



RESULTS OF 2022 PEAC SURVEY ON LEARNING RECOVERY IN PRIVATE SECONDARY EDUCATION SCHOOLS PARTICIPATING IN THE ESC PROGRAM

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EXECUTIVE SUMMARY

A study was commissioned by the Private Education Assistance Committee (PEAC) to inquire into how private secondary schools (Junior High School level) participating in the Educational Service Contract (ESC) program are undertaking learning recovery as they re-open in their respective milieus. In particular, this research aimed to obtain a baseline profile of schools' Learning Recovery Actions or LRA in relation to identified context variables such as geographic location, school size, tuition rates, faculty turnover, student drop-out rates, and certification status. The survey consisted of 51 items spread across several sections starting with demographic data about the school (e.g., geographic location, school size, tuition rates, faculty turnover, student drop-out rates, certification status). Succeeding sections had items pertaining to the different research questions. 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 results were tabulated and subjected to the appropriate statistical treatment. Data was analyzed using a mix of quantitative and qualitative methods. Data on schools were analyzed using descriptive statistics, such as frequency, percentage, mean, and standard deviation. The following schools' demographic data served as the independent variable: enrolment, school Type (diocesan, congregation, family-sectarian, family-nonsectarian), location (city limits, outside city-accessible, outside city-remote), certification (none, limited, partial, full, full with innovation, FAAP), and Region Poverty Incidence (below 10%, between 10% to 19%, 20% and above; based on 2021 Poverty Incidence Rates per Region, Philippine Statistics Authority, 2021). The schools' Learning Recovery actions (indicated as LRA) was treated as the dependent variable. Correlation and linear regression analyses were conducted using the open-source software JASP Version 0.16.3 (2022). For the responses in the open-ended questions, the study utilized computer-assisted software in conducting the qualitative data analysis (QDA) to standardize the process and steps in the analysis. The study mainly used NVIVO 12 Plus. NVIVO is a software that supports qualitative and mixed methods research. Word charts and word clouds were established along with thematic maps that showed patterns and relationships in the various comments given by survey respondents.

The study answered nine research problem questions regarding the following: 1) schools' challenges with regards learning loss from the start of school closures during the pandemic, 2) the kind of LRA that were undertaken, 3) the system of evaluating the LRA, 4) resources used for LRA, 5) changes in school operations due to LRA, 6) efforts done for vulnerable or at-risk students, 7) influence of context variables, 8) suggestions for sustaining LRA, and 9) directions for program and policy formulation.

In general, the findings and results show that there is widespread perception of learning loss in the schools that participated in the survey based on results of classroom-based assessments, online tasks in the schools' Learning Management System, and in some schools, in standardized tests. While there is much use of assessments, the top indicators of learning loss that schools focused on as shown in the tables and thematic maps 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. There is a disconnect between this view of learning loss and schools’ actual practices on the ground. The disconnect between what they say about learning loss and what the actual concept provides points to the need to clarify with schools the meaning of learning loss.

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 Learning Recovery Actions or LRA also did not involve much use of data analysis and understanding students’ learning difficulties in accomplishing certain competencies. With regards to curriculum-related LRA, the thematic maps show that various adjustments were made but with little reference to baseline data of actual students’ proficiency. Similarly, for assessments done as part of the LRA, the schools’ discussion in the thematic maps of their design, construction and administration of assessments does not include opportunities to dissect existing school-based data and make granular impact studies or develop a system for continued data collection and use the data for quantifying levels of learning loss and establishing desired achievement levels. On instruction-related LRA, these efforts of schools cited in the thematic maps were more geared towards boosting resources, using research-based practices, and improving students’ performance on the perceived learning gaps. But less attention was given on how the revitalized instruction actually addressed the learning losses across the key subject areas.

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 in relation to LRA such as enrolment, school type, location, certification status, region poverty incidence and learning modality. In the case of PEAC Junior High Schools, the factor of enrolment and regional poverty incidence may indicate the school’s capacity to do LRA; certification status may point to the presence of a school’s quality assurance system to support and sustain LRA; and the combination of learning modalities may suggest the school’s ability to provide differentiated forms of LRA.

In line with these results and findings, the study recommends the following: the provision of professional development seminars-workshops for school administrators and teachers that expand current concepts of learning loss and the importance of quantifying learning loss as a step towards design of appropriate LRA; development of customized learning analytics to support schools’ efforts towards data-driven design of LRA; implementation of and flexibility in the use of different and multiple learning modalities to support LRA; intensify certification, especially among partially-compliant schools to reach full certification status; more collaborative interaction among schools, especially those with limited enrolment or in regions of high poverty incidence; and refinement of the study’s methods and further inquiry into effective models of LRA.

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Introduction

As part of its mandate, the Private Education Assistance Committee or PEAC provides various forms of support for private schools to deliver quality education. One support program that it manages as part of public-private partnership with the Department of Education is the Educational Service Contracting Program or ESC where private secondary schools participate in a voucher program that helps the government deliver and provide students with access to the K12 program. Aside from managing the fund allotted for this program, PEAC conducts certification of participating schools as part of a quality assurance program.

Since the closure of schools in many parts of the world at the start of the pandemic in 2020, issues of quality teaching and learning have risen as teachers shift to non-traditional teaching and learning modalities. Not surprisingly, the lack of preparation and training for teachers to meet the demands of these modalities has brought about numerous problems and resulted to learning loss for many students (Patrinos, Vegas, Carter-Rau, 2022). With the recent decline in COVID-19 infection rates as well as downgrades in public health alert levels in different parts of the country, schools have started planning to reopen their campuses and buildings for limited in person and on-campus instruction. As they re-open, schools face the enormous challenge of enabling their students to recover from learning loss due to instruction delivered in non-traditional modalities such as learning with printed modules or in distance or remote online programs. Formulating school programs and specifying actions for learning recovery is thus a critical undertaking.

In order for schools to develop a responsive and effective learning recovery program, schools need to understand the difficulties their students experienced, identify specific learning gaps, attend to socio-emotional learning issues, articulate research-based strategies and interventions, and implement and monitor the progress students make. In line with its direction for quality education, PEAC then would like to determine through this study how much of these concerns of learning recovery schools participating in the ESC program are actually doing. PEAC then asks: what is the present picture of their learning recovery actions?

Literature Review

Current literature shows varied definitions of learning loss and approaches to learning recovery. For learning loss, the Glossary of Education Reform at <https://www.edglossary.org/learning-loss/> states that “The term **learning loss** refers to any specific or general loss of knowledge and skills or to reversals in academic progress, most commonly due to extended gaps or discontinuities in a student’s education”. Two types of learning loss are also often cited: “...’forgetting,’ which refers to the loss of previously acquired learning, and ‘forgone’ learning, which means expected learning that does not take place as schools are closed to in-person

learning” (The World Bank, UNESCO, and UNICEF, 2021). In their analytical framework, Azevedo, Hasan, Goldemberg, Iqbal and Geven (2020) conceptualize learning loss “... (1) as learning that will not take place while schools closed, which is directly linked to schooling adjusted for quality, and (2) as the already acquired learning that will be lost or forgotten when students lose their engagement with the educational system. Newton (2021) specifies 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”. In other studies, the difference is quantitatively reported in terms of percentages or points or number of months. But Patrinos et al. (2022) prefer to express the difference in terms of standard deviations for comparison purposes. In their calculation, 1 school year of learning equal to 0.33 standard deviation (Patrinos et al.). While there has yet to be an official country report on learning loss in the Philippines, estimates based on the framework of and formula developed by Azevedo et al. (2021) put the country’s learning loss in a range of .53 (optimistic) to .72 (pessimistic); a comparative estimate for our ASEAN neighbor Vietnam is from .17 (optimistic) -.23 (pessimistic) (see Appendix 3 in Learning and Earning Losses from Covid-19 School Closures In Developing Asia, April 2021).

In its supplementary publication on Framework for Reopening Schools, UNICEF reports: “...There is emerging evidence not only of learning being stalled, but also regression in basic skills acquisition. An additional 72 million primary school-age children will be pushed into learning poverty and lifetime earnings of this generation reduced by the equivalent of nearly 10% of global GDP. Many studies have produced grave findings that children’s health, development, safety and wellbeing are at risk. ...” (March, 2021).

Such data underline the critical work of formulating school programs and specifying actions for learning recovery. For this work, UNICEF suggests “...To avoid a permanent negative impact on human capital accumulation and social inclusion for this generation, it is important for education systems to adopt learning recovery programmes consisting of a contextually appropriate mix of evidence-based strategies to address the challenge of recovering education...” (Where Are We On Education Recovery?, 2022). The 2021 World Bank, UNESCO and UNICEF co-authored report recommends the following: “Each country will need to customize a learning recovery program appropriate to their context. No single intervention will achieve this, which is why a more systemic approach is necessary. Each program should incorporate a suitable policy mix of evidence-based strategies, with considerations for capacity and budget constraints and other relevant factors”. There is then no one-size-fits-all learning recovery program. In this regard, UNICEF (2022) suggests schools plan their LRA using the RAPID framework where R stands for Reach every student and retain them in school until graduation, A for Assess students’ performance levels, P for Prioritize teaching the fundamentals, I for Increase catch-up learning and progress beyond what was lost, and D for Develop psychosocial health and well-being so that every student is ready to learn. Whatever schools choose from these actions, an Asian Development Bank report (Molato-Gayares, Park, Raitzer, Suryadarma, Thomas, and Vandenberg, 2022) recommends that schools should first conduct testing and obtain data to inform their teaching and interventions and continuously conduct teacher training while adjusting curriculum and instruction to students’ proficiency levels, extending instruction time and encouraging re-enrollment, especially among at-risk and marginalized students.

Research Objectives and Questions

These perspectives on learning loss and approaches to learning recovery can help the researchers of this study situate the direction of PEAC's ESC schools' understanding of learning loss and ongoing learning recovery actions. The general objective of this research then is to inquire into how private secondary schools (Junior High School level) participating in the Educational Service Contract (ESC) program are undertaking learning recovery as they re-open in their respective milieus. In particular, this research aims to obtain a baseline profile of schools' Learning Recovery Actions or LRA in relation to identified context variables such as geographic location, school size, tuition rates, faculty turnover, student drop-out rates, and certification status. More specifically, the specific objectives of this research are as follows:

1. Identify challenges private secondary schools participating in the ESC program faced with regard to learning loss and learning gaps;
2. Determine the learning recovery efforts that private secondary schools participating in the ESC program are undertaking;
3. Identify the system of evaluation used by private secondary schools participating in the ESC program with regard to their learning recovery efforts;
4. Identify resources private secondary schools participating in the ESC program used for learning recovery;
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;
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;
7. Determine relationships in the schools' context variables affecting learning recovery and possible models;
8. Solicit suggestions from schools in terms of support and resources schools need to sustain their learning recovery efforts; and
9. Suggest directions for formulation of programs and policies for conducting learning recovery.

In support of the above objectives, the research will answer the following questions:

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. 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. What is the system of evaluating the private secondary school's learning recovery program?
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. 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. 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. 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. What support do private secondary schools participating in the ESC program need to make their learning recovery programs effective and sustainable?
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?

The answers to these questions can provide PEAC with a contextualized and nuanced understanding of the learning recovery landscape as it unfolds and takes shape in various private secondary schools. To date, there are no studies reporting on or examining the private secondary schools' challenges with regards to learning loss and learning recovery. While DepEd in recent press releases has encouraged schools to address learning recovery, data about the problems and efforts of learning recovery confronting private secondary schools has yet to be provided. This research seeks to fill this gap through a comprehensive inquiry into the needs, directions, and ongoing practices of private secondary schools in learning recovery. The results can also indicate the kind of assistance PEAC can provide for the implementation and enhancement of learning recovery efforts.

Methodology

The research team designed and conducted a survey containing items corresponding to the different questions above. The survey consisted of several sections starting with demographic data about the school (e.g., geographic location, school size, tuition rates, faculty turnover, student drop-out rates, certification status). Succeeding sections had items pertaining to the different research questions. Depending on the question, respondents either selected items from a master list (e.g., strategies for teaching) or marked an option in a scale that reflected their actual experience (e.g., number of hours for actual instruction contact time). Open-ended questions were also asked where respondents explained their choices or elaborated on their answers.

The survey form was disseminated and administered electronically by the IT and Information Management Unit of PEAC to all the private secondary schools officially participating in the ESC program. The survey form was addressed to the school principal as the primary respondent. He or she was allowed to seek assistance from his or her staff regarding data for some of the questions. 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 results were tabulated and subjected to the appropriate statistical treatment. Data was analyzed using a mix of quantitative and qualitative methods. Data on schools were analyzed using descriptive statistics, such as frequency, percentage, mean, and standard deviation. The following schools' demographic data served as the independent variable: enrolment, school Type (diocesan, congregation, family-sectarian, family-nonsectarian), location (city limits, outside city-accessible, outside city-remote), certification (none, limited, partial, full, full with innovation, FAAP), and Region Poverty Incidence (below 10%, between 10% to 19%, 20% and above; based on 2021 Poverty Incidence Rates per Region, Philippine Statistics Authority, 2021). The schools' Learning Recovery actions (indicated as LRA) was treated as the dependent variable. Correlation

and linear regression analyses were conducted using the open-source software JASP Version 0.16.3 (2022).

For the responses in the open-ended questions, the study utilized computer-assisted software in conducting the qualitative data analysis (QDA) to standardize the process and steps in the analysis. The study mainly used NVIVO 12 Plus. NVIVO is a software that supports qualitative and mixed methods research. It is designed to help organize, analyze, and find insights in unstructured or qualitative data like interviews, transcripts of focus group discussions, open-ended survey responses, scientific and popular media articles, social media, and web content. The program is designed to stipulate advanced qualitative analysis using various types of data (e.g. transcripts, pictures, audio, etc.) and provide a technological platform in which coding and analyzing textual data can be better pursued through powerful visualizations and illustrations. The program produces outputs to provide “prompt” ideas about specific important significations needed in the analysis.

Limitations of the Study

This study does not aim to quantify the actual learning loss experienced by schools. Instead, the study seeks to uncover types of schools’ learning recovery practices in response to their perceptions of learning loss in their particular schools. The study also does not measure the effectiveness of schools’ learning recovery actions. Since the survey relies on self-reports by schools, the study does not compare their reports with other measures such as class observation, analysis of instructional design and in-depth interviews. Moreover, given the varied contexts schools find themselves in with regards to learning recovery, the study does not set parameters on the way schools conduct learning recovery.

Findings and Results

This section presents first, the profile of the respondent schools and the tabulated survey results for each of the different research questions (RQ) listed above. The next section discusses the correlations and linear regression analyses. The third section shows the findings of the themes uncovered from the responses in the open-ended questions. The analysis of the responses in the open-ended questions employed a two-pronged approach namely: i) responses in selected open-ended questions were clustered together to increase its analytical potency needed in the analysis and ii) thematic analysis was conducted to unpack underlying themes and subthemes. Through the outputs generated by NVIVO, the discussion stems from the visual illustration of themes and subthemes that were unearthed in the process of the analysis.

Profile of Schools

The study included a total of 1789 schools all over the country. Majority of these schools were from the Region IV-A (20.35%), family-owned non-sectarian private schools (53.94%), located within the city limits (52.04%), and have full compliance in terms of certification status (49.69%). The average enrollment across schools was 301 students while the average tuition was around P15,000 per year. The average drop-out rate (in number) was pegged at 2.63 students while

the average drop-out rate (i.e., in terms of number of drop-outs relative to total student population) was around 1.85%. [Table 1; Appendices A to G]

Table 1: Profile of School Respondents

Profile of Schools	N	%
Region		
I	140	7.83
II	50	2.79
III	246	13.75
IV-A	364	20.35
IV-B	34	1.90
V	67	3.75
VI	106	5.93
VII	160	8.94
VIII	45	2.52
IX	43	2.40
X	73	4.08
XI	75	4.19
XII	66	3.69
XIII	31	1.73
NCR	209	11.68
CAR	41	2.29
BARMM	39	2.18
TOTAL	1789	100.00
School type		
Diocesan Private	367	20.51
Congregational Private	409	22.86
Family-Owned Non-Sectarian Private	965	53.94
Family-Owned Sectarian Private	48	2.68
TOTAL	1789	100.00
School Location Relative To City		
Within City Limits	931	52.04
Outside City Limits and Accessible	789	44.10
Outside City Limits and Remote	69	3.86
TOTAL	1789	100.00
Certification Status		
Non-compliance	11	0.61
Limited Compliance	49	2.74
Partial Compliance	517	28.90
Full Compliance	889	49.69
Full Compliance with Enhancement/ FAAP-Accredited (PAASCU/PACUCOA)	165	9.22
	158	8.83
TOTAL	1789	100.00
Average Enrollment	301.43 Students	
Average Tuition Rate	P14,885.99	
Average Drop-Out (Number)	2.63	
Average Drop-Out (Rate)	1.85%	

RQ1: 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?

Learning Modalities During School Closure

The schools utilized different learning modalities during school closure. Of the learning modalities available, printed modules was chosen as the number 1 most dominant learning modality by majority of the schools (38%), online learning only as the top 2 (35%), and electronic media (i.e., Radio, TV, two-way radio) as the number 3 most used learning modality (24%). [Table 2; Appendices H to J]

Table 2: Dominant Learning Modalities During School Closure

Rank 1			Rank 2		Rank 3	
1	Printed Modules Only	37.51	Online Learning Only	34.66	Electronic Media Only (i.e., Radio, TV, two-way radio)	24.32
2	Online Learning Only	32.48	Printed Modules Only	23.70	Online Learning Only	18.39

Technology Platforms Used

Videoconference and Social Media were the technology platforms used by majority of the schools for delivering instruction (i.e., 70% each). Mobile phone was also used by 62% of the schools while commercial online LMS was utilized by 45% of the schools. (Table 3; Appendix K]

Table 3: Technology Platforms Used for Delivering Instruction During School Closure

Technology Platform	%
Commercial Online LMS	45.22
School-developed Online LMS	16.43
Videoconference (Zoom, Google Meet, MS Teams)	70.26
Public Free Television	1.68
Subscription-based Cable Television	0.95
Commercial Radio	0.73
Free Radio	1.29
Social Media (FB, Messenger Chat, Twitter, Instagram, WhatsApp)	70.15
Mobile Phone	62.33
None of the Above	5.09

Institutional Challenges Faced by Schools

The top five institutional challenges faced by the secondary schools during the school closure at the time of pandemic include:

- Students' completion of assigned tasks and quality of work (83%)
- Connectivity in conducting online classes (77%)

- Students' attention, interest and engagement in online classes (75%)
- Validity of students' performance in summative assessments (e.g., long tests and performance tasks) (71%), and
- Adjustment of curriculum requirements (e.g., teaching priority competencies) (69%).

On the other hand, instructional challenges encountered by some schools include:

- Teachers' attendance and substitution (16%)
 - High turnover of teachers (e.g., resignation, early retirement) (23%)
 - Overloaded distribution of teachers' assignments (24%)
 - Teachers' proficiency in operating hardware or software applications (27%), and
 - Scheduling of synchronous and asynchronous class times for online learning modality (27%).
- [Table 4; Appendix L]

Table 4: Institutional Challenges Faced by Schools

Instructional Challenges	%
- Adjustment of curriculum requirements (e.g., teaching priority competencies)	68.64
- Development and production of instructional materials in a non-traditional modality	55.67
- Distribution and delivery of printed learning modules and other instructional materials	42.48
- Retrieval of and submission by students of answered printed learning modules	52.10
- Connectivity in conducting online classes	76.86
- Students' attention, interest, and engagement in online classes	74.51
- Students' attendance in online classes	68.47
- Students' completion of assigned tasks and quality of work	82.95
- Validity of students' performance in formative assessments (e.g., check-ups or exercises)	67.13
- Validity of students' performance in summative assessments (e.g., long tests & performance tasks)	70.65
- Students' development of independent learning skills or self-study habits	64.51
- Students' social-emotional well-being and mental health	66.24
- Students' safety and protection from COVID-19 related illnesses	39.52
- Wide differences in summative assessment results among students	36.67
- Wide diff. in types of devices used by students to access learning materials & attend online classes	36.39
- Parental support for student learning (e.g., providing resources for connectivity, supervision of learning)	59.08
- Accomplishment of students' assignments by learning companions (e.g., parents, guardians, other adults)	56.90
- Remote or online distance instruction by teachers	30.13
- Teachers' access to instructional resources for modalities (e.g., computer, connectivity, software)	32.81
- Teachers' proficiency in operating hardware or software applications	26.50
- High turnover of teachers (e.g., resignation, early retirement)	22.81
- Teachers' management of class time and interaction with students	32.59
- Teachers' social-emotional well-being and mental health	40.92
- Teachers' safety, vaccination and protection from COVID-19 related illnesses	31.64
- Teachers' attendance and substitution	16.15
- Overloaded distribution of teachers' assignments	24.32
- Actual contact time of teachers with students	34.54
- Scheduling of synchronous and asynchronous class times for online learning modality	26.55

When asked to rank these institutional challenges, two challenges consistently emerged in the top 3 list: connectivity in conducting online classes and students' attention, interest, and engagement in online classes. Adjustment of curriculum requirements was also rated as rank 1 by 19% of the schools, the students' completion of assigned tasks and quality of work as rank 2 (12%), and the validity of students' performance in summative assessments as rank 3 (10%). [Table 5; Appendices M to O].

Table 5: Top 3 Institutional Challenges Encountered by Schools During School Closure

Rank 1		Rank 2		Rank 3	
Connectivity in conducting online classes	20%	Students' attention, interest and engagement in online classes	14%	Students' completion of assigned tasks and quality of work	11%
Adjustment of curriculum requirements (e.g., teaching priority competencies)	19%	Students' completion of assigned tasks and quality of work	12%	Validity of students' performance in summative assessments (e.g., long tests and performance tasks)	10%
Students' attention, interest and engagement in online classes	12%	Connectivity in conducting online classes	9%	Students' attention, interest and engagement in online classes	8%

Teaching Hours and Contact Time for Different Schools

Majority of the schools (40%) spent the same teaching hours per week in all of the subjects during online classes when compared with those before the school closure. There were a considerable number of schools that spent lesser teaching hours per week (37%). Around 20% of the schools allotted more teaching hours per week (21%) during online classes. [Table 6; Appendix P]

Table 6: Teaching Hours and Contact Time Spent for Different Subjects During Online Classes

Teaching Hours and Contact Time	%
More teaching hours per week compared to before COVID-19	21.02
The same teaching hours per week compared to before COVID-19	39.52
Lesser teaching hours per week compared to before COVID-19	36.78
Not Applicable	2.68

Process of Measuring Learning Loss

The schools used different indicators to determine the learning loss and gaps by the students during the school closure. Learning loss is defined as "...any specific or general loss of knowledge and skills or to reversals in academic progress, most commonly due to extended gaps or discontinuities in a student's education." (<https://www.edglossary.org/learning-loss/>).

The top 3 indicators mostly used by schools as measures of learning loss are:

- Incomplete submission of learning tasks assigned to students (80%)
- Low quality of students' outputs in performance tasks (59%), and
- Students' attendance records (45%), [Table 7; Appendix Q]

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

Average Students' Performance in Summative Assessments

Majority of the schools indicated that their students' performance in summative assessment during school closure was about the same as during the pre-pandemic period. This was true for at least 40% of the schools. For the math subject, about the same number of schools indicated it as either the same (37%) or lower than during the school closure (39%).

More schools believed that students performed better in Araling Panlipunan, Filipino, and Edukasyon sa Pagkatao during school closure than during the time when classroom instruction was conducted. On the other hand, lower performance in summative assessments was observed by more schools during online learning in three (3) major subjects (i.e., Math, English, Science), and in MAPEH, TLE-HE, and TLE-ICT. [Table 8; Appendix R]

Table 8: Average Students' Performance in Summative Assessments During School Closure

Subjects	Higher during the time of school closure compared to before COVID-19	About the same during the time of school closure compared to before COVID-19	Lower during the time of school closure compared to before COVID-19	Not Applicable
	%	%	%	%
Math	21.24	37.17	38.57	3.02
English	24.09	45.28	27.61	3.02
Science	21.86	42.59	32.48	3.07
Araling Panlipunan	23.03	51.70	22.25	3.02
Filipino	23.48	50.81	22.64	3.07
MAPEH	22.92	47.07	26.55	3.47
TLE-HE	21.69	46.79	26.89	4.64
TLE-ICT	20.68	43.43	25.88	9.67
Edukasyon sa Pagpapakatao	24.15	50.59	20.91	4.36

RQ2: 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?

Learning Recovery Objectives

When asked which of UNESCO's learning recovery objectives they followed, the schools cited as top 2 those that are related to instruction, that is, to assess students' performance levels (84%) and to prioritize teaching the fundamentals (75%). The three other learning recovery objectives followed by school pertain to students' well-being, completion, and learning loss recovery, as shown below:

- Develop psychosocial health and well-being so that every student is ready to learn (75%)
- Reach every student and retain them in school until graduation (73%), and
- Increase catch-up learning and progress beyond what was lost (70%). [Table 9; Appendix S]

Table 9: Learning Recovery Objectives Followed by the Schools

Learning Recovery Objectives Adhered to	%
- Reach every student and retain them in school until graduation	73.39
- Assess students' performance levels	83.93
- Prioritize teaching the fundamentals	75.41
- Increase catch-up learning and progress beyond what was lost	70.49
- Develop psychosocial health and well-being so that every student is ready to learn	74.65
- None of the Above	1.90

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%).

However, they focused less on the following learning recovery actions:

- Hiring of additional teachers and/or staff or provision of additional load to teachers for the implementation of tutorial or remedial programs (10%)
- Designing and conducting differentiated remedial or tutorial classes for students in programs with a vocational or technical orientation (12%)
- Purchase of externally developed learning resources for remedial and tutorial programs (13%)
- Providing computer equipment and internet connectivity for students to access and learn from online instructional materials (24%), and
- Cancellation of assessment practices that were regularly done by departments before pandemic (e.g., pen and paper tests, written exams) (24%). [Table 10; Appendix T]

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

Teachers attend professional development and training seminars-workshops on how to integrate activities on social-emotional learning and psychosocial wellness in learning plans	61.32
None of the above	1.01

Learning Recovery Actions Rated as Most Effective by Schools

Among the **most effective** learning recovery actions identified by at least 60% of the schools are:

- Attendance of teachers in professional development and training seminars-workshops on how to design and use materials in different modalities targeted for learning recovery (66%)
- Adjustment of subject departments of their curriculum requirements (e.g., teaching priority standards and competencies) (62%)
- Attendance of teachers in professional development and training seminars-workshops on how to integrate activities on social-emotional learning and psychosocial wellness in learning plans (62%)
- Continuous implementation by subject departments of existing curriculum maps but adjusting requirements (e.g., teaching priority standards & competencies) (60%)
- Integration of social-emotional well-being activities and interventions for mental health in classroom instruction (60%)
- Adjustment of the content or method of examinations (e.g., topics covered, number of questions, or type of test question) by subject departments (60%), and
- Attendance of teachers in professional development and training seminars-workshops on how to diagnose learning gaps and learning loss (60%). [Appendix U]

Learning Recovery Actions in Curriculum, Instruction, and Assessment by Subject

Around 70% of schools continued implementing their existing curriculum maps in almost all subjects but with some changes in curriculum units during the school lockdown. However, this was done by only around 64% of the schools for TLE-ICT subject.

On the other hand, around 18-21% of schools implemented extensive revisions in their curriculum maps for all subjects while 7-9% just continued using their existing curriculum maps during the online/flexible classes. [Table 11; Appendix V]

Table 11: Learning Recovery Actions in Curriculum by Subject

Subjects	Extensive revisions and changes in requirements were done in existing curriculum maps	Continuous implementation of existing curriculum maps, with revisions or changes in requirements in some curriculum units	Continuous implementation of existing curriculum maps, with no revisions or changes in requirements	Not Applicable
	%	%	%	%
Math	21.58	68.92	7.83	1.68
English	20.63	70.15	7.55	1.68
Science	21.19	69.87	7.27	1.68
Araling Panlipunan	19.23	70.10	8.83	1.84
Filipino	19.06	70.65	8.55	1.73
MAPEH	19.73	68.98	9.39	1.90
TLE-HE	19.45	68.42	8.78	3.35
TLE-ICT	18.33	63.83	7.94	9.89
Edukasyon sa Pagpapakatao	18.61	69.09	8.83	3.47

Adequate learning recovery actions are done in instruction for all subjects by majority of the schools. This is true for 66-75% of the schools. It is good to note that there were around 20% of the schools that implemented extensive learning recovery actions in Math, Science and English subjects. On the other hand, only at most 10% of the schools across the country implemented minimal learning recovery actions in instruction during school lockdown. [Table 12; Appendix W]

Table 12: Learning Recovery Actions in Instruction by Subject

Subjects	Extensive learning recovery actions are done for this subject	Adequate learning recovery actions are done for this subject	Minimal learning recovery actions are done for this subject	Not Applicable
	%	%	%	%
Math	21.80	69.54	7.04	1.62
English	18.95	72.44	6.93	1.68
Science	20.40	70.82	7.15	1.62
Araling Panlipunan	14.03	74.79	9.45	1.73
Filipino	14.76	74.90	8.72	1.62
MAPEH	14.76	72.39	11.01	1.84
TLE-HE	14.81	71.49	10.40	3.30
TLE-ICT	13.42	66.01	10.40	10.17
Edukasyon sa Pagpapakatao	14.53	70.82	11.35	3.30

A little more than half (50-55%) of the schools just adjusted, discontinued, or cancelled their assessments practices before the school lockdown. One-third of them, on the other hand, introduced alternative assessments in addition to just making some adjustments to their assessment

techniques. The rest of the 10% of the schools, however, continued implementing their previous assessment practices and have not made any change in the contents or methods of their exams. [Table13; Appendix X]

Table 13: Learning Recovery Actions in Assessment by Subject

Subjects	Adjusted contents, methods of exams, discontinued or cancelled assessment practices that were regularly done before pandemic, and introduced alternative assessments to validate students' answers	Adjusted contents/method of exams, discontinued or cancelled assessment practices that were regularly done before pandemic	No changes made in the content or method of exams	Not Applicable
	%	%	%	%
Math	34.71	53.55	9.84	1.90
English	35.61	52.66	9.89	1.84
Science	35.44	52.99	9.67	1.90
Araling Panlipunan	32.92	55.00	10.23	1.84
Filipino	33.76	54.39	9.95	1.90
MAPEH	33.65	54.44	9.89	2.01
TLE-HE	32.53	54.44	9.78	3.24
TLE-ICT	30.13	50.25	9.06	10.56
Edukasyon sa Pagpapakatao	31.97	54.44	10.34	3.24

Process of Formulating Learning Recovery Program

The schools implemented different processes in formulating their learning recovery programs. Analysis of data on students' performance in various assessments was the most implemented process, as reported by 81% of the schools. This was followed by conducting surveys on parents' feedback regarding student's learning at home (76%), and on students' engagement in class activities (70%). More than half (52%) of the schools also conducted consultation with different academic community sectors and stakeholders regarding students' academic performance. It is worth reflecting, however, why only around one-third (i.e., 35%) of the schools have attempted early on to design and articulate a road map to learning recovery for their schools as a result of absence of face-to-face and classroom instruction. [Table 14; Appendix Y]

Table 14: Schools' Processes of Formulating Learning Recovery Program

Formulation of Learning Recovery Program	%
Analysis of data on students' performance in various assessments	80.88
Survey of parents' observations, concerns and feedback on student learning at home	75.68
Survey of students' engagement in class activities	69.76
Articulation of a road map to learning recovery	35.49
Consultation with different academic community sectors and stakeholders regarding students' academic performance	51.59
None of the Above	4.70

RQ3: What is the system of evaluating the private secondary school's learning recovery program?

There are various ways to evaluate to determine the progress and accomplishment of the school's learning recovery objectives. These include measurements of the following:

1. program inputs only (e.g., resources and assistance for students and teachers)
2. program inputs and processes (i.e., how inputs are utilized to monitor students' progress)
3. program inputs, processes, and outcomes (i.e., students' learning as measured by summative and standardized assessments), and
4. program inputs, processes, outcomes, and impact (i.e., impact or effects of learning recovery program on students' achievement and well-being).

Majority (45%) of the schools evaluated all program components to determine the effectiveness of their learning recovery program –inputs, processes, outcomes, and impact. Around 15% of them evaluated all components except the program impact, while the same number only did input and process evaluation. The least number (7%) of them only looked into the resources and assistance they offered to the teachers and students to determine how well they have accomplished their learning recovery program. [Table 15 and Appendix Z]

Table 15: Evaluation of Learning Recovery Program

Evaluation of Learning Recovery Program	%
Measurement of inputs to the program such as the type of resources and assistance made available to teachers and students;	6.82
Measurement of the following: (1) inputs to the program such as the type of resources and assistance made available to teachers and students; and (2) process of utilizing the inputs such as monitoring mechanisms and check-ups on students' progress;	7.04
Measurement of the following: (1) inputs to the program such as the type of resources and assistance made available to teachers and students; (2) process of utilizing the inputs such as monitoring mechanisms and check-ups on students' progress and factors affecting learning recovery; and (3) outcomes of student learning in terms of students' performance in summative or standards-based assessments and patterns in performance	15.37
Measurement of the following: (1) inputs to the program such as the type of resources and assistance made available to teachers and students; (2) process of utilizing the inputs such as monitoring mechanisms and check-ups on students' progress and factors affecting learning recovery, and (3) outcomes of student learning in terms of students' performance in summative or standards-based assessments and patterns in performance and portfolio of students' work	15.37
Measurement of the following: (1) inputs to the program such as the type of resources and assistance made available to teachers and students; (2) process of utilizing the inputs such as monitoring mechanisms and check-ups on students' progress and factors affecting learning recovery; (3) outcomes of student learning in terms of students' performance in summative or standards-based assessments and portfolio of students' work; and (4) impact of learning recovery program on students' achievement and well-being	44.61
None of the Above	11.29

RQ4: 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?

DepEd orders and memos are the resources used and found most helpful for undertaking learning recovery activities by a big majority (89%) of the schools. This was followed by webinars or conferences/forum on learning recovery (76%), and learning recovery program examples done by other schools and are available online (50%). Schools also created partnerships and collaboration with another school (39%), and made use of their own action research/studies (38%).

The resources that were used and found helpful by the least number of schools were the reports/studies and guidelines on learning recovery by international education agencies (e.g., UNESCO, UNICEF) (21%) and the consultancy services provided by individuals (23%). [Table 16; Appendix AA]

Table 16: Resources Used and Found Helpful for Undertaking Learning Recovery

Resources	%
- Reports/studies and guidelines on Learning Recovery by International Education Agencies (e.g., UNESCO, UNICEF)	20.96
- Reports/studies and guidelines on Learning Recovery by non-educational agencies or non-governmental organizations (e.g., DOH, DSWD)	36.39
- DepEd (Central, Regional or Division) Orders and Memos	88.93
- Learning Recovery program examples done by other schools and are available online	49.52
- Local Government's research and guidelines	28.68
- Educational Association's research and guidelines	30.80
- School's own action research/studies	38.01
- Consultancy services provided by individuals	22.92
- Consultancy services provided by educational organizations	24.04
- Webinars or conferences/forum on learning recovery	75.91
- Partnership and collaboration with another school	39.18
- None of the Above	2.96

RQ5: 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?

The implementation of a learning recovery program for instruction has led the school administration to make changes in other areas of school operations to support and sustain the learning recovery program. The following are the top five (5) changes that the schools have implemented:

- Upgrading of school's connectivity and bandwidth (71%)
- Redistribution of loads and assignments of teachers (69%)
- Review and revision or updating of functions of school administrators and personnel in charge of curriculum, instruction, and assessment (65%)
- Adoption of a technology platform or learning management system for the implementation of computer-related instruction or online or hybrid learning (64%), and
- Review and revision of the system of instructional supervision (62%).

On the other hand, the changes implemented by the lesser number of schools include: (1) development of a learning analytics system to provide information and feedback on-demand about students' progress and achievement (31%), and (2) establishment of new departments or offices tasked with designing, implementing, and evaluating the school's learning recovery program (30%). [Table 17; Appendix AB]

Table 17: Changes Implemented in Other Areas of School Operations to Support Learning Recovery

Changes in Other Areas	%
- Review and revision or updating of functions of school administrators and personnel in charge of curriculum, instruction, and assessment	64.84
- Establishment of new departments or offices tasked with designing, implementing, and evaluating the school's learning recovery program	29.90
- Redistribution of loads and assignments of teachers	68.81
- Review and revision of system of instructional supervision	61.93
- Review and revision of system of teacher evaluation and policies for recruitment, retention and hiring and promotion	52.04
- Review and revision of compensation of teachers and support staff	52.66
- Retrofitting and renovating classrooms and other instructional facilities in compliance with national and local health protocols and DepEd requirements	60.59
- Upgrading of school's connectivity and bandwidth	70.99
- Adoption of a technology platform or learning management system for the implementation of computer-related instruction or online or hybrid learning	63.56
- Digitization of student records and departments' academic reports and other related documents	52.66
- Development of a learning analytics system to provide information and feedback on-demand about students' progress and achievement	30.58
- Establishment of partnerships with community organizations or associations for contact tracing	51.93
- Development of partner-ship program with parents and families to monitor students' attendance and assist in submission & completion of assigned learning requirements and tasks	59.14
- Provision of academic support services for the social-emotional well-being of students and teachers	59.14
- Reprogramming or re-allocation of funds in the school budget for learning recovery program activities and personnel	46.67
- Reprogramming of school's tuition and fees to fund learning recovery program activities	46.62
- None of the Above	2.12

RQ6: What efforts have private secondary schools participating in the ESC program undertaken to encourage vulnerable or at-risk student groups to return to school?

One of the groups most affected by disruptions due to the pandemic are vulnerable and at-risk student groups. As part of learning recovery, the following are the five (5) things that most schools did to bring back these students to school:

- Implementation of flexible schedules for school attendance (70%)
- Review and revision of policies for students' attendance (62%)

- Review and revision of policies for students' access to learning resources (56%)
- Partnership with community to trace and encourage vulnerable and at-risk students to return to school (55%), and
- Provision of customized catch-up learning modules for instruction (46%). [Table 18; Appendix AC]

Table 18: Ways to Return Vulnerable and At-Risk Student Groups to School

Ways to Return Vulnerable and At-Risk Student Groups to School	%
- Partnership with community to trace and encourage vulnerable and at-risk students to return to school	54.89
- Provision of financial support and incentives	34.60
- Provision of financial support for access to online learning	22.36
- Provision of assistance for individual and family's access to health, hygiene, food, nutrition, and sanitation services	24.93
- Flexible schedules for school attendance	69.70
- Review and revision of policies for students' attendance	61.99
- Review and revision of policies for students' access to learning resources	56.23
- Provision of customized catch-up learning modules for instruction	45.95
- None of the Above	8.44

RQ7: 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?

The answers to this question are divided into two parts: Part I presents the correlations and regression analyses and Part II covers the qualitative analysis of the schools' answers to open-ended questions.

Part I: Correlations, Linear Regression and Model:

Correlations and linear regression analyses were done on the independent variables of enrolment, school type, location, certification level and regional poverty incidence and their relationship with the dependent variable of Sum of Learning Recovery Actions (LRA). It should be noted that LRA is a proxy variable calculated from the number of reported learning recovery actions of the schools, ranging from 0 to 25, with a mean of 11.16 and a standard deviation of 5.85, 95% CI [10.89, 11.44].

Table 19: 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

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

Table 19 shows the correlations among the study variables. The results show that LRA is significantly correlated with Learning Mode ($r = .138$, $p < .001$), Enrolment ($r = .063$, $p < .01$), Tuition Rate ($r = 0.064$, $p < .01$), Certification ($r = .085$, $p < .001$), and Region Poverty ($r = -.053$, $p < .05$), but these correlations are weak. The results indicate that schools that utilize a combination of learning modes tend to implement more learning recovery actions. Schools with higher enrolment figures tend to implement more learning recovery actions. Schools with higher tuition fees tend to implement more learning recovery actions. Schools with higher certification levels tend to implement more learning recovery actions. Schools found in regions with higher poverty incidence rates tend to implement fewer learning recovery actions.

Given these findings, we tried to examine if there were differences in the mean learning recovery actions when schools were grouped according to the demographic variables (see Table 20). Thus, we also generated ANOVAs to determine the effect of the IVs on LRA.

Table 20. Mean Learning Recovery Actions of Schools

Grouping Variable and Categories	Mean	SD
<i>Dominant Learning Mode</i>		
Electronic media only	7.50	0.71
Printed media only	10.43	5.91
Online learning only	11.13	5.59
Printed and electronic media	11.67	7.72
Printed media and online	11.93	5.79
Printed, electronic, and online	15.59	6.31
<i>Enrollment</i>		
Less than 100	10.57	5.74
100 to 499	11.14	5.84
500 to 999	11.98	6.12
1000 or more	11.94	5.45
<i>Tuition Rate</i>		
Less than Php10,000	10.78	5.98
Php10,000 to 19,999	11.29	6.04
Php20,000 to 29,999	10.94	5.80
Php30,000 or more	11.81	5.13
<i>Certification</i>		
None	8.27	5.24
Limited	9.74	5.07
Partial	10.71	5.60
Full	11.27	5.95
Full, with Innovation	11.86	6.35
FAAP Accredited	11.98	5.65
<i>Region Poverty Incidence</i>		
Below 10%	12.05	5.57
10% to 19%	11.13	5.85
20% or more	10.87	5.96

Learning Recovery Actions and Dominant Learning Modality

We found significant differences in the mean LRA when schools were grouped according to their dominant learning modality, $F(5, 1783) = 8.011$, $p < .001$, $\eta^2 = .02$. The mean number of learning recovery actions was lowest for schools that reported only one dominant learning modality: electronic media only ($M = 7.5$, $SD = .71$); printed media only ($M = 10.43$, $SD = 5.91$); and online learning only ($M = 11.12$, $SD = 5.59$). Schools that reported two or more dominant learning modes also had higher mean number of learning recovery actions: printed and electronic media ($M = 11.67$, $SD = 7.72$), printed media and online learning ($M = 11.93$, $SD = 5.79$), combination of printed, online, and electronic media ($M = 15.59$, $SD = 6.31$). Post-hoc analyses showed that schools using printed media only had significantly fewer learning recovery actions compared to schools that used a combination of printed media and online learning, $t = -4.35$, $p < .001$, and those that had a combination of printed media, electronic media, and online learning, $t =$

-5.06, $p < .001$. Also, 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), $t = 4.36$, $p < .001$. These results seem to indicate that using different learning modalities can help facilitate learning recovery actions in schools.

Learning Recovery Actions and Enrollment Size

We categorized the schools according to their enrollment size (less than 100, between 100 to 499, between 500 to 999, and 1000 or more) and found significant differences in the mean learning recovery actions of schools with varying levels of enrolment, $F(3, 1785) = 3.169$, $p < .05$. Closer inspection of the mean learning recovery actions of schools show that the mean number of learning recovery actions is highest for those with 500 to 999 enrolled students ($M = 11.975$, $SD = 6.116$) and lowest for schools with less than 100 enrollees ($M = 10.567$, $SD = 5.737$). Post hoc tests showed that there is a significant mean difference in the number of learning recovery actions of schools with 500 to 999 enrollees and those with less than 100 enrollees, $t(3) = -2.888$, $p < .05$. This means that schools with an enrollment size between 500 to 999 students implemented more learning recovery actions compared to schools with less than 100 students.

Learning Recovery Actions and Tuition Rate

When schools were grouped according to their tuition rate, there were no significant differences in their mean learning recovery actions, $F(3, 1785) = 2.108$, $p > .05$. This means that, regardless of the tuition rate, PEAC schools implement approximately the same number of learning recovery actions.

Learning Recovery Actions and Certification Status

A one-way ANOVA showed that the mean learning recovery actions of schools when grouped according to certification status differ significantly, $F(5, 1783) = 2.882$, $p = .013$, $\eta^2 = .008$. However, when post-hoc tests were conducted, there were no significant pairwise differences in the mean learning recovery actions of schools with different certification status. This may be due to the low value of the omnibus F-statistic and the unequal sample sizes with significantly smaller number of schools with no or limited certification. Nonetheless, it can be seen from Table 20 that the schools with no or limited certification have fewer number of learning recovery actions compared to those with higher levels of certification (partial, full, or FAAP-accredited).

Learning Recovery Actions and Region Poverty Incidence

We also grouped schools based on their region's poverty incidence rate and found slightly significant differences among the mean learning recovery actions, $F(2, 1786) = 3.097$, $p = .045$, $\eta^2 = .003$. Post hoc comparisons showed that 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, $t = 2.476$, $p = .036$.

Linear Regression

To determine which contextual variables would significantly predict learning recovery actions (LRA), we performed multiple linear regression analysis with LRA as the outcome variable. We used enrolment size, tuition rate, dominant learning modality, certification status, and region poverty incidence as predictors since they were found to be significantly correlated with LRA based on the correlation analysis. Categorical variables (i.e., dominant learning modality, certification status, and region poverty incidence) were dummy coded before being included in the linear regression model.

Results of the multiple linear regression analysis indicated that the predictors collectively explain only 1.8% percent of the variation in LRA, $R^2 = .025$, $F(13, 1741) = 3.497$, $p < .001$. Each of the predictors were examined further and only enrolment size ($B = .001$, $t = 2.33$, $p = 0.02$) and having no certification (vs. being certified) ($B = -4.186$, $t = -2.209$, $p = .027$) significantly predicted LRA. This means that 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. Further, learning recovery actions decrease by 4.186, on the average, for schools that have no certification, compared with schools that are certified, when other predictors are held constant.

Part II: Qualitative Analysis of Responses to Open-Ended Questions:

The qualitative data analysis utilized NVIVO 12 as means to generate visual outputs that may seek illustration of themes and subthemes and their corresponding connections in relation to the research questions and areas explored in the study. The analysis centered on how the responses show patterns of meaning or significations that seemed to be relevant using the visual illustrations produced by Nvivo. Word frequency analysis, Word clouds, and Thematic maps were primarily used in the study to use as starting points of discussions and also to visually present the uncovered themes and further illustrate their interrelations in response to the research questions.

Word Frequency Analysis

The study employed word text query to deconstruct texts in significant chunks of words and made use of word clouds for better visualizations of salient terms. The identified words were produced based on frequency counts. The more frequent a word is mentioned in a text, the more it gains salience or importance in the entire text. Thus, the findings of the text query prompt the researcher about important ideas as initial codes for further exploration.

Results of the text query as initial codes. The analysis capitalized on the software capacity to provide a convenient platform in conducting the coding process. It was ensured that the coding of statements and unpacking of themes (nodes) were done in a comprehensive manner by going through the responses thoroughly. In this way, the codes and nodes generated organically came from the researcher's analysis and interpretation anchored on salient parts of texts from each of open-ended questions. The software assisted in such a way that the most mentioned words or group of words were initially investigated assuming salience in the analysis. This gave the researcher an initial entry point in all of the responses as it provides on the surface how ideas are manifested through the usage of certain words or its construction.

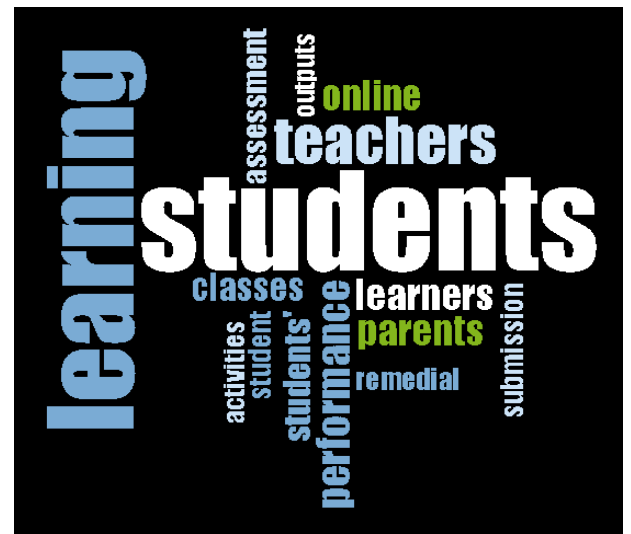
Coding and Development of Thematic Maps. The researcher adopted Braun & Clarke's (2006) process in understanding texts with different phases. These include familiarizing oneself with data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and writing/producing thematic maps. This process utilizes an inclusion criterion where words or group of words are coded by (i) looking for recurring words or frequently mentioned words, (ii) identifying significant ideas that have distinct ideas, and (iii) patterned meaning or meaningful statements addressing the research questions at hand. This criterion was used in the selection of codes, categories and eventually used as the basis in developing the themes showed in thematic maps.

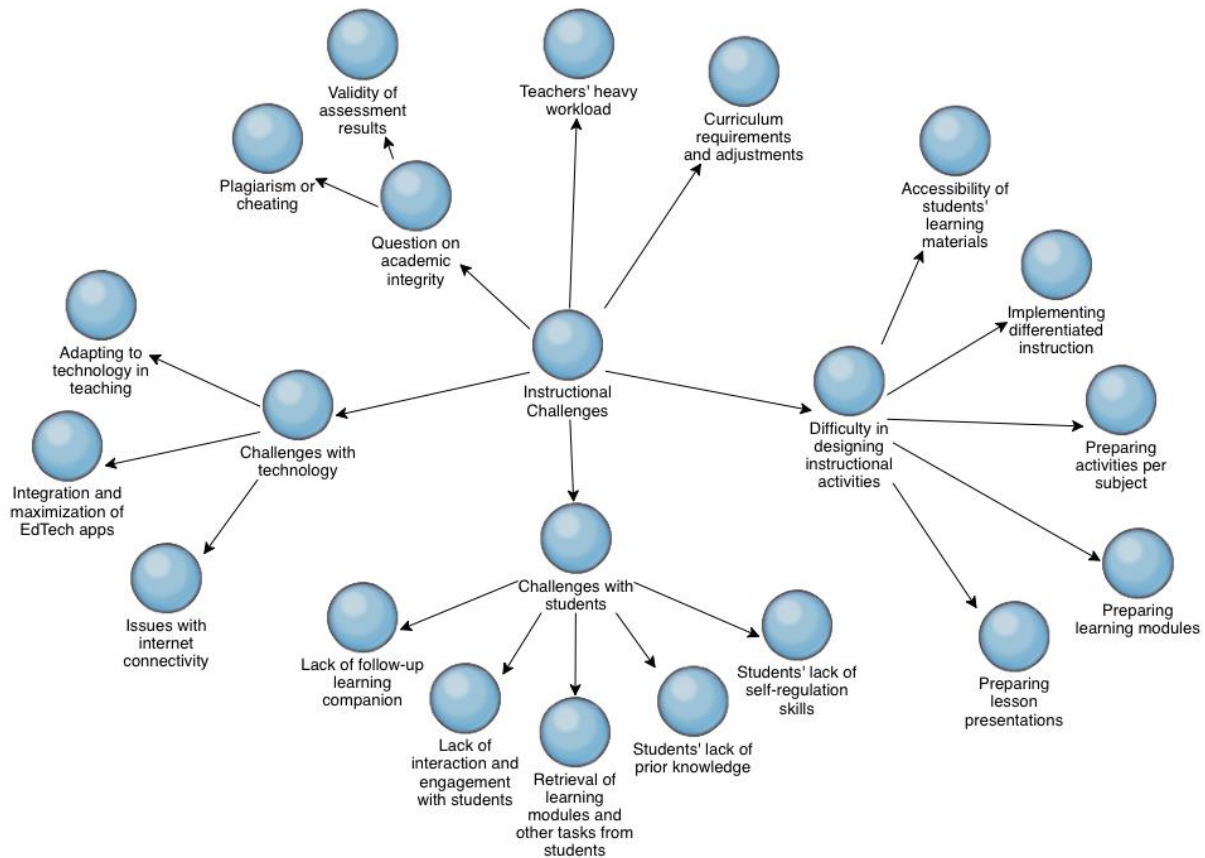
The presentation of findings focuses on the identified priority areas of the study stemming from the interest of the research questions. Hence, discussions were formulated thematically emphasizing discussions on Instructional challenges, Ways of measuring learning loss, Conducting learning recovery actions on Curriculum, Instruction, and Assessment, Evaluation methods on learning recovery progress, Use of learning resources, Changes to implement learning recovery, Ways to encourage students to return to school, and Needs of schools to sustain learning recovery.

A1. Word Frequency Analysis, Word Cloud and Thematic Map on Schools' Instructional Challenges:

Fig. 1 Word Frequency Analysis, Word Cloud, and Thematic Map on Instructional Challenges

Word	Length	Count	Weighted Percentage
students	8	183	3.97%
learning	8	157	3.40%
teachers	8	76	1.65%
performance	11	48	1.04%
learners	8	42	0.91%
parents	7	42	0.91%
online	6	39	0.85%
classes	7	35	0.76%
students'	9	33	0.72%
assessment	10	27	0.59%
remedial	8	23	0.50%
student	7	23	0.50%
submission	10	23	0.50%
activities	10	22	0.48%
outputs	7	21	0.46%



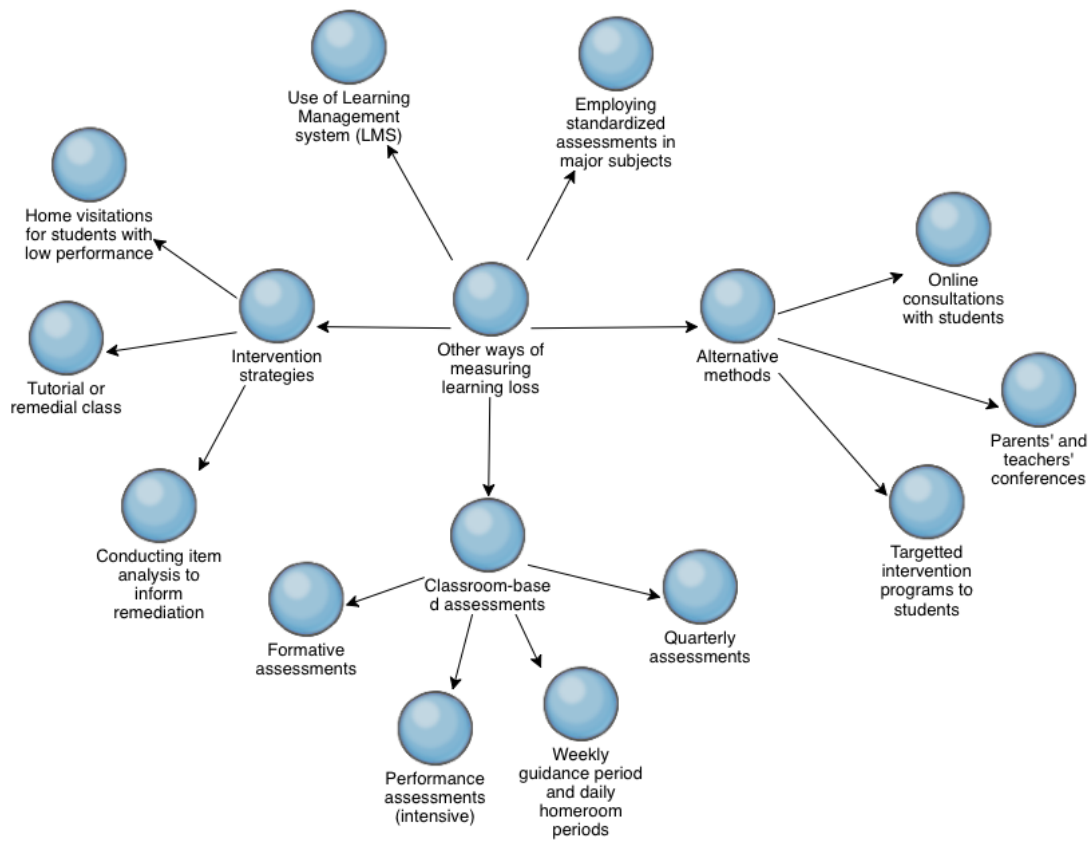


A2. Word Frequency Analysis, Word Cloud and Thematic Map on Other Ways of Measuring Learning Loss:

Fig. 2 Word Frequency Analysis, Word Cloud, and Thematic Map on Measuring Learning Loss

Word	Length	Count	Weighted Percentage	Similar Words
students	8	681	3.76%	student, students, students', students'
teachers'	9	629	3.47%	teacher, teachers, teachers', teachers'
learns	6	564	3.11%	learned, learning, learnings, learns
conducted	9	272	1.50%	conduct, conducted, conducting, conduction, conducts
attend	6	195	1.08%	attend, attendance, attended, attending, attends
remedial	8	192	1.06%	remedial, remedials, remediate, remediated, remediation, remediations, remedied
subject	7	184	1.02%	subject, subjected, subjects
learners'	9	182	1.00%	learner, learners, learners'
classes	7	179	0.99%	classes
activity	8	166	0.92%	activated, active, actively, activities, activity
program	7	158	0.87%	program, programs
online	6	151	0.83%	online
provided	8	149	0.82%	provide, provided, provider, providers, provides, providing
trainings	9	147	0.81%	trained, training, trainings
parents	7	137	0.76%	parent, parental, parents, parents'





A3. Schools' Responses on Measurement of Learning Loss

Based on the outputs and the thematic map (see Figure 2), when asked about ways in measuring learning loss, the respondents articulated a combination of traditional practices and practices that characterized the shift to online learning. One major theme that seemed to recur in the responses is the **conduct of classroom-based assessments** by teachers such as administration of summative, formative assessments, quarterly assessments, and weekly tests. Respondents are keen in sharing practices that teachers are doing in terms of assessing student performance of identifying students' learning gaps. The characterization is more apparent when they cite recent practices that they have adopted in response to the shift to online learning or various modalities. **The use of Learning Management System (LMS)** which are platforms mainly used for delivery of instruction and doing classroom assessments, are always cited by the respondents to be ways in measuring learning loss. They also mention the use of **standardized assessments** provided by external agencies/firms primarily in gauging learning performance in relation to the achievement of K-12 curriculum standards and secondarily to assist teachers in identifying gaps in learning competencies and proficiency levels. The respondents also discuss **intervention strategies** that they think captures learning loss of students but more driven by efforts in aiding teaching and addressing gaps in skills and certain areas of learning deficiencies. They typically conduct item analysis to inform their remediation strategies, conducting tutorial session as their main remediation strategy, and also doing home visitations to students who are at-risk or identified to have low performance in class. In addition, they also conduct **alternative methods** which do not

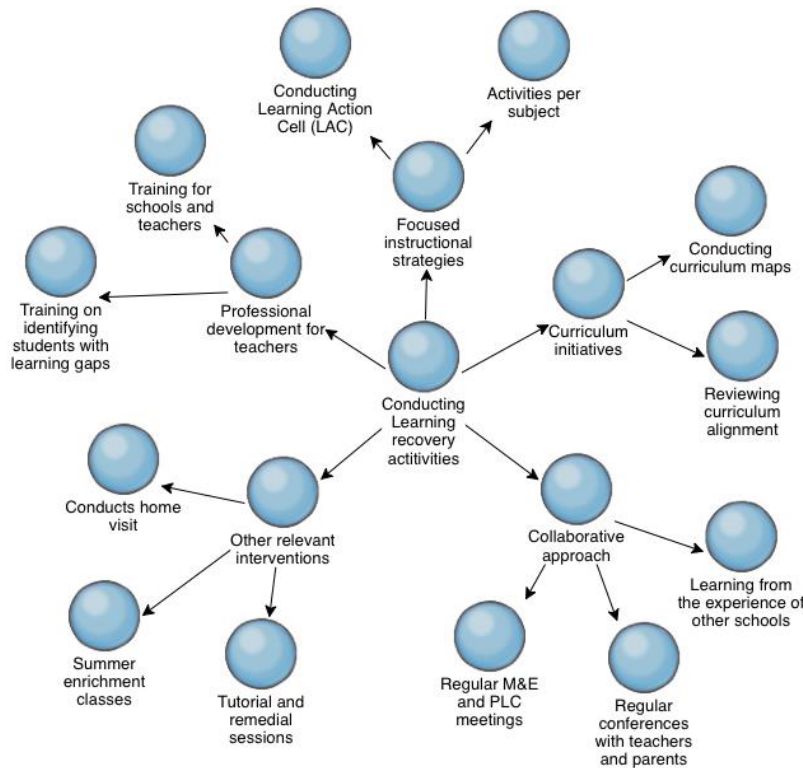
necessarily align with the assessment of learning loss, but more involved in engaging stakeholders such as conducting parent-teacher conferences, online consultations with students, and designing targeted intervention programs intended for low-performing students.

B1. Word Frequency Analysis, Word Cloud and Thematic Map on Conducting learning recovery activities:

Fig. 3 Word Frequency Analysis, Word Cloud, and Thematic Map on Conducting LRA

Word	Length	Count	Weighted Percentage
students	8	681	3.76%
teachers'	9	629	3.47%
learns	6	564	3.11%
conducted	9	272	1.50%
attend	6	195	1.08%
remedial	8	192	1.06%
subject	7	184	1.02%
learners'	9	182	1.00%
classes	7	179	0.99%
activity	8	166	0.92%
program	7	158	0.87%
online	6	151	0.83%
provided	8	149	0.82%
trainings	9	147	0.81%
parents	7	137	0.76%





B2. Schools' Responses on Conduct of Learning Recovery Activities

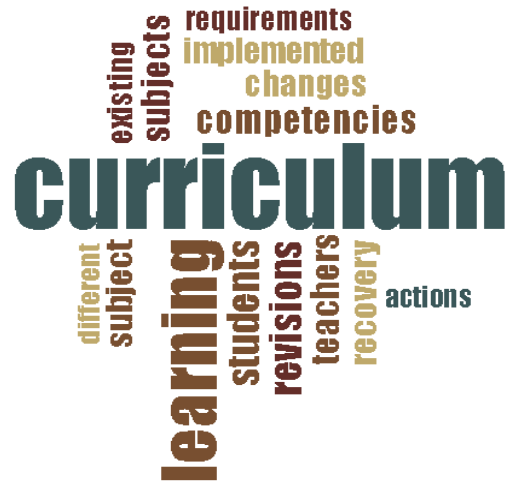
The respondents shared their learning recovery activities in various areas of school operations (see Figure 3). On the academic side, schools have been involved in many activities that involved refining and improving their respective curriculum and instructional strategies. On the **initiatives in improving the curriculum**, schools have initiated plans in reviewing their respective curriculum ensuring that they comply with the Department of Education's order in adopting the Most Essential Learning Competencies (MELCs). Other schools have reviewed their curriculum to at least align their curriculum with the MELCs content standards and integrate the prioritized learning competencies while the rest utilize the creation of curriculum maps to inform them of their areas for improvement and growth. On the aspect of instruction, schools are articulating their **focused instructional strategies** which aim to elevate the quality of teaching. One manifestation of this is the creation of the Learning Action Cells (LAC) which serve as their mechanism to increase the quality of teaching by employing peer-to-peer learning. They also had to intensify conducting specific activities on each of the subjects to strengthen their instructional programs. Concurrently, they facilitate **other relevant interventions** by conducting home visits to students who are usually at-risk of slow learning, engaging summer classes, and intensify into tutorial and remedial sessions that aids the teaching by focusing on specific skills that students' lack. They also had to increase their technical capacity by engaging into **professional development for teachers**. They had to attend various training and seminars that involves preparing school heads and teachers in implementing learning recovery and also to specifically train teachers in targeting specific learning gaps of students in all the major subjects. Alternatively, aside from formal ones, they also employed **collaborative approaches** such as conducting regular M&E and PLC meetings with their stakeholders, regular conferences with parents and teachers on

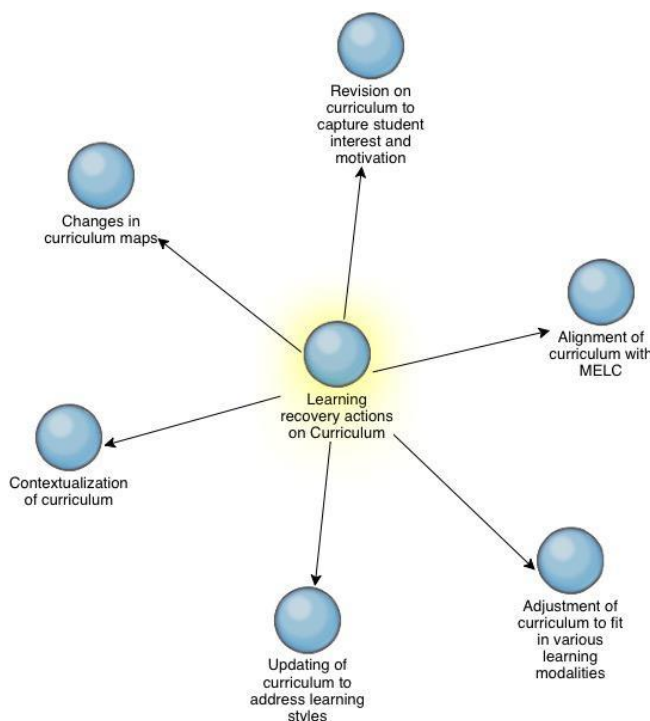
informing them of their school's strategies, and also deliberately partnering with other schools to learn from their experience and adopt some of the best practices.

C1. Word Frequency Analysis, Word Cloud and Thematic Map on Learning recovery actions on Curriculum:

Fig. 4 Word Frequency Analysis, Word Cloud, and Thematic Map on LRA on Curriculum

Word	Length	Count	Weighted Percentage
curriculum	10	537	5.68%
learning	8	313	3.31%
students	8	137	1.45%
revisions	9	134	1.42%
competencies	12	121	1.28%
teachers	8	110	1.16%
subjects	8	103	1.09%
changes	7	102	1.08%
subject	7	98	1.04%
recovery	8	96	1.02%
implemented	11	85	0.90%
existing	8	79	0.84%
requirements	12	68	0.72%
actions	7	61	0.65%
different	9	61	0.65%





C2. Schools' Responses on Learning Recovery Actions on Curriculum:

Schools shared various initiatives that show the need to review and refine the curriculum in response to the challenge of learning recovery (*see Figure 4*). One of the most frequent responses was the practice of immediately abiding with the DepEd order of **aligning school's curriculum with the MELC**. Their impulse to follow the DepEd's MELC and align its own curriculum was always a result of reducing the content of the K-12 into digestible areas given the limitations of the learning modalities that they have adopted. Subsequently, the schools also **adjusted their curriculum to fit and adopt the requirements of various learning modalities** in order to ensure that they can deliver instruction despite limitations of resources and infrastructure. They also mentioned **updating the curriculum and contextualizing the curriculum** to align on their respective needs. The participants also uttered **changing curriculum maps** to adapt to the changes in their curriculum and other standards set by other bodies of governance.

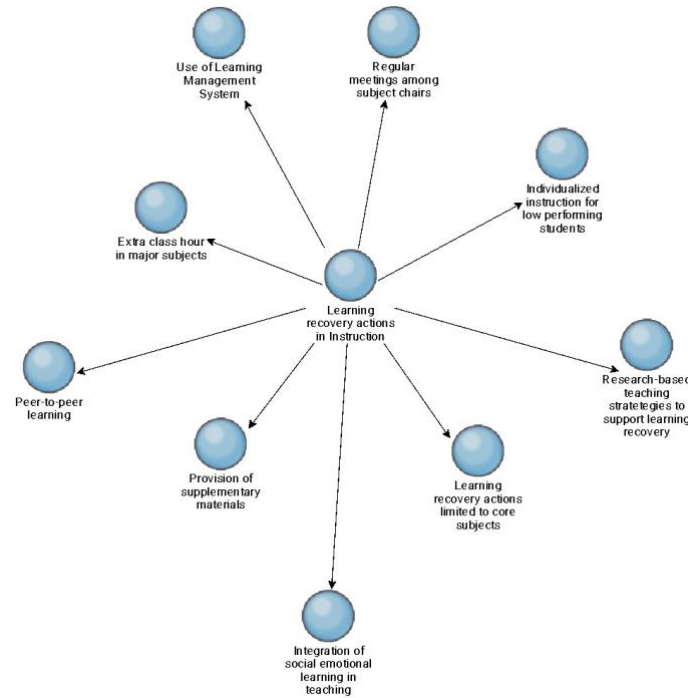
In general, the practices on curriculum were not deliberately elaborated, especially on which areas of curriculum had been adjusted and how the changes in the curriculum contributes to learning recovery efforts. The revisions in the curriculum were always driven by external factors such as compliance with DepEd orders and the felt need to ensure that they deliver and cover the minimum areas and requirements especially in fitting with their chosen learning modalities. The reasons cited lacked specific articulations of how curriculum efforts were oriented towards recovering the learning that was lost before the pandemic or even address the slow learning that is happening due to continued school closures and challenges posed by the very nature of the learning modalities.

D1. Word Frequency Analysis, Word Cloud and Thematic Map on Learning Recovery Actions on Instruction

Fig. 5 Word Frequency Analysis, Word Cloud, and Thematic Map on LRA on Instruction

Word	Length	Count	Weighted Percentage
learning	8	414	4.60%
recovery	8	236	2.62%
actions	7	231	2.56%
teachers	8	174	1.93%
students	8	170	1.89%
subjects	8	162	1.80%
subject	7	150	1.67%
instruction	11	109	1.21%
different	9	101	1.12%
implemented	11	78	0.87%
curriculum	10	70	0.78%
online	6	63	0.70%
learners	8	60	0.67%
activities	10	52	0.58%
adequate	8	52	0.58%





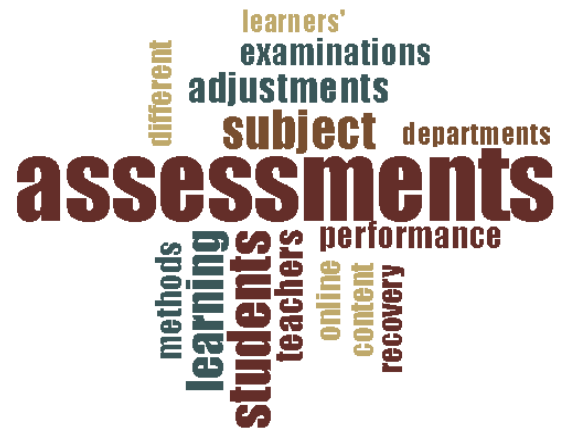
D2. Schools' Responses on Learning Recovery Actions on Instruction

The shared practices of schools on learning recovery on instruction were characterized as reflective of the sudden response to shift to learning emergencies (*see Figure 5*). Schools mention that they have **utilized Learning Management Systems (LMS)** to ensure that they continue in the delivery of instruction via online mode of learning. In essence, the adoption of the platform was driven not necessarily by the need to curb the downward spiral of learning trajectory but to continue teaching and ensure that they deliver despite the challenges brought by the situation. Another impact of the pandemic is **individualized instruction for low performing students**. This means teachers were aware of the need to intensify teaching, however, this was always framed in the context of major subjects only. They share that the perceived **learning recovery on instruction was limited to major subjects** to further emphasize the focus on core subject areas. They also mention that providing **supplementary materials** was deemed to be a learning recovery action since it gives teachers and students more relevant information to process. The responses show a general notion that the more materials or resources used in the delivery of instruction, the stronger the level of teaching as it empowers teachers to provide more content and knowledge. This notion was re-affirmed by the practice of adding **extra class hours in major subjects**. The perception that the learning recovery action was felt more on the core subjects, the schools typically add extra class hours in order to “bridge” what they perceive are gaps in learning in these subjects. Teachers also felt the need to **integrate social emotional learning in their teaching** as for them it is important to hone the social emotional aspect of learning among students and train students on how to manage the stress brought by the learning emergency. On the other hand, schools became more aware to ensure that they engage into **peer-to-peer learning** and adopt the effective practices of other schools. Schools also claimed to have stronger coordination with each other by conducting **regular meetings with subject chairs** and also claimed to have implemented **research-based teaching strategies** as means to achieve learning recovery.

E1. Word Frequency Analysis, Word Cloud and Thematic Map on Learning Recovery Actions on Assessment

Fig. 6 Word Frequency Analysis, Word Cloud, and Thematic Map on LRA on Assessment

Word	Length	Count	Weighted Percentage
assessments	11	690	6.77%
students	8	305	2.99%
subject	7	263	2.58%
learning	8	232	2.28%
adjustments	11	158	1.55%
teachers	8	141	1.38%
examinations	12	128	1.26%
performance	11	119	1.17%
methods	7	113	1.11%
online	6	91	0.89%
different	9	86	0.84%
content	7	78	0.77%
recovery	8	77	0.76%
learners'	9	73	0.72%
departments	11	67	0.66%





E2. Schools' Responses on Learning Recovery Actions on Assessment

The work on the learning recovery actions on assessment seemed to have similarities on the responses on ways of measuring the learning loss (*see Figure 6*). Looking at the explored themes, schools expressed preference for the use of classroom-based assessments such as **summative, formative, and quarterly assessments, and engaging the services for external assessments**. The mention of these practices was always in the context of assessing learning and not necessarily responding learning recoveries. Similar with other aspects of school operations, learning recovery actions on assessments were characterized in accommodating the learning modalities used by the school such as **adopting the use of LMS, computer-based testing for online learning, and the frequent use of Google forms as free platform for assessments in class**. While for other subjects especially those that are skills-based, the schools conducted **performance tasks and portfolio assessments**. In some schools, the practice of **differentiated assessment** seemed to be more apparent in their practice especially when they always speak about the need to adjust assessment strategies based on students' learning styles and proficiency levels.

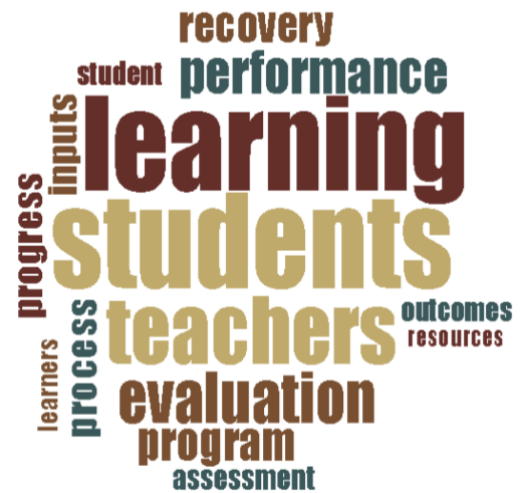
Despite the abundance of practices on assessment and the variety of strategies that they employ, the dimensionality of framing the assessment towards learning recovery seemed to be lacking. Although the assessment practices were discussed to be measuring learning among students, especially identifying their gaps in students' mastery of standards and competencies, the responses on classroom-based assessments are still framed in a pre-pandemic situation without due consideration of the need to capture learning loss and stimulate learning recovery. They have shared newer ways of assessment such as employing CBTs and online assessments. However, this kind of practice is still anchored on the type of learning modality adopted by the school. For

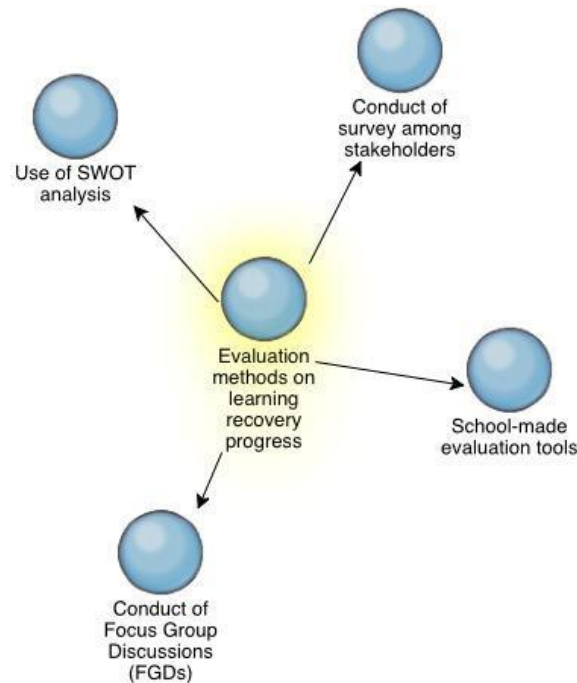
instance, when schools mention the use of LMS, there is no clear articulation of the components of the LMS that stimulates recovery of learning losses or even ways to make a more granular analysis of learning impacts. The use of LMS and actually emphasizing the purpose of LMS in stimulating learning recovery are two different things that schools tend to miss in their sharing.

F1. Word Frequency Analysis, Word Cloud and Thematic Map on Evaluation Methods on Learning Recovery Action Programs

Fig. 7 Word Frequency Analysis, Word Cloud, and Thematic Map on Evaluation Methods on LRA

Word	Length	Count	Weighted Percentage
students	8	350	3.13%
learning	8	348	3.11%
teachers	8	255	2.28%
evaluation	10	197	1.76%
performance	11	171	1.53%
program	7	152	1.36%
recovery	8	146	1.31%
process	7	135	1.21%
inputs	6	127	1.14%
progress	8	126	1.13%
assessment	10	106	0.95%
outcomes	8	100	0.89%
student	7	100	0.89%
learners	8	93	0.83%
resources	9	89	0.80%





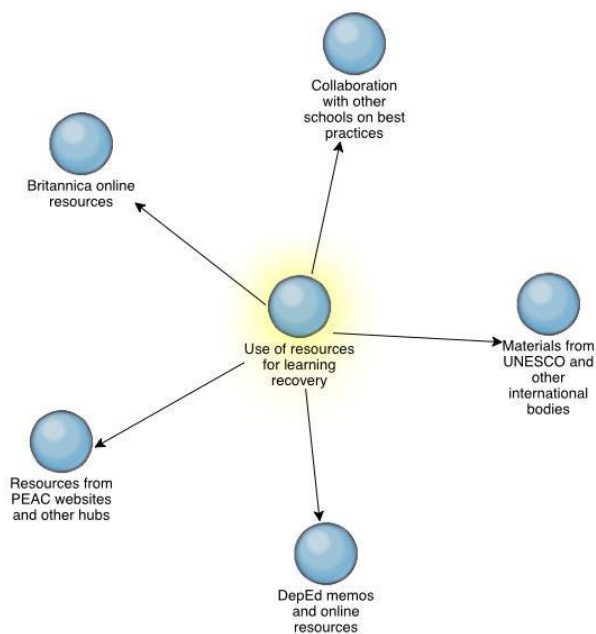
F2. Schools' Responses on the Evaluation Methods on Learning Recovery Action Progress

The schools have shared brief responses on their practice of using evaluation methods in assessing the progress of their learning recovery efforts (*see Figure 7*). The lack of varied response seemed to be illustrating certain gaps on actual understanding of how learning recovery efforts are monitored and captured by schools. The schools shared their usual practice of administering **surveys among stakeholders** to get their insights and feedback on the schools' current programs. They also use other **school-made evaluation tools** such as questionnaires that they tend to distribute among members of the school and the immediate community to gather reflections and solicit suggestions in bettering the management and conduct of school activities. They also boasted the **use of Focus Group Discussion (FGDs)** to have broader and shared understanding of stakeholders' opinions on school operations. In terms of analyzing these information, they specifically mentioned the use of **SWOT analysis** in evaluating the effectiveness of learning recovery efforts. These efforts, while admirable, do not present ways in which to gauge whether the learning recovery programs are making a dent on the learning outcomes, especially in informing school policies towards a more effective program and efficient use to target learning loss. The evaluation methods mentioned do not necessarily provide a comprehensive picture of the progress of the implementation and whether or not learning recovery efforts are actually making an impact to recover the loss or at least increase the quality of learning in pandemic or post-pandemic context.

G1. Word Frequency Analysis, Word Cloud and Thematic Map on Use of Learning Resources

Fig. 8 Word Frequency Analysis, Word Cloud, and Thematic Map on Use of Learning Resources

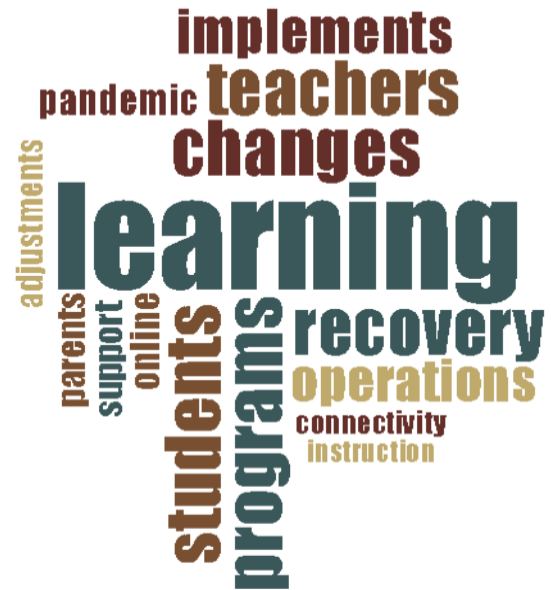
Word	Length	Count	Weighted Percentage
learning	8	337	3.55%
resources	9	292	3.07%
recovery	8	265	2.79%
webinars	8	155	1.63%
schools	7	126	1.33%
program	7	112	1.18%
helpful	7	111	1.17%
teachers	8	109	1.15%
educators	9	99	1.04%
students	8	92	0.97%
different	9	78	0.82%
orders	6	78	0.82%
guidelines	10	69	0.73%
collaboration	13	68	0.72%
provided	8	66	0.69%

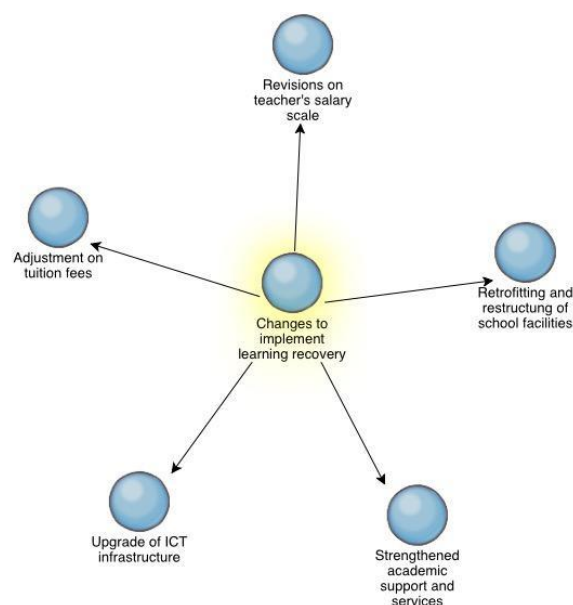


H1. Word Frequency Analysis, Word Cloud and Thematic Map on Changes to Implement Learning Recovery Action Program

Fig. 9 Word Frequency Analysis, Word Cloud, and Thematic Map on Changes to Implement LRA

Word	Length	Count	Weighted Percentage
learning	8	341	3.05%
programs	8	184	1.64%
students	8	179	1.60%
changes	7	175	1.56%
teachers	8	171	1.53%
recovery	8	170	1.52%
implements	10	139	1.24%
operations	10	133	1.19%
pandemic	8	95	0.85%
online	6	90	0.80%
support	7	88	0.79%
parents	7	86	0.77%
adjustments	11	79	0.71%
connectivity	12	71	0.63%
instruction	11	66	0.59%



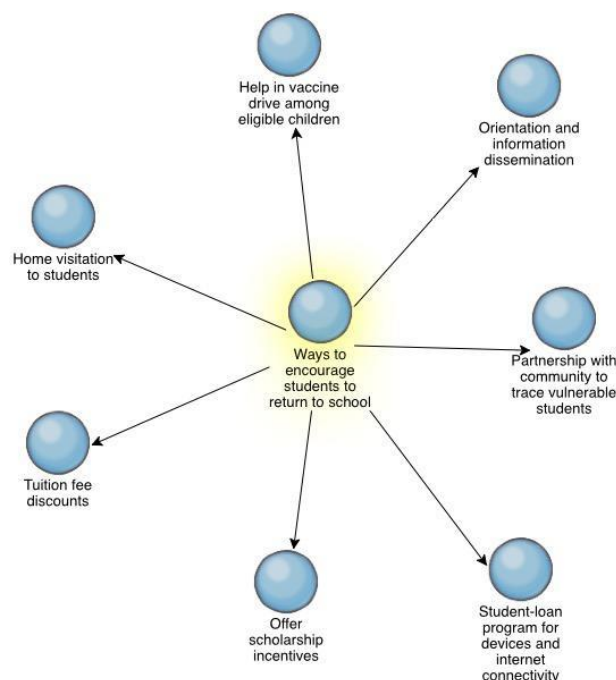


11. Word Frequency Analysis, Word Cloud and Thematic Map on Ways to Encourage Students to Return to School

Fig. 10 Word Frequency Analysis, Word Cloud, and Thematic Map on Encouraging Students

Word	Length	Count	Weighted Percentage
students	8	657	5.55%
learning	8	198	1.67%
parents	7	173	1.46%
encourage	9	162	1.37%
vulnerable	10	141	1.19%
learners	8	121	1.02%
attendance	10	121	1.02%
provided	8	120	1.01%
classes	7	114	0.96%
teachers	8	106	0.90%
returning	9	89	0.75%
online	6	84	0.71%
financial	9	76	0.64%
health	6	71	0.60%
support	7	70	0.59%



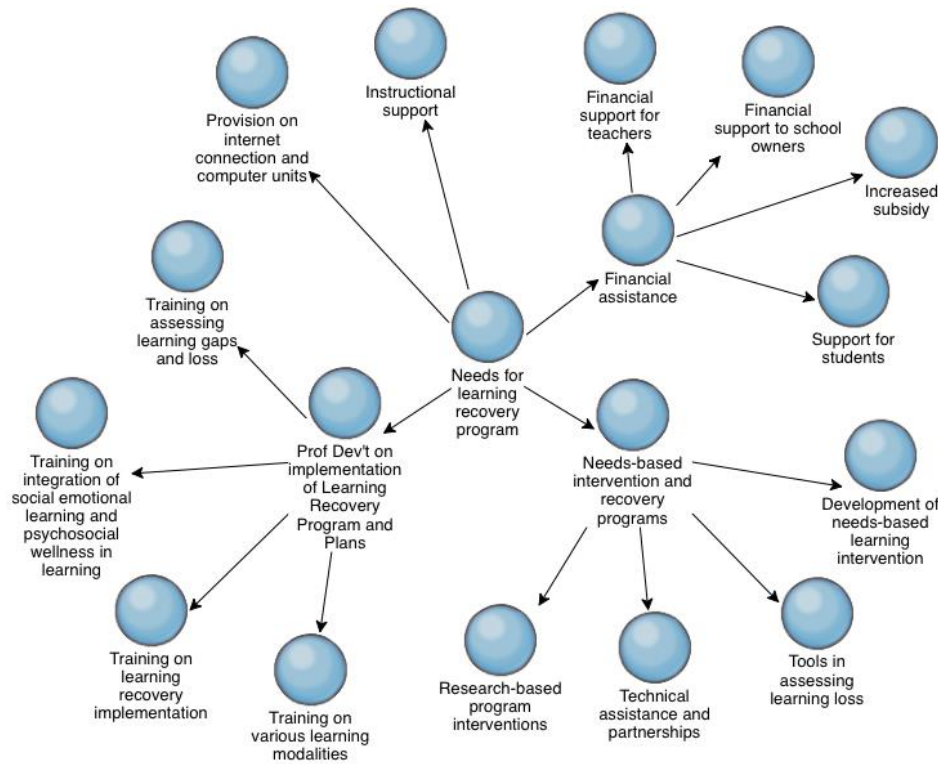


J1. Word Frequency Analysis, Word Cloud and Thematic Map on Needs to Sustain Learning Recovery Action

Fig. 11 Word Frequency Analysis, Word Cloud, and Thematic Map on Needs to Sustain LRA

Word	Length	Count	Weighted Percentage
learning	8	772	3.26%
support	7	646	2.72%
teachers	8	638	2.69%
students	8	447	1.89%
financial	9	395	1.67%
program	7	355	1.50%
recovery	8	352	1.48%
training	8	235	0.99%
schools	7	198	0.83%
assistance	10	177	0.75%
development	11	145	0.61%
subsidy	7	145	0.61%
seminars	8	144	0.61%
government	10	142	0.60%
learners	8	134	0.57%



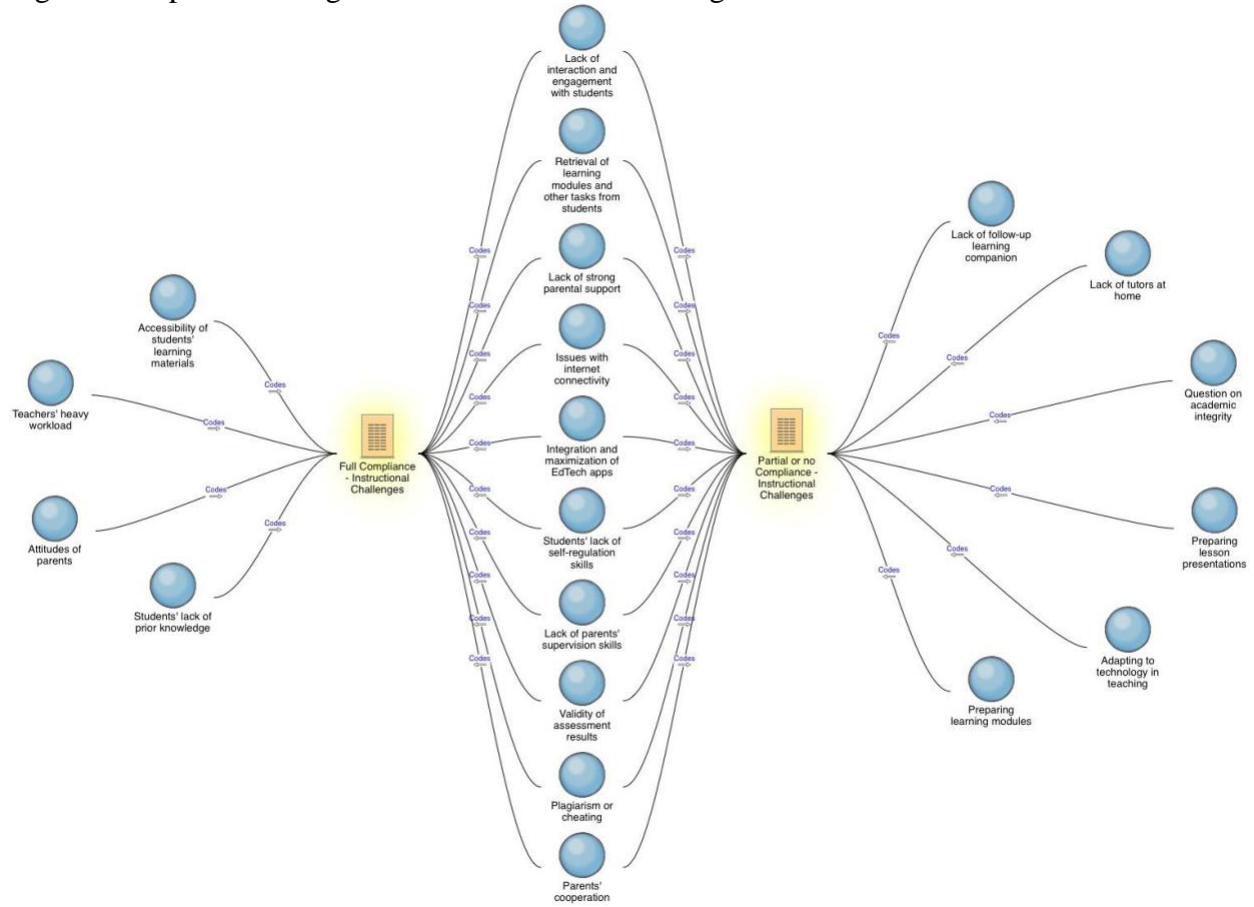


J2: Schools' Responses on the Needs of Schools to Sustain Learning Recovery Action Programs

The unpacked needs of the schools to sustain the learning recovery seemed to be ambiguous and sporadic in terms of articulating a consistent set of needs in order to continue learning recovery efforts (see Figure 11). On one hand, a big chunk of responses speaks about the need to have more **professional development and capacity building on the implementation of a comprehensive learning recovery program** which covers training on effective implementation, training on assessing learning gaps and loss, and training on the use of utilizing learning modalities effectively. On the other hand, they still mention **needs-based learning recovery strategies** which are described to be focusing on research-based program interventions, technical assistance and partnerships, tools in assessing learning loss, and development of needs-based learning intervention. In addition to the overall technical training needed, the schools still articulate the need for more **instructional support** and their particular need for **provisions on internet and computer units**. Furthermore, the schools are consistently asking for more **financial support**, specifically articulating requests for increased subsidy, financial assistance to teachers and school owners, and support to students especially those from the disadvantaged groups.

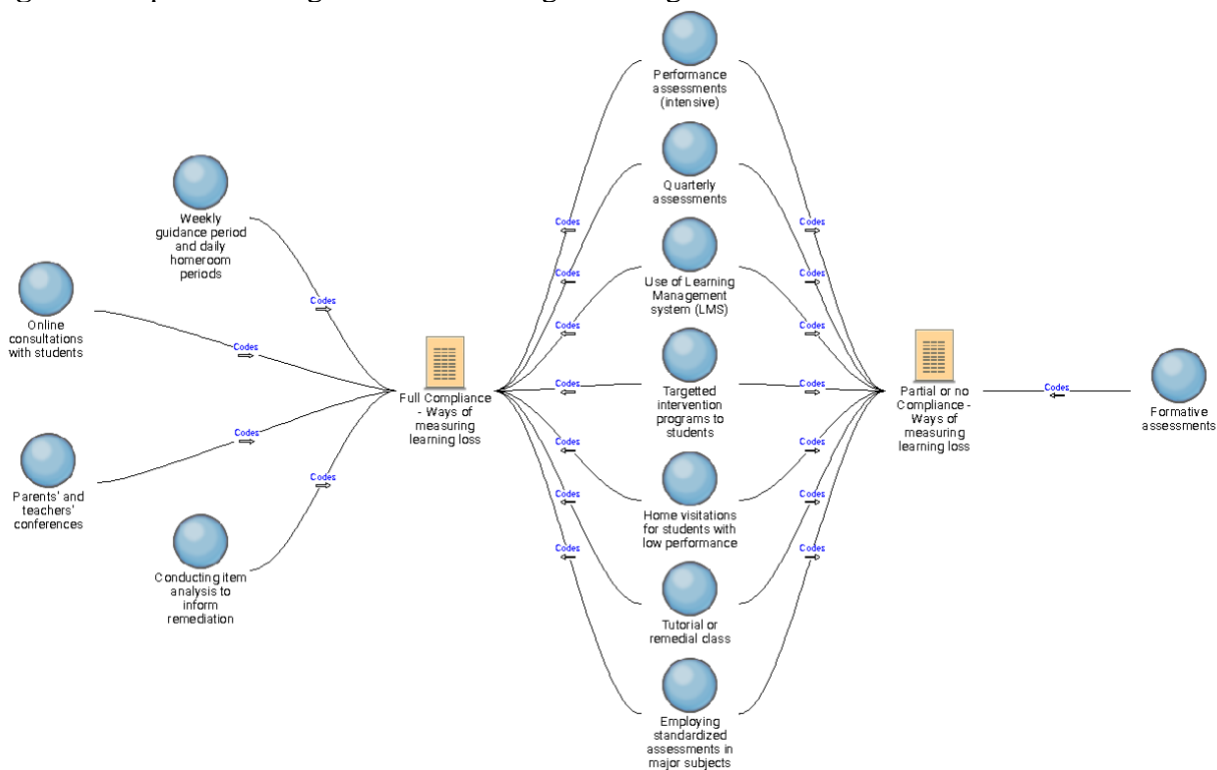
K1. Thematic Map on Instructional Challenges – Certification – Comparative Analysis

Fig. 12 Comparative Diagram on Instructional Challenges



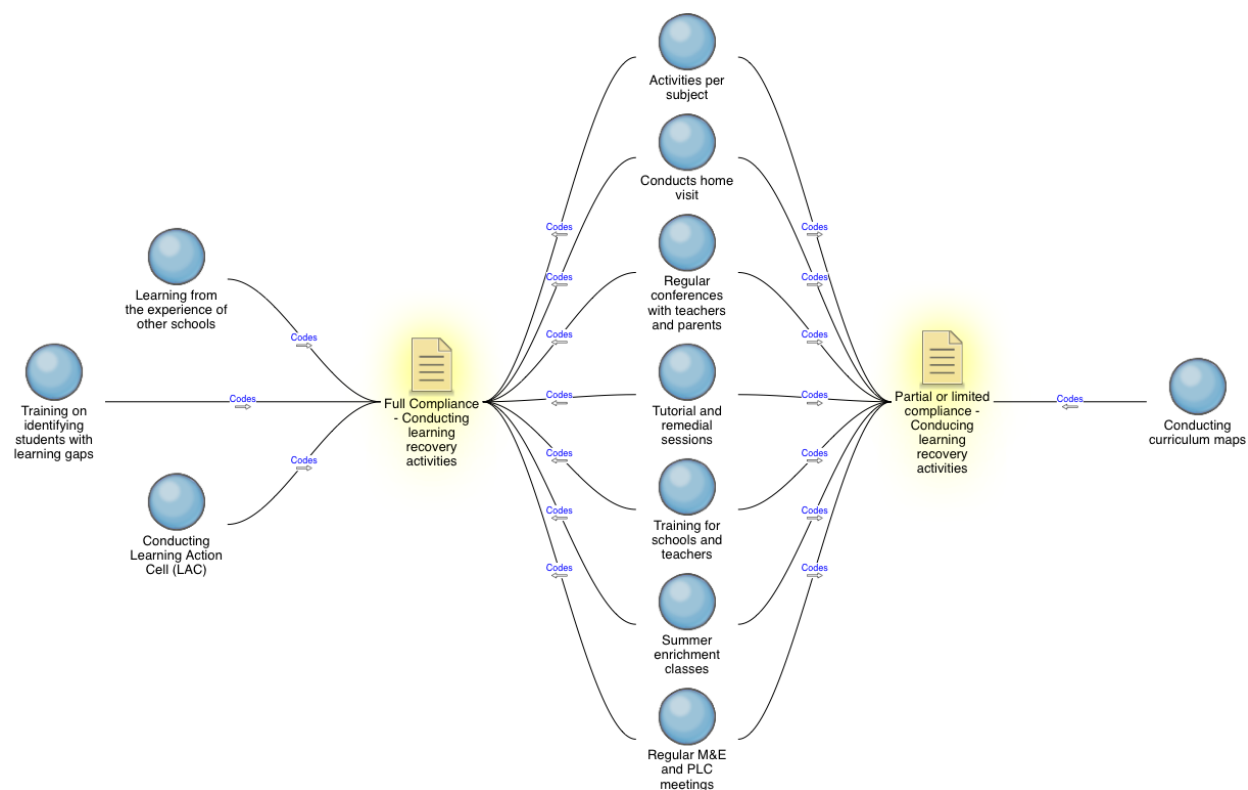
K2. Thematic Map on Ways of Measuring Learning Loss – Certification – Comparative Analysis

Fig. 13 Comparative Diagram on Measuring Learning Loss



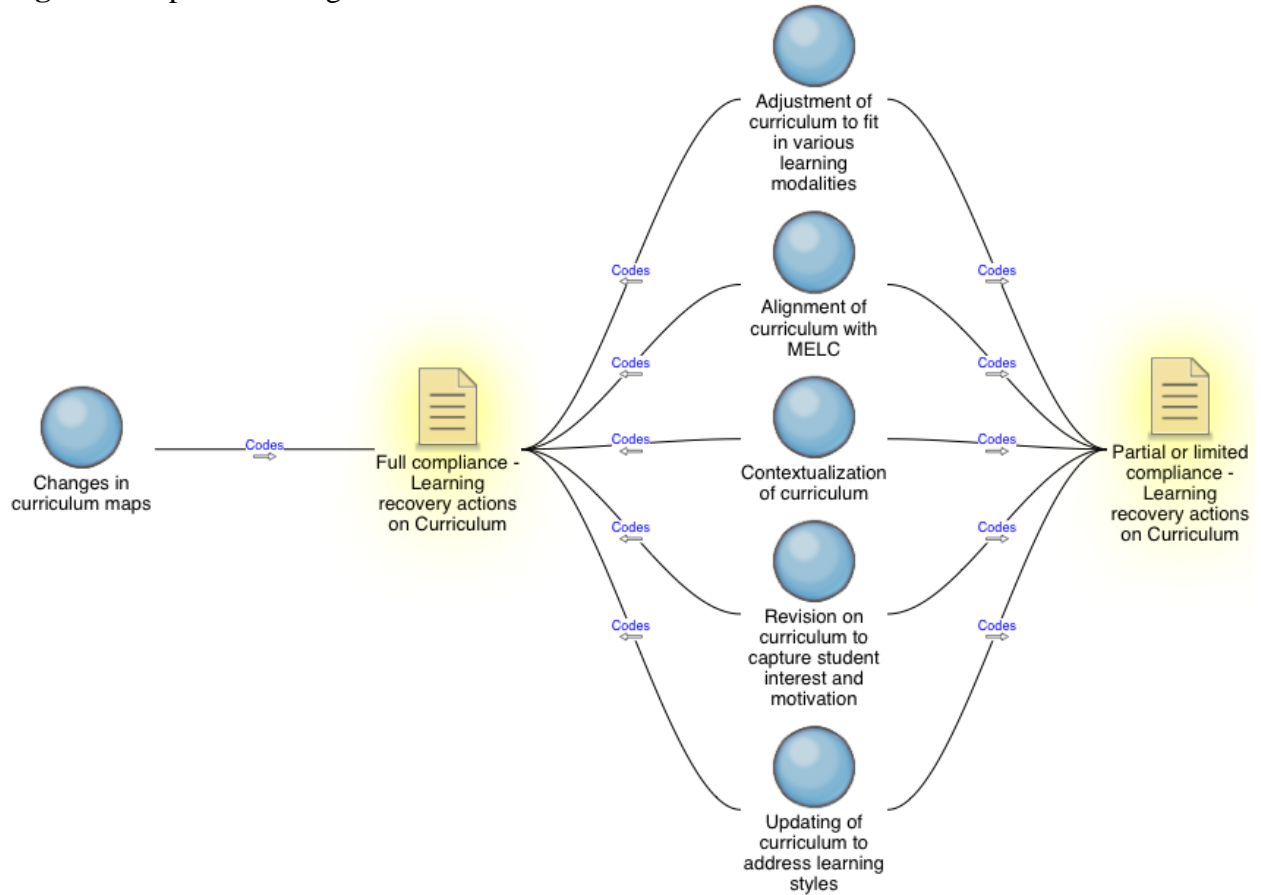
K3. Thematic Map on Conducting Learning Recovery Activities – Certification – Comparative Analysis

Fig. 14 Comparative Diagram on Learning Recovery Activities



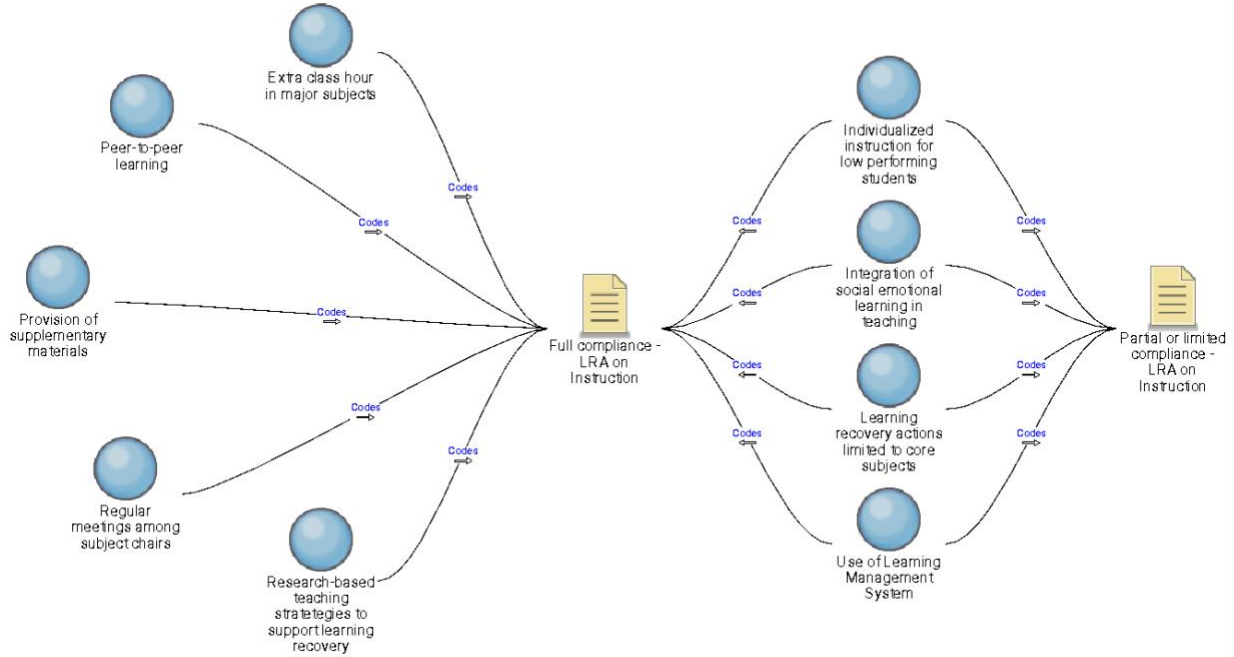
K4. Thematic Map on Learning Recovery Activities on Curriculum – Certification – Comparative Analysis

Fig. 15 Comparative Diagram on LRA on Curriculum



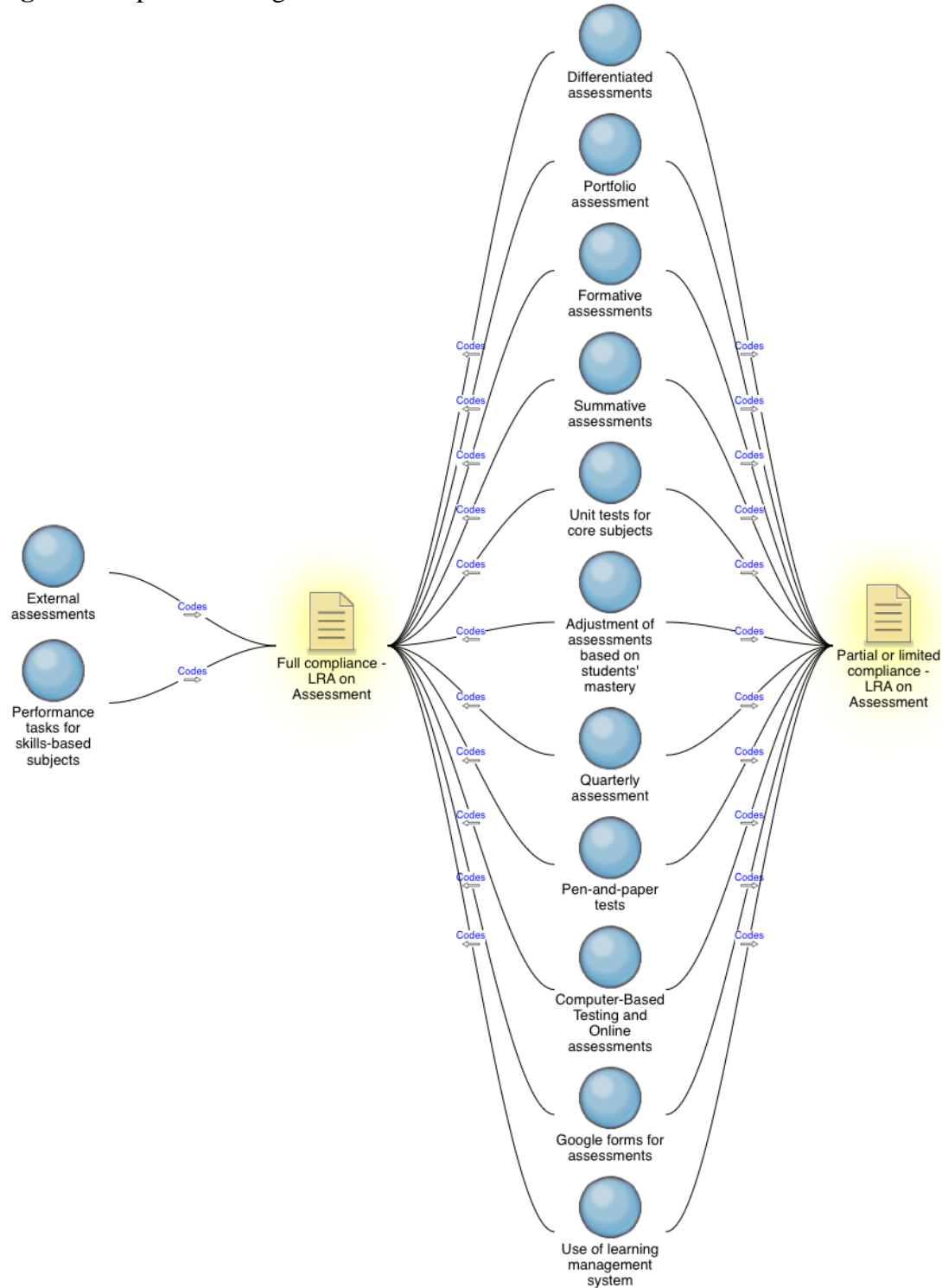
K5. Thematic Map on Learning Recovery Activities on Instruction – Certification – Comparative Analysis

Fig. 16 Comparative Diagram on LRA on Instruction



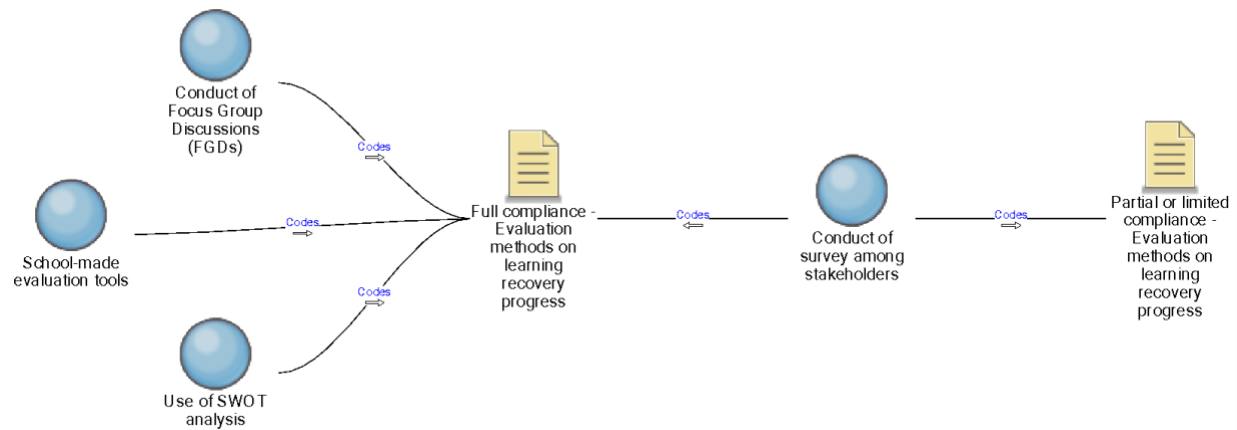
K6. Thematic Map on Learning Recovery Activities on Assessment – Certification – Comparative Analysis

Fig. 17 Comparative Diagram on LRA on Assessment



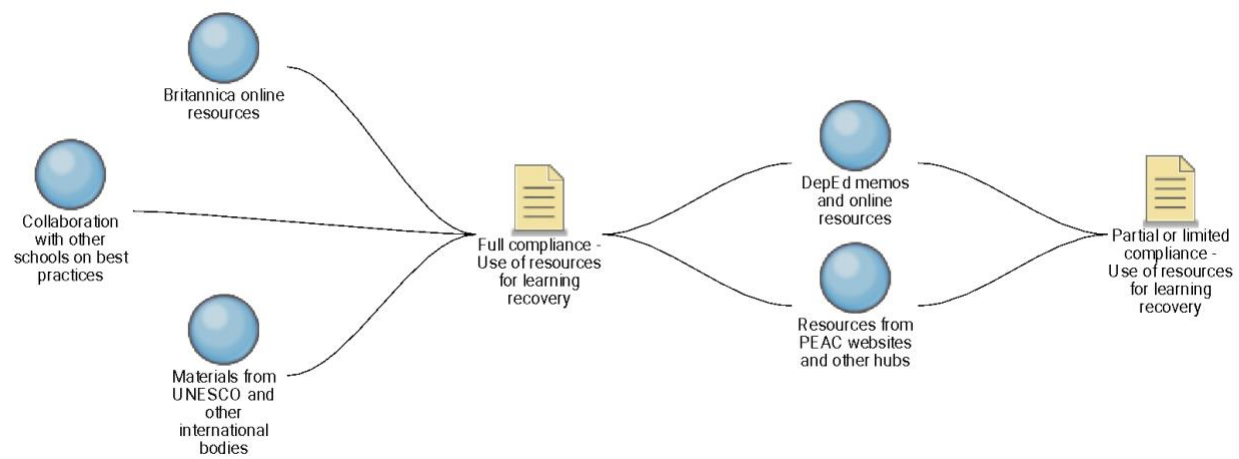
K7. Thematic Map on Evaluation Methods of Learning Recovery Actions – Certification – Comparative Analysis

Fig. 18 Comparative Diagram on Methods to Evaluate LRA Program



K8. Thematic Map on Use of Learning Resources – Certification– Comparative Analysis:

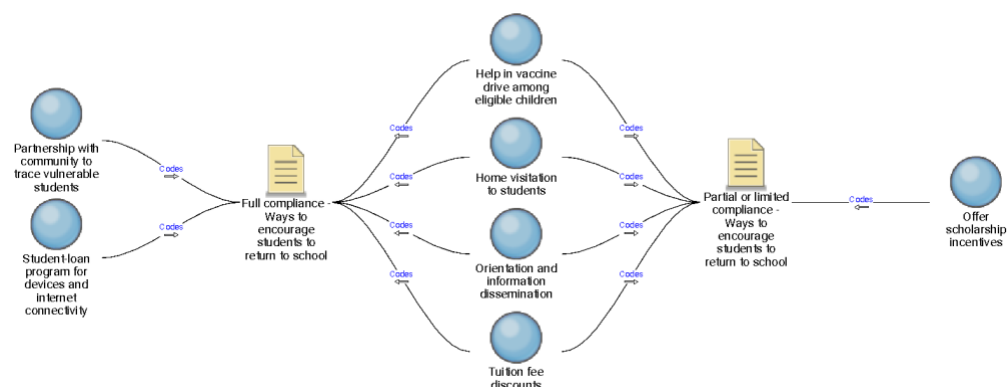
Fig. 19 Comparative Diagram on the Use of Learning Resources



K9. Changes to Implement Learning Recovery – No divergence in the analysis between two groups

K10. Thematic Map on ways to Encourage Students to Return to School - Certification – Comparative Analysis

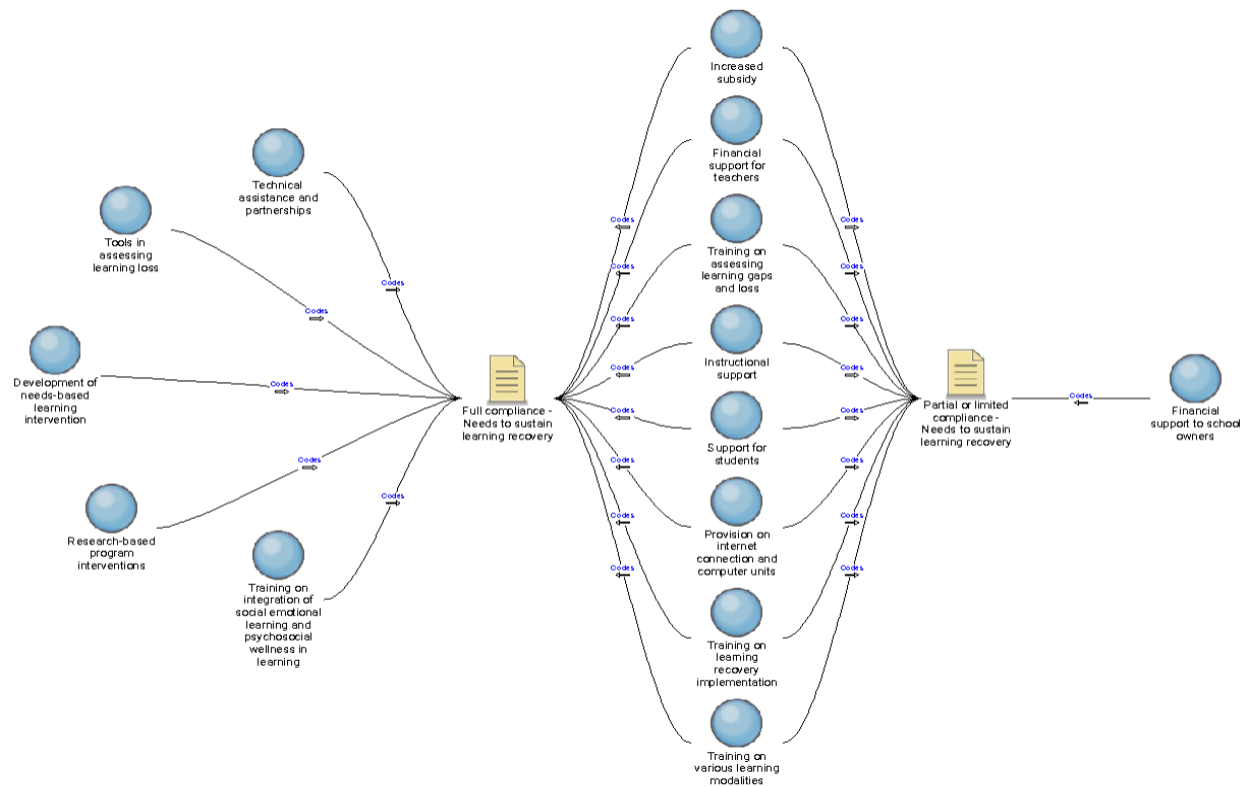
Fig. 20 Comparative Diagram on Ways to Encourage Students to Return to School



RQ8: What support do private secondary schools participating in the ESC program need to make their learning recovery programs effective and sustainable?

K11. Thematic Map on Needs to Sustain Learning Recovery Actions - Certification – Comparative Analysis

Fig. 21 Comparative Diagram on Needs of Schools to Sustain Learning Recovery



A plethora of school needs that was unpacked in the analysis indicates a full range of gaps in various areas may it be structural, human capital, or even financial. The articulated needs of schools to sustain learning recovery, despite extensive variety, shows inconsistency and ambiguity especially in establishing a system that will make schools future-proof or more resilient in the face of another pandemic. A menu of school needs, as shown in the thematic map, assumes that schools tend to have fragmented view of what they lack in terms of actual needs and gaps in terms of practice. One instance that shows instability is the need for more training in various areas such as professional development for teachers on assessing learning gaps and learning loss, but also articulates the need for more training on various learning modalities. The former speaks about assistance that directly contributes to learning recovery but the latter speaks about effective transition to distance/blended learning approach which does not directly translate to sustained learning recovery efforts. Common problems still dominate the experiences of schools such as need for provisions of stable internet connection and devices for students, financial support for teachers and students, increased subsidy, among other things.

Based on the comparative analysis shown above, the stark difference between fully compliant schools as against the partially compliant schools tend to be more apparent. Using certification as a differentiator variable, schools have common and divergent needs that are important to thresh out in order to formulate nuanced understanding of private schools' situation as seen from the lens of the school administrator themselves. Illustrated in the analysis, schools tend to converge into common and basic problems that are predictable in nature such as provision of internet connection, instructional, financial support, increased subsidy, and a list of capacity building needs. The wide range of shared needs across groups and segments indicate that private schools are still grappling with challenges carried over from the pre-pandemic situation and exacerbated even more by the pandemic.

In the area of divergence, comparative analysis illustrates that fully compliant schools tend to articulate more advanced and targeted needs that boost efforts on learning recovery. For instance, fully compliant schools express the need in terms of technical assistance in providing tools in assessing learning loss and development of research-based and needs-based learning intervention programs. These technical gaps, albeit general, show that fully compliant schools have the propensity to be more aware of what learning recovery requires and what it will entail to sustain its impact to their school operations. On the other hand, partially compliant schools uniquely express their need for financial support to school owners which from pre-pandemic times continues to be a challenge and might not directly contribute to sustainability of learning recovery efforts.

K12. Summary Comments on Various Thematic Maps - Certification – Comparative Analysis

The study utilized the certification status as a compelling variable that shows significant amount of convergences among major themes and subthemes and also a remarkable divergence in areas that are worthy of further exploration. The significant effect of certification status as a variable that drives divergence among learning recovery strategies can provide indicative insights on how schools illustrate different experiences of learning recovery. The divergence, despite few, indicates two assumptions: i) those who have full compliance and partial compliance illustrate unique experiences that show nuances of learning recovery and ii) possibly infer that those who had limited compliance tend to be more disproportionately affected by structural challenges compared to those who had shown full compliance.

For instance, in looking at a plethora of needs to sustain the progress of learning recovery, most schools with partial compliance tend to have more problems on the financial aspect specifically the need for financial support to school owners. The basic issues, despite its irrelevance to learning recovery, still cloud the conditions of these schools instead of looking for newer and fresher ways in addressing the learning loss. Leveraging technology-enabled remote learning, for example, requires sufficient infrastructure that have access to resources that unfortunately continues to be lacking among schools with low compliance.

For the opposite, it is possible that schools with full compliance are in a better position to make significant development on their learning recovery as they demonstrate extra ways in assessing, addressing, and sustaining the recovery of learning. This is manifested in many thematic areas, for instance, in the use and access to learning resources where many schools with partial

compliance are limited in following DepEd orders and available PEAC materials while schools with full compliance are exploring other available resources from international bodies and credible sources.

Another area of divergence is on how schools evaluate learning recovery programs with partially compliant schools limited with the conduct of surveys among stakeholders while schools with full compliance are particularly exploring innovative means to expand data sources and information such as conduct of FGDs, utilization of SWOT analysis, and developing school-made tools. These divergences, in essence, indicate double disadvantage towards non-compliant/partially compliant schools as learning recovery strategies remain rudimentary yet also reframed in a certain way that do not show any potential impact to recovering losses as measured against international recommendations on mitigating effects of school closures and disruptions.

Discussion of Findings and Results from Correlations, Linear Regressions and Thematic Maps

On Learning Loss:

The findings and results first show widespread perception of learning loss in schools that responded to the survey. This general comment is based on the schools' analysis of students' performance in classroom-based assessments covering formative and summative assessments, online tasks accessed through the schools' Learning Management System (LMS), and for some schools in standardized tests. While there is much use of assessments, the top indicators of learning loss that schools focused on as shown in the tables and thematic maps 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 approaches (e.g., 34.48% for declining scores in summative assessments and 24.48% for check-up exercises; 29.35% for results in reading proficiency and 38.96% for mathematical thinking and problem-solving). Interestingly, learning loss was perceived as evident in summative assessments in Math whereas schools reported that students' performance in summative assessments in other subjects was the same as before or higher than the pandemic. However, it is not clear how much actual data comparison informs these reports. There is a disconnect between this view of learning loss and schools' actual practices on the ground. The disconnect between what they say about learning loss and what the actual concept provides points to the need to clarify with schools the meaning of learning loss.

Insight from the Joint UNESCO, UNICEF, and World Bank Report (2021)^[1] also argues that measuring learning loss should (i) provide understanding which grades, subjects, and groups are affected the most, and might require greater attention, and (ii) create baseline upon which recovery efforts will build on and be monitored against. Compared with this yardstick, the practices of schools on measuring learning loss, despite the abundant assessment sources, still need to focus on setting baseline data which in turn serves as the basis for the formulation and development of subsequent learning recovery efforts. Hence, schools need to reframe their understanding of students' performance in assessments in order to maximize its potential.

On Learning Recovery:

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 Learning Recovery Actions or 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.

With regards to curriculum-related LRA, the thematic maps show that various adjustments were made but with little reference to baseline data of actual students' proficiency. Similarly, for assessments done as part of the LRA, the schools' discussion in the thematic maps of their design, construction and administration of assessments does not include opportunities to dissect existing school-based data and make granular impact studies or develop a system for continued data collection and use the data for quantifying levels of learning loss and establishing desired achievement levels. 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.

On instruction-related LRA, these efforts of schools cited in the thematic maps were more geared towards boosting resources, using research-based practices, and improving students' performance on the perceived learning gaps. But less attention was given on how the revitalized instruction actually address the learning losses across the key subject areas. No specifics were articulated on how changes in instruction and teaching were meant to curb the learning loss or even capture the gaps in the learning process. Though there was a sharing on the focus of "individualized instruction", there were vague references on the target group of students, whether they were disadvantaged in terms of learning performance, social backgrounds, or even their class standing before the global disruptions in education happened.

A closer look at these predominant forms of LRA for curriculum, assessment and instruction shows that these are largely whole class approaches. These approaches were widely used before the pandemic and they continue to be used during the pandemic. Schools then are carrying over pre-pandemic activities to solve new problems. Schools may think that these approaches are efficient but these practices may in the long run be actually inefficient. Since

recovery is not data-based and targeted, a one size fits all approach may not be relevant and so, time and resources are wasted in the process. Moreover, measuring improvement based on class averages also misleads and gives an inflated picture of student improvement. Thus, schools have to recognize this discrepancy of pre-pandemic and current approaches, reframe their definitions of efficiency, and consequently, readjust and incorporate more individualized, differentiated and self-directed interventions.

Going back to the data, in the tables on LRA done by schools and LRA that were perceived as effective, remedial and targeted approaches had lower ratings. For example, differentiated remedial/tutorial classes are designed and conducted for students who are dis-advantaged (40.36%), periodic monitoring reports of students' progress and performance in tutorial and remedial modules or programs are submitted and reviewed (40.36%), and teachers develop and distribute remedial learning modules for priority competencies and skills (35.72%), Results also show that providing customized instruction for at-risk students was rated as the 5th method.

These LRA approaches that were done by less than half of the schools are mentioned in the 2021 World Bank, UNESCO and UNICEF co-authored report as practices that yield more significant impacts on student learning. The report recommends offering small group tutoring programs, using structured pedagogy, providing self-guided learning programs and targeted instruction. For instance, as stated in the report, targeted instruction requires assessing students' learning levels and grouping students by proficiency levels instead of the usual pre-pandemic practice of starting with curricular expectations. Another intervention involving tutoring practice is done on a small-scale and its individualized approach diverges from established pre-pandemic programs that heavily rely on group size and frequency of sessions. These alternative and differentiated practices have yet to be given more attention or incorporated in the schools' LRA. These involve intensive gathering of data on students' learning gaps, diagnosing specific learning difficulties, implementing interventions that align with data, and monitoring and obtaining evidences of students' progress and proficiency.

On Context Variables:

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 in relation to LRA such as enrolment, school type, location, certification status, region poverty incidence and learning modality. In the case of PEAC Junior High Schools, the factor of enrolment and regional poverty incidence may indicate the school's capacity to do LRA; certification status may point to the presence of a school's quality assurance system to support and sustain LRA; and the combination of learning modalities may suggest the school's ability to provide differentiated forms of LRA.

The Enrolment Factor

With regard to enrolment, this variable significantly predicted schools' actions towards learning recovery (i.e., for every one unit change in enrolment, we would expect a .001 unit change in learning recovery action, while all other predictors remain constant). This finding indicates that learning recovery requires a certain capacity to deliver and mobilize resources. High enrolment provides schools with funds to undertake varied initiatives toward LRA and access to other

resources such as technology for non-traditional learning modalities. High enrolment (ranging from 500 students and above) also supplies the resources for accomplishing the requirements for certification. This finding is also consistent with other previous studies done during the pilot testing of the PEAC Certification Assessment Instrument which showed that schools with higher enrolment have more capacity in planning, implementing and evaluating school improvement programs.

The Regional Poverty Incidence Factor

While enrolment showed a direct relationship with the extent of LRA schools undertake, the school's region's poverty incidence profile had an indirect relationship with the school's LRA. That is, in areas where poverty incidences were high, schools tended to do fewer LRA. This finding is again consistent with other studies such as those cited by Azevedo et al. (2020): "Students from low socio-economic backgrounds tend to have fewer opportunities to access education, fewer chances of completing education, and lower educational outcomes, such as reflected in PISA [Programme for International Student Assessment] scores." This factor like enrolment indicates the school's capacity to undertake a wide range of interventions.

The School Certification Factor

The results of the correlation and linear regression analyses underscore the influence on certification on learning recovery. Even if these indicate that certification accounts for a portion of the variance in schools' performance of learning recovery, the thematic maps show that schools that are fully compliant with certification requirements exhibit a wider range of learning recovery interventions compared to schools that are partially compliant. Schools then need to raise their performance in certification because fully meeting certification requirements builds within the school quality assurance systems that make school improvement an intrinsic part of organizational growth and sustainability and enables schools to adapt to rapid changes in the environment. Put in another way, if schools did not undergo certification, the currently reported levels of learning loss may even be much higher due to the absence of quality assurance systems. In a sense, fully certified schools were able in some ways to mitigate the severity of their learning loss compared to the partially-certified schools.

The findings of the comparative analysis in the thematic maps show potentiality of leveraging certification as significant means to address inequities among schools and also to bridge the gap between those in disadvantaged positions and those who have the capability. As shown in the comparative analysis, certification delineates schools and positions them in a certain yardstick. This should indicate that if strengthened, certification standards should be able to capacitate schools in various areas of learning recovery equipped with proper framing and designing of initiatives. Certification may not have major impact on learning recovery programs, but it may accelerate learning recovery initiatives and provides enabling environment for these initiatives to thrive and make the school system more resilient.

Implications and Recommendations

This section will respond to RQ9: What directions may be suggested for private secondary schools participating in the ESC program regarding the formulation of programs and policies for learning recovery?

First, the above discussion underscores the importance of expanding 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. Professional development seminars-workshops on these aspects of learning loss and LRA may be provided to help administrators improve on their learning recovery program. Alternative approaches such as "learning acceleration" which show how curriculum adjustments can be made to address learning gaps may also be part of the seminar-workshop training. Moreover, these perspectives can inform a different model for schools to consider when planning for learning recovery and acceleration.

Second, the ability of schools to make this transition in their thinking about learning loss and actions for learning recovery depends on the depth of their 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 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 interventions. This process ensures that interventions are student-centered and targeted. As noted in the 2021 World Bank, UNESCO and UNICEF co-authored report, "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".

Third, since learning recovery and acceleration involve a wide repertoire of instructional interventions, the implementation of such approaches calls for flexibility in and multiple modalities of teaching and learning. While there is a general affirmation of face-to-face instruction as the primary mode of instructional delivery, the findings and results indicate that schools are more effective in addressing varied learning needs when they are able to utilize and maximize other modalities to either supplement or be functionally equivalent to face-to-face instruction. In such modalities, technology may be integrated in a way that it meaningfully and strategically interfaces at various points in the school's design, implementation and evaluation of curriculum, assessment and instruction. The 2021 World Bank, UNESCO and UNICEF co-authored report notes the long-term value of advancing the use of these technologies: "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" (p. 35). Hence, the direction towards learning acceleration is concretely achieved by schools and students advance in their development of self-directed learning skills.

Fourth, many of these recommendations are embedded in the standards of compliance in the PEAC 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. Schools then as part of school improvement planning may be enjoined to develop a roadmap for LRA and institutionalize systems and protocols for LRA. They may also revisit their implementation of these standards and make more conscious links about their compliance with learning recovery and learning acceleration. For example, existing standards dealing with data collection and analysis may now be integrated into a schoolwide system of learning analytics. In this way, schools' compliance is dynamic and adaptive to new demands and problems.

Fifth, schools in the open-ended questions frequently mentioned collaborating with other schools or benchmarking with best practices for addressing learning loss. These collaborative efforts may be more formalized among schools, particularly for schools with low enrolment or those located in regions with high poverty incidence. These inter-institutional arrangements can augment the resources of small schools when doing LRA.

Sixth, the methods of gathering data on learning loss and learning recovery as practiced by PEAC schools can be further refined in a succeeding study. Moreover, the study can design measures that validate schools' reports on learning recovery and determine factors that influence LRA and the effectiveness of schools' LRA. These refinements should lead to a functional model of LRA that schools can use as part of their school improvement efforts.

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[1] The Word Bank, UNESCO, and UNICEF (2021). *The State of the Global Education Crisis: A Path to Recovery*, Washington D.C., Paris, New York: The World Bank, UNESCO, and UNICEF.

Appendix A
Profile of Schools by Region

Region	N	%
I	140	7.83
II	50	2.79
III	246	13.75
IV-A	364	20.35
IV-B	34	1.90
V	67	3.75
VI	106	5.93
VII	160	8.94
VIII	45	2.52
IX	43	2.40
X	73	4.08
XI	75	4.19
XII	66	3.69
XIII	31	1.73
NCR	209	11.68
CAR	41	2.29
BARM	39	2.18
TOTAL	1789	100.00

Appendix B
School Type Per Region

Region	N	School Type							
		Diocesan Private		Congregational Private		Family-Owned Non-Sectarian Private		Family-Owned Sectarian Private	
		f	%	f	%	f	%	f	%
I	140	44	31.43	20	14.29	75	53.57	1	0.71
II	50	16	32.00	12	24.00	19	38.00	3	6.00
III	246	37	15.04	37	15.04	170	69.11	2	0.81
IV-A	364	47	12.91	68	18.68	237	65.11	12	3.30
IV-B	34	12	35.29	5	14.71	17	50.00		
V	67	5	7.46	23	34.33	36	53.73	3	4.48
VI	106	26	24.53	38	35.85	35	33.02	7	6.60
VII	160	44	27.50	43	26.88	71	44.38	2	1.25
VIII	45	17	37.78	15	33.33	11	24.44	2	4.44
IX	43	18	41.86	8	18.60	16	37.21	1	2.33
X	73	18	24.66	16	21.92	35	47.95	4	5.48
XI	75	12	16.00	22	29.33	39	52.00	2	2.67
XII	66	7	10.61	25	37.88	33	50.00	1	1.52
XIII	31	12	38.71	8	25.81	11	35.48		
NCR	209	25	11.96	47	22.49	133	63.64	4	1.91
CAR	41	24	58.54	9	21.95	7	17.07	1	2.44
BARMM	39	3	7.69	13	33.33	20	51.28	3	7.69
TOTAL	1789	367	20.51	409	22.86	965	53.94	48	2.68

Appendix C
School Location by Region

Region	N	School Location Relative to City					
		Within City Limits		Outside City Limits and Accessible		Outside City Limits and Remote	
		f	%	f	%	f	%
I	140	58	41.43	76	54.29	6	4.29
II	50	17	34.00	29	58.00	4	8.00
III	246	119	48.37	124	50.41	3	1.22
IV-A	364	198	54.40	162	44.51	4	1.10
IV-B	34	11	32.35	18	52.94	5	14.71
V	67	37	55.22	25	37.31	5	7.46
VI	106	51	48.11	52	49.06	3	2.83
VII	160	57	35.63	96	60.00	7	4.38
VIII	45	16	35.56	27	60.00	2	4.44
IX	43	23	53.49	20	46.51		
X	73	39	53.42	29	39.73	5	6.85
XI	75	40	53.33	29	38.67	6	8.00
XII	66	20	30.30	38	57.58	8	12.12
XIII	31	14	45.16	14	45.16	3	9.68
NCR	209	196	93.78	13	6.22		
CAR	41	16	39.02	21	51.22	4	9.76
BARM	39	19	48.72	16	41.03	4	10.26
TOTAL	1789	931	52.04	789	44.10	69	3.86

Appendix D
Certification Status by Region

Region	N	Certification Status											
		Non-compliance		Limited Compliance		Partial Compliance		Full Compliance		Full Compliance with Enhancement/Innovation		FAAP-Accredited (PAASCU/PACUCOA)	
		f	%	f	%	f	%	f	%	f	%	f	%
I	140	1	0.71	5	3.57	37	26.43	85	60.71	8	5.71	4	2.86
II	50					15	30.00	24	48.00	5	10.00	6	12.00
III	246			6	2.44	77	31.30	130	52.85	17	6.91	16	6.50
IV-A	364	2	0.55	3	0.82	105	28.85	200	54.95	32	8.79	22	6.04
IV-B	34	2	5.88	1	2.94	16	47.06	12	35.29	2	5.88	1	2.94
V	67	1	1.49	6	8.96	15	22.39	36	53.73	2	2.99	7	10.45
VI	106			8	7.55	29	27.36	44	41.51	15	14.15	10	9.43
VII	160	1	0.63	4	2.50	56	35.00	72	45.00	10	6.25	17	10.63
VIII	45			2	4.44	14	31.11	23	51.11	3	6.67	3	6.67
IX	43			1	2.33	7	16.28	23	53.49	10	23.26	2	4.65
X	73					21	28.77	36	49.32	10	13.70	6	8.22
XI	75			3	4.00	19	25.33	33	44.00	10	13.33	10	13.33
XII	66					13	19.70	39	59.09	8	12.12	6	9.09
XIII	31					9	29.03	15	48.39	5	16.13	2	6.45
NCR	209	2	0.96	5	2.39	56	26.79	81	38.76	23	11.00	42	20.10
CAR	41	2	4.88	1	2.44	10	24.39	22	53.66	2	4.88	4	9.76
BARMM	39			4	10.26	18	46.15	14	35.90	3	7.69		
TOTAL	1789	11	0.61	49	2.74	517	28.90	889	49.69	165	9.22	158	8.83

Appendix E
Average Enrollment by Region

Region	Average Enrollment
I	260.7
II	334.64
III	260.93
IV-A	270.34
IV-B	310.79
V	354.52
VI	321.66
VII	314.92
VIII	311.96
IX	373.81
X	317.32
XI	284.28
XII	323.70
XIII	382.19
NCR	321.28
CAR	313.39
BARMM	431.26
TOTAL	301.43

Appendix F
Average Tuition Rate by Region

Region	Average Tuition
I	14540.0345
II	11948.8186
III	16924.8449
4A	21260.6272
4B	10181.8621
V	14292.3913
VI	16082.2211
VII	15555.2117
VIII	10089.1751
IX	11705.3667
X	14087.0045
XI	14826.9612
XII	11909.5667
XIII	12994.6823
NCR	31192.3326
CAR	14942.8473
BARMM	10527.9349

Appendix G
Average Drop-out (Frequency) by Region

Region	Average Drop-Out (Frequency)	Average Drop-out (Rate)
I	0.85	0.33
II	1.42	1.56
III	2.76	6.00
IV-A	1.61	1.09
IV-B	2.00	1.09
V	1.93	0.51
VI	2.04	0.80
VII	6.81	1.44
VIII	1.27	0.96
IX	2.04	3.03
X	3.78	1.23
XI	1.64	0.77
XII	2.85	0.97
XIII	2.06	0.92
NCR	1.85	0.92
CAR	2.46	3.11
BARMM	12.10	5.27
TOTAL	2.63	1.85

Appendix H
Dominant Learning Modality during School Closure: Rank 1 (Modality Used by Most Students)

Region	N	Printed Modules Only		Online Learning Only		Electronic Media Only (i.e., Radio, TV, two-way radio)		Combination of Printed Modules and Online Learning		Combination of Printed Modules and Electronic Media (i.e., Radio, TV, two-way radio)		Combination of Online Learning and Electronic Media (i.e., Radio, TV, two-way Radio)		Combination of Printed Modules, Online Learning and Electronic Media (i.e., Radio, TV, two-way Radio)		TOTAL
		f	%	f	%	f	%	f	%	f	%	f	%	f	%	
I	140	50	35.71	24	17.14	2	1.43	57	40.71	2	1.43	2	1.43	3	2.14	140
II	50	18	36.00	11	22.00	1	2.00	17	34.00	3	6.00	0	0.00	0	0.00	50
III	246	58	23.58	115	46.75	2	0.81	65	26.42	3	1.22	2	0.81	1	0.41	246
IV-A	364	73	20.05	184	50.55	1	0.27	100	27.47	0	0.00	1	0.27	5	1.37	364
IV-B	34	21	61.76	2	5.88	0	0.00	9	26.47	1	2.94	0	0.00	1	2.94	34
V	67	30	44.78	11	16.42	0	0.00	23	34.33	0	0.00	0	0.00	3	4.48	67
VI	106	47	44.34	23	21.70	0	0.00	34	32.08	0	0.00	1	0.94	1	0.94	106
VII	160	83	51.88	32	20.00	1	0.63	37	23.13	3	1.88	1	0.63	3	1.88	160
VIII	45	26	57.78	6	13.33	1	2.22	12	26.67	0	0.00	0	0.00	0	0.00	45
IX	43	29	67.44	5	11.63	0	0.00	9	20.93	0	0.00	0	0.00	0	0.00	43
X	73	47	64.38	13	17.81	0	0.00	12	16.44	0	0.00	0	0.00	1	1.37	73
XI	75	44	58.67	18	24.00	0	0.00	11	14.67	0	0.00	0	0.00	2	2.67	75
XII	66	36	54.55	7	10.61	0	0.00	21	31.82	0	0.00	0	0.00	2	3.03	66
XIII	31	21	67.74	7	22.58	0	0.00	3	9.68	0	0.00	0	0.00	0	0.00	31
NCR	209	38	18.18	118	56.46	1	0.48	45	21.53	0	0.00	3	1.44	4	1.91	209
CAR	41	24	58.54	3	7.32	0	0.00	13	31.71	0	0.00	1	2.44	0	0.00	41
BARMM	39	26	66.67	2	5.13	0	0.00	7	17.95	2	5.13	0	0.00	2	5.13	39
TOTAL	1789	671	37.51	581	32.48	9	0.50	475	26.55	14	0.78	11	0.61	28	1.57	1789

Appendix I
Dominant Learning Modality during School Closure: Rank 2 (Modality Used by Other Students)

Region	N	Printed Modules Only		Online Learning Only		Electronic Media Only (i.e., Radio, TV, two-way radio)		Combination of Printed Modules and Online Learning		Combination of Printed Modules and Electronic Media (i.e., Radio, TV, two-way radio)		Combination of Online Learning and Electronic Media (i.e., Radio, TV, two-way Radio)		Combination of Printed Modules, Online Learning and Electronic Media (i.e., Radio, TV, two-way Radio)		TOTAL
		f	%	f	%	f	%	f	%	f	%	f	%	f	%	f
I	140	34	24.29	50	35.71	2	1.43	19	13.57	7	5.00	5	3.57	23	16.43	140
II	50	15	30.00	18	36.00	2	4.00	5	10.00	1	2.00	1	2.00	8	16.00	50
III	246	62	25.20	79	32.11	5	2.03	64	26.02	4	1.63	12	4.88	20	8.13	246
IV-A	364	99	27.20	120	32.97	9	2.47	102	28.02	4	1.10	12	3.30	18	4.95	364
IV-B	34	8	23.53	12	35.29	0	0.00	2	5.88	1	2.94	1	2.94	10	29.41	34
V	67	22	32.84	20	29.85	1	1.49	5	7.46	4	5.97	0	0.00	15	22.39	67
VI	106	28	26.42	38	35.85	5	4.72	12	11.32	1	0.94	2	1.89	20	18.87	106
VII	160	39	24.38	53	33.13	4	2.50	17	10.63	6	3.75	4	2.50	37	23.13	160
VIII	45	10	22.22	18	40.00	0	0.00	3	6.67	0	0.00	1	2.22	13	28.89	45
IX	43	9	20.93	18	41.86	0	0.00	1	2.33	1	2.33	1	2.33	13	30.23	43
X	73	8	10.96	33	45.21	2	2.74	8	10.96	3	4.11	2	2.74	17	23.29	73
XI	75	14	18.67	30	40.00	3	4.00	6	8.00	1	1.33	3	4.00	18	24.00	75
XII	66	20	30.30	18	27.27	5	7.58	3	4.55	3	4.55	0	0.00	17	25.76	66
XIII	31	7	22.58	12	38.71	2	6.45	1	3.23	1	3.23	0	0.00	8	25.81	31
NCR	209	33	15.79	72	34.45	4	1.91	77	36.84	2	0.96	11	5.26	10	4.78	209
CAR	41	13	31.71	14	34.15	0	0.00	1	2.44	2	4.88	0	0.00	11	26.83	41
BARM	39	3	7.69	15	38.46	3	7.69	1	2.56	3	7.69	1	2.56	13	33.33	39
TOTAL	1789	424	23.70	620	34.66	47	2.63	327	18.28	44	2.46	56	3.13	27	15.15	1789

Appendix J
Dominant Learning Modality during School Closure: Rank 3 (Modality Used the Least)

Region	N	Printed Modules Only		Online Learning Only		Electronic Media Only (i.e., Radio, TV, two-way radio)		Combination of Printed Modules and Online Learning		Combination of Printed Modules and Electronic Media (i.e., Radio, TV, two-way radio)		Combination of Online Learning and Electronic Media (i.e., Radio, TV, two-way Radio)		Combination of Printed Modules, Online Learning and Electronic Media (i.e., Radio, TV, two-way Radio)		TOTAL
		f	%	f	%	f	%	f	%	f	%	f	%	f	%	
I	140	12	8.57	37	26.43	25	17.86	11	7.86	13	9.29	29	20.71	13	9.29	140
II	50	4	8.00	14	28.00	8	16.00	7	14.00	4	8.00	10	20.00	3	6.00	50
III	246	53	21.54	34	13.82	53	21.54	34	13.82	11	4.47	45	18.29	16	6.50	246
IV-A	364	77	21.15	34	9.34	81	22.25	52	14.29	8	2.20	86	23.63	26	7.14	364
IV-B	34	2	5.88	10	29.41	11	32.35	1	2.94	4	11.76	3	8.82	3	8.82	34
V	67	4	5.97	22	32.84	16	23.88	7	10.45	5	7.46	11	16.42	2	2.99	67
VI	106	13	12.26	31	29.25	21	19.81	17	16.04	6	5.66	15	14.15	3	2.83	106
VII	160	12	7.50	40	25.00	40	25.00	21	13.13	21	13.13	18	11.25	8	5.00	160
VIII	45	3	6.67	10	22.22	13	28.89	3	6.67	9	20.00	5	11.11	2	4.44	45
IX	43	1	2.33	13	30.23	15	34.88	6	13.95	4	9.30	3	6.98	1	2.33	43
X	73	6	8.22	10	13.70	25	34.25	12	16.44	10	13.70	7	9.59	3	4.11	73
XI	75	7	9.33	14	18.67	30	40.00	8	10.67	5	6.67	6	8.00	5	6.67	75
XII	66	5	7.58	26	39.39	12	18.18	11	16.67	5	7.58	3	4.55	4	6.06	66
XIII	31	0	0.00	8	25.81	12	38.71	6	19.35	1	3.23	2	6.45	2	6.45	31
NCR	209	62	29.67	10	4.78	51	24.40	25	11.96	4	1.91	44	21.05	13	6.22	209
CAR	41	1	2.44	8	19.51	13	31.71	4	9.76	10	24.39	2	4.88	3	7.32	41
BARMM	39	1	2.56	8	20.51	9	23.08	4	10.26	9	23.08	5	12.82	3	7.69	39
TOTAL	1789	263	14.70	329	18.39	435	24.32	229	12.80	129	7.21	294	16.43	110	6.15	1789

Appendix K
Technology Platform for Delivering Instruction

Region	N	Commercial Online LMS		School-developed Online LMS		Videoconference (Zoom, Google Meet, MS Teams)		Public Free Television		Subscription-based Cable Television		Commercial Radio		Free Radio		Social Media (FB, Messenger Chat, Twitter, Instagram, WhatsApp)		Mobile Phone		None of the Above	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
I	140	56	40.00	26	18.57	113	80.71	6	4.29	3	2.14	2	1.43	6	4.29	115	82.14	102	72.86	4	2.86
II	50	22	44.00	9	18.00	37	74.00			1	2.00			2	4.00	36	72.00	36	72.00	1	2.00
III	246	127	51.63	54	21.95	198	80.49	2	0.81							175	71.14	150	60.98	2	0.81
4A	364	222	60.99	69	18.96	292	80.22			6	1.65					224	61.54	187	51.37	3	0.82
4B	34	5	14.71	2	5.88	17	50.00	1	2.94	1	2.94					23	67.65	24	70.59	5	14.71
V	67	21	31.34	10	14.93	43	64.18	1	1.49			3	4.48			47	70.15	41	61.19	5	7.46
VI	106	46	43.40	16	15.09	67	63.21							1	0.94	79	74.53	69	65.09	10	9.43
VII	160	55	34.38	22	13.75	81	50.63	1	0.63			3	1.88	3	1.88	111	69.38	104	65.00	16	10.00
VIII	45	16	35.56	3	6.67	27	60.00	1	2.22							38	84.44	31	68.89	4	8.89
IX	43	15	34.88	5	11.63	27	62.79			2	4.65			1	2.33	34	79.07	30	69.77	3	6.98
X	73	23	31.51	8	10.96	39	53.42	2	2.74			1	1.37	2	2.74	47	64.38	46	63.01	10	13.70
XI	75	27	36.00	11	14.67	47	62.67	1	1.33			1	1.33			47	62.67	47	62.67	6	8.00
XII	66	14	21.21	7	10.61	30	45.45	1	1.52					2	3.03	46	69.70	47	71.21	7	10.61
XIII	31	11	35.48	1	3.23	20	64.52			1	3.23			1	3.23	26	83.87	22	70.97	1	3.23
NCR	209	139	66.51	47	22.49	184	88.04	13	6.22	1	0.48	1	0.48	3	1.44	147	70.33	121	57.89	3	1.44
CAR	41	4	9.76	2	4.88	19	46.34									30	73.17	27	65.85	7	17.07
BARMM	39	6	15.38	2	5.13	16	41.03	1	2.56	2	5.13	2	5.13	2	5.13	30	76.92	31	79.49	4	10.26
TOTAL	1789	809	45.22	294	16.43	1257	70.26	30	1.68	17	0.95	13	0.73	23	1.29	1255	70.15	1115	62.33	91	5.09

Appendix L
Instructional Challenges Faced by Schools During School Closure

Region	N	Adjustment of curriculum requirements (e.g., teaching priority competencies)		Development and production of instructional materials in a non-traditional modality		Distribution and delivery of printed learning modules and other instructional materials		Retrieval of and submission by students of answered printed learning modules		Connectivity in conducting online classes		Students' attention, interest and engagement in online classes		Students' attendance in online classes	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%
I	140	94	67.14	73	52.14	65	46.43	79	56.43	101	72.14	108	77.14	92	65.71
II	50	36	72.00	31	62.00	22	44.00	27	54.00	36	72.00	33	66.00	35	70.00
III	246	180	73.17	152	61.79	105	42.68	132	53.66	188	76.42	176	71.54	163	66.26
IV-A	364	247	67.86	208	57.14	167	45.88	193	53.02	286	78.57	282	77.47	256	70.33
IV-B	34	29	85.29	18	52.94	18	52.94	19	55.88	28	82.35	23	67.65	26	76.47
V	67	47	70.15	32	47.76	32	47.76	37	55.22	51	76.12	49	73.13	43	64.18
VI	106	70	66.04	60	56.60	37	34.91	55	51.89	84	79.25	81	76.42	71	66.98
VII	160	109	68.12	84	52.50	61	38.13	74	46.25	121	75.63	118	73.75	110	68.75
VIII	45	26	57.78	29	64.44	19	42.22	24	53.33	38	84.44	33	73.33	33	73.33
IX	43	31	72.09	21	48.84	12	27.91	16	37.21	29	67.44	32	74.42	29	67.44
X	73	56	76.71	39	53.42	30	41.10	35	47.95	59	80.82	54	73.97	47	64.38
XI	75	49	65.33	34	45.33	30	40.00	33	44.00	55	73.33	54	72.00	55	73.33
XII	66	42	63.64	36	54.55	28	42.42	30	45.45	48	72.73	45	68.18	43	65.15
XIII	31	18	58.06	19	61.29	11	35.48	14	45.16	28	90.32	27	87.10	26	83.87
NCR	209	141	67.46	116	55.50	91	43.54	117	55.98	159	76.08	158	75.60	146	69.86
CAR	41	28	68.29	25	60.98	19	46.34	27	65.85	32	78.05	32	78.05	24	58.54
BARMM	39	25	64.10	19	48.72	13	33.33	20	51.28	32	82.05	28	71.79	26	66.67
TOTAL	1789	1228	68.64	996	55.67	760	42.48	932	52.10	1375	76.86	1333	74.51	1225	68.47

Appendix L
Instructional Challenges Faced by Schools During School Closure (Con't)

Region	N	Students' completion of assigned tasks and quality of work		Validity of students' performance in formative assessments (e.g., check-ups or exercises)		Validity of students' performance in summative assessments (e.g., long tests and performance tasks)		Students' development of independent learning skills or self-study habits		Students' social-emotional well-being and mental health		Students' safety and protection from COVID-19 related illnesses		Wide differences in summative assessment results among students	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%
I	140	113	80.71	86	61.43	89	63.57	88	62.86	85	60.71	50	35.71	53	37.86
II	50	42	84.00	38	76.00	39	78.00	36	72.00	30	60.00	21	42.00	26	52.00
III	246	208	84.55	164	66.67	171	69.51	158	64.23	171	69.51	98	39.84	84	34.15
IV-A	364	306	84.07	255	70.05	266	73.08	233	64.01	249	68.41	151	41.48	141	38.74
IV-B	34	26	76.47	23	67.65	23	67.65	28	82.35	23	67.65	15	44.12	11	32.35
V	67	48	71.64	45	67.16	47	70.15	41	61.19	47	70.15	29	43.28	27	40.30
VI	106	91	85.85	76	71.70	79	74.53	72	67.92	71	66.98	41	38.68	38	35.85
VII	160	139	86.88	104	65.00	109	68.13	94	58.75	106	66.25	57	35.63	54	33.75
VIII	45	38	84.44	31	68.89	35	77.78	33	73.33	33	73.33	23	51.11	24	53.33
IX	43	31	72.09	25	58.14	26	60.47	26	60.47	28	65.12	17	39.53	14	32.56
X	73	62	84.93	54	73.97	53	72.60	42	57.53	49	67.12	31	42.47	26	35.62
XI	75	59	78.67	48	64.00	52	69.33	47	62.67	47	62.67	30	40.00	25	33.33
XII	66	51	77.27	38	57.58	40	60.61	41	62.12	39	59.09	25	37.88	14	21.21
XIII	31	30	96.77	22	70.97	23	74.19	23	74.19	25	80.65	13	41.94	15	48.39
NCR	209	175	83.73	139	66.51	154	73.68	143	68.42	128	61.24	76	36.36	70	33.49
CAR	41	32	78.05	29	70.73	32	78.05	27	65.85	26	63.41	14	34.15	20	48.78
BARMM	39	33	84.62	24	61.54	26	66.67	22	56.41	28	71.79	16	41.03	14	35.90
TOTAL	1789	1484	82.95	1201	67.13	1264	70.65	1154	64.51	1185	66.24	707	39.52	656	36.67

Appendix M
Rank # 1 Instructional Challenges Faced by Schools During School Closure

Region	N	Adjustment of curriculum requirements (e.g., teaching priority competencies)		Development and production of instructional materials in a non-traditional modality		Distribution and delivery of printed learning modules and other instructional materials		Retrieval of and submission by students of answered printed learning modules		Connectivity in conducting online classes		Students' attention, interest and engagement in online classes		Students' attendance in online classes	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%
I	140	25	17.86	10	7.14	6	4.29	11	7.86	32	22.86	11	7.86	10	7.14
II	50	9	18.00	4	8.00	3	6.00	2	4.00	13	26.00	3	6.00	1	2.00
III	246	46	18.70	9	3.66	2	0.81	4	1.63	61	24.80	43	17.48	20	8.13
IV-A	364	59	16.21	15	4.12	2	0.55	6	1.65	94	25.82	57	15.66	23	6.32
IV-B	34	4	11.76	3	8.82	3	8.82	2	5.88	6	17.65	4	11.76	1	2.94
V	67	12	17.91	9	13.43	4	5.97	8	11.94	13	19.40	7	10.45	1	1.49
VI	106	22	20.75	12	11.32	3	2.83	4	3.77	22	20.75	13	12.26	3	2.83
VII	160	39	24.38	10	6.25	8	5.00	12	7.50	25	15.63	14	8.75	2	1.25
VIII	45	4	8.89	7	15.56	2	4.44	3	6.67	5	11.11	6	13.33		
IX	43	15	34.88	3	6.98	1	2.33	2	4.65	6	13.95	3	6.98	2	4.65
X	73	17	23.29	5	6.85	1	1.37	11	15.07	9	12.33	4	5.48	2	2.74
XI	75	14	18.67	6	8.00	4	5.33	13	17.33	8	10.67	5	6.67	3	4.00
XII	66	11	16.67	10	15.15	5	7.58	11	16.67	3	4.55	6	9.09	2	3.03
XIII	31	4	12.90	2	6.45	2	6.45	1	3.23	5	16.13	2	6.45	2	6.45
NCR	209	24	11.48	7	3.35	1	0.48	1	0.48	58	27.75	33	15.79	10	4.78
CAR	41	14	34.15	3	7.32	2	4.88	4	9.76	1	2.44	2	4.88		
BARM	39	13	33.33	4	10.26	2	5.13	3	7.69	3	7.69	0	0.00	1	2.56
TOTAL	1789	332	18.56	119	6.65	51	2.85	98	5.48	364	20.35	213	11.91	83	4.64

Appendix M
Rank # 1 Instructional Challenges Faced by Schools During School Closure (Con't)

Region	N	Students' completion of assigned tasks and quality of work		Validity of students' performance in formative assessments (e.g., check-ups or exercises)		Validity of students' performance in summative assessments (e.g., long tests and performance tasks)		Students' development of independent learning skills or self-study habits		Students' social-emotional well-being and mental health		Students' safety and protection from COVID-19 related illnesses		Wide differences in summative assessment results among students	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%
I	140	8	5.71	2	1.43	6	4.29	8	5.71			1	0.71	1	0.71
II	50	6	12.00	1	2.00	2	4.00	3	6.00						
III	246	19	7.72	5	2.03	8	3.25	5	2.03	6	2.44	2	0.81	1	0.41
IV-A	364	48	13.19	4	1.10	19	5.22	7	1.92	5	1.37	1	0.27		
IV-B	34	4	11.76	1	2.94			2	5.88	1	2.94				
V	67	1	1.49	1	1.49	4	5.97	1	1.49	1	1.49	3	4.48		
VI	106	9	8.49	1	0.94	5	4.72	6	5.66	1	0.94			1	0.94
VII	160	19	11.88	6	3.75	10	6.25	3	1.88	1	0.63	1	0.63	1	0.63
VIII	45	10	22.22	2	4.44	2	4.44	2	4.44	1	2.22				
IX	43	5	11.63	2	4.65	1	2.33	2	4.65						
X	73	8	10.96	3	4.11	2	2.74	4	5.48					1	1.37
XI	75	6	8.00	2	2.67	6	8.00	1	1.33	1	1.33				
XII	66	7	10.61	1	1.52	2	3.03	3	4.54						
XIII	31	1	3.23	5	16.13	5	16.13	1	3.22						
NCR	209	19	9.09	3	1.44	17	8.13	9	4.30	5	2.39	2	0.96	1	0.48
CAR	41	4	9.76	1	2.44	3	7.32	1	2.43						
BARMM	39	0	0.00	3	7.69	2	5.13	2	5.12	1	2.56				
TOTAL	1789	174	9.73	43	2.40	94	5.25	60	3.35	23	1.29	10	0.56	6	0.34

Appendix M
Rank # 1 Instructional Challenges Faced by Schools During School Closure (Con't)

Region	N	Wide differences in types of devices used by students to access learning materials and attend online classes		Parental support for student learning (e.g., providing resources for connectivity, supervision of learning)		Accomplishment of students' assignments by learning companions (e.g., parents, guardians, other adults)		Remote or online distance instruction by teachers		Teachers' access to instructional resources for modalities (e.g. computer, connectivity, software)		Teachers' proficiency in operating hardware or software applications		High turnover of teachers (e.g., resignation, early retirement)	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%
I	140			1	0.714			1	0.71					2	1.43
II	50			1	2.000									1	2.00
III	246	1	0.41	5	2.033	1	0.41								
IV-A	364	1	0.27	4	1.099	4	1.10	1	0.27	2	0.55			2	0.55
IV-B	34					1	2.94								
V	67							1	1.49						
VI	106			2	1.887										
VII	160			2	1.250	1	0.63	1	0.63					1	0.63
VIII	45														
IX	43	1	2.33												
X	73			1	1.370	1	1.37							1	1.37
XI	75													1	1.33
XII	66					2	3.03								
XIII	31			1	3.226										
NCR	209	2	0.96	6	2.871	3	1.44					1	0.48	2	0.96
CAR	41			2	4.878	1	2.44	1	2.44						
BARMM	39							1	2.56						
TOTAL	1789	5	0.28	25	1.40	14	0.78	6	0.34	2	0.11	1	0.06	10	0.56

Appendix M
Rank # 1 Instructional Challenges Faced by Schools During School Closure (Con't)

Region	N	Teachers' management of class time and interaction with students		Teachers' social-emotional well-being and mental health		Teachers' safety, vaccination and protection from COVID-19 related illnesses		Teachers' attendance and substitution		Overloaded distribution of teachers' assignments		Actual contact time of teachers with students		Scheduling of synchronous and asynchronous class times for online learning modality		n/a	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
I	140	1	0.71							3	2.14			1	0.71		
II	50									1	2.00						
III	246					1	0.41			3	1.22	1	0.41	1	0.41	2	0.81
IV-A	364					1	0.27	1	0.27	5	1.37			2	0.55	1	0.27
IV-B	34									2	5.88						
V	67											1	1.49				
VI	106	1	0.94													1	0.94
VII	160			1	0.63	1	0.63			1	0.63					1	0.63
VIII	45													1	2.22		
IX	43																
X	73					2	2.74									1	1.37
XI	75									3	4.00	1	1.33			1	1.33
XII	66									2	3.03	1	1.52				
XIII	31																
NCR	209			2	0.96											3	1.44
CAR	41									1	2.44	1	2.44				
BARMM	39	1	2.56			2	5.13									1	2.56
TOTAL	1789	3	0.17	3	0.17	7	0.39	1	0.06	21	1.17	5	0.28	5	0.28	11	0.61

Appendix N
Rank # 2 Instructional Challenges Faced by Schools During School Closure

Region	N	Adjustment of curriculum requirements (e.g., teaching priority competencies)		Development and production of instructional materials in a non-traditional modality		Distribution and delivery of printed learning modules and other instructional materials		Retrieval of and submission by students of answered printed learning modules		Connectivity in conducting online classes		Students' attention, interest and engagement in online classes		Students' attendance in online classes	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%
I	140	5	3.57	7	5.00	3	2.14	11	7.86	18	12.86	16	11.43	9	6.43
II	50	1	2.00	1	2.00	1	2.00	3	6.00	3	6.00	3	6.00	7	14.00
III	246	6	2.44	13	5.28	7	2.85	5	2.03	27	10.98	38	15.45	35	14.23
IV-A	364	13	3.57	13	3.57	5	1.37	7	1.92	33	9.07	73	20.05	51	14.01
IV-B	34	0	0.00	1	2.94	0	0.00	7	20.59	2	5.88	3	8.82	1	2.94
V	67	0	0.00	8	11.94	3	4.48	12	17.91	4	5.97	8	11.94	8	11.94
VI	106	4	3.77	5	4.72	4	3.77	10	9.43	11	10.38	11	10.38	7	6.60
VII	160	4	2.50	14	8.75	5	3.13	14	8.75	11	6.88	17	10.63	7	4.38
VIII	45	2	4.44	0	0.00	2	4.44	4	8.89	4	8.89	4	8.89	1	2.22
IX	43	0	0.00	6	13.95	2	4.65	5	11.63	2	4.65	3	6.98	2	4.65
X	73	1	1.37	5	6.85	8	10.96	4	5.48	9	12.33	5	6.85	3	4.11
XI	75	3	4.00	7	9.33	4	5.33	2	2.67	8	10.67	5	6.67	6	8.00
XII	66	4	6.06	4	6.06	7	10.61	9	13.64	6	9.09	6	9.09	3	4.55
XIII	31	5	16.13	2	6.45	1	3.23	1	3.23	2	6.45	2	6.45	0	0.00
NCR	209	12	5.74	9	4.31	0	0.00	2	0.96	20	9.57	50	23.92	18	8.61
CAR	41	1	2.44	5	12.20	1	2.44	4	9.76	4	9.76	4	9.76	2	4.88
BARMM	39	1	2.56	1	2.56	2	5.13	5	12.82	5	12.82	2	5.13	0	0.00
TOTAL	1789	62	3.47	101	5.65	55	3.07	105	5.87	169	9.45	250	13.97	160	8.94

Appendix N
Rank # 2 Instructional Challenges Faced by Schools During School Closure (Con't)

Region	N	Students' completion of assigned tasks and quality of work		Validity of students' performance in formative assessments (e.g., check-ups or exercises)		Validity of students' performance in summative assessments (e.g., long tests and performance tasks)		Students' development of independent learning skills or self-study habits		Students' social-emotional well-being and mental health		Students' safety and protection from COVID-19 related illnesses		Wide differences in summative assessment results among students	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%
I	140	13	9.29	4	2.86	10	7.14	8	5.71	6	4.29	1	0.71		
II	50	9	18.00	1	2.00	6	12.00	3	6.00	3	6.00				
III	246	31	12.60	5	2.03	20	8.13	12	4.88	7	2.85				
IV-A	364	48	13.19	13	3.57	23	6.32	12	3.30	8	2.20	2	0.55	3	0.82
IV-B	34	6	17.65	0	0.00	7	20.59	1	2.94			1	2.94		
V	67	5	7.46	1	1.49	3	4.48	5	7.46	1	1.49				
VI	106	12	11.32	4	3.77	12	11.32	6	5.66	2	1.89	2	1.89		
VII	160	18	11.25	12	7.50	17	10.63	10	6.25	7	4.38	1	0.63	3	1.88
VIII	45	7	15.56	5	11.11	5	11.11	4	8.89	1	2.22	2	4.44		
IX	43	5	11.63	2	4.65	9	20.93	1	2.33					2	4.65
X	73	13	17.81	2	2.74	5	6.85	4	5.48	2	2.74	1	1.37		
XI	75	11	14.67	2	2.67	7	9.33	5	6.67	2	2.67				
XII	66	5	7.58	2	3.03	5	7.58	9	13.64			2	3.03		
XIII	31	5	16.13	2	6.45	4	12.90	0	0.00	1	3.23			1	3.23
NCR	209	25	11.96	8	3.83	18	8.61	3	1.44	17	8.13	2	0.96	1	0.48
CAR	41	6	14.63	0	0.00	5	12.20	3	7.32	1	2.44				
BARM	39	4	10.26	4	10.26	3	7.69	0	0.00	1	2.56	2	5.13		
TOTAL	1789	223	12.47	67	3.75	159	8.89	86	4.81	59	3.30	16	0.89	10	0.56

Appendix N
Rank # 2 Instructional Challenges Faced by Schools During School Closure (Con't)

Region	N	Wide differences in types of devices used by students to access learning materials and attend online classes		Parental support for student learning (e.g., providing resources for connectivity, supervision of learning)		Accomplishment of students' assignments by learning companions (e.g., parents, guardians, other adults)		Remote or online distance instruction by teachers		Teachers' access to instructional resources for modalities (e.g. computer, connectivity, software)		Teachers' proficiency in operating hardware or software applications		High turnover of teachers (e.g., resignation, early retirement)	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%
I	140			12	8.57	2	1.43	1	0.71	3	2.14			4	2.86
II	50			4	8.00	1	2.00							2	4.00
III	246	4	1.63	10	4.07	3	1.22	2	0.81	2	0.81	1	0.41	1	0.41
IV-A	364	8	2.20	18	4.95	4	1.10	1	0.27	2	0.55	3	0.82	2	0.55
IV-B	34			1	2.94			1	2.94	1	2.94			1	2.94
V	67			1	1.49	1	1.49	2	2.99	1	1.49				
VI	106	1	0.94	6	5.66	2	1.89			2	1.89	1	0.94	1	0.94
VII	160	2	1.25	6	3.75	1	0.63			2	1.25	1	0.63		
VIII	45			2	4.44	1	2.22					1	2.22		
IX	43			2	4.65					1	2.33	1	2.33		
X	73	1	1.37	1	1.37	2	2.74	1	1.37	1	1.37				
XI	75	1	1.33	1	1.33	3	4.00	1	1.33					1	1.33
XII	66							1	1.52					1	1.52
XIII	31			3	9.68					1	3.23				
NCR	209	2	0.96	4	1.91	2	0.96			3	1.44			1	0.48
CAR	41			2	4.88									1	2.44
BARMM	39			2	5.13			1	2.56						
TOTAL	1789	19	1.06	75	4.19	22	1.23	11	0.61	19	1.06	8	0.45	15	0.84

Appendix N
Rank # 2 Instructional Challenges Faced by Schools During School Closure (Con't)

Region	N	Teachers' management of class time and interaction with students		Teachers' social-emotional well-being and mental health		Teachers' safety, vaccination and protection from COVID-19 related illnesses		Teachers' attendance and substitution		Overloaded distribution of teachers' assignments		Actual contact time of teachers with students		Scheduling of synchronous and asynchronous class times for online learning modality		n/a	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
I	140					1	0.71			3	2.14			1	0.71	2	1.43
II	50											1	2.00	1	2.00		
III	246	1	0.41	2	0.81	1	0.41			4	1.63	1	0.41	5	2.03	3	1.22
IV-A	364	2	0.55	5	1.37	1	0.27			6	1.65	2	0.55	2	0.55	4	1.10
IV-B	34			1	2.94												
V	67									1	1.49	2	2.99			1	1.49
VI	106			1	0.94							1	0.94			1	0.94
VII	160	1	0.63	1	0.63	1	0.63			1	0.63	2	1.25			2	1.25
VIII	45																
IX	43																
X	73									1	1.37	1	1.37			3	4.11
XI	75	1	1.33			1	1.33			1	1.33					3	4.00
XII	66	1	1.52									1	1.52				
XIII	31											1	3.23				
NCR	209			1	0.48	2	0.96			2	0.96	2	0.96	1	0.48	4	1.91
CAR	41	1	2.44													1	2.44
BARM	39			3	7.69							1	2.56	1	2.56	1	2.56
TOTAL	1789	7	0.39	14	0.78	7	0.39	0	0	19	1.06	15	0.84	11	0.61	25	1.40

Appendix O
Rank # 3 Instructional Challenges Faced by Schools During School Closure

Region	N	Adjustment of curriculum requirements (e.g., teaching priority competencies)		Development and production of instructional materials in a non-traditional modality		Distribution and delivery of printed learning modules and other instructional materials		Retrieval of and submission by students of answered printed learning modules		Connectivity in conducting online classes		Students' attention, interest and engagement in online classes		Students' attendance in online classes	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%
I	140	7	5.00	6	4.29	4	2.86	9	6.43	8	5.71	17	12.14	6	4.29
II	50					2	4.00	4	8.00	2	4.00	3	6.00	5	10.00
III	246	6	2.44	4	1.63	1	0.41	5	2.03	28	11.38	20	8.13	12	4.88
IV-A	364	16	4.40	10	2.75	3	0.82	6	1.65	25	6.87	42	11.54	29	7.97
IV-B	34	1	2.94			1	2.94	3	8.82	4	11.76	1	2.94		
V	67	1	1.49	1	1.49	4	5.97	7	10.45	1	1.49	5	7.46	4	5.97
VI	106	2	1.89	1	0.94	4	3.77	6	5.66	8	7.55	7	6.60	9	8.49
VII	160	5	3.13	7	4.38	2	1.25	11	6.88	9	5.63	7	4.38	6	3.75
VIII	45	1	2.22	1	2.22	2	4.44	5	11.11			3	6.67	1	2.22
IX	43	1	2.33			1	2.33	1	2.33	3	6.98	3	6.98	4	9.30
X	73	1	1.37	1	1.37	5	6.85	10	13.70	3	4.11	2	2.74	2	2.74
XI	75	1	1.33	1	1.33			6	8.00	9	12.00	5	6.67	3	4.00
XII	66	1	1.52	2	3.03	2	3.03	7	10.61	7	10.61	1	1.52	4	6.06
XIII	31			1	3.23	3	9.68	3	9.68	2	6.45	2	6.45	3	9.68
NCR	209	5	2.39	3	1.44			3	1.44	20	9.57	18	8.61	19	9.09
CAR	41			1	2.44	2	4.88	3	7.32	0	0.00	1	2.44		
BARMM	39	1	2.56	3	7.69	1	2.56	5	12.82	1	2.56	3	7.69		
TOTAL	1789	49	2.74	42	2.35	37	2.07	94	5.25	130	7.27	140	7.83	107	5.98

Appendix O
Rank # 3 Instructional Challenges Faced by Schools During School Closure (Con't)

Region	N	Students' completion of assigned tasks and quality of work		Validity of students' performance in formative assessments (e.g., check-ups or exercises)		Validity of students' performance in summative assessments (e.g., long tests and performance tasks)		Students' development of independent learning skills or self-study habits		Students' social-emotional well-being and mental health		Students' safety and protection from COVID-19 related illnesses		Wide differences in summative assessment results among students	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%
I	140	7	5.00	6	4.29	16	11.43	11	7.86	3	2.14	1	0.71	1	0.71
II	50	7	14.00	2	4.00	5	10.00	4	8.00	2	4.00	1	2.00		
III	246	34	13.82	4	1.63	17	6.91	12	4.88	22	8.94	2	0.81	5	2.03
IV-A	364	33	9.07	7	1.92	37	10.16	28	7.69	25	6.87	1	0.27	1	0.27
IV-B	34	5	14.71	1	2.94	2	5.88	2	5.88	1	2.94				
V	67	16	23.88			6	8.96	8	11.94	1	1.49				
VI	106	11	10.38	4	3.77	11	10.38	8	7.55	3	2.83			1	0.94
VII	160	17	10.63	7	4.38	20	12.50	18	11.25	6	3.75	2	1.25	5	3.13
VIII	45	3	6.67			6	13.33	1	2.22	1	2.22				
IX	43	2	4.65	3	6.98	5	11.63	2	4.65	1	2.33			1	2.33
X	73	4	5.48	2	2.74	7	9.59	11	15.07	3	4.11				
XI	75	10	13.33	1	1.33	5	6.67	5	6.67	7	9.33	3	4.00		
XII	66	7	10.61	3	4.55	4	6.06	3	4.55	1	1.52	1	1.52		
XIII	31	2	6.45	0	0.00	2	6.45	3	9.68						
NCR	209	30	14.35	6	2.87	18	8.61	12	5.74	13	6.22	1	0.48	2	0.96
CAR	41	6	14.63	3	7.32	5	12.20	4	9.76	3	7.32	1	2.44	1	2.44
BARMM	39	2	5.13	1	2.56	7	17.95	4	10.26						
TOTAL	1789	196	10.96	50	2.79	173	9.67	136	7.60	92	5.14	13	0.73	17	0.95

Appendix O
Rank # 3 Instructional Challenges Faced by Schools During School Closure (Con't)

Region	N	Wide differences in types of devices used by students to access learning materials and attend online classes		Parental support for student learning (e.g., providing resources for connectivity, supervision of learning)		Accomplishment of students' assignments by learning companions (e.g., parents, guardians, other adults)		Remote or online distance instruction by teachers		Teachers' access to instructional resources for modalities (e.g. computer, connectivity, software)		Teachers' proficiency in operating hardware or software applications		High turnover of teachers (e.g., resignation, early retirement)	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%
I	140	5	3.57	9	6.43	8	5.71			3	2.14	1	0.71	3	2.14
II	50			1	2.00	1	2.00	2	4.00	3	6.00			3	6.00
III	246	7	2.85	19	7.72	5	2.03	2	0.81	7	2.85	2	0.81	5	2.03
IV-A	364	7	1.92	24	6.59	18	4.95	1	0.27	3	0.82	4	1.10	8	2.20
IV-B	34			5	14.71	2	5.88					1	2.94	2	5.88
V	67	1	1.49	3	4.48	2	2.99					2	2.99	1	1.49
VI	106			8	7.55	3	2.83	2	1.89	2	1.89			2	1.89
VII	160	1	0.63	10	6.25	4	2.50	2	1.25	3	1.88	1	0.63	3	1.88
VIII	45			5	11.11	6	13.33	2	4.44			1	2.22		
IX	43			5	11.63	4	9.30	1	2.33	1	2.33				
X	73			8	10.96	2	2.74			2	2.74	1	1.37	1	1.37
XI	75	2	2.67			2	2.67			1	1.33			5	6.67
XII	66			6	9.09	5	7.58	1	1.52	1	1.52	1	1.52		
XIII	31	1	3.23	2	6.45					1	3.23	1	3.23	1	3.23
NCR	209	4	1.91	14	6.70	9	4.31	2	0.96	2	0.96	4	1.91	7	3.35
CAR	41			5	12.20			1	2.44			1	2.44		
BARMM	39			3	7.69	1	2.56			2	5.13			1	2.56
TOTAL	1789	28	1.57	127	7.10	72	4.02	16	0.89	31	1.73	20	1.12	42	2.35

Appendix O
Rank # 3 Instructional Challenges Faced by Schools During School Closure (Con't)

Region	N	Teachers' management of class time and interaction with students		Teachers' social-emotional well-being and mental health		Teachers' safety, vaccination and protection from COVID-19 related illnesses		Teachers' attendance and substitution		Overloaded distribution of teachers' assignments		Actual contact time of teachers with students		Scheduling of synchronous and asynchronous class times for online learning modality		NA	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
I	140	1	0.71			3	2.14			1	0.71	1	0.71	1	0.71	2	1.43
II	50	1	2.00	1	2.00									1	2.00		
III	246	4	1.63	6	2.44	3	1.22			3	1.22	3	1.22	1	0.41	7	2.85
IV-A	364	4	1.10	5	1.37	1	0.27			6	1.65	8	2.20	7	1.92	5	1.37
IV-B	34					1	2.94			1	2.94			1	2.94		
V	67					1	1.49					2	2.99			1	1.49
VI	106	3	2.83	4	3.77	1	0.94			4	3.77	1	0.94			1	0.94
VII	160	2	1.25	4	2.50	1	0.63			5	3.13			1	0.63	1	0.63
VIII	45	3	6.67			1	2.22			1	2.22	1	2.22			1	2.22
IX	43			1	2.33					2	4.65	1	2.33			1	2.33
X	73									3	4.11	3	4.11			2	2.74
XI	75	1	1.33							3	4.00	2	2.67	1	1.33	2	2.67
XII	66			2	3.03	2	3.03			4	6.06			1	1.52		
XIII	31	1	3.23							1	3.23	1	3.23			1	3.23
NCR	209	1	0.48	3	1.44	1	0.48			6	2.87	2	0.96	1	0.48	3	1.44
CAR	41	1	2.44	1	2.44	1	2.44			1	2.44						
BARMM	39					2	5.13					1	2.56			1	2.56
TOTAL	1789	22	1.23	27	1.51	18	1.01			41	2.29	26	1.45	15	0.84	28	1.57

Appendix P
Hours and Contact Time for Different Subjects

Region	N	More teaching hrs/week compared to before COVID- 19		The same teaching hrs/week compared to before COVID- 19		Lesser teaching hrs/week compared to before COVID-19		Not Applicable	
		f	%	f	%	f	%	f	%
MATH									
I	140	33	23.57	68	23.57	37	23.57	2	23.57
II	50	12	24.00	21	24.00	16	24.00	1	24.00
III	246	36	14.63	103	14.63	105	14.63	2	14.63
IV-A	364	70	19.23	147	19.23	145	19.23	2	19.23
IV-B	34	7	20.59	10	20.59	17	20.59	0	20.59
V	67	12	17.91	27	17.91	25	17.91	3	17.91
VI	106	22	20.75	40	20.75	35	20.75	9	20.75
VII	160	39	24.38	57	24.38	56	24.38	8	24.38
VIII	45	13	28.89	17	28.89	10	28.89	5	28.89
IX	43	9	20.93	16	20.93	15	20.93	3	20.93
X	73	17	23.29	22	23.29	31	23.29	3	23.29
XI	75	18	24.00	26	24.00	28	24.00	3	24.00
XII	66	17	25.76	26	25.76	18	25.76	5	25.76
XIII	31	13	41.94	6	41.94	11	41.94	1	41.94
NCR	209	40	19.14	88	19.14	80	19.14	1	19.14
CAR	41	9	21.95	15	21.95	17	21.95	0	21.95
BARMM	39	9	23.08	18	23.08	12	23.08	0	23.08
TOTAL	1789	376	21.02	707	39.52	658	36.78	48	2.68

Appendix P
Hours and Contact Time for Different Subjects (Con't)

Region	N	More teaching hrs/week compared to before COVID- 19		The same teaching hrs/week compared to before COVID- 19		Lesser teaching hrs/week compared to before COVID-19		Not Applicable	
		f	%	f	%	f	%	f	%
ENGLISH									
I	140	31	51.43	72	51.43	35	51.43	2	51.43
II	50	10	46.00	23	46.00	16	46.00	1	46.00
III	246	33	43.09	106	43.09	105	43.09	2	43.09
IV-A	364	63	42.58	155	42.58	144	42.58	2	42.58
IV-B	34	6	35.29	12	35.29	16	35.29	0	35.29
V	67	9	46.27	31	46.27	24	46.27	3	46.27
VI	106	20	39.62	42	39.62	35	39.62	9	39.62
VII	160	33	40.00	64	40.00	55	40.00	8	40.00
VIII	45	7	55.56	25	55.56	8	55.56	5	55.56
IX	43	9	39.53	17	39.53	14	39.53	3	39.53
X	73	16	34.25	25	34.25	29	34.25	3	34.25
XI	75	13	38.67	29	38.67	30	38.67	3	38.67
XII	66	18	36.36	24	36.36	19	36.36	5	36.36
XIII	31	10	29.03	9	29.03	11	29.03	1	29.03
NCR	209	36	43.54	91	43.54	81	43.54	1	43.54
CAR	41	7	39.02	16	39.02	18	39.02	0	39.02
BARMM	39	8	48.72	19	48.72	12	48.72	0	48.72
TOTAL	1789	329	18.39	760	42.48	652	36.44	48	2.68

Appendix P
Hours and Contact Time for Different Subjects (Con't)

Region	N	More teaching hrs/week compared to before COVID- 19		The same teaching hrs/week compared to before COVID-19		Lesser teaching hrs/week compared to before COVID- 19		Not Applicable	
		f	%	f	%	f	%	f	%
SCIENCE									
I	140	35	25.00	67	47.86	36	25.71	2	1.43
II	50	11	22.00	22	44.00	16	32.00	1	2.00
III	246	34	13.82	103	41.87	107	43.50	2	0.81
IV-A	364	63	17.31	153	42.03	146	40.11	2	0.55
IV-B	34	7	20.59	10	29.41	17	50.00	0	0.00
V	67	11	16.42	28	41.79	25	37.31	3	4.48
VI	106	18	16.98	44	41.51	35	33.02	9	8.49
VII	160	37	23.13	60	37.50	55	34.38	8	5.00
VIII	45	11	24.44	20	44.44	9	20.00	5	11.11
IX	43	9	20.93	18	41.86	13	30.23	3	6.98
X	73	17	23.29	23	31.51	30	41.10	3	4.11
XI	75	15	20.00	29	38.67	28	37.33	3	4.00
XII	66	17	25.76	23	34.85	20	30.30	6	9.09
XIII	31	10	32.26	9	29.03	11	35.48	1	3.23
NCR	209	36	17.22	91	43.54	81	38.76	1	0.48
CAR	41	7	17.07	15	36.59	19	46.34	0	0.00
BARMM	39	9	23.08	19	48.72	11	28.21	0	0.00
TOTAL	1789	347	19.40	734	41.03	659	36.84	49	2.74

Appendix P
Hours and Contact Time for Different Subjects (Con't)

Region	N	More teaching hrs/week compared to before COVID-19		The same teaching hrs/week compared to before COVID-19		Lesser teaching hrs/week compared to before COVID-19		Not Applicable	
		f	%	f	%	f	%	f	%
Araling Panlipunan									
I	140	21	15.00	82	58.57	35	25.00	2	1.43
II	50	8	16.00	26	52.00	15	30.00	1	2.00
III	246	20	8.13	112	45.53	112	45.53	2	0.81
IV-A	364	50	13.74	164	45.05	148	40.66	2	0.55
IV-B	34	6	17.65	12	35.29	16	47.06		
V	67	4	5.97	33	49.25	27	40.30	3	4.48
VI	106	14	13.21	46	43.40	36	33.96	10	9.43
VII	160	30	18.75	62	38.75	61	38.13	7	4.38
VIII	45	7	15.56	20	44.44	13	28.89	5	11.11
IX	43	5	11.63	20	46.51	15	34.88	3	6.98
X	73	11	15.07	27	36.99	32	43.84	3	4.11
XI	75	9	12.00	31	41.33	32	42.67	3	4.00
XII	66	11	16.67	25	37.88	25	37.88	5	7.58
XIII	31	6	19.35	10	32.26	14	45.16	1	3.23
NCR	209	22	10.53	102	48.80	84	40.19	1	0.48
CAR	41	6	14.63	19	46.34	16	39.02		
BARMM	39	4	10.26	24	61.54	11	28.21		
TOTAL	1789	234	13.08	815	45.56	692	38.68	48	2.68

Appendix P
Hours and Contact Time for Different Subjects (Con't)

Region	N	More teaching hrs/week compared to before COVID-19		The same teaching hrs/week compared to before COVID-19		Lesser teaching hrs/week compared to before COVID-19		Not Applicable	
		f	%	f	%	f	%	f	%
Filipino									
I	140	22	15.71	79	56.43	37	26.43	2	1.43
II	50	6	12.00	26	52.00	17	34.00	1	2.00
III	246	25	10.16	107	43.50	112	45.53	2	0.81
IV-A	364	50	13.74	165	45.33	147	40.38	2	0.55
IV-B	34	6	17.65	13	38.24	15	44.12		
V	67	4	5.97	35	52.24	25	37.31	3	4.48
VI	106	14	13.21	46	43.40	36	33.96	10	9.43
VII	160	26	16.25	66	41.25	60	37.50	8	5.00
VIII	45	7	15.56	23	51.11	10	22.22	5	11.11
IX	43	7	16.28	19	44.19	14	32.56	3	6.98
X	73	13	17.81	25	34.25	32	43.84	3	4.11
XI	75	10	13.33	33	44.00	29	38.67	3	4.00
XII	66	11	16.67	26	39.39	23	34.85	6	9.09
XIII	31	7	22.58	10	32.26	13	41.94	1	3.23
NCR	209	26	12.44	102	48.80	80	38.28	1	0.48
CAR	41	6	14.63	18	43.90	17	41.46		
BARMM	39	5	12.82	22	56.41	12	30.77		
TOTAL	1789	245	13.69	815	45.56	679	37.95	50	2.79

Appendix P
Hours and Contact Time for Different Subjects (Con't)

Region	N	More teaching hrs/week compared to before COVID-19		The same teaching hrs/week compared to before COVID-19		Lesser teaching hrs/week compared to before COVID-19		Not Applicable	
		f	%	f	%	f	%	f	%
MAPEH									
I	140	22	15.71	71	50.71	45	32.14	2	1.43
II	50	6	12.00	21	42.00	22	44.00	1	2.00
III	246	21	8.54	102	41.46	121	49.19	2	0.81
IV-A	364	42	11.54	156	42.86	163	44.78	3	0.82
IV-B	34	5	14.71	13	38.24	16	47.06	0	0.00
V	67	5	7.46	32	47.76	27	40.30	3	4.48
VI	106	13	12.26	43	40.57	40	37.74	10	9.43
VII	160	27	16.88	62	38.75	63	39.38	8	5.00
VIII	45	8	17.78	18	40.00	14	31.11	5	11.11
IX	43	6	13.95	16	37.21	18	41.86	3	6.98
X	73	10	13.70	23	31.51	36	49.32	4	5.48
XI	75	10	13.33	31	41.33	31	41.33	3	4.00
XII	66	12	18.18	22	33.33	26	39.39	6	9.09
XIII	31	6	19.35	10	32.26	14	45.16	1	3.23
NCR	209	28	13.40	88	42.11	91	43.54	2	0.96
CAR	41	6	14.63	17	41.46	18	43.90	0	0.00
BARMM	39	5	12.82	20	51.28	14	35.90	0	0.00
TOTAL	1789	232	12.97	745	41.64	759	42.43	53	2.96

Appendix P
Hours and Contact Time for Different Subjects (Con't)

Region	N	More teaching hrs/week compared to before COVID-19		The same teaching hrs/week compared to before COVID-19		Lesser teaching hrs/week compared to before COVID-19		Not Applicable	
		f	%	f	%	f	%	f	%
TLE-HE									
I	140	18	12.86	75	53.57	44	31.43	3	2.14
II	50	7	14.00	20	40.00	21	42.00	2	4.00
III	246	23	9.35	96	39.02	123	50.00	4	1.63
IV-A	364	42	11.54	145	39.84	169	46.43	8	2.20
IV-B	34	6	17.65	12	35.29	16	47.06	0	0.00
V	67	7	10.45	33	49.25	22	32.84	5	7.46
VI	106	12	11.32	42	39.62	42	39.62	10	9.43
VII	160	30	18.75	60	37.50	62	38.75	8	5.00
VIII	45	8	17.78	18	40.00	14	31.11	5	11.11
IX	43	6	13.95	17	39.53	17	39.53	3	6.98
X	73	12	16.44	20	27.40	36	49.32	5	6.85
XI	75	9	12.00	31	41.33	31	41.33	4	5.33
XII	66	11	16.67	23	34.85	26	39.39	6	9.09
XIII	31	6	19.35	11	35.48	13	41.94	1	3.23
NCR	209	27	12.92	92	44.02	86	41.15	4	1.91
CAR	41	5	12.20	16	39.02	19	46.34	1	2.44
BARMM	39	4	10.26	20	51.28	15	38.46	0	0.00
TOTAL	1789	233	13.02	731	40.86	756	42.26	69	3.86

Appendix P
Hours and Contact Time for Different Subjects (Con't)

Region	N	More teaching hrs/week compared to before COVID-19		The same teaching hrs/week compared to before COVID-19		Lesser teaching hrs/week compared to before COVID-19		Not Applicable	
		f	%	f	%	f	%	f	%
TLE-ICT									
I	140	17	12.14	75	53.57	43	30.71	5	3.57
II	50	9	18.00	18	36.00	20	40.00	3	6.00
III	246	24	9.76	89	36.18	109	44.31	24	9.76
IV-A	364	38	10.44	134	36.81	160	43.96	32	8.79
IV-B	34	5	14.71	13	38.24	14	41.18	2	5.88
V	67	5	7.46	27	40.30	24	35.82	11	16.42
VI	106	10	9.43	41	38.68	39	36.79	16	15.09
VII	160	28	17.50	53	33.13	63	39.38	16	10.00
VIII	45	7	15.56	15	33.33	14	31.11	9	20.00
IX	43	8	18.60	14	32.56	15	34.88	6	13.95
X	73	9	12.33	23	31.51	35	47.95	6	8.22
XI	75	9	12.00	32	42.67	28	37.33	6	8.00
XII	66	11	16.67	20	30.30	26	39.39	9	13.64
XIII	31	6	19.35	11	35.48	12	38.71	2	6.45
NCR	209	24	11.48	94	44.98	76	36.36	15	7.18
CAR	41	6	14.63	14	34.15	19	46.34	2	4.88
BARMM	39	5	12.82	19	48.72	14	35.90	1	2.56
TOTAL	1789	221	12.35	692	38.68	711	39.74	165	9.22

Appendix P
Hours and Contact Time for Different Subjects (Con't)

Region	N	More teaching hrs/week compared to before COVID-19		The same teaching hrs/week compared to before COVID-19		Lesser teaching hrs/week compared to before COVID-19		Not Applicable	
		f	%	f	%	f	%	f	%
Edukasyon sa Pagpapakatao									
I	140	21	15.00	76	54.29	41	29.29	2	1.43
II	50	5	10.00	24	48.00	19	38.00	2	4.00
III	246	19	7.72	110	44.72	115	46.75	2	0.81
IV-A	364	41	11.26	162	44.51	153	42.03	8	2.20
IV-B	34	5	14.71	14	41.18	15	44.12	0	0.00
V	67	6	8.96	29	43.28	29	43.28	3	4.48
VI	106	14	13.21	43	40.57	39	36.79	10	9.43
VII	160	21	13.13	66	41.25	66	41.25	7	4.38
VIII	45	6	13.33	21	46.67	12	26.67	6	13.33
IX	43	5	11.63	18	41.86	16	37.21	4	9.30
X	73	12	16.44	24	32.88	34	46.58	3	4.11
XI	75	11	14.67	28	37.33	33	44.00	3	4.00
XII	66	8	12.12	27	40.91	25	37.88	6	9.09
XIII	31	7	22.58	8	25.81	13	41.94	3	9.68
NCR	209	23	11.00	99	47.37	79	37.80	8	3.83
CAR	41	6	14.63	19	46.34	16	39.02	0	0.00
BARMM	39	4	10.26	21	53.85	14	35.90	0	0.00
TOTAL	1789	214	11.96	789	44.10	719	40.19	67	3.75

Appendix Q
School's Process of Measuring Learning Loss¹ and Learning Gaps due to School Closure

Region	N	Declining scores in summative assessments		Declining scores in check-up exercises		Incomplete submission of learning tasks assigned to students		Low quality of students' outputs in performance tasks		Results in reading proficiency tests show no gains or declining scores		Results in mathematical thinking and problem-solving tests show no gains or declining scores		Students' attendance records		Students drop-out rates		None of the above		Other	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
I	140	44	31.43	38	27.14	108	77.14	79	56.43	38	27.14	51	36.43	65	46.43	7	5.00	21	15.00		
II	50	22	44.00	17	34.00	44	88.00	32	64.00	15	30.00	20	40.00	22	44.00	5	10.00	6	12.00		
III	246	80	32.52	54	21.95	188	76.42	132	53.66	69	28.05	100	40.65	113	45.93	19	7.72	28	11.38	1	0.41
IV-A	364	101	27.75	70	19.23	292	80.22	187	51.37	87	23.90	106	29.12	189	51.92	8	2.20	42	11.54		
IV-B	34	16	47.06	10	29.41	24	70.59	21	61.76	12	35.29	14	41.18	12	35.29	3	8.82	5	14.71		
V	67	26	38.81	15	22.39	56	83.58	43	64.18	23	34.33	32	47.76	25	37.31	3	4.48	3	4.48		
VI	106	38	35.85	25	23.58	83	78.30	69	65.09	41	38.68	49	46.23	44	41.51	13	12.26	15	14.15		
VII	160	61	38.13	41	25.63	135	84.38	92	57.50	48	30.00	63	39.38	58	36.25	17	10.63	19	11.88		
VIII	45	24	53.33	20	44.44	41	91.11	33	73.33	21	46.67	25	55.56	16	35.56	2	4.44	3	6.67		
IX	43	21	48.84	14	32.56	33	76.74	34	79.07	18	41.86	29	67.44	18	41.86	3	6.98	3	6.98		
X	73	27	36.99	18	24.66	62	84.93	51	69.86	24	32.88	35	47.95	23	31.51	6	8.22	7	9.59		
XI	75	28	37.33	23	30.67	63	84.00	55	73.33	27	36.00	39	52.00	29	38.67	2	2.67	5	6.67		
XII	66	23	34.85	20	30.30	50	75.76	35	53.03	20	30.30	26	39.39	29	43.94	4	6.06	9	13.64		
XIII	31	18	58.06	13	41.94	28	90.32	26	83.87	13	41.94	14	45.16	8	25.81	2	6.45	3	9.68		
NCR	209	50	23.92	33	15.79	160	76.56	107	51.20	41	19.62	57	27.27	119	56.94	12	5.74	24	11.48		
CAR	41	24	58.54	19	46.34	35	85.37	35	85.37	17	41.46	19	46.34	17	41.46	5	12.20	1	2.44		
BARM	39	12	30.77	8	20.51	28	71.79	22	56.41	11	28.21	18	46.15	9	23.08	4	10.26	6	15.38		
TOTAL	1789	615	34.38	438	24.48	1430	79.93	1053	58.86	525	29.35	697	38.96	796	44.49	115	6.43	200	11.18	1	0.06

¹ The Glossary of Education Reform defines learning loss as "...any specific or general loss of knowledge and skills or to reversals in academic progress, most commonly due to extended gaps or discontinuities in a student's education." (see <https://www.edglossary.org/learning-loss/>).

Appendix R
Average Students' Performance in Summative Assessments for Different Subjects

Region	N	Higher during the time of school closure compared to before COVID-19		About the same during the time of school closure compared to before COVID-19		Lower during the time of school closure compared to before COVID-19		Not Applicable	
		f	%	f	%	f	%	f	%
ENGLISH									
I	140	32	22.86	68	48.57	38	27.14	2	1.43
II	50	10	20.00	22	44.00	16	32.00	2	4.00
III	246	55	22.36	130	52.85	53	21.54	8	3.25
IV-A	364	94	25.82	195	53.57	66	18.13	9	2.47
IV-B	34	6	17.65	10	29.41	17	50.00	1	2.94
V	67	8	11.94	32	47.76	23	34.33	4	5.97
VI	106	24	22.64	42	39.62	34	32.08	6	5.66
VII	160	36	22.50	51	31.88	65	40.63	8	5.00
VIII	45	11	24.44	16	35.56	15	33.33	3	6.67
IX	43	8	18.60	21	48.84	13	30.23	1	2.33
X	73	20	27.40	26	35.62	25	34.25	2	2.74
XI	75	13	17.33	30	40.00	31	41.33	1	1.33
XII	66	19	28.79	22	33.33	22	33.33	3	4.55
XIII	31	9	29.03	5	16.13	15	48.39	2	6.45
NCR	209	68	32.54	109	52.15	30	14.35	2	0.96
CAR	41	11	26.83	14	34.15	16	39.02	0	0.00
BARMM	39	7	17.95	17	43.59	15	38.46	0	0.00
TOTAL	1789	431	24.09	810	45.28	494	27.61	54	3.02

<i>MATH</i>									
I	140	29	20.71	53	37.86	56	40.00	2	1.43
II	50	9	18.00	17	34.00	22	44.00	2	4.00
III	246	49	19.92	112	45.53	77	31.30	8	3.25
IV-A	364	84	23.08	162	44.51	109	29.95	9	2.47
IV-B	34	6	17.65	8	23.53	19	55.88	1	2.94
V	67	9	13.43	23	34.33	31	46.27	4	5.97
VI	106	21	19.81	27	25.47	52	49.06	6	5.66
VII	160	26	16.25	50	31.25	76	47.50	8	5.00
VIII	45	10	22.22	13	28.89	19	42.22	3	6.67
IX	43	9	20.93	14	32.56	19	44.19	1	2.33
X	73	18	24.66	21	28.77	32	43.84	2	2.74
XI	75	14	18.67	20	26.67	40	53.33	1	1.33
XII	66	14	21.21	22	33.33	27	40.91	3	4.55
XIII	31	9	29.03	2	6.45	18	58.06	2	6.45
NCR	209	59	28.23	97	46.41	51	24.40	2	0.96
CAR	41	11	26.83	7	17.07	23	56.10	0	0.00
BARMM	39	3	7.69	17	43.59	19	48.72	0	0.00
TOTAL	1789	380	21.24	665	37.17	690	38.57	54	3.02

<i>SCIENCE</i>									
I	140	28	20.00	67	47.86	43	30.71	2	1.43
II	50	8	16.00	22	44.00	18	36.00	2	4.00
III	246	52	21.14	122	49.59	64	26.02	8	3.25
IV-A	364	89	24.45	189	51.92	77	21.15	9	2.47
IV-B	34	6	17.65	10	29.41	17	50.00	1	2.94
V	67	7	10.45	27	40.30	29	43.28	4	5.97
VI	106	20	18.87	34	32.08	46	43.40	6	5.66
VII	160	30	18.75	51	31.88	71	44.38	8	5.00
VIII	45	11	24.44	15	33.33	16	35.56	3	6.67
IX	43	9	20.93	15	34.88	18	41.86	1	2.33
X	73	17	23.29	25	34.25	29	39.73	2	2.74
XI	75	15	20.00	24	32.00	35	46.67	1	1.33
XII	66	17	25.76	24	36.36	21	31.82	4	6.06
XIII	31	10	32.26	3	9.68	16	51.61	2	6.45
NCR	209	57	27.27	107	51.20	43	20.57	2	0.96
CAR	41	11	26.83	8	19.51	22	53.66	0	0.00
BARMM	39	4	10.26	19	48.72	16	41.03	0	0.00
TOTAL	1789	391	21.86	762	42.59	581	32.48	55	3.07

<i>Araling Panlipunan2</i>									
I	140	31	22.14	82	58.57	25	17.86	2	1.43
II	50	12	24.00	25	50.00	11	22.00	2	4.00
III	246	54	21.95	142	57.72	42	17.07	8	3.25
IV-A	364	88	24.18	216	59.34	51	14.01	9	2.47
IV-B	34	7	20.59	11	32.35	15	44.12	1	2.94
V	67	8	11.94	38	56.72	17	25.37	4	5.97
VI	106	22	20.75	53	50.00	25	23.58	6	5.66
VII	160	35	21.88	56	35.00	61	38.13	8	5.00
VIII	45	10	22.22	21	46.67	11	24.44	3	6.67
IX	43	8	18.60	21	48.84	13	30.23	1	2.33
X	73	22	30.14	29	39.73	20	27.40	2	2.74
XI	75	15	20.00	36	48.00	23	30.67	1	1.33
XII	66	19	28.79	24	36.36	20	30.30	3	4.55
XIII	31	9	29.03	7	22.58	13	41.94	2	6.45
NCR	209	59	28.23	123	58.85	25	11.96	2	0.96
CAR	41	8	19.51	17	41.46	16	39.02	0	0.00
BARMM	39	5	12.82	24	61.54	10	25.64	0	0.00
TOTAL	1789	412	23.03	925	51.70	398	22.25	54	3.02

<i>Filipino</i>									
I	140	32	22.86	81	57.86	25	17.86	2	1.43
II	50	10	20.00	27	54.00	11	22.00	2	4.00
III	246	56	22.76	136	55.28	46	18.70	8	3.25
IV-A	364	89	24.45	217	59.62	49	13.46	9	2.47
IV-B	34	7	20.59	11	32.35	15	44.12	1	2.94
V	67	6	8.96	39	58.21	18	26.87	4	5.97
VI	106	27	25.47	48	45.28	25	23.58	6	5.66
VII	160	35	21.88	56	35.00	61	38.13	8	5.00
VIII	45	9	20.00	21	46.67	12	26.67	3	6.67
IX	43	7	16.28	22	51.16	13	30.23	1	2.33
X	73	20	27.40	29	39.73	22	30.14	2	2.74
XI	75	17	22.67	35	46.67	22	29.33	1	1.33
XII	66	19	28.79	26	39.39	18	27.27	3	4.55
XIII	31	8	25.81	6	19.35	15	48.39	2	6.45
NCR	209	64	30.62	119	56.94	24	11.48	2	0.96
CAR	41	8	19.51	15	36.59	17	41.46	1	2.44
BARMM	39	6	15.38	21	53.85	12	30.77	0	0.00
TOTAL	1789	420	23.48	909	50.81	405	22.64	55	3.07

<i>MAPEH2</i>									
I	140	34	24.29	78	55.71	26	18.57	2	1.43
II	50	12	24.00	20	40.00	16	32.00	2	4.00
III	246	50	20.33	129	52.44	59	23.98	8	3.25
IV-A	364	82	22.53	199	54.67	71	19.51	12	3.30
IV-B	34	7	20.59	10	29.41	16	47.06	1	2.94
V	67	8	11.94	36	53.73	19	28.36	4	5.97
VI	106	24	22.64	47	44.34	29	27.36	6	5.66
VII	160	29	18.13	60	37.50	63	39.38	8	5.00
VIII	45	13	28.89	16	35.56	12	26.67	4	8.89
IX	43	10	23.26	20	46.51	12	27.91	1	2.33
X	73	18	24.66	28	38.36	25	34.25	2	2.74
XI	75	14	18.67	35	46.67	24	32.00	2	2.67
XII	66	20	30.30	24	36.36	18	27.27	4	6.06
XIII	31	9	29.03	6	19.35	14	45.16	2	6.45
NCR	209	65	31.10	99	47.37	41	19.62	4	1.91
CAR	41	11	26.83	13	31.71	17	41.46	0	0.00
BARMM	39	4	10.26	22	56.41	13	33.33	0	0.00
TOTAL	1789	410	22.92	842	47.07	475	26.55	62	3.47

<i>TLE-HE2</i>									
I	140	33	23.57	76	54.29	28	20.00	3	2.14
II	50	11	22.00	20	40.00	16	32.00	3	6.00
III	246	49	19.92	128	52.03	60	24.39	9	3.66
IV-A	364	78	21.43	198	54.40	70	19.23	18	4.95
IV-B	34	8	23.53	8	23.53	17	50.00	1	2.94
V	67	7	10.45	33	49.25	21	31.34	6	8.96
VI	106	20	18.87	48	45.28	31	29.25	7	6.60
VII	160	30	18.75	60	37.50	60	37.50	10	6.25
VIII	45	10	22.22	19	42.22	12	26.67	4	8.89
IX	43	10	23.26	18	41.86	14	32.56	1	2.33
X	73	18	24.66	29	39.73	24	32.88	2	2.74
XI	75	12	16.00	37	49.33	23	30.67	3	4.00
XII	66	20	30.30	20	30.30	20	30.30	6	9.09
XIII	31	8	25.81	6	19.35	15	48.39	2	6.45
NCR	209	57	27.27	107	51.20	40	19.14	5	2.39
CAR	41	12	29.27	9	21.95	18	43.90	2	4.88
BARMM	39	5	12.82	21	53.85	12	30.77	1	2.56
TOTAL	1789	388	21.69	837	46.79	481	26.89	83	4.64

<i>TLE-ICT2</i>									
I	140	32	22.86	76	54.29	28	20.00	4	2.86
II	50	11	22.00	19	38.00	17	34.00	2	4.00
III	246	48	19.51	118	47.97	51	20.73	29	11.79
IV-A	364	81	22.25	182	50.00	61	16.76	40	10.99
IV-B	34	4	11.76	10	29.41	16	47.06	4	11.76
V	67	8	11.94	25	37.31	23	34.33	9	13.43
VI	106	19	17.92	43	40.57	31	29.25	13	12.26
VII	160	28	17.50	55	34.38	59	36.88	18	11.25
VIII	45	7	15.56	18	40.00	11	24.44	7	15.56
IX	43	9	20.93	12	27.91	17	39.53	5	11.63
X	73	18	24.66	23	31.51	26	35.62	6	8.22
XI	75	16	21.33	33	44.00	23	30.67	3	4.00
XII	66	17	25.76	21	31.82	19	28.79	8	12.12
XIII	31	8	25.81	5	16.13	15	48.39	3	9.68
NCR	209	51	24.40	103	49.28	36	17.22	19	9.09
CAR	41	10	24.39	11	26.83	18	43.90	2	4.88
BARMM	39	3	7.69	23	58.97	12	30.77	1	2.56
TOTAL	1789	370	20.68	777	43.43	463	25.88	173	9.67

<i>Edukasyon sa Pagpapakatao2</i>									
I	140	30	21.43	81	57.86	27	19.29	2	1.43
II	50	13	26.00	23	46.00	12	24.00	2	4.00
III	246	59	23.98	140	56.91	38	15.45	9	3.66
IV-A	364	88	24.18	217	59.62	46	12.64	13	3.57
IV-B	34	6	17.65	11	32.35	16	47.06	1	2.94
V	67	9	13.43	37	55.22	17	25.37	4	5.97
VI	106	27	25.47	44	41.51	28	26.42	7	6.60
VII	160	36	22.50	63	39.38	53	33.13	8	5.00
VIII	45	14	31.11	19	42.22	8	17.78	4	8.89
IX	43	10	23.26	21	48.84	10	23.26	2	4.65
X	73	23	31.51	29	39.73	19	26.03	2	2.74
XI	75	15	20.00	37	49.33	20	26.67	3	4.00
XII	66	18	27.27	26	39.39	18	27.27	4	6.06
XIII	31	9	29.03	7	22.58	12	38.71	3	9.68
NCR	209	58	27.75	115	55.02	24	11.48	12	5.74
CAR	41	12	29.27	13	31.71	15	36.59	1	2.44
BARMM	39	5	12.82	22	56.41	11	28.21	1	2.56
TOTAL	1789	432	24.15	905	50.59	374	20.91	78	4.36

Appendix S
Learning Recovery Program Objectives

Region	N	Reach every student and retain them in school until graduation		Assess students' performance levels		Prioritize teaching the fundamentals		Increase catch-up learning and progress beyond what was lost		Develop psychosocial health and well-being so that every student is ready to learn		None of the above	
		f	%	f	%	f	%	f	%	f	%	f	%
I	140	106	75.71	119	85.00	102	72.86	102	72.86	108	77.14	2	1.43
II	50	38	76.00	42	84.00	33	66.00	33	66.00	35	70.00	1	2.00
III	246	180	73.17	216	87.80	195	79.27	185	75.20	184	74.80	3	1.22
IV-A	364	265	72.80	306	84.07	270	74.18	246	67.58	277	76.10	5	1.37
IV-B	34	27	79.41	29	85.29	25	73.53	27	79.41	25	73.53	1	2.94
V	67	54	80.60	58	86.57	50	74.63	45	67.16	45	67.16	4	5.97
VI	106	79	74.53	88	83.02	89	83.96	70	66.04	77	72.64	4	3.77
VII	160	119	74.38	132	82.50	123	76.88	110	68.75	120	75.00	5	3.13
VIII	45	32	71.11	35	77.78	38	84.44	36	80.00	33	73.33	1	2.22
IX	43	26	60.47	39	90.70	35	81.40	36	83.72	32	74.42	1	2.33
X	73	54	73.97	64	87.67	60	82.19	53	72.60	60	82.19	1	1.37
XI	75	47	62.67	57	76.00	52	69.33	52	69.33	54	72.00	3	4.00
XII	66	50	75.76	54	81.82	47	71.21	45	68.18	48	72.73	0	0.00
XIII	31	21	67.74	28	90.32	25	80.65	21	67.74	26	83.87	1	3.23
NCR	209	150	71.77	167	79.90	148	70.81	150	71.77	159	76.08	1	0.48
CAR	41	35	85.37	34	82.93	30	73.17	22	53.66	26	63.41	1	2.44
BARMM	39	30	76.92	34	87.18	27	69.23	28	71.79	26	66.67	0	0
TOTAL	1789	1313	73.39	1502	83.96	1349	75.41	1261	70.49	1335	74.62	34	1.90

Appendix T Learning Recovery Actions

Region	N	Subject departments adjust curriculum requirements (e.g., teaching priority standards and competencies)		Subject departments revise existing curriculum maps and implement changes		Small group tutoring is arranged and provided for students who need help and practice		Social-emotional well-being activities and interventions for mental health are integrated in classroom instruction		Attendance in tutorial and remedial modules in reading, writing and math is required for identified students performing below grade-level standards		Differentiated remedial/tutorial classes are designed and conducted for students who are dis-advantaged		Differentiated remedial or tutorial classes are designed and conducted for students in programs with a vocational or technical orientation	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%
I	140	109	77.86	71	50.71	86	61.43	100	71.43	62	44.29	63	45.00	22	15.71
II	50	31	62.00	28	56.00	31	62.00	28	56.00	22	44.00	22	44.00	8	16.00
III	246	182	73.98	135	54.88	136	55.28	180	73.17	111	45.12	93	37.80	30	12.20
IV-A	364	261	71.70	190	52.20	208	57.14	260	71.43	147	40.38	141	38.74	48	13.19
IV-B	34	24	70.59	15	44.12	24	70.59	19	55.88	15	44.12	17	50.00	6	17.65
V	67	45	67.16	41	61.19	39	58.21	47	70.15	27	40.30	34	50.75	8	11.94
VI	106	74	69.81	48	45.28	56	52.83	65	61.32	39	36.79	33	31.13	10	9.43
VII	160	103	64.38	89	55.63	79	49.38	104	65.00	60	37.50	61	38.13	18	11.25
VIII	45	33	73.33	26	57.78	26	57.78	26	57.78	20	44.44	20	44.44	5	11.11
IX	43	35	81.40	29	67.44	18	41.86	29	67.44	14	32.56	18	41.86	6	13.95
X	73	56	76.71	47	64.38	38	52.05	47	64.38	36	49.32	31	42.47	13	17.81
XI	75	51	68.00	37	49.33	43	57.33	45	60.00	37	49.33	28	37.33	6	8.00
XII	66	46	69.70	39	59.09	31	46.97	33	50.00	24	36.36	28	42.42	11	16.67
XIII	31	19	61.29	13	41.94	18	58.06	20	64.52	13	41.94	14	45.16	3	9.68
NCR	209	160	76.56	118	56.46	118	56.46	166	79.43	97	46.41	88	42.11	22	10.53
CAR	41	28	68.29	24	58.54	32	78.05	27	65.85	22	53.66	18	43.90	4	9.76
BARMM	39	26	66.67	16	41.03	23	58.97	19	48.72	15	38.46	13	33.33	3	7.69
TOTAL	1789	1283	71.72	966	54.00	1006	56.23	1215	67.92	761	42.54	722	40.36	223	12.47

Appendix T
Learning Recovery Actions (Con't)

Region	N	Differentiated remedial or tutorial classes are designed and conducted for students who missed or were unable to experience online learning		Summer tutorial or remedial sessions are offered for those who are interested		Subject departments adjusted the content or method of examinations (e.g., topics covered, number of questions, or type of test question)		Subject departments introduced alternative assessments to validate students' answers. (e.g., portfolios)		Subject departments discontinued or cancelled assessment practices that were regularly done before pandemic. (e.g., pen and paper tests, written exams)		Periodic monitoring reports of students' progress and performance in tutorial and remedial modules or programs are submitted and reviewed.		Teachers' develop and distribute remedial learning modules for priority competencies and skills	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%
I	140	62	44.29	39	27.86	87	62.14	78	55.71	35	25.00	55	39.29	63	45.00
II	50	18	36.00	9	18.00	36	72.00	30	60.00	13	26.00	25	50.00	20	40.00
III	246	92	37.40	81	32.93	165	67.07	145	58.94	68	27.64	100	40.65	80	32.52
IV-A	364	119	32.69	128	35.16	233	64.01	185	50.82	83	22.80	137	37.64	107	29.40
IV-B	34	14	41.18	4	11.76	17	50.00	17	50.00	6	17.65	12	35.29	18	52.94
V	67	25	37.31	21	31.34	48	71.64	39	58.21	15	22.39	37	55.22	35	52.24
VI	106	37	34.91	26	24.53	69	65.09	57	53.77	23	21.70	39	36.79	31	29.25
VII	160	38	23.75	45	28.13	99	61.88	85	53.13	31	19.38	54	33.75	60	37.50
VIII	45	16	35.56	13	28.89	32	71.11	25	55.56	11	24.44	20	44.44	17	37.78
IX	43	16	37.21	8	18.60	31	72.09	31	72.09	14	32.56	21	48.84	23	53.49
X	73	19	26.03	30	41.10	47	64.38	41	56.16	17	23.29	29	39.73	31	42.47
XI	75	22	29.33	25	33.33	43	57.33	36	48.00	16	21.33	31	41.33	30	40.00
XII	66	17	25.76	23	34.85	39	59.09	33	50.00	13	19.70	19	28.79	23	34.85
XIII	31	13	41.94	10	32.26	21	67.74	14	45.16	5	16.13	10	32.26	14	45.16
NCR	209	83	39.71	107	51.20	148	70.81	122	58.37	61	29.19	94	44.98	62	29.67
CAR	41	11	26.83	8	19.51	24	58.54	23	56.10	6	14.63	20	48.78	14	34.15
BARM	39	7	17.95	9	23.08	20	51.28	16	41.03	5	12.82	19	48.72	11	28.21
TOTAL	1789	609	34.04	586	32.76	1159	64.78	977	54.61	422	23.59	722	40.36	639	35.72

Appendix T
Learning Recovery Actions (Con't)

Region	N	Individualized self-paced learning materials with computerized or online instruction are produced and provided		Computer equipment and Internet connectivity for students to access and learn from online instructional materials are provided		Externally developed learning resources for remedial and tutorial programs are purchased and used.		Hiring of additional teachers and/or staff or provision of additional load to teachers for the implementation of tutorial or remedial programs is done.		School schedules are adjusted to provide extended class time for priority subjects		Time for extra-curricular activities is reduced or suspended	
		f	%	f	%	f	%	f	%	f	%	f	%
I	140	50	35.71	39	27.86	18	12.86	13	9.29	64	45.71	81	57.86
II	50	21	42.00	17	34.00	11	22.00	3	6.00	23	46.00	37	74.00
III	246	112	45.53	64	26.02	31	12.60	18	7.32	115	46.75	166	67.48
IV-A	364	127	34.89	107	29.40	51	14.01	44	12.09	165	45.33	207	56.87
IV-B	34	11	32.35	4	11.76	6	17.65	4	11.76	19	55.88	15	44.12
V	67	28	41.79	11	16.42	10	14.93	9	13.43	36	53.73	48	71.64
VI	106	33	31.13	24	22.64	9	8.49	9	8.49	46	43.40	68	64.15
VII	160	49	30.63	26	16.25	17	10.63	12	7.50	58	36.25	94	58.75
VIII	45	22	48.89	10	22.22	5	11.11	6	13.33	17	37.78	37	82.22
IX	43	24	55.81	11	25.58	6	13.95	6	13.95	28	65.12	32	74.42
X	73	22	30.14	16	21.92	12	16.44	9	12.33	28	38.36	49	67.12
XI	75	33	44.00	17	22.67	8	10.67	6	8.00	29	38.67	45	60.00
XII	66	22	33.33	10	15.15	9	13.64	10	15.15	20	30.30	36	54.55
XIII	31	9	29.03	5	16.13	5	16.13	4	12.90	15	48.39	20	64.52
NCR	209	80	38.28	58	27.75	39	18.66	25	11.96	84	40.19	131	62.68
CAR	41	9	21.95	7	17.07	3	7.32	2	4.88	17	41.46	21	51.22
BARMM	39	9	23.08	6	15.38	5	12.82	4	10.26	10	25.64	22	56.41
TOTAL	1789	661	36.95	432	24.15	245	13.69	184	10.29	774	43.26	1109	61.99

Appendix T
Learning Recovery Actions (Con't)

Region	N	Teachers attend professional development and training seminars-workshops on how to diagnose learning gaps and learning loss		Teachers attend professional development and training seminars-workshops on how to determine and use effective and research-based strategies and interventions for learning recovery		Teachers attend professional development and training seminars-workshops on how to collect data and make reports on students' achievement in learning recovery interventions		Teachers attend professional development and training seminars-workshops on how to design and use materials in different modalities targeted for learning recovery		Teachers attend professional development and training seminars-workshops on how to integrate activities on social-emotional learning and psychosocial wellness in learning plans		None of the above	
		f	%	f	%	f	%	f	%	f	%	f	%
I	140	81	57.86	92	65.71	68	48.57	94	67.14	89	63.57	2	1.43
II	50	26	52.00	27	54.00	20	40.00	30	60.00	25	50.00	2	4.00
III	246	156	63.41	156	63.41	128	52.03	174	70.73	169	68.70	2	0.81
IV-A	364	219	60.16	217	59.62	155	42.58	233	64.01	218	59.89	0	0.00
IV-B	34	23	67.65	20	58.82	12	35.29	22	64.71	17	50.00	0	0.00
V	67	48	71.64	43	64.18	38	56.72	49	73.13	47	70.15	1	1.49
VI	106	75	70.75	62	58.49	49	46.23	80	75.47	65	61.32	2	1.89
VII	160	96	60.00	89	55.63	70	43.75	99	61.88	86	53.75	3	1.88
VIII	45	30	66.67	27	60.00	26	57.78	33	73.33	28	62.22	1	2.22
IX	43	33	76.74	33	76.74	23	53.49	36	83.72	30	69.77	1	2.33
X	73	35	47.95	40	54.79	32	43.84	48	65.75	46	63.01	1	1.37
XI	75	43	57.33	37	49.33	33	44.00	54	72.00	42	56.00	1	1.33
XII	66	37	56.06	35	53.03	33	50.00	42	63.64	33	50.00	0	0.00
XIII	31	15	48.39	17	54.84	14	45.16	19	61.29	20	64.52	1	3.23
NCR	209	135	64.59	132	63.16	101	48.33	143	68.42	145	69.38	1	0.48
CAR	41	14	34.15	16	39.02	15	36.59	28	68.29	20	48.78	0	0.00
BARMM	39	18	46.15	19	48.72	10	25.64	22	56.41	17	43.59	0	0.00
TOTAL	1789	1084	60.59	1062	59.36	827	46.23	1206	67.41	1097	61.32	18	1.01

Appendix U
Number of Schools who Rated the Different Learning Recovery Actions as “VERY EFFECTIVE”

Region	N	Subject departments adjust curriculum requirements (e.g., teaching priority standards and competencies)		Small group tutoring is arranged and provided for students who need help and practice		Subject departments continue implementing existing curriculum maps but adjust requirements (e.g., teaching priority standards & competencies)		Subject departments revise existing curriculum maps and implement changes		Social-emotional well-being activities and interventions for mental health are integrated in classroom instruction		Attendance in tutorial and remedial modules in reading, writing and math is required for identified students performing below grade-level standards		Differentiated remedial or tutorial classes are designed & conducted for disadvantaged students (e.g., due to SES or remote place of residence) or at risk of drop-out	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%
I	140	96	68.57	76	54.29	101	72.14	85	60.71	99	70.71	63	45.00	67	47.86
II	50	33	66.00	30	60.00	30	60.00	27	54.00	34	68.00	25	50.00	28	56.00
III	246	148	60.16	117	47.56	139	56.50	116	47.15	145	58.94	89	36.18	66	26.83
IV-A	364	235	64.56	180	49.45	215	59.07	181	49.73	239	65.66	143	39.29	130	35.71
IV-B	34	25	73.53	20	58.82	24	70.59	15	44.12	25	73.53	14	41.18	17	50.00
V	67	36	53.73	26	38.81	40	59.70	34	50.75	32	47.76	28	41.79	25	37.31
VI	106	59	55.66	43	40.57	63	59.43	49	46.23	56	52.83	36	33.96	38	35.85
VII	160	80	50.00	70	43.75	85	53.13	76	47.50	84	52.50	49	30.63	53	33.13
VIII	45	24	53.33	21	46.67	22	48.89	22	48.89	19	42.22	15	33.33	19	42.22
IX	43	28	65.12	20	46.51	27	62.79	24	55.81	25	58.14	15	34.88	17	39.53
X	73	49	67.12	37	50.68	45	61.64	41	56.16	39	53.42	31	42.47	30	41.10
XI	75	41	54.67	30	40.00	42	56.00	29	38.67	38	50.67	31	41.33	28	37.33
XII	66	44	66.67	26	39.39	40	60.61	36	54.55	32	48.48	26	39.39	23	34.85
XIII	31	15	48.39	14	45.16	18	58.06	15	48.39	19	61.29	12	38.71	12	38.71
NCR	209	136	65.07	103	49.28	125	59.81	114	54.55	142	67.94	83	39.71	74	35.41
CAR	41	27	65.85	26	63.41	25	60.98	18	43.90	21	51.22	18	43.90	20	48.78
BARMM	39	26	66.67	24	61.54	30	76.92	22	56.41	20	51.28	19	48.72	18	46.15
TOTAL	1789	1102	61.60	863	48.24	1071	59.87	904	50.53	1069	59.75	697	38.96	665	37.17

Appendix U
Number of Schools who Rated the Different Learning Recovery Actions as “VERY EFFECTIVE” (Con’t)

Region	N	Differentiated remedial or tutorial classes are designed and conducted for students in programs with a vocational or technical orientation.		Differentiated remedial or tutorial classes are designed and conducted for students who missed or were unable to experience online learning.		Summer tutorial or remedial sessions are offered for those who are interested.		Subject departments adjusted the content or method of examinations (e.g., topics covered, number of questions, or type of test question)		Subject departments introduced alternative assessments to validate students' answers. (e.g., portfolios)		Subject departments discontinued or cancelled assessment practices regularly done before pandemic. (e.g., pen & paper tests, written exams)		Periodic monitoring reports of students' progress and performance in tutorial and remedial modules or programs are submitted and reviewed.	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%
I	140	41	29.29	70	50.00	47	33.57	96	68.57	87	62.14	44	31.43	69	49.29
II	50	15	30.00	27	54.00	13	26.00	33	66.00	30	60.00	20	40.00	26	52.00
III	246	33	13.41	87	35.37	74	30.08	146	59.35	127	51.63	64	26.02	98	39.84
IV-A	364	75	20.60	153	42.03	131	35.99	222	60.99	189	51.92	102	28.02	178	48.90
IV-B	34	12	35.29	13	38.24	6	17.65	19	55.88	19	55.88	9	26.47	18	52.94
V	67	18	26.87	23	34.33	22	32.84	41	61.19	36	53.73	21	31.34	32	47.76
VI	106	20	18.87	38	35.85	24	22.64	56	52.83	54	50.94	27	25.47	42	39.62
VII	160	32	20.00	47	29.38	43	26.88	86	53.75	86	53.75	39	24.38	69	43.13
VIII	45	9	20.00	12	26.67	12	26.67	26	57.78	23	51.11	12	26.67	23	51.11
IX	43	10	23.26	16	37.21	11	25.58	29	67.44	27	62.79	18	41.86	19	44.19
X	73	19	26.03	22	30.14	28	38.36	45	61.64	38	52.05	22	30.14	30	41.10
XI	75	15	20.00	24	32.00	20	26.67	41	54.67	33	44.00	22	29.33	30	40.00
XII	66	13	19.70	21	31.82	26	39.39	41	62.12	38	57.58	18	27.27	26	39.39
XIII	31	6	19.35	13	41.94	10	32.26	17	54.84	17	54.84	7	22.58	15	48.39
NCR	209	32	15.31	79	37.80	97	46.41	131	62.68	115	55.02	68	32.54	97	46.41
CAR	41	2	4.88	9	21.95	5	12.20	19	46.34	21	51.22	4	9.76	18	43.90
BARMM	39	13	33.33	13	33.33	12	30.77	26	66.67	21	53.85	9	23.08	23	58.97
TOTAL	1789	365	20.40	667	37.28	581	32.48	1074	60.03	961	53.72	506	28.28	813	45.44

Appendix U
Number of Schools who Rated the Different Learning Recovery Actions as “VERY EFFECTIVE” (Con’t.)

Region	N	Teachers’ develop and distribute remedial learning modules for priority competencies and skills		Individualized self-paced learning materials with computerized or online instruction are produced and provided		Computer equipment and Internet connectivity for students to access and learn from online instructional materials are provided		Externally developed learning resources for remedial and tutorial programs are purchased and used.		Hiring of additional teachers and/or staff or provision of additional load to teachers for the implementation of tutorial or remedial programs is done.		School schedules are adjusted to provide extended class time for priority subjects		Time for extra-curricular activities is reduced or suspended.	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%
I	140	75	53.57	73	52.14	56	40.00	37	26.43	32	22.86	82	58.57	72	51.43
II	50	23	46.00	29	58.00	22	44.00	14	28.00	10	20.00	32	64.00	28	56.00
III	246	85	34.55	100	40.65	76	30.89	44	17.89	37	15.04	118	47.97	116	47.15
IV-A	364	136	37.36	157	43.13	127	34.89	86	23.63	68	18.68	202	55.49	177	48.63
IV-B	34	17	50.00	14	41.18	11	32.35	9	26.47	5	14.71	18	52.94	15	44.12
V	67	31	46.27	25	37.31	17	25.37	16	23.88	14	20.90	41	61.19	42	62.69
VI	106	41	38.68	33	31.13	30	28.30	17	16.04	11	10.38	49	46.23	57	53.77
VII	160	70	43.75	62	38.75	37	23.13	36	22.50	28	17.50	83	51.88	81	50.63
VIII	45	18	40.00	24	53.33	10	22.22	11	24.44	7	15.56	22	48.89	23	51.11
IX	43	20	46.51	22	51.16	14	32.56	12	27.91	12	27.91	29	67.44	25	58.14
X	73	32	43.84	24	32.88	21	28.77	20	27.40	19	26.03	35	47.95	40	54.79
XI	75	34	45.33	33	44.00	22	29.33	16	21.33	13	17.33	31	41.33	29	38.67
XII	66	27	40.91	26	39.39	16	24.24	16	24.24	17	25.76	34	51.52	30	45.45
XIII	31	11	35.48	10	32.26	6	19.35	7	22.58	4	12.90	17	54.84	15	48.39
NCR	209	79	37.80	82	39.23	68	32.54	47	22.49	34	16.27	115	55.02	82	39.23
CAR	41	14	34.15	8	19.51	5	12.20	4	9.76	2	4.88	17	41.46	12	29.27
BARMM	39	23	58.97	17	43.59	12	30.77	9	23.08	9	23.08	17	43.59	22	56.41
TOTAL	1789	736	41.14	739	41.31	550	30.74	401	22.41	322	18.00	942	52.66	866	48.41

Appendix U

Number of Schools who Rated the Different Learning Recovery Actions as “VERY EFFECTIVE” (Con’t)

Region	N	Teachers attend professional development and training seminars-workshops on how to diagnose learning gaps and learning loss.		Teachers attend professional dev’t and training seminars-workshops on how to determine & use effective and research-based strategies and interventions for learning recovery.		Teachers attend professional development and training seminars-workshops on how to collect data and make reports on students’ achievement in learning recovery interventions.		Teachers attend professional development and training seminars-workshops on how to design and use materials in different modalities targeted for learning recovery.		Teachers attend professional development and training seminars-workshops on how to integrate activities on social-emotional learning and psychosocial wellness in learning plans.	
		f	%	f	%	f	%	f	%	f	%
I	140	92	65.71	86	61.43	81	57.86	103	73.57	94	67.14
II	50	31	62.00	31	62.00	26	52.00	36	72.00	34	68.00
III	246	147	59.76	147	59.76	139	56.50	158	64.23	155	63.01
IV-A	364	214	58.79	221	60.71	198	54.40	248	68.13	236	64.84
IV-B	34	25	73.53	22	64.71	18	52.94	24	70.59	22	64.71
V	67	40	59.70	35	52.24	38	56.72	41	61.19	37	55.22
VI	106	61	57.55	55	51.89	52	49.06	66	62.26	59	55.66
VII	160	99	61.88	98	61.25	80	50.00	100	62.50	92	57.50
VIII	45	27	60.00	28	62.22	27	60.00	30	66.67	26	57.78
IX	43	26	60.47	29	67.44	27	62.79	32	74.42	29	67.44
X	73	40	54.79	49	67.12	41	56.16	49	67.12	42	57.53
XI	75	39	52.00	36	48.00	39	52.00	48	64.00	39	52.00
XII	66	42	63.64	40	60.61	40	60.61	42	63.64	39	59.09
XIII	31	17	54.84	19	61.29	16	51.61	21	67.74	18	58.06
NCR	209	125	59.81	119	56.94	112	53.59	131	62.68	135	64.59
CAR	41	18	43.90	19	46.34	15	36.59	24	58.54	21	51.22
BARMM	39	25	64.10	27	69.23	25	64.10	30	76.92	27	69.23
TOTAL	1789	1068	59.70	1061	59.31	974	54.44	1183	66.13	1105	61.77

Appendix V
Learning Recovery Actions in Curriculum by Subject

Region	N	Extensive revisions and changes in requirements were done in existing curriculum maps		Existing curriculum maps continue to be implemented with revisions or changes in requirements done in some curriculum units		Existing curriculum maps continue to be implemented with no revisions or changes in requirements		Not Applicable		
		f	%	f	%	f	%	f	%	
MATH										
I	140	33	23.57	98	70.00	8	5.71	1	0.71	
II	50	11	22.00	36	72.00	1	2.00	2	4.00	
III	246	47	19.11	178	72.36	18	7.32	3	1.22	
IV-A	364	88	24.18	247	67.86	27	7.42	2	0.55	
IV-B	34	9	26.47	18	52.94	4	11.76	3	8.82	
V	67	14	20.90	44	65.67	8	11.94	1	1.49	
VI	106	16	15.09	79	74.53	8	7.55	3	2.83	
VII	160	29	18.13	112	70.00	14	8.75	5	3.13	
VIII	45	12	26.67	28	62.22	4	8.89	1	2.22	
IX	43	15	34.88	26	60.47	2	4.65	0	0.00	
X	73	21	28.77	46	63.01	4	5.48	2	2.74	
XI	75	11	14.67	54	72.00	8	10.67	2	2.67	
XII	66	7	10.61	54	81.82	5	7.58	0	0.00	
XIII	31	9	29.03	16	51.61	3	9.68	3	9.68	
NCR	209	45	21.53	140	66.99	22	10.53	2	0.96	
CAR	41	13	31.71	28	68.29	0	0.00	0	0.00	
BARMM	39	6	15.38	29	74.36	4	10.26	0	0.00	
TOTAL	1789	386	21.58	1233	68.92	140	7.83	30	1.68	

Region	N	Extensive revisions and changes in requirements were done in existing curriculum maps		Existing curriculum maps continue to be implemented with revisions or changes in requirements done in some curriculum units		Existing curriculum maps continue to be implemented with no revisions or changes in requirements		Not Applicable	
		f	%	f	%	f	%	f	%
ENGLISH									
I	140	28	20.00	103	73.57	8	5.71	1	0.71
II	50	10	20.00	36	72.00	2	4.00	2	4.00
III	246	45	18.29	179	72.76	19	7.72	3	1.22
IV-A	364	87	23.90	248	68.13	27	7.42	2	0.55
IV-B	34	7	20.59	20	58.82	4	11.76	3	8.82
V	67	12	17.91	46	68.66	8	11.94	1	1.49
VI	106	17	16.04	79	74.53	7	6.60	3	2.83
VII	160	30	18.75	113	70.63	12	7.50	5	3.13
VIII	45	11	24.44	30	66.67	3	6.67	1	2.22
IX	43	14	32.56	27	62.79	2	4.65	0	0.00
X	73	19	26.03	48	65.75	4	5.48	2	2.74
XI	75	10	13.33	54	72.00	9	12.00	2	2.67
XII	66	8	12.12	52	78.79	6	9.09	0	0.00
XIII	31	7	22.58	19	61.29	2	6.45	3	9.68
NCR	209	46	22.01	143	68.42	18	8.61	2	0.96
CAR	41	11	26.83	30	73.17	0	0.00	0	0.00
BARMM	39	7	17.95	28	71.79	4	10.26	0	0.00
TOTAL	1789	369	20.63	1255	70.15	135	7.55	30	1.68

Region	N	Extensive revisions and changes in requirements were done in existing curriculum maps		Existing curriculum maps continue to be implemented with revisions or changes in requirements done in some curriculum units		Existing curriculum maps continue to be implemented with no revisions or changes in requirements		Not Applicable	
		f	%	f	%	f	%	f	%
SCIENCE									
I	140	31	22.14	99	70.71	9	6.43	1	0.71
II	50	11	22.00	36	72.00	1	2.00	2	4.00
III	246	47	19.11	178	72.36	18	7.32	3	1.22
IV-A	364	89	24.45	246	67.58	27	7.42	2	0.55
IV-B	34	7	20.59	20	58.82	4	11.76	3	8.82
V	67	14	20.90	45	67.16	7	10.45	1	1.49
VI	106	15	14.15	80	75.47	8	7.55	3	2.83
VII	160	28	17.50	114	71.25	13	8.13	5	3.13
VIII	45	13	28.89	29	64.44	2	4.44	1	2.22
IX	43	14	32.56	27	62.79	2	4.65	0	0.00
X	73	20	27.40	47	64.38	4	5.48	2	2.74
XI	75	9	12.00	56	74.67	8	10.67	2	2.67
XII	66	7	10.61	56	84.85	3	4.55	0	0.00
XIII	31	7	22.58	19	61.29	2	6.45	3	9.68
NCR	209	48	22.97	143	68.42	16	7.66	2	0.96
CAR	41	12	29.27	28	68.29	1	2.44	0	0.00
BARMM	39	7	17.95	27	69.23	5	12.82	0	0.00
TOTAL	1789	379	21.19	1250	69.87	130	7.27	30	1.68

Region	N	Extensive revisions and changes in requirements were done in existing curriculum maps		Existing curriculum maps continue to be implemented with revisions or changes in requirements done in some curriculum units		Existing curriculum maps continue to be implemented with no revisions or changes in requirements		Not Applicable	
		f	%	f	%	f	%	f	%
Araling Panlipunan									
I	140	27	19.29	101	72.14	11	7.86	1	0.71
II	50	9	18.00	35	70.00	4	8.00	2	4.00
III	246	45	18.29	175	71.14	23	9.35	3	1.22
IV-A	364	79	21.70	255	70.05	28	7.69	2	0.55
IV-B	34	6	17.65	21	61.76	4	11.76	3	8.82
V	67	10	14.93	48	71.64	7	10.45	2	2.99
VI	106	15	14.15	78	73.58	10	9.43	3	2.83
VII	160	30	18.75	110	68.75	15	9.38	5	3.13
VIII	45	9	20.00	32	71.11	3	6.67	1	2.22
IX	43	14	32.56	27	62.79	2	4.65	0	0.00
X	73	17	23.29	48	65.75	5	6.85	3	4.11
XI	75	11	14.67	52	69.33	10	13.33	2	2.67
XII	66	7	10.61	53	80.30	6	9.09	0	0.00
XIII	31	5	16.13	20	64.52	3	9.68	3	9.68
NCR	209	43	20.57	141	67.46	22	10.53	3	1.44
CAR	41	11	26.83	29	70.73	1	2.44	0	0.00
BARMM	39	6	15.38	29	74.36	4	10.26	0	0.00
TOTAL	1789	344	19.23	1254	70.10	158	8.83	33	1.84

Region	N	Extensive revisions and changes in requirements were done in existing curriculum maps		Existing curriculum maps continue to be implemented with revisions or changes in requirements done in some curriculum units		Existing curriculum maps continue to be implemented with no revisions or changes in requirements		Not Applicable		
		f	%	f	%	f	%	f	%	
Filipino										
I	140	25	17.86	104	74.29	10	7.14	1	0.71	
II	50	9	18.00	37	74.00	2	4.00	2	4.00	
III	246	44	17.89	177	71.95	22	8.94	3	1.22	
IV-A	364	80	21.98	250	68.68	32	8.79	2	0.55	
IV-B	34	5	14.71	22	64.71	4	11.76	3	8.82	
V	67	10	14.93	47	70.15	8	11.94	2	2.99	
VI	106	17	16.04	77	72.64	9	8.49	3	2.83	
VII	160	30	18.75	111	69.38	14	8.75	5	3.13	
VIII	45	9	20.00	33	73.33	2	4.44	1	2.22	
IX	43	13	30.23	28	65.12	2	4.65	0	0.00	
X	73	19	26.03	46	63.01	6	8.22	2	2.74	
XI	75	11	14.67	52	69.33	10	13.33	2	2.67	
XII	66	7	10.61	54	81.82	5	7.58	0	0.00	
XIII	31	5	16.13	21	67.74	2	6.45	3	9.68	
NCR	209	39	18.66	147	70.33	21	10.05	2	0.96	
CAR	41	11	26.83	30	73.17	0	0.00	0	0.00	
BARMM	39	7	17.95	28	71.79	4	10.26	0	0.00	
TOTAL	1789	341	19.06	1264	70.65	153	8.55	31	1.73	

Region	N	Extensive revisions and changes in requirements were done in existing curriculum maps		Existing curriculum maps continue to be implemented with revisions or changes in requirements done in some curriculum units		Existing curriculum maps continue to be implemented with no revisions or changes in requirements		Not Applicable		
		f	%	f	%	f	%	f	%	
MAPEH										
I	140	29	20.71	100	71.43	10	7.14	1	0.71	
II	50	10	20.00	34	68.00	4	8.00	2	4.00	
III	246	45	18.29	175	71.14	23	9.35	3	1.22	
IV-A	364	82	22.53	247	67.86	33	9.07	2	0.55	
IV-B	34	5	14.71	21	61.76	5	14.71	3	8.82	
V	67	11	16.42	46	68.66	8	11.94	2	2.99	
VI	106	16	15.09	76	71.70	11	10.38	3	2.83	
VII	160	27	16.88	112	70.00	16	10.00	5	3.13	
VIII	45	10	22.22	31	68.89	3	6.67	1	2.22	
IX	43	16	37.21	23	53.49	4	9.30	0	0.00	
X	73	18	24.66	46	63.01	7	9.59	2	2.74	
XI	75	10	13.33	52	69.33	10	13.33	3	4.00	
XII	66	8	12.12	53	80.30	5	7.58	0	0.00	
XIII	31	7	22.58	18	58.06	3	9.68	3	9.68	
NCR	209	42	20.10	140	66.99	23	11.00	4	1.91	
CAR	41	10	24.39	31	75.61	0	0.00	0	0.00	
BARMM	39	7	17.95	29	74.36	3	7.69	0	0.00	
TOTAL	1789	353	19.73	1234	68.98	168	9.39	34	1.90	

Region	N	Extensive revisions and changes in requirements were done in existing curriculum maps		Existing curriculum maps continue to be implemented with revisions or changes in requirements done in some curriculum units		Existing curriculum maps continue to be implemented with no revisions or changes in requirements		Not Applicable		
		f	%	f	%	f	%	f	%	
TLE-HE										
I	140	30	21.43	98	70.00	10	7.14	2	1.43	
II	50	11	22.00	33	66.00	4	8.00	2	4.00	
III	246	43	17.48	176	71.54	23	9.35	4	1.63	
IV-A	364	79	21.70	246	67.58	29	7.97	10	2.75	
IV-B	34	6	17.65	21	61.76	4	11.76	3	8.82	
V	67	8	11.94	48	71.64	7	10.45	4	5.97	
VI	106	16	15.09	76	71.70	10	9.43	4	3.77	
VII	160	29	18.13	109	68.13	16	10.00	6	3.75	
VIII	45	10	22.22	32	71.11	2	4.44	1	2.22	
IX	43	15	34.88	24	55.81	3	6.98	1	2.33	
X	73	18	24.66	45	61.64	5	6.85	5	6.85	
XI	75	11	14.67	49	65.33	11	14.67	4	5.33	
XII	66	8	12.12	53	80.30	4	6.06	1	1.52	
XIII	31	7	22.58	17	54.84	4	12.90	3	9.68	
NCR	209	40	19.14	141	67.46	21	10.05	7	3.35	
CAR	41	10	24.39	28	68.29	1	2.44	2	4.88	
BARMM	39	7	17.95	28	71.79	3	7.69	1	2.56	
TOTAL	1789	348	19.45	1224	68.42	157	8.78	60	3.35	

Region	N	Extensive revisions and changes in requirements were done in existing curriculum maps		Existing curriculum maps continue to be implemented with revisions or changes in requirements done in some curriculum units		Existing curriculum maps continue to be implemented with no revisions or changes in requirements		Not Applicable		
		f	%	f	%	f	%	f	%	
TLE-ICT										
I	140	26	18.57	99	70.71	9	6.43	6	4.29	
II	50	11	22.00	33	66.00	3	6.00	3	6.00	
III	246	40	16.26	157	63.82	19	7.72	30	12.20	
IV-A	364	68	18.68	235	64.56	26	7.14	35	9.62	
IV-B	34	7	20.59	17	50.00	4	11.76	6	17.65	
V	67	10	14.93	42	62.69	7	10.45	8	11.94	
VI	106	17	16.04	68	64.15	9	8.49	12	11.32	
VII	160	28	17.50	103	64.38	13	8.13	16	10.00	
VIII	45	10	22.22	26	57.78	3	6.67	6	13.33	
IX	43	14	32.56	22	51.16	4	9.30	3	6.98	
X	73	17	23.29	41	56.16	6	8.22	9	12.33	
XI	75	12	16.00	47	62.67	10	13.33	6	8.00	
XII	66	7	10.61	51	77.27	5	7.58	3	4.55	
XIII	31	6	19.35	19	61.29	2	6.45	4	12.90	
NCR	209	40	19.14	125	59.81	19	9.09	25	11.96	
CAR	41	10	24.39	30	73.17	0	0.00	1	2.44	
BARM	39	5	12.82	27	69.23	3	7.69	4	10.26	
TOTAL	1789	328	18.33	1142	63.83	142	7.94	177	9.89	

Appendix W
Learning Recovery Actions in Instruction by Subject

Region	N	Extensive learning recovery actions are done for this subject		Adequate learning recovery actions are done for this subject		Minimal learning recovery actions are done for this subject		Not Applicable		
		f	%	f	%	f	%	f	%	
MATH										
I	140	36	25.71	96	68.57	6	4.29	2	1.43	
II	50	11	22.00	34	68.00	3	6.00	2	4.00	
III	246	50	20.33	174	70.73	18	7.32	4	1.63	
IV-A	364	94	25.82	242	66.48	25	6.87	3	0.82	
IV-B	34	11	32.35	21	61.76	1	2.94	1	2.94	
V	67	15	22.39	47	70.15	4	5.97	1	1.49	
VI	106	20	18.87	77	72.64	6	5.66	3	2.83	
VII	160	27	16.88	112	70.00	16	10.00	5	3.13	
VIII	45	10	22.22	33	73.33	1	2.22	1	2.22	
IX	43	13	30.23	27	62.79	3	6.98			
X	73	18	24.66	52	71.23	3	4.11			
XI	75	14	18.67	50	66.67	9	12.00	2	2.67	
XII	66	9	13.64	53	80.30	4	6.06			
XIII	31	7	22.58	18	58.06	3	9.68	3	9.68	
NCR	209	44	21.05	146	69.86	17	8.13	2	0.96	
CAR	41	4	9.76	34	82.93	3	7.32			
BARMM	39	7	17.95	28	71.79	4	10.26			
TOTAL	1789	390	21.80	1244	69.54	126	7.04	29	1.62	

Region	N	Extensive learning recovery actions are done for this subject		Adequate learning recovery actions are done for this subject		Minimal learning recovery actions are done for this subject		Not Applicable		
		f	%	f	%	f	%	f	%	
ENGLISH										
I	140	24	17.14	108	77.14	6	4.29	2	1.43	
II	50	7	14.00	38	76.00	2	4.00	3	6.00	
III	246	48	19.51	176	71.54	18	7.32	4	1.63	
IV-A	364	84	23.08	251	68.96	26	7.14	3	0.82	
IV-B	34	9	26.47	22	64.71	2	5.88	1	2.94	
V	67	13	19.40	50	74.63	3	4.48	1	1.49	
VI	106	20	18.87	77	72.64	6	5.66	3	2.83	
VII	160	23	14.38	116	72.50	16	10.00	5	3.13	
VIII	45	8	17.78	35	77.78	1	2.22	1	2.22	
IX	43	11	25.58	30	69.77	2	4.65	0	0.00	
X	73	16	21.92	54	73.97	3	4.11	0	0.00	
XI	75	13	17.33	51	68.00	9	12.00	2	2.67	
XII	66	8	12.12	55	83.33	3	4.55	0	0.00	
XIII	31	6	19.35	19	61.29	3	9.68	3	9.68	
NCR	209	40	19.14	151	72.25	16	7.66	2	0.96	
CAR	41	4	9.76	33	80.49	4	9.76	0	0.00	
BARMM	39	5	12.82	30	76.92	4	10.26	0	0.00	
TOTAL	1789	339	18.95	1296	72.44	124	6.93	30	1.68	

Region	N	Extensive learning recovery actions are done for this subject		Adequate learning recovery actions are done for this subject		Minimal learning recovery actions are done for this subject		Not Applicable		
		f	%	f	%	f	%	f	%	
SCIENCE										
I	140	32	22.86	99	70.71	7	5.00	2	1.43	
II	50	8	16.00	37	74.00	3	6.00	2	4.00	
III	246	49	19.92	175	71.14	18	7.32	4	1.63	
IV-A	364	91	25.00	244	67.03	26	7.14	3	0.82	
IV-B	34	9	26.47	23	67.65	1	2.94	1	2.94	
V	67	15	22.39	47	70.15	4	5.97	1	1.49	
VI	106	19	17.92	78	73.58	6	5.66	3	2.83	
VII	160	26	16.25	113	70.63	16	10.00	5	3.13	
VIII	45	9	20.00	34	75.56	1	2.22	1	2.22	
IX	43	9	20.93	32	74.42	2	4.65	0	0.00	
X	73	17	23.29	53	72.60	3	4.11	0	0.00	
XI	75	14	18.67	49	65.33	10	13.33	2	2.67	
XII	66	9	13.64	52	78.79	5	7.58	0	0.00	
XIII	31	6	19.35	20	64.52	2	6.45	3	9.68	
NCR	209	41	19.62	149	71.29	17	8.13	2	0.96	
CAR	41	4	9.76	34	82.93	3	7.32	0	0.00	
BARMM	39	7	17.95	28	71.79	4	10.26	0	0.00	
TOTAL	1789	365	20.40	1267	70.82	128	7.15	29	1.62	

Region	N	Extensive learning recovery actions are done for this subject		Adequate learning recovery actions are done for this subject		Minimal learning recovery actions are done for this subject		Not Applicable	
		f	%	f	%	f	%	f	%
Araling Panlipunan									
I	140	19	13.57	110	78.57	9	6.43	2	1.43
II	50	4	8.00	39	78.00	4	8.00	3	6.00
III	246	33	13.41	184	74.80	25	10.16	4	1.63
IV-A	364	70	19.23	261	71.70	31	8.52	2	0.55
IV-B	34	7	20.59	23	67.65	3	8.82	1	2.94
V	67	12	17.91	51	76.12	2	2.99	2	2.99
VI	106	11	10.38	85	80.19	7	6.60	3	2.83
VII	160	15	9.38	123	76.88	17	10.63	5	3.13
VIII	45	6	13.33	35	77.78	3	6.67	1	2.22
IX	43	9	20.93	31	72.09	3	6.98		
X	73	13	17.81	55	75.34	5	6.85		
XI	75	8	10.67	54	72.00	11	14.67	2	2.67
XII	66	7	10.61	52	78.79	7	10.61		
XIII	31	4	12.90	19	61.29	5	16.13	3	9.68
NCR	209	27	12.92	152	72.73	27	12.92	3	1.44
CAR	41	4	9.76	33	80.49	4	9.76		
BARMM	39	2	5.13	31	79.49	6	15.38		
TOTAL	1789	251	14.03	1338	74.79	169	9.45	31	1.73

Region	N	Extensive learning recovery actions are done for this subject		Adequate learning recovery actions are done for this subject		Minimal learning recovery actions are done for this subject		Not Applicable	
		f	%	f	%	f	%	f	%
Filipino									
I	140	20	14.29	110	78.57	8	5.71	2	1.43
II	50	3	6.00	42	84.00	2	4.00	3	6.00
III	246	36	14.63	182	73.98	24	9.76	4	1.63
IV-A	364	73	20.05	260	71.43	29	7.97	2	0.55
IV-B	34	7	20.59	24	70.59	2	5.88	1	2.94
V	67	12	17.91	51	76.12	3	4.48	1	1.49
VI	106	11	10.38	86	81.13	6	5.66	3	2.83
VII	160	16	10.00	121	75.63	18	11.25	5	3.13
VIII	45	6	13.33	35	77.78	3	6.67	1	2.22
IX	43	10	23.26	30	69.77	3	6.98	0	0.00
X	73	15	20.55	53	72.60	5	6.85	0	0.00
XI	75	10	13.33	53	70.67	10	13.33	2	2.67
XII	66	7	10.61	55	83.33	4	6.06	0	0.00
XIII	31	5	16.13	19	61.29	4	12.90	3	9.68
NCR	209	27	12.92	155	74.16	25	11.96	2	0.96
CAR	41	4	9.76	33	80.49	4	9.76	0	0.00
BARMM	39	2	5.13	31	79.49	6	15.38	0	0.00
TOTAL	1789	264	14.76	1340	74.90	156	8.72	29	1.62

Region	N	Extensive learning recovery actions are done for this subject		Adequate learning recovery actions are done for this subject		Minimal learning recovery actions are done for this subject		Not Applicable	
		f	%	f	%	f	%	f	%
MAPEH									
I	140	26	18.57	102	72.86	10	7.14	2	1.43
II	50	7	14.00	36	72.00	4	8.00	3	6.00
III	246	37	15.04	175	71.14	30	12.20	4	1.63
IV-A	364	62	17.03	258	70.88	42	11.54	2	0.55
IV-B	34	6	17.65	26	76.47	1	2.94	1	2.94
V	67	12	17.91	50	74.63	3	4.48	2	2.99
VI	106	10	9.43	82	77.36	11	10.38	3	2.83
VII	160	16	10.00	120	75.00	19	11.88	5	3.13
VIII	45	4	8.89	37	82.22	3	6.67	1	2.22
IX	43	8	18.60	28	65.12	7	16.28		
X	73	16	21.92	51	69.86	6	8.22		
XI	75	10	13.33	53	70.67	10	13.33	2	2.67
XII	66	7	10.61	54	81.82	5	7.58		
XIII	31	7	22.58	17	54.84	4	12.90	3	9.68
NCR	209	30	14.35	144	68.90	30	14.35	5	2.39
CAR	41	4	9.76	30	73.17	7	17.07		
BARMM	39	2	5.13	32	82.05	5	12.82		
TOTAL	1789	264	14.76	1295	72.39	197	11.01	33	1.84

Region	N	Extensive learning recovery actions are done for this subject		Adequate learning recovery actions are done for this subject		Minimal learning recovery actions are done for this subject		Not Applicable		
		f	%	f	%	f	%	f	%	
TLE-HE										
I	140	29	20.71	95	67.86	13	9.29	3	2.14	
II	50	8	16.00	35	70.00	4	8.00	3	6.00	
III	246	36	14.63	174	70.73	31	12.60	5	2.03	
IV-A	364	58	15.93	260	71.43	35	9.62	11	3.02	
IV-B	34	8	23.53	24	70.59	1	2.94	1	2.94	
V	67	11	16.42	49	73.13	3	4.48	4	5.97	
VI	106	11	10.38	79	74.53	11	10.38	5	4.72	
VII	160	16	10.00	121	75.63	17	10.63	6	3.75	
VIII	45	6	13.33	34	75.56	4	8.89	1	2.22	
IX	43	8	18.60	30	69.77	4	9.30	1	2.33	
X	73	15	20.55	52	71.23	4	5.48	2	2.74	
XI	75	11	14.67	51	68.00	10	13.33	3	4.00	
XII	66	7	10.61	51	77.27	7	10.61	1	1.52	
XIII	31	7	22.58	18	58.06	3	9.68	3	9.68	
NCR	209	29	13.88	145	69.38	28	13.40	7	3.35	
CAR	41	4	9.76	29	70.73	6	14.63	2	4.88	
BARMM	39	1	2.56	32	82.05	5	12.82	1	2.56	
TOTAL	1789	265	14.81	1279	71.49	186	10.40	59	3.30	

Region	N	Extensive learning recovery actions are done for this subject		Adequate learning recovery actions are done for this subject		Minimal learning recovery actions are done for this subject		Not Applicable		
		f	%	f	%	f	%	f	%	
TLE-ICT										
I	140	21	15.00	98	70.00	14	10.00	7	5.00	
II	50	8	16.00	36	72.00	3	6.00	3	6.00	
III	246	32	13.01	153	62.20	28	11.38	33	13.41	
IV-A	364	52	14.29	232	63.74	43	11.81	37	10.16	
IV-B	34	7	20.59	20	58.82	2	5.88	5	14.71	
V	67	9	13.43	49	73.13	1	1.49	8	11.94	
VI	106	10	9.43	71	66.98	11	10.38	14	13.21	
VII	160	16	10.00	110	68.75	19	11.88	15	9.38	
VIII	45	6	13.33	30	66.67	3	6.67	6	13.33	
IX	43	8	18.60	27	62.79	4	9.30	4	9.30	
X	73	14	19.18	48	65.75	4	5.48	7	9.59	
XI	75	9	12.00	51	68.00	9	12.00	6	8.00	
XII	66	8	12.12	49	74.24	5	7.58	4	6.06	
XIII	31	6	19.35	18	58.06	3	9.68	4	12.90	
NCR	209	30	14.35	132	63.16	24	11.48	23	11.00	
CAR	41	4	9.76	29	70.73	6	14.63	2	4.88	
BARMM	39	0	0.00	28	71.79	7	17.95	4	10.26	
TOTAL	1789	240	13.42	1181	66.01	186	10.40	182	10.17	

Region	N	Extensive learning recovery actions are done for this subject		Adequate learning recovery actions are done for this subject		Minimal learning recovery actions are done for this subject		Not Applicable		
		f	%	f	%	f	%	f	%	
Edukasyon sa Pagpapakatao										
I	140	22	15.71	105	75.00	11	7.86	2	1.43	
II	50	4	8.00	38	76.00	5	10.00	3	6.00	
III	246	40	16.26	170	69.11	32	13.01	4	1.63	
IV-A	364	59	16.21	251	68.96	47	12.91	7	1.92	
IV-B	34	9	26.47	22	64.71	2	5.88	1	2.94	
V	67	13	19.40	49	73.13	3	4.48	2	2.99	
VI	106	14	13.21	79	74.53	8	7.55	5	4.72	
VII	160	16	10.00	117	73.13	21	13.13	6	3.75	
VIII	45	5	11.11	35	77.78	4	8.89	1	2.22	
IX	43	8	18.60	28	65.12	5	11.63	2	4.65	
X	73	15	20.55	50	68.49	4	5.48	4	5.48	
XI	75	10	13.33	51	68.00	11	14.67	3	4.00	
XII	66	9	13.64	50	75.76	7	10.61			
XIII	31	5	16.13	18	58.06	4	12.90	4	12.90	
NCR	209	26	12.44	142	67.94	28	13.40	13	6.22	
CAR	41	4	9.76	31	75.61	5	12.20	1	2.44	
BARMM	39	1	2.56	31	79.49	6	15.38	1	2.56	
TOTAL	1789	260	14.53	1267	70.82	203	11.35	59	3.30	

Appendix X
Learning Recovery Actions in Assessment by Subject

Region	N	Departments adjusted contents/method of exams, discontinued or cancelled assessment practices that were regularly done before pandemic, and introduced alternative assessments to validate students' answers		Departments adjusted contents/method of exams, discontinued or cancelled assessment practices that were regularly done before pandemic		Departments made no changes in the content or method of exams		Not Applicable	
		f	%	f	%	f	%	f	%
MATH									
I	140	53	37.86	68	48.57	16	11.43	3	2.14
II	50	15	30.00	30	60.00	4	8.00	1	2.00
III	246	87	35.37	134	54.47	20	8.13	5	2.03
IV-A	364	141	38.74	189	51.92	30	8.24	4	1.10
IV-B	34	12	35.29	17	50.00	4	11.76	1	2.94
V	67	18	26.87	42	62.69	6	8.96	1	1.49
VI	106	35	33.02	57	53.77	13	12.26	1	0.94
VII	160	55	34.38	86	53.75	15	9.38	4	2.50
VIII	45	12	26.67	26	57.78	6	13.33	1	2.22
IX	43	16	37.21	24	55.81	2	4.65	1	2.33
X	73	27	36.99	42	57.53	4	5.48	0	0.00
XI	75	24	32.00	40	53.33	9	12.00	2	2.67
XII	66	18	27.27	43	65.15	5	7.58	0	0.00
XIII	31	11	35.48	12	38.71	5	16.13	3	9.68
NCR	209	76	36.36	98	46.89	30	14.35	5	2.39
CAR	41	11	26.83	28	68.29	0	0.00	2	4.88
BARMM	39	10	25.64	22	56.41	7	17.95	0	0.00
TOTAL	1789	621	34.71	958	53.55	176	9.84	34	1.90

Region	N	Departments adjusted contents/method of exams, discontinued or cancelled assessment practices that were regularly done before pandemic, and introduced alternative assessments to validate students' answers.		Departments adjusted contents/method of exams, discontinued or cancelled assessment practices that were regularly done before pandemic.		Departments made no changes in the content or method of exams		Not Applicable	
		f	%	f	%	f	%	f	%
ENGLISH									
I	140	56	40.00	64	45.71	17	12.14	3	2.14
II	50	15	30.00	30	60.00	4	8.00	1	2.00
III	246	85	34.55	135	54.88	21	8.54	5	2.03
IV-A	364	145	39.84	186	51.10	29	7.97	4	1.10
IV-B	34	13	38.24	16	47.06	4	11.76	1	2.94
V	67	18	26.87	42	62.69	6	8.96	1	1.49
VI	106	34	32.08	57	53.77	14	13.21	1	0.94
VII	160	57	35.63	84	52.50	16	10.00	3	1.88
VIII	45	14	31.11	24	53.33	6	13.33	1	2.22
IX	43	16	37.21	24	55.81	2	4.65	1	2.33
X	73	27	36.99	42	57.53	4	5.48	0	0.00
XI	75	24	32.00	39	52.00	10	13.33	2	2.67
XII	66	22	33.33	38	57.58	6	9.09	0	0.00
XIII	31	10	32.26	14	45.16	4	12.90	3	9.68
NCR	209	78	37.32	99	47.37	27	12.92	5	2.39
CAR	41	11	26.83	28	68.29	0	0.00	2	4.88
BARMM	39	12	30.77	20	51.28	7	17.95	0	0.00
TOTAL	1789	637	35.61	942	52.66	177	9.89	33	1.84

Region	N	Departments adjusted contents/method of exams, discontinued or cancelled assessment practices that were regularly done before pandemic, and introduced alternative assessments to validate students' answers.		Departments adjusted contents/method of exams, discontinued or cancelled assessment practices that were regularly done before pandemic.		Departments made no changes in the content or method of exams		Not Applicable	
		f	%	f	%	f	%	f	%
SCIENCE									
I	140	55	39.29	66	47.14	16	11.43	3	2.14
II	50	15	30.00	30	60.00	4	8.00	1	2.00
III	246	87	35.37	134	54.47	20	8.13	5	2.03
IV-A	364	145	39.84	186	51.10	29	7.97	4	1.10
IV-B	34	13	38.24	16	47.06	4	11.76	1	2.94
V	67	20	29.85	39	58.21	7	10.45	1	1.49
VI	106	35	33.02	57	53.77	13	12.26	1	0.94
VII	160	54	33.75	87	54.38	16	10.00	3	1.88
VIII	45	11	24.44	26	57.78	6	13.33	2	4.44
IX	43	17	39.53	23	53.49	2	4.65	1	2.33
X	73	27	36.99	42	57.53	4	5.48		
XI	75	25	33.33	39	52.00	9	12.00	2	2.67
XII	66	19	28.79	43	65.15	4	6.06		
XIII	31	10	32.26	13	41.94	5	16.13	3	9.68
NCR	209	79	37.80	98	46.89	27	12.92	5	2.39
CAR	41	11	26.83	28	68.29			2	4.88
BARMM	39	11	28.21	21	53.85	7	17.95		
TOTAL	1789	634	35.44	948	52.99	173	9.67	34	1.90

Region	N	Departments adjusted contents/method of exams, discontinued or cancelled assessment practices that were regularly done before pandemic, and introduced alternative assessments to validate students' answers		Departments adjusted contents/method of exams, discontinued or cancelled assessment practices that were regularly done before pandemic		Departments made no changes in the content or method of exams		Not Applicable	
		f	%	f	%	f	%	f	%
Araling Panlipunan									
I	140	47	33.57	71	50.71	19	13.57	3	2.14
II	50	15	30.00	30	60.00	4	8.00	1	2.00
III	246	79	32.11	141	57.32	21	8.54	5	2.03
IV-A	364	139	38.19	191	52.47	30	8.24	4	1.10
IV-B	34	12	35.29	17	50.00	4	11.76	1	2.94
V	67	15	22.39	44	65.67	7	10.45	1	1.49
VI	106	33	31.13	59	55.66	13	12.26	1	0.94
VII	160	53	33.13	88	55.00	16	10.00	3	1.88
VIII	45	13	28.89	25	55.56	6	13.33	1	2.22
IX	43	15	34.88	25	58.14	2	4.65	1	2.33
X	73	25	34.25	43	58.90	5	6.85		
XI	75	23	30.67	39	52.00	11	14.67	2	2.67
XII	66	19	28.79	41	62.12	6	9.09		
XIII	31	8	25.81	15	48.39	5	16.13	3	9.68
NCR	209	72	34.45	105	50.24	27	12.92	5	2.39
CAR	41	11	26.83	28	68.29			2	4.88
BARMM	39	10	25.64	22	56.41	7	17.95		
TOTAL	1789	589	32.92	984	55.00	183	10.23	33	1.84

Region	N	Departments adjusted contents/method of exams, discontinued or cancelled assessment practices that were regularly done before pandemic, and introduced alternative assessments to validate students' answers		Departments adjusted contents/method of exams, discontinued or cancelled assessment practices that were regularly done before pandemic		Departments made no changes in the content or method of exams		Not Applicable		
		f	%	f	%	f	%	f	%	
Filipino										
I	140	51	36.43	69	49.29	17	12.14	3	2.14	
II	50	15	30.00	30	60.00	4	8.00	1	2.00	
III	246	81	32.93	139	56.50	21	8.54	5	2.03	
IV-A	364	141	38.74	189	51.92	30	8.24	4	1.10	
IV-B	34	12	35.29	17	50.00	4	11.76	1	2.94	
V	67	17	25.37	42	62.69	7	10.45	1	1.49	
VI	106	33	31.13	59	55.66	13	12.26	1	0.94	
VII	160	52	32.50	89	55.63	15	9.38	4	2.50	
VIII	45	13	28.89	25	55.56	6	13.33	1	2.22	
IX	43	16	37.21	24	55.81	2	4.65	1	2.33	
X	73	26	35.62	43	58.90	4	5.48			
XI	75	25	33.33	37	49.33	11	14.67	2	2.67	
XII	66	20	30.30	42	63.64	4	6.06			
XIII	31	8	25.81	16	51.61	4	12.90	3	9.68	
NCR	209	72	34.45	103	49.28	29	13.88	5	2.39	
CAR	41	11	26.83	28	68.29			2	4.88	
BARMM	39	11	28.21	21	53.85	7	17.95			
TOTAL	1789	604	33.76	973	54.39	178	9.95	34	1.90	

Region	N	Departments adjusted contents/method of exams, discontinued or cancelled assessment practices that were regularly done before pandemic, and introduced alternative assessments to validate students' answers		Departments adjusted contents/method of exams, discontinued or cancelled assessment practices that were regularly done before pandemic		Departments made no changes in the content or method of exams		Not Applicable	
		f	%	f	%	f	%	f	%
MAPEH									
I	140	50	35.71	71	50.71	16	11.43	3	2.14
II	50	16	32.00	30	60.00	3	6.00	1	2.00
III	246	82	33.33	137	55.69	22	8.94	5	2.03
IV-A	364	138	37.91	191	52.47	31	8.52	4	1.10
IV-B	34	12	35.29	17	50.00	4	11.76	1	2.94
V	67	17	25.37	41	61.19	8	11.94	1	1.49
VI	106	34	32.08	59	55.66	12	11.32	1	0.94
VII	160	54	33.75	85	53.13	18	11.25	3	1.88
VIII	45	13	28.89	24	53.33	7	15.56	1	2.22
IX	43	16	37.21	23	53.49	3	6.98	1	2.33
X	73	28	38.36	41	56.16	4	5.48		
XI	75	23	30.67	40	53.33	9	12.00	3	4.00
XII	66	19	28.79	41	62.12	6	9.09		
XIII	31	9	29.03	15	48.39	4	12.90	3	9.68
NCR	209	68	32.54	109	52.15	24	11.48	8	3.83
CAR	41	11	26.83	29	70.73			1	2.44
BARMM	39	12	30.77	21	53.85	6	15.38		
TOTAL	1789	602	33.65	974	54.44	177	9.89	36	2.01

Region	N	Departments adjusted contents/method of exams, discontinued or cancelled assessment practices that were regularly done before pandemic, and introduced alternative assessments to validate students' answers		Departments adjusted contents/method of exams, discontinued or cancelled assessment practices that were regularly done before pandemic		Departments made no changes in the content or method of exams		Not Applicable	
		f	%	f	%	f	%	f	%
TLE-HE									
I	140	52	37.14	68	48.57	16	11.43	4	2.86
II	50	16	32.00	30	60.00	3	6.00	1	2.00
III	246	79	32.11	139	56.50	22	8.94	6	2.44
IV-A	364	133	36.54	191	52.47	28	7.69	12	3.30
IV-B	34	12	35.29	17	50.00	4	11.76	1	2.94
V	67	15	22.39	42	62.69	6	8.96	4	5.97
VI	106	33	31.13	59	55.66	12	11.32	2	1.89
VII	160	53	33.13	85	53.13	18	11.25	4	2.50
VIII	45	11	24.44	26	57.78	7	15.56	1	2.22
IX	43	14	32.56	24	55.81	3	6.98	2	4.65
X	73	25	34.25	42	57.53	5	6.85	1	1.37
XI	75	22	29.33	39	52.00	11	14.67	3	4.00
XII	66	19	28.79	41	62.12	5	7.58	1	1.52
XIII	31	9	29.03	15	48.39	4	12.90	3	9.68
NCR	209	68	32.54	107	51.20	25	11.96	9	4.31
CAR	41	9	21.95	29	70.73			3	7.32
BARMM	39	12	30.77	20	51.28	6	15.38	1	2.56
TOTAL	1789	582	32.53	974	54.44	175	9.78	58	3.24

Region	N	Departments adjusted contents/method of exams, discontinued or cancelled assessment practices that were regularly done before pandemic, and introduced alternative assessments to validate students' answers		Departments adjusted contents/method of exams, discontinued or cancelled assessment practices that were regularly done before pandemic.		Departments made no changes in the content or method of exams		Not Applicable	
		f	%	f	%	f	%	f	%
TLE-ICT									
I	140	47	33.57	71	50.71	15	10.71	7	5.00
II	50	15	30.00	29	58.00	3	6.00	3	6.00
III	246	77	31.30	113	45.93	20	8.13	36	14.63
IV-A	364	124	34.07	174	47.80	26	7.14	40	10.99
IV-B	34	10	29.41	15	44.12	4	11.76	5	14.71
V	67	13	19.40	39	58.21	6	8.96	9	13.43
VI	106	29	27.36	55	51.89	10	9.43	12	11.32
VII	160	48	30.00	80	50.00	18	11.25	14	8.75
VIII	45	12	26.67	23	51.11	5	11.11	5	11.11
IX	43	14	32.56	22	51.16	3	6.98	4	9.30
X	73	20	27.40	42	57.53	4	5.48	7	9.59
XI	75	21	28.00	39	52.00	9	12.00	6	8.00
XII	66	19	28.79	39	59.09	3	4.55	5	7.58
XIII	31	8	25.81	15	48.39	4	12.90	4	12.90
NCR	209	62	29.67	95	45.45	26	12.44	26	12.44
CAR	41	11	26.83	28	68.29			2	4.88
BARMM	39	9	23.08	20	51.28	6	15.38	4	10.26
TOTAL	1789	539	30.13	899	50.25	162	9.06	189	10.56

Region	N	Departments adjusted contents/method of exams, discontinued or cancelled assessment practices that were regularly done before pandemic, and introduced alternative assessments to validate students' answers		Departments adjusted contents/method of exams, discontinued or cancelled assessment practices that were regularly done before pandemic		Departments made no changes in the content or method of exams		Not Applicable	
		f	%	f	%	f	%	f	%
Edukasyon sa Pagpapakatao									
I	140	47	33.57	71	50.71	18	12.86	4	2.86
II	50	15	30.00	31	62.00	3	6.00	1	2.00
III	246	79	32.11	138	56.10	24	9.76	5	2.03
IV-A	364	133	36.54	190	52.20	31	8.52	10	2.75
IV-B	34	13	38.24	16	47.06	4	11.76	1	2.94
V	67	13	19.40	46	68.66	7	10.45	1	1.49
VI	106	34	32.08	57	53.77	13	12.26	2	1.89
VII	160	52	32.50	85	53.13	17	10.63	6	3.75
VIII	45	13	28.89	25	55.56	6	13.33	1	2.22
IX	43	16	37.21	23	53.49	2	4.65	2	4.65
X	73	26	35.62	40	54.79	5	6.85	2	2.74
XI	75	23	30.67	38	50.67	12	16.00	2	2.67
XII	66	20	30.30	40	60.61	6	9.09		
XIII	31	8	25.81	14	45.16	5	16.13	4	12.90
NCR	209	58	27.75	111	53.11	25	11.96	15	7.18
CAR	41	11	26.83	27	65.85	1	2.44	2	4.88
BARMM	39	11	28.21	22	56.41	6	15.38		
TOTAL	1789	572	31.97	974	54.44	185	10.34	58	3.24

Appendix Y
Process of Formulating Learning Recovery Program

Region	N	Analysis of data on students' performance in various assessments		Survey of parents' observations, concerns and feedback on student learning at home		Survey of students' engagement in class activities		Articulation of a road map to learning recovery		Consultation with different academic community sectors and stakeholders regarding students' academic performance		None of the Above		Other	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%
I	140	120	85.71	107	76.43	106	75.71	58	41.43	79	56.43	4	2.86		
II	50	42	84.00	40	80.00	36	72.00	20	40.00	24	48.00	2	4.00		
III	246	198	80.49	190	77.24	179	72.76	90	36.59	119	48.37	12	4.88		
IV-A	364	305	83.79	272	74.73	264	72.53	124	34.07	174	47.80	15	4.12	1	0.27
IV-B	34	29	85.29	31	91.18	22	64.71	12	35.29	19	55.88	2	5.88		
V	67	57	85.07	48	71.64	44	65.67	24	35.82	35	52.24	3	4.48	1	1.49
VI	106	80	75.47	76	71.70	76	71.70	31	29.25	48	45.28	7	6.60		
VII	160	121	75.63	124	77.50	105	65.63	52	32.50	72	45.00	11	6.88		
VIII	45	37	82.22	33	73.33	29	64.44	16	35.56	27	60.00	1	2.22		
IX	43	38	88.37	34	79.07	36	83.72	21	48.84	29	67.44	1	2.33		
X	73	58	79.45	56	76.71	50	68.49	27	36.99	44	60.27	3	4.11		
XI	75	51	68.00	51	68.00	44	58.67	22	29.33	45	60.00	9	12.00		
XII	66	51	77.27	45	68.18	38	57.58	18	27.27	24	36.36	5	7.58		
XIII	31	24	77.42	25	80.65	21	67.74	11	35.48	15	48.39	2	6.45		
NCR	209	171	81.82	163	77.99	149	71.29	83	39.71	127	60.77	6	2.87		
CAR	41	36	87.80	30	73.17	27	65.85	15	36.59	19	46.34	1	2.44		
BARMM	39	29	74.36	29	74.36	22	56.41	11	28.21	23	58.97				
TOTAL	1789	1447	80.88	1354	75.68	1248	69.76	635	35.49	923	51.59	84	4.70	2	0.11

Appendix Z
Evaluation of Learning Recovery Program

Region	N	Measurement of inputs to the program such as the type of resources and assistance made available to teachers and students		Measurement of the following: -inputs to the program such as the type of resources and assistance made available to teachers and students; -process of utilizing the inputs such as monitoring mechanisms and check-ups on students' progress;		Measurement of the following: -inputs to the program such as the type of resources and assistance made available to teachers and students; -process of utilizing the inputs such as monitoring mechanisms and check-ups on students' progress and factors affecting learning recovery -outcomes of student learning in terms of students' performance in summative or standards-based assessments and patterns in performance		Measurement of the following: -inputs to the program such as the type of resources and assistance made available to teachers and students; -process of utilizing the inputs such as monitoring mechanisms and check-ups on students' progress and factors affecting learning recovery-outcomes of student learning in terms of students' performance in summative or standards-based assessments and patterns in performance and portfolio of students' work		Measurement of the following: -inputs to the program such as the type of resources and assistance made available to teachers and students; -process of utilizing the inputs such as monitoring mechanisms and check-ups on students' progress and factors affecting learning recovery -outcomes of student learning in terms of students' performance in summative or standards-based assessments and portfolio of students' work -impact of learning recovery program on students' achievement and well-being		None of the above	
		f	%	f	%	f	%	f	%	f	%	f	%
I	140	8	5.71	13	9.29	13	9.29	19	9.29	70	50.00	17	12.14
II	50	6	12.00	3	6.00	4	8.00	8	8.00	26	52.00	3	6.00
III	246	15	6.10	12	4.88	36	14.63	40	14.63	117	47.56	26	10.57
IV-A	364	25	6.87	32	8.79	67	18.41	63	18.41	141	38.74	36	9.89
IV-B	34	1	2.94	3	8.82	5	14.71	5	14.71	17	50.00	3	8.82
V	67	5	7.46	4	5.97	5	7.46	9	7.46	36	53.73	8	11.94
VI	106	11	10.38	10	9.43	16	15.09	10	15.09	46	43.40	13	12.26
VII	160	8	5.00	11	6.88	22	13.75	21	13.75	78	48.75	20	12.50
VIII	45	1	2.22	1	2.22	6	13.33	9	13.33	20	44.44	8	17.78
IX	43	1	2.33	4	9.30	6	13.95	5	13.95	23	53.49	4	9.30

X	73	7	9.59	5	6.85	9	12.33	11	12.33	36	49.32	5	6.85
XI	75	4	5.33	4	5.33	13	17.33	8	17.33	28	37.33	18	24.00
XII	66	6	9.09	4	6.06	14	21.21	8	21.21	27	40.91	7	10.61
XIII	31	3	9.68	1	3.23	5	16.13	4	16.13	12	38.71	6	19.35
NCR	209	14	6.70	12	5.74	37	17.70	32	17.70	92	44.02	22	10.53
CAR	41	4	9.76	4	9.76	7	17.07	7	17.07	17	41.46	2	4.88
BARMM	39	3	7.69	3	7.69	10	25.64	7	25.64	12	30.77	4	10.26
TOTAL	1789	122	6.82	126	7.04	275	15.37	266	15.37	798	44.61	202	11.29

Appendix AA
Resources School Used and Found Helpful for Undertaking Learning Recovery

Region	N	Reports/studies and guidelines on Learning Recovery by International Education Agencies (e.g., UNESCO, UNICEF)		Reports/studies and guidelines on Learning Recovery by non-educational agencies or non-governmental organizations (e.g., DOH, DSWD)		DepEd (Central, Regional or Division) Orders and Memos		Learning Recovery program examples done by others schools and are available online		Local Government's research and guidelines		Educational Association's research and guidelines		School's own action research/studies	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%
I	140	38	27.14	70	50.00	127	90.71	73	52.14	57	40.71	57	40.71	61	43.57
II	50	12	24.00	13	26.00	45	90.00	21	42.00	13	26.00	14	28.00	20	40.00
III	246	51	20.73	91	36.99	231	93.90	133	54.07	78	31.71	68	27.64	89	36.18
IV-A	364	81	22.25	137	37.64	327	89.84	173	47.53	86	23.63	104	28.57	147	40.38
IV-B	34	5	14.71	9	26.47	29	85.29	16	47.06	8	23.53	11	32.35	13	38.24
V	67	19	28.36	25	37.31	61	91.04	33	49.25	18	26.87	22	32.84	26	38.81
VI	106	8	7.55	29	27.36	91	85.85	52	49.06	25	23.58	24	22.64	34	32.08
VII	160	31	19.38	55	34.38	144	90.00	84	52.50	55	34.38	54	33.75	63	39.38
VIII	45	11	24.44	21	46.67	38	84.44	20	44.44	14	31.11	17	37.78	15	33.33
IX	43	9	20.93	19	44.19	39	90.70	24	55.81	14	32.56	16	37.21	13	30.23
X	73	15	20.55	20	27.40	64	87.67	31	42.47	18	24.66	20	27.40	26	35.62
XI	75	8	10.67	20	26.67	58	77.33	35	46.67	18	24.00	19	25.33	26	34.67
XII	66	4	6.06	13	19.70	54	81.82	27	40.91	13	19.70	13	19.70	20	30.30
XIII	31	7	22.58	8	25.81	22	70.97	15	48.39	8	25.81	6	19.35	12	38.71
NCR	209	64	30.62	95	45.45	191	91.39	110	52.63	69	33.01	87	41.63	92	44.02
CAR	41	6	14.63	15	36.59	39	95.12	22	53.66	10	24.39	11	26.83	9	21.95
BARMM	39	6	15.38	11	28.21	31	79.49	17	43.59	9	23.08	8	20.51	14	35.90
TOTAL	1789	375	20.96	651	36.39	1591	88.93	886	49.52	513	28.68	551	30.80	680	38.01

Appendix AA
Resources School Used and Found Helpful for Undertaking Learning Recovery (Con't)

Region	N	Consultancy services provided by individuals		Consultancy services provided by educational organizations		Webinars or conferences/forum on learning recovery		Partnership and collaboration with another school		None of the above	
		f	%	f	%	f	%	f	%	f	%
I	140	43	30.71	44	31.43	121	86.43	73	52.14	2	1.43
II	50	10	20.00	12	24.00	42	84.00	21	42.00	1	2.00
III	246	56	22.76	67	27.24	199	80.89	99	40.24	7	2.85
IV-A	364	66	18.13	80	21.98	265	72.80	125	34.34	7	1.92
IV-B	34	5	14.71	4	11.76	22	64.71	11	32.35		
V	67	14	20.90	15	22.39	51	76.12	21	31.34	2	2.99
VI	106	19	17.92	18	16.98	80	75.47	37	34.91	5	4.72
VII	160	38	23.75	38	23.75	124	77.50	62	38.75	3	1.88
VIII	45	16	35.56	13	28.89	32	71.11	20	44.44	5	11.11
IX	43	12	27.91	12	27.91	32	74.42	19	44.19	1	2.33
X	73	16	21.92	15	20.55	59	80.82	33	45.21		
XI	75	19	25.33	14	18.67	48	64.00	22	29.33	8	10.67
XII	66	12	18.18	12	18.18	44	66.67	25	37.88	1	1.52
XIII	31	11	35.48	8	25.81	19	61.29	15	48.39	3	9.68
NCR	209	56	26.79	64	30.62	166	79.43	84	40.19	7	3.35
CAR	41	11	26.83	8	19.51	28	68.29	21	51.22		
BARM	39	6	15.38	6	15.38	26	66.67	13	33.33	1	2.56
TOTAL	1789	410	22.92	430	24.04	1358	75.91	701	39.18	53	2.96

Appendix AB
Related Changes in Other Areas of School Operations to Support Learning Recovery

Region	N	Review and revision or updating of functions of school administrators and personnel in charge of curriculum, instruction and assessment		Establishment of new departments or offices tasked with designing, implementing, and evaluating the school's learning recovery program		Redistribution of loads and assignments of teachers		Review and revision of system of instructional supervision		Review and revision of system of teacher evaluation and policies for recruitment, retention and hiring and promotion		Review and revision of compensation of teachers and support staff		Retrofitting and renovating classrooms and other instructional facilities in compliance with national and local health protocols and DepEd requirements		Upgrading of school's connectivity and bandwidth	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
I	140	95	67.86	40	28.57	95	67.86	93	66.43	71	50.71	65	46.43	86	61.43	109	77.86
II	50	34	68.00	18	36.00	34	68.00	30	60.00	25	50.00	25	50.00	31	62.00	32	64.00
III	246	159	64.63	70	28.46	169	68.70	160	65.04	126	51.22	129	52.44	155	63.01	186	75.61
IV-A	364	230	63.19	109	29.95	250	68.68	224	61.54	189	51.92	188	51.65	209	57.42	265	72.80
IV-B	34	19	55.88	7	20.59	23	67.65	16	47.06	18	52.94	19	55.88	24	70.59	21	61.76
V	67	40	59.70	17	25.37	42	62.69	44	65.67	36	53.73	36	53.73	47	70.15	46	68.66
VI	106	72	67.92	29	27.36	72	67.92	63	59.43	48	45.28	55	51.89	57	53.77	73	68.87
VII	160	105	65.63	47	29.38	99	61.88	95	59.38	81	50.63	77	48.13	89	55.63	101	63.13
VIII	45	27	60.00	15	33.33	30	66.67	33	73.33	28	62.22	27	60.00	33	73.33	34	75.56
IX	43	32	74.42	17	39.53	31	72.09	31	72.09	27	62.79	26	60.47	29	67.44	33	76.74
X	73	49	67.12	29	39.73	57	78.08	46	63.01	44	60.27	43	58.90	44	60.27	50	68.49
XI	75	43	57.33	23	30.67	46	61.33	40	53.33	35	46.67	36	48.00	43	57.33	53	70.67
XII	66	41	62.12	18	27.27	43	65.15	35	53.03	28	42.42	34	51.52	34	51.52	39	59.09
XIII	31	23	74.19	7	22.58	24	77.42	15	48.39	18	58.06	16	51.61	21	67.74	23	74.19
NCR	209	140	66.99	64	30.62	160	76.56	141	67.46	122	58.37	128	61.24	139	66.51	167	79.90
CAR	41	25	60.98	12	29.27	31	75.61	21	51.22	20	48.78	21	51.22	25	60.98	19	46.34
BARMM	39	26	66.67	13	33.33	25	64.10	21	53.85	15	38.46	17	43.59	18	46.15	19	48.72
TOTAL	1789	1160	64.84	535	29.90	1231	68.81	1108	61.93	931	52.04	942	52.66	1084	60.59	1270	70.99

Appendix AB

Related Changes in Other Areas of School Operations to Support Learning Recovery (Con't)

Region	N	Adoption of a technology platform or learning management system for the implementation of computer-related instruction or online or hybrid learning		Digitization of student records and departments' academic reports and other related documents		Development of a learning analytics system to provide information and feedback on-demand about students' progress and achievement		Establishment of partnerships with community organizations or associations for contact tracing		Development of partner-ship program with parents and families to monitor students' attendance and assist in submission & completion of assigned learning requirements and tasks		Provision of academic support services for the social-emotional well-being of students and teachers		Reprogrammin g or re-allocation of funds in the school budget for learning recovery program activities and personnel		Reprogrammi ng of school's tuition and fees to fund learning recovery program activities		None of the Above	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
I	140	91	65.00	57	40.71	35	25.00	77	55.00	77	55.00	84	60.00	65	46.43	64	45.71	2	1.43
II	50	33	66.00	20	40.00	15	30.00	28	56.00	33	66.00	29	58.00	23	46.00	27	54.00		
III	246	167	67.89	139	56.50	83	33.74	150	60.98	158	64.23	153	62.20	126	51.22	119	48.37	6	2.44
IV-A	364	262	71.98	218	59.89	116	31.87	181	49.73	214	58.79	224	61.54	157	43.13	171	46.98	5	1.37
IV-B	34	15	44.12	13	38.24	9	26.47	22	64.71	23	67.65	20	58.82	14	41.18	14	41.18		
V	67	40	59.70	26	38.81	15	22.39	32	47.76	34	50.75	32	47.76	29	43.28	27	40.30	1	1.49
VI	106	68	64.15	55	51.89	27	25.47	49	46.23	61	57.55	65	61.32	48	45.28	41	38.68	4	3.77
VII	160	88	55.00	78	48.75	42	26.25	75	46.88	87	54.38	84	52.50	68	42.50	67	41.88	5	3.13
VIII	45	29	64.44	21	46.67	15	33.33	29	64.44	27	60.00	27	60.00	27	60.00	23	51.11	2	4.44
IX	43	28	65.12	28	65.12	17	39.53	29	67.44	32	74.42	29	67.44	24	55.81	20	46.51		
X	73	39	53.42	41	56.16	22	30.14	37	50.68	42	57.53	39	53.42	38	52.05	32	43.84	1	1.37
XI	75	47	62.67	38	50.67	24	32.00	33	44.00	38	50.67	33	44.00	37	49.33	38	50.67	4	5.33
XII	66	22	33.33	20	30.30	14	21.21	28	42.42	30	45.45	32	48.48	21	31.82	27	40.91	2	3.03
XIII	31	15	48.39	14	45.16	13	41.94	16	51.61	18	58.06	20	64.52	18	58.06	13	41.94	2	6.45
NCR	209	164	78.47	145	69.38	81	38.76	97	46.41	133	63.64	141	67.46	100	47.85	110	52.63	4	1.91
CAR	41	16	39.02	16	39.02	10	24.39	24	58.54	26	63.41	25	60.98	24	58.54	28	68.29		
BARMM	39	13	33.33	13	33.33	9	23.08	22	56.41	25	64.10	21	53.85	16	41.03	13	33.33		
TOTAL	1789	1137	63.56	942	52.66	547	30.58	929	51.93	1058	59.14	1058	59.14	835	46.67	834	46.62	38	2.12

Appendix AC
Return to School by Vulnerable and At-Risk Student Groups

Region	N	Partnership with community to trace and encourage vulnerable and at-risk students to return to school		Provision of financial support and incentives		Provision of financial support for access to online learning		Provision of assistance for individual and family's access to health, hygiene, food, nutrition and sanitation services		Flexible schedules for school attendance		Review and revision of policies for students' attendance		Review and revision of policies for students' access to learning resources		Provision of customized catch-up learning modules for instruction		None of the Above	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
I	140	93	66.43	54	38.57	35	25.00	43	30.71	105	75.00	95	67.86	86	61.43	73	52.14	4	2.86
II	50	30	60.00	21	42.00	17	34.00	16	32.00	41	82.00	35	70.00	32	64.00	31	62.00	4	8.00
III	246	140	56.91	90	36.59	60	24.39	61	24.80	164	66.67	158	64.23	138	56.10	94	38.21	22	8.94
IV-A	364	188	51.65	115	31.59	87	23.90	87	23.90	249	68.41	207	56.87	190	52.20	147	40.38	35	9.62
IV-B	34	20	58.82	11	32.35	7	20.59	7	20.59	23	67.65	22	64.71	17	50.00	16	47.06	0	0.00
V	67	35	52.24	14	20.90	12	17.91	15	22.39	47	70.15	43	64.18	37	55.22	33	49.25	8	11.94
VI	106	54	50.94	24	22.64	17	16.04	25	23.58	73	68.87	59	55.66	55	51.89	44	41.51	12	11.32
VII	160	84	52.50	48	30.00	20	12.50	32	20.00	116	72.50	96	60.00	88	55.00	80	50.00	14	8.75
VIII	45	28	62.22	16	35.56	16	35.56	17	37.78	35	77.78	31	68.89	28	62.22	25	55.56	5	11.11
IX	43	28	65.12	16	37.21	6	13.95	10	23.26	32	74.42	29	67.44	29	67.44	28	65.12	3	6.98
X	73	50	68.49	28	38.36	18	24.66	25	34.25	56	76.71	45	61.64	38	52.05	40	54.79	5	6.85
XI	75	31	41.33	25	33.33	14	18.67	16	21.33	48	64.00	41	54.67	43	57.33	37	49.33	10	13.33
XII	66	35	53.03	21	31.82	13	19.70	16	24.24	38	57.58	32	48.48	36	54.55	33	50.00	6	9.09
XIII	31	18	58.06	14	45.16	7	22.58	9	29.03	26	83.87	22	70.97	19	61.29	14	45.16	3	9.68
NCR	209	101	48.33	93	44.50	59	28.23	49	23.44	141	67.46	143	68.42	127	60.77	93	44.50	17	8.13
CAR	41	24	58.54	15	36.59	6	14.63	9	21.95	28	68.29	26	63.41	21	51.22	17	41.46	3	7.32
BARMM	39	23	58.97	14	35.90	6	15.38	9	23.08	25	64.10	25	64.10	22	56.41	17	43.59	0	0.00
TOTAL	1789	982	54.89	619	34.60	400	22.36	446	24.93	1247	69.70	1109	61.99	1006	56.23	822	45.95	151	8.44