Handout for Participants
Using Data Analytics to Improve Learning Outcomes
Asst. Prof. Arturo J. Patungan Jr., LPT, PhD
University of Santo Tomas
Analytics and AI Association of the Philippines (AAP)

1. Why Learning Analytics Matters

Philippine schools continue to struggle with persistent learning gaps in reading, mathematics, science, and foundational skills. These gaps widen across regions and school types, and teachers often act with limited or delayed information. Schools collect data, but most of that data remains unused or interpreted in ways that do not inform instruction.

Learning analytics is not about technology. It is the disciplined use of evidence to understand what learners need, guide teacher decisions, and support continuous improvement. When used well, analytics helps schools shift from guesswork to targeted, timely action.

Key problems the education system faces:
- Fragmented and inconsistent data
- Lack of timely insight
- Limited data literacy among teachers and leaders
- Interventions not tied to actual learner needs
- Over-reliance on intuition or anecdotal evidence

2. What Schools Actually Need

Schools do not need more raw data. They need clearer answers to core questions:
- Who is falling behind and why
- Which competencies learners fail to master
- What teaching strategies work for which groups
- When learners need support
- How interventions affect outcomes

Analytics converts scattered data into evidence that supports instruction and leadership decisions.

3. Core Principles of Learning Analytics

These principles ensure analytics supports teaching rather than replaces it:

1. **Pedagogy first**
   Data must align with curriculum and teaching practice.
2. **Equity always checked**
   Insights must avoid bias and protect vulnerable learners.
3. **Validated insights only**
   Not every pattern is meaningful; interpretation matters.
4. **Evidence → Action**
   Analytics has no value unless it changes what teachers and schools do.

4. The Four Moves of Actionable School Analytics

This framework is designed for any school type, regardless of size or resources. It provides a practical way to convert learning data into improved outcomes.

MOVE 1: Understand Learning Needs and Data

This move identifies the instructional priorities and examines the data the school has or can collect.

1. Identify Learning Needs
- Priority competencies
- Target outcomes
- At-risk subgroups
- Example indicators: reading mastery, math proficiency, senior high school performance signals

2. Understand Context and Available Data

Common sources:
- Attendance
- Classroom assessments and item-level results
- LMS or digital activity logs
- Engagement indicators
- Behavioral and psychosocial signals

The aim is to define what is measurable and meaningful inside the school's real constraints.

MOVE 2: Generate and Validate Insights

Schools must turn data into clear, actionable meaning.

1. Prepare and Process Data
- Cleaning and organizing
- Consistent formats
- Feature creation (e.g., frequency of absences, difficulty per topic, time-on-task patterns)
- Removal of noise and irrelevant fields

2. Generate Insights

Examples of analytics that schools can begin with:
- Trend and cohort analysis
- Difficulty and error patterns
- Learner segmentation
- Early-warning indicators
- Topic-correlation patterns

These insights reveal what is happening and why.

3. Validate Insights Using Pedagogy and Equity

This step prevents misinterpretation.
- Are the patterns aligned with curriculum progression?
- Do they match teacher experience?
- Could the pattern be caused by assessment design?
- Are any groups unfairly represented?

A validated insight is one that teachers can trust and act upon.

MOVE 3: Act on Insights

Analytics must support decisions and guide concrete actions.

1. Support Decisions at Different Levels
- **Teachers:** instructional adjustments, differentiation, remediation
- **School leaders:** program design, resource allocation, scheduling
- **Parents:** communication and early involvement
- **Policy and division offices:** targeted support and monitoring

Insight only matters when it changes professional practice.

2. Implement Targeted Interventions

Examples:

- Remediation sessions
- Classroom strategy adjustments
- Peer tutoring or mentoring
- Teacher coaching cycles
- Parent engagement strategies
- Use of AI-supported learning materials and formative feedback tools

The goal is to match the intervention to the actual learning need.

MOVE 4: Evaluate and Improve

Schools must check whether actions worked and then iterate.

1. Measure Outcomes

Common indicators:

- Mastery gains
- Consistent or improved engagement
- Attendance stability
- Reduction of risk levels
- Closing of specific learning gaps
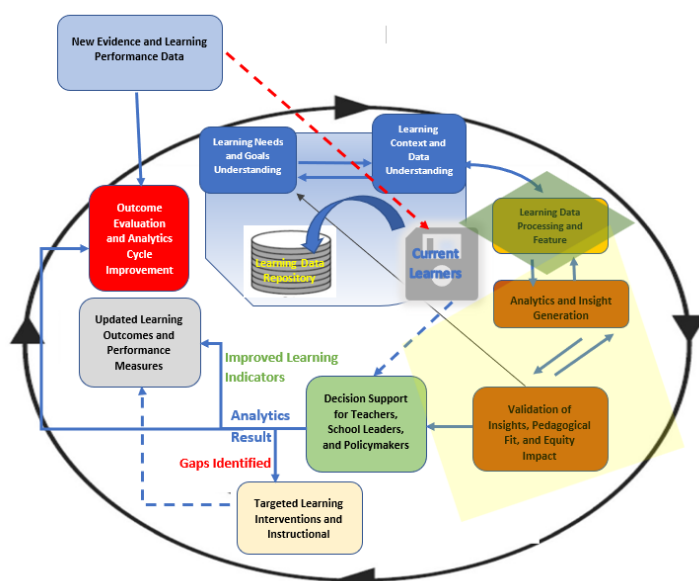
2. Continuous Improvement Loop

- New outcomes generate new data
- Data feeds new insights
- Insights refine decisions
- Decisions produce better interventions

This loop creates a culture of evidence-driven improvement.

5. The Full Learning Analytics Improvement Framework

All four moves connect into a continuous cycle:

Understand → Generate → Act → Improve → Repeat

This ensures analytics becomes a routine professional practice rather than a one-time project. Schools can implement the cycle using simple tools, such as Excel, Google Sheets, LMS analytics, process checklists, or AI-supported interpretation.

6. How Different School Types Can Apply the Framework

Higher Education
- Course analytics for retention
- Early alerts for struggling students
- Performance dashboards linked to program outcomes

School Divisions
- Dropout-risk models
- Early reading and numeracy dashboards
- Benchmarking across schools

Private Schools
- Assessment analysis
- Curriculum alignment checks
- Teacher coaching and performance monitoring

The same logic adapts to different resource levels.

7. Common Misconceptions to Avoid

1. **Data equals insight.**
   Data must be interpreted carefully; meaning is not automatic.
2. **Dashboards improve learning.**
   Dashboards are tools, not strategies. Improvement comes from decisions.
3. **Predictive models always tell the truth.**
   Predictions need validation and contextual judgment.
4. **Analytics replaces teachers.**
   Teacher expertise is central; data informs but does not control instruction.

8. Barriers Schools Face

Honest constraints matter:
- Limited data literacy
- Fragmented systems
- Time pressure on teachers
- Poor assessment quality
- Cost concerns for small schools

These barriers shape realistic pathways for implementation.

9. Practical Starting Points for Schools

Even without sophisticated systems, schools can begin strong with:
- Excel or Google Sheets dashboards
- LMS built-in analytics and simple trend graphs
- Item and error analysis aligned to competencies
- AI tools like ChatGPT to summarize patterns or generate hypothesis lists
- Pilot projects in one grade level or one subject

Start small, show value, and scale steadily.

10. What Leaders and Policymakers Must Do

Leaders play a critical role in making analytics sustainable.
- Build teacher capacity in data and AI
- Integrate learning analytics into teacher training and supervision

- Establish clear data governance and privacy practices
- Align monitoring systems with actual school needs
- Support continuous improvement cycles at the school and division level

Policy shapes the culture of evidence.

11. Implications for Philippine Schools

If implemented consistently:

- Schools can adopt analytics at any resource level.
- Divisions can create early-warning and learning support systems.
- HEIs and TEIs can prepare future teachers for data-informed instruction.
- Private schools can strengthen program effectiveness and learner support.
- PEAC partners can scale learning improvement through evidence-based practice.

Analytics becomes a shared language across the system.

12. Final Message

Analytics improves learning only when evidence becomes practice.

It is not about technology or dashboards.

It is about giving every learner the right support at the right time.

When schools commit to a cycle of understanding, insight, action, and improvement, teaching becomes more effective, and learning becomes more equitable.