



Republic of the Philippines  
**Department of Education**

SEP 10 2012

DepEd MEMORANDUM  
No. **160**, s. 2012

**MAXIMIZING UTILIZATION OF THE NATIONAL ACHIEVEMENT TEST (NAT)  
RESULTS TO RAISE THE ACHIEVEMENT LEVELS  
IN LOW PERFORMING SCHOOLS**

To: Bureau Directors  
Regional Directors  
Schools Division/City Superintendents  
Heads, Public and Private Elementary and Secondary Schools

1. The Department of Education (DepEd) through the National Education Testing and Research Center (NETRC) conducts annually the National Achievement Tests (NAT) to specified grade/year levels for system-wide assessment to determine the quality of learning outcomes.

2. The assessment results are conveyed to data users in terms of Mean Percentage Scores (MPS) and its descriptive equivalent for data utilization (e.g. intervention, remedial instruction, etc.) by school, division, regional and national levels. Specified below is the mastery/achievement level:

<b>Mastery/Achievement Level</b>	
<b>MPS</b>	<b>Descriptive Equivalent</b>
96-100%	Mastered
86-95%	Closely Approximating Mastery
66-85%	Moving Towards Mastery
35-65%	Average
15-34%	Low
5-14%	Very Low
0-4%	Absolutely No Mastery

3. As derived from the 2012 NAT results, a sizeable number of schools were categorized in the High Performing Schools (HPS) with an MPS of **86% and above**, and in the Low Performing Schools with an MPS of **34% and below**. The list of these schools which are grouped by division level will be provided by the NETRC.

4. Benchmarking on the best practices can be generated from the High Performing Schools which may form part of the intervention packages to be designed and provided to improve the performance of Low Performing Schools (LPS). Maximizing these identified strategies needs the concerted efforts of the concerned at the school and division levels.

a. Remedial and Intervention Programs for the Low Performing Schools (LPS)

<b>Level</b>	<b>Activity</b>	<b>Responsible Staff</b>
Division	<ul style="list-style-type: none"> <li>➤ Design training programs for teachers on:                             <ul style="list-style-type: none"> <li>- Task analysis on the least learned competencies (deriving pre-requisite skills)</li> <li>- Innovative teaching and assessment strategies</li> </ul> </li> <li>➤ Undertake more frequent observations particularly in LPS</li> </ul>	Division Supervisors  -do-
School	<ul style="list-style-type: none"> <li>➤ Task analysis on the least learned competencies in the tool subjects</li> <li>➤ Identify the pre-requisite skills needed for the least learned competencies</li> <li>➤ Make improving teaching strategies a part of the school head's instructional leadership</li> <li>➤ Provide varied experiential teaching-learning experiences</li> <li>➤ Instill Mastery learning for the least learned skills</li> </ul>	Subject Area Coordinator/ Master Teachers -do- School Heads Subject Area Teachers -do-

b. Benchmarking on the Best Practices in High Performing Schools (HPS)

<b>Level</b>	<b>Activity</b>	<b>Responsible Staff</b>
Division	<ul style="list-style-type: none"> <li>➤ Spade survey across High Performing Schools (HPS) using an inventory tool</li> <li>➤ Documentation of best practices generated thru the inventory tool</li> <li>➤ Packaging the data for the utilization by other schools including LPS</li> </ul>	Division Supervisors  -do- -do-
School	<ul style="list-style-type: none"> <li>➤ School visitations in HPS</li> <li>➤ Replication of best practices in particular schools especially in LPS</li> </ul>	School Heads -do-

5. Immediate dissemination of this Memorandum is desired.

  
**BR. ARMIN A. LUISTRO FSC**  
 Secretary 174

Reference: N o n e

To be indicated in the Perpetual Index under the following subjects:

ASSESSMENT

SCHOOLS

TESTS