutorial sessions aligned with learner needs, based on diagnostic data such as the Comprehensive Rapid Literacy Assessment (CRLA), Rapid Mathematics Assessment (RMA), Philippine Informal Reading Inventory (Phil-IRI), classroom-based assessments, and other assessments. The audit results shall support resource deployment, tutor assignment, instructional planning, and enabling school environments for the ARAL Program implementation across all phases—from entry and midline assessments to summer remediation cycles. Consistent with the principles outlined in Section 4 of RA No. 12028, the ASRRA shall support:

- The delivery of systematized tutorial sessions that produce measurable achievement gains.
- The deployment of trained and supported tutors.
- The development of responsive and learner-centered intervention programs.
- The assessment and proper tagging of learners requiring intervention, and
- The alignment of school-level delivery with DepEd's psychosocial, nutritional, and mental health support services.

V. Procedures

A. ASRRA Domains

The ASRRA shall be anchored on five (5) key domains that reflect the foundational conditions required for effective, equitable, and scalable implementation of the ARAL Program as provided under DO 18, s. 2025. These

domains serve as the organizing framework for assessing the preparedness of schools across operational, instructional, and governance dimensions.

Each domain represents a critical aspect of school-level readiness that must be met prior to, during, and after ARAL Program implementation. The ASRRA shall ensure that schools are not only compliant with the minimum program requirements but are also capable of adapting support mechanisms based on local context, learner profiles, and program phase.

The five domains of the ASRRA are as follows:

1. **Learner Readiness:** This domain focuses on identifying, tagging, and assessing the readiness of learners eligible for the ARAL Program. It covers the use of standardized tools, learner data systems, and the provision of health and psychosocial screening and services to ensure that all learners requiring intervention are properly identified and supported.
2. **Teacher/Tutor Readiness:** This domain examines the availability, qualification, and deployment of the ARAL Program implementers, including teachers, para-teachers, and other eligible tutors. It considers their training, subject alignment, ratio compliance, and institutional support mechanisms.
3. **School Environment Readiness:** This domain assesses the physical, instructional, and safeguarding conditions of the school that enable the safe and effective delivery of ARAL sessions. It includes the presence of designated learning spaces, materials, equipment, and accessibility features, especially in schools situated in disadvantaged or high-need areas. It also includes the mechanisms to protect learner rights.
4. **Parental Engagement Readiness:** This domain assesses the involvement and support of parents/guardians and the Parent-Teacher Association (PTA) in implementing the ARAL Program. It includes informed consent, parent orientations, and voluntary contributions that comply with DepEd policies on child protection and non-collection.
5. **System Support and Governance Readiness:** This domain verifies the integration of the ARAL Program into school planning, budgeting, and governance mechanisms, including the engagement of support personnel, the efficient use of Maintenance and Other Operating Expenses (MOOE), Special Education Fund (SEF) and other resources, and the establishment of external partnerships and reporting structures.

The specific indicators, sub-indicators, and descriptive guide questions for each domain are detailed in *Annex A* of this issuance, which shall serve as the official tool for school-level audit implementation and documentation.

B. Pre-Implementation

Prior to the implementation of the ASRRA, all governance levels shall ensure the completion of the following preparatory requirements to establish compliance, ensure alignment, and enable seamless implementation across all participating schools.

1. Designation of the ASRRA Focal Persons: The School Head shall serve as the official School ASRRA Focal Person and lead the conduct of the ASRRA at the school level. At the division level, the Schools Division Superintendent (SDS) shall serve as the Division ASRRA Focal, while at the regional level, the Regional Director (RD) shall serve as the Regional ASRRA Focal. An Executive Committee (Execom)-level ASRRA Focal Person shall be designated per region by the Central Office (CO) through the National Technical Working Group for the ARAL Program (ARAL-NTWG) and Secretariat, based on regional assignments, to support oversight, coordination, and reporting.
2. Formation of the ASRRA School Audit Team: Each school shall constitute a School Audit Team composed of both teaching and non-teaching personnel. The team must include:
 - a. School Head (Team Lead)
 - b. A Master Teacher or grade/subject lead (teaching staff)
 - c. ARAL Coordinator (s) (if separate from the School Head)
 - d. Non-teaching staff, such as the school administrative officer, guidance advocate, or learning support personnel.

This team shall be responsible for gathering, validating, and submitting audit responses, as well as coordinating school-level preparations and documentation.

3. ARAL Convergence Meetings at Regional and Division Levels: The Central Office shall convene Convergence Meetings with all Regional Offices (ROs) and Schools Division Offices (SDOs) prior to the start of the ARAL Program audit cycle. These sessions shall align operational timelines, clarify audit procedures, review toolkits and digital platforms, and finalize the implementation roadmap.
4. Orientation on ASRRA Tools and Platform: The conduct of the BOSY Audit shall begin only after the completion of the official orientation on the ASRRA tools and digital submission platform. Regional and Division Offices shall lead these orientation sessions for all School Heads, ARAL Program Coordinators, and School Audit Team members. Orientations may be conducted onsite or online, ensuring maximum accessibility and participation. The sessions shall cover the following:
 - a. Overview of the five audit domains and sub-indicators;
 - b. Scoring system and documentation requirements;
 - c. Validation protocols and internal quality checks;
 - d. Procedures for encoding and submitting audit data via Google Forms.
 - e. Specialized sessions shall be provided for schools situated in Geographically Isolated, Disadvantaged, and Conflict-Affected Areas (GIDCA) and for those implementing SPED and ALS delivery modalities.
5. Access and Submission via Google Forms. The submission of the ASRRA shall be facilitated through Google Forms, which shall be accessible via the link below: link:

Audit Phase	Audit Focus	Submission Link
BOSY	Readiness	https://forms.gle/VTL8QyGvvPwVjPzH9
MOSY	Responsiveness	https://forms.gle/yTLtdJCCSdUQG75D9
EOSY		

Schools shall ensure they have working access to the online platform and that the designated focal can submit complete and validated responses within the prescribed period. Offline templates shall also be provided (see Annex A) for pre-filling prior to online encoding.

6. **Data Preparation and Documentation Compilation:** Prior to audit administration, each school shall start compiling required data and references, including:
- Results from CRLA, Phil-IRI, RMA, or other learner assessments
 - LIS-tagged learner profiles (with flagged vulnerabilities, if applicable)
 - Tutor deployment lists and training attendance
 - Schedule of ARAL sessions
 - Tutor workload
 - Health, nutrition, and psychosocial records
 - Parent orientation logs
 - SIP/MOOE/SEF plans reflecting ARAL allocation
 - Minutes of PTA meetings
 - Other documents requested in the ASRRA online forms

All documentation must be verifiable and updated to reflect the current school year and enrollment status.

7. **Filling Out the Basic School Profile:** All schools must fill out the “Basic School Profile” section at the beginning of the form. This includes the following fields:
- Region and SDO
 - Name of School and School ID
 - Total number of learners enrolled
 - Total number of ARAL Program learners
 - Learners returning from furlough
 - Learners with disabilities (LWD) in ARAL
 - Learners benefiting from social protection (e.g., Pantawid Pamilyang Pilipino Program or 4Ps, Tulong Panghanapbuhay sa Ating Disadvantaged/Displaced Workers or TUPAD)
 - Identification if the school is within a GIDCA area
 - Number and types of deployed tutors (DepEd-employed and external)
8. **Completing the Domain-Specific Scorecards:** Each of the five domains must be evaluated based on indicators and sub-indicators:
- For each sub-indicator/guide question, the school shall assess its current condition using documentary evidence, administrative data, or direct observation.

- Each indicator has a defined scoring rubric:
 - Met: 90%–100% fulfillment of criteria
 - Partially Met (PM): 70%–89% fulfillment
 - Not Met (NM): Less than 70% or absent evidence

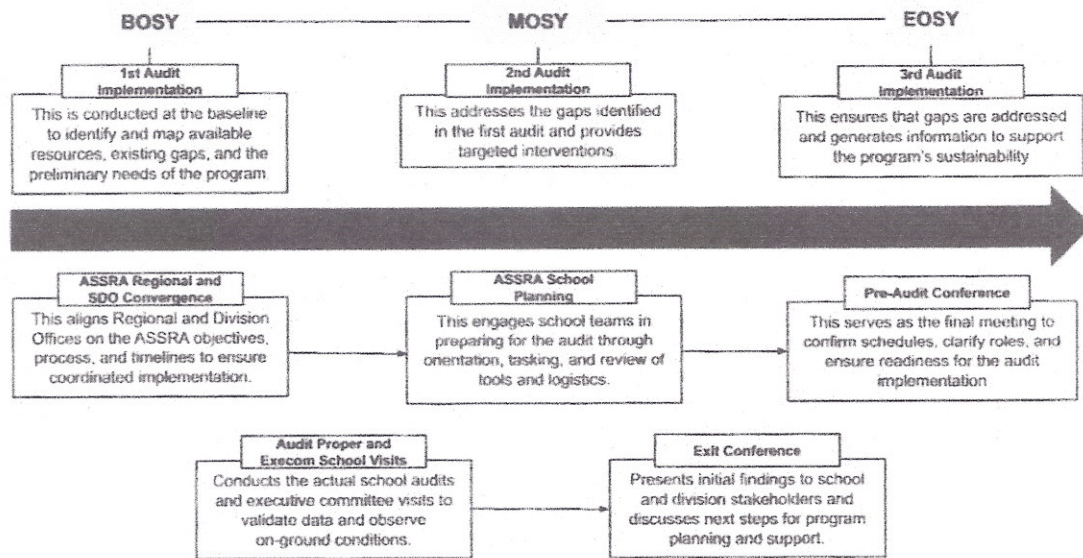
The results of this assessment may serve as a basis for the interventions at the school level.

9. **Audit Validation:** Prior to submission, the School Head shall convene a school audit team composed of both teaching and non-teaching staff. This team shall be responsible for the validation of all responses, ensuring that each rating is supported by documented evidence such as assessment tools, LIS-generated reports, tutor training records, and health or psychosocial screening data. The audit team must ensure that responses are not based on estimation or assumption but reflect actual implementation status. Validation activities may be embedded within regular school-based management meetings or designated ARAL coordination sessions.
10. **Submission and Reporting:** Once responses have been reviewed and validated at the school level, the School Head or designated encoder shall input the final data into the Google Forms system. The encoding must be completed within the prescribed period provided by the Division Office. Schools must retain a signed copy of the completed offline template along with supporting attachments for monitoring and verification purposes. Updates or corrections may be submitted through a resubmission process through the same Google Form if officially permitted within the audit cycle.
11. **Technical Support:** Should schools encounter technical issues, such as access errors, submission failures, or system bugs, they shall immediately report such concerns to their respective SDO focal persons. The SDO shall coordinate with the Regional Office or Central Office, as needed, to provide support and resolve issues. Provisions for alternative encoding, such as offline digital consolidation, may be deployed in exceptional cases.

C. ASRRA Implementation

The implementation of the ASRRA shall follow a structured cycle aligned with the ARAL Program's delivery timeline. The audit is divided into two major components: the Readiness Audit, conducted at the Beginning of the School Year (BOSY), and the Responsiveness Audit, conducted at the Middle (MOSY) and End (EOSY) of the school year. This phased approach ensures that baseline conditions are accurately captured before implementation and that the school's capacity to sustain, adapt, and improve program delivery is regularly assessed. Each audit phase provides timely data to support evidence-based planning, targeted interventions, and continuous improvement across all levels of governance.

Figure 1. ASRRA Implementation Cycle



1. ASRRA School Planning: The SDO shall lead the conduct of the ASRRA Convergence and Planning sessions. These sessions shall convene key personnel from the SDO and participating schools to orient them on the audit objectives, implementation timelines, documentation protocols, encoding tools, and accountability structures.

When necessary, the Regional Office (RO) may provide technical support or deploy an ARAL representative to participate in the convergence activities. Expected output shall include finalized schedule, assignment of focal persons, and audit execution matrix for the schools under the SDO's jurisdiction.

2. Pre-Audit Conference: The Pre-Audit Conference shall be conducted at the school level to finalize local preparations prior to the start of the audit. This conference shall be attended by the School Head and designated audit team members and shall be participated in by a representative from the SDO, and, where applicable, the RO and CO ARAL Focal.

The conference shall cover:

- a. Audit implementation protocols and schedules;
 - b. Clarification of roles and responsibilities of teaching and non-teaching members of the school audit team;
 - c. Access and guidance on the online audit forms;
 - d. Addressing context-specific audit requirements (e.g., Assessment tools, GIDCA tagging, multigrade and multi-shift).
3. Audit Proper and School Visits: The Audit Proper shall include the school's completion of the ASRRA tool via Google Forms using the link provided in Section V.B.5 of these guidelines. All participating schools shall be required to submit documentary evidence aligned with the audit criteria, validated by the School Head, who shall serve as the official ARAL Focal Person at the school level.

The SDO shall conduct monitoring and validation through scheduled on-site visits to a sample of schools. These visits may include the Regional ARAL Focal Person and other members of the RO, and, subject to schedule and coordination, CO ARAL Focal, and Execom members.

The presence of CO and regional representatives shall reinforce technical oversight, support qualitative review, and enable higher-level coordination of challenges observed on the ground.

4. Exit Conference: Upon conclusion of the audit window, the SDO shall convene an Exit Conference with school heads and ARAL focal persons to:
 - a. Present summary findings per school and across audit domains;
 - b. Provide feedback on readiness levels and operational gaps;
 - c. Surface immediate support needs and recommended actions;
 - d. Align next steps for ARAL program implementation and continuous monitoring.

Participation by RO or CO representatives may be requested, especially for clusters of schools with flagged needs or critical capacity concerns.

5. Readiness Profiling: All ASRRA submissions shall be aggregated and analyzed through the centralized ARAL Dashboard. The dashboard shall generate a readiness profile per region, division, and school, identifying levels of preparedness across the five domains. The data shall be used to inform school-specific and system-wide program decisions, including tutor deployment, training support, materials provision, and technical assistance planning. Profiles shall also be used for longitudinal monitoring of school improvement in relation to ARAL program outcomes.

D. Timelines and Frequency of the ASRRA

To ensure alignment with the program implementation cycle of the ARAL Program under DO 18, s. 2025, and to institutionalize data-driven planning, schools shall conduct the ARAL School Readiness and Responsiveness Audit (ASRRA) at least three (3) times every school year. These audit activities shall be strategically scheduled before, during, and after program implementation to inform baseline preparation, progress monitoring, and sustainability planning.

The ASRRA shall be implemented during the following key phases:

1. Beginning-of-School-Year (BOSY) Audit: Conducted at the start of the school year to identify the school's capacity, gaps, and resource needs in preparation for ARAL implementation. For the first year of full implementation, this shall take place in July of the current SY 2025–2026.
2. Middle-of-the-School-Year (MOSY) Audit: Conducted midway through the school year to review implementation progress, validate program adjustments, and inform ongoing interventions. The MOSY Audit must be conducted during the fifth month of the school year. For SY 2025-2026, the MOSY Audit shall be conducted in November. The MOSY Audit may also be conducted multiple times within the school year as deemed necessary to update school data.

Timing may be adapted to local calendars. See table 1 for recommended timelines.

3. End-of-School-Year (EOSY) Audit: Conducted at the end of the school year to measure improvements, assess responsiveness, and determine the school's readiness for transition into the next cycle, including ARAL-Summer programs and re-entry planning.

Schools may conduct additional audits or update submissions beyond the three core timelines, depending on changes in learner needs, tutor deployment, or resource augmentation. These additional submissions may be used for localized planning and support, provided that BOSY and EOSY audits remain mandatory.

Table 1. Implementation Timeline

Audit Cycle	Purpose	Recommended Timeline	Core Activities	Audit Submission
Beginning of School Year (BOSY)	Establish baseline data on the readiness of learners, teachers, school environment, and systems	Within 30 days after the completion of BOSY assessment (e.g., July for SY 2025–2026)	BOSY Assessment review, orientation, school audit, and data encoding	Mandatory: schools must submit by the deadline. Updates/resubmissions are allowed during the school year.
Middle of the School Year (MOSY)	Monitor implementation, validate progress, and identify emerging support needs	Mid-School Year (e.g., November of the current SY to February)	Review of mid-year learner progress, audit updating, and stakeholder engagement	Mandatory at least once; schools may update data more frequently as needed.
End of School Year (EOSY)	Evaluate outcomes, address persistent gaps, and inform next cycle planning	Within 30 days before the school year ends (e.g., March–May)	Final audit, program sustainability review, readiness profiling, and final submission	Mandatory: schools must submit an updated audit. Updates beyond EOSY are allowed if ARAL-Summer Programs runs are active.

E. Funding Sources:

The implementation of the ASRRA shall be supported through allowable funding sources consistent with the provisions of DO 18, s. 2025, and the applicable Program Support Guidelines (PSF) guidelines. The funding for ASRRA shall primarily be drawn from the following sources:

1. Programmed DepEd Funds – Operating units at the Central, Regional, and Division levels may utilize allocations from the Basic Education Curriculum (BEC), Textbooks and Instructional Materials (TBIMs), and other program support funds, subject to the General Appropriations Act (GAA), to support the implementation of ASRRA including orientation, audit operations, school visits, and documentation activities.

2. **Realigned Budgetary Allocations** – ROs and SDOs may propose realigning or modifying their current operating budget to support ASRRA activities, in accordance with established rules on fund modification.
3. **Special Education Fund (SEF)** – In coordination with local school boards, SDOs may facilitate the utilization of SEF to cover school-based audit activities and identified resource gaps that are permissible under existing SEF policies.
4. **Supplemental Funding Requests** – Where existing resources are insufficient, operating units may elevate formal proposals for augmentation to the Central Office, which shall consolidate and coordinate any funding requests.
5. **External and Local Partnerships** – The Department encourages engagement with development partners, civil society, local government units, and other sectors to complement audit operations through in-kind or financial assistance that aligns with the goals of the ARAL Program.

VI. Roles and Responsibilities

A. Central Office

The Central Office (CO) shall exercise strategic and operational oversight over the implementation of ASRRA. Specifically, the CO, through the ARAL TWG and Secretariat, shall:

1. Issue overall operational guidelines governing the conduct of ASRRA across all participating schools;
2. Design and maintain the ASRRA checklist and digital forms (via Google Forms) and ARAL Readiness dashboard;
3. Lead the development and delivery of technical assistance and orientations for CO-Execom, Regional, and Division focal persons, and support staff;
4. Conduct convergence meetings with Regional and Division Offices to ensure alignment in planning, timelines, and tool deployment;
5. Deploy Execom ARAL focal persons to support visits in priority areas;
6. Validate regional audit data and observe readiness trends for adaptive policy development;
7. Oversee readiness profiling and ensure its integration with ARAL dashboards and decision-support systems;
8. Monitor the progress of ASRRA implementation and provide periodic performance feedback to ROs and SDOs;
9. Consolidate and analyze audit data for policy recommendations, resource/funding allocation, and ARAL program improvements;
10. Lead convergence at the CO level for resource mobilization, data analytics, technical assistance, and impact evaluation.

B. Regional Office

The Regional Office (RO) shall ensure the quality and consistency of ASRRA implementation within its jurisdiction. The RO, through its Regional ARAL TWG, shall:

1. Facilitate regional convergence among all SDOs to align schedules, focal assignments, and audit tools;
2. Supervise and provide technical assistance to Division focal persons during BOSY, MOSY, and EOSY audits;
3. Provide region-wide training, orientation, and refresher sessions on ASRRA protocols and tool usage;
4. Accompany SDOs during school visits to support tool application, data verification, and stakeholder engagement;
5. Monitor and validate school audit submissions and analyze regional readiness patterns and resource gaps;
6. Coordinate the presence and participation of the CO-Execom Focal during selected school visits;
7. Provide immediate technical support to resolve audit-related issues during the implementation period;
8. Prepare regional synthesis reports and submit them to the CO with insights for system strengthening.

C. Schools Division Office

The Schools Division Offices (SDO) shall serve as the implementers of ASRRA at the division level. The SDO, through its Division TWG, shall:

1. Lead the conduct of SDO-level convergence planning and orientation meetings with all school heads and ARAL coordinators;
2. Provide contextual guidance and reminders to the school on timelines, audit criteria, tool use, and reporting mechanisms;
3. Support school-level planning and documentation during pre-implementation, audit implementation, and post-audit phases;
4. Participate in Pre-Audit Conferences in schools to confirm roles, timelines, and support needed;
5. Lead or join school visits within the division and ensure that tools are administered appropriately;
6. Provide feedback and technical advice to school teams based on initial findings and readiness profiles;
7. Coordinate the Exit Conference with the school teams to finalize documentation, issue guidance, and discuss necessary interventions;
8. Monitor and validate all ASRRA submissions within the division and ensure completeness and accuracy;
9. Submit synthesized division reports to the RO, highlighting systemic trends, gaps, and promising practices.

D. Participating Schools

All participating schools shall serve as the primary units of audit implementation. Each School shall:

1. Organize an ASRRA School Audit Team composed of teaching and non-teaching staff, with clear tasking on data collection, documentation, and stakeholder coordination;
2. Conduct the BOSY, MOSY, and EOSY audits based on the prescribed domains and indicators;
3. Facilitate school-based planning and orientation sessions to ensure team readiness and understanding of the tools;

4. Collaborate with the SDO in organizing the pre-implementation and exit conference;
5. Ensure the presence of the audit team during the School visits;
6. Present documents, responses, and facility readiness aligned with ASRRA requirements;
7. Participate actively in the exit conferences and implement agreed-upon adjustments to address gaps identified;
8. Submit all audit tools through the official Google Forms link (see Section V.B.5);
9. Utilize audit findings to inform school-level resource allocation, instructional design, and community engagement strategies in support of the ARAL Program implementation.

VII. Monitoring and Reporting

- a. The Central Office (CO), through the ARAL-NTWG and Secretariat spearheaded by the Office of the Secretary, shall lead the systematic monitoring of the implementation of the ASRRA across all governance levels. In coordination with respective TWGs in the ROs, SDOs, and the CO shall oversee adherence to the established Monitoring and Evaluation (M&E) Plan, covering the planning, conduct, submission, and analysis of audit forms.
- b. The Regional and Division ARAL-TWGs, led by the Office of the Regional Director and the Office of the Schools Division Superintendent, respectively, shall gather periodic feedback on the audit implementation. Based on this feedback mechanism, appropriate adjustments in implementation protocols shall be deployed to address challenges in school readiness profiling and field validation.
- c. An annual evaluation of ASRRA implementation shall be undertaken by the ARAL-NTWG, in coordination with the designated RO and SDO ARAL focal persons. This evaluation shall examine the alignment between ASRRA findings and the actual delivery of ARAL interventions. The resulting insights shall inform the continuous improvement of program design, governance support mechanisms, and technical assistance for readiness strengthening.

VIII. References

Republic Act No. 12028, Academic Recovery and Accessible Learning (ARAL) Program Act
DepEd Order No. 18, s. 2025, Implementing Guidelines of the ARAL Program

ANNEX A: ASRRA CHECKLIST

BASIC SCHOOL PROFILE		
Region:	Total no. of learners enrolled in school:	No. of LSEN ARAL learners:
SDO:	No. of learners to be enrolled in ARAL Program:	No. of tutors deployed in school:
Name of School:	No. of ARAL learners returning from furlough:	No. of DepEd teacher-tutors assigned in ARAL:
School ID:	No. of tutors external to DepEd (e.g., para-teachers, pre-service teachers, etc.)	
In GIDCA? <ul style="list-style-type: none"> • Yes • No 	No. of learners who benefits from social protection services (e.g., 4Ps, AKAP):	

BOSY AUDIT: READINESS CHECKLIST

DOMAIN 1: LEARNER READINESS				
<i>Objective: Assess the academic, physical, and psychosocial readiness of learners for ARAL participation</i>				
SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
1. Literacy and Numeracy Assessment	1.1 Were all learners assessed using CRLA, Phil-IRI, or RMA?	<p>Met: ≥95% assessed with correct tool per grade</p> <p>Partially Met: 60-94% assessed or tools partially used</p> <p>Not Met: <60% assessed or tools not applied</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	

DOMAIN 1: LEARNER READINESS

Objective: Assess the academic, physical, and psychosocial readiness of learners for ARAL participation

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
	1.2 Was the ARAL Learner Roster generated and validated based on assessment results?	<p>Met: Roster complete with score-based groupings</p> <p>Partially Met: Roster exists but unvalidated or partial</p> <p>Not Met: No roster or incomplete list</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
2. Health and Nutrition	2.1 Have the targeted learners undergone the mandatory health assessment?	<p>Met: ≥90% of target grade level learners have undergone the applicable components of the mandatory health assessment, such as:</p> <ul style="list-style-type: none"> • <i>masterlisting,</i> • <i>nutrition assessment</i> • <i>vision screening</i> • <i>hearing screening</i> • <i>general health history</i> • <i>head-to-toe examination</i> <p>Partially Met: 60–89% of target grade level learners have undergone the applicable components of the mandatory health assessment</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	

DOMAIN 1: LEARNER READINESS

Objective: Assess the academic, physical, and psychosocial readiness of learners for ARAL participation

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
		<p>Not Met: <60% of target grade level learners have undergone the health assessment, or there is no evidence of any assessment activities conducted</p>		
	<p>2.2 Are learners tagged with health/nutrition risk (e.g., poor vision, poor hearing, undernutrition, wasting) referred?</p>	<p>Met: 100% of learners tagged with health/nutrition risk were referred</p> <p>Partially Met: Some learners tagged with health/nutrition risk were referred</p> <p>Not Met: No learner tagged with health/nutrition risk was referred</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM</p>	
<p>3. Attendance and Dropout Risk</p>	<p>3.1 Has the school established mechanisms for following up at-risk learners (e.g., home visit, counseling)?</p>	<p>Met: All learners were provided with interventions (e.g., home visit, follow-ups)</p> <p>Partially Met: Some learners were provided with interventions (e.g., home visit, follow-ups)</p> <p>Not Met: No learners was provided with</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM</p>	

DOMAIN 1: LEARNER READINESS

Objective: Assess the academic, physical, and psychosocial readiness of learners for ARAL participation

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
		intervention (e.g., home visit, follow-ups)		
<p>4. Psychosocial Support</p>	<p>4.1 Are counseling services readily available to ARAL Learners?</p>	<p>Met: Guidance counselors are readily available to provide counseling services</p> <p>Partially Met: There is no guidance counselor in school, but trained guidance designates are available to provide psychosocial support</p> <p>Not Met: There is no available guidance counselor or guidance designate capable of providing psychosocial support</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM</p>	
	<p>4.2 Are learners who are emotionally at risk referred to guidance or Mental Health services?</p>	<p>Met: All at-risk learners referred and documented</p> <p>Partially Met: Informal referrals only</p> <p>Not Met: No system or follow-up</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM</p>	

DOMAIN 2: TUTOR READINESS

Objective: Evaluate whether the school has a trained, supported, and deployable pool of ARAL tutors, aligned with program needs and learner profiles.

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
1. Tutor Identification and Eligibility	1.1 Has the school identified a sufficient number of tutors from eligible sources (teachers, para-teachers, pre-service teachers, volunteers)?	<p>Met: ≥95% tutor-learner coverage based on 1:5–1:15 ratio</p> <p>Partially Met: 70–94% coverage</p> <p>Not Met: <70% coverage or tutor pool undefined</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
	1.2 Are tutors selected based on prescribed criteria (e.g., learner load, subject fit, prior training, and experience)?	<p>Met: All tutors were selected based on prescribed criteria</p> <p>Partially Met: Some tutors were selected based on prescribed criteria</p> <p>Not Met: No tutor was selected based on prescribed criteria</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
2. Tutor Training and Certification	2.1 Have tutors completed the required ARAL training modules (e.g., tutorial strategies, use of CRLA/Phil-IRI/RMA data)?	<p>Met: 100% trained and documented</p> <p>Partially Met: 60–99% trained</p> <p>Not Met: <60% trained or no proof of training</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
3. Tutor Deployment Plan	3.1 Is there a documented deployment plan with assigned learners, session times, and	<p>Met: Plan posted, updated, and matches roster</p> <p>Partially Met: Plan exists but lacks</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	

DOMAIN 2: TUTOR READINESS

Objective: Evaluate whether the school has a trained, supported, and deployable pool of ARAL tutors, aligned with program needs and learner profiles.

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
	subject focus per tutor?	completeness or updating Not Met: No written plan or assigned schedule		
4. Tutor Workload and Incentives	4.1 Is the tutorial workload integrated into the teacher's or tutor's class/program load without overburdening?	Met: Integrated and manageable within 6–8 hours per week Partially Met: Some tutors have excessive workload Not Met: Tutors have unsustainable workload	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
	4.2 Are provisions for incentives (e.g., allowance, recognition, training credits) in place?	Met: Incentives distributed or scheduled Partially Met: Requested but pending Not Met: No provisions or requests made	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
5. Class Program and Materials	5.1 Is there a structured class program with time blocks, groupings, and activities per week?	Met: Approved and implemented per week Partially Met: Draft exists, but inconsistently followed Not Met: No plan or schedule	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	

DOMAIN 2: TUTOR READINESS

Objective: Evaluate whether the school has a trained, supported, and deployable pool of ARAL tutors, aligned with program needs and learner profiles.

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
6. LAC, Peer Support, and Collaborative Expertise	6.1 Are teaching practices, materials, or learner strategies shared among tutors?	<p>Met: Peer learning logs or resource bank maintained</p> <p>Partially Met: Some informal exchange</p> <p>Not Met: No sharing or documentation</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	

DOMAIN 3: SCHOOL ENVIRONMENT READINESS

Objective: Assess the adequacy of physical facilities, instructional resources, and enabling systems necessary to deliver ARAL effectively and equitably.

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
1. Physical Learning Space (ARAL ROOM)	1.1 Is there a designated ARAL Room or space (ventilated, well-lit, quiet)?	<p>Met: Room is fully functional</p> <p>Partially Met: Shared/makeshift space</p> <p>Not Met: No designated space or poor conditions</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
	1.2 Is adequate school furniture available and functional (based on NSBI)?	<p>Met: ≥90% learner seating coverage</p> <p>Partially Met: 60–89%</p> <p>Not Met: <60% or broken/insufficient</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	

DOMAIN 3: SCHOOL ENVIRONMENT READINESS

Objective: Assess the adequacy of physical facilities, instructional resources, and enabling systems necessary to deliver ARAL effectively and equitably.

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
2. Sanitation and Hygiene Facilities	2.1 Does the school meet the basic requirements and standards for sanitation in line with the WinS Three-Star Approach	<p>Met: Awarded with three stars</p> <p>Partially Met: Awarded with one or two stars</p> <p>Not Met: No star was awarded</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
	2.2 Does the school meet the basic requirements and standards for health education in line with the WinS Three-Star Approach	<p>Met: Awarded with three stars</p> <p>Partially Met: Awarded with one or two stars</p> <p>Not Met: No star was awarded</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
	2.3 Does the school meet the basic requirements and standards for adequate and safe water in line with the WinS Three-Star Approach	<p>Met: Awarded with three stars</p> <p>Partially Met: Awarded with one or two stars</p> <p>Not Met: No star was awarded</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
3. Learning and Teaching Resources	3.1 Are ARAL teaching guides, workbooks, and remedial modules available for learners and tutors?	<p>Met: All tutors equipped and using aligned materials</p> <p>Partially Met: Some incomplete sets</p> <p>Not Met: No materials provided</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	

DOMAIN 3: SCHOOL ENVIRONMENT READINESS

Objective: Assess the adequacy of physical facilities, instructional resources, and enabling systems necessary to deliver ARAL effectively and equitably.

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
	3.2 Do learners have sufficient access to textbooks, print modules, or digital LMS?	<p>Met: All learners have needed learning materials</p> <p>Partially Met: Gaps in subject coverage or quantity</p> <p>Not Met: No learner materials accessible</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
4. Access to Technology and Power	4.1 Are digital devices (laptops/desktops) accessible for tutorials or assessments?	<p>Met: There are ≥ 20 functional devices available.</p> <p>Partially Met: There are < 20 functional devices available</p> <p>Not Met: There is no functional device available.</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
	4.2 Is electricity available and stable during ARAL implementation?	<p>Met: Stable and consistent power supply</p> <p>Partially Met: Minor but manageable disruptions</p> <p>Not Met: No reliable access to power</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
5. Connectivity	5.1 Does the internet connection meet	<p>Met: All three criteria met</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	

DOMAIN 3: SCHOOL ENVIRONMENT READINESS

Objective: Assess the adequacy of physical facilities, instructional resources, and enabling systems necessary to deliver ARAL effectively and equitably.

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
and ICT Readiness	the following requirements: a. Download speed: \geq 100mbps b. Upload speed: \geq 12 Mbps c. Latency: \leq 800 ms	Partially Met: One or two met Not Met: None met		
	5.2 Network Stress Test (50 participants accessing content simultaneously): Were participants able to access smoothly?	Met: All participants load content within 5 sec Partially Met: Minor lag in some users Not Met: Significant lag in >25 users	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
	5.3 Does the school have sufficient computers/laptops for ARAL use (1:1 ideal, 1:5 max)?	Met: 100% learner coverage Partially Met: 76–99% coverage Not Met: <75% coverage	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
	5.4 Do available computers meet the minimum ARAL tech specs? a. Screen \geq 9.5"	Met: All devices meet specs Partially Met: 76–99% meet specs Not Met: <76% meet specs	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	

DOMAIN 3: SCHOOL ENVIRONMENT READINESS

Objective: Assess the adequacy of physical facilities, instructional resources, and enabling systems necessary to deliver ARAL effectively and equitably.

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
	b. Res:1366 x768 c. 8GB RAM d. 50GB storage e. Dual-core CPU f. Win 7/macOS 10.12/Li nux 5+/Chro meOS 102+			
	5.5 Does the school have computer rooms?	<p>Met: The school has a fully functional computer room</p> <p>Partially Met: The school has a computer room but needs repairs or lacking furniture (tables and chairs)</p> <p>Not Met: The school has no computer room</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
6. Equity and Protection Enablers	6.1 Is there an active Child Protection Committee (CPC) organized and functioning in the school?	<p>Met: CPC formed, trained, and records available</p> <p>Partially Met: Formed but inactive or untrained</p> <p>Not Met: Not formed or undocumented</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	

DOMAIN 3: SCHOOL ENVIRONMENT READINESS

Objective: Assess the adequacy of physical facilities, instructional resources, and enabling systems necessary to deliver ARAL effectively and equitably.

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
	6.2 Is there an established mechanism for reporting and monitoring bullying/abuse cases affecting ARAL learners?	<p>Met: There is a functional mechanism for reporting and monitoring cases with proper documentation</p> <p>Partially Met: There is a mechanism for reporting cases but monitoring cases needs improvement (e.g., no data consolidation system, not all cases are properly documented)</p> <p>Not Met: There is no mechanism for reporting cases</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	

DOMAIN 4: PARENTAL READINESS

Objective: Assess the level of parental/guardian engagement, support, and collaboration in the ARAL Program, which is essential for sustained learner participation and progress, especially in foundational skills.

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
1. Parental Consent and Commitment	1.1 Have all identified ARAL learners submitted signed parent/guardian consent forms?	<p>Met: 95–100% of consent forms collected and filed</p> <p>Partially Met: 60–94% consent forms</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	

DOMAIN 4: PARENTAL READINESS

***Objective:** Assess the level of parental/guardian engagement, support, and collaboration in the ARAL Program, which is essential for sustained learner participation and progress, especially in foundational skills.*

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
		collected, with pending or partial submissions Not Met: <60% or no formal consent conducted		
	1.2 Are parents/guardians aware and fully-oriented of their child's inclusion in ARAL?	Met: Awareness validated via orientation logs Partially Met: Oral briefing but no record Not Met: No parental engagement yet	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
	1.3 Are parents/guardians aware of their role in the ARAL implementation?	Met: Awareness validated via orientation logs Partially Met: Oral briefing but no record Not Met: No parental engagement yet	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
2. PTA and Parent Education Programs	2.1 Has the PTA supported the conduct of preparatory activities for the ARAL implementation (e.g., volunteers, facilitators, monitoring)?	Met: PTA actively involved, and minutes available Partially Met: PTA aware but passive or selective support Not Met: No PTA involvement in ARAL	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	

DOMAIN 4: PARENTAL READINESS

Objective: Assess the level of parental/ guardian engagement, support, and collaboration in the ARAL Program, which is essential for sustained learner participation and progress, especially in foundational skills.

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
	2.2 Has the school conducted orientation or parenting education sessions to support the ARAL Program at home?	<p>Met: Sessions conducted with signed attendance and topics</p> <p>Partially Met: One-off or informal sessions only</p> <p>Not Met: No orientation conducted</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
3. Home-School Collaboration	3.1 Is there a system to track parent-teacher communication on learner progress (e.g., text, chat group, FB community)?	<p>Met: Regular updates using agreed upon platforms</p> <p>Partially Met: Occasional updates using agreed upon platforms inconsistently</p> <p>Not Met: No structured feedback mechanism</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	

DOMAIN 5: SUPPORT SYSTEM AND GOVERNANCE READINESS

Objective: Assess the availability, functionality, and sustainability of institutional, local government, and community mechanisms that support ARAL delivery at the school level.

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
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DOMAIN 5: SUPPORT SYSTEM AND GOVERNANCE READINESS

Objective: Assess the availability, functionality, and sustainability of institutional, local government, and community mechanisms that support ARAL delivery at the school level.

<p>1. School Governance Support</p>	<p>1.1 Is ARAL included in the School Improvement Plan (SIP) and MOOE budget allocations?</p>	<p>Met: Explicitly listed in SIP and current MOOE</p> <p>Partially Met: Included in SIP only or MOOE planned</p> <p>Not Met: Not reflected in either SIP or MOOE</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM</p>	
	<p>1.2 Is the School Governance Council (SGC) engaged in ARAL implementation?</p>	<p>Met: SGC provides oversight/support for ARAL</p> <p>Partially Met: SGC informed, but no active role</p> <p>Not Met: No SGC involvement</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM</p>	
<p>2. Local Government Unit (LGU) Support</p>	<p>2.1 Has the Local School Board (LSB) allocated Special Education Fund (SEF) or passed resolutions to support ARAL needs?</p>	<p>Met: LSB resolution and SEF allocation issued</p> <p>Partially Met: LSB endorsed but pending budget</p> <p>Not Met: No engagement from LSB</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM</p>	
	<p>2.2 Has the LGU issued local ordinances, executive orders, or inter-agency support mechanisms related to ARAL?</p>	<p>Met: At least one policy/EO/ordinance enacted</p> <p>Partially Met: In process or informal commitment</p> <p>Not Met: No enabling LGU policy yet</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM</p>	

DOMAIN 5: SUPPORT SYSTEM AND GOVERNANCE READINESS

Objective: Assess the availability, functionality, and sustainability of institutional, local government, and community mechanisms that support ARAL delivery at the school level.

3. Technical Assistance & Monitoring	3.1 Has the Division/Regional Office provided coaching, mentoring, or feedback to the school on ARAL program planning and preparation?	<p>Met: Coaching conducted and documented</p> <p>Partially Met: One-time or remote support</p> <p>Not Met: No technical assistance received</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
4. Capacity Building	4.1 Have school heads, non-teaching personnel, and focal persons received formal capacity development from DepEd, Higher Education Institutions (HEIs), or Non-government Organizations (NGOs)?	<p>Met: All ARAL implementers trained</p> <p>Partially Met: Partial training or only 1-2 groups trained</p> <p>Not Met: No capacity building done yet</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
5. Multi-Sectoral Partnerships	5.1 Are there active partnerships with private orgs, academe, NGOs, or Civil Society Organizations (CSOs) supporting ARAL?	<p>Met: Signed MOAs or ongoing program support exists</p> <p>Partially Met: Informal partnerships in progress</p> <p>Not Met: No external partnerships</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	

DOMAIN 5: SUPPORT SYSTEM AND GOVERNANCE READINESS

Objective: Assess the availability, functionality, and sustainability of institutional, local government, and community mechanisms that support ARAL delivery at the school level.

6. Non-Teaching Personnel Deployment	6.1 Has the SDO/ school designated Administrative Officer/ Project Development Officer (AO/PDO) (deployed by DepEd Human Resource Division) to assist in ARAL coordination?	<p>Met: AO/PDO assigned</p> <p>Partially Met: Designated but no role clarity</p> <p>Not Met: No AO/PDO identified for ARAL</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
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MOSY AND EOSY AUDIT: MONITORING AND RESPONSIVENESS CHECKLIST

DOMAIN 1: LEARNER READINESS

Objective: Assess the academic, physical, and psychosocial readiness of learners for ARAL participation

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
1. Health and Nutrition	1.1 Is the school implementing any intervention for nutritionally at-risk learners (e.g., SBFP, meal coordination)?	<p>Met: There is at least one intervention for nutritionally at-risk ARAL learners, and all target beneficiaries were able to avail of the intervention/s</p> <p>Partially Met: There is at least one intervention for nutritionally at-risk ARAL learners, but not all target beneficiaries were able to avail of the intervention/s</p> <p>Not Met: There is no intervention</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	

DOMAIN 1: LEARNER READINESS

Objective: Assess the academic, physical, and psychosocial readiness of learners for ARAL participation

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
		for nutritionally at-risk ARAL learners		
<p>2. Attendance and Dropout Risk</p>	<p>2.1 Has the school provided interventions for at-risk learners (e.g., home visit, counseling)?</p>	<p>Met: All learners were provided with interventions (e.g., home visit, follow-ups)</p> <p>Partially Met: Some learners were provided with interventions (e.g., home visit, follow-ups)</p> <p>Not Met: No learners was provided with intervention (e.g., home visit, follow-ups)</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM</p>	
<p>3. Learners with Special Educational Needs (LSEns)</p>	<p>3.1 Has the school established mechanisms for providing appropriate support to LSEns (e.g., pacing, tutorial, SPED referral)?</p>	<p>Met: The school has clear and functional mechanisms for providing appropriate support to all LSEns</p> <p>Partially Met: The school has support mechanisms but not all LSEns are provided with appropriate support</p> <p>Not Met: No support provided</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM</p>	

DOMAIN 1: LEARNER READINESS

Objective: Assess the academic, physical, and psychosocial readiness of learners for ARAL participation

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
4. Psychosocial Support	4.1 Has the school conducted socio-emotional learning (SEL) and other psychosocial activities for learners in preparation for the ARAL Program?	<p>Met: School-wide or ARAL-focused SEL and other psychosocial activities are conducted</p> <p>Partially Met: There is limited (e.g., one-time only) SEL and other psychosocial activities conducted</p> <p>Not Met: None conducted</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
	4.2 Are counseling services readily available to ARAL Learners?	<p>Met: Guidance counselors are readily available to provide counseling services</p> <p>Partially Met: There is no guidance counselor in school, but trained guidance designates are available to provide psychosocial support</p> <p>Not Met: There is no available guidance counselor or guidance designate capable of providing</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	

DOMAIN 1: LEARNER READINESS

Objective: Assess the academic, physical, and psychosocial readiness of learners for ARAL participation

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
		psychosocial support		
	4.3 Are learners at emotional risk referred to guidance or mental health services?	<p>Met: All at-risk learners referred and documented</p> <p>Partially Met: Informal referrals only</p> <p>Not Met: No system or follow-up</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	

DOMAIN 2: TUTOR READINESS

Objective: Evaluate whether the school has a trained, supported, and deployable pool of ARAL tutors, aligned with program needs and learner profiles.

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
2. Tutor Training and Certification	2.1 Is a local orientation or coaching session regularly conducted for new or volunteer tutors?	<p>Met: Onboarding/coaching session held regularly</p> <p>Partially Met: One-time or informal orientation only</p> <p>Not Met: None conducted</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
3. Tutor Workload and Incentives	3.1 Are provisions for incentives (e.g., allowance, recognition, training credits) in place?	<p>Met: Incentives distributed or scheduled</p> <p>Partially Met: Requested but pending</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	

DOMAIN 2: TUTOR READINESS

Objective: Evaluate whether the school has a trained, supported, and deployable pool of ARAL tutors, aligned with program needs and learner profiles.

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
		Not Met: No provisions or requests made		
	3.2 Does the school have a schedule or plan for local orientation and coaching sessions for newly hired tutors?	Met: Orientation/coaching session held regularly Partially Met: One-time or informal orientation/coaching only Not Met: None conducted	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
4. Class Program and Materials	4.1 Are tutors using adapted ARAL materials based on assessment results (CRLA, RMA, Phil-IRI)?	Met: All tutors use appropriate kits/modules Partially Met: Some tutors use outdated/generic tools Not Met: No aligned materials used	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
	4.2 Are ARAL materials available and provided for tutors?	Met: All tutors use appropriate kits/modules Partially Met: Some tutors use outdated/generic tools Not Met: No aligned materials used	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	

DOMAIN 2: TUTOR READINESS

Objective: Evaluate whether the school has a trained, supported, and deployable pool of ARAL tutors, aligned with program needs and learner profiles.

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
5. LAC, Peer Support, and Collaborative Expertise	5.1 Does the school have a plan for their LAC sessions and mentoring that can incorporate ARAL?	<p>Met: Regular LAC/Collaborative Expertise/ mentoring, with attendance logs</p> <p>Partially Met: Irregular or informal LAC/ collaborative experience sharing</p> <p>Not Met: No LAC/ collaborative experience involvement</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
	5.2 Are teaching practices, materials, or learner strategies shared among tutors?	<p>Met: Peer learning logs or resource bank maintained</p> <p>Partially Met: Some informal exchange</p> <p>Not Met: No sharing or documentation</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
	5.3 Does the school have a schedule or plan for the conduct of collaborative expertise and LAC sessions focused on the ARAL implementation?	<p>Met: Regular LAC/Collaborative Expertise/ mentoring, with attendance logs</p> <p>Partially Met: Irregular or informal LAC/ collaborative experience sharing</p> <p>Not Met: No LAC/ collaborative experience involvement</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	

DOMAIN 3: SCHOOL ENVIRONMENT READINESS

Objective: Assess the adequacy of physical facilities, instructional resources, and enabling systems necessary to deliver ARAL effectively and equitably.

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
1. Sanitation and Hygiene Facilities	1.1 Does the school meet the basic requirements and standards for sanitation in line with the WinS Three-Star Approach?	Met: Awarded with three stars Partially Met: Awarded with one or two stars Not Met: No star was awarded	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
	1.2 Are learners provided access to safe drinking water?	Met: Awarded with three stars Partially Met: Awarded with one or two stars Not Met: No star was awarded	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
	1.3 Are there visible hygiene promotion materials in learning areas (e.g., handwashing posters, campaign reminders)?	Met: Awarded with three stars Partially Met: Awarded with one or two stars Not Met: No star was awarded	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
2. Learning and Teaching Resources	2.1 Are the ARAL teaching guides, workbooks, and remedial modules available and being used?	Met: All tutors equipped and using aligned materials Partially Met: Some incomplete sets Not Met: No materials provided	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	

DOMAIN 3: SCHOOL ENVIRONMENT READINESS

Objective: Assess the adequacy of physical facilities, instructional resources, and enabling systems necessary to deliver ARAL effectively and equitably.

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
	2.2 Do learners have sufficient access to textbooks, print modules, or digital LMS?	<p>Met: All learners have needed learning materials</p> <p>Partially Met: Gaps in subject coverage or quantity</p> <p>Not Met: No learner materials accessible</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
3. Access to Technology and Power	3.1 Are digital devices (laptops/desktops) accessible for tutorials or assessments?	<p>Met: Devices used in 100% of sessions or shared 1:5</p> <p>Partially Met: Devices limited/shared 1:10 or more</p> <p>Not Met: No digital access</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
	3.2 Is electricity available and stable during ARAL implementation?	<p>Met: Stable and consistent power supply</p> <p>Partially Met: Minor but manageable disruptions</p> <p>Not Met: No reliable access to power</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	

DOMAIN 3: SCHOOL ENVIRONMENT READINESS

Objective: Assess the adequacy of physical facilities, instructional resources, and enabling systems necessary to deliver ARAL effectively and equitably.

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
	3.3 Does the school have an available backup power supply?	<p>Met: The school has its own available backup power (generator) on standby and can power 75%-100% of classrooms</p> <p>Partially Met: The school has backup power (generator) on standby and can power 50% of classrooms</p> <p>Not Met: No backup power supply</p>		
4. Connectivity and ICT Readiness	4.1 Does the internet connection meet the following requirements: Download speed: ≥ 40 Mbps Upload speed: ≥ 12 Mbps Latency: ≤ 800 ms	<p>Met: All three criteria met</p> <p>Partially Met: One or two met</p> <p>Not Met: None met</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
	4.2 Network Stress Test (50 participants accessing content simultaneously): Were participants able to access smoothly?	<p>Met: All participants load content within 5 sec</p> <p>Partially Met: Minor lag in some users</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	

DOMAIN 3: SCHOOL ENVIRONMENT READINESS

Objective: Assess the adequacy of physical facilities, instructional resources, and enabling systems necessary to deliver ARAL effectively and equitably.

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
		<p>Not Met: Significant lag in >25 users</p>		
	<p>4.3 Has the school had sufficient computers/laptops for ARAL use (1:1 ideal, 1:5 max)?</p>	<p>Met: 100% learner coverage</p> <p>Partially Met: 76–99% coverage</p> <p>Not Met: <75% coverage</p>	<p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> PM</p> <p><input type="checkbox"/> NM</p>	
	<p>4.4 Do available computers meet the minimum ARAL tech specs?</p> <p>a. Screen ≥9.5"</p> <p>b. Res:1366x 768</p> <p>c. 8GB RAM</p> <p>d. 50GB storage</p> <p>Dual-core CPU</p> <p>e. Win 7/macOS 10.12/Linux 5+/ChromeOS 102+</p>	<p>Met: All devices meet specs</p> <p>Partially Met: 76–99% meet specs</p> <p>Not Met: <76% meet specs</p>	<p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> PM</p> <p><input type="checkbox"/> NM</p>	
<p>5. Equity and Protection Enablers</p>	<p>5.1 Is there an active Child Protection Committee (CPC) organized and functioning in the school?</p>	<p>Met: CPC formed, trained, and records available</p> <p>Partially Met: Formed but inactive or untrained</p>	<p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> PM</p> <p><input type="checkbox"/> NM</p>	

DOMAIN 3: SCHOOL ENVIRONMENT READINESS

Objective: Assess the adequacy of physical facilities, instructional resources, and enabling systems necessary to deliver ARAL effectively and equitably.

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
		Not Met: Not formed or undocumented		
	5.2 Is there an established mechanism for reporting and monitoring bullying/abuse cases affecting ARAL learners?	<p>Met: There is a functional mechanism for reporting and monitoring cases with proper documentation</p> <p>Partially Met: There is a mechanism for reporting cases but monitoring cases needs improvement (e.g., no data consolidation system, not all cases are properly documented)</p> <p>Not Met: There is no mechanism for reporting cases</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	

DOMAIN 4: PARENTAL READINESS

***Objective:** Assess the level of parental/ guardian engagement, support, and collaboration in the ARAL Program, which is essential for sustained learner participation and progress, especially in foundational skills.*

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
1. PTA and Parent Education Programs	1.1 Has the PTA supported ARAL implementation (e.g., volunteers, facilitators, monitoring)?	<p>Met: PTA actively involved, and minutes available</p> <p>Partially Met: PTA aware but passive or selective support</p> <p>Not Met: No PTA involvement in ARAL</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
	1.2 Has the school conducted orientation or parenting education sessions to support ARAL at home?	<p>Met: Sessions conducted with signed attendance and topics</p> <p>Partially Met: One-off or informal sessions only</p> <p>Not Met: No orientation conducted</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
2. Organizational Support (No Collection Policy compliant)	2.1 Did the PTA/parents provide materials, snacks, or supplies in ways that comply with the No Collection Policy?	<p>Met: Voluntary and documented in meetings</p> <p>Partially Met: Voluntary, but lacks documentation</p> <p>Not Met: Imposed collections or no support at all</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
3. Home-School Collaboration	3.1 Is there a system to track parent-teacher communication on learner	<p>Met: Regular updates using agreed upon platforms with documentation</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	

DOMAIN 4: PARENTAL READINESS

Objective: Assess the level of parental/guardian engagement, support, and collaboration in the ARAL Program, which is essential for sustained learner participation and progress, especially in foundational skills.

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
	progress (e.g., text, chat group, FB community)?	<p>Partially Met: Occasional updates using agreed upon platforms inconsistently with informal / incomplete documentation</p> <p>Not Met: No structured feedback mechanism</p>		
	3.2 Are learners receiving support at home (e.g., time, materials, space for study)?	<p>Met: ≥75% of ARAL learners report consistent home support</p> <p>Partially Met: 50-74% supported</p> <p>Not Met: <50% or no support mechanisms observed</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
	3.2 Are parents or guardians informed of their role in providing support to learners (e.g., time, materials, space for study)?	<p>Met: ≥75% of ARAL learners report consistent home support</p> <p>Partially Met: 50-74% supported</p> <p>Not Met: <50% or no support mechanisms observed</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	

DOMAIN 5: SUPPORT SYSTEM AND COMMUNITY READINESS

***Objective:** Assess the availability, functionality, and sustainability of institutional, local government, and community mechanisms that support ARAL delivery at the school level.*

SUB-DOMAIN	INDICATOR	SCORING CRITERIA	RATING	REMARKS
1. Technical Assistance & Monitoring	1.1 Has the Division/Regional Office provided coaching, mentoring, or feedback to the school on ARAL program implementation?	<p>Met: Coaching conducted and documented</p> <p>Partially Met: One-time or remote support</p> <p>Not Met: No technical assistance received</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	
2. Multi-Sectoral Partnerships	2.1 Are there active partnerships with private orgs, academe, NGOs, or CSOs supporting ARAL?	<p>Met: Signed MOAs or ongoing program support exists</p> <p>Partially Met: Informal partnerships in progress</p> <p>Not Met: No external partnerships</p>	<input type="checkbox"/> Met <input type="checkbox"/> PM <input type="checkbox"/> NM	