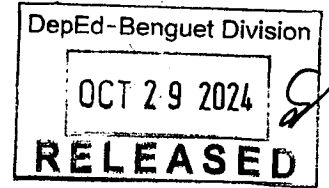




Republic of the Philippines  
**Department of Education**  
CORDILLERA ADMINISTRATIVE REGION  
**Schools Division of Benguet**




**DIVISION MEMORANDUM**  
No. 396 s. 2024

14 Oct 2024

**Schools Division of Benguet Regional Achievement Test (RAT) and Division Achievement Test (DAT) Results and Analyses**

To: Assistant Schools Division Superintendent  
Chief Education Supervisors  
Education Program Supervisors and District Supervisors/ Heads  
Elementary and Secondary School Heads and Teachers  
All Others Concerned

1. The Schools Division of Benguet through the Curriculum Implementation Division shares the Regional and Division Achievement Tests conducted last May 2024.
2. Attached are the following results:
  - a. Division's Performance (MPS) in the Regional Achievement Test
  - b. Frequency and Percentage Distribution of Examinees based on the Proficiency Levels
  - c. List of Least Learned Competencies in the Five Learning Areas
  - d. Top Performing Schools in the RAT 6 and 10
  - e. Descriptive Statistics of the Division Achievement Test
  - f. Frequency and Percentage Distribution of Examinees based on the Proficiency Levels
  - g. District's Performance (MPS) in the Division Achievement Test
  - h. Difference in the Learners' MPSs when Grouped According to their Profiles
  - i. List of Least Learned Competencies in the Five Learning Areas
  - j. Top Performing Schools in the DAT 5 and 9
  - k. Recommendations/ Ways Forward based on the Results and Analyses
3. While results should be kept confidential, this memorandum is intended for PPA and intervention development, policy recommendations and decision-making. Likewise, district heads are encouraged to analyze further forwarded results for monitoring and provision of technical assistance and support.
4. Wide dissemination and compliance with this memorandum is directed.

  
**ESTELA L. LEON-CARIÑO EdD, CESO III**  
Regional Director and  
Concurrent Officer-In-Charge  
Office of the Schools Division Superintendent

/CID/rag/jsd 



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## REGIONAL ACHIEVEMENT TEST RESULTS (SY 2023-2024)

### A. DIVISION'S PERFORMANCE (MPS) IN THE REGIONAL ACHIEVEMENT TEST

Mean Percentage Scores in RAT G6						
Learning Areas	Math	English	Filipino	Aral Pan	Science	Overall MPS
MPS	37.33	49.49	57.39	40.15	38.87	44.73
Proficiency Level	Low Proficient	Low Proficient	Nearly Proficient	Low Proficient	Low Proficient	Low Proficient

Mean Percentage Scores in RAT G10						
Learning Areas	Math	English	Filipino	Aral Pan	Science	Overall MPS
MPS	34.16	42.83	51.09	55.13	43.07	45.26
Proficiency Level	Low Proficient	Low Proficient	Nearly Proficient	Nearly Proficient	Low Proficient	Low Proficient

Legend:

Level	Mean Percentage Scores (MPS)	Description
Highly Proficient	90 - 100	At this level, the students are highly capable of solving problems, managing and communicating accurate information, and analyzing and evaluating data to create/formulate ideas.
Proficient	75 - 89	At this level, students are skilled in solving problems, managing and communicating information, and analyzing and evaluating data to create/formulate ideas.
Nearly Proficient	50 - 74	At this level, students met the minimum level of skills in solving problems, managing and communicating information, and analyzing and evaluating data to comprehend ideas.
Low Proficient	25 - 49	At this level, students are able to identify strategies in solving problems, differentiate and organize information.
Not Proficient	0 - 24	At this level, students are able to solve simple problems, classify and identify the source of information.



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**B. FREQUENCY AND PERCENTAGE DISTRIBUTION OF EXAMINEES BASED ON THE PROFICIENCY LEVELS**

<b>DISTRIBUTION OF 6,704 G-6 TEST TAKERS ACCORDING TO PROFICIENCY LEVELS</b>									
<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
9	0.13	40	0.60	2339	34.89	4178	62	138	2.06

<b>DISTRIBUTION OF 4,189 G-10 TEST TAKERS ACCORDING TO PROFICIENCY LEVELS</b>									
<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
0	0.00	8	0.19	143	3	2489	59	1549	37

**C. LIST OF LEAST LEARNED COMPETENCIES IN THE FIVE LEARNING AREAS**

<b>Learning Area</b>	<b>Top 3 Least Learned Competencies</b>
<b>MATH 10</b>	1) Solves problems involving probability of intersection of events illustrates events, and union and intersection of events 2) Solves problems involving measures of position involving ungrouped data



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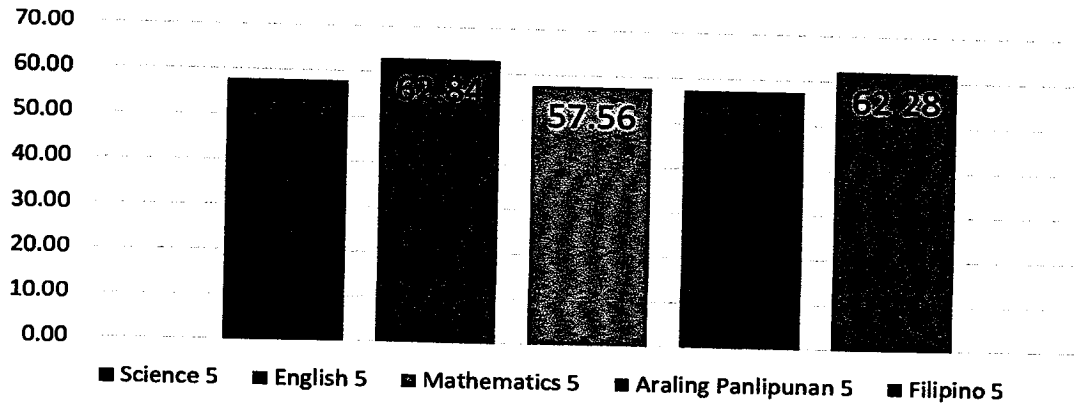
	3) Applies the distance formula to prove some geometric properties
<b>MATH 6</b>	1) Perform addition and/ or subtraction of fractions to solve what is asked in a given situation
	2) Evaluate the product of simple fractions and mixed fractions
	3) Perform multiplication without or with addition or subtraction of fractions and mixed fractions to solve what is asked in a given situation
<b>FILIPINO 10</b>	1) Nahihinuha ang damdamin ng sumulat sa napakinggang anekdota
	2) Nabibigyang -kahulugan ang salita batay sa ginamit na panlapi
	3) Naipahahayag ang sariling paniniwala at pagpapahalaga kaugnay ng mga kaisipang namayani sa akda
<b>FILIPINO 6</b>	1) Nailalarawan ang tauhan batay sa damdamin nito at tagpuan sa binasang kuwento
	2) Nakapagtatanong tungkol sa impormasyong inilahad sa dayagram, tsart, mapa at graph
	3) Nakapagbibigay ng angkop na pamagat sa binasang/napakinggang talata
<b>ARALING PANLIPUNAN 10</b>	1) Natatalakay ang mga epekto ng aktibong pakikilahok ng mamamayan sa mga gawaing pansibiko sa kabuhayan, politika, at lipunan
	2) Nasusuri ang dahilan, dimensyon at epekto ng ng globalisasyon
	3) Naisasagawa ang mga angkop na hakbang ng CBDRRM Plan
<b>ARALING PANLIPUNAN 6</b>	1) Nasusuri ang sipi na may kinalaman sa pag-unlad ng Pilipinas ang ikalawang digmaan
	2) Nasusuri ang uri ng pamahalaan at ptakarang ipinatupad sa panahon ng mga Amerikano
	3) Naipapaliwanag ang layunin at resulta ng pagkakatatag ng Kilusang Propaganda at Katipunan sa paglinang ng Nasyonalismong Pilipino
<b>ENGLISH 10</b>	1) Differentiate between claims of fact, policy and value
	2) Critique a literary selection based on a specific approach to literary criticism
	3) Arrange the components of a research report to form a n organized step



## DIVISION ACHIEVEMENT TEST RESULTS (SY 2023-2024)

### E. DESCRIPTIVE STATISTICS OF THE DIVISION ACHIEVEMENT TEST

## 2024 MPS DIVISION ACHIEVEMENT TEST RESULT FOR GRADE 5 LEARNERS



**Division MPS for Grade 5 is 59.57**

	Numerical Value	Level Of Proficiency	Numerical Value	Interpretation	Numerical Value	Interpretation
Science 5	57.79	Nearly Proficient	-0.57	Platykurtic	-0.02	Symmetric
English 5	62.84	Nearly Proficient	-0.39	Mesokurtic	-0.33	Symmetric
Mathematics 5	57.56	Nearly Proficient	-0.57	Platykurtic	-0.04	Symmetric
<u>Araling Panlipunan 5</u>	57.37	Nearly Proficient	-0.53	Platykurtic	-0.01	Symmetric
Filipino 5	62.28	Nearly Proficient	-0.04	Mesokurtic	-0.16	Symmetric
<b>Division Achievement Test for Grade 5</b>	<b>59.57</b>	<b>Nearly Proficient</b>	<b>-0.42</b>	<b>Mesokurtic</b>	<b>-0.10</b>	<b>Symmetric</b>

Legend:

Level	Mean Percentage Scores (MPS)	Description
<b>Highly Proficient</b>	<b>90 - 100</b>	At this level, the students are highly capable of solving problems, managing and communicating accurate information, and analyzing and evaluating data to create/formulate ideas.
<b>Proficient</b>	<b>75 - 89</b>	At this level, students are skilled in solving problems, managing and communicating information, and analyzing and evaluating data to create/formulate ideas.
<b>Nearly Proficient</b>	<b>50 - 74</b>	At this level, students met the minimum level of skills in solving problems, managing and communicating information, and analyzing and evaluating data to comprehend ideas.
<b>Low Proficient</b>	<b>25 - 49</b>	At this level, students are able to identify strategies in solving problems, differentiate and organize information.
<b>Not Proficient</b>	<b>0 - 24</b>	At this level, students are able to solve simple problems, classify and identify the source of information.



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Botic Elementary School	8	57.50	68.25	80.25	60.50	56.00	64.50
Palew Elementary School	26	54.71	71.38	76.23	63.62	52.77	63.74
Balansi Arenos ES	18	56.39	66.00	81.44	64.33	48.89	63.41
Anchukey Primary School	4	57.50	68.00	74.00	54.50	63.00	63.40
Catiaoan Barrio School	2	58.75	59.00	85.00	60.00	52.00	62.95
Bangao Elementary School	12	52.71	63.50	75.33	69.00	52.83	62.68
Palina Elementary School	15	48.50	68.80	79.20	59.20	56.27	62.39
Baguionas Barrio School	8	57.19	63.75	78.75	63.25	46.25	61.84
Awing Primary School	1	42.5	64	86	58	58	61.7

### Top Performing G10 Schools

School	N	Math	English	Filipino	Aral Pan	Science	Overall MPS
<b>Cordillera Regional Science High School</b>	68	68.59	78.38	51.73	58.96	66.26	<b>65.33</b>
<b>Kamora National High School</b>	34	64.00	73.06	46.84	52.65	54.88	<b>58.76</b>
<b>Tublay School of Home Industries</b>	72	66.06	72.00	41.35	51.17	51.33	<b>57.01</b>
<b>Ambangeg National High School</b>	13	64.15	70.31	37.69	49.02	50.77	<b>55.08</b>
<b>Evelio Javier Memorial National High School</b>	78	58.36	65.49	46.09	47.74	53.31	<b>54.53</b>
<b>Tuba Central NHS</b>	48	60.42	65.71	40.31	49.88	52.21	<b>54.26</b>
<b>Binga National High School</b>	30	58.13	73.60	40.17	45.62	44.40	<b>52.89</b>
<b>Tocmo Integrated School</b>	23	59.91	62.61	40.33	51.15	47.91	<b>52.88</b>
<b>Buguias National High School</b>	29	62.55	65.52	36.64	46.32	48.34	<b>52.51</b>
<b>La Trinidad National High School</b>	61	57.44	65.15	38.16	49.08	46.26	<b>51.76</b>



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<b>ENGLISH 6</b>	1) Distinguish test-types according to purpose and language features-cause and effect
	2) Distinguish various types of information
	3) Detect biases and propaganda devices used by speakers
<b>SCIENCE 10</b>	1) Natatalakay ang mga epekto ng aktibong pakikilahok ng mamamayan sa mga gawaing pansibiko sa kabuhayan, politika, at lipunan
	2) Nasusuri ang dahilan, dimensyon at epekto ng ng globalisasyon
	3) Naisasagawa ang mga angkop na hakbang ng CBDRRM Plan
<b>SCIENCE 6</b>	1) Apply suspensions in real life situations
	2) Distinguish the organs of musko-skeletal system and relate the function of each organ in performing specific fundtions for the body
	3) Distinguish the characteristics of a colloid

#### D. TOP PERFORMING SCHOOLS

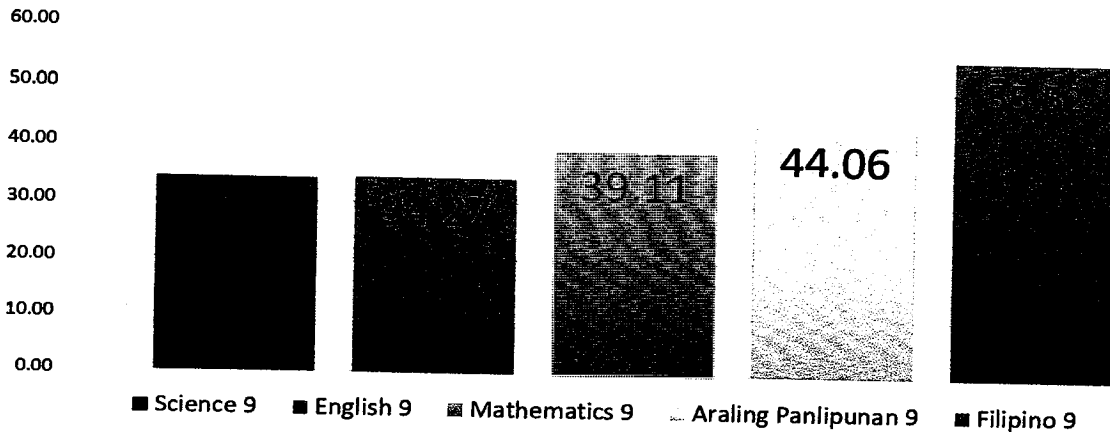
Top Performing G6 Schools							
School	N	Math	English	Filipino	Aral Pan	Science	Overall MPS
Ampusongan Elementary School	33	89.26	81.29	68.59	82.41	82.00	80.71
Ampongot Barrio School	4	60.00	69.00	86.00	77.00	63.00	71.00
Badeo Barrio School	3	63.33	74.00	84.67	61.33	64.67	69.60
Pappa Multigrade School	3	68.33	67.33	93.33	68.67	47.33	69.00
Bokod Central School	15	60.50	75.07	87.87	64.93	54.27	68.53
Kaliwaga Barrio School	2	72.50	72.00	82.00	67.00	45.00	67.70
Ebbes Elementary School	9	65.00	65.11	79.78	70.67	57.33	67.58
Allison Elementary School	1	50.00	62.00	84.00	68.00	70.00	66.80
Jose Gonzales Elementary School	12	52.50	71.38	87.54	61.69	60.62	66.75
Luisa Becka Elementary School	10	48.33	66.00	88.89	72.00	58.44	66.73
Es-Esa Soblino Alodos ES	8	64.69	55.75	91.75	61.50	49.50	64.64



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## 2024 MPS DIVISION ACHIEVEMENT TEST RESULT FOR GRADE 9 LEARNERS



**Division MPS for Grade 9 is **48.49****

	Numerical Value	Level Of Proficiency	Numerical Value	Interpretation	Numerical Value	Interpretation
Science 9	39.06	Low Proficient	5.32	Leptokurtic	1.72	Positive
English 9	34.27	Low Proficient	0.77	Leptokurtic	-0.20	Symmetric
Mathematics 9	39.11	Low Proficient	2.50	Leptokurtic	1.48	Positive
<u>Araling Panlipunan 9</u>	44.06	Nearly Proficient	-0.11	<u>Mesokurtic</u>	-0.50	Symmetric
Filipino 9	55.52	Nearly Proficient	-0.69	Platykurtic	0.57	Positive
Over-all DAT 9	<b>48.49</b>	Nearly Proficient	<b>-0.03</b>	Mesokurtic	<b>0.50</b>	Symmetric

### F. FREQUENCY AND PERCENTAGE DISTRIBUTION OF EXAMINEES BASED ON THE PROFICIENCY LEVELS

<b>DISTRIBUTION OF <u>6,670 G-5 TEST TAKERS</u></b>									
F	%	F	%	F	%	F	%	F	%
44	0.67	931	13.96	4203	63.01	1478	22.16	14	0.21



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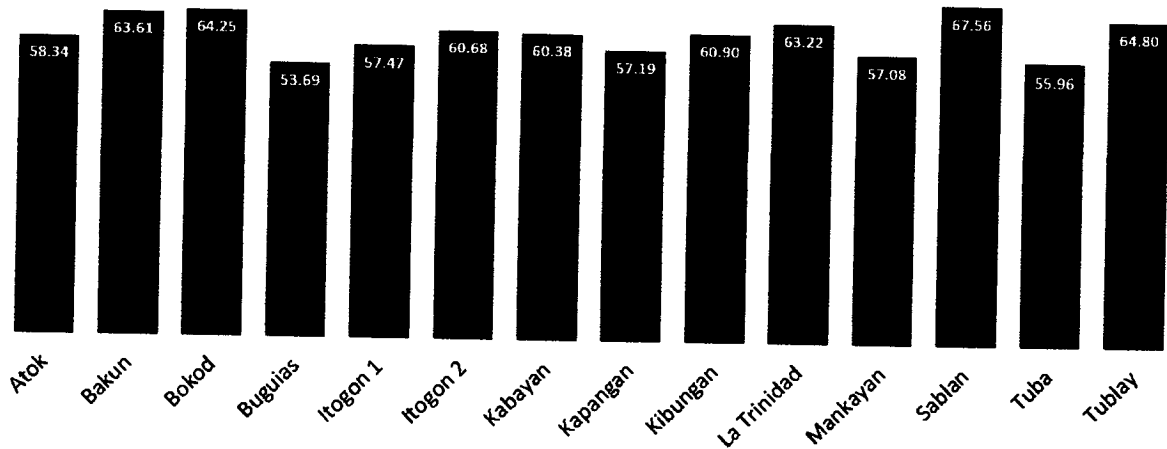


## DISTRIBUTION OF 4,757 G-9 TEST TAKERS

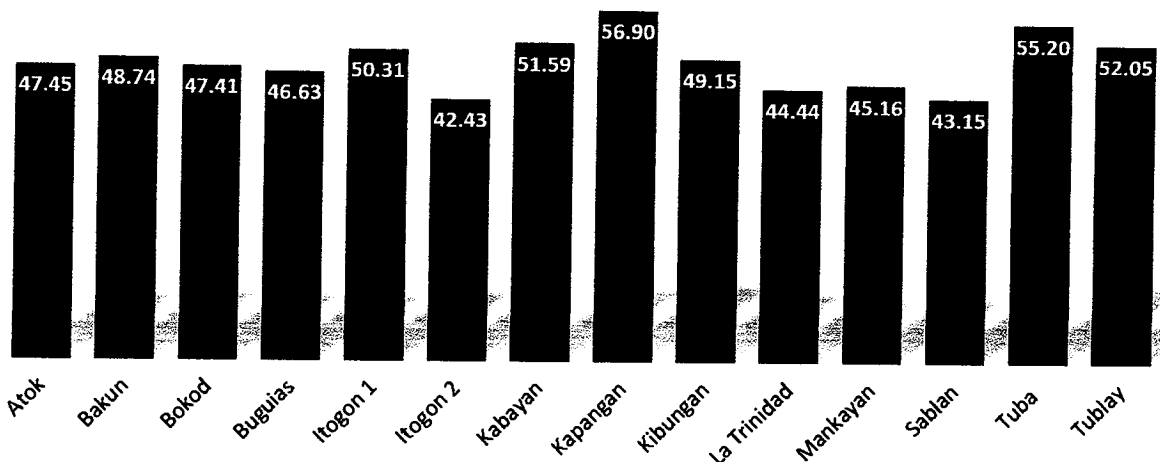
F	%	F	%	F	%	F	%	F	%
4	0.08	154	3.24	1938	40.74	2644	55.58	17	0.34

### G. DISTRICT'S PERFORMANCE (MPS) IN THE DIVISION ACHIEVEMENT TEST

## DISTRICT MPSs IN THE 2024 DIVISION ACHIEVEMENT TEST RESULT FOR GRADE 5



## DISTRICT MPSs IN THE 2024 DIVISION ACHIEVEMENT TEST RESULT FOR GRADE 9



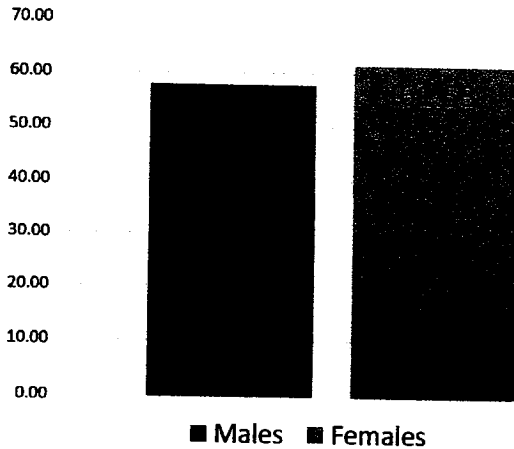
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## H. DIFFERENCE IN THE LEARNERS' MPSS WHEN GROUPED ACCORDING TO THEIR PROFILES

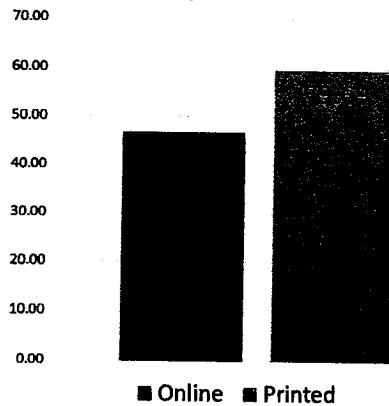
### ANALYSIS OF THE 2024 DIVISION ACHIEVEMENT TEST RESULT FOR GRADE 5

#### According to Sex



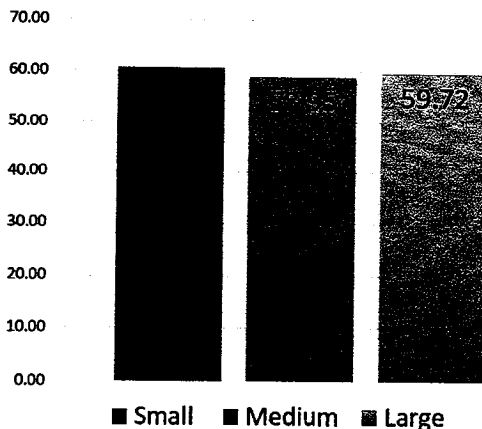
Female learners perform better as compared to their male counterparts.

#### According to Modality



The learners who took the DAT in printed modality perform better as compared to the learners who took the DAT online.

#### According to Class Size



Learners in small class sizes perform best followed by learners in large then medium class sizes.

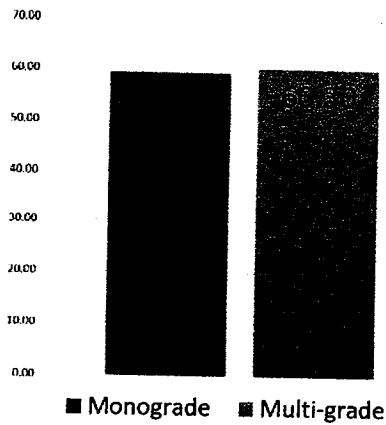


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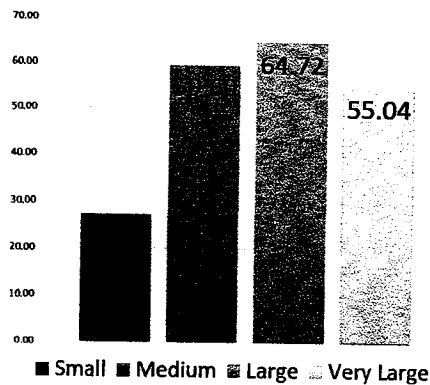


## According to Class Type



Grade 5 learners who are enrolled in a multigrade perform better as compared to a learner enrolled in a monograde.

## According to School Type



Grade 5 learners who are enrolled in a large school perform best followed by learners enrolled in medium, very large then small school.



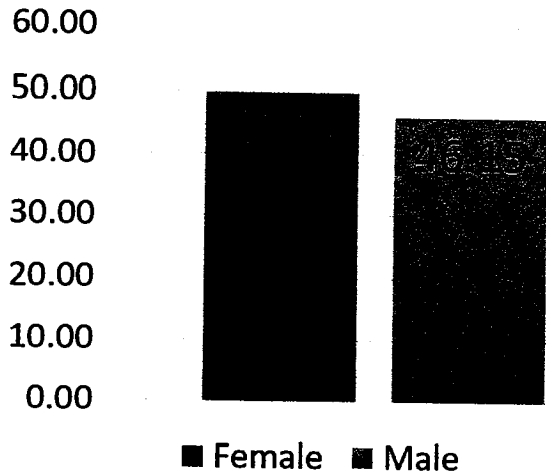
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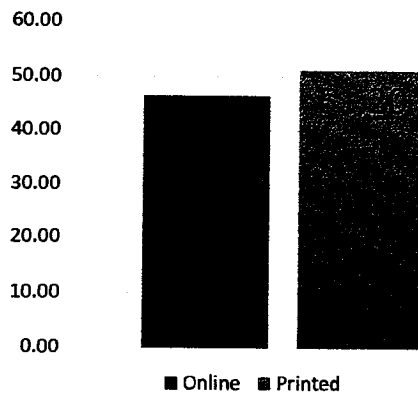
ANALYSIS OF THE 2024 DIVISION ACHIEVEMENT TEST RESULT FOR GRADE 9

### According to Sex



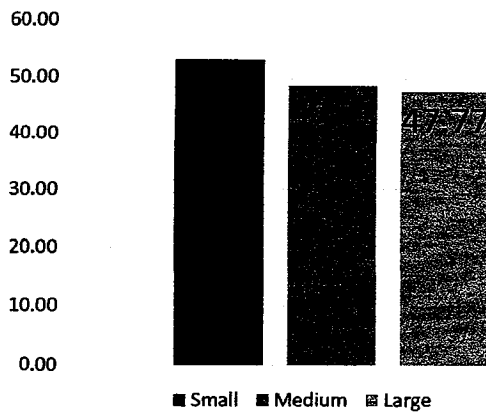
The Grade 9 female learners performed better academically as compared to the male learners.

### According to Modality



Statistically, Grade 9 learners who took the exam offline have higher performance as compared to the learners who took the exam online.

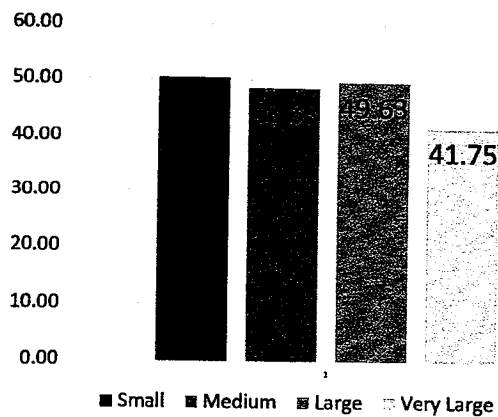
### According to Class Size



Grade 9 learners attending a small class size perform best as compared to learners attending a medium and large classes.

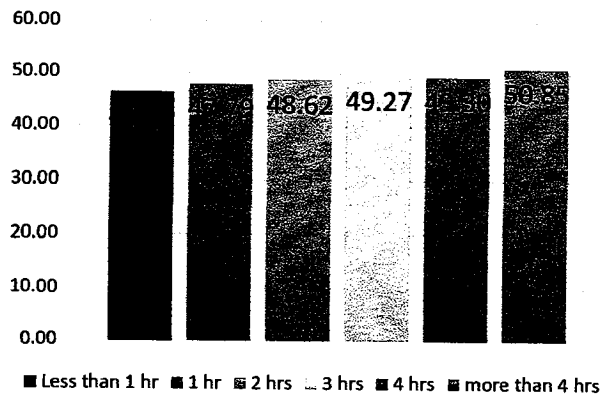


## According School Size



Statistically, Grade 9 learners enrolled in a small school perform best followed by learners in large, medium then very large schools.

## According to Number of Hours Studying



Statistically, Grade 9 learners studying for more than 4 hours perform best followed by learners studying for 4, 3, 2, 1 then less than 1 hour.



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## I. LIST OF LEAST LEARNED COMPETENCIES IN THE FIVE LEARNING AREAS

Learning Area	Top 3 Least Learned Competencies
<b>MATH 9</b>	1) Represents a quadratic function using: (a) table; values; (b) graph; and (c) equation
	2) Analyzes the effects of changing the values of a, h and k in the equation $y = a(x - h)^2 + k$ of a quadratic function on its graph
	3) Illustrates situations that involve the following variations: (a) direct; (b) inverse; (c) joint; (d) combined
<b>MATH 5</b>	1) Uses divisibility rules for 3, 6, and 9 to find common factors
	2) Solves routine and non-routine problems involving volume of a cube and rectangular prism in real-life situations using appropriate strategies and tools
	3) Converts cubic cm to cubic m and vice versa; cubic cm to liter and vice versa
<b>FILIPINO 9</b>	1) Nabibigyang-kahulugan ang matatalinghagang mahahalagang salitang ginamit sa tanka at haiku
	2) Nagagamit ang iba't ibang ekspresyon sa pagpapahayag ng damdamin
	3) Napagsusunod-sunod ang mga pangyayari gamit ang angkop na mga pang-ugnay
<b>FILIPINO 5</b>	1) Naitatala ang mga impormasyon mula sa binasang teksto
	2) Naibabahagi ang isang pangyayaring nasaksihan o naobserbahan
	3) Nagagamit ang pang-abay sa paglalarawan ng kilos
<b>ARALING PANLIPUNAN 9</b>	1) Natataya ang kahalagahan ng ekonomiks sa pang-araw-araw na pamumuhay ng bawat pamilya at ng lipunan
	2) Naipagtatangol ang mga karapatan at nagagampanan ang mga tungkulin bilang isang mamimili
	3) Nasusuri ang pang-ekonomikong ugnayan at patakaran panlabas na nakakatulong sa Pilipinas



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<b>ARALING PANLIPUNAN 5</b>	1) Nasusuri ang mga paraan ng pagsasailalim ng katutubong populasyon sa kapangyarihan ng Espanya a. Pwersang militar/ divide and rule b. Kristyanisasyon
	2) Napahahalagahan ang pagtatanggol ng mga Pilipino laban sa kolonyalismong Espanyol
	3) Naipaliliwanag ang pananaw at paniniwala ng mga Sultanato (Katutubong Muslim) sa pagpapanatili ng kanilang Kalayaan
<b>ENGLISH 9</b>	1) Analyze literature as a means of understanding unchanging values in the VUCA (volatile, uncertain, complex, ambiguous) world
	2) Judge the relevance and worth of ideas, soundness of author's reason and the effectiveness of the presentation
	3) Differentiate biases from prejudices
<b>ENGLISH 5</b>	1) Write paragraphs showing cause and effect, comparison and contrast and problem-solution relationships
	2) Identify point of view
	3) Provide evidence to support opinion/ fact
<b>SCIENCE 9</b>	1) Design a product out of local, recyclable solid and/or liquid materials in making useful products
	2) Identify star patterns that can be seen particular times of the year
	3) Relate impulse and momentum to collision of objects (e.g. vehicular collision)
<b>SCIENCE 5</b>	1) Apply suspensions in real life situations
	2) Distinguish the organs of musko-skeletal system and relate the function of each organ in performing specific fundtions for the body
	3) Describe the different modes of reproduction in flowering and non-flowering plants such as moss, fern, mongo and others



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## J. TOP PERFORMING SCHOOLS

Top Performing G5 Schools								
School	District	N	Math	English	Filipino	Aral Pan	Science	Overall MPS
Lamtang ES	La Trinidad	14	82.80	82.00	83.50	79.20	81.87	81.87
Bawempeta ES	Bokod	5	78.00	82.80	86.50	74.40	80.40	80.42
Botic ES	Itogon 1	1	72.00	88.00	77.50	74.00	90.00	80.30
Langbis PS	Tublay	3	73.33	86.00	75.00	76.67	84.00	79.00
Pagal ES	La Trinidad	10	72.50	78.17	83.96	72.17	82.33	77.825
Yabyabuan MGS	Sablan	3	81.33	78.00	68.33	76.00	78.00	76.33
Lamut ES	La Trinidad	18	77.79	73.26	74.21	77.47	78.32	76.21
Masalin PS	Bakun	4	76.00	71.50	80.00	74.50	79.00	76.20
Goldfield ES	Itogon 2	15	74.53	73.73	82.33	70.53	77.60	75.75
Andolor ES	Sablan	7	74.86	78.57	70.36	71.43	80.57	75.16

Top Performing G9 Schools								
School	District	N	Math	English	Filipino	Aral Pan	Science	Overall MPS
Kapangan Central NHS	Kapangan	94	77.40	76.72	70.59	63.47	77.89	73.22
Tocmo IS	Itogon 1	40	78.50	63.71	57.75	77.71	75.67	70.67
Lubo IS	Kibungan	14	63.00	66.07	69.71	65.00	65.60	65.88
Palidan IS	Bakun	24	77.25	59.93	57.83	73.75	52.85	64.32
Sagpat IS	Kibungan	29	62.76	59.54	59.66	68.51	67.13	63.52
Mocgao IS	Kibungan	11	66.00	72.58	53.64	48.03	75.46	63.14
Evelio Javier MNHS	Tuba	107	50.67	62.79	57.23	62.17	76.81	61.93
Twin Peaks NHS	Tuba	102	61.47	55.65	64.84	60.41	64.61	61.40
Cordillera RSHS	La Trinidad	46	58.48	68.08	48.94	68.33	62.83	61.33
Kiwas IS	Tuba	28	61.07	59.52	57.86	60.65	65.42	60.90



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## K. RECOMMENDATIONS/ WAYS FORWARD BASED ON THE RESULTS

Findings	Recommendations and Ways Forward
<p>1. Less than 90% participation rate of schools and learners in the RAT and DAT.</p>	<ol style="list-style-type: none"> <li>1. Launch awareness and orientation activities emphasizing the importance of achievement tests and similar assessments to boost schools and learners' participation rate.</li> <li>2. Identify and mitigate barriers to participation through flexible scheduling options and additional support resources (gadgets and internet connectivity).</li> <li>3. Establish culture of digitized assessment at the school level to prepare learners for larger scale of online assessments.</li> </ol>
<p>2. The Over-all MPS for RAT G6 is 44.65% (LP). Filipino obtained the highest MPS while Math had the lowest.</p> <p>3. The over-all MPS for RAT G10 is 45.72% (LP). Araling Panlipunan obtained the highest MPS while Math had the lowest.</p> <p>4. The Over-all MPS for DAT G5 is 59.57% (NP). English obtained the highest MPS while Math had the lowest.</p> <p>5. The over-all MPS for DAT G9 is 48.49% (LP). Filipino obtained the highest MPS while Science had the lowest.</p>	<ol style="list-style-type: none"> <li>1. Advocate NMP and conduct intervention programs to improve Math proficiency, such as establishment of school numeracy programs, math camps, or enhanced instructional materials (manipulatives) specifically designed to address least learned competencies.</li> <li>2. Replicate effective teaching strategies in Filipino 6, Araling Panlipunan 10, English 5 and Filipino 9, particularly in Math and Science, to elevate overall academic performances in the said assessments.</li> <li>3. Capacitate teachers on designing assessments similar to RAT and DAT (HOTS/SOLO-based) so that learners will be used to answering similar types of questions.</li> <li>4. Prioritize professional development for Math and Science teachers, focusing on contextualized teaching and innovative strategies to engage students and improve their understanding on solving problems involving probability of events, measures of position and distance formula as well as conservation, space and motion.</li> </ol>
<p>6. More than half of the test-takers for RAT G6, RAT G10 and DAT G9 fell under Low Proficient (62%, 59% and 56% respectively).</p>	<ol style="list-style-type: none"> <li>1. Implement/ strengthen remedial programs for students identified as Low and even Not Proficient and ADM programs for SARDOs, focusing on foundational skills and least learned competencies to elevate their proficiency levels.</li> <li>2. Incorporate differentiated instruction and timely intervention support to better support low-performing students.</li> </ol>
<p>7. Ampusongan ES, Cordillere Regional SHS, Kamora NHS and Tublay SHI rained in the top-10</p>	<ol style="list-style-type: none"> <li>1. Study and replicate the successful strategies and teaching methods used at Ampusongan ES and Lamtang ES. Establish collaborative learning networks where teachers and</li> </ol>



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<p>performing schools during the regional assessment while Lamtang ES and Kapangan Central NHS obtained the highest MPS for the DAT 5 and 9 respectively.</p>	<p>administrators from the said schools can work with other schools, fostering a culture of excellence.</p> <ol style="list-style-type: none"> <li>2. Use CRSHS, Kamora NHS, TSHI and Kapangan CNHS as benchmarks for secondary schools by sharing their best practices, offering workshops to raise overall performance.</li> <li>3. Intensify the curriculum monitoring project (ENTAKO-CID) for clinical supervision, technical assistance to low performing schools.</li> </ol>
<p>8. The performance of Grade 9 learners have significant differences when grouped according to modality, sex, class size, school size and number of hours studying while Grade 5 learners' performances differ in terms of sex, modality, class size, school size, IP membership and 4Ps membership and class type.</p>	<ol style="list-style-type: none"> <li>1. School to division level management may refer to these differences to come up with sound decisions, enhanced policy recommendations especially on allotment of resources, crafting of learning and development programs and similar initiatives.</li> <li>2. Classroom teachers may also use these results to modify existing instructional strategies to come up with innovations, researches and similar projects to address needs of low and not proficient learners.</li> <li>3. Add more demographic profile of learners in the EDQ portion to generate more comprehensive pictures of learners' performances such as frequency of teachers' use of ICT and varied strategies, learners' nutritional status/ BMI classification, presence of library and/or reading corners in the school/ classroom and curriculum structure (department-based or not).</li> </ol>

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