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An Action Research on the Effectiveness of We-CARE Project (Comprehensive Activities for Remedial Enhancement): A Review Study

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ABSTRACTS

Remedial programs address learning gaps by reteaching basic skills. They focus on core areas, like English, Mathematics, and Science. Remedial programs are open to all students, including those with disabilities. It has been noticed that in every quarterly examination the prevalent concerns among the subject teachers are the least mastered skills in every subject area. Every school had conducted a series of innovations to ascertain all the possible ways to reinforce students' failure to meet the required performance level in all the subject areas. Since this concern is one of the most eyed by the Department of Education, Teachers should conduct remediation as mandated by DO 8, s. 2015, known as Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Curriculum when a learner receives a grade lower than 75 in any subject and had no performance task/s in 1st, 2nd, 3rd, or 4th quarters must be given intervention through remediation and must pass to be promoted to the next grade level. Also, with the implementation of the K to 12 Basic Education Curriculum, RA10533 to produce globally competitive graduates, ensuring all the skills and knowledge to pass is a must. So, this action research was conducted.

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1. INTRODUCTION

The result of the Palapas National High School (PNHS) - School Monitoring Assessment (SMEA) for the First Quarter showed that one of the findings was the poor performance level in terms of academic performance that led to very low grades. This called for a Focus Group Discussion (FGD) for SY 2021-2022 to identify areas of weaknesses for every quarter, there were identified Least Mastered Skills (LMS) and developed mastery of the competencies for every subject (Subang, 2022). So, all teachers by subject areas focused on identifying the problem's root causes using which resulted in no physical interaction due to distance learning. They also reviewed the importance of Performance Standards which define the level of work that demonstrates achievement of standards. Provide clear expectations for instruction, assessment, and students at work. Help teachers assessed the extent to which the students have acquired the knowledge and applied the skills learned. Describe the abilities and skills that learners are expected to demonstrate concerning the content standards and integration of 21st-century skills. Hence, with the issuance of DO 31, s. 2020 or the Interim Guidelines for Assessment and Grading in the light of the Basic Education learning and Continuity Plan (Manire, 2021).

This provided guidance on the assessment of student learning and on the grading scheme to be adopted for the school year 2020-2021. Consequently, they came out with a remediation program in which they used the "Ishikawa Diagram" https://hi.switchy.io/1DGn. This fishbone diagram helped the teachers visually diagnose the problems that were the least mastered skill in every subject area (Gopinath & Santhi, 2021). The use of GRASPS Model- of Aidan Hammond. This served as a model for demonstrating the performance of understanding using authentic assessments suited to the kind of project-based assessment. The program was named the We-CARE Project of PNHS which finally addressed the root cause which was the LMS in every subject to assist the students to overcome the least mastered skills and develop mastery of the competencies (Brown & Hudson, 1998).

Meanwhile, the researcher decided to conduct action research to provide a possible solution to the problem cited. Furthermore, it was supported by all the teachers with the use of the grasps model in the preparation of remedial activities. Every grading period they identified the LMS using e-NAT Result- a digital computation to identify the LMS in Mathematics which was also used innovatively in the other subjects. Each Subject Teacher had a list of the names of the students who underwent remedial activities.

2. METHODS

2.1. Research design

The design used by the researcher in this study is descriptive research, using the GRASPS model in planning a performance-based assessment. The technique used in this study is the total enumeration method, where all identified students who did not meet the required Performance Level (PL)of 75% for every subject in every grading period as mandated were measured individually in terms of their PL to be able to determine whether they passed or failed to meet the expected performance standard. This is appropriate for this study because it will give a new direction towards the new normal rather than pacifying the effects of Covid 19 panic which caused massive changes to our daily lives, particularly in teaching which became a great challenge, especially with Modular Distance Learning. This ventured to investigate the effectiveness of the school-based remediation program.

2.2. Participants

The respondents of the study were the 84 students of PNHS, they were concluded to fail the required PL for every quarter. 60 of them were males and 24 were females. They were

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identified as slow learners because they did not meet the required mastery level of learning competencies for every subject per grading period.

2.3. Instrumentation

The researcher through the help of the members of the We-CARE Project Plan which was conducted for SY: 2021-2022 came up with the school-based project proposal and submitted it to the school head for recommending approval and approved by the district supervisor. Every subject teacher prepared remedial activities using the GRASPS Model, also, to maximize the use of outputs, some teachers prepared only one activity sheet for several subjects. Their collaborative efforts showed that the effort and creativity were not wasted. The parents who were the ones in charge of getting the activity sheets and submitting the outputs during the new normal time were advised what and how to answer the outputs at home. Parents served as the "learning aid". They guided their students to comply with the required outputs (Carey, 2010).

In this study, the teachers checked all the output and assessed whether the students were able to grasp the LMS. They were rated following the rubrics and the rating scale they included in the activities. Other platforms were also used like messenger and emails for inquiries and follow-ups. Text and calls were also used to monitor the activities of the students. There were Feedback Forms Spiller D to be accomplished by the parents and students for the teachers to reflect on for the betterment of the next activities. After the series of activities from the first to the fourth quarter the teachers of PNHS convene again for another FGD and reported/submitted to the proponent all the documents needed for the preparation of accomplishment reports. Finally, the researcher submitted the accomplishment report to the Quality Assurance Technical Assistance Monitoring Evaluation (QATAME) http://www.deped.gov.ph of the school for evaluation. The data gathered were analyzed, interpreted, and evaluated by the researcher using the appropriate statistical tools. To assist students to overcome the least mastered skills and develop mastery of the competencies. To determine the difference of the PL from the First to Fourth quarters.

3. RESULTS AND DISCUSSION

The data obtained from the respondents regarding the number of students was presented in **Table 1**. It can be inferred that the 84 student-respondents did not meet the required mastery level of learning competencies for every subject per grading period and showed a positive result that in the fourth quarter 100 percent had met the required mastery level of learning competencies for every subject per grading period.

Table 1 presents the result of the assessment before and after the implementation of the remediation program. As seen in **Table 1**, the students were labeled from Grade 7 to Grade 12 with the corresponding numbers of flunkers. After the intervention, from the first to fourth quarters conducted by the PNHS JHS/SHS Teachers to the 84 selected students, 100% had successfully developed and improved their mastery and comprehension skills in their respective subject area where they underwent/ answered the activities using the GRASPS model. This implied that the remediation program to develop and improve the mastery and comprehension skills in selected subject areas entitled "We-CARE Project" of the Teachers of Palapas National High School is effective.

This reveals the evaluation using before and after the implementation of the remediation program by grade level are here presented in tabular form and subsequently analyzed using figures consistently showing a 100% decrease in terms of the number who successfully passed the required PL (see **Table 2**). This reflects that there is a 1.88 or almost 2 percent increase in

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the PL of the Fourth Quarter compared to the PL of the First Quarter. This could mean that the students were responsive to the intervention.

Table 1. Number of Students Before and After the Implementation of the Remediation Program.

Grade Level	Before the Implementation	After the Implementation
Grade 7	3	0
Grade 8	28	0
Grade 9	20	0
Grade 10	16	0
Grade 11	6	0
Grade 12	11	0
Total	**84**	**0**

Table 2. Difference of the PL from first to fourth quarters.

Compared Variables	First Quarter	Fourth Quarter
Mean	80.35	82.23
Difference	1.88	

4. CONCLUSION

The identified students from Grade 7 to Grade 12 of PNHS who were concluded as slow learners were able to develop and improve their mastery and comprehension skills in their respective subject areas. The remediation program helped the students meet the required mastery level of learning competencies for every subject per grading period.

6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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