



Republic of the Philippines
Department of Education
National Capital Region
Schools Division Office of Pasig City
MANGGAHAN HIGH SCHOOL



PROJECT “CARE” Checklist of Assessment through Reinforcement and Engagement of Parents”

**A Completed Innovation Project Presented to the
Schools Division Research Committee
Schools Division Office of Pasig City**

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I. Project Contacts

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II. Project Summary

The thrust of the Department of Education to give quality education to all learners became a challenge during this pandemic. The curriculum and instruction have been adjusted to give academic ease, the modality, and the learning environment change as well.

During this pandemic, there are different modalities used in teaching. Some utilize the online learning through google meet, zoom or MS teams if the students have strong internet connectivity and gadgets; however, others use the AHA messenger and the digitized or printed modules.



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The provision of the tablets to all learners enables them to utilize the digitized modules and the use of AHA text-based messenger. This allows the learners to attend classes without internet connectivity and that is by using free FB messenger.

AHA text-based modality is a modality where the teacher sends instruction and students can interact through text. However, many students do not attend and cannot submit the requirements for the assessment which are the written works and the performance task. Since, there is unlimited movement due to pandemic and there is no face-to-face interaction, learners have difficulty in submitting their assessment such as written work and performance tasks. Thus, they have incomplete grades in science in the first grading period.

This project aims to improve the performance of selected Grade 7 learners in terms of written work and performance tasks that will enable them to pass the subject and be promoted to the next year level. Specifically, it aims to establish partnership among parents and guardians who are with the learners during classes during this pandemic and to monitor their performance with the reinforcement and engagement of parents.



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This project was conceptualized because of the data gathered about why students have incomplete grades in the first grading period and most of the reasons are no response and absent in most days. Thus, the proponents thought of engaging the parents in reinforcing their child to submit the written work and performance task to pass the subject.

The checklist of the two (2) sections in Grade 7 were sent to the group chat of the parents weekly so that the parents can reinforce and motivate their child to submit the assessment. The checklist was posted in the group chat of parents for seven (7) weeks or the period covering the 2nd quarter. No cost was spent in the said project. Two (2) sections participated in the study in the 2nd grading and since there was a positive effect in the 2nd grading in these 2 sections, the project was replicated and adopted by all the grade 7 science teachers in the 3rd and 4th grading period. The Grade 8, 9 and 10 science teachers adopted the innovation as well.

III. Project Background and Rationale

A. Background/Context

One of the priorities of Manggahan High School in terms of the key performance indicator is the completion rate, promotion rate and the cohort



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survival rate.

		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Access	Enrolment	4,614	4,670	4,529	4492	4859
Efficiency	Drop Out Rate	2.52	1.67	0.47	0.85	0.66
	Completion Rate	72.75	74.90	88.94	75.96	82.00
	Cohort Survival Rate	77.95	80.63	90.18	81.77	88.69
Quality	Periodical Test MPS	42.77	48.66	47.435	47.22	

Results of the key performance indicators of the school for the past five (5) years showed that the completion rate and cohort survival rate need more improvement. These indicators are affected by the attendance and performance of the learners.

The shift from face-to-face classes to distance learning modality posed a great challenge to learners, teachers, parents, and administrators as well. The paradigm shift in education created an impact on our learners. One of the problems encountered in Grade 7 was the late submission of written works and performance tasks which caused the incomplete grades of learners in the first and second grading period as well. Grade 7 learners obtained an average of 77% in

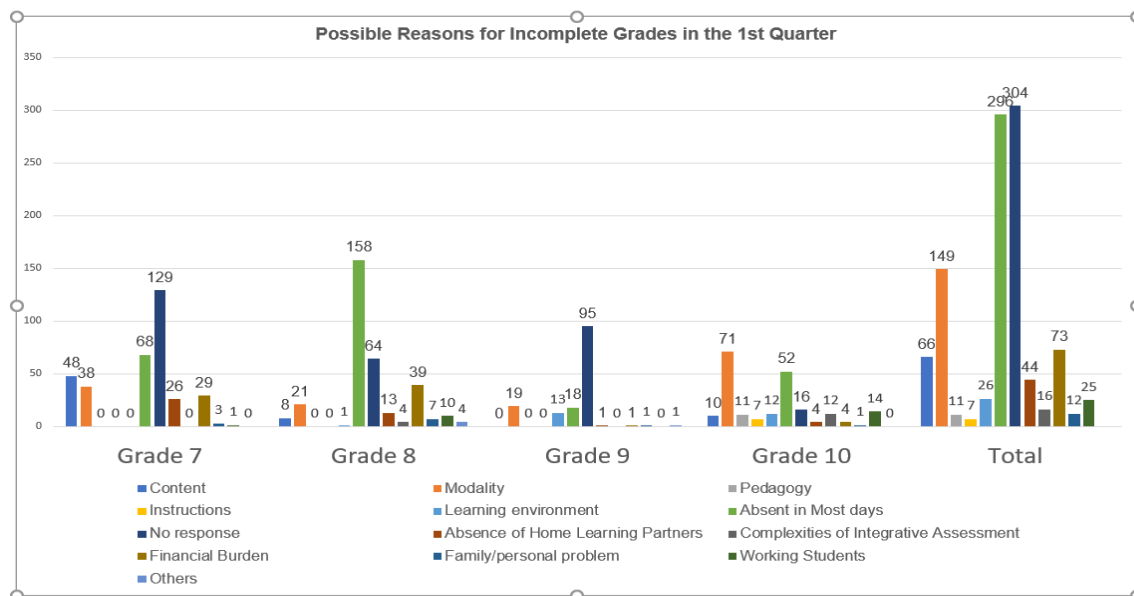


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terms of the completeness of grades in the first quarter.

Based on the data on the reasons for incomplete grades, 129 learners of Grade 7 were absent on most days during synchronous classes, and they have no response despite constant follow up of the teachers, home learning partner/ adult learning facilitator at home. Because of these, the researchers thought of using reinforcement in the form of checklists which were posted in the group chat of the parents.



B. Issue/s Addressed

Project “CARE” stands for Checklist of Assessment through the Reinforcement and Engagement of Parents”. The limited access to the internet and adjustment to the AHA text-based modality of learners, teachers and parents



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posed a challenge during this pandemic. Since the learners' study at home, it is indeed important to take note of their learning environment and find out the reasons why they do not perform well in class.

The survey on the reasons for incomplete grades were done at each year level in science and this was used as the basis for this study. Since most of their reasons were no response and absent in most days, the proponent thought of why not involve the parents and guardians in monitoring their own child since they are at home and they can assist the teachers to reinforce their child to do the task given, most especially the basis of grades which are the written work and the performance task.

In this way, the teachers and the parents as well will collaborate for the total development of the learners.

IV. Project Objectives and Outputs

A. General Objectives

This innovation aims to improve the performance of selected Grade 7 learners in terms of written work and performance tasks that will enable them to pass the subject and be promoted to the next year level. Specifically, it aims to establish partnership among parents and guardians who are with the learners



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during classes during this pandemic and to monitor their performance with the reinforcement and engagement of parents. This will contribute to the increase in promotion rate and cohort survival rate of the learners. A better partnership between the parents and the teachers will be established and will make them accountable in the teaching learning process.

B. Specific Objectives

Specifically, it aims to:

- 1.improve the performance of the Grade 7 learners in science.
- 2.lessen the number of failures in science
- 3.increase the promotion rate of the learners.
- 4.give updated and accurate feedback of learners' achievement
- 5.involve the parents in the monitoring of the learners' cognitive development.

C. Outputs

Two sections of Grade 7 participated in this study. Results showed that constant reinforcement and engagement of parents improved the number of students with incomplete grades and improved academic achievement as well.



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	Total No of Learners	No. of Passing	No. of Failures	Percentage of Passing
Teacher A	210	210	0	100
Teacher B	221	216	5	97.74
Teacher C	213	212	1	99.5
Teacher D	229	218	11	95.2
Teacher E	216	216	0	100
Teacher F	213	213	0	100
Total	1305	1285	17	98.74%

There were 98.74% learners who passed and 1.26% learners who failed.

Thus, it was important to engage the parents to improve the academic achievement of the students.



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SCIENCE AND TECHNOLOGY DEPARTMENT

GRADING SCALE	Grade 7		% OF INCREASE/ DECREASE	Grade 8		% OF INCREASE/ DECREASE	Grade 9		% OF INCREASE/ DECREASE	Grade 10		% OF INCREASE/ DECREASE	TOTAL		% OF INCREASE/ DECREASE
	Q2	Q3		Q2	Q3		Q2	Q3		Q2	Q3		Q2	Q3	
Outstanding (90-100)	288	253	132%	249	235	59%	331	379	35%	401	434	46%	1269	1301	3%
Very Satisfactory (85-89)	207	174	49%	174	149	26%	195	150	36%	214	187	-27%	790	660	-16%
Satisfactory (80-84)	275	263	65%	180	130	22%	141	146	-27%	157	135	-17%	753	674	-10%
Fairly Satisfactory (75-79)	259	318	-4%	363	291	-17%	248	192	23%	253	190	151%	1123	991	-12%
Did not meet expectations (74 & below)	57	247	-24%	10	340	#DIV/0!	42	198	-76%	19	182	-97%	128	967	655%
BLANK (No Grade)	207	38	-60%	203	34	17%	277	168	1%	122	38	-10%	809	278	-66%
TOTAL	1293	1293	0%	1179	1179	1%	1234	1233	0%	1166	1166	0%	4872	4871	0%



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Based on the data on the comparative report on grades in science, the number of learners with blank grades in science 7 decreased by 60% or from 207 to 38 learners.

V. Project Methodology

A. Project Description

Project “CARE” or Checklist of Assessment through Reinforcement and Engagement of Parents is a project where the teachers record the submission of written works and performance task through a check (✓). The said form is sent in the group chat of parents and the learners as well so that they can monitor the submission of their assessment such as written work and performance task.

B. Beneficiary Description

Two sections in the Grade 7 were subjected to this project. The Grade 7 learners were selected because of their transition and adjustment from Grade 6 to Grade 7. Grade 7 learners were sectioned alphabetically, thus, the class was heterogeneous. Based on the data on learning environment from the Learner Enrolment and Survey Form (LESF), these learners have limited access to the internet or no internet access at all, so the AHA text-based modality was used.



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C. Project Breakdown and Task Time

I. Pre-implementation Stage

Activity	Time Frame	In-Charge	Deliverables
Conduct survey and analysis of learners with incomplete grades	November, 2021	Grade 7 teachers	Result of the survey conducted to learners

II. Implementation Stage

Activity	Time Frame	In-Charge	Deliverables
Informing the parents and learners of the checklist at the group chats	January to March (2 nd Grading) Week 1 to week 8	Grade 7 teachers	Checklist

III. Post Implementation Stage

Activity	Time Frame	In-Charge	Deliverables
Submission of quarterly summary of grades	Quarterly	Grade 7 teachers	Grading Sheets



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D. Risk Management

Risks	Mitigating Measures
Some students do not have internet connection	Contact the students through the help of the parents and learners
Parents who do not really respond in the AHA	Parents were asked to go to school for the hard copy of the SLMs.

VI. Project Cost

A. Project Cost

Item	Quantity	Unit Price	Cost
Paper for certificates	100 pcs	3	PhP 300.00

B. Fund Source


No fund source was used in the said project except for the paper used in the certificates for the learners.



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VII. Project Monitoring and Evaluation


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PROGRESS MONITORING REPORT BASED ON THE ACTION PLAN

SCHOOL: Manggaan High School

PROJECT TITLE: Project "SEARCH"

OBJECTIVES/ TARGETS	ACTIVITIES	Period of Implementation (Time Frame)	Resources				Date of Monitoring	Accomplished/Not Accomplished	Hindering /Facilitating Factors	Recommendations
			Money	Man	Material	Etc.				
To improve the achievement level MPS in Science	Conduct of CIP									
	Project "IMPACT"	Jan to June 2021		6			June 29, 2021	Write up -not yet accomplished	None	Strengthen LAC session
	Project "CARE"	Jan to June 2021		6				Write up -not yet accomplished	Internet Connection of students	Encourage support for load

Submitted: ELEANOR V. DE ROJA
 Department/Group Head

Checked/Reviewed: MONETTE P. VEGA
 School Head

Noted: DIANA MARIE B. DAGLI
 Public Schools District Supervisor

The monitoring of the project ‘CARE’ was conducted and discussed during the School Monitoring Evaluation and Adjustment (SMEA)/ Project Implementation Review (PIR) conducted by the Public Schools District Supervisor, Mrs. Diana Marie B. Dagli and the school head, Mrs. Monette P. Vega. Technical assistance in terms of monitoring the report on incomplete grades was conducted regularly by the PSDS of Cluster IX.



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IX. Documentation

Week 7

BOYS	WRITTEN WORK				PERFORMANCE TASK COMPLETE			
	1	2	3	4	1	2	3	4
81. Araneta, Jethro Rey Espinoza	100	100	100	100	100	100	100	100
82. Macalalad, Ehan James Timban	100	100	100	100	100	100	100	100
83. Mori, Marky Brian Pagan	100	100	100	100	100	100	100	100
84. Soledad, Elynn Aracelo	100	100	100	100	100	100	100	100
85. Soriano, Isagani Phoenix	100	100	100	100	100	100	100	100
86. Soriano, Samuel John Daniel Bala Ines	100	100	100	100	100	100	100	100
87. Songco, Charles Louis Dogut	100	100	100	100	100	100	100	100
88. Soriano, Nazar Aaron Magdalen	100	100	100	100	100	100	100	100
89. Soriano III, Cesar Corbido	100	100	100	100	100	100	100	100
90. Soriano, James Lam Casas	100	100	100	100	100	100	100	100
91. Soriano, Sean Carlo Anala	100	100	100	100	100	100	100	100
92. Soriano, Ben Dwayne Pagani	100	100	100	100	100	100	100	100
93. Soriano, Kevin Matthew Mones	100	100	100	100	100	100	100	100
94. Sumulong, Phoe Jay O	100	100	100	100	100	100	100	100
95. Sumulong, Rudy Carl Andre Camarero	100	100	100	100	100	100	100	100
96. Sumaya, Lysan Ezeiel Jabulan	100	100	100	100	100	100	100	100
97. Sumaya, Don Egan Cuencan	100	100	100	100	100	100	100	100
98. Sumulong, John Dabriel Ordoña	100	100	100	100	100	100	100	100
99. Tabajonda, James Kendrick Galaran	100	100	100	100	100	100	100	100
100. Tacud, Ruel Cruz Salan	100	100	100	100	100	100	100	100
101. Taguligan, Lance Ransel	100	100	100	100	100	100	100	100
102. Valleser, Hans Gabrielle Munoz	100	100	100	100	100	100	100	100

GIRLS	WRITTEN WORK				PERFORMANCE TASK COMPLETE			
	1	2	3	4	1	2	3	4
01. Esteban, Gabriela	100	100	100	100	100	100	100	100
02. Sanchez, Michaela Capriaga Umayay	100	100	100	100	100	100	100	100
03. Sanchez, Shana Mae Tule	100	100	100	100	100	100	100	100
04. Santos, Jaylyn Villanueva	100	100	100	100	100	100	100	100
05. Sapin, Beatrice Mendoza	100	100	100	100	100	100	100	100
06. Sene, Jerald Rex Agapio	100	100	100	100	100	100	100	100
07. Sayadi, Siti Hefha Ahsana Cayip	100	100	100	100	100	100	100	100
08. Sente, Precious Ashley Cuencia	100	100	100	100	100	100	100	100
09. Solanta, Bianca Salazar	100	100	100	100	100	100	100	100
10. Silag, Julia Zhyris Bernabe	100	100	100	100	100	100	100	100
11. Sison, Nathaniel Pangantuan	100	100	100	100	100	100	100	100
12. Sonanga, Rhanna Joy Nunez	100	100	100	100	100	100	100	100
13. Singson, Ma Firdylin Cueto	100	100	100	100	100	100	100	100
14. Sison, Hannah Mae Borja	100	100	100	100	100	100	100	100
15. Solano, Athena Marlyn Treon	100	100	100	100	100	100	100	100
16. Solvar, Helle Andrieth Pujante	100	100	100	100	100	100	100	100
17. Ta, Beverly Bianca Soriano	100	100	100	100	100	100	100	100
18. Tamen, Adhwa Ines	100	100	100	100	100	100	100	100
19. Tigan, Janna Amor	100	100	100	100	100	100	100	100
20. Torbin, Courtney Nicole	100	100	100	100	100	100	100	100
21. Valdez, Thana Angela B	100	100	100	100	100	100	100	100
22. Valleser, Cheiza Mae L	100	100	100	100	100	100	100	100

