



Republic of the Philippines
Department of Education
REGION VII – CENTRAL VISAYAS
Schools Division of Bohol

**Office of the Schools
Division Superintendent**

June 23, 2025

DIVISION MEMORANDUM

No. **380** , s. 2025

**CONSOLIDATED ANALYTICS FOR MULTI-FACTOR ANALYSES OF LERANERS'
PERFORMANCE IN SCIENCE FOR QUARTER 4, SY 2024-2025 AND THE
PROPOSED RECOMMENDATIONS**

To: Assistant Schools Division Superintendent
Chief, CID and SGOD
Public Schools District Supervisors/APSDSs
Public Elementary/Secondary School Heads
All Others Concerned

1. Attached is Regional Memorandum No. 538 s. 2025 titled **“Consolidated Analytics for Multi-factor Analyses of Learners’ Performance in Science for Quarter 4, SY 2024-2025 and the Proposed Recommendations”**, the contents of which is self-explanatory.
2. For the information, guidance and compliance of all concerned.
3. Immediate and wide dissemination of this Memorandum is desired.


FAY C. LUAREZ EdD, PhDTM, CESO VI
Assistant Schools Division Superintendent
Officer-in-Charge
Office of the Schools Division Superintendent

FCL/CID/CMR/GTC



Republic of the Philippines
Department of Education
REGION VII - CENTRAL VISAYAS

Office of the Regional Director

REGIONAL MEMORANDUM

No. **0538** s. 2025

09 JUN 2025

**CONSOLIDATED ANALYTICS FOR MULTI-FACTOR ANALYSES OF LEARNERS'
PERFORMANCE IN SCIENCE FOR QUARTER 4, SY 2024-2025
AND THE PROPOSED RECOMMENDATIONS**

To: Schools Division Superintendents
All Others Concerned

1. This Office, through the Curriculum and Learning Management Division (CLMD), hereby disseminates the Consolidated Analytics for Multi-Factor Analyses of Learners' Performance in Science for Quarter 4, SY 2024-2025, along with the proposed recommendations.
2. The primary objective of this dissemination is to provide data analytics to the 12 Schools Division Offices (SDOs) with the following specific purposes:
 - 2.1 *identifying areas for improvement based on documented interventions and actions;*
 - 2.2 *helping teachers tailor instructional strategies to address diverse learner needs and enhance outcomes; and*
 - 2.3 *informing supervisors' decision-making processes aimed at improving educational effectiveness and learner achievement.*
3. The Education Program Supervisors or Coordinators in Science are kindly urged to promptly share the information provided with their corresponding Schools Division Offices (SDOs) and give due consideration to the recommendations provided.
4. The recommendations presented herein serve as general guidance and should not be construed as prescriptive solutions applicable to all contexts. It is urgent that education program supervisors gather additional data and conduct thorough assessments to validate the root causes of academic challenges within their specific divisions.
5. Immediate dissemination of this Memorandum is hereby directed.


SALUSTIANO T. JIMENEZ JD, EdD, CESO III
Director IV
Regional Director

STJ/FYA/CLMD/EBEJ/bca



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**ANALYTICS ON THE MULTIFACTOR PERFORMANCE OF LEARNERS
IN QUARTER 4 SY 2024-2025**

Number of SDOs Submitted: 11 (No submission from Lapu-Lapu City) Regional Memo: RM 0349, s. 2025 Date Posted: APRIL 21, 2025 Date of Submission: May 30, 2025 Date of Consolidation: June 7, 2025		
Part I. Percentage of Learners with Fairly Satisfactory Grade and Who did not Meet Expectation in Q4		
Grade Level	% of Learners with Fairly Satisfactory Grades (75-79)	% of Learners who did not meet expectations (74 below)
3	13.8892356	0.2456289
4	14.6748932	0.3789309
5	17.9835627	0.3896738
6	18.7356724	0.1890456
7	22.9967355	0.9856737
8	21.7875655	0.7895627
9	22.5678344	0.9986745
10	19.9976893	0.0895367
11	13.6789342	0.7656738
12	6.2456278	0.0792760
Q4 Average SY 2024-2025	17.25577506	0.49116766
Q3 Average SY 2024-2025	15.5484014	1.2718814
Q2 Average SY 2024-2025	11.9055279	1.226234573
Q1 Average SY 2024-2025	18.75999556	0.872390049
Analysis and Reflection	The data reveals a generally positive trend in learner performance by the fourth quarter of SY 2024–2025, with a notable increase in the percentage of learners earning Fairly Satisfactory grades (17.26%) and a significant decrease in those who did not meet expectations (0.49%) compared to the previous quarters. This improvement suggests that interventions or instructional strategies implemented toward the end of the year may have been effective. However, middle	

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	grade levels, particularly Grades 7 to 9, continue to show higher percentages in both the Fairly Satisfactory and below-expectation categories, indicating a need for targeted academic support during these transitional years. In contrast, Senior High School levels (Grades 11 and 12) demonstrate fewer students in the Fairly Satisfactory range and very low failure rates, possibly reflecting either improved learner maturity or selective progression. Overall, the data points to the importance of early identification of struggling learners and sustaining successful strategies throughout the school year to minimize academic dips and maximize learner achievement.
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PART II. MULTIFACTOR ANALYSES (PERCEIVED CAUSES)

Factor	Reasons	Rank
LEARNERS	Consistent absenteeism that leads to missed instruction	1
	Poor reading and writing skills, including non-readers in elementary	2
	Low engagement, interest, and motivation in learning	3
	Weak comprehension and difficulty making sense of lessons	4
	Difficulty retaining information over time	5
	Limited ability to focus and maintain attention	6
	Lack of study strategies and effective learning habits	7
	Inability to meet requirements and submit outputs	8
	Underdeveloped science process skills	9
	Struggles with memory and understanding new concepts	10
Home/Parents	Parents lack time or are too busy working to supervise or monitor children's learning	1
	Home lacks support or encouragement for academic tasks	2
	Parents have limited education, making it difficult to assist with schoolwork	3
	Family is financially challenged and cannot provide for educational needs	4
	Parents are illiterate and unable to guide learners academically	5
	Learners are often distracted by television or excessive gadget use at home	6

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School	Insufficient books and learning materials to support instruction	1
	Overcrowded classrooms or large class sizes that limit individual attention	2
	Numerous or overlapping school activities that disrupt academic focus	3
	Lack of internet connectivity that hinders access to digital learning resources	4
	School is far from home, causing fatigue or irregular attendance	5
	Inadequate or missing science equipment for hands-on learning	6
	Reduced or shortened contact hours that limit effective lesson delivery	7
Teacher	Limited time for remediation and focused intervention due to tight schedules	1
	Reduced contact hours affecting coverage and depth of lessons	2
	Complex or challenging competencies that are difficult to teach effectively	3
	Teachers are required to manage too many class-related activities simultaneously	4
	Incomplete coverage of competencies due to frequent interruptions and shortened time	5
	Teachers are overloaded with administrative and non-teaching tasks	6
	Presence of non-Science majors teaching the subject without adequate preparation	7

Part III. Actions/Interventions

Rank	Activities	Percentage
1	Distributed learning activity sheets to ensure continued academic engagement	100%
2	Conducted meetings or reached out to parents to address learner concerns	96%%
3	Implemented peer-to-peer academic support to reinforce understanding	90%
4	Allowed extended time for learners to submit outputs	89%
5	Enhanced supervision of teachers during class hours to ensure effective delivery	85%
6	Conducted home visits to follow up and monitor learners' performance	82%

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7	Established communication channels (e.g., group chats) for better parent coordination	80%
8	Increased collaborative and performance-based tasks to boost engagement	78%
9	Implemented flexible learning approaches such as ADM to accommodate diverse needs	75%
10	Integrated multimedia tools to make lessons more engaging and interactive	70%

RO7 RECOMMENDATIONS:

The rationale behind conducting a multi-factor analysis on learners' performance is to understand the various factors that contribute to or influence the performance of learners in science in a particular quarter. By examining multiple factors simultaneously, such as student learning attitude, responses, tardiness, teaching methodologies, resource and facility availability, and socio-economic backgrounds, education program supervisors in science can gain a more comprehensive understanding of the complex dynamics at play.

This approach allows for a more structured assessment of the educational environment and helps identify potential areas for improvement or intervention. It also enables educators to tailor their teaching strategies to better meet the diverse needs of learners and optimize learning outcomes. Overall, multi-factor analysis provides valuable insights that can inform decision-making processes aimed at enhancing educational effectiveness and learning success.

Recommendations: The following recommendations are offered as general guidance and are not intended to be prescriptive solutions applicable to all situations. It is essential for program education supervisors to gather more data and conduct thorough assessments to validate the root causes of academic challenges within their specific context. Additionally, while these recommendations aim to address common issues contributing to low academic performance, it is crucial to approach implementation with caution and consideration of individual learner's needs, cultural sensitivity, and resource constraints. Educators and administrators are encouraged to adapt and modify these recommendations based on local circumstances and to seek input from relevant stakeholders, including students, parents, and community members, to ensure the effectiveness and appropriateness of interventions.

I. LEARNER FACTOR

To address consistent absenteeism, schools can implement simple attendance tracking systems and maintain regular communication with parents through calls or home visits to identify and resolve barriers to attendance. Offering make-up classes, summer remediation, and recognizing students with good attendance can also encourage better participation. For learners struggling with reading and writing, daily short remediation sessions using phonics, peer reading buddies, multisensory tools like flashcards and audio stories, as well as one-on-one skills interventions, can build foundational skills more effectively. Teachers who volunteer can provide additional support during these interventions, ensuring personalized attention. To boost engagement and motivation, teachers should relate lessons to real-life experiences, incorporate interactive activities and games, provide choices in assignments, and celebrate small successes to encourage learners. Weak comprehension can be improved by teaching

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reading strategies, using visual aids such as diagrams and mind maps, encouraging peer discussions, and regularly checking understanding during lessons. Lastly, to help learners retain information longer, teachers can use frequent reviews, memory aids like songs or acronyms, encourage learners to explain concepts to one another, and display key information visibly in the classroom. These straightforward strategies are practical and can be implemented easily with available resources.

II. HOME FACTOR

Many parents struggle to closely supervise their children's learning due to busy work schedules or lack of time. To help, schools can organize flexible parent-teacher meetings, send regular updates via messages or group chats, and provide simple guidance materials for parents to support learning at home. For families lacking academic support or encouragement, schools can encourage parents to celebrate small achievements and create a positive learning environment. When parents have limited education or are illiterate, schools can offer workshops or printed materials with easy-to-understand tips on how to assist their children. For financially challenged families, schools can connect them to community resources or programs that provide learning materials and support. These efforts foster stronger home-school partnerships and help parents become more involved despite their challenges.

III. SCHOOL FACTOR

To address the lack of books and learning materials, schools can maximize the use of shared resources, encourage book donations, and allow teachers to use the Region 7 PAIRS (Package of Assessment and Instructional Resources in Science) to support instruction. Overcrowded classrooms can be managed by organizing small group activities and peer tutoring to ensure more individualized attention despite large class sizes. To minimize disruptions from numerous or overlapping school activities, schools should carefully plan the calendar to avoid conflicts and prioritize academic time. For students without internet access, teachers can provide offline learning materials and use more face-to-face or printed resources. Lastly, for learners who live far from school and face fatigue or irregular attendance, schools can explore solutions like adjusted schedules, nearby learning hubs, or community-based study groups to reduce travel burdens. These practical steps help improve learning despite resource and logistical challenges.

IV. TEACHER FACTOR

Teachers often face limited time for remediation and focused interventions because of tight schedules and reduced contact hours, which affect lesson coverage and depth. To help, schools can prioritize remediation by scheduling dedicated time slots, including after-school or summer sessions, and encourage teacher volunteers to provide one-on-one support for struggling learners. For complex competencies, teachers can use step-by-step guides and collaborative teaching strategies to make lessons more manageable. To reduce the burden of too many simultaneous class activities, schools should coordinate and limit overlapping tasks, allowing teachers to focus on core instruction. Lastly, to ensure complete coverage of competencies despite interruptions, schools can develop flexible lesson plans that adapt to changing schedules and emphasize key learning goals. These approaches help teachers deliver quality instruction within existing constraints.

Prepared by:

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