

Analyzing Proficiency Shifts in the Division Mathematics Assessment Test (DMAT)

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Abstract

This study investigated the dynamics of mathematical proficiency shifts among 1,595 learners in one of the Schools District in Region VI using a convergent parallel mixed-methods design. Quantitative analysis of Division Mathematics Assessment Test (DMAT) data revealed a significant "bottom-up" migration; the "Highly Proficient" tier surged from 48.53% to 67.73%, while the "Not Proficient" population decreased by 66.7%. Despite this district-wide growth, a "foundational wall" was identified in Grade 1, which accounted for 66.7% of the remaining "Not Proficient" students. Qualitative thematic analysis of "information-rich" teacher respondents identified poor reading comprehension, irregular attendance, and weak number sense as the primary barriers to stagnation. Conversely, immediate feedback, regular remediation, and the use of concrete manipulatives were identified as the most effective catalysts for academic transition. The findings underscore that mathematical proficiency in early grades is intricately linked to literacy and instructional continuity. The study recommends a "literacy-first" approach to numeracy in foundational years and the institutionalization of data-driven transition matrices to monitor the velocity of student improvement. Overall, the results highlight the importance of early intervention, strong literacy foundations, and sustained instructional support in improving mathematical proficiency outcomes across grade levels in the district. Addressing foundational gaps in Grade 1 through targeted remediation, continuous assessment, and collaborative teaching is essential to reduce persistence in the Not Proficient category and improve progression in education outcomes. It provides evidence for policy refinement and instructional reform, emphasizing data-informed decision-making, early grade support systems, and continuous teacher development to sustain proficiency gains across basic education system.

Keywords: mathematics proficiency, DMAT, foundational numeracy, mixed methods and pedagogical catalysts

I. Introduction

Every Filipino learner is expected to acquire strong numeracy skills early in their education. Developing a solid mathematical foundation equips students to reason logically, solve real-world problems, and build confidence in their learning journey. In a well-structured education system, early-grade learners would

consistently demonstrate mastery of basic numeracy concepts, ensuring a smooth progression toward higher-level mathematical competencies.

Empirical evidence from national and international assessments highlights a challenging situation. The PISA 2022 results show that 84% of Filipino students scored below the minimum proficiency level in mathematics (OECD, 2023), placing the Philippines among the lowest-performing countries. Similarly, the EDCOM 2 report (2026) found that while about 30% of Grade 3 learners demonstrate some proficiency, this number drops to less than 20% by Grade 6, indicating that learning gaps widen as students advance. The World Bank (2024) further attributes this “learning poverty” to limited hands-on experiences, which hinder children’s ability to move from simple counting to functional reasoning. Consequently, mathematics proficiency acts as a critical “gatekeeper,” where lagging behind in the subject directly correlates with lower overall academic achievement and diminished future career readiness (Cabuquin & Aboejo, 2023).

This disparity between expected outcomes and actual performance is clearly reflected in the Schools In one of the Schools District in Region VI, where the Division Mathematics Assessment Test (DMAT) serves as the benchmark for evaluating numeracy achievement.

The pre-test results established a strong baseline, showing that 70.2% of the 1,595 students already met or exceeded “Proficient” levels. While the majority of students were concentrated in the higher performance tiers, the lower primary grades (1–3) exhibited the most significant challenges, accounting for over 80% of the total “Not Proficient” population at the start of the assessment period. Furthermore, the post-test results demonstrate a significant upward shift in mastery, with the Highly Proficient category surging to 67.73% of the total population and the number of struggling students in the Not Proficient tier dropping by 66.7%. However, despite this overall growth, a clear performance gap persists in the early foundational years; Grade 1 remains the primary outlier, accounting for 66.7% of the remaining “Not Proficient” students and 39.5% of those in the “Low Proficient” category. While the upper elementary grades (4–6) have nearly eliminated academic failure with only two “Not Proficient” students combined the concentration of 16 “Not Proficient” and 17 “Low Proficient” students in Grade 1 indicates that while interventions were largely successful, a subset of the youngest learners continues to lag and requires more intensive, targeted support to bridge the gap.

Therefore, despite the overall improvement in mathematics proficiency across the district, a clear gap remains in the foundational years. While some learners progress smoothly from “Low” to “Highly Proficient” others remain stagnant despite targeted interventions, raising the critical question of what enables certain students to move up the proficiency ladder while others do not. To reconcile these findings, this study examined shifts in proficiency levels and explored the classroom-based factors that influence these transitions. Specifically, it sought to understand the distribution of students across proficiency levels in both pretest and post-test, whether significant differences existed across grade levels, the patterns of change observed, the common characteristics of those who remain “Not Proficient” and the classroom practices that most effectively support learners in advancing toward mastery

II. Methodology

This study employed a Convergent Parallel Mixed Methods Design. The quantitative strand utilized a descriptive-evaluative approach to measure statistical growth and transition patterns among 1,595 learners. Simultaneously, the qualitative strand applied thematic analysis to investigate the “pedagogical why” behind these numbers. This design was essential because, while quantitative data identified where shifts

occurred, the qualitative data explained why specific learners particularly in Grade 1 remained resistant to intervention. By merging these strands, the study moves beyond mere score reporting to offer a holistic understanding of the socio-pedagogical mechanisms that catalyze a student's journey "up the ladder" of mathematical mastery.

This design was uniquely suited for this research because a purely quantitative analysis would identify what shifts occurred but would fail to explain why certain learners, particularly in Grade 1, remained resistant to intervention. The significance of this mixed-methods approach was contingent in its ability to bridge the "data-practice gap"; while the longitudinal data provided the statistical evidence required for policy-level evaluation, the qualitative findings offered actionable pedagogical insights. By merging these two strands, the study moved beyond mere score reporting to offering a holistic understanding of the specific socio-pedagogical mechanisms that catalyze a student's journey "up the ladder" of mathematical mastery.

The participants for this study were organized into two levels to support the mixed-methods framework. For the quantitative strand, the study utilized the assessment data of the total population of 1,595 learners across Grades 1 to 6 in one of the Schools District in Region VI. This large-scale secondary data served as the basis for analyzing the statistical shifts and transition patterns in mathematics proficiency.

It should be noted that while the initial assessment (pre-test) included 1,595 learners, the post-test recorded a total of 1,574 participants. This minor attrition (1.3%) is attributed to student transfers and prolonged absences during the final testing window, though it does not significantly impact the overall statistical validity of the district-wide proficiency shift.

For the qualitative and explanatory strand, the primary respondents consisted of twelve (12) purposively selected mathematics teachers from the district. This purposive sampling approach was employed to target "information-rich" respondents who could provide specific insights into the performance shifts. The sample included teachers from the upper elementary grades (4–6) where nearly all students reached proficiency, as well as the Grade 1 teachers who handled the 66.7% of students remaining in the "Not Proficient" category. By engaging these specific educators, the researchers were able to capture the professional observations and pedagogical reflections of those who directly facilitated the most significant "moved up the ladder" and those who navigated the most persistent learning barriers.

The study utilized two primary instruments to capture both the numerical shifts in student performance and the underlying pedagogical factors. For the quantitative strand, the Division Mathematics Assessment Test (DMAT) database were used to retrieve pre-test and post-test scores, and provided a standardized measure of proficiency across four levels for the 1,595 learners. To complement this, a researcher-developed Teacher Profiling and Factor Survey (TPFS) was administered to the purposively selected teachers. This dual-purpose instrument contained a Likert-scale section to quantify the influence of classroom-based variables and a qualitative open-ended section designed to elicit thematic insights into the characteristics of learners who remained stagnant in the "Not Proficient" category. By integrating the archival DMAT results with the teacher-provided survey data, the researchers were able to ensure that the statistical transition patterns were directly triangulated with the professional observations of the frontline educators.

Moreover, it is essential to note that the Teacher Profiling and Factor Survey (TPFS) utilized a 4-point Likert scale (1 = Not Influential to 4 = Highly Influential) to quantify classroom level variables. This scale was designed to eliminate 'neutral' responses, forcing a clear indication of which pedagogical factors such as feedback loops or remediation most effectively catalyzed student transitions up the proficiency ladder.

The data collection and analysis were conducted in two systematic phases designed to capture both the statistical and narrative dimensions of the proficiency shifts. The researcher retrieved the pre-test and post-test DMAT scores of the 1,595 learners from the district’s existing assessment database to establish a longitudinal record of performance. The Teacher Profiling and Factor Survey (TPFS) were distributed to the purposively selected teachers across the district to gather data on classroom-level variables and professional observations of student behavior. Finally, in the Data Analysis Phase, the quantitative DMAT results were processed through Chi-square tests and transition matrices to identify the significance and direction of the proficiency shifts, while the qualitative responses from the teachers were subjected to thematic analysis. These findings were integrated to determine how specific teacher-reported factors and student characteristics explained the observed statistical shifts in math proficiency.

III. Results

Table 1 presents the frequency and percentage distribution of students' proficiency levels across the DMAT before and after the assessment period. The data compares the pretest and post-test results to illustrate how the distribution of student performance shifted across five distinct proficiency categories: Highly Proficient, Proficient, Nearly Proficient, Low Proficient, and Not Proficient. A total of 1,595 students were evaluated during the pretest, while 1,574 students were evaluated during the post-test.

**Table 1
Frequency and Percentage Distribution of Proficiency Levels**

Proficiency Level	Pretest (f)	Pretest (%)	Post-test (f)	Post-test (%)
Highly Proficient	774	48.53%	1,066	67.73%
Proficient	346	21.69%	280	17.79%
Nearly Proficient	264	16.55%	161	10.23%
Low Proficient	133	8.34%	43	2.73%
Not Proficient	72	4.51%	24	1.52%
Total	1,595	100%	1,574	100%

The data revealed a substantial positive shift in numeracy across the district. In the pretest, the "Highly Proficient" group represented 48.53% of the population. By the post-test, this figure surged to 67.73%, reflecting an influx of 292 students into the highest mastery tier. Conversely, the "at-risk" tiers (Low and Not Proficient) saw a combined reduction from 12.85% to 4.25%.

Table 2 presents the Chi-square test results used to determine if there is a statistically significant difference in the distribution of student proficiency levels between the pretest and post-test. The test compares the observed distributions to evaluate whether the intervention or instructional period produced a significant change in student performance levels. The analysis reports the Chi-square statistic, degrees of freedom, and corresponding p-value evaluated at the 0.05 significance level.

**Table 2
Chi-square Test Results for General Proficiency Distribution**

Statistical Measure	Value
Chi-square	142.41

Degrees of Freedom	4
p-value	< 0.0001*
Critical Value	9.488
> Significant at the 0.05 level	

To determine if the observed improvements were statistically significant, a Chi-square Test of Homogeneity was conducted. This test assesses whether the distribution of proficiency levels changed significantly between the two testing periods. Since the p-value is less than 0.0001, the null hypothesis is rejected. There is a statistically significant difference in the distribution of students across proficiency levels. This suggests that the shift from lower tiers to "Highly Proficient" status is not due to random chance but reflects a genuine gain in mathematical competency across the district.

Table 3 presents the comparative post-test proficiency results across different grade levels, highlighting the percentage of students categorized as "Highly Proficient" alongside the frequency of students categorized as "Not Proficient". This breakdown illustrates the performance trends as students advance through primary education levels, ranging from Grade 1 to Grade 6.

Table 3
Comparative Post-test Proficiency by Grade Level

Grade	Highly Proficient	Proficient	Nearly Proficient	Low Proficient	Not Proficient
Grade 1	55.91%	12.73%	16.36%	7.73%	7.27%
Grade 2	62.39%	19.66%	13.25%	3.85%	0.85%
Grade 3	68.32%	16.03%	12.21%	1.91%	1.53%
Grade 4	66.19%	23.02%	8.99%	1.44%	0.36%
Grade 5	72.08%	18.18%	8.44%	1.30%	0.00%
Grade 6	77.94%	16.18%	4.04%	1.47%	0.37%
Overall	67.73%	17.80%	10.23%	2.73%	1.52%

While the district-wide trend is positive, the data shows variation when disaggregated by grade level. Notably, the upper elementary grades (4–6) achieved near-total proficiency, while Grade 1 remained the primary outlier. A separate Chi-square analysis across grades confirms that grade level is a significant factor in proficiency distribution. Grade 1 accounts for 66.7% of the remaining "Not Proficient" students in the district, indicating that while the intervention worked universally, the youngest learners face unique barriers that impede their transition up the proficiency ladder.

Table 4 presents the net change in student proficiency counts from the pre-test to the post-test across different grade levels, specifically tracking the increase in the "Highly Proficient" category and the decrease in the "Not Proficient" category. This breakdown illustrates the educational progression and improvement patterns for each grade level following the assessment period.

Table 4 Net Change in Proficiency Counts from Pretest to Post-test

Grade Level	Increase in Highly Proficient Performance Across Grade Levels	Percentage Gained	Decline in Not Proficient Performance Across Grade Levels	Percentage Declined
Grade 1	57	86.36%	11	40.74%

Grade 2	18	14.06%	18	90.00%
Grade 3	59	49.17%	7	63.64 %
Grade 4	71	62.83%	7	87.50%
Grade 5	43	24.02%	4	100.00%
Grade 6	44	26.19%	1	50.00%

The transition from pretest to post-test follows a "bottom-up" migration pattern. The table shows how students' proficiency levels changed from pretest to post-test across Grades 1–6, focusing on two groups: Highly Proficient and Not Proficient. The results clearly indicate a strong improvement trend across all grade levels.

First, the increase in Highly Proficient learners is consistent in every grade. Grade 4 recorded the highest gain of 62.83%, followed by Grade 3 of 49.17% and Grade 1 with 86.36%. Even the lowest increase, seen in Grade 2 with 14.06% , still reflects positive growth. This suggests that many students moved upward into higher proficiency levels after the intervention or instruction period.

Second, the decrease in Not Proficient learners across all grades is a very important finding. Grade 2 shows the largest reduction of 90%, meaning a significant number of struggling learners improved. Other grades also show declines, though smaller in number like grade 6 with 50%. This indicates that fewer students remained at the lowest proficiency level after the post-test.

Taken together, these results support the idea of a "bottom-up migration pattern." This means students are not just improving slightly—they are actually moving from lower proficiency levels (Not Proficient) to higher ones (Proficient or Highly Proficient). The data especially highlights strong recovery in the intermediate grades 2 and 4, where both increases in high performers and decreases in low performers are more pronounced.

However, the variation across grades also suggests differences in impact. For example, Grade 6 has a high increase in Highly Proficient 26.19% but only a small decrease in Not Proficient which is 50% , which could mean fewer struggling students to begin with or less movement from the lowest group.

Overall, the table demonstrates that the intervention or teaching strategies used were effective in improving student performance, reducing academic failure, and promoting upward movement in proficiency levels.

Table 5 presents the DMAT proficiency transition matrix, detailing the net volume change and primary movement patterns of students between their pre-test status and post-test status. This matrix tracks how students shifted across proficiency tiers, highlighting the overall progression, skill consolidation, and mastery levels observed across the district.

Table 5
DMAT Proficiency Transition Matrix

Pre-test Status	Post-test Status	Net Volume Change	Percentage	Primary Movement Observed
Not Proficient	Proficient / Highly Proficient	48 students	66.67%	66.7% reduction in academic failure; most migrated to "Nearly Proficient" or higher.

Low Proficient	Proficient / Highly Proficient	90 students	67.67%	Significant shift from low proficient to proficient & highly proficient; the majority jumped two proficiency tiers.
Nearly Proficient	Highly Proficient	103 students	39.02%	Steady progression; common in Grades 3–6.
Proficient	Highly Proficient	66 students	19.08%	Consolidation of skills; moving from "proficient" to "highly proficient".
Highly Proficient	Maintained Mastery	292 students	37.72%	Surged to 67.73% of the total district population.

The data revealed that students who remain stagnant in the "Not Proficient" category exhibit a combination of cognitive gaps, behavioral disengagement, and external attendance issues. The most persistent barrier was the interplay between weak foundational numeracy (number sense) and poor reading comprehension. Teachers noted that these students often "restart at one" for every problem because they haven't mastered subitizing. Furthermore, irregular attendance acts as a "wall" that prevents academic continuity, ensuring these learners remain in the Not Proficient category despite classroom interventions.

Table 6
Characteristics of Students Remaining in the "Not Proficient" Category

Theme	Qualitative Evidence (Teacher Responses)	Supporting Quantitative Mean (Scale 1-4)
Cognitive & Literacy Gaps	"Lack number sense, relying on 'counting all' rather than 'counting on'... weak basic skills and difficulty understanding word problems."	3.42 (Poor reading comprehension affecting problem-solving)
Academic Continuity & Attendance	"Chronic tardiness and frequent absences correlate directly with their inability to develop self-discipline."	Qualitative observation high in 33% of responses
Low Engagement & Motivation	"Passive presence... physically there but mentally disengaged... lack of intrinsic motivation or academic curiosity."	3.17 (Low motivation or interest in Mathematics)
Instructional Retention Issues	"Struggle to hold onto new information or connect it to previous lessons... cannot retain or apply material the next day."	3.17 (Struggle to follow multi-step instructions)

This data outlines the primary barriers that keep learners at a "Not Proficient" level in mathematics, beginning with foundational cognitive and literacy challenges. Teachers report that struggling students lack essential number sense, such as the ability to subitize and "count on," relying instead on less efficient methods like "counting all." These cognitive gaps are compounded by weak reading comprehension, which hinders their ability to understand word problems, slows down problem-solving, and damages student confidence. Furthermore, the data identifies academic continuity as a critical factor; chronic tardiness and frequent absences disrupt the learning process and prevent students from developing the self-discipline needed to achieve mastery.

Beyond foundational skills and attendance, instructional retention, student engagement, and home support play vital roles in academic performance. Teachers note that while some students can follow a lecture, they struggle to retain or apply the information the following day due to short attention spans and difficulty connecting new concepts to prior knowledge. This issue is worsened by a lack of intrinsic motivation and active engagement, as many students remain mentally detached during lessons. Finally, a lack of reinforcement outside the classroom leaves students unable to consolidate their learning, underscoring the need for stronger collaboration between the school and the home.

This table 7 revealed that Classroom factors that "catalyze" the shift from Not Proficient to higher levels of mastery are centered on immediate support systems and active, concrete learning experiences. The transition "up the ladder" is most significantly influenced by consistent feedback mechanisms and remediation. Quantitative data highlights Frequent Feedback (3.67) and Regular Remediation (3.58) as the top factors. Qualitatively, teachers emphasized that differentiated instruction and manipulatives are essential for Grade 1 learners to transition from rote counting to functional mathematical reasoning.

Table 7
Classroom-Based Factors Influencing Proficiency Transitions

Theme	Qualitative Evidence (Teacher Responses)	Supporting Quantitative Mean (Scale 1-4)
Feedback & Correction Loops	"Immediate corrections prevent mathematical misconceptions from becoming permanent habits during independent work."	3.67 (Frequent feedback helps improve skills)
Targeted Intervention	"Progress monitoring and tracking individual data allows for personalized practice that targets specific gaps."	3.58 (Regular remediation sessions)
Concrete & Visual Scaffolding	"Hands-on modeling using tools like ten-frames allows students to 'see' operations, building a bridge to mental math."	3.50 (Use of visual aids and manipulatives)

The qualitative findings on classroom-based factors reveal that teachers consistently emphasized feedback and correction loops as a critical influence on students' mathematical development. Teachers reported that immediate corrections help prevent misconceptions from becoming permanent learning errors, especially during independent work. This was supported by the highest quantitative mean (3.67), indicating that frequent feedback practices are commonly implemented and perceived as highly effective. The result suggests that timely teacher responses not only clarify misunderstandings but also reinforce correct mathematical thinking, thereby improving overall student performance and conceptual accuracy. Another key theme is targeted intervention, where teachers highlighted the importance of monitoring and tracking individual student performance to guide remediation efforts. With a mean of 3.58, regular remediation sessions were identified as a structured support system that addresses specific learning gaps. This indicates that differentiated instruction is already being practiced, allowing teachers to adjust instruction based on student needs. The qualitative responses suggest that when interventions are focused and data-driven, students who struggle in mathematics are more likely to gradually transition toward proficiency through

consistent and personalized academic support.

Lastly, concrete and visual scaffolding together with an affective classroom environment were also identified as important enabling factors in student learning. Teachers noted that the use of manipulatives, such as ten-frames and visual aids, helps students better understand abstract mathematical concepts by making them more tangible, reflected in a mean of 3.50. In addition, the affective environment shaped by teacher attitude and classroom atmosphere was described as reducing math anxiety and building learner confidence, even though it was presented more qualitatively than quantitatively. Overall, the findings indicate that while instructional strategies are essential, emotional support and a positive learning climate are equally important in sustaining student engagement and improving mathematics proficiency.

IV. Discussion

The results of this study tell a story of significant growth, yet highlight a persistent challenge at the foundation. The quantitative results reveal a significant "bottom-up" migration in student proficiency across the district. Between the pre-test and post-test, there was a drastic realignment of the learner population: the "Highly Proficient" tier surged to 67.73%, while the "Not Proficient" category saw a remarkable 66.7% reduction. This indicates that the district's broad-based interventions were statistically significant and effective in moving the majority of learners "up the ladder."

A granular look at the grade-level distribution reveals that while the district-wide trend is positive, the gains were not uniform. The upper elementary grades (4–6) achieved near-universal proficiency. In contrast, Grade 1 remains the primary outlier, accounting for 66.7% of the remaining "Not Proficient" students in the district. This indicates a "foundational wall" or developmental bottleneck. Qualitative evidence suggests these learners are struggling to transition from "counting all" to "counting on". When this cognitive lag is coupled with weak reading comprehension, the student faces a dual-barrier that standard, broad-based interventions fail to penetrate. To understand why certain students remain in the "Not Proficient" category, the researchers looked beyond numerical scores. The thematic analysis of teacher responses identified an intersection of cognitive and socio-environmental factors.

The most significant barrier identified was Poor Reading Comprehension. Teachers observed that students struggle to decode the linguistic context of math problems, effectively locking their ability to apply numerical logic. Qualitatively, teachers described these students as lacking "number sense" often stuck in the developmental phase of "counting all" rather than "counting on." Beyond the classroom, irregular attendance and a lack of home-based reinforcement were cited as critical factors that disrupt academic continuity, making it difficult for students to bridge the gap between prerequisite skills and grade-level expectations. The study successfully identified specific classroom-based factors that facilitate the shift toward mastery. The quantitative data ranks Frequent Feedback and Regular Remediation as the most influential variables.

These scores were supported by qualitative themes emphasizing the move from rote learning to active reasoning. Teachers noted that the use of concrete manipulatives (such as ten-frames) provides a vital bridge for early-grade learners to visualize abstract operations. Furthermore, the "affective" environment specifically a positive teacher attitude was found to reduce math anxiety, encouraging the risk-taking necessary for students to view mathematical errors as growth opportunities rather than terminal failures. These findings reinforce the warnings provided by PISA (2022) and the EDCOM 2 report, which highlight those foundational gaps in the early grades compound over time if left unaddressed. The study confirms the "gatekeeper" theory proposed by Cabuquin & Abocejo (2023), where literacy acts as the primary

barrier to numeracy achievement. Moreover, the effectiveness of hands-on modeling in one of the Schools District in Region VI validates the World Bank's (2024) recommendations on addressing "learning poverty" through concrete-pictorial-abstract (CPA) sequences. In evaluating these results, it is the researchers' professional view that "Not Proficient" status in the early grades is rarely a reflection of innate ability; rather, it is a symptom of disconnected learning. When a student faces the dual challenge of low literacy and inconsistent school attendance, the mathematical "chain" is broken. As researchers and educators, our focus must shift from simply "re-teaching" content to ensuring the pre-mathematical foundations reading comprehension and instructional continuity are secured first.

In conclusion the DMAT data proves that one of the Schools District in Region VI has made substantial strides in improving mathematical mastery through a strong feedback culture and targeted remediation. However, the stagnation observed in Grade 1 highlights a critical need for curriculum integration. Until the "data-practice gap" regarding early-grade attendance and reading comprehension is addressed, a subset of the youngest learners will remain at risk of permanent academic lag. Proficiency is not merely about re-teaching content; it is about securing the pre-mathematical foundations of literacy and instructional continuity. The proposed recommendations advocate for a comprehensive approach aimed at enhancing mathematical competency within one of the Schools District in Region VI. Based on the results or findings of the study, several recommendations are proposed to enhance learners' mathematical proficiency in the early grades. Instructional practices should adopt a literacy-first approach in Grades 1 and 2, where teachers prioritize the decoding and understanding of mathematical vocabulary to help learners comprehend problems before solving them. In addition, immediate feedback mechanisms should be institutionalized by integrating regular "check-for-understanding" drills in every lesson to quickly identify and address misconceptions before they become persistent. Schools are also encouraged to strengthen resource allocation by providing concrete manipulatives such as counters, number lines, and blocks to support foundational numeracy development and the transition from basic counting to more advanced mental strategies. Furthermore, a home-link program should be implemented for learners identified as Not Proficient, engaging parents in reinforcing numeracy skills at home, especially for those with irregular attendance. Lastly, a data-driven monitoring system using a transition matrix is recommended to track learner progress and improvement rates, ensuring that movement from lower to higher proficiency levels is systematically monitored, recognized, and supported.

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