

Improving the Academic Status of Selected Grade 7 Students through Integrative Assessment Program

Lynji S. Pedrosa

*Commonwealth High School
lynji.pedrosa@depedqc.ph*

Rowena A. Osorio

*Commonwealth High School
rowena.osorio@depedqc.ph*

Catherine B. Pascual

*Commonwealth High School
catherine.pascual001@depedqc.ph*

Agapito T. Lera

*Commonwealth High School
agapito.lera@depedqc.ph*

Abstract

The alarming increasing number of students under conditional status due to non-submission and non-compliance of Grade 7 students in Commonwealth High School has caught the attention of the school administration and the Continuous Improvement Program (CIP) team to respond immediately and initiate the necessary intervention. The Integrative Assessment Program (IAP) is an intervention program implemented to reduce the number of students with conditional academic status. The program included the development of the learning materials and monitoring tools, facilitation of timely, constructive, and relevant feedback and the conduct of remediation for learners who need further assistance. Hence, the researchers conducted this study for the purpose of assessing the effectiveness of the implementation of the Integrative Assessment Program. This study used a mixed-method research design with quantitative and qualitative approach. Specifically, this study adopted the explanatory sequential design. This design intends to use the qualitative data to explain the results of the quantitative data (Creswell & Clark, 2018). Three sections in Grade 7 with the greatest number of students with conditional academic status were selected as the participants for the program. Out of 83 students who were academically conditional before the implementation of IAP, 74 or 89.16% of them have improved and eventually passed the school year. The computed McNemar Change Test value suffices the claim that there was a significant change in the academic status of the students before and after the implementation of the program. Indeed, the implementation of IAP was a



success, and the program helped the students improve their academic status. The strong collaboration of teachers, parents, students, school administration and other stakeholders became the driving force for the fulfillment of this endeavor. It was further recommended in this study to design more pathways to improve the engagement and motivation of students especially those under modular learning modality, to give more flexible deadlines of submission of outputs and to explore various teaching strategies and techniques without compromising one's health and safety.

Keywords: Integrative Assessment Program (IAP), Continuous Improvement Program (CIP), intervention program, non-compliance, non-submission, academic status

Introduction

The temporary suspension of the traditional face-to-face learning and the implementation of different learning modalities due to the unprecedented global pandemic have brought a sudden shift and transition to the educational system. Distance learning became mandatory in 2020 as an urgent response to ensure continuity of education. All schools, both private and public, are in the process of adapting to the new normal form of learning. With this, the Department of Education is doing its best to provide a package of education interventions to ensure the health, safety and well-being of learners, teachers and other stakeholders through the Basic Education Learning Continuity Plan, (DO s2020_012). The adoption of BE-LCP includes the following strategies: streamlined K to12 Curriculum to the most "essential" learning competencies or MELCs, the use of multiple learning delivery modalities such as distance learning and blended learning, either on top or in place of face-to-face learning and the effective utilization of Self-Learning Modules (SLMs) either in print or offline/online digital formats. To supplement the issuance of BE-LCP, DepEd released DepEd Order No. 31, s. 2020 also known as Interim Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan which highlighted the interrelated roles of learners, teachers and parents in adapting to the changes of distance learning processes. As stipulated in this order, teachers are expected to give particular focus on the following: designing the assessment to allow for flexibility in multiple modalities; communicating to learners and parents/guardians the design and standards for grading the assessment; setting up mechanisms to monitor and record progress remotely; giving timely, constructive, and relevant feedback; and facilitating remediation for learners who need further guidance.

Despite the effort of the DepEd to provide necessary operational directives across all schools, distance learning poses challenges in the conduct of assessment. Issues about the quality of learning materials, the system of distribution and retrieval of learning packets, the

recording, monitoring and giving feedback on learners' progress and the students' motivation for self-directed learning deter teachers from the added workload. The validity, reliability, and fairness are always constant considerations. Teachers play an important role in determining appropriate accommodations to ensure that all students can learn. The design of the assessments should be made inclusive and fair to cater to any form of learning modalities. Although the convenience of working from home seems like a joyous set-up for learners, it becomes a challenge as well. The limited time of virtual interaction with teachers and classmates during synchronous sessions make it difficult for some students to study and learn the lessons on their own. The loads of work that the students receive every week becomes dreadful and stressful causing them to decline their interest to learn. These mainly are some of the factors that cause the students' non-compliance and non-submission of the task assigned to them. This claim was validated in the SWOT analysis that the School CIP team conducted during the end of the first quarter. The alarming increasing number of students under conditional status due to non-submission and non-compliance as reflected in the report from the Registrar's Office has caught the attention of the school administration and the CIP team to respond immediately and do the necessary action.

The Integrative Assessment Program (IAP) is an intervention program of the schools Continuous Improvement Program (CIP) which aims to reduce the number of students with conditional academic status. The program included the development of the learning materials and monitoring tools and the implementation of distance learning and remedial classes. The products of this program included simplified worksheets and integrative assessment performance tasks which went through content validation and language editing. The program also implemented distance learning via online and modular mode of learning and the conduct of remedial classes. Integrated monitoring systems have provided awards and recognitions to all deserving student participants of the program.

In the data gathered by the researchers and the CIP team in Commonwealth High School, Grade 7 had the highest percentage of students with conditional academic status. Specifically, it comprises 1,108 students out of 1,982 or 55.75% of the Grade 7 students. Hence, they were the priority of this program. Among the 46 sections of Grade 7, the top three sections with the highest percentage of students with conditional academic status were identified. Based on the data gathered from the Needs Analysis survey conducted, 83 out of 133 Grade 7 students responded that the foremost reason why Grades 7 has the highest number of conditional status is multiple tasks provided by each subject teacher. Hence, the students failed to comply with the assigned tasks. Moreover, the results of the First Grading Period revealed in conformity with the results of the survey conducted.

Hence, it was the intention of the researchers to conduct this study for the purpose of assessing the effectiveness of the implementation of the Integrative Assessment Program as a school-based strategy for managing defiance and non-compliance of selected Grade 7 learners of Commonwealth High School.

Purpose of the research

The Integrative Assessment Program is an initiative program of the school's Continuous Improvement Program (CIP). It is an intervention program which aims to reduce the number of students with conditional academic status, who had at least one failing grade in any subject across the quarters. The program included the development of the learning materials and monitoring tools and the implementation of distance learning and remedial classes. The development of the Weekly Home Learning Task (WHLT) was utilized to guide the learners on how they will manage their learning tasks by organizing the topics and activities in all subjects for the whole week. The WHLT also provided parents to keep track of the learner's performance by checking the accomplished works and encourage them to give timely feedback on the learning difficulties encountered by the learners. The simplified worksheets and Integrative Assessment Performance Task (IAPT) were prepared by the writers recommended by the department heads. These developed learning materials have undergone content and language evaluation. WHLT, simplified worksheets and IAPT which were used in both modular and online classes. Distribution of the learning packets which includes the WHLT, simplified worksheets and IAP for the students under modular mode were also done every two weeks followed by the retrieval of the answered sheets and outputs. The execution of the remedial classes was conducted by the identified remedial teachers in collaboration with the subject teachers and advisers. Students employed a Helpline as the means to answer their queries under modular learning.

This program implementation was started during the third quarter period and the gathering of results at the end of the School Year 2020-2021. The program aimed to build strong partnership and collaboration with multifarious stakeholders of the school community. Memorandum of Agreement between the stakeholders and the school ensured commitment and support in the IAP. The barangay office was in-charge of the communication and information drive of the program. Provision of vehicles and security personnel was provided by the barangay for the home visitation. Food packs were supplied from the donations of Association of the Alumni of Commonwealth High School (AACHS) and the school's urban gardening.

Tracking and monitoring systems in the distribution and retrieval of the learning packets of the students were done in modular mode. Tracking and monitoring of students' practices in online and offline classes were also observed. Monitoring tools using Google drive were utilized to check the progress of the students both in online and modular mode of learning. Documentation and recording of the remedial classes were also checked to ensure the students' performance and status. Part of this program was to keep and document records accurately and efficiently for the release of records in the academic assessment of the selected Grade 7 students with conditional status. At the end part of the program, awards, incentives, and recognition were provided to students who have exemplified improvements in their academic performance.

This study was conducted to identify the effectiveness of the Integrative Assessment Program (IAP) in improving the academic performance of the students.

Specifically, this study answered the following questions:

1. What are the problems encountered by the students with conditional academic status?
2. What is the number of students with conditional academic status before the implementation of the Integrative Assessment Program (IAP)?
3. What is the number of students with conditional academic status after the implementation of the IAP?
4. Is there a significant difference between the number of students with academic conditional status before and after the implementation of the IAP?
5. What are the perceptions of the students and parents towards the IAP?

Conceptual/Theoretical Framework of the Study

Continuous Improvement (CI) is an approach for continuously assessing, analyzing, and acting on the improvement of key processes, which focuses on both customer demands and intended performance. To support the DepEd's commitment in fostering a culture of continuous learning and improvement, the CI's context is included in the learning environment to better adjust to changing times and support the vision of creating an effective and relevant impact on learners. Figure 1 shows the Conceptual Framework of the study.

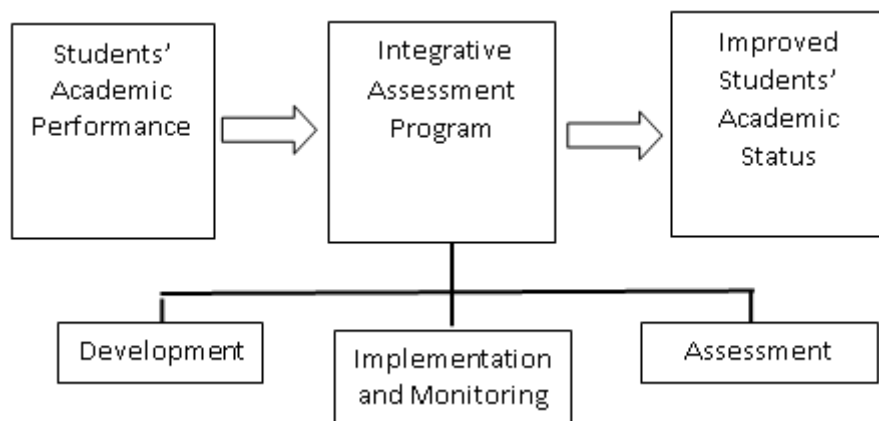


Figure 1. Integrative Assessment Program Framework

As shown in Figure 1, the academic profiles of the Grade 7 students who were identified at risk of failing were gathered as the input of this study. The voice of the customer served as the basis for planning of the appropriate intervention to be used.

In the research process, the Integrative Assessment Program was formed with the collaborative partnership of the stakeholders and the school community to address the identified gap. The IAP is composed of three phases, such as development, implementation and monitoring, and assessment. The CI team worked on developing, validating, and producing simplified worksheets, integrative performance activities, and weekly home learning plans during the development phase. In the implementation and monitoring phase, the tracking and monitoring systems in the distribution and retrieval of the learning packets, the consistency of submission of outputs of learners under online and modular learning modalities and the attendance in remedial classes were regularly checked. In the assessment phase, the participants' perceptions and overall evaluation towards the IAP implementation were gathered and used as the basis for the program's improvement and other provisions. Questionnaires, tabulation of students' responses, and statistical analysis of the data were carefully administered.

The assessment of the effectiveness of the IAP implementation was directed towards the expected output, the improved academic status of the students under the program.

Methodology

This study used a mixed – method of research, quantitative and qualitative in approach. Specifically, this study adopted the explanatory sequential design. This design intends to use the qualitative data to explain the results of the quantitative data (Creswell & Clark, 2018). In application of quantitative approach, this research used questionnaires to determine the reasons behind the academic status of the participants. Furthermore, numerical data was used to determine the number of students with conditional academic status before and after the program. On the other hand, to have deeper analysis on the program itself, the researchers conducted an interview on selected participants and determined their perceptions, experiences and recommendations toward the program. The latter was the application of a qualitative approach.

The descriptive design also applied to this study. Descriptive research aims to describe a population, situation, or phenomenon accurately and systematically. It can answer what, where, when and how questions, but not why questions. In line with this study, this aims to describe the condition of the participants and how the IAP does help them to improve their academic status.

Participants of the Study

The researchers used purposive sampling in selecting the participants of the study. Purposive sampling involves handpicking subjects, usually to suit very specific intentions (Cristobal & Cristobal, 2017), which is the most appropriate method the researchers employed in selecting the respondents. Specifically, the three sections with the greatest number of students with conditional academic status were selected. Since the IAP aimed to help the students who are at risk of failing, the three sections namely; 7-A, 7-B, and 7-C were the identified participants for the program.

Below is the table that shows the number of students per section, with the respective number of students with conditional academic status.

Table 1. Respondents of the Study

Sections	No. of Students	No. of Conditional Status			
		Male	Female	Total	Percentage
A	40 (38)	21(19)	12 (12)	33 (31)	82.5%
B	44 (40)	17 (14)	16 (15)	33 (29)	75%
C	49 (44)	7 (5)	10 (7)	17 (12)	34.69%
Total	133 (122)	45 (38)	38 (34)	83	62.41%

Table 1 shows that the total number of students with conditional academic status from the three sections is 83 out of 133 total enrollees. The latter embodies 62.41% which is more than half of the total number of students. Likewise, the researchers aim to reduce this percentage with the implementation of the IAP.

Research Instruments

There were two research instruments in this study, specifically: survey and interview schedule. The data used to determine the academic status of the students were based from the consolidated report submitted by the class advisers. The students in this study were identified based on their grades in the First Grading period.

Survey

The survey consisted of statements determining the reasons of the students for their academic status, and in the form of a checklist. It was a researcher-made survey that was validated by experts in the aspect of content, format, and appropriateness. The result of this survey was used to finalize the flow of the IAP to address the problems encountered by the students in studying.

Interview Schedule

This research instrument was used to interview selected participants after the implementation of the program to determine their perceptions, experiences, and recommendations toward the Integrative Assessment Program (IAP). The instrument utilized researcher-made questions to gather pertinent responses from the participants. Moreover, probing and follow-up questions were also provided to deepen and widen the responses of the participants for richer data. Finally, before the conduct of the interview, the interview schedule was validated by experts for its content, format, and appropriateness.

Data analysis

The frequency and percentage were computed to determine the common problems encountered by the respondents. Likewise, the same descriptive statistics were used in determining the number of the academically conditional students before and after the implementation of the IAP. Furthermore, to establish the significant difference between the academic status of the respondents before and after the intervention, the McNemar Change Test was employed. This treatment is a nonparametric statistical tool that aims to determine if there is a significant difference between two dependent variables. As for the results of the interview, the thematic analysis was done to analyze and discover themes and patterns across the responses of the participants.

Ethical Consideration

In the conduct of the study, the researchers ensured that ethical standards were adhered. Permission for authorities was secured with proper documentation. Anonymity of the participants was treated with utmost confidentiality, together with the gathered data from them. The data were used solely for the purpose of the study. During the interview, the researchers were mindful of the approach of the conversation and made sure that the interviewee feels at ease and completely heard.

Results and Discussion

Problems encountered by the students with conditional academic status

Table 2 shows the results of the survey conducted among the students with conditional academic status

Table 2. Problems Encountered by the Students with Conditional Status

Reasons	Frequency	Percentage	Rank
1. I can't get/access some modules/worksheets. (Hindi po ako nakakuha/nakaka -access ng mga ilang modyul/worksheet)	23	27.71	7
2. I was not able to answer/do some of the tasks set by my teacher. (Hindi po ako nakapagsagot/gumawa ng mga ilang gawain na itinakda ng aking guro.)	39	46.99	5
3. Sometimes the instructions in the modules/activities are not clear. (Hindi po malinaw minsan ang mga panuto sa mga modyul/gawain na itinakda.)	65	78.31	2
4. I don't attend virtual classes very often. (Hindi po ako nakadadalo nang madalas sa oras ng birtwal na pagkklase.)	31	37.35	6
5. I don't communicate often with my teacher/counselor. (Hindi po ako nakikipag-ugnayan nang madalas sa aking guro/ tagapayo.)	42	50.60	4
6. I cannot keeping up with the amount of work that teachers do. (Hindi nakakahabol sa dami ng pinapagawa ng mga guro.)	79	95.18	1
6. I don't have enough time to do the assigned tasks. (Wala po akong sapat na panahon upang gawin ang mga itinakdang gawain.)	21	25.30	8
7. I have difficulty understanding some of the modules/tasks set. (Nahihirapan po akong maunawaan ang mga ilang modyul/gawain na itinakda.)	58	69.88	3
Reasons	Frequency	Percentage	Rank

1.Hindi po ako nakakuha/nakaka -access ng mga ilang modyul/worksheet. (I have not been able to access some modules/worksheets.)	23	27.71	7
2.Hindi po ako nakapagsagot/gumawa ng mga ilang gawain na itinakda ng aking guro. (I was not able to answer/do some tasks set by my teacher.)	39	46.99	5
3.Hindi po malinaw minsan ang mga panuto sa mga modyul/gawain na itinakda. (Sometimes the instructions on the modules/tasks set are not clear.)	65	78.31	2
4.Hindi po ako nakadadalo nang madalas sa oras ng ng birtwal na pagkaklase. (I don't attend virtual classes often.)	31	37.35	6
5.Hindi po ako nakikipag-ugnayan nang madalas sa aking guro/ tagapayo. (I don't communicate often with my teacher/adviser.)	42	50.60	4
6.Hindi nakakahabol sa dami ng pinapagawa ng mga guro. (Can't keep up with the amount of work teachers asked me to do.)	79	95.18	1
7.Wala po akong sapat na panahon upang gawin ang mga itinakdang gawain. (I don't have enough time to do the assigned tasks.)	21	25.30	8
8.Nahihirapan po akong maunawaan ang mga ilang modyul/gawain na itinakda. (I'm having trouble understanding some of the modules/tasks that are set.)	58	69.88	3

The survey aimed to determine the problems that they have encountered in studying. Looking at the table, statements 6, 3 and 8 gained the highest frequency of responses, implying that these are the most commonly encountered problems of the students. Specifically, 79 or 95.18% of the students claimed that they cannot cope up with too many activities given by the teachers. Furthermore, 65 students or 78.31% of them said that the instructions on the module are unclear, which became the reason why they cannot answer them. Finally, 58 of the students or 69.88% of them found it hard to understand the

content and activities of the module. These results were used as the basis for the implementation of the IAP project.

The researchers supposed that there are several factors that led to the circumstances of the students. Likewise, after conducting interviews and survey to the students regarding their needs and problems encountered, the Integrative Assessment Program (IAP) was designed. Reviewing the results of the survey, most of the students generally had problems in understanding the module and accomplishing the activities and tasks given by the teachers. With this, with the IAP project, together with the CIP Team and selected teachers, simplified worksheets, integrative assessments, and weekly home learning plans were constructed to aid the learning of the students.

Academic status of the conditional students before the implementation of Integrative Assessment Program (IAP)

Table 3 shows the academic status of the students in the selected sections before the intervention program.

Table 3. Number of Students with Conditional Academic Status Before IAP

Sections	No. of Students	No. of Conditional Status			
		Male	Female	Total	Percentage
A	40	21	12	33	82.50%
B	44	17	16	33	75.00%
C	49	7	10	17	34.69 %
Total	133	45	38	83	62.41%

In Grade 7-A, 33 out of 40 students (82.50%) have academic conditional status. On the other hand, in Grade 7-B, there are 33 out of 44 students (75.00%) are in conditional status. Finally, 17 students out of 49 (34.69%) of 7-C have the same academic status. There is a total of 133 enrolled students in the selected classes, and 83 of them are found to be in conditional academic status after the first grading period. The latter encompasses more than half of students, specifically 62.41% of the students are conditional, which is quite disturbing.

Various factors affect the academic performance of the students, validated and justified by numerous studies and researches. The pandemic and new teaching-learning practices, suitable for distance and blended learning, are other factors that surfaced. The students and

teachers who were used to the face-to-face set up abruptly shifted to the online and modular delivery modes. As for the majority of the students and teachers, this was their first time in such a structure, and everyone tried their best to cope with the method. Nonetheless, examining the 83 students who are academically conditional, it turned out that most of them are under modular learning modality. Finally, the researchers looked deeper on the conditions that led these students to their academic status, and arose with a solution.

Academic status of the conditional students after the implementation of Integrative Assessment Program (IAP)

Table 4 shows the academic status of the students after the implementation of the IAP.

Table 4. Number of Students with Conditional Academic Status after IAP

Sections	No. of Conditional Status	Status After IAP					
		Passed		Failed		NLS	
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
A	33	30	90.90	0	0.00	3	9.09
B	33	29	87.88	0	0.00	4	12.12
C	17	15	88.24	1	5.88	1	5.88
Total	83	74	89.16	1	1.20	8	9.64

As indicated in the table, out of 83 students who are academically conditional before the implementation of IAP, 74 or 89.16% of them have improved and eventually passed the school year. Unfortunately, one of them failed and needed to repeat the Grade 7 level, and 8 or 9.64% of the students were not able to finish the school year.

The number of the students who have passed indicates that there was a drastic change in the number before and after the implementation of the IAP. During the implementation of the program, the concerned students were given simplified worksheets to accomplish. Also, teachers collaborated in making integrative assessments which lessen the performance tasks of the students. Furthermore, to help the parents in guiding their students, the weekly home learning plan was given, containing the specific activities that the students need to finish daily. Finally, to ensure that students can accomplish the tasks and activities to them, they were monitored by their subject teachers and advisers. These undertakings greatly contributed to the improvement of the majority of the students.

Comparison on the Academic Status of Students before and after IAP

Table 5 shows the results of the comparison of the academic status of the respondents before and after the implementation of IAP

Table 5. Comparison on the Academic Status of Students before and after IAP

Before	After	f	%
Conditional	Passed	74	89.16
Conditional	Failed	1	1.20
Conditional	NLS	8	9.64
Conditional	Conditional	0	0.00
Total		83	100.00
Computed χ^2		69.12	
Critical Value		3.84	
<i>p</i> -value		<000001	
Decision		Reject the null hypothesis	
Interpretation		There is a significant change in the academic status of the students after the implementation of IAP.	

McNemar Change Test was used to determine if there is a significant change in the academic status of the students. Moreover, from the table, the computed value of χ^2 is 69.12 which is higher than the critical value of 3.84, leading the researchers to the decision of rejecting the null hypothesis and claiming that there is a significant change in the academic status of the students after the implementation of IAP. On the other hand, the same decision and interpretation were concluded since the *p*-value of <0.000001 is less than the level of significance, 0.05.

Despite some of the students who were retained in Grade 7, the researchers can claim that the implementation of IAP was a success, and the program helped the students to improve their academic status. The undertakings that transpired helped the students in improving their studies. Also, they were taught to improve their self-regulation for better academic outcomes. Additionally, the parents were able to assist their students in studying with the help of the weekly home learning plan. During the pandemic, parents, too, have swiftly adapted to overcome the learning gaps that have formed in their children's learning (Bhamani et al., 2020). Teachers recalibrate the worksheets and other activities to make them

simpler for the students. The conclusion of the feat of the program was due to the high number of students who finished and passed the school year.

Perceptions of the students and parents towards the Integrative Assessment Program (IAP)

The researchers conducted online interviews with selected Grade 7 students and their parents. The responses were gathered, carefully analyzed and systematically categorized into themes. Based on the results, there were three major themes that emerged from the perceptions of the participants towards the Integrative Assessment Program (IAP).

The results revealed that the conduct of the IAP is effective. The participants perceived that IAP is effective as it guided the students on the things that they need to accomplish in every subject. As one of the student-respondents said, *“Mas naging madali sa akin ang paggawa ng mga activities kasi po nakalagay na lahat sa Weekly Home Learning ang gagawin at madali ko pong makita kung ano pa ang kulang ko sa week na yun.”* The utilization of the Weekly Home Learning Plan was maximized and effectively used to manage their time in accomplishing learning tasks and activities.

Furthermore, the participants and their parents considered IAP as comprehensive and complete. The whole program was well-coordinated and systematic. As one of the parent-respondents said, *“Na appreciate ko po yung effort ng mga teachers para matulungan ang anak ko sa mga activities at lessons na di nya masyado maintindihan noon. Lagi po nila ako ina-update kung may di ipinasa ang aking anak”* There was a smooth collaboration among the implementers of the program and stakeholders which made the participants feel that they are taken care of. In addition to this, participants noted that the implementation of the program was well-executed and organized from the beginning until the culmination. Another parent respondent said, *“Mula sa orientation, remedial classes at pati yun pagbigay nila ng gulay dito sa bahay, sobrang thankful po kami dun”*.

The participants also considered the program contextualized as it addressed the specific needs and concerns of every learner. One of the student-respondents said, *“Yun binigay po na mga worksheets, mas madali ko na pong naintindihan at nasagutan kesa dun sa unang module na mahaba”*. Through the different activities given to students, learning became more meaningful and relevant to them.

EFFECTIVE AS A LEARNING GUIDE - IAP was effective as it guided the students on the things that they need to accomplish in every subject.

COMPREHENSIVE - The tasks and activities became easier to understand and accomplish since they were simplified through the program.

ESSENTIAL - IAP was found by the respondents to be essential in every aspect of teaching and learning process in modular modality.

Conclusion

This study aimed to assess the effectiveness of the implementation of the Integrative Assessment Program as a school-based strategy for managing defiance and non-compliance of selected Grade 7 learners of Commonwealth High School.

Based on the findings of the study, the following conclusions are drawn. The students had problems in understanding the module and accomplishing the activities and tasks given by the teachers. Likewise, they claimed that they cannot cope with too many activities given by the teachers, and said that the instructions on the module are unclear which made it hard for them to understand and answer them. More than half of the students are academically conditional, and most of them are in modular learning modality. After the implementation of the IAP, the majority of the students have finished and passed the school year. A very few of them needed to be retained in Grade 7, and some on the other hand were not able to finish the school year. The IAP abetted the students in improving their academic status, and its implementation was a success. The endeavors of the program, with the help of the teachers and other stakeholders, assisted the students in achieving the goal of completing and concluding the academic year.

Recommendations

Since the IAP has been proven effective, this program is recommended to be cascaded to other grade levels and other students at risk of failing. The school should be consistent in providing mechanisms to establish a safe school learning environment and to better support the specific needs of every learner.

To address the learning losses caused by the pandemic, the school administration, teachers and other school stakeholders should begin developing a learning recovery plan and use the gathered data as its baseline. The strong partnership among stakeholders should be maintained to effectively implement other school programs and projects. Plans for dissemination and utilization of the results of the study by sharing best practices and the entire IAP process may be completed through LAC sessions, research colloquiums, and teachers' In-Service Training (INSET).

Lastly, the data gathered may be used by other future researchers in conducting similar studies.

Hence, short term recovery efforts can lead to long term transformations. Teachers and students should remain resilient as everyone adapts to the new normal. because education is a shared responsibility of everyone.

References

- Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the COVID-19 Public Health Emergency Order 12 S. 2020.* Retrieved from <https://www.deped.gov.ph/2020/06/19/june-19-2020-do-012-2020-adoption-of-the-basic-education-learning-continuity-plan-for-school-year-2020-2021-in-the-light-of-the-covid-19-public-health-emergency/> July 19 , 2020
- Bhamani, S., Makhdoom, A. Z., Bharuchi, V., Ali, N., Kaleem, S., & Ahmed, D. (2020, July 7). Home Learning in Times of COVID: Experiences of Parents. *Journal of Education and Educational Development*, 7(1), 9. <https://doi.org/10.22555/joed.v7i1.3260>
- Interim Guidelines For Assessment And Grading In Light Of The Basic Education Learning Continuity Plan DepEd OR D ER No. Q 31 s. 2020.* Retrieved from <https://www.deped.gov.ph/2020/10/02/october-2-2020-do-031-s-2020-interim-guidelines-for-assessment-and-grading-in-light-of-the-basic-education-learning-continuity-plan/>. October 2, 2020