

SUMMARY DISCUSSION OF RESULTS OF 2022 PEAC SURVEY ON LEARNING RECOVERY ACTIONS OF PRIVATE SECONDARY EDUCATION SCHOOLS (JUNIOR HIGH SCHOOL LEVEL) PARTICIPATING IN THE ESC PROGRAM

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Order of Presentation

GENERAL
RESEARCH
OBJECTIVE



DISCUSSION OF
RESULTS



RECOMMENDATIONS

Rationale of Conducting the Survey



The Challenge of Learning Recovery

“Over the past three years, the pandemic has brought profound disruptions to children’s learning, exacerbating the pre-existing global learning crisis. We need to act urgently to recover learning and seize this opportunity to build education systems back better.”- World Bank Blogs

General Research Question



What kind of Learning Recovery Actions (LRA) are ESC JHS undertaking? What is the present picture of their Learning Recovery Actions?

General Research Objective



This research **aims to obtain a baseline profile of schools' LRA in relation to identified context variables** (i.e., geographic location, school type, school size and enrolment, learning modalities and certification status) and **current literature on LRA**.

Specific Research Objectives	Related Research Questions
1. Identify challenges private secondary schools participating in the ESC program faced with regard to learning loss and learning gaps	1. What challenges related to learning loss did private secondary schools participating in the ESC program experience during the time they were closed? How did schools determine the extent of their learning loss?
2. Determine the learning recovery efforts that private secondary schools participating in the ESC program are undertaking	2. What strategies and interventions related to learning recovery are private secondary schools participating in the ESC program planning to undertake or have started to implement?
3. Identify the system of evaluation used by private secondary schools participating in the ESC program with regard to their learning recovery efforts	3. What is the system of evaluating the private secondary school's learning recovery program?
4. Identify resources private secondary schools participating in the ESC program used for learning recovery	4. What resources are private secondary schools participating in the ESC program using or finding helpful for the development, implementation and evaluation of their learning recovery program?
5. Establish changes in the academic program and related areas of operations of private secondary schools participating in the ESC program to support learning recovery	5. What changes in the school's other areas of operations (e.g., support services; physical plant and instructional support facilities) have resulted to support the implementation of a learning recovery program?
6. Identify efforts undertaken by private secondary schools participating in the ESC program to encourage return to school by vulnerable or at-risk student groups	6. What efforts have private secondary schools participating in the ESC program undertaken to encourage vulnerable or at risk student groups to return to school?
7. Determine relationships in the schools' context variables affecting learning recovery and possible models	7. How much of school context variables influence or affect the school's development and implementation of a learning recovery program? What relationships exist and what models may be derived?
8. Solicit suggestions from schools in terms of support and resources schools need to sustain their learning recovery efforts	8. What support do private secondary schools participating in the ESC program need to make their learning recovery programs effective and sustainable?
9. Suggest directions for formulation of programs and policies for conducting learning recovery	9. What directions may be suggested for private secondary schools participating in the ESC program regarding the formulation of programs and policies for learning recovery?

Methodology – Data Gathering

Survey Instrument Sections: 51 items

Part I: Schools' Demographic Data

Part II:

- A. Institutional Challenges
- B. Learning Recovery Actions
- C. System of Evaluation
- D. Resources for Development of Learning Recovery
- E. Related Changes in School Operations
- F. Actions for Vulnerable or At-Risk Students
- G. Support Schools Need
- H. Suggestions and Recommendations by Schools for Learning Recovery Programs

Survey Instrument Format:

Combination of Ranking, Likert Scales, Checklist and Open-Ended Questions

Survey Dissemination:

Electronic via email care of PEAC IT and Information Management Unit (July, 2022)

Methodology – Data Analysis

Quantitative	Qualitative
Descriptive Statistics: frequency, percentage, mean, and standard deviation	Word Text Query Word Frequency Analysis Word Cloud
Correlation	Thematic Mapping
Linear Regression	
Model	
<u>Independent Variables:</u> Enrolment School Type Certification Status Regional Poverty Incidence Learning Modality	
<u>Dependent Variable:</u> Sum of Learning Recovery Actions	
Use of open-source software JASP Version 0.16.3 (2022)	Use of NVIVO 12 Plus

Limitations of Study

The study does not:

- measure actual learning loss of students in schools during the pandemic
- measure effectiveness of schools' learning recovery efforts

Methodologically, the study relies on schools' self-reports of learning recovery efforts. These need to be validated with other methods such as in-depth interviews, classroom observations and documents analysis (e.g., sample intervention instructional materials)

The study focuses on:

- dominant types of learning recovery actions currently practiced by schools
- factors influencing or enabling the practice of these types

Respondents' Profile:

A total of 1,789 schools answered the survey (the number represents 50.06% of the total number of ESC schools which is 3,574). Survey sent to Junior High School Principals.

Majority of school respondents were:

- **from Region IV-A (20.35%),**
- **family-owned non-sectarian private schools (53.94%),**
- **located within the city limits (52.04%),**
- **fully compliant in terms of certification status (49.69%).**

Across schools:

- **average enrolment was 301 students**
- **average tuition was around P15,000 per year**
- **average drop-out rate (in number) was pegged at 2.63 students**
- **average drop-out rate (i.e., in terms of number of drop-outs relative to total student population) was around 1.85%.**

Discussion

1. There is a widespread perception of learning loss in the different schools that answered the survey. Much of this general comment is based on schools' analysis of students' performance in classroom-based assessments covering formative and summative assessments, in online tasks found in the schools' Learning Management Systems (LMS) and for some, in standardized tests.
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Table 7: Process of Measuring Learning Loss During School Closure

Process of Measuring Learning Loss	%
- Declining scores in summative assessments	34.38
- Declining scores in check-up exercises	24.48
- Incomplete submission of learning tasks assigned to students	79.93
- Low quality of students' outputs in performance tasks	58.86
- Results in reading proficiency tests show no gains or declining scores	29.35
- Results in mathematical thinking & problem-solving tests show no gains or declining scores	38.96
- Students' attendance records	44.49
- Students drop-out rates	6.43
- None of the above	11.18

2. While there is much use of assessments, the top indicators of learning loss that schools focused on were low quality of student work (incomplete submissions and outputs in performance tasks), low attendance, and low engagement in online classes. These predominant indicators of learning loss differ from current literature which characterizes learning loss as the “...difference between the overall level of attainment that a student would have achieved by the end of their course of study – if they had not been affected by the pandemic – and the overall level of attainment that they actually achieved in its wake” (Newton, 2021). This definition emphasizes quantifying learning loss by comparing students’ proficiency levels before and during the pandemic. This process of obtaining and comparing specific data about competency gaps was not a general practice. In the list of measures of learning loss, items related to data analysis of attainment of learning competencies were rated as among the bottom five.

3. Because there was minimal comparison and use by schools of data to establish in quantitative terms the students' learning gaps, the schools' focus on developing LRA also did not involve much use of data analysis and understanding students' learning difficulties in accomplishing certain competencies. Much effort was spent on adjusting curriculum requirements (72%), attending to the students' emotional well-being (68%), adjusting the exam methods (65%), training teachers on how to design instructional materials for different modalities (65%) and reducing time for extra-curricular activities (62%). Others also mentioned home visitations and consulting with stakeholders like parents on students' progress. In other cases, as shown in the thematic maps, the evaluation of schools' LRA had little to do with data from students' performance in interventions. For instance, schools mentioned undertaking SWOT analysis, conducting surveys among stakeholders, and conducting focus group discussions as their evaluation methods.

2.2 *Learning Recovery Actions Undertaken*

Similarly, when asked about the learning recovery actions that they implemented during the school closure, the schools cited adjustment in the curriculum, focusing on students' well-being, and faculty' attendance in different training and development programs. In particular, **majority of the schools pointed out the following as among their learning recovery actions during school closure:**

- Subject departments adjusted curriculum requirements (e.g., teaching priority standards and competencies) (72%)
- Social-emotional well-being activities and interventions for mental health were integrated in classroom instruction (68%)
- Subject departments adjusted the content or method of examinations (e.g., topics covered, number of questions, or type of test question) (65%)
- Teachers attended professional development and training seminars-workshops on how to design and use materials in different modalities targeted for learning recovery (65%)
- Time for extra-curricular activities was reduced or suspended (62%), and
- Teachers attended professional development and training seminars-workshops on how to integrate activities on social-emotional learning and psychosocial wellness in learning plans (61%)

4. These predominant forms of LRA are largely whole class approaches rather than targeted or differentiated to address individual differences in performance. In the tables on LRA done by schools and LRA that were perceived as effective, remedial and targeted approaches had lower ratings, Results also show that providing customized instruction for at-risk students was rated as the 5th method.
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Table 10: Learning Recovery Actions Undertaken by the Schools

Learning Recovery Actions Undertaken	%
Subject departments adjust curriculum requirements (e.g., teaching priority standards & competencies)	71.72
Subject departments revise existing curriculum maps and implement changes	54.00
Small group tutoring is arranged and provided for students who need help and practice	56.23
Social-emotional well-being activities & interventions for mental health are integrated in classroom instruction	67.92
Attendance in tutorial and remedial modules in reading, writing and math is required for identified students performing below grade-level standards	42.54
Differentiated remedial/tutorial classes are designed and conducted for students who are dis-advantaged	40.36
Differentiated remedial or tutorial classes are designed and conducted for students in programs with a vocational or technical orientation	12.47
Differentiated remedial or tutorial classes are designed and conducted for students who missed or were unable to experience online learning	34.04
Summer tutorial or remedial sessions are offered for those who are interested	32.76
Subject departments adjusted the content or method of examinations (e.g., topics covered, number of questions, or type of test question)	64.78
Subject departments introduced alternative assessments to validate students' answers. (e.g., portfolios)	54.61
Subject departments discontinued or cancelled assessment practices that were regularly done before pandemic. (e.g., pen and paper tests, written exams)	23.59
Periodic monitoring reports of students' progress and performance in tutorial and remedial modules or programs are submitted and reviewed.	40.36
Teachers develop and distribute remedial learning modules for priority competencies and skills	35.72
Individualized self-paced learning materials with computerized or online instruction are produced and provided	36.95
Computer equipment and Internet connectivity for students to access and learn from online instructional materials are provided	24.15
Externally developed learning resources for remedial and tutorial programs are purchased and used.	13.69
Hiring of additional teachers and/or staff or provision of additional load to teachers for the implementation of tutorial or remedial programs is done.	10.29
School schedules are adjusted to provide extended class time for priority subjects	43.26
Time for extra-curricular activities is reduced or suspended	61.99
Teachers attend professional development and training seminars-workshops on how to diagnose learning gaps and learning loss	60.59
Teachers attend professional development and training seminars-workshops on how to determine and use effective and research-based strategies and interventions for learning recovery	59.36
Teachers attend professional development and training seminars-workshops on how to collect data and make reports on students' achievement in learning recovery interventions	46.23
Teachers attend professional development and training seminars-workshops on how to design and use materials in different modalities targeted for learning recovery	67.41

Discussion

5. These results then show that schools have yet to incorporate in their LRA alternative and differentiated practices that involve intensive gathering of data on students' learning gaps, diagnosing specific learning difficulties, implementing varied interventions that align with data, and monitoring and obtaining evidences of individual students' progress and proficiency.

6. Correlations:

Schools that used online learning only had significantly fewer learning recovery actions than schools using a combination of three different modalities (printed, electronic, and online),

Schools with an enrollment size between 500 to 999 students implemented more learning recovery actions compared to schools with less than 100 students.

Schools located in regions with a poverty incidence rate that is less than 10% have a significantly higher mean number of learning recovery actions compared with schools found in regions with at least 20% poverty incidence rate.

Discussion

7. Significant predictors:

Enrolment size: For every one unit change in enrolment size, the mean number of learning recovery actions increases by .001 unit, while holding all other predictors constant.

Certification: Learning recovery actions decrease by 4.186, on the average, for schools that have no certification, compared with schools that are certified or accredited when other predictors are held constant.

Some considerations in interpreting the quantitative results

Measure of learning recovery

LRA is the sum of the reported learning recovery actions done by the schools

We treat each learning recovery action equally (i.e., each one is given equal weight in calculating LRA), but this may not be the case in practice.

LRA is a proxy variable, in the absence of a valid and reliable instrument that captures the construct of *learning recovery*.

Linear regression results should be interpreted with caution since the value of R^2 (measure of how well the overall model predicts the outcome variable) is quite low (only 1.8%). This means that there may be other variables that could accurately predict learning recovery.

The quantitative results could be a starting point for examining further the phenomenon of “learning recovery,” but we need to develop valid measures on which we can anchor our analyses.

Discussion

8. In comparison to other studies on schools' experiences of LRA, the statistical and thematic maps comparative analyses underline the importance of considering school context factors that may affect learning recovery actions. In the case of PEAC JHS, these variables are as follows:

- a) the factor of enrolment and regional poverty incidence may influence the school's capacity to do LRA;**
- b) certification status may point to the presence of a school's quality assurance system to support and sustain LRA;**
- c) and the combination of learning modalities may suggest the school's ability to provide differentiated forms of LRA that will respond to the needs of all students at different levels of performance.**

Recommendations

1. Expand schools' current concepts of learning loss and LRA by emphasizing the gathering and use of data and adoption of differentiated and targeted approaches and clear alignment of the purposes of assessment with specific methods. **Provide professional development seminars-workshops** on these aspects of learning loss and LRA. Consider also alternative approaches such as “learning acceleration” which show how curriculum adjustments can be made to address learning gaps.

Recommendations

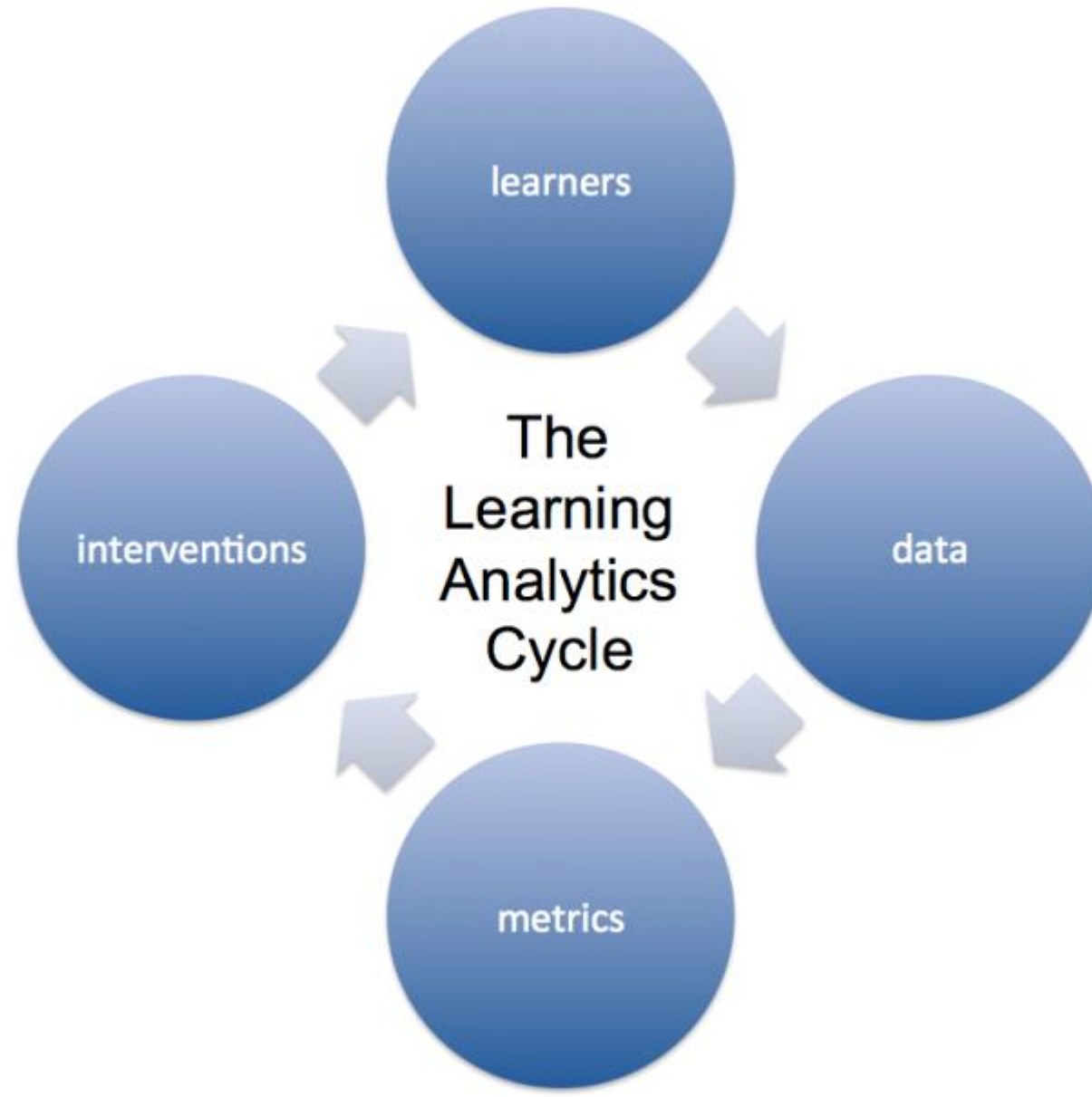
2. Changes in thinking about learning loss and LRA also depend on the depth of a school's system of data gathering and analysis of students' performance in required competencies and the teachers' active use of this system and in action research. Consequently, it will be important and helpful for schools to **establish customized systems of learning analytics** where data about student learning and achievement is consistently collected, examined, interpreted and used as the basis for formulation of varied interventions. "Without regular and reliable data to measure foundational learning, countries cannot monitor learning progress and whether their investments and policies are working for all children" (WB-UNESCO-UNICEF, 2021).

Recommendations



LEARNING ANALYTICS:
the measurement, collection, analysis
and reporting of data about learners and
their context — Society for Learning Analytics and Research

Recommendations



Recommendations

Types of Learning Analytics



Prescriptive – *How can we make it happen?*

Predictive – *What will happen?*

Diagnostic – *Why did it happen?*

Descriptive – *What happened?*

Recommendations

3. Address varied learning needs and levels of proficiency **by utilizing and maximizing varied learning modalities** to either supplement or be functionally equivalent to face-to-face instruction. "Countries best able to respond to COVID-19 educational disruptions were those that could build on the implementation of long-established ICT in education masterplans and the continuous development of digital learning systems, digital learning resources, and teachers' pedagogies for digital and/ or distance learning" (WB-UNESCO-UNICEF, 2021, p. 35).

Recommendations

4. Intensify schools' full compliance with standards in the PEAC 2018 Certification Assessment Instrument.

Certification plays a significant role in undertaking LRA. Certification provides a quality assurance system that prompts schools to expand their range of LRA. Certification provides an enabling environment for LRA to thrive and make the school system more responsive to learning gaps. Encourage schools as part of school improvement planning to develop a roadmap for LRA and institutionalize systems and protocols for LRA.

Fig. 14 Comparative Diagram on Learning Recovery Activities

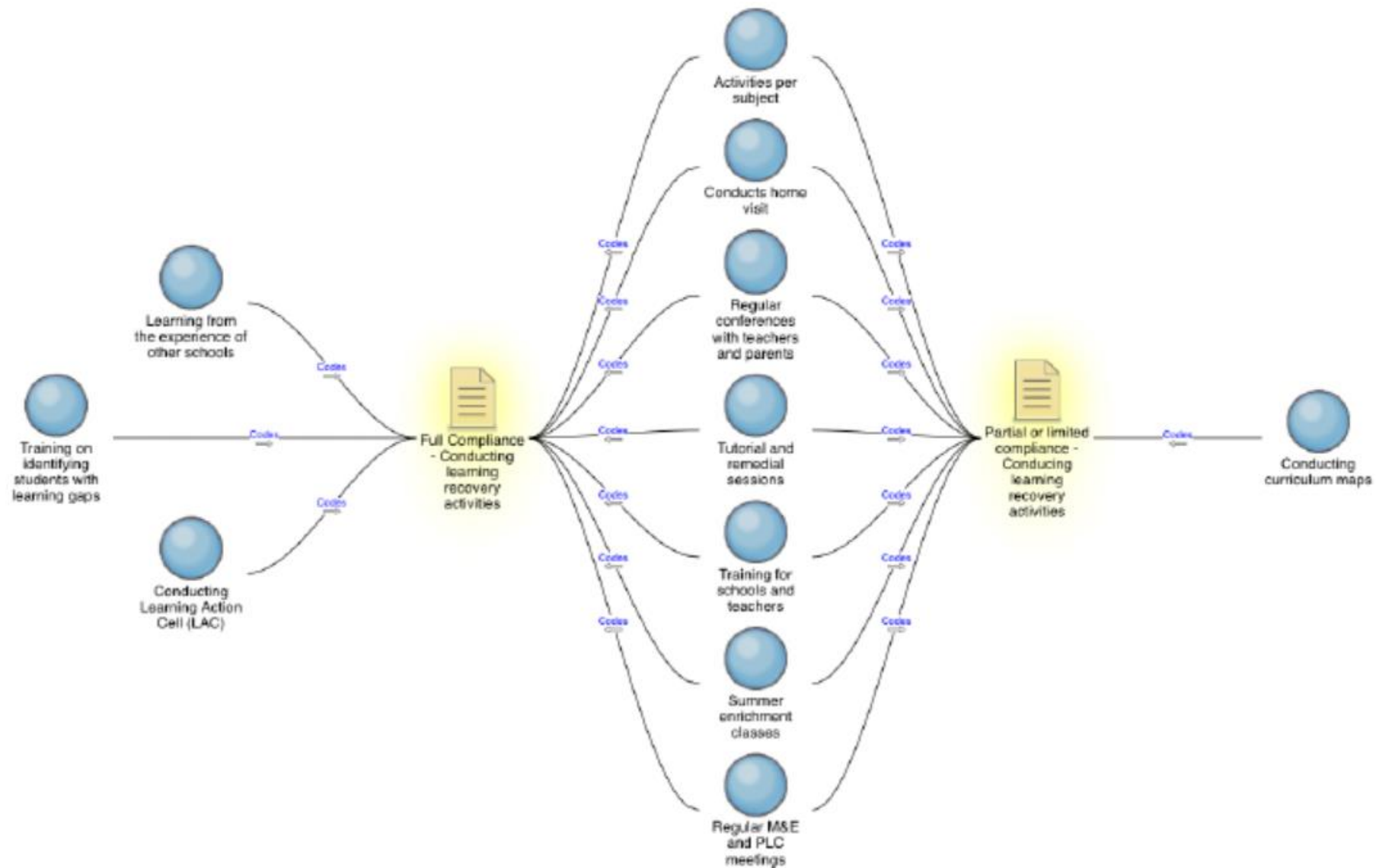
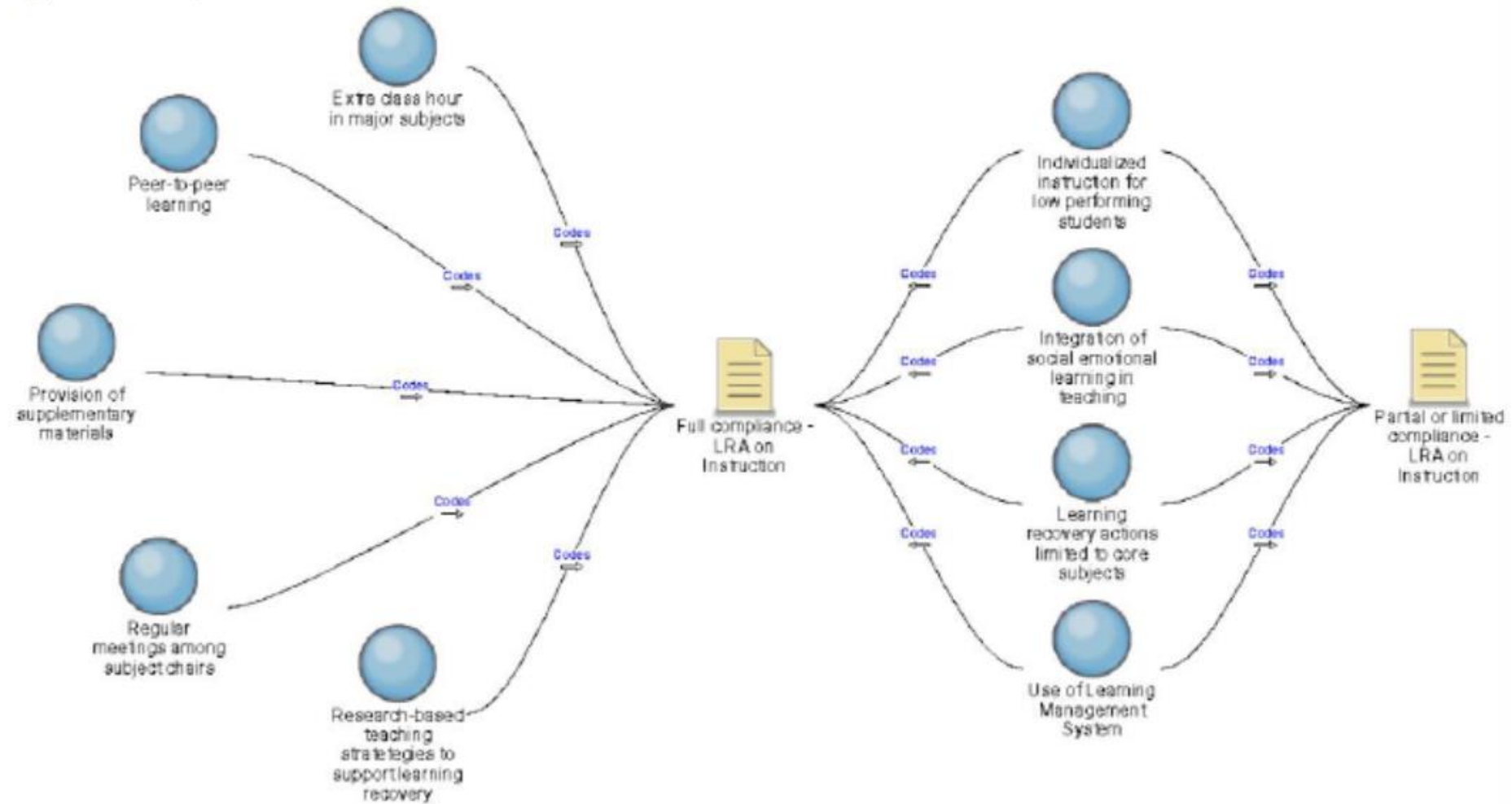


Fig. 16 Comparative Diagram on LRA on Instruction



Recommendations

Standards of Compliance					
1. A system that actively communicates to various stakeholders the school's Vision, Mission, and Kto12 standards and directions and school's development of innovations in curriculum development, assessment and instruction*	4	3	2	1	0
2. A system for monitoring and evaluating the extent of alignment of school operations with the school's philosophy, vision-mission, goals and objectives and accomplishment of curriculum goals*	4	3	2	1	0
3. Regular collection, interpretation and dissemination of data on student learning and performance to top and key school leaders towards informed decision-making*	4	3	2	1	0
4. Continuous improvement of the curriculum and instruction through development activities in the Standards-based School Improvement Plan area of Curriculum, Assessment and Instruction*	4	3	2	1	0
5. A supervisory program that:					
- monitors and evaluates teachers' instructional effectiveness and use of the standards in curriculum development, assessment and instruction	4	3	2	1	0
- provides coaching and mentoring activities for faculty in the teaching and learning of the Kto12 standards and 21st century skills	4	3	2	1	0
6. A system for teachers to periodically and collaboratively analyze data on student performance and plan interventions that enable students to meet the standards and related competencies	4	3	2	1	0
7. Provision for timely access to and optimum use of instructional resources, facilities materials and equipment	4	3	2	1	0
8. A professional development plan for the instructional leaders and academic coordinators that provides for their academic upgrading and updating them on	4	3	2	1	0

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Recommendations



Recommendations

5. Encourage more inter-school partnerships and collaboration, especially by small schools with those with larger enrolments. Network to gain insight and actions regarding best practices.
6. The quantitative results could be a starting point for examining further the phenomenon of “learning recovery,” but we need to develop valid measures on which we can anchor our analyses. There is a need to refine the methods of study of learning recovery and design valid measures to determine factors and other variables that influence LRA and the effectiveness of schools’ LRA