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

DR. MIGUEL Q. RAPATAN, DR. VIOLETA VALLADOLID, DR. CHRISTINE JOY ATOTUBO-BALLADA, AND ALEJANDRO IBANEZ

DEC. 7, 2023

Order of Presentation

Rationale of Conducting the Survey

PEAC

PRIVATE EDUCATION ASSISTANCE COMMITTEE

Trustee of the **Fund for Assistance to Private Education**

Rationale of Conducting the Survey

DepED DEPARTMENT OF EDUCATION

PEAC
PRIVATE EDUCATION ASSISTANCE COMMITTEE
Trustee of the Fund for Assistance to Private Education

2022 GASTPE ORIENTATION PROGRAM FOR PARTICIPATING SCHOOLS IN SY 2022-2023

3,574 Junior High Schools

Education Service Contracting (ESC)
and Teachers' Salary Subsidy (TSS)

Rationale of Conducting the Survey

DepED DEPARTMENT OF EDUCATION

PEAC
PRIVATE EDUCATION ASSISTANCE COMMITTEE
Trustee of the Fund for Assistance to Private Education

2022 GASTPE ORIENTATION PROGRAM FOR PARTICIPATING SCHOOLS IN SY 2022-2023

Certification: Quality Assurance Process

Education Service Contracting (ESC)
and Teachers' Salary Subsidy (TSS)

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 Objective

Establish 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)

-LRA concepts found in current literature and research

General Research Question

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

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). 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 was sent to the Junior High School Principal.

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 needs to validate schools' self-reports of learning recovery efforts with other methods such as in-depth interviews, classroom observations and documents analysis (e.g., sample intervention instructional materials)

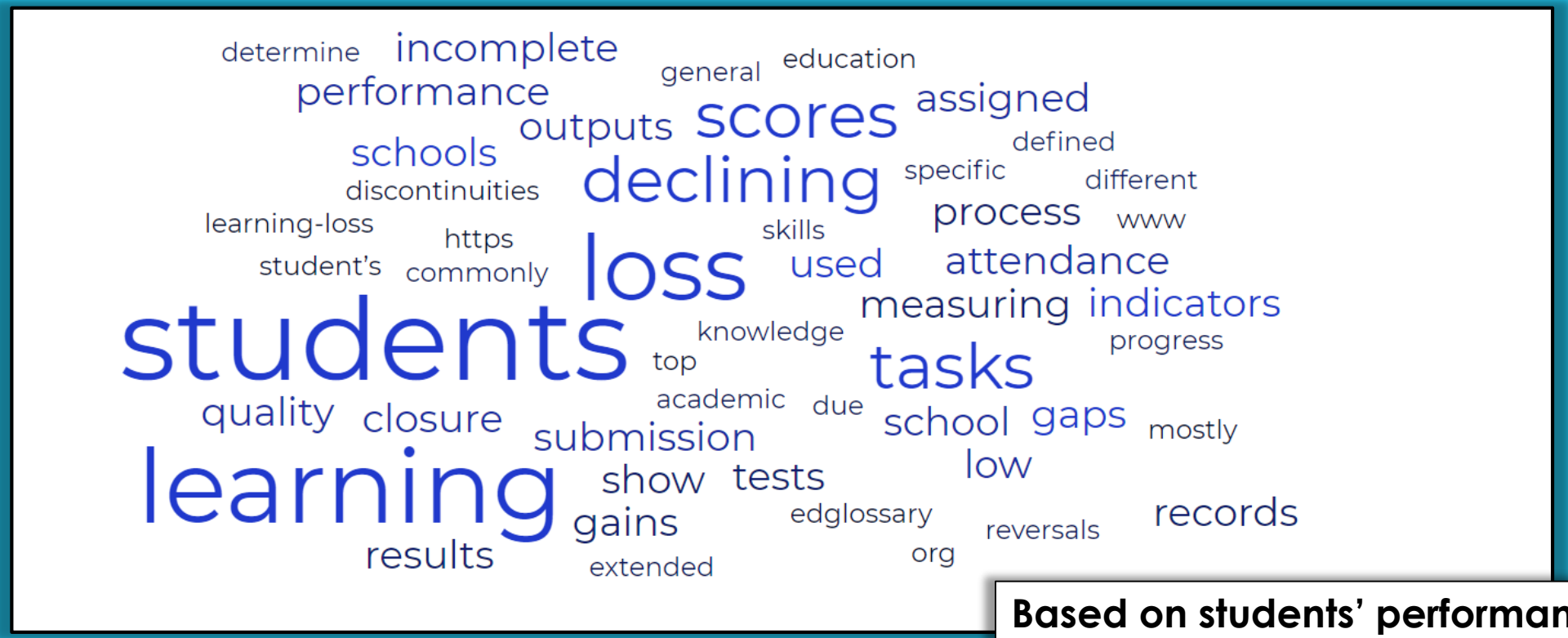
Limitations of Study

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 needs to validate schools' self-reports of learning recovery efforts 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

Discussion of Results



Based on students' performance in
-classroom-based assessments covering formative and summative assessments

-online tasks found in the schools' Learning Management Systems (LMS)

-standardized tests

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.**

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	1
- Low quality of students' outputs in performance tasks	58.86	2
- 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	3
- Students drop-out rates	6.43	
- None of the above	11.18	

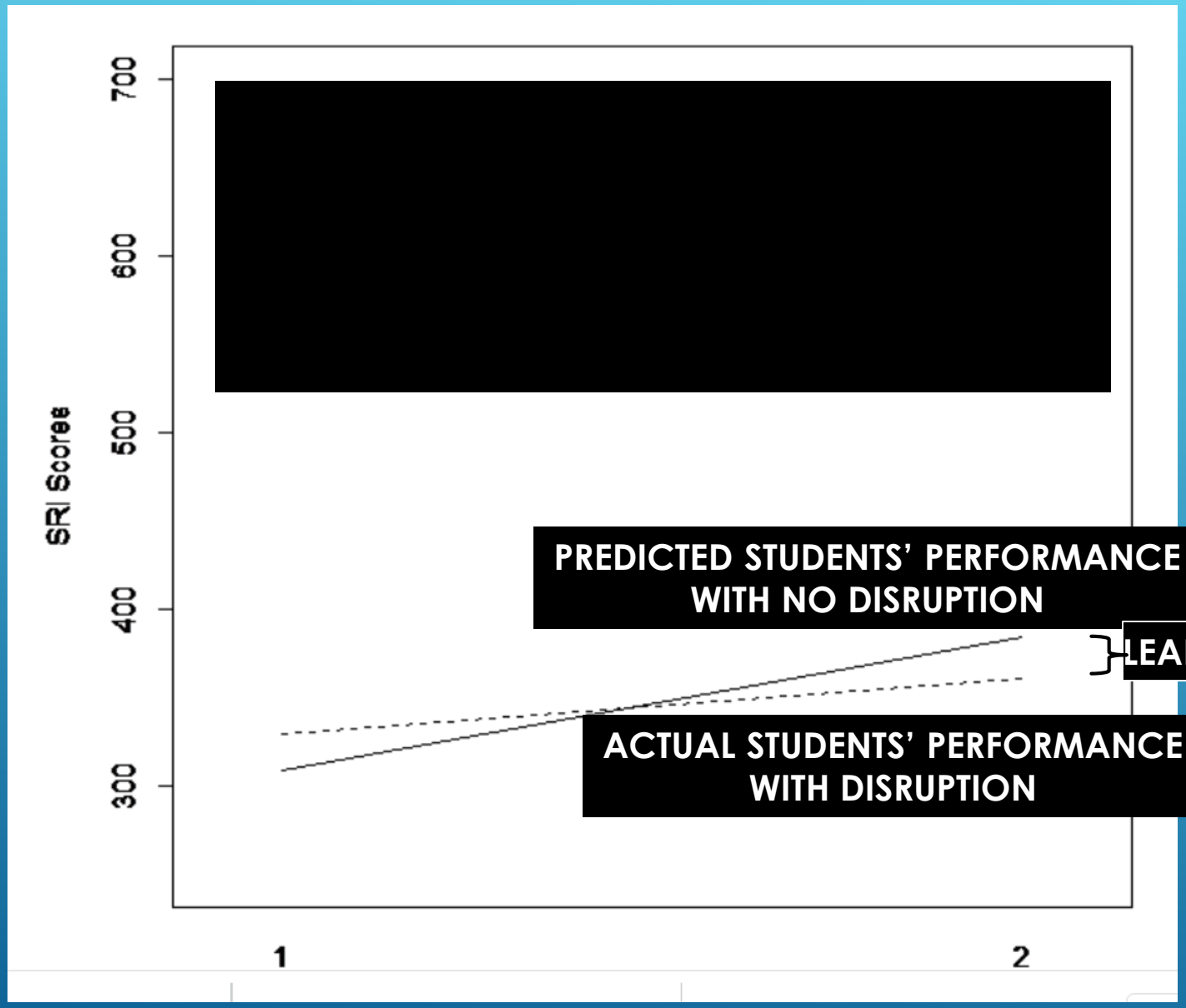
1. There is a widespread perception of learning loss in the different schools that answered the survey. Much of this general comment is based on schools' analysis of students' performance in classroom-based assessments covering formative and summative assessments, in online tasks found in the schools'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

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), and low attendance in online classes.

These predominant indicators of learning loss differ from current literature which says that learning loss "…is best understood not as a reduction in existing knowledge or skills, but as a difference between a current reality and some ideal or at least normal condition." (Will Lorie, 2020)..

The term **learning loss** "… **is best understood not as a reduction in existing knowledge or skills, but as a difference between a current reality and some ideal or at least normal condition."**

-(Will Lorie, 2020)



…is best understood not as a reduction in existing knowledge or skills, but as a difference between a current reality and some ideal or at least normal condition." (Will Lorie, 2020)

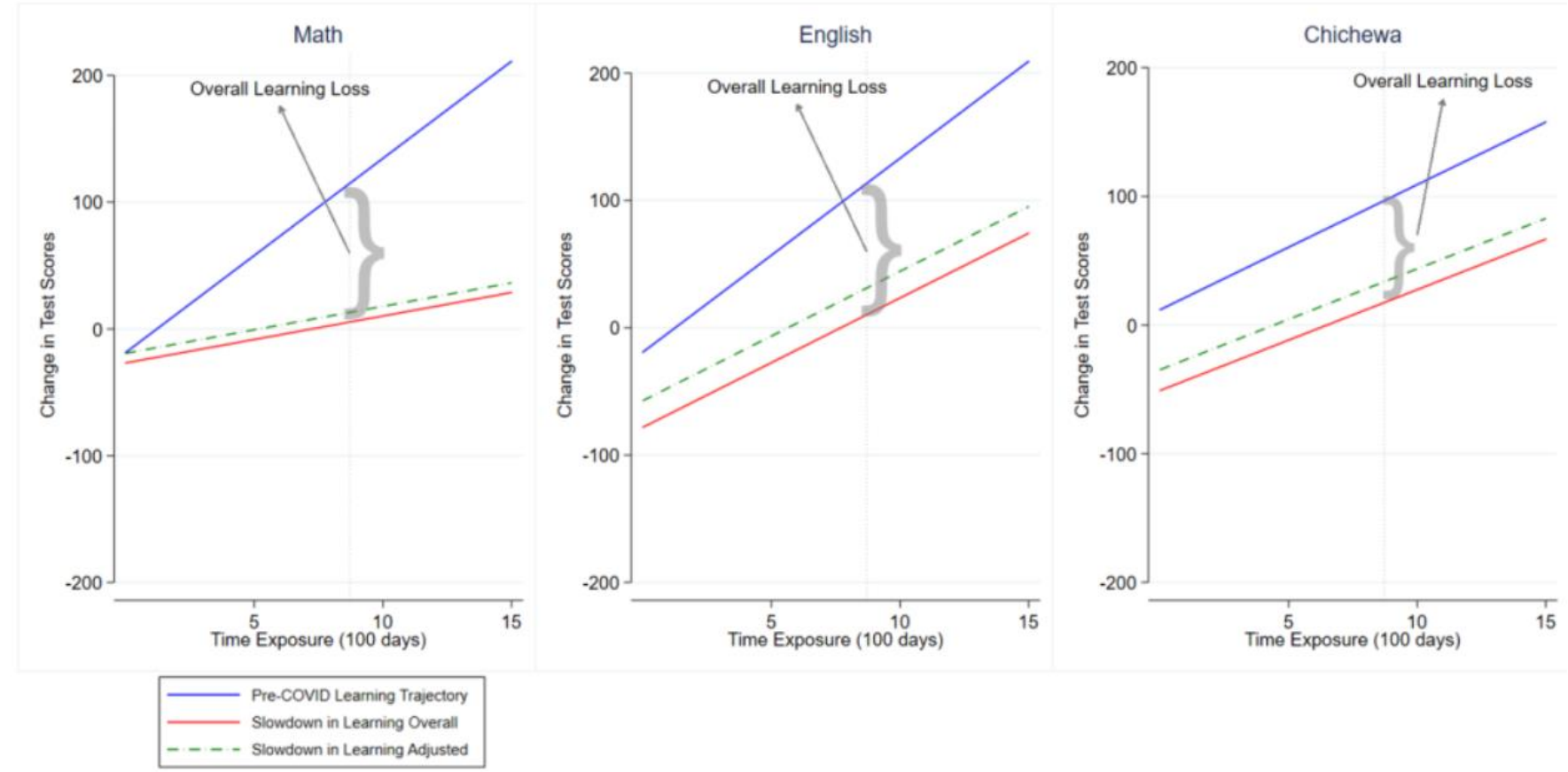
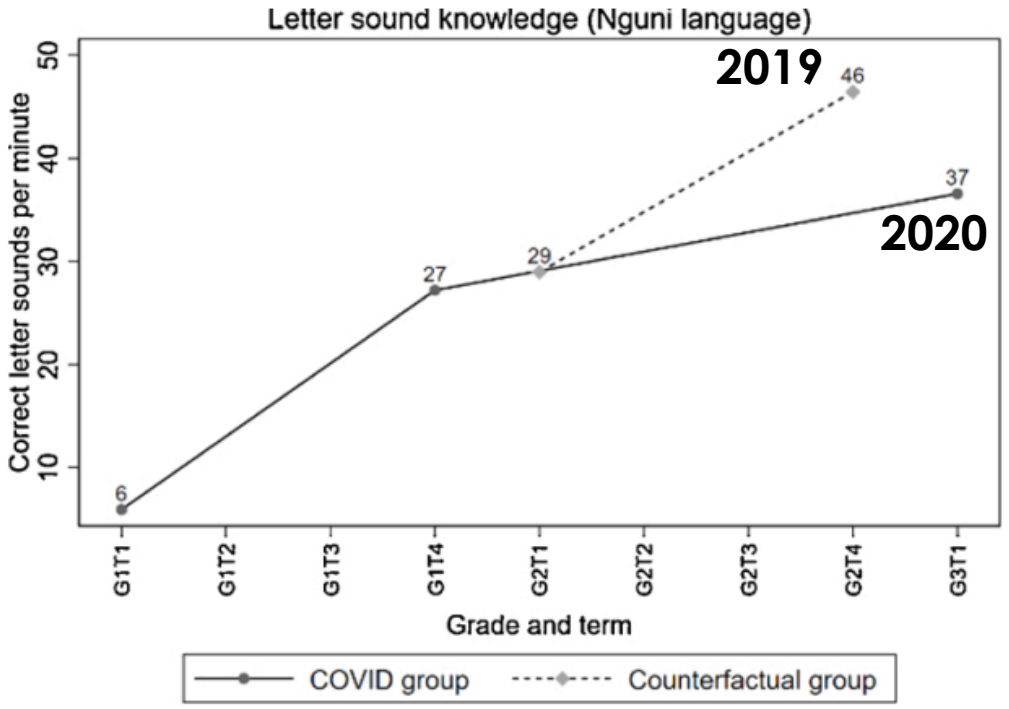
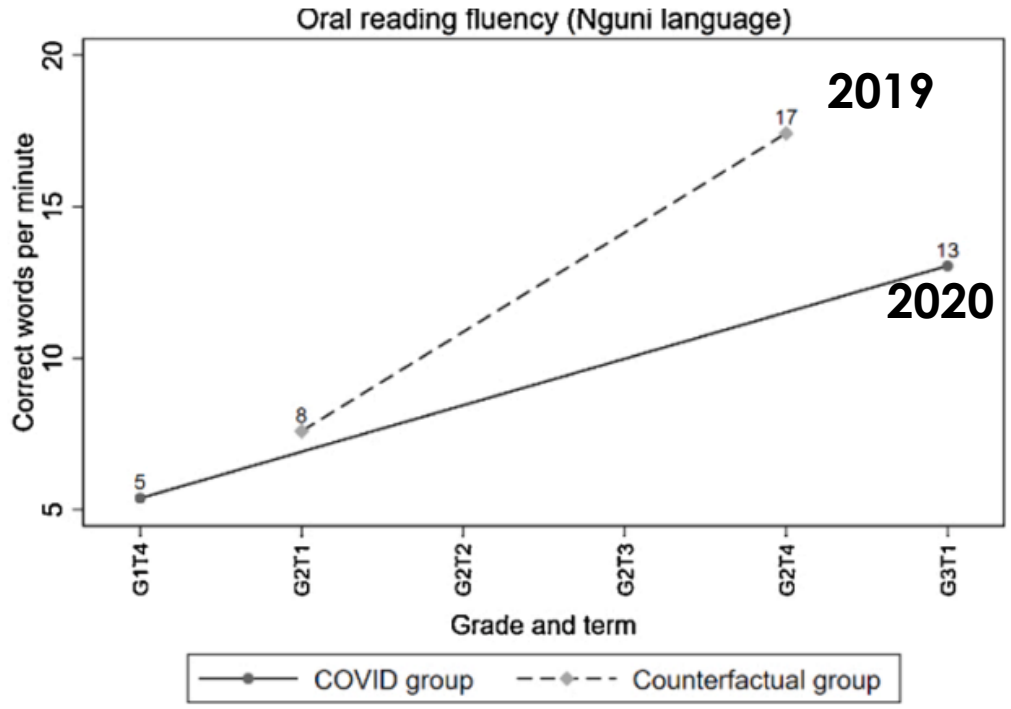


Figure 2. Learning levels and trajectories pre- and post-Covid closure: English and Math

https://blogs.worldbank.org/education/learning-loss-covid-sub-saharan-africa-evidence-malawi

"…(learning loss is) 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).





"…(learning loss is) 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).

PEAC ESC JHS SURVEY (TOP 3) LEARNING LOSS INDICATORS	CURRENT LITERATURE ARTICULATIONS OF LEARNING LOSS
Incomplete submissions of learning tasks Low quality of students' outputs in performance tasks Gaps in class attendance	…is best understood not as a reduction in existing knowledge or skills, but as a difference between a current reality and some ideal or at least normal condition." (Will Lorie, 2020). The term learning loss refers to "…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).

Discussion

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%).

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.

2.2 Learning Recovery Actions Undertaken

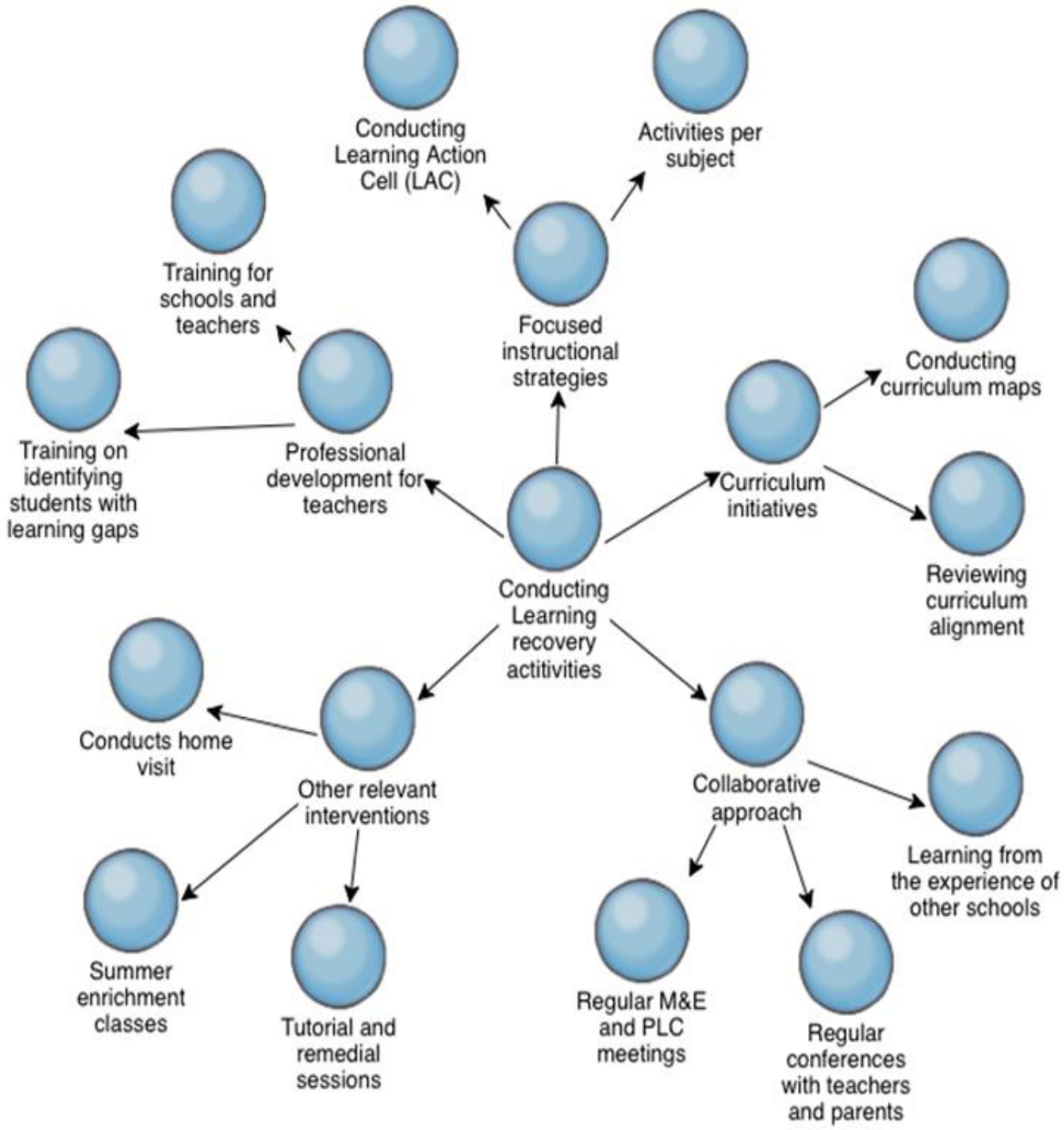
Similarly, when asked about the learning recovery actions that they implemented during the school closure, the schools cited adjustment in the curriculum, focusing on students' well-being, and faculty' attendance in different training and development programs. In particularly, **majority of the schools 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%)

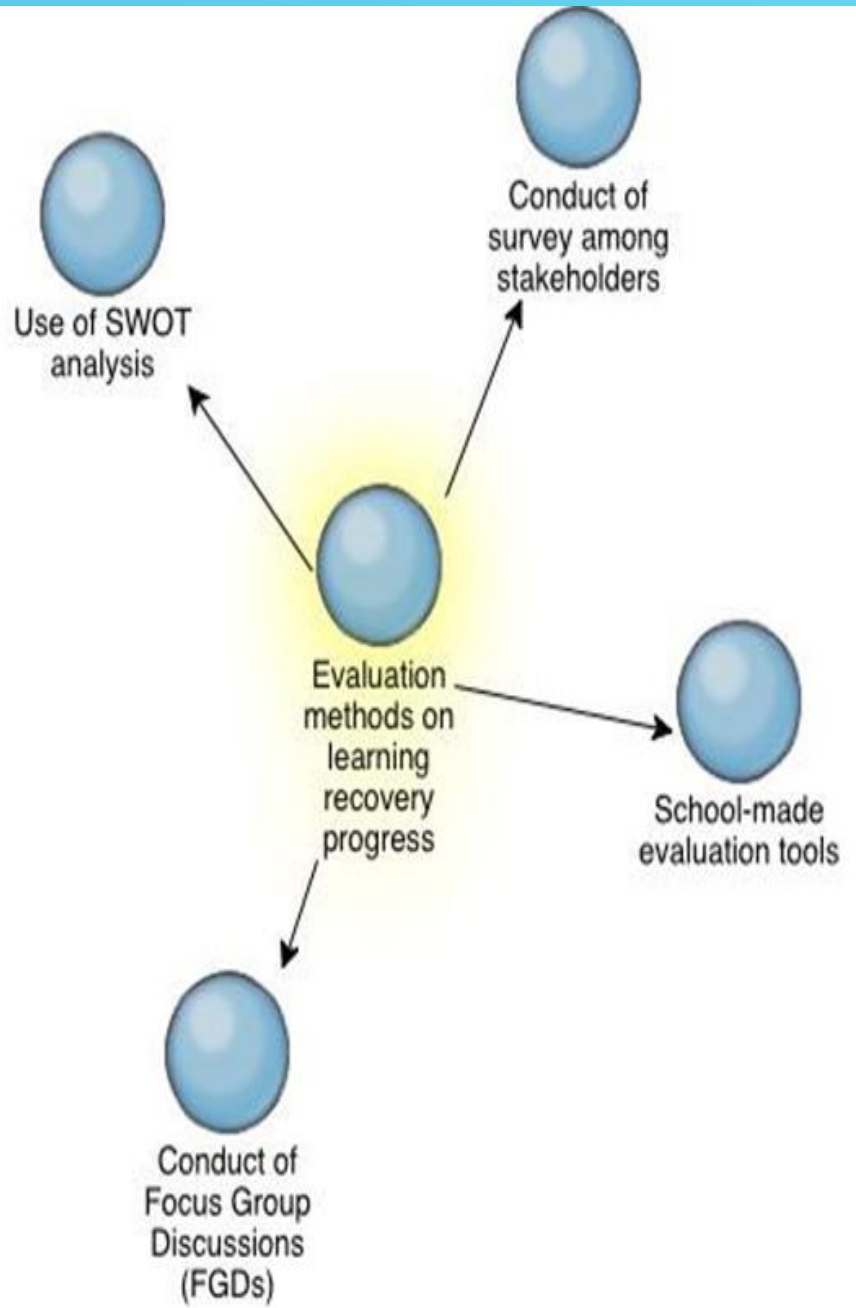
Table 10: Learning Recovery Actions Undertaken by the Schools

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

Thematic Map



Thematic Map



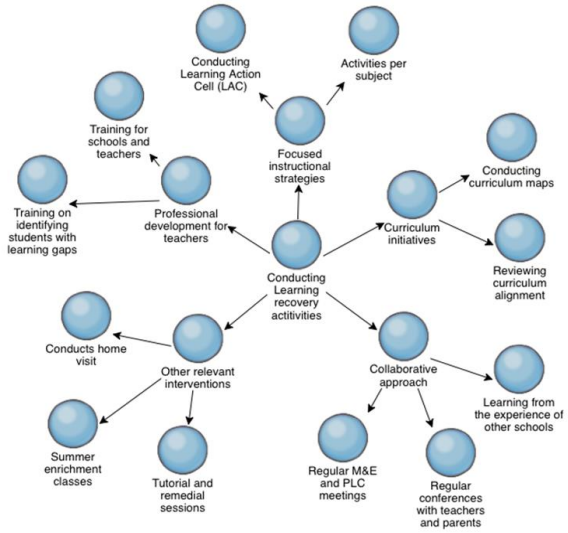
SURVEY RESULTS

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 particularly, **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%)

THEMATIC MAPS



Dominance of Teacher-Centered Activities and Whole-Class Approaches

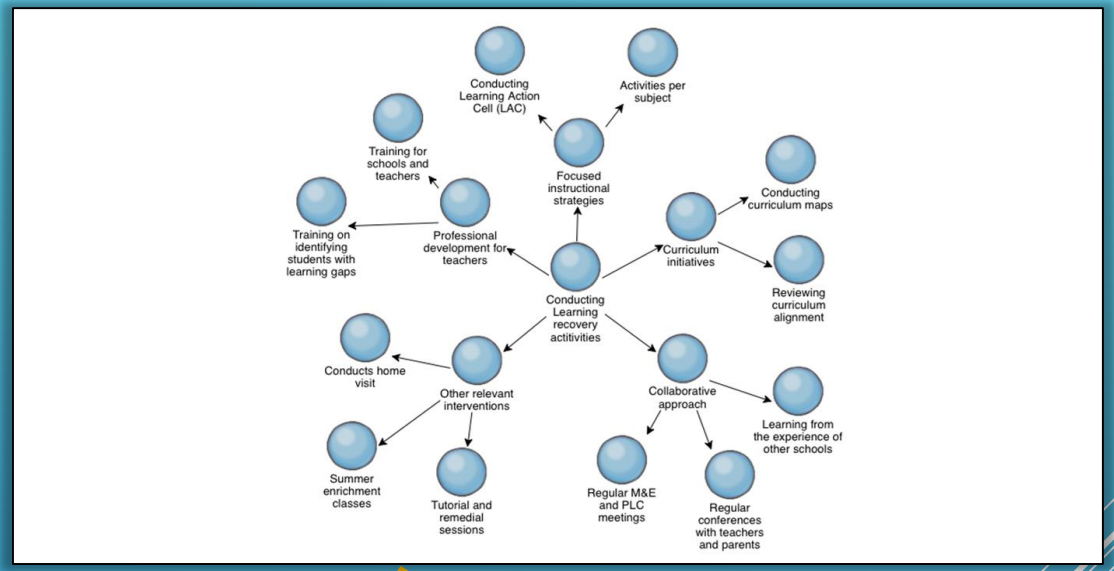
SURVEY RESULTS

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 particularly, **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%)

THEMATIC MAPS



Need for:

- **Data-based Comparisons of Students' Achievement**
- **Specific Diagnosis of Students' Learning Difficulties**
- **Targeted and Differentiated Interventions**
- **Systematic and Evidence-based Monitoring of Students' Progress**

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*.

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.

Correlations Among Study Variables

Variable	LRA	Learning Mode	Enrolment	Tuition Rate	Certification	Region Poverty
Learning Mode	0.138***	—				
Enrolment	0.063**	-0.042	—			
Tuition Rate	0.06**	0.093***	0.068**	—		
Certification	0.085***	0.023	0.252***	0.234***	—	
Region Poverty	-0.053*	-0.093***	0.049*	-0.354***	-0.059*	—
Drop-out Rate	0.018	-0.036	-0.021	-0.021	-0.031	0.002

* p < .05, ** p < .01, *** p < .001

*Significant but weak correlations between Learning Recovery Actions (LRA) and Learning Mode, Enrolment, Tuition Rate, Certification, and Region Poverty Incidence

Correlations

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

Correlations

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.

Correlations

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

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 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.

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.

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.

Variables	F	p-value	Interpretation
Dominant Learning Modality	8.011	$p < .001$	Significant differences in LRA *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), $t = 4.36$, $p < .001$
Enrollment Size	3.169	$p < .05$	Significant differences in LRA *Schools with an enrollment size between 500 to 999 students implemented more learning recovery actions compared to schools with less than 100 students

Variables	F	p-value	Interpretation
Tuition Rate	2.108	p > .05	No significant differences in LRA *Regardless of the tuition rate, PEAC schools implement approximately the same number of learning recovery actions.
Certification Status	2.882	p = .013	No significant pairwise differences in LRA
Region Poverty Incidence	3.097	p = .045	Slightly significant differences in LRA *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

Multiple Linear Regression Results

The predictors collectively explain only 1.8% percent of the variation in LRA, R^2 = .025, $F(13, 1741) = 3.497$, $p < .001$.

Significant Predictors

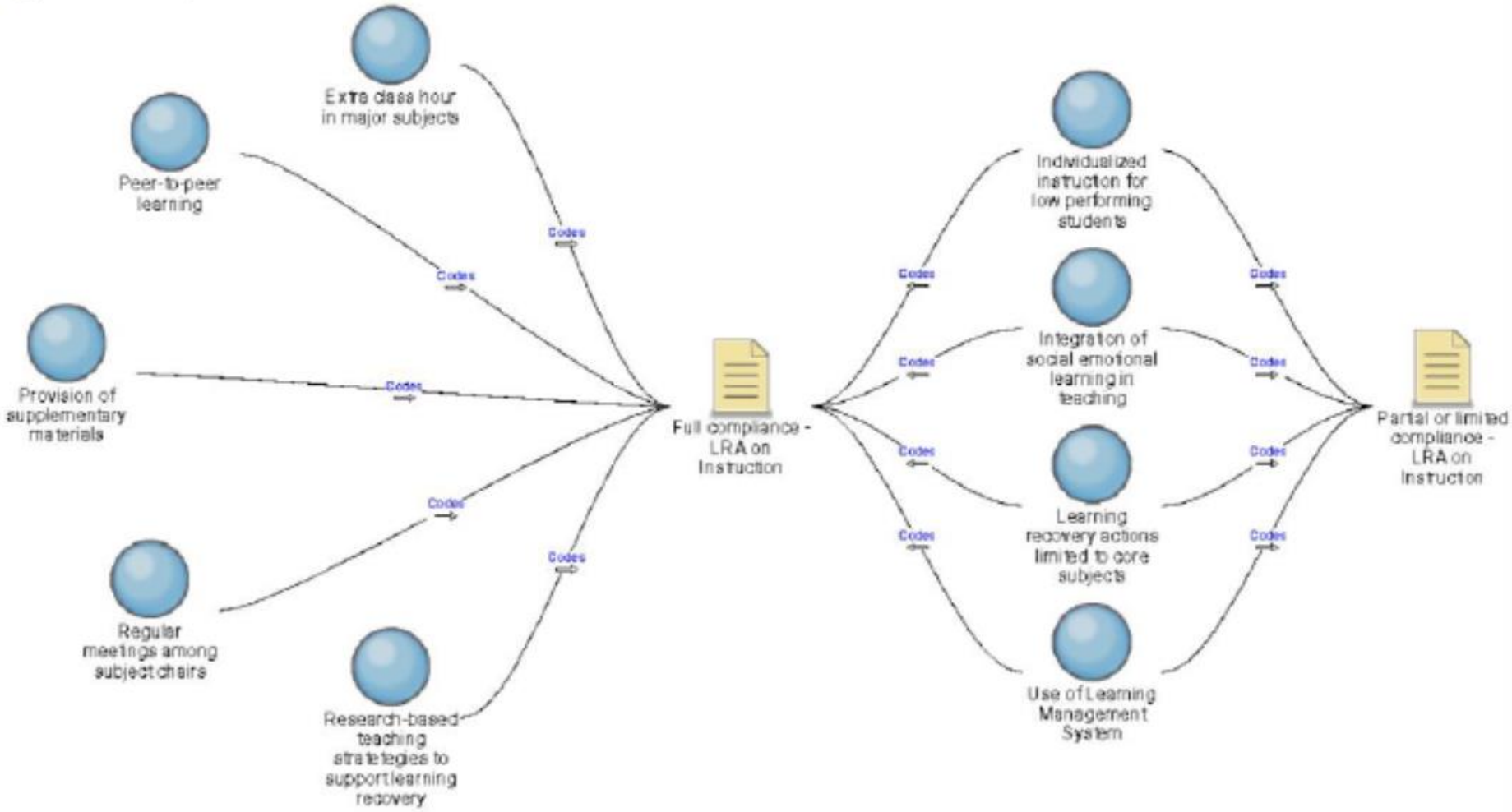
Enrolment size ($B = .001$, $t = 2.33$, p = 0.02)

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 ($B = -4.186$, $t = -2.209$, $p = .027$).

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

Fig. 16 Comparative Diagram on LRA on Instruction



Dominance of Teacher-Centered and Whole-Class Actions

SURVEY RESULTS

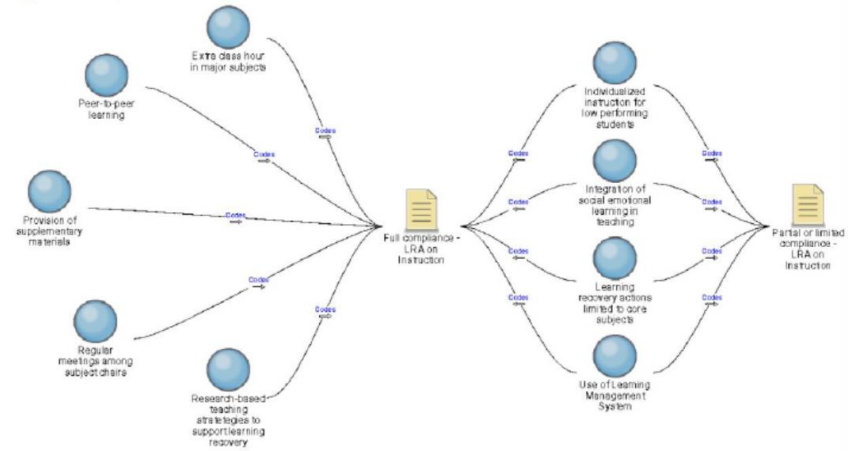
2.2 *Learning Recovery Actions Undertaken*

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 particularly, **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%)

THEMATIC MAPS

Fig. 16 Comparative Diagram on LRA on Instruction



Importance of considering School Context factors that may affect learning recovery actions

Enrolment size

Certification

SCHOOL CONTEXT FACTORS AFFECTING SCHOOL LEARNING RECOVERY ACTIONS

Regional Poverty Incidence Rate

Use of Varied Learning Modalities

Fig. 14 Comparative Diagram on Learning Recovery Activities

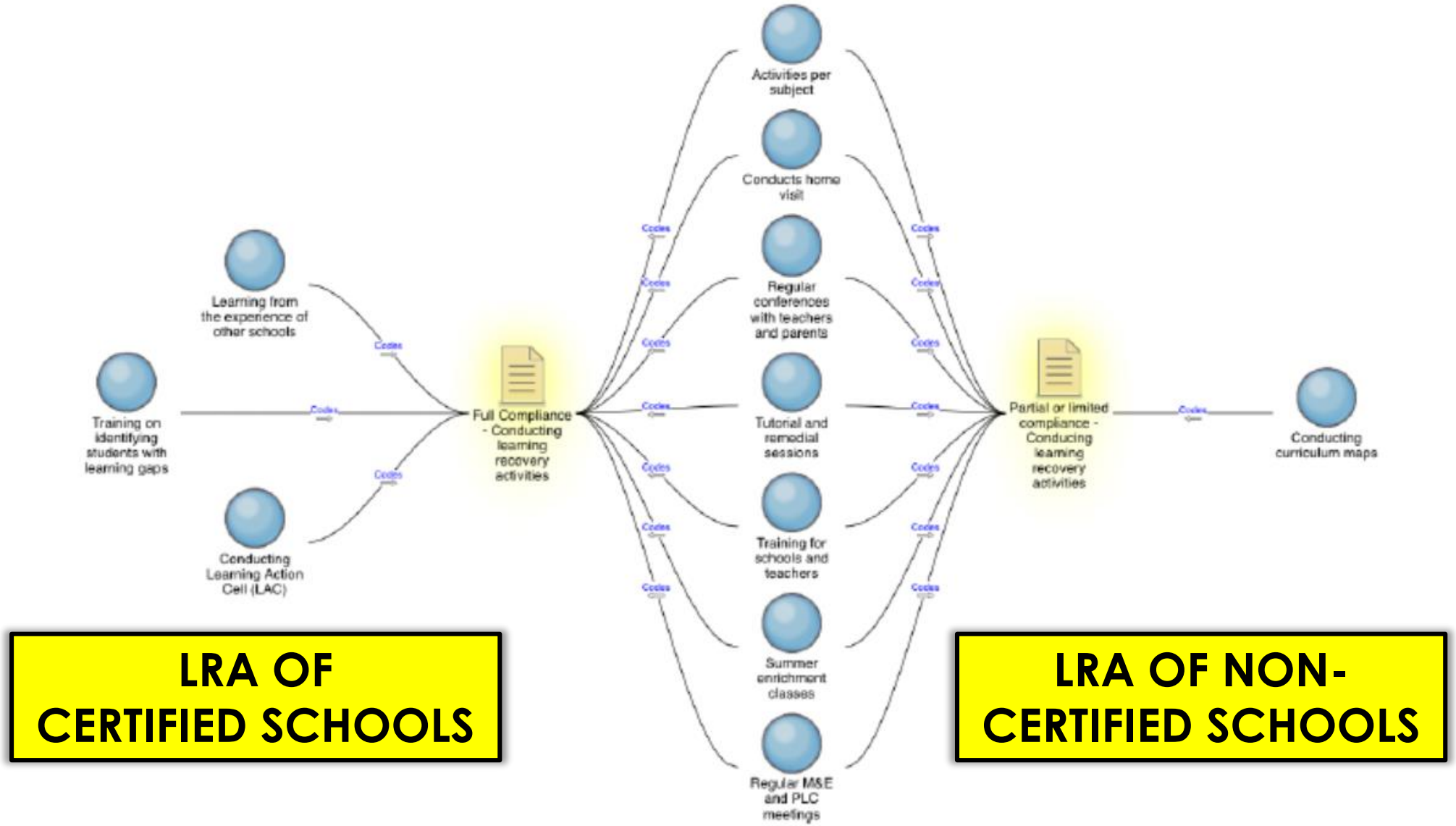
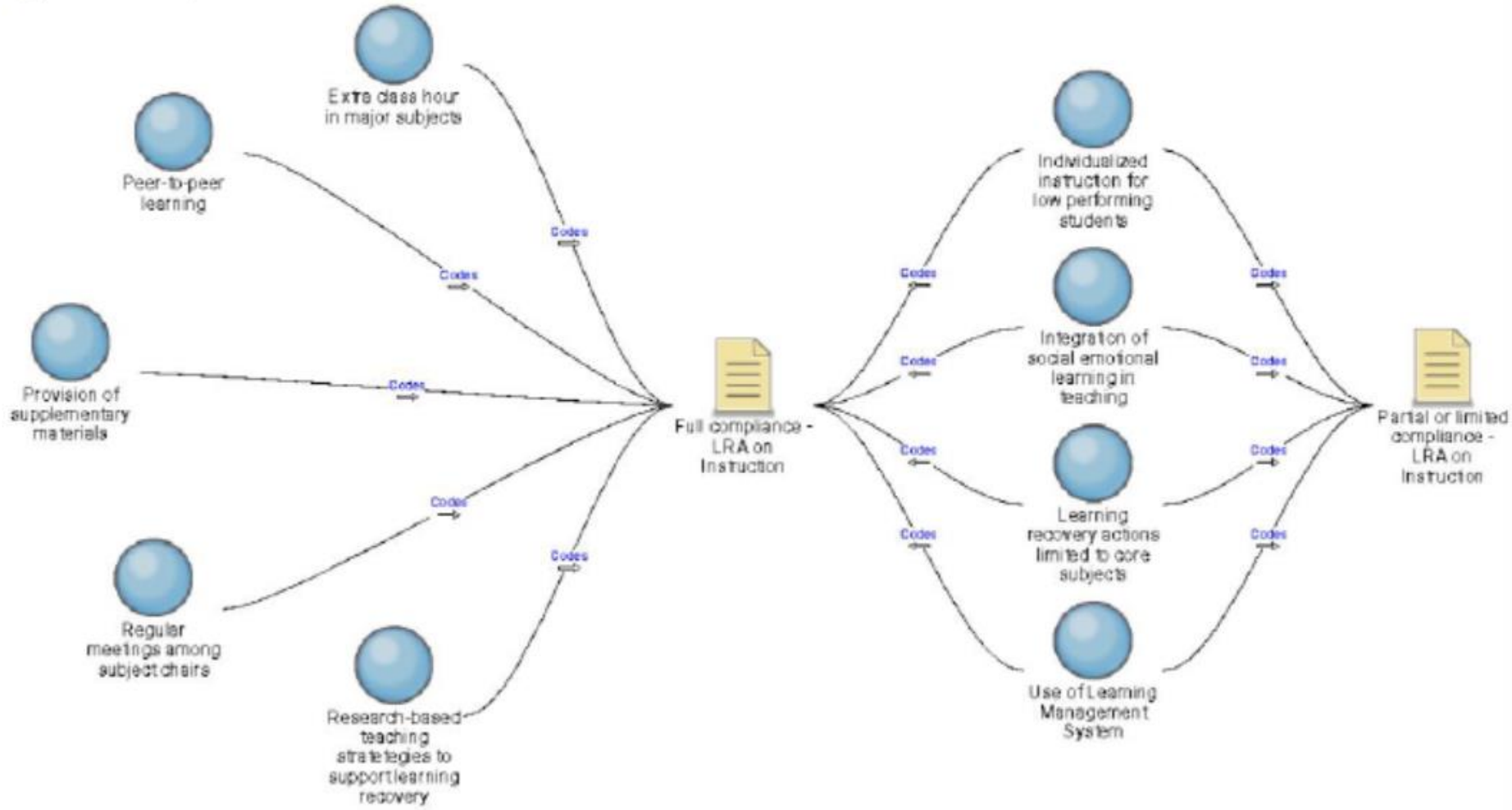


Fig. 16 Comparative Diagram on LRA on Instruction



LRA OF CERTIFIED SCHOOLS

LRA OF NON-CERTIFIED SCHOOLS

SCHOOL CONTEXT FACTORS AFFECTING SCHOOL LEARNING RECOVERY ACTIONS

Enrolment size

Capacity to do LRA

Certification

Sustainability of LRA

Regional Poverty Incidence Rate

Capacity to do LRA

Use of Varied Learning Modalities

Differentiated LRA

Recommendations

1. **Expand schools' current concepts of learning loss and LRA by emphasizing the gathering and use of comparative 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 enable students achieve the expected competency.**

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 enable students achieve the expected competency.
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

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

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).

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.**

Recommendations

5. As a follow-up, partially certified schools may be encouraged to learn best practices of learning recovery from fully certified schools. The interaction among schools may also help schools with limited resources experience some form of coaching or assistance.

Recommendations

5. As a follow-up, partially certified schools may be encouraged to learn best practices of learning recovery from fully certified schools. The interaction among schools may also help schools with limited resources experience some form of coaching or assistance.

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.**

DepED DEPARTMENT OF EDUCATION | USAID FROM THE AMERICAN PEOPLE | RTI INTERNATIONAL

ABC+: Advancing Basic Education in the Philippines

Presentation for

EDUCATION COMMISSION
May 18, 2023

The Asia Foundation | SIL LEAD Language, Education, and Development | FLORIDA STATE UNIVERSITY

AHA! Learning Center

Reimagining Remediation

Synthesis

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

DR. MIGUEL Q. RAPATAN, DR. VIOLETA VALLADOLID,
DR. CHRISTINE JOY BALLADA, AND ALEJANDRO IBANEZ

LUNGSOD QUEZON PILIPINAS | GoLearn EDUCATION | SCHOOLS DIVISION OFFICE QUEZON CITY | CitySavings UNIONBANK | UNIVERSITY of SAN CARLOS | THAMES INTERNATIONAL

Solving Learning Loss Project

our journey todate

Presentation to EdCom2
17 May 2023

Learning Recovery: Lessons from the Field

CRITICAL FACTORS	ABC+ (G1-3)	AHA LEARNING CENTER (G4-6)	PEAC (G7-10)	THAMES INTERNATIONAL (11-12)
INSTRUCTIONAL:				
Intervention Design	• 8-Week Learning Recovery Curriculum • Direct Instruction; Structured and Targeted to Struggling Readers • Differentiated by Ability • Use of Mother Tongue • Includes SEL and Psychosocial Skills	• AHA Empathy-Informed Learning System (EILS) • 60 1-hr. remedial sessions • Targets Aligned with Skills more than Grade Levels • Involves SEL Skills	• Whole-Class • Teacher-Centered • Differentiated by Achievement Levels	Pilot Tutorial Program
Use of Assessment Data	Comparison of Pre and Post-Test Results Data Management System CRLA Results		Comparison of Pre-pandemic and Current Students' Performance Learning Analytics	Use of Philippine Assessment for Learning Loss Solutions (PALLS) Results
Learning Resources	Availability of and Pupils' Access to Reading Materials in Various Languages	Provision of Lessons and Teaching Materials		
Use of Technology			Use of Varied Learning Modalities	AI-Assisted English Assessment by GoLearn
Teachers' Training and Collaboration	• Teacher Training • Learning Action Cells	6-month Teacher Fellowship Mentoring of Teachers Support of Teacher Clubs	Professional Development on Data-based LRA and Learning Acceleration	
CONTEXTUAL::				
Instructional Leadership	Literacy Leadership			
Quality Assurance	Prioritized and done Schoolwide		Certification	
Enrolment Size			Moderate School Size	
Regional Poverty Incidence			< 10% Poverty Incidence Rate	
Stakeholders' Involvement	School-Home Learning Partnership; Home Reading Time with Parents LGU Support	Support of Mothers, Women/Parents' Club Funding Support from Donors		Collaboration with DepEd and QC LGU

DepED USAID RTI

ABC+: Advancing Basic Education in the Philippines

Presentation for

EDUCATION COMMIS

May 18, 2023

The Asia Foundation SIL LEAD

AHA! Learning Center

imagining

mediation

SUMMARY DISCUSSION O

2022 PEAC SURVEY ON

LEARNING RECOVERY AC

PRIVATE SECONDARY EDU

(JUNIOR HIGH SCHOOL LE

PARTICIPATING IN THE ESC

DR. MIGUEL Q. RAPATAN, DR

DR. CHRISTINE JOY BALLADA

CitySavings UNIVERSITY of SAN CARLOS THAMES INTERNATIONAL

ng Loss Project

Presentation to EdCom2

17 May 2023

1

Synthesis:

INSTRUCTIONAL FACTORS:

1. Understanding and Design of Intervention
2. Use of Assessment Data
3. Learning Resources
4. Use of Technology
5. Teachers' Training and Collaboration

CONTEXTUAL FACTORS:

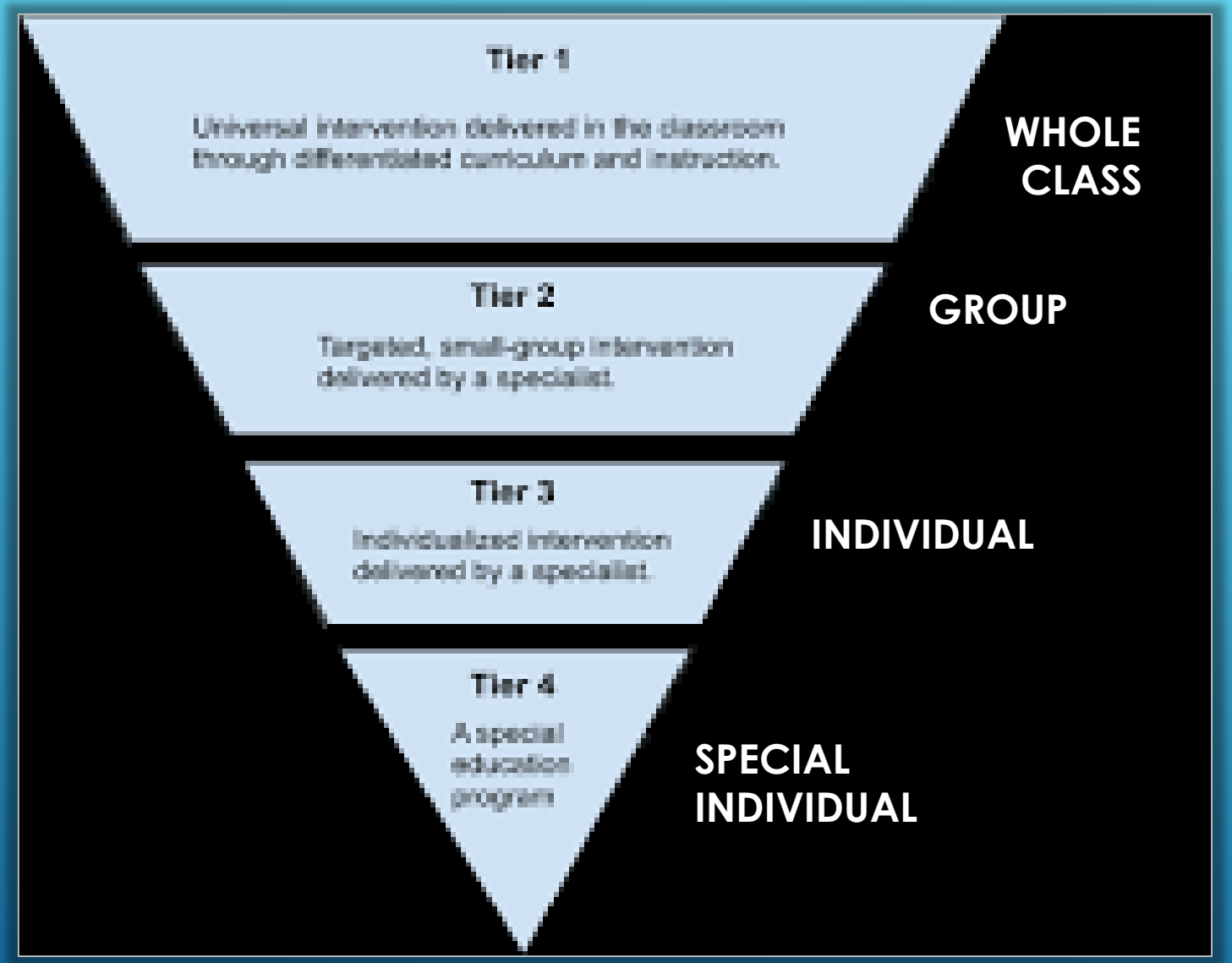
1. Instructional Leadership
2. Quality Assurance
3. Enrolment Size
4. Regional Poverty Incidence Rate
5. Stakeholders' Involvement

Learning Recovery Plan

Clarify understanding of:

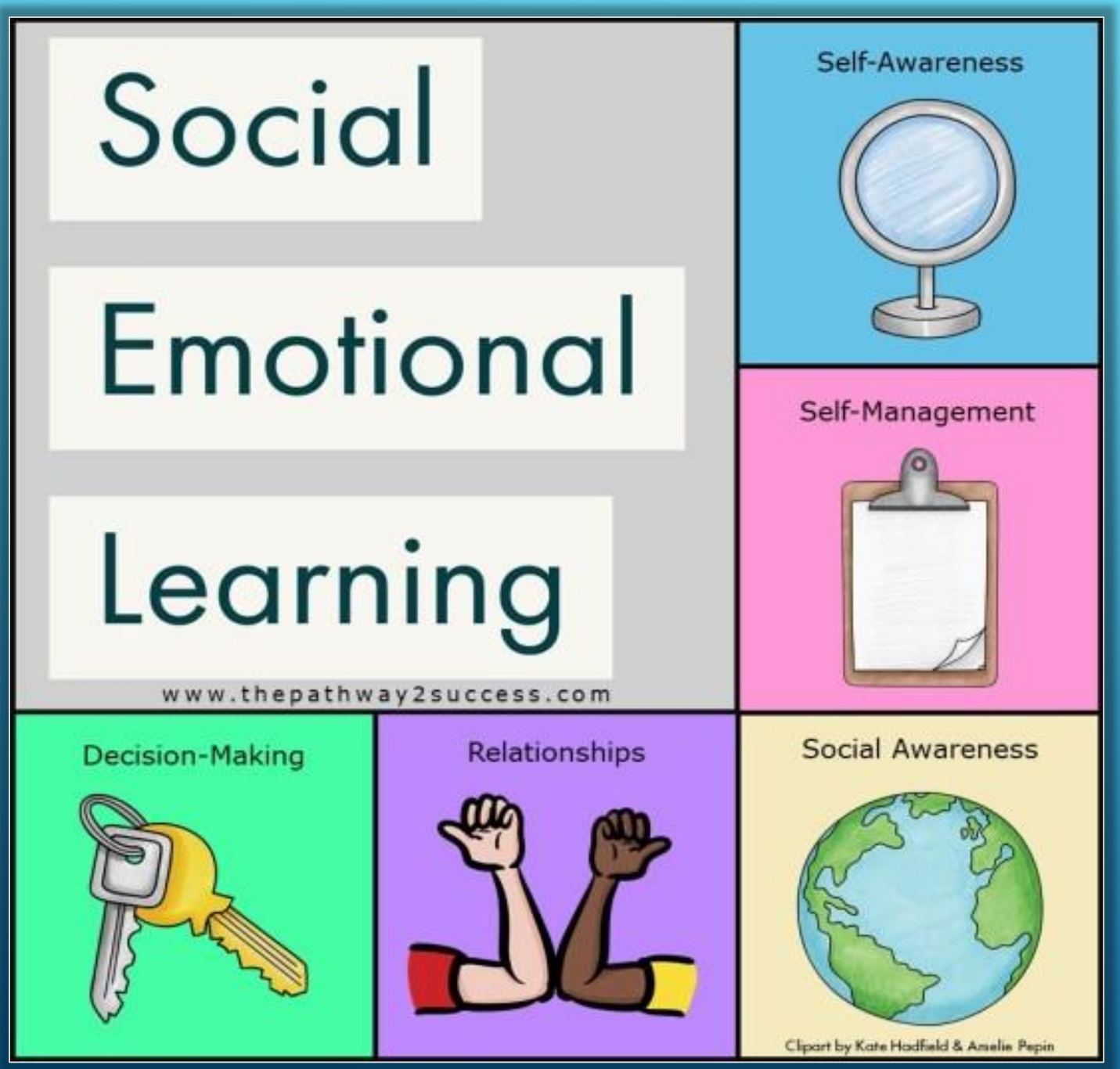
- Learning Deficiency
- Learning Loss
- Learning Recovery
- Remediation
- Unfinished Learning

Active Utilization of Assessment Data; “No Data, No Intervention”

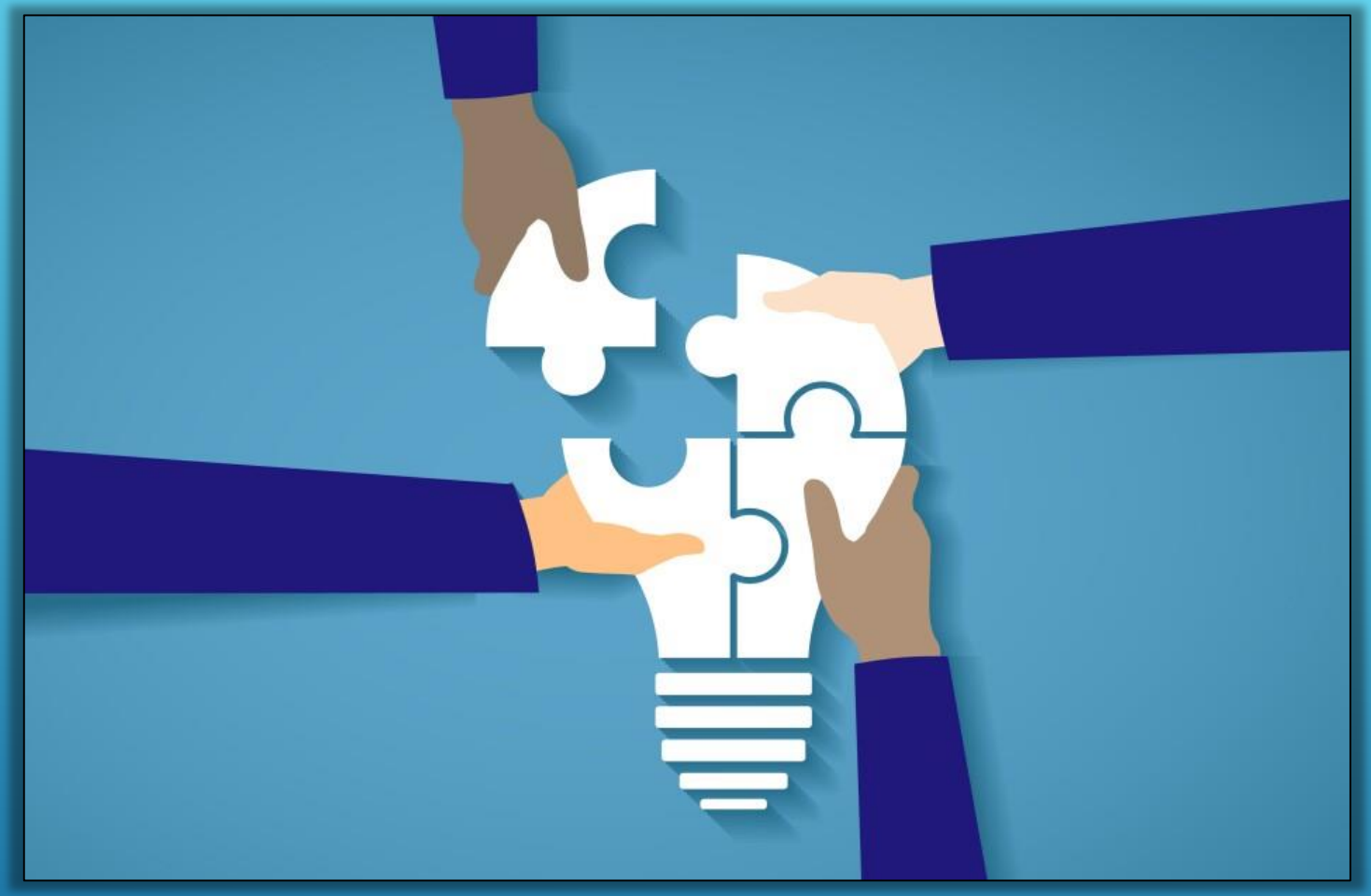


Granular Data

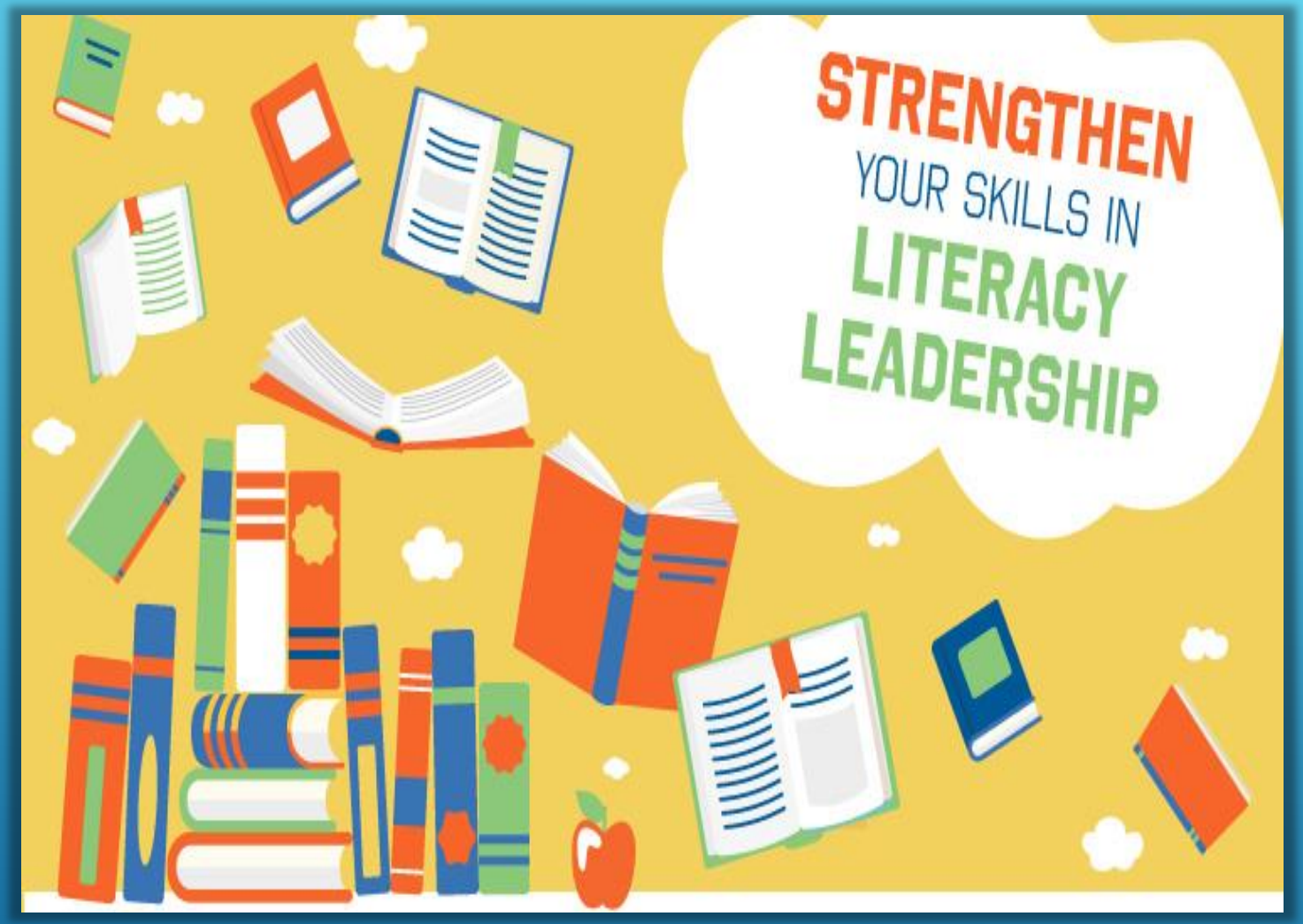
Differentiated Interventions



Integration of Psychosocial Approaches



- Teacher Upskilling and Collaboration
- Mentoring



- **Instructional Leadership**
- **Literacy Leadership**

- **Quality Assurance and Certification**
- **Sustaining Interventions**

- Use of Technology
- Varied Learning Modalities

Partnership with Parents, Local Government, and Other Stakeholders

- School Enrolment Size
- Regional Poverty Incidence Rate

DepED USAID RTI

ABC+: Advancing Basic Education in the Philippines

Presentation for

EDUCATION COMMIS

May 18, 2023

The Asia Foundation SIL LEAD

AHA! Learning Center

imagining

mediation

SUMMARY DISCUSSION O

2022 PEAC SURVEY ON

LEARNING RECOVERY AC

PRIVATE SECONDARY EDU

(JUNIOR HIGH SCHOOL LE

PARTICIPATING IN THE ESC

DR. MIGUEL Q. RAPATAN, DR

DR. CHRISTINE JOY BALLADA

CitySavings UNIVERSITY of SAN CARLOS THAMES INTERNATIONAL

ng Loss Project

Presentation to EdCom2

17 May 2023

1

Synthesis:

INSTRUCTIONAL FACTORS:

1. Understanding and Design of Intervention
2. Use of Assessment Data
3. Learning Resources
4. Use of Technology
5. Teachers' Training and Collaboration

CONTEXTUAL FACTORS:

1. Instructional Leadership
2. Quality Assurance
3. Enrolment Size
4. Regional Poverty Incidence Rate
5. Stakeholders' Involvement


Thank you