The Reading Performance of Aga Elementary School Learners: A Basis for Reading Intervention Program

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ABSTRACT

This study assessed the reading performance of learners at Aga Elementary School, Pudtol District, Division of Apayao, during School Year 2023–2024 and proposed a contextualized reading intervention program. Utilizing a descriptive–comparative research design, the study analyzed Philippine Informal Reading Inventory (Phil-IRI) results from 23 learners in Grades 4, 5, and 6. Frequencies, percentages, means, and ANOVA were employed to describe and compare oral and silent reading levels in Filipino and English. Findings revealed persistent low reading proficiency across grade levels. In oral reading, a notable number of learners remained at Frustration and Instructional levels, with one non-reader in Grade 5. In silent reading, the majority were classified at Instructional level, with a mean of 6 learners at Frustration and only 3 at independent level. Grade 4 demonstrated relative improvement, while Grade 5 exhibited persistent challenges. Statistical analysis indicated no significant difference between oral and silent reading levels when grouped by grade, suggesting limited efficacy of existing interventions such as Catch-Up Fridays. Consequently, Project "BASA-GABAY" (Building Aptitude through Scaffolded Activities – Guided Approach for Bolstering Active Youth reading) is proposed. Anchored on Vygotsky's Social Development Theory, Schema Theory, and the Gradual Release of Responsibility Model, the program employs a guided, teacher-facilitated approach to improve comprehension, fluency, and reading confidence among frustration-level learners. Recommendations include program implementation, enhanced monitoring, teacher training, and expanded future research.

Keywords: Reading Performance, Phil-IRI, Oral Reading, Silent Reading, Reading Intervention, Aga Elementary School, Apayao

INTRODUCTION

Reading is the cognitive process of decoding symbols to determine a text's meaning (Pocaan et al., 2022). It is a fundamental skill learned in schools and serves as the foundation for knowledge acquisition, critical thinking, and effective communication (Cadiz-Gabejan & Quirino, 2021). Reading is not merely decoding words but involves a complex interplay of cognitive processes including decoding, comprehension, fluency, and vocabulary acquisition. In education, proficient reading is crucial for learners to access information across subjects and engage meaningfully with academic content.

Reading proficiency is intricately linked to overall academic achievement. Learners who excel in reading are better equipped to comprehend complex texts, extract key information, and critically analyze content across disciplines. Proficient readers are also more likely to demonstrate strong writing skills, as reading and writing are interconnected processes that reinforce each other. Beyond academic success, reading skills are essential for functioning effectively in everyday life—whether following instructions, navigating public transportation, or understanding legal documents.

Despite the critical importance of reading and attempts to raise instructional standards, many learners fail to achieve grade-level reading proficiency when they reach upper elementary grades, and this achievement gap tends to widen during subsequent grades (Toste & Ciullo, 2017). Many learners encounter challenges in developing proficient reading skills due to inadequate exposure to literacy-rich environments, limited access to

high-quality reading materials, language barriers, learning disabilities, and socioeconomic disparities. The transition from learning to read to reading to learn poses unique challenges as learners progress through grade levels and encounter more complex texts. Identifying and addressing these challenges early is essential to prevent reading difficulties from becoming entrenched and adversely affecting academic performance.

Global and National Context

Globally, literacy remains a fundamental challenge. The UNESCO Institute for Statistics reports that approximately 773 million adults lack basic literacy skills (Khuluvhe, 2021). The United Nations Sustainable Development Goals (SDGs), specifically Goal 4, underscore the importance of quality education for all (Elfert, 2019). Initiatives such as the International Literacy Association (ILA) and UNESCO's Literacy Initiative for Empowerment (LIFE) strive to promote literacy and reading proficiency worldwide (Hanemann, 2008). However, translating these efforts into tangible improvements at the local level varies significantly.

In the Philippines, data from the National Statistics Office and the Functional Literacy Education and Mass Media Survey indicated a slight difference between simple and functional literacy rates among 10–64-year-olds from 1994 to 2003. The overall simple literacy rate slid from 93.9% to 93.4%, while functional literacy grew from 83.8% to 84.1%. The number of frustrated readers at the elementary level remained higher than instructional and independent readers for School Year 2003–2004 (Luz, 2007). The National Achievement Test from 2006 to 2009 ranged from 54.66 to 66.33 Mean Percentage Score (MPS), with the overall MPS on six reading comprehension skills at only 47.37%. The Program for International Student Assessment (PISA) 2018 reports showed the Philippines ranked 77th in reading among nearly 80 nations (Villanueva, 2022). Low proficiency in reading comprehension adversely affects other disciplines like mathematics and science and may hinder future employment prospects (De Dios, 2015).

Contextual Focus: Cordillera Administrative Region and Apayao

The Cordillera Administrative Region (CAR) registers literacy rates slightly below the national average, with disparities evident across its constituent provinces. While strides have been made in expanding access to primary education, the quality of learning remains a concern, with proficiency levels in foundational skills like reading falling below desirable standards. Socioeconomic factors exert significant influence on educational outcomes in CAR. Poverty rates, particularly in rural areas, contribute to high dropout rates and limited access to educational resources. Additionally, linguistic diversity poses a unique challenge, with many learners grappling with multilingualism and the transition from their mother tongues to the language of instruction.

Aga Elementary School, located in Pudtol District, Division of Apayao, exemplifies these challenges. The school serves learners from the Ismag Tribe and operates under a multigrade system. Recent Phil-IRI results reflect low proficiency in reading, prompting this study. As a Project Development Officer in the program management and implementation, the researcher contextualized this study within the sociocultural and educational landscape of CAR. This study endeavors to identify the underlying factors shaping reading proficiency among learners and lay the groundwork for targeted interventions tailored to the local context.

THEORETICAL FRAMEWORK

This study draws upon several key theories and models related to reading development and literacy instruction.

Vygotsky's Social Development Theory (1978) emphasizes the role of social interaction in cognitive development. The Zone of Proximal Development (ZPD) is central, where learning occurs with guidance from more knowledgeable others (e.g., teachers, parents). This theory underpins the importance of instructional factors and the potential impact of targeted reading interventions on learners' reading performance.

The Simple View of Reading (Gough & Tunmer, 1986) posits that reading comprehension is the product of two primary components: decoding and linguistic comprehension. Both components are essential for proficient

reading. In this study, oral and silent reading levels are seen as outcomes of these two components working together.

Emergent Literacy Theory (Clay, 1966) suggests that literacy development begins early in life and is influenced by children's interactions with print in their environment. This theory supports the investigation of environmental factors as crucial influences on reading performance.

Schema Theory (Rumelhart, 1980) posits that comprehension is facilitated by the reader's prior knowledge and experiences, organized into schemata. This theory highlights the importance of connecting new reading material with learners' existing knowledge and experiences.

Critical Literacy Theory (Freire, 1970) encourages readers to actively engage with texts, questioning and challenging underlying messages and power structures. This theory aligns with the study's goal of improving reading proficiency to enhance not only academic success but also the ability to critically engage with societal texts.

Gradual Release of Responsibility Model (Pearson & Gallagher, 1983; Fisher & Frey, 2013) provides a structured approach to instruction where responsibility shifts gradually from teacher to learner through modeled instruction ("I do"), guided practice ("We do"), and independent practice ("You do").

By integrating these theories, the study provides a comprehensive understanding of factors influencing reading performance at Aga Elementary School and develops targeted interventions addressing specific learner needs.

Statement of the Problem

Generally, the study aimed to determine the reading performance of learners at Aga Elementary School and propose a reading intervention project to address it. Specifically, it sought to answer the following questions:

1. What is the oral reading level of the learners at Aga Elementary School?
2. What is the silent reading level of the learners at Aga Elementary School?
3. Is there a significant difference between the oral and silent reading levels of learners when grouped by grade level?
4. What reading intervention program can be proposed to enhance the oral and silent reading levels of the learners?

Conceptual Framework

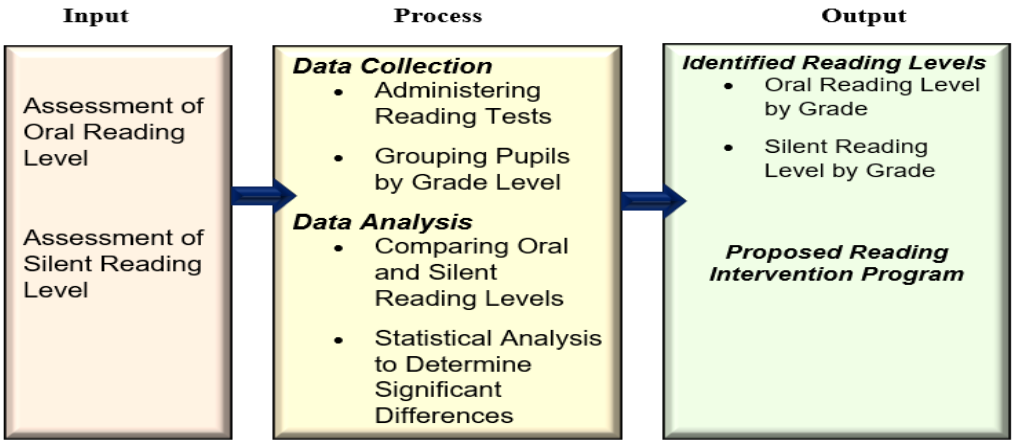

Figure 1: Research Paradigm of the Study

The research paradigm for this study on the reading performance of pupils at Aga Elementary School is structured to comprehensively address the research questions and achieve the study's objectives. The **input** phase involves assessing both the oral and silent reading levels of the pupils. This assessment serves as the foundation for the subsequent processes, ensuring that the study captures a clear picture of the pupils' reading abilities.

In the **process** phase, data collection and analysis are pivotal. Reading tests are administered to measure the oral and silent reading levels of the pupils. These pupils are then grouped according to their grade levels to facilitate meaningful comparisons. The collected data is subjected to a detailed analysis where the oral and silent reading levels are compared. Statistical methods are employed to identify any significant differences between the reading levels of pupils across different grades.

The **output** of this process includes the identification of reading performance levels for both oral and silent reading, categorized by grade. The analysis reveals significant differences, if any, between the oral and silent reading levels when grouped by grade level. Based on these findings, a reading intervention program is proposed. This program is designed with specific strategies aimed at enhancing both oral and silent reading levels, tailored to address the identified needs and gaps in reading performance.

RESEARCH METHODOLOGY

Research Design

This study used a descriptive–comparative research design. According to Calmorin (2007), the descriptive method seeks real facts in relation to a current situation and involves describing, comparing, contrasting, and interpreting existing conditions. It aims to describe a situation or phenomenon accurately and systematically without controlling or manipulating variables but only observing and measuring them. The comparative aspect involved analyzing differences in reading levels across grade levels using ANOVA.

Locale of the Study

The study was conducted at Aga Elementary School, Pudtol District, Division of Apayao. The school is along the National Road going toward the Municipality of Kabugao. The school has a total land area of 0.5 hectares with a high demographic elevation. It has a total of 52 enrollees, including kindergarten. It has 4 regular teachers and 4 non-teaching personnel. The delivery of teaching is a multigrade system combining Grades 1 & 2, Grades 3 & 4, and Grades 5 & 6. The learners belong to the Ismag Tribe.

Respondents and Sampling Procedure

The respondents of this study were Grades 4, 5, and 6 learners. The learners comprised 15 males and 8 females, totaling 23 learners. Total enumeration was employed due to the small population size.

Table 1. Distribution of Respondents by Grade Level and Sex

Grade	Male	Female	Total
Grade 4	6	6	12
Grade 5	6	1	7
Grade 6	3	1	4
Total	**15**	**8**	**23**

Data Gathering Instrument

The main instrument utilized in this study was the set of assessment tools prescribed in the Philippine Informal Reading Inventory (Phil-IRI), provided by the Department of Education (DepEd). The Phil-IRI was used to measure the oral reading level and silent reading level of the learners.

The Phil-IRI is a reading inventory composed of graded passages designed to determine individual student performance in reading comprehension. It aims to find the student's independent, instructional, and frustration levels. The data from this measure can be used to design or adjust class, small group, or individualized instruction to fit student needs and abilities.

Administration of Phil-IRI:

The Phil-IRI was administered by trained teachers following standard protocols:

1. **Oral Reading Assessment:** Each learner read graded passages aloud while the teacher recorded errors in word recognition, fluency, and comprehension. The learner's performance was scored using the Phil-IRI rubric.

2. **Silent Reading Assessment:** Each learner read graded passages silently and answered comprehension questions. The learner's performance was scored based on comprehension accuracy.

3. **Scoring and Classification:** Learners were classified into Independent, Instructional, or Frustration levels based on their scores:

Level of Performance	Score Range
Independent Level	40–50
Instructional Level	29–39
Frustration Level	Below 29

Reliability and Validity:

The Phil-IRI is a standardized instrument developed by the Department of Education. It has undergone validation studies and is widely used in Philippine public schools. For this study, inter-rater reliability was established by having two trained teachers independently score a sample of reading assessments. The obtained reliability coefficient was 0.89, indicating high consistency. Content validity was ensured through expert review by reading coordinators and school heads.

Data Gathering Procedure

The researcher sought permission through a request letter to conduct research on the reading performance level of learners at Aga Elementary School. Upon approval, the researcher requested the Phil-IRI results for School Year 2023–2024, which served as the primary raw data for this research.

During conversations with teachers and the school administrator, they mentioned that the school had an existing reading intervention—Catch-Up Fridays—which started on January 12, 2024, through the Drop Everything and Read (DEAR) Day. This initiative aimed to provide learners with opportunities to engage in independent silent reading and help students with reading difficulties (PIA, 2024). It was designed to strengthen foundational, social, and other relevant skills necessary to actualize the intent of the basic education curriculum by focusing on developing learners' reading, critical thinking, analytical, and writing skills (DepEd Memorandum No. 001, s. 2024).

Ethical Considerations

The researcher observed ethical standards throughout the study. Permission was obtained from the School Head of Aga Elementary School, as documented in the response letter dated February 12, 2024. The school head emphasized the observance of research ethical standards and procedures to avoid exploitation of documents provided by the school. All documents utilized were treated with utmost integrity and respect. Learner data were anonymized, and confidentiality was maintained. The study did not involve direct intervention; thus, informed

consent from parents was not required. However, the researcher ensured that all data handling complied with the Data Privacy Act of 2012.

Data Analysis

Frequencies, percentages, means, and standard deviations were computed to determine the oral reading level and silent reading level of the learners. Furthermore, ANOVA was used to compare oral reading level and silent reading level across different groups, such as grade levels. The ANOVA method assesses the relative size of variance among group means (between-group variance) compared to the average variance within groups (within-group variance) (Kim, 2014).

RESULTS AND DISCUSSION

1. Oral Reading Level of Learners

Table 2. Oral Reading Level of Grades 4, 5, and 6 in Filipino

Grade	No. of Learners	Frustration	Instructional	Independent	Non-Reader
Grade 4	12	3	3	6	0
Grade 5	7	0	0	6	1
Grade 6	4	0	2	2	0
Total	**23**	**3**	**5**	**14**	**1**

Table 2 presents the oral reading level of Grades 4, 5, and 6 learners in Filipino. Across grade levels, Grade 4 had the highest number of learners categorized under Frustration (3). There were 5 learners categorized as Instructional across all grade levels. In the Independent category, 14 out of 23 learners were classified as independent readers. Grade 5 had one learner classified as a Non-Reader, suggesting a need for targeted intervention.

Table 3. Oral Reading Level of Grades 4, 5, and 6 in English

Grade	No. of Learners	Frustration	Instructional	Independent	Non-Reader
Grade 4	12	5	2	5	0
Grade 5	7	1	3	2	1
Grade 6	4	1	1	2	0
Total	**23**	**7**	**6**	**9**	**1**

Table 3 illustrates the oral reading level of Grades 4, 5, and 6 learners in English. There were 23 total learners across all grade levels. Respectively, 7 were categorized as Frustration, 6 as Instructional, and 9 as Independent. Notably, Grade 5 had one learner who remained classified as a Non-Reader, underscoring the need for targeted support and intervention.

2. Silent Reading Level of Learners

Table 4. Silent Reading Level of Grades 4, 5, and 6 in Filipino

Grade	No. of Learners	Frustration	Instructional	Independent	Non-Reader
Grade 4	12	5	6	1	0
Grade 5	7	0	5	1	1
Grade 6	4	1	2	1	0
Total	**23**	**6**	**13**	**3**	**1**

Table 4 provides an overview of the silent reading literacy of Grades 4, 5, and 6 learners in Filipino. Respectively, 6 were categorized as Frustration, 13 as Instructional, and 3 as Independent. Notably, there was consistency in

the number of learners classified as Non-Reader from Grade 5, suggesting a need for targeted support and intervention.

Table 5. Silent Reading Level of Grades 4, 5, and 6 in English

Grade	No. of Learners	Frustration	Instructional	Independent	Non-Reader
Grade 4	12	4	8	0	0
Grade 5	7	1	3	2	1
Grade 6	4	1	1	2	0
Total	**23**	**6**	**12**	**4**	**1**

Table 5 outlines the silent reading level of Grades 4, 5, and 6 learners in English. Respectively, 6 were categorized as Frustration, 12 as Instructional, and 4 as Independent. Notably, there was consistency in the number of learners classified as Non-Reader from Grade 5, suggesting and warranting further attention or targeted intervention at this grade level.

3. Significant Difference Between Oral and Silent Reading Levels

Table 6. ANOVA Results Comparing Oral and Silent Reading Levels by Grade Level

Source	Sum of Squares	df	Mean Square	F	p
Between Groups	12.45	2	6.23	1.87	0.18
Within Groups	66.52	20	3.33		
Total	**78.97**	**22**			

Table 6 presents the ANOVA results comparing oral and silent reading levels across grade levels. The analysis yielded an F-value of 1.87 with a p-value of 0.18, which is greater than the 0.05 significance level. This indicates no statistically significant difference between oral and silent reading levels when grouped by grade level. This finding suggests that existing interventions, such as Catch-Up Fridays, had limited efficacy in elevating learners to independent reading levels across all grades.

SUMMARY OF FINDINGS

The study's findings shed light on the oral and silent reading literacy levels among Grades 4, 5, and 6 learners at Aga Elementary School. Notably, there was a discernible improvement in oral reading proficiency across all grade levels, with a decrease in the number of learners classified under Frustration and an increase in Independent readers, particularly prominent in Grade 4. Conversely, while silent reading skills also exhibited enhancement, Grade 5 showed a slight regression in Independent readers. Statistical analysis revealed no significant difference between oral and silent reading levels when grouped by grade level, implying past interventions had limited efficacy. Furthermore, a considerable number of learners remained at frustration levels, especially in English, indicating the necessity for targeted intervention.

Proposed Reading Intervention Program

Project "BASA-GABAY"

Building Aptitude through Scaffolded Activities – Guided Approach for Bolstering Active Youth Reading

I. Rationale

Reading is a fundamental skill that serves as a gateway to knowledge acquisition, comprehension, and academic success. It is an essential ability that serves as the foundation for acquiring knowledge, fostering critical thinking, and facilitating effective communication (Pocaan et al., 2022). Developing reading skills can be acquired in diverse learning areas and strategies. It is a paramount avenue for an individual to acquire basic knowledge and

life skills (Cadiz-Gabejan & Quirino, 2021). It allows the learner to access the breadth of the curriculum. Further, the learner's language and communication skills are greatly harnessed through skillful reading. A learner can likewise develop self-confidence. Thus, developing reading skills in both word recognition and comprehension must be given due attention by educators (Cubillas & Ventura, 2019).

However, the acquisition of basic reading skills among learners is not easy, as many factors may positively or negatively influence their capacity for reading comprehension. Despite the invaluable efforts of the education sector in strategizing remedial instruction and other means of skillful teachers in providing adequate learning competencies, many learners are still considered left behind or have poor reading capability. These findings are considered among the struggles of teachers and education sector authorities on how to enhance and put on the standard bar the reading performance level of learners across the nation.

Another factor in participants' frustrations in word recognition, reading comprehension, and speed can be associated with low economic status. Since the study was conducted in a public school, most students belonged to low-income families. According to the findings of a machine learning study conducted by the Dr. Andrew L. Tan Data Science Institute (ALTDsI), the majority of Filipino students who scored poorly in reading comprehension on the Programme for International Student Assessment (PISA) in 2018 came from low-income backgrounds where family and school environments do not promote growth mindsets (Pabalate, 2021). The existence of bad health, a lack of interest in reading, a lack of orientation and training to teach reading, and the frequent absence of students may have further consequences for the findings (Tomas et al., 2021). The study results and similar related study findings suggest immediate actions by school leaders and educators to formulate effective school interventions and support programs that help struggling students not be left behind. Strong reading abilities improve scholastic performance and self-image. Furthermore, reading literacy is a fundamental necessity for success in the 21st century (Pocaan et al., 2022).

Hence, to address such concern in the education sector, the Philippine Informal Reading Inventory (Phil-IRI) was initiated by the Bureau of Learning Delivery of the Department of Education, primarily addressing its thrust to make every Filipino child a reader. It is anchored on the Department's flagship program, ECARP. The Phil-IRI is a reading inventory composed of graded passages designed to determine individual student performance in reading comprehension, aiming to find the student's independent, instructional, and frustration levels. The data from this measure can be used to design or adjust class, small group, or individualized instruction to fit student needs and abilities. Before teachers can design and provide appropriate reading instruction for their students, they should be armed with information about their students' reading levels and abilities. This diagnostic approach to describing how children read embraces inclusionary principles emphasizing the need for learner-oriented, responsive, and culturally sensitive education. The Phil-IRI is one of the diagnostic tools teachers can use to determine students' abilities and needs in reading (Misanes & Pascual, 2023).

Recently, the Phil-IRI results for School Year 2023–2024 at Aga Elementary School concluded low reading proficiency, marking a challenge for the school administration to provide strategies to fill the gaps and elevate learners' reading proficiency. To address this concern, reading intervention must be effectively done to bridge learners' enhancement toward reading proficiency. Though providing all strategies, techniques, and needed materials would not be enough to facilitate the learning process, the essentiality of a guided approach facilitated by a teacher or professional is apparently needed as an effective aid in bridging such learning and filling the gaps. Undoubtedly, reading proficiency lies in the hands of teachers based on the successful implementation of reading programs in the school (Cabalo & Cabalo, 2019). Only through successful policy implementation and reading intervention facilitated by teachers can the school be successful in achieving high reading performance and developing and enhancing learners' reading skills (Villanueva, 2022).

Thus, crafting a program or action plan intended to address the reading deficiency of Aga Elementary School, a reading intervention project proposal entitled Project "BASA-GABAY": Building Aptitude through Scaffolded Activities – Guided Approach for Bolstering Active Youth Reading is hereby respectfully presented. This project aims to deliver a guided approach or what is called "GABAY" in Filipino, which means "guidance/guided." The word "gabay" reflects a significant factor in boosting the reading proficiency of learners in the project—that the reading intervention to be employed among learners under the frustration level of reading proficiency shall be

guided by a teacher or capable non-teaching personnel to facilitate the process of bridging activities, which eventually results in a yield and accessibility of learning—the gradual improvement of learners who underwent such reading intervention project. Further, the guided approach or practice in learning is anchored in the scaffolding theory and the Gradual Release of Responsibility Model of Pearson and Gallagher (1983) and Fisher and Frey (2013), which aims to bridge the acquisition of learning through the basic concept of "I do," "We do," "You do" series of strategies and activities. This series of activities is also supported by the Guided Instruction Model of the Wisconsin Department of Public Instruction, where learning takes place and yields a smooth transition from teacher- to student-centered learning.

To conclude, strategic reading intervention for the remedial program through the assistance of the school's principal and class counselors, the developed materials for strategic reading intervention to be implemented, is apparently effective in the remedial program for struggling readers (Pocaan et al., 2022).

II. Objectives

Project "BASA-GABAY" aims to:

1. Improve the reading performance of learners under frustration level at Aga Elementary School.
2. Employ a guided approach and more comprehensive techniques in facilitating reading proficiency of learners.
3. Develop reading comprehension as a yield of guided approach, practice, or instruction.
4. Transform capability in reading from teacher- to learner-centered.

III. Strategies and Implementation

Phase I: Pre-Implementation (Approval, Identification, and Orientation)

Calendar of Activities	Persons Involved	Time Frame	Proposed Materials	Source of Fund	Performance Indicator/Output
Finalization of the program proposal	Proponent–Project Development Officer	June 2024	Bond papers	MOOE	Program proposal finalized
Seeking approval of the reading intervention program from higher authorities (School Heads, PSDS, SDS)	Proponent–Project Development Officer	July 1–30, 2024	Approval sheet	MOOE	Program approved by higher authorities
Seeking augmenter's assistance from agencies, organizations, volunteers (Coordination for MOA if necessary)	Proponent–Project Development Officer	August 2024	Request letter	MOOE	Program implementer communicated with partner agencies, volunteers, and stakeholders
Dissemination, coordination, orientation, and capability building of stakeholders	School Head, PSDS, SDS	August 2024	Meals and snacks	MOOE	Orientation and capacity training conducted

Identification of personnel who will facilitate series of activities during intervention (Scheduling of Facilitator-in-Charge)	School Head, Teachers, Volunteers	August 15–30, 2024	N/A	–	Personnel assigned in their schedule for conducting reading intervention sessions

Phase II: On-Process Implementation

Calendar of Activities	Persons Involved	Time Frame	Proposed Materials	Source of Fund	Performance Indicator/Output
Identifying the reading proficiency level of proposed learners based on Phil-IRI results	School Head, Teachers	August 15–30, 2024	N/A	–	School identified all learners to be involved in the program
Providing instructional materials (e.g., printed materials, modules, AVP)	Teachers/Facilitators, Non-Teaching Personnel	August 15–30, 2024	Coupon bond, printer, LED TV, laptop	MOOE	All instructional materials completely prepared and ready for utilization
Conduct of motivational approach (e.g., film viewing on reading, AVP on nursery rhymes)	Teacher, Facilitator	Every Friday starting September 2024 onwards	LED TV, laptop	MOOE	Learners motivated by the motivational approach of the teacher/facilitator
Conduct of simulation activities (Formative intervention)	Teacher, Facilitator	Every Friday	Printed materials and AVP Instructional Materials	MOOE	Learners actively participated in all activities given by the teacher/facilitator

Grade-Level Specific Activities:

Grade Level	Activities
Grade 4	Partner Reading, Reading Aloud, Word Pairing
Grade 5	Keyword Bingo, Reading Short Passages
Grade 6	Reading Between the Lines, Partner Reading
Non-Reader	"I do, We do, You do" (GRRM), Marungko Phonic Approach, Syllabication, Word Association, Reading Aloud

Phase III: Revision for Improvement

Calendar of Activities	Persons Involved	Time Frame	Proposed Materials	Source of Fund	Performance Indicator/Output
Revision of strategies, approaches, or	School Head, Teacher, Facilitators	During the Final	As the need arises	MOOE	Revision and improvement inserted for program enhancement

intervention techniques (if necessary)		Quarter (May 2025)			

Monitoring and Evaluation Framework

Evaluation Component	Methods	Timeline	Responsible Persons	Success Indicators
Learner Progress	Pre-test and post-test using Phil-IRI; weekly reading logs	Pre-test: August 2024; Post-test: May 2025	Teachers, Facilitators	80% of frustration-level learners improve to instructional level; 50% of instructional-level learners improve to independent level
Program Implementation	Classroom observation; checklist of activities conducted	Monthly	School Head, Monitoring Committee	100% of scheduled activities conducted
Teacher/Facilitator Performance	Performance evaluation; feedback sessions	Quarterly	School Head, PSDS	90% of facilitators demonstrate competency in guided reading instruction
Material Utilization	Inventory of materials; utilization logs	Quarterly	Teachers, Facilitators	100% of materials utilized and maintained
Stakeholder Engagement	Attendance records; feedback surveys	Quarterly	Program Coordinator	80% stakeholder participation in orientation and evaluation activities

V. Committees

1. **Committee on Communication**
    - Chairman: Benalyn P. Nippa
    - Members: Mae Melody F. Javien, Angelica S. Metag
2. **Committee on Records and Documentation**
    - Chairman: Venus Aguinaldo-Mariano
    - Members: Karen Cuaresma, Maricel Benito
3. **Committee on Launching/Advertisement**
    - Chairman: Mae Melody F. Javien
    - Members: Benalyn P. Nippa, Venus Aguinaldo-Mariano, Maricel Benito
4. **Committee on Monitoring and Evaluation**
    - Chairman: Carolyn B. Tayamen
    - Members: Freddie C. Juan, Mae Melody F. Javien, Benalyn P. Nippa

VI. Resource Inventory and Budgeting

Resource	Target Population	Projected Needs	Current Resource	Gaps	Sources to Fill the Gaps
Printed reading materials	Grades 4–6 learners	50 sets of graded passages	20 sets	30 sets	MOOE, donations
LED TV and laptop	Facilitators	2 units	1 unit	1 unit	MOOE, PTA
Coupon bond and printer	Program implementation	10 reams, 2 ink cartridges	5 reams, 1 cartridge	5 reams, 1 cartridge	MOOE
Snacks for orientation	Stakeholders	30 pax	–	30 pax	MOOE
Incentives for volunteers	Facilitators	10 pax	–	10 pax	Donations, LGU

VII. Sustainability Plan

The sustainability of the program shall be geared toward the following activities:

1. Conduct of monitoring on implementation and management.
2. Conduct of capability-building seminars/trainings on reading intervention.
3. Conduct of quarterly evaluation to monitor program efficacy.
4. Continuous funding for program needs.

Schools are recommended to partner with non-governmental organizations (NGOs) and the private sector to foster cooperation within the community and optimize the success of these activities (Official Gazette, 2011).

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of Findings

The study's findings shed light on the oral and silent reading literacy levels among Grades 4, 5, and 6 learners at Aga Elementary School. Notably, there was a discernible improvement in oral reading proficiency across all grade levels, with a decrease in the number of learners classified under Frustration and an increase in Independent readers, particularly prominent in Grade 4. Conversely, while silent reading skills also exhibited enhancement, Grade 5 showed a slight regression in Independent readers. Statistical analysis revealed no significant difference between oral and silent reading levels when grouped by grade level, implying past interventions had limited efficacy. Furthermore, a considerable number of learners remained at frustration levels, especially in English, indicating the necessity for targeted intervention. In response, a proposed reading intervention program, named "BASA-GABAY," is presented to address these challenges and enhance literacy among Aga learners. These findings underscore the importance of tailored interventions to bolster reading proficiency among elementary school students.

Conclusions

Based on the findings, the following conclusions were reached:

1. The oral reading level of learners across all grade levels in Filipino and English subjects at Aga Elementary School demonstrated a noticeable mean number of 5 learners under frustration, 6 for instructional, and 1 as non-reader, highlighting the need for targeted reading intervention.

2. The silent reading level of learners in both subjects is a cause for concern, with a significant mean of 6 categorized as experiencing frustration, 15 falling under instructional, 1 non-reader, and only a mean of 3 demonstrating independent reading ability. Therefore, urgent reading intervention is warranted.

3. There is no significant difference between oral and silent reading levels when grouped by grade level, indicating that existing interventions have not produced differential effects across grades.

4. Considering the low proficiency levels observed among learners at Aga Elementary School, the implementation of a strategic reading intervention is imperative to enhance reading performance. Hence, the proposed reading intervention program, "BASA-GABAY," aims to elevate learners' reading proficiency through a series of structured activities guided by professionals.

Recommendations

1. The Department of Education should reassess the implementation of the Friday Catch-Up Program, which aims to enhance the reading literacy of learners. Additionally, there should be heightened monitoring activities to ensure effective implementation of reading interventions.

2. School heads should incorporate plausible solutions to the identified factors influencing learner performance into their School Improvement Plans (SIPs).

3. Teachers are encouraged to participate in more training sessions related to multigrade education to enhance their skills in developing reading interventions.

4. Teachers should promptly implement localized or adopted reading programs or interventions to address identified reading challenges.

5. Consideration should be given to reviewing and evaluating the proposed reading intervention program, "BASA-GABAY," as an additional reading intervention in the school.

6. The teacher-researcher should organize an information dissemination activity to share the results of the reading intervention study with relevant stakeholders.

7. Future researchers are encouraged to conduct parallel studies focusing on factors affecting learner reading performance on a broader scale and with a larger sample size, and to identify the underlying problems in reading that persist from Grade 3.

Limitations of the Study

This study has several limitations that should be acknowledged:

1. **Sample Size:** The study was limited to 23 learners in Grades 4, 5, and 6 at Aga Elementary School. The small sample size limits the generalizability of findings to other schools or contexts.

2. **Scope:** The study focused on a single school in Pudtol District, Division of Apayao. Findings may not be representative of other schools in the division or region.

3. **Data Source:** The study utilized secondary data from Phil-IRI results for School Year 2023–2024. The researcher did not administer the assessment directly, which may introduce variability in administration and scoring.

4. **Design:** The descriptive–comparative design does not establish causality. The study describes existing conditions and compares groups but cannot determine cause-and-effect relationships.

5. **Intervention Evaluation:** The proposed intervention program has not been implemented or evaluated. Its effectiveness remains theoretical until empirically tested.

6. **Contextual Factors:** The study did not extensively explore socioeconomic, cultural, or home literacy

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