



DESIGN OF PEAC SCHOOL RECOVERY AND READINESS SURVEY





**COVID-19
SCHOOL
CLOSURE**

27 May 2020

***Faculty Readiness
for Online Classes?***

***School Enrolment
and Finances?***

***Varied Modalities
of Teaching?***

***Emergency
Response Plan?***

***Continuity of Student
Learning?***

***Mental
Health?***

***Threats from
Infectious Diseases?***

**COVID-19
SCHOOL
CLOSURE**

Continuity of Student Learning?

Varied Modalities of Teaching?

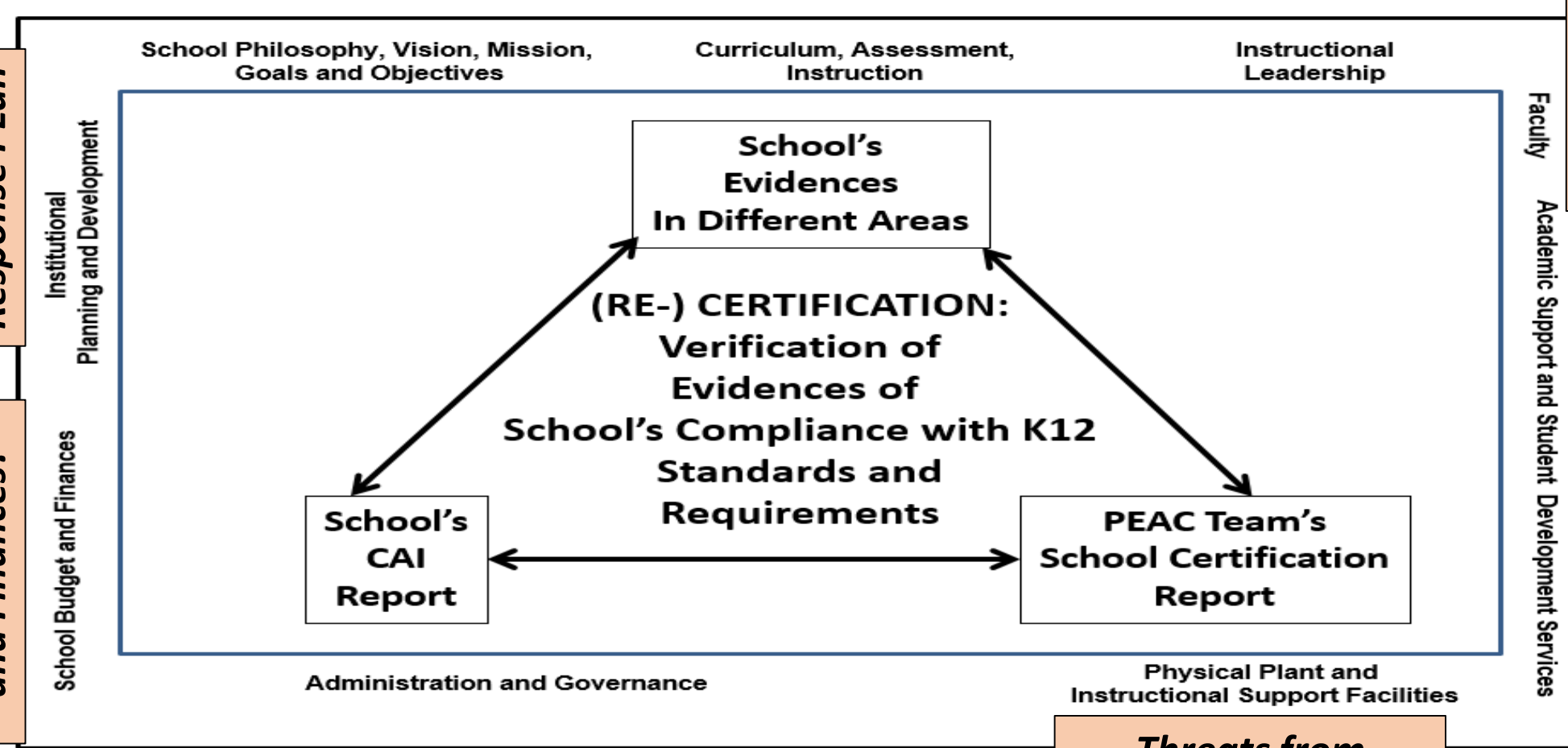
Faculty Readiness for Online Classes?

Mental Health

Threats from Infectious Diseases?

Emergency Response Plan

School Enrolment and Finances?





RECOVERY?

READINESS?

**COVID-19
SCHOOL
CLOSURE**

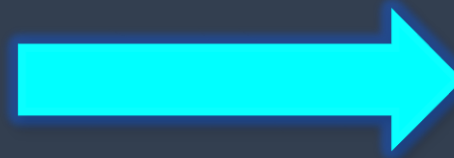
SCOPE OF SURVEY

1. As a result of the difficulties brought about by the current public health crisis, what is the school heads' perceived level of school recovery that the school has to undertake with regards to instruction and finances?
2. In line with their recovery efforts, what is the school heads' perceived level of school readiness to open for schoolyear 2020-2021?
3. What concerns do school heads have for undertaking recovery and readiness?
4. What specific forms of assistance and interventions do school heads seek from DepEd and PEAC?





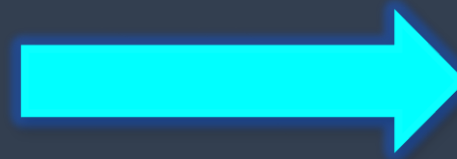
RECOVERY



READINESS



RECOVERY

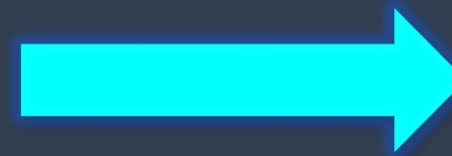


READINESS



SCHOOL RECOVERY

the capacity of a school to return to a functional level of operation in all aspects of school life



SCHOOL READINESS

the school's capacity in the new schoolyear to effectively respond to new operational challenges and concerns emerging from or demanded by the current pandemic and post-ECQ conditions.

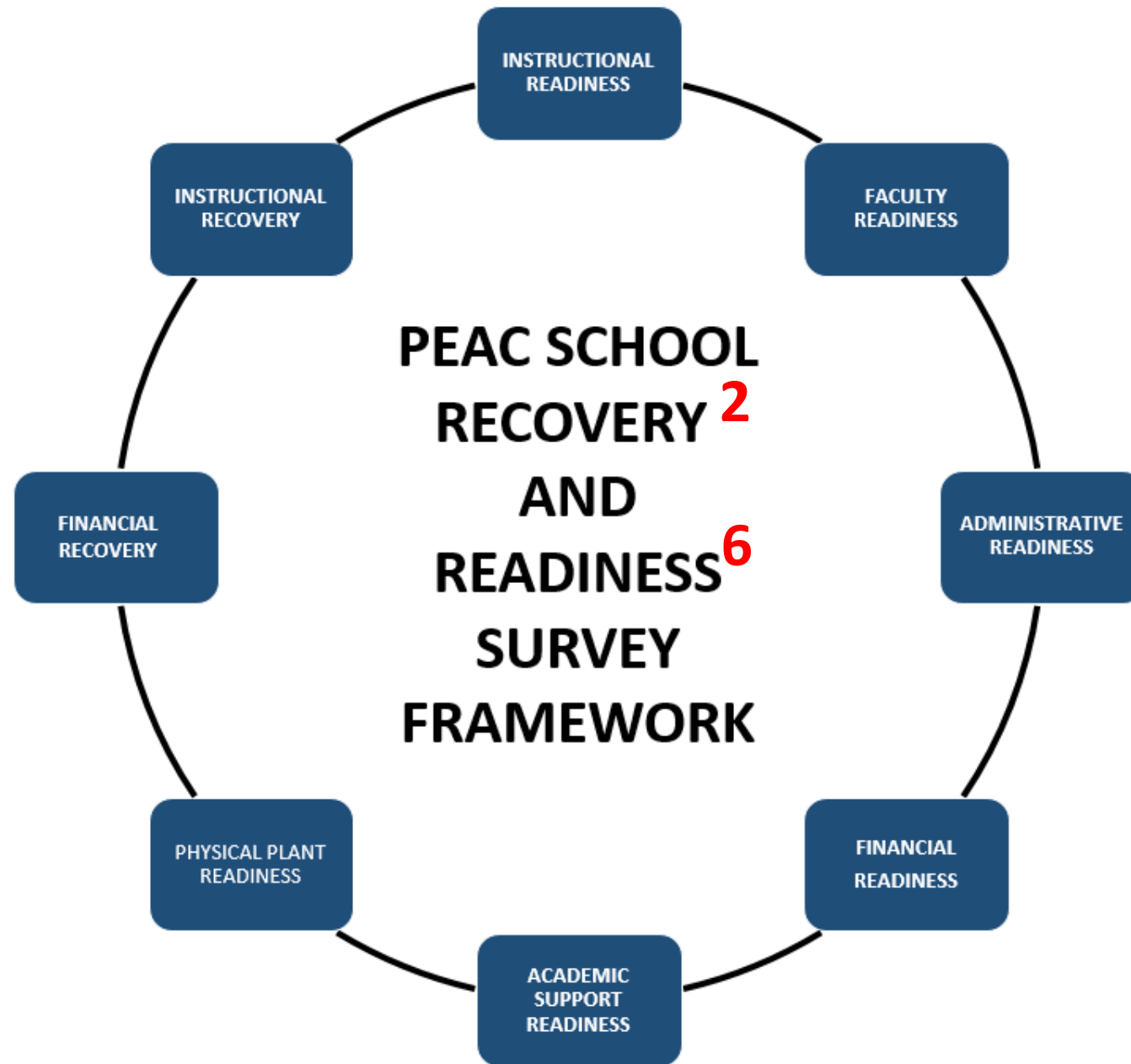


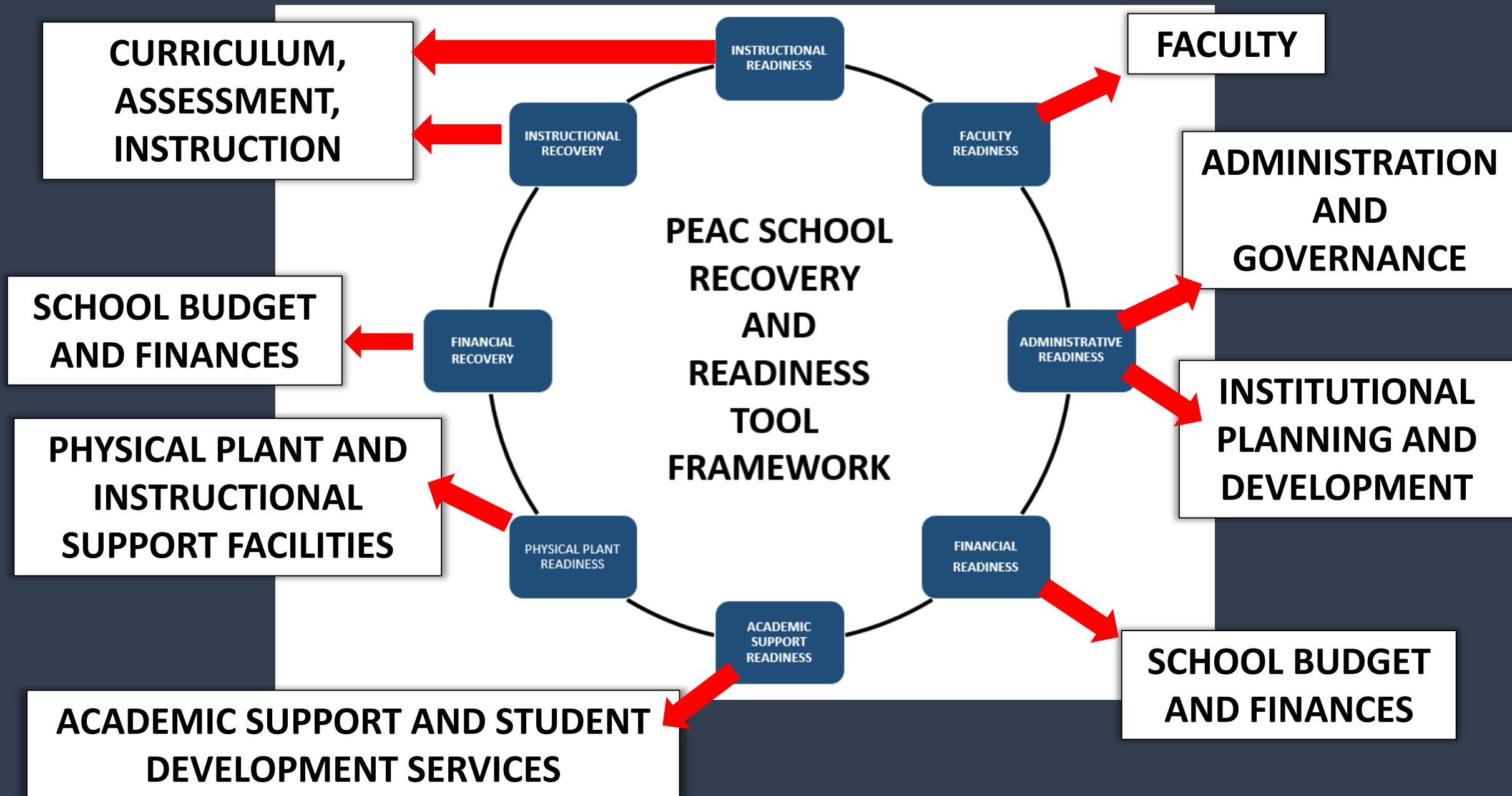
SCHOOL RECOVERY?

the capacity of a school to return to a functional level of operation in all aspects of school life

SCHOOL READINESS?

the school's capacity in the new schoolyear to effectively respond to new operational challenges and concerns emerging from or demanded by the current pandemic and post-ECQ conditions.





SCHOOL RECOVERY



Instructional recovery refers to the efforts schools will need to exert to make-up for time lost by teachers in covering end-of-year curriculum competencies or in ensuring student mastery.



Financial recovery is about the ability of schools to generate the income that it needs to optimally operate after incurring delays or losses in tuition and fees collection and payments from other revenue sources.

SCHOOL READINESS

2

Faculty readiness looks at the skills and dispositions teachers possess in designing and delivering learning plans in various modalities.

1

Instructional readiness involves coverage of required student competencies and delivery of teaching and learning experiences in different modalities.

4

Administrative readiness focuses on the school's ability to prepare and implement a plan in response to crisis (e.g., pandemic) demands and challenges.

3

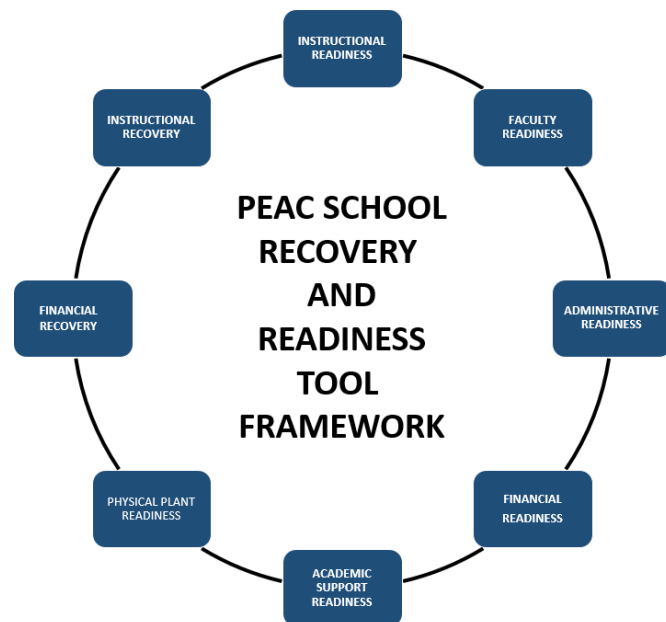
Academic support readiness is specifically characterized in terms of ensuring mental health and well-being so that learning continues.

6

Physical plant readiness examines the school's capacity to do the necessary changes in facilities and adopt protocols and measures in response to physical distancing and the threat of outbreaks.

5

Financial readiness covers the availability of funds and other resources to support school operations.



PEAC SCHOOL RECOVERY AND READINESS SURVEY

PART I: 20-items MULTIPLE CHOICE

PEAC SCHOOL RECOVERY AND READINESS TOOL

SCHOOL:	INSTITUTION'S BASIC EDUCATION DEPARTMENT check all that apply) () ELEMENTARY () JUNIOR HIGH SCHOOL () SENIOR HIGH SCHOOL
BASIC ED DEPT. SCHOOL HEAD:	SCHOOL SIZE OF BASIC ED DEPARTMENT: (pls. check one) () SMALL (less than 500 students) () MEDIUM (500 – 2000 students) () BIG (More than 2000 students)
Email address:	
REGION:	TYPE OF SCHOOL: (pls. check one) () SECTARIAN () NON-SECTARIAN

PART I DIRECTIONS: Below are questions relating to school recovery and readiness for schoolyear 2020-21. The questions are organized according to certain areas of concern that schools face in the light of the current pandemic situation brought about by COVID-19. **Pls.** mark the letter that best represents the answer or situation with respect to the school's Basic Education department. The honesty of your selections will help the school acquire a useful picture of the school's recovery and readiness levels. When done with this part, **pls.** proceed to part II. Thank you.

A. Continuity of student learning outcomes in the different subject area and grade levels	1. In your view, at the time of the lockdown or enhanced community quarantine (ECQ), were teachers and students able to accomplish the student competencies intended for the past schoolyear?
	a. Yes, the school throughout the schoolyear regularly collects data on teachers' coverage of the curriculum and students' performance of the intended competencies. The data shows teachers' completion and student achievement in all grade levels and subject areas.
	b. Yes, the school required teachers at the end of the schoolyear to submit status reports on teachers' coverage of the curriculum and students' performance of the intended competencies. The reports show teachers' completion and student achievement in all subject areas but only in Grades 6 and 10.
	c. Yes, the school required teachers at the end of the schoolyear to submit status reports on teachers' coverage of the curriculum and students' performance of the intended competencies. However, the reports show gaps in teachers' completion and student achievement in all grade levels and subject areas.

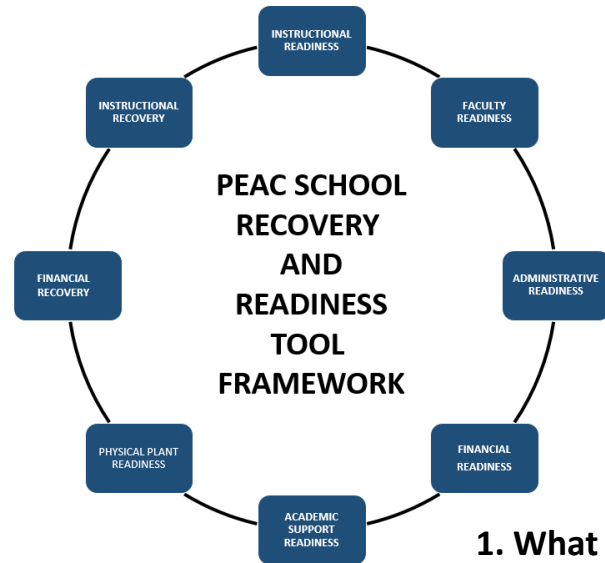
	d. No, the school did not require teachers at the end of the schoolyear to submit status reports on teachers' coverage of the curriculum and students' performance of the intended competencies. The school lacks data regarding teachers' completion and student achievement in all grade levels and subject areas.
	2. Based on your answer in the previous number, does the school need to implement remedial or make-up classes at the beginning of next schoolyear?
	a. No, our data shows that students are ready to tackle work in the next grade level. The school in all grade levels has no need to adjust the curriculum in the next schoolyear to address gaps in student competencies.
	b. Yes, students in Grades 6 and 10 only are ready to tackle work in the next grade level. The school has to adjust the curriculum in the next schoolyear and do remediation/make-up classes to address gaps in student competencies in all the other grade levels.
	c. Yes, students in all grade levels will have problems in tackling some of the work in the next grade level. The school has to adjust the curriculum in the next schoolyear and do remediation/make-up classes to address gaps in student competencies in all grade levels.
	d. The school is undecided on doing remediation/make-up classes. There is a lack of data that shows students will be able to tackle the work in the next grade level.
	3. Does the school have an existing plan or system for continuity of learning in response to disaster or emergency situations like the current pandemic?
	a. Yes, the school in past disasters or emergency situations has a system with protocols for all teachers to implement with regards to conducting classes when disrupted. Students and parents are informed of the system and protocols. Student learning continues in spite of the disruptions.
	b. No, the school does not have an existing plan or system in place. However, in past disasters or emergency situations, we have standard operating procedures or SOPs and use DepEd guidelines that enable all teachers to conduct remedial or make-up classes. Students and parents are informed of the SOPs.
	c. No, the school does not have an existing plan or system in place. However, in past disasters or emergency situations, we have relied only on and used DepEd guidelines that enable all teachers to conduct remedial or make-up classes. Students and parents are informed of the DepEd guidelines.
	d. No, the school does not have an existing plan or system in place. In past disasters or emergency situations, we have left it up to the Principal to work it out with the teachers on how to do make-up classes. Only the Principal is informed of the teachers' decisions.
B. Mode of delivery of the K12 curriculum	4. What is the range of modes of delivery of classes is your school able to do?

17. Which of the following describes your current tie-up with the local community and government agencies in terms of responding to a pandemic situation?

- a. The school has clear protocols of assistance in place with the local community and concerned agencies or support organizations. In the case of an outbreak, there are established coordinated plans of action to mobilize aid and ensure immediate and orderly responses. Simulation exercises or drills have been conducted in line with the plans.**
- b. The school has clear protocols of assistance in place with the local community and concerned agencies or support organizations. In the case of an outbreak, there are proposed coordinated plans of action that have yet to be finalized to mobilize aid and ensure immediate and orderly responses.**
- c. The school has contacts with the local community and concerned agencies or support organizations but does not have protocols in place regarding their assistance. In the case of an outbreak, there are no coordinated plans of action to mobilize aid and ensure immediate and orderly responses.**
- d. The school has no contacts with the local community and concerned agencies or support organizations. The school does not have protocols in place due to local restrictions. In the case of an outbreak, there are also no coordinated plans of action to mobilize aid and ensure immediate and orderly responses.**

PEAC SCHOOL RECOVERY AND READINESS SURVEY

PART II: OPEN-ENDED QUESTIONS ON DEPED & PEAC ASSISTANCE AND INTERVENTIONS



1. What interventions or forms of assistance should DepEd be providing or extending in order to help schools address the areas of concern in Part I and become ready for next schoolyear's opening?

INTERVENTION:

ASSISTANCE:

2. What interventions or forms of assistance should PEAC be providing or extending in order to help schools address the areas of concern in Part I and become ready for next schoolyear's opening?

INTERVENTION:

ASSISTANCE:



The PEAC is conducting a survey on school recovery and readiness for SY 2020-2021

Survey title:

**SURVEY ON SCHOOL RECOVERY
AND READINESS OF SCHOOL OPERATIONS
FOR SCHOOL YEAR 2020-2021**

Selected survey respondents (school administrators)
shall be notified through email on April 20, 2020.





PEAC SCHOOL RECOVERY AND READINESS SURVEY RESULTS





DISCUSSION OF PEAC SCHOOL RECOVERY AND READINESS SURVEY RESULTS





RECOVERY?

READINESS?

**COVID-19
SCHOOL
CLOSURE**

Table D1.2

Summary of Overall Mode Results for the Regions

RECOVERY MODE RESULT	AREA(S)	READINESS MODE RESULT	AREA(S)
Minimal	Instructional	High	
Low	Financial	Moderate	Administrative
Moderate		Low	Instructional, Financial, Academic Support, Faculty, Physical Plant
High		Struggling	

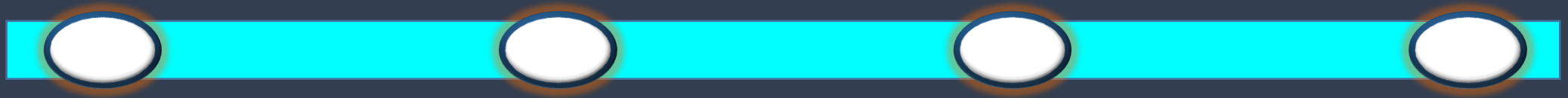
**Minimal and Low Levels of Recovery
in Instructional and Financial areas due to
end-of-schoolyear timing of community quarantine orders.**

Table D1.2

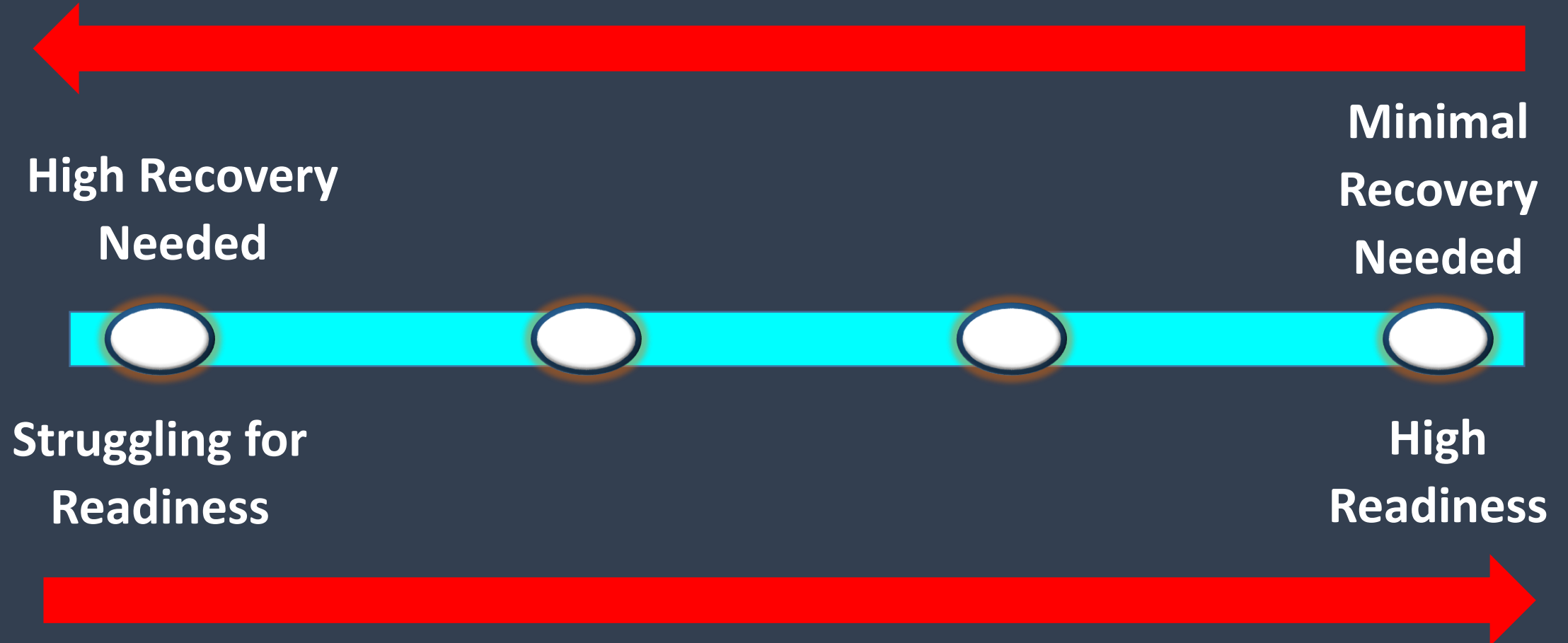
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Minimal	Instructional	High	
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High		Struggling	

**Moderate Level of Readiness in Administrative area
due to past experiences with calamities and other disasters.**

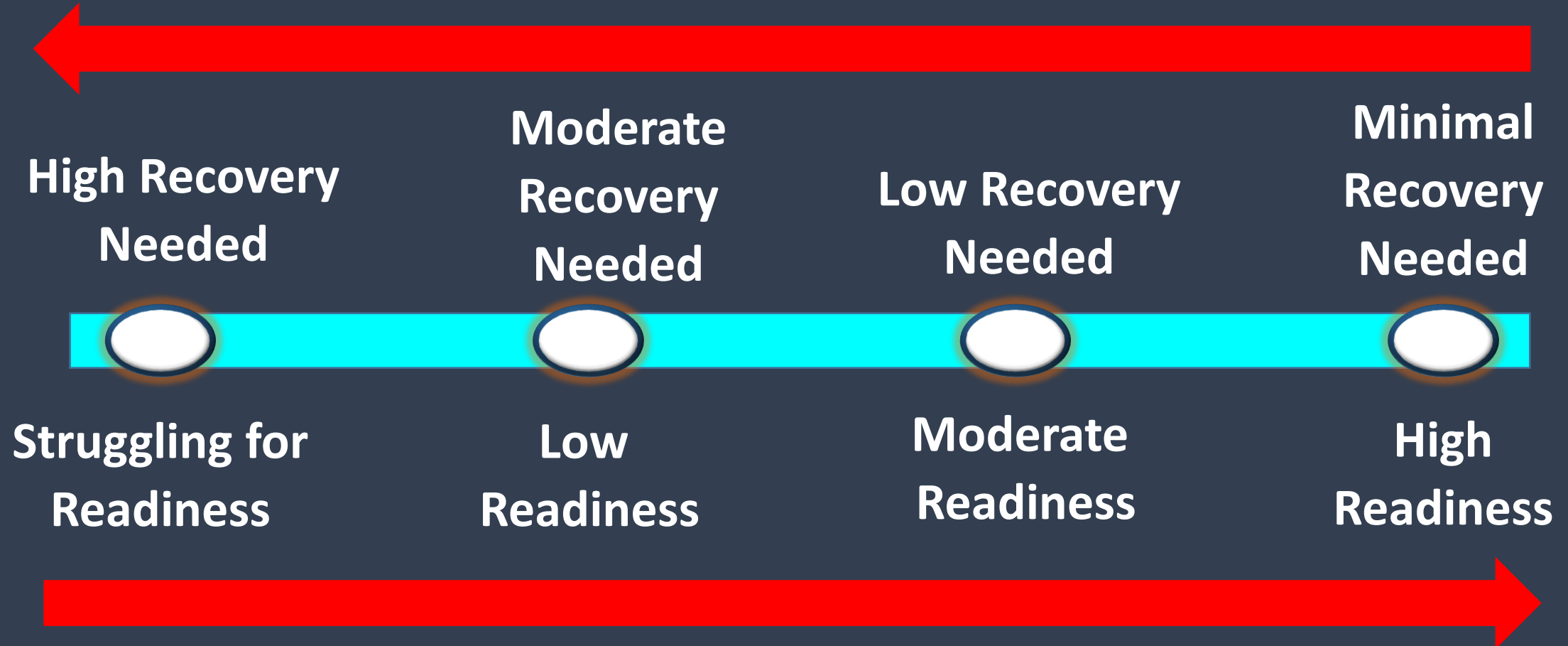


SCHOOL RECOVERY



SCHOOL READINESS

SCHOOL RECOVERY



SCHOOL READINESS

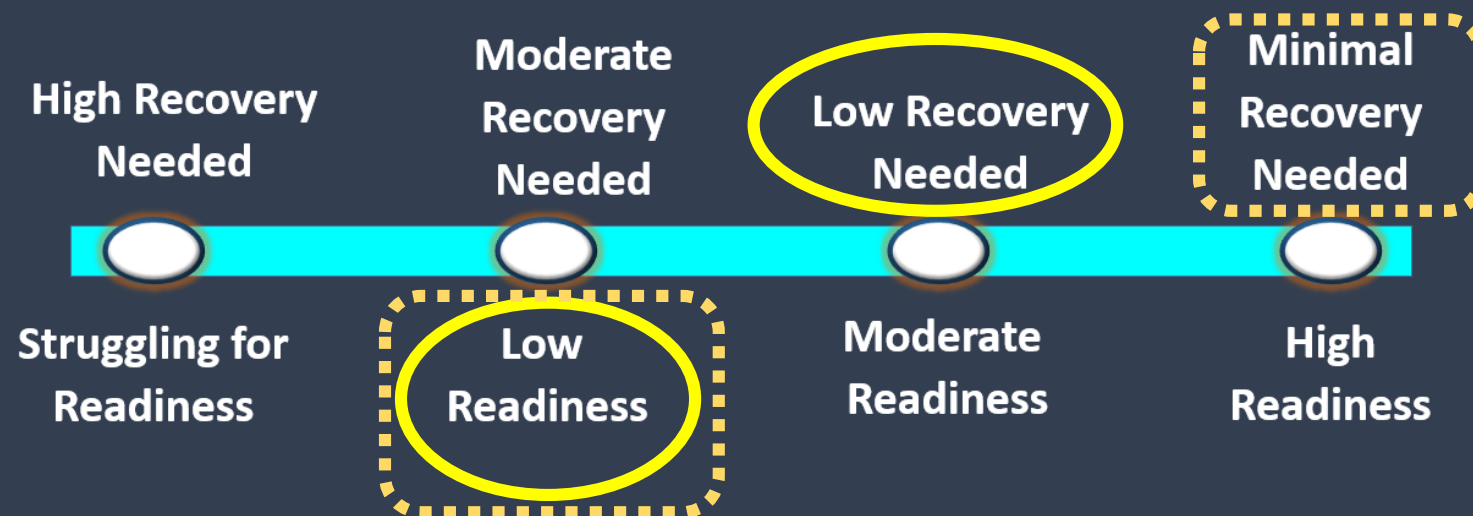


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NATURAL CALAMITIES



READY TO TEACH F2F

26 May 2020

MINIMAL RECOVERY NEEDED

27 May 2020

COVID-19 PANDEMIC



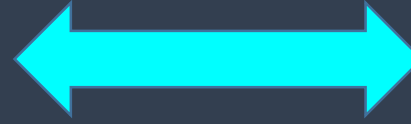
NOT READY TO TEACH AT DISTANCE

LOW READINESS



CONTINUITY

SCHOOL



READINESS



DISRUPTION

“Readiness then does not only mean being able to continue or maintain previous operations; as clearly shown by the pandemic crisis, readiness is also about being prepared for disruption.



**INTRINSIC VALUE:
LEARNING ANYTIME, ANYWHERE**



EXTRINSIC VALUE:

“In general, teachers are positive and open to preparing for and conducting online classes. They will do online learning because the current crisis warrants its use.”

"Failure is an
opportunity to grow"

GROWTH MINDSET

"I can learn to do anything I want"

"Challenges help me to grow"

"My effort and attitude
determine my abilities"

"Feedback is constructive"

"I am inspired by the success of others"

"I like to try
new things"

"Failure is the
limit of my abilities"

FIXED MINDSET

"I'm either good at it or I'm not"

"My abilities are unchanging"

"I don't like
to be challenged"

"I can either do it,
or I can't"

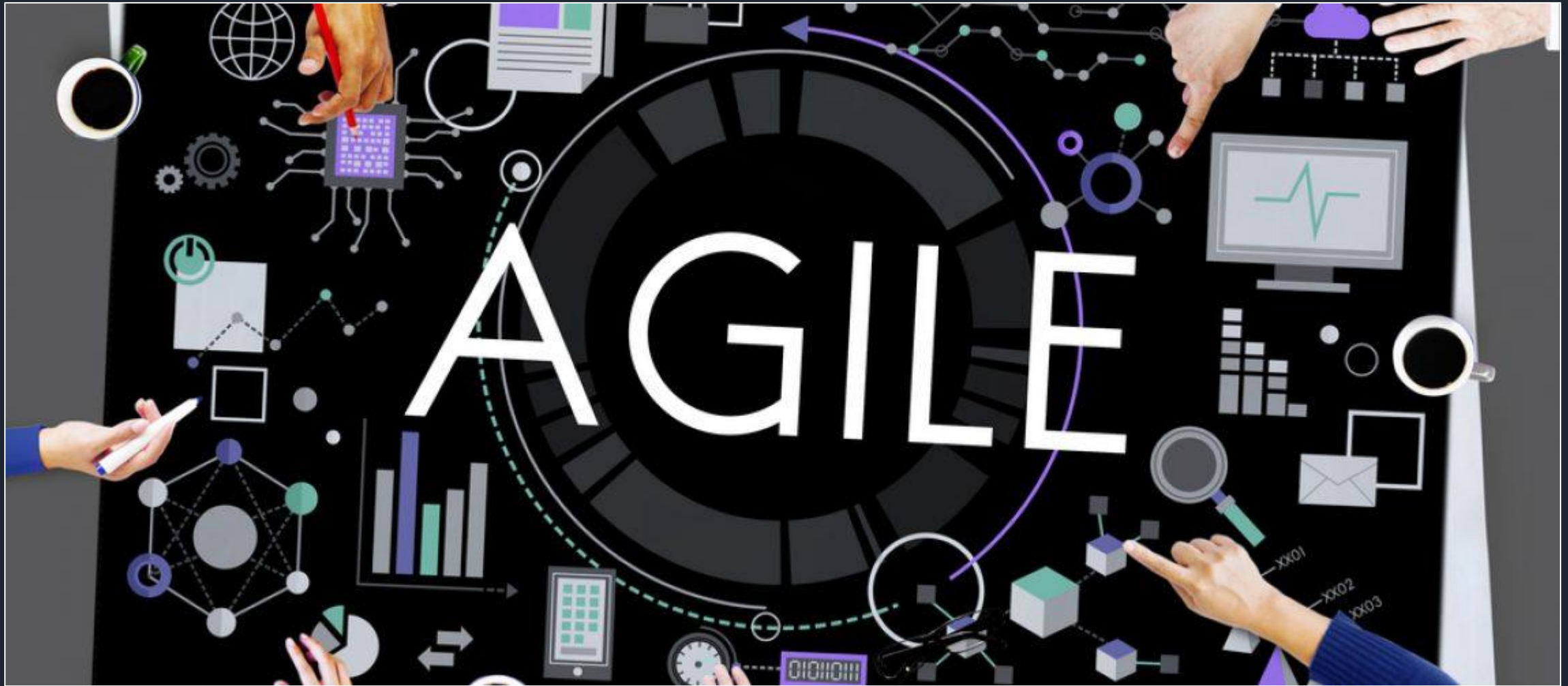
"My potential is predetermined"

"When I'm frustrated,
I give up"

"Feedback and criticism
are personal"

"I stick to what I know"

SCHOOL LEADERSHIP AGILITY IN A DISRUPTIVE WORLD

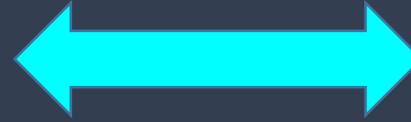


RAPATAN2020



CONTINUITY

SCHOOL



READINESS



DISRUPTION

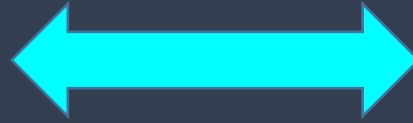
How much of a growth mindset is in your school?

How ready is your school for both continuity and disruption?



CONTINUITY

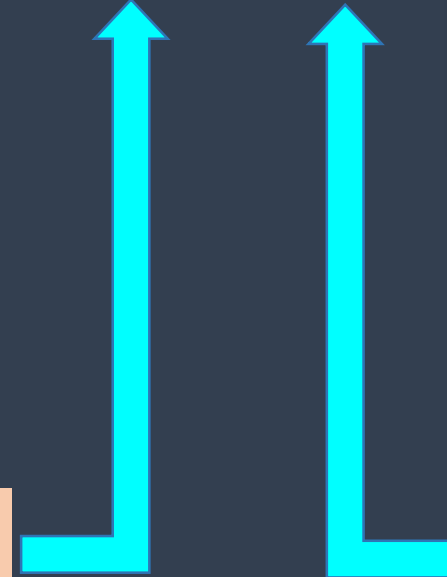
SCHOOL



READINESS



DISRUPTION



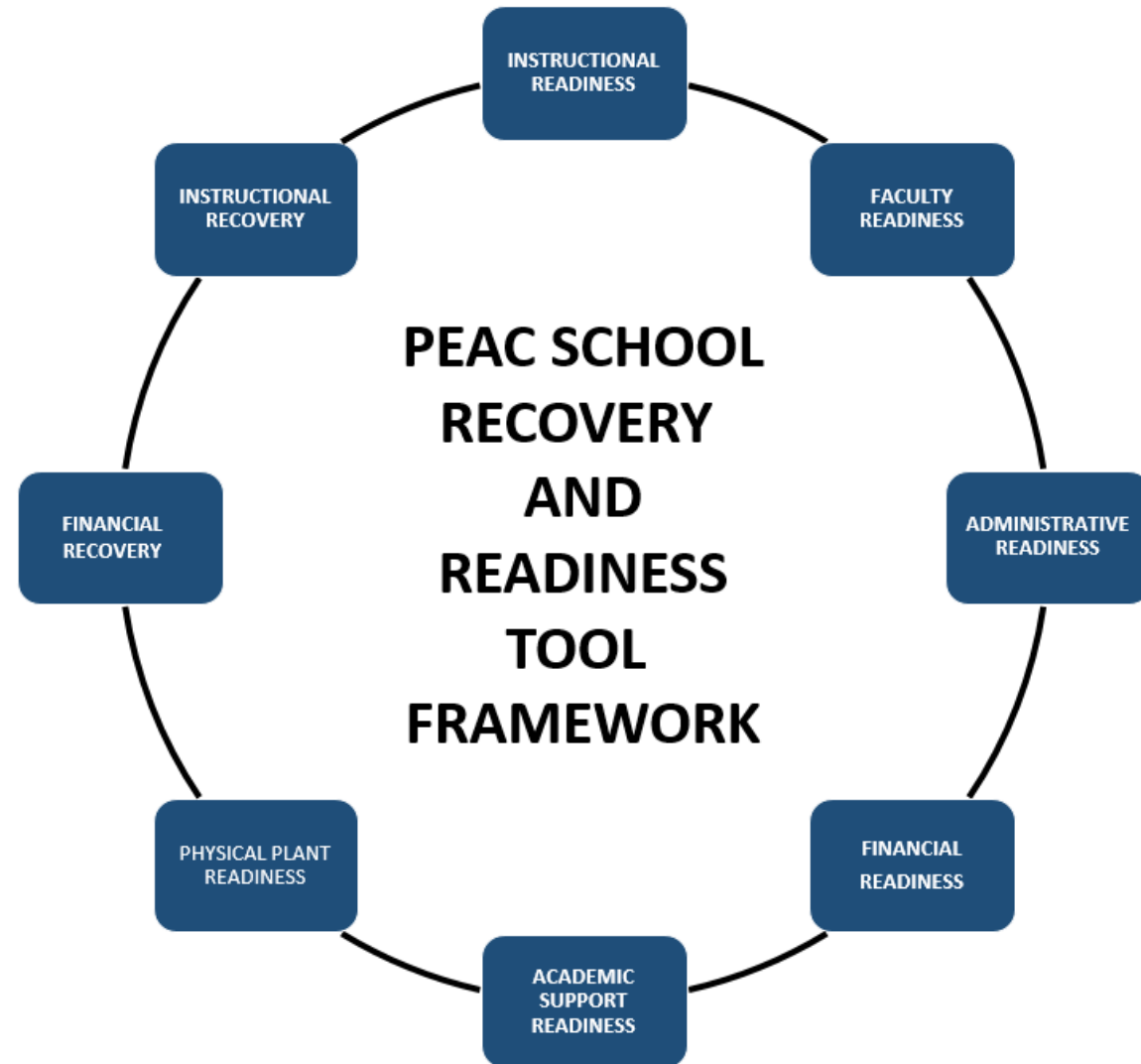
***PEAC SRR ASSESSMENT
TOOL***

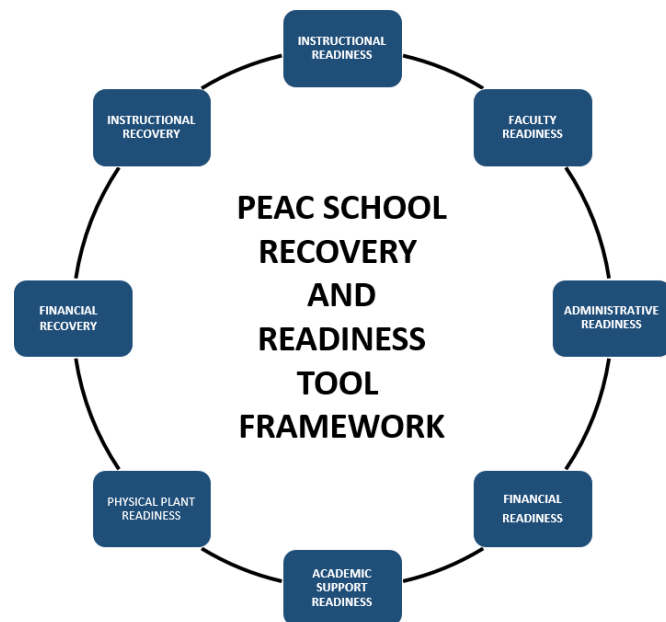
PEAC SRR PLAN



PEAC SCHOOL RECOVERY AND READINESS ASSESSMENT TOOL







PEAC SCHOOL RECOVERY AND READINESS ASSESSMENT TOOL

20-items MULTIPLE CHOICE

PEAC SCHOOL RECOVERY AND READINESS TOOL

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	d. No, the school did not require teachers at the end of the schoolyear to submit status reports on teachers' coverage of the curriculum and students' performance of the intended competencies. The school lacks data regarding teachers' completion and student achievement in all grade levels and subject areas.
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	b. No, the school does not have an existing plan or system in place. However, in past disasters or emergency situations, we have standard operating procedures or SOPs and use DepEd guidelines that enable all teachers to conduct remedial or make-up classes. Students and parents are informed of the SOPs.
	c. No, the school does not have an existing plan or system in place. However, in past disasters or emergency situations, we have relied only on and used DepEd guidelines that enable all teachers to conduct remedial or make-up classes. Students and parents are informed of the DepEd guidelines.
	d. No, the school does not have an existing plan or system in place. In past disasters or emergency situations, we have left it up to the Principal to work it out with the teachers on how to do make-up classes. Only the Principal is informed of the teachers' decisions.
B. Mode of delivery of the K12 curriculum	4. What is the range of modes of delivery of classes is your school able to do?

SELF-RATING SHEET

PART II. PROCEDURES FOR SCORING AND INTERPRETATION:

1. Write in column 4 of Table I below the letters of your choices for the various items above.

Table I
Results of School Responses

1 PEAC AREA OF CERTIFICATION	2 SCHOOL AREA OF CONCERN DUE TO ECQ	3 TYPE OF RECOVERY/ READINESS	4 SCHOOL RESPONSE	5 RATING*	6 RECOVERY OR READINESS LEVEL*	7 MODE		
Curriculum, Assessment and Instruction	<i>A. Continuity of student learning outcomes in the different subject area and grade levels</i>	Instructional Recovery	1. 2.	1. 2.	1. 2.			
		Instructional Readiness	3. 4. 5.	3. 4. 5.	3. 4. 5.			
			6. 7.	6. 7.	6. 7.			
	<i>B. Mode of delivery of the K12 curriculum</i>							
Faculty	<i>C. Teacher Readiness for Online Classes and Support for Professional Development</i>	Faculty Readiness	8. 9.	8. 9.	8. 9.			
School Budget and Finance	<i>D. School enrolment and financial situation</i>	Financial Recovery	10. 11. 13.	10. 11. 13.	8. 9.			
		Financial Readiness	12. 14. 15.	12. 14. 15.	12. 14. 15.			
Administration and Governance	<i>E. School emergency</i>	Administrative Readiness	16.	16.	16.			

SELF-RATING SHEET

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1. Write in column 4 of Table I below the letters of your choices for the various items above.

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Curriculum, Assessment and Instruction	<i>A. Continuity of student learning outcomes in the different subject area and grade levels</i> <i>B. Mode of delivery of the K12 curriculum</i>	Instructional Recovery	1.	1.	1.	
			2.	2.	2.	
		Instructional Readiness	3.	3.	3.	
			4.	4.	4.	
			5.	5.	5.	
			6.	6.	6.	
Faculty	<i>C. Teacher Readiness for Online Classes and Support for Professional Development</i>	Faculty Readiness	8.	8.	8.	
			9.	9.	9.	
School Budget and Finance	<i>D. School enrollment and financial situation</i>	Financial Recovery	10.	10.	8.	
			11.	11.	9.	
			13.	13.		
		Financial Readiness	12.	12.	12.	
			14.	14.	14.	
			15.	15.	15.	
Administration and Governance	<i>E. School emergency</i>	Administrative Readiness	16.	16.	16.	

INTERPRETATION KEY

SELECTION	SCHOOL RESPONSE SCALES			
	RATING (applicable to nos. 1,2,10,11,12)	RECOVERY LEVEL	RATING (applicable to nos. 3,4,5,6,7,8,9,13-20)	READINESS LEVEL
CHOICE a	1	Minimal Recovery Needed	4	High
CHOICE b	2	Low Recovery Needed	3	Moderate
CHOICE c	3	Moderate Recovery Needed	2	Low
CHOICE d	4	High Recovery Needed	1	Struggling

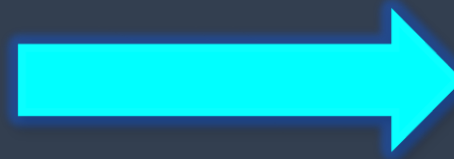
RECOVERY MODE RESULT	AREA(S)	READINESS MODE RESULT	AREA(S)
Minimal Recovery Needed		High	
Low Recovery Needed		Moderate	
Moderate Recovery Needed		Low	
High Recovery Needed		Struggling	

RECOVERY MODE RESULT	AREA(S)	READINESS MODE RESULT	AREA(S)
Minimal Recovery Needed	<i>INSTRUCTIONAL</i>	High	<i>ACADEMIC SUPPORT</i>
Low Recovery Needed	<i>FINANCIAL</i>	Moderate	<i>ADMINISTRATIVE, FINANCIAL</i>
Moderate Recovery Needed		Low	<i>INSTRUCTIONAL, FACULTY, PHYSICAL PLANT</i>
High Recovery Needed		Struggling	



SCHOOL RECOVERY

FINANCIAL



SCHOOL READINESS

- INSTRUCTIONAL
- FACULTY
- PHYSICAL PLANT
- ADMINISTRATIVE
- FINANCIAL

Based on these results, how do we plan for school recovery and readiness?



PEAC SCHOOL RECOVERY AND READINESS PLAN



27 May 2020