

Metrics-Focused Strategic Planning and Precise Implementation of Educational Policies in Relation to Elementary School Outcomes

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Abstract: This study determined the influence of Metrics-Focused Strategic Planning and Precise Implementation of Educational Policies on Elementary School Outcomes in Sta. Maria East District, Division of Davao Occidental. Specifically, it examined the extent of the independent and dependent variables, determined the significant relationships among them, and identified the predictive influence of the independent variables on elementary school outcomes. A quantitative descriptive-correlational research design was employed. Data were collected from 212 public elementary school teachers through simple random sampling using a validated researcher-made survey questionnaire. The data were analyzed using the mean to determine the extent of the variables, the Pearson Product-Moment Correlation to examine significant relationships, and multiple regression analysis to determine the predictive influence of the independent variables. The findings revealed that Metrics-Focused Strategic Planning, Precise Implementation of Educational Policies, and Elementary School Outcomes were all implemented to a Very Extensive extent. Moreover, Metrics-Focused Strategic Planning exhibited a strong, positive, and significant relationship with Elementary School Outcomes ($r = 0.742$, $p = 0.000$), while Precise Implementation of Educational Policies likewise showed a strong, positive, and significant relationship ($r = 0.709$, $p = 0.000$). Regression analysis further established that both independent variables significantly predicted elementary school outcomes. The study concludes that data-driven strategic planning and the consistent implementation of educational policies significantly enhance school outcomes. Guided by Systems Theory, Goal-Setting Theory, and the Theory of Change, the findings underscore the importance of evidence-based planning and policy fidelity in achieving sustainable school improvement. The study recommends institutionalizing data-informed decision-making and strengthening policy implementation across elementary schools.

Keywords: *Metrics-Focused Strategic Planning; Precise Implementation of Educational Policies; Elementary School Outcomes; Data-Driven Decision-Making; School Effectiveness.*

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I. INTRODUCTION

➤ Background of the Study

Exploring metrics-focused strategic planning, precise policy implementation, and school outcomes is essential in understanding how data-driven decision-making can improve educational performance. Schools today face increasing pressure to meet performance standards, making evidence-based planning necessary for effective resource allocation, progress monitoring, and targeted interventions. Likewise, consistent implementation of educational policies helps ensure that programs are properly executed across schools and contribute to improved outcomes. This study therefore examined how strategic planning and policy implementation can enhance the academic performance of elementary learners in the district.

Despite continuing efforts to improve education, schools in Sta. Maria East District still experience challenges such as low student achievement, high dropout rates, and inconsistent policy implementation. A major concern is the weak alignment between school goals, available data, and actual performance outcomes. Without reliable metrics and consistent implementation, schools may have difficulty identifying priority areas, allocating resources efficiently, and improving teaching practices. Weak leadership and limited monitoring of policy implementation may further contribute to inconsistent practices and uneven student progress.

Internationally, socioeconomic conditions, family environments, poverty, and mental health have been identified as significant influences on school outcomes. In the United States, segregation and socioeconomic inequality limit disadvantaged students' access to quality educational resources, while poor parenting practices may also contribute

to academic difficulties (Owens, 2020; Garcia & Serra, 2019). In the United Kingdom, poverty affects students' access to basic needs and educational opportunities, while mental health difficulties can further reduce academic attainment (Thompson, 2020; Smith et al., 2021). These conditions demonstrate that educational outcomes are influenced not only by school practices but also by broader social and family circumstances.

In Asia, early school leaving and socioeconomic inequality continue to affect students' educational attainment. Poverty, family responsibilities, and limited access to educational resources are among the major factors associated with school dropout (Momo et al., 2019). Similarly, socioeconomic status is strongly related to academic performance in developing countries, as learners from more advantaged families generally have greater access to educational opportunities and resources (Kim et al., 2019). These challenges are particularly evident in rural and low-income communities where inadequate infrastructure and limited support systems may prevent learners from achieving their full academic potential.

In the Philippines, poor school outcomes are also associated with inadequate learning resources, unfavorable school conditions, and limited parental involvement. Material deprivation, including insufficient facilities and instructional resources, has been linked to the country's weak performance in PISA 2018 (Trinidad, 2020). Parenting practices may likewise influence academic achievement, particularly when discipline is prioritized over active participation in children's education (Alampay & Garcia, 2019). In the Davao region, teacher performance and student outcomes are further affected by school climate, teacher self-efficacy, program management, and leadership. Inadequate administrative support and weak leadership can create unfavorable school environments and limit effective instructional supervision (Isao, 2021; Loyola, 2024).

These conditions reveal a research gap concerning the lack of strategic alignment between school goals, data, policy implementation, and actual performance outcomes in Sta. Maria East District. Despite existing initiatives, persistent low achievement, dropout rates, and inconsistent policy application indicate the need for a more systematic and evidence-based approach to school management. The limited use of school data and weak planning frameworks may hinder schools from developing timely and appropriate interventions. Thus, this study is timely and necessary to determine how metrics-focused strategic planning and precise policy implementation can be strengthened to improve school performance, promote educational equity, and provide

practical and potentially scalable solutions for resource-constrained educational settings.

➤ *Theoretical/Conceptual Framework*

This study is anchored on Systems Theory (Bertalanffy, 1968), Goal-Setting Theory (Locke & Latham, 1990), and Theory of Change (Weiss, 1995). Systems Theory views schools as interconnected organizations in which planning, teaching, policy implementation, and outcomes influence one another. This supports the study's focus on metrics-focused strategic planning and precise policy implementation by emphasizing the need for alignment among school processes. Goal-Setting Theory highlights that specific, measurable, and challenging goals, supported by feedback, can improve motivation and performance (Locke & Latham, 1990). This perspective is relevant to data-driven strategic planning because measurable targets help schools monitor progress and align policies and actions with desired outcomes. Meanwhile, Theory of Change explains how planned activities and interventions can produce intended results by establishing links among inputs, activities, outputs, and outcomes (Weiss, 1995). Together, these theories provide a framework for understanding how strategic decisions and policy implementation may contribute to improved school outcomes.

The conceptual framework presents metrics-focused strategic planning as the first independent variable, referring to the systematic use of performance data in school decision-making. It is measured through the utilization of student performance data, collaboration in data interpretation, implementation of data-informed interventions, and engagement in continuous professional development. The second independent variable is precise implementation of educational policies, which refers to the consistent and accurate application of school policies, procedures, and guidelines. Its indicators include consistency in policy application, clarity of policy communication, and feedback mechanisms for policy review. These variables emphasize the importance of using reliable information, collaborative practices, and continuous improvement in strengthening school management and instructional practices.

The dependent variable is school outcomes, which refers to measurable indicators of a school's progress in achieving its academic and operational objectives. It includes teacher collaboration frequency and professional development participation, reflecting the extent to which teachers work together, share effective practices, monitor student progress, and engage in activities that improve their professional competencies. Overall, the framework assumes that effective use of performance metrics and precise policy implementation can strengthen school practices and contribute to better educational outcomes.

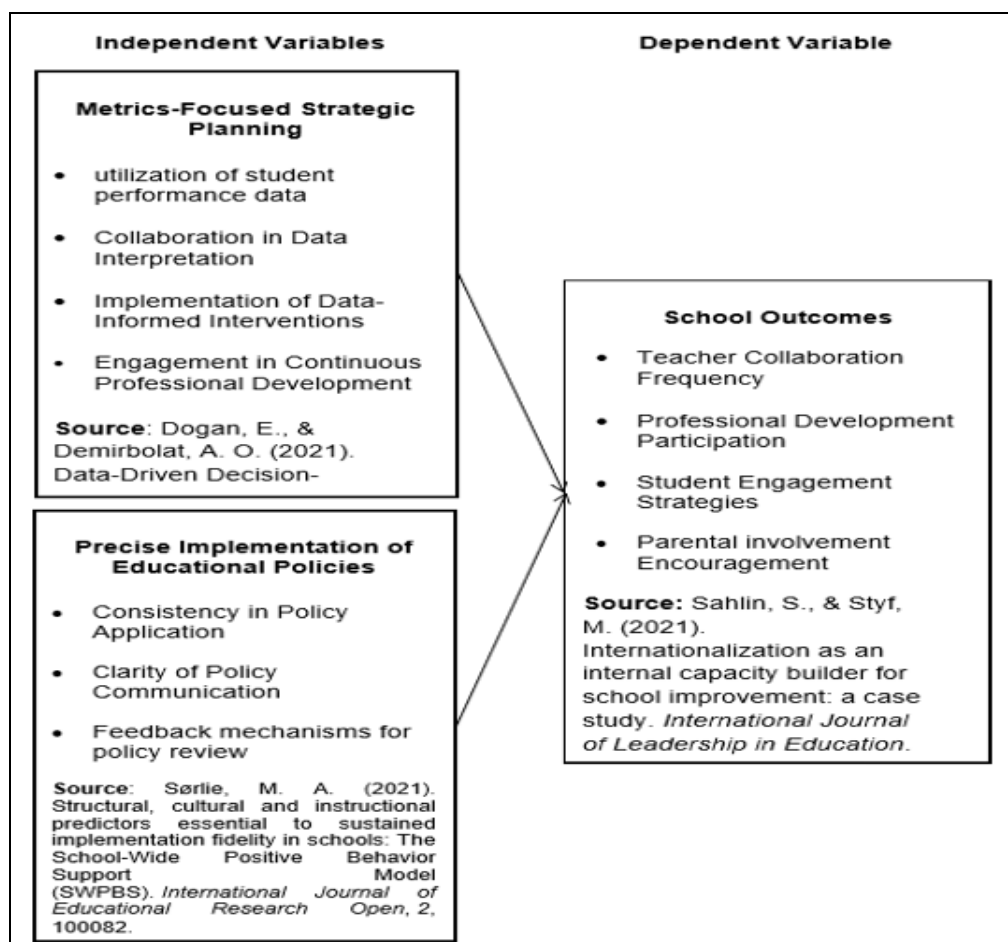


Fig 1 The Conceptual Framework of the Study

➤ Statement of the Problem

The primary objective of this study is to evaluate the influence of metrics-focused strategic planning and precise implementation of educational policies on the elementary school outcomes in Sta. Maria East District, Davao Occidental. As such, the research explored the following questions:

- *What is the Extent of Metrics-Focused Strategic Planning in Terms of:*
 - ✓ Utilization of student performance data;
 - ✓ Collaboration in data interpretation;
 - ✓ Implementation of data-informed interventions; and
 - ✓ Engagement in continuous professional development?
- *What is the Extent of Precise Implementation of Educational Policies in Terms of:*
 - ✓ Consistency in policy application;
 - ✓ Clarity of policy communication; and
 - ✓ Feedback mechanisms for policy review?
- *What is the Extent of Elementary School Outcomes in Terms of:*
 - ✓ Teacher collaboration frequency;
 - ✓ Professional development participation;

- ✓ Student engagement strategies; and
- ✓ Parental involvement encouragement?

• *Is there a Significant Relationship Between:*

- ✓ Metrics-focused strategic planning and elementary school outcomes?; and
- ✓ Precise implementation of educational policies and elementary school outcomes?
- Do metrics-focused strategic planning and precise implementation of educational policies serve as significant predictors of elementary school outcomes?

➤ Hypotheses

The following hypotheses were tested at 0.05 level of significance:

- H_{01} : There is no significant relationship between metrics-focused strategic planning and elementary school outcomes.
- H_{02} : There is no significant relationship between precise implementation of educational policies and elementary school outcomes.
- H_{03} : Metrics-focused strategic planning and precise implementation of educational policies do not serve as significant predictors of elementary school outcomes.

II. METHODOLOGY

➤ Research Design

This study employed a quantitative research approach to systematically collect and statistically analyze numerical data for examining relationships among variables and testing hypotheses. This approach is appropriate for objectively assessing the roles of metrics-focused strategic planning and precise implementation of educational policies in improving elementary school outcomes (Ahmad et al., 2019). Within this framework, the descriptive research method was used to present the existing conditions and characteristics of the respondents and educational practices without manipulating the variables. It provides a clear picture of how strategic planning and policy implementation are currently practiced in schools (Mohajan, 2020).

The study also utilized a correlational research method to determine the nature and degree of relationships among metrics-focused strategic planning, precise implementation of educational policies, and school outcomes. Through statistical analysis, this method allows the researcher to examine associations among variables without manipulating them and to identify potential relationships that may inform educational planning, leadership, and policy development (Hassan, 2024).

➤ Research Respondents

The respondents of the study were 212 elementary school teachers from Sta. Maria East District, Davao Occidental, selected from a total population of 1,190 teachers using Slovin's formula. Simple random sampling was employed to ensure that each teacher had an equal chance of selection and to minimize selection bias (Noor et al., 2022). Eligible respondents were active elementary teachers who had served for at least one academic year, were directly involved in classroom teaching, and had experience relevant to school operations, strategic planning, or policy implementation. Participation was voluntary and required informed consent to ensure compliance with ethical research standards.

➤ Research Instrument

The research instrument consists of three major parts corresponding to the study variables. The first part measures metrics-focused strategic planning through four dimensions: utilization of student performance data, collaboration in data interpretation, implementation of data-informed interventions, and engagement in continuous professional development. A five-point Likert scale will be used to determine the extent to which these practices are observed. Mean scores ranging from 4.20–5.00 will be interpreted as “Very Extensive”, indicating that metrics-focused strategic planning is always practiced; 3.40–4.19 as “Extensive”, meaning it is oftentimes practiced; 2.60–3.39 as “Moderately Extensive”, indicating that it is sometimes practiced; 1.80–2.59 as “Less Extensive”, signifying that it is seldom practiced; and 1.00–1.79 as “Not Extensive”, indicating that the practice is never observed.

The second part evaluates the precise implementation of educational policies based on three dimensions: consistency in policy application, clarity of policy communication, and feedback mechanisms for policy review. The instrument will

also employ a five-point Likert scale to measure the extent of policy implementation. A mean of 4.20–5.00 indicates “Very Extensive”, meaning policies are always implemented accurately and consistently; 3.40–4.19 indicates “Extensive”, meaning implementation is oftentimes evident; 2.60–3.39 indicates “Moderately Extensive”, showing that implementation is sometimes evident; 1.80–2.59 indicates “Less Extensive”, suggesting that policies are seldom implemented precisely; and 1.00–1.79 indicates “Not Extensive”, meaning precise policy implementation is never evident. The questionnaire will be pilot tested to establish its reliability and consistency before its full administration.

The third part measures school outcomes through teacher collaboration frequency, professional development participation, student engagement strategies, and parental involvement encouragement. Respondents will rate each item using the same five-point Likert scale. Mean scores of 4.20–5.00 will be described as “Very Extensive”, indicating that positive school outcomes are always evident; 3.40–4.19 as “Extensive”, meaning outcomes are oftentimes evident; 2.60–3.39 as “Moderately Extensive”, indicating that outcomes are sometimes evident; 1.80–2.59 as “Less Extensive”, suggesting that outcomes are seldom evident; and 1.00–1.79 as “Not Extensive”, indicating that school outcomes are never evident.

Overall, the use of a consistent five-point Likert scale across the three variables allows the researcher to systematically quantify respondents' perceptions and determine the extent of metrics-focused strategic planning, precise policy implementation, and school outcomes. The predefined mean ranges provide a uniform basis for interpreting the responses, making it possible to identify the level of practice or evidence associated with each variable and its respective dimensions. This approach supports a clear and consistent assessment of the relationships among the study variables.

➤ Data Gathering Procedure

The data-gathering procedure was conducted systematically to examine the predictive influence of metrics-focused strategic planning and precise implementation of educational policies on school outcomes in Sta. Maria East District, Davao Occidental. Before data collection, the researcher secured an endorsement from the Dean of the Graduate School of The Rizal Memorial Colleges, Inc., Davao City, and obtained ethical clearance from the RMC-Research Ethics Committee (RMC-REC). These documents were submitted to the school principals of the selected public schools to secure permission to conduct the study. Respondents were then selected through simple random sampling, with the assistance of school heads, and informed consent was obtained from participating teachers. The research instruments were validated by educational management experts and pilot tested with selected teachers to ensure their clarity, relevance, and reliability. After finalization, the questionnaires were distributed either physically or electronically, retrieved after completion, and prepared for statistical analysis.

The collected data were analyzed using descriptive and inferential statistics through SPSS. Mean and standard deviation were used to summarize respondents' perceptions and determine the central tendency and variability of responses regarding metrics-focused strategic planning, policy implementation, and school outcomes. Pearson Product-Moment Correlation was employed to determine the strength and direction of relationships among the study variables, while regression analysis was used to assess whether metrics-focused strategic planning and precise policy implementation significantly predict school outcomes. The results were interpreted in relation to the research objectives and relevant literature, leading to conclusions, recommendations, and identification of implications and limitations for educational management and future research.

➤ Data Analysis

The study utilized four statistical tools to analyze the gathered data: Mean, to determine the average perceptions of elementary school teachers regarding metrics-focused strategic planning, precise policy implementation, and school outcomes; Standard Deviation, to measure the variability or consistency of respondents' responses around the mean; Pearson Product-Moment Correlation, to determine the strength and direction of the relationships among the study variables; and Regression Analysis, to assess the predictive influence of metrics-focused strategic planning and precise implementation of educational policies on elementary school outcomes in Sta. Maria East District, Davao Occidental.

III. RESULTS AND DISCUSSIONS

➤ Metrics-Focused Strategic Planning

The extent of metrics-focused strategic planning was assessed in terms of utilization of student performance data, collaboration in data interpretation, implementation of data-informed interventions, and engagement in continuous professional development. Dogan and Demirbolat (2021) emphasized that strategic planning anchored on educational

metrics strengthens evidence-based decision-making. Lempiäinen (2024) also emphasized that the systematic use of educational data supports continuous school improvement.

• Utilization of Student Performance Data

The first indicator of Metrics-Focused Strategic Planning is the Utilization of Student Performance Data. As shown in Table 1, this indicator obtained an overall mean of 4.23, categorized as "Very Extensive". This result indicates that teachers have effectively integrated data-informed practices into instructional planning, demonstrating a strong commitment to evidence-based teaching and ongoing improvement. The high level of utilization suggests that schools have established a culture of using assessment evidence to inform pedagogical decisions, which increases the likelihood of timely interventions, improved learner outcomes, and the attainment of institutional performance targets.

The findings show that analyzing student performance data to identify learning gaps received the highest rating ($M = 4.32$), while utilizing student performance data to provide individualized instruction obtained the lowest ($M = 4.11$). This indicates that teachers extensively use assessment results to guide instructional planning and interventions. The finding is consistent with Ugboro et al. (2019), Huaisheng et al. (2019), Aburizaizah et al. (2019), and Yağcı (2022), who emphasized that systematic use of student performance data improves instructional decision-making, curriculum implementation, and continuous school improvement. However, the relatively lower rating for individualized instruction suggests a need to strengthen teachers' ability to translate assessment results into differentiated and learner-specific interventions. Such practices can better address diverse learning needs, improve student achievement, and align instructional strategies with school improvement goals (Ugboro et al., 2019; Yağcı, 2022).

Table 1 Metrics-Focused Strategic Planning in terms of Utilization of Student Performance Data

Statement	Mean	Descriptive Rating
1. Analyzing student performance data to identify learning gaps.	4.32	Very Extensive
2. Using student performance data to adjust teaching strategies.	4.27	Very Extensive
3. Sharing student performance data during meetings to improve instruction.	4.18	Extensive
4. Using data from student assessments to set academic goals for the class.	4.25	Very Extensive
5. Utilizing student performance data to provide individualized instruction.	4.11	Extensive
Mean	.23	Very Extensive
Legend: <i>Very Extensive</i> = Always Observed; <i>Extensive</i> = Oftentimes Observed; <i>Moderately Extensive</i> = Sometimes Observed; <i>Less Extensive</i> = Seldom Observed; & <i>Not Extensive</i> = Never Observed		

- *Collaboration in Data Interpretation*

The second indicator of Metrics-Focused Strategic Planning, Collaboration in Data Interpretation, refers to teachers' collective analysis of learner performance data to guide instructional decisions. Liu, Bellibaş, and Gümüş (2021) noted that collaborative data interpretation provides multiple perspectives that support more effective interventions, while Nguyen and Ng (2022) emphasized that it strengthens shared responsibility and school improvement. In this study, the indicator was rated Extensive ($M = 4.17$), showing that collaborative interpretation of learner data is oftentimes practiced. The highest-rated statement was

Collaborating with colleagues to interpret student performance data ($M = 4.24$), while Relying on peers for feedback when analyzing student performance data received the lowest rating ($M = 4.08$). These results suggest that teachers value collaborative data analysis, although opportunities for deeper peer feedback and reflective discussion could still be enhanced. Overall, the findings affirm that collaborative data use supports evidence-based instructional planning, responsive interventions, professional learning communities, and continuous school improvement (Liu et al., 2021; Nguyen & Ng, 2022).

Table 2 Metrics-Focused Strategic Planning in terms of Collaboration in Data Interpretation

Statement	Mean	Descriptive Rating
1. Collaborating with colleagues to interpret student performance data.	4.24	Very Extensive
2. Holding regular meetings to discuss and analyze student performance data.	4.18	Extensive
3. Feeling supported when collaborating with peers to understand student data.	4.20	Very Extensive
4. Including data interpretation as a key part of team discussions during professional development.	4.13	Extensive
5. Relying on peers for feedback when analyzing student performance data.	4.08	Extensive
Mean	.17	Extensive
Legend: <i>Very Extensive</i> = Always Observed; <i>Extensive</i> = Oftentimes Observed; <i>Moderately Extensive</i> = Sometimes Observed; <i>Less Extensive</i> = Seldom Observed; & <i>Not Extensive</i> = Never Observed		

- *Implementation of Data-Informed Interventions*

The third indicator of Metrics-Focused Strategic Planning, Implementation of Data-Informed Interventions, reflects the extent to which teachers apply instructional strategies based on learner performance data. The findings show a Very Extensive rating ($M = 4.22$), indicating that teachers consistently use assessment results to guide appropriate interventions and improve instruction. This result supports Pombo (2023), who found that consistent data-informed interventions strengthen instructional leadership and student achievement, and Neal (2021), who emphasized that evidence-based interventions enhance teaching effectiveness and promote sustainable school improvement.

The highest-rated statement was Implementing instructional interventions based on student performance data ($M = 4.29$, Very Extensive), indicating strong adherence to evidence-based instruction. In contrast, Modifying teaching methods according to data-driven intervention results received the lowest rating ($M = 4.17$, Extensive), suggesting that while teachers regularly adapt their instruction, further strengthening responsive teaching practices is possible. Overall, the findings show that data-informed interventions are well integrated into classroom instruction and school improvement efforts, consistent with Pombo (2023), Neal (2021), and Karsten and van Zyl (2022), who emphasized that evidence-based and context-responsive interventions enhance instructional effectiveness, learner achievement, and sustainable educational improvement.

Table 3 Metrics-Focused Strategic Planning in Terms of Implementation of Data-Informed Interventions

Statement	Mean	Descriptive Rating
1. Implementing instructional interventions based on student performance data.	4.29	Very Extensive
2. Reviewing data-driven interventions to ensure effectiveness in improving student outcomes.	4.22	Very Extensive
3. Modifying teaching methods according to data-driven intervention results.	4.17	Extensive
4. Monitoring the progress of students following the implementation of interventions.	4.24	Very Extensive
5. Aligning data-informed interventions with school improvement goals.	4.18	Extensive
Mean	4.22	Very Extensive
Legend: <i>Very Extensive</i> = Always Observed; <i>Extensive</i> = Oftentimes Observed; <i>Moderately Extensive</i> = Sometimes Observed; <i>Less Extensive</i> = Seldom Observed; & <i>Not Extensive</i> = Never Observed		

• Engagement in Continuous Professional Development

The fourth indicator of Metrics-Focused Strategic Planning, Engagement in Continuous Professional Development, obtained an overall mean of 4.23 (Very Extensive), indicating that teachers consistently participate in professional learning activities that enhance their data-use skills and instructional practices. The highest-rated statement was Benefiting from continuous professional development on data utilization for teaching practice (M = 4.30, Very Extensive), while

Participating in professional development activities related to data analysis received the lowest rating (M = 4.19, Extensive). This suggests that although teachers value continuous learning, greater participation in specialized data-analysis training may still be needed. The findings support Genie Dessie (2024), Faulkner et al. (2019), Osei-Owusu (2020), and Abakah et al. (2022), who emphasized that targeted and sustained professional development strengthens teacher competence, data-informed instruction, and overall school performance.

Table 4 Metrics-Focused Strategic Planning in Terms of Implementation of Data-Informed Interventions

Statement	Mean	Descriptive Rating
1. Participating in professional development activities related to data analysis.	4.19	Extensive
2. Attending professional development sessions that provide useful strategies for utilizing student performance data.	4.28	Very Extensive
3. Sharing data-driven insights during professional development meetings.	4.15	Extensive
4. Improving data interpretation skills through training, enhancing intervention implementation.	4.24	Very Extensive
5. Benefiting from continuous professional development on data utilization for teaching practice.	4.30	Very Extensive
Overall Mean	4.23	Very Extensive
Legend: <i>Very Extensive</i> = Always Observed; <i>Extensive</i> = Oftentimes Observed; <i>Moderately Extensive</i> = Sometimes Observed; <i>Less Extensive</i> = Seldom Observed; & <i>Not Extensive</i> = Never Observed		

The findings in Table 5 show that Metrics-Focused Strategic Planning achieved an overall mean of 4.21 (Very Extensive), indicating that data-driven planning practices are consistently evident among the respondents. This suggests that schools regularly use educational data to guide instructional planning, implement evidence-based

interventions, collaborate in data analysis, and support continuous professional development. The findings affirm the importance of systematic data use in strengthening school effectiveness, informed decision-making, and continuous improvement, consistent with Dogan and Demirbolat (2021) and Lempiäinen (2024).

Table 5 Summary on Metrics-Focused Strategic Planning in Sta. Maria East District, Davao Occidental

Indicators	ean	Descriptive Equivalent
Utilization of Student Performance Data	4.23	Very Extensive
Collaboration in Data Interpretation	4.17	Extensive
Implementation of Data-Informed Interventions	4.22	Very Extensive
Engagement in Continuous Professional Development	4.23	Very Extensive
Overall	.21	Very Extensive

Legend: *Very Extensive*= Always Observed; *Extensive*= Oftentimes Observed; *Moderately Extensive*= Sometimes Observed; *Less Extensive*= Seldom Observed; & *Not Extensive*= Never Observed

➤ Precise Implementation of Educational Policies

The precise implementation of educational policies in this study was measured in terms of consistency in policy application, clarity of policy communication, and feedback mechanisms for policy review. This variable refers to the accurate, consistent, and systematic application of school policies, procedures, and guidelines within the school environment. As presented in Chapter 2, Cannata et al. (2021) emphasized that high implementation fidelity is observed when policies are clearly understood and consistently applied, while Monzalve and Horner (2021) noted that consistent implementation strengthens teacher confidence and policy adherence. The extent of this variable and its indicators are presented in the succeeding tables.

• Consistency in Policy Application

The first indicator of precise implementation of educational policies is consistency in policy application. Monzalve and Horner (2021) highlighted that teachers perceive higher precision in policy implementation when rules are applied consistently throughout the school. Similarly,

Sanetti and Luh (2019) emphasized that consistent implementation improves teacher confidence and strengthens the faithful application of school-based interventions.

The findings in Table 6 indicate that consistency in policy application was rated Very Extensive ($M = 4.21$), showing that uniform policy enforcement is consistently practiced. The highest-rated statement was Ensuring that all school policies are applied uniformly across different grade levels ($M = 4.28$, Very Extensive), while Checking if teachers and administrators apply policies consistently in disciplinary actions received the lowest rating ($M = 4.16$, Extensive). This suggests that schools generally promote fair and predictable policy implementation, although consistency in disciplinary practices may still be improved. The findings support McLoughlin et al. (2019), Hall and Dawes (2019), Sanetti and Luh (2019), Monzalve and Horner (2021), Bradshaw et al. (2023), and Thierry et al. (2022), who emphasized that consistent policy enforcement strengthens trust, reduces uncertainty, and promotes faithful program implementation.

Table 6 Precise Implementation of Educational Policies in Terms of Consistency in Policy Application

Statement	Mean	Descriptive Rating
1. Ensuring that all school policies are applied uniformly across different grade levels.	4.28	Very Extensive
2. Observing the same procedures being followed by all teachers when implementing school policies.	4.21	Very Extensive
3. Monitoring whether school policies are consistently enforced regardless of the situation.	4.18	Extensive
4. Checking if teachers and administrators apply policies consistently in disciplinary actions.	4.16	Extensive
5. Verifying that students and staff are held to the same standards as outlined in school policies.	4.24	Very Extensive
Mean	4.21	Very Extensive

Legend: *Very Extensive*= Always Observed; *Extensive*= Oftentimes Observed; *Moderately Extensive*= Sometimes Observed; *Less Extensive*= Seldom Observed; & *Not Extensive*= Never Observed

- *Clarity of Policy Communication*

The second indicator of precise implementation of educational policies is clarity of policy communication. Cannata et al. (2021) noted that policy fidelity is strengthened when school heads provide clear explanations and rationales for implementation. Seleznyov et al. (2024) further emphasized that teachers are more likely to implement policies accurately when they clearly understand policy guidelines and objectives.

The results in Table 7 show that the extent of precise implementation of educational policies in terms of clarity of policy communication was rated as very extensive (M = 4.25), which means that clear communication of school policies is

always practiced. The highest-rated statement was Receiving clear and understandable instructions about new school policies (M = 4.31, Very Extensive), while the lowest-rated statement was observing that policy updates are communicated promptly and effectively to all teachers (M = 4.19, Extensive). This indicates that teachers generally receive clear policy instructions and explanations, although timeliness in communicating updates may still be further improved. The findings affirm Mills et al. (2020), Sanetti and Collier-Meek (2019), Mitra (2022), Cannata et al. (2021), Seleznyov et al. (2024), and Liz-Morell (2024), who asserted that clear, transparent, and structured communication enables teachers to understand policy expectations and implement them with greater accuracy and confidence.

Table 7 Precise Implementation of Educational Policies in Terms of Clarity of Policy Communication

Statement	Mean	Descriptive Rating
1. Receiving clear and understandable instructions about new school policies.	4.31	Very Extensive
2. Ensuring that all staff members fully understand policy changes before they are implemented.	4.25	Very Extensive
3. Observing that policy updates are communicated promptly and effectively to all teachers.	4.19	Extensive
4. Confirming that school leaders provide clear explanations of policy objectives.	4.27	Very Extensive
5. Verifying that policy expectations are communicated in a way that avoids confusion among staff.	4.22	Very Extensive
Mean	4.25	Very Extensive
Legend: <i>Very Extensive</i> = Always Observed; <i>Extensive</i> = Oftentimes Observed; <i>Moderately Extensive</i> = Sometimes Observed; <i>Less Extensive</i> = Seldom Observed; & <i>Not Extensive</i> = Never Observed		

- *Feedback Mechanisms for Policy Review*

The third indicator of the precise implementation of educational policies is feedback mechanisms for policy review. Cannata et al. (2021) described feedback mechanisms as important processes for reviewing the effectiveness and impact of policies. Criss et al. (2024) likewise emphasized that structured feedback channels promote responsiveness, continuous improvement, and more accurate policy implementation.

The findings in Table 8 show that feedback mechanisms for policy review were rated Extensive (M = 4.17), indicating that feedback processes are frequently practiced. The highest-rated statement was Observing the use of feedback mechanisms to improve the effectiveness of current policies (M = 4.23, Very Extensive), while Confirming that teacher feedback is actively considered during policy reviews and revisions received the lowest rating (M = 4.11, Extensive).

This suggests that schools have established feedback systems, but greater attention is needed in incorporating teachers' input into policy revisions. The findings support Caron et al. (2021), Bullock et al. (2021), Grooten et al. (2020), Cannata et al. (2021), Criss et al. (2024), Craft and Marciano (2024), and Toomey et al. (2024), who emphasized that effective feedback mechanisms help align policy intentions with actual implementation and promote responsive, practical, and sustainable policies.

The summary of the precise implementation of educational policies is presented in Table 9. The table shows the overall results across the three indicators, namely consistency in policy application, clarity of policy communication, and feedback mechanisms for policy review. The results in Table 9 reveal that the overall extent of precise implementation of educational policies was rated as very extensive (M = 4.21), indicating that the accurate and systematic implementation of policies is always practiced.

Table 8 Precise Implementation of Educational Policies in Terms of Feedback Mechanisms for Policy Review

Statement	Mean	Descriptive Rating
1. Participating in structured opportunities to provide feedback on school policies.	4.17	Extensive
2. Receiving feedback from administrators regarding the implementation of school policies.	4.20	Very Extensive
3. Ensuring that teachers' concerns about policies are addressed through proper feedback channels.	4.14	Extensive
4. Observing the use of feedback mechanisms to improve the effectiveness of current policies.	4.23	Very Extensive
5. Confirming that teacher feedback is actively considered during policy reviews and revisions.	4.11	Extensive
Mean	4.17	Extensive
Legend: <i>Very Extensive</i> = Always Observed; <i>Extensive</i> = Oftentimes Observed; <i>Moderately Extensive</i> = Sometimes Observed; <i>Less Extensive</i> = Seldom Observed; & <i>Not Extensive</i> = Never Observed		

Table 9 Summary on Precise Implementation of Educational Policies

Indicators	Mean	Descriptive Equivalent
Consistency in Policy Application	4.21	Very Extensive
Clarity of Policy Communication	4.25	Very Extensive
Feedback Mechanisms for Policy Review	4.17	Extensive
Overall	4.21	Very Extensive
Legend: <i>Very Extensive</i> = Always Observed; <i>Extensive</i> = Oftentimes Observed; <i>Moderately Extensive</i> = Sometimes Observed; <i>Less Extensive</i> = Seldom Observed; & <i>Not Extensive</i> = Never Observed		

➤ Elementary School Outcomes

Elementary School Outcomes were assessed in terms of Teacher Collaboration Frequency, Professional Development Participation, Student Engagement Strategies, and Parental Involvement Encouragement. Robinson and Gray (2019) emphasized that effective leadership and collaborative school practices improve school outcomes, while Sahlin and Styf (2021) noted that school outcomes are reflected through teacher collaboration, professional growth, student engagement, and strong home-school partnerships.

• Teacher Collaboration Frequency

The first indicator of Elementary School Outcomes is Teacher Collaboration Frequency. Polatcan (2024) emphasized that teacher collaboration strengthens professional learning and instructional effectiveness, while Mora-Ruano et al. (2019) found that collaborative practices

positively influence student achievement. The findings presented in Table 10 reveal that Teacher Collaboration Frequency obtained an overall mean of 4.22, described as Very Extensive.

The findings show that Collaborating regularly with fellow teachers on lesson planning received the highest rating ($M = 4.31$, Very Extensive), while Engaging in peer observation sessions to provide and receive constructive feedback obtained the lowest ($M = 4.15$, Extensive). This suggests that teacher collaboration is strongly practiced, particularly in joint planning and sharing of effective strategies, although peer observation can still be improved. The results are consistent with Mora-Ruano et al. (2019), Bellibaş et al. (2021), Admiraal et al. (2021), and Katsigianni and Ifanti (2023), who found that sustained teacher collaboration strengthens professional learning communities, instructional quality, and school effectiveness.

Table 10 Elementary School Outcome in Terms of Teacher Collaboration Frequency

Statement	Mean	Descriptive Rating
1. Collaborating regularly with fellow teachers on lesson planning.	4.31	Very Extensive
2. Participating in weekly team meetings to discuss student progress.	4.26	Very Extensive
3. Sharing teaching strategies and resources with colleagues during professional learning sessions.	4.22	Very Extensive
4. Engaging in peer observation sessions to provide and receive constructive feedback.	4.15	Extensive
5. Working together with other teachers to create interdisciplinary learning activities.	4.18	Extensive
Overall Mean	4.22	Very Extensive

Legend: *Very Extensive*= Always Observed; *Extensive*= Oftentimes Observed; *Moderately Extensive*= Sometimes Observed; *Less Extensive*= Seldom Observed; & *Not Extensive*= Never Observed

- *Professional Development Participation*

The second indicator of Elementary School Outcomes, Professional Development Participation, obtained an overall mean of 4.23 (Very Extensive), indicating that teachers actively participate in professional learning activities. The highest-rated statement was Applying new strategies learned from seminars in the classroom (M = 4.30, Very Extensive), while Volunteering for leadership roles in professional development initiatives received the lowest rating (M = 4.12,

Extensive). These results suggest that teachers effectively translate professional learning into classroom practice, although greater participation in leadership roles could be encouraged. The findings support Gümüş and Bellibaş (2020), Didion et al. (2020), Çopur and Demirel (2022), and Sahlin and Styf (2021), who emphasized that sustained professional development enhances teacher effectiveness, instructional quality, and overall school performance.

Table 11 Elementary School Outcomes in terms of Professional Development Participation

Statement	Mean	Descriptive Rating
1. Attending school-organized professional development workshops.	4.29	Very Extensive
2. Actively participating in online courses to enhance teaching skills.	4.18	Extensive
3. Engaging in professional learning communities to discuss best teaching practices.	4.25	Very Extensive
4. Applying new strategies learned from seminars in the classroom.	4.30	Very Extensive
5. Volunteering for leadership roles in professional development initiatives.	4.12	Extensive
Overall Mean	4.23	Very Extensive

Legend: *Very Extensive*= Always Observed; *Extensive*= Oftentimes Observed; *Moderately Extensive*= Sometimes Observed; *Less Extensive*= Seldom Observed; & *Not Extensive*= Never Observed

- *Student Engagement Strategies*

The third indicator of Elementary School Outcomes, Student Engagement Strategies, obtained an overall mean of 4.26 (Very Extensive), indicating that teachers consistently use learner-centered and interactive approaches to promote active participation in the classroom. This suggests that schools foster learning environments that encourage collaboration, critical thinking, and sustained learner motivation. The findings support Jackson (2021), who emphasized that engaging instructional strategies promote deeper learning and improved academic achievement. Sustaining and further strengthening these practices may

enhance learner participation, academic performance, and overall school effectiveness.

Evidently, the highest-rated statement was incorporating interactive activities to maintain student interest during lessons ($M=4.34$, Very Extensive), whereas Using technology to create engaging and dynamic learning experiences received the lowest mean ($M=4.16$). The results indicate that teachers consistently employ learner-centered strategies that encourage participation and motivation. These findings are consistent with Jackson (2021), Sahlin and Styf (2021), and related literature emphasizing that engaging instructional practices improves learning participation and overall educational outcomes.

Table 12 Elementary School Outcomes in Terms of Student Engagement Strategies

Statement	Mean	Descriptive Rating
1. Incorporating interactive activities to maintain student interest during lessons.	4.34	Very Extensive
2. Encouraging students to participate in discussions through inquiry-based learning.	4.27	Very Extensive
3. Using technology to create engaging and dynamic learning experiences.	4.16	Extensive
4. Providing personalized feedback to keep students motivated and engaged.	4.29	Very Extensive
5. Implementing group activities to foster collaboration and active learning.	4.24	Very Extensive
Overall Mean	4.26	Very Extensive
Legend: <i>Very Extensive</i> = Always Observed; <i>Extensive</i> = Oftentimes Observed; <i>Moderately Extensive</i> = Sometimes Observed; <i>Less Extensive</i> = Seldom Observed; & <i>Not Extensive</i> = Never Observed		

- *Parental Involvement Encouragement*

The fourth indicator of Elementary School Outcomes is Parental Involvement Encouragement. Robinson and Gray (2019) emphasized that strong school-home partnerships positively influence learner achievement and school effectiveness. The findings in Table 13 reveal that Parental Involvement Encouragement obtained an overall mean of 4.26, described as Very Extensive.

The findings show that Communicating regularly with parents about their child's progress received the highest rating

($M = 4.33$), while Providing parents with resources to support learning at home obtained the lowest ($M = 4.18$). These results indicate that schools maintain strong parent-teacher partnerships through regular communication and shared support for learners. The findings are consistent with Robinson and Gray (2019), Alampay and Garcia (2019), and Sahlin and Styf (2021), who emphasized that meaningful parental involvement contributes to positive school outcomes. Strengthening school-home partnerships may further improve learner achievement, behavior, attendance, and overall school effectiveness.

Table 13 Elementary School Outcomes in Terms of Parental Involvement Encouragement

Statement	Mean	Descriptive Rating
1. Inviting parents to participate in school events and classroom activities.	4.21	Very Extensive
2. Communicating regularly with parents about their child's progress.	4.33	Very Extensive
3. Encouraging parents to assist their children with homework and school projects.	4.26	Very Extensive
4. Hosting parent-teacher meetings to discuss student performance and behavior.	4.30	Very Extensive
5. Providing parents with resources to support learning at home.	4.18	Extensive
Overall Mean	4.26	Very Extensive

Legend: *Very Extensive*= Always Observed; *Extensive*= Oftentimes Observed; *Moderately Extensive*= Sometimes Observed; *Less Extensive*= Seldom Observed; & *Not Extensive*= Never Observed

Elementary School Outcomes were assessed through Teacher Collaboration Frequency, Professional Development Participation, Student Engagement Strategies, and Parental Involvement Encouragement. The results in Table 14 show an overall mean of 4.24 (Very Extensive), indicating that positive school outcome practices are consistently evident among the participating schools. This finding supports Robinson and Gray (2019) and Sahlin and Styf (2021), who emphasized that effective leadership, teacher collaboration, professional development, learner engagement, and stakeholder participation are important components of school effectiveness and positive educational outcomes.

Among the indicators, Student Engagement Strategies and Parental Involvement Encouragement obtained the highest mean ($M = 4.26$), followed by Professional

Development Participation ($M = 4.23$) and Teacher Collaboration Frequency ($M = 4.22$). The findings suggest that the participating schools demonstrate strong instructional collaboration, continuous professional growth, learner-centered instructional practices, and meaningful partnerships with parents. These dimensions collectively contribute to sustained school improvement and organizational effectiveness. The findings support the studies of Robinson and Gray (2019), Mora-Ruano et al. (2019), Bellibaş et al. (2021), Admiraal et al. (2021), Gümüş and Bellibaş (2020), Çopur and Demirel (2022), Jackson (2021), and Sahlin and Styf (2021), which concluded that collaborative professional practices, continuous learning, active student engagement, and strong school-home partnerships are essential drivers of positive educational outcomes.

Table 14 Summary on Elementary School Outcomes in Sta. Maria East District, Davao Occidental

Indicators	Mean	Descriptive Equivalent
Teacher Collaboration Frequency	4.22	Very Extensive
Professional Development Participation	4.23	Very Extensive
Student Engagement Strategies	4.26	Very Extensive
Parental Involvement Encouragement	4.26	Very Extensive
Overall	4.24	Very Extensive

Legend: *Very Extensive*= Always Observed; *Extensive*= Oftentimes Observed; *Moderately Extensive*= Sometimes Observed; *Less Extensive*= Seldom Observed; & *Not Extensive*= Never Observed

➤ *Relationship Between Metrics-Focused Strategic Planning and Elementary School Outcomes*

The relationship between Metrics-Focused Strategic Planning and Elementary School Outcomes was determined using the Pearson Product-Moment Correlation. Elementary School outcomes were examined in terms of Teacher Collaboration Frequency, Professional Development Participation, Student Engagement Strategies, and Parental Involvement Encouragement. The results indicate the extent to which metrics-focused strategic planning is associated with positive school outcomes.

The findings reveal a significant positive relationship between Metrics-Focused Strategic Planning and School Outcomes ($r = 0.742$, $p = 0.000$), indicating that stronger data-

driven planning is associated with better school outcomes. Among the indicators, Student Engagement Strategies showed the strongest relationship ($r = 0.782$, $p = 0.000$), followed by Professional Development Participation ($r = 0.704$, $p = 0.000$), Teacher Collaboration Frequency ($r = 0.691$, $p = 0.000$), and Parental Involvement Encouragement ($r = 0.663$, $p = 0.000$). These results suggest that systematic use of educational data contributes to effective instruction, professional learning, learner engagement, and school-home partnerships. The findings are consistent with Ansyari et al. (2022), Bellibaş et al. (2021), Mora-Ruano et al. (2019), Robinson and Gray (2019), and Polatcan (2024), who emphasized that data-informed planning enhances instructional quality and school effectiveness.

Table 15 Relationship between Metrics-Focused Strategic Planning and Elementary School Outcomes in Sta. Maria East District, Davao Occidental

<i>Elementary School Outcomes</i>	Metrics-Focused Strategic Planning		
	r-value	p-value	Decision
Teacher Collaboration Frequency	0.691	0.000	Reject H_0
Professional Development Participation	0.704	0.000	Reject H_0
Student Engagement Strategies	0.728	0.000	Reject H_0
Parental Involvement Encouragement	0.663	0.000	Reject H_0
Overall School Outcomes	0.742	0.000	Reject H_0
*Significant @ $p < 0.05$ Legend: Perfect Correlation for $r = 1.00$; Strong Correlation for $0.7 \leq r < 1.00$; Moderate Correlation for $0.3 \leq r < 0.7$; Weak Correlation for $0.3 > r > 0.00$; No Correlation for $r = 0.00$			

➤ *Relationship Between Precise Implementation of Educational Policies and Elementary School Outcomes*

The results presented in Table 16 examine the significant relationship between the indicators of Precise Implementation of Educational Policies and School Outcomes using the Pearson Product-Moment Correlation Coefficient. The analysis was conducted to determine whether the extent to which educational policies are precisely implemented is associated with the level of school outcomes. Correlation coefficients (r-values) were computed to determine the strength and direction of the relationships, while the corresponding probability values (p-values) were used to establish their statistical significance at the 0.05 level.

The findings likewise indicate a significant positive relationship between Precise Implementation of Educational Policies and Elementary School Outcomes ($r = 0.709$, $p = 0.000$). Student Engagement Strategies demonstrated the strongest association ($r = 0.694$, $p = 0.000$), while Teacher Collaboration Frequency ($r = 0.617$, $p = 0.000$), registered the lowest, although still a statistically significant relationship. These findings suggest that consistent policy implementation, clear communication, and effective feedback mechanisms contribute substantially to positive school outcomes. The results support Robinson and Gray (2019), Bellibaş et al. (2021), Kılınç and Gümüş (2021), Sahlin and Styf (2021), and Kumar and Thakur (2019), who highlighted that consistent policy implementation strengthens educational quality and organizational performance.

Table 16 Relationship between Precise Implementation of Educational Policies and Elementary School Outcomes in Sta. Maria East District, Davao Occidental

<i>Elementary School Outcomes</i>	Precise Implementation of Educational Policies		
	r-value	p-value	Decision
Teacher Collaboration Frequency	0.617	0.000	Reject H_0
Professional Development Participation	0.671	0.000	Reject H_0
Student Engagement Strategies	0.694	0.000	Reject H_0
Parental Involvement Encouragement	0.648	0.000	Reject H_0
Overall School Outcomes	0.709	0.000	Reject H_0
*Significant @ $p < 0.05$ Legend: Perfect Correlation for $r = 1.00$; Strong Correlation for $0.7 \leq r < 1.00$; Moderate Correlation for $0.3 \leq r < 0.7$; Weak Correlation for $0.3 > r > 0.00$; No Correlation for $r = 0.00$			

➤ *Summary of Relationship Between Metrics-Focused Strategic Planning and Precise Implementation of Educational Policies and Elementary School Outcomes*

Overall, the findings reveal that both independent variables demonstrated significant positive relationships with Elementary School Outcomes, indicating that strategic management practices contribute substantially to improving school performance. Among the two variables, Metrics-Focused Strategic Planning exhibited the stronger positive relationship ($r = 0.742$, $p = 0.000$), suggesting that the systematic utilization of educational data is highly associated with enhanced teacher collaboration, increased student engagement, more efficient resource optimization, and stronger parental involvement. This finding underscores the importance of evidence-based planning in guiding instructional decisions, identifying learner needs, and implementing appropriate interventions that promote continuous school improvement.

The findings show a strong positive and statistically significant relationship between Precise Implementation of Educational Policies and Elementary School Outcomes ($r =$

0.709 , $p = 0.000$). This indicates that consistent policy communication, implementation, monitoring, and evaluation are associated with better school outcomes by promoting organized instructional practices, stakeholder collaboration, and supportive learning environments. Although Metrics-Focused Strategic Planning showed a stronger relationship, both variables are important and complementary factors in promoting school effectiveness.

The findings suggest that school leaders should strengthen both data-driven strategic planning and consistent policy implementation to sustain organizational effectiveness and improve learner outcomes. Integrating evidence-based decision-making with clear and consistent policy execution can promote accountability, collaboration, responsiveness, and continuous improvement. These results are supported by Robinson and Gray (2019), Bellibaş et al. (2021), Ansyari et al. (2022), Polatcan (2024), and Sahlin and Styf (2021), who emphasized that evidence-based planning and effective policy implementation contribute to instructional quality, organizational performance, and sustainable school improvement.

Table 17 Summary of Relationship between Metrics-Focused Strategic Planning and Precise Implementation of Educational Policies and Elementary School Outcomes in Sta. Maria East District, Davao Occidental

	Elementary School Outcomes		
	r-value	p-value	Interpretation
Metrics-Focused Strategic Planning	0.742	0.000	Significant Positive Relationship
Precise Implementation of Educational Policies	0.709	0.000	Significant Positive Relationship
*Significant @ $p < 0.05$ Legend: Perfect Correlation for $r = 1.00$; Strong Correlation for $0.7 \leq r < 1.00$; Moderate Correlation for $0.3 \leq r < 0.7$; Weak Correlation for $0.3 > r > 0.00$; No Correlation for $r = 0.00$			

➤ *Influence of Metrics-Focused Strategic Planning and Precise Implementation of Educational Policies on Elementary School Outcomes*

The findings demonstrate that Metrics-Focused Strategic Planning and Precise Implementation of Educational Policies significantly predict Elementary School Outcomes in Sta. Maria East District, Davao Occidental. Metrics-Focused Strategic Planning emerged as the strongest predictor ($\beta = .521$, $p = .000$; $B = .418$), indicating that the consistent use of student performance data, collaborative data interpretation, data-informed interventions, and continuous professional development contributes substantially to improved teacher collaboration, professional learning, student engagement, and parental involvement. Precise Implementation of Educational Policies also showed a significant positive effect ($\beta = .356$, $p = .000$; $B = .287$), demonstrating that consistent policy application, clear communication, and effective feedback mechanisms contribute positively to school effectiveness.

The regression model produced an Adjusted R^2 of .598, indicating that the two predictors jointly explain 59.8% of the

variation in Elementary School Outcomes. The significant F-value of 118.436 ($p = .000$) further confirms the model's strong explanatory capacity, although 40.2% of the variance may be influenced by other factors not included in the study. These findings are consistent with Robinson and Gray (2019), Bellibaş et al. (2021), Ansyari et al. (2022), Gümüş and Bellibaş (2020), Çopur and Demirel (2022), Polatcan (2024), and Kılınç and Gümüş (2021), who emphasized the importance of evidence-based planning, instructional leadership, professional development, collaborative practices, and consistent policy implementation in strengthening school performance and sustainable improvement.

The findings also support the theoretical foundations of the study. Systems Theory (Bertalanffy, 1968) is reinforced by the interconnected influence of strategic planning, policy implementation, instructional practices, and stakeholder participation on school outcomes. Goal-Setting Theory (Locke & Latham, 1990) is supported by the positive influence of measurable goals and educational metrics in guiding planning and monitoring progress. Likewise, Theory

of Change (Weiss, 1995) is reflected in the finding that systematic data-driven planning and precise policy implementation establish conditions that lead to improved educational outcomes. Overall, the results confirm that

integrating evidence-based planning with consistent policy implementation provides a strong and sustainable framework for enhancing school effectiveness and elementary school outcomes.

Table 18 Influence of Metrics-Focused Strategic Planning and Precise Implementation of Educational Policies on School Outcomes in Sta. Maria East District, Davao Occidental

<i>Independent Variable</i>	<i>Elementary School Outcomes</i>				
	B	Beta	S.E	p-value	Decisions
Metrics-Focused Strategic Planning	.418**	.521	.047	.000	Reject H ₀
Precise Implementation of Educational Policies	.287**	.356	.043	.000	Reject H ₀
Adjusted R ² = 0.598					
F-value = 118.436**					
p-value = 0.000					

IV. CONCLUSIONS AND RECOMMENDATIONS

➤ *Conclusions*

The study concludes that metrics-focused strategic planning is extensively practiced in elementary schools in Sta. Maria East District, Davao Occidental and serves as an important component of effective school management. The use of educational data supports responsive interventions, learner progress monitoring, and informed instructional decisions. Similarly, precise implementation of educational policies contributes to school effectiveness by promoting consistent policy application, clear communication, accountability, collaboration, and continuous improvement.

The findings further indicate that elementary school outcomes are highly evident through teacher collaboration, professional development, student engagement, and parental involvement. A significant positive relationship was found among metrics-focused strategic planning, precise policy implementation, and school outcomes, with metrics-focused strategic planning showing the stronger association. These results suggest that combining data-driven planning with consistent policy implementation can strengthen instructional practices, stakeholder participation, and overall school effectiveness.

Finally, both metrics-focused strategic planning and precise implementation of educational policies significantly predict elementary school outcomes, with metrics-focused strategic planning emerging as the stronger predictor. The findings imply that evidence-based planning and consistent policy execution are essential for sustainable school improvement. They further support Systems Theory, which emphasizes the alignment of interconnected school processes to improve organizational performance (Bertalanffy, 1968), and Goal-Setting Theory, which highlights the importance of clear and measurable goals in achieving improved performance (Locke & Latham, 1990).

➤ *Recommendations*

Based on the findings and conclusions, DepEd is encouraged to strengthen data-driven governance through continuous capacity-building in strategic planning, data analysis, and policy implementation, supported by regular monitoring and technical assistance. School heads should institutionalize the use of school performance data for decision-making, resource allocation, and instructional improvement while ensuring consistent policy implementation and fostering teacher collaboration and professional learning communities. Teachers should maximize learner data in planning instruction and interventions, actively participate in professional development and collaborative activities, and provide feedback for policy improvement.

Students should be encouraged to participate actively in learning activities and school programs while being given opportunities to provide feedback on their learning experiences. Future researchers may investigate other factors influencing school outcomes, including instructional leadership, school climate, organizational culture, teacher self-efficacy, and stakeholder engagement. Mixed-methods or longitudinal studies are also recommended to provide deeper understanding of the relationships among strategic planning, policy implementation, and school outcomes across various educational settings.

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