**PEAC SCHOOL RECOVERY AND READINESS ASSESSMENT TOOL**

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| **SCHOOL:** | **INSTITUTION’S BASIC EDUCATION DEPARTMENT LEVELS:** (pls. check all that apply)( ) ELEMENTARY( ) JUNIOR HIGH SCHOOL( ) SENIOR HIGH SCHOOL |
| **BASIC ED DEPT. SCHOOL HEAD:****Email address:** | **SCHOOL SIZE OF BASIC ED DEPARTMENT:** (pls. check one)( ) SMALL (less than 500 students)( ) MEDIUM (500 – 2000 students)( ) BIG (More than 2000 students) |
| **REGION:** **PROVINCE:** | **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.

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| *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?**  |
|  | a. The school is able to deliver classes in different modalities such as a mixture or blending of face-to-face and online learning modes. The school requires teachers to integrate technology in their lessons and have them utilize a common application or platform (e.g., a Learning Management System) that helps coordinate these modalities. With a common application or platform, school guidance for student learning continues 24/7 in case there are disruptions. The use of these technologies enables teachers to easily monitor student work, give feedback and provide flexible school schedules as the need arises. |
|  | b. The school is able to deliver classes in different modalities such as a mixture or blending of face-to-face and online learning modes. The school requires teachers to integrate technology in their lessons but leaves it up to the teachers to determine the applications to use for their subjects. With no common application or platform, teachers differ in the time and effort they spend monitoring student work, retrieving their outputs and giving feedback.  |
|  | c. The school is limited to delivering classes through in-person or face-to-face instruction with social distancing measures. The school also encourages teachers to explore alternative modes of delivery such as using technology and related applications as a supplement or enrichment to instruction. The school leaves it up to the teachers to decide whether or not technology and other modes of delivery will be used.  |
|  | d. The school is not able to determine varied modes of delivery due to capacity or finance issues. |
| **5. Select the general way your school plans to adopt or is currently using technology for conducting online classes.**  |
|  | a. Online classes are conducted using a common application or platform (e.g., LMS) |
|  | b. Online classes are conducted using teacher-selected platforms (e.g., Learning Management System) or other similar educational applications |
|  | c. Online classes are conducted using teacher-selected social media (e.g., Facebook) |
|  | d. Online exercises and assignments are sent through email (e.g., Yahoo, Google) |
| **6. How much access do students in your school have to online learning platforms, systems or resources?**  |
|  | a. All students have access to the school’s online learning platform System (e.g., LMS). Certain school fees pay for the students’ access to Wifi connectivity and maintenance of the platform. |
|  | b. All students are able to access a variety of online learning platforms, systems or resources. Certain school fees pay for the students’ access to the school’s Wifi connectivity. The school does not provide though a single platform for online learning. |
|  | c. Majority of students are able to access a variety of online learning platforms, systems or resources at home or in other places outside the school. |
|  | d. Majority of students are not able to access any online learning platforms, systems or resources due to factors such as their place of residence, problems in Internet connectivity or limited finances.  |
| **7. What is the situation of connectivity in your school?**  |
|  | a. The school is able to provide Wifi connectivity to everyone on campus. There is sufficient bandwidth to enable teachers to conduct online learning. |
|  | b. The school is able to provide Wifi connectivity to everyone on campus. However, due to bandwidth capacity, teachers may conduct online learning only during scheduled or designated times. |
|  | c. The school is able to provide Wifi connectivity on campus. However, due to bandwidth capacity, teachers cannot conduct online learning classes.  |
|  | d. The school does not provide any form of connectivity due to factors such as its location or limited financial resources. |
| *C. Teacher Readiness for Online Classes and Support for Professional Development* | **8. If needed, how prepared are your school’s teachers to conduct online classes?**  |
|  | a. The school at present is able to provide regular professional development to teachers on conducting online classes. All teachers are then trained and required to do online classes from time to time. |
|  | b. The school at present is able to provide regular professional development to teachers on conducting online classes. Teachers are encouraged to apply their training in their classes but only some of the faculty are active in conducting online classes.  |
|  | c. The school is not able to provide regular professional development to teachers on conducting online classes. However, the school supports faculty attendance in off-campus seminars and workshops providing such training. Teachers are encouraged to apply their training in their classes.  |
|  | d. The school is not able to provide regular professional development to teachers on conducting online classes. The school is also not able to support faculty attendance in off-campus seminars and workshops providing such training. |
| **9. How do teachers in your school regard preparing for and conducting online classes and using various technology-based resources?** |
|  | a. In general, teachers are positive and open to preparing for and conducting online classes. They recognize the intrinsic merits and value of online learning given the current crisis. |
|  | b. 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. |
|  | c. In general, teachers are skeptical. They express doubts about the effectiveness of online classes and its impact and challenges on their work load.  |
|  | d. In general, teachers are resistant to preparing for and conducting online classes. They are not technology-savvy and regard it as stressful and a distraction to learning.  |
| *D. School enrolment and financial situation* | **10. With regards to payment of salaries of faculty and staff, what is the situation of your school at the time of the quarantine?**  |
|  | a. The school is up to date in its payment of faculty and staff salaries without doing any external borrowing to meet payroll schedules. |
|  | b. The school is up to date in its payment of faculty and staff salaries with the help of external funding or borrowing to meet payroll schedules. |
|  | c. The school has prioritized the payment of salaries of faculty and staff with the help of external funding or borrowing to meet payroll schedules. Payments of other expenses have been deferred or put on hold. |
|  | d. The school is delayed in the payment of salaries of faculty and staff due to low collection of tuition and fees due at the end of the schoolyear. Income from tuition and fees is the main source for payment of salaries of faculty and staff. |
| **11. What is the current state of your school’s cash flow this summer?**  |
|  | a. School funds are adequate to meet school operation expenses and financial obligations until June. |
|  | b. School funds are adequate to meet school operation expenses and financial obligations until May. |
|  | c. School funds are adequate to meet school operation expenses and financial obligations until April. |
|  | d. School funds are adequate to meet school operation expenses and financial obligations until March. |
| **12. What is the estimate of your school’s loss of income from loss of tuition and fees payments and how do you think the school will be able to recover?** |
|  | a. The school’s estimated loss of income from loss of tuition is minimal. The school has sufficient funds and buffers to make up for the short fall. |
|  | b. The school’s estimated loss of income from loss of tuition is manageable. The school is able to seek external funds to make up for the loss. |
|  | c. The school’s estimated loss of income from loss of tuition is substantial. The school has to seek external funds and institute severe and drastic measures to make up for the loss. |
|  | d. The school’s estimated loss of income from loss of tuition is not recoverable in the short or long term. The school may have to suspend operations until it is viable to resume. |
| **13. As a result of the national economic downturn brought about by the pandemic situation, which of the following describes its impact on your school’s enrolment?**  |
|  | a. Majority of the school’s students will be returning to the school. There may be few cases of withdrawal or transfer primarily due to academic or disciplinary reasons. The number of sections and class sizes remain at a steady number. |
|  | b. Majority of the school’s students will be returning to the school. There may be 5-10% cases of students withdrawing or transferring to other schools primarily due to financial reasons. The number of sections remain at a steady number but class sizes will be reduced. |
|  | c. A significant number of the school’s students will be withdrawing or transferring to other schools primarily due to financial reasons. The number of sections will be reduced. |
|  | d. A significant number of the school’s students will not be returning to school at all primarily due to financial reasons. The number of sections and class sizes will be gravely reduced. |
| **14. Given the various setbacks brought about by the ECQ, should the DepEd delay the opening of classes next schoolyear?** |
|  | a. No. The school with its current resources and financial condition is still able to function and operate and be ready for the current schedule of schoolyear opening. |
|  | b. No. The school relies on early enrolment. Delaying the schoolyear opening is important to generate revenue as early as possible and alleviate the school’s financial burdens. |
|  | c. Yes. The school relies on enrolment. Since many of the parents may have problems with their jobs, delaying the opening will give parents time to source payments for tuition and fees. Teachers will also have time to plan and produce learning materials for different modalities of delivery. |
|  | d. Yes. The school needs time to assess its situation and resources, recover its losses and plan contingency measures. |
| **15. If the opening of next schoolyear will be delayed, what is a viable timeline for your school given the school’s situation?** |
|  | a. Delay by one-two weeks from the original June schedule  |
|  | b. Delay by three weeks from the original June schedule |
|  | c. Delay by one month from the original June schedule |
|  | d. Delay by one month and a half to two months from the original June schedule |
| *E .School emergency response planning* | **16. How would you describe your school’s response to the current emergency or pandemic situation that involves the sudden closure of schools during a quarantine period**?  |
|  | a. The school is prepared to cope with the sudden closure because it is able to implement an existing emergency plan that was already part of its disaster management plans. Different protocols and guidelines are in place before the quarantine and the various departments followed these. |
|  | b. The school is not prepared to cope with a sudden closure but it is able to adjust and meet the different challenges. During the quarantine, protocols and guidelines are developed and the various departments followed these. |
|  | c. The school is not prepared to cope with the sudden closure. During the quarantine, the school developed protocols and guidelines for departments to follow. However, there are problems in the way the different school sectors and departments work together and implement the protocols and guidelines. |
|  | d. The school is not prepared to cope with the sudden closure. The school has difficulty and minimal capacity in developing protocols for different departments to follow. |
| **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. |
| *F. Mental health of the school community* | **18. With regards to the mental health of the school community facing the crisis, which of the following represents your school’s current efforts?** |
|  | a. The school has an extensive program of debriefing and coping strategies to help different members of the school community take care of their mental health and manage stress brought about by the pandemic crisis. The school’s guidance unit is in charge of the program and regularly informs the community of its services.  |
|  | b. The school has an adequate program of debriefing and coping strategies to help different members of the school community take care of their mental health and manage stress brought about by the pandemic crisis. The school’s guidance unit is in charge of the program and regularly informs the community of its services.  |
|  | c. The school has a limited program of debriefing and coping strategies to help different members of the school community take care of their mental health and manage stress brought about by the pandemic crisis. However, the school has no guidance unit that takes charge of the program and informs the community about it. The school relies on the assistance of community health support groups or professionals as the need arises. |
|  | d. The school does not have a program of debriefing and coping strategies to help different members of the school community take care of their mental health and manage stress brought about by the pandemic crisis. The school has no guidance unit to provide such a program.  |
| *G. Elimination of health risks and hazards and threats from infectious diseases in the school classrooms, offices, facilities and environment* | **19. In terms of personnel, equipment, medicine, supplies and facilities, which of the following describes your school’s ability to cope with the demands of a pandemic situation?**  |
|  | a. The school employs full-time trained medical personnel and has adequate emergency treatment facilities, equipment, medicine and supplies on hand to meet the demands of a pandemic situation. The school complies with national and international standards and requirements. |
|  | b. The school does not employ full-time trained medical personnel but is assisted by community health support groups. The school has adequate emergency treatment facilities, equipment, medicine and supplies on hand to meet the demands of a pandemic situation. The school complies with national standards and requirements. |
|  | c. The school does not employ full-time trained medical personnel but is assisted by community health support groups. The school also does not have at present functioning emergency treatment facilities, equipment, medicine and supplies on hand to meet the demands of a pandemic situation. The school is working towards the acquisition of the needed facilities, equipment and supplies in compliance with community standards and requirements. |
|  | d. The school neither employs full-time trained medical personnel nor seeks the assistance of community support health groups. The school also is not able to provide emergency treatment facilities, equipment, medicine and supplies on hand to meet the demands of a pandemic situation.  |
| **20. In the event that social distancing measures need to be implemented, how easily can this be done in your school considering its present physical lay-out and furniture?** |
|  | a. The school is able to rapidly adjust or alter the physical lay-out of the classroom and other common areas. Existing furniture in all the class and lab rooms and other common areas are modular, light and mobile. Class sizes are small and floor area is big allowing for comfortable social distancing.  |
|  | b. The school is able to implement social distancing measures in the classroom and other common areas. The school is able to gradually replace existing furniture in all the class and lab rooms and other common areas with new designs which are modular, light and mobile. Class sizes are small and floor area is big allowing for comfortable social distancing.  |
|  | c. The school is able to partially implement social distancing measures in the classroom and other common areas. The school is able to replace existing furniture in many classrooms and in some of the common areas with new designs which are modular, light and mobile. In other areas, much renovation will have to be done. In some sections, class sizes are large and floor area is small making social distancing difficult to do.  |
|  | d. The school is not able to implement social distancing measures in the classroom and other common areas. Existing furniture in classrooms and other common areas is generally heavy and fixed in place. Extensive renovation will have to be done at high cost for the school. Class sizes are large and floor area is small making social distancing difficult to do.  |

* **END OF QUESTIONNAIRE -**

*For the scoring and interpretation of your school’s choices, please proceed to Part II.*

**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 | *A. Continuity of student learning outcomes in the different subject area and grade levels* | Instructional Recovery | 1.2. | 1.2. | 1.2. |  |
| Instructional Readiness | 3.4.5. 6.7. | 3.4.5. 6.7. | 3.4.5. 6.7. |  |
| *B. Mode of delivery of the K12 curriculum*  |
| Faculty | *C. Teacher Readiness for Online Classes and Support for Professional Development* | Faculty Readiness | 8.9.  | 8.9.  | 8.9. |  |
| School Budget and Finance | *D. School enrolment and financial situation* | Financial Recovery | 10.11.12. | 10.11.12. | 10.11.12. |  |
| Financial Readiness | 13.14.15. | 13.14.15. | 13.14.15. |  |
| Administration and GovernanceInstitutional Planning and Development | *E .School emergency response planning* | Administrative Readiness | 16.17. | 16.17. | 16.17. |  |
| Academic Support and Student Development Services | *F. Mental health of the school community* | Academic Support Readiness | 18. | 18. | 18. |  |
| Physical Plant and Instructional Support Facilities | *G. Elimination of health risks and hazards and threats from infectious diseases in the school classrooms, offices, facilities and environment* | Physical Plant Readiness | 19.20. | 19.20. | 19.20. |  |

\*Pls, refer to Table A below.

2. Next, in column 5, beside each letter, write the rating assigned to the choice. This tool has 5 items for Recovery (item nos. 1, 2, 10, 11 and 13) and 15 items for Readiness. The items for Recovery and Readiness have their specific rating number as follows (check that the ratings are accurate for the indicated item nos.):

**Table A**

**Rating and Recovery and Response Levels**

|  |  |
| --- | --- |
| **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 | LowRecovery Needed | 3 | Moderate |
| CHOICE c | 3 | ModerateRecovery Needed | 2 | Low |
| CHOICE d | 4 | HighRecovery Needed | 1 | Struggling |

3. When done, write in column 6 the interpretation of the rating which indicates the level of Recovery or Readiness. Follow the scale in Table A. Example, if the rating for Recovery item no. 1 is 1 (choice a.), the level is Minimal Recovery Needed. If the rating for Readiness item no. 3 is 4 (choice a.), the level is High.

4. Go then to column 7 and write as the mode the Recovery or Readiness level that appears most often. However, if in Area C on Faculty Readiness there is no mode, choose the lower level. For other areas where no mode is present, find the mean of the ratings and round down and write the corresponding level. (When deciding on the final level, keep in mind though that the Recovery scale is the inverse of the Readiness scale. For example, the 4 in Readiness is High but the same 4 in Recovery is about having the greatest difficulty.).

5. Transfer the results in column 7 of Table I to Table II below which summarizes your school’s results. The summary table should show 2 areas for Recovery (Instructional and Financial) and 6 for Readiness (Instructional, Faculty, Administrative, Financial, Academic Support, and Physical Plant). The summary shows the recovery and readiness levels of the different areas as it applies to the school.

6. Interventions with corresponding actions may be formulated for areas in Recovery that range from Low to High and for areas in Readiness that range from Struggling to Moderate. A list of possible action steps is found in the PEAC School Recovery and Readiness Plan resource.

**Table II**

**Summary of Overall Mode Results of the Different Areas**

|  |  |  |  |
| --- | --- | --- | --- |
| **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** |  |

**Table C**

**Glossary**

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| --- | --- |
| **RECOVERY:** | Recovery is the capacity of a school to return to a functional level of operation in all aspects of school life. |
| Instructional | 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 | 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. |
| **READINESS:** | Readiness is conceptualized as 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. |
| Instructional | Instructional readiness involves coverage of required student competencies and delivery of teaching and learning experiences in different modalities. |
| Financial | Financial readiness covers the availability of funds and other resources to support school operations brought about by the pandemic. |
| Faculty | Faculty readiness looks at the skills and dispositions teachers possess in designing and delivering learning plans in various modalities. |
| Administrative | Administrative readiness focuses on the school’s ability to prepare and implement a plan in response to crisis (e.g., pandemic) demands, challenges and disruptions. |
| Academic Support | Academic support readiness is specifically characterized in terms of ensuring mental health and well-being so that learning continues. |
| Physical Plant | 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. |