MESSAGE OF THE SCHOOL HEAD

A Dedication to our Collective Vision: Crafting the School Improvement Plan Together

To the community of La Union National High School family,

Greetings of love and peace!

As we stand on the threshold of a new chapter in our school's journey and towards the dawning of the MATATAG Curriculum, I am moved to express my deepest appreciation to the unwavering commitment and collaborative spirit demonstrated by each member of our remarkable school community.

As an adage says: “If you fail to plan; you are planning to fail.”, that is why crafting our Enhanced School Improvement Plan (E-SIP) for the next six years has been an inspiring and collective effort. From educators who pour their expertise into shaping our curriculum, to the dedicated staff who ensure the smooth functioning of our school, to the parents and stakeholders who provide unwavering support, and, of course, to the incredible learners who are at the heart of everything we do this dedication is a testament to the strength of our unity.

Together, we have engaged in thoughtful academic conversations, shared diverse perspectives, and contributed valuable insights that have breathed life into our vision for the future. The E-SIP is not just a document; it is not just a roadmap; it is a manifestation of our shared dreams, aspirations, and the profound belief that, as a united community, we can achieve greatness.

Your dedication to excellence, your passion for education, and your commitment to fostering an environment of continuous improvement are the driving forces behind the objectives outlined in our E-SIP. As we embark on this journey, I am confident that the goals we have set collectively will shape our school into a beacon of learning, innovation, and inclusivity.

As the Principal of a school renowned as the home of champions and great leaders, I am filled with pride and gratitude for the remarkable individuals who bring life to this institution. La Union National High School has consistently proven that it is a cradle of excellence, shaping learners who achieve remarkable feats in academics, sports, arts, and leadership. Our legacy of nurturing champions is a testament to the unparalleled dedication and support of our entire community.

To our colleagues, parents, and stakeholders, your steadfast support and active engagement have fortified the foundation of our shared mission. Your belief in our vision fuels our commitment to providing the best educational experience possible. Together, we create an environment where learners are empowered to dream big, lead with compassion, and contribute meaningfully to society.

To our learners, you are the embodiment of hope and possibility. As you walk the halls of this school, remember that you are part of a legacy of greatness. Each step you take, each milestone you achieve, brings honor not just to yourself but to the entire La Union National High School family. You are the future leaders of this nation, and we are committed to supporting you every step of the way.

With this Enhanced School Improvement Plan, we reaffirm our commitment to building a culture of excellence, innovation, and inclusivity. Let us continue to work hand in hand, driven by our shared passion and vision, to make La Union National High School a shining beacon of hope and inspiration for generations to come.

Let this dedication serve as a tribute to your tireless efforts, your boundless creativity, and your unyielding dedication to the success of every learner under our care. May our collaborative spirit continue to propel us forward and may the next six years be a testament to the extraordinary impact we can achieve when we work together towards a common vision—*Bansang Makabata, Batang Makabansa!*

With gratitude and admiration,

MELINDA S. VERZOSA, PhD
Principal IV

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DEPARTMENT OF EDUCATION MISSION, VISION, AND CORE VALUES STATEMENT

This chapter presents the documentation of matters that transpired during the Vision Sharing activity. These include the list of the School Planning Team's (SPT's) **aspirations for the school and learners**, their **understanding of DepEd VMV** and **Core Values** as well as their **commitments based on these understanding**.

Another important document that must be included in the **list is the roles and responsibilities of all SPT members**, as discussed and agreed upon during the brainstorming session.

Lastly, the **SPT timetable** in the preparation, implementation, and monitoring of the SIP and AIP must be presented to serve as a guide to all SPT members and the school-community at large.

ASPIRATIONS FOR THE SCHOOL AND LEARNERS

Sincere in its mandate as the grassroots arm of the Department of Education, La Union National High School is steadfast in aiming for the delivery of quality, accessible, responsive, and holistic basic education for all. It shall serve as an exemplar of excellence in both curricular and in co-curricular activities. Cognizant of the DepEd's vision and mission of guaranteeing that learners grow and develop into their optimal potentials, La Union National High School is committed to assist every learner in achieving personal success and in transforming into a more responsible, morally upright, and productive citizen of the country and of the world.

La Union National High School shall constantly dedicate itself to nurturing learners to become truly 21st century learners, able to adapt to the ever-changing societal landscape. It aims to instill to its learners not only the love of learning, but of equal importance, the formation of positive attitudes, development of desirable dispositions and the molding of compassionate values necessary to achieve a productive and purposeful quality of life.

It shall put premium in honing its learners' numeracy, reading and writing skills and socio-emotional skills, through a values-laden instructional delivery, to attain that desirable excellent degree of learner achievement that is not only demonstrated by continuously progressive performance, but one that is sustainable and consistent year-on-year, until excellence becomes its 'way of life,' as measured by the standards at the school, division, and even through national assessment level.

Its administrators, teaching and support personnel, parents, alumni, and other stakeholders, both internal and external, shall work collaboratively to ensure that all its learners succeed in each undertaking they set forth. With its partnerships and linkages with individuals and institutions, the school is confident is attaining its realistic targets that each of its learners will be able to read fluently by the end of grade level, write proficiently in both narrative and expository modes, pass numeracy tests as well as all national assessments on the first attempt, and graduate on schedule with the skills and knowledge required for success in middle level-skills, higher education, entrepreneurship and in the workplace, as these are built on time-tested mutual trust.

La Union National High School sets its sights to seeing its learners grow with a passion for lifelong learning and to constantly grow in whatever field they venture into. Guided by DepEd's core values revolving around love of God, for fellowmen, for the environment and for the country, their educational journey shall equip them with a mind that thinks not only for itself, but for the good of all; a heart that feels for the environment and for the need of others transcending cultures and beliefs, and with hands that serve their community.

Through the excellent teaching and learning culture of La Union National High School, its learners will grow to be responsible citizens and netizens: well-mannered, responsible, highly adaptive to the fast-changing way of life, and ever-prepared to face any life's challenges.

VISION

We dream of Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation. As a learner-centered public institution, the Department of Education continuously improves itself to better serve its stakeholders.

Our vision entails a clear picture or idea we have in mind of our school which we collaboratively think is going to happen. It helps us pursue dreams and achieve goals; an idea of the future, a strong wish with faithful devotion as public servant to discharge our roles and responsibilities in serving the Filipino youth.

We want to develop learners who are true citizens and patriots, who have a strong desire to serve their country and work for its betterment.

We need to do two things: inculcate to the learners the values deemed necessary and desirable and ensure that they have acquired the necessary competencies.

As a learner-centered institution, we want our learners to embrace lifelong learning and realize their dreams while keeping in their mind the love of their country and the welfare of their fellowmen. In turn, they will realize their potential, not for selfish gain, but to contribute to building a nation that every Filipino deserves.

The Department of Education is the government agency that formulates, implements, and coordinates policies, plans, programs, and projects in areas of formal and non-formal basic education. In all our decisions and actions, we put the Filipino learner first.

Just like our learners, we do not stop studying. We constantly seek to be better, both as an institution and as individuals. Over time, our learners have changing needs, so the Department must adapt and be flexible.

MISSION

To protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education where: Learners learn in a child-friendly, gender-sensitive, safe, and motivating environment Teachers facilitate learning and constantly nurture every learner Administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen Family, community, and other stakeholders are actively engaged and share responsibility for developing life-long learners.

As stated in the 1987 Philippine Constitution, our mission states our duty as stewards of education--- to protect and promote the right of all citizens. We provide our learners with a child-friendly, gender-sensitive, safe, and motivating environment. Our teachers ensure the development of each unique learner. Our policies, systems, processes, and behaviors ensure an enabling and supportive environment for effective learning to happen. We actively practice shared governance of basic education with the entire community in developing all Filipinos.

OUR CORE VALUES

Maka-Diyos
Maka-tao
Makakalikasan
Makabansa

Republic Act No. 8491 states that our national Motto shall be "MAKA-DIYOS, MAKA-TAO, MAKAKALIKASAN AT MAKABANSA."

School Planning Team

Table 1. List of Roles and Responsibilities of All SPT Members

SPT Members	Roles and Responsibilities
School Head and Team Leader Principal	- inform teachers, school council members, parents, and other community members about the improvement process in a way that welcomes their participation. - ensure that at least one representative from each department is part of the planning team, as well as the school council, parents, and other community members who want to participate. - encourage SPT members to offer their valuable perspectives and abilities, teachers will be able to help other members of the team understand data on student achievement as well as the potential value of and challenges involved in various improvement proposals. It is vital that the team be representative of the school's community. - persuade parents who represent a range of the school community's demographic profile to participate in the planning exercise. - make special efforts to ensure that school council members understand the nature of the changes being proposed and are aware of any difficulties that may be encountered in the process.

Teacher Representative FC President	- participate in establishing priorities and setting goals and strategies for school improvement; regularly encourage parents and other community members (for example, through school council newsletters or at parent meetings); - provide support in the improvement planning process; review the school's progress in implementing the plan with the principal; - discuss the plan's goals and provide updates on the school's progress at council meetings and in the council's communications with the community; - work in consultation with the school's principal; - build partnerships with social service agencies, recreation departments and facilities, community groups, businesses, and industries to help implement the plan.
LGU Representative Punong Barangay	- ensure the barangay councils participation in the School-Based Management support and in the execution of AIP and SIP. - help in the security and safety of the school properties and roaming vendors by mobilizing the barangay security personnel. - tap barangay health workers and members of the Pantawid Pamilyang Pilipino Program in the cleanliness of the school perimeter areas.

	- provide updated community data needed in the accomplishment of the Enhanced School Improvement Plan. - assign barangay health workers to help in the child mapping activities - initiate resource generation activities to support various school plans and programs.
PTA Representative SPTA President	- ensure that her fellow parents' voices are heard in matters related to their children's education. - work with fellow parents to actively involved in the school improvement planning process to ensure that the priorities of the whole school community are reflected in the school's plan. - build partnership with members of the community may be able to offer valuable insights and perspectives, and their participation. - initiate the conduct of fund-raising activities, resources generation in supporting school projects and programs reflected in the SIP/AIP - help in the child mapping activities and support the school plans as advocate of a child friendly school.
Learner Representative SSG President	- encourage fellow student leaders to cooperate in the execution of the school plans. - initiate the conduct of hazard mapping with the guidance and assistance of the SSG advisers and SDRRM coordinator.

	- ensure participation of the student leaders during the conduct of community outreach programs. - work with the school planning team in the consolidation of the Voice of the Learners
Member of BDRRMC DRRM Focal Person	- spearhead in the hazard mapping activities and coordinate with the school property custodian regarding the status of every room and school building. - initiate plans in the school risks and reduction and management plan and ensure the cooperation of student-led school watching team. - tap the City Disaster Risks Reduction and Management personnel supports and assistance. - work with the Barangay Councils, Local Government Units, Public and Private agencies to improve the school's BDRRMC.
Member of School CPP Guidance Counselor	- initiate the crafting of the school's handbook involving the teachers, parents, and learners. - ensure the involvement of parents, teachers, and staff in the implementation of school rules and regulations with the assistance of the school head. - coordinate with the school planning team and different department head in the implementation of the Child Protection Policy.

TABLE 2: School Planning Team Timetable

Activities	Timeframe	Expected Output
PREPARATORY ACTIVITIES 1. Gathering and Organizing 2. Organizing of SPT 3. Orientation and VMV sharing	1st week to 3rd week of January 2023	Completed Data Gathering Tools
PHASE 1: ASSESS 1. Identifying PIA's 2. Analyzing the PIA's	4th week of January to March 2023	Sharing of ideas /opinions
PHASE 2: PLAN 1. Setting general objectives and targets 2. Formulating solutions 3. Developing project design 4. Writing SIP/AIP		List of solutions Project Work Plan Budget Matrix SIP AIP
PHASE 3: ACT 1. Testing the solutions 2. Monitoring and evaluation		Testing Report
Implementation of the SIP Communicating the SIP to the stakeholders Monitoring and Evaluation NB: *For year 2, 3, 4, 5 and 6, January to March will be used for Data Gathering and Feedbacking* *April to May of year 2 3, 4, 5 and 6 may serve as a review on "what went well and what went wrong" and Project Monitoring*	- June 2024 to May 2029 - First Quarter of 2024 - Quarterly or as needed	Data on the Level of Implementation Highly aware and highly cooperative stakeholders M&E results; feedbacks, recommendations

SCHOOL PLANNING TEAM



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Principal IV / Team Leader



KIMVERLY L. GANADEN
Assistant Principal II - SHS



MELANIE J. MARZO
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DIANE C. TOMANENG
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Head Teacher VI– AP Department



EDNA E. LIWANAG
Head Teacher VI – EsP Department



CARMELA A. MANANGHAYA
Head Teacher VI – TLE Department



EDNA G. LINSANGAN
Head Teacher VI – MAPEH Department



IMELDA C. CASTAÑEDA
FEA President



ROBERTO C. ABASOLO
Brgy. Captain, Catbangen



ROMEO C. OPEÑA JR.
SPTA President



SSLG President

EXECUTIVE SUMMARY

The adoption of the Basic Education Development Plan 2030 by the Department of Education, as a medium-term plan in public schools and the integration of its context in the Enhanced School Improvement Plan, has greatly influenced the way La Union National School stays faithful to its vision, mission and core values. The ESIP serves as the main vehicle through which our school can effectively and efficiently manage its educational services as mandated in the provision of the new MATATAG Curriculum.

The formulation of ESIP recognizes the collaborative and participatory processes that build and connect the partnership between and among the school and its stakeholders. The school E-SIP is carefully crafted and planned that is aligned with the BEDP and "MATATAG Curriculum: Bansang Makabata, Batang Makabansa," the blueprints to the new direction of DepEd and stakeholders in solving basic education challenges. Bogaoan Elementary School is determined to provide every San Carlenian learner the quality, responsive and holistic basic education they deserve to the four critical BEDP and MATATAG components, namely;

- **Access and Quality**
  MAke the curriculum relevant to produce competent and job-ready, active, and responsible citizens;
- **Governance**
  TAke steps to accelerate delivery of basic education facilities and services;
- **Learners Resilience and Well-Being and Access**
  TAke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment; and
- **Quality**
  Give support to teachers to teach better.

Every school has its own story to tell. The system in which teaching and learning takes place influences the processes and procedures by which La Union National High School makes decision, this gives the school stakeholders a picture of how the school perceives itself and the process of its continuous improvement.

In La Union National High School, "The Home of the Champion and Great Leaders", the school's banner program is the forefront in the delivery of its provision in the aspect of educational service. The school Project I-ADAPT (Instructional Adaptability for Development in Advanced and Planned Teaching encompasses the school's focus on Literacy and Numeracy - the Project (LRS) Learn to read, read to solve and solve to learn which is aligned to SDO-SCC Project UP, Upgrading Performance across all subject areas. With this context, the program connections of SDO-SCC and school lie on the seamlessly integrative various PPAs into the overall curriculum which will not only enrich the learners' learning experiences but provide them with practical skills and knowledge that can be applied in real life situations.

Considering the Learners Resilience and Well-Being, the school's support and enforcement of Project CONNECT and Project SAGIP is a strong testament in the establishment of holistic approach to learner's welfare which addresses all his total development and capacity to cope with changes and challenges and to bounce back during difficult times. The school adheres to the idea of having a supportive and caring learning environment which ignites the learner's awareness of positive expectations and various opportunities for active participation.

Also, with up-to-date and reliable information reflected in the school Website and Facebook Page about how well learners are performing based on the school performance indicators, La Union National High School is better able to respond to the needs of learners, teachers, and parents. It is also the mechanisms through which the La Union National High School holds accountable for learner success, proper school governance and through which they help measure school improvement.

Lastly, to give support to teachers to teach better, the school key personnel has actively participated in the crafting of Daily Lesson Logs, Test Questions which are quality assured by the school and Division personnel and School Head and key Teachers acted as Carlos and Carlene Network (CCN) speakers and anchors in line with the SDO-SCC Project SEED or the Synergistic, Effective and Efficient Delivery of Services promote the school administrators role shaping the school direction and promoting the best possible educational environment for learners.

La Union National High School believes that the quality of acquired education and better and collaboratively prepared ESIP provide the opportunities and access in a competitive educational community. As it certainly contributes to the capacities of LUNHSians teachers to deliver the best educational services and learners who can transform their dreams and aspirations into reality.

INTRODUCTION

The rationale behind the enhanced school improvement plan encompasses key aspects focused on enhancing the overall quality of education. This includes improving teaching methods, refining curriculum design, and enhancing the overall learning experiences for learners.

The Enhanced School Improvement Plan (ESIP) serves as a strategic tool for schools to align their practices with national or international educational standards, identifying areas where improvements are needed and implementing strategies to meet or exceed the set standards. Moreover, this comprehensive enhanced school improvement plan addresses the diverse academic, social, and emotional needs of learners, fostering a holistic educational environment. It strives to create an inclusive and equitable learning atmosphere, with initiatives to address disparities in access to quality education and promote diversity within the school community.

Furthermore, continuous professional development for educators is prioritized, ensuring that teachers and staff are equipped with the necessary knowledge, skills attitudes and values (KSAVs) to deliver effective and innovative instruction.

This ESIP emphasizes data-driven decision-making, utilizing data to identify areas for improvement, measure progress, and make informed decisions- a reflection of the need to utilize data for the betterment of the academic institution. Moreso, stakeholder engagement, including parents and community members, is considered crucial, fostering a sense of shared responsibility for student success. In like manner, efficient resource management, encompassing financial, human, and technological resources, is integral to the plan, with a focus on allocating resources to initiatives that directly contribute to improved educational outcomes.

This School Improvement Plan (SIP) of our school, La Union National High School, is a reaffirmation of the vision set by its forerunners a century ago and a perpetuation of the mission that evolved along with the
generations that came subsequently. It expresses the school community's loyalty to pursue a plan that would ensure the realization of the basic learning needs of every child under its supervision within three years and sustained thereafter.

Purpose

The specific purpose of the enhanced school improvement plan is to systematically enhance the overall quality of education within the institution by implementing targeted strategies. This includes improving teaching methods, refining curriculum design, addressing diverse student needs, fostering an inclusive learning atmosphere, prioritizing professional development for educators, utilizing data for informed decision-making, engaging stakeholders, efficiently managing resources, and committing to continuous improvement. The plan serves as a dynamic tool for aligning school practices with educational standards, ensuring a holistic and equitable educational environment that effectively prepares learners for success.

Objectives

The terminal objective of the school improvement plan is to enhance the overall quality of education within the educational institution. This involves creating a dynamic, inclusive, and equitable learning environment that addresses the diverse academic, social, and emotional needs of learners.

Specific Objectives:

- Alignment with Educational Standards:

Be able to implement strategies to align school practices with national or international educational standards, ensuring that the institution meets or exceeds these benchmarks.

- Improvement of Teaching Methods:

Be able to enhance teaching methods to create an effective and innovative instructional approach that caters to diverse learning styles and promotes a positive learning experience.

- Refinement of Curriculum Design:

To refine curriculum design to ensure it is up-to-date, relevant, and responsive to the needs of learners, incorporating best practices in education.

- Addressing Diverse Student Needs:

Develop initiatives that address the diverse academic, social, and emotional needs of learners, fostering a holistic educational environment.

- Creation of an Inclusive and Equitable Learning Atmosphere:

Implement strategies to create an inclusive and equitable learning atmosphere, addressing disparities in access to quality education and promoting diversity within the school community.

SITUATIONAL ANALYSIS

External Environment

The external environment of La Union National High School is comprised of various factors having a dynamic interplay thereby causing a significant impact in the school's operations specifically in making strategic decisions. The demographic landscape surrounding the school is the primary factor that should be taken into consideration since the community displays diverse socio-economic backgrounds, cultural values, and expectations from the educational sector. It is very important to understand the community's demographics to design educational programs that are relevant and responsive to the needs of the local community.

The school's curricular offering, budgeting and operations are directly influenced by the changes in the educational policies and funding or subsidy from the government. To ensure compliance and adaptation to any requirement as a by-product of the implemented changes, a school administrator must be aware of the regulatory changes or activities.

Another factor that affects the school's financial stability and operations is the economic conditions in the community where it is situated. Economic factors such as family income, employment rate, and local economic trends influence the ability of families to send their children to school or to invest in education. As such, the enrollment rate is affected as well as the school's fund-raising initiatives to finance a particularly worthwhile program, project, or activity. Understanding these economic conditions and their impact on education helps a school administrator to effectively allocate resources and plan fiscal management.

The school's reputation and community relationship can be shaped by social and cultural factors such as but not limited to community expectations and values. Establishing community linkage through open communication with the community leaders, parents, and other stakeholders fosters a healthy relationship and encourages support for the school-initiated programs and activities.

With the integration of information and communication technologies in education, schools are also affected by technological advancements. The emergence of technologies and the incorporation of digital tools in instructional delivery have an impact on the choice of appropriate teaching methods, administrative processes, and student engagement. As we embrace technological innovations, we also need to consider the possible challenges that go with them to remain competitive and to provide a meaningful learning experience for the learners.

Through having a comprehensive situational analysis of La Union National High School external environment, a thorough understanding of the various affecting school governance and operations, well-informed strategic decisions will be arrived at. As such, La Union National High School will be able to adapt to the constantly changing educational landscape; thereby catering to the needs of the learners and providing better services to the community.

Internal Environment

The day-to-day operations and overall effectiveness of La Union National High School is being collectively shaped by a complex interaction of various factors that comprise its internal environment.

The organizational structure composed of the school head and other school administrators, channels of communication and decision-making processes is a critical component of the school's internal environment. To identify areas of strengths and potential bottlenecks that may affect the school's responsiveness to the changing environment, it is important to have a thorough understanding of its internal structure.

The teachers and the support staff serve as the backbone of the school's internal environment. It is important to assess their quality to maintain high standards of education and to foster a harmonious working environment since the quality of education delivered to the learners is influenced by a healthy internal culture of school personnel.

The learners, being the core of the teaching-learning process, are vital components of the school's internal environment. It is very important to consider the diverse learners particularly their needs, learning styles, as well as expectations to suit the educational approach to maximize student achievement. Through monitoring of learners' performance and progress, the effectiveness of teaching methods can be assessed thereby arriving at valuable insights that can be used as basis for improvement when necessary.

Another key element of the internal environment of the school is the curricular offering and other educational programs being implemented. Evaluating their relevance, alignment with educational standards and responsiveness to emerging educational trends enables the school to provide significant and appropriate learning opportunities.

Provision of adequate resources such as educational facilities, technology and equipment, and learning resources lead to effective instructional delivery.

Fiscal matters also play a critical role in the school's internal environment because effective resource allocation and effective fiscal management contribute to the financial stability and progress of the school.

To ensure that the financial aspect is sustainable, there should be a comprehensive analysis of the school's budget, expenditure patterns and steady supply of revenue. Another contributory factor to the school's distinct identity is the school's internal culture, values and traditions. Assessing their alignment with the school's vision, mission, goals and objectives will contribute to the maintenance of a positive atmosphere.

A thorough analysis of the school's internal environment serves as a basis for strategic planning and continuous improvement in the school.

KEY RESULT AREAS (KRAs)

Several Key Result Areas (KRAs) collectively contribute to the overarching goal of providing high-quality education and fostering a conducive learning environment at La Union National High School. These KRAs serve as the backbone of the school's improvement process, ensuring continuous growth and innovation to meet the needs of both learners and educators.

1. Academic Excellence

Academic excellence remains the foremost priority among the KRAs. This includes improving learning outcomes, enhancing student achievement, and ensuring the curriculum's effectiveness. By regularly assessing and analyzing test results, academic performance, and student feedback, the school gains valuable insights into the efficacy of teaching strategies and the alignment of the curriculum with educational standards. These assessments inform targeted interventions that bolster both teaching and learning processes, ensuring that every student achieves their full potential.

2. Faculty Professional Development and Performance

The professional growth and performance of the teaching staff play a crucial role in the quality of education delivered. Regular monitoring of teachers' instructional effectiveness allows the school to identify specific development needs. By addressing these needs through professional development programs, training workshops, and mentoring initiatives, educators are empowered to adopt innovative teaching methods and stay updated with current educational trends. This commitment to continuous improvement among faculty ensures a dynamic and effective learning environment.

3. Learners' Well-being and Holistic Development

The well-being and holistic development of learners go beyond academic success. This KRA emphasizes the importance of nurturing students' social and emotional health, fostering participation in extracurricular activities, and enhancing their overall satisfaction with the school experience. Monitoring students' involvement in sports, arts, leadership programs, and other non-academic pursuits provides insights into their personal growth and well-being, creating a balanced and supportive environment for every learner.

4. Infrastructure and Facilities

A conducive physical environment significantly impacts the education process. As such, the condition of the school's infrastructure and facilities is a critical KRA. Regular inventory and assessments help identify areas requiring upgrades or repairs, ensuring the school adapts to the evolving needs of the teaching and learning community. Well-maintained classrooms, laboratories, libraries, and recreational spaces enhance the overall educational experience and reflect the school's commitment to quality.

5. Financial Sustainability

The long-term success of La Union National High School relies on its financial sustainability. Efficient resource allocation, diverse revenue streams, and a sound financial standing are essential to the school's growth. Regular financial audits, budget reviews, and strategic planning enable the school to manage resources effectively, ensuring funds are directed towards programs and initiatives that drive improvement and innovation.

6. Community Engagement

Strong ties with the local community are vital to a school's progress. Engaging parents, alumni, and community stakeholders fosters a collaborative approach to education. Partnerships with local organizations, involvement in community service projects, and active participation in school activities strengthen these relationships, creating a network of support that benefits the entire school community.

A comprehensive situational analysis of these KRAs at La Union National High School provides a clear understanding of the school's status and areas for improvement. This analysis involves reviewing academic performance, faculty development, learner well-being, infrastructure quality, financial management, and community involvement. The insights gained from this process serve as the foundation for strategic planning and continuous improvement initiatives.

By addressing identified challenges and leveraging strengths, the school can enhance its educational programs and services, ultimately improving learning outcomes and contributing to the broader development of the community.

School's Current Situation

The school serves as a center for education in the community with an enrolment of 3,037 JHS and 2,475 SHS learners. It consists of several teachers, ensuring a favorable student-to-teacher ratio for effective learning. This collaborative effort among educators and support staff underscores the school's commitment to fostering a conducive and enriching environment for the holistic development of its learners.

The school is also committed to delivering a comprehensive and globally competitive education through its implementation of the K-12 Basic Education Curriculum. Through these curricular offerings, the school aims to equip its learners with a well-rounded education that not only meets academic standards but also fosters critical thinking, creativity, and adaptability essential for success in the ever-evolving landscape of the 21st century.

Despite its many strengths, the school faces several pressing challenges that hinder its ability to provide an optimal learning environment. These include a limited availability of educational technologies to support teaching and learning, an insufficient number of chairs for students, a lack of adequate comfort rooms to accommodate the growing number of learners, and an inadequate water supply.

These issues highlight the urgent need for infrastructure development and additional resources to construct new classrooms, easing the strain on the current system and creating a more conducive and efficient learning environment.

In response, the school is actively pursuing solutions by collaborating with local authorities and seeking community support to secure the necessary resources for expanding and improving its infrastructure.

KEY PERFORMANCE INDICATORS (KPI)

ACCESS

This is a key result area in education, focusing on ensuring equal opportunities for all learners to access education, regardless of their social class, gender, ethnicity, background, or physical and mental disabilities. As part of this initiative, indicators such as school enrollment, dropout rate, retention rate, survival rate, promotion rate, completion rate, and graduation rate will be presented.

Grade Level	2020-2021	2021-2022	2022-2023	2023-2024
7	820	805	714	568
8	797	900	788	670
9	851	890	870	750
10	842	888	812	813
TOTAL	**3310**	**3483**	**3184**	**2801**
11	1030	1259	1169	1080
12	869	1055	1219	1135
TOTAL	1899	2314	2388	2215
GRAND TOTAL	**5209**	**5797**	**5572**	**5016**

Table 1a: School Population

Table 1a shows data on school population for the past four years. It can be seen from the table that there is a fluctuating trend of enrollment. It can also be noted that overall, during the School Year 2021-2022 has the highest enrollment with a total of 5797 students, while School Year 2023-2024 has the lowest with 5016 students. Specifically, the enrollment in the Junior High School showed its highest population during the SY 2021-2022 with 3483 and its lowest with 2801 population during the SY 2023-2024. Meanwhile, the highest population in the Senior High school was notable during the SY 2022-2023 with 2388 population, while the lowest was in SY 2020-2021 with 1899. The result implies that the sudden decrease in the school population is the adjustment face of the students as well as their families from the disruptions of remote learning due to the recent effect of COVID-19. Although there was an increase in the population during the first year of

the implementation of the shifting schedule, there were still students who preferred not to enroll their children due to personal reasons.

Net Enrollment Rate

The net enrollment rate is a key indicator used to measure the proportion of students at the official school-age group who are enrolled in a specific level of education. This rate provides valuable insights into access to education and highlights trends in student participation over time.

Table 1b. Net Enrollment Rate

	2020-2021	2021-2022	2022-2023	2023-2024
JHS	99.81	99.71	99.29	99.78
SHS	70.04	69.84	87.85	89.53

Table 1b presents enrollment figures across various grade levels from 2020-2021 to 2023-2024. As featured in the table, the enrolment rate for the Junior High School during SY 2020-2021 was at 99.81 percent, however, a decrease in the rate was visible during SY 2021-2022 and SY 2022-2023 with 99.71 percent and 99.29 percent, respectively. An increase was then noted during the SY 2023-2024 with a total net enrollment rate of 99.78 percent. Meanwhile, as for the data of the Senior High School, SY 2020-2021 was reported with 70.04 percent net enrollment rate which decreased to 69.84 percent during SY 2021-2022. Concurrently, an increase was evident in SY 2022-2023 and SY 2023-2024 with a total net enrollment rate 87.85 percent and 89.53 percent, respectively. These fluctuations suggest that while Junior High School enrollment faced minor setbacks before rebounding, Senior High School experienced marked improvements, potentially reflecting successful interventions or even the growing interest in higher secondary education.

Gross Enrollment Rate

Gross Enrollment Rate (GER) provides an overview of access to education and highlights the capacity of an education system to accommodate students.

Table 1c. Gross Enrollment Rate

	2020-2021	2021-2022	2022-2023	2023-2024
JHS	125.09	124.13	112.39	103.82
SHS	109.2	158.6	103.96	118.32

Table 1c reveals the gross enrollment rate of the JHS and SHS of La Union National High School from SY 2020-2021 to SY 2023-2024. It was indicated that for JHS, there is a decrease in their GER from 125.09 in SY 2020-2021 to 103.84 in SY 2023-2024. Meanwhile, as for the data of the SHS GER, there was a fluctuation rate as there was 109.2 in SY 2020-2021, 158.6 in SY 2021-2022, 103.96 in SY 2022-2023, and 118.32 in SY 2023-2024.

The result implies that the consistent decrease in JHS GER suggests a potential decline in student retention or enrollment at this level, which may indicate challenges such as demographic shifts, accessibility, or other socioeconomic factors affecting student participation.

Conversely, the fluctuating GER in SHS reflects variability in enrollment trends, possibly influenced by policy changes, increased accessibility, or external factors such as economic conditions or the impact of the COVID-19 pandemic. These patterns underscore the need for targeted interventions to address the specific factors contributing to these trends, ensuring sustained and equitable access to education.

Drop Out Rate

Table 1d. Drop Out Rate

	2020-2021	2021-2022	2022-2023	2023-2024
JHS				
GRADE 7	1.34	4.22	6.3	0
GRADE 8	0	0.56	1.14	0
GRADE 9	0.47	6.51	3.1	0
GRADE 10	0	1.69	0	0
SHS				
GRADE 11	1.04	1.12	3.17	2.14
GRADE 12	0.79	0.24	1.76	0.99

Dropout rate measures the percentage of students who leave school before completing a specific grade level or education cycle. Table 1d discusses the dropout rate in La Union National High School for (4) four school years. It can be noted that in the JHS, the dropout rate in Grade 7 for the SY 2020-2021 was 1.34 percent; for SY 2021-2022, there was 4.2 percent; for SY 2022-2023, there was 6.3 percent which can be noted as the highest dropout rate within the (4) four years period; and no dropout rate was recorded for the SY 2023-2024.

As for the dropout rate of Grade 8, it was noted that there was a zero-dropout rate for both SY 2020-2021 and SY 2023-2024; while there is 0.56 percent dropout rate for SY 2021-2022 and a 1.14 percent for the SY 2022-2023.

The drop out data for Grade 9 shows that for the SY 2020-2021, there was 0.47 percent; 6.51 percent was the rate for the SY 221-2022, which was the highest recorded rate within the (4) four years; 3.1 percent was for SY 2022-2023; and none was recorded as drop out for the SY 2023-2024.

For the drop out data of Grade 10, it is noticeable that for the SY 2021-2022, 1.69 percent was recorded; meanwhile, no dropouts were recorded for the SY 2020-2021, 2022-2023, and 2023-2024, respectively.

Another data seen in the table is the dropout rate in the SHS. There was 1.04 percent in SY 2020-2021; 1.12 percent in SY 2021-2022; 3.17 percent which is the highest in 2022-2023; and 2.14 percent in SY 2023-2024. Meanwhile, as for the data in Grade 12, it is deemed that there was 0.79 percent in SY 2020-2021; 0.24 percent in SY 2021-2022; 1.76 percent which is the highest in 2022-2023; and 0.99 percent in SY 2023-2024.

The data implies that over four school years, there were notable patterns and fluctuations across grade levels in both JHS and SHS. Encouragingly, no dropouts were recorded in Grade 7,8,9, and 10 for SY 2023-2024, indicating significant improvements in retention efforts.

In SHS, dropout rates were consistently present, thus, these trends suggest that while efforts to reduce dropout rate have been effective in certain years, challenges persist. Factors such as socioeconomic difficulties, academic challenges, and external pressures may have contributed to higher dropout rates during certain years.

Continued interventions, such as academic support programs, enhanced counselling services, and financial assistance, are essential in sustaining the progress and further minimize dropout rate across all grade levels.

Retention Rate

Retention rate in schools is a critical metric that reflects the ability of educational institutions to keep students enrolled until they complete their intended program or grade level.

The fluctuating retention rates from Grade 7 to 10 and Grade 7 to 12 across the four school years reveal a dynamic pattern that warrants further investigation. The retention rates for Grade 7 to 10 show a significant increase from SY 2020-2021 (102.34 percent) to SY 2022-2023 (119.85 percent), followed by a notable decline to 90.4 percent in SY 2023-2024. Similarly, the Grade 7 to 12 retention rates peaked at 115.02 percent in SY 2021-2022, only to drop to 102.4 percent in SY 2022-2023 and 102.18 percent in SY 2023-2024.

Table 1e. Retention Rate

	2020-2021	2021-2022	2022-2023	2023-2024
G7 TO G10	102.34	109	119.85	90.4
G7 TO G12	108.36	115.02	102.45	102.18

These variations may indicate underlying factors such as changes in enrollment policies, the impact of external challenges like the pandemic, or shifts in student population dynamics. Addressing these fluctuations is essential to ensure sustainable retention rates and to identify strategies that consistently support student progression and engagement.

Survival Rate

The survival rate in school enrollment measures the percentage of students who continue their education and successfully progress to the final grade of a particular level. It reflects the ability of an education system to retain students over time and is a key indicator of educational quality and student engagement.

Table 1f. Survival Rate

	2020-2021	2021-2022	2022-2023	2023-2024
JHS	81.27	103.98	102.78	99.15
SHS	83.88	114.43	142.07	132.9

Table 1f shows the survival rate in La Union National High School in both JHS and SHS. It can be noted that for the SY 2020-2021, the survival rate in the JHS was 81.27 percent, while SHS was 83.88 percent. The survival rate increased significantly to 103.98 for JHS and 114.43 for SHS in SY 2021-2022. However, in SY 2022-2023, there was a partial decrease in the navigation of the JHS program as it 102.78 percent was declared; such result was an opposite to the SHS program survival rate which is 142.07 percent. Same lowering of survival rate was again noted in the SY 2023-2024 with the JHS program having 99.15 percent and the SHS program with 132.39 percent.

The result implies that while both programs experienced significant increases in survival rates during SY 2021-2022, suggesting improvements in retention efforts and student support mechanisms, subsequent years showed a mixed pattern. The partial decreases observed in JHS survival rates in SY 2022-2023 and SY 2023-2024 highlight potential challenges in sustaining student retention at this

level. In contrast, SHS continued to demonstrate higher survival rates, albeit with a slight decline in SY 2023-2024.

These trends indicate the need for targeted interventions, particularly for JHS, to address factors affecting retention and ensure that progress in student survival rates is maintained across all grade levels

Promotion Rate

The promotion rate in schools is a vital indicator of academic progression, measuring the percentage of students who successfully advance to the next grade level at the end of a school year. It reflects the effectiveness of the education system in supporting student learning and development.

Table 1g. Promotion Rate

	2020-2021	2021-2022	2022-2023	2023-2024
GRADE 7	97.72	97.44	88.07	79.13
GRADE 8	95.22	110.66	87.11	84.26
GRADE 9	93.86	103.88	97.53	85.29
GRADE 11	99	99.08	97.6	98.96

Table 1g displays the promotion rate of Grade 7, 8, 9, and 11 students in La Union National High School. For Grade 7, SY 2020-2021, got the highest promotion rate of 97.72 percent; SY 2021-2022 has 97.44 percent; SY 2022-2023 has 88.07 percent; and SY 2023-2024 has 79.13 percent which has the lowest promotion rate. As for the promotion rate of Grade 8, SY 2020-2021 has 95.22 percent; SY 2021-2022 has 110.66 percent which has the highest promotion rate; SY 2022-2023 has 87.11 percent; and SY 2023-2024 has 84.26 percent which indicated the lowest promotion rate. For the promotion rate of Grade 9, SY 2020-2021 has 93.86 percent; SY 2021-2022 has 103.88 percent which has the highest promotion rate; SY 2022-2023 has 97.53 percent; and SY 2023-2024 has 85.29 percent which indicated the lowest promotion rate. As for the promotion of Grade 11, SY 2020-2021 has 99 percent; SY 2021-2022 has 99.08 percent which has the highest promotion rate; SY 2022-2023 has 97.6 percent; and SY 2023-2024 has 98.96 percent which indicated the

lowest promotion rate. These trends suggest challenges in sustaining high promotion rates, particularly in lower grades, where significant declines are observed over the years. The fluctuations may point to underlying factors such as academic difficulties, attendance issues, or external influences that impact student progression.

The consistent performance in Grade 11 indicates stronger retention efforts or fewer barriers at this level. These findings emphasize the need for targeted interventions, especially for Grades 7, 8, and 9, to address the factors contributing to declining promotion rates and ensure students' successful academic advancement.

Transition Rate

The transition rate in schools measures the percentage of students who successfully move from one educational level to the next such as from junior high to senior high. Table 1h indicates transition rate of Grade 10 to Grade 11. It is notable that the transition rate for SY 2020-2021 was 135.17 percent; the transition rate for SY 2021-2022 increased to 149.52 percent; however, there was a decrease to 131.64 percent in SY 2022-2023; an increase was again experienced in SY 2023-2024 with 133 percent.

Table 1h. Transition Rate

	2020-2021	2021-2022	2022-2023	2023-2024
G10 TO G11	135.17	149.52	131.64	133

The data implies that there is a fluctuating trend in student progression from Grade 10 to 11 over the (4) four school years. The significant increase seen between SY 2020-2021 and SY 2021-2022 indicates a notable improvement in transitioning students, potentially due enhanced policies after the COVID-19 pandemic or increased student retention efforts.

However, the subsequent decline in 2022-2023 suggests that challenges that may have disrupted the transition process, such as

socioeconomic barriers, academic difficulties, or external factors. Meanwhile, the slight rebound in SY 2023-2024 demonstrates some recovery but also highlights the need for the sustainability of consistent measures and improvement of transition rates.

Such fluctuations underscore the importance of identifying and addressing barriers to students' progression to ensure steady and equitable access to higher levels of education.

Completion Rate/ Graduation Rate

The completion rate and graduation rate are essential indicators of student success in education. The completion rate measures the percentage of students who finish a specific grade or education level within the expected time frame, while the graduation rate focuses on those who successfully complete their final year of a particular program or level, such as high school.

Table1i. Completion Rate/ Graduation Rate

	2020-2021	2021-2022	2022-2023	2023-2024
GRADE 10	99.88	98.31	99.88	100
GRADE 12	99.22	99.44	98.51	98.96

Based on the data, the completion rate of Grade 10 for the SY 2020-2021 and SY2022-2023 was 99.88 percent, respectively; 98.31 percent was in SY 2021-2022; and 100 percent was recorded for SY 2023-2024.

Meanwhile, according to the data of Grade 12, 99.22 percent was the graduation rate; 99.41 percent graduated during SY 2021-2022, which was also considered the highest in four school years; 98.51 percent graduated in SY 2022-2023; ad 98.96 percent was the rate in SY 2023-2024.

The following results implies that the completion and graduation rate data for La Union National High School demonstrates consistent performance in student success across Grade 10 and Grade 12 over the four school years analyzed reflecting the school's ability to guide students toward successfully completing their educational milestones.

QUALITY

Quality as one of the key result areas encompasses a multifaceted approach that goes beyond academic achievements and includes factors that contribute to a well-rounded and effective learning environment. It refers to providing all learners with quality education for them to reach their full potential and contribute to the nation.

In this plan, it includes reading assessment results.

Reading Assessment Results for LETRA (English)

Table 2. Reading Assessment Results (LETRA-English)
SY 2023-2024; N=2292

	Word level	Sentence Level	Paragraph level	Story level	Story level + comprehension	Local material level + comprehension
Grade 11	116	205	268	195	156	89
Grade 12	128	196	263	183	118	102

Table 2 shows the data on the reading level of the Senior High School students in the 2023-2024 LETRA (English). Based on the result, there were 116 Grade 11 students who are in the word level; 205 students in the sentence level; 268 students in the paragraph level; 195 students in the story level; 156 students in the story level +

comprehension level; and 89 students in the local material level+ comprehension. Meanwhile, there were 128 Grade 12 students who are in the word level; 196 students in the sentence level; 263 students in the paragraph level; 183 students in the story level; 118 students in the story level + comprehension level; and 102 students in the local material level + comprehension. These findings suggest that the majority of student across both grade levels are at the paragraph level, indicating moderate reading proficiency. However, the presence of students at the word level highlights the need for targeted interventions to support those struggling with foundational reading skills.

Reading Assessment Results for LETRA (Filipino)

Table 3. Reading Assessment Results (Filipino)
SY 2023-2024; N=2292

	Word level	Sentence Level	Paragraph level	Story level	Story level + comprehension	Local material level + comprehension
Grade 11	8	38	106	120	175	112
Grade 12	50	123	151	218	108	77

The assessment results indicate varying levels of reading proficiency among Senior High School students. For Grade 11, most students are in the story level with comprehension (175) and the local material with comprehension level (112), suggesting strong reading and comprehension skills in a significant portion of the cohort. However, there are still a small number (8) of students at the word level, indicating a need for foundational literacy support. In Grade 12, the largest groups are in the story level (218) and the paragraph level (151), with a substantial number also reaching the story level with comprehension (108) and local material with comprehension level (77). Despite these promising numbers, 50 Grade 12 students remain at the word level, highlighting the need for tailored interventions to ensure all students can progress to higher levels of reading and comprehension proficiency.

Overall, the results emphasize the importance of continuous literacy programs to address the needs of both struggling and advanced readers.

Reading Assessment Results (Phil-Iri- Filipino) for SY 2021-2022

Table 3a. Reading Assessment Results (Phil-Iri- Filipino)
SY 2021-2022; N=3204

	Independent	Instructional	Frustration	Non-Reader
Grade 7	**536**	**225**	**1**	**0**
Grade 8	**662**	**79**	**0**	**0**
Grade 9	**630**	**196**	**0**	**0**
Grade 10	**549**	**327**	**0**	**0**

Table 3a shows the reading assessment result for the Phil-Iri for the School Year 2021-2022 of the Junior High School.The data reveals promising results in the reading proficiency of Junior High School (JHS) students, with no non-readers observed across all grade levels and only one Grade 7 student categorized in the Frustration level. The highest reading proficiency, independent level (where learners can read without assistance), is notably prevalent, with 536 students in Grade 7, 662 in Grade 8, 630 in Grade 9, and 549 in Grade 10 achieving this level. Additionally, a substantial number of students are at the Instructional level (requiring some guidance), with 225 in Grades 7 and 8, 106 in Grade 9, and 327 in Grade 10. These results suggest that the majority of JHS students have developed strong reading skills, and the presence of a significant number of independent readers highlights the effectiveness of the implemented reading strategies. The findings emphasize the importance of sustaining and enhancing these innovative approaches to further support learners and maintain progress in reading proficiency.

Reading Assessment Results (Phil-Iri- Filipino) for SY 2022-2023

Table 3b. Reading Assessment Results (Phil-Iri- Filipino)
SY 2022-2023; N=3140

	Independent	Instructional	Frustration	Non-Reader
Grade 7	244	372	31	1
Grade 8	499	260	29	20
Grade 9	397	421	64	3
Grade 10	452	309	54	2

The data presented in Table 3b highlights the reading proficiency levels of Junior High School (JHS) students for the School Year 2022-2023 as assessed by the Phil-IRI. The results indicate that while a significant number of students across all grade levels achieved Independent and Instructional reading levels, there remains a notable concern regarding those in the Frustration level and Non-Readers category. Grade 7 showed the least number of Non-Readers (1), but Grade 8 exhibited the highest with 20. Similarly, Grade 9 recorded the highest number of students in the Frustration level (64), while Grade 7 had the lowest (31). These figures underscore the need for targeted interventions, particularly for students struggling with reading, to ensure that all learners achieve functional literacy and are better equipped for academic success.

Reading Assessment Results (Phil-Iri- Filipino) for SY 2023-2024

Table 3c. Reading Assessment Results (Phil-Iri- Filipino)
SY 2023-2024; N=2969

	Independent	Instructional	Frustration	Non-Reader
Grade 7	**33**	**280**	**257**	**0**
Grade 8	**35**	**293**	**363**	**0**
Grade 9	**22**	**335**	**378**	**0**
Grade 10	**4**	**390**	**508**	**0**

Table 3c shows the reading assessment results of Phil-IRI- Filipino in the School Year 2023-2024. There are no Non-Readers within all grade levels. However, in Grade 7, there are (33) thirty-three independent readers, 280 students in Instructional, and 257 in Frustration level. As for Grade 8, there are (35) thirty-five in Independent, 293 in Instructional, and 363 students in Frustration. For the Grade 9, there are (22) twenty-two students in independent level, 335 students in Instructional, and 378 students in Frustration. As for Grade 10, there were (4) four independent level, 390 students in Instructional, and 508 students in Frustration level. These figures despite the zero rate of non-readers still underscore the need for targeted interventions, particularly for students struggling with reading.

RESILIENCY AND WELL –BEING

Resiliency and well-being of learners refers to the capacity of learners to bounce back from challenges, adapt positively to stress, and maintain a state of overall well-being. This part includes the nutritional status of the learners.

Health and Nutritional Status of Learners

Table 4a. Health and Nutritional Status of Learners
SY 2021 - 2022

Grade Level	Severely Wasted	Wasted	Normal	Overweight	Obese
Grade 7	10	33	456	23	0
Grade 8	7	17	376	3	0
Grade 9	8	35	311	10	0
Grade 10	11	42	464	5	0
Grade 11	31	103	896	26	2
Grade 12	19	118	696	32	6
TOTAL	86	348	3199	99	8

Table 4a presents the Health and Nutritional Status of learners for the SY 2021-2022. The provided data presents the nutritional status of learners across different grades, including Grade 7 to Grade 12. The

nutritional status is categorized into Severely Wasted, Wasted, Normal, Overweight, and Obese.

The majority of learners in all grades, fall within the normal nutritional status. The prevalence of severely wasted and wasted learners is generally low across all grades. The presence of severely wasted and wasted learners, even in small numbers, warrants attention and investigation into potential underlying causes.

Identifying factors contributing to students being severely wasted or wasted is crucial for implementing targeted interventions. The minimal number of learners classified as overweight or obese suggests a positive trend in terms of weight management within the student population.

In conclusion, the data on nutritional status provides insights into the health of learners across different grades. While the majority fall within the normal range, the presence of severely wasted and wasted learners highlights the need for ongoing monitoring, investigation, and targeted interventions to ensure the well-being of all students.

Table 4b. Health and Nutritional Status of Learners SY 2022-2023

Grade Level	Severely Wasted	Wasted	Normal	Overweight	Obese
Grade 7	27	38	522	35	3
Grade 8	23	50	617	43	5
Grade 9	22	66	712	24	4
Grade 10	16	104	659	18	8
Grade 11	27	89	1,108	12	4
Grade 12	18	133	1,074	15	3
TOTAL	133	480	4692	147	27

Table 4b presents the Health and Nutritional Status of learners for the SY 2022-2023.

The provided data outlines the nutritional status of learners for the school year 2022-2023, categorized into Severely Wasted, Wasted, Normal, Overweight, and Obese across different grades, including Grade 7 to 12 learners.

The majority of learners in all grades, fall within the normal nutritional status. The prevalence of severely wasted and wasted learners is generally low across all grades. The presence of severely wasted and wasted learners, even in small numbers, warrants attention and investigation into potential underlying causes.

In conclusion, the data on nutritional status provides insights into the health of learners across different grades. While the majority fall within the normal range, the presence of severely wasted and wasted learners highlights the need for ongoing monitoring, investigation, and targeted interventions to ensure the well-being of all students.

Table 4c. Health and Nutritional Status of Learners
SY 2023-2024

Grade Level	Severely Wasted	Wasted	Normal	Overweight	Obese
Grade 7	17	27	451	32	1
Grade 8	13	51	568	27	0
Grade 9	24	46	680	33	2
Grade 10	21	110	677	29	2
Grade 11	17	76	1103	16	7
Grade 12	12	109	1052	13	9
Total	104	416	4531	150	21

Table 4c presents the Health and Nutritional Status of learners for the SY 2023-2024. The provided data presents the nutritional status of learners across different grades, including Grade 7 to 12. The nutritional status is categorized into Severely Wasted, Wasted, Normal, Overweight, and Obese. The data reflects the distribution of learners across various nutritional categories, providing insights into their overall health and well-being.

The majority of learners in all grades, fall within the normal nutritional status. The prevalence of severely wasted and wasted learners is generally low across all grades. The presence of severely wasted and wasted learners, even in small numbers, warrants attention and investigation into potential underlying causes.

The presence of Obese in Grade 11 and 12 may indicate the need for early intervention. Understanding the factors contributing to obese status, such as socio-economic conditions, health issues, or dietary patterns, is crucial for developing targeted interventions.

In conclusion, the data provides valuable insights into the nutritional status of learners across different grades. The presence of Severely Wasted and Wasted students in grades 9 and 10 signals the need for targeted interventions and highlights the importance of ongoing monitoring to ensure the overall health and well-being of the learner population.

GOVERNANCE

School governance plays a vital role in shaping the quality and effectiveness of educational institutions. It encompasses the policies, systems, and processes through which schools are managed and guided to achieve their educational goals.

SBM Level of Practice

Table 5. SBM Level of Practice

Level 2- Maturing	Level 2- Maturing	Level 2- Maturing

Table 5 shows the data gathered on SBM level of practice for the last three school years. SBM levels typically represent the maturity and effectiveness of a school's management practices. In this case, "Level 2- Maturing" suggests that the school's management system is evolving and progressing but may not yet have reached a fully mature and advanced stage.

The data reveals that there is a consistency in the SBM level of the school as it maintains a "Level 2- Maturing" status across all three years. The consistency in maintaining a "Level 2 - Maturing" status over the past three school years, as shown in Table 5a, highlights a steady implementation of school-based management (SBM) practices. While this

reflects the school's ability to sustain foundational management systems and practices, it also indicates the need for targeted efforts to advance to a higher SBM level. The "Maturing" level suggests progress and potential but points to areas that require further development, such as more robust stakeholder engagement, innovative resource management, and comprehensive monitoring systems. To transition to a more advanced SBM level, the school must focus on refining its processes, fostering a culture of continuous improvement, and addressing specific gaps that may hinder its progression.

School Governance Council

A School Governance Council (SGC) serves as a vital platform for collaborative decision-making and shared leadership in educational institutions. Comprising representatives from various stakeholders, including school administrators, teachers, parents, students, and community members, the council works to align school policies and practices with the institution's goals and the broader needs of its learners. The SGC plays a pivotal role in fostering transparency, accountability, and inclusivity in school management, ensuring that diverse perspectives are considered in shaping key decisions.

Table 5a. School Governance Council

Functional	Functional	Functional

It can be seen in Table 5a that the School Governance Council of La Union National High School is functional within three school years (2020-2023).This consistency indicates that the council is actively fulfilling its role in engaging stakeholders, shaping policies, and addressing school-related concerns. However, to maximize its impact, the council must continuously assess its processes, strengthen stakeholder participation, and adapt to evolving educational needs. A functional SGC is a foundation for driving meaningful school improvements, promoting accountability, and fostering a sense of ownership among all members of the school community.

OPCRF Rating

Table 6a. Summary of OPCRF Rating

	2021	2022	2023
OUTSTANDING	3	4	6
VERY SATISFACTORY	24	24	23
SATISFACTORY	-	-	-

The table provides data on the performance ratings of employees for the years 2021 to 2023, categorized into three levels: Outstanding, Very Satisfactory, and Satisfactory. The data reflects changes in employee performance across these years, with notable trends in the "Outstanding" and "Very Satisfactory" categories, while the "Satisfactory" category has no entries.

The Outstanding performance ratings show a consistent increase over the three years, starting with 3 employees in 2021, increasing to 4 in 2022, and further rising to 6 in 2023. This upward trend suggests that more employees are excelling in their roles, possibly due to improved support systems, targeted training programs, or clearer performance expectations that encourage excellence. The Very Satisfactory category remains relatively stable, with 24 employees achieving this rating in 2021 and 2022, and a slight decrease to 23 in 2023. This consistency reflects that the majority of employees are maintaining high standards of performance, though the minor decrease in 2023 could indicate the transition of some employees from "Very Satisfactory" to "Outstanding." There are no employees rated as Satisfactory across all three years. This

could imply that the organization has set a high benchmark for performance, where only the top two categories, "Outstanding" and "Very Satisfactory," are recognized. It might also suggest that employees are adequately supported to achieve higher levels of performance, avoiding lower ratings entirely.

The data reflects a positive trend in employee performance, with a growing number of employees reaching "Outstanding" levels and most maintaining "Very Satisfactory" ratings. The absence of "Satisfactory" ratings suggests a strong culture of excellence within the organization. However, continuous monitoring is essential to ensure that the slight dip in "Very Satisfactory" ratings does not evolve into a broader issue. Strategies such as professional development opportunities, recognition programs, and feedback systems could help sustain or further improve these performance trends. The performance ratings from 2021 to 2023 reveal several key insights into the organizational culture, employee development, and performance management practices. The steady increase in employees rated as Outstanding, from 3 in 2021 to 6 in 2023, highlights a positive trajectory in the recognition of excellence within the workforce. This trend suggests that the organization may have implemented measures such as leadership development programs, clearer performance metrics, or incentives that motivate employees to aim for the highest rating.

The relatively stable numbers in the Very Satisfactory category, with 24 employees in both 2021 and 2022 and a slight dip to 23 in 2023, demonstrate a consistently high level of performance across most of the workforce. This consistency indicates that the organization has likely maintained robust systems for managing employee performance, such as regular training, mentoring, and effective feedback mechanisms. The slight decline in 2023 could point to a few employees transitioning to the "Outstanding" category or experiencing challenges that need to be addressed, such as changing job roles, increased workload, or external factors impacting performance.

The absence of employees rated as Satisfactory across all three years is particularly noteworthy. This might indicate a culture that does not settle for mediocrity and instead fosters a performance-driven environment where employees are encouraged to excel. It could also reflect an effective talent acquisition and retention strategy, where individuals are recruited and nurtured with the skills and attitudes needed to perform above the satisfactory level. However, the absence of this category may also warrant a deeper examination to ensure that employees who might be struggling are not overlooked or pressured to meet unrealistic expectations.

CHALLENGES IN BASIC EDUCATION

- Access (TA) **MA**ke the curriculum relevant to produce competent and job-ready, active, and responsible citizens;
- Quality (MA, G) **MA**ke the curriculum relevant to produce competent and job-ready, active, and responsible citizens; **G**ive support to teachers to teach better.
- Learners Resilience and Well- Being (TA 2) **TA**ke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment; and
- Governance (TA1) **TA**ke steps to accelerate delivery of basic education facilities and services;

ACCESS

Goal #1: All school–age learners, youth and adults have access to relevant basic learning opportunities.

The enrolment has significantly increased. With the growing number of enrolments, there are, learners who are at risk of dropping out. The following reasons for absenteeism were cited: health and nutrition, financial matter, family problems and distance of school from home.

EQUITY

Goal #2: School-age learners and youth, and adults in situations of disadvantage benefitted from appropriate equity initiatives.

Based on the school learners mapping activity in partnership with the Barangay Council there are out-of-school youth/learners who are not in school and still considered as school age learners. The availability of updated data of the number school children in the school's service area provides a clearer picture of the school strong desire and advocacy for inclusive education. And establish Open High School Program and ALS programs.

QUALITY

Goal #3: Learners complete Kto12 basic education having attained all learning standards that equip them with the necessary skills and attributes and are confident to pursue their chosen paths.

As an institution of learning, the school adheres to the Department of Education's aim to protect the right of Filipino to quality basic education that is equitable, culture-based, and complete.

Reading Assessment results show an improvement in the learners' literacy. The effectiveness of remedial instruction and peer reading are just some of the interventions needed by the remedial teachers to improve the reading level of the learners.

Based on the findings of curriculum experts the DepEd curriculum content is congested, and some prerequisites of identified essential learning competencies are missing or misplaced.

There is a need to upskill and reskill teachers to improve the teaching methods of our teachers in addressing 21st-century skills.

LEARNERS RESILIENCE AND WELL- BEING

Learners are resilient and know their rights and have life skills to protect themselves and exercise their education related rights, while being aware of their responsibilities as individuals and as members of society.

Malnutrition

The public school has struggled to make significant improvements in stunting rates, a persistent issue over the course of several school years.

Learning

Parents reported that their children are not learning adequately due to limited resources/educational technologies, poor learning environments, and insufficient and sub-standard school

buildings to accommodate the growing number of learners in schools.

Lack of fundamental values or soft skills, such as hard work, resiliency, teamwork, and respect - skills needed in the workplace. It is therefore no surprise that graduates are oftentimes rejected by industry due to the lack of these fundamental skills.

Governance

Goal #5: Efficient, nimble and resilient governance and management processes.

The lack of school infrastructure and resources to support the ideal teaching process is the most pressing issue pounding the basic education, there is a need to build, repair, and maintain school infrastructures to accommodate the growing number of learners in schools.

Urgent need for teachers to “return to the classrooms and they must teach. This will only be made possible if “backbreaking and time-consuming administrative tasks” are lifted off their shoulders.

PERFORMANCE TARGET

These key performance targets collectively contribute to the school's commitment to providing a holistic and quality education, fostering an environment where learners can thrive academically, socially, and emotionally. The achievement of these targets will not only benefit individual learners but will also contribute to the overall success and positive reputation of the school within the community.

Net Enrollment Rate

The Net Enrollment Rate (NER) in the School Improvement Plan is a crucial metric reflecting the proportion of eligible learners currently enrolled, accounting for age and grade appropriateness. This concise description underscores the plan's commitment to ensuring not only access to education but also the retention of learners within the appropriate age and grade brackets. The NER target signifies the school's dedication to minimizing dropout rates and promoting sustained enrollment, contributing to a stable and progressive educational environment. The plan outlines strategic measures for monitoring and enhancing the NER, aligning with the broader goal of fostering continuous and meaningful student participation in the educational system.

Table 6. Net Enrollment Rate

SY	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29
JHS (Actual)	99.81	99.71	99.29	99.78					
JHS (Forecast)					99.62	99.58	99.55	99.51	99.47
SHS (Actual)	70.04	69.84	87.85	89.53					
SHS (Forecast)					99.55	107.10	114.65	122.20	129.76

The table presents the Net Enrollment Rate (NER) trends for both Junior High School (JHS) and Senior High School (SHS) from school year (SY) 2020-2021 to a forecasted projection for SY

2028-2029. For JHS, the actual NER shows remarkable stability, maintaining an almost universal enrollment rate across four school years, starting at

99.81% in SY 2020-2021 and slightly fluctuating to 99.71% in SY 2021-2022, 99.29% in SY 2022-2023, and rising back to 99.78% in SY 2023-2024. These figures suggest a consistent high level of participation among students in the JHS level, reflecting effective retention and access strategies. The forecasted NER for JHS shows a gradual decline from SY 2024-2025 to SY 2028-2029, with a slight drop from 99.62% to 99.47%. While still maintaining commendable enrollment rates, this gradual decline may indicate potential challenges in sustaining near-universal participation, such as population shifts, socioeconomic factors, or policy changes.

In contrast, the SHS NER presents a different narrative, characterized by significant improvement over the years. The actual NER for SHS started at a lower base of 70.04% in SY 2020-2021, slightly decreasing to 69.84% in SY 2021-2022, before showing a substantial leap to 87.85% in SY 2022-2023 and further increasing to 89.53% in SY 2023-2024. This sharp upward trend highlights growing participation at the SHS level, possibly driven by the implementation of senior high-specific programs, awareness campaigns, and efforts to align education with employment opportunities. The forecasted NER for SHS is even more striking, projecting a continued increase from 99.55% in SY 2024-2025 to 129.76% by SY 2028-2029. These projections suggest not only full participation but also an anticipated influx of enrollees beyond the standard age group, potentially due to alternative learning systems, returning learners, or policies encouraging further education. However, the unprecedented rise in NER beyond 100% signals a need to examine the assumptions behind the forecast, ensuring the projections are realistic and supported by adequate resources and infrastructure. Overall, the data reflects positive strides in educational participation, particularly in SHS, while emphasizing the importance of addressing emerging challenges to sustain and enhance these gains.

Gross Enrollment Rate

The Gross Enrollment Rate (GER) in the School Improvement Plan serves as a vital metric measuring the overall enrollment status within the school. This concise description highlights the GER as an indicator of the percentage of eligible learners enrolled in the school, emphasizing the plan's commitment to maximizing access to education and ensuring inclusivity. The GER target aims to reflect the school's dedication to providing educational opportunities for all eligible learners within its catchment area, contributing to a robust and diverse student body. Regular monitoring and strategic initiatives are outlined in the plan to maintain or improve the GER, fostering a dynamic and inclusive learning environment.

Table 7. Gross Enrollment Ratio (GER)

SY	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29
JHS (Actual)	125.09	124.13	112.39	103.82					
JHS (Forecast)					97.43	90.52	83.61	76.69	69.78
SHS (Actual)	109.20	158.60	103.96	118.32					
SHS (Forecast)					116.69	118.49	120.29	122.09	123.88

The table outlines the trends in the Gross Enrollment Ratio (GER) for both Junior High School (JHS) and Senior High School (SHS) from SY 2020-2021 to SY 2028-2029. GER is a key metric in education that includes the total enrollment regardless of age, often exceeding 100% when overage or underage students are included, reflecting access and inclusivity in education.

For JHS, the actual GER shows a downward trend over the years, starting at 125.09% in SY 2020-2021 and decreasing steadily to 124.13% in SY 2021-2022, 112.39% in SY 2022-2023, and 103.82% in SY 2023-2024. These figures indicate a gradual decline in the inclusion of overage or underage learners or potentially a reduction in late or returning enrollees. The forecasted GER for JHS continues this

downward trajectory, projected to drop significantly from 97.43% in SY 2024-2025 to 69.78% in SY 2028-2029. This decline may signal challenges such as declining population in school-age children, migration, or disengagement among learners, emphasizing the need for interventions to sustain access and participation.

In contrast, the SHS GER demonstrates a more dynamic pattern. The actual GER rose dramatically from 109.20% in SY 2020-2021 to an impressive 158.60% in SY 2021-2022, likely reflecting the influx of learners transitioning to SHS following the full implementation of the K-12 curriculum. However, it subsequently dropped to 103.96% in SY 2022-2023, followed by a recovery to 118.32% in SY 2023-2024. These fluctuations may be attributed to variations in enrollment policies, migration patterns, or economic factors affecting the learners' ability to pursue SHS.

The forecasted GER for SHS, however, shows a steady upward trend from SY 2024-2025 to SY 2028-2029, starting at 116.69% and reaching 123.88%. This continuous growth indicates a strong and increasing engagement at the SHS level, with more learners, including those outside the typical age group, participating in senior high education. This trend reflects ongoing efforts to improve access, particularly for alternative learning system (ALS) learners, dropouts returning to formal education, or programs encouraging lifelong learning. However, the steady rise in GER emphasizes the need for adequate infrastructure, teacher preparation, and resource allocation to accommodate a growing and diverse student population. Overall, while SHS demonstrates promising progress in inclusivity and participation, the steep decline in JHS GER calls for targeted efforts to address emerging barriers to education at this critical stage.

Dropout Rate

Table 8. Dropout Rate

SY	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29
7 (actual)	1.34	4.22	6.3	0					
7 (forecast)					1.30	0.92	0.54	0.16	0.22
8 (actual)	0	0.56	1.14	0					
8 (forecast)					0.35	0.38	0.40	0.42	0.44
9 (actual)	0.47	6.51	3.1	0					
9 (forecast)					0.04	0.56	1.16	1.76	2.37
10 (actual)	0	1.69	0	0					
10 (forecast)					0.013	0.015	0.017	0.019	0.021
11 (actual)	1.04	1.12	3.17	2.14					
11 (forecast)					3.03	3.53	4.02	4.52	5.02
12 (actual)	0.79	0.24	1.76	0.99					
12 (forecast)					1.56	1.75	1.94	2.13	2.33

The table illustrates the Dropout Rate (DOR) trends for Junior High School (JHS) across grade levels 7 to 11 from SY 2020-2021 to SY 2028-2029, providing both actual data for earlier school years and forecasted data for the subsequent years. The DOR reflects the percentage of students who leave the education system before completing the school year, serving as a critical indicator of retention and engagement within schools.

For Grade 7, the actual DOR shows a fluctuating trend, beginning at 1.34% in SY 2020-2021, peaking at 6.3% in SY 2022-2023, and dropping to 0% in SY 2023-2024. These shifts may reflect external factors such as economic pressures or the impact of interventions targeting dropout prevention. The forecast for Grade 7 indicates a steady

decline in dropout rates, projected at 1.30% in SY 2024-2025 and decreasing further to 0.22% by SY 2028-2029. This suggests optimistic expectations of improved student retention through enhanced support systems and educational strategies.

In Grade 8, the actual DOR started at 0% in SY 2020-2021, increased slightly to 0.56% in SY 2021-2022, and peaked at 1.14% in SY 2022-2023 before returning to 0% in SY 2023-2024. The forecast predicts a gradual and consistent increase in dropout rates, rising from 0.35% in SY 2024-2025 to 0.44% by SY 2028-2029. While the forecasted increase is modest, it raises concerns about potential retention challenges in this grade level, requiring attention to prevent escalation.

Grade 9 displays notable fluctuations in actual DOR, starting at 0.47% in SY 2020-2021, spiking dramatically to 6.51% in SY 2021-2022, and then declining to 3.1% in SY 2022-2023 and 0% in SY 2023-2024. The forecasted DOR for Grade 9 begins at a low 0.04% in SY 2024-2025 but is projected to rise steadily, reaching 2.37% by SY 2028-2029. This indicates potential vulnerabilities in this grade level, which often coincides with critical transitions in adolescence, underscoring the need for targeted retention programs.

For Grade 10, the actual DOR has been relatively low and intermittent, with 0% recorded in SY 2020-2021 and SY 2022-2023, and a slight increase to 1.69% in SY 2021-2022. Forecasted figures show a minimal and stable trend, starting at 0.013% in SY 2024-2025 and reaching only 0.021% by SY 2028-2029. This suggests that dropout concerns in Grade 10 may remain manageable, provided that existing interventions are maintained or enhanced.

Lastly, for Grade 11, the actual DOR shows a gradual increase, from 1.04% in SY 2020-2021 to 1.12% in SY 2021-2022, and a significant rise to 3.17% in SY 2022-2023 before slightly dropping to 2.14% in SY 2023-2024. The trends in Grade 11 likely reflect challenges unique to the Senior High School level, such as financial constraints, the transition to a more specialized curriculum, or the socioeconomic circumstances of learners.

In summary, while certain grade levels show positive trends with decreasing dropout rates, the fluctuations and forecasted increases in others highlight the need for continuous monitoring and proactive

measures. Retention strategies such as strengthened guidance programs, economic assistance, and community engagement will be crucial to sustaining low dropout rates and addressing specific challenges at vulnerable grade levels.

Retention Rate

Table 9. Retention Rate

SY	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29
JHS (Actual)	102.34	109	119.85	90.4					
JHS (Forecast)					94.60	91.32	88.04	84.76	81.48
SHS (Actual)	108.36	115.02	102.45	102.18					
SHS (Forecast)					99.39	97.14	94.88	92.63	90.37

The table provides insights into the retention rates for both Junior High School (JHS) and Senior High School (SHS) from SY 2020-2021 to SY 2028-2029. Retention rate is a crucial measure of how well schools are able to keep students enrolled from one school year to the next, reflecting the overall effectiveness of educational strategies and support systems.

For JHS, the actual retention rates show significant fluctuations. The rate begins at 102.34% in SY 2020-2021, indicating more students were retained than originally enrolled, possibly due to re-enrollment of previously dropped-out students or delayed grade progression. It rises to 109% in SY 2021-2022, peaks at 119.85% in SY 2022-2023, and then sharply declines to 90.4% in SY 2023-2024. This notable drop in SY 2023-2024 might suggest challenges in keeping students engaged or transitions influenced by external factors such as the economy or educational disruptions. The forecasted retention rates for JHS project a continued downward trend, with retention gradually decreasing from 94.60% in SY 2024-2025 to 81.48% by SY 2028-2029. This decline raises concerns about a potential erosion in the ability of the JHS system to maintain consistent student enrollment, highlighting the need for targeted interventions like enhanced guidance, remedial programs, and strengthened home-school partnerships.

In SHS, the actual retention rates display a relatively stable pattern, starting at 108.36% in SY 2020-2021 and increasing to 115.02% in SY 2021-2022, before dropping slightly to 102.45% in SY 2022-2023 and stabilizing at 102.18% in SY 2023-2024. The high retention rates, exceeding 100%, reflect successful efforts in re-engaging learners, likely through flexible learning modalities or alternative programs that cater to diverse student needs. However, the forecasted data suggests a gradual decline in retention, with rates projected to drop from 99.39% in SY 2024-2025 to 90.37% in SY 2028-2029. While the decline is less steep compared to JHS, it still signals a need for sustained focus on ensuring continuity of education, particularly for SHS students who face academic and economic pressures as they prepare for tertiary education or the workforce.

Overall, while the current retention rates for both JHS and SHS reflect positive efforts in student retention, the projected downward trends indicate potential challenges in sustaining these gains. Addressing this issue will require proactive measures, including improving access to resources, offering financial support to disadvantaged learners, strengthening academic interventions, and fostering a positive and inclusive school environment to encourage continuous enrollment across grade levels.

Survival Rate

Table 10. Survival Rate

SY	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29
JHS (Actual)	81.27	103.98	102.78	99.15					
JHS (Forecast)					106.28	111.15	116.03	120.90	125.77
SHS (Actual)	83.88	114.43	142.07	132.9					
SHS (Forecast)					156.90	173.67	190.23	206.90	223.56

The table presents the survival rate (SR) for Junior High School (JHS) and Senior High School (SHS) from SY 2020-2021 to SY 2028-2029. Survival rate measures the percentage of students who remain in the education system and progress through grade levels without dropping out, reflecting the system's ability to support and retain students throughout their academic journey.

For JHS, the actual survival rates show an initial increase from 81.27% in SY 2020-2021 to 103.98% in SY 2021-2022, indicating that more students were able to continue their education, potentially due to re-enrollment efforts or delayed progression from prior years. The rate remains high at 102.78% in SY 2022-2023 but slightly declines to 99.15% in SY 2023-2024. These figures suggest that while the JHS system is largely effective in retaining students, slight fluctuations could be due to challenges such as transitions, academic struggles, or external factors affecting student engagement.

The forecasted survival rates for JHS indicate a consistent upward trend, starting at 106.28% in SY 2024-2025 and increasing steadily to 125.77% by SY 2028-2029. This optimistic projection reflects expectations of stronger retention efforts, improved academic support systems, and perhaps alternative pathways that encourage students to stay within the system. However, the unusually high rates exceeding 100% may also suggest re-enrollment of dropouts or late completers returning to the system.

For SHS, the actual survival rates display a sharper upward trajectory, increasing significantly from 83.88% in SY 2020-2021 to 114.43% in SY 2021-2022, and peaking at an impressive 142.07% in SY 2022-2023. Although the rate drops slightly to 132.9% in SY 2023-2024, it remains substantially high, demonstrating the strong impact of policies and programs designed to retain SHS students, such as scholarships, specialized tracks, and flexible learning options. The high rates also indicate that many previously unenrolled or returning learners are being accommodated, reflecting inclusivity in the SHS system.

The forecasted survival rates for SHS show continued growth, beginning at 156.90% in SY 2024-2025 and climbing steadily to 223.56% by SY 2028-2029. This dramatic increase reflects a robust expectation of sustained enrollment and retention efforts, but it also raises questions about the accuracy of such projections, as rates exceeding 200% imply a significant influx of non-traditional learners, including re-enrollees and late completers, alongside the typical student cohort.

Overall, the data highlights positive trends in both JHS and SHS survival rates, with forecasted improvements suggesting enhanced retention and re-engagement strategies. However, the high and continuously increasing rates exceeding 100% warrant a closer examination of enrollment patterns and data accuracy. The trends also underscore the need to ensure adequate resources, infrastructure, and support to accommodate the growing number of students, ensuring that the quality of education is maintained alongside improvements in retention.

Promotion Rate

Table 11. Promotion Rate

SY	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29
7 (actual)	97.72	97.44	88.07	79.13					
7 (forecast)					73.10	66.47	59.85	53.22	46.59
8 (actual)	95.22	110.66	87.11	84.26					
8 (forecast)					80.40	76.67	72.95	69.23	65.50
9 (actual)	93.86	103.88	97.53	85.29					
9 (forecast)					84.10	80.56	77.01	73.46	69.91
11 (actual)	99	99.08	97.6	98.96					
11 (forecast)					98.51	98.39	98.27	98.15	98.02

The table outlines the promotion rates for different grade levels (7, 8, 9, and 11) from SY 2020-2021 to SY 2028-2029. Promotion rate reflects the percentage of students who successfully advance to the next grade level, providing insights into academic performance and the effectiveness of support systems in schools.

Grade 7

The actual promotion rates for Grade 7 show a consistent decline over the years, starting at 97.72% in SY 2020-2021, dropping to 97.44% in SY 2021-2022, and significantly falling to 88.07% in SY 2022-2023 and 79.13% in SY 2023-2024. This downward trend suggests increasing challenges for students transitioning into secondary education, possibly due to academic struggles, adjustment issues, or external factors like economic hardships. The forecasted rates project a continuous decline, reaching as low as 46.59% by SY 2028-2029.

Grade 8

For Grade 8, the promotion rate shows fluctuations in the actual data, with a notable increase to 110.66% in SY 2021-2022, indicating the accommodation of over-aged or previously retained students. However, this drops to 87.11% in SY 2022-2023 and slightly recovers to 84.26% in SY 2023-2024. The forecasted data suggests a gradual decline from 80.40% in SY 2024-2025 to 65.50% in SY 2028-2029, mirroring the pattern seen in Grade 7.

Grade 9

The promotion rates for Grade 9 follow a similar pattern. The actual data starts at 93.86% in SY 2020-2021 and increases to 103.88% in SY 2021-2022, likely reflecting the promotion of previously retained students. However, it declines to 97.53% in SY 2022-2023 and further to 85.29% in SY 2023-2024. The forecasted rates indicate a steady decline, from 84.10% in SY 2024-2025 to 69.91% in SY 2028-2029. This trend suggests that as students progress through the junior high school levels, the challenges to promotion become more pronounced, which could be attributed to the increasing academic complexity and external pressures on students.

Grade 11

In contrast to the junior high school levels, Grade 11 demonstrates a much more stable trend in promotion rates. The actual data shows consistently high rates, ranging from 99% in SY 2020-2021 to 98.96% in SY 2023-2024. The forecasted data remains similarly stable, with only a slight decline from 98.51% in SY 2024-2025 to 98.02% in SY 2028-2029. This stability suggests that senior high school students, particularly those in Grade 11, benefit from more targeted support systems, greater motivation due to their proximity to graduation, and better alignment between their chosen tracks and their abilities or interests.

Overall Interpretation

The data reveals a stark contrast between junior high school and senior high school promotion rates. While Grade 11 exhibits remarkable stability, the declining rates in Grades 7, 8, and 9 are cause for concern. The consistent drop in junior high school

promotion rates underscores the need for systemic interventions, including improving curriculum delivery, addressing learning gaps, providing socio-emotional support, and ensuring equitable access to resources. These efforts will be essential to reversing the downward trend and ensuring that students are adequately prepared to succeed at higher levels of education.

Transition Rate

Table 12. Transition Rate

SY	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29
10-11 (actual)	135.17	149.52	131.64	133					
10-11 (forecast)					131.47	130.52	129.58	128.63	127.69

The table provides data on the transition rate (TR) from Grade 10 to Grade 11 for SY 2020-2021 to SY 2028-2029. The transition rate measures the percentage of students who successfully move from junior high school (Grade 10) to senior high school (Grade 11), offering insights into the flow of students through this critical stage of their education.

Actual Transition Rate (SY 2020-2021 to SY 2023-2024)

In the actual data, the transition rate for Grade 10 to Grade 11 starts at 135.17% in SY 2020-2021, a notably high figure, reflecting that more students enrolled in Grade 11 than originally completed Grade 10. This could be due to factors such as re-enrollment of students who may have dropped out in previous years or the influx of students from other schools or areas. The transition rate increases to 149.52% in SY 2021-2022, further suggesting that more students are able to access senior high school education, potentially due to various education retention programs, increased awareness of the K-12 program, or expanded senior high school offerings. However, by SY 2022-2023, the transition rate drops to 131.64%, and in SY 2023-2024, it slightly stabilizes at 133%. This decrease from the peak in 2021-2022 could be attributed to a return to more typical enrollment patterns, with fewer

students entering Grade 11 from outside the expected cohort or the impact of external factors such as economic challenges or changes in enrollment policies.

Forecasted Transition Rate (SY 2024-2025 to SY 2028-2029)

Looking at the forecasted transition rates, we see a steady decline in the years ahead. Starting at 131.47% in SY 2024-2025, the transition rate decreases annually, reaching 127.69% by SY 2028-2029. This projected decrease suggests that fewer students are expected to transition from Grade 10 to Grade 11 over the coming years, which could be influenced by
factors such as a reduced number of Grade 10 completers, lower re-enrollment rates, or a stabilization in the number of students entering senior high school as the education system normalizes after earlier spikes in enrollment.

Interpretation and Implications

The high actual transition rates observed in SY 2020-2021 to SY 2022-2023 indicate a positive trend in senior high school enrollment, potentially due to targeted programs designed to reduce dropouts and encourage continued education after Grade 10. The initial increase in transition rates in the earlier years of the pandemic recovery may also reflect government efforts to re-enroll students who had dropped out or who were delayed in their studies.

However, the gradual decline in forecasted transition rates points to the possibility of stabilization or a plateau in enrollment figures moving forward. This trend emphasizes the need for continued support to ensure that Grade 10 completers are adequately prepared and motivated to transition to Grade 11. It also suggests that the education system may need to adopt strategies to counter potential challenges that could prevent students from continuing to senior high school, such as financial barriers, lack of access to schools, or the need for better alignment between junior high school curriculum and senior high school offerings.

In conclusion, while the data suggests a healthy transition from Grade 10 to Grade 11 in the immediate years, the forecasted decline calls for sustained efforts to ensure that all students have the opportunity to transition successfully. Monitoring trends in enrollment and developing

targeted retention programs will be crucial in maintaining high transition rates and ensuring that the education system remains accessible to all learners in the years to come.

Completion/ Graduation Rate

Table 12. Completion/ Graduation Rate

SY	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29
10 (actual)	99.88	98.31	99.88	100					
10 (forecast)					99.99	100.02	100.05	100.08	100.11
12 (actual)	99.22	99.44	98.51	98.96					
12 (forecast)					98.59	98.43	98.27	98.12	97.96

The table highlights the completion rates for Grades 10 and 12 from SY 2020-2021 to SY 2028-2029. Completion rate measures the percentage of students who finish their respective grade levels, providing insight into the system's ability to retain students and ensure they complete the basic education curriculum at key exit points.

Grade 10 Completion Rate

Actual Data (SY 2020-2021 to SY 2023-2024)

The completion rate for Grade 10 is consistently high, with 99.88% in SY 2020-2021, a slight dip to 98.31% in SY 2021-2022, and a full recovery to 99.88% in SY 2022-2023. By SY 2023-2024, it reaches 100%, indicating that nearly all Grade 10 students successfully completed their junior high school education.

Forecasted Data (SY 2024-2025 to SY 2028-2029)

The forecasted data projects a slight but steady increase in the Grade 10 completion rate, reaching 100.11% by SY 2028-2029. This

suggests continued improvements in retention and completion at the junior high school exit point, potentially driven by strengthened interventions, support systems, and increased awareness of the importance of finishing junior high school.

Grade 12 Completion Rate

Actual Data (SY 2020-2021 to SY 2023-2024)

The completion rate for Grade 12 remains consistently strong, starting at 99.22% in SY 2020-2021 and increasing slightly to 99.44% in SY 2021-2022. However, it slightly declines to 98.51% in SY 2022-2023 and stabilizes at 98.96% in SY 2023-2024. While these rates remain high, the marginal drop may indicate challenges faced by senior high school students, such as financial constraints, academic difficulties, or external pressures like employment opportunities.

Forecasted Data (SY 2024-2025 to SY 2028-2029)

The forecasted data projects a gradual decline in Grade 12 completion rates, decreasing from 98.59% in SY 2024-2025 to 97.96% in SY 2028-2029. While the decline is minimal, it suggests a need to address potential factors impacting the ability of students to complete senior high school. These could include economic barriers, accessibility issues, or misalignment between student expectations and senior high school offerings.

Interpretation and Implications

The data reflects the education system's strong performance in enabling students to complete their studies at both Grade 10 and Grade 12 levels. The high completion rates for Grade 10 indicate that most students successfully transition out of junior high school, which aligns with the education system's goal of universal basic education.

For Grade 12, while the completion rates are also commendable, the slight decline in the forecasted data highlights areas for improvement. This may include enhanced financial assistance programs, career counseling, and academic support to ensure students remain motivated and equipped to complete their senior high school education.

The overall trends indicate a need for sustained efforts to maintain or improve completion rates, especially for Grade 12 students who are

preparing for tertiary education or employment. Strengthening partnerships with communities, government programs, and industries can help mitigate factors contributing to the forecasted decline, ensuring that all students are able to complete their basic education successfully.

Reading Assessment Results for LETRA (English)

Table 13. Reading Assessment Results (LETRA-English)
SY 2023-2024; N=2292

	Word level	Sentence Level	Paragraph level	Story level	Story level + comprehension	Local material level + comprehension
Grade 11	116	205	268	195	156	89
Grade 12	128	196	263	183	118	102

Table 2 shows the data on the reading level of the Senior High School students in the 2023-2024 LETRA (English). Based on the result, there were 116 Grade 11 students who are in the word level; 205 students in the sentence level; 268 students in the paragraph level; 195 students in the story level; 156 students in the story level + comprehension level; and 89 students in the local material level+ comprehension. Meanwhile, there were 128 Grade 12 students who are in the word level; 196 students in the sentence level; 263 students in the paragraph level; 183 students in the story level; 118 students in the story level + comprehension level; and 102 students in the local material level + comprehension. These findings suggest that the majority of student across both grade levels are at the paragraph level, indicating moderate

reading proficiency. However, the presence of students at the word level highlights the need for targeted interventions to support those struggling with foundational reading skills.

Reading Assessment Results for LETRA (Filipino)

Table 14. Reading Assessment Results (Filipino)
SY 2023-2024; N=2292

	Word level	Sentence Level	Paragraph level	Story level	Story level + comprehension	Local material level + comprehension
Grade 11	8	38	106	120	175	112
Grade 12	50	123	151	218	108	77

The assessment results indicate varying levels of reading proficiency among Senior High School students. For Grade 11, most students are in the story level with comprehension (175) and the local material with comprehension level (112), suggesting strong reading and comprehension skills in a significant portion of the cohort. However, there are still a small number (8) of students at the word level, indicating a need for foundational literacy support. In Grade 12, the largest groups are in the story level (218) and the paragraph level (151), with a substantial number also reaching the story level with comprehension (108) and local material with comprehension level (77). Despite these promising numbers, 50 Grade 12 students remain at the word level,

highlighting the need for tailored interventions to ensure all students can progress to higher levels of reading and comprehension proficiency. Overall, the results emphasize the importance of continuous literacy programs to address the needs of both struggling and advanced readers.

Reading Assessment Results (Phil-Iri- Filipino) for SY 2021-2022

Table 15. Reading Assessment Results (Phil-Iri- Filipino)
SY 2021-2022; N=3204

	Independent	Instructional	Frustration	Non-Reader
Grade 7	**536**	**225**	**1**	**0**
Grade 8	**662**	**79**	**0**	**0**
Grade 9	**630**	**196**	**0**	**0**
Grade 10	**549**	**327**	**0**	**0**

Table 3a shows the reading assessment result for the Phil-Iri for the School Year 2021-2022 of the Junior High School.The data reveals promising results in the reading proficiency of Junior High School (JHS) students, with no non-readers observed across all grade levels and only one Grade 7 student categorized in the Frustration level. The highest reading proficiency, independent level (where learners can read without assistance), is notably prevalent, with 536 students in Grade 7, 662 in Grade 8, 630 in Grade 9, and 549 in Grade 10 achieving this level. Additionally, a substantial number of students are at the Instructional level (requiring some guidance), with 225 in Grades 7 and 8, 106 in Grade 9, and 327 in Grade 10. These results suggest that the majority of JHS students have developed strong reading skills, and the presence of a significant number of independent readers highlights the effectiveness of the implemented reading strategies. The findings emphasize the

importance of sustaining and enhancing these innovative approaches to further support learners and maintain progress in reading proficiency.

Reading Assessment Results (Phil-Iri- Filipino) for SY 2022-2023

Table 16. Reading Assessment Results (Phil-Iri- Filipino)
SY 2022-2023; N=3140

	Independent	Instructional	Frustration	Non-Reader
Grade 7	**244**	**372**	**31**	**1**
Grade 8	**499**	**260**	**29**	**20**
Grade 9	**397**	**421**	**64**	**3**
Grade 10	**452**	**309**	**54**	**2**

The data presented in Table 3b highlights the reading proficiency levels of Junior High School (JHS) students for the School Year 2022-2023 as assessed by the Phil-IRI. The results indicate that while a significant number of students across all grade levels achieved Independent and Instructional reading levels, there remains a notable concern regarding those in the Frustration level and Non-Readers category. Grade 7 showed the least number of Non-Readers (1), but Grade 8 exhibited the highest with 20. Similarly, Grade 9 recorded the highest number of students in the Frustration level (64), while Grade 7 had the lowest (31). These figures underscore the need for targeted interventions, particularly for students struggling with reading, to ensure that all learners achieve functional literacy and are better equipped for academic success.

Reading Assessment Results (Phil-Iri- Filipino) for SY 2023-2024

Table 17. Reading Assessment Results (Phil-Iri- Filipino)
SY 2023-2024; N=2969

	Independent	Instructional	Frustration	Non-Reader
Grade 7	**33**	**280**	**257**	**0**
Grade 8	**35**	**293**	**363**	**0**
Grade 9	**22**	**335**	**378**	**0**
Grade 10	**4**	**390**	**508**	**0**

Table 3c shows the reading assessment results of Phil-IRI- Filipino in the School Year 2023-2024. There are no Non-Readers within all grade levels. However, in Grade 7, there are (33) thirty-three independent readers, 280 students in Instructional, and 257 in Frustration level. As for Grade 8, there are (35) thirty-five in Independent, 293 in Instructional, and 363 students in Frustration. For the Grade 9, there are (22) twenty-two students in independent level, 335 students in Instructional, and 378 students in Frustration. As for Grade 10, there were (4) four independent level, 390 students in Instructional, and 508 students in Frustration level. These figures despite the zero rate of non-readers still underscore the need for targeted interventions, particularly for students struggling with reading.

Health and Nutritional Status of Learners

Table 18. Health and Nutritional Status of Learners
SY 2021 - 2022

Grade Level	Severely Wasted	Wasted	Normal	Overweight	Obese
Grade 7	10	33	456	23	0
Grade 8	7	17	376	3	0
Grade 9	8	35	311	10	0
Grade 10	11	42	464	5	0
Grade 11	31	103	896	26	2
Grade 12	19	118	696	32	6
TOTAL	86	348	3199	99	8

Table 4a presents the Health and Nutritional Status of learners for the SY 2021-2022. The provided data presents the nutritional status of learners across different grades, including Grade 7 to Grade 12. The nutritional status is categorized into Severely Wasted, Wasted, Normal, Overweight, and Obese.

The majority of learners in all grades, fall within the normal nutritional status. The prevalence of severely wasted and wasted learners is generally low across all grades. The presence of severely wasted and

wasted learners, even in small numbers, warrants attention and investigation into potential underlying causes.

Identifying factors contributing to students being severely wasted or wasted is crucial for implementing targeted interventions. The minimal number of learners classified as overweight or obese suggests a positive trend in terms of weight management within the student population.

In conclusion, the data on nutritional status provides insights into the health of learners across different grades. While the majority fall within the normal range, the presence of severely wasted and wasted learners highlights the need for ongoing monitoring, investigation, and targeted interventions to ensure the well-being of all students.

Table 19. Health and Nutritional Status of Learners SY 2022-2023

Grade Level	Severely Wasted	Wasted	Normal	Overweight	Obese
Grade 7	27	38	522	35	3
Grade 8	23	50	617	43	5
Grade 9	22	66	712	24	4
Grade 10	16	104	659	18	8
Grade 11	27	89	1,108	12	4
Grade 12	18	133	1,074	15	3
TOTAL	133	480	4692	147	27

Table 4b presents the Health and Nutritional Status of learners for the SY 2022-2023.

The provided data outlines the nutritional status of learners for the school year 2022-2023, categorized into Severely Wasted, Wasted, Normal, Overweight, and Obese across different grades, including Grade 7 to 12 learners.

The majority of learners in all grades, fall within the normal nutritional status. The prevalence of severely wasted and wasted learners is generally low across all grades. The presence of severely wasted and

wasted learners, even in small numbers, warrants attention and investigation into potential underlying causes.

In conclusion, the data on nutritional status provides insights into the health of learners across different grades. While the majority fall within the normal range, the presence of severely wasted and wasted learners highlights the need for ongoing monitoring, investigation, and targeted interventions to ensure the well-being of all students.

Table 20. Health and Nutritional Status of Learners SY 2023-2024

Grade Level	Severely Wasted	Wasted	Normal	Overweight	Obese
Grade 7	17	27	451	32	1
Grade 8	13	51	568	27	0
Grade 9	24	46	680	33	2
Grade 10	21	110	677	29	2
Grade 11	17	76	1103	16	7
Grade 12	12	109	1052	13	9
Total	104	416	4531	150	21

Table 4c presents the Health and Nutritional Status of learners for the SY 2023-2024. The provided data presents the nutritional status of learners across different grades, including Grade 7 to 12. The nutritional status is categorized into Severely Wasted, Wasted, Normal, Overweight, and Obese. The data reflects the distribution of learners across various nutritional categories, providing insights into their overall health and well-being.

The majority of learners in all grades, fall within the normal nutritional status. The prevalence of severely wasted and wasted learners

is generally low across all grades. The presence of severely wasted and wasted learners, even in small numbers, warrants attention and investigation into potential underlying causes.

The presence of Obese in Grade 11 and 12 may indicate the need for early intervention. Understanding the factors contributing to obese status, such as socio-economic conditions, health issues, or dietary patterns, is crucial for developing targeted interventions.

In conclusion, the data provides valuable insights into the nutritional status of learners across different grades. The presence of Severely Wasted and Wasted students in grades 9 and 10 signals the need for targeted interventions and highlights the importance of ongoing monitoring to ensure the overall health and well-being of the learner population.