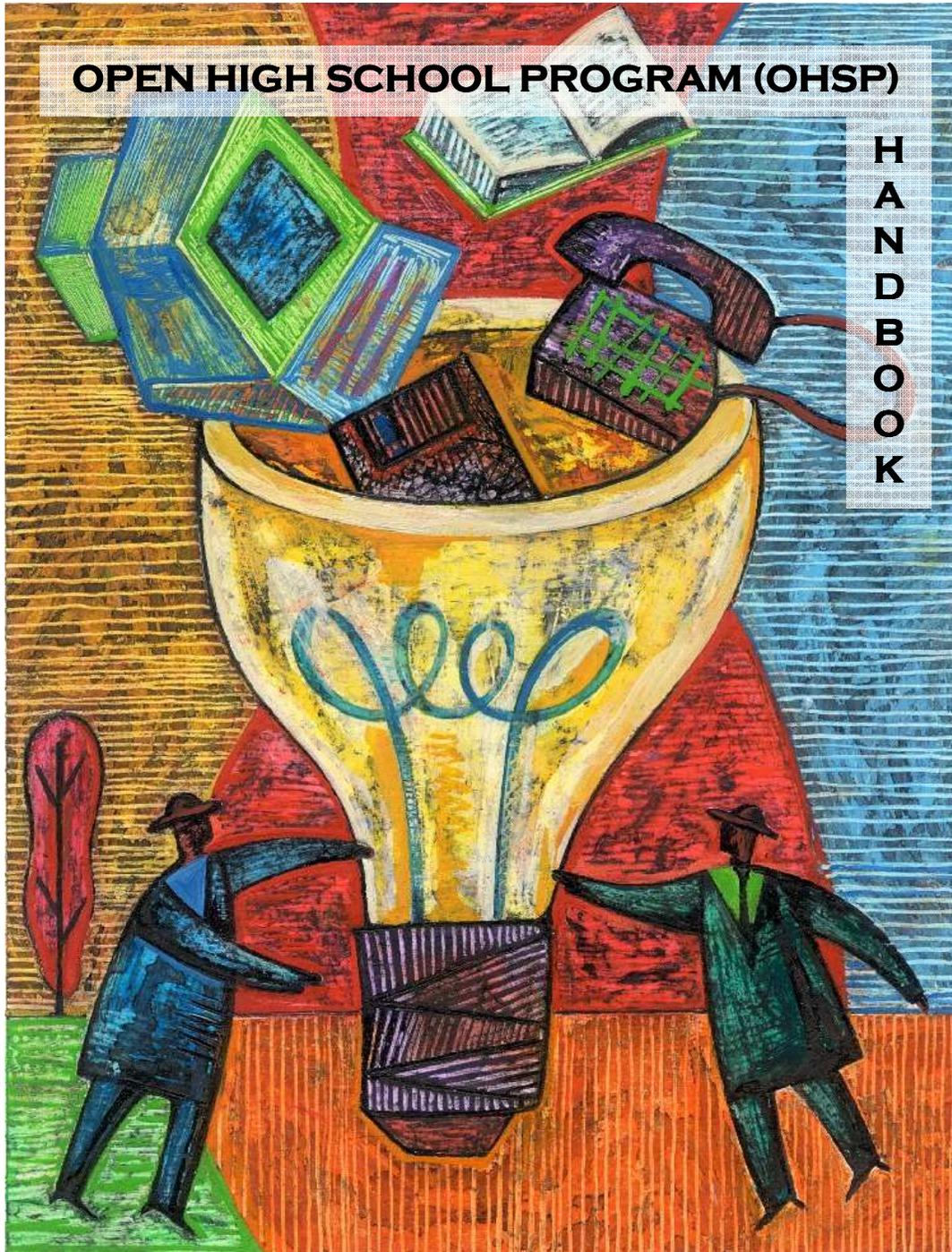




Republic of the Philippines
Department of Education
BUREAU OF SECONDARY EDUCATION



OPEN HIGH SCHOOL PROGRAM (OHSP)

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FOREWORD

It is an inalienable right of every individual to receive education which will enable him/her to become a productive citizen.

The Constitution, recognizing this right, explicitly mandates that every individual regardless of age, sex, race, political or socio-economic status must enjoy access to quality and relevant basic education.

To this end, the Bureau of Secondary Education has designed the open High School Program (OHSP), as an alternative mode of secondary education. The program offers an opportunity to those who desire to complete the high school curriculum outside of the formal school structure.

This OHSP Handbook aims to guide the schools interested in implementing the program. The implementers are encouraged to modify or adapt the content of the handbook to suit their local conditions within the framework of an open learning system.

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1

The Nature of the Open High School Program (OHSP)

Section 1 of this Handbook explains what the OHSP is all about. It covers the definition, goals and objectives, participation requirements for schools, and the admission requisites for students.

What is the Open High School Program (OHSP)?

The OHSP is an alternative mode of secondary education that uses distance learning. It caters to learners who are unable to attend the regular class program due to physical impairment, work, financial difficulties, distance of home to school, and other justifiable and legitimate reasons.

The program, therefore, is in consonance with the Education for All (EFA) goal of making every Filipino functionally literate by 2015. Its philosophy is based on the provision of Batasang Pangbansa (BP) 232 or the Education Act of 1982 "The state shall provide the right of every individual to relevant quality education regardless of sex, age, creed, socio-economic status, physical and mental conditions, racial or ethnic origin, political and other affiliation."

Since distance learning is its main feature, the program requires that the learner is capable of managing his/her learning.

What are the goal and objectives of the OHSP?

The OHSP is aligned with the School Improvement Plan's (SIP) goal of producing functionally literate learner/graduate or one who has a mastery of the basic competencies, capable of problem – solving, and is a productive member of his family and community.

The OHSP as a Dropout Reduction Program (DORP) intervention, has the following objectives:

- Provides opportunity to all elementary graduates, high school drop-outs, and successful examinees of the Philippine Educational Placement Test (PEPT) to complete secondary education;
- Prevents potential school leavers and encourages those who are out of school to finish secondary education;
- Reduces high school drop outs and increases participation rate; and
- Increase achievement rate through quality distance education.

Who can participate in the program? What are the requirements for participation?

The program is open to all public or private secondary schools.

Secondary schools interested in implementing the program should meet the following requirements:

1. Submit a Letter of Intent (LOI) addressed to the Schools Division Superintendent (SDS), copy furnished the Regional Office and the Director of the Bureau of Secondary Education (BSE).
2. Undergo a capacity building program to be conducted by the BSE in preparation for accreditation as a participating school.
3. Make available learning facilities and equipment in the school e.g., library, computer room, laboratory room, workshop room, gymnasium, etc.
4. Link with the community for the students' access to facilities like public library, baranggay learning center, internet café, public sports facilities and those that will help the students in their self-managed learning.

Who are qualified to enroll in the OHSP?

The program is open to Filipino learners who can demonstrate capacity for independent learning and are willing to undertake self-directed learning.

Below are pre-requisites for enrollment:

1. Submission of any of the following:
 - High School Report Card (in case of drop-outs)
 - Elementary Report Card (for high school entrants)
 - PEPT qualifying certificate
2. Passing of the Independent Learning Readiness Test (ILRT) and the Informal Reading Inventory (IRI) test (Appendices B and C). The ILRT assesses the learner's reading level as basis for class grouping.
3. Interview of parent/guardian to get a complete profile of the learner.

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THE MANAGEMENT STRUCTURE OF THE OPEN HIGH SCHOOL PROGRAM

How is the OHSP managed?

The overall management of the OHSP shall be done through the DropOut Reduction Program (DORP) management structure (DORP Handbook, p.21). An OHSP Coordinator shall be designated to oversee all the activities of the intervention. The following are the roles and responsibilities that are specific to the implementation of the OHSP.

Roles and Responsibilities:

School Head

- Coordinates with the Local Government Unit (LGU) to ensure the use of community facilities by the OHSP learners;
- Establishes a learning management program to bridge learning gaps and enhance learning;
- Designates an OHSP Coordinator to synchronize OHSP activities with the other strategic components of DORP;
- Oversees the implementation of policies formulated by the DORP Council (for schools with DORP Council) pertinent to the OHSP;
- Provides administrative and technical support to the implementers;
- Evaluates the performance of the OHSP Coordinator and teacher implementers; and
- Submits report to the Division through the Division DORP Council.

School DORP Council

- Formulates policies to promote and ensure the successful implementation of the OHSP;
- Monitors the implementation of the policies in particular and the intervention in general; and
- Resolves OHSP issues that may arise and problems that may be encountered.

OHSP Coordinator

- Initiates the designing and implementation of advocacy plans on OHSP to increase participation;
- Coordinates with the Guidance Counselor on the conduct of the Independent Learning Readiness Test (ILRT) and the Informal Reading Inventory (IRI) test;
- Leads in the conduct of orientation program for OHSP students and parents;
- Provides technical assistance to the teacher implementors;
- Oversees proper documentation of OHSP activities; and
- Keeps the school Head and the School DORP Council properly informed on the progress of the OHSP.

Guidance Counselor

- Administers, analyzes and interprets ILRT and IRI test and helps teachers utilize test results;
- Helps screen qualified enrollees to the OHSP;
- Keeps an updated profile of the OHSP students; and
- Tracks the progress of the students through the teacher-implementers.

Teacher-Adviser

- Orients learners on their tasks and responsibilities as OHSP students;
- Helps learners gain access to learning materials/resources;
- Guides the learner in his/her self-directed learning tasks;
- Tracks the progress of the learner;
- Refers the learner to appropriate subject teacher for assistance when necessary; and
- Maintains a complete record of the learner's performance.

Subject-Teacher

- Assists learners in identifying their learning needs; and in preparing their self-directed learning plan (*sample student learning plan attached in the handbook*)
- Provides time for consultation to address learning gaps;
- Assesses learner's progress and provide feedback;
- Keeps a complete record of the learner's performance; and
- Provides the teacher-adviser with the results of the student's performance.

Learner/Student

- Accomplishes the learner's profile form;
- Identifies his learning needs and prepares his self directed learning plan;
- Implements his self-learning plan;
- Consults with the teacher-adviser, subject teacher or any capable person in the community when necessary;
- Assesses his own progress and performance; and
- Reports periodically to the teacher-adviser and subject teachers.

In support to the school level management, the following DepEd administrative levels and other stakeholders shall have the following responsibilities:

Division Office

- Advocates the OHSP within the Division and encourages the participation of private secondary schools;
- Provides technical guidance through its Division DORP Council;
- Monitors the implementation of the OHSP; and
- Conducts researches to improve the program.

Regional Office

- Conducts advocacy activities to increase participation rate within the region;
- Provides technical assistance to the Division DORP implementers who assist and monitors the OHSP; and
- Conducts results monitoring and researches;

Central Office through the Bureau of Secondary Education

- Advocates the program through print and broadcast media to ensure nationwide participation in the program;
- Formulates national policies on OHSP;
- Conducts capability building activities for OHSP participating schools; and
- Monitors the implementation of the program through the Regional Office.

Local Government Unit (LGU)

- Promotes the OHSP program through the conduct of community assemblies, barangay council and sangguniang bayan meetings, linkages with non-government organizations, and print and broadcast media;
- Provides a list of out-of-school youth who may participate in the program;

- Makes available to the learners community facilities like library, reading centers, museum, gymnasium, etc.;
- Identifies potential resource persons in the community who can assist the learners; and
- Provides incentives to learners to increase participation in different community activities.

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Evaluating the OHSP

Section 1 and 2 discussed the nature, the implementation and the management of the OHSP. Section 3 explains the evaluation mechanism for the OHSP. It explains that shall be evaluated, who are involved, when to conduct and how to go about evaluating the intervention.

What are to be evaluated in the OHSP? Who shall be involved?

To determine the results of the program, the following shall be evaluated:

1. **Performance of the learner/student.** The learner shall be evaluated by the subject teachers using the same scheme used for the regular high school.
2. **Performance of the teacher-implementers.** The Performance of the teacher implementers shall be looked into to determine areas for improving the implementation of the program. The assessment shall be a collaborative undertaking of the OHSP Coordinator and the school DORP Council.
3. **Overall Implementation of the OHSP (Summative Evaluation).** The Division Office through its Division DORP Council, the School DORP Council and the school head shall evaluate the overall implementation at the end of the school year in terms of the following:
 - approaches/methodologies used
 - learner/performance
 - community/LGU support

How shall the learner be evaluated?

1. Evaluation of learning in each subject can include written and oral tests and the assessment of required outputs.
2. Promotion is based on the fulfillment of requirements and mastery of at least 75% of the competencies in each subject area.
3. Acceleration by learning area and b year level shall be determined in highly meritorious cases upon fulfillment of the requirements and mastery of at least 90% of the competencies in the subject area.

In case of acceleration, the DORP Council, the school head, OHSP Coordinator and the teacher-adviser shall review the learner's updated portfolio. The following shall constitute a portfolio:

- Initial Summary – states the total rating of the learners in the subject area
- General essay – states the past experiences and the kind of learning for which recognition is sought

The following supporting documents shall be needed:

- Written examinations
 - Performance ratings
 - Products/outputs submitted
 - Eyewitness' testimonies from peers, community leaders and Employer (if employed)
 - Other documents that will provide evidence of meritorious performance.
4. Retention of the learner in the program is for a maximum period of six years with the option to be mainstreamed in the regular program anytime within the period of study.

APPENDICES

- Appendix A:** Learner's Profile
- Appendix B:** Independent Learning Readiness Test (ILRT)
- Appendix C:** Informal Reading Inventory (IRI)
- Appendix D:** Sample Reading Passage
- Appendix E:** Learner's Agreement
- Appendix F:** Kasunduan
- Appendix G:** Sample Learning Plan
- Appendix H:** Summary of Modules Accomplished by Quarter

Appendix A**LEARNER'S PROFILE**

Part I

1. Name

2. Birthday_____

3. Birthplace _____

3. Sex_____

5. Age _____

6. Mother's name _____ 7.Father's name _____

8. Home address _____

Part II

Directions: Put a check in the box alongside each answer you choose.

9. What are your reason/s for choosing open learning?

I am over-age for high school I have a job and cannot come to school regularly I have a physical disability I live far from the school

Others please specify _____

10. What experiences in learning did you encounter?

I was often late in my classes I was frequently absent due to poor health I found the lessons too difficult I had unsatisfactory experiences with my teachers and/
or classmates

Others, Please specify _____

11. What possible problems do you anticipate with open learning?

The modules might be difficult The teachers may not give me enough time to
finish the module/s I may not have the support of my family

I may not have the support of my supervisors
 Others, please specify _____

12. What could be your main strengths to be successful in the open learning system?

I have strong determination to finish
 I have the full support of my family
 I have the full support of my superiors
 I am resourceful and industrious
 Others, please specify _____

13. Where will you do most of your studying/learning?

At home
 In the work place
 In public learning centers (library)
 In the school library

14. Will you have access to peer group support?

Yes No

15. Have you any fears or anxieties about paper and pencil tests?

Yes No

Appendix B**Independent Learning Readiness Test (ILRT)**

Below is a list of competencies that you are expected to demonstrate. Encircle the number in the scale that corresponds to your answer for every item where:

- 3 means that you demonstrate the competencies with least or no supervision/assistance from the teacher;
- 2 means that you demonstrate the competencies with some supervision/assistance from the teacher; and
- 1 means that you demonstrate the competencies with much supervision/assistance from the teacher.

I am able to:	SCALE		
1. Get information from print and non-print materials	3	2	1
2. Recall details read/heard/seen from different types of media	3	2	1
3. Relay information heard over the telephone and from radio broadcasts	3	2	1
4. Interpret the information in graphics and billing statements (electric, water, etc.)	3	2	1
5. Use the card catalogue to locate information	3	2	1
6. Follow signs and symbols to locate places or things	3	2	1
7. Follow directions using map	3	2	1
8. Fill out forms (schools, banks, etc.)	3	2	1
9. Follow instructions/steps in doing a task	3	2	1
10. Write personal letters and diaries	3	2	1
11. Solve simple mathematical problems	3	2	1
12. Interview people	3	2	1

Interpretation of the total rating:

29 – 36	Independent level
20 – 28	Instructional level
12 – 19	Beginning level

Appendix C

Informal Reading Inventory (IRI)

The reading ability of a learner is crucial to the Open High school Program (OHSP) because most of the time the learner works independently.

The use of the IRI shall help the teacher determine a learner's reading level. The independent level is the stage in which the learner can read successfully with little or no aid because fluency and comprehension are developed well enough. The learner's instructional level signals an area of difficulty. It may mean that the book or reading material is too difficult for the learner. The learner's beginning/frustration level may mean frequent face-to-face session from the subject area teacher.

The results of the IRI shall help the school in determining prospective enrollees. Thus, an oral and silent test must be likewise conducted before a learner is officially accepted.

A. Administration of an Oral Reading Test

1. Select a 100 word passage from a material you wish the learner to read
2. The learner is asked to read the passage orally
3. The teacher records the errors.

Types of Errors

Mispronunciation	:	Record the incorrect response above the word missed
Substitution	:	Record the substituted word above the one missed
Omission	:	Circle the omitted word or words
Insertion	:	Caret ^ in the extra word
Hesitations	:	Supply the needed word and write H if the learner pauses Pauses for longer than five minutes
Repetitions	:	Draw a wavy line under repeated words

B. Administration of a Silent Reading Test

1. Prepare questions that determine the learner's ability to use various parts of the text.

Ex. On what part of the text will you find information on _____?

2. Prepare questions that measure both vocabulary and comprehension.
3. When preparing the questions, be careful to provide items that assess the many operations of comprehension skills (recognition or recall of facts, concepts, information; convergence or divergence of concepts; evaluation of facts, information, concepts and situation).
4. Direct the learner to read the selection.
5. The learner can be timed if you are interested in his/her reading rate.

C. *Interpretation*

Informal Reading Inventory Standards

Level	Oral reading	Comprehension
Independent	99 – 100%	99 – 100%
Instructional	95 – 98%	70 – 94%
Beginning	94% and below	69% and below

On the silent reading test, if a learner is able to answer correctly 91 – 100% of the questions, he/she is at the independent level, if he/she answered 70 – 90% correctly, he/she is at the instructional level. A learner is at the beginning level if the correct answer is 69% or below.

Appendix D**Sample Reading Passage**

BACK TO SCHOOL

Welcome to Bonifacio High School! Today, you begin another chapter in your life.

High school years are very important years. You learn to get along with others; you can learn to observe the rules of simple courtesy and good sportsmanship whether on the athletic field, in the classroom, or at a party. You will think seriously about your future and seek guidance in choosing your courses.

Each of your teachers assigns homework and expects it to be submitted on time. You will be asked to read books and references, solve problems, and write compositions. You are strongly advised then, to develop good study habits. Schedule your activities and use your time wisely.

Every subject in your curriculum is planned to make you live a fruitful life, prepare you for the future, make you useful, reliable and responsible citizens. You, the students of today, are the teachers, parents, decisionmakers, and leaders of tomorrow. How you spend these years in high school will determine to a great extent the kind of nation and world you will help shape in the future. (Flores, Ladera and dela Cruz, New Horizons in Learning English)

Appendix E**Learner's Agreement**

I, _____ is enrolled in the Open High School Program
(Name of Learner)

(OHSP) at _____ as _____.
(Name of school) (Year Level)

As a learner, I am expected to undertake the following:

- to plan, implement and assess my learning through a self-directed learning plan;
- to report to my teacher the learning activities/tasks which I find difficult;
- to exercise time-management to finish any learning task required in each subject;
and
- to finish my secondary course with the support of my family/guardian/benefactor.

I hereby agree to comply with the above-mentioned expectations to complete my secondary education through the Open High School Program.

Learner

Parent/Guardian

Noted:

Adviser

School head

Appendix F**Kasunduan**

Ako si G/Gng/Bb. _____
magulang/tagapangalaga ni _____
Mag-aaral sa ilalim ng Open High School Program ng paaralang _____
_____ ay nakahandang sumuporta sa mga sumusunod:

- pinansyal o material na kagamitan sa pag-aaral
- pagpapaalala sa mga gawaing pag-aaral at pagsusumite sa takdang panahon
- pagsasabi ng tapat sa mga guro tungkol sa pangangailangan ng mag-aaral at mga kahirapan na kanyang pinag-dadaan
- pagsubaybay ng buong katapatan sa mag-aaral hanggang sa makatapos sa mataas na paaralan

Mag-aaral

Magulang/Tagapangalaga

Bigyang pansin:

Adviser

School Head

Appendix G

Sample Learning Plan

Learning Area: ENGLISH

Year Level: First

Date

Taken: _____

Learner's Name: _____

Teacher: _____

1) No. of Module/Student Worksheets	Desired Competencies to be developed	Allotment Period (To be determined by the learner)	Actual Accomplishment Period	Initial Evaluation	Remarks
Module 6: Being Responsible Steward of Nature	<ul style="list-style-type: none"> ○ Give the meaning of idiomatic phrases ○ Arrive at a consensus ○ Transcode information obtained from a listening text ○ Write a text on how one might help in the conservation of our natural resources 	one week	2 weeks	(Results of the activities)	Instructional level

Appendix H**Summary of Modules Accomplished by Quarter**

Learning Area: Filipino
Taon

Year Level: Unang

Learner's Name:

Quarter 1
SY: 2005-2006

Modules	1	2	3	4	5	6	7	8	9	10	Other Requirements	
Taken	June 15, 2005											
Returned	June 17, 2005											Over-all Remark