Research Article

Open Admission's Grade-Entry Requirements and Academic Performance in Junior High School: An Analysis

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ABSTRACT

Private high-school admission procedures frequently involve testing prospective students to determine their eligibility for enrollment, but this changed because of the COVID-19 pandemic. Numerous schools were adversely affected by the situation. To survive the economic crisis and declining enrollment among schools, many private schools altered their admissions policies. Even admission test providers have switched to online testing with increased prices of two to three times. The introduction of open admission did away with the requirement for an entrance exam but required applicants to submit their grades from the previous two academic years, which served as a benchmark for their potential academic performance in the school. The researcher used this chance to conduct a descriptive-correlational study to determine whether the grade-entry requirements can accurately predict the learners' academic performance. The general averages of the respondents for the previous two academic years were correlated with their general averages for the current academic year, which served as a quantitative representation of their academic performance at the school where they were admitted. The learners' grade-entry requirements revealed a statistically significant relationship between those averages and their academic performance in the school. Furthermore, the school of origin and initial admission status, whether qualified or waitlisted, were also correlated with their general averages, and it was found that only the latter has a statistically significant relationship with academic performance. The researcher suggested that grade-entry requirements could already be used as a reliable indicator of the prospective academic performance of admission applicants, even without an admission test.

Keywords: *Academic performance, Admission procedures, Assumpta technical high school, General average, Open admission, School admission*

Introduction

Student admission plays a vital role in the success of the school's operations and mission because, from this process, qualifications are set based on the standards of the school to select only the most qualified learners who will be taught, formed, and directed towards becoming the ideal graduates of the school.

The admission process varies in every school, depending on what the school wants to give more value that will appropriately screen all the applicants and select only the best and qualified for the educational program; believing that a rigorous admission process could predict high academic performance, lessen failure rate, and successful completion of the program. This is supported by Yousafzai II and Jamil (2019) in their study, which shows that there is a significant relationship between the admission criteria and the academic performance of their respondents.

Assumpta Technical High School [ATHS], a private basic education school in San Simon, Pampanga, has meticulous admission policies and procedures during the pre-pandemic period. It starts with information dissemination during the first quarter of the school year, and the application period starts in the early part of the second quarter. Interested applicants are scheduled for their Admission Test / Assessment. Upon taking the admission test, the accomplished personal data slip, the photocopy of the report card of the previous school year, and the test permit are required to be submitted. Upon the release of the results of the admission tests, only the qualified applicants are scheduled for either home visitation or an interview in school. During this stage, the data being gathered from the qualified applicants includes the income of the family, support received, and parents' willingness to assume part of or full of the educational cost in ATHS. This allows the Admissions Committee to gain insights into the actual living conditions of the qualified applicants. During the final deliberations, the committee weighs all the information gathered on the individual applicant, against the criteria for admission. The release of the final results follows. The individual final admission status of each applicant is secured from the Admissions & Grants Office [AGO] as per schedule. (ATHS Admissions Procedures, SY 2019-2020)

The Admissions Procedures of ATHS have already been proven effective and were able to screen the best and most qualified learners for Assumpta's Transformative Education. Most of these learners attained good academic standing and were able to perform at par with the homegrown learners of the school. This has been proven by the correlational study made by the Guidance Office of ATHS (2020), which showed that there is a moderately high correlation or relationship between the intelligence test results from the standardized admission test, and the academic performance of the admitted grade 7 learners. This strengthens the inclusion of the admission tests in the admissions procedures of the school.

A challenge in the admissions procedures happened during the outbreak of the COVID-19 pandemic. Most schools, especially private institutions, needed to cancel onsite schooling and shift to online-modular distance learning. This meant a total refurbishing of the school's operations including the admission procedures. The pandemic situation also challenged every family's income due to the different work adjustments that different establishments practiced surviving the effects of the situation on the economy. This merely affected every family's decision on whether or not enrollment in a private institution is a practical thing to do. This in turn pushed different schools to entertain either online testing or assessment, while some considered open admission, including ATHS.

According to the document of ATHS about its Open Admission Procedures, online standardized test providers modified the prices of their test offerings which doubled or even tripled as compared to face-to-face admission testing. Considering the current plight of most families that ATHS serves, this would simply alter the school's mission of helping the poor. This reality has urged the administration of ATHS to creatively think of ways how to effectively screen applicants in the absence of admission testing, this gave birth to the implementation of the ATHS Open Admission for the SY 2021-2022 with new procedures and criteria considerations.

The ATHS' Open Admission for SY 2021-2022 was made known to the public in November 2020, which also signaled the start of the application and registration period and remained open until the start of the school year in August 2021 upon the availability of slots. The parents or guardians of interested applicants were required to submit the following requirements to the school's AGO: (1) Accomplished Application Form, (2) Report Card (Form 138) SY 2019-2020, (3) Certificate of Awards SY 2019-2020, (4) PSA Birth Certificate, (5) Certificate of Good Moral Character, (6) Recommendation Forms from the School Principal, Class Advisers or Subject Teachers, (7) Photocopy of Income Tax Return [ITR] and current payslip for one month, and (8) Photocopy of the current electric bill. In January 2021, the screening of applicants started. During this phase, applicants were ranked according to their general average from their SY 2019-2020 grades. During the ranking process, those with grades lower than 85 in all subjects in any quarter were automatically disqualified for admission. The submitted recommendations and the certificate of good moral character. The release of the results for qualified applicants followed immediately which were sent individually thru email or messenger. The next stage of screening goes with the socio-economic investigation through an online interview administered by the AGO via Google Meet, Zoom Meeting, or phone calls. The family's current ITR, payslip, and electric bills were also considered in determining the amount of tuition fee assigned to each applicant. The final deliberation stage determined the final list of enrollees by the admissions committee. The latter weighed all the information gathered about the individual applications which include the following: an interview with parents; consultation with parents coming from the same barangay; accomplished personal data slip; and willingness and capacity of parents to finance the education of their children. Finally, the final results were released in March 2021 through the Final Acceptance Letters, which were sent individually to all qualified applicants online or in person. (ATHS' Open Admission for SY 2021-2022)

Comparing the old admissions procedures and the new open admission procedures of ATHS, it's clear that the proven effective standardized admission tests, which measure the learners' IQ or stanine level were replaced by the submission of the applicant's report card from its previous grade level, using it as the basis for the learners' intellectual capacity. The submission of the report card for the current school year is required during enrolment, ensuring the consistency of the academic standing of the qualified applicants. The certificates of awards of the applicants were not the primary basis for admission, but those with distinctions get an additional advantage.

The decision to use the grades of the learners to predict better school performance was supported by Geiser and Santelices (2007) in a study conducted on 80,000 high school graduates admitted to college at the University of California. The study focused on the validity of high school grades in predicting student success in college freshman year versus the results of the standardized tests. The two of the key findings related to this study are: (1) High school grade point average [HSGPA] is consistently the best predictor of four-year college outcomes for all academic fields, campuses, and freshman cohorts in the UC sample; and (2) as an admissions criterion, HSGPA has been shown to be a reliable predictor of four-year college outcomes for all academic subjects. The conclusion of the study discusses the significance of these findings for admissions policy and makes the case for a higher emphasis on high school grades and a corresponding reduction in the importance of standardized tests in the admissions process for colleges. This result was also intensified by the results of more studies on the predictive power of HSGPA in measuring student readiness for college and reporting a positive significant influence on their succeeding performance in their academic subjects. (Lewis & Hodara, 2017; Maloney & Singh, 2019).

Furthermore, the findings of the study of Laus (2021), which showed a positive statistical relationship between the learners' pre-entry elementary grades and their academic performance in Grade 7, recommend that the applicants' prior grades be considered when ranking applicants for admission.

It is in this light that the researcher would like to pursue a study about the ATHS Open Admission's grade requirements in exchange for the standardized admission tests as predictors of the academic performance of the Grades 7 and 8 transferees for the school year 2021 to 2022.

This study aims to investigate the effectiveness of the new grade requirements in ATHS' Open Admissions in predicting the academic performance of the Grades 7 and 8 learners in ATHS for SY 2021-2022.

Specifically, it attempts to determine the following:
1. respondents' school of origin;
2. respondents' initial qualification status in ATHS Admission procedures;
3. respondents' general averages in the previous two (2) grade levels before admission to the Junior High School of ATHS;
4. respondents' academic performance in ATHS for the school year 2021-2022;
5. relationship between the respondents' school of origin and their academic performance in ATHS for SY 2021-2022;
6. relationship between the respondents' initial qualification status and their academic performance in ATHS for SY 2021-2022; and
7. relationships among the two (2) pre-entry grade requirements and the academic performance of the respondents SY 2021-2022.

The results of the study aim to provide benefits to the following: (a) school administrators, for them to have an alternative solution to the challenges of admission policies and procedures, especially when the situation calls for a revision in the processes of admission; (b) learners, for them to be inspired to perform better in their academics to be qualified and be admitted to the high-performing school of their choice; (c) parents, for them to have equal chances of sending their children to a private school without the need to pay for the standardized admission tests; (d) teachers, for them to be assured of having quality learners being admitted to the school, knowing that good academic standing is the primary reason for admission; and (e) future researchers, for them to explore the deeper side of Open Admission

since the previous academic performance of the applicants for admission is not the sole requirement considered in the process.

Methods

The researcher made use of the descriptive-correlational method in this study to identify whether the ATHS Open Admission's grade requirements, in exchange for the standardized admission tests, are significantly related to the academic performance of the Grades 7 and 8 transferees for the school year 2021-2022. This method was used in the study since this process involves the collection and examination of 2 or more sets of data, analyzed to determine if there is a relationship (Ary, Jacobs, and Sorensen, 2010). In addition, the grade level, the school of origin, and the initial qualification status of the respondents were correlated with their academic performance in ATHS to enrich the results of the study.

Table 1 shows the population of the study. These are the actual number of transferees from the Grades 7 and 8 levels in Assumpta Technical High School for the SY 2021-2022, who are the first recipients of the Open Admission procedure of the school.

Table 1. Distribution of Respondents by Grade Level

Grade Level	Population
Grade 7	87
Grade 8	15
Total	102

The table also shows the distribution of the respondents per grade level. There are eighty-seven (87) transferees admitted in grade 7 and fifteen (15) new learners enrolled in Grade 8. In total, there are one hundred and two (102) transferees admitted in the grades 7 and 8 levels of Assumpta Technical High School for the school year 2021-2022.

In this study, the researcher acquired the needed data from the Registrar's Office of ATHS which are as follows: names of transferees for SY 2021-2022 in the grades 7 and 8 levels, school of origin, general averages of the respondents from the previous two (2) grade levels prior their admission to ATHS through their

submitted Form 137 also known as the Students' Permanent Records, and general averages in ATHS for the current school year. On the other hand, for those transferees who were not able to submit their Form 137 yet to the Registrar's office, the needed data were taken from the Guidance Office of the school through their submitted report cards during the admissions procedures filed in their cumulative folders.

In gathering the data needed for this study, a letter of request was sent separately to the two involved offices of ATHS which are the Registrar's Office and the Guidance Office. Upon approval of the request, the researcher visited the two offices and recorded the two previous general averages of the respondents, before their admission to ATHS through their individual Form 137 or the report cards they submitted for admission.

In addition, the researcher waited for the school year 2021-2022 to end before requesting the grades 7 and 8 transferees' general averages in ATHS from the Registrar's Office. Upon release of the final grades of the learners, and approval of the request, the researcher secured a copy of the final averages of the respondents, which were used in determining their academic performance.

After gathering all the needed data for the study, the researcher sorted and tabulated them using the Microsoft Excel application.

Frequency and percentage were used to describe the respondents' school of origin before admission to ATHS, initial qualification status in the ATHS admissions, and their general averages for the identified three (3) school years.

The Pearson correlation (r) and t-test were computed through the IBM SPSS application to find out if the schools of origin and initial admissions status of the respondents relate to their academic performance in ATHS, and most importantly, to test if there are significant relationships between and among the pre-entry grade requirements, as described by the general averages of the respondents in the previous two (2) grade levels, and their academic performance in ATHS for SY 2021-2022. Interpretation to the results of the correlation was done by using the guide that Evans (1996) suggests for the absolute value of r: 0.00 to 0.19 =

very weak, 0.20 to 0.39 = weak, 0.40 to 0.59 = moderate, 0.60 to 0.79 = strong, and 0.80 to 1.00 = very strong.

In this study, certain school records, specifically, the school of origin and the general averages of the respondents were used to identify the effectiveness of the ATHS Open Admission's new grade-requirement procedure on their academic performance in the school. For ethical reasons, the concerned learners were informed, through a letter, of the rationale behind the study and that their previous and current general averages and their school of origin were used for the study, assuring them of the confidentiality of the data that were gathered and that they were used solely for research purposes. The letter of information was sent to their respective class advisers for dissemination.

Results
Respondents' Schools of Origin
Table 2 shows the schools where the respondents came from before their admission to ATHS. This presents that the majority of the respondents (74 out of 102 or 72.55%) came from public schools while the remaining 28 respondents (27.45%) came from private schools.

Table 2. Distribution of Respondents by Schools of Origin

School of Origin	Frequency	Percentage
Public Schools	74	72.55
Private Schools	28	27.45
Total	102	100

Respondents' Initial Qualification Status in ATHS Admission
Table 3 exhibits the initial status of the respondents during the admission procedure based on their submitted grades in the school year 2019-2020. This shows that 75 of the 102 respondents (73.53%) were immediately qualified while the remaining 27 respondents (26.47%) were waitlisted at first but were accepted eventually.

Table 3. Distribution of Respondents by Initial Qualification Status in ATHS Admission

Initial Qualification Status	Frequency	Percentage
Immediately Qualified	75	73.53
Waitlisted but Accepted	27	26.47
Total	102	100

Respondents' General Averages in SY 2019-2020 Submitted for Admission Procedures

The summary of general averages of the respondents which were used as the basis for their qualification for the ATHS admissions is presented in Table 4. The data shows that 86 out of 102 respondents or 84.31% garnered general averages higher than 85. Fifteen (15) respondents (14.71%) got general averages ranging from 81 to 85. No learner with general averages lower than 80 was admitted to ATHS.

Table 4. Distribution of Respondents by General Averages in SY 2019-2020 Submitted for Admission Procedures

General Averages	Frequency	Percentage
96-100	1	0.98
91-95	42	41.18
86-90	43	42.16
81-85	15	14.71
76-80	0	0
No Data	1	0.98
Total	102	100

Table 5. Distribution of Respondents by General Averages in SY 2020-2021 Submitted for Enrollment

General Averages	Frequency	Percentage
96-100	6	5.88
91-95	39	38.24
86-90	38	37.25
81-85	9	8.82
76-80	1	0.98
No Data	9	8.82
Total	102	100

Respondents' General Averages in SY 2020-2021 Submitted for Enrollment

In table 5, the summary of general averages of the respondents that were submitted for enrollment is presented.

This shows that 83 out of 102 respondents (81.37%) got an average grade from 86 and above, nine respondents (8.82%) gained an average grade ranging from 81 to 85, and one (0.98%) got an average grade from 76 to 80. On the other hand, data from nine (8.82%) of the respondents were not found.

Respondents' Academic Performance in ATHS for SY 2021-2022

The summary of the general averages, which reflect the academic performance of the respondents in ATHS for the school year 2021-2022, are shown in Table 6. This presents that 82 out of 102 (80.39%) garnered an average grade above 85 while sixteen of them (15.69%) got an average grade from 81 to 85. Four (4) out of 102 respondents performed low and got an average grade lower than 80.

Table 6. Distribution of Respondents by Academic Performance in ATHS for SY 2021-2022

General Averages	Frequency	Percentage
96-100	10	9.8
91-95	42	41.18
86-90	30	29.41
81-85	16	15.69
76-80	3	2.94
71-75	1	0.98
66-70	0	0
Total	102	100

Descriptive Statistics of the Respondents' General Averages from SY 2019 to 2022

Table 7 shows the comparison among the descriptive statistics of the general averages of the respondents for three school years from 2019 to 2022. As presented in the table, the average grades of the respondents for SY 2019-2020 range from 82 to 96, with a mean of 89.62 and a standard deviation of 3.50. More so, almost of the same depiction but with a little more spread for the SY 2020-2021 data, the average grades of the respondents range from 80 to 97, with a mean of 90.19 and a standard deviation of 3.54. The general averages for SY 2021-2022 depict a wider range from 74.33 to 98 as supported by the standard deviation of 4.84 but with a mean of 89.95 which is very near to the means of the two previous school years means.

Table 7. Descriptive Statistics General Averages from SY 2019-2020 to SY 2021-2022

General Averages *(School Year)*	N	Min	Max	Mean	SD
2019-2020	101	82.00	96.00	89.62	3.50
2020-2021	93	80.00	97.00	90.19	3.54
2021-2022	102	74.33	98.00	89.95	4.84

Correlation between the Respondents' Profiles and General Averages in ATHS for SY 2021-2022

The result of the correlation made between the respondents' profiles, namely school of origin and initial admission status, and their academic performance in ATHS for the school year 2021-2022 through general averages is shown in table 8. This shows that the schools of origin of the respondents with a correlation coefficient, $r = 0.047$, close to zero (0), do not significantly affect their academic performance in ATHS. On the other hand, the initial admission status of the respondents ($r = 0.431$ significant at the 0.01 level) shows a moderate positive significant relationship with their academic performance in ATHS for the school year 2021-2022.

Table 8. Correlation among the School of Origin, Initial Admission Status, and Academic Performance of the Respondents in ATHS

		SY 2021-2022 Gen. Ave. in ATHS
	Pearson Correlation	.047
School of Origin	Sig. 2T	.639
	N	102
	Pearson Correlation	.431**
Initial Admission Status in ATHS	Sig. 2T	<.001
	N	102

**. Correlation is significant at the 0.01 level (2-tailed).

Correlation among the Respondents' General Averages from SY 2019-2020 to SY 2021-2022

Table 9 presents the relationship among the general averages of the respondents for three years, two of which were used for admission and enrollment, and the latest is their academic performance in ATHS. With reference to the table, the general averages of the respondents show highly statistical significance with one another. The respondents' general averages submitted for admission present a strong positive significant relationship with the general averages submitted for enrollment ($r = 0.700$ significant at the 0.01 level), and a moderate positive significant relationship with their academic performance in ATHS ($r = 0.541$ significant at the 0.01 level). Furthermore, the general averages of the respondents that were submitted for enrollment also show a strong positive significant relationship with their achieved general averages in ATHS ($r = 0.606$ significant at the 0.01 level).

Table 9. Correlation among the Respondents' General Averages from SY 2019-2020 to SY 2021-2022

| | | General Averages per School Year | | |
		2019- 2020	2020- 2021	2021- 2022
2019-2020	Pearson Correl.	1	.700**	.541**
	Sig. 2T		<.001	<.001
	N	101	92	101
2020-2021	Pearson Correl.	.700**	1	.606**
	Sig. 2T	<.001		<.001
	N	92	93	93
2021-2022	Pearson Correl.	.541**	.606**	1
	Sig. 2T	<.001	<.001	
	N	101	93	102

**. Correlation is significant at the 0.01 level (2-tailed).

Discussions

Based on the presented results of the descriptive measures done in this research, most of the respondents (72.55%) came from public schools. This percentage of learners is an indication of the ATHS's commitment to remain true to its mission of giving priority to learners coming from poor families, specifically those who attended public schools. On the other hand, the school still accepted learners coming from the middle to upper class (27.45%), typically from private schools. This is for the school to address its direction to self-sufficiency and financial sustainability. Through its Socialized Tuition Fee Rainbow Scheme. Combining the homegrown and transferees, the school maintains a balance of 50% minimally paying and another 50% high-paying learners. These standards in the admissions procedures correspond to the original mission of the school - providing transformative education to poor but deserving learners, which are unfolded in the book, The Assumpta Technical High School: A Story of Hope and Inspiration, by Mendoza (2020).

Furthermore, of the 102 respondents, most of them (73.53%) were given a qualified status upon examination of submitted requirements for admission, this is based on the policy set by the Admissions and Grants Office as stated in their document, ATHS' Open Admission for SY 2021-2022, which states that applicants with an average grade of 85 and above with no grade lower than 85 in any subject are given immediately qualified status. Applicants who are given a second chance for admission (26.47%) are those with an average grade of 85 and above but with a below 85 grade in any subject. This set standard also guarantees the school of admitting learners with good academic standing through the DepEd Order [DO] No. 16, series of 2016, entitled Clarifications and Additional Information to DepEd Order No. 7, series of 2016 (The school Year 2015-2016 End of School Year Rites). Section 2a of the said order stipulates that candidates for honors from Grades 1 to 12

must have an average grade of 90 and above and must not have a final grade lower than 85 in any subject and a grade lower than 80 in any quarter.

The summary of general averages of the respondents also showed consistency in their academic performances for three consecutive school years including their first year of admission to ATHS. An average of around 82% of the respondents got general averages of 85 and above, enough to say that majority of the respondents had a good academic standing in the school. An average grade of 85 and above shows very satisfactorily and outstanding performance as prescribed by the Department of Education through its DO No. 8, s. 2015 which talks about the K to 12 Basic Education Program's Policy Guidelines on Classroom Assessment. Chapter V, Section C of the said order presents the descriptors of the learners' grades, specifically, a grading scale of 85 to 89 is equivalent to very satisfactory while a grading scale of 90 to 100 is analogous to an outstanding performance.

The descriptive statistics of the general averages of the respondents for three school years from 2019-2020 to 2021-2022 also showed consistency through the three-year comparison of grades, considering the last school year as the academic performance of the respondents in ATHS. The mean of the general averages, 89.62, 90.19, and 89.95 respectively, slightly differ by only around 0.24 to 0.57, enough to say that most of the respondents have shown almost consistent academic performances from their previous schools and in ATHS. It is also important to note the standard deviation of the general averages of the respondents for SY 2021-2022 in ATHS increased to 4.84, which recorded a wider range of data, as compared to 3.50 and 3.54 respectively of the previous school years. This is due to an extreme set of data from a minimum of 74.33 to a maximum of 98, as compared to the 82 – 96 and 80 – 97 respectively of the previous school years. The extreme values in the general averages of the respondents in ATHS noted a very high and very low performance in their academics.

This research provides relevant proof that the respondents' schools of origin have no bearing on their potential academic performance once they are admitted to the school because the correlation coefficient was close to zero (0). The study's findings regarding the respondents' academic performance affirm the result of the school's admission process. This means that, regardless of whether the respondents attended private or public schools, they had an equal opportunity to succeed in the school, as reflected in their previous and current grades.

The moderate positive significant relationship between the respondents' initial admission status and their academic performance in ATHS for the school year 2021-2022 through general averages was interpreted using Evans' (1996) guide for correlation. This means that the initial status given to the respondents based on their previous grades and general averages reasonably predicts their academic performance upon admission to ATHS. Applicants who are immediately given a qualified status, due to satisfactory performance before their admission to the school, being consistent with the policies set in the initial screening, are more likely to perform better in their academics.

The strong positive significant relationship between the two consecutive general averages before being admitted to ATHS affirms the school's decision to consider the grades of the applicants for SY 2019-2022 for the admission procedures. These grades represent their previous grade level's academic performance, since the current school year upon application for admission in ATHS is not yet done.

More so, the moderate positive significant relationship established between the grades submitted for admission procedures and their academic performance in ATHS assures the school of the probable positive academic performance of the applicants upon enrollment in the school. In other words, as the grades submitted by the applicants during the admission procedures get higher, the chance of performing well in their academic performance in ATHS also increases.

Finally, the strong positive significant relationship shown between the grades submitted by the respondents for enrollment and their achieved general averages in ATHS serves as a very good basis for follow-up admission and

not just for enrollment purposes, since the grades present a more recent representation of the applicant's academic performance.

Conclusion

The results of this study revealed three significant findings: (1) The schools of origin of the respondents do not have a statistically significant relationship with their academic performance upon admission to junior high school. The academic performance of the respondents who studied in public and private schools did not show a difference.; (2) The initial admission status of the respondents, whether qualified or waitlisted, has statistically significant relationships with their academic performance in the school. The respondents who were immediately given qualified status because of their high grades performed better than those who were part of the waitlist, and (3) the grade-entry admission requirements of the respondents for the previous two school years have statistically significant relationships with their academic performance in ATHS. This finding confirms that the grade-entry requirements could already be considered a reliable indicator of the probable academic performance of admission applicants, even without an admission test.

All the above-mentioned statistically significant relationships between and among the initial admissions status, the previous general averages, and the academic performance in ATHS of the respondents, affirm the Open Admissions procedures of Assumpta Technical High School. The results of this research are also the same result as the study conducted by Laus (2021) in a secondary school of a state university in Cebu City, which aimed to establish the relationship between the admission criteria, including the pre-entry grades, used in the selection of candidates for admission and the academic performance of students during their first year in high school. The result showed a statistically significant positive relationship between the pre-entry grades and the final grades of the students in Grade 7.

The findings of this study highlight the significance of the previous grades of the learners as predictors of their possible academic performance upon admission to ATHS.

Consequently, the researcher would like to suggest the following:

1. the school's administrative team may continue the administration of the ATHS Open Admission using the applicants' previous grades in determining their admission status. This also becomes life-giving for the poor applicants so they will not be burdened by the admission test fee that must be paid to secure a test permit;

2. aside from using the grade 5 (for grade 7 applicants) or the grade 6 report cards (for grade 8 applicants) as the main basis for the applicants' initial admission status, their current academic performance could also be considered as another valid basis for applicants who got a waitlisted or not qualified status, since the current grades showed a stronger positive relationship with the respondents' academic performance in ATHS;

3. upon enrollment in the school, the Guidance Office may still opt to administer free downloadable IQ and intelligence tests to the new learners to have a complete picture of the talents and capabilities of the learners, where the data could also be used and maximized by the academic department for instruction; and

4. given the fact that the previous grades of the learners are strong predictors of their future academic performance, we can't deny the fact that the admission tests also played a big role in determining student success, just that their prices skyrocketed which are not any more beneficial for the poor applicants, who are primarily the mission of the school. This could be addressed if the academic department will develop a test item bank with validated questions that can be used by the Guidance Office in measuring the intellectual capacity of the applicants for admission.

These recommendations all boil down to one tip, and that is to provide quality and research-based admission policies and procedures to effectively screen qualified and deserving applicants who can be the beneficiaries of the ATHS' Transformative Education.

This paper has identified one major limitation that refers to the other variables that can be used to further enrich the analysis made for the school's open admission. Only the grades of the respondents were used for the descriptive and inferential statistics of this study since that's the only data available for analysis. This study could have been more enhanced if admission test results were also available for statistical treatment, so a clear comparison between grade requirements and admission test results was established.

As mentioned in the limitations of the study, the researcher suggests that more extensive research will be conducted so that the variables that were debarred from the present study would be taken into account. These pertain to the result of the admission tests that could be correlated with the respondents' academic performance in the school, vis-à-vis the correlation of their grades before and upon admission to ATHS.

Furthermore, since it's verified in this study that the schools of origin of the respondents do not have a significant relationship with their academic performance, another probable research that could be looked into is the comparison of the academic performances of the transferees and homegrown learners. This research will then measure the effectiveness of the academic preparations given to the learners before their admission to the junior high school level.

These researches would provide the school with more comprehensive data relating to the admission policies and procedures as well as the learners' academic performance.

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